FAEA—Fine Arts Education Act

2021–2022

Application

FOR

K–6 Arts Funding

RfA—Request for Application





April 2021

Cover Art by Jeanie Vo, Grade 12, Del Norte High School, NM Youth Art Month Winner

 Albuquerque Public Schools, Teacher Nikki Turman

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2021–2022

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/information/rfps-rfis-rfas/>

# Overview

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

**Submit your application digitally to** **FA.Education@state.nm.us****. Only applications received at this address will be reviewed.**

* + A complete application includes: Cover Page, Signed Assurances Form, Goals and Objectives, Measurable Program Goals and Objectives, FAEA/Classroom Support, and Budget Worksheet **or** Line Item Worksheet—all applicable parts **except** signatures **by May 21, 2021**
	+ In the **subject** line of the email, include your **DISTRICT NAME** first then “**2021–22 RfA”**
	+ **Due electronically May 21, 2021**

For questions related to the application process or the FAEA, please contact:

Vicki Breen, vicki.breen@state.nm.us and/or Severo Martinez, severo.martinez@state.nm.us.

# 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

* training students in complex thinking and learning;
* focusing on a variety of learning styles and engaging students through success;
* 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.

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, Title IV-A), STEM/STEAM, 21st Century, Title I and IV-B, K5 Plus, accelerated learning, community/school funds, ELT, extended learning time, and other funds to enhance the program.

# 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) 2021–2022. Funds will be distributed only to districts and charter schools that have approved applications.

* **Newly approved programs** (2020–2021 applications) will be funded based on their 2021–2022, 40th day membership data, as reported in the New Program Membership Projection Form.
* **Funding of renewal programs** (programs that were previously approved for SY 2020–2021) 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 education program.

#

# Application approval

Successful initial applicants will receive notification by July 2021 that their application has been approved for funding for the 2021–2022 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. Budget authority will be granted July 1, 2021.

# 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. Districts will follow up through the school year with art and arts education/mid-year report.

# Required Components Checklist

|  |
| --- |
| **Required Components** |
| **Complete** | **Item** |
|[ ]  Cover Page with District or Charter Name |
|[ ]  ASSURANCES Page |
|[ ]  Program Narrative |
|[ ]  Budget Page(s) |

# **The New Program Membership Projection Form**

The new Program Membership Projection form is similar to the 910 B5 FORM, previously used by the School Budget and Financial Analysis Bureau—SBFAB, which is sent out by SBFAB and returned in the fall. This new form contains questions and information similar to those provided in the table and instructions below.

**Note:** When completing your application, collaborate with your PED School Budget Analyst, and your STARS and IT support teams, as needed. This form requires a new formula for projecting 40-day PROJECTIONS/ADDITIONS to your FAEA and several other programs for SY21–22 and SY22–23. The SBFAB will have a deadline for next fall (last year it was in October), and SY2021–22 has an immediate deadline.

|  |  |  |
| --- | --- | --- |
| **Item** | **Question** | **Response** |
|  |  | Yes | No  | NA |
| 1. | Do you have a current FAEA Program?                       |  |  |  |
| 2. | Do you plan to add new programs or schools next year? |  |  |  |
|  | **New Projection #s** |
| 3.  | If you answer ***yes*** to question #2, provide your new projection numbers. |  |
|  |

**Instructions**: Answer the above three questions with your school budget manager, so SBFAB and the FAEA bureau can meet their timelines *and*  districts can receive funding. You will find space for SY2021–22 inclusion at the end of the list of *Schools Being Served* found on the following page (7).

* New students, their grade levels, their school, district code, and location code should be added to the end of your list on page 7 and all highlighted in yellow to separate it from your 80/120 day average numbers.
* Work with your school budget manager to ensure accuracy.

# RfA Cover Page

Cover Page of the RfA

[ ]  Approved

**Request for Application**

**Elementary Arts Education Program**

**2021–2022 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 → | [ ]  New application[ ]  Renewal application |
| **↓ LEA/Non-charter school applicant completes this section ↓** |
| Contact personDay-to-Day FAEA Program Management |  |
| Superintendent |  |
| Mailing address |  |
| City/State/Zip |  |
| Telephone |  |
| FAEA Contact Person Email |  |
| **↓Charter school applicant completes this section** |
| Contact personDay-to-Day FAEA Program Management |  |
| School district—Complete this box ONLY if you are a state OR district authorized charter school |  |
| Charter contact |  |
| Mailing address |  |
| City/State/Zip |  |
| Telephone |  |
| FAEA Contact Person Email |  |
| **FAEA Total Statistics** |
| Projected number of elementary fine arts TEACHERS in SY 2021–2022 → | Dance |  | Total number of elementary fine arts STUDENTS to be served in SY 2021–2022 **→** |  |
| Media Arts |  |
| Music |  |
| Theatre |  |
| Visual Arts |  |
| **Total** |  |
| **Elementary School(s) Being Served** |  |
| School(Form may be extended if additional space is needed) | District Code | Location Code | Grade levels | Number of studentsto be served SY 2021–2022 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | **Total** |  |

Assurance Form of the RfA

[ ]  Approved

# Assurance Form

**For Implementation of the 2021–2022 Elementary Arts Program**

|  |
| --- |
| REQUIRED: LEA: NAME  |
| Please check one → |  [ ] New application[ ] Renewal application |
|  **ASSURANCES**Signed 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 is true and correct to the best of my knowledge. If funded, the district, state charter, or charter school I represent will1. implement the arts education program presented in the application to provide for the educational needs of students in the areas of dance, media arts, music, theatre, and visual arts;
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.
 |

|  |
| --- |
| **Signatures** |
| Superintendent or Charter School Director |  | Date |  |
| Business Manager |  | Date |  |
| Project Director |  | Date |  |
| Fine Arts Advisory Council (FAAC) Contact  |  | Date |  |
| School Board President or Governance Council Chair |  | Date |  |

# Goals and Objectives

## Arts Education and Equity: Meeting the Needs of All Students

|  |
| --- |
| **1. Pedagogy**In what way is art culturally and linguistically relevant? In what way is art taught via student-centered pedagogy? |
|  |

## **Measurable Program Goals and Objectives from 2020–2021 to 2021–2022**

**2. Goals and Objectives**

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**
* Elementary Secondary Education Act—ESSA—content, including—but not limited to—sequential and developmentally appropriate additional Title I or Title IV curricula to ESSA & 21st Century funds to the arts.

|  |  |
| --- | --- |
| **Goals** | **Steps and Outcomes** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4**. |  |
| **5**. |  |

## FAEA/Classroom Support

|  |  |
| --- | --- |
| **3. Questions/ Instructions** | **Responses** |
| a. How many arts teachers are employed? List your teachers and the grade levels taught by each. Artists, classroom teachers percentages of FTE may be needed. |

|  |  |  |
| --- | --- | --- |
| **Area** | **# of Teachers** | **Grades Levels Taught** |
| Dance |  |  |
| Media Arts |  |  |
| Music |  |  |
| Theatre |  |  |
| Visual Arts |  |  |
| Total Numbers |  |  |

 |
| b. How frequent are your elementary arts classes, and what is the length of class time? |  |

|  |  |
| --- | --- |
| c. What assessments are you using to measure students’ learning in the arts (e.g., report card grades, video, theatre vignettes, film, surveys, portfolio, performance assessment, other) |  |
| d. If your district is matching FAEA funds and/or expanding the program each year (e.g., through ESSA, STEM/STEAM, 21st Century, K5 Plus, the community, ELT, accelerated learning, or other funds), please describe |  |
| e. Describe district support for arts teachers. Include areas such as adequacy of program planning time, budget/support planning, collaborations, and ESSA.  |  |
| **4. Professional Development and its Funding** \*Describe the professional development, training, and/or technical assistance (suggested three to five percent of FAEA funding) in the arts that will be provided for arts teachers and administrators. |
|  |
| \*These include, but are not limited to, the Kennedy Center, NAMM, NAfME, NAEA (Art and Music, Performing Arts Education Associations), State Annual Conferences, NMMENC, NMAEA, the FAEA Winter Meeting, the All-State Music Conference, the EdTA (Educational Theatre Association) Conference, and the NDEO (National Dance Educational Organization), and NM statewide Teacher Conferences. Discuss presenting, participating and collaborations.  |
| **5. Fine Arts Advisory Council (FAAC)** 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. |
|  |

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

|  |
| --- |
| **FAEA Classroom supports Questions/Instructions and Responses** |
| **6. Licensed school instructors and supervisors to insure excellence in teaching and learning arts education.**1. 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.
 |
|  |
| **7.** **Program Plan Summary** Include below a one to three page narrative description and self-evaluationof your instructional program, budget, instructors, and evaluation plan/compliance elements. Discuss collaborative efforts (district or region). |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Elementary Arts Education Budget 2021–2022**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 budget worksheet that follow. List the planned expenditures that support the 2021–2022 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 Pages)Elementary Arts Education Budget Worksheet, 2021–2022

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category of Services or Materials** | **FAEA Funding** | **Other Funding Sources** | **District****Funds** | **Total** |
| A | **Instructional** | **Licensed Personnel Services** |  |  |  |  |
|  | Salaries | Dance |  |  |  |  |
|  | Salaries | Media Arts |  |  |  |  |
|  | Salaries | Music |  |  |  |  |
|  | Salaries | Theatre |  |  |  |  |
|  | Salaries | Visual Arts |  |  |  |  |
| B | **Professional Development** | **Possible Fees**  |  |  |  |  |
|  |  | Travel mileage |  |  |  |  |
|  |  | Meals $ per day |  |  |  |  |
|  |  | Hotel $ per day |  |  |  |  |
|  |  | Contract Services |  |  |  |  |
| C | **Instructional Supplies** | **(Specify)** |  |  |  |  |
|  |  | MaterialsEquipmentOther supplies% of budget |  |  |  |  |
| D | **Other** |  |  |  |  |  |
|  | **Total** |  |  |  |  |  |

 |

|  |
| --- |
| Arts Education Line Item Worksheet 2021–2022 |
| **Fund** | **Sub-Fund** | **Function** | **Object Code** | **Description** | **Dollar Amount** | **Goal Alignment with the Budget** |
| Goal Number | Goal is onpage # |
|  |  |  |  |  |  |  |  |
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| **Total** |  |  |  |

# 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 student’s 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 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 accountability, a commitment to ensure that all students are served by excellent educators, and collaborative strategies for turning around the state’s struggling schools. The plan also articulates New Mexico’s methodology for setting creative and collaborative goals to strategically utilize funding to best meet the needs of our students.

* Programs that have been supported by the Arts in Education fund have been such as *Assistance for Arts Education* fund, the National Endowment for the Arts/Arts in Education, and Innovative Approaches to Literacy.
* 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/STEAM education.
* 21st Century Community Learning Center funding is maintained, and art, dance, music and theatre education are specified as eligible for support under *expanded learning time* provisions.

## Funding Formula

**The FAEA formula for 2020–2021 is calculated in the following manner:**

* + 1. Find the 80/120 student count from the previous SY, unless this is a NEW application

**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 2020–2021

2) FAEA MEM is 1.0

3) 0.0500 is the multiplier from FAEA statute

**21–22—$4,770.70 11000 operational fund**

4) 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 required electives. The Arts are included in Advanced Placement (AP), Dual Credit, Media Arts, 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 learning and 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)s

**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 are available for the Arts from 2019–2025 with the current adoption cycle. At this time, Instructional Materials are available operationally and through the SEG.

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>