



Funding the Visual Arts Title Funds and ESSA



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Learn More About ESSA, Title Funds and the Arts	

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Funding Fast Facts

- The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act.
- ESSA includes an emphasis on a **well-rounded education**, which includes the visual arts, in order for all students to improve educational excellence.
- Your district can secure Title funds to **supplement your art curriculum and professional development for art educators** by demonstrating how the visual arts contributes to students' educational achievement.
- **Davis Publications will work with you** to identify our K–12 programs, resource books, and professional development opportunities that can be purchased using federal Title funds.
- A well-rounded education that includes the visual arts is core to the ESSA and all Title funding.
- All states are accountable for high-school graduation rates. The arts have been shown to keep students in school.
- Title funding is not limited to English language arts and math.
- All federal funding proposals need to demonstrate how your district will increase student achievement through the arts.
- The ESSA is designed to provide a quality education for all students, particularly disadvantaged students. The arts have been shown to reach those students who may not be engaged through traditional subjects.

Title Funding and ESSA Q & A

Every Student Succeeds Act (ESSA)

Q *What is the Every Student Succeeds Act (ESSA)?*

A ESSA is the main law for K–12 public education in the United States. It replaced No Child Left Behind (NCLB).

Q *What is the purpose of ESSA?*

A The main purpose of ESSA is to make sure public schools provide a quality education for all learners. This includes the achievement of what ESSA refers to as disadvantaged students. Disadvantaged students fall into four key groups:

- Students living in poverty
- Students who belong to minority groups
- Students who receive special education services
- Students with limited English language skills

Q *How does the federal government help states achieve the goals of the ESSA?*

A To support its goals, ESSA authorizes more than \$24.5 billion in annual funding for various educational programs. These include Title I, Title II, Title III, and Title IV. This funding is focused on ways to increase student achievement and teacher quality through focused programming, professional development, and system-wide approaches and improvements.

Q *How does ESSA hold states accountable for how students achieve?*

A ESSA requires states to hold schools accountable for how students achieve. This means each state is responsible for having a plan in place to identify schools that are underperforming. ESSA requires each state to choose a minimum of five ways to measure school performance. The first four are academic indicators that are mandatory:

- Academic achievement
- Academic progress
- English language proficiency
- High-school graduation rates

The fifth measure must be a way to measure school quality or student success, and states can select more than one way to do this. For example, states can choose to measure any of the following areas:

- Access to the visual arts
- Arts integration
- STEAM
- Kindergarten readiness
- Access to and completion of advanced coursework
- College readiness
- Discipline rates
- Chronic absenteeism

Q *How do the accountability indicators affect funding and support for the visual arts?*

A The five accountability indicators that a state specifies become the yardstick by which the state measures and reports on academic achievement for all students. Check with your state art education association and other stakeholders in your district and in the state to try and ensure that the visual arts is included in your state's accountability indicators. For example, your state could include an arts graduation requirement, arts integration, STEAM, literacy in the visual arts, or any accountability indicator specific to the visual arts.

Title Funding and ESSA Q & A (continued)

Title Funds

Q *What are the Title funds that districts can use to fund Davis products and professional development?*

A The main Title programs that are a match with visual arts instruction and professional development are:

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title II, Part A: Teacher Quality: Preparing, Training, and Recruiting High-Quality Teachers and Principals
- Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- Title IV, 21st Century Schools:
 - Title IV, Part A: Safe and Drug-Free Schools and Communities
 - Title IV, Part B: 21st Century Community Learning Centers

Q *How can I help ensure that my district considers the visual arts in its Title proposals?*

A Identify the person or department in your school district who is responsible for Title funding. Once you identify this person or department, begin a discussion about how the visual arts can contribute to the district's goals of helping all students achieve academic success, close the achievement gap, and meet state accountability indicators, including high-school graduation rates.

Note that your district will submit a Continuous Improvement Plan (CIP) to apply for federal funds. In that plan, the district will identify current gaps, along with how a particular program might address a particular identified need in the CIP. As long as you propose how funding for the arts can address a particular gap, you are providing a case for using federal funds. A few of many examples include:

- The arts can increase creative thinking and problem solving. If your district has identified this as a need for continuous improvement, the arts can play a role in closing that gap.
- The arts have been shown to keep many students in school, especially disadvantaged students, as defined above in the ESSA. All states need to include high-school graduation rates as one of their accountability indicators. Therefore, you can work with your district administrator to demonstrate how the arts can help increase high-school graduation rates. Helping disadvantaged students is a big part of Title I, Part A.
- The arts have been shown to be an authentic springboard for academic discussions and developing oral language and academic vocabulary. Developing English language skills is a big part of Title III.
- The arts are a vehicle for helping students express feelings and frustrations that can lead to problems in school and at home. This is a big emphasis on Title IV, parts A and B.

Q *Can Davis Publications help our school district submit a proposal?*

A Davis Publications will work closely with your school district by:

- Identifying those Davis Publications products that are a match with your district's accountability indicators and needs.
- Writing descriptors of Davis Publications products that emphasize those aspects that align with the Title requirements.
- Providing you with white papers, such as how the visual arts help to:
 - Keep students in school (high-school graduation rates)
 - Engage students (chronic absenteeism)
 - Ensure postsecondary readiness
 - Support a well-rounded education

Common Terms in the ESSA

Universal Design for Learning (UDL)

ESSA supports UDL, an approach that offers students many ways to learn the same material. It allows all students to use different methods to show what they know so that they have an equal chance to succeed in school.

Davis and UDL: All Davis programs support alternative approaches for students. These include, but are not limited to support for:

- English learners
- Students with special needs
- Gifted and talented
- Students from different cultures

The supplement-not-supplant provision

The supplement-not-supplant provision requires that federal grant funds must add to (supplement) and not replace (supplant) other state/local funds in providing general educational services.

This means that any funds you seek cannot be used to pay for something you are currently paying for. You need to be able to demonstrate how these funds (curriculum, resource books, professional development) will supplement your current efforts.

Davis and the Supplement-Not-Supplant Provision: Davis can help you demonstrate how any Davis offerings will be used to supplement your current curriculum. A few tips:

- Any one of our **professional development opportunities** will supplement and not supplant your current professional development.
- Subscriptions to **Davis Art Images** (access to more than 25,000 high-quality digital images) will supplement instruction not only in the visual arts, but across the curriculum.
- Any one of our **resource books** (e.g., *Collaborative Tape Art: The PiktoTape Method*, *SchoolArts Collection: Media Arts*, *SchoolArts Collection: STEAM*, *Beautiful Stuff from Nature*, *Teaching Children to Draw*) will supplement your current instruction.
- **Discussions4Learning** and **VocabulArte** are great fits for Title III, Part A (Language Instruction for English Learners) and are supplemental programs that can supplement your district's English language arts curriculum.
- Davis K–12 programs (such as *Explorations in Art K-8*, *The Visual Experience*, or *Exploring Visual Design*) can be purchased with Title funds as long as you can demonstrate that they are supplementing your current curriculum. For example, you may want to supplement your High School curriculum with the Davis Studio Series book, *Communicating Through Graphic Design* or *Experience Painting*.
- *SchoolArts* magazine contains K–12 lessons aligned with the National Core Standards, a contemporary art feature, and more. It is a powerful supplement to your current instruction.

Well-Rounded Education

NCLB referred to “core academic subjects.” ESSA refers to a “well-rounded education.” The term “well-rounded education” is used 20 times in ESSA and is referenced in the majority of the Titles in the act.

While NCLB emphasized English language arts and mathematics, often to the exclusion of other subjects, one of ESSA's goals was to reverse this narrowing of the curriculum under NCLB.

“States now have the opportunity to broaden their definition of educational excellence, to include providing students strong learning experiences in science, social studies, world languages, and **the arts**, as well as AP and International Baccalaureate classes—and even supporting students' socio-emotional development. That's a huge and welcome change.” Secretary of Education John B. King, April 14, 2016

Common Terms in the ESSA (continued)

Opportunity to Learn Standards (OTL)

The Opportunity to Learn Standards is a national benchmark from a professional organization. In the case of the visual arts, the OTL comes from the National Core Art Standards. The National Core Art Standards, therefore, can serve as the basis for your district's Comprehensive Needs Assessment.

Davis and OTL: Davis has correlations for our programs and professional development offerings to the National Core Art Standards as well as many state specific standards. For information on your state, please visit

[DavisArt.com/National-State-Standards](https://davisart.com/national-state-standards).

Summary of Title Funds Available to Enhance Your Art Program

Title I

Part A: Improving the Academic Achievement of the Disadvantaged

Title I funds are dedicated to improving the academic achievement of the disadvantaged. A common misconception is that Title I funds are restricted to reading and math. They are not. All high-quality teacher preparation and training, curriculum, and instructional materials that provide a high-quality education for all students are eligible for Title I funds, including the arts.

“The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

This purpose can be accomplished by:

1. ensuring that high-quality teacher preparation and training, curriculum, and instructional materials are aligned with challenging state academic standards;
2. meeting the educational needs of low-achieving children in our Nation’s highest-poverty schools and young children in need of reading assistance;
3. closing the achievement gap between high- and low-performing children;
4. providing alternatives to students in such schools to enable the students to receive a high-quality education;
5. providing children an enriched and accelerated educational program; and
6. significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.”

—U.S. Department of Education

Key Rationales for using Davis Publications materials for Title I, Part A Funding:

- Davis offers evidence-based high-quality curriculum and instructional materials designed to provide a well-rounded curriculum and close the achievement gap.
- Davis offers high-quality customized professional development designed to improve students’ academic achievement in and through the arts.
- Davis offers support for nonacademic factors that significantly impact disadvantaged students, such as:
 - o Improving high school graduation rates,
 - o Reducing chronic absenteeism, and
 - o Increasing student engagement.

Summary of Title Funds Available to Enhance Your Art Program

Title II

Part A: Teacher Quality: Preparing, Training, and Recruiting High-Quality Teachers and Principals

Title II funds are dedicated to increasing student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

“The purpose of Title II, Part A is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.” —*U.S. Department of Education*

Key Rationales for using Davis Publications materials for Title II, Part A Funding:

- Davis offers high-quality customized professional development designed to improve students' academic achievement in and through the arts.
- Davis offers high-quality customized professional development designed to address nonacademic factors that significantly impact student achievement, such as:
 - Improving high-school graduation rates,
 - Reducing chronic absenteeism, and
 - Increasing student engagement.

Davis Publications Professional Development is eligible for Title II funding. Davis offers high-quality customized professional development in-person and online with an eye toward increasing achievement for all students. Professional development can be customized to each district so that it specifically aligns with district- and statewide ESSA accountability indicators.

Below are Davis Publications Professional Development in-person and online workshops that can be submitted for Title II, Part A funds.

- English Learners / Sheltered English Immersion
- Culturally Responsive Pedagogy
- Fair Use / Appropriation / Copyright / Free Speech
- Mindfulness
- Collaboration / Tape Art
- Therapeutic Approaches in Art Education
- Choice-Based Art Education

Davis also offers the acclaimed *Art Education in Practice* series that serves as a comprehensive reading list for teachers on topics such as assessment and differentiated instruction.

Summary of Title Funds Available to Enhance Your Art Program

Title III

Part A: Language Instruction for Limited English Proficient and Immigrant Students

Title III funds are dedicated to ensuring that English language learners are able to develop high levels of academic attainment in English and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

“The purposes of Title III are:

1. to help ensure that children who are limited English proficient, including immigrant children, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet;
2. to assist all limited English proficient children, including immigrant children, to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and student academic achievement standards as all children are expected to meet; and
3. to develop high-quality language instruction educational programs designed to assist schools in teaching limited English proficient children and serving immigrant children.”

—U.S. Department of Education

Key Rationales for using Davis Publications materials for Title III, Part A Funding:

- *Discussions4Learning* is a unique, evidence-based oral language and vocabulary program that has been shown to help English learners achieve high levels of academic attainment in English through discussions of fine art images.
- Davis offers customized professional development workshops and coaching that are designed to support educators in helping students develop high levels of academic attainment in and through the arts.
- Davis K–12 instructional materials include built-in teacher development to help art educators learn to customize lessons to support English learners.

Davis Publications will help your district identify those aspects of our K–12 programs that support English learners and English language acquisition. In particular, please note:

Davis Publications Professional Development:

- English Learners / Sheltered English Immersion
- Culturally Responsive Pedagogy

English Language Acquisition Based on Fine Art Images:

- *Discussions4Learning*
- *VocabulArte*

Summary of Title Funds Available to Enhance Your Art Program

Title IV: 21st Century Schools

Part A: Safe and Drug-Free Schools and Communities

Title IV funds are dedicated to providing opportunities for academic enrichment for students. Twenty percent of Title IV funds must be spent on a well-rounded education. The visual arts are a strong component of any well-rounded education and visual education professional development and instructional materials are, therefore, eligible for Title IV funds. In addition, the visual arts are eligible for support as a part of an “expanded learning time” provision.

“The purpose of Title IV, Part A is to support programs that involve parents and communities and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.” —*U.S. Department of Education*

Key Rationales for using Davis Publications materials for Title IV, Part A Funding:

- The visual arts contribute to a well-rounded education, making them a priority in a student’s program of study.
- Davis offers high-quality customized professional development designed to help educators offer a broad array of services that can be used in drug and violence prevention programs, counseling programs, art programs, recreation programs, technology education programs, and character education programs.
- Davis programs support nonacademic factors that are a critical component of 21st century community learning centers. These include:
 - o Improving high-school graduation rates
 - o Reducing chronic absenteeism
 - o Increasing student engagement

Helpful Link:

education.vermont.gov/sites/aoe/files/documents/edu-essa-and-the-arts-title-iv-part-a-and-faq.pdf

This article from the Vermont Agency of Education is an extremely helpful document for districts seeking Title IV, Part A funds to support the arts.

Summary of Title Funds Available to Enhance Your Art Program

Title IV: 21st Century Schools

Part B: 21st Century Community Learning Centers

Title IV funds are dedicated to providing opportunities for academic enrichment for students. This includes support for the arts. Twenty percent of Title IV funds must be spent on a well-rounded education. The visual arts are a strong component of any well-rounded education and visual education professional development and instructional materials are, therefore, eligible for Title IV funds. In addition, the visual arts are eligible for support as a part of an “expanded learning time” provision.

“The purpose of Title IV, Part B is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, and offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.” —*U.S. Department of Education*

Key Rationales for using Davis Publications materials for Title IV, Part B Funding:

- The visual arts contribute to a well-rounded education, making them a priority in a student’s program of study
- Davis offers high-quality customized professional development designed to help educators offer a broad array of additional services that can be used in art programs, drug and violence prevention programs counseling programs, recreation programs, technology education programs, and character education programs.
- Davis programs support nonacademic factors that are a critical component of 21st century community learning centers. These include:
 - o Improving high school graduation rates
 - o Reducing chronic absenteeism
 - o Increasing student engagement

Helpful Links

Learn How to Secure Funding for Your Visual Arts Program through ESSA Funds

www.arteducators.org/advocacy/essa-every-student-succeeds-act

The National Art Education Association (NAEA) provides an overview of ESSA and a brief overview of the key opportunities for the arts in ESSA, based on the original release of the legislation in 2015 under President Obama.

education.vermont.gov/sites/aoe/files/documents/edu-essa-and-the-arts-title-iv-part-a-and-faq.pdf

Vermont Agency of Education: *ESSA and the Arts: Title IV, Part A, Frequently Asked Questions*.

Note that this extremely helpful document is worth reading for those seeking any federal funds, not simply Title IV, Part A funds.

kappanonline.org/art-partnerships-community-resources-arts-education/?utm_content=buffer844b7&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Phi Delta Kappan, March 27, 2017: *The art of partnerships: community resources for arts education*

blogs.edweek.org/edweek/curriculum/2015/12/esea_rewrite_retains_support_f.html

Education Week, December 2015: *In ESSA, Arts Are Part of "Well-Rounded Education"*

www.aep-arts.org/topics/resource-library-essa-and-the-arts/

Arts Education Partnership: *Resource Library: ESSA and the Arts*

This is an extremely valuable resource library, with links to a variety of topics, including Title I, Part A and ESSA Mapping Opportunities for the Arts.