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Thanks for filling out this form: Fine Arts Education Act (FAEA) 2026-2027 Application for K-6 Funding

1 message

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To: dfear@fms.k12.nm.us

Wed, Apr 15, 2026 at 10:25 AM

Thanks for filling out this form: [Fine Arts Education Act \(FAEA\) 2026-2027 Application for K-6 Funding](#)

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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.

Email *

dfear@fms.k12.nm.us

Untitled Title

Name of school district or charter school: *

Farmington 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 *

065

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

Jennifer Bowles

FAEA contact email: *

jbowles@fms.k12.nm.us

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

Cody Diehl

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): *

[3401 E. 30th St. Farmington, NM 87402](#)

Telephone: *

505.324.9840

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

31-40

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**: *

11- 20

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

11-20

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:

*

5015

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)

.....

Location code (school 1)

.....

Grade levels (school 1)

.....

Number of K-6 students (school 1)

.....

School being served (school 2)

.....

Location code (school 2)

.....

Grade levels (school 2)

.....

Number of K-6 students (school 2)

.....

School being served (3)

.....

Location code (3)

.....

Grade levels (3)

.....

Number of K-6 students (3)

.....

School being served (4)

.....

Location code (4)

.....

Grade levels (4)

.....

Number of K-6 students (4)

.....

School being served (5)

.....

Location code (5)

.....

Grade levels (5)

.....

Number of K-6 students (5)

.....

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?

Farmington Municipal Schools serve a diverse student population, offering culturally and linguistically relevant arts education. Our educators intentionally integrate cross-cultural perspectives, allowing students to connect learning directly to their personal cultural contexts. Students' cultural identities and linguistic backgrounds are recognized and valued, fostering inclusivity and affirming creative expression.

Our arts instruction follows the student-centered Farmington Model of Instruction, supported by the district's Multicultural Department. This model utilizes methodologies like Kodaly, Orff, First Steps for music, and Teaching Artistic Behaviors (TAB) for visual arts, enabling authentic exploration of culturally relevant themes.

We invest in diverse art materials reflecting students' cultural traditions, promoting meaningful creative expression.

Student-centered pedagogy includes:

*Choice-Based Art Education: Students select subjects, materials, and techniques based on their interests and cultural identities, enhancing engagement and self-expression.

*Project-Based Learning: Open-ended, collaborative projects encourage students to explore culturally significant topics, developing creativity and critical thinking.

*Peer Collaboration and Feedback: Using the NM Core Arts Standards and Farmington Model, students collaboratively create art, fostering dialogue and mutual respect.

These practices ensure Farmington students experience inclusive, culturally responsive arts education, empowering them as active contributors to their artistic communities.

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: Establish a Pilot Year for Districtwide Common Assessments in Elementary Arts

Objective 1: Select a Shared Proficiency Scale

By fall 2026, each elementary arts discipline will select one shared proficiency scale from the district's K–5 pacing guides.

This scale will serve as the basis for one pilot common assessment in that discipline.

Objective 2: Identify a Grade Level and Develop the Assessment

By winter 2026, each discipline team will choose one grade level for the pilot.

Each team will develop or refine one common assessment aligned to the selected proficiency scale, the New Mexico Core Arts Standards, and the National Core Arts Standards.

Objective 3: Implement the Pilot

During the 2026–2027 school year, participating teachers will administer the pilot assessment and collect student evidence.

Objective 4: Reflect and Revise

By spring 2027, each discipline team will review results and feedback to identify strengths, challenges, and next steps.

Outcome

Each discipline will establish a shared starting point for districtwide assessment development. The pilot will support more consistent, standards-aligned measurement of student learning and inform future refinement.

Goal 2: Strengthen Public Presentation and Performance in Elementary Music and Visual Art

Objective 1: Engage Students in the Artistic Process

During the 2026–2027 school year, students will select, refine, rehearse, revise, and prepare artistic work for performance or presentation.

Objective 2: Provide Public Sharing Opportunities

By May 2027, each elementary music and visual art program will provide students with at least one standards-aligned opportunity to share artistic work with an audience.

The Elementary Spring Extravaganza and district student art show will serve as key districtwide opportunities for this work.

Objective 3: Reflect and Improve

Teachers and students will reflect on these experiences to strengthen instruction, student learning, and future events.

Outcome

Students will gain meaningful experience in performance and presentation through authentic, standards-based arts learning.

Goal 3: Strengthen Collaborative PLC Structures in Elementary Music and Visual Art

Objective 1: Improve Access to Meaningful Collaboration Time

By fall 2026, the district will establish a more effective PLC structure for elementary music and visual art teachers that provides sufficient time for standards-based collaboration.

Objective 2: Focus PLC Work on Instructional Priorities

During the 2026–2027 school year, PLC time will support proficiency scale implementation, common assessment development, review of student evidence, and instructional planning.

Objective 3: Evaluate and Refine the PLC Structure

By spring 2027, teacher feedback and participation data will be used to evaluate the effectiveness of the revised PLC structure and guide improvements for future use.

Outcome

Teachers will have stronger collaborative systems to support consistent implementation of proficiency scales, common assessments, and standards-based instruction.

How frequent are your arts classes? *

1 time each month ▼

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.

*

For SY27, all elementary arts classes are expected to meet once a week for a minimum of 45 minutes. All middle school elective classes meet daily for a minimum of 50 minutes. Year long course offerings include band, choir, and orchestra. Semester-long offerings include general music-guitar, piano, world drumming, and visual art. Visual art mediums explored include drawing, painting, digital art, and ceramics.

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

We use both formative and summative assessments to measure student learning in the arts, all aligned to our grade-level proficiency scales based on the New Mexico Core Arts Standards. Teachers gather evidence of student learning through a variety of methods, including performance-based assessments, written tasks, classroom observations, and exit tickets. These measures help teachers monitor progress over time and make instructional adjustments based on student needs.

Summative assessment is reflected in each student's progress toward meeting proficiency-scale expectations, which is communicated through report cards and other progress updates. In sixth grade, students are assessed using proficiency scales and receive quarterly progress reports that show their development in music and visual art. In addition, teachers regularly assess classroom performance in both disciplines to document growth and achievement. Teachers also use cross-district Professional Learning Community sessions to review classroom assessment data, observational evidence, and teacher-designed formal assessments. This collaborative process helps strengthen consistency in expectations, improve instructional practices, and support ongoing growth in student learning across the arts program.

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.

Our professional development plan for arts teachers and administrators is grounded in district priorities and discipline-specific needs. Fine arts teachers and administrators participate in local professional development tied to district initiatives and our High Reliability Schools framework. This work supports the district's four critical commitments: a safe, supportive, and collaborative culture; effective teaching in every classroom; a guaranteed and viable curriculum; and a standards-referenced reporting system. Ongoing professional development in the design and implementation of district proficiency scales remains a central area of support and is led in partnership with the curriculum office. In addition, the district is discussing how Title II support may further strengthen professional development opportunities connected to instructional practice, collaboration, and standards-based implementation in the arts. Fine arts teachers also participate in local and regional training provided through higher

education and professional partners. Music teachers are given the opportunity to attend professional development offered by the Four Corners Chapter of the American Orff-Schulwerk Association, and visual art teachers are provided access to Flex and Pro Learning through The Art of Education. Physical education teachers supporting dance instruction are encouraged to attend the SHAPE conference and participate in at least one dance or creative movement session per attendee. When budgets allow, groups of teachers and the fine arts coordinator also attend national conferences in their disciplines, including the American Orff-Schulwerk Association national conference and the National Art Education Association national conference.

Teachers are also encouraged and supported in attending their state organization conferences and workshops, as well as pursuing leadership opportunities at the state and regional levels. This includes participating in collaborations, presenting their own ideas and practices, and engaging with professional arts associations to strengthen instruction and advocacy. Through these experiences, teachers build content knowledge, expand instructional strategies, and contribute to a stronger network of arts education practice within the district and beyond.

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 meets twice a year to review the FAEA application, goals, and budget alignment. All participants have the opportunity to provide feedback during the meetings. These include celebrations of what is working well and recommendations for improvement.

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.

Most fine arts instructors are certified educators, meeting state requirements for licensure and passing required background checks. Two instructors are currently enrolled in the EA to Teach program, actively pursuing degrees and certification while teaching. In certain situations, long-term substitutes provide instruction until qualified teachers are hired. These substitutes participate fully in district professional development and adhere to standard hiring protocols. All building administrators and the fine arts coordinator hold Level IIIb administrative licenses. Per district policy, classroom volunteers and chaperones undergo mandatory background checks. Master teachers and artists-in-residence without teaching certification collaborate under the direct supervision of a certified teacher of record.

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 FMS Instructional program focuses on providing every Kindergarten through 6th grade student with high quality instruction and awareness in music and visual arts. High value opportunities are sought to provide exposure to dance through our elementary PE department. Students are exposed to quality drama productions as provided by our high schools, community theatre, and touring productions. Our curriculum focuses on critical standards found in the New Mexico Core Arts standards.

Our comprehensive elementary music program provides weekly instruction in standards-based age-appropriate musical experiences focusing on student learning outcomes and high-quality performance opportunities. Each grade level presents a minimum of one public performance program each year. Schools are also encouraged to create a 4th and 5th grade honor choir with 5th grade students participating in an all-city musical extravaganza in the spring.. Fourth through 6th grade students are invited to audition for the NMACDA All-State Choir. Student learning also occurs on a variety of Orff instruments, recorders, ukuleles and other found instruments.

Sixth grade students are able to select from full-year daily instruction in band, choir, and orchestra. Mesa View and Tibbetts also offer semester-long daily instruction in piano. Heights, Hermosa, Mesa View and Tibbetts offer semester long daily general music through guitar, and Heights offers semester long daily instruction in world drumming. Band, choir, and orchestra students participate in multiple performances throughout the year including music performance assessments and community concerts. Teachers bring in clinicians, artists-in-residence, and master teachers for their students to work with and learn from, expanding the quality and experience of each student.

Our comprehensive elementary visual art program provides weekly instruction in standards-based age-appropriate artistic experiences focusing on student learning outcomes and high-quality artistic work. An elementary art show is displayed every Spring in a public space open to the community. The show hosts a reception and is visited by parents, administrators, staff, and school board members. Schools also post mini-shows within their building featuring student art work while providing an atmosphere of creativity and celebration.

Sixth grade students are able to elect to take a semester-long class of daily instruction in multiple art styles and disciplines. Students are able to participate in state, community, and national art contests as well as show their work in an annual city-wide art show. The art show hosts an opening reception. Schools also post student work throughout their buildings and online, providing an atmosphere of creativity and celebration.

As the fine arts coordinator retires at the end of SY26, budget management will shift elsewhere in the district. A little less than three percent of the budget is dedicated to professional development. Other components of the budget include teacher salaries for 18 of the 20 elementary music and art teachers. Every program school also receives money for quality visual arts supplies. Student experiences are also funded. These experiences include field trips, participation in honor choirs and state choir, including travel and registration, and master teachers or teacher residencies. The remainder of the budget also provides real materials and equipment for music, art, and creative movement(PE) programs, including repairing and replacing current equipment.

Evaluation and compliance are met through quarterly program reflections as they relate to our

program goals.

We've established three community partnerships to bring outstanding performances to our elementary students. San Juan College's Henderson Fine Arts Center hosts Creede Repertory Theatre productions, which are bilingual and focus on cultural identity and social-emotional awareness. Bilingual students in grades K-5 are invited to attend these performances.

Additionally, we collaborate with the Young Audience Concerts to bring a multi-discipline concert to all 5th graders across our elementary schools. These concerts feature visual arts, dance, music, poetry, and drama, aiming to inspire students to explore middle school fine arts classes and cultivate lifelong passions in the arts. The San Juan Symphony will continue their partnership with FMS with their presentation of "Meet the Orchestra" to all FMS 4th grade students.

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: Young Audience Concerts, San Juan Symphony

Uploads

Please download, complete, and upload:

- Assurance form signed by the superintendent or charter school director, business manager, project director, Fine Arts Advisory Council (FAAC) contact, and school board president or governance council chair

- If you are completing application for more than 5 schools, download, complete, and attach the "FAEA Schools being served form 26-27" showing all qualifying schools requesting funding, with location code, grade levels, and projected number of students to be served

These forms can be found under "FAEA" on this page [Humanities – New Mexico Public Education Department \(state.nm.us\)](https://www.nm.gov/humanities)

Please upload the "FAEA Assurance Form 26-27"

No files submitted

If completing this application for more than 5 schools, please upload "FAEA schools being served form 26-27"

Submitted files



FAEA schools being served form 26-27.xlsx - Sheet1 - Daniel Fear.pdf

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