NEW YORK STATE ART TEACHERS ASSOCIATION

2026 VISION Endorsement Application Fields/Workbook

Section 1—Nominator and School/District Profile

- Nominator Name—
- Position or Job Title—
- School District—
- School Name (optional)—
- County—
- NYSATA Region—
- School Classification (Public/Private/Charter)
- I am qualified to complete this application based on my role, access to information, and knowledge of school and district programs (agree)
- Application Type (Community of Excellence/School of Excellence)

Section 2—School or District Demographics—data available at data.nysed.gov

- Total Student Enrollment—
- Percent of English Language Learners—District—
- Percent of Students with Disabilities—
- Percent of Economically Disadvantaged Students—
- Student Graduation Rate Percentage (N/A for Elementary District)—
- Total Students in Most Recent Graduating Class (N/A for Elementary District)—
- Number of Students Completing the IIAP (Arts Pathway) in 2026 (N/A for Elementary District)—

Section 3—School or District Budget Allocations

- School/District Per Pupil Expenditure (measure of total school/district expenditures divided by the student population). This data may be found at data.nysed.gov.
- Per Pupil Budget Allotment for Elementary Art Supplies (enter N/A if no elementary)—
- Per Pupil Budget Allotment for Middle School Art Supplies (N/A if no middle level)—
- Per Pupil Budget Allotment for High School Art Supplies (N/A if no high school)—
- Other—Additional Budget Allotment for Art (including amount, purpose, and grade levels)—

Section 4—District Configuration (enter NA for any questions not applicable in the school/district for which you are applying)

- Grade levels of elementary schools (PreK/K/1/2/3/4/5/6/Other/NA)
- Number of elementary schools—
- Average number of students per elementary school—

- Average number of certified Art teachers per elementary school—
- Average Art budget allocation per elementary school—
- Grade levels of middle schools (5/6/7/8/Other/NA)
- Number of middle schools—
- Average number of students per middle school—
- Average number of certified Art teachers per middle school—
- Average Art budget allocation per middle school—
- Grade levels of high schools (7/8/9/10/11/12/Other/NA)
- Number of high schools—
- Average number of students per high school—
- Average number of certified Art teachers per high school—
- Average art budget allocation per high school—

Section 5—Rigorous and Comprehensive Programs

- Is a dedicated art classroom provided for all art classes at all grade levels?—
- Total Art teachers in the school/district—Full-time equivalency (FTE). Use decimal place for part-time teachers, e.g., 3.6 FTE)—
- Art teachers teaching from a cart (FTE)—
- Art Teachers teaching in a general, non-Art, or shared with other discipline(s) space (FTE)—
- Art Teachers teaching in an Art-dedicated classroom (FTE)—
- Is Art education provided to all grade levels in the district?—
- How often does a typical elementary Art class meet?—
- How often does a typical middle school Art class meet?—
- How often does a typical high school Art class meet?—
- Duration of a typical elementary Art class?—
- Duration of a typical middle school Art class?—
- Duration of a typical high school Art class?—
- Are all art teachers NYS Visual Arts certified?—
- Is Curriculum Aligned to the 2017 revised New York State Learning Standards for the Arts?—
- Does the school/district follow a curriculum review cycle for Art?—
- Does the school/district have a dedicated arts leader, such as a department chair, director, supervisor, or teacher leader, who advocates for the Arts?—
- Are the person(s) responsible for observation and feedback Visual arts certified?—
- Does the school/district support Visual Art-specific professional development (PD) for art educators? For example, state & national conferences, local workshops, etc.—
- Does the school/district sponsor a National Junior Art Honor Society and/or a National Art Honor Society?—
- Does the school/district sponsor visual arts-related clubs?—

- Does the school/district offer visual arts-related in-school events? For example: BOCES Arts-in-Education, visiting artists, family art events, etc.—
- Does the school/district host an annual art exhibit?—
- Are the Art spaces updated on a regular basis, on par with other classrooms in the building (i.e. cabinets, furniture, sinks, floors, lighting)?—
- Does each Art student have access to basic technology?—
- Does each art teacher have access to basic technology (i.e. Smart Boards, Promethean devices, high-quality internet)?—
- How consistently does the art education curriculum represent art from cultures outside the dominant culture in the school (e.g. lessons about artists from diverse cultures)?—
- Art experiences or electives offered at the elementary school level

  ☐ General Art/Studio
  ☐ Sculpture/3-D Design
  ☐ Fashion
  ☐ Art-Related Club
  ☐ Drawing
  ☐ Painting
  ☐ Ceramics
  ☐ Digital Media
  ☐ Darkroom Photography
  ☐ Digital Photography
  ☐ Printmaking
  ☐ Art History
  ☐ Fiber Arts
  ☐ Jewelry
  ☐ Illustration
  ☐ Graphic/Communication Design
  ☐ Architecture
  ☐ Set Design
  ☐ Interior Design
  ☐ Moving Image/Media Arts
  ☐ Portfolio Development
  ☐ AP Art and Design Drawing
  ☐ AP Art and Design 2-D Design
  ☐ AP Art and Design 3-D Design
  ☐ IB Art
  ☐ College Credit Courses other than AP or IB
  ☐ Other

- Art experiences or electives offered at the middle or junior high school level

  ☐ General Art/Studio
  ☐ Sculpture/3-D Design
  ☐ Fashion
  ☐ Art-Related Club
  ☐ Drawing
  ☐ Painting
  ☐ Ceramics
  ☐ Digital Media
  ☐ Darkroom Photography
  ☐ Digital Photography
  ☐ Printmaking
  ☐ Art History
  ☐ Fiber Arts
  ☐ Jewelry
  ☐ Illustration
  ☐ Graphic/Communication Design
  ☐ Architecture
  ☐ Set Design
  ☐ Interior Design
  ☐ Moving Image/Media Arts
  ☐ Portfolio Development
  ☐ AP Art and Design Drawing
  ☐ AP Art and Design 2-D Design
  ☐ AP Art and Design 3-D Design
  ☐ IB Art
  ☐ College Credit Courses other than AP or IB
  ☐ Other

- Art experiences or electives offered at the high school level

  ☐ General Art/Studio
  ☐ Sculpture/3-D Design
  ☐ Fashion
  ☐ Art-Related Club
  ☐ Drawing
  ☐ Painting
  ☐ Ceramics

- ☐ Digital Media
- ☐ Darkroom Photography
- ☐ Digital Photography
- ☐ Printmaking
- ☐ Art History
- ☐ Fiber Arts
- ☐ Jewelry
- ☐ Illustration
- ☐ Graphic/Communication Design
- ☐ Architecture
- ☐ Set Design
- ☐ Interior Design
- ☐ Moving Image/Media Arts
- ☐ Portfolio Development
- ☐ AP Art and Design—Drawing
- ☐ AP Art and Design—2-D Design
- ☐ AP Art and Design—3-D Design
- ☐ IB Art
- ☐ College Credit Courses other than AP or IB
- ☐ Other

- Equipment available at the elementary level

- ☐ sink with running water
- ☐ large paper cutter
- ☐ light box(es)
- ☐ ceramics kiln
- ☐ pottery wheel
- ☐ slab roller
- ☐ darkroom photo lab
- ☐ digital media lab
- ☐ high-quality color printer
- ☐ 3-D printer
- ☐ laser cutter/Glow Forge
- ☐ high-quality software apps such as Adobe
- ☐ printing press
- ☐ sewing machine
- ☐ spray booth with exhaust fan
- ☐ drop-down outlets
- ☐ other

- Equipment available at the middle school or junior high school level

- ☐ sink with running water
- ☐ large paper cutter
- ☐ light box(es)
- ☐ ceramics kiln
- ☐ pottery wheel
- ☐ slab roller
- ☐ darkroom photo lab
- ☐ digital media lab
- ☐ high-quality color printer
- ☐ 3-D printer
- ☐ laser cutter/Glow Forge
- ☐ high-quality software apps such as Adobe
- ☐ printing press
- ☐ sewing machine
- ☐ spray booth with exhaust fan
- ☐ drop-down outlets
- ☐ other

- Equipment available at the high school level

- ☐ sink with running water
- ☐ large paper cutter
- ☐ light box(es)
- ☐ ceramics kiln
- ☐ pottery wheel
- ☐ slab roller
- ☐ darkroom photo lab
- ☐ digital media lab
- ☐ high-quality color printer
- ☐ 3-D printer
- ☐ laser cutter/Glow Forge
- ☐ high-quality software apps such as Adobe
- ☐ printing press
- ☐ sewing machine
- ☐ spray booth with exhaust fan
- ☐ drop-down outlets
- ☐ other

Section 6—Highly Accessible Programs

- Does the budget provide adequate funding to cover essential Visual Arts program needs, including instructional materials, equipment, technology, and supplies?—

- Does your school/district support Art-specific fundraising?—
- Are students pulled/removed from Art class for interventions or enrichment?—
- Are the Art spaces and equipment ADA-compliant and accessible to anyone who has a physical, sensory, cognitive, or mental disability of any level of severity?—
- How consistently are elementary students with disabilities included in Art classes alongside their grade-level peers (where appropriate/not self-contained)?—
- Do self-contained classes for students with severe disabilities receive Art instruction by an Art teacher?—
- Are Art classes canceled for Art educators to cover other classes?—
- Are there opportunities for community interaction with Art programs?—
- Is arts integration—an approach in which students engage in a creative process that involves learning objectives in Art and another subject area—encouraged (e.g., STEAM, cross-curricular learning, etc.)?—
- Does the school/district support Visual Art-related in-house or community-based field trips?—
- Does the school/district support and/or fund community-based Art events (e.g., community-based murals, visits with local artists, etc.)?—
- Do the Art teachers teach within their skills and specialty areas of the Visual Arts (e.g., a teacher with ceramics skills teaching ceramics, or a teacher with a photography concentration teaching photography)?—
- In the last 12 months, which stakeholders have attended at least one student Art exhibit in your school/district?

  ☐ Member(s) of the Board of Education
  ☐ Central office administrator(s)
  ☐ Building-level administrator(s)
  ☐ Classroom or other subject area teacher(s)
  ☐ Community member(s)
  ☐ Parent(s)
  ☐ Student(s)
  ☐ Other
  ☐ None of the above

- Which groups have taken action (e.g., spoken at a board meeting, started a local club, coalition, or booster program) in support of Art education in your schools during the past year?

  ☐ Member(s) of the Board of Education
  ☐ Central office administrator(s)
  ☐ Building-level administrator(s)
  ☐ Classroom or other subject area teacher(s)
  ☐ Community member(s)
  ☐ Parent(s)
  ☐ Student(s)
  ☐ Other
  ☐ None of the above

Section 7—Highly Visible Programs—School/District

- Does your Visual Arts program have a dedicated webpage on the school/district website?—
- Does the website include an Art-specific mission statement?—
- Are student and staff accomplishments in the Art program highlighted on the school/district website?—
- Are Visual Art department course offerings and other Art opportunities shared on the website?—

- Does the website provide access to the Visual Arts curriculum and learning standards?—
- Does the website list Art events or contain an event calendar that includes Art events?—
- Does the school/district promote the Visual Arts program on social media?—
- Does the school/district highlight program accomplishments in a newsletter?—
- Does the school/district have a dedicated Art display space? For example, bulletin boards, art gallery, etc.—
- Are Art teachers compensated for out-of-classroom responsibilities (e.g., after hours field trips, pay or release time for hanging art displays, etc.)—

Section 8—Highly Visible programs—NYSATA

- Did the school/district participate in the 2026 NYSATA Legislative Art Exhibit?—
- How many Art teachers participated in the 2026 Legislative Exhibit out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Did the school/district participate in the 2026 NYSATA NYSSBA (School Boards Association) Exhibit?—
- How many Art teachers participated in the 2026 NYSSBA Exhibit out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Did (or will) the school/district participate in the 2026 NYSATA Conference Student Art Exhibit?—
- How many Art teachers did (or will) participate in the 2026 Conference Student Art Exhibit out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Did the school/district participate in the 2026 NYSATA Youth Art Month activities (for example, YAM Flag Design, Make Art Monday, Bulletin Boards, Art Exhibits, submitting End of Year YAM report, etc.)?—
- How many Art teachers participated in the 2026 NYSATA Youth Art Month Activities out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Did the school/district participate in the 2026 NYSATA Olympics of the Visual Arts (OVA)?—
- How many Art teachers participated in the 2026 NYSATA Olympics of the Visual Arts (OVA) out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Did the school/district participate in the 2026 NYSATA Portfolio Project?—
- How many Art teachers participated in the 2026 NYSATA Portfolio Project out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Did any teachers in the school/district contribute to the NYSATA News within the past 12 months?—
- How many Art teachers contributed to the NYSATA News out of the total Art Teachers in the school/district (for example 5/16 teachers)?—
- Approximately what percentage of the school/district Art teachers hold NYSATA membership?—
- Does the school/district support and pay for NYSATA membership?—
- Within the past 12 months, approximately what percentage of your school/district Art teachers participate in regional workshops, member meetings, student or member art shows, or other NYSATA Regional events?—

Section 9—Short Answer Section

- Share up to three examples of cross-curricular initiatives that demonstrate innovation through arts integration.

- Explain the impact of recent state budget squeezes on Art education within the school/district. Has the Art education budget been affected? If so, what changes have been made in spending?

- List up to 5 opportunities for students to participate in Art education in your school or community, outside the regular school day.

- List up to 5 opportunities for students to participate in Art education in your school or community, outside the regular school year (summer break, winter break, etc.).

- Please share with us one way that Art education supports the social/emotional growth of the students in your school/district.

- Please describe how your community supports your school/district's Art education program.

- Please describe how the art department in your school/district is using AI and educating students about responsible uses of AI.

- Please share any additional information related to your school/district Art programs or instructors that have not already been covered in the previous questions.

Section 10—Google Slide Link and Media Release

- Please provide link to a Google Slideshow (template provided) with photos demonstrating any of the above participation in School/District and NYSATA programming that would demonstrate evidence of RIGOROUS and COMPREHENSIVE, HIGHLY ACCESSIBLE and HIGHLY VISIBLE PROGRAMS. Be sure the share setting is set to "anyone with the link can EDIT."

- Media Release
  By submitting this form you verify that you have secured any release necessary to grant NYSATA permission to publish your images and information—including images of students—on the NYSATA website and to promote and/or document the VISIONS Endorsement and other NYSATA programs.