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Institutional Overview.

California State University, Fresno is one of the largest Hispanic-serving Institutions within the California State University (“CSU”) system. The university holds an R3 Carnegie classification as a doctoral granting institution with moderate research activity. In June, the American Association of State Colleges and Universities (“AASCU”) selected the university to receive an Excellence and Innovation in Student Success and College Completion award for its “Graduation Initiative 2025” whose design and success will provide a national exemplar. Moreover, the university has received multiple distinctions for the excellence of its teacher education programs. In 2014, the AASCU recognized the effectiveness of California State University, Fresno’s innovative school partnership program with The Christa McAuliffe Award for Excellence in Educator Preparation.

The University is one of the 23 CSU campuses that together award more than half of California's Bachelors’ Degrees and 30% of its Masters Degrees, as well as joint doctoral programs in selected professional areas. Dedicated by the CSU Trustees to be a regional-serving institution, California State University, Fresno sits in the heart of the Central Valley, a region located approximately 185 miles SE of San Francisco and 220 miles NE of Los Angeles, and particularly gifted with a number of impressive national parks. The university’s role in teacher education has been vital to the region for over a century. The proposed project works hard to strengthen a body of effective teachers in American history and civics. The project will also inspire a growing cadre of students with high quality learning experiences that deepen their understanding, knowledge, and appreciation in American history and civics. The Fresno Unified School District, the 4th largest in the state of California, will be the partner school district for the project, enhancing a long-term partnership between the District and the University.

The proposed project meets all four priorities:**Absolute Priority 1—Presidential Academies for the Teaching of American History and**

Civics. The proposed project offers a two-week spring/summer seminar for teachers of American history and civics that provides intensive professional development opportunities for teachers of American history and civics to strengthen their knowledge of the subjects of American history and civics. A team of primary scholars and master teachers who are experts in the field of American history and civics will lead the seminar. For example, the team includes experienced faculty and curriculum experts from both California State University, Fresno and the University of California, Davis' "California History-Social Science Project" (CHSSP). The CHSSP is a statewide network of scholars and K-12 teachers dedicated to providing the highest quality history instruction. The California State University, Fresno team leader is Interim Dean Michelle DenBeste, a professor of History, and the UC, Davis team leader is Professor Nancy McTygue, Director of the Teaching with Primary Sources program funded by a U.S. Library of Congress grant. The California State University, Fresno team also has a Lead Scholar for civics, Dr. Lisa Bryant, whose area of expertise in American politics include political behavior, campaigns and elections, public policy, race/ethnicity and state and local politics.

Absolute Priority 2—Congressional Academies for Students of American History and Civics.

The proposed project offers a two-week spring/summer seminar for students that broadens and deepens their understanding of American history and civics. The team of primary scholars and master teachers described above who are experts in the field of U.S. history and civics will lead the Congressional Academies. The in-class local curriculum is a high impact practice for the target student audience (largely Hispanic, low income, and/or first generation) because it shows immediate relevance to their communities. The Congressional Academies incorporate other high

impact practices also, e.g., inquiry-based, students work with primary source artifacts to give immediacy to history and to the student's engagement with history.

Competitive Preference Priority 1—Improving Academic Outcomes for High-Need Students.

The Fresno Unified School District (“FUSD”) is the 4th largest school district in the State of California. The California Department of Education data indicates that FUSD currently enrolls 70,742 students, of whom 87% are socioeconomically disadvantaged and 23% are English language learners. In 2016-2017, 67.8% of students were Hispanic, 10.6% were Asian, 8.5% African American, 9.9% were White, and the remainder were less than 2%. The team designed the Congressional Academies to offer inquiry-based learning experiences and high impact experiences that have proven effectiveness with the target student population (largely Hispanic, low income, and/or first generation). The team also has special skill in teaching of U.S. history and civics to high-need students. For example, dedicated by the CSU trustees to be a regional-serving university, California State University, Fresno has over a century of experience educating teachers in the region to be effective with its students who are largely low income, first generation, and/or under-represented minorities. Moreover, the CHSSP not only aims to deliver effective instruction for all students but also aims to ensure that the instruction directly, explicitly, and effectively meets the needs of English language learners, native speakers with low literacy, and students from economically disadvantaged communities. The experts design and deliver the highest quality learning experience that supports the success of every student.

Competitive Preference Priority 2—Using the Resources of the National Parks. Parts of both the Presidential Academy and the Congressional Academy will be on-site in Yosemite National Park. In addition, the project includes activities in a number of national parks, monuments, and historic places, e.g., Rosie the Riveter WWII Home Front National Historical Park, Angel Island

National Historic Landmark, Fort Baker, the Presidio, Death Valley National Park, Manzanar National Historic Site, and the César Chávez National Park. The project also takes advantage of the resources offered by California State Parks, such as Colonel Allensworth State Park (that preserves Allensworth, the only California town founded, financed, and governed by African Americans).

A. Quality of the Project Design

(i) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

The purpose of Reimagine Educating: American Civics and History Academies for Better Learning and Engagement (REACHABLE) is to raise student achievement in and interest in American history by deepening the knowledge, understanding and appreciation of American History of 250 teachers (over five years) and 500 students (over five years) and is based on the idea that all students are reachable when history is made accessible and relevant for everyone. This innovative project fuses a rigorous program of professional development and university level course work focused on the study of major themes in American history based on the California History Frameworks and Common Core. Additionally, partner organizations will assist with teaching participants research skills, literacy skills, archival skills, and civic education. A Leadership Council consisting of the lead scholars, lead teachers, and representatives from the partnering organizations will meet at the beginning of the year to coordinate curriculum and to recruit students and teachers into the grant, mid-year to touch base about curriculum for the intensive summer academies, and at the end of the summer to review assessments and to make any changes for the following year.

Project Goals:

1. Improving Content Knowledge for Teachers and Students
2. Increasing Student Achievement
3. Developing Partnerships and Networking for Teachers
4. Developing College Ready Skills for Students
5. Developing Modernized Lesson Planning for Teachers with enriched content using new sources and new methods.
6. Introducing Teachers and Students to the rich resources of National Parks, National Monuments, and Historic Landmarks in California
7. Developing a better understanding of the importance of civic participation in a democratic society
8. Developing the ability to analyze historical movements and to understand civic responsibility in a democratic society.
9. Facilitating collaborative design of standards based curriculum focused on historical analysis, interpretation and content literacy skills (Teachers)
10. Devising, developing and writing a historical research paper using primary sources and accepted scholarly sources and incorporating information from the scholar program (Students).

Underserved students will have access to top scholars. They will gain additional content knowledge and improve college-going skills such as critical thinking, reading, and writing.

Despite the proximity of Fresno to a variety of national resources, many of our local students have never left the Fresno County area. This project will allow them to travel and to experience national parks, monuments, and historic places and will bring people who have lived through

historical events to them, so they can get firsthand knowledge and experiences. In essence, REACHABLE puts history within their reach. In addition, they will learn how federal, state, and local governments, along with citizens, create and maintain public spaces to demonstrate that through engagement, they can impact policy and be a part of making new history.

Project Design:

The Presidential Academy will serve 50 teachers a year for five years (250 total) from the Fresno Unified School District, the 4th largest District in the State of California. Each teacher accepted into the program will be responsible for identifying at least two students who would benefit from the Congressional Academy with priority going to students who might not otherwise have the opportunity to benefit from enriched summer curriculum. The Congressional Academy will serve 100 students per year (500 total). Both the Presidential Academies and the Congressional Academies will benefit from content level experts in history and civics as well as pedagogical experts and community partners. Both the Presidential Academy and the Congressional Academy will explore one theme each year for five years.

Year One: Liberty, Immigration and the American West in the late 19th century

Topics: Westward Movement, Native Americans, Mexican/Spanish populations, Industrialization, Immigration, Tourism, Conservation Movements, Depictions of the West

Travel Study: Yosemite National Park

Year Two: Liberty, Modern America, and the World

Topics: War, Immigration, Migration, Cold War, Modernity

Travel Study: San Francisco Bay Area (Rosie the Riveter WWII National Home Front Museum, Angel Island, Fort Baker, and Presidio)

Year Three: Liberty and Justice for All?

Topics: Civil Rights Movements, Women’s Movements, Global Americans

Travel Study: Central and Southern California (Colonel Allensworth State Park, Manzanar National Historic Site, César Chávez National Monument, Death Valley National Park)

Year Four: Repeat Year One

Year Five: Repeat Year Two

At the end of the Presidential Academy teachers will receive 2 units of graduate credit, a certificate of completion, and at least one fully implementable lesson with ancillary materials. Teachers will also leave with a support system of content experts and other local teachers as well as community connections. Scholars at California State University, Fresno will remain available to the teachers into the future.

At the end of the Congressional Academy, students will receive a Certificate of Completion and access to top scholars in the field with the potential to help write them letters of recommendation to colleges and institutes. Additionally, they will be better prepared for their upcoming school year, having had an intensive experience rich in content and in reading, writing and research skills. All students will choose a research topic at the beginning of the Academy in consultation with content experts and will develop that project throughout the seminar. They will leave with a completed research essay as well as a museum exhibit which they may be able to use as work samples for college applications, internship applications, and so on.

(ii) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Collaboration of Appropriate Partners Maximizes Effectiveness of Project Services	
Appropriate Partners	How Partners Maximize Effectiveness of Services
Fresno Unified School District (“FUSD”)	One major school district partner allows us to streamline and unify recruitment and delivery of program services,

	and to do so for high need students (the vast majority of FUSD students).
California History-Social Sciences Project (“CHSSP”)	The program brings in the expertise of the primary entity tasked with revising California’s History-Social Science Framework. The CHSSP also connects the program to its statewide professional learning network.
Fresno Historical Society (“FHS”)	The FHS offers the program regional expertise in collecting, preserving, and interpreting the stories, images, and resources of the region’s history to help understand our past and shape our future, tailored for the education of regional teachers and students.
Yosemite National Park (as well as activities in many other NPS sites)	Yosemite National Park is one of the oldest and grandest national parks in the U.S., and the project takes advantage of its geographical proximity. The project benefits from the high number of NPS sites in California (e.g., Death Valley, Manzanar, César Chávez, Fort Baker/Presidio, Angel Island, Rosie the Riveter WWII National Home Front)
California State University (“CSU”) Consultants:	
Dr. Andrea Johnson, CSU Dominguez Hills; History	The CSU system is one of the largest higher education systems in the world, and the project can pull in nationally known experts in history and civics such as Dr. Johnson.
National Consultants:	
The Leadership team will invite at least two nationally recognized scholars per year to speak to the students and teachers.	REACHABLE will pull in additional experts in history and civics, chosen to fit program themes (annually). Scholars will be chosen based on their content knowledge and ability to present to a general audience. The Leadership Council members will use their networks to pull in top scholars in appropriate fields.
Internal Departmental Partnerships:	
History, Political Science, Women’s Studies, African American Studies	The project is pulling from expertise that is siloed in different departments and unifying it. This broadens and deepens the teaching of history and civics.
Office of Institutional Effectiveness	
Dr. Melissa Jordine, Director of Assessment	Dr. Jordine is the university’s foremost authority on educational assessment, and she is also a Professor of History. The program has the enormous benefit of an assessment expert with discipline-specific expertise.
Hongtao Yue, Senior Research Analyst	Mr. Yue has over a decade of professional experience in data collection, validation, analysis, and publication to enhance institutional and programmatic effectiveness. He holds an M.S. in Statistics, with a Concentration in Applied Statistics. His stellar work has led to publications in peer-reviewed journals, disseminating programmatic evaluations at Fresno State as national models.

(iii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The Leadership Council for the REACHABLE project incorporates faculty with experience in teacher education (Dr. Lori Clune has been the credential advisor for ten years in addition to her academic experience); Fresno Unified teachers with M.A. degrees in History; content experts drawn from the Fresno State faculty and other universities; local experts from the Fresno Historical Society who have experience in creating hands on curriculum for school groups; and staff from the California History Social Science Project who have years of experience in creating content driven pedagogy for history and social science teachers. This combination allows the REACHABLE team to deliver up-to-date content-rich material to teachers and students from the Central Valley who lack access to professional development.

United States history and civics are usually taught as very separate subjects both in high school and in college. But, these two subjects go hand-in-hand, learning one complements the learning of the other, and thus teaching them as two sides of the same coin makes sense. As the acclaimed historian Peter Stearns notes, “A study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. Sometimes advocates of citizenship history hope merely to promote national identity and loyalty... But the importance of history for citizenship goes beyond this narrow goal...”¹

Government teachers teach the Constitution, law, voting, and democracy as interconnected elements, which inform citizenship. This grant seeks to bridge these two fields by including a professor of U.S. History, a professor of Political Science, a U.S. history teacher,

¹ Peter Stearns, “Why Study History,” [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998))

and a U.S. government teacher together with the resources of our community (state and national parks, the Fresno Historical Society, and scholars of U.S. history and civics). The grant also seeks to disrupt the usual linear model of history by talking about themes and by connecting national and international events to local history. Certainly, the history of California is inextricably intertwined with major events in 19th, 20th, and 21st century America. The authors of *Global Americans: A History of the United States*, argue, “With a global perspective, the narrative of U.S. history connects to the rest of the world not only through the actions of presidents, generals, and diplomats, but also through the experiences of business leaders, social activists, missionaries, workers, immigrants, refugees, athletes, musicians, artists, tourists and consumers.”² We would argue that the same is true of local history. The history of Yosemite National Park makes a perfect study of the ways in which tourism in the U.S. developed. It also allows us to study the peoples who resided in the region before (the Miwok) and to discuss changes in the way the park is conceived over time.

This grant is unique in that it will cover American history content but will do it with a focus on California and Central Valley history. For instance, Colonel Allensworth State Historic Park near the city of Bakersfield could figure prominently in two of the three years. It will be one of the sites visited in year three. The town was founded by an African American colonel in 1908 where people of all races lived equally under local laws and social codes. Allensworth defied Jim Crow-era California by, in his words, “trying to prove beyond a shadow of a doubt that the negro is capable of self respect and self control.”³ A teacher might develop a lesson plan for 11th grade students that incorporate photographs of the town, its residents, newspaper articles, interviews

² Maria Montoya, et al., *Global Americans: A History of the United States* (Boston: Cengage Learning, 2018), xviii.

³ http://www.parks.ca.gov/?page_id=24825

with local residents, and outside perspectives. This reorients the California history standards and national standards for 11th grade which focus on voting rights and civil rights legislation to a local perspective. Having learned about Colonel Allensworth State Park, teachers may choose to take their own students there as part of their curriculum. The Rosie the Riveter National WWII Homefront National Historic Park is a particularly interesting one. Located in the urban area of Richmond, California, the Park tells the story of the homefront effort. Often thought of as purely an industrial drive, the museum showcases the ways in which other things were needed in order for wartime industry to thrive. What had been the small town of Richmond became a boom town, necessitating housing, centers for commerce, and better transportation. The Richmond shipyards were among the first to employ not only women but also African Americans. “California received more interstate migrants than any other state, absorbing more than 1.5 million newcomers between 1940 and 1944. Between 1940 and 1943, migration for defense industry jobs helped expand the population of California by 72% .”⁴ The Park is yet another example of how students and teachers will learn how local and regional issues figure in the national narrative.

The National Council for History Education has articulated the importance of habits of mind, which once learned are not forgotten. According to the NCHE, “Thinking historically introduces students to the wonders of the past and fosters the ability to make judgments about the present. *History’s Habits of Mind* articulates this distinctive approach, one that leads towards engaging with and understanding the contemporary world and serves as a foundation for life-long, productive learning and active citizenship.”⁵ NCHE has consistently argued for the

⁴ General Management Plan, Rosie the Riveter World War II National Historic Park, 23. https://www.nps.gov/rori/learn/management/upload/3%20RORI_Chapter2Feb09.pdf

⁵ <http://www.nche.net/habitsofmind>

importance of teacher scholars in conveying knowledge to school children and instilling these habits of mind.

Although the AAC&U research focuses on success for postsecondary students, the research about High Impact Practices is just as relevant for teachers and students. The AAC&U has described ten high impact practices which lead to better learning, increased student retention, and increased student engagement. This grant focuses on a number of high impact practices such as collaborative assignments and projects, undergraduate research, community-based learning, and capstone courses and projects. Both the 11th and 12th grade students and the teachers in the program will benefit from all of these approaches.

B. Significance.

(i) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

The Leadership Council designed REACHABLE in detail, planning and aligning all components, matched to the program's specific goals (above) and learning outcomes (below). REACHABLE brings together a number of local entities which have had some connection but who do not regularly share resources. REACHABLE will allow and make regular the sharing of resources, content, pedagogy, and skills during the grant period. As the project progresses, the model of local cooperation will be formally in place and increasingly entrenched, allowing for continued development between the partners. California State University, Fresno provides at least fifty percent of the teachers through its credential program to Fresno Unified School District, but the two partners have not regularly collaborated on professional development. The Fresno Historical Society routinely reaches out to local school districts with its Time Travelers program which is a living history educational experience, inviting students to face-to-face

encounters with the people and the circumstances of American Civil War. Time Travelers helps students recognize what history is and how it touches and shapes their lives. By engaging with the “real people” of the Civil War, students construct a historical narrative they can relate to as they learn about past events and personalities.⁶ Fresno State houses the History Project@Fresno State (a branch of CHSSP) but due to lack of funding this project is largely stagnant. The grant will allow us to restore some of the programming and the partnership it provides.

The learning communities initiated by the REACHABLE grant will foster a culture of collaboration. Professional development, rather than being an isolated experience, becomes incorporated into the school day and into everything teachers do. Teachers can become siloed in their schools. REACHABLE builds connections across schools and districts which outlast the grant period. Since the demise of the Teaching American History grant program, teachers in the Central Valley have expressed concern that they do not receive regular professional development on history-related topics. Tobin Dean, a teacher at Washington Union High School in rural Easton, California, notes “in the post-TAH era, collaboration and facilitation of historically based lesson plans is entirely lacking.” Another teacher, Robin Sischo, who has been involved in creating REACHABLE, notes the Fresno Unified School District’s professional development for history and social sciences has been limited to how to adapt a lesson to Common Core standards but has included “no content and no history specific strategies.” The grant would help to pair experienced teachers with new teachers and teachers in isolated and rural districts with the larger Fresno Unified School District, providing lifelong collaboration opportunities for teachers.

Presidential Academy. Presidential scholars will be chosen in December so that the cohort will be established in January. From January to May the cohort will meet once a month for three

⁶ <http://www.valleyhistory.org/index.php?c=159>

hours of colloquia led by a scholar who is an expert in the field and a teacher who will provide teaching activities and teaching sources. In June, a two-week summer Presidential Academy will be held which will culminate in a travel study to sites which correspond to the topics under study. Teachers will reconvene after the trip and immediately before their school year begins to present their finished lesson plans to each other, to prepare for the year ahead, and to discuss the implementation of their post-tests. By the end of the program teachers will have received more than 90 hours of content and will return to their classrooms with at least one fully formed new lesson plan. Additionally, teachers will return to their classrooms with a network of teacher colleagues, mentors from the leadership team, and a variety of new resources.

Year One (repeats in Year Four): Liberty, Immigration and the American West

Topics: Westward Movement, Native Americans, Mexican/Spanish Populations, Industrialization, Immigration, Tourism, Conservation Movements and Depictions of the West

Travel Study: Yosemite National Park

Year I Readings:
Akhil Reed Amar, <i>America's Constitution: A Biography</i> (New York: Random House, 2005)
Eric Foner, <i>Reconstruction: America's Unfinished Revolution</i> (New York: Harper Collins, 1988)
Virginia Scharff, <i>Twenty Thousand Roads: Women, Movement and the West</i> (Berkeley: University of California Press, 2002).
Rachel St. John, <i>Line in the Sand: A History of the Western US Mexican Border</i> (Princeton: Princeton University Press, 2012).
Documents from the Gilder Lehrman Institute of American History (https://www.gilderlehrman.org).

Month	Topic	Hours/Presenters
Jan	Orientation/Introductions/Overview of Theme	3/CHSSP, FHS Leadership Team
February	Big picture. Post-Civil War America	3/Dr. Lori Clune Robin Sischo (RS) Jose Garza (JG)

March	Post-Civil War Congressional Changes/views of government	3/Dr. Lisa Bryant RS and JG
April	Westward Expansion and Native Populations	3/Dr. Lee-Oliver RS and JG
May	Westward Expansion and Mexican/Spanish Populations	3/Dr. Luis Fernando Macias RS and JG
June/ Summer Academy	Tying America's Past to Yosemite National Park: Tourism, Conservation, Art, and Architecture	8 hours day/5 days Leadership Team, Guest Scholars, Grant partners
June/ Summer Travel Study	Yosemite National Park	Approx. 10 hours day/3 days Leadership Team/Grant Partners
August	Presentations of Lesson Plans/Networking/Preparing for the Year Ahead	3/Leadership Team

Day 1: Big Picture: Historiographical Controversies in Post-Civil War America			
8:30-10:00	Historical Overview	Lecture	Dr. Lori Clune
10:00-12:00	Primary Source Analysis	Activity	<u>RS and JG</u>
1:00-3:00	Shifting Instruction in History Social Science	Lecture/Activity	CHSSP Partners
3:00-5:00	Themes in US History	Lecture/Activity	CHSSP Partners
Day 2: Westward Movement and its Impact on the West			
8:30-10:00	Images of the West: Myth vs. Reality	Lecture	Guest Scholar
10:00-12:00	Implementing the Frameworks	Lecture/Activity	CHSSP
1:00-4:00	Improving Student literacy	Lecture/Activity	CHSSP
4:00-5:00	Independent Lesson Planning Time	Activity	CHSSP Partners Leadership Team
Day 3: Westward Movement and Native Americans			
8:30-10:00	Westward Movement and Impacts on Native Americans	Lecture Discussion	Dr. Leece Lee-Oliver

10:00-12:00	Assessment in the History Course	Lecture/Activity	CHSSP
1:00-2:30	Dimensions of the New Framework	Lecture/Activity Q&A	CHSSP
2:30-4:30	Implementing Knowledge: Independent Lesson Planning Time	Activity	CHSSP Leadership Team
Day 4: Immigration			
8:30-10:00	Wave Upon Wave: Immigration and the Making of California	Lecture Discussion	Dr. Dan Cady
10:00-12:00	Primary Source Activity	Activity	JG and RS
1:00-5:00	Using Archival Sources in the Classroom	Lecture Discussion	Fresno Historical Society
Day 5: National Parks			
8:30-10:00	The Re-Discovery and Imaginative Conquest of Yosemite	Lecture Discussion	Dr. Dan Cady
10:00- 11:30	Primary Source Activity	Activity	RS and JG
1:00-3:00	Incorporating Literacy, Sources, and Knowledge into the Lesson Plan	Independent planning time	Leadership Team Fresno Historical Society
3:00-5:00	Closing and Trip Preparation		Leadership Team

Presidential Scholars Summer Travel Study:
Day 1: Travel from Fresno to Yosemite, motor coach tour of the valley, valley museum visit. Dinner Ranger Lecture Formation of the Park, History of Yosemite
Day 2: Breakfast Lecture on the Hudson River School of Photography Morning Art/Photography Project Lunch on your own Afternoon Visit to Art Archives in the Valley. Shuttle to Photo Sites. Dinner and campfire with education ranger
Day 3: Breakfast Lecture on Native Peoples in the Valley Morning time to work on Project Planning Lunch on your own Afternoon Visit to the Native American Museum. Shuttle to Indian Caves. BBQ Dinner at Wawona Hotel.

Bus home after Dinner

Year Two (repeats in Year Five): Liberty, Modern America and the World

Topics: War, Immigration, Migration, Cold War, Modernity

Travel Study: San Francisco Bay Area (Rosie the Riveter WWII National Home Front Museum, Angel Island and Fort Baker/the Presidio)

Year Two Readings:
Michael Adams, <i>The Best War Ever: Americans and WWII</i> (Baltimore: Johns Hopkins University Press, 2005).
Thomas Bender, <i>A Nation Among Nations: America's Place in World History</i> (New York: Hill and Wang, 2006).
Ira Katznelson, <i>Fear Itself: The New Deal and the Origins of Our Time</i> (New York: Norton, 2013).
Mae Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i> (Princeton: Princeton University Press, 2004).
Museum of Modern Art (MOMA): Dorothea Lange Collection. http://www.moma.org/collection/artist.php?artist_id=3373
National World War II Museum. http://nationalww2museum.org/
Ellen Schrecker. <i>The Age of McCarthyism: A Brief History with Documents</i> (New York: Palgrave, 2002).
United States Holocaust Memorial Museum. http://www.ushmm.org/

Month	Topic	Hours/Presenters
Jan	Orientation, Introductions, Overview of Theme	3/CHSSP, FHS, Leadership Team
Feb	The World War II Home Front	3/Dr. Melissa Jordine RS and JG
March	Civil Liberties? WWII Court Decisions	3/Dr. Lisa Bryant JG and RS
April	Japanese Internment	3/Guest Scholar RS and JG
May	Women in the Workforce	3/Guest Scholar RS and JG
June Academy	World War II, Immigration, Cold War, U.S. Identity	8 hours day/5 days Leadership Team, Guest Scholars, Grant partners

June Travel	Rosie the Riveter National Homefront Museum, Presidio National Park, Angel Island State Park	Approx. 10 hours day/3 days Leadership Team/Grant Partners
August	Presentations of Lesson Plans/Networking/Preparing for the Year Ahead	3/Leadership Team

Day 1: Big Picture/Historical Overview of the Period			
8:30-10:00	Historical Overview	Lecture	Dr. Lori Clune
10:00-12:00	Primary Source Analysis	Activity	RS and JG
1:00-3:00	Shifting Instruction in History Social Science	Lecture Activity	CHSSP Partners
3:00-5:00	Themes in US History	Lecture Activity	CHSSP Partners
Day 2: Civil Liberties: World War II and Congressional and Court Decisions			
8:30-10:00	WWII Court Decisions	Lecture	Dr. Lisa Bryant
10:00-12:00	Implementing the Frameworks	Lecture Activity	CHSSP
1:00-4:00	Improving Student literacy	Lecture Activity	CHSSP
4:00-5:00	Independent Lesson Planning Time	Activity	CHSSP Partners Leadership Team
Day 3: The Global Cold War			
8:30-10:00	The Cold War at Home and Abroad	Lecture Discussion	Dr. Lori Clune
10:00-12:00	Assessment	Lecture/Activity	CHSSP
1:00-2:30	Dimensions of the Framework	Lecture/Activity Q&A	CHSSP
2:30-4:30	Implementing Knowledge: Independent Lesson Planning Time	Activity	CHSSP Leadership Team
Day 4: World War II and Human Migration			

8:30-10:00	World War II and Civilian Migration	Lecture Discussion	Dr. Melissa Jordine Dr. Michelle DenBeste
10:00-12:00	Primary Source Activity	Activity	Jose Garza Robin Sischo
1:00-5:00	Using Archival Sources in the Classroom	Lecture Discussion	Fresno Historical Society
Day 5: WWII A Global Conflict			
8:30-10:00	WWII A Global Conflict	Lecture Discussion	Dr. Melissa Jordine
10:00-11:30	Primary Source Activity	Activity	RS and JG
1:00-3:00	Incorporating Literacy, Sources, and Knowledge into the Lesson Plan	Independent planning time	Leadership Team FHS
3:00-5:00	Closing and Trip Preparation		Leadership Team

Presidential Scholars Summer Travel Study:
Day 1: Travel from Fresno to Richmond, California. Snacks on Bus. Teachers should plan to bring lunch with them or to purchase lunch at the museum café. Visit to Rosie the Riveter WWII Home Front National Historic Park. Ranger led tour of the visitor center and environs. Visit to the Richmond Museum, the historic Maritime Child Development Center, and the historic Kaiser Hospital. Evening check into hotel. Dinner on your own.
Day 2: Breakfast Lecture Immigration Ferry to Angel Island Morning: Ranger led discussion and tour about the Coastal Miwok tribes and the early history of the island. Lunch Afternoon tour of the immigration station and Angel Island's later history
Day 3: Breakfast Lecture on Post World War II San Francisco Bus to Fort Baker and Presidio National Park. Ranger led tour of the Visitor Center, Officers Club, and the Military Intelligence Unit. Late afternoon departure for Fresno.

Year Three: Liberty and Justice for All?

Topics: Civil Rights Movements, Women's Movements, Global Americans

Travel Study: Manzanar National Historic Site, Death Valley, Colonel Allensworth State Historic Park, and Cesar Chavez National Historic Monument

Year Three Readings:
Charlotte Brooks. <i>Alien Neighbors, Foreign Friends. Asians American Housing and the Transformation of California</i> (Chicago: University of Chicago Press, 2009).
Mary Dudziak. <i>Cold War Civil Rights: Race and the Image of American Democracy</i> (Princeton: Princeton University Press, 2000).
Carlos Munoz. <i>Youth Identity and Power. The Chicano Movement</i> (New York: Verso, 2007).
Museum of Chinese in America. http://www.mocanyc.org/collections
Civil Rights History Project at the U.S. Library of Congress. www.loc.gov/collections/civil-rights-history-project/

Month	Topic	Hours/Presenters
Jan	Orientation/Introductions/Overview of Theme	3/all partners present
February	African Americans in California	3/Dr. Andrea Johnson RS and JG
March	Mexican Migrants, Mexican Radicals, and the Mexican Revolution	3/Dr. Romeo Guzman RS and JG
April	Civil Rights Legislation	3/Dr. Lisa Bryant RS and JG
May	Immigration Policies/Laws	3/Dr. Lisa Bryant/
June Summer Academy	Post-Cold War America, Immigration, Multiculturalism, Civil Rights Movements	8 hours day/5 days Leadership Team, Guest Scholars, Grant partners
June Summer Travel	Colonel Allensworth State Park, Manzanar National Historic Site, Cesar Chavez National Monument, Death Valley	Approx. 10 hours day/3 days Leadership Team/Grant Partners
August	Presentations of Lesson Plans/Networking/Preparing for the Year Ahead	3/Leadership Team

Day 1: Big Picture/Historical Overview of the Period			
8:30-10:00	Historical Overview	Lecture	Dr. Lori Clune
10:00-12:00	Primary Source Analysis	Activity	Robin Sisco Jose Garza
1:00-3:00	Shifting Instruction in History Social Science	Lecture/Activity	CHSSP Partners
3:00-5:00	Themes in U.S. History	Lecture/Activity	CHSSP Partners
Day 2: Women's Movements			
8:30-10:00	The Varieties of Women's Movements in the 20th and 21st Century	Lecture	Dr. Kathryn Forbes
10:00-12:00	Implementing the Frameworks	Lecture/Activity	CHSSP
1:00-4:00	Improving Student literacy	Lecture/Activity	CHSSP
4:00-5:00	Independent Lesson Planning Time	Activity	CHSSP Partners Leadership Team
Day 3: Asian Americans in a Post War America			
8:30-10:00	The Asian American Experience	Lecture/Discussion	Dr. Davorn Sisaveth
10:00- 12:00	Assessment	Lecture/Activity	CHSSP
1:00-2:30	Dimensions of the Framework	Lecture/Activity Q&A	CHSSP
2:30-4:30	Implementing Knowledge: Independent Lesson Planning Time	Activity	CHSSP Leadership Team
Day 4: Mexican Americans in the 20th and 21st Centuries			
8:30-10:00	The Mexican American Experience	Lecture/Discussion	Dr. Romeo Guzman
10:00- 12:00	Primary Source Activity	Activity	JG and RS

1:00-5:00	Using Archival Sources in the Classroom	Lecture/Discussion	FHS
Day 5: Changing Identities/Changing Values?			
8:30-10:00	Multiculturalism in the Courts and the Voting Booth	Lecture Discussion	Dr. Lisa Bryant
10:00-11:30	Primary Source Activity	Activity	JG and RS
1:00-3:00	Incorporating Literacy, Sources, and Knowledge into the Lesson Plan	Independent planning time	Leadership Team Fresno Historical Society
3:00-5:00	Closing and Trip Preparation		Leadership Team

Presidential Scholars Summer Travel Study:
Day 1: Leave Fresno and Travel to Manzanar National Historic Site. Ranger led tour and lecture. Lunch (teachers should plan to bring lunch or to buy lunch at one of the bus stops) Afternoon coach tour of Death Valley National Park Stay overnight in Pahrump or Tacopa
Day 2: Breakfast Lecture on Mining and Gold in Death Valley Morning: Ranger led discussion and tour of Death Valley Late afternoon departure for Bakersfield. Overnight in Bakersfield.
Day 3: Breakfast Lecture on California's African American Heritage Depart for César Chávez National Monument. Docent led tours and activities. Leave by noon for Colonel Allensworth State Park Docent led tours and activities. Late afternoon departure for Fresno.

Congressional Academy. Congressional Scholars will be selected via nominations from teachers participating in the Presidential Academies. Each teacher will be responsible for nominating at least two students. The teachers' nomination will need to address why the student is a qualified candidate for the Congressional Academy. Students will be chosen based on their likelihood to benefit from the program. Priority will be given to students who have not had access to this type of educational opportunity, students who are or will be college ready but may

not be college aware, students who come from high-need and/or first-generation backgrounds, and students who demonstrate academic potential but are missing skills such as historical research, academic writing, and critical thinking.

Congressional Academies will consist of two pre-summer meetings, a week of in-class local curriculum, and a travel study. Each Congressional Academy will follow a similar schedule with content knowledge varied according to the year's theme. Selected students will gather for an orientation and overview in March. If necessary we will hold two separate evening sessions so that all students can attend. In April students will meet in learning cohorts of ten students with teachers and mentors and work to hone their research topic for the Academy. Once students have identified their research topic, the leadership team will distribute appropriate reading and prepare students for the Academy ahead. Each Academy will begin with historical overview followed by time for students to develop their research projects for the week. At the end of the two weeks, students will have a completed research project and an accompanying museum project which makes use of primary source artifacts. Students will broaden and deepen their understanding of history and civics, they will gain valuable research skills, they will receive mentoring and tutoring in literacy and writing skills, they will develop historical thinking skills, and they will gain crucial information literacy skills. Students will be staying in dorms and will have access to the library in after class hours. We will also develop evening programming, giving students the opportunity to interact with professors, local politicians and policy makers, and university representatives. At the end of each Congressional Academy, each student will have the opportunity to present his or her research in a public forum to interested community members, teachers from the Presidential Academy, and the Leadership Council. Each student

will receive a Certificate of Completion as well as a personalized letter discussing their research project and their academic skills.

Year One (repeats in Year Three): Liberty, Immigration and the American West in the Late 19th Century

Topics: Westward Movement, Native Americans, Mexican/Spanish populations, Industrialization, Immigration, Tourism, Conservation Movements, Depictions of the West

Travel Study: Yosemite National Park

Date	Topic	Hours/presenters
January	Teacher Nominations due to Leadership Team	3/Leadership Team
March	Student Orientation Overview of the Program	3/Leadership Team and Partners
April	Student group meetings with Teacher/Mentors	Leadership Team 3 hours with follow-up
April-June	Assigned research	3/Leadership Team
June	One-week academy	8hr/day programming evening activities Leadership Team and Partners
June	Travel Study	8-10 hours/day Leadership Team Park docents
August	Student Presentations (students will present in their groups of ten).	6/Leadership Team Teachers Invited Guests

List of Possible Topics (to be distributed at March Orientation):	
Westward Movement Manifest Destiny, Native American Wars, California, Railroads Expansion, Black Migration, Kansas Nebraska Act	Native American Pre-American Culture, Native American Citizenship, Last Native American Council, Indian Schools, California Native Americans, Massacres
Mexican/Spanish Populations Discrimination, Contributions	Immigration Chinese Exclusion Act, Citizenship Process, Immigration Quotas
Industrialization Factories, Transportation Revolution, Farming, Growth of Urban Centers	Tourism Roots of Tourism, Accounts of the West, Tourist Industry
Conservation Movements John Muir, Galen Clarke, Hetch Hetchy Valley	Depictions of the West Western Artists, Glorification of the West, Famous Frontier Towns

Day 1: Big Picture. Historical Skills.			
Reading: Excerpts from Frederick Jackson Turner's Frontier Thesis			
8:00-10:00	Big Picture. Historical Controversies in Post-Civil War America	Lecture	Dr. Lori Clune
10:00-11:00	Primary Source Analysis	APCPOV Method	Robin Sischo/Jose Garza
11:30-12:00	Discussion about Themes, Research	Discussion	Leadership Team
1:00-2:00	Library Tour	Library	Librarian
2:00-3:00	Library Research Presentation/Electronic Databases	Library	Librarian
3:00-4:30	Independent Project Research	Library	Leadership Team/Graduate Students/Librarians
4:30-5:00	Cohort Peer Review	Showing Progress	Leadership Team/Graduate Students

Day 2: Post Civil War Congressional Changes/Views of Government			
Reading: Excerpts from Sitting Bull's "Railway" Speech (1883)			
8:00-10:00	Views of Government Congressional Changes	Lecture	Dr. Lisa Bryant
10:00-11:00	Importance of Civic Participation	Activity	Jose Garza/Robin Sischo
11:30-12:00	The Writing Process	Lecture Discussion	Robin Sischo/Jose Garza
1:00-2:00	Writing in History	How To	Leadership Team
2:00-4:00	Independent Project Research	Library	Leadership Team/Graduate Students/Librarians
4:00-5:00	Cohort Peer Review	Showing Progress	Leadership Team/Graduate Students
Day 3: Westward Expansion and Native Populations			
Reading: "Hill the Indian and Save the Man," Speech by Richard Henry Pratt (1892)			
8:00-10:30	The Re-Discovery and Imaginative Conquest of Yosemite	Lecture/Discussion	Dr. Dan Cady
10:30-11:30	Nationalism and the Meaning of Citizenship	Reading Activity/Sources	Robin Sischo/Jose Garza
11:30-12:00	Citation Activity	Formatting Bibliography	Robin Sischo/Jose Garza
1:00-4:00	Independent Project Research	Library	Leadership Team/Graduate Students
4:00-5:00	Cohort Peer Review	Showing Progress	Leadership Team/Graduate Students
Day 4: Westward Expansion and Mexican/Spanish Populations			
Reading: Excerpts from the Homestead Act and Indian Appropriations Act of			

1871			
8:00-10:00	The American West Borderlands	Lecture	Visiting Lecturer
10:00-11:30	Nationalism and the Meaning of Citizenship	Activity Discussion	Robin Sischo Jose Garza
11:30-12:00	Citation Activity	Formatting Bibliography	Robin Sischo/Jose Garza
1:00-4:00	Independent Project Research	Library	Leadership Team/Graduate Students
4:00-5:00	Cohort Peer Review	Showing Progress	Leadership Team/Graduate Students
Day 5: The Development of the National Parks/Yosemite as an Example			
Reading: https://www.nps.gov/yose/index.htm, especially oral history section			
8:00-10:00	The Development of the National Parks/Yosemite as an Example	Lecture	Dr. Andrea Johnson
10:00-11:00	Conservation vs. Preservation	Reading and Discussion Activity	Robin Sischo/Jose Garza
11:30-12:00	Essay Peer Review	Activity	Leadership Team/Graduate Students
1:00-3:00	Independent Project Research	Library	Leadership Team/Graduate Students
3:00-4:30	Closing Activity, Travel Study Preparation	Lecture Discussion	Leadership Team

Congressional Scholars Travel Study:
Day 1: Travel from Fresno to Yosemite, motor coach tour of the valley, valley museum visit. Dinner Ranger Lecture Formation of the Park, History of Yosemite
Day 2: Breakfast Lecture on the Hudson River School of Photography Morning Art/Photography Project Lunch on your own

<p>Afternoon Visit to Art Archives in the Valley. Shuttle to Photo Sites. Dinner and campfire with education ranger</p>
<p>Day 3: Breakfast Lecture on Native Peoples in the Valley Morning time to work on Project Planning Lunch on your own Afternoon Visit to the Native American Museum. Shuttle to Indian Caves. BBQ Dinner at Wawona Hotel. Bus home after Dinner</p>

Year Two (repeats in year Five): Liberty, Modern America and the World

Topics: War, Immigration, Migration, Cold War, Modernity

Travel Study: San Francisco Bay Area (Rosie the Riveter WWII National Home Front Museum, Angel Island, and Fort Baker/the Presidio

Date	Topic	Hours/presenters
January	Teacher Nominations due to Leadership Team	Leadership Team
March	Student Orientation Overview of the Program	3/Leadership Team and Partners
April	Student group meetings with Teacher/Mentors	3/Leadership Team
April-June	Assigned research	3/Leadership Team
June	One-week academy	8 hours/day with evening activities
June	Travel Study	Approx. 10 hrs/day
August	Student Presentations (students will present in their groups of ten)	6/Leadership Team Teachers Invited Guests

List of Possible Topics (to be distributed at March Orientation):	
<p>War Dropping the Atomic Bomb, Tuskegee Airmen, Women in the Workforce, Island Hopping & Pacific Campaign, Pearl Harbor Attack, Japanese Internment Camps, Fred Korematsu Case</p>	<p>Immigration Holocaust, Red Scare, Immigration Restrictions/Quotas</p>

Migration Black Migration, Growth of Cities, Native American Reservations	Cold War Space Race, U2 Incident, Cuban Missile Crisis, Korean War, Berlin Blockade/Airlift
Modernity 19th amendment The Harlem Renaissance The New Deal 1950s modernization of the home Civil Rights events (e.g., Montgomery Bus boycott, Brown v Board, Selma march) The Great Society	

Day 1: Big Picture. Historical Skills.			
Reading: Excerpts from Truman Doctrine Speech, “A Fateful Hour” (1947)			
8:00-10:00	Big Picture. Historical Controversies in WWII America	Lecture	Dr. Lori Clune
10:00-11:00	Document Activity/Primary Source Analysis	Activity	Robin Sischo
11:30-12:00	Discussion about Themes, Research	Discussion	Leadership Team
1:00-2:00	Library Tour	Library	Librarian
2:00-3:00	Library Research Presentation/Electronic Databases	Library	Librarian
3:00-5:00	Independent Research	Library	Leadership Team/Graduate Students
Day 2: Civil Liberties? WWII and Court Decisions. Evaluating Sources			
Reading: Excerpts from Harlan Fisk Stone dissent in Minersville School District v. Gobitis			
8:00-10:00	Give Me Liberty: What Citizens Should Know about Constitutional Rights.	Lecture	Dr. Lisa Bryant

10:00-11:00	Document Activity	Activity	Jose Garza Robin Sischo
11:00-12:00	Writing Process	Lecture Discussion	Jose Garza Robin Sischo
1:00-2:00	Writing in History	The How To	Leadership Team
2:00-4:00	Independent Research	Library	Leadership Team/Graduate Students
4:00-5:00	Cohort Peer Review	Library	Leadership Team/Graduate Students
Day 3: Japanese Internment			
Reading: https://www.nps.gov/manz/index.htm, Dorothea Lange collection and oral histories			
8:00-10:00	It Can't Happen Here: The Creation and Implementation of Executive Order 9066 - Japanese Internment	Lecture	Visiting Speaker
10:00-12:00	Using Archival Documents	Activity	Fresno Historical Society
1:00-3:00	Document Activity: Fresno's Role in EO 9066	Activity	Fresno Historical Society
3:00-5:00	Independent Project Research	Library	Leadership Team Graduate Students Fresno Historical Society
Day 4: Women at War/Women in the Workforce			
Reading: https://www.nps.gov/rori/index.htm			
8:00-10:00	Women at War/Women in the Workforce	Lecture and Discussion	Visiting Lecturer
10:00-11:00	Note Taking Strategies	Reading and Note Taking Activity	Robin Sischo Jose Garza
11:30-12:00	Citation Activity	Formatting	Robin Sischo

		Bibliography	Jose Garza
1:00-4:00	Independent Project Research	Library	Leadership Team Graduate Students
4:00-5:00	Cohort Peer Review	Showing Progress	Leadership Team Graduate Students
Day 5: Immigration/US Identity			
Reading: Excerpts from John F. Kennedy “Civil Rights Address” (1963)			
8:00-10:00	Who Are We? What we mean when we talk about American identity.	Lecture	Dr. Lisa Bryant
10:00-11:00	Activity	Activity	Dr. Lisa Bryant
11:00-12:00	Introduction to Museum Project	Lecture and Discussion	Robin Sisco Jose Garza
1:00-2:00	Immigration Document Analysis	Activity	Robin Sisco Jose Garza
2:00-4:00	Independent Project Research	Library	Leadership Team Graduate Students
4:00-5:00	Closing, Travel Study Prep	Lecture Discussion	Leadership Team Graduate Students

Congressional Scholars Travel Study:
Day 1: Travel from Fresno to Richmond, California. Snacks on Bus. Students should plan to bring lunch with them or to purchase lunch at the museum café. Visit to Rosie the Riveter WWII Home Front National Historic Park. Ranger led tour of the visitor center and environs. Visit to the Richmond Museum, the historic Maritime Child Development Center, and the historic Kaiser Hospital. Evening check into hotel. Dinner on your own.
Day 2: Breakfast Lecture Immigration Ferry to Angel Island Morning: Ranger led discussion and tour about the Coastal Miwok tribes and the early history of the island. Lunch Afternoon tour of the immigration station and Angel Island’s later history
Day 3: Breakfast Lecture on Post World War II San Francisco Bus to Presidio National Park. Ranger led tour of the Visitor Center, Officers Club, and the Military Intelligence Unit.

Later afternoon departure for Fresno.

Year Three: Liberty and Justice for All?

Topics: Civil Rights Movements, Women’s Movements, Global Americans

Travel Study: Central and Southern California (Colonel Allensworth State Park, Manzanar National Historic Site, Death Valley National Park, Cesar Chavez National Monument)

Date	Topic	Hours/presenters
January	Teacher Nominations due to Leadership Team	Leadership Team
March	Student Orientation Overview of the Program	3/Leadership Team and Partners
April	Student group meetings with Teacher/Mentors	3/Leadership Team
April-June	Assigned research	3/Leadership Team
June	One-week academy	8 hours/day with evening activities
June	Travel Study	Approx. 10 hours/day
August	Student Presentations (students will present in their groups of ten)	6/Leadership Team Teachers Invited Guests

List of Possible Topics (to be distributed at March Orientation):	
Civil Rights Movements Civil Rights Act of 1964 Voting Rights Act of 1965 AIM: American Indian Movement Black Militantism (e.g., Nation of Islam, Black Panthers) Stonewall Riots United Farm Workers/César Chávez	Global Americans California proposition 187 Reagan and Amnesty Rodney King Riots Controversy over Bilingual Education The rise of multiculturalism The Secret War and Hmong Immigration “Don’t Ask, Don’t Tell” policy
Women’s Movements Title IX Equal Rights Amendment “The Feminine Mystique” and its impact Equal Pay Act	

Day 1: Big Picture. Historical Skills.			
Reading: Selected Documents from: http://www.nationalarchives.gov.uk/education/resources/civil-rights-in-america/			
8:00-10:00	Big Picture. Historical Controversies in Modern America	Lecture	Dr. Lori Clune
10:00-11:00	Primary Source Analysis Activity	APCPOV Method	Robin Sischo Jose Garza
11:30-12:00	Discussion about Themes, Research	Discussion	Leadership Team
1:00-2:00	Library Tour	Library	Librarian
2:00-3:00	Library Research Presentation/Electronic Databases	Library	Librarian
3:00-5:00	Independent Research	Library	Leadership Team/Graduate Students
Day 2: African Americans in California Evaluating Sources			
Reading: Excerpts from Martin Luther King, "Letter from a Birmingham Jail"			
8:00-10:00	African American Experience in California: Great Migration to Present Day	Lecture	Dr. DeAnna Reese
10:00-11:00	Document Activity	Activity	Jose Garza Robin Sischo
11:30-12:00	Writing Process	Discussion	Robin Sischo Jose Garza
1:00-2:00	Writing in History	The How-To	The Leadership Team
2:00-4:00	Independent Project Research	Library	Leadership Team Graduate Students
4:00-5:00	Cohort Peer Review	Library	Leadership Team

			Graduate Students
Day 3: Mexican Americans in California			
Reading: Selections from the Foundation Document of Cesar Chavez National Monument https://www.nps.gov/cech/index.htm			
8:00-10:00	Mexican Americans in California	Lecture	Dr. Romeo Guzman
10:00-11:00	Analysis of differing accounts of the same incident	Activity	Robin Sischo/Jose Garza
11:30-12:00	Note Taking Strategies	Using their notes	Robin Sischo/Jose Garza
1:00-3:00	Independent Project Research	Library	Leadership Team/Graduate Students
4:00-5:00	Intro to Museum Project	Activity	Leadership Team/Graduate Students
Day 4: Civil Rights Legislation			
Reading: Library of Congress Primary Sources on Mexican Americans and their Communities http://www.loc.gov/teachers/classroommaterials/primarysourcesets/mexican-americans/			
8:00-10:00	Civil Rights Legislation	Lecture	Dr. Lisa Bryant
10:00-11:00	Primary Sources from the Period	Reading Activity	Robin Sischo/Jose Garza
11:30-12:00	Citation Activity	Formatting Bibliography	Robin Sischo/Jose Garza
1:00-3:00	Independent Project Research	Library	Leadership Team/Graduate Students

4:00-5:00	Cohort Peer Review	Showing progress	Leadership Team/Graduate Students
Day 5: Immigration, Multiculturalism, Civil Rights Movements			
Reading: Excerpts from Betty Friedan, The Feminine Mystique			
8:00-10:00	Immigration, Multiculturalism, Civil Rights Movements	Lecture	Guest Scholar
10:00-11:00	Primary Source Activity	Reading and discussion Activity	Robin Sischo/Jose Garza
11:30-12:00	Essay peer review	Activity	Leadership Team Graduate Students
1:00-3:00	Independent Project Research	Library	Leadership Team/Graduate Students
4:00-5:00	Closing, Travel Study Prep	Lecture/Discussion	Leadership Team/Graduate Students

Congressional Scholars Travel Study:
Day 1: Leave Fresno and Travel to Manzanar National Historic Site. Ranger led tour and lecture. Lunch (teachers should plan to bring lunch or to buy lunch at one of the bus stops) Afternoon coach tour of Death Valley National Park Stay overnight in Pahrump or Tacopa
Day 2: Breakfast Lecture on Mining and Gold in Death Valley Morning: Ranger led discussion and tour of Death Valley Late afternoon departure for Bakersfield. Overnight in Bakersfield.
Day 3: Breakfast Lecture on California's African American Heritage Depart for César Chávez National Monument Docent led tours and activities. Depart at lunch for Colonel Allensworth State Historic Park Docent led tours and activities Late afternoon departure for Fresno.

(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.

The primary goal of the grant is to enable teachers and students to more effectively analyze relevant information and apply their knowledge. Analysis of historical movements and of civic responsibilities in a democratic society is crucial. Teachers will be developing sophisticated lessons that go well beyond teaching content, and grant activities will require both students and teachers to analyze different kinds of sources and to communicate views on complex issues. Students will also be required to research specific topics and develop arguments regarding key issues. A secondary goal of the grant is to facilitate collaboration between teachers across schools and grade levels and among students working on projects and to provide greater access to resources especially those that have become available in the last decade. The Leadership Council agreed upon a set of transparent and specific outcomes that made building capacity realistic and measurable and that drove the high quality Project Design described above.

Learning Outcomes for Teacher Participants:

1. Demonstrate advanced discipline specific knowledge
2. Apply critical thinking skills to analyze diverse sources
3. Collaborate with other teachers
4. Identify and formulate a plan to improve College Ready Skills for Students
5. Develop current lesson plans with enriched content using new sources and new methods
6. Teachers will understand and explain the significance of National Parks, National Monuments, and Historic Monuments in California
7. Develop a better understanding of the importance of civic participation in a democratic society

8. Collaborate to develop standards based, common core curriculum focused on historical analysis, interpretation and content literacy skills

Learning Outcomes for Student Participants:

1. Develop and demonstrate a thorough understanding of key issues
2. Analyze primary and secondary sources
3. Analyze arguments and comparatively analyze different views
4. Demonstrate proficiency in written communication
5. Effectively collaborate on activities and during discussions
6. Make effective evidence-based arguments based on research

TABLE: Assignment Template
<p>Congressional Academy Assignment Overview: Students, through a step-by-step process, will develop the skills necessary to research and write a high quality essay, write an essay on a self-selected topic, create a virtual museum, and present their essay and museum to their peers, and community members. In addition to preparing students to be college and career ready, learning, and practicing research and writing skills, the projects and essays may be able to be used as work samples for college applications, for National History Day projects, for internships, and for preparing students to be College and Career Ready.</p>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Choose a research topic focused on the year's theme • Gather sources relevant to their topic • Analyze primary and secondary sources • Evaluate the usefulness of gathered sources • Summarize source material • Create an essay outline, first draft, revised essay, and a final draft essay • Format a bibliography • Organize images, and artifacts, into a coherent sequence, suitable for a virtual museum • Produce a four- to six-minute virtual museum, using iMovie, or other available software • Present finished project to peers and community members

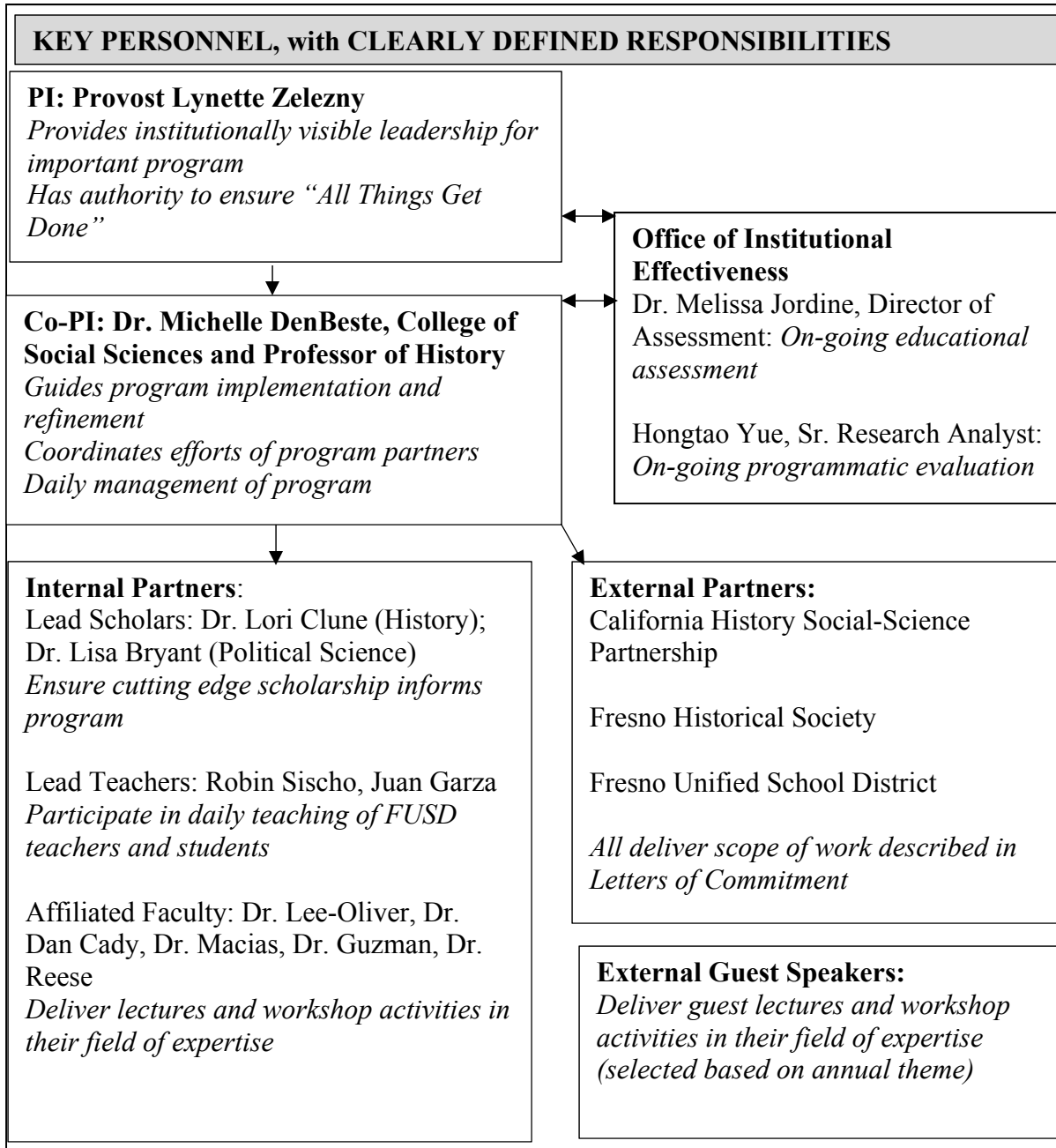
<p>Time Frame Student projects will be completed during a five-day summer academy.</p> <p>Standards California History Social Science Frameworks http://www.cde.ca.gov/ci/hs/cf/sbedraftthssfw.asp</p> <p>Grade 11 and Grade 12 California Common Core State Standards http://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf</p> <ul style="list-style-type: none"> ○ Pages 80-89 (<i>see also</i> Appendix C)
<p>Procedures:</p> <ol style="list-style-type: none"> 1. Student participants will be given project topic choices. 2. Student participants will select a topic from the list. 3. Student participants will be divided into cohort groups, based on their topic selections. 4. Student participants will meet with cohort group members, and lead teacher, prior to summer academy. 5. Student participants will follow the daily schedule of activities.
<p>Assessment and Summary:</p> <ul style="list-style-type: none"> • Student participants will meet with cohorts daily to check for understanding of daily tasks and progress on project. • Students essays, museum displays, and project presentations will be evaluated based on the rubrics provided

C. Quality of the Management Plan.

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

Time Commitments of Key Personnel Are Adequate To Meet Project Objectives		
Personnel	Time	How Effort Meets Objectives
PI Team (Provost, Dean)	5% - 10%, as needed	Executive leadership ensures things “get done.”
Lead Scholars (Clune, Bryant)	One’s month dedicated time	Sufficient spring semester time for preparatory work; summer pay covers two weeks fully.
Lead Teachers (Sischo, Garza)	Annual stipend (to allow effort to be adjusted as needed throughout the year)	The substantial annual stipend (\$10,000) provides for sufficient year-round effort. Both are employed by Fresno Unified School District and periodically teach as adjuncts at the University. They are deeply connected with both educational

		institutions, understanding the needs and structure of both.
Affiliated faculty (Lee-Oliver, Reese, Macias, Guzman, Cady)	\$500 stipend (honorarium)	The stipend respects their expertise and time needed to deliver a lecture.
Project Assistant (graduate student)	150 hours annually	Sufficient hours throughout the year, providing logistical support as needed.
Partners (CHSSP, Fresno Historical Society)	Eight (8) hours	Eight (8) equals a full two days' worth of executive level consultation with the Leadership Council
Educational Assessment (Dr. Jordine)	Annual stipend (to allow effort to be adjusted as needed throughout the year)	The substantial annual stipend (\$10,000) provides for sufficient year-round effort. This support on-going assessment of learning outcomes and communication with Leadership Council about results.
Evaluator (Hongtao Yue)	Annual stipend (to allow effort to be adjusted as needed throughout the year)	The substantial annual stipend (\$10,000) provides for sufficient year-round effort. This supports on-going programmatic evaluation and communication with Leadership Council about results.



MANAGEMENT TIMETABLE: (Annual Cycle for Fresno State will run from October 1 through September 30)		
Tasks/Activities	Milestones	Timetable
Leadership Council convenes (PI, Co-PI, all faculty)	Launch process. Formalize structure. Hire staff. Schedule monthly meetings.	October 1, 2017, annually thereafter
Program Orientation Meeting (Council, educational assessment expert, program evaluation, and external partners)	Gets everyone on same page. Coordinates effort. Key stakeholders understand milestones and plans to attain.	November 1, 2017, annually thereafter
Streamlined recruitment of FUSD teachers	50 teachers recruited (Y1). Y2 – Y5: Competitive, merit-based recruitment in place. Early notices of acceptance so teachers can plan.	Y1: Nov-Dec recruitment; Jan, cohorts formed Y2-Y5: Sept-Oct recruitment Nov – application period Dec – notice of acceptance
Streamlined recruitment of FUSD students	Teachers nominate 100 student candidates; students recruited	Jan 15 – cohorts formed, annually thereafter.
Presidential Academy Delivered	Early orientation, followed by high interest lectures in spring, and intensive Academy in summer	January (orientation) through August (lesson plans presented)
Congressional Academy Delivered	Early orientation, followed by high interest lectures in spring, and intensive Academy in summer	January (orientation) through August (lesson plans presented)
<u>Dissemination and Evaluation</u> Educational Assessment Expert and Program Evaluator collect and analyze data.	A body of validated data suitable for multiple purposes, e.g., program refinement, national dissemination.	On-going, all years. Annual deadline: August 30
Disseminate results via professional networks (e.g., conferences, listservs, LinkedIn groups).	Active stimulation of on-going local, regional, and national discussion on teaching of U.S. history and civics	Sept 30: annual dissemination begins
Council performs a comprehensive assessment and incorporates in next year's program	Informed assessment of progress toward objectives; data-based decision making about annual refinement of program.	September 30, annually thereafter

(ii) Adequacy of Mechanisms To Ensure High-Quality Products and Services	
Strategy	How It Ensures High-Quality
PI Team (Provost, Interim Dean of College of Social Sciences/History Professor)	Highly visible leadership with authority to “get things done.” Project stakeholders have access to executive level guidance.
Partners (California History-Social Sciences Project, Fresno Historical Society)	Ensures statewide pool of expertise for both Academics
Paired Scholars (History—Lori Clune; Political Science—Lisa Bryant)	Ensures balanced input of experts in U.S. history and civics; complementary learning of history and civics
Paired Lead Teachers (History—Robin Sischo; Government—Jose Garza)	Ensures sufficient teaching capacity for Academics; complementary learning of history and civics
Affiliated Faculty (5)	Provides comprehensive expertise, e.g., expertise in Latinx, gender, Native American, and African American studies, and multicultural education.
Educational Researcher (Dr. Melissa Jordine)	Dedicated expert ensures time and skill needed to conduct valid, on-going assessment of learning outcomes.
Program Evaluator (Hongtao Yue)	Dedicated senior research analyst ensures time and skill needed to collect, validate, and analyze data, both quantitative and qualitative

D. Quality of the Project Evaluation.

The evaluation of this program has two components: (a) educational assessment to measure the learning of teacher and student participants in the Academics, and (b) programmatic evaluation to measure the fidelity of implementation to the program’s mission, goals, and structure and to guide refinement during the out years of program implementation.

(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.

Component 1 Education Assessment: Dr. Melissa Jordine, currently serving as the Director of Assessment for Fresno State, will conduct the educational assessment of the program.

She will examine the actual work produced by teachers and students in the Academies as well as students who are taught by faculty that complete the grant. These assessment activities will evaluate understanding and show growth and improvement by both faculty and students. There are three stages and aspects to this assessment of participants and of the impact teachers who complete the grant have on students who take their classes.

A. Assessment: Teachers Participants

The grant faculty/leaders who will work with teachers as they develop their lesson plans will conduct formative assessment by asking teachers to explain key ideas and offer analysis of sources and presentations. Summative assessment will consist of a formal evaluation of a lesson plan submitted when teachers apply to the grant as well as the final version of the lesson plan that teachers create as part of the grant requirements. The rubric for the lesson plan will have criteria related to several areas. These areas include the application of knowledge (does the lesson go beyond lecturing and demonstrate advanced knowledge of the issues); resources and content (does the lesson incorporate appropriate and recent sources and views); aspects of lesson/activities (does the lesson require students to analyze sources and can the required assignments/activities be used to evaluate career and college ready skills in students). Teachers will improve their content knowledge and the use of sources in individual lesson plans by a minimum of 20%. Furthermore, teachers will be expected to score at least a 4 out of 5 on the lesson plan developed during the grant, and it is also expected that their final lesson plan will score at least one point higher than the initial lesson plan they submitted which will demonstrate their growth and the knowledge they gained as a result of participation in the grant.

B. Assessment: Student Participants

Students who participate in the grant are required to conduct research, with support and feedback, and write a research paper. The final version of the research paper will be evaluated using a rubric. The key areas that will be evaluated by the rubric are application of knowledge, proficiency in written communication, and validity of evidence-based argument. Students will be expected to improve content knowledge and written communication skills by 20%.

C. Assessment: Students in classes taught by Teacher Participants

It can be difficult to genuinely evaluate the impact of individual lessons in light of the fact that students are often still processing the material and due to time constraints. However, teachers participating in the grant will be required to measure the impact of the new lesson on students. Teachers who enroll in the grant will review the pre-post test during the first few months in the grant. In the first semester (Fall) after they complete the year-long grant cycle, they will be required to give the pre-test to students during the first week of classes and the post-test to students during the last week of classes. Students are expected to improve a minimum of 20% as measured by a comparison of the pre- and post-test. This grant will take a new approach by asking teachers to give pre- and post-tests that do not consist of multiple choice questions but instead asks students to compose several brief responses that enable teachers to evaluate not just knowledge but critical thinking and writing skills. Teachers will also be able to comparatively analyze the knowledge and skills of students before and after the lesson and this will be used to assess “value added” beyond the 20% improvement in content and critical thinking skills. In addition, each student will complete a survey asking them to evaluate their own skills and level of engagement with the lesson. Teachers will be introduced to the assessment plan at the grant

orientation and will choose one of their courses, to be taught during the next academic year, to be the evaluative section.

Component 2 Programmatic Evaluation: The project will coordinate with the Office of Institutional Effectiveness at Fresno State, and will be assigned a programmatic evaluator, Mr. Hongtao Yue, M.S. Statistics. In order to evaluate program implementation, Mr. Yue will first create a rubric for the project implementation based on stated goals and the project design, and he will use this to guide evaluation of the project implementation process and related activities. Mr. Yue will have access to ongoing program management documents (e.g., agenda and minutes from monthly meetings of Leadership Council, recruitment material, Academies' syllabi, number of teachers and students completing the Academies) as well as products (e.g., teachers' lesson plans, students' museum exhibits). A second vital aspect of assessment will be to determine the extent to which participants are engaged and making progress toward program goals. Mr. Yue will administer pre- and post-survey to gauge participant satisfaction, to identify goals achieved, and to elicit feedback. The evaluator will also have an initial, mid-year, and end-of-year interviews with the Interim Dean, Michelle DenBeste, who is responsible for the daily guidance of the REACHABLE. Mr. Yue will make a yearly site visit to the Presidential Academy and the Congressional Academy, to observe program activities and to conduct focus groups with participants and their instructors. Focus group data will be used to clarify and expand upon data collected via surveys. Finally, the proposed program presents an opportunity to examine pipeline data for a specific pool of student participants. Though we will only have access to pipeline data for those students who later enroll at California State University, Fresno, this data will allow an examination of program impacts for that pool of student participants.

The combination of quantitative and qualitative data will allow for depth of analysis of program implementation, lessons learned, and successes in achieving the stated goals (e.g., to improve the academic outcomes of high-need students). It will particularly allow for targeted revision where most needed during the entire grant period. Data analysis will be used to enhance program performance in every area that supports teacher and student success.

A three-pronged, mixed methods approach (Creswell & Plano Clark, 2011) will be used to evaluate program effectiveness. The purpose is to: 1) monitor program implementation, 2) assess the efficacy of program activities in moving participants towards project goals, and 3) report on the summative effects of the project. In addition, Mr. Yue will conduct an evaluation of 4) program impacts for the pool of students who later enroll at California State University, Fresno.

1. Implementation Evaluation

To evaluate implementation, four sets of questions will be posed: (a) What recruitment activities occur and how successful are they in attracting teachers and target students (high need)? (b) How many teachers and target students are recruited, enrolled, and retained? (c) Are partnering organizations and individuals involved early and regularly? and (d) Are the Academies delivered on time in Y1 and as represented in the proposal?

2. Formative Evaluation

The formative evaluation is responsive (Stake & Ambra, 2005) and will gather data on the quality and effectiveness of the program in recruiting and retaining teachers of history and civics and 11th and 12th grade high need students in the Fresno Unified School District.

Specific evaluation questions for participants (teachers, students, and their course instructors):

- a. *From the participants' perspective*, how and to what extent do project services support the development of the identity, knowledge, and efficacy as history and civics teachers?
- b. How and to what extent do project services build interest, knowledge, and efficacy for the high school students in the subject matter?

In the surveys, participants will be asked to report on the quality of project services and to assess the strengths and limitations of REACHABLE from their perspectives. Participants will be asked to reflect on their educational progress. These data will be analyzed using open and axial coding techniques (Strauss & Corbin, 1998), as they are collected to inform decisions concerning project directions. Results will be communicated to the Leadership Council during the site visit and at the end of each year.

3. Summative Evaluation

Each year data from the implementation and formative components will be pooled to write an annual report detailing program activities, outcomes, successes, and lessons learned. For the summative evaluation, the following additional questions will be asked:

- a. In what ways has program recruitment attracted and retained high-need students?
- b. What is the completion rate of teachers and students altogether?
- c. Is there a difference in interest, knowledge, and sense of efficacy for the teachers and for the students pre- and post-Academy?

During years four and five, the programmatic evaluator will cross analyze data collected to assess long term impacts of the project on participants.

4. Program Impact

Mr. Yue will collect and analyze the following data along the educational pipeline: 1). High school transcript data, the grades of the high school courses related to American History, Civics,

and Government, and California Common Core state standard test scores; 2). College readiness data including high school GPA, SAT/ACT scores, AP courses, English and/or Mathematic remediation requirements, college readiness (or UC and CSU A to G readiness); 3). College application data by survey student participants, including college major applied and the reference letters; and 4). College enrollment and performance data included the majors enrolled, college GE courses data, and retention and graduation.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Component 1 Educational Assessment: This is high value, so Dr. Melissa Jordine will give oral reports on the results during the monthly meetings of the Leadership Council as well as provide written quarterly reports to the Leadership Council. Her reporting will be a formal agenda item for every monthly meeting of the Leadership Council, with generous time for discussion. Follow up communication (e.g., in-person smaller meetings, conference calls, email exchanges) will be tracked and the revisions to the program to enhance participants' gains in understanding will be similarly documented. Rigor, transparency, and accountability will be the three standards applied consistently.

Component 2 Programmatic Evaluation: Upon notice of award, Hongtao Yue will hold a "start-up" meeting with the Leadership Council and key personnel. The objective is that milestones gauging the progress and the effectiveness of the REACHABLE program in its entirety must be understood by all stakeholders and used to assess the performance of the program. He will hold an initial, mid-year, and end-of-year meetings to ensure ongoing communication and review of evaluation methods and findings, to expedite the use of findings as performance feedback and for project improvement, and to anticipate and address evaluation

challenges. Finally, Mr. Yue will develop a database including all results from the educational assessment and programmatic assessment and then develop a set of interactive project dashboards using Tableau. These dashboards will visually demonstrate the project assessment data and allow the project team and the related partners to analyze the project's implementation and performance in a timely manner. The dashboards will be updated on the regular (or annual) basis.

The program evaluation is designed to provide comprehensive and scientifically objective information, while ensuring regular, practical dissemination of findings and recommendations for the success of the program at California State University, Fresno.

Request To Waive Part of 100% Cost Share Requirement. California State University, Fresno is one of 23 campuses in the CSU system, the most underfunded segment of California's struggling higher education system according to current State reports. The recent recession exacerbated the CSU's and so the campus' severe fiscal challenges. While California is enjoying an economic recovery, *when adjusted for inflation* core funding per CSU student in 2015-2017 is still lower than in 2007-2008. After years of shrinking state investment in higher education, students have had to pick up the tab, with tuition tripling over the last 20 years. In March, the CSU Trustees voted 11-8 to increase tuition yet again to fill the gap in state funding. Trustees passed the controversial hike in order to hire critically needed faculty and add more classes. The State of California's provisional budget for the CSU did provide for an additional \$157.2 million—but that was less than half of the amount needed to continue to provide the quality of education, which has long been a source of CSU pride. The remaining shortfall was \$168 million, leading to the tuition hike. Operating with this fiscal constraint, California State University, Fresno would face serious hardship in meeting the cost share. In respect for the

merits of the Department of Education program, we would like to contribute as much as possible toward the program costs. The university has a negotiated 40% indirect cost rate agreement and will waive these costs in order to make a substantial contribution by absorbing all indirect costs for running the program.