

10791

09/17/1999

99HCE Motion
Clerk 09/20/99

Introduced By:

Proposed No.:

Greg Nickels
Rob McKenna
Larry Phillips

1999-0540

MOTION NO **10791**

1
2 A MOTION approving projects for the King County
3 landmarks and heritage cultural education program, in
4 accordance with Ordinance 11242.

5 WHEREAS, the King County landmarks and heritage commission is authorized by
6 Ordinance 11242 to administer the cultural education program, and

7 WHEREAS, the King County office of cultural resources received seventeen
8 applications requesting \$153,797 from the 1999 landmarks and heritage cultural education
9 program, and

10 WHEREAS, a review panel comprised of historians, anthropologists, educators,
11 heritage museum professionals, community representatives and commission members
12 reviewed the applications and made recommendations to the King County landmarks and
13 heritage commission, and

14 WHEREAS, the King County landmarks and heritage commission approved the
15 recommendations, as listed in Attachment A (summary), and Attachment B (complete
16 recommendations), and

17 WHEREAS, the recommendations for landmarks and heritage cultural education
18 projects adhere to the guidelines and financial plan approved by the King County council in
19 Motion 8797, and

20 WHEREAS, the financial plan included as Attachment C, has been revised to
21 indicate actual hotel/motel tax revenue for 1999;

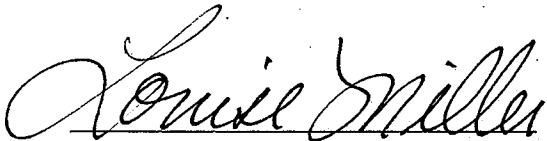
22 NOW, THEREFORE, BE IT MOVED by the Council of King County:

23 The executive is hereby authorized to allocate \$105,508 in support of fourteen
24 landmarks and heritage cultural education projects as listed in Attachment A, from the
25 following source:

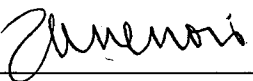
26 Arts and cultural development fund 117 \$105,508

27 PASSED by a vote of 11 to 0 this 11th day of October, 1999.

28 KING COUNTY COUNCIL
29 KING COUNTY, WASHINGTON

30 
31 Chair

32 ATTEST:

33 
34 Clerk of the Council

- 35 Attachments: A. 1999-2000 Landmarks and Heritage Cultural Education Program
36 Summary
37 B. 1999-2000 Landmarks and Heritage Cultural Education Program
38 Commission Recommendations
39 C. Office of Cultural Resources Landmark and Heritage Cultural Exchange
40 Program, 1999 Hotel/Motel Tax Revenues Competitive Funding Process

ATTACHMENT A: 1999-2000 LANDMARKS AND HERITAGE CULTURAL EDUCATION PROGRAM SUMMARY

Council
of Appli
School

No. Applicant	Project Title	Partner School and District	
1. Abrahams / Hirschi / Van Dyne	<i>Looking Back – Looking Forward</i>	Stevens Elementary School, Seattle School District	1
2. Advocates for Archaeology and Historic Preservation	<i>Snoqualmie Culture and Archaeology Curriculum at Stuwe Yuqw</i>	Snoqualmie and Chief Kanim Middle Schools, Snoqualmie Valley School District	10
3. *Bennett, Heidi	<i>Daily Life Of The Coast Salish People</i>	Environmental & Adventure School, Lake Washington School District	3, 1
4. Black Diamond Historical Society	<i>Black Diamond History And Heritage Project For 3rd Grade</i>	Sawyer Woods Elementary School, Kent School District	4,
5. *Cioffi, Sandra	<i>Building Our Traditions: A History Of Coe School</i>	Coe Elementary School, Seattle School District	9
6. Fernandes, Roger	<i>Coast Salish Arts And Heritage Program</i>	Puget Sound Educational Service District, Federal Way School District	7, 8
7. *Georgetown Powerplant Museum	<i>Tesla & The History Of Electricity</i>	Cleveland High School, Seattle School District	9
8. *Hansen, Joanne	<i>Ethnobotany and Art</i>	Lake Dolloff Elementary School, Auburn School District	4
9. Jack Straw Productions	<i>Voices Of Bryant</i>	Bryant Elementary School, Seattle School District	10
10. Maple Valley Historical Society	<i>Maple Valley Heritage Treasure Boxes Project</i>	Lake Wilderness, Shadow Lake, Cedar River, & Rock Creek Elementary Schools, Tahoma School District	9,
11. Marymoor Museum	<i>Creating A District-Wide Local History Curriculum</i>	Lake Washington School District	3, 1
12. McNutt, Nan	<i>Canoes On Puget Sound</i>	Lakeridge Elementary School, Mercer Island School District	2
13. United Indians Of All Tribes Foundation	<i>Art Of The First People</i>	Huchoosedah Indian Education Program, Seattle School District	2,
14. White River Valley Museum	<i>Exhibit Guide For Elementary Students</i>	Terminal Park Elementary School, Auburn School District	9,

* denotes first time recipient of Landmarks and Heritage Cultural Education Program funding

ATTACHMENT B: 1999-2000 LANDMARKS AND HERITAGE CULTURAL EDUCATION PROGRAM RECOMMENDATIONS

OVERVIEW

The King County Landmarks and Heritage Commission's 1999 – 2000 Heritage Cultural Education Program Panel met on April 24th, 1999 to review 17 applications to the 1999 – 2000 Cultural Education Program. For the first time in the program's ten year history, separate heritage and arts panels met to review applications and make recommendations to the Landmarks and Heritage Commission and the Arts Commission. In previous years, all applications to the Program have been reviewed by one joint panel, comprised of the members of the Cultural Education Advisory Committee, a standing sub-committee of both the Landmarks and Heritage Commission and the Arts Commission.

This change in the review process for the Cultural Education Program reflects policy changes initiated by the Landmarks and Heritage Commission. These policy changes reflect the Commission's desire for greater heritage representation on the panel which reviews heritage education program applications, and by its interest in bringing consistency to the peer panel review procedures in all three of the Commission's grant programs. The revised process was unanimously endorsed by this year's panel members.

Two workshops were held to assist applicants in preparing landmarks and heritage education proposals: on January 27, 1999 at the Puget Sound Education Service District Office in Burien, and on February 1, 1999 at the Historic Depot Museum in Issaquah. Many applicants also received technical assistance via telephone conversations, Internet communication, and office visits. More than 500 applications were mailed, and the application was available electronically on the Office of Cultural Resources web site.

Serving on the panel were:

- Leon Leeds, Landmarks and Heritage Commission Representative
- Roxanne Thayer, Landmarks and Heritage Commission Representative
- Mimi Sheridan, CEAC nominee and historic preservation consultant
- Mary Henry, CEAC member, Black Heritage Society member, and research librarian
- Isabel Eglin, Queen Anne Historical Society

The following summarizes the Heritage Cultural Education panel's recommendations for 1999 – 2000:

- The total number of applications reviewed was 17; the total amount of funding requested was \$153,797; the total of project budgets leveraged by these requests was \$344,302.
- The panel recommended to support a total of 14 heritage projects, with a total of \$105,508.
- Of the 14 projects recommended for heritage funding, 3 of these have also been recommended for funding from the arts panel.
- Applications were reviewed and evaluated based upon the following criteria, as stated in the 1999 – 2000 Cultural Education Program guidelines: project quality, feasibility, strength of partnership between applicant and school(s), and curriculum impact.

The Heritage Cultural Education Panel recommends the following allocations for the 1999-2000 Cultural Education Program:

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1999-2000 LANDMARKS AND HERITAGE CULTURAL EDUCATION PROGRAM SUMMARY

* denotes first time recipient of Landmarks and Heritage Cultural Education Program Award

#	Applicant	Project Title	School Partner	School District	Budget	Request	Award
1	Abrahams / Hirschi / Van Dyne	<i>Looking Back – Looking Forward</i>	Stevens ES	Seattle	14,200	8,800	8,800
2	Advocates for Archaeology and Historic Preservation	<i>Snoqualmie Culture and Archaeology Curriculum at Stuwe 'Yuqw</i>	Snoqualmie and Chief Kanim Middle Schools	Snoqualmie Valley	17,644	15,264	15,264
3	*Bennett, Heidi	<i>Daily Life Of The Coast Salish People</i>	Environmental & Adventure School	Lake Washington	11,216	8,594	7,784
4	Black Diamond Historical Society	<i>Black Diamond History And Heritage Project For 3rd Grade</i>	Sawyer Woods Elementary School	Kent	3,435	2,105	2,105
5	*Cioffi, Sandra	<i>Building Our Traditions: A History Of Coe School</i>	Coe Elementary School	Seattle	24,265	13,890	10,390
6	Fernandes, Roger	<i>Coast Salish Arts And Heritage Program</i>	Puget Sound Educational Service District	Federal Way	15,646	10,100	4,000
7	*Georgetown Powerplant Museum	<i>Tesla & The History Of Electricity</i>	Cleveland High School	Seattle	7,784	3,224	3,224
8	*Hansen, Joanne	<i>Ethnobotany and Art</i>	Lake Dolloff E S	Auburn	12,251	8,144	2,500
9	Jack Straw Productions	<i>Voices Of Bryant</i>	Bryant E S	Seattle	20,755	9,480	9,480
10	Maple Valley Historical Society	<i>Maple Valley Heritage Treasure Boxes Project</i>	Lk. Wilderness, Shadow Lake, Cedar River, & Rock Creek ES	Tahoma	13,054	5,020	5,020
11	Marymoor Museum	<i>Creating A District-Wide Local History Curriculum</i>	Lake Washington S D	Lake Washington	14,713	9,855	9,855
12	McNutt, Nan	<i>Canoes On Puget Sound</i>	Lakeridge E S	Mercer Island	32,768	15,000	15,000
13	United Indians Of All Tribes Foundation	<i>Art Of The First People</i>	Huchoosedah Indian Education Program	Seattle	6,900	5,200	3,765
14	*White River Valley Museum	<i>Exhibit Guide For Elementary Students</i>	Terminal Park Elementary School	Auburn	15,021	8,321	8,321
15	Horsley, David	<i>Salish Treasures: An ITI Unit On The Indigenous People Of King County</i>	North City Elementary School	Shoreline	76,850	15,000	0
16	Issaquah Arts Commission	<i>Artists In Issaquah Schools</i>	Issaquah School District	Issaquah	57,000	15,000	0
17	Kenmore Heritage Society	<i>Kenmore History For Kids</i>	Arrowhead, Kenmore, & Moorlands E S	Northshore	800	800	0

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THE FOLLOWING APPLICANTS ARE RECOMMENDED FOR FUNDING:

1. **Applicant:** Abrahams / Hirschi / Van Dyne
Project Title: *Looking Back – Looking Forward*
School(s), District: Stevens Elementary School, Seattle

Amount Requested: \$ 8,800 **Total Project Budget:** \$ 14,200
Recommended Award: \$ 8,800

Project Summary:

This consortium of architects proposes to continue a project currently underway with students from Stevens School, and City of Seattle Landmark school currently undergoing a major renovation project. During Fall Architecture Week, students will continue studies initiated this year to document historic features of the school and surrounding neighborhood through video recording and two dimensional modeling, including interview the architects and contractors conducting the renovation project. In addition to building architectural history into the elementary curriculum, this project will serve to maintain a connection between students and their school during the year in which they are displaced by the construction.

Comments:

The documentation materials from the project currently underway indicate that this project is having a school-wide impact, and has become a model for other schools as a way to transform a disruptive construction project into a learning opportunity. Strong curriculum connections ensure that the project is integrated into basic studies.

2. **Applicant:** Advocates for Archaeology and Historic Preservation
Project Title: *Snoqualmie Culture and Archaeology Curriculum at Stuwe 'yuqw*
School(s), District: Snoqualmie and Chief Kanim Middle Schools, Snoqualmie Valley

Amount Requested: \$ 15,264 **Total Project Budget:** \$ 17,644
Recommended Award: \$ 15,264

Project Summary:

Building on an archaeological excavation conducted at Stuwe 'yuqw (site 45-KI-464), students at two middle schools in the Snoqualmie School District will continue their multi-discipline, integrated study of Snoqualmie culture and the archaeological history of the Snoqualmie area. The study and stewardship of cultural resources will be the focus of the curriculum, which will involve students in lithic analysis, mapping, research, and other aspects of data analysis to formulate a complex picture of the Snoqualmie cultural history. Students who participated in field work at the Stuwe 'yuqw site in March, 1999, will post their data and findings on the district web site where they will be able to continue their analysis efforts in other classes, and where new students will be able to track the project's history, develop research questions, and become involved in subsequent analysis phases of the project.

Comments:

Panelists noted that curriculum focusing on stewardship of local cultural resources, and increasing awareness of archaeology, is desperately needed. The involvement of students in laboratory analysis will draw on many skills, and create meaningful connections between math, science and social studies that are unusual at the middle school level. With a strong commitment from the district, and consistent teacher involvement, this project could grow into a long-term integrated studies curriculum. Panelists noted that the archaeological professionals involved were very committed to public education as a key element of the project during field work, and they are donating substantial professional services and equipment to the ongoing education project. This project also sets a good precedent for involvement of tribal representatives.

3. **Applicant:** Bennett, Heidi
Project Title: *Daily Life Of The Coast Salish People*
School(s), District: Environmental & Adventure School, Lake Washington

Amount Requested: \$ 8,594 **Total Project Budget:** \$ 11,216
Recommended Award: \$ 7,784

Project Summary:

Heritage specialists and four classes of 6th and 7th grade students at the Lake Washington School District's Environmental and Adventure School will work together to create dioramas of the daily life of the Salish people using authentic materials and techniques with an emphasis on ethnobotany. Field study trips to the Burke Museum, Snoqualmie Valley Historical Museum, Marymoor park and Tolt McDonald park will introduce students to ethnographic and archaeological materials and sites.

Comments:

Panelists noted that the Environmental and Adventure School is newly established, and it is encouraging to see the school making an effort to develop a project focused on cultural history. The recommendation for partial funding reflects panelist's recommendation that the school or district should contribute some funds for transportation. Bennett has been involved as a heritage specialist in past projects funded by the cultural education program, including Marymoor museum's highly rated "Students As Local Historians" project; this is her first application as a direct service provider. Other heritage specialists identified as project participants include Ralph Bennett, David Horsley, Bill James, and Fran James. Panelists noted that while Bennett appears to have the knowledge and skills to direct the project and teach this material, they would have been encouraged to see more participation by members of local Native American communities.

4. **Applicant:** Black Diamond Historical Society
Project Title: *Black Diamond History and Heritage Project For 3rd Grade*
School(s), District: Sawyer Woods Elementary School, Kent

Amount Requested: \$ 2,105 **Total Project Budget:** \$ 3,435
Recommended Award: \$ 2,105

Project Summary:

Black Diamond Museum will extend its outreach beyond established relationships with schools in the Enumclaw district to a new school partner, working with 3rd grade students and teachers at nearby Sawyer Woods Elementary School in the Kent school district to study the history of coal mining in Black Diamond, visit historic sites, and interact with community elders in the classroom.

Comments:

This project brings students to the museum from a nearby school that was recently annexed into the City of Black Diamond, and provides a good introduction to both students and teachers to the resources offered by the museum. Given the modest funding request, the panel endorsed the project, but noted that clarification was needed regarding what the roles of participating teachers will be, what kind of training the teachers will receive, and how the museum is going to utilize and evaluate the curriculum materials recently completed by museum consultant Michelle Ferry, including pre- and post-visit lessons, a virtual tour, and treasure boxes.

- 5. **Applicant:** Cioffi, Sandra
- Project Title:** *Building Our Traditions: A History Of Coe School*
- School(s), District:** Coe Elementary School, Seattle

Amount Requested: \$ 13,890 **Total Project Budget:** \$ 24,265
Recommended Award: \$ 10,390 **Arts Award:** \$ 3,500

Project Summary:

Through this project, students at Coe Elementary School on Queen Anne will learn about local history and gain a better understanding and appreciation of their historic landmark school, while also learning the multi-media art form of video production. Videographer Sandra Cioffi will work with the Queen Anne Historical Society and other community partners to conduct historical research and oral history interviews and study the architectural features of the school and community. From material gathered through these activities, students will help to create a video documentary, learning all aspects of video production and editing. Coe will undergo a major renovation project in 2000, and this project will serve to prepare the school community for proposed changes through establishing a better understanding of the history of the school and its place in the community.

Comments:

Like Stevens and Bryant schools, Coe is facing a major renovation project, and has developed an innovative proposal to translate that event into an educational opportunity for students. The videographer has a strong track record conducting education projects, and has made some good connections to heritage organizations and specialists who will be involved in key aspects of the project. Panelists noted a particularly strong aspect of the video instruction curriculum is an emphasis on the development of students' critical thinking skills as media consumers. The Queen Anne Historical

Society has a well-established relationship with nearby McClure Middle School, and their participation in this project involves them with a new school partner. The arts education panel recommended partial support for the project, which in combination with the heritage panel's recommendation provides full support for the project.

6. Applicant: Fernandes, Roger
Project Title: *Coast Salish Arts And Heritage Program*
School(s), District: Puget Sound Educational Service District, Federal Way

Amount Requested:	\$ 10,100	Total Project Budget:	\$ 15,646
Recommended Award:	\$ 4,000	Arts Award:	\$ 5,000

Project Summary:

The Coast Salish Arts and Heritage Program will partner artist Roger Fernandes and the Puget Sound Educational Service District's Native American program to provide classroom-based artist-in-residence programs at three schools (one elementary, one middle, and one high school) in the Federal Way School District, as well as an in-service training to assist teachers in identifying strategies for integrating Salish art, history and culture into their curricula, which will be open to all teachers in the Federal Way District. A celebratory potlatch will be held as a culminating event for the project.

Comments:

Mr. Fernandes will work with a new school district partner, in an area which has received little support from this program in the past. This proposal particularly emphasizes teacher training as a key component, and reflects the PSESD's commitment and initiative to facilitate partnerships between cultural specialists and schools. Partial funding from both the heritage and arts education panels provides substantial funding for the project, with the expectation that Mr. Fernandes will be able to secure additional funding to support potlatch activities, particularly from the ESD.

7. Applicant: Georgetown Powerplant Museum
Project Title: *Tesla & The History Of Electricity*
School(s), District: Cleveland High School, Seattle

Amount Requested:	\$ 3,224	Total Project Budget:	\$ 7,784
Recommended Award:	\$ 3,224		

Project Summary:

The Georgetown Powerplant Museum will conduct a cultural education project for the first time in partnership with Cleveland High School science classes. The museum will serve as a laboratory for students to learn first-hand about the history and development of electricity, through building Tesla coils and other experiments which augment Cleveland's core curriculum. The 1906 Powerplant will also serve as a starting point for the study of how electricity and other technologies influenced local history and community development.

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Comments:

Panelists greeted this proposal with enthusiasm, and noted strong community support for project demonstrated by substantial in-kind donations of labor for classroom support. This proposal represents an especially strong local partnership, as Cleveland is within walking distance of the powerplant, and is committed to and in need of hands-on and alternative educational programs. Panelists suggested that the applicant develop a descriptive overview of the plant's history and current use, including its designation as a National Historic Landmark, to help those unfamiliar with the facility understand its significance and potential as a learning laboratory.

8. Applicant: Hansen, Joanne
Project Title: *Ethnobotany and Art*
School(s), District: Lake Dolloff Elementary School, Auburn

Amount Requested:	\$ 8,144	Total Project Budget:	\$ 12,251
Recommended Award:	\$ 2,500	Arts Award:	\$ 2,500

Project Summary:

Fourth grade students at Lake Dolloff elementary school will investigate plants native to this region and the uses made of them by native peoples of this area, including the Muckleshoot, Duwamish, and Snoqualmie peoples. Students will be involved in field studies and classroom studies to draw the plants and handle samples. A Native American heritage specialist will visit the classroom to teach basket weaving and other cultural practices which utilize plant materials.

Comments:

This proposal was recommended for partial funding by both the heritage and arts education panels, to encourage this first time applicant to establish a track record for curriculum-based educational work. The proposed integration of arts and sciences through the subject of indigenous culture represents a strong possibility for long-term curriculum integration, if this pilot project is well-received. Project activities are primarily focused on drawing, but the connection to ethnobotany is well stated in the proposal, making the project eligible for heritage funding as well as arts. The amount requested was high relative to the small number of students involved in the project, so the panel's recommendation of partial funding was intended to indicate encouragement to either undertake a more modest project or seek additional sources of funding, such as a larger contribution from the school and community toward supplies.

9. Applicant: Jack Straw Productions
Project Title: *Voices Of Bryant*
School(s), District: Bryant Elementary School, Seattle

Amount Requested:	\$ 9,480	Total Project Budget:	\$ 20,755
Recommended Award:	\$ 9,480		

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Project Summary:

Jack Straw will work with 5th graders at Bryant Elementary to produce an oral history-based radio drama project in honor of the school's 80th birthday, prior to a major renovation project at the school. Students will conduct research, meet with architects to observe historic and contemporary building plans, and conduct oral history interviews with former students and faculty, and neighborhood residents, to document the character of the school over time. From this variety of materials, students will create storylines and scripts which will be rehearsed and recorded, thus creating a portrait and historic record of the school and its surrounding community.

Comments:

In past years, Jack Straw has frequently received joint heritage and arts funding for projects that have had only a minimal local history or heritage component, and panelists noted that this year for the first time Jack Straw's proposal has a strong emphasis on local history as the content for audio productions which are at the core of their work as an organization. Heritage specialists Paul Dorpat and Lorraine McConaghy will participate as project advisors. Project budget includes several other confirmed sources of funding, a reflection of the applicant's strong track record in education projects and thorough planning and preparation.

10. **Applicant:** Maple Valley Historical Society
Project Title: *Maple Valley Heritage Treasure Boxes Project*
School(s), District: Lake Wilderness, Shadow Lake, Cedar River, Rock Creek ES, Tahoma
- | | | | |
|---------------------------|----------|------------------------------|-----------|
| Amount Requested: | \$ 5,020 | Total Project Budget: | \$ 13,054 |
| Recommended Award: | \$ 5,020 | | |

Project Summary:

Tahoma School District third graders and their teachers, from all four elementary schools, will become local Maple Valley historians by researching, identifying, documenting, preserving, and interpreting Maple Valley area historical and heritage resources in collaboration with the Maple Valley Historical Society. Through this project, students will contribute to the creation of hands-on tools and learning resources focused on district-wide curriculum goals. Tahoma High School 11th graders will be involved through their efforts to develop and record oral history interviews which will be compiled and edited through a video production class, and the finished tapes will be included as a resource in the treasure boxes.

Comments:

This project was one of several highly ranked projects based on strong partnerships between school districts and local historical societies. Participants will create long-term heritage education materials which will integrate local history into a curriculum focused on communities. Panelists noted that projects linking high school and elementary students are challenging to orchestrate, but can be very worthwhile and interesting experiences for students. The project will have a long-term impact and will address a broad base of subjects to make Maple Valley history seem alive to the students. Both cash and in-kind contributions from the applicant and school district were substantial, and gave a strong indication of the project's long-term success.

11. **Applicant:** Marymoor Museum
Project Title: *Creating A District-Wide Local History Curriculum*
School(s), District: Lake Washington School District, Lake Washington

Amount Requested: \$ 9,855 **Total Project Budget:** \$ 14,713
Recommended Award: \$ 9,855

Project Summary:

In partnership with the Lake Washington School District, Marymoor Museum will create local history units for 3rd and 4th grade teachers to directly address the goals of the district's exemplary curriculum framework. Based on a district mandate to teach local history, for which there are few resources available, Marymoor will build on a successfully completed two-year project with Bellevue School District partner Ardmore Elementary, by expanding and customizing materials, training new teachers, and guiding a curriculum development project which will establish a long-term partnership between the district and the museum.

Comments:

Panelists noted that Marymoor's proposal is a model of the type of curriculum development partnership which the commission hoped to encourage by revising its cultural education program guidelines and establishing funding priorities. Marymoor's service area includes the communities of Bellevue, Kirkland, and Redmond, and this partnership with the Lake Washington district will allow the museum to reach out to many new students in these rapidly changing communities. Panelists noted that the school district initiated discussion with the museum, they are contributing resources both cash and in-kind, and clearly want to utilize these materials. In addition to training for teachers who are directly involved in the project, training will also be provided for librarians in each school, who will help orient over 200 teachers to materials.

12. **Applicant:** McNutt, Nan
Project Title: *Canoes On Puget Sound*
School(s), District: Lakeridge Elementary School, Mercer Island

Amount Requested: \$ 15,000 **Total Project Budget:** \$ 32,768
Recommended Award: \$ 15,000

Project Summary:

Students and teachers will investigate the Canoes on Puget Sound instructional materials, recording research in journals and on the project's web site, as they work with contemporary canoe carvers, Lushootseed speakers, and archival specialists. Students will formulate and pursue research questions through their immersion in oral traditions, historic photographs, ethnographic documents, and archaeological data about Puget Sound Native American cultures.

Comments:

After two very successful year-long projects at alternative elementary schools in the Seattle, this highly rated project will take place in more traditionally structured classrooms in the Mercer Island School

District. Working drafts of curriculum materials developed this year will be tested and refined next year, and funding will be sought from a variety of sources to publish these materials and disseminate them through the State Office of the Superintendent of Public Instruction. Canoes on Puget Sound can be considered a model project to develop high quality educational resources addressing local indigenous heritage in format that can be integrated into a variety of core curriculum areas.

13. Applicant: United Indians Of All Tribes Foundation
Project Title: *Art Of The First People*
School(s), District: Huchoosedah Indian Education Program, Seattle

Amount Requested: \$ 5,200 **Total Project Budget:** \$ 6,900
Recommended Award: \$ 3,765

Project Summary:

Daybreak Star Arts Center will involve Lower Elwha S'Klallam artist Roger Fernandes in teaching Puget Salish culture and art to students from eight Seattle schools through lectures, arts and Lushootseed language activities, and visits to Daybreak Star to tour the arts collection. To complement the project, Daybreak Star will create a special display of Salish art including prints, paintings, carvings, and photographs.

Comments:

This proposal was recommended for partial funding by the heritage education panel, and was reviewed but not recommended for funding by the arts education panel. Panelists wished to support Daybreak Star's initiative to focus on Salish art and culture, and recommended partial funding for this proposal, with a suggestion to specifically focus on either elementary students or grades 6-12, rather than trying to involve all grade levels as proposed. Lead artist Roger Fernandes has worked with several school districts in recent years to conduct similar projects, and has increasingly focused on the development of curriculum materials that will have a long-term impact. The panel particularly noted the strong potential for long-term collaboration between the Huchoosedah program of the Seattle school district and Daybreak Star, with individuals such as Mr. Fernandes providing the direct instruction to students.

14. Applicant: White River Valley Museum
Project Title: *Exhibit Guide For Elementary Students*
School(s), District: Terminal Park Elementary School, Auburn

Amount Requested: \$ 8,321 **Total Project Budget:** \$ 15,021
Recommended Award: \$ 8,321

Project Summary:

The White River Valley Museum will involve students and teachers in the development of a series of exhibit guides based on the recently renovated long-standing exhibits in partnership with the Auburn School District, for use in 2nd, 4th, and 5th grade classes district-wide. The Auburn School District

has committed to making museum visits a part of each student's elementary experience, and these guides will greatly expand the educational impact of museum visits by integrate museum resource into core curriculum through pre- and post-visit activities and take-home literature. Through a partnership with the South County Journal, the museum will receive reduced printing rates and free distribution of the guide not only to area schools but also to over 27,000 SCJ subscribers.

Comments:

The White River Valley Museum is considered a model museum in many ways, and this education proposal represents an expanding partnership between the museum and the Auburn School District. Strengths of the proposal include student involvement in the development of materials, and distribution of the finished exhibit guides to schools and the surrounding community, thus providing outstanding exposure for the museum as an educational facility. The museum's educational efforts have also received attention and support from Councilmember Chris Vance, who directly allocated \$5,000 in the current budget to enhance the museum's ability to accommodate increased visitation by school groups.

THE FOLLOWING APPLICANTS ARE NOT RECOMMENDED FOR FUNDING:

15. **Applicant:** Horsley, David
Project Title: *Salish Treasures: The Indigenous People Of King County*
School(s), District: North City Elementary School, Shoreline
- | | | | |
|---------------------------|-----------|------------------------------|-----------|
| Amount Requested: | \$ 15,000 | Total Project Budget: | \$ 76,850 |
| Recommended Award: | \$ 0 | | |

Project Summary:

Horsley proposed to develop and publish "Salish Treasures," a year-long Integrated Thematic Instruction unit focused on indigenous culture, history, and art in King County. These materials would then be pilot tested at North City Elementary School, where field trips would be incorporated and a potlatch would be held as a culminating event.

Comments:

While the panel acknowledged that curriculum materials focusing on Puget Sound Salish culture would be well received by educators, panelists felt that this proposal was not well developed enough to merit funding. The budget page of the application was not completed, and no information was provided to indicate what portion of a \$76,000+ budget King County was being asked to pay for, or what other confirmed sources of funding had been identified. Horsley indicated that he would work with the Native American community, but did not identify any particular heritage specialists or elders who would be participating in the project. Panelists suggested that Horsley be encouraged to revise his proposal and reapply next year, with a detailed project description and budget, and more clearly articulated student involvement in both the creation and the use of project curriculum materials.

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16. Applicant: Issaquah Arts Commission
Project Title: *Artists In Issaquah Schools*
School(s), District: Issaquah School District, Issaquah

Amount Requested:	\$ 15,000	Total Project Budget:	\$ 57,000
Recommended Award:	\$ 0	Arts Award:	\$ 15,000

Project Summary:

The second year of the Issaquah Arts Commission's successful artist in residence program for all eleven elementary schools in the Issaquah School District. Residencies are integrated into the 3rd and 5th grade social studies and Native American curriculums.

Comments:

This proposal was recommended for full funding by the arts panel.

17. Applicant: Kenmore Heritage Society
Project Title: *Kenmore History For Kids*
School(s), District: Arrowhead, Kenmore, & Moorlands Elementary Schools , Northshore

Amount Requested:	\$ 800	Total Project Budget:	\$ 800
Recommended Award:	\$ 0		

Project Summary:

Kenmore Heritage Society proposed to print a sixteen page booklet called "A History of Kenmore for Kids," and proposed to hold "Kenmore History Day" assemblies at each of the three elementary schools located in Kenmore to distribute the booklet and discuss the history of the area.

Comments:

The panel wished to commend the Kenmore Heritage Society for initiating an educational project with local schools, and recognized that they are a new organization in a newly incorporated city who are working hard to insure that local history is a strong element of community identity. However, the panel felt strongly that the proposed booklet (which was submitted as support materials) should be substantially revised and improved prior to being distributed as a local history resource for educators. In particular, the panel noted that the booklet made no acknowledgement of Native American inhabitation of the region, that the sources of information and images were not adequately cited, and that no lesson plans, student activities, or introductory materials for teachers had been developed to connect the booklet to basic curriculum concepts. Panelists suggested that the booklet be revised based on input from educators, and that it include suggested activities for students. Overall, the panel felt that the proposal contained good ideas but did not meet basic criteria for funding through this program.

1999 Hotel/Motel Tax Revenues
Competitive Funding Process

10791

**Landmarks and Heritage Cultural
Education**

1999 Adopted Budget (1801)	107,848	
Adjustment to reflect actual revenue received	<u>(2,340)</u>	<u>105,508</u>
Balance Available for 99 Program		105,508
This Motion (1801)	<u>(105,508)</u>	<u>(105,508)</u>
Balance		<u><u>0</u></u>