

## 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     | 2,027                               | 9,747                                   |
| Total number of students impacted indirectly  | 42,615    | 16,165    | 45,326    | 2,640                               | 106,746                                 |
| Total number of programs  | 46        | 86        | 52        | 103                                 | 287                                     |
| Total number of new districts served in person or through webinars (non-duplicated from prior quarters) | 45        | 9         | 8         | 0<br>(all counties were duplicates) | 62 -<br>52 in-person<br>10 webinar only |
| Number of Teaching Artists contracted or employed (non-duplicated from prior quarters)                  | 33        | 33        | 5         | 21                                  | 92                                      |

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  | N/A   | 180  |
| Residencies completed  | 22  | 46   | 10  | 71  | 149  |
| Number of students served in completed residencies                                       | 411   | 592  | 151   | 959   | 2,113  |
| Number of adults participating in residencies with students                              | 142   | 176  | 27  | 242   | 587  |
| Number of districts served in completed residencies (duplicated if in multiple quarters) | 15 -<br>Alachua,<br>Broward,<br>Collier, Duval,<br>Escambia,<br>Hillsborough,<br>Leon, Manatee,<br>Marion,<br>Miami-Dade,<br>Orange, Pasco,<br>Pinellas,<br>St. Lucie,<br>Volusia | 21-<br>Alachua,<br>Broward,<br>DeSoto,<br>Franklin,<br>Gadsden,<br>Gilchrist,<br>Hardee,<br>Hernando,<br>Hillsborough,<br>Jackson, Leon,<br>Levy, Marion,<br>Miami-Dade,<br>Monroe, Nassau,<br>Okaloosa,<br>Palm Beach,<br>Pinellas,<br>Santa Rosa,<br>Volusia | 7-<br>Calhoun,<br>Flagler,<br>Hamilton,<br>Hernando,<br>Liberty,<br>Putnam, St.<br>Lucie, | 28-<br>Alachua,<br>Broward, Citrus,<br>Clay, Columbia,<br>Flagler,<br>Gilchrist,<br>Hillsborough,<br>Indian River,<br>Lake, Leon,<br>Manatee,<br>Martin,<br>Miami-Dade,<br>Monroe,<br>Nassau,<br>Okaloosa,<br>Orange,<br>Osceola,<br>Palm Beach,<br>Pasco, Pinellas,<br>Polk, St. Johns,<br>Santa Rosa,<br>Seminole,<br>Volusia,<br>Wakulla | 71   |
| Grade level of participants in completed programs  | a) 0<br>(0%)<br>b) 0<br>(0%)<br>c) 1<br>(4.5%)  | a) 1<br>(2.2%)<br>b) 24<br>(52.1%)<br>c) 9<br>(19.6%)  | a) 0<br>(0%)<br>b) 5<br>(50%)<br>c) 1<br>(10%)  | a) 3<br>(4.2%)<br>b) 35<br>(49.3%)<br>c) 11<br>(15.5%)  | a) 4<br>(2.7%)<br>b) 64<br>(43%)<br>c) 22<br>(14.8%) |

|                   |                  |                  |               |                |                  |
|-------------------|------------------|------------------|---------------|----------------|------------------|
| d) 9 to 12        | d) 21<br>(95.5%) | d) 12<br>(26.1%) | d) 4<br>(40%) | d) 22<br>(31%) | d) 59<br>(39.6%) |
| Type of classroom |                  |                  |               |                |                  |
| a) Inclusive      | a) 40.9%         | a) 17.4%         | a) 0%         | a) 35.2%       | a) 28.2%         |
| b) Self-contained | b) 59.1%         | b) 82.6%         | b) 100%       | b) 64.8%       | b) 71.8%         |

### 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 <sup>1</sup> | Cumulative |
|--|-----------|-----------|-----------|------------------------|------------|
| Overarching goals for residencies:   |           |           |           |                        |            |
| a) Career building skills  | a) 4.5%   | a) 6.5%   | a) 0%     | a) 12.3%               | a) 8.1%    |
| b) Critical and creative thinking  | b) 4.5%   | b) 13%    | b) 20%    | b) 3.5%                | b) 8.1%    |
| c) Fine or gross motor skills  | c) 0%     | c) 15.2%  | c) 30%    | c) 5.3%                | c) 9.6%    |
| d) Self-expression and communication   | d) 59.1%  | d) 50%    | d) 50%    | d) 52.6%               | d) 52.6%   |
| e) Social skills   | e) 13.6%  | e) 6.5%   | e) 0%     | e) 8.8%                | e) 8.1%    |
| f) Using the arts to study another academic subject  | f) 0%     | f) 4.3%   | f) 0%     | f) 7%                  | f) 4.4%    |
| g) Good work habits  | g) 18.2%  | g) 4.3%   | g) 0%     | g) 10.5%               | g) 8.9%    |
| Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. <sup>2</sup> | 222       | 367       | 116       | 522                    | 1,227      |
| Average number of standards met per residency  | 10.1      | 8         | 11.6      | 9                      | 9          |
| Percentage of PreK residencies meeting standards in each category:   |           |           |           |                        |            |
| a) Physical development  |           | a) 0%     |           | a) 33.3%               | f) 25%     |
| b) Approaches to learning  |           | b) 0%     |           | b) 0%                  | g) 0%      |
| c) Social and emotional development  | N/A       | c) 100%   | N/A       | c) 66.7%               | h) 75%     |
| d) Language, communication, and emergent literacy  |           | d) 100%   |           | d) 0%                  | i) 25%     |
| e) Cognitive development and general knowledge   |           | e) 0%     |           | e) 0%                  | j) 0%      |

<sup>1</sup> Please note- Due to COVID-19 shut downs of schools and residency cancellations mid-program, teaching artist and site evaluations were only counted for statistics if they had at least 3 in-person hours or more (58/71 teaching artist evaluations and 23/30 site evaluations). In addition, when a teacher marked "not enough time to judge" that response was not included in the statistics.

<sup>2</sup> This number does not duplicate standards used multiple times in the same residency.

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p>Percentage of K-12 residencies meeting standards in the arts (dance, music, theater or visual art) in each category:</p> <p>a) Critical thinking and reflection<br/> b) Historical and global connections<br/> c) Innovation, technology, and the future<br/> d) Organizational structure<br/> e) Skills, techniques, and processes</p> | <p>a) 81.8%<br/> b) 36.4%<br/> c) 27.3%<br/> d) 77.3%<br/> e) 86.4%</p> | <p>a) 64.4%<br/> b) 48.9%<br/> c) 28.9%<br/> d) 37.8%<br/> e) 95.6%</p> | <p>a) 50%<br/> b) 60%<br/> c) 30%<br/> d) 60%<br/> e) 90%</p> | <p>a) 72.2%<br/> b) 40.7%<br/> c) 50%<br/> d) 59.3%<br/> e) 85.2%</p> | <p>a) 69.5%<br/> b) 44.3%<br/> c) 37.4%<br/> d) 55%<br/> e) 89.3%</p> |
| <p>Percentage of K-12 teachers/site administrators reporting standards in the following categories were successfully addressed in the residency:</p> <p>a) Language arts<br/> b) Mathematics<br/> c) Special skills</p>  | <p>a) 100%<br/> b) 100%<br/> c) 100%</p>                                | <p>a) 91.7%<br/> b) 83.4%<br/> c) 97.2%</p>                             | <p>a) 85.7%<br/> b) 85.7%<br/> c) 100%</p>                    | <p>a) 77.3%<br/> b) 80%<br/> c) 100%</p>                              | <p>a) 87.8%<br/> b) 84.7%<br/> c) 98.6%</p>                           |
| <p>Percentage of K-12 residencies meeting standards in each category:</p> <p>a) Health<br/> b) Physical Education<br/> c) Science<br/> d) Social Studies</p>   | <p>a) 4.5%<br/> b) 9.1%<br/> c) 4.5%<br/> d) 22.7%</p>                  | <p>a) 2.2%<br/> b) 13.3%<br/> c) 8.9%<br/> d) 24.4%</p>                 | <p>a) 0%<br/> b) 20%<br/> c) 30%<br/> d) 10%</p>              | <p>a) 7.4%<br/> b) 5.6%<br/> c) 25.9%<br/> d) 13%</p>                 | <p>a) 4.6%<br/> b) 9.9%<br/> c) 16.8%<br/> d) 18.3%</p>               |
| <p>Percentage of teachers/site administrators who agreed that the lessons integrated the arts with the classroom curriculum</p>  | <p>100%</p>   | <p>91.7%</p>  | <p>100%</p>   | <p>95.7%</p>  | <p>94.7%</p>  |
| <p>Percentage of teachers/site administrators reporting parents were involved in non-DJJ residencies in the following ways:</p> <p>a) Received information about the residency<br/> b) Received photo/video<br/> c) Attended final performance or exhibition</p>   | <p>N/A</p>  | <p>a) 67.7%<br/> b) 41.9%<br/> c) 19.4%</p>                             | <p>a) 57.1%<br/> b) 28.6%<br/> c) 0%</p>                      | <p>a) 65%<br/> b) 35%<br/> c) 0%</p>                                  | <p>a) 52.8%<br/> b) 30.6%<br/> c) 8.3%</p>                            |
| <p>Percentage of residencies for students grades 9-12 that included transition skills</p>  | <p>88.9%</p>  | <p>100%</p>   | <p>100%</p>   | <p>100%</p>   | <p>96.6%</p>  |

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| <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) 100%</li> <li>b) 100%</li> <li>c) 100%</li> <li>d) 100%</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) 92.8%</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) 100%</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) 100%</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) 96.4%</li> <li>e) 100%</li> <li>f) 100%</li> <li>g) 100%</li> <li>h) 100%</li> </ul> |
| <p>Percentage of teachers/site administrators reporting that the residency helped most students:</p> <ul style="list-style-type: none"> <li>a) Express themselves in new ways</li> <li>b) Learn to work cooperatively</li> <li>c) Increase their communication and/or verbal expression</li> <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 try new things</li> <li>h) Improve their behavior</li> </ul> | <ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 100%</li> <li>d) 100%</li> <li>e) 100%</li> <li>f) 100%</li> <li>g) 100%</li> <li>h) 88.9%</li> </ul> | <ul style="list-style-type: none"> <li>a) 91.6%</li> <li>b) 88.9%</li> <li>c) 88.9%</li> <li>d) 80.6%</li> <li>e) 97.2%</li> <li>f) 91.6%</li> <li>g) 97.2%</li> <li>h) 88.9%</li> </ul> | <ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 100%</li> <li>d) 100%</li> <li>e) 100%</li> <li>f) 85.7%</li> <li>g) 100%</li> <li>h) 57.1%</li> </ul> | <ul style="list-style-type: none"> <li>a) 91.3%</li> <li>b) 91.3%</li> <li>c) 78.3%</li> <li>d) 76.2%</li> <li>e) 87%</li> <li>f) 78.3%</li> <li>g) 91.3%</li> <li>h) 73.9%</li> </ul> | <ul style="list-style-type: none"> <li>a) 93.4%</li> <li>b) 92%</li> <li>c) 88%</li> <li>d) 83.6%</li> <li>e) 94.7%</li> <li>f) 88%</li> <li>g) 96%</li> <li>h) 81.4%</li> </ul>  |
| <p>Percentage of teachers/site administrators that agree the residency met the following National Core Art Standards:</p> <ul style="list-style-type: none"> <li>a) Students developed artistic work</li> <li>b) Students conveyed meaning through artistic work</li> <li>c) Students analyzed or evaluated their own and/or others' artistic work</li> <li>d) Students made art based on their knowledge and personal experiences</li> </ul>   | <ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 100%</li> <li>d) 100%</li> </ul>  | <ul style="list-style-type: none"> <li>a) 88.9%</li> <li>b) 97.3%</li> <li>c) 80.5%</li> <li>d) 86.1%</li> </ul>   | <ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 85.7%</li> <li>d) 85.7%</li> </ul>   | <ul style="list-style-type: none"> <li>a) 100%</li> <li>b) 100%</li> <li>c) 95%</li> <li>d) 95.5%</li> </ul>   | <ul style="list-style-type: none"> <li>a) 94.6%</li> <li>b) 98.6%</li> <li>c) 87.5%</li> <li>d) 90.5%</li> </ul>  |

|   |  |   |  |  |   |
|---|--|---|--|--|---|
| Percentage of teachers/site administrators selecting the following items as one of two areas their students grew most in during the residency:<br>a) Critical and creative thinking<br>b) Fine or gross motor skills<br>c) Self-expression and communication<br>d) Social skills<br>e) Accepting constructive criticism and feedback<br>f) Willingness to try new things<br>g) Following directions<br>h) Self-esteem | a) 22.2%<br>b) 0%<br>c) 66.7%<br>d) 22.2%<br>e) 11.1%<br>f) 66.7%<br>g) 11.1%<br>h) 0% | a) 27.8%<br>b) 27.8%<br>c) 47.2%<br>d) 13.9%<br>e) 2.8%<br>f) 44.4%<br>g) 22.2%<br>h) 13.9% | a) 0%<br>b) 14.3%<br>c) 42.9%<br>d) 28.6%<br>e) 0%<br>f) 57.1%<br>g) 28.6%<br>h) 28.6% | a) 39.1%<br>b) 21.7%<br>c) 43.5%<br>d) 21.7%<br>e) 0%<br>f) 56.5%<br>g) 13%<br>h) 4.3% | a) 28%<br>b) 21.3%<br>c) 48%<br>d) 18.7%<br>e) 2.7%<br>f) 52%<br>g) 18.7%<br>h) 10.7% |
| Percentage of students reporting that the residency helped them increase their vocabulary   | 80.8% <sup>3</sup>   | 97.2% <sup>4</sup>  | 100% <sup>5</sup>  | N/A <sup>6</sup>   | 92.1% <sup>7</sup>  |
| Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence   | 80.6%  | 100%  | N/A  | 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  | 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%  | 100%   | 94.5%   |

### 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.”

<sup>3</sup> Quarter 1- 27.3% of teaching artists completed student surveys.

<sup>4</sup> Quarter 2- 37% of teaching artists completed student surveys.

<sup>5</sup> Quarter 3- 30% of teaching artists completed student surveys.

<sup>6</sup> Quarter 4- Due to residencies being halted because of COVID-19, teaching artists were not able to complete student evaluations.

<sup>7</sup> YTD- 20% of teaching artists completed student surveys.

- “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.”
- “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.”

Quarter 4-

- “Alex was reluctant to work with clay because the tactile sensation put him off. He started with gloves and by the end was squishing it between his ungloved fingers and created a messy masterpiece.”
- “This student went beyond what I asked and actually started writing a story that had a main character that had all the things you want from a main character. Struggles and conflict then resolution. I think that young man will be a writer. He was determined to be one in our last session.”
- “One student (Mia) was able to improve her social and communication skills through engaging in the art making activities. She went from taking what she wanted from peers without asking and talking over others, to being able to voice her requests, ask permission, and engage with others through listening and responding while using classroom approved means of contributing to discussions (hand raising).”
- “I think this program is PERFECT. We loved every minute of having Chris visit our classroom, share new ideas and concepts, and allow students to discover more about themselves as they relate to the world around them. I wouldn't change a thing!”
- “Our Artist was AMAZING with the students. She created entertaining and creative ways for the students to learn new information. She was loving, creative, accepting, accommodating, and truly cared for the children. It was a wonderful experience for staff and students.”
- “One child in particular became VERY verbal when Chris entered the classroom. He'd say things like, 'Good morning, Mr. Chris!' completely unprompted and he'd participate in singing and moving his body like Chris demonstrated. This, almost completely nonverbal child, completely lit up as soon as Mr. Chris came through the door!”

**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         | 3         | 17    |
| Number of in-person trainings completed         | 4         | 3         | 7         | 0         | 14    |
| Number of professional development participants | 157       | 84        | 272       | 132       | 645   |



|   |   |   |  |  |         |
|---|---|---|--|--|---------|
| Number of students impacted indirectly <sup>8</sup>   | 42,615  | 16,165  | 45,326   | 2,640  | 106,746 |
| Number of districts served through in-person trainings (duplicated if in multiple quarters, bolded if training occurred in that county) | 2 -<br><b>Lake, Orange</b>  | 12-<br><b>Alachua</b> ,<br>Flagler,<br>Hardee,<br>Hernando,<br>Lake, Leon,<br>Liberty,<br>Manatee,<br>Marion,<br><b>Miami-Dade</b> ,<br>Putnam,<br>Walton   | 26-<br>Bay, Charlotte,<br>Citrus, Collier,<br>Columbia,<br>Duval, Flagler,<br>Franklin,<br>Hamilton,<br>Hardee,<br>Hernando,<br><b>Hillsborough</b> ,<br>Lake, Lee,<br>Leon, Madison,<br>Manatee,<br><b>Marion</b> ,<br>Miami-Dade,<br><b>Pinellas</b> ,<br>Putnam,<br>Santa Rosa,<br>Sarasota,<br>Seminole,<br>Sumter, Walton   | N/A  | 40      |
| Number of districts served through webinars (duplicated if in multiple quarters)  | 44 -<br>Alachua, Bay,<br>Bradford,<br>Brevard,<br>Broward,<br>Charlotte,<br>Collier,<br>Columbia,<br>DeSoto, Dixie,<br>Duval,<br>Escambia,<br>Gadsden,<br>Gilchrist,<br>Hamilton,<br>Hernando,<br>Hillsborough,<br>Indian River,<br>Jefferson,<br>Lake, Leon,<br>Levy, Liberty,<br>Madison,<br>Manatee,<br>Marion, Martin,<br>Miami-Dade,<br>Orange,<br>Osceola,<br>Palm Beach,<br>Pasco,<br>Pinellas, Polk,<br>Putnam,<br>St. Johns,<br>St. Lucie,<br>Santa Rosa,<br>Sarasota,<br>Seminole,<br>Sumter,<br>Suwannee,<br>Volusia, Walton | 29-<br>Alachua,<br>Bradford,<br>Columbia,<br>Dixie, Duval,<br>Gilchrist,<br>Hamilton,<br>Hardee,<br>Hernando,<br>Hillsborough,<br>Lafayette,<br>Lake, Lee,<br>Leon, Madison,<br>Manatee,<br>Marion,<br>Miami-Dade,<br>Okaloosa,<br>Orange,<br>Osceola,<br>Pasco,<br>Pinellas, Polk,<br>Santa Rosa,<br>Seminole,<br>Sumter, Taylor,<br>Volusia | 38-<br>Alachua, Baker,<br>Bay, Brevard,<br>Broward,<br>Citrus, Clay,<br>Collier,<br>Columbia,<br>Duval,<br>Escambia,<br>Gadsden,<br>Gilchrist,<br>Hamilton,<br>Highlands,<br>Hillsborough,<br>Jefferson,<br>Lafayette,<br>Lake, Leon,<br>Madison,<br>Manatee,<br>Martin,<br>Miami-Dade,<br>Okeechobee,<br>Orange,<br>Osceola,<br>Palm Beach,<br>Pasco,<br>Pinellas, Polk,<br>St. Lucie,<br>Santa Rosa,<br>Seminole,<br>Suwannee,<br>Union, Volusia,<br>Wakulla | 1-<br>Orange<br>(other<br>counties<br>served but no<br>registration<br>data available) | 112     |

<sup>8</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.

## 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 <sup>9</sup> | 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%                | N/A                    | 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%                | N/A                    | 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%                | N/A                    | 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%                 | N/A                    | 98.6%                |
| Percentage of participants that rated themselves as a 5 or 6 (out of 6) on knowledge of the webinar topic:<br>a) Before the webinar<br>b) After the webinar                   | a) 21.3%<br>b) 63% | a) 31.3%<br>b) 81.3% | a) 10.3%<br>b) 57.2% | N/A                    | a) 19.6%<br>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%                | N/A                    | 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%                | N/A                    | 93.5%                |

<sup>9</sup> Due to the COVID-19 outbreak and nature of these trainings, no registration or evaluation information was collected.

|   |     |     |     |       |       |
|---|-----|-----|-----|-------|-------|
| Percentage of in-person training and/or webinar participants <sup>10</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 | 85.5% | 85.5% |
| 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 | 93.7% | 93.7% |
| 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 | 93.1% | 93.1% |
| 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 | 94.7% | 94.7% |
| 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 | 93.2% | 93.2% |

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

Quarter 1-

- “This was a very informative session. I am looking forward to how creating and using more visuals for my students will positively impact student achievement.”
- “Laura was fabulous. She definitely was knowledgeable and a lot of the things that she talked

<sup>10</sup> Participants attended a training May 2019 to April 2020 (67 responses).

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     | 694       | 6,402 |
| Number of Students of the Month selected | 2         | 6         | 6         | 4         | 18    |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| Number of student art exhibitions coordinated   | 0  | 4  | 1   | 4<br>(virtual)  | 9   |
| Number of student performances coordinated      | 1  | 2  | 0   | 0   | 3   |
| Number of community art classes/camps           | 7  | 7  | 9   | 6   | 29  |
| Number of Special Olympics games                | 0  | 0  | 3   | 0   | 3   |
| Number of festivals and community events        | 6  | 12   | 15  | 16  | 49  |
| Number of Florida Young Performers performances | 0  | 0  | 0   | 0   | 0   |
| Number of Florida Young Performers applied      | N/A  | 3  | 14  | N/A   | 17  |
| Number of Florida Young Performers selected     | N/A  | N/A  | 6   | N/A   | 6   |
| Number of Calls for Art distributed             | 1  | 3  | 1   | 2   | 7   |
| Number of communications to parents             | 3 e-news,<br>114<br>Facebook<br>posts,<br>15 tweets,<br>11<br>Instagram<br>posts, and<br>an average<br>of 69,400<br>monthly<br>viewers on<br>Pinterest | 3 e-news,<br>54<br>Facebook<br>posts,<br>16 tweets,<br>7<br>Instagram<br>posts, and<br>an average<br>of 58,800<br>monthly<br>viewers on<br>Pinterest | 3 e-news,<br>75<br>Facebook<br>posts,<br>7 tweets,<br>8<br>Instagram<br>posts, and<br>an average<br>of 42,900<br>monthly<br>viewers on<br>Pinterest | 3 e-news,<br>172<br>Facebook<br>posts,<br>525<br>YouTube<br>viewers,<br>18 parent<br>lesson<br>plans<br>added to<br>the<br>website,<br>and an<br>average of<br>33,600<br>monthly<br>viewers on<br>Pinterest | 12 e-news,<br>415<br>Facebook<br>posts,<br>38 tweets,<br>26<br>Instagram<br>posts, 525<br>YouTube<br>viewers,<br>18 parent<br>lesson plans<br>added to the<br>website, and<br>an average<br>of 51,175<br>monthly<br>viewers on<br>Pinterest |

|   |   |   |   |                             |    |
|---|---|---|---|-----------------------------|----|
| Number of districts served<br>(duplicated if in multiple<br>quarters) | 7 -<br>Hillsborough,<br>Lee, Leon,<br>Marion, Pasco,<br>Seminole,<br>Walton | 10-<br>Alachua,<br>Hillsborough,<br>Leon, Marion,<br>Miami-Dade,<br>Palm Beach,<br>Pasco,<br>Pinellas,<br>Santa Rosa,<br>Suwannee | 14-<br>Alachua,<br>Broward,<br>Collier, Duval,<br>Hillsborough,<br>Lee, Leon,<br>Marion,<br>Miami-Dade,<br>Palm Beach,<br>Pasco,<br>Pinellas, Polk,<br>Seminole | 1-<br>Leon<br>(and virtual) | 32 |
|---|---|---|---|-----------------------------|----|

**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  | a) 100%<br>b) 100%<br>c) 60% |           |           | a) 94.7%<br>b) 100%<br>c) 94.7% | a) 96%<br>b) 100%<br>c) 88% |
| d) Increase their retention of information and/or skills and techniques   | d) 40%<br>e) 100%<br>f) 80%  | N/A       | N/A       | d) 89.4%<br>e) 100%<br>f) 100%  | d) 80%<br>e) 100%<br>f) 96% |
| e) Increase their creative thinking and use of imagination  | g) 100%                      |           |           | g) 68.4%                        | g) 76%                      |
| f) Try new things   |                              |           |           |                                 |                             |
| g) Make new friends   |                              |           |           |                                 |                             |
| Percentage of parents reporting that their child worked on the following transition skills during camp (grades 9-12 only):                      |                              |           |           |                                 |                             |
| a) Self-determination   |                              |           |           | a) 73.7%                        | a) 73.7%                    |
| b) Good work habits   |                              |           |           | b) 94.7%                        | b) 94.7%                    |
| c) Independence   |                              |           |           | c) 78.9%                        | c) 78.9%                    |
| d) Artistic skills useful for careers in the arts   | N/A                          | N/A       | N/A       | d) 84.2%                        | d) 84.2%                    |
| e) Positive social relationships  |                              |           |           | e) 63.2%                        | e) 63.2%                    |
| f) Positive work relationships  |                              |           |           | f) 63.2%                        | f) 63.2%                    |
| g) Self-esteem  |                              |           |           | g) 63.2%                        | g) 63.2%                    |
| h) Communication  |                              |           |           | h) 68.4%                        | h) 68.4%                    |
| 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       | 84.2%                           | 84%                         |

|   |                                |                                 |                            |                            |                                  |
|---|--------------------------------|---------------------------------|----------------------------|----------------------------|----------------------------------|
| Percentage of camps, community art classes, or outreach activities that incorporated skills in the following areas:<br>a) Language arts<br>b) Mathematics<br>c) Social skills | a) 62.5%<br>b) 50%<br>c) 87.5% | a) 57.1%<br>b) 42.9%<br>c) 100% | a) 60%<br>b) 60%<br>c) 90% | a) 20%<br>b) 20%<br>c) 60% | a) 53.3%<br>b) 46.7%<br>c) 86.7% |
| Percentage of community art classes or outreach activities that involved parents and/or family members.   | 40%                            | 28.6%                           | 27.3%                      | 80%                        | 39.4%                            |

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!”

Quarter 4-

- “I cry happy tears to see how each teacher worked with each student on their individual level. All the staff was so professional and patient. I could really see a difference between help at school and help from the teachers in this camp. I loved the experience for Kyle. Keep doing what you’re doing. You all are amazing!!!”

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."

#### Quarter 4-

- "I enjoyed the positive attitude everyone had. I really liked the encouragement from the instructors and other students. I'm glad I had the chance to participate. I feel my ability to be more patient improved over the summer."
- "Even though it was via Zoom due to the circumstances of the virus, they kept it very engaging and exciting. I really liked during the end of week presentation/ceremony they talked about College programs and schools that have what they have been working on this week, and encouraging them that they can make this a career and they can do anything."
- "This program was amazing! It provided the opportunity for children with Autism to explore music and animation. The best program ever that my child has attended. The facilitators were wonderful and understood the special needs of our children. Please provide more of these programs for our adult children on the Autism Spectrum. There are hardly any programs available for this population. Please help us! Thank you."
- "Ariana was so proud of her work as well as the work of her peers. This boosted her confidence and has really encouraged her to have something to work towards in the future. She is so excited that this could be a potential career for her. Dani's story was very inspiring to both her and I. The skills she learned has put her on the path to build animations skills and she loves it!"
- "I was unsure what to expect from this camp. It was an opportunity passed along from his school vocational counselor so I thought I would look into the camp. I wasn't sure what to expect, but after seeing the recap at night I thought it was a challenging opportunity for my son. He talked about the camp experience at night and told me that the counselors helped him with his assignments. It was a little more challenging than I thought it would be, but my son was proud of his work. I think it gave him some confidence to try new things."
- "This program has improved my son's ability to organize himself and prepare in advance for what is required of him. It has also given him encouragement to believe in his abilities not only on artistic level but also in his confidence to tackle new experiences."