

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**American History and Civics Academies**

**CFDA # 84.422A**

**PR/Award # U422A160018**

**Grants.gov Tracking#: GRANT12216066**

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

**A. Quality of the Project Design (up to 35 points).**

**(i) Project represents an exceptional approach to the priority for the competition.**

The Kentucky Educational Development Cooperative (**KEDC**), in partnership National Council of History Education (**NCHE**), Gettysburg Foundation (**GF**), Gettysburg National Military Park (**GNMP**), the National Constitution Center (**NCC**), The Rendell Center for Civics and Civic Engagement (**RCCCE**), the Library of Congress (**LC**), Ellis Island Park Service (**EIPS**), Clinton Presidential Center (**CPC**), United Nations (**UN**), 911 Memorial, Georgetown College (**GC**), Eastern Kentucky University (**EKU**), the Kentucky Department of Education (**KDE**), (**all commitment letters in appendix pgs. 104 – 119**) proposes Project **H**istory **E**ducation through **A**dvanced **R**esearch and **T**echnology – (**H.E.A.R.T.**) to support the establishment of the **two required Absolute Priorities**: (1) Presidential Academies for the Teaching of American History and Civics that offer workshops for 300 (100 per year for three years) veteran and new teachers to strengthen their knowledge of American history and civics; and (2) Congressional Academies for Students (**CPP**) of American History and Civics to provide 600 (200 per year) **High-Need** high school students with opportunities to develop a broader and deeper understanding of these subjects. KEDC is an educational cooperative who has provided professional development to over 60 school districts since 1965 through **sub-contracting** with outside agencies. KEDC's long term successful record in the delivery of quality Professional Development and the breadth of their regional impact that makes them a natural choice to be the lead in a consortia of districts. There are 12,321 students attending schools for participating teachers, who as a collective group, **have over 82% of the students qualify for free and reduced lunch under federal guidelines.** Additionally, they have an average of **45% percent of their students from families with incomes below the poverty line.** KEDC is an educational service provider representing a

consortia of 21 **High-Need** school districts Pulaski, Knox, Madison, Owsley, Perry, Breathitt, Magoffin, Knott, Williamsburg, Whitley, Menifee, Jackson, Danville, Clay, Rowan, Lee, Wolfe, Middlesboro, Somerset, Garrard and Casey counties. Eight targeted counties were recently included in President Obama’s Promise Zone area. (**Evidence letter in appendix pg. 117 – 118**).

The remaining districts are considered **Focus or Priority** districts within the state of Kentucky based on performance of persistently low-achieving or needing school intervention (**High-Need CPP**) due to low achievement scores on State testing or graduation rates over a three-year period. (**See evidence data on page 25**).

<b>Competitive Preference Evidence in Narrative Addressing Support of High-Need Students</b>		
82% free Reduced Lunch, 45% incomes below Poverty Line, Poor Test Scores, Scoring Below Grade level, At- Risk students, Students with Disabilities not scoring at state average		
<b>Topics to Address Competitive Preference</b>	<b>Services to Address Competitive Preference</b>	<b>Page Numbers</b>
1) Increase Teacher Content Knowledge	Participate in 294 PD hours during a three-year period of intense Presidential Academies by NCHE, Lesson Creation, Experiential Immersion Presidential Academy	2 -14, 17 – 19, 19-22, 28-29, 30-33
2) Engaging Teacher Methodologies	Professional Development in Innovative Strategies, modeled lessons by NCHE Master Teacher and History Education Specialist,	2-14, 17-19, 19-22, 28-29, 20-33
3) Increase Student Interest	Provide Congressional Academies for 600 students, provide Teacher Methodologies to engage interest, National History Day, College and Career Ready activities	14 -17 28-29 30-33
4) Increase Student content knowledge	Data Disaggregation, Student Academies on yearly themes, KYA, KUNA, Capstone Project	14 -17, 24-25,
5) Teacher Professional Learning Opportunities	Blended Learning, Electronic Resource Notebook, Bi-monthly Local Academies, Content Reading Materials through NCHE,	4, 5, 3-4, 7-13
6) Increase Principal Effectiveness	Academies for Administrators on Effective Evaluation, Content Knowledge and High-Quality PD	22-23, 33, 44, 49

## **Presidential Academies for the Teaching of American History and Civics**

For this proposal, the years 1763 – 1975 were chosen as our content for Project *H.E.A.R.T.* A general overview of the areas to be covered during the three year of studies can be found below:

<b>Program Year</b>	<b>Content Focus Years</b>	<b>Turning Point Themes Aligned with NAEP Chronological Periods</b>	<b>Yearly Teacher Participants</b>
1	(1763-1809)	Constitutional Construct	Grades 6-12
2	(1810-1877)	Constitutional Crisis	Grades 6-12
3	(1878-1975)	Constitutional Challenges	Grades 6-12

**Descriptors of high quality partner activities and benefits that they will add to the project follow below:** (Note: MOUs and Vitas are found in appendix) Detailed course of study charts can be found below outlining topics for the following activities.

**1) Historical Presidential Academy session (18 Hours during school year):** Each year’s Historical Presidential Academy sessions will begin following the start of the school year and conclude in May. Academies will be conducted a minimum of six times during the year and will be in a face-to-face\Web-based format. Due to the great distances between the districts, a Web-hosted format will be utilized for a portion of the sessions. The first meeting will be face to face and participants will receive all orientation information. During this first meeting, participants will enroll in on line courses that will be moderated bi-monthly by *H.E.A.R.T.* historians. Six (6) hours of on-line sessions will follow the same format which will engage participants in detailed visits that address the monthly topics. **(See Detail Course of Study on following pages).** Books, original source documents and related readings will be distributed from the NCHE Historian’s or Master teacher to participants. Guided locally by Dr. Lindsey Apple, Georgetown College, **(vita in Appendix)** and experts in the historical era under examination, participants will examine the content and context of relevant original documents and other source materials via

inquiry-based, interactive discussions to gain historical context prior to the Summer Academies. The lessons will define how the **words and deeds** of noted individuals have determined the course of the Nation; if and how the primary source documents studied reflect the voice of the Nation; and if and how the documents helped shape the course of social, political and legal relations at the time of the writings. This would be accomplished through High-Quality Professional Learning that would be delivered in small group and in job embedded settings. The research-based Standards for Professional Learning provide a solid foundation upon which to base decisions about professional development for instructing and modeling Common Core. If the standards become the set of assumptions that drive actions for implementation, professional learning will be transformed to model what teaching and learning will look like in classrooms. Secondly, by facilitating Academies of school leaders, the KEDC will accelerate the study of the newly released Common Core Standards for History/Social Studies at a level that supports teacher action. Third, by providing professional learning opportunities that relates successful practices for college and career readiness, KEDC will be able to disseminate the same information and expectations to all stakeholders as they relate to current accountability systems. At future Historical Presidential Academies (during school year), other area and state historians will make presentations and lead discussions concerning the topic. Participants will read, review, and discuss topical literature, texts, primary source documents, and biographical sketches to read and discuss. Learning techniques such as discussion group activities, role-playing and debates will enhance lecturing and will be integrated into the Academies agenda. With newfound teaching pedagogy and resources, teachers will create online classrooms that will use standards-based units, which will allow for sharing or dissemination of online materials from the time period. These classrooms will be shared to all teachers in all schools once completed.

**2) Summer Presidential Academies (40 Hours):** During summers of the project, the NCHE partners will host a five-day Summer Academy onsite in Kentucky with a follow up four-day session through an Experiential Immersion Presidential Academy session which will fuse the immersion in content with training in practical classroom application to provide the *H.E.A.R.T.* teachers with a multifaceted understanding and appreciation of traditional American history/civics that will elevate their teaching skills. **(See programing chart on pages 8 – 13).** Participants will use rare documents, images, interpretive text and primary resources to examine historical episodes relating to the project’s annual themes. Each summer a different corps of academic historians will serve on the leadership team **(possible teams in Appendix from NCHE)**. Teams will be composed of a master history teacher, a learning specialist, and an historian. Each day’s agenda will begin with an introduction to materials from NCHE’s collections related to that day’s subject matter, using the original sources to prompt advanced level analysis. There will then be a 75-minute content based presentation by the guest historian followed by discussion of both the presentation and the readings, facilitated by the lecturer. A matrix of each day’s session and the historians who have been invited to address the day’s topic can be found on page 7 - 13. NCHE historians will focus on H.E.A.R.T.’s conceptual themes of the American experience and how specific teaching strategies will make American history/civics exciting and meaningful for students. Instructional strategies will include the use of visual images and role playing to teach historical ideas and events, use of online primary sources from the Library of Congress’ American Memory Collection, from the National Archives, and from other American history web sites to research historical problems, and the use of Web quests, political cartoons, maps and other graphic information to teach American history. NCHE historians will identify and select primary sources via electronic media for inclusion in a

permanent Electronic Resource Notebook (ERN). The ERN will be distributed to all participants for use in their classrooms and also available to other teachers in KEDC to ensure replication and sustainability far after the grant monies have expired.

**3) Experiential Immersion Presidential Academy (40 Hours)** Through the NCHE partnership, teacher participants will experience on-site historical field academies to provide substantive historical content increasing teacher’s knowledge. These Academies will allow participants to experience the times and deeds of the yearly topic by visiting the area and provide a lasting impact on their ability to articulate this encounter to the students. While on their journey through history, teachers may spend the afternoon with in the Library of Congress researching, following the daily battle in Gettysburg or experiencing what it was like for an immigrant to pass through Ellis Island. Teachers may also participate in the endless amount of resources found at the Clinton Presidential Library in New York or learn the role of the Supreme Court in hearing appeals at the Rendell Center for Civics and Civic Engagement. Teachers will be anchored in rich historical content, along with substantive historical lessons, activities, and resources. This experiential activity will provide teachers the opportunity to interact with university historians and history education specialists and discuss pertinent issues. The chart below projects the goals of our participants:

<b>Year</b>	<b>Experiential Immersion Presidential Academy</b>	<b>Goals: Teachers will demonstrate increased knowledge by pre/posttest on:</b>
<b>Year 1: Constitutional Construct</b>	<b>Gettysburg &amp; Philadelphia</b>	Growth of Americanism, Search for National Identity - Declaration of Independence, Creating of Foundation, Testing the limits
<b>Year 2: Constitutional Crisis</b>	<b>Washington D.C.</b>	Nationhood Crisis, All Men are created Equal, Limitations imposed. Reconstituting a Nation -Reconstruction Act

<b>Year 3: Constitutional Challenges</b>	<b>New York</b>	National Challenges: Immigration, Civil Rights, War and Government Power, Technology and Freedom, Economic Management
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**4) History Mentoring and Observation (HMO) (One Hour per Observation, One Hour per**

**Follow-up):** Mentoring and observation of standards-based lessons, addressing *H.E.A.R.T.*'s annual theme, will provide information on changes in teacher's instructional practices. The HMO will facilitate and document the improved teacher delivery of content knowledge and instructional practices. The HMO will utilize the research strategies from the *Instructional Coaching Model*, University of Kansas, Jim Knight (**Research on Instructional Coaching**, (2008). An observation form, modeled from the Center for Comprehensive School Reform's "*Essential Elements of Teacher Observations*" (2005), will be used for observation data collection by program staff or teacher mentor two times per year (baseline and follow-up data collection - see Appendices for form). Program staff will use laptops to collect and synthesize observational data. The use of an electronic data base will facilitate a more timely and in-depth analysis of new instructional strategies. The observation form will provide positive feedback, proactive suggestions, and guide both the observer and the observed in the transfer of history specific instructional strategies and content knowledge in each quest to become teacher mentor/leaders. Teachers will meet afterwards to discuss the observation. Each year's Academy participants will have the opportunity to continue in the following year's training. Those participants with particular interests and skills will demonstrate new resources, lesson plans and instructional techniques to new teachers in the school system and/or collegium. Participants will also continue their professional growth throughout the school year and beyond the grant period through the use of a *Web Based Training Site* that will provide access to online lessons, discussion boards, curriculum resources and interactive teaching intranet-based electronic learning platform, such as: Blackboard or Moodle. The following is a three-year model of topics

which will be covered during Presidential Academies. **\*\*Note that year one Historical Presidential Academy sessions starting in November 2016 will cover time period up to 1769 as to not leave out sequential events prior to 1769-1809 which will be covered in the Summer Presidential Academies**

<b>Detailed Course of Study Chart</b>				
<b>Year 1 Turning Point Theme: Constitutional Construct (1769-1809)</b>				
<i>Traditional American History Content to be taught to 6th-12<sup>th</sup> grade participants</i>				
<b>Historical Presidential Academy session topics for each year</b>		<i>Provider</i>	<i>Selected Reading</i>	
Nov.	Jamestown (1607)	Georgetown College	<i>The Boisterous Sea of Liberty: A Documentary History of America from Discovery through the Civil War</i> , by David Brion Davis and Steven Mintz.	3 hrs.
Dec.	Mayflower (1620)	Georgetown College	<i>Mayflower Quarterly</i> , Volume 67, Number 1, March 2001, Gail Adams	3 hrs.
Jan.	Plymouth/Colonial US	NCHE	<i>Everyday Life in Early America</i> , David Freeman Hawke	3 hrs.
Feb.	Important People (William Penn, Ben Franklin, etc.)	Georgetown College	<i>Rhetoric, Religion, and the Roots of Identity in British Colonial America: A Rhetorical History of the United States</i> , Vol. 1. James R. Andrews,	3 hrs.
March	The Proclamation of 1763	Georgetown College	<i>The Proclamation of 1763 Document</i>	3 hrs.
April	Boston Tea Party	Georgetown College	<i>Each colony...as parts of the same Body</i> , by George Read, May 26, 1774	3 hrs.
<b>Book Study: Colonial Era; Paul Clements (2008)</b>			<b>Total Encounter session hours</b>	<b>18 hrs</b>
<b>NCHE Summer Presidential Academy to Create a Professional Learning Community (PLC)</b>		NCHE will provide a leadership team consisting of an historian, a master classroom history teacher, and a specialist in history education. The team will meet before the Academy to plan a cohesive agenda that will deepen teachers' content knowledge of Constitutional history and civics to demonstrate best practices through which to convey that history to students. Letters of commitment for		40 hrs.

	<p>all three years have been signed by Fritz Fischer of the University of Northern Colorado to serve as History Education Specialist and from Bruce Lesh of the Maryland Department of Education to serve as Master Teacher.</p>		
	<p><b>Session Topics</b></p>	<p><b>Session Document</b></p>	
	<p>1) Growth of Americanism 2) Search for National Identity 3) Creating the Foundation 4) Testing the limits</p>	<p>1) Stamp Act 2) Declaration of Independence 3) Constitution 4) Alien and Seduction Act &amp; Louisiana Purchase</p>	
	<p><b><u>Possible Historian</u></b></p>	<p><b><u>Possible Readings</u></b></p>	
	<p>David Armitage (Harvard), Pauline Maier ((MIT), Gary Nash (UCLA)</p>	<p><i>The Unknown American Revolution</i>, Gary Nash, <i>Revolutionary Characters: What Made the Founders Different</i>, Gordon Wood, <i>American Scripture: Making the Declaration of Independence</i>, Pauline Maier</p>	
<p><b>Experiential Immersion Presidential Academy</b>  <b>Gettysburg and Philadelphia</b></p>	<p>Experiential Immersion Presidential Academy (targeting yearly theme) in Gettysburg/Philadelphia. The Battle of Gettysburg has often been referred to as the “High Water Mark of the Rebellion.” Many consider it to be a turning point in the Civil War because the Union victory placed the Confederacy on the defensive and ended Gen. Robert E. Lee’s most ambitious attempt to invade Union territory. As part of the dedication ceremony. President Abraham Lincoln traveled to Gettysburg to deliver what would become known as the Gettysburg Address. In just 272 words, Abraham Lincoln defined for the North, and for all Americans, the meaning, value and price of freedom. In Philadelphia, our Presidential Academies will examine the American system of government (civics) with its constitutional separation of powers, and analyze its ability to function successfully in the current political environment. Participants will discuss the role of the</p>		<p>40 hrs.</p>

	Supreme Court in hearing appeals from political conflicts arising from a polarized, gridlocked Congress and the Presidency. They will also delve into the nature of Presidential Power (the framers' design and intent), the road to the White House, and presidential leadership led by the Rendell Center for Civics and Civic Engagement and the National Constitution Center.	
<b>TOTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YEAR 1</b>		98 hrs.

<b>Year 2 Turning Point Theme: Constitutional Crisis (1810-1877)</b>				
<i>Traditional American History Content to be taught to 6th-12<sup>th</sup> grade participants</i>				
<b>Historical Presidential Academy session topics for each year</b>		<i>Provider</i>	<i>Selected Reading</i>	
Nov.	Dread Scott Case	Georgetown College	<i>Am I not a Man?</i> , Mark Shurleff	3 hrs.
Dec.	Lincoln House Divided	Georgetown College	<i>Abraham Lincoln: His Speeches and Writings</i> , Roy Basler	3 hrs.
Jan.	Emancipation Proclamation	NCHE	<i>Slavery and Politics in the Early American Republic</i> , Mason, Matthew	3 hrs.
Feb.	Merriman Decision	Georgetown College	<i>Lincoln's Suspension of Habeas Corpus</i> , George Sellery	3 hrs.
March	Reconstruction Act	Georgetown College	<i>The American Civil War</i> , John Keegan	3 hrs.
April	14 <sup>th</sup> and 15 <sup>th</sup> Amendments	Georgetown College	<i>Feminism and the Womens Movement, Dynamics of Social Change</i> , Barbara Ryan	3 hrs.
<b>Book Study: Lincoln's Sanctuary</b> by Matthew Pinsker			<b>Total Encounter session hours</b>	<b>18 hrs</b>
<b>NCHE Summer Presidential Academy to Create a Professional Learning Community (PLC)</b>		Using primary sources, narrative histories, and recent scholarship, participants will discuss the major political, economic and military events of the Civil War, Study the impact of the war on different groups of Americans		40 hrs.
		<b>Session Topics</b>	<b>Session Document</b>	
		1) Nationhood Challenged  2) All Men Are Created Equal	1) Kansas Nebraska Act, Dread Scott Case, Lincoln House Divided 2) Emancipation Proclamation 3) Merriman Decision	

	3) Limitations imposed 4) Reconstituting a Nation	4) Reconstruction Act	
	<b><u>Possible Historian</u></b>	<b><u>Possible Readings</u></b>	
	Carol Berkin (CUNY), Catherine Clinton (Queens University, Belfast), Matthew Pinsker (Dickinson)	<i>Brilliant Solution</i> by Carol Berkin, <i>Harriet Tubman: the Road to Freedom</i> by C. Clinton, <i>Lincoln's Sanctuary</i> by Matthew Pinsker	
<b>Experiential Immersion Presidential Academy Washington, D.C</b>	Experiential Immersion Presidential Academy (targeting yearly theme) in Washington, D.C. for participants brings the complex history to life through objects, artifacts, documents and dialogue. After participating in a meeting with NCHE historians each day, teachers will visit foundation of Government buildings such as the Library of Congress to participate in enrichment sessions where education specialists facilitate modeling strategies for using primary sources to engage students, build critical thinking skills, and construct knowledge. Participants reflect on and discuss how the strategies apply to their students, subject areas, and classrooms or school libraries. Teachers will draw from among the millions of digitized primary sources in the Library's collections to design and refine a primary source activity to use with their students. While the emphasis is on learning and applying teaching strategies, participants also have opportunities to meet experts from the Library and possibly to research in the Library's reading rooms to gather information and resources to use in developing their activities. Teacher goals for trip are: Foundation of American Govt., Primary Sources, War Memorial Immersion		40 hrs.
<b>TOTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YEAR 2</b>			98 hrs.

Year 3 Turning Point Theme - Constitutional Challenges (1878-1975)				
<i>Traditional American History Content to be taught to 6th-12<sup>th</sup> grade participants</i>				
Historical Presidential Academy session topics for each year		Provider	Selected Reading	
Nov.	Post war and Lincoln	Georgetown College	<i>Abraham Lincoln and Civil War America: A Biography</i> , William Gienapp	3 hrs.
Dec.	Jim Crowe Laws	Georgetown College	<i>Reconstruction and the Rise of Jim Crowe Laws</i> , Christopher Collins	3 hrs.
Jan.	Immigration Act of 1921 & 1924	Georgetown College	<i>The Restriction of Immigration</i> , Henry Logan	3 hrs.
Feb.	Brown Vs. Board of Education	NCHE	<i>Brown vs. Board of Education of Topeka: A Landmark Case Unresolved Fifty Years Later</i> , Jean Van Delinder	3 hrs.
March	National Aeronautics and Space Act	Georgetown College	<i>Space Program Benefits: NASA's Positive Impact on Society</i> , J.R. Wilson	3 hrs.
April	Clean Air Act	Georgetown College	<i>The Costs and Consequences of The Clean Air Act</i> , Anthony Paul	3 hrs.
<b>Book Study: A Liberty for All; Joy Hakim</b>			<b>Total Encounter session hours</b>	<b>18 hrs</b>
<b>NCHE Summer Presidential Academy to Create a Professional Learning Community (PLC)</b>		Using primary sources, narrative histories, and recent scholarship, participants will explore the Constitutional Crisis and how the shaping of America has led to interpretations of this historical document. Participants will examine how <i>Interpretation</i> reconsiders the implications of the fundamental legal commitment to faithfully interpret our written Constitution. Making use of arguments drawn from American history, political philosophy, and literary theory, teachers will examine what it means to interpret a written constitution and how the courts should go about that task.		40 hrs.
		<b>Session Topics</b>	<b>Session Document</b>	
		1) Immigration  2) Civil Rights	1) Immigration Act of 1921, Immigration Act of 1924 Immigration and Nationality Act 1952 2) Jim Crowe Laws, Plessy Vs. Fergusson, Brown Vs. Board of Education, I have a Dream	

	<p>3) War and Government Power</p> <p>4) Technology and Freedom</p> <p>5) Economic Management</p>	<p>3) Atlantic Charter, Tom Kin Resolution, Wilson 14 points, Marshall Plan, Treaty of Versailles</p> <p>4) Clean Air Act, National Aeronautics and space Act, National Defense Education Act</p> <p>5) New Deal legislation, Sherman Anti-Trust</p>	
	<p><b><u>Possible Historian</u></b></p>	<p><b><u>Possible Readings</u></b></p>	
	<p>Joanne Freeman (Yale), David M. Kennedy (Stanford University) Jeremi Suri (University of Texas at Austin)</p>	<p><i>Will the war on Terrorism follow the Path of the Cold War, Joanne Freeman, Over Here: The first World war and American Society, David M. Kennedy United States Foreign Policy since 1898, Jeremi Suri</i></p>	
<p><b>Experiential Immersion Presidential Academy New York</b></p>	<p>Experiential Immersion Presidential Academy (targeting yearly theme) for New York for participants brings the complex History to life through immigration. Participants will examine the historical development of American foreign policy from the Spanish-American War through the contemporary war on terror, with a focus on issues such as national security, imperialism, and nation-building and then visit the United Nations. On a separate day, participants will survey the causes and impact of the Depression, the nature of the New Deal, and the war's formative impact on the shaping of American society with a follow up visit to the New York Stock Exchange. Participants will also hear a lecture on the similarities and differences in two great waves of mass immigration to the United States: 1890–1915 and 1970–present with an immersion into Ellis Island and the Statue of Liberty.</p>		<p>40 hrs.</p>
<p><b>TOTAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR YEAR 3</b></p>			<p>98 hrs.</p>

Participants will be recruited by the project director and curriculum specialist. The project director will begin with a letter of application, developed by the Advisory Council, and designed for recruitment of American History/Civics teachers and collaborating special education teachers. The Director and Project Coordinator will visit each school to deliver the applications and recruit teacher participation. This letter must be returned to the Action Team and reviewed by the *H.E.A.R.T.* program staff in order to be considered a participant.

Participants with the highest score from the criteria below will be selected:

<b>Criteria for Teacher Selection</b>	<b>Point Value</b>
From a high-need school within the district	10 points
Teaching outside certification; not <b>Highly-Qualified</b> or Special Education	15 points
Lack of exposure to professional development in the area of American History in the past year	10 points
Teachers with 5 years or less teaching American history	5 points
Lack of evidence of participation in an American History or professional organization	10 points
Reference from survey to increasing American History knowledge, mentoring, improving student achievement, and/or being a part of a history teacher alliance/learning community in the stated teacher goal	10 points

To ensure Teacher success based on research of principal effectiveness, KEDC will also offer sessions for administrators during the grant. These sessions will involve effective observations to allow administrators guidance on what teachers are learning in the Presidential Academies. They will also be invited to attend any Academy sessions. (Research in section iii on page 18)

**Congressional Academies for Students of American History and Civics**

A week-long Student Congressional Academy will be held in KY for 200 **High-Need** high school students together with lawmakers, academics, journalists, and business leaders to discuss the importance of applying the art of history and civics into their everyday life. To measure

teacher effectiveness, students from participating teachers will have first consideration for the Academies. These students will include students who are at risk of educational failure, need of special assistance and support, who are living in poverty, who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have disabilities, or who are English learners. Students will be chosen based upon the following criteria:

<b>Criteria for Student Selection</b>	<b>Point Value</b>
From a high-need school within a participating district	10 points
Personal information including grades and extracurricular activity	15 points
Two Application Essays	10 points
Information from Leadership, Involvement and Service Form	5 points
Teacher Recommendation	10 points
High School Transcript	10 points

During the summer of each year, a one-week Congressional Academy (40 Hours) will be held in Kentucky Sponsored by Eastern Kentucky University. Carefully-chosen guest speakers engage with the students throughout the week. Curriculum is designed by the Martin School of Public Policy and Administration, and capped off with a debate in the Old State Capitol. Students will also tour the Ashland Estate (Henry Clay’s home), visit the Council for State Government’s national office, and participate in dinners and discussions. The topics are listed below:

	<b>Year 1 Theme: Legislative Branch</b>	<b>Year 2 Theme: Presidential Branch</b>	<b>Year 3 Theme: Judicial Branch</b>
<b>Topics</b>	History, Elections, Foreign Policy, Veto Power	Duties, Powers, Term in office, Pay	Court Duties, How to make decisions, How to become a lawyer/ judge.
<b>Sessions</b>	How to write a Bill, How a bill Becomes a Law, Democracy, How does Constitution affect	What does President do on a daily basis, What powers do you have, Is a President the same as a	How Many Courts are there and what does each do? What documents are used in

	decisions? Mock Legislative Sessions	King? What is the electoral College?	decision making? Mock Trials
<b>Guest Speakers</b>	City Council, State Legislatures, Journalist	Mayor, Governor, Presidents/CEO of local business	Judges from local district, circuit or supreme courts, lawyers, interns

A second session (**30 Hours**) will be held for 50 selected students each year by traveling to Washington DC to experience firsthand how each of these branches works. A sample agenda can be found in the **Appendix C on pages 130 – 131** for the three-day session. During the three days they will meet one of their Legislatures and experience what it is like to represent the citizens of Kentucky. During the school year, students of participating teachers will also participate in Kentucky Youth Assembly (KYA), Kentucky United Nations Assembly (KUNA) and National History Day projects (**Minimum of 30 Hours**). The Kentucky Youth Assembly (KYA) is a 3-day experiential learning program in which students serve as part of a model state government. KYA offers students the opportunity to learn about a wide variety of issues, develop critical thinking skills, and articulate their beliefs while engaging constructively with their peers from around the Commonwealth. Students can create a bill centered around an issue in their community and walk it through the legislative process. KUNA offers students the opportunity to experience the richness of cultures from around the world, develop empathy, and hone their critical thinking skills while engaging with a wide variety of perspectives and global issues. National History Day provides students with the opportunity to choose a historical topic related to the annual theme, and then conduct primary and secondary research. Students will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After they have analyzed and interpreted the sources, and have drawn a conclusion about the significance of your topic, they will then be able to present their work as a paper, an exhibit, a performance, a documentary, or a website. One of the most important purposes of the Academy

is to help students become independent learners who are capable of applying the skills, attitudes and habits of their education to a lifetime of learning. The Capstone Project is one way the Academy responds to this critical component. The central feature of the capstone is the pursuit of a significant research project that will expand the student’s intellectual curiosity beyond the formal curriculum and classroom, requiring self-motivation and more independent work, with guidance from teachers, advisers, and most importantly, their peers. Every student at the Academy will participate in the culminating Capstone Project, a multifaceted, interdisciplinary project which utilizes (1) the fundamental skills of the research process; (2) inquiry-based and applied-learning sessions; (3) academic writing; (4) the results of a variety of interest inventories, career exploration assessments; and (5) exploration with the project’s community and business partners. Students will conduct research and undertake the writing of a formal research paper. Throughout their capstone experience, students will document the hours they spend working on their service projects. Additionally, students will engage in regular reflection, making blog entries to record their progress and their thoughts as they complete their project.

**(ii) The extent services involve the collaboration of appropriate partners for effectiveness**

The project will be implemented and managed by the *H.E.A.R.T.* project staff with KEDC serving as the fiscal agent. Collaboration with all partners has previously occurred and each described their level of expertise and commitment in an MOU prior to conceptualization of the proposal.

<b>Higher Education:</b> Georgetown College, Eastern Kentucky University, KDE
<b>History/Civics Historians:</b> National Council for History Education, The Rendell Center for Civics and Civic Engagement, the Library of Congress, Clinton Presidential Library
<b>Historical sites:</b> Gettysburg Foundation, Gettysburg National Military Park, the National Constitution Center, Ellis Island Foundation

Each of the partners and consultants were selected for his or her specific content and expertise as outlined below: (Long-term commitments have been secured to ensure sustainability)

<b>Partner</b>	<b>Rationale for Selection</b>	<b>Specific Activities and Contribution</b>
Georgetown College, Eastern Kentucky University Department of History  *Vitas in Appendix	Dr. Lindsey Apple, and Cynthia Resor, Professors of History have provided content for three (3) successful Teaching American History Projects. Their influence, knowledge, and pedagogy have inspired and been a model for his colleagues and countless numbers of history students. They will present a unique and fresh approach the teaching of American history. Dr. Apple has recently authored a book on Henry Clay.	Dr. Lindsey Apple and Cynthia Resor, Professors of History will provide over 30 hours each year of direct service time to the project. He will be actively engaged in the project’s NCHE Presidential Academy sessions, Advisory Council Meetings, and the HMO. They will focus on increasing content knowledge, the concepts, context and chronology of the theme related topic being studied; improving instructional strategies; and developing a greater appreciation for traditional American history and civics.
National Council for History Education  *MOU and Letter of Commitment Attached	The National Council for History Education is a non-profit corporation whose Board of Trustees is dedicated to promoting the importance of history in schools and in society. National Council for History Education provides a research based model of a triad of presenters in which local participants and team leaders consider themselves to be in a meeting of colleagues that allows leaders to delve into topical discussions.	The National Council for History Education training will provide a 5-day Presidential Academy; followed by 4-day Experiential Immersion Presidential Academy that is an intensive, content-rich professional development program that combines historical topics and pedagogical techniques to make history come alive for teachers and students, thereby raising levels of success for each. H.E.A.R.T.’s annual themes and participants will receive monographs, primary sources and theme based readings
Gettysburg Foundation, Gettysburg National Military Park, National Constitution Center, Ellis Island Foundation, Clinton	Each of the chosen partners has rich experience in the topic they serve and will provide additional resources so teachers can return to their classroom and now teach by “experience” rather than from a textbook	High-quality professional development strategies are essential to schools. The days of teacher staff development sessions consisting of “sit-and-get” workshops and expert-delivered awareness campaigns are long gone. We are moving toward more effective and more engaging professional development models. Research and experience will help recognize high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provides

Presidential Library, Rendell Center for Civics and Civic Engagement, Library of Congress		opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and collaborative will assist in the goal to remain up-to-date
Kentucky Department of Education	KDE is an active partner in daily activity within schools and offers PD in many areas.	KDE will provide oversight and expertise in the area of High Quality PD and experiential activities. They will also be available to help implement the Common Core Social Studies/History content.

**iii) Proposed project reflects up-to-date knowledge from research and practice.**

“Teaching at Risk: A Call to Action,” the report released recently by The Teaching Commission (2004), reminds us that teaching is “our nation’s most valuable profession” (p. 12), arguing forcefully that “helping our teachers to succeed and enabling our children to learn is an investment in human potential, one that is essential to guaranteeing America’s future freedom and prosperity” (p. 16). The Commission proposed a multifaceted approach to helping teachers succeed, one that includes high standards for teacher classroom performance and student achievement, and “ongoing and targeted professional development” (Or Academies) to help teachers meet the demanding new standards. Research on teacher learning communities typically explores features of professional development programs such as the establishment and maintenance of communication norms and trust, as well as the collaborative interactions that occur when groups of teachers work together to examine and improve their practice. This research provides evidence that “strong professional development communities are important contributors to instructional improvement and school reform” (Little, 2002, p. 936). To foster students’ conceptual understanding, teachers must have rich and flexible knowledge of the subjects they teach. They must understand the central facts and concepts of the discipline, how

these ideas are connected, and the processes used to establish new knowledge and determine the validity of claims (Borko & Putnam, 1996). Professional development programs that include an explicit focus on subject matter can help teachers develop these powerful understandings.

According to Guskey, 2010, although teachers are generally required to take part in professional development by certification or contractual agreements, most report that they engage in these activities because they want to become better teachers. They see professional development programs as among the most promising and most readily available routes to growth on the job. Not only as a way to combat boredom and alienation, but also as a pathway to increased competence and greater professional satisfaction. It is also important to note that, for teachers, becoming a better teacher means enhancing student learning outcomes. When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points (Yoon, Duncan, Lee, Scarloss, and Shapley, 2007). On the other hand, one-shot, "drive-by," or fragmented, "spray-and-pray" workshops lasting 14 hours or less show no statistically significant effect on student learning (Darling-Hammond, Wei, Andree, Richardson, and Orphanos, 2009). Above all, it is most important to remember that effective professional-development programs are job-embedded and provide teachers with five critical elements (Darling-Hammond et al., 2009):

**Collaborative learning:** Teachers have opportunities to learn in a supportive community that organizes curriculum across grade levels and subjects. When teachers and schools engage in high-quality collaboration, it leads to better achievement gains in math and reading for students. In addition, teachers improve at greater rates when they work in schools with better collaboration quality (Ronfeldt et al., 2015).

**Links between curriculum, assessment, and professional-learning decisions in the context of teaching specific content:** In professional-development programs, research has emphasized the importance of developing History/Civics content knowledge, as well as pedagogical techniques for the content area (Heller, Daehler, Wong, Shinohara, and Miratrix, 2012).

**Active learning:** Teachers apply new knowledge and receive feedback, with ongoing data to reflect how teaching practices influence student learning over time.

**Deeper knowledge of content and how to teach it:** Training teachers solely in new techniques and behaviors will not work.

**Sustained learning, over multiple days and weeks:** Professional-development efforts that engage teachers in 30 to 100 hours of learning over six months to one year have been shown to increase student achievement.

Research on professional development for teachers has shifted in the last decade from delivering and evaluating professional-development programs to focusing more on authentic teacher learning and the conditions that support it (Webster-Wright, 2009). Current research indicates that effective **high quality** professional development activities must be interactive, collaborative, and continuous. Ribar (2002), supporting the colloquial approach to professional development, says that a colloquium rather than in-service workshops is a successful model used in several states. A colloquium promotes professionalism, collegiality and participants are treated as history professionals. They are led by a tri-partite team of three equals (master classroom American history teacher, historian, and educational learning specialist), and the colloquium is offered for a minimum of two days so the focus on the history experience will be intense, intellectual, and comprehensive. National Council of History Educators (NCHE) historians will focus on connecting the history of America with instructional rigor and conceptual themes of the early American experience and demonstrate how specific teaching strategies can make American history exciting and meaningful for students. H.E.A.R.T. professional development design applies this research-based colloquium model for increasing the level of knowledge and appreciation of traditional American history. Studies repeatedly demonstrate the connection between teacher training in content area and improved student performances. Every Student Succeeds Act (ESSA) legislation stresses this connection and requires professional development to assure teacher quality. In *Subject Matter Knowledge in The Teaching of History*, John P.

Papay (2010) advocates that how well history is taught depends on how well history teachers know their subject. Irving B. Weiner (2003) identifies seven categories of base knowledge for teachers: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of students and their characteristics, knowledge of educational contexts, and knowledge of educational ends. Of these, Weiner states the most important is pedagogical content knowledge, the blending of content and pedagogy into a clear understanding of how particular topics are organized, represented, and adapted to the diverse interests and abilities of the learners. Bruce Craig, director of the National Coalition for History, along with the executive directors of the American Historical Association and the Organization of American Historians, developed a document recommending content, pedagogy, and historical thinking to be interwoven and related to classroom experience (2002). A professional article by B. J. Armento, *Research on Teaching Social Studies*, expresses the conviction that history classes should be more lab-based and that classroom practices should go beyond the text book. Armento encourages the use of multiple materials and sources; considers teachers as guides rather than dispensers of information; believes classroom practices should include authentic and that appropriate assessment creates products such as essays, plays, songs, and poetry. Project H.E.A.R.T. applies these research-based concepts that fuse immersion in content with training in practical classroom application to provide the H.E.A.R.T. teachers with a multifaceted understanding and appreciation of traditional American history that will elevate their teaching skills. Pre/post scores on the nationally-normed and/or validated College Board American History AP exam, which measures specific subject content for high-achieving college bound seniors, will be used to assess teacher content knowledge instead of a broad national achievement test to ensure grant-specific, content-specific questions can be obtained. To ensure

teacher success, it is also noted that for teachers to be successful, administrators must actively participate and understand the PD teachers are attending. Researchers Louis, Leithwood, Wahlstrom, and Anderson (2010) concurred with this assessment and drew from findings of a research project that spanned six years: They claimed, based on a preliminary review of research, that leadership is second only to classroom instruction as an influence on student learning. After six additional years of research, we are even more confident about this claim. To date, we have not found a single case of a school improving its student achievement record in the absence of talented leadership. School administrators must be visible, student and teacher centered, and willing to tackle issues for which there are no easy answers. The shift in educational leadership has gone from instructional leader to the more appropriate term of “learning leader” (Schmoker, 2006). In the past, a principal or school administrator worked in isolation and was predominantly concerned with personal autonomy and the top down approach. This type of leadership practice will no longer work if schools are to create an effective environment for student learning and achievement. Schmoker (2006) asserts that schools will not improve until the building leader begins to work cooperatively with teachers. The role of the school administrator encompasses teamwork, exploration, creation, and the ability to “lead by doing the right things” (Lindley, 2009, p. 4). As a school administrator are you ready for the challenge? One way a school administrator can address the challenges that education faces today is through the knowledge and application of Action Research. Sagor (2000) believes that leaders who engage in Action Research find the process to be an empowering experience. He states that relevance is guaranteed because the focus of the research is determined by the researcher, who utilizes the findings to enhance professional practice (2000).

## **B. Significance**

### **(i) Likelihood to build local capacity for services for the needs of target population.**

In alignment with the renewed Kentucky Educational Developmental Corporation (KEDC) Five-Year Strategic Plan, KEDC is creating a unique longitudinal approach to American History/Civics immersion, rigor and post-secondary preparation with a 6-12 pipeline of cutting edge Presidential Academies for 300 Teachers of American History and Civics and Congressional Academies for 600 students (**Absolute Priority 1 & 2**). **Project H.E.A.R.T teachers** will serve approximately 12, 321 students in Eastern Kentucky grades 6-12 to meet the needs of **high-need** students who are at risk of educational failure or need of special assistance and support. These students are living in poverty, are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners. **(CPP)** For decades before the economic crisis, local communities were transformed as coal mines were closed and local jobs were harder and harder to find it became more difficult to get ahead. The Promise Zone Initiative is part of the President's plan to expand educational opportunities in these areas. The remaining districts are considered **Focus or Priority** districts within the state of Kentucky based on performance of persistently low-achieving or needing school intervention (**High-Need CPP**) due to low achievement scores on State testing or graduation rates over a three-year period. Data presented in this section will show these schools/disadvantaged students are underperforming in the History/Civics area and are in great need of additional services. The support of outside resources is essential if low-income, unmotivated, low achieving students are to succeed.

**Low Test Scores:** Longitudinal analysis of Kentucky Core Content Test (KCCT) scores reveals the magnitude and severity of the problem addressed by the project shows that students showed little or no improvement in the area of History/Civics at the 6<sup>th</sup> -12<sup>th</sup> grade level and a significant decline when compared to the state average.

<b>2014-15 Kentucky Core Content Test of U.S. History Percent (%) scoring Proficient or Distinguished</b>						
<b>County</b>	<b>6-8 School score</b>	<b>State Avg.</b>	<b>% difference</b>	<b>9-12 School score</b>	<b>State Avg.</b>	<b>% difference</b>
<b>Breathitt</b>	40.3%	58.6%	<b>-18.3%</b>	48.3%	56.9%	<b>-8.6%</b>
<b>Casey</b>	52.8%	58.6%	<b>-5.8%</b>	42.3%	56.9%	<b>-14.6%</b>
<b>Clay</b>	50.3%	58.6%	<b>-8.3%</b>	52.4%	56.9%	<b>-4.5%</b>
<b>Danville</b>	42.6%	58.6%	<b>-16%</b>	31.6%	56.9%	<b>-25.3%</b>
<b>Garrard</b>	55.9%	58.6%	<b>-2.7%</b>	53.8%	56.9%	<b>-3.1%</b>
<b>Jackson</b>	38.8%	58.6%	<b>-19.8%</b>	50.8%	56.9%	<b>-6.1%</b>
<b>Knott</b>	54.2%	58.6%	<b>-4.4%</b>	58.6%	56.9%	+1.7%
<b>Knox</b>	57.3%	58.6%	<b>-1.3%</b>	40.1%	56.9%	<b>-16.8%</b>
<b>Lee</b>	50.6%	58.6%	<b>-8%</b>	53.4%	56.9%	<b>-3.5%</b>
<b>Madison</b>	53.7%	58.6%	<b>-4.9%</b>	54.2%	56.9%	<b>-2.7%</b>
<b>Magoffin</b>	44.3%	58.6%	<b>-14.3%</b>	38.1%	56.9%	<b>-18.8%</b>
<b>Menifee</b>	51.3%	58.6%	<b>-7.3%</b>	42.9%	56.9%	<b>-14%</b>
<b>Middlesboro</b>	58.4%	58.6%	<b>-0.2%</b>	43.8%	56.9%	<b>-13.1%</b>
<b>Owsley</b>	50.0%	58.6%	<b>-8.6%</b>	46.9%	56.9%	<b>-10.0%</b>
<b>Perry</b>	55.5%	58.6%	<b>-3.1%</b>	50.0%	56.9%	<b>-6.9%</b>
<b>Pulaski</b>	70.1%	58.6%	+11.5%	52.6%	56.9%	<b>-4.3%</b>
<b>Rowan</b>	58.4%	58.6%	<b>-0.6%</b>	54.3%	56.9%	<b>-2.6%</b>
<b>Somerset</b>	58.3%	58.6%	<b>-0.3%</b>	54.0%	56.9%	<b>-2.9%</b>
<b>Whitley</b>	58.5%	58.6%	<b>-0.1%</b>	51.4%	56.9%	<b>-5.5%</b>
<b>Williamsburg</b>	61.4%	58.6%	+2.8%	69.6%	56.9%	+12.7%
<b>Wolfe</b>	42.3%	58.6%	<b>-16.3%</b>	NA	56.9%	NA

Testing pre-grant of American History staff using NAEP released items, a random sample of teachers scored a 56%, compared to the NAEP student average of 64% on the same questions.

**Instructional Issues:** Each school’s Consolidated Plan is designed to target areas within the school that have been identified as a critical need and then to develop an innovative plan that will initiate improved student achievement in the designated area. Each school has identified and targeted American History/Civics as an area that needs improved student achievement. From our

survey, 58% of the teachers never use visual discovery, 63% never use character interpretation, and 57% don't use art/pictures to enhance their lessons. Too frequently in this region, history instruction has been tied closely to the textbook and worksheets that are used to prepare students for a book unit test. Significant change must be made in methods of teaching American History if schools are to meet their state targets and Every Student Succeeds Act long-term goals. A lack of regional professional development opportunities related to methods of teaching American history and civics, hinders educational progress. Quality history and civics content and pedagogical methods as prescribed in H.E.A.R.T. will simultaneously increase the knowledge at each teacher's disposal, as well as their arsenal of teaching methods. This will alleviate the problem of poor student knowledge of and student underachievement in US History and Civics.

**Previous Professional Development:** Present Professional development consists of attending local, state or national conferences, with a plan in place, but teacher retention to the districts has hindered progress. In a teacher survey to prepare for this application, 87% of all surveyed teachers stated they had not attended any type of American history or Civics professional development in the past year. Of the 13% that had attended, four of these participated in AP training to meet the requirements to teach Advanced Placement classes within their building. Simply providing teachers with information about new instructional strategies does not necessarily result in changes in existing teaching behaviors. Instead of lectures, staff development can involve research, discussion groups, and school-historian partnership groups. Based on districts **needs assessment** and each school's Consolidated Plan, targeted trainings by Presidential Academies have been identified. An innovative plan that will initiate improved student achievement incorporates engaging teacher methodologies, increasing teacher content knowledge, disseminating content knowledge, increasing student achievement and content

knowledge, creating Presidential Academies through Professional Learning Communities (PLC) with participants and Historians, increasing access to high quality, research-based professional development and participating in peer coaching model. 97% of the teachers stated they were not members of ANY historical organization.

**Teacher Preparation:** The district needs assessment revealed that although many of the American history teachers have obtained a master's degree or higher degree, few have actually majored in American history studies. From a pre application teacher survey, 52% of responding teachers reported they were not certified to teach in the field of American History. Teachers reported they were broad field Social Studies certified, and 88% stated they were required to take 5 or less classes in American History to receive their certification. Of this group, the majorities were not required to take any classes during any of their graduate work and most of their graduate studies are in administration or unrelated fields of study. Additionally, approximately 8-12 exceptional educators are teaching content subjects such as American history in special education courses and do not have adequate content knowledge. These teachers would not be highly skilled educators. Teachers participating in *H.E.A.R.T.* will develop skills needed to integrate conceptual and contextual content along with teaching strategies related to sustained professional development, with the ultimate goal being to improve students' understanding of American History/Civics and enhance performance on Kentucky's KCCT Test. In respect to the magnitude of the need, KEDC has a plan for professional development, but due to many districts having a Focus or Priority status for not meeting ESSA requirements for student achievement of all sub-groups; other district initiatives have been given a higher priority. This Presidential and Congressional Academy proposal would integrate ESSA strategies into the history classrooms. Each teacher will maintain a teacher's portfolio that will include this integration along with notes

on lessons learned during seminar participation. The teachers’ portfolio will include American History/Civics standards-based lesson plans from each of the Academy sessions, sample classroom activities, and sample assessments. Participants will be trained in the use of peer mentoring where new methods of teaching and learning American History/Civics will be replicated and sustained for educators throughout the district. Standards-based American History/Civics lessons created by teachers and aligned with Kentucky’s Core Content/Program of Studies will be available to other teachers of American History\Civics on the KEDC *H.E.A.R.T.* web site and will be presented at local, state and national history conferences. The project Director/Project Coordinator will arrange for participants to observe a minimum of two colleague’s standard based lesson per semester and for the follow-up conference between the participant and the observed colleague using a lesson reflection observation form (see Appendix C page 135). *Blended Learning opportunities* will be utilized to allow participants to continue scholarly interactions related to American History discussion. Teachers will have the opportunity to network with other teachers of American History through memberships in history preservation organization from NCHE. Based on district data disaggregation and through a needs analysis from staff within the district, the following gaps in services have been identified:

<b>Current Services Provided by District</b>	<b>Nature and Magnitude of specific identified Gaps, Weaknesses or Deficiencies in services</b>	<b>How Identified Gaps, Weaknesses in Services, Infrastructure or Opportunities in Services Will Be Addressed in the Proposed project to meet the *<u>Competitive Preference Priority</u></b>
District-wide Focused Professional Development	All district-wide professional development is focused on Reading and Math to assist district to improve school improvement status as a result of not	<ul style="list-style-type: none"> <li>➤ 300 total teachers will have the opportunity to participate in excess of 294 hours during a three-year period of intense Presidential Academies pertaining to American History and Civics.</li> <li>➤ American History Professional Development will include Presidential and Congressional Academies presented by National Council for</li> </ul>

	meeting <i>ESSA</i> requirements.	History Education Historians, Master Teacher and History Education Specialist
Restricted Partnerships With Local/ National Historians	Currently, teachers are not exposed to Higher Education partnerships/mentors through district initiatives.	➤ Teachers will be exposed to a variety of teaching strategies and historical content provided by History professors from Georgetown College, Eastern Kentucky University through Historical Presidential Academy s, National Council for History Education Summer Presidential Academies
Disaggregation of District Data	Disaggregation of student data only occurs in reading/math to meet the requirements of <i>ESSA</i>	➤ Due to changing of state testing system it is difficult to compare to other districts or states for a causal comparative evaluation. Evaluators will assist in creating pre/posttest based upon nationally normed released items in which students progress can be statistically compared to national norms
Lack of Teacher Membership on Professional Organizations	Teachers within district are not encouraged to become members of professional organizations unless they join on their own.	<p>➤ Teachers will become participating members of National Council for History Education in each year of the proposal. They will receive monthly publications pertaining to historical thinking skills and current research.</p> <p>➤ Teachers will also participate in on-site academy sessions with partner cities. Through these sessions, teachers will receive publications which includes articles on the historical, cultural, and social issues along with information about exhibits, artifacts, museum programs and museum resources.</p>
Inadequate Resource Materials to Teach History Content	History is not the main focus of <i>ESSA</i> . Teachers are also not provided with content rich reading materials on the discipline in which they teach.	➤ Teachers will receive historical readings from National Council for History Education to further their in-depth knowledge of the current years them of topics
Limited Collegial Opportunities Between Grade Levels	Opportunities for staff to meet as a group only occurs during history department meetings at each school	<p>➤ Collegium of teachers will meet for bi-monthly Presidential Academies throughout the school year (18 hours) and 80 hours of Presidential Academies during summers</p> <p>➤ Collegium will receive training on best practices and new techniques from American History/Civics experts</p>
Limited Opportunities	Teachers district-wide do not adhere to the	➤ Creation of interactive, hands-on standards-based lessons by participating educators

for Learning History Strategies and Standards-Based Unit Development	same criteria for the development of standards-based units or the implementation of history teaching strategies	➤ Experiential teaching strategies provided by partners will be documents in ERN and imbedded within standards-based units.
Limited Student opportunities in American History and Civics	Due to the regional isolation of many of the districts, students are not exposed to external opportunities	➤ Students will gain a newfound interested in American History and Civics by participating in KYA, KUNA and Congressional Academies ➤ Students will develop Capstone projects which will serve as a gateway to obtaining the skills necessary to be considered College and Career Ready
Administrators Lack the background to evaluate American History and Civics lessons	Currently Administrators lack the necessary content knowledge to evaluate teachers of American History and Civics	➤ Presidential Academies for Administrators will be provided by Thomas Guskey (see vita in appendix)/KDE to provide insight in grading, evaluation and creating high Quality Professional Development

(ii) **The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

Project H.E.A.R.T. proposes to provide a sustained, comprehensive and coherent approach by adhering to the objectives, performance measures and outcomes in the chart below. To assure the fidelity and cohesiveness in implementation, the Advisory Council will review and monitor progress after all activities are initiated. The Advisory Council will oversee adherence to the process design and fidelity of implementation which will facilitate a coherent and sustained progress in the provision of high quality professional development. The following chart further illustrates the results and outcomes likely to be attained by the proposed project:

<b>ACTIVITY OBJECTIVES</b>	<b>COHERENT PERFORMANCE MEASURES</b>	<b>PROGRESS OUTCOMES TO SUSTAIN PROGRAM OF TRAINING</b>
<b>Objective 1:</b> Increase teachers’	1.1-80% of participating teachers will experience	<ul style="list-style-type: none"> <li>• Collegium of teachers will meet for bi-monthly Historical</li> </ul>

<p>knowledge in traditional early American History/Civics content with exposure and in-depth study provided through Presidential Academies presented by National Council for History Education activities providing rich American History/Civics content and student centered teaching strategies</p>	<p>through the professional development a minimum of three engaging American history teaching methodologies (character interpretation, critical analysis of political cartoons, media search) per semester during each year of the project Through face to face and web based learning sessions</p> <p>1.2- Each year of the project, teachers who completed 80% of professional development hours will demonstrate an increase in content knowledge as measured by pre/posttest of AP/NAEP US History Exam in American history. (yr. 1 10%, yr. 2 15%, yr. 3 20%)</p> <p>1.3- By July in each year of the proposal 80% of participating teachers will disseminate content knowledge to other teachers through self-reporting and teacher surveys via the use of web based testing measures imported to a database to analyze</p>	<p>Presidential Academy sessions in each year of the project</p> <ul style="list-style-type: none"> <li>• Collegium will meet each summer for a five-day Summer Presidential Academy sponsored through National Council for History Education Collegium will meet each summer for a four-day Summer Experiential Immersion Presidential Academy sponsored through National Council for History Education</li> <li>• Collegium will receive training on best practices and new techniques from American History and Civics experts.</li> <li>• Teachers will participate in web based learning sessions through Blended Learning opportunities</li> </ul>
<p><b>Objective 2:</b> Increase student achievement in American History/Civics in each year of the project.</p>	<p>2.1 - 80% of surveyed students (grades 6 -12) will show an increase in student interest in learning American history and civics as measured by annual pre/post student surveys</p> <p>2.2 - During year 1 of the project, student achievement in American History and civics for students of participating teachers on NAEP released items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%</p>	<ul style="list-style-type: none"> <li>• Students will participate in Congressional Academies offered through Eastern Kentucky University</li> <li>• Students will improve academic knowledge and retention of American History and Civics by participation in KY, KUNA and National History Day projects.</li> <li>• Students will complete Capstone projects to provide efforts for College and Career Ready opportunities</li> </ul>

	<p>2.3 – During year 1 of the project, student achievement in American History and Civics for students of participating teachers on KCCT and End of Course Assessments items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%</p>	<ul style="list-style-type: none"> <li>• Interactions of students engaged in standards-based lessons as noted on teacher evaluation of lesson under “How Student Achievement was Affected”</li> <li>• Student Interest Survey</li> <li>• Student increase in content knowledge</li> </ul>
<p><b>Objective 3:</b> Cultivate partnerships for collaboration among teachers and academic historians.</p>	<p>3.1 – By July 1 of each year of the proposal, 85% of H.E.A.R.T. teacher participants will complete 80% or more of the total hours of professional development offered.</p> <p>3.2 –Each year of the project, 100% of the trainings will have academic Historians to train teachers on challenges of studying history through active/constructive learning, development of standards based lessons using primary source documents and related readings as demonstrated in course syllabi, and through use of online web based resources to find primary source documents and blended learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Collegium of teachers will participate in a minimum of 80% of PD offered</li> <li>• 100% of participants in the Presidential Academy sessions will develop standard based lessons in a web format such as Google Documents to disseminate knowledge to others in each project year in collaboration with partners.</li> <li>• 100% of academic historians will incorporate teaching strategies, related readings, inquiry based discussions concerning the content and context of the given theme as evidenced on course syllabus.</li> </ul>
<p><b>Objective 4:</b> Infuse Presidential Academy Professional Learning Community (PLC) Into School Culture</p>	<p>4.1- 100% of all participants will be exposed to the innovative strategies for teaching American history developed during the project as evidenced meeting agendas</p> <p>4.2- By July each year of the proposal, 90% of participating teachers will engage in peer coaching, peer mentoring and/or peer instruction to minimum of one time during each semester to analyze</p>	<ul style="list-style-type: none"> <li>• Individual teachers along with members of the Advisory Council will meet with the H.E.A.R.T. superintendents to present aspects of the project</li> <li>• Participating teachers will complete observations and review using the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every</li> </ul>

	student data to guide curriculum changes.	school led by an effective principal
<b>Objective 5:</b> Principals will receive more content knowledge and instructional insight for observing American History and Civics lessons	<p>5.1 - By July each year of the proposal, 100% of participating administrators will collect a variety of types of data in student learning to guide goal development.</p> <p>5.2 - By July each year of the proposal, 90% of participating administrators will demonstrate knowledge of current research and best practice.</p> <p>5.3 - By July each year of the proposal, 85% of participating administrators will work with teachers in the development of an action plan to accomplish goals.</p>	<ul style="list-style-type: none"> <li>• Principals will use Professional Growth and Effectiveness System (PGES) to measure effective teaching</li> <li>• Principals will participate with teachers in some Academy sessions and will work with Thomas Guskey on grading, evaluation and creating high Quality Professional Development</li> </ul>

**C. Quality of the Management Plan**

(i) **The adequacy to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

To ensure that the stated goals, objectives and outcomes for the proposed project (October 2016 2016 - June, 2019) are met, *H.E.A.R.T.* will operate under a solid management plan with clearly defined roles, responsibilities, and timelines that will serve as the underpinning of *H.E.A.R.T.*

The foundation of the management plan is the Advisory Council (AC). **The Advisory Council will consist of the following: Project Director, College partner/historian, NCHE staff (via online), KEDC CIO, KEDC Social Studies Consultant, KDE Representative, a Project Coordinator, a student representative from a minimum of four schools, Museum Historian, Evaluator, minimum of four History/ Civics Teacher, and minimum of four district Superintendent (or designee).** The AC’s purpose is to confirm fidelity of implementation,

monitor the grant for ongoing modification/ improvement, oversee the budget (along with district established procedures), evaluate progress, develop professional development activities and establish any new policies/ procedures. The Advisory Council will annually verify that the necessary financial resources are provided to assure the goals and objectives of each year are met. The *H.E.A.R.T.* project and KEDC, fiscal agent for the project, follow standard accounting procedures, contracts independent yearly audits and has the internal capacity needed to implement project *H.E.A.R.T.* The Advisory Council will ensure all materials will be procured using the established purchase order process, bid procedures and accounting system. KEDC is committed to this project and will provide the necessary resources to ensure the success of the project. These resources include administrative support, technology integrated support, connectivity, website, custodial, fiscal management, office and classroom space, phones, equipment, furniture, and professional development facilities for regional workshops. The financial capacity to implement and sustain the project is evidenced by the past successful financial management of multiple federal and state grants and projects. Additionally, KEDC operates under the state financial guidance and fully Board approved and implemented policies and procedures for personnel fixed cost, personnel travel, procurement, and stipends that are based upon the district and state allowable charges. The program director is responsible for approving and monitoring all budgeted expenditures. Internal budget records are maintained on a computerized spreadsheet by the secretary in order to keep a detailed and current record of all program expenditures. Business office records and program records are reconciled on a monthly basis. See Organizational Chart in Appendix C page 128. The *H.E.A.R.T.* project will hire Clabe Slone to serve as Project Director. Mr. Slone works closely with the Federal Policy Officers at the Region 3 Department of Labor office in managing and reporting on their Youth Career

Connect Grant. Clabe Slone has successfully coordinated and directed other Department of Education Federal Grants, including two prior Teaching American History (TAH) Grants. Clabe Slone holds a Rank I degree (Masters +) in Supervision of Instruction and currently serves as the KEDC Grants Officer. Mr. Slone has been a member of the cooperative’s administrative cabinet and has participated in all budget, programmatic, and goal setting discussions. The Project Director will also facilitate participant recruitment. The Project Coordinator will have demonstrated leadership excellence as a teacher of American history, served as a mentor to other teachers, have experience in providing professional development opportunities to colleagues and be available for all Advisory Council meetings. The Project Coordinator will assist in participant recruitment and will serve as a liaison between the participants and the Project Director. The program staff includes:

Staff Titles	Responsibilities	Qualifications
Project Director (.33 FTE)	*Direct all program activities and services; interviews and recommends staff; *supervises and evaluate project staff at all levels; *writes job descriptions for project; *initiates all purchase orders; * initiates all contracts; *coordinates all professional development activities; *works with the district Fiscal Officer on all expenditures for salaries, materials, supplies and monitor of budget; *tracks participant professional development hours; *prepares site location for all seminars; *assists with organizing all professional development opportunities; *attend all Advisory Council meetings; prepare agenda and notify all members of Advisory Council of monthly meetings; *collect data for evaluator;	Master’s/specialists degree in education; experience of teaching in the field of history and Rank I in administration/Supervision; evidence of leadership; knowledge of and prior experience in the provision of professional development; strong interpersonal skills; prior experience with grant budgets involving procurement, outsourcing and partnerships; prior experience with grant management
Evaluator (1)	*Evaluation of project goals and objectives; *disaggregates project data as set forth in evaluation design; *advises Advisory Council on process	Contract with Tom Mills, of Ed-Consulting, education evaluator with expertise in Department of Education evaluations (8 TAH) member of AEA
Project Coordinator	*Recruits middle and high school American History/Civics teacher participants for commitment	Kentucky Teaching certificate with history certificate required at

(1.0 FTE)	to the project; *works with Project Director to arrange observation/mentoring schedule with schools' principals & teachers; *attends all Advisory Council meetings; attends individual schools' site based council meetings; *assists in all professional development opportunities,	middle/secondary level; Masters in History; National Board Certification preferred; prior experience in coordination of building level projects
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The following **management implementation** timeline sketches the activities and services outlined in the proposal:

<b>Proposed project Period by Month</b>	<b>Timelines, continuous improvement strategies and <u>milestones</u></b>	<b>Responsible partners</b>
<b>Aug 2016</b>	Inform partners and staff of award. Advertise for <i>H.E.A.R.T.</i> Participant Coordinator	<i>H.E.A.R.T.</i> project Director & Superintendent
<b>Sept 2016</b>	Establish linkage and contracts with all partners, Georgetown College, local and area historians, and National Council for History Education, Contract with external evaluator. Commitment Letters from Advisory Council members logged in project Directors minutes. Recruitment meeting to be held at middle and high school schools. Recruit Student Congressional Academies: Student pre-testing with NAEP	<i>H.E.A.R.T.</i> project Director & Superintendent with support from external evaluator  <b>**All MOU's, letters of commitment and vita are located in APPENDIX</b>
<b>Oct 2016</b>	First meeting of <i>H.E.A.R.T.</i> Advisory Council. Determine dates for participant recruitment. Using the updated school calendar, set definite timelines for staff development activities. Develop rubric for standards-based lessons. Begin Student Congressional Academies for KYA	<i>H.E.A.R.T.</i> Director, project Director & Advisory Council
<b>Nov 2016</b>	Advisory Council meeting, first Historical Presidential Academy at KEDC. <b>Theme: Jamestown</b> ; AP US History pre-testing of participants – Start student Congressional Academies	<i>H.E.A.R.T.</i> project director, Advisory Council, educators; museum partners, local and area historians
<b>Dec 2016</b>	Advisory Council meeting with external evaluator; Second Historical Presidential Academy Theme: <b>Mayflower</b>	Advisory Council; external evaluator, partners, local & area historians
<b>Jan 2017</b>	Third Historical Presidential Academy Theme: <b>Plymouth/Colonial US</b> – Begin Student Congressional Academies for KUNA	<i>H.E.A.R.T.</i> project director, participants, Advisory Council, partners, local & area historians
<b>Feb 2017</b>	Fourth Historical Presidential Academy Theme: <b>Important people (Penn, Franklin, etc)</b> ; Advisory	<i>H.E.A.R.T.</i> project director, participants, college partners,

	Council meeting with external evaluator for process evaluation	area and local historians, Advisory Council
<b>Mar. 2012</b>	Fifth Historical Presidential Academy <b>Theme: The Proclamation of 1763</b>	<i>H.E.A.R.T.</i> project Director, Advisory Council, participants
<b>Apr. 2017</b>	Advisory Council meeting to identify and select materials for Presidential Academy use; plan and schedule Experiential Immersion Presidential Academy; develop Summer Presidential Academy Curriculum; Identify, invite and confirm Academy guest lecturers; Develop Academy materials including texts and notebooks; Advisory Council meeting; sixth Historical Presidential Academy <b>Theme: Boston Tea Party.</b>	<i>H.E.A.R.T.</i> project director, participants and college partners, area and local historians
<b>May. 2017</b>	Advisory Council meeting with external evaluator for process and summative evaluation; Post-test of participants with AP Exam; Student post-testing with NAEP	<i>H.E.A.R.T.</i> project director, participants, National Council for History Education historians; external evaluator, Advisory Council
<b>June 2017</b>	5-day National Council for History Education Presidential Academy; followed by 4-day Experiential Immersion Presidential Academy; Advisory Council meetings continue each month; participants of the project post-tested with AP US History Exam May; Participants implement Academy strategies in classrooms, assisted and monitored by Advisory Council; new content information, peer comment and participant feedback via <i>Blended Learning opportunities online</i> - Student Congressional Academies at ECU see agenda on page 14-15 and Traveling Academy in DC see agenda in appendix pages (130 – 131)	<i>H.E.A.R.T.</i> project director, participants, Advisory Council; partners & guest lecturers; National Council for History Education partners
<b>July 2017- June 2018</b>	Participants continue Presidential Academy activities with assistance and guidance from staff and partners following year 2 theme Constitutional Crisis (1810-1877); 5-day National Council for History Education Presidential Academy; followed by 4-day Experiential Immersion Presidential Academy Detailed outlines can be found on pages 7-13 - Student Congressional Academies at ECU see agenda on page 14-15 and Traveling Academy in DC see agenda in appendix pages (130 – 131)	<i>H.E.A.R.T.</i> project director, participants, Advisory Council; partners and guest lecturers;

<b>July 2018-June 2019</b>	Participant continue Presidential Academy activities with assistance and guidance from staff and partners following Year 3 theme <b>Constitutional Crisis (1878-1975)</b> ; 5 -day National Council for History Education Presidential Academy; followed by 4-day Experiential Immersion Presidential Academy Advisory Council meetings continue each month; participants of the project pre/post-tested with AP US History Exam (May)- Student Congressional Academies at EKU see agenda on page 14-15 and Traveling Academy in DC see agenda in appendix pages (130 – 131)	<i>H.E.A.R.T.</i> project director, participants, Advisory Council; partners & guest lecturers;
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The time project director’s position will be adequate to cover the following responsibilities required of the Academies for Teaching of American History and Civics grant program: Direct all program activities and services; interviews and recommends staff; supervises and evaluate project staff at all levels; initiate all purchase orders; initiate all contracts; coordinates all professional development activities; work with the district fiscal officer on all expenditures for salaries, materials, supplies and monitor of budget; tracks participant professional development hours; prepare site location for all seminars; organize all professional development opportunities; attend all Advisory Council meetings; prepare agenda and notifies all members of Advisory Council of monthly meetings; collect data for evaluators; meet with LEA’s point of contact on a monthly basis to review *H.E.A.R.T.* data. The Project Director will also assist in scheduling the Project Coordinator time. The Project Coordinator will be a part-time history teacher who will work (1.0) FTE, which will be adequate to allow for recruitment, arranging observation, attend all Advisory Council meetings; attends individual, and assists in all professional development opportunities. Dr. Lindsey Apple, partnering historian, has committed to the time *H.E.A.R.T.* outlined in the proposal and sees no conflict with his other obligations. Partners have agreed that monthly Advisory Council meetings will be necessary during year one of the grant to fulfill the obligation of the project and to assure that targeted goals outcomes are met. During years 2 and

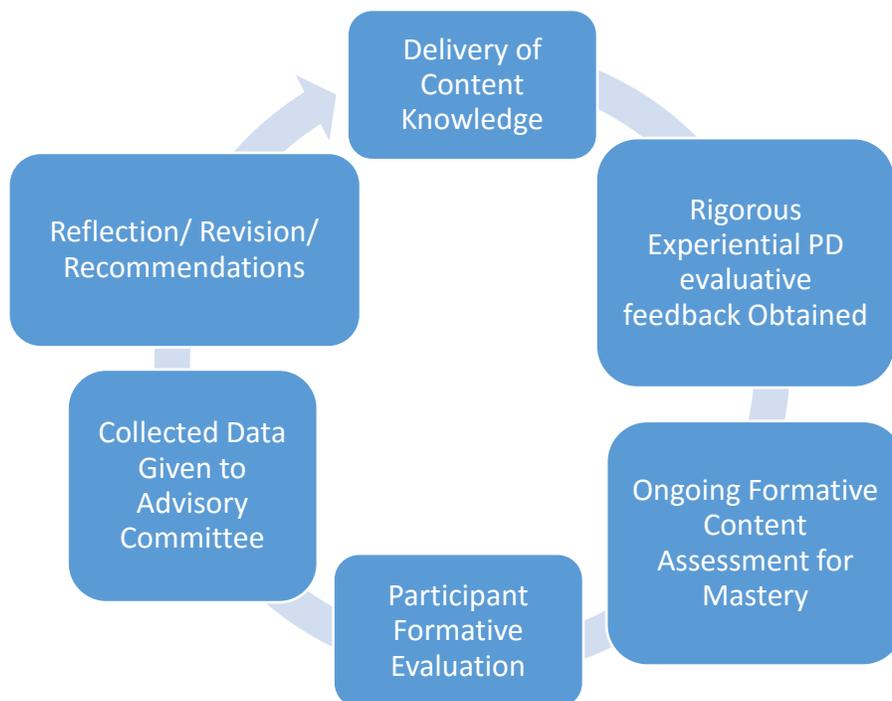
3, Partners have agreed that quarterly Advisory Council meetings will be adequate to review data, plan Academies and connect with partners to ensure goals and outcomes are met.

(ii) **The mechanisms for ensuring high-quality products and services from project.**

The primary staff to participate in workshops will be administrators, university professors, regular and exceptional educators. All workshops will be held on scheduled non-contractual times to assure participation by all staff. To build capacity and sustainability for the *H.E.A.R.T.* project efforts, master teachers from the year one Academies will be used to warrant there are sufficiently skilled and partner staff to provide continued instruction of new staff to carry out the program effectively and efficiently. The use of training-of-trainers model using mentors will permit these individuals to offer training to their colleagues either as on-the-job during days within their schools or times established for staff development or faculty meetings. The development and structure of a Professional Learning Community (PLC), with strong linkage to local/national historians will continue long after the project has concluded. An analysis of the cost indicates they are reasonable, effective, and adequate in relation to the stated objectives and outcomes of the project. Both KEDC, NCHE and partners are committed to this project and will provide the necessary resources to ensure the success of all strategies. These resources include administrative support, technology integrated support, connectivity, website, custodial, fiscal management, office space, phones, equipment, furniture, and professional development facilities for regional trainings. The financial capacity to implement and sustain the project is evidenced by the past successful financial management of multiple federal and state grants. KEDC operates under the state financial guidance and fully Board approved and implemented policies and procedures on personnel, fixed cost, personnel travel, and procurement that are based upon the district and state allowable charges. Additionally, the KEDC Business department maintains

open communication with the U.S. Department of Labor, U.S. Department of Education, and the Kentucky Department of Education on approved Final and Provisional rates through Negotiated Indirect Cost Rate Agreements, prepares quarterly financial reports, and maintains records for MUNIS reporting in correlation to their payment management systems. KEDC also maintains a yearly audit of all financial statements/reports to the Kentucky Auditor of Public Accounts. Project *H.E.A.R.T.* procedures and organizational structure will provide ongoing feedback to the Advisory Council and will ascertain that continuous improvement will occur. The organizational structure (see graph below) establishes a process for continual feedback from participants and staff to the Advisory Council that then recommends continual modifications and improvements. Additional input from formative assessments, status reports, historian updates, and APR will give the Advisory Council input that will result in continuous improvement.

**Continuous Improvement Feedback Flow Chart**



Management plan reporting and evaluation milestones provide annual checks on the quality of project services and progress toward attaining project goals, objectives, and outcomes. Surveys of students and teachers involved in project instruction will provide evidence of the quality of implemented activities. Ongoing data collection and analysis ensures data-driven decision making and continuous project improvement based on data analysis. Frequent meetings between project participants provide a mechanism to ensure high-quality services and project progress. Teachers and administrators involved in implementation will meet at monthly PD sessions.

**D. Quality of the Project Evaluation**

**(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

The summative evaluation will be consistent with the standards of the Coalition for Evidence-Based Policy (“Key items to get right in conducting a controlled trial in education,” Dec. 2005). Formative evaluation will assess implementation fidelity as well as teachers’ attitudes about the project and the Advisory Council’s lived experiences in implementing the project. An external evaluator with expertise in prior Department of Education grant evaluation and implementation will work with Director and Advisory council to ensure that the project is implemented with fidelity. Quantitative and qualitative performance measures and evaluations will be used to determine whether the project is actually implemented as intended and to provide feedback to project staff to help them keep on track. The quantitative and qualitative evaluation data will be collected and reported to the Advisory Council quarterly:

<b>Quantitati</b>	1) Teacher pre/post assessment American history and civics content data	<b>Qualitativ</b>	1) Structured Interviews with <i>H.E.A.R.T.</i> participants
	2) Teacher Appreciation of American history and civics survey data		2) Classroom observations

3) Student Interest survey	3) Open ended questions on Professional Learning Sessions
4) Student pre/post assessment American history and civics content data	4) Lesson plan reviews and activity logs completed by participants
5) Student graduation rate	5)Principal evaluation review and PD plan quality
6) Workshop evaluations/participant attendance	

Data will be collected from Performance Measures and Outcomes identified in the chart below:

Key Questions Addressed	Major Benchmarks	Proposed Methods for Addressing Questions	Outcome Measures	Timeline
<b>1. How can Academies Increase Teacher Content Knowledge?</b>	<b>1.1 Engaging Teacher Methodology</b>	National Council for History Education, Georgetown College Historian, Presidential Academies demonstrations on master teacher pedagogical methodologies.	Observations and Analysis of Teacher Lesson Plans for introduced rigorous methodology	September 2016 to set baselines and ongoing
	<b>1.2 Teacher Increased Content Knowledge</b>	NCHE Content professor, Georgetown College, Justin Jakovac director and Regional Historians will provide experiential content during institutes	Pre-Post Test - Increase Teacher Knowledge and ongoing student assessments to include a comparison control group	September 2016 to set baselines and ongoing
	<b>1.3 Dissemination of Content Knowledge</b>	Teachers will use ERN/ standards-based lessons to provide replicable research based activities which will be place on <i>H.E.A.R.T.</i> website.	– Teacher activities on <i>H.E.A.R.T.</i> website	Fall, 2016 and ongoing
<b>2. How can providing Academies for Staff and Students provide Gains in American</b>	<b>2.1 Increase Student Interest in American History</b>	Teacher will use newfound content knowledge and teaching pedagogy from National Council for History Education, Georgetown College, other partners Innovative instructional strategies will continually be introduced in Professional Development.	Pre – Post Interest survey	September 2016 – May 2019

<b>History /Civics Achievement?</b>	<b>2.2 Increase Student Content Knowledge</b>	Teachers will use new teaching pedagogy (character interpretation, critical analysis of political cartoons, media search) to improve student achievement	Classroom observations, Teacher lesson plans, NEAP testing	October 2016 – April 2019
	<b>2.3 Increase Student Content</b>	Students will participate in Congressional Academies offered through Eastern Kentucky University and participate in KY, KUNA and National History Day projects. Capstone projects will provide College and Career Ready Focus	Student registration, student projects, state KCCT and EOC test data	October 2016 – April 2019
<b>3. How can Presidential Academies provide for the Development of Historian Collegial Partnerships?</b>	<b>3.1 Teacher Professional Learning Opportunity</b>	Teachers will be exposed to a minimum of 98 PD hours during each year of the grant which including development of partnerships with historians and collegial participant partners in content and pedagogical activities	Professional Development Content Aligned, 80% positively complete PD hours	July 2017 and each July for duration of project
	<b>3.2 Community by Historians</b>	Historians will deliver research based technology content and historical thinking skills at each Historical Content session.	80% positively complete PD hours	July 2017 and each July
<b>4. How Can Presidential Academies Infuse Presidential Academy Professional Learning Community (PLC) Into School Culture?</b>	<b>4.1 Increased Use of High Quality PD and Shared Research</b>	In addition to PLC research, historical primary source documents and professional readings will be required and emphasized with collegial participants. The habitual infusion of ongoing sharing of knowledge and instructional techniques will facilitate sustainability in PLC culture	80% positively complete PD hours	July 2017 and each July
	<b>4.2 Participation in Peer Coaching</b>	As an integral part of being a PLC, participants will engage in peer review and coaching to analyze student data through online testing/survey and data exportation to a data base to guide curriculum changes. This will facilitate sustainability and continued professional growth.	Item analysis of pre-posttest performance and teacher observations and review using the Professional Growth and Effectiveness System (PGES)	October, 2016 to set baselines and ongoing

<b>Objective 5:</b> What are research based strategies to improve Principals content knowledge and instructional insight for observing American History and Civics lessons?	<b>5.1 Increase student data analysis</b>	Principals will work with teachers to disaggregate student test data	Test data analysis	October, 2016 to set baselines and ongoing
	<b>5.2 Increase knowledge of current research and best practice</b>	Principals will develop professional growth by participating in Academy sessions and working with Cadre of colleagues. – Ribar - tri-partite team of three equals	Sign in sheets, Evaluation plans, PD Plans	October, 2016 to set baselines and ongoing
	<b>5.3 Development of an action plan to accomplish goals.</b>	Principals will work with teachers to develop and action plan at the building level to increase student achievement- Action Research	Action plans, meeting agendas	October, 2016 to set baselines and ongoing

The **data sources and analysis methods** related to each outcome are shown below:

<b>Benchmarks - Measuring Project Objectives and Outcome</b>	<b>Relevant Data source</b>	<b>Data collection timeline</b>
<b>1.1-</b> 80% of participating teachers will experience through the professional development a minimum of three research based American history and civics teaching methodologies (web-based primary source material, web-based lesson plans, web-based historical art units, character interpretation, critical analysis of political cartoons, media search) per semester during each year of the project	Review of course syllabi at all training events, teacher surveys, and Advisory planning documents.	Baseline Fall – New Data February - May of each project year
<b>1.2-</b> Each year of the project, teachers who completed 80% of professional development hours will demonstrate an increase in content knowledge as measured by pre/post/test of AP US history exam in American history. (yr. 1 10%, yr. 2 15%, yr. 3 20%)	Pre- Post US History College Board AP Exam; validity and reliability established by College Board in commonly used test of history achievement	Fall baseline testing and posttest in June of each school year
<b>1.3-</b> By July, 2017, 80% of participating teachers will disseminate content knowledge and instructional strategies to other teachers	Surveys, interviews with teachers to determine dissemination activities and level of reach; also number & quality of lessons posted for project use on Web	Fall through June of each project year

<b>2.1</b> -80% of surveyed students (grades 6-12) will show an increase in student interest in learning American history as measured by annual pre/post student surveys	Student Pre /Post Survey data	Baseline Fall – new data May of each project year
<b>2.2</b> - During year 1 of the project, student achievement in American history for students of participating teachers on NAEP released items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%	Student Pre /Post NAEP American History Test.	Baseline testing Fall and May of each year
<b>2.3</b> - During year 1 of the project, student achievement in American History and Civics for students of participating teachers on KCCT and End of Course Assessments items will increase yr 1; 10%, yr 2; 15%, yr 3; 20%	Student registration, student projects	Baseline results Fall of 2016 and each year following
<b>3.1</b> – By July 1 of each year of the proposal, <i>H.E.A.R.T.</i> teacher participants will complete 80% or more of the total hours of professional development offered.	Sign-in sheets at each professional development opportunity	Fall – June of each project year
<b>3.2</b> –Each year of the project, 100% of the trainings will have academic historians to train teachers on challenges of studying history through active/constructive learning and development of standards-based lessons using primary source documents and related readings as demonstrated through course syllabi	Review of course syllabi at all training events and observation of field experiences; review of teacher logs	Fall and June of each year
<b>4.1</b> Each year of the project, teachers who completed 80% of professional development hours will integrate into their lessons 3 research-based instructional strategies for teaching American History and Civics. (yr. 1 10%, yr. 2 15%, yr. 3 20%)	Evidenced by lesson plans, classroom observations, surveys, and interviews.	Fall and May of each year
<b>4.2-</b> By July 2017, 90% of participating teachers will engage in peer coaching, peer mentoring and/or peer instruction a minimum of one time during each semester of the project to analyze student data to guide curriculum changes	Teachers evaluation form Item analysis of pre-posttest performance and teacher observations and review Professional Growth and Effectiveness System (PGES)	May of each year
<b>5.1</b> - By July each year of the proposal, 100% of participating administrators will collect a variety of types of data in student learning to guide goal development.	Test data analysis	Fall of each year
<b>5.2</b> - By July each year of the proposal, 90% of participating administrators will demonstrate knowledge of current research and best practice.	Sign in sheets, Evaluation plans, PD Plans	Fall and May of each year

5.3 - By July each year of the proposal, 85% of participating administrators will work with teachers in the development of an action plan to accomplish goals.	Action plans, meeting agendas	Fall and May of each year
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**(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

*H.E.A.R.T.*'s formative evaluation will take place while the proposed activities are being implemented and will allow for adjustments of the project tasks, schedules, allocation of resources, and other management decisions. The evaluator will meet with the Advisory Council quarterly during the school year. These meetings will provide an open forum for the Advisory Council to review data and activities to date, discuss ways to improve activities that did not meet expectations, and revise upcoming activities according to feedback. This will ensure timely attention to meeting objectives and budgetary matters. The outcome or summative evaluation will use a decision-focused model (Stecher & Davis, 1987) wherein objective data, including GRPA data, are provided and recommendations made regarding each program component. The decision-focused model will ensure data on teacher and student content knowledge are related to specific interventions so that continuation plans can be made about each process separately.

<b>Major Benchmarks from Objectives</b>	<b>Outcome Measures</b>	<b>Data Collection Timeline</b>
1.1 Engaging Teacher Methodologies	Analyzed Teacher Lesson Plans	Jan. April 2017 and Ongoing
1.2 Teacher Increased Content Knowledge	Pre/Post Test - Increase Teacher Knowledge	Fall 2016 – May 2017 Each Year There After
1.3 Dissemination of Content Knowledge	Blended Learning through online classroom	Fall 2016- Summer 2017 and Ongoing
2.1 Increase in Student Interest in American History	Pre/Post Test - Increase Student Knowledge	Fall 2016 – May 2017 Each Year There After
2.2 Increase Student Content Knowledge in American History	Pre – Post Interest survey	Fall 2016 – May 2017 Each Year There After

2.3 Increase student achievement in American History/Civics on state test	Increase in Student test scores	October 2016 baseline and October of subsequent years
3.1 Teacher Professional Learning Opportunities	80% Positively Complete PD Hours	Fall 2016 – May 2017 Each Year There After
3.2 Professional Learning Community by Historians	Professional Development Content Aligned	Fall 2016 – May 2017 Each Year There After
4.1	80% Positively Complete PD Hours	Fall 2016 – May 2017 Each Year There After
4.2 Participation in Peer Coaching and Student Data Analysis	Professional Growth and Effectiveness System (PGES) –Item analysis of pre-posttest performance	Fall 2016 - May 2017 and each August - May for duration of project
5.1 Increase student data analysis	Student Data Analysis	October each year
5.2 Increase knowledge of current research and best practice	Attendance at meetings	Ongoing each year
5.3 Development of an action plan to accomplish goals.	Action Plans	Spring of each year

The external evaluator, Tom Mills, of Ed Consulting, will be a member of the *H.E.A.R.T.* staff from the day of the award through the final evaluation report. The use of an external evaluator will improve the fidelity of implementation and the ability to maintain objectivity in the analysis of the project data. Mr. Mills has experience in the evaluation of numerous American History (formerly TAH) projects as well as other federal programs requiring GPRA reports (see resume in appendix). Mr. Mills has also been project director and consultant for four TAH projects. The evaluator will participate as an active member of the Advisory Council that charged with assisting all goals, objectives, and benchmarks are met. **The Advisory Council will consist of the following:** Project Director, College partner/historian, NCHE staff (via online), KEDC CIO, KEDC Social Studies Consultant, KDE Representative, a Project Coordinator, a student representative from a minimum of four schools, Museum Historian, Evaluator, minimum of four History/ Civics Teacher, and minimum of four district Superintendent (or designee). The Advisory Council will meet on a quarterly basis to facilitate communications between the partners, manage the logistics of the Academies, assist in the collection of data, develop and

design the Historical Presidential Academy, develop evaluations for the Academies, and develop teacher surveys. The project’s external evaluator, Tom Mills, will meet with the Advisory Council to discuss collected data and progress toward the project’s goals and objectives. The *H.E.A.R.T.* Director will be responsible for preparing the agendas for the quarterly Advisory Council meetings and for maintaining contact with all members of the council on a regular basis.

<b>(i) Data to be collected -</b>	<b>(ii)Data collection time <i>H.E.A.R.T.</i></b>	<b>(iii) methods used to collect</b>	<b>(iv) Instruments</b>
Teacher Exam Student Exam	Pre-test in early Fall; Post-test in late Spring	-Assessments will be collected at History Encounter Sessions	US History College Board AP Exam of history achievement for teachers and NAEP released items for students, KCCT & EOC state test data
Teacher Lesson Plans showing integration of American History\Civics teaching methodologies	Early Fall Baseline and Feb-May for life of the project	-Review turned in lesson plans using checklist of pedagogical practices taught in <i>H.E.A.R.T.</i>	Lesson Plan Rubric
Project dissemination of Learned skills, content, and procedures	Collection to begin at the end of each semester of each project year	100% of participating teachers will have an chance to disseminate content knowledge to other teachers –	Surveys and Observations, online blended learning classrooms
Number of teachers participating in 80% of PD opportunities	Fall 2016- June of each project year	Sign-in sheets at each professional development opportunity will be used to determine participation level	Artifacts and Observation
Historian presence at all PD activities	Each PD event	Sign-in sheets at each professional development opportunity will be used to determine participation level	Artifacts and Observation
Principal Data analysis and evaluations	Fall and Spring each year	Observation forms, Test data, Action Plans	PGES, Student data

**\*(v) How will data be analyzed?**

To determine if the project leads to significant improvements in teacher and student content knowledge, the project design will use pre and posttest measures of evaluation to allow for a more reliable and valid measure of process and outcome evaluation goals. The pre/post tests will be aligned with content in the annual *H.E.A.R.T.* training syllabus/activities, and at least 50% of questions will come from a validated test of American History (AP College Board). Beginning in Year 2, students will be given a pre-test within 15 days of the start of the year. These same groups of students will take a post-test in May. For each individual teacher and student tested, pre-test data will be matched with post-test data. Paired sample t-tests will be performed to determine if these measures of improvements in content knowledge are statistically significant. *Qualitative data* such as responses to evaluation forms/feedback from peer reviews will be summarized and main ideas presented in a brief narrative. Responses to surveys will be summed across participants per training session and across years. A database with teacher and student data will be developed by evaluator and updated annually. Project *H.E.A.R.T.* evaluators will use a random matched comparison based on size, ethnicity, poverty level, Free/Reduced lunch count and male/female population to evaluate progress toward key goals.

**(vi) When information will be available?**

Formative reports will be developed monthly to allow for timely reviews of progress and continuous monitoring. These reports will consist of quantitative and qualitative data such as; pretests data, survey data, summations of teacher observations, summative data on lesson plan reviews, summative data from professional development evaluations, financial data, and overall implementation status reports. For the Advisory Council, formative data will be shared quarterly. Annual summative reports and APR will be submitted by required dates to Advisory

Council and US Department of Education.

(vii) **Replication in other settings**

An ongoing utilization-focused evaluation (Patton, 2002; Stecher & Davis, 1987) will provide the Advisory Council and key personnel the information they need in an ongoing, timely manner to enable them to make real-time decisions about the varying grant-related activities. This formative evaluation approach provides users with summary data on implementation fidelity and preliminary outcomes so that mid-course revisions can be made. Specifically, the evaluators will review meeting minutes; lesson plans; website postings and teachers ERN, pre/post assessments and surveys; professional development evaluations; and mentoring observation forms. The evaluation team will conduct phone, web conference or face-to-face conferences quarterly with the Advisory Council to **monitor progress and denote successes for future replication**. At each meeting, interview and survey data will be presented and discussed. Recommended intervention strategies for each program will be made.

(viii) **How the applicant will devote an appropriate level of resources to project**

The 3-year cost for this independent evaluation design is approximately 5% of the budget. Due to the emphasis on evaluation in this project and the time needed to effectively evaluate and monitor project activities, evaluation costs represent a reasonable percentage of the total budget request. Recognizing that ongoing project evaluation is a key component to the success and ongoing monitoring of any project, in the addition to the project evaluator, the *H.E.A.R.T.* project will also devote the needed time of the of the project director and curriculum specialist towards collecting and maintaining evaluative data. As referenced in section (d) above, our evaluator has the experience needed to guide us through timeline issues, data collection, data analysis and reporting.