

Arts4All Florida (formerly VSA Florida) Quarterly Return on Investment Report

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Arts4All Florida (formerly VSA Florida) supports goal one of the Florida State Board of Education's Strategic Plan- Highest Student Achievement as indicated by evidence of student learning gains at all levels- by providing direct arts education programs to students with disabilities (SWD), training arts educators on inclusion and accommodations in the arts, and facilitating parent involvement and engagement activities, in order to enable SWD to fully participate in the arts and receive the cognitive, social, and creative thinking benefits provided by arts experiences. Through our programs, Arts4All Florida aims to increase parents' recognition of the benefits of the arts on their child's development so that parents may then continue these activities outside the school setting. We also aim to promote the arts as a future career path for SWD. All Arts4All Florida programs tie directly to Florida's Individuals with Disabilities Education Act (IDEA), Part B, State Performance Plan (SPP); the Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan; and Florida Standards.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Total number of people impacted directly	1,234				1,234
Total number of students impacted indirectly	42,615				42,615
Total number of programs	46				46
Total number of districts served in person or through webinars (non-duplicated from prior quarters)	45				46 - 19 in-person 26 webinar only
Number of Teaching Artists contracted or employed (non-duplicated from prior quarters)	33				33

Specific goals and quarterly accomplishments/returns on investment are listed below.

The *My Art My Way* Artist in Residence Program

Arts4All Florida's largest program, the *My Art My Way* artist in residence program, provides professionally trained teaching artists to lead multi-week art learning experiences for SWD. The program includes both the visual and performing arts and is conducted in self-contained ESE or inclusive Prekindergarten (PreK)-12 classrooms or Department of Juvenile Justice (DJJ) facilities. Annually, Arts4All Florida provides more than 134 eight or ten-hour artist in residence programs to schools and juvenile justice facilities across the state of Florida. Residencies are tied directly to Florida Standards and increase the artistic skills and cognitive learning of SWD as well as provide a venue for students to express themselves creatively in appropriate ways. All lessons are designed using Universal Design for Learning guidelines or Differentiated Instruction and include accommodations or modifications as needed to ensure learning and engagement for all students.

Outputs

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Residency requests received and coordinated	103				103
Residencies completed	22				22
Number of students served in completed residencies	411				411
Number of adults participating in residencies with students	142				142
Number of districts served in completed residencies (duplicated if in multiple quarters)	15 - Alachua, Broward, Collier, Duval, Escambia, Hillsborough, Leon, Manatee, Marion, Miami-Dade, Orange, Pasco, Pinellas, St. Lucie, Volusia				15
Grade level of participants in completed programs a) PreK b) K to 5 c) 6 to 8 d) 9 to 12	a) 0 (0%) b) 0 (0%) c) 1 (4.5%) d) 21 (95.5%)				a) 0 (0%) b) 0 (0%) c) 1 (4.5%) d) 21 (95.5%)
Type of classroom a) Inclusive b) Self-contained	a) 40.9% b) 59.1%				a) 40.9% b) 59.1%

Outcomes

Please note- outcome results are based on the teaching artist, classroom teacher, and student evaluations of the residency programs.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Cumulative
Overarching goals for residencies: a) Career building skills b) Critical and creative thinking c) Fine or gross motor skills d) Self-expression and communication e) Social skills f) Using the arts to study another academic subject g) Good work habits	a) 4.5% b) 4.5% c) 0% d) 59.1% e) 13.6% f) 0% g) 18.2%				a) 4.5% b) 4.5% c) 0% d) 59.1% e) 13.6% f) 0% g) 18.2%
Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. ¹	222				222
Average number of standards met per residency	10.1				10.1
Percentage of PreK residencies meeting standards in each category: a) Physical development b) Approaches to learning c) Social and emotional development d) Language, communication, and emergent literacy e) Cognitive development and general knowledge	N/A				N/A
Percentage of K-12 residencies meeting standards in the arts (dance, music, theater or visual art) in each category: a) Critical thinking and reflection b) Historical and global connections c) Innovation, technology, and the future d) Organizational structure e) Skills, techniques, and processes	a) 81.8% b) 36.4% c) 27.3% d) 77.3% e) 86.4%				a) 81.8% b) 36.4% c) 27.3% d) 77.3% e) 86.4%

¹ This number does not duplicate standards used multiple times in the same residency.

Percentage of K-12 teachers/site administrators reporting standards in the following categories were successfully addressed in the residency: a) Language arts b) Mathematics c) Special skills	a) 100% b) 100% c) 100%				a) 100% b) 100% c) 100%
Percentage of K-12 residencies meeting standards in each category: a) Health b) Physical Education c) Science d) Social Studies	a) 4.5% b) 9.1% c) 4.5% d) 22.7%				a) 4.5% b) 9.1% c) 4.5% d) 22.7%
Percentage of teachers/site administrators who agreed that the lessons integrated the arts with the classroom curriculum	100%				100%
Percentage of teachers/site administrators reporting parents were involved in non-DJJ residencies in the following ways: a) Received information about the residency b) Received photo/video c) Attended final performance or exhibition	N/A				N/A
Percentage of residencies for students grades 9-12 that included transition skills	88.9%				88.9%
For residencies that included transition skills, percentage of teachers/site administrators who felt the following skills were successfully included: a) Self-determination b) Good work habits c) Independence d) Artistic skills useful for careers in the arts e) Positive social relationships f) Positive work relationships g) Self-esteem h) Communication	a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100%				a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100%

<p>Percentage of teachers/site administrators reporting that the residency helped most students:</p> <ul style="list-style-type: none"> a) Express themselves in new ways b) Learn to work cooperatively c) Increase their communication and/or verbal expression d) Increase their retention of information and/or skills and techniques e) Increase their creative thinking and use of imagination f) Increase their fine and/or gross motor skills g) Increase their willingness to try new things h) Improve their behavior 	<ul style="list-style-type: none"> a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 88.9% 				<ul style="list-style-type: none"> a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 88.9%
<p>Percentage of teachers/site administrators that agree the residency met the following National Core Art Standards:</p> <ul style="list-style-type: none"> a) Students developed artistic work b) Students conveyed meaning through artistic work c) Students analyzed or evaluated their own and/or others' artistic work d) Students made art based on their knowledge and personal experiences 	<ul style="list-style-type: none"> a) 100% b) 100% c) 100% d) 100% 				<ul style="list-style-type: none"> a) 100% b) 100% c) 100% d) 100%
<p>Percentage of teachers/site administrators selecting the following items as one of two areas their students grew most in during the residency:</p> <ul style="list-style-type: none"> a) Critical and creative thinking b) Fine or gross motor skills c) Self-expression and communication d) Social skills e) Accepting constructive criticism and feedback f) Willingness to try new things g) Following directions h) Self-esteem 	<ul style="list-style-type: none"> a) 22.2% b) 0% c) 66.7% d) 22.2% e) 11.1% f) 66.7% g) 11.1% h) 0% 				<ul style="list-style-type: none"> a) 22.2% b) 0% c) 66.7% d) 22.2% e) 11.1% f) 66.7% g) 11.1% h) 0%

Percentage of students reporting that the residency helped them increase their vocabulary	80.8% ²				80.8% ³
Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence	80.6%				80.6%
Percentage of students in grades 9-12 reporting that the residency made them think about a future job or continuing education in the arts	44.7%				44.7%
Percentage of teachers/site administrators reporting they learned new strategies for integrating the arts into their lesson plans	100%				100%

Residency success stories:

Quarter 1-

- “A 13-year-old in the beginning of the residency was resistant, demonstrated short attention span, and did not draw. The last two sessions, the same girl was highly focused and completed her artwork successfully, showing great improvement in her behavior as well.”
- “One of the boys led the group in teaching the positive and negative space collage. He had done the exercise before, so it was a good opportunity for him to practice leadership and get a positive response from his peers.”
- “A quiet student who was fully engaged in painting by inventing original combinations of shapes and colors told a disruptive student to ‘just let the paint flow out of the brush and it will do its own thing’.”

Educator Professional Development Programs

Arts4All Florida’s professional development program provides in-person workshops, webinars, and digital resources to pre-service and in-service classroom teachers, teaching artists, cultural organization staff, and parents. The goal of the professional development program is to prepare educators to better include SWD in arts classes and cultural activities, enabling SWD to receive the same cognitive, social, and creative thinking benefits arts experiences provide to their typically-developing peers.

² Quarter 1- 27.3% of teaching artists completed student surveys

³ YTD- 27.3% of teaching artists completed student surveys

Outputs

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of webinars completed	4				4
Number of in-person trainings completed	4				4
Number of professional development participants	157				157
Number of students impacted indirectly ⁴	42,615				42,615
Number of districts served through in-person trainings (duplicated if in multiple quarters)	2 - Lake, Orange				2
Number of districts served through webinars (duplicated if in multiple quarters)	44 - Alachua, Bay, Bradford, Brevard, Broward, Charlotte, Collier, Columbia, DeSoto, Dixie, Duval, Escambia, Gadsden, Gilchrist, Hamilton, Hernando, Hillsborough, Indian River, Jefferson, Lake, Leon, Levy, Liberty, Madison, Manatee, Marion, Martin, Miami-Dade, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, St. Johns, St. Lucie, Santa Rosa, Sarasota, Seminole, Sumter, Suwannee, Volusia, Walton				44

⁴ Arts4All Florida estimates that each professional development participant will impact 20 students unless otherwise noted on the Department of Education training sign-in sheet or webinar registration. Please note- students impacted indirectly by webinar participants are only counted once, even if the participant attends multiple webinars.

Outcomes

Please note- outcome results are based on participant evaluations of the training programs and an end of year evaluation sent to all participants.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Cumulative
Percentage of participants who ranked the in-person training a 4 or above (out of 6) on increasing their knowledge	85.7%				85.7%
Percentage of participants who ranked the in-person training a 4 or above (out of 6) on planning to use what they learned	85.7%				85.7%
Percentage of participants who felt the content learned in the Art and Technology Teacher Institute will change their course delivery in the future	N/A				N/A
Percentage of participants who agreed that the Art and Technology Teacher Institute provided strategies and resources that can be successfully implemented in their classroom	N/A				N/A
Percentage of participants that rated themselves as a 5 or 6 (out of 6) on knowledge of the webinar topic: a) Before the webinar b) After the webinar	a) 21.3% b) 63%				a) 21.3% b) 63%
Percentage of participants who ranked the webinar a 4 or above (out of 6) on increasing their knowledge	74.5%				74.5%
Percentage of participants who ranked the webinar a 4 or above (out of 6) on planning to use what they learned	93.7%				93.7%
Percentage of in-person training and/or webinar participants who reported in the end of year evaluation that they used the tips and techniques learned in the training on a regular basis	N/A				N/A

⁵ Participants attended a training April 2, 2019 to April 1, 2020

Percentage of in-person training and/or webinar participants who reported in the end of year evaluation that the tips and techniques learned in the training increased student engagement	N/A				N/A
Percentage of in-person training and/or webinar participants who reported in the end of year evaluation that student engagement was increased and the increased student engagement reduced the need to remove students from class due to behavior	N/A				N/A
Percentage of in-person training and/or webinar participants who reported in the end of year evaluation that the tips and techniques learned in the training helped them plan accessible and/or inclusive lessons	N/A				N/A
Percentage of in-person training and/or webinar participants who reported in the end of year evaluation that the tips and techniques learned in the training helped them develop and implement accommodations for SWD	N/A				N/A

Answers to “What was the most interesting thing you learned today?”, “What tool/tip did you learn today that you will use tomorrow?”, or general comments from training participant evaluations:

Quarter 1-

- “This was a very informative session. I am looking forward to how creating and using more visuals for my students will positively impact student achievement.”
- “Laura was fabulous. She definitely was knowledgeable and a lot of the things that she talked about I can see being helpful for many of my elementary students, not just my students with disabilities. Glad I got to attend!”
- “I need to color code my Orff instruments to help students read/play music and use way more images in my classroom.”

Parent Involvement and Engagement Programs

Arts4All Florida provides a variety of programs that aim to reinforce the importance of the arts in the lives of SWD, increase students' willingness to try new things surrounded by the security of their family and friends, facilitate parent and family involvement and engagement, and increase opportunities for school and parent communications, including the Student of the Month Program, art exhibitions and performances by SWD, community art classes and camps, Special Olympics games, the Florida Young Performers (formerly the Florida Young Soloist) competition and performances, Calls for Art, festivals and community events, and written and digital communications to parents.

Outputs

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of people directly served	524				524
Number of Students of the Month selected	2				2
Number of student art exhibitions coordinated	0				0
Number of student performances coordinated	1				1
Number of community art classes/camps	7				7
Number of Special Olympics games	0				0
Number of festivals and community events	6				6
Number of Florida Young Performers performances	0				0
Number of Florida Young Performers applied	N/A				N/A
Number of Florida Young Performers selected	N/A				N/A
Number of Calls for Art distributed	1				1

Number of communications to parents	3 e-news, 114 Facebook posts, 15 tweets, 11 Instagram posts, and an average of 69,400 monthly viewers on Pinterest				3 e-news, 114 Facebook posts, 15 tweets, 11 Instagram posts, and an average of 69,400 monthly viewers on Pinterest
Number of districts served (duplicated if in multiple quarters)	7 - Hillsborough, Lee, Leon, Marion, Pasco, Seminole, Walton				7

Outcomes

Please note- outcome results are based on outreach evaluation forms and parent evaluations of camp.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Cumulative
Percentage of parents reporting that the camp helped their child: a) Express themselves in new ways b) Learn to work cooperatively c) Increase their communication and/or verbal expression d) Increase their retention of information and/or skills and techniques e) Increase their creative thinking and use of imagination f) Try new things g) Make new friends	a) 100% b) 100% c) 60% d) 40% e) 100% f) 80% g) 100%				a) 100% b) 100% c) 60% d) 40% e) 100% f) 80% g) 100%
Percentage of parents reporting that their child worked on the following transition skills during camp (grades 9-12 only): a) Self-determination b) Good work habits c) Independence d) Artistic skills useful for careers in the arts e) Positive social relationships	N/A				N/A

f) Positive work relationships g) Self-esteem h) Communication					
Percentage of parents reporting that camp provided resources and information to them to help in planning future activities and/or opportunities	80%				80%
Percentage of camps, community art classes, or outreach activities that incorporated skills in the following areas: a) Language arts b) Mathematics c) Social skills	a) 62.5% b) 50% c) 87.5%				a) 62.5% b) 50% c) 87.5%
Percentage of community art classes or outreach activities that involved parents and/or family members.	40%				40%

Camp quotes from parents:

Quarter 1-

- “Logan looks forward to this camp now for 3 years. He absolutely loved this camp, which is great because it makes him step outside of his comfort zone.”
- “[My daughter] loved camp. She is so much more confident about performing in public and open to new ideas.”
- “It makes me happy that my son has the opportunity to be creative, meet new friends and express himself.”
- “I love to see my kids having fun and thriving! That’s exactly what happened during this camp!”

Camp, community art class, and outreach success stories:

Quarter 1-

- “I had several students who were completely resistant to even trying dance, joining the group activities, or even talking to me. By the end of the week (4 hours), they were coming up to me with enthusiasm, asking to participate and jumping into activities without prompting. The teachers even noted how amazing the growth was in many students over the week. The student performances were equally as impressive and wonderful to witness. The students had only 5 hours at most to prep for each area of the performance, music and dance respectively. It was incredible to see them get on stage with confidence and have fun!”
- “Alex seemed a little older than the others, and did not want to participate with any part of these classes. I gave him the choice to play the drum instead of dance. He ended up being the best dancer of the boys, and a very important part of the performance. I won this boy over!!!”