ART POSSIBLE OHIO

MAKING CREATIVITY ACCESSIBLE

# Adaptation, Integration, and the Arts Performance and Impact Evaluation

2024-2025

These seasonal cardinal paintings were created by first-grade students at Bundy Elementary in Wellston, Ohio, in collaboration with teaching artist Jessica Held as part of Art Possible Ohio's AIA Program. The project celebrates Ohio's state bird while highlighting the power of the arts to inspire creativity, collaboration, and personal growth. Funded by the Ohio Department of Education and Workforce; paintings were installed in the ODEW lobby.

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## Executive Summary

Art Possible Ohio's Adaptation, Integration, and the Arts (AIA) residencies support the mission to make creativity accessible for all. The AIA program is a collaboration of educators and teaching artists to implement an arts-integrated curriculum for Ohio students with and without disabilities.

The 2024-2025 residencies were designed to enhance the personal and interpersonal communication, academic engagement, and learning skills of the students they served. Teaching artists incorporated numerous curated elements into their comprehensive residency plans to promote student learning and engagement. Such elements included incorporating students' ideas into the creative process, offering hands-on and multi-sensory art experiences, and ensuring all had access to participation through group projects or exploring a variety of instruments.

Through the residency, teaching artists received valuable exposure to instructing students with specialized curriculum needs. This experience enhanced teaching artists' abilities to effectively deliver arts education to students by tailoring their approach to individual learning styles. They also felt more skilled in instilling important life skills in students, such as collaboration, communication, and self-expression, that support students' personal growth and 21st-century readiness. Furthermore, teaching artists reported highly positive experiences with AIA administration, with 96% agreeing that they felt supported and 92% agreeing that AIA staff were responsive and available when needed.

### BY THE NUMBERS

**25** Sites

**104** Classes

**1,791**
Students Participated

**95%**
Of students showed improvements in their 21st Century Skills

**64%**
Of teaching artists cited personal expression as a top skill by which students were impacted

**100%**
Of teaching artists felt better equipped to create a welcoming classroom environment

Based on the results of this year's evaluation, the following recommendations/areas of focus are:

- Strengthen co-planning processes between teaching artists and teachers.
- Increase access to differentiated resources and tools for both students and teaching artists.
- Communicate with educators transparently about program funding and long-term stability.

## Overview

Art Possible Ohio has a mission to make arts and arts education more accessible for people with any disability and their support networks. Through Art Possible Ohio's Adaptation, Integration, and the Arts (AIA) residencies, educators and teaching artists partner to implement an arts-integrated curriculum. By bringing together teachers and students of all abilities, Art Possible Ohio's AIA program offers a unique opportunity to experience the transformative power of the arts in supporting student creativity, social-emotional skills, and learning. Additionally, the residency enables educators to acquire strategies for fostering a more adaptive classroom environment.

Previous evaluations have demonstrated the significant impact of AIA's integration of the arts in education on students' overall engagement in curriculum, as well as their 21st-century and personal/interpersonal skills. Each residency, unique in its duration (ranging from a semester to a year) and the number of classrooms involved, is led by a professional artist from the region who is passionate about arts education and its integration with academics. The AIA program, fully adaptive and accessible, is designed to support a comprehensive education for all learners.

This evaluation report provides a snapshot of the AIA program from the perspective of teaching artists, highlighting their experiences and the instructional methods used to support student and classroom outcomes.

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*"I have loved working with Art Possible Ohio. I would love to do it again."*
- Teaching Artist

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The 2024-2025 AIA programming resulted in 1,791 students receiving long-term, arts-integrated instruction (averaging 84 hours per student, including planning and student contact) (Table 1). The AIA program was held at 25 schools throughout Ohio in the 2024-2025 program year, 18 of which hosted AIA residencies in previous program years (Table 2), and 22 of which participated in this evaluation. This year, 14 of the 25 participating AIA school sites are specialty schools that primarily serve children with developmental disabilities and students facing learning challenges due to significant emotional and behavioral difficulties (Table 2). Students of all ages and grade levels were served, ranging from preschool to 12th grade.

Photo above: First graders receive recognition for their cardinal paintings in the ODEW lobby.

**Table 1. AIA Program Outreach Performance**

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of school sites** | 21 | 17 | 16 | 10 | 15 | 11 | 14 | 16 | 24 | 25 |
| **Number of classes provided by visiting artists** | 116 | 67 | 69 | 71 | 61 | 82 | 85 | 93 | 118 | 104 |
| **Number of students who participated in at least one class** | 2,004 | 1,141 | 1,191 | 989 | 849 | 803 | 971 | 1,220 | 2,092 | 1,791 |
| **Students with disabilities and/or IEPs who participated in at least one class** | 611 (30%) | 416 (36%) | 615 (52%) | 378 (38%) | 647 (76%) | 634 (79%) | 642 (66%) | 758 (62%) | 1119 (53%) | 835 (47%) |
| **Average contact hours per student** | 69.6 | 76 | 82.5 | 79.3 | 82.5 | 82.5 | 82.5 | 67 | 84 | 84 |
| *Note: The 2018-2019 evaluation was a qualitative project, and quantitative data were not included in the evaluation report for that school year.* | | | | | | | | | | |

**Table 2. AIA Program School Sites by Region of Ohio**

| | Specialty School | Grade Levels | New/Returning Status |
|---|---|---|---|
| **Central Region** | | | |
| Berwick Alternative | Yes | PreK-8th | Returning |
| Dublin Scioto High School | Yes | 9th-12th | Returning |
| Graham Elementary and Middle School | No | 5th-8th | Returning |
| Olentangy Orange High School | No | 9th-12th | Returning |
| Reynoldsburg Summit High School | No | 9th-12th | Returning |
| Westerville North High School - North Pointe Program | Yes | 9th-12th | Returning |
| **Northwest Region** | | | |
| Graytown School | Yes | K-12th | Returning |
| Great Day Academy at Marimor | Yes | PreK-12th | Returning |
| Marimor School | Yes | PreK-12th | Returning |
| North Point Educational Service Center (Alternative Learning Center) | Yes | K-12th | Returning |
| Wayne Trace Junior/Senior High School | No | 7th-12th | Returning |
| **Northeast Region** | | | |
| Chaney High School | No | 9th-12th | New |
| Stark County Educational Service Center | Yes | K-12th | New |
| Stark County Learning Center | Yes | K-12th | New |
| Summit Academy Secondary School | Yes | PreK-5th | New |
| Sunbeam School | Yes | PreK-8th | Returning |
| Urban Community School | No | PreK-2nd | Returning |
| Volney Rogers Elementary School | No | K-5th | New |
| **Southwest Region** | | | |

| | Specialty School | Grade Levels | New/Returning Status |
|---|---|---|---|
| Clark Early Learning Center | No | PreK | New |
| Hayward Middle School | No | 7th-8th | Returning |
| Lincoln Elementary School | Yes | K-6th | Returning |
| Primary Village South | No | PreK-1st | New |
| **Southeast Region** | | | |
| Beacon School | Yes | PreK-12th | Returning |
| Bundy Elementary | No | PreK-2nd | Returning |
| Carleton School | Yes | PreK-12th | Returning |

## Evaluation Method

A mixed-method evaluation design was used to evaluate the success of this year's Art Possible Adaptation, Integration, and the Arts (AIA) program. Measurement Resources Company has engaged as an external evaluator for the tenth consecutive year. Both qualitative and quantitative data were collected to understand the teaching artists' experiences and perceptions of outcomes. To collect this data and evaluate the impact of the AIA program on students and educators, teaching artists provided observations and feedback at the end of the residency through a program satisfaction and evaluation survey.

All teaching artists, regardless of when their residency began during the 2024-2025 school year, were invited to participate in this evaluation. Despite the time and capacity limitations of busy teaching artists, 20 (in classrooms at 22 sites) agreed to participate. While the goal was to achieve a 100% response rate across all 22 teaching artists, two did not participate in the evaluation. As a result, not all teaching artists' experiences were captured; however, a 91% response rate is very high.

Nineteen of the 25 residencies completed in schools across Ohio were held for the entire school year. They began in September or October 2024, whereas the remaining six were semester-long and started either near the beginning of the school year or in January 2025.

This year's program evaluation focused solely on the insights of teaching artists and therefore does not reflect students' experiences during the residency. Since the program aims to improve student success and school engagement while also supporting educator development, incorporating student perspectives into future evaluations could help identify areas of success and opportunities for improvement.

This figure summarizes how the data is presented and how to interpret results from open-ended survey responses:

**How to Read Data Tables for Open-Ended Survey Responses**

- **"Themes"** represent the ways in which respondents answered the question.
- **"Count"** represents the number of individuals who mentioned the theme in their response.
- The total "count" can be larger than "n" because individuals may provide responses that are included in more than one theme.

**Responses from Teaching Artist Surveys:**

- **"n"** identifies the combined number of times one teaching artist mentioned the theme in their responses to the end-of-residency survey.
- If one teaching artist had more than one residency, each residency was considered independent of the other, and counts were not combined.

## Impact on Students

Beyond delivering meaningful arts education to students with unique needs, the AIA program also aims to foster social and personal skills that contribute to long-term success. This evaluation used teaching artists' perspectives to measure the impact of the program on students' **engagement skills** (such as following directions, engaging in discussions, or interacting positively with their peers), **21st-century skills** (such as personal expression, creativity, self-disciple, social skills, etc.), and **personal-interpersonal skills** (such as demonstrating pride in work, contributing and communicating in the classroom, or clear expression of ideas).

### Key Elements and Levels of Student Engagement

Based on responses from 22 teaching artists, data shows high levels of agreement across all engagement indicators (Figure 1). Most notably, 100% strongly agreed or agreed that students understood artistic concepts that aligned with their abilities and that they actively participated in activities. However, while student engagement was strong, the lower agreement (82%) on collaboration in artmaking suggests an opportunity to support teamwork further. Regardless, the strong agreement across all indicators highlights the high level of student engagement throughout the program. Furthermore, open-ended comments from teaching artists reveal the main aspects of their teaching that elicited student engagement. Teaching artists reported that building connections with their students through individual interactions, incorporating sensory activities, and engaging with music or playing instruments such as drums or ukulele had a significant impact on students' engagement (Table 3).

Photo above: High School Students at Summit Secondary Academy in Akron, Ohio warm up for dance with Cleveland-based Teaching Artist, Sarah Lawrence Sucato.

**Figure 1. Teaching Artist Perceptions of Student Engagement**

*Thinking about the AIA program and your residency in its entire duration up to now, please rate the extent to which you agree with the following statements:* ***(n = 22)***

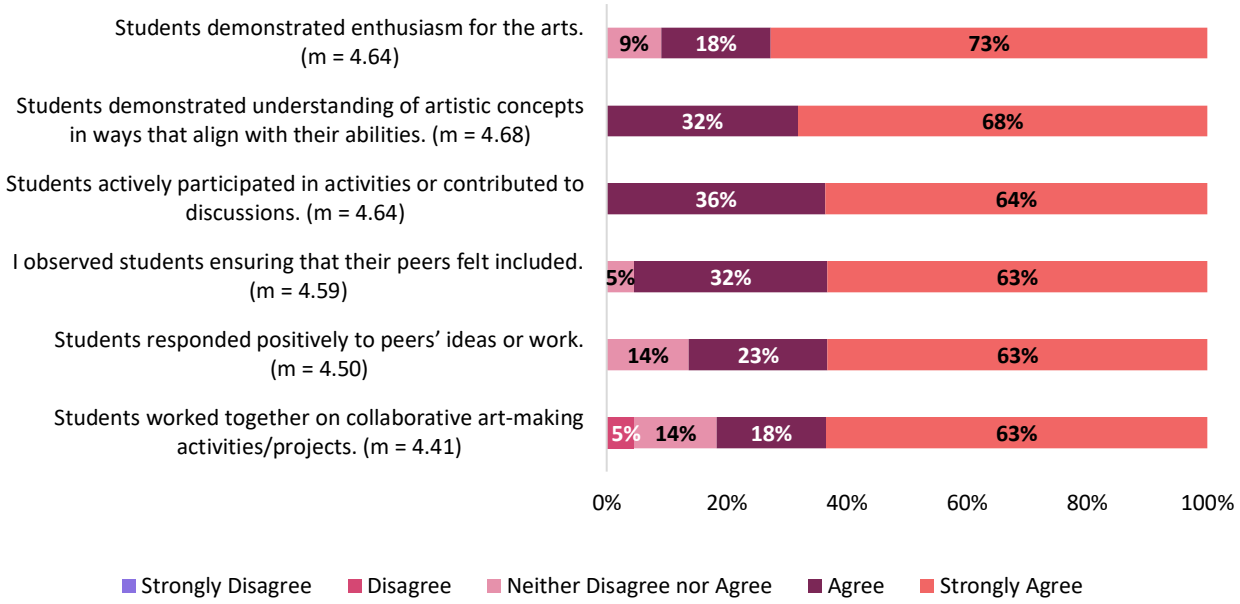



**Table 3. From your observations, which specific elements of your residency, if any, have supported student engagement?** ***(n = 20)***

| Theme | Count |
|---|---|
| Connecting with students or engaging directly with their ideas (e.g., replicating their dance moves or accepting their form of communication or learning) | 5 |
| Incorporating multi-sensory or hands-on/tactile art (e.g., listening to birds after learning about them or drawing/painting) | 5 |
| Using music and instrument-playing as a tool to engage students because it is motivating and exciting | 5 |
| Creating interactive activities that are for small groups or the whole group (e.g., collaborating on weaving or visiting the artist's studio) | 4 |
| Helping students make real-life connections (i.e., creating a permanent art piece that reflects peace and conflict, relating what they learned to classwork or at-home moments, connecting their art to global art, or experiencing the process of a long-term project) | 4 |
| Active engagement from the classroom teacher and aides | 3 |
| Allowing students to display their talent or leadership skills in front of or with their peers (e.g., improvising or performing) | 3 |
| Creating a space for students to freely express themselves (e.g., allowing introverted students to participate on their own basis or displaying their leadership skills) | 3 |
| Using props and manipulatives to ease transitions and support movement concepts (e.g., scarves, pool noodles, or props for exploring science through dance) | 3 |
| Having students contribute to a song by adding their own verses | 2 |

Photo above: High School Students at Reynoldsburg H.S. practice choreography with Columbus teaching artist, Elizabeth Sugawara who teaches adaptive dance and P.E.

*"Many times, one of us would see a student moving a particular way, verbalize what was happening, then excitedly state that we wanted to try the movement as well (ex. student is rolling on floor while we are marching, teaching artist says 'Look at how student is rolling on the floor! I want to try that too!'). This approach supports students' self-confidence in moving their body, which helps them stay engaged throughout the class."* -Teaching Artist

## 21st Century Skills

Teaching artists highly regarded the impact of the residency's format on students' 21st-century skills, with 95% strongly agreeing or agreeing that students demonstrated growth in these competencies (Figure 2). When indicating the top three skills they observed having the most significant areas of improvement in their students, teaching artists most widely viewed personal expression, creativity, and self-discipline as key strengths students developed (Figure 3). Additionally, teaching artists noted that students became more adept at their listening and problem-solving skills. These observations underscore the AIA program's effectiveness in preparing students with essential skills for new environments, equipping them with the ability to think independently, be self-determined, and apply creativity in other contexts.

Photo above: Students at Westerville North High School work on a painting project with Columbus teaching artist, Michele Boerio.

**Figure 2. Students' 21st Century Skills**

*Thinking about the AIA program and your residency in its entire duration up to now, please rate the extent to which you agree with the following statements:* ***(n = 22)***

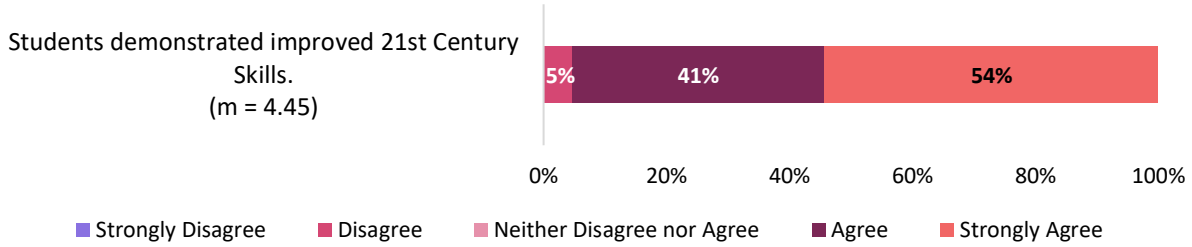
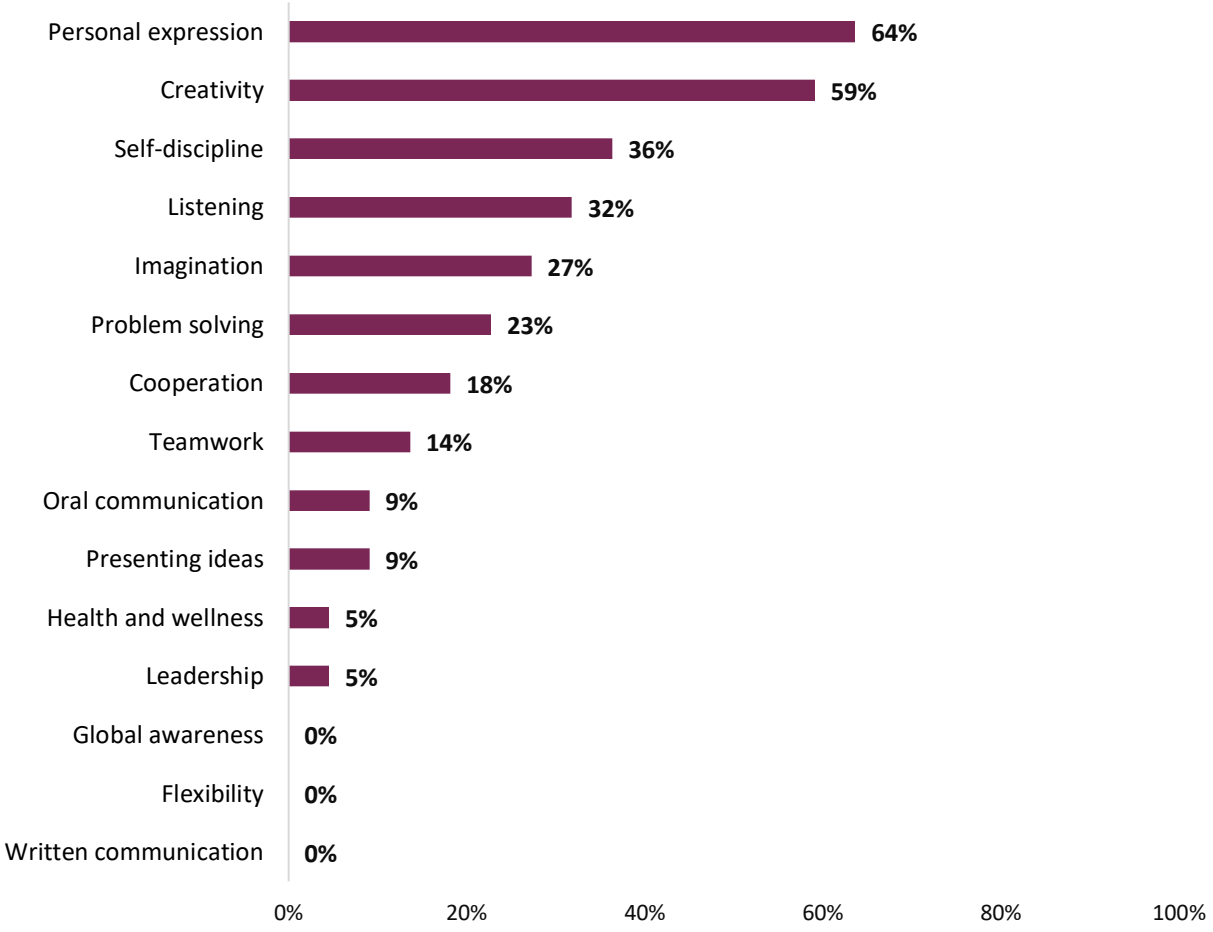



**Figure 3. Top 21st Century Skills' Impact on Students**

*Please identify the top three 21st-Century Skills that you believe have had the most significant impact on your students during your residency.* ***(n = 22)***



## Personal-Interpersonal Skills

Residency programs have been proven, through observations of teaching artists, to significantly support students' personal and interpersonal growth, with 90% strongly agreeing or agreeing that students showed improvement in these skills (Figure 4). When asked about the top skills positively impacted by the AIA program, most artists noted that it has enhanced students' ability to:

- Contribute to group activities,
- Demonstrate pride in their work,
- Clearly express their ideas using their preferred method of communication (Figure 5).

A teaching artist from BalletMet engages a preschool student in an expressive movement activity during 'The Wiggle Jig' dance residency at Clark Early Learning Center in Springfield.

Notably, teaching artists also observed that students were better at concentrating, volunteering for activities, and communicating their needs effectively. These observations highlight the program's role in fostering collaboration, confidence, and self-expression, equipping students with valuable personal and interpersonal competencies.

**Figure 4. Students' Personal/Interpersonal Skills**

*Thinking about the AIA program and your residency in its entire duration up to now, please rate the extent to which you agree with the following statements:* ***(n = 22)***

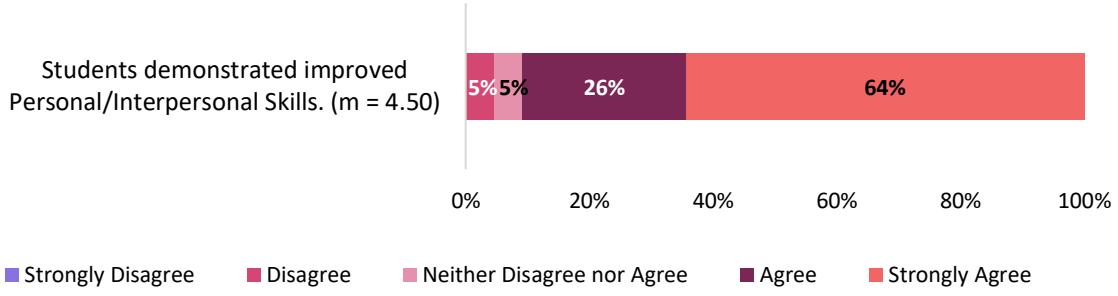
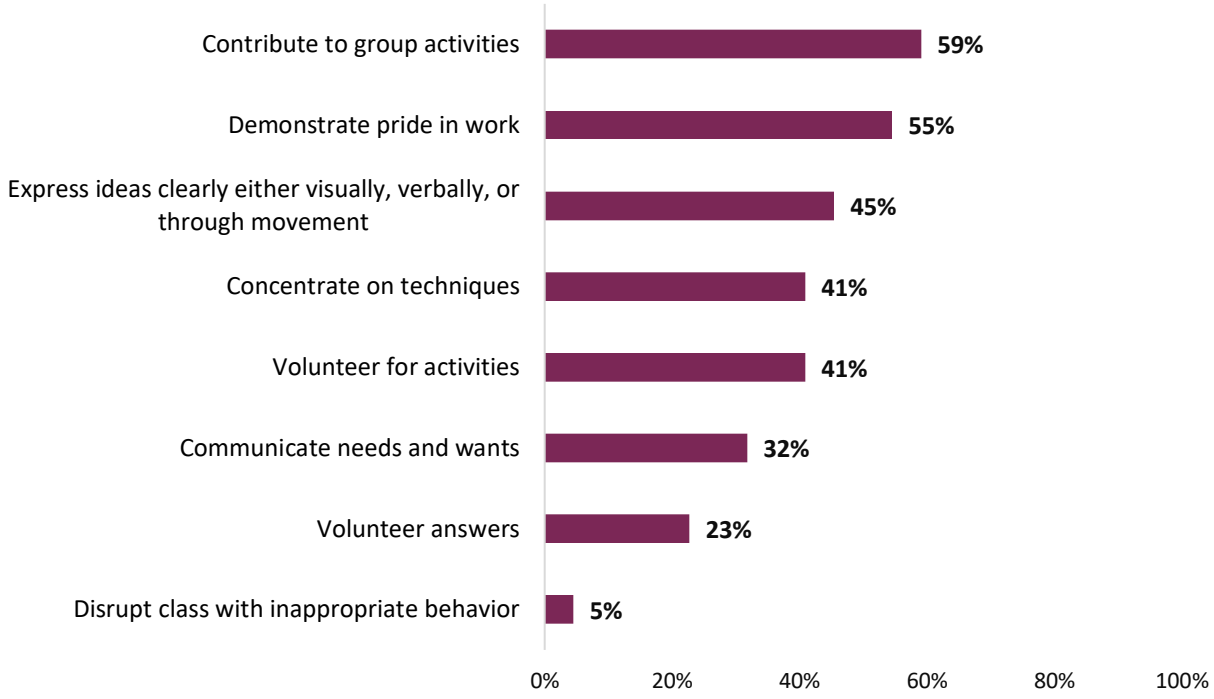


**Figure 5. Top Personal/Interpersonal Skills' Impact on Students**

*Please identify the top three Personal/Interpersonal Skills that you believe have had the most significant impact on your students during your residency.* ***(n = 22)***




*"The interactive activities that required collaboration between students and between the students and the teacher best supported the students in engaging as stakeholders.* – Teaching Artist

## Teaching Artist Experience

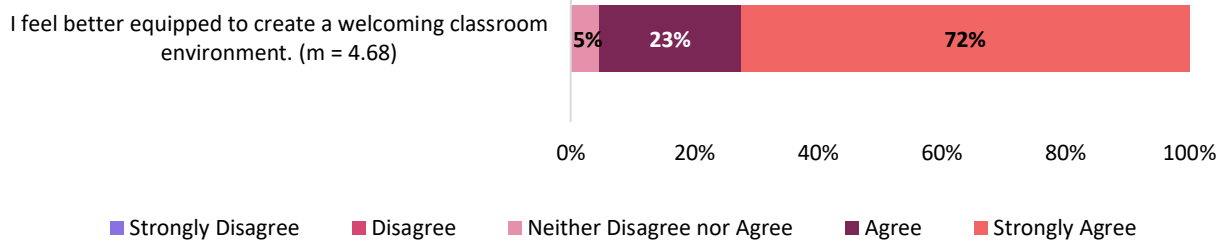
This evaluation explored the experiences and perceptions of teaching artists participating in the AIA residency program. Drawing from survey responses, the evaluation showcases their confidence in fostering welcoming learning environments, the observed impact of the program on classroom teachers, and the quality of collaboration between teaching artists and teachers. Additionally, it examines teaching artists' satisfaction with program administration and identifies opportunities for enhancing communication, professional development, and overall support.

### Program Impact on Teaching Artists

Teaching artists widely agreed that they feel more confident in fostering a welcoming environment, a sign that the program is effectively equipping them with the right tools and approaches and that they feel empowered to create safe and open learning environments (Figure 6).

**Figure 6. Teaching Artist Ability to Create a Welcome Learning Environment**

*Thinking about the AIA program and your residency in its entire duration up to now, please rate the extent to which you agree with the following statements:* ***(n = 22)***

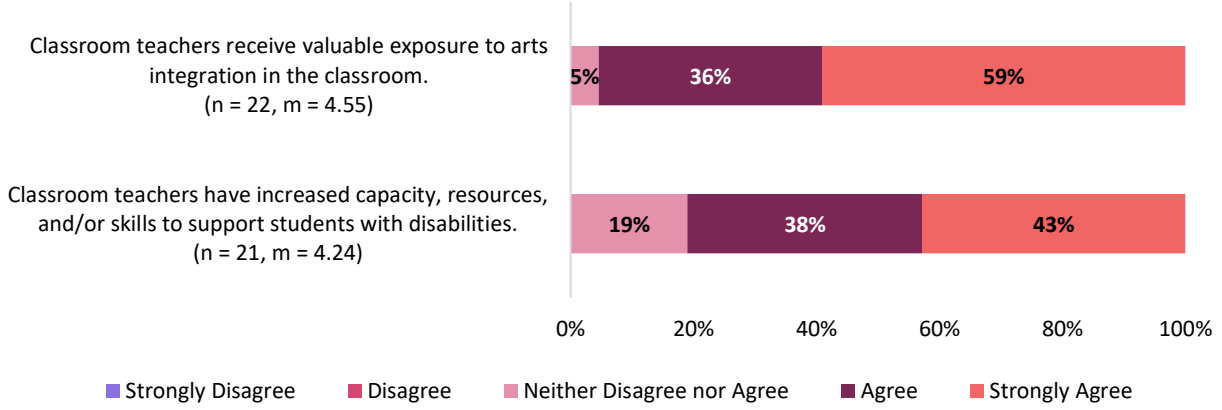



### Teaching Artist Perceptions of Residency Impact on Teacher

Most teaching artists strongly agreed or agreed that the AIA program had a positive impact on classroom teachers, with 95% believing it provided valuable exposure to arts integration (Figure 7). Furthermore, 81% of teaching artists felt the program increased teachers' capacity to support students with disabilities, indicating that teaching artists either think highly of teachers' existing skills and capacity to provide this specialized education or that there may be room for improvement in teaching artists' ability to set an example for teachers throughout the residency.

**Figure 7. Impact on Classroom Teachers**

*Thinking about the AIA program and your residency in its entire duration up to now, please rate the extent to which you agree with the following statements:*



*"Helping at [the school] with this program is so satisfying. [The director] leads a marvelous art program. I am honored she includes me and my love of weaving. Best group of kids I've ever worked with." – Teaching Artist*

## Teaching Artist and Teacher Working Relationship

Survey results indicate that teaching artists experienced high levels of satisfaction with various aspects of their collaboration with classroom teachers during the residency. The greatest satisfaction was with the ability of classroom teachers to support a flexible learning environment, of which 100% of respondents were satisfied or very satisfied with (Figure 8). Their support is evident in their ability to address challenging student behavior and their overall engagement in the residency, for which 95% of teaching artists expressed satisfaction, demonstrating the teaching artists' trust in the adaptive and specialized education skills of classroom teachers. Furthermore, when asked about how their experience with the teacher could be improved, teaching artists most widely shared that they had a good experience and no suggestions to report (Table 4). While satisfaction remained high across all areas, slightly lower scores were given for communication between teaching artists and classroom teachers, as well as the amount of time available to co-develop the residency. Open-ended responses further highlight teaching artists' experiences with a lack of availability or engagement from teachers in developing the residency and working relationships (Table 4). These findings suggest generally strong partnerships, with opportunities for Art Possible to facilitate enhanced planning time and communication in future school years.

Photo above: Students imitate new rhythms at Chaney High School in Youngstown, Ohio, led by Youngstown SMARTS teaching artist, Alex Miller.

**Figure 8. Teaching Artist Satisfaction with Classroom Teacher Relationship**

*How satisfied have you been with the following elements of the residency?* ***(n = 22)***

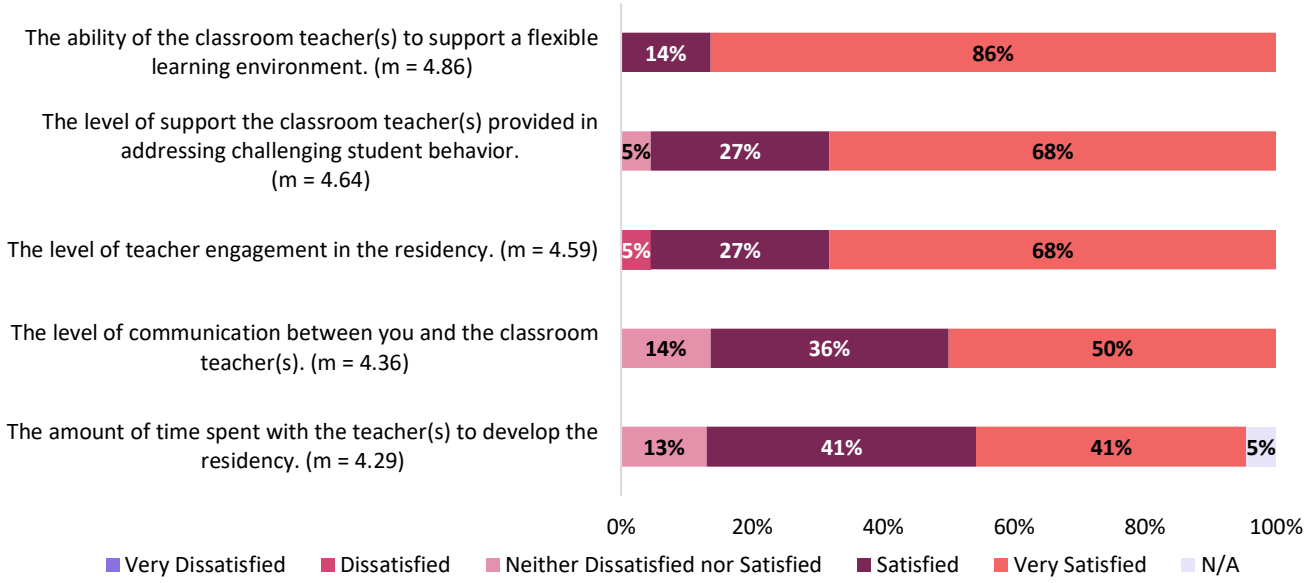



**Table 4. How could your experience with the classroom teacher(s) be improved?** ***(n = 19)***

| Theme | Count |
|---|---|
| If the teacher engaged in lessons more or participated more in activities (e.g., without being asked or not to address challenging student behaviors) | 3 |
| Improve channels for communication to ensure teachers and teaching artists can collaborate easily | 3 |
| More time in lessons in the teacher's classroom (e.g., for class preparation and clean-up) | 2 |
| The teacher's schedule is too demanding for effective communication (such as for beneficial monthly meetings) | 2 |
| More communication on scheduling or school day or classroom schedule changes | 2 |
| Set expectations for teachers to be involved in residency planning to connect curriculums or develop working relationships | 2 |
| *No improvements necessary; I had a positive experience working with the classroom teacher* | *8* |

*"I would appreciate more communication in advance of the residency to determine and review lesson plans and curriculum connections. The classroom teacher was not engaged in participating in the residency other than to monitor and address challenging student behaviors."* – Teaching Artist

## Teaching Artist Satisfaction with AIA Administration

Teaching artists reported high levels of satisfaction with the support provided by Art Possible Ohio during the AIA residency (Figure 9). One hundred percent of respondents were either satisfied or very satisfied with both the frequency of communication and the availability of staff to address questions or concerns. Open-ended responses echoed this overall positivity, with the majority of teaching artists (9 of 14) stating that no improvements were necessary and describing AIA administration as great to work with, helpful, and highly responsive. Satisfaction with professional development opportunities was also strong, with 77% of teaching artists being very satisfied and 23% being satisfied (Figure 9). When asked about how their experience with AIA administration could be improved, a few teaching artists offered suggestions, such as hosting in-person professional development sessions led by teaching artists, providing clearer documentation guidance, and offering greater transparency around school grant proposals. Overall, the survey data reflect strong relationships between teaching artists and Art Possible's administrative staff, with small areas for continued refinement.

Notably, unlike evaluations of recent years, no teaching artists indicated a need for a larger budget to obtain supplies or resources for student activities this year. This may suggest that recent adjustments to budgeting and clearer communication about available funds have addressed previous concerns in this area.

> *"This is one of the first experiences I've had teaching where I feel like I wasn't antagonized by the person above me. This residency was uneventful, but I know had something happened, I could ask her anything."* – Teaching Artist

**Figure 9. Teaching Artist Satisfaction with Classroom Teacher Relationship**

*Thinking about your AIA Residency up to this point, how satisfied have you been with the following?* ***(n = 22)***

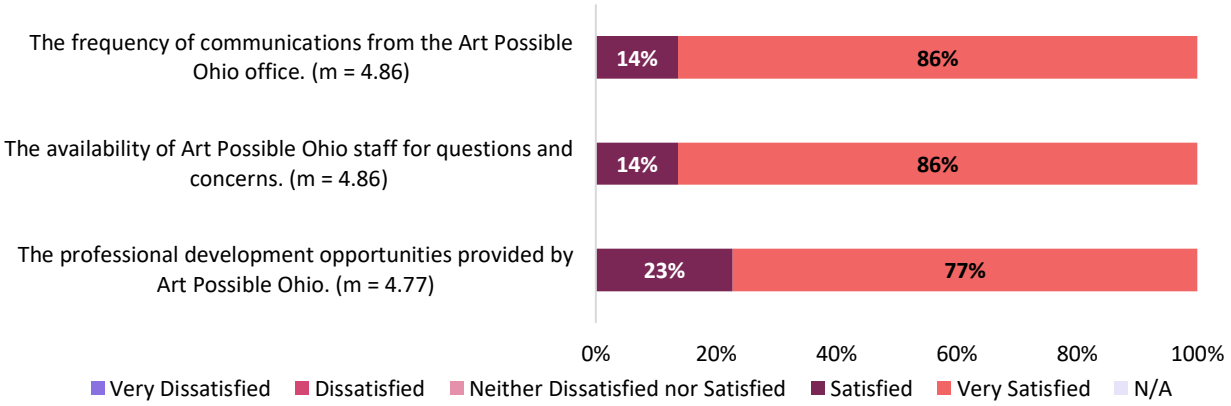


**Table 5. How could your experience with AIA administration be improved? *(n = 14)***

| Theme | Count |
|---|---|
| Offer opportunities to engage in the area, such as cool events/activities | 1 |
| Hold a one-two day in-person professional development that is facilitated by teaching artists to share knowledge | 1 |
| Provide more information on how to document helpful findings from the residency | 1 |
| Provide schools' grant proposals for AIA to ensure compliance with requests | 1 |
| Use Google Meets for meetings (to avoid technical issues with Zoom) | 1 |
| *No improvements necessary; AIA administration is great to work with/highly responsive* | *9* |

## Critical Challenges and Considerations

This year, teaching artists were asked about "brutal facts" - challenging truths or realities that Art Possible should confront to ensure the future success of the AIA program. This question was included to gather honest, forward-looking insights beyond typical program feedback, particularly in light of ongoing shifts in education, public funding, and classroom needs in a post-COVID and politically evolving context.

The most common critical concern, identified by more than half of the artists, was the growing pushback against arts funding, including funding for accessible arts programming for students with disabilities (Table 6). Teaching artists expressed concern that such trends risk prioritizing the arts over accessibility for students with disabilities. Additional themes include the growing need for professional development and classroom tools to support all students, the requirement for classroom and session adaptations to facilitate students' more active engagement, and the challenge of addressing students' behavioral challenges. These responses reflect both external challenges and opportunities as Art Possible continues to grow and adapt its programs strategically to the changing world.

**Table 6. What brutal facts (challenging truths or realities that need to be faced), if any, should Art Possible Ohio be confronting to ensure the future success of the AIA program? *(n = 15)***

| Theme | Count |
|---|---|
| Growing pushback against or shifts in arts funding, putting AIA at risk by framing the arts as non-essential and deprioritizing accessibility for students with disabilities (which has been concerning students in a highly political and post-COVID environment) | 8 |
| Growing needs of teachers and teaching artists for professional development/tools/training to effectively empower all students and help them learn in classroom settings or address concerning situations, such as DCFS involvement | 3 |
| Classrooms and class sessions need modifications to better support and engage students (e.g., specialized equipment, live accompaniment for dance classes, or simply more time with the teaching artist in the classroom for students to have a space to express themselves) | 3 |
| Knowing how to understand and support students through their unique personal challenges | 2 |
| Growing costs of funding for services | 1 |
| Growing population of students living with disabilities | 1 |
| Rural public school districts need support | 1 |

*"Art Possible Ohio can help fight to ensure that the AIA program is not taken away… leaving students and teaching artists with disabilities without these opportunities to learn through the arts."* – Teaching Artist

## Conclusion

Maintaining its broad reach across several Ohio regions, Art Possible Ohio's AIA program continues to deliver accessible, arts-integrated education with demonstrable impact. Teaching artists utilized their expertise and passion for the arts to create individualized and curated curricula that adapted to and met the unique needs of the students they mentored. Teaching artists' reflections on their medium, as well as long-term residencies, confirm that AIA fosters student engagement and skill development by tapping into learners' interests, building meaningful connections, and offering hands-on, creative experiences, whether through visual art, music, dance, or multisensory activities. Throughout the residency, they observed students exhibiting improved focus, confidence, collaboration, and pride in their work, as well as strengthening their ability to communicate more effectively and engage positively with their peers. Finally, the close working relationship between teaching artists and educators highlights the ongoing need for early joint planning, clear communication, and adaptable instructional strategies to meet the unique needs of all students in higher-need classroom settings.

## Recommendations

To allow for continuous improvement, the following recommendations can be made:

- **Increase access to differentiated resources and tools for both students and teaching artists.** To further meet the needs of the students AIA serves, AIA could expand its support for differentiated instruction by sharing more adaptive materials, sensory supplies, or features that have proven successful, such as live accompaniment for students, as well as learning opportunities for the teaching artists (Table 6). While teaching artists were widely satisfied with the professional development opportunities provided by Art Possible (Figure 9), several expressed interest in additional professional development for themselves and/or classroom teachers. Training was requested to develop strategies for empowering students with disabilities, create a space where students feel comfortable expressing themselves, and address specific challenges or situations that arise to strengthen their confidence and effectiveness in serving the unique needs of their students (Table 6).
- **Strengthen residency co-planning processes between teaching artists and teachers.** While most teaching artists reported positive collaboration with the teachers of the classrooms they served, several noted challenges with planning time or classroom support (Table 4). To strengthen collaboration and alignment, teaching artists and classroom teachers should meet before and throughout the residency to clarify shared goals, instructional priorities, and communication preferences. While teaching artist

satisfaction with their classroom teacher was generally high, the most significant areas for improvement were highlighted in the level of communication and the amount of planning time spent between the educators (Figure 8). Most importantly, these meetings should focus on setting realistic expectations for teacher involvement, as active teacher participation has consistently been shown to enhance student engagement during the residency (Table 4). Recognizing that classroom teachers often have limited capacity and tightly scheduled days, these conversations should be streamlined and intentional to ensure the residency aligns with classroom needs while respecting teachers' time.

- **Communicate with educators transparently about program funding and long-term stability.** With an evolving political and funding landscape surrounding arts programming, it is essential to maintain open and transparent communication with concerned teaching artists (and schools that have recurring participation in the program and are at risk of losing the AIA grant) (Table 6) regarding the program's financial outlook. With or without full certainty of the program's continued financial resilience, regular updates and confirmations of Art Possible's commitment to sustaining the impactful AIA program will reduce these anxieties and fortify trust among partners.