



Americans All® Business And Implementation Plan

July 2009

Americans All® Is Needed Now

At a time when an understanding of the world around us has never been more important, the core subjects of history and civics—critical elements of the academic curriculum—are facing devastating cutbacks and even elimination. This battering of one of the pillars of education is crippling efforts to prepare our more than 50 million K–12 public and private school students to become responsible citizens, productive employees and educated consumers in a democratic society. It is imperative that we restore the study of history and civics to our classrooms (see Four Critical Education Elements on page 12). We must take steps now to encourage students to stay in school until graduation by making instruction relevant to their lives. Americans All® can do this and more.

Americans All®'s Success Lies in Its Collaborative Approach and Creative Financing Strategy

Americans All® takes a collaborative approach, working with state education systems and others in both the planning and implementation phases. Its creative financing strategy relies on support from caring community members and socially responsible local businesses and service providers to fund an initiative with national import.

The People of America Foundation will serve as the national organization for Americans All® and provide leadership, oversight and technical assistance. Americans All® evolved from national and local projects (see Evolution of Americans All® on page 31). The program will help compile, distribute and maintain electronic databases that support how each state teaches and tests history and civics at various grade levels. These inclusive databases will comprise the complete political, social and cultural history of the nation, organized by state and grade level, and they will be housed on the Americans All® Web site. To avoid duplication and provide consistency, the Web site will also house generic U.S. history and civics information.

In addition, the existing Americans All® program resources—texts, teacher's guides and manuals, posters and photographs—will be delivered to participating schools.¹ These materials provide teachers, students, parents and others with comparative information about six historical population groups that peopled and helped build our nation—Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans and Puerto Rican Americans. They were developed during the past two decades by more than 70 experts and are already being used in more than 2,000

¹ Although the program is designed specifically to serve the needs of the nation's more than 115,000 public, private sectarian, non-Catholic, and Catholic K–12 schools, participants can also include two- and four-year colleges and universities, public and private libraries, preschool programs, home schooling centers, military bases, Bureau of Indian Affairs' schools, and other institutions that sponsor education programs.

schools and libraries nationwide (see Americans All[®] Classroom Materials and Teacher Resources on pages 14 to 17).

The expanded Americans All[®] initiative also calls for state-specific printed resources that are modeled after the existing printed resources. These state-specific printed resources will be based on the electronic databases built for each state. (See Estimated Individual State Allocations on page 13.)

To guide educators on using these resources, Americans All[®] will support, for at least five years, state-directed professional development programs. It will also establish, for 10 years, a communications network that will include a biweekly electronic newspaper and national meetings.

To ensure program effectiveness, the national organization will coordinate the funding and operations of state Americans All[®] programs and the distribution of resources to schools (see Estimated Individual State Allocations on page 13 and Quantity and Composition of Resources Distributed to Each School on page 18). It will also select the city in which Americans All[®] is to operate (see Planned Organization of the People of America Foundation on page 19). The national headquarters will provide a 10-year economic stimulus package for that area. Finally, The People of America Foundation and its Strategic Partners will launch the program at a national press conference and conduct an extensive public awareness campaign to generate interest in Americans All[®]. (See Americans All[®] Development and Rollout Timeline on page 29.)

State education systems will play an important role. State education systems will play an important role in garnering support for Americans All[®] and in planning and implementing the initiative within their state. With program funding, they will create a nonprofit entity to handle fiscal and operational responsibilities—Americans All[®]—“State X.” This entity will appoint a state liaison; identify individuals and agencies within the state that should be on the steering committee; ensure all public and private school principals are notified of the opportunity to participate; hire a state program coordinator; provide copies of state standards, curriculum frameworks and instructional materials to Americans All[®]; and help prepare the state-specific printed resources and electronic databases. Copyrights on the production of new materials will be held by each state.

Funding will be generated at the local level through contributions from individuals and businesses. Sponsorship of \$300 is needed for annual access to Americans All[®] instructional resources. Although schools and other education institutions can fund their own program participation, the national organization will help them solicit the nominal annual participation fee of \$300 from two groups within the community: individuals and local businesses and service providers.

The 10-year budget for the history and civics component of the program is approximately \$160 million, though \$127 million is needed in the first four years. The proposed financing strategy will produce a cash surplus prior to year 10, but the program’s expenses will exceed its revenue intake during the early years (see Projected Revenue and Estimated Expenses on page 24). However, if participating schools receive multiple annual sponsorships, a significant portion of the total revenue required for full implementation will be available in the first four years. In subsequent years, the program will remain self-sufficient because sponsorship fees will be collected at the beginning of each year and expenses will be distributed throughout the year.

Americans All® is a unique social responsibility program with bottom-line benefits for its sponsors. The financing strategy helps individuals as well as businesses and service providers maximize the economic and philanthropic value of their contribution (see Sponsorship Has Always Been a Good Community Decision on page 25). These sponsors will make donations that will enable schools and other education institutions (e.g., libraries) to gain annual access to the resources available from the program. An institution maintains its access so long as it receives an annual gift. It can, however, accept multiple donations each year and those additional donations will be applied to future years' access. After an institution has received donations totaling the equivalent of 10 donations—one each year for the 10 years of program implementation—the national organization will turn over any additional funds pledged to that institution. Alternatively, sponsors can make their donation to a school district. District superintendents can then use these nondirected funds to help ensure program access for schools unable to raise the participation fee.

In addition to affording schools and other education institutions access to critically needed instructional resources and to being recognized for their generosity, individuals will be able to acknowledge or commemorate a person important to their life or the lives of others through the Americans All® Heritage Honor Roll (see page 26). A template will facilitate the creation of a biography for this person, including a photograph if desired. Although schools and other education institutions must renew their access annually, individual sponsors will not need to pay an annual fee to keep their honoree's name on the Heritage Honor Roll. The Honor Roll will be posted on the Americans All® Web site alphabetically and alphabetically by state. Individual sponsors can update their entry at any time. The Honor Roll will remain a permanent part of the program and ensure that every American has an opportunity to become part of the fabric of our nation's history.

A second source of program funding is local businesses and service providers. These sponsors' donations will also enable schools and other education institutions to access critically needed instructional resources. They, too, will be recognized for their generosity. In addition, these sponsors will be afforded a marketing opportunity through the Americans All® Business Registry (see page 27) to provide detailed information on their products and/or services. The registry will be included on the program's Web site, and the information will be presented alphabetically, alphabetically by state, and alphabetically by business category. Businesses and service providers will be required to renew the \$300 participation fee each year to maintain their listing in the registry and their access to the Americans All® logo and posters, artwork and other items to use in their promotional efforts. (The People of America Foundation will retain the right to ensure the logo and other promotional materials are used in a dignified and appropriate manner.)

To make the program more attractive to sponsors, participating businesses and service providers will be encouraged to create a discount program for all members of the Americans All® sponsor family. Decisions on the nature and amount of offered discounts will be made locally, and the national organization will provide lifetime membership cards for both sponsors and Heritage Honor Roll listees.

Americans All® Meets Multiple Objectives

Improving the quality of our education system is a major step in strengthening our communities and nation. Americans All® aims to enable all members of a community to benefit from the program's implementation. Implementation of the program will achieve several

objectives of the national organization, state education systems, sponsors, schools and communities, and society at large.

Build a repository of inclusive historical information. Americans All® will accomplish its mission of becoming the nation’s premier repository of unbiased and inclusive information on the social, economic and political contributions of the diverse groups comprising the nation.

Support state and federal accountability requirements for education. The state-driven content of the printed resources and electronic databases will fully support state standards and curriculum frameworks. Moreover, that content, while designed to enable state testing in history and civics, will also support the requirements of the federal *No Child Left Behind Act* (NCLB).

Target and reach the next generation of customers. By participating in this initiative, local business sponsors will enhance their company’s success and reputation while meeting their goals to invest in community projects that produce social and economic value. Businesses have used co-branding to enhance their images as good corporate citizens (see page 25). Yet most sponsorship opportunities ignore revenue-generating, bottom-line considerations. Americans All® improves on the co-branding model by providing a vehicle to increase market share and generate consumer loyalty.

The Americans All® logo will be visible on Web sites that will receive an estimated 1 billion hits per year, in a biweekly electronic newspaper, at its national meetings and at education conferences. Local businesses and service providers can enhance their visibility and image by using the Americans All® logo as part of their marketing efforts; the logo will be displayed on more than 160 million pieces of printed resources used regularly by students and teachers.

Tap the buying power of a critical market segment. As sponsors of an initiative that celebrates diversity, businesses and service providers will be able to attract the buying power of a critical market segment. The minority population is the United States’ largest growing economic power. Since 1990, the income of minority households has risen at more than twice the rate of white households’ income. The Selig Center for Economic Growth says that by 2010, minorities will account for 25 percent of total consumer buying power.

Help reverse a serious trend in education. Every nine seconds that U.S. schools are in session, a student drops out of school. Notwithstanding the loss of human potential, the dollar impact of our nation’s elevated high school dropout rate is staggering. Each class of high school dropouts will earn \$200 *billion* less than an equivalent number of high school graduates, according to the Campaign for Educational Equity. That translates into at least \$60 billion in lost taxes—revenue that could be used to help reduce the deficit, fund needed services or shore up Medicare and Social Security. Americans All® affords an opportunity for participants and sponsors to help reverse this serious trend in education.

Help America’s youth achieve their full potential. Our students must be prepared to become responsible citizens, productive employees and educated consumers so they can participate fully in our democracy, workforce and economy. A return to history and civics instruction is one of the chief tools to make this happen, and Americans All® participants and sponsors will be at the vanguard of that movement.

Receive top-quality instructional resources and technical assistance. All schools in the nation will have access to the newly created state-specific, grade-level information in both print and electronic formats. All schools will also have access to the generic history and civics resources included in the database housed on the Americans All® Web site.

Participating schools will receive, at no cost, the Americans All® printed program resources (see Americans All® Classroom Materials and Teacher Resources on pages 14 to 17). Moreover, schools registered in the program will have access to state-specific and generic lesson plans and test questions, the professional development programs, an enhanced Web site search capability, information on school-based community outreach strategies, and grant-writing assistance.

In addition, the program’s 153 linked state-specific databases will not contain advertising or pop-up messages. They can also be “closed,” meaning students cannot link to outside sites without permission or their browsers will shut down.

The electronic databases and embedded resource links will enable students and teachers to access the most current relevant information, rather than rely exclusively on textbooks whose content may be outdated or too broad. Moreover, all public and private schools will have free, direct access to curriculum resources used elsewhere in the nation.

The generic thematic lesson units and individual lesson plans posted on the Americans All® Web site will help educators in participating schools meet the requirements of new standards-based instructional guidelines. By providing a greater choice of screened and approved instructional resources and teaching materials, including text, audio and visual media, these schools will also be better equipped to teach students with special needs.

Demonstrate best practices. Americans All® provides a programmatic model and database infrastructure that is scalable and can later be applied to other related subject areas, such as geography, economics, art, music, literature and world history. Furthermore, by relying on local community members and businesses to generate funding while providing benefits of interest to these sponsors, an effective model for supporting programs such as Americans All® will be demonstrated.

The Timing and Market Conditions for Americans All® Are Excellent

Teachers and schools today face many challenges when trying to provide students with suitable history and civics instruction.

Student instruction in history and civics is being given short shrift, because federal and state testing requirements are putting pressure on school districts to show progress in reading, mathematics and science achievement. As the call for more testing has echoed across America, teachers necessarily are concentrating on mandated subjects, such as reading, mathematics and science, for which standardized testing and automated grading are available, at the expense of subjects such as history and civics, which often demand sophisticated and time-consuming testing methods, including teacher-scored essay questions, to assess student performance. The loss of instructional time in the core subjects of history and civics has significant ramifications for students, employers and the nation.

History and civics education lays the foundation for students’ lifelong participation in our democracy. These subjects integrate knowledge with content from many disciplines—economics, geography, sociology and political science—to prepare young people to understand their communities, their nation and the world around them so they can make informed decisions as citizens.

History and civics education also teaches students how to work comfortably with people from other cultures, solve problems creatively and think in multidisciplinary ways. These “soft” skills are ones that employers view as imperative for new hires but find lacking among high school graduates. In addition, few young people understand the simplest personal finance issues. That void can have serious repercussions later in life as they try to manage their money and credit, open a retirement account or buy a house.

The lack of history and civics instruction is having a negative impact on students’ education and is compromising their potential to become responsible citizens, productive employees and educated consumers. Results of tests and surveys conducted in the past few years reveal the disturbing consequences of our inattention to history and civics. For example, at a time when the United States is fighting a war against terrorism around the world, a recent survey indicated that 87 percent of students could not find Iraq and 83 percent could not find Afghanistan on a map; 30 percent could not locate the Pacific Ocean.

New or enhanced classroom resources are needed to help fill the gaps created by efforts to comply with high-stakes testing requirements. Moreover, these instructional materials should support the state standards and curriculum frameworks that local districts use and support the requirements of NCLB. Americans All® does just that.

Standard textbooks from national publishers and others are problematic, and industry leadership is lacking. Standard textbooks from national publishers are ineffective because they quickly become outdated, generally do not include multiple perspectives and often reflect the needs of states with large populations. Smaller publishers produce niche resources, but these instructional materials are not always aligned with state curriculum frameworks and their unit price is frequently too high for limited school budgets to afford. Although many firms are vying to help return history and civics instruction to the nation’s classrooms, the industry is very fragmented and no market leader is evident. Americans All® stands ready to provide the instructional materials needed to enable states and/or commercial publishers to develop effective curriculum.

Many teachers do not have the time or expertise to discern the accuracy of information they find through the Internet to supplement instructional materials. Many private for-profit entities and government agencies are providing curriculum resources via the Internet. Yet these resources are of undetermined quality, and they are not linked directly to how each state calls for history and civics to be taught at each grade level. Moreover, most teachers do not have the time or expertise required to search multiple sources for information, nor are they equipped to determine the accuracy or bias of that information. Many states have constructed Web sites to complement classroom instruction, but generally these sites are not integrated into one comprehensive resource or keyed to match the scope and sequence of history and civics instruction. The good news is that the resources needed to provide a quality education to the nation’s youth exist, but they are not accessible to students or teachers. Americans All® is prepared to make those resources accessible (see Americans All® Resource Development Pipeline on page 28).

Americans All® Resources Help Promote School Retention and Graduation

Instruction in history and civics will become increasingly important in the coming years, particularly as minorities and foreign-born students comprise the majority of the nation’s school population and globalization brings unprecedented challenges and opportunities. The new demographics must be seen as an asset, not a liability. Yet the demographic changes will also exert

considerable pressure on teachers charged with preparing youth with diverse backgrounds and learning styles to be good citizens, effective employees and smart consumers. Americans All® curriculum resources provide diverse and inclusive images of history that can be a catalyst for students staying in school.

Diversity in the school population makes Americans All® essential. Increased diversity within the student population now requires more inclusive instructional materials. Moreover, the differences in student and teacher demographics make teacher access to diversity-based curriculum resources imperative. Historically, the U.S. teacher population has been more than 90 percent European American. However, our increasingly diverse school systems nationwide are facing a growing scarcity of qualified recruits, because many trained professionals from all ethnic groups are being drawn to higher-paying positions in private industry.

It is important for schoolchildren to learn about their country and one another and for them to appreciate the nation’s rich history of diversity and the social, economic and cultural value created by that diversity. Education incorporating diversity is critical to helping students develop a better understanding of the world around them and of their place in the changing world. Diversity-based education also fosters ethnic and racial tolerance and understanding, a welcome development in any school or community.

A focus on studying history from the perspectives of multiple, diverse groups makes Americans All® special. Americans All® makes classroom instruction relevant to students’ lives by using the saga of the peopling of America and by teaching history from multiple perspectives. What makes us distinctly “American” is that we are all immigrants, either forced or voluntary, or descendants of immigrant or migrant families that came to or moved through the United States. Appreciating that common link in our individual heritages creates a powerful force that can unite, rather than divide, student populations. All students need to understand that our nation’s history is their history.

Student interests and learning styles are accommodated by Americans All®. Standard textbooks used to teach history and civics are like encyclopedias in which facts follow facts and there is no sense of drama or story. Students discover that things happened, but rarely is it clear why they happened and whether it mattered. Often the result is that young people tune out the past. In contrast, narratives and visuals—as are manifested in Americans All® resources—engage schoolchildren and improve opportunities for student learning. They can foster research, interactions and activities that are relevant to students, their families and their communities as well as promote connections to art, music and poetry.

Americans All® Implementation Is Coordinated, Not Controlled

Americans All® has a planned implementation and maintenance timeframe of 10 years (see Key Steps in the Implementation of Americans All® on page 23). This will enable the program to be fully institutionalized in our nation’s education system. Although the national organization will ensure that all state programs operate in accordance with an approved model, it will not hold any copyrights nor will it control state decisions on what content should be taught.

The first four years will be devoted to gathering information on the political, social and cultural contributions made by all population groups that came to and through each state; collecting each state’s history and civics resources and instructional materials; refining the state’s

Web system for delivering history and civics resources and instructional materials; distributing existing Americans All® printed resources; developing the state-specific printed resources and electronic databases; and providing professional development to ensure educators will use these and other program-related resources effectively.

In years five through 10, Americans All® will then help states update and expand the content of their databases and begin creating new databases to cover economics and geography as well as other social science topics. The program will also continue to provide assistance to improve the state-directed professional development programs. In addition, Americans All® will help schools develop community-based outreach strategies and provide districts and schools with assistance to improve their grant-writing skills.

Pilot programs provide a model for national implementation. Americans All® has already completed pilot programs in Nevada, North Dakota, and Vermont and in New York’s Nassau County. Vermont’s pilot program produced an effective organizational model that all states should be able to emulate.

The registration process will be handled electronically, so Americans All® can begin the implementation process with a part-time staff. Yet the national rollout cannot proceed without having the national headquarters and key staff in place. Hiring will be done on an incremental basis (see Planned Organization of the People of America Foundation on page 19).

States must qualify for support. Schools clearly need the Americans All® history and civics curriculum resources. Once the funding is secured, it is expected that states will immediately begin the process of qualifying for program support. This will require each state to:

- enroll their schools that choose to participate in the program;²
- create an independent, publicly supported, nonprofit organization to operate the Americans All®–“State X” program to ensure that funds received are directed to the program and are not mixed with state operating funds;
- ensure that major education and/or education-related organizations within the state have been notified of the establishment of the Americans All®–“State X” program; and
- establish a representative, statewide advisory board to run the state’s program and hire a full-time program coordinator.

Schools must register to participate in the program. Schools choosing to participate in the program must register through its Web site, because the quantity and composition of the existing Americans All® printed resources and state-specific printed resources they will receive at no cost depends on student enrollment (see Quantity and Composition of Resources Distributed to Each School on page 18). At that time, each school will indicate whether it has secured its own sponsors or request the national organization’s help in this regard. In addition, each school must provide Americans All® with the names of at least two educators who will serve as contacts to directly receive the materials and make sure the program resources are put to maximum use. (Their names will not be published; they will only be provided upon written request to state social studies specialists to ensure these educators receive top priority for professional development opportunities.)

²If some schools choose not to participate, the national organization will make up that financial shortfall with libraries, colleges and universities, and other institutions that sponsor education programs.

Once a state has met the qualifications to participate in the program and the appropriate number of sponsors has been secured, the implementation process will begin by verifying all school registrations by phone. This process will confirm the method of payment for the \$300 annual participation fee. (See Americans All® Is a Unique Social Responsibility Program on page 30). It will also confirm that all registration information is accurate and complete the contact database that will be used for delivering program materials.

All schools within each state will receive the state-specific printed resources. The state's board of education will supply the distribution list. Depending on the requirements of each school district, materials will be shipped in bulk to a central distribution facility or shipped directly to each school building. All schools within each state will also have access to the state-specific, grade-level electronic databases and the generic database housed on the Americans All® Web site.

Only participating schools will have access to the printed Americans All® resources, the state-specific and generic lesson plans and test questions, the professional development programs, an enhanced Web site search capability, information on school-based community outreach strategies, and grant-writing assistance. Only participating states, communities and schools can link their Web sites to the Americans All® Web site.

States and the national organization will work together closely to plan and implement Americans All®. State departments of education, or their designee, will be responsible for working with other state agencies and organizations, the national organization and schools to plan and implement Americans All® within their state. (See Proposed Implementation Schedule for Phases 1, 2 and 3 and Sample Implementation Budget for Phases 1, 2 and 3 on pages 21 and 22, respectively.)

During the prefunding period and Phase 1, states will focus on securing state and school participation in Americans All® and on establishing the organizational structure to launch their program. In addition, states must provide the national organization with specific budgetary data so individual state allocations can be finalized.

Each state will hire a program coordinator who will operate the program and serve as the state's official liaison to Americans All®. This individual should have good organizational skills, possess a working knowledge of the state's education system and be willing and able to travel within the state and to national meetings.

The state program coordinator, with the cooperation of the state's CS4,³ will work with the Americans All® national program coordinator to obtain additional information on the state's schools. Registered schools must confirm delivery instructions if materials are to be sent directly to the building or indicate how the materials need to be marked if bulk shipments are to be made to the district. Attempts will be made to ensure all schools choosing to participate have been reached. However, because the program is voluntary, no effort will be made to "sell" a school on participation.

In addition to securing school registrations, the state's program coordinator will contact major education institutions in the state that would be interested in, and could benefit from, program participation (e.g., historical societies, public and private libraries, and colleges and universities).

³The Council of State Social Studies Specialists (CS4) includes specialists, consultants and supervisors with responsibilities for social studies education in state departments of education or public instruction. To receive funding from Americans All® and ensure consistency in the program's implementation nationally, each state needs to have the CS4 or an equivalent position filled.

These institutions may be invited to select individuals to represent them on the state's program steering committee.

Once the steering committee has been created and an organizational structure has been defined (e.g., a partnership between the state board of education and the state historical society), Americans All®–State X will be incorporated to handle the program's fiscal and operating functions. This entity should also have expertise in gathering and processing data and in working with standards and curricula.

The People of America Foundation, the national organization for the program, will work with Americans All®–State X to refine the document outlining the state program's fiscal and operating responsibilities, including biographical information on steering committee members. In addition, each state will provide the national organization with specific budgetary data so individual state allocations can be finalized.

The national organization will allocate funds to fully support the state program. It will not begin Americans All® in any state until the state has produced the organizational structure that will help ensure the program's success. The People of America Foundation will coordinate the efforts of all state program coordinators so their development experiences can be shared.

Americans All®–State X will begin hiring program staff and securing consultants. It will also verify the information on all participating schools, particularly street and e-mail addresses.

These activities will take approximately six months to complete. Funds will be advanced to the state's nonprofit entity during this period to cover costs related to carrying out the business and implementation plan, determining the benchmarks for future releases of funds and specifying the timing of state-specific deliverables.

The national organization will distribute the existing Americans All® printed resources to each registered school in appropriate quantities. In addition, the People of America Foundation will convene two, invitation-based national meetings per year. One, held in May, will bring together the Board of Directors, Strategic Partners, appropriate national staff and the head of each state's Americans All® program. This meeting is intended to handle organizational business, assess implementation progress to date and explore new program opportunities. The other meeting, held in November, will occur in conjunction with the annual meeting of the National Council for the Social Studies and will be attended by the Strategic Partners, appropriate national staff, the head of each state's Americans All® program and CS4 members. It will focus on implementation specifics and concerns.

Americans All® will complete the expansion of its Web site to prepare for housing the generic database on U.S. history and civics topics. The national organization may choose to develop or acquire and modify these resources on its Web site organized by grade level.

Phases 2 and 3 will occur simultaneously. Phase 2 will focus on creating state-specific electronic databases that include history and civics resources, curriculum frameworks, standards and assessment information, and instructional materials. Phase 3 will focus on preparing and delivering a state-specific poster, timeline publication and photograph collection with accompanying teacher's guide.

The figures listed in the Proposed Americans All® Line-Item Budget on page 20 are only suggested guidelines for funding. Certain line items will not be needed in each state. For example, if a state does not have a specific ethnic or cultural group in its demographic mix, it will not require the services of a topic researcher for that group for 20 weeks. Conversely, if an ethnic or cultural group is quite large, the state may require more than one individual to handle the research. Additional researchers to gather data may also be needed if, for example, the state covers a large geographic area and has a sizable population, such as California and Texas.

The initial organizational meeting of the program will clearly break down which cost items are relevant to each state and specific budgets will be created. Each state, at its own organizational meeting, will be encouraged to examine the supplied budget carefully to determine what additional needs it may have and to document and submit those needs to the national organization. The final budget will then be approved for each state.

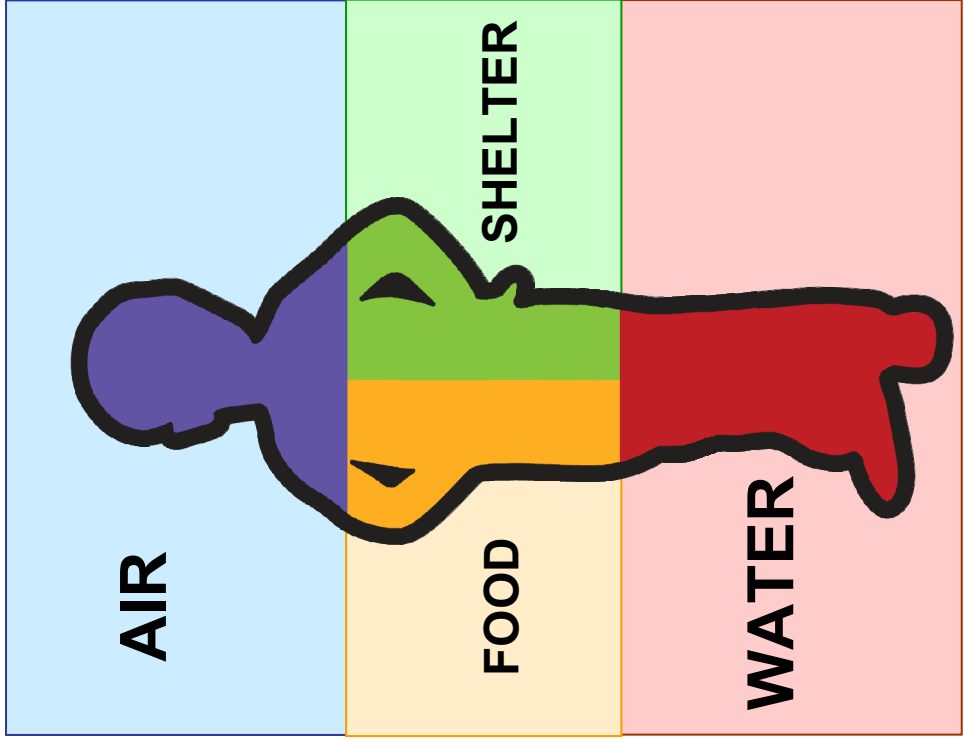
It is anticipated that the state's education system will support the activities of the state program coordinator in obtaining copies of individual teacher lesson plans, exam questions, and research and resource materials to incorporate into the state-specific electronic databases. This will be accomplished by direct communication with retired teachers and, with prior approval from the school principal, with current teachers. It is also anticipated that the state will receive assistance from local chapters of existing teacher organizations, such as NEA, AFT and NRTA.

Americans All® can lead the way. Americans All® has achieved wide recognition and strong support at the federal, state and local levels. By helping to secure ongoing funding, Americans All® will ensure that the resources and training necessary to teach the core subjects of history and civics are available to the nation's public and private K–12 classrooms. Without a solid grounding in this pillar of education, our students cannot assume their roles as responsible citizens, productive employees and educated consumers in our democratic society.

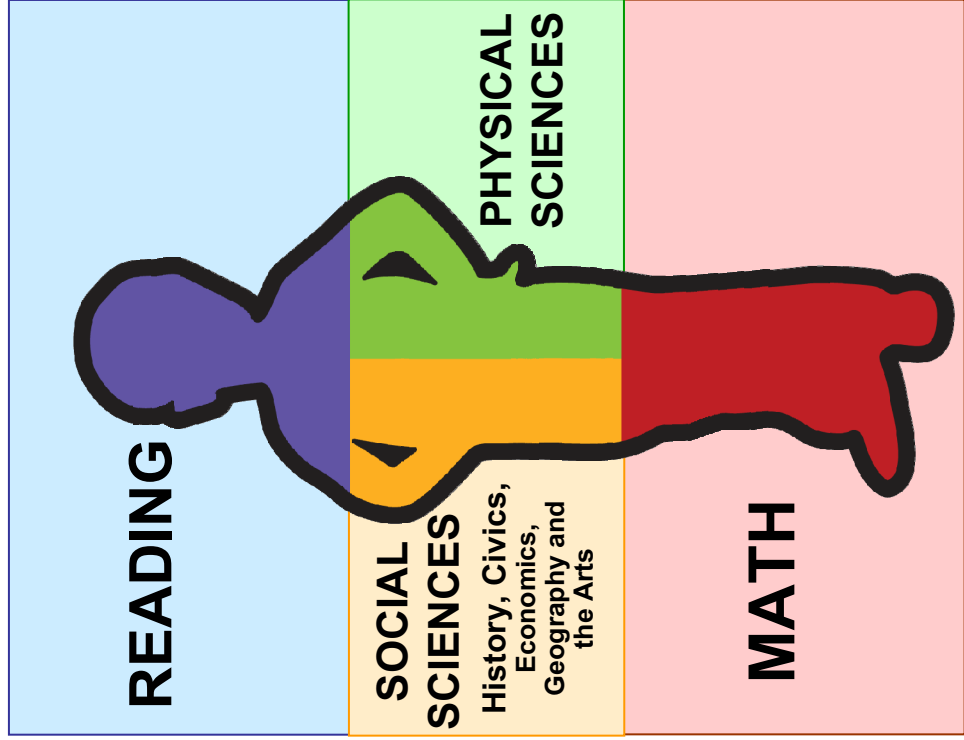
Americans All®'s organizational structure and Web-based infrastructure will be scalable to include the other two major elements of the social sciences field—economics and geography—as well as other important subjects, such as art, music, language, literature and world history. These subjects will require less effort and funding than the initial history and civics component.

Four Critical Education Elements

Just as all children must receive four critical physical elements to **SURVIVE** . . .



. . . they must have four critical education elements to **THRIVE**.



Estimated Individual State Allocations¹

States	Number of Students	Percent of National Student Popula.	Number of Schools	Student Enrollment					Americans All® Printed Resources ²	Create State Partnerships ³	Implement State Programs ⁴	State-Specific Printed Resources ⁵	Total Allocation Per State
				0-99	100-299	300-499	500-999	1,000+					
CALIFORNIA	6,870,017	12.7%	12,317	1,540	3,116	3,055	3,621	985	\$ 3,432,708	\$ 206,000	\$ 1,234,800	\$ 667,200	\$ 5,540,708
TEXAS	4,589,600	8.5%	8,435	1,054	2,134	2,092	2,480	675	\$ 2,350,807	\$ 138,000	\$ 1,234,800	\$ 464,000	\$ 4,187,607
NEW YORK	3,639,124	6.7%	6,376	797	1,613	1,581	1,875	510	\$ 1,776,969	\$ 110,000	\$ 1,234,800	\$ 354,200	\$ 3,475,969
FLORIDA	2,913,449	5.4%	4,349	544	1,100	1,079	1,279	348	\$ 1,212,051	\$ 88,000	\$ 1,234,800	\$ 245,800	\$ 2,780,651
ILLINOIS	2,402,812	4.5%	5,265	658	1,332	1,306	1,548	421	\$ 1,467,338	\$ 72,000	\$ 1,234,800	\$ 294,600	\$ 3,068,738
PENNSYLVANIA	2,133,547	4.0%	4,734	592	1,198	1,174	1,392	379	\$ 1,319,350	\$ 64,000	\$ 1,234,800	\$ 265,600	\$ 2,883,750
OHIO	2,127,830	3.9%	4,828	604	1,221	1,197	1,419	386	\$ 1,345,548	\$ 64,000	\$ 1,234,800	\$ 270,500	\$ 2,914,848
MICHIGAN	1,894,150	3.5%	4,626	578	1,170	1,147	1,360	370	\$ 1,289,250	\$ 57,000	\$ 1,234,800	\$ 260,700	\$ 2,841,750
GEORGIA	1,675,042	3.1%	2,735	342	692	678	804	219	\$ 762,236	\$ 51,000	\$ 1,234,800	\$ 162,800	\$ 2,210,836
NEW JERSEY	1,615,377	3.0%	3,328	416	842	825	978	266	\$ 927,503	\$ 49,000	\$ 1,234,800	\$ 195,900	\$ 2,407,203
NORTH CAROLINA	1,463,024	2.7%	2,837	355	718	704	834	227	\$ 790,663	\$ 44,000	\$ 1,234,800	\$ 172,500	\$ 2,241,963
VIRGINIA	1,319,769	2.4%	2,509	314	635	622	738	201	\$ 699,250	\$ 40,000	\$ 1,234,800	\$ 152,900	\$ 2,126,950
MASSACHUSETTS	1,132,072	2.1%	2,491	311	630	618	732	199	\$ 694,234	\$ 34,000	\$ 1,234,800	\$ 152,900	\$ 2,115,934
INDIANA	1,124,344	2.1%	2,493	312	631	618	733	199	\$ 694,791	\$ 34,000	\$ 1,234,800	\$ 152,900	\$ 2,116,491
WASHINGTON	1,073,851	2.0%	2,410	301	610	598	709	193	\$ 671,660	\$ 33,000	\$ 1,234,800	\$ 148,700	\$ 2,088,160
ARIZONA	1,036,698	1.9%	2,024	253	512	502	595	162	\$ 564,083	\$ 32,000	\$ 1,234,800	\$ 129,400	\$ 1,960,283
MISSOURI	1,032,616	1.9%	2,744	343	694	681	807	220	\$ 764,744	\$ 31,000	\$ 1,234,800	\$ 168,100	\$ 2,198,644
MARYLAND	1,024,383	1.9%	1,918	240	485	476	564	153	\$ 534,541	\$ 31,000	\$ 1,234,800	\$ 123,700	\$ 1,924,041
WISCONSIN	1,018,488	1.9%	2,905	363	735	720	854	232	\$ 809,613	\$ 31,000	\$ 1,234,800	\$ 172,500	\$ 2,247,913
TENNESSEE	1,017,944	1.9%	2,109	264	534	523	620	169	\$ 587,771	\$ 31,000	\$ 1,234,800	\$ 133,400	\$ 1,986,971
MINNESOTA	922,585	1.7%	2,150	269	544	533	632	172	\$ 599,199	\$ 28,000	\$ 1,234,800	\$ 133,400	\$ 1,995,399
LOUISIANA	884,440	1.6%	1,941	243	491	481	571	155	\$ 540,950	\$ 27,000	\$ 1,234,800	\$ 123,700	\$ 1,926,450
ALABAMA	815,027	1.5%	1,804	226	456	447	530	144	\$ 502,768	\$ 25,000	\$ 1,234,800	\$ 113,900	\$ 1,876,468
COLORADO	803,701	1.5%	1,905	238	482	472	560	152	\$ 530,918	\$ 25,000	\$ 1,234,800	\$ 118,900	\$ 1,909,618
SOUTH CAROLINA	742,388	1.4%	1,473	184	373	365	433	118	\$ 410,520	\$ 23,000	\$ 1,234,800	\$ 101,500	\$ 1,769,820
KENTUCKY	720,645	1.3%	1,733	217	438	430	510	139	\$ 482,981	\$ 22,000	\$ 1,234,800	\$ 111,500	\$ 1,851,281
OKLAHOMA	686,883	1.3%	1,928	241	488	478	567	154	\$ 537,327	\$ 21,000	\$ 1,234,800	\$ 123,700	\$ 1,916,827
CONNECTICUT	653,509	1.2%	1,387	173	351	344	408	111	\$ 386,553	\$ 20,000	\$ 1,234,800	\$ 96,500	\$ 1,737,853
OREGON	594,296	1.1%	1,547	193	391	384	455	124	\$ 431,144	\$ 18,000	\$ 1,234,800	\$ 101,600	\$ 1,785,544
MISSISSIPPI	549,094	1.0%	1,211	151	306	300	356	97	\$ 337,501	\$ 17,000	\$ 1,234,800	\$ 86,700	\$ 1,676,001
IOWA	532,331	1.0%	1,603	200	406	398	471	128	\$ 446,750	\$ 16,000	\$ 1,234,800	\$ 106,500	\$ 1,804,050
UTAH	506,693	0.9%	891	111	225	221	262	71	\$ 248,320	\$ 16,000	\$ 1,234,800	\$ 67,200	\$ 1,566,320
KANSAS	506,091	0.9%	1,682	210	426	417	495	135	\$ 468,768	\$ 16,000	\$ 1,234,800	\$ 111,500	\$ 1,831,068
ARKANSAS	489,847	0.9%	1,273	159	322	316	374	102	\$ 354,780	\$ 15,000	\$ 1,234,800	\$ 86,800	\$ 1,691,380
NEVADA	400,704	0.7%	604	76	153	150	178	48	\$ 168,332	\$ 12,000	\$ 1,234,800	\$ 54,300	\$ 1,469,432
NEW MEXICO	340,523	0.6%	912	114	231	226	268	73	\$ 254,172	\$ 11,000	\$ 1,234,800	\$ 67,200	\$ 1,567,172
NEBRASKA	332,603	0.6%	1,249	156	316	310	367	100	\$ 348,092	\$ 10,000	\$ 1,234,800	\$ 86,700	\$ 1,679,592
WEST VIRGINIA	294,220	0.6%	896	112	227	222	263	72	\$ 249,712	\$ 10,000	\$ 1,234,800	\$ 67,200	\$ 1,561,712
IDAHO	262,124	0.5%	737	92	186	183	217	59	\$ 205,399	\$ 10,000	\$ 1,234,800	\$ 64,200	\$ 1,514,399
NEW HAMPSHIRE	232,690	0.4%	595	74	151	148	175	48	\$ 165,825	\$ 10,000	\$ 1,234,800	\$ 54,300	\$ 1,464,925
MAINE	220,888	0.4%	809	101	205	201	238	65	\$ 225,465	\$ 10,000	\$ 1,234,800	\$ 64,400	\$ 1,534,665
HAWAII	218,225	0.4%	426	53	108	106	125	34	\$ 118,725	\$ 10,000	\$ 1,234,800	\$ 44,500	\$ 1,408,025
RHODE ISLAND	184,764	0.3%	448	56	113	111	132	36	\$ 124,857	\$ 10,000	\$ 1,234,800	\$ 44,500	\$ 1,414,157
MONTANA	157,167	0.3%	726	91	184	180	213	58	\$ 202,333	\$ 10,000	\$ 1,234,800	\$ 59,400	\$ 1,506,533
DELAWARE	145,478	0.3%	293	37	74	73	86	23	\$ 81,658	\$ 10,000	\$ 1,234,800	\$ 39,400	\$ 1,365,858
SOUTH DAKOTA	139,615	0.3%	592	74	150	147	174	47	\$ 164,989	\$ 10,000	\$ 1,234,800	\$ 54,300	\$ 1,464,089
ALASKA	137,034	0.3%	544	68	138	135	160	44	\$ 151,611	\$ 10,000	\$ 1,234,800	\$ 49,500	\$ 1,445,911
NORTH DAKOTA	112,117	0.2%	453	57	115	112	133	36	\$ 126,248	\$ 10,000	\$ 1,234,800	\$ 44,500	\$ 1,415,548
VERMONT	107,452	0.2%	417	52	106	103	123	33	\$ 116,217	\$ 10,000	\$ 1,234,800	\$ 44,500	\$ 1,405,517
DIST. OF COLUMBIA	98,186	0.2%	290	36	73	72	85	23	\$ 80,822	\$ 10,000	\$ 1,234,800	\$ 39,400	\$ 1,365,022
WYOMING	87,477	0.2%	379	47	96	94	111	30	\$ 105,625	\$ 10,000	\$ 1,234,800	\$ 44,400	\$ 1,394,825
Totals	53,982,934	100.0%	114,331	14,291	28,926	28,354	33,613	9,146	\$34,863,671	\$2,605,000	\$65,474,800	\$8,594,400	\$103,634,871

- Notes:**
- ¹ The information for this table comes from different sources. Some data is rounded for convenience.
 - ² Freight to send participating schools the existing Americans All® printed resources is estimated at \$3.0 million; this amount is not included in each state's allocation.
 - ³ State funding to establish an Americans All® program will vary because of states' geographic and population differences. Americans All® is proposing to budget \$903,000 to support such activity; this amount is not included in each state's allocation.
 - ⁴ Americans All® is proposing to budget an additional \$2.5 million to address the needs of states with large geographic distances and population counts; this amount is not included in each state's allocation.
 - ⁵ Freight to send all schools the Americans All® state-specific printed resources is estimated at \$1.5 million; this amount is not included in each state's allocation.

Americans All®

Classroom Materials and Teacher Resources

Ethnic and Cultural Group Resource Texts

These resource texts provide important background information for teachers at all grade levels. They can also be used by students at senior high school and college levels.

The Indian Nations: The First Americans

Cesare Marino

This publication provides background information on the Indian Nations that inhabited the United States and discusses the impact indigenous and new populations had on one another. The culture and history of Native Americans is considered along with the impact of European movement into their lands. United States government actions and policies, as well as Native American responses, are presented.

African Americans

Roy S. Bryce-Laporte and Emory J. Tolbert

This publication is built around two historical perspectives of the African American experience. It discusses slavery and forced migration as well as the voluntary immigration of Africans to the United States and the migration from southern to northern states. The authors trace the African roots in this country that predate the slavery experience.

Asian Americans

Dorothy and Fred Cordova, Him Mark Lai and William M. Mason, and Franklin S. Odo and Clifford I. Uyeda

The earliest Asian immigrants to our shores were Chinese, Japanese and Filipinos. Although the early Asian immigrants shared certain problems, including racial discrimination and an imbalance between the number of men and women immigrants, each group had its own special difficulties and successes. United States immigration policies, both historical and current, are also discussed.

European Immigration from the Colonial Era to the 1920s

Thomas J. Archdeacon

The earliest Europeans to come to this country, commonly called “settlers,” were actually immigrants. This publication contains information on the history of European immigration to the United States and describes that experience in the context of early American history through its peak period at Ellis Island.

Mexican Americans

Richard Eighme Ahlborn, Hispanic Policy Development Project, Elizabeth Martinez, William M. Mason and Ricardo Romo

This publication provides background information on the history of Mexican immigration to and migration within the United States. The issues of American migration as it affected the Mexican landowners is considered, particularly Mexican American resistance to attempted dominance by the European American culture.

Puerto Ricans: Immigrants and Migrants

Clara E. Rodríguez

The history of Puerto Rican immigration to and migration within the United States is reviewed in this publication. The issues that are unique to this Caribbean group are discussed, such as the status of Puerto Rican citizenship and the back-and-forth travel across open borders.

Teacher Resources

The Peopling of America: A Teacher’s Manual for the Americans All® Program

Gail C. Christopher

The teacher’s manual introduces the conceptual framework, teaching the philosophy and methodology of the Americans All® program. It provides an overview of the program’s components, goals and objectives. A rationale for using the history of the peopling of the United States as a construct for incorporating diversity into history and civics instruction is addressed in this publication. The Americans All® historical development and evaluation outcomes are included as well as biographical sketches of the program’s national team of authors, educators and advisors.

The Peopling of America: A Synoptic History

Compiled by Jason H. Silverman

Provided as a teacher’s guide to accompany *The Peopling of America: A Timeline of Events That Helped Shape Our Nation*, this volume provides an overview of our nation’s history through the context of diversity. Adapted from the Americans All® ethnic and cultural group resource texts, this guide also includes immigration statistics and instructional materials designed to encourage and enhance the use of the timeline publication.

American Immigration: The Continuing Tradition

Charles B. Keely

This publication on American immigration history and policy was developed for use by teachers as they implement the Americans All® program. The charts, graphs and statistical information describe how and why immigration laws were developed and explain immigration policy in relation to some major events and trends in the history and development of the United States.

An American Symbol: The Statue of Liberty

June F. Tyler

This publication provides teachers and students with background information on the various periods of history of the Statue of Liberty, including its restoration.

Ellis Island

Andrea Temple and June F. Tyler

This publication provides teachers and students with background information on the Ellis Island Immigration Station. Photographs by Augustus Sherman, William Williams and Lewis W. Hine are included. Their photographs depict the images of various groups that entered the United States through Ellis Island.

Angel Island

Angel Island Association, Angel Island Immigration Station Historical Advisory Committee, California Historical Society and Paul Q. Chow

This publication provides teachers and students with background information on the Angel Island Immigration Station and discusses detention on the island.

Student Materials

Student Background Essays

These essays provide background information on Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans, Puerto Rican Americans, Angel Island, Ellis Island and the Statue of Liberty. Adapted from the Americans All® ethnic and cultural group resource texts, the essays have been created to meet the language and history and civics requirements of grades 3–4, 5–6 and 7–9. These essays are in blackline master format and each appears in its respective teacher’s guide. Learning activities found in each teacher’s guide encourage the use of these student essays both in the classroom and at home.

The Peopling of America: A Timeline of Events That Helped Shape Our Nation

Compiled by Allan S. Kullen

This publication documents a confluence of peoples, cultures and ideologies that make up United States history, presented in a parallel chronology that offers students fascinating, relevant and engaging facts not readily available elsewhere.

The timeline publication is described in more detail on pages 16–17.

Teacher Guides

Teacher's Guides to Learning Activities

Janet Brown McCracken (K-2)

Gail C. Christopher and Steven Sreb (3-4, 5-6, 7-9 and 10-12)

There are separate teacher's guides for grades K-2, 3-4, 5-6, 7-9 and 10-12. Each guide contains two sets of learning activities to assist the teacher in using the Americans All® program resources. The first are generic activities that use the construct of the peopling of the United States to introduce and reinforce the concepts of self-esteem, stress management, motivation and diversity. The second are activities using the movement of people and cultural diversity as underlying themes. These activities are tailored to meet grade-specific history and civics curricular objectives whenever state, local or U.S. history is taught. Each teacher's guide also contains blackline masters of teaching aids, maps and student background essays that can be used with the learning activities.

Multimedia Resources

Music of America's Peoples

Richard K. Spottswood

The Americans All® music program contains 21 original recordings of historic songs representing diverse ethnic and cultural groups. The accompanying guide contains the recordings' scores and lyrics as well as background information and suggested activities that include the use of other Americans All® resources.

A Guide to the Americans All® Photograph and Poster Collections

Compiled by Allan S. Kullen

This is a collection of more than 250 photographs that portray a cross-section of the people who have come to our nation. It includes photographs of Native Americans, African Americans, Asian Americans, European Americans, Mexican Americans and Puerto Rican Americans. These are augmented by authentic, period-specific photographs of the Statue of Liberty and two major ports of entry, Angel Island and Ellis Island. The companion guide contains general and specific learning activity suggestions that start with basic learning skills, such as identification, classification and sequencing, and move on to higher levels of reasoning and interpretation skills.

A Simulation: The Peopling of America

Gail C. Christopher, Nancy K. Harris, Montgomery County Public Schools Aesthetic Education Department Interrelated ARTS Program and June F. Tyler

This publication provides ideas for classroom simulations that reflect diversity in the history of the peopling of the United States. Step-by-step instructions and blackline masters are included for conducting a simulation of one form of the immigration process. Follow-up activities focus on the immigration and migration (forced and voluntary) experiences of diverse groups that peopled this nation.

Poster Collection

This collection of six posters is designed for classroom and building display. The topics covered are Angel Island, Ellis Island, the Statue of Liberty and the peopling of America (three different photographic collages).

Instructional In-Service Videos

Gail C. Christopher

These in-service videos explain the basic concepts and philosophy that underlie Americans All®. They describe the components, explain their adaptability to specific curricular framework needs and demonstrate ways they can be easily and effectively used in the classroom. A separate teacher's guide is included.



AFRICAN AMERICAN 1867 Howard University, named in honor of General Oliver Otis Howard, is founded in Washington, D.C., by an act of Congress. Efforts of the American Missionary Association lead to the establishment of Atlanta University in Georgia and Talladega College in Alabama. Johnson C. Smith University at	AFRICAN AMERICAN 1869 Jefferson F. Long, a Republican from Georgia, becomes the first African American to serve in the United States House of Representatives. He serves one term. Fanny Jackson Coppin becomes president of the Institute for Colored Youth.	ASIAN AMERICAN 1860 The United States census reports 35,586 Chinese people on the United States mainland. Almost all live in California. California levies a tax of \$4 per month on each Chinese (Isberman)	ASIAN AMERICAN 1865-1869 About 12,000 Chinese immigrants are lined for construction of the transcontinental railroad. In the 1870s, Chinese immigrants work on other United States and local railroads as well as roads. Movement of these	EUROPEAN AMERICAN 1860 The United States census reports 1.3 million people of German descent living in the United States. For the first time, a rabbi opens a session of Congress with a prayer.	EUROPEAN AMERICAN 1864 Labor recruiters for United States industries travel all over Europe as American demand for workers grows. European migration to the United States increases to	HISPANIC AMERICAN 1860 Spanish Basque immigrants come to Nevada and begin the sheep-ranching industry there. 1861 Approximately 10,000	HISPANIC AMERICAN 1867 Dr. Ramón Emeterio Betances and Segundo Ruiz Belvis are exiled from Puerto Rico for their political views. Ruiz Belvis goes to Chile and
AFRICAN AMERICAN 1862	AFRICAN AMERICAN 1864 Some Confederate officers	AFRICAN AMERICAN 1862	AFRICAN AMERICAN 1864 The Freedmen's Bureau is formed within the War Department. It provides relief assistance and help in acquiring land for freed African American labor for the purpose of the				

Working on the Railroad

In the 1850s virtually all Chinese people in the United States were in California, and in the 1860 census, which reported approximately 35,000, only California listed Chinese in a separate category. About half lived in counties that were primarily mining areas. Thousands lived in agricultural counties, where they worked not only in farming but also on such tasks as draining swamps and building levees.

As the United States entered the 1860s, the move to develop the natural resources of its western states required a cheap and reliable labor source. Chinese people were available. They were very good workers, very adaptable to changing conditions, fast to learn new tasks and not bothered by physical labor. Of all the western states, California had the greatest need for laborers. Chinese workers represented more than 20 percent of the total manual labor force, even though they accounted for only about 10 percent of the state's population.



Chinese American railroad workers

California also envisioned the creation of a major transpacific trade link with Asia, if it could gain rapid access to manufactured goods from the industrialized eastern United States. The key component was a transcontinental railroad.

Construction of the western section of that railroad began in 1863. After having little success in recruiting (due somewhat to enlistment in the Civil War) and in gaining production from European American laborers, in 1865 railroad developers turned to Chinese immigrants who by that time were looking for alternatives to the mining camps. Although Chinese Americans demonstrated a talent and proficiency for railroad work, they were paid less than their European American counterparts.

Building the railroad proved a larger task than initially expected, so developers needed an increased labor supply. With economic conditions

worsening in China, that area once again became a fertile source of new workers. Most of the recruits could not afford the cost of passage, so employers used the "credit ticket" system to bring them to the United States. Passage money was advanced to the emigrant, who repaid his employers, usually by deductions from his wages.

The labor pool was assured in 1868 when China signed the Burlingame Treaty, allowing Chinese laborers to immigrate freely to the United States. The treaty included a clause recognizing the "inalienable right of man to change his home and allegiance," but it did not guarantee the right of naturalization. After the railroad was completed in 1869, a few Chinese left to establish communities, or Chinatowns, in the Midwest and on the East Coast, and some established homes along the route they helped create. In 1870 only 250 to 300 Chinese immigrants lived east of the Rockies. That number increased tenfold by 1880.

THE PEOPLING OF AMERICA: A TIMELINE OF EVENTS THAT HELPED SHAPE OUR NATION

A Historical Perspective

Compiled by Allan S. Kullen
Editorial Coordination by Martha M. Hanna
Programmatic Design by Gail C. Christopher



Americans All®

FOURTH EDITION
More than 15,000 New Entries

Written by a team of more than 70 scholars from diverse backgrounds and disciplines, the Americans All® program resources provide new information on the stories of people who have built our nation.

With the contributions of more than 80 additional scholars, researchers, embassies and historical societies, *The Peopling of America: A Timeline of Events That Helped Shape Our Nation* was developed to expand the scope of the program by providing a unique parallel chronology that offers students fascinating, relevant and engaging facts not readily available elsewhere. It also establishes a framework for the state-specific program resources.

Quantity and Composition of Resources Distributed to Each School

(based on student enrollment)

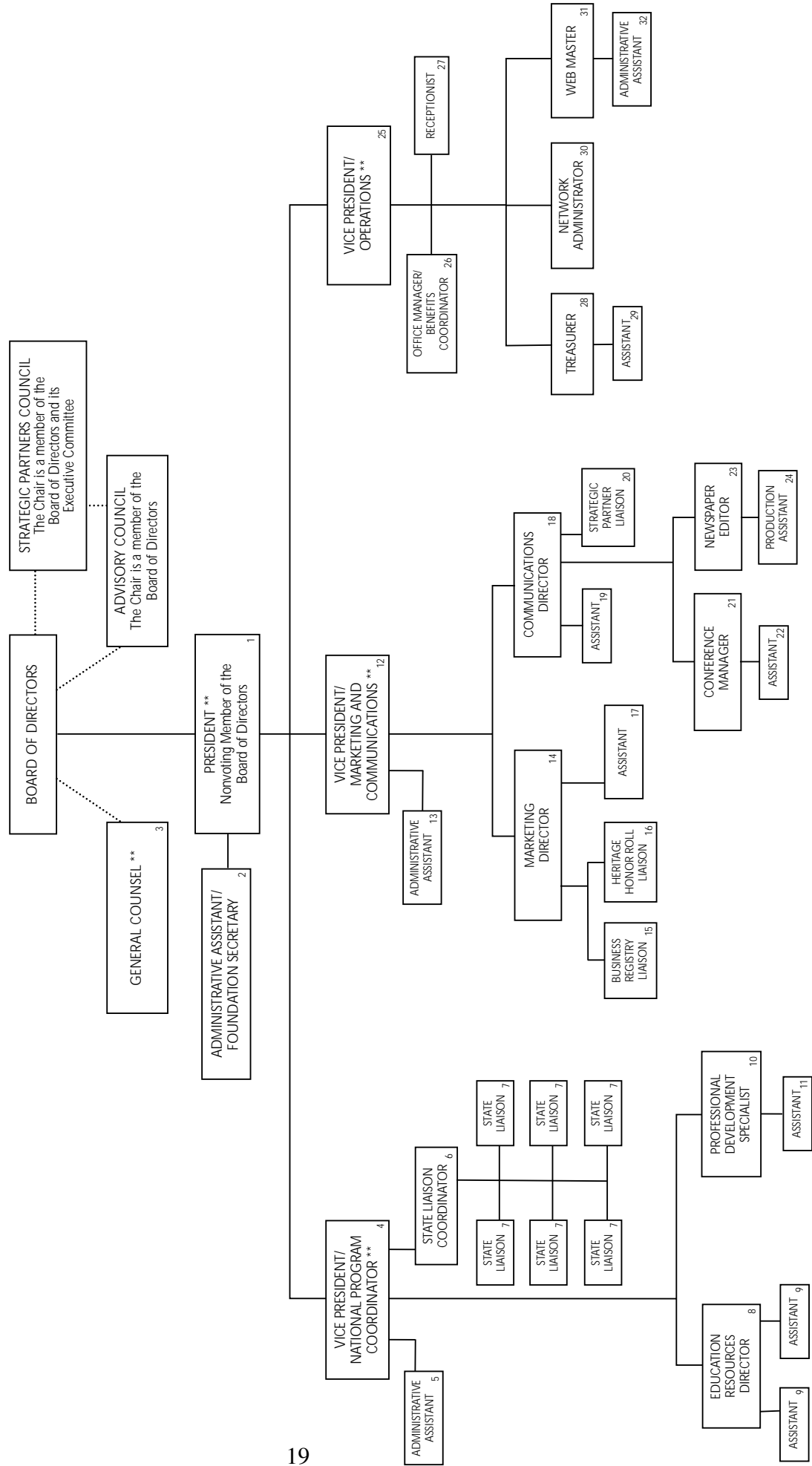
Distribution of Existing Americans All® Printed Resources

	<u>0–99 Students</u>	<u>100–299 Students</u>	<u>300–499 Students</u>	<u>500–999 Students</u>	<u>1,000+ Students</u>
Teacher Resource Package	1	1	2	2	4
Texts					
Grade-specific teacher’s guide					
Poster collection					
Photograph collection					
Music CD					
Teacher Overview Package	2	2	4	5	6
Timeline publication					
Synoptic history publication					
Grade-specific teacher’s guide					
Poster and photograph collection sets and photograph collection teacher’s guide	0	1	1	2	4

Distribution of Americans All® State-Specific Printed Resources

	<u>0–99 Students</u>	<u>100–299 Students</u>	<u>300–499 Students</u>	<u>500–999 Students</u>	<u>1,000+ Students</u>
Timeline publication	3	3	6	7	10
Photograph collection and teacher’s guide	3	3	6	7	10
Poster	2	3	4	5	6

Planned Organization of the People of America Foundation*



Notes: * The number in the lower right-hand corner of each box refers to the page number of the job description for this position. See detailed information in the "Americans All" Program and Operations Guide.
** Member of the Executive Committee.

Proposed Americans All® Line-Item Budget

Operations

Staff Wages and Benefits	\$ 16,395,500
Office Expenses	4,961,700
Annual National Meetings	3,965,800
Exhibits at Conventions	915,700
Publication of a Biweekly Electronic Newspaper (see Staff Wages and Benefits)	—
Professional Service Providers	
Outside Audit and Tax Return Preparation	500,000
Outside Legal Counsel	350,000
Public Relations Agency	1,500,000
Corporate and State Insurance	2,500,000

Web Site Development

Establish a Generic Database	6,000,000
Upload All Generic and State-Specific Data	4,500,000
10-Year Web Hosting Fee @ \$500,000 per year	5,000,000

Printing of Existing Americans All® Resources

Estimated Freight	3,000,000
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State-Specific Activities

Create State Program	1,702,000
Contact Schools	903,000
Develop Community Outreach Strategies and Enhanced Web Search Capability	1,020,000
Create Professional Development Programs	1,875,000
Create State-Specific Resources	62,974,000
Estimated Differential*	2,500,000
Manufacture State-Specific Printed Resources	7,094,400
Estimated Freight	1,500,000

Total \$159,981,900

Note: * Americans All® is proposing to budget \$2.5 million to address the needs of states with larger geographic distances and population counts.

Proposed Implementation Schedule for Phases 1, 2 and 3

Establish state program	6 months ¹
Establish editorial team for each state	3 months
Undertake data collection and formatting for Web site	5 months ²
Upload data to Web site	2 months
Create manuscripts for timeline publication and photograph guide and select images for photograph collection	5 months ³
Complete final manuscripts and photograph selection	2 months
Review manuscripts and photograph selection	3 months
Make corrections to manuscripts and photograph selection	1 month
Manufacture products and deliver them to schools	3 months ⁴
Total	30 months⁵

¹ Establishing a state program involves hiring a state program coordinator, incorporating an operational entity and contacting and registering all public and private schools.

² During the research phase, the state will provide Americans All[®] with an updated copy of the state social sciences curriculum framework, state standards and instructional materials being used within the state. Americans All[®] will upload this information to maintain the state-specific databases housed on its Web site. The databases will be structured for the elementary, middle and high school levels.

³ After all data has been collected and coded, each state’s editorial team will assess which entries will appear in the state-specific timeline publication as well as determine the design of the state-specific poster and the images included in the photograph collection that will be delivered to all schools within the state. All information that has been collected, whether or not included in the printed resources published by each state, will be incorporated into the state’s databases that will be housed on the Americans All[®] Web site.

⁴ The state will determine in advance of printing whether an overrun of the poster, timeline publication and photograph collection will be needed to sell these products to private libraries, private education institutions, other states, etc. Copyrights for the newly created materials—subject to prior ownership—will remain with the state. The state will also retain all income derived from the sale of these materials.

⁵ These timeframes are approximate and individual functions can overlap. Americans All[®] will provide style guidelines to help ensure all state-specific products and publications are editorially consistent.

Sample Implementation Budget for Phases 1, 2 and 3

Program coordinator (30 months)	\$ 150,000
Administrative assistant	100,000
Employment benefits (20 percent)	50,000
Office expenses, insurance, accounting and travel	50,000
Web development	20,000
Consultants — One for each ethnic or cultural group @ \$20,000 each and a state history and civics specialist)	120,000 ¹
Topic researchers — 1 for each ethnic or cultural group and 1 for state history and civics instructional materials 20 weeks @ \$2,000/week	240,000
Topic researchers for lesson plans and test questions, including expenses	80,000 ¹
Data entry — 3 people for 8 weeks @ \$20 per hour	19,200
Travel, postage, copier and telephone @ \$5,000 per topic researcher	30,000
Photograph researcher, 20 weeks @ \$2,000/week	40,000
Travel, postage, copier for photograph researcher	10,000
Acquisition of 800 photographs @ \$20 each plus copying fees	17,000
Permissions/fees for 96 photographs @ \$100 each	9,600
Design and create state-specific poster	10,000
Prepare manuscript for state timeline publication	100,000
Prepare manuscript for photograph collection teacher’s guide	20,000
Review manuscripts and photos: 6 scholars @ \$2,500, reviewers selected from different fields, plus project consultants and state officials	15,000
Revise manuscripts after review: 6 researchers and photograph editor, 4 weeks @ \$2,000/week	56,000
Composition and proofing for timeline publication and photograph guide plus descriptions on photograph backs	50,000
Editorial staff meetings: program coordinator, administrative assistant, 6 researchers, photograph editor and CS4 representative (all meetings) plus consultants — travel, hotel, food and related meeting expenses: (16 people x 3 meetings x \$700 each) plus (10 people x 2 meetings x \$700)	48,000
Cost per state for Phases 1–3	\$ 1,234,800²

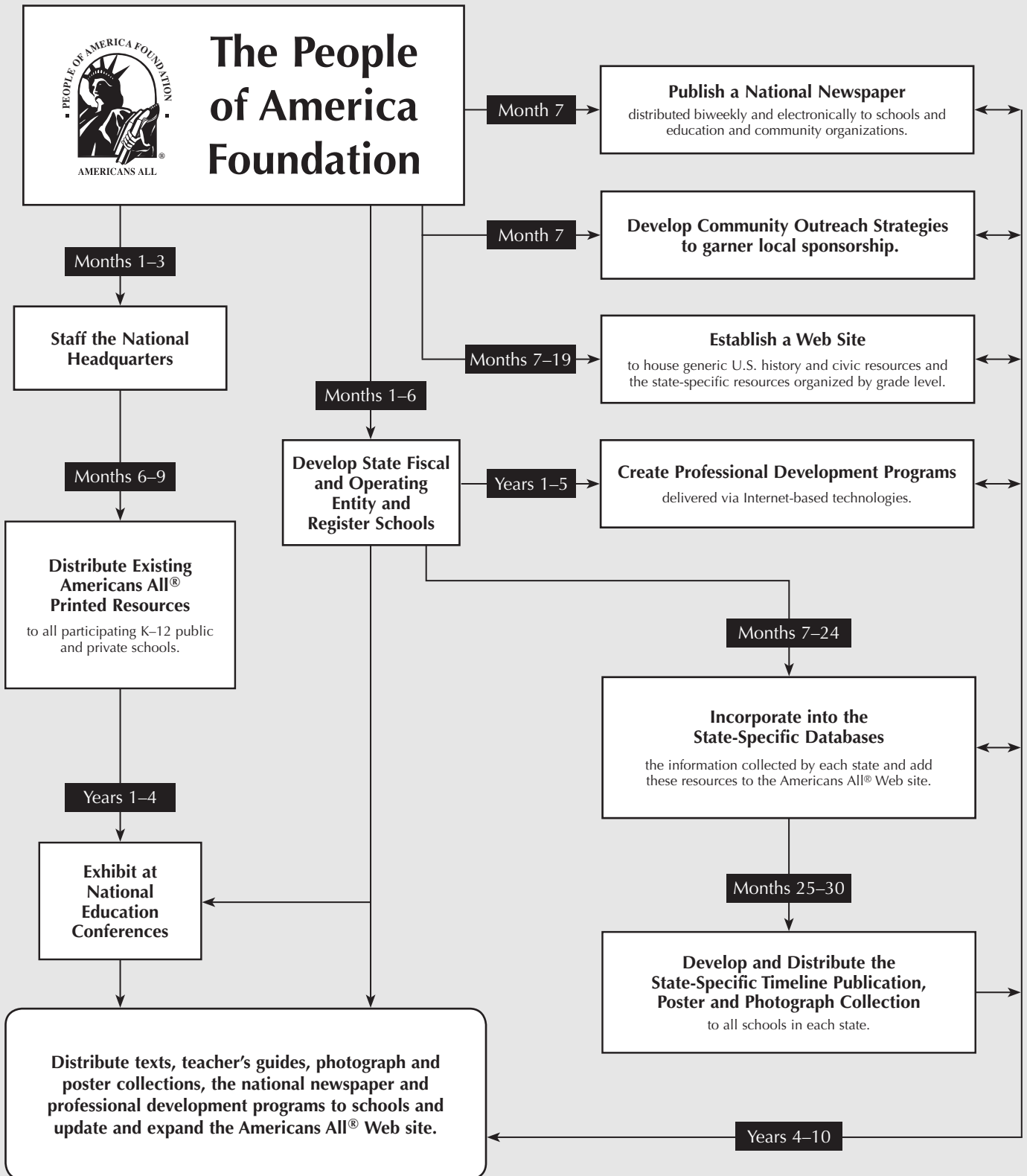
Total cost for Phases 1–3: \$1,234,800 x 51 states = \$ 62,974,800
Enrollment differential = \$ 2,500,000³

¹ The state program will determine what curricula and standards areas are short of materials and will authorize additional research to fill those gaps.

² The sample budget provides guidelines for each position. Actual salaries and fees may differ from these guidelines because wage scales are not the same in every state.

³ This amount will cover the additional researchers and consultants and travel needed if the funds moved from other state budgets do not cover the requirements of larger states.

Key Steps in the Implementation of Americans All®



Projected Revenue and Estimated Expenses

Projected Revenue*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Total	
Estimated Expenses from Budget	55,951,000	31,293,000	30,706,000	22,583,000	3,588,000	3,041,000	3,079,000	3,143,000	3,272,000	3,325,000	159,981,000	
Sponsorship Fees, 65,000 Schools	16,380,000	16,380,000	16,380,000	16,330,000	18,330,000	18,330,000	20,475,000	20,475,000	20,475,000	20,475,000	186,030,000	
Annual: Expenses Exceed Revenue	39,571,000	14,913,000	14,326,000	4,253,000								
Cumulative: Expenses Exceed Revenue	39,571,000	57,184,000	75,518,000	85,062,000								
Annual: Revenue Exceeds Expenses					14,742,000	15,289,000	17,396,000	17,332,000	17,203,000	17,150,000		
Cumulative: Cash Deficit / Excess					76,279,000	66,330,000	53,577,000	39,995,000	25,572,000	10,212,000		
Interest Expense @ 7% (rounded)	2,700,000	4,008,000	5,291,000	5,959,000	5,340,000	4,643,000	3,750,000	2,780,000	1,790,000	715,000	36,976,000	
Revenue Shortfall Plus Interest	42,271,000	61,192,000	80,809,000	91,021,000	81,619,000	70,973,000	57,327,000	42,775,000	27,362,000	10,927,000		
Cash Position at End of Year 10										-11,056,134		
					With 65,000 participants being sponsored annually, the program becomes cash positive in year 11.							
Estimated Expenses from Budget	55,951,000	31,293,000	30,706,000	22,583,000	3,588,000	3,041,000	3,079,000	3,143,000	3,272,000	3,325,000	159,981,000	
Sponsorship Fees, 80,000 Schools	20,160,000	20,160,000	20,160,000	22,560,000	22,560,000	22,560,000	25,200,000	25,200,000	25,200,000	25,200,000		
Annual: Expenses Exceed Revenue	35,791,000	11,133,000	10,546,000	23,000								
Cumulative: Expenses Exceed Revenue	35,791,000	49,429,000	63,435,000	67,898,000								
Excess of Revenue over Expenses												
Cumulative: Cash Deficit / Excess					18,972,000	19,519,000	22,121,000	22,057,000	21,928,000	21,875,000		
Interest Expense @ 7% (rounded)	2,505,000	3,460,000	4,440,000	4,753,000	3,758,000	2,654,000	1,292,000				22,862,000	
Revenue Shortfall Plus Interest	38,296,000	52,889,000	67,875,000	72,651,000	57,437,000	40,572,000	19,743,000					
Cash Position at End of Year 10										46,117,000		
					With 80,000 participants being sponsored annually, the program becomes cash positive in year 8.							
Estimated Expenses from Budget	55,951,000	31,293,000	30,706,000	22,583,000	3,588,000	3,041,000	3,079,000	3,143,000	3,272,000	3,325,000	159,981,000	
Sponsorship Fees, 95,000 Schools	23,940,000	23,940,000	23,940,000	26,790,000	26,790,000	26,790,000	29,925,000	29,925,000	29,925,000	29,925,000	271,890,000	
Annual: Expenses Exceed Revenue	32,011,000	7,353,000	6,766,000									
Cumulative: Expenses Exceed Revenue	32,011,000	41,605,000	51,283,000									
Excess of Revenue over Expenses				4,207,000								
Cumulative: Cash Deficit / Excess				50,666,000	23,202,000	23,749,000	26,846,000	26,782,000	26,653,000	26,600,000		
Interest Expense @ 7% (rounded)	2,241,000	2,912,000	3,590,000	3,547,000	2,171,000	660,000					15,121,000	
Revenue Shortfall Plus Interest	34,252,000	44,517,000	54,873,000	54,213,000	33,182,000	10,093,000						
Cash Position at End of Year 10										96,788,000		
					With 95,000 participants being sponsored annually, the program becomes cash positive in year 7.							

* Pilot registration programs conducted by the national organization in four states successfully enrolled between 65 percent and 85 percent of each site's total student population. There are 115,643 public, private and Catholic schools; 14,048 administrative school districts; 7,301 colleges (2- and 4-year); and 16,724 public libraries (Market Data Retrieval, 2008-2009).

Sponsorship Has Always Been A Good Community Decision

Individuals, businesses and service providers have always supported charitable causes within their community. Yet most sponsorship or co-branding opportunities have lacked a way for sponsors to realize revenue-generating or other bottom-line benefits. Americans All® enables sponsors to simultaneously support schools, invest in their community's future and enhance their social and economic standing.



Image-Enhancing Sponsorships
(are bottom-line neutral)

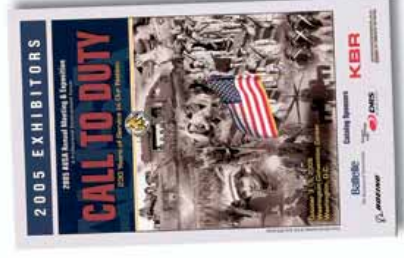
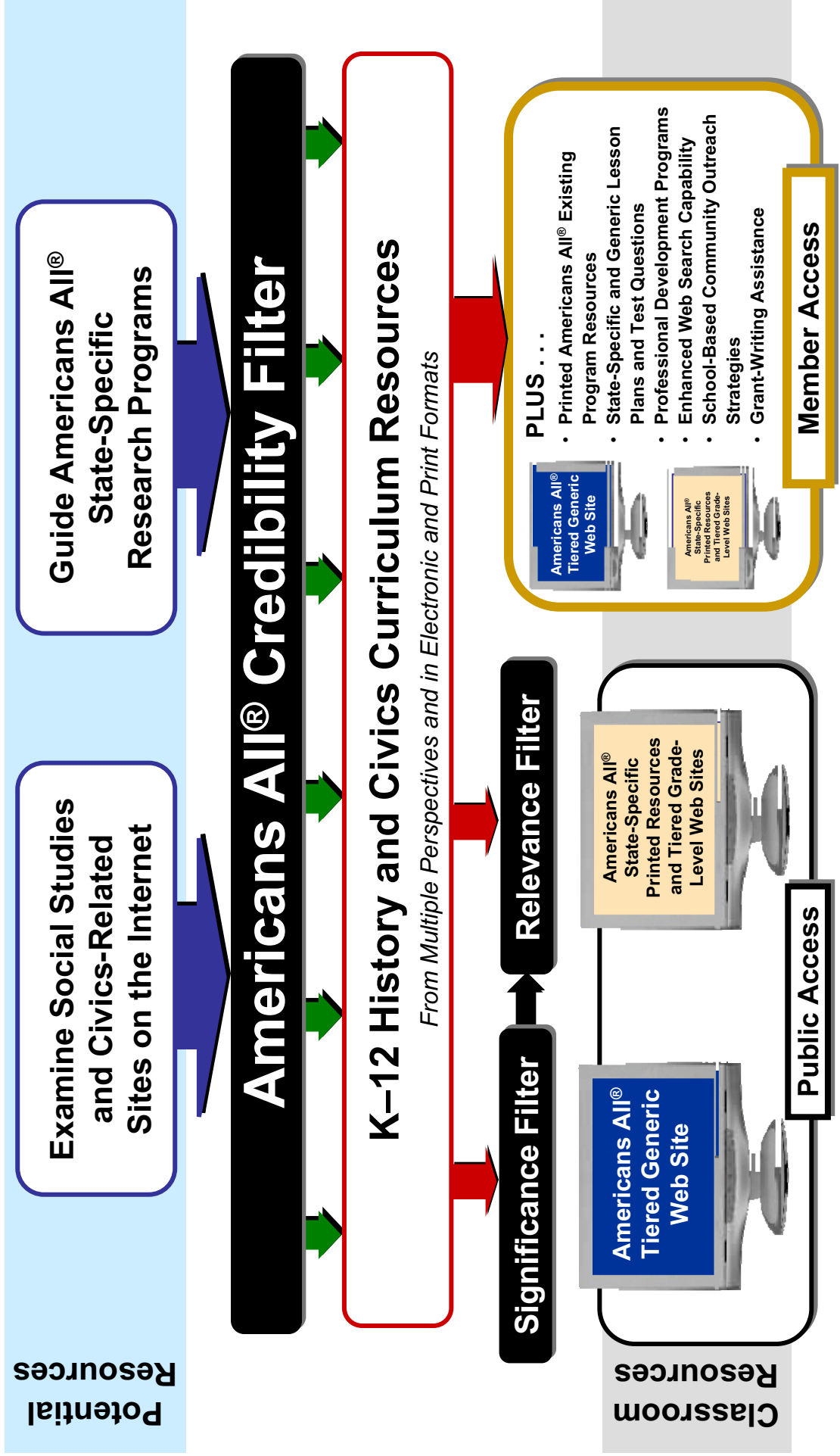
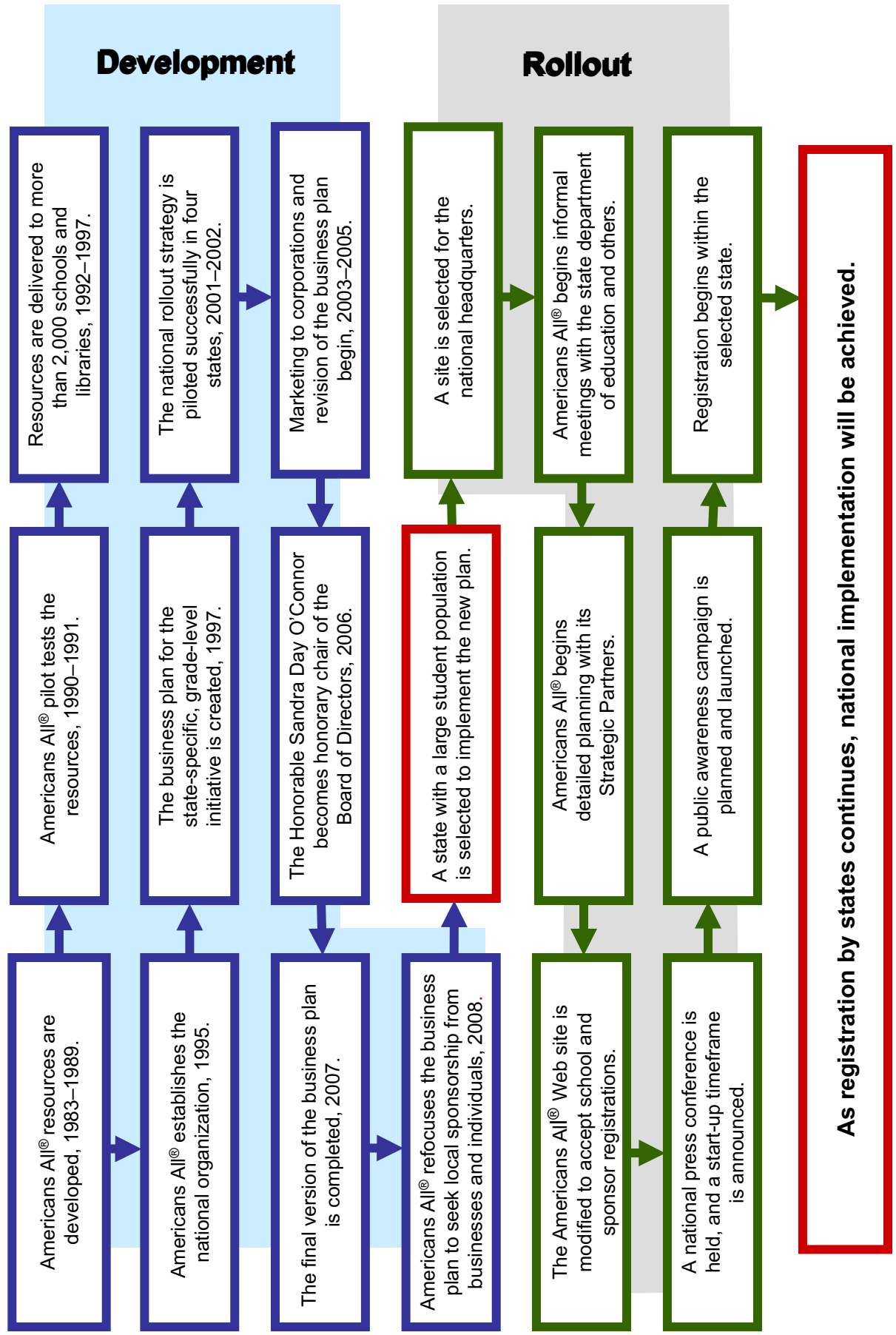


Image-Enhancing Co-Branding
(is bottom-line neutral)

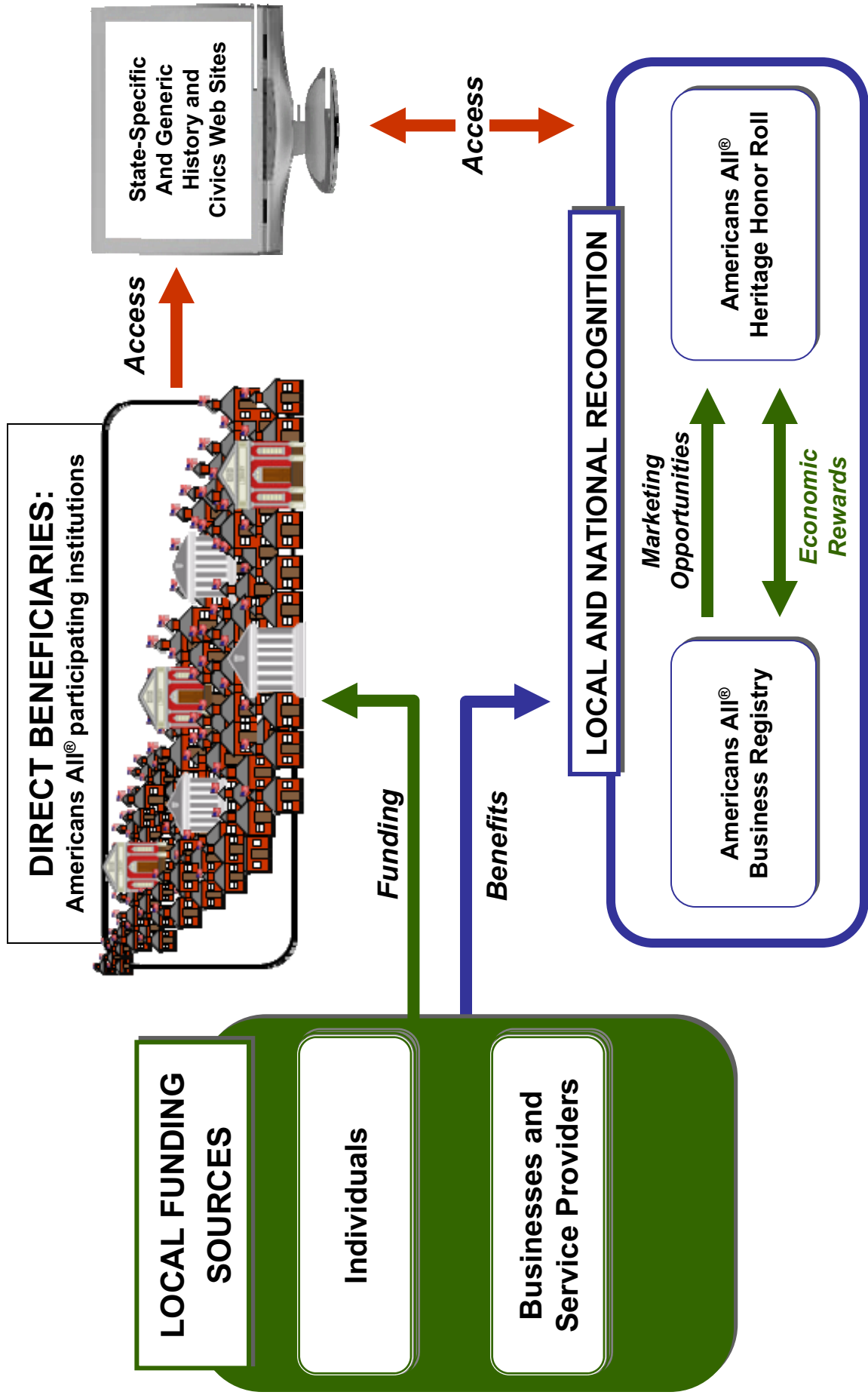
Americans All® Resource Development Pipeline



Americans All® Development And Rollout Timeline



Americans All® Is a Unique Social Responsibility Program



Evolution of Americans All®

The People of America Foundation, currently based in Beltsville, Maryland, is a nonprofit foundation incorporated under Section 501(c)(3) of the Internal Revenue Code. It is the national operating organization for the evolved Americans All® program. The primary national program was created by the Coordinating Committee for Ellis Island, Inc., a 501(c)(3) education organization incorporated in 1981 that arranged for bronze sculptures depicting immigration and Ellis Island to be produced and donated to the National Park Service. When some of these sculptures became part of a traveling exhibit, the Committee created the Images of Ellis Island education materials to place the sculptures and their subject matter in historical context.

Sensing a much greater need, the Committee expanded the project to include a diversity-based emphasis and teacher training. This led to the development of the existing Americans All® program. The program focuses on factors that unite, rather than divide, the American people. It seeks to improve substantially students' understanding of how immigration and migration, both forced and voluntary, have contributed to the peopling and development of our nation. Organizers believe the program will help change the way young people think about the United States and one another.

Americans All® received grants from major charitable foundations, including The Hitachi Foundation, The Sears-Roebuck Foundation, The John D. and Catherine T. MacArthur Foundation, The Quaker Oats Foundation and The Procter&Gamble Fund, as well as from individuals and businesses that supported its goals. These funds were used to implement the program's pilot tests and develop its demonstration Web site. The program's materials and logo are protected by copyright and trademark registrations.

In January 1992, an exclusive retail marketing agreement was created with the Houghton Mifflin Company. At that time the program's resources were expanded and the materials were professionally repackaged. That agreement was terminated in 1995, and retail sales continue to be generated on a nonexclusive basis through several sources.

In October 1995, the foundation was formed as a nonstock corporation. It received notification of its publicly supported nonprofit status from the Internal Revenue Service in March 1997. That status was reconfirmed in March 2001. In May 2007, the Americans All® logo was modified to better reflect the activities of the program and to take advantage of the popularity of its signature publication—*The Peopling of America: A Timeline of Events That Helped Shape Our Nation*.



Allan Kullen, President, Americans All®
5760 Sunnyside Avenue, Beltsville, Maryland 20705 ■ 301-982-5622 (phone) ■ 301-220-3730 (fax)
info@americansall.com ■ www.americansall.com