

Arts4All Florida - VSA Florida Quarterly Return on Investment Report

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Arts4All Florida (formerly known as VSA Florida or VSAFL) 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 (BEES) Strategic Plan; and Florida Standards.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total |
|---|-----------|-----------|-----------|-----------|---------------------------------------|
| Total number of people impacted directly | 1,546 | 8,914 | 5,982 | 3,401 | 19,843 |
| Total number of students impacted indirectly | 15,963 | 8,442 | 31,012 | 17,144 | 72,561 |
| Total number of programs | 32 | 96 | 62 | 116 | 306 |
| Total number of districts served in person or through webinars (non-duplicated from prior quarters) | 55 | 2 | 2 | 4 | 63- 57 in-person 6 webinar only |
| Number of Teaching Artists contracted or employed (non-duplicated from prior quarters) | 22 | 23 | 9 | 31 | 85 |

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 | 96 | 75 | 22 | 23 | 216 |
| Residencies completed | 6 | 63 | 19 | 86 | 174 |
| Participants served in completed residencies | 72 | 1,339 | 298 | 1,365 | 3,074 |
| Number of districts served in completed residencies (duplicated if in multiple quarters) | 5- Hernando, Hillsborough, Miami-Dade, Okeechobee, Volusia | 25- Alachua, Broward, Collier, Columbia, DeSoto, Duval, Flagler, Gilchrist, Hardee, Hernando, Hillsborough, Jefferson, Leon, Manatee, Marion, Miami-Dade, Orange, Osceola, Pasco, Pinellas, St. Johns, Santa Rosa, Sarasota, Seminole, Volusia | 10- Brevard, Gilchrist, Hamilton, Hendry, Hillsborough, Leon, Madison, Orange, Pasco, Polk | 35- Alachua, Baker, Bay, Brevard, Broward, Calhoun, Charlotte, Citrus, Collier, Dixie, Duval, Flagler, Gadsden, Hernando, Highlands, Hillsborough, Indian River, Lee, Leon, Levy, Liberty, Manatee, Martin, Miami-Dade, Monroe, Nassau, Palm Beach, Putnam, St. Johns, St. Lucie, Sarasota, Sumter, Union, Volusia, Wakulla | 75 |
| Grade level of participants in completed programs | a) 0 (0%) b) 0 (0%) | a) 1 (1.6%) b) 31 (49.2%) | a) 0 (0%) b) 6 (31.6%) | a) 2 (2.3%) b) 40 (46.5%) | a) 3 (1.7%) b) 77 (44.2%) |

| | | | | | |
|-------------------------|--------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| c) 6 to 8 d) 9 to 12 | c) 0 (0%) d) 6 (100%) | c) 9 (14.3%) d) 22 (34.9%) | c) 3 (15.8%) d) 10 (52.6%) | c) 18 (20.9%) d) 26 (30.2%) | c) 30 (17.2%) d) 64 (36.8%) |
|-------------------------|--------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|

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 | Cumulative |
|--|-----------|-----------|-----------|-----------|------------|
| Overarching goals for residencies: | | | | | |
| a) Career building skills | a) 0% | a) 6.3% | a) 15.8% | a) 5.8% | a) 6.9% |
| b) Critical and creative thinking | b) 16.7% | b) 22.2% | b) 0% | b) 15.1% | b) 16.1% |
| c) Fine or gross motor skills | c) 0% | c) 12.7% | c) 5.3% | c) 16.3% | c) 13.2% |
| d) Self-expression and communication | d) 66.7% | d) 44.4% | d) 42.1% | d) 39.5% | d) 42.5% |
| e) Social skills | e) 0% | e) 1.6% | e) 15.8% | e) 9.3% | e) 6.9% |
| f) Using the arts to study another academic subject | f) 0% | f) 12.7% | f) 10.5% | f) 5.8% | f) 8.6% |
| g) Good work habits | g) 16.7% | g) 0% | g) 10.5% | g) 8.1% | g) 5.7% |
| Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. ¹ | 49 | 652 | 247 | 1,211 | 2,159 |
| Average number of standards met per residency | 8.2 | 10.3 | 13 | 14.1 | 12.4 |
| Percentage of PreK residencies meeting standards in each category: | | | | | |
| a) Physical development | N/A | a) 100% | N/A | a) 50% | a) 66.7% |
| b) Approaches to learning | | b) 100% | | b) 50% | b) 66.7% |
| c) Social and emotional development | | c) 100% | | c) 50% | c) 66.7% |
| d) Language, communication, and emergent literacy | | d) 100% | | d) 0% | d) 33.3% |
| e) Cognitive development and general knowledge | | e) 100% | | e) 50% | e) 66.7% |
| 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) 100% | a) 80.6% | a) 78.9% | a) 78.8% | a) 80.7% |
| b) Historical and global connections | b) 100% | b) 32.3% | b) 57.9% | b) 54.8% | b) 48.8% |

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

| | | | | | |
|---|--|--|--|--|--|
| c) Innovation, technology, and the future d) Organizational structure e) Skills, techniques, and processes | c) 33.3% d) 83.3% e) 100% | c) 40.3% d) 61.3% e) 82.3% | c) 57.9% d) 73.7% e) 100% | c) 46.4% d) 65.5% e) 95.2% | c) 45.3% d) 64.9% e) 91.8% |
| 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) 86.3% b) 72.5% c) 94.2% | a) 66.6% b) 66.6% c) 83.3% | a) 90% b) 81% c) 92% | a) 87.3% b) 76.4% c) 92.8% |
| Percentage of K-12 residencies meeting standards in each category: a) Health b) Physical Education c) Science d) Social Studies | a) 0% b) 0% c) 0% d) 50% | a) 9.7% b) 8.1% c) 27.4% d) 24.2% | a) 0% b) 15.8% c) 21.1% d) 21.1% | a) 4.8% b) 8.3% c) 9.5% d) 14.3% | a) 5.8% b) 8.8% c) 17% d) 19.9% |
| Percentage of teachers/site administrators reporting parents were involved in the following ways: a) Received information about the residency b) Received photo/video c) Attended lessons d) Attended final performance or exhibition | a) 25% b) 0% c) 0% d) 0% | a) 57.7% b) 21.2% c) 0% d) 21.2% | a) 33.3% b) 50% c) 0% d) 33.3% | a) 70% b) 36% c) 6% d) 34% | a) 60.4% b) 28.8% c) 2.7% d) 27% |
| Percentage of residencies for students grades 9-12 that included transition skills | 100% | 100% | 50% | 86.7% | 92.7% |
| For residencies that included transition skills, percentage of teachers/site administrators who felt the following skills were successfully included: a) Self-determination b) Good work habits c) Independence d) Artistic skills useful for careers in the arts e) Positive social relationships f) Positive work relationships g) Self-esteem h) Communication | a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100% | a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100% | a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100% | a) 92.3% b) 100% c) 100% d) 92.3% e) 100% f) 100% g) 100% h) 100% | a) 97.4% b) 100% c) 100% d) 97.4% e) 100% f) 100% g) 100% h) 100% |

| | | | | | |
|--|--|--|---|---|--|
| <p>Percentage of teachers/site administrators reporting that the residency helped most students:</p> <p>a) Express themselves in new ways</p> <p>b) Learn to work cooperatively</p> <p>c) Increase their communication and/or verbal expression</p> <p>d) Increase their retention of information and/or skills and techniques</p> <p>e) Increase their creative thinking and use of imagination</p> | <p>a) 100%</p> <p>b) 100%</p> <p>c) 100%</p> <p>d) 100%</p> <p>e) 100%</p> | <p>a) 90.4%</p> <p>b) 88.5%</p> <p>c) 88.5%</p> <p>d) 84.6%</p> <p>e) 92.3%</p> | <p>a) 100%</p> <p>b) 83.3%</p> <p>c) 83.3%</p> <p>d) 83.3%</p> <p>e) 100</p> | <p>a) 88%</p> <p>b) 92%</p> <p>c) 90%</p> <p>d) 84%</p> <p>e) 84%</p> | <p>a) 90.1%</p> <p>b) 90.1%</p> <p>c) 89.2%</p> <p>d) 84.7%</p> <p>e) 89.2%</p> |
| <p>Percentage of teachers/site administrators that agree the residency met the following National Core Art Standards:</p> <p>a) Students developed artistic work</p> <p>b) Students conveyed meaning through artistic work</p> <p>c) Students analyzed or evaluated their own and/or others' artistic work</p> <p>d) Students made art based on their knowledge and personal experiences</p> | <p>a) 75%</p> <p>b) 75%</p> <p>c) 75%</p> <p>d) 75%</p> | <p>a) 92.3%</p> <p>b) 92.3%</p> <p>c) 90.4%</p> <p>d) 90.4%</p> | <p>a) 100%</p> <p>b) 100%</p> <p>c) 100%</p> <p>d) 100%</p> | <p>a) 90%</p> <p>b) 86%</p> <p>c) 86%</p> <p>d) 82%</p> | <p>a) 91%</p> <p>b) 89.2%</p> <p>c) 88.3%</p> <p>d) 86.5%</p> |
| <p>Percentage of teachers/site administrators selecting the following items as one of two areas their students grew most in during the residency:</p> <p>a) Critical and creative thinking</p> <p>b) Fine or gross motor skills</p> <p>c) Self-expression and communication</p> <p>d) Social skills</p> <p>e) Accepting constructive criticism and feedback</p> <p>f) Willingness to try new things</p> <p>g) Following directions</p> <p>h) Self-esteem</p> | <p>a) 75%</p> <p>b) 0%</p> <p>c) 75%</p> <p>d) 0%</p> <p>e) 0%</p> <p>f) 50%</p> <p>g) 0%</p> <p>h) 0%</p> | <p>a) 21.2%</p> <p>b) 23.1%</p> <p>c) 53.8%</p> <p>d) 11.5%</p> <p>e) 3.8%</p> <p>f) 50%</p> <p>g) 11.5%</p> <p>h) 21.2%</p> | <p>a) 33.3%</p> <p>b) 0%</p> <p>c) 66.7%</p> <p>d) 33.3%</p> <p>e) 16.7%</p> <p>f) 33.3%</p> <p>g) 0%</p> <p>h) 16.7%</p> | <p>a) 26%</p> <p>b) 22%</p> <p>c) 50%</p> <p>d) 22%</p> <p>e) 2%</p> <p>f) 46%</p> <p>g) 24%</p> <p>h) 8%</p> | <p>a) 26.1%</p> <p>b) 20.7%</p> <p>c) 54.1%</p> <p>d) 17.1%</p> <p>e) 3.6%</p> <p>f) 47.7%</p> <p>g) 16.2%</p> <p>h) 13.5%</p> |
| <p>Percentage of students reporting that the residency helped them increase their vocabulary</p> | <p>100%²</p> | <p>94.6%³</p> | <p>91.9%⁴</p> | <p>97.3%⁵</p> | <p>95.5%⁶</p> |

² Quarter 1- 16.7% of teaching artists completed student surveys

³ Quarter 2- 55.6% of teaching artists completed student surveys

⁴ Quarter 3- 47.4% of teaching artists completed student surveys

⁵ Quarter 4- 41.9% of teaching artists completed student surveys

⁶ YTD- 46.6% of teaching artists completed student surveys

| | | | | | |
|---|------|-------|-------|-----|-------|
| Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence | 100% | 96% | 83.7% | 95% | 94.2% |
| Percentage of students in grades 9-12 reporting that the residency made them think about a future job or continuing education in the arts | 80% | 76.8% | 65.3% | 84% | 78.6% |
| Percentage of teachers/site administrators reporting they learned new strategies for integrating the arts into their lesson plans | 100% | 84.6% | 100% | 84% | 85.6% |

Residency success stories:

Quarter 1-

- “One of the students throughout the residency minimally interacted with students. In the beginning of the residency he was withdrawn, by the end, he was vocal, fully participated in group discussions and volunteered to help with setting up the show.”
- “There was a student who presented as hyperactive, but when he did his artwork he was able to focus and concentrate diligently on his artwork. He was very proud of his drawing and stated, ‘I never thought I could draw - it turned out better than I thought.’”

Quarter 2-

- “One of the boys was quite a challenge as he had great difficulty with his attention span. He often needed instructions repeated as he found it difficult to listen when they were initially given. However, when he was taught the grid method for drawing a picture from a photo, it really enabled him to concentrate and focus on the task. He seemed to be really enjoying the process and appeared very proud of his ability to draw.”
- “I found out that one of my nonverbal students had a hidden artistic talent. I had no idea that he would be able to follow directions so carefully! He found a voice I didn't know he had! It has definitely made me want to find more ways to integrate art activities into my lessons when possible.”
- “One of our behaviorally challenged/ASD students, Alex, typically struggles with change in routine as well as getting his hands/workspace dirty. During this art program, he has tolerated these changes very well and was genuinely excited to work with the ceramics/pottery materials, even though they sometimes got his hands and table a bit messy. The incentive of the art outweighed his anxiety.”
- “I have a student who rarely responds to stimulus, locked in his own thoughts. At the beginning of the residency, he would just stand in the circle and ignore everyone. He was able to not only participate in the performance but was able to give feedback and invited staff to come watch him perform (on video). His parents cried when they saw it.”
- “One 3rd grade student with Autism has quite a gift for coding and seeing projects through to fruition. We never would have known this if not for our Arts4All Florida Artist in Residence. We do not have art or music classes at our Alternative School and have never tried to approach coding with our students. Logan was able to become proficient at creating projects on the computer and having Janalyn print them for him. He could also look at a 2-D printed model and

recreate it in 3-D. Given his underdeveloped social and communication skills, this may develop into a viable option for employment in the future. Not only does he understand the process, he's good at it, and he likes it! He actually became a tutor for middle and senior high school students who were struggling to remember the steps to create their computer model!"

Quarter 3-

- "During the splatter paint activity, where students chose various colors to create a backdrop for their body tracings, a student made the analogy that the colors were like all the different types of people in the world. The student titled the backdrop, 'diversity rainbow' and related the artmaking to ideas about inclusion and diversity in relation to learning about the Holocaust."
- "Sabrina really shined throughout the entire residency. She was bubbly and eager to participate, but was not always the most focused. During dress rehearsal and just before the performance, she became so very focused. I could see her talking herself through the next steps and really thinking of sequence and making sure others were also in the right place. She made me very proud with her focus and hard work!"
- "One non-communicative student in the class began using sign language and hand motions with the songs. He thoroughly enjoyed and responded well to music."
- "One student in the residency took ownership of the project and quickly became invested in the process; he worked diligently on his body tracing going above and beyond to add details to his piece. He stated at the end of the residency that he had enrolled in an elective art class for next year and identified that participating in the residency helped him realize that he enjoyed drawing and his ability to express himself through art was one of his strengths."
- "'Karen' (not real name) surprised me with her collage presentation, as it was very thoughtful and showed a central theme of environmental and ecological concerns. She used design strategies to point out the technological and natural worlds at odds. I was stunned by her thinking! She did a very good job of articulating her intention to the others when we shared."

Quarter 4-

- "At the beginning of the residency A. did very little speaking and made very few sounds. Once he was given freedom on the drum, he made a ton of sounds! Over the course of our time, he began to give yes and no answers and finally at the end of the residency he spelled his entire name for me to write on his certificate. It. Was. AWESOME."
- "Upon beginning my residency, [the teacher] told me that D. did not like art and would not be participating. On the first day she had him removed from class during my teaching time. I inquired as to why he couldn't participate and she told me it was based on sensory issues. I asked her to let him try and provided wipes next to his seat. Over the course of the next six weeks, he gradually became more confident and even worked with clay, which can sometimes be daunting for children with sensory issues."
- "My students were given material that I thought was outside of their abilities/comfort zone. They ALL rose to the occasion and did an amazing job! Four out of my seven students memorized material that was on grade level, which was impressive. So very proud of the work they did for our visiting artist."
- "My kids have not liked to work cohesively at all this entire year. Seeing them bond together so positively and collaborate consistently during each session was so beautiful! 'Mr. Paul' is by far the coolest, and they took his redirections with such open minds and would use his words of encouragement to each other, even after he left us for the day. I think this brought our classroom family closer together and really helped my kiddos develop their social skills meaningfully."
- "My student who is blind is often left out of various activities because of a lack of knowledge or preparation for how to include him in a meaningful way. Suzanne did an excellent job including him and ensuring he walked away with art that he could be proud of each week."

- “One student is very apprehensive to participate in group activities. She will display significant behaviors when she is overwhelmed by too many people. She not only participated in the activities in class, she went on stage and performed for a large audience. It was amazing!”

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 | 5 | 6 | 0 | 15 |
| Number of in-person trainings completed | 3 | 2 | 2 | 3 | 10 |
| Number of professional development participants | 135 | 64 | 113 | 158 | 470 |
| Number of students impacted indirectly ⁷ | 15,963 | 8,442 | 31,012 | 17,144 | 72,561 |
| Number of districts served through in-person trainings (duplicated if in multiple quarters) | 2- Lake, Manatee | 1- Miami-Dade | 2- Hillsborough, Marion | 19- Collier, Columbia, Dixie, Duval, Hamilton, Hernando, Hillsborough, Jefferson, Lake, Lee, Leon, Marion, Nassau, Okaloosa, Orange, Polk, Santa Rosa, Taylor, Walton | 24 |
| Number of districts served through webinars (duplicated if in multiple quarters) | 53- Alachua, Bay, Bradford, Brevard, Broward, Charlotte, Citrus, Collier, Columbia, DeSoto, Duval, Escambia, | 22- Broward, Duval, Escambia, Hamilton, Hernando, Hillsborough, Lake, Lee, Madison, Manatee, | 33- Bradford, Citrus, Collier, Columbia, DeSoto, Dixie, Duval, Escambia, Gadsden, Gilchrist, Hamilton, | N/A | 108 |

⁷ Arts4All Florida estimates that each professional development participant will impact 20 students unless otherwise noted on the Department of Education training sign-in sheet or webinar registration. Please note- students impacted indirectly by webinar participants are only counted once, even if the participant attends multiple webinars.

| | | | | | |
|--|---|---|---|--|--|
| | Gadsden, Gilchrist, Gulf, Hamilton, Hernando, Hillsborough, Indian River, Jefferson, Lafayette, Lake, Lee, Leon, Levy, Liberty, Madison, Manatee, Marion, Martin, Miami-Dade, Monroe, Okaloosa, Orange, Osceola, Palm Beach, Pasco, Pinellas, Polk, Putnam, St. Johns, St. Lucie, Santa Rosa, Sarasota, Seminole, Sumter, Suwannee, Taylor, Union, Volusia, Wakulla, Walton, Washington | Marion, Miami-Dade, Orange, Osceola, Pasco, Pinellas, Polk, St. Johns, Santa Rosa, Sarasota, Sumter, Suwannee | Hernando, Hillsborough, Jefferson, Lake, Leon, Madison, Manatee, Marion, Miami-Dade, Orange, Osceola, Palm Beach, Pasco, Pinellas, Santa Rosa, Sarasota, Seminole, Sumter, Suwannee, Taylor, Volusia, Wakulla | | |
|--|---|---|---|--|--|

Outcomes

Please note- outcome results are based on participant evaluations of the training programs.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Cumulative |
|---|-------------------------------|--------------------------------|-----------|-----------|-------------------------------|
| Average score on the written test for the in-person "Inclusive Practices in the Arts" training (out of a maximum 20 points) a) Pre-test b) Post-test c) Percentage increase | a) 8.3 b) 14.8 c) 78.3% | a) 10.6 b) 16.6 c) 56.6% | N/A | N/A | a) 9.5 b) 15.8 c) 66.3% |
| Average self-rating concerning understanding of Universal Design for Learning and Differentiated Instruction on the written test for the in-person "Inclusive Practices in the Arts" training for teachers (out of a maximum 6 points) a) Before the training b) After the training c) Percentage increase | a) 3.3 b) 4.7 c) 42.4% | a) 3.7 b) 4.9 c) 32.4% | N/A | N/A | a) 3.6 b) 4.8 c) 33.3% |

| | | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-------|-----------------------------------|
| Average self-rating concerning understanding of strategies for including and accommodating SWD on the written test for the in-person “Inclusive Practices in the Arts” training for teachers (out of a maximum 6 points) a) Before the training b) After the training c) Percentage increase | a) 3.6 b) 4.7 c) 30.5% | a) 4.5 b) 5.2 c) 15.6% | N/A | N/A | a) 4.1 b) 5 c) 22% |
| Percentage of participants who ranked the in-person training a 4 or above (out of 6) on increasing their knowledge | 100% | 100% | 96.4% | 92% | 95.8% |
| Percentage of participants who ranked the in-person training a 4 or above (out of 6) on planning to use what they learned | 100% | 96.6% | 96.4% | 86% | 93.1% |
| 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 c) Percentage increase | a) 21.7% b) 68.3% c) 214.7% | a) 13.3% b) 46.2% c) 247.4% | a) 11.8% b) 47.1% c) 299.2% | N/A | a) 18.5% b) 61.1% c) 230.3% |
| Percentage of participants who ranked the webinar a 4 or above (out of 6) on increasing their knowledge | 85% | 73.4% | 88.2% | N/A | 83.7% |
| Percentage of participants who ranked the webinar a 4 or above (out of 6) on planning to use what they learned | 98.3% | 93.3% | 82.3% | N/A | 94.5% |
| Percentage of in-person training and/or webinar participants ⁸ who reported in the end of year (April) evaluation that they used the tips and techniques learned in the training on a regular basis | N/A | N/A | N/A | 74.2% | 74.2% |

⁸ Participants attended a training July 1, 2018 to April 1, 2019

| | | | | | |
|---|-----|-----|-----|-------|-------|
| Percentage of in-person training and/or webinar participants who reported in the end of year (April) evaluation that the tips and techniques learned in the training increased student engagement | N/A | N/A | N/A | 78.1% | 78.1% |
| Percentage of in-person training and/or webinar participants who reported in the end of year (April) 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 | 89.5% | 89.5% |
| Percentage of in-person training and/or webinar participants who reported in the end of year (April) evaluation that the tips and techniques learned in the training helped them plan accessible lessons | N/A | N/A | N/A | 78.4% | 78.4% |
| Percentage of in-person training and/or webinar participants who reported in the end of year (April) evaluation that the tips and techniques learned in the training helped them develop and implement accommodations | N/A | N/A | N/A | 84% | 84% |

Answers to “What was the most interesting thing you learned today?” or general comments from in-person training participant evaluations:

Quarter 1-

- “This was one of the best workshops I've gone to. I got real world practical info! Great job.”
- “Lecture was a mix of talking, drawing, brainstorming and building. Great job!! I loved making the adaptive tools.”

Quarter 2-

- “Thank you all so much for this workshop! Very informative. I would love to have this training for all of my staff. Please let me know how we can make this happen!!”
- “Today's workshop was wonderful! Each of the breakout sessions were so informative and new to me, can't wait to share with our staff.”

Quarter 3-

- “Using music to teach life skills”
- “Not all adaptations work for everyone ... figure out what works for each student”

- “Instrument techniques for physically impaired students”

Quarter 4-

- “How to use technology to enable any student the opportunity to participate in music in a meaningful way.”
- “That there are so many technological offerings that can work for every learning level and ability.”
- “Coding will be a fantastic break from traditional arts lessons. I am excited to see what animation shorts they come up with. 3D Printing and modeling [are] the future.”
- “Have my students create musical pieces in the background as they practice their phonics and high frequency words. Also, may use Garage Band selection as they engage in Reading fluency.”
- “It was so refreshing to have a presenter that is actually using apps, teaching special needs students and has the same belief I do - All students can learn.”

Comments from the webinar evaluations:

Quarter 1-

- “I loved the variety and the focus of the lessons. The lessons were professional, detailed, and well-presented and the speakers seemed friendly and approachable. I was impressed with their knowledge and their talent. Moreover, I could see ways to adapt what I've received from these artists to benefit future students.”
- “Each of [the artists] uses different methods for their classes, and each of them shared their experience and knowledge in a unique way. Without a doubt, this training is a tremendous guide for me, which I plan to use as a tool for my own classes. I enjoyed each of the trainers and they were well prepared. Excellent training!”

Quarter 2-

- “This was excellent as I was wondering about transitional training skills and how to bring in craft arts. Additionally, I am energized and motivated to examine and inventory what lifelong skills can be gleaned from my lessons and how to add and implement (where needed) to make that happen for my students.”
- “[The presenter] was very knowledgeable and gave a lot of specific ways to help children transition into life outside school.”

Quarter 3-

- “I just wish to reiterate how much I enjoyed this webinar. The researched and detailed information Rhoda presented serves all art forms, and lessons and serves all students. It is absolutely one of my favorites. I surmise a lot of work and planning went into organizing this. Thank you for sharing these with us.”
- “The guest presenter is an expert in her field and beyond. Her presentation was intelligent and inspiring. Frankly, I am a bit in awe of her.”
- “Nanci was great and transparent in sharing all the information she could from her expertise and experiences. I like how she was unbiased when speaking on some aspects of hip hop. Also, being very involved in this culture myself I found her knowledge of Hip Hop to be authentic in her perspectives.”
- “Everything was interesting, but I focused on ways to get the student artists to interact, and respond in ways I have not addressed. For instance, producing art projects that are more mainstream marketable, financial literacy, discussing tools, and addressing in a more detailed fashion the products we use.”

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 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 | 1,339 | 7,521 | 5,595 | 1,878 | 16,333 |
| Number of Students of the Month selected | 2 | 6 | 6 | 4 | 18 |
| Number of student art exhibitions coordinated | 1 | 4 | 2 | 4 | 11 |
| Number of student performances coordinated | 0 | 2 | 0 | 3 | 5 |
| Number of community art classes/camps | 5 | 1 | 2 | 5 | 13 |
| Number of Special Olympics games | 0 | 0 | 10 | 2 | 12 |
| Number of festivals and community events | 11 | 15 | 15 | 11 | 52 |
| Number of Florida Young Soloists performances | 0 | 1 | 1 | 0 | 2 |
| Number of Florida Young Soloists applied | N/A | 1 | 12 | N/A | 13 |
| Number of Florida Young Soloists selected | N/A | N/A | 2 | N/A | 2 |
| Number of Calls for Art distributed | 2 | 2 | 3 | 1 | 8 |

| | | | | | |
|---|---|---|---|---|--|
| Number of communications to parents | 3 e-news, 98 Facebook posts, 38 tweets, 25 Instagram posts, and an average of 29,915 monthly viewers on Pinterest | 3 e-news, 123 Facebook posts, 63 tweets, 22 Instagram posts, and an average of 87,800 monthly viewers on Pinterest | 3 e-news, 86 Facebook posts, 39 tweets, 9 Instagram posts, and an average of 35,791 monthly viewers on Pinterest | 3 e-news, 120 Facebook posts, 17 tweets, 9 Instagram posts, and an average of 20,900 monthly viewers on Pinterest | 12 e-news, 427 Facebook posts, 157 tweets, 65 Instagram posts, and an average of 52,641 monthly viewers on Pinterest |
| Number of districts served (duplicated if in multiple quarters) | 9- Broward, Clay, Hillsborough, Leon, Marion, Miami-Dade, Orange, Pasco, Pinellas | 14- Brevard, DeSoto, Duval, Gilchrist, Hillsborough, Indian River, Lee, Leon, Miami-Dade, Orange, Pasco, Pinellas, Santa Rosa, Seminole | 15- Alachua, Brevard, Broward, Charlotte, Collier, Duval, Hillsborough, Leon, Marion, Miami-Dade, Orange, Pasco, Pinellas, Volusia, Wakulla | 13- Bay, Broward, Hardee, Hillsborough, Indian River, Leon, Marion, Martin, Miami-Dade, Orange, Palm Beach, Pasco, Pinellas | 51 |

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% b) 100% c) 83.3% | | | a) 100% b) 94.5% c) 94.5% | a) 100% b) 95.1% c) 93.4% |
| d) Increase their retention of information and/or skills and techniques | d) 100% e) 83.3% f) 100% | N/A | N/A | d) 85.4% e) 90.9% f) 96.3% | d) 86.9% e) 90.2% f) 96.7% |
| e) Increase their creative thinking and use of imagination | g) 100% | | | g) 92.3% | g) 93.1% |
| 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 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 | a) 69.6% b) 80.4% c) 80.4% d) 87% e) 73.9% f) 58.7% g) 65.2% h) 67.4% | a) 69.6% b) 80.4% c) 80.4% d) 87% e) 73.9% f) 58.7% g) 65.2% h) 67.4% |
| Percentage of parents reporting that camp provided resources and information to them to help in planning activities and/or future opportunities | 66.7% | N/A | N/A | 95.7% | 92.5% |
| Percentage of community art classes or outreach activities that incorporated skills in the following areas: a) Language arts b) Mathematics c) Social skills | a) 66.7% b) 33.3% c) 83.3% | a) 100% b) 100% c) 100% | a) 36.4% b) 18.2% c) 63.6% | a) 57.1% b) 28.6% c) 100% | a) 52% b) 28% c) 80% |
| Percentage of community art classes or outreach activities that involved parents and/or family members. | 100% | 100% | 72.7% | 100% | 85.7% |

Camp quotes from parents:

Quarter 1-

- “The camp has provided him an opportunity to learn new and practice his social skills. The camp gives him the chance to try and learn new things with peers of different children.”
- “It makes me happy that my son has the opportunity to try new things – especially different types of art.”

Quarter 4-

- “Vincent was very excited to try something new. He has communicated more than usual all week and is proud of his accomplishments and more confident as a result. It has been very encouraging to see Vincent break out of his shell and try something new. I have always believed in his capabilities, but it gives me much more hope to see him believe in himself.”
- “This year both of my girls were excited to hear that they were attending the animation camp, and couldn't wait to create an animation with Dani. This camp has impacted both of my girls significantly from my oldest wanting to create her own animation company to my younger daughter being inspired working with Dr. Randles in creating music. Since camp has started, Makayla has found an app (similar to Garage Band) on her phone to create music, and now she

wants a DJ control board. Currently, my older daughter Madison takes an online animation class with a professor from New York, but they do not use Toon Boom and instead use Creative Suite. Since attending camp this week, it has built her confidence, and now she wants to use Toon Boom to create all her collaboration animations with her professor. Like most autistic kids/adults trying new things for the first time can be difficult at times, but I have to say this past week, both my girls enjoyed the animation camp immensely!! In my younger daughter's words, 'Mom, you know when I go to school, I feel out of place, but when I am around these people, I feel like I am part of something. I feel comfortable being me.'

- Her first camp she has ever attended on her own and with all new people. [She] demonstrated a level of independence I did not know existed. She was very happy every day."
- "[My daughter] will be starting her senior year of high school. This program has helped her decide what career path she will pursue after she graduates."
- "Attending this camp alleviated [my son's] fears he previously had regarding tackling new technology related to art."

Camp success stories:

Quarter 1-

- "This was such a great group. It was no challenge to get the students excited for music. By day two some of the students were bringing their own instruments from home to share with the class. I brought new instruments every day and the kids liked the elements of surprise in not knowing what I would show them next. Everyone was confident and performed exceptionally. One student, Mackynzie, really stood out. She had asked me if I would help her finish a song she was writing for her mother. After working hard on her original song, she gave us a heartwarming performance of her song titled 'You Gave Me Life'. I believe her success with performance and the students watching each other share their creativity and talent inspired the entire class in many ways. The families were very pleased with the outcome and their children's excitement over the program."

Community art class/outreach success stories:

Quarter 1-

- "One specific group really loved the yarn wrapping project! They wrapped and wrapped and almost used up all the yarn. Their pieces came out looking just like the example by the famous artist Judith Scott. It was so awesome seeing a project that means a lot to me loved and shared by another group!"

Quarter 2-

- "At the last minute (2 weeks before the performance) Omaries was given the lead in the play when the current lead had to give up the class. She did an amazing job, learned the lines and songs and was a lovely Snow White!"

Quarter 3-

- "Two athletes began writing words of inspiration for each other on the bottom of the poster - to root each other on in their competition."

Quarter 4-

- "One camper, who was non-verbal and unable to sit still before, was completely engaged and enamored by the process of art making. She made multiple artworks and was fully engaged the entire time."