

Arts4All Florida - VSA Florida Quarterly Return on Investment Report

Agreement Number: 291-2629B-9CDT1

Authority: 84.027A IDEA- Part B, Disc. USDE

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Authorized Funding: \$334,000

Date Submitted: October 16, 2018

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 (BEESS) Strategic Plan; and Florida Standards.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total
Total number of people impacted directly	1,546				1,546
Total number of students impacted indirectly	15,963				15,963
Total number of programs	32				32
Total number of districts served in person or through webinars (non-duplicated from prior quarters)	55				55- 14 in-person 41 webinar only
Number of Teaching Artists contracted or employed (non-duplicated from prior quarters)	22				22

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				96
Residencies completed	6				6
Students served in completed residency	72				72
Number of districts served in completed residencies (duplicated if in multiple quarters)	5- Hernando, Hillsborough, Miami-Dade, Okeechobee, Volusia				5
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) 0 (0%) d) 6 (100%)				a) 0 (0%) b) 0 (0%) c) 0 (0%) d) 6 (100%)

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 b) Critical and creative thinking c) Fine or gross motor skills	a) 0% b) 16.7% c) 0%				a) 0% b) 16.7% c) 0%

<ul style="list-style-type: none"> d) Self-expression and communication e) Social skills f) Using the arts to study another academic subject g) Good work habits 	<ul style="list-style-type: none"> d) 66.7% e) 0% f) 0% g) 16.7% 				<ul style="list-style-type: none"> d) 66.7% e) 0% f) 0% g) 16.7%
Total number of Florida Standards or Florida Early Learning and Development Standards for Four-Year-Olds met for all residencies. ¹	49				49
Average number of standards met per residency	8.2				8.2
<p>Percentage of PreK residencies meeting standards in each category:</p> <ul style="list-style-type: none"> a) Physical development b) Approaches to learning c) Social and emotional development d) Language, communication, and emergent literacy e) Cognitive development and general knowledge 	N/A				N/A
<p>Percentage of K-12 residencies meeting standards in the arts (dance, music, theater or visual art) in each category:</p> <ul style="list-style-type: none"> a) Critical thinking and reflection b) Historical and global connections c) Innovation, technology, and the future d) Organizational structure e) Skills, techniques, and processes 	<ul style="list-style-type: none"> a) 100% b) 100% c) 33.3% d) 83.3% e) 100% 				<ul style="list-style-type: none"> a) 100% b) 100% c) 33.3% d) 83.3% e) 100%
<p>Percentage of K-12 teachers/site administrators reporting standards in the following categories were successfully addressed in the residency:</p> <ul style="list-style-type: none"> a) Language arts b) Mathematics c) Special skills 	<ul style="list-style-type: none"> a) 100% b) 100% c) 100% 				<ul style="list-style-type: none"> a) 100% b) 100% c) 100%

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

<p>Percentage of K-12 residencies meeting standards in each category:</p> <p>a) Health b) Physical Education c) Science d) Social Studies</p>	<p>a) 0% b) 0% c) 0% d) 50%</p>				<p>a) 0% b) 0% c) 0% d) 50%</p>
<p>Percentage of teachers/site administrators reporting parents were involved in the following ways:</p> <p>a) Received information about the residency b) Received photo/video c) Attended lessons d) Attended final performance or exhibition</p>	<p>a) 25% b) 0% c) 0% d) 0%</p>				<p>a) 25% b) 0% c) 0% d) 0%</p>
<p>Percentage of residencies for students grades 9-12 that included transition skills</p>	<p>100%</p>				<p>100%</p>
<p>For residencies that included transition skills, percentage of teachers/site administrators who felt the following skills were successfully included:</p> <p>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</p>	<p>a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100%</p>				<p>a) 100% b) 100% c) 100% d) 100% e) 100% f) 100% g) 100% h) 100%</p>
<p>Percentage of teachers/site administrators reporting that the residency helped most students:</p> <p>a) Express themselves in new ways b) Learn to work cooperatively c) Increase their communication and/or verbal expression d) Increase their retention of information and/or skills and techniques e) Increase their creative thinking and use of imagination</p>	<p>a) 100% b) 100% c) 100% d) 100% e) 100%</p>				<p>a) 100% b) 100% c) 100% d) 100% e) 100%</p>

<p>Percentage of teachers/site administrators that agree the residency met the following National Core Art Standards:</p> <ul style="list-style-type: none"> a) Students developed artistic work b) Students conveyed meaning through artistic work c) Students analyzed or evaluated their own and/or others' artistic work d) Students made art based on their knowledge and personal experiences 	<ul style="list-style-type: none"> a) 75% b) 75% c) 75% d) 75% 				<ul style="list-style-type: none"> a) 75% b) 75% c) 75% d) 75%
<p>Percentage of teachers/site administrators selecting the following items as one of two areas their students grew most in during the residency:</p> <ul style="list-style-type: none"> a) Critical and creative thinking b) Fine or gross motor skills c) Self-expression and communication d) Social skills e) Accepting constructive criticism and feedback f) Willingness to try new things g) Following directions h) Self-esteem 	<ul style="list-style-type: none"> a) 75% b) 0% c) 75% d) 0% e) 0% f) 50% g) 0% h) 0% 				<ul style="list-style-type: none"> a) 75% b) 0% c) 75% d) 0% e) 0% f) 50% g) 0% h) 0%
<p>Percentage of students reporting that the residency helped them increase their vocabulary</p>	100% ²				100%
<p>Percentage of students in grades 9-12 reporting that the residency increased their self-esteem and confidence</p>	100%				100%
<p>Percentage of students in grades 9-12 reporting that the residency made them think about a future job or continuing education in the arts</p>	80%				80%
<p>Percentage of teachers/site administrators reporting they learned new strategies for integrating the arts into their lesson plans</p>	100%				100%

² 16.7% of teaching artists completed student surveys

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.’”

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				4
Number of in-person trainings completed	3				3
Number of professional development participants	135				135
Number of students impacted indirectly ³	15,963				15,963
Number of districts served through in-person trainings (duplicated if in multiple quarters)	2- Lake, Manatee				2
Number of districts served through webinars (duplicated if in multiple quarters)	53- Alachua, Bay, Bradford, Brevard, Broward, Charlotte, Citrus, Collier, Columbia, DeSoto, Duval, Escambia, Gadsden, Gilchrist, Gulf,				53

³ 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.

	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				
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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) 8.3 b) 14.8 c) 78.3%
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 (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) 3.3 b) 4.7 c) 42.4%

<p>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 (out of a maximum 6 points)</p> <p>a) Before the training b) After the training c) Percentage increase</p>	<p>a) 3.6 b) 4.7 c) 30.5%</p>				<p>a) 3.6 b) 4.7 c) 30.5%</p>
<p>Percentage of participants who ranked the in-person training a 4 or above (out of 6) on increasing their knowledge</p>	100%				100%
<p>Percentage of participants who ranked the in-person training a 4 or above (out of 6) on planning to use what they learned</p>	100%				100%
<p>Percentage of participants that rated themselves as a 5 or 6 (out of 6) on knowledge of the webinar topic: d) Before the webinar e) After the webinar f) Percentage increase</p>	<p>a) 21.7% b) 68.3% c) 214.7%</p>				<p>a) 21.7% b) 68.3% c) 214.7%</p>
<p>Percentage of participants who ranked the webinar a 4 or above (out of 6) on increasing their knowledge</p>	85%				85%
<p>Percentage of participants who ranked the webinar a 4 or above (out of 6) on planning to use what they learned</p>	98.3%				98.3%
<p>Percentage of in-person training and/or webinar participants who reported in the end of year (April) evaluation that they used the tips and techniques learned in the training on a regular basis</p>	N/A				N/A
<p>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</p>	N/A				N/A

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
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
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

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.”

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!”

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				1,339
Number of Students of the Month selected	2				2
Number of student art exhibitions coordinated	1				1
Number of student performances coordinated	0				0
Number of community art classes/camps	5				5
Number of Special Olympics games	0				0
Number of festivals and community events	11				11
Number of Florida Young Soloists performances	0				0
Number of Florida Young Soloists applied	N/A				N/A
Number of Florida Young Soloists selected	N/A				N/A
Number of Calls for Art distributed	2				2

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, 98 Facebook posts, 38 tweets, 25 Instagram posts, and an average of 29,915 monthly viewers on Pinterest
Number of districts served (duplicated if in multiple quarters)	9- Broward, Clay, Hillsborough, Leon, Marion, Miami-Dade, Orange, Pasco, Pinellas				9

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) 83.3% d) 100% e) 83.3% f) 100% g) 100%				a) 100% b) 100% c) 83.3% d) 100% e) 83.3% f) 100% 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	N/A				N/A

f) Positive work relationships g) Self-esteem h) Communication					
Percentage of parents reporting that camp provided resources and information to them to help in planning activities and/or future opportunities	66.7%				66.7%
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) 66.7% b) 33.3% c) 83.3%
Percentage of community art classes or outreach activities that involved parents and/or family members.	100%				100%

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.”

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!”