

**Washington State Arts Commission ♦ Arts in Education Program
Community Consortium Grant ♦ Fiscal Year 2008 ♦ Guidelines and Application**

Application Cover Page

Lead Applicant (public school or district, or government or non-profit agency/organization) Methow Arts Alliance		
Federal Tax ID#	Applicant's website www.MethowArts.org	
Street Address 109 Second Avenue Suite A	City Twisp	Zip 98856
Mailing Address (if different from Street Address) PO Box 723	City Twisp	Zip 98856
County Okanogan	Legislative District 12	Congressional District 5

Authorizing Official (financial authority for lead applicant) Kate Jones		Title Director
Phone	Fax	Email
Grant Contact (for all official grant mailings/communication) Kate Jones		Title Director
Phone	Fax	Email
Consortium Coordinator (manager of consortium programs) Kelly van Bueren		Title Coordinator
Phone	Fax	Email

Consortium Title: Okanogan Region Arts Education Consortium	
Project Summary: (300 characters max.) The Okanogan Region Consortium is a partnership of public schools, businesses, civic groups and individuals who work together to insure that the arts are an integral part of education.	
Anticipated # of students to be served: 5,000	Anticipated # of educators to be served: 320

Check one of the three applicant categories, and complete the corresponding boxes below:

<input type="checkbox"/> New Applicant	<input type="checkbox"/> Returning Applicant / 1 yr request	<input checked="" type="checkbox"/> Returning Applicant / 2 yr request
Grant Request for 2007-08: \$	Grant Request for 2007-08: \$	Grant Request for 2007-08: \$35,000 Grant Request for 2008-09: \$35,000
Did you receive a First Step Grant in 2006-07? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	List the years (and \$ amounts) of your past Community Consortium Grants: 2006/07: 26,000; 05/06: 26,250; 04/05: 32,200; 03/04: 29,401; 02/03 \$21,465, 01/02: \$15,309, 00/01: \$15,309; 1999/00: \$11,273	

Compliance Agreement: I have reviewed our Arts Education Community Consortium Grant proposal and it is understood and agreed that any funds awarded as a result of this proposal are to be used for the purpose specified in the proposal narrative and budget. It is agreed and understood that any federal funds will require compliance with: 1) Title VI of the Civil Rights Act of 1961, which prohibits discrimination on the basis of race, national origin, or color. 2) Title IX of the Education Amendments of 1972, which prohibits sex discrimination in educational programs and activities. 3) Section 504 of the Rehabilitation Act of 1973, which requires persons with disabilities to be given equal opportunity to participate in programs.

Signature: Must be signed by the official authorized to commit the organization in financial matters—executive director, board chair, superintendent, business manager, or principal. **Please sign in blue ink only and submit an original signature.**

--	--

Signature of Authorizing Official

Date

**Washington State Arts Commission ♦ Arts in Education Program
Community Consortium Grant ♦ Fiscal Year 2008 ♦ Guidelines and Application**

Consortium Partnership Form

Use this form to list your key consortium partners, the schools/organizations they represent, their role for this project, and their phone number. In the “code” column, use one or two letters to indicate:

- “P” for Primary Partner – key leaders of the consortium who meet together to plan and shape programs
- “C” for Contractor – lead people delivering services related to this project
- “A” for Advisor – people playing an important supporting or consulting role
- “W” for a teaching artist who is included on the WSAC roster

<u>Contact Name</u>	<u>Code</u>	<u>Organization</u>	<u>Role for this project</u>	<u>Phone Number</u>
EXAMPLES				
Janet Jacobs	P	Excellent Elementary	Asst Principal; Project Coordinator	222-222-2222
Jeffrey Jones	C	Independent Artist	Teaching Artist / mentor	111-111-1111
Schools / Districts				
Eric Dreissen	P	Brewster School District	Principal, Core Partner/Planning	
Lou Gates	P	Methow School District	Superintendent, Planning/Support	
Ryan Christoph	P	Paschal Sherman Indian School	Principal, Core Partner/Planning	
Larry Keller	P	Pateros School District	Superintendent, Core Partner	
Okanogan School District	P	Dean Radke	Principal, Core Parter in Plannin	
Arts Organizations				
The Omak PAC Foundation	P	Linda Black	Director, Planner	
The Seattle Opera	C	Jonathan Dean	Education Program Manager	
The Seattle Repertorty Thea	C	Scott Koh	Education Program Manager	
ArtsEd Washington	A	Una MacAlinden	Emerging Practices Advisor	
Teaching Artists				
The Okanogan Roster		Please see attached		
Local Arts Agency				
Methow Art Alliance	P	Kelly VanBueren	Coordinator	
Arts Education Consultant				
Susy Watts	P	Susy Watts	Planner/Training	
Meredith Essex	P	Meredith Essex	Planner/Training	
Parent Group(s)				
The Public School Funding A	P	Jana Lone	Funder	
Pateros PTA	P	Gail Howe	Support/Funding	
Brewster PTA	P	Lee Webster	Volunteers support	
Community Organizations / Local Business / Other				
MVSTA	P	Jay Lucas	Planning and Support	
Mid Valley Hospital	P	Mike Billing	Planning and Support	
Brewster Kiwanis	P	Dale Polla	Support	
Sun Mountain Lodge	C	Rob Thorlakson	Support/Advisor	
North Cascades Bank	C	Jennifer Conrad	Support	

CONSORTIUM HISTORY

The Okanogan Region Consortium is a partnership of public schools, businesses, civic groups and individuals who work together to insure the arts are an integral part of education, and a positive force in our schools that contribute to student success.

Since 1987 Methow Arts Alliance has networked community partners to increase arts education opportunities for students. Early programs consisted primarily of classroom residencies from visiting artists and annual performances in the schools. In 1997 Methow Arts partnered with the local district to develop arts curriculum and develop curriculum plan for Theatre Arts. These programs helped establish a relationship with the schools that opened a dialogue about how to develop more meaningful arts learning together.

By 1999, the year of our first community consortia grant, there was evidence of a common trend in rural school districts in Okanogan County shared by rural schools across the country. Enrollment was steadily decreasing; translating into fewer dollars for the schools, while at the same time the number of students living in poverty was increasing.

Budget cuts left very little to no designated art instruction at the elementary and middle schools. The arts were left to classroom teachers who were already under increased pressure to prioritize other disciplines. Schools were without the internal resources to help students learn essential skills. Excellent visual arts programs at the high schools suffered from students entering as freshmen with no foundation arts skills. With a desire for increased arts education in common, the Omak, Okanogan and Methow School Districts, totaling nine school buildings K-12, became the core of the first Okanogan Region Arts Education Consortium.

ACCOMPLISHMENTS

EALR's

The focus of the program has been to provide EALR based learning through professional performances in the schools, quality artist residencies in classrooms, teacher mentoring and support, and student and teacher trips to performances and museums in Seattle.

Arts EALR's are at the core of every learning experience implemented through the Okanogan Region Arts Education Consortium. Local capacity to deliver EALR informed instruction has increased by engaging and training quality teaching artists from the region. The artists on the Okanogan Region Teaching Artists Roster and work closely with an arts education specialist and classroom teachers to develop and deliver age appropriate lessons focused on essential skill development. Instruction teaches basic art concepts and integrates arts learning with other curriculum areas. Artists develop sample lessons that identify essential art skills that will be taught through a residency. Each fall, an overview of EALR's, current best practices and emerging strategies is presented to teacher groups at every school. The same information provides a framework for the fall artists' forum. Teachers receive ongoing training in EALR informed art instruction through one on one mentoring with teaching artists, giving them the tools they need for independent arts instruction in their classrooms beyond residencies.

Local resources:

Okanogan County has an enormous resource of artists. The strong arts community includes the rich heritage of the Colville Confederated Tribes, and is host to a wide variety of professional artist studios. Classical, Blues, Country and Jazz musicians from around the world regularly come to perform. Cowboy poets, Native American storytellers, and musicians of all persuasions call it home. The Okanogan Region Consortium connects this rich resource with our schools.

The Consortium grows in depth and breadth each year through expanded partnerships with a broad community. Each school district has unique assets that help shape our program to meet a variety of goals. For example, the Omak School District is host to the only performing arts center in north central Washington, the Omak PAC. This year, the PAC foundation has block booked with us for a daytime show of the Great Chinese Acrobats. All of the 5th grades from our partner schools were invited to see the show in the professional theatre. This experience works

in concert with professional performance experiences that take place in the schools at all grade levels, and culminate in high school with a trip to Seattle to the Opera and Repertory Theatre.

Partnership with the Methow Ranger District this year instigated an integrated forest ecology and visual arts unit that culminated in a 4' x 7' glass mosaic mural designed and built by the sixth grade class that is permanently installed at the Winthrop Post Office. A recently formed Public School Funding Alliance has doubled the budget for residencies in the Methow Valley through their annual donation to the program. There are a growing number of partnerships of this kind that feed into a sequential curriculum plan and engage the community in exhibits of student art expertise. Community participation continues to grow, and the program structure welcomes projects initiated by teachers, artists and other partners who often help find resources to make them happen.

Methow Arts staff stays current on best practices and current trends in arts education through attending conferences and workshops and tapping resources available through WSAC, ArtsEd Washington, ArtsTime, ArtsEdge, OSPI and others. This information is shared with teachers and artists at annual fall gatherings and drives programming. Over the next two years, we will build on this foundation of expertise by offering organized professional development for teachers and artists.

Sustainability and support

Key players in the Okanogan Region Consortium are the school boards, superintendents, principals and teachers at each partner school, regional and statewide arts organization partners, regional artists, and a growing number of supporting business and civic partners. Public art works both in the schools and the post office, hospitals and banks as well as theatre, music and dance performances and poetry readings by students are an important way that parents and community members are engaged with arts education. Growing support for the program is evidenced by increased community contributions and interest, and evidenced by motivated community members who have worked to implement arts education programs in their schools.

The superintendent of the Methow School District is an articulate advocate with his peers on the importance of arts education. The superintendents of both the Omak and Okanogan school districts and the Mayor of Brewster have shown their support by inviting us to share a 20-minute presentation to their school boards and communities on the benefits of arts education and the arts as a whole. A focus on advocacy has significantly increased the understanding among decision makers of the importance of the arts, and helped secure program support.

As the goals of our consortium expand, partnerships with statewide organizations have become key. In the coming two years the emphasis of our consortium will be to increase teacher capacity to implement sequential, comprehensive skill based learning for students k-8. Partnership with ArtsEd Washington, the staff at ArtsImpact, and guidance from WSAC's Arts Education Resource Initiative, trainings in assessment and other networking opportunities will provide vital resources to guide professional growth.

CONSORTIUM GROWTH AND CHANGE

Lessons learned

Coordinating quality, integrated arts education with rural school districts in the largest county in the state has its challenges. Cultivating an authentic investment in arts education by all partners has been the first step. We have learned that each school has a different personality, with unique assets and varying needs. Flexibility, efficiency and individual attention has been paramount. These qualities have made it possible to develop programs that maximize distinct assets, are appropriate for each school and work for teachers. Working in close contact with principals and teachers has built respectful relationships that help implement projects that compliment teachers' individual skills.

In 2001, the first evaluation of the program was conducted among partners. We learned that the desire for increased arts education among teachers, administrators and parents was acute. Teachers valued having artists in their classrooms, wanted more time for the arts for their students, and wanted to be included in planning. We also learned that a common theme among teachers was a feeling of being asked to do more than is possible, and that implementing arts education felt like another constraint on their time.

Knowing that participation in the arts can ‘inspire and refresh teachers, give restless students an opportunity to express themselves in constructive ways, and deepen and expand comprehension in other learning areas’, we shifted program practices to better support teachers in their classrooms. Together with teachers we created efficient strategies to implement instruction through deepened residencies that span longer periods of time, are better integrated into classroom curriculum, and are primarily planned by teachers and artists working together. To support these goals a regional teaching artist’s roster was developed to provide teachers with access to what has proven to be one of our great local resources; the artists who live here.

In 2006, we again surveyed teachers and artists participating in the program to identify areas for improvement. The information gathered instigated a streamlining of residency planning documents and the website, and instituted new evaluation methods. Over the next two years, we will take another step in the growth of our consortium. We will work towards a broader goal of developing sustaining arts expertise through professional development.

Changing student needs and program focus, areas of improvement

The Okanogan region Consortium is committed to continuing direct arts learning experiences for students in the five districts that teach essential skills and provide a positive influence on student learning and school culture. With support from schools, teachers, artists and an extended community in place, the Okanogan Region Consortium has established a strong foundation from which to build.

The trend for decreasing enrollment and the increase in poverty in our regional schools has been constant, and is expected to continue. Schools today are under more pressure to demonstrate student learning while at the same time addressing an increasingly diverse population of students. Classroom based assessments in the arts are expected to be implemented by schools by the end of the 2008-09 school year. The focus of the next two years will be on helping classroom teachers and teaching artists gain skills to plan, execute and assess comprehensive, sequential, skill based learning. This will be done through assessment at three primary levels: student learning, lesson implementation by teachers and artists, and overall school capacity.

Changes to the consortium partnership

In 2003, the Pateros and Okanogan School Districts joined the Methow and Omak Districts as partners in the Okanogan Region Consortium. In 2006, additional funding from the Wallace Foundation made it possible to include the Paschal Sherman Indian School. In the 2006/2007 school year, the Brewster School District became our newest school partner expanding the program to serve an additional 969 students, 77% of whom are Hispanic, 66% of whom qualify for free and reduced lunch, and all of whom lack arts education in their schools. The Okanogan Region Consortium now consists of an eclectic mix of partners spanning a 130 mile radius and serving approximately 5,000 students and over 320 teachers in 11 schools and 5 distinct surrounding communities.

Partners from each community bring a wide range of support, ideas and resources that shape arts education in the schools. The program has gained county-wide recognition as being a positive force for our students and for constructive community involvement in our schools. The other three school districts in the region, Oroville, Brewster and Tonasket, have expressed interest in joining the partnership. In a strategic plan revision completed by Methow Arts Alliance staff and board in 2006, a goal emerged to help develop a strategy to address the arts education needs in Okanogan County by 2010.

CURRENT PROJECT PLAN

Key consortium grant goals

The ongoing, overarching goal of our Consortium is to insure quality arts learning for students, primarily in the visual arts, music, dance, theatre and literary arts, especially for students k-6 who are receiving very little or no arts education in their classrooms. The three main strategies outlined for our Consortium over the past two years have been to: 1.) Increase the depth and scope of partnerships within and around each school by building appreciation for an understanding of the benefit of arts education. 2.) Increase the efficiency of the program for our teachers and artists, and 3.) To insure quality, EALR-oriented arts learning experiences by engaging and educating regional artists. In each of these three areas we have realized success. In the coming two years, we will focus on a fourth strategy: To increase the capacity of rural teachers and artists to support and deliver arts instruction in their classrooms through regional professional development.

Building quality and quantity of EALR based learning

The Okanogan Region Consortium will expand EALR based learning for students with the continuation of quality standards based instruction delivered by excellent teaching artists from the region and beyond. In addition to providing in class residencies, beginning in the 2007/2008 school year, we will begin to collect more in depth information about art instruction in our schools by focusing on assessment strategies for teachers, artists and the program at large.

With elements of a comprehensive assessment plan already in place, we have begun to identify a sequence of arts learning for students over their school years. This has begun to emerge in part because teachers are beginning to use the same artists year after year for residencies that they know work in their classrooms, and will meet the learning needs of their students. In conjunction with this trend, it has become apparent that there is a core of artists on our roster who align their instruction with grade level benchmarks. Developing comprehensive assessment will help approach instruction with intention, and measure objectives and student learning.

Markers of quality, action agenda

The Okanogan Region Consortium goals are aligned with the Arts Education Resource Initiative developed by WSAC. Specific program goals for the next two years compliment the priorities outlined in the AERI document and are included in our planning chart below.

Local arts expertise

With support from Arts Impact staff our consortium will increase strategies in assessment through a two year artists and teacher professional development focus, with two seminars held in Okanogan County, and follow up with participants. In prior years teachers and artists have developed a basic understanding of standards-based learning in the arts through one on one mentoring, the artists' fall forum, and the fall teacher presentations. These seminars will build on that base, and help align teaching strategies and assessment with comprehensive, sequential learning for students throughout their public education experience. A core group of thirty teachers and artists will participate in professional development. Ten core teachers from our teaching artists' roster, and two to three teachers from each of our k-8 partner schools will be invited to participate. This core group will become local experts who will serve as a support network for each other and for their schools. In the 2008/09 professional development workshop, the focus will expand to include the integration of arts into other learning areas.

Sustainability

Building invested support for arts education both in the schools and in the surrounding communities is a vital element of our program that helps build sustainability. We will continue to educate parents and individuals about the importance of arts education by engaging them in student work through publications, public art and events and as volunteers. We will continue to educate the business and civic communities through our presentation about the benefit of the arts on community and economic vitality and education. We will build on our successful efforts to develop a greater understanding among parents and other decision makers by expanding these efforts over the next two years, with specific focus on the Colville Tribe, Brewster and Okanogan communities.

Measure and evaluate progress

In the next two years, our consortium will take strides to gather comprehensive information about our programs progress, and collate our findings to inform expanded program goals. These steps build on a solid foundation of commitment from our key players who are poised to increase comprehensive sequential instruction that can be measured and then disseminated.

PROJECT OUTLINE

The Okanogan Region Consortium has four main goals:

- Students gain essential arts skills through comprehensive, sequential instruction in classrooms.
- Regional teachers and artists are skilled providers of quality EALR aligned instruction.
- Students K-12 experience professional performances in school, and professional venues.
- Schools and communities in rural Okanogan County are invested supporters of arts education

The strategies to meet these goals over the next two years are outlined below.

AERI CONNECTION	STRATEGIES
Students gain essential arts skills through comprehensive, sequential instruction in classrooms.	
CURRICULUM	Develop arts curriculum based on mastery of techniques and skills at specific grade levels
CURRICULUM	Assure classroom instruction effectively meets state learning goals by aligning lessons with EALRs
CURRICULUM	Utilize the arts to deepen and expand other learning areas
ASSESSMENT	Work with ArtsEd Washington and school principals to implement arts instruction matrix to track sequential learning
COLLABORATION	Engage local artists in support of arts learning
FUNDING	Seek grants from additional resources to expand residencies
Regional teachers and artists are skilled providers of quality EALR aligned instruction	
TEACHING CAPACITY	Provide teaching artist training to align instruction with EALRS
TEACHING CAPACITY	Train teachers and artists to implement and disseminate meaningful assessment through clock hour eligible professional development
COLLABORATION	Facilitate collaboration between artists and teachers to to plan, deliver and assess arts instruction
TEACHING CAPACITY	Provide one on one mentoring for teachers with skilled artists
TEACHING CAPACITY	Provide one on one mentoring for artists with skilled teaching artists
Students K-12 experience professional performances in school, and professional venues.	
COLLABORATION	Collaborate with local and statewide and local arts organizations to provide in school performances and trips to professional venues
FUNDING	Develop additional resources to support performing arts
Schools and communities in rural Okanogan County are invested supporters of arts education and the arts	
FUNDING	Educate a broad constituency about the benefits of arts education and the impact of the arts on community and economic vitality
COLLABORATION	Engage community members in student work through public art, performances and publications
FUNDING	Identify common goals and nurture partnerships with the business and civic community

**Washington State Arts Commission ♦ Arts in Education Program
Community Consortium Grant ♦ Fiscal Year 2008 ♦ Budget Form**

<u>Budget Category / Explanation</u>	<u>Amount</u>	<u>code*</u>	<u>Supported By</u>
Cash Expenses			
Fees to Artists/Organizations			
Seattle Opera/Seattle Repertory Theatre	\$ 2,700.00		WSAC
Artist In residence Fees	\$ 37,000.00		WSAC, PS, CFNCW
Performance Fees and Tech Support Costs	\$ 13,800.00		WSAC,ES, WESTAF
Fees to Coordinators / Consultants			
Susy Watts/Merideth Essex: Workshop/Followup Fees	\$ 3,200.00		WSAC
Substitute Teacher Wages for training and trips	\$ 2,700.00		WSAC, CFNCW
Program Services/Coordination	\$ 12,600.00		SD's, EA
Materials / Administrative Expense			
Framing,Mounting,Photos,Plaques	\$ 1,600.00		PS
Print Materials,% Website, Mail for Teachers/Artists	\$ 1,300.00		PS, SD's, WSAC
Program Admin/Fundraising	\$ 3,000.00		SD's
% Office Expenses: Phone, Rent, Supply	\$ 2,195.00		EA, SD's
Transportation & Other Expenses			
Mileage/Artists & Staff	\$ 4,075.00		WSAC,SD,PS, CFNCW
Students Lodging: Seattle	\$ 1,500.00		PS
Professional Development: MAA Staff	\$ 1,500.00		SD's, EA
Venue rental/Workshop	\$ 900.00		PS, CFNCW
TOTAL CASH EXPENSES	\$ 88,070.00		
Cash Income			
Community Consortium Grant Request	\$ 35,000.00	A	WSAC
WESTAF	\$ 5,000.00	A	WESTAF
CFNCW	\$ 5,000.00	A	CFNCW
School District Partners	\$ 18,500.00	C	SD's
Project Sponsors (confirmed)	\$ 14,500.00	C	PS
Project Sponsors (new-anticipated)	\$ 3,800.00	A	PS
Event Sponsors	\$ 1,800.00	C	ES
Earned Income	\$ 4,470.00	A	EA
TOTAL CASH INCOME	\$ 88,070.00		
In-Kind Support			
Planning and Admin: District Staff	\$ 5,200.00	C	SD's
Facility Use: PAC	\$ 3,250.00	C	SD's
Lodging: Performers/Artists	\$ 2,200.00	C	ES
Art Supplies	\$ 10,500.00	C	SD's
Transportation	\$ 9,228.00	C	
TOTAL IN-KIND SUPPORT	\$ 30,378.00		
Budget Summary (these amounts will be filled in automatically from the amounts above)			
WSAC / Community Consortium Grant Request	\$ 35,000.00		Amount requested from WSAC
Cash Match (confirmed + anticipated)	\$ 53,070.00		Cash Income not including WSAC funds
In-Kind Support	\$ 30,378.00		Total donated services/materials
TOTAL PROJECT BUDGET	\$ 118,448.00		Sum of above

* **Code:** for both Cash Income and In-Kind Support, please indicate a "C" for confirmed support or an "A" for anticipated support.