

Opportunities for Arts in the Federal Funding Landscape *Arizona Highlights*

Arizona Department of Education
Scottsdale Unified School District



Introductions



Dustin Loehr
Director of Arts Education and Title IV-A
Arizona Department of Education



Nathan Johnston
Formerly the Fine Arts and PE
Coordinator Scottsdale USD
Currently Director of Bands at Eastmark
High School Queen Creek HSD



Haley Honeman
Title IV-A Arts Education Specialist
Arizona Department of Education



Workshop Objectives:

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



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.

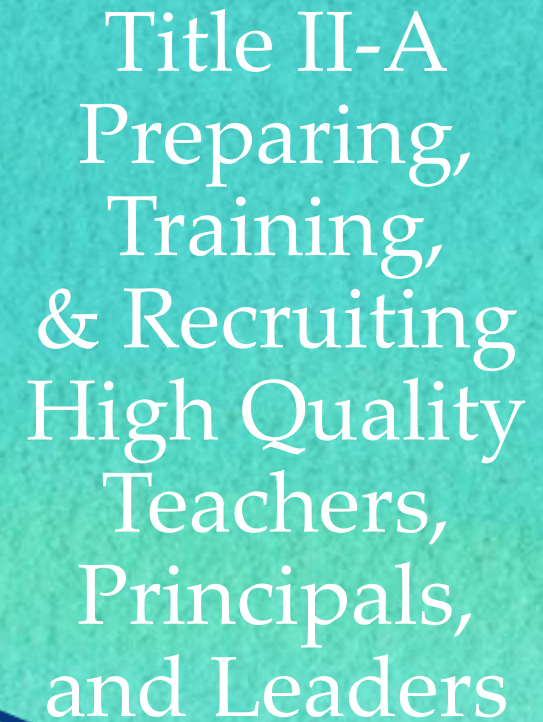
- Well Rounded education appears as a student civil right!
- Over 10 different federal funding sources that could be used to fund Arts Education
- First time in our Nation's history that Arts Education is named in a meaningful way in education law

1. Support schools and LEAs that 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



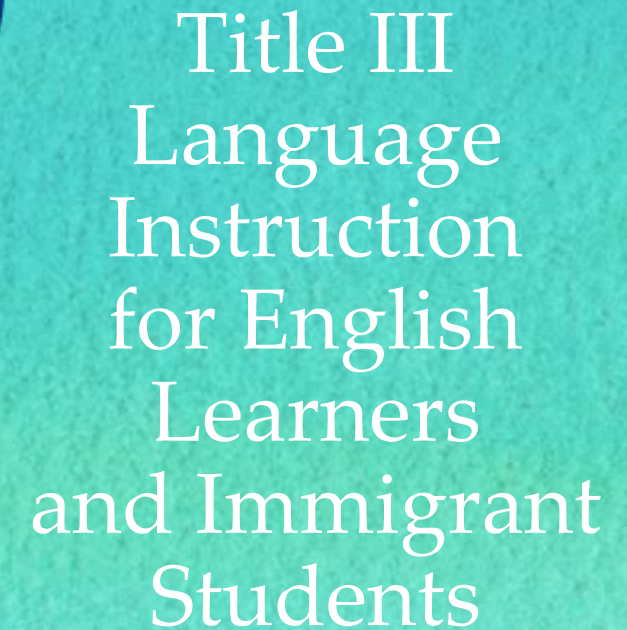
Title I-A
Improving
Academic
Achievement
of the
Disadvantaged

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



Title II-A
Preparing,
Training,
& Recruiting
High Quality
Teachers,
Principals,
and 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



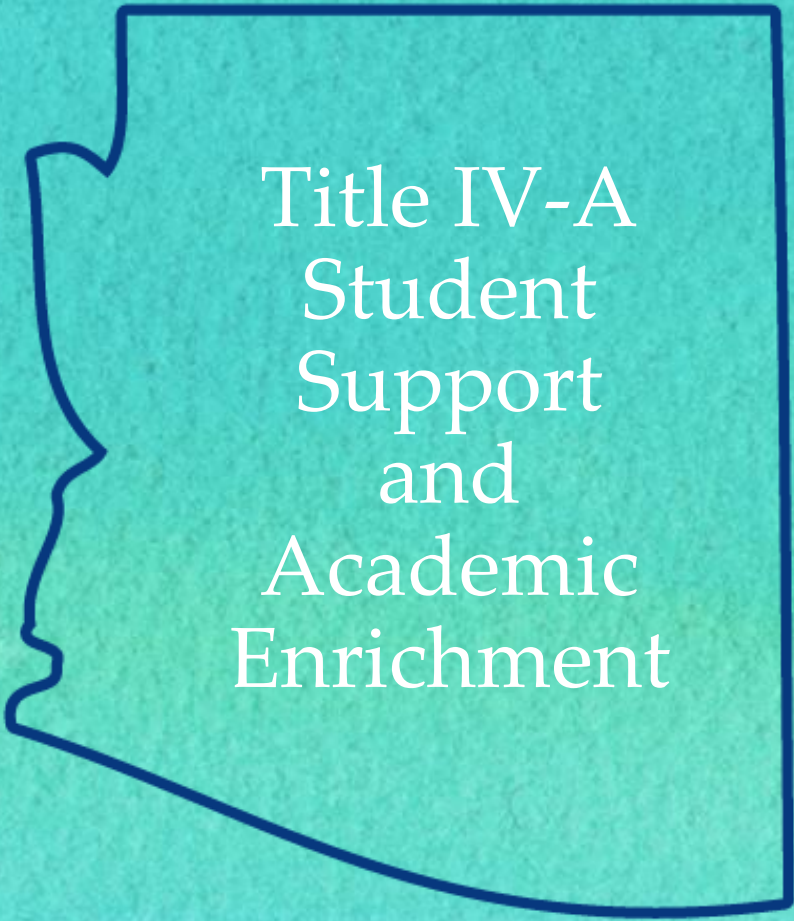
Title III Language Instruction for English Learners and Immigrant Students

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

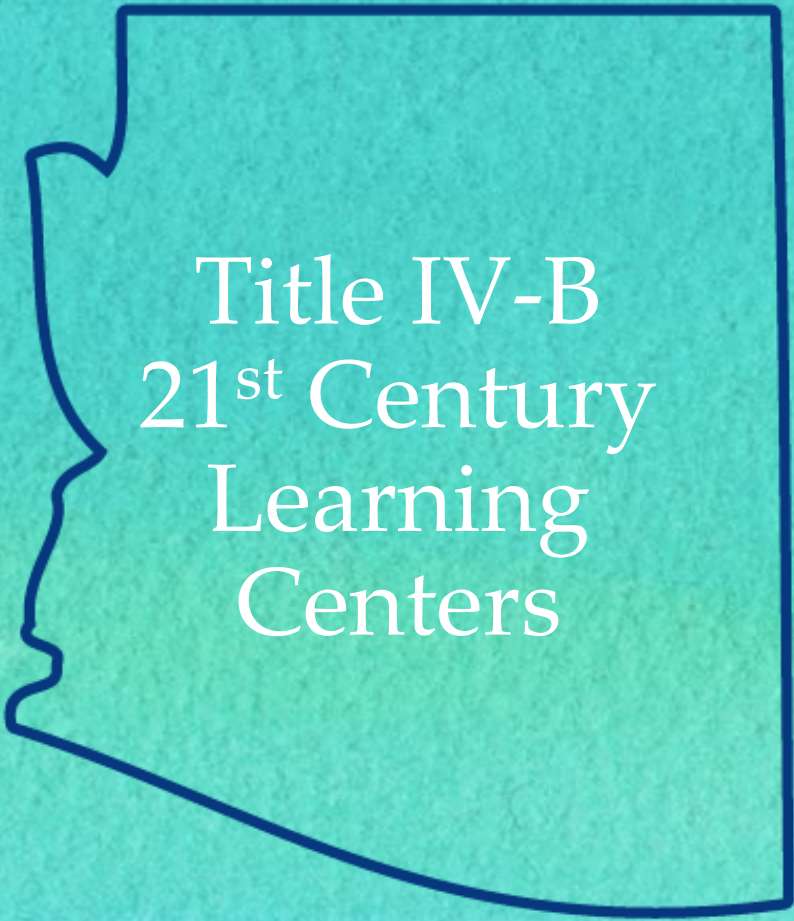
2. Must be a Title I LEA

- Funds can be distributed to LEAs non-Title I schools



Title IV-A
Student
Support
and
Academic
Enrichment

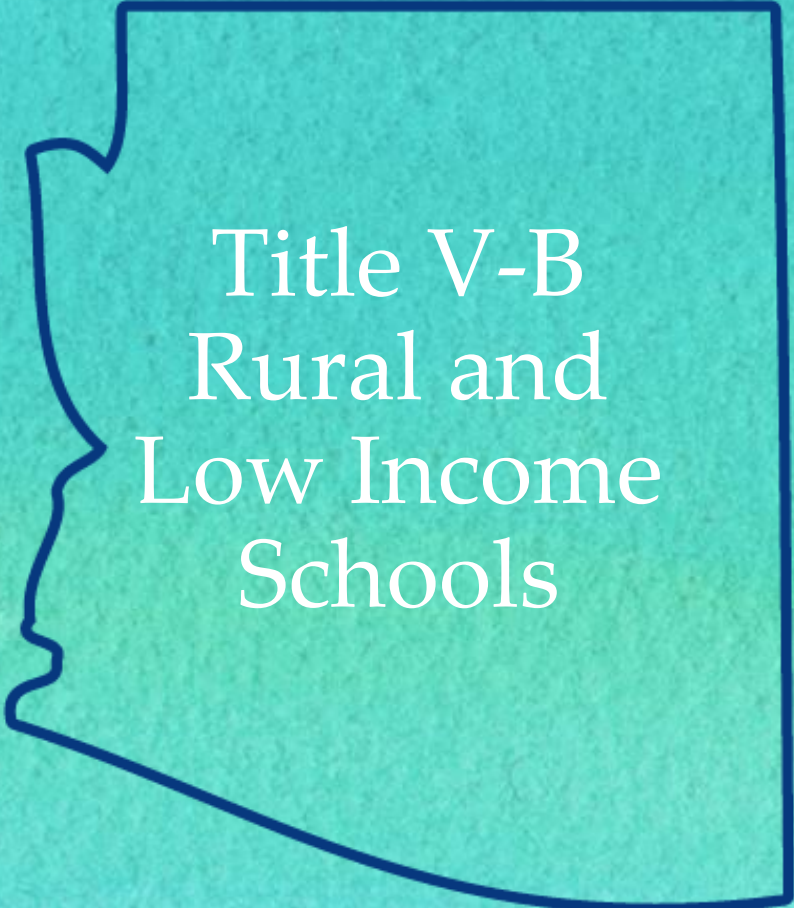
1. Support academic enrichment and student support services that supplement the regular school day activities
 - Expanded Learning Time
 - Summer School
2. Competitive Grant



Title IV-B
21st Century
Learning
Centers

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:

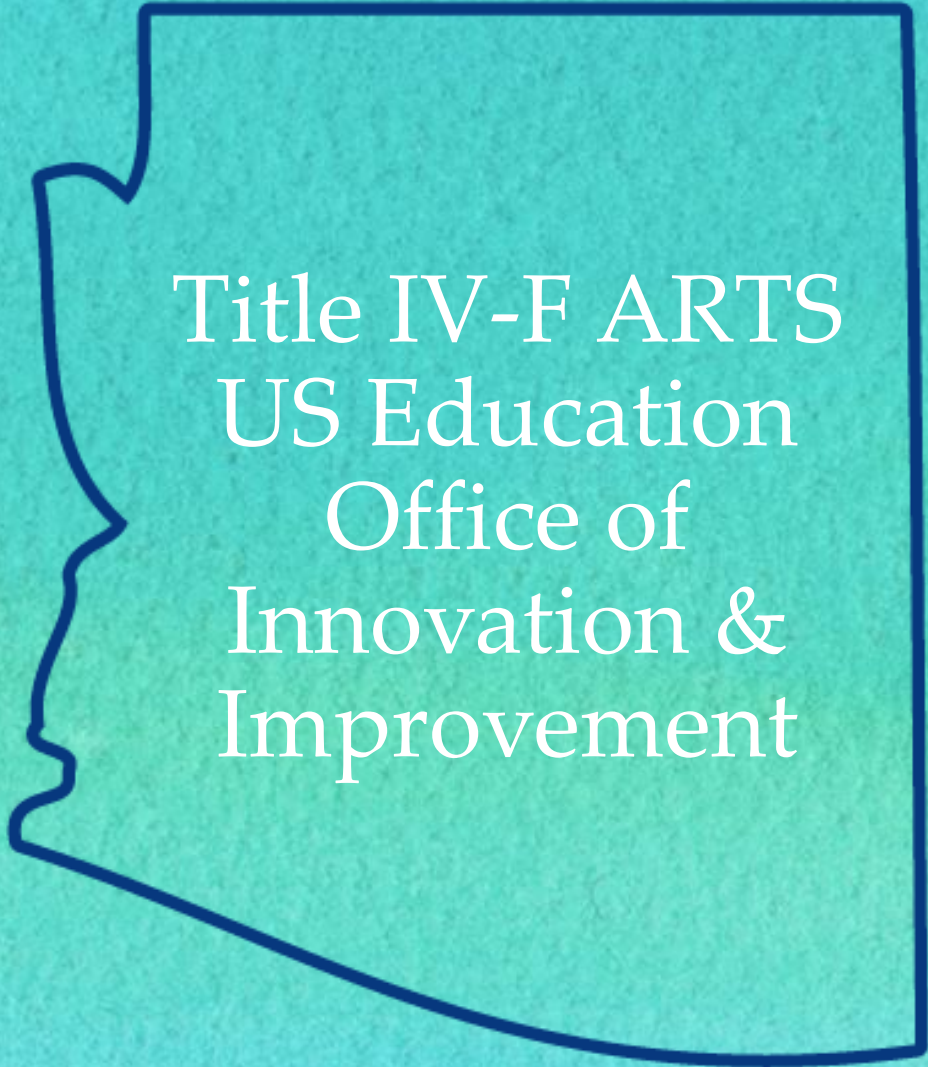
- Parental involvement activities
- Title I-A (Improving Basic Programs Operated by local education agencies)
- Title II-A (Supporting Effective Instruction)
- Title III (Language Instruction for English Learners and Immigrant Students)
- Title IV-A (Student Support and Academic Enrichment)



Title V-B
Rural and
Low Income
Schools

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/>



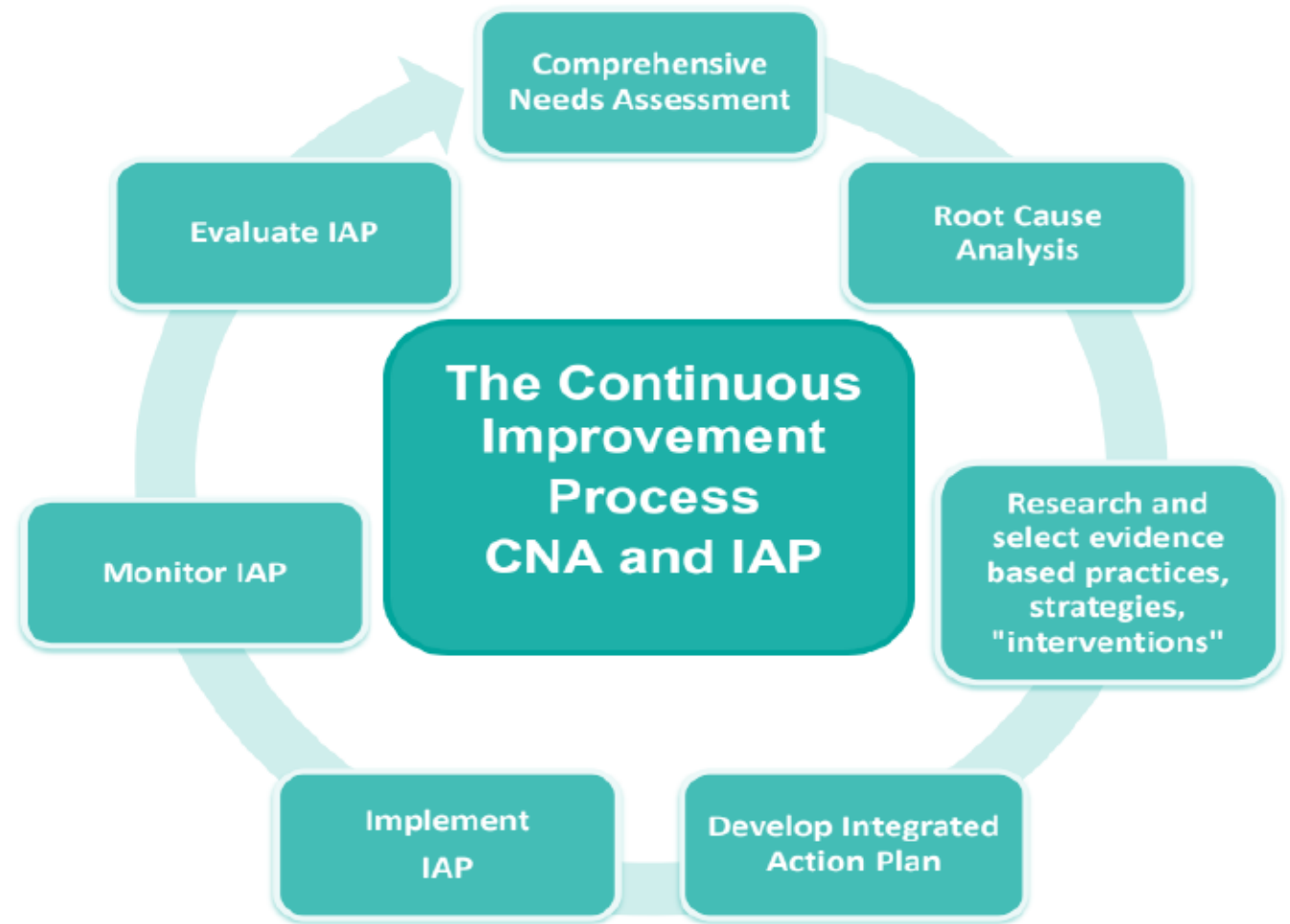
Title IV-F ARTS
US Education
Office of
Innovation &
Improvement

Your ESSA Federal Funding Literacy: Test Your Understanding

<https://kahoot.com/>



School Needs Assessment Process



Six Principles of Effective Schools





Scottsdale's Story: Arts Take a Seat at the Table



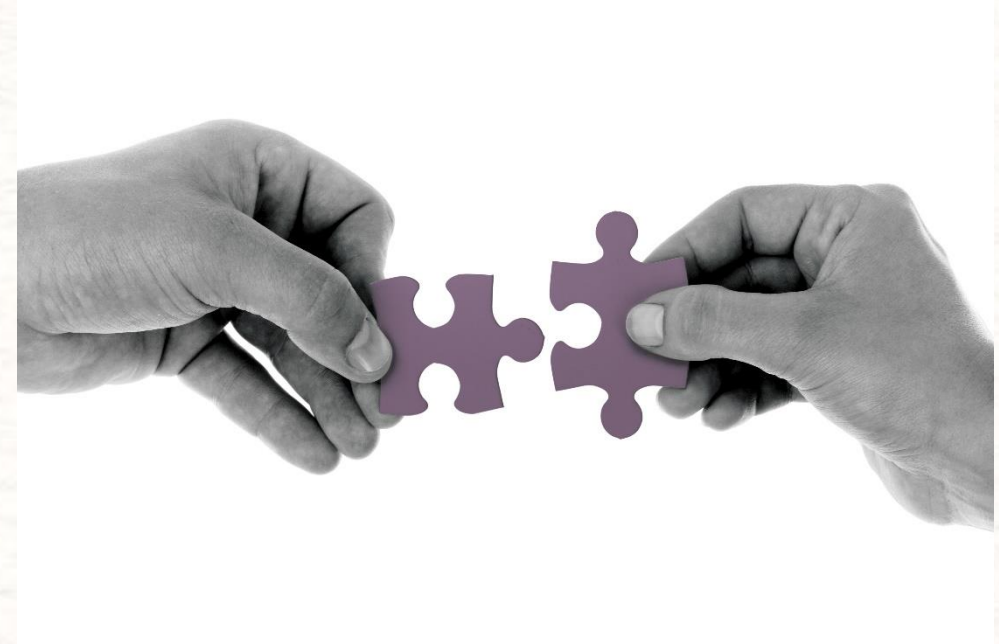


FRAMING MATTERS: Arts Needs & Arts as SOLUTIONS to School Needs

Arts Needs



Arts as SOLUTIONS to Needs





Opportunity-to-Learn Standards: Summary of Identified Needs

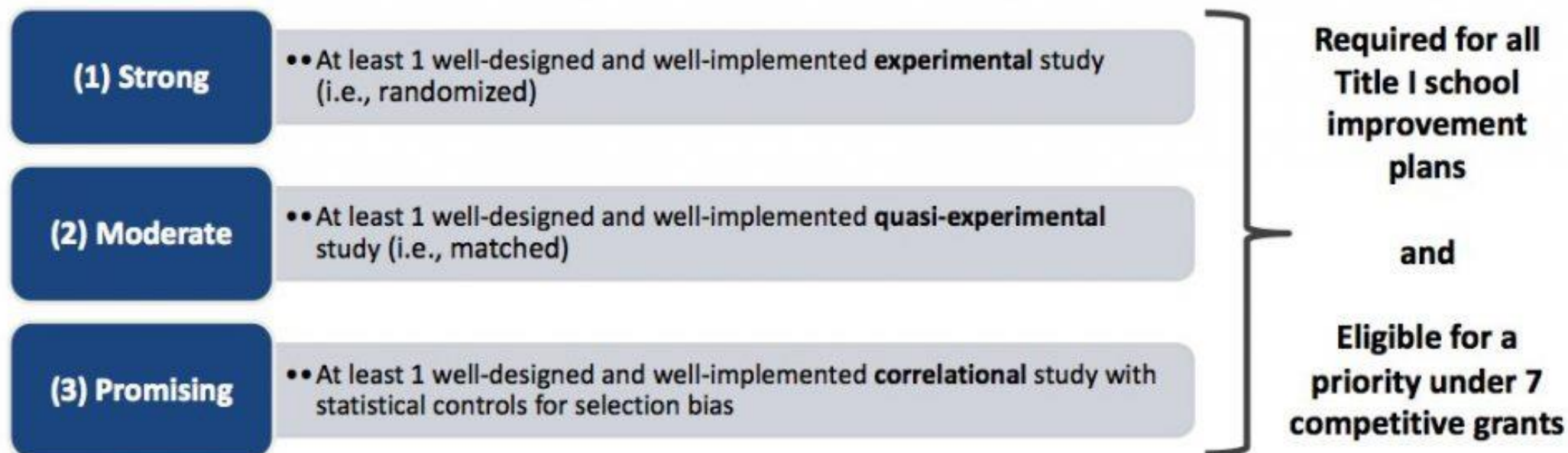
OTL Category	Identified Needs	Immediate impact on students	Long-term resource solution (request)	Funding Source or other solution
Curriculum & Scheduling				
Staffing	Materials and Equipment			
		Basic	Quality	
Materials & Equipment	Equipment	1. Musical accompaniment for dance represents a wide variety 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. 2. A hand drum or small percussive instruments provide the teacher with rhythmic accompaniment. 3. An assortment of props and articles will inspire movement possibilities. 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. 5. Books or articles of stories, poems, non-fiction, and literature about dance serve as inspiration, narration, or content for dance. 6. The school library and media center contains 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.	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. 2. Live musical accompaniment is available representing a wide variety of styles and cultures. 3. A variety of rhythmic instruments and accompaniment is available for students to learn rhythm and music for dance. 4. Dance rooms are equipped with a blackboard, whiteboard, or interactive "smart" board, and a bulletin board. 5. Teachers have state of the art digital and internet facilities. 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.	
Facilities				



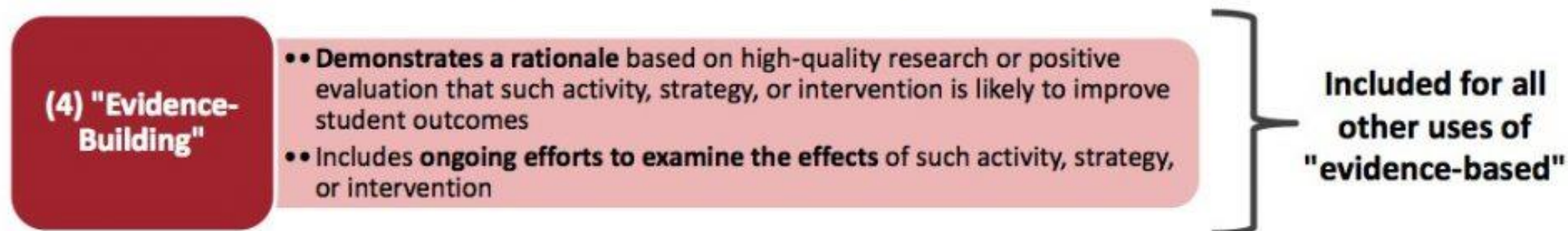
Opportunity to Learn Standards

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:



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."



Evidence-Based
Arts Education
Clearinghouse



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 recourses 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



Record your discoveries here:

Case File:	
Lowest Scores	<p>Principle 1: Effective Leadership</p> <p>Principle 2: Effective Teachers & Instruction</p> <p>Principle 3: Effective Organization of Time</p> <p>Principle 4: Effective Curriculum</p> <p>Principle 5: Conditions, Climate, and Culture</p> <p>Principle 6: Family & Community Engagement</p>
Identified Primary Need (Please select at least 2 Primary Needs)	<p>Primary Need 1: Principle_____</p> <p>(description of Primary Need)</p> <p>Primary Need 2: Principle_____</p>

Case File A, B, C, or D

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

In your group, identify the **PRIMARY NEED** for that indicator:

Example- Build a culture of respectful collaboration

Resources

Opportunity to Learn Standards

- **AEP “Understanding the Opportunity to Learn Standards:** <https://www.aep-arts.org/wp-content/uploads/Opportunity-to-Learn-Standards.pdf>
- **National Association for Music Education:** https://nafme.org/wp-content/files/2014/11/Opportunity-to-Learn-Standards_May2015.pdf
- **Educational Theatre Association:**
https://higherlogicdownload.s3.amazonaws.com/SCHOOLTHEATRE/7f9e7fa8-ea41-4033-b6a3-1ce9da6a7b6f/UploadedFiles/etB5iCLgQuScxGr3X9Zg_2016%20EdTA%20Opportunity-to-Learn%20Standards.pdf
- **National Dance Education Organization:**
[https://s3.amazonaws.com/ClubExpressClubFiles/893257/documents/NDEO_Opportunity to Learn Standards 2-22-18_927970997.pdf?AWSAccessKeyId=AKIAIB6I23VLJX7E4J7Q&Expires=1566855861&response-content-disposition=inline%3B%20filename%3DNDEO_Opportunity to Learn Standards 2-22-18.pdf&Signature=44hutjMQ7%2BpnUg6uAXpjixGYLUK%3D](https://s3.amazonaws.com/ClubExpressClubFiles/893257/documents/NDEO_Opportunity_to_Learn_Standards_2-22-18_927970997.pdf?AWSAccessKeyId=AKIAIB6I23VLJX7E4J7Q&Expires=1566855861&response-content-disposition=inline%3B%20filename%3DNDEO_Opportunity_to_Learn_Standards_2-22-18.pdf&Signature=44hutjMQ7%2BpnUg6uAXpjixGYLUK%3D)
- **National Art Education Association-** OTL's available through a fee



Questions?

Dustin Loehr
Dustin.Loehr@azed.gov

Nathan Johnston
njohnston@qcusd.org

Haley Honeman
Haley.Honeman@azed.gov