



Museums for America

Sample Application MA-260002-OMS-26
Project Category: Community Engagement

Piedmont University, Mason-Scharfenstein Museum of Art

Amount awarded by IMLS:	\$194,648
Amount of cost share:	\$207,447

The Mason-Scharfenstein Museum of Art at Piedmont University will strengthen its engagement with remote and rural populations in Northeast Georgia by implementing a three-year initiative focused on co-creation and community participation. Partnering with the university's College of Education, Georgia Council for the Arts, Mountain Laurel Quilters Guild, and regional schools and homeschool cooperatives, the museum will present weekend hands-on programs for local audiences and a series of visiting artist exhibits focusing on southern Appalachia. An Arts and Crafts Council will advise museum staff, co-develop interpretive materials, and recruit 25 volunteers. The museum will develop new programs for regional schools, provide honoraria for student teachers and exhibiting artists, and hire a part-time coordinator to manage logistics. A faculty member will evaluate activities annually, and the findings will be used as a management tool to advance both university and museum strategic plans.

Attached are the following components excerpted from the original application.

- Narrative
- Schedule of Completion

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

Narrative

Mason-Scharfenstein Museum of Art | Piedmont University

Project Title: Interwoven: A Habersham Arts Initiative

Period of Performance: September 2026 – August 2029

PROJECT JUSTIFICATION

MFA Program Goal and Objective

The Mason-Scharfenstein Museum of Art proposes a three-year plan, ***Interwoven: A Habersham Arts Initiative***, that places regional American history, community co-creation, and expanded arts access at the center of its exhibition and public programming model. This project addresses IMLS MFA Program Goal 2: Community Engagement, specifically Objective 2.2: Support the implementation of community-centered partnerships, exhibitions, and programs.

Advancing the Strategic Plan

The Mason-Scharfenstein Museum of Art is an essential cultural asset of Piedmont University, acting as a bridge between the university's "learn by doing" mission and our regional community. The museum serves a remote and rural population in Northeast Georgia where access to free visual arts programming is extremely limited.

The *Interwoven* initiative operationalizes Piedmont's Strategic Priority 2 (Branding and Community), transforming the museum from a campus gallery into a visible, outward-facing gateway for Habersham County. While we historically focused on Priority 4 (Academic Programs), our 2024 MAP peer review identified a critical gap: only 15% of visitors surveyed are community members.

This project addresses that disparity by building a sustainable model for growth through the expansion of the museum's volunteer and partnership infrastructure. We will fully realize our 2021 Objective 3.1 (host events to appeal to region) by launching a formal Arts and Crafts Advisory Council and a 25-member volunteer corps. Simultaneously, under Objective 1.3 (staff and students develop interpretative and educational materials), Art Education students will move from basic tasks to leading the creation of standards-aligned Educator Guides, directly advancing University Priorities 3 (Student Success) and 4 (Academic Programs). Through these efforts, we aim to achieve:

- (1) 3% annual growth in attendance.
- (2) A shift in audience composition from 15% to 30% community, based on survey respondents.
- (3) Audience-centered regional programming that enhances visitor experience.
- (4) Sustainable engagement through a new volunteer infrastructure and local partnerships.

These outcomes are fundamentally rooted in our three core museum goals: Fostering Inquiry through Regional Identity (Goal 1), Cultivating Service through Co-Creation (Goal 2), and Upholding Legacy through Accessibility (Goal 3). The museum utilizes the AAM Core Standards as an overarching guide, positioning this initiative as a model for small museum excellence.

Need, Problem, or Challenge

The Mason-Scharfenstein Museum of Art facilitates artistic and cultural enrichment by exhibiting art, serving Piedmont University, and engaging the Northeast Georgia community (mission statement, approved Feb. 2020).

As the only non-profit visual arts museum in Habersham County, the Mason-Scharfenstein Museum of Art serves as a vital cultural anchor for a rural population of approximately 49,665 (366,605 in contiguous counties). However, the museum currently operates under a significant structural constraint: a single professional staff member. While Art Department faculty and student workers provide essential operational support, the lack of dedicated outreach personnel creates a barrier for growth. A 2024 MAP peer review identified community outreach as the museum's highest strategic priority, directly informing the development of the *Interwoven* initiative. It is a

goal that is currently unattainable without a shift from a faculty-assisted model to a professionally staffed community hub.

Habersham County is characterized by a 13.7% poverty rate and a per capita income roughly two-thirds of the national average. Notably, 18.5% of residents are aged 65 and older, and 17.1% identify as Hispanic or Latino (both higher than the Georgia state averages of **13.5%** and 11%, respectively). Young family demographics align with state averages.

For these residents, the museum represents a significant cultural resource. Yet, barriers to access remain. As discussed above, only 15% of museum survey respondents are community members. Conversely, hands-on Saturday workshops supported by two years of funding from the Georgia Council for the Arts (GCA) consistently draw capacity crowds (average of 30 participants), demonstrating a clear community appetite for active, participatory engagement. This is furthered by overwhelmingly positive feedback (see Grant Summaries in the supporting document section) that confirms the demand for expanded programming. Indeed, with nearly 30% of the county in the 18–39 age range and a high percentage of families, there is a strong demand for interactive cultural programming.

Local educators have validated this need in qualitative feedback reported during professional development sessions (hosted 2023–2026) with Dr. Jackie Ellett, Professor and Coordinator of Art Education at Piedmont University and a GAEA Lifetime Achievement Award recipient. Teachers repeatedly highlighted two urgent requirements: accessible public exhibition space and hands-on workshops for K–12 students. As Cornelia Elementary teacher and former workshop leader Becky Murphy noted in March 2026: “Bringing Habersham County bilingual students to the museum supports language development through contextualized, interactive learning and makes abstract curriculum concepts concrete. Providing transportation and in-school outreach removes the access barriers that currently hinder our historically underserved students from benefiting equally.”

Though the museum has received state grants, it has never received federal funding. The proposed initiative addresses these foundational challenges by funding a **coordinator position who will assist in the cultivation of a volunteer infrastructure**. This investment allows the museum to move toward a permanent, multi-year model of co-curation and community participation. It will benefit Habersham County by fostering a sense of belonging. Indeed, by inviting residents to co-create art and participate in dialogue, the museum strengthens relationships, promotes diverse perspectives, and enhances health and well-being. Measurable social impact in line with research-based frameworks will indicate program success and future planning under council guidance (Knight Foundation & Gallup, 2010; McMillan & Chavis, 1986; AAM, 2024).

Primary Audience and Their Involvement

Though we serve the broad Northeast Georgia region, the primary audience for *Interwoven* consists of Habersham County residents—specifically seniors, families, adult learners, K–12 and homeschool students, and regional educators. As a response to our 2024 MAP report, we are shifting from a model of “serving” to “co-creating” with the community. It also builds on the success of two years of GCA grant-supported programming.

Community involvement will be institutionalized through a ten-member Arts and Crafts Advisory Council, who will advise museum staff, co-develop interpretive materials, and recruit a circle of volunteers. This shared-authority model both ensures community representation and sustainable engagement that does not rely on a single staff member.

With the coordinator’s assistance, we will deepen school partnerships, using our alumni network in local classrooms and existing ties with Cornelia and Demorest Elementary Schools. Over the three-year period, we will reach students from 8–10 schools and homeschool cooperatives through curriculum-connected gallery experiences. Community members will also shape the physical gallery space; each year features participatory, co-created installations. Year 2 will include the first open call to the community, the *Habersham Now* project.

Overall, we anticipate serving 120 workshop participants and 120 students in Year 1, scaling to 180 each by Year 3—reaching a cumulative total of over 850 youth. This targeted engagement is designed to drive a 3% annual growth in attendance and to shift our community audience composition from 15% to 30%.

Beneficiaries

The primary beneficiaries of *Interwoven* are the residents of Habersham County and Northeast Georgia, who currently lack access to free art museum programming. The project addresses a vital demographic intersection: serving the nearly 30% of the county aged 18–39 through a high demand for interactive family programming, while engaging the 18.5% of residents who are aged 65 and older through opportunities for lifelong learning and social connectivity. We anticipate that these active seniors and retirees will form the core of our 25-member volunteer corps and the Arts and Crafts Advisory Council. They will contribute to programming for young families and K–12 students, thus building a sustainable, multi-generational ecosystem. Bilingual interpretative materials will further broaden access and increase growth.

PROJECT WORK PLAN

Project Activities and Sequence

Interwoven: A Habersham Arts Initiative will unfold over three years, each anchored by an overarching theme inspired by Southern Appalachian culture. Exhibitions will be paired with community-informed interpretative text, artist-led workshops, K–12 and homeschool visits (with Educator Guides), structured public dialogues, and participatory community projects. Progress will be evaluated at the end of each year by the Advisory Council, who will recommend adjustments as appropriate.

This project replaces passive observation with a research-based framework of **participatory museum practice** and **visitor-centered learning**:

- (1) **Co-Creation (Simon, 2010)**: Residents will act as active contributors to their own cultural narrative, moving from "audience" to "co-curators."
- (2) **Meaning-Making (Falk & Dierking, 2013)**: We prioritize hands-on workshops as primary drivers for deep learning and community well-being.
- (3) **Institutional Empathy (Empathetic Museum, 2023)**: Our model responds directly to community needs—including senior wellbeing, the demand for K–12 resources, and bilingual outreach—to build lasting emotional and civic connections.

Year 1 (Sept 2026–Aug 2027): *Contemporary Textiles: Stories in Thread & Quilts from the Mountain Laurel Quilters Guild*

As part of the nationwide *Handwork 2026: Celebrating American Craft* initiative, we honor the legacy of Southern Appalachian artistry in our first year of programming. ***Contemporary Textiles: Stories in Thread*** features a collection of artists using textiles to convey narrative, alongside a vibrant showcase of regional artistry from the ***Mountain Laurel Quilters Guild***. Activities include:

- Exhibitions that highlight contemporary textile artists (Amanda Greene, Cathy Fussell, Tommye Scanlin, Jessica Wohl, Honey Pierre, and others) and quilts from the local Mountain Laurel Quilters Guild.
- A participatory *Habersham Quilt Project* will invite visitors to contribute visual and narrative elements reflecting local craft traditions and histories.
- The formation of a ten-member Advisory Council will co-develop accessible exhibition interpretation, provide programming feedback, guide community engagement, and conduct an annual debrief with recommendations on how to implement change. They will oversee two observational studies (ideally conducted or aided by Piedmont students).
- Creation of the first educator guides.
- Six Saturday workshops that will serve approximately 120 participants exploring textile practices, regional craft history, and storytelling.
- Four to six school and homeschool visits that will engage students from 8–10 regional schools and cooperatives, utilizing Educator Guides. Pre- and post-visit surveys will assess learning outcomes.
- Recruitment and initial training of 8–10 community volunteers and docents.

Year 2 (Sept 2027–Aug 2028): *Habersham Now & Then: A Community Exhibition and John Kollock Retrospective*

Year 2 bridges local legacy with contemporary identity through two major exhibitions: a retrospective of John Kollock, exploring his role in Northeast Georgia's cultural development; and *Habersham Now*, an inaugural community-wide open call. Supported by the Program and Volunteer Coordinator, this project marks an expansion in scope, inviting residents of all ages and experience levels to submit original works paired with personal histories or narratives. Curated by the Advisory Council, the exhibition ensures that the community is not just the audience, but the featured artists and storytellers on the walls. Activities include:

- *John Kollock Retrospective* and *Habersham Now* exhibitions.
- Six Saturday Workshops (~160 participants) that focus on connections to regional identity.
- Six or more school/homeschool visits that will broaden regional outreach, supported by the creation of a second set of Educator Guides. Pre- and post-visit surveys will continue to assess learning outcomes.
- Three public dialogue sessions (~30 participants each) that will explore regional artistic legacy and modern civic identity through the lens of the two exhibitions.
- A participatory project responding to *Habersham Now* in which visitors contribute to a "story-wall" integrated into the gallery.
- The Advisory Council, supported by the Program and Volunteer Coordinator, will continue Year 1 activities. Additionally, they will begin the formation of a *Sustainability Playbook*, oversee the jury process for *Habersham Now*, and oversee two observational studies.
- Expansion of the volunteer corps to 18–20 trained members.

Year 3 (Sept 2028–Aug 2029): *The Thin Place: Art & Spirituality in American Art & An Appalachian Response*

Year 3 broadens the initiative to explore American spirituality through a "Call-and-Response" curatorial model, weaving national artistic perspectives with local Appalachian voices. Inspired by the university's United Church of Christ roots and the legacy of past faculty like Barbara Brown Taylor, the project emphasizes the cultivation of compassionate community and art's role in religious and philosophical traditions. Activities will include:

- **Dual exhibition model:** *The Thin Place: Art & Spirituality in American Art* will serve as the "Call," featuring anchor artists Pamela Martinez, Anthony Pressler, Henry Schoebel, and Rondall Reynoso, whose works examine the intersection of aesthetics and personal conviction. *An Appalachian Response* asks the community to provide the "Response" through a co-created, evolving installation that highlights local religious traditions, heritage, and lived experiences.
- Four call-and-response dialogue sessions and six Saturday workshops (~180 participants).
- Six or more K–12 and homeschool visits supported by a third set of Educator Guides. Pre- and post-visit surveys will continue to assess learning outcomes.
- Continued Advisory Council meetings as well as the finalization of the *Sustainability Playbook* and two final observational studies.
- Volunteer corps will expand to 25+ trained members, creating long-term infrastructure for community engagement.

Across three years, *Interwoven* will engage over 850 youth and numerous adult participants (quantified by an annual increase of 3% and a target of 30% community audience representation), embedding sustainable community programming, preserving regional cultural narratives, and strengthening the museum's capacity to serve all of Habersham County while providing a replicable model for small university museums.

Staffing and Management

The project will be managed by museum Director Rebecca Brantley, who brings more than 15 years of experience in higher education, museum work, and grants management. Brantley will provide overall project oversight, maintain relationships with university administration, ensure grant compliance, and serve as the primary liaison to the Arts and Crafts Advisory Council. Dr. Elias Clinton will evaluate (see "Evaluation Implementation").

Day-to-day program coordination will be carried out by the part-time Program and Volunteer Coordinator, who will manage workshops, school and homeschool visits, public programs, council logistics, volunteer and docent recruitment and training. This position will recruit, train, and schedule 25+ volunteers and docents over the three-

year period. The coordinator will also work with Dr. Ellett and help supervise art education student assistants from the university, creating an additional pipeline for engaged campus participants.

Teaching artists engaged for workshops will be drawn from the Northeast Georgia region and the museum's established network, potentially including artists who have successfully led programs in the GCA-funded series, ensuring both continuity and fresh perspectives.

Resources Required

Personnel costs represent the primary project expense, centered on the part-time Program and Volunteer Coordinator at \$25 per hour, 20 hours per week during the academic year and 15 hours per week during summer. In-kind support of exhibitions will include contributions from Piedmont staff, especially Brantley, Kelly, Majumdar, Ellett, and federal student workers. Additional costs include teaching artist fees, workshop supplies and materials, promotion, school visit support costs, Advisory Council meeting costs, and program evaluation tools including pre- and post-surveys administered at all workshops and school visits. A detailed budget is provided in the IMLS Budget Form and Budget Justification.

Risk Assessment and Mitigation

The primary risk to the initiative's success is staff transition, whether during the grant period or at its conclusion. To mitigate the immediate risk of a vacancy, the museum will develop and maintain a *Sustainability Playbook*—a comprehensive archive of all program activities, partner contacts, and evaluation protocols to ensure a seamless onboarding process for new personnel, volunteers, or council members. Regarding long-term sustainability, the museum has developed a dual-pathway model to address the transition to post-grant operations:

- **Model A (Institutional Integration):** The museum will advocate for a permanent salaried position by presenting three years of documented impact data to university leadership. This model mitigates financial risk by diversifying future funding requests across the GCA and other federal sources. We will demonstrate the value of the Program and Volunteer Coordinator with the 3% annual rise in visitors, shift to 30% community audience representation, and greater use of the museum. We aim to maintain the position beyond the grant period with potential support coming from the GCA, Piedmont University, and ancillary fundraising activities throughout the three years.
- **Model B (Distributed Leadership):** Should funding for a dedicated Program and Volunteer Coordinator cease, coordination will transition to a distributed leadership structure. This shifts oversight to the Advisory Council and a "Lead Docent" tier system, supported by a pipeline of university student interns and federal student workers who will support the Advisory Council through clerical and organizational tasks overseen by the museum director.

Both models will utilize the newly developed *Sustainability Playbook* and formal impact assessments to prevent leadership gaps and ensure that the "human infrastructure" of the volunteer network remains effective, regardless of shifting budget cycles.

Another risk is Advisory Council member attrition or stagnation, mitigated by a ten-member body with staggered, renewable three-year terms. By utilizing varied initial appointment lengths—with three members rotating off after Year 1—the museum ensures a steady influx of fresh perspectives while preventing a total loss of institutional memory. Governance protocols and historical context will be preserved in the *Sustainability Playbook*. Some volunteers may transition into council members, providing further continuity.

Lower-than-anticipated school and homeschool participation represents another risk, alleviated by the museum's existing alumni relationships with local art teachers, its established relationship with Cornelia Elementary, and its emerging partnership with the homeschool groups. A key tool in encouraging school participation is the creation of standards-aligned Educator Guides. These will appeal to the practical needs of county educators. This is substantiated by a 2018 study that demonstrated the use of familiar, standards-aligned language encouraged greater participation from schools (Geary, 2018).

Tracking Progress

The Program and Volunteer Coordinator will maintain attendance and demographic records, utilizing a QR-code sign-in system to capture a precise picture of audience composition (moving beyond traditional headcounts). The Museum Director will monitor this data in real-time to ensure the project remains on track to achieve a 3% annual growth in attendance and a shift from 15% to 30% community attendance (based on survey data).

To ensure accountability, the Director will implement specific **course-correction protocols**:

- (1) **Attendance Thresholds:** If community attendance drops by more than **20%** in any quarter, the Director and Coordinator will reconvene the Advisory Council to refine outreach strategies.
- (2) **K–12 Outreach Benchmarks:** If lower-than-projected school or homeschool group visits are scheduled by **mid-September**, the Director and Coordinator will initiate direct contact with regional educational representatives to identify and remove participation barriers.

The coordinator will administer surveys for all workshops and school visits, document Advisory Council sessions, and compile quarterly progress reports for the Director. Data will be reviewed at each annual Advisory Council meeting to ensure the **regional programming** remains audience-centered. This rigorous tracking system directly supports the **Performance Measurement Plan** submitted with this application, providing the evidence base for future funding requests and ensuring the **sustainability of our volunteer infrastructure** and local partnerships.

PROJECT RESULTS

Intended Results and Connection to Need

Interwoven: A Habersham Arts Initiative will produce measurable, sustained change in how the museum serves its community. By the conclusion of the three-year period of performance, the museum will transform from an institution whose community reach is limited by staffing constraints into one with permanent programming infrastructure, a trained volunteer corps, and documented partnerships with schools, homeschool cooperatives, faith communities, and civic organizations across Habersham County.

These results directly address the need identified in the 2024 MAP peer review and evidenced by the museum's own data. The initiative will close the gap between campus and community through structured community programming over three years.

Changes in Knowledge, Skills, Behaviors, and Attitudes

For community participants, this initiative will produce the following documented changes, categorized by project goals and university priorities (see Strategic Plan Summary):

Goal 1: Foster Inquiry through Regional Identity (Priority 4: Academic Programs)

- Knowledge & Skills: Participants will demonstrate increased understanding of regional identity and Southern Appalachian heritage. Year 1 targets 70% of workshop participants reporting increased knowledge of regional craft traditions. Year 2 targets 60% of attendees reporting new understanding of regional cultural development. Year 3 targets 65% of participants reporting greater understanding of philosophical and spiritual frameworks in art and 60% reporting exposure to perspectives different from their own.
- Attitude: Visitors will develop a greater appreciation for diverse perspectives and lifelong learning through the "call-and-response" curatorial model.

Goal 2: Cultivate Service through Co-Creation (Priority 2: Branding & Community/Priority 5: Investing in Excellence)

- Behavior: We will achieve 3% annual attendance growth and a shift in community audience composition from 15% to 30%. Targeted outreach will ensure 40% of Year 1 visitors are first-time attendees.
- Attitude: Through co-creation (e.g., *Habersham Now*), 70% of annual participants will report "feeling represented" by the museum, fostering a deep sense of belonging and personal connection to the university.

Goal 3: Uphold Legacy through Accessibility (Priority: Student Success/Priority: Academic Program)

- Skills: Piedmont Art Education students will gain professional competency by creating standards-aligned K–12 guides, measured by 100% adherence to the College of Education's pedagogy rubric.

- Behavioral Infrastructure: The establishment of a 25-member volunteer corps and Advisory Council shifts the museum from a single-staff constraint to a sustainable, community-centered model.

Products and Accessibility

The initiative will produce the following concrete, accessible products:

- Co-developed interpretive materials for all three years of programming, produced in partnership with the Advisory Council, with 25-30% of interpretive content directly shaped by the community.
 - A documented volunteer training program with 25 trained volunteers by the end of Year 3, creating a permanent resource that will outlast the grant period. Governance and operations will be outlined and formalized in the *Sustainability Playbook*.
 - Pre- and post-survey instruments and evaluation protocols developed in Year 1 and refined across all three years, providing the museum with replicable assessment tools.
 - A three-year impact report documenting outcomes, lessons learned, and recommendations for sustainability, shared with Piedmont leadership, the Advisory Council, and submitted to IMLS as part of final grant reporting.
- (1) Piedmont University Art Education candidates (BA, MA, MAT), supervised by Dr. Jackie Ellett, will develop standards-aligned, bilingual (English/Spanish) Educator Guides for K–12 audiences. These classroom-ready resources will be finalized each October and integrated into existing coursework at no additional grant cost. Guides will be hosted in an open-access digital repository (LibGuides), creating a permanent curriculum library of nine lesson plan sets for regional elementary, middle, and high school use.

All workshops and school visit programming will be offered free of charge and adhere to university ADA compliance, ensuring accessibility to county residents regardless of income. The museum's location on the main street of Demorest positions it as a genuinely public resource rather than an exclusively campus-facing institution. A digital footprint will extend the life, reach, and accessibility of Educator Guides.

Sustaining Benefits Beyond the Period of Performance

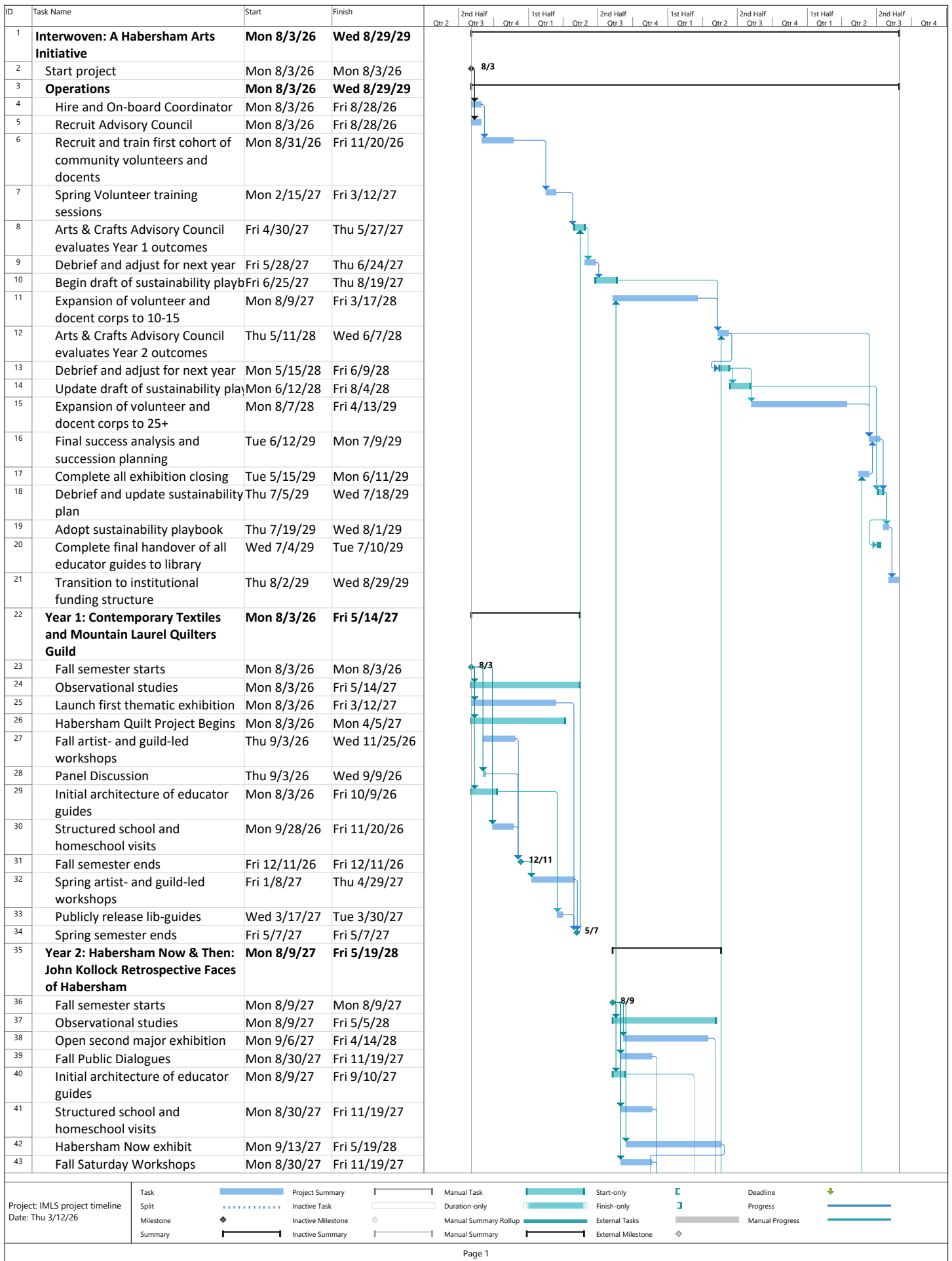
A key sustainability mechanism built into this initiative is the volunteer corps itself. 25+ trained volunteers represent an ongoing human infrastructure that continues when grant funding ends. With recruitment and training of new volunteers, we will carry forward institutional knowledge, community relationships, and program delivery capacity beyond the grant period.

The **Advisory Council**, established in Year 1, serves as the initiative's permanent "civic vision." The council will provide the museum with sustained community input, ensuring we remain responsive to the evolving community needs. This ensures that the museum functions not as an isolated campus institution but as an audience-centered space where regional partners are true stakeholders in our success. The transition to the post-grant period will be supported by a *Sustainability Playbook* formalized in Years 2 and 3.

This initiative establishes Piedmont as a clear leader in our community, creating a lasting sense of belonging for our neighbors and a growing base of supporters. By focusing on "learning by doing," we provide students with real-world leadership skills and clear goals for their future careers. At the same time, we offer families, teachers, and students practical materials that meet classroom standards. By honoring our local heritage through art and study, we build a deeper pride of place and a strong foundation for the college to grow for years to come. *Interwoven* will position the museum as a documented model for small, rural museums seeking to deepen community engagement, contributing to the broader museum field's understanding of how institutions serving underserved communities can build lasting impact.

Evaluation Implementation

The part-time Program and Volunteer Coordinator will serve as the primary data collector, compiling quarterly progress reports for Director Brantley. A College of Education faculty member, Dr. Elias Clinton, will act as Project Evaluator. Data, including evaluator feedback, will be reviewed annually at the spring Advisory Council meeting and shared with university leadership. Consistent with the museum's commitment to shared knowledge and alignment with MFA Program Goal 2, Objective 2.2, evaluation findings will be used as an active management tool that advances both university and museum strategic plans.



ID	Task Name	Start	Finish	Qtr 2	2nd Half	Qtr 3	Qtr 4	1st Half	Qtr 1	Qtr 2	2nd Half	Qtr 3	Qtr 4	1st Half	Qtr 1	Qtr 2	2nd Half	Qtr 3	Qtr 4	1st Half	Qtr 1	Qtr 2	2nd Half	Qtr 3	Qtr 4
44	Fall semester ends	Fri 12/10/27	Fri 12/10/27																						
45	Spring Public Dialogues	Fri 1/21/28	Thu 4/13/28																						
46	Spring Structured school and homeschool visits	Fri 1/21/28	Thu 4/13/28																						
47	Spring Saturday Workshops	Fri 2/4/28	Thu 3/30/28																						
48	Publicly release lib-guides	Mon 3/13/28	Fri 3/24/28																						
49	Spring semester ends	Thu 5/11/28	Thu 5/11/28																						
50	Year 3: The American Spiritual Landscape & The Appalachian Response	Tue 8/1/28	Tue 5/15/29																						
51	Fall semester starts	Tue 8/1/28	Tue 8/1/28																						
52	Observational studies	Tue 8/1/28	Mon 5/14/29																						
53	Interdisciplinary Advisory Roundtables	Tue 8/29/28	Mon 10/23/28																						
54	Two structured dialogue sessions	Tue 10/24/28	Mon 11/20/28																						
55	Participatory exhibit: The Thin Place: Art & Spirit in American Art	Tue 9/5/28	Mon 5/14/29																						
56	Three Fall Saturday Workshops	Tue 8/29/28	Mon 11/20/28																						
57	Initial architecture of educator guides	Tue 8/1/28	Mon 9/4/28																						
58	Two Homeschool visits	Tue 9/26/28	Mon 11/20/28																						
59	Volunteer Consolidation training	Tue 10/24/28	Mon 11/20/28																						
60	Fall semester ends	Tue 11/21/28	Tue 11/21/28																						
61	Spring structured dialogue sessions	Tue 1/2/29	Mon 1/29/29																						
62	Three Spring workshops	Tue 1/16/29	Mon 4/9/29																						
63	2-4 Additional school visits	Tue 1/30/29	Mon 3/26/29																						
64	Publicly release lib-guides	Tue 3/6/29	Mon 3/19/29																						
65	Spring semester ends	Tue 5/15/29	Tue 5/15/29																						

Project: IMLS project timeline

Date: Thu 3/12/26

Task

Split

Milestone

Summary

Project Summary

Inactive Task

Inactive Milestone

Inactive Summary

Manual Task

Duration-only

Manual Summary Rollup

Manual Summary

Start-only

Finish-only

External Tasks

External Milestone

Deadline

Progress

Manual Progress