

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

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**USDE or Appropriate Agency**

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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) 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 (BEESS) 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	985	1,999			2,984
Total number of students impacted indirectly	13,524	24,134			37,647
Total number of programs	12	63			75
Total number of new districts served in person or virtually (non-duplicated from prior quarters)	30	16			46 - 20 in-person 26 virtual
Number of Teaching Artists contracted or employed (non-duplicated from prior quarters)	3	34			37

Specific goals and quarterly accomplishments and 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	109	7			116
Residencies completed	0	40			40
Number of students served in completed residencies	N/A	404			404
Number of adults participating in residencies with students	N/A	171			171
Number of districts served in completed residencies (duplicated if in multiple quarters)	N/A	22			22
Grade level of participants in completed programs a) PreK b) K to 5 c) 6 to 8 d) 9 to 12	a) N/A b) N/A c) N/A d) N/A	a) 5% b) 35% c) 25% d) 35%			a) 5% b) 35% c) 25% d) 35%
Type of classroom a) Inclusive b) Self-contained	a) N/A b) N/A	a) 17.5% b) 82.5%			a) 17.5% b) 82.5%

**Outcomes**

Please note- outcome results are based on the teaching artist<sup>1</sup>, classroom teacher<sup>2</sup>, and student<sup>3</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) Self-development and emotional literacy	a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A g) N/A h) N/A	a) 7.5% b) 5% c) 12.5% d) 45% e) 12.5% f) 12.5% g) 0% h) 5%			a) 7.5% b) 5% c) 12.5% d) 45% e) 12.5% f) 12.5% g) 0% h) 5%
Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. <sup>4</sup>	N/A	406			406
Average number of standards met per residency	N/A	10.2			10.2
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) N/A b) N/A c) N/A d) N/A e) N/A	a) 71% b) 53% c) 47% d) 55% e) 100%			a) 71% b) 53% c) 47% d) 55% e) 100%
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) N/A b) N/A c) N/A	a) 83% b) 79% c) 96%			a) 83% b) 79% c) 96%

<sup>1</sup> Quarter 2- 40 teaching artists (100%) completed full evaluations. YTD- 40 teaching artists (100%) completed full evaluations.

<sup>2</sup> Quarter 2- 24 classroom teachers/site administrators (60%) completed evaluations. YTD- 24 classroom teachers/site administrators (60%) completed evaluations.

<sup>3</sup> Quarter 2- 39% of teaching artists completed student surveys. YTD- 39% of teaching artists completed student surveys.

<sup>4</sup> This number does not duplicate standards used multiple times in the same residency.

<p>Percentage of K-12 residencies meeting standards in each category:</p> <p>a) Health b) Physical Education c) Science d) Social Studies</p>	<p>a) N/A b) N/A c) N/A d) N/A</p>	<p>a) 0% b) 11% c) 19% d) 16%</p>			<p>a) 0% b) 11% c) 19% d) 16%</p>
<p>Percentage of teachers/site administrators that agree the residency met the following National Art Standards:</p> <p>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</p>	<p>a) N/A b) N/A c) N/A d) N/A</p>	<p>a) 96% b) 79% c) 79% d) 88%</p>			<p>a) 96% b) 79% c) 79% d) 88%</p>
<p>Percentage of teachers/site administrators who agreed that the lessons integrated the arts with the classroom curriculum</p>	<p>N/A</p>	<p>92%</p>			<p>92%</p>
<p>Percentage of teachers/site administrators reporting they learned new strategies for integrating the arts into their lesson plans</p>	<p>N/A</p>	<p>92%</p>			<p>92%</p>
<p>Percentage of teachers/site administrators reporting that the residency helped most students:</p> <p>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 accept constructive criticism</p>	<p>a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A g) N/A</p>	<p>a) 92% b) 92% c) 88% d) 88% e) 88% f) 96% g) 79%</p>			<p>a) 92% b) 92% c) 88% d) 88% e) 88% f) 96% g) 79%</p>

<ul style="list-style-type: none"> <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>h) N/A</li> <li>i) N/A</li> <li>j) N/A</li> </ul>	<ul style="list-style-type: none"> <li>h) 96%</li> <li>i) 83%</li> <li>j) 79%</li> </ul>			<ul style="list-style-type: none"> <li>h) 96%</li> <li>i) 83%</li> <li>j) 79%</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>	<ul style="list-style-type: none"> <li>a) N/A</li> <li>b) N/A</li> <li>c) N/A</li> <li>d) N/A</li> <li>e) N/A</li> <li>f) N/A</li> <li>g) N/A</li> <li>h) N/A</li> </ul>	<ul style="list-style-type: none"> <li>a) 17%</li> <li>b) 38%</li> <li>c) 42%</li> <li>d) 17%</li> <li>e) 4%</li> <li>f) 58%</li> <li>g) 21%</li> <li>h) 4%</li> </ul>			<ul style="list-style-type: none"> <li>a) 17%</li> <li>b) 38%</li> <li>c) 42%</li> <li>d) 17%</li> <li>e) 4%</li> <li>f) 58%</li> <li>g) 21%</li> <li>h) 4%</li> </ul>
Percentage of students reporting that the residency helped them increase their vocabulary	N/A	95%			95%
Percentage of students reporting that the residency helped them express themselves in new ways	N/A	97%			97%
Percentage of students reporting that they tried new things in the residency	N/A	99%			99%
Percentage of residencies for students in grades 9-12 that included transition skills	N/A	100%			100%
<p>For residencies that included transition skills, percentage of teachers/site administrators who felt the following skills were successfully included:</p> <ul style="list-style-type: none"> <li>a) Self-determination</li> <li>b) Good work habits</li> <li>c) Independence</li> <li>d) Artistic skills useful for careers in the arts</li> <li>e) Positive social relationships</li> <li>f) Positive work relationships</li> <li>g) Self-esteem</li> <li>h) Communication</li> </ul>	<ul style="list-style-type: none"> <li>a) N/A</li> <li>b) N/A</li> <li>c) N/A</li> <li>d) N/A</li> <li>e) N/A</li> <li>f) N/A</li> <li>g) N/A</li> <li>h) N/A</li> </ul>	<ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 100%</li> <li>d) 75%</li> <li>e) 100%</li> <li>f) 100%</li> <li>g) 100%</li> <li>h) 100%</li> </ul>			<ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 100%</li> <li>d) 75%</li> <li>e) 100%</li> <li>f) 100%</li> <li>g) 100%</li> <li>h) 100%</li> </ul>

Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence	N/A	100%			100%
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	100%			100%
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	a) N/A b) N/A c) N/A	a) 88% b) 46% c) 21%			a) 88% b) 46% c) 21%

**Residency success stories:**

Quarter 1- Quarter 1 is a planning quarter and we did not start residencies until quarter 2

Quarter 2

- “One student expresses his frustrations through screaming. In the first class, I was able to engage and focus him on the music. Every class after that, there was no screaming.”
- “I. was really interested in participating in our activities during class. He enjoyed motioning for songs, playing instruments, and drawing pictures of what he learned in class. The teachers were excited by his participation, because they said he never participates in anything outside of our music class.”
- “Most of the students had absolutely no desire to perform at the start of this residency, most due to a large fear of ridicule around doing so. But as we progressed in our classes, they became more and more open with expressing individually in front of one another and with one another and brought it to the stage!”
- “I have one student that prefers to only make work about airplanes, so our sailing and pirate themed art projects pushed him out of his comfort zone. He learned that he could explore new art materials and push his artistic voice in new and different ways, while still incorporating his original love of planes.”
- “One of my students is not aware of her body in space. She becomes off balance and falls. Through this dance experience she can control her body and knows how to calm her mind.”
- “I have only one male student in my class, because he is surrounded by female classmates he usually does not like to participate. During this program the instructor encouraged him to participate and also taught me ways to encourage him and make him feel comfortable. After the residency was done, he continued to participate in class.”
- “One student in particular does not like to have dirty or sticky hands. As soon as anything gets on his hands, he immediately wants to go to the bathroom to wash them. It is to an obsessive degree. During the art projects (both when our artist was here in our room, as well as when I was working 1 on 1 with the student to complete a project he was absent for and missed a

session) this student was much more relaxed when asked to wait until we were done with a project before washing his hands. He still asked numerous times to do it, but was so engrossed in the art activities that he did not become anxious when told to wait until the end to clean his hands. This was a HUGE improvement from his normal reaction to being asked to wait!”

## **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	1	0			1
Number of virtual trainings, webinars, and teacher institutes completed	4	5			9
Number of professional development participants	538	68			606
Total number of students impacted indirectly <sup>5</sup>	13,524	24,134			37,658
Number of ESE students impacted indirectly	2,408	5,715			8,123
Number of districts served through in-person trainings and teacher institutes (duplicated if in multiple quarters, bolded if training occurred in that county)	<b>1 - Lake</b>	0			1

<sup>5</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)	26 - Brevard, Broward, Citrus, Duval, Flagler, Hillsborough, Lake, Leon, Levy, Manatee, Marion, Martin, Miami-Dade, Monroe, Okaloosa, Orange, Osceola, Pasco, Pinellas, Polk, Putnam, St. Johns, St. Lucie, Sarasota, Volusia, Florida Virtual School	22 - Brevard, Broward, Clay, Collier, Duval, Escambia, Flagler, Hamilton, Hendry, Hillsborough, Lake, Levy, Manatee, Miami-Dade, Monroe, Orange, Palm Beach, Pasco, Pinellas, St. Johns, Sarasota, Suwannee			48
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**Outcomes**

*Please note- outcome results are based on participant evaluations of the training programs<sup>6</sup> and an end of year evaluation<sup>7</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	a) 100%	a) N/A			a) 100%
b) Multi-hour Teacher Institutes (virtual or in-person)	b) N/A	b) 100%			b) 100%
c) Webinars or virtual trainings	c) 73%	c) 91%			c) 78%
Percentage of training participants who ranked the training a 4 or above (out of 6) on planning to use what they learned					
a) In-person trainings	a) 100%	a) N/A			a) 100%
b) Multi-hour Teacher Institutes (virtual or in-person)	b) N/A	b) 100%			b) 100%
c) Webinars or virtual trainings	c) 80%	c) 96%			c) 84%

<sup>6</sup> Quarter 2- N/A in-person training participants (N/A%), 6 teacher institute participants (55%), and 23 webinar/virtual training participants (40%) completed evaluations. YTD- 25 in-person training participants (81%), 6 teacher institute participants (55%), and 98 webinar/virtual training participants (17%) completed evaluations.

<sup>7</sup> Participants attended a training May 2024 to April 2025



<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) 40%  b) 96%  c) N/A  d) N/A  e) 25%  f) 61%</p>	<p>a) N/A  b) N/A  c) 0%  d) 17%  e) 9%  f) 62%</p>			<p>a) 40%  b) 96%  c) 0%  d) 17%  e) 22%  f) 61%</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) 79%  b) N/A  c) 79%</p>	<p>a) N/A  b) 67%  c) 91%</p>			<p>a) 79%  b) 67%  c) 82%</p>
<p>Percentage of training participants who agreed 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) 100%  b) N/A  c) 84%</p>	<p>a) N/A  b) 100%  c) 87%</p>			<p>a) 100%  b) 100%  c) 85%</p>
<p>Percentage of training participants who felt 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) 96%  b) N/A  c) 74%</p>	<p>a) N/A  b) 100%  c) 100%</p>			<p>a) 96%  b) 100%  c) 80%</p>
<p>Percentage of training participants who felt that 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) 96%  b) N/A  c) 85%</p>	<p>a) N/A  b) 100%  c) 95%</p>			<p>a) 96%  b) 100%  c) 87%</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	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 increased engagement for SWD	N/A	N/A			N/A
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	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 plan accessible and/or inclusive lessons	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

**Open text answers from training participant evaluations (What is the most interesting thing you learned? What do you plan to use?):**

Quarter 1-

- “How to differentiate as it was explained in a way that I have better understanding even in teaching STEM. I enjoyed the explanation of the spectrum at the beginning and what it looks like and the resources to use. In addition, resources we could find easily.”
- “The importance of breaking down step by step directions and visuals are so key to accommodating all types of learners. The use of different materials for all types of learners for the same technique used.”
- “I found how the differentiated information on art lesson planning interesting. I can use this example across content for the upcoming school year. The examples that were utilized help me to better connect the dots with providing engaging and interesting lessons.”

- “I have learnt how to modify instructions for students with ASD while doing arts work by providing students with open-ended questions while focusing on self-expression. Also, during the webinar I learnt how to engage students who may have repetitive motor issues and hyper-hypo sensitivity stimuli program. I definitely will incorporate these creative items in my classroom. Thank you for coming and sharing with us, looking forward to more training.”

Quarter 2-

- “I am slow and old and I was able to participate and complete the task. That was impressive to me. The repeating of steps was very helpful. Of course the handouts with the information on it to reference was very handy. Teaching us how to do things before showing us all the stuff we could do as we had more background knowledge was extremely helpful. A lot of material but it was presented well. Thank you!”
- “This was a great workshop and it really helps me to understand more about students’ readiness, interests and learning styles in planning for their learning experiences. Also, in the hands-on activity, it was good to see an approach that connects the students’ experience in the process of art production.”
- “I truly benefited from seeing the accommodations in differentiation in action. The step-by-step breakdown with the visual steps was wonderful.”
- “I am a district position and support programs with students with significant disabilities, the training is of great value when working with teachers.”
- “I think it was really interesting how she simplified the puppets being made in order to teach the puppetry performance basics. Also, hearing about the healing power of puppets on nonverbal or less verbal children.”

**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)	447	1,356 <sup>8</sup>			1,803
Number of Students of the Month selected	1	3			4
Number of student art exhibitions coordinated	0	2			2

<sup>8</sup> Please note- Many programs that were scheduled for October 2024 were cancelled due to the hurricanes and hurricane recovery, reducing the number from what was initially anticipated.

Number of student performances coordinated (includes Florida Young Performers)	0	1			1
Number of community art classes/camps and festivals/community events	5	11			16
Number of Affiliate Programs	0	0			0
Number of Spotlight on Art videos created and posted	1	1			2
Number of Florida Young Performers: a) Applied b) Selected	a) N/A b) N/A	a) 1 b) N/A			a) 1 b) N/A
Number of communications to parents and families	1 e-news, 34 Facebook posts, 26 Instagram posts, 288 new views on YouTube, and 1 program notices and flyers distributed	1 e-news, 28 Facebook posts, 18 Instagram posts, 269 new views on YouTube, and 1 program notices and flyers distributed			2 e-news, 62 Facebook posts, 44 Instagram posts, 557 new views on YouTube, and 2 program notices and flyers distributed
Number of districts served (duplicated if in multiple quarters)	12 - DeSoto, Hillsborough, Leon, Marion, Miami-Dade, Orange, Palm Beach, Pasco, Pinellas, Polk, Santa Rosa, Seminole	17- Alachua, DeSoto, Dixie, Duval, Gadsden, Hillsborough, Lake, Leon, Marion, Miami-Dade, Orange, Palm Beach, Pasco, Pinellas, Polk, Santa Rosa, Seminole			29

**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 camps, community art classes, or outreach activities that incorporated skills in the following areas: a) Language arts b) Mathematics c) Social skills	a) 100% b) 50% c) 50%	a) 33% b) 33% c) 67%			a) 50% b) 38% c) 63%
Percentage of parents reporting that camp provided resources and information to them to help in planning future activities and/or opportunities. <sup>9</sup>	N/A	N/A			N/A
Percentage of parents reporting that camp made their child rethink what is possible to achieve as a person with a disability.	N/A	N/A			N/A
Percentage of parents reporting that the camp had the following benefit on their child: a) Increased artistic skills b) Increased use of imagination and creativity c) Increased willingness to try new things d) Increased self-esteem e) Improved motivation f) My child successfully interacted with peers and teachers	a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A	a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A			a) N/A b) N/A c) N/A d) N/A e) N/A f) N/A

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

Quarter 1-

- “One of my students, she took my ASL classes (1,2 and 3), I got to know her a little along the way. Her daughter is Deaf and she regretted not learning ASL when her daughter was younger. Her daughter is now an adult and thanks to this opportunity she is just now learning ASL, it’s never too late to learn! Thank you for helping make this happen!”

<sup>9</sup> Quarter 2 and YTD- N/A parents of children in camps completed evaluations.

## Quarter 2-

- “S. received the Arts4All Student of the Month Award and after receiving the award, I noticed significantly more enthusiasm on her part. It was a source of pride and helped her be more open and engaged with the program.”
- “One student eagerly requested the chance to lead the class in drawing a sea creature. Demonstrating patience and confidence, he skillfully incorporated art vocabulary he's learned over his years in the group. He encouraged his peers, applauding their efforts as they shared their work. It was wonderful to witness his self-esteem flourish, and the joy he felt in this leadership role was clearly visible.”