



Daniel Fear &lt;dfear@fms.k12.nm.us&gt;

## Fine Arts Education Act (FAEA) 2025-2026 Application for K-6 Funding

1 message

Google Forms <forms-receipts-noreply@google.com>  
To: dfear@fms.k12.nm.us

Tue, Apr 29, 2025 at 9:44 AM

### Google Forms

Thanks for filling out [Fine Arts Education Act \(FAEA\) 2025-2026 Application for K-6 Funding](#)

Here's what was received.

[Edit response](#)

## Fine Arts Education Act (FAEA) 2025-2026 Application for K-6 Funding

**Due date: May 31, 2025** *YOU WILL RECEIVE AN EMAIL VERIFICATION OF SUCESSFUL SUBMISSION*

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

- ❖ 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.

A. To be eligible for state financial support, a fine arts education program shall:

- (1) provide for the educational needs of students in the areas of visual arts, music, theater or dance;
- (2) integrate the fine arts into the curriculum;
- (3) use certified school instructors to supervise those who are teaching the program if those persons do not hold valid teaching licenses in one or more of the disciplines included in fine arts education; and
- (4) require background checks.

B. A fine arts education program shall meet each requirement of Subsection A of this section and be approved by the department of education [public education department] to be eligible for state financial support.

Email \*

[dfear@fms.k12.nm.us](mailto:dfear@fms.k12.nm.us)

Name of district or charter school applicant \*

Farmington Municipal Schools

Please check one: \*

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

Please check one: \*



Renewal application



New application

District code \*

065

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

Daniel Fear

FAEA contact email: \*

[dfear@fms.k12.nm.us](mailto:dfear@fms.k12.nm.us)

Superintendent (only applicable to school district applicants):

Cody Diehl

Charter contact (only applicable to charter school applicants):

Mailing address (including state, city, zip): \*

[3401 E. 30th Street, Suite A, Farmington, NM 87402](#)

Telephone: \*

505.324.9840

Projected number of K-6 fine arts **teachers** in SY 2025–2026 for Dance: \*

10 (PE supports dance)

Projected number of K-6 fine arts **teachers** in SY 2025–2026 for Media Arts: \*

0

Projected number of K-6 fine arts **teachers** in SY 2025–2026 for Music: \*

20

Projected number of K-6 fine arts **teachers** in SY 2025–2026 for Theater: \*

0

Projected number of K-6 fine arts **teachers** in SY 2025–2026 for Visual Arts: \*

14

Total projected number of **K-6 fine arts students** to be served in SY 2025–2026:

\*

5170

School(s) being served

List the school, district code, location code, grade levels, and projected number of students to be served in SY 2025-26 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 Asset-Based Programming: 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:

- 1.Choice-Based Art Education: Students select subjects, materials, and techniques based on their interests and cultural identities, enhancing engagement and self-expression.
  - 2.Project-Based Learning: Open-ended, collaborative projects encourage students to explore culturally significant topics, developing creativity and critical thinking.
  - 3.Peer Collaboration and Feedback: Using the NM Core Arts Standards and Farmington Model, students collaboratively create art, fostering dialogue and mutual respect.
- .....

## Goals and Objectives \*

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

Goal 1: Improve Teacher Competency with Proficiency Scales

Objectives:

\*By May 2026, 100% of fine arts teachers will regularly utilize district-developed proficiency scales aligned with NM Core Arts Standards, documented through quarterly PLC reflections



and classroom walkthrough data.

\*At least 90% of arts teachers will report increased confidence and clarity in assessing student proficiency, measured by end-of-year teacher surveys and reflective practice logs.

Goal 2: Enhance Student Engagement through Student-Centered Instruction

Objectives:

\*By May 2026, all visual arts teachers will consistently use student-centered methodologies such as Teaching Artistic Behaviors (TAB), Studio Habits of Mind (SHoM), or Inquiry-Based Art Instruction, verified by quarterly classroom observations and walkthroughs.

\*Elementary music teachers will integrate Orff, First Steps, or Conversational Solfege approaches into at least 75% of their lessons, documented in lesson plans and observations.

\*At least 85% of students will report increased engagement and personal relevance in arts education, measured annually through student surveys and self-assessments.

Goal 3: Expand Community-Based Arts Experiences

Objectives:

\*By the end of SY 2025-2026, all elementary schools will participate in at least two community arts experiences annually, documented through attendance records and program evaluations.

\*At least 75% of students participating will demonstrate increased appreciation and understanding of the arts' cultural and community significance, measured through pre- and post-event surveys or reflective writing.

\*Strengthen at least two existing community partnerships and establish at least one new partnership by May 2026.

How frequent are your arts classes, and what is the length of class time? \*

For SY25, 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. \*

All teachers systematically monitor student learning by accumulating evidence of grade-level proficiency aligned with our critical standards proficiency scales, based on the New Mexico Core Arts Standards. This evidence is gathered through a variety of means, including performance assessments, written tasks, observations, and exit tickets, with each teacher responsible for tracking progress within their respective classes.

Report cards will reflect each student's progress toward meeting proficiency scales, providing clear feedback on their development in arts education. Furthermore, during cross-district Professional Learning Community (PLC) sessions, teachers collaborate to share insights from classroom assessments, observational data, and teacher-designed formal assessments, fostering a culture of ongoing improvement.

In the sixth grade, students undergo assessment using proficiency scales and receive quarterly

progress reports detailing their progress. Additionally, regular assessments of classroom performance are conducted for both music and visual art students.

**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.

Fine arts teachers and administrators are led through local professional development of district initiatives that support our high reliability schools systems approach as it relates to their discipline. Our district's four critical commitments are a safe, supportive and collaborative culture, effective teaching in every classroom, a guaranteed and viable curriculum, and a standards-referenced reporting system. Professional development around the design and implementation of our district proficiency scales is continuous and ongoing and is supported by the district curriculum office.

Fine arts teachers also participate in local and regional training opportunities as provided by state college and university partners. All music teachers are provided the opportunity to participate in professional development offered by the Four Corners Chapter of the American Orff-Schulwerk Association. All visual art teachers are provided access to Flex and Pro Learning through The Art of Education. When budgeting allows, groups of teachers and the fine arts coordinator also attend national conferences for their discipline. These include the American Orff-Schulwerk Association professional development conference and the National Art Educators Association's national conference. PE (dance) teachers are supported by attending the SHAPE conference and attending at least one dance/creative movement session per attendee.

Teachers are supported in their efforts to go to their state organization's conference and workshops and to seek out and participate in state and regional leadership opportunities, collaborations and presenting of their own ideas and work.

### **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 insure 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 with non-district or non-school entities (you will be asked to name which ones in the next question).

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 honor choir 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. Hermosa offers 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.

The FAEA budget is managed by the fine arts coordinator and is developed with input from the FAAC and fine arts staff. Three percent of the budget is dedicated to professional development. Other components of the budget include teacher salaries for 18 of the 20 music and art teachers. Every program school also receives money for high 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. New for the 2026 school year will be a children's concert by the San Juan Symphony.

If you collaborate with non-district or non-school entities, which ones? Check all that apply. \*

- ☒ Local artists
- ☐ NDI NM
- ☐ Ballet Folklorico
- ☒ Tribal cultural practices
- ☐ Missoula Children's Theatre
- ☐ Local/state museums
- ☒ Other: San Juan Symphony, Young Audience Concerts, San Juan College

If you listed "other" to the above question, please write in which entity. Write NA if not applicable. \*

San Juan Symphony, Young Audience Concerts, San Juan College

## 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 25-26" 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 \(state.nm.us\)](#) OR BY USING THE PROVIDED LINKS BELOW

Please upload the "[FAEA Assurance Form 25-26](#)"

No files submitted

If completing this application for more than 5 schools, please upload "[FAEA schools being served 2025-26](#)"

Submitted files

 FAEA schools being served form 25-26 Farmington - Daniel Fear.xlsx

Create your own Google Form

Does this form look suspicious? Report

**Confidentiality Notice:** This e-mail, including all attachments, is for the sole use of the intended recipients and may contain confidential and privileged information. Any unauthorized review, use, disclosure, or distribution is prohibited unless specifically provided under the New Mexico Inspection of Public Records Act. If you are not the intended recipient, please contact the sender and destroy all copies of this message.