

Rhode Island Council for the Humanities

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Democracy Demands Wisdom: Humanities Grants for Civic Education

The Rhode Island Council for the Humanities (RICH) is making grant funding available for projects and programs that enrich the humanities components of K-12 civic education through the creative integration of the *Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives / Rhode Island History* in teaching and learning.

REQUEST FOR PROPOSALS

Grants are available for professional development activities to individual teachers and to organizations (schools and other non-profit community organizations).

This document outlines the available grants, grant guidelines, and evaluation criteria for this one-time special initiative. Please read the guidelines below carefully and completely before applying or contacting RICH staff.

PLEASE NOTE: RICH will host statewide workshops to answer questions about the initiative in March. (See the "Important Dates" section for more information.)

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1. BACKGROUND & PROGRAM PURPOSE

About the Rhode Island Council for the Humanities

Founded in 1973, the Rhode Island Council for the Humanities (RICH) is an independent, not-for-profit affiliate of the National Endowment of the Humanities (NEH). Our mission is to inspire and support intellectual curiosity and imagination in all Rhode Islanders through lifelong learning. We accomplish our mission by funding, supporting, and advocating for the humanities in the public life of Rhode Island.

GSEs are meant to capture the “big ideas” of civics and history that can be taught and assessed.

The Statements of Enduring Knowledge in the Civics & Government Strand of the GSEs are:

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 3: In a democratic society, all people have certain rights and responsibilities.

C&G 4: People engage in political processes in a variety of ways.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

The Statements of Enduring Knowledge in the Historical Perspectives / RI History Strand of the GSEs are:

HP 1: History is an account of human activities that is interpretive in nature.

HP 2: History is a chronicle of the human activities, diverse people, and the societies they form.

HP 3: The study of history helps us understand the present and shape the future.

Sharing with the NEH the belief that “democracy demands wisdom and vision in its citizens,” RICH invests in individuals and institutions – from researchers, filmmakers, writers, and oral historians to libraries, museums, historical societies, and community organizations – that engage Rhode Islanders in the intellectual and cultural life of our state. RICH-supported projects include documentary films, teacher institutes, museum exhibits, workshops, talks and lectures, book and film discussions, and radio programs, to name just a few. For more information about grants we have made, visit: <http://www.rhumanities.org>.

In 2007-8, RICH participated in the development of the *Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives / Rhode Island History (GSEs)* through its involvement on Rhode Island Civic Education Commission. The GSEs were developed as a means to identify the content knowledge and skills expected of

all students (grades K-12). For more information about the RI GSEs, please visit: <http://www.ride.ri.gov/Instruction/gle.aspx>

Funding from the National Endowment for the Humanities allows us to announce a special one-time grantmaking initiative in 2010 to support projects and programs that enrich the humanities components of K-12 civic education through the creative integration of the *Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives / Rhode Island History* in teaching and learning.

2. GRANTS TO INDIVIDUAL TEACHERS

WHAT: Grants of up to \$1,000 will be awarded on a monthly basis to individual teachers to support professional development activities related to the integration of the GSEs in their teaching.

WHO IS ELIGIBLE: In-service teachers in public, independent, or parochial schools in Rhode Island. Pre-service teachers are not eligible for this program.

FUNDING AVAILABLE: A total of \$20,000 is currently available in this category. Grants will be awarded on a competitive basis until funding is depleted.

Applicants should email: civics@rihumanities.org to check on availability of funds prior to submitting a proposal.

HOW TO APPLY: All applications must be submitted online by 5 pm on the 1st of each month. *For step-by-step instructions on how to create your online profile to submit your application, please review **Section X: Submitting Your Proposal Online.***

THE APPLICATION: Applicants will be expected to provide the following information:

- The content area, the grade span, the GSE “stem” number and the indicators for the GSE stem(s) that the proposed activity will address;
- How participating in the proposed activity will affect their ability to more successfully integrate the GSEs in their teaching;
- Documentation about the proposed activity (e.g., summary of the schedule, biographies of the speakers / presenters);
- A signed statement of support from an appropriate school official (the applicant’s supervisor).

PROPOSAL EVALUATION: RICH board members will review these applications monthly and make funding decisions based on the quality of the humanities content offered by the proposed activity, the articulation of link between the proposed activity and the GSEs in their teaching, and the availability of funds.

Tip for applicants: RICH wants to maximize the reach of its funding and support as many teachers as possible, within the above guidelines. Applicants should make every effort to present accurate and resourceful budgets for your proposed activity.

REPORTING REQUIREMENTS: If your request is funded, you will be expected to sign a grant agreement and file a W9 before funds can be released.

Grant recipients will be expected to submit a final narrative and expenditure report of no more than two (2) pages outlining the results of the funded activity. Report requirements will be outlined specifically in your grant agreement.

3. GRANTS TO ORGANIZATIONS

WHAT:

- Grants of up to \$2,000 will be awarded on a monthly basis.
- Grants of more than \$2,000 will be awarded in one deadline. Intent to Apply due April 1, 2010. Full proposal from pre-registered applicants only due May 1, 2010.

WHO IS ELIGIBLE: Eligible organizations include:

- Public, independent, or parochial schools;
- School districts;
- Regional educational collaboratives;
- Nonprofit organizations (including PTOs and school foundations) whose work provides direct benefit to teachers and students. Any such organization must provide letters of support from the appropriate school officials to demonstrate the partnership between the school and the organization.

Nonprofit organizations should consult checklist below to assess eligibility.

- Is your organization a tax-exempt nonprofit 501 (c) 3 organization?
- Does your project directly and specifically address the Rhode Island GSEs for *Civics & Government and Historical Perspectives / Rhode Island History*?
- Do you have a signed letter of support for your proposed project from the senior administrator of a school, district, or regional educational collaborative?

FUNDING AVAILABLE: A total of \$80,000 is currently available in these categories.

HOW TO APPLY: All applications must be completed online. You will need to create an online profile to submit a grant application. For step-by-step instructions on how to create your online profile, please review **Section X: Submitting Your Proposal Online**.

Proposals for less than \$2,000 can be submitted monthly, on or before the 1st of each month.

Proposals for more than \$2,000 will be reviewed on one deadline. You must create an online profile and submit your Intent to Apply (brief form) online by 5PM on April 1, 2010.

Full proposals for more than \$2,000 will be considered from pre-registered applicants only. Full proposals are due online by 5 PM on May 1, 2010.

PROGRAM GUIDELINES: Applicants will be expected to provide the following information:

- The content area, the grade span, the GSE “stem” number and the indicators for the GSE stem(s) that the proposed activity will address;
- A description of the activities that the requested funding will support;
- A description of the humanities content that will be utilized in the project (e.g., the materials / texts / sources that will be used, and the biographies and/or CVs of any humanities scholars involved);
- How the proposed activities will enable teachers to integrate the identified GSEs into teaching and learning;
- How the success of the project will be measured and evaluated;

- How the activities / experiences supported by the funding will be shared with peer teachers or otherwise disseminated;
- A project budget. (A template is provided for your use).

REPORTING REQUIREMENTS: If your request is funded, officials of the sponsoring organization will be expected to sign a grant agreement before funds can be released.

You will also be expected to submit a final report of no more than five (5) pages outlining the results of the funded activity. Report requirements will be outlined specifically in your grant agreement.

MATCHING REQUIREMENTS: Our federal funds typically require grantees to show a 1:1 match of in-kind or cash contributions toward a funded project. **These Civic Education grants DO NOT require a 1:1 match.**

However, **if applicants have in-kind support for their project** (e.g., donated time of scholar consultant, materials or fees paid for by the sponsoring organization, or other volunteer support), **they are encouraged to document this in their project budget.** This will assist RICH in demonstrating community investment in your project.

4. PROPOSAL EVALUTION

All proposals will be reviewed – in accordance with RICH bylaws, policies, and procedures – by a Grants Committee, composed of Board members, which makes its recommendations to the full Board of Directors.

The Board may – at its discretion – convene an advisory group of education professionals to assist the Grants Committee in the evaluation of any and all proposals.

The Grants Committee will review proposals using the following scale:

Humanities Content – 35%

Does the humanities content of the materials being used in the proposed activity reflect an appropriate level of scholarship? Are primary source materials used?

Alignment to GSEs – 35%

Is there a clear link to specific questions and concepts included in the GSEs? How thoroughly does the proposed project incorporate the indicators for instruction and assessment at the proposed grade span? Is the content appropriate for the identified GSEs?

Dissemination Plan – 10%

If there is an end “product” (e.g., curricular unit, guide, etc.) how does the applicant propose to disseminate this product? If there is no product, how does the applicant propose to share the experience with colleagues and peers? What will the “reach” of funding this project be?

Evaluation Plan – 10%

How does the applicant propose to evaluate this project? How clearly are the measures for success identified? Is the scope of the evaluation suitable to the scope of the project? How will reports on the success of the project be used?

Addressing Identified Need – 10%

How well does the proposed project address a need that has been identified within the school, district, or community?

5. FUNDABLE PROJECTS & ACTIVITIES

Proposals can include:

- Attendance at local or regional professional development (conferences, seminars, teacher institutes) and support for substitute teaching costs;
- Pilot programs using curricular materials accompanied by evaluations;
- Development and dissemination of curricular materials using the RI Unit of Study template*;
- Demonstrations of the use of curricular materials;
- Development of on-site teacher institute(s);
- Engaging school community in facilitated examination of local / regional issue of relevance to curriculum units / lesson plans (including the creation or improvement of units / lesson plans using the RI Unit of Study template).

***IMPORTANT NOTE re: Rhode Island Unit of Study Template:** If your project includes the creation of a unit of study, you will be required to attend a training session on the use of the Rhode Island Unit of Study template, which is currently under development at RIDE. You should specifically include a statement that expresses your understanding and acceptance of this requirement if your proposal includes the creation of a unit of study.

EXAMPLES OF FUNDABLE PROJECTS:

Several middle school teachers work together to create a multi-discipline unit of study on the history, use, and science of the Narragansett Bay and what Rhode Islanders have done to safeguard it for the future. They work with various historical, civic, and environmental organizations to gather the information needed as well as to plan relevant field trips to educational sites associated with those organizations.

A school district contracts with outside organization to **develop lesson plans for middle school social studies**. Holds district-wide workshop for teachers use of materials in classroom, and provides opportunities for teachers to report on how lesson plans were used.

A teacher improves a unit of study that is part of the required curriculum for a U.S. History course in order to make it more engaging and “close to home” for students. The teacher researches new information to bring a Rhode Island perspective to the topic, perhaps working with local historical organizations, and then reworks the unit according to the RI Unit of Study. The teacher then presents the new unit to the other teachers in the district who are also required to teach that topic.

A high school teacher attends a Teacher Institute in early American History at Colonial Williamsburg. Funds go toward tuition and travel expenses.

Several fourth grade teachers work together to **create a unit on civic education** relating to the impact their community has on the environment and the changes in the community over the years with the advance of technology from gas lamps to electricity and transportation from horse-drawn carts to cars and trucks.

A school district **convenes teachers, students, families and greater community in an examination of local history / current event.** This community dialogues serves as a basis for updating or revising curricular units on Rhode Island history and civic life.

UNFUNDABLE ACTIVITIES: This grants initiative adheres to current RICH policy on unfundable activities, which include the following: academic fees or other degree-related expenses; academic research; fellowships or scholarships; foreign, non-economy, or extensive domestic travel; book publication; fundraising or for-profit activities; restoration work; art creation or performances in the arts; construction work; equipment purchases; archival acquisitions; direct social action, such as counseling, legal, medical services, or economic development activities; political action; and food or beverages. Other restrictions may apply. Please consult with staff with any specific questions about funding limitations.

6. IMPORTANT DATES

For all grant types:

February 19	RFP issued / application launched online
March - April	Outreach workshops (dates & locations TBA)

The following dates apply to Major Grant proposals only. Mini-Grants (to organizations and individuals) are accepted on a monthly basis (1st of each month), beginning March 1.

April 1	Major Grant Intent to Apply due by 5 PM
May 1	Major Grant Proposal due by 5 PM

7. PREPARING YOUR PROPOSAL - CHECKLIST

1. Review the Civic Education Grant Guidelines carefully.
2. Create an online profile at the Rhode Island Council for the Humanities website.
3. Download the application for reference.
4. Prepare the components of your application.
5. Download the budget template.
6. Prepare your budget in accordance with guidelines.
7. Assemble your letters of support, if applicable.
8. Review the terms of agreement for funding.
9. Apply online by the applicable deadline.

8. RESOURCES

Civics and Social Studies: <http://www.ride.ri.gov/instruction/civics.aspx>

Contains information about the Civics GSEs (legislation, history, FAQs), as well as the K-12 Civics GSE document (with Glossary and list of Online Resources, and the three grade-span specific documents (K-4, 5-8, 9-12) with essential questions and potential topics/links to other GLEs/GSEs.

RI Statewide Curriculum Web site: Social Studies Resources:

<http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#SocialStudies>

RI Statewide Curriculum Web site: Rhode Island Resources:

<http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#RhodeIsland>

RI Statewide Curriculum Web site: RI Historical Organizations/Sites:

<http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#RIHistoricalOrganizations>

RI Statewide Curriculum Web site: Museums and Libraries Resources:

<http://www.ride.ri.gov/instruction/curriculum/rhodeisland/roles/teachresource.aspx#Museums>

NEH Resources: Landmarks of American History and Culture Workshops provide the opportunity for K-12 educators to engage in intensive study and discussion of important topics in American history.

<http://www.neh.gov/projects/landmarks-school.html>

NEH Resources: Summer Seminars and Institutes for School Teachers provide K-12 educators with a means to deepen scholarship in the humanities.

<http://www.neh.gov/projects/si-school.html>

NEH Resources: EdSITEment

<http://edsitement.neh.gov/>

Rhode Island Historical Society Resource: Teacher Resources

http://www.rihs.org/education_resources_alt.html