

RESOLUTION 2001 - 101

A RESOLUTION SUPPORTING THE ARTS IN EDUCATION GRANT APPLICATION BY THE NASSAU COUNTY SCHOOL BOARD AND JACKSONVILLE UNIVERSITY.

WHEREAS, integrating arts into the core elementary and middle school curricula is essential for the students of Nassau County; and

WHEREAS, strengthening arts instruction will improve students' academic performance; and

WHEREAS, the joint grant application meets and exceeds the requirements set forth by the Secretary.

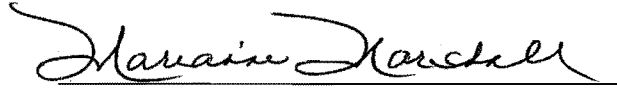
NOW, THEREFORE, BE IT RESOLVED this 25th day of June, 2001, by the Board of County Commissioners of Nassau County, Florida, as follows:

1. The Board of County Commissioners unanimously endorses and supports the Arts in Education Grant application submitted by the Nassau County School Board and Jacksonville University.

2. The Board of County Commissioners urges the acceptance and award of the Grant for the extremely

valuable purposes set forth in the application.

BOARD OF COUNTY COMMISSIONERS  
NASSAU COUNTY, FLORIDA



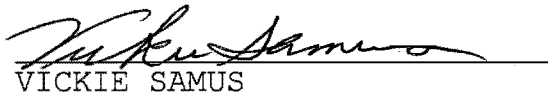
MARIANNE MARSHALL  
Its: Chairman



NICK D. DEONAS



DAVID C. HOWARD



VICKIE SAMUS



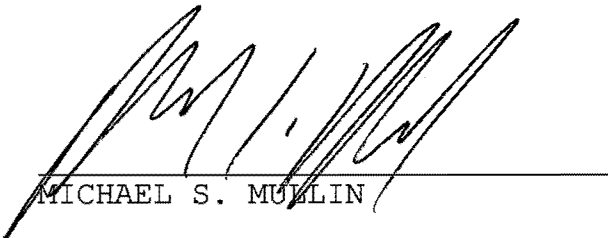
FLOYD VANZANT

ATTEST:



J. M. "CHIP" OXLEY, JR.  
Its: Ex-Officio Clerk

Approved as to form by the  
Nassau County Attorney



MICHAEL S. MULLIN

h/anne/res/arts-in-education-grant

*Resolution  
Supporting  
Grant*

*needed  
by 25th*

Nassau County Arts in Education Program  
Activities Worksheet

Partners: Nassau County School Board & Jacksonville University  
Project time Frame: 3 years

Project Objectives:

- (1) integrating arts into the core elementary and middle school curricula,
- (2) strengthening arts instruction in these grades, and
- (3) improving students' academic performance, including their skills in creating, performing, and responding to the arts.

WHAT TO DO

- A. For each **Objective** above think about **activities**
- B. Then for **each Activity** think about and **write the up** the following:
  1. What is the activity? Name and description.
  2. How would it be delivered? Where and By Whom? How Often (time lines)?
  3. What resources would be needed?
  4. What are the expected outcomes or results?
  5. How would those outcomes be evaluated?

## Arts in Education Model Development and Dissemination Grant Program

### **Purpose of Program:**

The Arts in Education Model Development and Dissemination Grant Program will support the development, documentation, evaluation, and dissemination of innovative, cohesive models that have demonstrated effectiveness in effectively

- (1) integrating arts into the core elementary and middle school curricula,
- (2) strengthening arts instruction in these grades, and
- (3) improving students' academic performance, including their skills in creating, performing, and responding to the arts

Project Period. Up to 36 months.

Funding. \$350,000-1,000,000 for three period

### **Program Description:**

The Arts in Education Model Development and Dissemination Grant Program is authorized under section 10401, Part D, Subpart 1 of Title X of the Elementary and Secondary Education Act. The Arts in Education Model Development and Dissemination Grant Program will further the development of innovative, cohesive models that have demonstrated effectiveness in integrating arts into the school curriculum. In this case, "integrating" should be understood both as

- strengthening the use of high-quality arts in the course of other academic instruction and
- strengthening the place of arts as a core academic subject in the regular school curricula.

These grants are designed to enable LEAs and organizations with art 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 in these fields
- into the elementary and middle school curricula.

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.

The goal of the Arts in Education Model Development and Dissemination Grant Program is to bring to the field additional models with a solid research base for effectively integrating the arts, in the same way that solid research bases have been developed for instruction in other fields, such as reading.

PU: Salls Family FAX NO: 8793782 Jan 07 2001 10:22 AM

## Arts in Education Model Development and Dissemination Grant Program

### Absolute Priority:

The Secretary will only fund applications from LEAs or non-profit organizations which propose to work with at least one elementary and/or middle school with no less than 35% of its students from low-income families consistent with section 1113(b)(1)(A) of Title I of the Elementary and Secondary Education Act.

### Competitive Priority:

The Secretary will award five (5) points, in addition to any points the applicant earns under the selection criteria, to projects proposing models that involve schools in rural or inner-city communities.

Under this program, applicants should propose projects that may include but are not limited to the following components:

1. Field testing and evaluating promising new educational strategies;
2. Field testing and evaluating model in-service and pre-service professional development programs;
3. Ensuring comprehensive coverage of the arts disciplines--such as visual arts, dance, music, theater, and the folk arts in these areas;
4. Developing partnerships among schools, arts organizations, and others with expertise in the arts to enhance the quality and sustainability of effective programming;
5. Creating materials documenting the implementation and achievement of the model program for other educators and agencies; and
6. Obtaining the services of outside experts to assist with program implementation, curriculum development, data collection, evaluation design or other appropriate activities.
7. Be linked to state and national standards enabling all students to meet challenging expectations, and improving student and school performance.
8. Have the potential to improve students' achievement both in creating, performing, and responding to works of art, and in other core academic subjects.
9. Highlight the development of model professional development for arts educators and other instructional staff.
10. Include multiple partners and effectively combine resources to create quality, sustainable programs.
11. Demonstrate the feasibility of further replication and dissemination.
12. Be applicable to a broad range of high poverty and disadvantaged, rural and urban schools, including those that are chronically low-performing.
13. Make effective use of technology to further the model's goals.
14. Describe methods by which the applicant will assess the model's outcomes.
15. Additionally, grant applicants should describe activities which, to the extent possible, coordinate model development with relevant activities of public and private cultural agencies, insitutions, and organizations, including museums, arts education associations, libraries, and theaters. (20 U.S.C. 8091(e)(1))

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**Selection Criteria:**

The Secretary uses the following selection criteria to evaluate applications for grants under this competition. In all instances where the word "project" appears in the selection criteria, the reference to an Arts in Education Model Development and Dissemination grant program should be made.

The maximum composite score for all of these criteria is 100 points. The maximum score an applicant may receive is 105 if they meet the competitive priority.

The maximum score for each criterion is indicated in parentheses. Within each criterion, the Secretary evaluates each factor equally.

**(a) Need for project. (10 points)** In determining the need for the proposed project, the Secretary considers the following factors:

- (i) The extent to which the model addresses specific needs of students at risk of educational failure.
- (ii) The extent to which specific gaps, weaknesses, or opportunities have been identified in effectively integrating arts into the core curricula, strengthening arts instruction and improving students' academic performance, including skills in creating, performing and responding to the arts. Also, the nature and magnitude of those gaps or weaknesses and the degree to which they will be addressed by the proposed model.

**(b) Significance. (20 points)**

In determining the significance of the proposed project, the Secretary considers the following factors:

- (i) The potential contribution of the proposed project to increase knowledge and understanding of effective strategies for strengthening the use of high-quality arts in the course of other academic instruction and the place of arts as a core academic subject in the regular school curricula
- (ii) The likely utility and replicability of the proposed model and the extent to which its products (including information, materials, processes, or techniques) will be effective in a variety of settings

**(c) Quality of the project design. (30 points)**

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (i) The extent to which the goals, objectives, and results to be achieved over the proposed project period are clearly specified and measurable.
- (ii) The extent to which the proposed model is based on reliable research, effective practice and/or coherent theory regarding means for strengthening the use of high-quality arts in the course of other academic instruction and the place of arts as a core academic subject in the regular school curricula.
- (iii) The extent to which the proposed model aims to strengthen the academic performance of students in creating, performing, and responding to multiple arts disciplines and other core academic areas.
- (iv) The extent to which the project will document and evaluate the success of the model and disseminate relevant information

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**(d) Quality of the management plan. (10 points)**

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 a reasonable budget, including relevant contributions and commitments from partners, timelines, continuous improvement strategies and milestones for accomplishing project tasks

**(e) Quality of the project personnel. (5 points)**

In determining the quality of the personnel plan for the proposed project, the Secretary considers the following factors:

- (i) The qualifications, including relevant training and experience of key project personnel, major partners, project consultants and/or subcontractors and the extent to which personnel have clearly defined responsibilities.
- (ii) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**(f) Quality of the project evaluation. (25 points)**

In determining the quality of the evaluation, the Secretary considers the following factors:

- (i) The extent to which the methods of evaluation are rigorous, thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (ii) 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 on the results of the program.
- (iii) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

Arts in Education  
Application Production Schedule  
Nassau County School District  
Jacksonville University

DATE	ACTIVITY
July 16	Proposal must be shipped
July 12	Approval by Nassau County Board
July 10	Final revision to narrative and budget
July 02	Budget and Overview given to NCSB for mailing to board members for 12 <sup>th</sup> meeting Final draft circulate to key development team members Draft Budget Outline of project activities Letters of support final collection
June 25-28	Joint Meeting of NCSB & JU development team members Meeting of JU team members
June 12	Begin collecting letters of support Drafting the narrative begins
June 06	Meeting in Nassau with Principals and CRT for schools selected; presentation by JU reps and Rhonda Bristol
May 25	Selection of invited schools named by JU
May 24	Meeting of NCSB & JU representatives

6/3/01

06/06/01

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Arts in Education  
 Grant Applicant  
 Contact List  
 (2006)

NAME	Affil	Expertise	PHONE	FAX	EMAIL	NOTES
Bristol, Rhonda	NCSF	Art	251-6109 (H)	277-3754 (sch)	rhondaferm@juno.com	Fernandina Beach High 1402 Beech Street, Fernandina Beach
Coleman, Iris	NCSF	Admin	321-5984 (O)	321-5982	colemeni@nassau.k12.fl.us	
Hollis, Angie	JU	Dance	725-7692 (H) 745-7373 (JU)	745-7075	ahollis@aol.com ahollis@ju.edu	Dance Faculty Cell phone number to us after 6/6/01 904-234-7992 Folk Dance
Kelly, Mimi	JU	Dance	744-2598 (H)		mimikelly@ju.edu mimidan@medicorp.net	
Madden, Caroline	JU	Classroom mg	745-7381 (O) 642-2628 (H)	745-7375	cmadden@ju.edu jcmadden@aol.com	Program Coordinator: Glass Faculty
Meir, June	JU	Teacher Training	745-7136 (O) 247-5327 (H)	745-7159	jume1@aol.com june@nccu.edu	
Northey, Jim	NCSF	Admin	321-5804 (O)	321-5962	northeyj@nassau.k12.fl.us	Director of Instructional Services NCSF Representative: Connie = secretary
Potter, Barbara	JU	Admin	745-7021 (O)	745-7047	bpotter@ju.edu	University Relations
Seward, Cheryl	JU	Art & Art History Dept Chair	745-7380 (O)	745-7375	cseward@ju.edu	
Stephenson, Judy	JU	Admin	745-7039 (O) 739-8234 (H)	745-7047	jstephe@ju.edu	Proposal writer
Vincent, Dennis	JU	Music educator	745-7384 (O)	745-7375	dvincent@ju.edu	
Wilson, Pam	JU	Treasurer	745-7350 (O)	745-7375	pwilson@ju.edu	On vacation until June 12

All area codes are 904, unless otherwise noted.