

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 04/27/2010 03:26 PM

## Technical Review Coversheet

Applicant: Dramatic Results (U351D100114)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	19
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	97
<b>Total</b>	100	97

# Technical Review Form

Panel #1 - Panel - 1: 84.351D

Reader #1: \*\*\*\*\*

Applicant: Dramatic Results (U351D100114)

## Questions

### Selection Criteria - Need for Project

1. Your comments and scores should address the following criteria:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

#### General:

Strengths: The applicant identifies the project schools as having students from high poverty, with low academic achievement, and with a large achievement gap between students eligible for free/reduced lunch and those not eligible. The applicant makes the case for needing intensive teacher professional development on p. 4: "...students who receive systematic instruction from a skilled teacher can increase their reading skills by 1.5 grade levels in the course of just one academic year." The applicant makes a compelling case for students currently in "arts poor" environments.

Weaknesses: No weaknesses were noted.

Reader's Score: 15

### Selection Criteria - Significance

1. Your comments and scores should address the following criteria:

(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

#### General:

Strengths: On p. 9, the applicant lists five products that will result from the project: instructional strategies, lessons, data, information on partnerships, and dissemination. The applicant outlines a strong dissemination plan to get information about these products to the field. In addition, the family workshop outlined on p. 12 is a novel idea for fostering school-parent relationships.

Weaknesses: No weaknesses were noted.

Reader's Score: 10

### Selection Criteria - Quality of Project Design

1. Your comments and scores should address the following criteria:

(1) The extent to which the design of the proposed project reflects up-to-date knowledge from

research and effective practice.

**(2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

**(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

**General:**

Strengths: The applicant has a history of success in arts integration projects. The Write-On Arts program has been successful with fourth grade students, as shown by increased test score in language arts (pp. 1-2). There are three goals clearly articulated for the project. The program places a focus on students synthesizing knowledge by creating their own works, which is well-supported in educational research. The proposed program includes plans to teach students and provide professional development for teachers, building capacity for the project to continue beyond the period of grant funding. The applicant identifies the standards alignment for each of the proposed lessons.

Weaknesses: While the applicant cites research and outlines the basics of the program, it is still difficult to see exactly how the program will look in the classroom. While the table in the appendix is helpful, more detail in the narrative about the day-to-day learning activities and how they are structured would make this application clearer.

**Reader's Score: 23**

**Selection Criteria - Quality of Project Personnel**

- 1. Your comments and scores should address the following criterion:(1) 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 from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**  
**(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

**General:**

Strengths: The applicant seems to be making an effort to recruit staff, particularly teaching artists, from underrepresented groups. Starting on p. 24, the applicant clearly outlines the project staff and describes the role each member will play in the project. Members of the staff are well-qualified to run this project.

Weaknesses: No weaknesses were noted.

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

- 1. Your comments and scores should address the following criteria:**
  - (1) 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.**
  - (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
  - (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**General:**

Strengths: There are processes in place to gather both formal and informal feedback to assess and make changes to the project (p. 30). The partners and the plan to interface with them to provide quality experiences for students are

commendable.

Weaknesses: In the table on p. 27, it would be helpful to see a narrative of how each item in the timeline supports the three larger project goals.

**Reader's Score: 19**

### **Selection Criteria - Quality of the Project Evaluation**

**1. Your comments and scores should address the following criteria:**

**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

**(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**General:**

Strengths: The applicant proposes to conduct a randomized control trial (p. 31). On pp. 34, 35 and 37, the applicant outlines a detailed plan for evaluating the effect of the program on both teachers and students. The processes for evaluation are appropriate to measure progress toward the stated goals. There are processes in place for evaluators to share formative results with project staff to allow for changes in project design. The data that will be gathered and shared has the potential to be of value to teachers, parents, and others in the school community.

Weaknesses: No weaknesses were noted.

**Reader's Score: 20**

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**Status:** Submitted

**Last Updated:** 04/27/2010 03:26 PM

Status: Submitted

Last Updated: 04/27/2010 08:58 PM

## Technical Review Coversheet

Applicant: Dramatic Results (U351D100114)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	23
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	98
<b>Total</b>	100	98

# Technical Review Form

Panel #1 - Panel - 1: 84.351D

Reader #2: \*\*\*\*\*

Applicant: Dramatic Results (U351D100114)

## Questions

### Selection Criteria - Need for Project

**1. Your comments and scores should address the following criteria:**

**(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

**(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

#### General:

Strengths: There is a wide gap in academic achievement in the district between those schools with high percentage of students receiving free lunch having significantly low performing academic scores in reading and those in schools with a low percent who qualify for free lunch scoring in high ranges. (e2) The project addresses that gap by working to train teachers to effectively integrate arts education in the classroom in a district that has not had arts specialists in schools since 1978 (e6). The seven core instructional strategies developed by DR and the curriculum draft provide details of the specific steps that will be used as a basis for the program (e8 and Appendix).

Weaknesses: None

Reader's Score: 15

### Selection Criteria - Significance

**1. Your comments and scores should address the following criteria:**

**(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

#### General:

Strengths: This applicant has a proven successful track record in overall gains in math and art (e8). Annual exhibitions include the community in the products of this project as well as family workshops to sustain parent interest (e9). The applicant is also well situated to present at multiple education conferences and disseminate information through a variety of print as well as electronic mediums. (e12)

Weaknesses: None

Reader's Score: 10

### Selection Criteria - Quality of Project Design

**1. Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

**General:**

Strengths: The description of the project includes research that supports integrating the arts into the language arts curriculum through student creation in art (e13). There are clear steps in the project design that will bridge the gap in achievement through increased teacher training and linking specific lessons with national and state standards. (e17) The applicant has also built successful partnerships with community foundations and corporations for continued financial support of the program as well as professional development (with school site leaders, e20) and student achievement improvements to build capacity past the grant period.

Weaknesses: The degree of teacher input in the project design and lesson implementation is unclear. A brief description of the methods of Math in a Basket would have clarified the success of this previous program.

**Reader's Score: 23**

**Selection Criteria - Quality of Project Personnel**

- 1. Your comments and scores should address the following criterion:**
- (1) 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 from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
  - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

**General:**

Strengths: Dramatic Results is actively involved in encouraging applications from persons from traditionally underrepresented groups. (e22) The personnel for this project are well-qualified and distinguished in their fields (e23). The inclusion of an Arts Education Consultant from the school district is important (e24).

Weaknesses: None

**Reader's Score: 10**

**Selection Criteria - Quality of the Management Plan**

- 1. Your comments and scores should address the following criteria:**
- (1) 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.**
  - (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
  - (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**General:**

Strengths: The objectives, goals, milestones and timelines are clearly laid out (e26) and personnel have dedicated time to effectively implement this project. The feedback loop is very hands-on (e29).

Weaknesses: None

**Reader's Score: 20**

**Selection Criteria - Quality of the Project Evaluation**

**1. Your comments and scores should address the following criteria:**

**(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

**(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**General:**

Strengths: The Griffin Center focuses on arts education and literacy development with a 30-year history of prior experience (e30). The evaluation team will work with all stakeholders during the evaluation. The rigorous evaluation plan is framed by relevant program goals (e32) with results that will be useful to the district administration. (e33)

Weaknesses: None

**Reader's Score: 20**

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**Status:** Submitted

**Last Updated:** 04/27/2010 08:58 PM

Status: Submitted

Last Updated: 04/27/2010 12:44 AM

## Technical Review Coversheet

Applicant: Dramatic Results (U351D100114)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	14
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Project Design	25	24
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	20	19
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	20
<b>Sub Total</b>	100	97
<b>Total</b>	100	97

# Technical Review Form

Panel #1 - Panel - 1: 84.351D

Reader #3: \*\*\*\*\*

Applicant: Dramatic Results (U351D100114)

## Questions

### Selection Criteria - Need for Project

**1. Your comments and scores should address the following criteria:**

**(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

**(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

#### General:

##### Strengths:

This proposal is to expand on a previously successful project which produced a six-point jump in language arts scores compared to the comparison group with only 12 hours of instruction. (p.1)

The project focuses on improving literacy performance in a focused way, phasing in by grade for grades 2-4 over time. Long Beach has the nation's third highest municipal poverty rate among children (p.2) and hosts a huge diversity of cultures and languages.

The district demonstrates large achievement gaps between SES groups (p.3).

The applicant names explicit strategies to help students develop literacy skills (p.4-5).

The applicant uses language, such as the constellation of learning and interactions with students' social and emotional lives, that demonstrates true understanding of how the dynamics on an integrated arts curriculum can work (p. 8).

##### Weaknesses:

Acronyms are not helpful, unnecessary and distracting; e.g. nine acronyms appear on page 7.

Reader's Score: 14

### Selection Criteria - Significance

**1. Your comments and scores should address the following criteria:**

**(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

#### General:

##### Strengths:

The applicant delineates its anticipated products and core instructional strategies (p. 9).

The applicant has a proven track record of productivity, success, and dissemination.

There is a dense potential audience in the immediate geographical area (p. 12).

##### Weaknesses:

No weaknesses were noted.

Reader's Score: 10

### Selection Criteria - Quality of Project Design

**1. Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

**General:**

**Strengths:**

The reviewer values that students do the choosing, planning and creating (p. 14) rather than the applicant starting out with description of all the work that the teachers will take on.

The focus is sequential, scaffolding from year to year with longitudinal effects in mind (p.16).

The attached draft lessons are explicit, focused, purposefully directed, understandable, and likely to succeed.

Students and teachers analyze their work according to specified standards (p. 16)

Supplemental funding sources are identified (p. 18), indicating likelihood of sustainability.

Evaluation of the previous project, besides producing student learning gains, captured student and teacher attitudes to help give direction to the project. (p. 19)

The seven core instructional strategies (p. 20) clearly tell teachers why they are participating in the professional development and help them explore how they can use it to benefit their students.

The three-year phase-in plan gives specifics about audiences, duration, and delivery (p. 21-22).

**Weaknesses:**

Probably because the reviewer copies are black and white, labels on the table on page 18 are lost. The percentages appear to represent gains from year to year, but it is unclear. The reviewer cannot identify the baseline and comparison measure.

Reader's Score: 24

### Selection Criteria - Quality of Project Personnel

- 1. Your comments and scores should address the following criterion:**
- (1) 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 from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
  - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

**General:**

**Strengths:**

Staff appropriately reflects the diversity of the student cultures.

Leadership spans an appreciable menu of disciplines and considerable successful experience.

Weaknesses:

No weaknesses are noted.

**Reader's Score: 10**

### **Selection Criteria - Quality of the Management Plan**

**1. Your comments and scores should address the following criteria:**

- (1) 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.**
- (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**General:**

Strengths:

Deliverables provide benchmarks with specific timeframes. (p. 27)

There is a nice blend of responsibilities between the partnering agencies.

Sufficient staff time is dedicated to the project. The district will translate materials into predominant languages of English learners and dedicate specified hours to advise on implementation in the schools (p. 29).

Weaknesses:

Monthly partner meetings seem time-consuming. Using technology such as webcams would seem more cost-effective.

**Reader's Score: 19**

### **Selection Criteria - Quality of the Project Evaluation**

**1. Your comments and scores should address the following criteria:**

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**General:**

Strengths:

The evaluation team is well qualified (p. 31). It will focus first on stakeholder interests, including students and teachers (p. 32), a down-to-earth approach likely to yield useful information in addition to the outcome measures, especially with the focus groups (p. 36).

The evaluation plan is understandable for the intended audience, uses an existing instrument previously validated with our tax dollars, and likely to yield information helpful to direct and continue the project (p. 34).

Those implementing the project will be enriched with quarterly feedback reports and ongoing measures, not just pre- and post.

Teachers and teaching artists will benefit from feedback from fidelity checks, as well as the information adding to aggregated data analysis (p. 36).

Weaknesses:

No weaknesses were noted.

**Reader's Score:** 20

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**Status:** Submitted

**Last Updated:** 04/27/2010 12:44 AM