



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Applicant Profile

Applicant Type	Organization
Legal Name	Hermon Hutchens Elementary
Address1	PO Box 398
Address2	1009 West Klutina St. Valdez, Alaska 99686 UNITED STATES
Telephone	(907) 835-4728
Primary Contact	Mrs. Cynthia Shidner Phone: (907) 835-4728 Email: cynthia_shidner@valdez.cc
Organization Type	Elementary School
Applicant Status	Government - State
Applicant Institution	Elementary School
Applicant Discipline	Interdisciplinary
Grantee Race	American Indian/Alaska Native
Congressional District	5
FEIN / TAX ID	92-6000150
Date Organization Formed	0000-00-00
Fiscal Year Ends Date	06/30
DUNS Number	039070033
Web Address	http://https://www.edline.net/pages/Hermon_Hutchens_ES

Mission Statement

Valdez City School District Mission Statement: "SCHOOLS, PARENTS AND COMMUNITY UNITED IN EDUCATION FOR LIFE: INSTRUCTING,INSPIRING AND EMPOWERING EVERY STUDENT IN A SAFE ENVIRONMENT."



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

NEA Required Questions

Type of Activity	School Residency
Project Discipline	Humanities
Arts Education	50% or more
Total Individuals Benefiting	440
Artists Participating	1
Children/Youth Benefiting	351
Amount Requested	\$1,537

Project Race
No single group

Project Descriptors
None of the Above



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Additional Applicant Information

Please fill out with the information of the person who will be the main contact for this application. The House & Senate Districts should be filled out here as the profile will not accept the information. Note: The contact name, phone & email may be different than the Profile.

Contact Name & Title:

Cynthia Shidner, G/T teacher

Contact Phone

907-835-4728

Contact email

cynthia_shidner@valdez.cc

State Legislative House District

5

State Legislative Senate District

C



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Application Narrative - Goals, Objectives & Planning (What will be accomplished?)

I. Residency Details

Explain the residency activities, including artist(s) selected, schools impacted, age groups and class size, dates of activities, facilities, etc. Also list specific goals & objectives for the residency experiences for students, staff and schools. Explain how you will evaluate the residency.

(15000 characters max)

Overview of Residency:

This residency with Jack Dalton will provide artistic and culturally relevant instruction to 351 students and 46 staff members at Hermon Hutchens Elementary school (HHES). The goals of this residency align with our district mission statement: "Schools, parents and community united in education for life: instructing, inspiring and empowering every student in a safe environment." This safe educational environment should ideally be one in which each student's cultural background is a valued and integral part of the curriculum.

Selected Artist:

Jack Dalton is a professional Yup'ik storyteller, actor, writer, teacher and recipient of the first Expressive Arts Grant from the National Museum of the American Indian. He has successfully completed residencies with the Artists in the Schools program for ten years. In Valdez, he has already established rapport and trust with the HHES students and staff over the last two years by providing two "whole school assembly" story telling programs sponsored by the Valdez Arts Council and regional Alaska Native corporations. Additionally, during the last two "Cultural Heritage Week" (CHW) events in Tatitlek, Jack Dalton has volunteered his time to teach workshops on creative writing and the Chugach region's rich cultural heritage of local stories and legends. Every spring, Hermon Hutchens Elementary School sends a group of ten elementary students to attend the weeklong workshops at Cultural Heritage Week. In order to reach a wider group of HHES students, we selected Jack Dalton for this AIS residency. We believe that there are great benefits to having the students build on their relationship with an Alaska Native teacher who respects and celebrates the cultural backgrounds of all students.

Students and Staff Involved in Residency:

Although we would like to provide all 351 preK-6th grade students with ten days of instruction with Jack Dalton, we realize that providing six days of focused instruction for the 193 students in 3rd-6th grades will allow the students to achieve a greater number of goals in the areas of language arts, culture and arts education. We plan to schedule four 60-minute workshop sessions for three days/week (six days total) to provide focused instruction to these four grade levels, 3rd-6th. On those six days, each workshop will have from 40 to 53 students per workshop with support from three teachers and two paraprofessionals. In this way, the ratio of teacher to student will not exceed 1:18. With paraprofessionals included, the ratio will not exceed 1:10. On the remaining 2 days/week of the residency (four days total), we will schedule sessions for grades PK-2nd based on individual teachers' schedules and goals for language arts, culture and arts education.

During an evening program for families and community members, as well as during the final day of the residency, students will have the opportunity to share their stories and receive meaningful feedback from community and family members. This celebration of the students' unique stories will demonstrate the power of storytelling in all cultures to teach important values and lessons.

Specific Goals and Objectives for the Residency for Students:

Last year, Jack Dalton shared one of his key stories, "The Boy Who Ate Too Much", at an hour-long assembly for HHES students in grades K-6. In this proposed residency, Jack Dalton will re-tell and build on students' experience with "The Boy Who Ate Too Much" story to meet specific goals in the HHES arts curriculum, language arts curriculum and in the statewide guidelines for culturally-responsive schools. All of the HHES students will benefit from the re-telling of this traditional Yup'ik



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

story, which blends cultural values and natural history instruction with engaging humor and storytelling skills.

As an experienced AIS instructor, Jack Dalton has developed an intensive five or six-day schedule to teach the skills of creating and performing stories in a way that blends traditional Alaska Native patterns of storytelling with contemporary adaptations. Jack Dalton is gifted in his ability to tailor each grade level workshop to meet specific goals for arts instruction. If the teacher's focus is on meeting fine arts standards (see attached arts curriculum for Valdez City Schools), Jack Dalton draws on his years of experience as an AIS instructor in illustration techniques to add this creative dimension to the students' unique stories. If the teacher's focus is on developing performance arts techniques, Jack Dalton is a highly engaging instructor on how to bring stories to life through a variety of techniques.

In addition to meeting teachers' goals for arts instruction, this workshop structure meets three essential grade-level expectations (GLEs) for writing in 3rd through 6th grade students in Alaska. In the language of the 6th grade writing GLEs, students will develop the following GLE skills while engaged in the creative writing activities led by Jack Dalton: [6]2.2.1 writing an understandable story that incorporates story elements and literary devices (e.g. dialogue, descriptive details); 2.2.3 using expressive language when producing text 2.4.1 revising writing by giving/receiving appropriate feedback and using established criteria to review own and other's written work. These GLE goals are consistent for 3rd through 6th grade students, with increasing levels of complexity as students become more mature writers.

An important goal for our proposed residency is our focus on strengthening relationships with local Alaska Native organizations to meet standards for culturally-responsive schools. These standards are described by two ANKN publications: Alaska Standards for Culturally-Responsive Schools and Guidelines for Nurturing Culturally Healthy Youth (adopted by the Assembly of Alaska Native Educations in 1998 and 2001.) For culturally-responsive schools, the standards for educators and for curriculum include the following goals for our residency with Jack Dalton:

E.1 "Provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings."

E.5 "Recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer."

A.3 "A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them and incorporates contemporary adaptations along with the historical and traditional aspects of the local culture."

In the Guidelines for Nurturing Culturally Healthy Youth, the relevant standards include the overall guidelines for educators: "Educators are responsible for providing a supportive learning environment that reinforces the cultural well-being of the students in their care." In these guidelines, educators are asked to "make every effort to utilize locally-relevant curriculum materials with which students can readily identify, including materials prepared by Alaska Native authors." By providing this opportunity for students to learn from a nationally and internationally recognized Alaska Native performer and playwright, we will be responding to the needs of our students, families, community members and local Alaska Native organizations. Building these community relationships is an essential goal of our district mission statement: "Schools, parents and community united in education for life: instructing, inspiring and empowering every student in a safe environment."

Here is an overview of a proposed six-day schedule based on information provided by Mr. Dalton:

The Story Theory: This first workshop consists of an interactive lecture about what makes stories such a good form of education. We will discuss the story "The Boy Who Ate Too Much," which the students will have seen during the assembly. We will discuss what they learned from the story, why they liked the story, why they will probably remember the story, metaphors, human experience and values/morals/lessons that can be taught in a story. Near the end of this first class, students will receive their story creating packets. We will complete page 1 and the students will decide on the value they want to teach in their stories.



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Value Learning Process Map and Characters: During this second workshop the students will learn how values can be taught in a story using the "Value Learning Process Map." Then, they will begin to think about characters and make choices about which characters will be in their stories. For teachers who choose to meet fine arts standards, the students will be instructed on how to do thumbnail sketches for the key events in their stories and use specific drawing exercises to illustrate their characters. For teachers who choose to work on performance art skills, the students will learn dramatic techniques to bring their characters to life, based on the ways in which characters are developed in the story of "The Boy Who Ate Too Much".

Plots and Plot Lines: This third workshop will be focused on plots and plot lines. First, the students will learn about what plot lines are and what the different parts of the plot lines represent. They will then work on the plot lines for their own stories. This workshop will be individualized to the teachers' goals for arts education so that students will work on fine arts techniques for depicting key events in their stories OR dramatic techniques for building rising action, portraying moments of conflict, and conveying resolution.

Writing the Story: During this fourth workshop, student will begin writing their stories based on all the work they've done so far. They will take into consideration aspects found on the last page of the packet regarding dialogue, descriptions and details. This workshop will be individualized to the teachers' goals for arts education so that students will work on fine arts techniques for creating detailed scenes from their stories OR dramatic techniques for delivering dialogue (especially if only one storyteller is performing) and setting a descriptive scene for the action.

More Story Writing Time: This workshop will give them the time they need to really get their ideas on paper. By the end of this time, many of the students will have finalized drafts of their stories completed. Again, this workshop will be individualized to the teachers' goals for arts education so that students will work on fine arts techniques to complete the illustrations for their stories OR dramatic techniques for sharing their stories with an audience.

With an additional workshop due to our proposed six-session schedule, Jack Dalton will be able to individualize this last session to the needs and goals of each class. Depending on their teacher's focus for arts education, students may work on fine arts standards while illustrating their stories, or they may work on performance arts techniques in preparation for sharing their stories with a supportive audience either at school or at the evening program for family and community members.

Facilities for Instruction:

The facilities for instruction include the students' homeroom classrooms, the library, and the gym for large group activities. During the workshop sessions for each grade level (with 40 to 53 students per workshop), we will use a larger space such as the library or gym in order to accommodate the number of students and staff. The needs for specific creative writing and art supplies will be coordinated by the contact person for this grant, Mrs. Cynthia Shidner.

Evaluation of Selected Goals in Language Arts, Culture and Arts Education:

If the teachers for a specific grade level have selected a focus on visual arts standards, they will be able to evaluate student progress based on the specific standards for this grade level (see attached arts curriculum for Valdez City Schools.) For example, a 4th grade student could be evaluated on the technique of "using contrast in a work of art" (VCS 4.2.7) by determining how the student's illustration used light/dark areas, complimentary colors, contrasting patterns and textures. If the teachers have selected a focus on performance arts, they will be able to evaluate student progress based on the VCS K-8 "Art Essential Learning" goal of "creative expression." Using this goal, they can evaluate how student storytelling performances "apply artistic processes and skills using a variety of media and techniques to communicate ideas, experiences and intent in original works of art." It is clear that our art curriculum is strong in one dimension of artistic expression-visual arts-yet does not include the dimension of performance art. One goal for this residency is that it will inspire a group of educators to



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

re-evaluate the existing arts standards and incorporate standards for performance arts.

To evaluate individual students' progress towards the selected goals in the areas of language arts, the 3rd-6th grade students will complete creative writing projects. By comparing these projects with their creative writing portfolio from this school year, teachers will be able to assess growth and plan for further instruction. One reason why our proposed residency has a strong focus on traditional Alaska Native storytelling is our schools' demonstrated need for enhanced instruction in language arts. Last year, HHES was designated as an "AYP level 1" school in a single area-- language arts proficiency for students with disabilities (59% proficiency) and economically disadvantaged students (78% proficiency). We believe that this residency with Jack Dalton will achieve the academic goal of increasing language arts proficiency on the SBA tests by teaching key writing skills in the context of highly engaging storytelling experiences and celebrations of students' cultures. Jack Dalton's artistic statement on the list of AIS artists speaks to this connection between students' cultures and the traditional art form of storytelling in all cultures: "Yup'ik storyteller Jack Dalton believes that the one thing all cultures and human beings have in common is storytelling. He also believes storytelling and story creating are the greatest skills a person can possess, because through story, one can teach absolutely anything."

Dates of the Residency

What are the dates for the Residency? If tentative, please state but include the date range.

The tentative dates approved by Jack Dalton are February 27-March 9 OR March 19-30.

Explain your decision to select an artist not on the teaching artist roster.

Jack Dalton is on the teaching artist roster.

Please upload the resume of the artist(s) here if individuals(s) are not on the Alaska Teaching Artist Roster. Include an explanation of why this/these artist(s) was/were chosen.

No File Uploaded

No File Uploaded

If your selected teaching artist is not on the Alaska Teaching Artist Roster, upload the first artist recommendation letters here.

No File Uploaded

No File Uploaded

If your selected teaching artist is not on the Alaska Teaching Artist Roster, upload the second artist recommendation letters here.

No File Uploaded

No File Uploaded

II. Teacher Training

What are the plans for the required teacher training? What materials will be sent to teachers ahead of time and left after the residency(ies) for teacher prep and continuation of the arts ed activities. You may upload any lesson plans the artist has at the end of the application.

(1000 characters max)

Before the residency, members of the selection committee will meet with the teaching staff to determine the specific focus for the arts education for each grade level, visual or performance arts. When we have determined this focus for each grade level, we will request the materials Jack Dalton provides ahead of time for visual and performance arts techniques. Members of the selection committee will also survey the teachers to determine whether they require background information about Alaska Native storytelling traditions for different cultural groups (Yup'ik, Inupiat, Siberian Yup'ik, Athabaskan, Aluutiq, etc.) before the residency. During the residency, we will use our weekly collaboration time to work with Jack Dalton on incorporating culturally responsive storytelling, visual arts and dramatic arts in the school curriculum. We anticipate that this residency will inspire a group



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

of teachers to revise the existing district arts curriculum to integrate performance arts standards.

III. Selection Committee

List the names and titles of the members of the selection committee. What role will they play during the residency(ies)?

(1000 characters max)

Mr. Chris Bennett, Principal of HHES

Mrs. Cynthia Shidner, G/T teacher for HHES

Mrs. Katey Connell, HHES Federal Programs Secretary and PTA president

Mrs. Tristy Morrison, HHES Parent Resource and Special Programs Coordinator

Mrs. Beth Duffy, HHES Administrative Secretary

Mr. John Welcome, Librarian for HHES

This selection committee team will work together on the coordination of the AIS residency, including scheduling classroom spaces, coordinating schedules, and providing any needed supplies. This team will also ensure that the preliminary and follow through activities are accomplished for this grant, including letters of appreciation to Native organizations, local businesses and state legislators. Members of this team will take photos that will be included with these letters. They will also coordinate the evening outreach event for community members and families.

IV. Arts Curriculum

How does this residency fit into the district's arts curriculum? How will the activities learned through this residency strengthen the arts curriculum?

(5000 characters max)

In section V, I attached an overview document titled "VCS GLE Essential Learning" from our board-approved arts curriculum. The additional pdf files for our arts curriculum grades K-6 can be found at the end of this application.

It is clear that our district art curriculum is strong in one dimension of artistic expression-visual arts-yet does not include the dimension of performance art. One goal for this residency is that it will inspire a group of educators to re-evaluate the existing arts standards and incorporate standards for performance arts.

By creating a partnership with local Alaska Native organizations to fund \$1,000 of Jack Dalton's professional fees, this residency will encourage a community-wide focus on the arts and culturally responsive curriculum for Hermon Hutchens Elementary School. We anticipate that this partnership will create momentum for additional community-supported projects to enhance the arts at HHES with an emphasis on integrating and celebrating the cultural traditions of our students.

V. District Adopted Curriculum

Upload the pertinent art curriculum for question IV. Arts Curriculum, here. If there is no board approved curriculum please upload an explanation. Include steps being made to develop an arts curriculum.

[VCS GLE Essential Learning.pdf](#)

VII. District Wide Plan

If this application is on behalf of a District explain how the program augments and/or supports the District's arts curriculum giving specific examples.

(see help button for examples)

This is a school-based residency, not a district-wide project.



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Community and Residency Facilities

VIII. Briefly describe your district/school and communities within it - demographics, unique features, languages and cultures.

(1000 characters max)

Our school community of 351 students in grades preschool--6th grade is composed of different racial and socioeconomic groups in these approximate percentages: 18% Alaska Native/American Indian, 6% Hispanic, 1% African-American, 1% Asian, 1% "Two or more races", 28% economically disadvantaged and 20% students with disabilities. HHES hosts a preschool program for young students with special needs.

According to the Valdez City website (<http://www.ci.valdez.ak.us>), the current population of our community is 4,353. In the 2010 census data information, the demographic information for Valdez is combined with Cordova into a single region. In the Valdez-Cordova region, the population is 13.6% Alaska Native/ American Indian. A language other than English is the primary language in the homes of 8.8% of the population. 8.1 % of the businesses are owned by Alaska Native/ American Indian. The predominant industries in the area are associated with the oil pipeline, fishing and tourism.

IX. How will the artist(s) be housed, fed and transported to and from the residency(ies) site(s)?

(1000 characters max)

Jack Dalton plans to drive his own vehicle from Anchorage, so he will be able to provide his own transportation. He will be hosted at the home of a fellow instructor from Cultural Heritage Week in Tatitlek. Jack Dalton has approved this housing arrangement. Breakfast and dinner will be provided at this private home. We will provide a food allowance to the host. Lunch will be sponsored by local businesses and community members.

X. Community Involvement

Describe how parents, community members and/or special populations in your community will be involved in the residency(ies).

(1000 characters max)

The PTA has generously pledged to sponsor this event, along with local Alaska Native organizations including Chugachmiut. Parents will be encouraged to attend the workshops as parent volunteers in order to provide supportive feedback to the students as they write, illustrate or dramatize their unique stories. Two community outreach events will be well advertised in the community so that parents and community members can attend Jack Dalton's introductory storytelling performance of "The Boy Who Ate Too Much" as well as the celebration of students' stories at the conclusion of the residency.

XI. Facilities

Describe the facility(ies) and where artist(s) will be working with students.

(1000 characters max)

Since Jack Dalton will be working with 40-53 students per grade level, we will hold the large group workshop sessions in the library. When he works with half of the group on dramatic arts techniques, we will use a large classroom space or the gym. For the two community outreach events at the beginning and end of the residency, we will use the gym space. Jack Dalton has already performed "The Boy Who Ate Too Much" successfully for all of the K-6 students in our school gym space.

XII. Arts Education Advocacy

Describe how the district/school will ensure that local and state policy makers know about the impact of arts residencies upon students, teachers and schools.

(1000 characters max)

The selection committee will document the activities of the residency, with careful consideration for families who don't want their students' photos or work published electronically. These photos, stories, short videos and/or artwork will be compiled into a packet that will be sent to the sponsoring organizations as well as local and state policy makers. Students will be involved in this process so



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

that they understand the importance of advocating for financial and legislative support of arts education.



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Cash Expenses

Use this form to show all cash expenses of the project. Do not include in-kind donations. The total expense must match the total income (including ASCA request). All food and housing is the responsibility of the applicant. Show these expenses on the in-kind portion of the budget.

Artist Fees (if more than \$1,000/week applicant must show corresponding income in addition to the required match) 3,000

(If more than \$1,000 per week then there must be a corresponding amount shown in the income side in addition to any required match.)

Artist Travel 306

Residency(ies) Supplies 0

Phone/Postage 0

Printing 0

Marketing/Publicity 0

Other (Specify & upload at the end where requested) 0

Administrative Expenses (Not to exceed 20% of cash expenses) 0

Expense Total \$3,306

MAKE SURE THAT THE TOTAL EXPENSES MATCH THE TOTAL INCOME. This includes the ASCA grant request.



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Cash Income

Use this page to list all cash income for the project. Do not include in-kind donations. The total income must match the total expenses. REMEMBER: An individual school must provide 1/3 of the total cost of the residency; districts must match the ASCA request 1:1. If the artist fee is more than \$1,000 per week YOU MUST include the additional amount here IN ADDITION TO THE REQUIRED MATCH.

Federal Support (JOM Funds, grants, etc.)	0
State/Regional (not ASCA)	0
Municipal/Local (School District funds)	269
Corporate	500
Foundations	0
PTA/Individuals	500
Native Corp/Tribal Funds	500
Other (please specify and upload at the end where uploads are requested)	0
ASCA Grant Request	1,537

(This must match the requested amount on the first page.)

Income Total **\$3,306**

MAKE SURE THAT THE TOTAL INCOME MATCHES THE TOTAL EXPENSES.
This includes the ASCA grant request. You must indicate a fund source to pay for artist fees that are higher than \$1,000/week. This can not be ASCA funds.



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12

Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

In Kind

List all in kind contributions on this page with donor & item donated on the left and cost of item on the right. Do not list these items on the income or expense page of the application. Include housing, food, local transportation supplied to the artist by the community.

Lodging donated by community member (the artist has approved this housing arrangement)	1,200
food expenses/ per diem(\$60/day) donated by partnership of community members and local businesses	720
artists supplies and xeroxing costs (provided by school)	260
advertising for community outreach event (provided by school)	60
In-kind Total	\$2,240



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Required Support Materials

If you are working with Teaching Artists not on the Alaska Teaching Artist Roster, please remember to upload the requested material using the upload buttons provided for artist resume, letters and other materials in the "Residency Details" section of this application. You may also mail the material. The material must be postmarked by the grant deadline.

You must upload your districts' arts curriculum under Question V. If no arts curriculum then an explanation of what steps are being taken to develop and adopt one may be acceptable.

If this application is from a nonprofit organization on behalf of a school district please upload a letter from the district detailing how this application specifically supports the districts' arts curriculum. and/or strategic plan and district initiatives. If you elect to mail the material it must be postmarked by the grant deadline.

No File Uploaded

Use this button to upload any other Expenses or other Income explanation. Please label any forms with the applicant name.

No File Uploaded

Please upload the lesson plans the artist has for this residency.

[Story Creating Worksheet New.doc](#)

Use this upload option to attach any additional support material.

[Grade1-6 art curriculum.pdf](#)



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Checklist

Have you completed your AIS Grant Application Budget? Does the expense match the income, including the ASCA grant request? Have you met the required match?

Yes

Does your ASCA request match the amount requested under NEA Required Questions?

Yes

Have you made a copy of this application for your files?

Yes



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY12
Hermon Hutchens Elementary
Application #FY12AIS0047

Primary Contact: Mrs. Cynthia Shidner
Phone: (907) 835-4728
Email: cynthia_shidner@valdez.cc

Document Generated: Monday, October 31st 2011, 12:56 pm

Certification

I affirm that the information provided is true and accurate to the best of my knowledge. I agree that the school will provide adequate housing and studio space for the artist and meet the guidelines of the Artist in Schools Program in the design and implementation of this grant. (In-School Coordinator's name and date)

Cynthia Shidner, October 28, 2011

I attest that I have reviewed this grant application. I agree that the budget information provided in this application is accurate to the best of my knowledge and that the cash match and grant funds will be used in a timely manner as described in the guidelines of this grant.

(Authorized School Official Name, Title and Date)

Mr. Chris Bennett, Principal of Hermon Hutchens Elementary, October 31, 2011