

## Institute of Museum and Library Services

### Welcome!

Our webinar will begin at 4:00 pm, Eastern Time.



Call **(866) 299-7945**

Enter **9910420#**

**SUGGESTION:** Print IMLS forms to follow along as we discuss them.

<b>Program Information Sheet</b>	<a href="http://tinyurl.com/qjb8mns">http://tinyurl.com/qjb8mns</a>
<b>Budget</b>	<a href="http://tinyurl.com/osysou2">http://tinyurl.com/osysou2</a>
<b>Digital Stewardship</b>	<a href="http://tinyurl.com/p8qf56k">http://tinyurl.com/p8qf56k</a>

Good afternoon, we will begin the STEMeX webinar in just a few minutes. If you can hear me, please type "Yes" into the chatbox. To dial in using your phone, please call 866-299-7945 and enter 9910420#. We suggest you print out the IMLS forms listed below so that you can follow along as we discuss them.



February 17, 2016

## STEMeX NOFO Information Session



### RECORDING BEGINS

Welcome to the Institute of Museum and Library Services' webinar, "**THE STEM EXPERT FACILITATION OF FAMILY LEARNING IN LIBRARIES AND MUSEUMS** Notice of Funding Opportunity or STEMeX NOFO Information Session." By STEM, we mean science, technology, engineering, and math.

My name is Sandra Toro and I'm a Senior Program Officer at the Institute of Museum and Library Services, in the Office of Library Services. I'll be presenting this webinar with Dr. Trevor Owens who is also from the Office of Library Services and Helen Wechsler and Sandra Narva from the Office of Museum Services. We are delighted that you could join us today and that you are interested in learning more about the STEMeX program.

## Overview



1. What is This Special Initiative?
2. Why is IMLS Interested in this Now?
3. Important Dates
4. What Will Successful Proposals Look Like?
5. How Much and How Many?
6. Application Components
7. Application Tips
8. Review Process
9. Contacts

Today, we will discuss what the STEMeX initiative is about and why IMLS is interested in supporting this kind of work at the present time. We will also go over important dates during the application and review process and provide you with some information about what successful proposals might look like. We will give you some details about how much funding is involved and how many applications we expect to fund and then provide you with information about the application, including what the different application components are and share some helpful tips. We will also talk about the review process and then provide you with our contact information so you can follow up with us if you have any questions. If you have questions during the webinar, please feel free to type them into the chatbox and we will do our best to answer them as we go or at the end the presentation during a question and answer session.

## What is this special initiative?

NLG projects address challenges faced by libraries and museums; advance practice in those fields

**This initiative** supports research on informal educational approaches

- leverage community STEM professionals
- create a foundation for reaching diverse learners (economic, geographic, social, cultural)



The STEMeX special initiative falls within the National Leadership program so we are seeking proposals that have the potential to influence practice in museums and libraries across the country. The STEMeX initiative will support research projects about informal educational approaches that make use of community-based STEM professionals and help create a foundation for reaching diverse learners. We define diversity broadly in terms of economic status, geographic representation, and social and cultural group affiliation.

## Why is IMLS interested in this now?



- Need to build upon existing research-based models, frameworks about how people learn and what works in informal learning environments
  - Object-based learning
  - Problem-based learning
  - Making and tinkering
  - Sociocultural theoretical approaches, models
  - Others?
- STEM experts are an underutilized community resource for programming and research in informal settings
- Limited research on children and families working with STEM experts

Why *is* IMLS interested in supporting research projects about informal educational approaches that make use of community-based STEM professionals? There's a need for researchers (working with library and museum professionals) to build upon what already exists. We have a number of research-based models and frameworks about how people learn and we want to support teams that will make use of *existing* theoretical and pedagogical approaches focused on object-based learning, problem-based learning, making and tinkering, and sociocultural theoretical models and approaches. We would like to see project teams make use of the many STEM experts that live in our communities, including academic researchers, hydrologists, dental hygienists, road engineers, art conservators, and many others. These STEM experts are underutilized in both research and programs that occur in informal settings. There is also limited research on children and families working with STEM experts as they engage in the kinds of learning noted on this slide.

## What will successful proposals look like?

### Proposals will:

- Operationalize constructs
  - Learning, engagement, interest, motivation, etc.
- Be well-grounded in existing and applicable literature and existing work
- Feature strong research designs
  - Questions → theoretical approach → appropriate methods of data collection, analysis, interpretation
- Articulate partner roles, responsibilities in relation to a timeline

What will successful proposals look like? Successful proposals will feature constructs like learning or motivation that have been operationalized. By operationalized, we mean that these words or terms have been defined in clear, tangible ways (grounded in the existing literature) so that reviewers will know, exactly, what you mean by, for example, “learning,” and how you will observe, track or measure “learning” among participants. For example, you might define learning as the acquiring of a particular set of knowledge and skills and your proposal will spell out what those knowledge and skills are and how your team will gauge participants’ acquisition and mastery of those knowledge and skills. Your proposal should also demonstrate that you are well-aware of both existing and applicable scholarship, including research. Importantly, your research design should follow a simple, clear trajectory from your research questions to your underlying theoretical approach to your methods of data collection and analysis and then how you will engage in interpretation of your findings and for whom. Your proposal should spell out who is involved and why. That is, who are the partners and what are they bringing to the table. What are their responsibilities and when will each partner’s work be accomplished?

## What will successful projects look like?

### Projects will feature:

- Development and exploration of existing theoretical approaches and models, including object-based, inquiry-based models
- Design-based research
- Programs delivered by STEM experts through oral narratives
  - *storytelling, personal histories, analogies*
  - *Face-to-face, not virtual participation for this phase of work*
- Children ages 6-10 and their families
- Applicability for both museums and libraries
  - Generate frameworks and guidance for museum, library staff

We expect that successful projects will have explored existing theory and models and developed them further. Successful projects will also have incorporated a design-based research approach as well as programs delivered by STEM experts. We want to see that experts make use of oral narratives including storytelling, personal histories, and analogies and that expert participation is face-to-face, not virtual. Successful projects will have included children between the ages of six and ten and their families as participants. Finally, successful projects will generate findings and products that are of interest and applicable for both museums and libraries. Products might include frameworks or guidance for both museum professionals and library professionals.



We want to remind you of important dates for applications. Proposals are due by 11:59 pm Eastern Time on May 1, 2016. That is non-negotiable and the time stamp is auto-generated by the Grants.gov system. We will say this over and over again, but **start early** and **submit early**. That way, if you encounter a difficulty of any kind when submitting your proposal, you'll have some time to resolve the problem.

We expect that STEMEx awards will be announced in September, 2016.

And all STEMEx projects must be scheduled to start October 1, November 1, or December 1, 2016.

## How much and how many?

### HOW MUCH?

Up to \$1,000,000

No cost sharing is expected for research projects and will not be considered in the review of the proposal.

### HOW MANY?

Each institution may submit one application only.

Funded projects can have budgets of up to \$1,000,000. No cost sharing is expected for research projects. We will not consider cost sharing during the review of the proposals.

Please note that only one application per institution will be accepted. This means your university, library, or museum might have to have an internal review of potential proposals before submitting one proposal to IMLS for consideration. If you have any questions about this requirement, please get in touch with one of us for clarification and we will try to clear up any confusion. And now, I will turn it over to Helen Wechsler, from the Office of Museum Services.

## Application Components

### Required Documents

All applications must include these. Omission of one results in exclusion from further consideration.

### Conditionally Required Documents

Some applications must include these. Omission of one results in exclusion from further consideration.

### Supporting Documents

These are optional. Make good decisions, and include only those that supplement the narrative and support the project description provided in the application.

Next up are the nuts and bolts bits of the application process. First we'll talk about the documents that make up your application and that you will upload into Grants.gov.

These application components fall into three categories. **Required Documents** that **all applications must include these**. Omission of even just one can result in a rejection of your application.

**Conditionally Required Documents** are those that must be submitted if your institution or application meet a certain condition. Again, if you meet the condition, omission of the conditionally required document could mean rejection.

**Supporting Documents** are completely optional. You may submit some or none. Think about including only those that supplement your narrative and support the project description you provide in your application. Don't bury new information in a supporting document. And, of course, be respectful of your reviewers' time and avoid any temptation to include material that is not directly relevant to your project.

## Table of Application Components

- Serves as a checklist of application components
- Identifies document formats and naming conventions
- Provides links to instructions and forms
- Identifies categories of documents (Required, Conditionally Required, Supporting)

Table of Application Components		
Component	Format	File name to use
<b>Required Documents</b>		
<a href="#">The Application for Federal Assistance/Short Organizational Form (SF-424)</a>	Grants.gov form	n/a
<a href="#">Abstract (one page, max.)</a>	PDF document	Abstract.pdf
<a href="#">DMS Program Information Sheet</a>	DMS PDF form	Programinfo.pdf
<a href="#">Organizational Profile (one page, max.)</a>	PDF document	Organizationalprofile.pdf
<a href="#">Narrative (ten pages, max.)</a>	PDF document	Narrative.pdf
<a href="#">Schedule of Completion (one page per year, max.)</a>	PDF document	Scheduleofcompletion.pdf
<a href="#">DMS Budget Form</a>	DMS PDF form	Budget.pdf
<a href="#">Budget Justification</a>	PDF document	Budgetjustification.pdf
<a href="#">List of Key Project Staff and Consultants (one page, max.)</a>	PDF document	Projectstaff.pdf
<a href="#">Resumes of Key Project Staff and Consultants that appear on the list above (one page each, max.)</a>	PDF document	Resumes.pdf
<a href="#">Digital Services/Online Supplementary Information Form</a>	DMS PDF form	Digitalservices.pdf
<b>Conditionally Required Documents</b>		
<a href="#">Proof of Nonprofit Status</a>	PDF document	Proofofnonprofit.pdf
<a href="#">Federally Measured Indirect Cost Rate Agreement</a>	PDF document	Indirectcostrate.pdf
<b>Supporting Documents</b>		
<a href="#">Information that supplements the narrative and supports the project description provided in the application</a>	PDF documents	Supportingdoc1.pdf Supportingdoc2.pdf Supportingdoc3.pdf

In the Notice of Funding Opportunity is a Table of Application Components. You can use this to keep yourself organized. It serves as a checklist of application components. The middle column tells you what formats and the third tells you how to name each document so that you may upload your application to Grants.gov successfully.

It also provides links to instructions and forms, and it tells you which documents are required, conditionally required, and supporting.

## SF-424S: Application for Federal Domestic Assistance - Short Organizational Form

Legal Name

→

SF-424S (Rev. 10/2008)	
1. NAME OF FEDERAL AGENCY	
2. NAME OF APPLICANT (Individual, Partnership, Corporation, etc.)	
3. TYPE OF APPLICANT (Individual, Partnership, Corporation, etc.)	
4. ADDRESS (Street, City, State, ZIP)	
5. PHONE NUMBER (Area Code, Number)	
6. FEDERAL IDENTIFICATION NUMBER (EIN)	
7. STATE IDENTIFICATION NUMBER (SIN)	
8. PROJECT DESCRIPTION	
9. PROJECT PERIOD (Start Date, End Date)	

Organizational DUNS

→

Project Description

- what, for whom, for what purpose
- 150-word limit
- Write this last

Now we're going to look at some of the forms that are required for your application. The first form is the SF 424S, or the Application for Federal Domestic Assistance, Short Organizational Form. This is a Required Document, and the form is downloaded as part of the Grants.gov package. It is not available from the IMLS website.

There are three important things to watch for on this page:

The **Legal Name** should be tied to the DUNS number, which is important in confirming your eligibility, identity, and tax-exempt status

And at the bottom of the page is space for a **Project Description**. Write your project description to address **what you plan to do** and for **what purpose**. Be sure to list your major activities and your intended results.

There is a character limit of about 150 words that you won't encounter until the moment you press the **SUBMIT** button. So do a word count before you enter this information.

## SF-424S: Application for Federal Domestic Assistance - Short Organizational Form

The image shows a screenshot of the SF-424S Short Organizational Form. The form is divided into two main sections, each with a header: "1. PROJECT DIRECTOR" and "2. PRIMARY CONTACT ADMINISTRATOR". Each section contains a series of fields for personal and professional information, including Name, Title, Organization, Address, and Contact Information. An orange arrow points from the text "Project Director" to the first section. Another orange arrow points from the text "Primary Contact/ Grants Administrator" to the second section.

Page 2 of the SF-424S is about the Project Director and the Primary Contact/Grants Administrator. The Project Director should be the person who is responsible for the day-to-day activities of the project. The Primary Contact might be someone in the grants office or someone whose role is more purely administrative. These two positions may be the same person.

**HOWEVER...**



# Program Information Sheet

For Office Use Only

**IMLS PROGRAM INFORMATION SHEET**

PLEASE NOTE: Information contained within this form may be made publicly available.

**1. Applicant Information**

**a. Legal Name (Sf from SF424S):**

**b. Organizational O-U-N-DB Number (Sf from SF424S):**

**c. Expiration date of your SAM.gov registration:**

**d. Organizational Unit Name (if different from Legal Name):**

**e. Organizational Unit Address (if different from Legal Name address):**

Street 1:

Street 2:

City:  County:

State:  Zip+4 Postal Code:

**f. Organizational Unit Type (check one):**

<input type="radio"/> Academic Library	<input type="radio"/> Library Association	<input type="radio"/> School Library or School District (acting on behalf of a School Library or Libraries)
<input type="radio"/> Aquarium	<input type="radio"/> Library Consortium	<input type="radio"/> Museum Library
<input type="radio"/> Botanical/Horticultural Garden	<input type="radio"/> Museum Library	<input type="radio"/> Museum Services Organization/Association
<input type="radio"/> Art Museum	<input type="radio"/> Native American Tribal/Alaska Natives/Other Hawaiian Organization	<input type="radio"/> Science/Technology Museum
<input type="radio"/> Children's/Youth Museum	<input type="radio"/> Nature History/Anthropology Museum	<input type="radio"/> Special Library
<input type="radio"/> Community College	<input type="radio"/> Nature Center	<input type="radio"/> Specialized Museum**
<input type="radio"/> Digital Library	<input type="radio"/> Planetarium	<input type="radio"/> State Library
<input type="radio"/> Fine and Decorative Arts Museum	<input type="radio"/> Public Library	<input type="radio"/> State Museum Agency
<input type="radio"/> General Museum*	<input type="radio"/> Research Library/Archives	<input type="radio"/> State Museum Library
<input type="radio"/> Graduate School of Library and Information Science	<input type="radio"/> Other	<input type="radio"/> Zoo
<input type="radio"/> Historic House/Site		<input type="radio"/> Institution of higher education other than listed above
<input type="radio"/> Historically Black College or University (HBCU)		<input type="radio"/> Other
<input type="radio"/> History Museum		

\* A museum with collections representing two or more disciplines equally (e.g., art and history)  
\*\* A museum with collections limited to one narrowly defined discipline (e.g., botany, medicine, ethnic groups)

IMLS-CUL-F-IGLS

SAM.gov Registration and Expiration Date

Expiration Date

Legal Name

Organizational Unit Name and Address

Let's turn now to the Program Information Sheet, which is an IMLS form downloadable from our website. The Notice of Funding Opportunity provides complete instructions for how to fill out this form.

Note that the "Legal Name" should be the same as the name you provided on the SF-424S. Below that, we ask about your SAM.gov registration. You must have an active SAM.gov registration. If you haven't registered yet, or if your registration is expired, start the process now because it can take several weeks. Your SAM.gov registration must be active throughout the lifespan of your application review and award period. Without it, we cannot accept your application, review it, make an award, or provide you money.

We also ask you to record your organizational unit if that is different from the Legal Name of the applicant. This may be a museum or library within a parent University. If you have questions about your own situation, spend some time with the eligibility requirements the STEMx special initiative, and then call us if you need help in interpreting them.

# Program Information Sheet

## IMLS PROGRAM INFORMATION SHEET

### 2. Organizational Financial Information

8. Please complete the following table for  Organizational Unit for the three most recently completed fiscal years.

Fiscal Year	Total Revenue**	Total Expenses**	Surplus or Deficit
			\$0

\*\* For nonprofit tax filers, Total Revenue can be found on Line 12 of the 990 Form 990.

\*\* For nonprofit tax filers, Total Expenses can be found on Line 16 of the 990 Form 990.

9. If you had a budget surplus or deficit greater than 10% of your annual operating budget for two or more of the three fiscal years listed above, please explain the circumstances of this surplus or deficit in the box below.

c. Were there any material weaknesses identified in your prior year's audit report?

Yes  No  Not applicable

A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

If yes, please explain:

d. Has your organization had an A-133 audit in the past three years?

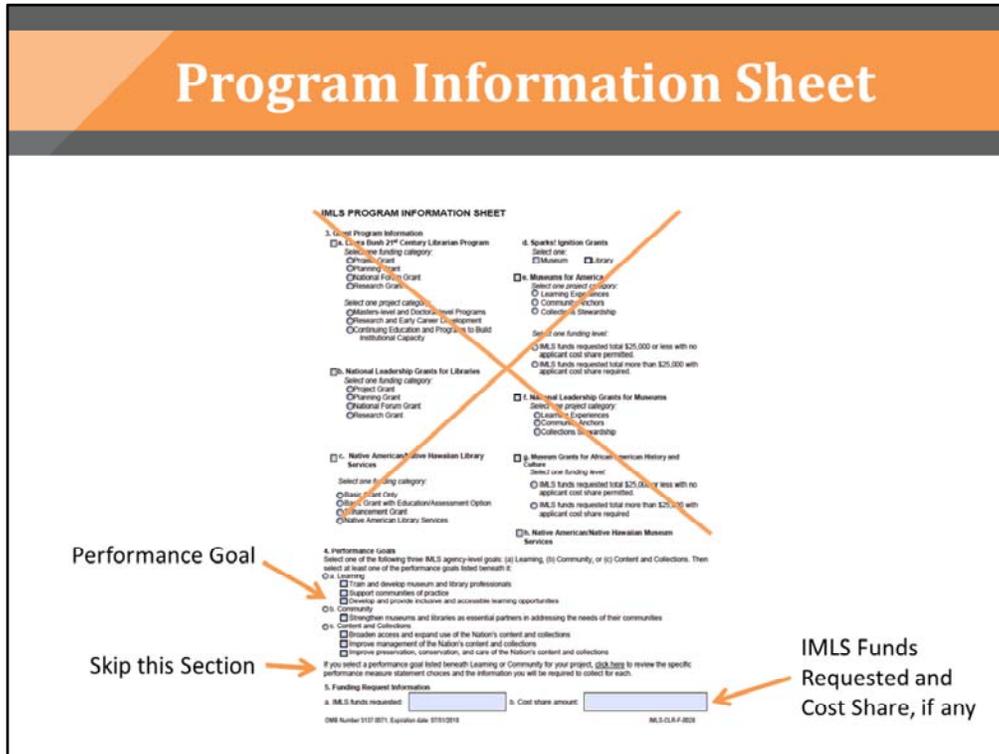
Yes  No

OMB Number: 3045-0047, Expiration date: 07/31/2014

IMLS-CLM-F-2013

Financial  
Information

On page 2, we ask questions about your organization's finances—total revenue and expenses for three fiscal years; budget surplus or deficit greater than 10% of your annual operating budget; and any material weakness identified in your prior year's audit report. If you are applying using an **organizational unit** designation, then these questions apply to the organizational unit, rather than to the Legal Name entity. For example, if you're the museum or library that's run by a university, we want to know about the museum or library budget, not that of the entire university.



On page 3, please skip question #3 which asks you to choose a grant program. This is crossed out on the slide.

#4 Performance Goals will be new to returning applicants. For all STEMEx applicants, we ask that you select “Learning” and click the box next to the goal that states, “Develop and provide inclusive and accessible learning opportunities.” If your project is funded, a third-party evaluator provided by IMLS will help your project team measure progress toward achieving this goal.

Also on page 3 of the Program Information Sheet, we ask you to tell us how much money you are requesting from IMLS, and to record any cost share. **Make sure these amounts reflect what’s in your budget.**

# Program Information Sheet

OMB Number 3137-0071, Expiration date: 07/31/2016

### IMLS PROGRAM INFORMATION SHEET

6. Population Served  
Please select the target population(s) served by the proposed project:

<input type="checkbox"/> General Population	<input type="checkbox"/> Museum and/or Library Professionals
<input type="checkbox"/> Early Childhood/Preschool (0-5 years)	<input type="checkbox"/> Native Americans/Native Hawaiian/Native Hawaiians
<input type="checkbox"/> Middle Childhood/Primary School (6-12 years)	<input type="checkbox"/> People with Mental or Physical Challenges/Disabilities
<input type="checkbox"/> Adolescence/High School (13-19 years)	<input type="checkbox"/> People Who Are Low Income/Economically Disadvantaged
<input type="checkbox"/> Adults	<input type="checkbox"/> Rural Populations
<input type="checkbox"/> Aging, Elderly, Senior Citizens (65+ years)	<input type="checkbox"/> Scholars/Researchers
<input type="checkbox"/> Ethnic or Racial Minority Populations other than Native Americans/Native Hawaiians	<input type="checkbox"/> Unemployed
<input type="checkbox"/> Families/Intergenerational	<input type="checkbox"/> Urban Populations
<input type="checkbox"/> Immigrants/Refugees	<input type="checkbox"/> Other
<input type="checkbox"/> Military Families	

f. Other, please specify: \_\_\_\_\_

7. Museum Profile (Museum Applicants Only)

a. Is your institution either a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code or a unit of state or local government that is organized on a permanent basis for essentially educational or aesthetic purposes?  Yes  No

b. Is your institution open and exhibiting tangible objects to the general public at least 120 days a year through facilities your institution owns or operates?  Yes  No

c. Does your institution own or use these objects, whether animate or inanimate?  Yes  No

d. Does your institution care for these objects?  Yes  No

e. Does your institution exhibit these objects to the general public on a regular basis through facilities your institution owns or operates?  Yes  No

f. Institution's attendance for the 12-month period prior to the application

On-site: \_\_\_\_\_ Off-site: \_\_\_\_\_

g. Year the institution was first open and exhibiting to the public: \_\_\_\_\_

h. Total number of days the institution was open to the public for the 12-month period prior to application: \_\_\_\_\_

i. Does the institution employ at least one professional staff member, or the full-time equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by the institution?  Yes  No

j. Number of full-time paid institution staff: \_\_\_\_\_

k. Number of full-time unpaid institution staff: \_\_\_\_\_

l. Number of part-time paid institution staff: \_\_\_\_\_

m. Number of part-time unpaid institution staff: \_\_\_\_\_

OMB Number 3137-0071, Expiration date: 07/31/2016 IMLS-CLAF-0023

Museum Profile →

On page 4, we draw your attention to #7, Museum Profile. This is for museum applicants only. This is where you provide the information we need to verify your **eligibility** as a museum. We need answers for each question, **a** through **m**, so don't skip any. If you are a university, professional association, or other organizations working to advance the museum field, you do not need to complete this section, unless you are a university museum.

## Narrative: Statement of Need

### **Tell us:**

- What do you propose to do?
- Explain how your project will address the challenge identified in this funding initiative
- How does your project differ, complement, or build upon previous work?

### **Reviewers will look for:**

- ✓ *Clearly explained project*
- ✓ *How well the project addresses the challenge*
- ✓ *Research that is well-grounded in current literature and practice*

## Narrative: Impact

### **Tell us:**

- Describe your performance goal and how the project will generate research findings that will serve as the basis for tools and resources that will support ongoing application across both museums and libraries
- Describe how your project's results may be used, adapted, scaled, and/or replicated in museums and libraries at the conclusion of your research

### **Reviewers will look for:**

- ✓ *Project performance goals and intended results that are clearly articulated, appropriate, and realistic*
- ✓ *Potential for benefit to and applicability across the museum and library fields*

## Narrative: Project Design

### **Tell us:**

- Who will plan, implement, and manage your project? Describe your research questions, methods, theoretical framework, data to be collected, modes of analysis and interpretation
- Discuss when and in what sequence your activities will occur
- Talk about the financial, personnel, partnering, and other resources you will need to carry out activities
- Talk about how you will track progress toward achieving your intended results
- Provide information about how and with whom you will share your work

### **Reviewers will look for:**

- ✓ *Staff, partners, consultants, and service providers possess necessary expertise and skills for successful completion*
- ✓ *Theoretical approach, questions, and methods that are likely to be efficient and effective*
- ✓ *Realistic and achievable schedule of completion*
- ✓ *Appropriate financial, personnel, partnering, and other resources*
- ✓ *Clear methodology for tracking progress and adjusting course when necessary*
- ✓ *Effective plan for communicating work and/or sharing resources*

- Clearly demonstrate your team has experience in learning science research!
- Something about research process evaluation and a separate outside evaluation of the results of all projects handled under this special initiative

The IMLS Budget Form is next. This is a single fillable PDF document that is four pages long and that you download from our website. The Notice of Funding Opportunity contains detailed instructions for what to include where. Make sure that expenses that will be paid from IMLS funds as well as any you will cover as cost share are in the right categories, are justifiable in the context of your project, and, of course, represent allowable costs.

The form has changed from past years, so check that it has a 7/31/2018 expiration date.

Now, speaking about allowable costs, lets review some examples....

## Allowable Costs

### Examples of allowable costs

- personnel salaries, wages, and fringe benefits
- travel expenses
- materials, supplies, software, and equipment
- consultant fees
- publication design and printing
- design, technical support, non-construction labor
- staff and volunteer training
- internships/fellowships
- indirect or overhead costs



There are certain things that IMLS can fund and certain things that we can't. Here are some examples of allowable costs:

- personnel salaries, wages, and fringe benefits
- travel expenses for key project staff and consultants
- materials, supplies, software, and equipment related directly to project activities
- consultant fees
- publication design and printing
- design, technical support, non-construction labor
- training for staff and volunteers that impacts multiple museums
- internships/fellowships
- indirect or overhead costs

Talk about how it's ok to have summer salary instead of academic year salary/buyouts?

## Unallowable Costs

### Examples of unallowable costs

- general fundraising costs
- contributions to endowments
- general operating support
- acquisition of collections
- general advertising or public relations costs
- construction and renovation of facilities
- exhibit fabrication that involves contract labor of the construction trades
- reconstruction or renovation of historic sites
- social activities, ceremonies, receptions, or entertainment
- pre-award costs



<http://tinyurl.com/nxawgds>

Unallowable costs include:

- General fundraising costs, such as development office staff or other staff time devoted to general fundraising
- contributions to endowments
- General operating support
- acquisition of collections
- general advertising or public relations costs designed solely to promote activities other than those related to the specific project
- construction and renovation of facilities (generally, any activity involving contract labor of the construction trades is not an allowable cost)
- exhibit fabrication that involves contract labor of the construction trades
- reconstruction or renovation of historic sites
- social activities, ceremonies, receptions, or entertainment
- pre-award costs

Note that rules about allowability or unallowability apply to both costs that you are asking IMLS to cover and costs included as cost share.

To see the full set of rules, please see 2 CFR 200 - the part of the Code of Federal Regulations covering Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. You can access this at the site shown on the right side of the slide. Of particular interest may be Subpart E—Cost Principles.

If you have questions about the allowability of specific activities, call IMLS staff for guidance.

## Budget Justification

- Address the purpose for each expense in the budget
- Explain the basis or method of cost computation used to determine each dollar amount.
- Itemize and explain any costs that you consolidated and summarized on the IMLS Budget Form.
- Explain all costs – IMLS and Cost Share, if any
- Follow the format of the IMLS Budget form section headings.
- DO NOT use the Budget Justification to detail staff qualifications or to justify your project.

You will also need to write a Budget Justification. This is a separate document, and an important part of your application. Peer reviewers will use it to evaluate the appropriateness of the financial resources you have identified as necessary for your project, and IMLS staff will use it to check your calculations and make determinations regarding the allowability of specific expenses. The Notice of Funding Opportunity includes very useful Guidance for Writing a Budget Justification. You may use as many pages as necessary to fully justify your budget.



# Digital Stewardship Supplementary Information Form

**DIGITAL STEWARDSHIP SUPPLEMENTARY INFORMATION FORM<sup>1</sup>**

**Introduction<sup>2</sup>**

The Institute of Museum and Library Services (IMLS) is committed to expanding public access to federally funded research, data, software, and other digital products. The assets you create with IMLS funding require careful stewardship to protect and enhance their value, and they should be freely and readily available for use and reuse by libraries, archives, museums, and the public. However, applying these principles to the development and management of digital products is not always straightforward. Because technology is dynamic and because we do not want to stifle innovation, we do not want to prescribe set standards and best practices that could become quickly outdated. Instead, we ask that you answer a series of questions that address specific aspects of creating and managing digital assets.<sup>3</sup> Your answers will be used by IMLS staff and by expert peer reviewers to evaluate your application, and they will be important in determining whether your project will be funded.<sup>4</sup>

**Instructions<sup>5</sup>**

If you propose to create any type of digital product as part of your project, complete this form. We define digital products very broadly. If you are developing anything through the use of information technology (e.g., digital content, web resources, metadata, software, or data), you should complete this form.<sup>6</sup>

Please indicate which of the following digital products you will create or collect during your project.<sup>7</sup>

Check all that apply.<sup>8</sup>

<input type="checkbox"/> Every proposal creating a digital product should complete this.	Part I <sup>9</sup>
<input type="checkbox"/> If your project will create or collect ...	Then you should complete ...
<input type="checkbox"/> Content items <sup>10</sup>	Part I <sup>9</sup>
<input type="checkbox"/> Software (systems, tools, apps, etc.) <sup>11</sup>	Part II <sup>10</sup>
<input type="checkbox"/> Dataset <sup>12</sup>	Part IV <sup>12</sup>

**PART I<sup>9</sup>**

**Intellectual Property Rights and Permissions<sup>13</sup>**

We expect applicants to make federally funded work products widely available and usable through strategies such as publishing in open-access journals, depositing works in institutional or discipline-based repositories, and using non-proprietary licenses such as a Creative Commons license.<sup>14</sup>

A.1 Which will be the intellectual property status of the content, software, or datasets you intend to create? Who will hold the copyright? Will you assign a Creative Commons license (<http://creativecommons.org/>) to the content? If so, which license will you use? If it is software, what open source license will you use (e.g., BSD, GPL, MIT)? Explain and justify your licensing selections.<sup>15</sup>

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The last form we'll talk about today is the Digital Stewardship Supplementary Information Form. Since your projects will most likely include a digital dataset!!--you must complete and submit the Digital Stewardship Supplementary Information Form as a Supporting Document. This five-part form makes it easy for reviewers and for IMLS to understand how you will create your digital products and how you will make them available for use and reuse by others.

# Application Tips

## Register early!

1. D-U-N-S® Number: [www.dnb.com/us](http://www.dnb.com/us)
2. SAM Registration: [www.sam.gov](http://www.sam.gov)
3. Grants.gov Registration: [www.grants.gov](http://www.grants.gov)



At this point, we'd like to share a few tips gleaned from our experience in working with applications submitted each year.

First on the list, is “Register early!” You must have a DUNS number, an active SAM.gov registration, and a current and functional Grants.gov registration. You must have a DUNS number to register with SAM.gov. You must have an active SAM.gov registration to register with Grants.gov. And you must have a functional Grants.gov registration to submit an application to IMLS.

It's also crucial to remember that your SAM.gov registration expires each year and you must renew it. You can log into SAM.gov at any time and find out your status. I would recommend doing that today.

## Contacts

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We hope you have found the information in this webinar helpful. Here is a listing of the names, email addresses, and direct phones for program staff in the Office of Museum Services, with orange arrow by those of us on the line today. We encourage you to contact us with any questions you might have. We'll be very happy to help. This contact information is also on the landing page for NLG-Museums.



To learn more, visit [www.imls.gov](http://www.imls.gov)



STOP RECORDING

Now we'd like to open the phone lines so we can answer any questions you might have and respond to some of the more complicated ones that might have come up via the chat.

Your turn...



## Contacts

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