



**THE HUMANITIES IN THE SCHOOLS (HITS)
PROGRAM GUIDELINES
DEADLINE : FRIDAY, JANUARY 12, 2007**

“The Humanities in the Schools” (HITS) is a granting program of the Connecticut Humanities Council that seeks to strengthen the teaching of the humanities in Connecticut schools by funding professional development programs for teachers and administrators that:

- Rest on a *collaborative* relationship between schools, universities and/or cultural institutions, and
- Focus on significant topics or texts *in the humanities*, rather than on issues of pedagogy or educational methodology.

The Connecticut Humanities Council recognizes that maximum impact on teaching follows from projects that are carried out *over a sustained period of time* and encourage *ongoing collaboration within schools or districts*. It is thus particularly interested in receiving:

- Proposals for summer projects and academic year projects of semester- or year-long duration
- Proposals that encourage participation of teams of teachers and/or administrators from individual schools or school systems.

We are especially interested in proposals that focus on important themes in American History and Culture under funding from the *We the People* initiative of the National Endowment for the Humanities

ELIGIBILITY

Any nonprofit organization or educational institution in Connecticut may submit an application. Eligible grantees include local and regional school districts, colleges and universities, professional organizations of scholars, teachers and administrators, museums, historical societies, libraries and other cultural institutions. *Individuals are not eligible to apply for Humanities in the Schools grants.*

THE HUMANITIES

The disciplines of the humanities must be central to all projects supported by “HITS,” and the methods of the humanities – critical thinking, analysis and interpretation – must be similarly evident.

The humanities are areas of study distinguished by their focus on the uniquely human elements of our world. They examine and interpret the individual’s place in the whole human enterprise: our language, our past, our present society and our future as a species. Unlike the natural sciences and certain branches of social sciences, which aim at quantitative explanation and description, the humanities explicitly address questions of value – not only what is and has been significant for human thought and action, but why it has been so. And although the humanities have much in common with the arts, they are analytical rather than expressive, reflective rather active, critical rather than celebratory. Collectively, the humanities reflect our curiosity about ourselves and the creations of human culture.

HITS projects must focus on one or more of the following disciplines:

- History
- Literature
- Foreign Languages
- Philosophy
- Jurisprudence
- International Relations
- Social or Cultural Anthropology
- Comparative Religion
- History, Criticism and Theory of the Arts, Sciences & Mathematics

HUMANITIES SCHOLARS

Scholars and teachers in the humanities must be actively and centrally involved in all aspects of HITS projects: planning, presentation and evaluation. Token participation by humanities scholars is insufficient to qualify a project for support.

Humanities scholars are persons with advanced academic training in the humanities who are or have been active in research, teaching or writing in one of the fields listed above.

NONDISCRIMINATION AND ACCESSIBILITY

Participation in all HITS projects must be open to all teachers and administrators without regard to race, creed, sex, color, national origin or handicap.

* Applicable federal laws include Title VI, Section 604, of the Federal Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.

PROJECT TYPES AND EXAMPLES

1. Summer Institutes

Summer Institutes, are intensive museum- or campus-based, scholar-led, text or collection-oriented programs. The participants are expected to pursue substantial reading, complete a project in consultation with participating faculty, attend subsequent school year follow-up sessions, and share the results of their work with colleagues. **Average award:** Up to \$20,000.

Examples:

Title: *Shakespeare, Walking the Walk and Talking the Talk: A Question of Style*

Sponsor: Yale Center for British Art

The Yale Center for British Art hosted a weeklong teacher institute to develop and foster long-term relationships with Connecticut secondary schools. This pilot project demonstrated how the Center's collections might be used to integrate the writings of William Shakespeare into the teaching of art, literature, drama and history. Through lectures and discussions by Yale faculty and museum curators and workshops by members of the British and American Shakespearean companies, the program aimed to strengthen teachers' understanding of the Elizabethan and Jacobean love of display in fashion, portraiture, architecture, gardening and theater. The institute also examined images of the theater and Shakespearean performances in the 18th and 19th centuries, a particular strength of the Center's collections of paintings, prints, drawings, maps and rare books, and also studied Shakespearean language through discussion, performance and video. Teachers gained interdisciplinary knowledge and understanding of these periods, insights into the nature and function of language in Shakespeare's plays, and a closer working relationship with the museum's staff.

Title: *Aqui Me Quedo Curriculum Summer Institute*

Sponsor: Mattatuck Museum

The Mattatuck Museum developed a weeklong summer institute to help meet the increasing demand for both content training and curriculum materials on Puerto Rican history. Daily lectures, multi-media presentations and readings on Puerto Rican history were followed by focused activities guided by curriculum experts and master teachers to create and try out curriculum involving the history of Puerto Rican migration with particular reference to the Connecticut experience. Follow-up sessions during the school year allowed the 25 teachers to again meet to exchange ideas and share strategies for implementing the curriculum.

2. Colloquia

Colloquia have the same basic requirements as summer institutes but are scheduled for a core constituency of teachers and/or administrators on a regular basis throughout a semester or an entire school year. **Average award:** Up to \$10,000.

Example:

Title: *Romanticism Past and Present*

Sponsor: Sacred Heart University

A seminar-long inter-disciplinary series on English and American Romanticism designed for middle school teachers from Bridgeport area secondary schools hosted by Sacred Heart University. Colloquium participants met eight times during the semester and participated in lectures, multi-media presentations and readings followed by guided activities to integrate the colloquium themes into the middle school curriculum.

3. Symposia

Symposia are one-day or weekend, scholar-led, text-or collection-centered meetings focusing on topics in the humanities of particular interest to teachers and/or administrators. **Average award:** Up to \$5,000

Examples:

Title: *Mystic Seafaring Adventures*

Sponsor: Mystic Seaport

This was a weekend program on 19th century maritime history and literature for elementary and secondary schoolteachers at Mystic Seaport. Teachers were exposed to primary documents and secondary resources along with hands-on experiences, which focused on American history and its relation to the sea. Imaginative ways to integrate these themes into the curriculum were explored.

APPLICATION PROCEDURES

Potential applicants for HITS funding are *strongly urged* to consult with Council staff early in the planning process, preferably at least two months before the submission of a formal proposal.

Preapplication discussions may eliminate expenditures of time and energy on proposals that might be ineligible for "HITS" funding. They invariably help applicants prepare more competitive applications. Council staff may suggest improvement in program structure, publicity arrangements or budgetary allocations and can often put applicants in contact with institutional or individual resources appropriate to their projects.

A. General Requirements

Applicants are to submit 15 copies (one original, 14 copies) of each proposal, including supporting documents, to Jennifer Eifrig, Connecticut Humanities Council, 955 South Main Street, Suite E, Middletown, CT 06457 by Friday, January 12, 2007.

B. Proposal Format

1. **Application** – Summarize the proposed project as indicated including a concise description of the proposed project and authorized signatures.
2. **Budget Summary and Narrative** – Provide total funding requirements for each budget category as described in the Budget Explanation. Attach a concise narrative description for each budget category indicating how costs were derived.
3. **Project Narrative** – Provide a complete description of the proposed project, numbered, double-spaced and using a type font no smaller than 12 point, excluding Items 1-3 above, vitae, copies of supporting materials and proposed evaluation instruments. Please organize the Project Narrative using the following sections in the order in which they appear:
 - a) ***Demonstrated Local Need*** – Describe the project’s alignment with *the goals and activities of the professional development plans of the participating schools and/or school districts*, and with national and state standards.
 - b) ***Goals and Anticipated Outcomes*** – List the project’s goals and anticipated outcomes, including what teachers *and* students will know and be able to do **differently** in the classroom as a result of the project.
 - c) ***Project Activities & Participants*** – Describe all proposed professional development activities including follow-up sessions (including dates and locations). Include total number of contact hours. Explain how project participants will be selected and identify the schools that will provide them. List humanities scholars and planners working in the project, explaining their specific roles and responsibilities and noting the credentials that make them an appropriate choice for these responsibilities.
 - d) ***Access of Underrepresented/Underserved Groups*** – Specify how professional development activities will ensure that educators will be made aware of, and make use of, strategies for serving populations that historically have lacked access to equal opportunities for learning and career advancement.
 - e) ***Collaborative Process*** – Describe how teachers, media specialists, and school administrators were actively and significantly involved in the planning process.
 - f) ***Evaluation Plan*** – Describe the project’s evaluation methods and/or indicators of success in relation to its goals and anticipated outcomes. Indicate who will conduct the evaluation and when it will be done (during

the activity, immediately following the program or several months later).
Provide copies of proposed evaluation instruments to be used in the project.
g) *Public Relations Plan* – How will you recruit participants to your project.

4. **Vitae** – Provide a bio or resume for all project directors, faculty and consultants who will manage the proposed project or play significant professional development roles.

REVIEW OF PROPOSALS

CHC staff will review applications initially for completeness and conformance with “HITS” guidelines. Staff may make inquiries with the project director or presenters to clarify any matter on which more information may be needed and may turn back for further development proposals that fail to meet “HITS” guidelines.

An Application Review Committee composed of both academic and public members of the Council, reviews the proposals after their submission. Applications are considered on their own individual merits and in the context of the entire application pool. Funding recommendations are forwarded to the full Council. *Awards are always contingent on the availability of funds.*

REVIEW OF CRITERIA

In evaluating proposals, reviewers consider the following:

- Does the project focus primarily on the study of the humanities themselves?
- Does it involve real and continuing collaboration with humanities scholars and/or cultural institution staff?
- Are humanities scholars and/or cultural organization professionals involved at all stages of the project?
- Do the collaborating institutions have adequate resources to undertake the project?
- Do the applicants and key project personnel have the necessary backgrounds and abilities to conduct the proposed activities successfully?
- Is the project designed to meet important and well-focused needs?
- Are the proposed activities and texts suited to the stated needs, and can their results be integrated into the participants’ classroom teaching?
- Is the budget carefully determined and explained in detail?
- Help schools and school districts meet or exceed the goals of national standards and state frameworks applicable to the content area of the proposed projects. For more information contact James Dargati of the CT State department of Education, (860) 713-6562. Email: james.dargati@po.state.st.us

Projects *cannot* treat a topic or issue from a single point of view or advocate direct social or political action or a particular ideology.

BUDGET GUIDELINES

“HITS” funds may be used to support:

- Honoraria for scholars and consultants up to \$350/day
- Teacher stipends limited to \$60/day for non-salaried time
- Fees for facilitators who direct projects but do *not* prepare instruction
- Clerical or technical services directly related to the project
- Travel by project personnel for reasons directly related to the project
- Acquisition of texts, materials or supplies
- Administrative expenses (postage, telephone, duplicating costs)
- Field trips which are crucial to achieving project aims
- Rental of equipment, vans or buses for field trips

“HITS” grant funds *cannot* be used to support:

- Tuition of academic courses given for credit
- Purchase of classroom materials or capital equipment
- Costs of entertainment, alcoholic beverages or meals
- Indirect costs
- Substitutes while teachers are on release time

Cost-Share

Sponsors are expected to share in the costs of “HITS” projects on a one-to-one basis in cash or in kind. Space is provided on the application budget form to include cost-share contributions.

APPLICATION DEADLINES AND AWARD DATES

Applications are due at the Connecticut Humanities Council office by 5 pm on Friday, January 12, 2007.

Funding decisions will be made in mid-February.

STAFF ASSISTANCE

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