



Museum Grants for American Latino History and Culture

Sample Application ALHC-260115-OMS-26

Bernalillo County, Gutiérrez-Hubbell House Museum

Amount awarded by IMLS: \$498,042

Amount of cost share: \$0

The County of Bernalillo will develop four outdoor learning stations on the Gutierrez-Hubbell House Museum's 16-acre agricultural property. Project activities include the design, fabrication, and installation of four exhibits, curriculum development, and the implementation of a programming series connecting the new exhibit content with New Mexico state curriculum standards. A series of workshops with local elementary teachers and community members will inform the exhibit and curriculum content along with the Gutierrez-Hubbell House Alliance who will support community outreach, volunteer coordination during installation and programming, and contribute to the design of the four permanent exhibits that provide new interpretive content reflecting local Latino American history and culture.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

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

Project Title: Gutiérrez-Hubbell House Learning Stations

Applicant: Bernalillo County | **Project Director:** Wendi Laws, Museum Site Manager

Funding Request: \$498,041.36 | **Period of Performance:** September 1, 2026, to September 1, 2028

A. PROJECT JUSTIFICATION

Program Goal and Objective

Selected Goal: ALHC Program Goal 1: Build the capacity of American Latino museums to serve their communities.

Associated Objective: ALHC Objective 1.1: Develop, enhance, or expand public programs, exhibitions, and/or school programs.

This project fulfills ALHC Goal 1 and Objective 1.1 through the development of four permanent, interactive, bilingual outdoor learning stations on the Gutiérrez-Hubbell House Museum's 16-acre agricultural property. Each exhibit was selected directly in response to needs identified through community focus groups and visitor feedback: (1) an acequia interactive water table with working gates demonstrating how irrigation canals shaped South Valley history and continue to sustain local agriculture today; (2) an archaeology sandbox highlighting pre-contact and colonial cultural layers, including a pit house, cache of pottery, and remnants of a Spanish Colonial hacienda; (3) a beekeeping exhibit with removable frames visitors can handle, connecting the practice to its importance among local Latino farmers; and (4) a small animal enclosure allowing K-12 audiences and families to interact with animals central to the community's agricultural heritage. Together, these exhibits will substantially expand the museum's capacity to serve currently underserved K-12 school groups and mixed-age family visitors, and will draw outdoor visitors into a deeper, more meaningful engagement with the site's history and significance.

Statement of Need

The Gutiérrez-Hubbell House is the only museum in the South Valley of Albuquerque, New Mexico, a historically significant agricultural corridor that is home to one of the most concentrated Latino populations in the state. The zip code 87105 is 82.3% Hispanic or Latino, and Bernalillo County has 88.3% Title 1 schools, meaning that the children most likely to visit this museum are among the most underserved in the region. Despite the museum's cultural significance and its location on 16 acres of active and demonstration farmland, it currently has no interactive outdoor exhibits and no interpretive elements specifically designed for visitors under 18 or for mixed-age family groups.

This gap has a measurable impact. School group visits declined sharply from 542 in 2024 to 291 in 2025, a drop of nearly 50 percent, reflecting the difficulty of engaging young visitors without dedicated infrastructure. Teachers and school staff who have brought groups to the site report that students use the open fields primarily as recreational space, with little understanding of the land's historical and cultural significance. Most of the museum's interpretive content is located indoors, and outdoor signage is not sufficient in quantity to guide visitors through the site or explain what they are seeing. Visitors approaching from the outside have no clear entry point into the museum's story.

Evidence Base

The 2023 Resolana Report, a formal community focus group convened by the museum, documented this need directly from South Valley residents. Participants called for hands-on history exhibits, a space to observe and interact with live animals, programming that engages children, exhibits that tell Indigenous and Black family histories alongside Latino history, education about the acequia system, bilingual exhibits and wayfinding, and improved interpretation of the agricultural practices taking place on the site both historically and today. Every one of the four proposed learning stations addresses one or more of these community-identified priorities, demonstrating that this project is not developed in isolation but is a direct institutional response to what the community has asked for.

Demographic data further supports the urgency of this project. The surrounding Title 1 schools lack the resources of wealthier districts to provide supplemental cultural and historical education. The museum

has a unique opportunity and responsibility to fill that gap. The most common criticism noted by current visitors is the absence of interpretation for the site's pre-contact history, which is integral to the full story of Latino heritage in New Mexico. The archaeology sandbox directly addresses this by presenting Indigenous cultural layers alongside Spanish Colonial and later periods, giving visitors a complete and honest picture of the region's multicultural history.

Primary Audience and Involvement in Planning

The primary audience for this project is K-12 school groups and families with mixed age groups, with particular emphasis on students attending Title 1 schools in the South Valley. This audience was identified based on the museum's existing school group programming, visitor attendance data, and the priorities expressed in the Resolana Report. Pajarito Elementary School, an established partner with an active relationship with the museum, will participate directly in the exhibit development process through educator input on content and curriculum alignment, bilingual script review, and post-installation evaluation. Their involvement ensures that the exhibits are not only age-appropriate but genuinely useful to teachers as curriculum support tools. The number of individuals in the primary audience is estimated at 300 to 600 school group visitors annually, based on historical attendance data and the museum's projected capacity with new exhibit infrastructure in place.

Ultimate Beneficiaries

Beyond K-12 school visitors, the project will generate lasting benefits for a much broader community. Local families visiting with children, bilingual community members seeking culturally relevant programming, Latino families with deep ties to the South Valley, and general visitors interested in the agricultural and cultural history of New Mexico will all benefit from the expanded interpretive content. The museum's permanent Thursday through Saturday public hours ensure ongoing access for the surrounding neighborhoods. In the long term, the project will also benefit the broader regional museum and cultural heritage community by demonstrating a replicable model for converting underutilized outdoor space into a rich educational environment rooted in community co-design. The estimated long-term beneficiary population includes the full catchment area of local schools, neighborhood associations, and regional visitors, representing thousands of individuals annually.

B. PROJECT WORK PLAN

Activities and Sequence

Phase 1: Planning and Preparation (Months 1 to 6): This phase establishes the project's operational and contractual foundation.

Activity 1: Confirm and formalize partnership with Pajarito Elementary, including roles in content review and evaluation. Finalize the scope of work for exhibit development in consultation with Sightworks. Develop a baseline data collection plan covering visitor attendance, demographic data, and teacher survey instruments.

Activity 2: Execute the vendor contract with Sightworks. Submit the SHPO consultation request by Month 2 to allow adequate time for response before fabrication begins. Collect baseline visitor attendance data to establish benchmarks for post-project evaluation.

Deliverables: Executed vendor contract; SHPO consultation request submitted; baseline data collection plan in place.

Phase 2: Implementation (Months 6 to 18): This phase covers exhibit design, community review, fabrication, and installation.

Activity 3: Exhibit development period with Sightworks. Conduct a series of partner workshops with Pajarito Elementary teachers for exhibit planning and script review. Esai Ramirez will coordinate these workshops and lead bilingual content reviews to ensure accuracy and cultural appropriateness of all text and interpretive materials.

Activity 4: Community and partner workshops for exhibit prototyping and bilingual content review, including input from the Gutiérrez-Hubbell House Alliance. Finalize exhibit scripts and submit for approval. Sightworks proceed with fabrication following script approval.

Deliverables: Finalized bilingual exhibit scripts approved by all partners; all four exhibits fabricated and installed on site.

Phase 3: Access and Engagement (Months 18 to 22): This phase launches public and educational use of the new exhibits.

Activity 5: Formal exhibition launch. Deploy visitor feedback surveys and teacher surveys for school group visits. Develop and launch a public programming series and a structured school programming series tied to exhibit content and aligned with New Mexico state curriculum standards.

Deliverables: Public and school programming series underway; visitor surveys deployed.

Phase 4: Evaluation and Closeout (Months 22 to 24): This phase captures and reports on project outcomes.

Activity 6: Collect and analyze data from visitor surveys and teacher surveys provided by Pajarito Elementary. Compile findings into a final evaluation report measuring attendance change, audience knowledge gains, and partner satisfaction. Submit final IMLS performance report.

Deliverables: Final evaluation report; IMLS performance report submitted.

Risks and Mitigation

SHPO Consultation Delay: The State Historic Preservation Office consultation process can take 30 or more days and may result in conditions affecting the scope of the archaeology sandbox exhibit. To mitigate this risk, the consultation request will be submitted in Month 2, well before fabrication is scheduled to begin. If the response extends beyond Month 4 or includes conditions requiring scope revision, Sightworks will prioritize fabrication of the three exhibits with no SHPO implications (acequia water table, beekeeping exhibit, and small animal enclosure) while the archaeology sandbox scope is finalized. This sequencing ensures no overall delay to the project timeline.

Vendor Availability and Delivery: Exhibit fabrication projects of this scale are subject to supply chain delays and scheduling conflicts. Sightworks has confirmed availability for the proposed project period, and the vendor contract will include clearly defined milestone deadlines with financial penalties for delays beyond agreed timeframes. A fabrication buffer of two months is built into the timeline between the script approval deadline (Month 12) and the installation deadline (Month 18).

Weather and Site Conditions: Outdoor installation in New Mexico is subject to weather delays, particularly during monsoon season (July through September). Site preparation and installation are scheduled for Months 16 to 18 to minimize exposure to peak monsoon conditions. Sightworks has experience installing outdoor exhibits in similar climates and will coordinate installation scheduling with Bernalillo County facilities staff.

Staffing Continuity: If the Museum Educator/Intern position is not filled by the project start date, Wendi Laws will absorb data collection, outreach coordination, and school group liaison tasks until the position is filled. Filling this position will be the first personnel priority in Month 1, and the position description and hiring process will be initiated during the pre-award period.

Project Team

Project Director: Wendi Laws, Museum Site Manager, Bernalillo County Parks, Recreation, and Open Space. Wendi has managed the Gutiérrez-Hubbell House Museum for several years and brings direct experience in exhibit planning, community programming, grant compliance, and vendor management. She will provide overall project leadership, budget oversight, vendor coordination, SHPO compliance monitoring, partner communications, and all required IMLS reporting.

Key Staff: Esai Ramirez, Museum Educator. Esai will support the Project Director with exhibit content research, bilingual materials review, baseline and ongoing visitor data collection, survey administration, community outreach coordination, and school group liaison. His firsthand knowledge of South Valley

community history and culture makes him uniquely positioned to ensure that exhibit content reflects the lived experience of the community the museum serves.

Partners: The Gutiérrez-Hubbell House Alliance will provide community outreach, volunteer coordination during installation and programming, and co-design input throughout the exhibit development process. Pajarito Elementary School will provide educator input on exhibit content and curriculum alignment, facilitate structured school group visits following installation, and participate in post-installation feedback and evaluation.

Contractor: Chris Musello, Ph.D., President, Sightworks. Sightworks is an established exhibit design and fabrication firm with experience in outdoor interpretive installations. Dr. Musello will lead all exhibit design, fabrication, and installation work under a fixed-price contract with defined deliverables and milestone deadlines.

Project Timeline

Milestone	Responsible Party	Target Month
Confirm partners and finalize scope of work	Wendi Laws	Month 1
Submit SHPO consultation request	Wendi Laws	Month 2
Procure exhibit vendor (Sightworks)	Wendi Laws	Month 3
Receive SHPO consultation response	Wendi Laws	Month 4
Baseline visitor data collection complete	Esai Ramirez	Month 6
Partner workshops with Pajarito Elementary begin	Wendi Laws / Esai Ramirez	Months 6 to 10
Finalized exhibit scripts approved	Sightworks / Wendi Laws	Month 12
Mid-project budget audit complete	Wendi Laws	Month 12
Exhibit fabrication complete	Sightworks	Month 16
Site preparation and installation complete	Sightworks	Month 18
Exhibition launch and public programming begins	Wendi Laws	Month 19
Visitor surveys and data collection	Esai Ramirez	Months 19 to 22
Final data analysis and evaluation report	Wendi Laws / Esai Ramirez	Month 23
Final IMLS performance report submitted	Wendi Laws	Month 24

Budget Overview

The total project budget is \$498,041.36, funded entirely through this IMLS request with no cost share required. The primary cost category is contracted services, comprising the full Sightworks exhibit design, fabrication, and installation contract: Acequia Interactive (\$150,000), Archaeology Sandbox (\$100,000), Beekeeping Exhibit (\$92,000), Small Animal and Chicken Enclosure (\$17,000), and upgraded bilingual property signage (\$55,000). Personnel costs cover a portion of the Museum Site Manager's time and the Museum Educator/Intern position. This does not include indirect costs calculated at 15% of Modified Total Direct Costs (MTDC). No travel costs are budgeted for this project.

C. PROJECT RESULTS

Intended Results and Connection to Need

This project will produce four permanent, interactive, bilingual outdoor learning stations that provide new interpretive content reflecting local Latino American history and culture. These exhibits directly and specifically address each gap identified in the needs assessment: the absence of outdoor interpretation, the lack of bilingual wayfinding, the need for hands-on programming accessible to children, and the community's call for exhibits that tell the full, multicultural story of the South Valley. By installing these stations on the museum's underutilized agricultural land, the project will transform how visitors experience the site and dramatically expand the museum's ability to serve its community.

Advancing Knowledge: The acequia exhibit will give visitors a functional understanding of how New Mexico's traditional irrigation system works and why it remains central to South Valley life today. The archaeology sandbox will teach visitors how archaeologists uncover and interpret evidence of the multiple cultures that shaped this region, including pre-contact Indigenous peoples, Spanish Colonial settlers, and later communities. The beekeeping exhibit will connect visitors to a living agricultural practice with deep roots in the community. The small animal enclosure will make visible the role of animals in the subsistence and cultural life of the people who built this place. Across all four stations, visitors will leave with a richer, more personal connection to local Latino history.

Benefits to Society: As the only museum in the South Valley, the Gutiérrez-Hubbell House carries a unique civic responsibility to make local history accessible and relevant to the surrounding community. Providing curriculum-aligned, interactive exhibits for Title 1 schools addresses a direct educational equity gap, giving local children access to the kind of hands-on, place-based learning that is standard in wealthier districts. Increased school group engagement will support teacher retention of culturally relevant content and improve student outcomes in social studies and history. For the broader community, investing in the museum is investing in shared identity and pride. Exhibits that reflect the history and contributions of South Valley residents will strengthen community cohesion, increase repeat visitation, and support the local economy through increased foot traffic.

Audience Changes

Knowledge: Visitors, especially K-12 students who currently have no structured interpretive experience at the site, will develop a meaningful understanding of local Latino history, the multicultural origins of the South Valley, and the agricultural traditions that continue to define the community. Pre/post survey data will measure specific knowledge gains tied to each exhibit's learning objectives.

Skills: Visitors will develop practical understanding of how the acequia irrigation system functions and why water management is critical in an arid environment. They will gain familiarity with archaeological methods and an appreciation for why protecting archaeological resources matters. Interaction with the beekeeping and animal enclosure exhibits will build awareness of traditional agricultural practices and their role in sustaining community food systems.

Behaviors: Interactive, hands-on exhibits are proven to drive repeat visitation. Visitors who have substantive, engaging experience are more likely to return and to bring others. School groups that have a positive, curriculum-aligned experience are more likely to schedule future visits and recommend the museum to colleagues. The new exhibits will also convert visitors currently using the grounds as passive recreational space into active museum audiences, fundamentally changing the behavioral pattern of a significant segment of current site users.

Attitudes: For South Valley residents, seeing their own history, culture, and agricultural practices reflected in a serious, well-designed museum exhibit is a powerful affirmation of community identity and worth. For younger visitors in particular, this kind of representation can foster lasting pride in local Latino heritage and a sense that their community's story is worth preserving. For non-local visitors, these exhibits will build understanding of and respect for a cultural tradition that is often invisible in mainstream historical narratives.

Measurement: Audience change will be measured through pre/post visitor surveys administered at the time of each visit, teacher surveys provided through Pajarito Elementary following school group visits, and annual visitor attendance data collected by Esai Ramirez and analyzed by project leadership. Survey instruments will be developed during Phase 1 and reviewed by Pajarito Elementary staff for age-appropriateness and relevance.

Products and Access

The primary project deliverables are four permanent, outdoor, bilingual interactive exhibits installed on the Gutiérrez-Hubbell House Museum's 16-acre property. All exhibit text will be presented in both English and Spanish, consistent with the museum's existing interpretive signage policy and the bilingual needs of the South Valley community. The site is ADA compliant, and accessibility will be a design requirement for all new installations. Exhibits will be accessible during the museum's regular public

hours (Thursday through Saturday) as well as during scheduled school group visits. The Gutiérrez-Hubbell House Alliance will assist in promoting awareness of the new exhibits through its community outreach and social media channels. No digital products plan is required for this project, as the deliverables are physical infrastructure.

Sustainability

The four learning stations are permanent physical infrastructure, not time-limited programming, and are designed for long-term durability and low maintenance requirements. Sightworks will provide comprehensive maintenance documentation, material specifications, and care guidelines for all installed components as part of the final project deliverables. These materials will equip museum staff to perform routine upkeep and identify when professional maintenance is needed. Estimated annual maintenance costs for interactive outdoor exhibits of this type range from \$3,000 to \$6,000, a figure well within the scope of Bernalillo County's routine facilities maintenance budget for museum properties.

The Gutiérrez-Hubbell House Museum operates as a unit of Bernalillo County Parks, Recreation, and Open Space (PROS), a county government department with a stable annual operating budget. Bernalillo County, as the lead applicant and fiscal agent for this grant, is committed to incorporating exhibit maintenance costs into the museum's ongoing PROS budget allocation following the close of the grant period. This institutional commitment is reinforced by the fact that this project directly supports three goals in the Bernalillo County PROS strategic plan: supporting local food production and preserving agricultural heritage, promoting local food and farming education, and expanding interpretive programming for diverse audiences. Integration into the County's strategic plan ensures that the museum's exhibit infrastructure will remain a recognized institutional priority.

Staff continuity is assured by design. No new permanent positions are created by this project, and Wendi Laws will continue in her full-time Museum Site Manager role beyond the grant period, providing consistent stewardship of the exhibits. The Gutiérrez-Hubbell House Alliance, the museum's nonprofit partner, provides an additional sustainability layer through its ongoing fundraising, volunteer coordination, and community engagement activities, and is well positioned to support future exhibit enhancements or bilingual content updates as community needs evolve.

Finally, the museum's location in the South Valley, a community that is 82.3% Hispanic or Latino and surrounded entirely by Title 1 schools, ensures a consistent, motivated, and renewable audience for the new exhibits. Pajarito Elementary and other local schools have committed to structured school group visits following installation, creating a durable foundation of educational use that will sustain the exhibits' community impact well beyond the grant period.

Schedule of Completion

Gutierrez-Hubbell House Learning Stations

Bernalillo County Parks, Recreation, and Open Space | Period of Performance: September 1, 2026 -- September 1, 2028

This schedule outlines the key milestones, activities, deliverables, and responsible parties for the 24-month grant period. The project is organized into four phases: Planning and Preparation (Months 1 to 6), Implementation (Months 6 to 18), Access and Engagement (Months 18 to 22), and Evaluation and Closeout (Months 22 to 24).

Gantt Overview

Months 1 to 12

Activity	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Confirm partners and finalize scope												
Submit SHPO consultation request												
Procure exhibit vendor (Sightworks)												
Receive SHPO response												
Baseline visitor data collection												
Partner workshops with Pajarito Elementary												
Exhibit design and scripting												
Mid-project audit												
Exhibit fabrication												
Site preparation and installation												
Exhibition launch and public programs												
Visitor surveys and data collection												
Final data analysis and evaluation report												
Final IMLS report submitted												

Months 13 to 24

Activity	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Confirm partners and finalize scope												
Submit SHPO consultation request												
Procure exhibit vendor (Sightworks)												
Receive SHPO response												
Baseline visitor data collection												
Partner workshops with Pajarito Elementary												
Exhibit design and scripting												
Mid-project audit												
Exhibit fabrication												
Site preparation and installation												
Exhibition launch and public programs												

Activity	M13	M14	M15	M16	M17	M18	M19	M20	M21	M22	M23	M24
Visitor surveys and data collection												
Final data analysis and evaluation report												
Final IMLS report submitted												

Phase 1: Planning (M1-6)	Phase 2: Implementation (M6-18)	Phase 3: Engagement (M18-22)	Phase 4: Closeout (M22-24)
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Milestone Schedule

Milestone / Deliverable	Phase	Target Month(s)	Responsible Party
Confirm partners and finalize scope of work	1 -- Planning	Month 1	Wendi Laws
Submit SHPO consultation request	1 -- Planning	Month 2	Wendi Laws
Procure exhibit vendor (Sightworks contract executed)	1 -- Planning	Month 3	Wendi Laws
Receive SHPO consultation response	1 -- Planning	Month 4	Wendi Laws
Baseline visitor data collection complete	1 -- Planning	Month 6	Esai Ramirez
Partner workshops with Pajarito Elementary complete	2 -- Implementation	Months 6 to 10	Wendi Laws / Esai Ramirez
Finalized exhibit scripts approved by all partners	2 -- Implementation	Month 12	Sightworks / Wendi Laws
Mid-project audit complete	2 -- Implementation	Month 12	Wendi Laws
Exhibit fabrication complete	2 -- Implementation	Month 16	Sightworks
Site preparation and installation complete	2 -- Implementation	Month 18	Sightworks
Exhibition launch event held	3 -- Engagement	Month 19	Wendi Laws
Public and school programming series begins	3 -- Engagement	Month 19	Wendi Laws
Visitor surveys and data collection underway	3 -- Engagement	Months 19 to 22	Esai Ramirez
Final data analysis and evaluation report complete	4 -- Closeout	Month 23	Wendi Laws / Esai Ramirez
Final IMLS performance report submitted	4 -- Closeout	Month 24	Wendi Laws

Note: All dates are contingent upon award notification and execution of grant agreement. Timeline is subject to minor adjustment pending SHPO consultation outcome. Project Director will notify IMLS of any significant schedule changes per post-award reporting requirements.