

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

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**Application Cover Page**

<b>Lead Applicant (public school or district, or government or non-profit agency/organization)</b> Museum of Northwest Art		
<b>Federal Tax ID#</b>	<b>Applicant's website</b> www.museumofnwart.org	
<b>Street Address</b> 121 South First Street	<b>City</b> La Conner	<b>Zip</b> 98257
<b>Mailing Address (if different from Street Address)</b> PO Box 969	<b>City</b> La Conner	<b>Zip</b> 98257
<b>County</b> Skagit	<b>Legislative District</b> 10	<b>Congressional District</b> 2

<b>Authorizing Official (financial authority for lead applicant)</b> Gregory M. Robinson		<b>Title</b> Executive Director
<b>Phone</b>	<b>Fax</b>	<b>Email</b>
<b>Grant Contact (for all official grant mailings/communication)</b> Gregory M. Robinson		<b>Title</b> Executive Director
<b>Phone</b>	<b>Fax</b>	<b>Email</b>
<b>Consortium Coordinator (manager of consortium programs)</b> Margaret Groff		<b>Title</b> Education Director
<b>Phone</b>	<b>Fax</b>	<b>Email</b>

<b>Consortium Title:</b> MoNA Link	
<b>Project Summary:</b> (300 characters max.) The Museum of Northwest Art and six school districts partner to provide professional development in visual art to elementary school teachers while also providing museum visits and hands-on art lessons for their students.	
<b>Anticipated # of students to be served:</b> 1,000	<b>Anticipated # of educators to be served:</b> 40

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

<input type="checkbox"/> <b>New Applicant</b>	<input type="checkbox"/> <b>Returning Applicant / 1 yr request</b>	<input checked="" type="checkbox"/> <b>Returning Applicant / 2 yr request</b>
<b>Grant Request for 2007-08: \$</b>	<b>Grant Request for 2007-08: \$</b>	<b>Grant Request for 2007-08: \$33,442</b> <b>Grant Request for 2008-09: \$34,474</b>
<b>Did you receive a First Step Grant in 2006-07?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>List the years (and \$ amounts) of your past Community Consortium Grants:</b> 2006-2007 \$17,590	

**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.*

<b>Signature of Authorizing Official</b>	<b>Date</b>

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## 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>
<b>EXAMPLES</b>				
Janet Jacobs	P	Excellent Elementary	Asst Principal; Project Coordinator	222-222-2222
Jeffrey Jones	C	Independent Artist	Teaching Artist / mentor	111-111-1111
<b>Schools / Districts</b>				
Jane Mc Geehan	P	Stanwood-Camano School Dist.	Asst. Supt., Planning Group	
Cathy Bing	P	Mount Vernon School Dist.	Cultural Ed. Coord., Planning Grp	
Tina Franulovich-Martin	P	Anacortes School District	Cultural Ed. Coord., Planning Grp	
Barbara Hawkings	P	Concrete School District	Superintendent, Planning Group	
Laurel Browning*(see below)	P	Burlington-Edison School Dist.	Asst. Supt., Planning Group	
<b>Arts Organizations</b>				
Margaret Groff	P	Museum of Northwest Art	Education Director, Project Coord	
Tamera Tollefson	PC	Museum of Northwest Art	Project Art Educator	
Barbara Brotherton	C	Seattle Art Museum	Curator, Summer Inst. Instructor	
Kit Muehlman	C	Museum of Northwest Art	Project Art Educator	
<b>Teaching Artists</b>				
Kevin Paul	C	Independent artist	Summer Institute instructor	
Sharon Hall	C	Independent artist	Teacher workshop instructor	
<b>Local Arts Agency</b>				
*Districts cont.from above:				
Kathy Shoop	P	La Conner School District	Curric. Director, Planning Group	
<b>Arts Education Consultant</b>				
Karin DeSantis	CP	Visual Understanding in Educat	Advisor, Summer Inst. Instructor	
Yoon Kang-O'Higgins	CP	Visual Understanding in Educat	Advisor, Summer Inst. Instructor	
<b>Parent Group(s)</b>				
Donna Golub	P	Utsalady Elementary School	Parent, Planning Group	
<b>Community Organizations / Local Business / Other</b>				
Ann Reid	P	Skagit Valley College, Art Dep	Art workshop partner	
Robyn Williamson	P	Dakota Art Stores	Workshop space for classes	
Judi & Harry Mullikin	P	La Conner Country Inn	MoNA Board/Education Advisory & financial support	

**Washington State Arts Commission, Arts Education Community Consortium Grant**  
**Museum of Northwest Art, *MoNA Link* Consortium**

## **Proposal Narrative**

### **Consortium History:**

Our first *MoNA Link* Consortium grant request was in March 2006 for the 2006-2007 school year. A strong partnership had already been established between the Museum and six area school districts, and we were completing the second year of the pilot *MoNA Link* project funded by the Institute of Museum and Library Services (IMLS), a federal agency.

At the beginning of the *MoNA Link* project (2003), the Washington State Essential Academic Learning Requirements (EALRs) assessments in the arts were looming on the horizon (by 2008). Teachers and school officials were becoming aware of their lack of preparedness to meet these requirements and to provide effective art education. At the same time, however, most were solidly focused on preparing their students to score well on the WASL and felt there was “no time” in the curriculum to devote to art. Only two elementary schools (out of 30 total) in the Skagit Valley and Stanwood-Camano School Districts had art specialists. Several schools provided art instruction through short-term artist residencies or parent volunteers. The rest relied on classroom teachers to teach art---although most were inadequately trained to do so. This is still generally true, although the *MoNA Link* Consortium has made much progress over the last three years in improving visual arts education in this region.

The *MoNA Link* project was designed by the Museum of Northwest Art and the Anacortes and La Conner School Districts in 2003 to provide professional development in art education for elementary classroom teachers. Once funding was secured (\$104,000) from IMLS, the program expanded to six school districts, to also include Burlington-Edison, Concrete, Mount Vernon and Stanwood-Camano.

Planning and development with curriculum directors from all six districts occurred in the first year and a project art educator was hired. A two-year pilot project ensued. In 2004-2005 sixteen teachers and 384 students from eleven schools were involved. The initial group of teachers was highly enthusiastic and contributed immensely to program evolution through their feedback and evaluations. Several significant changes were made; and, most importantly, an entire second-year program was added to provide additional mentoring. During 2005-2006, 16 new teachers entered the first-year program and 10 teachers continued into the second year. A total of 26 teachers and 632 students from twelve schools participated.

Funding from a WSAC Consortium Grant in 2006 (\$17,590 for the 2006-2007 school year) enabled us to develop *MoNA Link* beyond this initial pilot phase and establish a program that continues to make a significant impact. For the current year, 10 new teachers have entered the program, 9 are continuing into the second year, and 479 students from 14 schools (3 new to the program) are being served.

### **Accomplishments:**

Significant accomplishments of the *MoNA Link* Consortium to date include:

- Successful completion of the pilot phase of the *MoNA Link* Project (2004 – 2006). The program is fully embraced by the Museum’s board and executive director and all six school districts have pledged their ongoing support and involvement.
- Strong working relationships have been established between the Museum and administrators in all six districts through regularly scheduled meetings to plan, implement and evaluate the program.
- So far 42 teachers have participated in *MoNA Link*, significantly increasing the capacity of our community’s schools to teach art effectively. They are comfortable in the Museum with their

## **Museum of Northwest Art, *MoNA Link* Consortium, Page 2**

students, have created multiple lesson plans integrating art into their curricula, and are excited about teaching art in the classroom. Their new skills will benefit students for years to come.

- To date 1,428 students have benefited directly from the *MoNA Link* program. During the school year, the children see not one but *three* different exhibitions and the project art educator visits their classroom to teach four related hands-on art lessons. Art lessons are designed collaboratively with the classroom teacher and are integrated into other academic subjects. All lessons are designed to meet grade level EALRs and assessments.
- As the number of teachers who have trained in the *MoNA Link* program grows in a school, it significantly impacts the “art culture” of the school. For example, at Concrete Elementary 4 out of 16 (or 25%) of the teachers have trained in the *MoNA Link* program; and at Lucille Umbarger Elementary in Burlington, 5 out of 18 (or 27%) of the Grade 1-6 teachers have participated in the program. These teachers are inspiring other teachers, student art work is being exhibited in the halls, and core groups of students and their families are becoming familiar visitors to the Museum.
- The success of the program has enabled us to garner support for the program from multiple sources beyond the initial federal grant funding. For the 2006-2007 school year, in addition to the WSAC Consortium Grant, funds have been received from the Museum’s Auction and Annual Fund, Islands Fund, the Marie S. Mullikin Memorial Fund, the Klorfine Foundation, Target and US Bancorp. We also receive in-kind support of workshop space from Dakota Art Stores. All school districts are continuing to support the program with 50% funding for all Museum field trips and payment of substitutes while their teachers are in training.
- As the program becomes more established, a broad network of support and interconnection is developing. A parent who first came to MoNA on a field trip is now volunteering at the Museum and will train to become a tour leader. Teachers regularly volunteer at MoNA’s art auction, and come to the Museum for lectures, exhibition openings or Family Art Days, bringing their spouses or children. Children in the program bring their parents back to see an exhibition. Project art educators go to the schools to see the exhibitions of student work.

### **Consortium Growth/Change:**

During the pilot phase, teachers completed formal evaluations three times per year. Evaluations were reviewed at teacher meetings and also discussed at planning meetings with school district curriculum directors. Ideas to improve the program included: extending the Museum visit to include a hands-on lesson; totally revamping the NW art history portion of the Summer Institute to make it more teacher friendly; and, most importantly, adding a whole second year to the program to provide additional coaching and mentoring. Nine of ten teachers ranked the second year as “highly significant” because their knowledge transformed into skills. In order to continue and strengthen the second-year program, we hired a second *MoNA Link* art educator.

Although the basic structure and curriculum of the program is now in place, we continue to self-evaluate, respond to feedback from parents and teachers, and try new ideas. For example, this past year, in order to make part of the exhibition training days open to teachers not in the *MoNA Link* program, we scheduled the training from 1:00 – 7:00pm. Unfortunately, we discovered that it simply made too long a day for the *MoNA Link* teachers, who taught in the morning then came to the training until early evening. We are working to formalize the coaching process for the second-year teachers: observing and debriefing their teaching in the gallery; setting up individual meeting times in addition to cohort meetings. We have also implemented pre- and post-instruction tests for both teachers and students in selected classes.

### **Museum of Northwest Art, *MoNA Link* Consortium, Page 3**

From the beginning our program has used the Visual Thinking Strategies (VTS). At MoNA, the students are led by docents specially trained in this inquiry-based method, and teachers learn how to use VTS as part of their *MoNA Link* training. Many now use it regularly in their classrooms. While it has been known that VTS develops critical thinking and communication skills for some time (meeting Washington State Learning Goal #3), enough research has now been done to prove that the skills students gain through discussing art using VTS also transfer to other academic subjects. A recent U.S. Department of Education funded study of an arts-integrated social studies curriculum for Grades 3-5 in Miami-Dade County demonstrated that VTS was associated with 12% higher scores in Language Arts (+.35) and 16% in Math (+.40). (*From Artful Citizenship Project: Three-Year report, Curva and Associates, 2005*) In another study, a school in Byron, MN, using the VTS curriculum, jumped 23 points in state ranking on the standardized reading test, ten points above the state average, where the school then remained. (*From A. Housen, 1999, VUE*)

Because of this new research, we will begin to strengthen the VTS component of *MoNA Link* by involving consultants from Visual Understanding in Education (developers of VTS) as advisors and trainers. Two VUE trainers will teach at the 2007 *MoNA Link* Summer Institute and will also present at the Kick-off party in September. Everyone attending (including superintendents, MoNA board members, docents, teachers and parents) will be invited to experience VTS by discussing art in small groups.

Because students involved in *MoNA Link* have become more skilled in art making and in using the VTS, we are now finding that we must look for ways to stay ahead of them and meet their needs as they grow older. At Concrete Elementary 36% of the school's students have participated in *MoNA Link*. Since half of those students were 5<sup>th</sup> and 6<sup>th</sup> graders, the district is now very interested in developing a program for middle school. This year we will begin meetings with groups of middle school and high school teachers from the region to assess the needs and strategize how we might meet them.

Additionally, teachers who have completed the *MoNA Link* program need to continue to grow in their personal understanding of art if they are to be able to lead effective VTS discussions. They need to continue to create and experience their own art making if they are to be able to stay alive to the creativity of their students. During the time period of this grant, we will offer four Saturday hands-on workshops (with clock hours available) in partnership with the Skagit Valley College Art Department to help meet this need. We will also offer four evening "VTS Soirées" where teachers, docents, parents and others from the community can gather to discuss an exhibition at the Museum.

The makeup of the consortium partnership has been stable since 2004, and we foresee no major changes. All of the members of the consortium know that there are still many more teachers to be trained and are committed to the ongoing partnership as long as the need is there. In addition to the VUE consultants and Skagit Valley College partnerships mentioned above, we will also add two parent representatives to our planning group. One from Utsalady Elementary on Camano Island has already joined.

#### **Current Project Plan:**

*MoNA Link* is a two-year professional development program in visual arts for elementary teachers. Additionally, it provides arts education (education in the arts, hands-on art activities and Museum field trips) to their students. All program components are designed to meet the state-mandated EALRs and to build the capacity of teachers and school districts for sustained instruction in the visual arts.

The *MoNA Link* Consortium Planning Group meets three times a year to plan and evaluate all *MoNA Link* activities. The Museum coordinates the program overall and hires two local project art educators to oversee tours and provide hands-on art lessons in the schools and at MoNA. Professionally trained

## **Museum of Northwest Art, *MoNA Link* Consortium, Page 4**

volunteer docents provide the gallery tours. Local or regional artists and art experts are hired to help train the teachers during the Summer Institute or on Exhibition Training Days.

### **Program Goals:**

- To help students achieve state-mandated Essential Academic Learning Requirements in visual art communications, critical thinking, and writing
- To provide teachers with opportunities to make, experience, and better understand art
- To train teachers to teach art confidently and to integrate it into other subject areas
- To train teachers how to use the Museum as a community resource for instructional support

### **Project Outline (2007 – 2009):**

The program serves 20 teachers each year: ten new teachers are accepted into the program and ten continue into the second year. The program is structured to fully train and support first-year teachers. In the second year, teachers are mentored to develop their own ideas and independence.

For First-year Teachers and their Classes:

- **5-day Summer Institute for Teachers, *Learning through Art*:** an intensive study of Northwest art history, visual art concepts, hands-on art making and training in Visual Thinking Strategies (VTS) (August)
- **Kick-off Party:** for all teachers, principals, school district administrators, parent representatives, Museum docents, staff and trustees involved in the program
- **3 Full-Day Exhibition Training Days for Teachers:** one for each new exhibition during the school year (October, January and April) (9am – 4pm with full-day substitutes)
- **3 Museum Visits for Each Class:** including discussions of art, writing or hands-on activities (Sept. – May), with parent volunteers as chaperones
- **4 Hands-on Art Lessons for Each Class:** related to the exhibitions taught in the classroom, by a the project art educator (Sept. – May), with parent volunteer assistants
- **6 After-School Meetings for Teachers:** to plan lessons and share project ideas (Sept. – May)
- **1 Demonstration of Student Learning Per Class:** such as an exhibition of student work at their school or MoNA (May – June)

For Second-Year Teachers and their Classes:

- **Ongoing Coaching:** by Museum education director and project education staff; observations of teaching and one individual meeting
- **3 Full-Day Exhibition Training Days for Teachers:** one for each new exhibition during the school year (October, January and April) (9am – 4pm with full-day substitutes)
- **3 Museum Visits for Each Class:** includes discussions of art, writing or hands-on art activities (Sept. – May), with parent volunteers as chaperones
- **6 After-School Meetings for Teachers:** to plan lessons and share project ideas (Sept. – May)
- **Teacher-Developed Lesson Plans:** each teacher develops and teaches 3 lesson plans integrating art into another subject area (such as history, math, science). Lesson plans are shared and some are selected to post on the Museum's website.

During the Summer Institute and on Exhibition Training Days, teachers experience and learn directly from exhibitions at the Museum of Northwest Art. Curators of the exhibitions, or the exhibiting artists themselves, are invited to give guided walkthroughs of the exhibitions; and local or regional artists are invited to teach hands-on workshops related to the exhibition. For example, for the fall 2007 Exhibition Training Day, artist Joseph Goldberg and/or gallery director Greg Kucera will lead a walkthrough of

## **Museum of Northwest Art, *MoNA Link* Consortium, Page 5**

Goldberg's exhibition; and a regional artist such as Jef Gunn or Joan Stuart Ross will be invited to teach an encaustic painting workshop. For the winter 2008 Exhibition Training Day, guest curator Vicki Halper will lead a walkthrough of the *Pruzan Collection*; and Sharon Hall, an artist from Oak Harbor, will teach a printmaking workshop.

During this grant period, teachers and students will experience the following exhibitions:

*2006 Pilchuck Hauberg Fellows Installation* (summer 2007); *Joseph Goldberg*, a mid-career retrospective (fall 2007); *Pruzan Collection*, curated by Vicki Halper (winter 2008); *Paul Horiuchi*, retrospective and book, curated by Barbara Johns (spring 2008); *Ginny Ruffner*, a sculpture and glass installation (summer 2008); *Sonja Blomdahl*, a mid-career retrospective (fall 2008). In addition, there will be several exhibits featuring MoNA's permanent collection. Winter and spring 2009 exhibitions are in progress.

Barbara Brotherton, Seattle Art Museum Curator of Native American Art, and Kevin Paul, a Swinomish carver from La Conner, both teach in the Summer Institute. In summer 2007, Yoon Kang-O'Higgins and Karin de Santis, Visual Understanding in Education (VUE) trainers, will teach VTS.

### **Additional key goals for the 2007-2009 period:**

- Develop *MoNA Link* project staff expertise in training teachers and docents to teach using the VTS method. Both MoNA's education director and the *MoNA Link* project art educator have attended summer institutes providing basic training in VTS. However, in order to deepen their understanding and skill in how to train others to use the VTS, they will attend the VTS Trainers Training to be held for the first time in the Northwest in fall 2007.
- Continue to develop the Teacher Resource section of the MoNA website which was launched in 2006 with funds from the IMLS grant. The website currently includes biographical information and downloadable images for fourteen Northwest artists such as Alfredo Arreguin, Rick Bartow, and Ginny Ruffner. We would like to add the capability of posting lesson plans created by the *MoNA Link* second-year teachers that integrate NW artists' work with other academic subjects. We also plan to add more artists to the website with a goal of adding at least three each year.
- Create greater visibility for *MoNA Link* throughout the region and the state, in order to both garner support for the program as well as to share what has proved to be a highly successful model combining teacher professional development with art education for students. Specifically, we will solicit a feature article in the local media, make presentations to PTAs in each of the consortium partner districts, and pursue a presentation at the statewide *Arts' Time* Conference in 2009.
- Increase recruiting efforts to reach more "art-hesitant" teachers. While so far we have had more applicants than we could accept, these are often the teachers who are actively seeking to include art in their teaching and eager to try something new--the "risk-takers." We would like to deliberately seek out those teachers who are not as eager to teach art and who do not really understand the benefits. We plan to do this through engaging the help of parents, *MoNA Link* participants and "graduates," and through individual meetings with school principals.
- Stabilize the *MoNA Link* program and its funding. Since the start-up of the program in 2004, the program has been growing and evolving steadily. In addition to seeking more funding from the school districts, Skagit Valley corporations, and several foundations, we have a two-year NEA grant pending and have been invited to apply for funding from the Washington State Women's Foundation. We did expand corporate support in 2006; both US Bank and Target provided grants of \$2,000 each.

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**Museum of Northwest Art - MoNA Link Consortium**  
**YEAR 1 BUDGET (1 OF 2 YEARS), page 1**

<b><i>Budget Category/Explanation</i></b>	<b><i>Amount</i></b>	<b><i>code*</i></b>	<b><i>Supported By</i></b>
<b>Cash Expenses</b>			
<b>Fees to Artists/Organizations</b>			
Project Art Educator @ \$33,600 x 60% time	\$ 22,469	A	40% WSAC = \$8,988
		C	29% MoNA = \$6,516
		A	26% Other local found. = \$5,842
		C	5% La Conner Country Inn:\$1,123
Assist. Project Art Ed. @ 20hrs x 41wks x 16.25/hr.	\$ 13,325	A	70% WSAC = \$9,328
		A	30% Other local found. = \$3,997
Payroll taxes for above 2 positions @ 13%	\$ 4,653	A	WSAC = \$2,176
		A	Islands Fund = 2,477
Summer Inst. Lecturers - Honoraria @ \$250 ea. X 3	\$ 750	A	WSAC
Guest Artist fees/Training Days @ \$300 x 3 days	\$ 900	A	WSAC
Guest Artists/Skagit Valley College Workshops x 2	\$ 800	A	Participant fees
<b>Fees to Coordinators/Consultants</b>			
Website design for Teacher support materials	\$ 1,500	C	other corporate support= \$750
		A	WSAC = \$750
<b>Materials/Administrative Expense</b>			
Food expenses for Summer Inst. & Training days	\$ 750	C	other corporate support
Printing for training materials	\$ 400	A	WSAC
Office supplies	\$ 300	C	MoNA
Art Supplies	\$ 2,700	A	WSAC = \$1,350
		C	other corporate = \$1,350
Supplies for Skagit Valley College workshops	\$ 200	A	Same as above
VUE/VTs trainer training \$1,000 x 3	\$ 3,000	A	other corporate
Summer Institute Space Rental	\$ 300	C	MoNA fundraising events
<b>Transportation and Other Expenses</b>			
Summer Institute Travel Expenses - Lecturers	\$ 400	A	WSAC
Artist Expenses - Training Days	\$ 200	A	Other local foundations
Art Educators - mileage expenses	\$ 2,000	A	WSAC
Field trip exp.(buses) 20 classes x 3 x \$160 avg.	\$ 9,600	A	1/2 "A" = WSAC = \$4,800
		C	1/2 "C" = Consort Schools = \$4,800
Field trip expenses (buses) for regional students @ 20 classes x 1 trip x \$160 average	\$ 3,200	A	WSAC = \$1,600
		C	Consortium Schools = \$1,600
<b>TOTAL CASH EXPENSES</b>	<b>\$ 67,447</b>		
<b>Cash Income</b>			
<b>Community Consortium Grant Request</b>	<b>\$ 33,442</b>	<b>A</b>	<b>WSAC</b>
Islands Fund	\$ 2,477	A	Regional foundation
La Conner Country Inn & other corporate support	\$ 6,973	C	Local Business
MoNA Annual Fund & fundraising events	\$ 7,116	C	MoNA fundraising from individuals
MoNA Grants from other local Foundations	\$ 10,039	A	Fundraising from other local found.
Consortium School Districts (6)	\$ 6,400	C	Consortium Schools (6)
Revenues from Skagit Valley Workshops	\$ 1,000	A	Participants
<b>TOTAL CASH INCOME</b>	<b>\$ 67,447</b>		

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<b>Museum of Northwest Art - MoNA Link Consortium</b>			
<b>YEAR 1 BUDGET (1 OF 2 YEARS), page 2</b>			
<b><u>Budget Category/Explanation</u></b>			
	<b><u>Amount</u></b>	<b><u>code*</u></b>	<b><u>Supported By</u></b>
<b><u>In-Kind Support</u></b>			
MoNA Education Director @\$43,260 x 25% time	\$ 10,815	C	MoNA
Payroll taxes and fringe benefits for above	\$ 3,206	C	MoNA
Curriculum Directors = 6 dist. Reps x 3 mtgs x 2hrs @ \$50 hr (includes travel time)	\$ 1,800	C	Consortium School Districts
Substitute teachers for teacher trainings @ 20 teachers x 3 full days @ \$130/day	\$ 9,600	C	Consortium School Districts
MoNA Docent Volunteers & Parents/Tour Leaders (3) @ \$10/hr.x 3 hrs. x 60 tours, incl. prep	\$ 5,400	C	Volunteer Docents & Parents
Free Museum Admission to MoNA 20 classes x 25 students x 3 visits x \$1.50	\$ 2,250	C	MoNA
Free Museum Admission for regional students	\$ 750	C	MoNA: 20 classes x 25 x \$1.50
Free Admission for parents/families from 20 classes x 25 students x \$10 value	\$ 5,000	C	MoNA
Museum Family Memberships for 20 Teachers; 20 x \$50	\$ 1,000	C	MoNA
MoNA Finance Mgr. @ 5% of \$32,000	\$ 1,600	C	MoNA
Workshop Space: teacher trainings 3 half-days	\$ 600	C	Dakota Art Stores &
Conf. Room space: docent 4/yr. X 3 full days ea.	\$ 4,800	C	La Conner Country Inn
Skagit Valley College workshop space, \$500 x 2	\$ 1,000		
<b>TOTAL IN-KIND SUPPORT</b>	<b>\$ 47,821</b>		
<b><u>Budget Summary</u></b>			
WSAC/Community Consortium Grant Request	\$ 33,442		Amount Requested from WSAC
Cash Match (confirmed and anticipated)	\$ 34,005		Cash Income not including WSAC
In-Kind Support	\$ 47,821		Total donated services/materials
<b>TOTAL PROJECT BUDGET</b>	<b>\$ 115,268</b>		<b>Sum of above</b>

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

*[WSAC Staff Editorial Note: While this level of budget detail is commendable, it is not required to break line items out quite this much. We prefer that budgets be kept to one page.]*