NEH

National
Endowment
for the
Humanities

Division
of
Education
Programs

Guidelines and
Application
Materials

October 1986

Historically Black Colleges and Universities

Faculty Projects

Summer College Humanities Programs for High School Juniors

Historically Black Colleges and Universities

In response to 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 initiatives: faculty projects and summer college humanities programs for high school juniors.

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.

Faculty Projects at Historically Black Colleges and Universities

Summary: The NEH faculty projects initiative is intended to respond to the specific needs of an institution by providing opportunities for historically black colleges and university faculty to engage in the substantive study of significant texts, topics, and issues in the disciplines of the humanities.

Projects that can be supported include summer workshops lasting three or four weeks, workshop series during the academic year, and combinations of the two. The most important component of a project should be the opportunity it provides for faculty to read and study significant texts in the humanities. Projects must include opportunities for the participants to contribute actively through small-group discussions and oral presentations and should also provide opportunities for the writing of expository, analytical, or research papers. The director of each project should be a recognized scholar in the humanities; the staff of each project should include other accomplished scholars in the discipline and topic under study. Scholars from institutions other than the host institution should be included as faculty. The Endowment hopes to fund at least three projects a year, with projects generally ranging in cost between $40,000 and $100,000.

Rationale for the Program: The Endowment believes that faculty members benefit from studying with scholars who have made important contributions to their fields. The Endowment further believes that there is value in providing opportunities for faculty within single institutions to study texts and topics that are significant to the curriculum. Experience has shown that these kinds of faculty development programs often have a dramatic impact on the way the humanities are taught and learned throughout an institution.

Faculty projects at historically black colleges and universities are designed to provide humanities professors with specially arranged opportunities (1) to analyze substantive texts and issues in their disciplines under the direction of scholars with reputations for scholarly and teaching excellence; and (2) to identify pedagogical techniques that are useful in the teaching of those texts and issues.

Focus of the Projects: Project activities should focus on the study of major texts and topics in a humanities discipline. In addition, each project should include plans to relate the intellectual work to the teaching responsibilities of the participants.

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

> (1) the intellectual quality, coherence, and rigor of the proposed project;
>
> (2) the significance of the texts and topics to be studied by the project participants;
>
> (3) the appropriateness of the proposed activities in relation to the stated goals of the project;
>
> (4) the qualifications and experience of the project staff;
>
> (5) the clarity of the plans and the likelihood that they will help participants incorporate workshop material into their courses,
>
> (6) the thoroughness of the preparation for the project, including evidence of commitment from the faculty involved, the guest scholars, and the appropriate officials of the institution;
>
> (7) the institution's demonstrated commitment to the support of efforts to strengthen its humanities curriculum; and
>
> (8) the suitability of the evaluation plan.

The Proposal: The proposal should be based on the evaluation criteria just described and should be guided by the information and regulations in the accompanying application packet (the

standard packet for applications to all grant categories of the Division of Education Programs). The proposal's format is left to the discretion of the applicant but should in all cases include the following components.

1. <u>Application Summary</u>. The proposal should include a summary of the proposed project.

2. <u>Statement</u>. The proposal should contain a full statement of the need for and value of the proposed project.

3. <u>Project Description</u>. 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, and the way in which the study would be integrated into the participants' course offerings. A detailed daily schedule should be provided. A full description of all activities leading up to and taking place during the project should be included. This section should include a careful description of the administrative aspects of the project: the procedure for selecting or inviting participants, the schedule of activities, and a detailed syllabus of discussion topics and primary and secondary readings. The administrative arrangements should be based on the academic program at the heart of the project.

4. <u>Staffing</u>. Full details, including a resume, should be included for each staff member involved in the project, and the roles of each should be identified. The project staff should be experienced scholars in the disciplines of the humanities, and each should have a demonstrable interest in humanities education. The director should be an experienced teacher and a published scholar with an advanced degree in the discipline to be studied. The proposal should also provide information about the distinguished scholars from outside the sponsoring institution who have been invited to serve as visiting lecturers and project staff.

5. <u>Institutional Suitability</u>. The application should include such other information as will help the Endowment determine the applicant's eligibility for the project. Prior experience with similar programs, recent work within the institution to enhance the role and quality of humanities instruction, 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.

6.   Detailed Budget.   Using budget forms included in the application packet, the applicant should submit a full budget for the project.   Allowable costs include faculty stipends for group study, released time costs, travel, honoraria for visiting scholars, and the purchase of books for individual use or for the institution's library.   The applicant should include travel costs for a one-day conference in Washington, D.C.   All expenses must be related to a cogent and efficient plan to conduct a rigorous and academically sophisticated project.   Institutional cost sharing is not a requirement.

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.   Dissemination Plan.   The proposal should present a plan for sharing the results, benefits, and assessments of the project within the sponsoring institution.

9.   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 potential participants, staff, and appropriate officials.   Each such letter should be specific to the details of the project.

Example:

A college humanities faculty recognizes that although many of the college's courses contain significant segments on the literature and history of ancient Greece and Rome, no one on the faculty is a classicist by training.   The faculty thus plans a series of workshops on classical texts and topics.   During the summer they propose to hold a three-week workshop on the Homeric poems and the history of Greece through the sixth century.   In the fall and spring semesters, they propose to conduct two series of workshops, one on Greek drama and history from the fifth to the third centuries, and the other on Vergil and the fall of the Roman Republic.   In consultation with the guest scholar, individual faculty members prepare brief papers on a topic examined in each of the workshops. The papers would be shared with all the participants in the workshop and would serve as a basis for discussion.   Each faculty member would also prepare a syllabus and bibliography for classroom use.

Example:

The history faculty members of a college have strong backgrounds in nineteenth-and twentieth-century American history and wish to expand their knowledge of colonial and Revolutionary history. Faculty members plan a fall seminar on the political theory of the Constitution and a spring seminar on the social history of the period. The plans include a series of visits by four distinguished scholars who would reside on the campus for a week to lecture and conduct the seminars. Throughout the project, participating faculty members would do extensive reading of primary and secondary sources. Each would prepare an oral review of one recent major work of scholarship suggested by one of the guest scholars. The faculty would also meet for a week in the following summer to discuss ways of introducing more primary material into their courses.

Example:

The faculty of an English department learn that in the spring a major theater group will visit a nearby city to perform King Lear. The faculty decide to use that event as the occasion to improve their knowledge of Shakespeare. They invite several eminent Shakespeare scholars from around the country to give lectures and to lead discussions on their campus. In the fall, they plan to study Hamlet and Othello; in the spring, they plan to focus on King Lear. Each play would be examined over a five-day period. In addition to presentations by the invited speakers, each English department faculty member would make a report to his or her colleagues on some aspect of Shakespearean studies. In the spring, the department would invite the director and several members of the visiting company to give presentations and workshops while in the area. The department would also invite to the series faculty members from other departments that teach dramatic literature. As a result of these efforts, all the faculty on campus would coordinate any courses involving the study of Shakespeare and tragic drama.

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

October 1986–
  February 1987

Preliminary work between applicants and Endowment staff.

March 15, 1987

Deadline for submitting ten copies of the complete application to the Endowment.

September 1987

Announcement of awards.

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

> Lyn Maxwell White
> Assistant Director
> Division of Education Programs
> National Endowment for the Humanities
> 1100 Pennsylvania Avenue, N.W.
> Washington, D.C. 20506
> 202/786-0380

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

1987 Summer College Humanities Programs for High School Juniors

Summary: In response to 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 $80,000 to plan and carry out four-week summer humanities institutes for high school juniors who will enter their senior years in the fall after the institute. 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 rigorous studies in English, history, or foreign languages under the guidance of experienced faculty.

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 should focus on the study of the humanities, especially English, history, or foreign languages. Lectures, discussions, and seminars should provide for the intensive study of important primary texts and ideas. The precise combination of lectures, seminars, and related activities is left to the applicant institutions, but the principal criteria for evaluation will be the extent to which the proposed program identifies high school juniors with high academic potential and offers them 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.

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

(1) the intellectual quality, coherence, and rigor of the proposed project;

(2) the significance of the texts and topics to be studied by the project participants;

(3) the appropriateness of the proposed academic and cultural activities in relation to the stated goals of the project;

(4) the qualifications and experience of the project staff;

(5) the thoroughness of the planning for the project, including evidence of commitment from the faculty involved, guest scholars, and officials of the institution;

(6) the availability and quality of the campus facilities; and

(7) the suitability of the evaluation plan.

The Proposal: The proposal should be based on the evaluation criteria just 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 discretion of the applicant but should in any case include the following components.

1. Application Summary. The proposal should include a summary or abstract of the proposed project.

2. Statement. The proposal should provide a full statement of the need for and value of the proposed institute.

3. Program Description. The proposal should demonstrate that careful attention has been 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. A full description of all the activities leading up to and taking place during the summer institute should be included. This section should include a careful description of the administrative aspects of the project: student recruitment, staff selection, and a schedule of events, etc. The administrative arrangements should be based on the academic program at the heart of the summer session.

4. <u>Staffing</u>. Full details, including a resume, should be included for each staff member involved in the project, and the roles of each should be defined. The institute staff should be experienced scholars in the disciplines of the humanities, and each should have a demonstrable interest in secondary education. The institute 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. <u>Institutional Suitability</u>. The application should include such other information as will help the Endowment in determining the applicant's eligibility 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. <u>Detailed Budget</u>. Using the 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. The applicant should include travel costs for a one-day conference in Washington, D.C.

7. <u>Evaluation Plan</u>. 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. <u>Supplementary Information and Letters of Support</u>. 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:

An English faculty proposes a summer institute on the development of the American short story. The participants would read works by Poe, Hawthorne, Twain, James, Chopin, Cather, Fitzgerald, Wright, Bellow, Cheever, Malamud, and Alice Walker. The lectures and discussions would focus on fifteen short stories within their cultural context. In addition, the participants would write several five-page analytical papers and present oral performances of selected literary texts. In a follow-up meeting, the participants and staff would evaluate the effectiveness of the project.

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 would live with the participants in the dormitories; only French would be spoken at meals. One hour of language laboratory and one hour of conversation would be required each day. In addition, selections from French literature would be read; and these would be the subjects of lectures, small-group discussions, and writing assignments, some of them in French. Participants would 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 would read and critically evaluate the following works: Louis Filler, The Crusade Against Slavery, 1830-1860; Arthur S. Link, Woodrow Wilson and the Progressive Era; and Stephen B. Oates, Martin Luther King. A standard American history textbook would be used for background reading. In addition to studying these books, each participant would also write four short papers on a specific topic in the history of American reform. At the conclusion of the program, the staff would evaluate the institute, and the participants would complete a detailed questionnaire about the project.

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

October 1986– February 1987	Preliminary work between applicants and Endowment staff.
March 15, 1987	Deadline for submitting ten copies of the completed application to the Endowment.
September 1987	Announcement of awards.
September 1987– May 1988	Planning, preparation, and announcement of programs, including names of successful candidates.
July-August 1988	Summer institutes begin.
October 30, 1988	Reports due to the Endowment on the completed summer institutes.

Additional Advice: Prospective applicants are strongly urged to submit preliminary drafts of applications to the Endowment staff and to call 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
> 1100 Pennsylvania Avenue, N..W.
> 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.

Special Initiatives

In addition to the initiatives for historically black colleges and universities, the Endowment is currently encouraging proposals for projects concerning the following topics:

The Bicentennial of the U.S. Constitution

In commemoration of the 200th anniversary of the Constitution of the United States, the Endowment is encouraging renewed interest in the principles and foundations of constitutional government. Proposals for scholarly research are invited on philosophical and historical topics about the Constitution and founding period. The Endowment encourages wide dissemination of such studies as well as of the best existng scholarship. This dissemination may take place through conferences, public lectures and exhibitions, seminars and institutes for secondary school and college teachers, seminars for law professors, and research and writing projects for secondary school and college students.

The Columbian Quincentenary

As part of the international observance of the 500th anniversary of Christopher Columbus's voyage of discovery to the New World, NEH invites proposals for original scholarship on related topics and for dissemination of both new and existing scholarship. Topics may include the expansion of European civilization through the efforts of the Spanish and Portuguese crowns; the establishment of new societies and new forms of cultural expression through encounters among among native American European, and African peoples; and the ideas--political, religious, philosophical, scientific, technological, and aesthetic--that shaped the processes of exploration, settlement, and cultural conflict and transformation set into motion by Columbus's momentous voyage.

Understanding America

In an effort to reinvigorate the study of American history and culture, the Enuowment encourages proposals that focus on the principles that fashioned this country; the events that shaped it; the people that built it; and the writers, poets, and painters

who reflected upon it. In connection with this initiative, the Division of Education Programs welcomes a variety of applications, including proposals that help schools and school systems strengthen the content and caliber of their American history courses. In addition, the division encourages proposals that integrate the best of recent scholarship on particular groups--immigrants, minorities, and women--into the more traditional course offerings on American history and literature.

Understanding Other Nations

A companion to the initiative on Understanding America, this initiative seeks to improve Americans' understanding of the culture of ,other countries by encouraging the teaching and learning of foreign languages. In response to this initiative, an applicant to the Division of Education Programs might consider proposals that establish consortia, study centers, and teacher institutes that promote the study of foreign languages.

E86-6

APPLICATION INSTRUCTIONS

NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

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

Revision 9/85

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) <u>A statement of the reason for the project and the purposes it seeks to accomplish</u>

        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 they 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, de-
scribe 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 others 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, they 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 <u>not</u> be included in this grant history.)

(6) <u>A plan for evaluation of the proposed project</u>

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) <u>Plans for continuation</u>

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 your 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.

<u>Project Budget</u>

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.

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. In the space provided, enter the number corresponding
to the applicant's or project director's preferred form of address:

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

Item c. Enter the social security number and date of birth of
the applicant.

Item d. Enter the applicant's or project director's full
telephone number with area code and extension. Whenever possible,
one of the telephone numbers listed should be a number at which a
message can be left.

Item e. If possible, indicate the code for the appropriate
major field from the list of Field of Project Categories and Codes
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, in Block 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. Example: Type:
Historical Society. Status: Private Nonprofit.

Block 3--Type of Application

Check appropriate type:

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

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

Item c. Renewal--application for funding a new grant period
for a project previously funded by NEH.

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

Block 4--Program to which Application Is Being Made

This information is preprinted on your form. Preprinted forms
ensure that the applicant has the correct instructions for the
specific program.

If application is being made under one of the Endowment's
initiatives described on page 00 of the guidelines, please
indicate the number corresponding to the initiative in the space
provided after Endowment Initiatives:

> 04B--Bicentennial of the U.S. Constitution
> 03M--Columbian Quincentenary
> 03A--Understanding America
> 03B--Understanding Other Nations

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. 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. NEH frequently cosponsors 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 Block 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.

Block 12--Student Loan Status

Indicate if the individual applicant or the project director are currently delinquent on repayments of any federally backed student loans. If "yes", please attach a statement explaining the circumstances. NOTE: Knowingly providing false information may subject the applicant to criminal penalties of up to $10,000 or imprisonment of up to five years, or both. 18 U.S.C. Section 1001.

NEH APPLICATION COVER SHEET

1. Individual applicant or project director

a. Name and mailing address

Name _____
(last)   (first)   (initial)

Address _____

_____

_____
(city)   (state)   (zip code)

b. Form of address: ☐

c. Social
Security # _____
Date of birth _____
(mo day yr.)

d. Telephone number
Office: _____ / _____ Home: _____
(area code)   (area code)

e. Major field of applicant
or project director _____ ☐
(code)

f. Citizenship ☐ U.S.
☐ Other _____
(specify)

2. Type of applicant

a. ☐ by an individual b. ☐ through an org. institute
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 ☐

_____

Endowment Initiatives: _____
(code)

5. Requested grant period

From: _____   To: _____
(month year)   (month year)

6. Project funding

a. Outright funds $ _____
b. Federal match $ _____
c. Total from NEH $ _____
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. Name of authorizing official:

_____
(last)   (first)   (initial)

_____
(title)

_____
(signature)   (date)

c. Name and mailing address of the institutional grant administrator

_____
(last)   (first)   (initial)

_____

_____
(city)   (state)   (zip code)

Telephone: _____ / _____ Form of address ☐
(area code)

12. Student loan status

Is the individual applicant or project director currently delinquent on repayments of any federally backed student loans?

Note: Knowingly providing false information may subject the applicant to criminal penalties of up to $10,000 or imprisonment of up to five years, or both 18 U.S.C. §1001.

☐ Yes   ☐ No

For NEH use only
Date received
Application #
Initials

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.)

Anthropology L1

Archaeology U6

Archival Management/Conservation I1

Arts, History and Criticism 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

Communications P2

Composition & Rhetoric P1
Journalism P4
Media P3

Education H1

Ethnic Studies K1

Asian American K5
Black/Afro-American K4
Hispanic American K3
Jewish K6
Native American K2

History 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

Humanities U8

Interdisciplinary 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

Languages 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

Law/Jurisprudence Q1

Library Science H3

Linguistics J1

Literature 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

Museum Studies/Historic Preservation I2

Philosophy B1

Aesthetics B2
Epistemology B3
Ethics B4
History of Philosophy B5
Logic B6
Metaphysics B7
Non-Western Philosophy B8

Religion E1

Comparative Religion E5
History of Religion E2
Non-Western Religion E4
Philosophy of Religion E3

Social Science U2

American Government F2
Economics N1
Geography U7
International Relations F3
Political Science F1
Psychology U5
Public Administration F4
Sociology S1

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
		no. of persons	total travel days	subsistence costs	transport. + costs =			
Travel								
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

BUDGET FORM

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

B.

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 PERIOD

Requested from NEH:[1]

Outright	$_____
Federal Matching	$_____
TOTAL NEH FUNDING	$_____

Cost Sharing:[2]

Cash Contributions	$_____
In-Kind Contributions	$_____
Project Income	$_____
TOTAL COST SHARING	$_____

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

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

[2] Indicate 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.

[3] Total 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."

_____   Telephone (____) _____
Name and Title (please type or print)   area code

_____   Date _____
Signature

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 signa-
      ture 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.