

2011 Fiscal Year: Arts Education Budget Briefing

On February 1, 2010, President Obama released his Fiscal Year 2011 Budget. The American Recovery and Reinvestment Act (ARRA) reforms provide a framework for key elements of the Administration's plan for the reauthorization of the Elementary and Secondary Education Act (ESEA). These include changes to support State and local efforts to develop and implement college- and career-ready (CCR) standards and high-quality aligned assessments; improve the effectiveness of teachers and school leaders, especially in high-poverty schools; enhance data systems and train teachers to use data to improve student achievement; and implement rigorous interventions in the Nation's lowest-performing schools.

Funding Sources	Arts Education Examples
FEDERAL – www.ed.gov	
<p>Title 1 Funding outlines four principal guidelines for distribution and allocation:</p> <ol style="list-style-type: none"> 1. Spend funds quickly to save and create jobs, especially towards improving student achievement. 2. Improve student achievement through school improvement and reform. Four specific areas include: <ol style="list-style-type: none"> a. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities; b. Establishing pre-K-to college and career data systems that track progress and foster continuous improvement; c. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need; d. Providing intensive support and effective interventions for the lowest-performing schools. 3. Ensure transparency, reporting, and accountability through more rigorous reporting requirements than normally apply to grant recipients. 4. Invest thoughtfully. These funds are temporary and will only be available for 2 to 3 years. Consider: <ol style="list-style-type: none"> a. Establishing a system for identifying and training highly effective teachers to serve as instructional leaders in Title I school wide programs and modifying the school schedule to allow for collaboration among the instructional staff; b. Establishing intensive, year-long teacher training for all teachers and the principal in a Title I elementary school in corrective action or restructuring status in order to train teachers to use a new curriculum or, in some other way, builds teachers' capacity to address academic achievement problems; c. Providing professional development to teachers in Title I targeted assistance programs on the use of data to inform and improve instruction for Title I-eligible students; d. Establishing or expanding fiscally sustainable extended learning opportunities for Title I-eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year 	<p><i>Sample Title 1 uses:</i></p> <ol style="list-style-type: none"> 1. <i>Support Arts Coordinator and arts teacher positions.</i> 2a. <i>Support high school arts instruction meeting the UC and CSU graduation requirements.</i> 2c. <i>Implement long-range plan objectives such as professional development specifically in schools with a high percentage of Title 1 students.</i> 2d. <i>Support direct arts instruction in low-performing schools.</i> 3. <i>Track the impact of arts education programs, specifically looking at student achievements.</i> 4a&b. <i>Implement professional development and partnership strategies outlined in the district arts education plan.</i> 4d. <i>Expand existing programming outside of the traditional school day in arts education for students in assistance programs.</i>
<p>American Recovery and Reinvestment Act: State Fiscal Stabilization Fund (\$53.6 Billion / \$5.9 Billion for CA)</p> <ul style="list-style-type: none"> ▪ <u>Race to the Top – Secretary of Education Competitive Grants - \$4.35 billion:</u> These funds will be awarded to states that are most aggressively pursuing reforms. Applicants will be judged on how well they are using the first round of stabilization and Title I funds to advance education reforms. <ul style="list-style-type: none"> ○ <u>Investing in Innovation (i3) Grants:</u> A subset of the Race to the Top Grants, i3 supports local efforts to start or expand research-based innovative programs that help improve outcomes for students. Applications may be submitted by individual school districts, groups of districts, or nonprofits in partnership with school districts. Student improvements through arts education programs and learning are 	<p><i>Renovate facilities to comply with NCLB's definition of arts as part of the core curriculum, i.e. dance studios, sinks in classrooms for visual artists, acoustic tiles.</i></p> <p><i>Opportunity to collaborate with nonprofit arts education partners.</i></p>

eligible to apply.

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- The request would support a newly authorized ESEA program, modeled after the i3 program authorized by the ARRA, that would make grants to develop and validate promising practices, strategies, or programs for which there is potential but for which efficacy has not yet been systematically studied. Grants also would support expansion of innovative practices, strategies, or programs that have been proven effective in improving student outcomes, as well as awards to States or other entities to undertake special projects.

STATE - www.cde.ca.gov

The Governor's Proposed Budget released on January 8, 2010 includes an overall reduction in K-14 education spending and a complicated tax swap reducing the Proposition 98 school funding guarantee by \$892.6 million in 2009-10 and by \$1.540 billion in 2010-11.

The California Budget Project describes the tax swap as an elimination of the gasoline sales tax, an increase in the gasoline and diesel fuel excise tax, and the use of the fuel tax revenue to cover transportation costs. Taken together, these changes would lower General Fund spending by \$1.8 billion.

The 2010-2011 proposed cut of \$836 million represents 28.6% of all of the governor's proposed budget reductions, and includes the a decrease of \$14.3 million in state categorical funding.

Arts and Music Block Grant (\$109 Million)

State categorical monies specifically designated for arts and music.

- Reduction this year of 15% and a total reduction of 20% for next year (usually reflected as "an additional reduction of 4.9%"). Maximum flexibility allowed.

The funds are flexible, but still can be used to fund Arts Coordinator and arts teacher positions, and arts education plan implementation..