



February 7, 2022

House Finance Subcommittee Hearing – Alaska State Council on the Arts (ASCA) Budget Overview

Follow-up on Committee Member Comments

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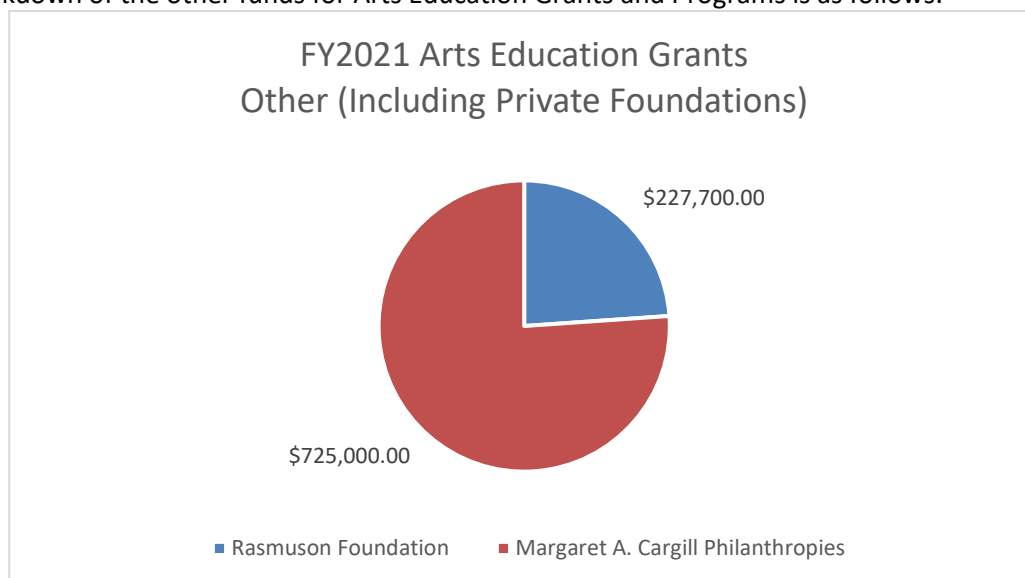
Regarding the graph shown on slide 3, clarify what the additional federal funds received in FY2021 were.

The increase in federal funds in FY2021 was federal COVID-19 relief funding and should have been reflected in the Fed-COVID column on the graph. Attached is a revised slide 3 that breaks out the federal COVID funding from the other federal funding for FY2021.

In FY2020, the original \$421,500 federal COVID-19 relief funds from the Coronavirus Aid, Relief, and Economic Security (CARES) Act was authorized. The department was unable to obligate the funding by the end of FY2020. The legislature provided authority to carry forward the funding from FY2020 into FY2021. In FY2021, ASCA also received \$758,700 of federal COVID-19 relief funds from the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act. This brings the total of federal COVID-19 relief funding in FY2021 to a total of \$1,180,200.

Provide a financial breakdown of the "other" funds shown in the pie graph on slide 6.

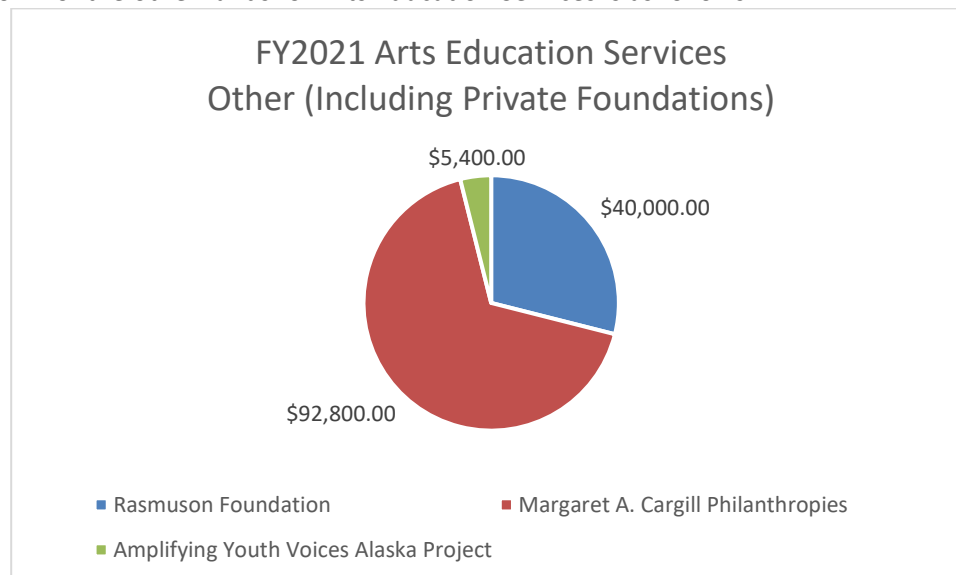
The breakdown of the other funds for Arts Education Grants and Programs is as follows:



Grants in support of Arts Education (teaching and learning in and through arts and cultures in Alaska's schools and communities) supported by Private Foundation funds include:

- Artists in Schools - Individual School and Multi-site School District Artist Residency programs supporting direct instruction for students, teacher professional development, and community engagement in schools.
- Cultural Collaborations - Grants to schools and organizations in support of a variety of arts learning programs both outside and inside the regular school day/year; examples include support for field trips to arts and cultural venues, artist visits in schools, and afterschool or summer programs.
- Youth Cultural Heritage - Grants to organizations and groups that deliver cultural heritage programming to children and youth in Alaska. Participation and engagement with arts activities are at the center of these programs, and often include multi-generational approaches. Arts Educator Fellowships support emerging leaders and youth program developers to design and propose future Youth Cultural Heritage Activity.
- Munartet Project - Multi-year grants to partner organizations on Kodiak Island working to build a progression of support for cohorts of pre-service and early career teachers to be recruited and retained into practice; activities are focused on increasing teacher confidence to teach in and through arts and cultures in Alaska. Munartet is an Alutiiq word, which means “artists”.
- Adaptation and Innovation grants - Grants to individuals, organizations, and schools to support adaptations and innovations in arts programs, operations, and practice to respond to the challenges of the pandemic. The Adaptation and Innovation grants included in this graph are those with proposed activities that align with Arts in Education and Youth Cultural Heritage program goals.

The breakdown of the other funds for Arts Education Services is as follows:



The services included in this category include contracted services for project management, grantee support services, printing, stipends, and other services that directly support arts education grants and programs. In FY2021, ASCA collaborated with the Department of Education and Early Development, Department of Health and Social Services—Division of Children and Families, and Spirit of Youth to implement the Amplifying Youth Voices Alaska Project. The project provided workshops and resources to youth as a way to share messages of safety, hope, love, and encouragement.

Expand on how private donations are used to help improve student achievement.

Funding and Goals

ASCA partners with foundations and philanthropic organizations to increase access and opportunities for Alaska’s youth through arts education.

Each ASCA arts education grant program is guided by a proposal to the funding partner, with goals and expected outcomes that align with ASCA's mission, goals, and strategic objectives. Relationships with private foundation funding partners develop over many years, and state and federal funds leverage private foundation funding where mission, goals, and strategic objectives align. ASCA's partnership with Rasmuson Foundation began as early as 2008; ASCA's partnership with Margaret A. Cargill Philanthropies began in 2015. These partnerships have resulted in multi-year agreements for the scope and deliverables outlined in the proposals.

Below are goals and expected outcomes of ASCA's arts education sub-granting, supported by other fund sources:

- Arts in Education (supported by Rasmuson Foundation) including Artists in Schools, Cultural Collaborations and Adaptation and Innovation grants goals include:
 - Alaska children and youth have access/exposure to art and artists, and participatory experiences in the arts in school and community settings.
 - Alaska children, youth, and educators acquire knowledge and skills in the arts, through arts participation, direct instruction in the arts, and professional development.
 - Art and artists engage students, educators, families, and community at-large, in educational experiences in and through the arts and cultures of Alaska.
- Youth Cultural Heritage (supported by Rasmuson Foundation) includes Fast Track, Project, Alumni, and Fellowship Grants, for arts programming with the following goals:
 - Children and youth will engage in their own and others' cultures; creative youth development; multi-generational transference of cultural practice as broadly defined in the arts, with programming that:
 - Strengthens Alaska children and youth's cultural knowledge and self-awareness;
 - Supports direct, creative development opportunities for Alaska children and youth to engage with artists and culture bearers;
 - Engages citizens around cultural heritage;
 - Bridges culture and communities; and
 - Creates greater cross-cultural understanding and empathy.
- Munartet Project (supported by Margaret A. Cargill Philanthropies) is guided by the vision that more Alaska recruited and retained teachers will be likely to teach in and through the arts and culture in Kodiak - if they are prepared and supported to connect with their students, their community/cultures, and to a learning community in support of arts and cultural integration. The project partners, including ASCA, pursue the following outcomes, through sub-grants and services:
 1. More new teachers are recruited and prepared to demonstrate competence and confidence in teaching in and through arts and cultures, creating a pipeline. Future and/or pre-service teachers are engaged for impact.
 2. More early-career teachers are supported and retained who demonstrate competence and confidence in teaching in and through arts and cultures. Teachers in their first five years of professional practice are engaged for impact.
 3. A sustainable and balanced collaboration across higher education, K-12 and arts partners is built, focusing on teacher development in and through arts and cultures and through partner collaboration, evidence of new teacher participants' professional growth is collected and shared, testing the impact of the designed, arts-rich teacher development strategies.

Research and Studies

In developing a statewide approach to increasing access for Alaska's students to arts education, the Alaska State Council on the Arts is guided by national research on the arts and student achievement. Research and analysis in the field of arts education, tells us the arts increase student engagement, motivation, and incentive to attend school, which in turn increases performance and learning. Subjects like math, science, and language arts that integrate the arts reach more students and increase retention

of subject material. Partnerships to gather data and feedback from Alaska's school leaders, educators, and students help us to better understand the goals and challenges of increasing access to the arts in our schools and communities. Below is a representative sample of the kinds of information that helps guide our work in arts education, as part of a well-rounded education for Alaska's students.

- The Arts Education Partnership (AEP) is a national network of more than 100 organizations dedicated to advancing arts education. AEP has been supported by the National Endowment for the Arts and the U.S. Department of Education since 1995 and is administered by Education Commission of the States. A publication of The Arts Education Partnership, *Preparing Students for the Next America*, is a comprehensive summary of how the arts prepare students for success school, work and life. <https://www.aep-arts.org/wp-content/uploads/Preparing-Students-for-the-Next-America-The-Benefits-of-an-Arts-Education.pdf>
- In 2019 the Alaska Department of Education and Early Development (DEED), with assistance from the Education Commission on the States, looked into the number of students in Alaska who have access to at least one arts course. The purpose of this activity was to give stakeholders some of the information they need to address needs, close gaps, and devise strategies to reach even more youth with creative approaches to learning. The following report, with data collected from all Alaskan districts and presented by the DEED data team, gives us a picture of how many students do not have any access to an art course. http://howareyoucreative.org/wp-content/uploads/2021/03/Arts_Education_Student_Access_and_Equity_in_Alaska_Report_2020.pdf
- Beginning in 2008, the ASCA in partnership with the Alaska Arts Education Consortium, the Alaska School Administrators Association, Alaska school districts, and other partners have surveyed school leaders to understand ways in which arts education is included in a well-rounded education. http://howareyoucreative.org/wp-content/uploads/2021/03/Ebb-Flow_Arts-Education-in-Alaska_2019.pdf
- Of particular importance for Alaska, <https://www.ecs.org/wp-content/uploads/Preparing-Educators-and-School-Leaders-for-Effective-Arts-Integration-1.pdf> explains how arts integration has a positive effect on student academic achievement and on personal outcomes and engagement. From closing the achievement gap for elementary math students to increasing reading scores across multiple age levels to improving language acquisition among English language learners, a wide variety of opportunities and untapped potential exist among strategies for arts integration.¹
- A longitudinal study of positive impact on low socio-economic and poverty communities from the National Endowment for the Arts provides, graphs that illustrate increased academic achievement with the advantage of arts education on Page 12: <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

Provide if the funds for ASCA rural grants sufficiently support high-poverty areas. Clarify if high-poverty areas get the service-level they need.

This response has been verified with the National Assembly of State Arts Agencies, ASCA's State Arts Agency research authority:

- In 2019, 38% of all ASCA grants reached high poverty areas. There are overlaps between high poverty areas and rural areas, and the 38% doesn't exclusively cover rural.

The following data, also from the National Assembly of State Arts Agencies, helps put this in perspective:

¹ From Debra Ingram and Eric Riedel, *Arts for Academic Achievement: What does arts integration do for students* (Minneapolis: University of Minnesota: Center for Applied Research and Educational Improvement, College of Education and Human Development, 2003); and Lianne Brouillette et al., "Increasing the School Engagement and Oral Language Skills of ELLs through Arts Integration in the Primary Grades," *Journal for Learning through the Arts* 10, no. 1 (2014).

- 10.7% of Alaska's total population lives below the poverty line, so ASCA's efforts to reach high-poverty areas are outpacing poverty rates in Alaska. Additionally, 32.6% of Alaska's population lives in rural areas, so the fact that 64% of all ASCA's grants are going to rural places means that ASCA is making grants in places that are more rural and places that are less affluent at a greater rate than statewide demographic statistics.

Expand on why federal funding must come to the state agency.

States must match the National Endowment for the Arts' Federal State Arts Agency Partnership Agreement 1:1 through state appropriations and by state legislatures with state funds, not the other way around. These federal dollars are only for State Arts Agencies and cannot be redirected to other entities.

- By federal law, [The National Arts and Humanities Act, State Arts Agencies receive 40% of the federal grant dollars Congress provides to the National Endowment for the Arts](#) (NEA).
- The 40% of Arts Endowment program funding allocated to the federal-state partnership is distributed in the form of Partnership Agreement grants to the 50 states, six U.S. jurisdictions and six regional arts organizations.
- Each of the 56 states and jurisdictions has an agency officially designated to serve as a [State Arts Agency](#) (SAA) to increase public access to the arts, develop a statewide strategy to nurture the arts and serve as a conduit for federal funds.
- If a state does not match the NEA Partnership Agreement grant 1:1 every year, or if a State Arts Agency is defunded, those dollars are divided and distributed among all the other State Arts Agencies.
- Private or foundation funds cannot be counted toward the 1:1 match.

ASCA is Alaska's only official designated SAA, created in 1966.

- SAAs were created by legislatures and governors to promote the arts and reduce barriers to cultural participation. SAAs exemplify government by, for and of the people.
- Each SAA is governed by a [council of citizen leaders](#) that oversees its work. Broad public engagement is central to state arts agency planning, grant decisions and programs that respond to local needs.
- Partnership Agreements support the fulfillment of cultural plans that are developed in active consultation with the residents of each state and region.
- Each state and region uses federal Partnership Agreement dollars to provide grants and services in accordance with its constituent-driven plan, thus ensuring that federal funds respond to the current needs of communities and their local economic, educational, civic, and cultural priorities.

Benefits:

- Partnership Agreements in combination with state funding allow for many more arts organizations and projects to receive resources than would otherwise be possible.
- The federal-state partnership helps make the value of the arts and the Arts Endowment highly relevant to many more organizations and more visible to a broader public.
- Numerous organizations are served only by the Arts Endowment or by SAAs underscoring the importance of maintaining robust support at all levels: federal, regional, and state.
- Many SAAs sub-grantees are small, emerging or volunteer organizations that may not be able to successfully compete for direct Arts Endowment grants, but can still benefit from federal support through programs accessible at the state or regional level.