FAEA—Fine Arts Education Act

2016–2017

Application

FOR

Elementary Arts Funding

RfA—Request for Application





April 2016

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Cover and other student artwork from Albuquerque Public School’s Elementary Fine Arts Education (FAEA) programs

2016–2017

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 [www.ped.state.nm.us](http://www.ped.state.nm.us)

Click into the *A–Z Directory* scroll to *Visual and Performing Arts Education*

# Overview

Submit the renewal application as follows:

Mail two hard copies of the application with required signatures through regular mail *after* you have submitted the electronic portion of your application *and it has been approved by local board*.

You will be submitting your application electronically in MS Word. You will save and send your entry by DISTRICT NAME and date as a finished FAEA RfA to the Public Education Department (PED). Submit your 2016–2017 application digitally to: Vicki Breen [vicki.breen@state.nm.us](mailto:vicki.breen@state.nm.us)

The completed application must be received by the PED by Wednesday, May 18, 2016.

**Please mail to the following address:**

Vicki Breen

Arts Education, Policy Division

Room 130

Jerry Apodaca Education Building

300 Don Gaspar

Santa Fe, NM 87501-2786

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

# 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 encourage school districts to offer opportunities for elementary school students to participate in arts education programs, including visual arts, music, theatre, and dance to encourage cognitive and affective development by exhibiting the following:

* 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
* 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 corresponds to student learning in the arts and 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 to effectively connect students to the curriculum in visual arts, music, theatre, and dance education programs. Applicants are encouraged to make use of, and incorporate, art resources available within their communities and the new ESEA (Title I), STEM/STEAM, 21st Century federal and other funds to enhance the program.

# FUNDING

A new section of the Public School Finance Act was legislated during the regular session of New Mexico’s Forty–Seventh 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) 2016–2017. Funds will be distributed only to districts and charter schools that have approved applications.

* **Newly approved programs (2016–2017 Applications)** will be funded based on their 2015–2016, 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 2015–2016)** is based on the previous year’s average of 80- and 120-day count 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, districts 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 serves any of the elementary grades, K–5.

# APPLICATION APPROVAL

Successful initial applicants will receive notification by July 2016 that their application has been approved for funding for the 2016–2017 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 budget will not be approved until the addendum is additionally 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.* |

# RfA Cover Page

Cover Page of the RfA

Approved

Not Approved

**Request for Application**

**Elementary Arts Education Program**

**2016–2017 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** | | |  |
| **Email** |  | | | | | | | |
| **Signature of superintendent** |  | | | | **Date** | | |  |
| **Signature of LEA business manager** |  | | | | **Date** | | |  |
| **↓Charter school applicant completes this section** | | | | | | | | |
| **Contact Person**  **Day-to-Day Program Management** |  | | | | | | | |
| **School District—Complete this box ONLY if you are a district authorized charter school** | | | | |  | | | |
| **Charter Contact** |  | | | | | | | |
| **Mailing Address** |  | | | | | | | |
| **City/State/Zip** |  | | | | | | | |
| **Telephone** |  | | | | **FAX** | | |  |
| **Email** |  | | | | | | | |
| **Signature of the authorized representative of the charter school** |  | | | | **Date** | | |  |
| **FAEA Total Statistics** | | | | | | | | |
| **Projected number of elementary fine arts TEACHERS in SY 2016–2017 →** | | Dance |  | **Total number of elementary fine arts STUDENTS to be served in SY 2016–2017 *→*** | | |  | |
| Media Arts |  |
| Music |  |
| Theatre |  |
| Visual Arts |  |
| **Total** | | |  |
| **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** | | |
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|  | | | | **Total** | |  | | |

Certification Form of the RfA

Approved

# Certification Form

**For Implementation of the 2016–2017 Elementary Arts Program**

|  |  |
| --- | --- |
| **Name of Applicant:** | |
| **Please check one →** | **Initial application**  **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   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 Content Standards and Benchmarks **and/or**    2. National ARTS Standards, **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, and other; 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 (parental and community arts ~ FAAC) advisory council to participate in annual reviews of the Elementary Arts Education Program and to plan. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Program Contact Person** |  | | | | |
| **Mailing Address** |  | | | | |
| **City** |  | **State** | **NM** | **Zip** |  |
| **Telephone Number** |  | | **Fax Number** | |  |
| **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

## 3. Progress from 2015–2016 Program Goals toward the 2016–2017 Program Goals

A. Were your 2015–2016 goals met? Describe.

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

4. Measurable Program Goals and Objectives for 2016–2017

Include a list of three or more goals and measurable objectives for your visual arts, music, dance, and/or theatre programs aligned with the following:

a.) 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**

b.) the National Arts Standards (<http://nationalartsstandards.org>), **and/or**

c.) the new Elementary Secondary Education Act—ESEA—content includes—but is not limited to—sequential and developmentally appropriate curriculum

|  |  |
| --- | --- |
| **Goals** | **Steps, Outcomes** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
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## 5. FAEA/Classroom Support

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A. How many teachers do you have teaching the arts? List your teachers and the grade levels taught by each. | |  |  |  | | --- | --- | --- | | **Area** | **# of Teachers** | **Grades Levels Taught** | | Dance |  |  | | Music |  |  | | Theatre |  |  | | Visual Arts |  |  | |  |  |  | | Total # of Teachers |  |  | |
| FAEA/Classroom Support (cont.) | |
| |  | | --- | | B. How frequent are your elementary arts classes, and what is the length of class time? | |  |
| C. How does classroom space and instructional materials support your arts program? |  |
| 1. What measurable assessments of students learning in the arts are you utilizing? (Examples: EoC exams, report card grades, surveys, portfolio assessment, other) |  |
| E. Is your district matching FAEA funds and/or expanding the program each year? (through ESEA, STEM/STEAM, 21st Century and  other funds?) Describe. |  |
| 1. Describe district support for arts teachers. Include areas such as adequacy of program planning time, budget/support planning, ESEA, 2. and collaboration time. |  |

**6. Describe additional arts education and exploration opportunities** offered to district students (field trips, workshops, other).

**7. What professional development, training, and/or technical assistance in the arts** are being provided for arts teachers and administrators

* through local, regional, state, or national professional workshop settings?
* that are recommended trainings ? 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.

**8. Fine Arts Advisory Council (FAAC)**

A. Briefly summarize 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. Attach FAAC survey results that

1. provide anecdotal evidence to show how arts and arts education are influencing your students;

2. show program outcomes based on measurable, developmentally appropriate, applied student learning; and

3. show how outcomes will be used to refine, improve, and strengthen the program.

**9. Describe district expectations for FAEA program instruction and job descriptions for instructors** (Refer to the rubric for further information)

* Highly qualified, licensed school instructors and supervisors insure excellence in arts education. Ensure their use here and, if unavailable, please include details as to how the applicant will comply 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.
* State and ensure that background checks are conducted.

|  |
| --- |
| **10. Program Plan Summary (one to three pages)**  Include a narrative description and self-evaluation of your instructional program, instructors, and evaluation plan/compliance elements. Include any ESEA (such as Title I), STEM to STEAM, 21st Century, and other endeavors to assist FAEA program growth. |

**11. Elementary Arts Education Budget or Budget Worksheet**

Demonstrate budget support for the program and include aligned, measurable goals

To do so, use either the proposed budget or the budget worksheets below. **Be certain to align your goals with the budget.** If using the budget worksheet,complete it by listing the planned expenditures that will support the 2016–2017 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.

# Elementary Arts Education Budget 2016–2017

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | | **FAEA Funding** | **Other Funding Sources** | **District**  **Funds** | **Total** |
| A | **Instructional** | **Licensed Personnel Services** |  |  |  |  |
|  | Salaries | Visual Arts |  |  |  |  |
|  | Salaries | Music |  |  |  |  |
|  | Salaries | Dance |  |  |  |  |
|  | Salaries | Drama |  |  |  |  |
| B | **Professional Development** | **Registration Fees** |  |  |  |  |
|  |  | Travel mileage |  |  |  |  |
|  |  | Meals $ per day |  |  |  |  |
|  |  | Hotel $ per day |  |  |  |  |
|  |  | Contract Services |  |  |  |  |
|  |  | Consultant |  |  |  |  |
|  |  | Artist/Consultants |  |  |  |  |
| C | **Instructional Supplies** | **(Specify)** |  |  |  |  |
| D | **Instructional Resources** | **(Specify)** |  |  |  |  |
| E | **Student Supplies** | **(Specify)** |  |  |  |  |
| F | **Student Travel** | **(Specify)** |  |  |  |  |
| G | **Other** |  |  |  |  |  |
| H | **Other** |  |  |  |  |  |
|  | **Total** |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Arts Education Budget Worksheet 2016–2017 | | | | | | | |
| **Fund** | **Sub-Fund** | **Function** | **Object Code** | **Description** | **Dollar Amount** | **Goal Alignment with the Budget** | |
| Goal Number | Goal is on  page # |
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| **Total** | | | | |  |  |  |

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. **Cover page complete** |  |  | |  | |
| * + - 1. **Certification page complete** |  |  | |  | |
| **3. Progress from 2015–2016 Program Goals toward the 2016–2017 Program Goals** | | | | |
| 1. Were your 2015–2016 goals met? |  |  | |  | |
| 1. Have the art needs of your school district or community changed? |  |  | |  | |
| 1. **Measurable Program Goals(s) and Objectives for 2016–2017**   Three or more goals and measurable objectives aligned with the following:   * The NM Arts Content Standards and Benchmarks **(**http://www.ped.state.nm.us, navigate to *V* and click on the *Visual and Performing Arts* link**) and/or** * The National Arts Standards **(**<http://nationalartsstandards.org/>) * The new ESEA Act, **and** * Sequential and developmentally appropriate curriculum |  |  | |  | |
| 1. **FAEA/Classroom Support** | | | | |
| Teachers teaching the arts, and grade levels? |  |  | |  | |
| Frequency of elementary arts classes, and length of class periods? |  |  | |  | |
| Classroom space and instructional materials support the arts program? |  |  | |  | |
| Assessments of student learning in the arts being utilized? |  |  |  | | | |
| How the district FAEA and other funds are enlarging the program yearly (PD support, ESEA, other state and federal funds)? |  |  |  | | | |
| District support for arts teachers as seen in adequate planning (PD support, ESEA, other state and federal funds)? |  |  |  | | | |
| Adequate time provided for collaboration? |  |  |  | | | |
| **7. Describe additional arts education and exploration opportunities** offered to district students |  |  |  | | | |
| What professional teacher and administrator development, training, and/or technical assistance in the artsare being provided.   * workshop settings? * the Elementary Secondary Education Act (ESEA), recommended state and national trainings? |  |  |  | | | |
| **8. Fine Arts Advisory Council (FAAC)**   * Reviews of goals and priorities and recommendations for program revisions. * FAAC survey results that show   1. how arts and arts education are influencing your students;  2. program outcomes; and  3. how outcomes will be used to improve the program. |  |  |  | | | |
| **9. Highly Qualified Instructors**  Ensure the use of highly qualified instructors and supervision. If providers do not hold valid teaching licenses, include   * how the applicant complies with 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 * how the district/charter school ensures that the licensed teacher is present at all times during classroom instruction by a non-licensed provider. * how background checks are conducted. |  |  |  | | | |
| **10. Program Plan Summary**   * 1–3 pages * Description of instructional program—instructor, evaluation plan,   compliance elements, ESEA elements, (Title I and other state and federal available funds) |  |  |  | | | |
| **11. Elementary Arts Education Budget**   * Demonstrates budget support for the program (program growth through state or federal funds, e.g., Title I, ESEA, STEM/STEAM) |  |  |  | | | |
| **Total Score** |  |  |  | | | |



# 

# GLOSSARY

**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’ competences, which are informed and guided by the standards.

—The National Arts Standards

## ESEA Reauthorization is Finalized as Every Student Succeeds Act (ESSA)

On Thursday, December 10, 2015, President Obama signed into law the legislation (S.1177 Every Child Achieves Act of 2015) to reauthorization the Elementary and Secondary Education Act (ESEA). The new ESEA reauthorization, which will be known as “Every Student Succeeds Act” (ESSA), reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA). This reauthorization addresses issues such as accountability and testing requirements, distribution and requirements for grants fiscal accountability requirements, and the evaluation of teachers. The arts and music are included in a definition of a “well-rounded education” - a term that has replaced the current definition of “core academic subjects,” which had included the “arts.” (In this context, the arts include the visual arts, dance, and theater.) The well-rounded education definition broadens the list of subjects and appears in provisions related to afterschool and expanded learning time, English language learners, literacy, and more. This means that advocates can encourage local and state education policymakers to use their federal funds in these areas to support arts and music education

* The subjects listed in the definition of a well-rounded education - including arts education - appear to be specified as eligible uses of Title I funds. Title I funds are the largest pool of federal resources dedicated to ensuring equitable access to a complete education for all 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.
* 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**

FAEA formula for 2016–2017 is calculated in the following manner:

80/120 student count

STARS average X FAEA MEM 1.0 X 0.0500 X T & E index X unit value

Project directors will need to calculate the amount they will receive as follows:

1) STARS average is the average of School Year 2015–2016’s 80- and 120-count;

2) FAEA MEM is 1.0

3) 0.0500 is the multiplier from FAEA statute

3) T & E index comes from the district

**16-17—$4,040.24 11000 operational fund**

4) **Unit value—operational—**

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. *Arts and Entertainment* has been included as one of seven career clusters endorsed by the governor’s office for secondary students to consider, as they become aware of, explore, and experience a variety of career opportunities.

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 [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.