

## **TITLE IA FUNDING: USING ARTS INTEGRATION AS A SCHOOL REFORM MODEL**

### **Background Information:**

The Arizona Department of Education has strategically invested funds from *No Child Left Behind* in arts integration and arts education programs throughout the state. In July, 2004, U.S. Secretary of Education Rod Paige recognized Arizona's leadership in using NCLB funds to support quality arts integration programs in our schools. <http://www.azed.gov/art-education/files/2012/11/secretary-paige-letter-supporting-arts-july-2004.pdf>

Arizona students have directly benefited from arts integration programs in our state. Opening Minds through the Arts (OMA) in Tucson Unified School District has shown statistically significant gains in reading for students participating in this arts-integration learning environment (<http://www.omafoundation.org>). In 2004-2005, the first year of Title I-F funded arts integration programs across the state, the Arizona Department of Education found statistically significant gains in reading for students participating in arts integration programs funded across the state versus students not participating.

### Strategic Design of Quality Arts Education Integration Programs

- **Effective instructional strategies. [1114,b,1,B,ii]** As noted above, arts integration has proven an effective instructional strategy for students in multiple Arizona classroom settings. OMA results show specific gains for Hispanic students.
- **Innovative instructional strategies [1114,b,1,B,iii,bb]** - “A Three-Legged Stool.” Quality arts integration programs are based on a three-way partnership between general classroom teachers, an arts specialist, and community-based arts partners (e.g. Tucson Symphony Orchestra; University of Arizona).
- **Professional Development. [1114,b,1,D]** All participating teachers receive intensive professional development to learn about the research supporting arts integration as a reform strategy as well as how to implement arts integrated curriculum into their classrooms in partnership with school-based and community-based arts resources.
- **Parental Involvement. [1114,b,1,F]** An arts integration approach lends itself to parental involvement through student and family engagement in artistic process and performance.

### Title IA Funds and Arts Integration: Potential Use of Funds

- **Title I Schoolwide schools are eligible** to use their Title IA Funds for an arts integration school reform model.
- **Professional Development; Program Plan and Design.** A participating school will need to make a significant investment in professional development and design implementation. The Arizona Department of Education has undertaken a statewide RFP to identify high-quality technical assistance providers available for partnering with schools. The statewide procurement process will allow schools to contract with an approved provider without going through their local procurement process, allowing professional development and planning to begin in a timely manner.
- **Assessment and Evaluation.** A participating school is responsible for reporting on the outcomes of the arts integration reform model. An annual evaluation of your reform model is part of the schoolwide program process.
- **Outside expertise for arts education integration projects.** Schools may use some of the funding to contract with outside community arts groups/artists to partner with classroom teachers in the delivery of an arts integrated curriculum.
- **Purchase of materials for arts education integration projects.** Schools may use funding to purchase instruments, artistic equipment, etc. as needed for the types of arts education integration projects they intend to undertake. If using Title IA funds, make certain your school's ASIP and your LEA's CIP include arts integration as a schoolwide CSR reform model.