

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**TEACHING AMERICAN HISTORY FY2010 APPLICATION PACKAGE
CFDA # 84.215X
PR/Award # U215X100462**

Closing Date: MAR 22, 2010

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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 e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

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

* 3. Date Received:	4. Applicant Identifier:
3/22/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
16-6002010	0

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Rochester City School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
166002010	114058175

d. Address:

* Street1:	131 West Broad Street
Street2:	
* City:	Rochester
County:	Monroe
State:	NY
Province:	
* Country:	USA
* Zip / Postal Code:	14614

e. Organizational Unit:

Department Name:	Division Name:
Grants Development and Procurement	

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

Prefix:	Ms.	* First Name:	Linda
Middle Name:	D		

* Last Name: Stagles

Suffix:

Title: Director of Grants Development and Procurement

Organizational Affiliation:

* Telephone Number: (585)262-8682 Fax Number: (585)263-3292

* Email: LINDA.STAGLES@RCSDK12.ORG

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Public School District

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215X

CFDA Title:

Teaching American History FY2010 Application Package

*** 12. Funding Opportunity Number:**

ED-GRANTS-012110-001

Title:

TEACHING AMERICAN HISTORY PROGRAM

13. Competition Identification Number:

Title:

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

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

Growing Up in America: A Historical Journey?

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 28

* b. Program/Project: 28

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 9/1/2010

* b. End Date: 8/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 332329
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 332329

*** 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: Mr. * First Name: Jean-Claude
Middle Name:
* Last Name: Brizard
Suffix:

Title: Superintendent of Schools

* Telephone Number: (585)262-8378 Fax Number: (585)262-5151

* Email: LINDA.STAGLES@RCSDK12.ORG

* Signature of Authorized Representative: * Date Signed:

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.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Rochester City 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	\$ 195,520	\$ 198,970	\$ 202,524	\$ 206,184	\$ 209,954	\$ 1,013,152
2. Fringe Benefits	\$ 57,528	\$ 58,200	\$ 58,891	\$ 59,603	\$ 60,335	\$ 294,557
3. Travel	\$ 2,130	\$ 2,130	\$ 2,130	\$ 2,130	\$ 2,130	\$ 10,650
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 27,950	\$ 23,150	\$ 23,150	\$ 23,150	\$ 23,150	\$ 120,550
6. Contractual	\$ 35,500	\$ 35,500	\$ 35,500	\$ 35,500	\$ 35,500	\$ 177,500
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 318,628	\$ 317,950	\$ 322,195	\$ 326,567	\$ 331,069	\$ 1,616,409
10. Indirect Costs*	\$ 13,701	\$ 13,672	\$ 13,854	\$ 14,042	\$ 14,236	\$ 69,505
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 332,329	\$ 331,622	\$ 336,049	\$ 340,609	\$ 345,305	\$ 1,685,914

***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: 7/1/2008 To: 6/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 4.3%

(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(c)(2)? The Restricted Indirect Cost Rate is 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Rochester City 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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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
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 sub-agreements.
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 (Clear Air) Implementation Plans under Section 176(c) of the Clear 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. "1721 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

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 the 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.

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 Representative:

Name of Authorized Certifying Representative: Jean-Claude Brizard

Title: Superintendent of Schools

Date Submitted: 03/11/2010

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 any 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 or 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

Rochester City School District

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: Jean-Claude Middle Name:

Last Name: Brizard Suffix:

Title: Superintendent of Schools

Signature: _____

Date:

03/11/2010

Section 427 of GEPA

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 **1894-0005**. 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:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement FINAL

File : G:\Grants\FEDERAL\TEACHING AMERICAN HISTORY\Teaching American History 2010\Working docs\GEPA Statement FINAL.doc

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427 STATEMENT

The Rochester City School District (RCSD) is a diverse, urban school district that serves a student population that is 89% ethnic minority. RCSD is committed to providing its students, faculty, staff, and all program beneficiaries with the support they need to ensure equal access to and successful participation in district programs and services.

The requested grant funds will be used to support teachers, including those with disabilities and minorities, to increase their knowledge and understanding of traditional American history. Full participation of all eligible teachers (i.e., primary-level teachers) will be encouraged in the *Growing Up in America* professional development workshops. Accommodations will be made for teachers with physical impairments and/or language barriers. Environmental modifications and assistive technology will be made available for people with disabilities to facilitate their full participation in the project activities. In addition, all project partners have facilities that are accessible to people with disabilities for off-site workshops.

RCSD's Board of Education ensures that every student with a disability is provided with equal opportunity to participate in the full range of RCSD programs and services. General education, special education, and special area teachers (including teachers of English Language Learners) will be actively encouraged to participate in *Growing Up in America*. Professional development workshops will support the development of instructional strategies that appeal to students with diverse learning styles, and classroom lessons will be written that encourage active participation of both special and general education students.

If any teacher or student requires assistance or devices that do not already exist within the District, provisions will be made to address their needs.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Jennifer Gkourlias

Address:

* Street1: 131 West Broad Street
Street2:
* City: Rochester
County: Monroe
* State: NY* Zip / Postal Code: 14614 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(585)262-8470 (585)262-8614

Email Address:

JENNIFER.GKOURLIAS@RCSDK12.ORG

2. Applicant Experience

Novice Applicant Yes No Not applicable

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) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

ED Abstract Narrative

Attachment 1:

Title: Abstract FINAL Pages: 1 Uploaded File: G:\Grants\FEDERAL\TEACHING AMERICAN HISTORY\Teaching American History 2010\Working docs\Abstract FINAL.doc

PROJECT ABSTRACT

Growing Up in America: A Historical Journey

Rochester City School District's project, *Growing Up in America: A Historical Journey*, will engage teachers of primary age children (grades K-2) with texts, documents, and artifacts that will serve to unlock history for young learners. Content-rich seminars during the school year will increase teachers' knowledge of traditional American history and link it to pedagogical practice. A summer institute will provide opportunities for teachers to continue their learning and connect with participants of previous cohorts. The seminars will investigate America's history through the experiences of its youth, and topics will focus on concepts that are familiar to young children such as schools and family. Seminars topics include Families of Native Americans; Working Long Ago; Urbanization, from Farm to City; Education; Childhood; American Identity; and Transportation.

During the five-year project, 300 teachers (60 teachers each year) will participate in an afterschool workshop series that will allow them to think like historians. The objectives of the project are to 1) increase primary grade-level teachers' content understanding of key events, issues, and people in American history; and 2) improve their pedagogical skills. Anticipated outcomes of the project include increased time spent teaching American history in at the primary level and increased use of object-based learning and inquiry through American history lessons.

Seven community partners will collaborate on the delivery of *Growing Up in America*. Professors from Nazareth College's Department of History and Political Science will provide content expertise. The University of Rochester's Warner School of Education will support the development of teacher pedagogy. Five additional community partners will make their diverse collections of historical artifacts available for teachers during the project workshops and provide support in integrating them in age-appropriate classroom lessons. They include the Rochester Museum and Science Center, Strong National Museum of Play, Memorial Art Gallery, Genesee Country Village and Museum, and the Central Library of Rochester and Monroe County.

Project Narrative

Project Narrative

Attachment 1:

Title: **TAH Narr 100322 FINAL Pages: 33** Uploaded File: **G:\Grants\FEDERAL\TEACHING AMERICAN HISTORY\Teaching American History 2010\Working docs\TAH Narr 100322 FINAL.doc**

TEACHING AMERICAN HISTORY 2010

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PROJECT NARRATIVE

Response to the Absolute Priority

Each applicant LEA must propose to work in collaboration with one or more of the following: an institution of higher education, a non-profit history or humanities organization, a library or museum.

The Rochester City School District (RCSD) will meet the Absolute Priority of the 2010 *Teaching American History (TAH) Program* through partnerships with the following agencies and institutions:

- Nazareth College, Department of History and Political Science;
- University of Rochester, Warner School of Education;
- Rochester Museum and Science Center,
- Strong National Museum of Play,
- Memorial Art Gallery of the University of Rochester,
- Genesee Country Village and Museum, and the
- Central Library of Rochester and Monroe County.

Project partners will collaborate throughout the five-year grant period in the delivery of annual afterschool workshop series and summer institutes. The professional development offerings will utilize the expertise of each project partner and increase primary grade teachers' content knowledge of traditional American history and improve their instructional skills. Letters of commitment from all project partners are included in Appendix B.

The history department at *Nazareth College* will deliver content seminars that will increase teachers' knowledge of traditional American history. Nazareth College is a comprehensive college located in Rochester, NY that integrates liberal and professional education. The Department of History and Political Science is devoted to increasing students' knowledge and

understanding and is developing a Center for Public History. Three professors from the college, Drs. Thomas Lappas, Timothy Kneeland, and Isabel Cordova, will lead the content seminars on key themes in American history. Dr. Lappas specializes in early American and Native American history. Dr. Kneeland's areas of specialization include 19th and 20th century American history and American political and intellectual history. Dr. Isabel Cordova is a historian of Latin America and the Caribbean and specializes in the history of Puerto Rico.

The *University of Rochester* is a nationally recognized research university. The university's Warner School of Education prepares practitioners and scholars to be leaders in education and will work as a core partner with RCSD's Executive Director of Social Studies and lead social studies teachers to increase teachers' pedagogical skills for history instruction, including inquiry-based instruction and object-based learning. Dr. David Hursh, Associate Professor of Teaching and Curriculum, specializes in educational policy issues and elementary Social Studies education. As a teacher educator for more than 20 years, Dr. Hursh has devoted his career to improving classroom practice and preparing pre-service teachers for history education.

Each of the project's professional development workshops will focus on increasing teachers' understanding of the key events and issues in American history and the pedagogical strategies to most effectively teach American history to young children. Workshops will be delivered on-site at the five community partner institutions. Historical collections and artifacts will be used to stimulate teacher learning and provide the resources needed for teachers to develop inquiry-based lessons for the classroom.

The *Rochester Museum and Science Center* is home to more than 1.2 million objects and its exhibits include hands-on opportunities to explore the Rochester area's cultural heritage. Teaching collections include objects, such as Native American artifacts, a model of the Wright Brothers aircraft, and a Zoetrope. These artifacts are available for loan and will be integrated

into the grant project as teachers learn how to provide young children an inquiry approach to develop historical understandings.

The permanent collection at the *Memorial Art Gallery* of the University of Rochester is considered the best balanced art collection in New York State outside of the metropolitan New York City Area. The museum's collection of American art, *Seeing America*, is the pride of the gallery and includes objects dating from the Colonial period to the post-Cold War era. The collection provides visitors a tour through American history, from colonial times through the 21st century and illustrates the diversity of the American experience as well as distinctive themes in American history as expressed and recorded in art.

The *Strong National Museum of Play* is the only museum in the world devoted to the study of play as it illuminates American culture. Blending history, artifacts, and experiential learning, the museum features high interactivity and extensive collections to serve a diverse audience of children, families, adults, students, educators, scholars, and collectors. As an independent, 501(c)3, educational organization chartered by the New York State (NYS) Board of Regents, the museum explores play because it is critical to learning and human development and offers a unique window into American culture. The museum offers engaging exhibit experiences, educational programs, standards-based school lessons, teacher development opportunities, an innovative preschool, a circulating library, the Brian Sutton-Smith Library and Archives of Play, scholarly publications such as the *American Journal of Play*, and is home to the National Toy Hall of Fame and the International Center for the History of Electronic Games.

The *Genesee Country Village and Museum*, located within 30 minutes of the City of Rochester, is a unique site where visitors experience a living, working 19th century country village, complete with more than 40 furnished buildings ranging from a pioneer homestead to a grand octagon house. Historic interpreters demonstrate 19th century life for people of varying

social classes, demonstrating throwing pottery to blacksmithing. The museum is also an educational partner with RCSD, with a long-standing relationship of providing transportation and educational outreach to teachers and children.

The Local History and Genealogy Division and the Office of the City Historian at the ***Central Library of Rochester and Monroe County*** will partner with the district to share their unique archival resources with teachers to deepen their understanding of the history of the City of Rochester as it pertains to the themes in *Growing Up in America*. The Central Library is home to thousands of historical documents, including the history of Rochester schools, daily life in Rochester throughout American history, photographic and clip file archives, certificates of incorporation (Eastman Kodak Company), historic maps, and digital newspapers, including Frederick Douglas' *North Star*. City Historian Christine Ridarsky and Archivist Larry Naukaum have partnered with the district schools and Project Director, Dr. Jennifer Gkourlias, on numerous teacher development projects. Mr. Naukam co-presented with four Rochester teachers at NYS conferences for history education to demonstrate the power of partnerships between archivists and classrooms. Ms. Risarsky collaborated with the district to prepare a virtual web-linked "quilt" containing documentaries of the history of Rochester prepared by Rochester students in celebration of Rochester's 175th birthday in 2009.

Response to Invitational Priority 1

Applications that provide for the development and dissemination of grant products and results through Open Educational Resources (OER).

The *Growing Up in America* project will meet Invitational Priority 1 by sharing instructional products developed in conjunction with the partner institutions on the RCSD public website and the district's *Teaching American History* Wiki Space: <http://rcsdsocialstudies.wikispaces.com>.

Object-based lessons and teacher resource kits developed through the project institutes will be made available for loan for all teachers (including grant participants and non-participants) in the broader teaching community. Teacher research, including case studies and reflections on how the project has transformed teaching practice, will be collected and published in partnership with the pedagogical partner, Warner School of Education at the University of Rochester. These publications will be disseminated through books and/or journals. The processes for collection of the case studies and teacher data are incorporated and elaborated upon in Section 5, *Quality of the Project Evaluation*.

Response to Invitational Priority 2

Applications that provide for the collection and use of student work and achievement data.

The Rochester City School District will meet Invitational Priority 2 through the alignment of teachers' daily practices and teacher research using a mixed methods design. Participants will participate in an interview protocol in which they describe their dispositions and approaches to teaching American history to primary school children. Data will be collected annually in the form of pre- and post-lecture series interviews and reports from participant teachers. Student work produced as a result of the understandings teachers gain from the workshops and lesson plans and teachers' reflections on the lesson plans will comprise the qualitative portion of the evaluation plan.

The eighth session in the monthly workshop series, and the summer institute, will be dedicated to the participants' dissemination, presentation, and public reflections on the impact of the TAH grant work on their teaching practice and the quality of student work. Summer institutes will focus on developing teacher leaders through the dissemination of their project experiences, sharing effective American history lessons, and conducting further content research to incorporate into their classroom practices.

GROWING UP IN AMERICA: A HISTORICAL JOURNEY

Young children are expected to learn to become strong citizens and engage in patriotic and historic rituals, but they are rarely challenged to think about the history of these experiences. Learning about American history is postponed until late elementary school because it is not part of the written primary-level curriculum. The proposed project, *Growing Up in America: A Historical Journey*, will engage teachers of primary age children (grades K-2) with documents, texts, and artifacts that will serve to unlock history for young learners. Teachers will participate in a series of afterschool seminars and summer institutes that will increase their own content understanding of American history and provide them with historical inquiry skills to shape classroom lessons and be used to fully integrate American history instruction into the school day.

Response to the Selection Criteria

1. Project Quality

a) Teaching American History as a Separate Subject

Instruction in the primary grades (K-2) focuses on English Language Arts and mathematics, not only to build the fundamental skills students need for academic success, but also because it is student performance in those areas on which school accountability is based. While young children are naturally curious and look for explanations of their tangible world and the history of the people and institutions that they interact with daily, these explanations are often withheld from them because of their absence in the written curriculum.

Emergent readers and writers need something to read and write about as they develop their literacy skills. In *Growing Up in America* teachers will learn how to engage children with texts, documents, artifacts, and even toys that will unlock American history for young learners while simultaneously developing their literacy skills. Participating primary grades teachers, who are teaching “generalists,” will receive the knowledge they need to build their confidence and

enthusiasm for teaching American history to young children. During the course of the year-long workshop series, teachers will acquire not only the understanding they need to shape American history lessons, but also the historical inquiry skills that will allow them to fully integrate American history instruction into the elementary school day.

b) Traditional American History Content

Teachers in grades K-2 will increase their knowledge of traditional American history through the delivery of content-rich seminars that will focus on core themes in American history.

Workshops will investigate each content theme through the experiences of American youth in history and be delivered by professors from Nazareth College's Department of History (please see additional description included in Section 1d, *Project Partners*).

Drs. Timothy Kneeland, Thomas Lappas, and Isabel Cordova have worked with RCSD's Executive Director of Social Studies to identify session themes and content. Dr. Lappas' academic focus is early American and Native American history, and Dr. Kneeland specializes in 19th and 20th century American political and intellectual history. Drs. Lappas and Kneeland have worked with many Rochester-area elementary and secondary teachers on three previous *Teaching American History* (TAH) projects and are experienced in using documents to deliver insightful content seminars. Dr. Isabel Cordova is a Latin American scholar and will work with the team to incorporate the history of Latino people in America in the afterschool workshops. [Latino children comprise nearly one-quarter (23%) of RCSD's elementary student population.] Dr. Cordova teaches courses on Latino history and trans-national history of the Americas, including *The Atlantic World and Latinos in the United States*.

Workshop topics were identified after consideration of the key ideas and major understandings included in the NYS American history curriculum and include areas in which students are challenged most in later school years as measured by the New York State Grades 5

and 8 Social Studies assessments (i.e., American history, civics and government, and economics). *Growing Up in America* incorporates American history topics that address these challenging content strands along with others that are relevant for primary school children.

The history content of the afterschool content seminars is described below. Please see the full list of documents, images, and secondary sources that will be integrated into the workshops in Appendix A. Historians will develop the sessions in conjunction with Dr. David Hursh from the University of Rochester's Warner School, who will be serving as the project's pedagogy advisor. Community partners will provide historical artifacts that will reinforce content learning for teachers and provide valuable resources for classroom lessons.

Session 1 - Families of Native Americans Dr. Thomas Lappas

From European arrival through the present, New York State has been home to two major groups of Native Americans, the Haudenosaunee/Iroquois in Western New York and the Algonquian tribes east of the Hudson River, Downstate, and on Long Island. In this session, the various family structures that have helped shape their communities will be examined using both the origin stories and other legends from the nations in addition to some more recent children's literature from Native American perspectives.

Session 2 - Working Long Ago Dr. Thomas Lappas

Historians and social scientists have long been interested in the role child labor played in American history. These young people left behind a remarkable paper trail. Documents and images will speak to the various ways that children contributed to U.S. history and the ways in which they tried to make their lives better.

Session 3 - Urbanization, From Farm to City Dr. Timothy Kneeland

Rochester has played a symbolic as well as critical role in the history of the United States and is exemplary for understanding the process of urbanization from the 19th century through the

present day. The changing urban landscape from 1830 until the present will be examined using primary and secondary documents that demonstrate how African American children witnessed and experienced the changing “urbanscape.”

Session 4 - Education

Dr. Timothy Kneeland

Public education from its outset was beset by a series of political and social challenges generated by questions of content and the conflict between the institution as a site of socialization and democratization. In this session the way that the changing nature of public education shaped the life of children in the 19th century will be examined.

Session 5 – Childhood

Dr. Timothy Kneeland

The life of children has changed dramatically in the last 200 years. In this workshop, teachers will discuss the perspective of children and adults in the 19th century as they sought to negotiate the passage of youth to adulthood in America. This session will be conducted in concert with a visit to the Memorial Art Gallery of the University of Rochester. Portraits of 19th century children owned by the gallery will be compared to other images of children through time. Teachers will engage in a dialogue and develop lessons to incorporate artwork to teach American history in their classrooms.

Session 6 - American Identity

Dr. Isabel Cordova

Most of the people living in the United States are immigrants, who feel both a connection to and rupture from their country of origin, or their decedents. Identities often hinge upon what these relationships are perceived to be. Session 6 will explore how Puerto Ricans perceive, represent, and struggle with their identities in the United States and in doing so, present opportunities to discuss citizenship, national belonging, and culture. Testimonial literature depicting the lives of Puerto Rican children in New York City (post-1950s) and how their lives and identities differed and shifted from those of their parents will be examined. Fictional

literature such as a storybooks, poems, and images, along with government documents will further expand on other forms of representations and identity formation.

Session 7 - Transportation: Erie Canal

Dr. Thomas Lappas

The Erie Canal did not just transform the cost of shipping wheat from Buffalo to Albany, it also contributed to a child labor boom in the transportation industry. Building on some of the lessons from Session 2, *Working Long Ago*, this workshop will introduce teachers to the dynamic lives of the children who were a ubiquitous sight all along the canal in the 19th century. Using accounts about children in addition to some of the songs they sang, children's role in the American transportation boom will be studied.

The final, eighth afterschool session will be a sharing session. Time will be spent addressing content questions from previous sessions and provide time for to reflections on the impact of the TAH grant work on their teaching practice.

c) Meeting the Statutory Requirement

Table 1 identifies the seven organizations with whom RCSD will partner in the *Growing Up in America* project to meet that *Teaching American History* (TAH) statutory requirement.

Table 1. *Growing Up in America* Partners

Partner	Role	Focus of Responsibility
Nazareth College, Department of History	IHE	Content
University of Rochester, Warner School of Education	IHE	Pedagogy
Rochester Museum and Science Center	Museum	Historical Artifacts (Content & Pedagogy)
Strong National Museum of Play	Museum	Historical Artifacts (Content & Pedagogy)
Memorial Art Gallery	Museum	Historical Artifacts (Content & Pedagogy)
Genesee Country Village and Museum	Museum	Historical Artifacts (Content & Pedagogy)
Central Library of Rochester and Monroe County	Library	Historical Documents (Content)

d) Project Partners

The Department of History and Political Science at *Nazareth College* in Rochester will serve as the primary project partner and be responsible for the development and delivery of all content-focused activities. Three professors will participate in the project, Drs. Timothy Kneeland, Thomas Lappas, and Isabel Cordova. Their qualifications are summarized in Section 1b, *Traditional American History Content*. Dr. Kneeland and Dr. Lappas have worked with teachers on three previous TAH grant projects, including RCSD's *Elementary Historians Project* that supports teachers in fourth and fifth grade.

The Warner School of Education at the *University of Rochester* prepares practitioners and scholars to be leaders in education. The University of Rochester is a nationally recognized research university, and Dr. David Hursh is a full time Professor in the Teaching and Curriculum Program. Dr. Hursh was an elementary and middle school teacher for eight years during which time he taught history through play writing, object and pictorial analysis, researching local histories, conducting oral histories, and producing shows for public television. His program, *MAPA Who?* focused on civic responsibility and governance in planning for the Omaha, Nebraska region and aired on PBS. Dr. Hursh will co-plan workshops with the Nazareth professors to infuse experiences that will increase teachers' pedagogical skills with the content-building activities. Based on the recommendations of the American Historical Association, Dr. Hursh will work with Nazareth professors to ensure that content, pedagogy, and historical thinking will be interwoven. (*Benchmarks for Professional Development in Teaching History As A Discipline*, 2002, <http://www.historians.org/teaching/policy/Benchmarks.htm>) Research-based practices for teaching American history with documents and objects for young children will underscore all of the session designs.

Five local community partners will provide rich sources of American history artifacts. The **Rochester Museum and Science Center** (RMSC) houses more than 1.2 million objects, including artifacts from the lives of Rochester residents Susan B. Anthony and Frederick Douglas. Permanent exhibits include “Flight to Freedom: Rochester’s Underground Railroad” and “At the Western Door,” an exhibit that depicts how the Erie Canal and the resulting urban expansions affected Native American life in the area.

The **Strong National Museum of Play** will provide opportunities to learn about American history through toys and household objects from its collections. The museum has the world’s largest collection of toys, games, and dolls, and its teaching philosophy is that play is the essence of learning. The Strong Museum’s objects span the course of American History, and include objects pertaining to each of the seven content themes, including examples of change over time in childhood, play through the evolution of toys, changes in transportation, and immigration in American History. In addition, the museum will provide access to their research library and the curators of the exhibitions, allowing teachers to find artifacts, home inventories, catalogues, and supporting documentation to enhance the objects-based lessons in the classroom.

The *Seeing America* collection at the University of Rochester’s **Memorial Art Gallery** provides a tour through American history, from colonial times through the 21st century and illustrates the diversity of the American experience as well as distinctive themes in American history. The Gallery’s permanent collection is considered the best balanced art collection in New York State outside of metropolitan New York City. Teachers will also access the Charlotte Whitney Allen Library which houses a unique collection of children’s literature related to the American Art Collection, slide sets, teaching posters, and National Geographic teaching materials, which will be made available for loan to cohort members.

The **Genesee Country Village and Museum** (GCVM) will afford teachers an opportunity to

experience 19th century life through the eyes of children. Economic development, earning a living, and roles of children in 19th century America will be explored by teachers on site in the village working with docents and interpreters. GCVM will offer summer institutes for teachers, teaching materials, and content development and support to increase teacher understanding of many aspects of children's lives in 19th century America.

The Local History and Genealogy Division and the Office of the City Historian at the *Central Library of Rochester and Monroe County* will offer content support to engage teachers in the historical research process. The library will also provide access to its digital collections, divisional holdings, and other items such as Frederick Douglass papers and newspapers. The teachers' page of the central library will assist teachers in accessing City Directories, Archival Histories of all of Rochester's schools, historic photographs, and digital collections that will support the teachers' development of lessons for young children.

Additional information on each partner can be found in the *Response to the Absolute Priority*, and letters of commitment from all project partners are included in Appendix B.

2. Quality of the Project Design

a) Conceptual Framework

In consultation with the recommendations and benchmarks set forth in 2002 by the American Historical Association (AHA), *Growing Up in America* directly links content and pedagogy to immerse primary level teachers in experiences in which they will have multiple opportunities to think like historians. The AHA benchmarks state, "Content, pedagogy, and historical thinking should be interwoven and related to classroom experience." Nazareth historians will work collaboratively with the University of Rochester's Warner School of Education and the partner institutions to co-plan the teacher institutes in concert with the community partners. Lead teachers representing the teaching population will ensure that the classroom needs of teachers, as

well as the learning needs of primary school children with emergent literacy, are accounted for. The benchmarks also state that collaborations must provide ways to engage teachers in active learning.

By incorporating an object-based teaching focus in all professional development workshops, the project design supports that teachers' active participation in the process of constructing historical meaning. Object-based teaching and inquiry approaches help teachers to teach concepts such as change over time, allowing students to develop historical understanding and the histories that inform the institutions and social structures most familiar to the young child: families and schools. Research studies on teaching historical reading and developing historical thinking and critical inquiry will support and guide the work of all of the project partners (VanSledright, 2002 and 2004).

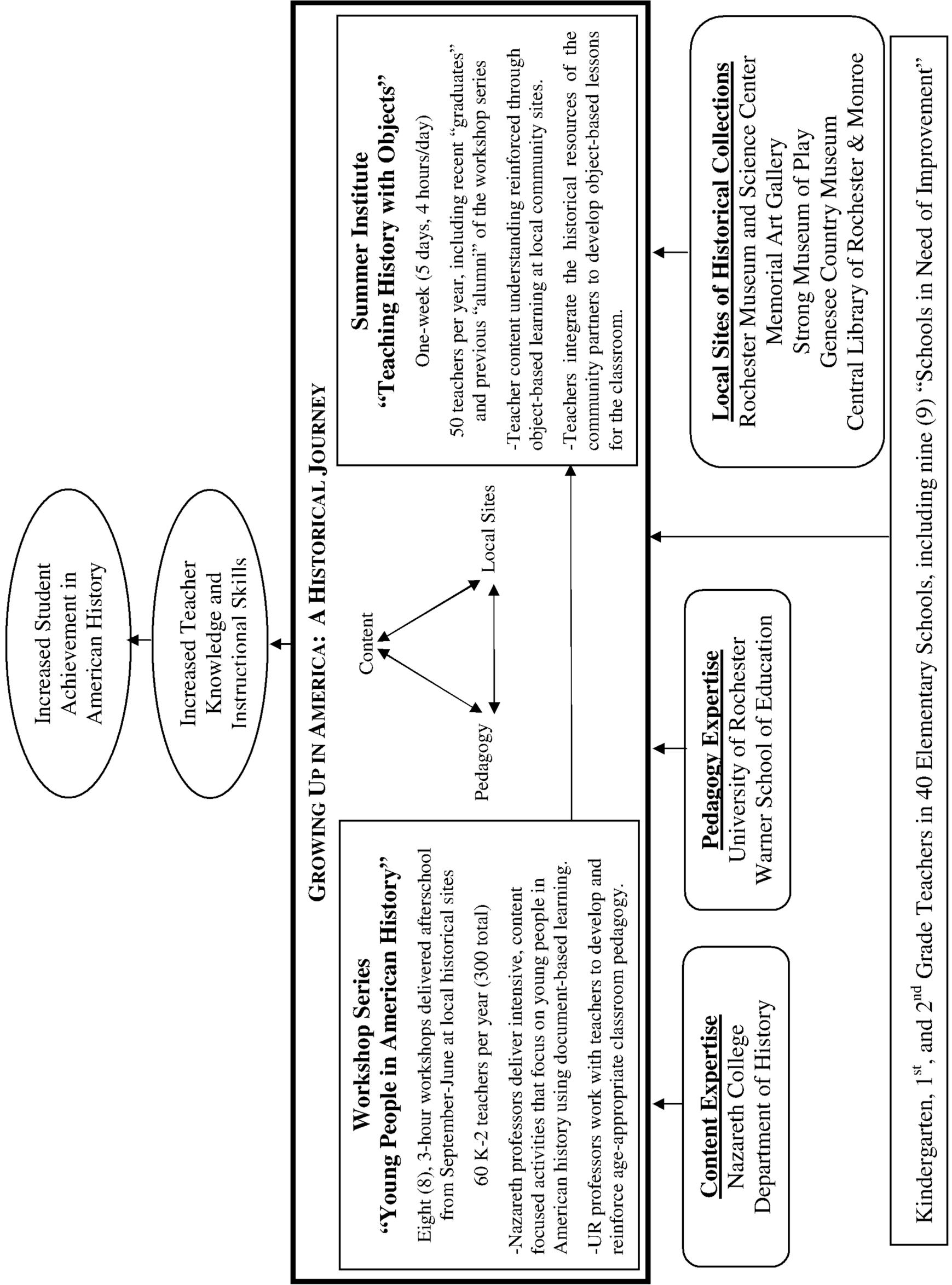
To guide teachers in assessing the efficacy of these actions, case studies and classroom action research will be incorporated into the project by cohort teachers to create a discourse community within which teachers can share and make public their instructional practices surrounding the teaching of American history (Shulman in Heilman, 2010).

A conceptual project is framework presented in Figure 1 on the next page.

b) Sustained Program of Training in Traditional American History

Five cohorts of 60 teachers will participate in *Growing Up in America* each year of the five-year grant period, allowing 300 teachers to increase their American history knowledge during the course of the project. Each year the new teacher cohort will attend a series of eight (8) workshops during the school year. The afterschool workshops will be three (3) hours long and include a content seminar that incorporates document- and object-based learning delivered by the Nazareth history professors and be supported by the historical resources of local community partners. Historians and educational research partners from Nazareth and the University of

Figure 1: Conceptual Framework of Growing Up in America



Rochester will work with RCSD's lead teachers to design and deliver afterschool workshops that will incorporate content seminars and develop age-appropriate classroom lessons using object-based learning and inquiry. Content topics included in the afterschool workshops are included in Section 1b, *Traditional American History Content*.

A summer institute will be delivered collaboratively each year by all project partners. Fifty (50) teachers will participate in the summer institute, including both recent graduates of the school-year program and veterans from previous cohorts. The summer institutes will be held for five days (four hours each day) and will include visits to partner institutions, content development lectures with historians, and workshops on pedagogical practices. These sessions will include presentations of cohort teacher research and incorporate relevant research and literature from other TAH grant programs (Ragland and Woestman, 2009) and similar studies to assist teachers in the design of their teacher research projects

Recruitment and selection of teachers will be conducted annually with a call for applications in the fall of the program year. Teachers will be encouraged to attend in teams of three teachers from a school site in order to foster collaboration and collegial support. High needs schools (Schools in Need of Improvement) will receive priority preference in the recruitment process. Teachers will receive an acceptance notice and invitation to commit to the program. Summer institute recruitment will begin in the spring of the preceding school year. In order to grow the summer program, new participants from the most recently graduated afterschool cohort will be balanced with veteran summer participants. Program veterans will share their action research projects and work with new cohort members to develop their teacher research projects and to support ongoing sharing of lessons for American history content infusion.

c) Improvement of Teaching and Learning

Research-based practices for teaching American history with documents and objects for young children will underscore all of the session designs, and strategies to develop an inquiry approach to understanding American history based on children's existing schema will be emphasized. Sessions will guide teachers in the practices of how to use documents, photos, objects, and paintings to elicit and build on students understanding of history (Barton, 2010). The Nazareth history professors will use documents and objects in their content seminars, and teachers will learn to incorporate inquiry-based experiences into classroom lessons. To maximize the power of the field work, teachers will read *Reinventing the Field Trip: Preservice Teachers Explore Museums and Historical Sites* to consider how to work more integrally with community partners (Marcus in Heilman, 2010).

Two lead teachers will provide classroom-embedded coaching, relevant lesson plans, and research-based, effective teaching practices to teachers. This coaching will be delivered to each participating teacher between the formal workshop sessions and occur a minimum of three times during the school year. The lead teachers will also be responsible for maintaining the *Growing Up in America* online resources. They will monitor and respond to the project wiki-space and post documents on RCSD's *Growing in Up in America* website in a timely manner so that they can be shared with all RCSD primary teachers.

The final session of the school year workshop series will provide an opportunity for grant participants to present their classroom action research projects, lesson plans, and implementation results in a forum with the project partners, content historians, and lead teachers. This session will provide a formal setting within which teachers will respond to the case studies and findings of their peers on the results of teaching American history to primary school children. Historians and educational research partners from Nazareth and the University of Rochester will work

together with the project director to provide coaching and feedback to the teachers regarding the content of the lessons and the action research findings. The findings from this session will be used to inform the Summer Institute and provide evaluation guidance to enhance the content series program in subsequent years.

Teacher research as a method of teacher development and assessment is documented in *Going Public With Our Teaching* (Hatch et al., 2005), in which classroom teachers document their own questions about their classroom practice and what the pedagogical changes they incorporated in response to those questions. In Steven Levy's chapter, *Was the American Revolution Completed Before it was Began?*, he describes his efforts to get his fourth grade students to understand the American Revolution more deeply than just taxes, battles, and famous individuals. He situates the revolution within the longer revolution in which the individual's freedom supplanted obedience to a higher authority. Shulman's work in teacher case study development, and its subsequent impact on teaching practice, further informs the documentation of the *Growing Up in America* project, as participants will be asked to create cases to review their practices with regard to teaching American history. By incorporating this research base, *Growing Up in America* project participants will explore how to work with higher level concepts in American history and make them accessible for the young learner.

d) Building Capacity and Project Sustainability

The project will provide the school district with a core cadre of highly trained, primary grades teachers who are experts in the inquiry model and object-based teaching. These teachers, through the annual summer institutes, will hone their presentation and coaching skills to become teacher leaders. Teacher leaders will be responsible to present professional development workshops for non-grant participants and will develop lessons to be incorporated into the online lesson plan bank as part of the Rochester Curriculum Framework.

Outside of the District, project partners will reap the benefits of the object-based teaching kits that will be made available for loan as a result of the TAH grant. Object-based lessons developed in partnership with the Rochester Museum and Science Center, Strong Museum of Play, Genesee Country Village and Museum, and Memorial Art Gallery, will be made available for loan to all patrons of those institutions, as well as in the online lesson resources for teachers.

Publication of case studies and teacher action research findings will be supported by the University of Rochester and co-authored by participating teachers. These publications will inform the larger body of literature and emergent scholarship in the field of history education. The work with the primary age students would be of particular added value to the field, demonstrating how inquiry approaches to historical understanding inform the emerging literacy of young children.

3. Need for Project

a) Magnitude of the Problem to Be Addressed

RCSD is a high-need, urban school district serving 32,500 students across 59 schools. Eighty-four percent (84%) of the District's elementary students (n=18,140) are economically disadvantaged, as determined by their eligibility for free- and reduced-price lunch, and 89% are ethnic minority. Eight (8) of RCSD's 40 elementary schools are identified as "Schools in Need of Improvement" (SINI), and one out of every four RCSD elementary students (25%) attends a SINI school.

As reported in Table 2, only 76% of RCSD fifth grade students met the NYS Social Studies learning standard compared to 85% statewide. This performance rate did not show any improvement from the previous two years. In fact, there was a significant decrease in the number of students meeting the mastery level (Level 4) in 2009 (21% to 14%).

Table 2. RCSD Student Performance on the NYS Social Studies 5 Assessment

Year	% of Students Scoring at Each Performance Level				Met NYS Standard
	Level 1	Level 2	Level 3	Level 4	(Scored at Levels 3 and 4)
2007	11%	12%	62%	15%	77%
2008	13%	11%	55%	21%	76%
2009	13%	11%	62%	14%	76%

Table 3. RCSD Student Performance by Social Studies Standard Areas

Standard Area	Percent of Questions Answered Correctly	
	NYS Social Studies 5	NYS Social Studies 8
#1 - US and NYS History	65%	48%
#2 - World History	76%	51%
#3 – Geography	70%	52%
#4 – Economics	55%	46%
#5 - Civics, Citizenship, and Government	62%	46%

Data from last year’s NYS Social Studies assessments presented in Table 3 show that elementary students were challenged most by the standards related to United States (US) and New York State (NYS) history, economics, and government, and they continue to be challenged in these content areas through middle school. Of the ten questions on the elementary exam answered *incorrectly* by the most students, nine (9) focused on US/NYS history, economics, and citizenship and government. Further analysis of student performance on the Social Studies 5 exam showed that only one-half (52%) of the questions that examined the basic principles of the Declaration of Independence and the Constitution were answered correctly, and just 64% of the questions that demonstrated knowledge of the roots of American culture and how it developed

from the contributions of many groups and traditions were correctly answered.

While elementary education certification requires coursework in general social studies methods, there is no specific American history coursework requirement. Many RCSD teachers in grades K-2 have not completed a college-level course in American history and are deficient in their content knowledge pertaining to American history. As a result, teachers report a lack of confidence and resulting avoidance of topics for which they feel they are not “expert.” They are not prepared to deliver effective lessons that will lay the groundwork upon which young students will build their understanding of American history as they progress through the grades.

b) Magnitude of the Need for Services

Children are naturally curious and desire to know the explanations behind the forces that shape their world. This curiosity and strong desire for copious amounts of non-fiction print materials and experiential learning exercises are often neglected, particularly in urban schools that are struggling to meet the Math and ELA benchmarks. Teachers of primary school children often concentrate on developmental literacy in reading and mathematics, however, it is a rare teacher who truly understands the importance of a strong foundation in the instruction of fundamental American history concepts, and history is often the most neglected subject. In grades K-2 children learn the *Pledge of Allegiance*, sing the song *America*, and celebrate the Fourth of July, but teachers do not use these opportunities to expand children’s knowledge of how these rituals are rooted in American history. Primary teachers often express that they have little knowledge or confidence with regard to the instruction of history.

In addition, as school accountability is determined by English Language Arts (ELA) and mathematics standards, instruction in the primary grades is concentrated heavily in these areas, many times at the neglect of content subjects such as American history. Studies that document the decreased classroom time devoted to specific content knowledge development for children

include *A Survey of Teachers' Perspectives on High-Stakes Testing in Colorado: What Gets Taught, What Gets Lost* (Taylor, Shepard, Kinner, and Rosenthal, 2001) and *Academic Atrophy: The Condition of the Liberal Arts in America's Public Schools* (Zastrow & Janc, 2004). Zastrow and Janc also reported that the alarming decreases in instructional time in social studies, civics, and geography are especially evident in high-minority schools. Overall, 29% of elementary principals reported decreases in time for social studies. A full 47% of high-minority elementary principals reported decreases in time explicitly devoted to teaching history content, making minority students even more likely to lack frequent exposure to American history and civics content and direct instruction.

c) Addressing the Gaps or Weaknesses in Services

One of NYS's graduation requirements is to pass the 11th grade Regents examination in American history, but a formal American history curriculum is not introduced until fourth grade. *Growing Up in America* will support the introduction of American history content into kindergarten, first, and second grade and will build the foundation that is currently missing to support students' long-term academic success and successful high school completion. Through this project, RCSD will provide teachers with the historical knowledge and the pedagogical skills necessary to convey American history knowledge to young children and build a strong foundation for students' historical understanding and critical thinking.

RCSD has two current TAH projects that support the development of intermediate (grades 4-5) and secondary-level (grades 7, 8, and 11) teachers, but a gap in American history instruction and teacher development exists at the primary level. *Growing Up in America* will complete the continuum of American history support for RCSD teachers from kindergarten through the completion of NYS graduation requirements. The project will support American history instruction in grades K-2 by delivering content seminars that will increase primary teachers'

knowledge of key issues and events in American history, build teacher confidence in teaching subject content, and provide teachers with a repertoire of age-appropriate instructional skills.

Participating teachers will learn how to will incorporate toys, books, and other objects that fascinate young children into effective classroom lessons that will develop children's historical thinking skills and prepare them for future academic success.

(4) Quality of the Management Plan

a) Adequacy of the Management Plan

A *Growing Up in America* management team will be established and include RCSD's Executive Director of Social Studies, two RCSD lead social studies teachers, history professors from Nazareth College, an education professor from the University of Rochester, the project evaluator, and representatives from the community partners, including RMSC, Strong Museum, Memorial Art Gallery, GCVI, and the Central Library. The management team will meet three times each year to 1) monitor the progress of the project, 2) evaluate the effectiveness of the professional development workshops, 3) ensure that content presented in the project workshops is coordinated with NYS and local curricula, 4) work with school administrators to support the delivery of American history instruction as a separate subject in the primary grades, and 5) make mid-course project corrections, if necessary.

A work plan that includes responsibilities and a project timeline is provided in Table 4.

b) Time Commitments of Project Staff

Dr. Jennifer Gkourlias, RCSD's Executive Director of Social Studies, will serve as the project director. Dr. Gkourlias has extensive experience in the management of TAH grants in two school districts and will bring her expertise to the management of *Growing Up in America*. Dr. Gkourlias is an adjunct professor of History Education at Nazareth College and received her

Table 4. Growing Up in America Work Plan

Activity	Person(s) Responsible	Summer '10	September	October	November	December	January	February	March	April	May	June	Summer '11	2011-2012	2012-2013	2013-2014	2014-2015	
Convene Management Team	Ex. Director of Social Studies (SS)	✓	✓							✓			✓	✓	✓	✓	✓	✓
Publicize Programs & Recruit Teachers	Ex. Director of Social Studies	✓							✓				✓	✓	✓	✓	✓	✓
Attend Annual TAH Meeting	Evaluator, Ex. Director of SS or Lead Teachers					✓								✓	✓	✓	✓	✓
Administer Teacher Pre- & Post-Tests	Nazareth College, Evaluator		✓								✓		✓	✓	✓	✓	✓	✓
Deliver Afterschool Workshops	Nazareth College, Univ. Rochester			✓						✓	✓			✓	✓	✓	✓	✓
Deliver Summer Institute	Univ. Rochester, Nazareth College												✓	✓	✓	✓	✓	✓
Provide Classroom Coaching/Support	Lead Teachers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Maintain Website and Post Lessons	Lead Teachers		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Gather Student Data	Evaluator, Univ. Rochester		✓			✓			✓			✓		✓	✓	✓	✓	✓
Prepare Annual Reports	Ex. Director of SS, Evaluator											✓	✓	✓	✓	✓	✓	✓
Prepare Final TAH Report	Ex. Director of SS, Evaluator											✓		✓	✓	✓	✓	✓

Ed.D from the University of Rochester's Warner School. Dr. Gkourlias will ensure that the project is implemented as planned and within budget, work with school and District administrators to promote and support project objectives, assist the Project Evaluator in the development and administration of assessments of teacher knowledge, and assure that the knowledge is disseminated to the broader district and community at large. Approximately 20% of Dr. Gkourlias' time will be spent on project related activities.

Two lead teachers will serve as the project managers and monitor day-to-day project implementation. The lead teachers will be released from classroom duties and work full-time to provide project planning, implementation, lesson development, materials procurement, and assist with workshop delivery. The lead teachers will also be responsible for visiting participants' classrooms three or more times during the school year for observation, coaching, and co-delivery of new American history lesson plans; monthly reports that track and monitor these visits will be submitted to the Project Director. Lead teachers also will develop relationships with the partner institutions and communicate regularly with participants and the broader teaching community about how to incorporate community resources into classroom instruction.

c) Adequacy of Procedures to Ensure Feedback and Continuous Improvement

The *Growing Up in America* management team will convene three times annually for project planning and evaluation review to inform the institutes. Evidence gathered from institute evaluations, lesson demonstrations, and teacher case studies will be discussed at the meetings and used to inform and evaluate project effectiveness. Pedagogical strategies to address the specific concerns and challenges teachers report with regard to teaching American history in the primary grades will be developed in consultation with the management team.

(5) Quality of the Project Evaluation

a) Use of Performance Measures to Produce Quantitative and Qualitative Data

The evaluation design for the *Growing Up in America* project will use pre- and post-intervention assessment of knowledge of teachers participating in the program in addition to teacher self-reports, interviews, and the development of teacher case studies. Direct measurement of all teachers will be employed for most objectives and given the special nature of the K-2 population, a sampling design will be used to collect data on student achievement at the classroom level using an action research model.

Assessing Program Impact on Teacher Knowledge. Teacher knowledge will be measured with a pre- and post-assessment administered annually. The assessment will be developed using released items from the Advanced Placement (AP) exam in US history in addition to selected National Assessment of Educational Progress (NAEP) or project-appropriate measures.

Assessing Program Impact on Teacher Skills. One of the significant changes that will be measured during the intervention period is the extent to which teachers make changes in lessons and pedagogy to teach American history to young children in a more rigorous, sequential and coherent way. Teachers self-reports and focus groups will be used to determine the way American history is addressed in the classroom and how the professional development activities supported by the project have made changes over time. Pre- and post-institute interviews will be conducted to a sample of cohort members.

Assessing Program Impact on Student Achievement. Measuring student achievement in American history in the K-2 population is difficult for a number of reasons. There are no standardized measures used until later elementary school, and the curriculum in social studies is fairly limited, with a much stronger emphasis on emergent reading and writing skills. To get a better sense of what students are able to know and do in grades K-2, a structured reporting rubric

will be used to gather data from teachers on children's understanding of key, age-appropriate American history content. These rubrics will be used twice yearly at the start and end of each school year for all participant's classrooms. In addition, a sample of teachers will participate in an action research project that looks to develop qualitative indicators of student achievement.

b) Alignment of Evaluation Plan with Project Design

To help structure the evaluation plan, each measurable project objective has been linked to appropriate measures, collection protocols and methodologies, summarized in Table 5 on the next page.

Process and Accountability Measures. To assess the extent to which the program components have been delivered in an effective and efficient manner and have produced impacts on those who participated, measures of process and accountability will be employed. These measures will address three questions: (1) Did program participants receive the program? (2) Did participating teachers increase their content knowledge and repertoire of instructional strategies related to American history? (3) In what ways did participating teachers' instruction and pedagogy change as a result of the program?

c) Evaluation Benchmarks

Project benchmarks are included in the project outcomes identified in Table 5.

d) Project Evaluator

Dr. John Roden, will serve as the independent, third party evaluator and will monitor the progress of the project in meeting its goal and objectives. Dr. Roden has wide-ranging experience in program evaluation, research design, and professional development and has the expertise to carry out all facets of the evaluation program. Dr. Roden holds a Ph. D. in Education Administration and Finance from Ohio State University. His previous evaluations include five (5) *Teaching American History* grants, two (2) *Smaller Learning Communities* grants, three (3) *Math Science Partnership*

Table 5. Growing Up in America Evaluation Plan

Data Collected (What and When)	Measurement Instrument	Data Analysis
<p><i>Outcome: 60 teachers will participate in 24 hours of professional development during each school year of the grant period.</i> <i>Outcome: 50 teachers will participate in 20 hours of professional development during each summer of the grant period.</i></p>	<p>Attendance sign-in sheets, Avatar professional development management system</p>	<p>Evaluator and project staff will monitor during year and collate annual results for year-end TAH reports.</p>
<p><i>Outcome: 85% of participating teachers will report Growing Up in American workshops as relevant, engaging, and of high quality.</i></p>	<p>Workshop evaluation forms will be developed by the evaluator.</p>	<p>Data will be analyzed and described using frequencies and presented in tabular format.</p>
<p><i>Outcome: 85% or more of participating teachers will increase their knowledge of traditional American History. (Significance=$p < .05$)</i></p>	<p>All teachers will complete the pre- and post-tests. Tests will be constructed from past question on Advanced Placement U.S. History exams.</p>	<p>Parametric measures of central tendency will be used to determine the significance of gains. Additional categorical and descriptive analysis will be performed as appropriate.</p>
<p><i>Outcome: Participating teachers will display an increase of 25% or more in inquiry-based instructional practices.</i></p>	<p>Teacher Self-Reports will be developed that will allow teachers to reflect on classroom instruction and rate the extent to which inquiry was used employed.</p>	<p>Individual ordinal responses to items will be compared and reported, and a composite score of summated ordinal responses will be used for reporting purposes over time</p>
<p>Teachers' use of inquiry in classroom lessons devoted to American history will be assessed throughout the year.</p>	<p>A teacher self-report will be developed and be completed by all participants four or more times each year.</p>	<p>Average time spent will be analyzed at four time points during the year, with baseline compare against post-intervention measures.</p>

grants, two (2) *Preparing Tomorrow's Teachers to use Technology* grants, and other state and federal education grants. Dr. Roden is certified as a NYS School District Administrator and has worked in district level administration in the area of curriculum, data based decision making, and technology integration. He has published articles and presented at national conferences in the areas of teacher supply, assessment and educational technology.

(e) Evaluation Design

Evaluation data to be collected, their scheduling, measurement instruments, and analyses, are summarized in the evaluation plan presented in Table 5.

Reports. The project evaluator will participate actively on the Management Team and will share formative and summative findings at the quarterly team meetings. Mid-course corrections will be identified if needed. An annual evaluation report will be submitted to RCSD during the summer of each school year and will be based upon the measurable outcome and process performance indicators previously outlined. It will document the year's progress toward meeting the expected programmatic outcomes. A final evaluation report will be completed within 90 days of the end of the project period. Interim data will be shared with project stakeholders at least quarterly. The successes of this grant as measured by the evaluation will be shared with the public at local, state, and national conferences by the project director and lead teachers.

Evaluation Resources. RCSD will work closely with the project evaluator to ensure he is provided with all data needed to complete evaluation activities in a timely manner. The evaluator will be included in project activities, including workshops, summer institutes, classroom observations, and management team meetings. The Project Director will guarantee consistent and clear communication between the pedagogical partner (University of Rochester) and the evaluator so that teacher research findings are included in the evaluation.

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Project Narrative

Appendix

Attachment 1:

Title: **TOC & Appendices FINAL (for submission)** Pages: **26** Uploaded File: **G:\Grants\FEDERAL\TEACHING AMERICAN HISTORY\Teaching American History 2010\Working docs\Appendices\TOC & Appendices FINAL (for submission).pdf**

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**APPENDIX A:
CONTENT SEMINAR REFERENCE LIST**

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APPENDIX B

COMMITTEE ON RULES

CHAIRWOMAN

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March 11, 2010

Mr. Jean- Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, New York 14614

Dear Mr. Brizard,

I am pleased to write in support of the Rochester City School District's proposal submitted to the United States Department of Education for funding from the Teaching American History Grant Program. The school district's proposed project will serve approximately 300 teachers over the five-year grant period and will provide professional development opportunities enabling Rochester's teachers to deepen their knowledge of traditional American history, as well as increase their pedagogical skills. This funding will better prepare teachers to deliver lessons on American history.

This program will target teachers in grades K-2. The workshops and summer institutes delivered by professors from Nazareth College's Department of History and other community partners will provide valuable learning experiences that will increase teachers' content knowledge of significant events and issues in American history. This will prepare young students to study American history and meet New York State's learning standards.

I commend the Rochester City School District for its proposal and I am, once again pleased to support their proposal submitted to the U.S. Department of Education for funding from the Teaching American History Grant Program. I hope that their application will be given full consideration.

Sincerely,

A handwritten signature in cursive script that reads "Louise M. Slaughter".

Louise Slaughter
Member of Congress

LMS:js

Nazareth

4245 East Avenue
Rochester, NY 14618

585-389-2525 phone
585-586-2452 fax
www.naz.edu

March 8, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

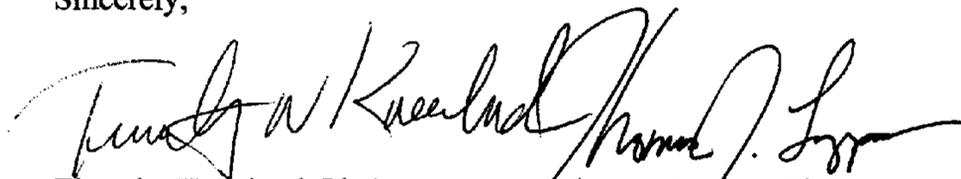
Dear Mr. Brizard:

Nazareth College is pleased to be working with the Rochester City School District on its 2010 *Teaching American History* project and enthusiastically supports its grant application to the United States Department of Education. We have been working with Dr. Jennifer Gkourlias, Executive Director of Social Studies, to develop a targeted series of professional development workshops for primary level teachers that will increase their content knowledge of traditional American history. Our activities will be coordinated with those delivered by other community partners to provide teachers with a comprehensive workshop experience that will help them as they also increase their pedagogical skills, especially in inquiry-based instruction.

We understand that we will be responsible for delivery of eight workshops each year of the five-year grant period. Each year American historian Dr. Timothy Kneeland will lead sessions three, four and five: "Urbanization," "Education," and "Childhood." Dr. Thomas Lappas, scholar of Native American and early American history will lead sessions one, two, and seven: "Families of Native Americans," "Working Long Ago," and "Transportation." Latin American scholar Dr. Isabel Cordova will lead sessions six and seven: "American Identity: Puerto Ricans and the United States" and "Pedagogy."

We look forward to working with Rochester teachers in grades K-2 and helping them to increase their knowledge and understanding of key issues and events in American history.

Sincerely,



Timothy Kneeland, Ph.D.
Associate Professor of History and
Political Science



Thomas Lappas, Ph.D.
Assistant Professor of History and
Political Science



Isabel Cordova, Ph.D.
Assistant Professor of
History and Political
Science



March 5, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Brizard:

I am writing to express my wholehearted support of the Rochester City School District's 2010 *Teaching American History* application. The Warner School of Education at the University of Rochester is recognized for advancing educational knowledge and preparing teachers to achieve significant results. I am excited to be working with your district's primary-level teachers to help them improve their pedagogical skills for the delivery of age-appropriate classroom lessons in American history. I understand the project will focus on professional development activities for teachers in grades K-2, and the Warner School will assist in the delivery of eight workshops each year of the grant period.

As a teacher and teacher educator over the last forty years, who has taught both elementary and secondary social studies methods courses, and written extensively about history education, I look forward to working with district teachers. I am also experienced in a wide variety of pedagogical approaches, including teaching through artifacts, conducting oral histories, using museums as learning sites, and having students write and present plays.

I will also be assisting teachers in using teacher or action research as a means of reflecting on and improving their instruction. Teacher research will serve as an organizing strategy to help teachers collect and reflect on data regarding their own teaching and student learning. We will also use the data teachers collect for our overall assessment of the project. Moreover, I plan on co-authoring and publishing several articles with some of the teachers who conduct teacher research. It is important to me that teachers become creators of knowledge and not just users.

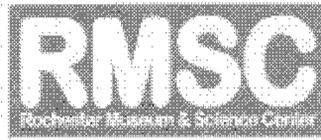
I look forward to working with the Rochester City School District on this worthwhile project that will increase teacher knowledge and student achievement.

Sincerely,

A handwritten signature in black ink that reads "DAVID HURSH".

David Hursh, Ph.D.
Associate Professor

P.O. Box 270425 · Rochester, NY 14627-0425
585.275.8300 · 585.473.7598 fax · www.rochester.edu/warner



557 East Avenue
Rochester, NY 14607-2177
Phone (585) 271-4320
Fax (585) 271-0492
www.rmssc.org

March 6, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Brizard:

On behalf of the Rochester Museum and Science Center (RMSC), I wish to express my enthusiastic support of the Rochester City School District's 2010 grant application to the U.S. Department of Education's *Teaching American History* program. I understand that the district's proposed project will provide intensive professional development activities for teachers in grades K-2 so that they can increase their content knowledge of key concepts in traditional American history. It is imperative that teachers have a strong understanding of events in our country's history so they can instill an enthusiasm for history in their students and teach them the importance of good citizenship.

RMSC has been in existence for nearly a century and has expanded and evolved to meet the changing needs of the Rochester community. The museum is home to 1.2 million objects, many of which serve as evidence for the history of America. Museum collections that relate to the content areas to be targeted by the *Teaching American History* grant include artifacts on:

- Native Americans,
- The Underground Railroad and the Abolitionist Movement,
- Civil Rights,
- Women's Rights,
- Immigration,
- Railroads and Canals, and
- The Great Migration.

In addition to the formal collection, the RMSC Teaching Collection will also be made available to RCSD teachers through inclusion in professional development workshops and as content themed kits that can be borrowed for classroom use. The Teaching Collection includes both original and reproduced objects, documents, and images that mirror the content areas of the traditional museum collection.

RMSC's content and educational specialists will work with Dr. Jennifer Gkourlias, RCSD Director of Social Studies, to develop and deliver inquiry-based, artifact-rich American history workshops in the targeted content areas. Our staff are diligent in maintaining high academic standards and will deliver accurate educational experiences to the district's K-2 teachers.

The Rochester and Museum and Science Center is pleased to be partnering with the Rochester City School District on this exciting project that will increase teachers' knowledge of American history and result in increased student achievement.

Sincerely,

Calvin Uzelmeier, Ph.D.
Director of Education

Rochester Museum & Science Center | Strasburg Planetarium | Cumming Nature Center



March 15, 2010

One Manhattan Square
Rochester, New York 14607

Phone 585-263-2700
Fax 585-263-2493
www.museumofplay.org

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Brizard:

The Strong National Museum of Play is pleased to offer its support for Rochester City School District's 2010 application to the U.S. Department of Education's *Teaching American History* grant program. We are excited to have the opportunity to work with the district's K-2 teachers to deliver hands-on learning experiences. Our historical artifacts will integrate well with the project's theme of youth in American history.

Strong is the only museum in the world dedicated solely to the study of play as it illuminates American culture. As an independent, 501-c-3, educational organization chartered by the New York State Board of Regents, the museum explores play because it is critical to learning and human development.

The museum is home to more than 500,000 historical objects. Thousands can be seen throughout the museum, and many more can be viewed in the museum's on-line database, which draws on the museum's catalog records. These artifacts inspire and support our institutional purpose and mission: *We study play in order to encourage learning, creativity, and discovery and illuminate American cultural history.*

Each year the museum provides experiences to more than half a million guests, delivers standards-based school lessons to tens of thousands of school children from hundreds of communities in Western New York and beyond, and extends teacher development opportunities to nearly a thousand pre-service and in-service teachers throughout the region. The museum's preschool, circulating library, research library and archives, and scholarly publications complement and extend this educational impact.

Strong National Museum of Play is the nation's foremost resource for the study of the changing roles of children and play throughout American history. As such, we are uniquely positioned to support the professional development you seek to provide for Rochester teachers.

I look forward to working with the Rochester City School District on their *Teaching American History* project and helping teachers acquire new knowledge and skills that will promote higher levels of student achievement.

Sincerely,

A handwritten signature in black ink that reads "Joan Hoffman". The signature is written in a cursive, flowing style.

Joan Hoffman
Vice President for Education
Strong National Museum of Play



MEMORIAL
ART GALLERY
UNIVERSITY OF ROCHESTER

March 18, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Brizard:

The Memorial Art Gallery is pleased to be a partner in Rochester City School District's 2010 application for a Teaching American History grant from the U.S. Department of Education. It has been our privilege to work with the District's Department of Social Studies on previous Teaching American History grant projects, and we look forward to expanding our years of association to include work with kindergarten, first, and second grade teachers. The Memorial Art Gallery has an outstanding collection of American art and is well positioned to serve as a core cultural resource for this new project.

Ms. Carol Yost, Assistant Curator of Education for Teacher Services, will participate on the grant's advisory team and lead professional development sessions that align with targeted content themes. Ms. Yost has eight years of experience in her current position, as well as a previous 20-year career as a social studies and history teacher. The outstanding success of the Gallery's outreach to area educators is due in great part to her rare gifts as a teacher and her years of imaginative and authentic integration of visual arts into school curricula.

We are excited to be part of this grant application that will provide valuable learning experiences to K-2 teachers and ultimately result in increased student achievement in American history.

Sincerely,

Susan Dodge-Peters Daiss
McPherson Director of Education

500 University Avenue · Rochester, NY 14607-1484
585.276.8900 · 585.473.6266 fax · mag.rochester.edu



"Where History Lives"

March 5, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Brizard:

The Genesee Country Village & Museum is pleased to offer its support for Rochester City School District's 2010 application to the U.S. Department of Education's *Teaching American History* grant program. As the state's largest living history museum, we are excited to work with Rochester's primary level teachers and deliver hands-on learning experiences that will compliment the American history content included in the workshop series.

Our goal as an educationally chartered institution by the New York Board of Regents is to develop and present interactive programs, events and exhibits that enable visitors of all ages to understand and relate to the lives and times of people living in 19th-century America. Specific programs have been developed for grades pre-K through college and range from the general overview of the museum to the defined and structured activities of our Focused Field Studies program. Each year, over 20,000 school-aged children take advantage of these programs.

The Genesee Country Village & Museum will be pleased to host sessions for participating educators in your TAH 2008 and 2009 program. We see this program closely aligned with our own efforts to forge connections between the museum and the classroom, and in so doing, advance teachers' facilities for using living history to improve students' understanding of 19th-century American history.

I look forward to working with the Rochester City School District on their *Teaching American History* project and helping teachers acquire new knowledge and skills that will promote higher levels of student achievement.

Sincerely,

Charles A. LeCount
Senior Director of Programs & Collections



Local History & Genealogy

115 South Avenue, Rochester, NY 14604-1896
585-428-8370 ♦ lochist@libraryweb.org

March 2, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

Dear Mr. Brizard:

The Central Library of Rochester and Monroe County and the Office of the Rochester City Historian are pleased to partner with the Rochester City School District on its 2010 grant application to the U.S. Department of Education's *Teaching American History Program*. We are excited to work with teachers in grades K-2 to expand their knowledge of traditional American history and help them bring this new-found knowledge to the district's youngest students through inquiry-based instruction.

The Central Library's Local History and Genealogy Division and the Office of the City Historian will collaborate with the District to offer content support, access to documents and resources, and guidance with research and materials to engage teachers in the historical research process. The library also will provide access to its research guides and staff of research librarians, digital collections, and divisional holdings, including age-appropriate resources for students and other items such as Frederick Douglass papers and newspapers, such as the *North Star*, photographs of Rochester-area historical people and places. In addition, our offices will provide workshops and support to participating teachers as they develop lessons and procure materials for their classrooms.

The School District, the Local History and Genealogy Division, and the Office of the City Historian enjoy an ongoing collaboration that has included partnerships on numerous curriculum development and research projects, including the Quilts Project completed for the Rochester's 175th anniversary celebration in 2009. For that project, students in schools throughout the City School District researched significant Rochesterians and then designed and developed both a physical and a virtual quilt representing the lives of these historical figures. This project is just one an example of the powerful collaboration that a TAH Grant would allow us to continue.

We extend the full support of the Central Library and the Office of the City Historian to your project and look forward to working with you to increase teachers' knowledge of American history and, ultimately, student understanding and appreciation for the subject.

Sincerely,

Handwritten signature of Larry Naukam.

Larry Naukam
Head of Local History and Genealogy

Handwritten signature of Christine L. Ridarsky.

Christine L. Ridarsky
Rochester City Historian

March 8, 2010

Mr. Jean-Claude Brizard
Superintendent
Rochester City School District
131 West Broad Street
Rochester, NY 14614

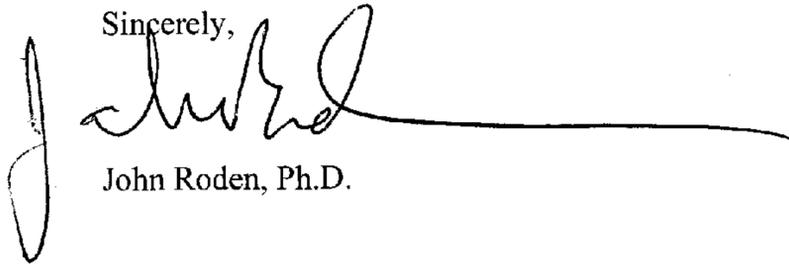
Dear Mr. Brizard:

I am writing to extend my wholehearted support of the Rochester City School District's 2010 grant application to the United States Department of Education's *Teaching American History Program*. I will be serving as the proposed project's independent evaluator. I am pleased to be working with the district on its current *Teaching American History* projects that support intermediate and secondary level teachers and am excited to help the district complete the continuum of professional development opportunities in American history as it targets primary teachers in its current application.

I will work with Dr. Jennifer Gkourlias, Executive Director of Social Studies, to develop an evaluation plan that will measure the effectiveness of the project in increasing teacher content knowledge and pedagogical skills. Pre- and post-tests of teachers' knowledge of traditional American history will be administered to participants, and assessment activities will include data collection for the two GPRA Performance Measures.

I look forward to working with the Rochester City School District on this 2010 *Teaching American History* project that will result in improved American history instruction in kindergarten, first, and second grades and enthusiastically support your application.

Sincerely,

A handwritten signature in black ink, appearing to read "John Roden", with a long horizontal flourish extending to the right.

John Roden, Ph.D.

APPENDIX C

CURRICULUM VITAE
TIMOTHY W. KNEELAND
Nazareth College
4245 East Avenue
Rochester New York, 14618
tkneela8@naz.edu

EDUCATION

- University of Oklahoma, Ph.D. American History
- ACADEMIC EXPERIENCE**
- Associate Professor of History and Political Science, Nazareth College, 2006-Present
- Assistant Professor of History and Political Science, Nazareth College, 2000-2006
- Assistant Professor of History and Political Science, Greenville College, 1996-2000,
- Chair, Social and Behavioral Science Department, Oklahoma Junior College, 1990-1993
- CONSULTING EXPERIENCE**
- Academic Director, Department of State, Summer Institute for the Study of the United States, Nazareth College, 2007-Present
- Academic Content Specialist, Rochester City School District, Rochester NY, 2008-Present
- Academic Content Specialist, Teaching American History Grant, Greece School District, Greece, NY 2007-2010
- Academic Content Specialist, Teaching American History Grant, Greece School District, Greece, NY 2004-2007

POLITICAL ANALYST

- WHEC Channel 10, Rochester New York, 2000-Present
- WXXI Public Radio 2000-Present
- WXXI Public Television 2010
- WHAM Radio, 2004-Present
- WHAM Television, 2007-Present
- Various print and broadcast media statewide, nationally, and internationally
- PUBLICATIONS**
- *Study Guide for Politics in America Texas Edition*, February 2009
- *Push Button Psychiatry: A Cultural History of Electroshock Therapy in America*, updated version with Carol Warren, Left Coast Press, 2008
- "Robert Hare: Politics, Science and Spiritualism in the Early Republic," *Pennsylvania Magazine of History and Biography*, July 2008
- "Presidency and Radio," in *American Presidency and Popular Culture*, ed. John Matviko, Greenwood, 2005
- *Push Button Psychiatry: A History of Electroconvulsive Therapy*, with Carol Warren, Praeger, 2002
- "George H.W. Bush," *Encyclopedia of the Presidency*, Facts on File, ed. Nancy Beck Young, in press (2010)

Encyclopedia Articles

- "Insanity" in *Research and Discovery Landmarks and Pioneers in American Science*, Russell Lawson editor, Armonk, NY: Sharpe, 2008.
- "Neuroses," in *Research and Discovery Landmarks and Pioneers in American Science*, Russell Lawson editor, Armonk, NY: Sharpe, 2008.

Curricula Vitae
Timothy Kneeland

2

- "Psychiatry" in *Research and Discovery Landmarks and Pioneers in American Science*, Russell Lawson editor, Armonk, NY: Sharpe, 2008.
- "Bush, Vannevar," *The Homefront Encyclopedia: United States, Britain, and Canada in World Wars I and II*, ABC-CLIO, 2007
- "Conant, James B.," *The Homefront Encyclopedia: United States, Britain, and Canada in World Wars I and II*, ABC-CLIO, 2007
- "Manhattan Project," *The Homefront Encyclopedia: United States, Britain, and Canada in World Wars I and II*, ABC-CLIO, 2007
- "Oppenheimer, Robert J.," *The Homefront Encyclopedia: United States, Britain, and Canada in World Wars I and II*, ABC-CLIO, 2007
- "Psychiatry: Diagnosis and Treatment," *Encyclopedia of Twentieth Century Technology*, Routledge, 2005.
- "Psychiatry: Pharmaceutical" *Encyclopedia of Twentieth Century Technology*, Routledge, 2005
- "British-American Science," *Britain and the Americas: Culture, Politics, and History*, ABC-CLIO, 2005
- "Dudley Observatory," *Encyclopedia of New York State*, Syracuse University Press, 2005
- "Fisher-Price," *Encyclopedia of New York State*, Syracuse University Press 2005
- "Thomas Alva Edison," *Encyclopedia of New York State*, Syracuse University Press, 2005
- "Asa Gray," *Encyclopedia of New York State*, Syracuse University Press, 2005
- "Weight Watchers," *Encyclopedia of New York State*, Syracuse University Press 2005
- "Science an Overview," *Encyclopedia of American Studies*, Grolier, 2001
- "Edward Drinker Cope," *Encyclopedia of Life Sciences*, Macmillan, 2001
- "Othniel Charles Marsh," *Encyclopedia of Life Sciences*, Macmillan 2001

Book/DVD Reviews

- "Greensboro: Closer to the Truth," *Educational Media Reviews Online*, July 2009
- "Scared Justice," *Educational Media Reviews Online*, July 2009
- "Review Jesus Politics," *Educational Media Reviews Online*, January 2009
- "Review Lest We Forget," *Educational Media Reviews Online*, October 2008
- "Review Front Wards Back Wards" *Educational Media Reviews Online*, June 2008
- "Review Call it Democracy," *Educational Media Reviews Online*, September 2007
- "Review Our Brand is Crisis," *Educational Media Reviews Online*, June 2007
- "Review Christopher July '64," *Educational Media Reviews Online*, May 2006
- "Review of Horwitz: Creating Mental Illness and Beam: Graciously Insane, Isis, March 2004
- "Review of Dann: The Great Border Fault," *H-Net H-IDEAS*, November 5, 2001
- "Review of Numbers: Darwinism Comes to America," *H-Net H-IDEAS*, November 5, 1999
- "Review of Anthony Grafton: The Footnote," *Fides et Historia*, Winter/Spring 1999

ACADEMIC CONFERENCE - PRESENTER/COMMENTATOR

- United States Intellectual History Conference, "Conservative Ideology and Policy Making in the Age of Reagan: Richard Nixon and the Natural Disaster Act of 1974," November 2009
- Conference on New York State History 2009, Commentator, June 2009
- Researching New York 2008, "Cadillac Bill and Hurricane Agnes: Senator William Smith and the Challenge to Reform Natural Disaster Policy, 1972-1975," November 2008
- National Outreach and Engagement Conference Penn State University, "Interdisciplinary Service Learning Projects: Connecting Scholarship, Teaching and Service," October 2008
- Researching New York 2007, "Political Consequences of Natural Disasters," November 2007
- Session Chair Phi Theta Regional Conference, SUNY Fredonia, March 2007
- Session Chair, Phi Theta Regional Conference, SUNY Geneseo, March 2006

Curricula Vitae
Timothy Kneeland

3

- Session Chair, Phi Alpha Theta Regional Conference, Canisius College, April 2005
- CIC Seminar on Slavery, Participated in an intensive seminar at Columbia University with David Blight and James Horton on recent historiography of slavery and the role of slavery in public history, August 8-11, 2004.
- Session Chair, Phi Alpha Theta Regional Conference, Nazareth College, March 2004
- Conference on Faith and History, "Hagiography or History at Home," October 2002
- Houghton Institute for Integrative Studies, "Washington Weems and We: The Anatomy of a Historical Lie," June, 1999
- Popular Cultural Association-American Cultural Association, "ECT as Miracle, Crucifier and Resurrector: Christian Images in Patient Narratives of Electroshock," April, 1999
- Richardson Seminar in the History of Psychiatry, "The Development and Diffusion of Electroconvulsive Therapy in the United States, 1939-1949," November, 1995
- Oklahoma Professional Historians Annual Meeting, "The Shocking Decline: The Practitioners Retreat from Electrotherapy 1900-1920," March, 1995

PUBLIC PRESENTATIONS

Public History

- Frederick Douglass International Sesquicentennial Conference, Leeds UK, "John Brown In American History: Madman, Terrorist, or Freedom Fighter," December 2009
- Strong National Museum of Play AP Conference, "The Battle of the Sexes: Billie Jean King, Bobby Riggs and the Image of the Female Athlete in Modern America," March 2009
- Strong Museum of Rochester AP Conference, "Two's Company, Three's a Crowd: Third Parties in US Presidential Elections," March 2008
- Frederick Douglass International Railroad Conference, Underground Railroad in Rochester NY, September 2007
- Rochester East Asian Studies Conference, "Teaching Traditional China," February 2007
- Greece NY Superintendent's Conference, "Reconstructions: America's Overseas Empire," March 2007
- Strong Museum of Rochester, "FDR & the Transformational Presidency," March 2006
- Rochester East Asian Studies Conference, "Teaching Traditional China," February 2006
- Strong Museum AP American History Conference 2005, "The Presidents and Their Public," April 2005
- Rochester East Asian Studies Conference, "Teaching Contemporary China," February 2005
- Law Day Commemoration of Brown v Board of Education, "The Social and Political Legacy of Brown v Board of Education," Nazareth College, April 2004
- "China Today," New York State Council on Social Studies Annual Convention, Rochester New York March, 2004
- Rochester East Asian Studies Conference, "Teaching China," February 2004.
- JFK Commemoration Lecture, "John F. Kennedy a Myth or a Measurement," November 2003.
- Rochester East Asian Studies Conference, "Teaching Contemporary China," February 2003,
- Lake Country Romance Writers, "The Romance of History and the History of Romance, July 2002
- Rochester Area Social Studies Conference, "Contemporary China: Hu's in Charge," February 2002
- Faculty Colloquium at Nazareth College, "Distilled Spirits: Robert Hare's Federalist Utopia" February, 2002
- Zahmiser Lecture Series at Greenville College, "Deconstruction in History," March, 1997
- University of Oklahoma Departmental Colloquium, "The Development, Fall and Rise of ECT in the United States 1940-1980," November, 1993

Curricula Vitae
Timothy Kneeland

4

- American Association of University Women Rochester Branch, "Obama's Leadership Style and Healthcare Reform," February 2010
- Friends of the Rochester Public Library, "Obama's Leadership Style," February 2009
- US State Department Public Diplomacy Program for Foreign Journalists, "Media and the 2008 Campaign," November 2008
- Monroe County (NY) Gifted Talented Program, "The 2008 Election: Expectation and Prognosis" October 28, 2008
- American Association of University Women Rochester Branch, "Candidates and Campaigns in 2008," September, 2008
- Tapia and Topics, Nazareth College, "Roadmap to the White House 2008," March 2008
- Alumni Tea Nazareth College, "Presidential Race 2008," December 2007
- Nazareth College of Rochester, "Understanding the Midterm Elections," November 2006
- Nazareth College of Rochester, Noontime Talks, "Seven Days to the Election," October 2004
- Nazareth College of Rochester, Alumni Weekend, "What to Expect for the 2004 Election," September, 2004
- Founders Luncheon, Nazareth College, "Election 2004 Retrospect and Prospect," September 2004
- Hilton Rotary Club, "A Primer on the Democratic Primary 2004," February 2004,

PUBLIC HISTORY INITIATIVES

- North Star Project, 2007-Present
- "OP Ed: Tracing Underground Railroad Tracks" *Democrat and Chronicle* September 23 2007
- "Op Ed: Broadcasting and Responsibility," *Democrat and Chronicle*, Sunday October 12, 2003
- "OP Ed: The Electoral College," *Democrat and Chronicle*, Sunday November 12, 2000

GRANTS & AWARDS

- Hackman Research Residency New York State Nazareth College Summer Research Grant, 2004
- Archives, 2007 Nazareth College Summer Research Grant, 2002
- Nazareth College Summer Research Grant, 2008 Greenville College Faculty Research Grant 1998
- Nazareth College Summer Research Grant, 2006

UNPUBLISHED WORKS

- "The Use of Electricity to Treat Mental Illness in the United States, 1870-Present," Unpublished Dissertation, University of Oklahoma, 1996
- "Managing Science and Technology: A Study of Change, 1880-1920,"
- Unpublished Masters Thesis, University of Oklahoma, 1993
- "The Politics of the Heavens: Chinese Cosmology 1644-1980," Unpublished Masters Project, State University of New York at Buffalo, 1989

COURSES TAUGHT

NAZARETH COLLEGE

- His 205 American Republic I
- His 206 American Republic II
- His 305 American Presidency (cross listed as political science)
- His 308 United States Constitutional History (cross listed as political science)
- American People in the 20th Century
- His 360 Natural Disasters in American Society
- His 454 Public History
- His 481 History and Historians
- Psc 301 American Federal Government

Curricula Vitae
Timothy Kneeland 5

His 310 African American Experience
His 316 History of Science in America
His 320 American Women's History
His 342 Civil War and Reconstruction His 346
Psc 340 Campaigns Voters and Elections
LST 501 Being Human
LST 524 History of Science and Medicine

GREENVILLE COLLEGE
Greenville Opportunity for Adult Learners –
primary instructor
*Leadership
*Organizational Behavior
*Statistics
*Research Methods

OKLAHOMA JUNIOR COLLEGE
American Government
Us History I
US History II
Business Ethics
Introduction to Psychology
Applied Psychology

ONLINE EXPERIENCE
New School University - Madness in American Society
New School University- The History of the Future
Taylor University-Consultant

UNIVERSITY SERVICE
NAZARETH COLLEGE
Chair Faculty Executive Committee
Chair Curriculum Committee
Chair Trustee-Faculty Committee
Interim Chair Department of History and Political Science
Faculty Development Committee
Library Committee
Writing Across the Curriculum
GREENVILLE COLLEGE
Faculty Senate
Prelaw Advisor
Faculty Associates
Prelaw Advisor
American Studies co-director
Liberal Studies Steering Committee
Class 2003 Advisor
Chair, Political Science Search Committee 2006
Presidential Search Committee
Vice President Student Development Search Committee
Residence Hall Chaplain
Class 1999 Advisor

COMMUNITY SERVICE
Gloria Deo Homeschool Cooperative - High School Social Studies Instructor
Hope Lutheran Church - Adult Sunday School Leader
Men's Ministry

Thomas J. Lappas

Department of History and Political Science
Nazareth College
4245 East Avenue
Rochester, New York
(585) 389-2655
tlappas4@naz.edu

Education

Ph.D. History, Indiana University—Bloomington, IN, May 12, 2003.
M.A. History, Indiana University—Bloomington, IN, May 1998
B.A. History, Kenyon College, Gambier, OH. Magna cum Laude, with Highest Departmental Honors in History, May 1996

Recent Academic Employment

Assistant Professor Nazareth College of Rochester, NY (August 2003-present)

Adjunct Lecturer Indiana University-Southeast, New Albany, IN (August 2001-May 2002, fall 1999-2000)

Publications

Book Manuscript: "A Victim of his own Love": Sébastien Racle, Native Americans, and Religious Politics in Eighteenth-Century New France."

Articles/Chapters:

"Learning from War in the French and Indian War" in *Transcultural Learning in Violent First Encounters* eds. Birthe Kundrus and Dierk Walter (Hamburg, Germany: Hamburg Institute for Social Research Press, 2011). (In progress).

"Iroquois Temperance Societies: Facing Modernity on the Western Reservations in the Nineteenth Century" in *Proceedings of the New York State Historical Association Conference*, (forthcoming)

"Origins of Iroquois Temperance Societies, 1700s -1830s" in *Tawacain* (Polish Native American studies journal), 85 (2009), 26-31.

"A Perfect Apollo": Keokuk and Sac Leadership during the Removal Era" in *The Boundaries Between Us: Natives, Newcomers, and the Struggle for the Old Northwest, 1740-1840*, ed. Daniel P. Barr. Kent State University Press, 2006.

Book Reviews:

Rebellious Younger Brother: Oneida Leadership and Diplomacy, 1750-1800. By David J. Norton. (DeKalb: Northern Illinois University Press, 2009) and *Forgotten Allies: The Oneida Indians and the American Revolution*. By Joseph T. Glatthaar and James Kirby Martin. (New York: Hill and Wang, 2006). in *Pennsylvania History* (forthcoming, Summer 2010)

In Search of Empire: The French in the Americas, 1670-1730. By James Pritchard. (Cambridge: Cambridge University Press, 2004). Reviewed for *H-French-Colonial*. <http://www.h-net.org/reviews/>.

Exiles and Pioneers: Eastern Indians in the Trans-Mississippi West. By John P. Bowes. (New York: Cambridge University Press, 2007) in *The Annals of Iowa*, 68 (Winter 2009), 66-67.

People of the River Valleys: The Odyssey of the Delaware Indians. By Amy C. Schutt. (Philadelphia: University of Pennsylvania Press, 2007) in *Pennsylvania History*, 76 (Spring 2009), 187-190.

The Black Hawk War of 1832. By Patrick J. Jung. (Norman: University of Oklahoma Press, 2007) in *The History Teacher*, 41(2007), 260-261.

Making the Voyageur World: Travelers and Traders in the North American Fur Trade. By Carolyn Podruchny. (Lincoln: University of Nebraska Press, 2006). Reviewed for *H-French-Colonial*. <http://www.h-net.org/reviews/>.

How the Indians Lost their Land: Law and Power on the Frontier. By Stuart Banner. (Cambridge, MA: Harvard University Press, 2005) and *Conquest by Law: How the Discovery of America Dispossessed the Indigenous Peoples of their Land*. By Lindsay G. Robertson (New York: Oxford University Press, 2005) in *The Indiana Magazine of History*, (March 2007), 209-211.

Encyclopedia Entries:

"Vine Deloria Jr." and "Incident at Oglala." in *The Encyclopedia of Activism and Social Justice*. ed. Gary Anderson. Sage Publications, 2007.

"Indiana," "Jesuits," "Maine," "Mississippi," "Missouri," and "Pierre-Esprit Radisson" in *France and the Americas*, 2 vols. ed. Bill Marshall. Santa Barbara, CA: ABC-Cho, 2005.

"Native Americans" (242-247), "French Colonies" (126-129), "Catawba" (55), "Tuscaroras" (378-379) "Tuscarora War" (379), "Iroquois" (166-167), "Praying Towns" (295-296), "Shamans" (334-335), in *Encyclopedia of American History*. series ed. Gary Nash. Vol. 2, *Colonization and Settlement*. ed. Billy G. Smith, New York: Facts on File, 2003.

"Native American Philanthropy: Family and Giving in Lakota Communities" (5-9) in *Notable American Philanthropists: A Biographical Encyclopedia of Giving and Volunteering*. ed. Robert Grimm. Greenwood and Oryx Press, October 2002.

Selected Conference Papers and Presentations

"Comparing Tracey Deer's *Mohawk Girls* with textual interpretations of reserve/reservation life," Roundtable Participant, *Strategies in Teaching Native American Studies*; Native American and Indigenous Studies Association Conference, University of Minnesota, Minneapolis, MN, May 21-23, 2009.

"The Origins of Iroquois Temperance Societies," Conference on Iroquois Research, The Rensselaerville Institute, Rensselaerville, N.Y. October 5, 2008.

"Iroquois Temperance Societies," Conference on New York State History, Saratoga Springs, NY, June 6, 2008

"Authorship and Ethnography in Missionary Writings," Western Historical Association Conference, Fort Worth, Texas, October 8-11, 2003.

"Separating Religion from Politics: Sébastien Racle's Voyage from Pontarlier to Norridgewock," French Colonial Historical Society, Yale University, New Haven, Connecticut, May 15-18, 2002.

"A Perfect Apollo": Keokuk and Sac and Fox Leadership in the Removal Era," Native American Studies Initiative, Great Lakes Historical Society, Ohio University, Athens, Ohio, April 16-18, 2002.

"Sébastien Racle's Early Missions," Ohio Valley Historical Conference, Western Kentucky University, Bowling Green, Kentucky, October 19-20, 2001.

Selected Public Talks and Presentations

"American Indians and U.S. Temperance Movements," April 2010 (upcoming), University of Pannonia, Veszprém, Hungary.

"Truth and Myth on the Screen: Key Events in American History in Film," Superintendent's Day Activities, March 22, 2009. Greece Athena Middle School, Greece, NY.

"The Amerindian and European Origins of Quebec City," October 16, 2008. La Maison Française, Nazareth College.

"Who were the Guarani: Responses to Roland Joffé's *The Mission*," Feb. 13, 2008. Nazareth College. Part of events related to the First Annual Rochester Native American Film Festival.

Panel Participant, *Sex, Lies, and Fairy Tales: Responses to Disney's Pocahontas*, Feb. 5, 2008, Nazareth College. Part of events related to the First Annual Rochester Native American Film Festival.

"The Border Wars in Colonial Maine: An Examination of the French, English, and Indian Land Claims of the Seventeenth and Eighteenth Centuries," Advanced Placement Conference, Sponsored by Strong Museum. Nazareth College, Rochester, New York, March 2006

"Indians, Jesuits, and the French Colonial Experience," French House, Nazareth College, November 3, 2005.

Presentation on *Black Life Me*. "Art as Resistance" Film Series, Nazareth College, November 3, 2004

Fellowships and Awards

New York State Library, Anna K. and Mary E. Cunningham Research Residency, 2006. Used for research on History of the Iroquois and the Erie Canal.

Summer Research Grant, Nazareth College, 2006; Used for research on History of the Iroquois

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and the Erie Canal
Teaching Innovation Grant, Nazareth College, 2005: Used for development of course on the history of the Erie Canal

Oscar Winther Fellowship, Indiana University History Department, 2002-2003

Carmichael Dissertation Fellowship, Indiana University History Department, 2002-2003

Indiana University Dissertation Fellowship, 2000-2001

Indiana University Center on Philanthropy Research Fellowship, used for dissertation research in Canada and France, 1999-2000

Indiana University History Department Grant-in-Aid of Research, 1999-2000

Partnerships with Area Schools and other Community Projects

Presenter, Teaching American History Grant, Rochester City School District 2010-Present.

Faculty Partner, Native American Studies Interdisciplinary Service-Learning Initiative, Fall 2008-2009.

The *Process of Historical Research and History of the Erie Canal* part of *Tracing our Greek Routes—Keys to the Economic Development of our Region*

Presenter, American Images: Social, Political, and Economic History through Documents Partnership with the Greece Central School District/Teaching American History Grant 2007-2010.

Presenter, Greece Central School District/Teaching American History Grant 2003-2007.

Selected College Service

Member, Faculty Executive Committee May-2009-present

Director, Freshman Seminar Program, Nazareth College, May 2006-present

New Faculty Mentor, 2006-2008

Chair, Search Committee for Latin America specialist, Dept. of History and Political Science, Nazareth College 2007-2008

Chair, Faculty Welfare Committee, 08/05-09/06; Member 08/05-5/07

Editorial Experience

List editor for H-French-Colonial list on H-Net, (History Net Website)

Professional Affiliations

Native American and Indigenous Studies Association

American Historical Association

Organization of American Historians

French Colonial Historical Association

New York Historical Association

4

Isabel M. Córdova Suárez
cordov1@naz.edu

(b)(6)

EDUCATION

June 2008 **Ph.D.** in Latin American History, **University of Michigan**, Ann Arbor
Dissertation: "Transitioning: The Medicalization of Birthing in Puerto Rico Since 1948"
Chair: Sueann Caulfield
Committee: Rebecca Scott, Martin Pernick, Alexandra Stern, Marcia Inhorn

Examination Fields: Colonial Latin America, National Period Latin America, Medicine and Disease in the Atlantic World (Cognate: Cultural Anthropology in area of Public Health)

June 2002 **M.A.** in Caribbean History, **University of Puerto Rico**

May 1989 B.A. Macalester College, Minnesota

PUBLICATIONS

"Setting Them Straight: Social Services, Youth, Sexuality, and Modernization in Postwar (WWII) Puerto Rico." *Centro Journal for Puerto Rican Studies* of Hunter College 19, no.1 (2007): 26-49.

"Hacia un Puerto Rico moderno: intervenciones de las trabajadoras sociales en los desajustes de la familia, 1950-1968." *Caminos del Centro Memorial Dr. Martin Luther King Jr.*, Havana, Cuba no. 31-32 (2004): 24-32.

"Construcciones sobre el jíbaro puertorriqueño: relaciones coloniales y médicas en las campañas de anemia del Doctor, Coronel Bailey Ashford, 1898-1914." *Revista de Historia de la Universidad de Concepción*, Chile 13/14, no. 13-14 (2003-04): 79-94.

"La transformación de un oficio: testimonio de una comadrona." *Milenio* of the University of Puerto Rico (2001 and 2002): 184-197.

ACADEMIC FULL-TIME EMPLOYMENT

2008- present **Assistant Professor of History**, Nazareth College, Department of History and Political Science, Rochester, New York

2004-2008 **Instructor of History**, University of Michigan, Department of History, Ann Arbor, Michigan

COLLEGE COURSES TAUGHT

Fall 2010 **History 348 "History or Latina/os in the U.S."** Nazareth College

Spring 2010 **History/Political Science 311 "Latin America: National Period"** Nazareth College

Spring 2009 **History/Women's Studies 347 "History of Medicine and Disease in the Americas 1700s-1970s"** Nazareth College

Spring 2009-2010 **History 457 "History Curriculum and Methodology Middle & Senior High"** Nazareth College

Fall 2008-2010 **History 108 "Atlantic World, 1300s-1800s"** Nazareth College
History 306 "Colonial Latin America" Nazareth College

OTHER EMPLOYMENT

1992-1999 English Teacher, Public School: Juan Ponce de León, Puerto Rico.

1990-1991 Case Manager, Minnesota American Indian AIDS Task Force and the Minnesota AIDS Project, Minneapolis, Minnesota.

1989-1990 Teacher and Research Assistant, Red School House-Native American Survival School, St. Paul, Minnesota.

WORKSHOPS FOR TEACHERS

"The Tainos of Puerto Rico," School 25, Rochester City School District teachers grades 2-6, February 22, 2010.

"Shifts and Stages of U.S.-Latin American Relations," Greece School teachers grades 6-12, Greece Athena High School, Rochester, NY, March 24, 2009

"A Survey of South America for Social Studies Teachers" and "A Survey of Central America for Social Studies Teachers," Oakland School District, Michigan, 2004.

"Approaches to Teaching Latin America," Training Social Studies Teachers, Wayne RESA, Michigan, March 9, 2003.

"Hispanic Culture," Teacher Conference, Jackson, Michigan, September, 2002.

DAVID W. HURSH
March 2010

University Address

1-202B Dewey Hall, Warner Graduate School, University of Rochester,
Rochester, NY 14627 (585) 275.3947. <dhursh@warner.rochester.edu>

Academic Record

Ph.D. (1988) Major: Curriculum Theory and Research. Minors: Sociology, Education
Policy, and Theory and Practice of Teacher Education. University of Wisconsin-
Madison.

M.S. Family and Child Development. Kansas State University.

B.S. Social Science. Kansas State University.

Current university appointments

University of Rochester, Rochester, New York
Warner Graduate School of Education and Human Development.
Assistant Professor, 1989-1995, Associate Professor with tenure 1995- present.
Chair of Teaching and Curriculum, 1991-1999.

Awards

R. Neil Appleby Outstanding Teacher Educator Award for 2001 from the New York
State Association of Teacher Educators, April 2001.

Selected Publications

Books

Hursh, D., Martina, C.A. & Davis, H. (eds) (to be completed by May 2010). *We All Live
Downstream: Interdisciplinary Learning through Environmental Health Science*.
Publisher: Springer Science and Business: The Netherlands.

Hursh, D. (2008). *High-Stakes Testing and the Decline of Teaching and Learning: The
Real Crisis in Education*. Lanham, MD: Rowman and Littlefield.

Hursh, D. & Ross, E.W. (Eds.) (2000). *Democratic Social Education: Social Studies for
Social Change*. London: Falmer.

Peer-reviewed Journal publications

Martina, C.A., Hursh, D. & Markowitz, D. (2009, June). Contradictions in educational
policy: Implementing integrated problem-based curriculum in a high stakes environment.
Environmental Education Research 15(3), 279-297.

Hursh, D. (2007). "Assessing the Impact of No Child Left Behind and Other Neoliberal
Reforms in Education," *American Educational Research Journal*, 44(3), 493-518.

Hursh, D. (2007). "Exacerbating Inequality: The Failed Promise of the No Child Left
Behind Act," *Race, Ethnicity and Education* 10(3), 295-308.

Hursh, D. (2001, Spring). "Social Studies within the Neo-Liberal State: The
Commodification of Knowledge and the End of Imagination," *Theory and Research in
Social Education*, 29 (2). pp. 349-356.

Hursh, D. (1999, Winter). "The Struggle for Democracy in South Africa: Race, History,
and Education," *Theory and Research in Social Education*, 27 (1). pp. 104-110.

Hursh, D., Gurney, H., Lacelle-Peterson, M. & Lasch Ramdin, K. (1996, Summer).
"From Miriam's Living Room to the Genesee Valley Research and Reform
Collaborative: Schools and Universities Collaborating for Reform," *Theory into Practice*,
35 (3), pp. 179-186.

Hursh, D. (1995). "Action Research: Theorizing Practice and Practicing Theory Within
an Historically Contested Terrain," *Academic Development*, Vol. 1 (1), pp. 61-63.

Hursh, D. (1992). "Multicultural Social Studies: Schools as Public Arenas for
Understanding Diversity," *Social Studies Record*, Vol. 29(1), pp. 31-42.

Other journal publications

Hursh, D. & Seneway, A. (1998, Spring). "Living, Not Practicing Democracy," *Theory
and Research in Social Education*, 26 (2), pp. 258-262.

Book Chapters, Encyclopedia Entries

Hursh, D., Martina, C. A. & Fantauzzo, M. (2010). Toxins in our environment: health
and civic responsibility. In E. Heilman (ed.) *Social Studies and Diversity Teacher
Education: What We Do and Why We Do It*. New York: Routledge.

Hursh, D. (2009). No Child Left Behind: Really? In D. Kassem & Garratt (eds.) *Key
issues in education*. London: Continuum Press, 160-174.

Hursh, D. & Seneway, A. (2001). "Standards, not Standardization: Learning in a Democratic Classroom." In J. Kincheloe & D. Weil (Eds.) *The Encyclopedia of Educational Standards* Santa Barbara: ABC-CLIO.

Hursh, D. (2001). "Multicultural Social Studies: Schools as Places for Examining and Challenging Inequality" In E. W. Ross (Ed.) *The Social Studies Curriculum: Purposes, Problems and Possibilities*, 2nd edition, Albany: SUNY Press.

Hursh, D. & Ross, E.W. (2000). "Democratic Social Education: Social Studies for Social Change." In D. Hursh & E. W. Ross (Eds.) *Democratic Social Education: Social Studies for Social Change*, New York: Falmer Press.

Hursh, D. (1999). "Race, History, and Education: The Struggle for Democracy." In R. Donovan & L. Wolfe (Eds.) *South African Journeys: Reflections and Essays from the International Partnership Conference*, NY: National Center for Educational Alliances, 1999.

Hursh, D. (1997). "Critical Collaborative Action Research in Conservative Times." In S. Hollingsworth (Ed.) *International Action Research and Educational Reform*, London: Falmer Press.

Hursh, D. (1997). "Multicultural Social Studies: Schools as Places for Examining and Challenging Inequality." In E. W. Ross (Ed.) *The Social Studies Curriculum: Purposes, Problems and Possibilities*. Albany: SUNY Press.

Hursh, D. (1995). "It's More Than Style: Reflective Teachers as Ethical and Practical Practitioners." In J. Smyth (Ed.) *Critical Discourses on Teacher Development*, London, London: Cassell.

Hursh, D. (1995). "Developing Discourses and Structures to Support Action Research for Educational Reform: Working Both Ends." In S. Noffke & R. Stevenson (Eds.) *Educational Action Research: Becoming Practically Critical*, Albany: SUNY Press.

Hursh, D. (1995). "Reflective Practice and the Culture of Schools." In E. W. Ross (Ed.) *Reflective Practice and Social Studies Education*, Washington, DC: National Council for the Social Studies.

Editorial Positions

Editorial Board: *Policy Futures in Education*, 2005-present.

Editorial Board: *Journal for Critical Education Policy Studies*, 2004-present.

Board of Reviewers: *Journal of Teacher Education*, a publication of American Association of Colleges of Teacher Education, 2000-present.

Editorial Board: *Handbook of Cultural Politics in Education*, Zeus Leonardo, editor.

Editorial Board: *American Education Research Journal*, Section on Social and Institutional Analysis, 2005-2008.

Editorial Board: *American Education Research Journal*, Section on Teaching, Learning and Human Development, 2004-2007.

Editorial Board: *Theory and Research in Social Education*, a publication of the College and University Faculty Assembly, National Council for the Social Studies. 1996-2001.

International Editorial Board: *Academic Development*, a publication of the Academic Development Center, University of the Western Cape, South Africa. 1995 - 1997.

Editorial Board: *Social Studies Record*, a publication of the NY Council for the Social Studies. 1992-1994.

Grants and Funded Research

National Institute of Health, Environmental Medicine, Developing and Implementing Interdisciplinary science and social studies curriculum on environmental health in grades 7-12, Dr. Dina Markowitz, fall 2000-summer 2008. \$1,200,000 (\$75,000 annually to the Warner School)

Consultant and evaluator for National Science Foundation Grant developing a integrated undergraduate and graduate program in electronic imaging systems, Dr. Nicholas George, Department of Optics, Director, 1998- 2001.

Subcontract, Ford Foundation, Rochester Educational Access Collaborative, 1996-2000, \$40,000.

New York Inclusion Grant, April- August 2000, \$17,000.

Jennifer L. Gkourlias, Ed.D.
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Jennifer L. Gkourlias, Ed.D.
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 jennifer.gkourlias@rcsdk12.org
 (b)(6)

Education

2007 University of Rochester Doctor of Educational Leadership
 1999 University at Buffalo Master of Education TESOL
 1996 SUNY Geneseo Bachelor of Arts History

New York State Certification

2004 School District Administrator
 2004 School Administrator/ Supervisor
 2000 Social Studies (7-12)
 2000 Teaching English to Speakers of Other Languages (K-12)

Leadership Experience

2009- present **Rochester City School District**
Executive Director, Social Studies
 • Responsible for curriculum development, supervision of Social Studies Content Area Teachers, recruitment and retention of teachers, innovation to increase student achievement, summer enrichment programming
 • Director, Teaching American History, Teaching As Historians, U.S. Department of Education Grant Program
 • Collaborated and fostered community partnerships with RCSD and institutions of higher education and local cultural institutions, including, Monroe County Library System, Susan B. Anthony House, AKWAABA Heritage Associates, Friends of Mt. Hope, Corn Hill Navigation, Memorial Art Gallery, George Eastman House

2006-2008 **Greece Central School District**
Director of Social Studies & World Languages K-12
 • Innovated and improved upon curricula in K-12 social studies, foreign languages, and ESOL Programs
 • Supported and planned for educational program for over 300 Limited English Proficient Students
 • Created Family Literacy Program for parents and their children in partnership with Greece Community Education
 • Secured 1 million dollars in combination grant funding and aid

2006-present **Director, U.S. Department of Education Teaching American History Grant *American Images***
 • Secured \$785,000 federal grant to improve American History education

2005-2006

Assistant Principal, Arcadia Middle School, Greece, NY
 • Local Educational Agency Representative and CSE Chairperson
 • Responsible for student management and parent-school relations for an integrated family of 6th-8th grade students
 • Coordinator of assessment for the school building

2004-2005

Assistant Principal, Arcadia High School, Greece, NY
 • Led high school Humanities departments through transition to interdisciplinary instruction
 • Examined and realigned teacher grading practices in a standards based environment
 • Developed 40 student developmental assets using Search Foundation strategies and school and community connections
 • Implemented behavioral interventions through peer mediation

Leadership Skills

Curriculum Development

- Coordinated assessment and curriculum development projects for to Languages Other Than English, ESOL, and Social Studies programs
- Expanded the Languages Other Than English Program to include Arabic language and extend the program into 7th grade
- Introduced research-based Heritage Spanish Program for native speakers to improve connectedness of Hispanic students to school and improve graduation rates
- Aligned ESOL curriculum with all standards areas
- Redesigned the intermediate (3-5) Social Studies Program to align with New York State expectations and bring a global focus reflective of the students we serve

Fiscal Management

- Managed over 1 million dollars in state and federal aid for the Greece Central School District
- Developed and administered annual budgets for Limited English Proficient Students with New York State Part 154 and Title III aid
- Assured compliance with state and federal spending regulations according to EDGAR and collaborated with the grants finance office on spending plans and alignment with project goals

	Jennifer L. Gkourlias, Ed.D.		Jennifer L. Gkourlias, Ed.D. 226 Inwood Drive, Rochester, NY, 14625 jennifer.gkourlias@rcsdk12.org (585) 410-3515 mobile (585) 264-0895 home
	(b)(6)		
	<ul style="list-style-type: none"> Secured a New York State Archives Local Records Management Improvement Fund Grant for \$2,000 to develop partnerships with the school district and community and county agencies 	1996-2001	<ul style="list-style-type: none"> Developed new writing standards for middle level Social Studies curriculum
	<p>Supervision</p> <ul style="list-style-type: none"> Supervised over 150 teachers in grades K-12 in all curricular areas Coordinated Inclusive Education and ESOL services for over 400 students Supervised a team of mentor teachers to support instruction and maintain high quality professional development Collaborated with school social workers, counselors, and teachers to create academic and behavioral interventions for students. 	1996	<p>West Irondequoit Central School District Ruben A. Dake Junior High School</p> <ul style="list-style-type: none"> Taught American History and English Language Arts Served on Ad-Hoc Committee to write and revise the 7/8 S.S. Curriculum Member of District Curriculum Council and School Based Planning Team
	<p>Professional Development Facilitation</p> <ul style="list-style-type: none"> Collaborative Partnerships for Inclusive Educators Professional Development Planning Committee- Greece Central Oral History Project- New York State Council for the Social Studies Conference Greece Central School District- Social Studies Workshop Understanding "Understanding" Active Engagement Strategies for Preparing Students for the New York State Social Studies Assessments Preparing Students for Document Based Questions Meeting the Needs of Limited English Proficient Students Integrating SCANS and CDOS Skills Across the Curriculum- Monroe #1 BOCES 		<p>Irondequoit High School</p> <ul style="list-style-type: none"> Economics and Psychology Teacher Developed hands-on and lab based programs for economics and psychology courses
			<p>Related Experience</p> <ul style="list-style-type: none"> 2007-present Member Penfield Central School District Transportation Committee 2002-2004 Member Apollo Middle School Improvement Team 2002-2003 Horizons Summer Program Teacher 1998-2000 Member Dake Junior High School Improvement Team 1998 English Teacher, Athens, Greece 1994-1995 Jefferson Community Resource Round Table Member Initiated and organized SUNY Geneseo-Jefferson Middle School Partnership 1992 Martin Luther King Jr. School #9 ESOL Reading Tutor, Grade 4 1992 Rochester City School #6 -Buddy Program Coordinator
Teacher			<p>Professional Achievements</p> <ul style="list-style-type: none"> 2001 Excellence in Education Award- West Irondequoit Teachers Association 2001 Teacher of the Year- West Irondequoit Central School District 2000 Outstanding Middle School Teacher- Rochester Area Council for the Social Studies 1999 NYS Council for the Social Studies Bryan Swayze Award 1996 Who's Who Among American College Students 1995 Phi Alpha Theta- History Honor Society 1995 Kappa Delta Pi- Education Honor Society
2002-Present	<p>Nazareth College of Rochester</p> <ul style="list-style-type: none"> Adjunct Professor Developed and co-instructed inclusive adolescent education course for secondary social studies methods Developed and co-instructed undergraduate social studies methods 		<p>Affiliations</p> <ul style="list-style-type: none"> American Educational Research Association Association for Supervision and Curriculum Development American Council for Teachers of Foreign Language National Council for the Social Studies
2001-2004	<p>Greece Apollo Middle School</p> <ul style="list-style-type: none"> Social Studies Teacher Served on grade 7/8 curriculum review committee Designed parallel assessments for the NYS Social Studies Assessment 		

Curriculum Vita

John Roden, Ph.D.

GENERAL INFORMATION:

Address: (b)(6)
Phone:
E-mail:
Web: www.johnroden.net

EDUCATION:

Doctor of Philosophy	1991	The Ohio State University Major: Education Administration and Finance
Master of Science	1985	The State University of New York at Buffalo Major: Educational Psychology
Bachelor of Arts	1983	Colgate University Major: English

PROFESSIONAL EXPERIENCE:

Senior Research Scientist – (2008-present), Buffalo Center for Social Research, University at Buffalo, School of Social Work: Serves as lead evaluator in the design and implementation of multiple school-based program evaluations funded through the center; supervises project staff and doctoral students.

Independent Consultant in Research and Evaluation- (2006-Present), Serving as evaluator on two Smaller Learning Communities grants, Math Science Partnership, three Teaching American History and Preparing Tomorrow's Teachers to use Technology in addition to projects related to measurement and evaluation in K-12 education.

Associate Director of Research and Evaluation- (2003-2006), Worked with K-12 school districts and researchers in higher education to support inquiry into quality curricular practices through appointment at the Center for Excellence in Urban and Rural Education at the Buffalo State College. Projects included development of assessment tools, providing support for faculty research productivity, conducting original research, developing grant proposals and serving as internal and external evaluator for major federal grants.

Medical Educator- (2002-2003), State University of New York at Buffalo, Graduate School of Medicine: Working for Graduate Medical Residency programs designing valid and reliable measures of educational outcomes for competency-based medical training program.

School Administrator- (1997-2002), Alexander Central School District: Served in senior administrative position as director of district wide technology, research and curricular initiatives.

Consultant- (1996-1997), Evaluation and Systems Solutions: Worked in education and industry as a full-time consultant in technology transfer, research and statistical analysis.

Assistant Professor- (1993-96), State University of New York College at Fredonia: Taught courses in Technology in the Classroom, Educational Psychology, and Research Methods.

Researcher- (1990-92), Quest International: Performed qualitative and quantitative analysis, developed and tested instruments and did market research and consumer preference analysis for a developer of positive youth skills curricula.

Systems Analyst- (1986-90), The Ohio State University Young Scholars Program: Managed a local area network, developed databases using Paradox, trained users, supervised graduate students at a pre college intervention program for minority youth in Ohio cities.

English Teacher- (1985-86), Ripley Central School, Ripley, New York: Taught seventh, tenth and eleventh grade English at a rural K-12 school in Western New York.

English Teacher and Coach- (1983-84), The Kents Hill School, Kents Hill, Maine: Taught American Literature and ninth grade composition, coached downhill skiing and served as a dormitory parent at coeducational boarding school.

RECENT PROGRAM EVALUATIONS:

- Evaluator- Teaching American History (Federal) Greece Central Schools (s) Rochester City Schools (2) Albion Central Schools (2)
- Evaluator - Professional Development for Arts Educators (Federal) Buffalo Public Schools
- Evaluator- Improving Literacy Through School Libraries (Federal) Buffalo Public Schools
- Evaluator - Title IID Technology Grants (2) (Federal) Salamanca Central Schools and Buffalo Public Schools
- Evaluator - Smaller Learning Communities Enhanced Reading Opportunities Special Competition Grant (Federal)
- Evaluator- Math Science Partnership Math and Science Grants (2) (Federal) through Buffalo Public Schools
- Evaluator- Improving Literacy Through School Libraries (Federal) Buffalo Public Schools
- Evaluator - SURR Schools Grant (State) Buffalo Public Schools.
- Evaluator - Comprehensive School Reform (State) Buffalo Public Schools
- Evaluation Subcontractor- Math Science Partnership Grant (Federal) through Buffalo Public Schools
- Evaluator- Teaching American History Grant (Federal) through Greece Central School District 2004
- Evaluator- Preparing Tomorrow's Teachers to Use Technology Grant (Federal) through Buffalo State College 2004
- Evaluator- Smaller Learning Communities Implementation Grant (Federal) through Greece Central School District 2004
- Project Statistician - Seneca Nation Language Grant (Federal, Buffalo State College as lead agency) 2002-2003.
- External Evaluator - Pioneer Community Technology Center (Federal, multi year) Pioneer Central School District 2002-2003.
- External Evaluator- Preparing Tomorrow's Teachers to Use Technology Grant (Federal) through University of Rochester 2001

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative 100322 FINAL** Pages: **3** Uploaded File: **G:\Grants\FEDERAL\TEACHING AMERICAN HISTORY\Teaching American History 2010\Working docs\Budget Narr 100322 FINAL.doc**

BUDGET NARRATIVE

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Description
1. Personnel						
Lead Social Studies Teachers	\$115,000	\$118,450	\$122,004	\$125,664	\$129,434	Two (2) lead social studies teachers will: - Support workshop delivery, - Work with the Project Director to identify project resources, - Provide content integration support to teachers, and - Coach participating teachers by delivering model lessons. 2 teachers x \$57,500 with 3% inflation
Teacher Salaries - Afterschool Workshop Series	\$47,520	\$47,520	\$47,520	\$47,520	\$47,520	Sixty (60) teachers will participate in eight (8), three (3)-hour, content-focused workshops each year. 60 teachers x 8 sessions x 3 hrs/session x \$33/hour
Teacher Salaries - Summer Institute	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	Fifty (50) teachers will participate in a 20-hour Summer Institute. 50 teachers x 20 hours x \$33/hour
2. Fringe Benefits						
Total Benefits	\$57,528	\$58,200	\$58,891	\$59,603	\$60,335	Benefits include: Social Security @ 7.65% Teachers Retirement @ 8.75% Workers' Compensation @ 1.65% Unemployment Insurance @ 1.40% Health Insurance @ \$9,750 for two full-time lead teachers
3. Travel						
Teaching American History National Conference	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	The project evaluator and one additional staff member will attend the annual TAH conference.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Description
Other Conference Attendance (e.g., National Council for the Social Studies, NYS Council for the Social Studies)	\$1,130	\$1,130	\$1,130	\$1,130	\$1,130	Project staff will travel to regional conferences and present findings and outcomes of <i>Growing Up in America</i> .
4. Equipment	-	-	-	-	-	
5. Supplies						
Teacher Supplies for Afterschool Workshop Series	\$17,400	\$17,400	\$17,400	\$17,400	\$17,400	Teacher resource kits will include artifacts, documents, and literature aligned with the content seminar themes. 60 teachers x \$290/teacher
Teacher Supplies for Summer Institute	\$5,750	\$5,750	\$5,750	\$5,750	\$5,750	Same as above. 50 teachers x \$115/teacher
Laptop Computers	\$3,000	-	-	-	-	Laptop computer will be purchase for the two (2) lead teachers to facilitate content coaching and support in their role as traveling lead teachers. 2 laptops x \$1,500 each
Digital Cameras	\$1,800	-	-	-	-	Digital cameras will be used by teachers to take photographs of historical artifacts discovered at museums and the library to incorporate into object-based lessons for the classroom. Cameras will also be used to document teacher research for development of case studies and sharing of <i>Growing Up in America</i> lessons. 12 cameras x \$150/camera
6. Contractual						
Project Evaluator	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	An external project evaluator will evaluate project activities and assist with TAH report preparation. The evaluator will serve on the <i>Growing Up in America</i> Management Team.

Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Description
Nazareth College, Department of History	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	Three (3) professors will be responsible for the development and delivery of content-focused seminars for the afterschool and summer workshops. The professors will participate on the <i>Growing Up in America</i> Management Team and coordinate workshop design with the Warner School.
University of Rochester, Warner School of Education	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	The Warner School will collaborate in the development of workshops to ensure content and pedagogy are seamlessly aligned. Teacher research, procedures, and data collection will be guided and supported by the Warner School.
Rochester Museum and Science Center	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	Museum collections will be used to support teacher content seminars and provide resources to be incorporated into object-based classroom lessons. Museum facilities will be used as the delivery site for workshops, and a museum representative will serve on the <i>Growing Up in America</i> Management Team.
Memorial Art Gallery	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	Same as above.
Strong National Museum of Play	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	Same as above.
Genesee Country Village and Museum	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	Same as above.
7. Construction	-	-	-	-	-	
8. Other	-	-	-	-	-	
10. Indirect Costs (3.9%)	\$13,701	\$13,672	\$13,854	\$14,042	\$14,236	Unrestricted Indirect Cost Rate = 4.3%
11. Training Stipends	-	-	-	-	-	
12. Total Costs	\$332,329	\$331,622	\$336,049	\$340,609	\$345,305	