



Museum Grants for African American History and Culture

Sample Application MH-260431-OMS-26
Project Type: Large Project (\$100,001-\$500,000)

Morgan State University Lillie Carroll Jackson Civil Rights Museum

Amount awarded by IMLS:	\$499,995
Amount of cost share:	\$499,995

The Lillie Carroll Jackson Civil Rights Museum at Morgan State University will expand staffing capacity and establish structured experiential learning opportunities to strengthen workforce development, visitor engagement, and community-based public history programming. Project activities include recruitment of critical staff positions, providing visitor experience training for all staff, increasing the reach of public programs and school tours, and expanding university collaborations. The project involves hiring a full-time community engagement coordinator, part-time visitor services associate, and six fellows to expand the museum's ability to meet a growing demand for educational programming and visitor engagement. Increased staffing capacity will improve coordination of tours, exhibitions, and public events while strengthening relationships with local schools, community organizations, and university partners. The project will also establish a structured experiential learning pathway for students, providing hands-on training, mentorship, and professional development opportunities that prepare participants for careers in museums and cultural heritage institutions. As a result of this project, Morgan State University students, museum staff, educators, and community members will gain expanded knowledge, practical skills, and deeper engagement with civil rights history and museum practice.

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 current Notice of Funding Opportunity for the grant program and project category to which you are applying.

NARRATIVE

Project Title: “From Legacy to Leadership: Expanding Capacity, Public Engagement, Experiential Learning, and Workforce Development at Morgan State University’s Lillie Carroll Jackson Civil Rights Museum.

PROJECT JUSTIFICATION

1. Which program goal and objective will your project address?

The Lillie Carroll Jackson Civil Rights Museum (LCJM), an off-site unit of Morgan State University, and HBCU, seeks support for “From Legacy to Leadership: Expanding Capacity, Experiential Learning, and Workforce Development at Morgan State University’s Lillie Carroll Jackson Civil Rights Museum.” The project supports Agency Goals 2.1 and 2.2 by prioritizing public engagement and community collaboration. The project aligns with AAHC Program Goal 1, Objective 1.1, by expanding public programs, educational engagement, and exhibition development. Further, it aligns with Goal 2, Objective 2.1, by developing structured workforce pathways for emerging museum professionals who will gain hands-on resume-building professional experience.

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

The Lillie Carroll Jackson Civil Rights Museum (LCJM) faces a capacity challenge that limits its ability to meet growing demand for educational programming, community engagement, and applied learning opportunities for students. As a university-affiliated civil rights site within Morgan State University’s Office of Museums, LCJM is increasingly called upon to support class visits, public programs, community partnerships, and experiential learning opportunities for students interested in museum and cultural heritage careers. However, the museum’s current staffing structure does not provide sufficient capacity to coordinate expanded programming, manage visitor engagement, or support consistent mentorship and training for emerging museum professionals.

This need was identified through internal planning within the Office of Museums, feedback from Morgan State University faculty and students, and ongoing collaboration with local educators and community partners who regularly use the museum as a teaching and engagement resource. Students participating in internships and museum studies coursework also noted the need for more structured pathways from academic training to professional museum experience, particularly within institutions that preserve and interpret African American history.

The challenge this project addresses also reflects broader conditions within the museum field. Research and professional reports continue to highlight the limited representation of diverse professionals in museum leadership and staffing, as well as the need for more accessible entry points into museum careers. At the same time, African American museums and historic sites are experiencing increased public interest in civil rights history and community-based scholarship, placing additional demands on institutions that often operate with small staff teams.

By expanding staffing capacity and establishing structured experiential learning opportunities, this project addresses both LCJM’s institutional needs and the broader need within the museum field to strengthen workforce development, visitor engagement, and community-based public history programming. These efforts will allow the museum to better support Morgan State University students, expand access to civil rights education for Baltimore educators and residents, and create clearer

pathways for emerging professionals to gain practical experience in museums and cultural heritage institutions.

3. Who is the primary audience for your project and how have they been involved in the planning?

The primary audience for this project includes Morgan State University students, particularly those interested in museum studies, public history, and cultural heritage careers, as well as educators, youth, and community members in Baltimore who engage with the Lillie Carroll Jackson Civil Rights Museum (LCJM) through tours, programs, and educational partnerships. As a university-affiliated civil rights museum, LCJM also serves faculty and academic departments that use the site for teaching, research, and experiential learning.

The project was shaped through ongoing engagement with Morgan State University leadership, museum staff, faculty collaborators, and students who regularly participate in internships, coursework visits, and museum programs. Students involved in museum internships and graduate studies provided feedback about the need for clearer pathways from academic training to professional museum experience, helping inform the development of the Lillie Carroll Jackson Fellows program and the project's focus on workforce development.

Additional input came from educators and community partners who work with the museum through tours, youth programs, and community events. Their feedback emphasized the importance of expanding educational programming and improving visitor engagement to enable more students and residents to access the museum as a learning resource.

Through these planning conversations, the project was designed to strengthen the museum's capacity to serve both the university and the surrounding community while creating structured opportunities for students.

4. Who are the ultimate beneficiaries of this project?

The ultimate beneficiaries of this project include Morgan State University students, Baltimore youth and educators, emerging museum professionals, and the broader community that engages with the Lillie Carroll Jackson Civil Rights Museum (LCJM). By strengthening staffing capacity and creating structured experiential learning opportunities, the project will expand access to educational programming and provide clearer pathways for students—particularly those from historically underrepresented communities—to gain practical experience in museums and cultural heritage institutions.

Morgan State University students will benefit from increased opportunities for hands-on museum training, mentorship, and professional development through the Lillie Carroll Jackson Fellows program and related initiatives. The museum regularly supports coursework and experiential learning for students across departments with strong enrollment, including History and Geography (approximately 150+ students), the School of Global Journalism and Communication (300+ students), the School of Architecture and Planning (400+ students), and the Department of Fine and Performing Arts (200+ students). These students will gain opportunities to apply their academic training through curatorial research, public programming, visitor engagement, and community-based scholarship.

PROJECT WORK PLAN

1. What specific activities will you carry out, and in what sequence?

Year 1: Capacity Building & Infrastructure

Staffing & Onboarding: Recruit and hire a Community Engagement Manager (CEM) and Visitor Services Associate (VSA). Provide structured onboarding in museum operations, visitor engagement, and program coordination.

- **Operational Systems Development:** Establish clear protocols for visitor services, public programs, and student engagement. Develop written guides and role clarity tools to ensure continuity and efficiency.
- **Community Engagement Launch:** Initiate partnerships with Morgan State University departments, Baltimore educators, and community organizations. Launch foundational public programs and outreach initiatives.
- **Student Workforce Pipeline:** Launch the Lillie Carroll Jackson Fellows program to provide Morgan students with hands-on training in museum operations, visitor services, and community engagement.
- **Evaluation Framework:** Establish baseline metrics for attendance, student participation, partnerships, and program effectiveness. Tools will include attendance tracking, surveys, and internal assessments.
- *Note: The Quarles Summer Institute remains paused during Year 1 while staffing and infrastructure are strengthened. See supporting document 2*

Year 2: Implementation & Expansion

Program Growth & Staff Development: Expand public programs, tours, and partnerships. Provide ongoing training for staff, fellows, and docents to strengthen delivery and visitor experience.

- **University & School Integration:** Deepen collaboration with Morgan State faculty to support class visits, research engagement, and experiential learning across disciplines. Expand access for Baltimore City schools.
- **Fellowship Advancement:** Strengthen the LCJ Fellows program through structured responsibilities in program coordination, outreach, and visitor services, reinforcing pathways into museum careers.
- **Quarles Preparation (2027 Relaunch):** Refine curriculum, outreach, logistics, and staffing models in preparation for the Year 3 relaunch.
- **Midpoint Assessment:** Review participation data and feedback to refine programming, partnerships, and quarrel training strategies.

Year 3: Scaling & Sustainability

Program Expansion: Increase the reach of tours, public programs, and university collaborations as operational systems mature.

- **Quarles Summer Institute Relaunch (2027):** Reintroduce the Quarles Summer Institute with updated curriculum and full staffing support, providing Baltimore youth with museum-based learning tied to civil rights history and cultural heritage careers.
- **Institutional Integration:** Embed successful initiatives—including the Fellows program, visitor engagement systems, and partnerships—into regular museum operations within Morgan State University's Office of Museums.

- **Partnership Formalization:** Strengthen and formalize relationships with university departments, educators, and community organizations.
- **Final Evaluation & Reporting:** Conduct a comprehensive three-year assessment of participation, fellowship outcomes, and community impact. Share findings with IMLS, university leadership, and partners.
- **Sustainability Strategy:** Apply lessons learned to secure long-term operational stability and continued experiential learning opportunities.

2. What are the risks to the project, and how will you mitigate them?

The risks to the project include potential delays in hiring qualified candidates, which could impact the timely execution of planned initiatives. To mitigate this, we will conduct targeted outreach and collaborate with local universities and networks to ensure a robust applicant pool. Additionally, turnover or staff transitions could impact continuity. To address this, we will implement comprehensive onboarding, cross-training, and mentorship programs, ensuring that key responsibilities can be seamlessly covered. Lastly, potential budget constraints could limit the ability to fill all roles.

3. Who will plan, implement, and manage your project?

Dr. Iris Leigh Barnes / Associate Director (AD): Dr. Barnes, Associate Director and Curator of LCJM, will serve as Project Director.

Kadija Hart / Program & Education Coordinator (P&EC): Ms. Hart oversees the Quarles High School Museum Program, docent training, and curriculum development (**see supporting document 1**). She will serve as Project Manager.

Community Engagement Manager (CEM): The CEM will lead higher education partnerships, collaborate across Morgan State University, and expand outreach to other universities and youth-focused community partners.

Gabriel Tenabe: Mr. Tenabe will ensure alignment and compliance with Morgan State University policies and convene periodic oversight meetings.

Dr. Schroeder Cherry: Dr. Cherry will train LCJM Fellows and Quarles Institute students in museum development and curation.

Visitor Services Associate (VSA): The VSA will coordinate tours, manage visitor communications, and support increased traffic generated by engagement efforts.

Aaron Rivers: Mr. Rivers will oversee security to ensure the safety of visitors, staff, students, facilities, and collections.

Lillie Carroll Jackson Fellow – Community Engagement Assistant: Supports outreach, event logistics, and program development.

Lillie Carroll Jackson Fellow – Visitor Services Assistant: Supports daily operations, admissions, and guest services while gaining museum operations experience.

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

The Lillie Carroll Jackson Civil Rights Museum requests \$[499,995] to plan and execute the “From Legacy to Leadership: Expanding Capacity, Experiential Learning, and Workforce Development at Morgan State University’s Lillie Carroll Jackson Civil Rights Museum” project over a three-year period. This project will strengthen the museum’s professional operations, expand public programming, and support experiential learning opportunities for Morgan State University students and the broader Baltimore community.

The requested funding will support key project personnel, including the Community Engagement Manager, Visitor Services Associate, and Lillie Carroll Jackson Fellows, as well as program implementation and evaluation activities. These positions will increase the museum’s capacity to expand community engagement initiatives, strengthen visitor services, and provide structured training opportunities for emerging museum professionals.

This project will supplement existing institutional resources and positions funded by Morgan State University and other sources, which cannot be used as a cost-share in the proposed budget. The Program and Education Coordinator, whose position is federally funded, will play a central role in coordinating educational programming, supporting project implementation, and ensuring alignment with the museum’s mission and university initiatives. However, her salary and associated costs are not included in the cost share for this proposal.

Through this investment, the project will expand LCJM’s ability to serve as a university-based center for civil rights education, community engagement, and workforce development in the museum field.

5. How will you track your progress toward achieving your intended results?

- **Program Participation Tracking:** Maintain attendance logs for tours, public programs, and educational activities to monitor participation volume, program types, and engagement trends over three years.
- **Student Fellowship Metrics:** Track the number of fellows trained, mentorship hours completed, and skills developed in museum operations, visitor services, and program coordination.
- **University Engagement Data:** Document class visits, research collaborations, and departmental partnerships to measure integration into Morgan State University’s teaching and experiential learning.
- **Visitor & Partner Feedback:** Collect qualitative insights through short surveys, informal conversations, and follow-up communications with visitors, educators, and community partners.
- **Quarterly Review Meetings:** Hold regular staff meetings to assess participation data, review feedback, identify challenges, and refine programming and partnerships.
- **Annual Reporting:** Compile yearly summaries of participation metrics, fellowship outcomes, and lessons learned for reporting to IMLS and Morgan State University leadership.

PROJECT RESULTS

- 1. What are your project's intended results, and how will they address the need, problem, or challenge you have identified?** The intended results of this project are to strengthen the operational capacity of the Lillie Carroll Jackson Civil Rights Museum (LCJM), expand public and educational programming, and create structured workforce pathways for emerging museum professionals. By establishing the Community Engagement Manager and Visitor Services Associate, and Lillie Carroll Jackson Fellows program, the museum will increase its ability to serve Morgan State University students, Baltimore educators and youth, and the broader community.

These positions will allow LCJM to expand community engagement initiatives, public programs, and school partnerships, addressing the current staffing limitations that restrict the museum's ability to meet growing demand for educational programming and visitor engagement. Increased staffing capacity will improve coordination of tours, exhibitions, and public events while strengthening relationships with local schools, community organizations, and university partners.

The project will also establish a structured experiential learning pathway for students, providing hands-on training, mentorship, and professional development opportunities that prepare participants for careers in museums and cultural heritage institutions. By connecting academic study with practical museum experience, the project will help address the broader challenge of limited access to professional opportunities within the museum field for students from historically underrepresented communities.

Together, these outcomes will enable LCJM to operate more effectively as Morgan State University's applied learning site for civil rights history, public scholarship, and community engagement, ensuring that the museum can expand its programming, support student learning, and continue preserving and interpreting African American history for diverse audiences.

- 2. How will the knowledge, skills, behaviors, and/or attitudes of the target group change as a result of your project?** As a result of this project, Morgan State University students, museum staff, educators, and community members will gain expanded knowledge, practical skills, and deeper engagement with civil rights history and museum practice.

Lillie Carroll Jackson Fellows will gain hands-on experience in museum operations, visitor engagement, program coordination, and public history interpretation. Through mentorship and applied work, students will strengthen career readiness and develop clearer pathways into museum and cultural heritage fields.

Museum staff will increase operational capacity through improved systems for program delivery, visitor services, and partnership coordination supported by the Community Engagement Manager and Visitor Services Associate.

Educators and community participants will gain increased access to Baltimore's civil rights history through expanded tours and public programs, strengthening university-community connections.

Collectively, these outcomes will expand engagement, increase educational participation, and support a more diverse museum workforce.

- 3. What models, tools, research findings, and/or services will result from your project, and how will you make them accessible to the primary audience?** This project will produce operational models, training tools, and program resources that strengthen the Lillie Carroll Jackson Civil Rights Museum (LCJM)'s visitor engagement, student training, and educational programming.

A key outcome will be a structured fellowship training model for the Lillie Carroll Jackson Fellows program, including onboarding materials, mentorship guidelines, and defined task frameworks. This model will support consistent student training while creating clearer pathways into museum and cultural heritage careers for Morgan State University students.

The project will also develop updated visitor engagement tools, including tour scripts, program outlines, and visitor service guides to support high-quality experiences for school groups, university classes, and community visitors.

Additionally, the museum will produce program documentation and evaluation summaries based on participation data, visitor feedback, and staff reflections. These findings will guide program improvements and deepen understanding of audience engagement.

These resources will be integrated into staff training, educator partnerships, and university collaborations, strengthening LCJM's operations and offering practical models for similar university-affiliated museums.

- 4. How will you sustain the benefit(s) of your project beyond the conclusion of the period of performance?** Project benefits will be sustained by integrating new roles, systems, and training practices into the operations of (LCJM) and Morgan State University's Office of Museums. The Community Engagement Manager and Visitor Services Associate will establish procedures, partnerships, and program structures that continue beyond the grant period.

The Lillie Carroll Jackson Fellows program will provide a lasting model for student engagement through defined training materials, mentorship, and clear role expectations. This framework will support ongoing experiential learning through internships, course collaborations, and university partnerships.

The project will also strengthen relationships with Morgan State departments, Baltimore educators, and community organizations, ensuring the museum remains an active resource for teaching and public programming.

Operational tools and visitor engagement guides developed through the project will be embedded into regular workflows, enabling LCJM to sustain expanded programming, student training, and community engagement beyond the grant period.

“From Legacy to Leadership: Expanding Capacity, Public Engagement, Experiential Learning, and Workforce Development at Morgan State University’s Lillie Carroll Jackson Civil Rights Museum”

[illegible]

[illegible]