



National
Endowment
for the
Humanities

Division
of
Education
Programs

Guidelines and
Application
Materials

November 1985

Historically Black Colleges and Universities

Summer Workshops for High School
and College Teachers

Summer Humanities Programs for
High School Juniors

1987 Summer Workshops for High School and College Teachers

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 invites historically black colleges and universities to submit proposals for two-week summer workshops for high school and college teachers, with follow-up activities to take place during the subsequent academic year. Only in exceptional instances will the Endowment's contribution exceed \$70,000 for a year's activities. Designed to strengthen humanities instruction at both the precollegiate and collegiate levels and to encourage stronger collaboration among school teachers and college and university faculty, these workshops will each include ten four-member teams of secondary school teachers, school administrators, and faculty from historically black colleges and universities. Workshop activities will focus on rigorous study of one of the disciplines of the humanities. Under the guidance of the faculty, workshop participants will develop plans for improving the teaching of that discipline in their own classes. The director of each workshop must be an accomplished scholar in the discipline under discussion.

In the act that established the National Endowment for the Humanities, the term humanities includes, but is not limited to, the study of the following disciplines: history; philosophy; languages; linguistics; literature; archaeology; jurisprudence; the history, theory, and criticism of the arts; ethics; comparative religion; and those aspects of the social sciences that employ historical or philosophical approaches.

Rationale for the Program: The Endowment believes that collaborative relationships between schools and colleges can improve the content and quality of humanities instruction on both the precollegiate and collegiate levels. Among their other benefits, strong collaborative efforts stimulate intellectual dialogue among colleagues and encourage the sharing of resources. This workshop program is designed to encourage such efforts by providing participants with an opportunity (1) to analyze major texts and topics in their disciplines; (2) to identify techniques and materials that are useful in the teaching of those disciplines; and (3) to create leadership teams that will improve cooperation between high schools and historically black colleges and universities.

Focus of the Workshops: Each workshop should focus on the study of major texts and topics in a humanities discipline (especially in British and American literature, American or European history, or foreign languages and literature) and the most effective ways to present these texts and topics in the classroom. In addition, each

workshop should include plans (1) to continue the summer's intellectual work during the following academic year; (2) to monitor the effectiveness of the classroom instruction that develops from the workshop; and (3) to create an enduring collaborative relationship among the project staff, the participants, and their institutions. (Follow-up activities may include in-service presentations, the development of syllabi and bibliographies, team-teaching, guest lectures, etc.)

Evaluation Criteria: The criteria for evaluating each grant application are as follows:

- (1) the intellectual rigor and coherence of the workshop;
- (2) the clarity of plans and promise of effectiveness for incorporating workshop material into existing curricula;
- (3) the likelihood that activities designed to follow the workshop will foster cooperation among participants;
- (4) the significance of the workshop topics and texts for teaching and learning within the humanities;
- (5) the availability of appropriate resources, housing, and other amenities necessary for a successful workshop.

The Proposal: The proposal should be based on the workshop objectives described earlier and should be guided by the information and regulations in the accompanying application packet (the standard packet for applications to all programs of the Division of Education Programs). The proposal's format is left to the applicant's judgment but should in all cases 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 project.
3. Project 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 the procedure for recruiting participants and the schedule of events. The administrative arrangements should be based on the academic program that is the heart of the summer session. The proposal should describe in detail the texts and topics to be studied, the lectures or seminars to be offered, the books and articles to be read, the major questions to be addressed, the way in which the summer study will be related to the follow-up activities, the films to be viewed, and the cultural excursions and activities to be included in the program. A detailed but flexible daily schedule should be provided. Careful attention should also be given to the formation

of leadership teams. Each should consist of two high school humanities teachers in the discipline of the workshop, one high school administrator, and a member of the humanities faculty from a historically black college or university who desires intensive study in the specific topic of the project. As part of the recruitment procedure, prospective teams should be asked to submit a brief essay explaining how they will use the workshop and the follow-up activities to promote school-college collaboration and improved teaching of the humanities on both the collegiate and precollegiate levels.

4. Staffing. Full details, including a curriculum vitae, should be included for each staff member involved in the project, and the roles of each should be identified. The workshop staff should be experienced scholars in the disciplines of the humanities, and each should have a demonstrable interest in secondary education. A master secondary school humanities teacher who will assist with the pedagogical aspects of the project should also be included in the workshop's staff. The director should be an experienced teacher, administrator, and published scholar with an advanced degree in the discipline to be studied. The project director is encouraged to invite distinguished scholars from outside the sponsoring institution to serve as visiting lecturers and workshop faculty.

5. Institutional Suitability. The application should include such other information as will help the Endowment to determine the applicant's appropriateness for the project. Prior experience with programs for high school teachers, recent experience with collaboration between schools and colleges, the special interests of participating faculty, the availability and quality of campus facilities, the strength of the institution's research facilities, and the institution's proximity to other cultural institutions should be described. Applicants should demonstrate that their host campuses have good research libraries and can accommodate the participants in comfortable dormitory residences or other common housing during the workshops.

6. Detailed Budget. Using budget forms included in the application packet, the applicant should submit a full budget for the project. The budget should include food, housing, books, travel costs for participants, and a \$200 per week stipend for each participant.

7. Evaluation Plan. A simple, straightforward plan for judging the results of the program should be presented. This plan should provide for collecting such objective data as are available, but it should rely principally on the critical and informed judgment of experienced faculty in the humanities and on the comments of the participants themselves. The professional judgments of teachers and scholars should be solicited from both within and outside the institution.

8. Supplementary Information and Letters of Support. Any printed material included in appendices to an application should be cited

in the application itself. Applicants are strongly encouraged to include letters of support from high school administrators and humanities teachers. Each such letter should be specific to the details of this proposal.

Example:

A modern language department proposes to offer an intensive summer workshop on the study and teaching of French. Teams composed of high school language teachers, an administrator, and a teacher of French from a historically black college or university read and analyze a seminal text in French literature as a means of examining the most effective ways of teaching foreign languages and literature in introductory courses at the secondary and undergraduate levels. Under the guidance of the project director and faculty, each participant will develop an action plan and a schedule of activities to be followed during the academic year. The action plan will consist of four weekend conferences of three days each in which workshop participants, under the supervision of the workshop faculty, read and discuss an important work of language instruction and develop syllabi and bibliographies to be used in the classroom. The participants will also be required to write book reviews on these literary works for each of the conferences. The workshop's faculty will visit the participants' educational institutions once a month to help them integrate the project's academic material into classroom lessons. In addition, nearby schools and universities will bring their students together for a series of special lectures to be delivered by workshop faculty and participants.

Example:

A college with a strong history faculty proposes to offer a workshop for leadership teams on the theme of reform movements in American history. The institute's proposed director is a scholar with a demonstrable interest in secondary education. Prior to the two-week workshop, the participants will be asked to read James Brewer Stewart's Holy Warriors and Arthur S. Link's Woodrow Wilson and the Progressive Era. During the workshop, the participants will examine these books and their pedagogical implications.

During the following academic year, the participants will attend five weekend follow-up conferences. At each of these conferences, they will discuss a major text on the American reform tradition, write short reaction papers, construct lesson plans centered around the themes of the books, and develop a bibliography to be used in the schools. The workshop's staff will also visit the participants and work with them in classroom settings. After the program ends, the staff will evaluate the workshop, and the participants will complete a detailed questionnaire about the project.

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

October 1985-	Preliminary work between applicants and
February 1986	Endowment staff.

March 15, 1986	Deadline for submitting ten copies of the complete application to the Endowment.
September 1986	Announcement of awards.
September 1986- May 1987	Planning, preparation, and announcement of funded programs.
July-August 1987	Commencement of project activities.
November 1987	Reports to the Endowment on the completed workshops.

Additional Advice: Prospective applicants are encouraged to call or write the Endowment staff for advice and technical assistance at any stage of the application process prior to the deadline. For further information write or call

Jayme 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 implementing the project. In their budgets, applicants should include travel costs for a one-day conference in Washington, D.C.

1987 Summer 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 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 institutes for high school juniors. The institutes are to be held on the campuses of historically black colleges and universities, and they are to provide opportunities for up to thirty-five students to undertake appropriate studies in English, history, or foreign languages under the guidance of experienced faculty. The Endowment awarded seven grants for institutes in the summer of 1985 and would anticipate similar numbers for 1986 and 1987.

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 will (1) directly benefit the participating students by strengthening their academic preparation; (2) lead to continuing academic collaboration among professors and teachers in the participating colleges and schools; and (3) provide other colleges with practical examples of cooperation among secondary schools and institutions of higher learning.

Academic Focus: The institute's focus on each campus should be the study of the humanities, especially English, history, or foreign languages. The precise combination of lectures, 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 high school juniors with high academic potential and provides them with an academically demanding and rewarding experience.

Each institute should involve a comprehensive four-week program, with due regard to appropriate social and cultural experiences, comfortable living arrangements, and supervision appropriate for pre-collegiate students living on a college campus in the summer. The focus should be on the criteria listed on page three.

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 (the standard packet for the Division of Education Programs). 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 institute.

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

4. Staffing. Full details, including a curriculum vitae, should be included for each staff member involved in the project, and the roles of each should be identified. The institute staff should be experienced scholars in the disciplines of the humanities, and each should have a demonstrable interest in secondary education. The director should be an experienced teacher, administrator, and published scholar with an advanced degree in the discipline to be studied. The project director is encouraged to invite distinguished scholars from outside the sponsoring institution to serve as visiting lecturers and institute faculty.

5. Institutional Suitability. The application should include such other information as will help the Endowment in determining the applicant's appropriateness for this project. Prior experience with programs for high school students, recent experience with collaboration between schools and colleges, special interest of faculty, availability 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 included in the application packet, the applicant should prepare a full budget for the project. The budget should include food, housing, travel costs for students, and a \$200 per week stipend for each student.

7. Evaluation Plan. A simple, straightforward plan for judging the results of the program should be presented. This 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 students themselves.

8. Supplementary Information and Letters of Support. Printed material included in the appendices should be cited in the application itself. Letters of support should speak to the appropriateness of the specific proposal, not just to the general 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 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 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 and point to the influence of Greek tragedy and comedy on later 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, and these will be the subjects of 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 reform movements 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.

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

October 1985	Endowment announcement of solicitation.
March 15, 1986	Deadline for submitting ten copies of the completed application to the Endowment.
September 1986	Announcement of awards.

September 1986- May 1987	Planning, preparation, and announcement of programs, including names of successful candidates.
July-August 1987	Summer institutes begin.
October 30, 1987	Reports due to the Endowment on the completed summer institutes.

Additional Advice: Prospective applicants are encouraged to call or write 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

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

Following the panel review of the applications and the August meeting of the National Council on the Humanities, the Endowment's chairman will decide on awards.

Following the announcement of awards, the Endowment will convene a meeting of successful applicants to assist them in making plans for implementing their projects. In their budgets, applicants should include travel costs for a one-day conference in Washington, D.C.

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APPLICATION INSTRUCTIONS

NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

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

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INTRODUCTION

These instructions supplement those outlined in the brochure of the Division of Education Programs, so it will be necessary for you to become familiar with that brochure before preparing an application.

Your application is a request for specific assistance to execute a carefully designed plan intended to achieve a clearly delineated purpose. 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 at least six weeks before the application deadline. An NEH staff member will review the draft and offer advice about 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 part of the formal review process.

THE APPLICATION

The application you submit should consist of four parts: a cover sheet, a narrative description of the project, a project budget, and appendices. 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.

Narrative Description of the Project

Prepare a narrative proposal that includes the following items (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 the project 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 benefits to the home institutions of the selected participants.

Similarly, proposals for new courses or sets of courses should show why the courses are desirable, how students and faculty would benefit from them, and 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 applicable, 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 plan for 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. Provide whatever detailed material will allow a reviewer of your application to have a full understanding of your project.

If the proposed project is an institute, the application should include appendices offering detailed syllabi and reading lists. If the goal is to develop or improve courses, the proposal should include course descriptions or syllabi, reading lists, outlines of teaching strategies, and student writing requirements. In the case of multidisciplinary proposals, the application should 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 improved teaching.

In preparing this description of activities, show how the activities would augment previous efforts to increase students' understanding of the humanities, to promote faculty members' scholarship, to increase teaching effectiveness, to develop instructional materials, or to revise curricula. Outline the steps that have been taken to demonstrate 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. A curriculum vitae for each member of the project staff should be included in an appendix.

The period and amount of time that key project staff members have agreed to devote to the project must be clearly indicated, justified, and documented (normally by means of a letter from each, included in an appendix). For faculty members, 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 in the budget, 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 and duties of each member of the advisory board should also be documented.

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

(4) 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. For applications in the Central Disciplines Program, describe lines of authority, both within the project and within the institutional context.

(5) 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 by identifying significant features of its faculty, students, and other constituents. 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 country--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 proposals are ordinarily somewhat longer than single-purpose ones, but applicants are advised to resist the temptation to provide excessive elaboration. If previous NEH grants are part of the history of planning and activity, these grants should be identified and their results summarized.

Applicants who are submitting a proposal for renewal or repetition need to explain why additional federal funds should be invested in an activity that has received earlier support. Whenever possible, such a proposal should also include a detailed evaluation of the initial project (included as one of the appendices) and a clear identification of the audience to be reached by the renewal.

If your organization has received funds from any other

agency or from a foundation to undertake work similar to that proposed in this application, you should indicate the nature of that support. Finally, in an appendix you should provide a list of the grants your institution has received from the Endowment over the past three years. In the case of a large institution, it will suffice to indicate the grants to the program or division submitting the present application. (Fellowship awards to individual members of the project staff should not be included in this grant history.)

(6) A plan for evaluation of the proposed project

Identify the project's anticipated benefits and intended beneficiaries and indicate the criteria and the precise plan that would be used to determine whether the project has accomplished its purposes. You should bear in mind that evidence of intellectual growth and achievement outweighs in importance such things as changes in attitudes or expressions of gratitude.

(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.

Applications are judged on the basis of quality, not weight. Strive in your narrative to present a solid, clear, concise description of the project and a cogent argument for federal support. Reviewers prefer applications that get to the point quickly; the narrative of your proposal should not exceed twenty-five pages.

The application should be typewritten (double-spaced) on white, 8 1/2" x 11" paper. The pages should be numbered consecutively.

Project Budget

The budget for the project must be presented on the NEH budget form, prepared in accordance with the attached Budget Instructions. Before completing the Budget Form, you should review the information contained in the Education Programs brochure relating to types of grant support, eligible and ineligible project costs, cost-sharing expectations, and the period for which funding may be requested in a given type of grant program. You should discuss with a program officer any questions not fully addressed either in the Education Programs brochure or in the Budget Instructions.

Applicants for projects in either the Central Disciplines Program or the Elementary and Secondary Schools Program should note that project directors will be expected to attend a one-day planning meeting either at NEH or at another site to be determined. Travel expenses and a per diem allowance for this purpose should be included in the application budget for such projects.

Tuition fees may not be charged to participants in NEH-funded institutes or collaborative projects. Credit may be awarded, however, at the discretion of the college or university sponsoring a given program.

There are special arrangements for calculating cost sharing for institutes which involve participants from a number of institutions. Under normal circumstances, the cost-sharing line should include cash contributions from the home institutions of the participants. In the Elementary and Secondary Schools Program, this contribution is calculated on the basis of \$100 per participant per four-week period (pro-rated for institutes of longer or shorter duration). In the Exemplary Projects Program, the contribution ranges from \$250 to \$350, depending on the length of the institute.

Stipends for participants in an institute should be listed under Section A, Item 7, Other Costs. The stipends should be the same for all participants in a given institute, but the stipend for a particular institute will be determined by the length of the institute. Normally, institutes in the Elementary and Secondary Schools Program provide travel, room and board (if required), plus a stipend of \$200 per week. Institutes in the Exemplary Projects Program carry stipends of \$2,500 for four weeks, \$2,750 for five weeks, \$3,000 for six weeks, \$3,250 for seven weeks, and \$3,500 for eight weeks. Participants in Exemplary Projects institutes are expected to use a portion of their stipends to pay for their own travel and room and board.

Recipients of NEH-funded fellowships and stipends should be informed that no income tax will be withheld from their stipends. They will not receive W-2 forms or similar statements of earnings and withholdings at the end of the year, and consequently they must make provisions for paying whatever income taxes they owe from their stipends. Participants in programs involving stipends or fellowships should be referred to Internal Revenue Service Publication 520, "Tax Information for American Scholars in the United States and Abroad."

An explanatory narrative should 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 any materials produced in connection with the project.

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 are often a useful means of demonstrating the kinds of planning and the types of institutional commitment that stand behind a project. Any letters that are included should be specific to the proposed project and should indicate the promise of financial or other support where that is appropriate.

Applications for support in the Fostering Coherence Throughout an Institution category should be accompanied by ten copies of the current college or university catalogue.

AUTHORSHIP OF PROPOSALS

Successful proposals to the Division of Education Programs are usually written by the persons who will be central to a project if it is funded. A grants office or research office can assist project personnel in handling the administrative and budgetary procedures involved in the submission of the proposal, but competitive proposals normally reflect the conception, plans, commitment, and prose of those who will actually be involved in grant activities.

TITLES

Each application should include a project title. The object of a project title is to provide a brief description that will clearly indicate the focus of the project not only for NEH evaluators but also for the general public. Applicants are asked to bear this in mind when proposing a title for their project so that modification by the Endowment will be unnecessary.

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

A WORD OF CAUTION ABOUT MULTIPLE APPLICATIONS

The Division of Education Programs 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. Ordinarily an institution or organization cannot expect to receive more than one grant in a given category at a time.

DEADLINES

Deadlines for the grant programs are listed in the brochure of the Division of Education Programs. Applications must be postmarked 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. appendices

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. Please place the Checklist for a Complete Application at the top of your application package.

The multiple copies of the application should be mailed to

Name of Program Officer
Name of Grant Category
Division of Education Programs
Room 302
1100 Pennsylvania Avenue, N.W.
National Endowment for the Humanities
Washington, D.C. 20506

National Endowment for the Humanities

Washington, D.C.

The next three pages include:

- Instructions for Completing the Application Cover Sheet
- The Application Cover Sheet
- Field of Project Categories and Codes

Please read the instructions before completing applicable questions. Please print or type.

Purpose: The National Endowment for the Humanities uses a single cover sheet for all of its programs. This cover sheet gathers information that is necessary in one of two ways:

(1) The information is necessary for efficient consideration of the application during the review process and in the administration of the grant if an award is made.

(2) The information is *required of the Endowment* in various reports to Congress, other federal agencies, and the public. The Endowment must provide reports which involve statistical information or descriptions that can be obtained quickly from the cover sheet. Information is recorded in a computer which stores the data for subsequent compilation and reporting.

Please read the instructions for each question carefully. Answer each question by typing or printing your reply. Please verify your answers to be certain that they are correct and complete.

You will find it helpful to complete the cover sheet last, after all other parts of the application have been prepared.

Privacy Act: The following notice is furnished in compliance with the Privacy Act of 1974:

The information is solicited under the authority of the National Foundation on the Arts and the Humanities Act of 1965, as amended, 20 U.S.C. 956. This information is needed to process the grant application and for statistical research and analysis of trends. The routine uses which may be made of this information are: general administration of the grant review process; statistical summaries; Congressional oversight; and analysis of trends.

Instructions for Completing the Application Cover Sheet

Block 1—Individual Applicant or Project Director

Item a. If the application is submitted through an institution or organization, enter the name and mailing address of the person who will carry out the project or be chiefly responsible for directing it. Information about an institution is also requested in blocks 2 and 11. When an application is submitted by an individual, the name and address of the individual applying should be indicated.

Item b. Indicate number corresponding to preferred form of address:

- | | | |
|--------|--------|-------------|
| 1—Mr. | 3—Miss | 5—Professor |
| 2—Mrs. | 4—Ms. | 6—Dr. |

Item c. Whenever possible, one of the telephone numbers listed should be a number at which a message can be left.

Item d. If possible, please indicate the code for the appropriate field from the "Field of Project" list found on the reverse side of the Application Cover Sheet.

Block 2—Type of Applicant

Check either a or b.

For those who checked a ONLY: Please indicate an institutional affiliation, if applicable, on line 11a.

For those who checked b ONLY: Identify *Type* such as: Business, Religious, Museum, Historical Society, Government (state, local, etc.), Public Media (TV, radio, newspaper, etc.), Educational (elementary/secondary, school district, 2 yr. college, 4 yr. college, etc.), Library (public, research, etc.), Center (advanced study, research, etc.).

Identify *Status* as either Private Nonprofit or Unit of State or Local Government.

E.g., *Type*: Historical Society. *Status*: Private Nonprofit.

Block 3—Type of Application

Check appropriate type:

a. New—application for this project submitted to NEH for the first time.

b. Revision and Resubmission—a version of the application for this project submitted to NEH previously but not funded.

c. Renewal—application for funding a new grant period for a project previously funded by the NEH.

d. Supplement—application for additional funding to a current NEH grant.

Block 4—Program to Which Application is Being Made

This information is pre-printed on your form. Pre-printed forms insure that the applicant has the correct instructions for the specific program.

Block 5—Requested Grant Period

Grant periods begin on the first day of the month and end on the last day of the month. Project activities need not

begin on the first day, but all project activities must take place within the requested grant period.

Block 6—Project Funding

Enter here the appropriate figures from the Project Budget that is part of your application.

Block 7—Field of Project

Indicate the category and code from the listing on the reverse side of the cover sheet to indicate the *specific* humanities field that best describes the content of the project.

Block 8—Descriptive Title of Project

Enter a brief title that clearly identifies the project and its humanities content. This title should be informative to a nonspecialist. The NEH is obliged to be as clear as possible to the public about awards that it makes. The "Descriptive Title" will be used for this purpose whenever possible, but the Endowment staff may assign a different working title to the project for purposes of greater clarity.

NOTE: The descriptive or working title does not need to be the title of the product (film, article, book) that may result from the project. The applicant retains complete authority and responsibility for choosing titles for project products.

Block 9—Description of Project

Provide a brief description of the proposed project. Do not exceed the space provided.

Block 10—Will This Proposal Be Submitted to Another Government Agency or Private Entity for Funding?

This information is sought without prejudice to the application. The Endowment frequently co-sponsors projects with other funding sources. If not applicable, indicate "N/A."

Block 11—Institutional Data

Item a. Indicate the name of the institution and the city and state of its official mailing address.

Item b. Indicate the name and title of the person who is authorized to submit applications on behalf of the institution or organization. That person must sign and date the application.

Item c. Indicate here the name, mailing address, form of address (see instructions for 1b), and telephone number of the person who will be responsible for the financial administration of the grant if the award is made. For example, at many universities the Provost, Vice President, President, or Chancellor is the person "authorized" to submit an application (see item b), but the actual administration of the project—e.g., negotiating the project budget, ensuring compliance with the terms and conditions of the award—is the responsibility of a Grants or Research Officer. It is the latter person who should be listed here.

NEH Application Cover Sheet

Form OMB-3136-0032
Expires 1/31/86

1. Individual Applicant or Project Director

a. Name and Mailing Address

(Last) (First) (Initial)

(City) (State) (Zip)

b. Form of Address

c. Telephone

Office Ext.

Home

d. Major Field of Applicant
or Project Director

e. Citizenship ☐ U.S.

☐ Other (Specify)

2. Type of Applicant

- a. ☐ By an Individual b. ☐ Through an Org./Inst.
If a., indicate an institutional affiliation, if applicable, on line 11a.
If b., complete block 11 below and indicate here:
c. Type
d. Status

3. Type of Application

- a. ☐ New c. ☐ Renewal
b. ☐ Revision and Resubmission d. ☐ Supplement
If either c. or d., indicate previous grant number:

4. Program to Which Application is Being Made

ELEMENTARY AND SECONDARY EDUCATION PROGRAM

5. Requested Grant Period

From: (Mo./Yr.) To: (Mo./Yr.)

6. Project Funding

- a. Outright Funds \$
b. Federal Match \$
c. Total From Endowment \$
d. Cost Sharing \$
e. Total Project Costs \$

7. Field of Project

8. Descriptive Title of Project

9. Description of Project (do not exceed space provided)

10. Will This Proposal Be Submitted to Another Government Agency or Private Entity for Funding?

If Yes, indicate where and when:

11. Institutional Data

a. Institution or Organization: (Name) (City) (State)

b. Authorizing Official: Name (Last) (First) (Initial)

Title: Signature: (Date)

c. Institutional Grant Administrator—Name and Mailing Address:

(Last) (First) (Initial)

Form of Address

Telephone:

(City) (State) (Zip)

(For NEH Use Only)

Date Received
Application #
Initials

Field of Project Categories and Codes

The following categories and codes should be used to complete blocks 1d and 7 of the NEH Application Cover Sheet. If the specific field of your project is not included in this listing, select the appropriate major field. (This listing is strictly for use by NEH staff to help

retrieve information requested on grants and applications in specific disciplines of the humanities. The listing is not intended to be comprehensive, nor does it represent preferred funding categories. The "hierarchical" arrangement is for convenience.)

<i>Anthropology</i> L1
Archaeology U6
<i>Archival Management/Conservation</i> I1
<i>Arts, History and Criticism</i> MA
Architecture: History & Criticism U3
Art: History and Criticism M1
Dance: History & Criticism M3
Film: History & Criticism M4
Music: History & Criticism M5
Theater: History & Criticism M2
<i>Communications</i> P2
Composition & Rhetoric P1
Journalism P4
Media P3
<i>Education</i> H1
<i>Ethnic Studies</i> K1
Asian American K5
Black/Afro-American K4
Hispanic American K3
Jewish K6
Native American K2
<i>History</i> A1
African A2
American A3
Ancient AC
British A4
Classical A5
European A6
Far Eastern A7
Latin American A8
Near Eastern A9
Russian AA
South Asian AB

<i>Humanities</i> U8
<i>Interdisciplinary</i> U1
African Studies GI
American Studies G3
Area Studies GH
Asian Studies G5
Classics G7
Folklore/Folklife R1
History/Philosophy of Science, Technology or Medicine GA
International Studies GG
Labor Studies G4
Latin American Studies GJ
Medieval Studies G8
Regional Studies GF
Renaissance Studies G9
Rural Studies GC
Urban Studies G2
Western Civilization GB
Women's Studies G1
<i>Languages</i> C1
Ancient CC
Asian CA
Classical C2
Comparative C9
English CE
French C3
German C4
Italian C5
Latin American C6
Near Eastern CB
Slavic C7
Spanish C8
<i>Law/Jurisprudence</i> Q1
<i>Library Science</i> H3
<i>Linguistics</i> J1

<i>Literature</i> D1
African DK
American DE
Ancient DC
Asian DA
British DD
Classical D2
Comparative D9
French D3
German D4
Latin American D6
Literary Criticism DI
Near Eastern DB
Slavic D7
Spanish D8
<i>Museum Studies/Historic Preservation</i> I2
<i>Philosophy</i> B1
Aesthetics B2
Epistemology B3
Ethics B4
History of Philosophy B5
Logic B6
Metaphysics B7
Non-Western Philosophy B8
<i>Religion</i> E1
Comparative Religion E5
History of Religion E2
Non-Western Religion E4
Philosophy of Religion E3
<i>Social Science</i> U2
American Government F2
Economics N1
Geography U7
International Relations F3
Political Science F1
Psychology U5
Public Administration F4
Sociology S1

National Endowment for the Humanities BUDGET INSTRUCTIONS

Before developing a project budget, applicants should review those sections of the program guidelines and application instructions that discuss cost-sharing requirements, the different kinds of Endowment funding, limitations on the length of the grant period, and any restrictions on the types of costs that may appear in the project budget.

Requested Grant Period

Grant periods begin on the first day of the month and end on the last day of the month. All project activities must take place during the requested grant period.

Project Costs

The budget should include the project costs that will be charged to grant funds as well as those that will be supported by applicant or third-party cash and in-kind contributions.

All of the items listed, whether supported by grant funds or cost-sharing contributions, must be reasonable, necessary to accomplish project objectives, allowable in terms of the applicable federal cost principles, auditable, and incurred during the grant period. Charges to the project for items such as salaries, fringe benefits, travel, and contractual services must conform to the written policies and established practices of the applicant organization.

When indirect costs are charged to the project, care should be taken that expenses that are included in the organization's indirect cost pool (see Indirect Costs) are not charged to the project as direct costs.

Fringe Benefits

Fringe benefits may include contributions for social security, employee insurance, pension plans, etc. Only those benefits that are not included in an organization's indirect cost pool may be shown as direct costs.

Travel Costs

Less-than-first-class accommodations must be used and foreign travel must be undertaken on U.S. flag carriers when such services are available.

Equipment

Only when an applicant can demonstrate that the purchase of permanent equipment will be less expensive than rental may charges be made to the project for such purchases. Permanent equipment is defined as an item costing more than \$500 with an estimated useful life of more than two years.

Indirect Costs (Overhead)

These are costs that are incurred for common or joint objectives and therefore cannot be readily identified with a specific project or activity of an organization. Typical examples of indirect cost type items are the salaries of executive officers, the costs of operating and maintaining facilities, local telephone service, office supplies, and accounting and legal services.

Indirect costs are computed by applying a negotiated indirect cost rate to a distribution base (usually the direct costs of the project). Organizations that wish to include overhead charges in the budget but do not have a current federally negotiated indirect cost rate or have not submitted a pending indirect cost proposal to a federal agency may choose one of the following options:

1. The Endowment will not require the formal negotiation of an indirect cost rate, provided the charge for indirect costs does not exceed 10 percent of direct costs, less distorting items (e.g., capital expenditures, major subcontracts), up to a maximum charge of \$5,000. (Applicants who choose this option should understand that they must maintain documentation to support overhead charges claimed as part of project costs.)

2. If your organization wishes to use a rate higher than 10 percent or claim more than \$5,000 in indirect costs, an estimate of the indirect cost rate and the charges should be provided on the budget form. If the application is approved for funding, you will be instructed to contact the NEH Audit Office to develop an indirect cost proposal.

SAMPLE BUDGET COMPUTATIONS

					NEH Funds (a)	Cost Sharing (b)	Total (c)
Salaries and Wages							
Jane Doe/Project Director	[]	9 months x 100% @ \$27,000/academic yr.			\$13,500	\$13,500	\$27,000
Jane Doe	[]	1 summer month x 100% @ \$3,000			3,000		3,000
John Smith/Research Assistant	[]	6 months x 50% @ \$25,000/yr.			6,250		6,250
Secretarial Support	[1]	3 months x 100% @ \$14,000/yr.			3,500		3,500
Fringe Benefits							
11 % of \$36,250					2,503	1,485	3,988
8 % of \$ 3,500					280		280
Travel							
	no. of persons	total travel days	subsistence costs	transport. + costs =			
New York City/Chicago	[2]	[4]	\$300	\$430	730		730
Various/Washington D.C. conf.	[5]	[10]	\$750	500	1,250		1,250
Consultant Fees							
Serbo-Croatian Specialist		5	\$100		500		500
Services							
Long Distance Telephone		est. 40 toll calls @ \$3.00			120		120
Conference Brochure		50 copies @ \$3.50/copy			175		175
TOTAL DIRECT COSTS					\$31,808	\$14,985	\$46,793
Indirect Costs							
20% of \$46,793					\$ 6,362	\$ 2,997	\$ 9,359
TOTAL PROJECT COSTS (Direct and Indirect)					\$38,170	\$17,982	\$56,152

National Endowment for the Humanities
BUDGET FORM

OMB No. 3136-0071
Expires: 05/31/86

Project Director	If this is a revised budget, indicate the NEH application/grant number:
Applicant Organization	Requested Grant Period From _____ to _____ mo/yr mo/yr

The three-column budget has been developed for the convenience of those applicants who wish to identify the project costs that will be charged to NEH funds and those that will be cost shared. FOR NEH PURPOSES, THE ONLY COLUMN THAT NEEDS TO BE COMPLETED IS COLUMN C. The method of cost computation should clearly indicate how the total charge for each budget item was determined. If more space is needed for any budget category, please follow the budget format on a separate sheet of paper.

When the requested grant period is eighteen months or longer, separate budgets for each twelve-month period of the project must be developed on duplicated copies of the budget form.

SECTION A — budget detail for the period from _____ to _____
mo/yr mo/yr

1. Salaries and Wages

Provide the names and titles of principal project personnel. For support staff, include the title of each position and indicate in brackets the number of persons who will be employed in that capacity. For persons employed on an academic year basis, list separately any salary charge for work done outside the academic year.

name/title of position	no.	method of cost computation (see sample)	NEH Funds (a)	Cost Sharing (b)	Total (c)
_____	[]	_____	\$ _____	\$ _____	\$ _____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
_____	[]	_____	_____	_____	_____
SUBTOTAL			\$ _____	\$ _____	\$ _____

2. Fringe Benefits

If more than one rate is used, list each rate and salary base.

rate	salary base	(a)	(b)	(c)
_____ % of \$ _____		\$ _____	\$ _____	\$ _____
_____ % of \$ _____		_____	_____	_____
SUBTOTAL		\$ _____	\$ _____	\$ _____

3. Consultant Fees

Include payments for professional and technical consultants and honoraria.

name or type of consultant	no. of days on project	daily rate of compensation	(a)	(b)	(c)
_____	_____	\$ _____	\$ _____	\$ _____	\$ _____
_____	_____	\$ _____	_____	_____	_____
_____	_____	\$ _____	_____	_____	_____
_____	_____	\$ _____	_____	_____	_____
_____	_____	\$ _____	_____	_____	_____
SUBTOTAL			\$ _____	\$ _____	\$ _____

4. Travel

For each trip, indicate the number of persons traveling, the total days they will be in travel status, and the total subsistence and transportation costs for that trip. When a project will involve the travel of a number of people to a conference, institute, etc., these costs may be summarized on one line by indicating the point of origin as "various." All foreign travel must be listed separately.

from/to	no. of persons	total travel days	subsistence costs	+	transportation costs	=	NEH Funds (a)	Cost Sharing (b)	Total (c)
_____	[]	[]	\$ _____		\$ _____		\$ _____	\$ _____	\$ _____
_____	[]	[]	_____		_____		_____	_____	_____
_____	[]	[]	_____		_____		_____	_____	_____
_____	[]	[]	_____		_____		_____	_____	_____
_____	[]	[]	_____		_____		_____	_____	_____
_____	[]	[]	_____		_____		_____	_____	_____
_____	[]	[]	_____		_____		_____	_____	_____
SUBTOTAL							\$ _____	\$ _____	\$ _____

5. Supplies and Materials

Include consumable supplies, materials to be used in the project, and items of expendable equipment; i.e., equipment items costing less than \$500 or with an estimated useful life of less than two years.

item	basis/method of cost computation	(a)	(b)	(c)
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
SUBTOTAL		\$ _____	\$ _____	\$ _____

6. Services

Include the cost of duplication and printing, long distance telephone, equipment rental, postage, and other services related to project objectives that are not included under other budget categories or in the indirect cost pool. For subcontracts over \$10,000, provide an itemization of subcontract costs on this form or on an attachment.

item	basis/method of cost computation	(a)	(b)	(c)
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
SUBTOTAL		\$ _____	\$ _____	\$ _____

7. Other Costs

Include participant stipends and room and board, equipment purchases, and other items not previously listed. Please note that "miscellaneous" and "contingency" are not acceptable budget categories. Refer to the budget instructions for the restriction on the purchase of permanent equipment.

item	basis/method of cost computation	NEH Funds (a)	Cost Sharing (b)	Total (c)
_____	_____	\$ _____	\$ _____	\$ _____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
SUBTOTAL		\$ _____	\$ _____	\$ _____

8. Total Direct Costs (add subtotals of items 1 through 7)

\$ _____ \$ _____ \$ _____

9. Indirect Costs [This budget item applies only to institutional applicants.]

If indirect costs are to be charged to this project, check the appropriate box below and provide the information requested. Refer to the budget instructions for explanations of these options.

- ☐ Current indirect cost rate(s) has/have been negotiated with a federal agency. (Complete items A and B.)
- ☐ Indirect cost proposal has been submitted to a federal agency but not yet negotiated. (Indicate the name of the agency in item A and show proposed rate(s) and base(s), and the amount(s) of indirect costs in item B.)
- ☐ Indirect cost proposal will be sent to NEH if application is funded. (Provide an estimate in item B of the rate that will be used and indicate the base against which it will be charged and the amount of indirect costs.)
- ☐ Applicant chooses to use a rate not to exceed 10% of direct costs, less distorting items, up to a maximum charge of \$5,000. (Under item B, enter the proposed rate, the base against which the rate will be charged, and the computation of indirect costs or \$5,000, whichever sum is less.)

A. _____
name of federal agency date of agreement

rate(s)	base(s)	NEH Funds (a)	Cost Sharing (b)	Total (c)
_____ % of \$ _____		\$ _____	\$ _____	\$ _____
_____ % of \$ _____		_____	_____	_____
TOTAL INDIRECT COSTS		\$ _____	\$ _____	\$ _____

10. Total Project Costs (direct and indirect) for Budget Period

\$ _____ \$ _____ \$ _____

SECTION B — Summary Budget and Project Funding**SUMMARY BUDGET**

Transfer from section A the total costs (column c) for each category of project expense. When the proposed grant period is eighteen months or longer, project expenses for each twelve-month period are to be listed separately and totaled in the last column of the summary budget. For projects that will run less than eighteen months, only the last column of the summary budget should be completed.

Budget Categories	First Year/ from: to:	Second Year/ from: to:	Third Year/ from: to:	TOTAL COSTS FOR ENTIRE GRANT PERIOD
1. Salaries and Wages	\$ _____	\$ _____	\$ _____	= \$ _____
2. Fringe Benefits	_____	_____	_____	= _____
3. Consultant Fees	_____	_____	_____	= _____
4. Travel	_____	_____	_____	= _____
5. Supplies and Materials	_____	_____	_____	= _____
6. Services	_____	_____	_____	= _____
7. Other Costs	_____	_____	_____	= _____
8. Total Direct Costs (Items 1-7)	\$ _____	\$ _____	\$ _____	= \$ _____
9. Indirect Costs	\$ _____	\$ _____	\$ _____	= \$ _____
10. Total Project Costs (Direct & Indirect)	\$ _____	\$ _____	\$ _____	= \$ _____

PROJECT FUNDING FOR ENTIRE GRANT PERIODRequested from NEH:¹Cost Sharing:²

Outright	\$ _____	Cash Contributions	\$ _____
Federal Matching	\$ _____	In-Kind Contributions	\$ _____
		Project Income	\$ _____
TOTAL NEH FUNDING	\$ _____	TOTAL COST SHARING	\$ _____

Total Project Funding (NEH Funds + Cost Sharing)³ = \$ _____

¹Indicate the amount of outright and/or federal matching funds that is requested from the Endowment.

²Indicate the amount of cash contributions that will be made by the applicant or third parties to support project expenses that appear in the budget. Include in this amount third-party cash gifts that will be raised to release federal matching funds. (Consult the program guidelines for information on cost-sharing requirements.)

Occasionally, in-kind (noncash) contributions are included in a project budget as a part of the applicant's cost sharing; e.g., the value of services or equipment that is donated to the project free of charge. If this is the case, the total value of in-kind contributions should be indicated.

When a project will generate income that will be used during the grant period to support expenses listed in the budget, indicate the amount of income that will be expended on budgeted project activities.

³Total Project Funding should equal Total Project Costs.

Institutional Grant Administrator

Complete the information requested below when a revised budget is submitted. Block 11 of the application cover sheet instructions contains a description of the functions of the institutional grant administrator. The signature of this person indicates approval of the budget submission and the agreement of the organization to cost share project expenses at the level indicated under "Project Funding."

Name and Title (please type or print)

Telephone (_____) _____
area code

Signature

Date

NEH Application/Grant Number: _____

CHECKLIST FOR A COMPLETE APPLICATION

- _____ Ten copies of the application assembled in this order:
 - _____ Application cover sheet (4 copies)
 - _____ Table of contents
 - _____ Narrative
 - _____ Budget (Applicants to the Central Disciplines in Undergraduate Education Program and to the Humanities Instruction in Elementary and Secondary Schools Program should be sure to follow the note regarding travel costs on page 6 of the application instructions.)
- _____ Appendices
 - _____ Curriculum vitae for each member of project staff
 - _____ Documentation of commitment of other project personnel (e.g., visiting lecturers or outside consultants)
 - _____ Other items
- _____ The original application cover sheet with the official signature of the authorizing official
- _____ One unattached copy of the budget

Attach this checklist to the copy of the cover sheet that bears the official signature of the authorizing official.