

# University of Northern Colorado - Teaching with Primary Sources Regional Pilot Project

## Opportunity for Funding from Library of Congress to promote use of primary sources in learning

### Focus area: organizations that serve educators in Nevada and Wyoming

If you are part of an organization that serves educators in Nevada or Wyoming, we invite you to submit proposals to participate in the Library of Congress Teaching with Primary Sources Regional Pilot project to run through December of 2009.

This regional pilot project is initiated and funded by the Educational Outreach Division at the Library of Congress, and provides grants to support professional development programs for K-12 teachers and instructional staff, as well as pre-service teachers.

The Teaching with Primary Sources program is currently established in a limited number of states in the US. The purpose of this regional pilot project is to determine the feasibility for expanding the program to reach additional states and educators.

**Rolling deadline for applications** – all projects must be complete by Dec 20, 2009.

**Funding amounts:** \$5000-15,000 (see guidelines below)

### What type of projects are we seeking?

We are interested in funding professional development projects in which participating grantee organizations designate one or more trainers to attend facilitator training and orientation, equipping that person (or persons) in turn to provide professional development on the Teaching with Primary Sources curriculum from the Library of Congress for a number of educators from various schools or sites. Costs to attend these training sessions may be written into the proposed budget.

### Which organizations qualify?

Through this regional expansion project, we are seeking sites that will create locally-tailored programs to reach educators and students. Eligible organizations within Nevada and the state of Wyoming include:

- institutions of higher education (teacher education programs primarily)
- educational outreach departments of cultural institutions such as museums, historical societies
- state agencies or associations that serve educators
- school districts or consortium of districts (entity large enough to administer grant programs)

Applicants must demonstrate an institutional capacity to provide professional development to a significant number of participants: a region, a community college district, a county; or for lower-funded projects, a major school district or collection of districts.

### What is the TPS Program and Curriculum?

[Additional information about the TPS program may also be found on the Library of Congress website: <http://www.loc.gov/teachers/tps/about/> ]

The mission of the Teaching with Primary Sources (TPS) program is to build a consortium that fosters collaboration between the Library of Congress and the educational community to increase instructional use of the Library's digital primary sources within K-12 classrooms. The program contributes to the

quality of education by deepening content understanding and improving student literacy.

The TPS program has four main goals:

1. Provide online and face to face primary source-based professional development programs nationwide.
2. Increase the ability of educators to design student-centered primary source-based learning experiences that use exemplary 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.

**Professional development** for teachers to be integrated into this project follows the framework for the Teaching with Primary Sources "Level One," the foundation program, including;

- Orientation to using the Library of Congress Web site (purpose for going to the site, understanding the structure of the site, navigating the site, understanding and interacting with digital collections of primary sources)
- Introduction to primary sources (definition, purpose, value, instructional uses in curricula and the course of learning)
- Development of one or more primary source-based inquiry learning activities

## **Guidelines for applying**

**Please contact us for guidance and ideas related to any of these items if you are uncertain. We do want to fund quality projects and benefit from having a number of participants, so let us help you clear hurdles that may seem like obstacles to completing the application process. (see contact information at the end of this document.)**

**Projects must be completed by December 20, 2009.**

**Grant funding** is available to support these pilot projects; typical awards will range from \$5000 to \$15,000. Proposals need to include a plan to disseminate to educators the "Level One" professional development content as described outlined under "Professional Development" above.

The proposed budget should be in line with the following guidelines, indicating the scope of your project and in-kind support available:

1. Size of project/area of reach:

Local projects (relatively large school districts, or a consortium of several school districts) may apply for funding **up to \$8000;**

Projects with a wider reach, impacting a significant number of teachers statewide or within a region of the state, or through an institution serving multiple districts, may apply for funding **up to \$15,000.**

2. In-Kind support: your organization is required to provide 20% "in-kind support" in resources. This can include office space, supplies, personnel, use of computers, etc. – items from which you and the project benefit by being affiliated with this organization. This is not funding, per se, but rather an indication of support through shared resources. You will indicate this support in your budget spreadsheet and the budget narrative section in your proposal.

**Selecting leaders:** Your organization is to select a leader to administer the project and at least one person to serve as trainer. The administrator for the project will oversee project details, including tracking and reporting milestones toward reaching goals and evaluating results, and will serve as primary contact person with UNC-TPS. The trainer will be the person(s) primarily responsible for delivering Level One professional development to participants. In smaller projects this can be the same person; for larger projects, you may have two different individuals, or may even select two trainers. All these leaders will come to the orientation/training session (date to be determined.) You will be providing their contact information on the proposal form and also sending a brief resume for each.

**Leveraging existing successful projects and networks:**

We ask that you consider how this project can augment what you are already providing. Successful projects often build on existing networks of people or established events, programs or locations, so we encourage you to maximize the funding through these connections. Three ways you are asked to demonstrate these connections and evidence of support for the project:

- 1) You are asked to submit a letter of recommendation from someone with whom your organization has worked in the past to attest to not only your organization's capacity for taking on the project but to indicate their support for your work. (You are also asked to submit a letter of support from an official within your organization, as described in the proposal form).
- 2) We encourage you to partner with other organizations in the project. A space is provided in the proposal form for you to indicate these partnerships. Although this is optional, it is encouraged, as it will likely contribute to your success.
- 3) We ask that your organization provide 20% in-kind support, as indicated above. This is relatively easy to demonstrate; for example, it could be use of computer and printing equipment, space provided for the project, administrative assistance or other sharing of resources. It could also be speakers or presenters who have other sources of support or who donate their time.

**Description of your project** needs to include:

- clear goals and how you will know you have reached them
- plans for recruiting educators and delivery of professional development to these educators
- number of educators you hope to reach
- a timeline for activities related to your project
- a proposed budget – items in budget can include supplies and materials, incentives for participating educators, travel funds, and a stipend for project leaders.
- alignment to local and/or national standards

**Proposal Package:** You will be submitting a complete “proposal package” via e-mail. This package will include:

- The completed proposal form (using outline and Word Document provided)
- Your proposed budget using the spreadsheet provided
- Resumes for project leader and trainer(s )
- One letter each (two total) from:
  - an official in your organization approving the project and budget
  - an educational leader attesting to your organization's ability to fulfill the proposed project

# Application Process

**1. Make initial contact:** If you are interested in participating, the first step is to contact us by phone or email to initiate discussion about your proposed project.

For Nevada queries, contact Anne Bell, [anne.bell@unco.edu](mailto:anne.bell@unco.edu), 970-351-1523

For Wyoming queries, contact Kathy Ferrel, [kathryn.ferrel@unco.edu](mailto:kathryn.ferrel@unco.edu), 970-351-1517

**Note about applications and orientation sessions:**

Our goal is to schedule orientation sessions at times and locations convenient to applicants. These two-day sessions are planned to accommodate representatives from organizations who have either had proposals accepted or who are interested in submitting proposals for consideration. In order to maximize our staff time, please contact us if you are interested, so we can inform you of dates already being planned or to begin to build a list of interested individuals for whom we can plan a training and orientation session.

**2. Submit proposal package:**

Use the form provided on our website to submit your proposal.

[see above as well as the proposal form for all items that are to be included in your proposal package.]

Submit via e-mail to [anne.bell@unco.edu](mailto:anne.bell@unco.edu) (Nevada) or [kathryn.ferrel@unco.edu](mailto:kathryn.ferrel@unco.edu) (Wyoming)

**3. TPS-UNC contacts you** with feedback, questions, or need for clarifications within one week to 10 business days to discuss your proposal, provide feedback and seek clarification.

**4. TPS-UNC notifies you of acceptance** (or denial) of grant funding.

**5. Project description and Purchase Order is prepared by UNC**

**6. Participating organization receives PO number and information on submitting invoices and reports.**

**7. Administrator and trainer attend orientation and training.**

(as described in box above, you may also attend this orientation and training session as a potential applicant to gain more information about the project)

Remember, your project must be concluded by December 20, 2009.

Quarterly reports from participants are due March 15, June 15, September 10, and December 15.

Thank you for your interest!

**[see background information on the following page]**

## Background Information

### UNC-TPS REGIONAL CENTER

*A regional outreach initiative of Colorado Rural Partnership*

#### About Our Center

University of Northern Colorado, the premier teacher preparation institution in Colorado, is located in the Northern Colorado city of Greeley. The university offers more than 100 undergraduate programs and more than 100 graduate programs. Founded 120 years ago, UNC's current enrollment includes approximately 10,000 undergraduates and 2000 graduate students.

In late 2006, UNC joined the Library of Congress Teaching with Primary Sources (TPS) consortium as Colorado Rural Partnership; since that time we have been offering free professional development for Colorado educators focused on accessing and using online primary sources from the Library of Congress, primarily targeting rural and outlying areas within the state.

With a Library of Congress focus on expanding the Teaching with Primary Sources program into more areas of the country, our program has now launched the **UNC-TPS Regional Project** to expand our reach, targeting the states of Nevada and Wyoming.

Our staff is here to serve you from the initial submission and approval process to the launch of your project, and throughout the pilot project timeframe which runs now through Dec. 20, 2009.

### Explore the Library of Congress ([www.loc.gov](http://www.loc.gov))

**The Library of Congress** is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with more than 134 million items on approximately 530 miles of bookshelves. As an agency of the legislative branch of the U.S. government, the Library's mission is to make its resources available and useful to Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

In the 1980's, the Library of Congress embarked into the **digital-age project** of expanding access to these treasures. Through funding from a variety of sources, these digitization projects resulted in American Memory, an online archive of more than 130 collections of rare and unique items important to America's heritage. The collections contain more than 13 million primary source documents, photographs, maps, films, and recordings that reflect the collective American memory. In addition to the more traditional public documents, records and publications, these collections include a treasure trove of unique personal items from another period in time – perhaps old records, letters with exquisite penmanship and arcane language, keepsakes, or faded photographs. Through these online collections we gain 'snapshots' providing a glimpse into America's past.

As these treasures were being digitized, the Library realized the importance of making these primary sources **available to educators and students and providing professional development** and associated teacher resources. Examining primary sources - the raw materials of history, those original documents and objects that have survived - gives students a powerful sense of the complexity of the past and helps to build a historical perspective; and can also develop higher-order thinking and better critical thinking and analysis skills. Educational outreach activities over the past 10 years have included summer institutes and workshops at the Library of Congress, opportunities for teachers to contribute lesson plans and activities to the Learning Pages online, webcasts, virtual tours and programs that bring workshops on American Memory resources to local sites.

This is your opportunity to be a part of this legacy.