

## Instructions for Completing the Grant Project Statistics Form

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Please carefully review these instructions before you begin. This report is based on the federal annual compliance report, a report that the Alaska Humanities Forum must submit every year to the National Endowment for the Humanities. The compliance report aggregates data from all of our in-house programs and grant-funded projects.

The advice offered here for how to define and count projects and events is intended to encourage different grant recipients to use standardized definitions, thereby providing statistics that are more readily comparable. We realize that grant recipients may not be able to track attendance and demographic statistics, and we ask that you provide the best data you have available. Your “success” as a grant recipient is *NOT* determined by the size of the numbers on this sheet.

This report likely looks intimidating, but for most projects only a few cells of the whole report will need to be filled.

### ***Deadlines***

Alaska Humanities Forum grant recipients ***must submit this form at the end of every calendar year that the grant is active and with their final report.*** If the grant recipient submits a final report between January 1 and April 1 of the year, their annual Project Statistics Form may be submitted within the final report. If the final report is submitted after April 1, then this form must be submitted twice, once before April 1 and once with the submission of the final report.

Example: Grant project S00-0001 has a project period from March 2021 through February 2022. The Project Director will submit one Project Statistics Form with their final report, reporting on grant activities in both 2021 and 2022.

Grant project S00-0002, however, has a project period from April 2021 through March 2022. The Project Director for this grant will submit three Project Statistics forms: 1) a form reporting on activities during calendar year 2021, which is submitted prior to April 1, 2022; 2) a form reporting on activities during calendar year 2022, submitted prior to April 1 2022; and finally 3) a form reporting on activities during calendar year 2022, submitted with the final report after project completion in May 2022.

## **Part 1: Counting activities and attendance**

### ***Counting activities (parts 1a, 1b, 1c, and 1e)***

Please count the number of in-person and virtual activities within your project. Large, multi-component projects can usually be broken down into their constituent elements. For example, one speaker presents twelve times. Count this as twelve events, in-person or virtual. A particular reading and discussion program, which consists of five weekly sessions, is held in-person or virtually by five libraries throughout the state. Count this as twenty-five events. A one-week teacher's seminar could have many events during the week; therefore, each event occurring during the course of the seminar should be counted individually.

### ***Counting attendees (parts 1d, 1f, and 1g)***

The general rule here is to count the numbers in attendance per event, even if you have recorded the events in more than one category. For example, in the reading and discussion example mentioned above, each of the five

sessions of the program would generally have the same people participating, with a few new ones coming in and some regular ones dropping out. Count the total number for each session. If ten people showed up for each of the five sessions, the number would be fifty. If you also record these events in the "Literacy" category, you should also enter the attendance number in that category. For the three-evening Chautauqua event, count the number in attendance each night under the "Chautauqua" category. For all other Chautauqua events, count the number in attendance for each appropriate category.

For the purpose of this report, count each unique user as one participant. Even if the user does not comment or actively engage, their participation is still to be counted. If during a live-streamed event, a user comments that more than one individual is viewing from the same screen, include those viewers in the total participant count. If the virtual activity is archived and you are able to measure the number of additional unique downloads or views, you may include those numbers in the total participant count. You must not inflate these numbers with estimates.

### *Counting viewers and listeners (parts 1f and 1g)*

Television: For televised broadcasts, please indicate the estimated audience size. You may need to reach out to the network to retrieve this information. Please only include information about full broadcasts – do not include promotional broadcasts, such as advertisements *for* or newscasts *about* the project (unless your project is an advertisement or newscast).

Radio: For radio broadcasts, please indicate the estimated audience size. You may need to reach out to the station to receive this information. Please only include information about full broadcasts – do not include promotional broadcasts, such as advertisements *for* or newscasts *about* the project (unless your project is an advertisement or newscast).

Digital: Please only submit digital audience figures for digital projects. Do not submit digital audience figures for promotional campaigns on digital or social media. For instance, if your project is a series of events and you develop a website and Facebook page to promote the event, do not count digital visits or likes to the website or Facebook page. If, however, the *primary* means of accessing the project is through digital media (for example, a series of oral histories hosted online or a digital Native place-names map), then please submit information about your online traffic. We recommend providing information about "unique visitors" rather than page-views (read more here: <https://agilitycms.com/blog/post/what-s-more-important-page-views-or-unique-visitors>).

## Part 2: Types of activities within your project (yes/no questions)

### *Multi-category projects and events*

The yes/no questions center around a variety of project formats, audience types, and venues; thus, an event or project could be placed in more than one category. You should record answer YES in as many of the categories as are appropriate. For example, a Chautauqua may have various components -- an evening 'tent' event over three nights, appearances in the schools during the day, and workshops for teachers. You would answer YES for the tent events under "(h) Chautauqua," for the school activities under "(a) activities for K-12 youth," and for the teacher workshops under "(f) teacher institutes and workshops." A cultural heritage tourism project could include grants to museums to enhance their collections "(c) Exhibitions"; or a one-day conference in which small historical societies and museums learn how to promote tourism by making their interpretive programs more substantive "(m) local history project" and (g) conferences and symposia.

### *Notes on categories*

1. Do *NOT* add categories to the list already provided. Use your best judgment to assign labels as listed.

2. Media Projects (2i): Media projects should be restricted only to projects that have been shown or aired to an audience (e.g., television, film, radio, or video) or used by an audience (e.g., technology projects that utilize social media or websites). We realize that films and videos are not necessarily bound for the airwaves and that it is often difficult to track the use of films over the years. Report only those that you know about.
3. Humanities-rich digital activities (2j and 2k): The NEH asks us to distinguish between digital projects by means of the primary purpose, delivering information or facilitating audience engagement. For example, if your project included a podcast recounting a historical event in rural Alaska, its primary purpose would be to deliver information. If, however, the podcast was of a discussion of a subsistence lifestyle in modern rural Alaska, the primary purpose was to facilitate audience engagement.

### Part 3: Humanities Scholars and/or Tradition Bearers

Please the total number of humanities scholars and/or tradition bearers associated with your project. All projects are required to have at least one humanities scholar or tradition bearer.

According to the NEH definition, a scholar is an individual who is recognized as an expert in one or more humanities disciplines. A scholar's expertise may result from an advanced academic degree in the humanities or from serving as the keeper of community traditions and knowledge. Examples of scholars include but are not limited to, a tribal elder, an independent expert on American Literature, and a classics professor at a university.