



NATIONAL ENDOWMENT FOR THE

Humanities

OFFICE OF CHALLENGE GRANTS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations.

Prospective applicants should consult the Humanities Access application guidelines at <https://www.neh.gov/grants/challenge/humanitiesaccess-grants> for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Challenge Grants staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions of the narrative, primarily in the budget category, may refer to 2016 guidelines that are no longer pertinent. Finally, some parts may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Sparking Humanities Conversations through Context and Connections in Rural Utah

Institution: Entrada Institute, Inc.

Project Director: Annette Lamb

Grant Program: Humanities Access

Describe the humanities program that the grant would support with evidence of past successes.

Established Intellectual Community and Organization. With a long-established intellectual community that includes retired professors and professionals, artists, historians, and thinkers, Torrey, Utah has become a well-known hub for the humanities and also an enterprise zone. Entrada's all-volunteer working board reflects this focus on building a community of thinkers and doers. In addition, Entrada reaches out to scholars in creating its programs that feature significant humanities content such as folklorist Carol Edison's presentation on historic Utah gravestones, author Doug Mottonen's discussion of the personal connections people have with Utah's historic barns, and Senior State Historian Jedediah Rogers' exploration of varied perspectives and philosophies on roadways in wilderness areas.

Growing Tourist Audience. During the peak tourist season from May through October, Torrey bursts with national and international visitors. The recent State of Utah Mighty 5 tourism campaign has dramatically increased visitation. With over a million visitors to Capitol Reef National Park anticipated in 2016, there is a high demand for our programming that reflects the complex cultural heritage of this area. Our programs are often filled to capacity.

Need to Address Disadvantaged Families. Despite this wealth of tourists, Wayne County is in one of the most economically disadvantaged counties in the State of Utah. Approximately 97 percent of Wayne County is public land with ten small communities surrounded by mountains and high desert sharing county services and a small school system. Because of its low family incomes and rural nature, youth and their families have few opportunities for humanities experiences that meet their needs. One of the poorest counties in the state of Utah, the average weekly wage during the first quarter of 2015 was \$536 making it only about half the national average of \$1048. Nearly 60% of local students have been identified as economically disadvantaged and over 70% qualify for free or reduced cost meals.

Quality Programming. The Entrada Institute has a rich history of providing high-quality humanities programming. Events have included authors, historians, anthropologists, ethnographers, curators, archaeologists, and others interested in the cultural and historical heritage of the Colorado Plateau. Through our Saturday Sunset Series, speakers have shared the culture and history of the regional people and places including native people, explorers, pioneers, and river runners. Historian Dr. Steve Taylor shared the impact of the Black Hawk Indian War from both the native peoples and pioneer perspectives, while historian Dr. Paul Nelson discussed human history through the lens of the geography of the West. Over the past several years, local ranchers, scholars, and historians have shared their personal experiences and historical connections to the region through presentations and panel discussions. Introduced in 1994, the "Writing for the Land" workshops have explored a wide range of topics including poetry, creative writing, journaling and nonfiction. Programs have featured well-known authors and naturalists such as Bruce Berger, Ellen Meloy, and Mary Sojourner. All-day and multiple-day events weave in aspects related to local culture and heritage. Field experiences include local cemeteries, rock art, and historic home tours.

The goal of these successful programs has been to connect the audience with the rich cultural heritage of the Colorado Plateau and specifically the area surrounding Torrey, Utah through presentations, discussions, and workshops. No other organization focuses specifically on this humanities content.

Positioned for Expansion. Entrada is ready to take the next step in its evolution. In the past, the organization held events in donated space at a historic bookstore. The organization is currently in the midst of a capital campaign that will fund the creation of the Entrada Center adjacent to the bookstore property. This world-class facility includes a large performance stage, outdoor gathering spaces, indoor presentation and workshop spaces, office areas, lodging, and a small museum. This new facility will accommodate much larger audiences and provide the flexibility necessary for revenue sustaining programming. Fundraising for Phase One is nearly complete and construction began April 2016. Entrada will continue to offer high-quality humanities programs. In anticipation of the new facility, the offerings will be expanded. However, the organization is also gearing up for a new approach to programming that will enhance the experience of economically disadvantaged families to better meet their needs.

Addressing Youth and Family Needs. In the past, programming has focused primarily on one-shot events that address a general audience such as Steve Allen's exploration of the history of place names in Canyon Country and Jerry Spangler's overview of the archeological history of Nine Mile Canyon. These programs were both well attended by tourists and retirees. While these types of programs would be of interest to youth and their families, some low-income residents may be reluctant to participate thinking that they need to be "scholars" or "well-educated" to participate. This viewpoint reflecting the chasm

between recent residents connected with the amenity-based economy (i.e., outdoor recreation) and traditional families associated with the resource-based economy (i.e., ranching) has been noted in local public forums and the professional literature (Johnson, 2003; Petzelka & Krannich, 2003 & 2006; Petzelka & Malin, 2011; Smith & Krannich, 2000; Van Auken, 2010). There is a need to change this perspective through providing high quality, family-focused, interest-based programs.

Traditional, one-shot programs are effective for some audiences, but offer few opportunities to interact with the speaker, associate topics with local issues and experiences, engage in meaningful discussions, share ideas, or take immediate action. This lack of **context** and **connections** may dissuade youth from attending and prevent participants from having a deep understanding of the humanities topic. There is a need for a mechanism that transforms these one-shot events into more meaningful experiences.

Turning Lectures into Learning Experiences. Humanities can teach young people habits of critical thinking and historical perspective, along with addressing enduring questions that transcend time and place. Traditional lectures are effective in conveying humanities concepts, but can lack the context, content, and connections needed for an effective youth learning experience. The pre- and post- speaker experiences provide a foundation for deep understandings and extend the conversation through meaningful reflection and action. In 2010, the SET (Science, Engineering, Technology) Squad program was established by Entrada Institute volunteers and USU Extension/4-H. The structure of this successful family-oriented program will be applied to the creation of this new humanities program. The “First Friday Spark” program contains three stages: learning stations, guest speaker, and followthrough activities.

Spark the Context w/Learning Stations. Families will enter a room filled with engaging, learning stations focusing on the event’s theme such as Traces Left Behind: Archaeology and Rock Art. Learning outcomes for this event include reconstructing cultural history, describing past lifeways, and discussing the nature of human behavior. The activity centers provide a meaningful context for learning. These hands-on family experiences are purposefully designed to provide background information, incorporate relevant examples, and motivate participants. Educational research supports the use of these types of activities centers in humanities learning (Dalton, 1998; Tharp & Gallimore, 1988; Vygotsky, 1978). 4-H teen leaders will facilitate each station under the supervision of adult volunteers. Participants will include families with children of all ages. A healthy meal will also be provided during the event. The purpose of this stage is to help families explore the “big picture” of how and why this topic or issue matters, participate in activities that define terms, and discuss relevant examples, and associate the topic with prior knowledge to eliminate misconceptions and bias. Finally, the experience is intended to provide a positive first encounter with the topic that elicits curiosity.

Spark the Content w/Speakers. The guest speaker will be asked to provide a 15-30 minute program geared to families. These short programs will focus on a specific person, place, or object that reflects the humanities theme. In addition to learning about the topic, it’s hoped that these short, focused experiences will help both parents and children see the value of humanities and participation in community activities. For example, popular Utah archaeologist Jerry Spangler will share examples of rock art in Wayne County and how they are connected to the native people who lived in the local area.

Spark the Connections w/Followthrough. The post-event program helps participants make meaningful connections with their lives and provides the opportunity to take action. The same speaker will present a full program the following night for the entire community. Parents will be encouraged to attend this adult-oriented event to extend their experience. In addition, each family will leave with an “Adventure Packet” containing information about local connections to the theme, ideas for local family field trips, and discussion ideas and activities to extend the experience at home. In the case of the rock art theme, a map will be provided to local rock art locations that families can explore on their own along information about possible symbolism and lifeways. In other cases, families might be invited back to a “maker event” to scan and share historical photographs or record oral histories with their extended family. Some events may include online followup discussions and opportunities to post field trip photographs. “Spark Badges” will be awarded as an incentive to participate. Button icons will reflect each topic.

Immersive Experiences. Each event will immerse participants in an active, meaningful learning experience. Some specific examples of the Context-Content-Connections approach include: *Wayne County Quilts*. Context: Pioneer quilts and traditional quilting techniques. Speaker: Pioneer quilt folklorist. Connections: Quilting mentors connect for community quilt project.

Sheep Camps: Past, Present, Future. Context: Global, local, and traditional uses of these wagons.

Content: Farm Bureau historian. Connections: Photographing new and historical sheep camps.

Historic Orchards of Capitol Reef National Park. Context: Fruita historic orchards; canning traditions.

Content: Capitol Reef Interpreter. Connections: Field trip to historic orchards

History of Local Timber Industry. Context: Timber traditions. Content: National Forest Service historian.

Connections: Collecting and sharing oral histories from local residents.

19th Century Mountain Cheese Camps. Stations: Traditional cheese making; the role of children at cheese camps. Speaker: Local historian. Connections: Field trip to camp locations.

A Family-Friendly Atmosphere. Spark experiences offered at the Entrada Center will take place in gathering areas specifically designed for this type of hands-on experience. Comfortable indoor areas at small group tables for activities or outdoor spaces around a fire ring for discussions contribute to the informal learning atmosphere. An outdoor pizza oven provides the added incentive of a free meal for young economically disadvantaged families. Food and fun are used as the catalyst for engaging young families in humanities topics. Seven events each year are planned based on the following themes:

2018 - Artifacts of Cultural Heritage on the Colorado Plateau (i.e., quilts, fences, sheep camps, rock art)

2019 - People of the Colorado Plateau (i.e., explorers, pioneers, ranchers, women, Native peoples)

2020 - Culture, Tradition, and Natural Resources (i.e., bees, orchards, water, fish, cheese camps)

Designing Quality Youth Programs. The proposed program applies best practices in instructional design (Jonassen, 1997; Keller, 2010; Wiggins & McTighe, 1998). It's rooted in the theory of constructivism emphasizing the idea that knowledge is developed through a series of experiences informed by prior knowledge (Dewey, 1938; Forsnot, 1996; Piaget, 1950; Vygotsky, 1978). Establishing an authentic, meaningful context for learning helps youth connect prior experience with new ideas (Bruner, 1990; Herrington & Oliver, 2000; Kolb, 1984). In addition, learning is a social endeavor that involves dialogue along with active reflection (Lambert, 2002; Lave & Wenger, 1991; Vygotsky, 1978).

Closely aligned with experiential learning (Dewey, 1938; Kolb, 1984), learner motivation theory (Keller, 2010), informal learning (Lemke, 2015), and inquiry-based learning (Vygotsky, 1978), this "learning by doing" constructivist approach is at the core of 4-H programming, our partner in this program. These approaches have been applied by humanities educators (Bain, 2005; Stearns, 2000; Wineburg, 2001) specifically as they relate to historical narrative and storytelling (Carr, 1986; Cronin, 1992). Quality youth programs (Afterschool Alliance, 2014; Dulak, 2010; Huang & Dietel, 2011; SEDL, 2009) require strong program design, staff quality, effective partnerships, and careful evaluation. Sparks will be designed through partnerships with humanities scholars, local educators, and youth specialists.

Discuss the connection between the humanities activities and the needs and capacities of families.

Youth Concentration. Although Entrada has had a scholarship program since the late 1990s and families often participate in events, programming specifically aimed at youth is a recent addition. For more than five years, youth programs have been built into our festivals. These all-day or multi-day events include activities aimed toward youth populations. For instance, the Cowboy Poetry and Music Festival youth learn about the relationship between cowboys and their horses through live demonstrations and discussions. Teens are asked to express their thoughts about ranch life through poetry and music.

Entrada often partners with other groups for youth programs. The youth component of Arts and the Park is coordinated by Bad Dog Arts and connects children with art and nature at the National Park. Entrada collaborates with Capitol Reef National Park staff to provide youth programming for the Heritage Starfest. Activities ask youth to think about the dark sky as viewed by ancient Native peoples, the pioneers, and those currently living in the area today. The Pioneer Days Celebration and Harvest Time Scarecrow festivals connect youth with local history and tradition through activities that reflect local cultural heritage. This fall a collaboration with Wayne Schools includes a performance by a theatre group. The play focuses on a discussion of societal issues related to eating disorders and body image.

Although these youth activities have been successful, there's a need to refine our approach to ensure that the experiences are meaningfully connected to enduring humanities understandings.

The **proposed project** seeks to systematically address the specific needs and capacities of the youth audience and their families. In other words, the Spark programs will be designed to address the ability of youth to better experience, understand, and appreciate the humanities themes being explored in Entrada Institute programming. By helping youth establish a meaningful context for the humanities-related

experience prior to the event, then debriefing and making personal connections after the experience, it's anticipated that youth will find the encounter with humanities more relevant and worthwhile.

Economically Disadvantaged Populations. Because our nonprofit is located in one of the most economically depressed areas of Utah, the current Entrada board is very aware of the need to address our economically disadvantaged populations. In the past, much of the programming focused on topics of interest to retirees and those with second homes in this area. Recent changes in board membership along with an updated mission have brought the needs of poor, rural families to the forefront. Entrada is committed to education, outreach, and economic development. All three of these priorities are connected with our project focus on making humanities experiences relevant and meaningful.

Entrada incorporates program elements that help economically disadvantaged individuals and families participate in Entrada events. Free, family-friendly programming has become an important element of the offerings. The Harvest Time Scarecrow festival is a county-wide event. Families across the county share in the local tradition of building family scarecrows, hayrack rides, and hay bale mazes. Free food encourages participation. Entrada coordinates many other free, family events such as health and fitness education activities. While these activities don't address specific humanities issues, they help the Entrada's evolving reputation as a caring group supporting local history, heritage, and health.

Because even a small fee can discourage low-income families from participation, the organization has sought to provide free programming by identifying sponsors for events that would normally require a fee. In addition, fee-based workshops are used to support free programs for the general public and specifically the economically disadvantaged. Workshop speakers are asked to provide a one hour, free program for the public connected with their topic. An upcoming multiple day workshop explores cultural issues surrounding death and dying. The speaker will also provide a one-hour, free, public presentation.

Reducing or eliminating the cost to participate is the first step to increasing attendance by local, low-income individuals and families. However, there are other barriers to participation such as the cost of transportation to events, the timing of events, and other obstacles. Entrada plans to work with partner organizations such as the Senior Center and USU Extension to eliminate these barriers. For instance, it is anticipated that the senior bus will be used to transport the elderly to events and programs will be offered in conjunction with established after-school activities to increase participation and local awareness.

The **proposed project** is aimed at connecting economically disadvantaged populations with enriching humanities experiences. Some under-educated local people feel they don't have the background or skills to participate in programs. They may view humanities programs as geared to rich, well-educated adults in the community. Overcoming this obstacle involves making these families feel comfortable and included in community conversations. By providing targeted opportunities for families, it's hoped that humanities topics become part of the family conversation, culture, and tradition. Because a large percentage of our youth fall into this category, our focus is on addressing the needs and capacities of young families with children. The proposed programs will model best practices in educating and encouraging young families to see the value in humanities experiences.

Explain how the institution has been and will be capable of sustaining programs and partners...

The Entrada Institute has twenty years of experience providing high-quality humanities programs to the community. The nonprofit has positioned itself to continue and expand these programs.

Mission. The mission of the Entrada Institute is to serve as an educational center to further public understanding and appreciation of the arts, the natural, historical, and traditional cultural heritage of the high desert Colorado Plateau, and to foster community-based economic development. The proposed project strengthens our focus on providing rich educational opportunities in the community.

Personnel. Entrada has no paid staff. Instead, the organization accomplishes its goals through the devotion of a large working board of directors. Volunteers donate nearly 7000 hours per year in support of their many programs. This all-volunteer approach creates synergy through working in unison using each person's expertise. Unlike many organizations that would be lost if their director quit or program director moved, Entrada board members share responsibility for getting things done. In addition, the organization has developed strategic partnerships to enhance their pool of skills.

Governance. The working board currently contains 19 members. Each member takes a leadership role in one or more areas within the organization while at the same time supporting one or more other

areas. This active participation contributes to the success of the group. Technology is used to streamline communication and provide immediate feedback on key issues. Our Social Return on Investment is 1:27.

Facilities and Resources. Entrada is in the midst of a capital campaign. In the past, space for the organization was donated. The organization has recently purchased property and is in the process of renovating an existing structure, enhancing outdoor spaces, and building a new performing arts stage. The organization is committed to fund-raising to accomplish their goals as outlined in their strategic plan.

Collaboration. Partnerships play an important role in the nonprofit. Relationships have been established with Capitol Reef National Park, National Forest Service, Wayne School District, and other agencies. The organization is active in local groups such as the Wayne County Business Association, Wayne History Group, and Wayne County Travel Council. Other local agencies include USU Extension/4-H, Daughters of the Utah Pioneers, and the Capitol Reef Natural History Association. State organization relationships include the Utah Watercolor Society and Salt Lake Astronomical Society. Entrada has been identified as the Local Arts Agency in Torrey, Utah through the Utah Division of Arts & Museums.

Describe the institution's fundraising strategy to achieve the required match in the first two years...

The Entrada Institute's Development Committee meets each week to plan and discuss fundraising efforts. The capital campaign group and programming group both provide progress reports at the meeting including sharing progress and upcoming plans. Each group has its own approach to identifying and contacting potential donors, however the efforts are coordinated to ensure efficiency and eliminate overlap. Beyond our regular programming budget, the organization will raise \$25,000 by May 2017 and \$25,000 by May 2018 to meet the requirements of the term endowment program. For the past several years, Entrada has held two major fundraising events per year. The Friendraiser Fundraiser is a face-to-face event designed to elicit donations locally (\$2500 each year). The Love Utah, Give Utah annual day of giving is a statewide campaign (\$2500 each year). This social media and face-to-face event is the primary fundraising activity for the organization's programming component. The proposed project demands a new strategy that addresses the focus on youth and economically disadvantaged populations. This strategy includes approaching our established donors for expanded support as well as a new donor pool including (b) (4) nonprofit funding (\$2500 each year), (b) (4) (\$10,000 each year), (b) (4) (\$5,000 each year), and family foundations (\$2500 each year). Nonprofit foundations focusing on families and informal learning will be approached.

Enhanced programming will begin in 2018. The budget provides stipends to a small group of local humanities teachers to develop the learning experiences alongside the PI who is an instructional designer. Funds will also be used to bring in guest speakers for events. It also funds materials and supplies for the events along with the purchase technology that will be used by youth to record oral histories, digitize local historical documents, and photograph artifacts and historically important locations.

Provide a plan for assessing and measuring the impact of the grant.

The grant's impact will be measured. Qualitative aspects will be assessed using surveys, social media feedback, and participant interviews. Quantitative aspects will be assessed with event surveys, registration counts, and volunteer hours recorded. Grant impact will be determined by the following outcomes:

Outcome: Youth identify the value of humanities, recognize multiple perspectives on humanities issues, and recall key concepts related to the topic. Indicator: 80% of youth will describe a connection (survey).

Outcome: Youth describe a personal connection with the humanities experience and connect local issues with global humanities concepts. Indicator: 80% will describe a connection (random sample interview).

Outcome: Youth seek out opportunities to further humanities experiences. Indicator: 80% of participants who attend one event also participate in a second event (registration data).

Outcome: Youth demonstrate knowledge/skills/attitudes related to humanities topic. Indicator: 80% of participants complete all age-appropriate station activities (checklist with station stickers).

Outcome: Parents choose to attend Saturday evening adult programming. Indicator: 50% of participants who attend the event also attend the connected adult programming (registration data).

Outcome: Families participate in followthrough activities on their own. Indicator: 50% who attend one event will complete at least one of the suggested connection activities (survey).

Outcome: Families attend the events. Indicator: 100 people participate in each event (registration data).

Outcome: All feel a stronger connection to their community. Indicator: 80% of participants (survey).