NATIONAL HUMANITIES ALLIANCE
ADVOCACY GUIDE
INTRODUCTION

THANK YOU FOR GIVING YOUR TIME TO ADVOCATE FOR THE HUMANITIES ON CAPITOL HILL!

Your visit to Capitol Hill is an important part of a broader advocacy strategy that aims to persuade Members of Congress to support increased federal funding for humanities research, teaching, preservation, and programming. As a constituent (or the representative of an organization with members who are constituents), you can testify to the positive impact of humanities work in your district and state.

This document will guide you through goals for your meetings and ways to prepare in advance. It also offers tips on what to expect when meeting with representatives, senators, and their staff members. Finally, it will offer suggestions for following up and building long-term relationships.

For the second year in a row, the administration has proposed the elimination or severe reduction of humanities funding. That said, in the past two years we have seen Congressional support for humanities programs grow thanks to the efforts of advocates around the country. It is crucial that we leverage the growing support for the humanities in Congress to counteract the administration’s efforts. Your arguments, stories, and examples can make a difference in preventing cuts and laying the groundwork for future increases.
BEFORE THE MEETINGS

GOALS FOR MEETINGS

■ Establish a collegial relationship with the office. This is a long-term investment that will depend on follow-up from you and NHA.
■ Address misconceptions about the humanities and show the Member the impact of your work in the community.
■ Make specific requests. You will receive Member profiles that list requests appropriate for the Member. They might include a request to:
  ■ Join the bipartisan Congressional Humanities Caucus or Senate Cultural Caucus. Membership in these caucuses demonstrates support for the NEH and humanities education.
  ■ Sign the Dear Colleague Letter that supports funding for the NEH. Dear Colleague Letters are authored by one to four Members of Congress and others have the opportunity to sign-on.
  ■ Sign the Dear Colleague Letter that supports funding for Title VI and Fulbright-Hays.
■ Gauge the Member’s attitude toward federal funding for the humanities.
■ Provide information that will allow a staff member to create a memo on humanities funding that will inform the Member’s official policy position.

PREPARING FOR YOUR VISIT

You will be visiting Members of Congress and/or their staff as part of a group. We encourage you to meet with your group in advance to plan roles and coordinate examples. We will provide some time at the Annual Meeting for your group to meet, but consider making contact in advance by e-mail or conference call. Below, we suggest a number of ways to prepare for your upcoming meetings.

REVIEW THE INFORMATION WE HAVE PROVIDED

■ Read this Advocacy Guide. Each section provides important information that will help you prepare for your meetings.
■ Review the Member Profiles we have compiled for your group. We will send profiles of each representative and senator with whom you will be meeting to you by e-mail and provide hard copies at the Annual Meeting. These provide the educational background, history of support for funding for the humanities, committee assignments, specific policy requests, and other relevant background information for each elected official you will visit.
SUPPLEMENT THE MEMBER PROFILES WE HAVE PROVIDED WITH YOUR OWN RESEARCH

- Find personal connections that could help you establish a relationship with the Member of Congress or staff member. Please pass this information on to NHA in your Post-Visit Worksheet.
- Local newspaper articles and Wikipedia may provide more nuanced information than is available in official bios.
- Look for political stances or personal interests that may intersect (however broadly) with the humanities.

IDENTIFY WAYS HUMANITIES FUNDING IMPACTS THE MEMBER’S DISTRICT OR INTERSECTS WITH POLICY AREAS OF INTEREST TO THEM

- Describe the ways in which your work and the work of your organization impact the wellbeing of the Member’s district.
- Search the NEH’s online database by district or state to identify recent NEH grants to organizations in the district or state: (https://securegrants.neh.gov/publicquery/main.aspx)
- Use NEHforAll.org to search for NEH-funded projects that might intersect with the Member of Congress’ interests and priorities.
- Remember: While Members of Congress have different perspectives on policy, they share a keen interest in the opinions of their constituents and the impact of government funding on their districts.

IDENTIFY UPCOMING EVENTS TO WHICH YOU CAN INVITE YOUR MEMBER OF CONGRESS

- The dedication of a humanities institute, the opening of a museum exhibition, or a community forum can be a good opportunity to engage a Member of Congress if he or she is at home during a recess. Please reference our District Advocacy Guide for tips on inviting a Member of Congress to an event.
- These events will help create a connection between your work, the constituents who care about your work, and the Member.

IDENTIFY MATERIALS THAT YOU CAN LEAVE BEHIND

- Your business card to hand to staff members at the beginning or end of meetings
- A brochure or handout about your organization’s work
- We will provide you with copies of our Issue Briefs and an invitation to sign the Dear Colleague Letter to leave with each office.
- Discuss leave-behinds with the rest of your group so that you can decide on the most coordinated way to present them.
WORKSHEET: PLANNING FOR AN IMPACTFUL VISIT TO THE HILL

You will receive one copy of this worksheet for each of your Humanities Advocacy Day visits. Completing these worksheets will help you consolidate your notes for review as you formulate your plan for the meeting.

1. HOW DO YOU PLAN TO CONNECT?
   Based on your background research, list potential commonalities that you might have with the Member of Congress or their staffer, whether personal or professional.

2. HOW WILL YOU MAKE THE CASE FOR THE NEH OR ONE OF THE OTHER POLICY FUNDING STREAMS IN LIGHT OF THE MEMBER’S VIEWS AND RECORD?
   Explain why these programs complement the Member’s political stances or personal interests based on the Member Profiles and your research into the Member’s background. This can include areas of overlap with the topics covered by committees they sit on or bills they’ve introduced.

3. WHAT BENEFIT DO THE PROGRAMS YOU ARE ADVOCATING FOR BRING TO THE MEMBER’S STATE/DISTRICT?
   Use your knowledge about your own work and information from the grants database to identify initiatives in the Member’s district that have benefitted from federal support. You might also draw on your general knowledge about challenges faced in the state/region and how these programs address them.

4. WHAT SPECIFIC REQUEST WILL YOU MAKE?
   Look at the Member’s committee assignments and whether they signed Dear Colleague Letters in the past. Thinking about their record of support and their position, what will you request of them? The Member Profiles also list suggested “requests.”

5. WHAT WILL YOU OFFER TO FOLLOW UP WITH?
   Consider offering to follow up with more information about your work, an invitation to an upcoming event, or additional information about the Congressional Humanities Caucus, Senate Cultural Caucus, or Dear Colleague Letters.
THE MEETINGS

THERE ARE THREE HOUSE AND THREE SENATE OFFICE BUILDINGS ON CAPITOL HILL. We have included a map at the back of this guide for your reference. The schedule of visits for your delegation will list the location of each of your meetings with a building and room number. Please keep the following in mind as you make your way to your meetings.

ARRIVING AT THE OFFICE

- Allow sufficient time to pass through security when you enter the House and Senate buildings. Once you are inside one of the House buildings you can travel by underground hallways into the other buildings, and likewise for the Senate buildings, without needing to go through security again.
- In the House Office Buildings, the first numeral in the room number corresponds to the building, the second to the floor, and the third and fourth to the room. Cannon is represented with 0, Longworth with 1, and Rayburn with 2. For example, room 122 is on the first floor of Cannon, while room 2310 is on the third floor of Rayburn.
- Arrive at the Member’s office five minutes early. Since distances between and within the Senate and House office buildings are great and navigation within buildings can be confusing, make sure that you begin your walk to the next meeting as soon as possible.
- Check in with the staff member at the front desk.
- Most House offices are fairly small, so your delegation may have to wait in the hallway. Senate offices are significantly larger.
- Once you are in the office, look around. Members may have items in their office that will allow you to make a connection and start a conversation.
WHO YOU ARE MEETING: WHAT TO EXPECT

Although you may have a meeting with a representative or senator themselves, your meeting will usually be with a staff member who is entrusted to work on behalf of the Member. The staff member may fill a number of roles, and you may have to adjust your approach accordingly (see below for tips on doing so). It is important to remember that nearly all staff members, regardless of rank, age, and experience are talented and relied upon by the Member and by senior staff. The most common positions you’ll see in meetings are:

CHIEF OF STAFF
■ The Member’s most senior advisor, a chief of staff coordinates the office’s strategy, manages all staff members, and frequently acts and speaks on behalf of the Member.
■ Their time will likely be limited.

LEGISLATIVE DIRECTOR/SENIOR POLICY ADVISOR (LD)
■ Typical years of experience: House 8+; Senate 18+
■ Very experienced staffer who manages the LAs and LCs, directs overall legislative strategy, and advances the agenda through high-level discussions with other offices

SENIOR LEGISLATIVE ASSISTANT/LEGISLATIVE ASSISTANT (LA)
■ Typical years of experience: House 0-8; Senate 6+
■ Has a high level of responsibility
■ Has a portfolio of issues that he/she manages for the Member, though knowledge of each issue may vary considerably

SCHEDULER/EXECUTIVE ASSISTANT
■ Typical years of experience: varies widely, but this is not a junior position
■ Often has the most contact with a Member and is deeply trusted
■ Sometimes has a minor legislative role in House offices
■ Often has a great sense of the Member’s priorities and opinions

LEGISLATIVE CORRESPONDENT (LC)
■ Typical years of experience: 0-3
■ Provides support on legislative issues to senior staff; Works under supervision of more senior staff to draft proposals that the Member cosponsors or signs-on but usually gets approval from someone more senior first
■ May not have a deep knowledge about the agencies and programs we care about and may not know the Member’s position
■ Be prepared to drive the conversation. LCs may have very little to say but are likely happy to take the full half hour to hear about the issue.
THE CONVERSATION

You will typically have about 10-15 minutes—5 at the least; 30 at the most—to make your case. In order to make the most of your time, use the “Planning for an Impactful Visit to the Hill” worksheet to prepare the information that will make a strong impression on the Member or staffer with whom you will meet. You may consider working with your group to draft short scripts or talking points for each of the following items:

THANK, INTRODUCE, AND CONNECT
Thank the Member or staffer for meeting with you. Identify yourself and your organization. You may want to begin with a statement about your institution’s impact on the community or information about programs that your organization sponsors.

This may also be a good opportunity to try to connect with the Member or staffer on a personal level so that they remember you and your visit at the end of the day. The staff member may be a graduate of your institution or have an interest in your discipline or research. At the very least you can talk about the weather, current bills on the floor, or explore points of personal intersection that come up naturally.

MAKE YOUR CASE AND RELATE IT TO THE MEMBER
Drawing on the Issue Briefs and humanities advocacy resources provided to you, make a persuasive case about the impact of federally-funded humanities programs. Remember to focus on the positive.

Frame your case in terms that will resonate with the Member of Congress. What issues are they passionate about? How do these intersect with the humanities? How can public humanities programs, for example, further their interests? Explain how humanities programs, teaching, research, and preservation have a positive impact on communities in their district. Invite them to an event at your institution that might increase their popularity.

You might also consider ways to make an emotional case for the value of your request. Put a human face on your request. Do you have a current grant that advances a public policy goal that the Member may care about such as supporting Veterans’ transition to civilian life, deepening cultural understanding among diverse populations, revitalizing a native language, preserving community heritage, etc.? Do you have a brief story that illustrates the impact of your teaching?

STATE YOUR REQUEST
State your request directly, being as specific as possible. Is the Member willing to sign Dear Colleague Letters? Or join the Congressional Humanities Caucus/Senate Cultural Caucus? Or does he/she want to take a more active role in championing the NEH?

OFFER ADDITIONAL RESOURCES
Do not let the conversation end once you leave the office. Present yourself as a potential resource to the Member. Leave literature behind and offer to provide additional information. Make plans for future contact—e.g., promise to send information about a topic you discussed or the Dear Colleague Letter, etc. Ask for a business card and inquire about how you might contact their office in the future. Remember to thank them again for their time and for discussing the importance of federal funding for the humanities.

GAME PLAN FOR YOUR VISIT

- Thank, introduce, and connect
- Make your case and relate it to the Member
- State your request
- Offer further resources
RESPONDING TO DIFFICULTIES

IF THE STAFF MEMBER SEEMS UNINFORMED OR INEXPERIENCED

- Be prepared to drive the conversation. This is not necessarily a sign of a lack of interest. Whether these meetings last 5 minutes or 20 usually depends on how much advocates have prepared to say.
- If the staffer doesn’t know the Member’s position, it might be because they are not on the record on the issue.
  - Ask the staffer if they can find out whether the Member would sign the NEH and/or Title VI Dear Colleague Letter.
  - If the staffer agrees to find out if the Member will sign on, check back by email in a week to see if the staffer has an answer.
- Leave materials behind that will help the staff member write a memo about the subject, and invite them to contact you or NHA if they ever have questions or need information.

IF THE STAFF MEMBER HAS VERY LITTLE TIME

- Thank the staff member for his/her time and for the Member’s support if they’ve been supportive.
- Quickly demonstrate the support the humanities have in your community by mentioning organizations you’re a part of or briefly sharing an example of an important humanities program.
- Make sure that you request that the Member sign the NEH and/or Title VI Dear Colleague Letter.
- Follow up with an email providing more resources.
- A week after the meeting, check on the status of your request for the Dear Colleague Letter.

IF THE MEMBER IS UNSUPPORTIVE

- Try to identify why the Member is unsupportive and if any misperceptions exist.
- Politely dispel any misperceptions that come up. Common misperceptions include:
  - That NEH grants are awarded by government bureaucrats. *Explain that experts from around the country serve as peer reviewers for all grants.*
  - That government funding crowds out private investment. *Explain that many NEH grants require private matching funds that incentivize and facilitate private support.*
  - That the humanities use tax money for programs that only benefit wealthy Americans. *Point to examples of the diverse populations that benefit from NEH and state council programs* (see Appendix B and NEHforAll.org).
- Don’t give up. Try to tailor the discussion to their concerns.
- Include their objections on your Post-Visit Worksheet—this feedback is helpful both in our follow-ups with that office and in shaping our talking points.
CONTINUE BUILDING THE RELATIONSHIP

SOON AFTER THE MEETING

USE SOCIAL MEDIA TO PUBLICIZE THE MEETING

- Post thank yous to the Member on Twitter and Facebook. Use the hashtag #HAD18 and tag the Member of Congress.
- If possible, take a picture during the meeting of your delegation and the staffer or Member and post it along with the thank you post.

SEND A FOLLOW-UP EMAIL

- Thank them for their time and their support or consideration, as appropriate. When an office is unsupportive of humanities funding, please avoid expressing disappointment.
- Send along any additional information and materials that you promised. We will provide resources that you can include in a follow up e-mail as well.
- Make sure that you get a business card for any staff you meet with to ensure that you have their full name, title, and email address for follow-up. If you missed any of that information, email Beatrice Gurwitz at bgurwitz@nhalliance.org, and she will be happy to provide it.
- Please copy bgurwitz@nhalliance.org when you send your email so we can support your efforts to follow up.
- See sample follow-up emails on page 10.

GIVE US YOUR FEEDBACK

Please give NHA feedback on your visit by filling out the Post-Visit Worksheet and bringing it to the Way Station at the Washington Court Hotel or Rayburn Office Building Cafeteria.

Details about how Members or staff members responded to your questions can be helpful in:

- Gauging their level of support and their attitudes towards the humanities
- Honing our arguments and strategizing about new approaches to unsupportive Members
- Identifying Members who are interested in becoming more involved in promoting the interests of the humanities in Congress

You will also receive a survey following Humanities Advocacy Day asking for your feedback about the event. Please be as candid and informative as possible in your responses.
IN THE COMING WEEKS AND MONTHS

REMEMBER THAT EFFECTIVE ADVOCACY IS YEAR-ROUND

- Once you’ve made in-person contact with a congressional office, it’s much easier to communicate on specific policy issues in the future.
- Hold your elected representatives accountable by monitoring and acknowledging their actions on the policy issues that matter to you. You can do this by emailing the staff member with whom you have met.
- Add the office to your organization’s mailing list or periodically forward selected publications and news items of interest.
- Like and follow your legislators, offices, and agencies you work with on social media to help gather information and increase visibility. See what else your legislators are up to/thinking about.
- Invite the Member to participate in a local humanities event. Take pictures and post them on your organization’s website, Twitter, and Facebook to thank the legislator for their involvement with the humanities. See our District Advocacy Guide for more tips on inviting a Member of Congress to an event.

SAMPLE FOLLOW-UP EMAILS

Here are several examples of follow-up emails to give you an idea of what kinds of points you may wish to make. We will also send you a template follow-up email after the meetings. Please cc Beatrice Gurwitz at bgurwitz@nhalliance.org in your follow-ups, so that we may assist you in continuing to develop the relationship. If you feel that a more detailed follow-up would be appropriate, please feel free to reach out to us for help in crafting it.

At the Annual Meeting, we will provide you with the staff contacts and due dates for the Dear Colleague Letters so that you can include that information in the follow up email.

Dear [Representative's Name],

Thank you for taking the time to meet with us yesterday! We appreciated the opportunity to talk to you about the humanities and share some of the National Endowment for the Humanities grants that have gone to support research at the University of New Hampshire and to support the preservation of New Hampshire’s cultural heritage.

Given the important role the NEH plays in his district and the nation as a whole, I am following up to see if Representative [Name] would be interested in joining the Congressional Humanities Caucus. It is bi-partisan, or, as you correctly noted, “non-partisan,” and co-chaired by Representatives Price and Lance. I am attaching their Dear Colleague Letter. If you have any questions, I am sure [staffer name] in Representative Lance’s office would be happy to answer them [insert correct email address].

Representative [Name] might also be interested in signing the Dear Colleague Letter from Representatives [Names] to support international education funding (also attached). This funding provides students with language training, which is vital to our national security and success in the global economy. The response to this letter is due on [Date]. On this, you might want to contact [staffer name] in Representative [Name]’s office [insert correct email address].

Please let me know if you have any questions.

Thank you again,

[Your Name]
Dear [Name],

Thank you for taking the time to meet with us yesterday! We appreciated the opportunity to talk to you about the humanities and international education and to share some of the NEH grants that have gone to your district and to Georgia in general.

In case you are interested in further genealogical research, here is the link to the Chronicling America search engine to explore some of the newspapers that have been digitized: http://chroniclingamerica.loc.gov/newspapers/ I think you will find some fun stuff, though it looks like a lot more work is still to be done on Georgia and hopefully will be done soon with sustained funding!

Given the important role the University of Georgia and the humanities play in Representative [Name] district, I am following up to see if he would be interested in joining the Humanities Caucus. It is bi-partisan and co-chaired by Representatives Price and Lance. I am attaching their Dear Colleague Letter. If you have any questions, I am sure [staffer name] in Representative Lance’s office would be happy to answer them [insert correct email address].

Representative [Name] might also be interested in signing the Dear Colleague Letter from Representatives [Names] to support international education funding (also attached). This funding provides students with language training, which, as I know you are keenly aware, is vital to our national security and success in the global economy. The response to this letter is due on [Date]. On this, you might want to contact [staffer name] in Representative [Name] office [insert correct email address].

Please let me know if you have any questions.

Thank you again,

[Your Name]

If the Member or staffer asks a question you don’t readily have the information to answer, please let us know. We can send you more information so that you can write a thorough follow up, like the following:

Dear [Name],

Thanks for taking the time to talk with us on Tuesday, even in the midst of a rushed day! I wanted to send some follow up information regarding your question about overlap between Department of Education Title VI and Fulbright-Hays programs and DOD’s National Security Education Program (NSEP) that support language studies.

NSEP is different from Title VI programs in a few key ways:

1. NSEP focuses only on a smaller group of languages defined as critical to national security, funding undergraduates and graduates to study them. Title VI, meanwhile, focuses on the large list of languages we discussed, which are defined as less commonly taught languages (basically, anything that is not English, French, German, Spanish). Cultivating knowledge of the diversity of languages supported under Title VI supports international business on a broad scale, whereas NSEP focuses only on security concerns. In addition, Title VI and Fulbright-Hays prepares us with language skills and deep cultural knowledge of the world so we can respond well to unanticipated security threats as they arise.
2. NSEP grant recipients commit to a career in national security or diplomacy. Title VI and Fulbright-Hays recipients often pursue these routes, but also go into a variety of fields including international business, international public health, and the academy, where they train future generations of students in area studies and foreign languages.

3. Title VI supports Centers for International Business Research, which train students in business on global markets and cross-cultural interactions, while also helping local businesses expand overseas.

4. Title VI programs also go to supporting international studies programs at the undergraduate level, whereas NSEP provides funding only to individual students. This funding for international education goes to a wide variety of schools, including smaller, less elite institutions and a larger number of undergraduates.

5. Title VI Language Resources Centers, which develop instructional tools for teaching the less commonly taught languages, serve as a national resource to ensure that materials exist to teach these languages around the country. NSEP does not build the infrastructure for language instruction in any similar way.

More detailed information can be found here. More detailed information on Title VI & Fulbright-Hays, and a useful comparison with Department of State programs, can be found here.

I know the appropriations process is well underway, but we are still hopeful that funding for Title VI and Fulbright-Hays will remain level (as it was in the House bill). Please let me know if you have any further questions.

Best,
APPENDIX A:
FEDERAL FUNDING FOR THE HUMANITIES

THE FOLLOWING AGENCIES AND PROGRAMS REPRESENT THE LARGEST SOURCES of federal funding available to individuals and institutions outside of the federal government for work in the humanities. We also include the Library of Congress in our portfolio since it is a major resource to researchers and libraries throughout the country. The Smithsonian Institution and the National Park Service also receive federal appropriations for vital humanities work, but with rare exceptions, they are not sources of significant grants to individuals and organizations outside of the federal government. While we do not expect you to be able to discuss each program in detail during your Hill meetings, we do ask that you leave behind the NHA Issue Briefs, which include our position on funding for each of these agencies and programs. You will be provided with copies at the Annual Meeting and the Humanities Advocacy Day Way Station.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)
The NEH is an independent federal agency created by Congress in 1965. With few private foundations providing funding for the humanities, the NEH provides critical support for research, education, preservation, and public programs in the humanities through grants to a wide range of educational institutions, non-profit organizations, and individual scholars nationwide. The NEH offers competitive grants in six divisions: Education, Preservation and Access, Public Programs, Research, Challenge Grants, and Digital Humanities. Through its office of Federal/State Partnerships, the NEH also provides operating grants to state humanities councils. Please see Appendix B on the NEH for more detail on NEH divisions, examples of recent grants, and statistics on the impact of NEH programs.

www.neh.gov

NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION (NHPRC)
The National Historical Publications and Records Commission, commonly referred to as the “grant-making” arm of the National Archives and Records Administration (NARA), was established by Congress in 1934, along with NARA, to promote the preservation and use of the American documentary record. NHPRC grants support a wide range of activities to preserve and increase access to historical records and to publish, in print and/or electronically, the papers of significant figures and themes relating to the history of the United States.

www.archives.gov/nhprc

TITLE VI/FULBRIGHT-HAYS (INTERNATIONAL EDUCATION PROGRAMS)
The U.S. Department of Education’s International Education and Foreign Language Studies (IEFLS) programs, including HEA-Title VI and Fulbright-Hays, form the vital infrastructure of the federal government’s investment in the international service pipeline. The 14 IEFLS programs support comprehensive language and
area study centers, international business centers, and language resource centers within the United States; research and curriculum development; opportunities for American students and scholars to study abroad; and activities to increase the number of underrepresented minorities in international service. Administrative responsibility for these programs falls under the Office of Postsecondary Education, International Education Programs Service.

http://www2.ed.gov/about/offices/list/ope/iegps/index.html

INSTITUTE OF MUSEUM AND LIBRARY SERVICES (IMLS)

IMLS is the primary source of federal support for the nation’s 123,000 libraries and 17,500 museums. The mission of IMLS is to inspire libraries and museums to advance innovation, lifelong learning, and cultural and civic engagement. In addition to grant making, IMLS provides critical leadership to the museum and library communities through support for research and policy development. Its Office of Museum Services (OMS) awards grants to museums to support educating students, preserving collections, coordinating resources, and digitizing collections. IMLS also administers the Library Services and Technology Act (LSTA), which consolidates federal library programs while expanding services for learning and access to information resources.

www.imls.gov

LIBRARY OF CONGRESS (LOC)

The Library of Congress is the largest and most comprehensive legislative and national library in the world. Created by Congress in 1800 and sustained by Congress through every period of the nation’s history, the Library of Congress is America’s oldest federal cultural institution. It stands as both a symbol and a working institution of fundamental importance for our knowledge-based democracy—preserving and making available vital resources for scholars, educators, students, policymakers, and individual citizens.

www.loc.gov
FUNDING TRENDS BY AGENCY AND PROGRAM

This page outlines the trajectory of federal humanities funding since 2010 and offers an overview of the current funding landscape. Most humanities programs suffered cuts during a period of fiscal austerity from FY 2011 to FY 2013. In the following years, federal funding for the humanities has remained generally level, with some notable but small increases in recent years.

We are currently awaiting the finalization of funding levels for FY 2018, even though the fiscal year began on October 1, 2017. The FY 2018 appropriations process began in May 2017 when the Trump administration requested the elimination of or severe cuts to all humanities programs. Though Congress has not yet finalized FY 2018 numbers, it has rejected the administration’s proposals at almost every turn. While Congress works to finalize the FY 2018 numbers, the government is funded at FY 2017 levels under a continuing resolution (CR) until March 23, 2018.

In February, Congress struck a deal to raise budget caps for FY 2018 and FY 2019. The House and Senate are now working to craft an omnibus appropriations bill for FY 2018 subject to these new caps. This omnibus will reflect compromises between the funding levels the House and Senate proposed, which were both generally favorable for humanities programs. In addition, the raised budget caps might mean final funding levels that are higher than those proposed by either the Senate or House.

While the FY 2018 appropriations process has not yet ended, the FY 2019 process has already begun. The Trump administration released its FY 2019 budget request on February 12, again calling for the elimination of or severe cuts to all humanities programs. We now turn our attention to Congress, which will draft and pass appropriations bills. On Humanities Advocacy Day, we will advocate for robust funding for both FY 2018 and FY 2019 and ask Congress to reject the administration’s proposals. Below we offer an individual analysis of the funding landscape for each of our priorities.

NATIONAL ENDOWMENT FOR THE HUMANITIES (NEH)

For FY 2018, the Trump administration requested $42 million for the NEH, framed as the amount required for an orderly shutdown of the agency. Congress rejected this proposal: a Senate bill would provide $149.8 million for the NEH, the same amount the agency received in FY 2017, while the House bill would provide $145 million, a small decrease that was proportional to cuts to other domestic priorities. The House bill passed on the House floor, while the Senate bill has only been introduced in committee. Under the current CR, the NEH is funded at the same level as FY 2017. The FY 2017 level reflected a nearly $2 million increase from the FY 2016 level, which was itself a nearly $2 million boost from FY 2015 levels.

For FY 2019, the administration has again requested $42 million for an orderly shutdown of the agency.

While we applaud the increases to the NEH’s appropriation in recent years, it is important to note that the NEH’s current funding level is still 22% below its 2010 level when adjusted for inflation.

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NATIONAL HISTORICAL PUBLICATIONS AND RECORDS COMMISSION (NHPRC)

In FY 2017, NHPRC saw its first funding increase (from $5 million to $6 million) since 2010. The Trump administration proposed eliminating funding for the NHPRC in FY 2018. Both the House and Senate rejected this proposal. The Senate included level funding for NHPRC at $6 million in its draft legislation and the House proposed $4 million. The House bill passed on the House floor while the Senate bill has only been introduced in committee. The NHPRC is currently funded at the FY 2017 level of $6 million under the current CR.

For FY 2019, the Trump administration has again proposed zero funding for the NHPRC.

Despite the increase in FY 2017, the NHPRC has not recovered from major cuts in FY 2011 and FY 2012. When adjusted for inflation, NHPRC has seen a 60% decrease since FY 2010.

| NHPRC Appropriations History (in millions of dollars) |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| FY10 | FY11 | FY12 | FY13 | FY14 | FY15 | FY16 | FY17 |
| 13 | 7 | 5 | 4.75 | 4.5 | 5 | 5 | 6 |

TITLE VI AND FULBRIGHT-HAYS (DEPARTMENT OF EDUCATION INTERNATIONAL EDUCATION PROGRAMS)

For FY 2018, the Trump administration proposed eliminating funding for Title VI and Fulbright-Hays. Draft legislation in the Senate, meanwhile, provided level funding for both programs. The House provided level funding for Title VI but proposed eliminating funding for Fulbright-Hays. The House bill passed on the House floor while the Senate bill only passed out of committee. Under the current CR, both Title VI and Fulbright-Hays are funded at FY 2017 levels.

For FY 2019, the Trump administration has again proposed zero funding for both Title VI and Fulbright-Hays.

In general, Title VI and Fulbright-Hays have struggled to maintain funding in recent years. The programs were cut by $50 million in FY 2011 and have yet to recuperate. When adjusted for inflation, the programs have been reduced by 50% since FY 2010. In addition, either the House or Senate have proposed the elimination of Fulbright-Hays each year, though final legislation has consistently funded the program. Funding for Title VI and Fulbright-Hays has remained level since FY 2014.

| International Education Programs Appropriations History (in millions of dollars) |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| FY10 | FY11 | FY12 | FY13 | FY14 | FY15 | FY16 | FY17 |
| 126 | 76 | 74 | 70 | 72 | 72 | 72 | 72 |
INSTITUTE OF MUSEUM AND LIBRARY SERVICES (IMLS)
IMLS has seen small but consistent increases over the past few years. For FY 2018, the Trump administration proposed $23 million for IMLS, framed as the amount needed for an orderly shutdown of the agency. Both the House and Senate rejected this proposal, with the House bill providing level funding of $231 million and the Senate Bill providing a $4 million increase. The House bill was passed by the full House, while the Senate bill only passed out of committee. IMLS is currently funded by the CR at FY 2017 levels.

For FY 2019, the administration again proposed just $23 million for IMLS, framed as the amount needed for an orderly shutdown of the agency.

Despite increases in FY 2014, 2015, 2016, and 2017, IMLS has not recuperated from its major reductions in FY 2011: FY 2016’s appropriation represents a 28% reduction from FY 2011, when adjusted for inflation.

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<th>IMLS Appropriations History (in millions of dollars)</th>
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<td>FY10 FY11 FY12 FY13 FY14 FY15 FY16 FY17</td>
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<td>IMLS   282 237 232 220 227 228 230 231</td>
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LIBRARY OF CONGRESS
The Library of Congress has received funding boosts for the past few years. For FY 2018, the Trump administration requested $701 million, reflecting a robust increase. The House proposed $648.027 million and the Senate proposed $638.873 million—both of which reflect more modest increases than those proposed by the administration. The current CR funds the library at $631.958 million.

For FY 2019, the administration has requested $726.447 million, another robust increase.

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<th>Library of Congress Appropriations History (in millions of dollars)</th>
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OVERVIEW

THE NEH’s MISSION IS TO SERVE AND STRENGTHEN OUR NATION by supporting high quality projects and programs in the humanities and by making the humanities available to all Americans.

EACH YEAR, THE NEH FULFILLS ITS MANDATE BY:

- Providing training for thousands of school, college, and university teachers;
- Reaching tens of millions of Americans with high-quality television and radio documentaries, museum exhibitions, and reading and discussion programs in museums and libraries across the nation;
- Supporting, in partnership with the Library of Congress, efforts in every state to digitize and make accessible hundreds of thousands of pages of historic U.S. newspapers;
- Supporting scholarly research that has resulted in the publication of thousands of books;
- Supporting, through state humanities councils, tens of thousands of reading and discussion programs, literacy programs, speakers bureau presentations, conferences, Chautauqua events, media programs, and a variety of technology, preservation, and state and regional history projects.

NEH IN NUMBERS

- Demand for humanities project support, as demonstrated by NEH grant application rates, far exceeds available funding. In FY 2016, the NEH received 5,304 competitive grant applications representing $518.2 million in requested funds, but was only able to fund 16% of these peer-reviewed proposals.
- Humanities councils in every state and U.S. territory sponsor family literacy programs, speakers bureaus, cultural heritage tourism, exhibitions, and live performances. In 2016, 55 state councils supported 2,222 exhibitions, 185 preservation projects, and 1,585 local history programs, attracting a total audience of 7 million people.
- In 2016, library-related projects received 99 awards totaling over $11.1 million from all NEH program divisions (Preservation & Access, Research, Education, Public Programs, Challenge Grants, and Digital Humanities).
In 2016, 125 peer-reviewed, competitive grants totaling over $13.4 million were awarded to museums, historical societies, and historic sites.

In 2016, 81 peer-reviewed, competitive grants totaling over $7.8 million were awarded to academic libraries, public libraries, and independent research libraries to preserve and provide access to our nation’s rich cultural heritage.

WHAT’S NEW AT NEH?

In addition to the NEH’s ongoing work supporting education, preservation, public programs, and research, in 2017 the NEH protected national treasures in the wake of natural disasters and celebrated two major milestones:

- **RESPONDING TO NATURAL DISASTER:** In response to the devastating effects of Hurricanes Harvey, Irma, and Maria, the NEH committed up to $1 million in Chairman’s Emergency Grants to help cultural organizations in affected areas. Grants have been awarded to Texas, Florida, and Puerto Rico, helping to stabilize valued collections and cultural treasures. These include the John Biggers mural at the Blue Triangle Multicultural Association in Houston, TX; the historical collections of the Goldsboro West Side Community Historical Association in Sanford, Florida; and the books, maps, film and other research collections in the University of Puerto Rico, Rio Piedras’s libraries.

- **SAFEGUARDING CULTURAL HERITAGE:** In January 2018, the Division of Preservation and Access reached a major milestone, having awarded more than 2,000 Preservation Assistance Grants (PAG) for Smaller Institutions. This unique grants program helps libraries, museums, and historical societies, among other institutions, care for their valued cultural heritage collections. From helping the Laura Ingalls Wilder Memorial Society in De Smet, South Dakota preserve a blackboard at the school Laura Ingalls and her sisters attended, to helping Idaho State University’s Eli M. Oboler Library assess its collections documenting the Intermountain West and the Vizcaya Estate in Miami, Florida preserve its works on paper, PAG grants safeguard our national heritage for generations to come.

- **ADVANCING INNOVATIVE HUMANITIES RESEARCH:** The Office of Digital Humanities (ODH) celebrated its tenth anniversary in February 2018. Since 2008, ODH has funded work in the digital humanities that encourages innovative digital methods, opens humanities work up to new disciplines and directions, and makes resources available to the American public. Its support of the IMPACT Radiological Mummy Database, based in Kansas City, Missouri, has advanced historical and medical understandings of heart disease. Support of the Trans-Atlantic Slave Trade Database, has provided free, online access to information on 35,000 slaving voyages, constituting more than 80% of the trans-atlantic slave trade. Addressing the prohibitive price of textbooks, *Literature in Context*, an ODH-funded project being undertaken at the University of Virginia, is developing an open-access, authoritative anthology of British and American literature.
NEH TALKING POINTS

SINCE ITS FOUNDING, THE NEH HAS ENJOYED BIPARTISAN SUPPORT

- While the Trump administration proposed the elimination of the NEH in its FY 2018 budget proposal, a Republican-controlled Congress rejected this proposal at every turn. In both FY 2016 and FY 2017, a Republican-controlled Congress approved $2 million in increases for the NEH with bipartisan support.
- Presidents from both parties have underscored the value of federal investment in the humanities.

THE NEH IS THE ONLY ENTITY, FEDERAL OR PRIVATE, WITH A NATIONAL MANDATE TO ENSURE ALL AMERICANS HAVE ACCESS TO THE HUMANITIES

- NEH funding reaches every state and territory and every Congressional district.
- NEH on the Road ensures that high-quality museum exhibitions—originally curated with NEH support—reach all parts of the country. To date, 17 exhibitions have toured to more than 300 venues in 47 states and the District of Columbia. 53% of the communities served have a population under 50,000.
- Through partnerships with 55 state and territorial humanities councils, the NEH supported 2,419 exhibitions, 280 preservation projects, and 1,612 local history programs in 2016, attracting a total audience of 5.5 million people.
- The NEH has dedicated-funding lines for innovation in humanities curricula in community colleges, HBCUs, Hispanic-Serving Institutions, and Tribal Colleges.

WITH A MODEST INVESTMENT, THE NEH STIMULATES PRIVATE, LOCAL INVESTMENT IN THE HUMANITIES AND CULTIVATES TOURISM

- The NEH currently operates on $149.8 million per year, which represents .006% of the federal budget.
- Over 50 years, NEH matching grants generated more than $4 billion in non-federal donations to humanities projects and institutions.
- Investments in museums and historic sites attract cultural heritage tourism, bolstering local economies. Over several decades, the NEH has supported the development of new exhibitions at Thomas Jefferson’s Monticello. These grants have had an outsized impact on the local economy as Monticello welcomes nearly 400,000 annual visitors, 93% of them from outside Virginia and 50% staying in a hotel for at least one night adding at least $13.1 million to the local economy.

THE NEH SUPPORTS INNOVATIVE HUMANITIES PROGRAMS THAT ADDRESS THE NEEDS OF VETERANS NOT BEING MET ELSEWHERE

- *Dialogues on the Experience of War* supports discussion-based programs for veterans and their communities. These programs bring perspective and context to the experience of war through the study of literature, philosophy, history, and other fields of the humanities.
- The NEH funds the Warrior-Scholar Project, which recruits veterans for a weeklong academic boot camp grounded in humanities texts and writing assignments and prepares veterans for
college. Forty-two percent of veterans who complete the program end up enrolling in a U.S. News and World Report top 20 school, as opposed to only 1% of veteran-students nationwide. Last year’s increased appropriation was critical to expanding this program, although much unmet demand continues to exist.

THE NEH SUPPORTS K–12 STUDENTS, IN AND OUT OF THE CLASSROOM

- The NEH supports National History Day, which engages more than 600,000 students and 20,000 to 30,000 teachers annually in each state and territory in history competitions. A 2011 evaluation of the program found that students involved in the program outperformed their peers on state standardized tests.

- With the Louisiana Endowment for the Humanities’ flagship program, PRIME TIME, state humanities councils support reading programs for low-income families. Since it was founded in 1991, PRIME TIME has held programs in 40 states, serving more than 40,000 families in communities with high-needs schools. Participants outperform peers on standardized tests and spend more time reading as a family.

- In the past five years, the NEH has supported summer professional development programs for nearly 13,000 teachers, providing teachers with a deeper understanding of history and culture while helping them develop new teaching methods. These programs ultimately enrich the classroom experience for an estimated 2 million students.

- EDSITEment, an NEH initiative, brings together the internet’s best humanities educational materials, including lesson plans, videos, and interactive learning tools, on one website. With 2.5 million unique visitors per year, EDSITEment is used primarily by elementary, middle, and high school educators, as well as community college instructors in every state.

THE NEH SAFEGUARDS OUR HISTORICAL AND CULTURAL LEGACIES

- The National Digital Newspaper Program is a complex undertaking to digitize historical newspapers from around the country. To date, the NEH has provided support for the digitization of approximately 11 million pages of newspapers published between 1690 and 1963—making these resources accessible to scholars, students, and anyone interested in researching local history or genealogy.

- The NEH has long supported the collection, compilation, and annotation of the papers of prominent Americans, including presidents, reformers, and authors. From the collected letters of George Washington, Thomas Edison, and Ernest Hemingway to the papers of John and Abigail Adams and their family, NEH support makes these documents available to the American public, either for free online or through affordable print editions.

- The NEH supports graduate education in conservation and preservation. At the University of Delaware alone, students have preserved people’s invaluable photographs and family documents following fire and natural disasters. Graduates of the program have been instrumental in preserving many of our national treasures, including the Declaration of Independence, the Emancipation Proclamation, and the Star-Spangled Banner.
THE NEH DRAWS ON THE POWER OF THE HUMANITIES TO BRING COMMUNITIES TOGETHER

- Through Community Conversations, the NEH supports one- to three-year-long community-based discussion programs that engage a broad spectrum of Americans in addressing contemporary challenges. These projects bring discussions about literature, history, and culture to workplaces, libraries, museums, and other community settings.

- To correspond with the release of Ken Burns’s NEH-funded documentary, The Vietnam War, NEH supported engagement programs across the country. Led by historians, veterans, and even anti-war activists, participants discussed the legacy of the Vietnam War, their reactions to the film, and their personal experiences at war and at home during the period.

- Through Common Heritage, the NEH supports supports local community events in cities and towns devoted to digitizing cultural heritage materials and family treasures, such as personal photographs, letters, and films. Common Heritage programs include opportunities for community discussion and help local organizations form strong partnerships.

THE NEH ENABLES CUTTING-EDGE RESEARCH, DEEPENING OUR UNDERSTANDING OF HISTORY AND CULTURE

- NEH funding has led to major archaeological finds, including the rediscovery of the original settlements of Jamestown and Plymouth. Its support of the CORONA Atlas, a digital archive of Cold War spy photographs has allowed archaeologists to uncover thousands of ancient, archaeological sites located around the world.

- The NEH has supported research that has led to 17 Pulitzer Prize-winning books and 22 Bancroft Prizes. These works that have profoundly shaped our understanding of politics, literature, philosophy, and history. Among these, Laurel T. Ulrich’s A Midwife’s Tale was a groundbreaking work in American women’s history that resulted in an accompanying documentary. Shortly after its publication, Ulrich was awarded a MacArthur Fellowship or “Genius Grant.”

- Through its Documenting Endangered Languages program, a partnership with the National Science Foundation, the NEH has provided $11.4 million in support of research that records, documents, and archives languages that are in danger of dying out. This research ensures that communities in the United States and around the world have continued access to their heritage and that the cultural knowledge preserved in those languages remains available for future generations.
Descriptions of National Endowment for the Humanities divisions with examples of grants and program impact taken directly from the following NEH sources:

NEH Web site: http://www.neh.gov/