

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

HANNA SKANDERA
SECRETARY OF EDUCATION

SUSANA MARTINEZ
Governor

October 10, 2013

David Abbey
Director
New Mexico Legislative Finance Committee
325 Don Gaspar
Suite 101
Santa Fe, NM 87501

Frances Ramírez-Maestas
Director
New Mexico Legislative Education Study Committee
325 Don Gaspar
Suite 200
Santa Fe, NM 87501

Dear Mr. Abbey and Mrs. Ramírez-Maestas:

The Public Education Department (PED) and the Department of Cultural Affairs (DCA) are pleased to enclose the *Fine Arts Education Act Report—Year 10*. This annual report fulfills the statutory requirement of the Fine Arts Education Act (FAEA) in relevant part as follows:

22-15D-5. NMSA 1978. Program plan and evaluation.

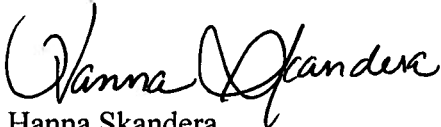
- A. A school district or state-chartered charter school may prepare and submit to the department a fine arts education program plan in accordance with guidelines issued by the department.
- B. At a minimum, the plan shall include the fine arts education programs being taught, the ways in which the fine arts are being integrated into the curriculum and an evaluation component.

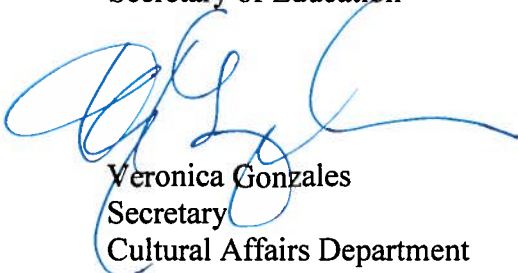
- C. At yearly intervals, the school district or state-chartered charter school, the department and a parent advisory committee from the school district or charter school shall review the goals and priorities of the plan and make appropriate recommendations to the secretary.

This report is a comprehensive compilation of data that describes the efficiency and the effectiveness of the FAEA student program. The PED and the DCA are collaborating to provide exemplary fine arts services to elementary school students.

We look forward to working with you and your colleagues to ensure that the fine arts program increases student benefits, and reduces costs through expanded risk-sharing. Consequently, we are providing an excellent program which ensures that all students have access to a common set of fine arts education benefits.

Warm regards,


Hanna Skandera
Secretary of Education


Veronica Gonzales
Secretary
Cultural Affairs Department

Enc. (1): *Fine Arts Education Act Report—Year 10*

HS/vb/mm

cc: PED Senior Team
Vicki Breen, FAEA Education Consultant



**New Mexico
Fine Arts
Education Act
Program Plan and
Evaluation—Year 10**

October 2013

By

**New Mexico Public Education Department
New Mexico Department of Cultural Affairs
New Mexico Arts**

My students have an opportunity to shine. This is a 100% Title I school. If I were to describe my population I would use the word trauma. They are abused (emotionally, physically, sexually), neglected; I have had 13 suicide ideations, 5 kids taken away from homes, homeless kids, etc. The fine arts allows them to shine, express themselves, and opens doors they wouldn't have anywhere else.

—New Mexico Elementary School Principal

Cover Photo: Lauren VonOsten, featured here in her school's production Fine Arts Student was a beneficiary of the FAEA during her elementary years in Rio Rancho Public Schools.

Teacher: Lois Moreno, Rio Rancho Public Schools



The State of New Mexico

Fine Arts Education Act Program Plan and Evaluation—Year 10

Susana Martinez
Governor

Hanna Skandera
Secretary of Education

Veronica Gonzales
Cultural Affairs Secretary

Required Notice

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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 “FAEA.”

Acknowledgements

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

Phyllis A. Bass, Strategic Initiatives and Constituent Services Division, New Mexico Public Education Department

Vicki Breen, Arts Education, Policy and Program, New Mexico Public Education Department

David J. Chavez, Executive Director, Cooperative Education Services

Dr. Tom Dauphinee, Deputy Director Assessment and Accountability Division, New Mexico Public Education Department

Loie Fecteau, Executive Director, New Mexico Arts, Department of Cultural Affairs

Jenice Gharib, Arts Education/Arts Councils/Social Services, New Mexico Arts, Department of Cultural Affairs

Phyllis J. Kennedy, Arts Education Consultant

Leighann Lenti, Deputy Secretary of Policy and Programs, New Mexico Public Education Department

Brian Salter, Education Technology Review Staff, New Mexico Public Education Department

Shafeeq Shamsiddeen, Policy Division, New Mexico Public Education Department

Ann Weisman, Deputy Director, New Mexico Arts, Department of Cultural Affairs

New Mexico Advisory Council on Arts Education



Photo: Janet Kahn, Albuquerque Public Schools Fine Arts Consultant, Art is Elementary Exhibition, Expo New Mexico, 2013

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"A well-rounded education is simply too vital to our students' success to let the teaching of the arts and humanities erode,"

—U.S. Education Secretary Arne Duncan's Remarks, April 3, 2012

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)

This report is designed to provide a framework for assessing the impact of the 2003 Fine Arts Education Act (FAEA) on New Mexico public elementary schools. It is not a fiscal audit. All 89 school districts and 36 charter schools receive state funding based on the state equalization guarantee (SEG) for their arts education programs. This report for year 10, involved updating the educator and administrator databases, continued dissemination of the surveys, and comparisons of employment during the first year that funds were available and the most recent year. Comparisons between numbers of students served in the first year of the program and students served in the most recent year are also made.

Why is it important to attempt a status report on Arts Education? New Mexican Fine Arts stakeholders want to know if the Fine Arts Education Act of 2003 accomplished what it was intended to do. The Public Education Department (PED) staff conducted focused monitoring and selected statewide regional content specialists provides for greater transparency. As demonstrated through the report, New Mexico elementary students are being provided an excellent arts education to include visual arts, music, theater, and dance. Every student must be a priority if our state wants to remain a vibrant, innovative state that provides endless opportunities.

The state legislature allocated over \$30 million to districts and charter schools for elementary Fine Arts programs in the school year 2012–2013, up from \$4 million in 2003–2004.

This report is divided into three distinct categories of results: 1) state agencies, 2) district and charter schools, and 3) practitioner priorities.

Recommendations in this report include the following:

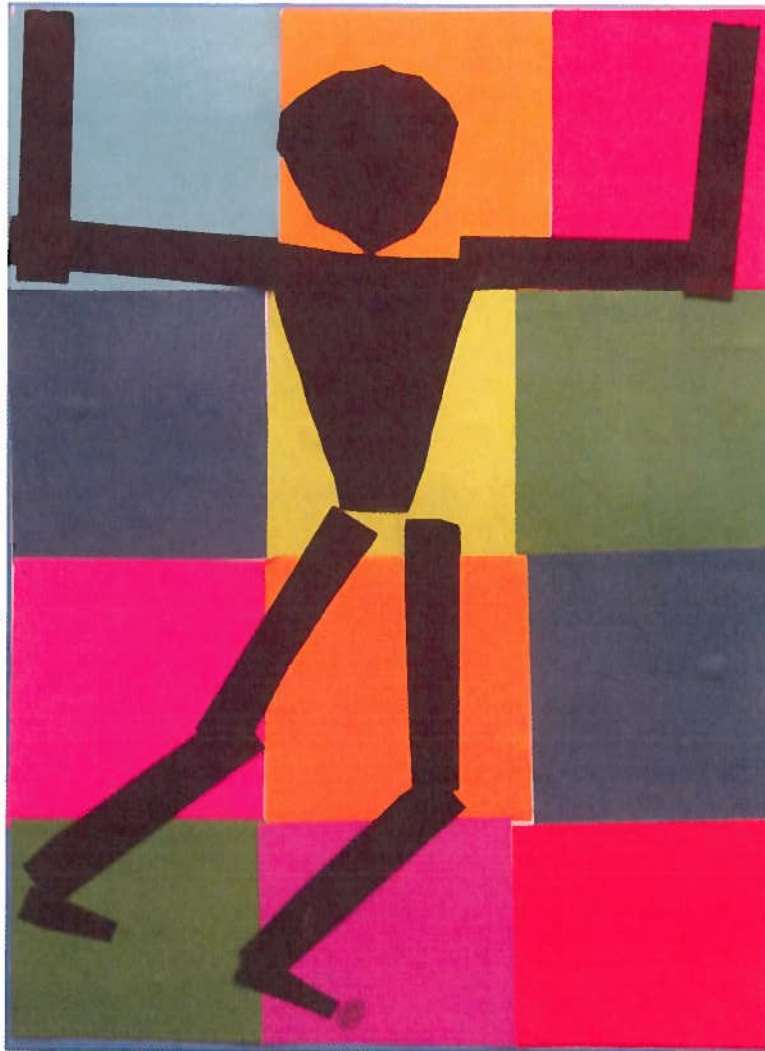
1. Continue to streamline the application process by simplifying and standardizing the Request for Application (RfA) so that it can be effortlessly reviewed and data more easily collected.
2. The collection and verification of the data process will be studied for redundancies, efficiencies, and cohesion.
3. Support will be provided districts or charter schools as requested in establishing and maintaining Parent Advisory Councils.
4. Identify and plan for appropriate professional development (PD) for districts or charter schools.
5. The program plan and evaluation will be completed annually.

The top district and charter school proposals for K–6 fine arts services are as follows:

1. Smaller classes
2. Longer class times for older students (upper elementary)
3. Additional planning time for fine arts teachers
4. More training opportunities for fine arts teachers

All educators are trained to reflect on their teaching practices. As part of this report, fine arts educators were asked to reflect on what changes they would suggest to improve the overall quality of the fine arts program at their school. There were 137 responses. Their comments fell into five main categories. They suggest the following:

1. More contact time with students
2. Visual and performing art all year, every year
3. More planning time with classroom teachers
4. More professional development opportunities outside the districts and state
5. Provide additional state agency resources and support



Collage: Brandon Quintana, Kit Carson Elementary School, Albuquerque Public Schools
Teacher: LaVerne Harper, Albuquerque Public Schools

"I have been teaching in the Elementary Arts Program for 10 years. I cannot say enough great things about this program. The school districts where I have taught could not or would not have been able to provide their students with the kind of instruction and opportunities that this program has afforded. Most of my students attend Title 1 schools and have little opportunity to see a play, listen to a concert, participate with visiting artists, or go to a museum. This program addresses many of the problems unique to our state in giving rural students a chance to be exposed to and to participate in a high level of cultural enrichment."

—A New Mexico Fine Arts Teacher, 2013

Introduction

In the fall of 2011, the New Mexico Arts authorized a 10-year status report designed to assess the impact of the 2003 Fine Arts Education Act (FAEA) on New Mexico public elementary schools. This report is the third phase of a comprehensive study providing facts on the status of fine arts programs statewide.

Phase I provided background on arts education advocacy in the years just prior to the passage of the FAEA. Also discussed in this report, is the role of the state Alliance for Arts Education and the New Mexico Advisory Council on Arts Education. In April 2012, Phase II of the status report on the FAEA began. Surveys were designed and sent to Superintendents, Fine Arts Coordinators, Elementary School Principals, and Fine Arts Teachers. A summary of their responses was included in the Phase II report.

The FAEA Program Plan and Evaluation—Year 10 report includes the following items recorded below:

- Each school district and charter school's funding allocation for elementary fine arts
- Number of elementary students served by the FAEA
- Number of fine arts personnel employed using FAEA funding
- Phase III with the top responses gathered from the surveys

On the following pages, a static report on a very vibrant topic is presented. There is no controversy about art for elementary school children. The students love visual and performing arts and New Mexico does an above average job of funding this educational opportunity. Fine arts educators and stakeholders wanted to know if the FAEA accomplished what was intended. The data that follows helps to tell the story of how New Mexico provides an education in the arts to every elementary student and how we can improve our fine arts service. Our hope is that this program evaluation for year 10 will serve as a framework for assessing the impact of this landmark legislation on our elementary schools, and provide a baseline for future reports.

This document contains analysis of the data provided in the survey. The first questions on each survey were taken from wording in the statute itself. The respondents thoughtfully and generously provided summaries of their best practices, and suggestions for improvement. Though not a fiscal audit, it does record budgets and allocations. The state agencies involved in the FAEA sent a survey to every elementary fine arts teacher, superintendent, and principal in the state, as well as 11 district fine arts coordinators.





Mixed Media: Kaela Melloy, Comanche Elementary School
Teacher: Annette Rush, Albuquerque Public Schools

"I believe performing ensembles create the unique opportunity of working in a cooperative group with peers, to engage in critical thinking and self-reflection based on critique of their own performance, step up to the challenges associated with preparing a public performance, and engage in many different ways of learning and individual strengths. But most importantly, performing ensembles provide a safe haven for students who may otherwise not find a safe place to be at school either due to bullying or not having academic success in other subjects. I also get the opportunity to work with students for many years and develop important relationships that can help foster these students' academic success."

NM Fine Arts Teacher 2013

This section describes the laws and rules that apply to 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

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. Students in different districts do not necessarily receive identical instruction. Example: One student may receive music, art, dance and theater.

District or Charter School	Fine Arts Funding SY 2003–2004	Students Served SY 2003–2004	RFA Fine Arts Proposed Budget SY 2012–2013	Fine Arts Funding SY 2012–2013	Students Served SY 2012–2013	Number of Fine Arts Teachers SY 2012–2013 Reported in STARS
Alamogordo Public Schools			595,253.00	558,378.08	3,018	3
Albuquerque Public Schools	\$1,097,875.54	22,222	8,673,183.00	8,036,511.62	44,863	98
Alice King Community School			54,882.77	56,021.49	***	***
Christine Duncan Community			16,600.00	16,714.61	***	***
Corrales International			33,900	26,633.17	***	***
El Camino Real			61,933.00	43,715.13	***	***
Montessori of the Rio Grande			36,551.72*	36,551.72	***	***
Total Albuquerque Public Schools with District Charters				8,216,147.74		
Animas Public Schools			21,642.26.00	16,898.28	92	
Artesia Public Schools			465,036.00	366,435.62	2,274	6
Aztec Municipal Schools			297,651.00	269,821.51	1,645	4
Mosaic Academy Charter			35,090.00	26,082.13	***	***
Total Aztec with District Charters				295,903.64		
Belen Consolidated Schools			568,181.00	460,845.59	2,422	9
Bernalillo Public Schools			547,323.00	319,046.95	1,838	5
Bloomfield Schools	\$92,536.01	1,873	361,021.74	309,863.10	1,626	7
Capitan Municipal Schools	\$13,339.33	270	37,929.30*	37,929.30	195	2
Carlsbad Municipal Schools			648,573.00	508,968.97	2,990	5
Jefferson Montessori Academy			19,745.28*	19,745.28	***	***
Total Carlsbad with District Charters				528,714.25		

*Proposed budget amount is taken from the PED School Budget and Finance Analysis Bureau

**Data not available

***Data not provided by the district

Fine Arts Education Act Report—Year 10

District or Charter School	Fine Arts Funding SY 2003–2004	Students Served SY 2003–2004	RFA Fine Arts Proposed Budget SY 2012–2013	Fine Arts Funding SY 2012–2013	Students Served SY 2012–2013	Number of Teachers SY 2012–2013 Reported in STARS
Carrizozo Municipal Schools			34,851.00	12,581.87	111	**
Central Consolidated Schools			758,205.00	566,643.55	3,044	11
Chama Valley Independent Schools	\$9,830.39	199	34,776.00	29,388.32	112	**
Cimarron Municipal Schools			36,092.53*	36,092.53	225	1
Clayton Municipal Schools			51,521.40	51,521.40	315	**
Cloudcroft Municipal Schools			53,231.80	32,694.51	160	1
Clovis Municipal Schools	\$227,854.90	4,612	1,033,496.00	912,782.85	4,940	12
Cobre Consolidated Schools	\$35,818.57	725	233,327.00	133,349.50	702	4
Corona Public Schools			46,761.00	7,347.08	40	**
Cuba Independent Schools			57,353.00	32,051.64	181	1
Deming Public Schools	\$128,205.77	2,595	750,445.81	516,591.56	3,268	11
Des Moines Municipal Schools	\$3,705.37	75	9,304.52	8,908.33	47	**
Dexter Consolidated Schools			88,623.00	83,022.00	440	**
Dora Consolidated Schools			48,100.00*	17,081.96	123	1
Dulce Independent Schools	\$15,068.50	305	93,766.00	66,858.43	316	**
Elida Municipal Schools			28,012.27	13,683.94	64	**
Española Public Schools			413,403.89	414,007.96	2,510	1
Carinos De Los Niños			43,000.00	37,470.11	**	***
Total Española with District Charters				451,478.07		
Estancia Municipal Schools			88,320.00	79,899.50	427	1
Eunice Public Schools			\$46445.00	60,337.89	352	**
Farmington Municipal Schools			1,064,968.57	969,263.53	5,231	14
Floyd Municipal Schools			31,889.00	18,275.86	127	1

*Proposed budget amount is taken from the PED School Budget and Finance Analysis Bureau

**Data not available

***Data not provided by the district

District or Charter School	Fine Arts Funding SY 2003–2004	Students Served SY 2003–2004	RFA Fine Arts Proposed Budget SY 2012–2013	Fine Arts Funding SY 2012–2013	Students Served SY 2012–2013	Number of Teachers SY 2012–2013 Reported in STARS
Fort Sumner Municipal Schools			40394.50	23,418.82	125	1
Gadsden Independent Schools	\$376,908.94	7,629	1,608,908.00	1,404,026.99	7,599	29
Gallup-McKinley County Public Schools	\$83,592.53	1,692	1,178,985.00	959,896.00	5,090	18
Grady Municipal Schools			20700.00	8,173.63	41	**
Grants-Cibola County Schools			330,870.00	331,353.31	1,863	6
Hagerman Municipal Schools			59,816.00	37,010.92	237	**
Hatch Valley Public Schools			113,530.00	113,604.22	602	1
Hobbs Municipal Schools			1,016,797.00	919,027.87	5,279	1
Hondo Valley Public Schools			14,143.13*	14,143.13	67	**
House Municipal Schools			3,302.00	3,306.19	22	**
Jal Public Schools			42,000.00	37,010.92	195	**
Jemez Mountain Public Schools	\$11,660.75	236	24,612.72*	24,612.72	186	**
Lindrith Area Heritage			17,000.00	2,846.99	***	***
Total Jemez Mountain with District Charters				27,459.71		
Jemez Valley Public Schools			29,179.00	26,725.00	152	2
San Diego Riverside Charter			-	-	***	***
Total Jemez Valley with District Charters				26,725.00		
Lake Arthur Municipal Schools			57,558.00	11,387.97	72	**
Las Cruces Public Schools	\$542,415.43	10,979	2,399,313.00	2,126,612.31	11,578	40.75
Las Vegas City Public Schools			243,545.00	172,105.35	918	3
Logan Municipal Schools			23,656.00	20,388.15	99	**
Lordsburg Municipal Schools			60,667.00	49,133.60	267	**
Los Alamos Public Schools			329,079.76	331,720.66	1,815	11

*Proposed budget amount is taken from the PED School Budget and Finance Analysis Bureau

**Data not available

***Data not provided by the district

District or Charter School	Fine Arts Funding SY 2003-2004	Students Served SY 2003-2004	RFA Fine Arts Proposed Budget SY 2012-2013	Fine Arts Funding SY 2012-2013	Students Served SY 2012-2013	Number of Teachers SY 2012-2013 Reported in STARS
Los Lunas Public Schools	\$212,441.16	4,300	961,638.00	833,801.74	4,558	1
Loving Municipal Schools			63,868.00	53,082.65	307	1
Lovington Municipal Schools	\$61,410.91	1,243	480,898.00	286,719.80	2,084	2
Magdalena Municipal Schools			41,187.00	28,194.42	141	**
Maxwell Municipal Schools			27,946.00	9,643.04	57	1
Melrose Public Schools			17,974.00	18,000.35	90	**
Mesa Vista Consolidated Schools			31,592.44*	31,592.44	187	**
Mora Independent Schools			59,966.32	41,235.49	222	2
Moriarty-Edgewood Schools			340,612.52	311,516.19	1,505	6
Mosquero Municipal Schools			3,581.70*	3,581.70	18	**
Mountainair Public Schools			40,699.00	20,479.99	105	1
Pecos Independent Schools	\$19,910.78	403	55,413.00	49,592.79	271	1
Peñasco Independent Schools			46,343.97	39,398.72	205	**
Pojoaque Valley Public Schools			178,809.56*	178,809.56	1,048	2
Portales Municipal Schools			440,018.95	312,801.93	1,666	6
Quemado Independent Schools			1594.33	13,683.94	76	**
Questa Independent Schools			36,987.00	34,623.11	221	1
Roots and Wings			16,790.06	4,867.44		***
Total Questa with District Charters				39,490.55		
Raton Public Schools	\$32,458.44	657	131,146.00	119,849.24	613	2
Reserve Independent Schools			35600.00	15,612.55		**
Rio Rancho Public Schools	\$247,667.46	5,013	1,539,583.57	1,406,873.98	7,777	23
Roswell Independent Schools	\$254,238.91	5,146	1,129,035.00	1,057,704.00	5,872	13

*Proposed budget amount is taken from the PED School Budget and Finance Analysis Bureau

**Data not available

***Data not provided by the district

District or Charter School	Fine Arts Funding SY 2003-2004	Students Served SY 2003-2004	RFA Fine Arts Proposed Budget SY 2012-2013	Fine Arts Funding SY 2012-2013	Students Served SY 2012-2013	Number of Teachers SY 2012-2013 Reported in STARS
Roy Municipal Schools			3,029.00	2,755.16	17	**
Ruidoso Municipal Schools	\$61,756.15	1,250	199,195.00	188,728.12	1,011	2
San Jon Municipal Schools			11,204.30*	11,204.30	67	**
Santa Fe Public Schools	\$368,956.54	7,468	1,455,181.03*	1,455,181.03	8,467	15
Turquoise Trail	\$20,946.50	424	147,844.00	85,042.45		***
Total Santa Fe with District Charters			1,540,223.48			
Santa Rosa Consolidated Schools			62,736.33	57,950.09	310	**
Silver City Consolidated Schools			286,406.00	256,780.45	1,437	**
Socorro Consolidated Schools			171,297.00	151,258.01	954	2
Cottonwood Charter	\$7,410.74	150	63,146.00	24,612.72		***
Total Socorro with District Charters			175,870.73			
Springer Municipal Schools			14,326.81*	14,326.81	84	**
Taos Municipal Schools			353,183.00	219,953.21	1,468	6
Anansi Charter			51,892.60	20,479.99		***
Taos Charter			32,700.00	29,572.00		***
Total Taos with District Charters			270,005.20			
Tatum Municipal Schools			30,686.00	28,010.74	162	**
Texico Municipal Schools			51,446.00	51,521.40	312	**
Truth or Consequences Municipal Schools			121,002.25	111,583.78	722	1
Tucumcari Public Schools	\$26,381.04	534	95,387.00	98,818.23	517	2
Tularosa Municipal Schools			85,256.00	86,879.22	453	**
Vaughn Municipal Schools			8,528.00	8,540.98	52	**
Wagon Mound Public Schools			26,299.00	5,693.99	31	**

*Proposed budget amount is taken from the PED School Budget and Finance Analysis Bureau

**Data not available

***Data not provided by the district

District or Charter School	Fine Arts Funding SY 2003-2004	Students Served SY 2003-2004	RFA Fine Arts Proposed Budget SY 2012-2013	Fine Arts Funding SY 2012-2013	Students Served SY 2012-2013	Number of Teachers SY 2012-2013 Reported in STARS
West Las Vegas Public Schools			138,218.40	122,604.40	652	2
Rio Gallinas Charter School			38,300.00	10,836.94		***
Total West Las Vegas with District Charters				133,441.34		
Zuni Public Schools			138,328.00	118,839.02	665	2

*Proposed budget amount is taken from the PED School Budget and Finance Analysis Bureau

**Data not available

***Data not provided by the district



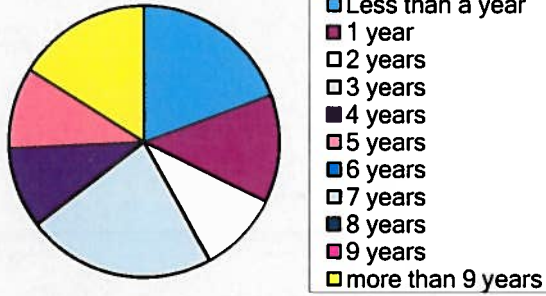
Gallup-McKinley County Schools Elementary Art Program
Rachel Schall—Elementary Art Teacher

District or Charter School	Fine Arts Funding SY 2003–2004	Students Served SY 2003–2004	RFA Fine Arts Proposed Budget SY 2012–2013	Fine Arts Funding SY 2012–2013	Students Served SY 2012–2013	Number of Teachers SY 2012–2013 Reported in STARS
State Charter Schools						
Albuquerque School of Excellence State Charter (APS)			-	-		**
Albuquerque Sign Language State Charter (APS)			9,566.00	11,939.01	64	**
Cien Aguas International State Charter (APS)			57,511.00	35,357.82	223	**
Coral Community (APS)			-	-		**
Estancia Valley (Montarfy)			88,320.00	35,082.31	191	**
Horizon Academy West State Charter (APS)			109,173.00	79,072.95	437	1
J. Paul Taylor Academy (Las Cruces)			33,380.00	14,418.64	175	1
La Promesa State Charter (APS)			45,002.00	43,623.29	267	1
La Tierra Montessori (Espanola)			13,592.10*	13,592.10	74	**
McCurdy Charter School (Espanola)			87,000.00	49,592.79	270	**
Montessori Elementary State Charter (APS)			47,480.00	59,878.70	341	2
New Mexico International School (APS)			52,500.00	17,265.64	133	**
North Valley Academy State Charter (APS)			74,756.54*	74,756.54	380	1
Ralph J. Bunche Academy (APS)			26,505.00	15,428.87	90	**
Red River Valley (Questa)			10,362.61	10,377.75	56	**
Southwest Primary Learning Center (APS)			19,194.25*	19,194.25	104	1
Taos Academy State Charter (Taos)			4,493.52	4,500.09	25	**
Taos Integrated School of Arts State Charter (Taos)			22,284.19	22,316.76	124	**
Uplift Community School (APS)			23835.00	18,918.73	103	**
William W. and Josephine Dorn Charter (APS)			16,506.81	-		**

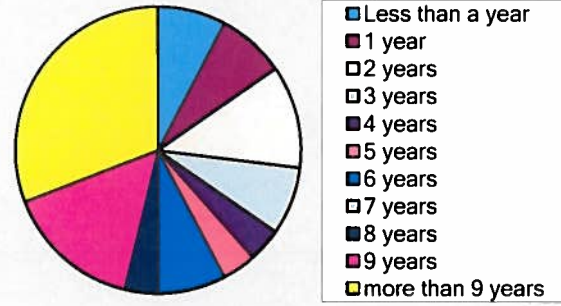
Survey Results

Fine Arts surveys were sent to fine arts teachers, fine arts coordinators, elementary school principals, and district superintendents. The summary of their responses follows:

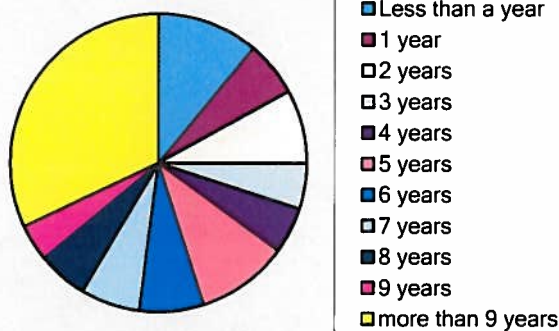
How long have you been the superintendent for your current district?



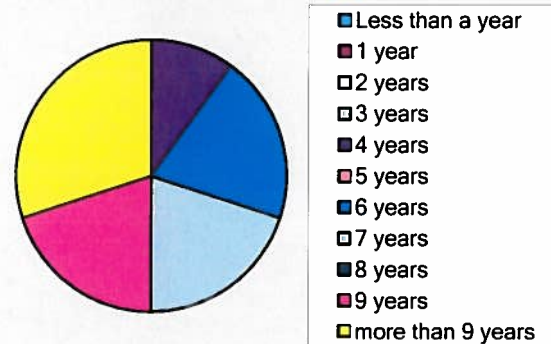
How long have you been the principal at your current school?



How long have you been teaching in your current position?



How long have you been the fine arts coordinator for your current district?



Survey Question	ES Charter Principals	ES Principals	Fine Arts Coordinators	Superintendents	
				Yes	No
My district/charter school has offered opportunities for elementary school students to participate in: dance, music, theater, visual arts				D=19	D=8
				M=26	M=3
				T=20	T=7
				VA=24	VA=3

Survey Question	Teachers	ES Charter Principals	ES Principals	Fine Arts Coordinators	Superintendents
The following responses were collected using a 5.0 rating scale with 5.0 being equal to strongly agree. The average score is listed below. (strongly disagree, disagree somewhat, neutral, agree somewhat, strongly agree)					
My (Our) lessons focus on a variety of learning styles.	4.80	4.63	4.54	4.80	4.38
My (Our) students, who might otherwise fail, are engaged.	4.72	3.84	3.80	4.80	3.90
My (Our) students are trained in complex thinking and learning.	4.52	4.21	4.19	4.70	4.10
My (Our) students are learning to devise creative solutions for problems.	4.58	4.16	4.04	4.60	4.03
My (Our) students are provided with new challenges.	4.84	4.50	4.27	4.80	4.19
My (Our) students are learning to work cooperatively with others.	4.76	4.72	4.56	5.00	4.42
My (Our) students are learning to understand diverse cultures.	4.69	4.47	4.44	4.70	4.19
My (Our) students are learning to value diverse cultures.	4.67	4.53	4.38	4.80	4.16
My (Our) students are receiving a well-rounded education in the arts.	4.18	4.26	3.80	4.40	3.94
My (Our) fine arts program encourages cognitive and affective development in my students.	4.77	4.28	4.29	4.78	4.32
My district/charter school has a Parent Advisory Council that contributes to the development of our fine arts program.	3.14	4.00	3.12	4.34	3.90
Professional development workshops in my field are provided to me at no cost.	3.44	3.50	3.17	4.30	3.74
Do you assess student progress in your dance classes?	1.64	2.13	1.25	2.22	2.00
Do you assess student progress in your music classes?	2.41	2.63	2.62	2.80	2.63
Do you assess student progress in your theater classes?	1.41	1.93	1.20	2.10	2.27
Do you assess student progress in your visual arts classes?	2.15	2.89	2.48	2.80	2.55
What types of assessments do you use? Performance	84.2%	89.5%	95.5%	90.0%	96.4%
What types of assessments do you use? Rubrics	80.4%	47.4%	59.1%	90.0%	53.6%
What types of assessments do you use? Portfolio	31.0%	52.6%	27.3%	80.0%	42.9%
What types of assessments do you use? Other	15.2%	15.7%	4.5%	10.0%	10.7%

Survey Question	Teachers	ES Charter Principals	ES Principals	Fine Arts Coordinators	Superintendents
Does your district/school have a fine arts curriculum guide that teachers are expected to follow?	Y=66.7% N=33.3%	Y=68.4% N=31.6%	Y=53.8% N=46.2%	Y=50.0% N=50.0%	Y=54.8% Y=45.2%
Do you give a grade?	Y=85.9% N=14.1%	Y=52.6% N=47.4%	Y=61.5% N=38.5%	Y=80.0% N=20.0%	Y=73.3% N=26.7%
Are the fine arts included in your district's/school's elementary report card?	Y=91.9% N=8.1%	Y=73.7% N=26.3%	Y=80.8% N=19.2%	Y=80.0% N=20.0%	Y=63.3% N=36.7%
The following responses were collected using a 6.0 rating scale. (NA, strongly disagree, disagree somewhat, neutral, agree somewhat, strongly agree)					
The PED administers and enforces the provisions of the Fine Arts Education Act	3.68	5.11	4.16	4.90 out of 6	4.48
The Public Education Department (PED) assists my local school board in developing and evaluating Fine Arts programs.	2.98	3.89	3.31	3.90 out of 6	4.07
My fine arts program provides for the educational needs of students in the areas of dance, music, theater, or visual arts. (out of 6)	D=4.05 M=5.37 T=3.67 VA=5.27	D=3.95 M=5.00 T=3.63 VA=4.88	D=2.75 M=5.24 T=2.48 VA=4.88	D=4.44 M=5.80 T=4.33 VA=5.90	D=4.00 M=4.83 T=4.41 VA=4.71
My program integrates the fine arts into the elementary curriculum. (out of 6)	D=3.90 M=5.21 T=3.73 VA=5.14	D=3.76 M=5.11 T=3.50 VA=5.39	D=2.29 M=4.92 T=2.14 VA=4.83	D=4.89 M=5.10 T=4.56 VA=5.30	D=4.23 M=4.97 T=4.45 VA=4.76
At my school, certified school instructors 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.	D=2.63 M=3.32 T=2.43 VA=3.24	D=4.05 M=5.06 T=3.24 VA=5.18	D=1.81 M=3.92 T=1.91 VA=3.88	D=3.70 M=3.90 T=3.90 VA=3.90	D=3.97 M=4.10 T=4.07 VA=4.13
My school requires background checks in accordance with New Mexico statutes (Example: for artists-in-residence, volunteers)	D=4.14 M=4.61 T=4.13 VA=4.68	D=4.53 M=4.56 T=4.33 VA=4.71	D=4.30 M=4.72 T=4.25 VA=4.77	D=6.00 M=6.00 T=6.00 VA=6.00	D=4.93 M=4.87 T=4.87 VA=4.84

The results show that dance and theater are not widely represented in the fine arts curriculum across the state. This may be a reflection of the following:

- Lack of certified teachers
- Uneven distribution of certified teachers
- Lack of instructional hours



Mixed Media: Horse with bridle 3rd grade by Taleah Harvey,
Teacher: Edley Jang, Tobe Turpen Elementary, Gallup-McKinley County Schools

“My students have an opportunity to shine. This is a 100% Title I school. If I were to describe my population I would use the word *trauma*. They are abused (emotionally, physically, sexually), neglected, I have had 13 suicide ideations, 5 kids taken away from homes, homeless kids, etc. The fine arts allow them to shine, express themselves, and open doors they wouldn't have elsewhere.
Christy Sigmon, Principal, 2012, Eubank Elementary, APS Arts Magnet School, New Mexico

FAEA Winter Meeting

The winter meeting of the FAEA is required for all public and charter schools that have developed an Elementary Arts Education funded program. This meeting provides the opportunity for leadership, collaboration, and imagination in arts education through all state programs. The winter meeting assists in the implementation of the following initiatives:

- Identifies and informs about key issues in arts education
- Reports and disseminates arts education policy at the state level
- Creates a communications network and forum for the exchange of ideas, data sharing, and other information
- Ensures professional development relevant to the diverse needs of small and large districts and charter schools
- Creates partnerships with other organizations to provide and support leadership in elementary arts education programs across the state

The FAEA Elementary Arts Program is focused upon the National Core Arts Standards and Common Core State Standards (CCSS) and is helping to incorporate these regionally and statewide through the promotion of balanced curriculum, integrated instruction, the development of divergent thinking skills, and arts-specific curriculum.

Random evaluation comments from the 2012 winter meeting are compiled below:

Were the sessions informative?	<ul style="list-style-type: none"> • Excellent, Yes! • Indeed, very informative specifically 1) Vocabulary in Art and 2) Santa Fe Opera, and 3) Weaving • PED team was great • I really enjoyed all sessions
How would you improve the meeting?	<ul style="list-style-type: none"> • Private rooms for each session • Space is small • I enjoyed the location. I'd not been here before. • Detailed small direction signs • More water and beverages • More detailed session descriptions • More days for the meeting • Present more CORE ARTS information • Additional breakout sessions
Other comments	<ul style="list-style-type: none"> • Networking is the best part of the winter meeting. • Thanks for your hard work! • Have student performance opportunities and student art displays. • Post openings for art and music jobs. • Lots of good information and sharing of ideas. • Change the venue so each presenter has a private room. • Food great! Location great! Very satisfied with the presentations • Thank you for helping us provide more than dittos for our children. • Great to be a part of this magnificent work—Everyone works incredibly hard.

In March 2012, the National Endowment for the Arts published *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*. Rocco Landesman, chairman of the National Endowment for the Arts, shared his beliefs in the following quote:

Art works. I have been saying that ever since I was sworn in as chairman of the National Endowment for the Arts, and it remains an absolute truth. Over these past three years, I have been fascinated to engage with our Office of Research & Analysis staff as they dig into the questions of 'on whom' and 'in what ways.'

Having the arts in young people's lives is essential; we know that intuitively. Parents sing to their babies, dance with their toddlers, and occupy children with crayons and paper. And there was a time in this country when schools did their parts: bands, choruses, theatricals, and art studios used to fill the days alongside the 3 Rs, gym, social studies, science, and the rest.

But over the past four decades, budget pressures and an increasing focus on just reading and math have crowded the arts out of too many school days. What's lost? The chance for a child to express himself. The chance for the idiosyncratic child who has not yet succeeded elsewhere to shine. A sense of play, of fun, of discovery.

James Catterall and his fellow authors have shown that something else is lost, too: potential. Students who have arts-rich experiences in school do better across-the-board academically, and they also become more active and engaged citizens, voting, volunteering, and generally participating at higher rates than their peers.

This report is quick to caution that it does not make the case for a causal relationship between the arts and these outcomes, but as a non-researcher, I have no hesitation about drawing my own conclusions. I firmly believe that when a school delivers the complete education to which every child is entitled—an education that very much includes the arts—the whole child blossoms.

I believe that the only outcomes we should need to measure for a music class is whether the child had the chance to create, enjoy, and understand music. But as the arts are forced to compete for scarce resources, there is no harm in pointing out once again that an investment in the arts will pay extensive dividends.

Art works. Let's make sure it works for our country's students.

The conclusion of *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies Report* include the following:

This report displays correlations between arts activity among at-risk youth and subsequent levels of academic performance and civic engagement. For this task, the authors relied on four large longitudinal databases. Each source has unique strengths and limitations in terms of study sample size, age range, and the types of variables included—whether related to arts involvement (in-school and/or extracurricular), academic progress, or social and/or civic participation. Yet after accounting for these differences, three main conclusions arise:

1. Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.

••In middle school, high school, and beyond, they tend to do better on a host of academic and civic behavioral measures than do at-risk youth who lack deep arts backgrounds. To varying degrees, those outcomes extend to school grades, test scores, honors society membership, high school graduation, college enrollment and achievement, volunteering, and engagement in school or local politics.

2. At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied.

••These findings suggest that in-school or extracurricular programs offering deep arts involvement may help to narrow the gap in achievement levels among youth of high- versus low-SES.

3. Most of the positive relationships between arts involvement and academic outcomes apply only to at-risk populations (low-SES). But positive relationships between arts and civic engagement are noted in high-SES groups as well.

••Even youth from socially and economically advantaged backgrounds may find access to greater civic and social participation via deep arts involvement.

The data in this report do not permit an analysis of causal links that might exist between deep arts involvement and academic and civic behavioral outcomes. All of the findings attest only to statistical correlations, though the literature does point to various theories that may account for causal links between arts involvement and academic and social development. For conclusive evidence of the direct impact of arts participation on youth achievement, it would be necessary to control for a larger range of variables than are given here. Ideally, such variables would reflect the disparate influences of home, school, family, and neighborhood; of gender, race, and ethnicity; of health and disability status, and a host of psychosocial factors. Then, too, one would want to account for the different qualities of arts instruction or exposure in each case, and, further, to identify a single hypothesis for a mechanism of action. Nevertheless, this report consolidates some of the best available data on the relationship between arts- and youth-related variables, and, in this capacity, affords a basis for more rigorous inquiry.



Carlsbad Municipal Schools Elementary Art Program
Laura Kuster, Elementary Art Teacher

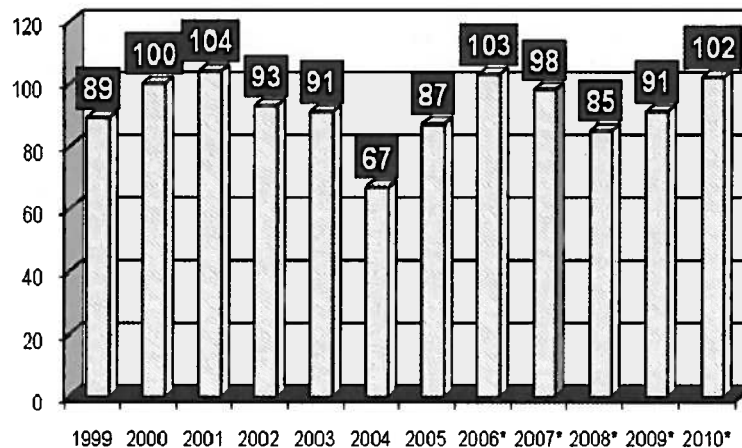
Longitudinal Trend Data

The College Board data shown below demonstrates that arts students outperform non-arts students.



Arts Facts . . . SAT Scores and the Arts
Students with four years of high school arts and music classes have higher SAT scores than students with one-half year or less.

Arts Students Outperform Non-Arts Students on SAT (Average Points Better on SAT by Arts Students)



- Data from The College Board show that students who take four years of arts and music classes while in high school score 102 points better on their SATs than students who took only one-half year or less (scores of 1075 vs. 973, respectively).
- The College Board's report, "Arts at the Core: Recommendations for advancing the state of arts education in the 21st Century" by the National Task Force on the Arts Education recommends education stakeholders consider arts requirements for high school core curricula, high school graduation requirements, and college and university admission requirements in the arts (including arts courses in GPA calculations), working with regional accrediting agencies.
- *Reflect the *Critical Reading* and *Mathematics* portions of the SAT only. The new *Writing* section of the test is excluded from this analysis for year-to-year comparison purposes. Students with four years of art and music classes averaged 528 on the *Writing* portion of the test—40 points higher than students with one-half year or less of arts/music classes (466).

Source: The College Board, 2010. *2010 College-Bound Seniors: Total Group Profile Report*.

www.AmericansForTheArts.org

New Mexico

New Mexico is already doing many of the trend recommendations as part of our regular integrated instructional day. As part of our SEG, the FAEA has ensured that an education in the arts is provided to every public elementary school in the state. We are building on the success of our existing programs, and have targeted the following areas for concentration in the next year:

- Continue to streamline the FAEA RfA process from initiation to allocation
- Continue to standardize the FAEA RfA to make data more easily accessed and verified
- Report every fiscal year
- Distribute the report to stakeholders and decision makers
- Initiate the following professional development sessions
 - Help develop district and charter schools long-term goals
 - Help establish and maintain districts and charter schools Parent Advisory Councils for their arts education programs
 - Help identify and plan district and charter schools appropriate Professional Development opportunities in order to comply with FAEA requirements
- Provide in the FAEA annual program plan and evaluation report
 - application budgets
 - number of students served
 - allocations
- Share best practices, and discuss remediation plans



Carlsbad Municipal Schools Elementary Art Program
Laura Kuster Elementary Art Teacher

Conclusion

What did we accomplish?

- Compiled database of arts educators and administrators in New Mexico
- Designed survey instrument to assess program strengths and weaknesses
- Completed the first status report on the Fine Arts Education Act
- Compared allocations with students served in SY 2003–2004
- Compared allocations with students served in SY 2012–2013
- Compared proposed budgets with state allocations in SY 2012–2013
- Identified what is working in elementary arts education programs
- Identified what we could do better in our elementary arts programs

In the words of one New Mexico fine arts teacher,

This is my first year as the visual arts teacher in this school. The new music teacher and I are already talking and planning a school-wide program to end the first semester and one that will incorporate the four Fine Arts areas. Since I am also a New Mexico retired elementary teacher, I will be integrating the Core curriculum into my teaching. In addition to this, I wish to find the artists in residence who qualify and are willing to share their knowledge and talents with our aspiring young artists. When I was a classroom teacher in the early 1990's, I received my first masters in curriculum with a specialization on the creative arts of learning. Back then we were allowed and even encouraged to integrate the four areas of the Fine Arts into our teaching so that the "whole" child was engaged. This method of teaching not only let them use their dominant intelligences while developing others, but helped them learn through their unique learning styles as well because it gave them the right brain tools to develop the left brain concepts. Teaching was rewarding because my students seemed to look forward to the "celebration" of the units in Reading, Social Studies, Science, and Math. These students were English Learner (EL) students and language acquisition was the by-product of hands-on learning. The Fine Arts contributed to the attainment of knowledge because they helped the student to grasp the concepts and apply them in song, movement, drama, poetry, and visual art forms. The fine arts helped them to internalize what they were learning and manifest it in creative ways other than testing. Consequently, their scores were positively affected as well. This is what I hope to accomplish through my stay here as visual arts teacher—to once again make that positive mark in a child's education.



Carlsbad Municipal Schools Elementary Art Program
Laura Kuster, Elementary Art Teacher

Glossary

Arts Integration

Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both. —Kennedy Center Alliance for Arts Education Network

Fine Arts

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.

Funding Formula

FAEA Formula for 2012–2013 is calculated in the following

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 2011/2012'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—12–13—\$3668.18 11000 operational fund**

NMAAE

New Mexico Alliance for Arts Education is a non-profit statewide service organization and a member of the Kennedy Center Alliance for Arts Education Network.

NMACDA

New Mexico American Choral Directors Association sponsor of elementary All State Youth Choir.

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.)

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.

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:
- A. 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.

Acronyms

CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers
DCA	Department of Cultural Affairs
EAEPP	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
KCAAEN	Kennedy Center Alliance for Arts Education Network
LFC	Legislative Finance Committee
LESC	Legislative Education Study Committee
NASDAE	National Association of State Directors of Art Education
NCCAS	National Coalition for Core Arts Standards
NMA	New Mexico Arts, Division of the Department of Cultural Affairs
NMAAE	New Mexico Alliance for Arts Education
NMACDA	New Mexico American Choral Directors Association
NMAEA	New Mexico Arts Educator Association
NMMEA	New Mexico Music Educators Association
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

Links

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

Teaching with Poverty in Mind by Eric Jensen:
<http://www.ascd.org/Publications/Authors/Eric-Jensen.aspx?id=603899782001>

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

New Mexico Arts: <http://www.nmarts.org/>

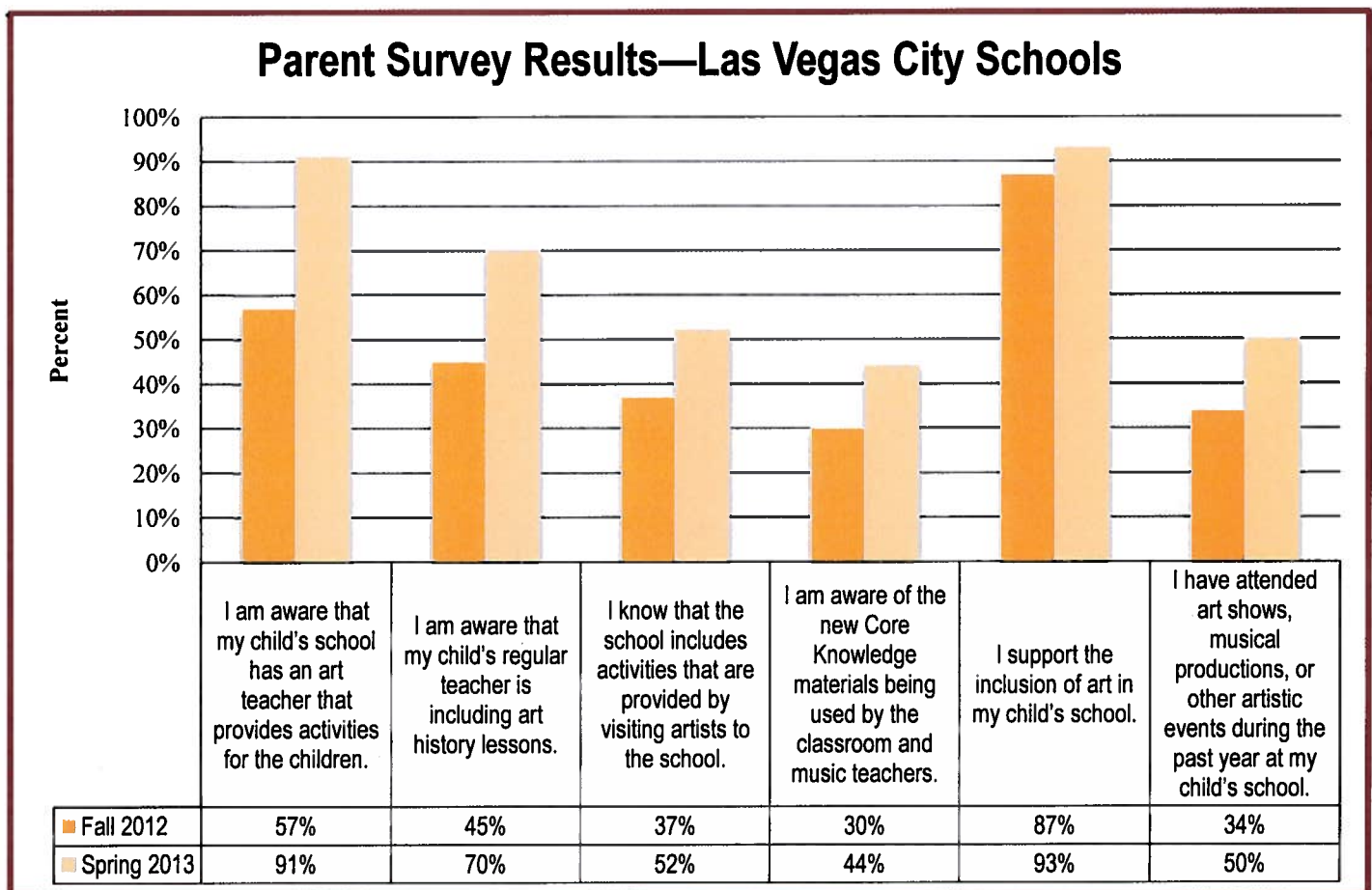
New Mexico Art Education Association: <http://www.newmexicoarteducators.org/>

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

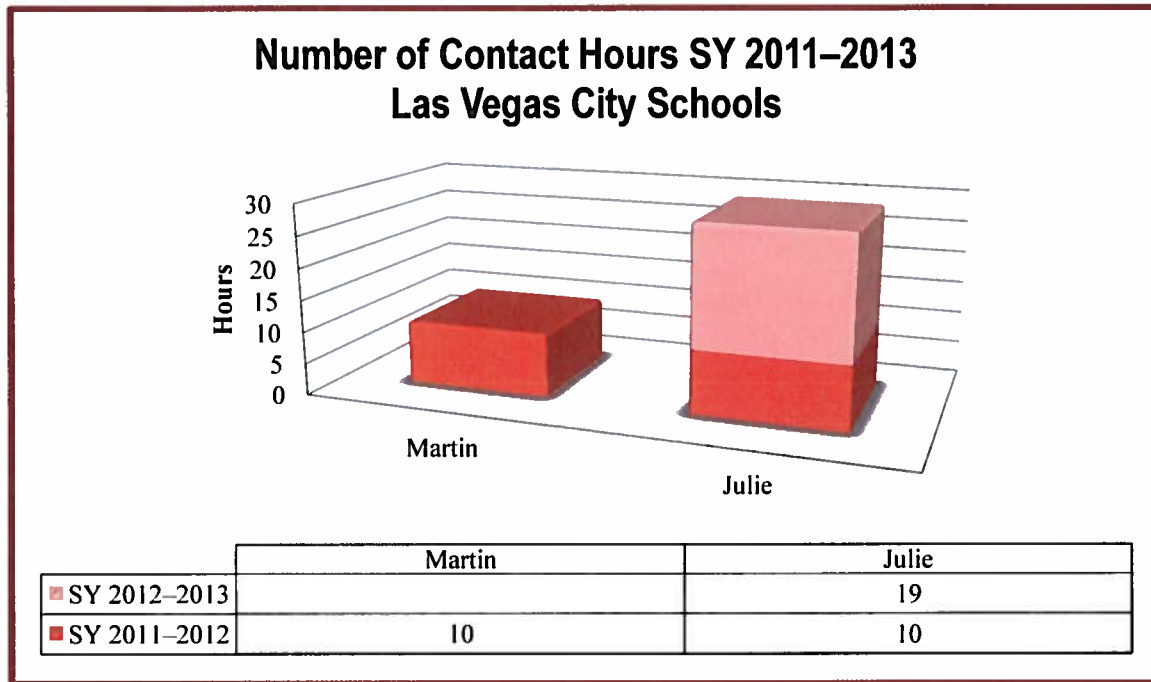
Sample School Data

Sumner Price, Director of Instruction for Las Vegas City Schools, provided these examples of the survey they designed and the data they collected. The information is presented in their FAEA application.

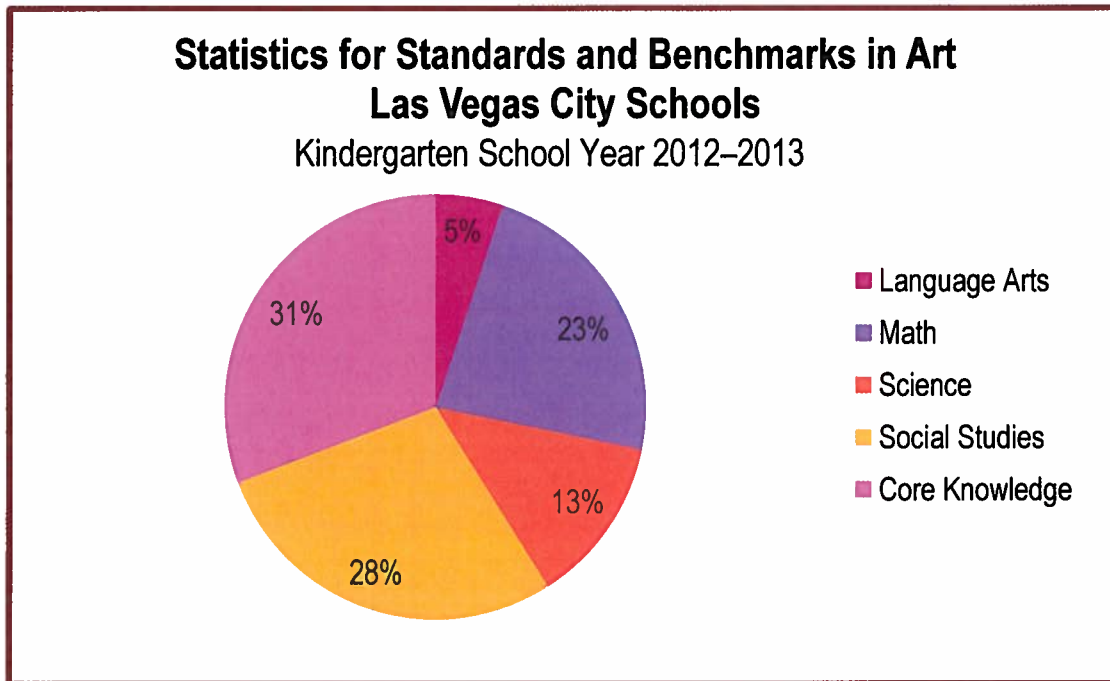
Survey Distributed to Parents	Fall 2012 Results	Spring 2013 Results
I am aware that my child's school has an art teacher that provides activities for the children.	57%	91%
I am aware that my child's regular teacher is including art history lessons.	45%	70%
I know that the school includes activities that are provided by visiting artists to the school.	37%	52%
I am aware of the new Core Knowledge materials being used by the classroom and music teachers.	30%	44%
I support the inclusion of art in my child's school.	87%	93%
I have attended art shows, musical productions, or other artistic events during the past year at my child's school.	34%	50%



The graph below reveals the number of contact hours per student this year compared to last year.

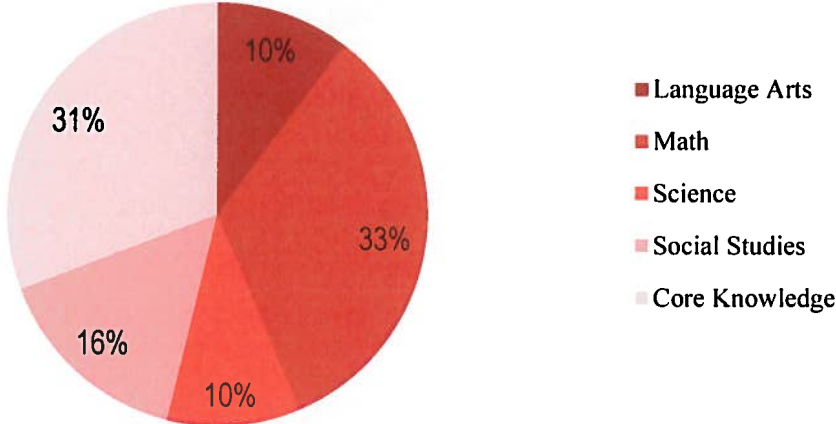


Below are pie charts indicating the number of lessons that tied art with other subjects or with the Common Core State Standards curriculum.



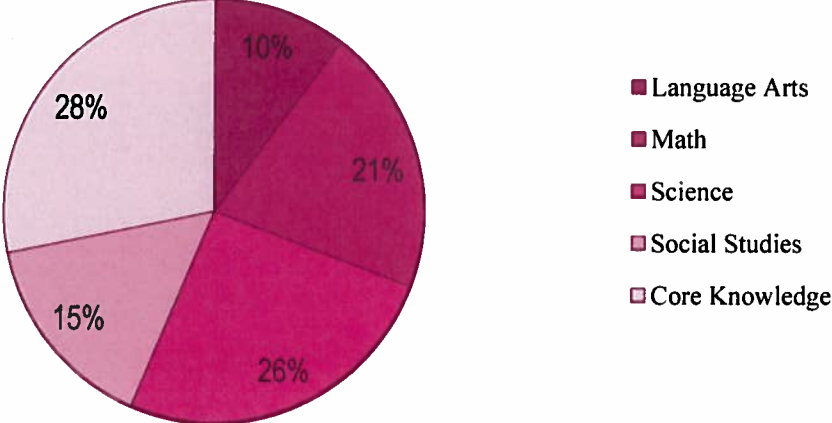
Statistics for Standards and Benchmarks in Art Las Vegas City Schools

First Grade School Year 2012–2013



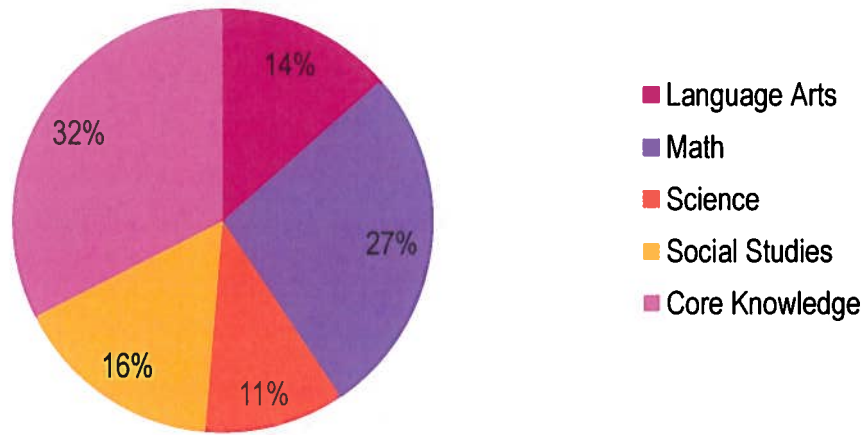
Statistics for Standards and Benchmarks in Art Las Vegas City Schools

Second Grade School Year 2012–2013



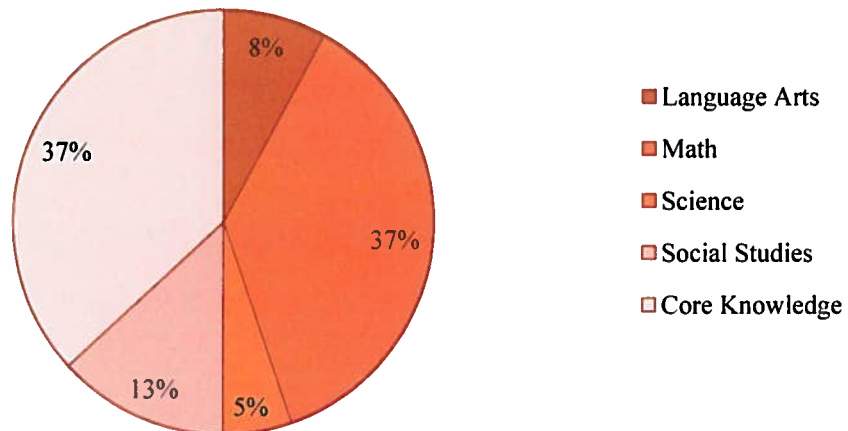
Statistics for Standards and Benchmarks in Art Las Vegas City Schools

Third Grade School Year 2012–2013



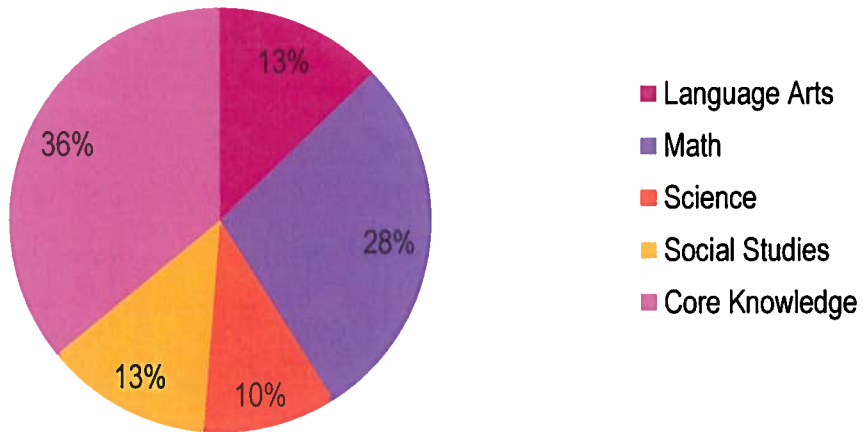
Statistics for Standards and Benchmarks in Art Las Vegas City Schools

Fourth Grade School Year 2012–2013



Statistics for Standards and Benchmarks in Art Las Vegas City Schools

Fifth Grade School Year 2012–2013



Albuquerque Public Schools Elementary Art Program
Tammy Crespín, Art Teacher

Survey Responses

Pages 35–39 are the top ten ranked comments from phases of the reports. Fine arts stakeholders feel that if a teacher, a fine arts coordinator, a principal, or a superintendent took the time to write a comment, that comment should be reflected in this final report. The top ten comments that are listed come from the following number of respondents. A total compilation of the comments is being maintained by New Mexico Arts for stakeholder review.

Position	Number of respondents	Response rate
Elementary School Principals	83 out of 220	37.7%
Elementary Charter School Principals	43 out of 74	58.1%
Fine Arts Coordinators	8 out of 12	66.7%
Superintendents	61 out of 119	51.3%
Teachers	249 out of 410	60.7%



Carlsbad Municipal Schools Elementary Art Program
Laura Kuster, Elementary Art Teacher

Survey Comments

This section contains a summary of the survey comments that were thoughtfully and generously provided by the respondents and includes descriptions for best practices, and suggestions for improvement. The number of respondents with the same conclusion is placed in parentheses.

These comments have not been edited. They reflect the individual's opinion, regarding the funding, or implemented programs. Please read these pages with that in mind.

#	Elementary School Principals—Survey Summary—Top Ten
1	We need art and music every year. (18)
2	Enough funding so that students could have Music and Art weekly. We would like to be able to offer both Music and Visual Arts every year. (12)
3	I have no visual arts program due to funding (5)
4	Do your Fine Arts teachers give a grade? satisfactory or unsatisfactory (3)
5	More funding (3)
6	The district provides great training for Fine Arts teachers and offers a few classes for classroom teachers throughout the year. (3)
7	More certified teachers (2)
8	The level of instruction is very good. I wish we had more time for regular classroom teachers to collaborate with teachers to better integrate their activities.
9	Opportunities for parent input are provided but have not contributed to a positive structure for involvement.
10	There are PD classes offered but the teachers are very busy with other PD such as the CCSS implementation, which has huge implications, tied into their salary.

#	Elementary Charter School Principals—Survey Summary—Top Twelve
1	The funding (Example: for approximately 500 students) is not totally covered by the FAEA funding, so there is a strain on our operational budget. (4)
2	Additional funding! (4)
3	Our curriculum is developed by our staff and is aligned with the Fine Arts Standards as well as the Common Core State Standards. (4)
4	More funding for arts integration. (3)
5	Do you make use of additional funding sources for your Fine Arts program? Parents, through our fundraising efforts. (3)
6	The spending priorities are determined by a combination of teachers, administration, advisory committee, with parent input. (2)
7	More funding. (2)
8	Improve/add a separate facility for art. (2)
9	Our entire school does not give letter grades but provides information on the progress towards meeting standards and benchmarks. (2)
10	The Fine Arts are included in our elementary report card as a narrative. (2)
11	Professional Development for Arts Integration—more training always helps. (2)
12	Our art and music teachers are certified. (2)

#	Fine Arts Coordinators—Survey Summary—Top Ten
1	All of our fine arts teachers are certified teachers. (4)
2	We have a strong District Arts Advisory Council that includes parents and the community. (2)
3	If you added support of the secondary grades (7–12) and a serious K–12 alignment focus, then you would need to double the FAEA. (2)
4	The FAEA is for elementary arts only. If you look at secondary our programs are 90% funded by fundraising.
5	If we want to include dance and theater into the program, we would need more funding.
6	Through professional development opportunities the art and music staff is able to attend workshops that help them integrate the fine arts with the core curriculum.
7	With the push on reading and math, district PD days are geared to that.
8	I am aware of some districts that are not using the funding for the fine arts as directed by the PED.
9	The FAEA currently is great for seed money for innovative programming; it is not enough to support entire programming costs (all staffing, resources, professional development etc.)
10	We rely heavily on outside in-kind support to try to complete the fine arts programming in the elementary schools.

#	Superintendents—Survey Summary—Top Fourteen
1	More funding for FTE (12).
2	Briefly, what changes would you suggest to improve the budget process as it affects the Fine Arts programs in your district? Additional funding to cover the full cost of the teacher and the supplies (8). This comment affects all small school districts.
3	Our teachers follow the adopted NM Standards and Benchmarks. (7)
4	All Fine Arts teachers are certified (6) and highly qualified (2).
5	More funding (5).
6	I would like to see other fine arts programs within the school. (4) For example: choir, dance, drama, music, orchestra, theater, visual arts
7	As mentioned, we have a need to hire an additional art teacher. (3)
8	We have strong community partnerships that support the Arts, but we do not have a PAC specific to the Arts. (3)
9	Professional Development for Arts Integration—training occurs in a limited fashion. (3)
10	Do your Fine Arts teachers give a grade? Just satisfactory or needs improvement (2)
11	Allow a little more flexibility in the use of arts in integrating curriculum. (2)
12	An increase in funding through the SEG to cover additional salaries and supplies. (2)
13	Art and music have two standards each on our district's Standards-Based Progress Report (SBPR) that is used on a trimester basis. To arrive at the grades given on the SBPR, teachers use a variety of assessment measures appropriate for the grade level, for the frequency of their lessons, and for the number of students to be assessed.
14	Assessments have not been formalized. Feedback is given as are participation grades. We are currently working on an assessment procedure to include rubrics and portfolios.



Carlsbad Municipal Schools Elementary Art Program
 Laura Kuster, Elementary Art Teacher

#	Teachers—Survey Summary—Top Twenty-five
1	I would ask to expand the program and give our students Art and Music together, each year during their formative elementary education. That would be a well-rounded education. (54)
2	All arts staff at my site are certified. (46)
3	More instructional time (38)
4	As a curriculum guide we are using New Mexico Benchmarks and Standards aligned with Federal Core Standards (22)
5	Obviously, it would be ideal if art and music were both offered every year. Also, the vast majority of students in my district gets no instruction in dance and theater , areas that could really augment and reinforce learning in all other areas. (18)
6	I wish the administration were more supportive of the ARTS and didn't see us as baby sitters for the students. What I teach is important. Ideally, there would be a full time visual arts, performing arts, and music teacher at each location and the constant mobility wouldn't be necessary. Then programs could be more solid and students could develop a better appreciation for the arts. (17)
7	<p>My students are receiving a well-rounded education in the arts.</p> <ul style="list-style-type: none"> • No, because there is no dance and theater instruction. (13) • We need dance and theater opportunities. (13) • No, if my students were receiving a well-rounded education in the arts they would have ART and MUSIC every year, not every other year. That is a dis-service to our children. (10) • The bi-yearly nature of our program prevents it from being a full well-rounded arts education. (7) • This is so important, especially when the rest of elementary education has completely narrowed its focus to reading, writing and math. Even science and social studies are hardly covered. My district program ensures that all elementary students received arts weekly.
8	More collaboration between classroom teachers to incorporate the core curriculum into our lesson objectives. Working together to build a stronger learning environment and community. (12)
9	We create our own curriculum based on the NM Arts Standards and Benchmarks. (12)
10	<p>Do you give a grade? Letter grade of S, N, U, or I (12) Impractical but required. Only participation grades (S or N) (7) 1, 2 or 3 (highest) (5)</p>
11	<p>The NM Fine Arts Standards are based on National Standards. Our district curriculum is based on the Arts Standards. (10) National (6) District (2)</p>
12	Truly at this point we need funding for professional development. We are fortunate to have a budget for consumable items...but we are desperate for help in the area of professional development. (8)

**I keep grades for all students at two schools, each time they are in art class (almost 900 students).
Assessments are important to me. It allows the students to know how much they know and helps them to make realistic short and long term goals for the future. I try to approach assessment scientifically without too much emphasis on how poorly or well they did. It helps students to remain calm during assessments.**
—New Mexico Fine Arts Teacher

#	Teachers—Survey Summary—Top Twenty-five
13	What types of assessments do you use? <ul style="list-style-type: none"> • Observations (6) • Written review of concepts (2) • Gallery shows (2) • Visual and aural (2) • Unfortunately, only one grade space is allotted for music and visual arts. It does not give us as teachers the opportunity to express a comprehensive view of a student's performance in our content area. It only gives an overview.
14	The total pipe dream would be to have a Visual Art, Music, Dance, and Theater teacher at every school. (5)
15	Are the Fine Arts included in your district's/school's elementary report card? I don't know. (5) Music is, but Dance, Theater, and Visual Arts are not. (2)
16	This curriculum guide is several years old. I would love to see a more current curriculum guide become available. (6)
17	We create our own curriculum based on the standards, training, and materials given. (4)
18	We have guidelines and standards to meet, but we are allowed the luxury of creating our own curriculum (3).
19	Fine Arts teachers decide which lesson to teach and how to integrate each lesson with CCSS and their individual schools' curriculum. (2)
20	Additional teachers (3)
21	Our district does not have a PAC (3)
22	Professional Development is offered to me at no charge—Registration fees are covered but I pay for travel, food and lodging. (2)
23	Professional Development is offered to me at no charge—Although they are provided, I'm not sure where to look to find them. (2)
24	The secondary teachers need support as well, so a Secondary Fine Arts Education act would be welcomed with open arms. (2)
25	Schools that have an enrollment of 550 or more students should receive two instructors in each art and music. (2)

Suggestions from New Mexico Fine Arts teachers and stakeholders for improving the overall quality of our fine arts programs include the following:

Fine Arts Education Act funding must extend beyond the elementary level to middle school; performing arts programs must include theater and dance in all schools; funding ought to be provided to meet media arts technology standards; all school staff members must be educated on current brain research that validates the positive impact of hands-on learning in all content areas; fine arts courses ought be included when it comes to credits required for graduation.

Our fine arts teachers are certified instructors and valuable assets. They often teach all siblings in a family. They know the parents and extended families through contact at performances and exhibitions. When permitted to stay at one school for several years, they have established relationships that have lasted for entire generations. They have much to offer their school communities and their desire is to be included in discussions of high quality, standards-based curriculum design. In general, teachers report a need for more contact time with students (especially in the upper grades), smaller class sizes, more time for collaboration with classroom teachers and other fine arts teachers, more professional development in their content areas and in the subject of arts integration, and finally, administrative recognition of their unique position in the school and their contributions to student learning.

I have been teaching in the MNM Elementary Arts Program for 10 years. I cannot say enough great things about this program. The school districts where I have taught could not or would not have been able to provide their students with the kind of instruction and opportunities that this program has afforded. Most of my students attend Title 1 schools and have little opportunity to see a play, listen to a concert, participate with visiting artists, or go to a museum. This program addresses many of the problems unique to our state in giving rural students a chance to be exposed to and to participate in a high level of cultural enrichment. —New Mexico Fine Arts Teacher



Albuquerque Public Schools Art Program
Tammy Crespín, Art Teacher

I believe my program helps encourage critical thinking and cognitive development based on the creation of something new together, reflection, and the unique skills and areas of the brain reached through art (for me, specifically music). However, the affective side of development is almost more important. I believe that performing music provides unique opportunities for aesthetic experiences, the tingle of a ringing chord, the rush of playing your favorite part of the music, or hearing the human message in a song. This is something that can only be reached through the Fine Arts. —New Mexico Fine Arts Teacher



Albuquerque Public Schools Art Program
Tammy Crespín, Art Teacher