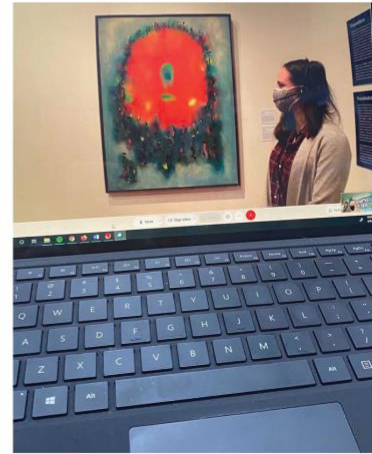


# UMFA

UTAH MUSEUM OF FINE ARTS

# 2020 / 2021

Districts: 21
Schools: 116
Charter Schools: 19
Title 1 Schools: 40
Hours: 398.53
Teachers: 351
Students: 5,492



RIGHT | Samples of student artwork across various mediums, and utilizing technology to give access to the museum to students from across the state.

The UMFA inspires critical dialog, and illuminates the role of art in our lives.

# **1. BUDGET EXPENDITURE AND INCOME SOURCE REPORT**

	<b>Legislative Appropriation</b>	<b>Funding Leveraged from Other Sources</b>	<b>Total Expenditures on Approved Education Programs</b>	<b>Legislative Appropriation % of Total Expenditures</b>
<b>Personnel</b>	\$110,615	\$136,164	\$246,779	45%
<b>Benefits</b>	\$60,000	\$63,215	\$123,215	49%
<b>Travel</b>	\$0	\$0	\$0	
<b>Materials</b>	\$24,000	\$28,540	\$52,540	46%
<b>Other (identify)</b>				
<b>TOTAL</b>	\$194,615	\$227,919	\$422,534	46%

# **2. 2020-2021 TOTAL SERVICES PROVIDED**

<b>Districts</b>	<b>Charters</b>	<b>Schools</b>	<b>Hours</b>	<b>Teachers</b>	<b>Students</b>
21	19	116	398.53	351	5,492

# **3. 2020-2021 INDIVIDUAL SERVICES PROVIDED**

The Utah Museum of Fine Arts (UMFA) K-12 School and Teacher Programs team provides a broad spectrum of quality, comprehensive learning and engagement opportunities to Utah’s local education agencies (LEA). Inspired by a global collection of more than 20,000 art objects, UMFA’s educational programs engage students and teachers across the state, helping foster a love of art within all Utah citizens. Over the past school year, programs and partnerships at the Museum focused on schools within the Canyons, Daggett, Duchesne, Garfield, Jordan, Nebo, and South Sanpete school districts. As a result of COVID-19, all of our school and teacher programs this year were facilitated through digital platforms, the majority of them synchronous learning. We take great pride in our work to connect students and teachers to art during these unprecedented times, and are especially proud of our statewide reach this year serving 116 schools in 21 school districts, 40 of which are designated Title I schools.

## **Highlights from this year include:**

- *Black Refractions: Highlights from the Studio Museum in Harlem.* Featuring one hundred works by nearly eighty artists from the 1920s to the present, this special exhibition surveyed nearly a century of creative achievements by artists of African descent. Digital field trips with this exhibition asked students to delve into the different elements of community.
- *Evening for Educators: Celebrating a Diversity of Student Voices.* Highlighted the benefits engaging a diversity of voices and promoted connection for all students. This event featured a virtual UMFA tour of the Black Refractions exhibition and presentations from Michelle Love-Day, of Love-Day Consulting and RISE Virtual Academy, and Alyssa Dairsow, executive director of Curly Me!. 49 teachers and community members attended this event.
- *Digital Field Trips.* UMFA’s K-12 School and Teacher programs team and digital docents facilitated over 250 digital field trips this school year!

## UMFA K-12 School and Teacher Programs Core Values:

- Provide access to art and art education statewide
- Connect art to classroom learning and Utah Core Standards
- Create personal connections to art, each other, and the world
- Promote critical thinking through visual literacy
- Spark creativity as a life skill for 21st-century learners

At the UMFA, we believe that art objects are an access point to the discovery of global ideas of the past and present, helping students develop visual literacy, honing critical thinking, and inspiring creativity – all essential tools for higher education and career-ready students. Through these programs, we foster empathy in young learners by promoting affective and sensorial responses through an exploration of human connections, hands-on experiential learning, diverse discussions, and question-based practices.

### ***A. Distance Learning***

<b>Districts</b>	<b>Charters</b>	<b>Schools</b>	<b>Hours</b>	<b>Teachers</b>	<b>Students</b>
17	9	60	203.03	255	5,401

Due to the COVID-19 crisis – and to protect the health of students and educators – the Museum did not provide any in-person programming during the 2020-2021 school year. We used this opportunity to rethink and reorganize our Distance Learning programs by introducing five new programs. All of these programs are:

- Interactive, engaging, question-based and object-centered
- Aligned with Utah Core Standards and 21<sup>st</sup>-century learning skills that promote critical thinking, creativity, and communication.
- Full of art-making opportunities, from sketching to larger projects, with museum-supplied materials when available.
- Adaptable to any teaching situation.

### **Zooming into Art**

This new program was developed to help bring the UMFA and its quality art collection to K-12 classrooms across Utah during the 2020-2021 school year. Zooming into Art uses each school's preferred video conferencing technology (Zoom, WebEx, etc...) to explore art through real-time, interactive, arts-based experiences that are facilitated by UMFA educators.

The UMFA piloted four tour themes this past year, all of which are listed below. Each theme connects to state core standards and emphasizes question-based, experiential learning. We develop unique pre- and post-lessons for each program, which are designed to review “digital manners” as well as introduce and take a deeper dive into specific themes explored during the presentation. The workshops are designed for specific grades, but can be adapted for any grade.

- **Art and What We Eat (K-2<sup>nd</sup>)**

Whether it's a juicy watermelon in a painting or a ceramic pot that holds a special chocolate drink, food is often a part of art! In this tour, K-2<sup>nd</sup> grade students explore works of art from UMFA's global collection with an eye toward what people eat and how food—just like art—connects us to one another. This interactive, conversation-based tour supports Utah Core Standards. Students have fun using their imaginations, learning new art vocabulary, and creating their own artwork inspired by what they learn.

- **How to Look at a Work of Art (3<sup>rd</sup>-5<sup>th</sup>):**

Train your artistic eye and develop visual literacy as we look closely at details to interpret works of art using visual evidence. Our world is full of images and it is important that we can read them, discover their meanings, and examine why artists make the choices they do. We learn how to look at a work of art through sketching, storytelling, and games – asking questions about what we see and making looking at art fun!

- **Life in Death: Exploring the Afterlife Around the World (6<sup>th</sup>-8<sup>th</sup>):**

In this presentation, art will transport students across the world into different cultures by examining different beliefs around the afterlife. Through the use of the UMFA's global art collection, this presentation can be adapted for grades 6<sup>th</sup>-8<sup>th</sup> and aligns with state core social studies standards.

- **Robert Smithson and *Spiral Jetty* (9<sup>th</sup>-12<sup>th</sup>):**

Robert Smithson's monumental artwork *Spiral Jetty* is located off Rozel Point in the north arm of Great Salt Lake. Made of black basalt rocks and earth gathered from the site, *Spiral Jetty* is a 15-foot-wide spiral that stretches more than 1,500 feet into the lake. Celebrate this incredible work of art through an exciting and engaging digital tour that explores *Spiral Jetty* and its artist, Robert Smithson. We take an in-depth look at the concept and building of the earthwork and explore themes important to Smithson's work including color, entropy, spirals, and materials. This tour includes hands-on artmaking components.

## **Digital pARTners**

The pARTners program brings every fourth-grade student in Salt Lake City School District to the UMFA twice each year, this year via Zoom. Each pARTners semester connects current Museum exhibitions to core-linked curriculum using question-based, experiential tours. Program highlights include:

- A pre-lesson curriculum led by teachers in the classroom is designed to be a quick 10-minute art warm-up to introduce themes that are explored on each tour as well and review "Digital Manners."
- The digital format of these tours have created new opportunities for UMFA educators and docents to collaborate and teach together. Each digital tour is co-facilitated by a UMFA educator and docent, providing a unique and interactive virtual experience.
- The 2020 fall semester, "How to look at a Work of Art" encouraged students and teachers to train their artistic eye and develop visual literacy as they practiced looking closely at details to interpret works of art using visual evidence. They discovered how to look at a

work of art through sketching, storytelling, and games, asking questions about what we see and making looking at art fun

- For 2021 spring semester, 4th grade students and teachers discover the elements of art: line, shape, color, texture, and space! This digital field trip introduced the elements of art as building blocks for artistic expression and investigated different ways artists use these elements to communicate ideas and tell stories. This tour highlighted artworks from a visiting exhibition *Black Refractions: Highlights from the Studio Museum in Harlem* connecting students to art created by black artists.

## Virtual Visits

This program uses video conferencing technology for real-time art tours of UMFA's galleries, no matter the class's distance from the museum. It was developed to provide students with a virtual experience of walking in the galleries and engaging with a selection of artworks on view.

UMFA educators developed five tour themes during the past year, as detailed below, and accepted special requests from teachers. Each theme connected to state core standards and emphasized question-based, experiential learning. A unique pre- and post-lesson was developed for each theme and included various art-making activities.

- **Amplifying Voices**  
Students learn about the power of art to amplify their voices while engaging with the Create, Respond, and Connect Visual Arts strands. This presentation employs artworks from our Modern and Contemporary collection with a focus on artists of color.
- **Art History Classroom Connections**  
The UMFA is an ideal location for students and teachers of history and art history. Through our global collection, students can engage with more than 5,000 years of human creativity and specify a focus or theme (Geographic Area, AP Content Unit, etc.).
- **Artwork Deep Dive**  
For a short 20–30-minute experience, these classes dive deep into art, build 21<sup>st</sup>-century skills by thoroughly examining a specific artwork, and help students learn how to critique and understand through the practice of close looking.
- ***Beyond the Divide: Merchant, Artist, Samurai in Edo Japan***  
This first major presentation of Japanese objects from the UMFA's collection in more than a decade includes beautiful scrolls, screen dividers, sculpture, prints, samurai armor and weapons. Through a virtual visit of this exhibition, students explore their own personal identity while learning about Edo Japan. This special exhibition was on view from February 6 to November 8, 2020.
- ***Black Refractions: Highlights from The Studio Museum in Harlem***  
Featuring one hundred works by nearly eighty artists from the 1920s to the present, this special exhibition surveys nearly a century of creative achievements by artists of African descent. Using a selection of these artworks, students examined different elements of community. This special exhibition was on view from January 23 to April 10, 2021.

## Art Connections Workshops

This special partnership program, students from selected schools in focus districts explored a theme presented within a UMFA special exhibition. To promote deep engagement with students, the program included an introduction, a virtual tour of the Museum, an artist-led workshop, and a celebratory wrap-up session. Our pilot program: *Utah Women Working for Better Days!* took place in January 2021 after being postponed a number of times due to COVID-19.

Inspired by the ACME Lab: *Utah Women Working for Better Days!* and teaming up with STEMCAP (STEM Community Alliance Program), Salt Lake Valley Youth Center students learned more about the impact and influence of female figures in Utah and United States history. These sessions included a virtual museum tour, a DNA workshop with scientist Andy Sposato, and art-making workshops with Brooke Smart. Each student created a portrait and learned more about the life and impact of a Utah woman who made history. The program culminated in a celebration of the students' work and sharing of their favorite lessons learned.

## Pen Pals

The Pen Pals program is designed to create human connections and expand students' community. Inspired by a standard pen pals format, students engage in a three-part curriculum before sending over their work and a message to a coordinated contact. These three parts are spread out across a single semester and include writing prompts and project instructions around the themes of individuality, connection, and community. In our initial pilot, we worked with seven art classes at Bennion Jr. High and planned on connecting them with veterans from the VA Hospital. Unfortunately, with the stress and circumstances of the COVID-19 pandemic, the veterans who initially shared interest were no longer able to participate. The Bennion Jr. High students, however, still completed the curriculum and project in class; after receiving feedback from the participating teachers, we intend to continue this program again in the future.

## Beyond the Classroom Webinars

In this cross-curricular program, art and content experts from various fields join forces to provide a new learning experience for students across the state. Each session includes a pre-lesson warm-up, an engaging 45-minute webinar, and a post-lesson to apply the topics. The spring 2021 semester – Connecting Utah series – was created with 4<sup>th</sup> and 7<sup>th</sup> grade curriculum in mind, but other grades were welcome to participate. For each topic, there was a 4<sup>th</sup> grade session at 10:00 am and a 7<sup>th</sup> grade session at 11:00 am. Teachers could request the session recordings to share with their classes for classes that were unable to attend the live event.

- **April 21<sup>st</sup> Biodiversity: Conservation in Utah and Abroad:**  
Utah's unique and diverse environments have spectacular landscapes and a variety of organisms. In this webinar, students will learn more about our environments and conservation biology with Wildlife Biology Ph.D. candidate Austin Green. Through science and art, students will be encouraged and inspired to better appreciate and protect our Utah environments.
- **April 28<sup>th</sup> Indigenous Peoples of Utah:**  
Bring authentic voices from the Utah Tribes into your classroom! Students will have the unique opportunity to personalize Utah history and see how it echoes into our present. They will also gain a more in-depth knowledge of sovereignty and how treaties and other

events are still affecting lives and tribes today. Darren Perry, tribal council member of the Northwestern Band of the Shoshone Nation and Tamra Borchardt-Slayton, chairperson of the Indian Peaks Band and the vice chairperson of the Paiute Indian Tribe of Utah will share their insights and perspectives.

- **May 5th Leading in Your Community:**

Every student’s voice and experience is important. In this webinar session, Yándary Chatwin of Real Women Run will empower students to share their voices and be heard in their community. Students’ early engagement in community is how we build and create Utah’s future civic life and local politics.

## **B. Educator Resources**

<b>Districts</b>	<b>Charters</b>	<b>Schools</b>	<b>Hours</b>	<b>Teachers</b>	<b>Students</b>
14	12	64	187.50	88	0

### **Professional Development (PD)**

Professional Development for teachers and educators included the following during the past year:

- **Mexican Art and History PD Series**

UMFA partnered with the University of Utah International and Area Studies (IAS) to create educator professional development components for a virtual Mexican Art and History class series during the summer of 2020. The UMFA created these classes in partnership with Artes de México en Utah. The series consisted of three sessions in June, July, and September 2020, each with a unique artistic focus. Six educators participated in The Mexican Muralist Movement session on July 9 and five participated in the Manifest Destiny session on September 9. PD credit (2.5 relicensure hours) was available for attending each webinar and a follow-up virtual discussion on classroom applications. Resources gathered for the event were distributed to participants via email.

- ***The Art of Digital Opportunities: Resources and Programs from the UMFA for Your Classroom***

Educators were invited to join us virtually and connect with fellow teachers while experiencing a digital tour of the Utah Museum of Fine Arts, engage in art-making, and learn about available digital resources. This special virtual educator professional development event was held on November 18, 2020, from 4-6 pm with two hours of relicensure credit available.

- ***Evening for Educators: Celebrating a Diversity of Student Voices***

This event was held virtually this year on March 17, 2021. Everyone benefits when there’s a diversity of voices included in the conversation. This evening included a virtual tour of our special exhibition *Black Refractions: Highlights from The Studio Museum in Harlem* and presentations from Michelle Love-Day, of Love-Day Consulting and RISE Virtual Academy, and Alysha Dairsow, executive director of Curly Me!.

Following this event, UMFA distributed a digital file containing lesson plans and additional readings and resources. Through attendance at this event and completion of a survey, teachers received three relicensure points. If teachers attended all five evening sessions

(a total of 15 hours) and completed a field test, they received one semester credit. Pre-service teachers from Utah schools often attend these programs to enrich their preparations for classroom teaching.

## Lesson Plans

The UMFA provides online access to lesson plans from professional development workshops, in-class presentations, and other resources free of charge. In this fiscal year we had 702 unique page views.

- Each interdisciplinary lesson highlights at least one artwork/artist from the UMFA's collection.
- Teachers can contact UMFA for specific interests and guidance.
- High-resolution images of some of the artworks from the UMFA's collections are available upon request.

## “On the Wall” Educator Newsletter

Our quarterly newsletter updates educators on opportunities and resources available from the UMFA. There are 705 emails currently receiving *On the Wall*. This newsletter is key to communicating with educators and sharing digital resources and programs.

## Digital Resources

Our Digital Resources were intended to be both useful in the physical classroom and with students learning digitally from home. To meet different applications and needs, we offer a variety of formats – from full lessons and activities to short 5-minute Art Break videos. The following resources have been published online for teacher and student use:

- **Art Breaks: Elements of Art**  
This first collection of Art Breaks dedicates a video to each Element of Art with an artwork from UMFA's permanent collection and a hands-on activity. These videos were created throughout this last school year and the full collection was completed in March. Each video is captioned for greater accessibility.
  - Texture Art Break: 62 unique viewers
  - Color Art Break: 48 unique viewers
  - Line Art Break: 34 unique viewers
  - Shape Art Break: 10 unique viewers
  - Space Art Break: 9 unique viewers
  - Value Art Break: 2 unique viewers
  - Form Art Break: 5 unique viewers
- **Art Breaks: Connecting Utah**  
This short two-video collection of Art Breaks was created as the pre-lessons for two of the Beyond the Classroom webinars held in late spring 2021. While they do mention the webinars they can also be viewed on their own and follow the same format as the *Elements of Art Collection*.



- Biodiversity Art Break: 18 unique viewers
- Leading in Your Community Art Break: 4 unique viewers
- **Art in the Everyday**  
A self-guided experience that connects five artworks from UMFA’s global collection to an appreciation and acknowledgement of artful objects in our everyday lives. This had 189 unique page views.
- **Careers in Art**  
An in-depth lesson to explore the wide variety of career opportunities for those passionate about art. This had 158 unique page views.
- **Color Meditation**  
A five-minute guided meditation on the theme of color. This had 75 unique viewers.
- **Storytelling in Art**  
A lesson adapting the Winter pARTners theme to experience different storytelling methods through art. Includes pre- and post-lessons and a book making activity. This had 173 unique page views.
- **K-12 Land Art Resources**  
A collection of lesson plans and resources for teachers looking to engage students with the Land Art in our state. These do include STEAM-focused curriculum. This had 104 unique page views.

**Free UMFA admission for K-12 teachers**

Teachers in Granite and Salt Lake City School Districts received free admission to UMFA and the *Black Refractions* exhibition this school year with a special online booking code to visit the UMFA to find inspiration, prepare for teaching, and to discover a place for reflection and relaxation within this challenging year. Eight teachers from six schools utilized this resource. We hope to expand this offering in the future to more school districts and increase participation.

**C. K-12 Museum Tours**

Districts	Charters	Schools	Hours	Teachers	Students
2	1	3	6	7	36

**Special exhibition self-guided tours – *Black Refractions***

Due to COVID-19, we were not able to offer in-person field trips, guided tours, or experiences at UMFA for school groups. We were able to connect with many thousands of students across the state through digital field trips, but also supported small groups of students and teachers who wanted to visit UMFA in person on their own. Following school, district, U of U, and UMFA COVID-19 policies, we were able to bring groups from three different schools to experience *Black Refractions: Highlights from the Studio Museum in Harlem* in person.

**D. Education Collection**

Districts	Charters	Schools	Hours	Teachers	Students
-----------	----------	---------	-------	----------	----------

1	0	1	2	1	55
---	---	---	---	---	----

UMFA’s Education Collection supported art classes at East High School by loaning a curated collection of drawings, paintings and etchings between January and March of 2021. EHS teacher Donna Pence and UMFA educator, Annie Burbidge Ream, co-created curricula around these objects for students and included conversation prompts, projects, and curriculum related to 2D coursework both through asynchronous digital learning as well as in-person student/teacher meet-ups. To celebrate the student’s work from the class, the loaned artworks were displayed alongside art work from participating students at East High School.

***E. Initiatives, partnerships, and special project highlights***

Districts	Charters	Schools	Hours	Teachers	Students
0	0	0	0	0	0

\*The numbers related to these partnerships are accounted for in the Distance Learning section above.

**STEM Community Alliance Program (STEMCAP) Collaboration**

UMFA is proud to partner with STEMCAP (STEM Community Action Program) to provide art and science workshops and virtual art museum tours to Youth-in-Custody (YIC). Goals of the partnership are to: 1) Inspire creativity, curiosity, and critical thinking to help students understand how art, like science, can communicate holistic and multi-faceted narratives, and 2) highlight the role of multi-disciplinary communication in understanding other perspectives that uplifts community and foster collaborative efforts in the face of collective problems.

STEMCAP forges novel connections through inquiry-based and interactive STEM programming to put scientists, artists, and community educators inside Youth-In-Custody (YIC) facilities. This organization is within the University of Utah School of Biological Sciences and has relationships with five YIC facilities in and around the Salt Lake Valley. We have partnered with STEMCAP on Art-Science workshops that pair an artist with a scientist to demonstrate the ways that artists and scientists interpret and approach scientific topics and ideas, sometime in very different ways and sometimes in surprisingly similar ones! These workshops are hands-on and allow students to express scientific ideas through creative outlets. Mission STEMCAP is a five-part programming series over two weeks that explores one of the five environmental “Grand Challenges”: biodiversity loss, pollution, overconsumption, extinction, and climate disruption. The “mission” is to help students learn about, respond to, and teach others about their assigned grand challenge through multiple workshops, activities and lectures while demonstrating to students the ways that they can tackle grand challenges in their own lives.

UMFA educators developed curricula, art-making workshops, and virtual tours about biodiversity loss, overconsumption, the Great Salt Lake, climate change, and clouds as part of this collaboration. We also partnered with STEMCAP for our Art Connections: *Utah Women Working for Better Days!*

**Rise Virtual Academy**

With the special exhibition of *Black Refractions: Highlights from The Studio Museum in Harlem*, we connected with Michelle Love-Day, the founder of Rise Virtual Academy, through the

University of Utah's Black Cultural Center. Rise Virtual Academy is a place where students learn Black History, their role in their community, their worth, beauty, and #blackgirlmagic and #blackboyjoy. It is a Utah-based virtual school that is held weekly for 2 hours. We partnered with Rise Virtual Academy to bring this special exhibition to all of the Rise students. We shared a selection of artworks in an interactive Zoom presentation, and students were invited to come to the museum for free with a parent. Michelle Love-Day also provided a workshop as part of our Evening for Educators on March 17<sup>th</sup>. We look forward to continuing this relationship and finding new ways to collaborate and work with Rise teachers and students.

### **Beyond the Classroom Webinars**

One of the key components of the Beyond the Classroom Webinars was to collaborate with content experts to create a cross-curricular plan curriculum that could be shared with students across the state. Because of this we partnered with various individuals to create this programming. This includes:

- ***Biodiversity: Conservation in Utah and Abroad***

We partnered with University of Utah Wildlife Biology Ph.D. candidate Austin Green for this first session. We were able to discuss and collaborate closely on the ideas for the session and the pre- and post-materials. STEMCAP connected us with Austin Green who has presented to their students on the same topic of biodiversity conservation.

- ***Indigenous Peoples of Utah***

For this session, we collaborated with a diverse group of individuals from different organizations and perspectives. To discuss initial ideas and curriculum we met with Eileen Quintana (Nebo Title VI Indian Education), Tia Yazzie (Salt Lake City School District American Indian Education Title VI Program Coordinator), and Meredith Schramm (Teacher in Alpine School District). The presenters for the sessions were Darren Parry of the Northwestern Band of Shoshone Nation and Tamra Borchardt-Slayton of the Paiute Indian Tribe of Utah. We also met with Dorena Martineau of the Paiute Indian Tribe of Utah and Candace Bear of the Skull Valley Band of Goshutes to discuss the themes and pre- and post-lessons.

- ***Leading in Your Community***

Our primary contact and collaborator was Yándary Chatwin Committee Chair of Real Women Run at the YWCA. Founded in 2011, Real Women Run is a collaborative nonpartisan initiative to empower women to participate fully in public life and civic leadership through elected political office at all levels, appointments to boards and commissions, participation in campaigns, and engagement in the political system.

### **Conferences**

This year, the UMFA K-12 Learning & Engagement team presented on our digital resources at the virtual Utah Art Education Association (UAEA) conference.

#### 4. THREE-YEAR ROTATION TO ALL SCHOOLS AND DISTRICTS

District	2018-2019	2019-2020	2020-2021	Projected 2021-2022
Alpine	13	5	7	5
Beaver	1	0	0	2
Box Elder	4	0	1	5
Cache	0	4	0	0
Canyons	4	5	5	3
Carbon	3	0	0	3
Daggett	0	0	1	0
Davis	7	4	8	4
Duchesne	1	0	2	0
Emery	0	0	0	3
Garfield	0	0	1	0
Grand	0	0	0	1
Granite	16	25	16	14
Iron	3	3	0	0
Jordan	6	9	8	5
Juab	0	0	0	2
Kane	0	1	0	0
Logan	1	1	0	0
Millard	5	1	0	3
Morgan	1	1	0	2
Murray	3	3	2	2
Nebo	3	0	8	0
North Sanpete	0	0	1	3
North Summit	0	0	0	1
Ogden	1	0	2	1
Park City	4	1	1	2
Piute	0	1	0	0
Provo	1	2	3	0
Rich	0	0	0	1
Salt Lake City	29	28	22	25
San Juan	2	1	0	1
Sevier	3	0	0	4
South Sanpete	1	0	1	0
South Summit	1	3	1	0
Tintic	0	0	0	1
Tooele	8	3	0	7
Uintah	2	0	2	0
Wasatch	1	1	0	2
Washington	1	1	4	3
Wayne	3	3	0	2
Weber	6	4	1	5
Charter	26	23	19	14
<b>TOTAL SCHOOLS</b>	<b>161</b>	<b>133</b>	<b>116</b>	<b>126</b>
<b>TOTAL DISTRICTS</b>	<b>30</b>	<b>23</b>	<b>21</b>	<b>28</b>

## **5. SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION**

### ***A. Cost-Effectiveness***

The UMFA matches the award received from the state legislature each year at 100% or more. This incredible support helps the UMFA successfully deliver a wide breadth of quality programming that reaches all corners of the state. All programs are carefully developed to support teacher and student needs, consider the Museum's current exhibition and programming schedule, align and integrate with relevant core-curriculum strands, provide ongoing professional development and educational opportunities for teachers, and engage in intensive collaborations with educators and students to improve future program design. Additionally, funding supports the distribution of art materials that students can continue using long after their visit.

### ***B. Procedural Efficiencies***

UMFA strategically plans school visits (digitally in 2020-2021 school year) and coordinates with other cultural organizations to maximize impact on each school district through relationships with District Arts Coordinators, administrators, and principals. We work to saturate a district with UMFA programs throughout a district's focus year, while also trying to provide sustainable resources and digital programs that can be utilized during years we may not be able to visit. Moreover, the Museum works with our University of Utah colleagues and across departments within the Museum to develop resources, promote our programs, and facilitate accessibility. Beyond these connections within our organization and on campus, we strive to build support for arts education in Utah by maintaining valuable communication with state legislators, representatives, administrators, and teachers statewide.

### ***C. Collaborative Practices***

#### **Collaborations with LEA Educators**

UMFA educators communicate frequently with local education agency (LEA) educators through evaluation and program feedback. Our *On the Wall* newsletter connects teachers to our programs and events, as well as to relevant resources connected to current events, arts education, and social justice. Brainstorming groups, developing lesson plans and curricula, professional development sessions, and occasional co-presentations at education conferences are another way we get to work and collaborate with Utah's amazing teachers. This year we worked collaboratively throughout the school year on multi-part programs with East High School (Salt Lake City School District) and Monticello Academy (charter).

#### **Collaborations with other Organizations**

The UMFA always seeks new opportunities for collaboration with organizations to improve our institutional reach across Utah. Recent collaborations include partnerships with the Great Salt Lake Institute at Westminster College and the Dia Art Foundation, Utah Humanities, Artes de Mexico en Utah, Curly Me!, Frameworks Art, Larry Cesspooch, Natural History Museum of Utah, RISE Virtual Academy, Roots Art Collective, Salt Lake City Libraries, Seven Canyons Trust, Think Water Utah, and the University of Utah Black Cultural Center. Other important collaborators include the Utah Education and Telehealth Network, University of Utah School of

Biological Sciences, Prison Education Project, College of Education, College of Fine Arts, STEM Community Alliance Program (STEMCAP), International Area Studies, Urban Indian Center, Utah Presents, Youth Arts, Youth Education, Office of Engagement, Marriott Library, saltfront, and Beverly Taylor Sorenson Arts Learning Program; Granite and Salt Lake City School District; and many schools and teachers statewide. We also partner with the Springville Museum of Art to help teachers interested in additional visual arts opportunities use the programs and services offered by the Springville Museum of Art and the StateWide Arts Partnership (SWAP).

### **Professional Relationships**

UMFA's Learning & Engagement staff are active participants in a wide variety of statewide art and museum communities, providing leadership on directorial boards and advisory boards including: Utah Art Education Association (UAEA); Youth Arts; Utah Museum Association (UMA); Utah Humanities (UH); Smithsonian Museums on Main Street program; Framework Arts; Salt Lake County Museum Volunteer Coordinators Committee; Artes de Mexico en Utah; Mestizo Institute of Culture and Arts; University of Utah College of Humanities Partnership; and National Performance Network (NPN). Engagement with these communities advance the UMFA's mission, increase professionalism, and enable us to pursue and implement best practice standards.

### ***D. Educational Soundness***

The UMFA strives to serve as a statewide resource for arts-based learning across programming and through collaborations with teachers and colleagues through best practice standards in both museum and art education fields. To help meet student and teacher needs, our K-12 School and Teacher Programs are designed to support an integration of Utah Core Standards, including four Fine Arts V Strands: Create, Present, Respond, and Connect. Additionally, programs emphasize thinking, reasoning, social/civic responsibility, aesthetic understanding, and communication—all of which are skills for lifelong learning that tangibly prepare students for college and their careers. Communication, collaboration, critical thinking, and creativity are also essential skills for 21<sup>st</sup> century learners and are key components of our programs, resources, curricula, and learning objectives.

### ***E. Professional Excellence***

#### **UMFA Accreditation and Standards**

The Utah Museum of Fine Arts (UMFA) is accredited by the American Association of Museums (AAM) and was granted reaccreditation by AAM in 2011. The AAM's museum accreditation program is the field's primary means of quality assurance, self-regulation, and public accountability.

- The UMFA has been built and sustained by hundreds of dedicated museum professionals for decades.
- The UMFA was awarded AAM accreditation after a rigorous, multi-year examination process. AAM accreditation recognizes museums for their commitment to excellence in the areas of governance, collections stewardship, public programs, financial stability, high professional standards, and continued institutional improvement.

- In 1972, the UMFA was the first university museum west of the Mississippi to receive accreditation, which occurs every ten years.

### **UMFA K-12 School and Teacher Programs Staff**

UMFA's K-12 School and Team Programs team includes:

- Rilie Atkinson, Assistant Coordinator of School and Teacher Programs, schedules K-12 workshops and programs, provides support, and piloted the Pen Pals program.
- Annie Burbidge Ream, Co-Director of Learning & Engagement, K-12 Curator of Education, oversees administration of K-12 School and Teacher Programs, K-12 museum tour programs, Land art initiatives, and manages the education collection.
- Ashley Farmer, Co-Director of Learning & Engagement, Manager of Volunteer and Tour programs, manages volunteer and tour programs, including more than 100 active docents who lead K-12 tours at the Museum.
- Drew Reynolds, Tour Coordinator, oversees tour scheduling and outreach, facilitates tours, develops tour curricula for both guided and self-guided tours, manages program and docent databases.
- Jorge Rojas, Director of Learning & Engagement, provides administrative oversight for UMFA Learning & Engagement programs.
- Katie Seastrand, Coordinator of School and Teacher Programs, supports and implements Distance Learning, Educator Resources, and Museum in the Classroom.

**Rilie Atkinson** is currently a full-time student at the University of Utah and is working towards a Bachelor's Degree in Art History and a minor in Business Administration. Rilie enjoys assisting in the classroom, implementing innovative ideas, and being a liaison between the UMFA and school districts as an Assistant Coordinator of School and Teacher Programs. She hopes to continue her education through grad school and serve underprivileged communities through her work in the future.

**Annie Burbidge Ream** In 2016, Annie received the UAEA (Utah Art Education Association) Museum Educator of the Year and NAEA (National Art Education Association) Pacific Region Museum Educator of the Year awards. Burbidge Ream believes that art not only expresses ideas but can be a powerful force for people to find common ground and understanding. In 2017 and 2018, she was among the recipients of the Award for Excellence in Statewide Collaboration from UMA (Utah Museum Association) and Award of Merit from the American Association for State and Local History's Leadership in History, respectively, for her work with Utah Humanities Museum on Main Street Program. Annie utilizes works of art to create hands-on, question-based experiences for teachers and students that emphasize the importance of creativity and experiential learning. She oversees the administration of UMFA's K-12 School and Teacher Programs, K-12 museum tours and field trip program, is the collections manager of the education collection, and has recently been appointed the Co-Director of the Learning and Engagement.

**Ashley Farmer** is an educator whose love of interdisciplinary arts education took her from teaching in the college classroom to collaborating in the art museum. As an Assistant Director of Learning and Engagement, Ashley oversees volunteer and tour programs, including the Art

Ambassadors initiative; she also supports UofU-UMFA teaching collaborations and the creation of learning resources. Ashley previously served as the school and teacher programs manager at the Speed Art Museum in Louisville, KY, developing curricula, implementing new outreach initiatives, and facilitating community art-making for exhibition in the museum's Wall Together program. Prior to that, she worked as a teaching artist in the Syracuse Public Schools, where she created visual arts and writing opportunities for K-12 students, including the production of a photography-based literary journal. Ashley's own creative practices include writing, publishing, and collaborating with visual artists.

**Drew Reynolds** is currently a student working towards his bachelors in art history with a minor in French. As tour coordinator for the UMFA, Drew works closely with his colleagues to assist in K-12 programming, artmaking, and the visitor experience. A few of Drew's long-term goals are to finish his undergrad and apply to graduate school where he plans to pursue a MA in Museum Education, to prepare him for his career as a museum educator.

**Jorge Rojas** is a multidisciplinary artist, independent curator, and museum educator. He studied Art at the University of Utah and at Bellas Artes in San Miguel de Allende, Mexico, and uses performance, visual art, and participatory engagement to examine cultural, social, and mediated forms of communication. At the UMFA, Jorge oversees all education, community engagement, and public programming initiatives for the Museum.

**Katie Seastrand** graduated with an MAT in Museum Education from George Washington University before joining the UMFA in September 2019. With this and a BA in Art History from Brigham Young University, she's passionate about the power of art and the role it can play in students' lives. She believes art can be a tool for developing critical thinking skills, especially when used with hands-on, question-based cross curricular programming. Katie strives to create these positive art-based experiences through Distance Learning, Museum in the Classroom, and Educator Resources.

## **F. Goals and Plans for Program Evaluation and Improvement**

### **Relevance and Feedback**

The UMFA's K-12 School and Teacher Programs have grown and succeeded with feedback from numerous teachers and school administrators over many years. Utah educators continue to stress the need for programs that offer high-quality art instruction, art-making supplies, and that encourage students to express themselves and communicate creatively through visual art. Our programs, designed for teachers who may or may not have art backgrounds, are evaluated by each participating educator; this evaluation guides our revisions and new program development.

### **Quality of Contact**

The UMFA strives to provide high-quality art experiences for K-12 students to enhance their education across the curriculum. Through multifaceted curricula and strategic programming, we aim to maximize the individual attention that students receive and improve the depth of their creative and intellectual experience. UMFA educators, trained in classroom management and dialogue skills, deliver experiences that are tactile, student-centered, dialogue-based, and accessible to all types of learners.



## **Grades 7-12**

Because of the positive impact that arts learning has on critical thinking skills, creative problem solving, powers of initiative, and self-esteem for adolescents, a long-term goal for the UMFA is to increase our resources and interaction with students in grades 7-12. We continue to work strategically to develop offerings throughout all of our programs to address learning and engagement challenges for this audience. Within the past year, these efforts have resulted in a greater number of 7th-12th grade students served through UMFA's programs.

## **Internal Evaluation Criteria**

Program evaluation is a critically important component of the work we do at the UMFA. Our educators continually strive to assess the relevance of our programs and curricular resources ensure alignment with: Utah Core Standards, our Museum exhibitions, and our knowledge of the intellectual and personal development of all students of differing abilities. Reflection and evaluation are built into our engagement strategy, as is our pursuit of best practices in the fields of arts education and the museum field.

## **Service to Rural Districts and Title 1 Schools**

An area of strength of the UMFA's K-12 School Programs is its reach to rural districts and schools. We prioritize relationships with schools that we have not yet visited, while also returning to districts we have successfully served with our many program offerings. Developing new relationships while fostering existing ones with districts, schools, teachers, and administrators is very important to us. We carefully tailor programs to be age- and theme-appropriate so that they suit the unique needs of the student and school. We aim to work with as many students and teachers within a school as time allows, especially within rural districts. In addition, UMFA's programs serve many Title 1 schools throughout the state. In 2020-21 we served 40 Title 1 schools, bringing much-needed arts education to underserved populations.

## **Online Resources and Services**

The UMFA provides online arts education resources to enhance arts-based learning options for all students, teachers and schools throughout the state. Through Distance Learning programs and our digital resources like downloadable lesson plans, videos, and other materials, the UMFA connects students from all corners of the state to the Museum galleries to virtually explore and collaborate. Due to COVID-19 and school closures, we've reimagined the many possibilities of distance learning and developed new goals, learning objectives, and programs.

## **Strategic Plan and IDEA**

UMFA's current strategic plan that will guide our work through the year 2025. Prioritizing efforts to advance inclusion, diversity, equity, and accessibility (IDEA), K-12 School and Teacher Programs and the Learning & Engagement team, will continue to strategically align our programs and teaching to support this institutional goal and prioritize IDEA in everything we do. Other strategic goals will center our work of embracing art's power to promote justice and create meaningful connections in our lives, and being a museum that offers an emotional, intellectual, and joyful experience for everyone.

## **Program Feedback from Teachers:**

*“I love the digital field trips and I think you should keep them even when we are not confined.”*

*~ from an anonymous follow-up survey*

--

*“The scheduling process was easy, and I was very impressed with the quick response and support materials. Having some background knowledge of the museum and the content connected learners in a more meaningful way. The instruction was well constructed, developmentally appropriate, and authentic.*

*~ from an anonymous follow-up survey*

--

*“Thank you for finding creative ways to help us enjoy the UMFA even in times of social distancing!”*

*~ from an anonymous follow-up survey*

--

*“I was very grateful for the experience, especially since visits and field trips are really limited this year. I also found it to be a very important exhibit, this year in particular, for students to see art from artists of African descent. Thank you all so much!”*

*~ from an anonymous follow-up survey*

--

*“Shortly after your presentation, I came across a picture book about the very artwork we studied with you! The students were amazed and had a greater depth of understanding because of your presentation.”*

*~ from an anonymous follow-up survey*

--

*“I am incredibly impressed with the museum and this program. I want to thank you so much for providing such a rich, unique opportunity even when students learn from a remote platform. Our educator was so patient and so knowledgeable. She did an amazing job engaging all the learners and being patient with the reluctant learners.*

*I am very grateful you provided this program.”*

*~ from an anonymous follow-up survey*

--

*“Enlightening, informational, inspirational”*

*~ from an anonymous follow-up survey*

--

*“Engaging, Inspiring, Authentic”*

*~ from an anonymous follow-up survey*

--

*“The biodiversity webinar was very good. Kept my student’s attention and they were full of questions for me after the lesson. I ended up giving them an extension lesson after the fact! Woot Woot!!!”*

*~ from an anonymous follow-up survey*

## 6. EVIDENCE OF NON-PROFIT STATUS

INTERNAL REVENUE SERVICE  
1100 COMMERCE STREET  
DALLAS TEX 75242 - 1198

DEPARTMENT OF THE TREASURY  
MAIL CODE 4913 DAL

Date: **1999 August 27**

UNIVERSITY OF UTAH  
c/o Payroll - Glenn Lanham  
201 S. Presidents Circle Room 304  
Salt Lake City UTAH 84112-8952

Employer Identification Number:  
87 - 6000525  
Person To Contact  
B. J. Andujar  
Contact Telephone Number:  
1-800-829-1040  
Reply Refer To:  
Mail Code 4940 DAL BJ

Dear Sir or Madam,

Our records show that you are exempt from Federal Income Tax under section 501(c)(3) of the Internal Revenue Code. This exemption was granted in November of 1963 and remains in full force and effect.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(1) and 170(b)(1)(A)(ii).

Your accounting period ends every June 30.

Donors may deduct contributions to you as provided in section 170 (c) of the Internal Revenue Code.

You are not required to file Form 990 or 990-EZ RETURN OF ORGANIZATION EXEMPT FROM INCOME TAX.

Your letter of exemption states that you should write to us about any change in your purpose or operations or sources of receipts. If you amend your organizing document or your bylaws, be sure to send us a conformed copy. Also notify us of each change in your name or address.

If you have any questions, please contact us as shown in the heading of this letter.

Sincerely,



B. J. Andujar, #75892  
Exempt Organization Specialist



Artwork by Don Short

Thank you to those who made it possible for our class to tour the museum! It was a truly inspiring experience for me personally, for my thoughts and art. I love looking back and taking inspo to put into my own art!

POST CARD  
To: Utah Museum of Fine Arts & the Wonderful Staff!

My favorite exhibit was the historical parts of Africa, and the Black Refractions. Sincerely,  
Don

1450 901 Janesville Avenue, Fort Atkinson, Wisconsin 53538-0901

Place Stamp Here



Student artwork accompanying thank you notes. Very inspiring for us!

