FAEA—Fine Arts Education Act

2018–2019

Application

FOR

Elementary Arts Funding

RfA—Request for Application





May 2018

Cover and other student artwork from Albuquerque Public Schools Elementary Art Program

2018–2019

FAEA—Fine Arts Education Act

Elementary Arts Funding Application

RfA—Request for Application

This document may be accessed electronically and downloaded through the PED website at:

<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/ccrb-art-education/>

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# Overview

**Please read through the entire application and rubric prior to completing each portion.**

Submit your 2018–2019 renewal application as follows:

1. **Electronic submission.**

* Submit your application digitally to Vicki Breen at [vicki.breen@state.nm.us](mailto:vicki.breen@state.nm.us).
  + in MS Word
  + include the Cover Page, Certification Form, Goals and Objectives, Measurable Program Goals and Objectives, FAEA/Classroom Support, Budget Worksheet **or** Line Item Worksheet—all applicable parts **except the hard copy signatures**
  + in the subject box of the email, include your DISTRICT NAME and “FAEA RfA”
  + **Due May 30, 2018**

1. **School board presentation.**

* Present to, and have your RfA approved by, your local school board.
  + FAEA coordinator for your district and representative arts teachers must be present.
  + **Do not delay**. Schedule your presentation for the school board agenda TODAY.
  + While at the school board presentation, obtain the required signatures (see application).

Introduction

The purpose of this form is to solicit applications for public education funds through the Fine Arts Education Act (22–15D NMSA 1978).

The Fine Arts Education Act (FAEA) was enacted to provide funding to support school districts to offer opportunities for elementary school students to participate in arts education programs, including dance, media arts, music, theatre, and visual arts in order to encourage cognitive and affective development by

* focusing on a variety of learning styles and engaging students through success;
* training students in complex thinking and learning;
* helping students to devise creative solutions for problems;
* providing students with new challenges; and
* teaching students to work cooperatively with others and to understand and value diverse cultures.

The FAEA requires participating districts to create a program plan

* with **three or more** **measurable goals** (with objectives);
* that correspond to student learning in the arts; and
* that includes a description of how the budget reflects and supports these goals.

This is an opportunity to develop a unique arts program plan, using measurable goals and best practices, effectively connecting students to the curriculum in dance, media arts, music, theatre, and visual arts education programs. Applicants are encouraged to make use of, and incorporate, art resources available within their communities and the new ESSA (Title I), STEM/STEAM, 21st Century, Title I and IV, and other funds to enhance the program.

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# Funding

A section of the Public School Finance Act was legislated during the regular session of New Mexico’s 47th Legislative Session to provide funding for elementary arts education programs, as part of the State Equalization Guarantee (SEG). The funding period for approved applications will be School Year (SY) 2018–2019. Funds will be distributed only to districts and charter schools that have approved applications.

* **Newly approved programs (2018–2019 applications)** will be funded based on their 2017–2018, 40th day membership data, as reported in the Student Teacher Accountability Reporting System (STARS).
* **Funding of renewal programs (programs** **that were previously approved for SY 2017–2018)** will be based on the previous year’s average of 80- and 120-day counts, as reported in STARS.

# Eligibility

New Mexico public school districts, state-chartered schools, and district-chartered schools may apply on behalf of those elementary schools that the district proposes to include in the program plan for this RfA. District-chartered elementary schools may apply on their own behalf or may be included in their district’s application.

Districts may not apply as a consortium. However, following the awarding of funds to individual districts, they may combine fine arts funding as a consortium, if it is determined that this will provide the best use of these funds.

For purposes of this RfA, the term *elementary school* shall be defined as those schools the district has reported through STARS and that serve any of the elementary grades, K–5 and/or grade 6 students with an arts program.

# Application approval

Successful initial applicants will receive notification by August 2018 that their application has been approved for funding for the 2018–2019 SY. Funding for following years will be contingent on approval of yearly program planrenewal applications and successful compliance with all program plan objectives, as stated and certified in the application for funding.

# Addendum process

If additional information or clarification is needed, applicants will be asked to submit an application addendum. These applicants’ program budgets will not be approved until their addenda are also approved.

# Required Components Checklist

|  |  |
| --- | --- |
| **Required Components** | |
| **Complete** | **Item** |
|  | Cover Page |
|  | Certification Page |
|  | Program Narrative |
|  | Budget Page(s) |

|  |  |
| --- | --- |
| **Optional Component** | |
| **Complete** | **Item** |
| **☐** | Artifacts ~ please send separately on flash drive or disk. |

# Dates to Note

|  |  |
| --- | --- |
| **Date** | **Event** |
| May, 2018 | RfA released to districts |
| Immediately | Reserve a spot on your school board’s agenda for your FAEA presentation |
| Immediately | Contact fellow arts program personnel and plan your school board presentation |
| May 30 | Email to the PED the digital version of your application |
|  |  |
| Fall, 2018 | PED response to RfAs |

## RfA Cover Page

Cover Page of the RfA

Approved

Not Approved

**Request for Application**

**Elementary Arts Education Program**

**2018–2019 Request for Applications**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of District or School Applicant →** |  | | | | | | | |
| Please check one → | Local Education Agency (LEA)  District Authorized Charter School  State Authorized Charter School | | | | Please check one → | | | Initial application  Renewal application |
| **↓ LEA/Non-charter school applicant completes this section ↓** | | | | | | | | |
| Contact person  Day-to-Day Program Management |  | | | | | | | |
| Superintendent |  | | | | | | | |
| Mailing address |  | | | | | | | |
| City/State/Zip |  | | | | | | | |
| Telephone |  | | | | FAX | | | **(505) 314-2216** |
| Email |  | | | | | | | |
| Signature of superintendent |  | | | | Date | | |  |
| Signature of LEA business manager |  | | | | Date | | |  |
| **↓Charter school applicant completes this section** | | | | | | | | |
| Contact person  Day-to-Day Program Management | **Paym Greene** | | | | | | | |
| School district—Complete this box ONLY if you are a state OR district authorized charter school | | | | |  | | | |
| Charter contact | **Paym Greene** | | | | | | | |
| Mailing address | **3713 Isleta Blvd SW** | | | | | | | |
| City/State/Zip | **Albuquerque, NM 87105** | | | | | | | |
| Telephone | **505-314-2212** | | | | FAX | | | **505-316-2216** |
| Email | Paym.greene.ecra@gaggle.net | | | | | | | |
| Signature of the authorized representative of the charter school |  | | | | Date | | | 5-23-18 |
| **FAEA Total Statistics** | | | | | | | | |
| Projected number of elementary fine arts TEACHERS in SY 2018–2019 → | | Dance |  | Total number of elementary fine arts STUDENTS to be served in SY 2018–2019 **→** | | | 191 | |
| Media Arts |  |
| Music | **.5** |
| Theatre |  |
| Visual Arts | **.25** |
| **Total** | | | **.75** |
| **Elementary School(s) Being Served** | | | | | | | | |
| School (Form may be extended if additional space is needed) | | | | Grade levels | | Number of students  to be served in  SY 2018–2019 | | |
| El Camino Real Academy | | | | K-6 | | 191 | | |
|  | | | |  | |  | | |
|  | | | |  | |  | | |
|  | | | | **Total** | | 191 | | |

Assurance Form of the RfA

Approved

## Assurance Form

**For Implementation of the 2018–2019 Elementary Arts Program**

|  |  |
| --- | --- |
| Name of applicant: Paym Greene, El Camino Real Academy | |
| Please check one → | Initial application  Renewal application |
| **Assurances**  by **the superintendent, district-authorized charter school director, or state-authorized charter director**  I assure that the information in this application (initial or renewal) and the arts education plan is true and correct to the best of my knowledge. If funded, the district, state charter, or charter school I represent will:   1. implement the arts education program presented in the application, to provide for the educational needs of students in the areas of visual arts, music, theatre, and dance; 2. align the elementary arts education program with the following:    1. [NM Core Arts Standards](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/New-Mexico-Core-Arts-Standards-1.docx) **and/or**    2. [National ARTS Standards](http://nationalartsstandards.org) **and/or**    3. ***Applicable*** Common Core State Standards; 3. provide sufficient classroom space, materials, appropriate instructional time, including the number of classes per week and the qualified personnel to teach the elementary arts education program; 4. provide licensed instructors for the elementary arts education program in both teaching and supervisory roles— non-certified instructors will have appropriate background checks and will be supervised by certified teachers at all times; 5. provide opportunities for instructors and other appropriate staff to participate in professional development, training, and technical assistance in the arts, including team participation in statewide professional development; 6. conduct a self-evaluation that includes an assessment of the district elementary arts education program; and 7. form and work with a fine arts advisory council (parental and community arts ~ FAAC) to participate in annual reviews of the Elementary Arts Education Program and to plan and work with their local board. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of program contact person | Paym Greene | | | | |
| Mailing address | 3713 Isleta Blvd SW | | | | |
| City | Albuquerque | State | **NM** | Zip | 87105 |
| Telephone number | 505-314-2212 | | Fax number | | 505-314-2216 |
| Email address | paym.greene.ecra@gaggle.net | | | | |

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| --- | --- | --- | --- |
| **Signatures** | | | |
| Superintendent or  charter school director |  | Date |  |
| School board president or governance council chair |  | Date |  |
| Project director |  | Date |  |
| Fine Arts Advisory Council (FAAC) contact |  | Date |  |

## Goals and Objectives

#### Renewal Program

|  |
| --- |
| 1. List 2017–2018 goals– Provide data to demonstrate how each goal is met. |
| **1) Implement a music program that supports phonemic awareness, more specifically syllable awareness through the teaching of beat using rhythm instruments.**  Through regular exposure to beat and multi-sensory approaches (songs/chants & Total Physical Response, musical instruments) used in music class, in conjunction with classroom instruction, students’ ability to identify sounds and recognize syllabification patterns increased as demonstrated by their performance on Istation Assessments. Students in Kindergarten started the 2017-18 school year at an average ability index of 176 and ended in 193; students in first grade presented average scores of 190 in September 2017 and increased to 206 by May 2018. Students in the second and third grades participating in the assessment of this indicator demonstrated an upward trend in this skill performance throughout the school year.  **2) Incorporate songs and chants that support classroom instruction on reading and vocabulary, to enhance language development for English language learners**  The Music instructor collaborated throughout the school year with teachers in grades K-3 to integrate topics being presented in classes in the areas of language arts, social studies, and science into the music program. Students were presented music selections that gave them opportunities to interact with applicable vocabulary and language by introducing songs, building background knowledge, and helping students determine the meaning of words and phrases in a culturally-sensitive manner. Students advanced their performance according to WIDA proficiency levels recorded in 2017. Students scored as follows in the English Proficiency Assessment:  Kinder- the majority of students (73%) placed in the “Entering” level  1st- the majority of students (55%) placed in the “Emerging” level  2nd- the majority of students (50%) placed in the “Developing” level  3rd- the majority of students (67%) placed in the “Developing” level  **3) Teach art through the STEAM model, using units that are designed to be aligned with the common core standards, learning outcomes and assessments.**  The art instructor collaborated with teachers of content areas to design projects and assignments aimed at advancing students’ critical thinking and problem solving skills, equipping them to better approach assignments using skills required by the common core standards. Through formative assessment, teachers for grades 3-6 noted an improvement in students’ ability to create solution to problems using innovative and creative processes, an improved attitude when approaching complex tasks and an increased ability to break those tasks down into more manageable parts, critically compare or defend opposing points of view, and identifying relationships among topics or elements within a specified content-area. |
| 2. Have your school district or community needs changed? Describe. |
| Student achievement as well as qualitative data demonstrate that although, notable academic growth in the identified areas has been recorded, the needs of the learners are the same as students continue to work towards proficiency and the integration of the fine arts program is an excellent support to instruction. |

#### **Measurable Program Goals and Objectives for 2018–2019**

List three or more goals and measurable objectives for your visual arts, music, dance, and/or theatre programs aligned with

* [NM Core Arts Standards](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/New-Mexico-Core-Arts-Standards-1.docx)
* [National Arts Standards](http://nationalartsstandards.org); **and/or**
* ESSA—content, including—but not limited to—sequential and developmentally appropriate additional Title I or Title IV curriculum that connects ESSA to the arts.

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| **Goal** | **Standard(s)** | **Measureable Outcome(s)** |
| 1. **Use multi-sensory approaches to integrate English language development and Phonemic awareness into a music program that teaches beat and rhythm.** | Music Standards:  Standard 1: A Sing and play instruments with appropriate techniques while maintaining a steady beat.  Standard 1: B Identify timbre (tone quality) of various families of instruments.  Standard 1: C Acquire beat and rhythmic competency skills.  Standard 1: D Identify Basic music notation and symbols.  CCSS ELA Standards: RF.K.1.2 – Demonstrate understanding of spoken words, syllables and sounds.  RF.K.1.2.a – Recognize and produce rhyming words. | Students will use rhythm instruments to produce and manipulate various beats.  Students will demonstrate the ability to identify phonemes through the use of instruments and syllabification of words in songs or chants. |
| 1. **Incorporate culturally meaningful dances, songs, and chants to support content area instruction and support the command of vocabulary and English language development.** | Music Standards:  Standard 1: A Sing and play instruments with appropriate techniques while maintaining a steady beat.  Standard 1: C Acquire beat and rhythmic competency skills.  CCSS ELA Standards: L.K.4 – Determine or clarify the meaning of unknown or multiple meaning words and phrases based on kindergarten and reading content. | Students will review and contribute to the creation of vocabulary lists that can be used to find and create songs and chants to support understanding of content area information.  Students will present chants or songs at school events or in the content area classroom. |
| 1. **Provide opportunities to real-world connections using the STEAM model, and promote the advancement of problem-solving and critical thinking skills as demanded by the common core standards.** | Visual Art Standard:  k-5 Benchmark 1A:Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.  k-5 Benchmark 1B: Explore and develop skills using are materials, tools and techniques.  k-5 Benchmark 3B: Explore connections between the elements of visual arts and other content areas.  K-5 Benchmark 5A: Develop necessary skills for identifying the design elements, narratives components and symbolism in a work of art.  Science Standards:  CCS.ELA-Literacy.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  Math Standards:  [CCSS.Math.Content.4.G.A.1](http://www.corestandards.org/Math/Content/4/G/A/1/) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures  [CCSS.Math.Content.5.G.B.4](http://www.corestandards.org/Math/Content/5/G/B/4/) Classify two-dimensional figures in a hierarchy based on properties  [CCSS.Math.Content.6.G.A.4](http://www.corestandards.org/Math/Content/6/G/A/4/) Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems | Students will be presented STEAM learning modules containing meaningful real-world connections and exposure to materials science.  Students will demonstrate ability to use higher order thinking skills required while exploring STEAM projects.  Students will increase their ability to demonstrate critical thinking skills on academic assessments. |
| **4.** |  |  |
| **5.** |  |  |

#### FAEA/Classroom Support

|  |  |
| --- | --- |
| **Questions/ Instructions** | **Responses** |
| 1. How many arts teachers are employed? List your teachers and the grade levels taught by each. | |  |  |  | | --- | --- | --- | | **Area** | **# of Teachers** | **Grades taught** | | Dance |  |  | | Media Arts |  |  | | Music | .5 | K,1,2,3 | | Theatre |  |  | | Visual Arts | .25 | 4,5,6 | | Total Numbers | .75 | 7 | |
| 2. How frequent are your elementary arts classes, and what is the length of class time? | Art (STEAM) classes are 45 minutes, one time a week.  Music classes are 45 minutes, one time a week |
| 3. What classroom space is used for the arts program? What instructional materials are available to support your arts program? | We have a Fine Arts Hall, in which the art program and the music program has its own classroom. Each classroom is equipped with resources including, at least two desktop computers and a SMART board to support the program. All other supplies and materials are stored in the classroom and accessible for teachers and students. |

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| 4. What assessments are you using to measure students’ learning in the arts (e.g., EoC exams, report card grades, surveys, portfolio assessment)? | We will be using i-station and the Istation ability index analysis on phonemic awareness to measure the impact that our music program is having to support pre-reading and ELL student’s skills on syllable awareness.  The Art (STEAM) unit plans and lesson have built in formative assessments to measure the student learning. |
| 5. If your district is matching FAEA funds and/or expanding the program each year (e.g., through ESSA, STEM/STEAM, 21st Century, or other funds), please describe. Or indicate that this matching/expanding is not occurring. | We use operational and instructional material funds to offset any additional costs, however these funds are limited for Fy19 |
| 1. Describe district support for arts teachers. Include areas such as adequacy of program planning time, budget/support planning, and ESSA. | Fine arts teachers will work with instructional coach to receive support and assistance with incorporating core content and standards into unit and lesson plans. Fine arts teachers will participate in PLCs and plan in common with general education and special education teachers. Fine arts teachers also have planning and prep time. |
| 1. Describe district support for arts teachers in the budgeting/allocation of collaboration time. | Art and music teachers will collaborate in professional learning communities on a weekly basis. |
| 1. Describe additional arts education and exploration opportunities offered to district students (e.g., field trips, virtual field trips, workshops). | Professional learning communities determine appropriate field trips throughout the year. |
| 1. Describe the budgeting for professional development, training, and/or technical assistance in the artsprovided for arts teachers and administrators that are | |
| 1. provided through local, regional, state, or national professional workshop settings; | Fine Arts music teacher is a member of the New Mexico Music Educators Association. She has most recently attended an educators music training that was held at the University of New Mexico. |
| 1. recommended trainings\*; and | FAEA Winter Meeting |
| 1. ongoing, organic, informally devised, and maintained by school staff. |  |
| \*These include, but are not limited to, the NMAEA (Art Education Association) Annual Conference, the FAEA Winter Meeting, the All-State Music Conference, the EdTA (Educational Theatre Association) Conference, and the NDEO (National Dance Educational Organization) Conference. | |
| 1. **Fine Arts Advisory Council (FAAC)**   a. Briefly summarize below how the district FAAC assists in the review of measurable goals and priorities of the program and makes appropriate recommendations for changes or revisions in the program plan and alignment to the budget. | |
| The fine arts teachers and the participating grade level teachers work in professional learning communities (PLCs) to collaborate and discuss the effects of the program on student achievement and engagement in the general education classroom. The PLC reviews data and discusses lessons and units that can be used in cross content areas. The grade level teachers communicate this information to the parents and seek their input for recommended changes or revisions, as appropriate, in the program plan. Their input is then brought back to the PLC for appropriate implementation. It is a continuous cycle of communication throughout the year. | |

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| 1. **Fine Arts Advisory Council (FAAC) (cont.)**   b. **Attach** FAEA survey results (see below), and use them as a basis for analyzing those results below.  1. Provide anecdotal evidence to show how budgeting for arts and arts education are influencing your students;  2. Show program outcomes, based on measurable, developmentally appropriate, applied student learning; and  3. Explain how those results will be used to refine, improve, and strengthen the program and program budget. |
|  |

#### FAEA Family Survey

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FAEA Survey[[1]](#footnote-1)** | **Strongly Agree** | **Agree** | **Undecided** | **Disagree** | **Strongly Disagree** |
| 1. The arts (dance, media arts, music, theatre, visual arts) are important to the development of a well-rounded child AND to district achievement levels. |  |  |  |  |  |
| 2. Your student/child enjoyed the arts program (dance, media arts, music, theatre, and/or visual arts). |  |  |  |  |  |
| 3. Your student/child gained a better understanding of the arts (dance, media arts, music, theatre, and/or visual arts). |  |  |  |  |  |
| 4. I am satisfied with the quality of arts instruction K–6 (dance, media arts, music, theatre, and/or visual arts). |  |  |  |  |  |
| 5. My student/child will continue to enroll in arts classes (dance, media arts, music, theatre, and/or visual arts) in grades 7–8 and 9–12. |  |  |  |  |  |
| Comments: | | | | | |

**FAEA/Classroom Support (cont.)**

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| --- |
| **FAEA Classroom supports Questions/Instructions and Responses** |
| 1. **Describe district expectations for FAEA program instruction, budget, and job descriptions for instructors.**   Refer to the rubric for further guidance. |
| **Instructors are expected to write units that are common core aligned and include arts standards. The teachers write goals and objectives for their lessons and give formative assessments to the students. Arts teachers are contributing members of a professional learning community, in which they discuss learning expectations, lesson planning and assessment data.** |
| 1. **Highly qualified, licensed, school instructors and supervisors insure excellence in arts education**. Describe below how your program ensures their use and, if unavailable, detail how the applicant complies with the requirement that—when an art resource, non-licensed person provides instruction for the arts program—a licensed teacher (the teacher of record) is supervising the program, the instruction, and the provider, including lesson planning. |
| **Fine arts teachers are licensed.** |
| 1. State and ensure below that background checks are conducted. |
| **Background checks are required every two years.** |
| **12.** **Program Plan Summary**  Attach a **narrative description and self-evaluation** of your instructional program, budget, instructors, and evaluation plan/compliance elements. Include any ESSA (such as Title I), STEM to STEAM, 21st Century, and other endeavors to assist FAEA program growth. This description should run from one to three pages. |

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# Elementary Arts Education Budget 2018–2019

**Be certain to align your goals with the budget.** Demonstrate budget support for the program and include aligned, measurable goals. To do so, use either the proposed budget or the budget worksheets below.If using the budget worksheet,complete it by listing the planned expenditures that support the 2018–2019 Elementary Arts Education Program. Include all additional funding sources that will support the program plan. Demonstrate how your budget aligns with FAEA goals. Name the person(s) responsible for oversight of the budget and how you ensure that all funds are being spent on the arts as indicated in your proposal.

Inform your business office and STARS representative about your budget, complete expense records for program expenditures, and retain copies for your files.All program directors should maintain a file for this and other purposes in order to implement, maintain, and cultivate this program.

(Budget Worksheets—Next Page)

## Elementary Arts Education Budget Worksheet, 2018–2019

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | **FAEA Funding** | **Other Funding Sources** | **District**  **Funds** | **Total** |
| A | **Instructional** | **Licensed Personnel Services** |  |  |  |  |
|  | Salaries | Dance |  |  |  |  |
|  | Salaries | Media Arts |  |  |  |  |
|  | Salaries/Benefits | Music | 27390 |  |  |  |
|  | Salaries | Theatre |  |  |  |  |
|  | Salaries/Benefits | Visual Arts | 6688 |  |  |  |
| B | **Professional Development** | **Registration Fees** |  |  |  |  |
|  |  | Travel mileage |  |  |  |  |
|  |  | Meals $ per day |  |  |  |  |
|  |  | Hotel $ per day |  |  |  |  |
|  |  | Contract Services |  |  |  |  |
|  |  | Consultant |  |  |  |  |
|  |  | Artist/Consultants | 1000 |  |  |  |
| C | **Instructional Supplies** | **Art supplies and music instruments and supplies** | 3598 |  |  |  |
| D | **Instructional Resources** | **Software that supports lesson plans aligned to NM standards** | 250 |  |  |  |
| E | **Student Supplies** | **(Specify)** |  |  |  |  |
| F | **Student Travel** | **(Specify)** |  |  |  |  |
| G | **Other** |  |  |  |  |  |
|  | **Total (less District 2%)** |  | 38926 |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Arts Education Line Item Worksheet 2018–2019 | | | | | | | |
| **Fund** | **Sub-Fund** | **Function** | **Object Code** | **Description** | **Dollar Amount** | **Goal Alignment with the Budget** | |
| Goal Number | Goal is on  page # |
| 11000 |  | 1000 | 51100 | Salary | 18610 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52111 | ERB | 2587 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52112 | RHC | 372 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52220 | Medicare | 270 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52311 | Medical | 11676 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52312 | Life | 75 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52313 | Dental | 288 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52314 | Vision | 114 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52500 | Unemp | 61 | 1,2,3 | 9 |
| 11000 |  | 1000 | 52720 | WC fees | 25 | 1,2,3 | 9 |
| 11000 |  | 1000 | 53414 | Prof Service | 1000 | 3 | 9 |
| 11000 |  | 1000 | 56118 | Supplies | 3598 | 1,2,3 | 9 |
| 11000 |  | 1000 | 56113 | Software | 250 | 1,2 | 9 |
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| **Total** | | | | | 38926 |  |  |

Approved

# Evaluation and Rubric

Applications will be read and evaluated through a PED review process. Application requirements that receive average scores of 0 or 1 on any rubric section must be completed or clarified through the addendum process, as described in the RfA.

**Rubric Scoring**

0 = Information not included

1 = Information is included but lacks some specificity or relevance

2 = Information is included, accurate, and pertinent

| **Requirements for Elementary Arts Education Program** | **0** | | **1** | | **2** | |
| --- | --- | --- | --- | --- | --- | --- |
| * + - 1. **Completed cover page** (1)\* |  | |  | |  | |
| * + - 1. **Complete certification page** |  | |  | |  | |
| **3. Progress in the 2017–2018 Program Goals toward the 2018–2019 Program Goals** (2)\* | | | | | |
| 1. Provide evidence/data to prove goals are met. |  |  | |  | | |
| 1. Have the art needs of your school district or community changed? Please describe. |  |  | |  | | |
| * **Measurable Program Goals(s) and Objectives for 2018–2019**   Three or more goals and measurable objectives that align with   * [NM Arts Core Arts Standards](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/New-Mexico-Core-Arts-Standards-1.docx) * [National Arts Standards](http://nationalartsstandards.org) ;**and/or** * The new ESSA Act and developmentally appropriate curriculum that connects ESSA to the arts. |  |  | |  | | |
| 1. **FAEA/Classroom Support** (3)Rate the | | | | | |
| 1. applicant’s level of arts staffing—teachers teaching the arts and the grade levels; |  |  | |  | | |
| 1. frequency of elementary arts classes and the length of class periods; |  |  | |  | | |
| 1. adequacy of classroom space and the instructional materials support for the arts program; |  |  | |  | | |

**\*Weighting your responses**. Sections are weighted (these are the number in parentheses). Section scores are averaged then multiplied by the weight multiplier.

|  |  |  |  |
| --- | --- | --- | --- |
| 1. assessments of student learning in the arts that are used to assess and support student, budget, and program growth; |  |  |  |
| 1. district’s use of FAEA and other funds—such as ESSA and other state and federal funds. Are these funds used to yearly increase and enhance the arts program and budget as seen in areas such as PD? |  |  |  |
| 1. district support for arts teachers as seen in adequate planning (PD support, ESSA, other state and federal funds); and |  |  |  |
| 1. adequacy of the time provided for collaboration. |  |  |  |
| **5. Additional arts education and exploration opportunities** (2)are offered to district students and described adequately. |  |  |  |
| **6. Teacher and administrator professional development** (3),training, and/or technical assistance in the arts are being provided. |  |  |  |
| 1. Workshop settings are appropriate and adequate. |  |  |  |
| 1. Trainings follow ESSA guidelines or are state- or nationally sanctioned trainings. |  |  |  |
| 1. Local/regional opportunities are created to share knowledge across the arts. |  |  |  |
| **7. Your Fine Arts Advisory Council (FAAC) is involved in** (3) | | | |
| a. supporting the program and program funding; |  |  |  |
| b. reviewing FAEA survey\* findings and sharing data and synopses with stakeholders; |  |  |  |
| 1. discussing survey outcomes and supporting improvement to the arts program; and |  |  |  |
| 1. reviewing the arts program goals and priorities and making recommendations for program and budget development. |  |  |  |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Sample FAEA Survey** |  |  |  |  |  | | 1. The arts (media and visual arts, music, drama, and / or dance—AMDD) are important to the development of a well-rounded child & to district achievement levels. |  |  |  |  |  | | 2. Your student/child enjoyed the arts program—AMDD. |  |  |  |  |  | | 3. Your student/child gained a better understanding of the arts— AMDD. |  |  |  |  |  | | 4. I am satisfied with the quality of arts—AMDD—funding and instruction K– 6. |  |  |  |  |  | | 5. My student/child will continue to enroll in arts classes—AMDD in grades  7–8 & 9–12. |  |  |  |  |  |   Comments: |  |  |  |
| **8. Highly Qualified Instructors** (2)  Applicant ensures the use of highly qualified instructors and supervision. If providers do not hold valid teaching licenses, applicant has included how |  |  |  |
| 1. the applicant complies with the requirement that—when an art resource, non-licensed person provides instruction for the arts program—the teacher of record directs the program, the instruction, and the provider, including lesson planning; |  |  |  |
| 1. the district/charter school ensures that the licensed teacher is present at all times during classroom instruction by a non-licensed provider; and |  |  |  |
| 1. background checks are conducted. |  |  |  |
| **9. Program Plan Summary** (2)  Applicant has included a |  |  |  |
| 1. summary that is adequate and appropriate in context and is 1–3 pages; and |  |  |  |
| 1. description of the instructional program and budget—instructor, evaluation plan,   compliance elements, ESSA elements, includingTitle I and Title IV and other state- and federally available funds. |  |  |  |
| **10. Elementary Arts Education Budget** (3)  Applicant demonstrates budget support for the program (program growth through state or federal funds, such as Title I, Title IV, ESSA, STEM/STEAM). How does your budget align with FAEA goals? Who has budget oversight? How do you ensure that all funds are being spent as indicated in your proposal? |  |  |  |
| **Total Score** |  |  |  |

# Glossary

**Arts Education Standards**

**Arts Education Standards Allow for More Than Mere Exposure to the Arts**

The existence of a standards document in the arts indicates that students at all grade levels will be actively engaged in comprehensive, sequential programs of arts education that include creating, performing, and producing—as well as studying, analyzing, and reflecting. This expectation implies that these programs provide consistent, timely instruction in the arts by any combination of highly qualified arts specialists, visiting artists, artists-in-residence, performance groups, trained volunteers, and/or a variety of local arts-related resources. It also implies that these entities work in collaborative partnerships, with instructional goals to expand and deepen students’ competencies, which are informed and guided by the standards.

—The National Arts Standards

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## ESEA Reauthorization ~ Every Student Succeeds Act (ESSA)

The New Mexico Public Education Department (PED) has been at the forefront of pursuing a student-centered reform agenda, knowing that each year is an urgent opportunity to give our students the chance to succeed.

New Mexico’s state plan under ESSA builds on the momentum of recent student success while meeting updated federal requirements. The plan includes a continued commitment to robust college- and career-ready standards and assessments, meaningful school accountability, a commitment to ensure that all students are served by excellent educators, and dynamic strategies for turning around the state’s struggling schools. The plan also articulates New Mexico’s methodology for setting statewide academic goals and trajectories and an approach to strategically utilize federal funding to best meet the needs of our students.

* The programs that have been supported by the Arts in Education fund have been renamed “Assistance for Arts Education” fund.
* Arts and music education are specified as eligible uses for new, state-administered “Student Support and Academic Enrichment Grants,” including support for the arts in STEM education.
* 21st Century Community Learning Center funding is maintained, and arts and music education are specified as eligible for support under *expanded learning time* provisions.

**Funding Formula**

**The FAEA formula for 2018–2019 is calculated in the following manner:**

* + 1. Find the 80/120 student count from the previous SY
    2. STARS average X FAEA MEM 1.0 X 0.0500 X T & E index X unit value

**Project directors calculate the amount they will receive as follows:**

1) STARS average is the average of the 80th and 120th day counts from SY 2017–2018

2) FAEA MEM is 1.0

3) 0.0500 is the multiplier from FAEA statute

4) T & E index comes from the district

**18–19—$4,159.23 11000 operational fund**

5) Unit value—operational—

The amount per student funding is derived from the available Public School Support—State Equalization Guarantee funding formula.

**New Mexico Arts Standards**

At the state level, the New Mexico Core Arts Standards are mandated for students in grades K–8 and guide arts course development for participating students in grades 9–12. These high school courses either meet the fine arts or practical arts graduation requirement—as adopted by local school districts—or can be taken as electives. The Arts are included in Advanced Placement (AP), Dual Credit, Arts, Audio/Video, Technology and Communications, and local operational and administrative funding decisions.

Literature and research, published by a multitude of individuals and organizations, all conclude that the arts are a hallmark of excellence in any school district. Nationwide, there is a **direct correlation** between **high-performing schools and comprehensive, instructionally sound programs in visual and performing arts.** What are the unique benefits of an education in the arts, and why do the arts deserve an equal role in the education offered to our students?

* The arts provide a set of tools for making critical choices as well as for creating, communicating, collaborating, and understanding others’ ideas.
* Education in the arts affects the quality of learning in all content areas and to the overall learning environment.
* The arts provide a context for learning those skills and personal qualities identified as essential for success in the workplace.
* Education in the arts provides students with opportunities to use divergent modes of thinking and explore the notion that problems may have multiple solutions.
* The arts appeal to, and hold benefits for, all students, regardless of their level of cognitive ability.
* The arts have the unique capacity to engage students intellectually, emotionally, and physically.

A comprehensive curriculum that includes the arts at all levels greatly enhances the credibility and attractiveness of the public education system as communities compete to recruit business and industry that can have a significant economic impact.

—The National and New Mexico Core Arts Standards

[NM Core Arts Standards](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/New-Mexico-Core-Arts-Standards-1.docx)

[National Arts Standard](http://nationalartsstandards.org)

**SEG— State Equalization Guarantee Distribution**

Nearly all state-level school districts’ operational funds are distributed through the Public School Fund. Only one significant state appropriation is not distributed through the Public School Fund, the Free Textbook appropriation. [22-15-9 NMSA 1978]. These funds will be available for the Arts from 2018–2025.

The Public School Fund is appropriated in the following three separate distributions: the SEG, the Transportation Distribution, and the Supplemental Distributions. The SEG accounts for more than 90 percent of school districts’ operational revenue and is based on a school finance formula created to equitably fund educational need throughout the state. This widely acclaimed, innovative school finance plan was incorporated into law by the 1974 NM legislature’s Public School Finance Act.

*How New Mexico Schools are Funded*. <https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_home_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf>

**T & E—Training and Experience (T&E) index**

The T&E index is a formula component that compensates districts for the educational levels and years of experience of their staff.

# Training and Experience Index State Statute

22-8-24. Instructional staff training and experience index; definitions; factors; calculations.

A. For the purpose of calculating the instructional staff training and experience index, the following definitions and limitations shall apply:

(1) “instructional staff” means the personnel assigned to the instructional program of the school district, excluding principals, substitute teachers, instructional aides, secretaries and clerks;

(2) the number of instructional staff to be counted in calculating the instructional staff training and experience index is the actual number of full-time equivalent instructional staff on the October payroll;

(3) the number of years of experience to be used in calculating the instructional staff training and experience index is that number of years of experience allowed for salary increment purposes on the salary schedule of the school district; and

(4) the academic degree and additional credit hours to be used in calculating the instructional staff training and experience index is the degree and additional semester credit hours allowed for salary increment purposes on the salary schedule of the school district.

B. Academic classification as determined by years of experience and training are provided in the following table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Years of Experience** | | | | | |
|  | 0–2 | 3–5 | 6–8 | 9–15 | Over 15 |
| **Academic Classification** | | | | | |
| Bachelor’s degree or less | .75 | .90 | 1.00 | 1.05 | 1.05 |
| Bachelor’s degree plus  15 credit hours | .80 | .95 | 1.00 | 1.10 | 1.15 |
| Master’s degree or  bachelor’s degree plus  45 credit hours | .85 | 1.00 | 1.05 | 1.15 | 1.20 |
| Master’s degree plus  15 credit hours | .90 | 1.05 | 1.15 | 1.30 | 1.35 |
| Post-master’s degree or  master’s degree plus  45 credit hours | 1.00 | 1.15 | 1.30 | 1.40 | 1.50 |

C. The instructional staff training and experience index for each school district shall be calculated in accordance with instructions issued by the education [secretary]. The following calculations shall be computed:

1. multiply the number of full-time equivalent instructional staff in each academic classification by the numerical factor in the appropriate *years of experience* column provided in the table in Subsection B of this section;
2. add the products calculated in Paragraph (1) of this subsection; and
3. divide the total obtained in Paragraph (2) of this subsection by the total number of full-time equivalent instructional staff.

D. In the event that the result of the calculation of the training and experience index is 1.0 or less, the district’s factor shall be no less than 1.0.

E. In the event that a new school district is created, the training and experience index for that district is 1.12.

1. Use the FAEA Survey or create your own. [↑](#footnote-ref-1)