

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Office of Elementary and Secondary Education (OESE) Assistance for Arts Education (AAE) Program**

**CFDA # 84.351A**

**PR/Award # S351A210030**

**Grants.gov Tracking#: GRANT13344048**

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210030

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

04/12/2021

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

TX

8. APPLICANT INFORMATION:

\* a. Legal Name: Texas A&M University-San Antonio

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

9-000000000

\* c. Organizational DUNS:

9-000000000

d. Address:

\* Street1: One University Way

Street2:

\* City: San Antonio

County/Parish:

Texas

\* State: TX: Texas

Province:

\* Country: USA: UNITED STATES

\* Zip / Postal Code: 78224-3134

e. Organizational Unit:

Department Name:

Curriculum & Instruction

Division Name:

College of Ed. & Human Devel.

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

\* First Name:

Karen

Middle Name:

B

\* Last Name:

Burgard

Suffix:

Ph.D.

Title: Assistant Professor

Organizational Affiliation:

Texas A&M University-San Antonio

\* Telephone Numb

Fax Number:

\* Email

PR/Award # S351A210030

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

S: Hispanic-serving Institution

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.351

CFDA Title:

Arts in Education

### \* 12. Funding Opportunity Number:

ED-GRANTS-011521-003

\* Title:

Office of Elementary and Secondary Education (OESE): Assistance for Arts Education (AAE) Program  
Assistance Listing Number 84.351A

### 13. Competition Identification Number:

84-351A2021-1

Title:

Assistance for Arts Education (AAE) Program 84.351A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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View Attachment

### \* 15. Descriptive Title of Applicant's Project:

CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**

\* a. Applicant TX-023

\* b. Program/Project TX-023

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

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**17. Proposed Project:**

\* a. Start Date: 09/01/2021

\* b. End Date: 08/31/2026

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

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**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Mrs. \* First Name: Patricia

Middle Name: Antonio

\* Last Name: Zibluk

Suffix: JD

\* Title: Director, Sponsored Programs

\* Telephone Number:  Fax Number: \* Email: 

\* Signature of Authorized Representative: Patricia C Zibluk \* Date Signed: 04/12/2021

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1234-CULTIVAR\_ED GEPA\_04102021.pdf

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**ED GEPA**

The activities proposed in the CULTIVAR project application include intentional efforts to ensure that equal access is available to all individuals, regardless of gender identity, race, national origin, color, disability, romantic and sexual orientation, or age. The following sections describe the strategies for ensuring equal access within these components.

CULTIVAR Lab spaces are designed to give equal access and will not discriminate based on gender identity, race, national origin, color, disability, romantic and sexual orientation, or age. Each lab provides seating and equipment that are adaptable to provide accessibility. All teachers and students will have a scheduled time in the CULTIVAR Lab spaces and no one will be excluded from the space based on gender identity, race, national origin, color, disability, romantic and sexual orientation, or age. Projects under the CULTIVAR and “Reflejar: This is Me” instruction that are created in these spaces, as well as those created in other classroom settings, will promote positive self-identity and value diversity. The school site is accessible by walking, bus, or automobile. To ensure that families who have a financial barrier to transporting family members with physical disabilities and therefore would have difficulty attending CULTIVAR events, funding has been established to transport any student with physical disabilities to the sites using ViaTrans ParaTrans service (<https://www.viainfo.net/viatrans-paratransit/>) and the Via bus system. The school sites are ADA compliant, so no additional accommodations are anticipated.

Further, the CULTIVAR project includes the development of community art sites that are accessible using financially supported public transportation. By selecting community art sites that expose cultural art that may not be represented in other venues, equal access is enhanced. Spanish is the dominant first language in these communities, therefore, this project includes

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resources and in-person translations in both English and Spanish. Finally, all community art experiences will be free to ensure equity regardless of income.

The CULTIVAR project will use the combined measures of: 1) ensuring no economic burden for participants; 2) space, resources, and transportation adapted for diverse abilities and languages and; 3) all aspects of the project promote authentic opportunities for expressing positive self-identity, cultural pride, and diverse abilities. The CULTIVAR implementation team assures non-discrimination based on gender identity, race, national origin, color, disability, romantic and sexual orientation, and age and an ongoing commitment to equity throughout the program.



## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Texas A&M University-San Antonio

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. \* First Name: Patricia Middle Name: Antonio  
\* Last Name: Zibluk Suffix: JD  
\* Title: Director, Sponsored Programs

\* SIGNATURE: Patricia C Zibluk

\* DATE: 04/12/2021

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424


OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

|         |             |              |            |         |
|---------|-------------|--------------|------------|---------|
| Prefix: | First Name: | Middle Name: | Last Name: | Suffix: |
| Dr.     | Karen       | L. B.        | Burgard    | Ph.D.   |

Address:

|           |                    |
|-----------|--------------------|
| Street1:  | One University Way |
| Street2:  |                    |
| City:     | San Antonio        |
| County:   | Bexar              |
| State:    | TX: Texas          |
| Zip Code: | 78224-3134         |
| Country:  | USA: UNITED STATES |

|   |                             |
|---|-----------------------------|
| Phone Number (give area code)   | Fax Number (give area code) |
|  |                             |

Email Address:



**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☒ Yes ☐ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☒ No Provide Assurance #, if available:

None

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

1239-CULTIVAR\_Nonexempt Research Narrative\_04102

Add Attachment

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## Nonexempt Research Narrative

### **(1) Human Subjects Involvement and Characteristics**

The potential participants for studies pertaining to CULTIVAR are: 1) teachers and administrators from Armstrong Elementary, 2) students from Armstrong Elementary, 3) the seven CULTIVAR Ambassadors selected each year to participate in CULTIVAR professional development, 4) teachers from the school districts surrounding Texas A&M University – San Antonio (called the ASPIRE network) who participate in the quarterly CULTIVAR professional development, and 5) family and community members who participate in intergenerational art experiences in the community.

The rationale for inviting the teachers, administrators, and students to participate in research pertaining to CULTIVAR is to examine the impact of arts integration on teachers and students including teachers' reflections on their instructional practice and students' reflections on expressing their identity through art. The rationale for inviting families and community members to participate in research pertaining to CULTIVAR is to capture their voices and reflections on the impact of exposure to art experiences. The two vulnerable populations that would be included in CULTIVAR research are: 1) K-5 grade children and 2) disadvantaged youth and/or children with disabilities. The rationale for including children in CULTIVAR studies is to examine the impact CULTIVAR has on students' academic performance and personal identity development. In regard to disadvantaged youth, 90% of the Armstrong Elementary student population have families designated by the state as economically disadvantaged, therefore, nearly all students who participate in CULTIVAR would be identified in this vulnerable population. In regard to students with disabilities, the rationale for including them in

## **CULTIVAR**

CULTIVAR studies is to ensure equity and non-discrimination. Their invitation to participate in any research study would be the same as all other K-5 students from Armstrong Elementary.

### **(2) Sources of Materials**

Both qualitative and quantitative data will be collected for studies pertaining to CULTIVAR. Data collected for CULTIVAR research studies will consist of pre and post family survey data, targeted teacher survey data, event survey data, sign-in and attendance tracking, exit data, all professional development materials, lesson plans, classroom observations, and student work. Additionally, because of our partnerships with the ASPIRE schools, we will have access to data from the STAAR (the Texas standardized test) and other student performance data by the partnering school district. This data will be used in relation to studies focusing on student achievement. Finally, group and individual semi-structured interviews will be conducted of teachers, administrators, and students.

### **(3) Recruitment and Informed Consent**

As part of ongoing collaboration with the South San Antonio Independent School District (SSAISD), the district agreed to have their teachers and administrators participate fully in the CULTIVAR project at their school site. The teachers and administrators at Armstrong Elementary will be encouraged to participate in all research studies pertaining to the project. While the CULTIVAR project will be implemented at the site regardless of the number of voluntary participants in subsequent research studies, it is the hope of the CULTIVAR team that a large percentage will be interested in participating.

In terms of the seven annual CULTIVAR Ambassadors, an expectation of them participating in the specialized CULTIVAR training would be that they also participate in research studies. The teachers who participate in the quarterly professional development will be

## **CULTIVAR**

provided with the option at the beginning of each event to have their pre and post event surveys and reflections collected and used for research. The recruitment of students will be done through class discussions, letters home, and school announcements. The recruitment of families and community members will be done through letters home, the school website, emails, social media, and flyers/brochures. All voluntary participants will complete an Informed Consent form. With the children participating in research, they will be provided with a child's Assent form and their guardians will be provided with an Informed Consent form.

### **(4) Potential Risks**

The risks to the teachers, administrators, students, and community members will be minimal. Those teachers who participate in studies pertaining to the CULTIVAR project will be asked to reflect on the impact of arts integration in their classroom practice as well as their confidence level using art in their daily instruction. Students who participate in studies pertaining to CULTIVAR will reflect on their comfort level using art to express their personal and cultural identity. Community members who participate in studies pertaining to CULTIVAR will reflect on the impact of participating in community art experiences and the impact of expanding the arts in their community. The only risks to the participants would be the potential for feelings of emotional discomfort when discussing sensitive personal reflections. There is the potential for participants to have discomfort concerning discussions of their personal and cultural identity development and their lived experience as it relates to the community. However, this risk is minimal and is not greater than what they would ordinarily experience in their daily life discussing similar topics. The participants can elect to stop their discussions and reflections at any time during the study.

### **(5) Protection Against Risks**

All participants will be able to withdraw at any time during the study with no penalty or repercussions. Their participation in the study will be completely voluntary and wholly dependent on their continual decision and agreement to remain a willing participant throughout the study. In addition, if any participant wants to only participate in part of the study, and not complete the entire study, that is acceptable as well. Participants who wish to end their participation in the study before its conclusion, will only need to notify the PI which parts of their responses, if any, they would permit to be used in the data collection. The additional safeguards to protecting the children's welfare will be the ability to withdraw from the study at any time. In addition, the PI will continually monitor the students' psychological wellbeing during the study and provide feedback to the building principal and classroom teacher to ensure that they are aware of their students' mental safety. The PI will meet and consult with the parents/guardians of students who are participating in the study to discuss the project in detail. Finally, all data (both quantitative and qualitative) will be anonymized, and pseudonyms will be provided to protect the identity of all participants.

### **(6) Importance of the Knowledge Gained**

The benefits to participating in this study outweigh the minimal risks that might be connected to participating in CULTIVAR research studies. The knowledge to be gained from these studies, and the benefits to participants, will come in the form of: 1) determining the impact of arts-based education on teachers, administrators, and students, 2) determining the impact of arts-based education on students' academic performance, 3) teachers developing additional, new pedagogical strategies to use in their classroom, 4) students developing a strong sense of personal and cultural identity and how to express that identity, 5) the elevating of Latinx art and

## **CULTIVAR**

embracing the assets of their community in that development. The CULTIVAR project has the potential to have a profound impact on schools throughout San Antonio and beyond not only immediately but also for years to come. CULTIVAR will give the participants the opportunity to express their culture through art, in and outside of school, and to be able to tell their own story of their community and of themselves in a way that is personal, purposeful, and meaningful.

### **(7) Collaborating Sites**

The majority of research will be conducted at Armstrong Elementary. South San Antonio ISD, the school district where Armstrong Elementary is located, has agreed to having CULTIVAR implemented at this school site and for research to be conducted there. Additional research will be conducted at all intergenerational art experiences conducted at various local arts nonprofit sites throughout the city. Research will also be collected at the community art sites which have yet to be determined. The Tobin Center for the Performing Arts will partner with Texas A&M University – San Antonio in the collection and analysis of all data pertaining to CULTIVAR research studies.

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1241-CULTIVAR\_Abtract\_04102021.pdf

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### Abstract

A robust arts education program has the potential to profoundly impact students' educational experiences. Additionally, students expressing their personal, cultural, and linguistic identity through the arts provides a purposeful pathway for students to have more engagement in school and the community. However, emphasis on the arts is often limited to wealthy school districts. Students and communities of color in areas with high levels of poverty and marginalization seldom have access to the same resources to support deep and expansive arts education. Developing arts education programming and providing students with opportunities for artistic expression is more than just a curricular or pedagogical choice - it is an issue of educational equity.

It is with this focus that Texas A&M University – San Antonio, a Hispanic Serving Institution (HSI), in partnership with the Tobin Center for the Performing Arts, designed the ***CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections*** project. This project addresses the lack of access to quality arts education experiences for students on the south side of San Antonio, Texas and will provide for intergenerational arts opportunities throughout the community. CULTIVAR will focus on three distinct areas - teachers, students, and the community - enhancing arts education in San Antonio schools and expanding community awareness and opportunities for Latinx cultural arts regionally.

Specifically, CULTIVAR will provide professional development, instructional materials, and classroom resources to the teachers at Armstrong Elementary of the South San Antonio Independent School District (SSAISD) to create a fully immersive arts education program for all students in grades K-5. CULTIVAR will also establish an annual cohort of seven teachers, one

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from each of the seven south side ASPIRE districts, to be trained in arts-based education. These CULTIVAR Ambassadors will bring that knowledge back to their schools. The grant will also provide additional opportunities for all teachers in the seven ASPIRE districts to participate in arts education professional development to increase cross-cultural and community awareness potentially impacting thousands of students in the San Antonio area. Finally, the grant will design and build both an artist's maker's studio and an arts garden to provide intergenerational art experiences for families and community members in San Antonio. A&M-SA and the Tobin Center will be responsible for creating the new instructional materials and coordinating and delivering the professional development. The project partners will also collaborate with numerous arts nonprofit organizations throughout San Antonio to design additional meaningful professional development for teachers in the area as well as to create the community arts experiences throughout the city.

CULTIVAR has the potential to make a profound impact on the lives of many on the historically underserved south side San Antonio residents. By focusing on teachers, students, and the community, A&M-SA and the Tobin Center have created a sustainable model for the enhancement and advancements of the arts in south San Antonio. The CULTIVAR team has designed this project to elevate the art and voices of the Latinx community and provide opportunities for students to celebrate their culture, heritage, and personal identity. CULTIVAR will serve as a catalyst for the arts and help them become visibly present in the schools and throughout the community.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



COMMUNITY PARTNERS &  
 TEXAS A&M UNIVERSITY - SAN ANTONIO

Assistance for Arts Education (AAE) Grant Program  
Proposal Co-Submitted by:

Texas A&M University – San Antonio  
Tobin Center for the Performing Arts

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**Introduction:** A robust arts education program in Kindergarten through 12<sup>th</sup> grade (K-12) has the potential to profoundly impact students' educational experiences. Additionally, personal, cultural, and linguistic expression through the arts, where students are encouraged to creatively express their ideas and emotions in new and imaginative ways, provides a purposeful pathway for students to have more engagement in their school and the community. However, access to the arts is often limited to wealthy school districts. Students and communities of color in areas with high levels of poverty and marginalization seldom have access to the same resources to support deep and expansive arts education. Developing arts education programming that provides students with opportunities for artistic expression is more than just a curricular or pedagogical choice - it is an issue of educational equity.

**Project Context:** The *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* project addresses the lack of access to quality arts education experiences for students from underserved populations by providing opportunities for young learners to explore and celebrate their culture and by validating students' expression of their personal identity through the arts. To accomplish this, CULTIVAR will focus on three distinct constituencies - teachers, students, and the community - by expanding arts-based educational programming in schools on the south side of San Antonio, Texas, by providing intergenerational arts opportunities throughout the San Antonio community, and by expanding regional visibility and access to Latinx<sup>1</sup> cultural arts.

**A&M-SA** – The CULTIVAR institution of higher education (IHE) applicant, Texas A&M University – San Antonio (A&M-SA), is located on the south side of San Antonio, part of the larger San Antonio Metropolitan Area. The area is a culturally, ethnically, and linguistically

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<sup>1</sup> The terms Hispanic and Latinx are used in this proposal. The term Hispanic is used for demographic purposes used by governmental agencies. The term Latinx is used to honor the experience and identity of the community this project will serve.

diverse community containing many economically distressed neighborhoods. The population is largely comprised of individuals who identify as White with Hispanic or Latino ethnicity (60.3%), White, Non-Hispanic (27.7%), Black (8.5%), or Asian (3.1%).

A&M-SA is a Hispanic Serving Institution (HSI) with approximately 72.0% Hispanic students and over 75.0% first generation college students. The University was created for the specific purpose of providing higher education opportunities to a largely Hispanic community that faces chronically low levels of educational attainment. The communities surrounding A&M-SA are historically outperformed by their counterparts on the north side of the city. An extreme example is the South San Antonio Independent School District (SSAISD) community, where 41.7% of the adult population have not attained a high school diploma and only 4.8% of adults have a bachelor's degree or higher. By contrast, in the north side school district of Alamo Heights only 6.0% of adults have not attained a high school diploma and 64.3% of adults have earned a bachelor's degree or higher.

| North San Antonio  | Median Income | South San Antonio      | Median Income |
|--|---------------|------------------------|---------------|
| Alamo Heights ISD  | \$ 91,814     | East Central ISD*      | \$ 60,423     |
| Randolph Field ISD   | \$ 89,402     | Southwest ISD*         | \$ 49,593     |
| Lackland ISD   | \$ 64,821     | South Side ISD*        | \$ 46,197     |
| Fort Sam Houston ISD   | \$ 64,063     | Somerset ISD*          | \$ 44,473     |
| Northside ISD  | \$ 62,781     | South San Antonio ISD* | \$ 38,333     |
| North East ISD   | \$ 61,276     | Harlandale ISD*        | \$ 36,919     |
| San Antonio ISD  | \$ 33,433     | Edgewood ISD*          | \$ 29,311     |
| <b>Source: 2013-2017 5-Year American Community Survey      *Seven ASPIRE Districts</b> |               |                        |               |

**Table 1: Median Household Income (All Households)**

Due to the discrepancy in opportunity between the north and south sides of San Antonio, CULTIVAR specifically targets the south side of the city where 40.0% of the population lives below the poverty line. The median income for comparative school districts (Table 1) demonstrates this disparity with the range from \$29,311 per year on the south side compared to

up to \$91,814 on the north side (United States Census Bureau, 2018). Because high levels of poverty are correlated with low education attainment (de Waal & Pienaar, 2020), working to close these disparities drive CULTIVAR's efforts.

***A&M-SA and ASPIRE Partnership*** – The north/south divide, a leftover from segregation and redlining practices that historically impacted the city, is prevalent throughout San Antonio making it crucial to develop ways to address community needs using innovative and targeted strategies. This increased need for educational support in south San Antonio led to the development of the comprehensive **A&M-SA & South Bexar County Partnership to Impact Regional Equity and Excellence (ASPIRE)** partnership. This partnership was formed between A&M-SA and seven local school districts in 2019 with the mission of enhancing and improving education on the south side of the city. The ASPIRE partner districts include: East Central, Southwest, South Side, Somerset, South San Antonio, Harlandale, and Edgewood Independent School Districts (ISDs). ASPIRE was created to aid the partners in working collaboratively and pooling resources to find solutions to shared problems. To that end, the partnership has developed customized solutions for the educational needs of the seven ISDs including assisting district schools in redesigning their curriculum, providing targeted professional development, creating specific after-school and weekend programs aligned with individual community needs, and assisting in wireless internet access to address the digital divide in local communities.

***Community Cultural Wealth*** – The United States has a long tradition of upholding systems that contribute to the silencing and marginalization of people of color (Delgado & Stefancic, 2017). Scholars in an array of fields, but particularly those in education, have examined how these structures manifest in schools and in other settings (Delgado, 2003; Ladson-Billings & Tate, 2006; Solórzano, Villalpando, & Oseguera, 2005). Extending this discussion has led to the



development of consciousness-raising tools to address such issues. Yosso (2005) observed that communities of color face myriad societal issues often driven by deficit discourses that further marginalize them and their ways of knowing and being. To further legitimize the knowledge of communities of color, Yosso developed the *community cultural wealth* model to value the types of knowledge these communities hold. Community cultural wealth challenges the discourse plaguing communities of color and capitalize on their non-traditional strengths including oral histories, poems, languages, and any other aspect of wealth that is valued by the community.

Traditionally, these forms of knowledge have been de-legitimized by those in power because of communities' unwillingness or inability to fit into traditional sources of knowledge valued by *whitestream* researchers that adhere, value, and uphold colonial traditions. Community cultural wealth provides researchers with the tools to unveil the non-traditional forms of knowledge possessed by these communities in the form of aspirational capital, linguistic capital, social capital, navigational capital, familial capital, and resistant capital (Yosso, 2005). These forms of capital provide a counter story for communities of color to gain access and further combat social hierarchy that has marginalized these communities (Bourdieu & Passeron, 1977). These unique forms of capital all serve as a means for communities of color to legitimize, reclaim, and heal individuals, families, and ultimately their communities. CULTIVAR will create pathways for San Antonio's marginalized communities to harness their capital through artistic expression.

CULTIVAR addresses several needs identified in south San Antonio communities and its implementation will create more equitable learning and community art opportunities. The name CULTIVAR is a Spanish word that means "to grow; to cultivate." The word was intentionally chosen to present the program to the community as it is deeply rooted in the Lantix community

and has been adopted by migrants as an expression of their aspirations to cultivate and create in a new space. It is also important to note that there are times in both the CULTIVAR narrative and in the Logic Model where the term *legitimizes* is used. That term is carefully used to address the important ongoing conversation surrounding the many ways voices in the Latinx community have been de-legitimized, silenced, and/or erased. It is with this in mind that CULTIVAR will work to further legitimize Latinx art and culture as well as amplifying Latinx voices. In the communities CULTIVAR will serve, there is a desire to expand the arts which capitalizes on the linguistic and cultural wealth of Latinx peoples. CULTIVAR addresses this need by bringing Latinx-centered first-hand art experiences to the schools and throughout the communities of south San Antonio.

***Tobin Center for the Performing Arts*** – The co-applicant for CULTIVAR is the Tobin Center for the Performing Arts. The Tobin Center is a national nonprofit organization that provides and supports arts education and arts experiences throughout the country. The Tobin Center will be providing most of the professional development delivered to the teachers participating in this project. Additionally, the Tobin Center will work collaboratively with A&M-SA to assess data that is collected pertaining to CULTIVAR, as well as to assist with all community art experiences. Their Director of Education, Dr. Kimberly Stephenson, is one of the Co-PIs on the project ensuring the Tobin Center will be a central voice in its successful implementation.

**A. Quality of the Project Design:** The CULTIVAR project was birthed from discussions between A&M-SA faculty, the Tobin Center, and the ASPIRE district partners regarding ways to support arts education in San Antonio. CULTIVAR is designed to: 1) provide teachers with the resources they need to enhance and improve instruction; 2) give students opportunities to express themselves through art; and 3) enable south San Antonio to create community art throughout the

city. The CULTIVAR design leverages one elementary campus, Armstrong Elementary, as the epicenter for the project. Then, further professional development will be directed outward across all seven ASPIRE districts reaching teachers, students, and families through a ripple effect that will increase outreach and impact exponentially across the target area.

The Armstrong Elementary campus, located in SSAISD, is on San Antonio's south side. Ninety-two percent of Armstrong's student body identify as Hispanic and 90.0% come from homes designated by the state as economically disadvantaged. CULTIVAR programming on the campus will take the arts integration curriculum provided locally by the Tobin Center and layer it with the "Reflejar: This is Me" instructional materials that will be developed during year one of the project by the CULTIVAR implementation team. The "Reflejar: This is Me" instructional materials will help teachers focus on using art through the lens of the culture, heritage, and language of the regional Latinx community. The custom designed "Reflejar: This is Me" materials will be used in the classrooms to encourage students to express their identities artistically. Additionally, artists in residence will be contractually hired every year to work with individual grade levels, as well as the entire school to create meaningful art experiences and events on the school campus. Finally, CULTIVAR will enhance an artist's maker's studio and an outdoor arts garden, both identified as CULTIVAR Labs hereafter, on the Armstrong campus providing a dedicated location for intergenerational art experiences for students and families.

The Armstrong campus will serve as the test bed for CULTIVAR and the epicenter of the intensive professional development that will occur across south San Antonio during the five-year grant period and beyond. Armstrong currently serves as a university-school partnership site. As such, the elementary school serves as a model and demonstration site for teaching innovative instructional practices and observation. The partnership provides access to the elementary

campus which facilitates data sharing and enables efficient development, implementation, evaluation, and, ultimately, replication of CULTIVAR.

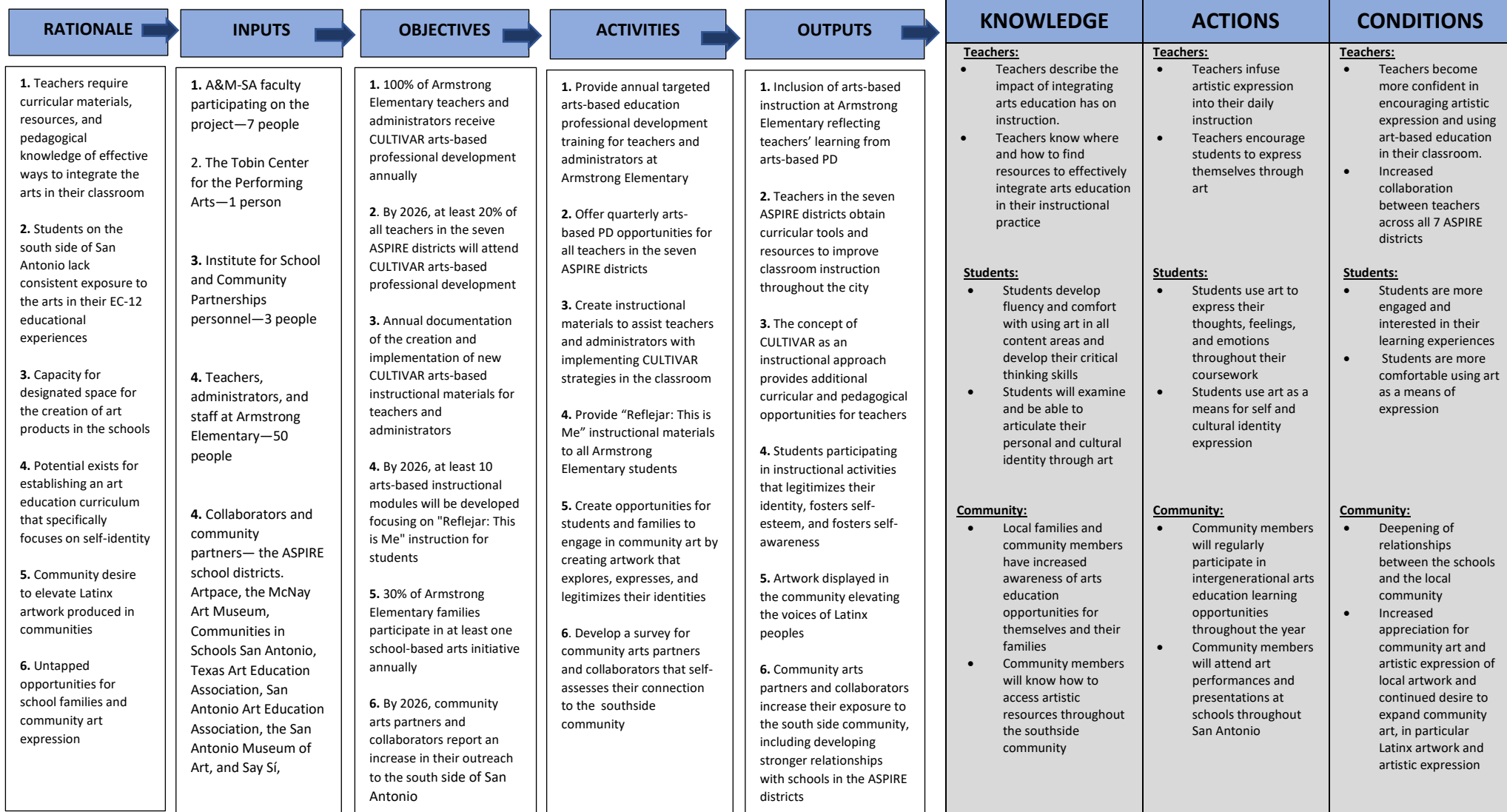
To facilitate further outward expansion across the entire south side of San Antonio, CULTIVAR will include the annual selection of a seven-teacher cohort from the seven ASPIRE districts. Each cohort will receive one year of the same training as the Armstrong Elementary teachers and administrators. The cohort of seven will then become “CULTIVAR Ambassadors” tasked with sharing their newly acquired arts integration knowledge with their individual campuses in a teach-the-teacher model disseminating CULTIVAR widely throughout multiple schools across south San Antonio. The final, and largest, ripple of CULTIVAR will come in the form of quarterly arts education professional development opportunities for all teachers in the ASPIRE network that will assist in increasing cross-cultural and community arts awareness. At the same time, CULTIVAR will provide opportunities for the local community to engage in intergenerational art creations. This multi-targeted approach will allow CULTIVAR to reach thousands of teachers, administrators, students, families throughout south San Antonio.

***(1) Goals, Objectives, and Outcomes are Clearly Specified and Measurable*** – The CULTIVAR design, as shown on the Logic Model on the next page, focuses on three main goals working to enhance arts-based instruction in San Antonio schools and to encourage the advancement of arts experiences throughout south San Antonio. CULTIVAR’s three goals include: 1) Provide **robust arts education professional development** to classroom teachers and administrators in south San Antonio in order to transform classroom practice; 2) Develop **arts-based educational programming and design new arts instructional materials** that will assist students in the development of their personal and cultural identity and expression; and 3) Expand **community partnerships and outreach** through accessible intergenerational arts education opportunities.

## Project Goals:

- 1) Provide **robust arts education professional development** to classroom teachers and administrators on the southside of San Antonio in order to transform classroom practice;
- 2) Develop **arts-based educational programming and design new arts instructional materials** that will assist students in the development of their personal and cultural identity and expression;
- 3) Expand **community partnerships and outreach** by providing accessible intergenerational arts education opportunities.

# OUTCOMES



## ASSUMPTIONS

- District focus on content-specific instruction provides few opportunities for teachers to use integrated, arts-based education
- Teachers will integrate arts-based education more frequently if given resources and training
- Arts-based education will support all educational learning and support students' development in all areas
- The south side community of San Antonio would benefit from regularly schedule community art experiences

## EXTERNAL FACTORS

- Teachers' concern about lack of time to meet the state content standards in their class
- Teachers' apprehension about their own artistic and creative ability and their personal interest in art
- Students' apprehension about their own artistic and creative ability and their personal interest in art
- Community members' time and commitment related to participating in community art experiences

***Objectives for Goal 1*** – The first goal is to provide **robust arts educational professional development** to classroom teachers and administrators in south San Antonio in order to transform classroom practice. Goal 1 will be met by the following objectives: 1) 100.0% of Armstrong Elementary teachers and administrators receive CULTIVAR arts-based professional development annually; and 2) by 2026, at least 20.0% of all teachers in the seven ASPIRE districts will attend CULTIVAR arts-based professional development. Objectives 1 and 2 are directly related to CULTIVAR Goal 1 and will deliver meaningful and purposeful arts-based professional development training. Professional development will be provided monthly to the teachers at Armstrong and the CULTIVAR Ambassadors and offered quarterly to all teachers across the seven ASPIRE districts.

***Objectives for Goal 2*** – The second CULTIVAR goal is to develop **arts-based educational programming and design new arts instructional materials** that will assist students in the development of their personal and cultural identity. There are two objectives that CULTIVAR will use to meet this goal. Goal 2 objectives include: 3) Annual documentation of the creation and implementation of new CULTIVAR arts-based instructional materials for teachers and administrators; and 4) By 2026, at least 10 arts-based instructional modules will be developed focusing on "Reflejar: This is Me" instruction for students. CULTIVAR objectives 3 and 4 directly relate to Goal 2 by ensuring that new arts instructional materials are developed every year throughout the project. The CULTIVAR arts instructional materials will assist teachers in using culturally responsive and rich and relevant Latinx art-integration strategies in their classroom. Subsequently, the "Reflejar: This is Me" instructional materials will incorporate strategies that encourage students to express their personal and cultural identity.

**Objectives for Goal 3** – The third CULTIVAR goal, to expand **community partnerships and outreach** by providing accessible intergenerational arts education opportunities, is met by the following objectives: 5) 30.0% of Armstrong Elementary families participate in at least one school-based arts initiative annually; and 6) by 2026, community arts partners and collaborators report an increase in their outreach throughout south San Antonio. Objectives 5 and 6 directly relate to CULTIVAR Goal 3 by ensuring that opportunities are offered to students and families to create art that elevates and validates their cultural heritage. In addition, CULTIVAR will develop a mechanism for community arts partners and collaborators to track and assess the outreach of their organization, creating a larger community feedback loop between the university, the school districts, and community partners.

**Outputs and Outcomes** – Each of the six CULTIVAR objectives is directly related and aligned to the AAE program grant performance measures (Table 2) and have specific activities and outputs that will lead to the overall outcomes for meeting the three CULTIVAR goals.

| AAE Program Performance Measure |   | Objective Alignment  |
|---------------------------------|---|----------------------|
| <b>Performance Measure 1</b>    | <i>The number of grantees that attain or exceed the targets for a majority of outcome indicators</i>  | Objectives 1-6 (all) |
| <b>Performance Measure 2</b>    | <i>The percentage of AAE participants who complete 75.0% or more of the total hours of PD offered</i> | Objective 1 and 2    |
| <b>Performance Measure 3</b>    | <i>The number of accessible arts-based instructional materials that are developed</i>                 | Objective 3 and 4    |

**Table 2: AAE Program Performance Measure and Objective Alignment**

The outputs for Objective 1 and 2 consist of providing professional development training, addressing AAE Performance Measure 2. For the five years of the grant, Armstrong Elementary teachers and administrators receive targeted arts-based professional development training from the Tobin Center for the Performing Arts and other local art agencies. They also receive professional development training on CULTIVAR and “Reflejar: This is Me” from the project implementation team. Each year, seven CULTIVAR Ambassadors will also receive this same

training. In addition, all teachers in the ASPIRE districts will have quarterly opportunities to attend arts education professional development as well. The outputs for Objectives 3 and 4 address the creation of arts instructional materials. CULTIVAR's design calls for the creation of both CULTIVAR and "Reflejar: This is Me" instructional materials. Professional development on how to successfully implement these materials in their classroom will be delivered to teachers who attend. These two objectives address AAE Performance Measure 3.

The outputs for Objectives 5 and 6 include the creation of arts opportunities for the community and providing assistance to arts nonprofits to increase their exposure throughout south San Antonio. The intergenerational art experiences, called Family Convivos, will provide families will have the opportunity to learn about, discuss, and create art together with students in the community. Likewise, having the arts nonprofit organizations in the area providing events for the community will increase their exposure and lead to more arts experiences both inside and outside the classroom. All six objectives of the project address AAE Performance Measure 1.

***(2) Design of the Project Successfully Addresses the Needs of Target Population*** - The lack of consistent opportunities for the south San Antonio community to participate in community arts experiences provides another opportunity for CULTIVAR to meet the needs of the target population. CULTIVAR's design directly addresses the need to advance the arts in south San Antonio and includes input from teachers, administrators, and community members, all who are invested in south San Antonio. This region is culturally rich and historic with a powerful artistic story to tell, and CULTIVAR will provide a vehicle for that story to be told. Further, as many of the schools in south San Antonio have a lack of adequate funding, with opportunities and resources for arts-based instruction limited, CULTIVAR will provide those supports to an area in need and will help begin the important work toward educational equity. A key component of the



implementation of this project will be the inclusion of a Community Engagement Liaison. This member of the community will be instrumental in all conversations surrounding the intergenerational art experiences and will serve as a conduit between A&M-SA, the Tobin Center, Armstrong Elementary, and the surrounding community. The designers of CULTIVAR understand the need to collaborate with the community to address their needs and the Community Engagement Liaison will further raise the community voice as the project is implemented.

A&M-SA's partnership with the seven ASPIRE districts has established a reciprocal relationship wherein the University and local school districts collaborate on initiatives, projects, and research to benefit the community. The partnership also codified the shared vision of improving educational experiences in south San Antonio and, by extension, improving the lives of the people in south side communities. Additionally, the ASPIRE partnership has fostered conversations regarding strategies to enhance arts education and arts expression in San Antonio.

***(3) Design for Implementing and Evaluating the Project will Result in Information for***

***Possible Replication*** - CULTIVAR provides a model for other communities who wish to build a robust network to promote arts-integrated teaching and learning. By leveraging the Tobin's national outreach and educational programming, CULTIVAR will serve as a model for schools throughout Texas, and the United States, to establish strong university-school partnerships in order to advance the integration of arts in schools. CULTIVAR provides intensive arts-based professional development to teachers. Additionally, newly created instructional materials, under the leadership of Key Personnel: Katherine Espinoza, Kimberly Stephenson, Gustave Weltsek, and Justin Korver, a replication guide will be created. The guide, titled, *Cultivating Your Own: CULTIVAR* will provide an arts education framework for replication to be used by other Latinx

communities or modified to elevate additional ethnicities and cultures in other schools. Specifically, the guide will provide an Implementation Tool Kit that includes a one-page abstract and research basis for the program, executive summary of the project and impact, an action plan for implementation, press-release samples, all arts-based instructional materials (CULTIVAR and “Reflejar: This is Me”), and intergenerational community art planning guides.

The Implementation Tool Kit will provide the key objectives and essential benchmarks necessary for successfully replicating CULTIVAR in other communities. The key objectives establish the network that provides CULTIVAR’s ripple-effect approach. This ripple-effect approach starts with having one central school as the test bed for implementing intensive professional development with key personnel in place to ensure the arts-based instruction is implemented with fidelity. The second ripple is the CULTIVAR Ambassadors at a variety of schools to increase outreach and providing arts education in more schools to more students. Providing professional development to teachers in multiple neighboring school districts makes up the third ripple. Creating opportunities for intergenerational arts experiences provides the final and possibly largest ripple.

Additionally, the Implementation Tool Kit will include a plan for creating a continuous feedback loop that is critical during implementation and evaluation of CULTIVAR. It will outline all key personnel that will communicate with the teachers, students, and community members work to ensure that the art experiences both in and outside of the school reflect their needs and interests and emphasizes their culture and raises the community voice. The *Cultivating Your Own: CULTIVAR* will be provided in print and digital format to communities developing their own CULTIVAR network. The Tobin Center will utilize their national network to build awareness and disseminate the CULTIVAR materials.

***(4) Proposed Project Represents an Exceptional Approach*** – CULTIVAR is unique as it is a three-pronged approach to address the needs of the teachers and administrators, students, and community members all within the same project. At the core of CULTIVAR is the idea that the community is the *corazón*/heart of all learning. Having families and students learn together and express themselves through art, extends the classrooms when students use art in their coursework. Thus, by further legitimizing and elevating the community cultural wealth in south San Antonio, students see that wealth and convey pride in their culture at home and school.

***(5) Proposed Project Demonstrates a Rationale*** – The rationale for CULTIVAR lies most significantly in the desire to elevate the arts in all forms in south San Antonio, and in turn, counter the idea that experiencing the arts should be reserved for wealthy students, communities, and schools. Specifically our project rationale, as shown on the Logic Model, is: 1) teachers require curricular materials, resources, and pedagogical knowledge of effective ways to integrate the arts in their classrooms; 2) students on the south side of San Antonio lack consistent exposure to the arts in their EC-12 educational experiences; 3) there is the capacity for designated space for the creation of art products in the schools; 4) the potential exists for establishing an art education curriculum that specifically focuses on self-identity; 5) the community desires to elevate Latinx artwork produced in communities; and 6) there is untapped opportunities for school families and community art expression.

The economic disparity present between north and south San Antonio, coupled with the disproportionate gap of educational resources and opportunities between the two areas of the same city, serves as the overarching rationale for this project. Arts-based education impacts student learning and subsequent success on state exams in language arts and math (Walker, Tabone, & Welstek, 2011). The design of CULTIVAR aligns with findings that increased impact

results from teacher-led arts classroom interventions. However, the successful integration included extensive professional support through professional development and mentorship under an artist in residence (Lee, Patall, Cawthon, & Steingut, 2015). Providing strong arts education has the potential to impact a substantial number of teachers and their students, consequently, it can also work to transform how learning opportunities are presented on the south side.

CULTIVAR is a project of educational equity that will work to improve student achievement thereby addressing some of the many educational inequities in San Antonio (Moss, Benus, & Tucker, 2018).

**B. Quality of the Project Services:** CULTIVAR services consist of professional development, arts instructional materials, student instruction, and outreach to the community through intergenerational art experiences.

***(1) Training/PD Services are of Sufficient Quality, Intensity, and Duration*** - The most intensive professional development will be delivered to the teachers and administrators at Armstrong Elementary. The preexisting relationship between SSAISD and A&M-SA weighed heavily into the selection of Armstrong as the epicenter campus. Over the five years, Armstrong teachers and administrators will receive arts education training primarily from the Tobin Center for the Performing Arts of San Antonio along with other arts nonprofit partners, such as: ArtPace, San Antonio Museum of Art, and the McNay Museum of Modern Art, and Say Sí. These partners will open their art spaces for professional development, support teachers in developing lessons that include their art exhibits, serve as locations for student and family engagement events, and/or provide essential connections to local Latinx artists in residence.

A benefit of partnering with Tobin Center for much of the professional development training is their status as an approved provider of The Kennedy Center arts curriculum, their

recognition in San Antonio as a center for art and cultural celebration, and their commitment to researching the impact of arts instruction on educational outcomes. The Tobin Center professional development training is a 5-year commitment. At the completion of the grant, Armstrong will have the resources and training protocols necessary to continue these efforts and to continue delivering arts education at that site. Providing the CULTIVAR and "Reflejar: This is Me" arts instructional materials to all new teachers annually will help to ensure CULTIVAR continues every year even when there is teacher turnover and after the five years of the grant. The district is committed to maintaining the Armstrong campus as an arts magnet school and having it serve as feeder school to their arts-focused middle school, providing another layer of sustainability for CULTIVAR. The school will also serve as a demonstration site where teachers from the entire ASPIRE partnership can observe arts education in practice ensuring arts education continues to be a focus on south side of San Antonio further creating sustainability for the project.

Establishing a fresh CULTIVAR Ambassadors cohort each year will disseminate CULTIVAR strategies widely to schools across south San Antonio and expose them to arts-based education thereby furthering its reach. Additionally, the CULTIVAR team will partner with various regional nonprofits to provide quarterly professional development offered to all teachers in the ASPIRE network.

***(2) Likelihood Services Will Lead to Improvements in Academic Achievement*** - The annual academic expectations are the same for students on south San Antonio as that of students who are on the north side despite the disparity in resources and opportunities. Arts education provides an ideal vehicle through which to begin to eliminate that inequity. The likelihood that the services to be provided by CULTIVAR will lead to improvements in the achievement of students

is consistent with current research that demonstrates teacher-led interventions and frequent and continuous integration of arts instruction in all content areas improves performance specifically in language arts and science (Lee, Patall, Cawthon, & Steingut, 2015). CULTIVAR is highly likely to lead to improvements in student achievement on the annual State of Texas Assessments of Academic Readiness (STAAR) test and aid in overall cognitive development (Douglas & Willatts, 1994; May & Brenner, 2016; Robinson, 2013). As part of a larger district-wide student performance profile, data relating to the impact of CULTIVAR on STAAR performance as well as discipline referrals and attendance measurements will be collected and measured against another elementary school within SSAISD that does not currently have an arts-based education.

***(3) Likely Impact of Services on the Intended Recipients*** – In addition to improving student achievement throughout south San Antonio, CULTIVAR has great potential to profoundly impact teachers, students, and the community in a myriad of ways. First, teachers will increase their confidence in effectively using the arts in their classroom and developing their own artistic expression. They will also learn how to access arts education tools and resources which may increase the likelihood they will use the strategies learned during the project later in their teaching career. All these benefits may lead to greater teacher satisfaction and retention. Second, the Armstrong Elementary students will be provided multiple opportunities to express their thoughts, ideas, and emotions in a way that honors and further legitimizes their identity. This will increase confidence in expressing their ideas in all their classes in a variety of ways and help them develop their own artistic abilities over time.

In addition, because CULTIVAR will offer professional development for all teachers in the ASIPRE network, this initiative has the potential to impact thousands of San Antonio students. Students may discover they can use art to celebrate their families and communities in

new and engaging ways. CULTIVAR will have an impact throughout south San Antonio by creating opportunities for families and other community members to engage in artistic expression throughout the five years of the grant and beyond.

***(4) Services Provided Involve the Collaboration of Appropriate Partners for Effectiveness –***

CULTIVAR requires a robust collaboration of community partners to ensure it is successful. A&M-SA will continue to leverage existing, and in many cases long-standing, relationships between the university, local school districts, and nonprofit organizations focused on the advancement of the arts and arts education in San Antonio. Specifically, A&M-SA will work directly with SSAISD to implement much of CULTIVAR at Armstrong Elementary. However, CULTIVAR will also allow the University to collaborate with all seven districts in the ASPIRE network toward increasing arts education and engagement. CULTIVAR's design dictates A&M-SA and the Tobin Center will work with several local nonprofit arts organizations to deliver professional development at their locations, provide guidance on how to use their art assets for instruction, or assist in creating community art opportunities through their network of staff and volunteers. Bringing this array of stakeholders together and listening to the community needs, as opposed to imposing a university project on school districts and campuses without intentional collaboration, makes this approach exceptional and more likely to be successful.

**C. Quality of the Project Personnel:** The CULTIVAR team includes the following -

***Dr. Karen Burgard, PI*** – Dr. Burgard is the PI for CULTIVAR and will oversee all aspects of the project. Dr. Burgard has a Ph.D. in Curriculum and Instruction and a master's degree in Integrating the Humanities in Education. She was integral in the development of another arts-integrated elementary school in San Antonio and has extensive experience working in the San Antonio community. Dr. Burgard co-authored two manuscripts on building strong community

partnerships and was the PI on a Library of Congress grant that focused on the use of photographs and visual images to create culturally relevant classrooms. She was a classroom teacher for 14 years and currently prepares future teachers. .40FTE of Dr. Burgard's time will be dedicated to development, implementation, and replication of CULTIVAR.

***Dr. Elisabeth Krimbill, Co-PI*** – Dr. Krimbill is a Co-PI for CULTIVAR and will organize and coordinate the professional development delivered to the teachers. Dr. Krimbill has an Ed.D. in Educational Leadership and Policy Studies, 16 years of experience in elementary and middle school education and was a building principal successfully creating an arts-integrated elementary campus. .20FTE of Dr. Krimbill's time will be dedicated to CULTIVAR.

***Dr. Katherine Espinoza, Co-PI*** – Dr. Katherine Espinoza is a Co-PI for this project and will oversee the creation of all of the CULTIVAR and "Reflejar: This is Me" arts instructional materials throughout all five years of the grant. Dr. Espinoza, a native San Antonian with deep ties to the south side community, has a Ph.D. in Curriculum and Instruction in Cultural Studies in Education and has 10 years of experience in elementary schools teaching Dual Language. Her scholarship focuses on oral and narrative traditions in qualitative research that surround self and community identity development .20FTE of Dr. Espinoza's time will be dedicated to CULTIVAR.

***Dr. Melissa Jozwiak, Co-PI*** – Dr. Melissa Jozwiak is a Co-PI for this project and will coordinate the arts experiences with the families at Armstrong Elementary. Dr. Jozwiak has an Ph.D. in Curriculum and Instruction in Early Childhood Education and studies how to build strong community partnerships. She has experience training in art docents and Wolftrap arts to engage with children and their families. .10FTE of Dr. Jozwiak's time will be dedicated to CULTIVAR.

***Dr. Kimberly Stephenson, Co-PI*** – Dr. Stephenson is the Director of Education at the Tobin



Center for the Performing Arts and an Affiliate Director of San Antonio Wolf Trap. She will work collaboratively with Dr. Espinoza and Dr. Weltsek to develop the CULTIVAR instructional materials and with Dr. Weltsek to develop the Cultivating Your Own: CULTIVAR Replication Guide and to coordinate outreach by the Tobin Center. Dr. Stephenson was a public-school educator for 17 years, a university professor in arts and education for 8 years and has worked in arts integration for 3 years. 20% of Dr. Stephenson's time will be dedicated to CULTIVAR.

***Dr. Gustave Weltsek, Co-PI*** – Dr. Weltsek is a nationally recognized arts educator and scholar whose work is included in the What Works Clearinghouse and cited in the Regional Educational Laboratory (REL) under the impact of arts integration on student learning. He will work with Dr. Stephenson to develop the replication guide and will lead the ASPIRE-SAISD Impact Study to investigate the impact of CULTIVAR on teachers, students, and families. .80FTE of Dr. Weltsek's time will be dedicated to CULTIVAR.

***Mr. Justin Korver, Senior Personnel*** – Mr. Justin Korver is the Senior Personnel on this project and is responsible for assisting with the development of the CULTIVAR and "Reflejar: This is Me" instructional materials. He is also responsible for establishing a university-community arts network that connects the university campus with the surrounding community. Mr. Korver has an MFA and has interned, worked in, or worked with most of San Antonio's art organizations and venues. .20FTE of Mr. Korver's time will be dedicated to CULTIVAR.

***Dr. Michelle Janysek, Program Evaluator*** – Dr. Michelle Janysek is the Program Evaluator for this project and coordinates all program evaluation throughout all five years of the grant. Dr. Janysek has a Ph.D. in Adult, Professional, and Community Education and both a master's and bachelor's degree in theatre education. She has nearly 20 years' experience in the development,

implementation, administration, and evaluation of grant-funded projects. She has been an external evaluator for a number of federal and state grants. If the grant is awarded, Dr. Janysek will be contracted as the program evaluator for CULTIVAR.

**D. Quality of the Management Plan:** The management plan for CULTIVAR has been created to allow for an efficient use of grant funds and to maximize effectiveness.

***(1) Adequacy of Management Plan to Achieve the Objectives on Time and within Budget –***

This management plan was created to support the project goals identified in the Logic Model and displayed below (Table 3). By integrating this project into the pre-established university partnership, there is assured academic and institutional support for the project. Dr. Burgard is the Project Director/Primary Investigator. She reports to the Chair of the Curriculum and Instruction Department and has direct access to the Dean of the College of Education and Human Development and the University President. Drs. Krimbill and Espinoza are members of the Department of Educator & Leadership Preparation. They report to the Chair of Educator & Leadership Preparation. Dr. Jozwiak is Chair of the Department of Educator & Leadership Preparation. She reports to the Dean of the College of Education and Human Development and has direct access to the Dean and the University President. Dr. Weltsek and Dr. Stephenson are Co-PIs from other institutions and organizations other than A&M-SA. The remainder of the project management team are contractual hires who will report to the Project Director. All community partners work collaboratively with the rest of the Project Management Team.

| <b>Project Management Timeline 2021- 2026 (Begins July 1, 2021)<sup>2</sup></b> |                 |                       |
|---|-----------------|-----------------------|
| <b>Activity/ Milestone</b>  | <b>Timeline</b> | <b>Responsibility</b> |
| Hire project staff  | 7/21-8/21       | PD/PI, Co-PIs         |
| Establish training calendar with Tobin staff                                    | 7/21            | PD/PI                 |

<sup>2</sup> Project Director/Primary Investigator, PD/PI; Co-Primary Investigators, Co-PIs; Artist in Residence AiR; Community Art Partners, CAP; Program Evaluator, E

|  |             |                         |
|--|-------------|-------------------------|
| All Armstrong teachers receive an introductory PD  | 8/21        | PD/PI, Co-PI,           |
| Develop student performance profiles assessment measures and other CULTIVAR data measurements with SSAISD district personnel | 7/21-8/21   | PD/PI, Co-PIs           |
| Develop and implement campus-specific curriculum tools   | 9/21-4/22   | PD/PI, Co-PIs, AiR, CAP |
| Establish the Armstrong-School-Community-Art-Network including social media outreach   | 9/21        | Co-PIs, AiR, CAP        |
| All Armstrong teachers and staff receive monthly PD  | 9/21-5/22   | PI, Co-PIs, AiR, CAP    |
| Purchase CULTIVAR Labs equipment and supplies  | 7/21-10/21  | PD/PI, AiR, CAP         |
| Provide initial orientation and training for Armstrong teachers and instructional staff                                      | 10/21       | PD/PI, Co-PIs, AiR, CAP |
| Instructional support provided to all students using the CULTIVAR Labs   | 10/21-5/22  | AiR                     |
| Develop and implement outreach plan for quarterly PD open to all ASPIRE teachers.  | 7/21-10/21  | PD/PI, Co-PIs, AiR, CAP |
| Develop and distribute CULTIVAR instructional materials  | 8/21-5/22   | PD/PI, Co-PIs, AiR, CAP |
| Develop and distribute “Reflejar: This is Me” instructional materials  | 8/21-5/22   | PD/PI, Co-PIs, AiR, CAP |
| Plan and implement quarterly family engagement and Family Convivos events  | 9/21-6/22   | PD/PI, Co-PIs, AiR, CAP |
| Management audit of program goals, plans (monthly)- Adjust with staff as needed  | 7/21–6/22   | PD/PI & Co-PIs          |
| Evaluator monitoring visits, review of project   | 7/21- 6/22  | PD/PI, E                |
| Submit year-end report, review with staff, and adjust program  | 7/22 – 9/22 | PD/PI, E                |
| Year 2-5: Repeat above elements and extend impact  | 7/22 –6/26  | PD/PI, Co-PIs, E        |

**Table 3: Project Management Timeline**

The management plan includes the assurances to coordinate services with local, state and federal funding sources to maximize resources such as: 1) advertising job openings with specific descriptors of preferred qualifications, 2) all Armstrong Elementary staff members participating in curriculum and theory professional development and CULTIVAR Labs training, 3) the CULTIVAR implementation team composed of A&M-SA research team (PD/PI and Co-PIs), campus leaders, the project consultant, the Artist in Residence, community partners, and contract service providers will meet quarterly each year, and 4) the program evaluator and the research team will develop a plan for evaluation of project starting with year 1.

***(2) Adequacy of Procedures for Ensuring Feedback and Continuous Improvement –***

CULTIVAR utilizes a multi-dimensional continuous feedback process modeled after the Total Quality Management (TQM) approach. This approach provides ongoing evaluation of project objectives and, with input from stakeholders and employees, a 360-degree view of the impact. Each semester a management audit will be conducted to review staff, resources, and project compliance. The A&M-SA research team with a wide variety of stakeholders will facilitate the feedback and improvement process (Table 4).

| <b>Feedback for Continuous Improvement</b>                       |  |
|--|--|
| <b>Monthly</b>   | Informal discussions with teachers, students, and community members about the arts education experiences presented by CULTIVAR.  |
| <b>Quarterly</b>   | Quarterly Project Management Team Meetings to monitor progress, consider improvements, and to set goals.   |
| <b>Curriculum PD Surveys/Evaluation Teacher Surveys</b>          | Each August, the team will develop a schedule for implementing PD for the teachers, designing and create new instructional materials, and administering teacher survey for baseline data. Each May, the team will conduct a post survey of the teachers and analyze the results in June. |
| <b>Evidence of Student Artistic Work in School and Community</b> | Monthly walk-throughs at Armstrong Elementary to document student artwork and observe classrooms, monthly newsletter home describing art events at the school; quarterly lesson plan analysis, and annual community audit documenting student artwork on display in the community        |
| <b>Student Survey Responses</b>                                  | Quarterly exit tickets of students describing their art experiences; informal discussions with students about their artistic expression.   |
| <b>Parent Feedback Survey School and Community Art</b>           | Each August, the team will develop a schedule for community outreach for that academic year of the grant. Each May, the team will conduct a survey of the Armstrong parents eliciting feedback for improvement. Feedback surveys will be provided after every school art event.          |
| <b>Community Partners' Feedback and Surveys</b>                  | Each August, the team will consult with community arts partners and collaborators to develop a survey they will complete to provide feedback at the end of each year.  |

***Table 4: Feedback for Continuous Improvement***

***(3) Adequacy of Mechanisms for Ensuring High-Quality Products and Services –*** To ensure high-quality products and services, the above scope and sequence have been designed with careful oversight by the Project Management Team. The overall time commitment and responsibilities of the CULTIVAR team is directly related to the objectives, desired outcomes, and results of the program. The Project Director/PI, Co-PIs, Evaluation Consultant, and Artists in

Residence time commitments identified above are based on administrative and fiscal requirements of the program. The Evaluation Plan provides a strategic plan for monitoring, assessing, improving, and reaching the outcomes associated with CULTIVAR. This utilization of sufficient staffing, clearly defined outcomes and a plan for continuous improvement all serves as mechanisms for ensuring high quality.

***(4) How the Applicant Will Ensure a Diversity of Perspectives are Brought to Bear*** – To ensure diversity of perspectives in designing this project and throughout the implementation, CULTIVAR includes voices from the community in an advisory and leadership capacity. Throughout the life of the grant, parents, students, teachers, business leaders, and other local community members will provide insight and input helping to ensure the success of the project. First, CULTIVAR leverages the ASPIRE network of seven Superintendents to build support for the project. Additionally, the project builds on the existing work of community agencies that have a strong reputation for working with families. Together, these two actions bring representation from families from across south side San Antonio. Further, the table above (Table 4) includes recursive cycles of seeking insight and feedback from the community. Finally, the intentional and purposeful inclusion of the “Reflejar: This is Me” instructional materials ensure the voice of the students and their families is always present and the work is grounded in diverse perspectives that include the community’s voice, school leadership, and research and scholarship from the field.

**E. Quality of the Project Evaluation Plan:** The evaluation plan outlined below will evaluate the degree to which the CULTIVAR design meets the Project Goals, the Objectives, and all three AAE Performance Measures, while also allowing for continuous improvement.

***(1) Methods of Evaluation are Thorough, Feasible, and Appropriate to the Goals, Objectives, and Outcomes*** – The evaluation methods include formative and summative data collection that quantitatively measures achievement of each goal combined with qualitative data providing deeper insight into the impact of the program and possible improvements that will strengthen the project and enhance the ability to replicate. Data collection will begin immediately and continue throughout the duration of the project. Early and consistent evaluation of CULTIVAR implementation and effectiveness will inform the goals and objectives of the overall project.

***(2) Methods of Evaluation Include the Use of Objective Performance Measures*** – CULTIVAR’s achievement of the AAE performance measures and the project goals, objectives, outputs, and outcomes will all be measured by an internal evaluator whose only role in the project is to objectively and accurately measure performance. The measurement tools include pre and post family survey data, targeted teacher survey data, event survey data, sign-in and attendance tracking, exit data, training agendas and professional development materials, lesson plan analysis, classroom observations, and use of the CULTIVAR Labs. Additionally, STAAR and other student performance data will also be collected and analyzed.

***Teacher Outcomes*** – Instructional changes identified in the outputs and outcomes are measured using a blend of quantitative and qualitative measures. Quantitative data are collected on teacher participation in the CULTIVAR professional development trainings and the frequency, depth, and domain of arts-inclusion in Armstrong Elementary lesson plans. Quantitative and qualitative data from pre and post surveys of teachers who have received professional development will be used to demonstrate the impact of the training on their teaching practices and efficacy implementing arts-integrated teaching as well examine the impact CULTIVAR has on teacher satisfaction and retention.

**Student Outcomes** – The impact of the CULTIVAR on students’ educational experiences is measured using both quantitative and qualitative data. Quantitative and qualitative data will be taken from students’ Exit Slip surveys administered after using the CULTIVAR Labs and select arts-based lessons. Student STAAR data and other school and performance data will also be collected to examine the impact that CULTIVAR has on student performance.

**Community Outcomes** – The CULTIVAR impact within the south San Antonio community is illustrated through the timely execution of activities and outputs established to provide school-based arts initiatives as well as continually distributing newsletters and social media information to families and the community. Quantitative and qualitative data based on the frequency of distribution and attendance at events as well as from the community partner surveys will serve as objective measures for community outcomes. This data will also inform the arts nonprofits in determining their local outreach.

**(3) Methods of Evaluation Will Provide Valid and Reliable Data** – The table below (Table 5) provides specific detail as to the methods of evaluation for this project, how the methods provide valid and reliable data to all parties involved in the project, and how the methods are used to improve aspects of CULTIVAR.

| Valid and Reliable Performance Data  |                        |  |                     |   |   |
|--|------------------------|--|---------------------|---|---|
|  | Person Responsible     | Data Collection Measures                                 | Performance Measure |   |   |
|  |                        |  | 1                   | 2 | 3 |
| 100.0% of Armstrong Elementary teachers and administrators receive CULTIVAR arts-based professional development annually                   | PD/PI, Co-PIs, AiR CAP | Attendance Records<br>Teacher Surveys<br>Classroom Obs.  | X                   | X |   |
| By 2026, at least 20.0% of all teachers in the seven ASPIRE districts will attend CULTIVAR arts-based professional development             | PD/PI, Co-PIs, AiR CAP | Attendance Records<br>Teacher Surveys                    | X                   | X |   |
| Annual documentation of the creation and implementation of new CULTIVAR arts-based instructional materials for teachers and administrators | PD/PI, Co-PIs,         | Documentation Logs<br>Inst. Materials<br>Student Surveys | X                   |   | X |

|   |                           |  |   |  |   |
|---|---------------------------|--|---|--|---|
| By 2026, at least 10 arts-based instructional modules will be developed focusing on "Reflejar: This is Me" instruction for students | PD/PI, Co-PIs,            | DocumentationLogs<br>Reflejar Modules<br>Student Surveys | X |  | X |
| 30.0% of Armstrong Elementary families participating in at least one school-based arts initiative annually                          | PD/PI, Co-PIs, AiR<br>CAP | Attendance Records                                       | X |  |   |
| By 2026, community arts partners and collaborators report an increase in their outreach throughout south San Antonio                | PD/PI, Co-PIs, AiR<br>CAP | Community Partners<br>Survey                             | X |  |   |

**Table 5: Valid and Reliable Performance Data**

**Competitive Preference Priority:** CULTIVAR addresses the Competitive Preference Priority for the current AAE program funding opportunity of applicants who are “eligible national nonprofits organizations.” Texas A&M University – San Antonio is partnering with the Tobin Center for the Performing Arts on this grant proposal. The co-applicant for this proposal, the Tobin Center, is a national 501c3 and operates with partners in the continental US to produce artistic programming. They also have “high-quality plans for addressing arts education activities for disadvantaged students” in Texas and beyond. Additionally, the Tobin Center is affiliated with Wolf Trap with headquarters in Virginia and has supportive staff through them. They are also a “Texas 2016” in partnership through the Partners in Education Program with The Kennedy Center for the Performing Arts.

**Conclusion:** CULTIVAR has the potential to make a profound impact on the lives of many on the historically underserved south San Antonio. By focusing on teachers, students, and the community, A&M-SA and the Tobin Center, along with multiple community partners have created a sustainable model for the enhancement and advancements of the arts in south San Antonio. This project is designed to elevate the art and voices of the Latinx community and provide opportunities for students to celebrate their culture, heritage, and personal identity. CULTIVAR will serve as a catalyst for the arts to become visibly present in the schools and throughout the community.



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# Karen L.B. Burgard



## Academic Degrees

|          |   |      |
|----------|---|------|
| Ph.D.    | University of Missouri-Kansas City, Doctor of Philosophy<br>Curriculum and Instruction, History<br>Dissertation Title: Hollywood and history: A qualitative study of the impact of<br>film on high school students' historical understanding<br>Dissertation Director: Susan Adler, Ph.D. | 2009 |
| M.A.     | University of Missouri-Kansas City, Master of Arts in Curriculum and Instruction  | 2002 |
| M.I.H.E. | Rockhurst University, Master of Integrated Humanities and Education   | 1999 |
| B.S.Ed.  | University of Missouri-Columbia, Bachelor of Science in Education   | 1994 |

## Research Interests

Historical understanding, public heritage sites and public histories, teacher education and teacher preparation, community engagement, university-school partnerships, clinical field experiences, and social studies education.

## Professional Appointments

|  |   |
|--|---|
| <b>Texas A&amp;M University – San Antonio</b>  | 2017—Present                                    |
| Assistant Professor  |   |
| Courses Taught:  |   |
| EDCI 3303  | Knowledge of Pedagogy and Assessment            |
| EDCI 3358  | Classroom Management-MS and Secondary Level     |
| EDCI 3359  | Social Studies Methods: MS and Secondary Level  |
| EDCI 4301  | Teaching & Pedagogy: EC and Elementary Teachers |
| EDCI 4311  | Teaching & Pedagogy: MS and Secondary Teachers  |
| <b>Texas State University</b>  | 2016—2017                                       |
| Lecturer   |   |
| <b>Florida Gulf Coast University</b>   | 2014—2016                                       |
| Interim Director of the Office of Candidate Services, Clinical Experiences, and Partnerships |   |
| Visiting Assistant Professor   |   |
| <b>Franklin College</b>  | 2009—2014                                       |
| Department Chair/Director of Teacher Education   | 2012—2014                                       |
| Assistant Professor  | 2009—2014                                       |
| <b>Harrisonville High School</b>   | 1996—2009                                       |
| Department Chair   | 2006—2008                                       |
| Secondary Social Studies Teacher   | 1996—2009                                       |

## Select External Grants/External Funding

Boucher, M., **Burgard, K.**, Espinoza, K., Garza, E., Guerra, M., Janysek, M., Jozwiak, M., O'Quinn, C., Salazar, M., Sheperis, C. & Wu, H. *Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio* for Gus Garcia Middle School. (2020-2030). Texas Education Agency, annual funding \$ 4,288,377.21. **State External Funding, CoPI**  
Texas Education Agency. *Funded. Annual funding award, \$4,288,377.21.*

Van Overschelde, J., PI, **Burgard, K.**, Co-PI, Straubhaar, R., & Boucher, M. L., Co-PIs. (2019).  
The Effects of the *Every Student Succeeds Act*: Examining the Impacts of Teaching Out-of-Field on Teachers, Students, and Schools. *Institute of Education Science*.  
**Federal Grant, Co-PI and PI for Subaward** (A&M-SA Award in collaboration with Texas State Univ.).  
Grant total award amount: \$980,122. Grant submitted, August 29, 2019. Not funded.

**Burgard, K., PI.** (2019). Seeing myself through my community lens: Using photo-elicitation to empower middle school students to examine their place in their community. *Texas A&M University-San Antonio, College of Education and Human Development*.  
**COEHD Faculty Research Grant, PI**  
Grant total award amount: \$3,000. *Funded*. April 9, 2019.

**Burgard, K., PI;** O'Quinn, C., Co-PI; Boucher, M. L., Co-PI, & Gage, S., Scholarly Expert. (2019). Using historical photographs to create a culturally relevant classroom. *Teaching with Primary Sources Grant Library of Congress*.  
**Federal Grant, PI**  
Grand total award amount: \$19,650. *Funded, May 21, 2019*.

Picturing America's Changing Landscapes - AP-50076-11 (2011)  
**National Endowment for the Humanities**  
**Lead Educator**  
Grant total award amount: \$71,959. *Funded*.

### Select Published Refereed Publications

**Burgard, K.,** O'Quinn, C., Boucher, M. L., Pinnix, N., Trejo, C., & Dickson, C. (2021). Using photographs to create culturally relevant classrooms: People of San Antonio, Texas, in the 1930s. *Social Studies and the Young Learner*, 33(3), 3–7.

Jozwiak, M. M., & **Burgard, K.** (Accepted, in Press, 2020). Ecologically Sustaining Research Partnerships. In William Pink (Ed.), *Oxford Encyclopedia of School Reform*. Oxford University Press.

**Burgard, K.,** & Jozwiak, M. M. (2020). Reimagining University Partnerships with Local Schools in the United States. In William Pink (Ed.), *Oxford Encyclopedia of School Reform*. Oxford University Press.  
doi:10.1093/acrefore/9780190264093.013.1627.

**Burgard, K.** (2020). Constructing deeper meaning: A museum curriculum evaluation framework for students. *Kappa Delta Pi Record*, 56(2), 58-63.

**Burgard, K.** (2019). Making the most of field trips to historic museums. *Middle Level Learning*, 66, 19-24.

**Burgard, K.,** Boucher, M. L., and Johnston, K. (2018). Building capacity and changing mental models: The impact of a short-term overseas teaching experience on rural, White teacher candidates. *Action in Teacher Education*, 40(1), 96-112. doi. 10.1080/01626620.2018.1424662.

**Burgard, K.,** & Boucher, M. L. (2016). Same story; different history: Students' racialized historical understanding of historic sites. *The Urban Review*, 48(5), 696-717.  
doi:10.1007/s11256-016-0374-9.

### Select Refereed Presentations

O'Quinn, C., Boucher, M., **Burgard, K.** & Jozwiak, M. (2020, October). University-school partnerships: Unlocking the potential empowerment of student voice and civic engagement. National Association for Multicultural Education (NAME). Virtual Conference.

Burgard, K. & **Boucher, M. L.**, (2020, January) *The power of images: How using historical photographs can help teachers to connect with students' culture and heritage*. Research presentation to practitioners. SOURCES Conference: Teaching with Primary Sources. Orlando, FL.

**Burgard, K.,** O'Quinn, C., & Boucher, M. L. (2019, November). *Using photographs to help build a culturally relevant classroom*. Paper presentation. National Council for the Social Studies (NCSS). Austin, TX.

Boucher, M. L., **Burgard, K.,** Joswiak, M., Piper, R., Pittman, R., & Scott, L. (2019, November). *Models of solidarity with communities and schools in south Texas: One university's experience*. Five paper symposium. American Educational Studies Association (AESAs). Baltimore, MD.

Van Overschelde, J. & **Burgard, K.** (2018, April). *Predicting persistence in educator preparation programs: Examining current practices and the possibility for transformative change.*  
Paper presentation. American Educational Researchers Association (AERA). New York, NY.

**Burgard, K.**, Hartmann-Scott, A., Kratt, D., Stedman, K., Logano, B., Dearstyne, C. & Bragg, K. (2016, March). *Does a year-long student teaching clinical experience work? A pilot study of the impact on teacher candidates and their cooperating teachers.* National Professional Development Schools (NAPDS) national conference. Washington, D.C.

Hartmann-Scott, A., **Burgard, K.**, Kratt, D., Stedman, K. (2016, March). *What could a professional development schools collaborative culture look like? A first year experience.* National Professional Development Schools (NAPDS) national conference. Washington, D.C.

## Professional Associations

|   |              |
|---|--------------|
| National Association for Multicultural Education  | 2020—Present |
| American Education Studies Association  | 2018—Present |
| American Educational Research Association   | 2010—Present |
| Association for Supervision and Curriculum Development                                    | 2001—Present |
| National Council for the Social Studies   | 2000—Present |
| National Council for History Education  | 2004—Present |
| American Association for Colleges for Teacher Education College/University representative | 2011—2014    |
| Missouri Council for History Education  | 2004—2009    |
| Missouri Council for the Social Studies   | 2000—2009    |
| MCSS President  | 2005—2006    |
| MCSS State Board of Control Member  | 2003—2009    |

## Awards, Fellowships, and Scholarships

|   |                    |
|---|--------------------|
| The Dr. Maria Hernandez Ferrier Award Nominee   | 2021               |
| Texas A&M-SA Mays Center for Experiential Learning & Community Eng., Faculty Champion | 2019               |
| National Center for Faculty Development and Diversity Faculty Success Prog. Award     | 2017               |
| Danielson Framework Certificate of Achievement  | 2017               |
| SSSJCSS Community Partner of the Year Award   | 2014               |
| Phi Delta Theta Teacher of the Year Award, Franklin College                           | 2014               |
| Phi Delta Theta Teacher of the Year Award, Franklin College                           | 2011               |
| Larry Metcalf Dissertation of the Year Award Nominee                                  | 2010               |
| Alpha Society – Honor Society, Franklin College                                       | 2009               |
| Harrisonville District Educator of the Year Finalist                                  | 2009               |
| Harrisonville High School Educator of the Year  | 2009               |
| UMKC Women’s GAF Fellowship - Outstanding Merit Recipient – Doctoral Research Study   | 2009               |
| Golden Key International Honour Society   | 2008               |
| Gilder Lehrman Institute of American History Summer Seminar                           | 2008               |
| Goethe Institut TOP Fellowship  | 2007               |
| Harrisonville Teacher of the Month  | 2006, 2000, & 1999 |
| Fulbright-Hays Summer Fellowship  | 2005               |
| NCSS Secondary Teacher of the Year Nominee  | 2005               |
| MCSS Secondary Teacher of the Year Award Recipient                                    | 2004               |
| Avila University TEXT (Teaching Excellence) Mentor                                    | 2002               |
| Keizai Koho Center Japanese Fellowship  | 2001               |
| Missouri Bar Association - Excellence in Civic Education Award                        | 1999 & 1998        |

## Teaching Licenses Held

|            |      |                               |                               |         |                 |
|------------|------|-------------------------------|-------------------------------|---------|-----------------|
| Missouri   | 7-12 | Social Studies                | 0325798 Career CPC            | Expires | 1/6/2104 (Life) |
| California | 7-12 | Social Science                | 160072894 Clear Credential    | Expired | 4/1/2021        |
| Indiana    | 5-12 | Social Science Master Teacher | 1617560                       | Expired | 11/4/2019       |
| Florida    | 6-12 | Social Studies                | 1248286 Pro. Educator’s Cert. | Expired | 6/30/2019       |
| Florida    | K-6  | Elementary                    | 1248286 Pro. Educator’s Cert. | Expired | 6/30/2019       |

## **Elisabeth M. Krimbill, Ed.D.**

College of Education and Human Development  
Department of Educator and Leadership Preparation  
Texas A&M University-San Antonio  
One University Way

### **Education**

|       |      |   |
|-------|------|---|
| Ed.D. | 2016 | University of Texas, San Antonio<br>Educational Leadership and Policy Studies |
| M.Ed. | 2009 | Lamar University<br>Educational Leadership                                    |
| M.Ed. | 1994 | University of Missouri, St. Louis<br>Education                                |

### **Certification**

Quality Matters Higher Education Peer Reviewer (2020)  
Texas Educator Certificate: Generalist (EC-4)  
Texas Educator Certificate: Generalist (4-8)  
Texas Educator Certificate: Principal (EC-12)  
Texas Educator Certificate: Superintendent (EC-12)  
T-PESS and T-TESS Certification, (2017). Texas State Board of Educator Certification.  
Instructional Leadership Development Certificate (2009). Region 20, Education Service Center,  
ILD & PDAS Certificate Authority  
Generalist, Grades 4-8, (2006). Texas State Board of Educator Certification.  
Middle School Montessori Certification, (2003). Case Western Reserve University, Cleveland,  
OH  
Lower and Upper Elementary Certification in Montessori Education, (2002).  
Southwestern Montessori Training Center. Denton, TX

### **Academic and Professional Positions**

|               |  |
|---------------|--|
| 2017- present | Assistant Professor of Educator and Leadership Preparation                 |
| 2014- 2017    | Principal, Stone Oak Elementary School, NEISD, San Antonio, TX             |
| 2013- 2014    | Assistant Principal, Barbara Bush Middle School, NEISD, San Antonio,<br>TX |

|            |   |
|------------|---|
| 2012- 2013 | Research Fellow, University of Texas at San Antonio                                 |
| 2010- 2012 | Assistant Principal, Clara Driscoll Middle School, NEISD, San Antonio, TX           |
| 2007- 2010 | Math and Science Teacher, Tejada Middle School, NEISD, San Antonio, TX              |
| 2000- 2007 | Adolescent Program Middle School Teacher, Judson Montessori School, San Antonio, TX |

### **Publications and Presentations**

Goess, D., **Krimbill, E. M.**, & Escobedo, P. (2018). Organizational citizenship and teacher evaluation: Using the T-TESS to promote OCB and improve student outcomes. *School Leadership Review*. Berkeley Electronic Press: Tyler, TX.

\***Krimbill, E. M.**, Scott, L. L., & Carter, A. E. The impact of international experiential Learning: A community and university partnership supporting global citizenship in U.S. schools. *Oxford Research Encyclopedia of Education*. Oxford, England: Oxford Press.

Grotewold, K., Kohler, K., & **Krimbill, E. M.** (2021). Pay it forward: Realizing the promise of OER for the next generation of learners. C. J. Ivory & A. Pashia (eds.). *Using Open Educational Resources to Promote Social Justice*. Chicago, IL: ACRL Press.

**Krimbill, E. M.**, & Robert, C. (2020). Chapter 2: Governing and supporting education in Texas: The Texas education agency and educational service centers, *Texas Public School Organization and Administration: 2020* (17th edition), Dubuque, IA: Kendall-Hunt.

Thompson, D. P., & **Krimbill, E. M.**, & Robert, C. (2020). Chapter 22: Student rights, parental rights, *Texas Public School Organization and Administration: 2020* (17th edition), Dubuque, IA: Kendall-Hunt.

**Krimbill, E. M.** (2019). Creativity and play in schools: How school leaders can support a culture of valuing play. *International Journal of Play*. International Play Association, USA.

**Krimbill, E. M.** (2018). They all need to talk. *Early Years: Journal of the Texas Association for the Education of Young Children*. Austin, TX.

\*Carter, A. E., & **Krimbill, E. M.** (2020). *Student freedom of speech*. A poster presentation at the Education Law Association Annual Conference- Virtual.

\*Dickey, C., & **Krimbill, E. M.** (2020). *School funding through an equity lens: Why isn't this getting better*. A poster presentation at the Education Law Association Annual Conference- Virtual.

**Krimbill, E. M.**, Brady, K. P., Black, W. L. (2020). *Student activism in the digital age: Social justice and school walkouts*. A roundtable presentation at the 2020 Virtual American Educational Research Association Annual Meeting.



**Krimbill, E. M., Baskin, B., & Elde, B. (2020).** *Equitable access: A mixed-methods examination of STEM camps in rural and underserved communities.* A presentation at the 3<sup>rd</sup> Annual University of Texas Rio Grande Valley STEM Education Conference. McAllen, TX.

Garfield, T., & **Krimbill, E. M. (2020).** *Overcoming barriers: Informing parents of their rights in special education.* A presentation at the Learning Disabilities Association National Conference. Orlando, FL.

Benigno, S. & **Krimbill, E. M. (2020).** *Assessing district and school culture: Reality, perceptions, or illusion.* A paper presented at TASA/TCPEA 2020 Midwinter Conference. Austin, TX.

\*Huerta, A., **Krimbill, E. M., & Steinbarth, V. (2019).** *Examining the past, challenging the present, and planning the future for the education of English language learners.* A Roundtable presentation at the University Council of Educational Administration Graduate Student Summit. New Orleans, LA.

\***Krimbill, E. M., Carter, A. E., & Perez, E. (2019).** *More than just teachers: Rethinking teacher leadership in the accountability era.* A paper presented at the University Council of Educational Administration. New Orleans, LA.

**Krimbill, E. M. & Scott, L.L. (2019).** *The impact of experiential learning and international travel on the world view of adolescents.* A paper presented at the Hawaii International Conference on Education. Honolulu, HI.

\*Gonzalez, S., & **Krimbill, E. M. (November, 2018).** *The impact of early social awareness of injustice on district leaders: A phenomenological study.* A presentation at the University Council for Educational Administration Annual Meeting. Houston, TX.

Escobedo, P.V., Goess, D. E., & **Krimbill, E. M. (May, 2017).** *The impact of principal influence on organizational climate in schools.* A presentation at the American Educational Research Association Annual Meeting. San Antonio, TX.

**Krimbill, E. M., Gray, P. L., & Hyde, T. N. (November, 2013).** *The impact of a community audit on a school leader.* A presentation at the University Council of Education Administrators Annual Convention. Indianapolis, IN.

Hyde, T. N., **Krimbill, E. M., & Gray, P.L. (November, 2013).** *Principals overcoming challenges through school and community engagement.* A presentation at the University Council of Education Administrators Annual Convention. Indianapolis, IN.

Escobedo, P.V., & **Krimbill, E.M. (August, 2013).** *Developing intrinsic motivation in elementary students leading to self-efficacy while enrolled in college.* A presentation at the Higher Education Association of San Antonio Symposium. San Antonio, TX.

**Katherine Espinoza, Ph.D.**  
Curriculum Vitae  
College of Education and Human Development  
Department of Educator and Leadership Preparation  
Texas A&M University-San Antonio

[REDACTED]

[REDACTED]

## Degrees and Certifications

Ph.D., 2019, Curriculum & Instruction, Cultural Studies in Education, The University of Texas at Austin, College of Education, Austin, TX.

M.A., 2012, Bilingual/Bicultural Education, The University of Texas at San Antonio, College of Education and Human Development, San Antonio, TX.

B.S., 2009, Interdisciplinary Studies, Bilingual Education Specialization, The University of Texas at San Antonio, College of Education and Human Development, San Antonio, TX.

Texas - Classroom Teacher Generalist Grades 4-8, 2009 (renewed 2025).

Texas - Bilingual Education Supplemental – Spanish (EC-4), 2008 (renewed to 2025).

Texas- Classroom Teacher Generalist Grades EC-4, 2008 (renewed to 2025).

## Areas of Specialization

Education (focus on Latinxs); Sociocultural approaches to language, biliteracy, and identity construction; bilingual education; preservice teacher formation; qualitative approaches to research (ethnography, case study, testimonio).

## Academic and Professional Appointments

*Assistant Professor*, of Bilingual/ESL, Department of Educator and Leadership Preparation, Texas A&M University-San Antonio, 2019-present

*Lecture*, Bilingual/Bicultural Education, Department of Curriculum and Instruction, The University of Texas at Austin, 2019 (summer appointment)

Lecture, Bilingual/Bicultural Studies, Department of Bicultural-Bilingual Studies, The University of Texas at San Antonio, 2014-2018

## Selected Publications

### Refereed Journal Articles

Machado-Casas, M., **Espinoza, K.** (2021). Affirming Blackness, Indigenous, and Muslim Cultural Memory in Bilingual Education: What We Don't Say But Imply. *Multilingual Educator*, 12-15.

**Espinoza, K.**, Nuñez, I., & Degollado, E. D. (2021). "This is What my Kids see Everyday": Bilingual Pre-Service Teachers Building on Community Cultural Wealth. *Journal of Language, Identity and Education*, 20(1), 4-17. <https://doi.org/10.1080/15348458.2021.1864204>

Garza, E., **Espinoza, K.**, Machado-Casas, M., Schouten, B., Guerra, M. J. (2020). Highly effective practices of three bilingual teacher preparation programs in US Hispanic Serving Institutions (HSIs). *Ehquidad*

*International Welfare Policies and Social Work Journal*, 14(2), 95-128.  
<https://doi.org/10.15257/ehquidad.2020.0014>

**Espinoza, K.**, Salazar, M.E. (2020). Sobrevivencia: Chicana bilingual educators surviving the trauma of public schools. *Journal of South Texas*, 34(1), 144-157.

Pour-Khorshid, F., Machado-Casas, M., **Talati, K.**, Gomez, D., Castillo, G. (2020). Engaging in Testimonio as a walk through el laberinto (the labyrinth) of higher education: Releasing, receiving and returning to the field with deeper purpose. *La Revista Tequio de la Uabjo*. 3(9), 25-48. <http://www.uabjo.mx/te-invitamos-a-leer-nuestra-revista-de-divulgacion-investigacion-e-innovacion-tequio>

Núñez, I. & **Espinoza, K.** (2019). Bilingual Pre-service Teachers' Initial Experiences: Language Ideologies in Practice. *Journal of Latinos and Education*, 18(3) 228-242.  
<https://doi.org/10.1080/15348431.2017.1386105>

Machado-Casas, M., Cabello, S. A., **Talati, K.**, & Abdul-Razaq, H. (2018). Working with immigrant and refugee families: broadening cross-cultural understanding with immigrant/refugee families. *Foro de Educación*, 16(25), 193-205. <https://forodeeducacion.com/ojs/index.php/fde/article/view/579>

Machado-Casas, M., **Talati, K.**, Abdul-Razaq, H., Martinez-Suarez, A., Fonseca, M., Peña, C. (2017). Pedagogies of Puppetry: Marginalization, hegemony and colonized treatment of immigrant and Refugee Families. *Ehquidad International Welfare Policies and Social Work Journal*, 7(1), 11-32. (Printed in both English and Spanish). <https://doi.org/10.15257/2017.0001>

**Espinoza, K.** & Núñez, I. (2016). Bridging Identity and Practice: Enseñando para hacer justicia. *Journal of Bilingual Education Research and Instruction*, 18(1), 93-105.

Worthy, J., Núñez, I. & **Espinoza, K.** (2016). Wow, I get to choose now! *Bilingual Research Journal*, 39(1), 20-34.  
<https://doi.org/10.1080/15235882.2016.1139518>

**Espinoza, K.** (2015). Teacher Identity: Claiming Me. *Journal of Latinos and Education*, 14(2), 146-149.  
<https://doi.org/10.1080/15348431.2015.1007747>

## Refereed Book Chapters

**Espinoza, K.**, Machado-Casas, M., Martinez-Suarez, A. (2021) Disruption Through *Concientización*: Using a Three Tier Approach to Family Engagement Through a VERDAD Framework In Keengwe, S., & Onchwari, G. (Eds.), (2021). *Handbook of Research on Bridging Family-Teacher Relationships for ELL and Immigrant Students*. Pennsylvania: IGI Global.

## Presentations

### National/International

**Espinoza, K.** (2020, December). *Now I Know Better*": *Activist Identity Construction & Evaluation of Latinx Bilingual Preservice Teachers*. Paper presentation in symposium, *Exploring Possibilities in Latinx Teacher Preparation: The Power of Deconstructing Pre-service Teachers Perceptions of Bilingualism*. Literacy Research Association, Presented Virtually.

**Espinoza, K.** (2020, December). *Educación con compromiso: How to effectively integrate Culturally Relevant Practices into Read Alouds*. Paper presentation, *Literacy through the Lens of Emergent Bilingual Learners*. Literacy Research Association, Presented Virtually.

**Espinoza, K.,** Garza, E. V. & Guerra, M. (2020, Apr 17 - 21) *Cosechando maestr@s: Testimonios of Bilingual Teacher Educators at a Rising Institution* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vvje3cx> (Conference Canceled).

Nunez, I., **Espinoza, K.** & Degollado, E. D. (2020, Apr 17 - 21) *"Esto es lo que mis niños ven todos los días": Futur@s maestr@s bilingües cultivando riquezas culturales comunitarias* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/scucjmi> (Conference Canceled).

Nunez, I., **Espinoza, K.** Degollado, E. D. (2019, November) "This is what my kids see every day": Bilingual Pre-Service Teachers Building on Community Cultural Wealth. American Educational Studies Association (AESA). Baltimore, Maryland.

## Regional/State/Local

Machado-Casas, M., Schouten, B., **Espinoza, K.** (2021, February). *Establishing a Bilingual Education Student Organization in Illinois*. ESSA Multilingual Illinois Conference, Presented Virtually.

**Espinoza, K.,** Nuñez, I., & Degollado, E. D. (2020, October). *This is what my kids see every day: Bilingual Pre-Service Teachers Embracing Community Funds of Knowledge as Border Pedagogy*. Texas Association for Bilingual Education Conference TABE, presented virtually.

## Invited Presentations

**Espinoza, K.** (2019, October). *Educación con compromiso: How to Effectively Integrate Culturally Relevant Practices into Multiple Content Areas*. Paper presented at the Texas Association of Bilingual Education (TABE). Corpus Christi, Texas. [State Dissertation Award Winner].

**Espinoza, K.** (2019). *Educación con compromiso: Chicana teacher identity and activism through comadrazgo in a teachers' association* National Association of Bilingual Education (NABE). Las Vegas, Nevada. [National Dissertation Award Winner]

## Awards and Recognitions

|           |   |
|-----------|---|
| 2020      | <b>National Association for Bilingual Education Dissertation Award</b><br>National Association for Bilingual Education Conference- 3 <sup>rd</sup> place Dissertation award competition |
| 2019      | <b>Texas Association for Bilingual Education Dissertation Award</b><br>Texas Association for Bilingual Education Conference- 2 <sup>nd</sup> place Dissertation award competition       |
| 2018-2019 | <b>Alexander Caswell Ellis Fellowship in Education</b><br>The University of Texas at Austin, College of Education - <b>\$6,800.00</b>   |
| 2014      | <b>Summer Continuing Fellowship</b> – The University of Texas at Austin, College of Education - <b>\$7,000.00</b>   |
| 2013-2014 | <b>College of Education Department of Curriculum New Texas Scholar</b> – The University of Texas at Austin- <b>\$69,000.00</b>  |

**Melissa M. Jozwiak** One University Way San Antonio, TX 78224

## **EDUCATION**

**Doctor of Philosophy:** New Mexico State University (2010). *In-service teacher's perceptions regarding mentoring preservice teachers: A critical look at the transformative possibilities within professional development school partnerships.*

Department of Curriculum and Instruction

Area of Emphasis: Early Childhood

Minor: Women's Studies

**Master of Arts in Education:** New Mexico State University (2004)

Department of Curriculum and Instruction

Minor: Early Childhood

**Bachelor of Science in Education:** Cum Laude, Youngstown State University (1994)

Major: Secondary Education, Vocational Home Economics

Ohio Teaching Certification:

## **SELECT EMPLOYMENT HISTORY**

**Associate Professor & Chair, Department of Educator & Leadership Preparation, Texas**

A&M University- San Antonio, San Antonio, TX (7/2019- Present)

**Associate Professor, Texas A&M University- San Antonio, San Antonio, TX (8/2018- 7/2019)**

**Assistant Professor, Texas A&M University- San Antonio, San Antonio, TX (2012-2018)**

**College Assistant Professor/Assistant Director of Early Childhood Education, New Mexico State University, Las Cruces, NM (2008- 2012)**

## **SELECT TEACHING**

### **Undergraduate Courses:**

*ECED 455: Art/Music/PE Curriculum- Early Elementary*

*EDEC 3349: Academics, Creativity & Play*

*EDEC 4301: Working with Diverse Families and Young Children*

*EDEC 4315: Social & Emotional Development*

*ECED 225: Curriculum Development and Implementation II/PreK-Kindergarten*

### **Graduate Courses:**

*EDEC 5312: Understanding and Valuing Young Children and Families in a Diverse Society*

*EDEC 5314: Foundations of Research in Early Childhood*

*EDEC 5315: Advocacy*

*EDEC 5349: Play in the Early Years*

*EDEC 5360: Incorporating Play in Early Childhood Curriculum*

*EDEC 5370: Action Research in Early Childhood*

## **SELECT SCHOLARLY ACTIVITIES**

### **Peer Reviewed Books**

**Jozwiak, M. M., Cahill, B. J., & Theilheimer, R. (2016)** *Continuity in children's worlds: Choices and consequences for early childhood settings.* New York, NY: Teacher's College Press.

## National/International Referred Journal Articles

- Jozwiak, M. M., & Burgard, K. L.** (Forthcoming April-June 2021). Conventional Partners, Unconventional Practices: Reconceptualizing Research Models to Promote Community-Building. *Oxford Research Encyclopedia of Education*. Oxford University Press.
- Burgard, K. L., & **Jozwiak, M. M.** (2020). School Reform that Empowers and Engages: Reimagining University and Community Partnerships. *Oxford Research Encyclopedia of Education*. Oxford University Press.
- Cahill, B. J., **Jozwiak, M. M.**, & Kim, K. The complexity of continuity as policy. *International Critical Childhood Policies Studies Journal*. Accepted
- Jozwiak, M. M.** (2017) A review of quiet at school: The educator's guide to shy children [Review of the book *Quiet at school: The educator's guide to shy children* by R. J. Copland & K. Moritz Rudasill] *Teachers College Record*, Date Published: January 22, 2018 <http://www.tcrecord.org> ID Number: 22242, Date Accessed: 1/29/2018 11:16:18 PM
- Vera, D., **Jozwiak, M.**, & Geneser, V. (2015). Issues of power, equity and empathy: Lessons from the classroom. *Childhood Education*, 91(6), 457-462

## Referred Presentations

- McDaniel, P., **Jozwiak, M. M.** & Jones, C. An Interdisciplinary Approach to Continuity of Care and Self-Care. Texas Association for Counselor Education and Supervision. San Antonio, TX. February, 2020
- McDaniel, P., **Jozwiak, M. M.** & Jones, C. A Holistic Approach to Continuity and Self-Care Among Educators: Combining Education and Counseling Theories. Professional School Counselor Conference. February 9-11, 2020 in San Antonio, Tx.
- McDaniel, P., **Jozwiak, M. M.** & Jones, C. The Teacher and Child: Holistic Approach to Continuity and Self-Care. Association for Assessment in Research and Counseling. September, 2019. San Antonio, TX.
- Theilheimer, R., **Jozwiak, M. M.**, & Cahill, B. J. Reflection vs. Reflexes: Helping ECE Students Grapple with Complexity. National Association of Early Childhood Teacher Educators. Baltimore, MD. (June, 2016)
- Jozwiak, M. M.** Exploring Our Stories: Continuity in Early Childhood Education. New Mexico
- Jozwiak, M. M.** Permeating Possibilities: A Series of Critical and Transformative Engagements with Pre K Teachers. Proceedings of the Transformative Learning Conference. Hamilton, Bermuda (November, 2009)
- Jozwiak, M. M.** & Gutierrez, C. Affirming the Process of Art. Texas Association for the Education of Young Children. Galveston, TX. (October 2006)

## Invited Arts and Social / Emotional Learning Presentations

- McDaniel, P. & **Jozwiak, M. M.** The Teacher and Child: Navigating the Needs for Continuity and Self Care. Voices for Children. Plenary Speakers. San Antonio TX (November, 2018).
- Jozwiak, M. M.** Supporting Our Youngest Visitors: Hands-On Docent Training. *San Antonio Museum of Art*. San Antonio, TX (March, 2017)
- Jozwiak, M. M.** Growing Through the Arts. Voices for Children. Plenary Speaker. San Antonio, TX. (January, 2017)
- Jozwiak, M. M.** Creativity, Arts & Young Children. *Wolf Trap Institute for Early Learning Through the Arts*. Guest Presenter. San Antonio, TX (September, 2016)

**Jozwiak, M. M** How Children Grow and Learn Through the Arts. *San Antonio Museum of Art*. Guest Presenter. San Antonio, TX (March, 2016).

## **Funded Grants**

- Davis, M. T., López, E. J., Watts, G. W., Sheperis, C. J., & **Jozwiak, M. M.** TU CASA: Transition university for career advancement and successful adulthood. Proposal submitted to the Office of Postsecondary Education, US Department of Education. (\$ 2,107,335)
- Jozwiak, M. M** (2018). Consortium for Early Education Research and Family Empowerment. Texas A&M University Strategic Planning Grant (\$12,000)
- Jozwiak M. M.** (2018). Social skills in PK-8 children. Texas A&M-San Antonio Faculty Research Award (\$5,000).
- Co-Principal Investigators –Esparza Young, E., Garcia, N., Garfield, T., Gerzel Short, L., Guerra, M., Harris, S., Janysek, M., **Jozwiak, M. M**, Jurica, J., Kearney, W.S., Kim, Y.R., Kwon, E., Murakami, E., Piper, R. Pittman, R., Scott, L., Vera, D., Wilson, J., & Wu, H.P. (2017). Teacher Residency – Training and Preparation Partnership RFP #17-027(AT) Proposal as a sub-award of *U.S. Department of Education Teacher Incentive Fund (TIF) grant* through the San Antonio Independent School District. (\$760,000).
- Jozwiak, M. M.** State of New Mexico-Children Youth and Families Department – Family Nutrition Bureau
- 2011-2012 Child, Adult Care Food Program Funding for NMSU School for Young Children \$25,000
- Jozwiak, M. M.** State of New Mexico-Children Youth and Families Department- New Mexico PreK Initiative. Principal Investigator 2011-2012 (\$116,040)
- Jozwiak, M. M.** & Baptiste, N. State of New Mexico- Children, Youth and Families Department New Mexico PreK Initiative. Co-Investigator 2007-2011 (\$336,842)
- Baptiste, N. & **Jozwiak, M. M.** Roadrunner PreK Expansion. State of New Mexico- Children, Youth and Families Department. (\$276,886) Co-Investigator

## **Funded Contracts**

- Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., Espinoza, K., Garza, E., Guerra, M., Janysek, M., **Jozwiak, M.**, O’Quinn, C., Salazar, M., Sheperis, C. & Wu, H. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia Middle School. (2020-2030). Texas Education Agency, annual funding \$ 4,288,377.21.
- Co-Authors-Investigators in alphabetical order- Davis, M., Janysek, M., **Jozwiak, M.** & Sheperis, C. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for the Burleson 18+ Center. (2020-2030). Texas Education Agency, (\$65,000) initial year funding. Subsequent annual funding based on weighted average daily attendance.

## **HONORS and AWARDS**

- Fellow, Texas Academic Leadership Academy (2019-2020)
- Dean’s Award for Excellence in Research: Texas A&M University San Antonio College of Education and Human Development (2018)
- Excellent Teaching Award: National Society of Leadership & Success at Texas A&M University-San Antonio (Spring 2015)

## Director of Education

The Tobin Center for the Performing Arts, San Antonio, 2018 to present

- Maintain Kennedy Center Partners in Education relationship with North East ISD
- Affiliate Director, San Antonio Wolf Trap
- Develop and maintain Arts Integration Dedicated Campuses
- Develop and maintain relationship with local artists, arts organizations, and school districts
- Oversee training of local Teachers and Teaching Artists in Arts Integration

## University Instruction

Private voice studio, 2015 to 2018

St. Mary's University, San Antonio, 2011 to 2018

- Course design – blending arts and education: Essential Elements
- Creating unique arrangements of music, subtext analysis, development of student interpretation
- History of transitioning non-major students to music minors or music majors
- History of single semester students returning for two or more semesters of study
- Kodály Pedagogy, Vocal Pedagogy, Diction I, Diction II, Conducting, Vocal Methods, Vocal Studio – Majors, Minors, and Non-Majors, Essential Elements (Music in the classroom setting), Director of Coro de Santa Maria

## K-12 Instruction

Stahl Elementary, North East Independent School District (NEISD), 2000 to 2011

- Strong conversion of drum ensemble and choir students to middle school music programs
- Campus leadership: Department Chair ('08-'10), Web Page Coordinator ('03-'07), Campus Calendar Coordinator ('04-'07)
- District leadership: Lead Elementary Mentor for Music Department ('07-'11), Partnering to Student Teachers, mentoring to teachers
- Active member of the Scope and Sequence Committee, Elementary Music TEKS / Standards Development Committee, Choral Festival Committee, Elementary Music Textbook Adoption Committee
- Developed 4th and 5th Grade Drum Ensemble "Stahl Thunder" and an annual, auditioned Talent Show
- General Music, Kindergarten—5th Grade, 4th and 5th Grade Choir

Northern Hills Elementary, NEISD, 1997 to 2000

- Strong conversion of choral and instrumental students to middle school music programs
- General Music, Kindergarten—5th Grade, 4th and 5th Grade Choir, Choirchime and Recorder Ensembles, Talent Show
- Elementary Music Textbook Adoption Committee, Choral Festival Committee

Anson Jones Middle School, Northside Independent School District (NISD), 1995 to 1997

- Recruitment for choral program significantly increased program size
- Developed extracurricular Jazz Choir and created Choir Student Council
- Varsity, Non-Varsity, and Preparatory Choirs, Jazz Choir, General Music Rotation, Annual Melodrama

Pershing Elementary and Douglass Elementary, San Antonio Independent School District, 1994 to 1995

- Developed grade level performing programs, extracurricular choir, instrumental, and dance ensembles
- General Music, Kindergarten –5th Grade
- Elementary Music Textbook Adoption Committee

## Publications, Presentations

- "Teachers' Thoughts on Teacher Voice: Elementary Music Teachers Perceptions of Voice Use in the Workplace," Dissertation, Teachers College of Columbia, New York, 2018
- "Critical Thought, Intrinsic Motivation, and the Vocal Studio: Perspectives of Master Teachers," *Journal of Singing*, March / April 2018. Volume 74. No.4. p.405
- Non-verbal Communication, Xiamen University, China, July 2017
- "Teachers' Thoughts on Teacher Voice", Research In Music Education (RIME) Poster Session, Bath, England, April 2017
- "Teachers' Thoughts on Teacher Voice", The Voice Foundation Poster Session, Philadelphia, PA, June 2016
- Tribe Human – Drum Circle Facilitation, Women's spirituality group, May 2016
- Communication and Bonding: Drum Circles and Families, Chosen Adoptive Families, November 2015
- "Recorder Composer" – from group work to solo performance, *General Music Today*, 2011
- Tutti (Encouraging Middle School Recruitment), *Southwestern Musician*, May 2010. Volume 78. No.9. p.22
- "From Africa to iPod," *Southwestern Musician*, September 2008. Volume 77. No.2. p.62.
- "Jazz History in the Elementary Classroom (Without Tears)", TMEA Poster Session, February 2008
- "John Rutter: GLORIA and Other Sacred Music," *South Central Music Bulletin*, Fall 2004.III/I.p.72.
- Games as Building Blocks – Singing Games & Kodály, NEISD Elementary Music, 24 Sept. 20--01



### Other Teaching

Stephenson Voice Studio, 2015 to present

- Creating unique arrangements of music, subtext analysis, development of student interpretation
- Created personalized diction exercises for a bilingual singer adapting diction to the Midwestern American standard
- Preparation for Region, All State, University Interscholastic League (UIL) Solo and Ensemble, and district competitions

Oaks North Montessori School, San Antonio, 1993 to 1994

- 2 year old - 5 year old Music experiences

San Antonio Spurs "Coyote Kids," 1992 to 1993

- Script and lyric composition, choreography, vocalist
- Touring elementary school performance group

### Academic Background

Doctor of Education, Teachers College of Columbia University, New York, 2018

- Music Education

Master of Education, Teachers College of Columbia University, New York, 2016

Master of Music - Music Education, Texas State University, San Marcos, 2006

- Kodály Pedagogy, Summa Cum Laude

Certificate of Church Musicianship, Lutheran and Episcopalian Dioceses, Texas Lutheran University, 2001

Bachelor of Music Education, University of Texas, San Antonio (UTSA), 1994

- All Level Choral Certification, Cum Laude

### Performance Experience

- Xiamen University, China
- University of Monterrey, Mexico
- Carnegie Hall, New York
- Majestic Theatre, San Antonio
- St. Mary's University, San Antonio
- Sheldon Vexler Experimental Theatre, San Antonio
- Natural Bridge Caverns, San Antonio
- McNay Art Museum, San Antonio
- Witte Museum, San Antonio
- San Fernando Cathedral, San Antonio
- Texas State University, San Marcos
- University of Texas, San Antonio
- Christ Episcopal Church, San Antonio
- Northern Hills United Methodist Church, San Antonio
- Temple Beth El, San Antonio
- Temple Agudas Achim, San Antonio
- Steven Stoli's Theatre, San Antonio
- Scottish Rite Temple, San Antonio

### Adjudication, Tabulation

- Texas Association of Private and Parochial Schools – solo and ensemble
- NEISD and NISD middle school solo and ensemble competition
- UIL Region Choir competition – Regions 12 and 29

### Honors

- 2nd Place, TMEA College Division Essay Contest, Graduate Division: "Francesca Caccini: Songbird of the Baroque," 2014
- *Who's Who Among America's Teachers*, 10th Edition, 2005-2006
- Teacher of the Year, 2005-2006, Stahl Elementary, NEISD
- UTSA Department of Music Valedictorian, 1994
- UTSA College of Fine Arts and Humanities Dean's List: 1991, 1992, 1994
- UTSA Honor Roll: 1991, 1992, 1993, 1994
- *The National Dean's List*, 15th, 17th, and 18th Editions (listed under maiden name of Long)

### Related Skills

- Ethnographic and Qualitative research
- Voice over & stage experience
- International Phonetic Alphabet (IPA)

GUSTAVE J. WELTSEK III  
Curriculum Vitae  
April 7, 2021

Indiana University School of Education

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## EDUCATION

- |      |  |
|------|--|
| 2004 | <b>PhD</b> , Dramaturgy<br>Bowling Green State University<br>College of Arts and Sciences<br>Department of Theatre                 |
| 1997 | <b>MA</b> , Teaching with an emphasis in English, Drama and Theatre in Education<br>Jacksonville University<br>School of Education |

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## PROFESSIONAL APPOINTMENTS

- |              |   |
|--------------|---|
| 2016-present | <b>Assistant Professor</b><br>Indiana University School of Education, Department of Curriculum and<br>Instruction, Arts Education Program |
|--------------|---|

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## PUBLICATIONS

### Refereed Journal Articles

#### Research

- Weltsek, G. (2021, under review) Decoloniality Within Institutional Support. *Center for Educational Policy Studies Journal/CEPS Journal*. Vol. 11, Issue 3.
- Weltsek, G., & Manifold, M. (2021, in press) Embodying the Political: Arts Based Learning and Student Agency. *Art Education*.
- Weltsek, G. (2021, in press) Devising in the Pandemic: Trauma and a dramatic redesign of a Youth Theatre Tour. *International Journal for Designs in Learning*.
- Weltsek, G., & Tabone, C. (2019). A qualitative summative assessment for theater education. *Arts Education Policy Review* 120(3), 165-174.
- Weltsek, G. (2019). Theatre programs in community colleges: A policy for equity. *Arts Education Policy Review* 120(2), 103-111.
- Weltsek, G., & Koontz, N. (2018). Subversive literacy: Arts-based learning for social justice, equity, and student agency. *English Journal*, 107(6), 61-68.
- Weltsek, G. (2017). Journeying into the complexities and possibilities of performative pedagogical practice, research and analysis. *SCENARIO: Journal for Performative Teaching, Learning, Research*, 11(2), 32-50.
- Inoa, R., Weltsek, G., & Tabone, C. (2014). A study on the relationship between theater arts and student literacy and mathematics achievement. *Journal for Learning through the Arts*, 10(1).  
<http://dx.doi.org/10.21977/D910123495>

Weltsek, G., Duffy, P.B., & Carney, C. (2014). The local and global state of theater education research and policy. *Arts Education Policy Review*, 115(3), 63-71.

Medina, C., & Weltsek G. (2013). Deconstructing global markets through critical performative inquiries in Puerto Rico. *Journal of Adolescent & Adult Literacy*, 57(3), 189-191.

### Book Chapters

Weltsek, G. (2020) Nature Will Not Miss Us. In M. Schew (Ed.) *81 Sprüche zur Enthärtung der Welt/On the Softening of Our World: 81 Sayings*. Berlin, Germany: Schibri.

Weltsek, G. (2019). Leap into action: Critical performative pedagogies. In L. Campbell (Ed.), *Art & design education*. New York, NY: Peter Lang.

Weltsek, G., & Murry, B. (2018). ¿Qué caja? What box? Inclusivity, assessment and the political possibilities of preschool drama. In R. Berriz & A. Wagner (Eds.), *Art as a way of talking: Creating as a foundation for learning with emergent bilinguals in K-12 schools*. New York, NY: Teachers College Press.

### HONORS & AWARDS

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|      |  |
|------|--|
| 2021 | Trustees' Teaching Award<br>Indiana University, Bloomington, School of Education                       |
| 2019 | Trustees' Teaching Award<br>Indiana University, Bloomington, School of Education                       |
| 2013 | Research Award<br>The American Alliance for Theatre & Education  |
| 2012 | Indiana University Outstanding Leadership Faculty Award<br>Dr. Martin Luther King Jr. Building Bridges |

### GRANTS

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#### Research Grants Received

|      |   |
|------|---|
| 2020 | Public Art Grant , \$5,000.00<br>Civic Impact Study<br>Indiana University Office of the Vice Provost  |
|      | Bloomington City Wide Youth Theatre Collective \$15,000.00<br>Collaborative Arts Based Youth Impact Study<br>IU Vice President for Research and the Vice President for Diversity, Equity, and Multicultural Affairs, the Racial Justice Research Fund |
|      | Virtual Learning Series, \$10,000.00<br>Arts Education Impact Study<br>National Alliance for Musical Theater's Innovation & Exploration Fund  |

### CONFERENCE ACTIVITIES

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#### Papers Presented

2021 Weltsek, G. & Hammor. *Monumental Changes in Drama Education: Working in the Pandemic*. AATE SU2021 National Conference. Hybrid ONLINE and Washington DC.

Weltsek, G. *Traversing the Rhizome: Arts Pedagogies as resilience, equity, and diversity education*. National Art Education Association National Convention SU2021, Virtual.

Streeter, J., & Weltsek, G. *Decolonizing the National Theatre Standards: Utilizing the Radical Imagination in Anti-racist and Abolitionist Teaching*. American Educational Research Association Annual Meeting SU2021, Virtual.

Siegel, M., & Weltsek, G. et al. *Transmediation in Motion: New Directions for Theory and Inquiry on Multimodality in School Spaces. Improvisational Transmediations as Decolonial Literacy Tactics and Activism*. American Educational Research Association Annual Meeting, Virtual.

- 2020 Weltsek, G., & Hammor. *Resiliency and its Discontents: Performing the Apocalypse*. 3rd International SCENARIO Forum Conference. University of Cork (Virtual).
- Weltsek, G. *Creating Reality; Critical Performative Pedagogy as Inquiry*. AATE 2020 National Conference, Phoenix Arizona (Virtual).
- 2019 Weltsek, G., & Manifold, M. *Visual & performative pedagogies in support of social justice*. International Society for Education through Art, World Congress. University of British Columbia, Vancouver, Canada.
- Weltsek, G., & Basdogan, M. *Exploring culturally diverse doctoral students' experiences with technology: A multiple case study*. The Association for Educational Communications and Technology International Convention, Las Vegas, Nevada.

## KEYNOTE ADDRESSES & INVITED TALKS

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- 2021 Weltsek, G. *The Business of Education: The Future of Teaching A Case Study Competition* In collaboration with the SoE, Career Connections, IU's Entrepreneurial Club, and ISTA Virtual.
- 2020 Weltsek, G. *IU students create Zoom film about healing from pain and trauma*. Indiana Daily Student, Indiana University Student Newspaper Interview.  
<https://www.idsnews.com/article/2020/10/iu-students-create-dnd-zoom-film-about-healing-from-pain-and-trauma>.

## WORKSHOPS

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- 2020 Weltsek, G. *Theatrical Teaching in a Digital World*. Cardinal Stage Company Bloomington Indiana.
- Weltsek, G. *Diversity Equity and Inclusion for Youth Series*. School of Education, Indiana University, Bloomington Indiana.
- Weltsek, G. *Diversity Equity and Inclusion Read Aloud*. PBS Friday Zone, Indiana University, Bloomington Indiana.
- Medina, Weltsek, Marquez et. al. *Augusto Boal Theatre of The Oppressed*. School of Education and Department of Theatre. Indiana University, Bloomington Indiana.

## SERVICE

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### Service to Profession

- 2019-present Diversity Equity and Inclusion Committee Cardinal Stage Company
- 2019- present Board of Directors, American Alliance for Theatre & Education (AATE)
- 2019- present Distinguished Research Awards Reviewer, American Educational Research Association, Arts & Inquiry in the Visual and Performing in Education SIG (AERA)

# JUSTIN KORVER

## EDUCATION

**2016 MFA, Studio Art** University of Texas at San Antonio

**2013 BA, Studio Art** Hope College, Holland, MI

## SELECTED EXHIBITIONS

### 2021

**The Hunt**, 5&J Gallery, Charles Adams Studio Projects, Lubbock, TX (Two-person exhibition with Brittany Ham)

### 2020

**What We See, What We Know**, Clamp Light Studio and Gallery, San Antonio, TX (Two-person exhibition with Alyssa Richards)

**Chalk It Up**, Artpace, San Antonio, TX

**Reddot**, Blue Star Contemporary, San Antonio, TX,

### 2019

**Untitled (Open Space)**, Icosa Gallery, Austin, TX

**A Needle & An Arrow**, Gallery 100, Palo Alto College, San Antonio, TX (solo exhibition)

**Collective Glow** Cube Gallery, San Antonio, TX

**Group Hug** Mantle Art Space, San Antonio, TX

**Sound of Hope** Terminal 136, San Antonio, TX

### 2018

**Then There Is Us: Art in the time of Surveillance** UTSA Main Art Gallery, San Antonio, TX (4 person exhibition)

**The House Closest to My Body** Dock Space, San Antonio, TX (Solo Exhibition)

**Regional Juried** Exhibition Artpace 111, Fort Worth, TX

**Boys with Feelings and Girls Without Them** Clamp Light Gallery, San Antonio, TX (Two person Exhibition with Brittany Ham)

**San Antonio Sculpture** Dock Space, San Antonio, TX  
CAM, San Antonio Museum of Art, Current Flavor San Antonio Museum of Art, San Antonio, TX

**Thread** Clamp Light Gallery, San Antonio, TX (Curated by Alana Coats)

**Common Currents** Guadalupe Cultural Arts Center, San Antonio, TX

### 2017

**the difference between a weed and a flower is seeing** Flax Studio, San Antonio, TX (Solo Exhibition)

**SNARE** Rudolph Blume Fine Art, Houston, TX

**Double Entendre** San Antonio College, Visual Arts Center Gallery, San Antonio, TX

**Crossing Borders** Clamp Light Gallery, San Antonio, TX

**The Expressive Mark & Other Ideas I Stole from Painting** Hello Studio, San Antonio, TX (Solo Exhibition)

**Gendered: An Inclusive Art Show** Mint Museum Uptown, Charlotte, NC

**Abiding Softness** Parchman & Stremmel Galleries, San Antonio, TX

### 2016

**Sports In Art** Therese A. Maloney Art Gallery, College of St. Elizabeth, Morristown, NJ

**Summer Film Festival** Habitual Spaces, Kingsbury, TX

**Accessories of Modern Men** Terminal 136 San Antonio, TX (solo exhibition)

**A Plastic Practice: The Still Life in Contemporary Art** Terminal 136, San Antonio, TX

### 2015

**Dérive** High Wire Arts Gallery, San Antonio, TX

**Texas Artist Connection** Carver Community Cultural Center, San Antonio, TX

**Just for Show** High Wire Arts Gallery, San Antonio, TX

**In an Expanded Field** UTSA Ceramics and Sculpture Graduate Building, San Antonio, TX

**Contemporary Art in Suburbia/Suburbia in**

**Contemporary Art** UTSA Ceramics and Sculpture Graduate Building, San Antonio, TX

**Collegiate Exhibition** San Antonio Art League Museum, San Antonio, TX

### 2014

**Material Matters** (curated by Erin Cluley, Director of Erin Cluley Gallery), WoCA Projects, Fort Worth, TX

**Grand Opening** Terminal 136, San Antonio, TX

**{ \_\_\_\_ + \_\_\_\_ }, ( \_\_\_\_ + \_\_\_\_ ), { \_\_\_\_ + \_\_\_\_ } : A Collage Show** (curated by Michelle Word, Acting Director of Education at The MSU Broad Art Museum), Scene Metrospace, Lansing, MI

**52nd Annual National Exhibition** Beaumont Art League, Beaumont, TX

**Domesticity** (two person exhibition), Grindstone Gallery, San Antonio, TX

**Untitled (Public Display)** Guadalupe Cultural Arts Center, San Antonio, TX

**Collegiate Exhibition** San Antonio Art League Museum, San Antonio, TX

**Slap and Tickle** Bluestar Contemporary, San Antonio, TX

**New Sculpture** Northeast Lakeview College Gallery, Universal City, TX

### 2013

**College Expo 2013** 500x Gallery, Dallas, TX

**River Market Regional Exhibition 2013** (Juried by Jerry Saltz) Kansas City Artists Coalition, Kansas City, MO

**Collective Bargaining** DePree Gallery, Holland, MI

### 2012

**Juried Student Show** DePree Gallery, Holland, MI

**Y Harris Building Site:Lab**, Grand Rapids, MI

### 2011

**All Last Night & Most of Today** (curated by Andrea Hill, director of gallery relations at Paddle8), N.Y.C.A.M.S Gallery, New York, NY

**Praxis Site:Lab**, Grand Rapids, MI

# ARTIST-IN-RESIDENCE

**2020**

**Casa Lù, Parque Hundido, Mexico City, Mexico**  
(Canceled due to Covid-19 June 26th - July 10th, 2020)

**2019**

**Casa Lu, Tlalpan Centro, Mexico City, Mexico** (July)

**2018**

**Kunstlerhaus Bethanien, Berlin, Germany** Berlin Residency through Blue Star Contemporary (October 8th- January 3rd)

# TEACHING EXPERIENCE

**2016-21 FULL-TIME LECTURER OF ART, TEXAS A&M UNIVERSITY SAN ANTONIO**  
Teaching Art Appreciation, Latinx Art Appreciation, Visual Studies, and Photography I

# RELATED EXPERIENCE

**2020- 21 BOARD CHAIR OF CONTEMPORARY ART MONTH**  
Organizing CAM in San Antonio including the CAM perennial. As the Board chair I organize the monthly board meeting by forming the agenda and played a major roll in directing the development of our organization.

**2019-20 CO-DIRECTOR OF CLAMP LIGHT ARTISTS STUDIO & GALLERY**  
As a collective we oversee all functions of the gallery including curation, preparatory work, and publicity of our exhibitions

**2018-20 CONTEMPORARY ART MONTH BOARD OF DIRECTORS**  
Organizing CAM in San Antonio including the CAM perennial.

**2016-18 CO-DIRECTOR OF HELLO STUDIO**  
Amada Claire Miller and Myself oversaw all functions of the gallery including curation, preparatory work, and publicity of our exhibitions

**2016 ART HANDLER WITH SOUTHWEST SCHOOL OF ART**  
Worked directly with the curator, Mary Mikel Stump to execute her vision

**2015-16 ASSOCIATE EDUCATOR AT ARTPACE**  
Responsibilities include leading tours through exhibition spaces, community outreach events, and art activities

**2015 VOLUNTEER COORDINATOR WITH LUMINARIA,**  
Organized volunteers from local colleges, universities, and the community to work with

artists in the realization of the Luminaria projects and information booths

**2015**

**SUMMER GRADUATE INTERN AT ARTPACE**

Worked in the education department running programming with a variety of ages, developed curriculum, and promotional design

# CURATORIAL PROJECTS

**2020**

**CRITICAL REFLECTIONS, EMBODIMENTS, AND DISRUPTIONS (REFLEXIONES, PERSONIFICACIONES, Y RUPTURAS CRÍTICAS)**

Clamp Light Studios and Gallery, San Antonio, TX

**RESOLUTION**

Clamp Light Studios and Gallery, San Antonio, TX

**2018**

**FRIENDLY NEIGHBORHOOD ABSTRACTION**

Hello Studio, San Antonio, TX

**CREATURE FEATURE**

Hello Studio, San Antonio, TX

**HOLLY VESELKA: ANCIENT SUNLIGHT**

Hello Studio, San Antonio, TX

**JEREMIAH TEUTSCH: TWO HEADS ARE BETTER THAN ONE**

Hello Studio, San Antonio, TX

**2017**

**SUZY GONZALEZ: BOTH | AND**

Hello Studio, San Antonio, TX

**DANIELA CAVAZOS MADRIGAL: THE THINGS THEY CARRIED**

Hello Studio, San Antonio, TX

**CHARLIE KITCHEN: THE OTHER SIDE OF THE SKY**

Hello Studio, San Antonio, TX

**ANTHONY RUNDBLADE: CLOAK DAGGER PARALLEL MERIDIANS**

Hello Studio, San Antonio, TX

**DAVE SWENSEN: FOUNTAINS**

Hello Studio, San Antonio, TX

**WESLEY HARVEY: PRETTY HURTS**

Hello Studio, San Antonio, TX

**EDEN COLLINS: SHE HAD OPTIONS**

Hello Studio, San Antonio, TX

**2016**

**BRITTANY HAM: NEW SURFACES**

Hello Studio, San Antonio, TX

# CURATORIAL PROJECTS

## **LAURA BLAIR BODEN: THRESHOLDS**

Hello Studio, San Antonio, TX

## **A PLASTIC PRACTICE: THE STILL LIFE IN CONTEMPORARY ART**

Co-curated with Kallie Pfeiffer, Terminal 136, San Antonio, TX

# GRANTS & AWARDS

## **CORONA ARTS RELIEF PROGRAM**

Luminaria, San Antonio, TX, 2020

## **SUMMER RESEARCH FELLOWSHIP**

Texas A&M University San Antonio, 2019

## **LLA FACULTY RESEARCH GRANT**

Texas A&M University San Antonio, 2019

## **SUMMER RESEARCH FELLOWSHIP**

Texas A&M University San Antonio, 2018

## **JUROR'S PICK AT ARTSPACE 111**

## **REGIONAL JURIED EXHIBITION**

Juried by Christina Rees, Fort Worth, TX, 2018

# PRESENTATIONS

## **TEXAS A&M UNIVERSITY - SAN ANTONIO**

Moderator for Panel Discussion "*Personal as Political: Anthony Francis, Suzy González, and Joe Harjo*", San Antonio, TX, March 22nd, 2021

## **STEPHEN F. AUSTIN STATE UNIVERSITY**

Artist Talk "*Finding and Responding to Source Material*" and Mold Making Demonstration, Nacogdoches TX, November 12th, 2020

## **SOUTHWEST SCHOOL OF ART**

Artist Talk "*The impact of Place on my artistic practice*", Professionalism Class, Justin Korver and Xavier Gilmore, San Antonio, TX, October 30th, 2019

## **BLUE STAR CONTEMPORARY**

Artist Talk "*The impact of Place on my artistic practice*", Berlin Brunch, Justin Korver and Ryan Takaba, San Antonio, TX, March 9th, 2019

## **2ND ANNUAL TEXAS A&M UNIVERSITY- SAN ANTONIO GRADUATE AND UNDERGRADUATE ENGLISH CONFERENCE**

Panel Presentation "*Clothing as Class & Sexual Identity*", *Identity and Ideology in the Arts*, Naomi Williams, Christopher Martinez, Justin Korver, and Garcia Zapata, San Antonio, TX, February 3rd, 2017

## **MID-AMERICA COLLEGE ART ASSOCIATION**

"Justin Korver: Constructions", *Next Generation of Artists*, Sarah Fox, Justin Korver, Kallie Pfeiffer, San Antonio, TX, October 22-25, 2014

# UNIVERSITY SERVICE

## **2020-21 UNIVERSITY CAMPUS ART AND GROUNDS AESTHETICS COMMITTEE**

We are focusing on ways to improve the universities art collection and beautify the grounds. I am the only professional artist and art faculty that serves on this committee.

## **2020-21 UNIVERSITY COMMON EXPERIENCE COMMITTEE**

We selected the common read for student's first semester. We collected suggestions for books, narrowed down the list to 6 books to read completely, and then selected a book.

## **2019-21 LANGUAGE LITERATURE & ARTS DEPARTMENT CREATIVE ARTS COMMITTEE**

Our department is interdisciplinary we have worked to develop music, art, and creative writing in our department. We've done this by developing events and creating an interdisciplinary minor.

## **2019-20 LANGUAGE LITERATURE & ARTS DEPARTMENT CREATIVE ARTS CORE EVALUATION COMMITTEE**

We evaluated student artifacts to see how effective our teaching of the creative core was in meeting the state mandated core component areas.

## **2018-21 LANGUAGE LITERATURE & ARTS DEPARTMENT STRATEGIC PLANNING COMMITTEE**

We have developed a mission and vision statement, goals, and a five year plan for the development of our department

## **2018-21 UNIVERSITY LGBTQ+ TASKFORCE**

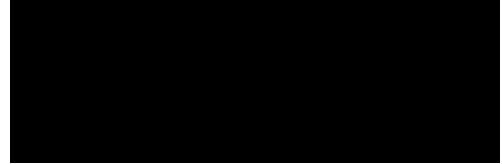
We have advocated for LGBTQ+ individuals on our campus. Including that I have assisted in running training for our safe space program where faculty and staff receive basic training about inclusion and sensitivity to the LGBTQ+ community.

## **2017, 18 ADJUNCT ART INSTRUCTOR SEARCH COMMITTEE**

I have served on 3 search committees to hire art instructors to teach Art Appreciation and Drawing classes.

## VITAE

**Name:** D. Michelle Janysek **Contact:**  
**Title:** Coordinator for School and University  
 Partnerships



## EDUCATION

PhD 2007 Adult, Professional, and Community Education, Texas State University  
 Dissertation: *The Value of a Career in Teaching: The Development of a Survey to Examine the Reasons Why Veteran Teachers Remain in the Classroom*

MFA 1992 Theatre Arts-Arts Administration, Texas Tech University  
 Thesis: *Not-For-Profit Theatre: A Study in Promotion*

BFA 1990 Theatre Arts, Southwest Texas State University

## PROFESSIONAL EXPERIENCE

### Texas A&M University San Antonio, San Antonio, Texas

Coordinator for School and University Partnerships  
 A&M-SA Institute for School & Community Partnerships, 2019-present

Field Residency & Clinical Teaching Faculty, Assistant Professional Track Faculty,  
 Educator Preparation Program, College of Education and Human Development, 2016-2019

### Texas State University, San Marcos, Texas

Grant Director/Program Director, Texas Adult Education Content Standards and Benchmarks  
 Project, The Education Institute, 2015-2016

Educational and Training Specialist, The Texas School Safety Center, 2013-2015

Grant Director/Program Director, Texas Adult Education Credential, The Education Institute,  
 2009-2013

Adjunct Faculty, Department of Occupational, Workforce, and Leadership Studies, and  
 University College-First Year Experience, 2008-2016

Grant Coordinator/Program Coordinator, Texas Adult Education Credential, The Education  
 Institute, 2005-2008

Director, Educator Certification and Placement, College of Education, 2000-2002

Certification Officer and Academic Advisor, College of Education, 1996-2000

### State Board for Educator Certification, Austin, Texas

Director, Office of Educator Quality and Accountability, 2004-2005

Program Administrator V, Office of Educator Quality and Accountability, 2002-2004

## Contract Projects Relevant to Cultivar Role

Performance Auditor, Dilley Independent School District School Performance Review, Texas  
 Legislative Budget Board (LBB) and Resources for Learning, LLC, 2016



External Evaluator, Educate Texas Science, Technology, Engineering and Math (STEM) Program Evaluation, Texas Education Agency (TEA), Region XIII Education Service Center (ESC), and Resources for Learning, LLC, 2015

External Evaluator, Educate Texas, Early College High School (ECHS) Program Evaluation, Texas Education Agency (TEA), Region XIII Education Service Center (ESC), and Resources for Learning, LLC, 2015

Performance Auditor, Marlin Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2015

Performance Auditor, Presidio Independent School District School Performance Review, Texas Legislative Budget Board (LBB) and Resources for Learning, LLC, 2013

External Evaluator, Masters of Education Degree Program, Adult Education, Texas A&M University-Kingsville, December 2012

### **SCHOLARSHIP, PUBLICATIONS & REPORTS RELEVANT TO CULTIVAR ROLE**

Texas Education Agency. (2016). *Educate Texas Early College High School (ECHS) Program Evaluation*, Austin, TX: Texas Education Agency.

Texas Education Agency, LLC. (2016). *Educate Texas Science, Technology, Engineering and Math (STEM) Program Evaluation*, Austin, TX: Texas Education Agency.

Legislative Budget Board and Resources for Learning, LLC. (2016). *Dilley independent school district management and performance review*. Chapter 2, Educational Service Delivery. Austin, TX: Texas Legislative Budget Board.

Legislative Budget Board and Resources for Learning, LLC. (2015). *Marlin independent school district management and performance review*. Chapter 2, Educational Service Delivery. Austin, TX: Texas Legislative Budget Board.

Legislative Budget Board and Resources for Learning, LLC. (2014). *Presidio independent school district management and performance review*. Chapter 2, Educational Service Delivery and Chapter 11, Community Involvement. Austin, TX: Texas Legislative Budget Board.

### **EXTERNALLY FUNDED PROJECTS & GRANTS RELEVANT TO CULTIVAR ROLE**

Co-Authors-Investigators- Espinoza, K., Jozwiak, M., **Janysek, M.**, Burgard, K., Wu, H., Garfield, T., Garza, E., Guerra, M., Garcia-Alvarado, S., & Salazar, M. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio Institute for School and Community Partnerships for Winston Intermediate School. Texas Education Agency, TBD years, annual funding \$ TBD. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Boucher, M., Burgard, K., Espinoza, K., Garza, E., Guerra, M., **Janysek, M.**, Jozwiak, M., O’Quinn, C., Salazar, M., Sheperis, C. & Wu, H. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for Gus Garcia Middle School. (2020-2030). Texas Education Agency, ten years, annual funding \$ 4,288,377.21. Project facilitator, primary proposal author.

Co-Authors-Investigators in alphabetical order- Davis, M., **Janysek, M.**, Jozwiak, M. & Sheperis, C. Senate Bill 1882 Partnership between Edgewood ISD and Texas A&M – San Antonio for the Burleson 18+ Center. (2020-2030). Texas Education Agency, (\$65,000) initial year funding. Project facilitator, primary proposal author.

Hispanic Serving Institutions (HSI) New to National Science Foundation (NSF): Retain and Increase Hispanic Students in Computing (RETAIN). (2018-2021). NSF (\$249,948), Evaluator.

The Texas Beginning Educator Support System. (1998-02). Department of Education. (\$10,000,000). Year 3 implementation evaluation and year 4 final evaluation.

### **EXTERNAL PROPOSALS NOT FUNDED RELEVANT TO CULTIVAR ROLE**

NSF Scholarships in Science, Technology, Engineering and Mathematics S-STEM. (2019-2023). NSF (\$650,000), Evaluator.

An Exploratory Examination of High-Quality, Sustained Professional Development for Adult Education: Implications for Improving Adult Literacy Instruction and Adult Learner Outcomes, (\$1,600,000). Co-Principal Investigator. The Institute for Education Sciences.

### **PRESENTATIONS RELEVANT TO CULTIVAR ROLE**

*University and Public School SB 1882 Partnerships*, Keynote Panelist at The Texas Education Agency Partnerships Annual Conference, 2020

*A Recipe for Building Capacity: Educator Preparation Programs and Local Education Agencies Collaborating to Prepare a New Generation of Teachers and Students*, Consortium of State Organizations for Texas Teacher Education (CSOTTE) Annual conference, 2017

*The Impact of Earning an Adult Education Credential on Instructional and Student Outcomes*, The Commission on Adult Basic Education (COABE) Annual Conference, 2013

*Purposeful Planning of Professional Development to Facilitate Transitions from GED to Postsecondary*, The Commission on Adult Basic Education (COABE) Annual Conference, 2013

*Purposeful Planning: High-quality Sustained Professional Development as a Tool for Facilitating Transition from GED to postsecondary*, Texas Cross-Agency Institute, 2012

*The Effects of High-Quality, Sustained Professional Development on Adult Learning*, The Commission on Adult Basic Education (COABE) Annual Conference, 2011

*The Texas Adult Education Credential Project and Professional Development in Texas*, Commission on Adult Basic Education (COABE) Annual Conference, Pre-Conference session on the behalf of The Association of Adult Literacy Professional Developers (AALPD), 2010

*Improving Programmatic Outcomes through Professional Development and Critical Self-Reflection*, Texas Teachers of English to Speakers of other Languages (TextESOL), 2009

*Improving Instructional and Programmatic Outcomes Through the Use of Professional Development and Critical Self-Reflection*, The Commission on Adult Basic Education (COABE) Annual Conference, 2009

*Enhancing Teacher Abilities and Developing Teacher-Student Partnerships*, The Texas Association for Literacy and Adult Education (TALAE) Annual Conference, 2007

*Using Existing Data for Program Improvement*, National Association of State Directors of Teacher Education and Certification (NASDTEC), 2005



March 30, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
[REDACTED]

Dear Ms. Carter:

As President of Texas A&M University-San Antonio (A&M-SA), I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program.

A&M-San Antonio was established to increase educational equity in San Antonio. Our university is a Hispanic-Serving Institution with a campus culture and mission that fosters equity, inclusion, and diversity, seeking to create opportunities for these tenets not only on campus but for our surrounding communities. As president, I led formation of the A&M-SA and South Bexar County Partnership to Impact Regional Equity and Excellence (ASPIRE) network to further advance education equity from pre-Kindergarten through college. Together, seven district superintendents from across South San Antonio work with A&M-San Antonio to find innovative solutions to our community's educational challenges, knowing that as a result of our work, educational attainment for our Hispanic student population will increase. Expanding academic support specifically to districts on the south side of San Antonio through the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families.

The CULTIVAR proposal includes professional development opportunities that can impact up to 60,000 students attending school in one of the seven ASPIRE districts. This type of city-wide support is critical for teachers, students, and families across San Antonio and will be a model for other districts throughout Texas. This project will enhance arts-based education throughout the south side of the city and become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio is home to a diverse art collection that reflects the local community and our commitment, as a university, to elevating the voices of San Antonio. We



Office of the President  
[REDACTED]



have a strong history of collaborating with local education and advocacy agencies and are looking forward to expanding our collaboration with the Tobin Center for Performing Arts to collectively change South San Antonio's educational opportunities. It is for these reasons I urge you to support this proposal.

Sincerely,

[Redacted signature]

Cynthia Teniente-Matson  
President



Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

February 23, 2021

Dear Ms. Carter:

As Director of Education for the Tobin Center for the Performing Arts, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program by Texas A&M University-San Antonio.

The Tobin Center for the Performing Arts is a non-profit with the mission of providing a world-class venue that promotes a diverse range of cultural, educational, and artistic experiences that improve the quality of life in San Antonio, Texas. Included in this vision is our commitment to offering exceptional arts-education programs throughout the city. The Tobin currently works with six local school districts to increase access to arts-integrated teaching and learning that aligns with the educational transformation model researched by the Kennedy Center. The Tobin Center is excited to be a co-applicant in this endeavor and is committed to ensuring its success. As part of that commitment to CULTIVAR, and working as an equal partner with A&M-SA on the project design and implementation, the Tobin Center has allocated 20% of my time solely to the CULTIVAR project as an in-kind donation supporting me as a Co-PI on the project.

Expanding educational support to specifically include the South San Antonio ISD (SSAISD) under the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families for three reasons. First, the program hub for CULTIVAR will be located in SSAISD, a high-needs area with 90% of the families identified as economically disadvantaged. Secondly, collaboration with the larger ASPIRE network includes working with a total of seven local surrounding school districts, serving approximately 60,000 students, creating the possibility for a considerable city-wide educational impact. Thirdly, Armstrong Elementary, as a university laboratory school, serves as a demonstration site that can inspire and teach arts-integrated instruction to teachers across the city of San Antonio and be a model for other districts throughout Texas. The impact that the CULTIVAR project can have on San Antonio is exciting. This project will work to enhance arts-education throughout the southside of the city and can become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio has a strong history of collaborating with local education and advocacy agencies. The Tobin and A&M-SA have collaborated in the past with other San Antonio schools to establish arts-integrated campuses leading to educational improvement. The university's commitment to the San Antonio community is well-established and the Tobin is excited about the possibility to work with them again and bring the CULTIVAR vision to life. It is for these reasons I urge you to support this proposal.

Thank you for your assistance and consideration.

Sincerely,

[Redacted Signature]

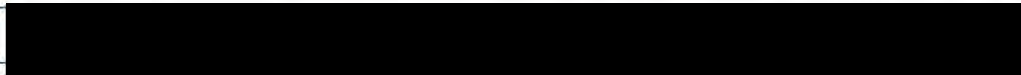
Director of Education  
The Tobin Center for the Performing Arts

PR/Award # S351A210030



# SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## OFFICE OF THE SUPERINTENDENT



March 25, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

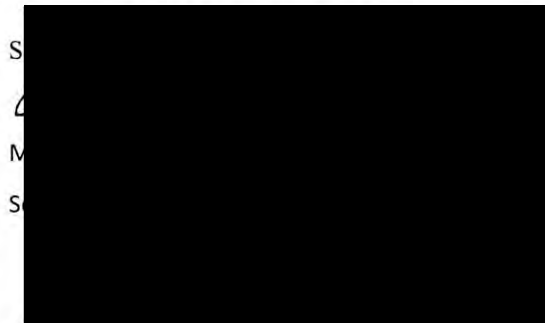
As Superintendent of South San Antonio Independent School District, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program.

Armstrong Elementary in our school district will be the main school campus that will serve as the epicenter for the CULTIVAR project. In supporting this project, the teachers and administrators at Armstrong Elementary will take part in integrating arts-based education throughout the school and assisting in the creation of intergenerational community art experiences. By establishing an intentional commitment to arts-based education through the CULTIVAR project, Armstrong Elementary will be transformed into the newly imagined arts exploratory magnet school in the district. The school will then be a feeder school to our arts-integrated middle school.

By agreeing to have Armstrong Elementary serve as the school campus that will become the test bed for the entire CULTIVAR project, South San Antonio ISD agrees to have all of the teachers and administrators at Armstrong Elementary participate in all CULTIVAR professional development; provide designated space for the CULTIVAR Labs and the enhancement of arts related materials and equipment; assist in the selection of the artists in residence to be housed at the school and provide space for the artists in residence on the campus; and assist in providing outreach to families and community members regarding the intergenerational community art experiences.

The CULTIVAR proposal includes professional development opportunities that can impact up to 60,000 students attending school in one of the seven ASPIRE districts. This type of a city-wide support is critical for teachers, students, and families across the city of San Antonio and will be a model for other districts throughout Texas. This project will work to enhance arts-based education throughout the south side of the city and can become a vehicle for equity in education for years to come. South San Antonio ISD is incredibly excited to have our own Armstrong Elementary as such an integral part of this project.

A critical component of the design of CULTIVAR is the collaboration of Texas A&M University – San Antonio and the Tobin Center for Performing Arts working together to create the arts-based instructional materials, presenting the professional development to teachers, and creating the community art experiences that will encompass all of the south side. The CULTIVAR project will work to collectively change the educational opportunities for South San Antonio in multiple ways. It is for these reasons I urge you to support this proposal.





5358 W Commerce St. San Antonio, Texas 782

**Dr. Eduardo Hernandez**  
**Superintendent of Schools**

- ★ Focus on Student Success
- ★ Focus on Students, Families and Community
- ★ Focus on Operational Excellence
- ★ Focus on Employees & Organizational Improvement
- ★ Focus on Financial Stewardship

March 25, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

As Superintendent of Edgewood Independent School District, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program.

In 2019, our school district partnered with Texas A&M University – San Antonio to form the Texas A&M University – San Antonio and South Bexar County Partnership to Impact Regional Equity and Excellence (ASPIRE) network to further advance education equity from pre-Kindergarten through college. Together, seven district superintendents from across South San Antonio and A&M-SA work together to find innovative solutions to the educational challenges facing our community, knowing that as a result of our work, the educational attainment for our Hispanic student population will increase. Expanding educational support specifically to districts on the south side of San Antonio through the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families.

The CULTIVAR proposal includes professional development opportunities that can impact up to 60,000 students attending school in one of the seven ASPIRE districts. This type of a city-wide support is critical for teachers, students, and families across the city of San Antonio and will be a model for other districts throughout Texas. This project will work to enhance arts-based education throughout the south side of the city and can become a vehicle for equity in education for years to come.

A critical component of the design of CULTIVAR is the collaboration of Texas A&M University – San Antonio and the Tobin Center for Performing Arts working together to create the arts-based instructional materials, presenting the professional development to teachers, and creating the community art experiences that will encompass all of the south side. The CULTIVAR project will work to collectively change the educational opportunities for South San Antonio in multiple ways. It is for these reasons I urge you to support this proposal.

Sincerely,

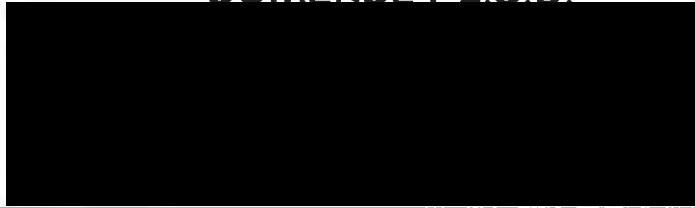


Dr. Eduardo Hernandez





SOMERSET I.S.D.



March 25, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

As Superintendent of Somerset Independent School District, I am writing to express my enthusiastic support for the CULTIVAR: Communities Uplifting Learners through Imagination and Vibrant Artistic Reflections application submitted to the Department of Education-Assistance for Arts Education (AAE) Program.

In 2019, our school district partnered with Texas A&M University – San Antonio to form the Texas A&M University – San Antonio and South Bexar County Partnership to Impact Regional Equity and Excellence (ASPIRE) network to further advance education equity from pre-Kindergarten through college. Together, seven district superintendents from across South San Antonio and A&M-SA work together to find innovative solutions to the educational challenges facing our community, knowing that as a result of our work, the educational attainment for our Hispanic student population will increase. Expanding educational support specifically to districts on the south side of San Antonio through the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families.

The CULTIVAR proposal includes professional development opportunities that can impact up to 60,000 students attending school in one of the seven ASPIRE districts. This type of a city-wide support is critical for teachers, students, and families across the city of San Antonio and will be a model for other districts throughout Texas. This project will work to enhance arts-based education throughout the south side of the city and can become a vehicle for equity in education for years to come.

A critical component of the design of CULTIVAR is the collaboration of Texas A&M University – San Antonio and the Tobin Center for Performing Arts working together to create the arts-based instructional materials, presenting the professional development to teachers, and creating the community art experiences that will encompass all of the south side. The CULTIVAR project will work to collectively change the educational opportunities for South San Antonio in multiple ways. It is for these reasons I urge you to support this proposal.







# HARLANDALE INDEPENDENT SCHOOL DISTRICT

*Stronger together. Closer than ever.*

Office of the Superintendent | Gerardo Soto | Superintendent of Schools

March 25, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

As Superintendent of Harlandale Independent School District, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program.

In 2019, our school district partnered with Texas A&M University – San Antonio to form the Texas A&M University – San Antonio and South Bexar County Partnership to Impact Regional Equity and Excellence (ASPIRE) network to further advance education equity from pre-Kindergarten through college. Together, seven district superintendents from across South San Antonio and A&M-SA work together to find innovative solutions to the educational challenges facing our community, knowing that as a result of our work, the educational attainment for our Hispanic student population will increase. Expanding educational support specifically to districts on the south side of San Antonio through the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families.

The CULTIVAR proposal includes professional development opportunities that can impact up to 60,000 students attending school in one of the seven ASPIRE districts. This type of a city-wide support is critical for teachers, students, and families across the city of San Antonio and will be a model for other districts throughout Texas. This project will work to enhance arts-based education throughout the south side of the city and can become a vehicle for equity in education for years to come.

A critical component of the design of CULTIVAR is the collaboration of Texas A&M University – San Antonio and the Tobin Center for Performing Arts working together to create the arts-based instructional materials, presenting the professional development to teachers, and creating the community art experiences that will encompass all of the south side. The CULTIVAR project will work to collectively change the educational opportunities for South San Antonio in multiple ways. It is for these reasons I urge you to support this proposal.

Superintendent of Schools



# **SOUTHSIDE**

## **INDEPENDENT SCHOOL DISTRICT**

***Soaring to Excellence!***  
***Service. Accountability. Integrity. Loyalty.***



March 25, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

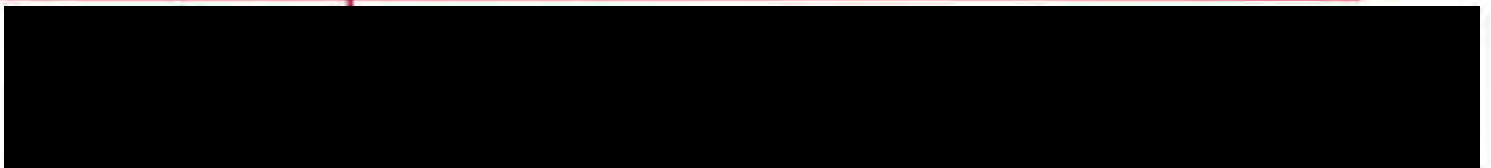
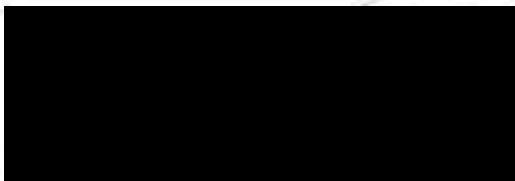
Dear Ms. Carter:

As Superintendent of Southside Independent School District, I am writing to express my enthusiastic support for the CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections application submitted to the Department of Education-Assistance for Arts Education (AAE) Program.

In 2019, our school district partnered with Texas A&M University – San Antonio to form the Texas A&M University – San Antonio and South Bexar County Partnership to Impact Regional Equity and Excellence (ASPIRE) network to further advance education equity from pre-Kindergarten through college. Together, seven district superintendents from across South San Antonio and A&M-SA work together to find innovative solutions to the educational challenges facing our community, knowing that as a result of our work, the educational attainment for our Hispanic student population will increase. Expanding educational support specifically to districts on the south side of San Antonio through the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families.

The CULTIVAR proposal includes professional development opportunities that can impact up to 60,000 students attending school in one of the seven ASPIRE districts. This type of citywide support is critical for teachers, students, and families across the city of San Antonio and will be a model for other districts throughout Texas. This project will work to enhance arts-based education throughout the south side of the city and can become a vehicle for equity in education for years to come.

A critical component of the design of CULTIVAR is the collaboration of Texas A&M University – San Antonio and the Tobin Center for Performing Arts working together to create the arts-based instructional materials, presenting the professional development to teachers, and creating the community art experiences that will encompass all of the south side. The CULTIVAR project will work to collectively change the educational opportunities for South San Antonio in multiple ways. It is for these reasons I urge you to support this proposal.





March 6, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

#### BOARD OF DIRECTORS

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Janet Flohr, Emeritus  
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Cynthia Toles, Emeritus

Riley Robinson, Director

Dear Ms. Carter:

As Director of Artpace San Antonio, I am writing to express my enthusiastic support for the CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections application submitted to the Department of Education-Assistance for Arts Education (AAE) Program by Texas A&M University-San Antonio.

Artpace San Antonio is a nonprofit residency program which supports regional, national, and international artists in the creation of new art. As a catalyst for artistic expression, we engage local communities with global art practices and experiences. We promote a diverse range of cultural, educational, and artistic experiences that improve the quality of life in San Antonio, Texas. Included in this vision is our commitment to offering exceptional arts-education programming throughout the city. Artpace currently works with local school districts, such as San Antonio Independent School District, to increase access to arts-integrated teaching and learning.

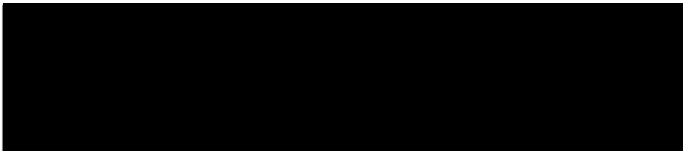
Expanding educational support specifically to districts on the south side of San Antonio under the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families for three reasons. First, the program hub for CULTIVAR will be located on the south side of San Antonio, a high-needs area where a significant portion of the families are identified as economically disadvantaged. Secondly, collaboration with the larger ASPIRE network includes working with a total of seven local surrounding school districts, serving approximately 60,000 students and creating the opportunity for a considerable city-wide educational impact. Thirdly, the location of the elementary

school designated as the grant site will serve as a demonstration site that can inspire and teach arts-integrated instruction to teachers across the City of San Antonio and be a model for other districts throughout Texas. The impact the CULTIVAR project will have on San Antonio is exciting. This project will work to enhance arts-education throughout the south side of the City and can become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio has a strong history of collaborating with local education and advocacy agencies. Artpace has collaborated in the past with San Antonio schools on a number of initiatives and outreach programs. This grant provides an opportunity for Artpace to work together with A&M-SA to expand our outreach even further. The university's commitment to the San Antonio community is well-established, and Artpace is excited about the opportunity to work with them again and bring the CULTIVAR vision to life. For these reasons, I urge you to support this proposal.

Thank you for your assistance and consideration.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

Executive Director

A large black rectangular redaction box covering the footer or contact information at the bottom of the page.

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

As Head of Education at the McNay Art Museum, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program by Texas A&M University-San Antonio.

Engaging a diverse community in the discovery and enjoyment of the visual arts is defined in the Museum's mission, and the McNay builds upon that directive with a recently adopted a vision as San Antonio's place of belonging where the Museum's expanding community is reflected in transformational art experiences. The McNay aligns with the goals of CULTIVAR in lifting community and has an excellent reputation student art experiences (virtual & in-person) and for professional education credit for educators across 17 school districts in San Antonio to increase arts-integrated teaching and learning.

Expanding educational support specifically to districts on the south side of San Antonio under the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families for three reasons. First, the program hub for CULTIVAR will be located on the south side of San Antonio, a high-needs area where a significant portion of the families are identified as economically disadvantaged. Secondly, collaboration with the larger ASPIRE network includes working with a total of seven local surrounding school districts, serving approximately 60,000 students, creating the possibility for a considerable city-wide educational impact. Thirdly, the location of the elementary school that is designated as the grant site will serve as a demonstration site that can inspire and teach arts-integrated instruction to teachers across the city of San Antonio and be a model for other districts throughout Texas. The impact that the CULTIVAR project can have on San Antonio is exciting. This project will work to enhance arts-education throughout the south side of the city and can become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio has a strong history of collaborating with local education and advocacy agencies. The McNay Art Museum has collaborated in the past with San Antonio schools on a number of initiatives and outreach programs including, but not limited to the Spotlight program which reaches 3,500 students and teachers per (non-Covid) year. This grant provides an opportunity for McNay to work together with A&M-SA to amplify our outreach even further. The university's commitment to the San Antonio community is well-established and the McNay Art Museum is excited about the possibility to work with them again and bring the CULTIVAR vision to life. It is for these reasons I urge you to support this proposal.

Thank you for your assistance and consideration.

  
Kate Carey  
Head of Education





Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

We, the Executive Director of Texas Art Education Association(TAEA) and the President of TAEA are both writing to express our enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program by Texas A&M University-San Antonio.

Expanding educational support specifically to districts on the south side of San Antonio under the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families for three reasons. First, the program hub for CULTIVAR will be located on the south side of San Antonio, a high-needs area where a significant portion of the families are identified as economically disadvantaged. Secondly, collaboration with the larger ASPIRE network includes working with a total of seven local surrounding school districts, serving approximately 60,000 students, creating the possibility for a considerable city-wide educational impact. Thirdly, the location of the elementary school that is designated as the grant site will serve as a demonstration site that can inspire and teach arts-integrated instruction to teachers across the city of San Antonio and be a model for other districts throughout Texas. Finally, CULTIVAR will create meaningful opportunities for students, families, and community members to collaborate in creating community art experiences. The impact that the CULTIVAR project can have on San Antonio is exciting. This project will work to enhance arts-education throughout the south side of the city and can become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio has a strong history of collaborating with local education and advocacy agencies. This grant provides an opportunity for A&M-SA to work with the Tobin Center for the Performing Arts, along with many other arts organizations and nonprofits, to expand that outreach even further. The university's commitment to the San Antonio community is well-established and TAEA is excited about the impact the CULTIVAR program will have on San Antonio's art education programs. It is for these reasons, I urge you to support this proposal.

Thank you for your assistance and consideration.

Sincerely,  
Sara Chapman (TAEA Executive Director)

Jami Bevans (TAEA President)

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

As President of San Antonio Art Education Association, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program by Texas A&M University-San Antonio.

Expanding educational support specifically to districts on the south side of San Antonio under the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families for three reasons. First, the program hub for CULTIVAR will be located on the south side of San Antonio, a high-needs area where a significant portion of the families are identified as economically disadvantaged. Secondly, collaboration with the larger ASPIRE network includes working with a total of seven local surrounding school districts, serving approximately 60,000 students, creating the possibility for a considerable city-wide educational impact. Thirdly, the location of the elementary school that is designated as the grant site will serve as a demonstration site that can inspire and teach arts-integrated instruction to teachers across the city of San Antonio and be a model for other districts throughout Texas. Finally, CULTIVAR will create meaningful opportunities for students, families, and community members to collaborate in creating community art experiences. The impact that the CULTIVAR project can have on San Antonio is exciting. This project will work to enhance arts-education throughout the south side of the city and can become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio has a strong history of collaborating with local education and advocacy agencies. This grant provides an opportunity for A&M-SA to work with the Tobin Center for the Performing Arts, along with many other arts organizations and nonprofits, to expand that outreach even further. The university's commitment to the San Antonio community is well-established and Texas Art Education Association is excited about the possibility to work with them and help bring the CULTIVAR vision to life. It is for these reasons I urge you to support this proposal.

Thank you for your assistance and consideration.

Sincerely,

Jessica Cardenas  
San Antonio Art Education Association



March 31, 2021

Ms. Bonnie Carter  
Assistance for Arts Education Development and Dissemination  
Well-Rounded Education Programs  
U.S. Department of Education, OESE  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Ms. Carter:

As President and CEO of Communities In Schools of San Antonio, I am writing to express my enthusiastic support for the *CULTIVAR: Communities Uplifting Learners Through Imagination and Vibrant Artistic Reflections* application submitted to the Department of Education-Assistance for Arts Education (AAE) Program by Texas A&M University-San Antonio.

Expanding educational support specifically to districts on the south side of San Antonio under the CULTIVAR program would lead to a profound transformation in the educational trajectory for San Antonio youth and their families for three reasons. First, the program hub for CULTIVAR will be located on the south side of San Antonio, a high-needs area where a significant portion of the families are identified as economically disadvantaged. Secondly, collaboration with the larger ASPIRE network includes working with a total of seven local surrounding school districts, serving approximately 60,000 students, creating the possibility for a considerable city-wide educational impact. Thirdly, the location of the elementary school that is designated as the grant site will serve as a demonstration site that can inspire and teach arts-integrated instruction to teachers across the city of San Antonio and be a model for other districts throughout Texas. Finally, CULTIVAR will create meaningful opportunities for students, families, and community members to collaborate in creating community art experiences. The impact that the CULTIVAR project can have on San Antonio is exciting. This project will work to enhance arts-education throughout the south side of the city and can become a vehicle for equity in education for years to come.

Texas A&M University-San Antonio has a strong history of collaborating with local education and advocacy agencies. This grant provides an opportunity for A&M-SA to work with the Tobin Center for the Performing Arts, along with many other arts organizations and nonprofits, to expand that outreach even further. The university's commitment to the San Antonio community is well-established and Communities In Schools of San Antonio is excited about the possibility to work with them again and bring the CULTIVAR vision to life. It is for these reasons I urge you to support this proposal.

Thank you for your assistance and consideration.

Sincerely,



Jessica Weaver, CEO

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

FEB 14 2008

BEXAR COUNTY PERFORMING ARTS CENTER  
FOUNDATION  
3316 OAKWELL CT  
SAN ANTONIO, TX 78218

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

-2-

BEXAR COUNTY PERFORMING ARTS CENTER

Sincerely,



Rulings and Agreements

Enclosures: Publication 4221-PC  
Statute Extension

Letter 1045 (DO/CG)

R13069

TE3



Department of the Treasury  
Internal Revenue Service  
EO RULINGS AND AGREEMENTS  
PO BOX 2508  
CINCINNATI OH 45201

024064.643249.0094.003 1 AT 0.357 535

|||||

BEXAR COUNTY PERFORMING ARTS CENTER  
FOUNDATION  
3316 OAKWELL CT  
SAN ANTONIO TX 78218-3019164



24064

Our records indicate that you were issued an advance ruling letter that treated you as a public charity, rather than a private foundation, during an advance ruling period that ends on the date indicated above. That letter required you to file IRS Form 8734 at the end of your advance ruling period to establish that you qualify as a public charity.

New IRS regulations changed the procedures governing your public charity status. You are no longer required to file Form 8734 at the end of the ruling period. The regulations also provide that donors can rely on your advance ruling letter with respect to your public charity status unless the IRS changes that status, based on the organization no longer meeting an applicable public support test, and publishes notice of the change.

If you have received Form 8734 from the IRS, please do not file it. Please keep your advance ruling letter along with this letter for your permanent records.

The regulations also changed the rules for computing public support, consistent with the redesigned Form 990, Return of Organization Exempt from Income Tax. For more information regarding those rules and the redesigned Form 990, please see the IRS website at [www.irs.gov/eo](http://www.irs.gov/eo).

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## Budget Narrative

### PERSONNEL

*All personnel salaries include a 2% annual Cost of Living Adjustment (COLA). Stipends and summer faculty salary are set rates and do not include COLA increases.*

1. **PI & Project Director:** Dr. Karen Burgard is the PI for this project and will oversee all aspects of the project for the life of the grant. As PI she will be responsible for overseeing partnerships with the ASPIRE districts and the local community to ensure sustainability and expansion of the model and collecting and reporting summative data to Texas A&M University San Antonio administration, the Tobin Center for the Performing Arts, other community stakeholders, and the Department of Education. Each fall and spring semester 40% of her effort will be dedicated to overseeing the operation of CULTIVAR. During the academic year, 40% of her time allocation will be paid by the grant and 60% paid by the department. During non-academic terms, she will be 100% FTE with CULTIVAR.

| AY Base Salary     | Year 1      |  | Year 2      |  | Year 3      |  | Year 4      |  | Year 5      |  |
|--------------------|-------------|--|-------------|--|-------------|--|-------------|--|-------------|--|
|                    |             |  |             |  |             |  |             |  |             |  |
| Summer Base Salary | YR 1-Summer |  | YR 2-Summer |  | YR 3-Summer |  | YR 4-Summer |  | YR 5-Summer |  |

2. **Co-PI:** Dr. Elisabeth Krimbill is a Co-PI for this project and will organize and coordinate the professional development delivered to the teachers throughout all five years of the grant. She will oversee all professional development that is delivered to the Armstrong Elementary and ASPIRE teachers as well oversee the building and maintaining necessary partnerships with local organizations for effective sustainability of programming. Dr. Krimbill will also assist in the

collecting and reporting of summative data relating to CULTIVAR. Each semester 20% of her effort will be dedicated to overseeing the operation of CULTIVAR and the remaining 80% will be for teaching, research and service. During the academic year, 20% of her time allocation will be paid by the grant and 80% paid by the department. Non-academic terms will be 50% FTE with CULTIVAR.

| <b>AY Base Salary</b>     | <b>Year 1</b>      | <b>Year 2</b>      | <b>Year 3</b>      | <b>Year 4</b>      | <b>Year 5</b>      |
|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                           |                    |                    |                    |                    |                    |
| <b>Summer Base Salary</b> | <b>YR 1-Summer</b> | <b>YR 2-Summer</b> | <b>YR 3-Summer</b> | <b>YR 4-Summer</b> | <b>YR 5-Summer</b> |
|                           |                    |                    |                    |                    |                    |

**3. Co-PI:** Dr. Katherine Espinoza is a Co-PI for this project and will oversee the creation of all of the CULTIVAR arts instructional materials throughout all five years of the grant. She will assemble and coordinate the design team as well as oversee the development and implementation of all CULTIVAR materials. She will work with community partnerships with local organizations, in particular community artists, to ensure the materials reflect the community. Dr. Espinoza will also assist in the collecting and reporting of summative data relating to CULTIVAR. Each semester 20% of her effort will be dedicated to overseeing the operation of CULTIVAR and the remaining 80% will be for teaching, research and service. During the academic year, 20% of her time allocation will be paid by the grant and 80% paid by the department. Non-academic terms will be 50% FTE with CULTIVAR.

| AY Base Salary     | Year 1      |  | Year 2      |  | Year 3      |  | Year 4      |  | Year 5      |  |
|--------------------|-------------|--|-------------|--|-------------|--|-------------|--|-------------|--|
|                    |             |  |             |  |             |  |             |  |             |  |
| Summer Base Salary | YR 1-Summer |  | YR 2-Summer |  | YR 3-Summer |  | YR 4-Summer |  | YR 5-Summer |  |
|                    |             |  |             |  |             |  |             |  |             |  |

4. **Co-PI:** Dr. Melissa Jozwiak is a Co-PI for this project and will coordinate the arts experiences with the families at Armstrong Elementary throughout all five years of the grant, including, overseeing the design and development of family engagement activities and curriculum in conjunction with the Artist in Residence, as well as, building and maintaining the necessary partnerships with local organizations for expansion and effective sustainability of programming. Dr. Jozwiak will also assist in the collecting and reporting of summative data relating to CULTIVAR. Each semester 10% of her effort will be dedicated to overseeing the operation of CULTIVAR and the remaining 90% will be for teaching, research and service. During the academic year, 10% of her time allocation will be paid by the grant and 90% paid by the department.

| AY Base Salary | Year 1 |  | Year 2 |  | Year 3 |  | Year 4 |  | Year 5 |  |
|----------------|--------|--|--------|--|--------|--|--------|--|--------|--|
|                |        |  |        |  |        |  |        |  |        |  |

5. **Co-PI:** Dr. Kimberly Stephenson is the Director of Education at the Tobin Center for the Performing Arts will serve in the role of Co-PI representing the Tobin Center as a co-applicant on this proposal. She will work collaboratively with Dr. Espinoza and Dr. Weltsek to develop the CULTIVAR instructional materials and to develop the Cultivating Your Own: CULTIVAR



Replication Guide. She will also coordinate all community outreach done by the Tobin Center during the grant program. 20% of Dr. Stephenson’s time will be dedicated to CULTIVAR. Dr. Stephenson’s 20% allocation of time is provided as an in-kind contribution from the Tobin Center for the Performing Arts.

| AY<br>Base<br>Salary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------|--------|--------|--------|--------|--------|
|                      |        |        |        |        |        |

**6. Co-PI:** Dr. Gustavo Weltsek is the Art Specialist on this project and will coordinate with CoPIs to develop and deliver and expand the CULTIVAR framework across ASPIRE districts. The specialized background in art is necessary not only to maintain the partnerships with local organizations, but also to expand professional development to campuses across the seven ASPIRE districts. The Art Specialist will work collaboratively developing curriculum materials, engage directly with schools in the ASPIRE district, and will work to expand arts education throughout San Antonio. Dr. Weltsek will also assist in the collecting and reporting of summative data relating to CULTIVAR. Each semester 80% of their effort will be dedicated to supporting the operation of CULTIVAR.

| AY Base Salary     | Year 1      |  | Year 2      |  | Year 3      |  | Year 4      |  | Year 5      |  |
|--------------------|-------------|--|-------------|--|-------------|--|-------------|--|-------------|--|
|                    |             |  |             |  |             |  |             |  |             |  |
| Summer Base Salary | YR 1-Summer |  | YR 2-Summer |  | YR 3-Summer |  | YR 4-Summer |  | YR 5-Summer |  |
|                    |             |  |             |  |             |  |             |  |             |  |

7. **Senior Personnel:** Justin Korver is the Senior Personnel on this project and is responsible for assisting with the development of the CULTIVAR and “Reflejar: This is Me” instructional materials. He is also responsible for establishing a university-community arts network that connects the university campus with the surrounding community. .20FTE of Mr. Korver’s time will be dedicated to CULTIVAR.

| AY Base Salary     | Year 1      |  | Year 2      |  | Year 3      |  | Year 4      |  | Year 5      |  |
|--------------------|-------------|--|-------------|--|-------------|--|-------------|--|-------------|--|
|                    |             |  |             |  |             |  |             |  |             |  |
| Summer Base Salary | YR 1-Summer |  | YR 2-Summer |  | YR 3-Summer |  | YR 4-Summer |  | YR 5-Summer |  |
|                    |             |  |             |  |             |  |             |  |             |  |

8. **Graduate Research Assistants:** two Graduate Research Assistants will be hired during year one to assist in the development, assessment, and dissemination of research on the program. Each assistant will work 20 hours per week for 48 weeks paid through the grant.

| Salary | Year 1 |  | Year 2 |  | Year 3 |  | Year 4 |  | Year 5 |  |
|--------|--------|--|--------|--|--------|--|--------|--|--------|--|
|        |        |  |        |  |        |  |        |  |        |  |
|        |        |  |        |  |        |  |        |  |        |  |




9. **Administrative Assistant:** The Department of Education & Leadership Preparation will assign an administrative assistant to serve the project at 100% reallocation of effort to the grant. This assistant will be responsible for the day-to-day clerical work associated with the project, as well as, pulling data from the Banner system and coordinating with the certification officer to access TEA data reports and collaborating with the district to acquire shared data. In addition,

they will be responsible for assisting in document and report preparation and any website updates.

| Base Salary | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|--------|--------|--------|--------|--------|
|             |        |        |        |        |        |

## FRINGE

The A&M San Antonio Office of Human Resources will administer the fringe benefits to each individual assigned to the project. The office uses multiple rates to determine the cost of benefits.

|  |   |
|--|---|
| Faculty & Staff<br>a. 9 month<br>b. 12 month | a. <br>b.  |
| Graduate Teaching or Research Assistants     |   |

**OTPS****Stipends**

- 1. Mentor Teacher Stipends** (■■■■■ per Armstrong Elementary teacher and CULTIVAR Ambassadors):

Each participating teacher at Armstrong Elementary will receive a ■■■■■ stipend in years 1-3 and ■■■■■ in years 4-5 to cover increased workload time allocated to attending arts-integration training, planning meetings, and one-on-one coaching with the Program Consultant or Artists in Residence. The seven CULTIVAR Ambassadors, from the ASPIRE districts, will each receive \$■■■■■ for the year they are enrolled in the CULTIVAR training program and acting as the district liaison providing arts-integrated training to the district teachers.

| <b>Stipend Amount</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|-----------------------|---------------|---------------|---------------|---------------|---------------|
| Teacher-\$■■■■■       | ■■■■■         | ■■■■■         | ■■■■■         | ■■■■■         | ■■■■■         |
| Trainer-\$■■■■■       | ■■■■■         | ■■■■■         | ■■■■■         | ■■■■■         | ■■■■■         |

- 2. Credentialing:** To facilitate the issuing of certificates and credentials associated with the CULTIVAR and “Reflejar: This is Me” curriculum training and professional development, participant registrations will be provided for all individuals receiving the training. A total of 25,000 participants can be registered, 500 annually.

| <b>Registration Amt./person</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                 |               |               |               |               |               |

**TRAVEL**

a. **Domestic Travel to Washington:** The PI and five Co-PIs will travel to Washington, DC to confer with representatives from the U.S. Department of Education regarding the status of the project. Roundtrip airfare to Washington, DC is estimated at \$ [REDACTED] two nights of hotel at [REDACTED]/night, and per diem at \$ [REDACTED]/day, the cost of the travel is \$ [REDACTED] per person. For the six members traveling per year, a total of \$ [REDACTED] will be incurred for this activity annually.

b. **Registration and Domestic Travel** – To ensure dissemination of materials and research, this project will encourage the PI and Co-PIs on this project to present the CULTIVAR and “Reflejar: This is Me” curriculum materials at state and national conferences, in accordance with federal guidelines for travel, at national and international conferences. Additionally, the graduate assistants participating in this project will also be encouraged to assist with the dissemination of materials and research pertaining to CULTIVAR. A per faculty amount of \$ [REDACTED] is budgeted for registration and travel annually for the PI, the Co-PI’s, and the Senior Personnel working on the program. The amount of \$ [REDACTED] is budgeted annually for the two graduate assistants.

c. **Participant Travel Support:** Recognizing under-allocation of economic resources, and to ensure accessibility and equity, \$ [REDACTED] annually has been allocated to provide public transportation to and from CULTIVAR family events and or professional development activities for individuals with disabilities (VIA-Paratransit) or under economic hardship (VIA Transit).

| Travel                      | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
|-----------------------------|------------|------------|------------|------------|------------|
| PI<br>Karen Burgard         | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |
| Co-PI<br>Katherine Espinoza | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] | [REDACTED] |

|                                     |  |  |
|-------------------------------------|--|--|
| CoPI<br>Elisabeth<br>Krimbill       |  |  |
| CoPI<br>Melissa Jozwiak             |  |  |
| CoPI<br>Kimberly<br>Stephenson      |  |  |
| CoPI<br>Gus Weltsek                 |  |  |
| Senior Personnel<br>Justin Korver   |  |  |
| Bilingual GA                        |  |  |
| Curriculum &<br>Instruction GA      |  |  |
| Public<br>Transportation<br>Voucher |  |  |
| <b>Total</b>                        |  |  |

**EQUIPMENT**

- 1. Remote Teaching and Video Recording:** (\$ [REDACTED]) A one-time purchase in YR 1 of wireless cameras with microphones will be purchased and installed at a cost of \$ [REDACTED] per camera and microphone system. These two systems will be placed in the CULTIVAR Lab and in a classroom to enable demonstration of integrated art teaching in specialized and traditional settings. The cameras make possible secure remote viewing by district coaches or university faculty who are providing professional learning. This serves as an instructional enhancement tool that, not only, demonstrates effective arts-based education, but also, enables CULTIVAR to reach the broadest possible audience.

| <b>Wireless Cameras with Microphones Purchase &amp; Installation</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
|  | [REDACTED]    |               |               |               |               |

- 2. Digital Design/Graphic Arts Computers:** (\$ [REDACTED]) A one-time purchase in YR 1 of four computers with digital design hardware and firmware is needed to facilitate technology integration and application of career-readiness skills that demonstrate the integration of artistic competence (e.g. video game graphics design, 3-D modeling, sound and special effects).

| <b>Digital Design Computers</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                 | [REDACTED]    |               |               |               |               |

- 3. Promethean Board:** (\$ [REDACTED]) A one-time purchase in YR 1 of a Promethean classroom set (board, speakers and projector) will be installed in the CULTIVAR Lab to facilitate arts technology integration.

| Promethean Board | Year 1     | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------|------------|--------|--------|--------|--------|
|                  | [REDACTED] |        |        |        |        |

- 4. Ceramic Kiln:** (\$ [REDACTED]) A one-time purchase made in YR 2 of the grant will be for a ceramic kiln for firing artwork and expanding the modes of art expression available within the CULTIVAR and “Reflejar: This is Me” curriculum to include ceramics and glass. The use of clay with ceramics has therapeutic effects as the moist mud is manipulated. For these reasons a kiln adds significant value to the project.

| Ceramic Kiln | Year 1 | Year 2     | Year 3 | Year 4 | Year 5 |
|--------------|--------|------------|--------|--------|--------|
|              |        | [REDACTED] |        |        |        |

- 5. Mobile Performance Stage:** (\$ [REDACTED]) A one-time purchase in YR 1 of a mobile performance stage will be purchased to foster dramatic performance to be integrated across classrooms in the building and in community settings as a way of building awareness and appreciation for the arts.

| Mobile Performance Stage | Year 1     | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------|------------|--------|--------|--------|--------|
|                          | [REDACTED] |        |        |        |        |



**SUPPLIES**

**1. CULTIVAR Lab Furniture and Equipment:** (\$ [REDACTED]) The purchase of flex-seating chairs, shelving and storage units, tables, easels, and small work benches that permit collaborative work and constant reconfiguring of the instructional space will be purchased to be used in both CULTIVAR Labs. This majority of these items will be purchased in YR 1 (for a cost of \$ [REDACTED]) additional items will be purchased in YR 2 (\$ [REDACTED]) and YR 3 (\$ [REDACTED]). In YR 4 and YR 5, upgrades and maintenance for the equipment will be provided at \$ [REDACTED] each year.

| <b>CULTIVAR Labs Furniture and Equipment</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
|  | [REDACTED]    | [REDACTED]    | [REDACTED]    | [REDACTED]    | [REDACTED]    |

**2. Computers:** (\$ [REDACTED]) Additional computers will be purchased for the project. These general use laptop and desktop computers will be used by students, teachers, and families in the CULTIVAR Lab spaces. In addition, laptops will be purchased for the PI, Co-PIs, Senior Personnel, and the administrative assistant and graduate assistants. Most of the devices will be purchased in YR 1, with additional devices purchased as needed in YR 2. In the final three years of the grant,

| <b>Amount</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------|---------------|---------------|---------------|---------------|---------------|
|               | [REDACTED]    |               |               |               |               |

3. **CNC Milling Machine:** (\$ [REDACTED]/year) To demonstrate technology integration into arts and arts integration into manufacturing and design, CNC Milling Machines will be included in the CULTIVAR Lab beginning in YR 1 and expanded each year as student skills and competence in programming the machines increases.

4. **3-D Printers:** (\$ [REDACTED]) To demonstrate technology integration into arts and arts integration into manufacturing and design, Desktop 3-D printers will be included in the CULTIVAR Lab beginning in YR 1 with the inventory expanding annually to allow for increases in student skills and competence in programming the machines, as well as, normal wear and tear on existing machines.

5. **Family Convivos:** (\$ [REDACTED]/year) To provide for comprehensive and ongoing family engagement in the arts, activities associated with CULTIVAR materials and supplies to engage families in learning about arts integration and cultural funds of artistic knowledge. Research clearly shows family engagement in children's education improves educational outcomes. Therefore, quarterly family learning events, and conversations, will be facilitated at the campus across all grades and classrooms. These funds will cover the expenses to facilitate the event including materials and supplies, guest speakers, and any others items provided to the families.

6. **Art Supplies:** (\$ [REDACTED]) To support a robust arts-based education program across all ages, grade level and subject areas, various art supplies including paints, paper, fabrics, printer filament, sculpture base materials, etc. will be purchased for the CULTIVAR Labs and for Armstrong Elementary classrooms in YR 1. Then additional art materials will be purchased in YR 2-5 to replace the consumable supplies used in the CULTIVAR Labs. Additionally,

**Professional Development Supplies** in the form of 100 books at a cost of [REDACTED]/book will be

| CULTIVAR<br>Lab Art<br>Supplies and<br>Books | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|--------|--------|--------|--------|--------|
|  |        |        |        |        |        |
|  |        |        |        |        |        |

7. **Consumable Instructional and Coaching Supplies:** (\$ [REDACTED]/year) These materials will be purchased to support teaching activities in the classroom CULTIVAR Lab and the outdoor CULTIVAR Lab art garden. This purchase includes the purchase of construction paper, paint, markers, laminating film and other consumable instructional materials. These materials will be used to create teaching resources for in-service and pre-service teacher coaches.

**8. Office Supplies, and Recruitment:** (\$ [REDACTED]/year) General office supplies and recruitment materials required to operate the grant activities and produce the CULTIVAR and Reflejar curriculum materials will be purchased annually.

**9. Copying, Editing, and Spanish-English Translation:** (\$ [REDACTED]/year) Copies, toner and professional printing or editing for program materials and reports, and other related printing expenses will be purchased annually. This includes translation services to maximize impact across linguistically diverse campuses. All CULTIVAR and “Reflejar: This is Me” family materials will be provided in English and Spanish.

10. **Community Art Experiences:** (\$[REDACTED]/year). A critical component of the CULTIVAR project is engaging with the community. This aspect of the program is important because it will elevate Latinx art and voices as well as bring community members together to design and create art for their own community. Each year these community art opportunities will be publicized and

managed by the CULTIVAR team but the community will drive the art projects based on their interests and needs. \$ [REDACTED] a year is budgeted for these events each year.

### CONTRACT SERVICES

**1. Project Evaluator:** Dr. Michelle Janysek is the Program Evaluator for this project and will coordinate all program evaluation throughout all five years of the grant. This evaluator will be hired to provide an objective summation of the college's efforts in meeting the objectives of this project. The evaluator's service will be contracted at a flat rate of \$ [REDACTED] per year for an evaluation report with recommendations. As the project includes continuous improvement strategies, quarterly evaluation activities will shape the annual outcome. Program evaluation will occur in all years.

| Fee | Year 1     | Year 2 | Year 3 | Year 4 | Year 5 |
|-----|------------|--------|--------|--------|--------|
|     | [REDACTED] |        |        |        |        |

**2. Artist in Residence & Keynote:** (\$ [REDACTED]/yr) Annually, one artist-in-residence per grade level will be contracted through the Tobin Center, or other community art partners, to provide training and technical support to classroom teachers and families in the community. They will be paid \$ [REDACTED] for providing 8 annual events for the grade level, inclusive of child and adult events. In addition, annually a keynote will deliver a focused presentation to teachers and family at the Family Convivos events. Keynote presenter will be paid \$ [REDACTED] per day for events. No travel or accommodations will be provided to keynote presenters. They will provide their own travel accommodations.

| Fee                 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------|--------|--------|--------|--------|--------|
| Artist in Residence |        |        |        |        |        |
| Keynote             |        |        |        |        |        |

3. **Tobin & Kennedy Center Arts-Integration Training:** Professional training for teachers and coaches will be contracted through the Tobin Center to provide: 1.) Arts Integration: The What and Why, 2.) Acting Right, 3.) Tableau, 4.) Designing Classroom Spaces, 5.) Academic Conversations, and 6.) Wolf Trap trainings. Monthly training will be supported with multiple training options offered each month. These trainings serve to refine the pedagogical use of arts-integrated instruction and

| Fee | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----|--------|--------|--------|--------|--------|
|     |        |        |        |        |        |

4. **Live Event Translator:** (\$ /year) A Spanish language translator will be hired for all family events, including the Family Convivos, held at the Armstrong Elementary campus. In addition, a Spanish language translator will be hired for the community art experiences held each year.

| Fee | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----|--------|--------|--------|--------|--------|
|     |        |        |        |        |        |

5. **Community Engagement Liaison:** (\$ /year) A community member will be hired annually to be a liaison between the CULTIVAR team, Armstrong Elementary, and the community. This person will provide valuable insight into the various art projects and art installations that the community desires as well as be an important resource in ensuring parents

and families receive all information regarding all of the art experiences the CULTIVAR provides every year.

| Fee | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----|--------|--------|--------|--------|--------|
|     |        |        |        |        |        |

**OTHER**



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008  
Expiration Date: 09/30/2023

Name of Institution/Organization

Texas A&M University-San Antonio

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories                    | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Project Year 6<br>(f) | Project Year 7<br>(g) | Total<br>(h) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         |                       |                       |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   |                       |                       |                       |                       |                       |                       |                       |              |
| 3. Travel                            |                       |                       |                       |                       |                       |                       |                       |              |
| 4. Equipment                         |                       |                       |                       |                       |                       |                       |                       |              |
| 5. Supplies                          |                       |                       |                       |                       |                       |                       |                       |              |
| 6. Contractual                       |                       |                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      |                       |                       |                       |                       |                       |                       |                       |              |
| 8. Other                             |                       |                       |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) |                       |                       |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs*                  |                       |                       |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                |                       |                       |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      |                       |                       |                       |                       |                       |                       |                       |              |

**\*Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 12/01/2017 To: 08/31/2022 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): HHS

The Indirect Cost Rate is 8.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S351A210020

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|                                  |   |
|----------------------------------|---|
| Name of Institution/Organization | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
| Texas A&M University-San Antonio |   |

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

| Budget Categories                    | Project Year 1<br>(a)    | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Project Year 6<br>(f) | Project Year 7<br>(g) | Total<br>(h) |
|--------------------------------------|--------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel                         | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 2. Fringe Benefits                   | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 3. Travel                            | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 4. Equipment                         | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 5. Supplies                          | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 6. Contractual                       | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 7. Construction                      | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 8. Other                             | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 9. Total Direct Costs<br>(lines 1-8) | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 10. Indirect Costs                   | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 11. Training Stipends                | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |
| 12. Total Costs<br>(lines 9-11)      | <input type="checkbox"/> |                       |                       |                       |                       |                       |                       |              |

**SECTION C - BUDGET NARRATIVE (see instructions)**

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|  |   |
|--|---|
| Name of Institution/Organization<br><div style="border: 1px solid black; padding: 2px;">Texas A&amp;M University-San Antonio</div> | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |
|--|---|

**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? ☐ (a) indirect and direct costs or, ☐ (b) only direct costs

| Budget Categories                                | Project Year 1<br>(a) | Project Year 2<br>(b) | Project Year 3<br>(c) | Project Year 4<br>(d) | Project Year 5<br>(e) | Project Year 6<br>(f) | Project Year 7<br>(g) | Total<br>(h)         |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 1. Personnel Administrative                      | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 2. Fringe Benefits Administrative                | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 3. Travel Administrative                         | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 4. Contractual Administrative                    | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 5. Construction Administrative                   | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 6. Other Administrative                          | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 7. Total Direct Administrative Costs (lines 1-6) | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 8. Indirect Costs                                | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 9. Total Administrative Costs                    | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |
| 10. Total Percentage of Administrative Costs     | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/>  | <input type="text"/> |

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