

Sample Planning Grant Application

Project Title: Planning a Composite Curriculum: A Professional Development Program in African American and Latino Studies

Organization: Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition

Project Case Statement:

Why should Connecticut Humanities Fund this project?

Give a brief project abstract and explain how this project supports both [CTH funding priorities](#) and your organization's mission.

In June 2019, the Connecticut legislature passed Public Act No, 19-12: An Act Concerning the Inclusion of Black and Latino Studies in the Public School Curriculum (PA1912). PA1912 is to be implemented in Connecticut's public high schools by the beginning of the 2022-2023 school year.

To aid in the successful implementation of PA1912, the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition (GLC) requests funding for a Planning Grant to develop a professional development program for high school teachers, one which will address our "composite nation," emphasizing African American and Latino American history, with particular focus on Puerto Rican history. This will be a seven-month program, from July 1, 2020 to January 31, 2021. During the course of the program a consulting group of historians, educators, and students will meet monthly via a virtual meeting platform to plan the workshop series. The group will work closely with the State Educational Resource Center (SERC), the organization tasked with designing the curriculum for the newly mandated class. The project team will select the topics to be covered during the workshop series, identify and contact scholars to lead the individual workshops, identify readings and resources to support each of those workshops, and select the dates and venues where the individual workshops are to be held.

The program will support CTH funding priorities by enriching the intellectual lives of teachers, expanding their familiarity with a broad range of cultures and histories, and facilitating discussion of strategies for learning and teaching. The planning project will result in designing a subsequent series of workshops and field visits to be convened throughout the state. The future workshop series, along with supplementary online resources, will be accessible via live video conferencing, allowing the program to reach a broad audience throughout the state and providing a wealth of resources for distance learning.

The Gilder Lehrman Center is well situated to carry out this program. The Center's mission is to promote interaction between scholars, public historians, teachers, and the general public through publications, educational outreach, and other programs. The GLC has been organizing history workshops since its inception. It was established in 1998, after a series of workshops on the history of slavery and abolition conducted by Founding Director David Brion Davis. Current GLC Director

David Blight has decades of experience leading summer history institutes for students and teachers, National Park Service staffers, and college and university faculty. Thomas Thurston, the GLC's Director of Education, has designed seven federal Teaching American History grants and two highly regarded international teacher institutes. He has served as a history consultant for WNET, the National Underground Railroad Freedom Center, and Teaching Tolerance's recent publication, Teaching Hard History.

Project Description and Background:

Explain how this project came about, describe the planning process you will use, and state specifically what you would like CTH to fund in that process.

Include resources you will consult during planning including: scholars, archives, collections, institutions, etc.

Planning a Composite Curriculum: A Professional Development Program in African American and Latino Studies

"We are a country of all extremes, ends and opposites; the most conspicuous example of composite nationality in the world...The voice of civilization speaks an unmistakable language against the isolation of families, nations and races, and pleads for composite nationality as essential to her triumphs." -- Frederick Douglass, "The Composite Nation" (1869)

Twenty-one years ago, the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition (GLC) was founded at Yale University. The Gilder Lehrman Center was the first institution in the world wholly devoted to scholarship, public education, and outreach about the global problem of slavery across all borders and all time. As the twenty-first century unfolds, this nation finds itself ever more in need of civic education grounded in an understanding of how slavery and its aftermaths have engendered social structures, economic and political systems, and civic institutions grounded in racial hierarchies and systems of exploitation. For over two decades, the Gilder Lehrman Center has proven its ability to provide multiple forms of education and outreach about these topics not just within the academic community but to the public at large and, especially, to secondary school teachers and students, nationally and internationally. This proposal outlines a planning process that will result in a series of professional development workshops for Connecticut history and social studies teachers, drawing on the Center's decades of expertise.

In June 2019, the Connecticut legislature passed Public Act No. 19-12: An Act Concerning the Inclusion of Black and Latino Studies in the Public School Curriculum (PA1912). PA1012 is to be implemented in Connecticut's public high schools by the beginning of the 2022-2023 school year. During the public hearings on the bill, large numbers of students and many student organizations visited the state Capitol in Hartford to urge legislators to vote for the bill. Hundreds of other students, teachers, and educational advocates submitted written statements in support.

The public momentum behind this bill has been growing for years, thanks in no small part to the efforts of Connecticut high school students themselves. Those students, primarily African American

and Latino, are demanding a history curriculum that presents the American experience in a more inclusive fashion, that tells the stories, struggles and accomplishments of Americans of African American and Latino descent.

Statewide demographics bear out the rationale for creating a curriculum that reflects a broader understanding of the American experience. According to data from the Connecticut State Department of Education, in the New Haven Public Schools district 45% of the 2017-18 student body was Latino and 38% African American. The numbers were similar for the largest urban school districts across the state: Bridgeport (48% Latino; 35% African American), Hartford (53% Latino; 30% African American), Stamford (43% Latino; 16% African American), and Waterbury (54% Latino; 22% African American).

High school students in Connecticut are interested in American History. Throughout the state, student groups have demonstrated that interest by being one of the driving forces behind these changes. By addressing the under-representation of Latino and African American groups in the history curricula we will involve more students in the study of this nation's history, which is critical to the development of engaged and civic-minded young people, especially during this time of pandemic and social isolation. Indeed, a broad yearning exists across the country for historical and moral grounding.

While PA1912 mandates the creation of a new high school level curriculum focused on African American and Latino history, it includes no provisions to provide teachers professional development opportunities in those areas. Although competency in African American history is improving among Connecticut teachers, there is still much to be done to prepare them to be proficient in the subject. Connecticut teachers know even less about the history of Latinos in the United States, and the subject is barely touched upon in most history classrooms. If we are to effectively educate a new generation of students in the history of the United States, it is critical that that history reflect the lived experiences of those students and their communities. Latino and African American history is American history, made in America by Americans. The history of the United States must be the story of a whole people, composed of all its parts. It is the history of a "composite nation," as Frederick Douglass called it, made up of all the world's ethnicities, races, and religions.

To aid in the successful implementation of PA1912, the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition (GLC) requests funding for a Planning Grant to design a professional development program for high school teachers, one which will address our "composite nation," emphasizing African American and Latino American history, with particular focus on Puerto Rican history.

The planning process will be a seven-month program, beginning July 1, 2020 and ending January 31, 2021. During the course of the program a consulting group of historians, educators, and students will meet monthly via a virtual conference platform to plan a series of afternoon history workshops, summer institutes, and field trips designed to introduce teachers to the major themes in African American and Latino history, working closely with the State Educational Resource Center (SERC), the organization tasked with designing the curriculum for the newly mandated course.

A number of key components are required in planning for this workshop series, which will involve the contributions of a talented assemblage of teachers, educators and historians.

Resource Development

Relevant collections and programs in the State's museums, libraries and archives will be identified and cataloged, including materials from reputable online sources, such as connecticuthistory.org. Those resources will also include community members with local knowledge, who can speak to the local histories and experiences of African Americans and Latinos.

Workshop development

The project team will determine the key topics and themes to be covered during the workshop series, select the scholars who will lead individual workshops, and with the assistance of those scholars identify readings and resources to support each of those workshops. A schedule will be developed with the dates and locations these individual workshops will be held. When implemented, the workshops will be held at different regional venues in order to give teachers from the 193 school districts throughout the state the opportunity to attend. The workshops also will be publicly accessible online, streaming via Zoom as well as recorded and available on the project's website. In the event that COVID19 still threatens our communities, all of the workshops will be conducted online.

Teacher recruitment and participation

We will recruit a geographically diverse group of fifty high school history and social studies teachers with demonstrated classroom expertise. As the planning process proceeds, the teachers will review and comment upon the proposed workshop series and associated resources. Working with the rest of the project team, this group of teachers will assist in the planning of classroom activities for the the individual workshops.

Technological development

A robust video platform and associated website will be required to make these workshops available to teachers from across the State. Should COVID19 continue to keep us physically distant from our students and colleagues, this platform will be essential in conducting the proposed workshop series. During the planning phase, the technology specialist will develop and test these online elements, with the assistance of the project team and teacher focus group.

A Workshop Prototype

In January 2021, a workshop will be held to test the completed plan. This workshop will feature Professor David Blight, Sterling Professor of American History at Yale University and Director of the GLC. Students, teachers, and members of the general public will be invited to attend. The event will also be carried online, where it will be available for teachers unable to attend the event. This workshop will allow us to assess the content, structure and technical aspects of the workshop series.

Project Description and Background (continued):

Use this text area if you need additional space to finish explaining your Project Description and Background. (OPTIONAL)

Planning a Composite Curriculum: A Professional Development Program in African American and Latino Studies (cont.)

Almost the entirety of our CTH funding will be used to support the work of our team members. Below is a list of the team members who will be receiving CTH funding. A more detailed description of their roles can be found in the grant application section covering "Presenters, Consultants, and Project Team Members."

TEAM MEMBERS TO BE FUNDED THROUGH THE CTH

PROJECT HISTORIANS:

Dr. Daniel J. Broyld, Assistant Professor of Public History & African American History at Central Connecticut State University

Dr. Juan Coronado, Assistant Professor of History at Central Connecticut State University

Dr. Anne Gebelein, Associate Professor in Residence of Latin American and Caribbean Studies and the Associate Director in Residence of El Instituto: The Institute of Latina/o, Caribbean, and Latin American Studies at the University of Connecticut

Dr. Jeffrey Ogbar, Professor of History and founding Director of the Center for the Study of Popular Music at the University of Connecticut

EDUCATIONAL CONSULTANT: Nataliya Braginsky, Teacher of Social Studies, Metropolitan Business Academy, New Haven:

TEACHER RECRUITMENT: Rebecca Taber-Conover, Head of Public Programs and Connecticut History Day, Connecticut Democracy Center at Connecticut's Old State House

TEACHER RECRUITMENT: Connecticut Council for Social Studies (CCSS)

THE TEACHER FOCUS GROUP

STUDENT REPRESENTATIVE: Syed Ardhi

STUDENT REPRESENTATIVE: Stephanie Chapman

STATE RESOURCE DEVELOPMENT: The Connecticut Coalition for History

EVALUATION: Theresa Bruckerhoff, Vice President of Curriculum Research and Evaluation, Inc.

OTHER ITEMS THAT WILL REQUIRE CTH FUNDING:

A Dropbox Business account for 8 months

Costs associated with the January 2021 workshop:
Custodial & Building Monitor Fees
A/V- media services
Parking for 150 people
Photocopying costs for 150 copies of the workshop resource packet

Project Outcomes:

Describe the specific elements of a project plan that will come out of the planning process, such as an exhibition checklist, exhibition script, educational materials, etc.

The Composite Curriculum Project will plan and organize a professional development program to support the teaching of Connecticut's newly mandated course in African American and Latino studies. The planning period will take place between July 1, 2020 and January 31, 2021. The professional development program will be held over an eighteen-month period, from February 1, 2021 until July 31, 2022, and will include monthly afternoon workshops, selected field trips to museums and historic sites in or near Connecticut, and summer institutes in 2021 and 2022. In preparation for that program, the planning group will convene monthly (at minimum) between July and January through a virtual meeting platform to produce the following outcomes:

Teacher Recruitment and Outreach

We will recruit fifty Connecticut high school social studies teachers who are committed to teaching the new course on Black and Latino history to serve as a core focus group. Primary responsibility for teacher recruitment will be undertaken by Rebecca Taber-Conover, with input from the Connecticut Council for Social Studies (CCSS), teacher representative Nataliya Braginsky, and other project partners.

From the group of fifty, we will identify four teachers to serve as curriculum specialists during the Implementation Grant. Throughout the professional development workshop series, these specialists will engage the other teachers in creating inquiry-based classroom material and activities using the historical content presented by the workshop speakers and related primary and secondary resources.

Working with the State Educational Resource Center (SERC) and CCSS, we will identify a second group of 150 teachers who, along with the 50 focus group teachers, will enroll in the Composite Curriculum workshop series to be offered during the Implementation Grant. Those teachers will engage in the series by physically participating in the workshops or engaging virtually through the use of a video conferencing application. In the event that physical distancing practices are still in place all participants shall participate via video conferencing.

Weekly Newsletter

To assist in teacher recruitment and outreach, we will create a weekly online newsletter for teachers, students and others interested in teaching and learning about the histories of Black and Latino peoples. The newsletter will be used to announce project programming and links to news stories related to Black and Latino history, and to take notice of events, resources, and programming related

to the subject. With contributions submitted from other project partners, GLC Director Thomas Thurston will be responsible for producing and circulating this newsletter.

Development of a Course of Study

We will create a syllabus for the course of study to be carried out during the Implementation Phase. The complete course of study will run from February 2021 through July 2022 and will consist of thirteen afternoon workshops, three two-day summer institutes, and six field trips. The four academic consultants (Professors Coronado, Gegelein, Broyld, and Ogbar) will be primarily responsible for developing the syllabus, with input from Mr. Thurston and other project partners.

The syllabus will include the subjects to be covered during each of the individual workshop sessions, the speakers selected to introduce the subject and lead discussion, primary and secondary readings and resources, and the curriculum specialists who will be leading the related teaching component. Curriculum specialists will be assigned to the first four afternoon workshops. We will recruit the remaining pool of curriculum specialists from the pool of teachers participating in the program, in order to give them the opportunity to participate in leading workshop and institute teaching components.

A Guide to Connecticut-Based Resources

We will create a guide to Connecticut-based resources related to the themes and topics of the course of study, including online materials, archival and museum-based resources, and historic sites and neighborhoods. With input from all project partners, members of the Connecticut Coalition for History primarily will be responsible for producing this guide.

Logistics

In preparation for the Implementation Phase of the project, for each of the planned workshops, institutes, and field trips we will select venues, identify contact persons, verify the availability of the necessary technology needed to carry out the online component to the individual events, and determine additional costs associated with the event (entrance fees, parking fees, custodial services, and other contingencies). Mr. Thurston primarily will be responsible for these logistics, with assistance from GLC administrative assistant Melissa McGrath.

Website Development

We will build and launch a project website, which will include the syllabus for the course of studies, primary documents and readings, the Connecticut resources guide, and other information related to the workshops, institutes, and field trips. Gilder Lehrman Center Media Project Manager Daniel Vieira will be responsible for creating and maintaining the website.

Video conferencing platform

We will test and determine which video conferencing platform will be used during the Implementation Phase to ensure that it is robust, secure, easily learned, and is able to meet the needs of workshop leaders and participants, including the capacity to display and share primary documents and co-author materials. Mr. Thurston and Mr. Vieira will work together to make these determinations.

A Workshop Prototype

We will plan a one-day workshop, scheduled for January, 2021, which will serve as a model for the workshops held during the Implementation Phase of the project. This model will allow us to test our effectiveness in promoting the event, engaging teachers participating in the event itself and online, and using the conferencing platform and other online components. This workshop will feature a lecture on Reconstruction, by David W. Blight, GLC Director and Sterling Professor of History at Yale University; State Legislators instrumental in the passage of PA1912; representatives from Connecticut's Department of Education and the State Educational Resource Center; and a member of one of the State's student advocacy groups will be invited to speak during the opening remarks. The day will include breakout sessions conducted by Connecticut teachers, who will share their strategies for teaching the history of Reconstruction.

Following the event, our evaluator, Ms. Bruckerhoff, will interview the teachers who attended the workshop in person as well as those who engaged online, to determine their assessment of the lecturer, the workshop's teaching component, and the online experience of the workshop.

Reporting and Evaluation

Theresa Bruckerhoff, our project evaluator, will complete formative evaluations throughout the Planning Grant as well as a final, written assessment of the curricular components.

Humanities Content:

How do you expect the final project will help the audience understand and appreciate human history, culture, values, and beliefs?

What preliminary themes will you explore during planning?

The audience for the Composite Curriculum project is Connecticut public high school social studies teachers who will be responsible for implementing the 2019 legislation requiring the teaching of Black and Latino Studies in public schools (PA1912). The project intends to provide a sizeable cohort of teachers from urban, suburban, and exurban parts of the state with an introductory background to African American and Latino contributions to the history of the state and the nation. The project will offer these teachers the opportunity to provide critical feedback on the development of the curriculum. The project also will draw on the teachers' existing knowledge in order to cultivate a broader network of Connecticut teachers to participate in a subsequent series of professional development workshops. A central goal is to create a leadership community within the state's public school teachers who will help generate enthusiastic buy-in among their school administrators and fellow teachers when the time comes to implement PA1912.

More generally, the project will use the tools of the humanities to foster an appreciation for the broader context and rationales for the PA1912 legislation. Connecticut long has been known as "the land of steady habits." In the 21st century, however, change might be the steadiest factor in the social fabric of the state. As is true for the nation as a whole, Connecticut is home to an increasingly racially and ethnically diverse population. The state is the most diverse among its New England neighbors and is ranked by the US Census as the 14th most diverse state in the nation. The social climate engendered by these changing demographics includes statewide movements for social and

environmental justice led by students of color; multi-ethnic progressive political parties; and increased attention within academic and civic institutions to issues of diversity, equity, and belonging. Likewise, state and municipal governments are increasingly aware that the longstanding dynamics of institutional racism have meant that the negative consequences of our multiple urgent crises—the threats of the COVID-19 pandemic, the cascading effects of climate change, the social impacts of massive wealth inequality—fall disproportionately on African Americans, Latino populations, and other people of color.

These contemporary issues and the cultural, public health, economic, and policy concerns they raise highlight the need for developing an educated and engaged public equipped with critical thinking skills, appreciation of the common good, and a general sense of empathy for humanity. These are some of the main tools offered by the humanities. Our goal is to increase the teachers' understanding of Black and Latino history and culture and at the same time to connect that understanding to the contemporary realities of their students and their communities at large.

Preliminary themes to be explored include:

- History of multi-ethnic settlement of colonial North America and the United States
- The transatlantic slave trade between Africa, the Caribbean, Latin America, and North America
- Labor history and migration between the Caribbean, Latin America, and the United States; legal frameworks surrounding citizenship
- History of US military, political, and economic engagements with Latin America and the Caribbean
- Cultural traditions of Black and Latino peoples within the US: music, dance, visual art, literature, foodways, religion

Project Audience:

What target audience do you have in mind for the final project? Why did you choose this audience? Will you involve potential audience members in the planning process? If so, how?

The proximate audience for the project is Connecticut's public school teachers who will be teaching the newly mandated elective course in African American and Latino history. This mandate will be implemented in over 400 public high schools throughout Connecticut. Although SERC has been tasked with creating this new curriculum, no funding has been provided to assist teachers with professional development opportunities in those areas. This project addresses that gap.

Teachers in Connecticut, as elsewhere throughout the nation, are tasked with heavy teaching loads as well as administrative and extracurricular responsibilities, with limited opportunities for intellectual enrichment. The planning process and the eventual professional development workshops will provide opportunities for deep learning and discussion relevant to the topics that PA1912 mandates them to teach.

Connecticut's students are the ultimate beneficiaries of this project. During public hearings on the bill, students and student organizations visited the State Capitol to advocate for the bill. As one of

the driving forces behind the new act, students continue to demand history curricula that presents a more inclusive American experience, including the stories, struggles, and accomplishments of African Americans and Americans of Caribbean and Latin American descent. This planning grant will provide teachers with proficiency in teaching the topics that the students quite rightly are asking to be addressed. In this uncertain time of pandemic and social isolation, this program also will provide essential resources for distance learning which will be critical for both the classroom experience and teaching and learning from home.

Connecticut teachers and students are an important component in this planning process. Project team members Rebecca Conover-Taber and the Connecticut Council for Social Studies will be recruiting fifty Connecticut high school social studies teachers to participate as a focus group in the planning process. Ms. Conover-Taber, who has been the coordinator for History Day in Connecticut for 10 years, has worked with hundreds of Connecticut history teachers in their capacity as leaders and judges. And the Connecticut Council for Social Studies, as the professional association for the state's social studies teachers, will provide great assistance in identifying and recruiting promising social studies teachers from across the State.

Those fifty teachers will be a key part of our planning process. The workshops we will be organizing will include lecture and discussion sessions with historians as well as teacher-led curriculum development sessions, exploring primary documents and considering different classroom strategies for teaching this new material. Their comments and criticism are essential in developing these history workshops, and when we reach the implementation phase of this project we expect some of them will be asked to join our team as curriculum developers. Nataliya Braginsky, an outstanding high school teacher at Metropolitan Business Academy, in the New Haven Public School district, will assist us in working with this teacher focus group.

Syed Ardhi and Stephanie Chapman, members of Students for Educational Justice, one of the activist groups that were so instrumental in the passage of PA1912, also will participate in the planning, providing critiques and suggest improvements to the project materials under development.

Schedule:

Describe the major tasks to complete the project, specific dates for both the beginning and completion, and the team member(s) responsible for each. Include ONLY tasks during the requested grant period.

Please use the following format:

1 Start & End Date; Task; Team Member(s)

2 Start & End Date; Task; Team Member(s)

etc

July 1, 2020 to Aug. 1, 2020

Teacher Focus Group Recruitment

We will recruit fifty Connecticut high school social studies teachers who are committed to teaching the new course on Black and Latino history.

Rebecca Taber-Conover, Connecticut Council for Social Studies, Thomas Thurston

Aug. 1, 2020 to Oct. 15, 2020

Recruitment of 150 teachers for Implementation Grant

We will recruit a second group of 150 teachers who, along with the 50 teachers recruited during the Planning Grant, will enroll in the Composite Curriculum workshop series to be offered during the Implementation Grant.

Rebecca Taber-Conover, Connecticut Council for Social Studies, Teacher Focus Group, Thomas Thurston

July 1, 2020 to Nov. 1, 2020

Development of a Course of Study

We will create a syllabus for the Course of Study to be carried out during the Implementation Phase. (The complete Course of Study will run from February 2021 through July 2022 and will consist of thirteen afternoon workshops, three two-day summer institutes, and six field trips.) We will meet as a team through a digital meeting platform to report on our progress and plan for the next steps once a month, at a minimum.

Daniel Broyle, Juan Coronado, Anne Gegelein, Jeffrey Ogbar, Michelle Zacks, Thomas Thurston, David W. Blight (when available); student representatives and other project partners as needed.

Aug. 1 to Nov. 1, 2020

Selection of Curriculum Specialists.

We will select four teachers from the fifty-teacher focus group to serve as curriculum specialists during the Implementation Grant.

Nataliya Braginsky, Thomas Thurston

Sept. 1, 2020 to Nov. 1, 2020

Workshop Logistics

To prepare for each of the planned workshops, institutes, and field trips to be held during the Implementation Phase of the project, we will select venues, identify contact persons, verify the availability of the appropriate technology needed to carry out the online component to the individual events, and determine additional costs associated with the venue (entrance fees, parking fees, custodial services, and other contingencies).

Thomas Thurston, Melissa McGrath, Michelle Zacks

July 1, 2020 to Dec. 1, 2020

Guide to Connecticut-based resources

We will identify archival and other research materials and create a guide to Connecticut-based resources related to the themes and topics of the Course of Study, including online materials, archival and museum-based resources, and historic sites and neighborhoods.

Connecticut Coalition for History, Thomas Thurston

Sept. 1, 2020 to Jan. 1, 2020

Development of a Project Website

We will build a project website, which will include the syllabus for the Course of Studies and other information related to the workshops, institutes, and field trips.

Daniel Vieira, Thomas Thurston

Oct. 1, 2020 to Jan. 1, 2020

Video conferencing platform

Daniel Vieira will test and determine which video conferencing platform will be used during the Implementation Phase. We will ensure that the platform is robust, secure, easily learned, and is able to meet the needs of workshop leaders and participants, including the capacity to display and share primary documents and co-author materials.

Daniel Vieira, Thomas Thurston

Sept. 15, 2020 to Jan. 27, 2021

Weekly Online Newsletter

To assist in teacher recruitment and outreach, we will publish a weekly online newsletter for teachers, students and others interested in teaching and learning about the histories of Black and Latino peoples. The newspaper will debut on Wednesday, Oct. 7, 2020 and continue throughout the period of the current grant, to be continued during the Implementation Grant period. Thomas Thurston will edit the newsletter and Melissa McGrath will design the newsletter and its graphic elements.

Thomas Thurston, Melissa McGrath

Nov. 1, 2020 to Jan. 31, 2021

Plan and execute the Jan. 2021 one-day workshop

The Jan. workshop will introduce the Composite Curriculum Workshops to Connecticut history teachers and students, allow us to test the various components of the program: outreach and recruitment, the technology used for the digital components to the workshop, and the Workshop's program.

All Team members

July 1, 2020 to Jan. 31, 2021

Assessment and Evaluation

Staff members will be in regular communication with the project evaluator, as she tracks and assesses the work of team members throughout the progress of the grant, allowing us to identify and correct any problems that may arise during the grant period. In addition to this formative assessment, Ms. Bruckerhoff will create a final summative assessment at the close of the granting period.

Theresa Bruckerhoff, Michelle Zacks, Thomas Thurston, David W. Blight

July 1, 2020 to Jan. 31, 2021

Project Supervision and Oversight

Ensure that the project is adhering to its mission and goals, that outcomes are produced on schedule, that project members fulfill their responsibilities, and that finances are managed properly.

David Blight, Michelle Zacks, Melissa McGrath

Project Team:

Please list your project's major participants including presenters, consultants, scholars, staff, etc.; indicate if they will be paid with CTH grant funding; and list their major project responsibilities.

Make sure you include ALL participants for whom you are requesting CTH funding in this section.

Please attach resumes or bios for all listed in the Project Team in the next question.

Please use the following format:

Team Member 1 Name

Team Member 1 Title

Team Member 1 Organization

Paid with CTH grant funds

Major Responsibilities

Team Member 2 Name

Team Member 2 Title

Team Member 2 Organization

Not paid with CTH grant funds

Major Responsibilities

Etc

Dr. Jeffrey Ogbar

Professor of History and founding Director of the Center for the Study of Popular Music
University of Connecticut

Paid with CTH grant funds^[L]_[SEP]

Dr. Jeffrey Ogbar will be responsible for developing the portion of the course syllabus that will focus on African American history and culture. He and the other project consultants for African American and Latino/Puerto Rican history will be responsible for the development of all the components necessary for the course of study to be offered under the Implementation Grant, which is expected to encompass thirteen afternoon workshops, three two-day summer, and six field trips over the eighteen-month period of the grant. This will involve deciding upon the overall syllabus, selecting the historians and other area specialists who will be responsible for leading the workshops and institutes, and working with those historians to compile a set of reading materials and primary documents for the course of study.

Dr. Daniel J. Broyld

Assistant Professor of Public History & African American History
Central Connecticut State University

Paid with CTH grant funds^[L]_[SEP]

Dr. Daniel J. Broyld will be responsible for developing the portion of the course syllabus that will focus on African American history and culture. He and the other project consultants for African American and Latino/Puerto Rican history will be responsible for the development of all the components necessary for the course of study to be offered under the Implementation Grant, which

is expected to encompass thirteen afternoon workshops, three two-day summer, and six field trips over the eighteen-month period of the grant. This will involve deciding upon the overall syllabus, selecting the historians and other area specialists who will be responsible for leading the workshops and institutes, and working with those historians to compile a set of reading materials and primary documents for the course of study.

Dr. Juan Coronado
Assistant Professor of History
Central Connecticut State University
Paid with CTH grant funds^[1]_[SEP]

Dr. Juan Coronado will focus on the History of Latino Americans. He and the other project consultants for African American and Latino/Puerto Rican history will be responsible for the development of all the components necessary for the course of study to be offered under the Implementation Grant, which is expected to encompass thirteen afternoon workshops, three two-day summer, and six field trips over the eighteen-month period of the grant. This will involve deciding upon the overall syllabus, selecting the historians and other area specialists who will be responsible for leading the workshops and institutes, and working with those historians to compile a set of reading materials and primary documents for the course of study.

Dr. Anne Gebelein
Associate Professor in Residence of Latin American and Caribbean Studies
University of Connecticut
Paid with CTH grant funds

^[1]_[SEP]Dr. Anne Gebelein will focus on the History of Latino Americans. She and the other project consultants for African American and Latino/Puerto Rican history will be responsible for the development of all the components necessary for the course of study to be offered under the Implementation Grant, which is expected to encompass thirteen afternoon workshops, three two-day summer, and six field trips over the eighteen-month period of the grant. This will involve deciding upon the overall syllabus, selecting the historians and other area specialists who will be responsible for leading the workshops and institutes, and working with those historians to compile a set of reading materials and primary documents for the course of study.

Nataliya Braginsky
Teacher of High School Social Studies
Metropolitan Business Academy, New Haven
Paid with CTH grant funds

Nataliya Braginsky is our educational consultant. Ms. Braginsky will work with project historians and teachers to address how the lectures, readings, and primary documents of academic historians can be transformed into curriculum materials that will engage students and transform the way they think about their histories and their communities.

Rebecca Taber-Conover
Head of Public Programs and Connecticut History Day
The Connecticut Democracy Center at Connecticut's Old State House
Paid with CTH grant funds

Rebecca Taber-Conover will aid us in Teacher Recruitment. Ms. Taber Conover will be responsible for recruiting fifty Connecticut social studies teachers, who will constitute the project's Teacher Focus Group, as well as recruiting 150 teachers to participate in the Implementation Phase of this project.

Connecticut Council for Social Studies (CCSS)

****NON-PROFIT ORGANIZATION**

Paid with CTH grant funds

The CCSS will work with Ms. Taber-Conover in identifying and recruiting Connecticut social studies teachers to participate in the Teacher Focus Group. As the professional organization for Connecticut's social studies teachers, the CCSS has developed and sustained a wide network of creative and engaged educators. Our CCSS liaison, to be determined at their April meeting of their Board of Directors, will also assist in reviewing the course of studies syllabus while it is under development and finalized.

THE TEACHER FOCUS GROUP

****A GROUP OF 50 CONNECTICUT TEACHERS**

Paid with CTH grant funds

The Teacher Focus Group of fifty teachers, recruited for the project by Ms. Taber-Conover and the CCSS, will work closely with the Nataliya Braginsky and the project historians to ensure that the course of study is designed to encourage independent critical thinking and support inquiry-based learning that supports the student's role in this learning process.

Syed Ardhi

Student; Member of Students for Educational Justice

Hill Career High School, New Haven; Students for Educational Justice

Paid with CTH grant funds

Syed Ardhi is a member of Students for Educational Justice (SEJ), one of the student activist groups who advocated for the new curriculum. He will serve as one of our student representatives, working with the the rest of the team and meeting with SEJ and other associated Connecticut student groups -- all important stakeholders in this effort -- who want this new curriculum to be not about "heroes and holidays," but rather, a curriculum that views history as a framework for better understanding contemporary racism and social inequities.

Stephanie Chapman

Student; Member of Students for Educational Justice

Metropolitan Business Academy, New Haven

Paid with CTH grant funds

Stephanie Chapman is a member of Students for Educational Justice (SEJ), one of the student activist groups who advocated for the new curriculum. She will serve as one of our student representatives, working with the the rest of the team and meeting with SEJ and other associated Connecticut student groups -- all important stakeholders in this effort -- who want this new curriculum to be not about "heroes and holidays," but rather, a curriculum that views history as a framework for better understanding contemporary racism and social inequities.

The Connecticut Coalition for History

**** NON-PROFIT ORGANIZATION**

Paid with CTH grant funds

To complement the syllabus developed by the project's history consultants, the Connecticut Coalition for History will compile a guide to the digital, archival, and educational collections in Connecticut's museums, archives, and historic sites related to the histories of African American and Latinos.

Theresa Bruckerhoff
Vice President
Curriculum Research and Evaluation, Inc.
Paid with CTH grant funds

Theresa Bruckerhoff will provide ongoing assessment and evaluation throughout the project. Ms. Bruckerhoff has evaluated scores of Connecticut-based educational projects across a wide range of disciplines for PK-12 schools and undergraduate, graduate, and postgraduate programs.

David W. Blight
Sterling Professor of History; Executive Director

Yale University; Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at the MacMillan Center, Yale University

Not paid with CTH grant funds

David W. Blight is Yale University's Principal Investigator for the project and will provide intellectual oversight. Dr. Blight will verify that the project is in compliance with the GLC mission and Yale policies. In addition, Professor Blight will be the keynote speaker at the project's January 2021 day-long workshop, to be held at the MacMillan Center, Yale University

Thomas Thurston
Director of Education and Public Outreach

Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at the MacMillan Center, Yale University

Not paid with CTH grant funds

Mr. Thurston will provide coordination and maintain communication between all project members and will be responsible for organizing monthly meetings.

Daniel Vieira
Media Project Manager

Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at the MacMillan Center, Yale University

Not paid with CTH grant funds

Mr. Vieira will provide technical assistance with virtual meetings, develop the project website, and provide media assistance for the January prototype workshop.

Michelle Zacks
Associate Director

Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at the MacMillan Center, Yale University

Not paid with CTH grant funds

Dr. Zacks will consult with the Project Evaluator regarding deadlines for outcomes, oversee financial administration, obtain regular feedback from Project Coordinator regarding project progress, and maintain communication with MacMillan Business Office and CT Humanities.

Melissa McGrath
Administrative Assistant
Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition at the MacMillan Center,
Yale University
Not paid with CTH grant funds
Ms. McGrath will be responsible for graphic design and the formatting of digital materials. She will carry out general administrative duties related to the project.

Project Team Resumes and Bios:

Please attach a CV or resume of up to 3 pages for each person for whom CTH grant funding is being sought that demonstrates appropriate skills and/or scholarship to carry out their role in the project.

Short (one- or two-paragraph) bios of vital team members NOT paid through CTH funds may also be included.

Note: Only 1 attachment can be uploaded in this space. If you have multiple resumes to share, please combine into 1 document before uploading.

[NOTE: Sample Model Grants do not share this upload]

Collaborative Projects:

If the project is a collaborative effort, managed with other organizations, please include letters from those partners describing their respective roles in the project.

[See the appendix for this optional upload]

Budget: [See the appendix for this upload]

Budget Notes and Justification:

Budget Justification

We are including two Connecticut non-profit organizations in our grant: The Connecticut Council for Social Studies (CCSS) and the Connecticut Coalition for History (CCH), who will be paid with CTH grant funds. Both organizations have agreed to participate. Both organizations are to be paid \$ [REDACTED] for their contributions.

Since neither organization has a CV, per Scott Wand's advice I am noting this in the budget justification. They are included in the grant proposal, as well.

Here are their respective project responsibilities.

The Connecticut Council for Social Studies (CCSS)

The CCSS will work with Ms. Taber-Conover in identifying and recruiting Connecticut social studies teachers to participate in the Teacher Focus Group. As the professional organization for Connecticut's social studies teachers, the CCSS has developed and sustained a wide network of creative and engaged educators. Our CCSS liaison, to be determined at their April meeting of their Board of Directors, will also assist in reviewing the course of studies syllabus while it is under development and finalized.

The Connecticut Coalition for History

To complement the syllabus developed by the project's history consultants, the Connecticut Coalition for History will compile a guide to the digital, archival, and educational collections in Connecticut's museums, archives, and historic sites related to the histories of African American and Latinos.

We have asked two high school students to serve as grant consultants. In lieu of resumes they have submitted brief bios.

We also propose to form a focus group of 50 teachers, paying them █████ each with CTH funds. As these individuals have yet to be identified, we do not have CVs or bios for them.

In addition to the attachments required in previous sections, applications for planning interpretive digital projects must also include:

- **The process you will use to select technology (include proposals from vendors detailing the scope and duration of work);**
- **Technologies to be used (if already selected) and justification for selection. If you plan to use proprietary technologies, give justification for choosing them over open-source options;**
- **Existing database or archival resources from which content will be drawn (sample entries may be provided).**

****PLEASE NOTE: Applications of all types may also include pertinent audio and video digital files in standard formats as well. Contact Connecticut Humanities staff for details.**

File Upload

Please attach one (1) document containing all of the materials required as outlined above, based on the project type(s) for which you are requesting funding, to help us evaluate the quality and humanities content of your project.

Note: Only 1 attachment can be uploaded in this space. If you have multiple documents to share, please combine into 1 file before uploading.

[\[See the appendix for this upload\]](#)

Appendix

While Project Team Resumes and Bios are required for this application, this upload is not included with this sample model grant application.

This sample model grant includes the following documents:

1. Budget

SALARIES & WAGES: Total amount of Salaries & Wages requested in CTHF Funds may not exceed 25% of the total grant request.

Note: Quick Grants cannot fund Salaries & Wages, but it can be used as Matching Funds (Applicant Cash Contributions).

There is no cap on Salaries & Wages used as Applicant Cash Contributions.

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Name/Position	Rate	#	Total
1	David W. Blight- Project Director		1	
2	% salary & fringe devoted to project)			\$0
3	Thomas Thurston- Project Coordinator		1	
4	% salary & fringe devoted to project)			\$0
5	Daniel Vieira- Technician		1	
6	% salary & fringe devoted to project)			\$0
7	Michelle Zacks- Fiscal Agent/ Oversight		1	
8	% salary & fringe devoted to project)			\$0
9	Melissa McGrath- Design & Administration			\$0
10	% salary & fringe devoted to project)		1	
11				\$0
12				\$0
13				\$0
14				\$0
15				\$0
			Total	\$23,036

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
		\$3,379.00		\$3,379
				\$0
		\$13,072.00		\$13,072
				\$0
		\$1,844.00		\$1,844
				\$0
		\$3,244.00		\$3,244
				\$0
		\$1,497.00		\$1,497
				\$0
				\$0
				\$0
				\$0
\$0	\$0	\$23,036	\$0	\$23,036

HONORARIA & CONSULTING

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Name/Position	Rate	#	Total
1	Theresa Bruckerhoff- Evaluation	████████	█	████████
2	Rebecca Taber-Conover- Teacher Recruitment	████████	█	████████
3	Connecticut Coalition for History	████████	█	████████
4	CT Council for Social Studies	████████	█	████████
5	Juan Coronado- Latino history	████████	█	████████
6	Anne Gebelein- Latino history	████████	█	████████
7	Daniel Broyld- AfAm history	████████	█	████████
8	Jeffrey Ogbar- AfAm history	████████	█	████████
9	Nataliya Braginsky- Teacher Representative	████████	█	████████
10	Student representatives- 2	████████	█	████████
11	Focus Group Teachers- 50	████████	█	████████
12				\$0
13				\$0
14				\$0
15				\$0
Total				\$20,800

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
████████				████████
████████				████████
████████				████████
████████				████████
████████				████████
████████				████████
████████				████████
████████				████████
████████				████████
████████				████████
				\$0
				\$0
				\$0
				\$0
\$20,800	\$0	\$0	\$0	\$20,800

TECHNICAL DESIGN SERVICES

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Name/Position	Rate	#	Total
1	Dropbox Business Account- monthly	\$12.50	8	\$100
2	(uploading and sharing documents & media)			\$0
3				\$0
4				\$0
5				\$0
6				\$0
7				\$0
8				\$0
9				\$0
10				\$0
			Total	\$100

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
\$100.00				\$100
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
\$100	\$0	\$0	\$0	\$100

TRAVEL: CTH may cover mileage up to .545 per mile. Enter rate and number of miles below.

Total travel expenses may not exceed 20% of total grant request.

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Name/Position	Rate	#	Total
1				\$0
2				\$0
3				\$0
4				\$0
5				\$0
6				\$0
7				\$0
8				\$0
9				\$0
10				\$0
11				\$0
12				\$0
13				\$0
14				\$0
15				\$0
Total				\$0

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
\$0	\$0	\$0	\$0	\$0

PRINTING, COPYING & SUPPLIES: Total photocopying or printing expenses may not exceed 40% of total grant request

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Description	Rate	#	Total
1	Prototype Workshop packet	\$6.00	150	\$900
2				\$0
3				\$0
4				\$0
5				\$0
6				\$0
7				\$0
8				\$0
9				\$0
10				\$0
11				\$0
12				\$0
13				\$0
14				\$0
15				\$0
16				\$0
17				\$0
18				\$0
19				\$0
20				\$0
Total				\$900

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
\$900.00				\$900
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
\$900	\$0	\$0	\$0	\$900

EQUIPMENT AND ROOM RENTAL OR PURCHASE: Total Equipment expenses may not exceed 40% of total grant request.

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Description	Rate	#	Total
1	PROTOTYPE WORKSHOP EXPENSES:			\$0
2	Catering	\$2,000.00	1	\$2,000
3	Custodial fees & building monitor	\$1,000.00	1	\$1,000
4	A/V media services	\$700.00	1	\$700
5	Parking	\$10.00	150	\$1,500
6				\$0
7				\$0
8				\$0
9				\$0
10				\$0
			Total	\$5,200

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
				\$0
		\$2,000.00		\$2,000
\$1,000.00				\$1,000
\$700.00				\$700
\$1,500.00				\$1,500
				\$0
				\$0
				\$0
				\$0
				\$0
\$3,200	\$0	\$2,000	\$0	\$5,200

PROMOTION

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Description	Rate	#	Total
1				\$0
2				\$0
3				\$0
4				\$0
5				\$0
6				\$0
7				\$0
8				\$0
9				\$0
10				\$0
			Total	\$0

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
				\$0
\$0	\$0	\$0	\$0	\$0

EVALUATION

NOTE: The total of each item detail must match the total of each source of funds. X indicates a problem.

Item Detail				
	Description	Rate	#	Total
1				\$0
2				\$0
3				\$0
4				\$0
5				\$0
Total				\$0

CTHF Funds Requested and Matching Funds (Source of Funds)				
CTHF Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
				\$0
				\$0
				\$0
				\$0
				\$0
\$0	\$0	\$0	\$0	\$0

BUDGET SUMMARY: Values fill automatically from the detail pages.

Budget Summary	Source of Funds Summary				
	CTH Funds	External Cash Contributions	Applicant Cash Contributions	In-Kind Contributions	Total
Salaries & Wages	\$0.00	\$0.00	\$23,036.00	\$0.00	\$23,036
Honoraria	\$20,800.00	\$0.00	\$0.00	\$0.00	\$20,800
Technical Design Services	\$100.00	\$0.00	\$0.00	\$0.00	\$100
Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0
Printing, Copying and Supplies	\$900.00	\$0.00	\$0.00	\$0.00	\$900
Equipment and Room Rental or Purchase	\$3,200.00	\$0.00	\$2,000.00	\$0.00	\$5,200
Promotion	\$0.00	\$0.00	\$0.00	\$0.00	\$0
Evaluation	\$0.00	\$0.00	\$0.00	\$0.00	\$0
Total	\$25,000	\$0	\$25,036	\$0	\$50,036