

from poor and disadvantaged backgrounds.

Description of Program: The Arts in Education Model Development and Dissemination Grant program is authorized under section 5551, Part D, Subpart 15 of Title V of the ESEA. The Arts in Education Model Development and Dissemination Grant program furthers the development of promising comprehensive models for integrating arts into the school curriculum. In this case, "integrating" should be understood as both strengthening the use of high-quality arts within other academic instruction and strengthening the place of arts as a core academic subject in the regular school curriculum.

This program seeks to provide more communities with solid information regarding innovative, research-based models for effectively strengthening arts instruction, improving students' skills in creating, performing, and responding to works of arts, and increasing student achievement in other academic subjects.

These grants are designed to enable LEAs and organizations with arts expertise to further develop and create materials for the replication or adaptation of current comprehensive approaches for integrating a range of arts disciplines—such as music, dance, theater, and visual arts, including folk arts—into the elementary and middle school curriculum. Such development work should yield more systematic information about effective models that provide quality arts instruction and use the arts to enhance instruction in other core academic subjects.

Use of funds may include, but are not limited to all of the following activities:

- Field testing and evaluating nascent educational strategies;
- Field testing and evaluating model in-service and pre-service professional development programs for arts educators and other instructional staff;
- Ensuring comprehensive coverage of the arts disciplines—such as visual arts, dance, music, and theater, including the folk arts;
- Developing partnerships among schools, arts organizations, and others with expertise in the arts to combine resources and enhance the quality and sustainability of effective programming;
- Creating materials documenting the implementation and achievement of the model program for other educators and agencies; and
- Obtaining the services of outside experts in the implementation and assessment of the model. (This might include assistance in such areas as curriculum development, implementation strategies, data

collection, evaluation design, or other appropriate activities.)

Application Requirements

To be eligible for Arts in Education Model Development and Dissemination funds, applicants must propose to—

- (1) Further the development of programs designed to improve or expand the integration of arts education in elementary or middle school curricula;
- (2) Develop materials designed to help replicate or adapt the program;
- (3) Document the program's outcomes and benefits; and
- (4) Develop products and services that can be used to replicate the program in other settings.

Grant applications must describe an existing set of strategies for integrating the arts into the regular elementary and middle school curriculum. These strategies would then be successfully implemented, expanded, documented, evaluated, and disseminated. Taken together, these strategies and methods must comprise a research-based, comprehensive arts in education model that—

- Is based, to the extent possible, on the most rigorous theory, research, and evaluation available, and is effective in improving student achievement and performance and other program objectives;
- Is linked to State and national standards enabling all students to meet challenging expectations, and to improving student and school performance;
- Has the potential to improve students' achievement both in creating, performing, and responding to works of art and in other core academic subjects;
- Demonstrates the feasibility of further replication and dissemination;
- Is applicable to a broad range of high-poverty and disadvantaged, rural and urban schools, including those that are chronically low-performing;
- Makes effective use of technology to further the model's goals;
- Describes methods by which the applicant will assess the model's outcomes; and
- Describes activities that, to the extent possible, coordinate model development with relevant activities of public and private cultural agencies, institutions, and organizations, such as museums, arts education associations, libraries, and theaters. (20 U.S.C. 7271 (f)(1))

In addition to any dissemination work in which the applicants choose to engage, the Department intends to take the products and information resulting from these demonstration grants and

share them widely with other communities. Upon completion of the project, the Department requires that any materials or products developed as a part of model development activities be provided to the Department for further dissemination. Such activities will be carried out in full compliance with copyright requirements.

Priorities: Under 34 CFR 75.105(c)(3) we consider only applications that meet the following absolute priority.

Absolute Priority: The Secretary will only fund applications from eligible applicants that propose to work with at least one elementary and/or middle school with no less than 35 percent of its students from low-income families based on poverty criteria set out in Title I, section 1113(a)(5) of the ESEA, and that propose projects that meet all of the requirements described under APPLICATION REQUIREMENTS.

Competitive Priorities: This competition focuses on projects designed to meet the following priorities. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 25 points depending on how well the application meets the priorities. These points are in addition to any points the application earns under the selection criteria.

Competitive Priority 1—Projects in rural or inner-city communities: The Secretary will award five (5) points to projects proposing models that involve schools in rural or inner-city communities.

Competitive Priority 2—Research-based evaluation: The project is designed to determine, through a rigorous evaluation, whether the implemented program produces meaningful effects on student achievement or teacher performance. Evaluations using an experimental design are best for determining program effectiveness. Thus, the project preferably uses an experimental design under which participants—that is, students, teachers, classrooms, or schools—are randomly assigned (a) to receive the program being evaluated or (b) to be in a control group that does not receive the program. Evaluations using an experimental design will receive up to 20 points in addition to any points the application earns under the selection criteria.

If random assignment is not feasible, the project may use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching program participants—that is, students, teachers, classrooms or schools—with non-participants having similar pre-program