



## Museums Empowered

Sample Application ME-256041-OMS-24  
Project Category: Diversity and Inclusion

### New-York Historical Society

Amount awarded by IMLS:	\$189,956
Amount of cost share:	\$210,678

The New-York Historical Society will build staff cultural competency in accessibility and improve K-12 programming for students with disabilities. The project will create sustainable systems and structures for ensuring that all programs take the needs of students with disabilities into account; establish a pattern of consistent accessibility training for all museum education staff; and create space for staff to learn from and network with peer organizations. Project activities will include building an advisory council of teachers and parents, conducting quarterly trainings for museum educators, consulting among peers to build a network of access, and hiring an expert consultant to assess K-12 student programs. The project will also develop pilots for two types of access-specific K-12 programming that will be implemented, assessed, and revised. The project will result in a strategy document that will continue implementation of the initiative for a period of five-years to ensure the sustainability of the program and benefits to the students.

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 most recent Notice of Funding Opportunity for the grant program to which you are applying.

## Narrative

### *Taking the First Step: Building Competency in Museum Education Accessibility*

#### I. Project Justification

New-York Historical Society (New-York Historical) is New York City’s first museum and one of the largest providers of history and civics programming in the region, reaching over 250,000 students and teachers annually. While it is often difficult to summarize the many student needs we encounter on any given day—New York City is home to the largest and, arguably, most diverse public school system in the nation—there is one detail that we know with certainty: a significant number of the students we serve have a disability. According to a 2019 NYU report, nearly one in five New York City Department of Education (NYC DOE) students is officially diagnosed with a disability. While we proudly offer field trips and in-school programs to classes and schools that have students with disabilities, such as schools in NYC DOE’s District 75, the school district that “provides highly specialized instructional support for students with significant challenges,”<sup>1</sup> and have conducted evaluative research that suggests our programs are effective at meeting the needs of these students, we are conscious of the need to strategically create and provide programs that are intentionally designed with students with disabilities in mind. A 2022 *American Alliance of Museums* blog post, by a well-regarded group of museum education leaders in the field of access and advocacy in this area for the field, wisely stated that when an institution thinks about accessibility, “it [is] imperative to start *somewhere*, deciding on the first step and taking it.”<sup>2</sup> The Education Division at New-York Historical is ready to take that first step. After careful reflection and research, we have determined that the best approach for our institution is a thoughtful investment in the capacity of our staff to design and lead these intentionally accessible programs. Therefore, we respectfully request a grant of \$190,054 from the Institute of Museum and Library Services Museums Empowered program to develop specific training, networking, and support that will successfully fulfill our twin goals of access and excellence for K-12 students with disabilities.

The proposed project will provide professional development to full- and part-time Education staff. This aligns with Objective 2.1 of Museums Empowered by providing professional development opportunities to N-YHS staff that will build cultural competency in accessibility. The overarching goal of this project will be to define and affirm the N-YHS Education Division’s commitment to accessibility, and create sustainable systems and structures for ensuring that all programs take the needs of students with disabilities into account. Within the parameters of the Museums Empowered initiative, this project will lead to several transformative results:

- **Build a professional network** between N-YHS Education staff and the well-established access community by conducting informational interviews with museum education professionals, scholars, activists, and other experts; developing the first-ever N-YHS Access Advisory Council made up of K-12 parents and educators; attending conferences; and joining professional associations.
- **Strengthen the competencies** (knowledge, skills, attitudes) of N-YHS Education staff to effectively serve students with disabilities by providing regular, high-quality training to staff that features experts in the field of museum access.
- **Revise our current K-12 programs with an eye to accessibility** under the guidance of a project consultant.
- **Pilot new access-specific programs** that are informed by the new knowledge and skills built through the above work.

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<sup>1</sup> <https://www.schools.nyc.gov/learning/special-education/school-settings/district-75>

<sup>2</sup> <https://www.aam-us.org/2022/10/21/museum-accessibility-an-art-and-a-science/>

- **Create a plan for the future** in the form of a strategy document that outlines the steps that should be taken by the Education Division and N-YHS broadly to strengthen access programming for K-12 students and other audiences within one-, three-, and five-years post grant. Ensure that the above systems are maintained through regular training, networking, and consultation with advisors.

***Challenges to be Addressed:*** A staggering 19% of New York City public school students have an Individual Education Plan (IEP). An IEP is a written document that outlines an individual student’s education plan due to an officially diagnosed disability. IEPs are required for students diagnosed with autism, emotional disturbance, an intellectual disability, a learning disability, a speech impairment, or other health impairment.<sup>3</sup> More than 80% of these students are enrolled in traditional NYC DOE schools. An additional 11% attend schools in District 75 and 7% attend charter schools. Although the percentage of students with IEPs within a single school varies and is dependent upon several factors, including geography, gender, race, and socioeconomic status, it should be assumed that every school in New York City serves students with disabilities. The support these students – nearly 200,000 of them – receive within their schools varies widely. According to the September 2022 Special Education Data Report from the NYC DOE, 88% of students with IEPs receive their full recommended special education programs, leaving 11% of students receiving only part of their recommended services, and 1% receiving none of them. Furthermore, none of this data considers the number of students who live with undiagnosed disabilities. For students with an IEP, the most common recommended learning environment is an Integrated Co-Teaching (ICT) class, in which students with and without IEPs learn together under the guidance of a teaching team that includes one teacher certified in special education. However, ongoing staffing and budgeting challenges amid the city’s recovery from the COVID-19 pandemic and the recent influx of migrant students have put a strain on providing all students with these ideal learning environments. The NYC DOE has acknowledged it can and must do more to serve every student who has a disability.

It is within this setting that N-YHS offers in-museum field trips and in-school programs to K-12 classrooms across the New York City metropolitan region. Given the statistics above, we assume that any class our educators encounter likely includes at least one student with a disability. The good news is that we have reason to believe our programming is already meeting the needs of some of these students. In FY23, over 98% of teachers participating in our K-12 programs agreed to the following statements about our programs: their students developed critical thinking skills; their students developed observation skills; their students were engaged; and the activities and content we offered were relevant to students’ age and curriculum. While we do not track the total number of ICT classes we serve in a year, we hear anecdotally from our educators that many of the classes they serve are ICT classes, which means some portion of those 98% of teachers responding include special education teachers. A stronger indicator of success is a 2017 independent evaluation of our in-school programming undertaken by Karen Dash Consulting. That study found that elementary and middle school students showed significant increases in history knowledge and critical thinking skills after participating in our programs—in some cases, scores improved by more than 100%. The final report concluded that our “object-oriented, tactile approach is particularly effective at engaging [English Language Learners] and Special Education students, who, according to teachers, find examining objects less intimidating than traditional instructional methods such as reading texts.” Furthermore, “students, and particularly special education students, found the tactile nature of the workshop activities more accessible and engaging. An elementary school teacher stated that

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<sup>3</sup> “What are the contours of NYC’s Special Education landscape?” The Research Alliance for New York City Schools. New York University. 2019.

her Special Education students loved the hands-on activities and exposure to artifacts “that they could move around and manipulate, they were very engaged.”” This report is in alignment with best practices promoted by special education experts, who emphasize small group learning and object- and image-based activities, which are all hallmarks of our approach to museum education instruction. This means that our programs are a natural fit in special education environments. Objects and images can serve as valuable visual tools that help students who have difficulty understanding or using language. In addition, tactile objects, which feature prominently in all our programs, can support students with sensory processing differences or who are blind or have low vision. All this formal and informal data is reassuring, and allows us to feel confident that we can welcome students with disabilities into our programs and meet their needs to some extent. But relying on this data and the convenient link between special education and museum education best practices is not nearly enough.<sup>4</sup>

To truly meet the needs of New York City public schools, we must make strategic and conscious efforts to make our programs *intentionally* accessible. The entire Education Division aspires to provide scaffolds for accessibility in all our program outlines, and to consistently train our educators to work with students with disabilities. We also want to offer access-specific programming to partner schools. To do this, however, we must begin by training ourselves and networking with colleagues in the museum education space who already do this work. While it will take time to build our competency and capacity, it is a necessary step. We cannot create and offer access programming until we are confident that we understand the world of access and the needs of the students we aim to serve.

***Target Audience and Beneficiaries:*** The immediate beneficiary of this work is the staff of N-YHS’s Education Division, which includes seventeen full-time staff, three part-time staff, and up to forty per-diem museum educators divided across three interconnected teams: School Programs, which leads all in-museum field trips and in-school programs for K-12 students; Curriculum and Instruction, which oversees teacher training and digital curricula; and Teen Programs, which manages high school internships. Through this project, all staff will be required to participate in training led by guest facilitators. The trainings will focus on the delivery of programs to our largest Education audience, K-12 students, but we are confident that every member of our staff will be able to adapt the trainings to the audiences they serve. Our programs for K-12 students, led by the School Programs team, set the tone for the rest of the Division. Tours and programs created for students are revised for teacher workshops. Outlines and worksheets for students are adapted for internships. Almost all staff are first trained in K-12 pedagogy before contributing to other programs and projects throughout the Division. K-12 students and the work of the School Programs team is vital to who we are; focusing this project on their robust suite of K-12 programs will ensure that the rest of the Division will also benefit.

Although the Education Division and its work is the focus of this project, we recognize that true change will only occur with wider institutional buy-in. The project includes opportunities to share our work with the wider staff, through presentations, conversations with Senior Staff, and a cross-department Access Reading and Discussion Group, facilitated by Education Division staff. The final strategy document created by the project team will focus on the work of the Education Division, but will also reflect on how other departments can contribute to our goal of making N-YHS more accessible to all.

The final beneficiaries of this work will be the tens of thousands of K-12 students who participate in N-YHS programs each year. By modifying all our school programs and piloting access-specific programs, N-YHS will enhance its ability to serve students with disabilities. We recognize that the field of

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<sup>4</sup> Sample outlines of the types of programs we offer in the museum and in schools can be found in the supplemental materials of this proposal (Supportingdoc1).

accessible education is broad and that no one program can address every person’s needs. As such, our intention is to focus much of our work in this project on supporting students on the autism spectrum. While we do not want to exclude any student who wishes to work with us, we must begin somewhere. Focusing on this group aligns to the greatest need in NYC DOE schools, where 50% of IEPs are for students with autism, intellectual disabilities, or learning disabilities.<sup>5</sup> As noted earlier, by including all Education Division staff in this work, we hope that other audiences (teens, adults, families) will also benefit from this investment in staff training, networking, and consultation. Because this is a three-year grant, we also aspire to expand our training over time, beginning with the high-need area of autism and then exploring other topics in accessibility.

**Strategic Plan:** N-YHS, founded in 1804, is dedicated to increasing worldwide understanding of American history, art, and civics. As New York’s first museum and an internationally renowned research library, N-YHS is a preeminent center for new scholarship in the humanities, and a leading provider of lifelong history education. This project aligns with the vision of N-YHS’s current strategic plan, which states that N-YHS “will significantly expand its impact, with the overall goal of ensuring that the broadest possible public is well-informed about American history.” To realize this vision, the strategic plan goals include “Deepening New-York Historical’s impact on American education through the creation of six new “academies,” including K-12 school students and teachers as a core component of this work. It also notes the importance of N-YHS serving as “a nation model” for educational programs in museums and libraries. In order to fully realize these goals of a) effectively educating our target audience in American history and b) doing so at a nationally-recognized level, we must ensure that *every* student, regardless of their specific needs, is learning effectively through our programs. As articulated above, the vast number of students in New York City alone who live with a disability (~200,000) cannot be overlooked. This grant will empower and educate our staff so that N-YHS can fulfill its commitment to serve everyone equitably with high-quality, high-impact learning opportunities and to participate in the network of museums nationally leading the way in access programming.

## II. Project Work Plan

**Project Scope:** The N-YHS Education Division seeks to embark on a three-year journey to train our staff; network with peers and experts; assess and revise our current offerings; pilot new access-specific programs; and develop a long-term strategy with the goal of better serving K-12 students with disabilities.

### **Grant Period Activities:**

**Phase 1a: Building a Network**, beginning at the outset of the grant, will focus on building a baseline knowledge and awareness of the field of museum access through consultations with peer museums and leading experts in the field, as well as the creation of an Access Advisory Council. The entire project team will participate in consultations with a range of practitioners and scholars. These conversations will be framed as informational interviews, in which we learn from them and reflect on how we can chart our own first steps into the world of accessible programming. The Access Advisory Council will help us ensure that we are doing this work not *for* the community, but *with* the community, a best practice that is emphasized by many of the accessible organizations we admire. Because our focus is K-12 students, we will aim to recruit special education teachers and parents of students with disabilities to advocate on behalf of the children they teach and raise. Advisory Council members will receive a stipend and be asked to participate in two meetings per year and respond to the occasional email inquiry, providing advice and perspective on how we can best serve this important population. Both the consultations and the council meetings will continue for the duration of the grant. In addition, select members of the project team will

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<sup>5</sup> “What are the contours of NYC’s Special Education landscape?” The Research Alliance for New York City Schools. New York University. 2019.

have memberships to the Museum, Arts and Culture Access Consortium (MAC), and at least one member of the project team will attend the annual American Alliance of Museums (AAM) meeting each year to network and attend relevant sessions on museum access.

Phase 1b: Training Staff is the core component of this project, as it includes mandatory quarterly training sessions with all Education Division staff. Training sessions will begin with a full-day kick-off retreat in December 2024 intended to build excitement, momentum, and buy-in. N-YHS will work with experts in the field to build and facilitate this event. Quarterly trainings will feature an array of guest facilitators and be informed by our consultations and feedback from participating staff.<sup>6</sup>

This phase will also include the launch of a voluntary cross-department Access Reading and Discussion Group led by the Education Division. The group will start by reading *The Art of Access: A Practical Guide for Museum Accessibility* by Heather Pressman and Danielle Schulz. From there, they will collectively select readings related to their interests. All Phase 1 activities will continue for the duration of the project and post-grant.

Phase 2: Assessing and Revising will begin with the selection of a dedicated access consultant through a competitive RFP process in spring/summer 2025. The ideal consultant will have experience in accessibility in museums and serve as an advisor to the project team. The consultant's first duty will be to assess our K-12 programs and the museum's physical spaces to consider how we can revise current programs and develop new ones to support K-12 students with disabilities. The consultant will share their findings and then meet regularly with the Project Team to discuss how those findings can inform our next steps. The consultant will be a constant thought partner and support in Years 2 and 3.

Phase 3: Piloting and Strategizing, during Year 3, will focus on continuing the previously described work, with a new emphasis on rolling out newly-revised programs; piloting at least two new access-specific programs; and crafting a longer-term strategy document. All of this will be directly informed by the work in earlier phases. A major goal of this phase is to pilot programs that align to our current staffing structure instead of adding new access-specific staff. This will ensure our efforts are sustainable in the long term.

The strategy document will be written by the Project Team, with guidance and input by our consultant, near the project's end. The Team will present it to the Education Division, as well as to all N-YHS staff, in May 2027. It will address how this three-year project will be leveraged to significantly improve access programming for K-12 students within one, three, and five years of the grant's end. It will also explore how other Education Division initiatives and N-YHS departments can work towards greater accessibility.

**Risks:** While N-YHS is fortunate to have several staff members with experience in the access realm, access work overall is relatively new for the Education Division. As such, not knowing what we don't know is the largest risk to this project. To address this lack of knowledge, we have shaped the work plan to allow for a gradual build, recognizing that we must develop a baseline knowledge before expanding our efforts. For example, while we considered identifying a lead consultant for this proposal, we know there are qualified experts not yet on our radar. By focusing the first year on launching training and building a network, we will be able to select the best possible consultant at the start of Year 2. Similarly, we will hold off on building the Access Council until Year 2, recognizing that we need to make strategic decisions such as which disabilities we want to prioritize through our initial efforts.

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<sup>6</sup> A proposed schedule for Year 1 trainings (Supportingdoc2) and letters of support from potential trainers (Supportingdoc3) are provided in the supplemental materials for this proposal.

Staff turnover is also a risk. However, we hope that investing heavily in training for all Education Division staff for three years will create a strong sense of institutional knowledge and establish a Division-wide commitment to properly onboarding new colleagues in topics of accessibility.

***Project Team:*** The project team intentionally includes members of staff from across the levels of our Education Division. Leslie Hayes, Vice President for Education, will serve as the Project Director and ensure the team meets the goals and milestones outlined in the project. Olivia Paige, Manager of School Programs, will serve as the project’s Training Manager, designing and leading all staff training sessions. Associate Director for School Programs Leah Charles-Edouard will liaise with the School Programs team and lead the work of revising current programs with an eye toward accessibility and designing two pilot programs. Kionah Tucker, Education and Internships Coordinator, will work closely with Hayes on coordinating the Access Advisory Council and consultations with peer institutions and scholars. Rachel Coons, Coordinator of Teen Programs, who is a certified Social Studies teacher with experience working with students with disabilities, will coordinate the Access Book and Discussion Group. We will also consult with a small group of Senior Museum Educators, recruited from our pool of per-diem educators, as ad hoc members of the Project Team. They will attend select team meetings and work closely with Charles-Edouard and Paige to teach the pilot programs in Phase 3. The project team will coordinate with the rest of the Education Division and other departments across N-YHS as needed.

N-YHS will engage a range of experts to design and facilitate training sessions over the duration of the project. Select guest facilitators may include Professor Jessica Wontropski of Bank Street College of Education, and Professor David J. Connor of Hunter College, both of whom have offered their support of this proposal. In addition, the project team will conduct a series of informational interviews with staff at several other institutions, including the Intrepid Museum, Trusty Sidekick Theater Company, The Tenement Museum, the Whitney Museum of Art, the Metropolitan Museum of Art, the Henry Ford Museum, and Access Smithsonian.

Through a competitive RFP process, N-YHS will identify a lead consultant on the project, who will serve as a general thought-partner to the project team. The consultant will conduct an initial assessment of our programs and spaces and then participate in regular team meetings, offering advice and perspective on quarterly training topics and guests, program revisions, program design, and the final strategy document. The ideal candidate will be someone who has extensive experience in the museum education *and* accessibility realms.<sup>7</sup>

***Timeline and Resources:*** N-YHS projects that this is a three-year project, from initial network building to completing a five-year strategy document. The largest portions of the budget are staff time, and consultation fees and honoraria for the guest experts, consultant, and Advisory Council members. Additional resources will include book purchases, network memberships, and workshop materials.

***Tracking Progress and Measuring Success:*** N-YHS will employ several strategies to track our progress through this project. Leslie Hayes, Project Director, will ensure that the team meets each work plan milestone, oversee necessary changes, and hold the team accountable for achieving success.

In addition to tracking the number of informational interviews, trainings, and other deliverables completed against the workplan, surveys of training, discussion group, and advisory council participants will be crucial to measuring success. Training surveys will assess staff members’ knowledge of access

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<sup>7</sup> A draft RFP document is provided in the attached Resumes of Key Project Staff and Consultants.

topics, as well as their comfort level and confidence in designing and facilitating such programs. We will track changing responses via an initial pre-survey and follow-up annual post-surveys.

The Project Team, with support from our project consultant, will also engage in informal observations of revised K-12 programs and pilot programs. These observations will look to see how educators are implementing training strategies and how the new and/or revised outlines are providing opportunities for all students to learn. In addition, the Project Team will revise the current teacher evaluations collected at the end of every program to include questions about disability and accessibility. This will allow us to learn more about the students we serve and about how teachers perceive the effectiveness of our newly revised and pilot programs.<sup>8</sup>

### **III. Project Results**

Through this grant, N-YHS aspires to build and enhance the competencies of our Education staff to design and facilitate programs for students with disabilities and to engage in thoughtful, reflective, and productive conversations around accessibility in museum education. Developing these competencies is the first – but arguably the most crucial – step in achieving our broader and longer-term goal of offering robust, effective, and well-regarded programs for K-12 students that are accessible and consciously supportive of students with disabilities. While we are motivated to take swift action to serve students as soon as possible, we believe that a thoughtful investment in transforming our Education Division’s culture through professional development is paramount to this work. As such, we define success as noticeable change in staff knowledge, skills, and behaviors; the establishment of a professional network of access peers; and tangible program pilots and a strategic plan for post-grant work.

We will measure our success through the tools described above and in our Performance Measurement Plan. Success will take the form of staff articulating more confidence and knowledge of accessibility strategies and clear changes to how our K-12 programs are designed and delivered. We will also seek feedback from teachers through their evaluations that our programs support the needs of all their students, including those with disabilities. Beyond the surveys and evaluations, we will collect qualitative feedback from our Access Advisory Council and consultant to determine if we are achieving the intended results.

Given that this project is just the beginning of a longer journey, its structure is intended to be maintained following the grant’s end. Regular access-focused training sessions; the institution-wide Reading and Discussion Group; and the Access Advisory Council will become permanent parts of our operations. In addition, members of the Education Division staff will continue to network with outstanding access-focused organizations after the grant ends.

The strategy document, created under the guidance of our project consultant, will ensure that we do not lose momentum. The end of the grant period will be the beginning of a five-year implementation period. We are committed to pursuing funding to support this post-grant work and also intend to include low-cost strategies as part of that document to ensure the work will continue regardless of financial constraints.

Finally, recognizing that IMLS grants seek to have a greater societal impact, we intend to share our learnings and experiences with our wider peer audience at conferences and through written outlets like the *Journal of Museum Education* and AAM blog. We will seek opportunities to share our professional development journey with peer institutions also seeking, like N-YHS, to take that first step toward true accessibility.

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<sup>8</sup> A more detailed breakdown of our approach to measuring success is available in the attached Performance Measurement Plan.



		Year 1 (Sept 2024-August 2025)											
<b>Staff</b>		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>Phase 1a: Building a Network</b>													
Consultations with Peer Museums	Project Team												
MAC Membership and Networking	Project Team												
Access Advisory Group Recruitment	Project Team												
Access Advisory Group Meetings	Project Team												
AAM Attendance and Networking	Project Director and/or Training Manager												
<b>Phase 1b: Training Staff</b>													
Design Annual Training Plan	Training Manager												
Project Kick-off	N-YHS Education Division												
Quarterly trainings	N-YHS Education Division												
Cross-Department Access Reading & Discussion Group	N-YHS Staff (led by N-YHS Education Division)												
<b>Phase 2: Assessing and Revising</b>													
Release RFP for Consultant	Project Director												
Review RFP reponses	Project Director and Team												
Select Consultant	Project Director and Team												
Access Assessment	Consultant												
Program Revisions	Consultant, Project Team, N-YHS School Programs Staff												
Presentation of Assessment to All Staff	Project Director												
Project Team Meetings with Consultant	Consultant, Project Team												
<b>Phase 3: Piloting and Strategizing</b>													
Roll-out of Revised Programs	N-YHS School Programs Staff												
Develop Pilot Initiatives	Training Manager, Team Educator, N-YHS School Programs Staff												
Lead and Revise Pilot Initiatives	Training Manager, Team Educator, N-YHS School Programs Staff												
Develop Strategy Document	Consultant and Project Team												
Presentation of Strategy Document to Education Division	Project Team												
Presentation of Strategy Document to Senior Staff	Project Director												

		Year 2 (Sept 2025-August 2026)											
		Staff											
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
<b>Phase 1a: Building a Network</b>													
Consultations with Peer Museums	Project Team												
MAC Membership and Networking	Project Team												
Access Advisory Group Recruitment	Project Team												
Access Advisory Group Meetings	Project Team												
AAM Attendance and Networking	Project Director and/or Training Manager												
<b>Phase 1b: Training Staff</b>													
Design Annual Training Plan	Training Manager												
Project Kick-off	N-YHS Education Division												
Quarterly trainings	N-YHS Education Division												
Cross-Department Access Reading & Discussion Group	N-YHS Staff (led by N-YHS Education Division)												
<b>Phase 2: Assessing and Revising</b>													
Release RFP for Consultant	Project Director												
Review RFP reponses	Project Director and Team												
Select Consultant	Project Director and Team												
Access Assessment	Consultant												
Program Revisions	Consultant, Project Team, N-YHS School Programs Staff												
Presentation of Assessment to All Staff	Project Director												
Project Team Meetings with Consultant	Consultant, Project Team												
<b>Phase 3: Piloting and Strategizing</b>													
Roll-out of Revised Programs	N-YHS School Programs Staff												
Develop Pilot Initiatives	Training Manager, Team Educator, N-YHS School Programs Staff												
Lead and Revise Pilot Initiatives	Training Manager, Team Educator, N-YHS School Programs Staff												
Develop Strategy Document	Consultant and Project Team												
Presentation of Strategy Document to Education Division	Project Team												
Presentation of Strategy Document to Senior Staff	Project Director												

	Staff	Year 3 (Sept 2026-August 2027)												Post-Grant
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	
<b>Phase 1a: Building a Network</b>														
Consultations with Peer Museums	Project Team													
MAC Membership and Networking	Project Team													
Access Advisory Group Recruitment	Project Team													
Access Advisory Group Meetings	Project Team													
AAM Attendance and Networking	Project Director and/or Training Manager													
<b>Phase 1b: Training Staff</b>														
Design Annual Training Plan	Training Manager													
Project Kick-off	N-YHS Education Division													
Quarterly trainings	N-YHS Education Division													
Cross-Department Access Reading & Discussion Group	N-YHS Staff (led by N-YHS Education Division)													
<b>Phase 2: Assessing and Revising</b>														
Release RFP for Consultant	Project Director													
Review RFP reponses	Project Director and Team													
Select Consultant	Project Director and Team													
Access Assessment	Consultant													
Program Revisions	Consultant, Project Team, N-YHS School Programs Staff													
Presentation of Assessment to All Staff	Project Director													
Project Team Meetings with Consultant	Consultant, Project Team													
<b>Phase 3: Piloting and Strategizing</b>														
Roll-out of Revised Programs	N-YHS School Programs Staff													
Develop Pilot Initiatives	Training Manager, Team Educator, N-YHS School Programs Staff													
Lead and Revise Pilot Initiatives	Training Manager, Team Educator, N-YHS School Programs Staff													
Develop Strategy Document	Consultant and Project Team													
Presentation of Strategy Document to Education Division	Project Team													
Presentation of Strategy Document to Senior Staff	Project Director													