



National  
Endowment  
for the  
Humanities

Division of  
Education  
Programs

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Guidelines and  
Application  
Materials

*November 1984*

High School  
Humanities Institutes for  
Historically Black  
Colleges and Universities

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NATIONAL ENDOWMENT  
for the  
Humanities Library

OMB No. 3136-0060  
exp. 03/31/86

Title: Program Solicitation:  
Summer 1986 College Humanities Programs  
for High School Juniors

Summary:

As part of the President's Initiative for Historically Black Colleges and Universities set forth in Executive Order 12320, the National Endowment for the Humanities (NEH) invites Historically Black Colleges and Universities to submit proposals for amounts not to exceed \$60,000 to plan and carry out four-week summer humanities programs for high school juniors. The programs are to be held on the college campuses. Opportunities for up to thirty-five students to undertake appropriate studies in English, history, and foreign languages under the guidance of experienced faculty are particularly encouraged. The Endowment expects that approximately three awards nationwide will be made for programs for the summer of 1986.

Basis for the Program:

The program is designed to identify able high school juniors who can profit from additional academic study on a college campus prior to completing high school. The Endowment believes that the program (1) will directly benefit the participating students by strengthening their academic preparation; (2) will lead to continuing academic collaboration among professors and teachers in the participating schools; and (3) will provide other colleges with practical examples of cooperation among schools and colleges.

Academic Focus:

The program's focus on each campus should be the study of the humanities, especially English, history, and foreign languages. The combination of courses, seminars, and related activities is left to the applicant institutions, but a principal criterion for evaluation will be the extent to which the program identifies able high school juniors and provides them with an academically demanding and rewarding program.

The program focus should involve a comprehensive four-week program, with due regard to appropriate social and cultural experiences, suitable living arrangements, and supervision appropriate for pre-collegiate students living on a college campus in the summer.

Calendar of Events Leading to Submission, Review, and Decision:

October, 1984	Endowment announcement of solicitation.
March 15, 1985	Deadline for submitting ten copies of the completed application to the Endowment. Following panel review of the applications, the Endowment chairman will decide on awards following the August meeting of the National Council on the Humanities.
September, 1985	Announcement of awards.
September 1985 to May 1986	Planning, preparation, and announcement of programs, including names of successful candidates.
July-August, 1986	Summer Institutes begin.
October 30, 1986	Reports due to the Endowment on the completed Summer Programs.

The Proposal:

The proposal should be based on the program objectives earlier described, and should be guided by the information and regulations in the accompanying application packet (which is the standard packet for the Division of Education Programs). As in other Endowment applications, the proposal's specific format and outline are left to the applicant's judgment but should in any case include the following components:

1. Application Summary. A summary or abstract of the proposed project.

2. Statement. A full statement of the need for and value of the proposed program.

3. Program Description. A full description of all activities leading up to and taking place during the summer program. This section should include a careful description of the administrative aspects of the project such as student recruitment, staff selection, and schedule of events. The administrative arrangements, however, should be based on the academic program that is the heart of the summer session. Therefore, very careful attention should be given to the development of the academic program. The proposal should describe in detail the topics and themes to be studied, the lectures or seminars to be offered, the books and other texts to be read, the major questions to be addressed, films to be viewed, cultural excursions and activities, etc. A detailed but flexible daily schedule should be provided.

4. Staffing. Full details (including resumes of faculty and staff members involved in the institute) should be included, and project roles should be identified. Special attention should be paid to the choice of a suitable director. Consideration should be given to including both college faculty and outstanding high school teachers.

5. Institutional Suitability. The application should include such other information as will help the Endowment in determining the applicant's suitability for this project. Prior experience with programs for high school students, recent experience with collaboration between schools and colleges, special interest of faculty, suitability of campus facilities, strength of research facilities, proximity to cultural institutions, and geographical factors are among the considerations that should be cited.

6. Detailed Budget. Using the Endowment's budget forms, the applicant should prepare a full budget for the project. Institutional cost sharing will not be required, although the plan for the program may include modest cost sharing by participants or their home schools if the college believes such a feature will strengthen the program. The budget should include food, housing, travel cost of students, and a \$200 per week stipend for participants.

7. Evaluation Plan. A simple, straightforward plan for judging the results of the program should be presented. The plan should provide for collecting such objective data as are available, but should rely principally on the critical and informed judgment of experienced faculty, administrators, visiting evaluators, and the participants themselves.

8. Supplementary Information and Letters of Support. Printed material included in this section must be cited in the application itself. Letters of support refer to the appropriateness of the specific proposals, not just to the idea of summer humanities programs for high school students.

Example:

A classics faculty proposes a summer institute on ancient Greek drama. Participants will read works from the Oresteia trilogy of Aeschylus, the Oedipus plays of Sophocles, the plays of Euripides, and at least one comedy of Aristophanes. Lectures will place Greek tragedy in its historical context in fifth-century Athens, will discuss the religious origins and functions of Greek drama, and will describe the circumstances of the performances. Seminars will be devoted to close readings of the plays. The final week will explore the development of Greek drama among the three tragedians, and point out the influence of Greek tragedy and comedy on Western literature. Participants will be required to write several five-page papers.

Example:

A French department proposes to offer an intensive four-week institute in French language and literature, limited to students with two years or more of high school French. Native speakers will live with the participants in the dormitories; only French will be spoken at meals. One hour of language laboratory and one hour of conversation will be required each day. In addition, selections from French literature will be read, on which there will be lectures, small-group discussions, and writing assignments, some of them in French. Participants will review and analyze one French film per week.

Example:

A college with a strong history faculty proposes to offer a four-week institute for high school juniors on the theme of the reform impulse in American society. The institute's proposed director is a scholar with a demonstrable interest in secondary education. During the institute the participants will read and critically evaluate the following works: Louis Filler, The Crusade Against Slavery, 1830-1860, Herbert Gutman, Work, Culture, and Society in Industrializing America, Arthur S. Link, Woodrow Wilson and the Progressive Era, and Stephen B. Oates, Martin Luther King. A standard American history textbook will be used for background reading. In addition to studying these books, each participant will also write four short papers on a specific topic in the history of American reform. After the program ends, the staff will evaluate the institute, and the participants will complete a detailed questionnaire about the project.

Additional Advice:

Prospective applicants are encouraged to contact the Endowment staff for advice and technical assistance at any stage of the application process prior to the deadline. The person assigned to manage this process is:

Jayne A. Sokolow  
Program Officer  
Division of Education Programs  
National Endowment for the Humanities  
Washington, D.C. 20506  
202-786-0377

Following the announcement of awards, the Endowment will convene a meeting of successful applicants to assist them in making plans for the grants.

APPLICATION INSTRUCTIONSNATIONAL ENDOWMENT FOR THE HUMANITIESDIVISION OF EDUCATION PROGRAMS

These instructions are to be used in all grant categories in the Division.

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INTRODUCTION

These instructions are in addition to those outlined in the brochure of the Division of Education Programs, so it will be advisable for you to familiarize yourself with the brochure before you prepare your application.

Your application is a request for specific assistance to execute a carefully designed plan intended to meet a clearly delineated need. Be certain that you prepare your proposal according to the guidelines of the particular grant category in which you believe the proposal belongs. Note the criteria for review of applications in this category and address them appropriately in the narrative of the application.

PRELIMINARY PROPOSAL

The Endowment staff strongly encourages you to submit a full draft of the narrative and budget sections of your proposal eight to ten weeks before the application deadline. An NEH staff member will review the draft and offer advice regarding its eligibility, completeness, and probable competitiveness. This preliminary proposal affords an applicant the opportunity to receive advice about the substance and format of the application. Staff responses to preliminary proposals are not a part of the formal review process.

THE APPLICATION

The application you submit should consist of five parts: a cover sheet, a narrative description of the project, a project budget, appendices, and a statement of the history of grants received by the applicant. A table of contents should list the parts and the subdivisions within them, with page numbers.

Cover Sheet

See the instructions accompanying the "NEH-Application Cover Sheet," enclosed.

Narrative Description of the Project

Prepare a narrative proposal that includes the following (although not necessarily in this sequence):

- 1) A statement of the reason for the project and the purposes it seeks to accomplish

This statement should be a clear and concise explanation of the educational and intellectual substance and rationale of the project. Describe the faculty or student groups that would directly benefit from it and enumerate the anticipated benefits. If you are applying to conduct a

humanities institute, for example, you should describe the faculty who would gain from participating in it and provide a statement that identifies the anticipated effects on the home institutions of the selected participants.

Similarly, proposals for new courses or sets of courses should show why they are desirable and how students and faculty would benefit from them as well as how many of each group would share in the benefits. Proposed changes in teaching practices, curricular approaches, and instructional materials should always be explained and justified.

In addition, the application must make clear why federal support for the proposed project is appropriate and justified. Where appropriate, summarize the results of comparable endeavors at other institutions.

2) A description of the activities of the project

Provide a detailed description of the proposed organization and implementation of the project--a work plan. Include a complete schedule of activities and a description of the content with which the project would deal. Aim to provide whatever detailed material will allow a reviewer of your application to have a full understanding of your project.

If the goal is to develop or improve courses, the proposal should include syllabi, reading lists, and descriptions of teaching strategies and student requirements to demonstrate the form these courses would take. In the case of multidisciplinary proposals, indicate which disciplines of the humanities would be involved and show how the methodologies of these disciplines would be brought to bear on interdisciplinary topics or questions. If faculty development is to be a part of the project, the proposal should describe in specific terms the forms such development would take and the ways in which each faculty development activity would be reflected in improvements in the classroom.

In preparing this description of activities, show how they would fit with what you and your colleagues have already accomplished in increasing students' understanding of the humanities, promoting faculty members' scholarship, increasing teaching effectiveness, developing instructional materials, or revising curricula. Outline the steps you have taken that indicate a commitment to improving the status of humanities education in your institution or organization.

### 3) A description of the project staff

Identify the members of the project staff, describe their roles, and state their qualifications for undertaking the specific responsibilities assigned to them. The curricula vitae of all major participants should be included in an appendix. Two pages on each participant showing the relationship between qualifications and project role for each participant are sufficient.

The period and amount of time that key project staff members have agreed to devote to the project must be clearly indicated and justified. Documentation of the commitment of the project director and all project personnel should be placed in an appendix. For faculty participants, include department or program affiliations, rank, tenure status, and years at the institution. Note that all persons directly involved in the conduct of the grant--whether or not their salaries are paid from grant funds--must be named along with their anticipated commitments of time.

If the project staff includes an advisory board that would determine project policy, formulate plans, and exercise editorial control of materials, the commitment of each member of the advisory board should also be documented.

If members of the staff or advisory board have not yet been identified, describe the standards or criteria by which they would be selected. (NEH approval is required for appointment of primary project personnel after an award has been made. Similarly, changes in principal participants require NEH approval.)

### 4) A description of the context

In no more than two pages, establish the context for the activities you propose by describing the history, mission, size and location of your institution or organization and identifying significant features of its faculty, students, and others it seeks to serve. Show how the proposed activities fit into the context in which they would be carried out. If the context is wider than a single institution--say, for example, that it concerns the state of teaching of a particular field at a particular level of education throughout the nation--describe and document the efforts of others to meet goals similar to those on which your proposal is based.

In addition, at a length appropriate to the grant category in which you are applying, trace the stages of planning and the nature of the activities that have led to the current application. Complex and comprehensive proposals are ordinarily somewhat longer than single-purpose ones, but applications should always resist the temptation to provide excessive elaboration. If previous NEH grants are part of the history of planning an activity, identify them and summarize their results.

5) A plan for evaluation of the proposed project

Indicate the criteria that would be used to determine whether the project has achieved its goals. Describe the procedures and the kinds of information you would use to evaluate the project, both while it is in progress and at its conclusion.

6) A plan for dissemination

If dissemination is required in the grant category in which you are applying, a dissemination plan is a critical part of the application. Your proposal should include a full description of publications, workshops, seminars, or other modes of dissemination you propose to utilize, and why you chose these modes. In the case of curriculum materials, describe how they would be distributed.

7) Plans for continuation

If appropriate to the grant category in which you are applying, describe in detail how your project would be continued by the institution once funding comes to an end.

8) The plan for project administration

Explain how the proposed project would be administered. Identify the specific responsibilities of the director and key staff members and describe the extent of support of administrators in the institution or organization who may not be formally associated with the project. Describe lines of authority, both within the project and in the institutional context.

In writing the narrative description of the project, keep in mind the questions asked in the "Criteria for Review of Applications" for the grant category in which you are applying.

Applications are judged on the basis of quality, not weight.

Strive in your narrative to present a solid, clear, concise description of your project and a cogent argument for federal support. Reviewers prefer applications that get to the point quickly. Brevity is encouraged. The narrative of a proposal should usually not exceed 20-25 pages.

The application should be typewritten on white, 8 1/2" by 11" paper. Number the pages consecutively.

### Project Budget

The budget for the project must be presented on the NEH budget form, prepared in accordance with the "Instructions for Completing Budget Form." An explanatory narrative must accompany the project budget, providing the computational basis for all entries that are not specifically itemized, such as the cost per page for photocopying, monthly long-distance telephone charges, travel expenses (including travel and per diem allowances), and per unit cost for materials produced in connection with the project.

Cost sharing for higher education institutes that involve participants from a number of institutions requires special arrangements. In general, the cost sharing line should include cash contributions from the home institutions of the participants. Usually this contribution should be calculated on the basis of \$100 per participant per four-week period (pro-rated for institutes of longer or shorter duration).

Stipends for participants in an institute should be listed under Item XI, section 7, Other. The stipends should be the same for all participants but will vary with the length of the institute. Applicants should discuss with a program officer the amount of the stipend to be proposed before they submit the application.

In addition to making grants of "outright" funds, the Endowment is authorized by Congress to match with federal funds gifts made by private individuals or organizations to Endowment-funded projects. In some cases, the Endowment will make an outright grant of part of the sum requested and a conditional offer of support of part or all of the rest, contingent on receipt of gifts being raised for the project which could be matched by the Endowment. The NEH's Treasury Matching Funds Guidelines are included with these application instructions.

Project directors in elementary and secondary projects will be expected to attend a planning meeting at the NEH offices. Please

include in your application budget a line for travel expenses and a per diem allowance, which must be estimated in accordance with the applicant institution's established travel practice or written policy. Travel costs should be based on common carrier rates.

### Appendices

The appendices should be used to provide supplementary, but essential materials. All items included in the appendices should be cited by letter in the text of the proposal narrative, and each appendix should have at its head a reference to the page on which the citation appears.

Letters of support should be included in the appendices. These letters should be specific to the proposed project and should indicate the promise of financial or other support where that is appropriate.

### Statement of History of Grants

Please complete the enclosed form with this heading.

### Authorship of Proposals

A proposal should be written by the persons who will be central to the project if it is funded, working in collaboration with administrators of the sponsoring institution or organization. A grants office or research office can assist project personnel in handling the administrative procedures involved in the submission of the proposal, and in budget preparation, but competitive proposals usually reflect the conception, plans, commitment and prose of those who will actually be involved in grant activities.

### Titles

Each project funded by the Endowment is assigned a working title. The object of these titles is to be descriptive and intelligible to the lay public. Applicants are asked to keep these qualities in mind when proposing a title for their project so that modification by the Endowment will be unnecessary. The working title serves Endowment proposals primarily, and grantees are asked to use this title as well as the official application/grant number in correspondence with the agency.

Grantees retain complete freedom with respect to choice and use of titles of articles, books, films, or any other product of the Endowment grant.

### Restrictions

An institution or organization will ordinarily hold no more than one grant in a given category at a time. Simultaneous applications in a single category are discouraged. NEH considers it the responsibility of the applicant institution or organization to determine priorities if it plans initiatives that might compete with one another for NEH grant support.

NEH grants support discrete activities with clearly defined objectives and a specified period of time for accomplishing them. In order to provide equitable competition for limited funds and to extend the impact of the funds as widely as possible, applications for renewals of earlier grants or repetition of a project are usually discouraged. Applicants who wish nonetheless to submit an application for renewal or repetition should explain in the application why additional federal funds should be invested in an activity that has received earlier support. Such an application should also include a detailed evaluation of the initial project and a clear identification of the audience to be reached by the renewal.

### Deadlines

Deadlines for the grant programs are listed in the brochure of the Division of Education Programs. Applications must bear a postmark no later than the date of the deadline.

### Formal Submission

Each copy of the application should be stapled or bound securely and assembled in the following order:

1. The cover sheet
2. The table of contents
3. The project narrative
4. The budget
5. The budget narrative
6. Appendices
7. The statement of history of grants

Submit ten copies of the application, along with the original of the cover sheet (unattached) bearing the original signature of the authorizing official, and one extra copy of the budget and the budget narrative. Please place the "Checklist for a Complete Application" at the top of your application packet.

The multiple copies of the application should be mailed to:

Jayne A. Sokolow  
Program Officer  
Division of Education Programs  
Room 302  
National Endowment for the Humanities  
Washington, D.C. 20506

**Attachments**

NEH-Application Cover Sheet (with instructions)  
Budget Form  
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