



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award # (11 characters): S351A210129 - 23

**SECTION A - Performance Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Government Performance and Results Act (GPRA) Measures**    ☐ Check if this is a status update for the previous budget period.

1.a. Performance Measure	Measure Type	Quantitative Data					
The number of grantees that attain or exceed the targets for a majority of the outcome indicators for their projects. ( <i>See explanation of progress</i> ) (YEAR 2)	GPRA 1	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			3 /5	60		4 /5	80

**Explanation of Progress**

**This objective was met.**

The reporting period for this Ad hoc APR is October 1, 2022 to September 30, 2023. There are five project objectives and a target of 3 (sixty percent) meets the majority requirement.

Four out of five project objectives were met. The target of sixty percent was met and exceeded.

2. Performance Measure	Measure Type	Quantitative Data					
The percentage of AAE participants (arts educators, teachers, principals, and other support staff) who complete 75 percent or more of the total hours of professional development offered.	GPRA 2	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			7.5/10	75		10/10	100

## GPRA 2 Measurement: Explanation of Progress and Measurement

This GPRA objective has been met.

Data for quarters 1 and 2 are reported in the table below and demonstrate the project's success in meeting this objective.

There are two targets that have been established for GPRA 2.

Target 1: Quarterly, 10 hours of push-in coaching and mentoring will be provided to each teacher. As recorded in the table below, this performance measure was met and exceeded in each quarter of this funding period.

School Year Quarters (Year 2)	Q1	Q2	Q3	Q4
Target Hours	10	10	10	10
Actual Hours	15	15	14	14
Target Participation %	100	100	100	100
Actual Participation %	100	100	100	100

Target 2: Annually, each teacher will participate in at least 8 hours of professional development arts education.

<b>Grant Year</b>	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Calendar Year</b>	2022	2023	2024	2025	2026
<b>Target Hours</b>	8	8	8	8	8
<b>Actual Hours</b>	8	13			
<b>Target participation %</b>	75%	100	100	100	100
<b>Actual Participation %</b>	100%	70%			

The STEAM art teacher, Tlingit culture specialists, the Director of Arts and the Artists in Residence offer multiple opportunities for professional development in arts integration. Project personnel keep records of PD events and attendance at those events.

During this funding period, a total of 13 hours of PD were offered in arts education with 70% of AAE participants attending a minimum of nine hours.

One notable PD event occurred in May. Grant personnel partnered with Huna Heritage to charter a whale watch vessel. Cultural experts were brought on board to talk about the areas as they were traversed. The culture bearers talked about Tlingit place names, the area histories, as well as the sea life and flora and fauna. Grant personnel taught staff how to do water color and pen drawings of their observations. See <https://zemanekd.weebly.com/about.html>

1.c. Performance Measure	Measure Type	Quantitative Data					
The number of accessible, arts-based instructional materials that are developed.	GPRA 3	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		20	/		40	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

**This GPRA objective was met.**

In September 2022, an Arts Team was established with broad representation including, teachers, community members, partners and teaching artists. The first meeting of this Team was held on September 29<sup>th</sup>. A schedule of future monthly meetings was established for the year and the team worked consistently to complete the curriculum for both years one and two during year 2 of funding.

The development of instructional materials has been planned (per the grant application), for the five-year project period and is tabled below. In addition to the Scope and Sequence, a target of twenty push-in arts integrated lessons for each grade level range was established. Materials and other work can be viewed at [zemanekd.weebly.com](http://zemanekd.weebly.com)

60-Month Benchmarks: Scope and Sequence in Arts Education Development					
Year	1	2	3	4	5
Target Grades	K-2	3-5	6-8	9-12	Dissemination
Target Lesson Development	20	20	20	20	
Actual Lesson Development	20	20			

**SECTION B - Project Objectives Information and Related Performance Measures Data** (See Instructions. Use as many pages as necessary.)

**1. Project Objective** ☐ Check if this is a status update for the previous budget period.

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

1. Performance Measure	Measure Type	Quantitative Data					
Performance Measure: State Assessments (AK STAR from NW Education) will show ELA proficiency achievement growth at 2% annually. (Year 2)	(PROJECT)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/	24		/	999

**Explanation of Progress** (Include Qualitative Data and Data Collection Information)

**This project object was not met.**

Test scores have not yet been received for the AK STAR assessment that was administered in Hoonah in April of 2023.

This objective will be updated in the Ad Hoc APR that will be submitted in the spring of 2024.

60-Month Benchmarks: ELA Proficiency					
Grant Year	Year 1	Year 2	Year 3	Year 4	Year 6
Calendar Year	2022	2023	2024	2025	2026
Target %	22	24	26	28	30
Actual	9.52	Not Available			

Year 1 Note: The AK STAR assessment was administered in 2022 differs from the AK PEAKS assessment that was administered in 2019. The pre pandemic 2019 PEAKS results were used to establish pre pandemic baseline data and to establish the year one target of 22%. However, the comparison of two different assessments (the PEAKS and the STAR) raises questions of validity.

Year 1 Note: It has been demonstrated that student achievement across the country and in Alaska was negatively impacted by the Covid pandemic. The year one ELA proficiency score of 9.52 must be interpreted within this context.

Year 2 Note: See the Alaska Department of Education and Early Development website for additional information about the multi-year development of the AK STAR assessment and the delay in providing the results from the STAR Assessment that was administered in spring 2023. <https://education.alaska.gov/assessments/akstar/results>

## 2. Project Objective

By the end of the 60-month project period, 100% of Hoonah educators will demonstrate a significant increase in content knowledge in the arts.

2. Performance Measure	Measure Type	Quantitative Data				
Annual pre and post assessments about content knowledge in the arts.	(PROJECT)	Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio
				70		78.6

Explanation of Progress (Include Qualitative Data and Data Collection Information)

### This objective was met.

Content knowledge is measured by calculating the % of teachers whose pre and post-test assessments (administered in the fall and spring of each school year) demonstrate increased knowledge, on a five point scale, responding to a prompt: *I would rate my knowledge of arts integration strategies as .....* During this funding period, the pre test was administered in October of 2022 and the posttest in May of 2023. Yearly targets for the percent of teachers who demonstrate knowledge improvement are tabled below.

60-Month Benchmarks: Teachers Arts Content Knowledge					
Year	1	2	3	4	5
Target % Increase	60	70	80	90	100
Actual %	N/A	78.6			

The target question asked participants to rate their knowledge of arts integration on a 5-point scale with 3 being satisfactory; 1 and two being below satisfactory and 4 and 5 above satisfactory. The table below displays the percentage of participants who rated their scores as 3 or above. Aggregated data demonstrate that 78.6% of participants rate their knowledge of art integration strategies as satisfactory or above.

<b>QUESTION</b>	<b>PRE TEST SCORE October 2022</b>	<b>POSTTEST SCORE May 2023</b>	<b>% CHANGE</b>
I would rate my knowledge of arts integration strategies as .....	66.7%	78.6%	+11.9%

Two additional questions inform the program in terms of the application of arts integration in classroom practice.

The first asked participants how often they practiced arts integration in their classrooms. Response options were, “ Never, Once or Twice a Year, Once or Twice a Month, Once or Twice a Week and Daily.” The table below displays the percentage of participants who responded that they integrated art either “Never” or “Once or twice a year.” The data demonstrate that the percentage of staff who are not applying arts integration strategies, as indicated by a “Never” or a Once or twice a year” response decreased by 18%.

<b>QUESTION</b>	<b>PRE TEST SCORE October 2022</b>	<b>POSTTEST SCORE May 2023</b>	<b>% CHANGE</b>
I practice arts integration in my classroom setting:	33.4%	15.4%	+18%

A second relevant question asked participants to rate their feeling about a their skills and abilities to apply their knowledge on a 5-point scale: “Strongly agree, Agree, Indifferent, Disagree and Strongly Disagree.” The table below displays the percentage of participants who responded, “Strongly Agree” or “Agree.” Data demonstrate improvement. A comparison of questions 2 and 3 with question 1, may indicate that knowledge of strategies exceeds the application of strategies in the classroom.

<b>QUESTION</b>	<b>PRE TEST SCORE October 2022</b>	<b>POSTTEST SCORE May 2023</b>	<b>% CHANGE</b>
I have the skills and abilities to incorporate arts integration strategies into my teaching practice.	50%	64%	+14%

3. Project Objective

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).

3. Performance Measure	Measure Type	Quantitative Data					
Total number of hours that students engaged in the arts each year.	(PROJECT)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		120	/		780	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

This project objective was met.

School records, including teacher schedules, staff reports and special event records, relevant to experiences that engage students in the arts are used to measure this objective.

Multiple professionals are involved in offering arts activities, including the music, the STEAM art and the Tlingit culture teachers and staff. The Director of the Arts also provides extensive (10+ hours each month) push-in coaching to each teacher each month and her work was complemented by multiple Artists in Residence who taught units on 3-D design, form line drawing, drama and music.



#### 4. Project Objective

By the end of the 60-month period, at least 80% of Hoonah families will have attended an Arts Night event with their children.

4. Performance Measure	Measure Type	Quantitative Data					
Total number of unique families in attendance for each year at each Arts Night event.	(PROJECT)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			30/75	40		67/75	84

Explanation of Progress (Include Qualitative Data and Data Collection Information)

#### This project objective was met.

This objective is measured through attendance records that are kept for each Art Night event. Using these records, a total of unique families for each event is tallied (see the Executive Summary for event totals.) At the end of the year, event records are further analyzed and the total number of unique families for the year is tallied. During this reporting period, 67 unique families were represented at Art Night events and the year two target of 40% participation was met and exceeded.

Yearly targets for family participation have been established in tabled below.

60-Month Benchmarks: Family Participation in Arts Nights					
Year	1	2	3	4	5
Target Participation %	20	40	60	70	80
Actual Participation %	16	67 unique 67/75=84%			

**5. Project Objective** [ ] Check if this is a status update for the previous budget period.

By month 60, at least 10 Alaskan school districts will be utilizing the K-12 Scope and Sequence for Arts Education and arts-integrated lessons created through Arts for Alaska. To measure progress towards the year 5 goal, two performance objectives have been created with yearly targets established. The first measures dissemination and the second measures use of the materials.

5. Performance Measure	Measure Type	Quantitative Data					
a. Beginning in year 2, dissemination to 10 districts for the grade levels identified has occurred.	(PROJECT)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		10	/	

5. Performance Measure	Measure Type	Quantitative Data					
b. Number of districts using the Arts Education Scope and Sequence each year.	(PROJECT)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		3	/	

**Explanation of Progress:**

**This Project Objective was met.**

**See paragraph 2 for a description of a minor adjustment that has been made to this performance measure.**

Year one was defined as a year of development with no (zero) districts targeted for dissemination and use. Beginning in year 2, dissemination of the K-2 curriculum was targeted for 10 Alaskan districts. Targeted districts include: Sitka, Chatham, Kake, Petersburg, Skagway, Juneau, Ketchikan, Klawock, Wrangel and Haines. Factors that went into the selection of districts included geographic location and cultural histories. Superintendents in each district were contacted in August/September of 2023. The website address was provided and an invitation for teachers to use the materials was extended. See [zemanekd.weebly.com](http://zemanekd.weebly.com)

Project personnel have received direct feedback from three districts, Juneau, Sitka and Chatham, that the arts materials are being used. Notable is the fact that Juneau and Sitka are by far the largest of the 10-district network.

Discussion, among project and school personnel, about how to determine whether or not districts are using the materials and what type of “use” would promote meaningful arts integration in the classrooms ultimately led to a clearer vision of “use.” The new vision includes using materials that have been developed, contributing new lessons and adaptations of lessons, networking across districts and developing a community of practice. This vision is now a key piece of sustainability for the Art for Alaska Project. With this expanded vision of “use”, benchmarks have been modified to reflect the depth of engagement that will promote sustainability. Specifically, rather than the current benchmarks of 10/10 districts “using” the materials for each year of grant funding 2-5, the targets are year 2: 3 districts; year 5: 5 districts; year 4: 8 districts and year 5: 10 districts (see table below). The targets for the dissemination of materials remain the same at 20 products per year.

School district and grant personnel are currently in discussions about how to effect increased communication and to determine how to incentivize districts to contribute to the network.

60-Month Benchmarks: Scope and Sequence Dissemination					
Year	1	2	3	4	5
<b>Target Grades Resources Disseminated</b>	(Development Only)	K-2	K-5	K-8	K-12
<b>Actual Grades Resources Disseminated</b>	(Development Only)	40			
<b>Target Number of Schools Utilizing Resources</b>	(Development Only)	2	5	8	10
<b>Actual Number of Schools Utilizing Resources</b>	(Development)	3			

**SECTION B - Budget Information** (See Instructions. Use as many pages as necessary.)

<b>Grantee</b>	<b>Hoonah City Schools</b>		
<b>PR Award Number</b>	<b>S351A210129</b>		
<b>Category</b>	<b>Year 2 Budget (Approved Amount)</b>	<b>Year 2 Budget (Funds Expended 10/01/22 - 09/30/23)</b>	<b>Year 2 Budget (Carryover Funds to Year 3)</b>
<b>Personnel</b>	\$464,314.00	\$215,668.79	\$248,645.21
<b>Fringe</b>	\$181,850.00	\$80,066.61	\$101,783.39
<b>Travel</b>	\$2,457.00	\$3,774.47	-\$1,317.47
<b>Equipment</b>	\$80,000.00	\$89,255.85	-\$9,255.85
<b>Supplies</b>	\$39,145.00	\$37,946.21	\$1,198.79
<b>Contractual</b>	\$43,200.00	\$119,682.00	-\$76,482.00
<b>Other</b>	\$0.00	\$770.80	-\$770.80
<b>Total Direct Costs</b>	\$810,966.00	\$547,164.73	\$263,801.27
<b>Indirect Costs-(3.96 % &amp; 7.48%)</b>	\$32,114.25	30,486.53	\$1,627.72
<b>Total</b>	<b>\$843,080.25</b>	<b>\$577,651.26</b>	<b>\$265,428.99</b>

**Personnel: \$464,341**

Project Director:100%	97,850
Music Teacher: 100%	85,186
Cultural Specialist Elementary:.25%	16,856
Cultural Specialist Secondary: .1945%	15,805
<b>Total Personnel</b>	<b>215,699</b>

With the challenge of finding teachers, Hoonah City Schools had to hire retired teachers which cost substantially more than beginning teacher salaries. This becomes a challenge to the budget as the candidate pool is small, for rural villages it is even more of a challenge. Finding cultural teachers also presents a problem and takes more money than originally planned. The unused portion of year one inactivity (due to covid challenges) in our grant was rolled forward to year two to help with this challenge and will continue to be rolled into year three as well. Additional \$200,000 will be put into our contractual category for our artists in residence.

**Fringe: \$181,850**

Project Director:	33,708
Music Teacher:	25,593
Cultural Specialist:	20,765
<b>Total Personnel</b>	<b>80,066</b>

Fringe benefits are at 37% of salary and have also risen due to signing bonuses(\$2000) and (\$1200) moving stipends to get staff and new (\$200 a month) housing allowances. This also covers medical & life insurance and teacher retirement plan benefits. The year one rollover due to inactivity and inability to hire staff is being rolled into year 3 to help with the increased fringe trend.

**Travel: \$3,774.47**

This Year we went overbudget on travel by -\$1,317.47 as we took 3 teachers to Juneau for a Kennedy Center Arts Integration training with the Juneau School District as this supported our goals and training of art integration for new staff. It was an amazing opportunity and was well worth the travel cost. As the district looks over our budget it will be essential in the future to change the travel portion of our budget as travel in Alaska is expensive. The cost for one staff member to attend the conference in Washington DC is not feasible at the \$3500 price point as it costs \$400 just to get off our island. To travel to Washington DC for 2 staff members for training would be \$9000. The travel budget needs to be a much bigger portion of this grant as living in a remote village there is always travel involved in training and experiences for kids.

**Equipment: \$89,255.85**

Equipment	Q	Price
Sound system		7952
Camera Lights and tripods	3	7677
13 In MacBook with case mouse keyboard & plan		13135
Drone Club Kit with supplies	2	8092
Curtain	1	29000
Guitars & Rack	12	6752
Sonar GBWESTT-7	1	2851
Metallophone	3	2220
Sonar GBWESTT-8		2851
ipads	15	8725

This year we purchased Orff Instruments for our elementary music program as well as guitars and racks for them as well. Our theater curtains needed to be replaced from 40 years of wear and tear as well as our old sound system that needed updating.

**Supplies: \$37,946.21**

This year supplies were purchased and we stayed in budget to provide art material for classrooms and training material for staff. We used this for supplies for our Art nights This funding also helped in the repair of some of our older band instruments we had.

**Contractual: 119.682**

We are substantially overbudget here as this category was in the original budget just to pay our evaluator. Since we shifted a teaching position into an artist in residence program this changed this budget line. As you can see below the evaluator was paid twice once for year one and once for year 2. We will be adjusting the budget to reflect a decrease in personnel and an increase in artists in residence budget item. This will allow for the continuation of artists to come in and teach teachers and students alike as we develop lessons and work with our community Meeting the goals of this grant.

Name	Amount
Evaluator Yr1	\$ 52,682.00
Evaluator Yr 2	\$ 56,000.00
artist in Residence 1	\$ 9,000.00
artist in Residence 2	\$ 2,000.00
Total	\$ 119,682.00

**Other: \$770**

We paid the fee for our Robotic Team to compete at the state and reginal level.

**Total:** We had a budget of \$843,114.25 for this year as our year one was a struggle as we did not have staffing and the project did not get started until August of 2022. This meant that we rolled year one into year two and tried to achieve all the goals and activities of year one and two during year two. The goals were achieved but in so doing we only spent half of the year one funding and intend to roll it into year three as we further develop our scope and sequence through the middle school and work on better disseminating the materials and encouraging other districts to use the lesson resources and scope and sequence. The additional \$265,429 will be used in year 3 as we set the groundwork for collaboration across the state with the scope and sequence for arts integration.

## SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

### Partnerships: Services Provided, Changes, Lessons Learned

The partnerships and networks established in support of the Art for Alaska Program are significant and bring additional resources into the community and the school. The Art for Alaska Advisory Board, in addition to teachers, staff and students, includes two community artists, a representative from the Huna Heritage Foundation and a representative from the National Park Service. The National Park Service, during this funding period, worked with grades 4-5 to teach an arts-integrated unit on local Plumes and Blooms and provided funding to take the 4-5 students to the park in Glacier Bay, which was a homeland for the Tlingit nation. The Park Service also sponsored a Return to the Homeland trip for secondary students, which included opportunities for traditional Tlingit artistic expression via dancing, singing and drumming. Grant evaluation is sourced to a national organization called Resource Associates (RA). RA has been active in both writing and evaluating grants in Hoonah for about a six-year period. The current evaluator holds a PhD in education and is a published researcher.

The Sealaska Heritage Institute (SHI), headquartered in Juneau, sponsored a visiting artist who taught Hoonah students how to make copper pendants and copper shield earrings. SHI also sponsored an artist to visit Hoonah and introduce the students to skin sewing. The Project Director is a member of the Sealaska Heritage Community of Practice (COP). The STEM/STEAM COP is a collaborative group of Alaskan educators who share lessons and best practices. The group is committed to integrating art and culture into science and other classroom subjects through the incorporation of artistic expression and oral narratives. This network will be a part of the dissemination strategy for the curriculum being developed.

Huna Totem Corporation staff taught mask making in the elementary school and will follow up by bringing some of the masks from their archives to the classrooms. The Director of the Juneau School District Artful Teaching Program met with the Hoonah Director of the Arts to help envision and shape the Art for Alaska Program. She also invited the Director of the Arts and three new teachers to attend a three-day training program in Juneau that was taught by a Kennedy Center teaching artist. The Kennedy Center trainer has since done some virtual work with Hoonah staff and is planning to visit the community when schedules allow. The Director of the Arts was invited to send examples of students' artistic expressions to the capital city of Juneau for the "Art for Heart" event, which is a legislative, statewide, fly-in reception for school district superintendents, school boards and various other school and political professionals. The Project Director was a partner with the Juneau Jazz and Classics Association to bring "The Julia Keefe Indigenous Big Band" to Hoonah. See <https://www.juliakeefe.com/julia-keefe-indigenous-big-band>

Icy Strait Point (a division of Huna Totem Association) invited students to attend a theatrical performance and a mask making activity that is presented for tourists who visit the community. The Huna Indian Association (HIA) also invited students to tour a Disney cruise ship, which docked in Hoonah and which was focused on the performing arts. HIA sponsored an artist to teach cedar bark weaving and each graduating senior had a cedar bark cap to wear for graduation. The Huna Heritage Foundation (HHF) is assisting in the planning of a new community/teacher mentorship program that will pair new teachers with community mentors. The program was piloted last year and will be implemented for all new teachers in the 23-24, school year. HHF representatives worked with students in grades 4-8 on storytelling and each child created a story to share in a public forum. In May, grant personnel partnered with Huna Heritage to charter a whale watch vessel. Cultural experts were brought on board to talk about the areas as they were traversed. The culture bearers talked about Tlingit place names, the area histories, as well as the sea life and flora and fauna. Grant personnel taught staff how to do water color and pen drawings of their observations.

See our [website](#) for additional information about our partnerships and activities.

The broad network of partners and the many ways in which partners engage in grant activities is related to the *Lesson Learned* that is presented in detail in the Executive Summary entitled, "School programs that connect with a community's history and culture lead to success." The overarching goal of the grant to promote arts integration in the school aligns with goals of the National Park Service, Sealaska Heritage Institute, Hoonah Totem Corporation, and the Huna Heritage Foundation's goals to promote a cultural resurgence, cultural identity and to honor the history and achievements of the Tlingit nation.

## **Evaluation Activities: Design, Surveys, Data collection, Key Findings, Products**

The external evaluator works with grant personnel to be sure that evaluation is thorough, feasible and appropriate to the established goals, objectives and outcomes of the grant. The program is monitored through quantitative and qualitative data sets to provide impact and effectiveness of tools. Additionally, regular communication by the Project Director with Hoonah educators ensures access to qualitative feedback. Quarterly meetings focus on movement towards benchmarks, objectives and measurable outcomes. Evaluator services include developing plans for and monitoring data collection, conducting monthly/quarterly meetings with grant personnel to discuss progress and to identify any barriers to progress. The evaluator assists program personnel in keeping an eye on sustainability by raising questions and brainstorming possibilities during quarterly meetings. The evaluator is available on demand to answer any questions and to provide assistance. She attends project webinars and meetings with the D.C. Project Advisor, as appropriate. During quarterly meetings each GPRA and Project objective is reviewed to determine progress and to identify any possible adjustments that would lead to increased success. This process evaluation measures the extent to which the program is being implemented as planned. Quantitative data are discussed to demonstrate progress towards goals, outcomes, and objectives and to drive the continuous performance feedback loop. Notes are kept for each quarter's progress and used as a basis for comparison for each succeeding quarterly review. The evaluator is available to create project-specific surveys and assessments for stakeholders following requirements for gathering objective data through open-ended questionnaires and non-leading surveys. For example, the evaluator will work with the Project Director during Q2 of this coming funding period to modify the pre and post teacher assessment to more specifically identify data that tracks the difference between having arts integration knowledge and being able to apply that knowledge in the classroom.

Quantitative data is collected on-site by the Project Director from school records, student and family sign-in sheets, class schedules, resource teacher schedules, curricular team meeting notes, number of lessons developed, budget and expenditure reports, lesson plans, teacher surveys and the development and dissemination of the K-12 Scope and Sequence for Arts Education. Standardized assessment data is provided by the Alaska Department of Education and Early Development. Qualitative data to track the impact on the community include analyzing the numbers of families and community members who attend arts night and analyzing the engagement of partners, as evidenced by the co-sponsorship of and participation in events. The Director administers teacher surveys that provide information about the grant's impact on teaching staff, including how professional development has impacted teachers' instruction.

In addition to leading the comprehensive quarterly meetings and continuous improvement discussions, the evaluator prepares the required annual performance reports and the final performance report. All reports include information regarding the degree to which the program has achieved its intended goals, objectives, and outcomes. Reports include all required elements, including the Government Performance and Results Act (GPRA) and the Project Measures. Performance measures are discussed to be sure that they are clearly related to the intended outcomes of the project and that methods of evaluation provide valid and reliable performance data on relevant outcomes. Minor modifications of project outcomes are sometimes proposed. Highlights, lessons learned and contributions to practice are included in all reports. A commitment to using a data-driven-decision-making process for continuous improvement ensures that the program will accomplish its set goal, objectives and targeted outcomes.

### **Dissemination:**

Dissemination of the project K-12 Arts Curriculum is occurring in multiple ways. The Project Director is a member of the Sealaska Heritage Institute's STEM/STEAM Community of Practice (COP). The COP membership includes educators across Southeast Alaska and serves as a forum for the Director to share information about the Arts for Alaska grant activities. The Hoonah City School's newsletter is posted on line and includes in-



formation about grant activities as well as photos. See <https://bit.ly/3Sgx6O7> Webpages have been created and model arts lessons, as well as others posted by teachers are available at <https://zemanekd.weebly.com/the-work.html> The superintendent of Hoonah City Schools called colleagues in ten Southeast Districts to inform them of the project and to invite them to view and use the materials posted on the curriculum website. During year 3 of funding, project personnel plan to discuss ways to further integrate teachers from the ten target districts into a dynamic and cohesive network of practitioners.

### **Sustainability: Activities, Additional Funding**

The breadth and active engagement of partners with this grant will be maintained. While many of the partners preceded grant funding, grant activities have highlighted shared goals and have provided a foundation from which to move forward. For example, shared goals and outcomes can be articulated with partners and action plans developed that create a path for activities to be put into place to achieve the shared goal. Partners, this year, supported grant activities in multiple ways and exceeded last year's activities. The partnership network may also be used to support additional funding that allows for the continuation of specific grant activities. Each partner has a unique set of funding sources, which expands the available funding network.

Relevant to the establishment and strength of partnerships, recently (fall 2023) the Project Director has been contacted by two entities to support their grant writing activities. The Sealaska Heritage Institute has asked for a letter of support for a grant that they are writing with a purpose of creating living heritage museum boxes that will then be distributed to schools. If successful, HCS will become a part of the distribution network. Huna Heritage Foundation has also reached out to the Project Director to elicit support for a project that would involve the Smithsonian Museum. In brief the project involves the recreation of museum artifacts using 3D printers. The recreated replicas could be handled and observed without fear of harm and eventually reside in a community museum. It is clear that HCS is building a reputation for arts integration and has achieved a status with partners, which has led to a reciprocity of effort in that HCS is not only soliciting support from others but others are now seeking HCS support. This reciprocal nature of partnerships is a significant step forward for sustainability.

Other ideas include the establishment of a teacher share among key school districts. The idea is to promote teacher exchanges and by doing so to create opportunities to leverage resources. Also, additional surveys for families and students will be constructed and administered to determine the impact of and interest in grant activities. Data from these surveys will inform discussions about sustainability.

Grant personnel will build upon the ten target districts that were selected for initial dissemination of the K-12 curriculum. A community of practice with Sealaska Heritage Institute is already in place and will be expanded to include additional teachers who are committed to arts integration. Target districts will be contacted to determine their interest and use of materials. Once this additional information is collected, strategies and plans to strengthen the network will be determined. A cohesive and dynamic network of educators, across ten school districts, who are dedicated to arts integration would increase the potential for additional funding and impact far beyond what one school district by itself could accomplish by itself.