



## **Request for Proposals -- DWT Evaluation Framework**

**Background:** Living Arts completed the first phase of Evaluation on its' Detroit Wolf Trap (DWT) Early Learning Through the Performing Arts Program last year. This study focused on the impact the program had on children's kindergarten readiness in Head Start classrooms, showing statistically significant outcomes as measured by HighScope benchmarks. We are seeking an evaluation partner to conduct the second phase of our evaluation from December 2018 - June 2021 that measures the impact the program has on teacher growth through the following central question:

*Does professional development in arts integration through the performing arts (Detroit Wolf Trap) demonstrate growth for early childhood educators in their abilities in 1) Instructional Learning Formats and 2) Concept Development?*

**Intervention Model:** 16-session Classroom-based, hands on, scaffolded arts integration residencies rooted in goals set by the teacher and teaching artist as partners and motivated by coaching in arts strategies provided by teaching artist. Emphasis on the importance of planning, implementing, and reflecting--these are echoed in both Instructional Learning Formats and Concept Development (2 of 10 dimensions from the CLASS - Classroom Assessment Scoring System).

In this study, teachers will experience Early Head Start and Head Start classroom residencies along with professional development workshops and out-of-school performing arts experiences.

**Plan for Evaluation:** Through classroom residency experiences that embed routine coaching for teachers, stand-alone professional development workshops, and out of school performing arts experiences, the evaluation will assess the growth of teachers in their abilities within the CLASS. Various existing tools will be used to measure the growth: the CLASS scores, interviews with teachers and appropriate admin, focus groups with teachers, surveys/questionnaires for teachers. Two dimension from the CLASS will be the focus for our professional development effort:

### **Key Questions:**

1. How do teachers utilize the elements of the performing arts in their teaching practice before the intervention? (Facilitated Questionnaire, Group Conversation, Observation)
2. Where are teachers in their abilities in Instructional Learning Formats and Concept Development before the intervention? (Facilitated Questionnaire, Group Conversation, CLASS data Time 1)
3. Does the program model align effectively/suitably with the professional development model set by the Agencies for their teachers? (One:One Interviews, Group Conversations, Planning and Debrief Sessions, End of Year Surveys, Observation)
4. Does the program show teacher retention year over year? (Data from Head Start Centers)

**Budget:** Living Arts has budgeted \$130k for this project.

**Timeline:** December 2018 - June 2021

**Deliverables:** At the end of this project, Living Arts would like to have demonstrated - and be able to communicate - that the above mentioned professional development interventions are “valid and reliable.” In order to do this, the deliverables include:

- A report, with results of the evaluation, needing the design to fit into an evidence-based data base (i.e. What works, BluePrints) and a statement from the research team on their level of confidence using this intervention for measuring a high quality residency.
- Slightly tailored one-page summary papers to the following groups: the public, educators, donors/funders, and internal stakeholders (board, staff, teaching artists).
- If possible: web content that explains the process and results.

**Proposal Request:** Please submit an outline of the proposed process for implementation and projected budget to Alissa Novoselick, executive director, at [alissa@livingartsdetroit.org](mailto:alissa@livingartsdetroit.org), by December 20. Please outline the time/resources required of Living Arts staff for completion of the study.