

Important Links

Registration: <https://bit.ly/3wjdOcx>

Meeting Link:

<https://ncgov.webex.com/ncgov/j.php?MTID=ma7bf83cc2715125c5935022366ac19ae>

Slide Deck: <https://bit.ly/2SdsnQe>

Survey:

Recording:





Housekeeping

Change your Video Layout (icon) to control where you view video participants and panels on your screen.

Choose Floating Panel View (icon) to position any panel where you want it - even on a second monitor.

Access the Meeting Info (icon) to get details about the meeting.

Meeting controls are easy to find at a glance.

- Videos are encouraged, but not necessary
- Use Chat for questions
- Please self-mute/Closed Captioning
- **We are recording and live-streaming!**



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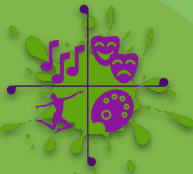
Accessing Federal Funding to Support NC Arts Education

June 3, 2021



@ARTSEDNC
#NCSSEL #NCArtsEd

bit.ly/2SdsnOe



Welcome!

Think of a word that describes you right now that starts with the same letter of your first name and put it in the chat with your name



Examples: Like Sentimental Sayward,
Energetic Elizabeth, Hungry Howie,
Bananas Brandon...





Hello!



Brandon Roeder

K-12 Music & Theatre Arts Consultant
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Sayward Grindley

K-12 Dance & Visual Arts Consultant
sayward.grindley@dpi.nc.gov



Dr. Lori Major Carlin

Section Chief
Social Studies & Arts Education

01

**Federal Funding
Opportunities**

02

**Allowable Uses of
Funds**

03

Panel Discussion

04


**Closure
CEU Information**

Webinar Goals

1. To learn about Federal Funding opportunities for arts education
2. To understand how ESSER Federal Funds are distributed
3. To understand constraints on the funds (Allowable Uses)
4. To hear how others are using federal funds to support arts education in NC

Reflection Journal

Click [HERE](#) for your reflection journal

When you see  THAT icon, you can find a reflection question in your journal.

Anyone looking for CEUs from watching the recording is required to submit this reflection journal for their certificate.





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01

Federal Funding Opportunities



Lynn Tuttle



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lynnt@nafme.org

Director of Public Policy, Research and
Professional Development for the
National Association for Music Education



**National Association
for Music Education**

bit.ly/2SdsnQe

How Much Will Congress Spend to Shore Up Schools?

The Covid-19 relief plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.



CARES Act
Signed into Law
March 2020

Covid Relief Package
Signed into Law
December 2020

American Rescue Plan
Passed by the Senate
March 2021

Education
Total

\$30.7 billion

\$82 billion

\$168 billion

K-12

\$13.2

\$54

\$126

Higher Ed

\$14

\$22

\$40

Governors

\$3

\$4

\$2.7

North Carolina Funding

ARP ACT - K-12 Emergency Relief Fund - ESSER III - PRC 181
Draft Planning Allotments
Updated April 1, 2021

Final allotments will be determined based on State reservations and final approved 2020-21 PRC 050 applications

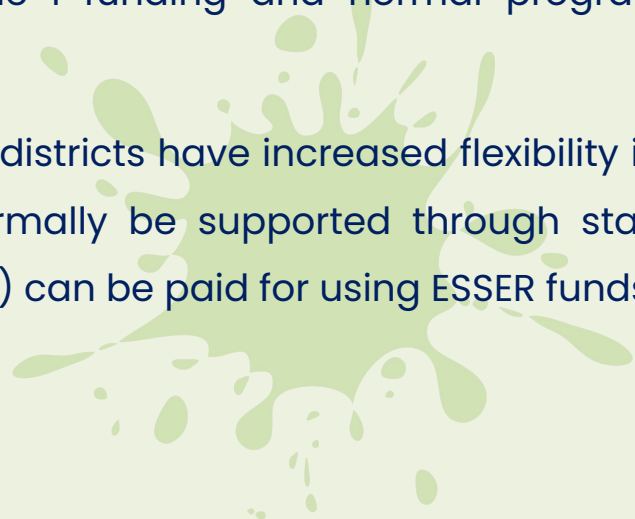
Type	LEA#	LEA Name	Planning Allotment Total	Mandatory 20% Learning Loss Set- Aside (Planning)
CS	00A	NC Cyber Academy	\$ 3,001,738	\$ 600,348
CS	00B	NC Virtual Academy	\$ 3,262,905	\$ 652,581
LEA	010	ALAMANCE-BURLINGTON SCHOOLS	\$ 49,650,514	\$ 9,930,103
CS	01B	River Mill	\$ -	\$ -
CS	01C	Clover Garden CS	\$ 277,228	\$ 55,446
CS	01D	Hawbridge School	\$ -	\$ -
CS	01F	Alamance Community School	\$ 548,067	\$ 109,613
LEA	020	ALEXANDER COUNTY SCHOOLS	\$ 8,186,369	\$ 1,637,274
LEA	030	ALLEGHANY COUNTY SCHOOLS	\$ 3,720,751	\$ 744,150
LEA	040	ANSON COUNTY SCHOOLS	\$ 9,463,181	\$ 1,892,636
LEA	050	ASHE COUNTY SCHOOLS	\$ 6,857,968	\$ 1,371,594
LEA	060	AVERY COUNTY SCHOOLS	\$ 5,745,594	\$ 1,149,119
CS	06B	Marjorie Williams Acad.	\$ 1,873,243	\$ 374,649
LEA	070	BEAUFORT COUNTY SCHOOLS	\$ 17,078,912	\$ 3,415,782
CS	07A	Washington Montessori	\$ -	\$ -
LEA	080	BERTIE COUNTY SCHOOLS	\$ 8,189,593	\$ 1,637,919
CS	08A	Three Rivers Charter	\$ 1,263,856	\$ 252,771
LEA	090	BLADEN COUNTY SCHOOLS	\$ 20,741,686	\$ 4,148,337
CS	09A	Paul R. Brown Leadership Academy	\$ 554,516	\$ 110,903
CS	09B	Emereau:Bladen	\$ 699,608	\$ 139,922
LEA	100	BRUNSWICK COUNTY SCHOOLS	\$ 26,058,511	\$ 5,211,702

Uses of Funds

- Purpose of ESSER funding: to help schools implement safe reopening measures and address the academic, social, and emotional needs of students
- Why should music and arts education receive money?
 - Music and the arts are academic subjects that may require specific resources (bell covers, extra masks) that ESSER funds are intended to support
 - Students may need additional opportunities to accelerate their learning after a long period without in-person performing arts; afterschool and summer learning programs may be necessary
 - Music and arts education can support SEL and help create a welcoming school environment where students are eager to engage

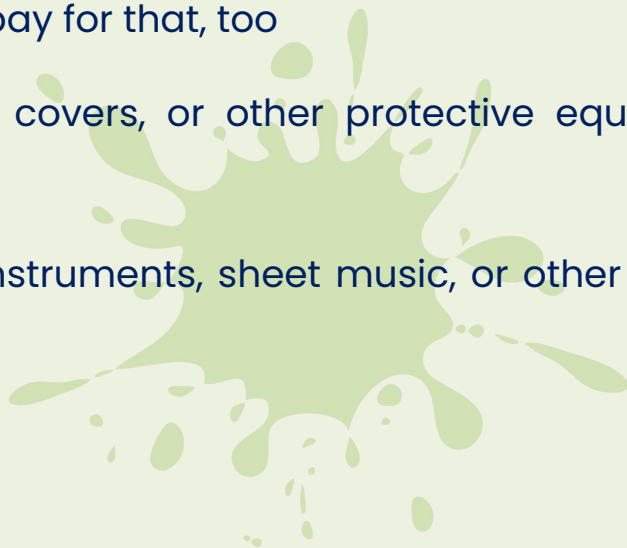
Uses of Funds

- Although ESSER grant amounts are determined using the Title I funding formula, they are not considered Title I funding and normal program rules (supplement, not supplant) do not apply
- This means that school districts have increased flexibility in how the funds are spent. A need that would normally be supported through state/local funding (such as music teacher positions) can be paid for using ESSER funds



Uses of Funds

- If you have used Title I-A, Title II-A, or Title IV-A funding in the past for something, you can use ESSER funds to pay for that, too
- Purchasing masks, bell covers, or other protective equipment for use in an arts classroom
- Purchasing additional instruments, sheet music, or other materials so that students do not have to share

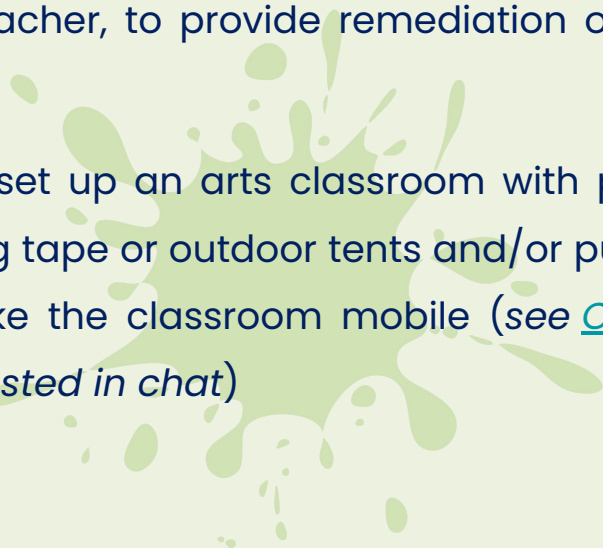


Uses of Funds

- Supporting training for music and arts educators on strategies to conduct in-person instruction safely (see [NFHS/NAfME Reopening Guidance](#) posted in chat – for music as an example)
- Purchasing supplies to sanitize instruments (see [Instrument Cleaning Guidelines](#) posted in chat)
- Purchasing devices for internet connectivity, laptops, and/or supplemental software that would allow for instruction and assessment through virtual means

Uses of Funds

- Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation or acceleration in music or other arts areas
- Purchasing materials to set up an arts classroom with physical distance between students such as masking tape or outdoor tents and/or purchasing equipment, such as a media cart, to make the classroom mobile (see [Covid Relief Funding in the Music Classroom Blog](#), posted in chat)



How to Access ESSER Funding

- The processes for spending ESSER dollars will vary from district to district
- People who can help: other arts colleagues, building principal, music program leader, fine arts administrator, **school district federal programs manager**
- Your ask:

The students in our arts classes have needs that can be met through ESSER funding. How can I participate in the planning process for the allocation of these funds?

How to Access ESSER Funding

- Be prepared with specific requests for funding (e.g., bringing back a teaching position, summer learning programs, additional instruments), along with
 - The estimated cost
 - The rationale behind the need – how is it COVID-related, and why is it important?
 - Connect to one of the fundable activities of ESSER (see resource link in the chat)
- And also consider taking time to think strategically:
 - While the funds are quickly being disseminated, districts may need to rethink. Take time to consider where investments can be made that will help more students access music and arts education over time. **Where can you make an investment that will increase equitable access to arts education?**

**United States
Department
of Education
May 26, 2021**

“An LEA might also address the needs of students arising from the COVID-19 pandemic by using ESSER and GEER funds to implement or expand arts programs, including purchasing instruments...”

Federal Funding Opportunities

Quick Reflect

Self-Check KWL

1 thing you knew

1 thing you are wondering

1 thing you learned



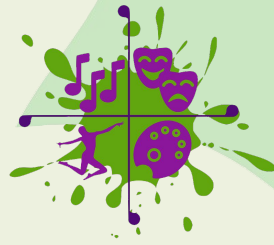


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02

Allowable Uses of Funds



Federal Funding @ NCDPI

Most PSUs have already submitted plans

Uses of Federal Funds Must:

- Prevent COVID
- Respond to COVID
- Reduce the Spread of COVID

Uses must be reasonable and necessary

Federal Funding @ NCDPI

Did your PSU request funds for PPE or Individual student materials?

You can purchase or be reimbursed for bell covers, singer masks, or art kits

Did your PSU request SEL support?

Get involved with the program and serve the [SEL needs of students through the arts](#)

Federal Funding @ NCDPI

COVID Funds Website

- ESSER III
- ESSER II (K-12 Emergency Relief Fund)
- ESSER I (CARES)
- CRF (Coronavirus Relief Fund)
- Other



ESSER III Stipulations

What are the eligible uses of funds in the law?

- (1) Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act 20 U.S.C. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (“the Perkins Act”), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss in local educational agencies among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- (15) Other activities that are necessary to maintain the operation of and continuity of services in local educational H. R. 748–287 agencies and continuing to employ existing staff of the local educational agency.

RECOMMENDATIONS *for* ACCEPTABLE USES *of* ESSER III FUNDING

Presented By NC Arts Education Leadership Coalition



Examples

Please note: This is NOT an official NCDPI Document.

These recommendations provide ideas for the use of ESSER Funding, but are by no means prescriptive.

- [ArtsNC ESSER Blog](#)
- [Recommendations for Acceptable Uses of ESSER III Funding Document](#)

National Resources

- [EdTA ESSER Guide to Funding](#)
- [NAfME ESSER Toolkit](#)
- [NDEO ESSER Funding Toolkit](#)
- [NFHS Return to Music Guide](#)
- [Arts Ed NJ CARES Act Funding Guidance for Schools/Districts Supporting Arts Education](#)
- [NAEA ESSER Town Hall](#)



Acceptable Uses of ESSER

Quick Reflect

ACT

- 1 **A-ha!** moment
- 1 Something that is a **Challenge**
- 1 Thing you'll **Try**



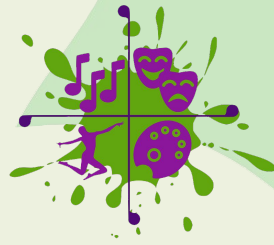


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03

Panel Discussion





National Association
for Music Education
Southern Division

James Daugherty



Your future. Our focus.

DAVIDSON
COUNTY SCHOOLS



Arts Education and Distance Learning Specialist

Davidson County Schools

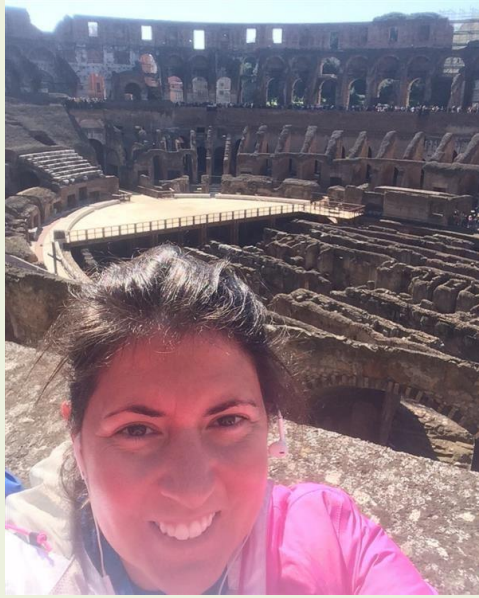
Advocacy Chair, NCMEA

President-Elect, Southern Div NAfME

jdaugherty@davidson.k12.nc.us

Steps for Successful Advocacy for Federal Funds for the Arts

- Build relationships by being *proactive* rather than *reactive*
- Know key stakeholders
- Understand timelines for local finance and budgeting
- Be a master of the needs assessment (Construct so that data **reveals needs!**)
Force Copy Google Form/Davidson County Title IV Needs Assessment April 2019
<https://docs.google.com/forms/u/0/d/19pOi9yOzhtsqwAcEn6E1WQEnWyuWZahjfoPi8hud90/copy?usp=sharing>
- Include *all* arts stakeholders and grade levels
- Consider and plan an evaluation of fund use
- Collect success stories and photos/videos from teachers *and* students
- Use social media to advocate *proactively*
- Praise what is right more than what is wrong



Leigh Ann Little

K-12 Supervisor of Fine Arts,
Guilford County Schools

LITTLEL4@gcsnc.com

336-897-4519

Leigh Ann Little

Guilford County Schools:

Focus on eradicating racial wealth gaps

Current plan:

- Funds to provide two arts specialist for each summer school site during 2021, grades K-8
- Looking at purchasing a mobile arts bus
- Funds for instruments
- Funds for professional development and curriculum resources
- Funds for marching band uniforms over the next three years.



Jeremy Tucker

ARTS EDUCATION



Jeremy Tucker, Director

K-12 Arts Education

Jeremy.Tucker@Dpsnc.Net

Arts Education

- Provide 1 full-time Music and Visual Arts teacher at all 10 summer learning sites
- Provide supplies and materials for all summer learning Arts educators
- Dance and Theatre Arts facility updates
- Purchasing instruments in band and orchestra
- Dance, Music, Theatre Arts, and Visual Arts software provided for teachers/students in content areas (e.g. Smart Music, Quaver, etc.)

Arts Exposure

- Partnering with community organizations to provide live Arts performance experiences at all summer sites and throughout the year (Carolina Theatre of Durham & Duke Arts)
- Providing 1-3 teaching artists in all 50 DPS schools for the 21-22SY in partnership with the Durham Arts Council

Arts Integration

- Partnering with Arts partners to provide Dance integration into grades 3-5 at all summer learning sites with NC Arts in Action
- Opening Arts-based internships through partnering with CTE/community partners
- Arts-focused intervention at elementary sites

HELP! I Have No Art Director!

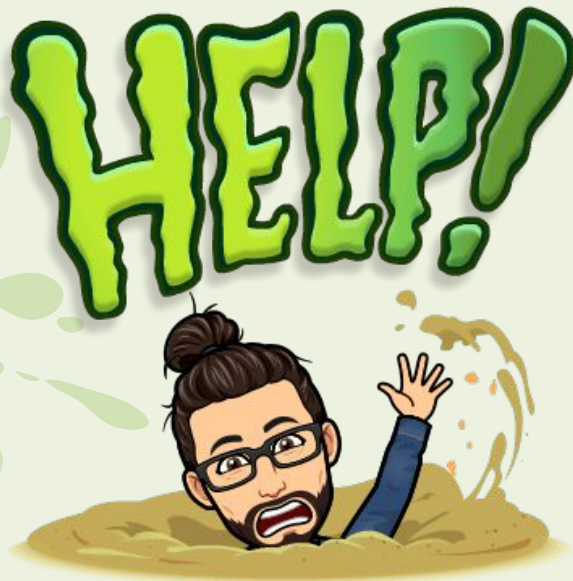
Contacts:

- PSU Federal Funding Director
- PSU Curriculum and Instruction Director
- PSU Finance Director

Make Sure Your Ask:

- Prevents COVID
- Responds to COVID
- Reduces the Spread of COVID

Uses must be reasonable and necessary



Q & A Session



Any questions?
Now is the time!





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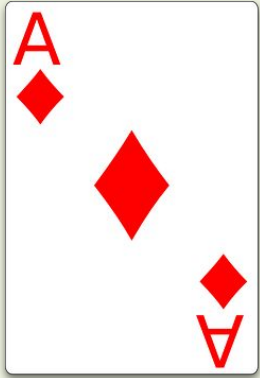
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04

Closing Business



Optimistic Closure



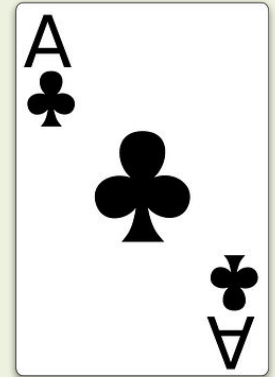
What are some gems of wisdom gathered from people or content?



Something from the heart. How do you feel now?



What new ideas did you dig up?



What ideas, thoughts, or points of view grew for you?



Next Steps

Fill out this survey to receive your PD Certificate and to help drive the conversation in the future.

Click [HERE](#) for the survey.

You can also copy and paste this URL: <https://forms.gle/1M9tGcGySb3SN5GeA>

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CERTIFICATE OF ATTENDANCE

Life-Hacks for Grounding Yourself co-Presented with the NC Symphony	4/6/2021
Renewal Activity	Date
Brandon Roeder	
Educator's Name	Social Security Number (Last 4)
NC Department of Public Instruction	1.5 hours (0-15 CEUs)
Name of Agency/Division	Number of Contact Hours
Seward Grindley & Brandon Roeder	seyward.grindley@dpi.nc.gov / brandon.roeder@dpi.nc.gov
Contact Person	Contact Email Address

[Signature]
Superintendent, Department of Public Instruction

[Signature]
Chairman, State Board of Education

*Please submit certificate of credit to your local staff development coordinator for renewal credit.

Thank You!

SEE YOU NEXT WEBINAR!

Lori Carlin: Lori.Carlin@dpi.nc.gov

Sayward Grindley: Sayward.Grindley@dpi.nc.gov

Brandon Roeder: Brandon.Roeder@dpi.nc.gov



@ARTSEDNC
#NCSEL #NCArtsEd



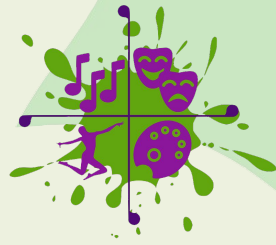


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Meeting Notes

Ideas Shared by Colleagues



Notes and Ideas from your colleagues

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