

We recently applied for a Department of Education grant. I will share portions of the proposal.

The screenshot shows a web browser window displaying the Grants.gov application workspace. The URL is apply07.grants.gov/apply/jsf/workspace/workspace.faces?workspaceId=WS01549416. The workspace details include:

- Application Filing Name: EBLM - AHC grant [Edit Name]
- Workspace ID: WS01549416
- Workspace Status: Archived
- Opening Date: Jun 23, 2025
- AOR Status: Workspace has AOR
- Last Submitted Date: Jul 23, 2025
- Closing Date: Jul 23, 2025
- Workspace Owner: Regina V Roundtree
- SAM Expiration Date: Jul 09, 2026
- UEH: QTUNXJJGR4X9

The workspace contains several application package forms, all of which are mandatory and have a status of "Passed".

Include in Package	Form Name (Click to Edit)	Requirement	Form Status	Last Updated Date/Time	Locked By	Actions
<input checked="" type="checkbox"/>	Application for Federal Assistance (SF-424) [V4.0]	Mandatory	Passed	Jul 19, 2025 11:02:58 AM EDT	---	Lock Download Upload Reuse Webform
<input checked="" type="checkbox"/>	ED SF424 Supplement [V4.0]	Mandatory	Passed	Jul 19, 2025 11:16:21 AM EDT	---	Lock Download Upload Reuse Webform
<input checked="" type="checkbox"/>	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS [V1.5]	Mandatory	Passed	Jul 19, 2025 01:11:51 PM EDT	---	Lock Download Upload Reuse Webform
<input checked="" type="checkbox"/>	Grants.gov Lobbying Form [V1.1] READ-ONLY	Mandatory	Passed	---	---	Lock Download Upload Reuse Webform
<input checked="" type="checkbox"/>	ED General Education Provisions Act (GEPA) 427 Form [V2.0]	Mandatory	Passed	Jul 19, 2025 11:43:11 AM EDT	---	Lock Download Upload Reuse Webform
<input checked="" type="checkbox"/>	ED Abstract Form [V1.1]	Mandatory	Passed	Jul 23, 2025 05:24:53 AM EDT	---	Lock Download Upload Reuse Webform
<input checked="" type="checkbox"/>	Project Narrative Attachment Form [V1.2]	Mandatory	Passed	Jul 23, 2025 05:25:49 AM EDT	---	Lock Download Upload Reuse Webform

Abstract Narrative

Project Title: American History in 3D: Restoring Integrity to Civics and U.S. History Education

The American History in 3D initiative aims to reshape civics and American history education by fighting revisionist narratives with fact-based, multidimensional, and non-ideological teaching. This project adds to existing history and civics programs; it's designed to enhance the curriculum and highlight the bravery, moral struggles, and principled visions of America's patriots, Founders, and reformers. It directly opposes the growing anti-American sentiment fueled by false historical claims, such as the idea that America was built on racism and is beyond redemption.

The project will be led by Every Black Life Matters (EBLM), a national nonprofit with a five-year record of challenging false racial and historical narratives in education. EBLM has reached thousands of students, parents, and teachers through seminars, workshops, and training events. In **partnership with renowned historians** Tim and David Barton, and William Federer, EBLM will create original master-class content, live seminars, and online modules to reform how history is taught and understood in America.

Project partners include three primary schools: TV Next in Stockton, California; Chula Vista Christian University in Chula Vista, California; and Liberty University in Lynchburg, Virginia. These institutions serve over 700 teachers and more than 10,000 students. Each school's student body is highly diverse—TV Next mainly serves about 90% Asian students of Korean, Chinese, and Japanese descent; Liberty University has around 50% ethnic minorities; and Chula Vista Christian mirrors its local community with about 80% minority enrollment. Our teacher accreditation partner, Innovative Teachers of America, will provide content delivery to teacher networks for annual professional development credits.

American History in 3D is not meant to replace existing professional development but to supplement it, helping teachers meet their yearly PD credit requirements with impactful, content-rich seminars.

The first phase involves creating and piloting seven curriculum modules based on U.S. founding principles, each with embedded assessments. **Impact will be evaluated via pre- and post-training assessments and classroom reviews.** The initiative aims to reach between 3,000 and 4,000 students each year. Expected results include 70% of participating teachers showing a clear shift in mindset and greater instructional confidence, and 90% of students reporting a better understanding of American history, civic institutions, and constitutional values. Special focus will be on reaching ethnic minority students, who have been disproportionately exposed to biased or anti-American curricula.

Over the next 36 months, EBLM plans to host up to 20 high-impact seminars each year and train over 800 educators using its signature "3D History" approach, which looks at historical events through context, individual motives, and long-term civic impact. Professional development will use a mix of formats, including in-person seminars, online cohorts, and mentorship opportunities. Teachers will engage in seven interactive sessions each year (two hours each, plus two hours of follow-up), supported by digital resources and peer-learning communities. PD credits will be earned through our partner, Innovative Teachers of America. Over the three-year period, this project aims to **reach more than 12,000 students and 800-1,000 teachers.**

Primary activities include developing comprehensive 'American History in 3D' curriculum modules; delivering live seminars nationwide with expert instructors—expected to be six to

eight regional sessions annually; creating and sharing digital content via an LMS platform, with approximately 30 hours of on-demand material; training parents, teachers, and student leaders with master trainers—targeting over 300 teachers and 3,000 students; and partnering with historians to build a scalable, truthful content library.

Expected outcomes include restoring civic pride and engagement among youth and their families, replacing one-sided, politicized teaching with thorough, contextual truth, boosting historical literacy, and advancing understanding of constitutional principles. The program also aims to inspire a new generation of Black and minority students to appreciate their national heritage. Master class trainers and historians will dedicate significant effort to ensure the project's success.

American History in 3D

Strategic Positioning Statement: American History in 3D is a high-quality, supplemental professional development program that enhances existing district PD offerings. Aligned with the 20–30 hour annual PD expectations for most teachers, it fills a content gap in civics and history instruction often missing from general pedagogy training. Our program supports teachers with accredited hours, expert-led materials, and scalable delivery—without requiring curriculum overhaul or systemic disruption.

Inputs	Outputs		Short Term	Outcomes -- Impact	
	<i>Activities</i>	<i>Participation</i>		<i>Medium Term</i>	<i>Long Term</i>
<p>Resources:</p> <ul style="list-style-type: none"> History/Civics assessment results American History in 3D curriculum Supplemental books authored by program trainers Facilities in person seminars and video production LMS platform and other technologies <p>Involvement:</p> <ul style="list-style-type: none"> EBLM Master Teachers and Expert Historians (Bartons, Federer, McGary, Mammen) PD Accreditation Partner: ITeach and Innovative Teachers of America TV Next, Chula Vista College (LEA) Liberty Univ. (LEA) 	<ul style="list-style-type: none"> 28 hours of supplemental professional development (PD) in <i>American History in 3D</i> per teachers annually Provide 6 books per teacher as part of source-based enrichment. Offer training through LMS and in-person regional seminars Establish peer-teacher networks and LMS-based forums Develop archive of video trainings, lesson plans, assessments Collect implementation forms from teachers documenting curriculum integration 	<ul style="list-style-type: none"> Up to 300+ teachers nationally receiving PD credit through accredited partners 3,000 high school students (Grades 9–12) indirectly impacted annually 1,000 college students/year through campus-based content and seminars 	<ul style="list-style-type: none"> 70% of teachers report increased confidence in delivering U.S. history 90% of students report improved understanding of U.S. founding principles Teachers complete all 7 modules and receive state-eligible PD credit High satisfaction in post-training surveys <p>Measurement & Evaluation:</p> <ul style="list-style-type: none"> Pre-/post-assessments of teacher and student understanding Session evaluations and trainer feedback - Completion tracking of the full seminar series 	<ul style="list-style-type: none"> Verified use of AH3D curriculum through teacher implementation forms Sustained engagement via peer forums and follow-up Q&A sessions Teachers report alignment of AH3D content with district PD objectives <p>Measurement & Evaluation:</p> <ul style="list-style-type: none"> Attendance at follow-up forums - Reflective teacher testimonials and referrals Evidence of curriculum use in classrooms 	<ul style="list-style-type: none"> Teachers reach 600,000 to 1.5 million students over careers Institutional interest in adoption of AH3D content in history/civics programs Strengthened civic literacy in underserved communities Scalable, replicable national model for supplemental civics and history PD <p>Measurement & Evaluation:</p> <ul style="list-style-type: none"> LMS analytics and PD credit accumulation Continued participation in advanced training modules Evidence of classroom transformation and civic impact

Assumptions: This model assumes that educators are motivated to fulfill state-mandated PD hours and are open to content-rich, flexible learning options. It also assumes that school and district administrators will value the integration of historically accurate, non-disruptive PD aligned with civics education goals. Furthermore, the model presumes that both LMS-based and seminar-based delivery methods are sufficient to influence classroom practice and student understanding, especially when supported by accredited certification and peer engagement structures.

Logic Model Narrative for *American History in 3D*

Inputs

At the heart of *American History in 3D* are content-rich, truth-centered inputs designed to counter decades of historical neglect and ideological distortion. The program draws on a rigorous curriculum, primary-source-based modules, and best-selling books authored by our nationally respected trainers. We pair this with digital infrastructure—an LMS that enables flexible, accessible delivery—and regional seminar facilities for in-person learning. Crucially, the project is powered by our master-level teaching team: historians and thought leaders such as David and Tim Barton, William Federer, Kevin McGary, and Neil Mammen. Their expertise is amplified through partnerships with accredited PD providers like ITeach and Innovative Teachers of America, as well as institutional collaborators like Liberty University, TV Next, and Chula Vista College.

Outputs: Activities and Participation

Activities include 28 hours of high-impact professional development per teacher annually, delivered through a blend of LMS modules and regional, in-person seminars. Each teacher receives six source-based enrichment books, participates in peer-teacher forums, and accesses an expanding archive of video lessons, assessments, and implementation tools. Educators complete integration forms to document curriculum use, while our LMS tracks engagement and completion.

Participation will include 300+ teachers annually, earning accredited PD credit that aligns with district goals. Through these teachers, we project indirect impact on over 3,000 high school

students (Grades 9–12) and 1,000 college students each year—reaching classrooms from underserved urban centers to culturally vulnerable immigrant communities.

Short-Term Outcomes

Within the first year, we expect transformational results. At least 70% of participating teachers will report increased confidence in teaching U.S. history, and 90% of students will demonstrate improved comprehension of America’s founding principles. Completion of all seven training modules will be verified, with high satisfaction ratings collected through post-session surveys and feedback loops. Implementation will be tracked through forms and LMS analytics, ensuring that this content is not just learned—but applied.

Medium-Term Outcomes

As momentum builds, educators will deepen their practice. Teachers will report clear alignment between AH3D content and district PD goals, while their classrooms reflect more robust, civics-integrated instruction. Ongoing participation in forums, reflective testimonials, and evidence of curriculum integration will reveal sustained engagement. More educators will request additional training, and word-of-mouth referrals will grow. Administrators will see measurable improvements in both teacher morale and student outcomes—especially in schools historically underserved in civics education.

Long-Term Outcomes

Over time, this project aims to be a national force for civic renewal. Trained teachers will reach between 600,000 to 1.5 million students over the course of their careers. The model’s success will drive interest from school systems and universities, spurring adoption of AH3D as a supplemental PD standard. In historically underserved communities, civic literacy and student

confidence will rise. Ultimately, *American History in 3D* will become a scalable, replicable framework—one that transforms not just history classrooms, but the civic trajectory of a generation.