



Museum Grants for African American History and Culture

**Sample Application MH-00-16-0013-16
Funding Level: \$25,001-\$150,000**

Jack Hadley's Black History Memorabilia

Amount awarded by IMLS:	\$115,904
Amount of cost share:	\$126,980

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing narratives for FY2017 applications differ from those that guided the preparation of previous applications. Be sure to use the narrative instructions in the FY2017 Notice of Funding Opportunity for the grant program and project category to which you are applying.

ABSTRACT

With funding from the African American History & Culture grant under the Institute for Museum and Library Services (IMLS), and with the support of community partners such as the Thomas County and Thomasville School systems, the Jack Hadley Black History Museum will develop and implement an impactful museum education and outreach program. This will result in educational programming for the museum's primary audience – area youth and will lead to the identification and development of additional audiences. The addition of a full-time Museum Educator and development of an Educational Plan will build much needed capacity.

The focus of the CEO project is twofold: 1.) to expand existing museum education in order to offer programs that correspond to state standards and utilize un-catalogued artifacts that students can actually see, touch and smell which provides a depth of learning that nothing else can; and, 2.) Conduct audience analysis to determine new audiences that can best be served by the museum.

A full-time museum educator will work with an experienced consultant to gather data that will be used to inform the museum's educational philosophy, goals and plan. With the consultant's assistance develop an informed plan based on data. In addition he/she will: Work with the consultant to develop a pilot program based on statistical data gathered about the audiences and recommend methods to bring it to scale; Deliver Museum presentations in accordance with Education Plan and museum's mission; Prepare for presentations by compiling materials and arranging presentation space; and, travel to schools and community centers for presentations.

The project will benefit teachers who are in need of material based on state standards and resources they can use that utilize object based learning. A focus on education and interpretation as well as a formal outreach program will position the museum to meet the needs of current and future audiences. Activities will include audience analysis and evaluation, which will inform a comprehensive education and interpretive plan. An *Education and Interpretive Plan* will be developed from data collected from audience analysis and evaluation. It will include the museum's educational philosophy and goals, so that the museum will convey to its various audiences its story and subsequently develop programming that reflect its philosophy. Based upon information ascertained from the audience analysis and evaluation a pilot educational project will be developed and implemented either for schools or for a newly identified audience. *In-school workshops/presentations:* Presentations at local middle schools will occur as requested by schools during the school year. The Educator will work with the Registrar to incorporate un-catalogued objects that can be used in school presentations, which will enrich content. Staff will develop lesson plans, handout/worksheets to give to teachers prior to and following visits so that they may incorporate material into their curricula. Board members who are educators will help develop lesson plans. Finally *Project evaluation* will occur. A survey will be developed that will include the following IMLS Performance Measurement Statements for Agency Level Goal 2: Community: *“My organization is better prepared to provide a program or service that addresses community needs”* and *“My organization is better prepared to develop and maintain on-going relationships with community partners.”*

The overall goal of the CEO project is to contribute to the museum education field, specifically African American History and Culture, by developing a museum education program that serves rural audiences in southern Georgia and north Florida. We'll know success is achieved when the museum experiences increased revenue due to increases in, community participation, visitors, and members. Museum staff will be able to build a case for financial support from local and regional philanthropists, which will sustain the museum as it continues to strengthen its position in its community.

With \$88,508 in funding, the Jack Hadley Black History Museum will hire a full-time Museum Educator and develop and implement an impactful museum education and outreach program.

Project title and description: The Jack Hadley Black History Museum’s Community Engagement and Outreach, CEO, project contributes to the museum education field, specifically African American History and Culture, by developing a museum education program that serves rural audiences in southern Georgia and north Florida. The following describes the museum’s need, per the Museum Assessment Program (MAP) report, “*While the JHBHM is active and has the best intentions, the museum does not efficiently state its overall educational goals, philosophy and the messages it wishes to communicate; therefore, some of the activities it pursues are not in alignment with the self-described purpose of the museum.*” To address this need a full-time Museum Educator will be hired, consultants secured to conduct an audience analyses, identify new audiences and evaluate existing programs, which focuses on schools, so that an informed Education Plan can be developed. Utilizing this data a pilot project will be created that focuses on either the existing audience, such as schools or on newly identified audiences. It will be evaluated to determine how it can be brought to scale. The goal is to provide educational programming that is relevant to the JHBHM’s audiences and enable the museum to achieve its mission, which is “*The Jack Hadley Black History Museum documents, preserves, and exhibits African American History of southwest Georgia*”.

1. Statement of NEED: Drawing from recommendations from the MAP Assessment, the focus of the CEO project is twofold: 1.) to expand existing museum education in order to offer programs that correspond to state standards and utilize un-catalogued artifacts that students can actually see, touch and smell which provides a depth of learning that nothing else can; and, 2.) Conduct audience analysis to determine new audiences that can best be served by the museum.

Benefit. The beneficiaries are teachers who require resources that correspond to state standards that will enhance content and student learning. Appropriate school personnel have been involved in planning the project as evidenced by their letters of commitment attached. They have informed staff that they would like to increase utilization of the museum as a resource. In addition, the CEO project will identify additional audiences that will benefit from programming.

Enhance Capacity: Consisting of three galleries, the 5,617 square foot museum includes 4,597 archives, rare photographs, and objects that portray African American life from the earliest arrival in North America, through the misery of slavery, through an often violent struggle becoming “free and equal under the law”, to the flowering of a unique and vibrant culture celebrated the world over. Of particular interest is an exhibit that displays the achievements of African Americans who have received national and international success in athletics, the arts and entertainment industries. Among the many heroes and “sheroes” celebrated in this gallery, perhaps the most notable is of Jackie Robinson a southwest Georgia native.

The JHBHM currently provides programming that is of interest to schools and adult learners in the surrounding area. For instance, Mr. Hadley and museum staff make numerous presentations to schools students per requests from area schools. Also, the part-time Registrar conducted research on one of Thomasville’s Famous Firsts, one of the “sheroes” alluded to earlier, Mildred Holmes Newton, a retired educator and pillar of the community. A program about her life was targeted to civic organizations, sororities and churches. These are examples of programming that the museum currently does. Analysis and evaluation must occur to determine if it is effective and if so, how to best build upon this success. The CEO program will enhance the museum’s capacity by generating data that will be collected and utilized in the development of an Education Plan. A full-time Museum Educator will be on staff to develop and implement programming informed by statistical data that is relevant to existing and newly identified audiences.

Goals/IMLS Agency goals: The CEO project aligns squarely with IMLS Agency Goal of Community, because it seeks to better engage the local community through relevant programming.

2. IMPACT: The following grid shows how Performance Measure Statements relate to need and how the goal is attainable. Data collection methods and tools are also presented.

Performance Goal: Strengthen museums and libraries as essential partners in addressing the needs of their communities.
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A. Performance Museum Statement: My organization is better prepared to provide a program or service that addresses community needs.	
Addresses NEED	Realistic
Conducting an audience analysis will enable the museum to better understand its audiences are and find new ones, i.e., churches, civic groups, or perhaps military personnel. This is important so it can increase interest and participation in programs as well as increase visitor ship.	The project will secure a consultant to assist a full-time Museum Educator to develop an audience analysis. Information obtained will be used to develop and Education Plan and a pilot program to test potential educational programs. This will be accomplished over a three year period. The result will be more community participation in programming and increased visitorship.
B. Performance Museum Statement: My organization is better prepared to develop and maintain on-going relationships with community partners.	
Addresses NEED	Realistic
The museum has not linked education programs to district or state standards. The museum needs use its collection and permanent exhibits to deliver its education and interpretive content by developing guided tours and work to make the non-catalogued collection materials available for teaching hands-on interpretation and research.	Utilizing the Education Plan the full-time Educator will develop programming, utilizing objects from the museum, for existing audiences, such as area schools, and newly identified ones. The museum has the support of local school systems. Board members who are educators will assist with linking educational material to state and local standards. Achieving an informed plan will increase visitorship and membership. Museum staff will be able to build a case for financial support because they'll be able to articulate the museum's story.

Data collection and reporting: The Educator, volunteers, interns, Board and appropriate school personnel and community stakeholders will be surveyed to determine if they believe the program has achieved the Performance Goal. Responses to the Performance Measurement Statements such as *The JHBHM is better prepared to provide Education and Interpretive programming that addresses community needs* will be ascertained using the Likert Scale, Strongly Agree, Agree, Neither Agree or Disagree, Disagree or Strongly Disagree. Data will be collected on how many staff, volunteers, community stakeholders participate; how many responded or did not respond to survey questions; and, number of responses per answer option.

Change in behavior, knowledge, skills. Teacher/schools and community members' participation, beliefs and behavior toward the museum will change. Usage, sourcing information, participation in programs, visitorship and a willingness of members, corporations and philanthropists to pay additional funding will be positively influenced. The museum's position in the community and social capital will rise as a result of the implementation of effective education and interpretation program. Museum staff and volunteers will provide effective programming and guided tours of the museum based on best practices and data. Interns and museum staff will understand how to effectively use social media and/or traditional media to access identified audiences.

Tangible products: The Program Manager will develop an orientation program, including a Resource Book that contains contacts, core documents, and directory of important stakeholders, which will be developed for the Educator. Based on conversations with several consultants in the field audience analyses utilizing quantitative tools such as surveys, and questionnaires and qualitative products such as case studies will be produced. With the assistance of educators, who sit on the Board of Directors, the Educator will develop lesson plans that correspond to state and local standards and posted to the webpage. Lastly, the primary document is the Education Plan, based in statistical data that staff will be able to utilize over several years.

Sustain benefits of project: The Education Plan, is the core document from which informed, relevant programming is developed. Lesson plans and hand-outs/work sheets will be posted to the JHBHM webpage, so that any teacher seeking to provide object based plans will be able to do so. Furthermore, documentation of the projects' success, described above, provides evidence to potential funders who will continue funding personnel to deliver project activities and expand outreach.

3.) Project Design: Activities for the project are two categories: Community Engagement and Outreach.

Community Engagement: Will consist of *audience analysis & evaluation*. Per consultants contacted regarding this project, formative or “front-end” evaluation will occur that will tell us exactly where we are and how it should best serve existing audiences. Also, the formative evaluation will answer the question, “who would the museum like to serve?” Current focus is on serving schools because it aligns with the museum’s mission. The consultant will obtain feedback from teachers who participate in focus groups which will determine the effectiveness of current programs as well as indicate what teachers would like to see.

An *Education and Interpretive Plan* will be developed from data collected from audience analysis and evaluation. It will include the museum’s educational philosophy and goals, so that the museum will convey to its various audiences its story and subsequently develop programming that reflect its philosophy. Based upon information ascertained from the audience analysis and evaluation a pilot educational project will be developed and implemented either for schools or for a newly identified audience, based on data obtained from the audience analysis. A proposal will be developed that will include a detailed description of the project including its goals and objectives, areas the pilot will be tested, i.e., schools, community groups, churches, etc. It will include a timeline, budget and evaluation.

Outreach: In-school workshops/presentations: Presentations at local middle schools will occur as requested by schools during the school year. The Educator will work with the Registrar to incorporate un-catalogued objects that can be used in school presentations, which will enrich content. Staff will develop lesson plans, handout/worksheets to give to teachers prior to and following visits so that they may incorporate material into their curricula. Board members with background in education will assist with the development of presentations and supporting materials will be aligned to state standards.

Project evaluation: The Program Manager will develop a variety of tools designed to determine if progress is made toward the achievement of overall project goals. In particular, a survey will be developed that will include the following IMLS Performance Measurement Statements for Agency Level Goal 2: Community: “*My organization is better prepared to provide a program or service that addresses community needs*” and “*My organization is better prepared to develop and maintain on-going relationships with community partners.*” Data will be collected on numbers of: respondents, responses per answer option and non-respondents. Results will be discussed and plans to utilize findings into the management of the project will be implemented, so as to create a cycle of continuous improvement. Conclusions will be shared with internal and external stakeholders.

Who will plan, implement, and manage project? Four employees and a consultant are necessary to accomplish the work: the Founding Director, Museum Educator, Registrar, and Program Manager.

Position: The Founding Director – Identified has operations, and fiscal management, responsibilities and is the certifying official. He will act as the primary liaison between the schools, community stakeholders. Fiscal responsibilities include: implement fiscal controls; accountability for grant and match funds; ensure all payables and receivables are posted to the correct ledgers and processed in a timely manner. **Qualifications:** Mr. James “Jack” Hadley served 28 years in the United States Air Force and retired as a Chief Master Sergeant and he is the driving force of the museum. He has over 32 years of collecting and caring for African American history information and memorabilia. He has established relationships with universities, most of the target schools and with the Superintendents of the school systems.

Position: Museum Educator: (to be identified) will be responsible for working with the consultant to develop the Education plan. Also, day-to-day activities, which include, but are not limited to: Under the direction of the Founding Director -Develop strategies to engage teachers and students, i.e., the development of and provision of presentations for students on topics that correspond to the museum collection and classroom content; Train volunteers and staff on using museum education best practices; Meet with Board members, throughout the grant cycle, who are part of an advisory group to obtain input on activities and update them on progress towards achieving objectives of grant; Work with the Founding Director, Board members who are educators and retired teachers, to create educational resources for schools, and families; Work with consultant to collect, analyze and apply feedback on the educational activities provided and develop new programming based on feedback; She/he will work closely with the consultant to develop and implement the pilot program. As the only full-time, paid person on staff, he she will perform other administrative duties as assigned by the

Founding Director. *Qualifications:* A bachelor's degree in museum education is preferred other areas such history, education, related fields are acceptable.

Position: Registrar – Identified: The Registrar will work with the Educator to assist with object based learning. She will recommend artifacts that can be handled by visitors/students during museum visits or in-school presentations. The Registrar's position is part-time; however overtime hours will be allotted for assistance with the project.

Position: The Program Manager-Identified (Contractual- as needed). The Program Manager holds a full-time position at Thomas University; however, her connections can be used to provide program will valuable resources, i.e., access to additional schools. Her schedule is flexible which will allow her to fulfill her responsibilities to both institution and the museum is open on Saturday's which fits well with her schedule. Her responsibilities include: Working closely with the Founding Director to ensure compliance with all IMLS regulations in program; Ensure project activities are commensurate with the Museum's strategic plan and fidelity to the grant proposal is maintained; Developing internal and external reports; establishing program records, files, and systems to ensure program activities are documented; conducting formative and summative evaluation of the project to determine progress towards accomplishment of goals and objectives *Qualifications:* The consultant has a wealth of experience in project management, monitoring and evaluation. She has a Bachelor's degree in Business Administration from Florida A&M University and a Master's of Education degree from FAMU.

Position: Consultant(s)- Identified: Museum staff will secure a consultant(s) who will develop audience analysis. Specifically, during the first year she will work collaboratively with the Educator to mine the museum's data to obtain quantitative information on who the museum's visitors are and answer questions such as where the museum is currently. Focus groups with middle school teachers will be conducted to determine what they have already experienced and what they want to experience. Surveys will be developed and distributed to teachers in two to three middle schools to obtain quantitative data. The Consultant will assist the Educator in using this information to develop and Educational Plan based on statistical data. She will also work with the Educator to develop implement and evaluate the pilot project. Two resumes and one company overview for the consultants are attached. Once the award is received one or a combination of these individuals will be utilized for the project. *Resumes for all of the other positions are included in the appendix. Job Description for the Educator is attached.*

Sequence: The following details the phases of the project.

Phase I- Preparation & Planning – September 2016 – December 2016: The community, news outlets, philanthropists, schools and others will be informed of the grant award. Job announcements for the Educator will be placed in area newspapers and an orientation program, including a Resource Book will be developed. The Consultant(s) who will work on audience analysis and education program evaluation will be identified and will commence work.

Phase II - Implementation Yr. 1 (January 2017 – August 2017): The Educator will be hired no later than the first of the year and will start orientation immediately. She/he will work with the Consultant(s) to create a draft of the Education Plan and will present the final plan to the Board. All subsequent work will be based on the Education and Interpretation plan. The Educator will develop a volunteer training booklet and will train volunteers to provide improved museum tours. The Educator will work with Board educators to develop lesson plans based on state standards; conduct school presentations and museum tours as needed. Formative evaluations will be on-going and a summative evaluation will occur at the end of Year 1, 2, and 3.

Year 2 (September 2017 – August 2018): Appropriate activities that were outlined above, i.e., tours, school presentations will continue. The Educator and consultant(s) will revise existing programming according to Education Plan and will develop a proposal for a pilot program for new audiences. The proposal will include: Project goals and objectives outlined; audiences pilot targeted identified; timeline for implementation; budget and evaluation of pilot developed; Implement pilot by April/May of 2018. Submission of Interim Reports.

Phase III - Wrap –up - Year 3 (September 2018 – August 2019): Finish implementation of pilot & submit report regarding how or if project can be scaled up to Board and other stakeholders. Appropriate activities that were outlined above, i.e., tours, school presentations; Submission of final reports to Board and IMLS.

Resources: Personnel, financial, other. The 5,617 square foot museum has four offices and space is allocated to adequately exhibit Mr. Hadley’s 4,597 piece collection. There are four computers that have internet access and are equipped with Microsoft Office Suite of applications and the museum’s Past Perfect database. There is adequate space, and equipment to carry-out the work of the project. Two volunteers will be dedicated to the project and will contribute 210 hours/year. The Founder will continue to donate 630 hours of his salary in year one, as program match. It is estimated that approximately \$25,000 of donated time can be allocated to this project.

The amount requested \$88,508 in year one, is adequate to achieve project goals and yield desired results. \$2,000 is budgeted to ensure the Educator and other appropriate staff will attend all IMLS designated meetings. Because of the museum’s success in securing an IMLS grant in the past, more and more members of the philanthropic community are supporting the museum. This is demonstrated by a Letters of Commitment (attached) pledging \$20,000 in cash as match. The museum has been officially incorporated as a non-profit for seventeen years (See IRS letter in the appendix). Finally, Mr. Hadley has obtained audits every year since incorporation and there have never been any exceptional audit findings in the reports. This project is worthy of serious consideration as it has the capacity, (personnel, volunteers, finances and space), to successfully implement the goals and objectives of the project and will positively impact the lives of underserved students living in a rural and impoverished area.

Track progress: Progress towards achieving the IMLS Performance Goal: “Strengthening museums and libraries as essential partners in addressing the needs of their communities” will be tracked. Formative and summative evaluations utilizing multiple quantitative and qualitative approaches will be employed to determine progress toward achievement of intended results. The results are: increases in community participation, visitorship, membership, and sponsorship of museum activities and ultimately increases in revenue. Formative evaluation: the museum’s databases will be mined periodically to obtain quantitative data on audience attendance, demographics and interests. Also, data obtained from consultants will be utilized such as surveys and focus groups to determine progress towards identifying potential audiences and how to best serve existing ones. Analysis of “sign-in” book/ logs will yield additional demographics on visitors. Summative evaluation: Baseline data sets will be collected for existing program outputs such as: #of students participating during school day. Also, baseline data sets for the community Engagement component will be #of visitors, # members, # hits to website, # lesson plan downloads. Yearend satisfaction surveys given to visitors, students, parents and teachers, will be collected and evaluated. Especially overall evaluation information of the pilot project will be of particular interest. This data and output data will be used to develop Interim and Final Performance Reports and submitted to the IMLS and JHBHM Board of Directors and other interested stakeholders.

Share project results: The museum is interested in sharing its results with other entities such as similar museums, schools or cultural centers. Staff will identify and contact organizations in its region to determine if a collaborative effort can be undertaken to share and utilize results. Also, once awarded, the JHBHM will make very good use of the *Grantee Communications Kit* available on the IMLS web page. Immediately upon receipt of award internal and external stakeholders, the media and community will be notified of the JHBHM’s success utilizing agency guidelines which include how to attribute credit and will acknowledgement of IMLS support. The JHBHM will notify the department of any large program events, publications, as well as postings on the webpage. The JHBHM will also send blogs to post onto the Up Next blog in accordance to “guest blogger guidelines and authorization form” and will adhere to IMLS Commenting and Posting policy. In addition to this, presentations at professional conferences, publications in professional journals, local presentations, and annual dissemination of the JHBHM Annual Report will be vehicles utilized to inform internal and external stakeholders.

Year 3, SCHEDULE OF COMPLETION: September 1, 2018 – August 31, 2019 (*The following activities will occur along with daily activities, i.e., tours, school presentations, administrative work*)

Activities	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Phase III – Project Wrap Up												
Staff meets to discuss areas of improvement for upcoming year and what went well. Review Evaluation Report.												
Install data collection tools for formative evaluations.												
Meet with school staff & Admin. to determine theme of lesson plans, activities.												
Ensure alignment of plans with Common Core												
Revise and refine pilot and existing programming as needed.												
Orientation for interns												
Update Board / stakeholders of progress with pilot												
Final test of revised pilot												
Determine how pilot can be brought to scale												
Report to Board and other stakeholders final results of Pilot												
Conduct school presentations and tours as requested												
Conduct Summative evaluation & develop report												
Prepare and submit Interim Report for Board and IMLS.												