



New Mexico Fine Arts Education Act

By

New Mexico Public Education Department and
New Mexico Arts, a division of the New Mexico
Department of Cultural Affairs

Program Plan and Evaluation
School Year 2014–2015
December 2015



The State of New Mexico

Fine Arts Education Act Program Plan and Evaluation

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Notes

- This report is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under “V”, and then locate the Visual and Performing Arts link.

Acknowledgements

The Secretary of Education thanks the following individuals for their contributions to this report:

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Table of Contents

Acknowledgements	2
Executive Summary	4
Introduction.....	5
Fine Arts Statute.....	7
Facts	8
New Mexico Arts—Results.....	15
FAEA Winter Meeting.....	17
Education Trends	20
New Mexico—Trends	22
New Mexico Arts—Department of Cultural Affairs	23
Conclusion.....	24
Glossary, Acronyms, and Links.....	25
State Statute Training and Experience Index	30



Box Trolls
 Group Project
 Turpin Elementary, Gallup NM
 Instructor Edley Jang



Executive Summary

“The purpose of the Fine Arts Education Act is to encourage school districts to offer opportunities for elementary school students to participate in fine arts activities, including visual arts, music, theater and dance.”

- (See 22-15D-2, NMSA 1978)

The state legislature allocated over \$33 million to districts and charter schools for elementary fine arts programs in the school year 2014–2015, up from \$4 million in 2003–2004.

Each district’s elementary program plan in the application (the RfA) is designed to assess program development and implementation based on district goals, ensuring that the yearly self-assessment identifies current program strengths and builds upon them in the next application. All 89 school districts and 34 charter schools receive state funding, based on the State Equalization Guarantee (SEG) for their arts education programs. This report includes the following elements:

1. update of educator and administrator databases
2. results of surveys sent to teachers and administrators
3. comparison of the 2013–2014 available funding and the 2014–2015 available funding
4. number of students served during the school year 2014–2015

This report addresses results in three categories of relevance and engagement: 1) state agencies, 2) district and charter schools, and 3) practitioner priorities.

Recommendations from the spring 2015 survey suggest the following improvements:

- more professional development opportunities outside the districts and state
- visual and performing art all year, every year
- more planning time with other professionals and classroom teachers
- the need for additional state agency resources and support from the PED and Regional Education Centers (RECs)

Remaining recommendations summarized in this report include the following:

- Identify and plan for appropriate professional development (PD) for districts and charter schools.
- Continue to streamline the application process by simplifying and standardizing the Request for Application (RfA) so that it can be easily reviewed and the data more easily collected.
- Study the collection and verification of the data process for redundancies, efficiencies, and cohesion.
- Provide the support that districts and charter schools request in establishing and maintaining arts-focused parent advisory councils.
- Complete the program plan within each annual renewal application, which includes the self-evaluation. The application incorporates the district renewal. It uses the expanded program plan and self-evaluation to provide continuous improvement and program growth through fine arts education in the elementary schools of New Mexico.

Though not a data-driven initiative, fine arts represents the essence of personalized learning for many New Mexico students. Research shows that when the arts are an integral part of the school culture, student outcomes improve and parental involvement increases.¹ It is important that the PED has arts-based funding for both the administrative capacity and infrastructure. This is necessary to support the review of over 100 annual applications for district program funding and their mid-year reports. It is also essential in assisting with program planning, monitoring, evaluating, and ensuring adherence to the approved fine arts plans of districts and charter schools.²

¹ Catteral, J.S. (with Dumais, S.A., & Hampden-Thompson, G.) (2012). *The Arts and Achievement in At-Risk Youth: Findings from Longitudinal Studies* (Research Report #55). Washington D.C.:National Endowment for the Arts.

² Mitchell, J., & Gillian, J. (with Hill, S. & Hooper, A.M.) (2014). *Building on the Past, Facing the Future: Renewing the Creative Economy of New Mexico*. Albuquerque, NM:UNM Bureau of Business & Economic Research.

Introduction

This document contains the data describing the Fine Arts Education Act during school year 2014–2015. The data for this report was compiled by the Public Education Department (PED) and the Department of Cultural Affairs (DCA). Though not a fiscal audit, it does record budgets and allocations. The state agencies involved in the FAEA used data sent into the PED by New Mexico districts in the SY 2014–2015 RfA.

The 2014 FAEA Report detailed recommendations of the 2014 Bureau of Business and Economic Research BBER Report on Arts and Cultural industries in New Mexico. It remains part of the Strategic Plan of the Department of Cultural Affairs to support expansion of high quality arts education programs K-12.

The importance of arts education in the state's economy is addressed by the BBER report 2014 from the University of New Mexico. The authors urge policy makers to “implement strategies to ensure the effective administration of the 2003 Fine Arts Education Act (FAEA) in elementary schools and advocate for the extension of the FAEA to middle and secondary schools.”³

The three recommendations offered in this section concern the development of effective strategies for engagement in education and the arts.

Recommendation...Support the implementation of the Fine Arts Education Act

State officials should implement strategies to ensure the application of the 2003 FAEA in elementary schools. Specifically, the PED should create a professional staff with specific responsibility for the administration of the fine arts program. This arts-based staff should:

1. ensure that school districts and charter schools receiving FAEA funding demonstrate both fiduciary and high-quality compliance within the program guidelines.
2. offer more opportunities, easier access, and incentives for engaging in content-specific, fine arts education professional development training and networking for fine arts educators and administrators, as well as those involved in the assessment of district arts programs.
3. expand FAEA to middle and high school students with appropriate funding equity.

Rationale

Among the more than 200 arts and culture worker (A&C) professionals that BBER interviewed for this study, arts education investment was the most commonly recommended strategy for the development of stronger A&C industries in New Mexico. New Mexico's A&C professionals worry that without strong arts education programs in our schools, New Mexico's labor force will lack the skills necessary to participate in an increasingly sophisticated and important segment of the state's creative industries. More broadly, there are concerns among those interviewed that the lack of a strong arts education program will limit the state's competitiveness in a 21st century economy that rewards creativity and flexibility. Their concerns are supported by a growing body of research.

“With concerns over job creation and business growth holding a prominent—and persistent—position on policy agendas today, governors are increasingly calling on state agencies to support economic growth. It's not just economic and workforce development agencies that governors want on the case. Some governors are including state arts agencies in this all-hands-on-deck approach and are putting in place policies and programs using arts, culture, and design as a means to enhance economic growth...

³ Mitchell, J. et al. (2014). p. viii.

In particular, arts, culture, and design can assist states with economic growth because they can

1. provide a fast-growth, dynamic, industry cluster;
2. help mature industries become more competitive;
3. provide the critical ingredients for innovative places;
4. catalyze community revitalization; and
5. deliver a better-prepared workforce.

Globalization and the changing economy have affected individual states differently, but all are searching for ways to support high-growth industries, accelerate innovation, foster entrepreneurial activity, address unemployment, build human capital, and revive distressed areas. Using the five roles as a framework, state leaders—governors, economic development officials, and state arts and education agencies—have a way to intentionally and strategically make arts, culture, and design an important part of an economic growth agenda.”⁴ Supporting this argument, a recent study for the National Endowment for the Arts reported that participation in arts education programs results in statistically significant differences among adults in terms of academic achievement, career goals and civic engagement (Catterall, 11). Importantly, the differences are most pronounced among socioeconomically disadvantaged students.”⁵



Students at Hobbs Municipal Schools



Student at Bernalillo Public Schools

⁴ Sparks, E., & Waits, M.J. (with Fulton, B.). (2012). *New Engines of Growth: Five Roles for Arts, Culture and Design*. Washington, D.C.: National Governor's Association Center for Best Practices. p. 1.

⁵Mitchell, J., et al. (2014). pp.182–183.

section describes the laws and rules that apply to the Fine Arts Education Act in relevant part as follows:

22-15D-1. Short title.

Chapter 22, Article 15D NMSA 1978 may be cited as the "Fine Arts Education Act".

History: Laws 2003, ch. 152, § 1; 2006, ch. 94, § 50.

22-15D-2. Purpose.

A. The purpose of the Fine Arts Education Act is to encourage school districts and state-chartered charter schools to offer opportunities for elementary school students to participate in fine art activities, including visual arts, music, theater and dance.

B. Participation in fine arts programs encourages cognitive and affective development by:

- (1) focusing on a variety of learning styles and engaging students who might otherwise fail;
- (2) training students in complex thinking and learning;
- (3) helping students to devise creative solutions for problems;
- (4) providing students new challenges; and
- (5) teaching students how to work cooperatively with others and to understand and value diverse cultures.

History: Laws 2003, ch. 152, § 2; 2006, ch. 94, § 51.

22-15D-3. Definition.

As used in the Fine Arts Education Act, "fine arts education programs," includes programs of education through which students participate in activities related to visual arts, music, theater and dance.

History: Laws 2003, ch. 152, § 3.

22-15D-4. Department; powers and duties.

The department shall issue guidelines for the development and implementation of fine arts education programs. The department shall:

- A. administer and enforce the provisions of the Fine Arts Education Act; and
- B. assist school districts and charter schools in developing and evaluating programs.

History: Laws 2003, ch. 152, § 4; 2006, ch. 94, § 52.

22-15D-5. Program plan and evaluation.

A. A school district or state-chartered charter school may prepare and submit to the department a fine arts education program plan in accordance with guidelines issued by the department.

B. At a minimum, the plan shall include the fine arts education programs being taught, the ways in which the fine arts are being integrated into the curriculum and an evaluation component.

C. At yearly intervals, the school district or state-chartered charter school, the department and a parent advisory committee from the school district or charter school shall review the goals and priorities of the plan and make appropriate recommendations to the secretary.

History: Laws 2003, ch. 152, § 5; 2006, ch. 94, § 53.

22-15D-6. Fine arts education programs; eligibility for state financial support.

A. To be eligible for state financial support, a fine arts education program shall:

- (1) provide for the educational needs of students in the areas of visual arts, music, theater or dance;
- (2) integrate the fine arts into the curriculum;
- (3) use certified school instructors to supervise those who are teaching the program if those persons do not hold valid teaching licenses in one or more of the disciplines included in fine arts education; and
- (4) require background checks in accordance with Section 22-10-3.3 NMSA 1978 [recompiled].

B. A fine arts education program shall meet each requirement of Subsection A of this section and be approved by the department of education [public education department] to be eligible for state financial support.

History: Laws 2003, ch. 152, § 6.

Facts

Students in different districts do not necessarily receive identical instruction. The formula for the FAEA is included in the State Equalization Guarantee Funding Formula (SEG) appropriated annually by the state legislature. Each district determines how the SEG fine arts funding allocation will be expended based on their unique fine arts educational needs. Each district develops its own standards-based program.

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Projected Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS [*]
Alamogordo Public Schools	\$575,877.42	656,650.88	\$608,573.57	3,038.50	13
Albuquerque Public Schools	\$8,358,907.48	9,380,113.00	\$8,677,155.51	43,323.50	204
Alice King Community School	\$58,790.27	68,513.76	\$64,592.72	322.50	1
Christine Duncan Community	\$14,602.13	31,064.60	\$27,839.96	139.00	*
Corrales International	\$29,013.38	\$30,643.99	\$30,643.99	153.00	2
El Camino Real	\$37,507.43	\$37,453.76	\$37,453.76	187.00	*
Montessori of the Rio Grande	\$37,793.75	47,186.00	\$43,262.10	216.00	*
Mountain Mahogany	\$25,577.59	27,679.73	\$26,838.53	134.00	2
Total Albuquerque Public Schools with district charters	\$8,562,192.03	\$9,622,654.84	\$8,907,786.57	44,475.00	209
Animas Public Schools	\$14,983.88	17,750.00	\$14,620.99	73.00	*
Artesia Public Schools	\$381,373.25	473,148.78	\$415,596.56	2,075.00	13
Aztec Municipal Schools	\$279,444.66	310,607.00	\$286,010.55	1,428.00	9
Mosaic Academy Charter	\$26,913.73	28,714.00	\$27,739.82	138.50	*
Total Aztec with district charters	\$306,358.39	339,321.00	\$313,750.37	1,566.50	9
Belen Consolidated Schools	\$456,578.98	-0-	\$467,370.88	2,333.50	11
Bernalillo Public Schools	\$333,272.12	380,506.00	\$343,092.49	1,713.00	11
Bloomfield Schools	\$310,271.38	380,477.86	\$325,367.04	1,624.50	8
Capitan Municipal Schools	\$37,030.24	99,826.00	\$37,754.19	188.50	2
Carlsbad Municipal Schools	\$553,449.31	715,047.00	\$594,954.02	2,970.50	*
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.	² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available		[*] Data not entered into STARS by the district

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS [*]
Carrizozo Municipal Schools	12,788.79	19,544.00	\$15,922.86	79.50	*
Central Consolidated Schools	569,864.78	568,690.48	\$550,690.48	2,749.50	14
Dream Diné Charter School	³	9,162.44	³	³	*
Total Central Consolidated with district charters	569,864.78	\$577,852.92	\$550,690.48	2,749.50	14
Chama Valley Independent Schools	22,046.35	48,533.00	\$38,655.49	193.00	*
Cimarron Municipal Schools	42,661.12	51,606.00	\$45,264.98	226.00	2
Clayton Municipal Schools	52,491.31	67,619.00	\$54,177.77	270.50	3
Cloudcroft Municipal Schools	28,822.50	67,124.50	\$24,034.50	120.00	2
Clovis Municipal Schools	937,494.84	888,530.00	\$842,208.94	4,205.00	22
Cobre Consolidated Schools	132,278.11	17,750.00	\$139,500.24	696.50	5
Corona Public Schools	7,635.10	46,618.00	\$6,008.63	30.00	*
Cuba Independent Schools	34,167.07	42,473.00	\$37,553.91	187.50	*
Deming Public Schools	549,727.20	629,000.00	\$579,732.17	2,894.50	20
Des Moines Municipal Schools	10,498.26	10,414.95	\$10,414.95	52.00	1
Dexter Consolidated Schools	83,890.66	99,695.00	\$91,631.53	457.50	2
Dora Consolidated Schools	20,042.14	65,348.00	\$23,033.06	115.00	2
Dulce Independent Schools	79,214.16	76,810.00	\$76,810.26	383.50	*
Elida Municipal Schools	12,311.60	18,318.33	\$12,217.54	61.00	*
Española Public Schools	436,632.28	452,048.88	\$452,048.89	2,257.00	3
Cariños De Los Niños	32,258.30	46,350.00	\$30,944.42	154.50	*
Total Española with district charters	468,890.58	498,398.88	\$482,993.31	2,411.50	3
Estancia Municipal Schools	81,600.13	96,444.00	\$79,614.28	397.50	3
Eunice Public Schools	70,624.68	96,495.00	\$82,618.59	412.50	1
Farmington Municipal Schools	1,001,629.68	1,167,200.00	\$1,077,747.04	5,381.00	27
Floyd Municipal Schools	20,328.45	38,240.00	\$21,130.33	105.50	2
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.		² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available	
					[*] Data not entered into STARS by the district

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS [*]
Fort Sumner Municipal Schools	22,618.98	41,200.00	\$24,935.79	124.50	2
Gadsden Independent Schools	1,451,623.39	1,632,274.03	\$1,510,167.75	7,540.00	39
Gallup-McKinley County Public Schools	975,956.66	1,286,104.00	\$1,180,995.24	5,896.50	27
Grady Municipal Schools	7,348.78	9,253.00	\$9,113.08	45.50	*
Grants-Cibola County Schools	355,700.22	419,502.00	\$370,331.59	1,849.00	11
Hagerman Municipal Schools	40,084.28	68,701.00	\$38,655.49	193.00	1
Hatch Valley Public Schools	115,099.13	115,099.00	\$119,171.06	595.00	2
Hobbs Municipal Schools	998,384.76	1,194,234.25	\$1,097,174.93	5,478.00	11
Hondo Valley Public Schools	13,361.43	13,118.83	\$13,118.83	65.50	*
House Municipal Schools	2,958.60	7,846.00	\$4,206.04	21.00	*
Jal Public Schools	38,748.13	52,535.00	\$50,172.02	250.50	*
Jemez Mountain Public Schools	28,440.75	52,463.97	\$28,741.26	143.50	1
Lindrith Area Heritage	3,722.11	14,259.00	\$4,606.61	23.00	*
Total Jemez Mountain with district charters	32,162.86	66,722.97	\$33,347.87	166.50	1
Jemez Valley Public Schools	27,104.61	92,940.00	\$26,437.95	132.00	2
Lake Arthur Municipal Schools	11,548.09	11,000.00	\$10,915.67	54.50	*
Las Cruces Public Schools	2,389,786.30	2,803,286.00	\$2,323,635.43	11,601.50	70
Las Vegas City Public Schools	168,735.71	147,179.00	\$186,367.52	930.50	5
Logan Municipal Schools	19,183.19	28,240.00	\$24,535.22	122.50	2
Lordsburg Municipal Schools	51,441.49	60,755.00	\$57,282.23	286.00	1
Los Alamos Public Schools	347,206.17	367,828.00	\$367,827.99	1,836.50	18
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.	² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available		[*] Data not entered into STARS by the district

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS [*]
Los Lunas Public Schools	869,542.45	987,759.00	\$906,200.79	4,524.50	18
Loving Municipal Schools	57,549.57	66,025.00	\$59,084.81	295.00	2
Lovington Municipal Schools	367,630.07	400,078.00	\$358,815.06	1,791.50	5
Magdalena Municipal Schools	25,004.95	55,886.00	\$24,134.64	120.50	2
Maxwell Municipal Schools	10,498.26	-0-	\$10,815.53	54.00	1
Melrose Public Schools	16,797.22	25,196.00	\$23,633.93	118.00	*
Mesa Vista Consolidated Schools	34,548.83	37,500.00	\$34,950.17	174.50	*
Mora Independent Schools	40,752.35	46,646.00	\$41,759.94	208.50	2
Moriarty-Edgewood Schools	282,498.70	315,492.00	\$287,312.42	1,434.50	9
Mosquero Municipal Schools	3,435.80	3,833.50	\$3,404.89	17.00	*
Mountainair Public Schools	20,042.14	20,042.00	\$24,134.64	120.50	1
Pecos Independent Schools	50,391.66	65,085.00	\$59,986.11	299.50	3
Peñasco Independent Schools	37,221.11	46,928.19	\$30,744.13	153.50	2
Pojoaque Valley Public Schools	175,511.86	210,564.00	\$191,074.28	954.00	4
Portales Municipal Schools	314,852.44	344,439.42	\$317,455.69	1,585.00	8
Quemado Independent Schools	13,934.06	16,147.00	\$15,422.14	77.00	2
Questa Independent Schools	36,457.60	42,836.00	\$38,555.34	192.50	2
Roots and Wings	6,394.40	6,500.00	\$5,808.34	29.00	*
Total Questa with district charters	42,852.00	49,336.00	\$44,363.68	221.50	2
Raton Public Schools	116,626.15	148,182.00	\$115,766.18	578.00	3
Reserve Independent Schools	16,320.03	18,585.00	\$15,722.57	78.50	*
Rio Rancho Public Schools	1,448,569.35	1,669,390.30	\$1,538,608.58	7,682.00	42
Roswell Independent Schools	1,118,828.47	1,432,748.00	\$1,179,993.81	5,891.50	24
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.	² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available		[*] Data not entered into STARS by the district

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS [*]
Roy Municipal Schools	2,863.16	2,800.00	\$5,207.48	26.00	*
Ruidoso Municipal Schools	193,740.66	248,979.00	\$201,088.65	1,004.00	4
San Jon Municipal Schools	13,743.18	19,467.95	\$15,722.57	78.50	1
Santa Fe Public Schools	1,531,219.31	1,695,217.00	\$1,559,538.62	7,786.50	43
Turquoise Trail	88,853.48	139,125.00	\$93,033.54	464.50	*
Total Santa Fe with district charters	1,620,072.79	1,834,342.00	\$1,652,572.16	8,251.00	43
Santa Rosa Consolidated Schools	59,267.46	58,784.38	\$58,784.38	293.50	2
Silver City Consolidated Schools	272,763.95	338,075	\$279,601.35	1,396.00	3
Socorro Consolidated Schools	159,764.47	176,069.74	\$161,531.87	806.50	4
Cottonwood Valley Charter	25,768.46	23,233.35	\$23,233.35	116.00	*
Total Socorro with district charters	185,532.93	199,303.09	\$184,765.22	922.50	4
Springer Municipal Schools	16,320.03	22,490.13	\$19,227.60	96.00	*
Taos Municipal Schools	226,189.84	410,975.00	\$236,138.96	1,179.00	10
Anansi Charter	21,760.04	56,024.35	\$23,233.35	116.00	*
Taos Charter	30,731.28	32,300.00	\$32,446.58	162.00	*
Total Taos with district charters	278,681.16	499,299.35	\$291,818.89	1,457.00	10
Tatum Municipal Schools	32,162.86	\$33,600.00	\$36,652.61	183.00	*
Texico Municipal Schools	47,146.74	74,238.00	\$52,976.04	264.50	*
Truth or Consequences Municipal Schools	136,572.85	174,535.00	\$124,879.26	623.50	3
Tucumcari Public Schools	98,969.98	95,277.00	\$95,637.28	477.50	3
Tularosa Municipal Schools	89,426.11	112,722.00	\$100,344.04	501.00	1
Vaughn Municipal Schools	10,211.95	10,415.00	\$10,414.95	52.00	*
Wagon Mound Public Schools	5,630.89	6,509.34	\$6,509.34	32.50	*
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.	² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available		[*] Data not entered into STARS by the district

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS [*]
West Las Vegas Public Schools	121,302.65	120,973.65	\$120,973.65	604.00	5
Rio Gallinas Charter School	13,647.74	31,829.26	\$16,724.01	83.50	*
Total West Las Vegas with district charters	134,950.39	152,802.91	\$137,697.66	687.50	5
Zuni Public Schools	128,651.44	138,800.00	\$138,799.24	693.00	2
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.	² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available		[*] Data not entered into STARS by the district



Chamisa Elementary,
Los Alamos Public Schools



Highland Elementary,
Las Cruces Public Schools



Carlsbad Elementary School,
Carlsbad Municipal Schools,

District or Charter School	Fine Arts Funding SY 2013–2014 ¹	RfA Fine Arts Proposed Budget SY 2014–2015 ²	Proposed Fine Arts Funding SY 2014–2015 ¹	Students Served SY 2014–2015 ¹	Number of Fine Arts Teachers SY 2014–2015 Reported in STARS*
State Charter Schools					
Albuquerque Sign Language State Charter (APS)	11,834.41	14,021.00	\$14,020.13	70.00	*
Cien Aguas International State Charter (APS)	42,852.00	57,134.00	\$52,475.33	262.00	*
Estancia Valley (Moriarty)	35,312.34	44,964.54	\$44,964.54	224.50	*
Horizon Academy West State Charter (APS)	82,745.40	94,807.53	\$83,019.17	414.50	1
International School Mesa Del Sol State Charter (APS)		50,073.00	\$50,672.74	253.00	1
J. Paul Taylor Academy (Las Cruces)	30,349.52	32,346.43	\$32,346.43	161.50	*
La Jicarita (Peñasco)	7,062.47	7,210.00	\$7,210.35	36.00	*
La Promesa State Charter (APS)	49,628.15	63,390.99	\$63,390.99	316.50	1
La Tierra Montessori (Española)	11,738.97	11,738.97	\$12,017.25	60.00	*
McCurdy Charter School (Española)	52,777.63	56,750.00	\$57,482.51	287.00	*
Montessori Elementary State Charter (APS)	64,612.03	108,500.00	\$64,893.15	324.00	3
New Mexico International School (APS)	24,814.08	32,546.00	\$32,546.72	162.50	1
North Valley Academy State Charter (APS)	75,301.17	85,416.00	\$81,116.44	405.00	1
Red River Valley (Questa)	11,357.21	11,764.00	\$11,716.82	58.50	*
Sage Montessori Charter (APS)		53,148.00	\$33,147.58	165.50	*
Southwest Primary Learning Center (APS)	20,042.14	24,752.53	\$21,030.19	105.00	1
Taos Academy State Charter (Taos)	4,294.74	8,000.00	\$6,909.92	34.50	*
Taos Integrated School of Arts State Charter (Taos)	23,668.81	34,694.73	\$26,337.81	131.50	*
Uplift Community School (APS)	21,378.28	94,807.53	\$31,244.85	156.00	*
WWJDC Dorn Charter Community School		7,010.00			*
¹ The proposed fine arts funding amount is provided by the PED School Budget and Finance Analysis Bureau.		² The RfA fine arts proposed budget is ascertained from the proposal submitted by the district or charter school.		³ Data not available	
					*Data not entered into STARS by the charter school

New Mexico Arts and the PED—Joint Efforts



The PED incorporated questions from the spring 2015 survey of administrators and fine arts teachers into school year 2015–2016 Request for Applications (RfA). Number of students served, number of fine arts teachers employed by districts, and fine arts courses offered are now included in the district's and charter school's fine arts plan proposal and STARS report.

Due to a later-than-expected publication date, the PED and New Mexico Arts were able to include survey results from the spring semester in the school year 2014–2015 FAEA report. Superintendents, district fine arts coordinators, elementary school principals, and fine arts teachers were asked to respond to questions about their fine arts programs, professional

development opportunities, and parent advisory councils in order to help gauge the progress of elementary fine arts programs statewide. Recommendations made previously by the PED in the FAEA—Year 10 report, published October 2013, were incorporated into the design of the new survey. Both the PED and New Mexico Arts are committed to the implementation of effective, vibrant, art programs and to timely reviews of FAEA program developments that allow useful monitoring as follows:

1. The 2015–2016 RfA now includes requests that were formerly sent out in a separate survey. A work group—the Fine Arts Education Act Professional Development and Compliance Project Plan (FAEA PDC), consisting of FAEA district and agency personnel—was established to develop both project scope and a continuous improvement plan to ensure an effective and efficient FAEA application process. ***The FAEA application process and RfA have been simplified and can now be reviewed more efficiently and effectively.***
2. The FAEA PDC has reviewed and revised the 2014 RfA for 2015 to reduce redundancies, improve efficiency, and emphasize cohesion. ***The collection and verification of data is an ongoing process that captures innovative developments across New Mexico school districts.***
3. In response to the statement, “*My school has a parent advisory council that contributes to the development and sustainability of our Fine Arts Program,*” the majority of charter school principals, superintendents, and fine arts coordinators agreed. ***Support is provided to districts and charter schools for establishing and maintaining parent advisory councils.***
4. With the exception of fine arts teachers, many survey respondents indicated that they did not want the PED and New Mexico Arts to assist them with establishing and maintaining a parent advisory council for their fine arts program. The statute states, “*At yearly intervals, the school district or state-chartered charter school, the department and a parent advisory committee from the school district or charter school shall review the goals and priorities of the plan and make appropriate recommendations to the secretary.*” ***After receiving monitoring visits, districts may be subject to correction actions if they remain out of compliance.***
5. Districts and charter schools are encouraged to set aside three percent to five percent of their FAEA budget for professional development for fine arts and classroom teachers. ***Programs must identify and obtain appropriate professional development for fine arts and other teachers through FAEA and other funds.***
6. Professional development offerings were expanded at the Winter Meeting where attendees from across the state convene to ***learn, collaborate, network*** in a stimulating environment that encourages participation.

In addition, New Mexico Arts also supports effective, vibrant art education through these actions:

- Administrators and teachers reported that **regional workshops and webinars** were the most popular delivery methods to support professional development plans. Additionally, charter school principals, fine arts coordinators, and teachers were all interested in receiving **grant writing support**. This is noteworthy because grant programs are one of the focus areas of the work at New Mexico Arts. Grant-writing assistance is provided through the advance review process at the time an organization applies for funding. And grantees are assisted throughout the grant cycle with invoicing and reporting requirements.
- New Mexico Arts conducted four grant-writing workshops, which were open for public participation, in September 2015. New and existing grantees were invited to learn about applying for New Mexico Arts funding for Arts Learning in Community and Schools. The workshops covered what can and cannot be funded, how to make an application as strong as possible, and significant new reporting requirements for grantees in all funding categories. The workshops were held in Las Cruces, Taos, Santa Fe, and Albuquerque and were free of charge. Over 100 arts organizations and arts educators attended.
- In addition to the assistance provided through the regular grant program, grant-writing support is provided to individual schools and districts and at the FAEA Winter Meeting. *This support to principals, fine arts coordinators, and teachers can be further developed.*

Both the PED and New Mexico Arts continue their commitment to the timely review of FAEA programs. ***The RfA Program Plan with evaluation is completed annually.***



Kindergartners from Enos Garcia Elementary School at the Harwood Museum of Art, Taos

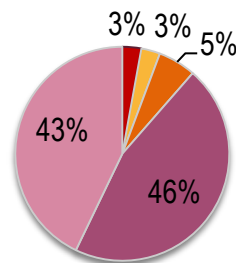
The winter meeting of the FAEA is required of all public and charter schools that have developed a funded elementary arts education program. This meeting provides the opportunity for the development of leadership, collaboration, and imagination for the state arts education programs. The Museum of Indian Art and Culture on Museum Hill hosted the meeting entitled “Peer-to-Peer School Arts Professional Development and Networking” on February 12th and 13th, 2015. The winter meeting assists in the implementation of the following initiatives, it

- creates a communications network and forum for the exchange of ideas, data sharing, and other information;
- creates an environment that encourages and nurtures partnerships with other organizations to provide and support leadership in elementary arts education programs across the state;
- ensures professional development relevant to the diverse needs of small and large districts and charter schools;
- identifies and informs art educators on the key issues in arts education; and
- reports and disseminates arts education policy at the state level.

The FAEA Elementary Arts Program is focused upon the National Core Arts Standards and the New Mexico Arts Standards, along with the Common Core State Standards (CCSS), and is working to incorporate these standards regionally and statewide through the promotion of balanced curriculum, arts-based instruction (such as STEAM-science, technology, engineering, arts, and math), the development of divergent thinking skills, and arts-specific curriculum.

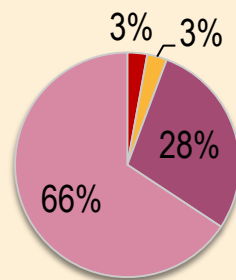
Evaluative comments from the 2015 winter meeting are compiled below.

1. Information presented/discussed was relevant.



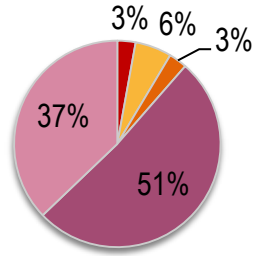
- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

2. Presenters were knowledgeable of the information presented.



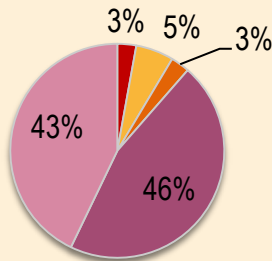
- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

3. The presentations/discussion was effective.



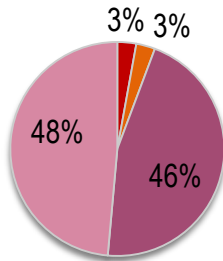
- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

4. The time allowed for the meeting was appropriate.



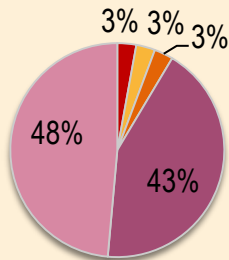
- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

5. Adequate time was allotted for questions.



- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree

6. The presenter was able to answer all questions effectively.



- 1 Strongly Disagree
- 2 Disagree
- 3 No Opinion
- 4 Agree
- 5 Strongly Agree



Individual Comments

<p>Meeting Strengths—What helped you learn?</p>	<ul style="list-style-type: none"> • Good info on STEAM—so important to learn about this! • How to be more creative—ideas—How ideas always change in ART activities • Presenter knowledge • Relevance to the ARTS • Speaker system was very good—able to hear presenter great • Informative lectures • Examples of fine arts programs • Brain lecture was fascinating • Core Standards presentation • Multi-media presentations • Understanding how truly important creativity, art, and music are to the overall strength of every student in their journey to become a happy, contributing member of society.
<p>Opportunities for Improvement—What changes would you suggest?</p>	<ul style="list-style-type: none"> • Location/venue (bigger room for projection) • Better organized • Better seating • PowerPoint was hard to see • Some hands on—not all lecture—I don't want to make things, but interact more • STEM/STEAM too long—not enough time to see how it is feasible in NM • More interactive exchange/activities with others • More practical how to workshops; application, not just data/theory
<p>What topic areas would you like to see in future meeting sessions?</p>	<ul style="list-style-type: none"> • Group or interdisciplinary session • How to encourage schools to allow adequate time for ARTS classes • How to help parents/care persons become excited about the ARTS • More hands-on workshops • Garage band demonstration workshop • Music and how it is stored in the brain • More ways to locally advocate for the ARTS • More info about STEAM • What are other schools doing with STEAM—open forum for discussion • Ways or information to present to the classroom teacher to support the importance of fine arts • More focus on arts-based curriculum development • Choice-based training • Teaching “Studio Habits” (great book project) • Practical how to workshop on building/changing fine arts program • Address EoCs for fine arts • Curriculum building on time/money constraints—budget making • The problem of assessments in fine arts • Address concerns of teacher evaluations • Arts—music—kinesthetic/performance • Advocacy support for how the arts are a core academic subject

National Education Trends

National Turnaround Arts uses arts education as a tool to help turn around America’s struggling schools.



“Arts education isn’t something we add on after we’ve achieved other priorities like raising test scores and getting kids into college. It’s actually critical for achieving those priorities in the first place. That’s what the Turnaround Arts program is all about.”

—First Lady Michelle Obama

Led by the President’s Committee on the Arts and the Humanities, a White House advisory committee on cultural issues—together with the US Department of Education, the National Endowment for the Arts, local partners, and several private foundations—Turnaround Arts brings arts education programs and supplies to a group of the lowest-performing elementary and middle schools in the country. These resources help schools improve attendance, parent engagement, student motivation, and academic achievement.

Turnaround Arts is across the country, with schools in 27 school districts and 15 states. All schools are “priority-designated,” meaning they are in the lowest performing five percent of schools in their state, as defined by the U.S. Department of Education. As part of Turnaround Arts, schools receive an array of arts education services designed to increase their chances of success, engage their community, and raise the visibility of their achievements. Key to these efforts is building arts education programming that is rigorous, effective, and integrated holistically into the school, as well as strategically targeted to addressing larger school challenges. The program works closely with each school throughout the year to help the school community plan and implement their programming and ensure its quality and impact.

Local program partners apply to become a Turnaround Arts site. The national program office provides these partners with arts education resources and expertise, coaching, program methodologies, baseline evaluations, training, and peer-to-peer learning structures. The national program also provides resources directly to selected schools, including arts supplies, musical instruments, licensing rights and kits for school musicals, and high-profile Turnaround artists who work with students and teachers. In turn, local Turnaround Arts programs select clusters of eligible schools and support them with instructional resources and coaching, teacher professional development, leadership support, and more.

The program structure that enables these changes relies on a high-touch, intensive intervention model based on eight pillars that guide arts-based transformation in each school.



Bernalillo Public Schools

Through this framework—ongoing coaching, and a focus on the connections between broader school goals and strategic use of the arts—Turnaround Arts schools are making enormous gains after years of struggling. Principals and teachers develop new tools and find renewed passion for their craft. Students shine in new and unique roles. School culture and climate becomes more positive and collaborative. And parents and the broader school community are revitalized.⁶

Pillars of Effective and Integrated Arts Education In Successful School Improvements			
<p>1 PRINCIPAL An internal and external advocate and strategist for the arts in the school who targets and expands use of the arts to address broader school issues.</p>	<p>2 ARTS SPECIALISTS Credentialed arts staff provide rigorous, sequential, and weekly (or more frequent) standards-based instruction to students during the school day and collaborate with staff regularly to develop arts integration.</p>	<p>3 (NON-ARTS) CLASSROOM TEACHERS Educators integrate the arts into other core content instruction and collaborate with arts educators.</p>	<p>4 TEACHING ARTISTS Artists from the community and local organizations perform and show their work for students and work regularly with students and teachers to enrich and enhance learning.</p>
<p>5 PARENTS, COMMUNITY MEMBERS, AND SCHOOL DISTRICT OFFICIALS An extended community visibly supports and contributes to arts efforts.</p>	<p>6 COMPREHENSIVE STRATEGIC APPROACH An ongoing approach and mindset that leverages the arts for targeted whole school improvement via shared leadership, strategic planning, an improved school reputation, and self-evaluation.</p>	<p>7 PROFESSIONAL DEVELOPMENT Training and teacher support in the arts and arts integration that is an ongoing and imbedded activity.</p>	<p>8 SCHOOL ENVIRONMENT The school atmosphere celebrates creativity and artistic achievement, incorporating performances and exhibitions by students and physical spaces with displays.</p>

“Every child is an artist. The problem is how to remain an artist once we grow up”
—Pablo Picasso



Printmaking kindergartner from Enos Garcia Elementary School at Harwood Museum of Art, Taos

⁶ <http://turnaroundarts.pcah.gov/what-we-do/>
 Fine Arts Education Act Report—December 2015

New Mexico Education Trends

Center on School Turnaround, state policy brief New Mexico (January 2015)

New Mexico has several programs and intervention strategies for its lowest performing schools and districts, including the Principals Pursuing Excellence (PPE) program, participation in the University of Virginia School Turnaround Specialist Program (UVA-STSP), and the federally funded School Improvement Grant (SIG) program. As a result, NM PED has the ability to monitor the effectiveness of the various interventions, determine which strategies are most effective, and modify programs to reflect the monitoring data.⁷

UNM's Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA)

UNM's Teacher Education Collaborative in Language Diversity and Arts Integration (TECLA), a co-teaching collaborative program for pre-service teachers, champions program objectives that support and develop diversity in the arts and languages. TECLA

- integrates curricular standards with community and arts-based pedagogies;
- appreciates community knowledge and builds upon family literacy practices in the classroom;
- teaches bilingually and develops academic discourse and multi-literacies across content areas in those languages;
- explores multiple arts-based (visual arts, drama, music, dance, media arts) pedagogical and assessment approaches in mathematics, science, literacy, and social studies as diverse ways of knowing and communicating; and
- works with faculty who specialize in bilingual, TESOL, arts education, and teacher education.

For more information, contact Dr. Leila Flore-Dueñas, UNM Department of Teacher Education, Education Leadership and Policy. Email lflores@unm.edu

The Hobbs Municipal Schools (HMS) story

Compiled from interviews with Nancy Pauly, Associate Professor Arts Education, University of New Mexico and Tyson Ledgerwood, Fine Arts Coordinator, Hobbs Municipal Schools

Southern Heights Elementary School Principal, Michael Hunt, has been recognized by researchers at the University of Virginia as the change agent of an elementary school that he led from failing to thriving in one year. What is his secret? Mr. Hunt inspires his teachers to teach for rigor—that is, for relevant, content-significant meaning-making. He also recognizes the power of arts infusion as a catalyst igniting and energizing the school culture. Music, art, dance, drama, and media arts are an integral part of the curriculum at his school. His 500 students may partake in ballet, ballroom dancing, film class, Spur TV, National Dance Institute, and Missoula Children's Theatre. The school also boasts 30 potters' wheels and an inventory of musical instruments purchased with FAEA funds.⁷

Southern Heights ES saw declining enrollment for years. Parents are now flocking to enroll their children in the school previously identified as one of the elementary schools in the Hobbs district in need of improvement. When the arts are relegated to one hour per week or less, the potential of the arts is not truly evident. But when the arts play a significant role in schools, powerful change occurs for students. Numerous national studies corroborate these results.⁸ Most importantly, Southern Heights ES—which is not unlike hundreds of elementary schools in our state—is demonstrating positive outcomes in student learning with an arts infused curriculum. Principal Hunt believes the arts are the oxygen that breathes life into his school community.

The entire Hobbs district is using the UVA-STSP model, but not all schools are arts-specific. Tyson Ledgerwood, HMS fine arts coordinator, says “the Southern Heights ES arts infusion is putting the already existing fine arts program on steroids.” The UVA model teaches administrators to think like leaders, not simply managers. The principal is the lynch pin. Michael Hunt and Hobbs Superintendent, TJ Parks—recently named New Mexico School Superintendent of the Year by the New Mexico Coalition of Education Leaders Association—are New Mexico educators to watch.

⁷ Corbett, J. (2014). *New Mexico State Policy Brief: January 2015*. San Francisco, CA: WestEd.

⁸ <http://arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

*Catteral, J.S., et.al. (2012). p.24.

ROLE OF THE STATE ARTS AGENCY IN ARTS EDUCATION



Key to the success of our work and our strategic plan is the continual development of partnerships with divisions within our own agency, the Economic Development Department, Public Education Department, Navajo Nation, other tribes and pueblos, private funders, and constituents. Our strategic objective for **Arts Education** is to support and expand opportunities for K–12 students and educators in schools and in communities who align with New Mexico standards and benchmarks (in school) or standards in the field (in the community).

In FY2015, New Mexico Arts awarded \$63,099 by means of 11 contracts in the grant category of **Arts Learning in Schools**. Programs in this category supplement arts learning that takes place in K–12 schools, either during regular instructional hours or after school during the school year 2014–2015. In rural communities, these might be the only visual, literary, and performing arts offerings that students have outside the school day. Quite often, they are the only standards-based theatre and dance programs offered in school *or* after school. See our website www.nmarts.org for complete eligibility criteria.

Our second arts education category, **Arts Learning in Community**, supports organizations working with K–12 students *outside* the school setting. These programs may be short-term, mid-length, or long-term. They should be of significant duration to show evidence of learning. All programs should be aligned with the education standards in the field and/or the learning objectives of the programs' identified community. There should be strong evaluation and assessment components built into the program. SY 2014 –2015 NM Arts grantee program descriptions can be found in the 2014 FAEA Report available at www.nmped.org.

New Mexico Arts awarded \$68,079 in FY2015 to 11 non-profit organizations in the **Arts Learning in Community funding category**. Funding provided through New Mexico Arts—**Arts Learning in Schools** and **Arts Learning in Community**—was part of a total funding award of \$1,006,417 to 182 organizations statewide. Funds are provided by the state of New Mexico and the National Endowment for the Arts (NEA). Of the total funding, 35 percent was allocated to New Mexico's rural communities. Funds awarded by the NEA for arts education are done so on a competitive basis and applied for each year by New Mexico Arts.



Conclusion

What did we accomplish?

- Continued streamlining the application process by simplifying and standardizing the Request for Application (RfA) for efficient and effective data collection and review, which eliminates the need for annual survey of administrators and teachers
- Studied the data collection process for redundancies, efficiencies, and cohesion, then made revisions
- Completed the program plan and evaluation
- Compared allocations with students served in SY 2014–2015
- Compared proposed budgets with state allocations in SY 2014–2015
- Identified what we could do better in our elementary arts programs
- Scheduled grant writing workshops in Albuquerque, Las Cruces, Taos, and Santa Fe

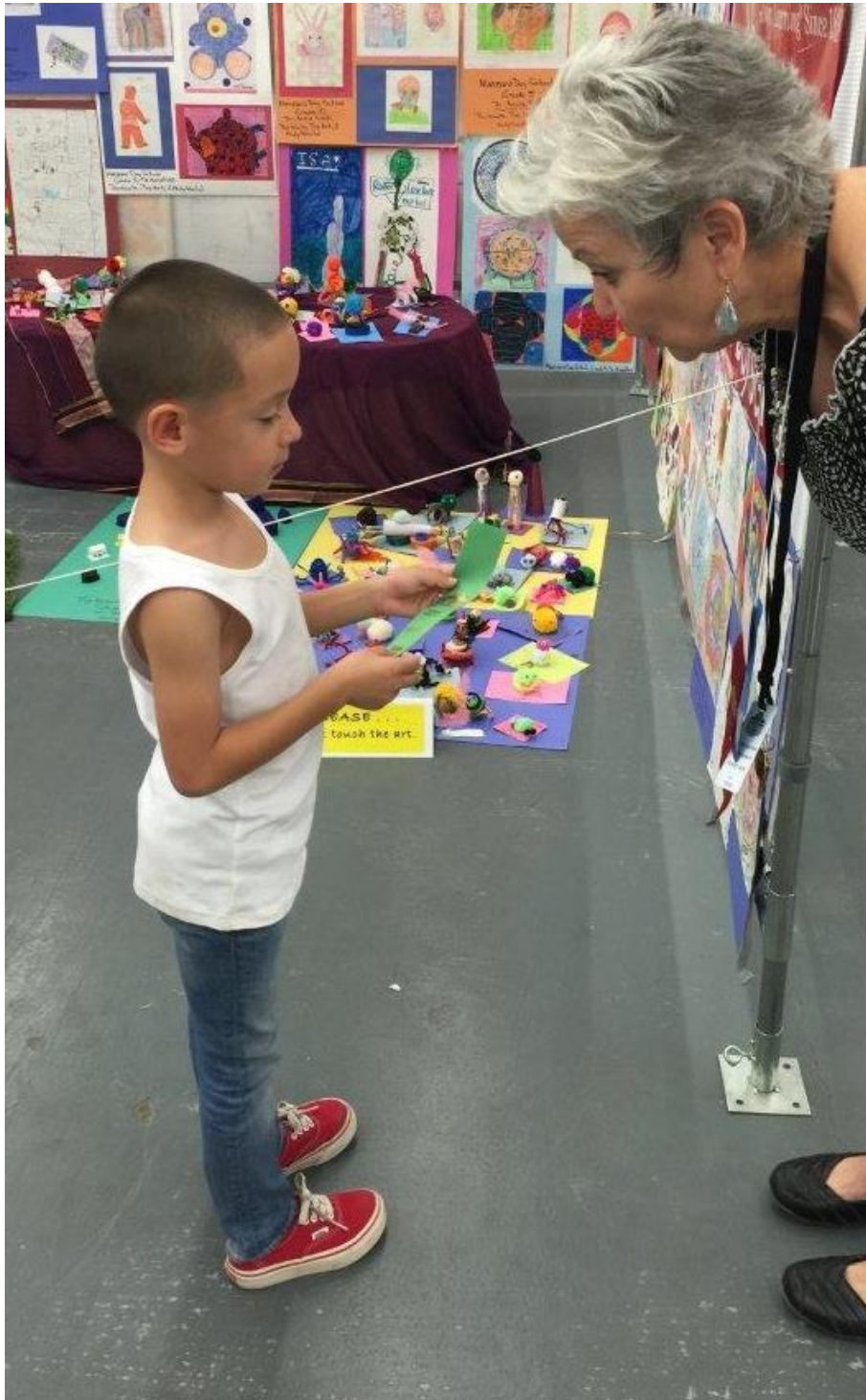
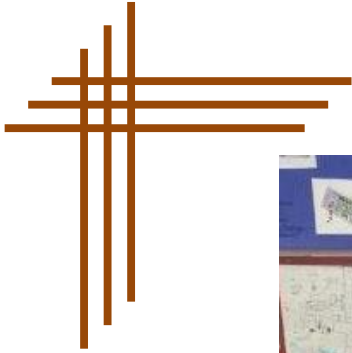
Winter Meeting Commentary

“All of the presenters were current and adaptive to the needs of New Mexico Arts Education. They gave relevant information of different school districts, Common Core Standards, the new National Core Arts Standards, arts-based teaching and learning, brain research, and music.”

New Mexico arts educator



Vicki Breen, PED, left,
with Phyllis Kennedy, DCA
at the 2015 NASAA-SEADAE
Professional Development
Institute



Andres Tourillott.
First Grade
Manzano Day School
Dr. Annie Nash, teacher

Glossary

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, performance groups, trained volunteers, and/or a variety of local arts-related resources. It also implies that these entities work in collaborative partnerships and have instructional goals that are informed and guided by standards that expand and deepen students' competence.

—The National Arts Standards

Arts Integration

For the purposes of this document, the term *arts integration* is considered to be arts-based learning. The integration of arts education in the state of New Mexico is regarded as secondary to the direct instruction of licensed arts professionals and is not intended to replace current, long-standing, standards-based curricula.

Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process that connects an art form and another subject area and meets evolving objectives in both.

—Kennedy Center Alliance for Arts Education Network

Arts Standards of New Mexico

At the state level, the New Mexico Content Standards and Benchmarks for the Arts (Visual Arts, Music, Theatre, Dance) are mandated for students in grades K–8. The standards are required in grades 9–12, and the state has 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 students in K–12 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 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 learning modes: intellectual, emotional, and physical.

“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, which can have a significant economic impact.”

—The New Mexico Arts Standards

SEG

State Equalization Guarantee www.ped.state.nm.us For further details, click on the A to Z Directory button, scroll down to 'S', click into School Budget and Finance Analysis Bureau.

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 the following page for the T&E index statute.)

Fine Arts

As used in the NM Fine Arts Education Act, "fine arts education programs" includes programs of education through which students participate in activities related to visual arts, music, theater, and dance. However, the National Core Arts Standards (NCAS) include the designation of media arts as a core arts discipline, and current state standards require revisions to reflect the recent change in 2014.

State Funding Formula

The FAEA formula for 2013–2014 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 2013/2014's 80 and 120 counts.
- 2) FAEA MEM is 1.0.
- 3) 0.0500 is the multiplier from FAEA statute.
- 3) T & E index comes from the district.
- 4) The operational unit value for 2014/2015 is \$4,005.75. Insert into the line item: 11000 operational fund

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

Acronyms & Initialisms

CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
DCA	Department of Cultural Affairs
EAEP	Elementary Arts Education Program Plan
FACT	Fine Arts for Children and Teens
FAEA	Fine Arts Education Act
FAQ	Frequently asked questions
FTE	Full time equivalent
GCFA	Getty Center for the Arts
KCAAEN	Kennedy Center Alliance for Arts Education Network
LESC	Legislative Education Study Committee
LFC	Legislative Finance Committee
NAEA	National Art Education Association
NAfME	National Association for Music Education
NASDAE	National Association of State Directors of Art Education
NCAS	National Core Arts Standards
NCCAS	National Coalition for Core Arts Standards
NDEO	National Dance Education Organization
NDI	National Dance Institute
NMA	New Mexico Arts, Division of the Department of Cultural Affairs
NMAAE	New Mexico Alliance for Arts Education
NMACAE	New Mexico Advisory Council on Arts Education
NMACDA	New Mexico American Choral Directors Association
NMAEA	New Mexico Art Educators Association
NMMEA	New Mexico Music Educators Association
NMSE	New Mexico Standards for Excellence
NSBA	National School Boards Association
PAC	Parent advisory council
PD	Professional development
PED	Public Education Department
PLC	Professional learning communities
SEADAE	State Education Agency Directors of Arts Education
SEG	State Equalization Guarantee
STARS	Student Teacher Accountability Reporting System
YAM	Youth Art Month

“Art bridges all language barriers.”

—Janey Campbell, A.R.T.S. teacher, Las Cruces Public Schools

Links

Americans for the Arts <http://www.americansforthearts.org/>

Arts Ed Navigator: <http://www.americansforthearts.org/events/webinars/arts-ed-navigator>

ArtScan: <http://www.artscan.com/>

GLADiS: www.thegladisproject.com

National Coalition for Core Arts Standards: <http://nccas.wikispaces.com/>

New Mexico Art Educators Association: <http://www.newmexicoarteducators.org/>

New Mexico Arts: <http://www.nmarts.org/> New Mexico Music Educators Association: <http://www.nmmea.com/>

New Mexico Public Education: <http://www.ped.state.nm.us>

Rex Young: <http://www.rexjung.com/contact/>

Stem to Steam: http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Shadows_and_Light.aspx

Teaching with Poverty in Mind by Eric Jensen:

<http://www.ascd.org/Publications/Authors/Eric-Jensen.aspx?id=603899782001>

www.arteducators.org

www.arts.gov

<http://blog.artsusa.org/2013/09/09state-standards-spree/>

www.nasaa-arts.org

www.ptaourchildren.org

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Students—from Bernalillo Elementary School, Bernalillo Public Schools—play their handmade clay whistles.

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 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.