

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

TEACHING AMERICAN HISTORY GRANT PROGRAM

CFDA # 84.215X

PR/Award # U215X080238

Grants.gov Tracking#: GRANT00388428

Closing Date: DEC 10, 2007

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	c1
2. <i>Standard Budget Sheet (ED 524)</i>	c6
3. <i>SF 424B - Assurances Non-Construction Programs</i>	c8
4. <i>Disclosure of Lobbying Activities</i>	c10
5. <i>427 GEPA</i>	c12
<i>Attachment - 1</i>	c14
6. <i>ED 80-0013 Certification</i>	c15
7. <i>Dept of Education Supplemental Information for SF-424</i>	c16
<i>Attachment - 1</i>	c17

Narratives

1. <i>Project Narrative - (Abstract Narrative...)</i>	c20
<i>Attachment - 1</i>	c21
2. <i>Project Narrative - (Project Narrative...)</i>	c22
<i>Attachment - 1</i>	c23
<i>Attachment - 2</i>	c48
<i>Attachment - 3</i>	c49
3. <i>Project Narrative - (Other Narrative...)</i>	c53
<i>Attachment - 1</i>	c54
<i>Attachment - 2</i>	c98
<i>Attachment - 3</i>	c113
4. <i>Budget Narrative - (Budget Narrative...)</i>	c151
<i>Attachment - 1</i>	c152

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify) _____
---	---	---

* 3. Date Received: 12/10/2007	4. Applicant Identifier: _____
-----------------------------------	-----------------------------------

5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
-------------------------------------	---

8. APPLICANT INFORMATION:

* a. Legal Name: Alpine School District	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 876000478	* c. Organizational DUNS: 021533203

d. Address:

* Street1:	575 North 100 East
Street2:	_____
* City:	American Fork
County:	_____
* State:	UT: Utah
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	84003

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____	* First Name: Sara
Middle Name: _____	
* Last Name: Hacken	
Suffix: _____	
Title: _____	
Organizational Affiliation: _____	
* Telephone Number: (801) 763-6186	Fax Number: _____
* Email: hacks423@alpine.k12.ut.us	

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-101007-001

* Title:

Teaching American History Grant Program CFDA 84.215X

13. Competition Identification Number:

84-215X2008-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Alpine School District's History Teacher's Academy for Professional Development

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="999,990.86"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="999,990.86"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

- Yes
- No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

**** I AGREE**

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Authorized for Local Reproduction

Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Attachments

AdditionalCongressionalDistricts

File Name

Mime Type

AdditionalProjectTitle

File Name

Mime Type



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Alpine School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 107,450	S 116,273	S 125,193	S 0	S 0	S 348,917
2. Fringe Benefits	S 51,874	S 53,635	S 56,083	S 0	S 0	S 161,593
3. Travel	S 7,726	S 7,726	S 7,726	S 0	S 0	S 23,178
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 39,580	S 38,680	S 38,680	S 0	S 0	S 116,940
6. Contractual	S 52,770	S 52,770	S 52,720	S 0	S 0	S 158,260
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 3,800	S 400	S 3,800	S 0	S 0	S 8,000
9. Total Direct Costs (lines 1-8)	S 263,200	S 269,484	S 284,203	S 0	S 0	S 816,888
10. Indirect Costs*	S 4,638	S 4,297	S 4,566	S 0	S 0	S 13,502
11. Training Stipends	S 57,000	S 55,600	S 57,000	S 0	S 0	S 169,600
12. Total Costs (lines 9-11)	S 324,838	S 329,382	S 345,769	S 0	S 0	S 999,990

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Utah State Office of Education

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(e)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Alpine School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	S 0	S 0	S 0	S 0	S 0	S 0
2. Fringe Benefits	S 0	S 0	S 0	S 0	S 0	S 0
3. Travel	S 0	S 0	S 0	S 0	S 0	S 0
4. Equipment	S 0	S 0	S 0	S 0	S 0	S 0
5. Supplies	S 0	S 0	S 0	S 0	S 0	S 0
6. Contractual	S 0	S 0	S 0	S 0	S 0	S 0
7. Construction	S 0	S 0	S 0	S 0	S 0	S 0
8. Other	S 0	S 0	S 0	S 0	S 0	S 0
9. Total Direct Costs (lines 1-8)	S 0	S 0	S 0	S 0	S 0	S 0
10. Indirect Costs	S 0	S 0	S 0	S 0	S 0	S 0
11. Training Stipends	S 0	S 0	S 0	S 0	S 0	S 0
12. Total Costs (lines 9-11)	S 0	S 0	S 0	S 0	S 0	S 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Barry Graff	* TITLE Superintendent
* APPLICANT ORGANIZATION Alpine School District	* DATE SUBMITTED 12-10-2007

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. bid/offer/application</p> <p><input checked="" type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee Tier if known:</p> <p>* Name: N/A</p> <p>* Address: N/A</p> <p>N/A</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>	
<p>6. * Federal Department/Agency:</p> <p>N/A</p>	<p>7. * Federal Program Name/Description: Fund for the Improvement of Education</p> <p>CFDA Number, if applicable: 84.215</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: N/A</p> <p>N/A</p> <p>* Address:</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: N/A</p> <p>N/A</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>* Signature: Barry Graff</p> <p>* Name: Vernon</p> <p>Henshaw</p> <p>Title:</p> <p>Telephone No.:</p> <p>Date: 12-10-2007</p>	
<p>Federal Use Only:</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

Public Burden Disclosure Statement

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

Attachment Information

File Name

6039-Alpine_2008_TAH_GEPA.pdf

Mime Type

application/pdf

EQUITABLE ACCESS AND PARTICIPATION (GEPA, SECTION 427)

This section was written to address Section 427 of the General Education Provisions Act (GEPA). The applicants, Alpine School District, is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability (physical, health impairment, learning disability, or behavior disorder), status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

EMPLOYMENT

The districts are equal opportunity employers and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender. Discrimination and harassment are prohibited by Titles IV, VI, and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972. They are also prohibited by the State Anti-discrimination Act. In addition, various other constitutional provisions, statutes, and common law causes of action prohibit such discriminatory conduct. It is the policy of the districts to enforce these laws as part of their employment practices.

To encourage applications from persons of traditionally underrepresented groups, project job announcements will be posted widely, electronically and in print, in English and Spanish, with Work Force Services, Career Services, Women's Resource Center, International Student Center, and local and national papers.

PARTICIPATION

All facilities used for Teaching American History services and activities will be open and accessible to all appropriate participants regardless of gender, race, national origin, color, disability, creed, religion, or age. When feasible, facilities will also be open during evening hours to be more accommodating to the schedules of students with special needs and their families.

Individuals who are members of special populations will be provided full access to services and activities. The project director and principals will identify participants with special needs who may require instructional and other accommodations to benefit from the services and activities.

In accord with the state Special Education laws, reasonable accommodations will be provided to participants with documented disabilities to enable them to participate fully in related services and activities. All facilities to be used by the project currently meet or exceed requirements of Americans with Disabilities Act (ADA). As needed, qualified paraprofessionals will be hired to assist in providing services to students with Special Education needs – under the supervision of the district Special Education Director. When aligned with the project's goals, recruitment of students with Accommodation Plans (Section 504) or Individuals with Education Plans (IEPs) for project participation will be done in harmony with those plans.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Alpine School District			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	* First Name:	Vernon	Middle Name:
* Last Name:	Henshaw	Suffix:	* Title: Superintendent
* SIGNATURE: Barry Graff		* DATE: 12/10/2007	

SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

1. Project Director

* Name:

Sara

Hacken

* Address:

575 North 100 East

American Fork

UT: Utah

84003

USA: UNITED STATES

* Phone Number:

(801) 763-6186

Fax Number:

Email:

2. Applicant Experience:

Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1A, 1B, 2A, & 4

No Provide Assurance #, if available:

Please attach an explanation Narrative:

FileName

3559-Alpine_2008_TAH_Exempt.pdf

MimeType

application/pdf

HUMAN SUBJECT RESEARCH EXEMPT NARRATIVE

EXEMPTIONS: 1A, 1B, 2A, & 4

(1) HUMAN SUBJECTS INVOLVEMENT AND CHARACTERISTICS

Participation in TAH Project activities will be open to all districts who teach history in all district schools. For the project's quasi-experimental evaluation, in Year One 20 teachers from the participating teachers will be selected for an Experimental Group and matched to 20 Comparison Group teachers. Experimental and Comparison Group teachers will be selected based upon pre-project characteristics: (1) number of years of teaching experience, (2) teaching quality (e.g., certifications, type of college degrees), (3) commitment to their field (e.g., number of years since attended last academic history course(s), attitude/motivation, appreciation for history), (4) courses currently teaching and number of sections, (5) Title 1 status of school where teaching. Teachers will vary in age from approximately 21-65 years of age. To the best of our knowledge, all teachers are good health.

Students enrolled in history classes will be included in the evaluation in order to assess the effects of the project on student outcomes. However, student data will only be *collected and compiled at the class level* and *not* at the individual student level

(2) SOURCES OF MATERIALS

Research includes both (a) research on instructional strategies relating specifically to the content and pedagogy of American history, and (b) research on the effectiveness of or the comparison among instructional techniques and curricula relating specifically to the content and pedagogy of American history.

The evaluation includes research involving the collection or study of existing data, documents, and records, which are publicly available (i.e. teachers' degree(s), teachers' years of experience). Sources of data will include both existing sources (e.g., district files) and project-developed tools (e.g., surveys, observations, interviews) developed in conjunction with the project both by the external evaluator and the district.

All reasonable effort will be made to maintain teacher anonymity. Data will be reported such that individual teachers cannot be identified. Data will be processed using unique, anonymous identifiers assigned to all project-eligible teachers rather than the teacher's name. This level of privacy will only be needed for the data collected regarding the following characteristics/measurable indicators: content knowledge, teaching skills, attitude/motivation, and appreciation for history.

Student data will only be *collected and compiled at the class level* and *not* at the individual student level; therefore, *no* unique identifiers will be necessary.

(3) RECRUITMENT AND INFORMED CONSENT

Project information will be distributed throughout the district through appropriate district methods to all eligible teachers. Twenty (20) teachers will participate in the Experimental Group. If the number of teachers who want to participate in the Experimental Group meets or exceeds 20 teachers, then teachers to be included in the Experimental Group will be randomly selected to be in either the Experimental Group or the Comparison Group. If the number of teachers who want to participate in the Experimental Group is less than 20, 20 will be randomly selected to participate in the Experimental Group and a matched comparison group will be selected from the remaining teachers and from other teachers in the district who are willing to be in the comparison group. This is done since the district cannot force any teacher to participate since it would require working during non-contract hours. However, stipends will be provided to teachers for compensation of their time (non-contracted time).

Within the first six months of the project, the evaluators will secure state and school district approval to use instruments and acquire teacher consent to access and collect data.

Effects of teacher training on student achievement are not expected to be immediate. While we expect teachers to make both significant and meaningful gains in content knowledge and teaching skill, teachers need time to integrate what they have learned into their classrooms. Thus, student gains should be expected to occur only after teachers have had the time and opportunity to properly integrate what they have learned into their lesson plans.

Collection of all student data will adhere to Federal Regulations Regarding Access to student records. The *Family Educational Rights and Privacy Act* (FERPA) spells out the conditions under which student information can be released. In general, FERPA grants parents access to their children's records and restricts disclosure of such information without parental consent. However, there are instances delineated by FERPA in which information from student records can be released *without* parental consent. FERPA permits disclosure of student information without parental consent to any entity conducting studies for the district or school (i.e., external evaluator)

(4) POTENTIAL RISKS

Due to the non-controversial focus of the project (i.e., improved teacher content and related pedagogy skills, improved student academic achievement), disclosure of the human subjects' responses outside the research will not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. However, the only potential risk is if information regarding teacher performance was leaked.

(5) PROTECTION AGAINST RISKS

Sensitive information (i.e., teacher achievement data) obtained through these means will be collected, recorded, and stored/managed in such a manner that the subjects (i.e. teachers) will *not* be identified directly. Each teacher will be assigned, by the evaluator, a unique, random, and non-descript identifier. Only the evaluator will have access to the master decode list. Achievement assessment of teachers will be conducted by the evaluators – and not by anyone else. This master code list, along with all collected data, will be housed in locked files off-site of the school district.

(6) IMPORTANCE OF THE KNOWLEDGE TO BE GAINED

Research evaluation will assess the correlations between student achievement, teacher performance, and participation in the proposed project’s strategies/activities/services. Based on the information gathered from teacher participants and their classes, stakeholders will be able to determine the quality and validity of the project and make any necessary adjustments throughout the project period. Once the project has been completed, the collected information will be valuable for dissemination to other similar districts and IHEs. Furthermore, the evaluation will yield information regarding what type of professional development program is beneficial. This information will prove valuable for district, state, and national education entities.

(7) COLLABORATING SITES

The evaluation includes research primarily conducted in established or commonly accepted educational settings (i.e., classrooms and auditoriums), involving normal educational practices. Locations primarily district buildings and schools within the involved districts. Some data will be collected during field trips to various historic sites.

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 497-Alpine_2008_TAH_Abstract.pdf

ABSTRACT

Located 30 miles south of Salt Lake City, Alpine School District (ASD) is one of the largest and fastest growing districts in the state of Utah. Currently, ASD serves ~57,000 K-12 students in 63 schools (upwards of 70% Free/Reduced Lunch) and is projected to increase by *another* 12,000 new students over the next four years. This exploding population includes sustained and unprecedented English Language Learner growth. As a consequence of such rapid growth, ASD has the distinction of having some of the nation's largest class sizes necessitating the ongoing construction of several new schools, which are typically staffed with novice teachers who have limited expertise in content and less developed teaching strategies. What's more, ASD's history teachers overall need training to adeptly implement new History and Life Skills Core requirements

To most effectively address the needs of its large, diverse population, ASD proposes to extend high quality U.S. history professional development to 120 teachers (three 1-year cohorts of 40 teachers, grades 5, 7, 8, 11, and 12). Priority for participation will be given to those who are non-Highly Qualified or teaching in the 8 schools identified for improvement (*Competitive Priority*).

The *History Teacher's Academy for Professional Development* is a collaborative partnership involving Brigham Young University, Utah State University, Crandall Historic Printing Museum, Utah State Historical Society, and Utah 3 R's Project (*Absolute Priority*). The project goals are: (1) Increase teachers' American history knowledge, understanding, and interest; (2) increase teachers' use of appropriate and recommended pedagogical skills and practices; (3) increase students' American history interest, participation, and achievement; and (4) create a "community of historians" comprised of teachers and students actively engaging in historical inquiry.

Each year a new cohort of 40 teachers will commit to 190 hours of professional development and support, entailing Professional Learning Communities, 8-day Summer Academy, monthly school-year workshop, a Scholarly Lecture Series, History Book Club, local/regional field research, refresher workshops (for two subsequent years), and one-on-one mentoring/coaching (based on *Concerns-Based Adoption Model*). Teachers will also have the option to be trained as historical interpreters for a new Museum Education Outreach program. The ASD TAH Academy will also institute a new onsite Survey Course in U.S. History open to all teachers district-wide.

To help them practice, reflect, and sustain their new learning, Academy teachers will create literature critiques/study guides, research projects, curriculum units, and real-world projects. In addition, twelve master teachers will receive additional training to become ASD inservice history trainers and create on new dynamic inservice units to be used in the district after grant funding ends.

The Academy will center on essential questions and enduring understanding – aligned to the Utah History Core – that transcend all time periods in U.S. history through which pivotal issues, events, turning points, people, documents, legislation, and judicial cases will be explored. Yearly themes include: (1) Triumph & Tragedy; (2) Rights & Responsibilities; (3) Conflict & Compromise; *if approved for continuation* (4) Communications; and (5) Science & Technology. Key strategies include: (1) Historical Knowledge & Perspective; (2) Historical Analysis & Interpretation; (3) Understanding By Design; (4) integrating Life Skills; (5) inquiry-based approach; (6) "Eyewitness to the Past" strategies; (7) active learning techniques; and (8) integrating reading and writing.

Management and implementation will be overseen by a full-time Project Director, Lead Mentor, BYU Liaison, and Steering Committee engaging in a quarterly Continuous Improvement Management process. Educational Outfitters will oversee the formative and summative evaluation; analysis of outcomes will utilize a quasi-experimental component over the project-period comparing Experimental and Comparison Groups of teachers (longitudinal) and their classes (cross-sectional).

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1005-Mandatory_Alpine_2008_TAH_Narrative.pdf**

Attachment 2:

Title: Pages: Uploaded File: **547-Alpine_2008_TAH_ToC.pdf**

Attachment 3:

Title: Pages: Uploaded File: **274-Alpine_2008_TAH_Priorities.pdf**

SECTION 1: PROJECT QUALITY

(1.a & 1.b) STRONG U.S. HISTORY PROGRAM: Located 30 miles south of Salt Lake City, Alpine School District (ASD) is one of the **largest and fastest growing districts** in the state of Utah. Currently, the district serves approximately 57,000 K-12 students in 63 schools (upwards of 70% *Free/Reduced Lunch*, 2007) and is projected to increase by *another* 12,000 new students over the next *four* years. This exploding student population includes **sustained and unprecedented English Language Learner growth** (ASD's ELL student population increased 144% between 1997-2007) – the majority of whom are children of poor immigrant workers.

As a consequence of such rapid student growth, ASD has the distinction of having some of the **nation's largest class sizes** (teacher-student ratio of 1:27 versus U.S. average of 1:16, NCES) and **lowest per pupil expenditures** (only 46% *less* than the U.S. average: \$4,972 vs. \$9,185, USOE 2006). The former has necessitated the ongoing construction of several new schools, which are typically staffed with **novice teachers** who have limited expertise in content and less developed teaching strategies. What's more, ASD's history teachers overall need training to adeptly implement the **Core curriculum requirements** and **new history graduation requirements** (page 14).

To most effectively address the needs of its large, diverse population, ASD (in partnership with Brigham Young University) proposes to extend high quality U.S. history professional development to 120 teachers (three 1-year cohorts of 40 teachers, grades 5, 7, 8, 11, and 12). This project will *target* those responsible for implementing the *new* Utah History Core requirements as well as novice U.S. history teachers. *Priority* for participation will be given to those who are either non-Highly Qualified and/or teaching in the 8 ASD schools identified for improvement, corrective action, or restructuring under ESEA/NCLB (TAH Competitive Priority). Participation will also be open to AP History-AP English teacher teams to promote curriculum integration.

History Teacher's Academy for Professional Development: The proposed project builds on the success, momentum, and excitement of the district's existing *History Teacher's Academy for Professional Development* (a.k.a. TAH Academy) (TAH grant ending September 2008), which – at the end of its second year – has *already offered* over 320 hours of professional development and *strengthened* 71 teachers' ability to teach traditional American history as a separate and engaging subject. What's more, 60 more teachers will be joining the project starting January 2008.

However, to-date, the existing project is only in about *half* of the district's 63 schools and has a *waiting list* of interested teachers. This proposed project will extend this valuable opportunity to 120 additional teachers – significantly and permanently improving ASD's U.S. history instruction district-wide. What's more, this project considerably expands* the Academy's services (textbox).

HISTORICAL CONTENT: Each year the Academy will center on *essential questions* and *enduring understanding* – aligned to the Utah History Core (Appendix C.3) – that transcend all time periods in U.S. history through which pivotal issues, events, turning points, people, documents, legislation, and judicial cases will be explored (outlined in Table 1, next two pages).

COHORT CORE ACTIVITIES

Professional Learning Communities
Summer Academy (8-day)
School-Year Workshops (monthly)
Scholarly Lecture Series (quarterly)
History Book Club (quarterly)
Local/Regional Field Research (4 days)
Yearly Refresher Workshops (2 days)
*One-on-One Mentoring/Coaching**
Literature Critiques/Study Guides
Research Project (primary sources)
*Curriculum Unit/Real-World Product**

OPTIONAL ACTIVITIES

*Museum Ed. Outreach (2 credits)**
*US History Survey Course (2 credits)**
*History Inservice Trainers and Units**

**New or expanded by this project.*

Table 1.a: Essential Issues in U.S. History

(including essential questions, content focus, fiction and non-fiction, and learning activities)

Year 1: Triumph & Tragedy in the West. **Questions:** What are qualities of effective leadership? How did government exploration affect American Indians? **Focus:** Lewis & Clark expedition, *Jefferson's Secret Message to Congress About Lewis & Clark Expedition* (1803), *Louisiana Purchase Treaty* (1803), American Indians, U.S. Reservation system, *President Jackson's Message to Congress 'On Indian Removal'* (1830), Cherokee Trail of Tears, Navaho Long Walk, *Treaty of Fort Laramie* (1868), Battle of Little Big Horn, Custer's Last Stand, *Carlisle Indian School* (1878), *The Dawes Act* (1887), government explorers, John Wesley Powell, John C. Fremont, settling the West, Oregon Trail, Mormon Trail, *Homestead Act* (1862), and *Pacific Railway Act* (1862). **Books:** *Journals of Lewis & Clark* (Lewis), *Incredible Journey of Lewis & Clark* (Blumberg), *Sing Down the Moon* (O'Dell), *Down the Great Unknown: John Wesley Powell's 1869 Journey* (Dolnick), and *Battle of Little Bighorn* (Sandoz). **Activities:** Lewis & Clark simulation game, Pioneers interactive simulation, and Create-a-City activity.

Year 2: Rights & Responsibilities (*emphasis on bicentennial of Lincoln's birth*). **Questions:** How did political processes and parties change to involve more people? How do people get political and legal rights? **Focus:** Lincoln's ideas about slavery, *Dred Scott v. Sanford* (1857), abolitionists (1860s), Frederick Douglass, Underground Railroad, *Emancipation Proclamation* (1863), 13th *Amendment*, Reconstruction, Jim Crow Laws, *Brown v. Board Education* (1954), civil rights (1950s), Martin Luther King, school desegregation, Little Rock Nine, Montgomery Bus boycott, Rosa Parks, *Civil Rights Act* (1964), women's suffrage, *Voting Rights Act* (1965), and *Equal Rights Amendment* (1972). **Books:** *Warriors Don't Cry* (Patillo), *To Be a Slave* (Lester), *Sweet Clara and the Freedom Quilt* (Hopkinson), *Mississippi Trial, 1955* (Crowe), *Getting Away with Murder* (Crowe), *Growing Up Jim Crow* (Ritterhouse), *Through My Eyes* (Bridges), *Putting the Movement back into Civil Rights Teaching* (Chinn), *One Woman, One Vote* (Wheeler). **Activities:** Project Citizen, Mock Trial, Reader's Theater, and conducting oral histories with Senior citizens.

Table 1.b: Essential Issues in U.S. History

(including essential questions, content focus, fiction and non-fiction, and learning activities)

Year 3: Communications in the U.S. Questions: What is the truth? How do the media influence government regulation and legislation? **Focus:** *Federalist Papers, No. 10 & No. 51* (1787-1788), First Amendment, Freedom of the Press, Muckrakers, Yellow Journalism, political cartoons, political campaigns and speeches, TV debates, propaganda, photography during war, embedded journalists, Navajo code talkers, Cherokee Alphabet, Deseret Alphabet, Poor Richard's Almanac (1732-58), geosynchronous satellites, and Information Age issues. **Books:** *New York Times v. Sullivan: Affirming Freedom of the Press* (Fireside), *The Jungle* (Sinclair), Thomas Nast political cartoons, *Scoop on the Media and Elections* (Feldman), *Fanning the Flames: Propaganda in American History* (Broderick), *Photos by Brady: Civil War Collection*, *Navajo Code Talkers* (Aaseng), and *Witness to Our Times: My Life as a Photojournalist* (Schulke). **Activities:** Crandall Historic Printing Museum (Gutenberg's Press, Benjamin Franklin's Print Shop), John Peter Zenger mock trial, oratory contest with famous speeches in U.S. history, debates, and historical newspapers.

(If funded) Year 4: Conflict & Compromise and Year 5: Science & Technology, see Appendix C.4.

Knowing and Thinking About History: Most educators agree that together, *history content* and *historical thinking skills* enable students to interpret, analyze, and use information about past events. To this end, the ASD TAH Academy will train teachers to focus on two ways of knowing and thinking about U.S. history (*NAEP Framework*) **Historical Knowledge and Perspective** entail knowing and understanding people, events, themes, movements, and sources; sequencing events; recognizing and seeing multiple perspectives; and developing a general conceptualization of U.S. history. **Historical Analysis and Interpretation** include explaining issues, identifying patterns, establishing cause-and-effect, establishing significance, applying historical knowledge, weighing evidence to draw conclusions, and rendering insightful accounts of the past.

Teachers will be trained to design lessons based on **Understanding By Design's** backward

Project Narrative (25 pages)

design model that ask *essential questions* for student to have an *enduring understanding* of major concepts and themes in U.S. history as delineated by the Utah History Core (Appendix C.3). They will also be trained to integrate **Life Skills** (i.e., civic responsibility, thinking and reasoning, character, communication, etc.) into their curriculum (as required by a *new* Utah Life Skills Core, Appendix C.3).

Historical Inquiry and Integration: Taking an **inquiry-based approach**, teachers will learn to construct meaning and historical relevance through the use of primary sources, multiple viewpoints, cause and effect, and higher-level thinking strategies. To better understand past events within their historic context, they will be *reconstructing decisions* and *forecasting*. To foster historical inquiry, teachers will be trained to use **“Eyewitness to the Past” strategies** where students analyze primary sources (*i.e., diaries, travelogues, political debates, letters, newspapers, and scrapbooks*) in order to generate their own documents as if they were living in the past (Schur, 2007).

Pedagogical methods will be *embedded* within the presentation of history content. Emphasis will be placed on modeling **active learning techniques** that go beyond lectures and discussion, such as role-playing, simulations, debates, cooperative learning, multimedia learning, and youth initiatives. Teachers will be trained to **integrate reading and writing** strategies and skills into history instruction, including working with primary sources, writing research narratives, reading historical literature, informal and formal writing, and using literature circles and reader’s theatre.

PROFESSIONAL DEVELOPMENT FORMAT: Recognizing that it takes significant time, ongoing support, and individual attention in order to change classroom practice, each year a *new* cohort of 40 teachers will commit to 190 hours of training (described below). **High quality** will be ensured by using expert historians and master educators, embedding impactful pedagogical methods, and connecting to established resources. Teachers will complete **assignments** to help them practice, reflect, and sustain their new learning, including literature study guides, research

Project Narrative (25 pages)

projects, curriculum units, and real-world products (page 11). What's more, they will be **regularly assessed** regarding their content need and teaching strategies as part of the mentoring process (page 7), project evaluation (page 17), and ASD's comprehensive, long-term strategy to upgrade teacher quality district-wide. For their efforts, they will be able to **earn professional credit** (i.e., BYU Master's degree credit, Highly Qualified, History Endorsement, and/or USOE lane change).

Academy teachers will attend an intensive 8-day **Summer Academy**, incorporating rich history content taught by historical experts, modeling best practice instructional strategies, and hands-on research and group work. Then, throughout the school-year, they will participate in nine full-day **Monthly Workshops** during which they will continue their exploration of U.S. history and development of content-related teaching skills and materials. What's more, in subsequent years, teachers will participate in two annual full-day **Refresher Workshops** to discuss implementation success and challenges, receive follow-up training in areas of needs, and develop action plans.

Teachers will also attend quarterly **Scholarly Lectures** and **Book Clubs** (2-hours each, offered on alternating months in the evening; open to the public) at which they will learn in-depth about a specific topic in U.S. history, explore how to deliver content through literature, and learn to integrate reading and writing strategies into history lessons. Each quarter's lecture and literature will *focus on the same topic*. For example, one month the scholarly lecture will address Civil Rights (presented by Dr. Chris Crowe, Brigham Young University) and the next month teachers will review *Mississippi Trial 1955* (non-fiction) and *Getting Away with Murder* (fiction).

Twice during their initial year (Fall and Spring), Academy teachers will put into practice their new historical inquiry/research skills on **Local/Regional Field Research** (2-day) working first-hand with historians, archivists, and curators *onsite* at various local and regional historic sites, archives, and museums, such as Utah State Archives, Utah Historical Society, Golden Spike State

Project Narrative (25 pages)

Park, and Crandall Historic Printing Museum. To facilitate transferring this learning experience to the classroom, teachers will be trained to use various national/state online collections/archives.

Of all forms of teacher professional development, coaching is the most effective (Joyce & Showers, 2002). The Lead Mentor/Coach will provide one-on-one **mentoring/coaching** Academy teachers. Using the Concerns-Based Adoption Model (CBAM) mentoring framework (Hord & Hall), each teacher and his/her mentor will regularly assess the level to which the teacher is implementing TAH content and strategies and then work to implement additional needed supports. Assessment include: (1) one-on-one interviews, (2) classroom observation, (3) documentation of lessons/activities, and (4) self *and* mentor ratings on an “Innovation Configuration Diagnostic Tool” (i.e., rubric for project implementation, refer to Appendix C.5). *This data will also feed into project evaluation.*

Teachers will also have the option to be trained as historical interpreters for a *new* **Museum Education Outreach program** as part of the annual local *Colonial Days* in partnership with the Crandall Historic Printing Museum (profile, Appendix C). Teachers will earn 2 college credits for their participation entailing 8-hour historical background training, 8-hour theatrical training (i.e., period costumes, accents, and “chatter”), 2 historical texts, and two 4-hour on-site shifts.

The ASD TAH Academy will also institute a *new* onsite **Survey Course in U.S. History**, which will be open to *all* teachers district-wide. This basic college-level course (30 hours / 2 college credits) will be taught by Brigham Young University History faculty in the evenings for two ten-week sections: (Fall) Beginning to Civil War and (Spring) Reconstruction to Present.

QUALITY INSTRUCTORS: Area history professors, historians, and archivists will lead the *majority* of instruction. Team teaching of expert historians and master teachers will ensure project trainings *model and explain effective and engaging instructional practices*. Table 2 provides a representative sample of the quality of instructors who have committed to participate

(full list and resumes in Appendix A). Syllabi will be approved by the Steering Committee.

Table 2: Sample of Instructors and Areas of Expertise (full list and resumes in Appendix A)

- *Dr. Jay Buckley*, BYU History: Lewis & Clark, American West, exploration, American Indians.
- *Dr. Neil Longley York*, BYU History: Colonial, Revolution, U.S. Constitution, U.S. diplomacy.
- *Dr. Frank Fox*, BYU History: Colonial, Founding, and Modern U.S., and the Civil War.
- *Dr. Brian Cannon*, BYU History: Western and rural settlement and homesteading.
- *Dr. Jennifer Ritterhouse*, USU History: Civil Rights, Race, Gender, and Writing of History
- *Dr. L. Ray Gunn*, UofU History: History of American politics and Civil War & Reconstruction.
- *Dr. Matthew Basso*, UofU History: U.S. social and political history, race/ethnicity, and the West.
- *Dr. Gary Bryner*, BYU Political Science: U.S. Constitution, Bill of Rights, and government.
- *Dr. Chris Crowe*, BYU English: Historical fiction analysis and Civil Rights.
- *Dr. Lynnette Erickson*, BYU Education: Engaging children in research and citizenship.
- *Dr. A. Kent Powell*, Utah State Historical Society: Utah History, labor relations, World Wars.

(1.c & 1.d) PARTNERS AND THEIR ROLES: The Alpine School District TAH Academy benefits from the involvement of many *partnering organizations* (listed in Table 3, next page; MOU & Letters in Appendix B; organizational profiles in Appendix C.1). Most are the *definitive* local or regional partner in regards to their project role. Many have existing education outreach staff and programs that will be integrated into the ASD TAH Academy at little or no cost.

The **Brigham Young University-Public School Partnership** (BYU-PSP) is a joint venture (est. 1983) between BYU and five area districts, including Alpine, for the purpose of improving teacher education and student learning. The ASD TAH Academy is endorsed by the BYU-PSP

Center for the Improvement of Teacher Education and Schooling (CITES) Governing Board (comprised of the superintendents), CITES Executive Director, and the BYU Dean of Education.

Table 3: Summary of Partners and their Project Role													
<i>Key: H = history content instructors; E = edu./tech. instructors and archivists; M = edu. materials; O = online resources; P = teacher/student programs/activities; R = field research destination</i>													
Partners	H	E	M	O	P	R	Partners	H	E	M	O	P	R
Brigham Young Univ.	X	X	X		X		Crandall Hist. Museum		X	X		X	X
Utah State University	X	X					Utah History Fair	X		X	X	X	
University of Utah	X						Project Citizen	X	X	X	X	X	
National Archives		X	X	X			The 3 R's Project	X		X			
Utah Historical Society	X		X	X		X	American West Center	X			X		
Utah State Archives		X	X	X			UT Council of Social Std.	X	X	X			
U.S. District Court		X	X			X	UT Heritage Foundation	X	X	X			X

SECTION 2: SIGNIFICANCE

(2.a) BUILD CAPACITY FOR U.S. HISTORY PROFESSIONAL DEVELOPMENT:

Building on Success, Momentum, and Excitement: The proposed project builds on the success, momentum, and excitement of ASD's existing *History Teacher's Academy for Professional Development* (TAH Academy) (TAH grant ending Sept. 2008), which – at the end of its second programming year – has *already offered* over 320 hours of training and served 71 teachers.

Although post-tests have not yet been administered, all teacher ratings indicate that there are gains in ability to: (1) align content instruction to the State Standards; (2) conduct lessons based on UBD backward design; (3) demonstrate accurate knowledge of U. S. History; (4) engage students in active learning; and (5) embed the development of reading and writing skills in content instruction.

Project Narrative (25 pages)

As a result, the proposed project benefits from: (1) a *proven* professional development model, including a popular quarterly lecture series open to the public; (2) *solid buy-in* from the district, BYU, and other partners; (3) a cadre of skilled TAH Academy graduates; (4) an *established* management structure, including a dedicated Steering Committee; and (5) a project website.

To-date, the current project is in only about *half* of the district's 63 schools and has a *waiting list*. This proposed grant will extend this opportunity to 120 additional teachers (three 1-year cohorts of 40 teachers) – resulting in a *district-wide* presence. *Priority* will be given to those who are either non-Highly Qualified or teaching in the 8 schools identified for improvement (*Competitive Priority*).

This project significantly expands the TAH Academy's services by: (1) offering *individualized* mentoring/coaching; (2) *introducing* “Eyewitness to the Past” strategies to teach U.S. History; (3) *increasing* requirements for teacher-developed materials; (4) offering a unique *new* museum education outreach opportunity; (5) instituting a *new* Survey Course in U.S. History for *all* ASD elementary teachers; and (6) creating and cultivating *new* U.S. history inservice trainers and units.

Continuous Learning Strategies: TAH Academy trainings will be supplemented with effective strategies that *entwine continuous learning into teachers' daily routines*, which are cost-effective, require little out-of-class time, and facilitate the transfer of new learning to classroom practices.

“*The most powerful forms of staff development occurs in ongoing teams that meet on a regular basis*” (NSDC Standards 2001). The ASD TAH Academy will establish **Professional Learning Communities** – cohorts of master history teachers who will continue to support each other and who will serve as curriculum leaders in their schools. During their initial-year, cohort members will work together to identify weaknesses and needs and then brainstorm, prioritize, and implement solutions. In subsequent years, they will meet twice annually to discuss implementation success and challenges, receive follow-up training in areas of needs, and develop action plans.

An **Innovation Configuration** (type of rubric) will be developed to guide classroom application (Appendix C.5). To ensure that teachers are successful at transferring their new learning to actual classroom practices and sustaining change, they will receive **ongoing one-on-one mentoring, coaching, and implementation assessments and support** (CBAM framework, Hord & Hall).

Creating Sustainable Resources: To help them practice, reflect, and sustain their new learning, Academy teachers will create various products. All teachers will create **literature critiques/study guides** as well as a **research project** using online primary sources. Provisional teachers (i.e., less than 3 years of experience) will design a **curriculum unit** tied to the Utah History Core, following UBD backward design, and integrating inquiry-based practices, historical literature, and/or life skills. Experienced teachers will develop **real-world projects** (e.g., presentations, documentary, website design, and exhibit): (1) Project Citizen, (2) National History Day, (3) “Eyewitness to the Past”, and (4) document analysis packets on specific historical subjects. *TAH-developed products will be posted online and appropriate for use by and available to teachers state-wide.*

In addition, twelve master teachers will receive additional training to become **ASD inservice history trainers** and be given time to collaborate on new **dynamic inservice units** to be *used in the district after TAH grant funding ends*. The units will be tied to the Utah History and Life Skills Core, follow UBD backward design, comprise 7-15 hours of content, utilize inquiry-based teacher teaching and student learning practices, and integrate primary sources and historical literature.

Connecting to Established Resources: The ASD TAH Academy will connect teachers to valuable educator resources and instructional materials to support them as professional history educators and facilitate sustained classroom application, including the history-related informational texts, historical fiction and non-fiction, and learning activities (Table 1, pages 3-4). They will also be trained using professional Best Practice texts (i.e., *Eyewitness to the Past*, Schur; *Understanding*

Project Narrative (25 pages)

By Design, Wiggins & McTighe; and *Classroom Instruction That Works*, Marzano, Pickering, & Pollock) and primary source materials (i.e., *Our Documents: 100 Milestone Documents from the National Archives*, *Nystrom Atlas of U.S. History*, and Teacher-Created Materials award-winning primary source kits containing letters, speeches, and photographs).

Teachers will also be trained to use technology to facilitate the integration of multimedia into training activities and history instruction. To support this, they will receive \$50 reimbursements toward the purchase (teachers will pay the difference) of a *digital camera* (document field studies, research projects, and classroom implementation of TAH strategies) and *video iPod* (access and present digitized historic documents, images, and speeches as well as historian lectures).

The Academy benefits from **the involvement of several dedicated partners** (page 9; letters, Appendix B) – many of whom have *existing* education outreach staff, teacher workshops, standards-based lesson plans and programs, and online tools/collections. For example, the *Utah Heritage Foundation* offers training about Mystery History strategies (inquiry and deduction) and *Utah State Historical Society* offers training on conducting historical research and teaching with primary sources.

To facilitate historical inquiry and research with their classes, teachers will be trained on various *free or inexpensive* **national and state online searchable collections/archives** (e.g., NARA Our Documents, Smithsonian, Utah State Archives, and Pioneer – Utah’s Online Library). To further open their horizons to available resources and opportunities, each teacher will receive a **one-year professional membership** to the Journal of American History or Utah State Historical Society.

(2.b) TEACHER AND STUDENT OUTCOMES: ASD TAH Academy’s mission is to raise student achievement by improving teachers’ knowledge, understanding, and appreciation of traditional American history. Centered on this mission, three project goals and corresponding performance objectives have been established (Table 4). Over three years, 120 U.S. history teachers

(grades 5, 7, 8, 11, and 12) – and all the students they teach each year – will be directly impacted.

Table 4: ASD TAH Academy Goals and Objectives

Goal 1: Increase teachers' (a) American history knowledge, understanding, and interest and (b) use of appropriate and recommended pedagogical skills and practices.

- (1.1) Each year 75% of E Group teachers will demonstrate gains over the C Group and baseline levels.
- (1.2) Statistically significant correlation between participation in the TAH Academy and improvements in content knowledge and interest.

Goal 2: Increase students' American history interest, participation, and achievement.

- (2.1) On average and each year, students taking classes from E-Group teachers will demonstrate gains over those students taking classes from C-Group teachers.
- (2.2) Statistically significant correlation between teacher participation in the TAH Academy and improvements in their students.

Goal 3: Create a "community of historians" comprised of teachers and students actively engaging in historical inquiry.

- (3.1) Teachers will be oriented to national historical thinking benchmarks and how to research and work with primary sources.
- (3.2) Students will be able to examine the complexities of history and understand how the past relates to their own lives.
- (3.3) Statistically significant correlation between teacher participation in the TAH Academy and improvements in their students.

Magnitude of Need for History Teacher Training: Alpine School District (ASD) is one of the **largest and fastest growing districts** in the state of Utah. Currently, ASD serves approximately 57,000 K-12 students in 63 schools (upwards of 70% *Free/Reduced Lunch*, 2007) and is

projected to increase by *another* 12,000 new students over the next *four* years. This includes **sustained and unprecedented English Language Learner growth** (144% increase 1993-2002)

Rapidly rising enrollment has necessitated the ongoing construction of several new schools, which are typically staffed with novice teachers. Consequently, one-third (35%) of *ASD teachers* have taught *less than 3 years* and 60% less than 10 years (ASD, 2007). Although capable and caring, **novice teachers** have limited expertise in content and less developed teaching strategies.

The **new Elementary History Core** now requires that U.S. History be taught in 5th grade. However, ASD elementary teachers often *only* teach a *little* history in the Fall and then spend the rest of the school year on literacy, math, and science. In fact, most (77%) find it difficult to find time to teach history (2007 Survey). What's more, *the majority (93%) of ASD's 4th-5th grade teachers do not have a college degree in or an endorsement to teach U.S. history.* Instead, most took *only one* college course in U.S. history as required for their general education requirements.

In addition, starting with the Class of 2005, every senior in Utah is required to take a **new "U.S. Citizenship and Government"** class in order to graduate from high school. However, many secondary-level history teachers have not attended an academic history class in years and are not up-to-date on history education best practices. Many *rely heavily on lecture/multiple-choice teaching habits*, which are neither engaging to nor effective with students. What's more, 20% of ASD's secondary-level history teachers are *not* Highly Qualified under NCLB (2007).

What's more, as a result of a **new Utah Life Skills Core**, all teachers (in all grade levels) need guidance for how to effectively integrate Life Skills (e.g., civic responsibility, thinking & reasoning, character, communication, and system thinking) into their curriculum (Appendix C.3).

Improvements to Instruction and Student Achievement: ASD teachers will **improve their knowledge and understanding** of events and issues in U.S. history and **develop content-**

related teaching strategies that have proven effective in meeting the needs of diverse students and large class sizes. (Note: ASD has one of the *highest teacher-student ratios in the nation*: 1:27 compared to 1:16, USOE). All (100%) teachers feel such training will improve their skill and/or confidence to design and implement history lessons **aligned to the State standards** as well as teach reading and writing using history content (2007 Survey). *Teacher effectiveness is the key factor in student learning and achievement* (Marzano, Pickering, & Pollock, 2001).

Teachers can also receive recertification or college credit in order to meet **“Highly Qualified” requirements**. What’s more, Brigham Young University will gain valuable insight into the realities of teaching U.S. history in K-12 classrooms and be able to **update its pre-service** accordingly.

Teachers will teach history in ways that are both meaningful and engaging to students – thereby **improving student achievement in and understanding of history**. More importantly, ASD students will become proficient in the concepts of democratic citizenry. In contrast, currently most teachers feel their students have a hard time understanding *why history is important* (2007 Survey). This is evident in low levels of achievement in history. Case-in-point, on the 2006 Iowa Test of Basic Skills (ITBS) Social Studies subtest, ASD 3rd graders scored in *only* the 65th percentile, 5th graders – 61st percentile rank, 8th graders – 56th percentile rank, and 11th graders 66th percentile rank. What’s more, only about *half* of the students in 5 of the 7 high schools actually passed the 2007 AP U.S. Government (36-66%) and AP U.S. History exams (45-67%).

History will be taught in ways such that it is exciting and relevant to students – thereby **increasing student interest in history and enrollment** in elective and advanced-level history courses. In contrast, district surveys (where TAH is not implemented) consistently find that students are *not interested* in history and consider it one of their *least favorite* classes. As a result, only 2% of seniors enrolled in AP U.S. Government and 4% in AP U.S. History (2007).

Hispanics account for the fastest growing segment of ASD's exploding population and the largest minority group. The majority are immigrants from Central and South America who struggle with language and culture acquisition. **English Language Learners** will benefit – in language and literacy development – from increased reading opportunities using content drawn from U.S. history. (This is particularly vital for the six ASD schools that did *not* meet AYP for Language Arts for the limited English proficient subgroup; refer to Competitive Priority.) What's more, knowledge of American history will facilitate assimilation as well as the U.S. citizenship process.

(3.c) TEACHER APPLICATION OF ACQUIRED KNOWLEDGE: As part of the project evaluation and mentoring process, teachers' lesson plans, instruction, and student activities will be assessed to ensure that TAH teachers successfully apply their new learning to their teaching. Ongoing mentoring, peer support and collaboration, and available (online) resources will further facilitate actual classroom implementation (described in Section 2.a). To assess the effect of participation and provide meaningful data for continuous improvement, baseline levels will be collected and Experimental and Comparison Groups compared (refer to Section 3: Evaluation).

TAH teachers will confidently teach U.S. history **as a separate academic subject** within the curriculum. Lessons will **focus on the essential questions** delineated by Utah History Standards and foster student enduring understanding of the major concepts and themes of U.S. history.

Transforming their history classrooms into "communities of practice", TAH teachers will employ strategies proven effective in meeting the needs of diverse students, including experiences that **bring history alive** and **actively engage in "doing history"** (e.g., role-playing, simulations, debates, cooperative learning, multi-media learning, and youth initiatives). Teachers will **integrate reading and writing strategies and skills** into history instruction, including having students write historical research narratives and take part in reader's theatres using historical literature.

All (100%) ASD history teachers feel that integrating more primary sources, historical research, and civic engagement would make the study of history more engaging and meaningful to students (2007 Survey). Through **inquiry-based activities**, students will come to understand historical relevance; be able to identify historical patterns and see multiple viewpoints; and interpret, analyze, and use information about past events. Students will analyze primary sources to create “**Eyewitness to the Past**” projects (e.g., diaries, travelogues, political debates, letters, and newspapers)

SECTION 3: PROJECT EVALUATION

(3.a-3.c) COMPREHENSIVE EVALUATION: The project has a comprehensive evaluation plan that emphasizes ongoing assessment, improvement, and accountability in all areas. To determine the extent to which the project is successfully implemented and its strategies lead to the intended outcomes, the evaluation plan consists of two-parts: (1) Formative and (2) Summative Evaluation.

1. Formative Evaluation (non-experimental): Progress of project implementation (planning, implementation, and modification) will be assessed based on adaptation and fidelity of strategies (Section 1) and adherence to the timeline (Table 8, page 25), which consists of *process objectives*.

2. Summative Evaluation (includes 3-to-5-year quasi-experimental research component): The evaluation will determine the degree to which the project and/or individual factors are associated with the project achieving its goals. *Outcomes objectives*, established for each goal (Table 4, page 13), will be used as the standards for measuring goal attainment and project success. All TAH teachers will be tracked and evaluated. In addition, a *more intensive assessment* will compare *Experimental (E) Group teachers* to *Comparison (C) Group (non participating teachers)* (refer to the “quasi-experimental research component”, page 21).

(3.d) EVALUATOR: Educational Outfitters will serve as the project’s external evaluator. Senior Evaluator Todd Braeger has over *19 years of experience leading evaluation* on over 50

projects for schools and universities across the nation, *including 17 TAH projects*. He is an expert in evaluation, strategic planning, facilitation, and project/grant management. (Resume, Appendix A.)

(3e.i) Types of Data & (3e.ii) Collection Schedule: The Evaluator and Project staff will regularly collect a variety of reliable, measurable indicators (e.g., aggregate/disaggregate and quantitative/ qualitative data) for all process objectives and outcome objectives.

1. Formative Data: Any deviations from the timeline (page 25) and its **process objectives** will be identified and explained in terms of why and how the deviations affected the attainment of project goals. Assessment of process objectives will serve as **“treatment verification”** (Table 5 below) to ensure that teacher and student improvements can be reasonably attributed to TAH. To this end, evidence of verification (i.e., rolls, schedules) will be collected. In part, reactions to TAH will also be assessed through each training’s Teacher Expectation & Satisfaction Survey (Table 7.a), Lead Mentor’s CBAM interviews and observations (page 7), and Project Director’s informal/anecdotal stakeholder feedback. This information will feed into CIM process (page 24).

Table 5: Data Collection Plan for Formative Evaluation (Process Objectives)

Essential Questions	Measurable Indicators	Schedule
Did project offer planned services/activities? Aligned with project intent and goals?	Extent that timeline is completed; treatment verification/ hurdles.	Quarterly
Are services of good/sufficient quality? Support/ satisfaction? Appropriate participation rates?	Synopsis of activities, attendance, training outcomes, satisfaction.	Each Activity
Set up necessary management and materials? Other questions TBA by Steering Committee.	Policies Manual, presentations publications, Evaluation Toolkit	End of Each Year

2. Summative Data: Pre and post measures (Table 6, next page) for teachers and their classes (including selected non-participating teachers selected as part of a “Comparison Group”, page

21) will be analyzed and compared to determine the extent to which teachers and students improve towards the project’s goals and **outcome objectives** (listed in Table 4, page 13).

Table 6: Data Collection Plan for Summative Evaluation (Outcome Objectives)

Questions	Measurable Indicators (Addresses GPRA)	Schedule
Project Goals and Outcome Objectives (Table 4, page 13).	(1) history knowledge; (2) document analysis/historical thinking ability; (3) interest in/enjoyment from history; (4) understanding relevance of history; (5) engagement in history extra-curriculars, courses, and initiatives; (6) teaching strategies used (<i>teachers only</i>); and (7) types of class activities and assessments (<i>teachers only</i>).	<p><i>Longitudinal (teachers)</i></p> <p>Pre: Start project</p> <p>Post: End of project</p>
		<p><i>Cross-Sectional (classes)</i></p> <p>Quarterly measurements</p>

(3.e.iii) Methods: Measurable indicators are assigned to all objectives as appropriate and will be collected using valid instruments and appropriate protocols. Methods include using extant data, tests, surveys, observations, and interviews; the summative evaluation will also use data collected by the Lead Mentor as part of the mentoring process, page 7).

Comprehensive summative examination will be conducted the start of Year 1 (baseline) and the end of Years 1-5; formative checks are institutionalized into each training. Reasonable effort will be made to maintain teacher confidentiality; data will be compiled and tracked *at the class level* therefore all student instruments are anonymous. In addition, data collection and processing will occur on an ongoing basis in order to minimize threats to construct and internal validity.

(3.e.iv) Instruments: The Evaluator will create and/or adapt all needed instruments (Table 7, next page) based on instrumentation used for other TAH projects. Instruments (and effectiveness) will be analyzed and revised as needed by stakeholders during CIM (page 24). As the evaluation unfolds, a project *Evaluation Toolkit* containing all instruments will be compiled.

Table 7.a: <u>Formative</u> Evaluative Instrumentation	Schedule
<i>Event Planning Worksheet:</i> Instructor outlines the anticipated teacher knowledge outcomes and ideal classroom and student performance impact. Also, instructor creates three specific content questions and scoring rubric.	Prior to each training session
<i>Teacher Expectation & Satisfaction Survey:</i> Teacher assess what they learned, to what extent they plan/are able to implement their new learning, how they foresee it affecting them as a history teacher, etc.	At the end of each training session
<i>Validity Survey:</i> Extent to which C Group has been exposed to TAH services.	Yearly
Table 7.b: <u>Summative</u> Evaluative Instrumentation (satisfies GPRA)	Schedule
<i>Teacher Application:</i> Demographics, education, and experience.	At enrollment
<i>Teacher General Content Test:</i> College Board AP U.S. History Test: Analytical skills and factual knowledge of relevant historical scholarship.	Project pre/post
<i>Teacher Specific Content Test:</i> Compilation of teacher results to training-specific content questions (3 questions per training session, Table 7.a).	Each training
<i>Historical Inquiry/Document Analysis Assessment:</i> Assesses teacher ability to create good student assessments of primary sources (documents selected by Steering Board based on the historical content to be explored each year).	Yearly pre/post
<i>Innovation Configuration Diagnostic Tool:</i> Self and mentor ratings of teacher's implementation of TAH content and strategies (sample rubric, Appendix C.5).	Project pre, Yearly post
<i>Student Content Test:</i> Multiple-choice test tied to State and National standards, content knowledge plus ability to analyze primary sources, maps and charts.	Project pre, Yearly post
<i>Student Interest Questionnaire:</i> Interest in gaining/applying historical knowledge, understanding importance, participating in history and civic-related activities, and being entertained by history-based movies, books, and computer games.	Classes sampled each term (yearly pre/post)

(3.e.v) Data Analysis: Throughout the project, data will be analyzed to assist stakeholders in making assessments of progress toward improving performance levels over baseline and achieving outcomes. *Process objectives* (page 25) will serve as an action plan for implementation and as “treatment verification”. *Outcome objectives* (page 13) will be used as the standards for measuring goal attainment and project success. The Evaluator will apply appropriate statistical methods to analyze data as well as *standard multiple regression analysis* to assess correlations between project services and activities and teacher and student improvements (gains of individual teachers are tracked over time and linked to the progress of their classes term to term). To ensure a valid assessment, reasonable effort will be made to control for threats to construct and internal validity.

Analysis of *outcomes* also includes a quasi-experimental research component that compares *Experimental (E) and Comparison (C) Groups* over the full project period (Years 1-5). To this end, a *longitudinal* design will be used to measure gains of at least 20 of the TAH teachers (E Group) compared to an equal number of non-participating teachers (C Group) and a *cross-sectional design* will be used to assess *student* gains in E and C Group teacher’s classes from term to term. *Note:* For data analysis purposes, teachers will be selected for the E and C Group and matched based on pre-project characteristics, including the grade level and courses they teach, their total years of experience and certification/licensure, and their school’s Title I and AYP status.)

(3.e.vi) Reports: The Evaluator will generate all reports needed to fulfill district requirements and to provide stakeholders with performance feedback and the information and formal analysis needed for the *Federal APR*. “*User-friendly*” *evaluation-driven reports* will allow for periodic assessment of progress toward achieving benchmarks and outcomes: (1) **Progress Reports:** Ongoing construction of Federal APR; preliminary findings and perceived trends in data; monthly process will minimize construct and internal validity risks; and used to assist the CIM process (page 24).

(2) **On-Demand Analysis:** Tracks any and all aspects of project progress – as appropriate and as requested. (3) **Annual Year-End Reports (Federal APR):** Describes project activities and demonstrates progress toward achieving outcome and process objectives, including the GPRA.

(3.e.vii) Use of Evaluation: The project’s evaluation plan will regularly collect, track, and analyze project implementation and teacher and student outcome data *and* routinely disseminate findings. The project will use a *Continuous Improvement Management* (CIM) process (page 24) that ensures (1) all stakeholders are considered, (2) strategies are aligned to goals, and (3) adjustments are based on data and serve to closer align the project to its desired outcomes.

To this end, the evaluation serves two main purposes: (1) **Outcome Achievement:** Evaluation will allow for periodic analysis of how well and to what degree *teacher and student outcomes are being achieved* (page 13). All outcome variables will be carefully analyzed within the context of an appropriate theoretical model for change. (2) **Treatment Fidelity:** Evaluation will produce *evidence of treatment fidelity* in eight key areas: Getting started, staying on track, accountability, efficiency, project management, teacher satisfaction, sustainability, and replicability.

In addition to the previously listed evaluation reports (page 21), evaluation information will be disseminated through various means: (1) **Project Polices & Procedures Manual:** Summarizes core policies and procedures for setting-up and running the project for replication purposes; includes copies of all forms, applications, course material templates, etc. (2) **Evaluation Toolkit:** Contains all instruments, forms, observation protocols, etc. created by the Evaluator and analyzed and revised by stakeholders during the CIM process (page 24). (3) **Publications & Presentations:** Project, district, and university staff and/or the Evaluator will submit research journal and newsletter articles and make presentations at various meetings and conferences.

(3.e.viii) Cost: Educational Outfitters’ services are budgeted at ~10%, which covers all costs

to conduct the described evaluation plan (in-house materials, data management, analysis, reporting, travel, etc.). American Evaluation Association considers 10-15% a fair and widely accepted rate.

SECTION 4: MANAGEMENT PLAN

(4.a & 4.b) MANAGEMENT: Project management structure is designed with checks and balances between administration, service implementation, and evaluation to ensure teachers' needs are met, project's goals achieved, timeline adhered, and budget kept. Superintendent Vern Henshaw has ultimate responsibility for the grant. The project will be under the administrative oversight of Curriculum Director Doug Finch (.05 FTE in-kind), adhere to ASD policies and procedures, and receive administrative support. (Resumes, Appendix A; Job Descriptions, Appendix C.2.)

Executive Board consisting of the Project Director, ASD Curriculum Director, ASD Assistant Superintendent, and BYU Liaison; responsible for general project and budget oversight as well as verification of adherence with district, State, and Federal policies.

Project Director (1.0 FTE): Sara Hacken. *Qualifications:* Master's degree in Education and endorsements in History, English, and Gifted & Talented; taught 21 years for ASD and 18 years for BYU; extensive management experience; *Utah History Day's History Teacher of the Year*, 1997; and published in history teaching. *Duties:* Oversees project implementation, management, coordination, recruitment, CIM process, and reporting; facilitates evaluation and mentoring.

Steering Committee (3-5 hours each quarter) consisting of ASD administrators, master teachers, and BYU faculty responsible for providing guidance and expertise in the development and selection of training topics, instructors, schedules, materials, and assessments.

BYU Liaison (100-150 hours each year): Dr. Jay Buckley, BYU History faculty, is liaison to BYU instructors, resources, and facilities; assists Steering Committee; and helps design courses.

Lead Mentor/Coach (0.5 FTE): To be hired upon funding. *Qualifications:* Master K-12

history educator, 7+ years teaching and mentoring experience. *Duties:* Mentor and assess (including CBAM assessments, page 7) teachers one-on-one formally and informally, based on need.

Evaluator (*FTE as needed to complete approved work plan*): Educational Outfitters will serve as evaluator. Todd Braeger has over *19 years of experience leading evaluation* on 50+ projects (and supporting roles on others) for schools and universities across the nation, *including 17 TAHs*. He is an expert in evaluation, strategic planning, facilitation, project/grant management.

Continuous Improvement Management (CIM): The U.S. DOE CIM model will be adopted to manage the ASD TAH Academy. This approach ensures that the voices of all stakeholders are considered, project strategies are aligned to well-defined goals, and adjustments are based on valid data and assessment and serve to closer align the project to its desired outcomes. During quarterly meetings, the Project Director will lead the Executive Board in the CIM process regarding two main aspects: (1) *Outcome Achievement* (how well and to what degree teacher and student outcomes are being achieved) and (2) *Treatment Fidelity* (is project being implemented effectively and appropriately). This process is fed by multiple sources of qualitative and quantitative data on the project's progress (i.e., mentoring data, evaluator reports, informal/anecdotal stakeholder feedback).

The CIM process is comprised of three key steps (as detailed in *Reinventing Government* by Osborne & Gaebler, 1993): First, design the project around a select few concrete objectives; this proposal represents the summation of this first step. Second, manage the quality of all facets of the implemented project (e.g., services, staff, and environment); this undertaking will begin once the project is funded. Third, take stock of the project's progress and strengthen its design through a cycle of planning activities, implementing activities, assessing progress, communicating outcomes to stakeholders, and identifying and implementing adjustments based on feedback and data.

TIMELINE: A timeline (Table 8, next page) has been developed to guide the TAH Academy

and keep activities on track March 2008-February 2013 (if approved for continuation award). As part of the formative evaluation (Section 3), progress of project implementation will be assessed.

Table 8: Project Timeline (March 2008-February 2013)

Benchmark/Process Objective	Timeframe	Responsibility
Hire and Orient Lead Mentor	March (Year 1)	Project Director (PD)
Recruit E- and C-Group teachers	March-May (yearly)	Project Director
Refine agenda and purchase materials	March-May (yearly)	Steering Committee & PD
Cont. Improvement Mgmt. meetings	Quarterly	Steering Committee
Data collection and data tracking	Ongoing/Monthly	Project Director & Evaluator
CBAM interviews and observations	Twice Yearly	Lead Mentor
Project performance reports	Monthly and Annually	Project Director & Evaluator
Summer Academy (8-day)	Summer	Project Director & Partners
School-Year Workshops (full-day)	Monthly (school-year)	Project Director & Partners
Refresher Workshops (full-day)	Twice Yearly (after 1 st yr)	Project Director
Scholarly Lecture Series	Quarterly (school-year)	Project Director & Partners
Book Clubs / Literature Critiques	Quarterly (school-year)	Project Dir. & Lead Mentor
Local/Regional Field Research day-trips	Fall and Spring	Project Director & Partners
One-on-One Mentoring/Coaching	Ongoing (school year)	Lead Mentor
Research Project (primary sources)	During cohort initial-year	Each Academy teacher
Curriculum Unit/Real-World Product	During cohort initial-year	Each Academy teacher
Museum Education Outreach program	Summer	Crandall Museum
Survey Course in U.S. History	Fall and Spring	BYU History Faculty
History Inservice Trainers and Units	Ongoing	Project Dir. / TAH Graduates

TABLE OF CONTENTS

Application for Federal Assistance (SF 424)
Supplemental Information Form for SF 424
 Human Subject Research – Exempt Research Narrative

Budget Summary Form (ED 524) – Sections A & B
Assurances – Non-Construction Programs (SF 424B)
Grants.gov Lobbying Form
Disclosure of Lobbying Activities (SF-LLL)
GEPA Section 427
Faith Based Ensuring Equal Opportunity Survey (*Does not apply.*)
ED Abstract Narrative Attachment Form

Project Narrative Attachment Form
 Table of Contents
 Narrative Addressing TAH Priorities
 Absolute Priority: LEA, IHE, Non-Profit, and/or Museum Partnership
 Competitive Priority: LEA with Schools in Need of Improvement, etc.

Program Narrative Addressing Selection Criteria (25 pages)
 Section 1: Project Qualitypages 1-9
 Section 2: Significancepages 9-17
 Section 3: Quality of the Project Evaluationpages 17-23
 Section 4: Quality of the Management Planpages 23-25

Other Narrative Attachment Forms
 Appendix A: Resumes
 Appendix B: MOU and Letters of Contribution
 Appendix C: Other Attachments
 C.1: Partner Organization Profiles
 C.2: Job Descriptions
 C.3: Utah History and Life Skills Core
 C.4: Themes to be Explored Year 4 and 5 (*if approved for continuation award*)
 C.5: Innovation Configuration for U.S. History Teachers
 C.6: Educational Outfitters' Evaluation Matrix
 C.7: Bibliography
 C.8: State Single Point of Contact Letter

Budget Narrative Attachment Form
 Years 1-3 Detailed Line Item Budget Narrative
 Years 4-5 Detailed Line Item Budget Narrative (*if approved for continuation award*)
 Proof of Federally Negotiated Indirect Cost Rate

ABSOLUTE PRIORITY

The History Teacher's Academy for Professional Development (a.k.a. TAH Academy) is a collaborative partnership between Alpine School District (LEA, fiscal agent), Brigham Young University, Utah State University, Crandall Historic Printing Museum, Utah State Historical Society, and Utah 3 R's Project. Other contributing partners include the Nation Archives & Records Administration, Utah History Fair, and Center for Civic Education.

Partners were selected based upon their ability to effectively fulfill their designated role and responsibility and their long-term commitment to the project. Many are the *definitive* local or regional partner in regard to their project role. What's more, many offer educational outreach staff, teacher workshops, lesson plans, and *free or low-cost* standards-based student programs that have *previously* gone underutilized by classroom teachers due to lack of awareness. The TAH Academy will change this! Please refer to the Memorandum of Understanding and Letters of Contribution (Appendix B), Partner Organization Profiles (Appendix C.1), and Narrative Sections 1.c & 1.d.

COMPETITIVE PRIORITY

The History Teacher's Academy for Professional Development (a.k.a. TAH Academy) MEETS the Competitive Priority: School Districts with Schools in Need of Improvement, Corrective Action, or Restructuring.

The following is a list of the eight Alpine School District schools that did not make AYP and the contributing factors.

1. American Fork High (language arts: special education students subgroup)
2. Lehi High (math: economically disadvantaged students subgroup)
3. Mountain View High (language arts: limited-English proficient subgroup; and math: students with disabilities subgroup)
4. Orem High (language arts: limited-English proficient subgroup)
5. Pleasant Grove High (language arts; students with disabilities subgroup)
6. Orem Junior High (math and language arts: limited-English proficient subgroup)
7. Orchard Elementary (language arts: students with disabilities subgroup)
8. Vineyard Elementary (math: limited-English proficient subgroup)

Continued on the next page.

TAH Absolute Priority & Competitive Priority Narrative (4 pages)

The Project Administrator and Project Director will work with the school principals, high school and junior high Social Studies department chairs, and elementary school Social Studies Implementers to identify teachers who are in most need of project services. The Project Director will oversee recruitment. Information will be posted on district websites, mailed directly to schools and teachers, and presented at district and school staff meeting.

All teachers in the districts who teach U.S. history (grades 5, 7, 8, 11, and 12) will be encouraged to apply. Priority will be given to those who exhibit the *highest need* (based on the factors listed below), including those who are either non-Highly Qualified and/or teaching in schools identified for improvement, corrective action, or restructuring under ESEA/NCLB.

The application package will include a typical application form as well as an Assessment of Key Pedagogical Skills (to be completed separately by both the teacher and his/her curriculum supervisor). (*Note: The Assessment of Key Pedagogical Skills is based on the project's Innovation Configuration, which is a rubric that outlines the project's desired outcomes – in terms of teacher knowledge, skills, abilities, and classroom practice. A draft Innovation Configuration is provided in Appendix C.5; upon funding it will be finalized by the project Steering Committee.*)

Continued on the next page.

TAH Absolute Priority & Competitive Priority Narrative (4 pages)

The determination of need will be based on extant data related to the schools and teachers *and* administration of the Assessment of Key Pedagogical Skills. To that end, need will be determined based on various factors, including: (1) teacher's Highly Qualified status; (2) teacher's college degrees and certifications (i.e., elementary education majors, elementary teachers without any kind of social studies/history endorsement, junior high and high school teachers with social studies composite majors, or others who have transitioned into the teaching field); (3) number of years since attending an academic U.S. history course; (4) school improvement/AYP status; (5) school's Free and Reduced Lunch rate, (6) school's minority, LEP, and Special Education enrollment; (7) status (i.e., age, quality, quantity, type of materials) of the school's history curriculum instructional materials; (8) teacher's ability to develop lessons in order to teach to State and National U.S. History Standards; (9) teacher's ability to present U.S. history content in a way that allows his/her students to develop accurate historical knowledge and perspective; (10) teacher's ability to frame U.S. history in a way that leads to enduring understanding by his/her students; (11) teacher's ability to engage his/her students in higher level thinking about U.S. history; (12) teacher's ability to actively engage students in historical investigation as historians do; (13) teacher's ability to integrate a variety of primary and secondary sources (emphasis is on primary sources) into U.S. history lessons; (14) teacher's ability to use research-based, best-practice pedagogical strategies that accommodate different learning styles; (15) teacher's ability to utilize a variety of local and national resources in order to enrich U.S. history content; and (16) other factors related to teacher's knowledge, skills, abilities, and classroom practice as identified on the final Innovation Configuration.

Project Narrative

Other Narrative

Attachment 1:

Title: Pages: Uploaded File: **6768-Mandatory_Alpine_2008_TAH_Appendix_A_Resumes.pdf**

Attachment 2:

Title: Pages: Uploaded File: **4801-Alpine_2008_TAH_Appendix_B_MOU_&_Letters.pdf**

Attachment 3:

Title: Pages: Uploaded File: **2431-Alpine_2008_TAH_Appendix_C_Other.pdf**

APPENDIX A: RESUMES OF KEY PROJECT PERSONNEL

This appendix contains the *abbreviated* vitas and resumes listed below.

Note: Many subject matters experts have offered to participate as instructors. At the time of the trainings, the Steering Committee will invite the best instructor according to the chosen topic.

MANAGEMENT

- *Sara Hacken, M.Ed.*, Project Director, Alpine School District

INSTRUCTORS

Brigham Young University

- *Jay Buckley*, Assistant Professor, History (serve as the BYU Liaison)
- *Neil Longley York*, Professor, History
- *Frank W. Fox*, Professor, History
- *Brian Q. Cannon*, Associate Professor, History
- *Gary C Bryner*, Professor, Political Science
- *Chris Crowe*, Professor, English
- *Lynnette Erickson*, Associate Chair and Professor, Dept. of Teacher Education
- *Merrell Hansen*, Professor, Education

University of Utah

- *L. Ray Gunn*, Associate Professor, History
- *Matthew Basso*, Assistant Professor, History and Director, American West Center & Utah American Indian Digital Archives Project

Utah State University

- *Jennifer Ritterhouse*, Associate Professor, History
- *Robert E. Parson*, University Archivist, Department of Special Collections & Archives
- *Debra Spielmaker*, Associate Professor, ASTE and Director, Agriculture-in-the-Classroom

History-Related Organizations

- *A. Kent Powell*, Public History Coordinator, Utah State Historical Society; Editor, Utah Historical Quarterly; and Associate Instructor, History, Westminster College
- *Pam Campbell Su'a*, President, Council of Social Studies and Master History Teacher, Utah Teacher's Academy
- *Judy Jackman*, Master History Teacher, Utah Teacher's Academy
- *Michelle Roybal, Esq.*, Educational Coordinator, U.S. District Court for District of Utah
- *Martha Ball*, Director, Utah 3 R's Project (cooperation with the First Amendment Center)

EVALUATOR

- *Todd Braeger*, Senior Evaluator, Educational Outfitters

Sara Hacken

Professional Preparation

1999 Utah State Office of Education: Hist. and Eng. endorsements
Brigham Young University: Elementary teaching credential
1985 University of Utah: Gifted/Talented (G/T) Endorsement
1984 Brigham Young University: M.Ed.
1968 Brigham Young University: BA, Cum Laude

Teaching Experience

1998-2005 Lakeridge Junior High School, 7th, 8th grades G/T
1987-1998 Barratt Elementary School: 5th grade G/T
1986-1987 Cherry Hill Elementary School: 6th grade G/T
1984-1986 Alpine School District: Gifted/Talented Program Director

Program Administration

1996-2005 Utah State University, Brigham Young University – Creativity in the Classroom, instructor
1988-1995 Brigham Young University – Science Methods for Elementary Teachers, instructor
1986-2001 Program Principal, Bright Ideas summer G/T programs
1989-1999 Program Principal, Super Saturday G/T programs

Publications

Utah's Struggle for Statehood. ASCD Journal: Using Technology To Teach Social Studies, 2001
The Substitute Teacher's Handbook. Joint project published by Utah State University, 1995
Integrating Architecture with United States History. Researched and published through a grant from the Utah Humanities Council, 1992
Discovering Space. BYU-Public School G/T taskforce in association with NASA, Young Astronauts, and the BYU Dept. of Physics.

Honors and Awards

Distinguished Faculty Award	Lakeridge Junior High, January 2005
Fulbright Scholar, India	5 week Summer Seminar, 2004
Cal Taylor Teaching Award	Utah Assoc. Gifted Children, 2004
UEA Excellence in Teaching	UEA, October 2003
KSL Teacher of the Week	KSL radio station, 2002
Am. Assoc. of Univ. Women	Eleanor Roosevelt Fellowship, 1999
Am. Council of Teachers of Russian	Teacher exchange in Rostov Russia, 1998
Utah Science Teacher Assoc.	Outstanding Science Teacher, 1998
Fulbright Memorial Fund	Three-week study in Japan, 1997
Utah Humanities Council	Award for Architecture project, 1992
Utah History Day	History Teacher of the Year, 1997
Presidential Award in Science	State Winner in science
US West Award	Air Particulate Study, 1996-1998

Assistant Professor of History; Brigham Young University

2141 JFSB
Department of History
Brigham Young University
Provo UT 84602-4446

Phone: (801) 422-5327
Fax: (801) 422-0275
Email: jay_buckley@byu.edu
Http://history.byu.edu/fac/buckley/buckley.htm

EDUCATION

Ph.D.	U.S. History, University of Nebraska	Lincoln, NE	2001
MA.	U.S. History, Brigham Young University	Provo, UT	1996
B.A.	History, Brigham Young University	Provo, UT	1994
Graduate	Lyman High School	Lyman, WY	1988

ACADEMIC APPOINTMENTS

Brigham Young University (Provo, UT)

Assistant Professor, Department of History, 2001-present
Director: Native American Studies minor, 2001-2007

Nebraska Wesleyan University (Lincoln, NE)

Adjunct Instructor, Department of History, 2000-2001

University of Nebraska (Lincoln, NE)

Instructor, Department of History, 2000

Visiting Scholar

Lewis & Clark National Historic Trail Interpretive Center (Great Falls, MT)

Scholar-in-Residence, William P. Sherman Library and Archives, Summer 2004

Specialization Fields: American West/Indians; Exploration; Fur Trade; Lewis & Clark

Secondary Fields: South Africa

AWARDS & HONORS

Mollie and Karl G. Butler Young Scholar Award in Western Studies,
Charles Redd Center for Western Studies, Brigham Young University, 2006-08
Scholar-in-Residence, Lewis & Clark National Historic Trail Interpretive Center, 2004
Lewis E. Atherton Prize, best dissertation [1999-01] State Historical Society of Mo., 2001
<<http://www.unsystem.edu/shs/athertonaward.html>>
Preparing Future Faculty Fellow, University of Nebraska-Lincoln, 2000-01

PUBLICATIONS

Books

William Clark: Indian Diplomat. Norman: University of Oklahoma Press (in press, March 2008).

ISBN: 0-8061-3911-1

By His Own Hand? The Mysterious Death of Meriwether Lewis. (w/ John D. W. Guice and James J. Holmberg). Norman: University of Oklahoma Press, 2006. ISBN: 0-8061-3780-0 / 0-8061-3851-3

A Fur Trade History of the Great Plains and Canadian Prairies. Plains Histories Series. Lubbock: Texas Tech University Press. (contracted; in progress)

Historical Dictionary of the Discovery and Exploration of the American Frontier. Discovery & Exploration Series. Lanham, MD: Scarecrow Press/Rowman & Littlefield (contracted; in progress)

Journal Articles

"Insights on the Fur Trade: Robert Campbell's Newly Discovered 1826 Journal." (in progress)

"The Natives [Indian-White Fur Trade Interactions, 1806-1840]." *Museum of the Fur Trade Quarterly* [Special Issue – The Mountain Men] 42, no. 2 (Summer 2006): 19-23.

"Scientific Explorers: A Review of Literature on Lewis and Clark's Ethnography, Botany, and Zoology." (w/ Julie A. Harris). *Columbia: The Magazine of Northwest History* 20, no. 1 (Spring 2006): 34-41.

"Rocky Mountain Entrepreneur: Robert Campbell as a Fur Trade Capitalist." *Annals of Wyoming: The Wyoming History Journal* 75, no. 3 (Summer 2003): 8-21.

"The Plains Commence: Lewis and Clark on the Middle Missouri." *NEBRASKAland Magazine* [Special Issue – Lewis and Clark on the Missouri] 80, no. 7 (Aug.-Sept. 2002): 32-49.

"The Price of Used Paper: How a Treasure Trove of William Clark Documents Was Rescued From the Scrap Heap." *We Proceeded On* 27, no. 1 (February 2001): 7-9.

"Crossing the Great Plains: A Sesquicentennial Look at the 1847 Mormon Pioneer Trek West." *Overland Journal* 15, no. 3 (Autumn 1997): 5-14.

"Blackfeet and Long Knives: Hostilities Between Blackfeet and Americans, 1806-1840." *The Thetean* 24 (1995): 51-67.

Book Chapters, Essays, and Contributions

"Jeffersonian Explorers in the Trans-Mississippi West: The Expeditions of Zebulon Pike, Dunbar and Hunter, Freeman and Custis, and Lewis and Clark in Perspective." Matt Harris, ed. Boulder: University Press of Colorado. (in progress)

"A Postmortem Trial Concerning Meriwether Lewis's Controversial Death." In *By His Own Hand? The Mysterious Death of Meriwether Lewis*, 106-39. Norman: University of Oklahoma Press, 2006.

Appendix A: Resumes (44 pages)

- "Varying Views of Meriwether Lewis's Death" and "Selected Bibliography." In *By His Own Hand? The Mysterious Death of Meriwether Lewis*, 161-72. Norman: University of Oklahoma Press, 2006.
- "Indian Participation in the Rocky Mountain Fur Trade." In *The Fur Trade & Rendezvous of the Green River Valley*, Fred R. Gowans and Brenda D. Francis, eds., 82-95. Pinedale, WY: Museum of the Mountain Man; Sublette County Historical Society, 2005.
- "Modern Bibliography of the Dust Bowl." In *Americans View Their Dust Bowl Experience*, John R. Wunder, et. al., eds., 385-407. Niwot: University Press of Colorado, 1999.
- "Introduction." In *The Heart's Compass: A Journey of Faith*, Deb Carpenter and Lyn DeNaeyer, ii-iii. Rushville, NE: P.L.A.N. Publishers, 1999.
- "Foreword and dust jacket." (w/ Fred R. Gowans). In *David E. Jackson: Field Captain of the Rocky Mountain Fur Trade*, Vivian L. Talbot, 5-6. Jackson, WY: Jackson Hole Historical Society and Museum, 1996.

Encyclopedia Contributions

- "Wyoming." *The Old West: Yesterday and Today*. 11 vols. Edited by Steven Maddocks and Steve White-Thomson. Tarrytown, NY: Marshall Cavendish (in press).
- "William Clark" and "Meriwether Lewis." In *Treaties with American Indians: An Encyclopedia of Rights, Conflicts, and Sovereignty*, 3 vols., ed. Donald L. Fixico, 3:775-76, 3:845-47. Santa Barbara, CA: ABC-CLIO, 2007. (in press; ISBN: 1-57607-880-9).
- "William Clark," "Meriwether Lewis," "Lewis and Clark Expedition," and "Sacagawea." *Encyclopaedia Britannica*, Academic Edition, 2006; 32 vol. Printed Edition, 2007.
- "James P. Beckworth," "York," "The Church of Jesus Christ of Latter-day Saints," "Bozeman Trail," and "Mormon Trail." In *Encyclopedia of the Great Plains*, ed. David J. Wishart, 10, 24, 739, 800, 804-05. Lincoln: University of Nebraska Press, 2004.
- "Fur Companies," "Fur Trade and Trapping." (w/ Lyn S. Clayton) In *Dictionary of American History* 3rd ed., ed. Stanley I. Kutler, 3:486-88; 488-95. New York: Charles Scribner's Sons, 2003.
- "Fort Bellefontaine," "Fort Bridger," "William Clark," "Thomas Fitzpatrick," and "Fort Osage." In *The Louisiana Purchase: A Historical and Geographical Encyclopedia*, ed. Junius P. Rodriguez, 29-30, 49-51, 74-76, 108-09, 270. Santa Barbara, CA: ABC-CLIO, 2002.
- "Fort Bridger" and "Fort Supply." (w/ Fred R. Gowans). In *Encyclopedia of Latter-day Saint History*, ed. by Arnold K. Garr, et. al., 388-89, 392. Salt Lake City: Deseret Book, 2000.

TEACHING

Brigham Young University

American Indian History to 1900	American Indian History since 1900
American West to 1900	American & South African Frontiers
U.S. History to 1877	U.S. History Since 1877
Junior Tutorial in History: Lewis & Clark	Sources & Problems US West [Grad]
Senior Seminar: N. Am. Exploration & Migration	Directed Readings & Dir. Research

GRANTS & FELLOWSHIPS

Mollie and Karl G. Butler Young Scholar Award in Western Studies, Charles Redd Center for Western Studies, 2006-08
John Topham and Susan Redd Butler Faculty Fellowship Award, Charles Redd Center for Western Studies, 2006-07
Teaching American History Grant, Alpine School District/University Liaison, 2006-08
Center for Instructional Design Mini-Grant, Instructional Media Center, BYU, 2005-06
General Education Academy on Teaching and Learning, BYU, 2005
Glacier Natural History Association, National Park Service, 2005
Montana Committee for the Humanities, a NEH affiliate, 2004
Portage Route Chapter, Great Falls, MT; Lewis & Clark Trail Heritage Foundation, 2004

Family, Home, & Social Sciences College Research Grant, BYU, 2004
Annalee Naegle Redd Research Assistantship, Charles Redd Center for Western Studies, 2003
Faculty Center Grant, BYU, 2002
Writing Across the Curriculum Grant, BYU, 2002
Course Development Grant, BYU, 2002
FHSS New Faculty Research Grant, BYU, 2001-02
Center for Great Plains Studies Graduate Student Grant-in-Aid, UNL, 1998-2000
Addison E. Sheldon Fellowship; Graduate Studies/History, UNL, 1998-99; 1999-2000
Johnson Fellowship; Graduate Studies, UNL, 1998-1999
Warren and Edith Day Dissertation Travel Awards, Graduate Studies, UNL, 1998-99
Mark Earl Brotherson Memorial Scholarship, BYU, 1995-96

Neil Longley York

Education

Graduate, Napa Senior High School, Napa, California, 1969
B.A., Brigham Young University, 1973
M.A., Brigham Young University, 1975
Ph.D., University of California, Santa Barbara, 1978

Experience

Teaching Assistant, BYU, 1973-1974
Research Associate, BYU, 1974-1975
Teaching Assistant, UCSB, 1975-1977
Instructor, BYU, 1977-1979
Assistant Professor of History, BYU, 1979-1984
Associate Professor of History, BYU, 1984-1994
Professor of History, BYU, 1994-present
History Department Chair, 2002-present
Karl G. Maeser Professor of General Education, BYU, 2000-2003
Coordinator, American Studies, BYU, 1980-1985; 1994-1998
Visiting Assistant Professor, University of California, Davis, summers 1980, 1981
Visiting Associate Professor of History, University of Utah, Fall 1989

Fields of Expertise

Colonial/Revolutionary U.S.
History of Technology
U.S. Diplomatic
U.S. Constitutional

Courses Taught (since 1980)

Problems in Early American History (graduate seminar; also at the University of Utah, Fall 1989)
U.S. Constitutional
Colonial U.S.
Revolutionary U.S.
The Declaration of Independence (honors seminar, 1986)
The Machine in America (also at U.C. Davis, summers 1980, 1981)
America as a Civilization (American Studies core course)
U.S. Diplomatic
U.S. to 1877

Professional and Honor Societies

Colonial Society of Massachusetts (by election)
Massachusetts Historical Society (by invitation)
Associate, Institute of Early American History and Culture
Phi Alpha Theta (member, International Council, 1984-1986)
Phi Kappa Phi

Appendix A: Resumes (44 pages)

Papers presented

- "Josiah Quincy Junior and the Sources of American Revolutionary Thought," Pacific Coast Branch of the American Historical Association meeting, August 1996
- "Science and the Federal Government in the Early Republic" at the 3rd annual Latin American Congress on Science and Technology, Mexico City, January 1992 (in a session sponsored by the National Science Foundation)
- "Our First 'Good' War: Selective Memory, Special Pleading and the War of American Independence," American Historical Association meeting, December 1987
- "American Revolutionaries and the Illusion of Irish Empathy," Duquesne University History Forum, November 1984
- "Ending the War and Winning the Peace," Duquesne University History Forum, October 1982

Books

- Maxims for a Patriot: Josiah Quincy Junior and His Commonplace Book* (Colonial Society of Massachusetts and University Press of Virginia, forthcoming)
- Turning the World Upside Down: The War of American Independence and the Problem of Empire* (Praeger, 2003)
- Fiction as Fact: The Horse Soldiers and Popular Memory* (Kent State University Press, 2001); nominated for The Lincoln Prize
- Neither Kingdom Nor Nation: The Irish Quest for Constitutional Rights, 1698-1800* (Catholic University of America Press, 1994).
- Editor, *Toward a More Perfect Union* (BYU and SUNY Press, 1988); essays by Gordon Wood, Peter Onuf, Lance Banning, Richard Vetterli and Gary Bryner, John Diggins, and Thomas Grey

Articles

- "Thomas Crowley's Proposal to Seat Americans in Parliament, 1765-1775" *Quaker History* 91 (2002):1-19. Also printed, with slight differences, in *The Journal of the Friends Historical Society* 59 (2001):155-74.
- "Federalism and the Failure of Imperial Reform, 1774-1775" *History* 86 (2001):155-179.
- "The First Continental Congress and the Problem of American Rights" *Pennsylvania Magazine of History and Biography* 122 (1998):353-383.
- "Tag-Team Polemics: The 'Centinel' and His Allies in *The Massachusetts Spy*" *Proceedings of the Massachusetts Historical Society* 107 (1995):85-114.
- "Hamlet as American Revolutionary" *Hamlet Studies* 15 (1993):40-53.
- "Freemasons and the American Revolution" *The Historian* 55 (1993):315-330.

Frank W. Fox

Education

BA, History, University of Utah, 1966.

MA, History and American Studies, University of Utah, 1969.

Thesis: "Advertising as an Historical Source."

Ph.D., Stanford University, 1973.

Dissertation: "Advertising and the Second World War: A Study in Private Propaganda."

Teaching Experience: History (Joined BYU history faculty in 1971.)

U.S. Survey

Colonial America

Founding of the American Republic

The American Civil War

Modern America

Teaching Experience: American Studies

American Heritage 100

Roots of the American Experience

Popular Culture in America

San Francisco and the American Imagination

Teaching Innovations

Developed History Department's graduate curriculum.

Developed an interdisciplinary course on Popular Culture in America, combining history, communications, and social sciences.

Developed an interdisciplinary course on San Francisco, combining history, geography, art and architectural history, literary analysis and urban studies.

Established the American Studies Program at BYU.

Developed (with Clayne Pope) BYU's American Heritage program, combining political science, economics, and history. Course has become a general education requirement for all BYU students.

Principal Publications

Madison Avenue Goes to War: The Strange Military Career of American Advertising, 1941-1945, Charles E. Merrill Monographs, 1974.

J. Reuben Clark: The Public Years, BYU Press, 1980.

America: Explorations in Heritage, Kendall/Hunt, 1985. Presently in eighth edition.

The American Founding 1999.

The American Founding: Brief Edition 2000.

The American Founding: New Expanded Edition 2001.

Enchanted San Francisco: The Making of an Urban Mythology (submitted for publication).

Department and College Activities

History Department Curriculum Development Coordinator.
History Department and College Tenure and Promotion Committees.
History Department Policy Advisory Committee.
Director of BYU American Heritage Program.
Chair, Department of History.

Affiliations

Organization of American Historians.
American Studies Association.

Honors

Henry D. Newell and Ford Foundation Fellowships, Stanford University.
Phi Alpha Theta Teacher of the Year, 1975.
Phi Kappa Phi.
Golden Key.
Received Association for Mormon Letters prize for best general publication of 1980.
BYU Professor of the Month, February, 1983.
BYU Professor of the Month, October, 1995.
BYU Professor of the Year, 1983.
BYU Professor of the Year, 1997.
BYU Professor of the Year, 1998.
American Studies Association Professor of the Year, 1999.
Karl G. Maeser Distinguished Teaching Award, September, 1984.
Alcuin Award for Excellence in General Education, 1985.
Named Karl G. Maeser Professor of General Education, 1987.
Named among the "Nine Greatest BYU Professors of the Twentieth Century" by *BYU Today*, 1999.
Golden Key's Excellence in General Education Teaching Award, 2001.

Other

Has given numerous addresses, lectures, and presentations to university, social, and civic groups.
Who's Who in the West, 1981.
Prominent Men and Women of Provo, 1982.
Contemporary Authors, 1982.
International Authors and Writers Who's Who, 1985.
Directory of American Scholars, 1998.
2000 Outstanding Scholars of the 20th Century, 1999.
2000 Outstanding Intellectuals of the 20th Century, 2000.
2000 Outstanding Academics of the 21st Century, 2004.
Who's Who Among America's Teachers, 2000.

BRIAN Q. CANNON

Associate Professor of History
Brigham Young University

Department of History
Brigham Young University
Provo, UT 84602

PHONE: (801) 422-5211
FAX: (801) 422-0275
EMAIL: brian_cannon@byu.edu

PROFESSIONAL EXPERIENCE

2003-2004 Director, Charles Redd Center for Western Studies, BYU

1998-2004 Associate Professor of History, BYU

1992-98 Assistant Professor of History, BYU

1993-2002 Associate Editor, BYU Studies

EDUCATION

Ph.D. UNIVERSITY OF WISCONSIN-MADISON, Department of History (May 1992)
Major: American History-Twentieth Century U.S., Rural U.S., and the American West
Minor: Cultural and Historical Geography

M.A. UTAH STATE UNIVERSITY, Department of History (June 1986)

B.A. BRIGHAM YOUNG UNIVERSITY (April 1984)
Major: American Studies
Summa cum laude and University Honors, Humanities Valedictorian

RECENT ACADEMIC HONORS & DISTINCTIONS

2001 James Madison Prize, Society for History in the Federal Government, for the Best Article on the History of the Federal Government published in 2000

2000 Oscar O. Winther Award, Western History Association, for the Best Article Published in Western Historical Quarterly in 2000

2000-2002 Alcuin Teaching Fellow, Brigham Young University, for Significant Contributions to General Education and Honors Curriculum

2000 T. Edgar Lyon Award, Mormon History Association, for Best Article in 1999 in Mormon History

SAMPLE PUBLICATIONS

- "Homesteading," *Encyclopedia of Community: From the Village to the Virtual World* (London: Sage Reference, 2003). 601-602.
- "'Experimenting with the Human and Economic Phases of Agriculture': Casa Grande Valley Farms," *Visions of the Dust* (Tucson: University of Arizona Press, forthcoming 2004).
- "Federal Crop Insurance Corporation," *Encyclopedia of the Great Depression* (New York: MacMillan, forthcoming 2004).
- "Farms for Veterans: Reclamation Settlement Policies and Results Following the World Wars," *Bureau of Reclamation History Symposium Papers* (Denver: Bureau of Reclamation, 2003), CD publication.
- "Power Relations: Western Rural Electric Cooperatives and the New Deal," *Western Historical Quarterly*, XXXI (Summer 2000):133-60.
- "The Best Years of Their Lives? Wives and Mothers on Western Homesteads in the Postwar Years," *Agricultural History*, 74(Spring 2000):451-64.

SAMPLE PRESENTATIONS & CONFERENCES

- "Casa Grande Valley Farms," *Meetings of the Agricultural History Society*, May 2003, Las Cruces, NM.
- "Farms for Veterans: Reclamation Settlement Policies and Results Following the First and Second World Wars," *Pacific Coast Branch, American Historical Association*, August 2003, Honolulu, HI.
- "'Experimenting with the Human and Economic Phases of Agriculture': Casa Grande Valley Farms," *Visions in the Dust Symposium on Farm Security Administration Photography*, January 2002, Tucson, AZ.
- "'The Firm Foundation of Our Community': Opportunity and Its Limits on the Bureau of Reclamation's Riverton Project," *Western History Association*, October 2001, San Diego, CA.
- "Water and Economic Opportunity: Homesteaders, Speculators and the U.S. Reclamation Service, 1904-1924," *Presented at the Meetings of the Agricultural History Society*, June 2001, Reno, NV.
- "Creating a 'New Frontier of Opportunity': World War II Veterans and the Campaign for Western Homestead," *Presented at the Meetings of the Pacific Coast Branch of the American Historical Association*, August 2000, Park City, UT.
- "Oral Narratives of Women Homesteaders in the Postwar Era, 1946-1962," *Presented at the Meetings of the Rural Women's Studies Association*, June 2000, St. Paul, MN.
- "World War II and Korean War Veterans on Reclamation Homesteads," *Presented as part of Conversation in Reclamation History, Bureau of Reclamation*, November 1999, Denver, CO.
- "We Don't Have That Much Water: Modern Homesteaders and the Battle for Irrigation Opportunities," *Presented at the Meetings of the Pacific Coast Branch of the American Historical Association*, August 1000, Maui, HI.

Gary C. Bryner

Education

J.D. Brigham Young University, 1994
Ph.D. Government, Cornell University, 1982
M.S. Economics, University of Utah, 1978
B.A. Economics, University of Utah, 1975

Recent Professional Experience

Department of Political Science, Brigham Young University, Assistant Professor, 1982-88;
Associate Professor, 1988-94; Professor, 1994-99, 2001-
Natural Resources Law Center, University of Colorado School of Law, Research associate, 2001-
Director, 1999-2001; El Paso Energy Corporation Fellow, Winter Semester, 1997
Natural Resources Defense Council, visiting legal fellow, Washington, DC, May-August, 1994
Science, Technology, and Environmental Politics Research Section, American Political Science
Association, member of Steering Committee, 1989-97; President, 1993-94.
Member of review panel, Carnegie Commission on Science and Technology report on Congress and
Science and Technology Policy, Keystone, Colorado, 1992

Professional Associations

Utah State Bar
International Studies Association
American Political Science Association
Air and Waste Management Association

Sample Publications *(Dr. Bryner is widely published; the list included below is just a sample.)*

Books:

Gaia's Wager: Environmental Movements and the Challenge of Sustainability Lanham, MD:
Rowman and Littlefield, 2001.
Politics and Public Morality: The Great American Welfare Reform Debate NY: W.W. Norton, 1998.
From Promises to Performance: Achieving Global Environmental Goals NY: W.W. Norton, 1997.
Blue Skies, Green Politics: The Clean Air Act of 1990 Washington DC: Congressional Quarterly,
1993, 2nd ed., 1995.

Edited Volumes:

Science and Politics in the International Environment, edited with Neil E. Harrison, and contributing
author, Lanham, MD: Rowman and Littlefield, 2004.
Justice and Natural Resources: Concepts, Strategies, and Applications, edited with Kathryn M. Mutz
and Douglas S. Kenney, and contributing author, Washington, DC: Island Press, 2002.
The Bill of Rights: A Bicentennial Assessment, edited with A. Don Sorensen, and contributing
author, Ithaca, NY: SUNY Press/Brigham Young University Press, 1994.
The Constitution and the Regulation of Society, editor with Dennis Thompson, Albany, NY: SUNY
Press/Brigham Young University, 1988.

Appendix A: Resumes (44 pages)

Monographs and Reports:

- The Groundwater Law Sourcebook, Boulder CO: Natural Resources Law Center, November 2003.
Contributing author, Natural Resources Defense Council, "Breath Taking: Premature Mortality Due to Particulate Air Pollution in 239 American Cities" (Washington, D.C.: Natural Resources Defense Council, 1996).
The Constitution and the Administration of Government, editor, Washington DC: National Academy of Public Administration, 1988.

Articles and Chapters:

- "Global Interdependence," in Robert F. Durrant, Daniel J. Fiorino, and Rosemary O'Leary, eds., *Environmental Governance Reconsidered: Challenges, Choices, and Opportunities*, Cambridge, MA: MIT Press, 2004, pp. 69-104.
"Carbon Markets: Reducing Greenhouse Gas Emissions Through Emissions Trading," *Tulane Environmental Law Journal*, Vol 17, Issue 2, 2004, pp. 267-299.
"The National Energy Policy: Assessing Energy Policy Choices," *University of Colorado Law Review*, Vol. 73, No. 2, Spring 2002: 341-412.
"Congress and the Politics of Climate Change" in Paul G. Harris, ed., *Climate Change and American Foreign Policy* New York: St. Martin's Press, 2000: 111-130.
"The United States: 'Sorry—Not Our Problem'" in William Lafferty and James Meadowbrook, *Implementing Sustainable Development: Strategies and Initiatives in High Consumption Societies* London: Oxford University Press, 2000: 273-98.

Conference Papers:

- "Globalization and the European Welfare State," First Annual Conference of the Rocky Mountain European Scholars Consortium, BYU, October 2004
"Economic Inequality, Environmental Quality, and Globalization," Paper presented at the Annual Meeting of the American Political Science Association, Chicago, September 2004
"Toward a Well-governed Technological Society: Democratic Accountability and Corporate Governance," Paper presented at the Annual Meeting of the American Political Science Association, Philadelphia, August 28-31, 2003

Sample Fellowships and Grants

- PricewaterhouseCoopers Endowment for The Business of Government, grant for project on improving government regulation, 1999.
Rockefeller Institute of Government, State University of New York, Project on Innovations in State Welfare Policy, 1998-
El Paso Energy Corporation Fellowship, Natural Resources Law Center, University of Colorado School of Law, 1997
Committee on Bicentennial of the U.S. Constitution, College-Community Forum Grant, 1990
Research Grant, Kennedy Center for Int'l Studies, BYU, 1985, 1989, 1992, 1995, 1997, 2004

Teaching Awards

- Virginia Cutler lecturer, Brigham Young University, 1995
Karl G. Maeser Teaching Award, Brigham Young University, 1994
Pi Sigma Alpha, BYU Honor Society, Distinguished Faculty Award, 1985, 1986, 1993, 2004
Golden Key National Honor Society, inducted 1992

Christopher E. Crowe

EDUCATION

Ed.D. English Education, Arizona State University, 1986
M.Ed. Secondary Education/English, Arizona State University, 1980
B.A. English, Brigham Young University, 1976

PROFESSIONAL EXPERIENCE (most recent)

Professor, English, 1998 – present, Brigham Young University, Provo, Utah
Associate Chair, English Department, 2001 – 2005, Brigham Young University, Provo, Utah
Associate Professor, English, 1993 – 1998, Brigham Young University, Provo, Utah
Associate Professor, English, 1992 – 1993, Brigham Young University–Hawaii, Laie, Hawaii
Assistant Professor, English 1989 – 1992, Brigham Young University–Hawaii, Laie, Hawaii
Director, University Honors Program, 1990 – 1993, Brigham Young University–Hawaii

SELECTED HONORS AND AWARDS

2007 Karl G. Maeser Excellence in Research and Creative Arts Award
American Library Association Best of the Best Books for Young Adults, Top 100 Books from 1994-2003
2005 Golden Sower Award
2004 Jane Addams Book Award, Honor Book
2003 Jefferson Cup Award
International Reading Association 2003 Children's Book Award, Young Adult Novel Category
Association for Mormon Letters 2002 Award in the Novel
James A. Houck Lecturer, Youngstown State University English Festival, 2001
Past President Award, Utah Council of Teachers of English, 1998
ALAN Foundation Research Grant, 1996
Inclusion in *Who's Who Among America's Teachers*, 1996

PUBLICATIONS (Books or Chapters in Books)

Books

Teaching the Selected Works of Mildred D. Taylor. Portsmouth, NH: Heinemann, 2007.
"How I Came to Write:" LDS Authors for Young Adults. Provo: Center for the Study of Christian Values in Literature, 2007. (edited with Jesse Crisler)
More than a Game: Sports Literature for Young Adults. Lanham, MD: Scarecrow Press, 2004
Presenting Mildred D. Taylor. New York: Twayne/Simon & Schuster, 1999
How to Write Heading Abstracts, vol. 2 (with Takeo Hikichi) Tokyo: Medical View, 1994 (a textbook for Japanese medical students on writing English medical reports and abstracts)
How to Write Heading Abstracts, vol. 1 (with Takeo Hikichi), Tokyo: Medical View, 1993
What Americans Don't Understand about Japanese Life. Tokyo: Kinseido, Ltd., 1990

Chapters in Books

- "A Gringo Comes of Age in the Southwest: Richard Bradford's *Red Sky at Morning*," in Lost Masterworks of Young Adult Literature. Ed. Connie S. Zitlow, Scarecrow Press, 2002: 22-26. (invited)
- "Running with not from *Running Loose*," in Censored Books II: Critical Viewpoints, volume 2. Ed. Nicholas J. Karolides, Scarecrow Press, 2002: 357-365. (invited)
- "Playing the Game: Young Adult Sports Novels," in Reading Their World: The Young Adult Novel in the Classroom, 2nd edition. Eds. Virginia Monseau and Gary Salvner, Boynton/Cook Heinemann, 2000: 137-151. (invited)
- "Carol Lynch Williams," in Writers for Young Adults, Ed. Ted Hipple, Charles Scribner's Sons, Supplement 1, 2000: 357-366. (invited)

Contributions to Books

- "Learning from History. Breaking Boundaries with Global Literature. Nancy L. Hardaway and Marian J. McKenna, eds. Newark, DE: International Reading Association, 2007: 173.
- "Chris Crowe." Tenth Book of Junior Authors and Illustrators. Connie C. Rockman, ed. Bronx: H. W. Wilson (forthcoming 2007).
- "What Reading Means to Me." Making the Match: The Right Book for the Right Reader at the Right Time. Grades 4-12. Teri Lesesne. Portland, Maine: Stenhouse Publishers, 2003: 47-48. (invited)
- "Chris Crowe on Facts Doing Double Duty." Literature for Today's Young Adults, Ken Donelson and Alleen Pace Nilsen, Eds. New York: Allyn and Bacon, 2004: 226 (invited)
- "YA Literature Resources on the Internet." Literature for Today's Young Adults, Ken Donelson and Alleen Pace Nilsen, Eds. New York: HarperCollins, 1997: 300-302; 2001: 334-337 (invited)

SELECTED PUBLICATIONS (Articles)

Notes: I have published more than 100 reviews of young adult books in a variety of journals. Those publications are not listed separately here.

As a contributing editor to Medical English from 1988 to 1990, I co-authored 24 articles with Takeo Hikichi on medical writing in general and writing medical abstracts in particular. Those publications are not listed separately here.

- "What Inquiring Minds Want to Know," Impact Journal, 9.3 (winter 2007): 34-35.
- "Mississippi Trial, 1955: Finding Significance through Reading, Discussion, and Writing," English Journal 96.3 (January 2007): 80-85. (with Grierson, Thursby, and Dean).
- "Going Deep," School Library Journal, 51.3 (March 2005): 42-43 (invited).
- "Proud and Prejudiced: Why Boys Don't Like 'Chick' Books," The SIGNAL Journal 26.2 (Spring 2004): 2-5.
- "Unfinished Business," English Journal 92.6 (July 2003): 95-99.
- "Can Reading Help?" English Journal 92.4 (March 2003): 102-105.
- "Reading African American History and the Civil Rights Movement," English Journal 92.3 (January 2003): 131-134.
- "Librarians at the Helm of the Frigate," Young Adult Library Services 1.1 (Fall 2002): 4-5. (Invited)
- "YA Boundary Breakers and Makers," English Journal 91.6 (July 2002): 116-118.

Appendix A: Resumes (44 pages)

- "What to Do for Your Summer Vacation: Resources for Recharging Your YA Literature Batteries," English Journal 91.5 (May 2002): 100-103.
- "De Facto YA Literature and False Expectations," English Journal 91.4 (March 2002): 100-102.
- "An Antidote for Testosterone Poisoning: YA Books Girls – and Boys – Should Read," English Journal 91.3 (January 2002): 135-138.
- "Searching for Mildred D. Taylor," Utah English Journal 29 (Fall 2001): 33-34. (Invited)
- "AP and YA?" English Journal 91.1 (September 2001): 123-128.
- "*The Land* and the Other Books by Mildred D. Taylor: A Reader's Companion." Educational Marketing of Penguin Putnam Books. (September 2001). 23 manuscript pages. (Invited)
- "I Hate to Read When I Don't Have To': Results from a Longitudinal Study of High School Students' Reading Interests," The ALAN Review 28.3 (Spring/Summer 2001): 49-57. (with Lisa Hale).

CREATIVE PUBLICATIONS - SELECTED BOOKS

Getting Away with Murder: The True Story of the Emmett Till Case (nonfiction). New York: Penguin-Putnam, 2003.

- American Library Association Best of Best Books for Young Adults, Top 100 Books from 1994-2003
- 2004 Jane Addams Book Award Honor Book
- American Library Association Best Books for Young Adults, 2004 (unanimous selection)
- 2004 Orbis Pictus Recommended Books, National Council of Teachers of English
- *School Library Journal* Best Book of 2003
- Junior Library Guild Selection, 2003

Mississippi Trial, 1955 (young adult historical novel). New York: Penguin-Putnam, 2002.

- 2003 International Reading Association Children's Book Award, Young Adult - Fiction
- 2003 Jefferson Cup Award
- 2005 Golden Sower Award
- Association for Mormon Letters 2002 Award in the Novel
- American Library Association Best Books for Young Adults, 2003
- National Council for Social Studies Notable Social Studies Trade Books for Young People, 2003

SELECTED NATIONAL PROFESSIONAL LEADERSHIP ACTIVITIES

Juror, 2007 NSK Neustadt Prize for Children's Literature

Board of Directors (elected), SIGNAL, International Reading Association, 2004-06

President (elected), Assembly on Literature for Adolescents (ALAN), 2001-2002

Utah State Representative, Assembly on Literature for Adolescents (ALAN), 1998 - 2002

Lynnette Erickson

Professor and Associate Chair, Department of Teacher Education, BYU

EDUCATION

Ph.D. 1996

Arizona State University

Major: Curriculum and Instruction

Emphasis: Elementary Education

Specialty: Social Studies

Dissertation Title: Making Connections: The Relationship Between Story and Citizenship

Teaching in the Elementary Grades

Committee: Thomas M. McGowan, David C. Berliner, Thomas E. Barone, Jr., James A.

Middleton, Laura Rendon

M.A. 1987

Brigham Young University

Major: Elementary Education, Teaching and Learning

Thesis Title: Teacher Perceptions of the Four Partnership Schools in the Brigham Young University/Public School Partnership

Committee: James E. Baird, Paul F. Cook, James W. Dunn, and Frank W. Harmon

B.S. 1978

Brigham Young University

Major: Elementary Education

PROFESSIONAL EXPERIENCE

June 2002 to present

Associate Chair, Department of Teacher Education, Brigham Young University; Associate Professor of Teacher Education; Associate Chair, Department of Teacher Education, Brigham Young University. Responsibilities include teaching undergraduate and graduate level courses; research and dissemination of research findings; service within the university, including the David O. McKay School of Education, the Department of Teacher Education, the BYU/Public School Partnership (CITES) and in the national/international professional community.

August 1996 to May 2002

Assistant Professor of Teacher Education; Associate Chair, Department of Teacher Education, Brigham Young University. Responsibilities include teaching undergraduate and graduate level courses; research and dissemination of research findings; service within the university, including the David O. McKay School of Education, the Department of Teacher Education, the BYU/Public School Partnership (CITES) and in the national/international professional community.

June 1992 to May 1996

Graduate Teaching Assistant, Adjunct Instructor, Arizona State University
Responsibilities included teaching undergraduate and graduate social studies methods classes and integrated social studies/science methods classes for elementary education majors.

August 1993 to May 1995

Graduate Research Assistant, Arizona State University
Responsibilities included qualitative data collection in elementary school classrooms; assisting in analysis of both qualitative and quantitative data; library research for literature reviews; assisting in the preparation of manuscripts for submission to journals for publication. Mentor: Dr. David C. Berliner

Appendix A: Resumes (44 pages)

PUBLICATIONS

Articles (Refereed)

Erickson, L. B., Black, S. & Seegmiller, D. (2005). Becoming global citizens: Disadvantaged students reach out to kids-in hurricane-ravaged island. *Social Education*, 69(1), 28-34.

Young, J. R., Bullough, R. V., Jr., Draper, R. J., Smith, L., & Erickson, L. B. (2005). Novice teacher growth and personal models of mentoring: Choosing compassion over inquiry. *Mentoring and Tutoring* (in press)

Bullough, R. V., Jr., Draper, R. J., Erickson, L., Smith, L., & Young, J. (2004). Life on the borderlands: Action research and clinical teacher education faculty. *Educational Action Research*, 12(3), 433-454.

Bullough, R. V., Young, J., Birrell, J. R., Clark, D. C., Egan, M. W., Erickson, L., Frankovich, M., Brunetti, J., & Welling, M. (2003). Teaching with a peer: A comparison of two models of student teaching. *Teaching and Teacher Education*, 19, 57-73.

Chilcoat, G. W., Erickson, L. B., & Ligon, J. A. (2003). Issues-centered instruction in the social studies classroom: Sweeny & Parsons controversial social studies issues model. *Social Studies Journal*, 32, (Feb. 2003), 1-13.

Monroe, E. E., Orme, M. P., & Erickson, L. B. (2002). *Working Cotton*: Toward an understanding of time. *Teaching Children Mathematics*, 8(8), 475-479.

Bullough, Robert V., Young, Janet, Erickson, Lynnette, Birrell, James R., Clark, D. Cecil, & Egan, M. Winston. (2002). Rethinking field experience: Partnership teaching vs. Single-placement teaching. *Journal of Teacher Education*, 53(1), 68-80.

Black, S., & Erickson, L. (2001). Curiosity and creativity: Research with children. *R. W. T.: The Magazine for Reading, Writing, Thinking*, 2(3), 37.

Presentations

National and International

Young, J., Erickson, L., Smith, L., & Bullough, R. V., Jr. (2004, October). *The hybrid educator: Rethinking roles*. National Network for Educational Renewal Annual Conference. St. Louis, Missouri, October 21-23, 2004.

Egan, W., Tuttle, M., Erickson, L., Ridlon, C., & Tolestrup, M. (2004, October). *Becoming increasingly and fundamentally tripartite: Improving the governance and quality of teacher education programs at Brigham Young University*. National Network for Educational Renewal Annual Conference. St. Louis, Missouri, October 21-23, 2004.

Erickson, L., B., McArthur, J., Mitchell, B., & Chan, P. (2004, April). *Classroom assessment, teaching to standards and portfolios*. China International Fifth Annual Teachers' Conference sponsored by Brigham Young University and Beijing Normal University. Linfen, China, April 17-21, 2004.

Neufeld, J., & Erickson, L. (2003, November). *Multiplying the Power of One: Young Citizens Making a Difference*. Thematic session presented at the Annual Meeting of the National Council for the Social Studies, Chicago, Illinois.

J. Merrell Hansen

Higher Education

B.A., Brigham Young University, Provo, Utah, 1964, Secondary Education, Social Studies, Composite History, Sociology, and Geography
M.Ed., Brigham Young University, Provo, Utah 1967, Education Administration/ Curriculum and Instruction.
Ph.D., The University of Texas at Austin, Texas, 1971, Curriculum and Instruction, Social Studies Education, Educational Foundations.

Professional Experiences

August, 1995 to present	Professor, Department of Secondary Education, Brigham Young University.
August, 1988 to 1995	Associate Professor, Department of Secondary Education, Brigham Young University.
Spring, 1987	Instructor, Department of Educational Leadership, Brigham Young University, "Secondary Issues."
July 1985	Instructor, Department of Education Leadership, Brigham Young University, "Supervision."
June, 1985 to August, 1988	Director of Secondary Education, Provo School District, Provo, Utah.
August, 1982 to June, 1985	Principal, Dixon Junior High School, Provo School District, Provo, Utah.
July, 1980 to August, 1982	Professor, Department of Education, Washington State University, Pullman, Washington.
September, 1975 to July, 1980	Associate Professor, Department of Education, Washington State University, Pullman, Washington.
August, 1971 to August, 1975	Assistant Professor, Department of Curriculum and Instruction, University of Kentucky, Lexington, Kentucky.

Membership in Professional Organizations

Utah Association of Secondary School Principals
National Association of Secondary School Principals
Utah Association for Supervision and Curriculum Development
National Education Association (Life Member)
Association for Supervision and Curriculum Development
National Council for the Social Studies
Phi Delta Kappa
Kappa Delta Pi

Appendix A: Resumes (44 pages)

Selected Presentations

- "Creating a Data-driven School." National Association for Secondary School Principals, (with Robert Gentry and Todd Dalley), National Conference, San Diego, California, February 22, 2003.
- "Technology as a Resource for Students' Action Research Projects." Society for Information and Technology in Teacher Education (with Nancy Nalder-Godfrey), Albuquerque, New Mexico, March 25, 2003.
- "Data Driven Schools: Using What We Have Learned to Improve Our Schools." Utah Rural Schools Conference, Cedar City, Utah, July 9, 2003.
- "Action Research and Teacher Education." Education Media Conference, (AACE), (with Nancy Nalder-Godfrey). Honolulu, Hawaii, June 27, 2003.
- "History Teaching as a Career." Phi Alpha Theta, History Career Night. Brigham Young University, Provo, Utah, January 21, 2004.
- "Public Education, Democracy, and the Common Good: Symposium on Public Education." Phi Delta Kappa International Conference, Las Vegas, Nevada, October 22, 2004.
- "Reading in the Social Studies Content Area." Jordan School District History Academy, BYU-Public School Partnership Conference. Sandy, Utah, June 16, 2004.
- "Strategies and Sources For Teaching with Documents." Utah Rural Schools Conference, (with Dan Taylor), Cedar City, Utah, July 14, 2004.
- "Who Says You Can Forget the 50's: Learning and Teaching about the 50's." Utah Council for the Social Studies, Jordan School District, Granite School District, History Seminar, Sandy, Utah, November 6, 2004.

Selected Publications

- "Teaching for a Global Understanding: A Necessity in the Global Age." (2002), *Trends and Issues*, 14 (3), 22-27.
- "Mindful Change in a Data-Driven School." (2003) *Principal Leadership*. (With Robert Gentry and Todd Dalley), 3 (6), 37-41.
- "The Electronic Portfolio: A New and Better Way for Teacher to Show What They Can Do." (2003) *Theory and Practice*. (UASCD publication), (with Roger Olsen and Mary Hansen). 14, May, 35-39.
- "Technology as a Resource for Students' Action Research Projects." (2003) *Information Technology and Teacher Education Annual*. Proceedings of the Society for Information Technology and Teacher Education. (Caroline Crawford, Niki Davis, Jerry Price, Roberta Weber, and Dee Anna Willis, editors) Norfolk, Virginia: Association for the Advancement of Computing in Education, (with Nancy Godfrey) 1840-1843.
- "The Principal's Role in Mentoring: Implications Not Always Considered." (2004) *The Researcher*. Northwest Rocky Mountain Educational Research Association. (with Joe Matthews and Ellen Williams) 18 (1), Spring, 6-14.
- "The Power of Action Research, Technology, and Teacher Education," (2004) *Process and Products of Change: Professors Integrating Information Technology into the Teacher Education Curriculum*. (Nancy Wentworth, Rodney Earle, and Michael L. Connell, editors), Binghamton, New York: Haworth Press, Inc. 43-57.
- "'Business as Usual': No longer Good Enough." (2004) *Snapshots: The Specialist Schools Trust Journal of Innovation in Education*. (with Robert Gentry), 1 (4), April, 22-25.
- "The American Tradition of Education." (2004) *Public Education, Democracy, and the Common Good*. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, (Donovan R. Walling, editor), 49-54.
- "The Power of Action Research, Technology, and Teacher Education." (2004) *Computers in the Schools*. (with Nancy Nalder-Godfrey), 21 (1-2), 43-57.
- "Building a School Culture with a Data-Driven Vision." (2004) *Theories and Practices in Supervision and Curriculum*. 15 (2), 78-82.

L. Ray Gunn

(b)(6)

Office: 801-581-6798

Education

B.A. Texas Christian University, 1966

M.A. Texas Christian University, 1968

Ph.D. Rutgers University, 1974

Employment

Teaching Assistant, Texas Christian University, 1966-1968

Teaching Assistant, Rutgers University, 1970-1974

Assistant Professor, University of Utah, 1974-1981

Associate Professor, 1981-

Associate Chair, Department of History, University of Utah, 1989-1994

Chair, Department of History, University of Utah, 1994 -2002

Fields

History of American Politics

Jacksonian America

New York State History

Nineteenth Century Economic Policy

The Civil War and Reconstruction

The Vietnam War

Awards

General Motors Scholarship, Texas Christian University, 1965-1966

Senior Scholar in History, Texas Christian University, 1966

Phi Alpha Theta

Pi Sigma Alpha

Thomas D. Dee Fellow, University of Utah, 1989-1992

Ramona W. Cannon Award for Teaching Excellence in the Humanities, 1990

Nominated for University Distinguished Teaching Award, 1993

James L. Clayton Distinguished Research Professor, 2005-2007

Publications

Books and Edited Works

The Empire State: A History of New York, co-authored with Milton Klein (ed.), Edward Countryman, Paula Baker, et. al. (Published for the New York State Historical Association by Cornell University Press, 2001). My contribution: Six chapters (45,000 words) and extended bibliographic essay.

Main Selection, History Book Club

Honorable Mention, 2002 Arline Custer Memorial Award (Mid- Atlantic Regional Archives Conference)

Choice Magazine, an "Outstanding Academic Book," 2002

Perspectives on American Civilization, edited with Robert Goldberg (Lexington, Mass: Ginn Press, 1987; 2d Edition, 1990).

The Decline of Authority: Public Economic Policy and Political Development in New York, 1800-1860 (Ithaca, New York: Cornell University Press, 1988).

Descriptive Inventory of the New York Collection, edited with Arlene Eakle, Number 4 in Roger M. Haigh (ed.), Finding Aids to the Microfilmed Manuscript Collection of the Genealogical Society of Utah (Salt Lake City: University of Utah Press, 1980).

Articles

"Political Implications of General Incorporation Laws in New York to 1860," Mid-America, 59 (October, 1977), 171-191.

"The Crisis of Authority in the Antebellum States: New York, 1820- 1860," The Review of Politics, 41 (April, 1979), 273-297.

"The New York State Legislature, 1777-1846: A Developmental Perspective," Social Science History, IV (August, 1980), 267-294.

"The Crisis of Distributive Politics: The Debate Over State Debts and Development Policy in New York, 1837-1842," in Conrad Wright and William Pencak (ed.), New York and the Rise of

Teaching

Fields

United States History, 1789-1848
History of American Politics
History of the American Presidency
United States History Survey
The Vietnam War
The Civil War

Courses Taught Regularly

American Civilization (History 170)
Perspectives on American Culture (LE 115)
Understanding History (History 110)
Society and Politics in the Jacksonian Era
History of American Politics (History 478)
Senior Seminar (History 499)
Major Issues in American History (439)
American History Through Film (History 433)
Seminar in Colonial and Early National American History
Seminar in Nineteenth and Twentieth Century American History
Colloquium in the History of American Politics

Special Courses

Vietnam and the American Conscience (LE 110)
The American Presidency
Comparative Case Studies of Modernization: Latin America, Japan, the United States, Honors Seminar, 1976
The River in American Life, Humanities Seminar, 1976 (Edward Leuders, principal instructor)
The Growth of the American Presidency, Honors, 1984
American History Through Film
Student Study Tour of Vietnam, September, 1991 and September, 1992

Dr. Matthew L. Basso
Department of History and Program in Gender Studies, University of Utah
380 South 1400 East, Room 211
Salt Lake City, UT 84112-0311
801-581-6121, (fax) 801-585-0580
mattbasso@history.utah.edu

PROFESSIONAL HISTORY

Assistant Professor, Department of History and Program in Gender Studies, University of Utah (tenure-track appointment) 2005-

Assistant Professor, Department of History, University of Richmond (tenure-track appointment) 2001-2005

Instructor, American Studies, University of Minnesota 1999-2001

Instructor, Composition Program, University of Minnesota 1998-1999

EDUCATION

Ph.D. Program in American Studies, University of Minnesota, 2001.

M.A. History, University of Montana, 1996.

A.B. History, Vassar College, 1990.

PUBLICATIONS

Books

Metal of Honor: Montana's World War II Homefront, Movies, and the Social Politics of White Male Anxiety. (Under Contract, University of Chicago Press).

Co-editor, *Across the Great Divide: Cultures of Manhood in the American West* (New York: Routledge, 2001).

Editor, *Men at Work: Rediscovering the Federal Writers' Project's "Literary Picture of America at Work."* (Under Review, Oxford University Press).

FELLOWSHIPS, GRANTS, AND SCHOLARSHIPS

Charles Redd Center Off-Campus Faculty Fellowship, Brigham Young University 2005

Senior Fulbright Fellowship, Turnbull Library, New Zealand National Library, Wellington, New Zealand 2003-2004

Stout Research Centre for New Zealand Studies Residency Fellowship, Victoria University, Wellington, New Zealand 2003

PAPERS AND LECTURES

- “American Studies and the History Job Market,” American Studies Association Conference, Atlanta, Georgia, November 2004.
- “The Federal Writers’ Project’s *Men at Work* and Modern Labor in the Latina/o and Native American West,” Western History Association Conference, Las Vegas, Nevada, October 2004. (panel organizer)
- “Race and the Acceptance of Intra- and Inter-national Migrants: The Case of Butte, Montana, Prior to and During World War II.” Immigration and Ethnic History Society and the Race, Ethnicity, and Migration Seminar Conference (co-sponsors), Minneapolis, MN, November 2000.
- “Old West Lynch Mobs Come to World War II America: Considering Race, Manhood, and the State in *The Ox-Bow Incident*.” Western History Association Conference, San Antonio, TX, October 2000.
- “Buffalo Bill and World War II?: Class-ing the Ambivalences of Empire, Race-ing Backward, En-gendering Consensus.” Organization of American Historians Conference, St. Louis, MO, April 2000. (panel organizer)
- “Smeltermen, Slackers, Soldiers, and *The Sullivans*: Manhood and the Movies on the World War II Homefront.” Midwest Modern Language Association Conference, Minneapolis, MN, November 1999.
- “Students and American Studies: A Town Hall Meeting.” American Studies Association / CAAS Conference, Montreal, Canada, October 1999. (moderator)
- “Separated at Birth (?): Reassessing the Relationship Between American Studies and Working Class Studies.” Fourth Biennial Conference of the Center for Working Class Studies, Youngstown, OH, June 1999.
- “Privilege and the Interconnections of Identity: Southeastern European Working Class Men and Contingent Power during World War II.” First Race, Ethnicity, and Migration Symposium, St. Paul, MN, May 1999.
- “Extra! Buffalo Bill Accuses Moneyed Interests of Instigating Indian Wars!” World War II and the Symbolic Ambivalence of Empire in *Buffalo Bill* the Movie.” Mas(s) Color Speaker Series, Minneapolis, MN, February 1999.

TEACHING FIELDS

U.S. West
Gender History and Theory
Transnational and Comparative History and Methods
Culture and History of New Zealand and Australia
U.S. Social and Political History
Popular Culture and Politics
War and Society
Labor/Working Class Studies
Race and Ethnicity

COURSES TAUGHT

University of Utah (for: History and Gender Studies)
Modern America
Protests and Movements

University of Richmond (for: History, American Studies, and Women, Gender, and Sexuality Studies)
Twentieth Century American Wartime Homefronts
Popular Culture and Postwar Politics: Debating "America"
(Graduate) Readings in 20th Century U.S. History
History and Culture of the U.S. West
University of Richmond First Year Core Course
U.S. History from 1877
The United States since 1877

Jennifer Ritterhouse

Department of History
Utah State University
ritterhouse@hass.usu.edu

(b)(6)

Employment

Associate Professor, Department of History, Utah State University, Spring 2006-present.
Assistant Professor, Department of History, Utah State University, Fall 2000-Spring 2006.

Courses taught: History 2710: The United States, 1865-Present
History 4550: Women and Gender in America
History 4730: The History of Black America
History 4720: The Civil Rights Movement
History 4990: Senior Seminar: Emancipation and the American South
History 4990: Senior Seminar: Black History Before "The Movement"
History 6020: Race, Gender and Writing of History

Visiting Assistant Professor, Race and Gender in 20th-Century American Popular Culture, Elon College, January 2000.

Instructor with full responsibility, U.S. History, 1865-Present, University of North Carolina at Chapel Hill, Spring 1999.

Education

University of North Carolina at Chapel Hill, Ph.D., U.S. History, December 1999.

Dissertation: "Learning Race: Racial Etiquette and the Socialization of Children in the Jim Crow South" (co-directed by Professors Jacquelyn Dowd Hall and Suzanne Lebsock)

University of North Carolina at Chapel Hill, M.A., U.S. History, May 1994.

M.A. thesis: "A Crisis of Convictions: Sarah Patton Boyle's *Desegregated Heart*"

Harvard University, B.A. *magna cum laude*, History and Literature, June 1992.

Publications

Growing Up Jim Crow: How Black and White Southern Children Learned Race, University of North Carolina Press, May 2006.

"The Etiquette of Race Relations in the Jim Crow South," in *Manners in Southern History from the 1860s to the 1960s*, edited by Ted Ownby, University Press of Mississippi, forthcoming 2007.

Appendix A: Resumes (44 pages)

"Reading, Intimacy, and the Role of Uncle Remus in White Southern Social Memory," *Journal of Southern History*, August 2003.

Co-editor, *Remembering Jim Crow: African Americans Tell About Life in the Segregated South*, a collection of oral history interviews from *Behind the Veil: Documenting African American Life in the Jim Crow South*, a research project of the Duke University Center for Documentary Studies. Published by New Press, 2001. Winner of a 2002 Lillian Smith Book Award from the Southern Regional Council, a 2002 Carey McWilliams Book Award from *The Multicultural Review*, and a Best Book of 2001 award from *Library Journal*.

Editor, *The Desegregated Heart: A Virginian's Stand in Time of Transition*, by Sarah Patton Boyle, reprint edition with an introduction and selected correspondence, University Press of Virginia, 2001.

"Speaking of Race: Sarah Patton Boyle and the 'T.J. Sellers Course for Backward Southern Whites,'" in *Sex, Love, Race: Crossing Boundaries in North American History*, edited by Martha Hodes, New York University Press, 1999.

"The Etiquette of Race Relations in the Jim Crow South," in *The New Encyclopedia of Southern Culture*, vol. 4, *Myth, Manners, and Memory*, University of North Carolina Press, 2006.

"Segregation, Desegregation, and Gender," in *The New Encyclopedia of Southern Culture*, vol. 13, *Gender*, University of North Carolina Press, forthcoming.

"Sarah Patton Boyle," in *Notable American Women: A Biographical Dictionary: Completing the Twentieth Century*, edited by Susan Ware and Stacy Braukman, Harvard University Press, 2004.

"Sarah Patton Boyle," in *The Dictionary of Virginia Biography*, vol. 2, edited by Sara B. Bearss, et al., The Library of Virginia, 2001.

Co-author with Julia Lynch, "Writing at Harvard," booklet published by the Harvard Writing Center, 1991.

Fellowships and Awards

Top Prof Award, Mortar Board Society, Utah State University Chapter, Spring 2006.

Tanner Visiting Research Fellowship from the Obert C. and Grace A. Tanner Humanities Center, University of Utah, 2004-2005.

National Endowment for the Humanities Summer Stipend, 2002.

Research Grant, Women and Gender Research Institute, Utah State University, 2002.

New Faculty Research Grant, Utah State University, 2001-2002.

Appendix A: Resumes (44 pages)

Community Presentations

"The Etiquette of Race Relations in the Jim Crow South," presentation for Black History Month Symposium, Brigham Young University, Provo, Utah, March 1, 2007.

Teacher workshop on the Civil Rights Movement, Alpine School District, American Fork, Utah, December 18, 2006.

Interview about *Growing Up Jim Crow* on *Georgia Weekly*, a Georgia Public Television news and affairs program, originally aired July 9, 2006. Currently available online at <http://www.gpb.org/public/tv/georgiaweekly/>.

Author presentation on *Growing Up Jim Crow*, First Baptist Church, Newton, Massachusetts, July 2006.

Teacher workshop on the Civil Rights Movement, Professional Academy for the Teaching of History in Schools, Logan, Utah, June 5, 2006.

Teacher workshop on the History of Childhood, Professional Academy for the Teaching of History in Schools, Logan, Utah, November 3, 2003.

Teacher workshop on Women's History, Professional Academy for the Teaching of History in Schools, Logan, Utah, June 11, 2003.

Teacher workshop on Emancipation and Reconstruction, Professional Academy for the Teaching of History in Schools, Logan, Utah, November 4, 2002.

Interview with KUSU radio, Logan, Utah, concerning "Free at Last: A History of the Abolition of Slavery in America," a traveling exhibit of the Gilder Lehrman Institute of American History, October 11, 2001.

"Women and Slavery," presentation to accompany "Free at Last: A History of the Abolition of Slavery in America," a traveling exhibit of the Gilder Lehrman Institute of American History, Public Library, Brigham City, Utah, October 10, 2001.

Roundtable discussion of Sarah Patton Boyle's *The Desegregated Heart* and race relations in Charlottesville, The Virginia Festival of the Book, March 22, 2001.

Presentation on University Press of Virginia reprint edition of Sarah Patton Boyle's *The Desegregated Heart*, The Library of Virginia, March 21, 2001.

Research Experience

Research Associate, *Behind the Veil: Documenting African-American Life in the Jim Crow South*, an oral history project of the Duke University Center for Documentary Studies, Fall 1999-Spring 2000.

Robert E. Parson

University Archivist
Department of Special Collections and Archives
Utah State University
Logan, Utah 84322-3000
(435) 797-0894

Education

M.S., History, Utah State University, 1983.
B.S., History, Utah State University, 1981.

Professional Experience

University Archivist/Associate Librarian, Department of Special Collections and Archives,
Merrill Library, Utah State University, July 1991 to present.
Director, Utah History Fair, Mountain West Center for Regional Studies, Utah State University,
1987-1991.

Publications

Ogden City, Its Governmental Legacy: A Sesquicentennial History, with F. Ross Peterson,
(Ogden, Utah: Chapelle Limited, 2001.)
A History of Daggett County: A Modern Frontier, with Michael W. Johnson and Daniel A.
Stebbins (Salt Lake City: Utah State Historical Society, 1998.)
A History of Rich County, Utah, (Salt Lake City: Utah State Historical Society, 1996).
"A Short History of Baseball in Ogden City, Utah," *The Journal of the Utah Academy of
Sciences, Arts, and Letters*, vol. 79, 2002.
"Utah's Statehood and Higher Education: The Consolidation Controversy of 1894," *The Journal
of the Utah Academy of Sciences, Arts, and Letters*, vol. 77, 2000.
"Lone Pine Dam and Reservoir: A Minimalist's Approach in Woodruff, Utah," *Agricultural
History*, vol. 76, no. 2, spring 2002.
"Seeps, Springs and Bogs: The Changing Historic Landscape in Smithfield, Utah," *Utah
Historical Quarterly*, vol. 68, no. 1, winter 2000.
"From Poverty to Prosperity: Historical Insights Into Building a Recreational Industry at Bear
Lake," *Encyclia: the Journal of the Utah Academy of Sciences, Arts and Letters*, vol. 73,
1996.
"Prelude to the Taylor Grazing Act: Don B. Colton and the Utah Public Domain Committee,
1927-1933", *Encyclia: the Journal of the Utah Academy of Sciences, Arts and Letters*, vol.
68, 1991.

Debra Spielmaker, Associate Professor

Education & Endorsements

1985 Master of Science, Agricultural Education, Utah State University

1984 Bachelor of Science, Agricultural Education, Minor, Plant Science, Utah State University

1989 Utah Biology Teacher Certification, Utah State Office of Education

Current Role

1994–Present Director of Utah Agriculture in the Classroom, Utah State University Extension. Responsible for statewide coordination of K–12 agricultural education and agricultural literacy programs. Responsibilities include the development of curriculum, website development, a teacher resource center, and teacher training.

TEACHER PRE–SERVICE PROGRAMS – 700 STUDENT TEACHERS TRAINED PER YEAR

Develop and present at five undergraduate education colleges /universities statewide) each semester from 1995–present. Approximately 700 pre–service teachers (students) are reached annually. Presentations times range from 1.5–3–hours in the content areas of science, social studies, and math and net evaluation scores on a, 1–5 scale, have ranged between 4.7 and 5.

TEACHING INNOVATIONS

- Developed instructional materials and designed an online course for in–service K–6 teachers. The course enrolls 100–150 teachers each year and is delivered statewide. This web–based course gives teachers more flexibility and an opportunity to try–out what they learn in “real–time.” The course also requires accountability from teachers (who are the students in the course) for what they learn and use in the classroom. In addition the course design allows for formative assessment of the course resource can change to meet the needs of teachers and their students.
- Developed instructional materials and designed an online course for in–service secondary science, technology, and social studies teachers. The course will be launched in late 2007 and seeks to enrolls 100 teachers each year statewide. This web–based course gives teachers more flexibility and an opportunity to try–out what they learn in “real–time.” The course also requires accountability from teachers (who are the students in the course) for what they learn and use in the classroom. In addition the course design allows for formative assessment of the course resource can change to meet the needs of teachers and their students. Developed Secondary Social Studies PowerPoint presentations for Utah Studies, U.S. Studies, Geography, and World Civilizations. These presentations are available for viewing or downloading from the Utah AITC web site and are linked to the Utah State Office of Education website.

Appendix A: Resumes (44 pages)

Scholarly Presentations

Total Participants: 4,429

Year	Presentation Title	Organization	Number of Hours	Location	Participants
2007	History on the Map: Geography, History and Agriculture	Utah Geographic Alliance	1	Lehi, UT	20
2007	History on the Map: Utah Studies	Utah Geographic Alliance	1	Lehi, UT	20
2007	American Agricultural History	Granite School District Teacher In-service	2	Salt Lake City, UT	15
2006	American Agricultural History	Granite School District Teacher In-service	2	Salt Lake City, UT	30
2006	Benchmark Data for Agriculture in the Classroom State Programs	Twenty-fifth Annual Western Region AAAE Agricultural Education Research Conference	1	Boise, ID	20
2006	Not Much Just Chillin': Working with Middle Schoolers	National Agriculture in the Classroom Conference	1	Atlantic City, NJ	28
2006	Growing a Nation: The Story of American Agriculture (Phase II)	National Agriculture in the Classroom Conference	1	Atlantic City, NJ	50
2006	State Reports	United States Department of Agriculture	1	Atlantic City, NJ	150
2006	Growing a Nation: The Story of American Agriculture	Ohio Agriculture in the Classroom Conference	3	Columbus, OH	32
2006	Growing a Nation: The Story of American Agriculture	Alabama Agriculture in the Classroom Conference	4	Opelika, AL	20
2006	Growing a Nation: The Story of American Agriculture	California Agriculture in the Classroom Conference	1	Burbank, CA	20
2005	Not Much Just Chillin': Working with Middle Schoolers	Summer Agricultural Institute	2	Logan, UT	60
2005	National Standards & Mandated State Curricula	Society for Range Management	1	Fort Worth, TX	80
2005	Research-based Classroom	Western Region	2	Great Falls,	9

A. KENT POWELL

A Brief Biography

Allan Kent Powell was born in Price, Utah and grew up in nearby Huntington. He attended public schools in Emery County and received his higher education at the College of Eastern Utah and the University of Utah where he earned his Bachelor, Master's and Ph.D. degrees in History.

He has been employed at the Utah State Historical Society for over thirty years where he is currently the Public History Coordinator and Editor of the Utah Historical Quarterly. He is also an Associate Instructor of History at Westminster College and has participated with the Utah Humanities Council Speakers Bureau and other programs for many years.

Much of his career has been involved in researching and writing history. His books include: The Next Time We Strike: Labor in Utah's Coal Fields 1900-1933 which recounts the story of Utah's coal miners and their struggle for unionization; Splinters of a Nation: German Prisoners of War in Utah which looks at the experience of German prisoners of war sent to Utah during both World War I and World War II; Utah Remembers World War II, a volume which looks at the World War II experience of soldiers, workers, women, and children in Utah; and The Utah Guide, a travel guide to the state published by Fulcrum Press.

His major editing projects include The Utah History Encyclopedia which was published by the University of Utah Press, and his assignment as the General Editor of the Utah Centennial County History Series which was completed in 1999 and includes a published book-length history of each of Utah's 29 counties.

Pam Campbell Su'a

Education:

- Brigham Young University, Provo, Utah, 1977: B. A. History/German
- Weber State College, Ogden, Utah 1988: Major: History Minor: German
- National Board for Professional Teaching Standards (NBPTS) EA/SSH certificate, 2000
- Masters of Arts in Teaching, Grand Canyon University, August, 2002.
- Administrative Endorsement, Southern Utah University, May, 2005.

Experience:

Jordan School District, 2002-present

- Social Studies/History teacher specialist
- Coordinate and present professional development for district social studies teachers.
- Management of \$974,000 Teaching American History Grant, U.S. Dept. of Education
- President, Utah Council for the Social Studies
- Coordinator, U.S. Senate Youth Competition, Utah; William Randolph Hearst Corp.
- Co-chair, Utah National Board Commission, National Board for Professional Teaching Standards

Utah Academy of Teachers, USOE, 2001-2003

Coordinator, National Board for Professional Teaching Standards candidate support program. Worked with candidates pursuing National Board Certification. Scheduled, organized and taught classes, held meetings, organized mentoring groups and worked to raise the passing rate of National Board Certification in Utah.

West Jordan Middle School, West Jordan, Utah 1992-present

Teacher: History/German

St. Joseph High School, Ogden, Utah 1988-1992

Teacher: History/geography/business education

Advisor, Future Business Leaders of America

Polynesian Cultural Center, Laie, Hawaii, 1983-1987

Manager, Special Projects

Educational Projects:

- NCATE Board of Examiners [accreditation of teacher education programs]
- Utah Academy of Teachers, facilitator, Summer, 2001 and 2002
- Intel master teacher program, 2001
- Jordan District Foreign Language Fair committee, 2000-2002
- West Jordan Middle School, member site team, 2000-2001
- One Vote program (Channel One) school coordinator, 2000-2001
- NBPTS awareness workshops and panels, 2001-2002
- Reading strategies demonstration classroom, 2000-2001
- Utah Academy of Teachers, participant, 2000
- Member of accreditation team through Jordan School District, 2000
- Creator of virtual tour and www.activities, 1999-2002
- Project director, summer research trip to Europe, 2000
- National Board for Professional Teacher Standards certificate, Early Adolescent Social Studies/History 2000
- Mentor/school coordinator, BYU Internship program, WJMS, 2000-2001
- Team leader, 7th grade curriculum integration team, 2000-2002
- Team nominated for "Teams That Make A Difference", 2002.
- Utah Studies curriculum integration project director, Eisenhower grant, 2000, 2001, 2002
- Demonstration/lab classroom, reading strategies, 1999-2002
- Integrated curriculum unit presentation, Utah Academy of Teachers, 2000-2002
- Cooperating teacher, Westminster College internship and student teaching program, 1999-2001
- Curriculum writer, German III Travel and Tourism project, USOE, 1999
- Jordan School District, literacy trainer, 1999- 2002
- Foreign Language Festival (1993-2001)
- Summer internship, Salt Lake Olympic Organizing Committee (SLOC), 1999
- Thomas Jefferson Project director (integrated curriculum), 1999

Appendix A: Resumes (44 pages)

Awards:

- Distinguished Project in Teaching, presented by Utah Association for Teacher Educators, 2005
- Utah Humanities Council, 2001 Governors Merit Award, "The Emergence of Civic Virtue: Teaching Democracy in the Seventh Grade Utah Studies Curriculum"
- National Board Certification, 2000
- Goethe Institute Scholarship, presented by SWCOLT, April, 1999
- National Humanities Fellow, Council for Basic Education, 1998
- Nominated "Teacher of the Year" by WJMS faculty, spring, 1998

Professional Organizations:

- NEA, National Education Association
- National Council of Social Studies
- Utah Council of Social Studies
- NCATE, National Council for Accreditation of Teacher Education
- NBPTS, National Board for Professional Teaching Standards
- ASCD, Association for Supervision and Curriculum Development

Presentations/classes:

- "Hooked On History: Utah's Teacher Academy Model", National Council for History Education Annual Conference, Pittsburgh, April, 2005
- "A Feather in the District's Cap: Using National Board Certified Teachers to Affect Student Achievement", Utah School Board Association Annual Conference, January, 2005
- Social Studies Methods Course, adjunct to Southern Utah University. This course was designed to help history teachers use excellent pedagogy in their teaching of history. Especially for teachers trying to receive "highly-qualified" designation. Summer 2004 and 2005.
- "Thinking Historically": Presentation for elementary and secondary teachers demonstrating how to specific strategies to improve learning in the social studies classroom. By giving students skills they begin to think as historians. 2000-2005
- "World War II [Europe]" Integrated Unit; Co-teacher: Judy Jackman. An integrated unit for elementary and secondary teachers using social studies as the content and language arts as the process, 2002-2005.
- "Reading Across the Curriculum" Part of a team from the Jordan School District middle school teachers learn to use reading strategies in their language arts and social studies classrooms to improve learning, Summer, '02
- "National Board Certification and Utah Academy of Teachers: The Future Look of Professional Development", 6th Annual Associates Conference, Provo, Utah, April, 2003, co-presenter, Judy Jackman
- "Thinking Historically: Strategies to Help Social Studies Students 'Do' History", Middle Level Association Conference, March, 2003.
- "The Teacher Academy Model: Excellence in Professional Development", National Board for Professional Teaching Standards Conference, November, 2003.
- "Using Backwards Design to Teach the Utah Studies Core". Northern Social Studies Seminar, 2002.
- "We the People: Using the Utah Core to Teach Government in the Seventh Grade Classroom". Northern Social Studies Seminar, 2002.
- "Teaming on a Shoestring: Start Small, Start Smart". CITES Conference, 2002. Co-presenters: Amy Geilman, Toi Neilson.
- "Framework for Teaching". Utah Academy of Teachers. Charlotte Danielson's book helps elementary and secondary teachers assess their current teaching practice and set goals for improvement.
- Presenter, ASCD Conference, Park City, Utah, "An Integrated Unit: Japanese American Internment during WWII", Co-presenter, Judy Jackman.
- "Building Blocks to Accomplished Teaching", NEA Western Leadership Conference, 2003. This presentation provided ideas to help states support teachers in pursuit of National Board Certification. Co-presenters: Marsha Vodehnal, Paula McCullough.
- National Board Certification Candidate Support Program classes: "Standards", "Videotaping", "Assessing Student Work", "Scoring", and "Preparation for Assessment".

Articles:

- "Hooking Kids on History: The Teacher Academy Model", IMPACT Journal for Secondary School Leaders; Summer, 2004.
- "National Board Certification: We'll Leave No Child Behind". Journal for Teachers of English, Summer, 2002
- "Riding the Wave of the Future: National Board Certification Comes to Utah". USCD Journal, Spring, 2002.

JUDY JACKMAN

SECONDARY LANGUAGE ARTS EXPERIENCE

21 years teaching secondary language arts grades 7 - 11
Taught all levels: basic, regular, honors
Served as English Department Chair for 5 years
Integrated Language Arts with content areas

DEGREES:

1964 BA in English/Drama/Secondary Education from Brigham Young University
1991 MEd in Gifted and Talented from University of Utah.

UTAH STATE LICENSE/CERTIFICATIONS/ENDORSEMENTS:

Current Utah State Teaching Certificate expires July 2008
Certifications: Secondary Education 7 – 12, Middle Education 5-9
Endorsements: Language Arts, Reading, Gifted/Talented, Speech, Drama
Also taught: Utah Studies, Math

CONTENT INTEGRATED UNITS: Prepared and presented the following units:

Based on *Understanding By Design* curriculum design, focused on state social studies standard content with reading, writing, and speaking strategies; presented in Jordan District Professional Development as well as throughout the state

Immigration	Ancient Civilizations
Revolution	World War II – American Emphasis
Civil War	World War II – European Emphasis
Great Depression	US Constitution
Utah Studies	

CURRICULUM EXPERIENCE: Presented state-wide in the following areas:

6-Trait Writing Strategies	Reading Strategies
Differentiated Classroom	Student Assessment
<i>Understanding by Design</i>	Mentoring Academy
<i>Framework for Teaching</i>	Classroom Procedures
<i>Moral Dimensions of Teaching</i>	Big6 Informational Technology

FACILITATOR EXPERIENCE in the Utah Academy of Teachers 2000-2003:

3 years experience facilitating and presenting to over 300 K-12 teachers throughout Utah
High expectations for teachers attending the Academy

Specific experience:

Trainer of trainers	Evaluation of program
Setting schedules	Assessing informally daily
Finding presenters	Assessing formally through portfolios
Attending state/national conferences	Doing follow-up activities
Observing classrooms	Developing presentation models

EMPLOYMENT HISTORY:

- 2003-2004 Language Arts Teacher at Copper Hills High School, 10th and 11th Grade
2000-2003 Utah Academy of Teachers Specialist, a state-wide professional development program; facilitator and presenter
2000-2004 Utah Mentor Academy
Development of Mentor Model
Facilitated and Presented three week-long Mentor Academies
1983-2000 English Teacher at West Jordan Middle School, Jordan District
7th, 8th, and 9th grades
Worked with honor students, regular students, at-risk students
1990-2000 Summer School Teacher at Valley High, Jordan District Alternative High School
1985-1990 Jordan District Gifted and Talented Saturday and Summer Programs
1978-1983 Substitute Teacher for Jordan District
1973-1978 Preschool Teacher in Phoenix, Arizona
Developed my own program
1965-1966 English/Speech Teacher at Provo High School, Provo, Utah
1964-1965 English/Speech Teacher at Upland High School, Upland, California

CONFERENCES:

Presented:

- PITT Conference in Park City, 2002
- Rural Schools in Cedar City
- Utah State Social Studies Northern Conference, 2001-2002
- Jordan District Social Studies Training, 2003

Attended:

- New Teacher Center, University of California at Santa Cruz
- Peer coaching for mentors, 2002
- Analyzing student work to inform instruction, 2003
- Facilitating workshops and inservice, 2002
- Mentor symposium, 2003
- National Board Certification Conference, Atlanta, Georgia, 2002
- We the People Conferences, 2000-2003
- We the People Symposium, 2003
- Hinckley Institute for Educators, University of Utah, 1985

PUBLICATIONS:

- Article on the Academy Mentor Model in the *Utah Special Educator*, 2003

COMMUNITY WORK:

- Utah State PTA Board Teacher Representative 1996-2000
- Jordan Education Association Newspaper Editor 1996-1998

EDUCATIONAL RECOGNITIONS:

- Teacher of the Year from local school on three occasions
- Educator of the Year from the Jordan District Foundation in 2000
- Huntsman Educator of the Year in 2000

Michelle M. Roybal, Esq.

Professional Experience

ADR Administrator and Staff Attorney / Community Outreach and Education Coordinator

United States District Court for the District of Utah, February 2001 - currently
Salt Lake City, Utah

- Organize and administer the mediations and arbitrations of civil and bankruptcy disputes
- Mediate and co-mediate procedural, discovery, and substantive issues
- Serve as resource to counsel on multi-party disputes for process design and implementation

- Create and develop the community outreach and public education program for students and community members
- Host student and community groups (local, national, and international) at the Moss U.S. Courthouse [2,323 people visited the Courthouse in 2003]
- Write and teach interactive lessons on the U.S. courts, law and government, and conflict resolution, ranging from elementary to graduate school lessons
- Manage national and international press relations for high-profile trials [October 2003 - December 2003 USA v. Welch & Johnson for allegations of bribery related to bidding for 2002 Winter Olympic Games, managed over twenty news agencies]

Executive Director

Community Dialogue Project (CDP), September 2000 - February 2001
Salt Lake City, Utah

- Administered CDP's daily operations, as well as public relations/networking with clients
- Mediated two-party disputes and facilitated multi-party public disputes, including hosting Legacy Highway Public Hearing
- Taught conflict resolution and cultural competency to community and government groups
- Coordinated and mediated first Conflict Intervention Team (CIT) mediation in a Utah school

Mediator/Intern

Administrative Office of the Utah State Courts, May 1998 - December 1999; Fall 2000
Salt Lake City, Utah

- Mediated/observed 100+ cases involving child welfare, victim-offender, and visitation-custody disputes
- Compiled statistics and 1998 Annual Report for Court-Annexed ADR Program; Fall 2000 compiled 1999 statistics for Court-Annexed Program
- Conducted various public presentations on Utah State Court mediation programs

Professional Membership

Admitted to the Utah State Bar, October 2000

2004-2005 Chair / 2003-2004, Vice-Chair / 2002-2003 Secretary / 2000 - 2002 Member,
Alternative Dispute Resolution Section of the Utah State Bar

Member, American Bar Association, Federal Bar Association, and Salt Lake County Bar Association, 2000 - currently

Member, Dispute Resolution Section of ABA and FBA

Secretary, Board of Trustees, Utah Council on Conflict Resolution (UCCR), 2000 - currently

Chair, Annual Statewide ADR Symposium Planning Committee, 2002 - 2003

Chair, Board of Directors, Utah Law-Related Education Project (ULREP), 2005 (2003-2005 Bd. Secretary)

Member, Young Alumni Association Board of Directors, University of Utah, 2004

Michelle M. Roybal / ADR Office / U.S. District Court for the District of Utah / Frank E. Moss U.S. Courthouse / 350 South Main Street, Suite 150 / Salt Lake City, Utah 84101-2180 / (801) 524-6128 / (801) 326-1150 Fax / michelle_roybal@utd.uscourts.gov

Appendix A: Resumes (44 pages)

Michelle M. Roybal, Esq.

~~~~~  
Publications, Distinctions, and Speaking Engagements

"got mediation: How to Ethically Increase the Awareness and Use of Our Practice", 2005 Annual Utah ADR Symposium, Panel Discussion Facilitator and Participant, May 10 - 11, 2005

Recipient 2004 Peacekeeper Award from the Utah Council on Conflict Resolution for contributions to mediation in Utah, May 2004

"To Mediate, To Arbitrate, To Find Resolution", 2004 Annual Utah ADR Symposium, Panel Discussion Facilitator and Participant, May 4 - 5, 2004

"Pulling Together to Educate the Public About the Courts", 2004 National Outreach Symposium sponsored by the Federal Judicial Center and the Administrative Office of the U.S. Courts, April 21 - 23, 2004

"ADR Academy: Keeping Your Balance in Mediation", Session on Maintaining Professionalism and Ethics in Mediation, April 2, 2004

"Best Practices: Ethics for Advocates & Neutrals in ADR", Utah State Bar Continuing Legal Education event, January 26, 2004

"Navigating Utah's Mediation Programs: Rules You Need to Know", Utah State Bar Annual Convention in Sun Valley, Idaho, July 17, 2003

"The Practice of Restorative Justice", Restorative Justice Symposium, University of Utah S. J. Quinney College of Law, March 21 -22, 2002

Accompanying article published in Utah Law Review Symposium Edition, entitled "Restoration: A Component of Justice," Volume 2003 Number 1

"Collaboration in the Courts: Education and Outreach", Courthouse Coordinators Conference sponsored by the Federal Judicial Center, January 15-18, 2002

Named Employee of the Year for 2001 for the U.S. District Court, January 2002

"Cultural Competency Training", Administrative Office of the Utah State Courts mandatory training for all employees, January 14 & 23, 2002 and December 4 & 13, 2001

"Conflict Intervention Teams (CIT): Mediation in Utah Schools", Utah Council on Conflict Resolution Annual ADR Symposium, May 10-12, 2001

Education and Training

University of Utah S. J. Quinney College of Law  
Salt Lake City, Utah  
Juris Doctor, May 2000

- Golden Key National Honor Society member, 1996-1999
- Honor Society of Phi Kappa Phi member, 1996-1999
- Completed over 150 hours in Mediation Clinic, 1998-1999
- CALI Award for Excellence in Dispute Resolution, 1999
- CALI Award for Excellence in American Legal History, 1999
- Directed Research Project in Alternative Dispute Resolution, Spring 2000
- Member first team from College of Law to participate in National Mediation Advocacy Competition, Spring 2000

University of Utah  
Salt Lake City, Utah  
Bachelor of Arts degree, Speech Communication, June 1997, cum laude  
Area of Emphasis: Decision-Making (Negotiation, Mediation, Persuasion)  
President's Award, 1995-1997  
Honors at Entrance Scholarship, 1995

Michelle M. Roybal / ADR Office / U.S. District Court for the District of Utah / Frank E. Moss U.S. Courthouse / 350 South Main Street, Suite 150 / Salt Lake City, Utah 84101-2180 / (801) 524-6128 / (801) 526-1150 Fax / michelle\_roybal@utd.uscourts.gov

RESUME



**EDUCATION**

- 1961 B.S. University of Utah, Major: History, Minor: Political Science
- 1961 Secondary Education Teaching Credential, Utah
- 1962 General Teaching Credential, California
- 1967 Adult Teaching Credential, California
- 1990 M.Ed. University of Utah, Education – Curriculum

**ACHIEVEMENTS**

- 1961 Graduated Magna Cum Laude, University of Utah
- 1961 Phi Kappa Phi
- 1961 Beehive Honor Society
- 1961 Experiment in International Living, Poland
- 1995 National Endowment for the Humanities Summer Institute, "Divining America: Religion and the National Culture," National Humanities Center, Chapel Hill, North Carolina, 20 teachers chosen nation-wide
- 1996 National Endowment for the Humanities Summer Institute, Athens, Greece, "Virtue, Happiness and the Common Good In Plato's Republic," 15 teachers chosen nation-wide
- 1997 Hays Fulbright Award – India – 16 teachers chosen nation-wide
- 1998-2000,2004 Who's Who Among America's Teachers – nominated by former students
- March 10, 2000 Named by the National Society of the Daughters of the American Revolution outstanding teacher of American History for the state of Utah

*Appendix A: Resumes (44 pages)*

- March, 2000 Participant in the Ninety-Sixth American Assembly – Matters of Faith, Religion in American Public Life. Arden House Harriman, New York
- April 18, 2000 Named by the National Society of the Daughters of the American Revolution outstanding teacher of American History for the United States of America
- May, 2004 Received Alliance for Unity Award, State of Utah

**WORK EXPERIENCE**

- 1999-Present Project Director for Utah 3Rs-Rights Responsibilities, Respect
- 1984-2001 Teacher, U.S. History, Geography, Civics, Utah History, Butler Middle School, Jordan School District, Sandy, Utah
- 1989-1997 Department Chair, Social Studies, Butler Middle School
- 1993-1995 Teacher, Alternative School for At-Risk Students
- 1991-1995 Teacher, U.S. Studies, Adult Evening School, Jordan School District, Sandy, Utah
- 1983-1987 Coordinator, Bryant Intermediate Evening Community School, Salt Lake City School District
- 1983-1984 Office Manager, Sunstone Foundation, Salt Lake City, Utah
- 1977-1978 Bookkeeper, Personnel Manager, Dahnken Catalog Showroom, Santa Maria, California
- 1964-1969 Teacher, U.S. History, American Government, Adult Evening School, Oakland Unified School District, Oakland, California
- 1964-1965 Substitute Teacher, secondary schools, Oakland Unified School District, Oakland, California
- 1962-1963 Teacher, World History, U.S. History, Civics, Skyline High School, Oakland Unified School District, Oakland, California
- 1961-1962 Teacher, World History, World Geography, Highland High School, Salt Lake City Schools, Salt Lake City, Utah

# TODD J. BRAEGER

(b)(6)

## Current Educational Pursuits

Ph.D. Research Evaluation Methodology, Utah State University, Logan, Utah. Program of Study approved January 2001.

## Educational Achievements

M.S. Civil and Environmental Engineering, Utah State University, Logan, Utah. June 1995.

M.S. Family and Human Development, Utah State University, Logan, Utah. December 1989.

B.S. Chemistry and Psychology, Minor: Biology. South Dakota State University, Brookings, SD. May 1985.

## Employment

1/04 to Present

Educational Outfitters

**Evaluator and Researcher:** Administer evaluation, project management and technical support services for educational and community improvement projects across the United States. Primary activities are engaged in the areas of: (1) meeting with clients, officials, and community and project boards, (2) developing and implementing evaluation plans and timelines, (3) instrument development and testing, (4) data gathering, processing and cleanup, (5) data review, analysis and interpretation, (8) report writing, (9) grant writing, (10) information dissemination, (11) sustainability, and (12) technical support.

9/99 to 03/05

Spectrum Education Group

**Director of Research and Evaluation:** Administer evaluation, project management and technical support services for educational and community improvement projects across the United States. Responsible for developing and managing DataTrack™, a web-based data collection, importation and reporting system. Supervise the evaluation team consisting of Field Directors, Analysts, Computer Technicians, Data Clerks and Secretaries.

1/99 to 6/01

Family Intervention Program

Center for Persons with Disabilities

Utah State University, Logan, UT

**MIS Coordinator:** Develop, implement, and evaluate: (1) an integrated system of computer programs and data collection forms to manage the information requirements of FIP, (2) a system of quality control to assure that information is accurate and complete, (3) a series of reports which meet the information and needs of the program and state funding requirements, (4) a system of databases for research and dissemination activities. Participate as a member of the project leadership team by conducting continuous program improvement research. Supervise activities of MIS staff.

1/99 to 5/99

Department of Psychology, Utah State University, Logan, UT

**Teaching Assistant:** Assisted in the instruction and evaluation of Psychology course 2100 Human Development: Adolescence.

*Appendix A: Resumes (44 pages)*

10/89 to 3/99

Community-Family Partnership Project

Center for Persons with Disabilities, Utah State University, Logan, UT

**Data Coordinator:** Participate as a member of the project leadership team through the development and management of the project's information, data, and computer resources. Identify underlying patterns and processes occurring within the project concerning the provision and effectiveness of child and family services. Develop, implement, and evaluate an integrated system of computer programs, data collection forms, and staff training to meet the information requirements of the project and associated Federal agencies. Develop, implement, and evaluate a system of quality control to assure that information is appropriately collected, processed, reported, and unitized. Develop and implement a series of monthly reports which meet the information needs of the administration and family support staff. Analyze and prepare data for research and dissemination activities. Present findings at national, regional, and local conferences. Provide professional consulting services to other Comprehensive Child Development Programs concerning the design and management of their information systems.

2/88 to 9/89

Validated Strategies for School-Aged Main Streaming Project

Center for Persons with Disabilities, Utah State University, Logan, UT

**Site Supervisor:** Supervise the administration of one of the sites of a program aimed at main streaming school-aged children with disabilities into the regular educational system. Provide training and technical assistance. Assist in data collecting, analysis, and dissemination for information.

6/87 to 6/89

Department of Family and Human Development

Utah State University, Logan, UT

**Graduate Student Research Assistant:** Responsibilities included: Data collection, testing, and statistical evaluation of various projects investigating the effects of out-of-home care on the development of children ages 0-5 years. Presentation of findings at national and regional conferences.

9/86 to 9/87

Early Intervention Research Institute

Center for Persons with Disabilities, Utah State University, Logan, UT

**Graduate Student Research Assistant:** Responsibilities included: Data collection, coding, and statistical analysis of a project investigating the efficacy of early intervention services for children with developmental delays.

8/85 to 08/86

Chemistry Department & Crop Science Department

Oregon State University, Corvallis, OR

**Teaching Assistant:** Chemistry. Teaching recitation and laboratory courses for freshman level chemistry courses and,

**Research Assistant:** Crop Science. Set-up and run a mint distillation unit. Assist in other projects investigating the effects that varying doses of pesticides have on crop yields.

## **APPENDIX B: MEMORANDUM OF UNDERSTANDING AND LETTERS OF CONTRIBUTION**

This appendix contains the Memorandum of Understanding and letters of contribution from partners listed below.

### **MEMORANDUM OF UNDERSTANDING**

- *Alpine School District:* Vern Henshaw, Superintendent
- *Brigham Young University:* Dr. Jay Buckley, History Department Liaison
- *Utah State University:* Dr. Norm Jones, History Department Chair
- *Crandall Historic Printing Museum:* Dann Hone, Chairman of the Board of Trustees
- *Utah State Historical Society:* Kent Powell, Kent Powell, Public History Coordinator and Editor of the Utah Historical Quarterly
- *Utah 3 R's Project:* Martha Ball, Director (cooperation with First Amendment Center)

### **PARTNER LETTERS OF CONTRIBUTION**

- *Utah State Office of Education:* Robert Austin, Social Studies Specialist *and* Alan Griffin, Life Skills/Service Learning Specialist
- *National Archives & Records Administration:* Eileen Bolger, Regional Archives Director
- *Utah History Fair:* Nicholas Demas, Director (Mountain West Center for Regional Studies, Utah State University)
- *Project Citizen:* Bill Spence, State Coordinator (Center for Civic Education)
- *American West Center & Utah American Indian Digital Archives Project:* Matthew Basso, Director (Department of History, University of Utah)
- *Brigham Young University:* Dr. Jay Buckley, History Assistant Professor (and BYU Liaison to the ASD TAH Academy)
- *Crandall Historic Printing Museum:* Dann Hone, Chairman of the Board of Trustees
- *Utah State Historical Society:* Kent Powell, Public History Coordinator and Editor of the Utah Historical Quarterly
- *Utah 3 R's Project:* Martha Ball, Director (cooperation with First Amendment Center)

## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into on November 30, 2007 by and between Alpine School District, Brigham Young University, Utah State University, Crandall Historic Printing Museum, Utah State Historical Society, and Utah 3 R's Project.

Whereas, these parties wish to enter into a partnership for the purpose of developing and providing intensive, ongoing professional development to teachers regarding the teaching of American history. The objectives of the partnership are: (1) increase the body of knowledge of and disseminate information regarding effective teaching methods for American history; (2) increase teachers' knowledge of the subject of American history; (3) expand teachers' repertoire of teaching methods for American history; and (4) increase students' American history knowledge, achievement, and interest.

Therefore and to this end, each party's contribution to the aforementioned partnership is as follows:

**Alpine School District** views the Teaching American History project as a significant part of systemic reform of the way in which American history is taught district-wide. Therefore, the district commits to: (1) encourage their faculty to participate in the project trainings and improve their knowledge of and skill in teaching American history; (2) provide instructional space, curriculum, and other materials to participants; (3) permit teachers to use professional development days to attend project trainings; and (4) serve as the project fiscal agent. Sara Hacken will serve as Project Administrator and coordinate the collaborative effort. Alpine School District will provide office space, general office supplies and equipment, secretarial support, etc.

**Brigham Young University Departments of History, Elementary Education, and Secondary Education** and **Utah State University Department of History** commits to provide professors with subject matter expertise in State and American history (content) *and* innovative history teaching methods to lead trainings in a workshop setting and advise on materials selection and development.

**Crandall Historic Printing Museum** commits to: (1) host teachers participating in the new Museum Education Outreach/Historical Re-enactment program as part of the annual Colonial Days; (2) arrange for teacher educational tours of the museum; (3) provide teachers access to historic artifacts, demonstrations, and presentations; and (4) host project trainings at their facilities.

**Utah State Historical Society** commits to: (1) connect teachers to the resources and research information from the Utah State Archives and Utah Art Council; (2) provide teachers access to The Utah History Research Center collections, which includes books, pamphlets, manuscripts, photographs, microfilm, maps and architectural drawing; (3) arrange for local historians to serve as guest speakers and trainers for project trainings; (4) provide teachers teaching kits and online lesson plans; and (5) host project trainings at their facilities.

**Utah 3 R's Project** commits to: (1) provide subject matter experts in the First Amendment to provide trainings that prepared teachers to teach about religions and cultures in ways that are constitutionally permissible and educationally sound; and (2) provide informational and instructional materials, including lesson plans.

**MEMORANDUM OF UNDERSTANDING RATIFICATION**

This Memorandum of Understanding represents the parties' full and complete agreement regarding the aforementioned partnership. Any changes hereafter must first be approved in writing by the parties' authorized representatives. Moreover, the parties are and remain independent institutions and are not empowered to act on each other's behalf in any manner.

The terms of this Memorandum of Understanding will be in effect when signed by the authorized representatives below.



Name, Vern Henshaw Superintendent  
LEA Alpine School District



Name, Dr. Jay Buckley  
Brigham Young University History Department



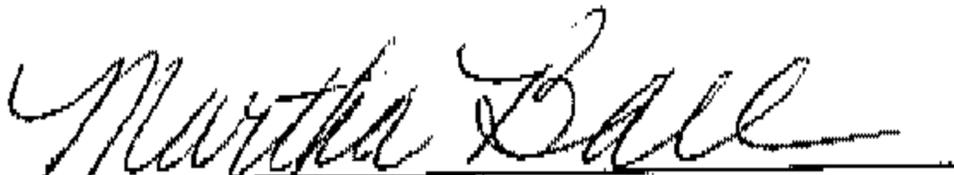
Name, Dr. Norm Jones, History Department Chair  
Utah State University



Name, Dann Hone  
Crandall Historic Printing Museum



Name, Kent Powell, Managing Editor  
Utah State Historical Society



Name, Martha Ball, 3R's program

# UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Paul Hargrove, Ed.D., State Superintendent of Public Instruction  
Voice: (801) 538-7520 Fax: (801) 538-7525 TDD: (801) 538-7876  
200 Carol Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

November 28, 2007

To Whom It May Concern:

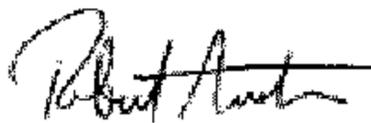
We are pleased to provide this letter in support of the Alpine School District's application for a Teaching American History Grant. Alpine has consistently been a leader in the state of Utah in providing excellence in instruction and tremendous opportunities for children as they explore the accounts of the development of this great nation. The social studies annual training project has been extremely successful in the district, emphasizing the acquisition of content knowledge in specific topics. Teachers have benefited greatly from the professional development activities provided through this grant.

This school district is the fourth largest district in Utah, providing learning experiences for 53,000 plus students. It is a district that enjoys a firm base of support from parents and communities, especially in the study of American History and civic engagement. Students in the district are taught early the importance of civic involvement as evidenced by their high participation in academic service learning projects.

The Alpine District project for a new Teaching American History Grant will have 40 teachers in each cohort for the three years of the program. These teachers will attend 100 hours of US History training including monthly meetings during the school year and a two-week summer seminar. Our emphasis is on thinking historically and using primary source documents in our study of US History.

The Utah State Office of Education is fully supportive of the efforts of the administration and faculty in the Alpine School District to provide opportunities to strengthen the knowledge, skills, and dispositions of students as they learn the principles of citizenship in our nation. We applaud their efforts and look for opportunities to assist and participate with them in this noble effort.

Sincerely,



Robert Austin  
Social Studies Specialist



Alan Griffin  
Life Skills, Service Learning Specialist

UTAH STATE BOARD OF EDUCATION

Kim R. Birmingham, Chair • Lance A. Cannon, Vice Chair • Dixie Allen • Laurel Brown • Pawanika Cegusides • Mark Gail • Bill Colbert • Thomas Gregory • Greg W. Hays  
• Michael G. Jonson • Randi A. Ketchum • Cynthia Miya • Dennis R. Merrill • Richard Moss • Jack M. Reid • Debra G. Roberts • Richard Seiser • Teresa L. Theurer

07.27.07



*National Archives and Records Administration*

ROCKY MOUNTAIN REGION  
DENVER FEDERAL CENTER, BUILDING 48  
WEST 6th AVE. AND KIPLING ST.  
DENVER, COLORADO 80225  
POST OFFICE BOX 25307  
DENVER, COLORADO 80225-0307  
[www.archives.gov](http://www.archives.gov)

December 3, 2007

Sara Hacken  
Alpine School District  
575 North 100 East  
American Fork, UT 84003-1758

Dear Ms. Hacken,

I am writing to express my strong support for the Teaching American History program grant that Alpine School District is submitting to the U.S. Department of Education. The National Archives and Records Administration-Rocky Mountain Region has a continuing interest in the education and networking of American history teachers with archivists and historical professionals to encourage the use of primary sources with students.

We are pleased to make a commitment to present the one-day workshop, *Using Primary Source Documents in the Classroom with the National Archives*, on June 16, 2008. We also would wish to invite teacher participants to travel to our regional archives for hands-on work with original historical documents and to tour our facility.

Our holdings include original resource material on the Westward Expansion, homesteading, mining, Indian agencies, railroads, dam construction, national parks and forests, immigration and naturalizations, the home front during WWII, and Japanese WWII internment camps.

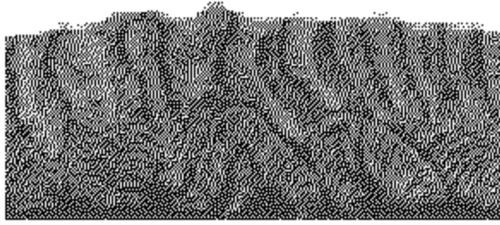
Although our primary focus would be on our regional resources, the presentations would also include information on other NARA regions and facilities, including the National Archives in Washington D.C. and the Presidential Libraries. We have found that many students and adults alike are interested in the holdings of these institutions, especially for programs such as National History Day. The presentations would include utilizing facsimiles of original historical documents, NARA websites, historic photographs, and other electronically accessible materials. This would provide primary source materials from local, regional, and national sources, ranging from the early days of the Republic to the more modern period. These sources would be quite comparable to the scope of your proposed grant.

We look forward to participating in this worthwhile program, which will greatly enhance content level of teaching U.S. history in elementary and secondary schools.

If you need additional information, please do not hesitate to contact me.

Sincerely,

Eileen Bolger  
Regional Archives Director  
(303) 407-5749  
[eileen.bolger@nara.gov](mailto:eileen.bolger@nara.gov)



## Mountain West Center for Regional Studies

28 November 2007

To Whom It May Concern:

The purpose of this letter is to provide support for the Alpine School District's Teaching American History Grant.

The Utah History Fair serves as a complement to teachers instructing students about local, state, national, and world history. In this capacity, the Utah History Fair works with teachers and students in identifying and analyzing primary and secondary sources, organizing and presenting research, and drawing a viable, succinct, and informative conclusion. To support this grant, I will work with teachers and students concerning history research methodology and writing.

For many years the Alpine School District has served as a vital ally to the Utah History Fair. In this capacity, participating schools in the Alpine School District often lead the State of Utah in quality submissions to the Utah History Fair, and, as a result, students of the Alpine School District are among Utah's delegation to the yearly National History Day competition in College Park, Maryland. The Teaching American History Grant helps to insure that students in the Alpine School District can continue representing Utah with their quality research based projects.

The Teaching American History Grant will also improve the experience of students and teachers. My proposed research methodology presentations will help students and teachers understand the importance of primary sources, secondary sources, a bibliography, writing, and creating a thesis and conclusion based on analysis. The practice of history, when instilled in students properly, exponentially enhances their education and lends itself to other academic disciplines.

I fully support the Alpine School District's Teaching American History Grant and the practice of history, and I am honored to be a part of an organization that will help teachers and students responsibly implement and utilize the possible resources and benefits of the grant.

Thank you for your consideration,

Nicholas A. Demas  
Director  
Utah History Fair



# PROJECT Citizen

Dear Grant Review Committee,

As the Center for Civic Education's Utah State Coordinator for Project Citizen, I, Bill Spence, give my full support to the Alpine School District Teaching American History Grant under the administration of Ms. Sara Hacken.

Our organization is federally funded and works hand in hand with educators across the country to enhance the teaching of civics in our schools and youth organizations. The importance of helping our youth understand their role as citizens of this country and to have an understanding of our government system is one of the goals of this grant and our program fits it well. I would be willing to serve on the project steering committee, provide training in classroom teaching practices and process that enhance civic education, and provide at no cost to the participants teaching materials to implement our programs in their classrooms which equals from \$200-\$300 per teacher. I can also make available other summer institute opportunities at no cost to the participants and can assist in arranging teacher travel opportunities.

I believe that this program has great potential to enhance the learning for students of American History. It is a program that I believe will further prepare teachers to have a lasting affect in their classrooms.

Sincerely,



Bill Spence- Project Citizen State Coordinator  
Pleasant Grove Jr. High  
810 North 100 East  
Pleasant Grove, Utah 84062  
(801) 785-8707  
[billspence@alpine.k12.ut.us](mailto:billspence@alpine.k12.ut.us)



December 5, 2007

Department of Education  
Teaching American History Grant Selection Committee

Dear Teaching American History Grant Selection Committee:

The American West Center housed at the University of Utah is pleased to support the Teaching American History project for Alpine School District. The three-year project will emphasize content-rich US History opportunities for teachers in the Alpine District. The first year of the proposed grant will be Conflict and Compromise in Western US History, with an emphasis on American Indians in the West. We will be working with the Alpine TAH to locate materials, arrange speakers, and bring groups of teachers to the university to do research.

Since the founding of the American West Center 43 years ago, we have created 17 text books, including individual histories of many of Utah's tribes. We have long standing relationships with many of the tribes themselves, and through the years of our research we have amassed a large archive of oral histories, primary and secondary documents, as well as photographs and maps. Currently three faculty and fourteen graduate and undergraduate student scholars work at the American West Center. We also have a large roster of affiliated faculty. All are deeply engaged in the Center's long-standing mission: collecting, preserving, interpreting, and disseminating the history of the American West.

A significant part of the American West Center's contribution to the Alpine's TAH project will revolve around our cutting-edge Utah American Indian Digital Archives project. The goal of the project is to digitize our own archives and collections, as well as all government documents, articles, books, photographs and maps that pertain to the history of Utah's seven tribes. We will also create a website providing access to these sources that can be used by teachers and students to supplement and enhance the current curriculum. As part of our support of Alpine's TAH initiative we will train district participants in the use of the Digital Archives, help them place these sources in the context of American Indian and Western history more broadly, and discuss ways to teach to the theme of Conflict and Compromise using the Archive's primary and secondary source holdings.

We look forward to participating with the Alpine School District in this important project which will greatly add to the understanding of American Indian issues and policies in the West.

Sincerely,

/s/ Matt Basso

Matthew Basso  
Director, American West Center [www.awc.utah.edu](http://www.awc.utah.edu)  
Assistant Professor, Department of History and Gender Studies Program, University of Utah  
380 South 1400 East, Room 211  
Salt Lake City, UT 84112-0311  
801-587-9575

DEPARTMENT OF HISTORY



This Memorandum of Understanding is entered into on November 20, 2007 by and between Alpine School District and Brigham Young University History Department for the purpose of developing and providing intensive, ongoing professional development to teachers regarding the teaching of American history. The objectives of the partnership are: (1) increase the body of knowledge of and disseminate information regarding effective teaching methods for American history; (2) increase teachers' knowledge of the subject of American history; (3) expand teachers' repertoire of teaching methods for American history; and (4) increase students' American history knowledge, achievement, and interest.

*Jay H. Buckley* 11/20/07

Approved by Jay H. Buckley, Brigham Young University History Department Liaison  
with the Alpine School District this 20<sup>th</sup> day of November 2007

**Additional Support Letter: RE: Teaching American History Grant Application:**

My name is Jay Buckley, an assistant professor of history at Brigham Young University. I am delighted to write this letter regarding BYU's enthusiastic and continued support of Alpine School District's proposal for a Teaching American History grant. Our university has enjoyed our current partnership wherein we have worked together to provide professional development for U.S. history teachers in the district. We are excited to build upon the successes we have already achieved in partnering together to help dozens of teachers master pedagogical techniques and to enrich their content knowledge, understanding, and appreciation of American history. I am confident that this enrichment has improved instruction and will have a positive impact on improving student achievement.

*Appendix B: MOU & Letters (15 pages)*

The Alpine School District is one of the largest in Utah. This grant would encompass at least 65 schools and would include at least 150 American history teachers in Grades 5, 7, 8, 11, and 12. The grant has the potential to enrich the learning of nearly 60,000 students. This grant would have a wide-ranging influence since the professional development of the teachers in this district has the potential to improve the teaching of American history to roughly 10% of the students in the state of Utah. The cohorts of elementary and secondary teachers will expand their knowledge of events, issues, and themes in American history that will help them meet local and national history standards.

Teachers will learn how to make local and regional historical events even more meaningful for their students by visiting the actual historical sites and seeking to understand their connections within a national setting. Second, the program introduces teachers to effective instructional methods, appropriate uses of technology, and other strategies for teaching history. Third, it provides a way for the teachers who participate in the program to assist in the professional development of their colleagues through sharing information and mentoring the other teachers at their schools.

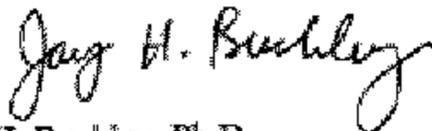
During the past two years Brigham Young University professors have delivered daytime and evening lectures, participated in the daily and weekly workshops, donated volunteer hours, conducted training, attended and enriched field trip experiences, and provided curriculum resources and pedagogy. A dozen BYU faculty have shared their expertise on topics such as the French and Indian War, Colonial History, Lewis and Clark, Slavery, Mexican War, Civil War, Immigration, the 1920s and 30s, the Great Depression, WWI, WWII, Foreign Relations, Civil Rights, American West, American Indian, and Utah History with the Alpine School District's Teaching American History cohorts. In addition to continuing our participation in these lectures

*Appendix B: MOU & Letters (15 pages)*

and workshops, we are also committed to offering an American History course taught by BYU history faculty that is geared toward K-12 teachers in the Alpine School District to enrich their understanding, content, and pedagogy in teaching U.S. History. We are excited about the progress that has been made during the past two years of our relationship and look forward to strengthening and expanding that relationship in the future.

The improved study of history in our nation's schools is at a critical juncture, especially since the National Center for Education Statistics released their 2001 report of fourth, eighth, and twelfth grade students' woefully inadequate historical knowledge of U.S. history. This grant application by the Alpine School Districts seeks to turn those startling statistics around through a combination of teaching innovative learning strategies, working with primary documents, visiting historical societies and archives, providing practical experience writing curriculum and using technology, and receiving instruction from professional historians in seminars and evening lectures that incorporates the most recent scholarship available. These efforts will help provide a solid foundation enhancing teacher education and fostering student learning. I extend my unreserved support for this endeavor and encourage you to fund this important and worthwhile project.

Sincerely,



Jay H. Buckley, Ph.D.  
Assistant Professor / History  
Brigham Young University  
2141 JFSB, PO Box 24446  
Provo, UT 84602-4446

*20 November 2007*

Date:

(801) 422-5327 / fax:-0275  
E-mail: jay\_buckley@byu.edu

# Crandall Historical Printing Museum

*"A living documentary of the printing of the scriptures"*

275 EAST CENTER STREET - PROVO, UTAH 84606

Museum (801) 377-7777  
Cellular (801) 312-8830  
Facsimile (801) 374-3333  
You\_crandall@yahoo.com

Wednesday, November 14, 2007

## BOARD OF TRUSTEES

Louis E. Crandall  
*President and CEO*

Dann W. Hone  
*Chairman of the Board*

Robert B. Nixson  
*Trustee*

Ronald E. Payne  
*Trustee*

Brent F. Ashworth  
*Trustee*

Tom James  
*Trustee*

Kent Flowers  
*Trustee*

David C. Handy  
*Trustee*

Dr. Jay P. Christensen  
*Trustee*

Genelle Pugmisa  
*Trustee*

Adam Robertson  
*Trustee*

Paul K. Savage  
*Trustee*

Darren Wooden  
*Trustee*

## ADVISORY BOARD

Jeff Alexander

Bill J. Anderson

Raymond E. Beckham

Curtis Bramble

Louis E. Crandall, Jr.

Gregg R. Hardy

Dr. Thomas K. Hinckley

Stan Lockhart

Dr. Robert J. Matthews

H. Don Norton

Steven Pratt

Blake M. Roney

Dr. L. Douglas Smeot

Dr. Fred E. Woods

Norman E. Wright

Glee Zambrenan

Ms. Sara Hacken  
TAHQ Project Administrator  
Alpine School District  
951 South 400 West  
Oram, UT 84058

Dear Ms. Hacken:

In 1784 George Washington stated, "The best means of forming a virtuous and happy people will be found in the right education of youth. Without this foundation, every other means, in my opinion, must fail." Reflecting on the foregoing quotation from George Washington and recognizing the desperate need to improve the teaching of American history, the Crandall Historical Printing Museum is pleased to form partnerships with Utah County area school districts, local County and City governments, and other local profit and non-profit agencies in an attempt to revitalize interest in our nation's past among teachers and students.

As chairman of the Board of Trustees of the Crandall Historical Printing Museum I am pleased to write this letter of support and partnership for the Alpine School District Teaching American History Grant Proposal. As you are aware, the Crandall Historical Printing Museum was founded as a 501(c)(3) non-profit educational corporation in Provo, Utah in 1998 for the express purpose of providing the public with a unique "hands-on" educational and inspirational experience for schools, universities, teachers, students, families, and individuals that is not generally available in public and private institutions of learning. The specific educational mission is:

- To provide a comprehensive "living documentary" of the evolution of the methods and means employed to produce the written and printed word, beginning with the foundations and implements of writing through the development of modern printing, with special emphasis on the 15<sup>th</sup> Century Johannes Gutenberg press to the 20<sup>th</sup> Century monotype and linotype presses.
- To foster academic and educational pursuits in the research, discovery, study, and teaching of historical preservation pertaining to the manner in which writing and printing has evolved and its impact on historical events that influence our world today.
- To provide through public exhibits, tours, presentations, forums, publications, and special events insights into the meaningful and powerful influence the written and printed word has had on mankind as seen through the promulgation of early sacred texts, the Bible, the Declaration of Independence, the Constitution of the United States, and the writings of Benjamin Franklin, Thomas Paine, and many others.
- To preserve the earliest implements and art of writing and printing in a dynamic world before the memory of their development and their inventors are forgotten or lost.

Your grant proposal fits in perfectly with this mission statement and we will be very pleased to work with you and your committee providing teachers access to our archives, collections, holdings; assist in arranging field study trips to the museum; help develop teaching aid kits and historical information; and host trainings/seminars at our

The Crandall Historical Printing Museum is recognized by the IRS as a tax-exempt public charity 501(c)(3)  
federal identification number 84-1422774

*Appendix B: MOU & Letters (15 pages)*

facilities. We will be pleased to assist in other ways, as determined by our Board and your committee.

We are also pleased to invite you to be a member of our Education Committee and our Colonial Days Committee where specific plans and mutual cooperation can take place to increase the history content knowledge of Utah area teachers through exposure to the materials and experiences provided through their preparation for and participation in the field study experiences and other special events. As these plans are laid out and approved we will seek to accomplish the objectives of our common goals together.

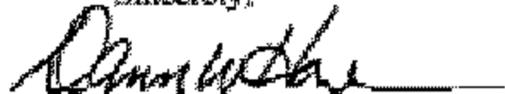
Additionally, we are applying to other private philanthropic entities to assist in the funding of teacher orientation and student participation in regular field study trips where students and teachers can experience:

- The world's only fully working authentic Gutenberg Press with a complete set of the actual movable type made in the same manner as in the 15th Century Gutenberg Print Shop and still used to create identical copies of that first printed Vulgate edition called today "the Gutenberg Bible."
- The museum's working replica Benjamin Franklin Press which is currently printing the U.S. Constitution with metal type cast from the original molds that created the type used to produce the first print of the U.S. Constitution in 1787. It is the only type set of this document known to exist in the world at this time.
- The printing of the Declaration of Independence which, like the Constitution, was set with type molded from the original punches that were used to print the first printing of this document.
- An exact replica of an early 19<sup>th</sup> Century working press and bindery from Palmyra, New York where students will learn the processes of printing and binding.
- An authentic working replica of the 1850s Ramage Press. The Ramage Press after crossing the American plains by wagon was the first press of the state of Deseret (early Utah) and became the first newspaper press in the Utah Territory.
- Working linotype and monotype presses from the early 20<sup>th</sup> Century and used until the 1980s.
- Permanently exhibited first edition Bibles, historic books, and rare documents, including an original page of the Gutenberg Bible.

Teachers and students will watch the melting of the printer's lead, set type, and pull the devil's tail on the presses as part of their "hands-on" activities at the museum while being instructed in the impact these inventions have had on our American history and heritage.

We are please again to join you in this important and valuable educational endeavor. Thank you for this opportunity.

Sincerely,

  
Dan W Hone, chairman  
The Board of Trustees



State of Utah

HON. M. HUNTSMAN, JR.  
Governor

GARY R. HERBERT  
Lieutenant Governor

Department of Community and Culture

PALMER DUPAULIS  
Executive Director

State History

PHILIP P. NOTARIANNE  
Division Director

November 16, 2007

Department of Education  
Teaching American History Grant Selection Committee

Dear Teaching American History Grant Selection Committee:

The Utah State Historical Society is pleased to support the Teaching American History Grant Project.

The Utah State Historical Society houses The Utah History Research Center which includes books, pamphlets, manuscripts, photographs, microfilm, maps and architectural drawings on Utah, Mormon and Western history. Collection highlights include the Shipley Negatives Collection with 100,000 images from 1902 to 1970; the Salt Lake Tribune Negative Collection with 125,000 photographic negatives from 1938 to 1963; City Directories and Gazetteers from most major cities from 1880s to 1980s; Obituary Indexes from *Salt Lake Tribune* and *Deseret News* from 1850 to 1970; and a diverse Manuscript Collection representing many facets of Utah history. We publish the scholarly history journal *Utah Historical Quarterly* that has on-line lesson plans to go with articles. In addition, our Education Department has teaching kits on Prehistory/Archaeology, Mining History, Country School Legacy, and Water along with photographic teaching kit exhibits on Black Women, Farming in Utah, Ghost Towns, and Women Suffrage. We also have excellent speakers on many aspects of Utah's prehistory and history. We have merged our resources with the Utah State Archives and Utah Arts Council, which increases our ability to provide research information.

The Utah State Historical Society is willing to act as a partner in the U.S. Department of Education's Teaching American History Grant, History Underscores Belief, making our resources available whenever possible.

We feel the more people become acquainted with our incredible collection of resources, the more people they can share this information with others, to the benefit of all. Our belief is summarized nicely with our mission statement, "Preserving and Sharing Utah's Past for the Present and Future."

Sincerely,

Kent Powell, Ph.D.  
Managing Editor  
Utah State Historical Society

THE STATE  
OF UTAH  
HISTORY

UTAH STATE HISTORICAL SOCIETY  
ARTICULARIES  
1100 PARK DRIVE, SUITE 100  
RESEARCH CENTER & COLLECTIONS

310 S. 400 GRANBY STREET, SALT LAKE CITY, UT 84101-1100 - TELEPHONE 801 533-5500 - FACSIMILE 801 533-5567 - HISTORICAL@H.SOCIETY.UTAH.GOV

## Utah 3Rs Project Governing Board

November 27, 2007

**Martha H. Ball**  
Project Director

**JoAnn Seghini**  
Chair

**Eric Holmes**  
Vice Chair

**John T. Kesler**  
Secretary/Treasurer

**Rebecca Anderson**

**Robert Austin**

**Rosemary Baron**

**Brian Birch**

**Dorothy Dobson**

**David Doty**

**Kristic Fink**

**Bus Gillespie**

**Alan Griffin**

**Carol Lear**

**Randall Paul**

**Axel Ramirez**

**Bonnie Weber**

**Advisor**

**Charles Haynes**

**Freedom Forum First Amendment Center**

Sara Hacken  
Teaching American History Project  
Project Administrator  
Alpine School District  
575 North 100 East  
American Fork, Utah 84003

Dear Ms. Hacken,

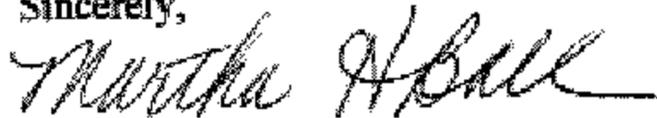
My name is Martha H. Ball and I am the Director of the Utah 3Rs Project. The 3Rs Project was created by the First Amendment Center in Washington D. C. and supports all of our efforts. The 3Rs Project emphasizes teaching First Amendment religious liberty principles in schools through the theme of finding common ground across our differences.

The 3Rs Project will contribute the following resources:

- Personnel to train teachers
- Pamphlets for participants
- Printed materials
- Books
- Lesson plans for all grade levels that tie into the subject

The personnel of the 3Rs Project will support Sara Hacken in every way possible to see that the training is successful.

Sincerely,



Martha H. Ball  
Utah 3Rs Project Director

## APPENDIX C: OTHER ATTACHMENTS

This document contains the appendices listed below.

### Appendix C.1: Partner Organization Profiles

- Brigham Young University..... page 2
- Utah State University..... page 6
- Crandall Historic Printing Museum..... page 8
- Utah State Historical Society..... page 10
- Utah State Archives ..... page 11
- Utah 3 R's Project (cooperation with First Amendment Center) ..... page 12
- Nation Archives & Records Administration..... page 13
- Utah History Fair ..... page 16
- Project Citizen (Center for Civic Education)..... page 18
- U.S. District Court – District of Utah ..... page 19

### Appendix C.2: Job Descriptions

- Project Director..... page 20
- Lead Mentor/Coach ..... page 21

Appendix C.3: Utah History and Life Skills Core to be Addressed..... page 22

Appendix C.4: Themes to be Explored Year 4 and 5 (*if approved for continuation award*)... page 29

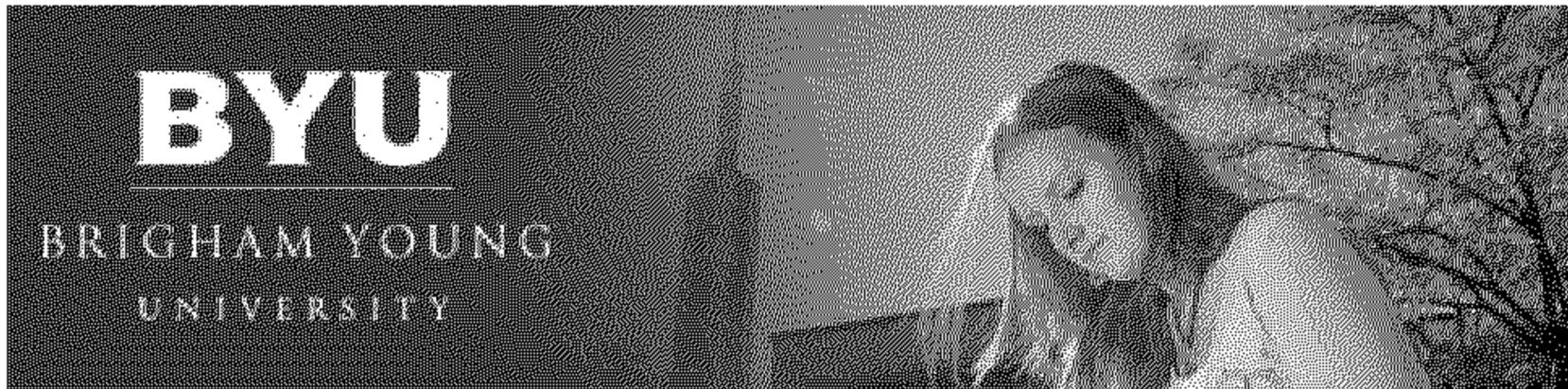
Appendix C.5: Innovation Configuration for U.S. History Teachers ..... page 31

Appendix C.6: Educational Outfitters' Evaluation Matrix..... page 34

Appendix C.7: Bibliography ..... page 36

Appendix C.8: State Single Point of Contact Letter ..... page 38

## Appendix C.1: Partner Organization Profiles



Known for its academically minded and internationally experienced student body, its world-class teaching and its beautiful mountain location, BYU is also recognized for its extensive language programs, talented performing arts ensembles, outstanding sports programs and devotion to combining solid scholarship.

### Rankings & Recognition

BYU students benefit from a campus environment ranked above the 90th percentile nationally in being supportive, being academically challenging and fostering active and collaborative learning as measured in the 2004 National Survey of Student Engagement among undergraduates. This survey also shows that significantly more BYU undergraduates (86 percent) participate "very often" in activities to enhance their spirituality than do undergraduates nationally (18 percent). Also, 74 percent of BYU undergraduates rate their overall education as being "excellent," with the national rate at 33 percent.

In its 2005 "America's Best Colleges" issue, U.S. News & World Report gave BYU high marks in several categories, ranking BYU in the second tier (74th) in the category of "Best National Universities," 25th in the "Great Schools at Great Prices" among national universities with doctoral programs and ninth in the nation for least student-incurred debt. The magazine also ranked BYU's undergraduate accounting program sixth and its undergraduate management program 38th in the nation.

*Consumers Digest* ranked BYU as the second-best value in American private education. *The Princeton Review* awarded the university the top spot in the categories of "great college library" and "stone-cold sober," sixth in "best quality of life" and seventh in "happiest students." And Institutional Research and Evaluation Inc. named BYU the safest campus in the nation for schools of its size.

### American Heritage

In the late 1970s, under the explicit direction of the university's Board of Trustees, and the First Presidency, BYU developed American Heritage 100 to help students better understand and appreciate the core principles and social architecture of the American founding. To do so, the course draws heavily from three different disciplines: political science, economics and history.

BYU's Board of Trustees created the idea of American Heritage 100 over 25 years ago because they believed that university students needed a better understanding of the origins of the Constitution and its role in American life. Though the way we teach the course has changed in the intervening years, the course's objectives have not. American Heritage 100 strives to support students as they:

- Understand the religious, historical, political and economic origins of the Constitution;
- Learn how the Constitution works;
- Apply their knowledge of the Constitution to analyze major historical, political and economic issues; and
- Become better informed, more active citizens.

Appendix C: Other Attachments (38 pages)

History Department Learning Objectives

The History faculty strives to make outstanding scholarly contributions to the discipline and to instill historical knowledge, perspective on human experience, critical thinking skills, and effective writing in all our graduate and undergraduate students. We are also a community of citizens engaged in service and devoted to the enrichment of intellectual and public life at the University, throughout Utah, and beyond. We offer the B.A., M.A., and Ph.D. degrees.

Our faculty specializes in topics that include politics, diplomacy, warfare, and intellectual life as well as gender and women's history, medicine and science, colonialism and intercultural contact, religious expression and practices, and environmental history. Our curriculum reflects long-standing disciplinary tradition in its organization by region, nation-state, and time period, but it also embodies a newer orientation toward transnational, comparative, and thematic courses.

History courses emphasize written and oral skills, analysis and critical thinking, and the ability to assess conflicting interpretations. These skills prepare students for the responsibilities of citizenship and cultivate an awareness of the complexities of life. History provides valuable preparation for careers in university and college teaching and research, primary and secondary education, law, government, public service, journalism, libraries and museums, international business, and medicine

|                                                                   | Historical Knowledge (including professional)                                                                                                                  | Analytical Skills                                                                                                               | Research Skills                                                                                                                                               | Writing and Verbal Skills                                                                                                                                         |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level I                                                           | Understand major developments in American history and world civilizations. Focus on main and important themes. Gain a good basic knowledge of historical facts | Demonstrate ability to read a scholarly book or article and analyze it, state the thesis, and at least suggest its implications | Learn to use libraries and archives effectively for historical research                                                                                       | Know that understanding, writing, and doing history are inseparably connected<br>Use proper grammar, punctuation, and well-chosen words. Study elements of style. |
|                                                                   | Recognize the different types of historical writing (book reviews, historiographic essays, research papers [as journal articles], scholarly books)             | Perceive uses and limitations of different types of evidence. Need illustrative examples in every category                      | Become familiar with key indexes, bibliographic tools, and databases as defined in the booklet <i>Guide to the Study of History at BYU</i>                    | Write a proposal or prospectus<br>Analyze audience and tone                                                                                                       |
|                                                                   | Show basic competence in computer programs as prescribed by History Department                                                                                 | Explore relationship between Gospel and writing history                                                                         | Ascertain how to place topic within its historiographic context                                                                                               | Learn to organize material effectively                                                                                                                            |
|                                                                   | Explain what history is and how it fits in with a liberal arts education and life                                                                              |                                                                                                                                 | Enroll in Religion C261, Intro LDS Family History, soon after declaring major                                                                                 | Learn to write effective sentences and paragraphs and make smooth transitions                                                                                     |
|                                                                   | Explain what historians do and introduce students to career opportunities                                                                                      |                                                                                                                                 |                                                                                                                                                               | Learn to write effective conclusions                                                                                                                              |
| Emphasize ethics of the historical profession and writing history |                                                                                                                                                                |                                                                                                                                 | Learn to document accurately (notes and bibliography) based on Turabian's <i>Manual of Style</i><br>Learn to revise and edit<br>Learn to critique others work |                                                                                                                                                                   |

Appendix C: Other Attachments (38 pages)

|           |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                    |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Level II  | Gain a deeper understanding of narrower parts of the world, of countries, of time periods (both pre-modern and modern), of their distinctiveness and interconnectedness by reading monographs and scholarly articles                                        | Master ability to evaluate historical works (understand historical significance, relevance and exhaustiveness of sources, appropriateness of methods, authors perspective, persuasiveness of argument, etc.)              | Hone research skills learned at Level I                                                                                                                                                                                                                                                          | Refine writing ability by writing research papers, historiographic essays, position papers, response papers, and book reviews                      |
|           | Be exposed to in-depth surveys of a variety of regional histories, approaches to history (political, social, intellectual, economic, etc.) cultural histories, chronological periods, and comparative analyses by reading monographs and scholarly articles | Face the ambiguity of evidence (primary sources) and the multiple interpretations that might be derived from the same source or types of sources                                                                          | Use new specialized databases and sources                                                                                                                                                                                                                                                        | Gain added experience in writing through assignments that hone skills developed at Level I                                                         |
|           | Be cognizant of important events, historical figures, issues of class, race, and gender by reading monographs and scholarly articles. Be alert to historiographic fashions.                                                                                 | Practice on a small-scale using primary and secondary sources to analyze events, developments, patterns, and trends.<br>Demonstrate understanding of cause-and-effect relationships                                       |                                                                                                                                                                                                                                                                                                  |                                                                                                                                                    |
|           | Grasp historical issues being debated by historians. Deepen understanding of the development of history as a discipline                                                                                                                                     | Show mastery of ability to analyze and interpret documents and other sources (e.g., material culture, media) within the context of the culture that made them                                                             | Show ability to propose research project based on original sources                                                                                                                                                                                                                               | Demonstrate mastery of concepts and skills learned at Level I                                                                                      |
| Level III | Learn about publication process and how to prepare, write, and submit an essay for publication in a professional journal                                                                                                                                    | Explore a historical issue and reconstruct its historiography; isolate an unanswered or controversial aspect of that historiography or historical debate for further study                                                | Propose original research based on existence of relevant primary sources and on what is not yet known                                                                                                                                                                                            | Employ in-depth content knowledge about a specific area to history to write a 15 to 25 page senior research paper (a publishable historical essay) |
|           | Apply to a graduate or professional school or for a job                                                                                                                                                                                                     | Be able to begin the process of analyzing larger epochs and movements, seeing comparisons and contrasts, and applying history to the human condition; consider the role of faith when writing the history of any religion | Use research skills to garner primary sources regarding topic, analyze the strengths and weaknesses of those sources and use them to write a brief monograph addressing the historical issue<br>Apply appropriate methods and theories<br>Work on a research project with a practicing historian | Write with clarity and grace. Demonstrate sufficient research and analytical skills                                                                |

## David O. McKay School of Education

The Mission is to *improve learning and teaching* in the school, as well as in the home, church, and community worldwide.

Objectives:

- Education - To attract and develop students of character and ability who will become outstanding professionals in the fields of education.
- Research - To explore and advance knowledge related to education that improves schools, educational environments and benefits students, families, communities and nations.
- Outreach - To extend educational opportunities through technology and service worldwide.
- Friendship - To develop friends for the University and Church by contributing to professional organizations and collaborating with local, state, national, and international educational organizations and institutions.

## The Brigham Young University-Public School Partnership

The Brigham Young University-Public School Partnership (BYU-PSP) is a joint venture between the University and the School Districts of Alpine, Jordan, Nebo, Provo and Wasatch. This 20 year- old partnership is a setting of the National Network for Educational Renewal (NNER). The foundational principal of the NNER and the BYU-Public School Partnership states that the improvement of public education requires teacher training institutions and public schools to work simultaneously to affect positive change in teacher education and student learning.

The participating districts include about one third of Utah's school children or about 160,000 students and employ over 7,000 teachers. Brigham Young University annually graduates between 1,000 and 1,100 teachers and about 40 administrative candidates.

The facilitating arm for the initiatives of the BYU-PSP is the Center for the Improvement of Teacher Education and Schooling (CITES). The CITES office is located on the BYU campus, within the McKay School of Education.

A Governing Board that includes each Superintendent of the five participating school districts, the Dean of Education at BYU, and the Executive Director of CITES directs the BYU-PSP. This Board collectively identifies the areas of need that can be most effectively addressed by the combined efforts of the University and the School Districts.

Initiatives in the partnership fall under four categories and include the *Professional Development Academy*, *Partnership Programs* such as Peaceable Schools, BEEDE, *Balanced Literacy*, Arts in Teaching and Teacher Education, and the Science and Engineering Fair. *The Associates Programs* includes the District Associates Program, the Principals Academy and the Leaders Group. Grants and funding sources, publications and research studies fall under *Teacher Education Research*.

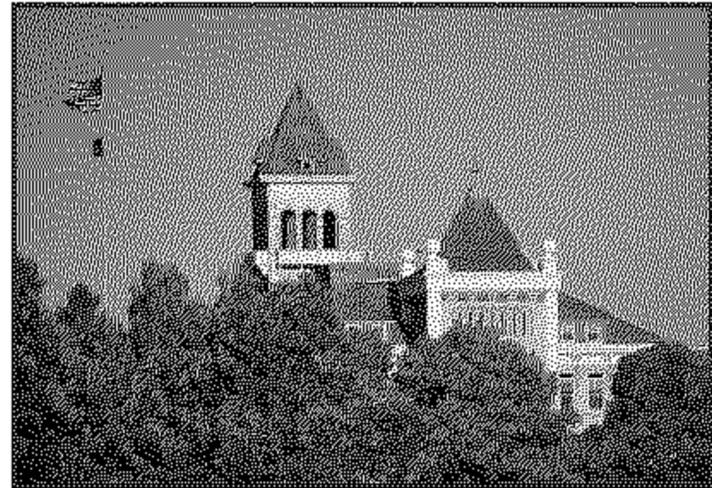
The effectiveness of the partnership is based on mutual trust and respect. In the partnership, relationships are built, resources are shared, and collaboration and honest communication takes place. Through this process and consensus, growth and improvement has occurred, thus bringing about positive changes in teacher education as well as student learning.





Located in the city of Logan in northern Utah's Cache Valley, Utah State University (USU) is 80 miles northeast of Salt Lake City and is within a day's driving distance of six national parks. The surrounding area, including ski resorts, lakes, rivers and mountains, makes Utah State one of the finest recreational environments in the nation. The university is a place of diverse thought, where first-rate cultural offerings provided by talented professors and visiting artists benefit thousands of students and members of the community. It is a safe place that provides a unique living-learning community and is the oldest and largest public residential campus in Utah.

**Mission Statement:** The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.



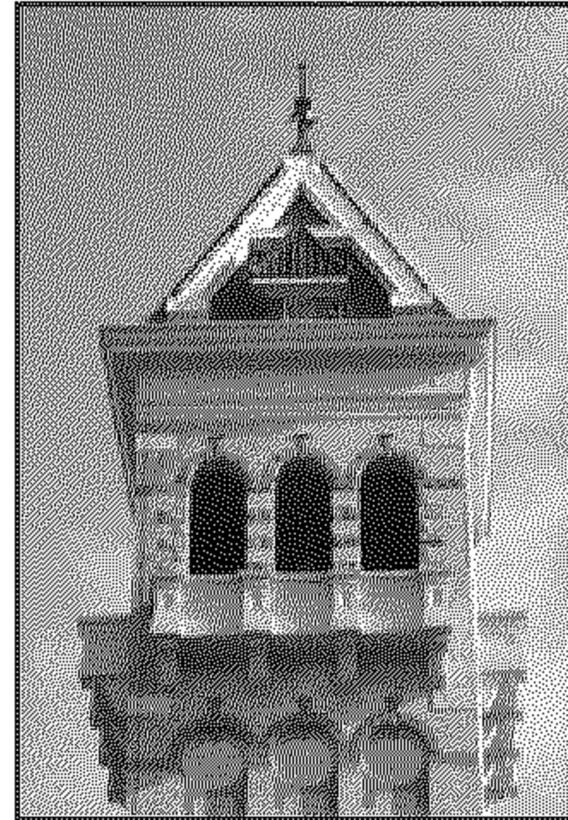
### **USU's Top 10 Goals:**

1. Enhance the reputation of the University for learning, discovery, and engagement.
2. Expand and diversify the revenues of the University.
3. Adopt new business models that embrace accountability, responsiveness, and efficiency, and a budget process that is responsive to University goals.
4. Strengthen the recruitment, retention, graduation, and placement of students and, as part of that goal, reduce the student-faculty ratio.
5. Raise the base level of compensation for faculty and staff to be more competitive with peer institutions, and reward especially outstanding faculty and staff achievements.
6. Build a socially and intellectually vibrant campus community, enhanced by the diversity of its faculty, staff, and students.
7. Infuse new energy into graduate programs, particularly at the doctoral level.
8. Foster new partnerships, both internally and externally.
9. Communicate the success of the University to the world.
10. Launch and complete a successful comprehensive campaign in support of the other nine goals generally and establish the central proposition that, at Utah State, academics come first.

## **USU HISTORY DEPARTMENT**

**Mission Statement:** USU History Department's primary mission is to train undergraduates to research, analyze, synthesize, and communicate accurate conclusions about change over time by using the historical method. At the same time, we aim to inculcate cultural literacy and provide knowledge necessary for informed decision-making by citizens of Utah, the U.S., and the world.

This mission is reflected in the History Department's responsibilities. Serving the undergraduate population through general education, general interest courses, the History and History Teaching majors, minors in History and Classics, and interdisciplinary programs, we give our students crucial work skills as well as enrich their lives. On the graduate level, the History Department prepares MA and MS students to research, teach, edit, and administrate by further enhancing their ability to ask hard questions, research them, and communicate their conclusions clearly. In addition, we emphasize the acquisition of the skills of open inquiry and debate as well as teamwork and collaboration.



**Goals for History Majors:** (1) Trained to research, analyze, synthesize, and communicate accurate conclusions about change over time by using the historical method; (2) Prepared to succeed in history-related fields of endeavor such as museum curation, archival curation, heritage tourism, cultural resource management, or any other field that requires information retrieval and analysis skills; and (3) Acculturated into cultural literacy by being given a broad familiarity with the past.

**Goals for History Teaching Majors:** (1) Trained to research, analyze, synthesize, and communicate accurate conclusions about change over time by using the historical method; (2) Prepared to teach history by being given appropriate content knowledge for teaching the Utah Core Curriculum; (3) Prepared to teach history by being introduced to and modeled appropriate pedagogies; and (4) Inculturated into cultural literacy by being given a broad familiarity with the past.

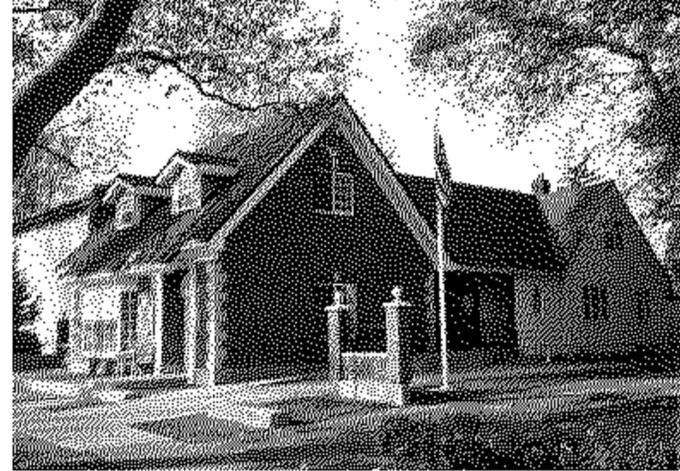
**History Faculty:** The Department's faculty (of 20+ professors) is experienced, knowledgeable, and enthusiastic about the subject matter. Related areas of expertise and interest include (but are not limited to): Modern American Cultural & Intellectual History, Art & Culture of the West, American West, American Indian, African-American History, Early American History, American Intellectual History, U.S. South, U.S. Military, U.S. Southwest Borderlands, American Diplomatic History, 19<sup>th</sup> Century U.S., and U.S. Business & Economic History.

# Crandall Historic Printing Museum

275 East Center, Provo, Utah 84606  
(801)377-7777 or (801)375-5555 -- FAX (801)374-3333

## Museum Overview

The Crandall Historical Printing Museum stands as one of the unique museums in America with strict attention to absolute authenticity, in the presentation and demonstration of type casting, printing, bookbinding and ink making.



The red brick museum stands in front of the Ad Counselors Advertising Agency, which Louis E. Crandall has run at the site for 35 years. The addition in front of the original house is styled to resemble Benjamin Franklin's print shop in Philadelphia. Mr. Crandall says, "This museum is small, but it's probably the most authentic and accurate representation of printing by Gutenberg, Ben Franklin and E. B. Grandin."

## Museum Tours

An Educational Adventure on the History of Printing springs to life the moment you enter the Crandall Printing Press Museum! Guests are welcomed by experienced hosts who will personally relate the story of printing or fit each visitor with an audiotape cassette. You will hear voices from the shops of Johannes Gutenberg, Benjamin Franklin, and E. B. Grandin tell of their contributions



and each will guide guests through the museum. Visitors will examine hand-made type and feel the heat from molten lead being ladled into a hand type caster during the demonstration of Gutenberg's marvelous invention. The excitement builds as the old model 5 Linotype, regarded by Thomas Edison as the "eighth wonder of the world," clatters and distributes matrices from the mold assembly to the magazine. On the days the linotype is in action you can have your name cast in lead as a souvenir of your visit.

15<sup>th</sup> Century (Gutenberg's Press): Gutenberg's Shop and Press is an exact replica from the 15<sup>th</sup> Century. Guests watch as type is cast, ink is made and a page of the Gutenberg Bible is printed on a faithful reproduction of his old press. The Museum features an Original Page from the Gutenberg Bible printed in Mainz, Germany, in 1452.

"It is not possible for many men ever to touch or even look upon a page of a Gutenberg Bible," wrote Henry Stevens of Vermont in 1870. Visitors will be able to see an actual page from one of Gutenberg's original Bibles. Each tour group will have a rare opportunity to view this almost priceless page of the most beautiful book ever printed.

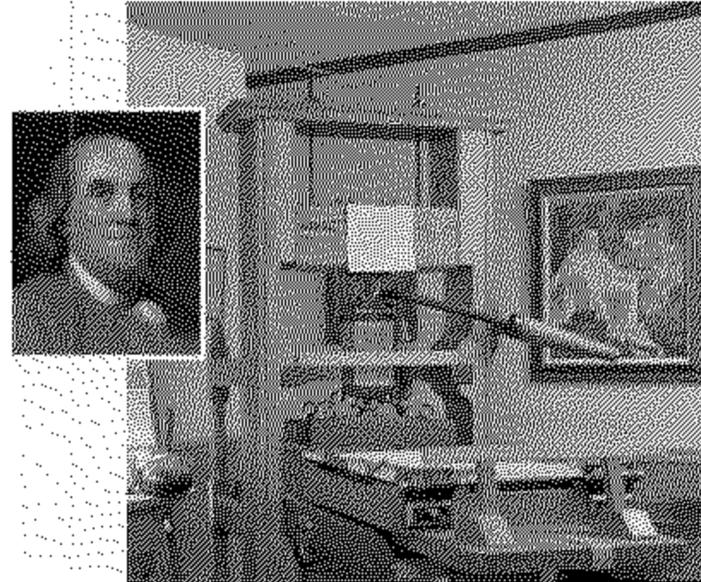


Visitors will also have the unique opportunity of watching as moveable type is cast and pages of 42-line Bible are hand-printed on a replica of the original Gutenberg Press.

**18<sup>th</sup> Century (Benjamin Franklin's Print Shop):** You'll visit the Philadelphia print shop of Benjamin Franklin, where he and his partners were active in printing from 1728 to 1766. This English Common Press is an exact replica of his actual press now preserved in the Smithsonian Institution. This press represents one of the three presses and over 7 tons of Caslon type. There are still in existence 545 pieces of job printing and 856 book, periodical, newspaper, and almanac titles.

When Franklin started his diplomatic career there were 60 paper manufacturers in Pennsylvania and he had started 18 of them. In a 15-year period he collected 120,000 pounds of rags to make paper. He was a major supplier of lampblack and other inkmaking supplies throughout the colonies.

In the Benjamin Franklin Printing House Room, copies of Poor Richard's Almanac are printed on a replica of Benjamin Franklin's original English Common Press. Visitors hear the story of Thomas Paine and the printing of his broadsides and pamphlets that contributed mightily to the founding of America.



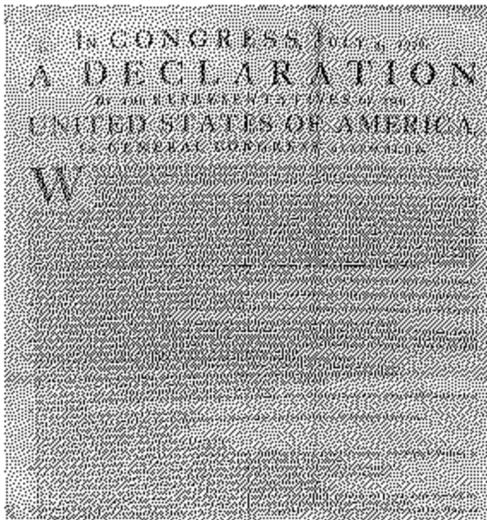
**19<sup>th</sup> Century (E.B. Grandin Print Shop):** Visitors to the Grandin Room hear the story and witness the printing of a 16-page section of the first edition *Book of Mormon* which was originally printed in Palmyra, New York, in the fall and winter of 1829-1830. Guest will see the setting of type and feel a replica of the original Acorn Hand Press. Components include "Looking through the Window in 1829," "Acorn Press," "Linotype," and "Working the Linotype."

## Colonial Days

What: A re-creation of a Colonial Village for the Independence Day celebrations

When: July 2, 3, & 4 at the Crandall Historic Printing Museum

Cost: Free to the public



The Bray-Conn company offered their \$477,000 copy of the Declaration of Independence, and the Crandall Museum acquired a vintage Ramage press. Volunteers roam the square in authentic costumes. Entertainers include the Brunson Brothers, members of the Old-Time Fiddler Association, harpists, Vocal Works, storytellers, and jugglers. An original Broadway-style musical, "First Freedom, an American Miracle," debuted on the Colonial Square stage, telling the story of James Madison's fight for freedom of conscience in the Virginia House of Commons. The local KJZZ Historical Theatre, featuring radio personality Glen Rawson, presents history in story and video vignettes.

The Colonial Square includes a restored Colonial home, a field of flags, and an area for a Colonial encampment complete with demonstrations of cooking, sewing, blacksmithing, and candle dipping as it was done in the 1700s. Visitors can help print replicas of the Declaration of Independence and the U.S. Constitution, load an old-time cannon, and meet with a descendant of Pocahontas. They can see the rare 1823 copy of the Declaration along with an original 1787 first printing of the Constitution. Last year, 3,000 people came; thousands are expected for the coming year.

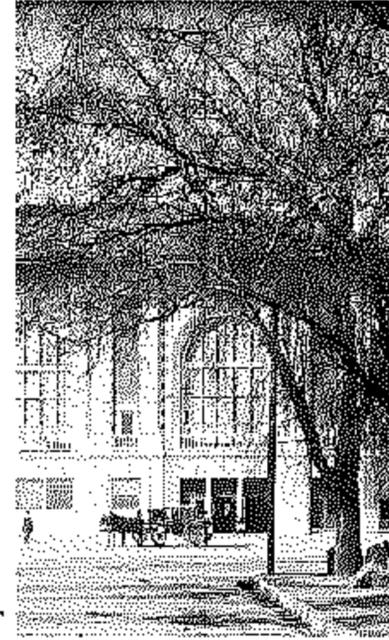
# UTAH STATE HISTORICAL SOCIETY

"Preserving and Sharing Utah's Past for the Present and Future."

The Utah State Historical Society was founded in 1897 and became a state agency--the State Division of History--in 1917. Our offices were in the State Capitol from 1915 to 1957, then in the historic Kearns Mansion (now the Governor's Residence) from 1957 to 1977. We have been housed in the Historic Rio Grande Depot since 1980.



The Denver and Rio Grande Depot was built as the crown jewel for the union of the Denver and Rio Grande and Western Pacific railroad systems. Construction was completed in 1910, one year after the completion of the Western Pacific line and one year later than the competing Union Pacific constructed their depot at South Temple and 400 West. The site and classic splendor of the D&RG Depot was meant to complete the UP depot.



Mission of the Utah State Historical Society:  
Preserving and Sharing Utah's Past for the Present and Future.

We will:

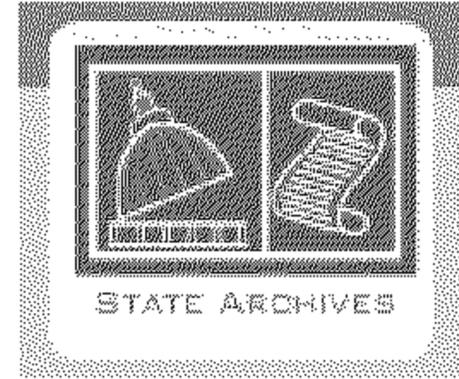
- Increase public awareness, appreciation, and knowledge of Utah's past
- Cultivate partnerships that initiate and enhance quality heritage programs
- Develop and Foster activities that stimulate research in and study of Utah history and pre-history
- Undertake and Promote the responsible collecting, preservation, and presentation of documentary materials and artifacts
- Encourage and Support the preservation of historic and pre-historic sites

Offerings & Resources for learning more about Utah history:

- Brief histories, quick facts, timeline, articles on a wide variety of topics, and an online course in Utah history at our *History to Go* website.
- Young learners and students can find fun and lots of info on our *History for Kids* page.
- Teachers can find a variety of *teacher resources*.
- Bright, young historians present their history findings at the annual *Utah History Fair*.
- We offer technical *workshops* for historical societies and other heritage organizations.
- Communities wishing to learn how to develop their heritage resources and businesses should see our *Heritage Tourism Toolkit*.

Note: The State Archives and State Historical Society are two separate divisions in state government, which have joined forces in providing public services. Researchers may visit the Utah History Research Center in the Rio Grande Depot, to view and obtain copies of records of interest regarding Utah government, society, and culture.

# UTAH STATE ARCHIVES



The Utah State Archives and Records Service is a state government agency that works with records created by other state and local governmental entities in Utah. Records of historical value are housed in our permanent collections and are available for research. We also facilitate good records management practices within agencies.

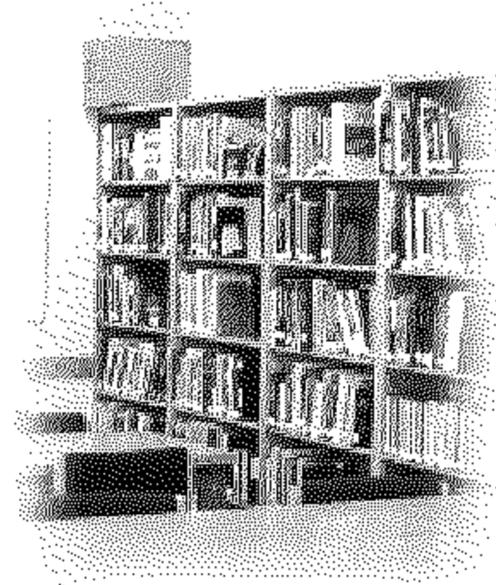
Records date from 1851, the year Utah became a territory, to the present. The majority of records are state government documents produced in the 20th century.

**Mission:** To assist Utah government agencies in the efficient management of their records, to preserve those records of enduring value, and to provide quality access to public information.

**Services:** The Archives serves two communities: those who create and maintain records in state or local government, and the general public.

*State Agencies & Local Governments.* We act as a consultant for state agencies and local governments when records management questions arise. We provide expertise in retention schedules, the Government Records Access and Management Act (GRAMA), reformatting records for preservation purposes (microfilming), information about the care of historical records, disaster preparedness, imaging systems, and related material.

*The Public.* We make records and information available through our Research Center. We assist those needing access to Utah state and local government records for historical, genealogical, legal research, or other reasons as well as those needing copies of personal documents such as divorce records and military discharges.



The **Utah History Research Center** is a public research facility operated by the Utah State Archives and the Utah State Historical Society. Visitors to the Research Center can access a variety of historical sources, including state and local government records, books, manuscripts, photographs and newspapers.



In the archives research center, situated on the main floor just inside the south entrance, researchers have easy access to many state and local government records. A catalog, agency histories, and finding aids such as series inventories and indexes assist researchers in locating public information. Lockers, large research tables, a photocopier, several microfilm reader-printers, and a personal computer with Internet access are available for public use. A collection of Utah history books is also accessible in the research center along with the records management and archival resources included among the holdings of the staff library. Reference copies of microfilm are stored in a vault near the research center are easily accessible.

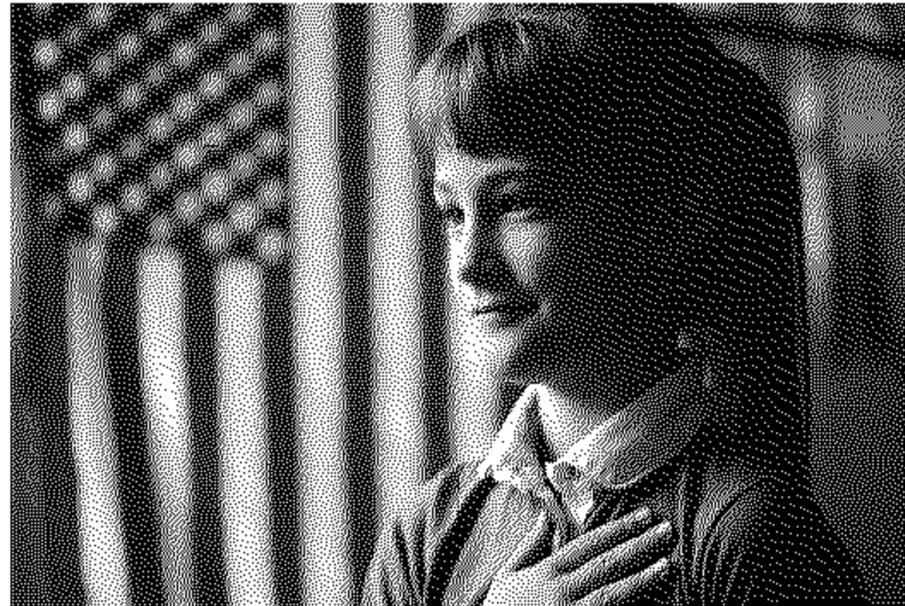
# **The Utah 3Rs Project**

## **Rights, Responsibility, & Respect**

**About 3Rs** – The First Amendment Center sponsors statewide "3Rs" programs in California and Utah that help school districts develop religious-liberty policies and prepare teachers to teach about religious liberty and religion (addressing religion and religious diversity in the classroom) in ways that are constitutionally permissible and educationally sound. Similar initiatives are underway in many local districts in Texas, Oklahoma, Pennsylvania, New York, Utah, and others.

**How 3Rs Works** – In the initial phase of the 3Rs project, teams of teachers, administrators, parents, school board members, and community leaders come together to learn how to use constitutional principles to negotiate conflicts and to work toward agreement on issues of religious and ethnic diversity confronting schools and communities. In follow-up workshops, teachers are prepared to teach about religions and cultures in ways that are constitutionally permissible and educationally sound.

**The Utah 3Rs Project** – Beginning in 1997, the Utah State Office of Education began cooperation in a new initiative to teach civic virtue and mutual understanding in the public schools of Utah. Known as the Utah 3Rs Project (Rights, Responsibilities, and Respect), this project has been funded by a major grant from the George S. and Delores Doré Eccles Foundation. Resources for the project will also be provided by the First Amendment Center at Vanderbilt University.



**Foundation of the Project** – The Utah 3Rs Project is built on the conviction that the rights and responsibilities that flow from the First Amendment to the U.S. Constitution provide a civic framework within which the citizens of Utah are able to debate differences. Today many American communities are divided over educational philosophy, school reform, and the role of religion and values in our public schools. Conflict and debate are vital to democracy. Yet, if controversies about public education are to advance the best interest of the nation, then how we debate, and not only what we debate, is critical.

Our nation urgently needs a reaffirmation of our shared commitment, as American citizens, to the guiding principles of the Religious Liberty clauses of the First Amendment to the Constitution. The rights and responsibilities of the Religious Liberty clauses provide the civic framework within which we are able to debate our differences, to understand one another, and to forge public policies that serve the common good.

**Outcomes of the Project** – How can we use this civic framework to resolve conflicts in public education, and how can we pass it on to our children? Using the First Amendment principles of rights, responsibilities, and respect, the Utah 3Rs Project will enable Utahns to agree on policies and practices that protect the religious liberty rights of students of all faiths and none. Teachers will be prepared to teach our children and grandchildren about religions and cultures in ways that are educationally sound and constitutionally permissible.

**Contact Information** – Martha Ball, Director of Utah 3Rs Project; Utah State Office of Education; 801-538-7503; 250 East 500 South; P.O. Box 144200; Instructional Materials, 26A; SLC, UT 84114-4200



## About the National Archives

Before the National Archives and Records Administration (NARA) was created in 1934, individual government agencies were in charge of maintaining their own records. Some took great care of the materials, but many did not.

When NARA staff members first began searching for old government files to catalog and store in the National Archives Building in Washington, D.C., they found many disorganized records that had been put away carelessly. In many cases, fire insects, heat, water, and sunlight had caused quite a bit of damage.

Of all documents and materials created in the course of business conducted by the U.S. Federal government, only 1%-3% is so important for legal or historical reasons that they are kept by us forever. Those valuable records are preserved and are available to anyone, whether s/he wants to see if they contain clues about family history, needs to prove a veteran's military service, or is researching an historical topic that interests him/her.

## Our Vision Statement

As the nation's record keeper, it is our vision that all Americans will understand the vital role records play in a democracy, and their own personal stake in the National Archives. Our holdings and diverse programs will be available to more people than ever before through modern technology and dynamic partnerships. The stories of our nation and our people are told in the records and artifacts cared for in NARA facilities around the country. We want all Americans to be inspired to explore the records of their country.

## Our Mission Statement

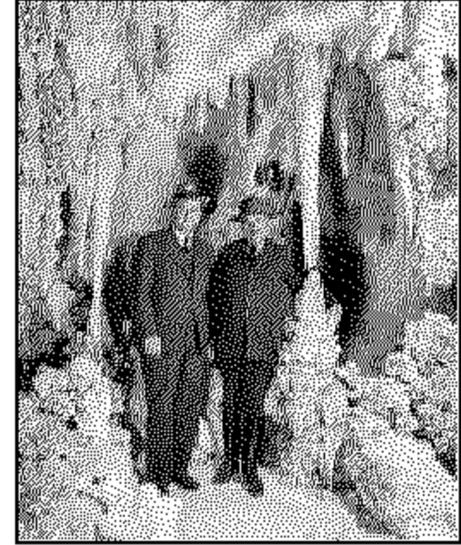
The National Archives and Records Administration serves American democracy by safeguarding and preserving the records of our Government, ensuring that the people can discover, use, and learn from this documentary heritage. We ensure continuing access to the essential documentation of the rights of American citizens and the actions of their government. We support democracy, promote civic education, and facilitate historical understanding of our national experience.

## NARA's Rocky Mountain Region

As a center for historical and genealogical research, we have both an Archival and Microfilm Research Room. Headquarters are located in Denver, Colorado and Albuquerque, New Mexico. We hold records created or received by nearly 80 Federal agencies and the Federal courts in: Colorado, Montana, New Mexico, North Dakota, South Dakota, Utah, Wyoming, and other states.

### Archival Holdings

At our Denver facility, we have nearly 50,000 cubic feet of original archival records dating from 1847 to the 1990s. These records include: paper documents, photographs, maps, and architectural drawings. Subjects covered include, but are not limited to: homesteading, mining, Indian agencies, railroads, dam construction and other reclamation projects, national parks and forests, naturalizations, the home front during World War II, and proceedings of territorial courts.



### Microfilm Publications

In addition to unique archival records, the Archives facility has a large collection of National Archives microfilm publications. The microfilm reproduces records for the study of: history, economics, public administration, political science, law, ethnology, and genealogy. Specific subjects include: U.S. diplomacy, Revolutionary War, Civil War and Reconstruction, Native American-Government relations, Westward expansion, and World War II.

### Archival Holdings Samples

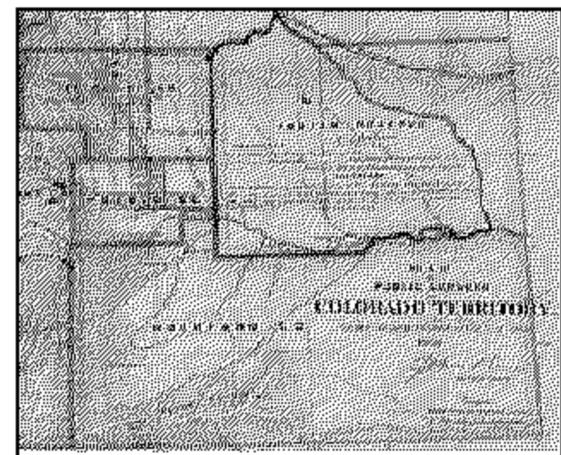
#### Bureau of Reclamation

The settlement of the West could not have been possible without means to bring water to the people. Several rivers flow out of the snow capped Rocky Mountains on their way to the Mississippi River and eventually the Gulf of Mexico. Harnessing that water for purposes of irrigation and public use as well as flood control has been the task of the Bureau of Reclamation.

The Rocky Mountain Region of the National Archives holds nearly 12,000 cubic feet of records from the Bureau of Reclamation documenting such projects across the country. While our holdings are usually limited to the mountain west states, headquarters for the Bureau of Reclamation are located in Denver thus providing us with their project and administrative records from across the country.

#### Bureau of Land Management

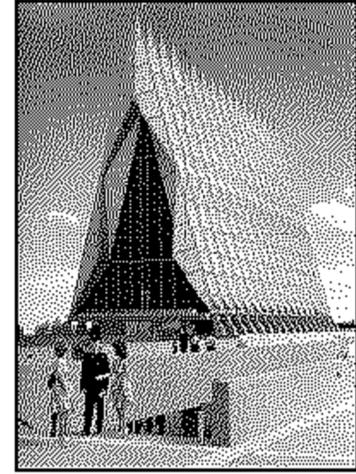
One of the primary motivations for the American people to move west was land; either the opportunity to purchase land or the opportunity to secure mining riches. Colorado was one such state that offered both acreage for agriculture and known deposits of gold, silver, and other valuable ores. The image is of a survey from 1866 showing the current county divisions, topography, and known ore deposits.



The Bureau of Land Management and its predecessor agencies, the General Land Office and the Surveyor General's Office, is the agency responsible for maintaining Federal land. Using our records, it is possible to find original documents of ancestors who may have homesteaded or mined in the mountain west. We hold over 7,500 cubic feet of records from the Bureau of Land Management that document the history of Federal land in the West.

### U.S. Air Force Academy

With 17 aluminum spires soaring 150 feet high, the Cadet Chapel is the most visible structure at the U.S. Air Force Academy in Colorado Springs, CO. Finished in 1963, the chapel is now the symbol of the Air Force Academy. The U.S. Air Force Academy was created by Executive Act on April 1, 1954. The Academy's mission is to provide instruction, experience, and motivation to cadets in their development as career officers. Records of the U.S. Air Force Academy are held with the Rocky Mountain Region of the National Archives. We have over 600 cubic feet of Federal records documenting the founding and operations of the U.S. Air Force Academy.



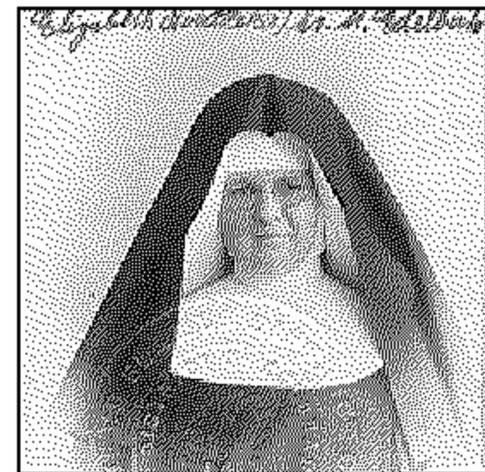
### National Park Service

Carlsbad Caverns National Park is a system of more than 100 caves located in a Permian-age fossil reef in southern New Mexico. Among the caves is Lechuguilla Cave, the deepest limestone cave and fourth longest nationwide, which measures 1,567 feet. Carlsbad Caverns National Park was first designated a National Monument in 1923 and then a National Park in 1930. It was designated a World Heritage Site in 1995.

The Rocky Mountain Region of the National Archives holds nearly 1,000 cubic feet of records from the National Park Service. This includes records from Carlsbad Caverns and other well known parks such as Glacier National Park in Montana, Mesa Verde National Park in Colorado, and Zion National Park in Utah. The Rocky Mountain Region holds records for more than three dozen National Parks and Monuments including an archival facility in Yellowstone National Park.

### Naturalization Documents, Declarations & Petitions

U.S. citizenship is a prized status for all immigrants to this country. It is a renunciation of your old country and an oath of allegiance to the United States that ensures you the right to vote, buy land, and have part in all the rights afforded U.S. born citizens. Occasionally a picture of the applicant will be included with the naturalization papers. The photos were taken from naturalization application files and are an added bonus to the family historian tracing their roots.



Our region holds naturalization documents, declarations and petitions from the Federal courts of the Mountain West states. Prior to September, 1906, it was possible to file naturalization papers in Federal courts, state courts, and county courts. Following that date, it could only be done in a Federal court. We only have records for those naturalizations filed in Federal courts. Most of these records have indexes that are searchable by the name of your ancestor.

### Bureau of Indian Affairs

In the early part of the 20<sup>th</sup> century, the Federal Government began a system of placing of Native American children at select Federal boarding schools to educate them in basic fundamentals, a vocational trade, and attempt to bring them into mainstream America. The Albuquerque Indian School was one of the larger schools in this system.

Our holdings include records from several boarding and day schools operated by the Bureau of Indian Affairs, including the Albuquerque Indian School. This region has over 3,000 cubic feet of records from the Bureau of Indian Affairs, which help to document the experience of Native Americans and their relationship with the Federal Government.



# Utah History Fair

The Utah History Fair is an extra-curricular history research competition for grades 4-12. Students research a topic of their choosing. They can present their information as an essay, an exhibit, and audio/visual program, or a dramatic presentation.

The Utah History Fair, Utah's affiliate of the National History Day program, turns kids into historians. It gets them involved in primary historical research and provides a series of competitions where they can present their findings. Students learn that history is fun, and they are recognized for their academic achievements.

## HOW THE PROGRAM WORKS

### Giving Students Choices.

Students do best when they build upon their strengths and pursue topics that interest them. History Fair students can choose their own topic from any era of history. Based on their interests and abilities, they can also choose the method of presenting their information.

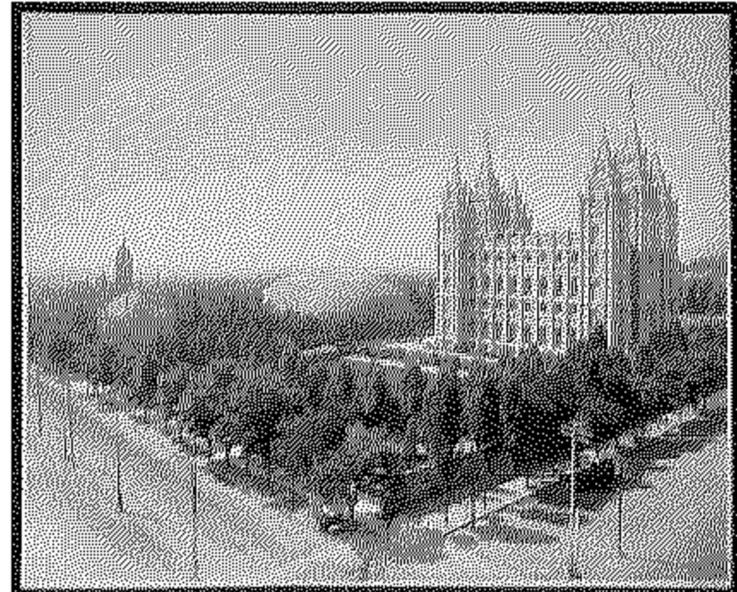
There are five presentation categories: students may (1) build an Exhibit, (2) write a Historical Paper, (3) produce an audio-visual Documentary, (4) create a dramatic Performance, or (5) design an informational Web site.

### The Basics.

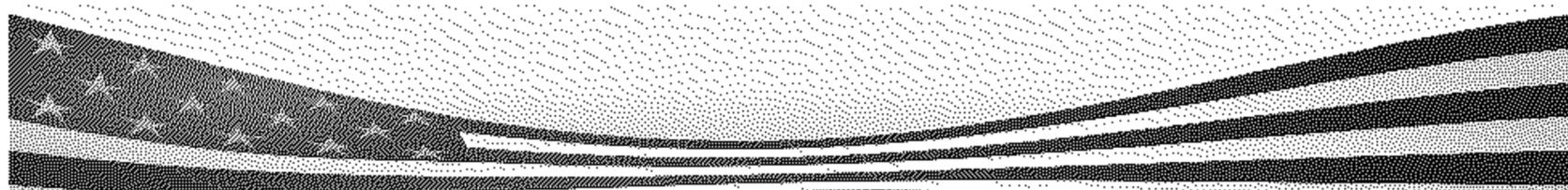
Students may enter as individuals or in groups of 2 to 5. They compete in one of 3 age divisions: Primary (4<sup>th</sup> and 5<sup>th</sup> grades), Junior (6<sup>th</sup>-8<sup>th</sup> grades), and Senior (9<sup>th</sup>-12<sup>th</sup> grades). Regional fairs are held at ten Utah locations each spring. Awards are given in all presentation categories for each age division. Judging is based chiefly on historical quality, use of primary sources, clarity of presentation, and adherence to an annual theme. (Note: While the program uses competition as a motivator, its main purpose is to stimulate interest in and enjoyment of history. All entrants receive some kind of recognition.)

### A Network of Contests.

Junior and Senior Division participants can advance through a whole network of history fairs. Regional finalists go on to the State History Fair, and state finalists are invited to National History Day, the national history fair in Washington, D.C.



*Salt Lake City, Utah  
Jackson, William Henry, 1843-1942*



### **Teacher Workshops, Classroom Presentations, & Materials.**

The Utah History Fair provides a variety of services and materials for teachers, students, and parent volunteers. Rulebooks and theme information are available from the UHF office. The Mentor newsletter presents contest information throughout the school year.



Teacher Workshops are presented September-December for groups of 10 or more teachers. The 90-minute workshop discusses the annual theme, rules, judging criteria, and research methods. They can be taken for graduate credit through Utah State University for a minimal recording fee.

Classroom Presentations for students are also available during the fall. These sessions introduce students to the fair process and suggest topics for research. They are a great way to get students off to an enthusiastic start. If you have already introduced your students to the Utah History, theme, topics, and research, the classroom presentations can be altered to suit the needs of the students.

### **TEACHER RESOURCES**

The History Fair unit will help students learn the following:

- All Utah State Library/Information Literacy Core objectives
- The Big Six Skills: Information Literacy
- Many additional Utah language arts and social studies objectives.
- Bloom's Taxonomy -- reinforcing critical thinking skills.

Materials include the following:

- Eighteen lessons have been outlined. Lessons contain some, if not all, of the following: supplementary materials, slide shows, web links, quizzes, and web quest. Interactive CD instruction is also available to help teach each section. Links are built into the outline to take you to the prepared materials.
- Introductory handout for students
- Web slides shows for teaching concepts related to research
- Web Links related to Utah topics
- SURWEB topic links
- Interactive Web Quest for students on using community resources
- Other supplementary materials

### **STUDENT BENEFITS**

Having students research and create a product that has an authentic evaluation is another advantage of the Utah History Fair. The research process also provides many opportunities for students to analyze and evaluate. If done as a team project (media, display, or performance) it also encourages collaborative work and social skills. Because the fair incorporates varied ways of presenting the final product, students can also capitalize on their personal interests and strengths. The research unit is an excellent way to encourage collaborative learning. Besides all that -- it's fun, exciting, and rewarding.





*We the People:* *Project Citizen* is a curricular program designed for middle grade students, but is adaptable to upper elementary and high school students. The program helps young people learn how to monitor and influence public policy. In the process, they develop support for democratic values and principles, tolerance, and feelings of political efficacy.

Entire classes of students work cooperatively to identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist local or state authorities to adopt the proposed policy. Participants develop a portfolio of their work and present their project in a simulated hearing before a panel of civic-minded community members or before an actual government body.

Every year, leaders of each state *Project Citizen* program designate one exemplary middle-school portfolio from their state to send to the annual *Project Citizen* National Showcase. This culminating event is held in conjunction with the annual meeting of the National Conference of State Legislatures (NCSL). State legislators, legislative staff, educators, attorneys, and other interested citizens from across the nation serve as evaluators in this prestigious showcase, determining the level of achievement attained by each portfolio.

### **Program Materials**

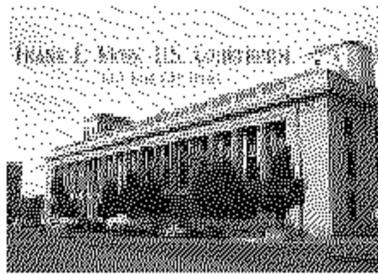
There are two levels of *Project Citizen* program materials; each level includes a process-oriented student text. Level 1 is most appropriate for middle-school students and Level 2 for secondary or post-secondary students. The teacher's guide for each level includes directions for leading students through a multi-step process in which they conduct research on a community problem and propose a public policy solution. The teacher's guide provides instructions for developing a class portfolio and preparing for a simulated public hearing.

### **Public Hearings**

Participating teachers and organization leaders are encouraged to hold a showcase hearing as the culminating activity for *Project Citizen*. Each of the four working groups prepares and presents a statement on its section of the portfolio before a panel of community representatives who act as legislative or administrative committee members. Each group then answers questions posed by the committee members. The format provides students an opportunity to demonstrate their knowledge and understanding of how public policy is formulated while providing teachers with an excellent means of assessing performance.

### **Effectiveness**

Independent studies of the effects of the *Project Citizen* program reveal that it has a significant impact on the civic knowledge of young people, their civic skills, and their propensity to participate in civic and political life.



---

**UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF UTAH**

DEE BENSON, CHIEF JUDGE  
MARKUS B ZIMMER, CLERK OF THE COURT

---



**Collaboration in the Court  
A Community Outreach & Public Education Program.**

The U.S. District Court for the District of Utah offers a variety of community outreach programs to increase public awareness about the role and function of the federal courts and to meet and hear from the court's judges, officers, and staff.

These programs are available on request and free of charge to all persons in the community that the Court serves throughout the state of Utah. The programs include the opportunity to tour the courthouse, observe court processes, participate in lessons on the Court, and meet with the judges, officers, and staff of the offices that comprise the Court family.

**Outreach/Education Activities:**

- Guided tours of the Frank E. Moss U.S. Courthouse.
- Briefings on the role and function of the Court's offices:
  - District, Bankruptcy, and Magistrate Judges Offices
  - Office of the Clerk of the U.S. District Court
  - U.S. Marshal's Office
  - U.S. Probation and Pretrial Services Office
  - United States Attorney's Office
  - Office of the Clerk of the U.S. Bankruptcy Court
- Civics lessons tailored for groups (such as elementary, junior high/middle school, and/or high school groups) on topics such as the U.S. Courts, the District of Utah, the U.S. Constitution, jury duty, the interaction of the branches of government in our courts, and ADR/mediation.
- Mock trials and mock mediations for students.
- Opportunities to observe and follow-up with questions and answers about the court proceedings.



**Lessons/Resources:**

- Welcome to the Federal Courts
- Understanding the Federal Courts
- Federal Courts & What They Do
- Courtroom Layout
- Careers with the Courts
- Creating the Federal Judicial System (2005)
- Order in the Courts: A History of the Federal Court Clerk's Office
- Mock Trial Responsibilities

**Contact:** Michelle M. Roybal, ADR Administrator and Staff Attorney, U.S. District Court for the District of Utah; Phone: (801) 524-6128; Email: michelle\_roybal@utd.uscourts.gov

## **Appendix C.2: Job Descriptions**

### **PROJECT DIRECTOR JOB DESCRIPTION**

The TAH project director is responsible for the following:

Meets with the steering committee to design the Alpine TAH program

Meets with the ASD supervisors, Doug Finch and Barry Graff to report on TAH progress and financial data.

Sets up the daytime cohort program including:

- Identifying a control group and arranging testing
- Identifying an experimental group
- Scheduling all activities for the group
- Arranging all speakers and paying them
- Printing all handouts
- Purchasing materials
- Arranging credit for teachers
- Administers Teacher Self-Assessments

Arranges for and pays university speakers and lectures.

Purchases all materials and keeps the budget.

Makes all travel arrangements for local or national on-site experiences.

Works with grant partners to provide services.

Correlates state US History standards with project activities.

Sets up the evening book/video club activities including:

- Purchasing materials
- Printing handouts
- Advertising the clubs
- Set up committee of teachers to create strategies for the book/video clubs
- Taking attendance
- Arranging credit for teachers who attend

Sets up summer institute including:

- Arranging for speakers
- Setting the summer schedule
- Purchasing materials
- Printing handouts
- Taking attendance
- Arranging SUU credit for teachers who attend
- Collecting and reviewing lesson plans and units.
- Submits teacher timecards for payment.

Works with mentors and teachers in CBAM model.

Works with Educational Outfitters to provide testing/evaluation data on all teachers and activities.

## **LEAD MENTOR/COACH JOB DESCRIPTION**

The Alpine School District Mentor Coordinator is responsible for the following:

Receive training in the CBAM evaluation model.

Keep a record of all teachers who have attended the cohort activities.

Visit and observe each teacher at least twice-once at the beginning of their cohort experience, and once toward the end to see how they are using the materials they received in the cohort trainings.

Use the CBAM model to evaluate each teacher.

Use the CBAM model to track changes in teacher concerns and implementation.

Work with the Project coordinator and steering committee to design and implement the Alpine School District Innovation Configuration.

Track mileage use and submit to project coordinator.

Be a listening ear and helpful resource to teachers, especially those with less than three years of experience.

## Appendix C.3: Utah History & Life Skills Core to be Addressed

### UTAH HISTORY CORE

Each year the ASD TAH Academy will center on *essential questions* and *enduring understandings* – aligned to the Utah History Core Standards in grades 4, 5, 7, 8, 10, and 12 – that transcend all time periods in U.S. history through which pivotal issues, events, turning points, people, documents, legislation, and judicial cases will be explored. The specific content to be explored each year is outlined in Table 1 of the narrative for Years 1-3 and in Appendix C.4 for Years 4 & 5. Listed below are the specific standards that will be addressed by the project over 5 years.

#### **4<sup>th</sup> Grade Standards** (*Currently being re-written and will be available Summer 2008.*)

- Standard 1: Students demonstrate the sequence of change in Utah over time.
- Standard 2: Students trace the emergence and development of culture in Utah.
- Standard 4: Students participate in activities that promote cultural understanding and good citizenship.
- Standard 6: Students use geographical tools to analyze political and physical features of Utah and the Western United States.

#### **5<sup>th</sup> Grade Standards** (*Currently being re-written and will be available Summer 2008.*)

- Standard 1: Students examine the sequence of events that led to the development of the New World and the United States.
- Standard 2: Students trace the development and expansion of the United States through the 19th century.
- Standard 3: Students analyze the emergence of the United States as a world influence from 1900 to the present.
- Standard 4: Students analyze the contributions of key individuals and groups on the development of the New World and the United States.
- Standard 5: Students analyze the role of the Constitution in the building of governance and citizenship in the United States.
- Standard 6: Students analyze events and leaders in the United States through the 19th century.
- Standard 7: Students analyze the contributions of individuals, groups, and movements in the United States from 1900 to the present.
- Standard 9: Students analyze the influence of geographic features on the building of the New World and the United States.
- Standard 10: Students examine the influence of geography on the building of the United States.

#### **7<sup>th</sup> Grade Standards**

- Standard 1: Students will understand the interaction between Utah's geography and its inhabitants.
- Standard 2: Students will understand the contributions of Native American Indians, explorers, and Utah's pioneers.
- Standard 3: Students will understand the relationship between government and the people of Utah.
- Standard 4: Students will understand the diverse ways people make a living in Utah.

*Appendix C: Other Attachments (38 pages)*

- Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.
- Standard 6: Students will understand the impact of major contemporary events that concern the land and people of Utah.

**8<sup>th</sup> Grade Standards**

- Standard 1: Students will interpret the role of geography in shaping United States history.
- Standard 2: Students will investigate the relationship between events of different time periods.
- Standard 3: Students will understand the changes caused by European exploration in the Americas.
- Standard 4: Students will analyze European colonization and settlement of North America.
- Standard 6: Students will understand the structure and function of the United States government established by the Constitution.
- Standard 7: Students will explore the territorial growth of the United States before the Civil War.
- Standard 8: Students will examine the expansion of the political system and social rights before the Civil War.
- Standard 9: Students will understand the significance of the Civil War Era to the United States.
- Standard 10: Students will understand the development of the American West following the Civil War.

**10<sup>th</sup> Grade Standards**

- Standard 1: Students will expand their knowledge of pre-Reconstruction America.
- Standard 2: Students will understand how the growth of industry changed the United States.
- Standard 3: Students will recognize how social reform occurred at the turn of the century.
- Standard 4: Students will understand how war affected the early 20th century.
- Standard 5: Students will understand how Americans reacted to rapid social change during the 1920's.
- Standard 7: Students will understand the causes, course, and consequences of the United States' role in World War II.
- Standard 8: Students will understand the United States' domestic and international position in the Cold War era.
- Standard 9: The students will understand the emergence and development of the human rights and culture in the modern era.
- Standard 10: The students will understand the economic and political changes in contemporary America.

**12<sup>th</sup> Grade Standards**

- Standard 1: Students will understand the significance and impact of the Constitution on everyday life.
- Standard 2: Students will understand the protections and privileges of individuals and groups in the United States.
- Standard 3: Students will understand the distribution of power in the national, state, and local government in the United States federal system.
- Standard 4: Students will understand the responsibilities of citizens in the United States.
- Standard 5: Students will understand basic economic principles and how they influence everyday life.
- Standard 6: Students will understand the relationship between the United States and the international system.

## Utah Life Skills Core

New in 2006, all Utah teachers are required to integrate the Life Skills into their curriculum. Five of the identified Life Skills are specifically relevant the U.S. History and will be integrated throughout TAH trainings: Civic Responsibility, Thinking & Reasoning, Character, Communication, and System Thinking.



### Thinking and Reasoning

"Today's problems cannot be solved by thinking the way we thought when we created them."

*Albert Einstein*

#### Definition

Thinking and reasoning are the use of cognitive and logical skills or strategies that increase the probability of a desirable outcome. Thinking and reasoning are intellectually disciplined processes of actively and skillfully conceptualizing, accessing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

#### Rationale

Thinking and reasoning skills enable students to make logical choices in their lives. Students will become independent thinkers, able to apply thinking and reasoning skills strategically to solve new problems.

#### Indicators of Thinking and Reasoning

- Acquires, organizes, and evaluates information to make informed decisions
- Integrates new learning with existing knowledge and experiences
- Uses inquiry and technological skills to research, expand, apply, and connect knowledge
- Applies multiple strategies to solve a variety of problems
- Generates new and creative ideas in a variety of contexts

| COMPETENCIES                                                                                                                                                                                                           |                                                                                                                                    |                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Knowledge                                                                                                                                                                                                              | Skills                                                                                                                             | Dispositions                                                                                                |
| Knows and understands decision making and problem solving models                                                                                                                                                       | Uses a variety of strategies (e.g., facts, case studies, tables, charts, graphs) to construct an argument and to defend a position | Exhibits curiosity to expand learning                                                                       |
| Knows and understands principles of logic and reasoning                                                                                                                                                                | Recognizes situations in which a variety of conclusions can be drawn from the same information                                     | Enthusiastically explores concepts and exceeds the expected standard                                        |
| Understands the process of accessing background knowledge when organizing information                                                                                                                                  | Compares and contrasts specific abstract or concrete attributes                                                                    | Willingly seeks information from varied sources and perspectives to develop informed and creative solutions |
| Possesses a sufficient body of knowledge to inform thinking and reasoning                                                                                                                                              | Uses various reading and writing strategies to organize, interpret, analyze, and comprehend information                            | Persistently seeks information to solve problems                                                            |
| Understands that inquiry is characterized by a common set of values that include logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest evaluation of information | Uses inquiry to ask questions and solve problems                                                                                   | Appreciates diverse and varied ways in which to solve problems                                              |



## Social and Civic Responsibility

"Alone we can do so little, together we can do so much."

*Helen Keller*

### Definition

Social and civic responsibility is the commitment to exploring and promoting the common good and meeting the needs of individuals and society without infringing on the basic rights of others. This includes participating in democratic processes, valuing diversity, respecting others, promoting social justice, and supporting the use of research for the improvement of the quality of life.

### Rationale

Social and civic responsibility is critical to full participation of the individual in society and for society to support the individual. Students will expand their abilities to fully participate in community service, civic, and societal activities.

### Interdisciplinary Connections

- Assumes responsibility for personal actions and acts ethically (e.g., demonstrates honesty, fairness, and integrity)
- Demonstrates responsible civic engagement
- Participates in academic service learning that supplements and reinforces skills, knowledge, and procedures learned in the classroom
- Demonstrates an appreciation of diversity and interdependence of all people
- Demonstrates social and environmental responsibility

## COMPETENCIES

### Knowledge

Understands that appropriate social interaction is critical for productive civic engagement

Understands the importance of diversity

Understands the history, people, and traditions that have shaped local communities, nations, and the world

Understands the purpose and structure of our nation's founding documents, civic institutions, and political processes

Understands general aspects of one's own culture, the cultures of others, and how cultures differ

### Skills

Analyzes diverse viewpoints of social and civic issues in local, regional, and global events

Gathers and analyzes information on global and environmental issues and, with others, takes responsible action

Organizes or participates in academic service learning through individual, school, or community activities

Demonstrates responsibility for personal actions by acting ethically

Demonstrates the importance of cooperation among individuals to accomplish a task

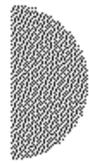
### Dispositions

Nurtures a belief in liberty, equality, civil and human rights, personal responsibility, and the common good

Embraces fairness, honesty, integrity, and personal efficacy

Willingly chooses to effectively work as a member of a team

Willingly recognizes different points of view in a positive manner



## Personal Growth and Character Development

"Life is a series of experiences, each of which makes us bigger. For the world was built to develop character, and we must learn that the setbacks and grief which we endure help us in our marching onward."

Henry Ford

### Definition

Personal growth and character development involve the ability to self-reflect, make choices and decisions, recognize responsibility toward oneself, identify one's own strengths and weaknesses, and acknowledge an individual's right to develop, learn, and grow in search of happiness while respecting others.

### Rationale

Personal growth and character development are the foundation of a successful and independent lifelong learner. Students will develop personal qualities such as self-esteem, self-discipline, integrity, honesty, responsibility, sociability, and personal wellness for healthy living.

### Indicators of Personal Growth and Character Development

- Identifies personal goals, organizes and maintains information, monitors progress, and engages in self-assessment
- Demonstrates quality
- Demonstrates leadership attributes
- Exhibits empathy and self-discipline
- Exhibits self-control and leadership
- Demonstrates understanding, friendliness, adaptability, empathy, and politeness
- Identifies appropriate courses of action by working toward agreements with others
- Exerts a high level of effort and perseveres toward the attainment of a goal
- Demonstrates an ability to identify, avoid, escape, or manage potential risk situations
- Demonstrates an understanding of financial responsibility
- Demonstrates an understanding of health and wellness

## COMPETENCIES

### Knowledge

Understands attitudes and attributes of self that contribute to achievement in life

Understands self and the consequences of personal actions

Understands processes of setting and attaining goals

Understands the rules of friendly, social behavior

Understands how to access, analyze, and use resources to promote physical, social, and emotional wellness

Understands principles of personal finance to make informed decisions

### Skills

Interacts well with others and participates effectively as a member of a team, promotes teamwork and group collaboration

Demonstrates consideration of and empathy for the experience and perspective of others

Recognizes how character and behavior affect and influence the actions of others

Manages conflict effectively and devises win-win solutions

Practices leadership skills, and assumes leadership roles, in a variety of situations

Uses resources to be prudent financial managers in a variety of ways

### Dispositions

Seeks informed and reasoned opinions about a variety of issues

Willingly and appropriately responds to the needs of others

Seeks and models positive personal development, learning, and growth

Believes in own self-worth and maintains a positive view of self

Actively participates in and understands management of personal savings and investment

Enjoys participating in activities that promote physical fitness and healthy living



## Communication

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

*Anthony Robbins*

### Definition

Communication is the art of expressing and exchanging ideas and feelings. Communication is a reciprocal process, which includes the selection, analysis, and dissemination of information to others using a variety of methods.

### Rationale

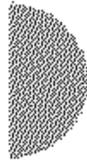
Communication skills are essential to successful performance in the workplace, society, and interpersonal relationships. Students will learn techniques to communicate clearly and use modern technology effectively.

### Indicators of Communication

- Selects, plans, and organizes ideas to communicate
- Communicates with clarity, purpose, and understanding of audience
- Actively listens, responds appropriately, and acknowledges the ideas of others
- Integrates and uses a variety of communication forms and skills (e.g., verbal, written, electronic, listening)
- Communicates about technology using developmentally appropriate and accurate terminology
- Recognizes, analyzes, and evaluates various forms of communication

COMPETENCIES

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                   | Skills                                                                                                                                                                                                                                                                                                                                                | Dispositions                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Knows there are a variety of traditional and technological tools available to gather and disseminate information</p> <p>Knows how to convey information verbally and in written form</p> <p>Understands that listening is essential to effective interpersonal communication</p> <p>Knows and communicates a variety of conflict management strategies appropriate to the individuals and situations</p> | <p>Uses the appropriate communication strategies for a given situation</p> <p>Listens respectfully and objectively and offers constructive feedback</p> <p>Writes with clarity and purpose to accurately convey information</p> <p>Uses technology to enhance a message</p> <p>Uses reading and comprehension skills appropriate to the situation</p> | <p>Values the variety of ways in which people communicate and encourages multiple modes of communication</p> <p>Listens well, seeks clarity and mutual understanding</p> <p>Respectfully considers others' views before commenting</p> <p>Recognizes and appreciates that communication styles vary among diverse groups and cultures</p> |



## Systems Thinking

"Being passionate about your work allows you to be in love with your job. When your work is your passion, you will not see your work as a job—it is your life."

Dean Sanders

### Definition

Systems thinking is the understanding of the roles within complex systems and how they function. Systems thinking requires an understanding of how parts of the system are connected, anticipation of the consequences of change, and the monitoring and correction of performance.

### Rationale

Systems thinking is necessary to understand one's work in the context of those with whom you work. Students will identify systems, function within them, improve upon existing systems, and design new ones.

### Indicators of Systems Thinking

- Gathers information about how the system is intended to function
- Understands, works within, and improves a system (e.g., school, work, government, team, or financial)
- Knows how social, organizational, and technological systems work, and operates efficiently within them
- Finds the right people to ask for information and resources
- Functions within the formal and informal structure of the system
- Works cooperatively with others and contributes to group goals with ideas, suggestions, and effort

COMPETENCIES

| Knowledge                                                                          | Skills                                                                     | Dispositions                                                      |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------|
| Understands the existence and interrelationships among differing systems           | Articulates the components of diverse systems                              | Accepts the functions and parameters of a system                  |
| Understands the structure and function of a particular system                      | Acts and evaluates own role within a system                                | Appreciates the attributes of a system                            |
| Understands social, organizational, and technological systems in the workplace     | Compares and contrasts systems in order to be able to function within them | Strives to maximize the benefits of a system for all participants |
| Understands how various systems work (e.g., political, school, banking, workplace) | Modifies an existing system to adapt to changing demands                   | Is willing to ask for assistance in navigating a system           |

## **Appendix C.4: Themes to be Explored Year 4 and 5 (if approved for continuation award)**

### **YEAR 4: CONFLICT & COMPROMISE IN U.S. HISTORY**

**Questions:** Is conflict the inevitable result when diverse cultures meet? What is an ideal government?

**Focus:** *Declaration of Independence* (1776), Revolutionary War, Loyalist and Patriot viewpoints, foundations of U.S. government, Constitutional Convention, Ratification, *Constitution of the United States* (1787), *Federalist Papers, No. 10 & No. 51* (1787-1788), *Bill of Rights* (1791), Supreme Court cases on federalism, *Marbury v Madison* (1803), War of 1812, *Missouri Compromise* (1820), *Compromise of 1850*, *Kansas-Nebraska Act* (1854), Civil War, and *Gettysburg Address* (1863).

**Books:** *1776 and John Adams* (McCullough), *Thomas Jefferson* (Bernstein), *Miracle at Philadelphia* (Bowen), *James Madison and the Struggle for the Bill of Rights* (Labunski), *Johnny Tremain* (Forbes), *My Brother Sam is Dead* (Collier), *Fighting Ground* (Avi), and *Private Yankee Doodle* (Martin).

**Activities:** 3R's Program, Model Congress: How to write bills, Mock Congressional hearings, and Mock Constitutional Convention simulation.

## **YEAR 5: SCIENCE AND TECHNOLOGY IN U.S. HISTORY**

**Questions:** How did science and technology influence America's rise to world power? How did disasters in US History affect government legislation? How did America move from an agrarian society to a technological society?

**Focus:** Cotton gin, steam engine, *Gibbons v. Ogden* (1824), canal building, Bell's 1876 patent, Edison's 1878 patent, Wright brothers first flight, Industrial Revolution, Henry Ford, assembly lines, Gilded Age, *Sherman Antitrust Act* (1890), robber barons, Andrew Carnegie, the sinking of the General Slocum, San Francisco Earthquake and Fire (1906), Triangle Shirtwaist Fire, *Standard Oil Co. of New Jersey v. United States* (1911), rise of Unions, Keating-Owens Child Labor Act of 1916, Progressive Era, stock market, Einstein's letter to the President FDR (1939-1945), integrated circuits, technology in war, rockets and satellites, atomic bomb, Space Race, computers and the Internet, Information Age, and supply and demand economics.

**Books:** *The Unresolved* (Welsh), *Carry On, Mr. Bowditch* (Latham), *Engines of Change: the American Industrial Revolution, 1790-1860* (Hindle & Lubar), *We Shall Not be Moved, the Women's Factory Strike of 1909* (Dash), *The Jungle* (Sinclair), *Ashes of Roses* (Auch), Cobblestone and Kids Discover titles, *The Roaring Twenties* Library Video co., *Atlas Shrugged* (Rand), *A Nation of Steel: Making of Modern America* (Misa), *Machine in America: A Social History of Technology* (Pursell), *Paths of Innovation: Technological Change in 20<sup>th</sup> Century America* (Mowery & Rosenberg), NASA materials on space exploration, and *Monkey Wrench Gang* (Abbey).

**Activities:** Student Projects: Invention *Convention*, World's Fair, British Debate: Shall We Strike?, Astronaut Training mini-lab, and Utah Inventors Hall of Fame.

## Appendix C.5: Innovation Configuration

### For U.S. History Teacher

Listed below are ten desired outcomes that U.S. history teachers will attain through their participation in the TAH-funded project. Much like a rubric, 4-5 variations (1= best, 5= worst) are provided for each component. Ideally, each teacher will be at a Level 1 or 2 by the end of their involvement in the TAH project. Through a variety of quantitative and qualitative measures conducted by the teacher him/herself, the TAH Lead Mentor/Coach, and Evaluator, each teacher's level of implementation (e.g., to what extent the teacher is changing his/her behavior and successfully adopting these ten major components) will be assessed. This will be customized for the project by the Steering Committee upon funding.

| Desired Outcome #1: Aligns content instruction to the USOE Core Curriculum.                                                                          |                                                                                                                         |                                                                                                                      |                                                                                                                      |                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Maps and <b>regularly</b> revises curriculum; teaches <b>all</b> core standards; and <b>each</b> lesson is aligned to core. | <input type="checkbox"/> Maps curriculum; teaches <b>all</b> core standards; and <b>each</b> lesson is aligned to Core. | <input type="checkbox"/> Teaches <b>most</b> of the core standards; and <b>most</b> lessons are aligned to the Core. | <input type="checkbox"/> Teaches <b>some</b> of the core standards; and <b>some</b> lessons are aligned to the Core. | <input type="checkbox"/> <b>Does not</b> teach core standards; and lessons are <b>not</b> aligned to the Core. |

| Desired Outcome #2: Conducts lessons and units based on backward design.                                                                           |                                                                                                                                                     |                                                                                                                                                     |                                                                                                                                                                    |                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Posts and uses an enduring understanding, essential questions, assessments, and learning activities for <b>all</b> units. | <input type="checkbox"/> Posts and uses an enduring understanding, essential questions, assessments, and learning activities for <b>most</b> units. | <input type="checkbox"/> Posts and uses an enduring understanding, essential questions, assessments, and learning activities for <b>some</b> units. | <input type="checkbox"/> Thinks about concepts as instruction is planned, but has <b>not formalized</b> enduring understanding and essential questions in writing. | <input type="checkbox"/> <b>Does not</b> model lessons on backward design. |

| Desired Outcome #3: Facilitates students' development in the skills of historians. |                                                                        |                                                                        |                                                                       |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|
| <input type="checkbox"/> Teaches <b>7</b> out of 7 historian skills.               | <input type="checkbox"/> Teaches <b>5-6</b> out of 7 historian skills. | <input type="checkbox"/> Teaches <b>3-4</b> out of 7 historian skills. | <input type="checkbox"/> Teachers <b>2 or fewer</b> historian skills. |
| <i>Place a check next to the historian's skills you teach in your class:</i>       |                                                                        |                                                                        |                                                                       |
| <input type="checkbox"/> Primary source analysis tools.                            | <input type="checkbox"/> Summarizing.                                  |                                                                        |                                                                       |
| <input type="checkbox"/> Understanding cause and effect.                           | <input type="checkbox"/> Predicting.                                   |                                                                        |                                                                       |
| <input type="checkbox"/> Asking good questions.                                    | <input type="checkbox"/> Compare and contrast.                         |                                                                        |                                                                       |
| <input type="checkbox"/> Developing map and graph skills.                          |                                                                        |                                                                        |                                                                       |

Appendix C: Other Attachments (38 pages)

| Desired Outcome #4: Demonstrates accurate knowledge of U. S. History.                                             |                                                                                                                  |                                                                                                                          |                                                                                                                   |                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> <b>Always</b> engages in activities that facilitate an increase in U.S. History content. | <input type="checkbox"/> <b>Often</b> engages in activities that facilitate an increase in U.S. History content. | <input type="checkbox"/> <b>Occasionally</b> engages in activities that facilitate an increase in U. S. History content. | <input type="checkbox"/> <b>Seldom</b> engages in activities that facilitate an increase in U.S. History content. | <input type="checkbox"/> <b>Does not</b> engage in activities that facilitate an increase in U.S. History content. |
| <i>Place a check next to the activities you engage in:</i>                                                        |                                                                                                                  |                                                                                                                          |                                                                                                                   |                                                                                                                    |
| <input type="checkbox"/> Reading academic journals.                                                               | <input type="checkbox"/> Watching TV and Video programs on historical topics.                                    | <input type="checkbox"/> Attending book/video clubs.                                                                     | <input type="checkbox"/> Attending U.S. History-related travel opportunities.                                     | <input type="checkbox"/> Attending lectures about U.S. History.                                                    |
|                                                                                                                   | <input type="checkbox"/> Taking part in U.S. History seminars.                                                   |                                                                                                                          |                                                                                                                   |                                                                                                                    |

| Desired Outcome #5: Engages students in active learning by using strategies that work.                                         |                                                                                                                                 |                                                                                                                                 |                                                                                                                                 |                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses at least <b>10</b> student-based strategies regularly to engage all students in active learning. | <input type="checkbox"/> Uses at least <b>7-9</b> student-based strategies regularly to engage all students in active learning. | <input type="checkbox"/> Uses at least <b>5-6</b> student-based strategies regularly to engage all students in active learning. | <input type="checkbox"/> Uses at least <b>3-4</b> student-based strategies regularly to engage all students in active learning. | <input type="checkbox"/> Uses <b>2 or fewer</b> student-based strategies regularly to engage all students in active learning. |
| <i>Place a check next to the student-based strategies you use:</i>                                                             |                                                                                                                                 |                                                                                                                                 |                                                                                                                                 |                                                                                                                               |
| <input type="checkbox"/> Simulations.                                                                                          | <input type="checkbox"/> Summarizing and note-taking.                                                                           | <input type="checkbox"/> Debate.                                                                                                | <input type="checkbox"/> Reinforcing effort and providing recognition.                                                          | <input type="checkbox"/> Cooperative learning.                                                                                |
| <input type="checkbox"/> Mapping.                                                                                              | <input type="checkbox"/> Interdisciplinary approaches.                                                                          | <input type="checkbox"/> Identifying similarities and differences.                                                              | <input type="checkbox"/> Nonlinguistic representations.                                                                         | <input type="checkbox"/> Generating and testing hypothesis.                                                                   |

| Desired Outcome #6: Embeds the development of reading and writing skills in content instruction.         |                                                                                                          |                                                                                                            |                                                                                                           |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Regularly uses <b>6</b> reading/writing strategies through content instruction. | <input type="checkbox"/> Regularly uses <b>5</b> reading/writing strategies through content instruction. | <input type="checkbox"/> Regularly uses <b>3-4</b> reading/writing strategies through content instruction. | <input type="checkbox"/> Uses <b>2 or fewer</b> reading / writing strategies through content instruction. |
| <i>Place a check next to the reading/writing strategies you use:</i>                                     |                                                                                                          |                                                                                                            |                                                                                                           |
| <input type="checkbox"/> Making connections.                                                             | <input type="checkbox"/> Inferring.                                                                      | <input type="checkbox"/> Questioning.                                                                      | <input type="checkbox"/> Determining importance.                                                          |
| <input type="checkbox"/> Visualizing.                                                                    | <input type="checkbox"/> Synthesizing.                                                                   |                                                                                                            |                                                                                                           |

Appendix C: Other Attachments (38 pages)

| Desired Outcome #7: Uses technology in a variety of ways.                                                                                                |                                                                                                                                                         |                                                                                                                                               |                                                                                             |                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Teacher regularly uses <b>at least two</b> types of technology for instruction <b>and</b> assessment. (Beyond word processing.) | <input type="checkbox"/> Teacher regularly uses <b>at least two</b> types of technology for instruction <b>or</b> assessment. (Beyond word processing.) | <input type="checkbox"/> Teacher regularly uses <b>one</b> type of technology for instruction <b>or</b> assessment. (Beyond word processing.) | <input type="checkbox"/> Teacher uses internet, email, and other <b>basic</b> technologies. | <input type="checkbox"/> Technology is <b>not used</b> in instruction or classroom assessment. |

| Desired Outcome #8: Collaborates with other teachers.                                                                                |                                                                                                                                    |                                                                                                                                         |                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Teacher <b>regularly</b> collaborates with other teachers to develop and implement U.S. History curriculum. | <input type="checkbox"/> Teacher <b>usually</b> collaborates with other teachers to develop and implement U.S. History curriculum. | <input type="checkbox"/> Teacher <b>occasionally</b> collaborates with other teachers to develop and implement U.S. History curriculum. | <input type="checkbox"/> Teacher <b>does not</b> collaborate. |
| <i>Place a check next to your collaboration activities:</i>                                                                          |                                                                                                                                    |                                                                                                                                         |                                                               |
| <input type="checkbox"/> Effective interventions for students.                                                                       | <input type="checkbox"/> Curriculum mapping.                                                                                       | <input type="checkbox"/> Individual reflective practice.                                                                                | <input type="checkbox"/> Creating common assessments.         |
| <input type="checkbox"/> Time for professional development.                                                                          | <input type="checkbox"/> Learning from student work.                                                                               | <input type="checkbox"/> Benchmarking.                                                                                                  |                                                               |

| Desired Outcome #9: Uses geography with events in U.S. History.                                                                |                                                                                                                               |                                                                                                                                   |                                                                                                                                             |                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Teacher <b>always</b> incorporates the five themes of geography with teaching events in U.S. History. | <input type="checkbox"/> Teacher <b>often</b> incorporates the five themes of geography with teaching events in U.S. History. | <input type="checkbox"/> Teacher <b>sometimes</b> incorporates the five themes of geography with teaching events in U.S. History. | <input type="checkbox"/> Teacher is <b>aware of</b> the five themes of geography but seldom uses them with teaching events in U.S. History. | <input type="checkbox"/> Teacher <b>does not</b> understand or use the five themes of geography when teaching U.S. History. |
| <i>Place a check next to the themes of geography you typically use:</i>                                                        |                                                                                                                               |                                                                                                                                   |                                                                                                                                             |                                                                                                                             |
| <input type="checkbox"/> Location.                                                                                             | <input type="checkbox"/> Movement.                                                                                            | <input type="checkbox"/> Place.                                                                                                   | <input type="checkbox"/> Region.                                                                                                            |                                                                                                                             |
| <input type="checkbox"/> Human-environment interactions.                                                                       |                                                                                                                               |                                                                                                                                   |                                                                                                                                             |                                                                                                                             |

| Desired Outcome #10: Uses management procedures to create an orderly classroom.                                                                                 |                                                                                                                                                 |                                                                                                                                 |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <input type="checkbox"/> Implements routine procedures on a daily basis that all students know and are able to follow; and promotes an atmosphere for learning. | <input type="checkbox"/> Implements some routine procedures that students know and are able to follow; and promotes an atmosphere for learning. | <input type="checkbox"/> Implements few or no procedures that students know and are able to follow; and atmosphere lacks order. | <input type="checkbox"/> Chaos! |

# Appendix C.6: TAH Evaluation Matrix

Educational Outfitters © 2007

## Participant Enrollment

| Form Name                     | Who Administers | Who Fills Out                                | When Administered | Notes |
|-------------------------------|-----------------|----------------------------------------------|-------------------|-------|
| Participant Information Sheet | Evaluator       | Each E-Group Teacher<br>Each C-Group Teacher | Start of project  |       |

## Teacher Content Knowledge

| Form Name                                                | Who Administers                                               | Who Fills Out                                | When Administered                                                  | Notes                                                                                          |
|----------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| College Board AP U.S. History                            | Teacher registers self and goes to testing site (www.ets.org) | Each E-Group Teacher<br>Each C-Group Teacher | Year 1: Before first training<br>Year 3: After final training      | The cost of testing and registration fees is budgeted in the grant proposal.                   |
| Document-Based Questionnaire (DBQ) (historical analysis) | Evaluator                                                     | Each E-Group Teacher<br>Each C-Group Teacher | Years 1-3: Before first trainings<br>Year 1: Before first training | Project Director provides primary sources (3 pages total) based on each year's theme.          |
| DBQ Follow-Up Questionnaire                              | Evaluator                                                     | Each E-Group Teacher<br>Each C-Group Teacher | Years 1-3: After final trainings<br>Year 3: After final training   | The cost to have an Executive Historian score the "content" is budgeted in the grant proposal. |

## Teacher Pedagogical Skills

| Form Name                                                  | Who Administers | Who Fills Out                                | When Administered                                                 | Notes                                                          |
|------------------------------------------------------------|-----------------|----------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------|
| Teacher Self - Assessment of Key Pedagogical Skills (AKPS) | Evaluator       | Each E-Group Teacher<br>Each C-Group Teacher | Year 1: Before first training                                     | "Desired Outcomes" align to project's Innovation Configuration |
| Teacher Self - AKPS Follow-Up Questionnaire                | Evaluator       | Each E-Group Teacher<br>Each C-Group Teacher | Years 1-3: After final training s<br>Year 3: After final training |                                                                |
| Mentor-Teacher AKPS                                        | Mentor/Coach    | Mentor on each E-Group Teacher               | Years 1-3: Twice yearly for each E-Group teacher                  |                                                                |
| Mentoring Log                                              | Evaluator       | Mentor for all E-Group Teachers              | Years 1-3: Twice yearly                                           |                                                                |

Student Interest and Achievement

| Form Name                                       | Who Administers                                                                      | Who Fills Out                                                                                                     | When Administered                                                                                                                             | Notes |
|-------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------|
| U.S. History Quiz (NAEP) (grade-specific)       | (Project Director oversees)<br>Each E-Group Teacher<br>-----<br>Each C-Group Teacher | ES: Students in teacher's class<br>MS and HS: Students in two of teacher's "average" U.S. history-related classes | Year 1: Beginning of school year<br>Years 1-3: End of school years<br>-----<br>Year 1: Beginning of school year<br>Year 3: End of school year |       |
| Student Interest Questionnaire (grade-specific) | (Project Director oversees)<br>Each E-Group Teacher<br>-----<br>Each C-Group Teacher | Same students that take U.S. History Quiz (above)                                                                 | Years 1-3: Beginning and end of each school year<br>-----<br>Year 1: Beginning of school year<br>Year 3: End of school year                   |       |

Project Activities

| Form Name                                        | Who Administers  | Who Fills Out                                                   | When Administered         | Notes                                                                                                        |
|--------------------------------------------------|------------------|-----------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------|
| Event Planning Worksheet (EPW)                   | Project Director | Project Director in discussion with Presenter                   | 3-4 weeks before activity | Section 2.b "type of pedagogical or teaching skill outcome(s)" aligns to project's Innovation Configuration. |
| Teacher Expectation & Satisfaction Survey (TESS) | Project Director | Everyone attending the activity (at least the E-Group Teachers) | At end of each activity   | Section "This training will improve my ability to..." aligns to project's Innovation Configuration.          |

## Appendix C.7: Bibliography

- Danielson, Charlotte (1996). Enhancing Professional Practice: A Framework for Teaching. Association for Supervision & Curriculum Development.
- Donovan, M. Suzanne, Bransford, John D. and Pellegrino, James W. (ed) (1999). How People Learn: Bridging Research and Practice. Committee on Learning Research and Educational Practice, National Research Council.
- Dufour, Richard and Eaker, Robert E. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Solution Tree.
- Goldhaber, D. (2002). The mystery of good teaching. *Education Next*, 1(2), 50-55. Retrieved June 16, 2004, from [www.educationnext.org/20021/50.html](http://www.educationnext.org/20021/50.html).
- Guskey, Thomas G. (2000). Evaluating professional development. Thousand Oaks, CA: Corwin Press.
- Hall, Gene E. and Shirley M. Hord (2001). Implementing change, patterns, principles and potholes. Boston, MA: Allyn & Bacon.
- Haycock, K. (1998). Good teaching matters...a lot. *Thinking K-16*. Retrieved June 16, 2004, from [http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16\\_summer98.pdf](http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16_summer98.pdf).
- Holt, Tom (1995). Thinking Historically: Narrative, Imagination and Understanding. New York: College Board.
- Hord, Shirley M., Rutherford, William L., Huling-Austin, Leslie, and Hall, Gene (1998). Taking charge of change. Austin, TX: Southwest Educational Development Laboratory.
- Joyce, Bruce and Showers, Beverly (2002). Student achievement through staff development. Association for Supervision & Curriculum Development.
- Levstik, Linda S. and Barton, Keith C., (1997). Doing History: Investigating with Children in Middle and Elementary Schools. Mahwah, NJ: Lawrence Erlbaum.
- Marzano, Robert J., Pickering, Debra J. and Pollock, Jane E. (2001). Classroom Instruction That Works: Research-Based Strategies For Increasing Student Achievement. Association for Supervision & Curriculum Development.
- National Center for History in the Schools (1996). National History Standards.
- National Council for History Education (1997). Building a United States History Curriculum.
- National Staff Development Council (2001). Standards for Staff Development (Rev Ed). Oxford, OH: Author.

*Appendix C: Other Attachments (38 pages)*

- Osborne, David and Gaebler, Ted (1993) Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector. Plume.
- Saphier, Jon and Gower, Robert (1997). The Skillful Teachers. Research for Better Teaching.
- Saye, John W., Jada Kohlmeier, Thomas Brush, Linda Mitchell, and Charles Farmer (Auburn University, Indiana University). Using Mentoring to Develop Collaborative Communities of Inquiry-based Practice. Presented at the annual meeting of the College and University Faculty Association. Kansas City, Missouri, November 16, 2005.
- Scott, John Anthony (1991). Historical Literature and Democratic Education (occasional paper). (National Council for History Education).
- SERVE (2005). A Facilitator's Guide to Professional Learning Teams: Creating On-the-Job Opportunities for Teachers. National Staff Development Council.
- Sockette, H. (2001). Transforming teacher education: Lessons in professional development. Westport, CT: Bergin and Garvey.
- Thomas, Brush (Indiana University) and Saye, John W. (Auburn University). Scaffolding Critical Reasoning in History and Social Studies: Tools to Support Problem-Based Historical Inquiry. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA, April, 2006.
- Thorpe, Linda and Sage, Sara (2002). Problems as Possibilities: Problem-Based Learning for K-16 Education (2<sup>nd</sup> Ed). Association for Supervision & Curriculum Development.
- U.S. Department of Education (1994). U.S. History Framework for the 1994 National Assessment of Education Progress.
- VanSledright, Bruce (2002). In Search of America's Past: Learning to Read History in Elementary School. New York: Teachers College Press.
- Wiggins, Grant and McTighe, Jay (1998). Understanding By Design. Association for Supervision & Curriculum Development.
- Williams, Robert C. (2003). The Historian's Toolbox: A Student's Guide to the Theory and Craft of History. Armonk, NY: M.E. Sharpe.
- Wineburg, Sam (2001). Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past. Philadelphia: Temple University Press.
- Yarema, Allan E. (2002). A Decade of Debate: Improving Content and Interest in History Education. *The History Teacher*, 35, no. 3. Retrieved from <http://www.historycooperative.org/journals/ht/35.3/yarema.html>
- Zemelman, Steven, Daniels, Harvey, and Hyde, Arthur (1993). Best Practice: New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann Educational Books.

## **Appendix C.8: State Single Point of Contact Letter**

Below is a copy of the letter mailed to Utah's State Single Point of Contact.

December 6, 2007

Tenielle Young  
Utah State Clearinghouse  
Governor's Office of Planning and Budget Utah State Capitol Complex  
Suite E210, PO Box 142210  
Salt Lake City, Utah 84114-2210

RE: State Single Point of Contact

Ms. Young,

This letter is to inform you of Alpine School District's application for the U.S. Department of Education's 2008 Teaching American History grant (CFDA Number 84.215X). For your records, enclosed are the ED 424 application form and project abstract.

If you need any additional information, please feel free to contact me at (801) 763-6186.

Thank you,



Sara Hacken, Project Director  
History Teacher's Academy for  
Professional Development  
Alpine School District

ENCLOSURES  
ED 424 form  
Abstract

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **5895-Mandatory\_Alpine\_2008\_TAH\_Budget.pdf**

## **BUDGET NARRATIVE**

The following pages contain the budget narrative components listed below.

- Years 1-3 Detailed Line Item Budget Narrative ..... page 2
- Years 4-5 Detailed Line Item Budget Narrative (*if approved for continuation*) ..... page 8
- Proof of Federally Negotiated Indirect Cost Rate – Restricted Rate ..... page 14

## Years 1-3 Detailed Line Item Budget Narrative

| <b>PERSONNEL (3% increase planned for each year)</b>                                                                                                                                                                                                                                                                 | <b>Year 1</b>       | <b>Year 2</b>       | <b>Year 3</b>       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|
| <u>Project Director:</u> Sara Hacken. <i>Qualifications:</i> 1.0 FTE @ \$60,000 (district salary rate) Master's degree and 20+ years of experience.<br><i>Duties:</i> Oversees project implementation, management, coordination, recruitment, CIM process, and reporting; facilitates evaluation and mentoring.      | \$60,000.00         | \$61,800.00         | \$63,654.00         |
| <u>Lead Mentor/Coach:</u> Hired upon funding. .5 FTE @ \$22,250 (district salary rate)<br><i>Qualifications:</i> Master K-12 history educator with 7+ years of experience. <i>Duties:</i> Provides one-on-one mentoring and support to teachers, including classroom implementation support and related assessments. | \$22,250.00         | \$22,917.50         | \$23,605.03         |
| <u>Substitutes</u> for teachers to attend nine full-day Monthly Workshops through the school-year for their initial cohort year. \$70/day x 9 days x 40 teachers                                                                                                                                                     | \$25,200.00         | \$25,956.00         | \$26,734.68         |
| <u>Substitutes</u> for teachers to attend two full-day Follow-Up Workshops through the school-year for two subsequent years. \$70/day x 2 days x 40 teachers (Year 2), 80 teachers (Years 3-5)                                                                                                                       | \$0.00              | \$5,600.00          | \$11,200.00         |
| <b>Subtotal Personnel</b>                                                                                                                                                                                                                                                                                            | <b>\$107,450.00</b> | <b>\$116,273.50</b> | <b>\$125,193.71</b> |
| <b>BENEFITS (reflects a 3% salary increase planned for each year)</b>                                                                                                                                                                                                                                                | <b>Year 1</b>       | <b>Year 2</b>       | <b>Year 3</b>       |
| Project Director<br>23.72% of salary (benefits rate) + \$12,274 for family rate health insurance                                                                                                                                                                                                                     | \$26,506.00         | \$26,932.96         | \$27,372.73         |
| Lead Mentor/Coach<br>23.72% of salary                                                                                                                                                                                                                                                                                | \$5,277.70          | \$5,436.03          | \$5,599.11          |
| Substitutes<br>23.72% of salary                                                                                                                                                                                                                                                                                      | \$5,977.44          | \$7,485.08          | \$8,998.11          |
| Teacher Stipends<br>23.72% of salary                                                                                                                                                                                                                                                                                 | \$14,113.40         | \$13,781.32         | \$14,113.40         |
| <b>Subtotal Benefits</b>                                                                                                                                                                                                                                                                                             | <b>\$51,874.54</b>  | <b>\$53,635.39</b>  | <b>\$56,083.35</b>  |
| <b>TOTAL SALARY &amp; BENEFITS</b>                                                                                                                                                                                                                                                                                   | <b>\$159,324.54</b> | <b>\$169,908.89</b> | <b>\$181,277.05</b> |

Budget Narrative (14 pages)

| TRAVEL                                                                                                                                                                | Year 1            | Year 2            | Year 3            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|
| Local travel for project management, coordination, and one-on-one mentoring (including onsite classroom implementation support and CBAM interviews and observations). | \$1,746.00        | \$1,746.00        | \$1,746.00        |
| Travel for <u>Annual Project Director's Meeting</u> required for Project Director and Evaluator.                                                                      |                   |                   |                   |
| Roundtrip Airfare (economy class)                                                                                                                                     | \$900.00          | \$900.00          | \$900.00          |
| Lodging (conference early bird rate)                                                                                                                                  | \$900.00          | \$900.00          | \$900.00          |
| Per Diem                                                                                                                                                              | \$300.00          | \$300.00          | \$300.00          |
| Busing (tour bus quality)                                                                                                                                             | \$100.00          | \$100.00          | \$100.00          |
| Travel for <u>National Council for History Education Annual Conference</u> for Project Director and Lead Mentor/Coach.                                                |                   |                   |                   |
| Registration (early bird rate)                                                                                                                                        | \$180.00          | \$180.00          | \$180.00          |
| Roundtrip Airfare (economy class)                                                                                                                                     | \$900.00          | \$900.00          | \$900.00          |
| Lodging                                                                                                                                                               | \$900.00          | \$900.00          | \$900.00          |
| Per Diem                                                                                                                                                              | \$300.00          | \$300.00          | \$300.00          |
| Busing (tour bus quality)                                                                                                                                             | \$100.00          | \$100.00          | \$100.00          |
| Travel for <u>Local/Regional Field Research</u> day-trips for 20 teachers, 1 Project Director, 1 Lead Mentor/Coach, and 2 BYU professors.                             |                   |                   |                   |
| Busing (tour bus quality)                                                                                                                                             | \$1,400.00        | \$1,400.00        | \$1,400.00        |
| <b>Subtotal Travel</b>                                                                                                                                                | <b>\$7,726.00</b> | <b>\$7,726.00</b> | <b>\$7,726.00</b> |
| EQUIPMENT                                                                                                                                                             | Year 1            | Year 2            | Year 3            |
| None.                                                                                                                                                                 | \$0.00            | \$0.00            | \$0.00            |
| <b>Subtotal Equipment</b>                                                                                                                                             | <b>\$0.00</b>     | <b>\$0.00</b>     | <b>\$0.00</b>     |

Budget Narrative (14 pages)

| MATERIALS and SUPPLIES                                                                                                                                                                                                                        | Year 1     | Year 2     | Year 3     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|
| General project management office supplies, meeting materials, and recruitment materials.                                                                                                                                                     | \$1,200.00 | \$1,200.00 | \$1,200.00 |
| Computer to manage mentor tracking, assessments, and email communications.                                                                                                                                                                    | \$900.00   | \$0.00     | \$0.00     |
| Miscellaneous training, book club, field research, and mentoring supplies and materials (i.e., handouts, binders, etc.)                                                                                                                       | \$8,000.00 | \$8,000.00 | \$8,000.00 |
| Professional Best Practice Texts: Eyewitness to the Past (Schur), Understanding By Design (Wiggins & McTighe), and Classroom Instruction That Works (Marzano, Pickering, & Pollock).                                                          | \$3,600.00 | \$3,600.00 | \$3,600.00 |
| Primary Source Materials, including Our Documents: 100 Milestone Documents from the National Archives, Nystrom Atlas of U.S. History, and Teacher-Created Materials award-winning primary source kits (e.g., letters, speeches, photographs). | \$8,000.00 | \$8,000.00 | \$8,000.00 |
| History-Related Informational Texts, Historical Non-Fiction, and Historical Fiction (tied to the historical content to be explored each year).                                                                                                | \$4,800.00 | \$4,800.00 | \$4,800.00 |

Year 1 = Journals of Lewis & Clark (Lewis), Incredible Journey of Lewis & Clark (Blumberg), By His Own Hand?: The Mysterious Death of Meriwether Lewis (Holmberg, Guice & Buckley), Sing Down the Moon (O'Dell), Down the Great Unknown: John Wesley Powell's 1869 Journey (Dolnick), and Battle of Little Bighorn (Sandoz). Year 2 = Warriors Don't Cry (Patillo), To Be a Slave (Lester), Sweet Clara and the Freedom Quilt (Hopkinson), Mississippi Trial, 1955 (Crowe), Getting Away with Murder (Crowe), Growing Up Jim Crow (Ritterhouse), Through My Eyes (Bridges), Putting the Movement back into Civil Rights Teaching (Chinn). One Woman, One Vote (Wheeler). Year 3 = Year 3= New York Times v. Sullivan: Affirming Freedom of the Press (Fireside), The Jungle (Sinclair), Thomas Nast political cartoons, Scoop on the Media and Elections (Feldman), Fanning the Flames: Propaganda in American History (Broderick), Photos by Brady: Civil War Collection, Navajo Code Talkers (Aaseng), and Witness to Our Times: My Life as a Photojournalist (Schulke).

*Budget Narrative (14 pages)*

|                                                                                                                                                                                                                                                                   |                                                                                                          |                    |                    |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|
| Two historical texts and other materials for teachers participating in <u>Museum Education Outreach</u> training program.                                                                                                                                         | \$100/texts and materials x 25 teachers                                                                  | \$2,500.00         | \$2,500.00         | \$2,500.00         |
| <u>One-year professional memberships</u> for each teacher to either the Journal of American History or Utah State Historical Society.                                                                                                                             | \$37/one-year membership x 40 teachers                                                                   | \$1,480.00         | \$1,480.00         | \$1,480.00         |
| <u>Digital cameras</u> to document field studies, research projects, real-world products (i.e., Project Citizen, National History Day, and "Eyewitness to the Past" projects), and classroom implementation of TAH strategies.                                    | \$50 reimbursement (teachers pay the difference) towards purchase of a digital camera x 40 teachers/year | \$2,000.00         | \$2,000.00         | \$2,000.00         |
| <u>Video iPods</u> for accessing and presenting historic documents, images, and speeches as well as historian content lectures and research interviews from various history-related websites (e.g., National Archives, American Memory, and Library of Congress). | \$50 reimbursement (teachers pay the difference) towards purchase of a Video iPod x 40 teachers/year     | \$2,000.00         | \$2,000.00         | \$2,000.00         |
| <u>LCD Projectors</u> (with hard-side carrying case) for delivering history multimedia presentations, trainings, and instruction.                                                                                                                                 | \$1,200/projector x 3 per cohort (available to all teachers)                                             | \$3,600.00         | \$3,600.00         | \$3,600.00         |
| <u>Printing, photocopying, and mailing</u> of teacher and student instruments, assessments, active consent forms, and related reports.                                                                                                                            | \$1,500/year                                                                                             | \$1,500.00         | \$1,500.00         | \$1,500.00         |
| <b>Subtotal Materials &amp; Supplies</b>                                                                                                                                                                                                                          |                                                                                                          | <b>\$39,580.00</b> | <b>\$38,680.00</b> | <b>\$38,680.00</b> |

**CONSULTANTS and CONTRACTS**      Year 1      Year 2      Year 3

*Note: Procurement transactions are conducted in accordance with EDGAR. Contractors are selected following the district's standard policies and procedures.*

*Note: Indirect costs applied only to the first \$25,000 of each subcontract regardless of the period covered by the subcontract.*

|                                                                                                                                                                                                                                                                                                                                                                 |                    |                    |                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|--------------------|
| Brigham Young University professor to serve as \$3,000/year (100-150 hours each year)                                                                                                                                                                                                                                                                           | \$3,000.00         | \$3,000.00         | \$3,000.00         |
| <u>BYU Liaison</u> , including serving on Steering Committee and assessing historical content of teachers' annual pre/post Historical Inquiry/Document Analysis Assessments.                                                                                                                                                                                    |                    |                    |                    |
| Brigham Young University professors and area historical and education organization subject matter experts to <u>lead sessions during the 8-day Summer Academy</u> .                                                                                                                                                                                             | \$6,120.00         | \$6,120.00         | \$6,120.00         |
| Brigham Young University professors to instruct at nine full-day <u>Monthly Workshops</u> throughout the school-year.                                                                                                                                                                                                                                           | \$2,700.00         | \$2,700.00         | \$2,700.00         |
| Brigham Young University professors to present at four 2-hour evening <u>Scholarly Lectures</u> .                                                                                                                                                                                                                                                               | \$1,200.00         | \$1,200.00         | \$1,200.00         |
| Brigham Young University professors to guide two 2-day <u>Local/Regional Field Research</u> experiences.                                                                                                                                                                                                                                                        | \$2,400.00         | \$2,400.00         | \$2,400.00         |
| Brigham Young University professors to conduct new onsite <u>Survey Course in U.S. History</u> (open to all ASD elementary teachers) in the evenings for two ten-week sections.                                                                                                                                                                                 | \$4,000.00         | \$4,000.00         | \$4,000.00         |
| <u>Project Evaluation: Educational Outfitters</u> . Comprehensive project evaluation services as outlined in the project narrative, including instrument development and/or validation; conducting data analysis, including that required for Federal reporting requirements; and advising on and/or assisting with data collection, management, and reporting. | \$33,350.00        | \$33,350.00        | \$33,300.00        |
| <b>Subtotal Consultants &amp; Contracts</b>                                                                                                                                                                                                                                                                                                                     | <b>\$52,770.00</b> | <b>\$52,770.00</b> | <b>\$52,720.00</b> |

Budget Narrative (14 pages)

| OTHER                                                                                                                                                                                     | Year 1              | Year 2              | Year 3              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|
| Entrance fees to history-related museums and historical sites (most sites are free).                                                                                                      | \$400.00            | \$400.00            | \$400.00            |
| College Board AP U.S. History testing and registration fees for teacher pre-test (start of Year 1) and post-test (end of Years 3 and 5).                                                  | \$3,400.00          | \$0.00              | \$3,400.00          |
| <b>Subtotal Other</b>                                                                                                                                                                     | <b>\$3,800.00</b>   | <b>\$400.00</b>     | <b>\$3,800.00</b>   |
| <b>TOTAL DIRECT COSTS</b>                                                                                                                                                                 | <b>\$263,200.54</b> | <b>\$269,484.89</b> | <b>\$284,203.05</b> |
| <b>INDIRECT COSTS (1.82%)</b>                                                                                                                                                             | <b>\$4,638.28</b>   | <b>\$4,297.66</b>   | <b>\$4,566.44</b>   |
| TRAINING STIPENDS                                                                                                                                                                         | Year 1              | Year 2              | Year 3              |
| Stipends for teachers to participate in <u>8-day Summer Academy</u> .                                                                                                                     | \$39,200.00         | \$39,200.00         | \$39,200.00         |
| Stipends for 12 ASD TAH Academy master teachers to be trained as district history <u>inservice trainers and develop new inservice units</u> to be used in the district after TAH funding. | \$9,000.00          | \$9,000.00          | \$9,000.00          |
| Stipends for teachers to take <u>annual pre/post assessments</u> .                                                                                                                        | \$2,800.00          | \$1,400.00          | \$2,800.00          |
| Stipends for <u>Steering Committee master teacher members</u> (at least 3-5 hours each quarter) to help develop and select topics, instructors, schedules, materials, and assessments.    | \$6,000.00          | \$6,000.00          | \$6,000.00          |
| <b>Subtotal Stipends</b>                                                                                                                                                                  | <b>\$57,000.00</b>  | <b>\$55,600.00</b>  | <b>\$57,000.00</b>  |
| <b>TOTAL</b>                                                                                                                                                                              | <b>\$324,838.82</b> | <b>\$329,382.55</b> | <b>\$345,769.49</b> |
| <b>3-YEAR TOTAL</b>                                                                                                                                                                       | <b>\$999,990.86</b> |                     |                     |

## Years 4-5 Detailed Line Item Budget Narrative

(if approved for a continuation award)

|                                                                                                                                                                                                                                                                                                                      | Year 4 (upon funding) | Year 5 (upon funding) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| <b>PERSONNEL (3% increase planned for each year)</b>                                                                                                                                                                                                                                                                 |                       |                       |
| <u>Project Director:</u> Sara Hacken. <i>Qualifications:</i> 1.0 FTE @ \$60,000 (district salary rate)<br>Master's degree and 20+ years of experience.<br><i>Duties:</i> Oversees project implementation, management, coordination, recruitment, CIM process, and reporting; facilitates evaluation and mentoring.   | \$65,563.62           | \$67,530.53           |
| <u>Lead Mentor/Coach:</u> Hired upon funding. .5 FTE @ \$22,250 (district salary rate)<br><i>Qualifications:</i> Master K-12 history educator with 7+ years of experience. <i>Duties:</i> Provides one-on-one mentoring and support to teachers, including classroom implementation support and related assessments. | \$24,313.18           | \$25,042.57           |
| <u>Substitutes</u> for teachers to attend nine full-day Monthly Workshops through the school-year for their initial cohort year. \$70/day x 9 days x 40 teachers                                                                                                                                                     | \$27,536.72           | \$28,362.82           |
| <u>Substitutes</u> for teachers to attend two full-day Follow-Up Workshops through the school-year for two subsequent years. \$70/day x 2 days x 40 teachers (Year 2), 80 teachers (Years 3-5)                                                                                                                       | \$11,200.00           | \$11,200.00           |
| <b>Subtotal Personnel</b>                                                                                                                                                                                                                                                                                            | <b>\$128,613.52</b>   | <b>\$132,135.92</b>   |
| <b>BENEFITS (reflects a 3% salary increase planned for each year)</b>                                                                                                                                                                                                                                                |                       |                       |
| Project Director                                                                                                                                                                                                                                                                                                     | \$27,825.69           | \$28,292.24           |
| Lead Mentor/Coach                                                                                                                                                                                                                                                                                                    | \$5,767.09            | \$5,940.10            |
| Substitutes                                                                                                                                                                                                                                                                                                          | \$9,188.35            | \$9,384.30            |
| Teacher Stipends                                                                                                                                                                                                                                                                                                     | \$13,781.32           | \$14,113.40           |
| <b>Subtotal Benefits</b>                                                                                                                                                                                                                                                                                             | <b>\$56,562.45</b>    | <b>\$57,730.04</b>    |
| <b>TOTAL SALARY &amp; BENEFITS</b>                                                                                                                                                                                                                                                                                   | <b>\$185,175.96</b>   | <b>\$189,865.96</b>   |

Budget Narrative (14 pages)

|                                                                                                                                                                       | Year 4 (upon funding)                                                                             | Year 5 (upon funding) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------|
| <b>TRAVEL</b>                                                                                                                                                         |                                                                                                   |                       |
| Local travel for project management, coordination, and one-on-one mentoring (including onsite classroom implementation support and CBAM interviews and observations). | \$0.485/mile x 150 miles/month x 12 months x 2 personnel (Project Director and Lead Mentor/Coach) | \$1,746.00            |
| Travel for <u>Annual Project Director's Meeting</u> required for Project Director and Evaluator.                                                                      |                                                                                                   | \$1,746.00            |
| Roundtrip Airfare (economy class)                                                                                                                                     | \$450/roundtrip x 2 participants                                                                  | \$900.00              |
| Lodging (conference early bird rate)                                                                                                                                  | \$150/night x 3 nights x 2 participants                                                           | \$900.00              |
| Per Diem                                                                                                                                                              | \$50/day x 3 days x 2 participants                                                                | \$300.00              |
| Busing (tour bus quality)                                                                                                                                             | \$50/trip x 2 participants                                                                        | \$100.00              |
| Travel for <u>National Council for History Education Annual Conference</u> for Project Director and Lead Mentor/Coach.                                                |                                                                                                   |                       |
| Registration (early bird rate)                                                                                                                                        | \$90/registration x 2 participants                                                                | \$180.00              |
| Roundtrip Airfare (economy class)                                                                                                                                     | \$450/roundtrip x 2 participants                                                                  | \$900.00              |
| Lodging                                                                                                                                                               | \$150/night x 3 nights x 2 participants                                                           | \$900.00              |
| Per Diem                                                                                                                                                              | \$50/day x 3 days x 2 participants                                                                | \$300.00              |
| Busing (tour bus quality)                                                                                                                                             | \$50/trip x 2 participants                                                                        | \$100.00              |
| Travel for <u>Local/Regional Field Research</u> day-trips for 20 teachers, 1 Project Director, 1 Lead Mentor/Coach, and 2 BYU professors.                             |                                                                                                   |                       |
| Busing (tour bus quality)                                                                                                                                             | \$350/day x 1 bus x 4 days                                                                        | \$1,400.00            |
|                                                                                                                                                                       | <b>Subtotal Travel</b>                                                                            | <b>\$7,726.00</b>     |
| <b>EQUIPMENT</b>                                                                                                                                                      |                                                                                                   |                       |
| None.                                                                                                                                                                 |                                                                                                   | \$0.00                |
|                                                                                                                                                                       | <b>Subtotal Equipment</b>                                                                         | <b>\$0.00</b>         |

| <b>MATERIALS and SUPPLIES</b>                                                                                                                                                                                                                        |                                                                                         | <b>Year 4</b>  | <b>Year 5</b>  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------|----------------|
|                                                                                                                                                                                                                                                      |                                                                                         | (upon funding) | (upon funding) |
| <u>General project management office supplies, meeting materials, and recruitment materials.</u>                                                                                                                                                     | \$100/month x 12 months                                                                 | \$1,200.00     | \$1,200.00     |
| <u>Computer to manage mentor tracking, assessments, and email communications.</u>                                                                                                                                                                    | \$900/computer x 1 Lead Mentor/Coach (Year 1 only)                                      | \$0.00         | \$0.00         |
| <u>Miscellaneous training, book club, field research, and mentoring supplies and materials (i.e., handouts, binders, etc.)</u>                                                                                                                       | \$200/materials x 40 teachers                                                           | \$8,000.00     | \$8,000.00     |
| <u>Professional Best Practice Texts: Eyewitness to the Past (Schur), Understanding By Design (Wiggins &amp; McTighe), and Classroom Instruction That Works (Marzano, Pickering, &amp; Pollock).</u>                                                  | \$30/text (includes tax and S+H) x 3 texts/teacher x 40 teachers                        | \$3,600.00     | \$3,600.00     |
| <u>Primary Source Materials, including Our Documents: 100 Milestone Documents from the National Archives, Nystrom Atlas of U.S. History, and Teacher-Created Materials award-winning primary source kits (e.g., letters, speeches, photographs).</u> | \$200/materials (includes tax and S+H) x 40 teachers                                    | \$8,000.00     | \$8,000.00     |
| <u>History-Related Informational Texts, Historical Non-Fiction, and Historical Fiction (tied to the historical content to be explored each year).</u>                                                                                                | \$15/text (includes tax and S+H) x 8 texts/teacher (2 per each Book Club) x 40 teachers | \$4,800.00     | \$4,800.00     |

Year 4= 1776 and John Adams (McCullough), Thomas Jefferson (Bernstein), Miracle at Philadelphia (Bowen), James Madison and the Struggle for the Bill of Rights (Labunski), Johnny Tremain (Forbes), My Brother Sam is Dead (Collier), Fighting Ground (Avi), and Private Yankee Doodle (Martin). Year 5= The Unresolved (Welsh), Carry On, Mr. Bowditch (Latham), Engines of Change: the American Industrial Revolution, 1790-1860 (Hindle & Lubar), We Shall Not be Moved, the Women's Factory Strike of 1909 (Dash), The Jungle (Sinclair), Ashes of Roses (Auch), Atlas Shrugged (Rand), A Nation of Steel: Making of Modern America (Misa), Machine in America: A Social History of Technology (Purseil), Paths of Innovation: Technological Change in 20<sup>th</sup> Century America (Mowery & Rosenberg), and Monkey Wrench Gang (Abbey).

*Budget Narrative (14 pages)*

|                                                                                                                                                                                                                                                                   |                                                                                                          |                    |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------|--------------------|
| Two historical texts and other materials for teachers participating in <u>Museum Education Outreach</u> training program.                                                                                                                                         | \$100/texts and materials x 25 teachers                                                                  | \$2,500.00         | \$2,500.00         |
| <u>One-year professional memberships</u> for each teacher to either the Journal of American History or Utah State Historical Society.                                                                                                                             | \$37/one-year membership x 40 teachers                                                                   | \$1,480.00         | \$1,480.00         |
| <u>Digital cameras</u> to document field studies, research projects, real-world products (i.e., Project Citizen, National History Day, and "Eyewitness to the Past" projects), and classroom implementation of TAH strategies.                                    | \$50 reimbursement (teachers pay the difference) towards purchase of a digital camera x 40 teachers/year | \$2,000.00         | \$2,000.00         |
| <u>Video iPods</u> for accessing and presenting historic documents, images, and speeches as well as historian content lectures and research interviews from various history-related websites (e.g., National Archives, American Memory, and Library of Congress). | \$50 reimbursement (teachers pay the difference) towards purchase of a Video iPod x 40 teachers/year     | \$2,000.00         | \$2,000.00         |
| <u>LCD Projectors</u> (with hard-side carrying case) for delivering history multimedia presentations, trainings, and instruction.                                                                                                                                 | \$1,200/projector x 3 per cohort (available to all teachers)                                             | \$3,600.00         | \$3,600.00         |
| <u>Printing, photocopying, and mailing</u> of teacher and student instruments, assessments, active consent forms, and related reports.                                                                                                                            | \$1,500/year                                                                                             | \$1,500.00         | \$1,500.00         |
| <b>Subtotal Materials &amp; Supplies</b>                                                                                                                                                                                                                          |                                                                                                          | <b>\$38,680.00</b> | <b>\$38,680.00</b> |

**CONSULTANTS and CONTRACTS** **Year 4** (upon funding) **Year 5** (upon funding)

*Note: Procurement transactions are conducted in accordance with EDGAR. Contractors are selected following the district's standard policies and procedures.*

*Note: Indirect costs applied only to the first \$25,000 of each subcontract regardless of the period covered by the subcontract.*

|                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                              |                    |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|
| Brigham Young University professor to serve as <u>BYU Liaison</u> , including serving on Steering Committee and assessing historical content of teachers' annual pre/post Historical Inquiry/Document Analysis Assessments.                                                                                                                                    | \$3,000.00                                                                                                                                                                                                                                                                                                                   | \$3,000.00         |                    |
| Brigham Young University professors and area historical and education organization subject matter experts to <u>lead sessions during the 8-day Summer Academy</u> .                                                                                                                                                                                            | \$85/hour x 4.5 hours per session (3 hours of instruction and 1.5 hour prep) x 2 matter experts to lead sessions/day x 8 days                                                                                                                                                                                                | \$6,120.00         | \$6,120.00         |
| Brigham Young University professors to instruct at nine full-day <u>Monthly Workshops</u> throughout the school-year.                                                                                                                                                                                                                                          | \$300/half-day training (covers instruction, planning time, and travel) x 9 workshops                                                                                                                                                                                                                                        | \$2,700.00         | \$2,700.00         |
| Brigham Young University professors to present at four 2-hour evening <u>Scholarly Lectures</u> .                                                                                                                                                                                                                                                              | \$300/lecture (covers instruction, planning time, and travel) x 4 lectures/year                                                                                                                                                                                                                                              | \$1,200.00         | \$1,200.00         |
| Brigham Young University professors to guide two 2-day <u>Local/Regional Field Research</u> experiences.                                                                                                                                                                                                                                                       | \$600/day (covers instruction, planning time, and travel) x 4 days x 1 professor                                                                                                                                                                                                                                             | \$2,400.00         | \$2,400.00         |
| Brigham Young University professors to conduct new onsite <u>Survey Course in U.S. History</u> (open to all ASD elementary teachers) in the evenings for two ten-week sections.                                                                                                                                                                                | \$2,000/10-week course x 2 sections/year                                                                                                                                                                                                                                                                                     | \$4,000.00         | \$4,000.00         |
| <u>Project Evaluation: Educational Outfitters.</u> Comprehensive project evaluation services as outlined in the project narrative, including instrument development and/or validation; conducting data analysis, including that required for Federal reporting requirements; and advising on and/or assisting with data collection, management, and reporting. | Covers the evaluator's time, internal use materials, office utilities/technology, and travel to and from the project site and related per diem. Educational Outfitters functions in a at-distance, paperless system (i.e., instruments and reports are disseminated in a digital format, communication via email and phone). | \$33,300.00        | \$33,300.00        |
| <b>Subtotal Consultants &amp; Contracts</b>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                              | <b>\$52,720.00</b> | <b>\$52,720.00</b> |

Budget Narrative (14 pages)

|                                                                                                                                                                                           | Year 4 (upon funding) | Year 5 (upon funding) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| <b>OTHER</b>                                                                                                                                                                              |                       |                       |
| Entrance fees to history-related museums and historical sites (most sites are free).                                                                                                      | \$400.00              | \$400.00              |
| College Board AP U.S. History testing and registration fees for teacher pre-test (start of Year 1) and post-test (end of Years 3 and 5).                                                  | \$0.00                | \$3,400.00            |
| <b>Subtotal Other</b>                                                                                                                                                                     | <b>\$400.00</b>       | <b>\$3,800.00</b>     |
| <b>TOTAL DIRECT COSTS</b>                                                                                                                                                                 |                       |                       |
|                                                                                                                                                                                           | <b>\$284,701.96</b>   | <b>\$292,791.96</b>   |
| <b>INDIRECT COSTS (1.82%)</b>                                                                                                                                                             |                       |                       |
|                                                                                                                                                                                           | <b>\$4,575.52</b>     | <b>\$4,722.75</b>     |
| <b>TRAINING STIPENDS</b>                                                                                                                                                                  |                       |                       |
| Stipends for teachers to participate in <u>8-day Summer Academy</u> .                                                                                                                     | \$39,200.00           | \$39,200.00           |
| Stipends for 12 ASD TAH Academy master teachers to be trained as district history <u>inservice trainers and develop new inservice units</u> to be used in the district after TAH funding. | \$9,000.00            | \$9,000.00            |
| Stipends for teachers to take <u>annual pre/post assessments</u> .                                                                                                                        | \$1,400.00            | \$2,800.00            |
| Stipends for <u>Steering Committee master teacher members</u> (at least 3-5 hours each quarter) to help develop and select topics, instructors, schedules, materials, and assessments.    | \$6,000.00            | \$6,000.00            |
| <b>Subtotal Stipends</b>                                                                                                                                                                  | <b>\$55,600.00</b>    | <b>\$57,000.00</b>    |
| <b>TOTAL</b>                                                                                                                                                                              |                       |                       |
|                                                                                                                                                                                           | <b>\$344,877.48</b>   | <b>\$354,514.72</b>   |
| <b>5-YEAR TOTAL</b>                                                                                                                                                                       |                       |                       |
|                                                                                                                                                                                           | <b>\$1,699,383.05</b> |                       |

# Proof of Federally Negotiated Indirect Cost Rate - Restricted Rate

ADEC  
IC

**UTAH STATE OFFICE OF EDUCATION  
STATEWIDE APPROVED INDIRECT COST RATES  
FOR FY 2008  
SCHEDULE M**

2/23/2007

| DISTRICT                | INSTRUCTIONAL PROGRAMS |              | SCHOOL<br>FOOD<br>PROGRAM |
|-------------------------|------------------------|--------------|---------------------------|
|                         | NONRESTRICTED          | RESTRICTED   |                           |
| 01 ALPINE               | 11.21%                 | 1.82%        | 0.00%                     |
| 02 BEAVER               | 11.20%                 | 1.41%        | 0.00%                     |
| 03 BOX ELDER            | 12.66%                 | 0.95%        | 0.00%                     |
| 04 CACHE                | 11.08%                 | 0.83%        | 0.00%                     |
| 05 CARBON               | 16.56%                 | 3.51%        | 0.00%                     |
| 06 DAGGETT              | 20.34%                 | 3.20%        | 0.00%                     |
| 07 DAVIS                | 14.26%                 | 2.40%        | 0.00%                     |
| 08 DUCHESNE             | 23.10%                 | 2.50%        | 0.00%                     |
| 09 EMERY                | 27.53%                 | 1.46%        | 0.00%                     |
| 10 GARFIELD             | 16.17%                 | 1.54%        | 0.00%                     |
| 11 GRAND                | 21.02%                 | 5.00%        | 0.00%                     |
| 12 GRANITE              | 12.96%                 | 1.70%        | 0.00%                     |
| 13 IRON                 | 12.55%                 | 1.70%        | 0.00%                     |
| 14 JORDAN               | 14.31%                 | 2.48%        | 0.00%                     |
| 15 JUAB                 | 8.70%                  | 1.61%        | 0.00%                     |
| 16 KANE                 | 20.36%                 | 5.00%        | 0.00%                     |
| 17 MILLARD              | 17.73%                 | 1.00%        | 0.00%                     |
| 18 MORGAN               | 13.00%                 | 1.68%        | 0.00%                     |
| 19 NEBO                 | 13.94%                 | 2.50%        | 0.00%                     |
| 20 NO SANFETE           | 13.28%                 | 3.30%        | 0.00%                     |
| 21 NO SUMMIT            | 10.44%                 | 1.45%        | 0.00%                     |
| 22 PARK CITY            | 17.34%                 | 0.97%        | 0.00%                     |
| 23 PILITE               | 11.03%                 | 1.99%        | 0.00%                     |
| 24 RICH                 | 15.83%                 | 2.37%        | 0.00%                     |
| 25 SAN JUAN             | 22.70%                 | 4.70%        | 0.00%                     |
| 26 SEVIER               | 17.21%                 | 1.83%        | 0.00%                     |
| 27 SO SANPETE           | 10.04%                 | 1.34%        | 0.00%                     |
| 28 SO SUMMIT            | 9.55%                  | 3.27%        | 0.00%                     |
| 29 TINTIC               | 0.00%                  | 0.00%        | 0.00%                     |
| 30 TOOELE               | 10.13%                 | 1.45%        | 0.00%                     |
| 31 Uintah               | 12.34%                 | 2.66%        | 0.00%                     |
| 32 WASHATCH             | 14.28%                 | 2.95%        | 0.00%                     |
| 33 WASHINGTON           | 12.20%                 | 1.34%        | 0.00%                     |
| 34 WAYNE                | 17.98%                 | 3.18%        | 0.00%                     |
| 35 WEBER                | 12.00%                 | 1.31%        | 0.00%                     |
| 36 SALT LAKE            | 12.48%                 | 2.44%        | 0.00%                     |
| 37 OGDEN                | 15.15%                 | 4.47%        | 0.00%                     |
| 38 PROVO                | 5.38%                  | 2.97%        | 0.00%                     |
| 39 LOGAN                | 10.75%                 | 0.87%        | 0.00%                     |
| 40 MURRAY               | 17.38%                 | 4.63%        | 0.00%                     |
| <b>District Average</b> | <b>14.29%</b>          | <b>2.30%</b> | <b>0.00%</b>              |