

## NEH Application Cover Sheet (AH-275540)

### Cooperative Agreements and Special Projects (Education)

#### PROJECT DIRECTOR

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Dr. David Randall  
 Director of Research  
 420 Madison Ave Fl 7  
 New York, NY 10017-1197  
 USA

**E-mail:** randall@nas.org  
**Phone:** 9175516770  
**Fax:**

**Field of expertise:** European History

#### INSTITUTION

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National Association of Scholars  
 New York, NY 10017-1197

#### APPLICATION INFORMATION

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**Title:** *History Instructional Materials and Support Project*

**Grant period:** From 2020-06-15 to 2020-12-31

**Project field(s):** U.S. History

**Description of project:** In order to promote awareness of high standards of quality for existing U.S. history textbooks, NAS will develop and preserve on the NAS website a white paper that contains within it sample evaluations of the treatment of select periods in U.S. history in four American history textbooks, and a concluding essay on how to generalize these evaluations. The audience for this work will be professors, K-12 teachers, education administrators, policymakers, and interested citizens who may use comparative, standardized critiques to facilitate evaluation and improvement of history textbooks. Sub-recipient American Achievement Testing (AAT) and its consultants, including historian Wilfred McClay, will develop high quality U.S. history instructional units to be used in conjunction with McClay's highly readable U.S. history textbook, *Land of Hope* (2019), widely praised for being deeply informed by the principles of the Founding. The main audience is educators who will use the units in their teachi

#### BUDGET

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<b>Outright Request</b>	187,903.00	<b>Cost Sharing</b>	0.00
<b>Matching Request</b>	0.00	<b>Total Budget</b>	187,903.00
<b>Total NEH</b>	187,903.00		

#### GRANT ADMINISTRATOR

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Mr. Chris Kendall  
 420 Madison Ave Fl 7  
 New York, NY 10017-1197  
 USA

**E-mail:** kendall@nas.org  
**Phone:** 9175516772  
**Fax:**

# History Instructional Materials and Support Project (HIMSP): Project Narrative

## Attachment 1: Narrative

### **1. Humanities mission and record of contribution**

The National Association of Scholars (NAS) is an independent membership association of academics and others working to sustain the tradition of reasoned scholarship and civil debate in America's colleges and universities. Our work to support the humanities for the benefit of the public includes Robert Lerner, et al., *Molding the Good Citizen: The Politics of High School History Texts* (1995); an examination of college-level history instruction in Texas public universities (*Recasting History*, 2013); research and public information to critique the College Board's Advanced Placement history examinations (2013 – present, including *The Disappearing Continent*, 2016); and scholarship to establish the true history of the Western Civilization course in American higher education (*The Lost History of Western Civilization*, 2020).

### **2. Proposed activities and audience**

#### *Background*

The history instruction of American middle and high school students needs a major overhaul. The 2018 National Assessment of Educational Progress (NAEP) in U.S. History (2020) states that only 15 percent of 8th grade students demonstrate Proficiency in U.S. history, a significant decline from the already abysmal 18 percent that demonstrated Proficiency in the 2014 assessment. U.S. Secretary of Education Betsy DeVos noted that our educational system “is creating a generation of future leaders who will not have a foundational understanding of what makes this country exceptional.” Prior to the 2019 release of historian Wilfred McClay's new textbook *Land of Hope*, the American Textbook Council (ATC) described the K-12 (non-AP) history textbook landscape as follows: “Textbook choice for teachers has in recent decades shrunk to almost nothing. Text-light picture books and easy readers are now almost universal.” ATC, which also provides some instructional units to teachers via the NEH-supported website *Neoclassicism and America*, lamented an “absence of quality and choice in standard-issue K-12 social studies textbooks, ... in stark contrast to textbook publishing a generation ago.” America's educational infrastructure does not currently provide adequate instructional materials or rigorous critiques of its K-12 history instructional materials that could lead to improvement.

#### *Activities and Audience*

In order to promote awareness of high standards of quality for existing U.S. history textbooks, NAS will develop and preserve on the NAS website a white paper that contains within it sample evaluations of the treatment of select periods in U.S. history in four American history textbooks, and a concluding essay on how to generalize these evaluations. The audience for this work will be professors, K-12 teachers, education administrators, policymakers, and interested citizens who may use comparative, standardized critiques to facilitate evaluation and improvement of history textbooks. Sub-recipient American Achievement Testing (AAT) and its consultants, including historian Wilfred McClay, will develop high quality U.S. history instructional units to be used in conjunction with McClay's highly readable U.S. history textbook, *Land of Hope* (2019), widely praised for being deeply informed by the principles of the Founding. The main audience is educators who will use the units in their teaching as well as other instructional materials developers who could be spurred to improve their offerings. By improving student high school instruction in history, this approach has the further potential to strengthen student interest in history at the post-secondary level and raise the level of public interest in the cultural sector.

## History Instructional Materials and Support Project (HIMSP): Project Narrative

### 1) Textbook Reviews

NAS will analyze four American history textbooks used for instruction in regular or advanced placement U.S. history courses: *United States History* (2016 Survey Edition, Savvas); *United States History and Geography* (McGraw Hill); *The Unfinished Nation* (McGraw Hill); and *America's History* (Macmillan). Each standardized review will focus on four selected historical topics: European settlement of North America; (1607-1660); Colonial America (1660-1763); The Nation's Founding (1763-1789); and The New Deal (1933-1940). The resulting deliverables will include the four reviews as well as an interpretative essay providing guidance for expanding this standardized evaluation to cover the full range of topics in American history textbooks.

### 2) Instructional Supports

NAS's partner and sub-recipient AAT will work with consultants McClay, other historians, and K-12 educators to develop detailed high school U.S. History instructional supports for teachers. The deliverables will include the following three instructional units: European Settlement of the Americas; the American Colonies leading up to the Revolution, including the Declaration of Independence; and The New Deal. Each unit will include: a historian's essay on the topic; student learning objectives addressing historical content, analytic skills, and written production; detailed lesson guidelines and presentation materials; student assignments; student assessments; student study guides. The units will complement McClay's *Land of Hope* textbook, with additions for economic history and original sources and documents. Deliverables will also include training materials, a course overview, and two broader historian essays, one on Slavery and the second on Environmental history.

AAT will develop the instructional supports consistent with evidence-based best practices. Design will emphasize high student engagement/interaction, effective large- and small-group instructional methods, student discussion of concepts in depth, development of independent learners, and judicious use of multi-media and other technology. AAT will follow universal design principles and accommodations will be offered for students with special needs. The units—including classroom presentation materials—will be developed using flexible software such as Kotobee, published in the EPUB format as well as PDF versions of some documents. AAT will make available the historian essays for the overall course description, for each unit, and for cross-unit historical topics at no charge. Full units with all instructional supports will be made available at a low cost of less than \$10 each.

### **3. Jobs and personnel**

NAS will use grant funds to support staff member David Randall's salary and to provide financial support to four consultant scholars for review of history textbooks. Randall's position is imperiled by the pandemic; other personnel and consultants face the prospect of salary freezes or furloughs. Sub-recipient AAT will use grant funds to support a portion of salaries for 2 staff positions, Theodor Rebarber and Kathleen Madigan, as well as to provide financial support for 5 consulting historians (Wilfred McClay and others listed below), and 4 history teacher consultants. As a result of prior fundraising commitments to AAT being paused or rescinded due to economic uncertainties resulting from the pandemic, the historian and history teacher consultant positions included in this proposal could not be supported without this grant and the staff positions would be at risk of pay or time reduction.

## History Instructional Materials and Support Project (HIMSP): Project Narrative

**Project Director:** Dr. David Randall, NAS Director of Research. Will oversee this entire project, including sub-recipient AAT. With the assistance of the NAS textbook evaluation consultants listed immediately below, will be the main drafter of the textbook evaluations white paper and the essay on generalizing the evaluation to other textbooks.

**NAS Textbook Evaluation Historical Consultants:** The Settlement of English America (1607-1660): Dr. Kevin Gutzman; Colonial America (1660-1763): Dr. Bruce Frohnen; The Nation's Founding (1763-1789): Dr. Jason Ross; The New Deal (1933-1940): Amity Shlaes.

**AAT Historian Consultants:** Lead Historian Dr. Wilfred McClay (course overview; historian essays for 3 units; instructional units content oversight; co-author historian, essay on slavery), and Historians Dr. Peter A. Coclanis (economic history consulting on three units), Dr. Patrick Allitt (historian essay on environmental history), Dr. Robert Paquette (co-author historian, essay on slavery), Dr. Susan Hanssen (history and training consultant).

**AAT K-12 Educator Consultants:** History Teacher Dr. John McBride (instructional unit development), 3 high school history teachers (TBD) with experience teaching diverse students (review of instructional units).

**AAT Staff and Project Advisors:** Director of Instructional Design Dr. Kathleen Madigan (instructional unit development); CEO Theodor Rebarber (project management, outreach, digital distribution). AAT uncompensated advisors on this project will include Robert P. George of Princeton University, Harvey C. Mansfield, Jr., of Harvard University, and James Ceaser of University of Virginia.

### 4. Institutional capacity

The National Association of Scholars (NAS) employs 11 full-time and 4 part-time staff, including 6 scholarly and public policy research staff. We currently administer research grant funds of \$544,000, which employ 5 scholarly and public policy research staff. NAS has administered federal grants: between 2009 and 2012, we administered a component of the Department of Education's Teaching American History Program. Our last three years annual total operating costs were \$1,095,412 (2016), \$1,225,920 (2017), and \$1,489,883 (2018). Those operating expenses totaled \$3,811,215; annual average total operating costs were \$1,270,405.

NAS has adapted successfully to the coronavirus pandemic. Our headquarters are in New York City, so we have conducted all business via the Internet since early March. Our controller travels weekly to the office to handle all administrative affairs that require personal presence. While all research staff worked at home, NAS launched a major policy statement, *Critical Care: Policy Recommendations to Restore American Higher Education after the 2020 Coronavirus Shutdown*.

The coronavirus pandemic's devastating effect on the economy leads us to anticipate 30% reductions in our fundraising income during the next 12 months. We have drafted plans to reduce expenses by 30% during the next year, including 2 staff reductions by May 2021.

History Instructional Materials and Support Project (HIMSP) will support NAS's mission to restore rigor to college and college preparation, including successful campaigns to improve the College Board's Advanced Placement United States History and European History examinations. HIMSP will support NAS's institutional viability by allowing NAS to retain staff researchers and to sustain external scholars whose work forwards NAS's mission.

## History Instructional Materials and Support Project (HIMSP): Work Plan

### Attachment 2: Work Plan

#### *National Association of Scholars*

**Sample Critiques:** NAS will provide sample evaluations of four historical topics in four history textbooks. (NAS Project Director, History Textbook Consultants)

#### Purchase and Distribution of US History Textbooks

June 15-30, 2020 (NAS Project Director, NAS Staff)

#### Drafting of Evaluation Framework

June 15-July 31, 2020 (NAS Project Director, History Textbook Consultants)

#### Evaluations

July 31-December 31, 2020 (NAS Project Director, History Textbook Consultants)

**Interpretive Essay:** NAS will draft an interpretive essay, providing guidance for expanding this standardized evaluation to cover the full range of topics in American history textbooks. (NAS: Project Director)

#### Interpretive Essay

December 1-31, 2020; NAS Project Director

#### *American Achievement Testing*

**Historian Essays:** Completed October 1, 2020

European Settlement of the Americas (Wilfred McClay); American Colonies up to the Revolution and the Declaration of Independence (Wilfred McClay); The New Deal (Wilfred McClay); Slavery (Wilfred McClay & Robert Paquette); Environmental History (Patrick Allitt).

**Instructional Units (all components):** Completed December 1, 2020.

European Settlement of the Americas (Wilfred McClay, Peter Coclanis, Susan Hanssen, Kathleen Madigan, John McBride, 3 teacher reviewers); American Colonies to the Revolution and the Declaration of Independence (Wilfred McClay, Peter Coclanis, Susan Hanssen, Kathleen Madigan, John McBride, 3 teacher reviewers); The New Deal (Wilfred McClay, Peter Coclanis, Susan Hanssen, Kathleen Madigan, John McBride, 3 teacher reviewers).

**Course Overview, Outreach, Units Digitally Available:** Completed December 30, 2020.

Course Overview (Wilfred McClay), Webpage (Theodor Rebarber), Brief Informational Video (Theodor Rebarber, Wilfred McClay, Kathleen Madigan), Information Packets (Theodor Rebarber), Digital Availability of Units, Historian Essays (Theodor Rebarber), Social Media (Theodor Rebarber),

## History Instructional Materials and Support Project (HIMSP)

### Attachment 3: Biographies

#### *National Association of Scholars*

**Project Director:** David Randall, Director of Research at the NAS. Randall's education evaluation publications include *The Disappearing Continent: A Critique of the Revised AP European History Examination* (2016); and, with Jane Robbins and Will Fitzhugh, *No Longer a City on a Hill: Massachusetts Degrades Its K-12 History Standards* (2018). Randall's American history publications include "The Prudential Public Sphere" (2011), "The Rhetoric of Violence, the Public Sphere, and the Second Amendment" (2016), and *The Conversational Enlightenment: The Reconception of Rhetoric in Eighteenth-Century Thought* (2019).

#### **Historical Consultants, History Textbook Evaluation:**

**Bruce P. Frohnen** is Professor of Law at Ohio Northern University's Pettit College of Law. He has held visiting posts as Charles Evans Hughes Professor of Jurisprudence at Colgate University and Thomas Bahnson and Anne Bassett Stanley Professor of Ethics and Integrity at the Virginia Military Institute. Among his four books is *Constitutional Morality and the Rise of Quasi-Law* (Harvard University Press, 2016, with George W. Carey). Among his eight edited volumes is a two-volume set of primary source materials in American history: *The American Republic* and *The American Nation* (Liberty Fund, 2002, 2009). He has written over 100 articles, essays, chapters, and reviews appearing in journals including *The American Journal of Jurisprudence* and *The Good Society*. His teaching and research focus on the history and development of human rights and constitutionalism. He holds a Ph.D. in Government from Cornell University and a J.D. from the Emory University School of Law.

**Kevin R. C. Gutzman** is Professor and former Chairman in the Department of History at Western Connecticut State University. His writings include *Virginia's American Revolution: From Dominion to Republic, 1776-1840*, *James Madison and the Making of America*, and *Thomas Jefferson—Revolutionary: A Radical's Struggle to Remake America*. His scholarly articles have appeared in *The Journal of Southern History*, *The Journal of the Early Republic*, *The Virginia Magazine of History and Biography*, *The Review of Politics*, and *The Journal of the Historical Society*, among other publications. He has written a hundred book reviews for outlets scholarly and popular, and he has contributed three dozen essays to historical encyclopedias. Gutzman has written for numerous popular magazines and newspapers, including Canada's *National Post*, the *San Antonio Express-News*, and the *Richmond Times-Dispatch*, among others.

**Jason Ross** is Associate Professor and Department Chair for Doctoral Programs and Research in Liberty University's Helms School of Government. He has extensive background in history and civic education. As Senior Director for Education at the Ashbrook Center at Ashland University, he oversaw the growth of [TeachingAmericanHistory.org](http://TeachingAmericanHistory.org), one of the nation's leading libraries of primary source documents in American history. As Vice President for Education Programs at the Bill of Rights Institute, he oversaw multiple NEH grants, including the Landmarks in American History and Culture Workshops at Mount Vernon, and curriculum projects including *Presidents and the Constitution* and *Supreme Court DBQs: Exploring the Cases that Changed History*. He has published work in *American Political Thought*, *Review of Politics*, *Journal of Religion and Society*, *The University Bookman*, *Law and Liberty*, *American Greatness*, and a chapter in *Teaching America: The Case for Civic Education* and *Encyclopedia of the Supreme Court*.

## History Instructional Materials and Support Project (HIMSP)

**Amity Shlaes** is the author of four *New York Times* bestsellers, *The Forgotten Man: A New History of the Great Depression*; *The Forgotten Man: Graphic*, a full length illustrated version of the same book drawn by Paul Rivoche; *Coolidge*, a full-length biography of the thirtieth president; and *The Greedy Hand: How Taxes Drive Americas Crazy*. Miss Shlaes chairs the board of the Calvin Coolidge Presidential Foundation, a national foundation based in the birthplace of President Coolidge.

### *American Achievement Testing*

**Wilfred M. McClay** is the G.T. and Libby Blankenship Chair in the History of Liberty at the University of Oklahoma. He specializes in the intellectual and cultural history of the United States, and his book *The Masterless: Self and Society in Modern America* won the Merle Curti Award of the Organization of American Historians for the best book in that field. He was educated at St. John's College (Annapolis) and the Johns Hopkins University, and has also taught at the University of Tennessee, Tulane University, Pepperdine University, the University of Rome, and Georgetown University. He is the author of the widely praised high school textbook in U.S. History, *Land of Hope*, published in 2019.

**Theodor Rebarber** is CEO of American Achievement Testing (AAT) and will be the project manager and grant administrator for this project. He is an experienced executive and project manager, including developing and managing an online assessment platform serving approximately 45,000 students and public and private schools, managing a consortium of five states that won a federal grant to successfully develop a large-scale assessment in partnership with a major test development company. He was co-founder and chief education officer of a charter school management company that attained accelerated academic achievement for 10,000, primarily disadvantaged students in ten states. Rebarber served as senior staff in Congress, worked on education policy at the US Education Department in the office of research and served as a research associate at the Vanderbilt Institute for Public Policy Studies (VIPPS).

**Dr. Kathleen Madigan** (Ed.D., Special Education) is Direct of Training and Instructional Design at AAT. She has been an elementary, middle school and special education classroom teacher, principal, college professor of education, teacher trainer, curriculum coordinator and research project director. Madigan's expertise in curriculum design and instructional materials development ranges from her work as a materials field test teacher for SRA publishers in 1980s, development of specialized curriculum in reading, writing, and history for students with disabilities, and the creation of instructional materials for students in grades K-8 in reading, language arts, US History, World History, geography, music and art.

**Dr. Peter A. Coclanis** is the Albert Ray Newsome Distinguished Professor and Director of the Global Research Institute at the University of North Carolina at Chapel Hill. He is an economic historian who works on questions relating broadly to economic development in various parts of the world from the seventeenth century CE to the present. He has published widely in U.S. economic history, Southeast Asian economic history, and global economic history. He also writes frequently for newspapers and magazines on contemporary issues ranging from political economy to culture to sports.

**Dr. Patrick Allitt** is Cahoon Family Professor of American History at Emory University in the College of Arts and Sciences. He was an undergraduate at Oxford in England (1974-1977), a

## History Instructional Materials and Support Project (HIMSP)

graduate student at the University of California Berkeley (Ph.D., 1986), and held postdoctoral fellowships at Harvard Divinity School and Princeton University. At Emory since 1988, he teaches courses on American intellectual, environmental, and religious history, on Victorian Britain, and on the Great Books. Author of seven books (most recently *A Climate of Crisis: America in the Age of Environmentalism*, 2014), he is also presenter of eight lecture series with "The Great Courses" ([www.thegreatcourses.com](http://www.thegreatcourses.com)), including "The Art of Teaching" and, most recently, "The Industrial Revolution."

**Dr. Robert L. Paquette** is President and Chief Executive Officer of The Alexander Hamilton Institute for the student of Western Civilization. He has published extensively on the history of slavery. His *Sugar Is Made with Blood* (Wesleyan University Press, 1988) won the Elsa Goveia Prize, given every three years by the Association of Caribbean Historians for the best book in Caribbean history. His essay "Of Facts and Fables: New Light on the Denmark Vesey Affair" (co-authored with Douglas Egerton) won the Malcolm C. Clark Award, given by the South Carolina Historical Society. He has co-edited (with Stanley Engerman) *The Lesser Antilles in the Age of European Expansion* (University Press of Florida, 1996); (with Louis A. Ferleger) *Slavery, Secession, and Southern History* (University Press of Virginia, 2000); (with Stanley Engerman and Seymour Drescher) *Slavery* (Oxford University Press, 2001); (with Mark M. Smith) *The Oxford Handbook of Slavery in the Americas* (Oxford University Press, 2010); (with Rebecca J. Fox) "Unbought Grace": An Elizabeth Fox-Genovese Reader" (University of South Carolina Press, 2011); (with Douglas Egerton) *The Denmark Vesey Affair: A Documentary History* (University Press of Florida, 2017), which received a Choice Outstanding Title Award.

**Dr. Susan Hanssen** is Associate Professor and Department Chair, History, at the University of Dallas in the Constantin College of Liberal Arts. Susan Hanssen received her graduate degree in history from Rice University in Houston, TX. She received her undergraduate degree in history from Boston University (summa cum laude, Phi Beta Kappa). During the summer of 2008 she was adjunct professor for the James Madison Memorial Fellowship Foundation at Georgetown University. She was the 2010-2011 Garwood Fellow at the James Madison Program in American Ideals and Institutions at Princeton University. Recent publications include "Complementarity: Lessons from the Adams Family," *The Witherspoon Institute* (August 24, 2015), and "[Shall We Go to Rome? The Last Days of Henry Adams](#)," *The New England Quarterly*, March 2013, Vol. 86, No. 1: 528. She has provided professional development to Texas school teachers in the teaching history.

**Dr. John D. McBride** received his PhD in history from the University of Virginia. With Dr. Wilfred McClay, he co-authored the *Land of Hope Teacher's Guide* (2020). He was chairman of the history department at the David Brainerd Christian School from 2002 to 2009. He was chairman of the history department and a teacher at the Baylor School in Chattanooga, TN, from 1974 to 2002.

# RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001  
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: National Association of Scholars

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1 Start Date: 06/15/2020 End Date: 12/31/2020

## A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	David		Randall			6.50				0.00	
Project Role: PD/PI											

Additional Senior Key Persons:     Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

## B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Undergraduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2	Secretarial/Clerical	6.50	<input type="text"/>	<input type="text"/>		0.00	
1	Print and Design	6.50	<input type="text"/>	<input type="text"/>		0.00	
3	Total Number Other Personnel					Total Other Personnel	<input type="text"/>
Total Salary, Wages and Fringe Benefits (A+B)							33,365.00

## C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>

Additional Equipment:

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel

		Funds Requested (\$)
1.	Domestic Travel Costs ( Incl. Canada, Mexico and U.S. Possessions)	0 . 00
2.	Foreign Travel Costs	0 . 00
Total Travel Cost		0 . 00

E. Participant/Trainee Support Costs

		Funds Requested (\$)
1.	Tuition/Fees/Health Insurance	0 . 00
2.	Stipends	0 . 00
3.	Travel	0 . 00
4.	Subsistence	0 . 00
5.	Other	
	Number of Participants/Trainees	Total Participant/Trainee Support Costs
		0 . 00

**F. Other Direct Costs**

		Funds Requested (\$)
1. Materials and Supplies		6,400.00
2. Publication Costs		25,400.00
3. Consultant Services		20,000.00
4. ADP/Computer Services		0.00
5. Subawards/Consortium/Contractual Costs		94,222.00
6. Equipment or Facility Rental/User Fees		0.00
7. Alterations and Renovations		0.00
8.		
9.		
10.		
Total Other Direct Costs		146,022.00

**G. Direct Costs**

	Funds Requested (\$)
Total Direct Costs (A thru F)	179,387.00

**H. Indirect Costs**

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
National Association of Scholars Indirect Costs			8,516.00
Total Indirect Costs			8,516.00

**Cognizant Federal Agency**

(Agency Name, POC Name, and POC Phone Number)

**I. Total Direct and Indirect Costs**

	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	187,903.00

**J. Fee****Funds Requested (\$)****K. Total Costs and Fee**

	Funds Requested (\$)
Total Costs and Fee (I + J)	187,903.00

**L. Budget Justification**

(Only attach one file.)

1237-justification.pdf.pdf

Add Attachment

Delete Attachment

View Attachment

## RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
<b>Section A, Senior/Key Person</b>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">(b) (6)</div>
<b>Section B, Other Personnel</b>		<div style="border: 1px solid black; padding: 2px; display: inline-block;">(b) (6)</div>
Total Number Other Personnel	<div style="border: 1px solid black; width: 100px; text-align: center;">3</div>	
<b>Total Salary, Wages and Fringe Benefits (A+B)</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">33,365.00</div>
<b>Section C, Equipment</b>		<div style="border: 1px solid black; width: 100px;"></div>
<b>Section D, Travel</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>
1. Domestic	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
2. Foreign	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
<b>Section E, Participant/Trainee Support Costs</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>
1. Tuition/Fees/Health Insurance	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
2. Stipends	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
3. Travel	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
4. Subsistence	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
5. Other	<div style="border: 1px solid black; width: 100px;"></div>	
6. Number of Participants/Trainees	<div style="border: 1px solid black; width: 100px;"></div>	
<b>Section F, Other Direct Costs</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">146,022.00</div>
1. Materials and Supplies	<div style="border: 1px solid black; width: 100px; text-align: center;">6,400.00</div>	
2. Publication Costs	<div style="border: 1px solid black; width: 100px; text-align: center;">25,400.00</div>	
3. Consultant Services	<div style="border: 1px solid black; width: 100px; text-align: center;">20,000.00</div>	
4. ADP/Computer Services	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
5. Subawards/Consortium/Contractual Costs	<div style="border: 1px solid black; width: 100px; text-align: center;">94,222.00</div>	
6. Equipment or Facility Rental/User Fees	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
7. Alterations and Renovations	<div style="border: 1px solid black; width: 100px; text-align: center;">0.00</div>	
8. Other 1	<div style="border: 1px solid black; width: 100px;"></div>	
9. Other 2	<div style="border: 1px solid black; width: 100px;"></div>	
10. Other 3	<div style="border: 1px solid black; width: 100px;"></div>	
<b>Section G, Direct Costs (A thru F)</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">179,387.00</div>
<b>Section H, Indirect Costs</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">8,516.00</div>
<b>Section I, Total Direct and Indirect Costs (G + H)</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">187,903.00</div>
<b>Section J, Fee</b>		<div style="border: 1px solid black; width: 100px;"></div>
<b>Section K, Total Costs and Fee (I + J)</b>		<div style="border: 1px solid black; width: 100px; text-align: center;">187,903.00</div>

## Budget Justification

### Section A. Senior/Key Person(s)

Project Director, David Randall

Annual Compensation	(b) (6)
Number of Months Devoted to Project	6.5 months
Time Devoted to Project	35%
Grant Support	(b) (6)

**Justification:** Oversees entire project; joint author of textbook evaluations with consultants; author, interpretive essay.

### Section B. Other Personnel

Print, Design, & Publicity, Chance Layton

Annual Compensation	(b) (6)
Number of Months Devoted to Project	6.5 months
Time Devoted to Project	25%
Grant Support	(b) (6)

**Justification:** In charge of print, design, & publicity of all NAS products.

Administrative Support, David Acevedo

Annual Compensation	(b) (6)
Number of Months Devoted to Project	6.5 months
Time Devoted to Project	25%
Grant Support	(b) (6)

**Justification:** Research and administrative assistance to Project Director.

Grant Administration, Christopher Kendall

Annual Compensation	(b) (6)
Number of Months Devoted to Project	6.5 months
Time Devoted to Project	30%
Grant Support	(b) (6)

**Justification:** Administers all interactions with NEH; additional administrative assistance.

**1. Materials and Supplies** \$6,400

**Justification:** NAS office materials and supplies.

**2. Publication Costs**

Research Costs: Access and Materials \$6,700

**Justification:** Internet access, academic journal subscriptions, interaction with textbook publishers.

Design \$5,300

**Justification:** Design of evaluations and interpretive essay.

Printing \$10,300

**Justification:** Printing of evaluations and interpretive essay.

Mailing and Postage \$1,200

**Justification:** Mailing and postage of evaluations and interpretive essay.

Shipping \$400

**Justification:** Shipping of evaluations and interpretive essay.

Publicity and Messaging \$1,500

**Justification:** Publicity and Messaging of evaluations and interpretive essay.

### 3. Consultant Services

#### Historical Consultants, History Textbook Evaluation

Kevin Gutzman

(b) (6)

**Justification:** Evaluate the treatment of the European Settlements of North America (1607-1660) in four US History textbooks.

Bruce Frohnen

(b) (6)

**Justification:** Evaluate the treatment of Colonial America (1660-1763) in four US History textbooks.

Jason Ross

(b) (6)

**Justification:** Evaluate the treatment of The Nation's Founding (1763-1789) in four US History textbooks.

Amity Shlaes

(b) (6)

**Justification:** Evaluate the treatment of the New Deal in four US History textbooks.

#### 4. ADP/Computer Services

None

#### 5. Subawards/Consortium/Contractual Costs

##### *American Achievement Testing Budget*

##### Section A. Senior/Key Person(s)

##### **AAT CEO, Theodor Rebarber**

Annual Compensation	(b) (6)
Number of Months Devoted to Project	6.5 months
Grant Support	(b) (6)
Benefits Requested	\$0
Total Comp. Requested	(b) (6)

JUSTIFICATION: Mr. Rebarber, an experienced executive and project manager, is estimated at 12.5% of time for the duration of the project but will spend more time if necessary at no additional expense to the grant. He will ensure that project timelines are met, the budget is managed efficiently, and administration of the grant meets all federal requirements.

Rebarber will be directly involved in establishing online dissemination of the instructional units (including on multiple platforms if possible). He will also directly manage the outreach plan, including development of an informational webpage, development of a social media strategy,

##### **AAT Director of Instructional Design, Training; Kathleen Madigan**

Annual Salary:	(b) (6)
Number of Months:	6.5
Grant Support Requested:	(b) (6)
Benefits Requested:	\$0
Total Comp. Requested:	(b) (6)

JUSTIFICATION: Kathleen Madigan, Ed.D. in Special Education, is a highly experienced instructional designer, curriculum developer and teacher trainer. She is estimated at 20% of time but will spend more time if necessary at no additional expense to the grant. Dr. Madigan will collaborate with project lead historian Dr. Wilfred McClay, lead history teacher Dr. John McBride, and other project historians, history teachers and academic advisors in development of the instructional units.

##### Section B. Other Personnel

[NONE]

## Section F. Other Direct Cost

### 1. Materials and Supplies \$2,900

JUSTIFICATION: Cost of history books, technology and other materials needed over the course of the project for the development of the instructional units and historian essays. It is also likely to include ebook development software, such as Kotobee (\$350).

### 2. Publication Costs \$9,000

JUSTIFICATION: This includes the cost of designing and developing, engaging and interactive ePub formatted instructional units. Assuming the use of Kotobee, standard development cost is estimated to be 30 hours for each of 3 units at a rate of \$100/hour.

### 3. Consultant Services \$39,100

JUSTIFICATION: (b) (6) for Dr. Wilfred McClay to provide intensive assistance writing the course overview, 3 historian background essays, co-author 1 historian background essay, and oversee history content in the instructional units ; (b) (6) for Dr. Peter Coclanis to assist on economic content in 3 instructional units; (b) (6) for Dr. Susan Hanssen to assist on 3 instructional units; (b) (6) for Dr. Patrick Allitt to write a historian background essay; (b) (6) for Dr. Robert Paquette to co-author a historian background essay; (b) (6) for history teacher Dr. John McBride to provide intensive assistance on 3 instructional units; (b) (6) for 3 history teachers ((b) (6) /teacher) to each review and provide detailed feedback on 3 instructional units.

### 4. ADP/Computer [\$0]

### 5. Contractual Costs \$11,500

JUSTIFICATION: Outreach expenses for: webpage \$3,500; short video \$3,000; social media research and communication (not advertising) \$3,000; information packets \$2,000.

## G. DIRECT COSTS \$85,656

## H. INDIRECT COSTS (10%) \$8,566

## I. TOTAL COSTS \$94,222