



DRAMA AT JAMES DENMAN MIDDLE SCHOOL, SAN FRANCISCO, CA

*A Grant Proposal Submitted by the American Conservatory Theater to the
National Endowment for the Arts*

Access to Artistic Excellence, FY 2011 Grant Program

-Bringing the Dramatic Arts to Children Most in Need and Changing Lives Forever-

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AMERICAN CONSERVATORY THEATER, SAN FRANCISCO, CA
-DRAMA AT JAMES DENMAN MIDDLE SCHOOL, SAN FRANCISCO, CA-

-EXECUTIVE SUMMARY-

The American Conservatory Theater (A.C.T.) was founded as a 501(c)(3) in 1965 with the goal of bringing the highest standard of theater to audiences while also serving as a dynamic community force. Since 1967, A.C.T. has called San Francisco home, and it has enjoyed a long-standing relationship with the communities of the Bay Area, acting as a champion of the arts and of service. A.C.T. is a professional theater presenting incisive and demanding shows. Furthermore, it is an actor's conservatory, having trained the likes of Annette Bening and Denzel Washington. And, it is a community force that works to spread theater and the arts to youth through its Young Conservatory and ArtReach programs, bringing the arts to youth of all backgrounds and demographics.

For the last year, A.C.T. has worked with other youth theater programs in New York and Orlando to develop a new program in San Francisco in which the Conservatory will fully build and develop a drama program at a San Francisco middle school serving traditionally economically disadvantaged populations of students. After a thorough study of candidate schools during which A.C.T. members met with administrators, teachers, parents, and students at each school under consideration, **James Denman Middle School in San Francisco's south central Excelsior District was selected as the pilot school for this project.**

James Denman Middle School serves a diverse group of students. Its main demographics as of 2008 were Latino (30.3%), Filipino (22.6%), Chinese (19.3%), and African-American (12.9%). With such diversity come both the richness of culture and the challenge of fostering success. In its 2009 testing results, of the school's four main population groups, only the Asian (Chinese, Japanese, Korean) students achieved proficiency in language-arts and mathematics. Latino, Filipino, and African-American students all fell well below proficient skill levels. Notably, for African-American students, proficiency in language arts and mathematics was only 20.3% and 16.2%, respectively. Similarly, Latino students were at 28.9% (language arts) and 18.1% (mathematics), and Filipino students were at 43.7% and 27.8% in the respective aforementioned subjects.

American Conservatory Theater's **Drama at James Denman Middle School** program will seek to reverse **these numbers**, creating an environment of academic success while simultaneously exposing children of these too-often economically disadvantaged populations to the arts and theater. In **Drama at James Denman Middle School**, A.C.T. members and actors will build a complete and fully functioning drama program at the school, complete with a working stage area, daily theater classes, a total arts night of short scenes and monologues by students, and two full-length student play productions. Numerous studies have shown drama builds student academic achievement and increases standardized test scores, encourages team building, and promotes student self confidence and success.

In administering this program, we seek to involve at least 100 James Denman Middle School students, see a 15% increase in test scores and academic achievement over two years among participating students, and instill a keen interest in class attendance with an 80% to 90% decrease in absences among participating students. Furthermore, we seek to raise at least \$2,000 each year for James Denman Middle School student aid through the three James Denman Middle School student productions that will be part of this program. **All of these goals are possible, and we look forward to making them happen with the help of the National Endowment for the Arts.**

The total cost of implementing Drama at James Denman Middle School will be between \$55,000 and \$60,000. Of this amount, \$5,000 has come from the generous donation of a longtime patron of A.C.T. We have secured additional funding promises of \$1,000 per year from five local agencies for sustainability purposes after the first year, as well as contributions from A.C.T. mainstage ticket sales and an annual charity golf event. But, all of this depends on an initial contribution from the National Endowment for the Arts. **We are requesting a grant of \$55,000 from NEA to make Drama at James Denman Middle School a reality. We at A.C.T. are excited about the prospect of partnering with NEA in this most worthwhile endeavor, bringing the dramatic arts to children most in need and changing lives forever. Thank you for your consideration of our request.**

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-STATEMENT OF NEED-

The creation of a drama program at James Denman Middle School in San Francisco would stand as a bold step in helping this school toward positive success. Located in the Excelsior District in south central San Francisco, James Denman Middle School's English-Language Arts proficiency was only 39.8 percent for 2009. In mathematics, proficiency was a mere 34.1 percent. Broken down further by demographic groups, traditional U.S. minority groups of students at James Denman Middle School fared even worse. African-American students achieved proficiency rates of only 20.3 percent and 16.2 percent for English and math, respectively. For Latino students, the numbers were 28.9 percent for English and 18.1 percent for math. Filipino students scored 43.7 percent (English) and 27.8 percent (math). And, it must be noted these three demographic groups accounted for 65.8 percent of the school's 2008 population. **While the creation of a drama program at James Denman Middle School will not solve every problem regarding academic proficiency, increased participation in the performing arts will most definitely work to increase student test scores and achievement.**

Statistics show drama makes a positive difference in SAT scores. According to the American Alliance for Theatre and Education's website, students involved in drama performance coursework or experience outscored non-arts students on the 2005 SAT by an average of 65.5 points on the verbal section and 35.5 points on the math section. Furthermore, students who simply took courses in drama study or appreciation scored, on average, 55 points higher on the verbal and 26 points higher on math than their non-arts peers. Finally, in 2005, students involved in a drama performance outscored the national average SAT score by 35 points on the verbal portion and 24 points on the math portion.

Drama and the arts increase motivation and engagement in school. Students participating in the arts are three times more likely to win an award for school attendance than those who do not. And, very importantly, students considered to be at high risk for dropping out of high school cite drama and other arts classes as the motivations for staying in school.

Drama builds reading comprehension. Studies have shown a consistent causal link between performing texts in the classroom and the improvement of a variety of verbal skills, especially jumps in the ability to recall stories and understand written material. Additionally, performance of Shakespearean texts helps improve students' understanding of other complex texts, including science and math material.

Students involved in drama show increased self-esteem and awareness. Students' confidence in their academic abilities improves with participation in drama, thus building overall self-esteem. Playwriting and dramatic performance raise students' ability to communicate effectively. And, the act of performing itself aids students in recognizing their potential for greater success, something vital for their life.

Not only are drama and the arts vital to students, but the public also recognizes the arts' importance. A 2002 study by the Performing Arts Research Coalition, under funding from the Pew Charitable Trusts, showed that in surveys of 10 major U.S. metropolitan areas, at least 90 percent of respondents agreed or strongly agreed the performing arts contribute to the education and development of children. Additionally, according to a May 2005 Harris Poll, 93 percent of Americans believe the arts are essential to a complete education. Without question, the public cares about the arts in education.

Imagine a James Denman Middle School where test scores increase, where student confidence improves, and where attendance figures are greater. Imagine a James Denman Middle School with students more actively engaging in class discussion, with students reading and writing more effectively, with students realizing their full potential. *With the creation of a drama program at James Denman Middle School, all of this is possible, and it must happen now. With budget deficits statewide, California school districts are being forced to cut arts programs, and in San Francisco, \$1.9 million in physical education, arts, and counseling funding will be cut in the 2010-2011 school year. Further cuts in future years are a definite possibility. It is vital James Denman Middle School receive funding for a drama program. With funding, we at the American Conservatory Theater are prepared and ready to implement a full range drama program at James Denman Middle School in San Francisco. This must happen now, or it may not happen. Now is the time for action, for achievement, for confidence, for success, for results.*

Sources-

-American Alliance for Theater and Education website. <http://www.aate.com/content.asp?admin=Y&contentid=69>.

-Performing Arts Research Coalition 2002. <http://www.cpanda.org/data/profiles/parc.html>.

-San Francisco Unified School District, James Denman Middle School Profile.

<http://orb.sfusd.k12.ca.us/sarcs/sh07/sh07-632.pdf>.

-San Francisco Unified School District, 2010-2011 Budget.

<http://portal.sfusd.edu/data/news/pdf/6%2023%2010%20Board%20of%20Education%20Adopts%20Budget.pdf>.

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-GOALS AND OBJECTIVES-

Goals

- Establish a fully functioning after school drama program at James Denman Middle School, San Francisco.
- Increase student academic achievement and test scores at James Denman Middle School, San Francisco.
- Improve student confidence at James Denman Middle School, San Francisco.
- Decrease the number of student absences at James Denman Middle School, San Francisco.
- Produce two full-length student plays and one total arts night per year at James Denman Middle School, San Francisco.

Objectives

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- By the end of the 2012 school year, provide a fully functioning drama program to the students of James Denman Middle School in San Francisco with at least 100 students participating in the program.
- By the completion of formation of the drama program at James Denman Middle School, ensure there is adequate diversity in the program with each of the school's ethnic groups fairly represented and participating in the program. Seek at least 10 percent of the population of each ethnic group in the school participating in the drama program.
- By the end of the second year of the drama program, see measured increases in test scores and academic achievement of at least 15 percent in students participating in the drama program versus those who are not.
- By the end of the first year of the drama program, see confidence rise in student participants. Ask each student at the beginning of the program to rate self-confidence on a scale of 1-10. Seek at least a two point average jump in participants' confidence by the end of the year.
- By the end of the first semester of the drama program at James Denman Middle School, seek a decrease in student participants' absence rates by 80 to 90 percent.
- Seek to raise at least \$2,000 per year for student aid at James Denman Middle School through the production of two full-length shows and one total arts night.

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-METHODS-

In order to achieve the objectives for our Drama at James Denman Middle School Project, the American Conservatory Theater will employ the methods outlined below. We are very confident in these methods as we have developed them in consultation with both our ArtReach and Young Conservatory Outreach Project program directors and with two other organizations that have successfully created youth theater programs: the New Acting Company, a division of the Children's Aid Society in New York City, and the Orlando Repertory Theatre, which receives funding in part from Disney's Helping Kids Shine grants. Representatives from these programs are actively advising us in our project planning for James Denman Middle School's drama program. Along with our methods, we have also prepared a detailed timeline, which can be found in the appendices of this proposal.¹

-Objective One

By the end of the 2012 school year, provide a fully functioning drama program to the students of James Denman Middle School in San Francisco with at least 100 students participating in the program.

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Methods

-On a rotating basis by semester, two staff members of American Conservatory Theater's Young Conservatory will be selected to oversee operations of this new program. They will be on site at James Denman Middle School each day from 3 PM to 6 PM, and they will spend their mornings planning activities and curriculum for the program. They will also be responsible for student productions.

-On a rotating daily basis, first year members of the Conservatory's M.F.A. program will volunteer at James Denman Middle School to assist with activities and actor training.

-During the first two weeks of the 2011-2012 school year, A.C.T. members will present monologues to the students at James Denman Middle School, followed by a sales pitch by the

¹ See the following websites for more information on the programs mentioned here:

-New Acting Company - <http://www.childrensaidsociety.org/pcc/nac>

-Orlando Repertory Theater - <http://www.wdwpublishaffairs.com/ContentDrillDown.aspx?DisplayItem=fe039440-37ed-4d65-8461-8e64bb1e10b4>

-A.C.T. ArtReach and Young Conservatory Outreach Project - http://www.actsf.org/site/PageServer?pagename=interact_outreach

two operations directors to join the drama program. These presentations will take place at lunch and in homeroom and language arts classes. Posters promoting the drama program will also be posted.

-Following formation of the drama club, A.C.T. appointed directors and M.F.A. volunteers will teach club members the basics and skills of drama through games, readings, instructional videos, and lectures, moving toward the goal of student presentations and performances over time. Club meetings will be Monday through Thursday from 3:30 PM to 5 PM.

-Directors will be responsible for building and maintaining club participation, with the goal of having 100 members by the end of the year.

-Directors will also work with the school to construct a working theater area complete with a stage, seating, and lighting. This portion of the project will be complete by early November to ensure the school plays and total arts night can take place in the theater complex.

-Objective Two

By the completion of formation of the drama program at James Denman Middle School, ensure there is adequate diversity in the program with each of the school's ethnic groups fairly represented and participating in the program. Seek at least 10 percent of the population of each ethnic group in the school participating in the drama program.

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Methods

-As students are recruited to the drama club, program directors will keep a record of what demographics are joining the club and how this matches up with the school's demographic percentages. If certain groups have less than 10 percent participation, specifically market to target groups the benefits of joining the drama club.

-In marketing the drama club, A.C.T. will employ a diversity of actors to present monologues and performances to the students in order to build interest with various student ethnic groups.

-Objective Three

By the end of the second year of the drama program, see measured increases in test scores and academic achievement of at least 15 percent in students participating in the drama program versus those who are not.

Methods

-A.C.T. directors will work with student teachers to chart academic progress and test results of students participating in the drama club over time.

-Each quarter, drama club student achievement will be measured, and improvement will be the goal.

-At the end of two years, evaluate drama club students' test results versus students not in drama.

-To ensure academic progress and emphasize the importance of homework and study, the first 30 minutes of each drama club meeting will be a study hall period. During this time, A.C.T. directors and student volunteers will assist students with homework questions.

Objective Four

By the end of the first year of the drama program, see confidence rise in student participants. Ask each student at the beginning of the program to rate self-confidence on a scale of 1-10. Seek at least a two point average jump in participants' confidence by the end of the year.

Methods

-When students join the drama program, ask them to anonymously fill out a questionnaire about themselves. To chart quantitative responses over time, students will be given a number to use on all surveys, and directors will have access to these numbers only at the end of the school year. One of the questions will ask them to rate self-confidence on a scale of 1-10. Students will be given a similar survey at the conclusion of the year, and results will be measured.

-To help with building of student confidence, A.C.T. directors will design activities emphasizing group and personal success. Directors and volunteers will strive to give positive feedback and constructive criticism in evaluating student work.

-Great work will be rewarded through student nights to see the A.C.T. mainstage shows free of charge. During these trips, students will receive a backstage theater tour and a chance to talk to the mainstage actors after the show. Bus transportation will be provided.

-Students will also be rewarded for their hard work with a pizza or sandwich party once per semester.

Objective Five

By the end of the first semester of the drama program at James Denman Middle School, seek a decrease in student participants' absence rates of 80 to 90 percent.

Methods

-Have students sign contract that in order to participate in the drama program, they will attend all days of school unless they are sick or have a family emergency or family excused absence. Repeated failure to attend classes will result in dismissal from the drama program.

-Chart student participants' absence rates with teachers to make sure students are attending classes.

Objective Six

Seek to raise at least \$2,000 per year for student aid at James Denman Middle School through the production of two full-length shows and one total arts night.

Methods

-A.C.T. James Denman Middle School drama program directors will choose one age appropriate student show to be produced each semester, the show changing each semester. Directors will be responsible for all aspects of show: auditions, rehearsals, set construction, and marketing.

-Directors with M.F.A. student volunteers will hold auditions for the fall show in mid-October. Auditions will be open only to members of the drama club to encourage participation in the drama club.

-Performance of the fall show will take place in early December, and the show will run for three nights, a Thursday, Friday, Saturday performance schedule. Entrance to each performance will be \$5 per person. Monies collected will be put into a fund to be presented to the school at the end of the school year.

-Students not acting in the show will participate in set construction and technical aspects of the production: lighting, costumes, and stage crew.

-Rehearsals will commence after auditions finish. Drama club meeting times will be extended to 6 PM during the months of November and December until production is finished.

-Similar schedule will occur for production of the spring performance. Auditions will be in late February, with show to occur in early to mid May. From April until conclusion of the show, meeting times will be extended to 6 PM. Fee to see the performances will be \$5. Three performances will be performed.

-Auditions for James Denman Total Arts show will be held in early January, with show to occur in mid March. Auditions will be open to any student at the school, and material may be anything as long as it is age appropriate: music, dance, acting, singing. Rehearsals will take place at lunch on Tuesdays and Thursdays during the month leading up to the show. There will be two performances, with admission being \$4.

-After all three productions have finished, monies put into fund will be totaled and given to the school for student aid. Goal will be to raise \$2,000. There will be a chart outside of each show to show patrons how the funding effort is proceeding. To raise awareness of the shows, shows will be marketed to local high schools, theater groups, and patrons of A.C.T. mainstage shows.

**MEASURING THE SUCCESS OF A DRAMA PROGRAM AT
-JAMES DENMAN MIDDLE SCHOOL, SAN FRANCISCO, CA-**

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-EVALUATION-

-To ensure the success of the Drama Program at James Denman Middle School, program directors will administer a questionnaire to student participants every six weeks to ensure participants are benefitting from the program. Additionally, directors will continuously solicit student feedback about the program.

-Directors will also work with teachers and school administration at the end of each semester to evaluate how students performed in both the drama program and in the classroom. Emphasis will be on making sure academic achievement increased and on working to build participants' self-confidence. Changes will be made as necessary.

-Questionnaires will be sent to parents of student participants for feedback on how the parents view the program. Directors will also call parents to get direct feedback and ideas for improvement.

-Additionally, five percent of the budget will be for an outside consultant to evaluate the program. He or she will interview and talk to students, directors, teachers, administration, parents, volunteers, and the community to measure the success of the drama program at James

Denman Middle School. Reports will be presented to the directors and school administration at the conclusion of each semester.

-In the years that follow the initial year of the program, all evaluation methods will continue to ensure continued success of the James Denman Middle School Drama Program.

-FUTURE FUNDING FOR DRAMA AT JAMES DENMAN MIDDLE SCHOOL-

-SUSTAINABILITY-

-In developing the James Denman Middle School Drama Program over the past year, the American Conservatory Theater has approached various local funding agencies regarding the prospect of future investment in the program. Pending initial receipt of the NEA grant, five of the agencies will contribute \$1,000 each per year to sustain the Drama Program at James Denman Middle School.

-Additionally, the American Conservatory Theater will designate one mainstage performance each year in which 25 percent of ticket sales will go toward the Drama Program at James Denman Middle School. This designated performance will be announced in advance to allow patrons to buy tickets or give a specified donation.

-Finally, A.C.T. will sponsor one charity golf tournament per year, with a portion of the proceeds going to the Drama Program at James Denman Middle School.

-The A.C.T. Young Conservatory directors will continue to rotate work at James Denman Middle School on a semester basis, and directors will be evaluated at the end of each semester to look for areas in which they can improve when charged with directing the James Denman Middle School Drama Club in the future.

-Additionally, A.C.T. M.F.A. student volunteers will also be evaluated on their work with suggestions given for improvement. At the commencement of their second year of studies, M.F.A. student volunteers will meet with new first year M.F.A. students to tell them about working with the James Denman Middle School students and offer advice on how to build the James Denman Middle School Drama Program.

American Conservatory Theater

National Endowment for the Arts, Access to Artistic Excellence, FY 2011

Grant Proposal - Drama at James Denman Middle School, San Francisco

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-BUDGET-

Category	Item	Price	Quantity	Total
Personnel	Directors' Semester Stipend	\$500	4	\$2,000.00
Travel	Gas Fees for Directors	\$1,000	1	\$1,000.00
	Bus Fees for A.C.T. shows	\$1,500	2	\$3,000.00
	Volunteer and Actor Transport	\$500	1	\$500.00
Equipment	Directors' Laptop Computers	\$500	2	\$1,000.00
	Printer	\$300	1	\$300.00
	Paper, Pens, Notebooks	\$500	1	\$500.00
Theater Complex (built in cafeteria area)	Stage Area			
	Wood for Stage	\$2,000	1	\$2,000.00
	Lighting	\$10,000	1	\$10,000.00
	Audience Chairs (Pack of 80)	\$2,090	4	\$8,360.00
	Chair Holders	\$185	10	\$1,850.00
	Make-up Vanity Desks	\$400	5	\$2,000.00
	Theater Construction Crew	\$5,000	1	\$5,000.00
	Microphones (mics, stands, cords)	\$1,000	1	\$1,000.00
Supplies	Drama Text Books	\$16.95	130	\$2,203.50
	Library of Plays and Monologues	\$1,000	1	\$1,000.00
	Make-up Kits	\$18.00	40	\$720.00
Production Costs	Play Scripts	\$6.00	80	\$480.00
	Royalties	\$200	1	\$200.00
	Set Construction	\$1,500	2	\$3,000.00
	Costumes	\$3,000	1	\$3,000.00
Miscellaneous Items		\$3,000	1	\$3,000.00
Program Evaluation		\$2,750	1	\$2,750.00
				TOTAL \$54,863.50

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*All prices have been researched to determine approximate market value.

ABOUT THE AMERICAN CONSERVATORY THEATER

Mission Statement

American Conservatory Theater nurtures the art of live theater through dynamic productions, intensive actor training in its conservatory, and an ongoing dialogue with its community. Under the leadership of Artistic Director Carey Perloff, A.C.T. embraces its responsibility to conserve, renew, and reinvent the rich theatrical traditions that are our collective legacy, while exploring new artistic forms and new communities. A commitment to the highest standards informs every aspect of A.C.T.'s creative work.

About A.C.T.

Founded in 1965 by William Ball, A.C.T. opened its first San Francisco season at the Geary Theater in 1967. In the 1970s, A.C.T. solidified its national and international reputation, winning a Tony Award for outstanding theater performance and training in 1979. During the past three decades, more than 300 A.C.T. productions have been performed to a combined audience of seven million people; today, A.C.T.'s performance, education, and outreach programs annually reach more than 250,000 people in the San Francisco Bay Area. In 1996, A.C.T.'s efforts to develop creative talent for the theater were recognized with the prestigious Jujamcyn Theaters Award.

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Today A.C.T. is nationally recognized for its groundbreaking productions of classical works and bold explorations of contemporary playwriting. Since the reopening of the American Conservatory Theater (formerly the Geary) in 1996, A.C.T. has enjoyed a remarkable period of audience expansion and renewed financial stability. The company continues to produce challenging theater in the rich context of symposia, audience discussions, and community interaction.

The conservatory, led by Melissa Smith, now serves 3,000 students every year. It was the first actor training program in the United States not affiliated with a college or university accredited to award a master of fine arts degree. Danny Glover, Annette Bening, Denzel Washington, Benjamin Bratt, and Anika Noni Rose are among the conservatory's distinguished former students. With its commitment to excellence in actor training and to the relationship between training, performance, and audience, the A.C.T. Master of Fine Arts Program has moved to the forefront of America's actor training programs, while serving as the creative engine of the company at large. A.C.T. operates under an agreement between the League of Resident Theaters and Actors' Equity Association, the union of professional actors and stage managers in the United States.

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A.C.T. Professional Affiliations

- A.C.T. is a constituent of Theatre Communications Group, the national organization for the nonprofit professional theater.
- A.C.T. is a member of the League of Resident Theaters, Theatre Bay Area, Union Square Association, San Francisco Chamber of Commerce, and San Francisco Convention and Visitors Bureau.
- The directors employed by A.C.T. at the American Conservatory Theater are members of the Society of Stage Directors and Choreographers, Inc., an independent national labor union.
- A.C.T. is supported in part by the National Endowment for the Arts and the Grants for the Arts/San Francisco Hotel Tax Fund.

AMERICAN CONSERVATORY THEATER, SAN FRANCISCO, CA

-DRAMA AT JAMES DENMAN MIDDLE SCHOOL, SAN FRANCISCO, CA-

CONCLUSION

The American Conservatory Theater, located in San Francisco, CA, seeks a \$55,000 grant from the National Endowment for the Arts, Access to Artistic Excellence, FY 2011 grant program to establish and build a drama program at James Denman Middle School in San Francisco, CA. James Denman Middle School serves a racially diverse population of students, with 65.8 percent of its students coming from three demographic groups: Latino, Filipino, and African American. Another 19.3 percent of its students are Chinese. While the school is ethnically diverse, it is also significantly underachieving academically. In 2008, only 39.8 percent of its students were proficient in English Language-Arts, and only 34.1 percent of its students were proficient in mathematics. These numbers must change for the better. **This grant will work to fulfill the mission of the NEA Access to Artistic Excellence Grant Program: extending the arts to underserved populations – those whose opportunities to experience the arts are limited by geography, ethnicity, economics, or disability.**

After a thorough screening of many San Francisco middle schools, the American Conservatory Theater has selected James Denman Middle School as a prime candidate for the creation of a middle school drama program. We at A.C.T. believe we can and will make a difference with this program. Numerous studies have shown students involved in drama score higher on standardized tests and perform better in the classroom. Drama participation increases memorization ability and class attendance. Furthermore, drama builds a great sense of self-confidence in students as they realize tangible success through hard work and dedication to a craft.

We at A.C.T. will build a drama program at James Denman Middle School from the ground up, presenting recruitment performances to students, marketing the fun of the club, holding club meetings four days a week, constructing a stage area, and ultimately producing two plays and one total arts show during the course of the school year. Having consulted with representatives of successful youth drama programs in New York and Orlando to build our A.C.T. San Francisco program at James Denman Middle School, **we are absolutely confident we can make a significant positive difference in the lives of the youth at James Denman Middle School.** We are ready and excited to start work on this very worthwhile endeavor.

We thank you at the National Endowment for the Arts for your consideration of our grant request, and we look forward to hearing from you.

Melissa Smith

Conservatory Director

American Conservatory Theater, San Francisco, CA

July 27, 2010

Appendix I

-DRAMA AT JAMES DENMAN MIDDLE SCHOOL, SAN FRANCISCO-

-TIMELINE-

- August 2010 – Apply for NEA funding for Drama at James Denman Middle School program.
- Spring 2011 – Receive funding for Drama at James Denman Middle School program.
- Summer 2011 – Program directors order text books, design stage area, order supplies, and design curriculum for program.
- August 2011 – School year begins; A.C.T. actors and program directors will market program to students through performances and presentations in homeroom classrooms and language-arts classes.
- August 2011 – Construction crew will commence work on stage area for drama program. Be finished with construction by early November.
- September 2011 – First Drama Club meetings at James Denman Middle School. Meetings will be held Monday through Thursday from 3:30 PM to 5 PM.
- October 2011 – Hold auditions for school play.
- October and November 2011 – Rehearsals for school play.
- December 2011 – First James Denman School Play is performed. Show will run three nights.
- December 2011 – Drama Club Christmas Party followed by drama club members attending A.C.T. production of *A Christmas Carol*.
- December 2011 / January 2012 – Teacher, Student, Parent, and Administrative Evaluations of first semester of Drama program.
- January 2012 – School resumes following Winter Break.
- January 2012 – Auditions for James Denman Total Arts Show. Drama Club meetings resume.
- January – March 2012 – Rehearsals for Total Arts Show Tuesdays and Thursdays at Lunch.
- February 2012 – Auditions for Spring Student Production.
- February 2012 - May 2012 – After school rehearsals for Student Production.
- March 2012 – Performance of Total Arts Show. Two performances will be held.
- May 2012 – Spring Student Play is performed. Shows will run three nights.
- May 2012 – Drama Club students attend a mainstage performance at American Conservatory Theater.
- June 2012 – End of the school year Drama Club party.
- June 2012 – School, teacher, student, and parent evaluations of A.C.T. James Denman Middle School Drama Program. Academic evaluations of Drama Club students also take place at this time. Outside evaluations of program will also take place at this time.
- Summer 2012 – Receive continued funding from local organizations and plan for 2012-2013 school year.

NO MATERIAL ON THIS PAGE