

## RfA Cover Page

Cover Page of the RfA <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
---

### Request for Application Elementary Arts Education Program 2017–2018 Request for Applications

Name of District or School Applicant →			
Please check one →	<input checked="" type="checkbox"/> Local Education Agency (LEA) <input type="checkbox"/> District Authorized Charter School <input type="checkbox"/> State Authorized Charter School	Please check one →	<input type="checkbox"/> Initial application <input checked="" type="checkbox"/> Renewal application
↓ LEA/Non-charter school applicant completes this section ↓			
Contact Person Day-to-Day Program Management	Phillip Medina		
Superintendent	Efren Yturralde		
Mailing Address	PO Drawer 70		
City/State/Zip	Anthony, New Mexico 88021		
Telephone	575-882-6731	Telephone	575-882-6731
Email	phmedina@gisd.k12.nm.us		
Signature of superintendent		Date	
Signature of LEA business manager		Date	
FAEA Total Statistics			
Projected number of elementary fine arts TEACHERS in SY 2017–2018 →	Dance		Total number of elementary fine arts STUDENTS to be served in SY 2017–2018 →
	Media Arts		
	Music	16	
	Theatre		
	Visual Arts	16	
<b>Total</b>		32	7228
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 2016–2017	
Anthony Elementary	K-6	377	
Berino Elementary	K-6	489	
Chaparral Elementary	K-6	531	
Desert Trails Elementary	K-6	523	
Desert View Elementary	K-6	494	
Gadsden Elementary	K-6	500	
La Union Elementary	K-6	308	
Loma Linda Elementary	K-6	358	
Mesquite Elementary	K-6	324	
North Valley Elementary	K-6	371	
Riverside Elementary	K-6	597	
Santa Teresa Elementary	K-6	589	
Sunland Park Elementary	K-6	298	
Sunrise Elementary	K-6	455	
Vado Elementary	K-6	445	
Yucca Heights Elementary	K-6	569	
		<b>Total</b>	7228

**Certification Form**

**For Implementation of the 2017–2018 Elementary Arts Program**

Name of applicant: <b>Gadsden Independent School District</b>	
---	--

Please check one →	<input type="checkbox"/> Initial application
	<input checked="" type="checkbox"/> Renewal application

**Certification**

**by the superintendent, district-authorized charter school director, or state-authorized charter director**

I certify that the information in this application (initial or renewal) and the arts education plan spanning two school years is true and correct to the best of my knowledge. If funded, the district, state charter, or charter school I represent will

- a) 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;
- b) align the elementary arts education program with the following:
  - 1. NM Content Standards and Benchmarks **and/or**
  - 2. National ARTS Standards, **and/or**
  - 3. **Applicable** Common Core State Standards;
- c) 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;
- d) 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;
- e) 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;
- f) conduct a self-evaluation that includes an assessment of the district elementary arts education program, and;
- g) 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	Phillip Medina, Coordinator for Library Media Services, Fine Arts, 21st Century				
Mailing address	PO Drawer 70				
City	Anthony	Anthony	Anthony	Anthony	Anthony
Telephone number	575-882-6731		575-882-6731		575-882-6731
Email address					

**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

### Progress from 2016–2017 towards your 2017–2018 Program Goals

1. Were your 2016–2017 goals met? List those goals and describe how they were met.

**Goal 1: Maintain Integrated Fine Arts Instruction at all Elementary Sites in school and after school programs.**

With the inception of the ARTES Program in 2005, licensed Fine Arts instructors have been established at all 16 elementary sites. Each student attended Art and Music once a week for an average of 40 minutes. Each Fine Arts class is designed to integrate basic math and reading core components through the New Mexico Fine Arts Standards and Common Core. Objective is to maintain the focus of Fine Arts integration, with a review and restructuring each year. The review and restructuring will be held at regular Fine Arts Council and Instructors meetings. Goal 1 was met.

**Goal 2: Provide Onsite and State Sponsored Professional Development**

Restructuring of the procedures of Professional Development for Fine Art and Regular class instructors will be implemented in the 2017-2018 school year. Objective is to have more on site After School sessions for professional development. This goal continues to be worked on because it is difficult to pull our teachers out during the instructional day. We did have teachers attend conferences like the All State Music Conference, the NMAEA Annual Conference and the FAEA Winter Meeting. They then share with the rest of their colleagues at regular meetings. Goal 2 is ongoing process.

**Goal 3: Improve Parent and Community Involvement**

Maintaining varied opportunities for parent participation through the 2013-2014 Fine Arts Elementary Act Parent Advisory Action Plan School of recruitment and structured parent-student activities. This will empower parents, as stakeholders, to make important arts related decisions for their children. This has been an ongoing endeavor. Although we have a parent on our Fine Arts Council, I am working on collaboration between our Gadsden Parent Advisory Council. Goal is still being worked on.

2. Have your school district or community needs changed? Describe.

NO

## Measurable Program Goals and Objectives for 2017–2018

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

- NM Arts Content Standards and Benchmarks (<http://www.ped.state.nm.us> navigate to the *A–Z Directory*, scroll down to *V* and open *Visual and Performing Arts*); **and/or**
- National Arts Standards (<http://nationalartsstandards.org>); **and/or**
- Elementary Secondary Education Act—ESSA—content includes—but is not limited to—sequential and developmentally appropriate curriculum.

Goals	Steps and Outcomes
1. Contract music teachers to run an afterschool program to develop the choirs (Ongoing).	By the end of the fall semester there will be an afterschool program to support the development of the Honor Choir. This past year we added three more participating schools
2. The implementation of a Mariachi program at various schools.	Through a collaborative efforts between 21st Century and Fine Arts we will establish one more school with a mariachi program. (We currently have one in place).
3. The fulfillment of a Winter Festival	We started the development of a Winter Choral Festival between Elem, Mid and High School Students. With afterschool choir programs in place, students will end the fall semester with a Winter Choral Festival. We had one this past year and was very successful.

QUESTIONS/ INSTRUCTIONS	RESPONSES																				
<p>1. How many arts teachers are employed? List your teachers and the grade levels taught by each.</p> <p>A. How many teachers do you have teaching the arts? List your teachers and the grade levels taught by each.</p> <p>Anthony Elem: Art: Veronica Chaparro K-6, Music: Mario Hernandez K-6                      Berino Elem: Art: Michelle Padget-Hernandez K-6, Music: Judy Ward K-6                      Chaparral Elem: Art: Damaris Morales K-6, Music: Valerie Comargo K-6                      Desert Trail Elem: Art: Jessica Soto K-6, Music: Abraham Uribe K-6                      Desert View: Art: Bruce Lee K-6, Music Hector Gallegos K-6                      Gadsden Elem: Art: Karime Smith K-6, Music: Steven Montes K-6                      La Union Elem: Art: Linda Hains K-6, Music: Bethany Martinez K-6                      Loma Linda Elem: Art: Jackie Parks K-6, Music: Steven Perkins K-6                      Mesquite Elem: Art: Linda Al-Hanna K-6, Music: Doug Petty K-6                      North Valley Elem: Art: Criselda Lopez K-6, Music: Terry Dollar K-6                      Riverside Elem: Art: Samuel Saucedo K-6, Music Karim Hill K-6                      Santa Teresa Elem: Art: Kimberly Reys K-6, Music: Sara Urrea K-6                      Sunland Park Elem: Art: Lucerito Marrufo K-6, Music, Music Joel Dodd K-6                      Sunrise Elem: Art: Ana Serrano K-6, Music: Sharon Plunk K-6                      Vado Elem: Art: Joel Santamaria K-6, Music: Brenda Sanchez K-6                      Yucca Heights Elem: Omar Martinez K-6 Art, Richard Guerrero K-6, Music</p>	<table border="1"> <thead> <tr> <th data-bbox="699 254 992 327">AREA</th> <th data-bbox="992 254 1258 327"># OF TEACHERS</th> <th data-bbox="1258 254 1537 327">GRADES LEVELS TAUGHT</th> </tr> </thead> <tbody> <tr> <td data-bbox="699 327 992 380">Dance</td> <td data-bbox="992 327 1258 380"></td> <td data-bbox="1258 327 1537 380"></td> </tr> <tr> <td data-bbox="699 380 992 432">Music</td> <td data-bbox="992 380 1258 432">16</td> <td data-bbox="1258 380 1537 432">K-6</td> </tr> <tr> <td data-bbox="699 432 992 485">Theatre</td> <td data-bbox="992 432 1258 485"></td> <td data-bbox="1258 432 1537 485"></td> </tr> <tr> <td data-bbox="699 485 992 537">Visual Arts</td> <td data-bbox="992 485 1258 537">16</td> <td data-bbox="1258 485 1537 537">K-6</td> </tr> <tr> <td data-bbox="699 537 992 579">Total Numbers</td> <td data-bbox="992 537 1258 579">32</td> <td data-bbox="1258 537 1537 579"></td> </tr> </tbody> </table>			AREA	# OF TEACHERS	GRADES LEVELS TAUGHT	Dance			Music	16	K-6	Theatre			Visual Arts	16	K-6	Total Numbers	32	
AREA	# OF TEACHERS	GRADES LEVELS TAUGHT																			
Dance																					
Music	16	K-6																			
Theatre																					
Visual Arts	16	K-6																			
Total Numbers	32																				
<p>2. How frequent are your elementary arts classes, and what is the length of class time?</p>	<p>Our elementary fine arts programs meet once a week for an average of 40-45 minutes.</p>																				
<p>3. What classroom space is used for the arts program? What instructional materials are available to support your arts program?</p>	<p>All but one of our elementary schools have dedicated classrooms. Instructional materials are made available to all the schools.</p>																				

FAEA CLASSROOM SUPPORTS QUESTIONS/ INSTRUCTIONS	RESPONSES
4. What assessments are you using to measure students' learning in the arts (e.g., EoC exams, report card grades, surveys, portfolio assessment)?	EOC exams are being used as well as report card grades and student work evaluations.
5. If your district is matching FAEA funds and/or expanding the program each year (e.g., through ESSA, STEM/STEAM, 21 <sup>st</sup> Century, or other funds), please describe. Or indicate that this matching/expanding is not occurring.	We have an ongoing collaborative arrangement with 21 <sup>st</sup> Century for afterschool programs that integrate STEM and Fine Arts.
6. Describe district support for arts teachers. Include areas such as adequacy of program planning time, budget/support planning, and ESSA.	All teachers have planning time each week. All fine arts programs have supply and equipment budgets as well as access to student travel and artist and resident monies to contract local area artists to perform or do workshops with the students.
7. Describe district support for arts teachers in the allocation of collaboration time.	The Fine Arts Council Meets once a month as the Fine Arts Teachers meet once a month to discuss budget and Professional Development.
8. Describe additional arts education and exploration opportunities offered to district students (e.g., field trips, virtual field trips, workshops).	Once a year the students are invited to attend the El Paso Symphony. Many of the schools have afterschool Art or Music Enrichment. (Orff Instrument, Mariachi, Ballet Folklorico)
9. Describe the professional development, training, and/or technical assistance in the arts provided for arts teachers and administrators that are	Our Fine Arts Teachers have the opportunity to attend conferences like the All State Music Conference, the NMAEA Annual Conference and the FAEA Winter Meeting.
10. <b>Fine Arts Advisory Council (FAAC)</b> 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.	
b. <b>Attach</b> FAEA survey results that	Our participation in various fine arts festivals/shows is evidence in the number of student participants at the various shows/festivals. Each year we have a very successful District Art Show that showcases student works from Elementary, Middle School and High School. We also have student performances through the show which comprises ballet folklorico, mariachi and guitar performances.

FAEA/Classroom Support (cont)

FAEA CLASSROOM SUPPORTS QUESTIONS/INSTRUCTIONS AND RESPONSES	
11. Describe district expectations for FAEA program instruction and job descriptions for instructors. Refer to the rubric for further information.	
a. <b>Highly qualified, licensed, school instructors and supervisors insure excellence in arts education.</b> 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.	
<ul style="list-style-type: none"> <li>• All of our elementary schools have one certified highly qualified art teacher and one certified highly qualified music teacher.</li> </ul>	
b. State and ensure below that background checks are conducted.	
<ul style="list-style-type: none"> <li>• Prior to working in the schools, each teacher must submit to a reputable background check before starting work.</li> </ul>	
12. Program Plan Summary	
<p>Include a <b>narrative description and self-evaluation</b> of your instructional program, instructors, and evaluation plan/compliance elements. Include any ESSA (such as Title I), STEM to STEAM, 21<sup>st</sup> Century, and other endeavors to assist FAEA program growth. This description should run from one to three pages.</p> <p>The <b>ARTES</b> program of Art Integration in the classroom was maintained through FAEA funding for a Fine Arts Coordinator and 16 Art Instructors and District funding of 16 Music Instructors. FAEA, and 21<sup>st</sup> Century funding ensured After School Programs at all 16 sites.</p> <p>The Professional Development component encompassed the Science, Technology, Engineering, and Mathematics (STEM) Outreach Center at New Mexico State University. The STEM program provides curriculum workshops twice a year for After School Instructors of Southern New Mexico Science, Engineering, Mathematics, and Aerospace Academy (SNM SEMAA) and Digital Media Programs (DiMA). Specified workshops for Fine Arts Integration were limited due to the District’s restrictions on “out of the classroom” requests. Teacher training days were geared to site EPSS and Common Core sessions.</p>	

An outreach component to our district is the Parent Advisory Group, which was created as an initiative of the 2012 Parent Advisory Action Plan. This plan emphasizes community and school partnerships within the Gadsden Independent School District. The three objectives for the Parent Advisory Group are: (1) The Parent Advisory Group will expand by recruiting, contacting and building parental involvement; (2) Parent/Child After School Programs and activities will be components at selective school sites; and (3) Sustainability will be addressed in monthly meetings.

Parent and Community involvement has been furthered through the Memorandum of Agreement with the Concilio Campesino del Sudoeste (Concilio). The intent here is to maintain and establish new centers at all sites to work in collaboration with the district to enhance community involvement. In working with the Concilio, Fine Arts instructors, community volunteers and the Parent Advisory Group initiated activities and training programs for senior citizens and parents in the community. This enabled and enhanced the educational process and social development of the district students through volunteer services such as assisting, judging and monitoring in classrooms, district festivals and events. In turn, these activities and training programs can strengthen and supplement efforts to enhance the senior citizens and parent's social and environmental well-being.

FAEA After-School Programs continue to extend the Fine Arts experience for students, parents, and community volunteers. These programs include:

- All State Honor Choir with representatives from two of the four regions within the district.
- Folklorico / Chiquitin Dance Groups in 3 of the 16 Elementary school sites. Site instruction had decreased due to the loss of instructors.
- Choir Club, String, and Percussion Programs at Anthony, Berino, Loma Linda, Santa Teresa, and Riverside Elementary



- Mariachi Program at Riverside Elementary
- Art Clubs at Sunland Park, Anthony, Desert View, La Union, and Loma Linda Elementary
- Fine Arts Core Subject Enrichment Programs
  - Southern New Mexico Science, Engineering, Mathematics, and Aerospace Academy (SNM SEMAA) at 16 Elementary sites. 12 sponsored by NMSU and 3 by new 21<sup>st</sup> Century Grant.
  - Digital Media Programs at 15 Elementary sites. 12 sites sponsored by FAEA and 3 by new 21<sup>st</sup> Century Grant.
  - Readers Theater at 15 Elementary sites. 12 sites sponsored by FAEA and 3 by 21<sup>st</sup> Century Grant.
  - Math Fusion at North Valley Elementary. Sponsored by FAEA
- Science, Technology, Engineering, and Mathematics (STEM) Outreach Center workshops for Family and Guardians
  - Evening Family Festivals geared at promoting family involvement thru workshops that focus on problem-solving, use of technology, new perceptions of math and science.

Fine Arts Committee meetings are held to inform, as well as provide updates on program standing at each site and within the district. On May 24, 2016 the GISD School Board were presented with the Elementary Fine Arts proposed budget and goals for 2017-2018.

Measurement of success and student Learning is based on the Quantitative data of student attendance in after school programs; responses from Pre and Post Student Surveys for each 13 week sessions; School-based anecdotal data regarding student's behaviors, grade improvements and

language integration into their academics and social life's; teacher's logs and the acknowledgements and awards received at the New Mexico Expo; Southern New Mexico State Fair; El Paso Community College K thru 12 Art Exhibit, November 2016; District Literary Festival, February 2017; Permanent Gadsden District Display at the Dona Ana County Building in Las Cruces, Fall 2016 and Spring 2017; the District Art Show 2017; and performances at school board meetings held at each site.

With elementary visual and performing art teachers at each of the 15 sites; continued addition of established resources and links to enhance their instruction and knowledge, maintaining connections with community programs to increase parental and social involvement; FAEA After School programs in partnership with 21st Century and Save the Children to enhance student's Math and Reading abilities; and the continued funding of FAEA, this program is well on its way to securing a permanent foundation in integrating the Arts for academic achievement.

## ELEMENTARY ARTS EDUCATION BUDGET 2017-2018

---

**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 2017-2018 Elementary Arts Education Program. Include all additional funding sources that will support the program plan.

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, 2017-2018

Line Item	Description	Dollar Amount	Goal Alignment with the Budget	
			Goal Number	Goal is on page #
11000.1000.51100.1020.019000.1610.21.1020	Salary + Benefits for 15 Elem Art Instructors	\$886,336.57	N/A	9,10
11000.2200.51300.1020.019000.1610.21.1020	Salary + Benefits For Fine Arts Coordinator	\$52,000.00	N/A	9,10
11000.1000.53414.1020.019000.0000.21.1020	OTHER SERVICES	\$0.00	1,2,3	9,10
11000.2200.53414.1020.019000.0000.21.1020	Contract Services For Elementary Sites: Monies For Site/District Workshops (\$2,000 Per Site + \$1,200 For Coordinator)	\$32,000.00	1,2,3	9,10
11000.2200.53414.1020.019000.0000.21.1020	Elementary Artist In Residence (\$8 X 80/120 Member Average) Monies For Fine Arts Enrichment Performances And Programs	\$51,333.75	1,2	9,10
11000.1000.51300.1020.019000.1411.21.1020	After School Programs For 16 Sites @ \$3333.33. Focus On Math And Reading Thru Fine Arts Which Includes Dance, Music, Visual Arts.	\$72,000.00	3	9,10
11000.2200.55813.1020.019000.0000.21.1020	Prof. Development/Travel For Coordinator	\$4,000.00	3	9,10
11000.2200.53300.1020.019000.0000.21.1020	Prof. Development/Training For Coordinator	\$4,000.00	3	9,10
11000.1000.55819.1020.019000.0000.21.1020	Travel For Elementary Instructors/ \$2000 Per Site	\$30,000.00	3	9,10
11000.1000.53330.1020.019000.0000.21.1020	Professional Development/Training For Elementary Instructors/ \$2000 Per Site	\$30,000.00	1,2	9,10
11000.1000.55817.1020.019000.0000.21.1020	All State Travel Funding: Monies To Also Include \$1000 Large Group Festival/ \$2000 District Winter Concert / \$3000 All State Choir / \$4000 District Literary Festival	\$10,000.00	1,2	9,10
11000.1000.56113.1020.019000.0000.21.1020	After School Program Software Line To Purchase Packages Or Licenses For After School Programs \$1000 Per Site	\$15,000.00	N/A	9,10
11000.1000.57332.1020.019000.0000.21.1020	Equipment For Elementary Sites:(Avg Allocation At \$13.00 Per 80/120	\$87,491.00	1,2	9,10

	Attendance Avg) Monies To 9,10 Include \$7500 For After School Programs (Approx \$500 Per Site)			
11000.1000.56118.1020.019000.0000.21.1020	Art Supplies And Materials For Elementary Sites:(Allocated At \$15.00 Per 80/120 Attendance Avg Per Site + \$7500 For After School Program Supplies {\$500 Per Site} + \$3000 For Medals And Ribbons For District Art Show And Literary Festival	\$102,667.50	N/A	9,10
11000.2200.55817.1020.019000.0000.21.1020	Office Supplies For Program Office And Training Lab	\$17,465.50	N/A	9,10
11000.2200.57332.1020.019000.0000.21.1020	Office Equipment For Program Office & Training Lab	\$5,000.00	N/A	9,10
11000.2200.55915.0000.019000.0000.21.1020	Other Contract Services For Food Services For Literary Festival, District Art Show, And Other Performances	\$2,752.07	1,2	9,10
11000.1000.55817.1020.019000.0000.21.1020	Student Travel To Art Museums,Theaters, Etc. Monies Allocated At \$8 Per 80/120 Attendance Avg)	\$51,333.75	N/A	9,10
11000.2600.51200.0000.019000.1615.21.1020	Contract Services For Distric Literary Festival, Winter Concert, and Distric Art Show to Cover Custodial	\$4,000.00	N/A	9,10
11000.2600.51200.0000.019000.1623.21.1020	Contract Services for Distric Literary Festival, Winter Concert, and Distric Art Show to Cover Security Overtime.	\$4,000.00	1,2	9,10
11000.1000.55817.1020.019000.0000.21.1020	After School Bus Expense, Covering Sites Needing Transportation for the School Year	\$80,000.00	N/A	9,10
11000.1000.51100.1020.019000.1611.21.1020	Salaries Substitute Fine Arts	\$10,000.00	N/A	9,10
11000.2200.54620.0000.019000.0000.21.1020	RENTAL OF EQUIPMENT AND VEHICLES	\$886,336.57	N/A	9,10
	<b>TOTAL</b>	\$1551380.14		

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)*			
2. Complete certification page			
3. Progress in the 2016–2017 Program Goals toward the 2017–2018 Program Goals (2)*			
a. Were your 2016–2017 goals met?			
b. Have the art needs of your school district or community changed?			
4. Measurable Program Goals(s) and Objectives for 2017–2018 Three or more goals and measurable objectives align with <ul style="list-style-type: none"> <li>• The NM Arts Content Standards and Benchmarks (<a href="http://www.ped.state.nm.us">http://www.ped.state.nm.us</a>, navigate to V and click on the <i>Visual and Performing Arts</i> link); and/or</li> <li>• The National Arts Standards (<a href="http://nationalartsstandards.org/">http://nationalartsstandards.org/</a>);</li> <li>• The new ESSA Act; and</li> <li>• Sequential and developmentally appropriate curriculum.</li> </ul>			
5. FAEA/Classroom Support. (3) Rate the			
a. applicant's level of arts staffing—teachers teaching the arts and the grade levels			
b. frequency of elementary arts classes and the length of class periods			
c. 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.

REQUIREMENTS FOR ELEMENTARY ARTS EDUCATION PROGRAM						0	1	2																																				
d. assessments of student learning in the arts that are used to assess and support student and program growth																																												
e. 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 as seen in areas such as PD.																																												
f. district support for arts teachers as seen in adequate planning (PD support, ESSA, other state and federal funds).																																												
g. adequacy of the time provided for collaboration.																																												
<b>6. Additional arts education and exploration opportunities (2) are offered to district students and described adequately.</b>																																												
<b>7. Teacher and administrator professional development (3), training, and/or technical assistance in the arts are being provided.</b>																																												
a. Workshop settings are appropriate and adequate.																																												
b. Trainings follow ESSA guidelines or are state- or nationally sanctioned trainings.																																												
c. Local/regional opportunities are created to share knowledge across the arts																																												
<b>8. Your Fine Arts Advisory Council (FAAC) is involved in (3)</b>																																												
a. supporting the program;																																												
b. reviewing FAEA survey* findings and sharing data and synopses with stakeholders;																																												
c. discussing survey outcomes and supporting improvement to the arts program; and																																												
d. reviewing the arts program goals and priorities and making recommendations for program development.																																												
<table border="1"> <thead> <tr> <th>Sample FAEA Survey</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. The arts (art, music, drama, and / or dance—AMDD) are important to the development of a well-rounded child &amp; to district achievement levels.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Your student/child enjoyed the arts program—AMDD.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Your student/child gained a better understanding of the arts— AMDD.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. I am satisfied with the quality of arts— AMDD—instruction K – 6.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. My student/child will continue to enroll in arts classes—AMDD in grades 7–8 &amp; 9–12.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Comments:</p>						Sample FAEA Survey						1. The arts (art, 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—instruction K – 6.						5. My student/child will continue to enroll in arts classes—AMDD in grades 7–8 & 9–12.								
Sample FAEA Survey																																												
1. The arts (art, 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—instruction K – 6.																																												
5. My student/child will continue to enroll in arts classes—AMDD in grades 7–8 & 9–12.																																												

REQUIREMENTS FOR ELEMENTARY ARTS EDUCATION PROGRAM	0	1	2
<b>9. Highly Qualified Instructors (2)</b> Applicant ensures the use of highly qualified instructors and supervision. If providers do not hold valid teaching licenses, applicant has included how			
a. 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;			
b. the district/charter school ensures that the licensed teacher is present at all times during classroom instruction by a non-licensed provider; and			
c. background checks are conducted.			
<b>10. Program Plan Summary (2)</b> Applicant has included a			
a. summary that is adequate and appropriate in context and is 1–3 pages.			
b. description of the instructional program—instructor, evaluation plan, compliance elements, ESSA elements, including Title I and other state- and federally available funds.			
<b>11. Elementary Arts Education Budget (3)</b> Applicant demonstrates budget support for the program (program growth through state or federal funds, such as Title I, ESSA, STEM/STEAM).			
<b>Total Score</b>			

### 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

### 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 supported by the current Arts in Education fund are retained as a newly named "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.
- 21<sup>st</sup> 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**

FAEA formula for 2017–2018 is calculated in the following manner:

- Find the 80/120 student count for previous SY
- 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 80<sup>th</sup> and 120<sup>th</sup> day counts from SY 2016–2017
- 2) FAEA MEM is 1.0
- 3) 0.0500 is the multiplier from FAEA statute
- 3) T & E index comes from the district

4) **Unit value—operational— 17-18—\$4,053.55 11000 operational fund**

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



## New Mexico Arts Standards

At the state level, the New Mexico Content Standards and Benchmarks for the Arts are mandated for students in grades K–8. The standards are required in the arts as electives for participating students in grades 9–12, and the state does have a fine arts or practical arts graduation requirement, as adopted by local school districts. 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, 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 functional capacity...
- 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 New Mexico Arts Standards

NM Arts Content Standards and Benchmarks (<http://www.ped.state.nm.us> navigate to *V* and open the link to *Visual and Performing Arts*) and/or navigate to *N* and open the link to National Arts Standard (<http://nationalartsstandards.org/>)

## SEG— State Equalization Guarantee Distribution

Nearly all state-level school district 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].

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.

State Equalization Guarantee [www.ped.state.nm.us](http://www.ped.state.nm.us) Look in the *A to Z Directory*. Navigate to *S*, and click on the *School Budget* link.

## 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.

## STATE STATUTE TRAINING AND EXPERIENCE INDEX

---

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 state superintendent [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.