

Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1  
**Panel Name** Panel - 3 **Panel Monitor Name** Lane, Iris A. **Panel Monitor Phone No.** 8044939955  
**Competition Manager Name(s)** Austin, Diane C.(2022601280); Kress, Richard I.(2022601408)

**Applicant Name** The Metropolitan Opera Guild, Inc. -- , **PR/Award No** U351D100090

Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	9
Significance	10	10
Project Design	25	25
Project Personnel	10	7
Management Plan	20	15
Project Evaluation	20	20
<b>TOTAL</b>	<b>100</b>	<b>86</b>

Technical Review Form

**Applicant Name** The Metropolitan Opera Guild, Inc. -- , **PR/Award No** U351D100090

**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.**

#### Strengths

There is some indication of need regarding Language Arts/Math achievement.

p. 4 Project activities identified include writing lyrics, composing music, staging scenes, setting movement and dance sequences, and designing /constructing sets or props.

p. 3 The proposal states it will improve student achievement in Math and Language Arts while helping teachers develop the capacity to design/deliver integrated arts instruction.

p.6 The stated evidence to close the gaps include: 1. Incorporate all four art forms 2. Build the capacity of classroom teachers to guide students in arts learning, and 3. Emphasize literacy development, curriculum integration, and professional development.

#### Weaknesses

It is inferred that the project will work with high poverty under performing students/schools but there is little evidence regarding the reason students demonstrate poor academic performance.

The proposal does not include specific academic achievement score data supporting the project need.

The proposal lacks specifics as to how it will address potential education failure of students.

**Question Status:Completed**

**Reviewer Score: 9**

---

#### **Selection Criteria - Significance**

- Your comments and scores should address the following criteria:**
2. **(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.

### Strengths

p. 7-9 The outputs stated include: tool to measure the growth of teacher/teaching artist knowledge of concepts/processes shared between literacy development and the arts, COBALT model framework of guidelines, Directory of project products, and digital portfolios.

p. 9 The output materials will be disseminated through the project website, various publications and journals, conferences and will serve as a process model for building capacity.

### Weaknesses

There are no weaknesses cited in this section.

**Question Status:Completed**

**Reviewer Score: 10**

---

### Selection Criteria - Quality of Project Design

**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.**

### Strengths

p.11 Strong research (Champions of Change) evidence and previous program results speak to the effectiveness of this project.

p.3 Evidence of success of the program with other schools with similar student populations that impacted achievement, enrollment and revitalized school culture.

p.6 Evidence of COBALT program benchmarks directly aligned to national standards.

p. 13 The project activities include: text setting, music reading, musical analysis and performance critiques.

p. 11 The statement of sustainability includes empowering a cadre of teachers to serve as grade level experts/mentors to support the program.

Weaknesses

There are no weaknesses cited in this section.

**Question Status:Completed**

**Reviewer Score: 25**

---

#### **Selection Criteria - Quality of Project Personnel**

- 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.**
4. **(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

Strengths

p. 23 The proposal clearly states that the Guild will make sure that any hiring for the project includes outreach for underrepresented groups.

The proposal provides evidence of relevant training and qualifications of key personnel.

Weaknesses

p. 23 The statement regarding the employment of underrepresented groups lacks how Guild will encourage applications from typically underrepresented groups of persons.

**Question Status:Completed**

**Reviewer Score: 7**

---

### Selection Criteria - Quality of the Management Plan

**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.**
- 5. (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.**

#### Strengths

There is a management plan flow chart of activities and responsible persons provided.

p. 28 The time commitment is provided for the key personnel.

p. 28-29 Feedback will be gathered informally through frequent school visits by program staff, monthly meetings with teachers/artists, ongoing data collection, etc.

#### Weaknesses

Based upon the duties and responsibilities of the Project Director and Investigator it is questionable whether 20-25% (8-10hrs/week) FTE is sufficient for adequate implementation.

There is no discussion as to why the entity has chosen to dedicate its time to plan during year 1 of implementation in light of previous project success with other schools.

**Question Status:Completed**

**Reviewer Score: 15**

---

### Selection Criteria - Quality of the Project Evaluation

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

- 6. (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.**

The project Outcomes include: academic achievement in Math, Language Arts, Literacy, Music and teachers will demonstrate ability to create arts integrative lessons.

p. 38 Performance feedback will occur through meetings, conference calls, and site visits.

A qualified external evaluator will be utilized.

p. 29 A systemic collection of teacher surveys, and interview, teacher work samples, student work samples will be utilized for evaluative purposes.

p. 29 A digital photo database will allow for the tracking of demonstration of school performances.

p. 31 Curriculum benchmark assessments and standardized assessments will determine achievement in Music, Math, Language Arts and Literacy.

p. 28 Teacher arts integration ability will be assessed through observation, interview, survey data and portfolios.

Weaknesses

There are no weaknesses cited for this section.

**Question Status:Completed**

**Reviewer Score: 20**

Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1  
**Panel Name** Panel - 3 **Panel Monitor Name** Lane, Iris A. **Panel Monitor Phone No.** 8044939955  
**Competition Manager Name(s)** Austin, Diane C.(2022601280); Kress, Richard I.(2022601408)

---

**Applicant Name** The Metropolitan Opera Guild, Inc. -- , **PR/Award No** U351D100090

---

Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	13
Significance	10	10
Project Design	25	25
Project Personnel	10	9
Management Plan	20	18
Project Evaluation	20	20
<b>TOTAL</b>	<b>100</b>	<b>95</b>

---

Technical Review Form

**Applicant Name** The Metropolitan Opera Guild, Inc. -- , **PR/Award No** U351D100090

---

**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.**

Strengths:

(a) The presentation of the demographics and characteristics of students in the target schools is adequate and the planning proposed in the project has promise to provide services for students at risk of educational failure. (p. 3-7)

(b) There are specific gaps that have been identified, particularly time mandated in the arts in New York with only 12% meeting that mandate, and loss of funding as examples. (p. 6) The proposed plan addresses these gaps, weaknesses in services, etc. as opportunities.

Weaknesses:

(a) While the general student population is divided among a variety of different origins, there is little evidence from achievement scores of the students to indicate that they are educationally at risk. Ethnicity alone does not place students at educational risk.

**Question Status:Completed**

**Reviewer Score: 13**

---

**Selection Criteria - Significance**

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

- 2. (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.**

Strengths:

The articulation of the concepts, skills and processes required in the creation that Comprehensive Opera Based Arts Learning and Teaching (COBALT) envisions, is directed to the heart of engaged learning. (p. 7) The COBALT model for opera-based learning will be developed K-5 with Grade-Level Benchmarks. These will be built on national standards in music and language arts; incorporate national standards in theater, dance, visual arts and math. Products that will derive from this project will be: Process Model for Building Teacher Capacity ; Grade-level Assessment Instrument/Protocols ; standards, criteria and rubrics. (p. 8) There will result a published framework and guidelines for the COBALT model; documentation of best practices and teaching strategies; a directory of all project products for ongoing reference by participants, external partners, and other educators, (p. 9) Dissemination has been planned for recognized professional journals and conferences. Materials will also be disseminated in three of sixteen other title schools.

Weaknesses:

None

**Question Status:Completed**

**Reviewer Score: 10**

---

**Selection Criteria - Quality of Project Design**

**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.**
- 3. (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.**

Strengths:

(1) A thorough review of the current literature was explored, referenced and incorporated into the plan, including data from the previous Metropolitan Opera pilot experience. The plan maintains a complete and thorough design that is realistic in scope (p. 9), based on best practices in professional development, integrated curriculum design, instruction, documentation and student assessment, disseminated to a variety of others. (p. 12)

(2)The proposed project is part of a comprehensive effort to improve teaching and learning to support rigorous academic standards by implementing the latest research on the effects of integrating the arts into teaching practice to improve student learning. (p. 13)

(3) Very specific detail is included as to how this model builds capacity, even with a definition of capacity, (p. 9) and strategies to bring results. (p. 15-21)

Weaknesses:

None

**Question Status:Completed**

**Reviewer Score: 25**

---

**Selection Criteria - Quality of Project Personnel**

- Your comments and scores should address the following criterion:(1) The**
- 4. 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.**

Strengths:

1. The Key personnel appear to be well qualified for their respective responsibilities in the proposed project. (p. 21-23)

2. The qualifications reflect unusually strong educational backgrounds, training and experience of key personnel. The proposal addresses the fact that they will hire a Grant and Documentation Coordinator and the Guild will make sure that any hiring includes outreach to underrepresented groups. (p. 21-23) Not addressed in this section but earlier, is the training of the teaching artists. Those artists who will be delivering curriculum for this project have or will have undergone significant professional development and training to prepare for this project. (p. 5)

Weaknesses:

It appears that a significant number of the key personnel are heavy in technology and assessment light on arts training and experience. (p. 21-23)

**Question Status:Completed**

**Reviewer Score: 9**

---

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

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

5. **(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.**

**Strengths:**

(1) The charts on page 23-27 detail the leadership responsibilities, major tasks timelines and benchmarks for accomplishing tasks. This plan, if followed would ensure that the project would achieve its objectives on time and in budget. (p. 23-27)

(2) The extent to which the time commitments of the key personnel are appropriate and adequate to meet the objectives of the proposed project is addressed, indicating how the percentages are assigned to the various responsibilities and the expectations of the commitment to ensure rigorous implementation and well-coordinated work of the evaluation team. (p. 27-28)

(3) One of primary responsibilities of the COBALT management team will be to monitor and guide program effectiveness to ensure continuous improvement and feedback. Feedback will indeed be gathered informally through frequent school visits by program staff, monthly meetings with teachers and artists with ongoing data collection with social networks. It appears that these procedures are planned for and in place in the proposal. (p. 28-29)

**Weaknesses:**

Since this project has been previously piloted and deployed in schools for some years that the timeline of the first year could be amended to begin delivery to students in a more timely way. It seems a long time for planning based on the scope of the project. (p. 28-29)

**Question Status: Completed**

**Reviewer Score: 18**

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

6. (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.**

Strengths:

(1) The project evaluation methods include the use of objective performance measures that are thorough, feasible, clearly related to the intended outcome of the project and will produce qualitative and quantitative data. Pages 29-35 give realistic detail that appears to be sound in design and targeted specifically to the goals, objectives, and outcomes of the proposed project.

(2) Advanced planning of the multiple forms of data; teacher training ratings; professional development outcomes; and evaluation of program data and student learning outcomes in relation to school improvement plans; survey tools, curriculum design, and implementation of curriculum show the scope of the methods of evaluation. All of these measures will provide performance feedback and permit periodic assessments of progress toward achieving intended outcomes. This is a successful project evaluation plan. (p. 29-39)

Weaknesses:

None

**Question Status: Completed**

**Reviewer Score: 20**



Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1  
**Panel Name** Panel - 3 **Panel Monitor Name** Lane, Iris A. **Panel Monitor Phone No.** 8044939955  
**Competition Manager Name(s)** Austin, Diane C.(2022601280); Kress, Richard I.(2022601408)

---

**Applicant Name** The Metropolitan Opera Guild, Inc. -- , **PR/Award No** U351D100090

---

Questions

	<b>Points Possible</b>	<b>Points Scored</b>
<b>1. Selection Criteria</b>		
Need for Project	15	13
Significance	10	10
Project Design	25	25
Project Personnel	10	8
Management Plan	20	15
Project Evaluation	20	20
<b>TOTAL</b>	<b>100</b>	<b>91</b>

---

Technical Review Form

**Applicant Name** The Metropolitan Opera Guild, Inc. -- , **PR/Award No** U351D100090

---

**Selection Criteria - Need for Project**

- 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.**

Strengths:

a) The applicant has identified an effective model (i.e. Opera) for comprehensive art's learning that is multi-disciplinary and that involves music, language, theater, movement/dance, and the visual arts. The applicant has identified a school district where 17 out of 23 of the schools are identified as Title 1 schools. More importantly, the applicant indicates that 43% of students at PS 10 previously scored below state standards in English/Language Arts; however, within the last year the number dropped to 21% which indicates that strategies employed through the proposed project are working to address areas of academic deficiencies (p. 3-5).

b) The applicant has identified significant gaps and weaknesses in the percentage (12%) of schools that comply with NY State Law that requires that 20% of primary and 10% of upper elementary instructional time be spent on arts learning. As a result of a concentrated emphasis on improving test scores, many schools are "de-prioritizing" arts-education and there is a significant de-prioritization in under-served communities. As a result, the applicant is proposing to address these gaps through the Comprehensive Opera-Based Arts Learning and Teaching (COBALT) program that integrates opera-based learning across the curriculum using a holistic approach to teaching (p. 3-4 & 6-7).

Weaknesses:

a) The applicant is proposing to serve six schools in the district with no details on the current academic level of students in the targeted district outside of a statement that student at PS 10 performed below state standards (p. 3-5).

b) None noted.

**Question Status:Completed**

Reviewer Score: 13

---

**Selection Criteria - Significance**

**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.**
- 2.**

Strengths:

The applicant does a good job of identifying how the COBALT program will be shared throughout the district and the country. The program design embeds assessments, instruments, and protocols in the curriculum unit exemplars that will be piloted and refined by classroom teachers and arts specialists to ensure that the products are useful and effective for the targeted organization (p. 8).

Weaknesses:

None noted

**Question Status: Completed**

**Reviewer Score: 10**

---

**Selection Criteria - Quality of Project Design**

**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. (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.**

**Strengths:**

1) The project design will include a whole school approach and is built upon practices developed by the Metropolitan Opera Guild at PS 10 and other schools throughout the country. The Champions of Change process that has demonstrated significant increases in academic achievement for students who were highly involved in the arts is one area of research consulted in the design of the project (p. 11) The applicant provides a number of bodies of research (i.e., Critical Links Research Compendium, Putting the Arts in the Picture: Reframing Education in the 21st Century) consulted that supports the goal of increasing academic achievement levels through arts integration into the core curriculum as evidenced by the high percentage (80%) of students at PS 10 who were able to meet state standards in English/Language arts after participating in a program design similar to COBALT (p. 5 & 11-12).

2) The applicant will provide a whole-school collaborative professional development model that includes teacher co-planning, a week-long summer institute, three-to-four day sessions scheduled throughout the school year, and in-class support from teaching artists and art specialists that is designed to improve teaching and learning (p. 14).

3) The project has the potential to build capacity as evidenced by the detailed 5-year plan that will focus on capacity building strategies that include the development of curriculum units that incorporate music in education frameworks (p. 15-20). Additionally, the applicant is proposing to build the capacity of teachers at PS 10 (where the program has demonstrated success) as mentor/role models in order to embed the process across the district (p. 15).

**Weakness:**

1) None noted.

2) None noted.

3) None noted.

**Question Status: Completed**

**Reviewer Score: 25**

---

## Selection Criteria - Quality of Project Personnel

- Your comments and scores should address the following criterion:**
- 4. (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.**

### Strengths:

- 1) The applicant states that they are an equal opportunity and diversity-friendly employer who will make sure that hiring for the project includes outreach to underrepresented groups (p. 23).
- 2) The educational background and training of the Project Director and Project Manager are adequate to meet project objectives. There are a number of individuals assigned to the project who have advanced and terminal degrees (p. 21-23 & appendices).

### Weakness:

- 1) The applicant fails to provide details on how they will conduct outreach (i.e., job fairs, posters, and postings on websites) to persons of traditionally underrepresented groups. A detailed discussion on the recruitment plan would strengthen this sub-criterion. (p.23).
- 2) No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 8**

**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.**
- 5. (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.**

Strengths:

1) The applicant provides a 4-year timeline and management plan that outlines major tasks, responsible parties, and benchmarks for accomplishing tasks that align with project objectives (p. 23-25).

2) The time commitments for consultants to the project are adequate to meet project objectives (p. 28).

3) The applicant indicates that feedback will be provided informally through school visits by program staff, monthly meetings with teachers, through data collections, websites, and blogs. Additionally, the applicant will learn about challenges and strengths through the data collection and analysis portion of the process that will assist in identifying strengths and challenges (p. 28-29).

Weaknesses:

1) The applicant is proposing to use the first year of the project for planning and capacity building with no details on why this strategy will be employed since the targeted school has been part of the Opera program since 2003. The applicant indicates in the narrative that PS 10 has seen a revitalized school culture that has translated to higher student achievement, which provides the applicant with a template to use in the proposed project (p. 5 & 9-11).

2) The time commitment for the Project Director (20%) and Project Manager (25%) do not appear adequate to accomplish project objectives as there are no

duties described for the Grant and Documentation Coordinator who is assigned 100% to the project. The applicant fails to provide details on the duties of the project personnel to determine if the time commitments are appropriate (p. 28).

3) No weaknesses noted.

**Question Status: Completed**

**Reviewer Score: 15**

---

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

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

6. **(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.**

Strengths:

1) The applicant will implement an evaluation design that will evaluate the impact the proposed project will have on the teacher, student, and the entire school. This theory of change model will provide a formative and summative evaluation that will provide information on to what extent classroom teachers have successfully integrated the arts into the core curriculum (p. 30-33).

2) The applicant has a detailed plan for collection and analysis of data that builds in feedback as one of the major components to ensure that the question "Is the design and management plan realistic and effective towards achieving program goals?" is answered through the development of tools and instruments that will measure process success (p. 35-38).

Weaknesses:

None noted.

**Question Status: Completed**  
**Reviewer Score: 20**

---

[< Previous](#)

---