

Consortium FY14 Project Information

Project Title ACCESS TO ART: Okanogan Region Arts Education Consortium

Project Summary: Provide a brief (1-2 sentence) overview of your project and its intent. (400 characters maximum.)

The Okanogan Region Consortium is a vital partnership of schools, businesses, civic groups and community members that maintain the arts as an integral part of education and a key component in student success. The 2013-14 Consortium expands to serve nine school districts or 21 schools (an increase of 8 schools), 7,255 students and 468 teachers.

Have you previously received a Community Consortium grant? Yes

If yes, how many years? 13

If no, have you previously received a First Step grant?

Community Consortium Grant Request for Fiscal Year 2014: \$21,000

Community Consortium Grant Request for Fiscal Year 2015: \$21,000

What is the primary focus area for this proposal? (What would the majority of WSAC funds support?) Student Learning in the Arts

1. How many schools will your consortium program reach? 10 or more

2. Within these schools, are you serving: All Students

3. List the names of the school districts participating in your project:

For the 2012-13 School Year we serve the following districts: Pateros, Brewster, Okanogan, Omak, Methow Valley, Paschal Sherman Indian School on the Colville Reservation and have recently added Bridgeport School District in Douglas County.

For the 2013-14 School Year we are expanding into Tonasket and Oroville School Districts in Okanogan County.

4. How many K-12 students will be served, total? 7255

5. How many of these students will be engaged in at least 5 hours of participatory arts learning? 6800

6. How many school-based educators will be served, total? 468

7. How many of these educators will receive at least 10 hours of professional development? 115

Consortium FY14 Partnership Form

Primary Partners

In this section, list the key leaders and collaborators for this project. These are the individuals who meet together to plan and shape programs; they have direct input into programmatic decisions, and share responsibilities for program design, implementation, and/or evaluation; their organizations demonstrate commitment and support for the project.

Name	Title	Organization	Role for this project
Mark Wenzel	Superintendent	Methow Valley School District	Superintendent, Planning/Support
Lois Davies	Superintendent	Pateros School District	Superintendent, Planning/Support
Ray Leaver	Principal	Paschal Sherman Indian School	Core Partner, Planning/Support
Shelby Robins	Principal	Bridgeport Elementary School	Core Partner, Planning/Support
Dean Radtke	Principal	Virginia Granger Elementary School, Okanogan	Core Partner, Planning/Support
Lynette Blackburn	Principal	Brewster Elementary School	Core Partner, Planning/Support

Additional Partners

In this section, list other important contributors to the project, including key contracted service providers (e.g. teaching artists, arts education consultants); volunteer advisors; local civic partners; additional arts organizations or education partners, etc.

Name	Title	Organization	Role for this Project
Erik Brooks	Contracted Artist in Residence	Self Employed Artist/Illustrator/Author/Certified Teacher/Lecturer/Communications Coordinator at Methow Arts	Teaching Artist
Bruce Morrison	Contracted Artist in Residence	Teaching Artist/ Artist	Teaching Artist
Dayton Edmonds	Contracted Artist in Residence	Teaching Artist/ Artist/ Storyteller/ Puppeteer	Teaching Artist
Jodi Olson	Contracted Artist in Residence	Teaching Artist/ Artist	Teaching Artist
Cordelia	Contracted Artist in	Teaching Artist/ Artist	Teaching Artist Workshop Teacher for Teacher's Prof

Braaburni	Residence		Development for Consortia
Jim Neupert	Contracted Artist in Residence	Teaching Artist/ Artist	Teaching Artist
T. Lewis	Board Chair, Omak Performing Arts Center	Cartoonist/ Board member/	Okanogan region-collaborator/planner
Robert McClung	Community Programs Manager	The Seattle Opera	Education Program Manager
Scott Koh		Seattle Reperatory Theatre	Education Program Manager
Jane Hubrig	Manager	Merc Playhouse	Education Program Manager
Laura Gunnip	Owner	Door No. 3 Print Studio	Education Program Manager
Amy Stork	Executive Director	TwispWorks	Community Outreach Coordinator/Community Development through ART
Laura Aspenwall	Winthrop Gallery Member/Artist	Ouzel Glassworks, Winthrop, Wa	Education Program Manager
Libby Gerber	Artist Trust Program Manager	Artist Trust, Seattle	Community Outreach for regional artists/resource development/ Professional development
Roni Holder-Diefenbach	Executive Director	Economic Alliance-Okanogan County	Community Development through ART
Beth Stipe	Executive Director	Community Foundation of North Central WA	Strategic Community Partnerships/Professional Development forums/Arts Ed expansion

Consortium FY14 Project Budget

Budget Table FY14

CASH EXPENSE		
Expense Description	Supported By	Budget Amount
Fees to Arts Educators - Teaching Artists and Arts Organizations		
Teaching Artists, approx 500-700 hours @ \$30-45/hr depending on experience	ArtsWA \$8500, CFNCW \$2200, MVF \$2000, PSFA \$2000, SDistricts \$4275, Private and sponsors \$1725, Donors \$400	\$ 21,000
Performing Fees for School/Education Events and Tech Support	ArtsWA \$7800, CFNCW \$2000, MVF \$1700, PSFA \$2000, SDistricts \$9475, Private & sponsors \$8000, Donors \$2925, Westaf \$2500	\$ 31,200
Culture Trips to Seattle/Spokane (Tickets to Seattle Opera/SAM/Seattle Rep Theatre)	ArtsWA \$200, CFNCW \$800, MVF \$300, PSFA \$200, SDistricts \$500, PRIVATE/Sponsors \$1100	\$ 3,100
Fees to Coordinators, Consultants, Other Program Staff or Contractors		
Professional Development for Teaching Artists and Educators/Followup Consultation	ArtsWA \$800, PSFA \$100, SDistricts \$200	\$ 1,100
Workshop Access for underserved districts in outlying communities	ArtsWA \$100, Private and sponsors \$1400	\$ 1,500
Substitute Teacher Wages for training and trips	ArtsWA \$100, School Districts \$600, Private and other \$500	\$ 1,200
Program Services/Coordination plus outreach	School Districts \$1350, Private \$2000, Donors \$10545, Westaf \$1000, Earned Income \$2000	\$ 25,350
Materials, Supplies, Administrative Expenses		
Print Materials, % Website, Mail for Teachers/Artists	ArtsWA \$200, School Districts \$600, Sponsors \$400	\$ 1,200
Framing, Mounting, Photos, Plaques for Community Art Displays (Mid Valley Hospital, NCNB, Post Office, Local venues)	ArtsWA \$200, Sponsors \$400	\$ 600

Program Admin/Fundraising	School Districts \$500, Private \$275, Sponsors \$375	\$ 1,150
% Office Expenses: Phone, Rent, Utilities, Supply	School Districts \$1000, Sponsors \$2700	\$ 3,700
Other Expenses		
Mileage/Artists & Arts Education Staff (@ \$.5/mile. This has increased due to expansion into new school districts in Tonasket, Bridgeport, Oroville)	ArtsWA \$3098, School Districts \$5000	\$ 8,098
Lodging for Culture Trips - students, chaperones, plus bus driver Lodging: Seattle/Spokane (Increase to 2 school in 2013.14 and 15 to include Methow Valley and Paschal Sherman Indian Schools)	PSFA \$500, Private and Other \$500, Donors \$1000	\$ 2,000
Professional Development/Conference Attendance for staff & board	School Districts \$500, Private \$500, Donors \$200	\$ 1,200
Venue Rentals	Earned Income \$3072	\$ 3,072
TOTAL CASH EXPENSES		\$ 105,470
CASH INCOME		
Source of Income	C or A; Abbrev./Notes	Budget Amount
Community Consortium Grant Request	A - ArtsWA	\$21,000
Grants/Foundation Funding	A - Western Touring Arts Federation, A - Community Foundation of North Central Washington, A - Methow Valley Fund, A - Icicle Fund, A - Public School Funding Alliance, A - National Endowment for the Arts, A - Humanities WA	\$ 15,200
PRIVATE Foundations and Other	A - Butler Family Foundation, A - Seattle Foundation,	\$ 16,000
School District Funding	C - 7 School Districts confirmed, A - 2 School Districts new (Tonasket, Oroville)	\$ 24,000
Individual Donors/Membership and Other	A and C	\$ 15,070

Admission	A	\$ 4,000
Project and Event Sponsors	A and C	\$ 10,200
TOTAL CASH INCOME		\$ 105,470
IN-KIND SUPPORT		
Description	C or A; Source/Notes	Budget Amount
Planning and Admin: District Staff	C	\$ 5,200
Facility Use: PAC	c	\$ 3,250
Lodging: Performers/Artists	C	\$ 5,300
Art Supplies	A	\$ 2,000
Transportation	A	\$ 9,228
Volunteers @ \$21.62/wa state avg per hr	A	\$ 3,892
TOTAL IN-KIND SUPPORT		\$ 28,870
BUDGET SUMMARY (This section is automatically calculated; do not enter info. below)		
Community Consortium Grant Request	Amount requested from ArtsWA	\$ 21,000
Cash Match	Cash Income w/o grant request	\$ 84,470
In-Kind Support	Total donated goods/services	\$ 28,870
TOTAL PROJECT BUDGET		\$ 134,340

Consortium FY15 Project Budget

Budget Table FY15

CASH EXPENSE		
Expense Description	Supported By	Budget Amount
Fees to Arts Educators - Teaching Artists and Arts Organizations		
Teaching Artists, approx 500-700 hours @ \$30-45/hr depending on experience	ArtsWA \$8500, CFNCW \$2200, MVF \$2000, PSFA \$2000, Sdistricts \$4275, Private and sponsors \$1725, Donors \$400	\$ 21,000
Performing Fees for School/Education Events and Tech Support	WSAC \$8500, CFNCW \$2500, MVF \$2000, PSFA \$2000, Sdistricts \$4275, Private \$1725	\$ 31,200
Culture Trips to Seattle/Spokane (Tickets to Seattle Opera/SAM/Seattle Rep Theatre)	ArtsWA \$200, CFNCW \$800, MVF \$300, PSFA \$200, SDistricts \$500, PRIVATE \$1100	\$ 3,100
Fees to Coordinators, Consultants, Other Program Staff or Contractors		
Performer/Workshop/Followup Consultation for Teaching Artists and Educators - Professional Development	ArtsWA \$200, PSFA \$400, Sdistricts \$500	\$ 1,100
Workshop Access for underserved districts in outlying communities	ArtsWA \$100, Private and sponsors \$1400	\$ 1,500
Substitute Teacher Wages for training and trips	ArtsWA \$100, School Districts \$600, Private and other \$500	\$ 1,200
Program Services/Coordination plus outreach	School Districts \$1350, Private \$2000, Donors \$10545, Westaf \$1000, Earned Income \$2000	\$ 25,350
Materials, Supplies, Administrative Expenses		
Print Materials, % Website, Mail for Teachers/Artists	ArtsWA \$200, School Districts \$600, Sponsors \$400	\$ 1,200
Framing, Mounting, Photos, Plaques for Community Art Displays (Mid Valley Hospital, NCNB, Post Office, Local venues)	ArtsWA \$200, Sponsors \$400	\$ 600

Program Admin/Fundraising	School Districts \$500, Private \$275, Sponsors \$375	\$ 1,150
% Office Expenses: Phone, Rent, Utilities, Supply	School Districts \$1000, Sponsors \$2700	\$ 3,700
Other Expenses		
Mileage/Artists & Staff (@ \$.5/mile. This has increased due to expansion into new school districts in Tonasket, Bridgeport, Oroville)	ArtsWA \$3098.4, School Districts \$500	\$ 8,098
Lodging for Culture Trips - students, chaperones, plus bus driver Lodging: Seattle/Spokane (Increase to 2 school in 2013.14 and 15 to include Methow Valley and Paschal Sherman Indian Schools)	PSFA \$500, Private and Other \$500, Donors \$1000	\$ 2,000
Professional Development/Conference Attendance for staff & board	School Districts \$500, Private \$500, Donors \$200	\$ 1,200
Venue Rentals		\$ 3,072
TOTAL CASH EXPENSES		\$ 105,470
CASH INCOME		
Source of Income	C or A; Abbrev./Notes	Budget Amount
Community Consortium Grant Request	A - ArtsWA	\$21,000
Grants/Foundation Funding	Anticipated and Prospective	\$ 15,200
Private Foundations and other	Butler Family Foundation Seattle Foundation and other	\$ 16,000
School District Funding	A	\$ 24,000
Individual Donors/Membership and Other	A	\$ 15,070
Admission	A	\$ 4,000
Project and Event Sponsors	A	\$ 10,200
TOTAL CASH INCOME		\$ 105,470

IN-KIND SUPPORT		
Description	C or A; Source/Notes	Budget Amount
Planning and Admin: District Staff	C	\$ 5,200
Facility Use: PAC	A	\$ 3,250
Lodging: Performers/Artists	A	\$ 5,500
Art Supplies	A	\$ 2,000
Transportation	A	\$ 9,228
Volunteers @ \$21.62/wa state avg per hr	C	\$ 3,892
TOTAL IN-KIND SUPPORT		\$ 29,070
BUDGET SUMMARY (This section is automatically calculated; do not enter info. below)		
Community Consortium Grant Request	Amount requested from ArtsWA	\$ 21,000
Cash Match	Cash Income w/o grant request	\$ 84,470
In-Kind Support	Total donated goods/services	\$ 29,070
TOTAL PROJECT BUDGET		\$ 134,540

Consortium FY14 Narrative Proposal

Introduction and Key Goals:

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The Okanogan Region Consortium is a vital partnership of schools, businesses, civic groups and community members in six diverse communities who strive to maintain the arts as an integral part of education and a key component in student success. It is the principal resource for arts education for K-6 students in the partnership schools, which have no dedicated art teachers at the elementary level. It is also a vital aspect of the economic and civic vitality in the rural communities it serves.

In the 2013-14 School Year the Consortium will expand to serve nine school districts with an increase of two new school districts. The project will reach approximately 7,255 students (up 2,255 from the current year) and 468 teachers (an increase of 118) in north central Washington, spanning a 180-mile radius that includes 21 schools (an increase of 8 schools) in nine school districts and their distinct surrounding communities. These school districts are: Pateros, Brewster, Okanogan, Omak, Methow Valley, and the Paschal Sherman Indian School on the Colville Reservation. In 2013 the Consortia expanded to include Bridgeport School District and in 2013/14 it will include the Tonasket and Oroville Districts.

With little or no designated art instruction in elementary and middle schools, teaching the arts is left to classroom teachers already under increased pressure to prioritize other disciplines. The Consortium's enduring goal is to ensure arts learning for students in the visual arts, music, dance, theatre and more.

Main Consortia Goals (Outlined in greater detail below in Project Plan):

1. Students gain essential arts skills through comprehensive, sequential instruction in classrooms.
2. Students K-12 experience professional performances in school.
3. Regional teachers and artists are skilled providers of quality EALR-aligned instruction.
4. Schools and communities in rural Okanogan County are invested supporters of arts education.
5. Arts education strategies are improved by ongoing assessment.

Background:

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The Consortium was born in the late 1990s from a shared urgency for increased arts education opportunities following budget cuts that left little or no designated art instruction at elementary and middle schools. Early programs were sparse, consisting of limited classroom residencies from visiting artists and an annual performance in the schools. A 2001 stakeholder survey led to the development of new strategies for delivery and structure of arts education programs in classrooms. The survey identified key school partners, opening an ongoing dialogue about arts education and its future.

The Consortium has grown! With increased demand from Okanogan County schools for arts education, the project has expanded from three school districts to what will be 21 schools in nine school districts as outlined above. These schools are rural, geographically isolated, and economically underprivileged, with an average of nearly 85% of students qualifying for free or reduced lunch (OSPI 2012 data). The newest district to join in 2013 is Bridgeport, home to nearly 800 students, 88% of whom are Latino and 99% of whom qualify for the state's free and reduced lunch program (compared to state average of 45%). In 2012, Bridgeport High School was deemed a Gold Medal High School through US News & World Report, ranking 8th in Washington State and among the top 2% of high schools nationwide.

Methow Arts continues to receive data which reveals a demand and need for the Arts Education Consortium. Pronounced is the continued plea for more—more arts in the schools through quality

residencies and performances, more professional development opportunities.

Accomplishments- Methow Arts has:

- Expanded its offerings to include pre-school age children, Head Start and home-school students and their families, and other children who are not registered students at the public schools.
- Has included and will expand to reach outlying school districts and communities through performance, reaching students and teachers in the Tonasket, Oroville, and Bridgeport school districts.
- Tripled the number of students and school districts it serves and expanded its roster to include more than 31 teaching artists in a variety of disciplines, expanding the breadth of offerings.
- Increased communication between teaching artists and classroom teachers to integrate the arts into other core subjects (e.g., Artist as Chemist clay residency, papier-mâché ocean life, fish habitat block prints, handmade original books of poetry, etc.).
- Begun the development of a comprehensive assessment that will track student learning over time and aligns with EALR-based curriculum units.
- Helped support rostered artist Matt Armbrust in his role in WSAC's Teaching Artist Training Lab, giving him a framework for developing and articulating clear student learning objectives/outcomes.
- Hired an AmeriCorps IP Volunteer to expand teaching and evaluation of the basics and principles of art for all 2-3rd graders in the Consortia.

Consortium Partners:

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Key partners remain the superintendents, principals, and teachers in the 21 schools we serve. They have become staunch supporters of the arts and are committed to retaining arts education as a line item despite facing their own budget crunches and dwindling resources. Partners provide input into performances and residencies through annual meetings with Methow Arts staff, online pre/post surveys, and ongoing conversations. We have witnessed a surge in ideas and requests for cross-discipline curriculum from parents, teachers and artists. This has translated into broader community support and volunteer networks.

Other partners include school boards, regional and statewide arts organization partners, regional artists, and a growing number of supporting business and civic partners. Public art works are displayed in local schools, post offices, hospitals, and banks. Students perform theatre, music, dance and poetry readings, establishing a strong arts education connection for parents and community members. Growing support for the program is evidenced by increased community contributions and participation, as well as motivated community members who have worked to implement arts education programs in their schools. AERI research shows that arts education can have a greater impact when schools and external organizations are in partnerships and the Consortium has found this to be particularly true in the rural, isolated communities it serves. Community members are closely linked to and invested in students' art experiences at school. The 2009 AERI report emphasizes the importance of collaboration. The Okanogan Region Consortium connects this rich resource of diverse artists, organizations and community innovation with our schools.

Project Plan:

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EALRS AND OSPI GUIDELINES

Arts EALRs are at the core of every learning experience implemented through the Consortium and are integral to planning and assessment. Local capacity to deliver EALR-informed instruction has increased by engaging and training quality teaching artists from the region as well as increased staff assistance.

Methow Arts Alliance offers multiple professional development workshops annually. These provide an opportunity to learn practical and theoretical arts education lessons. Careful assessment tools guide future strategies for integrating EALRs into all aspects of the program. The goals align with and complement the AERI goals developed by WSAC (The Consortium Workplan is uploaded in additional materials).

SCHOOL/DISTRICT LEADERSHIP PARTICIPATION AND BENEFIT

Schools embrace the opportunity to showcase the program and have applied for and received awards and hosted gala openings for new student work attended by the press, elected officials, supporters, parents, the ESD and OSPI. School board members, teachers and administrators are always honored guests at arts events. Professional development opportunities are offered to develop arts expertise for classroom teachers and administrators through annual workshops and ongoing training in art instruction, and one-on-one mentoring with teaching artists. It provides them with tools for independent arts instruction in classrooms beyond residencies.

COMMUNITY SUPPORT AND ADVOCACY

Connecting with communities is essential to building ongoing support for arts education, and a significant investment of our time. Through presentations to school boards, teachers, artists, civic groups, the economic alliance, county tourism councils, slideshows and curtain speeches at events, and ongoing conversations with Legislators, community members, local Town Mayors and Chambers, and businesses a message continually articulates the benefit of arts education for students and the larger impact of the arts on community vitality and economic development. In addition, an annual arts education celebration is held that includes student performances and a professional performance in an evening that showcase the richness of arts education for the community at large.

RESPONSE TO LOCAL NEEDS AND OPPORTUNITIES - Schools today are under more pressure to demonstrate student learning while at the same time addressing an increasingly diverse population of students. The trend of decreasing enrollment and increasing poverty in our regional schools has been constant, and is expected to continue. This combined with a decrease in funding from individuals, businesses and foundations has shifted our focus from expansion, to honing core activities and doing more with less.

EXPANDING LOCAL ARTS PROFESSIONAL DEVELOPMENT

Demand for the professional development workshops has made them an annual priority. In 2010/11 professional development opportunities were extended to all of the school districts in the Consortium, their administrators and three outlying school districts and teachers at independent schools and pre-schools. Workshops, which are approved for "clock hours" through the ESD, provide teachers with replicable, EALR-based lesson plans to use in their classrooms. They also provide inspiration and practical and theoretical direction. Community members participate in the workshops, strengthening the connection between arts education and community arts support (Ruppert, Sandra S., 2009).

IMPROVED QUALITY OF ARTS EDUCATION THROUGH EALRS

EALRs are at the core of the program. The next two years will focus on maximizing opportunities through established programs. The performing arts will be core, providing opportunities for teachers and local teaching artists to deepen and expand on the rich learning opportunities that performing artist from around the nation and the world bring to rural schools. Lessons will be multi disciplinary in their approach, integrating lessons in geography, language arts, media, visual arts and more. They will provide context and depth to performances in their schools.

ASSESSMENT OF TEACHING AND LEARNING IN THE ARTS

Evaluation is imbedded in all activities. It enhances overall programs and instruction technique and

leads to the improvement of both student learning and program design. 2013/14 will continue to focus on tracking and assessment of EALR-based arts learning over time.

ASSESSMENT TOOLS (Examples included in Artist Roster - Supplemental Material to this application):

1. STUDENT EVALUATION: Based on ample research, the partnership emphasizes the value of students' self evaluation. Short residencies use the one-page self-report evaluation which is conducted post residency and allows students to use their own words to assess and reflect on their arts learning and experience. Longer residencies now use a Pre-Post Evaluation to track behavior change in students. Importantly this evaluation helps to guide support for the arts, tracked change in students over time in academics and communication with peer groups, teachers and parents.

2. TEACHER EVALUATIONS: 1) One-page evaluation conducted immediately following residency. Gathers qualitative data from all teachers involved in Artist Residencies; 2) End of year online survey which gathers quantitative and qualitative data.

3. TEACHING ARTIST EVALUATION: One page evaluation and post-residency debrief conducted by Methow Arts Alliance staff.

4. TEACHER PLANNING WORKSHEETS: Measures ability of teachers and teaching artists to plan artist residencies together. Worksheets provide the basis for EALR-based learning, assessment and reporting.

5. PROFESSIONAL DEVELOPMENT OPPORTUNITIES: Success is measured through: 1) Overall attendance levels from teachers and artists from each of six school districts; 2) Self-report surveys accessible in paper and online measuring quality; 3)Expansion of offerings to outlying schools and administrators.

6. TRACKING ARTS LEARNING OVER TIME: Measures students' learning over time through quantity and type, and skill development opportunities.

Program Sustainability:

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Building invested support for arts education in the schools, in the surrounding communities and in Washington State at large is a vital program element that helps build sustainability for the Okanogan Region Arts Education Consortium. A key program component is focused and strategic communication with constituents about the benefits of arts education. Creating an efficient, replicable, effective program has made it possible to serve a large geographic area with limited funds and administrative time.

SUSTAINABLE FUNDING

The Consortium is financially stable, with a broad and diverse funding base consisting of school district contributions, civic group donations, business sponsorship, individual donors, community organization support, parent financial support, and a wide range of grant awards. Each district in the partnership maintains a contribution to the Consortium as a line item. The Consortium enjoys widespread community support; teachers, parents, and community members are aware of the arts education opportunities offered by and are invested in its stability. Methow Arts Alliance constantly pursues new funding sources and is typically able to leverage long-standing grants and contributions to secure funding from new sources. That being said funding from ArtsWA is the largest grant our organization receives, even with the \$14,000 reduction over time.

Staff stays current on best practices, accepted standards, and innovative opportunities by attending workshops, conferences, important advocacy events (ArtsWA Convening, Cultural Congress, Americans for the Arts, Arts & Heritage Day, and Board involvement/presence in WSAA, ArtsWA, Artist Trust, and Economic Alliance), as well as collaboration with arts educators, artists, and instructional coaches in the district.

Consortium FY14 Upload Additional Materials

You can go back to review, add, or delete files from your Portfolio folder by clicking the “Manage Folders” button on this page, OR by going to the Portfolio tab on the top navigation bar.

[Supplemental Material](#)

Kenyan Residency illustrates combination of touring performance group, cultural studies, local artist residencies an final performance

[Supplemental Material](#)

Artist in Residence Example with photos, article, website and facebook.

[Supplemental Material](#)

Artist in Residence Sample shows planning, process and promotion of project on website, facebook and through collaboration with parents, teachers and cross-disciplinary curriculum. Here: Sixth Graders Combine Science, Technology, and Art in da Vinci-inspired Residency

[501 \(c\) 3 Documents](#)

501 (c) 3 Documents for Methow Arts Alliance

[Resumes, Staff and Artists, Okanogan Region Arts Education Consortium](#)

Resumes included are Executive Director Amanda L. Jackson, Artists: Jodi Olson, Cordi Bradburn and Dayton Edmonds

[Letter of Support/Brewster School District](#)

[Residency Planning Worksheets](#)

Two examples of Artist in Residence. The worksheet illustrates how teachers, artists and Methow Arts Staff work together to create, plan, implement, evaluate and budget for residencies

[Letter of Commitment / Mark Wenzel](#)

Mark Wenzel, Methow Valley School District Superintendent

[Okanogan Region Arts Education Consortium - WORKPLAN](#)

Arts EALRs are at the core of every learning experience implemented through the Consortium and are integral to planning and assessment.

[Resumes/Artist Roster, Okanogan Region Arts Education Consortium](#)

2012/13 Teaching Artist Roster

Resumes	Attached
Letters of Commitment	Attached
Work Sample	Attached
Other Supplemental Material	Attached