

FAEA—Fine Arts Education Act

2020–2021

Application

FOR

Elementary Arts Funding

RfA—Request for Application



April 2020

Cover Art by Heidi Dinkle, Grade 2, Matheson Park,  
Albuquerque Public Schools Elementary Art Program, Teacher Lee Theobald

2020–2021

FAEA—Fine Arts Education Act  
Elementary Arts Funding Application  
RfA—Request for Application

This document may be accessed electronically and downloaded through the PED website at:

<https://webnew.ped.state.nm.us/information/rfps-rfis-rfas/>

## Overview

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**Please read through the entire application and rubric prior to completing each portion.**  
Submit your 2020–2021 renewal application as follows:

**1. Electronic submission.**

Submit your application digitally to [vicki.breen@state.nm.us](mailto:vicki.breen@state.nm.us) and [FA.Humanities@state.nm.us](mailto:FA.Humanities@state.nm.us)

- in MS Word
- include the Cover Page, Assurances Form, Goals and Objectives, Measurable Program Goals and Objectives, FAEA/Classroom Support, Budget Worksheet **or** Line Item Worksheet—all applicable parts **except** signatures **by May 22**
- in the **subject** line of the email, include your DISTRICT NAME **first, then** FAEA RfA
- **Due electronically May 22, 2020**
- ASSURANCES FORM may be sent signed with the application **or as single page through June 15**, as signed and sent **electronically**

# Introduction

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The purpose of this form is to solicit applications for public education funds through the Fine Arts Education Act (22–15D NMSA 1978).

The Fine Arts Education Act (FAEA) was enacted to provide funding to support school districts to offer opportunities for elementary school students to participate in arts education programs, including dance, media arts, music, theatre, and visual arts in order to encourage cognitive and affective development by

focusing on a variety of learning styles and engaging students through success;

- training students in complex thinking and learning;
- helping students to devise creative solutions for problems;
- providing students with new challenges; and
- teaching students to work cooperatively with others and to understand and value diverse cultures.

This is an opportunity to develop a unique arts program plan, using measurable goals and best practices, effectively connecting students to the curriculum in dance, media arts, music, theatre, and visual arts education programs. Applicants are encouraged to make use of, and incorporate, art resources available within their communities and the new ESSA (Title I, Title IV-A), STEM/STEAM, 21<sup>st</sup> Century, Title I and IV-B, K5 Plus, community/school funds, extended learning time, and other funds to enhance the program.

## FUNDING

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A section of the Public School Finance Act was legislated during the regular session of New Mexico's 47th Legislative Session to provide funding for elementary arts education programs, as part of the State Equalization Guarantee (SEG). The funding period for approved applications will be School Year (SY) 2020–2021. Funds will be distributed only to districts and charter schools that have approved applications.

- **Newly approved programs (2020–2021 applications)** will be funded based on their 2020–2021, 40<sup>th</sup> day membership data, as reported in the Student Teacher Accountability Reporting System (STARS).
- **Funding of renewal programs (programs that were previously approved for SY 2019–2020)** will be based on the previous year's average of 80- and 120-day counts, as reported in STARS.

## ELIGIBILITY

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New Mexico public school districts, state-chartered schools, and district-chartered schools may apply on behalf of those elementary schools that the district proposes to include in the program plan for this RfA. District-chartered elementary schools may apply on their own behalf or may be included in their

district's application.

Districts may not apply as a consortium. However, following the awarding of funds to individual districts, they may combine fine arts funding as a consortium, if it is determined that this will provide the best use of these funds.

For purposes of this RfA, the term *elementary school* shall be defined as those schools the district has reported through STARS and that serve any of the elementary grades, K–5 and/or grade 6 students with an arts education program.

## APPLICATION APPROVAL

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Successful initial applicants will receive notification by June 2020 that their application has been approved for funding for the 2020–2021 SY. Funding for following years will be contingent on approval of yearly program plan renewal applications and successful compliance with all program plan objectives, as stated and certified in the application for funding. Budget authority will be granted July 1, 2020.

## ADDENDUM PROCESS

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If additional information or clarification is needed, applicants will be asked to submit an application addendum. These applicants' program budgets will not be approved until their addenda are also approved. Districts will follow up through the school year with art and arts education/mid-year report.

## REQUIRED COMPONENTS CHECKLIST

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REQUIRED COMPONENTS	
Complete	Item
X <input type="checkbox"/>	Cover Page with District or Charter Name
X <input type="checkbox"/>	ASSURANCES Page
X <input type="checkbox"/>	Program Narrative
X <input type="checkbox"/>	Budget Page(s)

## RfA Cover Page

Cover Page of the RfA  
☐ Approved

### Request for Application Elementary Arts Education Program 2020–2021 Request for Applications

<b>Name of District or School Applicant →</b>	<b>Christine Duncan Heritage Academy</b>			
Please check one →	<input type="checkbox"/> Local Education Agency (LEA) <input checked="" type="checkbox"/> District Authorized Charter School <input type="checkbox"/> State Authorized Charter School	Please check one →	<input type="checkbox"/> Initial application <input checked="" type="checkbox"/> X Renewal application	
↓ LEA/Non-charter school applicant completes this section ↓				
Contact person Day-to-Day Program Management				
Superintendent				
Mailing address				
City/State/Zip				
Telephone				
Email				
↓ Charter school applicant completes this section				
Contact person Day-to-Day Program Management	<b>Jesús A. Moncada</b>			
School district—Complete this box ONLY if you are a state OR district authorized charter school				
Charter contact	<b>Christine Duncan Heritage Academy</b>			
Mailing address	<b>1900 Atrisco Dr. NW</b>			
City/State/Zip	<b>Albuquerque, NM 87120</b>			
Telephone	<b>505-839-4971</b>			
Email	<b>jmoncada@christineduncan.org</b>			
<b>FAEA Total Statistics</b>				
Projected number of elementary fine arts TEACHERS in SY 2019–2020 →	Dance		Total number of elementary fine arts STUDENTS to be served in SY 2020–2021 →	323
	Media Arts			
	Music			
	Theatre			
	Visual Arts	<b>1</b>		
<b>Total</b>		<b>1</b>		
<b>Elementary School(s) Being Served</b>				
School (Form may be extended if additional space is needed)	District Code	Location Code	Grade levels	Number of students to be served SY 2020–2021
Christine Duncan's Heritage Academy	01	118	K-6	323
			<b>Total</b>	323

**ASSURANCE Form****For Implementation of the 2020–2021 Elementary Arts Program****LEA:** Albuquerque Public Schools – Christine Duncan’s Heritage Academy

Please check one →

☐ Initial application☒X Renewal application**ASSURANCES**

Signed by **the superintendent, district-authorized charter school director, or state-authorized charter director** certify that the information in this application (initial or renewal) and the arts education plan is true and correct to the best of my knowledge. If funded, the district, state charter, or charter school I represent will

- a) implement the arts education program presented in the application to provide for the educational needs of students in the areas of dance, media arts, music, theatre, and visual arts;
- b) align the elementary arts education program with the following:
  - 1. **NM Core Arts Standards and/or**
  - 2. **National ARTS Standards and/or**
  - 3. **Applicable** Common Core State Standards;
- c) provide sufficient classroom space, materials, appropriate instructional time, including the number of classes per week and the qualified personnel to teach the elementary arts education program;
- d) provide licensed instructors for the elementary arts education program in both teaching and supervisory roles— non-certified instructors will have appropriate background checks and will be supervised by certified teachers at all times;
- e) provide opportunities for instructors and other appropriate staff to participate in professional development, training, and technical assistance in the arts, including team participation in statewide professional development;
- f) conduct a self-evaluation that includes an assessment of the district elementary arts education program; and
- g) form and work with a fine arts advisory council (parental and community arts ~ FAAC) to participate in annual reviews of the Elementary Arts Education Program and to plan and work with their local board.

**Signatures**

Superintendent or Charter School Director		Date	
Business Manager		Date	
Project Director		Date	
Fine Arts Advisory Council (FAAC) contact		Date	
School Board President or Governance Council Chair		Date	

## Goals and Objectives

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

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

At Christine Duncan's Heritage Academy art is culturally and linguistically relevant because teachers incorporate art in the classroom as a response to current events, thematic teaching, and project-based learning. We also have an art teacher who teaches art through mesoaxiological pedagogy, the educational intervention in the field of artistic education and it requires pedagogical knowledge, mastery of different instruments where art is practiced.

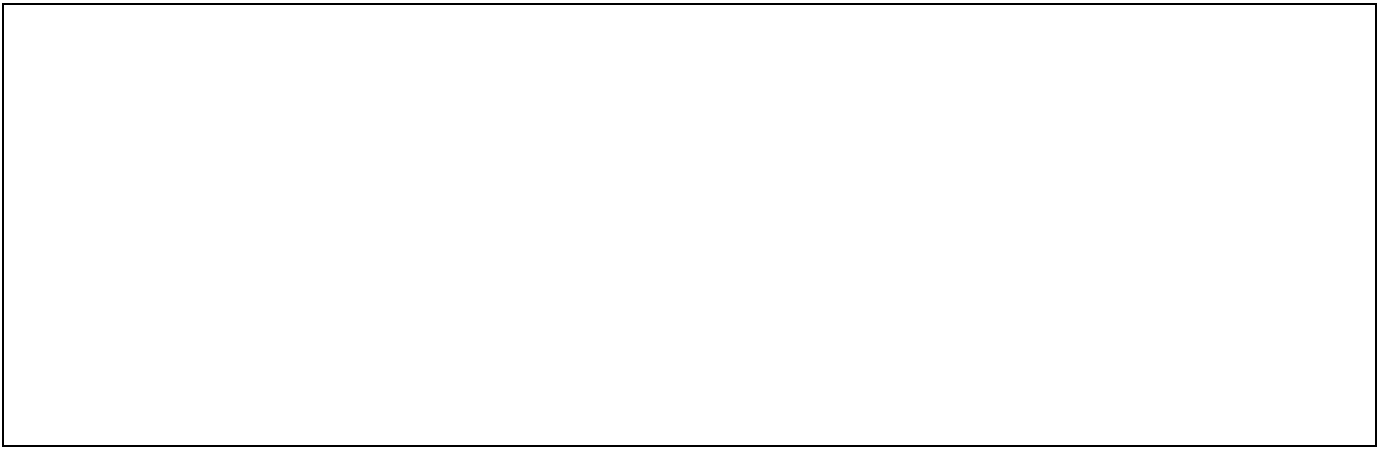
All teachers incorporate art within their content areas, specifically in reading and social studies, and students have opportunities to be creative. For example, if students are reading a biography on Celia Cruz, students draw their favorite part of the story. At Christine Duncan, teachers try very hard to identify culturally relevant stories to teach reading with text relevant to our students.

If students are working on a project-based learning project on Slavery and the Civil Rights Movement, they have opportunities to use art as a form of expression and to support their learning. There are many cultural events celebrated at Christine Duncan's Heritage Academy throughout the school year and students use art to decorate for the events. Some of the events celebrated are Dr. Seuss Day, Cinco de Mayo, Family Diversity Celebration, Fall Festival, Winter Program, etc.

Students also work on classroom performances such as plays and dances. These plays and dances are all culturally and linguistically relevant. In some classes, students learn about nutrition and create pictures and menus as they create their own restaurants. One example I can think of where art was also incorporated is a thematic unit on the continents where students were assigned classroom/home projects representing different countries and students were very proud to share their poster presentations and a classroom museum was created with student work on research done on their selected county. It is our hope we hire a part-time art teacher to support our efforts at the school.

It is through these activities that Christine Duncan's Heritage Academy plans on meeting state goals for The Fine Arts Education Act (FAEA) enacted to provide funding to support school districts to offer opportunities for elementary school students to participate in arts education programs, including dance, media arts, music, theatre, and visual arts in order to encourage cognitive and affective development by

- focusing on a variety of learning styles and engaging students through success;
- training students in complex thinking and learning;
- helping students to devise creative solutions for problems;
- providing students with new challenges; and
- teaching students to work cooperatively with others and to understand and value diverse cultures.





## Measurable Program Goals and Objectives from 2019–2020 to 2020-2021

### 2. List three or more goals and measurable objectives for your visual arts, music, dance, and/or theatre programs aligned with

- [NM Core Arts Standards](#)
- [National Arts Standards](#); and/or
- **X** Elementary Secondary Education Act—ESSA—content, including—but not limited to—sequential and developmentally appropriate additional Title I or Title IV curricula to ESSA & 21st Century funds to the arts.

Goals	Steps and Outcomes
1. The first organizing goal for the Christine Duncan Education Arts Program is that all students will be exposed to a variety of artistic styles from diverse cultures around the world while encouraging and stimulating children's creativity through artistic activities.	Student art projects, portfolios and performances in a combination of the general art theory class and practice.
2. The second organizing goal for the Christine Duncan Education Arts Program is that all students will be exposed to a variety of artistic production including dance, performance, visual arts, sculpture, and weaving. Also, explore the use of plastic activities to develop creative personality and as a means of self-expression. Motivate the development of a sense of belonging to the culture or cultures from which they originate, carrying out age hoc activities.	Student art projects to include Native American art, portfolios and performances. Also, practice general forms of art and what they want to communicate.
3. The third organizing goal for the Christine Duncan Education Arts program is that all students will be exposed to a variety of creative problem solving techniques through their study of the arts in order to foster imagination and complex thinking in a variety of learning styles. Exercise the creative impulse and not the mechanical reproduction of reality	Student art projects to include copying the real environment, portfolios and performances. Develop an understanding that art is important in our lives with visual resources.
4.	
5.	

**FAEA/Classroom Support**

3. QUESTIONS/ INSTRUCTIONS	RESPONSES																					
<p>a. How many art teachers are employed? 1 List your teachers and the grade levels taught by each.</p> <p>K-Angelica Roybal K-Ginger Hernandez K-Alicia Garcia 1-Lynda Martinez 1-Ana Vasquez 2-Mariah Regan 2—Barbara Skelecz 3-April Viscoli 3-Ana Fernandez 4-Cristian Campo 4-Maria Baca 5- Roberto Muro 5-Andrea Armijo 6-Frida Sanchez 6-Sandra Orozco K-6 Rafael Leos</p>	<table><tr><th>AREA</th><th># OF TEACHERS</th><th>GRADES LEVELS TAUGHT</th></tr><tr><td>Dance</td><td></td><td></td></tr><tr><td>Media Arts</td><td></td><td></td></tr><tr><td>Music</td><td></td><td></td></tr><tr><td>Theatre</td><td></td><td></td></tr><tr><td>Visual Arts</td><td>16</td><td>K-6</td></tr><tr><td>Total Numbers</td><td>16</td><td>16</td></tr></table> <p>All 16 teachers incorporate dance, media art, music, theatre and visual arts education in their classrooms. It is our hope to continue having a full time art teacher or contracted person to assist with art education at CDHA and focus mainly on the visual arts for fiscal year 2020-2021.</p>	AREA	# OF TEACHERS	GRADES LEVELS TAUGHT	Dance			Media Arts			Music			Theatre			Visual Arts	16	K-6	Total Numbers	16	16
AREA	# OF TEACHERS	GRADES LEVELS TAUGHT																				
Dance																						
Media Arts																						
Music																						
Theatre																						
Visual Arts	16	K-6																				
Total Numbers	16	16																				
<p>b. How frequent are your elementary arts classes, and what is the length of class time?</p>	<p>All K-6 Classroom teachers incorporate dance, music, theatre, and visual arts in the classroom daily, and in parent night events. Students receive art, music and dance through the content areas especially in reading and social studies. Teachers spend approximately an hour a week working with students in the fine arts depending on the activity. In addition, we offer after school program activities to enhance the arts education program and students participate in a variety of activities including art, film making, baile folklorico, guitar classes and pop dance. In the past few years, we had a partnership with Albuquerque Talent Development (a neighboring high school) and a teacher and high school students would come work with our kids on playing drums. It is our hope to have a full-time art teacher to focus mainly on the visual arts for fiscal year 2020-2021.</p>																					

FAEA CLASSROOM SUPPORTS QUESTIONS/ INSTRUCTIONS	RESPONSES
100th	
c. What assessments are you using to measure students' learning in the arts (e.g., report card grades, surveys, portfolio performance assessment)?	<p>Our goals are to help students meet or surpass standards in literacy, cultural studies, and the arts. The impact of the arts instructional components of our project have in fact improved student achievement and students' self-confidence. Play performances have been used to evaluate students' use of art, photos of art products, and presentations. Students have been engaged in the process of creating the art and dance pieces, reflecting on the nature of the productions, selecting pieces to include in their personal portfolios that demonstrate mastery. The students are guided through a process of deciding what roles they want to act in plays. The plays were presented to the teachers and classmates during assemblies and in classrooms throughout the school year, and parents through special family events. Performances shared with the parents and family members as well as teachers and peers. We are currently evaluating students on their participation, ability to present in public, and their level of involvement. We feel our fine arts education program motivates students to stay in school and to do well. We feel our short cycle assessments this year reflect student improvements in the area of math and reading. Students are very interested on performing for others and for parents.</p>
d. If your district is matching FAEA funds and/or expanding the program each year (e.g., through ESSA, STEM/STEAM, 21 <sup>st</sup> Century, K5 Plus, or community, ELT, other funds), please describe or indicate that this expansion is not occurring.	<p>Yes, the budget supports our program goals because it allows us to integrate art in the classroom, take students on fieldtrips and it also supports the hiring of qualified teachers to support a well-rounded education for our students. Budget items relate directly to the goals and objectives of the program. We had a very successful program this year. Our school is a dual language school and we had bilingual plays and more Spanish this year than last school year. Our school is matching FAEA funds to support the arts. We received the 21st Century funds this school year through the Rio Grande Educational Collaborative. We have also used the Community School Initiative (CSI) funding this school year to expand the program during the after school and are currently offering, Zumba, Ballet Folklorico, Dance and chess club. We were also recipients of the ELTP and K-5+ Programs.</p>
e. Describe district support for arts teachers. Include areas such as adequacy of program planning time, budget/support planning, collaborations, and ESSA.	<p>We have created blocks of time during PLCs for teachers to plan and collaborate. We have also incorporated an hour for planning during in-service days.</p>

FAEA CLASSROOM SUPPORTS QUESTIONS/ INSTRUCTIONS	RESPONSES
	<p><b>4. Describe professional development, training, and/or technical assistance (suggested 3 to 5 % of FAEA funding) in the arts provided for arts teachers and administrators and describe funding source:</b> We do not have any specific art teachers as art is currently integrated in the curriculum. Our teachers had several opportunities to participate in state conferences where they learned how to incorporate art into their curriculum in the classroom, further developed their strategies on how to work with ELL students, and how to implement the New Mexico Common Core State Standards. They also had many opportunities to see how plays are conducted and how students can be involved in creative ways. Our school was part of the Title I School Series sponsored by Popejoy this year and all students participated in at least one fieldtrip to go watch a play or a musical play. This year we were able to contract someone to teach art in classrooms.</p> <p>*These include, but are not limited to, the NAMM, NAFME, NAEA (Art and Music, Performing Arts Education Associations), State Annual Conferences, NMMENC, NMAEA, the FAEA Winter Meeting, the All-State Music Conference, the EdTA (Educational Theatre Association) Conference, and the NDEO (National Dance Educational Organization) and INSPIRE 2020 Conference. Discuss presenting, participating and collaborations.</p>
<p><b>5. Fine Arts Advisory Council (FAAC)</b></p> <p>Briefly summarize below how the district FAAC assists in the review of measurable goals and priorities of the program and makes appropriate recommendations for changes or revisions in the program plan and alignment to the budget.</p>	
	<p>The Parent/Teacher Association, School Board and our families have been involved in fine arts presentations and performances at the school. Several formal presentations concerning the achievements of the program and its evaluation was made to parents at an awards assembly/performance presentation. The parent/community advisory group had the opportunity to evaluate the fine arts education program several times this year. They support our program by approving we take students on field trips related to the arts, incorporate art in the classroom and offer after school opportunities for students. They also sponsored some of these events. Overall the staff and parents felt that the integration of the arts program into the multicultural curriculum was an excellent model for providing children wonderful opportunities to experience art in all aspects of their lives and expand learning options.</p>

## FAEA/Classroom Support (cont.)

FAEA CLASSROOM SUPPORTS QUESTIONS/INSTRUCTIONS AND RESPONSES
<b>6. Licensed school instructors and supervisors to insure excellence in teaching and learning arts education.</b>  a. Describe below how your program ensures their use and, if unavailable, detail how the applicant complies with the requirement that—when an art resource, non-licensed person provides instruction for the arts program—a licensed teacher (the teacher of record) is supervising the program, the instruction, and the provider, including lesson planning.
<p>All teachers are highly qualified instructors, and we do not have anyone in particular teaching solely music, art or visual arts. It is a school requirement for all employees to have background checks on file. This also includes parent volunteers. There is ongoing professional supervision of teaching staff at Christine Duncan Heritage Academy.</p>
<b>7. Program Plan Summary (see below)</b>  Attach a one to three page narrative description and self-evaluation of your instructional program, budget, instructors, and evaluation plan/compliance elements. Discuss collaborative efforts (district or region).

## ELEMENTARY ARTS EDUCATION BUDGET 2020–2021

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**Align your goals with the budget.** Demonstrate budget support for the program and include aligned, measurable goals. To do so, use either the proposed budget or budget worksheet that follow. List the planned expenditures that support the 2020–2021 Elementary Arts Education Program. Include all additional funding sources that will support the program plan. Demonstrate how your budget aligns with FAEA goals. Name the person(s) responsible for oversight of the budget and how you ensure that all funds are being spent on the arts as indicated in your proposal.

Inform your business office and STARS representative about your budget, complete expense records for program expenditures, and retain copies for your files. All program directors should maintain a file for this and other purposes in order to implement, maintain, and cultivate this program.

(Budget Worksheets—Next Pages)

## Elementary Arts Education Budget Worksheet, 2020–2021

			FAEA Funding	Other Funding Sources	District Funds	Total
A	Instructional	Licensed Personnel Services				
		Teachers	54292.00			54292.00
B	Professional Development	Possible Fees				
		Travel mileage	400.00			400.00
		Meals \$ per day	100.00			100.00
		Hotel \$ per day	300.00			300.00
		Contract Services	1000.00			1000.00
C	Instructional Supplies	(Specify)				
		Materials Equipment Other supplies % of budget	5,050			5,050
H	Other		300.00			300.00
	<b>Total</b>		\$61,142			\$61,142

## Arts Education Line Item Worksheet 2019–2020

Fund	Sub-Fund	Function	Object Code	Description	Dollar Amount	Goal Alignment with the Budget	
						Goal Number	Goal is on page #
11000	1000		55915	Salaries	54292.00	1	9
		PD and Travel		Conference Fees, Meals, Hotel, Travel	1800	2	9
		Brushes & acrylic paint		Supplies	600	2	9
		Carving wood		Carving	350	2	9
		Carving stone		Carving	500	2	9
		Color pencils, crayons and pastel crayons		Coloring	500	2	9
		Canvas panels		Paint	600	2	9
		Canvas (regular)		Paint	900	2	9
		Rotary tools		Carving	400	2	9
		Rotary tools supplies		Carving	200	2	9
		Wood burners		Hot carving	400	2	9
		Light table to trace		Drawing	250	2	9
		Grinders		Cutting wood	250	2	9
		Paint markers		Drawing	100	2	9
<b>Total</b>					61142		

### Arts Education Standards

#### Arts Education Standards Allow for More Than Mere Exposure to the Arts

The existence of a standards document in the arts indicates that students at all grade levels will be actively engaged in comprehensive, sequential programs of arts education that include creating, performing, and producing—as well as studying, analyzing, and reflecting. This expectation implies that these programs provide consistent, timely instruction in the arts by any combination of highly qualified arts specialists, visiting artists, artists-in-residence, performance groups, trained volunteers, and/or a variety of local arts-related resources. It also implies that these entities work in collaborative partnerships, with instructional goals to expand and deepen students' competencies, which are informed and guided by the standards.

—The National Arts Standards

### ESEA Reauthorization ~ Every Student Succeeds Act (ESSA)

The New Mexico Public Education Department (PED) has been at the forefront of pursuing a student-centered reform agenda, knowing that each year is an opportunity to give our students the chance to succeed.

New Mexico's state plan under ESSA builds on the momentum of recent student success while meeting updated federal requirements. The plan includes a continued commitment to robust college- and career-ready standards and assessments, meaningful accountability, a commitment to ensure that all students are served by excellent educators, and collaborative strategies for turning around the state's struggling schools. The plan also articulates New Mexico's methodology for setting creative and collaborative goals to strategically utilize funding to best meet the needs of our students.

- Programs that have been supported by the Arts in Education fund have been such as *Assistance for Arts Education* fund, the National Endowment for the Arts/Arts in Education, and Innovative Approaches to Literacy.
- Arts and Music education are specified as eligible uses for new, state-administered "Student Support and Academic Enrichment Grants," including support for the arts in STEM/STEAM education.
- 21<sup>st</sup> Century Community Learning Center funding is maintained, and art, dance, music and theatre education are specified as eligible for support under *expanded learning time* provisions.

### Funding Formula

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

- i. Find the 80/120 student count from the previous SY, unless this is a NEW/INITIAL application

**Project directors calculate the amount they will receive as follows:**

- 1) STARS average is the average of the 80<sup>th</sup> and 120<sup>th</sup> day counts from SY 2019–2020
- 2) FAEA MEM is 1.0
- 3) 0.0500 is the multiplier from FAEA statute
- 4) Unit value—operational—

**20–21—\$4,758.10 11000 operational fund**

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

### New Mexico Arts Standards

At the state level, the New Mexico Core Arts Standards are mandated for students in grades K–8 and guide arts course development for participating students in grades 9–12. These high school courses either meet the fine arts or practical arts graduation requirement—as adopted by local school districts—or can be taken as



required electives. The Arts are included in Advanced Placement (AP), Dual Credit, Media Arts, Arts, Audio/Video, Technology and Communications, and local operational and administrative funding decisions.

Literature and research, published by a multitude of individuals and organizations, all conclude that the arts are a hallmark of learning and excellence in any school district. Nationwide, there is a direct correlation between high-performing schools and comprehensive, instructionally sound programs in visual and performing arts. What are the unique benefits of an education in the arts, and why do the arts deserve an equal role in the education offered to our students?

- The arts provide a set of tools for making critical choices as well as for creating, communicating, collaborating, and understanding others' ideas.
- Education in the arts affects the quality of learning in all content areas and to the overall learning environment.
- The arts provide a context for learning those skills and personal qualities identified as essential for success in the workplace.
- Education in the arts provides students with opportunities to use divergent modes of thinking and explore the notion that problems may have multiple solutions.
- The arts appeal to, and hold benefits for, all students, regardless of their level of cognitive ability.
- The arts have the unique capacity to engage students intellectually, emotionally, and physically.

A comprehensive curriculum that includes the arts at all levels greatly enhances the credibility and attractiveness of the public education system as communities compete to recruit business and industry that can have a significant economic impact.

—The National and New Mexico Core Arts

Standards

[NM Core Arts Standards](#)  
[National Arts Standards](#)

## **SEG— State Equalization Guarantee Distribution**

Nearly all state-level school districts' operational funds are distributed through the Public School Fund. Only one significant state appropriation is not distributed through the Public School Fund, the Free Textbook appropriation. [22-15-9 NMSA 1978]. These funds are available for the Arts from 2019–2025 with the current adoption cycle. At this time, Instructional Materials are available operationally and through the SEG.

The Public School Fund is appropriated in the following three separate distributions: the SEG, the Transportation Distribution, and the Supplemental Distributions. The SEG accounts for more than 90 percent of school districts' operational revenue and is based on a school finance formula created to equitably fund educational need throughout the state. This widely acclaimed, innovative school finance plan was incorporated into law by the 1974 NM legislature's Public School Finance Act.

*How New Mexico Schools are Funded.* [https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB\\_home\\_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_home_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf)

## Program Plan Summary:

Christine Duncan is a charter school serving children in PreK-8 levels of education, the art program is implemented in all grades but the FAEA supports K-6. Art standards and performance criteria are evidence-based and grounded in the following explicit values: (The FAEA will be for students in grades K-6)

- ▯ The uniqueness of childhood as a developmental phase for arts and learning;
- ▯ The essential contribution to optimal child learning and development of reciprocal, respectful relationships through understanding of culture and art;
- ▯ The essential role of partnerships with families and communities in providing appropriate art education;
- ▯ The significance of a strong integrated arts program in providing high-quality education, and
- ▯ The importance of quality art experiences in children's lives in the present, as well as in preparation for the future.

The first organizing goal for the Christine Duncan Education Arts Program is that all students will be exposed to a variety of artistic styles from diverse cultures around the world.

The second organizing goal for the Christine Duncan Education Arts Program is that all students will be exposed to a variety of artistic production including dance, performance, visual arts, sculpture, and weaving. The third organizing goal for the Christine Duncan Education Arts program is that all students will be exposed to a variety of creative problem-solving techniques through their study of the arts in order to foster imagination and complex thinking in a variety of learning styles.

Specific Objectives to accomplish these goals are that upon completion of this program, all students will be expected to be able to:

1. Follow directions for success and appreciate individual and group endeavors
2. Set up, create and clean up art projects properly
3. Identify colors, line, form, shading, patterns and movements
4. Know how to use a variety of materials properly
5. Use the terms imagination, creativity and problem solving
6. Use literature as a starting point for art
7. Create a variety of art products including paintings, sculpture, dance and story
8. Discuss kinds of art (abstract vs. realistic, imaginary vs. real)
9. Identify cultures through their art work
10. Demonstrate understanding of other cultures and their arts/crafts
11. Know why art shows are important
12. Connect art studies to service learning
13. Participate in art shows and productions with confidence
14. Learn to be a good audience when watching a play performance

Our goals are to help students meet or surpass standards in literacy, cultural studies, and the arts. The impact of the arts instructional components of our project has in fact improved student achievement and students' self-confidence.

Play performances have been used to evaluate students' use of art, photos of art products, and presentations. Students have been engaged in the process of creating the art and dance pieces,

reflecting on the nature of the productions, selecting pieces to include in their personal portfolios that demonstrate mastery. The students are guided through a process of deciding what roles they want to act in plays. The plays were presented to the teachers and classmates during assemblies and in classrooms throughout the school year, and parents through special family events. Performances shared with the parents and family members as well as teachers and peers. We are currently evaluating students on their participation, ability to present in public, and their level of involvement. We feel our fine arts education program motivates students to stay in school and to do well. We feel our short cycle assessments this year reflect student improvements in the area of math and reading. Students are very interested on performing for others and for parents.