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SERVICES

Panel Reviewer Handbook

Museum Grants for American Latino History and Culture

Office of Museum Services

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Welcome!

Thank you for agreeing to serve as a peer reviewer for this year's Museum Grants for American Latino History and Culture program. We hope you find this to be a rewarding experience and draw satisfaction from helping museums across the country create engaging learning environments, address the needs of their communities, and serve as trusted stewards of the collections they hold in trust for the public. We assure you that your contribution of time and expertise will be invaluable to IMLS and to the applicants who will receive your comments.

In this handbook, you will find the information you need to carry out panel reviews, including information about the program, tips for writing effective comments, and three appendices with important reference material.

Additional guidance for peer reviewers includes:

- [Webinar for Potential Museum Reviewers](#)
- [Complying with Ethical Obligations and Avoiding Conflicts of Interest](#) (PDF, 88 KB)
- [How to Use Login.gov to Access eGMS Reach](#) (PDF, 1.3 MB)
- [How to Review Applications in eGMS Reach](#) (PDF, 1.1 MB)

If you have any questions about this material or the processes described, please do not hesitate to contact your panel chair at any time.

Once again, thank you for the service you are about to render to museums and communities throughout the nation.

Museum Grants for American Latino History and Culture Program Overview

Executive Summary

The Museum Grants for American Latino History and Culture (ALHC) program supports projects that build the capacity of American Latino history and culture museums to serve their communities, and broadly advance the growth and development of a professional workforce in American Latino cultural institutions. Projects designed to build the capacity of American Latino history and culture museums may involve:

- ✓ efforts to serve the public through exhibitions;
- ✓ educational/interpretive programs;
- ✓ digital learning resources;
- ✓ policy development and institutional planning;
- ✓ technology enhancements;
- ✓ professional development;
- ✓ community outreach;
- ✓ audience development; and/or
- ✓ collections management, curation, care, and conservation.

We expect ALHC projects to reflect a thorough understanding of current practice and knowledge about the subject matter and generate measurable results that tie directly to the need or challenge addressed.

Projects that advance the growth and development of a professional workforce may involve internships and fellowships at American Latino museums for students enrolled in Institutions of Higher Education, including Hispanic-Serving Institutions (HSIs) and professional development opportunities that reach a broad spectrum of those working in American Latino museums.

ALHC Program Goals and Objectives

Reflecting IMLS's agency-level goals, Museum Grants for American Latino History and Culture has two program goals, and four objectives associated with each goal. Each applicant should align their proposed project with one of these two goals and one of the associated objectives. Program goal and objective choices should be identified clearly in the Project Justification section of the Narrative and align with the grant program goal and objective selected by the applicant on the IMLS Museum Program Information Form.

ALHC Program Goal 1

Build the capacity of American Latino museums to serve their communities.

Objective 1.1

Support the development, enhancement, and expansion of public programs, exhibitions, and/or school programs in American Latino museums.

Objective 1.2

Support the growth and development of museum professionals at individual American Latino museums.

Objective 1.3

Support the development of management practices and institutional policies and plans that advance the organizational health of American Latino museums.

Objective 1.4

Support the management and care of collections in American Latino museums.

ALHC Program Goal 2

Advance the growth and development of a professional workforce in American Latino institutions.

Objective 2.1

Support new or existing museum-based internship and fellowship programs for students pursuing studies relating to American Latino life, art, history, and culture.

Objective 2.2

Support the creation of training and professional development programs, tools, or resources that build the knowledge, skills, and abilities of staff and/or volunteers at American Latino museums.

Objective 2.3

Support forums that convene experts and stakeholders, including those from adjacent fields as appropriate, to explore current and emerging issues that affect the American Latino museums sector.

Objective 2.4

Support the development and dissemination of tools and resources that serve the American Latino museums sector.

Funding Amounts

Amount of Individual Awards	$5,000 - $500,000
Cost Share Requirement	None
Period of Performance	1 to 3 years

Step-by-Step Instructions for Reviewers

At this stage, IMLS has screened applications only for institutional eligibility and application completeness. We are counting on you to determine how good a job each applicant does in:

✓ meeting the goals of the Museum Grants for American Latino History and Culture grant program,
✓ meeting the goal and objective that they selected, and
✓ presenting a clear justification for the project, detailing the project workplan, and articulating the project results.

As you begin the process, you need to set aside enough time to read each application, understand the review criteria, and write your evaluation. The amount of time it takes to complete this work may vary significantly depending on the complexity of the application and your familiarity with the review process. Reviewers may spend from 1 to 3 hours on each application and often need to reread an application before completing their review.

Step 1: Sign in to eGMS Reach

eGMS Reach is IMLS's platform that you will use to access and review applications. To access eGMS Reach, users are required to have an account through Login.gov to securely access information. You will receive an email with the subject line "eGMS Reach Account Information," that includes a link to the reviewer portal. If you do not receive such an email, please check your junk folder. If you still do not see the email, contact imls-museumreviewers@imls.gov.

Once you have the email, please visit https://grants.imls.gov/Reach/ and follow the instructions located in the How to Use Login.gov to Access eGMS Reach Job Aid to create a Login.gov account or link your email to an existing Login.gov account.

Instructions for navigating eGMS Reach are available in the How to Review Applications in eGMS Reach Job Aid, which is accessible on the IMLS website here:

https://imls.gov/grants/peer-review/reviewer-resources/museum-reviewer-resources

Visit the Federal Service Desk or call 1-866-606-8220 for questions about registering or renewing your registration with Login.gov. Hours of operation are Monday through Friday, 8 a.m. to 8 p.m. Eastern Time.

Step 2: Consider Panel Review Criteria and Read Applications

We recommend that you begin by reviewing the Museum Grants for American Latino History and Culture - FY25 Notice of Funding Opportunity (imls.gov) to which applicants have responded in creating their applications. This document is also available in the Shared Files for all Panel Participants section of the Files and Forms tab in eGMS Reach. Then, read the applications, keeping in mind the panel review criteria listed below. You will not need to reference each bullet point in your comments, but these questions should guide your thinking about the strengths and weaknesses of each application.

Panel Review Criteria

Project Justification

- How well does the proposal align with the selected ALHC program goal and associated objective?
- How well has the applicant used relevant data and other evidence to describe the need, problem, or challenge to be addressed?
- Has the applicant appropriately defined the primary audience(s) and beneficiaries, as applicable, for this work?
- Have the primary audience and other project stakeholders been appropriately involved in planning the project?

Project Work Plan

- Are the proposed activities informed by relevant theory and practice?
- Are the goals, assumptions, and risks clearly stated?
- Do the identified staff, partners, consultants, and service providers have the experience and skills necessary to successfully complete the work?
- Are the time, financial, personnel, and other identified resources appropriate for the scope and scale of the project?
- If present, does the Digital Products Plan reflect appropriate practices and standards for creating and managing the types of digital products proposed?
- Will the proposed methods for tracking the project's progress allow course adjustments when necessary?
- Will the proposed methods for tracking the project's progress provide reliable and measurable information about the project results?

Project Results

- Are the project's intended results clearly articulated, realistic, meaningful, and linked to the need, problem, or challenge addressed by the project?
- Is the plan to effect meaningful change in knowledge, skills, behaviors, and/or attitudes solidly grounded and appropriately structured?
- If applicable, will the care, condition, management, access to, or use of the museum collections and/or records improve as a result of the project?
- Will the products created by the project be made available and accessible to the primary audience?
- Is the plan to sustain the benefits of the project beyond the conclusion of the period of performance reasonable and practical?

Step 3: Draft Comments

For each application you review, we ask you to write a constructive and substantive comment for each of the panel review criteria: Goals, Implementation, and Results. All three areas have equal weight and are equally important in identifying the overall strengths and weaknesses of an application.

You may wish to prepare your comments in a separate document for later copying and pasting into the eGMS Reach evaluation form.

When drafting your comments...

- Take all the review criteria questions for each section into consideration. It is not necessary to restate the review criteria questions in your comments.
- Use your professional knowledge and experience to assess the information objectively.
- Judge the application on its own merits, and do not base your evaluation on any prior knowledge of an institution.
- Make sure your comments justify the scores you provide. A highly complimentary comment does not remove the sting of a low score, and a negative comment does not even out a high one. Comments and scores must complement each other and make sense as a whole.

Characteristics of effective and poor panel reviewer comments

Effective Comments...	Poor Comments...
• are presented in a constructive manner. • are both substantive and easy to read and understand. • reflect the resources of the institution. • are specific to the individual application. • reflect the numeric score assigned. • highlight the application's strengths and identify areas for improvement. • are directed to applicants—not IMLS or panel reviewers—for their use.	• simply summarize or paraphrase the applicant's own words. • make derogatory remarks. • penalize an applicant because you feel the institution does not need the money. • offer or ask for irrelevant or extraneous information. • compare the application to others in the review group. • make vague or overly general statements. • question an applicant's honesty or integrity.

See Appendix C for examples of effective comments, as they appear to applicants.

What should not be considered in your reviews

Sometimes reviewers ask about or mention characteristics that are outside the scope of the ALHC review criteria. This is a list of commonly identified factors that you should NOT consider when reading ALHC proposals:

- An institution's financial or staffing needs
- Whether a project is innovative
- Whether a project is new or a resubmission
- The size or age of an organization
- An institution's indirect cost rate (IMLS honors indirect cost rate agreements that an institution has negotiated with another federal agency, or accepts the 15% rate in the absence of a negotiated agreement)

Bias in the review process

Everyone has biases, which are informed by our own experiences as well as our cultural and social environments. Recognizing this is an important step in mitigating the effects of bias in your reviews. The chart below shows different types of bias that commonly happen in the review process. Think about what may feel familiar as you review applications.

AFFINITY BIAS	CONFIRMATION BIAS	CONFORMITY BIAS	CONTRAST EFFECT
• Favoring those like you • Applicants who "speak the lingo" get less scrutiny • Seen as more believable/ trustworthy	• Focusing on information that aligns with preconceived notions • Rejecting ideas or actions that challenge held notions	• Tendency to be swayed by the majority or loudest voices • Can lead to false consensus and dampening of multiple perspectives	• Evaluating quality and other characteristics relative to its surroundings (e.g., other applications in review group) rather than on its own merits • Can result in unfair assessment of risk and capacity

As you review, pay attention to your preferences—for example, a project may be well conceived and ready to implement even if the narrative is poorly formatted or has spelling errors. We all have biases but staying aware of your preferences and what makes you feel comfortable can interrupt your bias and help ensure that every application is reviewed fairly.

Example Biased Comments

The following comments contain bias	Explanation
"I couldn't figure out what this project was about because the narrative was filled with spelling mistakes that were very distracting."	Comment demonstrates affinity bias.
"While it's important that museums connect with their communities, they should not be the lead for social service projects like a food bank in the museum. That type of work is not mission critical for museums."	Comment demonstrates confirmation bias.
"The project timeline seems ambitious, especially since two key partners aren't identified/confirmed. That said, [Museum Name] is one of the top museums in the US, and I'm sure they'll be able to make this happen."	Comment demonstrates conformity bias.
"The risks identified in the narrative were not as realistic and robust as those I read in other proposals."	Comment demonstrates contrast effect bias.

Step 4: Assign Scores

Assign a single preliminary score to the entire application. Use a scale of 1 to 5, as described in the Scoring Definitions chart.

Scoring Definitions

Score	Rank	Description
5	Exceptional	The application is outstanding and provides exceptional support for the proposed project.
4	Very Good	The application provides solid support for the proposed project.
3	Good	The application is adequate but could be strengthened in its support for the proposed project.
2	Some Merit	The application is flawed and does not adequately support the proposed project. The project proposal could be revised and strengthened for a future submission.
1	Poor	The application does not fit the program goals, is inadequate, or provided insufficient information to allow for a confident evaluation.

Strive to bring the same approach to all the applications you review. Evaluate each application using the criteria in the Notice of Funding Opportunity and in the Reviewer Resources—not against other proposals. It is theoretically possible for you to have been assigned all "Exceptional" proposals, or all "Poor" proposals, meaning that you could arrive at all very high scores or very low scores. You do not need to evaluate on a curve of any kind.

If the project is misaligned to the goals of the Museum Grants for American Latino History and Culture grant program or the goal and objective that the applicant selected, your comments and scores should reflect it.
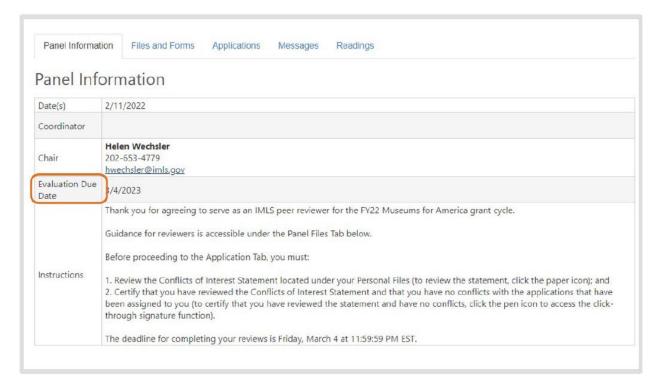
Step 5: Review Your Work

IMLS is one of the few federal agencies that provides reviewers' comments to applicants, directly and in their entirety without editing. We do this to make sure our process is as transparent as possible, and to provide anonymous feedback to applicants from their peers. If an applicant is unsuccessful, then they may use these comments to improve their proposal for resubmission. If they are successful, they may use the comments to improve their funded projects.

We hear repeatedly that getting your comments is one of the most highly valued things about IMLS museum grant programs, therefore, review your draft comments and preliminary scores. Adjust your scores, if necessary, to reflect your written evaluation more accurately. Scores should support comments, and comments should justify scores.

Step 6: Enter Scores and Comments by the Evaluation Due Date

When you are ready to enter your scores and comments, visit https://reach.imls.gov/ and sign in with your Login.gov email and password. Refer to the How to Review Applications in eGMS Reach Job Aid for instructions on completing comments and selecting scores. Your reviews must be completed and entered in eGMS Reach by the **Evaluation Due Date** listed in the Panel Information tab in eGMS Reach.

Screenshot. Panel Information tab illustrating where to find the Evaluation Due Date.

Step 7: Completing Your Service as a Reviewer

Once you have completed your reviews, please hold on to any notes or digital copies of files in case there are any follow-up questions from IMLS staff. You may delete electronic files and shred paper copies of applications and notes after August 31, 2025.

If you requested an honorarium when you submitted the Peer Reviewer Services Agreement, you may expect to receive the electronic payment 4-6 weeks after completing your service. Please email IMLS-museumreviewers@imls.gov with any questions.

If you would like to be notified when final award decisions are announced by IMLS go to the Subscribe link to be sure you receive these updates.

Appendix A: Confidentiality and Application and Review Process

Confidentiality and Use of Artificial Intelligence

The information contained in grant applications is strictly confidential. Do not discuss or reveal names, institutions' project activities, or any other information contained in the applications. Because Artificial Intelligence (AI) generative tools rely upon the submission of substantial information, and because AI users are unable to control where the information they have submitted will be sent, saved, viewed, or used in the future, IMLS explicitly prohibits its peer reviewers from using AI tools to analyze and critique IMLS grant applications.

While funded applications become a matter of record, IMLS does not release information about applications that are not funded through our programs, nor do we share peer reviewers' names or other identifiable information. You may share that you have served as an IMLS peer reviewer, but do not share details about the program on which you are working or the applications you are considering. This applies to communications that are in person, in email, and through all forms of social media.

Application and Review Process

The success of IMLS grant programs depends upon the quality of its peer review process, through which hundreds of reviewers consider thousands of eligible applications fairly, candidly, and impartially in order to make recommendations for funding each year. Below is a summary of the process from application submission through award announcements.

1. Organizations submit their applications electronically using Grants.gov, the central portal of the United States government for receipt of electronic applications.
2. IMLS receives the applications, and staff members check them for organizational eligibility and application completeness.
3. IMLS staff members identify a pool of available peer reviewers with appropriate expertise. Peer review takes place in one or two tiers, depending on the grant program: field review, panel review, or both. Each complete application submitted by an eligible organization typically receives between three and six reviews.
4. For the applications ranked most highly by peer reviewers, IMLS staff members carefully assess the budgets and past organizational performance.
5. IMLS staff members provide a list of applications recommended for funding to the IMLS Director.
6. The IMLS Director makes all final funding decisions.
7. IMLS notifies all applicants whether they have received an award. With their notifications, all applicants receive anonymous copies of the field and/or panel reviews. IMLS also sends notification of the awards to each participating reviewer.

Appendix B: Complying with Ethical Obligations and Avoiding Conflicts of Interest

As a Reviewer for IMLS, you perform a vital role in ensuring the integrity of the IMLS's peer review process and must carry out your duties in accordance with government ethics rules. Before you evaluate applications, we ask that you review the following General Principles of Ethical Conduct and Summary of the Conflict of Interest Laws. You will be asked to certify compliance with the IMLS Reviewer Conflict of Interest Statement and Certification. IMLS allocates up to one hour of your reviewer time for you to consider these materials.

If, at any time in the course of performing your duties at IMLS, you believe you may have a conflict of interest, please contact the IMLS program officer coordinating your review process. Other questions about the ethics rules and responsibilities may be directed to IMLS's Designated Agency Ethics Official at ethics@imls.gov; (202) 653-4787; 955 L'Enfant Plaza North, SW, Suite 4000, Washington, DC 20024-2135.

General Principles of Ethical Conduct

1. Public service is a public trust, requiring you to place loyalty to the Constitution, the laws, and ethical principles above private gain.
2. You shall not hold financial interests that conflict with the conscientious performance of duty.
3. You shall not engage in financial transactions using nonpublic Government information or allow the improper use of such information to further any private interest.
4. You shall not, except pursuant to such reasonable exceptions as are provided by regulation, solicit or accept any gift or other item of monetary value from any person or entity seeking official action from, doing business with, or conducting activities regulated by IMLS, or whose interests may be substantially affected by the performance or nonperformance of your duties.
5. You shall put forth honest effort in the performance of your duties.
6. You shall make no unauthorized commitments or promises of any kind purporting to bind the Government.
7. You shall not use public office for private gain.
8. You shall act impartially and not give preferential treatment to any private organization or individual.
9. You shall protect and conserve Federal property and shall not use it for other than authorized activities.
10. You shall not engage in outside employment or activities, including seeking or negotiating for employment, that conflict with official Government duties and responsibilities.

11. You shall disclose waste, fraud, abuse, and corruption to appropriate authorities.
12. You shall satisfy in good faith your obligations as citizens, including all just financial obligations, especially those – such as Federal, State, or local taxes – that are imposed by law.
13. You shall adhere to all laws and regulations that provide equal opportunity for all Americans regardless of race, color, religion, sex, national origin, age, or handicap.
14. You shall endeavor to avoid any actions creating the appearance that you are violating the law or the ethical standards.

Summary of Conflict of Interest Laws

18 U.S.C. § 201 – Prohibits you from acceptance of bribes or gratuities to influence Government actions.

18 U.S.C. § 203 – Prohibits you from accepting compensation for representational activities involving certain matters in which the United States is a party or has a direct and substantial interest.

18 U.S.C. § 205 – Prohibits you from certain involvement in claims against the United States or representing another before the Government in matters in which the United States is a party or has a direct and substantial interest.

18 U.S.C. § 207 – Imposes certain restrictions on you related to your activities after Government service.

18 U.S.C. § 208 – Prohibits you from participating in certain Government matters affecting your own financial interests or the interests of your spouse, minor child, general partner, or organization in which you are serving as an officer, director, trustee, general partner, or employee.

18 U.S.C. § 209 – Prohibits you from being paid by someone other than the United States for doing their official Government duties.

Sample Reviewer Conflict of Interest Statement

As a Reviewer or panelist for the Institute of Museum and Library Services (IMLS), you may receive a grant application for review that could present a conflict of interest. Such a conflict could arise if you are involved with the applicant institution, or in the project described in the application, as a paid consultant or through other financial involvement. The same restrictions apply if your spouse or minor child is involved with the applicant institution or if the application is presented on behalf of an institution with which you, your spouse or minor child is negotiating for future employment.

A present financial interest is not the only basis for conflict of interest. Through prior association as an employee or officer, you may have gained knowledge of the applicant that would preclude objective review of its application. Past employment (generally more than five years prior to submission of the application) does not by itself disqualify a Reviewer so

long as the circumstances of your association permit you to perform an objective review of the application.

If you believe you may have a conflict of interest with any application assigned to you for review, please notify us immediately.

You may still serve as a Reviewer even if your institution is an applicant in this grant cycle or you were involved in an application submitted in this grant cycle, as long as you do not review any application submitted by your own institution or any application in which you were involved.

However, if you believe that these or any other existing circumstances may compromise your objectivity as a Reviewer, please notify us immediately.

If an application presents no conflict of interest at the time you review it, a conflict of interest may still develop later on. Once you have reviewed an application, you should never represent the applicant in dealings with IMLS or another Federal agency concerning the application, or any grant that may result from it.

Pending applications are confidential. It is not appropriate, for your purposes or for the purposes of the institutions or organizations you represent, for you to make specific use of confidential information derived from individual applications that you read while you were serving as an IMLS Reviewer. Accordingly, you must obtain approval from IMLS before sharing any proposal information with anyone, whether for the purpose of obtaining expert advice on technical aspects of an application or for any other reason.

If you have any questions regarding conflict of interest, either in relation to a specific application or in general, please contact the IMLS program officer who is coordinating the review process.

Certification

I acknowledge that I have reviewed the ethics training materials and the Conflict of Interest Statement above. To the best of my knowledge, I have no conflict of interest that would preclude my service to the Institute of Museum and Library Services.

Note: Once you have reviewed this document, return to eGMS Reach to affirm that you have approved its contents.

Appendix C: Example Peer Reviewer Comments

The following samples are the anonymized comments made available to both successful and unsuccessful applicants after funding decisions are announced.

ALIF-123456-OMS - University Applicant

Panel Reviewer 1

Goals:

With regards to project justification, the proposal is well-structured and compelling, emphasizing the critical need for professional development opportunities in the field of Chicanx art and culture. The proposal effectively highlights the partnership between the university and museum, establishing its significance within the broader context of cultural education. The inclusion of specific statistics and historical context adds depth to the justification, demonstrating the underrepresentation of Chicanx professionals in the arts. The proposal presents a clear rationale for the project's objectives, emphasizing the transformative impact it could have on individual fellows, interns, and the broader community. Of special note is the already successful collaborations between the university and the museum, which bode well for the success of this project as well.

Implementation:

The project work plan is detailed and comprehensive, presenting a clear timeline and sequence of activities. The plan outlines a series of well-defined activities, including engagement, recruitment, compensation models, and involvement of interns/fellows, all informed by relevant theories and practices. The proposal's strength lies in its attention to detail and the alignment of its activities with the goals of the American Latino Museum Internship and Fellowship Initiative. Of particular note is the move to hire a Student Partnership Manager. A project plan of this scope and magnitude will require precise management and this role will be key as well in supporting fellows and interns. The proposal was incredibly successful in leaning on previous projects to inform the approach to the work plan here. As an example, the trips for fellows and interns will be informed by past trips organized by the university for Chicanx students. The work plan also included a robust plan for evaluation, with an outside evaluator already identified and familiar with the university and a range of evaluation tools and strategies to give rise to valuable learnings. Ultimately, this was an incredibly impressive work plan. One aspect that could have strengthened this project work plan, and the overall proposal, would have been an anticipation of the types of supports that fellows and interns may need, beyond stipends. While it can be assumed that fellows and interns would be supported by the project director and the hired staff person, often having an additional layer of support outside of those directly supervising your work (a mentor, even if it's a virtual one, intentional peer-to-peer or shared conversation spaces to discuss challenges or celebrate successes, etc.) can make a big impact and often mitigate any unforeseen challenges.

Results:

One of the notable strengths of this proposal in terms of results is its emphasis on centering student and community voices that have historically been marginalized. The proposal highlights how interns will gain practical knowledge and experience of Chicanx art and culture through a combination of classroom learning and hands-on experiences. This approach not only benefits students' academic growth but also promotes cultural understanding and engagement. The proposed outcomes are linked directly to the need for more robust interpretation and representation in the cultural sector. Additionally, the proposal's focus on student success, especially by acknowledging the importance of seeing one's culture and identity reflected and respected, enhances the feasibility of achieving the intended results. The emphasis on fellows' growth as mentors and researchers further contributes to the sustainability and long-term impact of the project. To further strengthen this proposal, I would urge more specific details about how the Summer Institute will be structured to ensure it becomes the prominent annual hub for students interested in Chicanx art and culture. Clear

information about how the products and resources developed will be made available and accessible to the target groups, as well as the broader community, would also enhance the clarity and feasibility of the plan. Overall, the planned project results represent a compelling vision of how the project will make a meaningful impact on student learning, community engagement, and the dissemination of Chicanx art and culture. The alignment between the project's objectives and the outcomes described is a major strength that enhances the proposal's potential for success.

Overall Score	5

ALIF-123457-OMS - Museum Applicant

Panel Reviewer 2

Goals:

The museum is proposing an internship program which supports the grant's initiative. This paid internship opportunity is specific to a temporary exhibit exploring the history of the Latino/a/xo communities in an urban area forthcoming in 2025. The ongoing work around the exhibit will also work to inform the revisioning of the long-term exhibit that interprets local history. The museum shared their ongoing work with the community after receiving critical feedback on the low representation of the local Latinx communities in the museum - also noting the low percentage of Latinx staff represented at the museum. I appreciate the applicant not shying away from this problem they are facing and taking important steps to remedying the issue.

The museum has planned this project with deep involvement of the community and relevant stakeholders. They intend on hiring an internship coordinator to direct the program, under the guidance of Human Resources staff. The development of the program has been informed by the current internship program which was developed by the curator with the input of local Latino/a/x youth. Overall, the museum presented a substantial justification for this project and successfully meets the goals of this grant initiative

Implementation:

The museum's proposed activities for each internship are largely based on previous or current practices. No relevant theories were noted as informing the internship program. All goals and risks for the project are clearly stated, however no relevant assumptions are made. The museum staff members have substantial field experience that the selected interns will undoubtedly benefit from. The internship coordinator has not yet been hired. This position will largely coordinate the interns. However, how much staff time will be devoted to the interns specifically? The narrative and cost analysis appears to be based on the overall exhibition, as opposed to the internship program. I am curious how much time is expected to be invested by staff to develop and mentor participating interns?

The Performance Measurement Plan is lacking detail and overall performance measures. Besides surveys at the end of each internship, what will be the feedback loops present to ensure the internship is successful while it is in progress? This raises concern for the experience of each individual intern's experience if concerns or feedback are only collected once the experience has concluded. How will the program identify issues and course correct when needed? The performance measurement plan as it currently stands does not prove the measures of Effectiveness, Efficiency, Quality, and Timeliness will be adequately met without more detail and thoughtful analysis. Overall, the museum has a satisfactory work plan that will be successfully implemented by addressing the concerns raised above.

Results:

The project's intended results are largely related to the forthcoming exhibit. However, the museum does list several changes in perceptions, skills, and knowledge that the interns will experience. The application was heavily filled with language pertaining to this exhibit and its needs which interns would support. More details are needed to show the project's plan to effect meaningful change in knowledge, skills, behaviors, and/or attitudes for the interns themselves. However, I do believe with more intentionality behind the internship program, it can create generate meaningful results that will address the changes posed in their application. In regard to sustainability - What are the long-term plans to create sustainable internships for Latinx students? No mention of this paid internship program continuing after

the exhibition is opened was discussed. Continuing to engage with students of Latinx studies with paid internship opportunities would support the museum's investment with the Latinx community.

Overall Score	**3**

ALIF-123458-OMS - Museum Applicant

Panel Reviewer 3

Goals:

The proposal effectively articulates the need for the development of a comprehensive database on Latino arts and cultural workers, but less so the need for an internship program to be built for this purpose. The proposal identifies a significant gap in the recognition and documentation of modern Latino contributions to the city's arts and culture landscape, and the museum intends to fill that gap by creating an internship program. While the benefits of this type of initiative are certainly positive, one major concern is that the focus of the project is less on the internship side and more on the side of the database development. The collaboration with the local university and the local museum enhances the project's credibility. That said, justification for this project could have been strengthened by a more sustained focus on the internship component of the work.

Implementation:

With regards to the project work plan, the proposal offers a well-structured roadmap for implementation.

Clear phases, such as hiring key personnel and developing the database, are outlined. Involving a variety of stakeholders, including interns, faculty, and experts, demonstrates a collaborative approach. The plan also discusses potential outreach strategies for intern recruitment. While the work plan is comprehensive, there could have been more details shared around the hiring of the internship coordinator and the transition from the consultant who designs the internship program, recruitment, and onboarding strategy. The proposal narrative itself does not mention the internship coordinator role, and a reviewer is left to assume the importance of this role from the few sentences in the budget justification. For an internship program, the role of a coordinator is critical, and more attention should have been given to this in the work plan.

Results:

The biggest weakness of this proposal lies in the clarity and thoroughness of its sustainability plan beyond the grant period. While the proposal discusses the intention to sustain the internship program and the resulting intern products, it lacks specific details on how these efforts will be accomplished. The proposal could benefit from a more comprehensive and concrete strategy for ensuring the lasting impact of the project, and in particular the internship component of this work. The proposal briefly mentions plans for continuing paid internships beyond the grant period and maintaining the database, but it does not delve into how these objectives will be achieved. There's a need for more details regarding the acquisition of additional funding, potential partnerships, and engagement with corporate sponsors or donors to sustain the paid internship model. Without a clear roadmap for sustainability, there's a risk that the project's impact could diminish once the grant period concludes. And while the product of this, the database, would be an incredible resource, the long-term impacts of establishing an internship program would be missing. By enhancing the sustainability plan, the proposal would demonstrate a more robust commitment to the project's long-term impact on interns specifically and align more closely with the evaluation criteria for sustaining benefits beyond the grant period.

Overall Score	2