

## PROCEDURE FOR SECOND YEAR STATE-BASED PROGRAM GRANTS

1) We plan to continue our "colleagial" relationship with grantees in this program, exerting as much pressure as possible in these early years to encourage programs which follow the guidelines and objectives we have established.

2) Our perception that the distinction between the humanities and anything else is not an easy one to make has been borne out, yet this is a crucial definition (therefore, see 3) below).

3) If the program is to meet one of its basic objectives--to make clear to large segments of the public what the humanities are--we believe that we will have to continue to provide explicit direction to our grantees for at least the first few years of the experiment.

What this all means is that:

1) We will make our new criteria (items 1,2,3 & 4 in the "Policy" paper) available to second year grantees and their applications will be judged on the basis of these along with the unchanged criteria for the program.

2) We will, in fact, make a large amount of our time available to our grantees for consultation to impose and persuade them not only before and during development ~~for~~ of second year proposals, but concurrently, during the operation of first year programs.

3) We will encourage, where possible, grant periods which are staggered so that the administrative work load which arises from "collegial" involvement with grantees will be as possible.

Evaluation, faith and momentum:

Everyone should understand that as we go into the second year, we will not be relying heavily on evaluation of first year programs to judge second year funding. While we proceeded relatively rapidly to get the six operational State-based programs funded, activity in these states has proceeded slowly. It is clear that to present proposals for second year funding to the Council to insure continuous funding, neither we nor the grantees will have been able to evaluate the programs in depth.

We do have an enormous amount of information, largely impressionistic and piecemeal, about the various programs. This information, along with quarterly reports, and reinforced by staff and other impressions will form the basis of our evaluation.

We are building into second year proposals a more formal, structured evaluative process (see "Policy" paper), which should provide us with basic information for evaluating second year programs.