

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #16 (2006-2007)

August 28, 2006

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: ACCEPTANCE OF GRANT AWARD: TEACHING AMERICAN HISTORY

ASD Goal: Increase student academic achievement using data to guide adoption of curriculum, methods, materials, and professional development specifically designed to ensure that each group as designated by No Child Left Behind makes adequate yearly progress

RECOMMENDATION:

It is the Administration's recommendation that the School Board approve and authorize the Superintendent to accept a grant from the U.S. Department of Education in the amount of \$893,901 for a three-year project to improve teachers' knowledge and understanding of American history.

PERTINENT FACTS:

The District's Social Studies program has won its second Teaching American History (TAH) Grant Program award. This competition supports professional development models that deepen teachers' understanding and appreciation of American history while enriching classroom instruction, with expectations of measurable gains in student achievement.

The three-year project expands and extends Project Clio, launched in FY 2003 with TAH grant support. Project Clio has prepared a cadre of teachers at the elementary, middle school, and high school levels to deliver the adopted American History curriculum using best practices and primary sources. This cadre of teacher leaders will serve as mentors over the next three years for a second wave of teachers in grades five, six, eight, and ten, where American History is emphasized in the K-12 program. Major partners in this effort are the University of Alaska Anchorage (UAA), the Alaska Humanities Forum, and the National Archives. The initiative is integral to the Social Studies Department's

Six-Year Instructional Plan. The course of studies for teachers is anchored by a dynamic series of credit courses and summer institutes featuring highly respected local and national scholars. The evaluation plan includes a quasi-experimental design by the Institute of Social and Economic Research at UAA that compares aggregate American history achievement of students whose teachers have taken part in the professional development with students whose teachers have not taken part.

Primary grant expenditures are for added duty and travel for professional development and for contracted services for content expert consultants, visiting scholars, and evaluators. The budget also includes a salary for a part-time project coordinator; materials for training and curriculum; and travel to Washington D.C. for an annual project directors' meeting. Release time supports peer classroom observations and coaching; workshops on curriculum design and assessment; and preparation for teacher leaders.

Budget Summary, Three Years:

	<u>FY 2007</u>	<u>FY 2008</u>	<u>FY 2009</u>
Salaries	\$43,150	\$44,859	\$46,667
Added Duty	\$15,555	\$15,555	\$15,555
Substitutes	\$18,240	\$18,240	\$18,240
Fringe Benefits	\$27,415	\$28,037	\$28,693
Staff Travel	\$20,020	\$20,020	\$20,020
Supplies/Materials	\$34,600	\$27,900	\$26,400
Contracted Services	\$82,500	\$82,424	\$85,419
Other (extra help)	\$11,873	\$11,873	\$11,873
Total Direct	\$253,353	\$248,908	\$252,867
Indirect Costs	\$12,110	\$11,898	\$12,087
Training Stipends (added duty)	\$34,226	\$34,226	\$34,226
TOTAL	\$299,689	\$295,032	\$299,180

CC/RG/ES/PM/LV/MH/SE/BT

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