

First Step FY15 Project Information

Project Title San Juan Island K-12 Art Program

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

Continued collaboration between the SJ Islands Museum of Art and the San Juan Island School District will reinforce a vertically aligned K-12 Visual Arts Education program of excellence. This year we will strengthen classroom arts instruction in elementary and middle school, increase student art exhibitions, promote professional artists and build community commitment in support of art education.

Have you previously received a First Step grant? Yes

If Yes, how many years of First Step funding have you received? 4

Grant Request for Fiscal Year 2015: (Maximum request amount is \$5,000.) \$5,000

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

1. How many schools will your first step program reach? 2-4

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

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

San Juan Island School District

4. How many K-12 students will be served, total? 497

5. How many of these students will be engaged in at least 5 hours of participatory arts learning? 497

6. How many school-based educators will be served, total? 22

7. How many of these educators will receive at least 10 hours of professional development? 2

First Step FY15 Partnership Form

Use this form to list your planning partners, the schools/organizations they represent, their role for this project, and their phone number.

The minimum level of partnership for this grant must include one school, one professional arts education provider, and one parent group representative, – in other words, categories 1, 2, and 3 below must each contain at least one partner. There must be at least two organizational partners. Broader partnerships are encouraged when possible. If parent representation is not possible, an appropriate community group can be the third primary partner.

Contact Name	Organization	Role for this project	Phone Number
Examples			
Janet Jacobs	Excellent Elementary	Asst Principal; Project Coordinator	222-222-2222
Jeffrey Jones	Independent artist	Teaching Artist / mentor	111-111-1111
1. Schools / Districts			
Diane Ball	Friday Harbor Elementary School	Principal, School Supervisor	
Fred Woods	Friday Harbor Middle and High School	Principal, School Supervisor	
Rick Thompson	San Juan Island School District	Superintendent, District responsibility, liaison to Board of Directors	
			

Leisha Holmes Andy Anderson	Friday Harbor Elementary, Middle and High Schools	Professional Certificated Art Teachers, provide instruction, curriculum development, assistance with vertical alignment and artist training.	
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2. Arts Organizations / Teaching Artists / Local Arts Agency

Bo Turnage	Islands Museum of Art	President IMA	
Karen Woldvedt	Island Museum of Art/San Juan County Art Council	IMA Treasurer/Community Liaison	
Dennis Ryan	San Juan County Art Council	President/Community Liaison	
Maude Cumming	Islands Museum of Art	Education Chair	

3. Parent Group

Ryan McCullough	Friday Harbor Elementary PTA, Co-President	PTA fundraising for program support	
Jennifer Armstrong	Friday Harbor Middle School PTA, Co-President, parent advisory	Advisory re: program implementation, grant writing	

4. Arts Education Consultant / Evaluator / etc.

Leisha	Friday Harbor	Professional Certificated Art Teachers, provide	
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Holmes	Elementary and Middle Schools	instruction, curriculum development, assistance with vertical alignment and artist training.	[REDACTED]
Andy Anderson	Friday Harbor High School	Professional Certificated Art Teachers, provide instruction, curriculum development, assistance with vertical alignment and artist training.	[REDACTED]

5. Community Organizations / Local Business / College or University / Other

Nancy Young	San Juan Public Schools Foundation	President, 2013-14, community outreach, funding of supplies and materials	[REDACTED]
Maude Cumming	San Juan Island School District	Executive Assistant to the Superintendent, community liaison, assistance for program structure and support, volunteer grant writer	[REDACTED]

First Step FY15 Project Budget

Budget Table FY15

CASH EXPENSE		
Expense Description	Supported By	Budget Amount
Fees to Arts Educators - Teaching Artists and Arts Organizations		
Teaching Artists (242 hours @\$35.00 per hour) 14 hours in each of 16 classrooms plus 18 hours training, totaling 3 hours training hours per TA	ArtsWA grant proposal (\$4,500) Friday Harbor Elementary School PTA (\$3,970)	\$ 8,470
FHMS Art Teacher (.4 F.T.E.)	IMA - private donor	\$ 17,250
Tuition funding for Teaching Artist (\$250 each for two TAs)	ArtsWA	\$ 500
Family Art Days Teaching Artists stipends (7 @ \$150)	IMA - local sponsors, donations, and donated participant fees	\$ 1,050
Fees to Coordinators, Consultants, Other Program Staff or Contractors		
AEP Coordinator (60 hours @ \$35.00 per hour)	IMA - private donor (\$2,100)	\$ 2,100
Family Art Days Coordinator 40 hours (organization in spring) @ \$35.00 per hour	IMA - local sponsors, donations, and donated participant fees	\$ 1,400
Family Art Days manager (summer supervisor) Stipend	IMA - local sponsors, donations, and donated participant fees	\$ 700

Materials, Supplies, Administrative Expenses		
AEP Art materials, grades 1-5	San Juan Public Schools Foundation	\$ 3,000
6th grade Art Supplies	San Juan Public Schools Foundation	\$ 1,000
Middle School Art Supplies, grades 7 & 8	Middle School PTA (\$500) San Juan Public Schools Foundation (\$500)	\$ 1,000
High School Art Supplies, grades 9-12	San Juan Public Schools Foundation	\$ 3,000
Family Art Days supplies	IMA - local sponsors, donations, and donated participant fees	\$ 200
Other Expenses		
Frames for community Student Art Display (6 sites, \$170 each)	Friday Harbor Elementary School PTA	\$ 1,020
TOTAL CASH EXPENSES		\$ 40,690
CASH INCOME		
Source of Income	C or A; Abbrev./Notes	Budget Amount
First Step Grant Request	ArtsWA	\$5,000
IMA	C	\$ 19,350
San Juan Public School Foundation	A	\$ 7,500
Friday Harbor Elementary PTA	A	\$ 4,990

Friday Harbor Middle School PTA	A	\$ 500
IMA - local sponsors, donations, and donated participant fees	A	\$ 3,350
TOTAL CASH INCOME		\$ 40,690
IN-KIND SUPPORT		
Description	C or A; Source/Notes	Budget Amount
FHHS Art Teacher (1.0 F.T.E. with benefits)	San Juan Island School District	\$ 55,192
FHMS/ES Art Teacher, (benefits for .4 F.T.E.)	San Juan Island School District	\$ 1,871
Additional time for community liaison work - Executive Assistant to the Superintendent (40 hours @ \$25.00/hour)	San Juan Island School District	\$ 1,000
TOTAL IN-KIND SUPPORT		\$ 58,063
BUDGET SUMMARY (This section is automatically calculated; do not enter info. below)		
First Step Grant Request	Amount requested from ArtsWA	\$ 5,000
Cash Match	Cash Income w/o grant request	\$ 35,690
In-Kind Support	Total donated goods/services	\$ 58,063
TOTAL PROJECT BUDGET		\$ 98,753

First Step FY15 Narrative Proposal

Background:

(maximum characters: 3500)

Though WA State has established Learning Standards in The Arts cuts in educational funding have eliminated art education from our local elementary school. Through the first ArtsWA First Steps grant, San Juan Islands Museum of Art (IMA) took the lead to ensure that local youth would have access to high quality visual art experiences.

Since then, IMA has formed partnerships with the San Juan Island School District, the San Juan Island Community Foundation, the San Juan Public Schools Foundation, and local PTAs to provided funding for a .2 FTE 6th grade art teacher and an elementary Art Enrichment Program (AEP). Through this program, community artists bring skills, enthusiasm, and hands-on experiences to children who otherwise may not have art instruction.

Through the AEP, Teaching Artists (TAs) bring into classrooms exciting age-appropriate creative activities to the youngest of our public school students. Our enthusiastic and skilled AEP Coordinator Leisha Holmes is also the certificated middle school art teacher. From an operational understanding of the AEP, Ms. Holmes continues instruction through the middle grades, and then hands students to our dynamic high school teacher Andy Anderson. Mr. Anderson pulls magical and award-winning work out of his eager teenage students.

Our older students have seen much success in recent years. For example, Will Kromer's work was chosen by Collegeboard for the AP Art website (2012). Robyn Roberts received a Judges Choice Award at OSPI's State Art Competition (2013). Ellery Von Dassow and Alaina Scheffer were awarded "Gold Key" designations for the Western at Large Regional Scholastic Art & Writing Awards Competition (2014).

Success in the upper grades results from a rigorous high school program, and we seek to prepare young artists to take full advantage of their high school years

We are proud of the work accomplished through these efforts. Since the start of this program, students have a stronger foundation and are more excited about art than ever before. The connection between our community artists and our community's students grows stronger every day.

To continue to build a high quality sustainable arts education program our organizations need to shift from reactive to proactive, strategic, and long-term. In 2012, as a component of the ArtsWa grant, a survey was conducted to assess the status of arts education and community support. One important outcome of the survey was the recognition that a spotlight on student art is critical. Locally students show at the County fair, the annual high school Art Walk-a-bout and the Art Exhibition at the elementary school. This year our project will include installing permanent frames in many local business and public offices through which student art pieces will rotate, providing an ever-changing community display, as well as exploration of a STEM based virtual student art gallery.

In summary, the next First Steps will include strengthening the AEP program through TA training and support, increasing student art exhibitions, continuing summer Family Art Days through IMA, developing a framework for a virtual student art gallery, and developing a strategic plan that includes county-wide collaboration with neighboring public school art instructors and their students. As a geographically isolated community we must, with great intention, seek opportunities to socially and professionally interact with artists from beyond our shores.

Project Summary:

(maximum characters:1800)

We request consideration for a successive First Steps grant in the amount of \$5,000. This is year five of collaboration between IMA, the SJI School District, SJI Public Schools Foundation, SJI Community Foundation, PTAs and art organizations. Our partnerships share a common goal: to build and sustain meaningful, vertically aligned K-12 arts learning opportunities for public school students, while promoting the involvement of local artists, parents, and community groups in making arts education a priority.

We will maintain and strengthen the Artist Enrichment Program and interested Teaching Artists will be offered partial scholarship for tuition costs for the state's TATLab. Bringing local artists into classrooms has proven to be a win-win for both the public school and the community. This training will reinforce lessons that align with WA State's Learning Standards in the Arts and Common Core Standards, leading to professional outcomes for student learning.

We will exhibit student art through the purchase of permanent student art frames and explore the use of technology for networking beyond our shores. We will forge connections between technology and the arts through integration with our emerging public school STEM program by working toward a virtual gallery of student art.

We will address the highest priorities identified in the community survey "The State of Arts Education" (2012). Awareness and engagement will be expanded through the Kennedy Center Community Audit for Arts Education. Addressing areas of community connection, informed leadership and educational content will focus efforts in support for public education.

We will continue the IMA Family Art Days, providing summer arts enrichment opportunities to local and visiting children and families.

Project Plan:

(maximum characters:7000)

Student Demographics: Approximately 497 students will be directly served, and 771 will indirectly benefit from long range planning and program support. 44% are financially disadvantaged (federal free/reduced lunch program). Transitional Bilingual students comprise 5% of student population, and 13% are special needs students with Individualized Education Programs (IEP). Enrollment data for the 2014/15 school year is projected and the 2013/14 budget is being used to project funding needs.

Goal #1 Classroom support/TA professional development:

Elementary: A credentialed art teacher will coordinate the Art Enrichment Program (AEP) for grades K-5, managing the AEP and working with the Teaching Artists (TA's) to align lessons with the WA State Learning Standards and Common Core Standards. Curriculum Maps, the School Improvement Plan, and a vertical integration plan will be used. Vertical integration will be implemented from grades K–12 using consistent visual arts vocabulary, specific art history concepts, visual literacy, design, and motor skills.

The AEP will employ six TAs selected through application. TAs will be assigned to 16 classrooms in grade levels K-5 with one hour of art instruction per week, 14 hours allocated per classroom of teaching and planning. Additionally, each TA will receive 3 hours of training. TAs will also participate in a culminating Art Exhibit at the elementary school. Materials & prep time are included.

The AEP provides professional employment as well as professional development for artists. The coordinator trained at the WA State TAT Lab and annually conducts similar training with 6 TAs. Training includes curriculum alignment to the Arts Learning Standards, integration of art into other subject areas, and access to online resources. TAs are encouraged to publicly exhibit their work alongside student artwork, enhancing their own public visibility. Limited tuition support will be offered to interested TAs to attend WA State TAT Lab.

Middle School: We will continue to support two periods of instruction for grades 6, 7, & 8, including partial funding for one part-time (0.4 FTE) art teacher and help secure art resources and materials.

Evaluation: Classroom Based Assessment, Observational Checklist, Rubrics Assessment Tools, portfolio development with digital image recording will be used to assess vertical alignment.

Outcome - Students in grades K-8 will develop grade-level visual arts skills per WA State Learning Standards and Common Core Standards. Coordinated planning will ensure students experience a wide range of media and techniques. Students will develop a consistent vocabulary, promoting visual literacy and skill sets that produce artwork reflecting age appropriate awareness of contemporary or historical cultural influences in the arts. Six TAs will receive professional development training through a TAT Lab-type in-service or through direct training at the WA State TAT Lab. Students served – 497 grades K-8

Project Staffing Goal #1 - A credentialed art instructor (0.4 FTE) will teach middle school and coordinate the AEP, organize student exhibits, provide professional training for TAs and rotate art displays in local businesses and offices.

Goal #2 Planning for a virtual student art gallery: Artistic outreach is fundamental to art in the schools. Individual and program growth is enhanced through exhibition of student art. A “virtual student art gallery” would showcase the work of all students and encourage support for the program. The school district’s emerging STEM program anticipates integrating film making, animation, video-game design, and 3D digital art. IMA and the school district are exploring web-based strategies to accommodate promotion of student art.

Outcome – Long range plan for a web-based student art gallery that will increase interest in local student arts and provide an opportunity for student graphic design work as components of both STEM and visual

arts. Students indirectly served - 771 District-wide

Goal #3 Planning for county-wide collaboration with neighboring public school art instructors and their students: A virtual student art gallery would also help forge interisland collaboration with students from other local districts as well as their instructors. San Juan Island is a small, rural, geographically isolated community. Our neighboring islands are also geographically isolated, impeding collaborative work between peer instructors. A virtual student art gallery would provide exposure and opportunity to collaborate for both students and instructors.

Outcome – Long range plan for interisland connection between students and instructors to enhance experiences, pedagogy, and ideas for art production. Students served – 294 (high school art and STEM)

Goal #4 Art in the Schools Strategic Plan: Assessment of the status of arts education and community support started with the IMA and SJISD Community Arts Education Survey (2012-2013). The survey provided data for a review of the efficacy of IMA's messaging around "Art in the Schools". The generous support provided by partners has encouraged IMA to increase community outreach. Meetings will be held to complete the audit tool provided by the Kennedy Arts Center, A Community Audit for Arts Education. This will be done in the coming year to help inform a strategic plan for IMA's Arts in the Schools Program. The strategic plan will engage a cross-section of the community.

Outcome - The assessment of the arts education and community support will continue for the development of a strategic plan that will focus on:

- The involvement of local organizations and businesses to ensure sustainability of arts education.
- Annual program fundraising and publicity that is anchored and is an anticipated component of our community's civic activities, to include the sale of student art when appropriate.
- Exhibitions of student art in the community and through a virtual student gallery.
- A funding source that upholds the value of art education and the connection between art and the current national emphasis on STEM.

Project Staffing Goals 2, 3 and 4 - The IMA coordinator will organize assessments and strategic planning, integrating resources for the support of art education within the schools during the school year, and through the 10 week Saturday summer enrichment program Family Art Days.

IMA will continue the summer program Family Art Days, providing enrichment experiences for local and visiting children and their families at the newly built San Juan Islands Museum of Art. This program connects local professional artists, coordinator support, managerial supervision, and high school student scholarship or credit based opportunities for personal and professional growth.

IMA will continue to partner with schools, businesses, philanthropic foundations and artist advocacy groups for sustainable funding for Art in the Schools.

First Step FY15 Upload Additional Materials

If you want to put your uploaded materials in a different order, you can click on an item and drag and drop it.

If you want to edit the title or description of an uploaded item, or delete an item, hover your mouse over the title of the item to see the icons for editing and deleting.

You can also review your uploaded materials for this application, or any previous grants you've applied to on this system, by clicking the "Manage Folders" button or the Portfolio tab on the top navigation bar. (However, it is easier to manage your materials right on this page.)

[IMA SJISD Community Arts Education Survey 2012-2013](#)

IMA/SJISD Community Arts Education Survey results, indicating a strong need for continued communication related to support of public school art education.



[All About me, self portrait collage AEP 1st grade](#)

Used mixed media to create ideas that communicate a theme



[Teaching Artist Amy Plant marbling oil paint State flags AEP 3rd grade](#)

Teaching Artist Amy Plant Marbling oil paint to understand the connection between science and art, oil rests on top of water allowing designs to transfer to paper when it touches the surface.



[Paper Marbling AEP 3rd grade](#)

Oil paint, paper, manipulate a medium to observe paint qualities that allow it to blend and separate. Art designs are created due to historical necessity as paper marbling was created to make it difficult to forge documents. Art has a purpose in society



[Clay pinched forms AEP 4th grade](#)

Teaching Artist Dan Lobue, manipulate clay through pinching, squishing, and pulling to form a volume.



[Clay vessel in Kiln functional ware APE 4th grade](#)

Students learn the system for cooking clay and maintaining a successful pottery studio.



[Color Wheel AEP 4th grade](#)

Acrylic paint create a primary and secondary color wheel from three primary colors. Add tertiary colors and analogous themes.



[5 Point Value Scale AEP 4th grade](#)

Acrylic paint, color value, light on a objects. Student manipulated paint, blends white and black with a color to represent a 5 point value scale.



[3D Spheres AEP 4th grade](#)

Representation of how light falls on a surface and creates values and shadows. Colors are altered with black and white to create reflected light, values, and the illusion of 3D form in space.



[Drawing 6th grade in art class](#)

Shattered Values/Cubism, graphite pencil, drawing a pattern over a drawing and shading the new segmented areas (art history, value, contour).



[Robyn Roberts Old Man April 2013](#)

Drawing by FHHS Student Robyn Roberts, April 2013 re;; press release OSPI art award

[Press Release FHHS Art Award Roberts April 2013](#)

Robyn Roberts wins big at State Art Compeition

[Online paper article - Friday Harbor High School Students win art awards](#)

Friday Harbor High School Students win awards and recognition for art portfolios, Western at large Regional Scholastic Art & Writing Awards competition, Alliance for Young Artists and Writers

[Resume Leisha Holmes Art Teacher and AEP Coordinator](#)

Resume for Leisha Holmes Friday Harbor Middle School Art Teacher and Friday Harbor Elementary School Art Enrichment Program Coordinator

[Taylor Bruce Teaching Artist resume](#)

Resume for Taylor Bruce Teaching Artist Art Enrichment Program Friday Harbor Elementary School

[Letter of commitment FHES Principal](#)

Letter of Commitment from Diane Ball, Friday Harbor Elementary School Principal

[Letter of commitment San Juan Island School District Superintendent](#)

Letter of commitment San Juan Island School District Superintendent Rick Thompson

[IRS Tax Exempt Status Letter](#)

Please note the official name of the organization is in the process of being changed from San Juan Island Museum of Art & Sculpture Park to San Juan Islands Museum of Art.

Resumes	Attached
Letters of Commitment	Attached
Work Sample	Attached
Other Supplemental Material	Attached
IRS Tax-Exempt Status Letter	Attached