



Museum Grants for African American History and Culture

Sample Application MH-245693-OMS-20
“Museum Passport to Freedom Teacher Programs”

African American Civil War Museum Washington, DC

Amount awarded by IMLS:	\$226,875
Amount of cost share:	\$228,375

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.ims.gov/grants/awarded/mh-245693-oms-20>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

Please note that the instructions for preparing applications for the FY2021 Museum Grants for African American History and Culture grant program differ from those that guided the preparation of FY2020 applications. Be sure to use the instructions in the Notice of Funding Opportunity for the grant program to which you are applying.

Project Justification

What do you propose to do?

The African American Civil War Museum request grant funding to expand its educational outreach program, Museum Passport to Freedom by increasing and strengthening the teacher workshops developed and implemented through the program as well as educational resources provided for classroom use. The Museum Passport to Freedom program is an outreach educational program with the goal to encourage museum visitation amongst students in pre-K-12th grade from low-income homes and provide greater access to its programs to schools in the District of Columbia that primarily serve students from that demographic. The program is in its third year and has served over 10,000 students with much support from DC Schools and teachers.

To increase program impact the Museum will provide free professional development workshops and training to area teachers with the goal of empowering teachers to meet the curriculum standards adopted by the District of Columbia that cover the United States Colored Troops and African Americans during the Civil War. As the only museum in the United States that exclusively focuses on the United States Colored Troops and African Americans during the Civil War, the Museum staff understands the importance of expanding our capacity to meet the growing need for culturally relevant curricula resources on this topic. To this effect museum education staff will develop professional development workshops for teachers that will be offered throughout the year on selected topics related to themes in the Museum's exhibitions on the United States Colored Troops and American Civil War. Workshops will be planned between 1 and 5 days and cover themes that will include the United States Colored Troops, Voting Rights, DC Emancipation, and Civil War Memory and Monuments. Additionally, staff will work to curate curricula materials utilizing relevant primary sources featured in exhibitions. Curricula materials will include engaging exhibition guides for use with students, instructional videos and primary source sets that will be made available on the Museum's educational online portal the Civil War Primer.

What need or challenge will be addressed?

The Museum Passport to Freedom program was launched in 2016 and was inspired by a 2014 study from the Institute of Museum and Library Services (IMLS)¹. The study stated that students who visit museums early in life have higher achievement scores in Math, Reading and Science later grades. Furthermore, the study also stated that students from low-income homes are less likely to visit museums than their more affluent peers along with minority children. When Museum staff examined its visitor demographics it found the followed a similar pattern to that expressed in the 2014 IMLS study. Under the program bus transportation to the Museum may be provided to schools that don't have the necessary funds to support field trips. As a part of their field trip experience students engage with a historical interpreter that takes them through the basic drills that a soldier would perform and what life was like during the period. Each student receives an age appropriate book that focuses on the experience of the United States Colored

Troops (“Lil Dan the Drummer Boy: A Civil War Tale” by Romere Bearden or “The Emancipation of Grandpa Sandy Wills” by Cheryl Wills), and a passport which may be taken to different museums and stamped. Once students have filled the passport, they may return it to the Museum for a prize.

After field trips teachers are encouraged to complete surveys to gauge their impressions of their field trip experiences, if student learning goals are being met, curriculum alignment and resources needed from the museum in the future. Feedback about the program has been favorable, however a growing demand from educators has been the need for focused professional development from teachers and specific primary sources that may augment field trip experiences and align with DC curriculum standards. On a national level, a new report from the Southern Poverty Law Center shared that educators are not sufficiently prepared to teach slavery and textbooks do not have enough material about it, as a result students lack a basic knowledge and understanding of the role it played in shaping the United States and its impact today.² The African American Civil War Museum is positioned to provide DC area teachers with relevant curricula resources and professional development training to help increase confidence for teaching the subject in the classroom.

Who or what will benefit from your project?

Teachers: Teachers are burdened with the demands of meeting school district educational mandates and may often have very little time to research or sufficiently curate curricula materials needed to teach about the United States Colored Troops or the African American experience during the Civil War. Furthermore, as museum primarily focused on the above topic it is poised to focus time and resources exploring a variety of themes related to the core topic. Example themes include but are not limited to: Congress and Emancipation, Civil War Memory and Monuments through the African American Lens, Voting Rights Legacy of the United States Colored Troops, Contraband Camps and Freedom Seeking, DC Emancipation Act, and the Civil War in Washington, DC. Teachers in the area will be invited to participate in free workshops that will range in contact hours from a few hours to 40-hours. Participating teachers will be eligible to receive continuing education units (CEUs) through the University of the District of Columbia.

Students: The Museum will continue the noted offerings of the Museum Passport to Freedom programs which includes the organized field trips and educational resources for students. Students will receive the added benefit indirectly of teachers with more training on the topic and engaging classroom resources to augment their fieldtrip experiences.

How will your project enhance the capacity of your institution and How will your project address the goals of the Museums Grants for African American History and Culture program to build the capacity of African American museums and support the growth and development of museum professionals?

The project will build on the Museum’s existing strong relationships with teachers in the District of Columbia and meet its goals to provide quality and engaging programs and learning experiences to all audiences on the United States Colored Troops and African Americans during the Civil War. The project is aligned to meet the Museum’s additional goal to provide this

quality program to a greater number of teachers and increase the number of students who receive a diverse education on the American Civil War.

Project Work Plan

This project is two-fold and will involve 1) developing and implementing teacher training workshops and 2) curating curricula resources to coordinate with museum exhibition and training workshops. This project will unfold gradually over the course of three years in four phases for teacher training; planning, development, beta implementation, and evaluation and full implementation. Curricula resource curation will occur both in tandem with teacher workshops and separately for museum permanent exhibition.

Note: Team members and specific schedule of phases will be noted in the schedule of completion. An example of a workshop curriculum plan will be included in the attachments.

Project Duration: July 2020 – June 2023

Planning Phase: July 2020 – September 2020 (Planning Phase includes recruitment and debriefing of team and laying the foundation for the overall project.)

Development Phase: October 2020- June 2021 (Development Phase includes the development of curricula for teacher training, facilitating logistics for beta implementation of training)

Beta Implementation Phase: July 2021 – February 2022 (Launching initial training workshop with limited participants to determine feasibility of workshops with a larger group of participants.)

Evaluation Phase: July 2021 – April 2022 (Evaluate and collect feedback from beta phase, implement changes based on feedback.

Full Implementation: May 2022- (Long term portion of the evaluation phase which will be the full implementation of a training schedule that works for all stakeholders i.e. DC Public Schools).

The Team: Dawn Chitty, Director of Education for the African American Civil War Museum will take the lead on planning, implementation, management and evaluating the project as the project director. Ms. Chitty has 17 years of experience in the museum field and 12 years of experience as an educator and curriculum development on a variety of historical topics. To facilitate the smooth development and implementation of the teacher workshops the museum will engage the assistance of a consultant. This Teacher Training Consultant will play an instrumental role in organizing the training, assisting with content development for teacher training workshops and facilitate collaborative efforts with partner entities such as the University of the District of Columbia and District of Columbia Public Schools. Edwin Gasaway, Operations Manager for the African American Civil War Museum, will continue to fulfill the logistical aspects of the project. Mr. Gasaway has been with the Museum for 6 years and handles many of the logistical needs for the Museum such as securing supplies, transportation, technology support, etc. Dr. Frank Smith, Director of the African American Civil War Museum,

developed the Museum Passport to Freedom in collaboration with Dawn Chitty and will act as administrator for the project, providing oversight and managing the project budget and timeline. An advisory committee composed of two educators and one historical scholar will be recruited during the planning phase and be responsible for serving as content experts during the development of teacher training and curricula resources. The program team also includes two Program Assistants filled by current staff members Kayla Johnson and Marquett Milton who will largely be responsible for facilitating teacher registration for workshops and assisting with some research aspects for teacher training workshop curricula.

Tracking progress toward achieving intended results.

This project will utilize the services of an education partner DC Arts and Humanities Education Collaborative to evaluate the teacher training program as well as a variety of other tools such, surveys and a focus group session. The DC Arts and Humanities Education Collaborative is a long-term fixture in the District of Columbia and has worked with the Museum on providing external assessment of educational programs. Additionally, feedback will be collected from museums staff, and advisory committee members.

How and with whom will you share your project's results?

Annual reports will be submitted to IMLS per their granting guidelines as well as dissemination of project work at annual IMLS grantee meetings. When possible, the project will be shared at conferences the Museum staff attend (AAM, AAAM, NCSS, etc.) and journals to share the project's evolution and lessons learned within the museum field.

What time, financial, personnel, and other resources will you need to carry out the activities?

The total budget for the Museum Passport to Freedom Program over the next three years is \$455,250. The African American Civil War Museum request \$226,875 from IMLS in support of this project. The Museum will provide \$228,375 in cost share funds. Personnel, supplies, and all related program cost are detailed in the attached Budget and Justification.

Project Risk

This is a low- risk project. The project team will be composed primarily of individuals who are familiar with and have worked on the Museum Passport to Freedom program as well as other teacher training workshops over the last few years. Consultants have not been selected for this project but to ensure the smooth development, consultants will be selected amongst individuals who have worked with the organization in the past and who are committed to this type of work.

Project Results

Agency-Level Goal selected on Program Information Sheet

The Museum Passport to Freedom program is principally designed with the performance goal to **promote lifelong learning** for both students and teachers. The African American Civil War Museum staff intend to focus evaluation efforts to identify results under the following

parameters: 1) My understanding has increased as a result of this program/training, 2) My interest in this subject has increased as a result of this program/training, 3) I am confident I can apply what I have learned in this program/training. Data will be collected through attendance sheets, observation reports, focus groups and surveys of participants. A report on evaluation findings will be generated toward the end of this grant project with result incorporated in the final full implementation and used to improve the program beyond the grant project. The advisory committee will continue beyond the grant and meet biannually to advise on improving and the growth of the program each year.

What are the project's intended results and how will they address the need, problem or challenge identified in this grant?

This project is intended to address the need for quality teacher training that focuses on the DC social studies curriculum standards that address, the United States Colored Troops, African Americans during the Civil War or Antebellum era, Slavery and its role and impact on the United States. Additionally, this project will address the need for easily accessible curriculum resources to augment classroom learning on the outline curricula standards. This challenge shared above and in the project justification will be met through the museum's targeted establishment of evaluated teacher training programs developed in collaboration with the school district and curricula materials.

How will the knowledge, skills, and behaviors or attitudes of the intended audience change as a result of this project?

Teachers access to resources and increased capacity to integrate themes that address parameters of curriculum standards focused on the United States Colored Troops, African Americans during the Civil War or Antebellum era, Slavery and its role and impact on the United States. Furthermore, teachers will be able to support student learning and enhance their experiences and understanding of the Civil War period and its impact on the present. Museum staff members will gain a deeper connection to the education community in the District of Columbia and enhance our ability to serve a larger audience through online resources.

What tangible products will result from your project?

The project will yield several tangible products: Teacher training curricula on identified themes shared in the project justification, exhibit guides designed to support student learning inside and outside of the museum, curricula resources curated and made available for download on the Museum's website that align with exhibits and curricula standards.

How will you sustain the benefit(s) of your project?

The Museum Passport to Freedom Program was developed with Inclusion, Diversity and Equity in mind and serves as a framework for all program development at the Museum. The Museum staff will use the project experiences to build on and strengthen its connection to the educational community in the area for the growth and continuation of the program. The wide level of visibility of the Museum Passport to Freedom Program has established the Museum as a central hub for teachers looking for resources to teach about the United States Colored Troops and

IMLS Museum Grants for African American History and Culture: Narrative
African American Civil War Museum

African Americans during the Civil War era. Diverse funding streams for the program including operating funds, contributed sponsorships, help with sustainability efforts beyond grant funding. Partnerships with institutions that we share some common interpretive themes with have served to assist with alleviating work load as well.

¹ Deanne W. Swan Institute of Museum and Library Services, *The Effect of Informal Learning Environments on Academic Achievement During Elementary School (Philadelphia, Pennsylvania: 2014).*

² Southern Poverty Law Center Report, Teaching Hard History: American Slavery, (2018)

<https://www.splcenter.org/news/2018/01/31/splc-report-us-education-american-slavery-sorely-lacking>

**African American Civil War Museum
Museum Passport to Freedom Teacher Training**

Schedule of Completion: July 2021 – June 2022 (Year 2 of 3)

Month	1	2	3	4	5	6	7	8	9	10	11	12
	2021						2022					
	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Phase 3: Beta Implementation Phase (Launch beta teacher training workshop)												
Project Promotion (Continuous)												
Beta Teacher Training Workshop Takes Place: This workshop will be done using the full curriculum developed by the project team but with a limited group of no more than 25 participants.												
Phase 4: Evaluation/ Full Implementation (Evaluate and collect feedback from beta phase for incorporation into full implementation of teacher training workshops)												
Evaluation Report to be completed												
Teacher training development working session based on evaluation results.												
Full Implementation of Teacher Training Begins and Continues based on agreed upon annually published scheduled.												
Development of Classroom Curricula Corresponding to Teacher Training on the following themes: United States Colored Troops, Civil War Memory/Monuments, Voting Rights												
Regular Meetings to Discuss Progress Occur every other month beginning in November.												
Curricula focus group session participants will just be looking at curricula development to correspond with teacher training workshops for classroom use.												

