

## 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	2,687	3,799		7,720
Total number of students impacted indirectly	42,615	16,165	45,326		104,106
Total number of programs	46	86	52		184
Total number of districts served in person or through webinars (non-duplicated from prior quarters)	45	9	8		62 - 46 in-person 16 webinar only
Number of Teaching Artists contracted or employed (non-duplicated from prior quarters)	33	33	5		71

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	43	34		180
Residencies completed	22	46	10		78
Number of students served in completed residencies	411	592	151		1,154
Number of adults participating in residencies with students	142	176	27		345
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	21- Alachua, Broward, DeSoto, Franklin, Gadsden, Gilchrist, Hardee, Hernando, Hillsborough, Jackson, Leon, Levy, Marion, Miami-Dade, Monroe, Nassau, Okaloosa, Palm Beach, Pinellas, Santa Rosa, Volusia	7- Calhoun, Flagler, Hamilton, Hernando, Liberty, Putnam, St. Lucie,		43
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) 1 (2.2%) b) 24 (52.1%) c) 9 (19.6%) d) 12 (26.1%)	a) 0 (0%) b) 5 (50%) c) 1 (10%) d) 4 (40%)		a) 1 (1.3%) b) 29 (37.2%) c) 11 (14.1%) d) 37 (47.4%)

Type of classroom					
a) Inclusive	a) 40.9%	a) 17.4%	a) 0%		a) 21.8%
b) Self-contained	b) 59.1%	b) 82.6%	b) 100%		b) 78.2%

## 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	a) 4.5%	a) 6.5%	a) 0%		a) 5.1%
b) Critical and creative thinking	b) 4.5%	b) 13%	b) 20%		b) 11.5%
c) Fine or gross motor skills	c) 0%	c) 15.2%	c) 30%		c) 12.8%
d) Self-expression and communication	d) 59.1%	d) 50%	d) 50%		d) 52.6%
e) Social skills	e) 13.6%	e) 6.5%	e) 0%		e) 7.7%
f) Using the arts to study another academic subject	f) 0%	f) 4.3%	f) 0%		f) 2.6%
g) Good work habits	g) 18.2%	g) 4.3%	g) 0%		g) 7.7%
Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. <sup>1</sup>	222	367	116		705
Average number of standards met per residency	10.1	8	11.6		9
Percentage of PreK residencies meeting standards in each category:					
a) Physical development		a) 0%			a) 0%
b) Approaches to learning		b) 0%			b) 0%
c) Social and emotional development	N/A	c) 100%	N/A		c) 100%
d) Language, communication, and emergent literacy		d) 100%			d) 100%
e) Cognitive development and general knowledge		e) 0%			e) 0%
Percentage of K-12 residencies meeting standards in the arts (dance, music, theater or visual art) in each category:					
a) Critical thinking and reflection	a) 81.8%	a) 64.4%	a) 50%		a) 67.5%
b) Historical and global connections	b) 36.4%	b) 48.9%	b) 60%		b) 46.8%
c) Innovation, technology, and the future	c) 27.3%	c) 28.9%	c) 30%		c) 28.6%

<sup>1</sup> This number does not duplicate standards used multiple times in the same residency.

d) Organizational structure e) Skills, techniques, and processes	d) 77.3% e) 86.4%	d) 37.8% e) 95.6%	d) 60% e) 90%		d) 51.9% e) 92.2%
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) 91.7% b) 83.4% c) 97.2%	a) 85.7% b) 85.7% c) 100%		a) 92.3% b) 86.6% c) 98.1%
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) 2.2% b) 13.3% c) 8.9% d) 24.4%	a) 0% b) 20% c) 30% d) 10%		a) 2.6% b) 13% c) 10.4% d) 22.1%
Percentage of teachers/site administrators who agreed that the lessons integrated the arts with the classroom curriculum	100%	91.7%	100%		94.3%
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	a) 67.7% b) 41.9% c) 19.4%	a) 57.1% b) 28.6% c) 0%		a) 64.1% b) 38.5% c) 15.4%
Percentage of residencies for students grades 9-12 that included transition skills	88.9%	100%	100%		96%
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	a) 100% b) 100% c) 100% d) 100% e) 100% f) 100%	a) 100% b) 100% c) 100% d) 92.8% e) 100% f) 100%	a) 100% b) 100% c) 100% d) 100% e) 100% f) 100%		a) 100% b) 100% c) 100% d) 95.8% e) 100% f) 100%

g) Self-esteem h) Communication	g) 100% h) 100%	g) 100% h) 100%	g) 100% h) 100%		g) 100% h) 100%
Percentage of teachers/site administrators reporting that the residency helped most students:					
a) Express themselves in new ways					
b) Learn to work cooperatively	a) 100%	a) 91.6%	a) 100%		a) 94.2%
c) Increase their communication and/or verbal expression	b) 100%	b) 88.9%	b) 100%		b) 92.3%
d) Increase their retention of information and/or skills and techniques	c) 100%	c) 88.9%	c) 100%		c) 92.3%
e) Increase their creative thinking and use of imagination	d) 100%	d) 80.6%	d) 100%		d) 86.5%
f) Increase their fine and/or gross motor skills	e) 100%	e) 97.2%	e) 100%		e) 98.1%
g) Increase their willingness to try new things	f) 100%	f) 91.6%	f) 85.7%		f) 92.3%
h) Improve their behavior	g) 100%	g) 97.2%	g) 100%		g) 98.1%
	h) 88.9%	h) 88.9%	h) 57.1%		h) 84.7%
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	a) 100%	a) 88.9%	a) 100%		a) 92.3%
c) Students analyzed or evaluated their own and/or others' artistic work	b) 100%	b) 97.3%	b) 100%		b) 98.1%
d) Students made art based on their knowledge and personal experiences	c) 100%	c) 80.5%	c) 85.7%		c) 84.6%
	d) 100%	d) 86.1%	d) 85.7%		d) 88.5%
Percentage of teachers/site administrators selecting the following items as one of two areas their students grew most in during the residency:					
a) Critical and creative thinking	a) 22.2%	a) 27.8%	a) 0%		a) 23.1%
b) Fine or gross motor skills	b) 0%	b) 27.8%	b) 14.3%		b) 22.2%
c) Self-expression and communication	c) 66.7%	c) 47.2%	c) 42.9%		c) 50%
d) Social skills	d) 22.2%	d) 13.9%	d) 28.6%		d) 17.3%
e) Accepting constructive criticism and feedback	e) 11.1%	e) 2.8%	e) 0%		e) 3.8%
f) Willingness to try new things	f) 66.7%	f) 44.4%	f) 57.1%		f) 50%
g) Following directions	g) 11.1%	g) 22.2%	g) 28.6%		g) 21.2%
h) Self-esteem	h) 0%	h) 13.9%	h) 28.6%		h) 13.5%

Percentage of students reporting that the residency helped them increase their vocabulary	80.8% <sup>2</sup>	97.2% <sup>3</sup>	100% <sup>4</sup>		92.1% <sup>5</sup>
Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence	80.6%	100%	N/A		89.2%
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%	95.6%	N/A		66%
Percentage of teachers/site administrators reporting they learned new strategies for integrating the arts into their lesson plans	100%	91.7%	85.7%		92.3%

### 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’.”

#### Quarter 2-

- “I absolutely loved this collaboration. The students were cooperative and learned how to listen to us better as well as how to listen to each other. They were able to communicate in a new and effective way. Our students learned that we have to accept each other the way that we are. We read a wonderful story about an elephant that was different but still valuable to the herd. We also read a story about a giraffe that learned to dance to his own beat. The integration of literacy and the arts was awesome! The [students] learned calming techniques that we still use in the class. They learned how to follow directions. They learned how to hear and be heard. They learned how to communicate with each other. We have one student who is nonverbal and is on the participatory level and [the teaching artist] got him to respond during her sessions. His behavior is so much better in class and it is in part to many of the techniques Ms. Paloma employed during her sessions that I continue using. This was the most parent participation that we have received for any event that we have had in our class. This was one of the most enjoyable collaborations I have ever participated in.”

<sup>2</sup> Quarter 1- 27.3% of teaching artists completed student surveys

<sup>3</sup> Quarter 2- 37% of teaching artists completed student surveys

<sup>4</sup> Quarter 3- 30% of teaching artists completed student surveys

<sup>5</sup> YTD- 33.3% of teaching artists completed student surveys

- “We have a student who is often self-injurious and seeks attention in negative ways. She joined us this season, and though she struggled at times, she began to learn new ways to express her frustration and will now participate in calming strategies learned with the teaching artist. She is able to self-regulate better and listen better. She has reduced her number of hospitalizations since beginning this residency.”
- “The success story is about a boy who is very distracted 24/7 and hardly turns in work or completes a single task. By session eight, he was able to focus for the entire hour and follow directions, and completed his cabin project start to finish. The teacher was amazed and he was very proud of himself.”
- “Marco would often stand on the outside of the dance community circle we would greet each other in and warm-up in. As the sessions progressed, Marco began to slowly push his circle spot closer to the group, until on the last two sessions, Marco was fully integrated into the dance circle, as well as expressing movements in the center of our circle.”
- “In one class, the students had to take turns creating movements that would be incorporated into a group dance. This was a struggle for some as they always wanted to contribute but had to learn that when working together as a group one must take turns and acknowledge the importance of what peers have to offer. In the end, we choreographed an amazing piece that they performed the last day!”

### Quarter 3-

- “This was a small group of students who have fairly serious disabilities. K., one of the most challenged, is a boy I have known for years. He showed an amazing amount of focus and participated in each project to the best of his ability. He made effort, even without hand over hand guidance. It was breathtaking!”
- “This is a class of students with big challenges, and G. was one who everyone was trying to figure out. He rarely focused and was very active. When making the buildings for our mural, he began writing letters on the building. I handed him a poster letter to see if he could use it, and he traced it very carefully and correctly with no help or direction at all! Stunning! He also stayed on task for quite a while. ‘Who Knew?’ was the general response to this event.”
- “I could gauge the value of this opportunity by the reaction of my students. I have several students that do not respond to new things. They were excited and participated at a level that even I did not anticipate. It was so successful that I wish it could have been longer.”
- “We found out that one of my students who has a problem communicating, has a love for music. While the artist was beating the drum and singing the song, my student put down his drum and picked up the guitar we have in the classroom and began to pretend to play and actually sang the words the artist was singing. It was a beautiful moment.”

## **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.

**Outputs**

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Number of webinars completed	4	6	4		14
Number of in-person trainings completed	4	3	7		14
Number of professional development participants	157	84	272		513
Number of students impacted indirectly <sup>6</sup>	42,615	16,165	45,326		104,106
Number of districts served through in-person trainings (duplicated if in multiple quarters, bolded if training occurred in that county)	2 - <b>Lake, Orange</b>	12- <b>Alachua,</b> Flagler, Hardee, Hernando, Lake, Leon, Liberty, Manatee, Marion, <b>Miami-Dade,</b> Putnam, Walton	26- Bay, Charlotte, Citrus, Collier, Columbia, Duval, Flagler, Franklin, Hamilton, Hardee, Hernando, <b>Hillsborough,</b> Lake, Lee, Leon, Madison, Manatee, <b>Marion,</b> Miami-Dade, <b>Pinellas,</b> Putnam, Santa Rosa, Sarasota, Seminole, Sumter, Walton		40
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,	29- Alachua, Bradford, Columbia, Dixie, Duval, Gilchrist, Hamilton, Hardee, Hernando, Hillsborough, Lafayette, Lake, Lee, Leon, Madison, Manatee, Marion, Miami-Dade, Okaloosa, Orange, Osceola, Pasco, Pinellas, Polk, Santa Rosa, Seminole, Sumter, Taylor, Volusia	38- Alachua, Baker, Bay, Brevard, Broward, Citrus, Clay, Collier, Columbia, Duval, Escambia, Gadsden, Gilchrist, Hamilton, Highlands, Hillsborough, Jefferson, Lafayette, Lake, Leon, Madison, Manatee, Martin, Miami-Dade, Okeechobee, Orange, Osceola, Palm Beach, Pasco,		111

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



	Palm Beach, Pasco, Pinellas, Polk, Putnam, St. Johns, St. Lucie, Santa Rosa, Sarasota, Seminole, Sumter, Suwannee, Volusia, Walton		Pinellas, Polk, St. Lucie, Santa Rosa, Seminole, Suwannee, Union, Volusia, Wakulla		
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**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%	87.5%	99.3%		97%
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%	100%	98.5%		97%
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	85.7%	97.6%		92.8%
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	96.6%	100%		98.6%
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) 31.3% b) 81.3%	a) 10.3% b) 57.2%		a) 19.6% b) 64.4%
Percentage of participants who ranked the webinar a 4 or above (out of 6) on increasing their knowledge	74.5%	93.8%	86.3%		81.5%

Percentage of participants who ranked the webinar a 4 or above (out of 6) on planning to use what they learned	93.7%	100%	89.7%		93.5%
Percentage of in-person training and/or webinar participants <sup>7</sup> 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		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 increased student engagement	N/A	N/A	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	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	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	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:**

<sup>7</sup> Participants attended a training May 2019 to April 2020

#### 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.”

#### Quarter 2-

- “This was a fantastic training! I learned so much and I am excited to bring it back to the classroom.”
- “This was incredibly beneficial and I will tell many of our Walton County coworkers to attend. We are rural and this is wonderful for our kids.”
- “I found it really helpful to hear about [the presenter’s] relationships with ESE and access teachers and paras. So many suggestions for growing those relationships.”
- “Having students create art in VR and then printing their works, holding exhibitions of finished works. Students will learn new technologies and open doors for new opportunities.”

#### Quarter 3-

- “Thank you so much for the best training I've had. You guys help many teachers like me. Thanks to this training, I can put my art major degree to use and show my kids my world. From the bottom of my heart...THANK YOU!”
- “I enjoyed everything about this webinar, the speaker Lee used excellent examples, offered professional advice and tips on the correct way to handle situations that arise, talked about what products might trigger a traumatized student, communicated how to effectively and compassionately address a situation, and who to connect with at the facility when doing so. This was a great, great webinar. Thank you for sharing this with us!”
- “Thanks for the information. I will especially use the different tools in the visual arts room. I don't have those scissors, I can't wait to try them out.”
- “The part about technology resources was the most helpful to me and the tips for DIY adaptive tools. Thank you!”

## **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	1,835	3,349		5,708
Number of Students of the Month selected	2	6	6		14
Number of student art exhibitions coordinated	0	4	1		5
Number of student performances coordinated	1	2	0		3
Number of community art classes/camps	7	7	9		23
Number of Special Olympics games	0	0	3		3
Number of festivals and community events	6	12	15		33
Number of Florida Young Performers performances	0	0	0		0
Number of Florida Young Performers applied	N/A	3	14		17
Number of Florida Young Performers selected	N/A	N/A	6		6
Number of Calls for Art distributed	1	3	1		5
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, 54 Facebook posts, 16 tweets, 7 Instagram posts, and an average of 58,800 monthly viewers on Pinterest	3 e-news, 75 Facebook posts, 7 tweets, 8 Instagram posts, and an average of 42,900 monthly viewers on Pinterest		9 e-news, 243 Facebook posts, 38 tweets, 26 Instagram posts, and an average of 57,033 monthly viewers on Pinterest

Number of districts served (duplicated if in multiple quarters)	7 - Hillsborough, Lee, Leon, Marion, Pasco, Seminole, Walton	10- Alachua, Hillsborough, Leon, Marion, Miami-Dade, Palm Beach, Pasco, Pinellas, Santa Rosa, Suwannee	14- Alachua, Broward, Collier, Duval, Hillsborough, Lee, Leon, Marion, Miami-Dade, Palm Beach, Pasco, Pinellas, Polk, Seminole		31
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**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%	N/A	N/A		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 f) Positive work relationships g) Self-esteem h) Communication	N/A	N/A	N/A		N/A
Percentage of parents reporting that camp provided resources and information to them to help in planning future activities and/or opportunities	80%	N/A	N/A		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) 57.1% b) 42.9% c) 100%	a) 60% b) 60% c) 90%		a) 60% b) 52% c) 92%
Percentage of community art classes or outreach activities that involved parents and/or family members.	40%	28.6%	27.3%		32.1%

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!!!”

Quarter 2-

- “One particular success story has been Harper (ASD, non-verbal) who spent her first class crying and very upset. Gradually over the eight weeks, she has grown comfortable in our routine and will smile, laugh, make eye contact, and engage with me throughout the lesson, which is very exciting to see. Savanna has been another great student who spent the first week very isolated, no eye contact, and would often hit when interacting with other students. During our final week, she used gentle hands to pass props, made eye contact, and verbally responded and participated in our dance games, improving engagement from 10 percent to 80 percent!”

- “Aaron, who is visually impaired, shined as the Giant in ‘Jack and the Beanstalk’. He came out of his shell and was loud and scary! Great job!”

#### Quarter 3-

- “One student diagnosed with autism/adhd that I've had the entire year (started in my first session back in September/October) was constantly disengaged in the class. He would often get violent with the aides and would completely shut down when it came time to move. By our third session this spring we had an enormous breakthrough! During our relationships concept, we worked in pairs and I partnered with him one-on-one. During this time he made eye contact, used his hands for helping not hitting, and even was laughing by the end of the class. He continued to improve in our last two sessions together which was such a joy to witness as he came out of his shell.”
- “One of the boys was frustrated with trying to create ‘perfect’ drawings, but was able to work through his frustration by learning more about abstract art. This enabled him to accept his drawings in a way that he struggled to tolerate before.”
- “One older girl who was very shy was not going to return to class. I offered her the position as my assistant. She is very high cognitively and was excited to do this. I believe this really helped her self-esteem.”