Opportunities for Arts in the Federal Funding Landscape

Arizona Highlights

Arizona Department of Education
Scottsdale Unified School District
Introductions

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I CAN:

1. Identify *Federal Funding* possibilities for the *Arts* under *ESSA*
2. Recognize how *Collective Impact* & State/Local *Collaboration* impacted an Arizona school district’s needs assessment.
3. Translate *Policy Literacy* into *Arts Funding*
4. Situate *Arts Education* as the *SOLUTION* schools are seeking
Scottsdale’s Story: Arts Take a Seat at the Table
Your ESSA Federal Funding Literacy: Scanning the Room

https://www.polleverywhere.com/
Know Your Federal Funding Landscape

- Well Rounded education appears as a student civil right!
- **Over 10** different federal funding sources that could be used to fund Arts Education
- First time in our Nation’s history that Arts Education is named in a meaningful way in education law

**December 10, 2015** – President Obama signs the Every Student Succeeds Act, a bipartisan bill that will help make sure every student is prepared to succeed in a 21st century economy.
Title I-A
Improving Academic Achievement of the Disadvantaged

1. Support schools and LEAs that serve high numbers or percentages of students from low-income families.
2. School-wide Programs:
   - Activities funded can support entire school population
3. Targeted Assistance Programs:
   - Activities funded can only support Title I eligible students and the teachers who serve them
4. Provide low-income minority students greater access to effective teachers and school leaders
1. Increase student achievement consistent with the challenging State academic standards
2. Improve the quality and effectiveness of teachers, principals, and other school leaders
3. Increase the number of teachers, principals and other school leaders effective in improving student academic achievement
4. Provide low-income minority students greater access to effective teachers and school leaders
1. Ensure English learners attain proficiency and academic achievement in English
2. Assist English learners to achieve at high levels in academic subjects
3. Assist teachers, and school leaders in establishing, implementing, and sustaining effective educational programs
4. Assist teachers, school leaders, and SEAs to develop capacity to provide effective instructional programs to prepare English learners to enter all-English instructional settings
5. Promote Language learner parental, family, and community participation in language instruction educational programs
1. Funds are designed to:
   - Provide all students access to a Well-Rounded education
   - Improve school conditions for student learning, Safe & Healthy Students
   - Effectively use Technology increasing student achievement and digital literacy
2. Must be a Title I LEA
   - Funds can be distributed to LEAs non-Title I schools
1. Support academic enrichment and student support services that supplement the regular school day activities
   - Expanded Learning Time
   - Summer School
2. Competitive Grant
1. Designed to address the needs of rural, low-income schools
2. LEAs that receive RLIS grants may use the funds to carry out the following types of activities:
   • Parental involvement activities
   • Title I-A (Improving Basic Programs Operated by local education agencies)
   • Title II-A (Supporting Effective Instruction)
   • Title III (Language Instruction for English Learners and Immigrant Students)
   • Title IV-A (Student Support and Academic Enrichment)
1. Arts in Education Model Development and Dissemination Grants
2. Arts in Education National Program
3. Professional Development for Arts Educators

https://innovation.ed.gov/what-we-do/arts/
Your ESSA Federal Funding Literacy: Test Your Understanding

https://kahoot.com/
School Needs Assessment Process

The Continuous Improvement Process
CNA and IAP

- Comprehensive Needs Assessment
- Evaluate IAP
- Monitor IAP
- Implement IAP
- Develop Integrated Action Plan
- Root Cause Analysis
- Research and select evidence based practices, strategies, "interventions"
Six Principles of Effective Schools
Scottsdale’s Story: Arts Take a Seat at the Table
FRAMING MATTERS: Arts Needs & Arts as SOLUTIONS to School Needs

Arts Needs

Arts as SOLUTIONS to Needs
Opportunity-to-Learn Standards: Summary of Identified Needs

<table>
<thead>
<tr>
<th>OTL Category</th>
<th>Identified Needs</th>
<th>Immediate impact on students</th>
<th>Long-term resource solution (request)</th>
<th>Funding Source or other solution</th>
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</thead>
<tbody>
<tr>
<td>Curriculum &amp; Scheduling</td>
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<tr>
<td>Staffing</td>
<td></td>
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<tr>
<td>Materials &amp; Equipment</td>
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<td></td>
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<tr>
<td>Facilities</td>
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</tbody>
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### Materials and Equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Basic</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Musical accompaniment for dance represents a wide variety of dance forms, styles and cultures. Music CDs, DVDs, and videos are provided from a wide range of genres and styles of dance and a variety of cultures. Percussive and musical instruments for accompaniment reflect this diversity.</td>
<td>1. Music CDs, DVDs, and videos are provided that demonstrate high-quality professional performance in a wide range of genres and styles of dance from a variety of cultures.</td>
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<tr>
<td>2. A hand drum or small percussion instruments provide the teacher with rhythmic accompaniment.</td>
<td>2. Live musical accompaniment is available representing a wide variety of styles and cultures.</td>
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<tr>
<td>3. An assortment of props and articles will inspire movement possibilities.</td>
<td>3. A variety of rhythmic instruments and accompaniment is available for students to learn rhythm and music for dance.</td>
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<td>4. Teachers have easy access to email, online storage, a school-sanctioned web portal and other online services for professional and curricular development, research, and other communication needs.</td>
<td>4. Dance rooms are equipped with a blackboard, whiteboard, or interactive “smart” board, and a bulletin board.</td>
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<tr>
<td>5. Books or articles of stories, poems, non-fiction, and literature about dance serve as inspiration, narration, or content for dance.</td>
<td>5. Teachers have state of the art digital and internet facilities.</td>
<td></td>
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<tr>
<td>6. The school library and media center contain a wide variety of dance related books, CDs, DVDs, MP3 selections, and documentaries of a variety of dance forms, genres, and styles from different cultures and time periods.</td>
<td>6. The dance teacher will have access to books and articles the students read in their classrooms and the school library. The school library will include books, articles, and media materials about dance and dance history to serve student needs for choreography and research in dance.</td>
<td></td>
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</table>
Definition of "Evidence-Based" in the Every Student Succeeds Act (ESSA)

The top 3 levels require at least one study that found a **statistically significant effect** on improving student outcomes or other relevant outcomes. The specific level of evidence (1-3) depends on the study's design:

<table>
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<th>Level</th>
<th>Description</th>
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<tr>
<td>(1) Strong</td>
<td>At least 1 well-designed and well-implemented experimental study (i.e., randomized)</td>
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<tr>
<td>(2) Moderate</td>
<td>At least 1 well-designed and well-implemented quasi-experimental study (i.e., matched)</td>
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<tr>
<td>(3) Promising</td>
<td>At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias</td>
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</table>

**Required for all Title I school improvement plans** and **Eligible for a priority under 7 competitive grants**

The 4th level of evidence includes ideas that do not yet have an evidence base qualifying for the top 3 levels. Given the requirement in the 2nd bullet below to examine the effects of these ideas, this level can be referred to as "evidence-building."

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| (4) "Evidence-Building" | **Demonstrates a rationale** based on high-quality research or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes  
|          | **Includes ongoing efforts to examine the effects** of such activity, strategy, or intervention |

**Included for all other uses of "evidence-based"**
Arts Ed Search
https://www.artsedsearch.org/
“Making the Case” for Arts Education

1. Divide into Groups
2. Open the “Case File”
   • School Comprehensive Needs Assessment
   • Group Report
3. Review the needs assessment:
   A. Identify artful solutions to the greatest needs
   B. Identify resources needed to implement artful solutions
   C. Identify potential Federal Funding Sources (Title I, II, IV-A)
   D. Record findings on Group Report
4. Share Out Findings
Using your needs assessment, identify the LOWEST indicator for each Principle as identified by the school:

Example - Our staff creates an environment which builds mutual respect

<table>
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<tr>
<th>Identified Primary Need</th>
<th>Primary Need 1: Principle ________________________________ (description of Primary Need)</th>
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<tr>
<td></td>
<td>Primary Need 2: Principle ____________________________________________________________________</td>
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Resources

Opportunity to Learn Standards


• **Educational Theatre Association**: [https://higherlogicdownload.s3.amazonaws.com/SCHOOLTHEATRE/7f9e7fa8-8a41-4033-b6a3-1ce9da6a7b6f/UploadedFiles/etB5iCLgQuScxGr3X9Zg_2016%20EdTA%20Opportunity-to-Learn%20Standards.pdf](https://higherlogicdownload.s3.amazonaws.com/SCHOOLTHEATRE/7f9e7fa8-8a41-4033-b6a3-1ce9da6a7b6f/UploadedFiles/etB5iCLgQuScxGr3X9Zg_2016%20EdTA%20Opportunity-to-Learn%20Standards.pdf)


• **National Art Education Association**- OTL’s available through a fee
Questions?

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