

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 # S351A210129

Grants.gov Tracking#: GRANT13348048

OMB No. 1894-0006 , Expiration Date:

Closing Date: Apr 15, 2021

PR/Award # S351A210129

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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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/15/2021"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>
---	---

d. Address:

* Street1:	<input type="text" value="366 Garteeni Highway"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Hoonah"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99829-0000"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Ralph"/>
Middle Name: <input type="text" value="-"/>	
* Last Name: <input type="text" value="Watkins"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Superintendent / Principal"/>	

Organizational Affiliation:

<input type="text"/>	Fax Number: <input type="text"/>
----------------------	----------------------------------

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

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

Arts for Alaska

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

* b. Program/Project

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

Add Attachment

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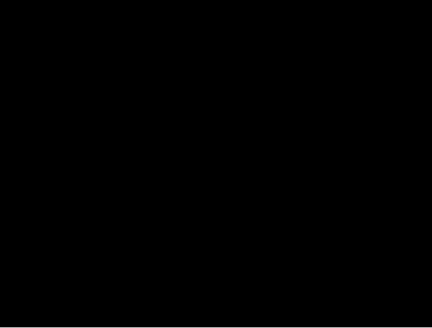
17. Proposed Project:

* a. Start Date:

* b. End Date:

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: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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 and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-GEPA-Hoonah.pdf	Add Attachment	Delete Attachment	View Attachment
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Arts for Alaska was designed to meet the unique needs of all students, regardless of challenges. Individualized programming will be offered to support students as they achieve whole-child wellness, each reaching their full potential through a personalized plan of growth supported by evidence-based strategies and practices. No students will be excluded. No families will be excluded. Outreach efforts, including language services and translators when necessary, will ensure all are able to participate.

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	
<input style="width: 100%;" type="text" value="Hoonah City Schools"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Ralph"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Watkins"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent / Principal"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Ralph Watkins"/>	* DATE: <input style="width: 150px;" type="text" value="04/15/2021"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Ralph		Watkins	

Address:

Street1:	366 Garteeni Highway
Street2:	
City:	Hoonah
County:	
State:	AK: Alaska
Zip Code:	99829-0000
Country:	USA: UNITED STATES

ax Number (give area code)

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:

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.

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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.]

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:



Abstract

Nestled along Icy Strait on Chichagof Island, Hoonah is the largest Tlingit community in Alaska. The 808 residents of this geographically isolated city (2019 US Census) embody a vibrant culture in balance with a vast landscape that has provided for Hoonah's people for thousands of years. Hoonah City School District serves 127 students, K-12, at Hoonah City School, a Title I-eligible campus that boasts a 96% attendance rate and a 100% graduation rate (Alaska's Public Schools Report Card 2019-2020). Despite this evidence of community support for public education, Hoonah students struggle to achieve academic expectations. The most recent Academic Progress data (2018-2019 due to COVID shutdowns) shows that Proficiency rates reached just 20% in ELA and 22% in Math.

While the Alaska Department of Education has defined "Anchor Standards" in the Arts in sub-categories of Creating, Responding, Presenting, and Connecting, there is no formal scope and sequence at this time to promote Arts Standards achievement in rural Alaska schools. Hoonah City School District believes this existing gap represents a tremendous opportunity to drastically enhance the traditional school day with culturally relevant instruction that will strengthen connections between the Tlingit culture and formal schooling, create new avenues for students, first in Hoonah, and then across the State of Alaska, to explore their heritage, build self-worth, and discover the myriad avenues for expression that the arts provide.

Hoonah City School District is partnering with the National Park Service and Sealaska Heritage Institute to capitalize on this powerful opportunity. Together, this team designed **Arts for Alaska**, a comprehensive initiative that will leverage the Tlingit people's rich histories, evidence-based practices, and community resources. Piloting in Hoonah, **Arts for Alaska**, will result in a full scope and sequence, K-12, for the arts in Alaskan schools.

Arts for Alaska activities will include:

- A new Director of Cultural Programming and Native Artist in Residence will be hired to deliver at least one hour of embedded coaching and mentoring in every Hoonah classroom each week, totaling at least 40 hours of PD each year.
- Teachers will earn stipends for completing online workshops and coursework through the Alaska Arts Education Consortium or Institute for Arts Integration and STEAM.
- A new, full-time Music Educator will be hired to lead classes in Music Education, Instrumental Music, and Vocal Music – reestablishing a Hoonah Chorus and Hoonah Band.
- The new Native Artist in Residence will provide ongoing opportunities for Hoonah students to complete culturally reflective arts experiences, both during the traditional school day and in the afterschool enrichment environment.
- A contracted STEAM Art Teacher will push-in to science instruction at least once each month, leading fully integrated, hands-on arts experiences that align directly to content covered in science. Lesson plans will be shared with classroom teachers, building capacity for arts-integrated instruction.
- Quarterly **Arts Night** events will be held, bringing generations together to experience the arts in coordination with the **Director of Cultural Programming** and **Native Artist in Residence**. To feature band and chorus presentations, Indigenous art creation opportunities, visual art showcases, and drama / theater productions.
- The **Curricular Team** will work with the National Park Service and Sealaska Heritage Institute to create a vertically aligned Scope and Sequence for the Arts for statewide dissemination, building a wealth of Arts Education lesson plans for students K-12 that provide authentic instruction in Tlingit history, culture, and traditions.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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](#)



(a) Quality of the Project Design (30 points)

(1) Goals, objectives, and outcomes are clearly specified and measurable.

Nestled along Icy Strait on Chichagof Island, Hoonah is the largest Tlingit community in Alaska. The 808 residents of this geographically isolated city (2019 US Census) embody a vibrant culture in balance with a vast landscape that has provided for Hoonah's people for thousands of years. Hoonah City School District serves 127 students, K-12, at Hoonah City School, a Title I-eligible campus that boasts a 96% attendance rate and a 100% graduation rate (Alaska's Public Schools Report Card 2019-2020). Despite this evidence of community support for public education, Hoonah students struggle to achieve academic expectations. The most recent Academic Progress data (2018-2019 due to COVID shutdowns) shows that Proficiency rates reached just 20% in ELA and 22% in Math.

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Hoonah City School District is partnering with the National Park Service and Sealaska Heritage Institute to capitalize on this powerful opportunity. Together, this team designed **Arts for Alaska**, a comprehensive initiative that will leverage the Tlingit people's rich histories, evidence-based practices, and community resources. Piloting in Hoonah, **Arts for Alaska**, will result in a full scope and sequence, K-12, for the arts in Alaskan schools.



Goal: Promote arts education for disadvantaged students and children with disabilities in Hoonah and across Alaska.

Objective 1: Annually, ELA Proficiency rates will increase by at least 2% compared to baseline data recorded in 2018-2019 (20% Proficiency).

60-Month Benchmarks: ELA Proficiency Rates				
Year 1	Year 2	Year 3	Year 4	Year 5
22%	24%	26%	28%	30%

Objective 2: Annually, 100% of Hoonah classroom teachers will participate in sustained and intensive (48+ hours per year) arts integration-focused professional development, measurable by attendance logs and staff reporting. (GPRA 2)

Annual Benchmarks: Number of hours of push-in coaching and mentoring in arts integration instructional strategies each classroom teacher participates in.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
10 Hours	10 Hours	10 Hours	10 Hours

60-Month Benchmarks: Number of hours each classroom teacher participates in outside (online) arts-focused professional development (Alaska Arts Education Consortium or Institute for Arts Integration and STEAM)				
Year 1	Year 2	Year 3	Year 4	Year 5
8 Hours	8 Hours	8 Hours	8 Hours	8 Hours

Objective 3: By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a statistically significant increase in content knowledge in the arts, measurable through annual pre-and post-assessments.

60-Month Benchmarks: Percentage of teachers demonstrating an increase in arts content knowledge.				
Year 1	Year 2	Year 3	Year 4	Year 5
60%	70%	80%	90%	100%

Objective 4: Annually, Hoonah students will take part in at least 120 hours of instruction featuring the arts and aligned to Alaska State Arts Anchor Standards (including instrumental music, vocal music, visual arts, art history, and performance arts).



Annual Benchmarks: Number of hours of arts education students engage in.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
30 Hours	30 Hours	3 Hours	3 Hours

Objective 5: By the end of the 60-month project period, at least 80% of Hoonah families will have attended an **Arts Night** event with their child(ren).

60-Month Benchmarks: Participation in Arts Night				
Year 1	Year 2	Year 3	Year 4	Year 5
20%	40%	60%	70%	80%

Objective 6: By Month 48, **Arts for Alaska** will have created a K-12 Scope and Sequence for Arts Education aligned to Alaska State Arts Anchor Standards. **(GPRA 3)**

60-Month Benchmarks: Scope and Sequence Created in Arts Education				
Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12	Dissemination

Objective 7: By Month 60, at least 10 Alaskan school districts will be utilizing the Scope and Sequence for Arts Education created through **Arts for Alaska**.

60-Month Benchmarks: Scope and Sequence Dissemination				
Year 1	Year 2	Year 3	Year 4	Year 5
	K-2 resources	K-5 resources	K-8 resources	K-12 resources
	disseminated	disseminated	disseminated	disseminated

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The 127 students of Hoonah City School District live on Chichagof Island, a remote community accessible only by boat or seaplane with the largest brown bear population in the world. Approximately 44% of enrolled students live in poverty, and at the time of the last PEAKS assessment (2018-2019), 20% of Hoonah test-takers were classified as homeless. Overall, approximately 19% of Hoonah students qualify for special education services. Despite socio-economic challenges, Hoonah remains a place of resiliency and sacred culture. The people of these lands survived glaciers, devastating fires, epidemics, natural



disasters, and the loss of livelihood when fishing grounds and timberlands were snatched away. Despite these setbacks, the Tlingit language and culture survive and are held sacred. “The unique human culture that developed within this landscape is replete with stories, songs, artwork, regalia, place names, and personal names that inextricably tie clans and individuals to particular places. Despite migrations away from homeland and periods of alienation, Huna Tlingit culture depends on an ongoing relationship to places of clan origin, epic battles, tragic and triumphant events, and resource gathering. The traditional knowledge associated with these places is considered an ethnographic resource utterly unique to Glacier Bay; it must be protected and preserved by partners like the National Park Service and the people who carry the culture, the Huna Tlingit.”

The Arts are a thriving and vibrant component of the Tlingit culture, linking the present with the past and reinforcing definitions and understandings of cultural identity. The local economy features the industry of locally carved canoes, paddles, and totem poles, and the light blue warehouse in the center of town is home to the Huna Tribal House Carving Project. Massive totem poles are located throughout the town, and Tribal ceremonies showcase music, dance, and elaborate regalia with intricately carved headpieces. Hoonah families live and breathe the arts of the Tlingit culture – but at this time, there is a disconnect between the school environment and community. Although the Alaska Department of Education has defined “Anchor Standards” in the Arts in sub-categories of Creating, Responding, Presenting, and Connecting, there is no formal scope and sequence at this time to promote Arts Standards achievement in rural Alaska schools. This leaves administrators and educators across Alaska without formal guidance for promoting achievement of arts standards.

In small rural and remote schools, the challenge compounds. At Hoonah City School, educators have not taken part in formal professional development focused on the arts in over a decade. Teacher training at the collegiate level does not focus on arts integration, and educators report they lack the skills needed to



enrich classroom instruction with the arts meaningfully. Across the state, as Indigenous cultures push to relearn traditional artforms and recapture tribal identity, districts are missing opportunities to bolster cultural representation, strengthen home-school connections, and enhance the perceived relevance of formal schooling through the arts. Budget cuts have been a significant factor. The Hoonah music program, established in the 1930s, was cut five years ago in response to funding reductions. Art has been relegated to after-school enrichment.

Arts for Alaska was designed to be a sustainability solution to these challenges. Hoonah City Schools is already undertaking the task of creating a Scope and Sequence for the Tlingit Language and Culture. **Arts for Alaska** is the next logical step and will create a Scope and Sequence in the Arts that incorporates visual arts, performance arts, and music in a format that blends Indigenous and Western knowledge systems within state standards, embracing a balanced, comprehensive, and culturally aligned curricular framework that adapts to local circumstances and will become a long-term resource for campuses across the state.

Stated goals, objectives, and measurable outcomes are ambitious but achievable based on sound evidence-informed practices. In terms of strong theory, a large and growing body of research from diverse cultural settings documents the academic benefits of approaches that systematically include home and community cultural practices integral to the school curriculum. In the most comprehensive review to date of the research on improving Native American / Native Alaskan students' academic performance, William Demmert, the first deputy commissioner for the U.S. Office of Indian education, noted the importance of Native cultural programs "in motivating students, promoting a positive sense of identity and self, stimulating positive attitudes about school and others...and supporting improved academic performance."ⁱ A review of multiple studies found strong empirical evidence that cultural connections enhance students' academic and behavioral outcomes.ⁱⁱ Native Alaskan children achieve greater success when schools are perceived to be culturally relevant places.ⁱⁱⁱ Building a Scope and Sequence for the Arts focused on



Indigenous traditions and heritage, delivered through embedded arts education within the core subjects of ELA, Math, Science, and Social Studies and further enhanced through after school arts enrichment opportunities, will support continued success for Hoonah students and children across Alaska.

The strategies of **Arts for Alaska** are described in the chart below:

Needs	Arts for Alaska Mitigation Strategies
Educators lack training opportunities related to arts integration.	<ul style="list-style-type: none"> • Director of Cultural Programming and Native Artist in Residence will deliver at least one hour of embedded coaching and mentoring in every Hoonah classroom each week, totaling at least 40 hours of PD each year. • Teachers earn stipends for completing online workshops and coursework through the Alaska Arts Education Consortium or Institute for Arts Integration and STEAM.
No music instruction.	<ul style="list-style-type: none"> • Full-time Music Educator hired to lead classes in Music Education, Instrumental Music, and Vocal Music – reestablishing a Hoonah Chorus and Hoonah Band.
Lack of culturally reflective arts opportunities for students.	<ul style="list-style-type: none"> • Native Artist in Residence will provide ongoing opportunities for Hoonah students to complete culturally reflective arts experiences, both during the traditional school day and in the afterschool enrichment environment.
Lack of school-based emphasis on the importance of the arts.	<ul style="list-style-type: none"> • A STEAM Art Teacher will push-in to science instruction at least once each month, leading fully integrated, hands-on arts experiences that align directly to content covered in science. Lesson plans will be shared with classroom teachers, building capacity for arts-integrated instruction.



	<ul style="list-style-type: none"> • Quarterly Arts Night events will be held, bringing generations together to experience the arts in coordination with the Director of Cultural Programming and Native Artist in Residence. To feature band and chorus presentations, Indigenous art creation opportunities, visual art showcases, and drama / theater productions.
Lack of a Scope and Sequence for the Arts aligned to Alaska standards.	<ul style="list-style-type: none"> • The Curricular Team will work with the National Park Service and Sealaska Heritage Institute to create a vertically aligned Scope and Sequence for the Arts for statewide dissemination, building a wealth of Arts Education lesson plans for students K-12 that provide authentic instruction in Tlingit history, culture, and traditions.

(3) Project will result in information to guide possible replication of project activities or strategies.

Hoonah City Schools will leverage the support of an experienced and professional External Evaluator to document **Arts for Alaska** strategies and outcomes. The Evaluator will monitor data sets reported by the Alaska Department of Education for Angoon School, which will serve as the Control Site to enable a quasi-experimental design that meets *What Works Clearinghouse Standards* with reservations. (Alaska reports attendance, graduation rates, and student performance on PEAKS assessments.)

Throughout the five-year project period, Hoonah will monitor, assess, and evaluate the degree to which **Arts for Alaska** achieved its intended goals, objectives, and outcomes. A key deliverable of the initiative will be to produce evidence of promise that will contribute to the body of knowledge regarding the effectiveness of high-quality arts integration on academic achievement. Quarterly Evaluation Reports, compiled every three months throughout the project period, will be collected into a single document alongside Advisory Team meeting minutes, implementation schedules, training logs, job descriptions, and



partnership agreements to create the **Arts for Alaska Action Plan** for widespread dissemination. A “Lessons Learned” document, the **Action Plan** will include the following:

1. An introduction, providing the context and justification for the practice while outlining the key issues.
2. A discussion of the problem being addressed, including the affected population and how the problem is impacting them.
3. A description of the implementation approach, identifying the main activities carried out, when and where the activities were carried out, and identification of key implementers and collaborators.
4. An overview of outputs and outcomes and concrete results achieved (SWOT analysis).
5. A discussion of lessons learned, including what worked well, what didn't work.
6. A conclusion (who benefited the most and the least from the project, an explanation of what revisions, improvements, or enhancements project leadership would make to increase the project's value in the future; and ideas about how similar projects could be more cost-effective).

In addition to the **Action Plan**, the **Arts for Alaska** initiative will also result in the creation of a K-12 Scope and Sequence for the Arts that will be disseminated to all 54 school districts and all 509 schools in the State of Alaska, establishing a powerful resource for culturally-relevant instruction that leverages the arts as a capable vehicle for building academic skills.

(4) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

Arts for Alaska is modeled after an “effective practice” as recognized by the Arts Education Partnership and designed in response to Hoonah students and educators' unique needs. Leveraging intensive professional development, **Arts for Alaska** will bring lasting, systems-based changes to Hoonah City Schools, building our dedicated teaching staff's internal capacity to more effectively “light the spark of learning” in our vulnerable and high-need children. Objectives and benchmarks are ambitious and



attainable and represent a sustainable model that will continue to positively impact the children of Hoonah long beyond the 60-month project period.

Arts for Alaska will develop, pilot, and disseminate a Scope and Sequence for Arts Education aligned to Alaska standards and integrating Indigenous Tlingit culture. This powerful resource will: (1) increase access to standards-based arts education; (2) integrate standards-based arts education into other subjects as part of a well-rounded education; and (3) improve students' academic performance, including their knowledge and skills in creating, performing, and responding to the arts.

Arts for Alaska was designed to bring systems-based change to the existing instructional approaches at Hoonah City Schools. By enhancing internal instructional capacity through intensive training, coaching, and mentoring, educators will be prepared to integrate the arts regularly – and relevant Indigenous traditions and histories – into ELA, Math, Science, and Social Studies instruction, enhancing student engagement and motivation. **Arts for Alaska** has identified both short-term and long-term goals:

- **Short-Term Goal:** Increase relevant student exposure to the arts and increase student achievement levels in core academic subjects. Within this goal, **Arts for Alaska** will enable Hoonah educators to integrate Indigenous culture to promote creative thinking, teamwork, diversity, and cross-curricular connections that enhance the relevance of classroom learning.
- **Long-Term Goal:** Disseminate a K-12 Scope and Sequence for Arts Instruction, including PD materials, sample lessons, resources, and video training sessions across Alaska utilizing the Internet and concentrated outreach and awareness efforts, making effective and validated arts-based instructional materials accessible for educators in all Alaska schools, simultaneously addressing a glaring need for accurate and engaging instruction in Indigenous culture and histories at all grade levels.

Arts for Alaska will blend targeted professional development, in-classroom coaching and mentoring, online trainings, and enhanced access to cultural resources – both online and physical collections. This



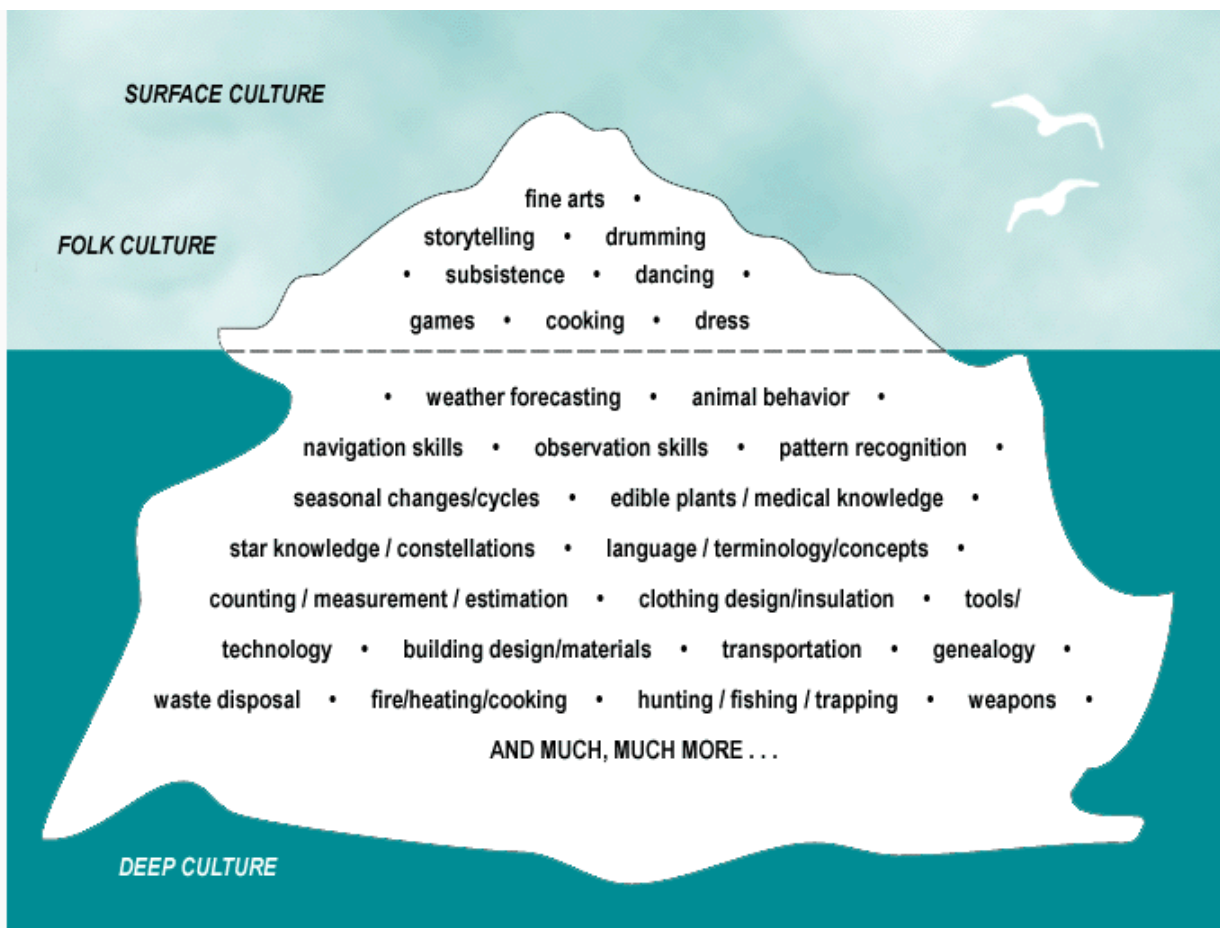
model incorporates many aspects of a professional development in arts integration program conducted in 2010 and is featured as an “effective practice” by the Arts Education Partnership (supported by the US Department of Education and the National Endowment for the Arts). The study demonstrated that arts integration, when supported by teacher training and teacher-artist collaboration, is an effective teaching method across the curriculum not only for students, but also for teachers. Data showed that the confidence and enthusiasm teachers gained through arts-integration professional development increased their ability to create an effective learning environment, reduce classroom management issues, and facilitate deep learning for their students.^{iv}

Arts for Alaska was designed leveraging the 2007 *Reviewing the evidence on how teacher professional development affects student achievement* prepared by the American Institutes for Research.^v **Arts for Alaska** professional development will be intensive, sustained, content-focused, coherent, well-defined, and vigorously implemented. In alignment with the *What Works Clearinghouse*-recognized study documenting effective professional development, **Arts for Alaska** features job-embedded professional development, or the “environmental” model of instruction, which has been proven effective in supporting educators and promoting enhanced student academic achievement.^{vi} **Arts for Alaska** will bring art-focused training, resources, and opportunities to the educators and students of Hoonah City Schools, dramatically improving both social and academic outcomes.

Successful Alaska Native communities blend Indigenous and Western knowledge systems within the local schools through a balanced, comprehensive, and culturally aligned curricular framework that adapts to local circumstances. **Arts for Alaska** will lead teachers and students to connect knowledge, skills, and ways of knowing that are used to maintain a livelihood in local villages and the knowledge, skills, and cultural standards for teaching and learning reflected in the school curriculum. Assistance for Arts Education funds will support the collaboration of Hoonah City Schools, National Park Service, and



Sealaska Heritage Institute, enabling the creation and implementation of a K-12 Scope and Sequence for the Arts that goes beyond discreet nods to local culture, and becomes truly inseparable as a responsive blend of traditional culture and Westernized educational expectations.



(5) The extent to which the proposed project demonstrates a rationale (as defined in 34 CFR 77.1(c)).

The Arts for Alaska Logic Model is appended as required. Please cross-reference.

(b) Quality of Project Services (25 points)

Ensuring equal access and treatment for traditionally underrepresented project participants.

Over 90% of Hoonah students are of Native Alaskan descent and will directly benefit from Arts for Alaska activities, as the arts build a tangible connection between community (Indigenous) and school (Western) learning and expectations. Beyond simply participating in project services, Native Alaskan students will experience growth in self-esteem and deepen their cultural identity. Hoonah City Schools is



an equal opportunity employer, and all efforts are made to ensure the administration, faculty, and staff are culturally reflective of the community served.

(1) Training or PD services are of sufficient quality, intensity, and duration to lead to improvements.

Arts for Alaska was built on a foundation of intensive and sustained professional development, which will build local capacity and create both immediate and lasting change in Hoonah City Schools. In total, Hoonah teachers will benefit from more than 48 hours of training focused on arts integration strategies each year.

Training	Hours Per Year
Embedded coaching and mentoring in instructional settings, delivered by full-time Director of Cultural Programming and Native Artist in Residence . Lessons will draw relevant arts experiences into ELA, Math, Social Studies, and the Sciences. Example: Students will conduct field observations in Glacier Bay National Park, then return to school to draw a field guide to local plants featuring Indigenous names and medicinal uses.	40
Teachers will be offered a stipend to complete online professional development through the Alaska Arts Education Consortium and the Institute for Arts Integration and STEAM. Each course will result in a certificate or PD credit hours. Course titles include: Kodiak Science, Literacy & the Arts Institute, Juneau Alaska Arts & Culture Basic Institute, Culturally Responsiveness and the Arts, The Creative Mindset, Effective Instructional Strategies, and Checking for Understanding.	8+

Training and professional development opportunities have been intentionally designed as embedded, relevant, and ongoing, building internal capacity to continue the impact of **Arts for Alaska** long beyond the initial project period.



(2) Services will lead to improvements as measured against rigorous academic standards.

A balanced whole-child education demands appropriate incorporation of the arts. Unfortunately, educators are rarely offered explicit instruction in appropriate arts integration strategies, and in Hoonah and across the nation, budget reductions typically sacrifice art and music first. By an overwhelming margin, the American public believes the arts are vital to a well-rounded education; more than half rate the importance of arts education as a “ten” on a scale of one to ten; pre-service collegiate preparation rarely includes arts integration courses for educators.^{vii} Hoonah educators face this challenge, compounded by an ongoing lack of access to arts-focused professional development. Data shows that schools integrating the arts into the curriculum as part of a comprehensive education reform strategy document positive school environment changes and improved student performance.^{viii} Students who participate in arts learning experiences often improve their achievement in other realms of learning and life. In a well-documented national study using a federal database of over 25,000 middle and high school students, researchers from the University of California at Los Angeles found students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Moreover, the high arts-involved students also watched fewer TV hours, participated in more community service, and reported less boredom in school.^{ix}

Arts for Alaska is designed to provide ALL Hoonah teachers the training and resources necessary to create a diverse learning environment that incorporates the arts to stimulate students across all learning modalities. For the 18% of Hoonah students that qualify for Special Education services, **Arts for Alaska** will be particularly transformative. An ethnographic study of seventh-grade boys in special education revealed the use of the visual arts helped them become more sophisticated, less reluctant readers. Described as learning disabled, the boys were encouraged to use visual forms of expression to convey their understanding of reading assignments. After a nine-week course of “visualization training,” they also took a more active role in reading and began to interpret text rather than passively reading it.^x



Importantly, the Scope and Sequence created through **Arts for Alaska** will be culture-based, representing Indigenous stories, language, traditions, and customs. Research shows that there is a direct connection between culturally reflective education and improved student outcomes.^{xi}

Together, Hoonah educators, the **Director of Cultural Programming**, and the **Native Artist in Residence** will pilot the K-12 Scope and Sequence for Arts, integrating the arts into core subjects such as ELA, Math, Science, and Social Studies. Educators will benefit from over 40 hours of embedded professional development delivered as coaching and mentoring and at least eight hours of outside professional development focused on the arts each year of the project. As educators increase their confidence and enthusiasm for arts integration, they will be more likely to bring arts-integrated lessons into the classroom beyond the weekly time dedicated to embedded coaching and mentoring.

Additionally, a **STEAM Art Teacher** will push-in to science instruction at least once each month, leading fully integrated, hands-on arts experiences that align directly to content covered in science. Lesson plans will be shared with classroom teachers, building capacity for arts integrated instruction.

Student impact will be measured utilizing the PEAKS assessments, comparing annual results to 2019 baseline data in Math and ELA as well as to the Control Site at Angoon School. It is anticipated that the overall achievement of Proficiency will increase by at least two percentage points each year of the initiative.

(3) Impact of services on the intended recipients of those services.

Arts for Alaska will create the tools and resources needed to bring life to the Alaska Department of Education “Anchor Standards” in the Arts in sub-categories of Creating, Responding, Presenting, and Connecting. This will bring Arts Education into the forefront of educational experience, both during the traditional school day and after-school enrichment hours. Intentional arts instruction, embedded within core subjects and led by the **Director of Cultural Programming**, will make deeper learning more accessible for students in foundational academic subjects. The arts create a barrier-free entry point for students as they



study complex topics. Notably, the **Native Artist in Residence** will also work directly with students and teachers, embedding the local Tlingit culture and histories into arts instruction, validating student self-identity, strengthening the school-home connection, and motivating and empowering youth.

Arts for Alaska will positively impact ELA scores through regular lessons that enhance instruction through arts incorporation. In Year One, educators will implement at least one arts-integrated lesson each week, to be increased annually as the collection of lesson plans continues to build. The intentional inclusion of relevant Indigenous cultural themes and histories will further impact these efforts, offering new ways for students to identify, learn, and express. Further enhancing ELA skills, **Arts for Alaska** will also revive the music program at Hoonah City Schools, giving students K-12 new opportunities to participate in music education, instrumental music, vocal music, band, and chorus.

Objective 1: Annually, ELA Proficiency rates will increase by at least 2% compared to baseline data recorded in 2018-2019 (20% Proficiency).

60-Month Benchmarks: ELA Proficiency Rates				
Year 1	Year 2	Year 3	Year 4	Year 5
22%	24%	26%	28%	30%

Objective 4: Annually, Hoonah students will take part in at least 120 hours of instruction featuring the arts and aligned to Alaska State Arts Anchor Standards (including instrumental music, vocal music, visual arts, art history, and performance arts).

Annual Benchmarks: Number of hours of arts education students engage in.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
30 Hours	30 Hours	3 Hours	3 Hours

Professional development is the foundation of **Arts for Alaska** and will build long-term capacity for Hoonah City Schools. Annually, educators will take part in more than 48 hours of embedded professional development. Working directly with the **Director of Cultural Programming** and the **Native Artist in**



Residence, Hoonah educators will address a critical gap, benefitting from personalized hands-on coaching and Arts Education Integration mentoring.

Objective 3: By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a statistically significant increase in content knowledge in the arts, measurable through annual pre-and post-assessments.

60-Month Benchmarks: Percentage of teachers demonstrating increase in arts content knowledge.				
Year 1	Year 2	Year 3	Year 4	Year 5
60%	70%	80%	90%	100%

(4) Collaboration of appropriate partners for maximizing the effectiveness of project services.

Hoonah City Schools has long been at the forefront of Indigenous educational innovations in Southeast Alaska. The 2020-2021 school year will mark the completion of a K-12 Scope and Sequence for Tlingit Language and Culture that will be disseminated to all school districts in Alaska. Hoonah City Schools is proud to have led these efforts in coordination and partnership with the National Park Service and the Sealaska Heritage Institute. These partnerships will continue as the Curricular Team progresses to a focus on Arts Education.

National Park Service: Responsible for the stewardship of 19 National Parks, Preserves, Historical Parks, National Monuments, Alaska Public Lands, and the Wild Alagnak River, National Park Service has a footprint in communities across the vast State of Alaska. National Park Service maintains the ecosystems that are intrinsic to the Indigenous culture and subsistence lifestyle of Alaska’s long history. It offers opportunities for visitors to be immersed in the land, from rugged mountain ranges to dynamic glaciers, temperate rainforests, wild coastlines, and deep sheltered fjords that have shaped the land and the lifestyle of Native Alaskans for centuries. National Park Service representatives have been instrumental in designing the K-12 Scope and Sequence for Tlingit Language and Culture. They will continue to contribute their experience and expertise as the focus shifts to Arts Education.



Sealaska Heritage Institute: Dedicated to perpetuating and enhancing Tlingit, Haida, and Tsimshian cultures of Southeast Alaska, Sealaska Heritage Institute promotes cross-cultural understanding and offers numerous programs promoting Southeast Alaskan Native culture, including language and art. Importantly, Sealaska Heritage Institute maintains a substantial archive of ethnographic material and partners with schools across the state to promote academics and cultural education. Sealaska Heritage Institute representatives have been instrumental in designing the K-12 Scope and Sequence for Tlingit Language and Culture. They will continue to contribute their experience and expertise as the focus shifts to Arts Education.

(c) Quality of Project Personnel (10 points)

Encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Hoonah City Schools invites and encourages employment applications from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. This is true for school faculty, administrators, staff, and members of the Board of Education and volunteers. As appropriate, job listings will be posted through multiple venues in English, Tlingit, and Spanish to reach a wide audience of potentially qualified applicants, including postings online, in Hoonah banks and community centers, in local newspapers at Alaskan colleges, and through online job posting sites. Mentors, tutors, teachers, and adult role models that have overcome barriers similar to those that the students they serve are facing are frequently able to make a stronger connection and promote a more lasting impact. To this end, Hoonah City Schools encourages applications from local professionals with a Native Alaskan or low-income background. This policy further supports Hoonah's commitment to hiring individuals that exemplify the qualities that are promoted among students, including overcoming poverty, pursuing higher education, and giving back to the community. When recruiting staff and volunteers,



Hoonah administrators describe in detail the purpose and objectives of the initiative, including challenges, barriers, and gaps in services that are targeted through planned programming. It is anticipated that this comprehensive description will draw in more significant numbers of individuals that have faced obstacles similar to those described, invigorated by the opportunity to give back to their community in a format that puts their unique experiences to positive use. Applicants for positions that come from areas beyond the targeted rural community will also be considered appropriate, understanding that new faces diversify the community, refresh programming, and bring new ideas that enrich all involved. Due to the geographic isolation and the unique skills needed to teach arts integration that features the Tlingit language and culture, it is not anticipated that non-residents will apply for open positions.

Qualifications, including relevant training and experience, of key project personnel.

Key personnel (for those hired) and minimum qualifications for those to be hired are described below.

Please Note: All persons working with youth will have to pass a thorough background and sex offender registry check and fingerprinting.

Director of Cultural Programming: This position will be filled upon award notification. At a minimum, the successful candidate will have a valid teaching certification in the Arts and at least ten years of experience living in rural Alaska.

Native Artist in Residence: This position will be filled upon award notification and represent a single-year contract with renewal potential. The successful candidate will be an accomplished working artist of Native Alaskan descent.

Music Educator: This position will be filled upon award notification. At a minimum, the successful candidate will have a valid teaching certification in Music. In alignment with Section 7(b) of the Indian Self-Determination and Education Assistance Act, Hoonah City Schools will give Native Alaskans preference to the greatest extent feasible.



STEAM Art Teacher: This contracted part-time position will be filled by XXXXXX, a retired educator with more than XXX years of experience leading hands-on STEAM instruction.

External Evaluator: At a minimum, PhD-level published researcher with extensive experience evaluating in- and out-of-school educational and cultural services for Native Alaskan / Native American populations.

(d) Quality of the Management Plan (20 points)

(1) Management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Start Month	Activity	Staff	End Month
1	Post job announcement, hire Director of Cultural Programming (DCP), Music Educator (ME), Native Artist in Residence (NAR)	Superintendent	2
1	Advisory Team meets (all partners) with External Evaluator	DCP	1
1	Order arts materials, supplies, instruments (Annual Activity)	DCP	Annually
1	Design project surveys, collect baseline data	Evaluator	2
1	Announce Arts for Alaska program to community	DCP	2
1	Curricular Team (CT) meets to launch Scope and Sequence efforts	DCP	Monthly
2	Weekly DCP schedule designed for embedded PD (coaching/mentoring)	Principal	2
2	Weekly NAR schedule designed for embedded PD (coach/mentor)	Principal	2
3	Embedded PD begins, each classroom at least 60 minutes per week	DCP	60
3	Vocal and Instrumental music begins	ME	60



3	Indigenous Arts PD begins, each classroom at least 5 hours quarterly	NAR	60
3	Advisory Team meets to review Quarterly Evaluation Reports and support improvement	DCP, Evaluator	Quarterly
3	Arts integration lesson plans targeting grade bands (K-2, 3-5,6-8, 9-12) are added to enhance Scope and Sequence	DCP, NAR	60
4	Afterschool enrichment features at least two arts activities each week.	DCP, NAR, ME	60
4	Arts Night held for Hoonah families	DCP, NAR, ME	Quarterly
4	Hoonah educators encouraged to enroll in online PD through Alaska Arts Education Consortium and Institute for Arts Integration and STEAM	PD	Ongoing
5	Virtual Field Trips to cultural locations	DCP	Monthly
10	K-2 Scope and Sequence preliminary draft for review	CT	12
12	Quarterly Evaluation Reports, Advisory Team meeting minutes, schedules and action plans compiled for Action Plan.	PD, Evaluator	Annually
13	Dissemination of Scope and Sequence begins (K-2)	DCP	Ongoing
22	3-5 Scope and Sequence preliminary draft for review	CT	24
25	Dissemination of Scope and Sequence (K-2 and 3-5)	DCP	Ongoing
34	6-8 Scope and Sequence preliminary draft for review	CT	36
37	Dissemination of Scope and Sequence (K-2, 3-5, 6-8)	DCP	Ongoing
46	9-12 Scope and Sequence preliminary draft for review	CT	48



49	Dissemination of K-12 Scope and Sequence	DCP	Ongoing
60	Final Evaluation Report and Action Plan submitted and disseminated	DCP, Evaluator	60

(2) Ensuring feedback and continuous improvement in the operation of the proposed project.

Arts for Alaska will be monitored continuously through quantitative and qualitative data sets to provide insight on the impact and effectiveness of tools. In addition, regular communication with Hoonah educators will ensure access to relevant qualitative feedback. Utilizing data collected and submitted monthly, Quarterly Evaluation Reports (**QERs**) will be compiled, highlighting movement towards benchmarks, objectives, and measurable outcomes. **QERs** will feature educator feedback, student feedback, and family feedback. Other data will include (but is not limited to): Pre-post assessments and surveys demonstrating impact and satisfaction levels with PD opportunities; student academic performance and growth as demonstrated through standardized test results; and feedback from stakeholders. These reports will be formally presented to the **Advisory Team**, led by the **Director of Cultural Programming** and including Hoonah administrators, representative classroom and arts teachers, representatives from all partners, as well as volunteer parents, to inform decision-making – ensuring that project-level data is utilized to promote continuous improvement. Finally, an annual report will also be created, enabling a year-end assessment that measures school-level progress and the efficacy of implementation tools, strategies, and resources.

The **Advisory Team** will be charged with examining all project data sets four times annually. Data will inform the refinement process and enable the **Advisory Team** to suggest modifications that will ensure all weaknesses and gaps in service are addressed immediately upon identification. In this way, Hoonah can ensure **Arts for Alaska** is implemented within a continuous improvement model, with real-time data informing the ongoing feedback loop.

(3) Ensuring high-quality products and services from the proposed project.



Arts for Alaska will result in two unique products:

1. K-12 Scope and Sequence for the Arts: Hoonah City Schools, the National Parks Service, and Sealaska Heritage Institute are the recognized leaders in Indigenous curricular development. This team is currently finalizing a K-12 Scope and Sequence for Tlingit Language and Culture that will be disseminated and implemented across Alaska. The timing of **Arts for Alaska** could not be more opportune, as the team is already assembled, and effective communication and coordination procedures have already been established. The next logical step is to continue the important work of Scope and Sequence creation, building a resource for schools across Alaska that will guide standards-aligned instruction in the arts.

2. Action Plan: Describing Hoonah City Schools' exact strategies throughout **Arts for Alaska**, the **Action Plan** will serve as a blueprint for schools seeking replication. Comprised of QERs created by a professional External Evaluator, alongside Advisory Team meeting minutes, implementation schedules, training logs, job descriptions and partnership agreements, the **Action Plan** will allow administrators to recreate **Arts for Alaska** in their schools, achieving similar results.

(4) Ensure a diversity of perspectives are brought to bear in the operation of the proposed project.

Oversight will be conducted by an Advisory Team that, led by the **Director of Cultural Programming**, will include: Hoonah administrators, representative classroom and art teachers, representatives from all partners, as well as volunteer parents. The Advisory Team will meet quarterly and use qualitative and quantitative data to drive continuous improvement, including student and teacher surveys. As described throughout, Hoonah City Schools will work closely with the Sealaska Heritage Institute to create culturally relevant and accurately reflective arts integration lesson plans. The **Native Artist in Residence** will be instrumental in this process, providing daily on-the-ground support.

(e) Quality of the Project Evaluation (15 points)

(1) Evaluation is thorough, feasible, and appropriate to the goals, objectives, and outcomes.



Hoonah City Schools will contract with a qualified external evaluator to provide objective summative and formative evaluation services throughout **Arts for Alaska**. Services will include data gathering, monitoring, fidelity checks and audits, developing summative evaluation reports, developing the annual progress report, and establishing the formative evaluation system. The External Evaluator will be responsible for submitting **QERs**, monitoring both qualitative and quantitative data sets that comprehensively illustrate the impact of project activities on all stakeholders, including students, families, staff, and partnering agencies. The External Evaluator will create all project-specific surveys and assessments, following requirements for gathering objective data through open-ended questionnaires and non-leading surveys. Project evaluation will be continuous and ongoing throughout the **Arts for Alaska** project period, providing real-time qualitative and quantitative data sets that illustrate the impact of related activities on teachers, student sub-groups, and parents. The External Evaluator will complete all data tracking, recording, and analyzing, completing Quarterly Evaluation Reports that highlight **Arts for Alaska** successes as well as areas where modifications must be made to better promote attainment of objectives. The Advisory Team will meet quarterly to review and discuss progress and potential modifications. This strategy will result in a comprehensive **Action Plan** for dissemination – comprised of Quarterly Evaluation Reports and meeting notes describing proposed and accepted activity adjustments. Ultimately, the **Action Plan**, alongside the Scope and Sequence for the Arts, will become a powerful resource available for dissemination, illustrating the full impact of project activities on low-income, Native Alaskan populations, contributing to the knowledge and understanding of effective strategies for this high-risk population. This will be particularly important as **Arts for Alaska** explores the impact of blending Indigenous and Western knowledge systems within K-12 classrooms, embracing a balanced, comprehensive, and culturally aligned curricular framework that adapts to local circumstances. Quarterly Advisory Team meetings will provide structured opportunities to delve into feedback from various



qualitative and quantitative sources by key stakeholders and project leaders – facilitating the process of instituting project-change to promote continuous improvement.

Quantitative data will be gathered from school records, sign-in sheets, budget and expenditure reports, lesson plans, computerized assessments, standardized assessments, test scores, quizzes, and grades. The **Director of Cultural Programming** will work with classroom teachers to outline data collection parameters, strategies, procedures, and timelines. The **Director of Cultural Programming** will administer surveys, resulting in qualitative data from students, teachers, and parents.

While the outcome evaluation will assess the impact of the project on student outcomes, the process evaluation will measure the extent to which the program was implemented as planned. The process evaluation will use a fidelity checklist to assess the implementation of specific structures and activities, as well as the implementation of the overall initiative, with attention to how instruction and student learning changed because of the activities and strategies implemented. The **Director of Cultural Programming** will oversee the completion of Quarterly Evaluation Reports that document the specific strategies being implemented and the number of students served. Students, teachers, administrators, program partners, and parents will complete surveys twice annually.

Procedures and analyses: All data will be compiled and coded for each student and stored in a secure database. No individually identifiable student information will be used in the evaluation process. Using district-assigned identification numbers, a relational database will be created to allow both data analyses over the project period. T-test statistics will be calculated to compare means in the outcome variables between program years.

Reporting: The third-party Evaluator will prepare comprehensive **Quarterly Evaluation Reports (QERs)** detailing programmatic and financial progress for the prior quarter. A critical function of **QERs** is to serve as the basis for continuous program improvement. Also, the Evaluator will prepare and submit the



required **annual performance report** and **final performance report**. All reports will include information regarding the degree to which the program has achieved its intended goals, objectives, and outcomes, along with qualitative feedback gathered from surveys. Reports will include all required elements, including the **Government Performance and Results Act (GPRA)** measures, as shown in the table below.

(2) Objective performance measures are clearly related to the intended outcomes of the project.

As described, Hoonah City Schools will contract an External Evaluator to lead formative and summative evaluation activities, resulting in Quarterly Evaluation Reports that provide real-time data sets to inform decision-making. The following objectives and benchmarks will be tracked:

Objective 1: Annually, ELA Proficiency rates will increase by at least 2% compared to baseline data recorded in 2018-2019 (20% Proficiency).

60-Month Benchmarks: ELA Proficiency Rates				
Year 1	Year 2	Year 3	Year 4	Year 5
22%	24%	26%	28%	30%

Objective 2: Annually, 100% of Hoonah classroom teachers will participate in sustained and intensive (48+ hours per year) of arts integration-focused professional development, measurable by attendance logs and staff reporting. (GPRA 2)

Annual Benchmarks: Number of hours of push-in coaching and mentoring in arts integration instructional strategies each classroom teacher participates in.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
10 Hours	10 Hours	10 Hours	10 Hours

60-Month Benchmarks: Number of hours each classroom teacher participates in outside (online) arts-focused professional development (Alaska Arts Education Consortium or Institute for Arts Integration and STEAM)				
Year 1	Year 2	Year 3	Year 4	Year 5
8 Hours	8 Hours	8 Hours	8 Hours	8 Hours



Objective 3: By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a statistically significant increase in content knowledge in the arts, measurable through annual pre-and post-assessments.

60-Month Benchmarks: Percentage of teachers demonstrating increase in arts content knowledge.

Year 1	Year 2	Year 3	Year 4	Year 5
60%	70%	80%	90%	100%

Objective 4: Annually, Hoonah students will take part in at least 120 hours of instruction featuring the arts and aligned to Alaska State Arts Anchor Standards (including instrumental music, vocal music, visual arts, art history, and performance arts).

Annual Benchmarks: Number of hours of arts education students engage in.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
30 Hours	30 Hours	3 Hours	3 Hours

Objective 5: By the end of the 60-month project period, at least 80% of Hoonah families will have attended an **Arts Night** event with their child(ren).

60-Month Benchmarks: Scope and Sequence Created in Arts Education

Year 1	Year 2	Year 3	Year 4	Year 5
20%	40%	60%	70%	80%

Objective 6: By Month 48, **Arts for Alaska** will have created a K-12 Scope and Sequence for Arts Education aligned to Alaska State Arts Anchor Standards. (GPRA 3)

60-Month Benchmarks: Scope and Sequence Created in Arts Education

Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12	Dissemination

Objective 7: By Month 60, at least 10 Alaskan school districts will be utilizing the Scope and Sequence for Arts Education created through **Arts for Alaska**.

60-Month Benchmarks: Scope and Sequence Dissemination

Year 1	Year 2	Year 3	Year 4	Year 5



	K-2 resources disseminated	K-5 resources disseminated	K-8 resources disseminated	K-12 resources disseminated
--	-------------------------------	-------------------------------	-------------------------------	--------------------------------

In addition to the data sets above, student surveys, teacher surveys, and parent surveys will be collected twice annually to provide qualitative data. **Director of Cultural Programming** notes, Advisory Team meeting minutes, and minutes from monthly Curricular Team meetings will also be included for qualitative data. Quarterly Evaluation Reports will incorporate qualitative and quantitative data sets to demonstrate progress towards goals, outcomes, and objectives and provides real-time data necessary to drive the continuous performance feedback loop. All data, including student level, grade level, and school-level results, will be coded for anonymity.

(3) Methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Hoonah City Schools is committed to ensuring the delivery of the highest quality products and services and continuously improving our project approach. To that end, the Advisory Team comprised of project leaders, partner representatives, and parents will review QERs as a basis for evaluating performance feedback to refine, strengthen, and improve the project approach as appropriate. School-based members of the Advisory Team will meet monthly, with the full council meeting quarterly. QERs will present preliminary findings and summarize perceived trends apparent in the data analysis. Progress reporting, consistent data analysis and review, and the commitment to using a data-driven-decision-making process to improve our project approach continually will be critical elements that ensure the program will accomplish its set goal, objectives, and targeted outcomes.

Hoonah’s youth are underserved and without appropriate opportunities to “connect their two worlds.” Effective education for Native Alaskan students focuses on the effective blending of Indigenous and Western knowledge, enhancing student connection to content, boosting social and academic outcomes, and supporting whole-child instruction that allows younger generations to seize their inherent potential.



Designed in direct coordination with the National Park Service and the Sealaska Heritage Institute, **Arts for Alaska** will drastically improve outcomes for Hoonah youth.

ⁱ [http://center-for-indian-education.asu.edu/sites/center-for-indian-](http://center-for-indian-education.asu.edu/sites/center-for-indian-education.asu.edu/files/McCarty,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20[2]%20(071511).pdf)

[education.asu.edu/files/McCarty,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20\[2\]%20\(071511\).pdf](http://center-for-indian-education.asu.edu/files/McCarty,%20Role%20of%20Native%20Lgs%20&%20Cults%20in%20AI-AN-NH%20Student%20Achievement%20[2]%20(071511).pdf)

ⁱⁱ <http://educationnorthwest.org/rel-northwest/rel-research-alliances/aspra>

ⁱⁱⁱ ⁱⁱⁱ Striving to Achieve: Helping Native American Students Succeed. <http://www.ncsl.org/research/state-tribal-institute/striving-to-achieve-helping-native-american-stude.aspx>

^{iv} Garrett, J. (2010) Arts integration professional development: teacher perspective and transfer to instructional practice. Unpublished dissertation, Walden University, Minneapolis, MN.

^v Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

^{vi} Tienken, C. H., & Achilles, C. M. (2003). Changing teacher behavior and improving student writing achievement. *Planning and Changing*, 34(3 & 4), 153–168.

^{vii} Americans for the Arts (2015), “New Harris Poll Reveals That 93% of Americans Believe That the Arts Are Vital to Providing a Well-Rounded Education,” News Release, <http://www.artsusa.org>.

^{viii} Deasy, Richard J. (editor) (2012), *Critical Links: Learning in the Arts and Student Achievement and Social Development*, Washington, DC: AEP.

^{ix} Catterall, James S. (2012), “Involvement in the Arts and Success in Secondary School.” In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Achievement and Social Development*, Washington, DC: AEP.

^x Wilhelm, Jeffrey D. (2011), “Reading Is Seeing: Using Visual Response To Improve the Literacy Reading of Reluctant Readers.” In R. Deasy (Ed.), *Critical Links: Learning in the Arts and Student Achievement and Social Development*, Washington, DC: AEP.

^{xi} Kana‘iaupuni, Ledward, and Jensen. Culture-Based Education and Its Relationship to Student Outcomes. https://www.ksbe.edu/_assets/spi/pdfs/CBE_relationship_to_student_outcomes.pdf

Other Attachment File(s)

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Arts for Alaska Logic Model

Underlying Challenges:

- Lack of a Scope and Sequence for K-12 Arts Education
- Lack of PD related to arts integration, lack of arts integration in the classroom.
- Lack of culturally reflective arts opportunities for students.
- Lack of access to music instruction.
- Lack of emphasis on the importance of the arts.
- Lack of culturally relevant arts education resources related to Indigenous cultures.

Promote arts education for disadvantaged students and children with disabilities in Hoonah and across Alaska.

Objectives:

Objective 1: Annually, ELA Proficiency rates will increase by at least 2% compared to baseline data recorded in 2018-2019 (20% Proficiency).

Objective 2: Annually, 100% of Hoonah classroom teachers will participate in sustained and intensive (48+ hours per year) arts integration-focused professional development, measurable by attendance logs and staff reporting. (GPRA 2)

Objective 3: By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a statistically significant increase in content knowledge in the arts, measurable through annual pre-and post-assessments.

Objective 4: Annually, Hoonah students will take part in at least 120 hours of instruction featuring the arts and aligned to Alaska State Arts Anchor Standards (including instrumental music, vocal music, visual arts, art history, and performance arts).



Objective 5: By the end of the 60-month project period, at least 80% of Hoonah families will have attended an **Arts Night** event with their child(ren).

Objective 6: By Month 48, **Arts for Alaska** will have created a K-12 Scope and Sequence for Arts Education aligned to Alaska State Arts Anchor Standards. **(GPRA 3)**

Objective 7: By Month 60, at least 10 Alaskan school districts will be utilizing the Scope and Sequence for Arts Education created through **Arts for Alaska**.

Strategies:

- Director of Cultural Programming** and **Native Artist in Residence** will deliver at least one hour of embedded coaching and mentoring in every Hoonah classroom each week, totaling at least 40 hours of PD each year.
- Teachers earn stipends for completing online workshops and coursework through the Alaska Arts Education Consortium or Institute for Arts Integration and STEAM.
- Full-time Music Educator hired to lead classes in Music Education, Instrumental Music, and Vocal Music – reestablishing a Hoonah Chorus and Hoonah Band.
- Native Artist in Residence** will provide ongoing opportunities for Hoonah students to complete culturally reflective arts experiences, both during the traditional school day and in the afterschool enrichment environment.
- A **STEAM Art Teacher** will push-in to science instruction at least once each month, leading fully integrated, hands-on arts experiences that align directly to content covered in science. Lesson plans will be shared with classroom teachers, building capacity for arts-integrated instruction.
- Quarterly **Arts Night** events will be held, bringing generations together to experience the arts in coordination with the **Director of Cultural Programming** and **Native Artist in Residence**. To feature band and chorus presentations, Indigenous art creation opportunities, visual art showcases,



and drama / theater productions.

- The **Curricular Team** will work with the National Park Service and Sealaska Heritage Institute to create a vertically aligned Scope and Sequence for the Arts for statewide dissemination, building a wealth of Arts Education lesson plans for students K-12 that provide authentic instruction in Tlingit history, culture, and traditions.

Research Base

Arts for Alaska was designed leveraging the 2007 *Reviewing the evidence on how teacher professional development affects student achievement* prepared by the American Institutes for Research.ⁱ **Arts for Alaska** professional development will be intensive, sustained, content-focused, coherent, well-defined, and strongly implemented. In alignment with the *What Works Clearinghouse*-recognized study documenting effective professional development, **Arts for Alaska** features job-embedded professional development, or the “environmental” model of instruction, which has been proven effective in supporting educators and promoting enhanced student academic achievement.ⁱⁱ

Short Term Outcomes

Objective 1: Annually, ELA Proficiency rates will increase by at least 2% compared to baseline data recorded in 2018-2019 (20% Proficiency).

60-Month Benchmarks: ELA Proficiency Rates				
Year 1	Year 2	Year 3	Year 4	Year 5
22%	24%	26%	28%	30%

Objective 2: Annually, 100% of Hoonah classroom teachers will participate in sustained and intensive (48+ hours per year) arts integration-focused professional development, measurable by attendance logs and staff reporting. (GPRA 2)

Annual Benchmarks: Number of hours of push-in coaching and mentoring in arts integration instructional strategies each classroom teacher participates in.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4



10 Hours	10 Hours	10 Hours	10 Hours	10 Hours
60-Month Benchmarks: Number of hours each classroom teacher participates in outside (online) arts-focused professional development (Alaska Arts Education Consortium or Institute for Arts Integration and STEAM)				
Year 1	Year 2	Year 3	Year 4	Year 5
8 Hours	8 Hours	8 Hours	8 Hours	8 Hours

Objective 3: By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a statistically significant increase in content knowledge in the arts, measurable through annual pre-and post-assessments.

60-Month Benchmarks: Percentage of teachers demonstrating increase in arts content knowledge.				
Year 1	Year 2	Year 3	Year 4	Year 5
60%	70%	80%	90%	100%

Objective 4: Annually, Hoonah students will take part in at least 120 hours of instruction featuring the arts and aligned to Alaska State Arts Anchor Standards (including instrumental music, vocal music, visual arts, art history, and performance arts).

Annual Benchmarks: Number of hours of arts education students engage in.			
Quarter 1	Quarter 2	Quarter 3	Quarter 4
30 Hours	30 Hours	3 Hours	3 Hours

Objective 5: By the end of the 60-month project period, at least 80% of Hoonah families will have attended an **Arts Night** event with their child(ren).

60-Month Benchmarks: Scope and Sequence Created in Arts Education				
Year 1	Year 2	Year 3	Year 4	Year 5
20%	40%	60%	70%	80%

Objective 6: By Month 48, **Arts for Alaska** will have created a K-12 Scope and Sequence for Arts Education aligned to Alaska State Arts Anchor Standards. (GPRA 3)

60-Month Benchmarks: Scope and Sequence Created in Arts Education				
Year 1	Year 2	Year 3	Year 4	Year 5
Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12	Dissemination



Objective 7: By Month 60, at least 10 Alaskan school districts will be utilizing the Scope and Sequence for Arts Education created through **Arts for Alaska**.

60-Month Benchmarks: Scope and Sequence Dissemination				
Year 1	Year 2	Year 3	Year 4	Year 5
	K-2 resources	K-5 resources	K-8 resources	K-12 resources
	disseminated	disseminated	disseminated	disseminated

Long Term Outcomes

- Increase relevant student exposure to the arts, and thereby increase student achievement levels in core academic subjects. Within this goal, **Arts for Alaska** will enable Hoonah educators to integrate Indigenous culture to better promote creative thinking, teamwork, diversity, and cross-curricular connections that enhance the relevance of classroom learning.
- Disseminate a K-12 Scope and Sequence for Arts Instruction, including PD materials, sample lessons, resources, and video training sessions across Alaska utilizing the Internet and concentrated outreach and awareness efforts, making effective and validated arts-based instructional materials accessible for educators in all Alaska schools, simultaneously addressing a glaring need for accurate and engaging instruction in Indigenous culture and histories at all grade levels.

ⁱ Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>

ⁱⁱ Tienken, C. H., & Achilles, C. M. (2003). Changing teacher behavior and improving student writing achievement. *Planning and Changing*, 34(3 & 4), 153–168.

Tlingit Language & Cultural Program Director

Job Description

To enhance Tlingit cultural programming for all students and staff within the Hoonah City School District

Reports to: Superintendent

1. Knowledge of local Tlingit culture, protocols, content, w/ability to provide Tlingit language skills
2. Bachelor's Degree or Type M and/or significant college coursework in multicultural education.
3. Prefer classroom teaching experience
4. Must be at least 18 years of age.

Essential Functions:

1. Provide opportunities to increase awareness, understanding and respect for the Tlingit culture, including language.
2. Work towards creating a Tlingit cultural curriculum, including grade level expectations in partnership w/other school district staff
3. Facilitate further cultural activities at the classroom, school and district level, which promote positive self-image of Tlingit students
4. Facilitate collaboration and communication with community resources, partner agencies (HIA, HHF, HTC, ANB/ANS, NPS, USFS) and school district staff.
5. Serve as a resource to district staff in the implementation of cultural activities and enrichment in the classroom, meeting district and state standards
6. Provide Support for Tlingit Language and Culture Instruction.
7. Assist district staff in on-going building and district-wide professional development in the area of cultural competency.
7. Provide outreach to parents and families of Tlingit students

District Responsibilities:

1. Communicate effectively with members of the school district and community supporting the values of education, promoting positive public relations and maintaining confidentiality regarding school related matters.
2. React to change productively and handle other tasks as assigned.
3. Work independently with initiative and cooperation with staff while providing for the safety and well being of all children.

Specific Responsibilities:

1. Collect/maintain inventories of Tlingit resources and materials available in the district and community.
2. Recommend culturally relevant policies to HCSD Administration and Board
3. Advocate for student involvement in Tlingit cultural celebrations and events
4. Provide input for the coordination of school district, HIA,NPS, ANB & ANS plans and calendars
5. Serve as a HCS liaison by participating in local Tlingit community doings
6. Develop an annual timeline of coordination activities and facilitate planning
7. Make presentation to HCS Board, at least annually
8. Network with school staff to develop cultural activities within established content and elective classes.
10. Document activities of cultural programming throughout HCS.



United States Department of the Interior

NATIONAL PARK SERVICE
Glacier Bay National Park and Preserve
P.O. Box 140
Gumwin, Alaska 99826-0140



April 11, 2021

Mr. Ralph Watkins, Superintendent
Hoonah City Schools
366 Garteeni Highway
Hoonah, AK 99829

Dear Mr. Watkins:

I understand that Hoonah City Schools (HCS) is applying for Assistance for Arts Education Program grant funds. I have learned that **Arts for Alaska** was designed to bring systems-based change to the existing instructional approaches at Hoonah City Schools. By enhancing internal instructional capacity through intensive training, coaching, and mentoring, educators will be prepared to regularly integrate the arts – and relevant Indigenous traditions and histories – into ELA, Math, Science, and Social Studies instruction, enhancing student engagement and motivation. I believe that **Arts for Alaska** will increase student exposure to the arts, and thereby increase student achievement levels in core academic subjects. Specifically, **Arts for Alaska** will enable Hoonah educators to integrate Indigenous culture to better promote creative thinking, teamwork, diversity, and cross-curricular connections that enhance the relevance of classroom learning. Ultimately, **Arts for Alaska** will result in a K-12 Scope and Sequence for Arts Instruction for widespread dissemination, including materials, sample lessons, resources, and video training sessions that can be shared across Alaska utilizing the Internet and concentrated outreach and awareness efforts, making effective and validated arts-based instructional materials accessible for educators in all Alaska schools, simultaneously addressing a glaring need for accurate and engaging instruction in Indigenous culture and histories at all grade levels.

The National Park Service (NPS) collaboratively manages public lands that are Homelands to Indigenous cultures including Glacier Bay National Park, Homeland of the Huna clans. Glacier Bay has partnered with Hoonah City Schools for over 20 years on a variety of efforts focused on integrating Indigenous traditions with western educational approaches. We are committed to ongoing partnership and will certainly collaborate on the Arts for Alaska program with Hoonah City Schools. Our staff have worked closely with school staff to design and implement the K-12 Scope and Sequence for Tlingit Language and Culture and will continue to contribute their experience and expertise as the focus shifts to Arts Education.

Alaska's youth are underserved and lack adequate opportunities to "connect their two worlds". The National Park Service recognizes that effective education for Native Alaskan students must blend Indigenous and Western knowledge, thereby enhancing student connection to content, boosting social





April 11, 2021

Mr. Ralph Watkins, Superintendent
Hoonah City Schools
366 Garteen Highway
Hoonah, AK 99829

Dear Mr. Watkins:

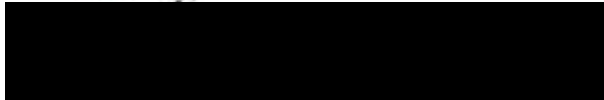
Hoonah City Schools is applying for Assistance for Arts Education Program grant funds. **Arts for Alaska** was designed to bring systems-based change to the existing instructional approaches at Hoonah City Schools. By enhancing internal instructional capacity through intensive training, coaching, and mentoring, educators will be prepared to regularly integrate the arts – and relevant Indigenous traditions and histories – into ELA, Math, Science, and Social Studies instruction, enhancing student engagement and motivation. **Arts for Alaska** will increase relevant student exposure to the arts, and thereby increase student achievement levels in core academic subjects. Within this goal, **Arts for Alaska** will enable Hoonah educators to integrate Indigenous culture to better promote creative thinking, teamwork, diversity, and cross-curricular connections that enhance the relevance of classroom learning. Ultimately, **Arts for Alaska** will result in a K-12 Scope and Sequence for Arts Instruction for widespread dissemination, including PD materials, sample lessons, resources, and video training sessions that can be shared across Alaska utilizing the Internet and concentrated outreach and awareness efforts, making effective and validated arts-based instructional materials accessible for educators in all Alaska schools, simultaneously addressing a glaring need for accurate and engaging instruction in Indigenous culture and histories at all grade levels.

Sealaska Heritage Institute would like to support this essential initiative. Dedicated to perpetuating and enhancing Tlingit, Haida, and Tsimshian cultures of Southeast Alaska, Sealaska Heritage Institute works to promote cross-cultural understanding and offers numerous programs promoting Southeast Alaskan Native culture, including language and art. Importantly, Sealaska Heritage Institute maintains a substantial archive of ethnographic material, and partners with schools across the state to promote academics and cultural education. Sealaska Heritage Institute representatives have been instrumental in the design of the K-12 Scope and Sequence for Tlingit Language and Culture and will continue to contribute their experience and expertise as the focus shifts to Arts Education.

Alaska's youth are underserved and without appropriate opportunities to "connect their two worlds". Effective education for Native Alaskan students focuses on the effective blending of Indigenous and Western knowledge, enhancing student connection to content, boosting social and academic outcomes, and supporting whole-child instruction that allows younger generations to seize their inherent potential. **Arts for Alaska** will leverage evidence-based strategies to improve outcomes for vulnerable youth.

Thank you for your continued support of our overlooked region.

Sincerely,



Rosita Worl, Ph.D.
President, Sealaska Heritage Institute
105 S. Seward Street, Suite 201
Juneau, AK 99801

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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



Budget Justification					
	Year One	Year Two	Year Three	Year Four	Year Five
Personnel					
Director of Cultural Programming 1.0 FTE Will deliver at least one hour of embedded coaching and mentoring in every Hoonah classroom each week, totaling at least 40 hours of PD each year. Will lead the Curricular Team , working with the National Park Service and Sealaska Heritage Institute to create a vertically aligned Scope and Sequence for the Arts for statewide dissemination, building a wealth of Arts Education lesson plans for students K-12 that provide authentic instruction in Tlingit history, culture, and traditions.					
Native Artist in Residence 1.0 FTE Will provide ongoing opportunities for Hoonah students to complete culturally reflective arts experiences, both during the traditional school day and in the afterschool enrichment environment. Will deliver at least one hour of embedded coaching and mentoring in every Hoonah classroom each week, totaling at least 40 hours of PD each year.					
Music Educator 1.0 FTE Will lead classes in Music Education, Instrumental Music, and Vocal Music – reestablishing a Hoonah Chorus and Hoonah Band.					
Total					



Fringe

Computed at 37% Fringe rate for full-time faculty with teaching certificate: 7.65% FICA; 29.35% retirement and health benefits

Total

Travel

Project Directors Meeting
Funds requested to send two individuals (Project Director and one Arts Integration Specialist) to annual meeting
\$ /flight * 2 travelers = \$
\$ /hotel * 2 travelers = \$
\$ /ground travel = \$
Per Diem \$ * 2 travelers = \$

Total

Materials and Supplies

Virtual Reality Field Trip expenses.
Computed at \$ /trip for admission * 10 trips annually. Trips will include art museums and collections around the world.

Visual Arts materials and supplies.
Computed at \$ /month * 10 months annually

Performance Arts materials and supplies.
Computed at \$ /month * 10 months

Music Arts materials and supplies.
Computed at \$ /month * 10 months



Instruments to support music instruction during and after school. Computed at \$█/instrument * 50 instruments annually (Purchasing items such as guitars, drums, traditional band instruments and specialty Native Alaskan instruments)

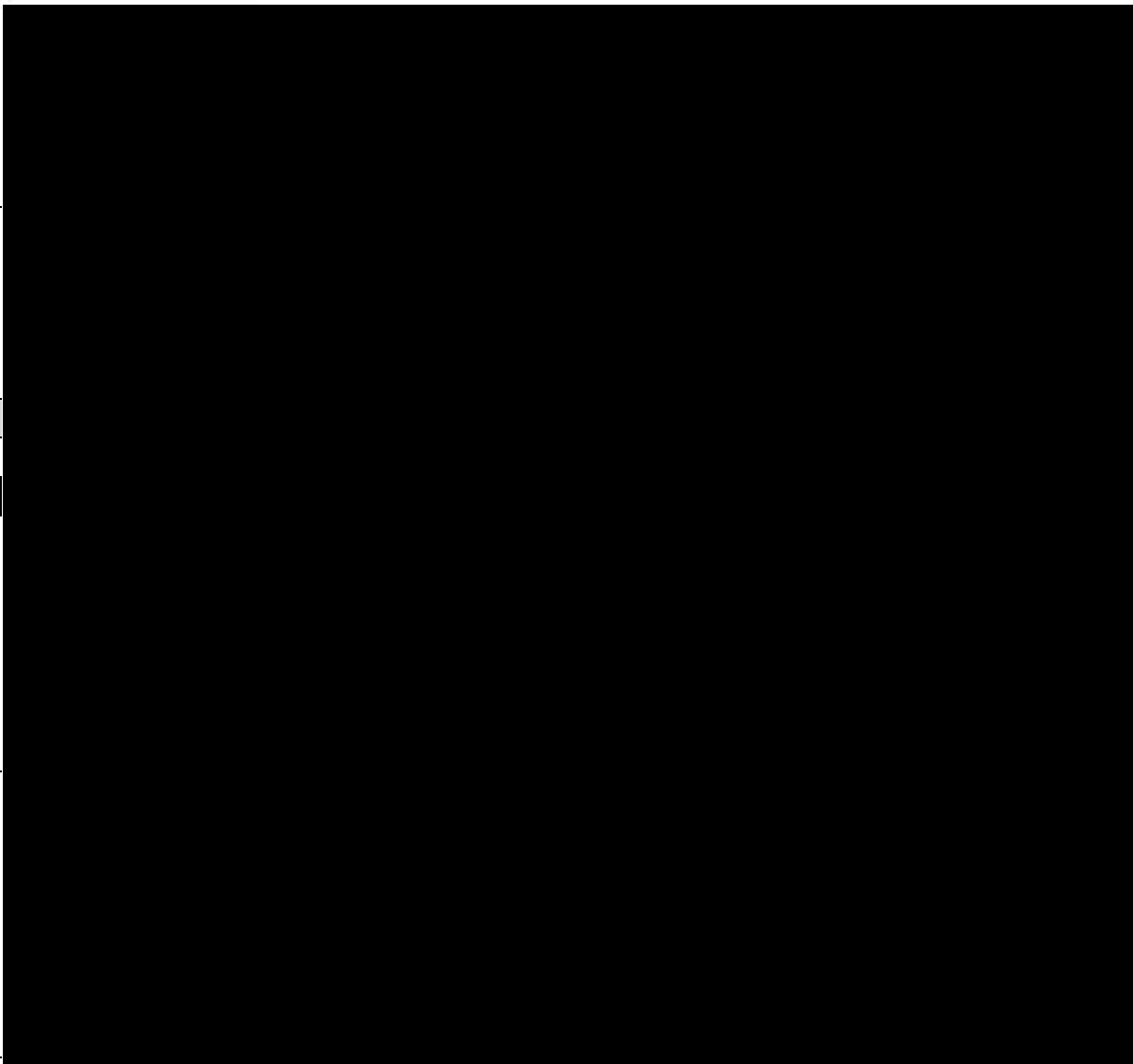
Arts Night Supplies Four Arts Nights will be held annually, focusing on Indigenous culture, language, and heritage through the arts.
Computed at: \$█/event * 4 events annually

Total

Contractual

Online Professional Development for educators (Alaska Arts Education Consortium and Institute for Arts Integration and STEAM) Computed at \$█/educator * 10 educators/year to earn AK-accepted PD Hours (Approximately \$█ for enrollment, \$█ for participation stipend)

STEAM Art Teacher. Contracted at \$█/hour * 15 hours/week * 40 weeks per year. To be filled by a retired educator with experience leading hands-on STEAM instruction.





<p>Hoonah Educators: Stipend for supporting design and dissemination of Scope and Sequence for K-12 Arts Education. Computed at \$ [redacted] stipend * 3 educators</p>	
<p>National Park Service: Stipend for supporting design and dissemination of Scope and Sequence for K-12 Arts Education. Computed at \$ [redacted] stipend * 2 contributors</p>	
<p>Sealaska Heritage Institute: Stipend for supporting design and dissemination of Scope and Sequence for K-12 Arts Education. Computed at \$ [redacted] stipend * 3 contributors</p>	
<p>Stipends for staff hosting and leading Cherokee Arts Night events. Computed at \$ [redacted] stipend / event * 4 events annually * 3 teachers / event</p>	
<p>Evaluation: Evaluator will complete all data tracking, recording, and analyzing, completing Quarterly Evaluation Reports that highlight Cherokee Arts successes as well as areas where modifications must be made to better promote attainment of all objectives. This directly impacts the attainment of all Objectives, as project data will be used to inform a continuous performance feedback loop necessary to drive modifications. Computed at: [redacted] per Quarterly Evaluation Report (four annually)</p>	
<p>Total Total Direct</p>	



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
See Instructions.

Applicant Information

Legal Name:

Hoonah City Schools

1. Project Objective:

Objective 1: Annually, ELA Proficiency rates will increase by at least 2% compared to baseline data recorded in 2018-2019 (20% Proficiency).

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
State assessments will show ELA Proficiency growth by at least 2% annually	PROJECT		/		

2. Project Objective:

Objective 2: Annually, 100% of Hoonah classroom teachers will participate in sustained and intensive (48+ hours per year) arts integration-focused professional development, measurable by attendance logs and staff reporting. (GPRA 2)

2.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Quarterly, at least 10 hours of push-in coaching and mentoring will be recorded for each teacher	GPRA		/		

2.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Annually, each teacher will participate in at least 8 hours of professional development delivered by an outside provider focused on arts education.	GPRA		/		

3. Project Objective:

Objective 3: By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a statistically significant increase in content knowledge in the arts, measurable through annual pre-and post-assessments.

PR/Award # S351A210129

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

3.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By Year 5, 100% of Hoonah educators will demonstrate growth in content knowledge in the arts	PROJECT		/		

4. Project Objective:

Objective 4: Annually, Hoonah students will take part in at least 120 hours of instruction featuring the arts and aligned to Alaska State Arts Anchor Standards (including instrumental music, vocal music, visual arts, art history, and performance arts).

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Quarterly, students will participate in at least 30 hours of arts instruction.	PROJECT		/		

5. Project Objective:

Objective 5: By the end of the 60-month project period, at least 80% of Hoonah families will have attended an Arts Night event with their child(ren).

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
By Year 5, at least 80% of families will have attended an Arts Night	PROJECT		/		

6. Project Objective:

Objective 6: By Month 48, Arts for Alaska will have created a K-12 Scope and Sequence for Arts Education aligned to Alaska State Arts Anchor Standards. (GPRA 3)

6.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Annually, Scope and Sequence in Arts Education will be created for at least three grade levels	GPRA		/		

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

7. Project Objective:

Objective 7: By Month 60, at least 10 Alaskan school districts will be utilizing the Scope and Sequence for Arts Education created through Arts for Alaska.

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Annually, resources for at least three grade levels will be disseminated.	PROJECT		/		

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and

2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



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

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

Name of Institution/Organization

Hoonah City Schools

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 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment								
5. Supplies								
6. Contractual								
7. Construction								
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipend								
12. Total Costs (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: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (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 %.
- (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 # S351A210120

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Name of Institution/Organization Hoonah City Schools	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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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Name of Institution/Organization Hoonah City Schools	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.
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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 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (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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DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013
Expiration Date: 02/28/2022

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Arts in Education"/> CFDA Number, if applicable: <input type="text" value="84.351"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
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10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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Standard Form - LLL (Rev. 7-97)