

SUBMISSION FORM

1. **DEADLINE FOR RECEIPT OF APPLICATIONS: Friday, September 28, 2018, 5pm**

2. Submission packets should be sent, or hand-delivered to:

Stephanie Johnson
City of Olympia Parks, Arts & Recreation
Poet Laureate
222 Columbia St NW
Olympia, WA 98501

Digital packets may be downloaded to the City FTP site:
<http://olympiawa.gov/ftp> Do not embed documents in a
Power Point, PDF, iPhoto or any other library files.
"Recipient" is sjohnson@ci.olympia.wa.us

3. Poets agree that the City of Olympia may photograph them during their Poet Laureate workshops and projects.

4. Poets agree to sign a contract with the City regarding their scope of work. Poets also agree to responsibly handle administrative duties in association with the program.

5. For questions or further information contact: **Stephanie Johnson, Arts Program Manager,**
sjohnso1@ci.olympia.wa.us - 360.709.2678

To be considered, applicants must meet all eligibility criteria and submit a packet including all materials listed below. Incomplete applications and extra material will not be considered.

Name: Sady Sparks

Address: [REDACTED] Oly, WA [REDACTED]

Telephone: [REDACTED]

E-Mail: [REDACTED]

DEADLINE FOR RECEIPT OF APPLICATIONS: Friday, September 28, 2018, 5pm SUBMISSIONS MUST INCLUDE:

- This Submission Form**
- Resume:** Please include reference to involvement in Olympia's creative community.
No more than 2 pages.
- Program Proposal:** Please describe how you would engage with the public as the City of Olympia's Poet Laureate if selected.
 - What would be the focus of your term as Poet Laureate?
 - Who would be your primary audience?
 - What would be your community engagement strategy?
 - Describe 2 instructional workshops that would support the focus or theme of your appointment.

Please frame your response within 1,000 words.
** The additional 6 hours of contact time described in the scope of work will be determined after appointment.*
- Proof of Residency:** A copy of your WA State ID, Driver's license, or current utility bill in your name with a current address.
- Written Work Samples:** Submit five (5) written poems of your own composition that represent the quality of your work. Please include your name at the top of each page.
Written work samples will not be returned, please keep your originals.

SUBMISSION FORM

Recorded Poetry Work Sample(s): Submit an online sample which shows you reading or performing ONE of your submitted work samples.
Please submit the exact URL of the web platform (Facebook, Youtube, Vimeo) hosting your video; if a webpage contains several pieces, please indicate which piece(s) you want to be viewed/heard. The panel will review a minimum of 1 minute and a maximum of 3 minutes.

Work Sample Description Sheet:

- Applicant's name
- Titles of pieces included in the Written and Recorded work samples
- Description/synopsis of the included work samples (optional)

One page or less.

References: Please list 2 professional references.
Please include name, organization, title, primary telephone, email and brief description of how you know this person.

Assurances:

- All statements made on this application are true to the best of my knowledge.
- I am eligible to apply for the Olympia Poet Laureate appointment based on the eligibility criteria outlined on page 2.

Signature 

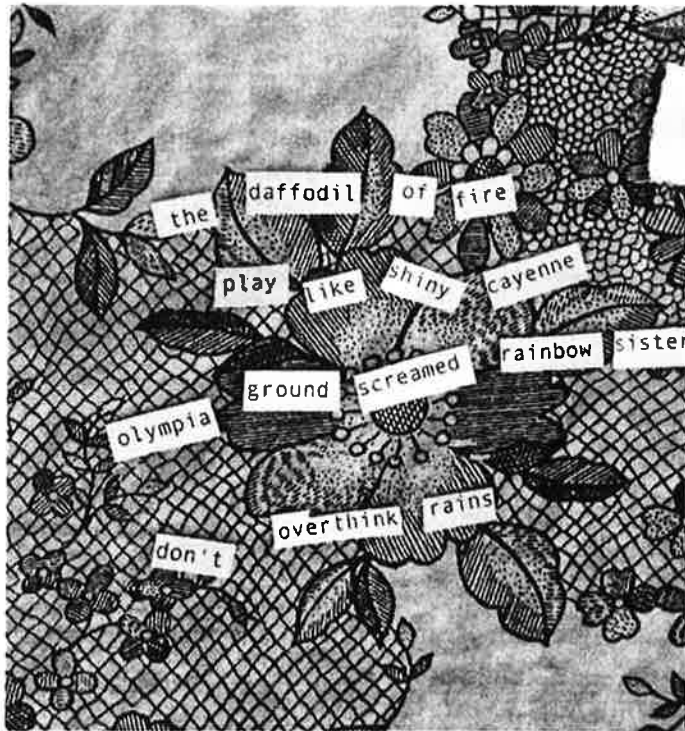
Date _____

Sady Sparks
Resume

Present: I regularly attend and read at Semi-Circle, a bi-monthly poetry reading. I also sell handmade envelopes and letter-writing kits at Gallery Boom. I will be a vendor at Olympia's upcoming Zine Fest in October, and Evergreen's Arts & Crafts fair this fall and spring. I currently offer poetry workshops for students at Lincoln Options Elementary during Early Release days.

Evergreen: During my education at Evergreen I have primarily pursued poetry, writing, psychology, and linguistics. I have had the opportunity to learn from incredible professors: Diego de Acosta, Emily Lardner, Suzanne Simons, Sam Schrager, Emily Adams, Alejandro de Acosta, and Judith Gabrielle. I graduate in June of 2019 with a BA. After graduation, I will continue pursuing my passions of art, working with kids, and animal/environmental activism here in Olympia. Currently in my senior year, I am focusing on psychology and art therapy, with an emphasis on trauma-informed care.

Most recently, I designed and completed two full-time Independent Learning Contracts (ILCs) in 2018 during the Winter and Spring quarters. Creating an ILC involved proposing a plan of engagement and identifying learning goals with a professor, and then executing the projects independently. The first contract, overseen by Alejandro de Acosta, was an in-depth study and practice of poetry, focusing on the Concrete Poetry Movement, and works in Portuguese and Spanish. I collaborated with another student during weekly poetry sessions, exploring various handmade papers, typewriters, and writing exercises.



During the second ILC, which was overseen by Sam Schrager, I focused on poetry in a community context. I created *The Poem Game*, which helped cultivate a creative space for folks to feel comfortable, excited, and confident in their creative minds. I typed a poem on my typewriter, cut up the words, and had a friend make his own poem. I became fixated on what different people did with the same set of words, so I printed various copies and made up instructions. I decided to limit the player's time to five minutes. The game was usually performed on different fabrics, and photographed with the

person's name afterwards. During the Arts & Crafts Fair, I set up a public table for people to play the game and had over 25 participants. I was also invited to lead a workshop as part of a writing group through Evergreen's Writing Center focusing on *The Poem Game*. Over 40 people have made a poem with the same set of words, and the patterns I saw over and over were incredible. The game can now be purchased at Gallery Boom in downtown Olympia.

I also created an interactive letter called *The Poetry Workbook*, which originated with my dedication to questions and desire to inspire people to get creative. In the beginning, I typed up five different versions of 20 or so questions, and gave them to five different people. These participants completed their versions and shared feedback about their process moving through it. With this information and much meditation, I completed the model. *The Poetry Workbook* is printed on handmade paper and written with a typewriter. It seeks to challenge form and break up typical topics and ideas of poetry. *The Poetry Workbook* and *The Poem Game* are accessible to all skills levels of writers, and remind people there is no such thing as a *nonpoet*.

Previous Years: I have attended the AWP conference, which serves as the largest literary conference in North America, during 2014 in Seattle and 2016 in Los Angeles. I have plans to attend again in Portland next year. I co-led a science poetry workshop at Evergreen to elementary students. In my hometown, Yellow Springs, Ohio, I designed and taught a series called *The Art of Letter Writing* that was four sessions long. The series explored handmade paper, stamps, letter writing as poetry, and collage.

Relevant Skills: Excellent at public speaking and group engagement, fluent in Portuguese and conversational in Spanish and French, understanding of syntax/grammatical rules, extensive experience with different literary devices and poetic forms, substantial experience leading workshops and holding audience attention, proficient in social media and computer programs.

Sady Sparks
Program Proposal

I am passionate about creating vibrant and enthusiastic spaces where people see, create, share, and play with poetry. I am dedicated to exploring the mental space people inhabit when writing and being creative. I seek to discover how poets can use our passion to invite others to the page. I am also interested in the physical body from which we write and speak. What does it feel like to be in our bodies? What does the body of Olympia feel like? What recipes for poetry help grow the creative energy within the body of our city?

My primary audiences would be elementary and college age students in our city. Within these audiences, I want to hold poetic spaces for queer people as well. My main question of inquiry for the queer community is: What does your body/gender mean to you? Collaboration between the Queer & Trans Center at Evergreen and Stonewall Youth could create a safe and inviting space for queer youth and students to explore their feelings with words. There could be a poetry reading on Evergreen campus in June to celebrate LGBTQIA+ Pride month.

As the Poet Laureate, I would focus on enriching, nurturing, and ultimately spreading the poetry community to public spaces, while also aiming to bridge the gap between young adult artists/poets and the older generations. One way I see interaction between these crowds happening is during *Oly Third Thursday*, a downtown event where restaurants and shops stay open late, offering special food and entertainment. I envision placing poets with typewriters in a variety of locations (restaurants, street corners) during the evening, offering a poem free of charge to anyone interested. Poets would apply/sign up online, and typewriters could be borrowed from Last Word Books. Fusing poetry with Oly Third Thursday could be a stand-alone or recurring event.

In my exploration of how writers can best fabricate inspiring poetry environments, I have created *The Poem Game*, which I describe in my resume. I want to bring this project to the streets, or the grass, to give area residents the opportunity to pause for playfulness. I have found this to be a useful tool for engaging all personality types and skill levels with words. This game can be brought into many spaces, including but not limited to Arts Walk, before and after established poetry readings, and inside K-5 classrooms.

In terms of Arts Walk, I also believe it would be powerful to continue and build upon Amy Solomon-Minarchi's tradition of writing poems on sidewalks that appear in the rain. I want our community of all ages to have something unique to look forward to and remember about Arts Walk for years to come. The poems could be written by elementary school students, and generated in a workshop twice a year prior to Arts Walk. On the weekday before the event, the student authors and their families could spend time writing the poems on designated sidewalk areas. I want our youth to witness their own creative minds making a big presence in community art!

In addition to using social media and email lists to promote events and workshops, I would also encourage the use of flyers, as many people depend largely on local bulletin boards to

learn about events. Visiting with other poetry groups throughout the community and asking them to promote events would help foster connectedness as well.

I began to love and truly see our community in a more profound way once I started participating in the creative spaces. I am grateful to all the artists and poets that keep Olympia vibrant, for everything they have taught me in conversation and during exhibits. I hope to spread this joy and feeling of inclusion to more people. We have boundless creative minds here of all ages and backgrounds, and I want to help connect them, while also providing a platform for the curious passerby to play with or witness poetry.

Sady Sparks
Work Sample Description/
Video url

Written work samples:

1. Humps

A humorous haiku written during a science poetry program

2. Metamorphosis

This poem explores some of my favorite creatures and moments from the Midwest forests

3. Prompt

An imaginary dialogue about growing up in a dysfunctional home

4. I Search for Sage In Watermelons

A villanelle inspired by the book 'In Watermelon Sugar' by Richard Brautigan

5. Poetry Workbook

Interactive and collaborative poetry activity/poem created last spring. Feel free to play!

Recorded video work sample: <https://vimeo.com/292187027>

A recording of me reading "Metamorphosis"

Sady Sparks
Poems 1-4

#1: Humps

Dear inchworm, question:
What do you think of camels?
I see parallels

#2: Metamorphosis

been living off onion grass and rose petals
been long off sprouted acorns and orange scraps
scraped the sap off pine trees
to rub it inside my knee caps

started inhaling dragonfly wings and katydids
and use the ladybugs for shelter
morphed my body back into ant segments
and now in three ways i slurp daffodil sugar

swallowed fermented violets and
rotten dandelions for a full 28 days
the moon snapped at me
rented a corn maze
swallowed a dark bird

shoved crisped leaves and pebbles in my mouth
made my own swear jar
pinky swear mom yes i ate the crickets
a harmony in my head now
i'm going to lay it in a river bed

#3: Prompt

tell me when you first learned the word gaslighting and who you assigned it to. when you first heard the word biological and who you unassigned it to. how your world changed when you realized manipulation was methodical and who you used or unused after that. tell me the first time you heard tables are for glasses not asses and how many times it was funny. (here i'll keep a tally) IIII and tell me how many times he flicked your shoulder or head with his thick freckled fingers. flick.

tell me about the calendar when anger became the whole household and who held it together and why they thought they could. tell me when you had to protect your sister and tell me when someone first labeled your thought as illusion

tell me the first time you ever saw a door, ever felt that sturdy door frame, ever fumbled with a knob. tell me when you first learned to nod as someone explained what was wrong with you and tell me how much is wrong still. tell me on a scale of 1 to 10 how unhinged things are. tell me about all the times you knew a word without knowing it belonged to you. (it belongs to you) and tell me about the time your mother said "*i don't know why you have this narrative that you were abused*"

tell me what you think will happen when you identify all of their behaviors. when you separate the gas and the light and remember that what you saw and weren't allowed to see was really happening.

#4: I Search for Sage in Watermelons

I Search for Sage in Watermelons

Have the watermelons swallowed you?
Are you sweet and damp all the way through?
Are you aching for the rinds to chew?

Do tell me your new hue.
Have you turned hot pink or warm red?
Have the watermelons swallowed you?

In the May morning are you moistened by honey dew?
At lunch, is it just your shell you shed?
Are you aching for the rinds to chew?

Shall I consume you now as food?
Do you have a vine growing from your airless head?
Have the watermelons swallowed you?

Will your arms touch the ground as the branches of a yew?
Do you need more watermelon sugar to spread?
Are you aching for the rinds to chew?

You required words to brew.
I planted voices instead.
Have the watermelons swallowed you?
Are you aching for the rinds to chew?

Sady Sparks
The Poetry Workbook
Poem #5

this is a solitary activity and this is a group activity. write everything on a separate sheet of paper. your answers are swift and fun and your answers can be painful. we are here together on this paper. thank you for helping me figure things out.

1.what is growing between your shoulder blades?

2.blades.

3.does your mind work in rhyme or images or sound when you hear a poem?

4.do you gravitate towards fridge magnets at parties?

5.are kitchens nice places to be?

6.write down seven words that rhyme in a horizontal line. say them back to yourself.

7.write a sentence of words starting with
OOPS. include an O in all of them.

8.most poetic thing your father ever did?

9.does the word rickety have a color?

(now take a vegan snack break)

10.are you a poet? what defines it? what
defines a poetic life?

11.associations with JUICE

12.write down your favorite tree, where
it is, how old you think it is, who has
sat there, how you'd feel if someone
chopped it a w a y ?

13.how do you feel in your body when
someone texts your instead of you're?

14.how does the heat make you feel? do
you sleep? with socks?

15. did you wear stripes in high school?
did you where stripes in high school? did
you ware stripes in high school?

16. is there a painful shade of blue?

17. write down the worst adjective people
have used to describe you or someone like
you.

(how are you doing? look out the window.
deep breaths.)

18. tell me about grade school in single
syllables

19. what were you in the middle of in
middle school?

20. what is more like heartbreak:
catfish / hexagon / mint / scrap metal /
oil / g r e e n h o u s e ?

21. what happens when you don't write?
(| = or)

decay | delay | deremember | derail

22. how many things are you sorry for and do you think the clouds care? what literary device would god be?

23. below, fill in the blanks.

your toes, are they _____? the ant,
is it _____? your wrists, have they
_____ recently? do you _____ to
everyone? how much does it cost?
_____ weighs as much as 3 stones.
my mother she never knew how to
_____ and so now i _____. my
blankets are shaped like _____ and
i store them inside my _____. when
i draw blanks i use _____. and
when i draw blood it's like _____.

now you are inside a tulip. the air is
hazy and calm. the petals warm and light
purple. the bees say stay a while. you

have written a lot. get cozy enough to
sleep. here is a blanket. here is tea. it
is summer and we have learned so much
about each other.

Sady Sparks
References

Sam Schrager
Faculty
Evergreen State College

[REDACTED]
[REDACTED]
[REDACTED]@evergreen.edu

I worked with Sam during a 2016 program titled *Eye of the Story* where I designed an independent study of letter writing as an art form. Most recently, he oversaw my Independent Learning Contract in spring of 2018 that focused on poetry in the community.

Suzanne Simons
Faculty
Evergreen State College

[REDACTED]
[REDACTED]
[REDACTED]@evergreen.edu

Suzanne was my professor during a science poetry program in 2016. Since then, she has remained familiar with my work on the page and in the community.