



U.S. Department of Education Evidence of Effectiveness Form

OMB No. 1894-0001

Exp. 07/31/2019

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions.

Promising Evidence

Moderate Evidence

Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Citation	B. Relevant Finding(s)	C. Overlap of Populations and/or Settings
<p>Wolford, Tonya E. (2010) Evaluation of the Art Bridges Program. Philadelphia, PA. The School District of Philadelphia, Office of Research and Evaluation, Office of Accountability.</p> <p>Available at http://webgui.phila.k12.pa.us/uploads/eU/d3/eUd3H_7CD6TOmJ_jgK_GmA/Arts_Bridges_09_10_Final.pdf</p> <p>Meets WWC Group Design Standards with Reservations under review standards 3.0 (https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_v3_0_standard_s_handbook.pdf)</p>	<p>Arts Bridges was designed by the Philadelphia Arts in Education Partnership as a replicable model for pairing working artist with teachers and artists in low - performing schools to positively impact student academic outcomes and their attitudes toward school. Teaching cohorts were created at each of the four treatment schools that included: grade - level classroom teachers, school arts specialists, two teaching artists, and local arts institutions with a track record for quality arts education programming in public schools. As a team, the teaching cohorts were supposed to identify critical grade - level literacy goals (as defined by the District's Core Curriculum), establish a six - month arts integrated thematic approach to address the goals, and develop scope and sequence curricula for implementation. To support the delivery of arts - integrated curricula, the cohorts were expected to engage in ongoing professional development, after-school planning and reflection sessions, and formative assessments of student progress. Ongoing professional development, mentoring, and program evaluation were included in the program and were intended to build teacher capacity over time to ensure sustainability of the model beyond the initial grant period. The product of the cohort collaboration was two arts integrated workshops over a period of several months, delivered to each participating classroom once or twice a week.</p> <p>The relevant outcomes, incorporated into the logic model for the proposed project, are student school attendance (Table 3 page 12) and performance on the state end-of-year assessments in Reading (Table 6 page 14 and Table 7 page 15).</p>	<p>The full study sample consistent of all the students enrolled in 4th, 5th, and 6th grades at 5 treatment schools and 7 control schools from The School District of Philadelphia. The study sample overlaps with the proposed evaluation of the Arts Links program in terms of student grade level and experience operating programs in the School District of Philadelphia.</p>

	<p>The study found that students in the participating schools (schools were randomly assigned to the treatment or control condition) had fewer absences than students in control schools. The student also found that students in participant schools were more likely score at the “Advanced” or “Proficient” level on the state end-of-year reading assessments than students in control schools, as well as larger gains in scale-scores from pretest to posttest.</p>	
<p>Leach, E. (2014). Arts Link - Building Mathematics and Science Competencies through an Arts Integration Model. Philadelphia, PA. Philadelphia Arts in Education Partnership.</p> <p>Available in two reports. Report #1 was produced for OII at USED; Report #2 was for public release:</p> <p>(#1) http://www.paep.net/images/images/Arts_Link_Final_Report.pdf</p> <p>(#2) http://www.paep.net/images/images/ArtsLink_Evaluation_Report_Brochure_web.pdf</p>	<p>The PAEP Arts Link program assembled and deployed classroom-based instructional cohort teams, a classroom teacher; an art teacher; and a teaching artist, to work together to infuse an outsider’s arts-based perspective into the discussion, development, and delivery of the team’s ELA, math, and science curriculum and instruction. The program served students in grades 2-5 in elementary schools located in a large urban school district.</p> <p>The new Arts Link program proposes to scale the program to a larger number of elementary schools in an urban school district and to test the scalability of the same program in nearby rural districts.</p> <p>The theory of change for the program evaluated in this effort will carry-over as the theory of change for the proposed project. The program described in this report served students in grades 2-5; the proposed program will serve students in grades 4 and 5.</p> <p>The primary outcomes studied were to improve teacher classroom instructional skills (Report #1; pages 6 and 8), to improve student SEL attitudes, and to improve student performance in mathematics, science, and reading (Report #1; page 14).</p>	<p>The full study sample consistent of all the students enrolled in 4th, 5th, and 6th grades at 5 treatment schools and 7 control schools from The School District of Philadelphia. The study sample overlaps with the proposed evaluation of the Arts Links program in terms of student grade level and experience operating programs in the School District of Philadelphia.</p>

Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
 - a. Citation.** Provide the full citation for each study you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide moderate or strong evidence, you must cite a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
 - b. Relevant Finding(s).** Describe: 1) the project component included in the study that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study and in the logic model (theory of action) for your proposed project, and 3) the study finding(s) supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study, where applicable.
 - c. Overlap of Population and/or Settings.** Explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study, where applicable.

EXAMPLE: For Demonstration Purposes Only

A. Citation	B. Relevant Finding(s)	C. Overlap of Population and Settings
<p><i>Bettinger, E.P., & Baker, R. (2011). The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring. Stanford, CA: Stanford University School of Education. Available at https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</i></p> <p><i>Meets WWC Group Design Standards without Reservations under review standards 2.1 (http://ies.ed.gov/ncee/wwc/Study/72030).</i></p>	<p><i>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing studies and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</i></p> <p><i>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</i></p> <p><i>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</i></p>	<p><i>The full study sample consisted of “13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges.” (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</i></p>

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202