

Cover Page of the RfA
 Approved Not Approved

2015–2016 Request for Application Elementary Arts Education Program

Name of Applicant		Gadsden Independent School District		
Please check one →	<input checked="" type="checkbox"/> Local Education Agency (LEA)	Please check one →	<input type="checkbox"/> Initial Application	
	<input type="checkbox"/> District Authorized Charter School		<input checked="" type="checkbox"/> Renewal Application	
	<input type="checkbox"/> State Authorized Charter School			
↓ LEA applicant completes this section ↓				
Contact Person Day-to-Day Program Management	Phillip Medina, Coordinator for Library Media Services, Fine Arts, 21 st Century and Save the Children			
Superintendent	Efren Yturralde			
Mailing Address	PO Drawer 70			
City/State/ Zip	Anthony, New Mexico 88021			
Telephone	575-882-6731	FAX	575-882-6736	
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 2015–2016 →	Dance	0	Projected number of students to be served in SY 2015–2016 →	7,478
	Media Arts	0		
	Music	15		
	Theatre	0	Projected budget for the FAEA during SY 2015–2016 →	\$1,632,274.03
	Visual Arts	15		
Projected total number of elementary fine arts teachers →		30		
Elementary School(s) Being Served				
School (Form may be extended if additional space is needed)	Grade levels to be included		Number of students to be served in SY 2015–2016	
Anthony Elementary	K-6		466	
Berino Elementary	K-6		501	
Chaparral Elementary	K-6		695	
Desert Trails Elementary	K-6		922	
Desert View Elementary	K-6		507	
Gadsden Elementary	K-6		500	
La Union Elementary	K-6		273	
Loma Linda Elementary	K-6		384	
Mesquite Elementary	K-6		358	
North Valley Elementary	K-6		388	
Riverside Elementary	K-6		620	
Santa Teresa Elementary	K-6		615	
Sunland Park Elementary	K-6		345	
Sunrise Elementary	K-6		461	
Vado Elementary	K-6		443	
Reminder: Funding of Renewal Program is based on the previous year's average of 80- and 120-day counts.				

Certification Form of the RfA

Approved Not Approved

Certification Form

For Implementation of the 2015–2016 Elementary Arts Program

Name of applicant: Gadsden Independent School District	<input checked="" type="checkbox"/> Local Education Agency (LEA)		
	<input type="checkbox"/> District Authorized Charter School		
	If your school is a <i>district authorized chartered school</i> , please list the district: →		
	<input type="checkbox"/> State Authorized Charter School		
		Projected <i>number of elementary fine arts teachers</i> for the SY 2015–2016 →	15
Please check one →	<input type="checkbox"/> Initial Application <input checked="" type="checkbox"/> Renewal Application	Projected <i>number of elementary students</i> to be served by the 2015–2016 Elementary Arts Education Program →	7,478

Certification

Signatures of 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 arts education programs that provide for the educational needs of students in the areas of visual arts, music, theatre, and dance and, in addition, integrate arts instruction across the curriculum;
- b) align the elementary arts education program with the following:
 1. NM Content Standards and Benchmarks
 2. National CORE ARTS Standards
 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 offer 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 summer or winter professional development that includes all approved Fine Arts Education Act (FAEA) applicants;
- f) conduct a self-evaluation, which includes an assessment of the district elementary arts education program; and
- g) form and work with a parental and community arts advisory committee to participate in annual reviews of the Elementary Arts Education Program and plan.

Name of Program Contact Person	Phillip Medina, Coordinator for Library Media Services, Fine Arts, 21 st Century				
Mailing Address	PO Drawer 70				
City	Anthony	State	NM	Zip	88021
Telephone Number	575-882-6731		Fax Number	575-882-6736	
Email Address					

Signatures

Superintendent or Charter School Director		Date	
School Board President or Governance Council Chair		Date	
Project Director		Date	
Parent Advisory Council Contact		Date	

FAEA RfA Narrative

Please limit your narrative submission to a total of six pages.
(Pages 9–13 in this document)

Directions for completing the FAEA RfA Narrative:

- Please read the entire RfA prior to completing this form.
- Be certain your FAEA program goals align with your budget.
- Check all of your responses carefully prior to submission.

1. Progress from 2014–2015 Program Goals toward the 2015–2016 Program Goals		
A. Were your 2014–2015 goals met?	X Yes	<input type="checkbox"/> No
<p><i>Narrative Description (Progress and outcomes of 2014–2015 goals):</i></p> <p>Goal 1: Maintain Integrated Fine Arts Instruction at all Elementary Sites in school and after school programs.</p> <p>With the inception of the ARTES Program in 2005, licensed Fine Arts instructors have been established at all 15 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.</p> <p>Goal 2: Provide Onsite and State Sponsored Professional Development</p> <p>Restructuring of the procedures of Professional Development for Fine Art and Regular class instructors will be implemented in the 2014-2015 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.</p> <p>Goal 3: Improve Parent and Community Involvement</p> <p>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.</p>		
B. Have your school district or community needs changed?	<input type="checkbox"/> Yes	X No
<p><i>Narrative Description, Vision (Why? How? Please list your response to the change.):</i></p>		
C. Does your budget provide support for your FAEA program goals?	X Yes	<input type="checkbox"/> No
D. How has your program improved? What is working well?		
<p><i>Narrative Description: One component that we had lost a few years ago was having an Elementary Music Facilitator to help organize the elementary music programs within the district. This past January we were able to offer one of our elementary music teachers the stipend. This individual visits the elementary music teachers and works with them on their programs. The end goal is to have a district honor choir that will perform at a winter concert. The Elementary Music Facilitator will also work with the music teachers to have more elementary school participate in the Elementary All State Music Choir. Two Festivals continue to be very successful within our district. These two events are our Literary Festival and our District Visual and Performing Art Shows. Our District Art Show continues to be very successful. The school administration supports the efforts of the Fine Arts Council. The Fine Arts Council sets up for the Art Show the Thursday before and take down is the following Monday. The public viewing is on a Sunday. Parents,</i></p>		

administrators and teachers come a view the art work as well as enjoys students choirs and bands from some of the schools.

E. What changes would improve your program? Describe any obstacles.

Narrative Description: One improvement would be to have a dedicated art and music room at each of the elementary schools. Some schools do have a room for each but some have to push a cart. The main obstacles of course are budget and room on the campuses. Priority has to be made of classroom teachers and SPED teachers.

2. Three Measurable Program Goals and Objectives for 2015–2016 Include a list of three goals and specific, measurable objectives for your visual arts, music, dance, and/or theatre programs aligned with the following, including sequential and developmentally appropriate curriculum (check all that apply below):			
A. NM Arts Content Standards and Benchmarks (http://www.ped.state.nm.us/standards/)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
B. National CORE ARTS (http://nationalartsstandards.org/)		<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. Applicable Common Core State Standards.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Goal 1 Statement: The implementation of having a district level honor choir.			
Measurable Objectives for Goal 1 Action steps necessary to carry out the goal (www.theGLADiSproject.com)	Completion Date	Measurements How will you know that your objectives were achieved?	Resources Needed (personnel, funds, time, supplies/equipment, space)
Contract music teachers to run an afterschool program to develop the choirs.	5/2015	By the end of the fall semester there will be an afterschool program to support the development of the Honor Choir.	The programs would be run by our music teachers. The teachers would be paid out of the afterschool program salary fund. Sheet music and boom boxes will need to be purchased. The music teacher would need use of the school's multipurpose room or a classroom.
Goal 1 is aligned with the following standard. Standard 1: Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts. Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.			
Goal 2 Statement: The implementation of having more Ballet Folklorico programs at the elementary schools.			
Measurable Objectives for Goal 2 Action steps necessary to carry out the goal (www.theGLADiSproject.com)	Completion Date	Measurements How will you know that your objectives were achieved?	Resources Needed (personnel, funds, time, supplies/equipment, space)
Contract a qualified school staff member to teach Ballet Folklorico in an afterschool program.	5/2015	By the end of the 2015-2016 SY there will be Ballet Folklorico programs established in more elementary schools.	A qualified school staff member to teach the program. The instructor will be paid from the afterschool program salary fund. Uniforms will need to be purchased. The use of the school's multipurpose room or an adequate classroom would be needed.
Goal 2 is aligned with the following standard. Standard 1: Students will learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts. Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.			
Goal 3 Statement: Provide quality professional development to art and music teachers			
Measurable Objectives for Goal 3 Action steps necessary to carry out the goal (www.theGLADiSproject.com)	Completion Date	Measurements How will you know that your objectives were achieved?	Resources Needed (personnel, funds, time, supplies/equipment, space)
	5/2015	By the end of the school year, all of the art and music teachers will have	Secondary art and music teachers will provide professional development to the elementary art and music

		been trained in areas that will enhance their classroom teaching.	teachers. Supplies for workshops will be provided by District Fine Arts Department.
Goal 3 is aligned with the following standard. Standard 1: Learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.			

D. Program Plan Description (This narrative component should not exceed two pages.) (www.theGLADiSproject.com)

Narrative Description and Self-Evaluation:

(Include **Instructional Program, Instructors, and Evaluation Plan/Compliance** elements listed on pages 5–6.)

The **ARTES** program of Art Integration in the classroom was maintained through FAEA funding for a Fine Arts Coordinator and 15 Art Instructors and District funding of 15 Music Instructors. FAEA, and 21st Century funding ensured After School Programs at all 15 sites.

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.

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. The Parent Advisory Group will be a primary focus for 2015-2016.

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 2 of the 15 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
- 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 15 Elementary sites. 12 sponsored by NMSU and 3 by new 21st Century Grant.
 - Digital Media Programs at 15 Elementary sites. 12 sites sponsored by FAEA and 3 by new 21st Century Grant.
 - Readers Theater at 15 Elementary sites. 12 sites sponsored by FAEA and 3 by 21st 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 14, 2015 the GISD School Board were presented with the Elementary Fine Arts proposed budget and goals for 2015-2016.

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 2014; District Literary Festival, February 2015; Permanent Gadsden District Display at the Dona Ana County Building in Las Cruces, Fall 2014 and Spring 2015; the District Art Show 2015; 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.

3. Classroom Consistency and Support			
A. What percent of your district's elementary student population is served by arts education?			
Percent served		100%	
B. How many teachers do you have teaching the arts, and which grade levels do they teach?			
Dance	0	Grade levels taught	K-6
Music	15	Number of classroom teachers impacted by the fine arts	
Theatre	0		
Visual Arts	15	Comment:	
Total Number of teachers	30		
C. How frequent are your elementary arts classes, and what is the duration of time for each class?			
Frequency	Once a week	Duration	Ave 40 min
D. What amount of classroom space and instructional materials are being allotted to your arts program?			
How much space is allocated for fine arts (approximate square footage)?	500	What percentage of the building is allocated to fine arts?	10%
How many classrooms are allocated to fine arts?	5	Comment: Some schools have a room for art or music, some schools visit the classrooms.	
What percent of the district budget for instructional materials is allotted to fine arts?		Percent	
Does your district utilize the state instructional materials adoption funding for fine arts?		X Yes	<input type="checkbox"/> No
E. What measurable assessments of student learning in the arts are you utilizing? (Examples: EoC exams, report card grades, surveys, portfolio assessment, performance assessment, GLADiS (www.theGLADiSproject.com))			
<i>Narrative Description (Which measurable assessments?): Performance Assessments finalizing in report cards/</i>			
F. Is your district matching FAEA funds to support the arts?			
<i>Narrative Description: Yes</i>			
G. What is being done for arts teachers to ensure adequate planning and collaboration time?			
<i>Narrative Description: Each Fine Arts Teacher is allotted Planning Time.</i>			
4. List additional arts education and exploration opportunities you are offering students. (Examples: field trips, workshops, museum visits, webinars, virtual galleries)			
<i>Narrative Description: Field trips are available through student travel. Students can also view the District Level Art Show as a field trip.</i>			
5. What professional development, training, and/or technical assistance in the arts are being provided for arts teachers and administrators?			
A. Through local, regional, state, or national professional workshops with appropriate teams			
<i>Narrative Description: 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.</i>			
B. Recommended trainings include the NMAEA Annual Conference www.newmexicoarteducators.org ; the FAEA Winter Meeting www.ped.state.nm.us ; the All State Music Conference; NM Music Educators (NMMEA) https://www.nmmea.com ; National Association for Music Education (NAfME) www.nafme.org ; American Alliance for Theatre and Education (AATE) www.aate.com ; the EdTA Theatre Conference www.schooltheatre.org ; and the National Dance Educational Organization Conference (NDEO) www.nationaldanceeducationortanization.org ; and others at http://ped.state.nm.us/Humanities/Arts/index.html .			
<i>Narrative Description:</i>			

6. Parent Advisory Committee (PAC)		(Do you have a PAC?)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
A. How frequently does the Arts PAC meet?				
<i>Narrative Description: The District Level PAC meets once a month. There is no specific Art PAC. We are using the Gadsden PAC as a forum to start.</i>				
B. Do you keep attendance records?			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
C. Briefly summarize how the PAC assists in the review of measurable goals and priorities of the program and makes appropriate recommendations for changes or revisions in the program plan.				
<i>Narrative Description: The Fine Arts program is presented to the PAC for review and input is welcomed.</i>				
D. Attach PAC survey results that				
1. provide anecdotal evidence the arts are influencing your students.				
<i>Narrative Description: N/A</i>				
2. show outcomes based on measurable, developmentally appropriate, process-oriented student learning.				
www.theGLADISproject , and others.				
<i>Narrative Description: N/A</i>				
3. show how outcomes will be used to refine, improve, and strengthen the program.				
<i>Narrative Description: N/A</i>				
7. Highly Qualified Instructors (as defined in the National Core Arts Standards)				
Ensure the use of licensed, highly qualified arts teachers and highly qualified arts and education supervisors for those who are teaching the elementary arts program.				
<i>Narrative Description: All of our Fine Art Instructors are highly qualified certified teachers at each of the elementary schools.</i>				
A. Use highly-qualified supervisor(s) to oversee elementary arts providers.			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
B. Ensure that background checks are conducted.			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8. Budget Worksheet				
A. Budget worksheet is complete.			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
B. The budget worksheet provides support for the measurable program goals.			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

FAEA RfA Budget 2015–2016

Directions: Select one or both forms below to submit your budget. Budget must align with FAEA program goals.

Arts Education Budget Worksheet 2015–2016				
Line Item	Description	Dollar Amount	Goal Alignment with the Budget	
			Goal #	Goal is on page #
11000.1000.51100.1020.019000.1610.21.1020	Salary + Benefits For 15 Elementary Art Instructors	\$871,968.01	N/A	5
11000.2200.51300.1020.019000.1610.21.1020	Salary + Benefits For Visual And Performing Arts Coordinator	\$68,500.00	N/A	5
11000.2200.53414.1020.019000.0000.21.1020	Contract Services For Elementary Sites: Monies For Site/District Workshops (\$2000 Per Site + \$1,200 For Coordinator)	\$32,000.00	1,2,3	5
11000.2200.53414.1020.019000.0000.21.1020	Elementary Artist In Residence (\$7.50 X 80/120 Member Average) Monies For Fine Arts Enrichment Performances And Programs	\$56,715.00	1,2,3	5
11000.1000.51300.1020.019000.1411.21.1020	After School Programs For 15 Sites @ \$5000.00. Focus On Math And Reading Thru Fine Arts Which Includes Dance, Music, and Visual Arts.	\$75,000.00	1,2	5
11000.2200.55813.1020.019000.0000.21.1020	Professional Development/Travel For Coordinator	\$4,000.00	3	5
11000.2200.53300.1020.019000.0000.21.1020	Professional Development/Training For Coordinator	\$4,000.00	3	5
11000.1000.55819.1020.019000.0000.21.1020	Travel For Elementary Instructors/ \$2000 Per Site	\$30,000.00	3	5
11000.1000.53330.1020.019000.0000.21.1020	Professional Development/Training For Elementary Instructors/ \$2000 Per Site	\$30,000.00	3	5
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	5
11000.1000.56113.1020.019000.0000.21.1020	After School Program Software Line To Purchase Packages Or	\$15,000.00	1,2	5

	Licenses For After School Programs \$1000 Per Site			
11000.1000.57332.1020.019000.0000.21.1020	Equipment For Elementary Sites: (Avg. Allocation At \$13.00 Per 80/120 Attendance Avg.) Monies To Include \$7500 For After School Programs (Approx \$500 Per Site)	\$104,163.50	N/A	5
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	\$124,747.50	1,2	5
11000.2200.55817.1020.019000.0000.21.1020	Office Supplies For Program Office And Training Lab	\$16,465.02	N/A	5
11000.2200.57332.1020.019000.0000.21.1020	Office Equipment For Program Office & Training Lab	\$5,000.00	N/A	5
11000.2200.55915.0000.019000.0000.21.1020	Other Contract Services For Food Services For Literary Festival, District Art Show, And Other Performances	\$3,000.00	N/A	5
11000.1000.55817.1020.019000.0000.21.1020	Student Travel To Art Museums, Theaters, Etc. Monies Allocated At \$7.50 Per 80/120 Attendance Avg.)	\$56,715.00	1,2	5
11000.2600.51200.0000.019000.1615.21.1020	Contract Services For District Literary Festival, Winter Concert, And District Art Show To Cover Custodial	\$4,000.00	N/A	5
11000.2600.51200.0000.019000.1623.21.1020	Contract Services For District Literary Festival, Winter Concert, And District Art Show To Cover Security Overtime.	\$4,000.00	N/A	5
11000.1000.55817.1020.019000.0000.21.1020	After School Bus Expense (Based On 2012-2013 Expenses) Covering Sites Needing Transportation For 24 Weeks	\$100,000.00	1,2	5
11000.1000.51100.1020.019000.1611.21.1020	Salaries Substitute Fine Arts	\$17,000.00	N/A	
Total		\$1,632,274.03		

Arts Education Budget 2015–2016

Budget Worksheet			Budget Detail				Goal Alignment with the Budget	
			This Program	Other Funding Sources	District Funds	Total	Goal Number	Goal is on page #
A	Instructional	Licensed Personnel Services						5
	Salaries	Visual Arts	\$871,968.01			\$871,968.01	N/A	5
	Salaries	Music			\$840,486.00	\$840,486.00	N/A	5
	Salaries	Fine Arts Coor.	\$68,500.00			\$68,500.00	N/A	5
	Salaries	After School Instructors (35) & Fine Arts Facilitator	\$75,000.00			\$75,000.00	1,2	5
	Salaries	Contract Services for District Literary Festival, Choral Concert, and Art Show	\$8,000.00			\$8,000.00	N/A	5
	Salaries	Substitute Salary for Fine Arts Instructors Training	\$17,000.00			\$17,000.00	N/A	5
B	Professional Development	Registration Fees						
		Instructor travel per diem (\$2,000 per site)	\$30,000.00			\$30,000.00	N/A	5
		Instructor training (\$2,000.00 per site)	\$30,000.00			\$30,000.00	3	5
		Coordinator travel per diem	\$4,000.00			\$4,000.00	N/A	5
		Coordinator training	\$4,000.00			\$4,000.00	3	5
		Contract services:	\$32,000.00			\$32,000.00	3	5
		Instructor	\$30,000.00			\$30,000.00	3	5

		travel per diem (\$2,000 per site)						
C	Instructional Supplies	(Specify)						
D	Instructional Resources	(Specify)						
		After school instructional software or program licensing fees	\$15,000.00			\$15,000.00	N/A	5
		Artist in residence program	\$56,715.00			\$56,715.00	1,2,3	5
E	Student Supplies	Supplies and materials for elementary sites fine arts programs	\$124,747.50			\$124,747.50	1,2	5
		Equipment for elementary sites fine arts programs	\$104,163.50			\$104,163.50	1,2	5
F	Student Travel	Travel to museums, theaters, and other cultural or program themed locations	\$56,715.00			\$56,715.00	N/A	5
		Buses for elementary after school programs	\$100,000.00			\$100,000.00	1,2	5
		District student travel for competition and district / regional / state performances	\$10,000.00			\$10,000.00	1,2	5
G	Other	Coordinator office equipment	\$5,000.00			\$5,000.00	N/A	5
		Coordinator office supply	\$16,465.02			\$16,465.02	N/A	5
		Fees for building use and food services for district	\$3,000.00			\$3,000.00	1,2	5

		festivals, concerts, and shows						
		Total	\$1,632,274.03		\$840,486.00	\$1,632,274.03		

Evaluation and Rubric

Applications will be read and evaluated through the PED review process. Application requirements that receive average scores of 0 or 1 on any section of the rubric require completion or clarification through the addendum process as described in the RfA.

Rubric:

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. Progress from 2014–2015 Program Goals toward the 2015–2016 Program Goals			
A. Were your 2014–2015 goals met?			
B. Have your school district or community needs changed?			
C. Does your budget provide support for your FAEA measurable program goals?			
D. How has your program improved?			
E. What changes would improve your program?			
2. Three Measurable Program Goals and Objectives for 2015–2016 Include a list of three goals and specific, measurable objectives for your visual arts, music, dance, and/or theatre programs aligned with the following, including sequential and developmentally appropriate curriculum:			
A. NM Arts Content Standards and Benchmarks (http://www.ped.state.nm.us/standards/)			
B. CORE ARTS (http://nationalartsstandards.org/) content			
C. Applicable Common Core State Standards.			
D. Program Plan Description: <i>(Include the self-evaluation components of Instructional Program, Instructors, and Evaluation Plan/Compliance)</i>			
3. Classroom Consistency and Support			
A. What percent of your district's elementary student population is served by arts education?			
B. How many teachers do you have teaching the arts, and which grade levels do they teach?			
C. How frequent are your elementary arts classes, and what is the duration of time for each class?			
D. What amount of classroom space and instructional materials are being allotted to your arts program?			
E. What measurable assessments of student learning in the arts are you utilizing? (Examples: EoC exams, report card grades, surveys, portfolio assessment, performance assessment, GLADiS)			
F. Is your district matching FAEA funds to support the arts?			
G. What is being done to ensure that arts teachers have adequate planning and collaboration time?			
4. List additional arts education and exploration opportunities you are offering students. (Examples: field trips, workshops, museum visits, webinars, virtual galleries)			

Requirements for Elementary Arts Education Program	0	1	2
5. What professional development, training, and/or technical assistance in the arts are being provided for arts teachers and administrators?			
A. Through local, regional, state, or national professional workshop settings with appropriate teams			
B. Recommended trainings include the NMAEA Annual Conference, the FAEA Winter Meeting, the All State Music Conference, the EDTA Theatre Conference, and the National Dance Educational Organization Conference			
6. Parent Advisory Committee (PAC)			
A. How frequently does the PAC meet?			
B. Do you keep attendance records?			
C. Briefly summarize how the PAC assists in the review or oversight of goals and priorities of the program. What role, if any, does the PAC have in supporting the program OR in making appropriate recommendations for change or revision of the program plan?			
D. Attach PAC survey results that: <ul style="list-style-type: none"> 1. provide anecdotal evidence that the arts are influencing your students. 2. show outcomes based on measurable, developmentally appropriate, process-oriented, student learning through arts education. 3. show how outcomes will be used to refine, improve, and strengthen the program. 			
7. Highly Qualified Instructors (National Core Arts Standards term)			
A. Ensure the use of highly-qualified, arts teachers or pair highly-qualified arts and education supervisors with those who are teaching the elementary arts program. Ensure that when using highly qualified program instructors or providers, arts and education supervisors are present.			
B. Use highly qualified supervisors to oversee elementary arts providers.			
C. Ensure that background checks are conducted.			
8. Budget Worksheet			
A. Budget worksheet is complete.			
B. The budget supports the program goals.			
Total Score			

Arts Education Standards Allow for More Than Mere “Exposure”

The existence of a Standards document in the arts assumes 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 study, analysis, and reflection. This 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’ competence, which are informed and guided by the Standards.

—The National Arts Standards, <http://nationalartsstandards.org/>

Funding Formula

FAEA Formula for 2015–2016 is calculated in the following way:

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:

- 1) STARS average is the average of School Year 2014/2015'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
- 4) **Unit value—operational—15–16—\$4027.75** 11000 operational fund

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

The GLADiS Project—www.GLADiSProject.com The GLADiS Project was established to provide online automation for school districts seeking to incorporate portfolio-based assessment in the arts. The original domains developed for the application were: Perform, Create, Connect, and Respond.

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 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 the opportunities to use divergent modes of thinking and explore the notion that problems may have multiple solutions.
- The arts have appeal to, and benefits for, all students, regardless of their level of functional capacity.
- The arts have the unique capacity to engage students in three distinct modes: 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 www.ped.state.nm.us A–Z, V, Visual and Performing Arts.

SEG

State Equalization Guarantee www.ped.state.nm.us Look in the A– Z Directory under S, School Budget.

T & E

Training and Experience (T&E) index—The T&E index is a formula component that compensates districts for education levels and years of experience (See below for the T&E index statute.)

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. The factors for each classification of academic training by years of experience 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 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.

History: 1953 Comp., § 77-6-18.8, enacted by Laws 1974, ch. 8, § 15; 1975, ch. 119, § 2; 1976 (S.S.), ch. 32, § 8; 1993, ch. 91, § 1; 1993, ch. 237, § 3.