



# Office of Museum Services American Latino Museum Internship and Fellowship Initiative

## Kickoff Webinar



# What is IMLS?

Institute of Museum and Library Services



# IMLS – Institute of Museum and Library Services

**VISION:** A nation where individuals and communities have access to museums and libraries to learn from and be inspired by the trusted information, ideas, and stories they contain about our diverse natural and cultural heritage

**MISSION:** The mission of IMLS is to advance, support, and empower America’s museums, libraries, and related organizations through grantmaking, research, and policy development.



# What is ALHC?

American Latino History and Culture Program

# What is ALMIFI?

American Latino Museum Internship and Fellowship Initiative

# ALMIFI – American Latino Internship and Fellowship Initiative

The American Latino History and Culture (ALCH) program was created through an act of Congress in 2020 which authorized:

- the Smithsonian to create the National Museum of the American Latino
- IMLS to create a grant program to improve operations, care of collections, and development of professional management at American Latino museums



National Museum of Mexican Art



# Eligibility

## **Museum:**

- use a professional staff;
- be organized on a permanent basis for essentially educational or aesthetic purposes;
- own or use tangible objects;
- care for these objects;
- exhibit these objects to the general public on a regular basis, at least 120 days a year and
- conduct these activities in facilities that it owns or operates.

## **Institutions of Higher Education:**

- Offers courses of study in Latino culture, arts, humanities, etc.
- Focus on Minority Serving Institutions including Hispanic-Serving Institutions

## **Museum and Higher Education Partnerships**



# ALMIFI is also for...

- A **museum** whose primary purpose, as reflected in its mission, has a focus on American Latino art, history, and/or culture, with the purpose of promoting the understanding of the Latin American diaspora.
- A public or private nonprofit agency that is responsible for the operation of a museum that meets eligibility criteria, applying on behalf of the museum; or
- A not-for-profit **museum service organization** or association whose primary purpose, as reflected in its mission, is to support museums identified above.



# What Can ALMIFI Fund?



# ALMIFI Funds Projects

What is a “project”? A temporary endeavor undertaken to create a unique product, service, or result.

- A project is **temporary** in that it has a defined beginning and end in time, and therefore defined scope and resources.
- And a project is **unique** in that it is not a routine operation, but a specific set of operations designed to accomplish a singular goal.





# Program Goals

**Goal 1:** Support museum-based undergraduate internship programs designed to advance careers of individuals in the study of American Latino life, art, history, and culture.

- Objective 1.1: Create new museum-based internship programs for undergraduate students pursuing studies relating to American Latino life, art, history, and culture.
- Objective 1.2: Expand and enhance existing museum-based internship programs for undergraduate students pursuing studies relating to American Latino life, art, history, and culture.



# Program Goals continued

**Goal 2:** Support museum-based fellowships to increase museum career opportunities for individuals in the study of American Latino life, art, history, and culture.

- Objective 2.1: Create new museum-based fellowship opportunities for students pursuing advanced studies related to American Latino life, art, history, and culture.
- Objective 2.2: Expand and enhance existing museum-based fellowship opportunities for students pursuing advanced studies relating to American Latino life, art, history, and culture.



# What Size Are ALMIFI Projects?

## How Much?

\$100,000-\$750,000 with no cost share required.

## How Many?

There is no limit on the number of applications your museum may submit to ALMIFI for separate and distinct projects.



## How Many ALMIFI Projects Get Funded?

- In FY23 IMLS made eight ALMIFI awards for a total of \$4.1M
- The eight awards were selected from 22 applications in total requesting \$12M
- The average amount of federal funds for each project was \$521,765.



# Application Components



# Required Documents

These components are required of all ALMIFI applications.

- Application for Federal Assistance (SF-424S)
- IMLS Museum Program Information Form (including Abstract)
- Organizational Profile (one page)
- Narrative (10 pages max.)
- Schedule of Completion (one page per year)
- Performance Measurement Plan (two pages)
- IMLS Budget Form
- Budget Justification
- List of Key Project Staff and Consultants
- Resumes (two pages each)



# Conditionally Required Documents

These components are required of some ALMIFI applications.

- Proof of Private, Nonprofit Status
- Final Federally Negotiated Indirect Cost Rate Agreement
- Digital Products Plan





# Supporting Documents

These components are optional in ALMIFI applications. Include only those that supplement the Narrative and support the project description provided in the application.

- Letters of commitment or support from Institutions of Higher Education
- Letters of commitment or support from American Latino museums
- Recruitment plans
- Curriculum and learning objectives for internship and/or fellowship programs
- Position descriptions including expected duties and learning outcomes for interns/fellows
- Training needs assessments
- Bibliography or references relevant to your proposed project design or evaluation strategy
- Reports from planning activities
- Products or evaluations from similar projects
- Web links to relevant online materials
- Contractor or vendor quotes
- Equipment specifications
- Relevant images



# Application Components

In the following sections of this presentation, we will focus on two application components:

- Narrative
- Budget

The Notice of Funding Opportunity offers complete instructions on how to prepare and complete all application components.



# Application Components

Narrative



# Narrative: Project Justification

## Tell us:

- Which program goal and associated objective of American Latino Museum Internship and Fellowship Initiative will your project address?
- What need, problem, or challenge will your project address, and how was it identified?
- Who is the target group for your project and how have they been involved in the planning?
- Who are the ultimate beneficiaries for this project?

# Example

## Responses from University of Texas Rio Grande Valley

- Which program goal and associated objective of American Latino Museum Internship and Fellowship Initiative will your project address?
- What need, problem, or challenge will your project address, and how was it identified?
- Who is the target group for your project and how have they been involved in the planning?
- Who are the ultimate beneficiaries for this project?

## American Latino Museum Internship and Fellowship Initiative

Sample Application ALIF-255039-OMS

### University of Texas Rio Grande Valley

Amount awarded by IMLS: \$741,469  
Amount of cost share: \$0

The University of Texas Rio Grande Valley will create and support a new museum-based undergraduate internship and graduate fellowship program in partnership with American Latino museums. Project activities will include the creation of a new transdisciplinary museum studies course, expansion of outreach for students to enroll in internships and fellowships, and the development of a family engagement plan to involve students' families in the internship application process. Project funds will support the recruitment and support staff for the formation of a Student Advisory Board and a Family Advisory Board. The implementation of the museum-based coursework will result in the creation of a new museum-focused academic course, and a handbook for students participating in internships at American Latino museums.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion
- Performance Measurement Plan

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.

# Example

## Responses from University of Texas Rio Grande Valley

- Which program goal and associated objective of American Latino Museum Internship and Fellowship Initiative will your project address?

### Goals and Objectives

The Center for Mexican American Studies (CMAS) at UTRGV through the IMLS grant will aim to “support museum-based undergraduate internship programs designed to advance careers of individuals in the study of American Latino life, art, history, and culture” (Goal 1) and “support museum-based fellowships to increase museum career opportunities for individuals in the study of Latino life, art, history, and culture” (Goal 2). This will be accomplished by “expand[ing] and enhanc[ing] existing museum-based internship programs for undergraduate students pursuing studies relating to American Latino life, art, history, and culture” (Objective 1.2) and “creat[ing] new museum based fellowship opportunities for students pursuing advanced studies related to American Latino life, art, history, and culture” (Objective 2.1). We will meet these goals and objectives by providing undergraduate and graduate students at UTRGV with paid internships and fellowships at two American Latino museums—Texas Conjunto Music Hall of Fame and Museum and National Hispanic Cultural Center. In order to meet these goals and objectives, we will use the funds provided by the IMLS to 1) engage in deliberate, collaborative and thoughtful planning, 2) create a new transdisciplinary museum studies course at the undergraduate and graduate level 3) expand our outreach to encourage students to partake in these internships and fellowships, 4) develop promotional materials, 5) expand our web presence to inform students of the internship and fellowship opportunities, 6) develop and implement a family engagement plan to both involve families in the internship recruitment and application process and also create better familial understanding of the benefits and logistics of participating in an internship, 7) fund internships and fellowships at American Latino museums, 8) develop strong and sustainable relationships with American Latino museums, and 9) carry-out annual internal and external evaluations to disseminate knowledge about challenges, benefits, and success of the project

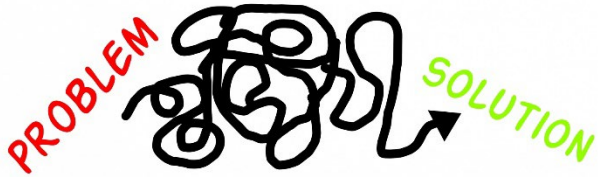
# Example

## Responses from University of Texas Rio Grande Valley

- What need, problem, or challenge will your project address, and how was it identified?

***The first and greatest need students at UTRGV face in accessing and participating in a museum internship and/or fellowship is financial.*** The financial need is observed by both the faculty and students and supported by institutional data. Enrollment data indicates that 74% of all first-year students receive the Pell Grant. In other words, at an institution of over 32,000 students, almost 24,000 receive the Pell Grant (UTRGV 2022). This measure provides an excellent gauge for determining financial need as the Department of Education reveals that Pell grant recipients are those students that “demonstrate exceptional financial need” (2021). The financial need we collectively identified is not payment for tuition necessarily, but the financial costs incurred by students to participate in a museum internship program. As Fischer (2019) declares “Unpaid labor is never truly free. It foists costs onto others, including interns themselves, and ultimately suppresses wages all the way up the pay scale. The elimination of unpaid labor is a necessary first step toward real and lasting change.” For UTRGV students participating in a local internship program the financial needs revolve around the cost of transportation, meals, attire, and financial stress on the family incurred by working less hours at their primary place of employment. While UTRGV does not collect data on student employment, anecdotal data from the planning team of faculty and students indicate that the vast majority of students not only attend school full-time but also work off campus. In addition, participating in an internship/fellowship outside of the Río Grande Valley is virtually an impossibility, not only due to the economic hardships of missing work, but also the lack of financial resources to travel outside of the Río Grande Valley and the expenses incurred for housing, transportation, and meals associated with an internship/fellowship outside of the students’ hometown. In sum, our students simply do not have the luxury of participating in unpaid internships even if it results in credit earned towards graduation. These internal needs assessments clearly affirms research that demonstrates that in order to ensure equitable access to internships and fellowships museums should consider compensating interns with stipends or offering paid internships (Garcia, 2018).

# Defining a need, problem, or challenge



- Remember that the federal government wants its investment to result in something getting better.
- Articulate what will get better as a result of your project as precisely as possible.
- Identify why it is important that this change happens.
- Hone your problem definition carefully.
- Present data that support your problem definition.



# Example

## Responses from University of Texas Rio Grande Valley

- Who is the target group for your project and how have they been involved in the planning?

*This is an excerpt from IMLS Sample Application ALIF-255039-OMS  
Full text available at <https://www.imls.gov/sites/default/files/project-proposals/alif-255039-oms-23-sample-application.pdf>*

### Target Group

The target group for our project are majors and minors in the College of Liberal Arts and College of Fine Arts, including but not limited to: Anthropology, Mexican American Studies, Ethnomusicology, Art, English, Spanish, History, Dance, Creative Writing, and Interdisciplinary Studies. According to the Fall 2022-Spring 2023 UTRGV enrollment data, this is over 8,000 of UTRGV's total student population. However, this internship course will be open to any student at the university. UTRGV has a dedicated mission to utilize its research, teaching, and community engagement to become a bilingual, bicultural, and biliterate (B3) university. This B3 initiative seeks to serve our students and the border community by embracing our vibrant socio-cultural and linguistic landscape. With UTRGV's B3 mission, students can obtain a B3 scholar seal on their diploma for taking five courses from the approved list. Our goal is to make this project's internship course one of those courses, therefore further extending the reach of our students while also providing them with bilingual and culturally conscious, sustaining training. Furthermore, we envision having students from these majors involved in the planning process for how we will implement this project in years two and beyond. As previously mentioned, up until now our students have had few opportunities outside of the department of Anthropology or Art to pursue these intermediary career steppingstones that train them for positions before graduation and almost none have had the opportunity to pursue internships at American Latino museums. From the pool of 8,000, we aim to have a minimum of 24 students per academic year participate in the internships/fellowships during the grant period. A small cohort of students from the above-mentioned disciplines participated in an advisory capacity to the faculty drafting this proposal. The success of their participation led us to include a student advisory board for the duration of the project to ensure their input and feedback throughout the duration of the project. The inclusion of a student advisory board is critical to ensuring their voices are heard and capacity building.

# Example

## Responses from University of Texas Rio Grande Valley

- Who are the ultimate beneficiaries for this project?

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### Beneficiaries

The ultimate beneficiaries of this project are the students participating, the employers whom they will serve upon entering the workforce, the broader RGV and UTRGV communities, and American Latino museums as well. Specifically, a minimum of 48 students will benefit by receiving training and experiences that they would not have had the opportunity to obtain without the project. Even with UTRGV's excellent partnerships with local museums, their resources are limited, and partnering with others outside of the RGV like the National Hispanic Cultural Center will provide our students with so many additional opportunities to be trained by professionals with expertise we do not have here currently. This will also provide our students with essential skills and training that they can bring back to our local community and share with others, further disseminating that knowledge locally. Furthermore, these skills will make our students more marketable upon graduation, therefore giving them the opportunity to obtain employment in museums or cultural centers which have historically required previous training and experience. After all, by ensuring that the interns are provided with professional development opportunities, we expose them to current industry trends, and prepare them for future roles in the museum field that will be of benefit both locally, regionally, and nationally (Lee, 2016). While we would love to have all our students reinvest their training and skills back into our own community and stay local, some will choose to leave the area, but will leave better prepared with firsthand knowledge of the Latinx experience of living in the RGV coupled with their experiences and knowledge from working at an American Latino museum. Overall, no matter where our students end up, there will be more Latinx voices seated at the table to make sure our stories are being told and that exhibitions and collections are representative of their community's experiences. Developing an internship program with American Latino museums that collaborates with UTRGV ensures a diverse intern cohort which will enrich the learning environment, fosters creativity, and promotes equitable representation within the museum field (Smith, 2019).



# Narrative: Project Justification continued

## Reviewers will look for:

- How well does the proposal align with the selected American Latino Museum Internship and Fellowship Initiative program goal and objective(s)?
- How well has the applicant used relevant data and best practices to describe the need, problem, or challenge to be addressed?
- Has the applicant appropriately defined the target group(s) and beneficiaries, as applicable, for this work?
- Have the target group and other project stakeholders been involved appropriately in planning the project?



# Narrative: Project Work Plan

## Tell us:

- What specific activities will you carry out and in what sequence?
- What are the risks to the project and how will you mitigate them?
- Who will plan, implement, and manage your project?
- What time, financial, personnel, and other resources will you need to carry out the activities?
- How will you track your progress toward achieving your intended results?



# Defining an activity



- An activity is something that someone does.
- It has a beginning and an end.
- You know when you've finished it because it doesn't need to be done any more (or it is no longer on your To Do List).
- It is not a “goal,” “result,” or “outcome.” It is a thing you do as part of striving to achieve those.
- Aim for a reasonable level of detail in identifying your activities—not too much, not too little, just right.



# Example

## Responses from University of Texas Rio Grande Valley

- What are the risks to the project and how will you mitigate them?

### Risks and Mitigation

This project will not expose interns, fellows, partner museums, or the public to any more risk than they would normally encounter in their daily lives. To ensure that UTRGV fellows and interns provide high quality services, they will be required to enroll in a course on museum studies prior to being placed as interns or fellows in a partnering museum. Additionally, the program director and PIs will discuss the needs of individual partner museums with their respective staff and recommend the students best qualified to meet those needs as interns and fellows. Additionally, partnering museums will offer training and supervision for the interns and fellows they select. Finally, the project director will request performance reviews of interns and fellows from partnering museums. Performance reviews will be shared with fellows and used to evaluate their experience and improve training structure.



# Defining risks

## About Risk

- There is no checklist of risks, but every project has them.
- The best proposals will show that the applicant is aware of them and has a plan for dealing with them.
- Answer the question, “What if?”

## Examples of Risk

- A project is dependent upon fundraising to generate cost share, but it might not be complete by the time the application is submitted. What will the institution do if the money is unavailable by the time the project starts?
- A project may be structured around university interns, who will be selected and trained according to well thought-out processes. What will happen if one or more interns drops out? What’s the plan for replacing them mid-project?
- A project depends on your community partners to achieve success, but one partner drops out mid-project. What do you do now?



# Example

## Responses from University of Texas Rio Grande Valley

- Who will plan, implement, and manage your project?

### Project Personnel

- *Project Director* – Dr. Andrés Amado, Associate Professor of Ethnomusicology, will provide the leadership for the project team as Project Director in the planning, implementation, and management of the project.
- *Program Coordinator* – In the first month of Year One a part-time Program Coordinator will be hired. This Program Coordinator will facilitate all of the financial, administrative, logistical, and clerical duties needed to make the project successful.
- *Student Advisory Board* – A Student Advisory Board of undergraduate and graduate students will be formed to provide input and feedback on all project activities. It is critical to include the students' perspectives and voices in developing any student-centered program in order to best meet students' needs.
- *Family Advisory Board* – A Family Advisory Board of parents will be formed to provide input and feedback on all of the project activities. It is critical to include the family's' perspectives and voices in developing any student centered program to best meet the students' needs within an understanding of how family affects their decisions to participate or not participate in museum internships and fellowships.
- *Faculty Advisory Board* – Like the Student Advisory Board, a committee of the grant PIs will assist the Project Director in planning and implementing the activities of the grant in order meet the goals and objectives of the grant. The faculty that make up the committee are from various disciplines in which students have an interest in museum studies and have an excellent track record in student engagement. They are: Dr. Stephanie Alvarez (Director of the Center for Mexican American Studies, Associate Professor of Mexican American Studies), Dr. Alejandra I. Ramírez (Assistant Professor of Writing and Language Studies), Dr. Milena Melo (Assistant Professor of Anthropology), and Dr. Christen S García (Assistant Professor of Art).

# Example

## Responses from University of Texas Rio Grande Valley

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

### Time, Financial, Personnel, and Other Resources

**Year 1** The grant team anticipates that we will need a full year of part-time effort (20 hours/week) to carefully design the UTRGV CMAS Latinx Museum Internship Program during Year 1. This part-time work will be carried out by a part-time staff member (20 hours/week), the Student Advisory Board (5 hours/week), the Project Director (8 hours/week), and the Faculty Advisory Board (8 hours/week). Start-up materials, equipment, printing, and supplies will be needed. Additionally, travel to American Latino Museum sites will be required. The anticipated financial costs are \$135,981 (see attached budget for itemization).

**Years 2 & 3** The grant team anticipates that we will need two full years of part-time effort to execute and evaluate the UTRGV CMAS Latinx Museum Internship Program during Years 2 & 3. This part-time work will be carried out by a part-time staff member (20 hours/week), the Student Advisory Board (5 hours/week), the Project Director (8 hours/week), and the Faculty Advisory Board (4 hours/week). Start-up materials, equipment, printing, and supplies will be needed. Additionally, travel to American Latino Museum sites will be required. The anticipated financial costs are \$465,016 (see attached budget for itemization per year).

# Example

## Responses from University of Texas Rio Grande Valley

- How will you track your progress toward achieving your intended results?

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Full text available at <https://www.imls.gov/sites/default/files/project-proposals/alif-255039-oms-23-sample-application.pdf>

## Project Results

This project addresses three needs/challenges; financial, infrastructure, and family engagement. Grant funds and activities will be used to deliver measurable results in these three areas.

NEED	RESOURCE/ACTIVITY	INTENDED RESULT
FINANCIAL	<ul style="list-style-type: none"><li>• Stipend to Pay for Labor</li><li>• Funding for Travel Costs</li><li>• PT Program Coordinator</li><li>• Annual Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Greater Access to Internships &amp; Fellowships Outside Region</li><li>• Greater Participation of UTRGV Students in Internships &amp; Fellowships Regionally &amp; Nationally</li><li>• Societal Benefit of Greater Diversity of Students, Experiences, Epistemologies, and Ideas in Museum Work Beyond Region</li><li>• Advancement of Understanding Financial Needs of Latinx Students</li></ul>
INFRASTRUCTURE	<ul style="list-style-type: none"><li>• New Undergraduate Course</li><li>• New Graduate Course</li><li>• New Promotional Materials</li><li>• New Recruitment Materials</li><li>• New Webpage</li><li>• New Handbook</li><li>• Develop Partnerships with American Latino Museums</li><li>• Student Advisory Committee</li><li>• Faculty Steering Committee</li><li>• Develop Sustainability Plan</li><li>• Annual Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Greater Cross-Disciplinary Participation of Students</li><li>• Greater Participation of UTRGV Students in Internships &amp; Fellowships Regionally &amp; Nationally</li><li>• Sustainable Courses, Recruitment Plans, Partnerships</li><li>• Advancement of Understanding Unique Needs and Challenges of American Latino Museums</li><li>• Advancement of Knowledge in Best Practices for Internships / Fellowships, particularly for Latinx Students</li><li>• Societal Benefit of Greater Diversity of Students, Experiences, Epistemologies, and Ideas in Museum Work Beyond Region</li></ul>
FAMILY ENGAGEMENT	<ul style="list-style-type: none"><li>• Student Advisory Committee</li><li>• Faculty Advisory Committee</li><li>• Meet with Families</li><li>• Family Engagement Plan</li><li>• Annual Evaluation</li></ul>	<ul style="list-style-type: none"><li>• Advancement of Understanding Latinx Family Understanding of Internships/Fellowships</li><li>• Advancement of Knowledge in Need for Latinx Family Engagement in Museum Studies</li><li>• Greater Participation of UTRGV Students in Internships &amp; Fellowships Regionally &amp; Nationally</li><li>• Societal Benefit of Greater Diversity of Students, Experiences, Epistemologies, and Ideas in Museum Work Beyond Region</li></ul>



# Narrative: Project Work Plan continued

## Reviewers will look for:

- Are the proposed activities informed by relevant theory and practice?
- Are the goals, assumptions, and risks clearly stated?
- Do the identified staff, partners, consultants, and service providers possess the experience and skills necessary to complete the work successfully?
- Are the time, financial, personnel, and other resources identified appropriate for the scope and scale of the project?
- Is the proposed Performance Measurement Plan likely to generate the required measures of Effectiveness, Efficiency, Quality, and Timeliness?
- If present, does the Digital Products Plan reflect appropriate practices and standards for creating and managing the types of digital products proposed?
- Will the proposed methods for tracking the project's progress toward achieving the intended results allow course adjustments when necessary and result in reliable and measurable information about the results of the project?



# Narrative: Project Results

## Tell us:

- What are your project's intended results and how will they address the need, problem, or challenge you have identified? Be sure to address this question from the dual perspectives of advancing knowledge and understanding and ensuring that the federal investment made through this grant generates benefits to society.
- How will the knowledge, skills, behaviors, and/or attitudes of the target group change as a result of your project?
- What products will result from your project?
- How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?

# Example

## Responses from University of Texas Rio Grande Valley

- How will the knowledge, skills, behaviors, and/or attitudes of the target group change as a result of your project?

### Change in Knowledge, Skills, Behaviors, and/or Attitudes

Our goal is that specific skills, attitudes, and/or behaviors will change for student interns and their families. For example, by the end of the program, student interns will be able to identify the value of and how their wealth of cultural, linguistic, familial, and navigational capital is beneficial in a museum setting. Additionally, student interns will gain job skills including communications, organizational, clerical, and museum-specific knowledge. Through meeting, working and interacting with museum peers, supervisors, and visitors, students will increase their interpersonal skills. In the act of leaving the Valley, students will overcome the stigmatization of not being able to leave the Rio Grande Valley. Family approval is crucial to changing students' attitudes about leaving home. Through the program's family support component, family members will be in a better position to support their child leaving the Rio Grande Valley. In addition to leaving home, family will gain a better understanding of the value of internships and museum work. Lastly, students will bring their newly gained museum skills back to the Rio Grande Valley, where they can reinvest them in their local community.

# Example

## Responses from University of Texas Rio Grande Valley

- What are your project's intended results and how will they address the need, problem, or challenge you have identified? Be sure to address this question from the dual perspectives of advancing knowledge and understanding and ensuring that the federal investment made through this grant generates benefits to society.

### Change in Knowledge, Skills, Behaviors, and/or Attitudes

Our goal is that specific skills, attitudes, and/or behaviors will change for student interns and their families. For example, by the end of the program, student interns will be able to identify the value of and how their wealth of cultural, linguistic, familial, and navigational capital is beneficial in a museum setting. Additionally, student interns will gain job skills including communications, organizational, clerical, and museum-specific knowledge. Through meeting, working and interacting with museum peers, supervisors, and visitors, students will increase their interpersonal skills. In the act of leaving the Valley, students will overcome the stigmatization of not being able to leave the Rio Grande Valley. Family approval is crucial to changing students' attitudes about leaving home. Through the program's family support component, family members will be in a better position to support their child leaving the Rio Grande Valley. In addition to leaving home, family will gain a better understanding of the value of internships and museum work. Lastly, students will bring their newly gained museum skills back to the Rio Grande Valley, where they can reinvest them in their local community.

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# Example

## Responses from University of Texas Rio Grande Valley

- What products will result from your project?

### Products

Through the funded program the following products will be produced

- Bilingual Program Website
- Syllabi for Undergraduate and Graduate Course
- Bilingual Internship & Fellowship Handbook
- Professional Museum Portfolio for Each Student: CV, Cover Letter, Narrative of Accomplishments
- Bilingual Presentation Slides for recruitment, orientation, and family engagement
- Archived Public Presentations by Student participants that culminate program participation from orientation, classroom, and internship/fellowship
- Conference Presentation(s) by Faculty on Project Results at National Conferences
- Peer-Reviewed Publication(s) on Project Results, Evaluation, and Research Findings

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# Example

## Responses from University of Texas Rio Grande Valley

- How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?

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### Sustainability Beyond Conclusion of Grant Period

[...] Letters of support from the Deans' of the College of Liberal Arts and the College of Art and related department administrators detail the commitment of university leadership to the program (Supporting Document 5). Additionally, the faculty collaborating from various departments are committed to continuing the work of the project beyond the grant period. Most of the grant funding is used to create the infrastructure and capacity for the program to ensure the long-term success of the project. It is critical that a large investment of time and finances be committed to the planning and assessment to build the foundation and sustainability of the program. After the project has been established, piloted for two years, and products created, funding for this very significant portion of the project will no longer be needed. The challenge will be the sustainability of the funding for the payment of students participating in the internships/fellowships beyond the timeline of the grant. Nevertheless, there are several avenues available to continue the funding for which we will have strong evidence of the success and benefits of the program's continued execution as evidenced by the aforementioned products resulting from our grant period. These new funding streams could potentially include; percentage use of student fees, consulting the Office of Student Engagement and Experiential Learning for support, collaborating with our partner American Latino museums on other grant applications, working with our local Congressman Vicente González (Supporting Document 6) to secure funding, and lastly connecting with our Office of Development to create an endowment to specifically fund student internships/fellowships. We feel confident that the effective execution of this program during the grant period and working with all these entities will result in future funding for our UTRGV students to participate in the project for many years to come.



# Narrative: Project Results continued

## *Reviewers will look for:*

- Are the project's intended results clearly articulated, realistic, meaningful, and linked to the need, problem, or challenge addressed by the project?
- Is the plan to effect meaningful change in knowledge, skills, behaviors, and/or attitudes solidly grounded and appropriately structured?
- Is it clear that the federal investment made through this grant will generate identifiable benefits to society?
- Will the products created by the project be made available and accessible to the target group?
- Is the plan to sustain the benefits of the project beyond the conclusion of the period of performance reasonable and practical?

# Defining intended results, success measures



- Answer the question, “What will be better as the result of this work?”
- Think through how you’ll recognize success and how you’ll measure it for each of your high-level activities.
- Tie everything back to your need, problem, or challenge.
- Include tangential benefits or positive outcomes, but make sure they are in addition to, not instead of, your original intended results.



# Narrative Recap

- Your Narrative has three sections—Project Justification, Project Work Plan, and Project Results
- 10-page maximum
- Refer to the review criteria in *Section E Application Review Information* of the Notice of Funding Opportunity (NOFO)



# Application Components

Budget

# IMLS Budget Form

**IMLS BUDGET FORM**

- a. Legal name (5a from SF-424S):
- b. Requested Grant Period From: (MM/DD/YYYY)  Through: (MM/DD/YYYY)
- c. If this is a revised budget, indicate application/grant number:

**1. Salaries and Wages**

Name/Title or Position	Year 1		Year 2		Year 3		Total		
	Grant Fund	Cost Share	Grant Fund	Cost Share	Grant Fund	Cost Share	Grant Fund	Cost Share	Grand Total
Subtotal									

**2. Fringe Benefits**

Rate and Base	Year 1		Year 2		Year 3		Total		
	Grant Fund	Cost Share	Grant Fund	Cost Share	Grant Fund	Cost Share	Grant Fund	Cost Share	Grand Total
Subtotal									

The IMLS Budget Form accommodates up to three years of project activities and expenses.

The budget should include the project costs that will be charged to grant funds as well as those that will be supported by cost share.



# Allowable Cost Examples

- Personnel salaries, wages, and fringe benefits
- Travel expenses for key project staff and consultants
- Materials, supplies, software, and equipment related directly to project activities
- Equipment to improve collections storage and exhibit environments
- Third-party costs
- Publication design and printing
- Program evaluation
- Staff and volunteer training
- Paid internships/fellowships
- Indirect or overhead costs



# Unallowable Cost Examples

- General fundraising costs
- Contributions to endowments
- General operating support
- Acquisition of collections
- General advertising or public relations costs
- Construction or renovation of facilities
- Social activities, receptions, or entertainment
- Research projects





# Budget Justification

The **Budget Justification** is an opportunity to provide in a more a detailed narrative format, an explanation or justification for the project costs itemized in the IMLS Budget Form.

For example:

- In *Salaries and Wages* you should identify each person whose salary or wages will be paid with IMLS funds or by cost share. If cost share is being provided by unpaid volunteers, explain how you arrived at the dollar amount used to represent the value of their services.
- In *Supplies, Materials and Equipment* you should list each type of supply, material, and equipment you propose to purchase or provide as cost share for the project. Provide vendor quotes or price lists as *Supporting Documents* with your application.



# Characteristics of Successful Applications

- *Institutional Impact:* The project provides opportunities for internships and fellowships at American Latino museums for students enrolled in Institutions of Higher Education, including Hispanic-Serving Institutions.
- *In depth Knowledge:* Applications reflect a thorough understanding of current practice and knowledge about the subject matter.
- *Project-based Design:* Work plans consist of a set of logical, interrelated activities tied directly to addressing the key need or challenge identified in your application.
- *Demonstrable Results:* Projects generate measurable results that tie directly to the need or challenge it was designed to address.



# Application Tips and Next Steps

# Awarded Grants Search

Home > Grants > Search Awarded Grants

Search by Keywords...

Museum Grants for African American History and Culture FY 2022

Table DOWNLOAD THE DATA

Note: (a) denotes an amendment made outside of the original award Page 1 of 35 results

Log Number	Institution	Fiscal Year	Program	Federal Funds	Funding Office	City	State
MH-251595-OMS-22	Association of African American Museums	2022	Museum Grants for African American History and Culture	\$50,000	Office of Museum Services	Washington	DC
MH-252116-OMS-22	Jefferson School African American Heritage Center	2022	Museum Grants for African American History and Culture	\$109,893	Office of Museum Services	Charlottesville	VA
MH-251932-OMS-22	Morgan State University (Lillie Carroll Jackson Civil Rights Museum)	2022	Museum Grants for African American History and Culture	\$249,999	Office of Museum Services	Baltimore	MD
MH-252017-OMS-22	Mosaic Templars Cultural Center	2022	Museum Grants for African American History and Culture	\$250,000	Office of Museum Services	Little Rock	AR

The *Awarded Grants Search* gives you an opportunity to explore our archive of grants.



# Application Tips

We can make grants only to **eligible** applicants that submit **complete** applications, including attachments, **on or before the deadline**. So...

- Start early.
- Become familiar with Grants.gov Workspace. See <https://www.grants.gov/web/grants/applicants/workspace-overview.html>
- Do your background research.
- Be sure your application is complete.
- Make sure all application components are in the proper format and follow the correct naming conventions.
- Submit to Grants.gov **early** so you can correct any errors.

# Application Tips continued

Check your registrations and know your usernames and passwords.



System for Award Management ([www.sam.gov](http://www.sam.gov))

- Unique Entity Identifier (UEI)
- Registration must be renewed every year!

Grants.gov ([www.grants.gov](http://www.grants.gov))

- Passwords expire every 60 days!
- Accounts are deactivated after 365 days of inactivity.



**START EARLY, DON'T DELAY**



# Application Tips continued

Peer reviewers – museum professionals from all types of museums – will be selected by IMLS to read each application and provide constructive and critical comments on the strengths and weaknesses of the proposed projects.

To help make sure your Narrative is as clear and complete as possible:

- Follow the Narrative outline in the ALMIFI Notice of Funding Opportunity.
- Consider the review criteria associated with section of the Narrative.
- Use headings, subheadings, or numbered sections in your Narrative to make it easy for reviewers to read.
- Avoid generalities, acronyms, and jargon.
- Ask a colleague to review everything with fresh eyes before you submit it.



# Important Dates and Times

Applications are due by 11:59 pm EST on **March 1, 2024.**

- Awards will be announced in **July 2024.**
- Projects must start **August 1, 2024.**





## Next Steps

Connect with IMLS Program Staff in the Office of Museum Services to ask questions about the:

- ALMIFI grant program
- Application Components
- Review Process

<https://imls.gov/grants/available/american-latino-museum-internship-and-fellowship-initiative>

# Credit

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