



ART POSSIBLE OHIO  
MAKING CREATIVITY ACCESSIBLE

# Adaptation, Integration and the Arts Performance and Impact Evaluation

June 2020

## Contents

<b>Executive Summary</b> .....	3
<b>Overview</b> .....	4
<b>Participants</b> .....	5
<b>Baseline 21<sup>st</sup> Century, Social-Emotional, and Life Skills</b> .....	6
<b>Impact of AIA on Arts Outcomes</b> .....	9
<b>Impact of COVID-19 Pandemic</b> .....	10
<b>Overall Experience and Satisfaction with the AIA Program</b> .....	12
<b>Conclusions</b> .....	16
<b>Recommendations</b> .....	16

## 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. Historically, the AIA program has demonstrated significant and meaningful impact of students' 21<sup>st</sup> Century skills, social-emotional skills, and life skills. Additionally, the residency provides teachers with an opportunity to learn strategies to support creativity and inclusion throughout the class. The keys to a successful residency have been strong communication and collaboration between artists and teachers.

This year, the AIA program was challenged due to the disruption caused by COVID-19. The planned strategies needed modified to comply with the distance learning platform. Not all residencies were able to make that shift. A breakdown in communication, clear understanding of what is possible and general overwhelm of the shifting priorities prevented some residencies from continuing. Other residencies were able to make a shift. Successful strategies included pre-recorded videos, packaged materials sent home, utilization of everyday household products, and connecting with the class on virtual platforms.

Overall, teaching artists and teachers had highly positive experiences and satisfaction with the AIA residency, despite the disruption of COVID-19. Furthermore, AIA had learned how innovation can be applied to successfully deliver creativity support to teachers and students in future distance learning environments.

Based on results of this year's evaluation, the following recommendations are made:

1. Conduct sustainability planning for successful distance learning strategies
2. Provide ongoing support for teacher and artist communication and collaboration
3. Ensure digital content can be evaluated

## BY THE NUMBERS

**15**

Sites

**61**

Classes

**1,666**

Students Participated

**100%**

Teachers were "satisfied" or "very satisfied" with the amount of time spent with teaching artists to develop the residency, the level of the teaching artist's engagement and the level of communication with the teaching artist.

**91%**

Teaching Artists were "satisfied" or "very satisfied" with the availability of Art Possible Ohio Staff for questions

**100%**

Teachers "agree" or "strongly agree" strategies can be replicated to create an inclusive classroom, activities were developmentally appropriate, they enjoyed collaborating with the teaching artists and the students enjoyed the residency.

**100%**

Teachers "agree" or "strongly agree" that the residency helped students appreciate art and increased their arts skills and knowledge.

## Overview

Art Possible Ohio has a mission to make the arts and arts education more accessible and inclusive 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 provides a unique opportunity to experience the power of the arts to support student creativity, social-emotional skills and learning. Additionally, the residency gives educators an opportunity to learn strategies for creating a more inclusive environment in the classroom.

Previous evaluation shows how AIA's integration of art and education and the significant and meaningful impact it has on student's 21<sup>st</sup> Century, social-emotional, and life skills. Each residency is unique, lasting up to a year and varying in the ages served to the number of classrooms involved. Teaching artists are professional artists from the community who are dedicated to arts education and arts integration with academics. The AIA program is fully inclusive, accessible, and supports a complete education for all learners.

In 2019-2020, the AIA program had experienced several new opportunities. Art Possible Ohio's new executive director began her tenure and was working with new AIA sites to bring arts accessibility to more students. With a new director and new sites, the program began the year with great possibilities.

In the spring, the community experienced a significant disruption caused by the COVID-19 pandemic. As a school-based program, AIA was greatly impacted due to the Governor of Ohio's ordering all schools to close. When schools moved to online learning and students were no longer able to meet together in person, artists pivoted their residency to provide support to students and teachers remotely.

This evaluation project captures the journey of the AIA program through this year, highlighting the shifts in the environment, the changes to delivery and the continued support of teachers and students.

---

### -Success Highlight-

"Jacquie created bi-weekly videos for our students. She utilized materials we saw in the classroom, but that could be easily replicated with student's materials at home (ex: chair)... Jacquie also adapted and instead of a "live" session, she made videos because these could be accessed by the students when they had time. No student follows the same schedule at home, so this increased accessibility."

- Classroom Teacher

---

## Participants

As summarized in Table 1, the Ohio Department of Education’s investment in the AIA program meant that 849 students received long-term (average 82.5 hours, including planning and student contact), high-quality, accessible, arts-integrated instruction in the 2019-2020 school year. This represents an investment of approximately \$117 per student.

**Table 1. AIA Program Outreach Performance**

	2014-2015	2015-2016	2016-2017	2017-2018	2019-2020
<b>School Sites</b>	21	17	16	10	15
<b>Classes</b>	116	67	69	71	61
<b>Total Students</b>	2,004	1,141	1,191	989	849
<b>Students with Disabilities</b>	611 (30%)	416 (36%)	615 (52%)	378 (38%)	647 (76%)
<b>Average Contact Hours per Student</b>	69.6	76	82.5	79.3	82.5
<b>Cost per Student</b>	\$31.26	\$105.00	\$95.05	\$111.22	\$117
<i>2018-2019 evaluation was a qualitative project and data were not included in the evaluation report for that school year.</i>					

The AIA program was administered in a variety of schools and ages of students throughout Ohio. Table 2 lists the school sites participating by region of the state. Specialty schools, such as Bridgeway and Beacon Schools, primarily provide supports to children and adults who have developmental disabilities and students who experience learning impediments due to significant emotional and behavioral challenges. The majority of the AIA residencies were in schools in Central Ohio. Grades preK-12 were served, with most residencies supporting elementary grade levels. Eleven schools were returning sites with AIA residencies during 2019-2020 academic year. A total of 15 unique residencies were hosted this year.

**Table 2. Participating AIA Program Schools by Region of Ohio**

	Specialty School	Grade Levels	Length of Residency	New/Returning Status
<b>Southeast Region</b>				
Beacon School	Yes	PreK-12 <sup>th</sup>	Full Year	Returning
Carleton School	No	PreK-12 <sup>th</sup>	Full Year	New
Ewing School	No	PreK-12 <sup>th</sup>	Full Year	Returning
<b>Central Region</b>				
Ohio State School for the Blind	Yes		Full Year	New
Forest Rose School	Yes	PreK	Full Year	Returning
Huy Elementary/AG Bell Program	No	PreK-1 <sup>st</sup>	Full Year	Returning
Bridgeway	Yes	5 <sup>th</sup> -6 <sup>th</sup>	Full Year	Returning
New Albany Plains Local Schools	Yes	1 <sup>st</sup> -12 <sup>th</sup>	Full Year	Returning
Red Oak	Yes		Full Year	New
Westerville North High School - North Pointe Program	Yes	9 <sup>th</sup> -10 <sup>th</sup>	Full Year	New
Parkmoor Elementary School	No	PreK+	Full Year	Returning

	Specialty School	Grade Levels	Length of Residency	New/Returning Status
<b>Northwest Region</b>				
Graytown School	Yes	1 <sup>st</sup> -12 <sup>th</sup>	Full Year	Returning
Marimor School	Yes	PreK-12 <sup>th</sup>	Full Year	Returning
Alternate Learning Center for Students with Special Needs	Yes	PreK-12 <sup>th</sup>	Full Year	Returning
<b>Northeast Region</b>				
Day Integrated Learning Center	Yes	K-12 <sup>th</sup>	Full Year	Returning

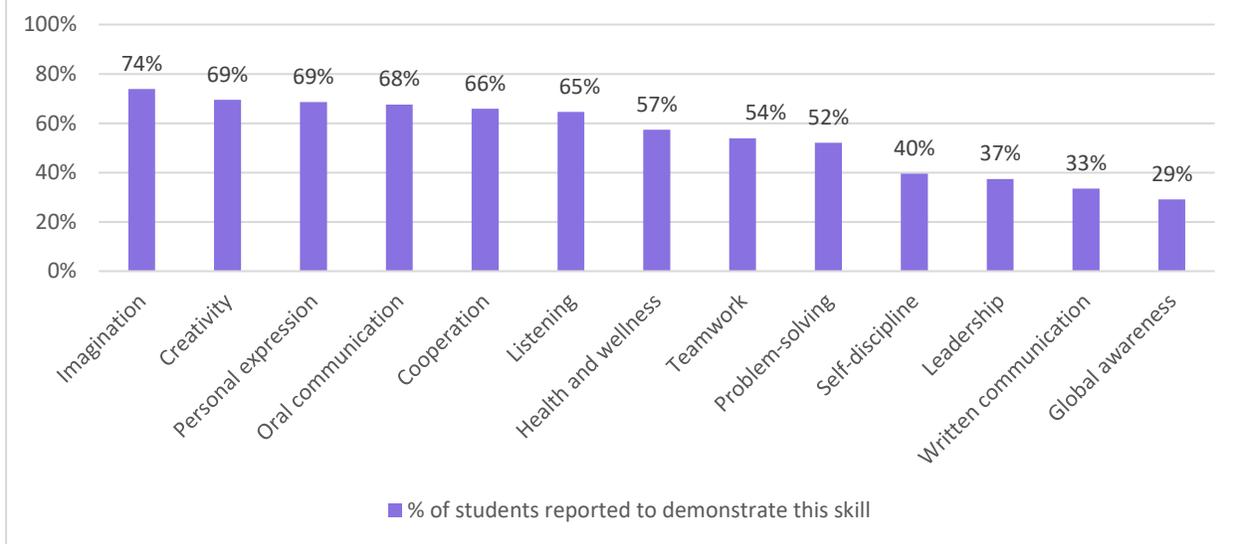
### Baseline 21<sup>st</sup> Century, Social-Emotional, and Life Skills

To evaluate the impact of AIA on students, teachers provided feedback and observation at the beginning and end of the residency. Since residency activities and interactions were significantly modified in the middle of the year, the post evaluation shifted away from the impact of AIA on skills to the impact of the COVID-19 pandemic on the residency, the collaboration between teachers and teaching artists, and social-emotional learning of students. Therefore, a pre-post comparison is not available this year. Below is a discussion of student baseline skills. MRC has conducted the AIA evaluation for the past four years. Previous years’ data can suggest what impact may be expected, had the disruption not occurred. However, the more pertinent discussion around the impact of COVID-19 pandemic highlights the resilience of the teaching artists and the AIA program.

#### **21<sup>st</sup> Century Skills**

In the 2019-2020 school year, at the start of the school year classroom teachers reported between half and three-fourths of the students demonstrated many of the 21<sup>st</sup> Century Learning Skills (Figure 1). Less than half of the students were reported as demonstrating self-discipline, leadership, written communication and global awareness. The AIA program has been designed around improving 21<sup>st</sup> Century skills and previous years’ evaluations demonstrate the success of the AIA program in addressing these skills.

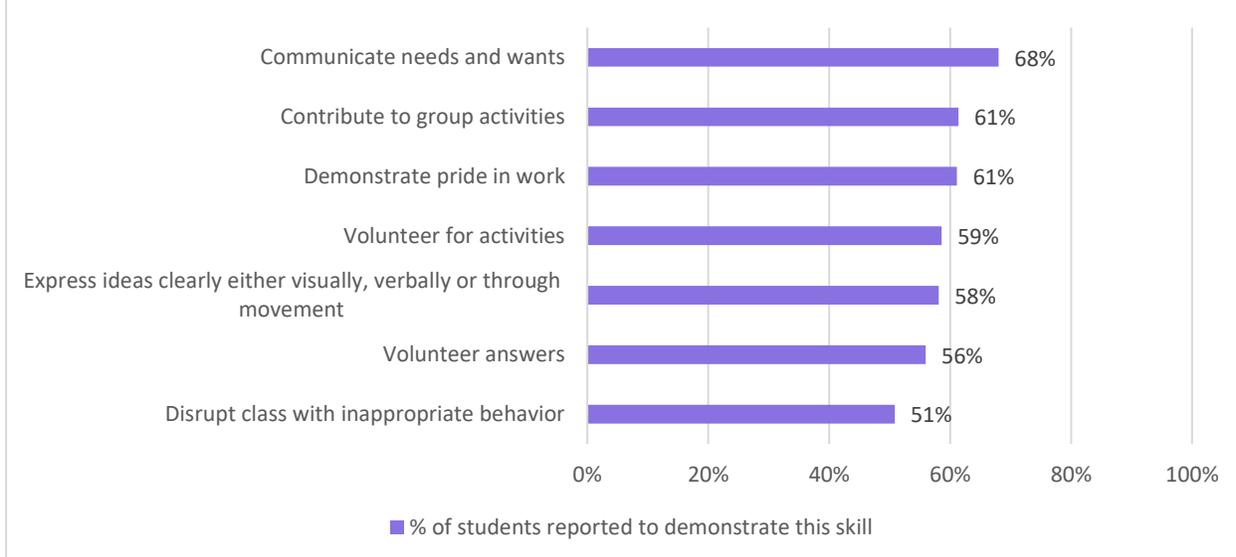
Figure 1. Teacher Perception of 21st Century Skills at the Beginning of the Residency



### **Social-Emotional Skills**

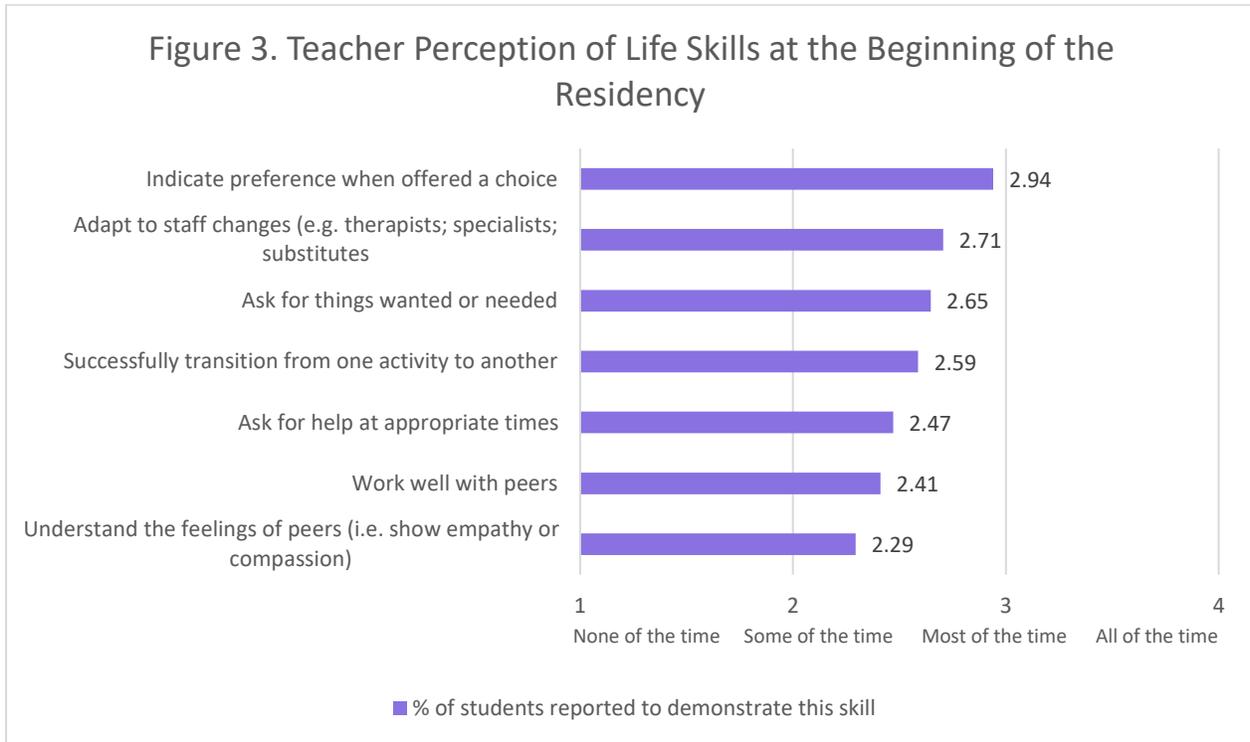
On average, teachers reported between 50 and 70 percent of their class demonstrating social-emotional skills (Figure 2). The skill most demonstrated by students is communicating needs and wants. While students demonstrating disruptive behavior was the lowest, half of the students showed disruptive behavior during class. This baseline data demonstrates the opportunity for student support and growth in social-emotional skills. The AIA program has historically had significant and meaningful effects on improving these social-emotional skills.

Figure 2. Teacher Perception of Social-Emotional Skills at Beginning of Residency

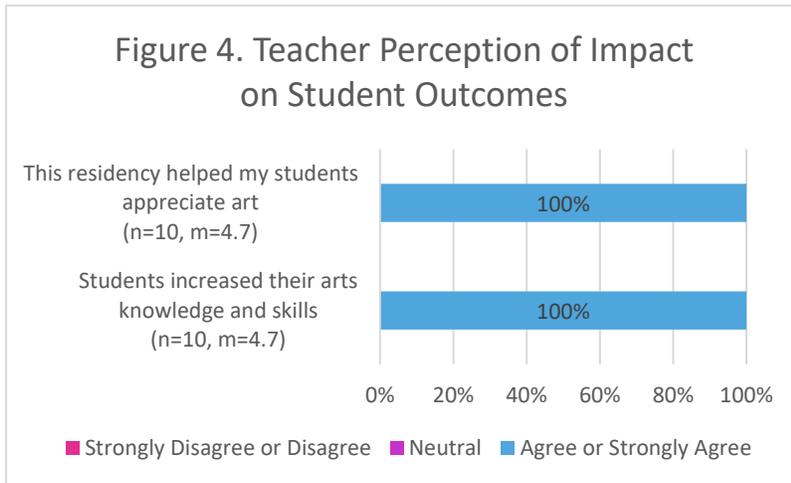


## Life Skills

On average, teachers observed the frequency of positive life skills being demonstrated “some of the time” or “most of the time.” The skills students demonstrated with the lowest frequency was empathy and working well with peers. The skill students demonstrated with greatest frequency was indicating preference when offered choice (Figure 3). Again, these data demonstrate the need for interventions such as AIA to help students build their life skills.

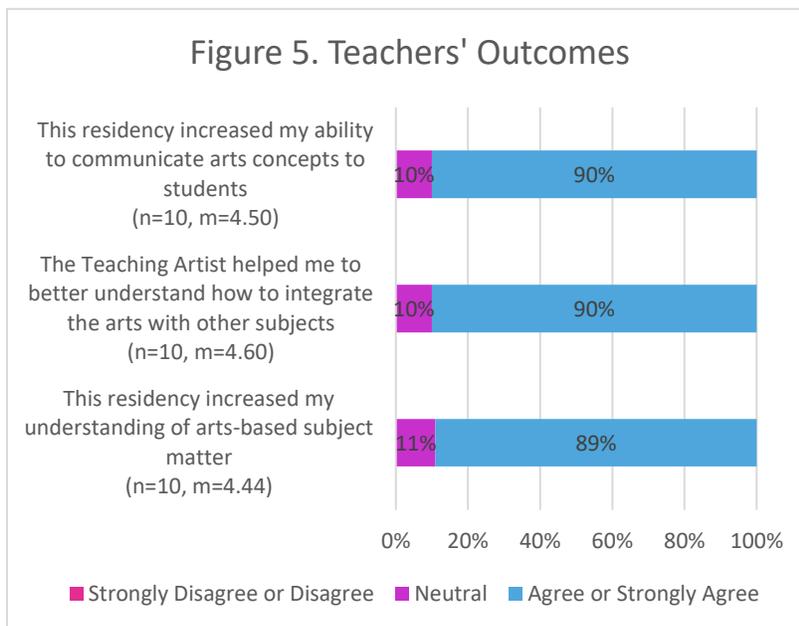


## Impact of AIA on Arts Outcomes



### **Student Outcomes**

At the end of the residency, teachers reported their perceptions of the impact of the AIA program on select student artistic outcomes. Overall, 100 percent of teachers agree or strongly agree that the residency helped students appreciate art and increased their arts skills and knowledge (Figure 4).



### **Teachers' Outcomes**

At the end of the residency teachers also provided feedback on the outcomes they experienced. Overall, teachers “strongly agree” that the residency positively impacted their ability to communicate arts concepts to students and integrate arts with other subjects (Figure 5).

## Impact of COVID-19 Pandemic

Approximately two weeks after the stay-at-home order was implemented, teaching artists, teachers and school administrators were surveyed about their perceptions of the transition to online learning (Figure 6). The following discussion is based on the response from two administrators, two classroom teachers and seven teaching artists.

### Initial Concerns About Transitioning to Online Classrooms

Figure 6. Initial Primary Concerns in Moving to Online/Distance Learning

Administrators	Teachers	Teaching Artists
<ul style="list-style-type: none"> <li>• How to meet needs of special education students</li> <li>• Supporting emotional/behavioral needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Student access to materials and supplies</li> <li>• Students not being able to have hands-on learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Logistics of pivoting to online strategies</li> <li>• Children not having access to materials or technology</li> <li>• Creating engaging content online</li> </ul>

Early in the stay-at-home order the challenge was collaborating to get organized and continue the residency virtually. Teaching artists also struggled with the need for students to be able to use physical instruments or work together to accomplish the goal (e.g. as required for a drama production) of the residency. The longer the stay-at-home order was in place, the more teaching artists missed the students.

### How Residencies Pivoted

Many of the teaching artists were able to engage with their school and their students during the COVID-19 pandemic. Though it took time to pivot, teaching artists created YouTube videos of their lessons, adapted activities to art projects that could be done at home, attended virtual planning meetings or classrooms and met with students virtually. Not all teaching artists were able to engage with their classrooms. In some schools the residency was discontinued and in others, artists provided links to resources but were unable to directly interact with teachers and students.

### How the Residencies Responded

- ✓ CREATED YOUTUBE VIDEOS
- ✓ ADAPTED ACTIVITIES TO PROJECTS THAT CAN BE DONE AT HOME
- ✓ ATTENDED CLASS AND MEETINGS VIRTUALLY
- ✓ PROVIDED LINKS AND RESOURCES TO TEACHERS

*"I wanted concrete examples of the animals... so I created puppets to move across the Zoom screen. Students did responses. We sang a song at the beginning of each session about being together." -Teaching Artist*

*“Joanna created yoga and story time videos for the students. I was able to link them to my classroom Dojo page for my students to see.”*  
-Classroom Teacher

### **Essential Elements for Future Residencies During Distance Learning**

Administrators, teachers and teaching artists were asked what they would do again if a similar disruption happened again. Administrators affirmed that having reliable and effective communication lists and strategies to stay in touch with families and students would be essential. Teachers and teaching artists agree that using existing platforms such as YouTube, Google Hangout, and Zoom would also be used again to allow face-to-face engagement. Finally, teaching artists would use recorded lessons and prepare take home materials should distance learning be required in the future.

#### Essential Elements for Successful Residencies in Distance Learning

- ✓ UP-TO-DATE CONTACT LIST
- ✓ PLANNING COMMUNICATION STRATEGY
- ✓ ONLINE PLATFORMS SUCH AS YOUTUBE AND ZOOM
- ✓ PRE-RECORDED LESSONS AND PREPARED TAKE HOME PACKETS

*“Kris met virtually with multiple students of mine to promote creativity and bring balance to their social-emotional health.”* -Teacher

### **Unique Challenges for Students with IEPs**

To accommodate students with IEPs, teaching artists felt the need to be very clear in their video and online instruction and use repetition when possible. Teaching artists suggested the in-person interaction allows for more effective feedback loops to ensure the child is understanding the instruction and the strategy is effective. Without the in-person interaction and the limited, if any, direct contact with the students, teaching artists were not able to know how students were responding to and progressing through the lesson.

Teachers had similar perceptions of the unique challenges in supporting students with IEPs during distance learning. They communicated that many of their students like to be close to people for sensory input and peer modeling throughout the day. They also suggested that parents do not know how to work with their child on an

#### Considerations for Supporting Students with IEPs During Distance Learning

- ✓ USE REPETITION AND MULTIPLE COMMUNICATION AND REINFORCEMENT STRATEGIES IN RECORDED MATERIAL
- ✓ USE SMALL GROUPS TO SUPPORT PEER INTERACTION
- ✓ PROVIDE PARENTS WITH ENCOURAGEMENT AND RESOURCES TO SUPPORT THEIR CHILD
- ✓ RESEARCH VIRTUAL STRATEGIES FOR FEEDBACK LOOPS

educational level, and get frustrated with their children even under normal circumstances. Furthermore, students do not have access to all the equipment at home that they have access to at school to support learning.

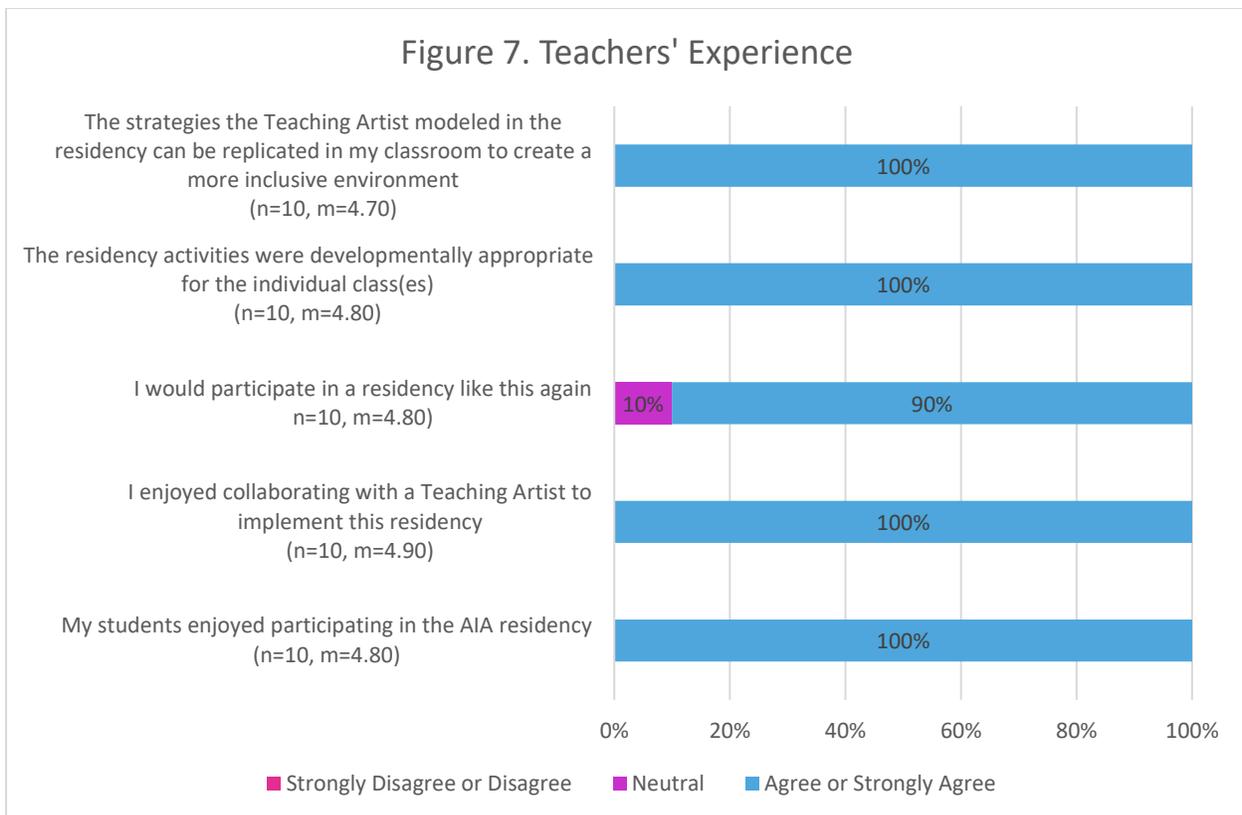
*“I think with teaching students with IEPs, you rely on that in-person interaction to help communicate things in the best way possible and to have that in-person interaction no longer exist was definitely difficult.”*

*-Teaching Artist*

## Overall Experience and Satisfaction with the AIA Program

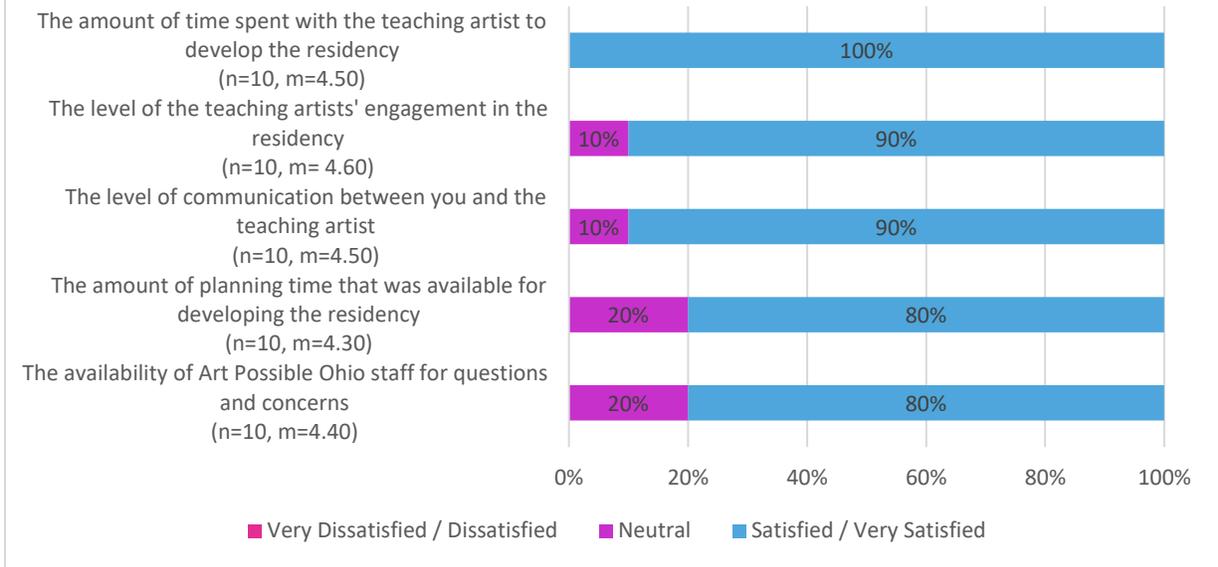
### Teacher Experience and Satisfaction

Even with the disruption caused by COVID-19 and consistent with previous years, teachers have highly positive experiences and are highly satisfied with the AIA program. Figure 7 shows that 100 percent of teachers “agree” or “strongly agree” strategies can be replicated to create an inclusive classroom, activities were developmentally appropriate, they enjoyed collaborating with the teaching artists and the students enjoyed the residency.



Similarly, Figure 8 shows that teachers are “satisfied” to “very satisfied” with the elements of the residency. Ninety to 100 percent of the teachers were “satisfied” or “very satisfied” with the amount of time spent with teaching artists to develop the residency, the level of the teaching artist’s engagement and the level of communication with the teaching artist.

Figure 8. Teacher Satisfaction



Teachers had an opportunity at the end of the residency to discuss how their experience and satisfaction with the residency was impacted by COVID-19. Teachers felt the primary impact was that residencies were “cut short” and that the interactions were no longer in person. For teachers who did not know or expect the residency could continue while being in a virtual setting, filling the void of the residency caused stress for the teachers or disappointment for the students. Other teachers recognized the shift in the residency but praised the efforts of the artist to engage the students.

*“I did my best to teach the students on those days and conduct the concert. This caused more stress for myself as a teacher. I wanted this specific program, because of the research that engaging with a musical instrument increases memory in children at a young age.” -Classroom Teacher*

*“The kids missing yoga time with Joanna and how they enjoyed the time doing yoga.” -Classroom Teacher*

---

- Success Highlight-

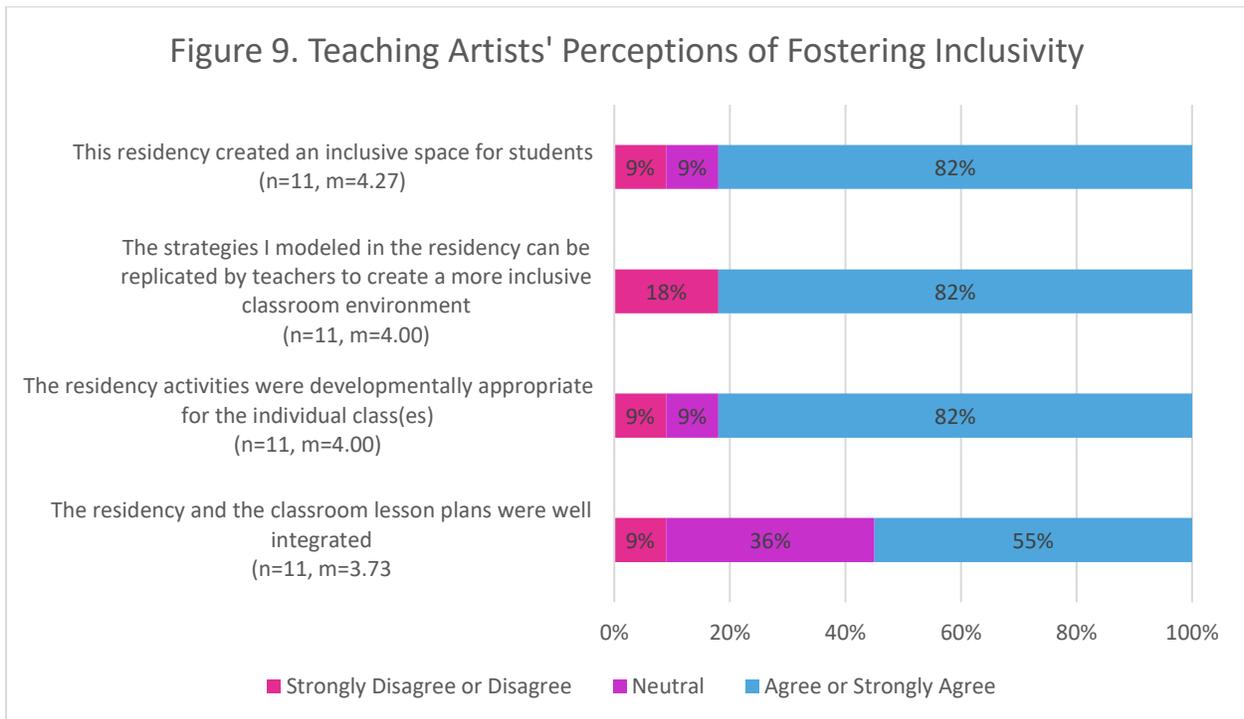
“Miss Kris created her own YouTube channel and relayed lessons for students to complete while at home. She made the lessons simple enough that the students could use anything they had at home. Teachers were able to link her site right to their Google Classrooms.”

- Classroom Teacher

---

### Teaching Artists' Perceptions of Fostering Inclusivity

In the post residency assessment, teaching artists were asked the extent to which they agreed with the following statements, based on their overall experience this year. On average, 82 percent of the teaching artists “agree” or “strongly agree” that the residency created an inclusive space, the strategies can be replicated to create a more inclusive classroom and the activities were developmentally appropriate. Only 55 percent of teaching artists “agree” or “strongly agree” that the residency and classroom lesson plans were integrated (Figure 9). The data shows teaching artists perceive the residency to be fostering inclusive classrooms but there is significant opportunity to improve the integration of the residency and classroom lesson plans.

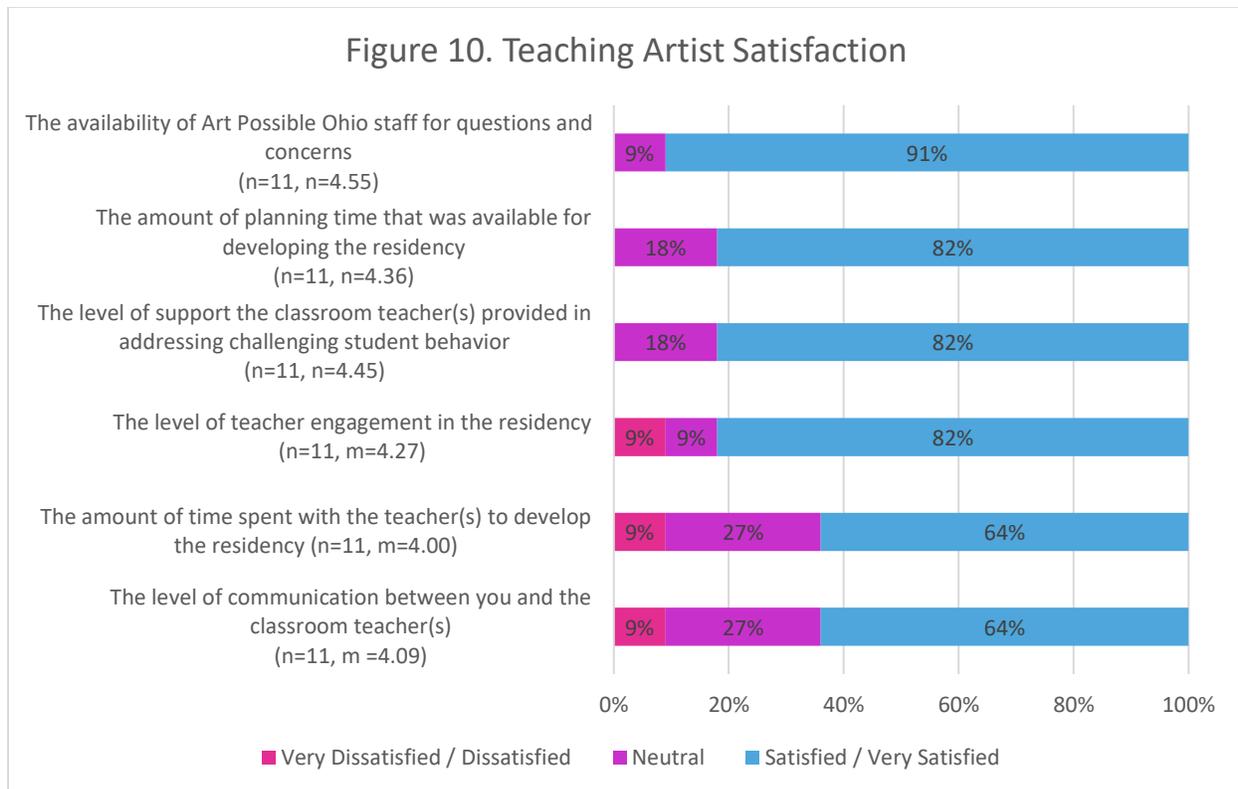


Teaching artists had an opportunity at the end of the residency to discuss how their experience in the residency was impacted by COVID-19. The majority of teaching artists felt that their experience this year was “cut short” due to COVID-19 and that distance learning presented new challenges for facilitating an inclusive classroom experience. Artists observed not all students were attending online classes, access to technology and support from home varied across students and they felt learning in front of a screen was not appropriate for everyone.

### Teaching Artist Satisfaction

Feedback from teaching artists about their satisfaction with the residency is presented in Figure 10 below. These data suggest they are “very satisfied” with the support from Art Possible and “satisfied” with the relationship with the teachers. One teaching artist said:

*"The Art Possible Ohio staff is stellar. While my residency came to an unfortunate halt, I felt very supported from beginning to end and especially during COVID-19. APO staff made opportunities for teaching artists to stay involved, and I really appreciate that effort." -Teaching Artist*



Collaboration and communication between teaching artists and teachers has historically been essential for a successful residency. Especially in new residencies, collaboration and communication can be difficult to establish. The impact of COVID-19 compounded the need for collaboration and communication and also made it more difficult to achieve. The experiences of teaching artists who had challenges with communication and collaboration are represented in the following statements:

- “Throughout the program, my cooperating teachers were not the easiest to get in contact with. Unfortunately, this continued into COVID-19, but I chalked it up to other elements of their jobs (and the necessary adaptations) taking precedence. This is just something I wanted to make note of, and not necessarily say that it affected my satisfaction amid this crisis.”
- “It was a little confusing at the beginning of the shut-down to know whether or not to pivot to online content, but of course that is understandable considering that we were all confused.”
- “I definitely felt that due to the complications and closures of schools from COVID-19, the teachers at my residency didn't provide the support or communication that was needed in order to continue this residency virtually (if that were to ever have been an option). There was zero communication or efforts made from the school or teachers involved despite the numerous times I reached out to them. It felt with the school closing, so did my residency and I found that difficult to navigate.”

## Conclusions

AIA provides unique opportunities for creativity and inclusive classrooms. Even when the classrooms had to shift to virtual, artists were able to pivot their residency and provide ongoing support to teachers and students. Regardless of the stressful environment created by COVID-19, teachers and artists expressed very positive overall experiences and satisfaction with the program and were able to identify strategies that will impact the success of future virtual opportunities.

## Recommendations

- **Sustainability Planning for Virtual Strategies:** Teaching artists were able to pivot some elements of their residency for distance learning. Additionally, artists were thankful for the resources Art Possible Ohio could provide to support the arts on an online platform and are looking for more resources. With this forced change comes an opportunity for innovation, capacity building and sustainability. Art Possible Ohio may consider using the summer period to collaborate with artists in building capacity for implementing online strategies and creating a sustainability plan for ongoing virtual strategies. While the community anticipates going back to “normal,” the opportunity for distance learning in the future is inevitable.
- **Develop Best Practices in Teacher and Artist Collaboration:** Communication and collaboration continue to be identified as key to a successful residency. In the instance of significant disruption, these become even more important. Barriers to a successful residency and successful pivot to online learning were often attributed to poor communication between the teacher and the artist. At the same time, some artists and teachers had successful communication and collaboration. This points to an opportunity to learn from what has worked well in the traditional and virtual classroom setting to create an AIA specific list of best practices in communication and collaboration.
- **Develop an Evaluation Plan for Digital Content.** With the assumption that distance learning will be part of the future of education, Art Possible Ohio may want to consider how to ensure digital and distance AIA experience can be evaluated. Though the evaluation questions and tools may not differ from existing evaluations, strategies and needed infrastructure for data collection may be different.