

Archived Information

Teaching American History Grant Program Applicant Technical Assistance

2010 TAH Competition Cycle

Overview and Introduction

The Teaching American History (TAH) program provides school districts with resources to create high quality professional development projects for American history teachers.

TAH Background

- TAH began in 2001 to meet the needs of students and teachers with inadequate preparation in U.S. history.
- The program has been awarding grants annually for 9 years.
- These grants are managed by school districts in all parts of the country.

Quality Applications

The TAH program encourages applicants to....

- ❑ Present a seamless project based on a high-quality model of professional development justified by the results of assessing teacher needs in each applicant school district.
- ❑ Design a project that brings historians and educators together to work with teachers in improving their content knowledge, and their ability to transform this knowledge into student results.

Quality Applications

- ❑ Present an application that meets the needs of history education within the applying school district. This should include targeting specific content and skill deficiencies of the districts' students and teachers.
- ❑ Propose projects that integrate high quality history evaluations that will produce meaningful results that meet the TAH program's required GPRA measures.

Quality Applications

Applications that propose projects that integrate high quality history content, classroom applications, evaluations, and efficient grant operations will produce valuable lessons learned and best-practices for use by the history education community.

Absolute And Invitational Priorities

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Response to Priorities

- ✓ Applicants MUST respond to the Absolute Priority.
- ✓ Applicants MAY respond to the Invitational Priorities.
- ✓ Applicants ARE NOT penalized for not responding to the Invitational Priorities.
- ✓ The Invitational Priorities indicate the Department's focus or a particular area of concern.
- ✓ Responses to the Absolute and Invitational Priorities will be included with the main proposal narrative, but should be placed under a separate heading.

Absolute Priority

The Absolute Priority is all about...

Collaboration

Absolute Priority

Partnerships with Other Agencies or Institutions

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

Applications that do not meet this priority will not be considered!

Absolute Priority

- ❑ The response to the Absolute Priority should be brief and include a listing of your collaborative partners and a short description of their roles.
- ❑ Applicants will have the opportunity to further justify the quality of partnerships in the Project Quality section of the Selection Criteria.

Invitational Priorities

Invitational priority 1 is all about...

Disseminating Project
Resources

Invitational Priorities

Invitational Priority 1

The development and dissemination of grant products and results through Open Educational Resources (OERs)

- ❑ OERs are teaching, learning, and research resources that reside in the public domain for their free use.
- ❑ Applicants are encouraged to describe how they will make their TAH grant products and resources freely available online in an effort to share history content, proven teaching strategies, and lessons learned with the wider community of history educators.

Invitational Priorities

- Think about how the work of the proposed grant can benefit other teachers and school districts.
- Remember, not everyone has a Teaching American History grant! How can this project's work help the broader history education community?

Invitational Priorities

Suggestions for addressing Invitational Priority #1:

- Explain clearly how your grant will disseminate resources in an “open education” environment.

For example, will you develop a website that is freely available to all users? What sorts of resources do you plan to make available?

- Explain specifically how your project will identify quality resources for presentation to the wider community.

Think about resources such as lesson plans, primary source activities, reading lists, teacher reflections, and video of quality traditional American history teaching and student learning in action.

Invitational Priorities

Invitational Priority 2 is all about...

Demonstrating how a TAH
project affects student
learning

Invitational Priorities

Invitational Priority 2

Student work and achievement data and continuous program improvement

Applicants are encouraged to craft projects that collect and use student work and achievement data to assess the effect of participating teachers on student learning towards the goal of continuous project improvement.

Invitational Priorities

Suggestions for addressing Invitational Priority #2:

- Explain clearly and succinctly how the project will collect student work and/or student achievement data.
- Describe what kinds of products and data will be collected, and how they will be analyzed.
- Explain how the proposed professional development strategy will improve: (1) history teachers' abilities to teach traditional American history content, and (2) student performance with regard to traditional American history.
- Detail how the project will use the information it collects to inform further grant activities and trainings.

Invitational Priorities

- ❑ Remember, the primary goal of TAH is to improve the quality of instruction of traditional American history in K-12 schools.
- ❑ The TAH Program wants to support the collection and use of student work and achievement data in an effort to demonstrate increased or improved knowledge and understanding of traditional American history content by participating teachers and their students.

Priorities and the Review Process

- The Absolute Priority does not hold a point value, but the quality of your partnerships will be scored within the Project Quality section of the Selection Criteria.
- Applicants will not receive any additional points for responding to either or both Invitational Priorities, and may not receive feedback from the panel of reviewers for this section.

Selection Criteria

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Selection Criteria- Allocation of Points

- Project Quality - 35
- Quality of the Project Design –35
- Need for the Project– 20
- Quality of the Management plan – 10
- Quality of the Project Evaluation –25

A total of 125 points

Project Quality, 35 points

Project Quality is all about...

History Content

Project Quality

Applicants should:

Explain what traditional American history content will be covered by the project

This should include:

- The significant issues, episodes, and turning points in U.S. history.
- How the words and deeds of individuals have determined the course of our Nation.
- How the principles of freedom and democracy expressed in the founding documents of this Nation have shaped America's struggles and achievements; as well as its social, political, and legal institutions and relations.

Project Quality

Applicants should:

Describe the format in which the project will deliver the history content to participating teachers

Applicant tips:

- ✓ Provide a detailed course of study (including a schedule of activities) for project participants throughout the first 3 years of the project.
- ✓ Consider the structure of your project. What types of trainings will be held and when?
- ✓ Provide a rationale for why you chose this particular course of study.

Project Quality

Applicants should:

Justify and detail the quality of the history professionals and consultants responsible for delivering the history content

Applicant tips:

- ✓ Provide the resumes of the respective professionals and consultants that will be partnering on the grant.
- ✓ Explain why these particular experts are qualified to work on the project .
- ✓ Describe what new benefit these partners will add to the school district's professional development program.

Project Quality

Applicants should:

Demonstrate the commitment of these partners to working with the applicant LEA towards project success

Applicant tips:

- ✓ Provide detailed and thorough memoranda of understanding among partners (can be placed in the appendix).
- ✓ Describe how these partners have been involved in the planning and development of this application.

Project Quality

A large part of the Project Quality section deals with the quality of your partnership(s) with one or more of the following entities that you identified in the Absolute Priority:

- ▣ An institution of higher education;
- ▣ A nonprofit history or humanities organization; and/or
- ▣ A library or museum

The description of the quality of your partnerships should be interwoven throughout the Project Quality section!

Project Design, 35 Points

The Quality of the Project Design is all about...

The Structure and Rationale
of the Professional
Development Project

Project Design

Applicants should:

Describe the conceptual framework underlying the proposed professional development project

Applicant tips:

- ✓ Provide research, evidence, or a strong justification for why this plan of professional development was chosen.
- ✓ Describe how this project meets standards of high-quality professional development.
- ✓ Explain why this professional development will be effective for your group of participating teachers.

Project Design

Applicants should:

Explain how the proposed activities constitute a coherent, sustained program of training in the history education field

Applicant tips:

- ✓ Describe how all of the parts of your proposed project will work together in a cohesive manner.
- ✓ How is this project for history teachers is part of the district's overall professional development plan?
- ✓ Justify how the duration and intensity of the project's activities are appropriate for teacher training.

Project Design

Applicants should:

Discuss how the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Applicant tips:

- ✓ Describe how the training provided will result in improved classroom instruction.
- ✓ Discuss how this improved classroom instruction will result in more rigorous history study for the district's students.

Project Design

Applicants should:

Explain how the proposed project will build capacity and yield results that will extend beyond the period of grant funding

Applicant tips:

- ✓ How will the proposed project impact the school district after the grant activities end?
- ✓ How will the district and/or partners use the products, processes, and lessons learned from the grant?
- ✓ What long-term outcomes are expected from this project?

Need for Project, 20 Points

The Need for the Project is all about

Why your district **NEEDS**
professional development
for its history teachers

Need for Project

Applicants should include:

- ❑ A description of the deficiencies of the participating school districts' history teachers with regards to content knowledge and skill in history instruction.
- ❑ A description of the deficiencies the participating school districts currently have in training for its history teachers.
- ❑ A detailed analysis of how the proposed project will address the specific needs of the participating teachers.

Need for Project

It is highly recommended that applicants perform a needs assessment!

This will help you in developing your project by showing what types of training will best benefit your district's teachers and guide you in using federal resources effectively.

Need for Project

It is recommended to include the following information about the district's history program when conducting a needs assessment:

- ✓ Number of teachers
- ✓ Teachers' qualifications and certifications
- ✓ History professional development currently being held in the district
- ✓ Student performance in the district
- ✓ Rates of participation in AP U.S. history
- ✓ Number or percent of district teachers willing to participate in the project

Need for Project

The applicant is also encouraged to address how its proposed professional development strategy will significantly improve both history teachers' ability to teach traditional American history content and student performance in history.

This section should address the history content needs of the teachers, not the socio-economic needs of the teachers and/or the students they serve!

Quality of the Management Plan, 10 Points

The quality of the management plan is all about...

How prepared your district is
to administer a federal
grant project

Management Plan

Applicants should include:

- ❑ A description of the overall structure of the management and administration team.
- ❑ The names and qualifications of all major project staff members.
- ❑ The work assignments to be performed by each staff member.

Management Plan

- ❑ A timeline of major project milestones, including both planning and implementation steps.
- ❑ A justification for why the planned management structure will be effective, including the amount staff time spent working on the project.
- ❑ A detailing of how the management team will regularly use project feedback and data to improve the operation of the project.

Management Plan

Applicants are also encouraged to add additional detail to the management plan section with supporting documentation. This documentation may include:

- ✓ Commitment from partners
- ✓ A schedule of planned grant activities and events
- ✓ The brief resumes of important project staff members
- ✓ Commitment of LEA and partner(s) to the successful implementation of the project

Quality of the Project Evaluation, 25 Points

The quality of the project
evaluation plan is all about...

Demonstrating project
results

Project Evaluation

Applicants should:

Describe what objective performance measures will be used, what data will result, and how they will show progress towards meeting project goals

Applicant Tips:

- ✓ Applicants are encouraged to incorporate TAH's two GPRA measures into the evaluation plan. Successful projects will be required to report on these measures on an annual basis.
- ✓ Discuss how your chosen measures will provide data relevant to your established project goals.

Project Evaluation

Applicants Should

Explain how the evaluation plan is aligned to the goals of the project

Applicant tips:

- ✓ Explain how the things you are measuring in your evaluation make sense in terms of the goals of the project.
- ✓ Make sure your goals, measures, and objectives are aligned into a seamless evaluation strategy.

Project Evaluation

Applicants should:

Include benchmarks to monitor progress toward project objectives, and outcome measures to assess the impact on teaching and learning

Applicant tips:

- ✓ Create a well-rounded evaluation that aids in planning, and also provides information on teacher and student outcomes.
- ✓ Incorporate various points throughout each year where progress will be assessed and changes to the project can be made.

Project Evaluation

Applicants should:

Identify the individual and/or organization that has agreed to serve as evaluator, describe their qualifications, and discuss the resources allocated to the evaluation process.

Applicant tips:

- ✓ Explain why you are using either an external or internal evaluator and why this is the best choice for the project.
- ✓ Demonstrate that sufficient and reasonable staff time and funds are devoted to the project evaluation.

Quality of the Project Evaluation

Applicants should:

Explain how the information collected through the evaluation will be used to monitor the project's progress, document success, and yield information about effective strategies that can be replicated

Applicant tips:

- ✓ Discuss how evaluation results will be used to improve project operations.
- ✓ Describe how the data you collect will be useful in aiding other districts or schools in creating their own professional development programs.

Project Evaluation

Remember to include details on all of the following items:

- ❑ What types of data will be collected
- ❑ When various types of data will be collected
- ❑ What methods will be used to collect data
- ❑ What data collection instruments will be developed
- ❑ How the data will be analyzed
- ❑ When reports of results and outcomes will be available

Project Evaluation

TAH's Two GPRA measures are....

- ❑ The percentage of TAH participants who complete 75% or more of the total hours of professional development offered.

AND

- ❑ The average percentage change in the scores (on a pre-post assessment of American history) of participants who complete at least 75% of the professional development hours offered by the project. The test or measure will be aligned with the TAH project and at least 50% of the questions will come from a validated test of American history.

You can visit <http://www.whatworkshelpdesk.ed.gov/> for resources on preparing and implementing an evaluation plan

Two-Tiered Review System

NEW for 2010!!!

- A panel of **history/professional development experts** will score all grants for the **first four selection criteria**.
- Only the top scoring applications will proceed to the 2nd level review, where a panel of **evaluation experts** will score the **Project Evaluation** section.

Keep in mind that you might not have your evaluation section read or scored by the panel reviewers!

Helpful Hints

2010 TAH Competition Cycle

Make sure you are eligible!

- ✓ Read the application carefully
- ✓ Partner with non-profit organizations, colleges or universities, or libraries and museums with deep knowledge of history
- ✓ Grants must be administered by public schools districts
- ✓ Charter schools should review their status as an LEA with their State.

Assemble a Proposal Development Team

Who should be involved?

- History content experts
- Teaching and pedagogical experts
- Professional development experts
- Evaluator
- School and district decision-makers
- Budget administrators
- Support staff

Begin collaborating and acting as a team
NOW!

Readability

Write for the reader:

- ✓ Write in clear sentences
- ✓ Highlight or bold key sections
- ✓ Use a format that is easy to follow
- ✓ Avoid jargon, unclear acronyms
- ✓ Use layman's terms
- ✓ Avoid unnecessary attachments that will just add to the length and bulk of your application.

Think About \$\$\$

Total funding for a 3-year TAH project is limited to a **MAXIMUM** of:

- ❑ \$500,000 for LEAs with enrollments of less than 20,000 students
- ❑ \$1,000,000 for enrollments of 20,000-300,000
- ❑ \$2,000,000 for enrollments above 300,000 students

Proposed budgets for optional 4th and 5th years must be in line with the proposed per-year costs of years 1-3!

Think about \$\$\$

- ❑ Ask for enough money to meet objectives over a three-year period of performance
- ❑ Include funds for partnerships and for two staff members to attend an annual Project Directors Conference
- ❑ Funding limits stated in announcement are limits, not required amounts you must request. You may request less than your threshold if that is the amount your district requires
- ❑ Review OMB Circular A-87 with regard to allowable costs

Formatting

- ✓ Provide a one-page abstract, then a one-page table of contents to introduce the narrative.
- ✓ Provide a budget form (ED Form 524) and budget narrative, and be sure to use the required federal budget categories.
- ✓ Include detailed support for proposed partnerships in the appendix.
- ✓ Submit resumes under indicated section in the appendix.
- ✓ Limit the narrative to 25 double-spaced, standard-type pages.
- ✓ Consider the reader: try to keep the entire application package (appendices especially) to a reasonable length.
- ✓ It is recommended to keep the total application within 50 pages.

ED 424 Tips

The ED 424 is the standard cover-page for your application

- ❑ Use the legal name of applicant LEA
- ❑ Include the appropriate authorizing official; this should not be the same person as the project director
- ❑ Total amount requested will be only first year funds
- ❑ Use project director contact information when possible- not grant writer or partners

Abstract

Limit abstract to one page and include:

- ✓ Project title
- ✓ Goals, objectives, and expected outcomes
- ✓ Number of teachers to be served
- ✓ Name of applicant LEA or Consortium members
- ✓ Name of major partners
- ✓ Anticipated contributions to research, policy, and practice

Table of Contents

A well-structured Table of Contents will help the reviewer navigate your application package.

- ✓ Limit to one page
- ✓ List all major components of application
- ✓ Verify that page numbers are accurate
- ✓ Include a separate Table of Contents for the Appendix

Budget and Budget Narrative

The **Budget form** is the ED Form 524. Be sure to fill in this form for all anticipated operating years of the project.

The **Budget Narrative** is a justification of the anticipated costs of the project. Reviewers will read this section to determine if costs are reasonable and necessary, and TAH staff members will review this section to make sure costs are allowable.

If your costs are not well-justified and thoroughly described, you may risk having some funds cut from your successful award!

ED 524 Budget Sheet

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 10-31-2007				
Name of Institution/Organization		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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						
<p>*Indirect Cost Information (To Be Completed by Your Business Office):</p> <p>If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:</p> <p>(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>(2) If yes, please provide the following information: Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy) Approving Federal agency: <input type="checkbox"/> ED <input type="checkbox"/> Other (please specify): _____</p> <p>(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: <input type="checkbox"/> Is included in your approved Indirect Cost Rate Agreement? or <input type="checkbox"/> Complies with 34 CFR 76.564(c)(2)?</p>						

ED 524 Budget Sheet Tips

Stipends:

- Fringe Benefits and Indirect Costs cannot be assessed against Stipends
- Stipends are solely for teachers participating in TAH activities.

Contractual vs. Personnel Costs:

- The Personnel category is for employees of the LEA only.
- Personnel costs associated with any contracts should be listed in the Contractual line.

ED 524 Budget Sheet Tips

Equipment vs. Supplies

- Equipment costs are \$5,000 per unit and have a useable life of more than a year.
- Supplies are consumable, expendable, and are relatively low cost items.

ED 524 Budget Sheet Tips

Indirect Costs

- Indirect costs can only be assessed against the total direct costs.
- Contractors can only assess indirect costs within their individual contracts. They **MAY NOT** receive indirect costs assessed against the entire value of the grant.
- You must have an approved rate before charging indirect costs
- If you have questions about your acquiring an approved rate, Visit <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>

Appendix

The Appendix is an opportunity for you to include information that complements your project narrative, but did not belong to any other particular category. Examples of things you may include are:

- ▣ List of consortium members/partners
- ▣ Letters of commitment/ memoranda of understanding from consortium members/partners
- ▣ Evidence of previous successes
- ▣ Evidence of student enrollment

The appendix must be loaded as one document!

Intergovernmental Review

The TAH program is subject to Intergovernmental Review

Applicants can determine if their state is involved in this review by accessing these links:

www.whitehouse.gov/omb/grants_spoc/

or :

www.whitehouse.gov/omb/assets/grants/spoc.pdf

This program does not require cost sharing or matching.

Get “fresh eyes” to read the application

- ✓ Take one last look before submitting
- ✓ Use someone not involved in the process
- ✓ Look for omissions and errors
- ✓ Make sure all selection criteria have been satisfactorily addressed

e-Application: Submitting Your Grant Application

2010 TAH Competition Cycle

e-Application

- E-Application is an online system used by the Department of Education for submission of competitive grant applications.
- E-Application is a part of the E-Grants system, and can be found by visiting:

<http://e-grants.ed.gov>

Please note, the TAH Program is no longer using Grants.gov!

e-Application

E-Application is NOT operational 24 hours a day, 7 days a week!

Hours of operation: (Washington DC time)	
Sunday	12 midnight-08:00pm
Monday	06:00am-12 midnight
Tuesday	Available 24 hours
Wednesday	12 midnight-07:00pm
Thursday	06:00am-12 midnight
Friday	Available 24 hours
Saturday	Available 24 hours

e-Application Registration Process

- ❑ At <http://e-grants.ed.gov>, click the “Continue” button
- ❑ New users should register for a username and password
- ❑ Select the e-Application module
- ❑ Once a user profile is completed, a system-generated password is emailed to you.

e-Application Start Page

- ❑ The Start Page lists all applications currently accepting applications.
- ❑ To apply for the TAH competition, find the appropriate application and click the “add” button on the Start Page.
- ❑ The Package Page is then displayed, listing all applications that you have selected.
- ❑ To add an application package and instructions, click on the package title.

e-Application Package

- ❑ From the Start Page, click the underlined application title to access the package
- ❑ Within the application package, all forms and narratives associated with the package will be displayed

e-Application Package

- Form data is stored directly in ED's database
- The "Form Completed" must be checked for a form to be listed in the "Completed" status
- Narrative sections are completed by uploading a .doc, .rtf, or .pdf file (NOT .docx)
- Uploaded files may be no larger than 8 MB
- Click "Save" to save any entered information

e-Application Package: Privileges

- ❑ The Application Manager is a role that allows an e-Application user to manage access to an application
- ❑ When an application is created, the creator by default becomes the Application Manager
- ❑ When another team member registers, the Application Manager can assign user privileges for accessing the application

e-Application Package - Privileges

Privilege	Actions Allowed
Application Manager	This privilege is automatically assigned to the first person to apply for an application. The Application Manager assigns other users to the application to view and/or edit forms. The Application Manager is allowed to submit or delete the application.
Edit	Allows user to view, add, delete, or change values in a form (assigned per form).
View	Allows user to view a form (assigned per form).
Submit	Allows user to submit the application to ED for review. This privilege is automatically assigned to the Application Manager, but can be reassigned to another user by the Application Manager.

e-Application Submission

- ❑ Click “Ready to Submit”, and enter the Authorized Representative information.
- ❑ Print and sign the SF 424 Cover Sheet.
- ❑ Fax Cover Sheet to the Application Control Center at (202) 245-6272 within 3 days of submission.
- ❑ Include the system-generated PR/Award Number in the upper right hand corner of the form.

e-Application Submission

- ❑ You do not need to start a whole new application package if you need to make revisions to a submitted application.
- ❑ Users may un-submit the application at any point up until the closing date and time, make the necessary changes, and then re-submit.
- ❑ An application that has been un-submitted can not be re-submitted after the closing date and time
- ❑ Closing Date: March 21st, 2010, 4:30 PM District of Columbia time

Applications received after 4:30 pm will be automatically rejected!!!

e-Application Help

The E-Application system has many tutorials and resources available for you on-line. These include:

- ❑ E-Application User Guide
- ❑ E-Application Demos
- ❑ 9 Steps to Prepare an E-Application

E-Application HelpDesk: (888)-336-8930

edcaps.user@ed.gov

The Help Desk is available 8:00 AM-6:00 PM Monday through
Friday

Thanks for Viewing!

The TAH team wishes you the best
of luck in the upcoming
competition!

Please contact the TAH Team with any questions about the application
process:

Alex Stein: alex.stein@ed.gov , (202) 205-9085

Bonnie Carter: bonnie.carter@ed.gov , (202) 401-3576

Kelly O'Donnell: kelly.odonnell@ed.gov, (202) 205-5231

Margarita Melendez: margarita.melendez@ed.gov, (202) 260-3548