

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

**Agreement Number: 291-2621D-1CDT1**

**Authority: 84.027A IDEA- Part B, Disc., USDE or Appropriate Agency**

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**Authorized Funding: \$334,000**

**Date Submitted: April 9, 2021**

Arts4All Florida (formerly VSA Florida) supports goal one of the Florida State Board of Education’s Strategic Plan (Highest Student Achievement) measures 6 (closing the achievement gap) and 22 (improving engagement of students), 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. Arts4All Florida also supports goal three (Skilled Workforce and Economic Development) measure 4 (access in computer science), by training general education, arts, STEM, and Special Education teachers to use technology like 3D printing, virtual reality, animation, and music apps to teach the arts to SWD and by providing technology-based art programs directly to SWD. 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 (BEES) Strategic Plan; and Florida Standards.

Please note: when the term “arts” is used in this document, it encompasses both the visual (painting, drawing, sculpture, and graphic design/animation) and the performing (music, dance/movement, and drama/theater) arts.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Total number of people impacted directly	4,338	885	1,073		6,296
Total number of students impacted indirectly	53,141	28,948	16,137		98,226
Total number of programs	57	53	58		168
Total number of new districts served in person or virtually (non-duplicated from prior quarters)	48	7	3		58 - 1 in-person 57 virtual
Number of Teaching Artists contracted or employed (non-duplicated from prior quarters)	17	17	8		42

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 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 100 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	24	89	18		131
Residencies completed	0 <sup>1</sup>	23	23		46
Number of students served in completed residencies	0	277	237		514
Number of adults participating in residencies with students	0	118	80		198
Number of districts served in completed residencies (duplicated if in multiple quarters)	0	15- Calhoun, Clay, Collier, Franklin, Gilchrist, Hardee, Hendry, Hillsborough, Jefferson, Leon, Madison, Miami-Dade, Pinellas, Putnam, St. Johns	17- Clay, Dixie, Escambia, Gilchrist, Hardee, Hendry, Highlands, Hillsborough, Liberty, Monroe, Orange, Osceola, St. Johns, St. Lucie, Santa Rosa, Sarasota, Volusia		32
Grade level of participants in completed programs a) PreK b) K to 5 c) 6 to 8 d) 9 to 12	N/A	a) 0% b) 57% c) 4% d) 39%	a) 0% b) 61% c) 26% d) 13%		a) 0% b) 59% c) 15% d) 26%

<sup>1</sup> Quarter 1 is the planning/coordinating quarter for residencies, which start in Quarter 2

Type of classroom a) Inclusive b) Self-contained	N/A	a) 22% b) 78%	a) 9% b) 91%		a) 15% b) 85%
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### **Outcomes**

*Please note- outcome results are based on the teaching artist<sup>2</sup>, classroom teacher<sup>3</sup>, and student<sup>4</sup> 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 h) Social emotional learning	N/A	a) 4% b) 9% c) 0% d) 65% e) 4% f) 13% g) 4% h) 0%	a) 0% b) 0% c) 13% d) 48% e) 4% f) 26% g) 4% h) 4%		a) 2% b) 4% c) 7% d) 57% e) 4% f) 20% g) 4% h) 2%
Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. <sup>5</sup>	N/A	224	290		514
Average number of standards met per residency	N/A	10	13		11
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	N/A	a) 84% b) 58% c) 68% d) 42% e) 95%	a) 87% b) 65% c) 57% d) 48% e) 91%		a) 86% b) 62% c) 62% d) 45% e) 93%

<sup>2</sup> Quarter 3- 23 teaching artists (100%) completed full evaluations. YTD- 42 teaching artists (91%) completed full evaluations and 4 teaching artists (9%) completed partial evaluations.

<sup>3</sup> Quarter 3- 16 classroom teachers/site administrators (70%) completed evaluations. YTD- 31 classroom teachers/site administrators (67%) completed evaluations.

<sup>4</sup> Quarter 3- 87% of teaching artists completed student surveys. YTD- 83% of teaching artists completed student surveys.

<sup>5</sup> 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	N/A	a) 87% b) 73% c) 87%	a) 94% b) 94% c) 100%		a) 90% b) 84% c) 94%
Percentage of K-12 residencies meeting standards in each category: a) Health b) Physical Education c) Science d) Social Studies	N/A	a) 0% b) 26% c) 16% d) 26%	a) 9% b) 22% c) 26% d) 30%		a) 5% b) 24% c) 21% d) 29%
Percentage of teachers/site administrators that agree the residency met the following National Core Art Standards: 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	N/A	a) 93% b) 87% c) 80% d) 80%	a) 100% b) 100% c) 88% d) 100%		a) 97% b) 94% c) 84% d) 90%
Percentage of teachers/site administrators who agreed that the lessons integrated the arts with the classroom curriculum	N/A	79%	100%		90%
Percentage of teachers/site administrators reporting they learned new strategies for integrating the arts into their lesson plans	N/A	80%	100%		90%
Percentage of teachers/site administrators reporting that the residency helped most students: a) Express themselves in new ways b) Learn to work cooperatively c) Increase their communication and/or verbal expression	N/A	a) 93% b) 87% c) 93%	a) 100% b) 88% c) 94%		a) 97% b) 87% c) 94%

<ul style="list-style-type: none"> <li>d) Increase their retention of information and/or skills and techniques</li> <li>e) Increase their creative thinking and use of imagination</li> <li>f) Increase their fine and/or gross motor skills</li> <li>g) Increase their willingness to accept constructive criticism</li> <li>h) Increase their willingness to try new things</li> <li>i) Increase their ability to follow directions</li> <li>j) Improve their behavior</li> </ul>		<ul style="list-style-type: none"> <li>d) 80%</li> <li>e) 87%</li> <li>f) 87%</li> <li>g) 73%</li> <li>h) 93%</li> <li>i) 93%</li> <li>j) 87%</li> </ul>	<ul style="list-style-type: none"> <li>d) 100%</li> <li>e) 100%</li> <li>f) 88%</li> <li>g) 81%</li> <li>h) 100%</li> <li>i) 100%</li> <li>j) 94%</li> </ul>		<ul style="list-style-type: none"> <li>d) 90%</li> <li>e) 94%</li> <li>f) 87%</li> <li>g) 77%</li> <li>h) 97%</li> <li>i) 97%</li> <li>j) 90%</li> </ul>
<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"> <li>a) Critical and creative thinking</li> <li>b) Fine or gross motor skills</li> <li>c) Self-expression and communication</li> <li>d) Social skills</li> <li>e) Accepting constructive criticism and feedback</li> <li>f) Willingness to try new things</li> <li>g) Following directions</li> <li>h) Self-esteem</li> </ul>	N/A	<ul style="list-style-type: none"> <li>a) 14%</li> <li>b) 21%</li> <li>c) 43%</li> <li>d) 7%</li> <li>e) 0%</li> <li>f) 79%</li> <li>g) 36%</li> <li>h) 0%</li> </ul>	<ul style="list-style-type: none"> <li>a) 31%</li> <li>b) 19%</li> <li>c) 63%</li> <li>d) 13%</li> <li>e) 6%</li> <li>f) 50%</li> <li>g) 19%</li> <li>h) 0%</li> </ul>		<ul style="list-style-type: none"> <li>a) 23%</li> <li>b) 20%</li> <li>c) 53%</li> <li>d) 10%</li> <li>e) 3%</li> <li>f) 63%</li> <li>g) 27%</li> <li>h) 0%</li> </ul>
Percentage of students reporting that the residency helped them increase their vocabulary	N/A	92%	92%		92%
Percentage of students reporting that the residency helped them express themselves in new ways	N/A	95%	94%		94%
Percentage of students reporting that they tried new things in the residency	N/A	96%	96%		96%
Percentage of residencies for students in grades 9-12 that included transition skills	N/A	67%	67%		67%

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	N/A	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%		a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100%
Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence	N/A	93%	100%		95%
Percentage of students in grades 9-12 reporting that the residency made them think about a future job or continuing education in the arts	N/A	81%	100%		85%
Percentage of teachers/site administrators in non-DJJ residencies reporting parents were involved in the following ways: a) Received information about the residency b) Received photo/video c) Attended final performance or exhibition	N/A	a) 73% b) 20% c) N/A	a) 81% b) 38% c) N/A		a) 77% b) 29% c) N/A

**Residency success stories:**

Quarter 1-

- N/A (no residencies completed this quarter)

Quarter 2-

- “[The residency] provided new inventive ways to incorporate math, language arts, and fine motor skills into lessons in fun inventive ways. I also learned the history of so many instruments and was introduced to some new ones.”
- “This was an amazing project/opportunity for not only myself but my students as well as it gave us the opportunity to collaborate, interact, and enjoy/engage in meaningful learning in spite of all that is going on in school and the low morale due to COVID-19 and social distancing.”
- “This gave me some wonderful ideas to incorporate dance, poems, jokes and literature when teaching a core subject such as Science. The whole unit focused on ‘space’ however,

expanding the lesson by providing art activities made the students more motivated to learn as well as have fun!”

- “Dance integrates kinesthetic learning with understanding. Dance lessons with Ms. Emily helped my active Kinders develop important social and emotional skills in a fun and exciting way...so needed and so valuable especially during our current social distancing situation.”
- “I had 2 students who performed very well and came out of their shells through the drama of their skits. They worked cooperatively and collaboratively with each other and encouraged one another to do their best.”
- “One of my reluctant learners who struggles to participate LOVES to dance. Each week she eagerly participated and shined as a leader!”

### Quarter 3-

- Email sent to a teaching artist by a classroom teacher- “We really did enjoy your lesson Wednesday. The students have talked nonstop about what they learned and been using their vocabulary words...They all enjoyed the painting activity and I can't wait for you to see how pretty they are. J. enjoyed sharing more Spanish words after your session. My students were fascinated. Thank you again for everything. Watching this happen Wednesday brought tears of happiness to see them interact with someone other than the adults in our room, to participate, and not be hesitant in asking/sharing information.”
- “A student who had previously not followed along with any videos or zoom instruction, sang songs, danced along, even practiced when we were not on zoom with his class. His teacher was thrilled. It was the first time she's ever seen him so engaged!”
- “One student decided they didn't want to participate in movement class the first week of class but during our third week they asked if they could join. We had been working on choreography and had learned multiple steps already. Outside of our sessions, multiple students worked together to teach this student the steps they missed. By the last session everyone knew the dance, it was great!”
- “This program gave me the opportunity to learn new ways to present and break down new and challenging content for students. It also was a great opportunity for me to learn ways to incorporate arts into all subject areas. I saw how much including arts regardless of the subject matter truly caught, and maintained, the interest of my students, much more than my often straight forward approach. I also witnessed more students understanding concepts and expressing their understanding of the material being taught at a variety of different levels, which was very exciting for me to see, especially for some of my nonverbal students that are often difficult to assess for comprehension of material. I loved seeing their ability to show what they had learned due to the inclusion of art into the content being taught.”
- “One student would count down the days on her calendar for our ARTS4ALL time. She is lower functioning, so using a calendar to know when a fun activity would occur was a wonderful skill she learned. She would become very excited to be able to touch and play the instruments. Although her verbal skills are limited, she would repeat the vocabulary words of ‘quarter note’, ‘eighth note’ and ‘pan flute’. She used her fine motor skills to grasp the various instruments and needed less physical support becoming more independent to hit the drum, click her castanet or shake her egg shaker.”
- “One young man truly stood out. He is intellectually disabled and often impulsive and in a rush, just wanting to complete assignments as quickly as possible as opposed to actually gaining a better understanding of new material or simply enjoying the process of learning. Seeing him each Thursday, in the afternoon and after lunch, on task, answering questions, asking for extra time to complete the art project that went with the lesson was AMAZING. He is normally ‘done’ after lunch and it has often been too difficult to attempt academics at that time with him, when really all he needed was to have academics presented in a different way, one that included arts. It was like watching a completely different young man each

Thursday. Mrs. Meeroff and this residency has truly been a gift for me, my students, and the paraprofessionals that work with me.”

- “I gained a new student in the middle of this residency. He was struggling behaviorally in his general education class. He acted out verbally and physically instead of using his words. He found his way of expressing his emotions through art. This is a huge breakthrough for a child that had so much trauma in his life.”

## **Educator Professional Development Programs**

Arts4All Florida’s professional development program provides in-person and virtual trainings; webinars; in-depth, extended teacher institutes; 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 lessons and cultural activities, enabling SWD to receive the same cognitive, social, and creative thinking benefits arts experiences provide to their typically-developing peers.

### **Outputs**

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of in-person trainings and teacher institutes completed	0	0	0		0
Number of virtual trainings, webinars, and teacher institutes completed	11	9	10		30
Number of professional development participants	210	131	146		487
Total number of students impacted indirectly <sup>6</sup>	53,141	28,948	16,137		98,226
Number of ESE students impacted indirectly	12,187	5,454	2,310		19,951
Number of districts served through in-person trainings and teacher institutes (duplicated if in multiple quarters, bolded if training occurred in that county)	N/A	N/A	N/A		N/A

<sup>6</sup> Arts4All Florida estimates that each professional development participant will impact 20 students unless otherwise noted on the Department of Education program sign-in sheet, program registration, or evaluations. Please note- students impacted indirectly by PD participants are only counted once, even if the participant attends multiple programs.



Number of districts served through virtual trainings, webinars, and teacher institutes (duplicated if in multiple quarters)	40 - Alachua, Broward, Calhoun, Charlotte, Citrus, Clay, Collier, Columbia, Duval, Escambia, Franklin, Gilchrist, Hamilton, Hardee, Hendry, Hillsborough, Jackson, Jefferson, Lake, Leon, Liberty, Madison, Marion, Martin, Miami-Dade, Okaloosa, Orange, Osceola, Palm Beach, Polk, Putnam, St. Johns, Santa Rosa, Sarasota, Seminole, Suwannee, Taylor, Volusia, Walton, FL Virtual School	38- Alachua, Brevard, Broward, Calhoun, Charlotte, Collier, Columbia, DeSoto, Duval, Flagler, Gilchrist, Hardee, Hendry, Hernando, Highlands, Hillsborough, Indian River, Lake, Leon, Manatee, Marion, Martin, Miami-Dade, Monroe, Okeechobee, Orange, Osceola, Pasco, Pinellas, Polk, Putnam, St. Johns, St. Lucie, Santa Rosa, Taylor, Volusia, Wakulla, FAU Lab School	34- Alachua, Brevard, Broward, Clay, Collier, Columbia, DeSoto, Duval, Flagler, Franklin, Gilchrist, Hamilton, Hendry, Hillsborough, Jackson, Jefferson, Lake, Leon, Liberty, Madison, Manatee, Marion, Miami-Dade, Nassau, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, Santa Rosa, Sarasota, Volusia		112
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**Outcomes**

*Please note- outcome results are based on participant evaluations of the training programs<sup>7</sup> and an end of year evaluation<sup>8</sup> sent to all participants.*

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Cumulative
Percentage of training participants who ranked the training a 4 or above (out of 6) on increasing their knowledge a) In-person trainings b) Multi-hour Teacher Institutes (virtual or in-person) c) Webinars or virtual trainings	a) N/A b) 90% c) 80%	a) N/A b) 96% c) 92%	a) N/A b) 100% c) 90%		a) N/A b) 92% c) 85%

<sup>7</sup> Quarter 3- 7 teacher institute participants (78%) and 29 webinar participants (35%) completed evaluations. YTD- 84 out of 115 teacher institute participants (73%) and 121 out of 300 webinar participants (40%) completed evaluations.

<sup>8</sup> Participants attended a training May 2020 to April 2021 ( \_\_\_ responses).

<p>Percentage of training participants who ranked the training a 4 or above (out of 6) on planning to use what they learned</p> <p>a) In-person trainings b) Multi-hour Teacher Institutes (virtual or in-person) c) Webinars or virtual trainings</p>	<p>a) N/A b) 94% c) 87%</p>	<p>a) N/A b) 96% c) 95%</p>	<p>a) N/A b) 100% c) 97%</p>	<p>a) N/A b) 94% c) 91%</p>
<p>Percentage of training participants that rated themselves as a 5 or 6 (out of 6) on knowledge of the training topic:</p> <p>a) In-person: before the training b) In-person: after the training c) Multi-hour Teacher Institutes (virtual or in-person): before the training d) Multi-hour Teacher Institutes (virtual or in-person): after the training e) Webinars or virtual trainings: before the training f) Webinars or virtual trainings: after the training</p>	<p>a) N/A b) N/A c) 2% d) 33% e) 9% f) 47%</p>	<p>a) N/A b) N/A c) 0% d) 42% e) 6% f) 46%</p>	<p>a) N/A b) N/A c) 0% d) 43% e) 7% f) 34%</p>	<p>a) N/A b) N/A c) 2% d) 38% e) 8% f) 43%</p>
<p>Percentage of training participants who selected a 4 or above (out of 6) for feeling the training made them more confident teaching SWD</p> <p>a) In-person trainings b) Multi-hour Teacher Institutes (virtual or in-person) c) Webinars or virtual trainings</p>	<p>a) N/A b) 91% c) 73%</p>	<p>a) N/A b) 92% c) 97%</p>	<p>a) N/A b) 71% c) 89%</p>	<p>a) N/A b) 89% c) 83%</p>
<p>Percentage of training participants who selected a 4 or above (out of 6) on agreeing that the training provided strategies and resources that can be successfully implemented in their classroom</p> <p>a) In-person trainings b) Multi-hour Teacher Institutes (virtual or in-person) c) Webinars or virtual trainings</p>	<p>a) N/A b) 91% c) 88%</p>	<p>a) N/A b) 100% c) 94%</p>	<p>a) N/A b) 86% c) 81%</p>	<p>a) N/A b) 92% c) 88%</p>

<p>Percentage of training participants who selected a 4 or above (out of 6) for feeling the training would change their course delivery in the future</p> <p>a) In-person trainings b) Multi-hour Teacher Institutes (virtual or in-person) c) Webinars or virtual trainings</p>	<p>a) N/A b) 96% c) 94%</p>	<p>a) N/A b) 100% c) 91%</p>	<p>a) N/A b) 86% c) 80%</p>		<p>a) N/A b) 95% c) 89%</p>
<p>Percentage of training participants who selected a 4 or above (out of 6) for feeling what they learned in the training would increase student engagement in their classes</p> <p>a) In-person trainings b) Multi-hour Teacher Institutes (virtual or in-person) c) Webinars or virtual trainings</p>	<p>a) N/A b) 93% c) 90%</p>	<p>a) N/A b) 96% c) 97%</p>	<p>a) N/A b) 86% c) 92%</p>		<p>a) N/A b) 92% c) 92%</p>
<p>Percentage of training participants who reported in the end of year evaluation that they used the tips and techniques learned in the training on a regular basis</p>	N/A	N/A	N/A		N/A
<p>Percentage of training participants who reported in the end of year evaluation that the tips and techniques learned in the training increased engagement for SWD</p>	N/A	N/A	N/A		N/A
<p>Percentage of training participants who reported in the end of year evaluation that student engagement was increased for SWD and the increased student engagement reduced the need to remove students from class due to behavior</p>	N/A	N/A	N/A		N/A
<p>Percentage of training 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</p>	N/A	N/A	N/A		N/A

Percentage of training 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	N/A		N/A
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**Open text answers from training participant evaluations:**

Quarter 1-

- “The instructors were amazing and very patient with us. Using Zoom to teach us gave me more confidence to teach art through a virtual platform with my students. I am truly happy I allowed myself to take this course. This has truly given me a different mindset when it comes to teaching art online during these crazy times.”
- “I absolutely loved learning these programs I had no idea existed. The opportunities my students will gain from learning these programs is truly limitless. I loved interacting and getting to know teachers from different schools and what their programs offer. I’m excited to use what I learned to grow my art program and collaborate with Math and Science departments. I hope one day to attend an in person workshop like this.”
- “The entire learning experience was ‘eye-opening’! I will work my curriculum to include Tinkercad and CoSpaces for my students. This training is so engaging; it would be a shame to leave my students out of the experience!”
- “Coding was a word I feared, but now it seems like a means to a spectacular ending. I am hoping that my principal will buy into the usage of a program with so much potential for future career openings, student engagement, and learning opportunities. What a tremendous tool that allows students to create, innovate, and celebrate information learned.”
- “I was very moved by how Mr. Hunter helped us connect to ‘moving the shape’ as a dance and communication strategy. I loved the connections between language and movement, and can’t wait to share this with students of all abilities.”
- “Mr. Hunter was amazing - he brought such knowledge, sweetness, and playfulness to the session. Strangers opened up to his movement suggestions in moments, giggling with each other. It was lovely! The interpreter, Mr. Jay, clearly made an effort to translate beyond word for word - he communicated the warm, informal energy we could feel from Mr. Hunter in diction as well as rhythm.”
- “Seeing how other teachers are setting up their classroom, what they are doing with students, how they are working with students, and new apps and programs, was super helpful. There is no class for this, so seeing it really helps me as a visual learner.”

Quarter 2-

- “I learned SO many new skills and strategies, including techniques and ideas that I never dreamed of! I plan to use ALL the skills/strategies when teaching my students so that they can learn how to create unique products on 3D printers.”
- “I gained so much knowledge about what’s available in AR/VR in the classroom. I’m brand new to this and look forward to using it to engage our migrant students in new possibilities for learning. Seeing all of the career options available in the first session was extremely helpful to wrap my mind around how to help kids see this a part of their future and be creators of this type of content.”
- “I loved the way she was able to make accommodations for students with mobile disabilities in her ensemble. It was very creative and the students looked so happy! I will definitely be

incorporating some ways to assess students that were suggested in this webinar. I also would like to research more on the access points and use those as basis for my students who need it.”

- “The adaptive music technologies, especially using the Makey Makey and Beamz devices, are truly incredible and inclusionary. I also love the concept of the dice rolling/spinner choosing to help create art. Even in Theatre and Dance, these can be helpful to inspire creativity and remove cognitive barriers.”
- “The speakers were excellent! I was impressed with all of them. I enjoyed learning how Antoine choreographs the dance first, and then adds music through vibrations--fascinating! Vivian had some really great tips for teaching students with IEP's. I will probably go back and watch that one again. Dr. Knight had such a fascinating and poignant PowerPoint that really made me aware of how black people were (and sometimes still are) portrayed. I wouldn't mind seeing her speak again!”

### Quarter 3-

- “I like how the presenter previously and today just reminds us to take time, to be present, to personally meet our needs. We're whipping the dragon's tail around quite a bit during the day. Permission to pause is amazing.”
- “There were many great ideas that I noted but one that stood out to me was the scribble monster and the character creatures and places. I will definitely use the scribble monster this year!!”
- “Thank you again for time and resources shared with us in TAB. I am very grateful for this training and hope to be successful in making the transition to choice based art with TAB.”

## **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, 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 (in-person or virtual)	4,128	359	610		5,097
Number of Students of the Month selected	2	6	6		14
Number of student art exhibitions coordinated	0	2	0		2

Number of student performances coordinated (includes Florida Young Performers)	1	1	1		3
Number of community art classes/camps	4	4	4		12
Number of festivals and community events	36	9	15		60
Number of Spotlight on Art videos created and posted	4	3	3		10
Number of Florida Young Performers: a) Applied b) Selected	a) N/A b) N/A	a) N/A b) N/A	a) 26 b) 7		a) 26 b) 7
Number of Calls for Art distributed	2	1	1		4
Number of communications to parents and families	1 e-news, 221 Facebook posts, 1,070 new views on YouTube, and 10 program notices and flyers distributed	1 e-news, 140 Facebook posts, 347 new views on YouTube, and 9 program notices and flyers distributed	1 e-news, 104 Facebook posts, 509 new views on YouTube, and 10 program notices and flyers distributed		3 e-news, 465 Facebook posts, 1,926 new views on YouTube, and 29 program notices and flyers distributed
Number of districts served (duplicated if in multiple quarters)	23 - Broward, Charlotte, Collier, Duval, Escambia, Gulf, Hernando, Highlands, Hillsborough, Indian River, Leon, Manatee, Marion, Miami-Dade, Orange, Palm Beach, Pasco, Pinellas, Polk, St. Johns, St. Lucie, Santa Rosa, Seminole	6- Broward, Hillsborough, Leon, Miami-Dade, Orange, Seminole	20- Brevard, Broward, Collier, Duval, Gulf, Hillsborough, Lake, Lee, Leon, Marion, Miami-Dade, Monroe, Nassau, Orange, Pasco, Pinellas, St. Johns, St. Lucie, Seminole, Volusia		49

**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 community art class, camp, residency, or outreach program helped their child:					
a) Increase their use of imagination and creativity	a) 44%	a) 63%	a) 70%		a) 64%
b) Increase their willingness to try new things	b) 56%	b) 50%	b) 65%		b) 59%
c) Increase their self-esteem	c) 44%	c) 38%	c) 35%		c) 39%
d) Improve their motivation	d) 56%	d) 25%	d) 55%		d) 46%
e) Improve their ability to follow directions	e) 56%	e) 13%	e) 50%		e) 44%
f) Reduce their anxiety	f) 56%	f) 25%	f) 25%		f) 31%
g) Successfully interact with their peers and teachers	g) 56%	g) 25%	g) 55%		g) 49%
Percentage of parents reporting that camp provided resources and information to them to help in planning future activities and/or opportunities	N/A	N/A	N/A		N/A
Percentage of camps, community art classes, or outreach activities that incorporated skills in the following areas:					
a) Language arts	a) 25%	a) 20%	a) 50%		a) 33%
b) Mathematics	b) 50%	b) 20%	b) 33%		b) 33%
c) Social skills	c) 75%	c) 40%	c) 83%		c) 67%

Camp, community art class, and outreach success stories from teaching artists:

Quarter 1-

- “One of the dancers in this particular group of kids always asked questions and it led other students to ask questions about the dance moves and some even would try to answer their classmates questions so they ended up interacting with each other and they would all get super excited and greet each other as they were coming on to Zoom.”

Quotes from parents:

Quarter 1-

- “At the start of the pandemic he needed a lot more coaching. Now he is more himself and proactive and independent. I love to see him express his love of dance.”
- “Wonderful program. My daughter enjoyed the music and the moves were easy for her to follow. Thank you so much!!”

- “Love this program, it encourages socialization, improving competence, and is fun and uplifting.”

#### Quarter 2-

- “We absolutely loved this program! Anything that helps with my daughter's balance and coordination is a win in my book!”
- “I truly believe this program covers every area mentioned above [in the evaluation] in one way or another. We are so grateful that these programs exist, especially during these difficult times. Children/young adults with Autism have had a very difficult time with changes in their world, programs like these give them structure, anxiety release, and a way to connect with others. Thank you so much!”

#### Quarter 3-

- “I truly believe this program covers every area mentioned above in one way or another. We are so grateful that these programs exist, especially during these difficult times. Children/young adults with Autism have had a very difficult time with changes in their world, programs like these give them structure, anxiety release, and a way to connect with others. Thank you so much!”
- “My son absolutely enjoyed this program! He loved the projects and was proud to come home to show me what they had made. Thank you very much for working with their classroom. We appreciate it!”
- “Arts4All has been a life line to the outside world for our son. He has low immunities and was not able to participate in activities and gatherings outside the home. Thank you, thank you for offering this wonderful experience via Zoom!!”