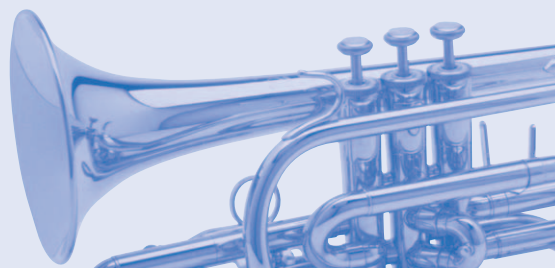
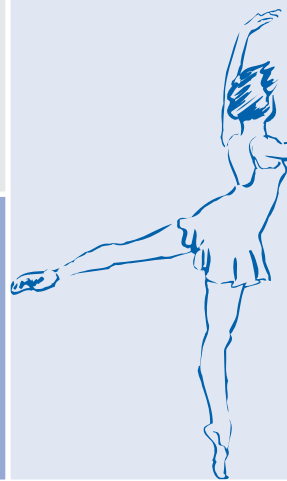


No Subject Left Behind



A Guide to Arts Education Opportunities in the 2001 NCLB Act



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NO SUBJECT LEFT BEHIND: A Guide to Arts Education Opportunities in the 2001 NCLB Act

Introduction

Passage of a new framework for the federal role in public education has both opened opportunities and raised questions related to arts education. This publication provides an overview to programs under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the *No Child Left Behind Act* of 2001 (NCLB). These laws are the basis for most federal funding for the nation's schools. This guide is a layered document with information at a glance, as well as links to more detailed information and resources.

While this guide is not a government document, it is a successor to the U.S. Department of Education's 1997 guide to resources for state and local arts education leaders. It is intended to be a living document with periodic updates and revisions inserted where appropriate. **We hope this guide will help local and state leaders and practitioners learn about opportunities for securing funding to improve arts education and to use the arts to improve overall student performance.**

Major Areas of the Law

Readers will find important information about four major areas of the new law: the new **accountability plans** that each state must develop; the law's requirement for programs to be based on **research**; the inclusion of arts as a **core academic subject**, reaffirmed in this law from previously enacted education reforms; and new information about the law's definition of **highly qualified teachers**.

Programs of the U.S. Department of Education

The *No Child Left Behind Act* gives greater authority to states to run their own programs with funding provided by the U.S. Department of Education (USED), which in the past ran many of these programs itself. For practitioners, the effect is that they will apply for funding from and will be accountable to their own state education departments. We would also like to note that most federal education programs focus on low-income or low-achieving schools.

Readers will find one-page descriptions of several USED programs that have funded arts education projects in the past or, in the case of new programs, ones that show promise of doing so in the future. Each program description includes information on

- program name
- contact information and website link
- citation to the *No Child Left Behind Act*
- who may apply or otherwise participate
- amount of fiscal year 2004 funding

Programs will be added as more information becomes available. In some cases, a box at the bottom of each program page provides anecdotal information on how arts teachers and/or organizations have been or may be involved in the program.

Further Analysis of the *No Child Left Behind Act*

Many national organizations have produced helpful analyses and resources regarding the opportunities and challenges of NCLB. Since the arts are impacted by all major education

reforms, it's important to be informed of the ways that NCLB is influencing how states and school districts determine education policy. Below is a collection of resources that may help as you monitor the issues that are currently influencing education reform.

Overviews of the *No Child Left Behind Act*

The *No Child Left Behind Act* is over 1,000 pages long. As this guide is not a complete analysis of the bill, please consider reviewing two comprehensive web resources regarding the law itself:

U.S. Department of Education's *No Child Left Behind* website

www.nochildleftbehind.gov

Learning First Alliance's *Major Changes to ESEA in the No Child Left Behind Act and The No Child Left Behind Act: Key Provisions and Timelines*

www.learningfirst.org/publications/nclb

Information about Implementation of *No Child Left Behind*

***No Child Left Behind* Desk Reference**

www.ed.gov/admins/lead/account/nclbreference/index.html

Published by the U.S. Department of Education, this Desktop Reference outlines what is new under the *No Child Left Behind Act* of 2001 for each program supported under the Elementary and Secondary Act of 1965 and other statutes. It also describes how the Act's four guiding principles (accountability, flexibility and local control, parental choice, and what works) are brought to bear on many of these programs. The intent is to provide a substantive overview of policy changes and emphases for state and district officials. Programs for which no funding was requested by the President in fiscal years 2002 and 2003 are not included.

**First Annual Student Achievement and School Accountability Conference:
Using Title I Programs as a Model for Reform**

www.ed.gov/admins/lead/account/sasaconference02.html?exp=0

The goals of the Student Achievement and School Accountability conference were to:

- provide states and districts with the expert information and tools necessary to implement NCLB successfully;
- allow state and district-level team participants to work together to develop an understanding of effective ways to implement NCLB;
- create a common base of knowledge about evidence-based interventions, new requirements of NCLB, and proven improvement strategies that can be applied in any Title I school;
- engage states and large school districts as partners in a national movement to improve academic achievement for all students.

Council of Chief State School Officers (CCSSO)

www.ccsso.org/federal_programs/NCLB/index.cfm

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization composed of public officials who lead the departments responsible for elementary and secondary education. In representing the chief education officers, CCSSO works on behalf of the state agencies that serve pre K-12 students throughout the nation. CCSSO has posted on

its website their response to *No Child Left Behind*. It includes statements on accountability, assessment, adequate yearly progress, and qualified teachers.

Public Education Network

www.publiceducation.org

The mission of the Public Education Network (PEN) is to build public demand and mobilize resources for quality public education for all children through a national constituency of local education funds and individuals. PEN is a national association of local education funds (LEFs) advancing school reform in low-income communities across the country. The website includes "Using NCLB to Improve Student Achievement: An Action Guide for Community and Parent Leaders."

Center on Education Quality, *From the Capital to the Classroom*

ctredpol.org

This report examines state and federal actions to implement the *No Child Left Behind Act* during the first year of that Act, raises issues to be watched over the next several years as states and school districts begin to fully implement the Act, and makes recommendations for ensuring that the Act's goals will be realized.

Education Week, *Quality Counts 2004*

edweek.org

Education Week has published its eighth annual report on the conditions of public education in the states. This report focuses on improving achievement for students with disabilities.

No Child Left Behind Survey

www.nea.org/esea/bipartisanpoll.html

A national survey of 1,005 registered voters across the country was conducted January 4-7, 2004, by Democratic pollster Al Quinlan of Greenberg Quinlan Rosner Research and Republican pollster Ed Goetas of The Tarrance Group, Inc. The survey, conducted for the National Education Association, provides important insights into the public's views on the federal education law and priorities for the federal budget.

Listserves with Compilations of Education News Stories

PEN Weekly News Blast: www.publiceducation.org/

Ed Week Update: www.edweek.org/emails/

ASCD Smart Brief: www.smartbrief.com/ascd/

U.S. Department of Education Electronic Newsletters
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ED Info is produced by the Office of Public Affairs of the U.S. Department of Education (ED). It provides a summary of press releases, speeches and other news-related events from the Department of Education as well as notices about grant opportunities.

www.ed.gov/news/newsletters/edinfo/index.html

ED Review is a bi-weekly update on U.S. Department of Education activities relevant to the Intergovernmental and Corporate community and other stakeholders.

www.ed.gov/news/newsletters/edreview

No Child Left Behind Newsletter: *The Achiever* contains news and information about public and private organizations for the reader's information. Inclusion does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed. The Achiever is published by the Office of Intergovernmental and Interagency Affairs, U.S. Department of Education (ED).

<http://www.ed.gov/news/newsletters/achiever/index.html>

U.S. Department of Education Funding Opportunities

Guide to the U.S. Department of Education

web99.ed.gov/GTEP/Program2.nsf

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2004

www.ed.gov/fund/grant/find/edlite-forecast.html

Resources for Arts Education Advocates

Arts and Learning Resources for State Leaders (www.nasaa-arts.org/nasaa/news/index_anl.htm), a website created by the National Assembly of State Arts Agencies, is a clearinghouse of information and resources supporting arts education. Included in this site is a collection of web links to organizations, foundations, and federal agencies supporting arts education, as well as a broad list of links to research, organized by topic and arts discipline. Also a growing resource, the Arts and Learning site encourages suggestions for new links to resources you offer or find useful.

About the Authors

No Subject Left Behind was originally released in April 2002, first revised in January 2003, and most recently updated in January 2004. This document is the result of a collaborative effort on the part of the following organizations:

American Arts Alliance (www.americanartsalliance.org)

American Association of Museums (www.aam-us.org)

American Symphony Orchestra League (www.symphony.org)

Americans for the Arts (www.AmericansForTheArts.org)

Arts Education Partnership (www.aep-arts.org)

Association of Art Museum Directors (www.aamd.org)

Association of Performing Arts Presenters (www.artspresenters.org)

Dance/USA (www.danceusa.org)

The John F. Kennedy Center for the Performing Arts/ Kennedy Center Alliance for Arts Education Network (www.kennedy-center.org)

MENC: The National Association for Music Education (www.menc.org)

National Assembly of State Arts Agencies (www.nasaa-arts.org)

OPERA America (www.operaam.org)

Theatre Communications Group (www.tcg.org)

VSA arts (www.vsarts.org)

This document will be updated on a periodic basis. Please send comments and suggestions to Heather Watts, American Symphony Orchestra League, hwatts@symphony.org, or Eileen Goldspiel, American Association of Museums, egoldspiel@aam-us.org.

THE ARTS ARE A CORE ACADEMIC SUBJECT

The *No Child Left Behind Act* of 2001 includes in almost every section of the law support and assistance for “core academic subjects.”

The *No Child Left Behind Act*'s definition of core academic subjects includes the arts. In this respect, the arts have equal billing with reading, math, science, and other disciplines. And this definition could lead to a huge improvement in national education policy. This means that whenever federal education programs (such as teacher training, school reform, and technology programs) are targeted to “core academic subjects,” the arts may be eligible to receive funds.

It's the Law

The definition of core subjects in the new law is located in Title IX, Part A, Section 9101 (1)(D)(11), Definitions. Here is how the definition reads:

“(11) **CORE ACADEMIC SUBJECTS**- The term ‘core academic subjects’ means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The definition of core academic subjects is included in the glossary of the bill, which tells local and state education decision-makers how to interpret the concepts used throughout the Act. However, these decision-makers may not be aware that the arts are identified as a core subject in the Act and, as a result, may be unaware that many types of federal education funds may be used for arts education.

The law does not include a definition of what the arts encompass as an academic discipline. It should be noted, however, that the national standards for the arts include standards for dance, music, theater, and visual arts. Furthermore in 1997, the National Assessment of Educational Progress (NAEP) arts assessment was developed with separate assessments in dance, music, theater, and visual arts. Note that the dance assessment was not administered because an appropriate sample of students could not be identified. (For more information, see <http://nces.ed.gov/nationsreportcard/> about the NAEP assessment process.)

Be Vigilant and Take Action

1. Speak up as local and state education agencies determine how to allocate their federal funds and prepare their education plans.
2. Determine whether or not your state recognizes the arts as a core subject.
 - The majority of states consider dance, music, theater and visual arts in their definition. Other states limit these subjects, and some states include other subject areas such as culinary arts, media arts, or forensics. Check with your state to determine its definition, or visit the State Arts Education Policy Database on the Arts Education Partnership website at www.aep-arts.org to find out more about the arts education policies in your state.
3. Tell local and state decision makers that
 - the Congress, White House, and U.S. Department of Education have recognized the arts as one of the core academic subjects;
 - learning in and through the arts contributes to overall student achievement; and
 - federal funds for boosting student achievement and teacher preparation can be used for the arts.

STATE PLANS: A GOLDEN OPPORTUNITY

The *No Child Left Behind Act* requires states to develop plans to improve student achievement. The states must consult with local education agencies, teachers, administrators, parents, and other staff. Some states may have broader consultation. Clearly, this presents a golden opportunity for arts education to get in at the ground floor of the new phase of education reform.

What the State Plans Require

The plans must require, as in previous law, “challenging academic standards” for content and achievement in at least math and reading. However, the law also calls for science standards, beginning in the 2005-06 school year, *and allows for standards in other subjects as determined by the states*. The vast majority of states have such standards in the arts. State plans must also require yearly assessments in math and reading for grades 3-8 beginning in 2005-06, and beginning in 2007-08, science assessments for grades 3-5, 6-9, and 10-12. At the states’ discretion, students may be measured in other academic subjects. States may use a variety of other indicators to assess progress. They will have to provide information to the U.S. Department of Education on their science, reading, and math results, but they may provide other information as well.

Plans must include “sanctions and rewards” to ensure that schools make “adequate yearly progress” which is based *at a minimum* on math, reading and science. Failure to meet the requirements of the *No Child Left Behind Act* may entail loss of funds for administering federal programs. The U.S. Department of Education’s website includes further information about the adequate yearly progress requirements at www.ed.gov/nclb.

As of June 2003 every state, Puerto Rico, and the District of Columbia have in place new accountability plans. Links to each state plan are available on the U.S. Department of Education website, here: www.ed.gov/admins/lead/account/stateplans03. Clearly, implementation and fine-tuning will continue. *Even though preliminary plans have been approved, seek opportunities to participate in the ongoing planning process at the state and local level.*

What to Recommend to State Planners

From the standpoint of the arts, the plans present many opportunities. At a minimum, arts educators can urge state and local policymakers to

- **Encourage states to consider assessments in the arts as part of their accountability systems, developing either state assessments or requiring local districts to so. Also include the arts, as appropriate, in both the content standards and assessments in math, reading, and science.** To find the status of arts standards and assessments in your state, visit the Arts Education Partnership’s 2003-2004 State Arts Education Policy Database (www.aep-arts.org/policysearch/searchengine). Also learn more about: the national math standards (www.nctm.org/standards); the national science standards (www.nap.edu/books/0309053269/html/index.html); and the national language arts standards (www.ncte.org).
- **Use open response questions in assessments of student progress.** This type of assessment requires the ability to solve problems and think critically, abilities that

arts education fosters. Examples may be found in the 1997 National Assessment of Education Progress in the Arts (nces.ed.gov/nationsreportcard/arts).

- **Recognize arts education as one of many viable strategies for whole school improvement.** Examples include the Galef Institute’s Different Ways of Knowing model (www.differentways.org), and the A+ Schools Program (www.aplus-schools.org/index.htm), initiated by the Thomas S. Kenan Institute for the Arts.
- **Develop and disseminate best practices for partnerships between schools and community-based organizations.** One resource for school-based programs that involve the community can be found at the Coalition for Community Schools (www.communityschools.org/tech.html). Arts-specific information can be found at the Arts Education Partnership website in two resources:
 - *Learning Partnerships: Improving Learning in Schools with Arts Partners in the Community* (www.aep-arts.org/LP/LPindex.html)
 - *Gaining the Arts Advantage: Lessons from Schools Districts that Value Arts Education* (www.aep-arts.org/Gaining.html)
- **Perform an audit of the state of arts education in local school districts.** The Kennedy Center’s Alliance for Arts Education Network has an online tool titled *A Community Audit for Arts Education: Better Schools, Better Skills, Better Communities* (kennedy-center.org/education/kcaen/specialinitiatives).

Contacting State Planners: While the planning process varies from state to state, in most states it will be driven by four main offices: the governor, and the heads of the state department of education, Title I, and the state board of education. Find your state planners by clicking on the following

- **Governors** (www.nga.org/governors/1,1169,,00.html)
- **State Departments of Education** (www.ccsso.org/chief_state_school_officers/state_education_agencies)
- **Title I Directors** (www.titlei.org)
- **State Boards of Education** (www.ibiblio.org/cisco/schoolhouse/schools/boards/)

Also, consider contacting other state-level arts education policymakers:

State Arts Agency Arts Education Managers (www.nasaa-arts.org/aoa/saadir.shtml)

Each state arts agency has an Arts Education Manager, which can be found by visiting the website for your state arts agency.

State Alliances for Arts Education (www.kennedy-center.org/education/kcaen)

The Kennedy Center Alliance for Arts Education Network includes 44 state Alliance organizations in support of arts education. From the website, click on “State Alliance Information.”

A NEW EMPHASIS ON RESEARCH

The *No Child Left Behind Act* of 2001 stresses, in almost every section of the law, that decisions about the allocation of federal resources for education should be based on “scientifically based research.” The intent, as interpreted in the U. S. Department of Education’s draft Strategic Plan, is no less than to leverage this new decision-making process to “transform education into an evidence-based field.”

This new approach to education reform means that those who support arts education will have to become more familiar with the work of the research community. And it poses three basic procedural challenges.

1. Defining what constitutes acceptable “scientifically based” research for the purposes of administering our educational system.

The law specifies that research should involve “the application of rigorous, systematic, and objective procedures to obtain reliable programs and valid knowledge relevant to education activities and programs.” It further defines research with terms like “empirical,” “rigorous data analyses,” “valid and reliable data across observers,” and “experimental or quasi-experimental designs.” Detailed rules for the implementation of this standard show up in the What Works Database “Study Design and Implementation Device” (DIAD). The definition is narrow to the point that scholars, administrators, teachers, and decision-makers in most curricular areas (including the arts) are likely to find that the data to support programs—even programs acclaimed as highly successful by all concerned—is difficult to come by.

2. Encouraging and instituting research in arts education activities and programs that meets the procedural definition of acceptable research.

Encouraging and tracking research that meets the new standard will become important in the six years for which this authorization of our national education legislation provides the blueprint.

3. Working to ensure that, as a practical matter, important information regarding the real-world growth and development of American children is not excluded from the decision-making process because it has not been collected or formulated in terms of “scientifically based research.”

Arts-related research that is certain to meet the emerging definition of “scientifically based research” exists alongside other valuable but less narrowly construed research. One important aspect of the law is that, in addition to stressing strictly quantitative research, the law supports research that is “accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

Finally, it is important to note that some of the functions of the U.S. Department of Education's Office of Educational Research and Improvement have been moved to a new Office of Innovation and Improvement. In some of the administrative fallout from this restructuring, it seems that the requirements for research as applied to recipients of U.S. Department of Education grants is somewhat less stringent than the "gold standard" of random-sampled experimental design. For example, the introduction to the DIAD document, which states that, "...Nor does it mean we believe that to be truly 'scientific,' social science must be limited to randomized trials. To the contrary, we believe that (a) no single method can be used to address all interesting and important questions about educational interventions and (b) even when causal relationships are of primary interest qualitative studies and quantitative surveys, among other types of research, yield important information about when, why, and how interventions work, and for whom."

Resources

A list of **arts-related research** (www.nasaa-arts.org/nasaanews/al_research.htm) is provided on the National Assembly of State Arts Agencies' website, look for "Arts and Learning Resources for State Leaders."

The **Doing What Works** Page (www.ed.gov/nclb/methods/whatworks/edpicks.jhtml?src=ln) on the U.S. Department of Education's website includes transcripts of a February 6, 2002 seminar on scientifically based research.

Critical Links: Learning in the Arts and Student Academic and Social Development (www.aep-arts.org) is a compendium of research reviewing 62 studies on arts learning that meet rigorous education research criteria.

Scientific Research in Education (www.nap.edu/books/0309082919/html), published by the National Research Council, discusses, in laymen's terms, the various forms in which scientifically based education research can occur, and includes classroom examples.

A report from a symposium on Scientifically Based Research (www.ed.gov/nclb/methods/whatworks/research/index.html), held by the former Assistant Secretary Susan Neuman of the U.S. Department of Education's Office of Elementary and Secondary Education.

What Works Clearinghouse (www.w-w-c.org) was developed by the U.S. Department of Education's Institute of Education Sciences, and is a source of scientific evidence of what works in education.

FREQUENTLY ASKED QUESTIONS ABOUT NCLB'S HIGHLY QUALIFIED TEACHER DEFINITION AND THE ARTS

The *No Child Left Behind Act* of 2001 requires teachers who teach core academic subjects to be “highly qualified.” The law defines a highly qualified teacher as an individual who

- has obtained full state certification (including alternative certification) *or* has passed the state teacher licensing exam; and
- holds a license to teach in the state; and
- has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.

In addition, there are requirements for demonstrating subject-matter knowledge that differ depending on what grade level you teach, and whether you’re new to the profession or a veteran teacher. Because of the new requirements in the federal law, many states are re-examining and revising their certification and licensure systems. Contact your state department of education’s arts consultant for changes specific to your state.

Q: How do I know if the law applies to me?

First, the law applies to certified teachers employed by schools and districts on a full time basis. If you don’t fall into this category, the law may not apply to you. Second, you should learn more from your state department of education (for links to each state department of education, visit www.ccsso.org). States are in the process of incorporating the new requirements into their teacher certification and licensure systems. In some states, the existing certification and licensure requirements are sufficient. But some states are making changes to their system, and you may be required to fulfill additional requirements to show that you are “highly qualified” as defined by the law.

Q: I teach the arts (dance, music, theater, or visual art) so am I affected by this law?

Yes, because NCLB defines “the arts” as a core academic subject. However, it does not give a definition of the arts. Therefore, it is left to each state to define the arts. The majority of states consider dance, music, theater and visual arts in their definition. Other states limit these subjects, and some states include other subject areas such as culinary arts, media arts, or forensics. Check with your state to determine its definition, or visit the State Arts Education Policy Database on the Arts Education Partnership website at www.aep-arts.org to find out more about the arts education policies in your state.

Q: What is the time frame for all of this? When do these requirements go into effect?

All teachers of “core academic subjects” hired after the first day of the 2002-03 school year who teach in a program supported by Title I funds must be highly qualified. By the end of the 2005-06 school year, all teachers of core academic subjects must be highly qualified. If you don’t know if your school receives Title I funds, check with a school or district administrator.

Q: I'm a new teacher. How do I know if I've met the highly qualified definition?

To meet the definition, new teachers who must hold at least a bachelor's degree and demonstrate a high level of subject-matter competence. Here's more:

New elementary school teachers must demonstrate subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may include the arts in your state) by passing a rigorous test. Your state certification or licensure test may count toward meeting this requirement.

New middle and high school teachers must demonstrate a high level of competency in each of the academic subjects they teach by passing a subject matter test in each subject *or* by successfully completing an academic major, a graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing. Again, your state certification or licensure test may count toward meeting this requirement.

Q: I'm not a new teacher. How does this affect me?

Veteran teachers are required to hold at least a bachelor's degree and be licensed by the state. They must also either meet the requirements for new teachers or demonstrate competence in each academic subject they teach based on a "high, objective uniform state standard of evaluation" or HOUSSE. Each state will determine what this evaluation option will look like. States could use peer observations, documentation of work such as a portfolio, a professional development plan, or some combination of the three.

Q: I am participating in an alternative route to certification program. How do the federal requirements apply to me?

To be "highly qualified," you must have a four-year college degree, have demonstrated subject-matter competence, and be enrolled in an alternative-route program that includes the following four provisions: 1) includes high-quality professional development that is sustained, intensive, and classroom-focused; 2) requires intensive supervision consisting of structured guidance and regular ongoing support or teacher mentoring; 3) allows you to assume the functions of a teacher for not more than three years; and 4) requires that you demonstrate satisfactory progress toward full certification as prescribed by the state. Each state department of education determines if the alternate-route program meets these provisions.

Q: Where can I get more information?

Check with your local teachers' union, district office, or state department of education to find out more about the requirements in your state. In addition, here are web resources:

National Education Association's Teacher Quality and Paraprofessional page
www.nea.org/esea/eseateach.html

American Federation of Teachers: Q&A: Highly Qualified Teachers (pdf)
www.aft.org/esea/downloads/QAteacherqualityteachers.pdf

U.S. Department of Education: Secretary's Annual Report on Teacher Quality
www.ed.gov/about/reports/annual/teachprep/index.html

21st CENTURY COMMUNITY LEARNING CENTERS

www.ed.gov/programs/21stcclc

The 21st Century Community Learning Centers program funds before- and after-school, weekend, and summer programs designed to enhance academic performance and to provide enrichment, recreational and social services. Established in 1998, the program changed significantly with the *No Child Left Behind Act*. First, any public or private entity, including community-based organizations, may now apply (formerly, only schools and school districts were eligible). Second, programs may be housed in alternative locations, such as community centers, as well as in schools, provided they are as accessible as the schools. Third, applications are made to state departments of education instead of to the U.S. Department of Education. Other changes include a stronger focus (though not an exclusive one) on reading and math. The arts are mentioned in the legislation as allowable activities.

Program Office Contact: The U.S. Department of Education website includes a list of state 21st Century Community Learning Center contacts (<http://www.ed.gov/programs/21stcclc/contacts.html>). Inquiries may also be addressed to 21stCCLC@ed.gov. The website listed above includes a wealth of information, including links to each of the state's websites.

Legislation: *Elementary and Secondary Education Act of 1965* as amended by the *No Child Left Behind Act*, Title IV, Part B.

Type of assistance: Formula grants to states, based on student population. States make competitive sub-grant awards.

Who may apply: Any public or private entity, including but not limited to schools, school districts, and community-based organizations, may apply singly or together to state departments of education. Priority will be given to applications targeting high-poverty and low-performing schools and submitted jointly by schools and community-based organizations.

FY2004 Appropriation: \$999,070,500

This program provided an outstanding opportunity for the arts when grants were made from the federal level. With the switch to the state level, it is not yet clear how the arts are faring.

Additional resource: The John F. Kennedy Center for the Performing Arts has constructed a protocol for quality after school programs, titled *The Arts Beyond the School Day: Extending the Power*. A copy can be downloaded from

www.kennedy-center.org/education/kcaen/specialinitiatives

ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS

www.ed.gov/programs/apincent/index.html

Previously authorized under the Higher Education Act, this section is designed to encourage more low-income students to take Advanced Placement (AP) courses and tests. The reauthorization creates two separate programs, one that defrays fees for AP tests (test-fee program), and one that offers funding for activities designed to increase access to AP classes (incentive program), such as teacher training and pre-AP course development, coordination and articulation between grade levels to prepare students for academic achievement in Advanced Placement classes, books and supplies, and participation in online Advanced Placement courses.

Program Office Contact:

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(202) 260-2502
Madeline.Baggett@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965* as amended by the *No Child Left Behind Act*, Title I, Part G.

Type of assistance: The test-fee program is formula-based; the incentive program is competitive.

Who may apply: The definition of "eligible entity" for this program has been expanded to include state education agencies, local educational agencies and national nonprofit educational entities with expertise in AP services.

FY2004 Appropriation: \$23,534,323. Priority is given to funding the test fee program, with any remaining funds distributed for the incentive program. It is not clear whether there will be "remaining funds" this year. For the incentive program grants, priority is given to applications that focus on developing or expanding advanced placement programs and participation in the core areas of English, mathematics, and science. Priority is also given to applications that involve participation of business and community organizations.

This program offers an opportunity for arts education providers to obtain funding from local education agencies for teacher training and other services related to AP. Some institutions, such as the Cleveland Museum of Art, already offer AP courses for secondary students at schools that do not offer such courses on their own. Potential subjects include: art history, environmental science, human geography, music theory, and studio art.

ARTS IN EDUCATION MODEL DEVELOPMENT AND DISSEMINATION GRANTS PROGRAM

www.ed.gov/programs/artsedmodel/index.html

The purpose of the Arts in Education Model Development and Dissemination Grants Program is to support the development, documentation, evaluation and dissemination of cohesive and innovative models that demonstrate their effectiveness in

- integrating arts into the core elementary and middle school curricula by strengthening the use of high-quality arts in academic instruction and strengthening the place of arts as a core academic subject in the school curricula;
- strengthening arts instruction;
- improving students' academic performance, including their skills in creating, performing and responding to the arts.

Program Office Contact:

Diane Austin

artsdemo@ed.gov

(202) 260-1280

Legislation: *Elementary and Secondary Education Act of 1965* as amended by the *No Child Left Behind Act*, Title V, Part D, Subpart 15.

Type of assistance: Competitive grants at the federal level. Projects may be up to 36 months in duration.

Who may apply: Local education agencies (LEAs) may apply (with or without a partnering organization), or state or local nonprofit or governmental arts organizations working in partnership with one or more school districts may apply. Applicants must work with at least one elementary and/or middle school with no less than 35 percent of its students from low-income families, as described in Title I. Priority is given to models that involve schools in inner-city or rural areas, and extra points are awarded based on how well the applicant addresses research-based evaluation.

FY2004 Appropriation: \$9,941,000

The Arts in Education Model Development and Dissemination Grants Program completed its third year of grant awards in 2003. Awards announced for FY03 fund 34 projects for the first year of their duration, with projects planned for up to three years. Funding for years two (FY04) and three (FY05) for these projects are contingent on future appropriations for the Arts in Education program. As a result, future opportunities for new competitive grant awards may be unavailable unless appropriations for this program exceed the current funding level. Abstracts describing projects funded in FY02 and FY03 are available at www.ed.gov/programs/artsedmodel/awards.html

COMPREHENSIVE SCHOOL REFORM PROGRAM

www.ed.gov/programs/compreform/index.html

The Comprehensive School Reform Program supports the development, adoption, and implementation of comprehensive school reforms based on reliable research and effective practice and that will improve the academic achievement of children in participating schools. The *No Child Left Behind Act* creates a separate authorization for the program, which was created by a 1998 appropriations bill sponsored by Reps. John Porter and David Obey – hence the program is often referred to as “Porter-Obey.”

Program Office Contact: The Department provides no individual contact name. The switchboard number for the Office of Elementary and Secondary Education, which houses this program, is (202) 205-4292. Inquiries may also be addressed by email to compreform@ed.gov. The website listed above provides application forms, a database of existing grants and programs, a listing of state department of education contacts, and related literature.

Legislation: *Elementary and Secondary Education Act of 1965* as amended by the *No Child Left Behind Act*, Title I, Part F.

Type of assistance: Formula grants to the states, based on student population.

Who may apply: Local educational agencies and consortiums may apply to state departments of education for grants to support comprehensive school reforms in Title I schools.

FY2004 Appropriation: \$233,613,500

Existing school reform models, such as the Galef Institute’s Different Ways of Knowing, offer opportunities for funding arts-based education programs in schools. More information on the Galef program is available at www.differentways.org. A further example, the A+ Schools Program (www.aplus-schools.org/index.htm), is recognized in North Carolina as an appropriate strategy for schools planning and implementing school reform programs under the Porter-Obey Comprehensive School Reform Demonstration program. Several states develop school reform programs separate from the federal initiative; contact your state education agency to learn about additional opportunities for support.

GIFTED AND TALENTED STUDENTS

www.ed.gov/programs/javits/index.html

The Jacob K. Javits Gifted and Talented Students Education Program is managed through the Office of Elementary and Secondary Education (OESE) and administered through its Academic Improvement and Teacher Quality Programs. The Javits program funds two kinds of initiatives: *Priority One* and *Priority Two*. Initiatives classified as *Priority One* “supports initiatives to develop and “scale-up” models serving students who are under-represented in gifted and talented programs.” *Priority Two* initiatives support state and local efforts geared towards improving and maintaining existing services for gifted and talented students.

In addition to funding grants, the Javits program sponsors professional development conferences and seminars for those working with gifted and talented students, and funds a research consortium designed to evaluate existing practices and implement innovative programs within the field. Sample programs and projects may include

- implementing innovative strategies, such as cooperative learning, peer tutoring and service learning
- carrying out professional development for personnel involved in the education of gifted and talented students

Program Office Contact:

Lar’Mara Bluitt

(202) 205-1860

larmara.bluitt@ed.gov.

Legislation: Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 6.

Type of Assistance: Discretionary/competitive grants. Grants awarded under *Priority One* are disseminated over a five-year period, whereas *Priority Two* are over a three-year period.

Who May Apply: State education agencies (SEA), local educational agencies (LEA), institutions of higher education, other public agencies and other private agencies and organizations. Under *Priority Two*, an SEA and one or more LEAs, collaborate on a project and either may apply.

FY2004 Appropriation: \$11,111,056

In September of 2003, Sunnyside School District, in Washington state, was awarded *Priority Two* funds in partnership with institutions of higher learning, state and local education agencies, and a neighboring school district. The project will provide annual yearlong Enrichment Cluster Training Academy Programs (ECTAP) to teams of bilingual para-educators and English-speaking teachers that serve under-represented and minority students in grades K-6. ECTAP is based upon an enrichment model that aims to educate the “whole child.” While instruction is given in reading and math, the arts—music, dance, and drama—are given significant weight. For more information specific to this program, contact Ruben Carrera, Executive Director of Teaching and Learning (509) 836-8402 or carrerar@sunnyside.wednet.edu

MAGNET SCHOOLS ASSISTANCE

www.ed.gov/programs/magnet/index.html

The Magnet Schools Assistance program provides grants to establish and operate magnet schools in local educational agencies that are under a court ordered or federally approved voluntary desegregation plan to eliminate, reduce or prevent minority group isolation in elementary and secondary schools. Magnet Schools offer a wide range of programs that have served as models for school improvement efforts. New allowable uses of funds for magnet schools include activities to promote sustainability of local programs, such as professional development, and activities that enable schools to serve students attending a school but not enrolled in the magnet program.

Program Office Contact:

Steve Brockhouse

(202) 260-2476

steve.brockhouse@ed.gov

Legislation: *No Child Left Behind Act* of 2001, Title V, Part C.

Type of Assistance: Competitive grants at the federal level.

Who May Apply: Local education agencies and consortia of such agencies, where appropriate.

FY2004 Appropriation: \$108,640,218

Boston Public Schools received \$2,219,064 in 2001 to implement a Magnet Schools project. Clarence Edwards Middle School will receive about \$220,000 a year for three years from the grant to create a new magnet school program with a performing arts curriculum. With 515 students in grades 6-8, the arts program will attract students of varied backgrounds – social, economic, racial, ethnic – from the diverse neighborhoods. Community involvement will take the form of contracts with local arts organizations to expand the after school offerings, which will include most of the students in the school. Community organizations working with the school include two umbrella organizations: The Boston Arts Cultural Alliance, an organization of over seventy local arts organizations; and Arts In Progress, a non-profit whose mission is to bring the arts into the schools through artists-in-residence and artist educators.

NATIONAL WRITING PROJECT

www.writingproject.org

The legislation directs that all National Writing Project federal funds (the project has other funding sources) be awarded via a noncompetitive grant to the National Writing Project (NWP), a nonprofit international educational organization located in Berkeley, California. NWP contracts with local sites – usually post-secondary institutions, school districts, or other nonprofit educational providers – to operate in-service teacher development programs.

The National Writing Project is a network of 175 sites that are housed at universities in all 50 states with the goal of improving the teaching of writing through professional development programs for teachers. Sites are located within a college or university community, usually in the College of Education or Department of English. A university applies for site status through a lengthy potential site application process. The NWP adds 8-10 new sites each year.

Program Office Contact:

Alex Stein
(202) 205-9085
alex.stein@ed.gov

Inquiries may also be addressed to nwp@writingproject.org, or visit the National Writing Project's website at www.writingproject.org. The program is fully described on the website and a listing of all sites can also be found.

Legislation: *Elementary and Secondary Education Act of 1965* as amended by the *No Child Left Behind Act*, Title II, Part C, Subpart 2.

Type of Assistance: Noncompetitive grant from the U.S. Department of Education to the NWP. NWP sites may be contacted to explore the possibility of establishing a local partnership.

Who may apply: NWP contracts with local sites – usually post-secondary institutions, school districts, or other nonprofit educational providers.

FY2004 Appropriation: \$17,893,800

Many NWP sites partner with community arts agencies and groups to provide professional development opportunities for teachers and programs for youth. Nonprofit arts organizations would not be in the position to apply to become a site, but they could contact a particular site in their area to explore the possibility of developing a local partnership.

PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS GRANTS PROGRAM

www.ed.gov/programs/artsedprofdev/awards.html

This program supports the implementation of high-quality professional development model programs in elementary and secondary education for music, dance, drama, and visual arts educators. Funds support innovative instructional methods, especially those linked to scientifically-based research. (No current requirements for use of scientifically-based research in evaluation of programs are in place.) Projects include professional development programs for teachers working in high-poverty schools. Designed for K-12 arts teachers, programs must focus on: the development, enhancement, or expansion of standards-based arts education programs; or the integration of arts instruction into other subject area content. Past grants have ranged from \$220,000 to \$290,000, and generally go to programs that emphasize the use of the arts to enhance or improve learning in other subjects. Deadline for application in past years has been early July.

Program Office Contact:

Lynnetta Johnson

(202) 260-1990

lynnetta.johnson@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965* as amended by the *No Child Left Behind Act*, Title V, Part D, subpart 15, section 5101(d)(5).

Type of assistance: Discretionary grants.

Who may apply: Local education agencies acting on behalf of a school or schools where 75 percent of the children are from low-income families may apply in collaboration with at least one of the following: an institution of higher education; a state education agency; or a public or private nonprofit agency with a history of providing high-quality professional development to public schools.

FY2004 Appropriation: \$7,455,750

Tucson Unified School District, Tucson, Arizona, received a grant to work with three K-5 schools, the Tucson Symphony Orchestra, University of Arizona, Arizona Opera Company, and the Tucson Arts Connection to expand an integrated curriculum for teachers and artists that focuses on music through all the grades. TUSD was able to document positive results of music study on the development and reinforcement of linguistic and literacy skills, especially for English language learners.

PUBLIC CHARTER SCHOOLS

www.ed.gov/programs/charter/index.html

Provides financial assistance for the design and initial implementation of charter schools and the evaluation of the effects of charter schools on students, student achievement, staff and parents.

Program Office Contact:

Dean Kern
(202) 260-1882
Dean.Kern@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act*, Title V, Part B.

Changes made by *No Child Left Behind Act*: According to the U.S. Department of Education, the new law has only minor changes in language, except that it authorizes a new “per-pupil facilities charge” to help schools with their facilities cost.

Type of assistance: Competitive grants at the federal level.

Who may apply: State education agencies (SEAs) that have authority under state law to authorize or approve a charter school may apply to the U.S. Department of Education. If the SEA does not apply or is not funded, authorized public chartering agencies within these states may apply.

FY2004 Appropriation: \$218,702,000

A host of charter schools boast of strong arts programs, and several have adopted the arts as an organizing theme. For example, the Metropolitan Arts Institute in Phoenix, AZ, “embraces creativity as the door to learning,” while students at the Leonardo da Vinci Public Academy of Science and Art in Boston “master fundamental academic skills as they develop a rich understanding of the critical relationships between science and art.” Some charters are housed in universities and cultural institutions, particularly museums, and many have developed strong relationships with such institutions.

SAFE AND DRUG-FREE SCHOOLS

www.ed.gov/about/offices/list/osdfs/index.html

The Office of Safe and Drug-Free Schools (OSDFS) administers, coordinates, and recommends policy for programs and initiatives designed to keep our nation's schools safe, disciplined, and drug-free. Programs/initiatives authorized under this legislation provide financial assistance for drug and violence prevention activities in elementary and secondary schools, and in institutions of higher education. Funds are awarded to programs that address risk factors affecting our youth and provide structured programs that confront such risks. The following grants can fund arts education programming.

Mentoring Grants

These discretionary and competitive grants promote mentoring programs for children with greatest need by assisting them in receiving support and guidance from a mentor and to improve the academic achievement of those children. "Children with greatest need" is defined as a child at risk of educational failure, dropping out, or involvement in criminal or delinquent activities, and who lack positive role models. Supported activities will work to improve interpersonal relationships between targeted children and their peers, teachers, other adults, and family members.

Program Office Contact:

Bryan Williams

(202) 260-2391

Bryan.Williams@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act*, Title IV, Part A, Subpart 2.

Who may apply: Local education agencies, nonprofit organizations.

FY2004 Appropriation: \$49,705,000

Carol M. White Physical Education Program

This program provides discretionary and competitive grants to initiate, expand, and improve physical education programs for K-12 students in order to help them make progress toward meeting state standards for physical education. Funds may be used to provide equipment and support to enable students to participate actively in physical education activities. Funds may also support staff and teacher training and education.

Program Office Contact:

Ann Weinheimer

(202) 708-5939

Ann.Weinheimer@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act*, Title V, Part D, Subpart 10.

Who may apply: Local education agencies, nonprofit organizations, community-based organizations.

FY2004 Appropriation: \$69,587,000

Safe and Drug-Free Schools Governors' Grants

This program provides support in the form of formula grants to governors for a variety of drug and violence prevention activities focused primarily on school-age youths. Governors use their program funds to provide support to parent groups, community-based organizations, and other public and private nonprofit entities for drug and violence prevention activities that complement the state education agency (SEA) and local education agency (LEA) portion of the Safe and Drug-Free Schools and Communities Program.

Program Office Contact:

Robert Alexander

(202) 401-3354

Robert.Alexander@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act*, Title IV, Part A, Subpart 1.

Who may apply: State governors' offices are the designated applicants. Territorial governors' offices may also apply. Community-based and other public and private nonprofit entities must apply to their respective governors' offices.

FY2004 Appropriation: \$440,907,650

All programs awarded OSDFS funds must address local needs as determined by objective data and be grounded in scientifically-based prevention activities. They must also involve parents. The effectiveness of these programs must be continuously measured and evaluated.

Strategically designed arts programs for youth at-risk can measurably reduce such identified risk factors as truancy, negative peer influences, and a lack of adult supervision. Arts programs that successfully offer mentoring, opportunities for recognition and achievement, and positive peer influence lead to improved self-respect among participants.

SUPPLEMENTAL EDUCATIONAL SERVICES

www.ed.gov/parents/schools/choice/choice.html
www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf

As part of NCLB, any Title I elementary or secondary school in their second year of School Improvement or corrective action is required to arrange for the provision of supplemental education services for eligible students enrolled in the school. These schools will be required to provide the option of supplemental services to parents with eligible children. The purpose of supplemental services is to ensure that students increase their academic achievement, particularly in reading, language arts, and math. Instruction must take place outside the regular school day (before or after school, on weekends, or during summer) and may include assistance such as tutoring, remediation, and academic intervention.

Parents must request these services; it is not up to the school to make the request on behalf of the student. However, schools and districts must notify parents of the availability of services. Service providers (as approved by the state department of education) may also want to identify schools labeled low-performing in the area and notify those parents about their services. Each state department of education posts a list of approved service providers on its website.

Legislation: *No Child Left Behind Act*, Title I, Section 1116(e).

Type of Assistance: Tutoring and other supplemental instruction provided to low income students in low performing schools.

Who may apply: Potential service providers should contact their state department of education to examine criteria and apply for approval. Parents should find out if their children are eligible at the school or district level, and if further information is needed about available services, check with the appropriate state department of education.

FY2004 Appropriation: Schools pay for Supplemental Services out of Title I funds, and they may use other federal, state, local, and private resources to pay for supplemental educational services. To augment the amount of funds available to provide supplemental educational services, a state department of education may use funds it reserves under Title I, Part A and Title V, Part A to increase the funds available for schools and districts to provide supplemental educational services for eligible students requesting such services. Schools must spend an amount equal to 20 percent of its Title I, Part A allocation to pay for choice-related transportation and supplemental educational services.

<p>Learning Through an Expanded Arts Program (LEAP), an arts education service organization in New York City, has been approved by the New York State Department of Education to provide supplemental education services in English language arts and mathematics to students in New York City public schools that meet the eligibility criteria. LEAP integrates the arts to teach these subjects and has documentation of their program's impact on student achievement.</p>
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TITLE I: GRANTS TO LOCAL EDUCATION AGENCIES

www.ed.gov/programs/titleiparta/index.html

Title I “Part A” provides funds to state departments of education and in turn to local school districts and schools to provide quality learning opportunities for students in low-income schools to meet challenging academic standards. While Title I funds are, in part, allocated to meet the achievement goals required in the new state plans, Title I funds are not limited to reading, math, and science programs. States may also choose to allocate Title I funds to schoolwide programs that strengthen all core academic subjects in the school, including the arts.

In the Title I programs, extended learning opportunities are strongly encouraged and schools are to reduce the amount of time children are taken out of their regular classroom activities. The goal is to minimize pull-out programs, and support higher order thinking skills rather than rote skills, accelerated curriculum rather than drill and practice, and the use of effective strategies based on research. Schools with 50 percent of low-income students are eligible to operate schoolwide programs that serve all children.

Title I funds are allocated to local educational agencies that meet the requirements of four separate funding formulas: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. Allocations are based primarily on the number of poor children in each school district or local education agency (LEA). LEAs receive a single combined allocation that is adjusted by the state under certain circumstances.

Program Office Contact: Contact your state department of education or school district’s Title I coordinator. A comprehensive list of state contacts is available at <http://www.ed.gov/about/contacts/state/index.html>.

Legislation: *Elementary and Secondary Education Act of 1965*, as amended by the *No Child Left Behind Act*, Title I, Part A.

Type of Assistance: Formula grants to state departments of education that are then passed on formula grants to local school districts.

Who May Apply: State education agencies receive funds from U.S. Department of Education. Local districts and schools receive formula grants from states.

FY2004 Appropriation: \$12.342 billion

Many schools districts have previously elected to include the arts in the use of Title I funds, and the U.S. Department of Education has a track record of encouraging schools to include the arts in Title I programs. A June 2001 letter from Joseph Johnson, then-director of compensatory education programs, also encourages the arts education community to become involved in the Title I planning process. The letter is available on the Arts Education Partnership website at: <http://www.aep-arts.org/PDF%20Files/johnson-letter.pdf>.

TITLE II: TEACHER QUALITY ENHANCEMENT GRANTS

www.ed.gov/programs/heatqp/

Title II of the Higher Education Act (HEA) authorizes federal grant programs that support the efforts of state departments of education, institutions of higher education, and their school district partners to improve the recruitment, preparation, and support of new teachers. Title II also includes accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. The reported data—on how well institutions prepare teachers, what states require of individuals before they are allowed to teach, and how institutions and states are raising their standards for the teaching profession—will allow the measurement of success of teacher education programs and state efforts to improve teacher quality.

Under Title II, Part A, the Teacher Quality Enhancement Grants initiative consists of three separate competitive grants programs: 1) Partnership Grants for Improving Teacher Education, 2) State Grants, and 3) Teacher Recruitment Grants. Provided below is the description of the Partnership Grants which is most applicable to arts education partnerships.

Partnership Grants for Improving Teacher Education provides funds to partnerships among teacher preparation institutions, schools of arts and sciences, and local school districts in high-need areas. The partners will work to strengthen teacher education through activities such as: implementing reforms that hold teacher education programs accountable, improving prospective teachers' knowledge of academic content, ensuring that teachers are well-prepared for the realities of the classroom, and preparing prospective teachers to use technology and to work effectively with diverse students.

Program Contact:

Luretha Kelley

(202) 503-7878

Luretha.Kelley@ed.gov OR teacherquality@ed.gov.

Legislation: Title II, Part A, Subpart 3 of the *Higher Education Act of 1998*.

Who May Apply: institutions of higher education, local education agencies.

FY2004 Appropriation: \$88.887 million for all three Title II programs.

State-level funding (Title II, Part A, subparts 1-2, 4): The total appropriation for Title II, Improving Teacher Quality is granted on a formula basis to state departments of education with approved plans. States then distribute 95 percent of the funds to districts on a formula basis via sub-grants. States can reserve 5 percent of which half must be used for partnership grants. Eligible partnerships include an institution of higher learning and a high-need local education agency (and may include another local education agency, a public charter school, an elementary or secondary school, a non-profit education or cultural organization, a teacher-training institution, an organization representing teachers or principals, or a business). The remaining 2.5 percent is divided between administration and other activities (see www.ccsso.org/pdfs/NCLB2002.pdf, pp. 27-28). Those interested in pursuing activities related to professional development and other teacher-related issues should contact their state department of education's Title II coordinator.

Some states have allocated Title II funds to higher education institutions that are engaged in providing research-based professional development for teachers in the arts. Michigan State University (MSU) was awarded a grant of \$155,903 for “Creating and Maintaining An Arts Integrated Curriculum” that is designed to promote the integration of dance, theater, and creative writing. Teachers from elementary and middle schools will receive training at a summer institute where they will become immersed in dance, drama, and creative writing experiences that reflect Michigan’s standards and benchmarks. Teachers will also be guided in designing and evaluating appropriate assessment instruments. Teachers will be communicated with and offered additional guidance by MSU staff and graduate students to ultimately develop lessons and units to be shared throughout the state.

VOCATIONAL EDUCATION

www.ed.gov/about/offices/list/ovae/index.html

Office of Vocational and Adult Education (OVAE) conducts research and provides resources to help prepare young people and adults for postsecondary education, successful careers, and productive lives. Education agencies that offer sequenced programming and apprenticeships in the applied and industrial arts (carpentry, blacksmithing, graphic arts, etc.) may be eligible for funding administered through this office. The following programs are designed for learners in secondary schools.

Smaller Learning Communities Program

This program helps local education agencies plan, implement, or expand small learning communities in large high schools. Through this program, the Department is also conducting new research to determine whether the effects of small schools can be replicated within large high schools; the ideal size of such communities; and the impact of breaking down large high schools on important outcomes such as achievement and equity.

Program Office Contact: Deborah Williams (202) 205-0242 or deborah.williams@ed.gov

Legislation: *Elementary and Secondary Education Act of 1965*, Title V, Part D, Subpart 4.

Type of Assistance: Discretionary grants.

Who may apply: local education agencies (LEAs.)

FY2004 Appropriation: \$173,967,500

Tech-Prep Demonstration Program (TPDP)

TPDP is designed to fund initiatives that build student competence in core academic subjects and workplace skills through applied, contextual academics and integrated instruction. It “provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics,” while addressing workforce shortages.

Program Office Contact: Laura Messenger, (202) 205-5565 or laura.messenger@ed.gov.

Legislation: *Carl D. Perkins Vocational and Technical Education Act of 1998*, Title II, Sec. 207.

Type of assistance: Discretionary/competitive grants.

Who may apply: LEAs, institutions of higher education, other organizations and/or agencies.

FY2004 Appropriation: \$4,938,689

The School Dropout Prevention Program

The Dropout Prevention Program is primarily a grant program to state education agencies. Grants support activities such as professional development; reduction in student-teacher ratios; counseling and mentoring for at-risk students; and the implementation of comprehensive school reform models. Funds from this program can be used for a broad range of programs, services, and activities designed to improve career-technical education.

Program Office Contact: Valerie Randall-Walker, (202) 205-9477 or valerie.randall-walker@ed.gov.

Legislation: Dropout Prevention Act.

Who May Apply: LEAs, state education agencies.

Type of assistance: Discretionary/competitive grants.

FY2004 Appropriation: \$4,970,500