

**Arts in Education (AIE)**

Assistance for Arts Education Development and Dissemination (AAEDD)

Grantee Report Guidance | Contract #: ED-OII-17-C-0055

March 2019

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*Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies.*

# Overview of Annual Performance Report and ad hoc

These guidelines have been developed for AIE principal investigators to assist in completing the annual performance report (APR), submitted in May, and the ad hoc report, submitted in November. The APR covers the performance period of October through April, whereas the ad hoc report covers October through September.

Grantees are strongly encouraged to include their evaluators in the reporting process. The guidelines presented here cover all sections of the report, including a supplement with detailed instructions for completing the population served and GPRA summary tables (Section A of the report). Please read all guidelines before you begin preparing your responses to the report. It may be useful to prepare your responses ahead of time in a separate document and copy them into the appropriate text boxes in the report.

The report includes seven sections:

1. Cover Page
2. Executive Summary
3. Section A: Population Served
4. Section B: Performance Objectives Information and Related Performance Measures Data
5. Section C: Non-Construction Programs: Budget Summary
6. Section D: Budget Narrative
7. Section E: Additional Information

* Project Overview
* Professional Development
* Assessment Tools Used
* Key Resources Developed
* Evaluation
* Dissemination
* Partnerships
* Priorities

# Cover Page

|  |  |
| --- | --- |
| Report Question | Guidance |
| Report Type (Annual Performance Report or Final Performance Report) | Indicate report type by checking appropriate box. |
| Year Type (Planning Year or Implementation Year) | Indicate year type by checking appropriate box. |
| 1. PR/Award # | Enter award number for the AIE grant. |
| 1. Grantee NCES ID # | Enter NCES ID number. |
| 1. Project Title | Enter project title for the AIE grant. |
| 1. Grantee Name | Enter name of organization that was awarded the AIE grant. |
| 1. Grantee Address | Enter organization’s address. |
| 1. Project Director | Provide name of the **current** project director for the AIE grant. If your project director has changed since you received the award, make sure that your program officer has approved the change. |
| 1. Reporting Period | For APRs: October through April  For ad hoc reports: October through September |
| 1. Budget Expenditures | Enter federal and non-federal grant funds for previous and current budget periods. If you are completing your final performance report, also enter this information for the entire project period. |
| 1. Indirect Costs | To be completed by your business office. |
| 1. Human Subjects | Indicate whether IRB approval is attached to the report. |
| 1. Performance Measures Status and Certification | Indicate whether complete data on performance measures for the current budget period are included in the report. |
| 1. Signature |  |

# Executive Summary

|  |  |
| --- | --- |
| Report Question | Guidance |
| General | Address each item in the Executive Summary, but do not exceed two pages for the entire Executive Summary. |
| Project highlights | Describe, in general, your project’s implementation and the successes and challenges you have experienced. |
| Extent to which the expected outcomes and performance measures were achieved | Summarize the progress your project has made towards your individual performance measures and expected outcomes. |
| Briefly summarize contributions the project has made to research, knowledge, practice, and/or policy | Describe *field-wide* contributions to research, knowledge, practice, and/or policy **beyond** specific project activities and outcomes. This may include publications, best practices, changes to curricula that extend beyond your project, etc. |
| Progress Toward Meeting Program Level Goals | |
| How has your project integrated standards-based arts education into the core elementary and middle school curriculum? | Describe in detail the progress your project has made toward meeting AAEDD program goals by answering each question completely. Provide as much detail as possible given the stage of your project.  This is your opportunity to explain how your project aligns with the program level goals. This section is particularly important if your GPRA and performance measure data are not yet available. |
| How has your project strengthened standards-based arts instruction in elementary and middle school classrooms? |
| Based on your current evaluation efforts, what evidence do you have that your project has improved students’ academic performance, including their skills in creating, performing, and responding to the arts? |
| How will the work conducted under this project be sustained beyond the life of the grant? | Describe if and how the work conducted for your grant will be sustained beyond the grant period (e.g., through other funding, through teachers continuing curricula, through sharing of resources, etc.). |

# Section A: Population Served

| Report Question | Guidance |
| --- | --- |
| Table 1—Treatment Schools | See supplement (beginning on page 13) for detailed instructions on completing Table 1 for treatment schools.  General notes:   * Enter all treatment schools for the **current budget period** and complete all columns for each school. You may add rows if necessary. * For Title 1, SIG Tier, SIG Competitive Preference Priority, and Project a part of School Improvement Plan, select the appropriate response from the **dropdown menu** in the report template. * For % of Students Eligible for Free or Reduced Meals and % Female, enter **percentages**. Do not enter numbers. * For Grade Levels, # of Students, School-Based Instructional Staff, and GPRA Measure Data, enter **numbers**. Do not enter percentages. * If data are not available, enter **N/A** and explain why data are not available. |
| Table 2—Comparison Schools | See supplement (beginning on page 13) for detailed instructions on completing Table 2 for comparison schools.  General notes:   * Enter all treatment schools for the **current budget period** and complete all columns for each school. You may add rows if necessary. * For Title 1, SIG Tier, and SIG Competitive Preference Priority, select the appropriate response from the **dropdown menu** in the report template. * For % of Students Eligible for Free or Reduced Meals and % Female, enter **percentages**. Do not enter numbers. * For Grade Levels, # of Students, and GPRA Measure Data, enter **numbers**. Do not enter percentages. * If data are not available, enter **N/A** and explain why data are not available. |
| Table 3—GPRA Summary Table (Measure 1) | See supplement (beginning on page 13) for detailed instructions on completing the GPRA summary tables.  General notes:   * For cells 1–4 and Actual, enter **numbers**. Do not enter percentages. * For % of students achieving proficiency, enter **percentages**. Do not enter numbers. * Indicate status of progress. Do not leave blank. * Provide details on progress made toward the GPRA measure and any lessons learned. |
| Table 4—GPRA Summary Table (Measure 2) | See supplement (beginning on page 13) for detailed instructions on completing the GPRA summary tables.  General notes:   * For cells 1-4 and Actual, enter **numbers**. Do not enter percentages. * For % of Students Achieving Proficiency, enter **percentages**. Do not enter numbers. * Indicate status of progress. Do not leave blank. * Provide details on progress made toward the GPRA measure and any lessons learned. |

# Section B: Performance Objectives Information and Related Performance Measures Data

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| --- | --- |
| Report Question | Guidance |
| Project Objective and Performance Measure Table | **\*\*IMPORTANT: USE A BLANK PROJECT PERFORMANCE MEASURE TABLE TO ENTER YOUR GPRA 3 INFORMATION.\*\***  Please enter GPRA 3 (the number of accessible, arts-based instructional materials that are developed) in the Project Performance Measure cell. Then enter the Actual Raw Number (I’ve entered 5 in this example). The number you enter here should be based on your project’s expectation or goal for the number of accessible, arts-based instructional materials that you plan to develop. This number is not based on a requirement of ED.  Enter only one project objective and one project performance measure per table. The template includes six tables; you may add more if necessary. The project objective is a targeted statement that specifies how a project goal will be met, whereas the project performance measure is the metric used to gauge progress toward a project goal. A well-written performance measure includes five components:   1. Written in clear and specific language 2. Measures only one thing, not multiple 3. Realistic and achievable 4. Aligns with project goals and objectives 5. Specifies a timeframe for success   For Target Raw Number, Target Ratio, Actual Raw Number, and Actual Ratio, enter **numbers**. Do not enter percentages.  For Target % and Actual %, enter **percentages**. Do not enter numbers. |
| Explanation of Progress | Indicate status of progress. Do not leave blank.  Provide detailed information on progress, including challenges faced and lessons learned. |

# Section C: Non-Construction Programs: Budget Summary

|  |  |
| --- | --- |
| Report Question | Guidance |
| General | Review instructions at the beginning of Section C in the report template.  Complete budget summary table fully and answer questions 1-6. |

# Section D: Budget Narrative

|  |  |
| --- | --- |
| Report Question | Guidance |
| General | Review instructions at the beginning of Section D in the report template.  Following instructions, provide budget narrative. |

# Section E: Additional Information

| Report Question | Guidance |
| --- | --- |
| Project Overview | |
| 1. Name and description of Arts Integration Model | Briefly describe the model you are using to integrate arts into the curriculum. |
| 1. Arts Focus | Select all arts content areas included in your project. |
| 1. Core Content Focus | Describe all core content areas included in your project. |
| 1. Project Focus | Select all that apply. |
| 1. Has your state developed standards for Arts Education? | Select yes or no. If yes, enter name of standards. |
| 1. The model is aligned to: | Select yes or no for National Standards and State Standards. |
| 1. Please indicate how your implementation of the model has changed over the past year (if applicable). | Provide detailed information on changes made to your project’s implementation in the **current budget period**. |
| Description of Project Implementation | |
| 1. Assessment Tools Used | For 8a, enter all assessment tools being **used** in this project—enter name and description of the tool, how it will be or has been administered, outcome being measured by the tool, associated performance measure (enter number or text), and completion date. In name and description, please describe **how** the tool was developed or **where** the tool was obtained from.  For 8b and 8c, describe any changes to proposed assessment tools, as well as any assessment tools added and why. |
| 1. Professional Development | For 9a, enter all professional development activities, as well as the purpose of the activity, description of participants in the activity (number and type of participants), approximate number of hours devoted to the activity, and completion date.  For 9b and 9c, describe any changes to proposed professional development activities, as well as any professional development activities added and why.  If the same professional development activity was offered multiple times, you can enter it once and note how many times it occurred. |
| 1. Key Resources Developed | For 10a, enter all key resources **developed** through the project—enter name of the resource, description of the resource and how it will be used, arts focus and core content focus of the resource, and completion date.  For 10b and 10c, describe any changes to proposed resources as well as any resources added and why.  You may include things like lesson plans, websites, teacher curriculum guides, etc. |
| 1. Evaluation | For 11a, enter all evaluation activities, as well as the key findings, how findings were or will be used, associated performance measure (enter number or text), and completion date.  For 11b and 11c, describe any changes to proposed evaluation activities, as well as any evaluation activities added and why.  For 11d, select the primary evaluation methodology being used. Note that:   * Experimental studies include a comparison group and use random assignment. Quasi-experimental studies include a comparison group but not random assignment. * Experimental and quasi-experimental studies must include both a treatment group and a comparison group.   For 11e, indicate whether your study will meet WWC standards—without reservations, with reservations, or not at all. Note that:   * Only random assignment studies can meet WWC standards without reservations. * You should consult with your evaluator to determine if and how your study will meet WWC standards. |
| 1. Partnerships | For 12a, enter all partners of the project—enter the partner’s name, the partner’s role and activities, whether they are a current partner, and whether the partner is a key decision maker.  For 12b, describe any changes to proposed partners.  You may include partners like external evaluators, arts organizations, universities, etc. |
| 1. Dissemination | For 13a, indicate whether dissemination is scheduled for the current year. If no, explain why. In the table, enter the dissemination topic, dissemination method, scheduled completion, and actual completion.  For 13b, indicate whether dissemination is scheduled for the next program year. If no, explain why. In the table, enter the dissemination topic, dissemination method, scheduled completion, and actual completion.  You may include things like publications, conference or public presentations, blogs, etc. |
| 1. Other Activities | For 14a, describe any other activities that occurred in the **current budget period** not already addressed in the report.  For 14b and 14c, describe any changes to proposed other activities, as well as any other activities added and why. |
| Progress Towards Meeting Program Level Priorities | |
| 1. How many Priorities did you address in your application? Complete the table below for each priority addressed. | Enter the **number** of priorities you proposed to address in your application. Enter all proposed priorities in the table and describe your progress toward meeting them.  Enter the correct absolute priority for the AAEDD program and describe progress in **each of the three components**:  *The absolute priority of AAEDD is to support projects that develop, disseminate, and integrate high-quality, effective artsbased instructional materials and educational programming, including online resources, in multiple arts disciplines that (1) increase access to standards-based arts education; (2) integrate standards-based arts education into other subjects as part of a wellrounded education; and (3) improve students’ academic performance, including their knowledge and skills in creating, performing, and responding to the arts.* |

## Supplement

### AAEDD GPRA Worksheets and Examples

*Prepared for the Office of Innovation and Improvement, U.S. Department of Education*

*By Applied Engineering Management and ICF International, October 2015*

*Updated by 2M Research, March 2019 under Contract # ED-OII-17-C-0055*

### Overview

Performance measures specify ways to assess project activities and provide evidence to demonstrate progress toward achieving program-level and project-level objectives and purposes. There are two types of Assistance for Arts Education Development and Dissemination (AAEDD) performance measures:

* **Government Performance and Results Act** (GPRA) measures—program-level measures established for reporting to Congress under the GPRA Modernization Act of 2010; and
* **Project performance measures**—specific project-level measures that grantees establish in their approved grant applications to meet their project objectives.

Reporting on AAEDD performance measures is required for all organizations that have received AAEDD grants. Grantees must use the form provided by the U.S. Department of Education to provide the following:

* AAEDD project measure and GPRA measure targets
* AAEDD project measure and GPRA measure actual performance
* An explanation of progress on all project measures and GPRA measures

The purpose of this document is to provide guidance to AAEDD grantees on how to report on their GPRA measures.

### GPRA Performance Measures

As part of a government-wide effort to improve the performance and accountability of all federal programs, the U.S. Congress passed GPRA in 1993, establishing a process for using performance indicators to (1) set program performance goals; (2) measure and report program results; and (3) focus on quality of service and customer satisfaction. On January 4, 2011, Congress passed the GPRA Modernization Act of 2010. The Act improves on the original Government Performance Results Act of 1993 and modernizes the federal government’s performance management framework. The GPRA Modernization Act of 2010 builds on the performance management approach to improve the effectiveness and efficiency of government by requiring that agency leaders set clear, ambitious goals for several outcome-focused and management priorities; measure, analyze and communicate performance information to identify successful practices; and conduct in-depth performance reviews to identify progress on agency priorities.

GPRA performance measures are used by AAEDD program staff and AAEDD grantees to quantify and report progress toward meeting program-level objectives in annual performance reports as required in the GPRA Modernization Act of 2010. Annual performance reporting helps ED to (1) identify successes and potential challenges among grantees; (2) design AAEDD technical assistance services; (3) provide performance reports to Congress; and (4) improve AAEDD overall.

The AAEDD program has two GPRA performance measures:

**Measure 1:** The percentage of students participating in arts model projects funded through the AAEDD program who demonstrate proficiency in mathematics compared to those in control or comparison groups.

**Measure 2:**  The percentage of students participating in arts model projects funded through the AAEDD program who demonstrate proficiency in reading compared to those in control or comparison groups.

**Measure 3:** The number of accessible, arts-based instructional materials that are developed.

Grantees report on one or both measures. The measures a grantee will report on are based on the approved grant application submitted to ED.

### Data Collection, Analysis and Reporting on AAEDD GPRA Measures

Grantees will report on the GPRA measures in **Section A** of the annual performance report. Table 1 in this section is to be completed for each participating school with students receiving grantee funded arts programming (treatment schools) based on data from this reporting period. Table 2 is to be completed for each comparison school.

### Section A. Table 1. Treatment Schools

| Column # | Column Name | Description |
| --- | --- | --- |
| Column 1 | School Name | Enter the school name |
| Column 2 | Title I | Indicate whether the school is a Title I school.  **Select “Yes” or “No”** |
| Column 3 | SIG Tier | This refers to the School Improvement Grant tier of a school. Such schools were included in a School Improvement Grant the local education agency operating the school received from the U.S. Department of Education. If applicable, please select the appropriate SIG tier **(1, 2, or 3)** from the drop-down menu provided.  If the school is not a recipient of a SIG grant – **Select 0** |
| Column 4 | In SIG Competitive Priority? | **Select “Yes” or “No”** to indicate whether the school was included in your application as a part of your response to the SIG Competitive Preference Priority. Schools included in this priority are those on the list referenced in the application notice (also available at http://www2.ed.gov/programs/sif/index.html) |
| Column 5 | % of students eligible for Free or Reduced Meals | Enter the percentage of students eligible for Free or Reduced Meals in the school during the current reporting period. |
| Column 6 | % Female | Enter the percentage of female students in the school during the current reporting period. |
| Column 7 | Project part of a school improvement plan? | **Select “Yes” or “No”** to indicate if this AAEDD grant is part of the school’s improvement plan. |
| Column 8 | Grade Levels: In School | List all the grade levels in the treatment school. |
| Column 9 | Grade Levels: Participating in project | List the specific grade levels participating in this AAEDD grant in the treatment school. |
| Column 10 | # of Students: In School | Enter the total number of students in the treatment school. |
| Column 11 | # of Students: Participating in Project | Enter the total number of students participating in this AAEDD grant in the school. |
| Column 12 | # of School-Based Instructional Staff: Participating Classroom Teachers | Enter the total number of classroom teachers participating in this AAEDD grant. |
| Column 13 | # of School-Based Instructional Staff: Other Participating Staff | Enter the total number of other school-based staff participating in this AAEDD grant. |
| Column 14 | GPRA Measure Data: # of Participating Treatment Students: Who Took Test: Reading | Enter the total number of treatment students who took the reading test during the current reporting period. |
| Column 15 | GPRA Measure Data: # of Participating Treatment Students: Who Took Test: Math | Enter the total number of treatment students who took the mathematics test during the current reporting period. |
| Column 16 | GPRA Measure Data: # of Participating Treatment Students: Who Achieved Proficiency\*: Reading | Enter the total number of treatment students who achieved proficiency on the reading test. |
| Column 17 | GPRA Measure Data: # of Participating Treatment Students: Who Achieved Proficiency\*: Math | Enter the total number of treatment students who achieved proficiency on the mathematics test. |

*Note: \*If using a standardized test, please refer to your state’s definition of proficiency for that test.*

### Section A. Table 2. Comparison Students

| Column # | Column Name | Description |
| --- | --- | --- |
| Column 1 | School Name | Enter the school name |
| Column 2 | Title I | Indicate whether the school is a Title I school.  **Select “Yes” or “No”** |
| Column 3 | SIG Tier | If the school is a recipient of a School Improvement Grant (SIG) indicate the school’s SIG tier – **Select 1, 2, or 3**.  If the school is not a recipient of a SIG grant – **Select 0** |
| Column 4 | In SIG Competitive Priority? | **Select “Yes” or “No”** to indicate whether the school was included in your application as a part of your response to the SIG Competitive Preference Priority. |
| Column 5 | % of students eligible for Free or Reduced Meals | Enter the percentage of students eligible for Free or Reduced Meals in the school during the current reporting period. |
| Column 6 | % Female | Enter the percentage of female students in the school during the current reporting period. |
| Column 7 | Grade Levels: In School | List all the grade levels in the comparison school. |
| Column 8 | Grade Levels: Participating as Comparison Group | List the specific grade levels selected to participate as comparison students. |
| Column 9 | # of Students: In School | Enter the total number of students in the comparison school. |
| Column 10 | # Students: Participating as Comparison Group | Enter the total number of students selected to participate as comparison students. |
| Column 11 | GPRA Measure Data: # of Participating Comparison Students: Who Took Test: Reading | Enter the total number of comparison students who took the reading test during the current reporting period. |
| Column 12 | GPRA Measure Data: # of Participating Comparison Students: Who Took Test: Math | Enter the total number of comparison students who took the mathematics test during the current reporting period. |
| Column 13 | GPRA Measure Data: # of Participating Comparison Students: Who Achieved Proficiency\*: Reading | Enter the total number of comparison students who achieved proficiency on the reading test. |
| Column 14 | GPRA Measure Data: # of Participating Comparison Students: Who Achieved Proficiency\*: Math | Enter the total number of comparison students who achieved proficiency on the mathematics test. |

*Note: \*If using a standardized test, please refer to your state’s definition of proficiency for that test.*

### Table 3: GPRA Summary Table

Complete the summary table in this section using the information below

|  |  |  |
| --- | --- | --- |
| **GPRA Measure 1:** The percentage of students participating in arts model projects funded through the AAEDD program who demonstrate proficiency in **mathematics** compared to those in control or comparison groups. | | |
| Target | **This number is established annually by ED. Contact your ED officer to obtain this percentage.** | |
| Name of test(s) and grade levels assessed | **Enter the name of the test used to assess students’ performance. If different tests are used at different grade levels enter the name of each test and the grade levels assessed by each test.** | |
|  | **AAEDD Students** | **Comparison Students** |
| Number of students taking standardized tests | ①  **Sum of rows in Table 1 from Column 15** | **③**  **Sum of rows in Table 2 from Column 12** |
| Number of students achieving proficiency\* | ②  **Sum of rows in Table 1 from Column 17** | **④**  **Sum of rows in Table 2 from Column 14** |
| **% of students achieving proficiency** | **A = ②/① \* 100%** | **B =④/③ \* 100%** |
| **Actual** | **C = (A-B)/B \*100** | |

### Table 4: GPRA Summary Table

Complete the summary table in this section using the information below

|  |  |  |
| --- | --- | --- |
| **GPRA Measure 2:** The percentage of students participating in arts model projects funded through the AAEDD program who demonstrate proficiency in **reading** compared to those in control or comparison groups. | | |
| Target | **This number is established annually by ED. Contact your ED officer to obtain this percentage.** | |
| Name of test(s) and grade levels assessed | **Enter the name of the test used to assess students’ performance. If different tests are used at different grade levels enter the name of each test and the grade levels assessed by each test.** | |
|  | **AAEDD Students** | **Comparison Students** |
| Number of students taking standardized tests | ①  **Sum of rows in Table 1 from Column 14** | **③**  **Sum of rows in Table 2 from Column 11** |
| Number of students achieving proficiency\* | ②  **Sum of rows in Table 1 from Column 16** | **④**  **Sum of rows in Table 2 from Column 13** |
| **% of students achieving proficiency** | **A = ②/① \* 100%** | **B =④/③ \* 100%** |
| **Actual** | **C = (A-B)/B \*100** | |

*Note: \*If using a standardized test, please refer to your state’s definition of proficiency for that test.*

### Sample Completed Table for GPRA Measure 1

|  |  |  |
| --- | --- | --- |
| **GPRA Measure 1:** The percentage of students participating in arts model projects funded through the AAEDD program who demonstrate proficiency in **mathematics** compared to those in control or comparison groups. | | |
| Target | 14%  *(Note: This number is established annually by ED. Contact your ED officer to obtain this percentage)* | |
| Name of test(s) and grade levels assessed | Maryland State Assessment (Grades 4-5) | |
|  | **AAEDD Students** | **Comparison Students** |
| Number of students taking standardized tests | 240 | 160 |
| Number of students achieving proficiency\* | 150 | 120 |
| **% of students achieving proficiency** | **63%** | **75%** |
| **Actual** | **-16%** | |

### Explanation of Progress

1. Status of progress:

|  |  |  |
| --- | --- | --- |
| Met | Not Met | In Progress *(only applicable to measures with completion dates that fall after the end of the reporting period. In Progress measures must be updated in the ad hoc report)* |

1. Description of progress (include challenges faced, if any).
2. If Measure was “Not Met,” describe how and when the measure will be met, and any lessons learned.

### Sample Explanation of Progress

1. Status of progress:

|  |  |  |
| --- | --- | --- |
| Met | Not Met | In Progress *(only applicable to measures with completion dates that fall after the end of the reporting period. In Progress measures must be updated in the ad hoc report )* |

1. Description of progress (include challenges faced, if any).

Fourth grade students in the treatment group had completed one year in the program, and fifth grade students had completed two years in the program. There were no changes to the schools involved in the study.

We collected baseline achievement data on each cohort at the end of their third grade year prior to the start of the program in the fourth grade. Across both cohorts 60% of treatment students demonstrated proficiency on the MSA in mathematics; 75% of comparison students demonstrated proficiency on the MSA in Mathematics.

While the percentage of proficient comparison students may have exceeded the percentage of proficient treatment students, it is important to note that the percentage of proficient treatment students has increased from the base year, while the percentage of proficient comparison students has remained the same. Additionally, in the treatment group one of the fourth grade teachers who received the first year of training was unable to complete the second year with the school due to poor health conditions. As a result, a new fourth grade teacher was hired, close to the end of the first semester this year. This teacher was not familiar with the program. This unfamiliarity may have negatively impacted her ability to implement the program with fidelity.

1. If Measure was “Not Met,” describe how and when the measure will be met, and any lessons learned.

During the summer the new AAEDD teacher will have the opportunity to participate in the summer intensive professional development program, and we anticipate that she will be able to implement the program more fully.