

Fine Arts Education Act (FAEA) 2026-2027 Application for K-6 Funding

Due date: May 31, 2026, by 9:00 PM

You will automatically receive a copy of your response to this application.

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 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

- ◆ training students in complex thinking and learning;
- ◆ focusing on a variety of learning styles and engaging students through success;
- ◆ 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 ESSA (Title I, Title IV-A), STEM/STEAM, 21st Century, Title I and IV-B, K5 Plus, accelerated learning, community/school funds, ELT, extended learning time, and other funds to enhance the program.



NOTE:

Please read this application carefully because some questions have been updated to reflect the inclusion of 6th graders. (Remember: All grade 6 students are eligible regardless of the instructional setting, e.g., elementary, middle school, K-8 schools, K-12 schools, etc.) Other questions have been re-formatted in order to better capture data and ensure the designated use of FAEA funding.

briana.gibson@capitantigers.org [Switch account](#)



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* Indicates required question

Email *

Your email

Untitled Title

School district or charter school name: *

Capitan Municipal Schools



Please check one: *

- ☒ School district
- ☐ State authorized charter school
- ☐ District authorized charter school

Please check one: *

- ☒ Renewal application (check here if your district or charter school has received FAEA funding for K-6 grade students for one or more school years)
- ☐ Adding 6th grade for the first year (check here if your district or charter school has previously received FAEA funding for K-5 students and you are adding 6th graders for the first time)
- ☐ New application (check here if this is the first year your district or charter school is submitting the FAEA Application for K-6 Funding)

District code *

040

Contact person (day-to-day FAEA program management): *

Briana Gibson



FAEA contact email: *

briana.gibson@capitantigers.org

Superintendent (only applicable to school district applicants. Write NA if *
not applicable.):

Heather Gutierrez

Charter contact (only applicable to charter school applicants. Write NA if *
not applicable.):

NA

Mailing address of school district or charter school (including state, city, *
zip):

519 Smokey Bear Blvd, Capitan, NM 8831

Telephone: *

575-354-8521



Projected TOTAL number of *licensed* K-6 fine arts teachers in SY 2026–
2027: *

0



Projected number of *licensed* K-6 fine arts teachers in SY 2026–2027 for
Dance: *

0



Projected number of *licensed* K-6 fine arts teachers in SY 2026–2027 for
Media Arts: *

0



Projected number of *licensed* K-6 fine arts teachers in SY 2026–2027 for
Music: *

2



Projected number of *licensed* K-6 fine arts teachers in SY 2026–2027 for *
Visual Arts:

1



Projected number of *licensed* K-6 fine arts teachers in SY 2026-2027 for *
Theater:

0



Total projected number of K-6 fine arts STUDENTS to be served in SY *
2026–2027:

210

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School(s) being served

List the school, district code, location code, grade levels, and projected number of students to be served in SY 2026-27 for *all participating schools*. If you represent more than 5 schools, you may skip this section and instead please upload an "FAEA Schools being served" excel document which can be found and downloaded from the link in section 4 "uploads".



I am completing this application for more than 5 schools. *

- ☐ yes (skip this section and upload your form found under section 4)
- ☒ no (complete the information for up to five schools below)

School being served (school 1)

Capitan Elementary School

Location code (school 1)

033

Grade levels (school 1)

Prek-5th Grades

Number of K-6 students (school 1)

210



School being served (school 2)

Your answer

Location code (school 2)

Your answer

Grade levels (school 2)

Your answer

Number of K-6 students (school 2)

Your answer

School being served (3)

Your answer



Location code (3)

Your answer

Grade levels (3)

Your answer

Number of K-6 students (3)

Your answer

School being served (4)

Your answer

Location code (4)

Your answer



Grade levels (4)

Your answer

Number of K-6 students (4)

Your answer

School being served (5)

Your answer

Location code (5)

Your answer

Grade levels (5)

Your answer



Number of K-6 students (5)

Your answer

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*** Indicates required question**

Goals and Objectives

Arts Education and Equity: Meeting the Needs of All Students



Pedagogy *

How will these funds be used to support art education that is culturally and linguistically relevant? In what way is art taught via student-centered pedagogy?

Capitan Elementary School will use these funds to provide students with meaningful art and music experiences that reflect the diverse cultures, histories, and perspectives represented within our school and community. Instructional materials, instruments, art supplies, and other resources will support learning experiences that encourage students to explore their own cultural identities while learning about the artistic and musical traditions of New Mexico, Indigenous communities, Hispanic heritage, and cultures from around the world. By incorporating culturally and linguistically relevant content, students will see themselves represented in the curriculum while developing an appreciation for the experiences and contributions of others.

Art and music instruction will be delivered through a student-centered approach that emphasizes creativity, inquiry, collaboration, and choice. Students will have opportunities to create original works of art, perform and compose music, explore a variety of artistic and musical styles, and select themes, materials, and techniques that allow them to express their ideas, experiences, and perspectives. Teachers will serve as facilitators, guiding students through the creative process while encouraging problem-solving, critical thinking, reflection, collaboration, and self-expression. Instruction will be differentiated to meet the diverse needs of learners, providing multiple ways for students to engage with content and demonstrate their understanding. This approach fosters student voice, ownership of learning, and meaningful connections between the arts,



Goals and Objectives *

List three or more goals and measurable objectives for your visual arts, music, dance, media arts, and/or theater programs that are aligned to NM Core Arts Standards, National Arts Standards, and/or Elementary Secondary Education Act (ESSA).



Goal 1: Increase student proficiency in visual arts and music aligned with the New Mexico Core Arts Standards and National Core Arts Standards.

Measurable Objectives:

By the end of the school year, 85% of students will demonstrate proficiency in creating, performing, presenting, and responding to works of art and music as measured by standards-based rubrics and performance assessments.

Students will complete standards-aligned art projects and music performance or composition activities during the school year that demonstrate growth in artistic skills and creative expression.

Goal 2: Promote culturally and linguistically relevant arts education that reflects the diverse cultures and traditions of New Mexico and the school community.

Measurable Objectives:

100% of visual arts and music units will include culturally responsive lessons featuring artists, musicians, or artistic traditions representing New Mexico, Indigenous, Hispanic, and other diverse cultures.

90% of students will successfully complete projects connecting visual arts or music to history, language, or community traditions.

Goal 3: Increase student engagement, creativity, and confidence through high-quality visual arts and music instruction that supports ESSA's goal of providing a well-rounded education.

Measurable Objectives:

Student participation in visual arts and music activities will increase by 10%, as measured through attendance, participation records, and involvement.

85% of students will demonstrate growth in creativity, collaboration, and artistic problem-solving as measured through teacher observation, student reflection, and portfolio assessments.



How frequent are your arts classes? *

2 times each week ▼

What is the length of class time (round to nearest amount listed)? *

45 minutes ▼

How frequent are your elementary arts classes, and what is the length of class time? If this varies per grade level, please answer for each grade level variation. *

NOTE: If you answered using the drop-down menus, write NA.

Students attend art and music class twice

What formative and summative assessments are you using to measure students' learning in the arts. *

Student will participate in art showcases and musical events throughout the year such as Veteran's Day program, Winter and Spring Concerts, Etc. The music teacher reports class grades.



Professional Development: Describe the plan for professional development, training, and/or technical assistance (suggested three to five percent of FAEA funding) in the arts that will be provided for arts teachers and administrators. *

*These include, but are not limited to collaboration with arts associations, participation in local, state, regional and national conferences, workshops. Discuss presenting, participating, and collaborations.

Professional learning will support arts teachers and administrators in creating safe, structured, engaging, and student-centered learning environments where students are encouraged to explore creativity while meeting academic and artistic expectations.

Art and music teachers will participate in Marzano instructional framework training to develop research-based classroom management and teaching practices, including establishing clear learning goals and scales, creating effective classroom routines, reinforcing positive behaviors, engaging students through meaningful learning activities, and using formative assessment to monitor student progress. These strategies will help arts educators maximize instructional time, manage hands-on learning environments, and support student success during collaborative, creative, and performance-based activities.

Professional development will also focus on strengthening connections between visual arts and music instruction and New Mexico Core Arts Standards, National Arts Standards, and academic content standards. Teachers will learn strategies for designing standards-aligned lessons that incorporate artistic processes while reinforcing skills in communication, critical thinking,



Fine Arts Advisory Council (FAAC) *

Briefly summarize below how your 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.

The FAAC collaborates with the Capitan Parent Teacher Organization (PTO) to ensure that families and community stakeholders have a voice in supporting and strengthening arts education. Through communication, feedback, and shared advocacy, the FAAC and PTO help identify student interests, encourage family engagement, and support priorities that enhance access to visual arts and music programming. Together, these groups provide guidance on the effective use of FAEA funds, ensuring that budget decisions are connected to measurable goals, program needs, and opportunities that positively impact

Licensed school instructors and supervisors to ensure excellence in teaching and learning arts education.

Describe below how your program ensures the use of licensed instructors 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.

We use our Elementary Ceritifed Music teacher to teach Prek -4 music to each homeroom class twice a week for 40 minute class periods and 5th grade choir class every day for a class period. Our Middle and High School band teacher, taught 5th grade beginning band one class period each day. Our art class is taught by a level 3 educational assistant and teaches Prek -5th grade visual arts to each homeroom class twice a week for 40 minute class periods.



Program Plan Summary *

Include below a detailed narrative description and self-evaluation of your instructional program, instructors, and evaluation plan/compliance elements. Discuss any collaborative efforts (community/district/region/state).



The fine arts instructional program at Capitan elementary provides students with meaningful opportunities to develop creativity, artistic skills, collaboration, communication, and critical-thinking abilities through high-quality visual arts and music instruction. The program is designed to provide equitable access to the arts for all students while aligning instruction with the New Mexico Core Arts Standards, National Arts Standards, and district academic priorities. Students engage in the artistic processes of creating, performing/presenting, responding, and connecting while developing an appreciation for diverse cultures, traditions, and forms of artistic expression.

Visual arts instruction focuses on developing foundational skills in drawing, painting, design, craftsmanship, creative problem-solving, and artistic reflection. Music instruction provides students opportunities to develop skills in singing, rhythm, movement, listening, performance, and musical expression. Lessons are designed to be student-centered and culturally responsive, allowing students to make connections between the arts, their personal experiences, and academic learning across content areas.

Arts instructors demonstrate strong content knowledge, commitment to student growth, and dedication to creating inclusive and engaging learning environments. Teachers participate in ongoing professional development focused on effective instructional strategies, classroom management, standards-based lesson design, assessment practices, and connecting arts instruction to broader academic goals. Professional learning, including Marzano instructional framework training, supports teachers in establishing clear expectations, increasing student engagement, using effective classroom routines, and implementing research-based strategies that improve student learning outcomes.

The program evaluation plan includes ongoing review of measurable goals, student participation, instructional effectiveness, and alignment with state and national arts standards. Teachers use formative assessments, student reflections, performances, exhibitions, portfolios, and other authentic assessments to monitor student progress and evaluate achievement of learning objectives. Program data, feedback from students and families, classroom observations, and input from the Fine Arts Advisory Committee (FAAC) and Parent Teacher Organization (PTO) are used to evaluate program effectiveness and identify areas for growth. Findings from the evaluation process guide future planning, professional development priorities, and budget decisions to ensure FAEA funds are used effectively and responsibly.

The program engages in collaborative efforts at the school, district, community,

regional, and state levels to strengthen arts education opportunities for students. Collaboration with classroom teachers supports arts integration and connections to academic standards, while partnerships with families through PTO encourage community involvement and advocacy for the arts. The FAAC provides guidance and recommendations regarding program priorities, resources, and sustainability. Additional collaboration with local artists, cultural organizations, and regional arts networks helps expand student experiences and expose learners to diverse artistic perspectives.

If you collaborate with non-district or on-school entities, which one?
Check all that apply.

- ☐ Local artists
- ☐ NDI NM
- ☐ Ballet Folklorico
- ☐ Tribal cultural practices
- ☐ Missoula Children's Theatre
- ☒ Local/state museums
- ☐ Other:

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