

July 29, 1994  
CRD

INTRODUCED BY: BRUCE LAING  
LOUISE MILLER

PROPOSED NO: 94-484

MOTION NO. 9381

A MOTION approving projects for the King County Cultural Education Program, in accordance with Ordinance 11242.

WHEREAS, the King County arts commission and landmarks and heritage commission are authorized by Ordinance 11242 to administer Cultural Education projects, and

WHEREAS, the King County cultural resources division received 57 applications requesting \$586,949 from the 1994 Cultural Education program, and

WHEREAS, the Cultural Education Advisory Committee, an appointed citizens committee of arts and heritage professionals, community representatives, and commission representatives reviewed the applications and made recommendations to the King County arts commission and landmarks and heritage commission, and

WHEREAS, the King County arts commission and the King County landmarks and heritage commission approved the recommendations, and

WHEREAS, the recommendations for arts and heritage projects adhere to the guidelines approved by the King County council in Motion 8797;

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

The executive is hereby authorized to allocate \$207,219 in support of 27 arts and heritage Cultural Education projects as listed in Attachment A from the following source:

Arts and Cultural Development Fund 117 \$207,219

PASSED by a vote of 11 to 0 this 26<sup>th</sup> day of September 1994.

KING COUNTY COUNCIL  
KING COUNTY, WASHINGTON

Kent Pullen  
Chair

ATTEST:

Janet Masno  
Deputy Clerk of the Council

Attachment:

A. King County Arts Commission and King County Landmarks and Heritage Commission  
1994 Cultural Education Program Summary Recommendation

**KING COUNTY ARTS COMMISSION  
KING COUNTY LANDMARKS AND HERITAGE COMMISSION  
1994 CULTURAL EDUCATION PROGRAM  
Summary Recommendation**

The following funding recommendations were approved by the Arts Commission and Landmarks and Heritage Commission based on the evaluation and recommendation of the Cultural Education Advisory Committee. The Arts Commission recommended \$159,719 (77% of total funds) for twenty projects; the Heritage and Landmarks Commission recommended \$47,500 (23% of total funds) for six projects: one project, the Ethnic Heritage Council, was funded by both commissions.

**ARTS AND HERITAGE PROJECTS**

<u>ORGANIZATION/ ARTIST</u>	<u>SCHOOL PARTNER/DISTRICT</u>	<u>APPROPRIATION</u>		
		<u>ARTS LOW ORG #1777</u>	<u>HERITAGE LOW ORG #1805</u>	<u>TOTAL</u>
John Affolter	King County Youth Services Center (Youth Detention) and SE Youth and Family Services School, Seattle School District	\$ 12,424		\$ 12,424
Association for Art in Rural Communities	Skykomish Elementary, Skykomish School District	\$ 5,230		\$ 5,230
Deborah F. Lawrence	Summit Alternative School, Seattle School District; Dick Scobee Elementary, Auburn School District	\$ 2,136		\$ 2,136
Ewajo Dance Workshop	Gatzert Elementary School, Seattle School District	\$ 6,375		\$ 6,375
Intiman Theatre	Various High Schools, Seattle, Auburn, Federal Way, Kent and Shoreline School Districts	\$ 10,000		\$ 10,000
LIFE Committee (Local Improvements for Enumclaw)	Enumclaw High School, Enumclaw School District	\$ 7,390		\$ 7,390
Marsha Glaziere	I. Wa. Sil. Youth Program, Seattle School District	\$ 6,000		\$ 6,000
Northwest Folklife	John Muir, Rainier Valley, Hawthorne, Orca, and Whitworth Elementary Schools, Seattle School District	\$ 10,000		\$ 10,000

Cultural Education Program  
 Summary Recommendations  
 Page 2

<u>ORGANIZATION/ ARTIST</u>	<u>SCHOOL PARTNER/DISTRICT</u>	<u>APPROPRIATION</u>		
		<u>ARTS LOW ORG #1777</u>	<u>HERITAGE LOW ORG #1805</u>	<u>TOTAL</u>
Pacific Arts Center	Crest Learning Center (High School, Mercer Island School District	\$ 2,394		\$ 2,394
Pratt Fine Arts Center	Cleveland High School, Seattle School District	\$ 6,675		\$ 6,675
Seattle Art Museum	High Schools, Seattle, Shoreline, Kent School Districts	\$ 9,500		\$ 9,500
Seattle Public Theater	Foster High School, South Central School District	\$ 300		\$ 300
Seattle Symphony	Puget Sound Educational Service District; King County High Schools	\$ 10,000		\$ 10,000
Shoreline Arts Council	Elementary Schools, Shoreline School District	\$ 12,280		\$ 12,280
SLAPP (Seattle's Loosely Affiliated Physical Performers)	Colman Elementary, Seattle School District; Hazel Elementary, Highline School District	\$ 1,215		\$ 1,215
South East Effective Development (SEED)	Maple, Dunlap Elementaries and Cleveland High School, Seattle School District; Kenmore Jr. High, Northshore, Parkwood Elementaries, Shoreline School District	\$ 8,850		\$ 8,850
Stevens School PTA/Ron Ho	Stevens Elementary, Seattle School District	\$ 8,520		\$ 8,520
The Group Theatre	Seattle School District, Work Training Program	\$ 4,585		\$ 4,585
Vashon Allied Arts	All grades, Vashon School District	\$ 10,000		\$ 10,000
Whistlestop Dance Company	Cascade, Tukwila Elementaries and Showalter Middle School, South Central School District	\$ 11,225		\$ 11,225
Ethnic Heritage Council	Fall City Elementary School, Snoqualmie Valley School District	\$ 7,313	\$ 2,537	\$ 9,850
Center for Wooden Boats	Orion School, Seattle School District		\$ 7,946	\$ 7,946

Cultural Education Program  
 Summary Recommendations  
 Page 3

<u>ORGANIZATION/ ARTIST</u>	<u>SCHOOL PARTNER/DISTRICT</u>	<u>APPROPRIATION</u>		
		<u>ARTS LOW ORG #1777</u>	<u>HERITAGE LOW ORG #1805</u>	<u>TOTAL</u>
Highline School District Museum	Middle Schools, Highline School District		\$ 14,020	\$ 14,020
Issaquah Historical Society	Elementary Schools, Issaquah School District		\$ 5,500	\$ 5,500
KCLS Foundation (King County Library System)	Highline School District		\$ 7,000	\$ 7,000
Nordic Heritage Museum	Whitman Middle School, Viewlands Elementary, Adams Elementary, Seattle School District		\$ 9,804	\$ 9,804
Tukwila Historical Society	Elementary and Middle Schools, South Central, Renton, Kent, and Auburn School Districts		\$ 8,000	\$ 8,000
<b>TOTALS</b>		\$ 152,412	\$ 54,807	\$ 207,219

**KING COUNTY ARTS COMMISSION  
KING COUNTY LANDMARKS AND HERITAGE COMMISSION  
Cultural Education Program  
Recommendations**

**PROCESS**

The Cultural Education Advisory Committee met on Sunday March 27th to review 57 applications to the Cultural Education Program (48 arts applications and 9 heritage applications). The review panel included the following members of the committee:

Candy Gamble, Chair  
Lanie McMullin, Arts Commission Representative  
Linda Van Nest, Landmarks and Heritage Commission Representative  
Jacqueline Mok  
Cheryl Johnson  
Mary Henry

The panel was chaired by Candy Gamble. Also participating in the process were Cultural Resource Division staff members Charlie Rathbun, Charles Payton and cultural education consultant Teresa Tipton. John Yantis, candidate for the Cultural Education Advisory Committee, also attended the panel. The panel recommended a total of 27 projects for funding. The Arts Commission approved the panel recommendations for arts projects on April 19, 1994. The Landmarks and Heritage Commission approved the heritage projects on April 21, 1994.

**RECOMMENDED FOR FUNDING  
ARTS**

<b>1. Applicant:</b>	John Affolter 11955 9th Avenue Southwest Vashon, WA 98070	<b>Requested:</b> \$ 14,424 <b>Fund:</b> \$ 12,424
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**School:** King County Youth Services Center (Youth Detention)  
and SE Youth and Family Services School, Seattle School District

**Project:** "Visual Art Education for Youth at Risk" Phase II of a multicultural visual arts program for youth at risk at the King County Youth Services Center and the Southeast Youth and Family Services School. The project provides 352 contact teaching hours (176 each site), two classes, two hours each per week at both facilities plus 10 hours of teacher in-service training. This project also initiates a summer program at both facilities and builds on a previously funded, highly successful program at the King County Youth Services Center.

**Panel:** John Affolter is a strong visual artist pioneering the field of arts programs for youth in detention to create a program which wouldn't exist otherwise. He is expanding this year to non-incarcerated youth. The project proposal includes teacher in-service training. The lessons include a strong multi-cultural focus. The artist is responsive, compassionate, conscientious, and articulate. This is a model program.

- 2. Applicant:** Association for Art in Rural Communities  
Post Office Box 86  
Skykomish, WA 98288
- Requested:** \$ 5,230  
**Fund:** \$ 5,230

**School:** Skykomish Elementary, Skykomish

**Project:** "Changes and Transformation" Collaboration with artist Anne Beffel to create two units of study with curriculum materials, teacher in service workshops and art supply tubs for classroom use, drawing upon themes in children's literature. A ten-day residency of drawing and painting activities with artist Rachael Atlas will develop arts principles and elements into a third unit of study for teachers. Children's literature on video will focus on concepts of change and transformation across cultures of Africa, Middle East, Asia, Latin America and Mexico. Project culminates with a community arts evening for parents and students to create art together.

**Panel:** The association is a rural grassroots organization. This project was funded two years previously (1st and 3rd year of the project). This will be the 4th year. There are very few art opportunities in this area or this school. The project combines art and children's literature and supplies teachers with information and tools to present lessons. The project contains a strong multi-cultural component. The artist has a lot of experience building arts curriculum.

- 3. Applicant:** Deborah Lawrence  
3625 39th Avenue West  
Seattle, WA 98199
- Requested:** \$ 2,136  
**Fund:** \$ 2,136

**School:** Summit Alternative School, Seattle  
Dick Scobee Elementary, Auburn

**Project:** "Heroines, Heroes and Villains" Students explore the concept of the heroic in a series of exercises utilizing visualization, illustration, storytelling, design and a variety of arts materials. Four 5th grade classes at Summit and two 4th and 5th grade classes at Dick Scobee will receive four, two-hour sessions once a week for four weeks. Three collages of heroic portraits will be developed and converted to monoprints in order to create a hard cover bound book of student-produced works, including descriptive text, collages and monoprints.

**Panel:** This solo project represents a sophisticated approach to a visual arts project. The project culminates in a book of monoprints. The proposal is an impressive thoughtful concept and project outline. The project could be easily adapted to different grade levels, a good project for a modest amount of funding.

- 4. Applicant:** Ewajo Dance Workshop  
Post Office Box 22781  
Seattle, WA 98122
- Requested:** \$ 6,375  
**Fund:** \$ 6,375

**School:** Gatzert School, Seattle

**Project:** "Dance as a Cultural Expression" Educational dance workshop to bring artists, cultural specialists, teachers and community members together for curriculum development and planning for dance workshops. Students work with artists and cultural specialists to understand culturally expressive areas of dance, costume, and musical instruments represented by African, Asian, Latin and Native cultures. The project culminates with student performances at schools, senior centers, churches, community centers and arts festivals.

Panel: The project provides a comprehensive overview of the role of dance in different cultures with a strong multi-cultural component. The organization is bringing an excellent artist-in-residence from New York. This is an innovative collaboration with the physical education teacher to incorporate dance effectively into the school curriculum. The proposal builds on a previously funded successful project. Ewajo provides dance education for people of all ages and opportunities for professional development beyond the school setting.

**5. Applicant:** Intiman Theatre  
Post Office Box 19760  
Seattle, WA 98109  
**Requested:** \$ 15,000  
**Fund:** \$ 10,000

**School:** Various High Schools; Seattle, Auburn, Federal Way, Kent and Shoreline

**Project:** "Living History - Arts-in-Education Program" Implementation of the Intiman's "Living History" program into fourteen high schools in King County. Classroom teachers choose from a "menu" of improvisational exercises best suited to their curriculum. The one week residency includes an assembly performance of selected scenes from the company's repertoire and in-class improvisational work in a variety of classes exploring the themes expressed in the performance.

Panel: This is a continuation of a well established program. The project will impact a large number of classrooms. The accompanying teacher materials are excellent. They are now adding at-risk students. The project has a strong successful track record.

**6. Applicant:** LIFE Committee  
1339 Griffin Avenue  
Enumclaw, WA 98022  
**Requested:** \$ 7,390  
**Fund:** \$ 7,390

**School:** Enumclaw High School, Enumclaw

**Project:** "Multi-Cultural Celebration and Education Project" This project is designed to promote multicultural sensitivity and human tolerance among the students and adults in the school and surrounding community through a Cultural Celebration Week and Multicultural Curriculum Infusion. The Cultural Celebration is co-sponsored by student groups at Enumclaw High School, the Native American Heritage Group and S.T.A.R Team (Students and Teachers Against Racism). The annual event will include daytime and evening events open to the public, including cultural speakers, performing groups, a cultural art fair, school-wide barbeque and assembly, a Muckleshoot Tribal School to EHS Unity Relay Run and a school-community dinner sponsored by the Enumclaw Chamber of Commerce.

Panel: The Committee is serving as the applicant to promote multicultural infusion to this area. The panel recognizes the need for this project in this community at this time. The panel expressed concern that the only reference to the Muckleshoot Tribe is the relay run. There is a strong presence of Muckleshoot on the Plateau and the panel recommends that the project incorporate this indigenous ethnic group to a greater degree than indicated.

- 7. Applicant:** Marsha Glazier  
1217 6th West  
Seattle, WA 98119
- Requested:** \$ 16,425  
**Fund:** \$ 6,000

**School:** I-WA-SIL Youth Program

**Project:** "Art Curriculum for I-WA-Sil Youth Program" The I-WA-SIL interagency classroom will provide an art program to facilitate positive use of imagination and reversal of negative destructive behavior patterns using painting, videography, photography, printmaking and maskmaking. Six artists will offer instruction in six art projects over a 9 1/2 month period.

**Panel:** This is a valuable program that was successfully completed last year. Marsha is requesting ongoing funding to bring in other artists. The agency represents an at-risk population. The project is well organized. The applicant is a teacher and the project director. The number of artists requested in the application could be reduced if given partial funding.

- 8. Applicant:** Northwest Folklife  
305 Harrison  
Seattle, WA 98109
- Requested:** \$ 16,280  
**Fund:** \$ 10,000

**School:** John Muir, Rainier Valley, Hawthorne, Orca, Whitworth Elementaries, Seattle

**Project:** "Sharing the Circle: Native American Music Curriculum for the Powerful Schools" Northwest Folklife will work with four schools in the Powerful Schools coalition to provide "Sharing the Circle" residencies, resource material and curriculum using Native American music to introduce students to topics in Native American culture. Each school will receive a two-hour teacher orientation/workshop in preparation for a one week residency by a Native American musician. The workshops include classroom activities and projects to be completed prior to the residency. The workshops will be videotaped for future training opportunities. The project culminates with an all-school assembly of student performances.

**Panel:** The project is building upon another successful project at Shoreline. The proposal demonstrates good integration with existing curriculum and highly qualified personnel. A lot of the project is already in place. Folklife is facilitating good partnerships with the schools. The funding request must be pared down somewhat. It is important for Native American artists to go into the schools and provide authentic music curriculum. Northwest Folklife is expanding its mission to year-round programming and new venues. This will fit well into its mission.

- 9. Applicant:** Pacific Arts Center  
305 Harrison  
Seattle, WA 98109
- Requested:** \$ 2,394  
**Fund:** \$ 2,394

**School:** Crest Learning Center, Mercer Island

**Project:** "Crest Learning Center Multicultural Arts Program" Arts enrichment program integrated into the Crest Learning Center, an alternative high school curriculum that results in gallery shows of student works. Two, two hour classes per month for 8 months which include tour programs of the Seattle Art Museum. The focus is on the visual arts of Russia, Africa, Latin America and Asia. The project will produce the "Crest Art Gallery" booklet.

**Panel:** The Crest Learning Center is an alternative high school serving at-risk students. This is



an important population to reach. The project is targeted at grades 9-12. The multicultural focus is good. Mercer Island is giving substantial support. This is a good partnership and a modest request for an important project.

**10. Applicant:** Pratt Fine Arts Center  
1902 South Main  
Seattle, WA 98144

**Requested:** \$ 8,000  
**Fund:** \$ 6,675

**School:** Cleveland High School, Seattle

**Project:** "Fired Up About Glass" Glass artist, Jenny Pohlman will introduce glass art once a week for two arts classes; three 10-week quarters; 30 students per class. The project culminates in a field trip and glass bead making experience at Pratt.

**Panel:** The project produces curriculum and leaves a program in place at Cleveland High School. Wonderful partnership. Through this project Pratt provides a continuum of opportunities from middle school to high school to adult with an important focus on career development.

**11. Applicant:** Seattle Art Museum  
Post Office Box 22000  
Seattle, WA 98122

**Requested:** \$ 10,560  
**Fund:** \$ 9,500

**School:** Seattle, Kent, Shoreline School Districts

**Project:** "Regional Consortium for District Partnerships with SAM" Pilot project to implement an outreach component of the "District Partnership Program." The program will maximize the schools' use of museum resources as part of the curriculum by coordinating outreach materials, training sessions and museum visits by students. Museum tours will include 100 classes from Seattle, 80 classes from Kent, and 50 classes from Shoreline. Outreach materials consist of suitcases of sets of art objects to be handled by students. Each suitcase includes a teacher booklet. The project includes teacher and volunteer training to enable teachers and parents to work with outreach materials. The focus will be on 6th grade students in Seattle, 2nd and 5th grade students in Shoreline and elementary schools in Kent.

**Panel:** This is an excellent initiative to provide direct services in the form of outreach materials to schools. The museum is updating curriculum outreach materials. This exact program was identified as a need by the Sustained Support review panel. The project demonstrates a good commitment to using district liaisons to enhance communication and survey of district needs.

**12. Applicant:** Seattle Public Theatre  
915 East Pine Street  
Seattle, WA 98122

**Requested:** \$ 300  
**Fund:** \$ 300

**School:** Foster High School, South Central

**Project:** "Theater of Liberation at Foster High School" Seattle Public Theater will implement Theater of Liberation workshops in the Leadership in Equity and Diversity class at Foster High

School. Students will be involved in three workshops culminating in a performance of 3-5 skits which the students develop. Each of the skits will present a problem of concern to students with improvisational performance work at the culminating events.

Panel: Very modest request. The technique of dramatic improvisation is effective for students. The leadership class is an appropriate place to implement this project. There is a clear deliniation between the project and the drama teachers. This could be a pilot program that might be expanded into a larger project.

**13. Applicant:** Seattle Symphony  
305 Harrison, 4th Floor  
Seattle, WA 98109

**Requested:** \$ 12,000  
**Fund:** \$ 10,000

**School:** Puget Sound Educational Service District

**Project:** "Young Composer's Program: Workshop and Ensembles in the Schools"  
Implementation of the Young Composer's Program with high school students in King County. Students apply and are accepted into the program. International composer Bright Sheng will conduct ten, two-hour student composition workshops at Shorecrest High School. The workshop culminates with performance of student compositions. Student composers will present their works as part of the Ensembles in the Schools program at various King County elementary schools. Ensemble musicians will meet individually with classes, demonstrating their instruments prior to performing student compositions. Teacher materials will be developed and a teacher workshop conducted at the target schools .

Panel: Good project. The Symphony has worked hard to meet the Cultural Education Program criteria. The project demonstrates good diversity of schools. This is the best application from the Symphony to date. Bright Sheng is a well established composer with good project track record. Students compete to be selected into the program. This project received a Special Merit award from the King County Council.

**14. Applicant:** Shoreline Arts Council  
Post Office Box 55354  
Seattle, WA 98155

**Requested:** \$ 12,280  
**Fund:** \$ 12,280

**School:** Shoreline Elementary Schools

**Project:** "Eyes On, Hands On, Observation and Problem Solving in the Artist's Studio" A year-long investigation of the creative process through perception of varying points of focus, between macrocosm and microcosm viewpoints, exploration of form, color and process both as scientific properties and elements of art using scientific tools such as microscopes, magnifying lenses, jeweler's loops, cameras and telescopes. One-week artist-in-residency with selected artists will be implemented in each elementary school and a school-based studio will be established . Each class will observe the artist at work in his/her own studio before returning to their school studio to experiment with their ideas.

Panel: Good concept throughout. The school/studio idea is a highly innovative concept. The project demonstrates good integration of other areas of curriculum, ie. social studies, science, etc. Teachers take unpaid summer workshops for credit. The panel expects very high results considering the ambitiousness of the project. This project builds on a highly successful program previously funded.

- 15. Applicant:** SLAPP (Seattle's Loosely  
Affiliated Physical Performers)  
5628 20th Northeast  
Seattle, WA 98105
- Requested:** \$ 1,215  
**Fund:** \$ 1,215

**School:** Colman Elementary, Seattle; Hazel Elementary, Highline

**Project:** "The Bookworm Cometh Info-formance and Extended Workshops" A literacy outreach performance of "The Bookworm Cometh" and five-week follow-up project at K-3 classrooms in Colman and Hazel Valley Elementary schools to inspire reading ability and motivation through clowning. As a follow-up to the performance, non-English speaking and English speaking students create their own theatre work about learning English.

**Panel:** The project uses the vehicle of clowning to reach ESL (English as a Second Language) students, a highly innovative tool to use non-verbal skills to promote verbal skills. These tools can be used by teachers. This is a well written first year application, a simple project design with a high potential for matching funds. There is a good evaluation component. This is an excellent value for modest request.

- 16. Applicant:** SEED (Southeast Effective Development  
4710 32nd Avenue South #400  
Seattle, WA 98118)
- Requested:** \$ 8,850  
**Fund:** \$ 8,850

**School:** Maple, Dunlap Elementaries and Cleveland High School, Seattle; Kenmore Junior High, Northshore; Parkwood Elementary, Shoreline

**Project:** "Art for Healing Places" Collaboration between artist Stuart Nakamura and South East Seattle Arts Council (SESAC), a branch of South East Effective Development (SEED) to work with three to four classes of elementary, middle and high school students from five schools. Students will study folk tales, folk art and design motifs from various cultures and create site-specific artworks for installation in public facilities of healing. Banners, mythical animal sculptures and bronze castings will be installed in the Columbia Public Health Center, North Public Health Center, Odessa Brown Children's Clinic and Childhaven's Eli Creekmore facility in Burien.

**Panel:** Good collaboration. This is a highly visible project with community impact. The project collaborators have facilitated the development of a number of bus shelter murals in Seattle neighborhoods. The project director, Stuart Nakamura, has an excellent track record of successful projects with this program in different schools.

- 17. Applicant:** Stevens School PTA/Ron Ho  
1242 18th Avenue East  
Seattle, WA 98112
- Requested:** \$ 8,520  
**Fund:** \$ 8,520

**School:** Stevens Elementary School, Seattle

**Project:** "Bridging Many Cultures Through the Arts" Students will explore Asian Pacific heritage and culture with the help of ethnic artists, specialized curriculum materials and exhibitions that bridge different cultures in American experience. Ron Ho will conduct a teacher and parent workshop on multi-ethnic arts and follow-up classroom experiences with cultural artifacts and materials from Asia Pacific countries before designing and producing jewelry and

small sculptures using metals and found objects. Bli Xiong and two other Hmong craftswomen will prepare teachers in a workshop on Hmong art and traditions and three artists will use storytelling to incorporate the lore of Hmong traditions. Students will design and create narrative stitchery into "story cloths" based on this lore. Art will be exhibited at Stevens and travel to the Wing Luke Asian Museum, the Seattle Asian Art Museum and Key Bank. Parents of ESL (English as a Second Language) students will work with the students in contributing oral histories and folklore to the project.

Panel: The project proposal demonstrates good artist support. Using the Hmong story cloth as curriculum is a wonderful idea. The participating artists are excellent. The project includes a strong diversity element and includes a partnership with the Wing Luke Asian Museum for exhibition. The project facilitates parental involvement from English as a Second Language families. Strong proposal.

**18. Applicant:** The Group Theatre  
305 Harrison  
Seattle, WA 98109

**Requested:** \$ 4,585  
**Fund:** \$ 4,585

**School:** Seattle School District Work Training Program

**Project:** "Invisible Contributions: Historical Theatre and Arts Training for At-Risk Youth" Collaborative partnership with the Seattle Public Schools' Summer Work Training Program. The project provides theatre and visual arts training within a history class to enhance skills in theatre craft taught by artists Cecelia Alvarez and Dan Shelhamer. The students will rehearse and perform Studs Terkel's musical "Working" for 12 various community and school groups in September. Students explore historical aspects of the labor movement for history credit and develop portfolios displayed at performances.

Panel: Strong partnership. The Group Theatre serves as the umbrella and facilitator for the project. The proposal exhibits good diversity in population served and the partner organization. The artists will be working in an alternative setting. The project puts the arts to work in a socially viable manner. Good thematic concept.

**19. Applicant:** Vashon Allied Arts  
Post Office Box 576  
Vashon, WA 98070

**Requested:** \$ 10,000  
**Fund:** \$ 10,000

**School:** Vashon School District

**Project:** "Vashon Artists in the Schools: Community Resources Count in Creative Schools" Arts organization and school district partnership to pair teacher-initiated classroom projects with professional artists in classroom-based residencies. A roster of artists will be updated and distributed to teachers. Teachers apply to Vashon Allied Arts for a 5-10 hour residency. Includes a video retrospective documenting the model and successes of the program to be disseminated regionally.

Panel: The proposal demonstrates strong community and school support. A video documentary will be produced and distributed. The project will utilize parent volunteers. Curriculum will be developed. This program has proven itself to be a successful model project. The panel feels strongly that this project should continue at full funding.

**20. Applicant:** Whistlestop Dance Company  
P.O. Box 20801  
Seattle, WA 98102

**Requested:** \$ 11,225  
**Fund:** \$ 11,225

**School:** Cascade, Tukwila, and Showalter, South Central

**Project:** "Dance Inclusion at South Central School District" Integration of students with and without disabilities through dance explorations and performance in three schools in South Central SD. Project begins with a teacher workshop conducted by four artists to review dance and music concepts in preparation for a one week residency at each school. Target classes meet daily to develop dance structures for performance, emphasizing creative dance and music concepts; to recognize, understand and appreciate dance as an audience member and as a participant. The project culminates with an afternoon and evening community performance highlighting the dances created by target classes as well as performances by the artists. The project will be videotaped for library and teacher distribution.

**Panel:** The project is a collaboration with a wheelchair dancer and Tickle Tune Typhoon. The curriculum development emphasizes experience, participation, recognition, understanding and appreciation of dance. There will be teacher workshops with all four artists. The project builds on previously successful experience. There is a strong emphasis on integration. Initial contact with teachers to lay groundwork is an important aspect of the project. The criteria for site selection is good. The project will serve 800 students. School staff are paying for in-service.

#### **RECOMMENDED FOR FUNDING ARTS AND HERITAGE**

**1. Applicant:** Ethnic Heritage Council  
305 Harrison Street  
Seattle, WA 98109

**Requested:** \$ 9,850  
**Fund:** \$ 9,850

**School:** Fall City Elementary School, Snoqualmie Valley

**Project:** "Exploring Our World/Expanding Our World: A Celebration of Cultural Diversity" A two year project which begins by studying the students' own family heritage in order to develop a frame of reference for studying other cultures. The project begins with a ceremony celebrating cultural heritage and storytelling, developing a Cultural Enrichment Club, designing a cookbook, and implementing an art show and world fair. Year two involves an assembly-based program and study units by continent with a final community celebration at the end of the year.

**Panel:** Well planned and articulated. This will be an assembly based program. Beginning with the students' own heritage as a frame of reference is a good conceptual approach. The inclusion of whole culture (writing, cooking, crafts, music, etc.) provides a strong comprehensive framework. This project will be funded by both Landmarks and Heritage Commission and the Arts Commission.

**RECOMMENDED FOR FUNDING  
HERITAGE**

**1. Applicant:** Center For Wooden Boats (CWB)      **Requested:**      \$7,946  
1010 Valley Street      **Recommended:**      \$7,946  
Seattle WA 98109

**School:** Orion School, Seattle School District

**Project:** "All Aboard" The project is an on-water experiential maritime heritage education program with Orion School Students implemented by CWB staff. High risk teenagers gain practical experience in language arts, science, math and history through the use of historic small craft. Students gain skills in water safety, small boat handling and woodworking. Ten students meet at CWB three hours a day, five days a week for six weeks to learn woodworking, knotwork, rowing, paddling and sailing. Students conduct experiments on site, problem solve and apply the principles they have learned. The project includes returning participants as peer leaders.

**Panel:** This project was funded last year and CWB is asking for continued funding. CWB is working with homeless youth using historic small craft. This is a great project. Funding is for on-call staff. CWB has other contributed income. CWB held a conference on At-Risk Youth Education. This is one of the best maritime heritage projects to date.

**2. Applicant:** Highline School District Museum (HSDM)      **Requested:**      \$14,020  
15820 6th Avenue SW      **Recommended:**      \$14,020  
Burien, WA 98166

**School:** Highline School District

**Project:** "We Came to Highline: Transmission and Preservation of Culture." The project will develop resource kits, displays, booklets and other materials for permanent housing in and distribution by the HSDM. All participating students will contribute one item to the resource kit. The project trains high school students as docents to serve elementary and middle school students visiting the Museum. Teacher writing teams will work with consultants to prepare new integrated lessons, develop follow up activities for students and help prepare kits.

**Panel:** This is a collaborative effort to increase awareness of local heritage. There is good support and the Learning Resource Center person is very good. There is good parent and community involvement and an evaluation component. The kits will become permanent resources. The panel questioned whether there may be overlap with the KCLS Foundation project in the Highline School District and if the project coordinators were aware of this. The project could be funded as a collaboration between the two organizations.

**3. Applicant:** Issaquah Historical Society      **Requested:**      \$5,500  
P. O. Box 695      **Recommended:**      \$5,500  
Issaquah, WA 98027

**School:** Issaquah School District

**Project:** "Traveling Heritage Study Kits." The project will upgrade existing local history kit,

developing three topically oriented kits consistent with second grade social studies curriculum relating to the theme of "community." It includes a two week, sequential teacher lesson plan organized around three topical themes, integrating Native American and European American history components. Inservice training with teachers will be implemented to assist teachers in using the kits.

Panel: Support is requested for development of three new kits to replace a worn out kit. It is a great idea with good partnership and is heavily used by the schools. It includes teacher training and two weeks of lesson plans.

4. **Applicant:** King County Library System Foundation  
300 8th Ave North  
Seattle WA 98109  
**Requested:** \$10,000  
**Recommended:** \$7,000

**School:** Valley View, Madrona and McMicken Heights Elementaries, Highline

**Project:** "SeaTac Oral-Video History/Treasure Box Program." The project involves the development of local history curriculum for third grade students with diverse skills. The project coordinators will plan, promote and host a series of three hour-long intergenerational programs about the history of SeaTac to be held at three elementary schools, one of which includes sign interpretation. A 50 minute videotape will be produced from the three programs, combined with still photographs, additional videotape, music and narration. Students in the school district Occupational Skills Center will assist with production. Three "treasure boxes" will be developed to include the video, photos, the "Backyard History" activity book, bibliography, song sheets and stories from Muckleshoot and Duwamish Tribes.

Panel: This is a good partnership project. There are prolific library activities. The involvement of the students is good. The new foundation needs encouragement. SeaTac has not had much activity by historical organizations working on its behalf. The panel expressed concerns regarding the ambitious scope of the project and specific details about content and participants. The panel recommends addressing the scope of project and the specific activities in the contracting process.

5. **Applicant:** Nordic Heritage Museum (NHM)  
3014 NW 67th Street  
Seattle WA 98117  
**Requested:** \$9,804  
**Recommended:** \$9,804

**School:** Viewlands, Adams and Whitman Elementaries, Seattle School District

**Project:** "Pacific Northwest Immigration--Then and Now" The Museum will utilize its permanent exhibition, "Dream of America: The Immigrant Experience 1840-1920" as a basis for extending its educational programming. NHM will develop a video, "Pacific Northwest Immigrants: Then and Now" and combine it with dramatizations by Living Voices, a theatrical/educational organization. NHM will work with 3rd graders at Viewlands, 5th graders at Adams and 7th graders at Whitman to collect family histories and conduct oral interviews, weaving these stories into a coherent whole and utilizing archival materials found at the NHM. The immigrant story will be brought to life through a combination of video, audio and live performance.

Panel: This is a multimedia program about Pacific Northwest immigrants, producing video and using exhibits as resources. There is good active research by students and teachers.

Entertainment as a teaching tool is very effective. The project proposal is an innovative use of community resources and the museum collection to develop a long lasting educational resource. This is the first partnership with the videographer. The panel expressed concerns regarding payment of project staff beyond what the NHM pays. There is concern not to supplant NHM salaries. The panel also stipulated that the video should be of good lasting quality. The panel recommended that the use of funds for project related fees be clarified in the contract.

<b>6. Applicant:</b> Tukwila Historical Society	<b>Requested:</b>	\$8,000
P. O. Box 58426	<b>Recommended:</b>	\$8,000
Tukwila, WA 98138		

**School:** South Central, Renton, Kent, Auburn School Districts

**Project:** "Riding the Interurban." The project will produce a half hour video on the Interurban Railway-- its route, impact on development and ultimate demise. It will incorporate the existing slideshow of railroad historian and author Warren Wing. Each of four target school districts (along the Interurban route) will receive ten copies of the tape to be integrated into third and fourth grade local history curriculum and eighth and ninth grade state history classes. An additional ten copies will be distributed through the library system.

**Panel:** It is a good idea to preserve this valuable slideshow and Wing's narrative. There are good project personnel and the historical quality is high. A previously funded project of the Society was high quality. The panel expressed concern that there is no direct tie-in to the curriculum. Curriculum should be developed that goes along with the video. Also the application was not clear on distribution--how the project connects with the schools. The panel recommended addressing these concerns in the contracting process.



**NOT RECOMMENDED FOR FUNDING  
ARTS**

**1. Applicant:** Adefua  
Post Office Box 66202  
Seattle, WA 98166  
**Requested:** \$ 14,500  
**Recommended:** -0-

**School:** Panther Lake Elementary, Kent

**Project:** "Exploring the Culture of West Africa" Five-month implementation of African culture project for 5th and 6th grade special and general education students at Panther Lake Elementary. Each group receives two sessions per week for a semester with activities including customs, songs, games, history, dance and percussion. Teachers and artists will develop projects, workshops and seminars exploring multicultural awareness. Culminates in community performance with students, staff and Adefua.

**Panel:** Good ideas but there appears to be little impact beyond the residency. The project includes parental/community involvement. The Kent School District is a high need area for arts education and the project includes Kent Arts Commission support. The requested amount is high. It is not clear how the project will be administered. The proposal does not outline any curriculum. The proposal was too low in the panel ranking to fund adequately.

**2. Applicant:** Anne Beffel  
240 Weaver Road  
Bainbridge Island, WA 98110  
**Requested:** \$ 5,700  
**Recommended:** -0-

**School:** Tahoma School District

**Project:** "Mixed Media and Computers: Expanding Our Learning with Visual Art" Implements year four of a K-6 Arts Framework and six-year rotating visual arts curriculum. The project is a collaboration with artist Anne Beffel to create a resource guide, home learning link and lessons that teach K-6 students in four elementary schools three forms of mixed media artwork including painting, collage and drawing linked with computer projects. Finished works are scanned into computers and manipulated with paint and drawing software programs.

**Panel:** This project continues Beffel's on-going role with Tahoma which has a commitment to integrating arts across the curriculum. Skerritt is a well known and respected administrator. The panel did not understand the need for outside resources for written curriculum development. The goal of the project, other than the development of specific skills in scanning and manipulating computer images, is not defined. Artist Anne Beffel is integral to three project proposals. Given limited funds the panel felt the necessity to choose among them.

**3. Applicant:** Annie Penta  
21805 Old Owen Road  
Monroe, WA 98272  
**Requested:** \$ 3,809  
**Recommended:** -0-

**School:** Opstad Elementary, Snoqualmie Valley; Summit, North Beach, Decatur  
Elementaries, Whitman Middle School, Seattle

**Project:** "Sharing Melody, Dance and Rhythms of India Through a Music Story" The project teaches the basic concepts of rhythm, melody and dance of India. Students produce a musical

based on an Indian story to be performed for each of their schools and for two other schools. An introductory program guide is given to teachers of the target classes in all schools. The project begins with five classes from Whitman Middle School producing "The Princess" for Whitman, North Beach, and Glacier Park schools. Follow-up to the performances includes teacher training, classroom workshops and curriculum materials for North Beach and Glacier Park schools.

Panel: The project builds on prior success, good extension of initial residency project into a more comprehensive program. Good parent/community involvement. Low cost grant. The application lacks detail about classes, grade levels and times. There is not enough detail about how it fits into the schools and curriculum. The evaluation criteria is not identified for student learning.

**4. Applicant:** Bellevue Philharmonic  
Post Office Box 1582  
Bellevue, WA 98009

**Requested:** \$ 10,000  
**Recommended:** -0-

**School:** Juanita High School, Bellevue; Issaquah, Northshore, Washington School Districts

Panel: "Youth Outreach" Implementation of the Youth Outreach Program to provide access to classical music and encouragement to pursue cultural activities. The project would fund twenty tickets to each of 17 junior and senior high schools and send four musicians to each school to teach and perform for a three-hour visit.

Panel: Musicians work with existing music staff. As a pilot program last year it was enthusiastically supported. The project received corporate support and the Washington State award for Music Educators. The panel questioned the degree of lasting curriculum that would be produced by the project. The partnership is more with music directors than with the schools. There was no budget detail in the application. This appeared to be more of an audience development project/education outreach for the Philharmonic than benefit aimed at enhancing curriculum of school.

**5. Applicant:** Bochinche  
20706 78th Place West  
Edmonds, WA 98026

**Requested:** \$ 12,810  
**Recommended:** -0-

**School:** Eckstein Middle School, Seattle; Discovery Elementary, Issaquah

Project: "Bochinche Public School Residencies" Two one-month residencies. The program will begin with an all school assembly, featuring the children's program, "A Musical Tour of the Americas" with follow-up classroom presentations linking the music and culture to geography, social studies, history and language. Musical clinics, lessons and rehearsals with the school's musical groups and all elementary students build upon this preliminary work. The program culminates with a community performance.

Panel: Good approach. Working with music classes afterwards will create impact even though curriculum component is not strong. The group has a high rate of success working in schools. The panel was unclear as to the actual activities to take place in the classroom. The application

was vague on the school's responsibility and the music teacher collaboration. Details about the classroom sessions were lacking. The panel felt that the project was too expensive to fund adequately given its ranking.

**6. Applicant:** Co-Motion Dance  
206 1st Avenue South, #200  
Seattle, WA 98104  
**Requested:** \$ 14,325  
**Recommended:** -0-

**School:** Bryant Elementary, Seattle; Fall City Elementary, Snoqualmie Valley

**Project:** "Designs in the Garden (D.I.G.) A Rural and Urban Experience" D.I.G. brings together a large city and country school to work in collaboration with a rural visual artist, Donald Fels and Co-Motion, a city dance organization. Eight primary classes at both schools participate in a year-long program, with four classes to be added in the Spring 1995. The project begins with a focus on visual investigation to identify a garden space, mapping, drawing, and investigating pattern, time, space and energy through movement in relation to what is found in the ground. Students invent ceremonies of seasonal change and performances will be held at both schools.

**Panel:** Very interesting project proposal and concept with strong multidisciplinary focus. The project extends over a year. The panel questioned whether the project could maintain focus and commitment over a full year. The panel felt that cultural education project funds are more effective in a focused project period. The application did not demonstrate a strong partnership between the project director and the applicant. Furthermore, the dance component did not seem to have a partnership relationship with the schools.

**7. Applicant:** David Mahler  
2621 2nd Avenue #504  
Seattle, WA 98121  
**Requested:** \$ 6,850  
**Recommended:** -0-

**School:** Loyal Heights Elementary, Seattle

**Project:** "Reinventing Musical Education: Using the Indonesian Gamelan to Teach Basic Musical Concepts" Implementation of a music education program using the Indonesian gamelan with David Mahler and Steven Miller. The gamelan is used to teach basic musical concepts to students in grades K-5 and to involve them in the process of creating new pieces of music. Students participate in singing, listening and rhythmic activities three days a week for eight weeks. The project includes four teacher in-service workshops and community musical evenings to culminate in a school-based study of Indonesian culture.

**Panel:** The project teaches basic music concepts and composing to K-5 students. There is no regular music instruction in this school. The project proposal introduces innovative instructional techniques. The applicant has garnered strong PTA support and positive response from students. This is a good residency project using an exciting and accessible musical style. However, there is no concrete reference to curriculum. The panel questioned what the school will do for music curriculum and follow through. The project directors are excellent musicians who could benefit from technical assistance in developing a stronger curriculum-based program.

- 8. Applicant:** El Centro de la Raza  
20706 78th Place West  
Seattle WA 98144
- Requested:** \$ 14,000  
**Recommended:** -0-

**School:** Seattle Public Schools

**Project:** "Poetry in the Schools Plus a Training Multiplier" Expansion of "Poetry in the Schools," a three-year program in Seattle Public Schools. El Centro de la Raza will implement one-hour empowerment poetry workshops with its "Team Hope" artists for 8-10 weeks in four middle school and high schools, two classrooms in each school. Four, three-hour training sessions for 15-20 teachers, administrators and community representatives will be implemented prior to the classroom work to teach the poetry method in Fall and Spring.

**Panel:** Good program. The evaluation questions were very well articulated. This program has been operating for several years. It is an extensive project with long duration and includes a performance component. The application was not clear when and where and who is doing the training. KCAC funds would pay staff salaries for training but not direct services to students by teachers. The application was unclear about the school support for the program. Teachers were asked to pay for the training but KCAC funds were being asked also to cover it. The panel felt it was important that KCAC funds be used for direct services to students and not just for teacher training.

- 9. Applicant:** Huchoosedah Indian Education Program  
815 Fourth Avenue North  
Seattle, WA 98109-9985
- Requested:** \$ 32,760  
**Recommended:** -0-

**School:** Huchoosedah Alternative Elementary #4

**Project:** "Our Traditional Ways - Arts and Values" A series of cultural enrichment activities for 225 Native American students and parents at the West Seattle AE-4 Huchoosedah Magnet School. Twice a week the evening series provides instruction in Native American arts and values, alcohol and drug abuse prevention and parenting classes. Students and parents will then implement the multi-cultural curriculum through cultural presentations in identified schools.

**Panel:** School district agencies are not eligible for the Cultural Education Program

- 10. Applicant:** Jan Martinsen  
10400 Northeast 68th Street  
Kirkland, WA 98033
- Requested:** \$ 4,281  
**Recommended:** -0-

**School:** Lakeview Elementary, Lake Washington

**Project:** "Symbols Around the World: Communication through Art" Each student creates a symbol for block prints to be mounted in a hallway border throughout the school. Students research symbols related to 15 life skills. Symbols would be developed as a portable display available for community service organizations.

**Panel:** Phase I of the project was already funded and is in place. This is phase II. The project focus is to create symbols reflecting cultural diversity and life skills. The application demonstrates a good school/parent support system, identified and established. However the application does not specify how long contact time is with artist. The cost to mount the exhibit

is expensive and should be supported with other funding or in-kind service. The priority for KCAC funds must be direct service to students in the classroom. This is not as strong an application as it could have been.

11. **Applicant:** Jean Okimoto  
2700 East Madison  
Seattle, WA 98112
- Requested:** \$ 21,717  
**Recommended:** -0-

**School:** Mercer Middle School, Seattle

**Project:** "The Garage Group: Education and Media Partnership" Students work with a professional writer and language arts teacher in a three-month project to develop three radio scripts for a thirteen-week radio series entitled "The Garage Group" to be aired on KidStar Radio. Students are involved in scriptwriting and production, technology and production management. A teacher's guide would be produced and distributed.

**Panel:** Partnering with the media is a creative idea. The project contains a strong multicultural component. The panel was unclear if the project was relying solely on the media to share curriculum with other districts. The additional funding sources needed for the project were not clear in the application. This is a large request for a low number of students served. The panel was unclear as to the nature of the partnership with KidStar Radio who is not bringing any funding to the project.

12. **Applicant:** Kirkland Arts Center  
620 Market Street  
Kirkland, WA 98033
- Requested:** \$ 4,820  
**Recommended:** -0-

**School:** Peter Kirk Elementary, Lake Washington

**Project:** "Six Week Multicultural Celebration" Three artists visit Peter Kirk Elementary School for a two-week residency, exposing students to cultural heritage of West Africa, South America and Native America. Students work with each of three artists for one class period. For two weeks following the presentations, volunteers will expand on each heritage through art, cooking, slides, artifacts and speakers for a final culminating presentation.

**Panel:** Good multicultural component. All funds requested are for artist fees and supplies. This is a one month project that was previously funded through this program. There is a good selection of artists. The application does not mention how this project is building on the previous partnership. A different person is directing this project. The application was unclear as to the long-term impact or the impact on existing curriculum. The artist/teacher contact was minimal in the past. The panel would like to see this partnership developed.

13. **Applicant:** Kirkland Art Center  
620 Market Street  
Kirkland, WA 98033
- Requested:** \$ 3,740  
**Recommended:** -0-

**School:** Alternative School #1, Seattle

**Project:** "Collected Observations Curriculum Model" A one-year curriculum model for special needs and general education students enrolled in the Inclusion Model at AS #1. Artist Anne

Beffel will present five units of study including color, texture, line, shape and size. Students will create collection books exemplifying these properties. The project includes a field trip to the Seattle Art Museum and teacher in-service workshops on bookmaking, collection, observation and creation.

Panel: Innovative, good one year model. High level of arts concepts. Attends to special needs students. Artist has good success rate in the schools. Hands-on objects that have personal meaning. Good curriculum development. The application is structurally confusing and the language hard to decipher. The panel could not identify the fiscal agent for the project. According to the application, Kirkland doesn't appear to have a role in the project. Requested funds are for teacher training. The panel was not sure what existing curriculum the project addresses. Interesting project but too low in ranking to fund.

**14. Applicant:** Langston Hughes Cultural Center  
104 17th Avenue South  
Seattle, WA 98144

**Requested:** \$ 17,500  
**Recommended:** -0-

**School:** Washington Middle School, Seattle SD

**Project:** "D.C.M. For the Arts (Discipline, Confidence and Motivation)" Twenty students from Washington Middle School go to Langston Hughes each day for two hours to learn theatre arts and creative self-expression and earn class credit for DCM. The class includes anger management with a professional counselor teaching conflict resolution skills. At the end of the class, students produce a play.

Panel: Good intent. The resolution conflict component is strong. The school's life skills curriculum was introduced through this project. This is Langston Hughes' first application to the Cultural Education Program. There was no description of how the project or process evolves or the overall school impact. This is a large request for a small scope of service. The panel was unclear as to how the school would support the project. The panel felt this was a worthwhile project but was too low in the panel ranking to fund.

**15. Applicant:** Margaret Okamoto  
3013 South Mount Baker Boulevard  
Seattle, WA 98144

**Requested:** \$ 15,000  
**Recommended:** -0-

**School:** Franklin High School, Seattle

**Project:** "Artists-In-Residence for the Multicultural Arts Program" The project brings in artists from the community to enrich classroom education through the Multicultural Arts Program (MAP). Poet Bernard Harris and writer Tamara Madison-Shaw would work with students in language arts classes to create literary works of art. Craig Jacobson would work with ESL (English as a Second Language) students, social study students and drama classes to create masks and compose cultural legends. Phil Sheeran would teach beginning, intermediate and advanced acoustical guitar with the music department.

Panel: This is a high caliber project previously funded by federal money. The artists enhance existing curriculum and are experienced in using classroom resources. The project produces masks and video as final products. Good multicultural arts program. However the panel was confused about the administrative structure of the project. The application contained no

narrative on the partnership between the school and the artists. Training and curriculum development for teachers was not specified. The project was ranked too low to fund.

16. **Applicant:** Mary Irey  
511 East Roy Street, #202  
Seattle, WA 98102
- Requested:** \$ 3,500  
**Recommended:** -0-

**School:** Shorecrest High School, Shoreline

**Project:** "Inside Plays/Shakespeare Enrichment Program" A two-week in-class program with five, 10th grade classes studying *Julius Caesar* at Shorecrest High School to better understand, appreciate and enjoy reading a Shakespearean play. Students engage by involvement in two versions of selected scenes, comparing a modern version with the original Shakespearean scene. Parallels to personal experience are drawn in order to identify with the characters as real people. The project culminates in an assembly followed by an interactive discussion.

**Panel:** This is an enrichment program. Matching funds show a commitment from the school. There is no reference to written curriculum coming from the project. Teachers need curriculum guidelines. No parent or community involvement is built into the project. This appears to be a proposal in the early stages of development. The applicant artist could benefit by a workshop on how to develop curriculum guidelines and materials.

17. **Applicant:** Multiple Choice  
4108 Sunnyside Avenue North  
Seattle, WA 98103
- Requested:** \$ 4,975  
**Recommended:** -0-

**School:** Summit School, Seattle; Woodmoor, Northshore

**Project:** "Expression Through Art Beyond Violence" Collaborative project with two artists who would work with students to explore feelings, thoughts and fears about violence in their lives and through writing and sculpture, express these emotions in a creative and positive way. Judith Roche would work with two language arts classes to develop poems that reflect the issue of violence in their lives and transform these issues into a positive dream vision. Students will present their poems to visual arts students as inspiration for developing and creating models with Gerry Tsutakawa. From these models, one would be selected to be fabricated under the supervision of Tsutakawa and erected as a permanent structure in the Summit community.

**Panel:** The project creates good models by dealing with themes of violence in the lives of students and developing positive imagination. The project involves good personnel and demonstrates substantial school and in-kind support. Permanent artwork will be created. The panel was not sure of the connection between the language arts and visual arts components and the transition between the two. The mechanics of project were not well described in the application and the panel had too many questions about the working structure of the project.

18. **Applicant:** Ocheami  
Post Office Box 31635  
Seattle, WA 98103
- Requested:** \$15,000  
**Recommended:** -0-

**School:** Brighton and Emerson Elementaries, Seattle

**Project:** "Holiday African Odyssey" Ocheami proposes to implement residencies in African culture in Brighton and Emerson Elementaries, incorporating songs and dance from Africa with emphasis on fourth and fifth grade students. Guest artist, Abraham Azinyah would join Ocheami for the residencies. Students will experience drums, rhythm sticks and traditional dance. Teachers will support the project by extension of the concepts and skills into arts works, including masks, painting and tie-die. The project culminates in a Kwanzaa celebration with a student created performance.

**Panel:** The project proposal is essentially a one month residency for fourth and fifth graders. The students create a celebration. The application demonstrates good PTA support. The panel did not understand why Ocheami was bringing a guest artist from Connecticut for the project or what the nature of the working relationship would be between this artist and the group. The application did not specify the nature of the school partnership. The panel felt the application lacked sufficient detail to fund at this time.

**19. Applicant:** One Reel  
Post Office Box 9750  
Seattle, WA 98109

**Requested:** \$ 12,543  
**Recommended:** -0-

**School:** Summit, Middle College, Cleveland, Chief Sealth, West Seattle, American Heritage High Schools, Seattle

**Project:** "Imagination Unlimited - Phase Two" Designed to promote growth and interest in language arts. The project develops a new approach to writing that is student directed. This is the second phase of a two year project. Phase II includes the distribution and instructive use of a workbook developed in Phase I and culminates in the publication of a book of student works entitled *Encore*. The project includes a one week teacher workshop, six one-week residencies and publication of 16,000 copies of *Encore*.

**Panel:** The application demonstrates strong partnership support. The project is creative, innovative, and imaginative and shows good educational diversity. The panel is unclear how direct service to students will occur or how KCAC funds will be utilized. The panel liked this project but it was ranked too low to justify funding.

**20. Applicant:** Pacific Northwest Ballet  
301 Mercer Street  
Seattle, WA 98109

**Requested:** \$ 10,000  
**Recommended:** -0-

**School:** Terminal Park Elementary, Auburn; Viewlands Elementary, Wing Luke Elementary, Seattle

**Project:** "Bravo! Ballet, PNB's Arts in Education Program" The program is designed around three, 50-minute shows during the school day at the Seattle Center Opera House which include demonstrations of the basics of ballet training, stagecraft and performance by PNB dancers using excerpts from the company's repertoire. The project includes three all-day workshops for teachers at PNB studios, study materials and week-long, in-school residencies in 4th and 5th grade classes for three participating elementary schools with Abbie Siegel and Kabby Mitchell. Students who participate in residencies are offered a field trip and optional 45-minute ballet class at The Phelps Center, the Company's new facility for dance.



Panel: The project includes accomplished versatile artists and provides valuable exposure to this art form. Support is requested for a portion of the Ballet's ongoing education program. The majority of the program appears to be busing students in to see performances. The district partnership is not well articulated. The goal seems to be more exposure to ballet than comprehensive dance education.

21. **Applicant:** Rob Witmer  
310 1/2 East Mercer  
Seattle, WA 98102
- Requested:** \$ 6,655  
**Recommended:** -0-

**School:** Kent, Seattle, Lake Washington, and Highline School Districts

**Project:** "Steel Drums Came to Carnival: A Musical Discovery of Caribbean" A two-month assembly program in 14 schools. The project includes implementation of a workshop and study guide. The forty-five minute assembly uses puppetry, music and narrative to highlight the development of Caribbean music and culture. The project includes public performances in the Kent and Lake Washington School Districts and on Channel 29. The focus is on rhythm, tone, and melody in West Indian/Caribbean culture.

Panel: Exciting project. The partnership includes a workshop in Cleveland High. The project is essentially a touring assembly program. There doesn't seem to be general school support. The partnership overall is weak. A study guide was provided but there was no mention as to how it will be used by classroom teachers. The project is too much of a straight forward assembly program. The panel feels that KCAC funds must provide more in-depth comprehensive integration of the arts into the curriculum.

22. **Applicant:** Seattle International Children's Festival  
305 Harrison  
Seattle, WA 98109
- Requested:** \$ 9,900  
**Recommended:** -0-

**School:** Maple Elementary, Seattle; Valley View Elementary, Highline; Springbrook and Park Orchard Elementaries, Kent

**Project:** "Festival Education Initiative" This proposal extends a pilot project for developing a partnership model between schools, local artists, international artists and local cultural agencies. The project integrates the study and practice of traditional American arts of storytelling, dance and music with 5th grade American History, culminating with a Festival performance by David Holt. The project includes teacher training workshops in traditional American art forms with Dina Blade and Pat Peterson, Joan Rabinowitz or Sandy Bradley and MOHAI's Education Director, Tori Smith; 80-hours of in-school residencies focusing on storytelling and dance.

Panel: KCAC funds would be used for artist fees, teacher training and curriculum development with in-school residencies in preparation for attending the festival. The project outlines an innovative idea to integrate traditional arts with American history and includes fifth grade curriculum integration, long term, high quality arts resources with multicultural focus. The panel was not clear as to the artist's involvement with students. Fees for the artist's public performance were proposed but are not appropriate to this program. The specific purpose of KCAC funds was not clear in the application.

**23. Applicant:** Seattle Opera  
Post Office Box 9248  
Seattle, WA 98109

**Requested:** \$ 5,900  
**Recommended:** -0-

**School:** Decatur Elementary, Seattle

**Project:** "Opera Goes to School: A Vision for Teaching Through the Arts" A year-long production of an opera based on the theme of Community in a Pluralistic Society at Decatur Elementary, to be written, composed and performed by K-6 students and instructors from the Seattle Opera. The project includes attendance at dress rehearsals of Seattle Opera's 1994-95 season. Performances would be held at the school, another elementary school and for patients at Children's Hospital.

**Panel:** The project enhances the theater skills of teachers and students and serves as a pilot program for other schools. The application demonstrates a good diversity of themes, parent input and volunteer time. The application specifies only 10 hours of artist time in 11 classrooms. The panel questioned the effectiveness of limited artist involvement in accomplishing the goals of the project. The partnership says little about the role of the school in carrying on curriculum produced by the project. The panel was unclear as to how teachers would enhance artists' visits and how the project would be evaluated.

**24. Applicant:** Seattle Repertory Theatre  
155 Mercer Street  
Seattle, WA 98109

**Requested:** \$ 30,000  
**Recommended:** -0-

**School:** Meany Middle School, Seattle

**Project:** "Enriching a Sequential, Multi-Cultural, Cross-Curriculum Arts Education Initiative" Year-long theatre program across the curriculum serving 1,200 students grades 6-8 and involving 40-45 teachers at Meany Middle School. Language arts, history, art, music, drama, health education, special education, ESL, and math teachers work with SRT staff to implement a variety of theatre-arts activities in the classroom. The project includes implementation of 16 annual events including Shadow Day, the geography bee, SRO costume parade, student matinees, classroom workshops and activities, Career Day speakers, special guest lecture-demonstrations and discounted and scholarship tickets are provided for teachers and staff.

**Panel:** Comprehensive education plan and extensive activities at high school level. The project introduces students to viewing live theatre performances and touches every content area. This is the third year of a project which has resulted in student-produced scripts touring middle schools in the state. The project budget is considerable. The panel was unclear as to how KCAC funds will be used. The request is much too high; out of touch with the scope of KC budget. This is a previously funded project which has become highly successful and well funded. The need for KCAC funds is not well articulated or focused.

**25. Applicant:** Terry Furchgott  
4050 1st Avenue Northeast  
Seattle, WA 98105

**Requested:** \$ 5,290  
**Recommended:** -0-

**School:** Rainier Beach High School, Seattle Public Schools

**Project:** "Southeast Asian Poster Project and Student Poetry Competition" An Art to the People Project to design, print and distribute a 2'x3' poster celebrating Seattle's Southeast Asian population. The poster will include poems and images of contemporary cultural heritage presented in a public reading and display during the annual multicultural dinner; 2,000 community members are expected to attend. Distribution of posters includes each school in the Seattle Public School District, libraries, churches, community centers and workplaces.

**Panel:** Good project idea that fosters a link between literature and visual arts. KCAC funds would underwrite printing costs for the poster. The panel felt that that the Cultural Education program was not the appropriate funding source and was concerned about setting a precedent for covering production costs of a poster. The application budget referenced only \$300 in direct contact time between artist and students. Rainier Beach has a diverse student body. It was unclear whether this was exclusively for the Asian school population. It was also unclear what the collaboration in the classroom would be or how all Rainier Beach students would benefit.

**26. Applicant:** The G.A.P. Theatre Company  
409 7th Avenue South  
Seattle, WA 98104

**Requested:** \$ 17,340  
**Recommended:** -0-

**School:** Seattle Public Schools

**Project:** "Diversity Immersion Through Theatre" A proposal for twenty-one productions of *The Hurt of One* and *The Honor of One* for a year-long project in five Seattle secondary schools. The project includes surveys and analysis of language arts and social studies curriculum for gender and ethnic bias and culminates in a 30-minute, live, interactive TV program of the project. The project will be promoted through an introductory performance to the schools in the Fall of 1994.

**Panel:** The company has strong production values and works with integrity. It works with teachers to examine literature. This project is a continuation of a project previously implemented. The scope and ambitions to reshape school curriculum are admirable but the methods to achieve expectations are vague. This looks like a modified assembly program. The panel was not clear about the relevance of the television production component.

**27. Applicant:** Tom Brennan  
11213 Lake Ridge Drive South  
Seattle, WA 98178

**Requested:** \$ 17,300  
**Recommended:** -0-

**School:** Rainier Jr. High, Auburn

**Project:** "Panther Dreams" Interactive participation of Rainier Junior High students in the conceptual design and production of a unique, site-specific art mural that will be displayed in the school's common area. The project incorporates the school's mascot, a panther, into a study of self-image, goals, and dreams. The mural will be permanent and will involve different media, ie. steel, vinyl graphics and ceramic tiles. The students will be introduced to various artistic techniques through involvement in the project.

**Panel:** The project is targeted for art students primarily. Brennan is an exceptional artist and good to work with. The project outcome and lasting benefit is the mural. The mural can be powerful for a school environment if it is done in a thoughtful way. The fee for the artist

seems high without specific budget detail. The in-kind support names the school administration as responsible for fiscal oversight of the project. The panel questioned this. The application was unclear whether the artist was using the funding to finance his production or for curriculum development and instruction time with the students. The nature of partnership seemed weak. The application needs more information.

**28. Applicant:** Very Special Arts Washington  
158 Thomas  
Seattle, WA 98109

**Requested:** \$ 8,425  
**Recommended:** -0-

**School:** Puget Sound Educational Service District

**Project:** "A Catalyst for Understanding: Building Awareness of Disabilities" A project designed to increase arts and awareness opportunities for students with and without disabilities in the Puget Sound Educational District. Includes a ten-hour, 1 credit, teacher institute to target special education and regular education teachers who have students with disabilities mainstreamed into their classrooms. Each will begin with a lecture/demonstration to promote disability awareness prior to hands-on activities in their respective art form, emphasizing techniques for using the arts to facilitate inclusion. Lesson plans will be given to teachers and teachers will develop curriculum models for credit.

**Panel:** Good project. Teacher training with residencies. Develops a resource guide of artists with disabilities for teachers. The partner organization, Artists Unlimited, is a valuable community resource and should be supported. The panel felt that instead of pulling teachers out for training we need to put the projects in the school. We are not in the business of teacher training in and of itself. We need to facilitate success in the school after the training, need to support more contact time with teachers and students with artists.

#### NOT RECOMMENDED FOR FUNDING HERITAGE

**1. Applicant:** United Indians of All Tribes Foundation  
P. O. Box 99100  
Seattle WA 98199

**Requested:** \$ 5,000  
**Recommended:** -0-

**School:** Seattle School District

**Project:** "I Wa Sil Celebration Cultural Education Project." It is a city-wide project to enhance understanding of contemporary Native American Culture in Seattle's public schools, grades 6-12. Cultural specialists present information about Tribal America to Central, West, North, and South End schools with a field trip to a Pow-Wow/Arts exposition at the Seattle Center Arena.

**Panel:** Enhances understanding of Native American Cultures with field trip to Pow-Wow. It shows parental support. There is no existing curriculum tie in and no curriculum development indicated. The application doesn't specify schools or number of classrooms. The students would have an event experience, not much else.

**2. Applicant:** Puget Sound Productions  
8749 16th Avenue  
Seattle WA 98117

**Requested:** \$ 15,000  
**Recommendation:** -0-

**MOTION 9381**

**KING COUNTY ARTS COMMISSION  
KING COUNTY LANDMARKS AND HERITAGE  
COMMISSION  
1994 CULTURAL EDUCATION PROGRAM  
SUMMARY RECOMMENDATION**