

CULTURAL COLLABORATIONS Project Grant Application Form

Organization / School Airport Heights Elementary
School District Anchorage School District
Tax ID# 926000078 DUNs # 150404523
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Project Title Airport Heights Elementary Cultural Collaborations Project
Request Amount \$5900 Project dates — From: 11/2010 To: 3/2011


A complete application includes the following:

- Application form
- Project Narrative
- Project Budget
- Resumes/bios or Artist/arts organization support materials
- IRS tax-exempt determination letter (not required for public schools)
- DUNs #

Mail completed applications to:
Alaska State Council on the Arts
411 West 4th Avenue, Suite 1E
Anchorage, AK 99501

Faxed or e-mailed applications will not be accepted. For information, call (907) 269-6682

I certify that the information contained in this application, including attachments and support materials, is true and correct to the best of my knowledge. I am authorized to legally obligate the grant applicant.

Signature of Authorizing Official 
Typed Name Ed Graff
Title Assistant Superintendent of Instruction
Contact phone 907-742-4321 e-mail graff_ed@asdk12.org
Date 5/28/10



**CULTURAL COLLABORATIONS
PROJECT GRANT BUDGET PAGE**

Organization Name: Airport Heights Elementary

Income

List funding anticipated for this project both earned and contributed. Identify the sources and amount, and place an asterisk (*) by funding already secured. List separate cash (individual and business contributions, earned income and grants) and in-kind sources (donated services, goods and materials needed for the project for which you would otherwise pay).

INCOME	CASH	INKIND
Applicant cash reserves		
Other Earned (please list: ticket sales, bake sales, etc.)		
Contributed Income		
Individual		\$4000
Business		
Foundation		
Grants		
Local/Tribal		
State		
National		\$1900
Subtotals		\$5900
Grant request amount	\$5900	
Total project income	\$5900	

Total income must match total expenses

CULTURAL COLLABORATIONS
PROJECT GRANT BUDGET PAGE

Organization Name: Airport Heights Elementary

Expenses

List all expenses related to this project by category (artist fees, production expenses, supplies, etc). Include in-kind expenses (matching that listed on the income page), such as donated lodging, supplies, services, administration, etc.

EXPENSES	CASH	INKIND
Artist Fees _____	\$2000	\$4000
Artist Supplies _____	\$2500	
Artist Transportation _____	\$450	
Artist per diem _____		
Other Supplies _____	\$400	
Printing _____	\$100	
Marketing/publicity _____		
Documentation _____		
Facility rent _____		
Phone/Postage _____		
Administrative fees (staff salaries/wages) (not to exceed 15% of total cash expenses) _____		
Other contract fees _____		\$1900
Other (please list) _____		
Conference _____	\$450	
Refreshment Supplies _____		

Subtotals _____	\$5900	\$5900
Total project expense _____	\$5900	\$5900

Total expenses must match total income

Airport Heights Elementary School Cultural Collaborations Project

Project Narrative

Briefly describe your organization. What do you do, who you serve...

Airport Heights Elementary School (AHES) is within the Anchorage School District (ASD), providing primary education for children in grades Kindergarten through sixth. Annually, we serve approximately 325 students and families of the Airport Heights neighborhood, located near Merrill Field Airport. Many of our students reside in the Penland Park trailer court, near the Northway Mall. Our students are multicultural, composed of Alaska Native, Samoan, European, Pilipino, Latino, Native American, African American, Hmong, and Hawai'ian heritages. Compared to other ASD elementary schools, AHES has a very high Alaska Native/ American Indian student enrollment rate. This project will benefit AHES students, as well as students families as community members, building achievement and cultural protective factors through music and dance.

Airport Heights Elementary School offers many educational programs for students. We are a Reading First school, providing students extra reading support within the classroom. AHES also empowers students through after-school math and reading tutoring, funded by Title I. During the 2009-2010 school year, AHES faculty developed custom competency-based curriculums to responsively address students' social and emotional learning needs. This resulted in two four-week after school programs to enhance students' achievement. The activities were learner-centered, where faculty met with students three times per week, for hour-long durations. The program included experiential group activities, promoting art, recreation and social skills. As examples, specific activities included dog training, mural painting, photography, playground sports, gardening, knitting, and rehearsals for a school-wide talent show.

Though AHES lacks funding for cultural arts programs, limited Alaska Native focused services and activities are provided to AHES students via ASD's Title VII Indian Education program. These include curricular and extra-curricular supports, which positively impact students of the student body. For example, 2009-2020 school year activities included Native American Heritage month guest speakers, field trips to the Alaska Native Heritage Center, and guest presenters demonstrating skills related to Native games and storytelling. Visiting artists and culture-bearers included Moses Wassilie, Michael Fredericks, Shelley Laws, and Brian Walker. Students and their families were especially excited to participate in a Siberian Yup'ik drum and dance groups' performance during a Spring family-night event, to boost AHES parent involvement.

Airport Heights Elementary School promotes ASD's goals on diversity and multicultural school environments. Increasing AHES' cultural and artistic programming has been a long standing community need. We believe this project will contribute to students' artistic creativity, skill and character development; positive interpersonal skills; safe and sober after-school activities; promoting community and family attachment.

What is the planned activity? Who are the artist(s) or organization(s) involved...

This project is to create an Airport Heights Native Dance Group, focusing on Yup'ik and other Alaska Native group dancing. The group will involve students learning artistic components: singing, drumming and dancing from master Alaska Native artists. The group will learn from rotating artists including Yarri Kingeekuk from the Alaska Native Heritage Center, Marie Meade from the University of Alaska at Anchorage, and Ossie Kairaiuak from the Alaskan band Pamyua. We have selected our artists based on their experience with teaching dance, working with children, and their access to the broader Anchorage Native dance community. We are confident that students will have meaningful learning experiences with these knowledgeable instructors. The group will be open to any AHES student, and will be open to various Alaska Native dance styles and visiting artist(s). Parents will be invited to participate in this project, encouraging positive school-home relationships.

The plan includes students creating a set of ten drums for Airport Heights Elementary School. This activity will occur under Ossie Kairaiuak's instruction. It includes various processes and supplies, during which discussions on cultural values frequently arise. The drums will be sustained by the school dance group and will be used in future drum and dance activities, and performances.

Students will participate in weekly one-hour workshops, on Friday afternoons, across Fall and Spring semesters, totaling 15 sessions. Light refreshments will be served; workshops will occur in AHES multi-purpose room.

Students of the group will be invited to perform at school functions as well as community events, such as at a Spring Alaska Native Heritage Center performance.

How was the program conceived and planned? How has your organization collaborated...

The project was conceived by students and families of Airport Heights Elementary School. Through their exposure to guest dance performances and field trips, students piqued interest led AHES educators to form a drum and dance task group. The task group is led by Jessica Limbird, AHES Title VII/Indian Education Youth Development Tutor. Jessica coordinated preparation activities including participation in college level Yup'ik dancing via UAA's Alaska Native Dance class in Spring 2010. Planning also included students' input from a guest drum workshop by Matt Sena of Chugachmiut, a community collaborator. Students learned about and practiced various hand drums, gaining awareness about rhythm and cultural significance regarding drum construction. AHES families and project artists collaborated together during Spring 2010 family nights, sponsored by Dewayne Ingram, of Project Ki'l, an AHES school collaborator. Project Ki'l held special events at AHES to boost parents involvement for boys' achievement. Michael Webb, AHES school principal, supports this project, and participated in its planning.

This project will expand artistic and cultural programming to Airport Heights students and families. There is no current drum and dance group at the school. It will respond to ASD's expectation for cultural proficiency. It will also provide academic enrichment for traditionally underrepresented student groups, empowering them for positive self expression. The project seeks to include families, engaging them and encouraging a positive relationship between school and home.

List the number and ages of youth to be served. How will youth be invited to participate...

This project will include approximately thirty students in weekly workshops and activities. It will target participation from Alaska Native students of intermediate grades (4-6), generally 10-13 years of age. Students will be recruited from Title VII Indian Education program referrals, as well as referrals from other school members. As the project will receive matching personnel funds from Title VII, only Native students can be drum and dance group owners, though non-Native students may be drum and dance group partners. A contract will be established outlining the drum and dance group's purpose, goals and expectations. In the event that interest exceeds capacity, students who are unable or unwilling to follow through on their commitments will be replaced by other students, including students of younger grades.

Describe what youth will learn and experience by participating in the program...

Students participating this project will gain artistic skills in singing, drumming and dancing. They will gain personal skills related to self efficacy and cultural pride. They will experience collaborative peer group processes, and traditional ways of learning. Students will experience the beauty of Native dance as an art form, and as a practical connection to indigenous lifeways. They will witness positive collaboration between school and family, resulting in a more positive view of the community. Participants will form an on-going supportive network of drum and dance group students at AHES. This project will lead to increased student academic achievement and parent involvement.

What are the organization's plans for continuing the program into the future...

AHES is committed to sustaining the drum and dance group through faculty committee members' leadership. We will document attendance and highlight student successes through participating in this project. The drum and dance workshops will be video-taped for future review. In subsequent years, the Parent Teacher Association will contribute incidental needs. Extracurricular fundraising opportunities for project funding could include bake sales, raffles, and family sponsored donation activities. The AHES drum and dance group will remain an asset to the school and broader Anchorage community.

If this an expansion of a current program, describe how grant funds will be used in the expansion.

This project is to develop a new Native drum and dance group for students at Airport Heights Elementary School.