

DEPARTMENT OF EDUCATION

[CFDA No. 84.215X]

Office of Innovation and Improvement—Teaching American History Grant Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2003

Note to Applicants: This notice is a complete application package. Together with the statute authorizing this program and the Education Department General Administrative Regulations (EDGAR), this notice contains all of the information, application forms, and instructions needed to apply for a grant under this competition.

Purpose of Program: Teaching American History grants support projects to raise student achievement by improving teachers' knowledge, understanding, and appreciation of traditional American history. Grant awards assist local educational agencies (LEAs), in partnership with entities that have extensive content expertise, to develop, document, evaluate, and disseminate innovative, cohesive models of professional development. By helping teachers to develop a deeper understanding and appreciation of traditional American history as a separate subject matter within the core curriculum, these programs improve instruction and raise student achievement.

Note: The Secretary construes traditional American history to mean the following: Traditional American history teaches the significant issues, episodes, and turning points in the history of the United States, and how the words and deeds of individual Americans have determined the course of our Nation. This history teaches how the principles of freedom and democracy, articulated in our founding documents, have shaped—and continue to shape—America's struggles and achievements, as well as its social, political, and legal institutions and relations. Traditional history puts its highest priority on making sure students have an understanding of these principles and of the historical events and people that best illustrate them.

Eligible Applicants: Local educational agencies (LEAs)—including charter schools that are considered LEAs under State law and regulations—working in partnership with one or more of the following entities:

- Institutions of higher education (IHEs);
- Non-profit history or humanities organizations; and
- Libraries and museums.

Note: Groups of LEAs interested in submitting a single application must follow the procedures for group applications in 34

CFR 75.127–75.129 of the Education Department General Administrative Regulations (EDGAR).

Notification of Intent To Apply for Funding: The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of LEAs that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant to notify the Department with a short e-mail noting the intent to submit an application for funding. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit it. The Secretary requests that this e-mail notification be sent no later than June 6, 2003, to Christine Miller at: teachingamericanhistory@ed.gov.

Applicants that fail to provide this e-mail notification may still apply for funding.

Deadline for Transmittal of Applications: July 7, 2003.

Deadline for Intergovernmental Review: September 5, 2003.

Estimated Available Funds: \$99,350,000.

Estimated Range of Awards: Total funding per grant, for a three-year project period is \$350,000–\$1,000,000 for LEAs with enrollments of less than 300,000 students; \$500,000–\$2,000,000 for LEAs with enrollments above 300,000 students.

Estimated Average Size of Awards: Total for all three years is \$500,000.

Maximum Award Amount: The total amount of funding that an LEA may receive under this competition is \$2,000,000.

Estimated Number of Awards: 100–125.

Note: The Department of Education is not bound by any estimates in this notice.

Project Period: Up to 36 months.

Please note that applicants for multi-year awards are required to provide detailed budget information for the total grant period requested. The Department will determine at the time of the initial award the funding levels for each year of the grant award.

Note: To provide the applicant the capacity to effectively plan for and carry out the comprehensive long-term activities involved in ongoing, intensive professional development, to establish partnerships to support this work, and to document and demonstrate the effectiveness of its program for future dissemination, the Secretary anticipates awarding the entire three-year grant amount for the project at the time of the initial award.

Page Limits: Applicants are strongly encouraged to limit the application

narrative to no more than 20 single-sided, double-spaced pages printed in 12 point font or larger. If the applicant is addressing the competitive priority for evaluation, the narrative should be limited to 25 pages. The page limitation does not include the title page, Application for Federal Assistance (ED 424), one-page abstract, the budget summary form (ED 524) and the narrative budget justification, any curriculum vitae, the bibliography of literature cited, or the assurances and certifications.

The following standards are preferred: (1) A “page” is 8.5” x 11” (one side only) with one-inch margins (top, bottom, and sides). (2) Use 12-point font for all text in the application narrative.

The page limit does not apply to the cover sheet, the one-page abstract, budget section, appendices, and forms and assurances.

Applicable Regulations and Statute:

(a) *Regulations.* The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 85, 86, 97, 98 and 99. (b) *Statute.* Part C, subpart 4, of Title II of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.

Description of Program: Students who know and appreciate the great ideas, issues, and events of American history are more likely to understand and exercise their civic rights and responsibilities. Their understanding of traditional American history will be enhanced if it is taught as a separate academic subject and not as a component of social studies. Teachers must have strong content knowledge to teach students effectively about the significant issues, episodes, individuals, and turning points in the history of the United States.

The Teaching American History Grant program will support projects to raise student achievement in traditional American history by improving teachers' knowledge, understanding, and appreciation for American history through intensive, ongoing professional development. Project activities should enable teachers to develop further expertise in American history subject content, teaching strategies, and other essential elements of teaching to higher standards. Projects should be driven by a coherent, long-term plan and should be evaluated on the basis of their impact on teacher effectiveness and student learning. This assessment should guide subsequent professional development efforts.

This program will demonstrate how LEAs and institutions with expertise in traditional American history can