



Museums for America

Sample Application MA-249291-OMS-21
Project Category: Lifelong Learning

The New Children's Museum

Amount awarded by IMLS:	\$246,797
Amount of cost share:	\$251,757

The project description can be viewed in the IMLS Awarded Grants Search:
<https://www.imls.gov/grants/awarded/ma-249291-oms-21>

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

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

Narrative

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PROJECT JUSTIFICATION

The New Children's Museum (NCM) proposes a new, three-year **Social and Emotional Learning in Arts Education Curriculum project (SELAEC)**. SELAEC will expand NCM's community impact through a Museum-led collaboration with the San Diego Unified School District's (SDUSD) Visual and Performing Arts (VAPA) Department, Grades 4-5 teachers from a select SDUSD Title 1 school, an Arts Therapist and NCM's expert Arts Education team to develop an arts education curriculum that cultivates social and emotional learning in students.

The primary goals of this project are to:

- Realize NCM's mission and strategic plan to nurture children and serve as a community resource by partnering with San Diego's largest school district.
- Leverage the power of the arts and the expertise of an arts-based children's museum to make a measurable impact in the educational community.
- Develop a unique curriculum that empowers Grades 4-5 SDUSD classroom teachers to foster social and emotional learning in students through the medium of the visual arts.
- Provide training and resources (co-developed arts education curriculum, art materials, prerecorded online videos and printables) to support Grades 4-5 SDUSD teachers with in-person/hybrid online classroom instruction.
- Support Grades 4-5 SDUSD students in post-COVID-19 recovery and overall social and emotional learning as they begin to transition from early to middle childhood, a time when children begin to grasp abstract concepts and grapple with increasingly complex social situations and a growing sense of self.

Need: NCM has identified four overarching needs that this project will directly address:

(1) Students in Grades 4-5 (ages 9-11) are in a period of transition. The sweet years of early elementary school are beginning to be upended by a great many changes. Students begin to undergo hormonal and physical changes. There may be unexpected tears; anxiety about identity, relationships and academic performance; and a desire for privacy. Awareness of, and significant participation in, social media/online activities is also more prevalent. Peer pressure to be part of (or avoid) cliques starts. Schooling introduces organization, time management and independence as components that drive academic success. Students focus on a full day of "real" academics as well, with free-play recess length declining or becoming a structured P.E. class. These grades write longer papers, utilize different writing/communication styles among subjects and dive into more complicated math topics (algebra, geometry, etc.). This is also an age when children are becoming aware of the lasting impact of big-picture world events like climate change and racial equity/ social justice movements.¹

(2) There is an almost constant, critical problem of limited funding for the arts in schools. While state-level public school funding has stabilized in San Diego, most schools lack adequate funding for arts enrichment programming. The arts are often seen as "extras," rather than essential to academics. Art teachers/activities tend to be the first to go during budget cuts, and the last to return. Due to inequities across districts, these cuts affect more Title 1 (40+% of the student population qualifies for free/reduced meal assistance) schools and students. Many families also lack the funds to enroll their children in outside arts activities or even purchase art supplies. They have few opportunities for professional art and transformative arts experiences. Yet the arts are known to accelerate academic and personal success. The World Economic Forum, education leaders and CEOs have agreed for years that skills developed through arts education (creativity, curiosity, collaboration, problem solving, etc.) are the top skills of the future. Researcher/education thinker Andreas Schleicher spoke about how the fourth industrial revolution (with technologies such as robotics and AI) may

¹ Amanda Morin, "Why Fourth Grade Can Be Hard for Kids," accessed 12 Nov 2020, <https://www.understood.org/en/school-learning/choosing-starting-school/moving-up/why-fourth-grade-is-hard>; ParentCo, "A 4th Grade Teacher's Insight About What Students Really Need," 17 Nov 2017, <https://www.parent.com/4th-grader-still-needs-choice-time>; Patti Ghezzi, "5th Grade Social Changes," accessed 12 Nov 2020, <https://www.schoolfamily.com/school-family-articles/article/10623-fifth-grade-social-changes-what-to-expect>; Patti Ghezzi, "5th Grade Academic Changes," accessed 12 Nov 2020, <https://www.schoolfamily.com/school-family-articles/article/10622-fifth-grade-academics-what-to-expect>.

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decrease the need for science and math, and focus instead on “curiosity, leadership, persistence and resilience.”² A lack of arts education will widen the gap between the haves – of education, achievement, employment and success – and have nots.

SDUSD is California’s second-largest school district, and among the 20 largest in the U.S., serving over 121,000 students. Students primarily identify as Hispanic (46%); White (23%); or Asian, Black or Two or More Races (8-9% each). 59% of students qualify for free/reduced-price meal assistance, an indicator of low/moderate income, and about 70% of the district’s schools are designated Title 1. Other demographics include: 21% English learners, 8% belong to military families, 6% homeless or in foster care and 15% enrolled in special education. Languages most commonly spoken at home are English, Spanish, Tagalog and Vietnamese, based on recent Parent Booklet translations.³ Cuts to the arts and arts education therefore directly impact many students who attend Title 1 schools, are part of low-income households, speak languages other than English at home and/or fall into other categories that make the lack of arts education of particular concern.

(3) Social and emotional learning (SEL) is the “process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.” These skills are necessary in the classroom and for successful futures. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL)’s referenced studies and others, the benefits of SEL are many. SEL in schools leads to improved academic performances (11% over students not participating in SEL programs) and classroom behavior. Students manage stress and depression better and have improved attitudes about themselves, their peers and school. Early findings also suggest SEL may reduce social segregation in the classroom. Learning SEL skills at a young age can directly impact life trajectory, including decreased likelihood of living in/being waitlisted for public housing, receiving public assistance, being negatively involved with police as a juvenile or spending time in a detention center/jail.⁴

(4) The past months have been particularly difficult for students, teachers and schools with the unprecedented COVID-19 pandemic and its impacts on all aspects of life. Remote learning is very different from what teachers have been trained for and practicing in their classrooms. Educators, students and families have been asked to adapt quickly to new methods of content delivery within the virtual realm, and many are struggling. Some children refuse to keep up with their learning remotely. The *New York Times* explored this during a podcast featuring a Grade 5 teacher recounting her challenges in trying to stay connected with her students, and how some had lost motivation and resilience.⁵ Frustration thresholds are lower and students do not want to try, which is compounded by caregivers being overwhelmed and unable to support/encourage children as needed. With more limited remote classroom time intensified by technology-based challenges (ex. inequitable internet access, multiple devices connected at once leading to lags/being kicked off, younger children struggling with long periods of screen time), NCM’s conversations with San Diego educators have revealed that many teachers have chosen to stick strictly to the most necessary curriculum. The result is an even bigger decrease in arts education, and SEL,⁶ than during on-site learning.

² Diane Ravitch, “OECD-PISA Leader: Arts Education May Be More Important for the 21st Century Than Test Scores,” 5 June 2019, <https://dianeravitch.net/2019/06/05/oecd-pisa-leader-arts-education-may-be-more-important-for-the-21st-century-than-test-scores>.

³ SDUSD profile accessed 13 Nov 2020, <https://www.greatschools.org>; “Overview & History” & “Facts for Parents,” accessed 10 Nov 2020, <https://www.sandiegounified.org>.

⁴ “SEL is…” & “Benefits of SEL,” 2020, <https://casel.org>; Dawn DeLay et al. “Peer Influence on Academic Performance: A Social Network Analysis of Social-Emotional Intervention Effects,” *Prevention Science* 17, 19 July 2016, <https://doi.org/10.1007/s11121-016-0678-8>.

⁵ Michael Barbaro, “The Struggle From Afar,” *The New York Times*, 6 June 2020, <https://www.nytimes.com/2020/06/12/podcasts/the-daily/teaching-coronavirus.html>.

⁶ Tim Walker, “Social-Emotional Learning Should Be Priority During COVID-19 Crisis,” *NEA Today*, 15 Apr 2020, <https://www.nea.org/advocating-for-change/new-from-nea/social-emotional-learning-should-be-priority-during-covid-19>.

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The 2020/2021 school year and possibly beyond will require the continuation of distance learning and/or hybrid distance and on-site instruction. This disrupts not only education, but also children's relationships with classmates, peers and teachers. SDUSD recently entered Phase 1 of reopening in mid-October, with elementary students remaining remote and teachers returning to campus only for appointment-based, in-person instruction for those with the greatest needs.⁷ All elementary students will not return to some level of on-site learning until Phase 2, tentatively projected for early 2021.⁸ However, San Diego County has just re-entered Tier 1/Purple Tier,⁹ which may change SDUSD's timeline.

“Schools must be prepared for the aftermath of the pandemic. ... Covid-19 has forced us to see that being primarily focused on developing students' IQ is not enough and in order to help students to reach their full potential, we must also help them to develop their EQ or emotional intelligence.”¹⁰ Now more than ever, educators need to focus on students' emotional well-being. SEL and the arts are known sources of engagement and motivation for students and have proven therapeutic value for all ages, especially during times of crisis. While various SEL curricula exist for teachers to utilize (see Supporting Document #3's example), most must be purchased, few have accompanying teacher trainings and none incorporate the arts and are specifically tailored to students' needs. SELAEC students will reap much greater benefits from this project's jointly focused curriculum.

Benefits: Grades 4-5 students are undergoing physical, hormonal and mental changes. They are becoming anxious about identity, social relationships and academic performance; as well as major events across history and in the world today. All students will benefit from learning experiences that address the subtleties of growing up and give them essential skills to process emotions around major events that they cannot control. Students are projected to fully return to school after COVID-19 shutdowns in fall 2021. While most will welcome this “return to normal,” the in-person experience will be in stark contrast to the socially isolated and remote/independent learning experiences of the pandemic months. Children will benefit from academic experiences integrating SEL principles that address this drastic change in ways that bridge the gap. Additionally, some children are experiencing more abuse, neglect or trauma during COVID-19 than prior to the pandemic.¹¹ Children will benefit from classroom experiences that are sensitive to this reality and can help them work through negative personal experiences.

Teachers are eager to fulfill their teaching requirements, but also want to meaningfully engage students and support their growth. The arts provide the perfect opportunities to teach more than “real” academics. Arts lessons incorporating SEL and designed to reinforce identity, develop critical thinking and cultivate empathy are excellent resources that go beyond students getting the “right answer.” However, many classroom teachers feel uncomfortable/unqualified teaching the arts or integrating arts education into subjects like history, math and the sciences. Sending Teaching Artists into classrooms has worked in many cases, but is limited by the number of Teaching Artists who can be hired, trained and deployed; and school budgets/nonprofit fundraising to cover expenses. SELAEC proposes an end goal that all Grades 4-5 SDUSD teachers will have access to SEL-/arts-based curriculum/lesson plans and ongoing training. This model combines classroom teaching (the expert domain of classroom teachers) with virtual instruction in the arts (the expert domain of NCM staff/the Arts Therapist). Periodic training that requires minimal extra time and prerecorded lessons provide much-needed flexibility for teachers' schedules. Additionally, this hybrid model keeps the classroom teacher engaged and maintains their “head instructor” role with their students. Rather than bringing in a visiting Teaching Artist and having

⁷ “SDUSD Announces Next Phases of Reopening Plan,” 22 Oct 2020, <https://sandiegounified.org/cms/one.aspx?portalId=27732478&pageId=31659477>.

⁸ “Phases of Reopening,” accessed 11 Nov 2020, <https://sandiegounified.org/cms/one.aspx?portalId=27732478&pageId=31653851>.

⁹ “San Diego County Will Enter Purple Tier Saturday As COVID-19 Cases Increase,” *KPBS*, 11 Nov 2020, <https://www.kpbs.org/news/2020/nov/10/san-diego-county-reports-401-new-covid-19-cases>.

¹⁰ Venola Mason & Dr. Tawana Grover, “Addressing the SEL Needs of Students During & After Covid-19,” 10 June 2020, <https://leadered.com/addressing-the-sel-needs-of-students-during-after-covid-19>.

¹¹ Samantha Schmidt & Hannah Natanson, “With kids stuck at home, ER doctors see more severe cases of child abuse,” *The Washington Post*, 30 Apr 2020, <https://www.washingtonpost.com/education/2020/04/30/child-abuse-reports-coronavirus>.

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the classroom teacher potentially “check out” and not benefit from the lesson, this project maintains the teacher’s vital role, empowering them through professional, SEL-/arts-based resources.

This project has been specifically designed as a deep collaboration between NCM and multiple levels of SDUSD involvement (see Project Team/Partners/Other Resources below; see also Supporting Document #2 for letters of support/commitment) so the SDUSD Administration, including the VAPA Department, also benefits directly. Better trained, more knowledgeable and more skillful teachers are a great advantage to SDUSD’s entire district.

Strategic Alignment: SELAEC addresses NCM’s strategic plan to be an important community resource that reaches and positively impacts the healthy development of children and families. It will engage current and new partners in deep, meaningful ways to strengthen NCM’s core business of impacting children through art and creativity, while also helping them to grow the vital social and emotional skills necessary for healthy development. It will enhance the work of both NCM staff and SDUSD teachers, and substantiate NCM’s arts education work in the community. SELAEC will also take SEL/arts education founded in NCM’s unique approach and model of engagement more widely into the San Diego community through its partnership with SDUSD, San Diego’s largest school district. (See Strategic Plan Summary.)

This project addresses the Museums for America goal of *Promoting Lifelong Learning* and aligns with the project category of *lifelong learning*. SELAEC will establish a strong partnership with SDUSD that will result in a collaboratively developed, museum-based curriculum supported by digital lessons and training modules/resources. It will empower teachers and Grades 4-5 students through arts-based, SEL-integrated lessons and learnings. Lessons will be available in both English and Spanish thanks to SDUSD’s translation services, making learning opportunities accessible to more of San Diego’s students and families. SELAEC also addresses the goal of *Building Capacity* by working with SDUSD teachers to increase their skills in and comfort teaching SEL-integrated curriculum, and provides NCM with the opportunity to train its staff about SEL so they to incorporate learnings into other programs.

PROJECT WORK PLAN

Work Plan: See Schedule of Completion, Budget, Budget Justification (attached) and Project Team/Partners/Other Resources (below) for more details.

Phase 0: Final Preparation (Aug 2021) *note: all related expenses are excluded from grant budget*

NCM and Sperling/Stegeman have identified a shortlist of potential partners, listed below. (Due to the timing of this application and COVID, NCM did not feel it appropriate to push forward and formalize a final choice.) Criteria for selection are: (1) Title 1 status; (2) mid-sized, with 4-6 classrooms per grade; (3) little to no current visual arts intervention to ensure a “blank slate” for students and teachers; (4) principal and Grades 4-5 teachers are excited about the prospect of developing new curricula for their students.

- Boone Elementary: 89% free/reduced meal eligibility; 29% English learners; predominately Hispanic (52%), Filipino (16%) and Black (14%)
- Chollas-Mead Elementary: 93% free/reduced meal eligibility; 45% English learners; predominately Hispanic (81%)
- Kimbrough Elementary: 96% free/reduced meal eligibility; 57% English learners; predominately Hispanic (87%)¹²

Once NCM has been notified of the award but before the project period begins on 9/1/21, NCM will finalize its project plan and liaise with Sperling to confirm the participating Title 1 school from the shortlist. The school’s principal and Grades 4-5 teachers will be then onboarded with an overview of the project and its goals.

¹² School profiles accessed 13 Nov 2020, <http://www.ed-data.org> & <https://www.greatschools.org>.

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Phase 1: Program Development & Pilot Programming (Sept 2021 – Aug 2022)

This phase will concentrate on project development and the initial piloting of SELAEC. The grant will begin in Sept, with Grade 4 teachers providing input on their needs for arts education and social and emotional learning for their students. This will be used to inform curriculum development. A key component of this project will be deep-dive training in SEL and the arts, led by Badillo, for all Grade 4 project team participants (Grade 4 teachers, Stegeman, NCM staff, Moxie). This training is critical: Badillo has emphasized the importance of a good understanding of SEL *before* curriculum development to ensure lessons fully integrate its principles and students reap the greatest benefits.

Next, Grade 4 curriculum develop begins (Oct-Dec) with Badillo, Stegeman, NCM staff, Moxie and SDUSD Grade 4 teachers (Grade 4 curriculum team). As the lessons are developed, accompanying videos will be designed and created. NCM project staff will produce virtual curriculum, which is expected to include PowerPoint presentations, embedded instructional videos, printable handouts, supply lists and targeted training videos for teachers (Dec 21-Apr 22). All curriculum materials will be carefully tested for content, ease of instruction by teachers and engagement by students. The teachers will provide essential input as lessons are finalized (Nov 21-Jan 22). Concurrently, NCM/Moxie/Badillo will fine-tune the evaluation process and tools for the project (Sept 21-Feb 22). Grade 4 teachers will participate in curriculum training led by NCM/Badillo and launch pilot programming in Apr-May, with each teacher testing 2-4 lessons to ensure all 9 lessons undergo classroom testing. Moxie will also gather assessments and analyze data (Mar) and prepare an interim report (July). The Grade 4 curriculum team will then share and review evaluation findings and revise the curriculum accordingly (June-Aug).

Expected outcomes:

- Evaluation design for full project;
- Participation of 5 Grade 4 teachers & 175 Grade 4 Title 1 students (assumes 5 teacher avg);
- 1 in-person SEL training for Grades 4 teachers project team;
- 9 video lessons, lesson plans and supply list & 8 curriculum training videos (Grade 4);
- 1 interim report.

Phase 2: Year 1 Programming for Grade 4 & Pilot Grade 5 Lessons (Aug 2022 – Aug 2023)

Phase 2 will implement tested Grade 4 curriculum and engage Grade 5 teachers (Grade 5 curriculum team) to develop a curriculum that builds directly on Grade 4 lessons. The year will begin in Aug with Badillo's annual SEL deep-dive for all project team participants. Grade 4 teachers will officially launch the full year of their curriculum, conducting all lessons, pre-/post-student assessments and final self-evaluations (Sept 22-May 23). Online curriculum trainings/check-ins will take place monthly Sept 22-Apr 23. A final student showcase at NCM will occur in June with students and families invited to celebrate their work and enjoy NCM. The showcase will also support evaluation efforts. Moxie will analyze data (Mar) and prepare an interim report (Aug). A wrap-up meeting with the Grade 4 curriculum team will occur in May, followed sharing and reviewing evaluation findings May-Aug to refine Grade 4 curriculum as necessary.

Meanwhile, Phase 1 steps will repeat with the Grade 5 curriculum team to develop, create, test, pilot, assess and revise Grade 5 lessons during the grant year (Sept 22-Aug 23). This will ensure that learnings from curriculum development are applied to Phase 2, and that Grade 5 curriculum is appropriately scaffolded to build on the art and SEL skills students are gaining in Grade 4. NCM anticipates deeper student impact in this phase, as these Grade 5 students will have been introduced to and piloted the prior year's Grade 4 curriculum.

Expected outcomes:

- Participation of 10 Grades 4-5 teachers & 350 Grades 4-5 Title 1 students;
- 1 in-person SEL training for Grades 4-5 teachers & NCM staff;
- 9 revised video lessons, lesson plans and supply lists & 8 revised curriculum training videos (Grade 4);

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- 9 video lessons, lesson plans and supply lists & 8 curriculum training videos (Grade 5);
- 1 Grade 4 student showcase on-site at NCM;
- 1 interim report.

Phase 3: Year 2 Programming for Grades 4-5 (Aug 2023 – Aug 2024)

Following the annual SEL deep-dive that will take place for the full project team in Aug, this phase will see the implementation of two fully tested years of SEL-/arts-based lessons. Grades 4 & 5 teachers will teach these lessons throughout the school year with 8 revised training videos and check-ins to support Grade 5 teachers (Sept 23-May 24). Evaluations by teachers and Moxie (with an interim report in Mar) will also take place during this time to assess Grade 5 curriculum in action. A June showcase and family celebration at NCM will highlight work created by students in both grades and support project evaluation. Moxie will present a final SELAEC report in May/June for the full project team to review and discuss (May-Aug). The Grades 4 and 5 curriculum teams will make final revisions ahead of continued multi-grade use during the 2024/2025 school year and beyond. NCM also intends to share project learnings at an industry conference (May in Schedule of Completion; may change to align with appropriate conference).

Phase 3 coalesces this project's intent: it is the first year that two grades will experience a full year of curriculum; Grade 5 students will also experience the first year of scaffolded SELAEC learning, as they will have engaged in the prior year's full roll-out of Grade 4 curriculum.

Expected outcomes:

- Participation of 10 Grades 4-5 teachers & 350 Grades 4-5 Title 1 students;
- 1 in-person SEL training for Grade 4-5 teachers & NCM staff;
- 9 revised video lessons, lesson plans and supply lists & 8 revised curriculum training videos (Grade 5);
- 1 Grades 4-5 student showcase on-site at NCM;
- 1 best practices sharing at industry conference TBD (ex. Association of Children's Museums/ACM, California Association of Museums/CAM, National Art Education Association/NAEA)
- 1 final report.

Risks: SDUSD has stringent requirements for allowing assessment of their students. This is the primary reason that NCM, on suggestion from Sperling, Stegeman and Moxie, proposes to work with a single school during the three-year project. NCM will apply for approval to assess students participating in this project. If NCM does not receive approval to formally survey students, NCM/Moxie will gather student impact in other ways, which will include gathering feedback from teachers, examining artwork as part of lessons, etc. to support student/teacher pre-/post-assessments. Another risk is continuous teacher participation. Teachers may drop out for a variety of reasons, including moving to another grade or school, or life changes (ex. parenthood/retirement). For this reason, NCM plans to host regular SEL/arts education curriculum trainings for the Grades 4-5 teachers. Annual SEL trainings will also take place each August so all teachers can participate in a deep-dive of the topic prior to curriculum development or teaching (phase dependent). Finally, should significant remote learning due to COVID last into Year 1 of the grant, in-person classroom observations may not be able to take place. NCM/Moxie will conduct remote observations if needed.

Project Team/Partners/Other Resources: (See [Key Project Staff/Consultants](#) and [Resumes](#).) The key NCM team will include Deputy Museum Director **Tomoko Kuta**, who will provide project oversight; Education and Community Programs Manager **Amy Gray**, who will provide program management and lead curriculum development and implementation oversight. Gray will work with the **Education Coordinator** and **two NCM Teaching Artists** to develop instructional video lessons and create lesson plans and supply lists. Gray will also interact closely with contracted partners and consultants, particularly Badillo and the teachers during training and curriculum development, implementation, assessment and refinement. On the production side, Senior Graphic Designer **Kimberly Valente** will

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create all virtual lesson content, with video lessons primarily featuring NCM's Teaching Artists and training videos featuring Badillo and Gray.

NCM will partner with **Dr. Berenice Badillo** Ph.D. LMFT ATR-BC as the project's Arts Therapist specializing in SEL. SDUSD will be represented by **Russ Sperling** (Director of VAPA), **Martha Stegeman** (Independent VAPA Contractor and retired SDUSD arts educator) and the selected school's **Grades 4-5 teachers**. All parties will participate in program development, with teachers specifically sharing information about their students' academic, SEL and post-pandemic challenges and needs. Led by NCM staff and Badillo, the group will examine the types of arts lessons teachers would like to implement and materials currently lacking/inaccessible in classrooms, connect these to the program's goals and development process and review feedback for project refinement. **Moxie Research (Patti Saraniero)** will evaluate the project, and also work with SDUSD teachers to conduct deeper assessments of participating students and programmatic impacts.

NCM has the time, financial/fundraising, Board buy-in and other resources to successfully carry out this grant. It has demonstrated its competence through the success of other large grants in recent years, including single- and multi-year funding from the National Endowment for the Arts, IMLS, California Arts Council, The Hearst Foundations and the City of San Diego.

PROJECT RESULTS

Intended Results: In order to fully explain the inputs, outputs, outcomes and impacts of this project, we have prepared a Logic Model (see [Supporting Document #1](#)).

Measuring success: NCM will collect qualitative and quantitative data that includes student/teacher participation, in-class academic achievements, social/emotional development of students and evidence of increased benefits from scaffolded engagement (Year 3 only). Success will be two full years of SEL/arts education curricula; better trained, more confident teachers, and arts-engaged students who feel they have built self-awareness, self-management, social awareness, relationship and responsible decision-making skills.

Moxie Research will coordinate evaluation efforts with NCM staff, SDUSD staff/teachers and the Arts Therapist to assist the project team's assessment of the project's development and impact on students and teachers. Evaluation will also focus on SEL-specific approaches so the project team can determine the success of trainings and the new curriculum on both a broad educational level as well as from a social/emotional perspective. NCM will share results with stakeholders and colleagues in multiple relevant fields (education, arts education, museums) at conferences and professional gatherings.

Tangible products: Tangible products will include: 2 year-long, SEL-integrated Arts Education Curricula (1 each for Grades 4 & 5); 18 lessons with PowerPoints/videos/handouts/supply lists (9 per grade); 16 SEL-/arts-based teachers training modules (8 per grade); a list of SEL-based resources and tools for NCM to incorporate into other arts education programming; and new evaluation tools/questions that integrate SEL approaches into arts education assessment.

Sustainability: NCM has designed this project with great intentionality. Regular teacher trainings and cumulative curricula for elementary students across two years of schooling will provide more sustainable arts education and SEL benefits and longer-lasting results. Strong relationships with and involvement of SDUSD staff will also support a more extensive future for the collaboration. After the grant period ends, NCM and Sperling plan to approach the District's Board of Directors to gain approval for adoption of the program throughout SDUSD's approx. 120 elementary schools/schools serving students in Grades 4-5. Video-based curricula will support such an extensive expansion without straining NCM's staff size or arts education commitments.

The New Children's Museum
Social and Emotional Learning in Arts Education Curriculum - Schedule of Completion

	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24		
	Grant Yr 1													Grant Yr 2													Grant Yr 3												
Final Preparation (prior to grant period/excluded from grant budget)																																							
Finalize project plan	x																																						
Confirm Title 1 school & onboard staff about overall project/goals	x																																						
Project Development & Pilot Year																																							
Pre-program teacher needs assessment (Grades 4)	x																																						
Deep-dive SEL training w/ Berenice Badillo/Arts Therapist for Grade 4 participants* (in-person)		x																																					
Curriculum development for Grade 4		x	x	x																																			
Finalize Grade 4 lesson plans			x	x	x																																		
Videotape & edit Grade 4 lesson plans			x	x	x	x	x																																
Finalize Grade 4 curriculum elements (PPT decks/printables, embed videos, order art supplies)								x	x	x																													
Grade 4 Curriculum training												x	x																										
Launch & conduct pilot lessons in Grade 4 classrooms												x	x																										
Review evaluation findings and update Grade 4 program elements (curriculum, videos, etc.)													x	x	x																								
Program Year 1 for Grade 4 & Pilot for Grade 5																																							
Deep-dive SEL training for Grades 4 & 5 participants* (in-person)																	x																						
Grade 4																																							
Launch Grade 4 Full Year Curriculum: Teachers conduct lessons & evaluation (student pre-/post; teachers post)																		x	x	x	x	x	x	x	x	x	x												
Grade 4 trainings/check-ins (monthly/online)																		x	x	x	x	x	x	x	x														
Grade 4 end of year wrap-up meeting (in-person)																																							
Grade 4 student showcase at Museum																																							
Review Grade 4 evaluation findings																																							
Grade 5																																							
Pre-program teacher needs assessment (Grades 5)																		x																					
Curriculum development for Grade 5																		x	x	x																			
Finalize Grade 5 lesson plans																			x	x	x																		
Videotape & edit Grade 5 lesson plans																				x	x	x	x	x															
Finalize Grade 5 curriculum elements (PPT decks, embed videos, order art supplies)																																							
Grade 5 Curriculum training																																							
Launch & conduct pilot lessons in Grade 5 classrooms																																							
Review evaluation findings and update Grade 5 program elements (curriculum, videos, etc.)																																							
Program Year 2																																							
Deep-dive SEL training for all participants (in-person)																																							
Grade 4 program continues with full year classroom lessons & evaluation (student pre-/post; teachers post)																																							
Launch Grades 5 Full Year Curriculum: Teachers conduct lessons & evaluation (student pre-/post; teachers post)																																							
Grade 4 & 5 trainings/check-ins (monthly/online)																																							
Grade 4 & 5 end of year wrap-up meeting (in-person)																																							
Grade 4 & 5 student showcase at Museum																																							
Review evaluation findings																																							
Share program findings at industry conference/gathering TBD																																							
Program Evaluation																																							
Evaluation design with Moxie Research/Patti Saraniero and Berenice Badillo	x	x	x	x	x	x	x	x																															
Data analysis by Moxie & preparation of interim program reports																																							
Moxie preparation of summative evaluation																																							

*In addition to the grade-level teachers, participants includes Badillo, Stegeman, the Museum team and Moxie Research