



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Humanities Initiatives at Hispanic Serving Institutions application guidelines at

<https://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title:	Project SSTARC (Social Studies Through Authentic and Relevant Content): Promoting Humanities Learning in Elementary Schools
Institution:	University of Texas Rio Grande Valley
Project Director:	Jennifer Joy Esquierdo
Grant Program:	Humanities Initiatives at Hispanic Serving Institutions

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2. SUMMARY

Project SSTARC (Social Studies Through Authentic and Relevant Content) is a two-year collaborative project between the Center for Bilingual Studies and the Center for Mexican American Studies at the University of Texas Rio Grande Valley and local school districts in the Rio Grande Valley. The project aims to provide an opportunity for local elementary (grade kindergarten through 5th grade) teachers to gain better knowledge of local and regional history, create relevant social studies content for their students in both English and Spanish, and disseminate the content on a wide scale to enrich the schooling experience of students and expose them to authentic and relevant humanities content early on in their lives.

This project will bring together four scholars of Mexican American Studies to develop content to deliver to K-5 teachers at two different 4-day workshops. The scholars' content, that includes learning modules and presentations with recommended readings, will be housed online. Each year 21 elementary teachers will attend these workshops. At the workshops teachers will collaborate to design authentic curriculum units that will include lesson plans based on the scholars' presentations. Teachers will then refine and implement these lessons over the following fall. Project directors and key personnel will conduct site visits to observe the teachers implementing the lesson plans and providing feedback. The second set of workshops will focus on refining and adding supplemental materials to the curriculum units with the guidance of the humanities scholars and project personnel. In late fall 2020, we will offer a free of charge one-day conference, which we expect will be attended by an estimated 100 elementary teachers. The participating Project SSTARC teachers will present the newly designed Social Studies curriculum and Project Directors will also deliver talks regarding the project. Additionally, the curriculum units with the lesson plans will be housed online for greater dissemination in both Spanish and English.

The project takes advantage of the unique assets of both the Centers of Bilingual Studies and Mexican American Studies at UTRGV as well as the humanities scholars associated with those centers, and the history of the region. The region's history, our large Mexican American population and enthusiasm from teachers and scholars make UTRGV the ideal location to deliver and achieve such a project. Moreover, it would help enhance UTRGV's reputation as a Hispanic-serving institution that values the bilingual and bicultural population it serves by sharing the rich history of the region to young students.

3. NARRATIVE

Intellectual Rationale

Project SSTARC (Social Studies Through Authentic and Relevant Content) is a collaborative effort between the Center for Bilingual Studies and the Center for Mexican American Studies at the University of Texas Rio Grande Valley, local school districts in deep South Texas, and humanities scholars. Project SSTARC will design and organize Social Studies curriculum in English and Spanish for kindergarten through fifth grade students that is both authentic and relevant to the local communities. The **intellectual goal** of this grant proposal is to create and enhance an authentic and organic approach to teaching that will focus on social studies as it relates to the rich history of the Rio Grande Valley (RGV), an area in deep South Texas. This region serves over 430,000 students in public schools and is over 97% Latina/o, overwhelmingly Mexican American. Over 85% of the student population in this region is coded Economically Disadvantaged and about 32% are English language learners. However, these numbers do not describe the academic capacities and abilities of the student population. There is a rich regional history that many students are not taught through their Social Studies curriculum.

The marginalization and near abolishment of social studies education at the elementary level has been highly documented (O'Connor, Heafner & Groce, 2007) and prompts us to find creative ways of enhancing the humanities curriculum early on in students' academic careers. There has been a significant shift in the national education policy that has resulted in stricter accountability measures. Limiting students' access to social studies content has academic and affective consequences such as the opportunity to build social studies vocabulary and background knowledge. Additionally, making social studies more authentic to students is vital. Therefore, Project SSTARC aims to include authentic, community-based social studies content

in elementary school curriculum in order to enhance meaningful connections between students, the humanities and their education. Additionally, by providing well-designed instructional social studies units with organized, yet flexible, lesson plans, teachers will have online access to a curriculum that can be easily accessed and implemented in the elementary classroom.

The **strategy** and objective this project will utilize is a four-phase teacher professional development sequence of (1) creation of Social Studies curriculum, (2) implementation, (3) assessment of curriculum, and (4) redesign and dissemination of curriculum. The **primary audience** will be elementary teachers. The teachers will be recruited from local partner school districts. These teachers will be selected based on their interest and expertise in curriculum writing and knowledge of social studies content. A **secondary audience** will be other elementary social studies teachers in the region that will attend a one-day conference where the newly designed curriculum will be demonstrated and showcased. A **third audience** is an online audience that will have access to the curriculum developed through the NEH grant. Most importantly, the students of these participating teachers will benefit from curriculum created through this project.

Content and Design

Funds will support bringing teachers and humanities scholars together to design the curriculum through two different 4-day workshops for teachers from surrounding schools over the period of two years. During each 4-day workshop 21 teachers (total of 42) and four humanities scholars will engage in a discussion on the integration of Mexican American Studies in Social Studies content for elementary students through a Community Learning Exchange (CLE). During this process they will attend lectures given by scholars in the area of Mexican American Studies, share ideas, experiences, and engage in hands-on activities. To facilitate this

process, the social innovation framework of CLE (Guajardo et al, 2016) will be implemented to gather stakeholders to identify Mexican American Studies content that can enrich the Social Studies curriculum and instruction for elementary students. A CLE positions various participants as equal partners (regardless of educational attainment) with diverse expertise, experiences, and knowledge needed to enact transformative change. The CLEs will also be used to partner K-5 teachers to align the Texas Essential Knowledge and Skills (TEKS) and integrate curricula. Through the CLEs, teachers and humanities scholars will identify and discuss cultural and historical experiences that tie students, their families, and their communities in order to make the humanities content both authentic and relevant to their lived experiences and those of their communities.

The 4-day workshops will provide the 42 teachers an opportunity to develop and write the curriculum with lesson plans that will be ready to use in the elementary classroom in English and Spanish. These lesson plans will be designed in a format that allows teachers to deliver the culturally rich instruction with the support of the resources gained from the workshops. Lesson plans are to be designed parallel to the National Endowment for Humanities' EDSITEment (edsitement.neh.gov/) framework for lesson plans. Specifically, teachers will create a lesson plan that includes the following curriculum components: (1) brief introduction to the lesson plan, (2) guiding questions, (3) lesson objectives, (4) detailed background information on the historical topic, (5) preparation instructions, (6) lesson activities, (7) means of assessment, (8) skills that will be targeted, which also reference state standards, and (9) additional resources (e.g., links, lists of reading) that students or future teachers may wish to reference.

The project directors and key personnel will observe each participating teacher deliver a selected lesson to his/her classroom during the academic year. The teacher, project directors/key

personnel will reflect on the student engagement, response to the lesson, and level of authenticity of the lesson delivered. Suggestions will be provided on how to edit the curriculum, if necessary. Additionally, scholars will provide feedback and/or suggestions as to how teachers can supplement the curriculum with additional resources. During the summer and fall of Year 2, the grant team will also plan, design, and deliver a one-day conference as part of the dissemination of the curriculum to other elementary social studies teachers in the region in late fall 2020. From summer 2019-December 2020 a graduate assistant will work with a university web development team to host the curriculum and resources created as part of SSTARC for larger dissemination. See **Appendix 5.a.1** for detailed work plan.

Project Personnel and Partnering Institutions

Project Personnel will include highly respected humanities scholars that have collaborated with the Center for Mexican American Studies and the Center for Bilingual Studies, and 42 bilingual elementary teachers from local schools. **Dr. J. Joy Esquierdo**, project Co-Director, is a Professor in the Department of Bilingual and Literacy Studies at UTRGV and Director for the Center for Bilingual Studies. Dr. Esquierdo's research agenda includes topics that focus on the academic performance of bilingual-dual language students in various areas such as gifted education, content biliteracy development, and overall best teaching practices. She has co-authored two books that focus on how to effectively educate Latina/o students. **Dr. Stephanie Alvarez**, project Co-Director, is Associate Professor of Mexican American Studies at UTRGV. She is the 2015 Carnegie Foundation U.S. Professor of the Year. Dr. Alvarez specializes in the intersection of Latina/o literature, language, culture and identity. She is a sought after presenter on the topic of Mexican American and Latina/o Studies and K-16 education. She has numerous publications and presentations on these topics. The two Project

Directors are responsible for the planning and implementation of the project (see **Appendix 5.b.1** for CVs). This includes recruiting the teachers, communicating with the humanities scholars and scheduling the project activities (**Appendix 5.a.2** Schedule of Activities) that are aligned to the project goals. Other activities conducted by project leadership include fiscal management, reporting, and dissemination of success and outcomes.

Lead humanities scholars include **Dr. Maritza De La Trinidad**, Associate Professor of History who is a recognized scholar of Mexican American Civil Rights and has led several local oral history projects; **Dr. George Díaz**, Assistant Professor of History, who is a historian of the borderlands and will provide historical context on the role of Mexicans and Mexican Americans in the emergence and identity of Texas; **Dr. Amy Cummins**, Associate Professor of Literature and Cultural Studies who is a scholar of children's literature throughout the region, state and nation who will lead workshops about integrating social studies content through literature; and **Dr. David Bowles**, Assistant Professor of Literature and Cultural Studies who is a scholar of Indigenous Studies and an award winning author who will lead workshops on both Pre-Columbian America and Indigenous aspects of Mexican American culture. See **Appendix 5.b.2** for a brief biography for each scholar and description of his or her expertise.

Pharr-San Juan-Alamo Independent School District (PSJA ISD) and Harlingen Consolidated Independent School District (HCISD) will be the two partnering school districts. The grant goals and objectives will be accomplished by partnering with these two local school districts that will support the grant by sending selected teachers to be part of the grant workshops and the one-day conference. These schools districts will also support the participating teachers to implement the newly designed Social Studies curriculum (see **Appendix 5.b.3** for school district information).

Institutional Context

The University of Rio Grande Valley (UTRGV) is one of the largest enrolling Hispanic Serving Institutions (HSI) in the nation. With over 28,584 students enrolled at the university 89% of them are of Latina/o origin¹. Furthermore, the Rio Grande Valley community is also 89% Latina/o, primarily Mexican American. It is of vital importance to offer all of our students a viable avenue to study the community's culture. Moreover, given the demographic shifts in Texas and the nation, it is evident that our students need to be prepared to work and live in a diverse society. Today, over half of all children in the second grade in Texas are of Latina/o origin and nationwide 22% of all children in public schools are Latina/o. Nevertheless, there remains a dearth of humanities content in the area of Latina/o and Mexican American Studies for teachers to implement in their classrooms.

To focus our efforts in the region, we conducted a needs assessment with two school districts, PSJA ISD and HCISD. These districts were chosen because they are at different stages of implementation of the dual language program. The dual language program is used as the bilingual education delivery program for these school districts. It is an approach to English language development that provides selected content instruction in the students' native language and other selected content instruction in English. This helps the students develop and strengthen their native language as they develop English proficiency. In the Rio Grande Valley, the dual language model opted for by the school districts delivers social studies content in Spanish. PSJA ISD serves a student body of 32,000 students, 98.97% of the students are Latina/o, 85.73% are economically disadvantaged with an estimated 13,800 bilingual students. PSJA piloted the Dual Language program in 1995 in three elementary schools. Currently, PSJA ISD offers the dual

¹ http://www.utrgv.edu/gcr/_files/documents/pdf/utrgvquickfacts.pdf

language program district-wide from Pk- 12th grade regardless of the English language proficiency. Therefore, 100% of all students in Pk-5 receive their social studies content in Spanish. HCISD has a total student population of 18,614 students, 92.8% are Latina/o, 77% are economically disadvantaged with 2,605 English Language Learners. HCISD is in its fifth year of Dual Language implementation in Pk-5th grade and has significantly less resources in Spanish language social studies content than other school districts.

As is evident our region serves a very large population of English Language Learners and Latina/o students. We conducted a needs assessment with these school districts and found three critical results; 1) The implementation of a dual language framework for the workshops is critical for SSTARC since these and many other school districts deliver Social Studies content in Spanish based on the dual language model, 2) Teachers struggled to teach Social Studies due to time allotments for the other content areas such as Math, Language Arts, and Science. They attributed this to both high-stakes testing in these subject areas and the testing of English proficiency of their English Language Learners and 3) curriculum and materials for Social Studies were scarce, especially in Spanish. This needs assessment made it evident that a collaboration between humanities and bilingual studies scholars was critical to the success of the project.

Humanities Resources & Programs at UTRGV

There are numerous humanities resources and programs at UTRGV that will support this project. First are the Mexican American Studies (MAS) academic programs housed in the College of Liberal Arts that include a major, minor, and master's degree. One of the unique features of the MAS major at UTRGV is that, while it is very interdisciplinary, it is very much grounded in the humanities. UTRGV boasts over 60 faculty members engaged in MAS research.

Moreover, our library houses the Lower Rio Grande Special Collection that consists of materials dealing with south Texas from Laredo to Corpus Christi and south to Brownsville, McAllen, and Rio Grande City. Materials about the Mexican states of Tamaulipas, Nuevo Leon and Coahuila are also collected. Furthermore, UTRGV is home to the Border Studies Archive that contains more than 100,000 files of Rio Grande Valley and Mexican-American folklore and has been appraised to be valued at approximately \$1 million. In addition, UTRGV is home to both the Center for Bilingual Studies and the Center for Mexican American Studies. The Center for Bilingual Studies has forged many relationships with school districts throughout the Rio Grande Valley that will allow for the implementation of the project due to the relationships garnered over the years. Finally, the Center for Mexican American Studies has been at the forefront of providing Mexican American humanities programming since its inception and is greatly respected both on and off campus due to its quality programming and strong community of scholars.

Previous Efforts to Address to Needs of the Project

In the Spring of 2017, the project directors were awarded a small grant by Humanities Texas to pilot this same project on a small scale during the summer of 2017. At that time we held a two-day workshop for ten K-5 teachers on implementing Mexican American Studies content into the Social Studies curriculum using the same basic concept as we outline here but on a much smaller scale due to the limited resources. The project was so successful that we were motivated to expand it on a larger scale due to the need expressed by the schools.

Evaluation

Project SSTARC will be evaluated during and after the funded period of performance to ensure quality of the outcomes. The summary statistics will be both formative (at the end of initial activities) and summative to provide a final report for NEH. The workshop design will be

evaluated based on the three basic criteria: Relevance, Content, and Format. Overall, the participating teachers will be asked to complete a pre-flection activity administered before each workshop session and a post-flection activity administered at the end of each workshop session to report any changes in the teachers' perception and knowledge-base. See **Appendix 5.a.3** for an evaluation plan.

Follow-Up & Dissemination

A direct result of Project SSTARC will be a more informed and prepared community of K-5 teachers delivering social studies content that is both authentic and relevant to their local student population. Moreover, 36 lesson plans will be created in both English and Spanish to address the needs of students in deep south Texas. In addition, the creation of the digital materials to be housed online will make the lesson plans accessible to a larger population of teachers. Given the significant need to revitalize social studies at the elementary school level these resources are critical. Dissemination of the grant outcomes include a one-day conference of an estimated 100 elementary social studies teachers and a website that will be a resource for teachers at the local, state and national level. Additionally, dissemination efforts will continue by sharing the results of our work through professional meetings and publications, specifically, The National Association of Bilingual Education, The National Association of Chicana and Chicano Studies and the annual Mexican American Studies Summit in San Antonio, Texas. Finally, this project will allow the Centers of Bilingual Studies and Mexican American Studies at UTRGV to continue to offer these workshops once the grant period has ended.

Statement of Eligibility

The University of Texas Rio Grande Valley is a Hispanic-Serving Institution, as indicated by the Department of Education's Application for Designation as an Eligible Institution web page (See **Appendix 5.f.1**).

Appendix 5.a.1: Work Plan

YEAR ONE	
January – May 2019	
Development of Workshops, Lectures and Learning Modules	
<ul style="list-style-type: none"> Planning of June 2019 Teachers' Workshops; recruitment, logistics, materials Development of Lectures and Learning Modules <ul style="list-style-type: none"> Scholars will develop a lecture and learning module on assigned topic to be delivered at the June workshop. Scholars will meet twice during this time period with project directors and key personnel to discuss the content and delivery of the lecture and module. 	
June 2019	
Delivery of 4-Day Teacher Workshops	
<p>4-Day Teacher Workshop for 21 teachers (3 per grade level K-2, 4 per grade level 3-5); Each day's workshop will consist of a lecture and discussion by one of the identified scholars in the morning. The afternoon will consist of collaborative lesson plan designing between grade-level teachers on the topic presented in the morning. The workshops will be in CLE format and led by the key personnel and project directors. Lunch will be provided to all participants throughout the workshops.</p> <ul style="list-style-type: none"> Day 1: David Bowles, PhD - Pre-Colombian America Day 2: George Díaz, PhD - History of the Borderlands and Becoming Texas Day 3: Maritza De La Trinidad, PhD - Mexican American Civil Rights Movement Day 4: Amy Cummins, PhD - Mexican American Social Studies through Children's Literature 	
July – December 2019	
Teacher Lesson Implementation and Evaluation	
<ul style="list-style-type: none"> Teachers will select at least one lesson from the summer workshop to implement in their classroom. Project Directors and key personnel will provide feedback to teachers on their lesson plans during classroom observations. Development of web pages of SSTARC resources for teachers by Graduate Assistant, including learning modules developed by scholars, videos of delivered lectures by scholars, and lesson plans. 	
YEAR TWO	

January – May 2020	
Development of Workshops, Lectures and Learning Modules	
<ul style="list-style-type: none"> Planning of June 2020 Teachers' Workshops; selection of extended topics, logistics, materials Development of Lectures and Learning Modules <ul style="list-style-type: none"> Scholars will develop a new lecture and learning module based on an extended MAS topic that will be delivered at the June workshop. Scholars will meet twice during Jan-May with project directors to discuss the content and delivery of the lecture and module. 	
June 2020	
Delivery of 4-Day Teacher Workshops	
<p>4-Day Teacher Workshop for 21 teachers (3 per grade level, K-2, 4 per grade level, 3-5); Each day's workshop will consist of a lecture and discussion by one of the identified scholars in the morning. The afternoon will be followed by collaborative lesson plan editing where teachers will find additional resources to supplement the newly designed curriculum. Edits will be based on the feedback from the teacher evaluations and scholars' comments from their review of the initial curriculum. The lessons will be collected and organized for electronic upload. Additionally, the participants of the workshops, along with grant personnel, will begin the design of the one-day conference for Fall 2020. Lunch will be provided to all participants throughout the workshops and one-day conference.</p> <ul style="list-style-type: none"> Day 1: David Bowles, PhD - Indigenous Characteristics of Mexican American Culture Day 2: George Díaz, PhD - Mexican Americans and Their Participation in the Armed Forces Day 3: Maritza De La Trinidad, PhD - Mexican American Labor Day 4: Amy Cummins, PhD - Mexican American Social Studies through Literature 	
July-October 2020	
Teacher Lesson Implementation and Evaluation	
<ul style="list-style-type: none"> Teachers will be responsible for selecting at least one lesson from the summer workshop to implement in their classroom. Feedback to teachers on their lesson plans by Project Directors and key personnel during classroom visits. Graduate Assistant will upload learning modules developed by scholars and videos of delivered lectures by scholars. 	
August-December 2020	
Planning & Facilitation of A One Day Culminating Conference	

- Project Directors, key personnel and Graduate Assistant will plan a one-day conference where the lessons from the curriculum will be presented and demonstrated to other elementary social studies teachers from the region free of charge to increase the dissemination of the curriculum.
- The one-day conference will include 6 breakout sessions that will be led by the participating teachers from the summer workshops.
- Graduate Assistant will upload lesson plans developed by teachers from 2020 workshops and finalize website.

Appendix 5.a.2: Schedule of Activities

		Pre-Grant Term		Year 1 (Jan. 2019-Dec. 2019)				Year 2 (Jan. 2020-Dec. 2020)			
Activity	Person(s) Responsible	Sum18	Fall18	Jan19	Spr18	June1 9	Fall19	Spr20	June20	Fall20	Dec20
Project development	Directors and key personnel	X									
Identify and invite topics and scholars	Directors and key personnel	X									
Inform and invite teacher participants	Directors and key personnel		X	X							
Confirm dates for Year 1 sessions and scholars	Directors and key personnel			X							
NEH Grant Meeting	Directors and key personnel				X (Feb 19)						
Design the learning modules for teachers	Scholars, directors, key				X						

	personnel										
4-day Workshop for teachers to create curriculum	Scholars, directors, key personnel					X					
Design MAS infused Social Studies curriculum with lesson plans	Teachers, directors					X					
Deliver lesson plans from the curriculum	Teachers						X				
Classroom visits for assessment of curriculum	Directors and key personnel						X				
Design of the website for Project SSTARC	Graduate assistant, directors						X				
Development of web pages of SSTARC resources for teachers including learning modules developed by scholars, videos of delivered lectures by	Graduate assistant, directors							X			

scholars, and lesson plans.											
Upload learning modules developed by scholars and videos of delivered lectures by scholars.	Graduate assistant, directors								X		
Review assessments of curriculum and feedback from scholars	Directors and key personnel							X			
Planning for Summer 20 Workshops	Directors and key personnel, scholars							X			
4-day Workshop for teachers to redesign of curriculum and planning for one-day conference	Teachers, Scholars, directors, key personnel								X		
Classroom visits for assessment of curriculum	Directors and key personnel									X	
Review assessments of curriculum and feedback	Directors and key									X	

from scholars	personnel										
One-day Conference	Teachers, Scholars, directors, key personnel									X	
Official Launch of the Website to share curriculum for wide- scope	Graduate assistant, directors, key personnel									X	
Final Report to NEH	Directors and key personnel										X

Appendix 5.a.3: Evaluation Plan

Project Goal: Provide an authentic and relevant humanities curriculum focused on Social Studies for elementary teachers.			
Objective	Evaluation Question	Source/Method	Timeframe
Create Social Studies curriculum with the guidance of humanities scholars	How aligned are the scholars' learning modules and presentation for the summer workshops?	Humanities scholars plan and create learning modules and presentations for the summer workshops.	Jan-May 2019
	How effective was the presentation from each humanities scholar?	Participating teachers complete a Likert-scale evaluation for each scholar presentation.	June 2019
	How aligned are the curriculum units with lesson plans to the educational standards and scholars' presentation?	Grant personnel and participating teachers will correlate the state standards, content from presentations with the newly designed curriculum standards.	June-July 2019
	What is the retention rate of participating teachers?	Attendance records during each day of the 4-day workshop.	June 2019
	What effect, if any, do the project activities have on the participating teachers?	Pre-flection and post-flection completed by participating teachers.	ongoing
Implement the Social Studies curriculum by the participating elementary teachers	How often do participating teacher engage with the curriculum?	Participating teacher will provide self-reported status reports.	Fall 2019
	How much time was needed to plan and deliver the lessons?	Participating teachers will provide a timetable.	Fall 2019
Evaluation of the Social Studies curriculum	How effective were the lessons in the classroom?	Grant personnel will complete a Likert-scale evaluation during classroom visits.	Fall 2019

through classroom observation	How engaging were the lessons for the elementary students?	Grant personnel will complete a Likert-scale evaluation during classroom visits.	Fall 2019
Redesign the Social Studies curriculum based on the assessment	How aligned is the redesign of the curriculum to the feedback from the project personnel?	Review of the evaluation feedback from classroom visits.	Spring 2020
	How aligned is the redesign of the curriculum to the feedback from the humanities scholars?	Review of the evaluation from the scholars on the curriculum.	Spring 2020
Disseminate the Social Studies curriculum on a wide scale through a one-day conference	How effective were the presentations delivered by the participating teachers?	Attending teachers will complete Likert-scale evaluation after each session at the conference.	Fall 2020
	What was the scope of the audience at the one-day conference?	A sign-in sheet will be collected before the first session and after the last session of the conference.	Fall 2020
During the Year One summer workshop, the participating teachers will be asked to complete an evaluation form that will provide feedback to the humanities scholars and the project directors on the significance of the workshop content and activities. Item questions will consist of the following using a 5-point Likert scale:			
1. The workshop presentation was applicable to my grade level.			
2. The workshop content was relevant to my grade level.			
3. The material was presented in an organized manner.			
4. The humanities scholar was knowledgeable of the content presented.			
5. The presentation format used was appropriate for the content presented.			
6. What did you most appreciate/enjoy/think was best about the workshop? Any suggestions for improvement?			
Also, during Year One, the teachers' delivery of one unit from the summer workshop will be observed and feedback will be provided to the teacher from one of the project directors. This feedback will be guided by the following qualitative questions:			
1. How well was the content in the lesson delivered well presented?			
2. How did the teacher utilize the materials and curriculum from the workshop?			
3. How did the teacher connect the material learned during the workshop to previous lessons and/or student experiences?			

4. What was the observed level of student engagement during the lesson?
The evaluation tool for Year Two will focus on improving the curriculum and the quality of content for the one-day conference for larger-scale dissemination. The teachers attending the conference will be asked to complete a post-evaluation based on the following concepts:
1. The workshop presentation was applicable to my grade level.
2. The workshop content was relevant to my grade level.
3. The material was presented in an organized manner.
4. How will I use the presented material in my classroom?

Appendix 5.a.4: References

- Fitchett, P.G., Heafner, T.L., & Lambert, R.G. (2014). Examining elementary social studies marginalization: A multilevel model. *Educational Policy*, 28(1), 40-68.
- Guajardo, M., Guajardo, F., Janson, C., Militello, M. (2016). Reframing Community Partnerships in Education. NY, NY: RoutledgePress.
- O'Connor, K. A., Heafner, T., Groce, E. (2007). Advocating for social studies: Documenting the decline and doing something about it. *Social Education*, 71(5).
- Rock, T., Heafner, T., O'Connor, K., Passe, J., Oldendorf, S., Good, A., & Byrd, S. (2006). One state closer to a national crisis: A report on elementary social studies in North Carolina. *Theory and Research in Social Education*, 34, 455-483.

5.b.2: Project Personnel Biosketches

Project Personnel	Biosketch
Dr. Francisco Guajardo	Dr. Guajardo is a Professor of Organization and School Leadership at the University of Texas Rio Grande Valley and the founding Executive Director of the B3 Institute. He is the author or co-author of three books, and 39 articles. He was born and raised in the U.S.-Mexico borderland and pursues research and community building agendas that reflect his upbringing.
Role in the grant: Dr. Guajardo, key personnel, will provide his expertise in the process of Community Learning Exchange during the 2 4-day workshops in Year 1 and Year 2.	
Dr. Maritza De La Trinidad	Dr. De La Trinidad is an Associate Professor of Mexican American Studies and History earned her Ph.D. in History at the University of Arizona in 2008 and began teaching at UTRGV's legacy institution UTPA in 2012 and has published research in the area of the history of educational equity for Chicanos, Civil Rights and the change, continuity and progress of Mexican Americans.
Role in the grant: Dr. De La Trinidad will provide her expertise in the Mexican American Civil Rights Movement content as a humanities scholar.	
Dr. George T. Díaz	Dr. Díaz is an Assistant Professor at UTRGV, has an award-winning book, <i>Border Contraband: A History of Smuggling across the Rio Grande</i> , which was published with the University of Texas Press. Recently he served as the Visiting Scholar at the Center for Mexican American Studies at the University of Houston where he designed and taught a course on smuggling in the U.S.-Mexican borderlands. Dr. Díaz teaches courses in U.S., Borderlands, and Mexican American history. His research is informed by investigations in Mexican and U.S. archives as well as a lifetime of living on the border.
Role in the grant: Dr. Díaz will support the grant by providing a presentation to the teachers during the 4-day workshop on the history of the Borderlands and the History of Becoming Texas.	
Dr. Amy Cummins	Dr. Cummins works as Associate Professor and English Education Coordinator in the Department of Literatures and Cultural Studies at UTRGV. She has been an affiliate faculty member with the Mexican American Studies Program since 2011. Her academic writing about children's and young adult literature has been published in journals such as <i>Children's Literature in Education</i> , <i>Bookbird</i> , <i>ALAN Review</i> , <i>The Dragon Lode</i> , <i>English in Texas</i> , and other publications.
Role in the grant: Dr. Cummins will provide workshop sessions and feedback on incorporating Mexican American Social Studies through Children's Literature.	
Dr. David Bowles	Dr. Bowles is an Assistant Professor of Literature and Cultural Studies is a scholar of Indigenous Studies and an award winning author who will lead workshops on both Pre-Columbian America and Indigenous aspects of Mexican American culture.
Role in the grant: Dr. Bowles will support the grant by providing workshop sessions on Pre-Columbian and Indigenous America to enhance the Social Studies curriculum content.	