

(ii) The quality of the methodology to be employed in the proposed project.

(c) *Quality of Project Services* (10 points). The Secretary considers the quality of project services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants without regard to race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practices.

(ii) The extent to which the professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(d) *Quality of Project Personnel* (15 points). The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment without regard to race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel.

(ii) The qualifications, including relevant training and experience, of subcontractors.

(e) *Adequacy of Resources* (15 points). The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The adequacy of support, including facilities, equipment, supplies, and other resources, from the lead applicant organization.

(ii) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(f) *Quality of the Management Plan* (15 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and

milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring continuous feedback and continuous improvement in the operation of the proposed project.

(iii) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) *Quality of the Project Evaluation* (15 points). The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

*Program Goals:* This program supports the strengthening of standards-based arts education programs, which are an integral part of elementary and secondary school curricula. It also helps ensure that all students meet challenging State academic content standards and challenging State student academic achievement standards in the arts. Professional development activities that are developed, enhanced, or expanded through this program will assist music, dance, drama, and visual arts teachers in the implementation of arts education standards and will promote the integration of arts instruction into other subject areas.

Arts content and achievement standards have been voluntarily adopted in many States throughout the country. These standards help school districts to establish student performance standards based upon the unique needs of, and desired outcomes for, the students in their communities. The development and implementation of standards-based arts programs enable arts educators to assess and document the effectiveness of teaching strategies and materials in addition to student achievement. However, teachers often need professional development on how to implement art education standards for both arts programs and for programs designed to integrate arts into other subject areas.

High-quality professional development programs supported under this program must be linked to the implementation of arts standards and/or

the integration of arts into other content areas and must include—

(1) Strategies for addressing student achievement;

(2) Strategies for meeting the needs of students who come from diverse cultural, linguistic, and socioeconomic backgrounds;

(3) The development of the intellectual and leadership potential of teachers;

(4) Rigorous and sustained activities that result in increased content area knowledge and classroom effectiveness of music, dance, drama, and visual arts teachers;

(5) Use of technological innovations relevant to arts instruction; and

(6) Increased opportunities for teachers to share and discuss new methods or teaching strategies with their peers.

The Department plans to disseminate information regarding promising teaching methods or practices that are developed or enhanced through this program to the arts education community and to the public in general.

*Coordination Requirement:* Under section 5551(f)(1) of the ESEA, the Secretary requires that each entity funded under this program coordinate, to the extent practicable, each project or program carried out with such assistance with appropriate activities of public or private cultural agencies, institutions, and organizations, including museums, arts education associations, libraries, and theaters.

*Supplement, Not Supplant, Requirement:* Under section 5551(f)(2) of the ESEA, the Secretary requires that assistance provided under this program be used only to supplement, and not to supplant, other assistance or funds made available from non-Federal sources for the activities assisted under this subpart.

*Waiver of Proposed Rulemaking:* In accordance with the Administrative Procedure Act (5 U.S.C. 553), it is the practice of the Secretary to offer interested parties the opportunity to comment on proposed rules. Section 437(d)(2) of the General Education Provisions Act (GEPA), however, exempts from rulemaking requirements rules where the Secretary determines that such requirements will cause extreme hardship to the intended beneficiaries of the program affected by the regulations. The requirements of rulemaking would cause extreme hardship in this case because there is insufficient time to publish rules for notice and comment and to conduct a timely competition for grant awards. The Secretary, in accordance with section 437(d)(2) of GEPA, to ensure