

collaborate over a three-year period to ensure that teachers develop the content knowledge and skills necessary to teach traditional American history effectively as a separate academic subject. In addition to any dissemination conducted directly by grantees, the Department intends to take the products and information resulting from this grant program and share the results with other communities.

Under this program, applicants must propose projects that—

- Develop and implement high-quality in-service or pre-service professional development that provides educators with content knowledge and related teaching skills to prepare all students to achieve to higher standards in American history; and
- Develop and implement strategies for sustained and on-going collaboration that will take place over the course of at least three years among teachers and outside experts to improve content knowledge and instruction in traditional American history.

Applicants should consider projects that include at least one or more of the following activities:

- Supporting participation of teams of teachers in summer institutes and summer immersion activities designed to improve content knowledge and instruction in traditional American history.
- Supporting school-based collaborative efforts among teachers, including programs that facilitate teacher observation and analyses of fellow history teachers' classroom practice to improve content knowledge and instruction.
- Developing programs to assist new history teachers in the classroom, such as programs that employ—
  - (a) Mentoring and coaching by trained mentor teachers over the entire grant period;
  - (b) Team teaching with experienced history teachers; or
  - (c) Providing release time for observation and consultation with experienced history teachers.
- Providing collaborative professional development experiences for veteran history teachers.
- Supporting LEA collaboration with history departments at IHEs to improve content understanding and quality of instruction in the LEA.
- Developing programs to improve history knowledge and instruction, and therefore student achievement, in high-poverty areas or for disadvantaged students.
- Establishing and maintaining professional networks, focused specifically on teaching traditional

American history, that provide a forum for interaction among teachers and that allow for the exchange of information.

- Providing guidance to teachers on the use of technology to provide access to primary historical documents and develop effective presentations of historical content.
- Creating materials documenting the implementation and benefits of the program and products for other educators to use in the course of teaching American history as a separate subject within the core curriculum.

#### Annual Meeting

Budgets must include funds for at least two project staff members to attend a two-day annual meeting of the Teaching American History Grant program in Washington, DC, each year of the project. Applicants must include funds to cover travel and lodging expenses for these training activities during each year of the project.

#### Priorities

This competition focuses on three priorities that are explained in the following paragraphs. To be considered for funding, each applicant must address the absolute priority regarding Collaboration with Other Agencies. The competitive preference priority for evaluation allows an applicant to earn additional points beyond the 100 points provided under the selection criteria.

**Absolute Priority:** Collaboration With Other Agencies or Institutions

(a) Each applicant must propose to work in collaboration with one or more of the following entities:

- Institutions of higher education;
- Non-profit history or humanities organizations; or
- Libraries or museums.

(b) The applicant must identify the entity or entities with which it will collaborate and include in its application an assurance from appropriate officials of those entities that they will work with the applicant in implementing the proposal.

Under 34 CFR 75.105(c)(3) we consider only applications that meet this absolute priority.

**Competitive Preference Priority:**

Under 34 CFR 75.105(c)(2)(i), we award up to an additional 20 points to an application, depending on how well the application meets this competitive preference priority. These points are in addition to any points the application earns under the selection criteria. In reviewing applications that address this competitive preference priority, we consider awarding additional points only to those applicants with top-ranked scores on their selection criteria. We

expect that up to 10 applicants will receive these additional competitive preference points.

Competitive preference points can be earned by a project designed to determine, through a rigorous evaluation, whether the implemented program produces meaningful effects on student achievement or teacher performance.

Evaluations using an experimental design are best for determining program effectiveness. Thus, the project will ideally use an experimental design under which participants—that is, students, teachers, classrooms, or schools—are randomly assigned (a) to receive the program being evaluated or (b) to be in a control group that does not receive the program. Evaluations using an experimental design will receive up to 20 points in addition to any points the application earns under the selection criteria.

If random assignment is not feasible, the project may use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching program participants—that is, students, teachers, classrooms or schools—with non-participants having similar pre-program characteristics. Evaluations of this type will receive up to 15 points in addition to any points the application earns under the selection criteria.

Proposed evaluations that use neither experimental designs with random assignment nor quasi-experimental designs using a matched comparison group will receive 0 points under this competitive preference priority.

The program evaluator should collect—before the program commences and after it ends—valid and reliable data that measure the impact of participation in the program or in the comparison group.

We determine points under this priority by the quality of the proposed evaluation. We consider the extent to which the applicant presents a feasible, credible plan that includes the following:

- The type of design to be used (that is, random assignment or matched comparison).
- Outcomes to be measured.
- A discussion of how the applicant plans to assign students, teachers, classrooms, or schools to the program or match them for comparison with other students, teachers, classrooms, or schools.
- A proposed evaluator, preferably independent, with the necessary