

OREGON MUSEUM AND HERITAGE GRANT CONTENT CHECKLIST

To be as competitive as possible, be sure to include the following information in your grant application. For additional support take advantage of our Heritage MentorCorps and use our Heritage Bulletins.

Collections Cataloging (Heritage Bulletins 2, 8, 10, 15, 27, 29, 31)

- ✓ Current condition
- ✓ How the objects to be cataloged in the project were selected and prioritized
- ✓ Historical and organizational significance of the collection
- ✓ Cataloging process details
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Estimated number of objects, boxes, linear feet to be cataloged

Collections Housing and Storage (Heritage Bulletins 2, 8, 10, 15, 27, 29, 31)

- ✓ Current condition
- ✓ How the objects to be rehoused in the project were selected and prioritized
- ✓ Historical and organizational significance of the collection
- ✓ The process and materials that will be used
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Estimated number of objects, boxes, linear feet to be cataloged

Collections Digitization (Heritage Bulletins 2, 8, 10, 19, 21, 22, 23, 31)

- ✓ How the objects to be digitized in the project were selected and prioritized
- ✓ Historical and organizational significance of the collection
- ✓ The process that will be used (standards of digitization, metadata, size of file, etc.)
- ✓ The storage method and level of public access (online, at the organization, etc.)
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Estimated number of objects, boxes, linear feet to be digitized
- ✓ Materials to be used (equipment specifications)
- ✓ Copyright authority to digitize and/or make available online

Education Projects – working with schools and school programs (Heritage Bulletins 2, 8, 10, 17, 31)

- ✓ Information that will be included, learning goals, how and why these were selected
- ✓ Teaching methods to be used
- ✓ Planning with schools, districts, teachers
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ How the program meets the targeted state core requirements
- ✓ Evaluation of learning beyond teacher survey



Interpretation – Exhibits (Heritage Bulletins 2, 8, 10, 17, 31)

- ✓ Topic and main themes of the exhibit, how and why the theme was selected
- ✓ Learning goals and evaluation of the learning
- ✓ Exhibit design (if the application is requesting funding for the design, then this is not needed)
- ✓ Planning partners, subject experts, representatives of the community associated with the topic
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Goals for numbers and type of audience
- ✓ Marketing and outreach plan

Interpretation – Panels and Online Information (Heritage Bulletins 2, 8, 10, 17, 31)

- ✓ Topic and main themes of the interpretation, how and why the theme was selected
- ✓ Design (if the application is requesting funding for the design, then this is not needed)
- ✓ Planning partners, subject experts, representatives of the community associated with the topic
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Marketing and outreach plan

Tourism (Heritage Bulletins 2, 8, 10, 17, 18, 31)

- ✓ Topic and main themes of the project
- ✓ Why the project is a priority
- ✓ Goals for tourism numbers and target audience – Evaluation methods
- ✓ Design (if the application is requesting funding for the design, then this is not needed)
- ✓ Planning partners, subject experts, representatives of the community associated with the topic
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Marketing and outreach plan

Oral History (Heritage Bulletins 2, 8, 10, 17, 19, 21, 31)

- ✓ Topic and main themes of the project, how and why the themes were selected
- ✓ Whose stories will be recorded, how they will be reached
- ✓ Oral history method (equipment, electronic format, interview type, etc.)
- ✓ How will they be accessible stored
- ✓ Long term goals for the use of the information
- ✓ Planning partners, subject experts, representatives of the community associated with the topic
- ✓ Expertise that will be used (experts, resumes, training, etc)

Public Education – events (Heritage Bulletins 2, 8, 10, 17, 31)

- ✓ Topic and main themes of the event, how and why the theme was selected
- ✓ Learning goals and evaluation of the learning
- ✓ Planning partners, subject experts, representatives of the community associated with the topic
- ✓ Expertise that will be used (experts, resumes, training, etc)
- ✓ Goals for numbers and type of audience
- ✓ Marketing and outreach plan

