

Library of Congress Teaching with Primary Sources Eastern Region

Call for Proposals

Brief Overview:

Applications for grants between \$ 5,000 and \$15,000 are accepted on a rolling basis. Funding is provided for projects that will conclude by January 1, 2011, though it is expected that projects would be sustained beyond the funding cycle. Applications should be limited to five pages plus attachments. Funded projects require quarterly reporting and grant funds are disbursed upon submission of appropriate documentation of expenditures.

Background:

The mission of the Library of Congress Teaching with Primary Sources program is to build a consortium that fosters collaborations between the Library and the educational community to increase instructional use of Library of Congress digital primary sources within K-12 classrooms. The program contributes to the quality of education by deepening content understanding and improving student literacy in our nation's schools.

Teaching with Primary Sources (TPS) Eastern Region, coordinated by Waynesburg University, is charged with facilitating the growth of the TPS network through the systematic integration of TPS methods and materials throughout the educational community within the eastern region of the United States.

Reaching from Maine through Florida, the TPS Eastern Region includes seventeen states and the District of Columbia. Educational and cultural institutions throughout the region are supported in implementing primary source-focused educational programs for K-12 teachers providing training, materials and financial support to successful applicant projects. Funding for this initiative is provided by the Library of Congress. These initiatives will enhance the development of the nationwide TPS consortium.

Overall Goals of the Teaching with Primary Sources Program:

1. Provide online and classroom-based primary source-based professional development programs nationwide.
2. Increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices.
3. Implement standards-based learning experiences that improve student ability to critically examine primary sources.
4. Build patronage of the Library's digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources.

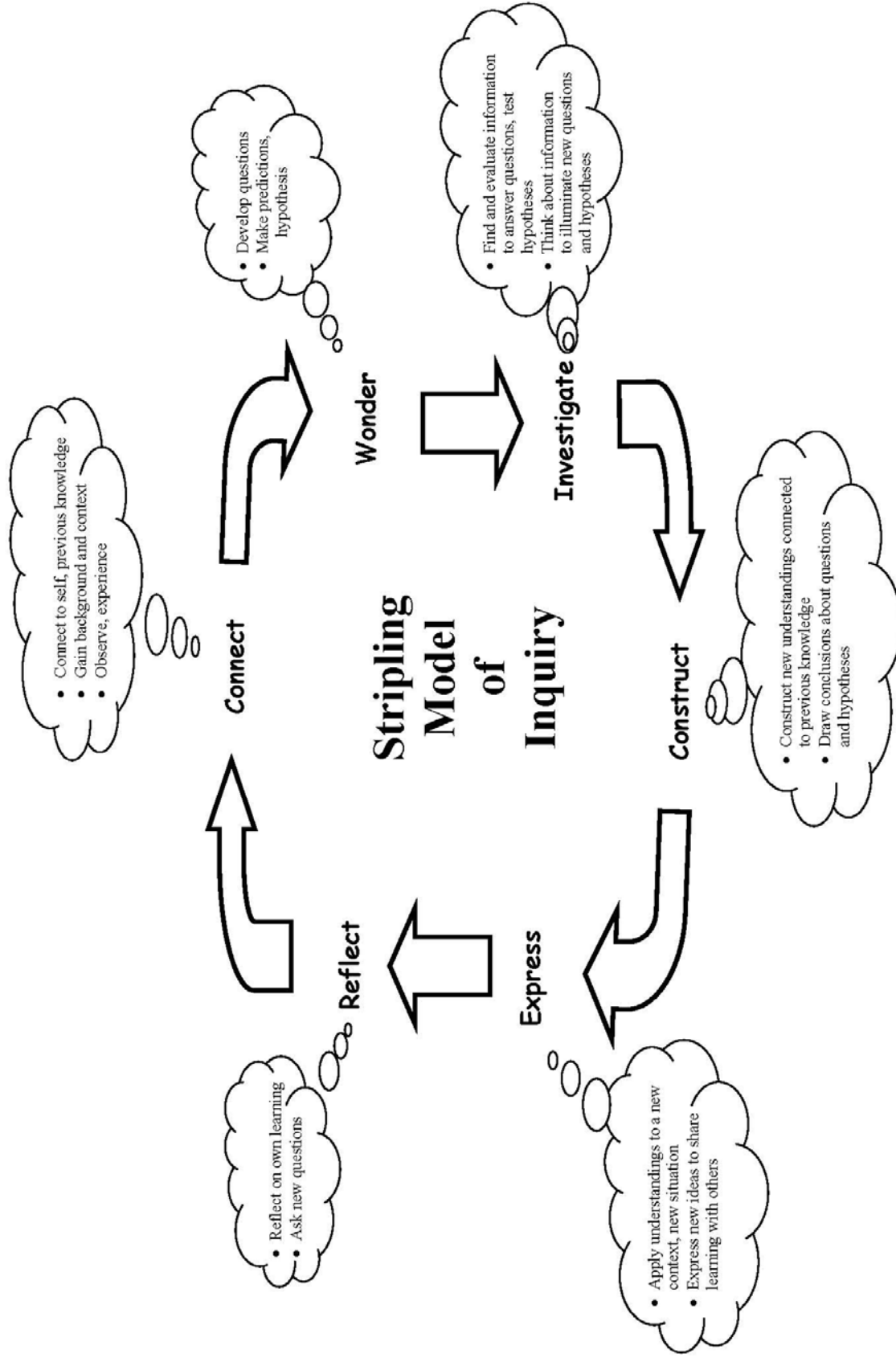
Grant Funding Opportunities:

Teaching with Primary Sources (TPS) Eastern Region is currently accepting s for the integration of primary sources in existing pre-service and graduate-level education curriculum and teacher professional development programs. Additionally, cultural institutions and other community organizations may be partners within these programs.

Project s should discuss expected measurable impact and stakeholder benefits (in-service and pre-service educators, educational systems, and community partners) and sustainability of the project beyond the funding cycle. Responders should indicate how they would approach the task of delivering and disseminating content. Library of Congress funding for this grant program is limited to direct costs to ensure maximum educational impact.

Objectives for Grant Projects May Include:

- Differentiating between primary sources and secondary sources
- Analyzing primary sources
- Teaching with primary sources (instructional uses in curricula)
- Exploring primary sources and teaching materials from www.loc.gov (purposes for using the site and navigating the site)
- Understanding legal and ethical use of digital resources (interacting with digital collections of primary sources)
- Understanding inquiry-based instruction (See Stripling Model of Inquiry on page 3.)
- Creating inquiry activities with primary sources (See Stripling Model of Inquiry on page 3.)
- Presenting exemplary TPS products at educational conferences
- Publishing in online and print journals



Stripling, Barbara. Inquiring Minds Want To Know: Using Primary Sources To Guide Inquiry-Based Learning. *Presentation Library of Congress TPS Program*, Washington, D.C., May 5, 2009.

Opportunities for Collaboration with TPS Eastern Region:

- Training for affiliate partner projects available through TPS Eastern Region or TPS Direct
 - Online
 - In-person
- Tools available for support of successful projects
 - Telephone conferences
 - Printed materials
 - Blog
 - Email
- Evaluation to be used in proposed project
 - Develop tools for evaluation of program impact
 - Review and evaluate program models
- Quarterly Reporting (See Appendix C)
 - First of April, June, September, and December
 - Narrative Report with Budget Summary

Grant Application Review Guidelines: (See also Appendix B)

A successful grant application will include careful analysis of the intended audience, an explanation of the content that will be included in the proposed project, an overview of the projected budget and timeframe for implementation, and a goal statement about how the project will be sustained after the completion of the grant cycle.

- **Audience**
 - existing professional network with educators
 - needs assessment of local target audience
 - ability of target audience to impact K-12 students
- **Project Scope/ Content**
 - uses of primary sources
 - Library of Congress sources
 - local sources
 - implementation methods
 - train-the-trainer (required aspect of project)
 - one-off workshops
 - course revision
 - curriculum integration
 - dissemination methods
 - train-the-trainer
 - web distribution
 - publications
 - presentations

- analysis/evaluation methods/tools
- **Feasibility**
 - projected budget
 - grant amount
 - matching funds
 - reach and know-how to provide workshops/courses to a reasonable number of educators
 - timeframe for implementation
 - alignment with TPS goals
 - un-served area and constituency within TPS Region
 - increase educators' ability to lead inquiry-learning based on primary sources
- **Sustainability**
 - integration into existing educational organizations
 - alignment with local goals/objectives
 - institutional support
 - alignment with existing programs/curriculum
 - plan for sustaining project beyond funding cycle

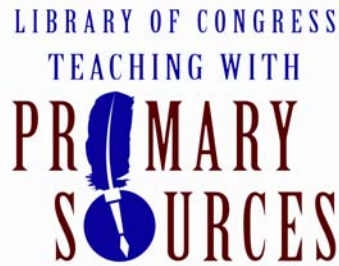
TPS Eastern Region:

- | | |
|-------------------------|--------------------|
| 1. Connecticut | 10. New Jersey |
| 2. Delaware | 11. New York |
| 3. District of Columbia | 12. North Carolina |
| 4. Florida | 13. Pennsylvania |
| 5. Georgia | 14. Rhode Island |
| 6. Maine | 15. South Carolina |
| 7. Maryland | 16. Vermont |
| 8. Massachusetts | 17. Virginia |
| 9. New Hampshire | 18. West Virginia |

Funding and Timeline:

Submit application to Barbara Kirby on a rolling basis. Projects must begin after October 2007 and conclude before January 1, 2011. Call or email Barbara Kirby with questions: 724-852-3388 or bkirby@waynesburg.edu.

Appendix A: Grant Application Format



Teaching with Primary Sources

Eastern Region

Grant Project Application

<Name of Applicant Organization>

<Project Name>

<Name of Project Director>

I. Brief Description of Applicant Institution (as it relates to the project)

- How did you hear of this grant opportunity?
- How do TPS program goals align with those of your institution/organization?

II. Affiliated Institutions (attach or mail letters of support)

III. Target Audience (See page 3)

- Number of Educators to be Expected to be Reached
- Methods for Dissemination
- Outcomes and Sustainability
- Expectations for Collaboration

IV. Project Scope/Content (attach vitas/bibliographies of primary investigator(s) and content expert(s))

V. Project Feasibility

- Narrative description of budget and timeline with time and effort estimates (potential uses include: train-the trainer costs, marketing materials, faculty grants to integrate TPS into existing curriculum (pre-service, graduate and/or professional development)
 - 20% Local Match (In-kind or direct costs)
 - Grant funds to be used for direct (billable) costs only
- Plan for Sustainability beyond Grant Funding

Attachment A: Budget Plan for Project

Attachment B: Project Implementation Timeline

****Note: Applications should be limited to five pages plus attachments.**

Attachment A

<Project Name>

<Grantee Institution>

Budget Plan for Grant Project

Category (See next page)	Description of Expense	Grant Funds	In-Kind
Hired Instructors		\$	\$
Materials			
Equipment			
Facilities			
Travel			
Other			
Totals (Rounded to nearest dollar)		\$	\$

Budget Plan Category Descriptions

Hired Instructors – Fees for hired instructors (under contracts for work) to deliver specific program events or contractors providing professional and consulting services rendered by members of a particular profession who are not employees of your institution. Travel costs are reported under “Travel”.

Materials – Examples are handbooks, manuals, or other printouts distributed at conferences or trainings.

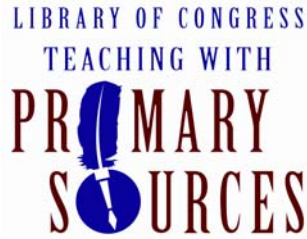
Equipment– Equipment that facilitates TPS program-specific activities. Total allocation must be no more than 5% of your total budget.

Facilities – Only rent is allowable.

Travel – Costs include transportation, lodging, and subsistence, and incidental expenses.

Other – Additional expenses should be included. You will need to insert additional line items into the budget plan and provide a brief description of each item.

Appendix B: Scoring Rubric



Grant Application Scoring Rubric

Audience (Up to 10 points)
NETWORK: Describes thoroughly the connection between grant institution/affiliates, targeted local educator group(s), and TPS.
RECRUITMENT: Describes a solid plan for recruiting targeted audience for participation.
NEEDS ASSESSMENT: Assessment of the needs of the target audience is included. Application describes how these needs will be met.
ULTIMATE IMPACT: Effectively communicates how the targeted audience will impact K-12 students.
Scope/Content (Up to 10 points)
PRIMARY SOURCES: Specific LOC and local primary sources are described in detail AND these sources are used to promote critical thinking through inquiry based learning.
INTEGRATION STRATEGIES: Project plan demonstrates sound strategies for the integration of content knowledge with digital primary source materials.
IMPLEMENTATION METHODS: An appropriate variety of implementation methods is planned. -- train-the trainer -- one-off workshops -- course revision -- K-12 curriculum integration
DISSEMINATION METHODS: Plan for distributing information about Library of Congress resources and TPS methods. -- train-the trainer -- web distribution -- publications -- presentations
EVALUATION: Application describes appropriate methods and tools for evaluating impact and sustainability of project.
Feasibility (Up to 10 points)
BUDGET PLAN: Budget includes detailed line items and 20% matching funds. Sufficient supplemental explanation is provided.
TIMELINE: Comprehensive timeline to achieve project goals is provided and seems realistic.
TPS REACH: Application addresses delivering TPS methods and/or materials to an un-served area and constituency within the Eastern TPS region.
Sustainability (Up to 10 points)
EXISTING STRUCTURE: Enhances existing professional development of in-service and/or pre-service educators.
INSTITUTIONAL SUPPORT: Support of the project by affiliate institutions is well-documented.
STANDARDS ALIGNMENT: Project is clearly aligned with state curriculum standards and nationally recognized professional development guidelines.
BEYOND FUNDING: Excellent plan for sustainability beyond initial funding cycle.
Total Points Awarded to Project Application: (Out of 40)

Appendix C: Quarterly Reporting Format



Teaching with Primary Sources Eastern Region Sub-Grantee

<Project Name>

<Grantee Institution>

Quarterly Narrative Report

<Dates of Period Covered by this Report>

Quarterly reports Due: April 1st, June 1st, September 1st, and December 1st

Brief Overview of Strategy Implementation

- Related to overall timeline
- Specific to this quarter

Experiences and Activities

- Numbers and description of pre- and in-service teachers reached (grade level, subjects taught, etc.)
- List of Congressional districts reached (Please use www.house.gov and the complete Zip codes of schools where participants are employed.)
- Implementation experiences (successes and challenges)
- Reflections on experiences
 - impact on teaching procedure
 - impact on student learning

Lessons Learned

- What factors are associated with:
 - Successful/unsuccessful adoption or use of TPS in the classroom?
 - particular student populations?
 - particular content areas/classroom formats/teaching techniques? technology integration?
- Intended revisions
- Support received/needed from TPS Eastern Region
- Recommendations for TPS program in general

Future Plans

- Upcoming quarter
 - Description of changes to proposed timeline (if necessary)
 - Related to overall timeline of grant project
- Beyond funding cycle



**Teaching with Primary Sources
Eastern Region Sub-Grantee**

<Project Name>

<Grantee Institution>

Quarterly Budget Summary Report

<Dates of Period Covered by this Report>

	Total Current Quarter Expenditures (I)	Cumulative Expenditures to Date (II)	Total Budget (III)	Available Balance
Hired Instructors				
Materials				
Equipment				
Facilities				
Travel				
Other				
Total Program Costs				

Under the cooperative agreement, partners have authority to change allocations among budget categories, provided that the combination of all changes will not exceed 5% of the total budget (i.e. the three year total from Exhibit C of the cooperative agreement). Any change that exceeds 5%, must be approved by the TPS Eastern Region in writing.