

ACCESSING STIMULUS FUNDS FOR ARTS EDUCATION



MAY 2009

RESOURCE GUIDE

OVERVIEW

The economic stimulus bill, The American Recovery and Reinvestment Act (ARRA), signed into law by President Obama on February 17, 2009, includes a number of expanded funding opportunities that could be available to assist arts education providers.

Because most federal agencies have completed their procedures for allocating the stimulus funding, many of the decisions left to be made regarding distribution of the funds will be made at the state and local government levels. This means it is incumbent upon state and local advocates to request that their education decision-makers choose to spend some portion of almost \$100 billion in U.S. Department of Education (USDE) stimulus dollars on arts education.

These pages include the following resources to help arts education advocates understand and access stimulus funds.

1. Principles of Stimulus Spending and Advocacy
2. Overview of the Stimulus Bill's Education Allocations
3. Overview of Allocations Already Given to State and Local Agencies
4. Details of Each Program Funded by the ARRA and Managed by the USDE
5. Other Stimulus Sources that Can Benefit Student Access to Arts Instruction
6. Making the Case: Reasons for Funding Arts Education
7. Actions You Can Take to Affect Stimulus Spending for Arts Education

PRINCIPLES OF STIMULUS SPENDING AND ADVOCACY

- Most federal public education dollars can be spent on arts education because arts education is listed as one of 10 “core academic subjects” in the federal *No Child Left Behind Act of 2001*. Arts education is eligible for federal funding unless the allocation has been marked for specific subjects—such as math assessments—by the federal legislation in which it appears.

TABLE OF CONTENTS

OVERVIEW	1
PRINCIPLES OF STIMULUS SPENDING AND ADVOCACY	1
OVERVIEW OF STIMULUS BILL'S EDUCATION ALLOCATIONS	3
OVERVIEW OF ALLOCATIONS ALREADY GIVEN TO STATE/LOCALS	4
DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE	5
OTHER STIMULUS SOURCES THAT CAN BENEFIT STUDENT ACCESS TO ARTS INSTRUCTION	12
MAKING THE CASE	15
ACTIONS YOU CAN TAKE	16

PRINCIPLES OF STIMULUS SPENDING AND ADVOCACY (CONT.)

- Most ARRA funds are allocated through formulae, meaning officials use census data to award funds to state agencies, districts, and schools. When funds are formula-allocated, how funds are spent is the decision of Title I or IDEA coordinators in state or district offices, principals, and other school leaders. Only a few ARRA funded programs use competitive grant programs.
- Stimulus spending decisions will be made at the state or local levels, as most education spending decisions are. This means advocates will have to understand the mechanisms by which spending decisions are made at both the state and local levels, and then advocate to decision makers in order to see ARRA funds spent on arts education. Success in securing funds will depend on how good the relationships are with school leaders in positions to work with you on funding, for example, Title I coordinators at the state and local level.
- Stimulus funds are to be spent during federal fiscal years 2009 and 2010, which ends September 30, 2011. The funds should not be used to create funding commitments beyond that date. They are intended to fund short-term investments with the potential for long-term benefits.
- Many decision-makers—from local administrators to federal employees—will be adhering to the following principles when choosing how to spend stimulus dollars and when assessing how dollars were used.
 1. Spend funds quickly to save and create jobs;
 2. Improve student achievement and close the achievement gap through school improvement and reform;
 3. Ensure transparency, reporting, and accountability (see the bullets below for more information on accountability measures); and
 4. Invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”
- The USDE has asked decision-makers to consider the following questions in assessing stimulus expense choices.
 1. Drive results for students? Will the proposed use of funds drive improved results for all students, including students with disabilities and English language learners?
 2. Increase capacity? Will the proposed use increase the long-term capacity of teachers, schools, and school districts to improve results for students?
 3. Accelerate reform? Does the proposed use of funds advance the state and district’s strategy and the research based reform goals encompassed in ARRA?
 4. Avoid the “cliff” and improve productivity? Does the proposed use of funds sufficiently take into account that ARRA funds are expected to be temporary and avoid recurring costs that states and districts are unprepared to assume when this funding ends? Given these economic times, will the proposed use serve as “bridge funding” to help transition to more effective and efficient approaches?
 5. Track results? Does the proposed use of funds include approaches to measure and track implementation and results, modify strategies based on evidence, and discontinue strategies that do not lead to improved student results? Are the possible effects of the ARRA resources being evaluated and improved over time?
- ARRA funds are subject to more rigorous reporting requirements than federal grants. The USDE has outlined a number of sample metrics¹ to guide nonprofits and schools in meeting these higher accountability standards. In addition, all ARRA funds must be tracked separately and include:
 1. Quarterly reports on both financial information and how funds are being used;
 2. Estimated number of jobs created; and
 3. Subcontracts and sub-grants compliance with the federal standards.
- Schools, often referred to as local education agencies (LEAs) in legislation, must obligate—or earmark—their funds by September 2011 or earlier if specified.² If they do not obligate their funds by these dates, they must return the funds to the federal government.

OVERVIEW OF THE STIMULUS BILL'S EDUCATION ALLOCATIONS

PROGRAM	ARRA FUNDING
Title I Grants to local educational agencies	\$10,000,000,000
Targeted grants	\$5,000,000,000
Incentive grants	\$5,000,000,000
School improvement grants	\$3,000,000,000
Impact aid construction	\$100,000,000
Educational technology State grants	\$650,000,000
Education for homeless children and youths	\$70,000,000
Teacher incentive fund	\$200,000,000
State fiscal stabilization fund	\$53,600,000,000
State grants	\$48,600,000,000
Incentive and innovation grants	\$5,000,000,000
IDEA Part B grants to States	\$11,300,000,000
IDEA Part B preschool grants	\$400,000,000
IDEA Part C grants for infants and families	\$500,000,000
Vocational rehabilitation State grants	\$540,000,000
Independent living	\$140,000,000
Federal Pell grants	\$15,640,000,000
Mandatory Pell	\$1,474,000,000
Federal work-study	\$200,000,000
Teacher quality enhancement	\$100,000,000
Statewide data systems	\$250,000,000
Student Aid Administration	\$60,000,000
Office of the Inspector General	\$14,000,000
TOTAL	\$98,238,000,000



OVERVIEW OF ALLOCATIONS ALREADY GIVEN TO STATES/LOCALS

STATE	FUNDING TOTAL
Alabama	\$672,608,771
Alaska	\$110,294,384
Arizona	\$883,534,101
Arkansas	\$417,658,524
California	\$5,250,007,475
Colorado	\$649,805,556
Connecticut	\$471,825,141
Delaware	\$125,809,417
District of Columbia	\$89,290,719
Florida	\$2,408,943,303
Georgia	\$1,388,321,733
Hawaii	\$168,363,771
Idaho	\$213,604,334
Illinois	\$1,870,286,943
Indiana	\$901,820,557
Iowa	\$410,749,062
Kansas	\$397,118,269
Kentucky	\$606,294,629
Louisiana	\$669,710,279
Maine	\$178,822,920
Maryland	\$769,099,409
Massachusetts	\$901,680,717
Michigan	\$1,485,556,744
Minnesota	\$701,381,242
Mississippi	\$455,121,429
Missouri	\$818,103,976

Montana	\$138,287,800
Nebraska	\$257,332,636
Nevada	\$340,111,445
New Hampshire	\$176,894,931
New Jersey	\$1,180,697,961
New Mexico	\$305,112,880
New York	\$2,900,450,710
North Carolina	\$1,260,491,953
North Dakota	\$99,790,336
Ohio	\$1,630,668,519
Oklahoma	\$524,999,644
Oregon	\$502,014,116
Pennsylvania	\$1,717,689,757
Rhode Island	\$153,358,309
South Carolina	\$635,416,143
South Dakota	\$121,539,681
Tennessee	\$861,558,600
Texas	\$3,667,012,253
Utah	\$406,922,549
Vermont	\$91,549,046
Virginia	\$1,046,116,788
Washington	\$864,539,441
West Virginia	\$252,529,542
Wisconsin	\$779,844,803
Wyoming	\$84,153,549
Territories and Other	\$960,223,201
TOTAL	\$43,975,120,000

as of 4/2/09

PROGRAM	INITIAL RELEASE PERCENTAGE
ESEA Title I Grants to LEAs	50%
IDEA Part B Grants to States	50%
IDEA Part B Preschool Grants	50%
IDEA Part C Grants to Infants & Families	50%
Vocational Rehabilitation State Grants	50%
Independent Living	100%
Services for Older Individuals who are Blind	100%
State Fiscal Stabilization Fund	67% of \$46.586B

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE

TITLE I

Title I, the largest elementary and secondary education program, supplements state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates. A school is designated a Title I school if 40 or more percent of its students are in free or reduced lunch programs. Any school administrator or teacher will know if their school is a Title I school. Though Title I includes several subprograms as outlined below, most school employees treat Title I funds as one, single funding source.

TARGETED GRANTS

\$5,000,000,000

Date funds are available: 50% April 1; 50% upon approval

Under the Targeted Grants program, LEAs with higher numbers or higher percentages of low-income children receive more funds.

INCENTIVE GRANTS

\$5,000,000,000

Date funds are available: 50% April 1; 50% upon approval

Education Finance Incentive Grants (EFIG) distribute funds to states based on factors that measure:

- A state's effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and
- The degree to which education expenditures among LEAs within the state are equalized.

Arts Education in Targeted and Incentive Grants

Many arts education programs are supported through Title I funds, including:

- Parent engagement through the arts;
- State education agency arts education staff;
- Arts teacher positions;
- Arts coordinator/administrative positions;
- Arts-based professional development for teachers;
- Arts integration as an improvement strategy;
- Arts in school reform; and
- Technology to help low-achieving students improve (see Educational technology section below).

SCHOOL IMPROVEMENT GRANTS

\$3,000,000,000

Date funds are available: 100% fall 2009

School improvement grants, within the Title I program, are intended to improve the lowest performing schools. States will receive a formula allocation from the federal government. In turn, states will prioritize allocations to LEAs that:

- Serve the lowest-achieving schools;
- Demonstrate the greatest need for such funds; and
- Enable the lowest-achieving schools to meet progress goals in school improvement plans

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

Arts Education and School Improvement Grants

Many arts education programs serve low-achieving students. Programs with the following goals would be eligible to participate in school improvement programs funded by these grants. (This is particularly true if the arts education program is tied to the goals outlined in the school improvement plan.)

- Realize whole school reform;
- Improve school climate;
- Close the achievement gap;
- Retain teachers; and
- Improve instruction.

STATE FISCAL STABILIZATION FUND

STATE GRANTS³

\$48,600,000,000

Date funds are available: 67% April 1; 33% later in 2009

State grants made from the State Fiscal Stabilization Funds (SFSF) may be used for preventing cutbacks, preventing layoffs, school modernization, or other purposes, with guidance from the governors who receive them. The SFSF program requires progress on four “assurances”:

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments for all students;
2. Establishing pre-K—to-college-and-career data systems;
3. Improving teacher effectiveness and the distribution of qualified teachers for all students; and
4. Providing support and interventions for the lowest-performing schools.

LEAs may use the SFSF funds for any activity authorized under No Child Left Behind, IDEA, Adult Ed, or Perkins legislation. They may also use the funds for school modernization, expenses to avoid cutbacks, and salaries to avoid layoffs.

Arts Education and the State Fiscal Stabilization Fund

School Modernization: Upgrading school buildings can include renovations to improve the physical design of arts classrooms. Each of the major artistic disciplines offers specifications to help architects and builders create classrooms that meet national building standards:

- Dance (www.artsusa.org/artseducation/dancespecs)
- Theater (www.artsusa.org/artseducation/theatrespecs)
- Music (www.artsusa.org/artseducation/musicspecs)
- Visual arts (www.artsusa.org/artseducation/visualspecs)

Other arts education uses of SFSF funds include:

- Staving off layoffs of teachers by supporting arts teacher salaries;
- Averting cutbacks by supporting arts education in schools through salaries, partnerships, assessment, evaluation, or other activities;
- Revision/creation of state standards or state assessment protocol for arts education;
- Inclusion of the arts in any state data system modifications or creation;
- Funding arts-based interventions for students or teachers in low-performing schools; and
- Improving teacher quality through arts-based professional development.

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

INCENTIVE AND INNOVATION GRANTS

\$5,000,000,000

Date funds are available: fall 2009

This portion of the SFSF funds will be handed out through competitive grants in programs designed by the Secretary of Education. Grants will be given in two rounds: late fall 2009 and summer 2010.

Race to the Top (\$4,350,000,000) offers competitive grants to States making the most progress toward the four SFSF assurances (see above).

Investing in What Works and Innovation (\$650,000,000) offers competitive grants to LEAs or nonprofits that have made significant gains in closing achievement gaps to be models of best practices. This is the only federal grant program through which non-profits may apply directly to the USDE for stimulus money.

Arts education programs and services are eligible for these awards. Arts education programs will have to partner with governors, state departments of education, or other statewide agencies or organizations to win the *Race to the Top* award.

IDEA

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers (from birth–two years) with disabilities and their families receive early intervention services under IDEA Part C. Children and youth (ages three–21) receive special education and related services under IDEA Part B.

IDEA PART B GRANTS TO STATES AND PRESCHOOL GRANTS

\$11,700,000,000

Date funds are available: 50% April 1; 50% September 30, 2009

Part B of the IDEA provides funds to state educational agencies (SEAs) and local educational agencies to help them ensure that children with disabilities, including preschool children (ages 3-5), have access to a free, appropriate public education to meet each child's unique needs. These funds also help to prepare students with disabilities for further education, employment, and independent living.

IDEA PART C GRANTS FOR INFANTS AND FAMILIES

\$500,000,000

Date funds are available: 50% April 1; 50% September 30, 2009

Part C of the IDEA provides funds to each state lead agency designated by the Governor to implement statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs and make early intervention services available to infants and toddlers with disabilities and their families.

Arts Education and IDEA

These federal programs are meant to improve the educational outcomes for individuals in special education programs. Research has shown that targeted arts education programs and services can impact students with disabilities in the following domains:

Social	Academic	Cognitive
Affective	Psychomotor	Artistic

For resources on serving the needs of students in special education programs through the arts, see www.vsaarts.org. To find out more about IDEA money in your state or existing

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

programs in the arts for learners with disabilities, contact the VSA Arts state affiliates. You can locate your state affiliate at <http://www.vsarts.org/x302.xml>.

THE REHABILITATION ACT

The Rehabilitation Act is the federal legislation that authorizes the formula grant programs of vocational rehabilitation, supported employment, independent living, and client assistance. It also authorizes a variety of training and service discretionary grants administered by the Rehabilitation Services Administration. The act authorizes research activities that are administered by the National Institute on Disability and Rehabilitation Research and the work of the National Council on Disability. The act also includes a variety of provisions focused on rights, advocacy, and protections for individuals with disabilities.

VOCATIONAL REHABILITATION (VR) STATE GRANTS

\$540,000,000

Date funds are available: 50% April 1; 50% later in 2009

The VR State Grants program provides grants to states to help individuals with disabilities, especially those individuals with the most significant disabilities, prepare for, obtain, and maintain employment.

INDEPENDENT LIVING (IL)

The IL programs support services to individuals with significant disabilities and older individuals who are blind to maximize their leadership, empowerment, independence, and productivity, and to promote the integration and full inclusion of individuals with disabilities into the mainstream of American society.

Formula Monies

\$52,500,000

Date funds are available: 100% April 1, 2009

Competitive Grants

\$87,500,000

Date funds are available: 100% later in 2009

The competitive grants will be awarded to Centers for Independent Living.

Arts Education and the Rehabilitation Act

Rehabilitation programs are meant to improve the quality of life and productivity of individuals with disabilities. Arts education can serve these individuals in the following ways:

- Arts-based employment training for the creative industries
- (www.AmericansForTheArts.org/CreativeIndustries)
- Arts-based learning to improve memory, cognition, and occupational or physical skill;
- Expanding arts-based services to individuals with disabilities;
- Purchasing technology to improve these services; and
- Providing professional development to those who serve individuals with disabilities through the arts.

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

EDUCATIONAL TECHNOLOGY STATE GRANTS

\$650,000,000

Date funds are available: 100% later in 2009

Education Technology is broadly defined. It includes computers for teachers or students, technological teaching tools such as computerized whiteboards, software, hardware, online testing, online instruction, student data management systems, and other systems and tools.

Arts Education and Educational Technology State Grants

Technology purchases, leases, or upgrades that positively impact arts education for all students include the following:

- Computers with adequate sound and graphics processors.
- Software for creating or teaching visual or performing arts.
- Technology tools to assist arts teachers in their teaching.
- Professional development for teachers about technology.
- Data tracking systems that include arts education data.

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

\$70,000,000

Date funds are available: 100% April 10, 2009

Referred to as McKinney-Vento ARRA funds, these resources will assist States and local educational agencies (LEAs) in addressing the educational and related needs of homeless children and youth. States and LEAs must separately track, account for, and report on the use of McKinney-Vento ARRA funds. Funds are allocated based on census data about homeless youth. Portions of state allocations can be reserved by the state, with the remainder of the funds given to LEAs on a competitive basis or by formula—it is the state's choice.

Arts Education and Education for Homeless Children and Youth

A broad array of educational services for homeless youth can be paid for with McKinney-Vento funds. Arts instruction is eligible for the following funding, including instruction at non-school facilities:

- Transportation.
- Professional development for instructors of homeless youth.
- Early childhood education programs for homeless children.
- Out of school time education or mentoring.
- Training and support for parents of homeless youth, and
- Supplemental educational services such as tutoring or academic enrichment.

TEACHER QUALITY ENHANCEMENT (TQE)

\$100,000,000

Date funds are available: 100% later in 2009

The three Teacher Quality programs authorized by Title II of NCLB are intended to make lasting changes in the ways teachers are recruited, prepared, licensed, and supported. One clear goal of these grants is supporting efforts to reduce shortages of qualified teachers in high-need school districts.

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

Arts Education and Teacher Quality Enhancement

Teacher quality enhancement programs can positively impact arts teachers in the same ways they do other subject teachers and general classroom teachers. These programs can include specific services for arts teachers or include arts teachers in the broader services the program offers. TQE funds can support arts-based professional development for regular classroom teachers as well. Other grant activities include policy change, direct services to teachers, and instructional improvements.

TEACHER INCENTIVE FUND

\$200,000,000

Date funds are available: 100% later in 2009

This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools.

Arts Education and the Teacher Incentive Fund

Teacher incentive funds offer little direct support to arts education for all students. These programs will impact arts teachers inasmuch as they impact all teachers working under the systems the fund creates.

STATEWIDE DATA SYSTEMS

\$250,000,000

Date funds are available: later in 2009

These grants are intended to enable SEAs to design, develop, and implement statewide, longitudinal data systems to efficiently and accurately manage, analyze, disaggregate, and use individual student data, consistent with the No Child Left Behind Act.

All statewide data systems should include adequate tracking structures for arts education in two dimensions: access to and student achievement in arts education. In most states that implement these projects, arts education advocates will need to request the inclusion of relevant data tracking for arts learning.

FEDERAL PELL GRANTS

\$15,640,000,000

MANDATORY PELL

\$1,474,000,000

Date funds are available: 100% later in 2009

Federal Pell Grants are direct grants awarded through participating institutions to students with financial need who have not received their first bachelor's degree or who are enrolled in certain postbaccalaureate programs that lead to teacher certification or licensure. ARRA increases the maximum Federal Pell Grant by \$500. The Mandatory Pell funds are part of the allocation to increase the maximum Pell Grant.

DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

Arts Education and Pell Grants

Pell Grants do not discriminate based upon course of study. As such, a student working for his or her undergraduate degrees in the arts or arts education is eligible for Pell Grants.

FEDERAL WORK-STUDY (FWS)

\$200,000,000

Date funds are available: 100% later in 2009

The FWS Program provides funds that are earned through part-time employment to assist students in financing the costs of postsecondary education. Institutional financial aid administrators at participating institutions have substantial flexibility in determining the amount of FWS awards to provide to students who are enrolled or accepted for enrollment.

Arts Education and Federal Work-Study

Arts employment is eligible for FWS support. Any Institution of Higher Education (IHE), which administers these federal dollars, can elect to support arts related jobs on their campus with these funds.

IMPACT AID CONSTRUCTION

Impact Aid supports LEAs with concentrations of children who reside on Indian lands, military bases, low-rent housing properties, and other federal properties, or who have parents in the uniformed services or employed on eligible federal properties. It also supports schools where tax-exempt federal lands are present, lowering school funding.

Formula Monies

\$40,000,000

Date funds are available: 100% April 10, 2009

Competitive Grants

\$60,000,000

Date funds are available: 100% later in 2009

Arts Education and Impact Aid Construction

School districts use Impact Aid funds for a variety of reasons. These funds can be spent on arts education in many ways.

- Teacher salaries
- Professional development
- Procurement of arts supplies or technology
- Supplemental services
- Nonprofit partnerships
- Afterschool programs



DETAILS OF EACH PROGRAM FUNDED BY THE ARRA AND MANAGED BY THE USDE (CONT.)

STUDENT AID ADMINISTRATION

\$60,000,000

Student Aid Administration provides funds to help students and families pay for the costs of education beyond high school and to administer the Federal student financial assistance programs authorized under Title IV of the Higher Education Act.

Arts Education and the Student Aid Administration

While there are no designated arts education uses for Student Aid funds, arts majors are eligible to apply for and receive these college assistance funds.

OFFICE OF THE INSPECTOR GENERAL

\$14,000,000

Date funds are available: N/A

These funds are internal, reserved for the U.S. Department of Education to track ARRA-funded activities over four years. There are no funds available to the public.

Please note: This list is not exhaustive. Other federal funding programs exist to support nonprofit youth service efforts. A keen eye and some research can yield unexpected funding prospects.

OTHER STIMULUS SOURCES THAT CAN BENEFIT STUDENT ACCESS TO ARTS INSTRUCTION

NATIONAL ENDOWMENT FOR THE ARTS

\$50,000,000

Date funds are available: closed

The National Endowment for the Arts is a public agency dedicated to supporting excellence in the arts, both new and established; bringing the arts to all Americans; and providing leadership in arts education. Established by Congress in 1965 as an independent agency of the federal government, the Endowment is the nation's largest annual funder of the arts, bringing great art to all 50 states, including rural areas, inner cities, and military bases.

Arts Education and the National Endowment for the Arts

The NEA will distribute direct grants to fund arts projects and activities which preserve jobs in the nonprofit arts sector threatened by declines in philanthropic and other support during the current economic downturn. Forty percent of the funds have been distributed to state arts agencies and regional arts organizations and 60 percent of the funds will be competitively awarded to nonprofit organizations. For more information on state stimulus funding programs created by the NEA allocation, visit your state arts agency website.

OTHER STIMULUS SOURCES THAT CAN BENEFIT STUDENT ACCESS TO ARTS INSTRUCTION (CONT.)

COMMUNITY DEVELOPMENT BLOCK GRANTS

\$1,000,000,000

Date funds are available: 100% currently and until expended

The Community Development Block Grant (CDBG) program is a flexible program that provides communities with resources to address a wide range of unique community development needs. The CDBG program provides annual grants on a formula basis to 1,180 general units of local government and States. The CDBG program works to ensure decent affordable housing, to provide services to the most vulnerable in our communities, and to create jobs through the expansion and retention of businesses.

Arts Education and Community Development Block Grants

Arts education programs are eligible in most municipalities. Funded programs include community arts education classes and teaching artist residencies. The Department of Housing and Urban Development (HUD) has identified the state, county and local governments receiving recovery funding. Cities with populations of less than 50,000 receive CDBG funds through their state. Call your CDBG program contact⁴ to find out about accessing these funds. Americans for the Arts offers a free resource about accessing CDBG funds⁵ for the arts and arts education as well. For further information, please visit www.artsusa.org/pdf/get_involved/advocacy/CDBG07Guide.pdf. Recipients of CDBG stimulus funds must give priority to projects that will award contracts within 120 days of receiving the funds.

CORPORATION FOR NATIONAL & COMMUNITY SERVICE

\$201,000,000

Date funds are available: 100% currently and until expended

The Corporation received funding in the American Recovery and Reinvestment Act ARRA to put approximately 13,000 additional AmeriCorps State and National (\$89,000,000) and AmeriCorps VISTA (\$65,000,000) members to work through national service, meeting needs of vulnerable populations and communities during the current economic recession. The remaining funds (\$47,000,000) will be spent on salaries, education for volunteers, and oversight. Funding may also be used to provide current grantees with relief from requirements to provide matching funds. The Corporation also received funding to improve its information technology systems.

Arts Education and the Corporation for National and Community Service

Community nonprofit programs such as arts education partners and providers, schools, and others are eligible to receive volunteer assistance through AmeriCorps. The national AmeriCorps website⁶ has information on receiving AmeriCorps assistance. Americans for the Arts offers a free resource about accessing national service funds⁷ for the arts and arts education as well. For further information, please visit www.artsusa.org/pdf/get_involved/advocacy/CNS08Guide.pdf. However, Recovery Act funding through the AmeriCorps State and National program will only be awarded to current AmeriCorps grantees. VISTA funds may be accessed according to state guidelines; you can find your state service office at www.nationalservice.gov.

OTHER STIMULUS SOURCES THAT CAN BENEFIT STUDENT ACCESS TO ARTS INSTRUCTION (CONT.)

JOB TRAINING AND EMPLOYMENT SERVICES

\$3,900,000,000

Date funds are available: 100% currently and until expended

Job training funds through the ARRA will fund Workforce Investment Act (WIA) programs. These labor assistance programs provide funds for the unemployed to receive training and job placement assistance, as well as youth employment and training initiatives. Adult unemployment services include job placement, training, COBRA and health insurance assistance, unemployment compensation, and other programs. The vast majority of these funds are delivered to state and local programs through formula grants.

Arts Education and Job Training the Employment Services

While creative workforce skills are eligible for federal funding programs, many Department of Labor (DOL) programs offer funds for specific purposes, such as GED completion or jobs for youth-built, low-income housing. Unemployed or underemployed teachers or teaching artists may benefit from city or county labor assistance programs that are funded through the DOL's stimulus allocation. To find out what programs or grants are available in your state, visit your state's department of labor.

RURAL COMMUNITY FACILITIES

\$130,000,000

Date funds are available: 100% currently and until expended

The facilities eligible for the Rural Community Facilities allocation include schools, libraries, childcare, hospitals, medical clinics, assisted living facilities, fire and rescue stations, police stations, community centers, public buildings and transportation. The U.S. Department of Agriculture (USDA) uses three flexible, financial tools to improve rural community facilities: the Community Facilities Guaranteed Loan Program, the Community Facilities Direct Loan Program, and the Community Facilities Grant Program.

For further information, please visit www.artsusa.org/pdf/get_involved/advocacy/RuralDev07.pdf.

Arts Education and Rural Community Facilities

Arts facilities are eligible for Rural Community Facilities funds, on par with the building types listed above. The USDA's Rural Development website⁸ has information on state and federal contacts for this program, as well as funding guidelines and instructions.

BROADBAND INTERNET ACCESS FOR RURAL COMMUNITIES

\$7,200,000,000

Date funds available: 100% between July 1 and December 31, 2009

The National Telecommunications and Information Administration (NTIA) is responsible for the ARRA broadband access program called the Broadband Technology Opportunities Program.

Arts Education and Broadband Internet Access for Rural Communities

LEAs stand to gain much from broadband access and arts education will benefit in turn. The NTIA is slated to publish the Broadband Technology Opportunities Program grant guidelines by the end of June 2009 on their website.⁹ They expect to offer workshops on applications and to open two more rounds of the grants, the next six months, prioritizing "shovel-ready" projects. In addition to this ARRA program, the federal government offers subsidies for rural and low-income LEAs to access the internet. Information is available at the Universal Service Administrative Company website for the Schools and Libraries Program.¹⁰

MAKING THE CASE: REASONS FOR FUNDING ARTS EDUCATION

The amount of education-dedicated stimulus dollars now available to states, districts, and schools is not enough money to fill the gap created by the recession. Once advocates understand what and how arts education is eligible to be funded through ARRA allocations, they'll need to convince decision-makers at the state and local levels to choose arts education over other valid, competing interests. The following research and information can help make the case for arts education when talking to a governor, school board member, superintendent, or principal.

Americans for the Arts hosts advocacy information online to use when making the case for arts education. Our PSA website offers facts, figures, and tools to communicate with education leaders about arts education (www.AmericansForTheArts.org/ArtsEducation/AskForMore). Americans for the Arts also provides resources advocating to leaders to provide the arts. Check out our online resource center and other info on arts education and public schools (www.AmericansForTheArts.org/ArtsEducation/PublicSchools) for more information.

Critical Evidence (www.nasaa-arts.org/publications/critical-evidence.shtml) is a booklet put together by the Arts Education Partnership and NASAA. It offers statistics to make the case, arranged simply and all culled from reputable research.

Another free, online resource is the Research-Based Communications Toolkit from NASAA (www.nasaa-arts.org/nasaanews/arts-and-learning/al_toolkit.htm). It includes sample letters to the editor, factoids, and other items. It has three sections: Arts and the Creative Workforce, Arts and Literacy, and Arts and Cognition and Social Development.

ACTIONS YOU CAN TAKE, USING THIS INFORMATION, TO AFFECT STIMULUS SPENDING FOR ARTS EDUCATION

1. Educate Yourself about What's Happening and What's Possible

Use this Guide to understand how to navigate the complicated funding pathways from the federal government down to your own community. The information above on making the case will help you to convince educators that the arts are a worthwhile investment. The following links will give you an estimate on how much your state and your school district will be receiving from the stimulus bill.¹¹ With these details, you can begin a conversation with state and local decision makers knowing what funds are available, how they can be spent, and why they should be spent on arts education.

- Actual State Allocations as of 4/2/2009 by Program Area (www.ed.gov/about/overview/budget/budget09/09recoveryinitialrelease.pdf)
- Estimated State Allocations for ARRA, FY 2009 and FY 2010 by State (www.ed.gov/about/overview/budget/statetables/09stbystate.pdf)
- Estimated District Allocations (<http://edlabor.house.gov/blog/2009/01/school-districts-will-benefit.shtml>)

2. Ask for the Spending Decisions You'd Like to See

Contact your state and local education leaders who are responsible for making decisions on stimulus spending. Ask for the person responsible for the specific funding program(s) you're interested in discussing. Americans for the Arts has provided questions and talking points below to help guide the conversation.

At the State Department of Education, you can speak with the Title I Coordinator and the IDEA Coordinator. Simply ask for the staff person in charge of any of the other funding programs that this Guide discusses. For the programs they manage, these individuals will know how exactly much money your school district is receiving. Ask them what types of

ACTIONS YOU CAN TAKE, USING THIS INFORMATION, TO AFFECT STIMULUS SPENDING FOR ARTS EDUCATION (CONT.)

education programs are eligible. Are they aware arts education is eligible for support through each of these programs? Have they—or will they—make their district contacts aware of that fact? Would they be willing to mail or email this Guide to each of their district and school contacts?

Each school district has appointed a part- or full-time state and federal programs coordinator. There maybe one such staff person or multiple people may share responsibilities. When you speak to this person or one of these people, ask them how much funding has been provided from ARRA in each of the programs this Guide discusses. If you'd like to choose only a few programs to discuss, ask about Title I and the SFSF. Ask them if they are aware that arts education is eligible for funding. If they're not aware, offer to send them a copy of this Guide. Ask that they make school staff, such as principals and coordinators of state and federal funding programs, aware of this Guide. Suggest that they speak with their local arts agency or arts partners to ensure a use of federal funds that provides equal educational opportunities to all students. (Americans for the Arts can provide you with a list of local arts contacts or additional copies of this Guide via artseducation@artsusa.org.) Much of the decision making this Guide discusses will take place at the district and school levels. Persistence will go a long way in influencing their understanding of how arts education can and should be supported by federal and state education policy.

School structures for managing federal and state funding streams are similar to district ones. The school will have appointed a contact person for state and federal programs or one of the senior administrators will have that responsibility. In larger schools, these duties might be shared by staff in administration. Many of these spending decisions will be made by these staff. Assure them that they needn't lose time or money to provide arts education. There are organizations in their community who can help them to increase or improve the arts education in their school. Arts integration is another strategy for providing a high-quality arts education to all students, as well as a way to improve school culture, retain teachers, and reinvigorate the classroom.

Questions to Consider:

1. How much money has been or will be received for Title I, IDEA, or from the governor's SFSF fund?
2. How will the funds be spent? When and how will that decision be made? Will the person you're speaking with be making the decision or will another staff person? What types of education programs will be supported?
3. Does the decision-maker you're speaking with know that arts education is eligible for funding within each one of the stimulus-funded programs?
4. Would your new friend like a copy of this Guide? Americans for the Arts is happy to provide this guide, free of charge, to school employees; simply contact artseducation@artsusa.org to make the request.
5. Does your school district work with arts partners in your community to provide a high-quality arts education to all students, regardless of their families' income levels? Would they like to know more about how this can be done in their community, and with federal dollars? This Guide is a good start to providing that information. Americans for the Arts offers another such Federal Resource Guide on programs under the No Child Left Behind Act (NCLB) of 2001.

3. State Arts Action Network

Members of the State Arts Action Network (SAAN) of Americans for the Arts are statewide advocacy leaders for the arts and arts education. These experts can help you to participate in state level advocacy that will direct stimulus funds into public education efforts that are supportive of arts education. These leaders can also introduce you to education decision makers such as state Title I Coordinators, state IDEA coordinators, staff at the governor's office, and others who'll have direct influence on how stimulus money is allocated. Such leaders as these will not only make decisions about funds but they'll be instrumental in educating local leaders as to the funding eligibility of arts education. SAAN members can also provide guidance on how to advocate effectively.

ACTIONS YOU CAN TAKE, USING THIS INFORMATION, TO AFFECT STIMULUS SPENDING FOR ARTS EDUCATION (CONT.)

<u>State</u>	<u>Contact Name</u>	<u>SAAN Organization</u>	<u>Website</u>
AZ	Brenda Sperduti	Arizona Citizens for the Arts	www.azcitizensforthearts.org
CA	Brad Erickson	California Arts Advocates	www.californiaartsadvocates.org
CO	Paul Fiorino	Colorado Arts Consortium	www.coloradoartsconsortium.org
CO	Matthew Strauch	Arts for Colorado	www.artsforcolorado.org
FL	Sherron Long	Florida Cultural Alliance	www.flca.net
GA	Jan Selman	Arts Leadership League of Georgia	www.allga.org
HI	Marla Musick	Hawaii Arts Alliance	www.hawaiiartsalliance.org
IA	Joe Jennison	Iowa Cultural Coalition	www.culturalcorridor.org
IL	Ra Joy	Illinois Arts Alliance	www.artsalliance.org
IN	Sally Gaskill	Indiana Coalition for the Arts	www.inartscoalition.org
KS	John D'Angelo	Wichita Arts	
KY	David Cupps	Arts Kentucky	www.artsky.org
LA	Tommy Usrey	Louisiana Partnership for the Arts	www.lparts.org
MA	Dan Hunter	Massachusetts Advocates for the Arts, Sciences and Humanities	www.maash.org
MD	Philana Quick	Maryland Citizens for the Arts	www.mdarts.org
MI	Mike Latvis	ArtServe Michigan	www.artservemichigan.org
MN	Sheila Smith	Minnesota Citizens for the Arts	www.mncitizensforthearts.org
MN	Leslie Schumacher	The Forum of Regional Arts Councils of Minnesota	www.arts.state.mn.us/racs/forum.htm
MO	Michael Gaines	Missouri Association of Community Arts Agencies	www.macaa.net
MO	Cristina Garcia	Missouri Citizens for the Arts	www.missouricitizensforthearts.org
MT	John Barsness	Montana Arts	www.mtarts.org
NC	Karen Wells	Arts North Carolina	www.artsnc.org
NE	Lindsey Kennedy	Nebraskans for the Arts	www.nebraskansforthearts.org
NH	Nicki Clarke	New Hampshire Citizens for the Arts	www.nhcfa.org
NJ	Ann Marie Miller	ArtPRIDE New Jersey	www.artpridenj.com
NM	Vacant	New Mexico Community Arts Network	
NV	Angie Wallin	Nevada Arts Advocates	www.nvartsadvocates.org
NY	Judith Weiner	NYS Arts	www.nysarts.org
OH	Donna Collins	Ohio Citizens for the Arts	www.ohiocitizensforthearts.org
PA	Jenny Hershour	Citizens for the Arts in Pennsylvania	www.citizensfortheartsinpa.org
RI	Lisa Carnevale	Rhode Island Citizens for the Arts	www.ri4arts.org
SC	Betty Plumb	South Carolina Arts Alliance	www.scartsalliance.net
SD	Pat Boyd	South Dakotans for the Arts	www.sdarts.org
TN	Stephanie Conner	Tennesseans for the Arts	www.tn4arts.org
TX	Amy Barbee	Texas Cultural Trust	www.txculturaltrust.org
TX	Michael Burke	Texans for the Arts	www.texansforthearts.org
UT	Virginia Gowski	Utah Cultural Alliance	www.utahculturalalliance.org
VA	Patricia Poupore	Virginians for the Arts	www.vaforarts.org

ACTIONS YOU CAN TAKE, USING THIS INFORMATION, TO AFFECT STIMULUS SPENDING FOR ARTS EDUCATION (CONT.)

VT	Diane Scolaro	Vermont Arts Council	www.vermontartscouncil.org
WA	Mary Langolz	Washington State Arts Alliance/Foundation	www.wsartsalliance.com
WI	Anne Katz	Arts Wisconsin	www.artswisconsin.org
WV	David Wohl	Arts Advocacy of West Virginia	www.wvarts.org
WY	Phyllis Colpitts	Wyoming Arts Alliance	www.wyomingarts.org

In addition to working with the SAAN, Americans for the Arts has established a Public Partnership Program where we work with the associations that represent various elected officials. Each year, Americans for the Arts presents an award to one elected official from each partnership organization honoring their work on behalf of the arts. Additionally, we speak at their conferences and provide research to their members. To date, Americans for the Arts has six Public Partnerships:

- The United States Conference of Mayors (USCM)
- National Lieutenant Governors Association (NLGA)
- National Conference of State Legislatures (NCSL)
- National Association of Counties (NACo)
- National League of Cities
- ICMA, the International City Managers Association

To learn more about our work with these groups, please contact Jay Dick, Director of State and Local Government Affairs at jay@artsusa.org.

Endnotes

¹ Sample metrics are clearly outlined in a U.S. Department of Education slide presentation on the stimulus dollars. Slides 19 – 25 address metrics. <http://www.ed.gov/policy/gen/leg/recovery/presentation/index.html> (accessed April 3, 2009).

² For a list of specific funds that require early obligation, see the U.S. Department of Education slide presentation on the stimulus dollars. Slide 8 addresses obligation timelines. <http://www.ed.gov/policy/gen/leg/recovery/presentation/index.html> (accessed April 3, 2009).

³ SFSF funds are given to states based upon formulae that factor state population statistics. The grants are given with the assumption that 81.8 percent of the money will be spent as an Education Stabilization Fund and 18.2% will be spent as the Government Services Fund. States must use the Education Stabilization Fund to restore State support for elementary and secondary education, public higher education, and, as applicable, early childhood education programs and services. States must use the Government Services Fund for public safety and other government services, which may include assistance for elementary and secondary education and public institutions of higher education (IHEs), and for modernization, renovation, or repair of public school facilities and IHE facilities.

The challenge with SFSF funds includes affecting each governor’s decisions on how to allocate the funds. With each state facing unprecedented funding shortfalls and no shortage of competing interests, SFSF funds will be the hardest won among the myriad stimulus spending programs.

⁴ http://www.comcon.org/programs/contact_cdbg.html

⁵ http://www.artsusa.org/pdf/get_involved/advocacy/CDBG07Guide.pdf

Endnotes (cont.)

⁶ http://www.americorps.gov/for_organizations/overview/index.asp

⁷ http://www.artsusa.org/pdf/get_involved/advocacy/CNS08Guide.pdf

⁸ <http://www.rurdev.usda.gov/rhs/cf/cp.htm>

⁹ <http://www.ntia.doc.gov/broadbandgrants>

¹⁰ <http://www.usac.org/sl/about/overview-program.aspx>

¹¹ All numbers are estimates and subject to change. State allocation estimates may change based on the various criteria used in program formulae. District allocation estimates made by the federal government are subject to state formulary changes.