

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 →	<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/Non-charter school applicant completes this section ↓

Contact Person Day-to-Day Program Management	Phillip Medina		
Superintendent	Efren Yturalde		
Mailing Address	PO Drawer 70		
City/State/Zip	Anthony, New Mexico 88021		
Telephone	575-882-6731	FAX	575-882-6736
Email	phmedina@gjsd.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 2016–2017 →	Dance	0	Total number of elementary fine arts STUDENTS to be served in SY 2016–2017 →	7235
	Media Arts	0		
	Music	15		
	Theatre	0		
	Visual Arts	15		
	Total	30		

Elementary School(s) Being Served

School (Form may be extended if additional space is needed)	Grade levels	Number of students to be served in SY 2016–2017
Anthony Elementary	K-6	399
Berino Elementary	K-6	460
Chaparral Elementary	K-6	711
Desert Trails Elementary	K-6	907
Desert View Elementary	K-6	486
Gadsden Elementary	K-6	492
La Union Elementary	K-6	298
Loma Linda Elementary	K-6	352
Mesquite Elementary	K-6	350
North Valley Elementary	K-6	375
Riverside Elementary	K-6	586
Santa Teresa Elementary	K-6	612
Sunland Park Elementary	K-6	300
Sunrise Elementary	K-6	468
Vado Elementary	K-6	439
	Total	7235

CERTIFICATION FORM

For Implementation of the 2016–2017 Elementary Arts Program

Name of Applicant: Gadsden Independent School District

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

- a) implement the arts education program presented in the application, to provide for the educational needs of students in the areas of visual arts, music, theatre, and dance.
- b) align the elementary arts education program with the following:
 1. NM Content Standards and Benchmarks **and/or**
 2. National ARTS Standards, **and/or**
 3. **Applicable** Common Core State Standards;
- c) provide sufficient classroom space, materials, appropriate instructional time, including the number of classes per week and the qualified personnel to teach the elementary arts education program;
- d) provide licensed instructors for the elementary arts education program in both teaching and supervisory roles— non-certified instructors will have appropriate background checks and will be supervised by certified teachers at all times;
- e) provide opportunities for instructors and other appropriate staff to participate in professional development, training, and technical assistance in the arts, including team participation in statewide professional development, and other;
- f) conduct a self-evaluation that includes an assessment of the district elementary arts education program, and;
- g) form and work with a Fine Arts (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	Phillip Medina, Coordinator for Library Media Services, Fine Arts, 21st 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	
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.

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

With the inception of the ARTES Program in 2005, licensed Fine Arts instructors have been established at all 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.

Goal 2: Provide Onsite and State Sponsored Professional Development

Restructuring of the procedures of Professional Development for Fine Art and Regular class instructors will be implemented in the 2015-2016 school year. Objective is to have more on site After School sessions for professional development. This goal continues to be worked on because it is difficult to pull our teachers out during the instructional day. We did have teachers attend conferences like the All State Music Conference, the NMAEA Annual Conference and the FAEA Winter Meeting. They then share with the rest of their colleagues at regular meetings. Goal 2 is ongoing process.

Goal 3: Improve Parent and Community Involvement

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

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

NO

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:

- 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
- the National Arts Standards (<http://nationalartsstandards.org>), and/or
- the new Elementary Secondary Education Act—ESEA—content includes—but is not limited to—sequential and developmentally appropriate curriculum

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

5. FAEA/Classroom Support

<p>A. How many teachers do you have teaching the arts? List your teachers and the grade levels taught by each.</p> <p>Anthony Elem: Art: Veronica Chaparro K-6, Music: Mario Hernandez K-6 Berino Elem: Art: Michelle Padget-Hernandez K-6, Music: Judy Ward K-6 Chaparral Elem: Art: Omar Martinez K-6, Music: Valerie Comargo K-6 Desert Trail Elem: Art: Jessica Soto K-6, Music: Abraham Uribe K-6 Desert View: Art: Bruce Lee K-6, Music: Hector Gallegos K-6 Gadsden Elem: Art: Karime Smith K-6, Music: Steven Montes K-6 La Union Elem: Art: Linda Hains K-6, Music: Bethany Martinez K-6 Loma Linda Elem: Art: Jackie Parks K-6, Music: Steven Perkins K-6 Mesquite Elem: Art: Linda Al-Hanna K-6, Music: Doug Petty K-6 North Valley Elem: Art: Criselda Lopez K-6, Music: Terry Dollar K-6 Riverside Elem: Art: Samuel Saucedo K-6, Music: Karim Hill K-6 Santa Teresa Elem: Art: Kimberly Reys K-6, Music: Sara Urrea K-6 Sunland Park Elem: Art: Lucerito Marrufo K-6, Music: Music Joel Dodd K-6 Sunrise Elem: Art: Ana Serrano K-6, Music: Sharon Plunk K-6 Vado Elem: Art: Joel Santamaria K-6, Music: Brenda Sanchez K-6</p>	AREA	# OF TEACHERS	GRADES LEVELS TAUGHT
	Dance	0	
	Music	15	K-6
	Theatre	0	
	Visual Arts	15	K-6
	Total # of Teachers	30	

FAEA/Classroom Support (cont.)

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

Our elementary fine arts programs meet once a week for an average of 40-45 minutes.

C. How does classroom space and instructional materials support your arts program?

All but one of our elementary schools have dedicated classrooms. Instructional materials are made available to all the schools.

D. What measurable assessments of students learning in the arts are you utilizing? (Examples: EoC exams, report card grades, surveys, portfolio assessment, other)

EOC exams are being used as well as report card grades and student work evaluations.

E. Is your district matching FAEA funds and/or expanding the program each year? (through ESEA, STEM/STEAM, 21st Century and other funds?) Describe.

We have an ongoing collaborative arrangement with 21st Century for afterschool programs that integrate STEM and Fine Arts.

F. Describe district support for arts teachers. Include areas such as adequacy of program planning time, budget/support planning, ESEA,

All teachers have planning time each week. All fine arts programs have supply and equipment budgets as well as access to student travel and artist and resident monies to contract local area artists to perform or do workshops with the students.

G. and collaboration time.

The Fine Arts Council Meets once a month as the Fine Arts Teachers meet once a month to discuss budget and Professional Development.

6. Describe additional arts education and exploration opportunities offered to district students (field trips, workshops, other). Once a year the students are invited to attend the El Paso Symphony. Many of the schools have afterschool Art or Music Enrichment. (Orff Instrument, Mariachi, Ballet Folklorico)

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

- 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.

8. Fine Arts Advisory Council (FAAC)

- A. Our District Fine Arts Council meet once a month to plan on the following School Year Events : The Southern New Mexico State Fair, The El Paso Community College Art Expo, The Winter Choral Festival, All State Muisic, The District Fine Arts Show.
- B. Attach FAAC survey results that
 - 1. Our participation in various fine arts festivals/shows is evidence in the number of student participants at the variuous shows/festivals. Each year we have a very succesful District Art Show that showcases student works from Elementary, Middle School and High School. We also have student performances throught the show which comprises ballet folklorico and guitar performances.

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

- All of our elementary schools have one certified highly qualified art teacher and one certified highly qualified music teacher.
- Prior to working in the schools, each teacher must submit to a reputable background check before starting work.

10. Program Plan Summary (one to three pages)

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.

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
- Mariachi Program at Riverside Elementary
- Art Clubs at Sunland Park, Anthony, Desert View, La Union, and Loma Linda Elementary
- Fine Arts Core Subject Enrichment Programs
 - Southern New Mexico Science, Engineering, Mathematics, and Aerospace Academy (SNM SEMAA) at 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 26, 2015 the GISD School Board were presented with the Elementary Fine Arts proposed budget and goals for 2016-2017.

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 2016; Permanent Gadsden District Display at the Dona Ana County Building in Las Cruces, Fall 2015 and Spring 2016; the District Art Show 2016; 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.

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

Arts Education Budget Worksheet 2016–2017				
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	9
11000.2200.51300.1020.019000.1610.21.1020	Salary + Benefits For Visual And Performing Arts Coordinator	\$52,000.00	N/A	9
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	9
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	\$50,000.00	1,2,3	9
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.	\$49,999.95	1,2	9
11000.2200.55813.1020.019000.0000.21.1020	Professional Development/Travel For Coordinator	\$4,000.00	3	9

11000.2200.53300.1020.019000.0000.21.1020	Professional Development/Training For Coordinator	\$4,000.00	3	9
11000.1000.55819.1020.019000.0000.21.1020	Travel For Elementary Instructors/ \$2000 Per Site	\$30,000.00	3	9
11000.1000.53330.1020.019000.0000.21.1020	Professional Development/Training For Elementary Instructors/ \$2000 Per Site	\$30,000.00	3	9
11000.1000.55817.1020.019000.0000.21.1020	All State Travel Funding: Monies To Also Include \$1000 Large Group Festival/ \$2000 District Winter Concert / \$3000 All State Choir / \$4000 District Literary Festival	\$10,000.00	1,2	9
11000.1000.56113.1020.019000.0000.21.1020	After School Program Software Line To Purchase Packages Or Licenses For After School Programs \$1000 Per Site	\$15,000.00	1,2	9
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	9
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	9
11000.2200.55817.1020.019000.0000.21.1020	Office Supplies For Program Office And Training Lab	\$16,645.02	N/A	9
11000.2200.57332.1020.019000.0000.21.1020	Office Equipment For Program Office & Training Lab	\$5,000.00	N/A	9
11000.2200.55915.0000.019000.0000.21.1020	Other Contract Services For Food Services For Literary Festival, District Art Show, And Other Performances	\$1,252.42	N/A	9
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	9
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	9
11000.2600.51200.0000.019000.1623.21.1020	Contract Services For District	\$4,000.00	N/A	9

	Literary Festival, Winter Concert, And District Art Show To Cover Security Overtime.			
11000.1000.55817.1020.019000.0000.21.1020	After School Bus Expense (Based On 2012-2013 Expenses) Covering Sites Needing Transportation For 24 Weeks	\$80,000.00	1,2	9
11000.1000.51100.1020.019000.1611.21.1020	Salaries Substitute Fine Arts	\$10,000.00	N/A	
Total		\$1,555,311.40		

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			
2. Certification page complete			
3. Progress from 2015–2016 Program Goals toward the 2016–2017 Program Goals			
A. Were your 2015–2016 goals met?			
B. Have the art needs of your school district or community changed?			
4. Measurable Program Goals(s) and Objectives for 2016–2017 Three or more goals and measurable objectives aligned with the following: <ul style="list-style-type: none">• The NM Arts Content Standards and Benchmarks (http://www.ped.state.nm.us, navigate to V and click on the <i>Visual and Performing Arts</i> link) and/or• The National Arts Standards (http://nationalartsstandards.org/)• The new ESEA Act, and• Sequential and developmentally appropriate curriculum			
5. 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?			

Requirements for Elementary Arts Education Program	0	1	2
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			
<p>What professional teacher and administrator development, training, and/or technical assistance in the arts are being provided.</p> <ul style="list-style-type: none"> • workshop settings? • the Elementary Secondary Education Act (ESEA), recommended state and national trainings? 			
<p>8. Fine Arts Advisory Council (FAAC)</p> <ul style="list-style-type: none"> • Reviews of goals and priorities and recommendations for program revisions. • FAAC survey results that show <ol style="list-style-type: none"> 1. how arts and arts education are influencing your students; 2. program outcomes; and 3. how outcomes will be used to improve the program. 			
<p>9. Highly Qualified Instructors</p> <p>Ensure the use of highly qualified instructors and supervision. If providers do not hold valid teaching licenses, include</p> <ul style="list-style-type: none"> • 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. 			

Requirements for Elementary Arts Education Program	0	1	2
<p>10. Program Plan Summary</p> <ul style="list-style-type: none"> • 1–3 pages • Description of instructional program—instructor, evaluation plan, compliance elements, ESEA elements, (Title I and other state and federal available funds) 			
<p>11. Elementary Arts Education Budget</p> <ul style="list-style-type: none"> • 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 reauthorize 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
- 4) **Unit value—operational— 16-17—\$4,040.24 11000 operational fund**

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

New Mexico Arts Standards

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