



Museums for America

Sample Application MA-255888-OMS-24
Project Category: Lifelong Learning

Museum of the City of New York

Amount awarded by IMLS:	\$249,920
Amount of cost share:	\$272,190

The Museum of the City of New York will create programs and classroom resources aligned with New York City's "Civics for All" public school initiative. The museum will convene a paid teacher advisory group to work with a curriculum consultant to develop educational resources for students in grades six through eight. The advisory group will also provide feedback on two new "Civics for All"-themed field trips. In addition, the museum will host several professional development programs for New York City teachers focused on civic engagement themes. To support project activities, the museum will contract with a curriculum consultant, project evaluator, graphic designer, and translation services to translate curriculum materials into Spanish to reach a broader student population. The new "Civics for All"-aligned curricula and field trips will reach an estimated 10,000 New York City students and teachers.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion
- Digital Product Plan
- Performance Measurement Plan

When preparing an application for the next deadline, be sure to follow the instructions in the most recent Notice of Funding Opportunity for the grant program to which you are applying.

Museum of the City of New York
IMLS Museums for America – FY2024

Civics in the City: Connecting NYC History to Student Civic Engagement Today
Narrative



Overview: The Museum of the City of New York (MCNY) requests \$249,920 in grant support from the Institute of Museum and Library Services through the Museums for America opportunity to launch **Civics in the City: Connecting NYC History to Student Civic Engagement Today** to create museum programs and classroom resources aligned to New York City's *Civics for All* initiative. The project will make direct curriculum connections for 8th grade students and teachers in the wider 6-8 grade band between historical activists and community leaders who have impacted change in New York City and how the city functions today to foster students' greater civic participation in their communities. Using scholarly content from current and upcoming exhibitions, this project will connect with an estimated 10,000 students and teachers with a focus on audiences in the target geographic communities of East Harlem, Harlem, Washington Heights, and the South Bronx across the two-year project period (September 2024 to August 2025).

Project Justification: This project aligns with the IMLS agency goal to *Champion Lifelong Learning* and Objective 1.1 to advance shared knowledge and learning opportunities for all. Additionally, this project aligns with the Museums for America program goal of *Lifelong Learning* to empower people of all ages and backgrounds through experimental and cross-disciplinary learning and discovery, specifically Objective 1.3 to support in-school and out-of-school programs. **Civics in the City** makes connections to MCNY's strategic plan which emphasizes a commitment to strengthening existing offerings and developing new initiatives that encompass audience development, career/workforce development, research and evaluation, and pathway programs for toddlers to teens and their families (see: *Strategic Plan*).

The Frederick A.O. Schwarz Educational Center has historically served up to 50,000 students and teachers each year (see: *Organizational Profile*). Field trips, professional learning events, and family and community days continue to drive K-12 student and teacher audiences to the Museum. MCNY's virtual model has been a new avenue for engagement, including virtual field trips featuring content from past and current exhibitions; free, large-scale webinars on a variety of topics; hands-on art-making videos; and a series of workshops highlighting the *Hidden Voices: Untold Stories of New York City History* curriculum supplements developed in collaboration with the New York City Department of Education (NYC DOE). Between FY2020 and FY2023 (July 1, 2019-June 30, 2023), over 53,000 students and teachers visited MCNY for onsite programs, an additional nearly 60,000 joined virtual programs led by Museum Educators, and over 128,000 accessed Schwarz Center-developed webpages which include teacher resources, art-making activities, and more.

The educational programs and classroom materials developed by the Schwarz Center complement classroom learning and intentionally align with New York State Common Core Learning Standards¹ and New York City Social Studies Scope and Sequence² guidelines by using content from MCNY's exhibitions and collections to develop students' skills in historical thinking, artifact analysis, and visual inquiry. Programs focus on student discussion and hands-on experiences to engage learners in examining the city's past so that they may understand the present and envision their role in shaping the future.

The Museum is located in East Harlem in Manhattan, a neighborhood with a population of 123,500 people, of which 9.7% identified as Asian, 29.5% identified as Black, 43% identified as Hispanic, and 13.9% identified as white as of 2021 surveys. Surveys also showed that the median household income was about 39% less than citywide median household income, and the poverty rate was 31.2% compared to 18% citywide.³ Students served by the Schwarz Center closely match the demographics of the public school system: 41% Hispanic, 27% African-American, 16% Asian, and 15% white, with nearly 77% qualifying for free or reduced-price lunch—a common measure of poverty at the school level.⁴

MCNY has a long history of connecting with and serving our neighbors through free admission for those who live or work in East Harlem and free field trips for schools in zip codes 10029, 10035, and 10037. MCNY is dedicated to creating pathways for students in East Harlem, Harlem, Washington Heights, and the South Bronx (school districts 4, 5, 6, and 7 which serve a diverse cohort of thousands of students) to access the Museum's spaces and see themselves reflected in the stories of the city. These districts are often lacking in resources for out-of-classroom experiences, and many of these communities have a high concentration of new migrant populations which have recently entered the school system.

¹ Common Core Learning Standards are internationally-benchmarked and evidence-based standards which serve as a consistent set of expectations for what students should learn and be able to do so that every student across NYS is on track for college/career readiness.

² The NYC Social Studies Scope and Sequence are comprehensive resources that integrate national standards, the NYS Social Studies Core Curriculum (content, concepts, key ideas, understandings and performance indicators), the Common Core Learning Standards (CCLS) and the NYS K-8 Social Studies Framework.

³ Statistics provided by CoreData.nyc, New York City's housing and neighborhoods data hub, presented by the New York University Furman Center. The interactive data and mapping tool standardizes over 20 datasets from a variety of city, state, and federal sources.

⁴ Statistics provided by New York City Department of Education Data at a Glance.

Through both anecdotal evidence and post-program surveys, MCNY has learned that New York City teachers are eager for programs that reflect the unique and diverse experiences of their students. In post-field trip surveys, 89% of teachers that responded rated the Museum’s programs relevant to their school curriculum and nearly 100% of respondents have indicated an interest in returning to MCNY for future programs. Also, 37% percent of teachers shared that they have a portion of or all ENL (English as a New Language) learners in their classrooms, primarily Spanish speakers. The Schwarz Center’s work supports students and teachers in understanding the city they live in by providing trusted and research-based historical context that students can apply to current events through accessible resources and programming.

Civics curriculum is specifically included in lessons plans for students across New York State in grades 4, 8, and 12. Civics education in 4th grade is more concerned with identification (*what is civics? what does civic engagement look like in our lives?*) than with critical thinking and deeper understanding. By 8th grade, students are expected to engage multiple perspectives, examine the elements of debate, and “strive for extensions of freedom, social justice, and human rights.”⁵

From this perspective, 8th grade is a particularly important inflection point in students’ civic engagement education, where the identification of the role civics plays in their daily lives and communities and the critical thinking skills of inquiry and debate coalesce. Students at this age are encouraged to consider the impact of individuals and key groups in effecting change in different societies and times, a direct connection to the Museum’s mission to understand the distinctive nature of urban life in the world’s most influential metropolis so that all audiences can see themselves and their experiences reflected in our content. In the 2021-2022 school year, data from the New York State Education Department (NYSED) estimated **74,484 students were enrolled in 8th grade in New York City public schools.**⁶

For additional relevancy, on a panel offered in 2022 by the New York Public Library Center for Educators & Schools, experts discussed how restoring widespread civic education and action can provide a lifeline to our imperiled democracy. Of note, Jenna Ryall, Director of the *Civics for All* program at the NYC DOE, shared an important and illuminating statistic—during the school day, **“One in 300 Americans is sitting in a New York City public school classroom.”**⁷

Civics for All is a curriculum supplement that was developed by the NYC DOE in partnership with New York City cultural institutions, including MCNY, in order to fulfill the DOE’s express belief that “civics education is a vital part of a student’s overall education and that it must be given sustained and systematic attention in grades K–12.” The curriculum is broken up into grade bands and is designed to “create civic literacy, foster civility, promote understanding and appreciation of democratic institutions and processes, and enhance a sense of political efficacy.” The resource states:

At the middle school level, students are taught about politics and power, while being called to action around pressing societal issues....Students explore the dynamics of power in government, developing an understanding of the powers each branch of government can exercise. Furthermore, middle school students examine various forms of propaganda found in advertising, social media, and politics. They investigate the persuasive methods behind social media and messaging they see every day, gaining skills to effectively identify and counter them.⁸

Importantly, while the *Civics for All* curriculum is a NYC DOE initiative, schools that participate in the program are often eager for resources to ground the themes and discussion points of the program within historical relevance and primary source documentation. MCNY is particularly suited to provide a solution to this demonstrated and specific need—as an organization with 750,000 objects in our collection each with a distinct focus on New York City history, the Museum has the skills and the expertise for primary resource analysis and historical contextualization that teachers can trust will provide the necessary knowledge and scholarship around contemporary issues that directly affect their students, which will in turn foster further conversation, debate, and civic participation. Additionally, 8th grade students following the New York City K-8 Social Studies Scope and Sequence are engaged in studying United States and New York State History with a particular focus on the late 19th and 20th centuries, areas in which the Museum has a depth of scholarship and materials to support student engagement. While 8th grade will be a particular focus of **Civics in the City**, the final products will apply to the entire 6-8 grade band to align with the *Civics for All* structure (Grades K-2, 3-5, 6-8, and 9-12).

Two key exhibitions will serve as the basis for this project: *Activist New York*, which uses a case-study model to tell the many stories of activism in the city past and present, and *Shirley Chisholm: A Brooklyn Life*, an exhibition opening in

⁵ New York State K-8 Social Studies Framework, page 101. "Grade 8: Social Studies Practices" outlines six key themes in this year's Social Studies curriculum, including Civic Participation.

⁶ Data.nysed.gov is designed to provide a first step in publicly reporting educational data such as the statistics provided so all interested parties can be better informed as they work to advance student achievement.

⁷ “Civic Education and Democracy in Crisis: A Conversation in Memory of Judge Robert A. Katzmann” online on May 23, 2022.

⁸ *Civics for All* curriculum, Grade 6-8: Part 1, pages 12, 18-20.

summer 2024 exploring the life and legacy of Shirley Chisholm, the first Black woman elected to Congress and first woman to run for president on a major party ticket. The *Activist New York* exhibition covers topics such as the Civil Rights Movement, voting rights and women’s suffrage, the Young Lords and health activism, and many others—all of which make historical connections to present day issues. The exhibition on Shirley Chisholm is especially poignant as 2024 is the centennial of her birth and a major election year. Both exhibitions are hyper-focused on centering the stories of individuals—both well-known and historically underrepresented—who have affected change in the city, a key component of the *Civics for All* curriculum. MCNY already offers a *Civics for All*-aligned field trip of *Activist New York*, which will be revised as part of the updated field trips the Museum will develop to make more direct connections to the curriculum.

Project Work Plan: *Civics in the City* will launch in September 2024 with an anticipated two-year time frame through August 2026. In the first year, the focus of the project will be on research, including evaluation and information gathering from participants of currently offered programming, and the development of new curriculum materials and field trips. In the second year, the focus will be on the rollout of the new materials to participating students and teachers and other schools in the target geographic communities, as well as final program evaluation.

Civics in the City will seek to present the Museum’s content through the lens of civic engagement to demonstrate how students can take an active role in shaping their future. For this project, MCNY will carry out the following objectives:

- Convene a **Teacher Advisory Group** of up to 20 educators working in middle and high schools in Harlem, East Harlem, Washington Heights, and the South Bronx to provide feedback on the *Activist New York* and *Shirley Chisholm* field trip experiences for the 6-8 grade band, insights into teacher and student needs in delivering the *Civics for All* program and other civic engagement learning, and support the Curriculum Consultant.
- Work with Curriculum Consultant to develop **Curriculum Resources** for the 6-8 grade band with a focus on creating connections to the New York City and State guidelines for civic engagement in 8th grade and the *Civics for All* program. Resources will be co-created with members of the Teacher Advisory Group, who will suggest topics and themes that will then be turned into resources by the Curriculum Consultant. Distribute final resources to local classrooms for further feedback and evaluation and to wider New York City schools in partnership with the NYC DOE, and post to MCNY.org for digital download.
- Lead **Field Trips** in current and upcoming exhibitions. Offer up to 60 free field trips for 8th grade students from Harlem, East Harlem, Washington Heights, and the South Bronx for feedback and evaluation on their experiences. Create two new *Civics for All*-aligned field trips focusing on themes of civic engagement. Develop pre- and post-field trip materials connected to the field trip experiences.
- Produce and host up to four **Professional Learning** programs for New York City teachers focused on civic engagement themes such as voting, labor organizing, accessibility rights, and housing access each year.
- Conduct third-party **Evaluation** to understand effectiveness, success, and other metrics of the above objectives. Use teacher and student feedback to evaluate the effectiveness of the current field trips in *Activist New York* and *Shirley Chisholm: A Brooklyn Life*, the new *Civics for All* field trips, and related resources and materials.

Project management and oversight will be led by Maeve Montalvo, *Director, Frederick A.O. Schwarz Education Center*. The Museum will hire a *Manager, Professional Learning* in Fall 2024 to recruit and facilitate the Teacher Advisory Group, work closely with the Curriculum Consultant throughout the curriculum resource development process, and collaborate with the NYC DOE *Civics for All* team to produce civic engagement professional learning workshops. Dedicated to connecting and working with New York City educators, this role is instrumental to the success of this project and will enable MCNY to more fully engage and support teachers both in the target geographic communities as well as across the five boroughs (see: *Resumes of Key Project Staff and Consultants* for Job Description). The role will be posted on the MCNY.org job listings page as well on sites such as LinkedIn, Indeed, and museum specific sites including NYCMER (New York City Museum Educator’s Roundtable), MuseumHue, and AAM (American Alliance of Museums).

Civics in the City will be further supported by Sydney Stewart, *Assistant Director, Student and Family Learning*, who will work with the Project Evaluator to assess and refine field trip materials for the proposed *Activist New York* and *Shirley Chisholm* field trip experiences, as well as communicate with the Curriculum Consultant to develop pre- and post-visit materials for students participating in these field trips. Additional key MCNY staff include Zahar Al-Dabbagh, *Assistant Director, Education Operations* and Mahan Saidi-Grant, *Coordinator, Education Operations* who assist with booking field trips, coordinating teacher experiences, and other departmental logistics, and part-time *Museum Educators* who lead in-gallery field trips and prepare related materials. (see: *List of Key Project Staff & Consultants*).

MCNY has also identified consultants to support Museum staff in completing this project. The Curriculum Consultant, Sarah Jencks of Every Museum a Civic Museum, works with over 200 community learning partners across the country to integrate civic learning and honest history into their strategy and practice. Jencks is a demonstrated and trusted thought-leader in the field of civic education both in museums and in other informal learning spaces. The Project Evaluator, Elisabeth Nevins, is the principal of Seed Education Consulting, and is an expert consultant on museum education practices and interpretation through effective evaluation to create empowering and engaging learning experiences.

The below outlines a year over year breakdown of project activities (see: *Schedule of Completion, Year 1 & Year 2*):

Year 1: September 2024 to August 2025

The Museum will convene a **Teacher Advisory Group** of middle school and high school teachers, primarily from the target geographic communities of Harlem, East Harlem, Washington Heights, and the South Bronx. Maeve Montalvo, Sydney Stewart, and the to-be-hired *Manager, Professional Learning* will recruit up to 20 teachers for this group via e-blasts (est. 12,000 emails) and contacting directly with teachers from schools in the target geographic communities. MCNY has already identified four teachers who have shared letters of support for this project (see: *Supporting Document (1)* for Letters of Support) who are frequent users of *Activist New York* content and returning field trip participants.

The to-be-hired *Manager, Professional Learning* will facilitate the Teacher Advisory Group sessions with the supervision of the Director and Curriculum Consultant. Meetings will be held onsite at MCNY with the option to join virtually, and teachers will be compensated \$100 per attended meeting, plus given an additional \$50 travel stipend each year. Meals will be provided for those onsite, and all supplies and other materials required for each meeting will be provided. The goals of the Teacher Advisory Group meetings are to:

- Provide feedback on past curriculum supplemental materials developed by the Schwarz Center, including resources developed for the NYC DOE *Civics for All* and *Hidden Voices* programs
- Share anecdotal evidence on the most pressing needs of their students related to civics engagement curriculum and successfully implementing the *Civics for All* program
- Share insights into the gaps that may exist in their knowledge as educators as it relates to US History, civic engagement, and connecting the past to the present
- Brainstorm and discuss possible themes, ideas, formats, activities, etc. to be included in the final developed resources based on educator needs and student interests

Meetings of the Teacher Advisory Group in year one will occur in November 2024, January 2025, March 2025, and June 2025. The November and January meetings will focus on research-gathering while the March and June meetings will focus on reviewing the initial drafts of the curriculum resource and providing feedback on their classroom's field trips. Meetings in year one will also provide an opportunity for the group to review previously developed materials such as:

- *Hidden Voices*: Building on MCNY's collaboration with the NYC DOE on the *Hidden Voices* project,⁹ the Schwarz Center developed a free six-part virtual workshop series designed for teachers and students in grades 3-5 to highlight and honor the individual and collective experiences of a diverse swath of New Yorkers. Featured are the stories of six historical figures: Antonia Pantoja, Bayard Rustin, Elsie Richardson, David Ruggles, Wong Chin Foo, and Silvia Rivera. This project will identify a selection of the voices featured in the series whose stories best support student engagement with issues of civic concern in New York City to be updated for the 6-8 grade band.
- *Civics for All*: MCNY contributed several lesson plans to the original NYC DOE *Civics for All* curriculum project in 2018. The Schwarz Center would like to use this opportunity to revisit the content and to develop new lesson plans for the 6-8 grade band that incorporate more contemporary information and themes.
- *Activist New York Resources*: MCNY offers a *Civics for All*-aligned field trip of *Activist New York* that will be reviewed by the Teacher Advisory Group, along with the lesson plans for each case study. Additionally, the Museum is currently developing an *Activist New York* toolkit—a printed take-home packet that students can complete back at school or at home—which will be rolled out for students who participate in the *Activist New York* field trip. This and other pre- and post-visit materials to be developed will benefit from this group's insight.

⁹ *Hidden Voices* is a collaboration between the NYCDOE and the Museum of the City of New York. It was initiated to help students learn about and honor the innumerable people, often "hidden" from the traditional historical record, who have shaped and continue to shape our history and identity. Aligned to the Passport to Social Studies curriculum and helps teachers facilitate and explore inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups.

In the 2024-2025 school year, each participating teacher in the Teacher Advisory Group will be invited to bring their class to MCNY on a free field trip to the current *Civics for All*-aligned **Activist New York** field trip or the **Shirley Chisholm** field trip which will be developed over the summer (the exhibition opens prior to the start of the project in June 2024).

One of the main objectives of the project is the development of **Curriculum Resources** that synthesize the *Civics for All* curriculum and other civic engagement initiatives with the primary resources, inquiry-based methodology, and hands-on experience that MCNY can provide. Activities in year one will focus on two objectives—reviewing and revising current educational materials to incorporate new research and connect specifically to contemporary events, and the creation of new materials specifically for 8th grade students and the wider 6-8 grade band related to civic engagement.

Feedback from the Teacher Advisory Group, Schwarz Center staff, and students participating in the project will inform the creation of these materials which could include: lesson plans, close-looking activities, biographies, reading lists, DBQs (document-based questions) based on primary sources, or some combination of these formats. The Schwarz Center is eager to hear from teachers and students as to what type of materials are most needed and what level of historical context is most helpful for this grade band, so is open to adapting the format of the curriculum resources based on feedback.

The primary goal of these materials will be to align the Museum’s resources with the New York City and State guidelines for civic engagement for 8th grade students. The resources created will serve as a bridge between the *Civics for All* curriculum taught in classrooms and the New York City history and stories that are at the core of MCNY’s exhibitions. By highlighting the connections between historic examples of community and political organizing with contemporary issues and processes in the city today, students will build empathy, understanding, and greater investment in their city.

The completed materials will be increasingly relevant for students and schools involved in the *Civics for All* Take Action project which provides opportunities for students to “explore their communities from an asset-based perspective, identify issues that are important to them and their community, research the issue, analyze power, and ultimately develop an action plan and take action.” The resources the Museum develops will offer concrete examples of historical figures who have modeled this action to address real-world issues in their communities and injustices across the city.

The completed materials will be translated into Spanish by the translation services firm GoDiversity to further expand their reach, as well as made available online through MCNY.org as a downloadable PDF. The Museum will contract a freelance graphic designer who will work with the Curriculum Consultant, Teacher Advisory Group, and Schwarz Center staff to create a cohesive graphic identity for these materials that is engaging and inviting to students.

In year one, the Museum will bring this content directly to students and connect with the **Civics in the City** goal of increasing awareness of civic engagement among New York City 8th graders through **Field Trips**. The **Activist New York** field trip, which takes students through a tour of the featured activist movements, is the most requested field trip at the Museum—and has been for the past 10 years. The Schwarz Center hosts between 200-300 field trips in the **Activist New York** gallery each school year, connecting over 5,000 students and teachers to the themes and takeaways of young people taking action in the city. The development of a field trip for **Shirley Chisholm: A Brooklyn Life** will echo much of the discussions and conversations that take place on the **Activist New York** field trip, with a specific focus on how Chisholm both broke barriers as a politician and was a voice for change within her communities. These field trips, much as the curriculum resources, will be developed through the lens of the 8th grade curriculum connections to civic engagement but will also be available for students in grades 6-12 as much of the civic engagement themes between these years overlap.

During the 2024-2025 school year, the Museum will offer 30 free field trips to approximately 750 8th grade students from schools in Harlem, East Harlem, Washington Heights, and the South Bronx to experience these exhibitions and provide feedback on the experience (note: this includes the participants in the Teacher Advisory Group). Students will receive pre- and post-visit materials to complement the in-gallery experience of the **Activist New York** and **Shirley Chisholm** field trips. Pre-visit materials may include a question list or object identification for students to consider before they come to the Museum, and post-visit materials may include follow up questions and additional prompts for research and reflection (students who participate in the **Activist New York** field trip will receive the **Activist New York** toolkit). Sydney Stewart will spearhead the writing and dissemination of these materials in conversation with the Curriculum Consultant and informed by the feedback gathered from the Teacher Advisory Group and students. The Museum will also hire a translation services firm, GoDiversity, to translate these materials into Spanish.

In the 2024-2025 school year, the Museum will run **Professional Learning Programs** for K-12 educators in collaboration with the NYC DOE *Civics for All* team and other organizations, including *Facing History and Ourselves*, an organization that supports educators in preparing students to participate in civic life and whose pedagogy engages young people with challenging content through a process that builds the knowledge, skills, and dispositions of deep civic learning.

One key program will take place in fall 2024 on Election Day, where the Museum will run a program for an anticipated 150 teachers in conjunction with *Activist New York* and *Shirley Chisholm: A Brooklyn Life*. This interdisciplinary day will include workshops that target curriculum standards for K-12 educators (as MCNY is a certified CTLE provider, participation in this full-day program will also provide 5 hours of CTLE credit). The full-day event will include a morning welcome and keynote speaker, morning workshops, afternoon workshops, and the chance to explore both galleries. Three additional workshops will take place in year one focused on civic engagement themes including a partnership program with the NYC DOE featuring content and case studies from *Activist New York* for all *Civics for All* participating teachers across the five boroughs, a symposium in partnership with *Facing History and Ourselves* focused on *Activist New York*, and a major program featuring a keynote speaker on a relevant topic connected to activism in the city that year.

In year one, the Museum will hire a Project Evaluator to conduct a thorough **Evaluation** of the project as referenced in the objectives above. Specifically, the Project Evaluator will focus on assessing current offerings and will construct feedback mechanisms to understand their efficacy from both teacher and student audiences. For the free field trips, the Project Evaluator will assess student feedback on their experiences in order to provide valuable insights into the effectiveness of the field trip within this specific audience group. The Project Evaluator will develop a mid-year report to share with MCNY staff, the Curriculum Consultant, and the Teacher Advisory Group.

Year 2: September 2025 to August 2026

Meetings of the **Teacher Advisory Group** in year two will occur in October 2025, January 2026, March 2026, and June 2026. The October and January meetings will focus on the roll out of the new *Activist New York* field trip and resources developed by the Curriculum Consultant in year one, and the March and June meetings will focus on providing further feedback on their success and efficacy in practice. In the 2025-2026 school year, each teacher will again be invited to bring their class to the Museum on a field trip.

In the second year of the project, the new **Curriculum Resources** will be shared with the Teacher Advisory Group to be implemented in their classrooms. Following this distribution, the Teacher Advisory Group will prepare feedback for the Curriculum Consultant with suggestions for revisions if necessary. Once all suggestions have been implemented, the completed curriculum resources will be distributed to additional schools in the target geographic communities as well as other 8th grade classrooms across the five boroughs in collaboration with the NYC DOE. East Harlem (District 4) schools that MCNY has an established relationship with and that would be among the first recipients of these materials include: TAG Young Scholars Junior High School, Young Women's Leadership School, Academy of Environmental Science Secondary High School, J.H.S. 13 Jackie Robinson, and the Tito Puente Educational Complex.

During the 2025-2026 school year, the Museum will offer 30 free **Field Trips** to approximately 750 8th grade students from schools in Harlem, East Harlem, Washington Heights, and the South Bronx (note: this includes the participants in the Teacher Advisory Group). This year, the free field trips will specifically be offered for the newly developed *Civics for All*-aligned *Activist New York* field trip following feedback and revision in year one. As the *Shirley Chisholm* exhibition is planned to close in summer 2025, the in-gallery field trip will not be available however, the Museum plans to convert the *Shirley Chisholm* field trip into an ever-green format such as a series of lesson plans or a virtual field trip.

Field trip participants will utilize the pre- and post-visit activities developed in the first year, and the results of the evaluation in year one will inform the final adjustments made to these resources in year two. The Project Evaluator, working with Sydney Stewart, will assess the student experience, as well as the efficacy and frequency of use of the pre- and post-visit materials, to make further conclusions regarding the effectiveness of the Museum's offerings within this specific audience group. Students will have the opportunity to provide feedback on their experiences and takeaways.

The Museum will run **Professional Learning Programs** for K-12 educators in year two including a partnership program with the NYC DOE and *Civics for All* team featuring content and case studies from *Activist New York* for all *Civics for All* participating teachers, a symposium in partnership with *Facing History and Ourselves* focused on *Activist New York*, and a major program featuring a keynote speaker on a relevant topic connected to activism in the city that year. The Curriculum Consultant, in collaboration with the *Manager, Professional Learning*, will assist with creating workshop versions of the Curriculum Resources for these programs and revise materials informed by participant feedback.

In year two, the Project Evaluator will continue the overall project **Evaluation** including presenting findings from the first year of the project. The next round of free field trips will again be observed by the Project Evaluator who will implement the feedback mechanisms from year one for students to share their thoughts in response and reflection. The Project Evaluator will pay special attention in year two to the feedback and survey data from students and teachers in response to the rollout of the new curriculum materials, *Civics for All*-aligned field trip, and pre- and post-field trip materials.

Project Risks & Mitigation: Sustained engagement from the Teacher Advisory Group, including buy-in from school Principals, is **Civics in the City**'s greatest risk. MCNY will offer incentives for educator participation, including financial compensation and prioritization of free field trips, and educators will also receive first access to the developed materials. The group will provide valuable feedback that will ultimately serve to ensure the resources are directly benefiting their students and aligned with City and State learning standards—a critical objective of **Civics in the City**. Additionally, engagement from teachers all across the city will be challenging—while the Museum's intention is to focus on serving 8th grade students and teachers in the target geographic communities of East Harlem, Harlem, Washington Heights, and the South Bronx, in order for curriculum resources and field trip materials to maintain relevancy for all New York City students, a wider pool of feedback from students and teachers across the city will be crucial. The Museum will actively work with the NYC DOE to disseminate these resources more broadly throughout the boroughs.

Project Results: An estimated 10,000 students and teachers will directly benefit from **Civics in the City**. The Museum anticipates that the effects of this work will have a long life beyond the grant period—impacting thousands New Yorkers and beyond, including teachers who participate in professional learning programs, students in other grade bands that visit the Museum on an *Activist New York* or *Shirley Chisholm* field trip, and other classrooms that access the online curriculum resources. Specific work products from **Civics in the City** will include (see: *Digital Products Plan*):

- Eight lesson plans for the 6-8 grade band featuring content from *Activist New York* and *Shirley Chisholm: A Brooklyn Life* to be shared with teachers and posted on the Museum's website for digital download.
- Two new *Civics for All*-aligned field trips for the *Activist New York* gallery for the 6-8 grade band and revisions to the field trip for the *Shirley Chisholm: A Brooklyn Life* exhibition for the 6-8 grade band.
- One set of pre- and post-field trip materials to be distributed via PDF to teachers visiting the Museum with their classroom (not including the *Activist New York* toolkit as development and distribution will precede this project)
- A mid-project evaluation report and final evaluation report featuring student and teacher feedback, evaluator and MCNY staff insights, and summary of project effectiveness.

For students, **Civics in the City** aims to have real-world impact—beginning at age 11, New York City youth can participate in the Participatory Budgeting initiative, where community members decide how to spend part of the city's budget. Museum Educators will introduce this concept to participating 8th grade students in order to demonstrate an increase in participation and/or increased knowledge and confidence in young people's ability to impact their city. Conceptually, **Civics in the City** will provide students with a greater understanding of how New York City functions, and how they can be involved in determining the future of the city and their communities through organizing, voting, civic participation, peer-to-peer education and resource-sharing. Students will also build empathy and awareness of historical activists and community leaders who have impacted change in New York City across the centuries, with a particular focus on the diverse perspectives and contributions of underrepresented individuals and groups.

For teachers, there will be two levels of impact—first, for the participating educators in the Teacher Advisory Group, and second, for those educators who attend professional learning events, bring their students to the Museum for a field trip, or use the curriculum resources in their classrooms. The Museum is eager to create long-lasting partnerships rooted in mutual support with the educators participating in the Teacher Advisory Group, which will be further established by gaining institutional buy-in from school Principals and administrators. Educators participating in the other project objectives will achieve confidence and knowledge to share New York City-specific histories with their students; the increased ability to connect contemporary issues in the city to historical antecedents; and pathways to develop the pedagogical skills to support student dialogue and inquiry (engaged and critically thinking citizenry).

For the Museum, this project will have a long-term, lasting impact on how and with what tools we develop our educational materials for this age group and beyond. The results of the evaluation will be the first at the Museum that specifically focuses on civics-related programming and resources and will provide qualitative and quantitative evidence-based reasoning to guide the Museum's decision-making to achieve greater effectiveness in our capacity to serve our education audiences. The attention paid to 8th grade students, and subsequently their middle school counterparts in 6th and 7th grade, will have a rippling effect on the Museum's ability to serve this age group, which is currently less of a user pool than elementary and high school audiences. Ultimately, **Civics in the City** will pave a path forward towards increased collaboration and connection to the Museum's local neighborhoods and the rest of the five boroughs.



Civics in the City: Connecting NYC History to Student Civic Engagement Today at the Museum of the City of New York (MCNY) will include the development and launch of museum programs and classroom resources aligned to New York City's *Civics for All* public school initiative. The project will make direct curriculum connections for 8th grade students and teachers in the wider 6-8 grade band between historical activists and community leaders who have impacted change in New York City and how the city functions today to foster students' greater civic participation in their communities. Using scholarly content from current and upcoming exhibitions, this project will connect with an estimated 10,000 students and teachers with a focus on audiences in the target geographic communities of East Harlem, Harlem, Washington Heights, and the South Bronx.

1.) Digitally-Accessible Lesson Plans (PDFs)

Type: Eight lesson plans for the 6-8 grade band featuring content from *Activist New York* and *Shirley Chisholm: A Brooklyn Life* will be posted on the Museum's website as PDFs for digital download. Lessons plans may contain: an overview, student goals, Common Core State Standards addressed, key terms, introduction of resources, DBQ prompts, activities, and reading lists. Thousands of downloads are made annually of educational resources from the Museum's website.

Availability: Lesson plans will be made publicly available for free on MCNY.org and can be downloaded or printed by all audiences with no restrictions. Materials will be offered in English and Spanish.

Access: MCNY will obtain the appropriate rights and permissions and the material is available to all those who access the Museum's website. The Museum is committed to facilitating the accessibility of our website which is currently maintained in alignment with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 AA guidelines.

Sustainability: The Museum maintains its digital resources on its website indefinitely.

2.) Digitally-Distributed Pre- and Post-Field Trip Materials (PDFs)

Type: One set of pre- and post-field trip materials be posted on the Museum's website as PDFs for digital download for teachers visiting the Museum with their classroom. Pre- and post-visit curriculum materials available for classroom use may include: activities, further reading, and contemporary connections. Thousands of downloads are made annually of educational resources from the Museum's website.

Availability: Pre- and post-field trip materials will be made publicly available for free on MCNY.org and can be downloaded or printed by all audiences with no restrictions. Materials will be offered in English and Spanish.

Access: MCNY will obtain the appropriate rights and permissions and the material is available to all those who access the Museum's website. The Museum is committed to facilitating the accessibility of our website which is currently maintained in alignment with the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 AA guidelines.

Sustainability: The Museum maintains its digital educational resources on its website indefinitely.

3.) Social media

Type: Social media content about the **Civics in the City** project will be developed and produced in consultation with the Marketing & Communications team. Successful formats for distributing Schwarz Center-generated content on the Museum's social media platforms include short-form videos, audio voice-overs, and still images.

Availability: Social media content will be shared on the Museum's public social media accounts on platforms such as Instagram, TikTok, YouTube, and others.

Access: Permission will be obtained from any individual being filmed or recorded to use their likeness for this purpose. Content produced will primarily feature Schwarz Center staff, and specifically project staff developing **Civics in the City**.

Sustainability: Content posted to the Museum's social media pages will be publicly available indefinitely.

Museum of the City of New York
 IMLS Museums for America – FY2024
Civics in the City: Connecting NYC History to Student Civic Engagement Today
 Performance Measurement Plan



<u>Performance Measure</u>	Data We Will Collect (e.g., counts, costs, weights, volumes, temperatures, percentages, hours, observations, opinions, feelings)	Source of Our Data (e.g., members of the target group, project staff, stakeholders, internal/ external documents, recording devices, databases)	Method We Will Use (e.g., survey, questionnaire, interview, focus group, informal discussion, observation, assessment, document analysis)	Schedule (e.g., daily, weekly, monthly, quarterly, annually, beginning/end)
Effectiveness: The extent to which activities contribute to achieving the intended results	<p>After each focus group with the Teacher Advisory Group, the evaluator will code and assess the discussion points and share results with the project team to identify how the Museum can best support teachers through curriculum and program creation and to identify which elements of the curriculum materials are working well for students.</p> <p>After the 30 field trips in year one, evaluation data from the student feedback collection method, teacher surveys, and observations will be compared to the intended learning objectives and utilized to revise and improve the existing field trips for year two as well as to create a new civic engagement field trip in the <i>Activist New York</i> gallery for 8th grade students. After the 30 field trips in year two, evaluation data will be used to assess how effectively the new program and revised programs met the intended goals and objectives.</p> <p>Student evaluation tools integrated into the program, including in-gallery question boards, chip voting, and other active analog feedback collection methods, will measure student content acquisition and attitude changes.</p>			
Efficiency: How well resources (e.g., funds, expertise, time) are used and costs are minimized while generating maximum value for the target group	<p>Before the project begins, Museum staff will gather and prepare all currently existing civic engagement related materials from the Museum to share with the Project Evaluator and Curriculum Consultant to facilitate ease of analyzing existing offerings.</p> <p>At the end of each semester, the project team will convene to assess the actual hours contributed to the project and identify areas for greater efficiency. At the end of each year, we will assess our time spent on the project and expenditures for program supplies on a per-student and per-student group basis.</p>			
Quality: How well the activities meet the requirements and expectations of the target group	<p>At eight points in the project timeline, we will conduct focus groups with the Teacher Advisory Group to determine target audience needs and to assess how well the Museum field trip and curriculum support materials are meeting teacher and student needs for the specified audiences.</p> <p>Student evaluation will include baseline and endpoint data capture to enable an understanding of the degree to which program materials shift attitudes and beliefs.</p>			
Timeliness: The extent to which each task/activity is completed within the proposed timeframe	<p>The project team will utilize project planning software to keep track of deliverables and deadlines. At the end of each semester during the project review meeting, the project team will analyze areas where more time was needed and adjust the schedule moving forward as needed.</p>			