



ALASKA STATE COUNCIL ON THE ARTS ONLINE GRANT
SYSTEM - ARTIST IN SCHOOLS GRANT FY10

Kasuun Elementary PTA
Application #FY10IAIS0030

Primary Contact: Ms. Amy Dalton
Phone: 907-244-7030
Email: dalton_amy@asdk12.org

Document Generated: Saturday, October 31st 2009, 1:20 pm

Applicant Profile

Legal Name	Kasuun Elementary PTA
Date of 501(c)3 incorporation	08-01-1998
Address	4000 E. 68th Ave. Anchorage, Alaska 99507
Telephone	907-349-9444
Fax	907-349-9402
Primary Contact	Amy Dalton
	Phone: 907-244-7030
	Email: dalton_amy@asdk12.org
Applicant Status	Individual
Applicant Institution	Elementary School
Applicant Discipline	Multidisciplinary
Grantee Race	American Indian/Alaska Native
Congressional District	0
State House District	30
State Senate District	0
FEIN / TAX ID	



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NEA Required Questions

Project Discipline	Interdisciplinary
Arts Education	50% or more - K-12
Total Individuals Benefiting	500
Artists Participating	1
Children/Youth Benefiting	480
Amount Requested	\$2,000

Project Race
No single group

Project Descriptors
Presenting/Touring



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Additional Applicant Information

1. Contact Phone

907-244-7030

2. Contact email

dalton_amy@asdk12.org

3. State Legislative House District

30

4. State Legislative Senate District

0



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

5. Clearly state the residency activities, listing specific goals & objectives for the residency experience. (15000 characters max)

Kasuun is experiencing a dramatic population shift. Increasing ethnic diversity, second languages spoken and families qualifying for free or reduced lunch present new challenges. Consequently, greater effort must be taken to build bridges among our students and families. Teachers work diligently to infuse the curriculum with lessons that teach tolerance and cultural sensitivity. However, large class sizes, coupled with curricular demands, leave little time for students to explore and express who they are as individuals. Interdisciplinary learning experiences are secondary to teaching basic skills in isolation. Time constraints compromise critical connections that can be made between reading, writing, speaking and listening. However, there was and continues to be a strong desire among staff and parents to enrich through the arts, the solid instructional foundation that currently exists.

At the beginning of this school year, the staff was surveyed in order to ascertain whether or not they would support having an artist in residence at Kasuun. They were also asked to specify an area of the curriculum on which they'd like to focus this enrichment. Ninety percent of the staff expressed a strong desire to provide this experience to our students. The majority of those in favor indicated an interest in writing and oral language due to the school's focus on the Six Traits of Writing.

Changing demographics, curricular demands that emphasize academic basics, a clear commitment on the part of teachers, parents, and the school principal are compelling evidence that Kasuun is primed for the kind of experience Jack Dalton offers.

Therefore, we have identified four goals for this residency:

1. To increase parent participation in our school;
2. To provide an interdisciplinary arts experience for students, 4th - 6th grade with an emphasis on creative expression;
3. To increase writing assessment scores by 1.5 points in the area of Voice, Sentence Fluency and Ideas & Content, three of six of the writing traits for students in grades 3-6; and
4. To build community within our school by allowing students across grade levels to collaborate with one another.

In an effort to recognize and celebrate the array of cultures represented at Kasuun, as well as to deepen an understanding of ourselves and one another, we will explore with students our heritage through storytelling, writing, craft and dance. Jack Dalton, professional storyteller, writer and teacher of Yup'ik descent, will facilitate this experience with students in 4th through 6th grade during a two-week residency in April.

One of our goals is aimed at encouraging greater parental participation in our school and the work of their children, as they develop and refine their writing and storytelling skills. Parents of intermediate students will be encouraged to participate by supporting their children in the development of their own stories. Sharing family pictures, traditions, researching a country/village of origin and its culture are among some of the activities that will encourage parents to engage with their children at home.

By probing into one's family history and associated cultural mores along with relationships to their environment, both parent and student will be afforded an opportunity to learn and explore the associated environment, sciences, geography, humanities and art of their culture while building a personal context for their writing. Further, this unique opportunity to bridge multiple disciplines will allow each child to express themselves and their culture with other students through story sharing. Students in intermediate grades will be encouraged to take their stories from a written form to a storytelling/performance level.

Jack's residency will begin with an all school assembly to which parents and community members will



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be invited. This assembly will take place on Monday, April 19th. Our community will be introduced to Mr. Dalton as he performs traditional stories then talks about his background and work. The audience will have time to ask questions. Following this performance, he will begin his work with the students.

For students in 4th, 5th and 6th grade, Mr. Dalton will conduct intensive writing workshops. By sharing his life experiences with roots in both the Yup'ik and European worlds, he will open doors for students to know their own unique heritages. With renewed or never before explored insights, the students will begin to story map then write their own story. The students will make decisions about the form their story may take. Whether a myth, a personal narrative, or a fairy tale, each story will contain rich literary elements learned during workshop time. Their stories will teach a lesson or value while providing both author and audience a deeper look at one another's heritage.

Intermediate students will make important decisions as this experience unfolds. For those students with Individual Education Plans (IEP) as well as those less comfortable with written expression, the option to work with a partner or small group will be offered. This will ensure successful completion of the project. We will be comparing Fall and Spring 6 Trait Writing samples to determine whether or not scores increased in accordance with our stated goal.

We hope to achieve our goal to provide inter grade level exchanges and build a stronger sense of community among the school by scheduling time for students in different classes to share their work with peers, ask for feedback or work through challenges they encounter throughout the writing process.

The visual arts play an important role as students publish stories in hand bound books enhanced with illustrations created using a variety of media from paint to collage, to pen and ink drawings.

Please upload the resume of the artist here if selection(s) are not on the teaching artist roster. Include an explanation of why this/these artist(s) was/were chosen.

No File Uploaded

6. What are the plans for the teacher training workshop(s)? What materials will be sent to the teachers ahead of time and left after the residency for teacher prep and continuation of the arts ed activities. (1000 characters max)

Michael Day, Principal, has agreed to devote staff meeting time to be used for a workshop facilitated by Mr. Dalton the week prior to his residency. Jack will discuss with staff and interested parents the framework he uses to teach the writing process. During this special session, staff and parents will be encouraged to brainstorm ideas for their own writing project. Then, as the residency begins and progresses, parents, teachers and students will be working on a story of their own.

Although little time during the residency will be left to move students' from written stories to the performance realm, Mr. Dalton will provide teachers with a work plan that they can follow to this end. After the two week residency, this will provide teachers with a viable next step in the storytelling process.

7. Who is on the selection and planning committee (500 characters max)

The following individuals are members of the selection and planning committee:

Michael Day, Principal
Amy Dalton & Linda Masterson, Librarians
Peggy Brannon, 6th Grade Teacher
Heidi Tsukada, 4th Grade Teacher
Mike Stevens, PTA President
Linda Ulrich, PTA Vice President
Hazel Sibley, 6th Grade/Student Council President



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8. How does this residency fit into the district's written arts curriculum? If no written arts curriculum how will you use this residency to advocate for an arts curriculum? (5000 characters max)

Alaska Content Standard for the Arts will serve as the curricular basis for this AIS residency. Engaging in the writing process, then producing a hand bound book with illustrations enables students to participate in dance, drama, music, visual arts, and create writing (Arts A1). Arts Standards also set forth expectations for students to understand the historical and contemporary role of the arts in Alaska, the nation, and the world (Arts B). Mr. Dalton, through literary and performing arts, will relate stories that teach his Yup'ik background, its values, traditions and heritage to participants. By developing stories of their own as modeled by Mr. Dalton, students will meet the following Arts Standards:

- B1 - recognize Alaska Native cultures and their arts;
- B2 - recognize United States and world cultures and their arts;
- B4 - investigate the relationships among the arts and the individual, the society and the environment.

Upload the pertinent art curriculum for question 8 here or an explanation of what is happening in the developing of an arts curriculum.

[EED - Alaska Content Standards.pdf](#)

9. Describe related activities to ensure the arts remain or become part of the basic curriculum of your school? (1000 characters max)

Collaborative efforts to infuse the arts into programming are gaining traction at Kasuun due to time dedicated to planning. Mr. Day, principal, has created time for teachers to plan with art, music, p.e. and library specialists in an effort to create more interdisciplinary experiences for students. The educational technology specialist, librarians and 4th -6th grade teachers will expand upon Mr. Dalton's work with students by reworking their stories into a digital format. This will reinforce the power of bringing a visual arts and/or performance dimension to a story experience for both the writer and the audience.



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Community and Residency Facilities

10. Describe your school and community (1000 characters max)

Kasuun School, with an enrollment of 482 preschoolers - sixth graders, is a community that boasts a rich cultural diversity. There are dramatic changes in demographics with the percentage of ethnic groups now totaling fifty four percent. Sixteen percent of those are multi-ethnic. Approximately 30% of our population is Alaska Native/Native American, Hispanic, or Asian/Pacific Islander. Our school profile also reflects an increase in economically disadvantaged families (31.12%).

Based on data for the 99507 zip code, 15% of our residents do not speak English at home. Nine percent are foreign born. The population grew 36% in the '90s and that trend continues. The predominant employment is through accommodation/food services and contractors. Kasuun is located in a part of town that provides an affordable, safe suburban neighborhood that appeals to 1st time home buyers close to midtown. Proximity to Far North Bicentennial Park offers families easy access to outdoor recreation.

11. How will the artist(s) be housed, fed and transported to and from the residency(ies) site(s)? (1000 characters max)

Jack Dalton is an Anchorage resident and will not need housing and transportation. Kasuun staff will be providing lunches.

12. Explain how you will involve parents, other community members and/or special populations in your community. (1000 characters max)

Invitations will be sent home with all students two weeks prior to this residency. This invitation will highlight the goals set forth for Jack's visit, include a time line, as well as offer suggestions for things that can be gathered at home in preparation for the story writing process.

We will contact Heidi Embley with the ASD communications in order to arrange media coverage of this event. An automated message will be scheduled for Friday, April 16th so that all Kasuun families will receive a phone call reminder. Finally, we hope to showcase the work of a representative group of students with an interest in performing their story as a storyteller for peers at another Anchorage school.

13. Describe the facility(ies) and where the artist(s) will be working with the students. (1000 characters max)

Mr. Dalton will be meeting with students in the Kasuun multipurpose room when working with larger groups or presenting to the entire school. Grade level writing workshops will be conducted in the classrooms where ample supplies and lesson materials will be provided. The library will also be available to Mr. Dalton and students during time scheduled for individual/small group conferencing.

14. What will you do to inform people at the local, regional and statewide levels about the impacts of this residency and other arts education matters in general? (1000 characters max)

Kasuun committee members will invite local media to feature this event via ASD Communications Department. Doug Weimann, building technology specialist, has agreed to videotape Mr. Dalton while working with students over the two week residency. This footage will be shown on the plasma T.V. displayed in the school foyer for parents/visitors to view. Superintendent, Carol Comeau, along with school board members, will be invited to attend the culminating celebration. A survey will be administered to participating students and staff in order to measure impacts of this residency and the power of arts in education. Results of this survey will be published in the school newsletter.



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Cash Income

Use this page to list all cash income for the project. Do not include inkind donations. The total income must match the total expenses.

Federal Support (JOM Funds, etc.)	0
State/Regional (not ASCA)	0
Municipal/Local (School District funds)	0
Corporate	0
Foundations	0
PTA/Individuals	1,000
Other (please specify and upload at the end where uploads are requested)	0
Native Corp/Tribal Funds	0
ASCA Grant Request	2,000
Income Total	\$3,000



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Cash Expenses

Use this form to show all cash expenses of the project. Do not include inkind donations. The total expense must match the total income (including ASCA request).

Artist Fees	3,000
Artist Travel	0
Artist Per diem (food)	0
Artist Housing	0
Artist 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	\$3,000



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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.

daily lunch		100
	In-kind Total	\$100



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Required Support Materials

How have you submitted required support materials, i.e., artist resume, slides, video, etc. for artists NOT currently on the AIS Teaching Artist Roster?

No additional materials are to be sent for this grant application.

Please remember - Support materials have the same deadline as the grant application.

If you wish to upload documents, click on "Upload File" This can include support material for the project, additional pages of explanation for any questions (please list question #)

No File Uploaded

Please use this to up load additional information if you need more room on any of the questions.

No File Uploaded



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Checklist

Have you completed your AIS Grant Application Budget?

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



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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)

Amy Dalton
October 30, 2009

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)

Amy Dalton
October 30, 2009