



THE ART OF TOMORROW SCHOLARS PROGRAM



EVALUATION REPORT



THE ART OF TOMORROW SCHOLARS PROGRAM EVALUATION REPORT

Submitted to:

Robert McCaffrey
Interim Dean
School of Arts and Entertainment
Valencia College - East Campus
Orlando, Florida 32825

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Report prepared by:



Patricia Moore Shaffer, Ph.D.

Noël Williams, Ph.D.

Eileen Poe-Yamagata, M.S.

Editorial assistance by NNPilcrow LLC

Cover image: Scene from The Art of Tomorrow Scholars event. Photo courtesy of Valencia College.

ABOUT THE REPORT

The Art of Tomorrow Scholars (AoTS) program is a unique collaboration between Valencia College, the Universal Orlando Foundation, and Orange County Public Schools in the State of Florida. An extension of the original The Art of Tomorrow program created for 8th grade students enrolled in arts-related electives at Title I middle schools, The Art of Tomorrow Scholars program strives to keep successful students engaged through their high school years, to earn their diplomas and develop a comprehensive post high school career plan. An evaluation of The Art of Tomorrow Scholars (AoTS) program was commissioned by Valencia College and supported by a grant from the Universal Orlando Foundation. A request for quotes for external grant evaluation services was issued by Valencia College in late 2018; a contract was awarded to Shaffer Evaluation Group of Alexandria, Virginia, in February 2019.

Major study findings on program impacts can be grouped into three categories:

Students:

- Students participating in AoTS demonstrate stronger behavioral engagement in school than their peers, evident in higher attendance rates and less likelihood of Level 2 and higher disciplinary infractions.
- Students participating in AoTS demonstrate stronger college readiness than their peers, evident in a higher likelihood of meeting the PSAT benchmarks.
- Other identified areas of student benefits were interest in arts and entertainment careers, knowledge of education and career planning, and evidence of strong enrollment in postsecondary institutions.
- While student enrollment has slightly declined over the past five years, AoTS classes have diversified over time, with the percentage of students of color increasing over time.
- Scholars tend to participate less frequently in the program over time, with higher withdrawal rates and lower online participation rates after two years of enrollment.

Universal Orlando Staff:

- The strongest benefits for staff associated with AoTS were enjoyment working with students and a sense of satisfaction gained from helping students.

Valencia College Faculty:

- The strongest benefits for faculty associated with AoTS were enjoyment working with students, learning and applying active learning pedagogy, and collaboration with peers in and beyond the college campus.

Major programmatic recommendations emerging from this report include:

- Investigate and address enrollment and participation declines.
- Increase active learning activities for Scholars.
- Increase internal support for AoTS at Universal Orlando.

- Place more emphasis on influencing high school coursework to align with career plan.

Evaluation recommendations emerging from this report include:

- Leverage the data sharing agreement between Valencia College and Orange County Public Schools for future evaluation activities
- Administer remaining surveys once OCPS clearance is secured.
- Administer survey annually to AoTS graduates.

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INTRODUCTION

The Art of Tomorrow Scholars (AoTS) program is a unique collaboration between Valencia College,¹ the Universal Orlando Foundation, and Orange County Public Schools (OCPS) in the State of Florida.

An extension of the original The Art of Tomorrow program, AoTS strives to keep successful students engaged through their high school years, to earn their diplomas and develop a comprehensive post high school career plan. Working closely with Valencia College staff and faculty and Universal's creative departments, OCPS students develop long-term relationships with professionals enjoying success in a wide range of career choices. Valencia College faculty engage Scholars through workshops and an online curriculum. Universal Orlando has supported the program by offering Scholars demonstrations, mentoring, and internship opportunities; the Universal Orlando Foundation also has awarded to selected Scholars graduating from high school full or partial scholarships to Valencia College.



Figure 1. Students attending The Art of Tomorrow Fall Summit, September 2019, Valencia College. Photo credit: P. Moore Shaffer

The AoTS program is composed of two distinct components: programs held on-site at Universal Orlando and Valencia College's East Campus, and an online curriculum. The on-site programs, known as summits, are held three times each year – the fall summit, the spring summit, and the summer summit.

Each summit provides Scholars with the opportunity to work directly with Valencia College faculty and Universal Orlando staff to experience first-hand creative career opportunities in arts and entertainment technology. At the 2019 fall summit, held at Valencia College, students had opportunities to participate in “taster sessions” in theatre, theatrical makeup, digital media, lighting, music performance, and fine art. Other sessions introduced students to industry trends, time management, and career planning.

¹ Valencia College's involvement in AoTS began in the fall of 2016.

Partners Supporting The Art of Tomorrow Scholars Program

Valencia College is a public college located in Orange and Osceola counties, Florida, that has provided a high quality, contemporary education to a large and diverse community since 1967. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas, and certificates. The College serves more than 68,000 students and has six (6) primary campuses located in Kissimmee, Lake Nona, Orlando, Poinciana, and Winter Park.

The **Universal Orlando Foundation** is a corporate foundation located in Orlando, Florida, which seeks to promote the quality of life in the Central Florida community, addressing needs and concerns primarily in the areas of education, children, family, and basic needs. The Foundation is associated with the Universal Orlando Resort, commonly known as Universal Orlando, a theme park and entertainment resort complex based in Orlando, Florida, which is operated by Universal Parks & Resorts.

Orange County Public Schools is the eighth largest school district in the United States and the fourth largest in Florida. The district serves more than 215,000 students at 199 schools and is one of the largest employers in Central Florida with more than 25,000 team members. The district's goals listed in their strategic plan include an intense focus on student achievement, a high-performing and dedicated team, a safe learning and working environment, efficient operations, and sustained community engagement.

Through the online curriculum, which extends throughout the four-year period of the program, students prepare for their future by discovering and examining their own talents and connecting them with the skills needed for various creative careers. Mirrored after Valencia College's Survey of Entertainment Technology (TPA 1380) course, this online course helps students learn about creative careers that interest them through research and discovery of resources available to them through this program. Students identify the skills needed to perform the tasks involved with their chosen creative career and discover how their strengths will help them develop these skills while researching methods of acquiring these skills. Students create a plan to learn, practice and demonstrate the skills needed for their chosen creative career. In the online component, there are mandatory online discussions in addition to assignments. The assignments are listed in Figure 2 by grade. Completion of the online program earns students a Certificate of Completion and three credit hours at Valencia College through the College's Career Pathways program if all criteria are met.

Figure 2. Assignments for AoTS Scholars

Grade/Assignment Topic	Grade	Semester
• Strengths Assessment	9	Fall
• Introduce Yourself online discussion	9	Fall
• Strengths Reflection	9	Spring
• Industry Trends 1	9	Spring
• Industry Trends 2	10	Fall
• Job Search Technical and Soft Skills	10	Fall
• Career Ladder	10	Spring
• Financial planning activity	11	Fall
• Time Management activity	11	Fall
• Education Plan to achieve graduation and prepare for college and/or work goals	11	Spring
• Resume	11	Spring
• Final Career Plan Reflection	12	Fall
• Online Portfolio	12	Spring
• Internship in a Creative Field (optional)	12	Summer

All students participating in AoTS had first participated in The Art of Tomorrow program designed for underserved 8th grade students in Title I middle schools who were enrolled in arts-related electives. The middle schools in which Scholars (all class years) attended eighth grade and their home high schools (including home education) during any grade are listed in Figure 3.

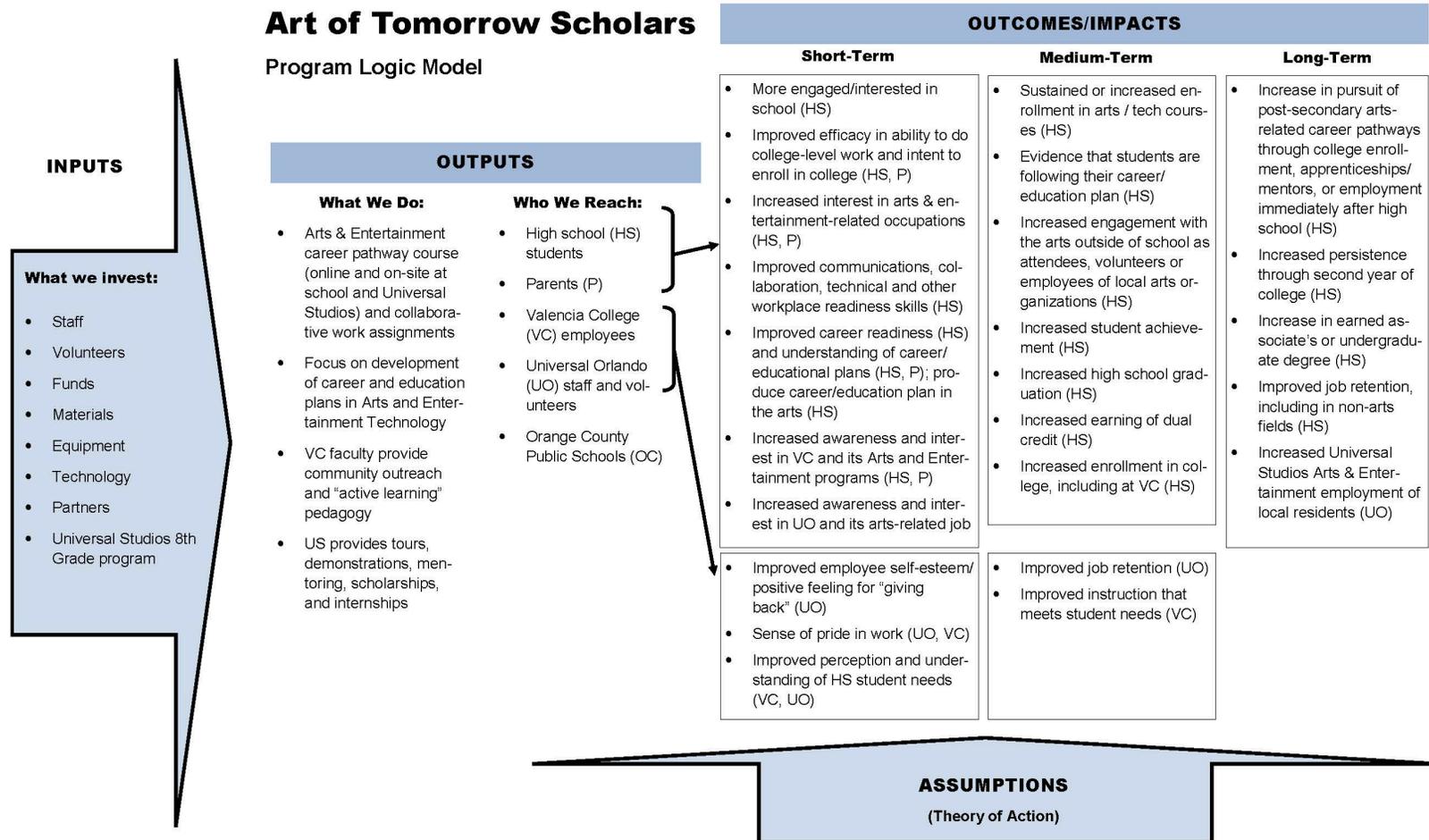
Figure 3. Middle and High Schools Affiliated with the AoTS Scholars

MIDDLE SCHOOLS	HIGH SCHOOLS
Carver Middle	Apopka High
Meadow Woods Middle	Colonial High
Memorial Middle	Dr Phillips High
Union Park Middle	Edgewater High
	Evans High
	Home Education
	Jones High
	Oak Ridge High
	Olympia High
	Pace Center for Girls
	University High
	Village School
	Wekiva High
	West Orange High
	Winter Park High

The Art of Tomorrow Scholars must meet specific requirements in order to remain an Art of Tomorrow Scholar. These requirements are to maintain a GPA of at least a 2.0; be registered in an Arts course at their high school; and to not be absent from more than 2 consecutive Summits.

The program logic model, developed in collaboration with Valencia College staff and faculty and Universal Orlando Foundation staff, describes the program strategies and outputs/outcomes (see Figure 4) for four distinct groups: the Scholars, their parents, and the staffs of Valencia College and Universal Orlando. The evaluation approach, discussed in the next section, was primarily designed to assess whether participation in The Art of Tomorrow Scholars program supported the accomplishment of selected outcomes for these groups.

Figure 4. The Art of Tomorrow Scholars Program Logic Model, March 2019



EVALUATION APPROACH

Purpose and Scope

The purpose of this evaluation study is to conduct a third-party evaluation of Valencia College's The Art of Tomorrow Scholars program in order to understand the program's impact on students, parents, and other key stakeholder groups.

The external evaluator was solicited through a Request for Proposals (RFP) issued by Valencia College in December 2018. The RFP framed the evaluation as a review of the "curriculum and annual program to assist in determining success benchmarks, a performance review process, exit interviews, and other relevant data to assure that [the] program is achieving its goals of improving high school graduation rates, increasing college readiness, creating awareness of the various academic and career pathways to arts and entertainment industry jobs, facilitating student awareness of strengths, and exploration of Valencia and other college programs." The evaluation contract period was February 1 through November 30, 2019; the timeline for the study was later extended to February 2020.

Study Design

The evaluation framework for this study, based on the logic model, provides in tabular form the crosswalk between the evaluation questions, analytical methods, and data sources; the framework is provided in Appendix A. Planned data collection focused on programmatic inputs and expected outputs and short- and longer-term student outcomes and used a variety of data collection methods, including surveys, observations, and focus group discussions. The evaluation, which was approved by the Valencia College IRB, was conducted as a mixed methods study.

Access to five years of OCPS student administrative data provided a unique opportunity to conduct a rigorous statistical study² comparing AoTS Scholars to their school peers on theorized, longer-term effects of the program: college readiness, dual credit accumulation, graduation rate, GPA (weighted and unweighted), and engagement in school as measured by regular attendance and disciplinary infractions. A survey of recently graduated Scholars collected other post-secondary outcome data and program feedback. This study relied largely on student administrative data, program documentation, observations, or information shared by other stakeholders (Valencia College faculty, Universal Orlando staff) when current discussing students' experiences as AoTS Scholars due to challenges in obtaining OCPS clearance to collect data from currently enrolled students and their parents.

² A quasi-experimental research design was used for this statistical study. Similar to experimental research, quasi-experimental research attempts to demonstrate that an independent variable – in this case, participation in AoTS – is influencing another variable, such as graduation rate. Experimental research requires random assignment to ensure that every research participant has equal opportunity of being in the experimental or control group. Since experimental studies are very difficult to do in educational settings, quasi-experimental studies are more frequently used, since they do not require random assignment of participants. For the AoTS study, the evaluator used propensity score matching (PSM), a quasi-experimental method in which statistical techniques are used to construct an artificial control group by matching each AoTS Scholar with a non-participating student of similar characteristics. Using these matches, the evaluator was able to estimate the impact of the AoTS program on students.

FINDINGS

AoTS Experience

In the Introduction section, AoTS was described as composed of two distinct components: programs held on-site at Universal Orlando and Valencia College's East Campus, and an online curriculum. The study collected feedback on the program experience from the Class of 2019 Scholars and also from Valencia College faculty and Universal Orlando staff. This section summarizes findings from these three stakeholder groups.

Scholars

A survey administered during fall 2019 to the 28 members of the Class of 2019 after their graduation from OCPs provides some insight into students' satisfaction with the program. Thirty-six percent of students responded to the survey.

Students voiced strong support for the opportunity to meet and work with professionals in arts and entertainment, which helped expand their knowledge of jobs and careers in this sector. Field trips, especially to Universal Orlando, and participating in hands-on workshops also ranked highly on students' lists. Below is a sample of student quotes about what students liked best about the program:

- *The day we went to the art museum then later had a Q&A with many people with a career in the arts was the most informative and inspiring experience*
- *The ability to establish networks in Universal Creative*
- *Participating in the Internship at the end of the year and getting to work side-by-side with entertainment and creative*
- *I like working with other people of similar interests and getting advice on success.*
- *I think being able to meet people and network was one of the big things this program allowed us to do as well as show us all the possible jobs there are and what goes into those specific jobs.*
- *I like being able to see what goes into different entertainment venues and participate in workshops that help me better understand job positions*

When asked what one thing they would change about the AoTS experience, the majority of Scholars (60%) suggested that more hands-on learning activities were needed. Most students called for more hands-on workshops and collaborative activities that focused on learning. One student commented:

I would suggest that to keep more people interested in the program, maybe add in some more group projects that require the completion of certain tasks. Also maybe add in some possible learning workshops throughout the year that are available in the arts areas.

A smaller group of Scholars (20%) noted poor communications with students and schools. One student shared that "there was zero communication with my school," and "teachers never knew

where I was on [a] field trip day.” Another student complained that “emails were mixed up and by the time I noticed most of it was too late.”

Universal Orlando Staff

Twenty-five Universal Orlando staff responded to an evaluation survey in fall 2019.

When discussing students’ experience in AoTS, Universal Orlando staff commented on the value of students interacting with professionals working in the theme park industry and learning about jobs and careers in this sector “they never knew existed.” Staff also discussed the value of students seeing “real world applications” of what they had learned and also the opportunity to develop soft skills, such as pitching an idea to management. Below is a sample of staff quotes about the AoTS experience for students.

Discovering careers they never knew existed. AND... changing the direction they thought they wanted to take in the future.

The ability to see real world applications of what they are learning

The seniors are the ones I have worked with the past 2 years. I feel the opportunity they have is incredible. They get to have more of a one on one interaction with designers and management and are given the experience of coming up with a concept and actually pitching their idea. . . . It gives them great tools to take away with them and I think prepares them for continuing their education.

For me, and the time I get to spend with them, it gives them a very good idea of what a day to day operations in the entertainment world in a theme park look like.

Universal Orlando staff offered several suggestions on improving the implementation of AoTS. To improve the AoTS experience for staff, the most frequently mentioned suggestion was to have a paid, designated support team for AoTS. One staff person responding to the survey commented that “more support for creating and executing the performance end of the program” was needed, “since it is entirely volunteer (almost no paid techs or helper). It would help to have more paid support crews.” Other staff commented on the need to have a “permanent designated core team” and a “paid crew” for AoTS and to have a “consistent staff for planning to support the volunteers installing and working the program during the fall and spring visits.”

Other suggestions focused on improving program support and coordination, including use of pre-event meetings “so we know what our goals are and can discuss as a collective group” and standardizing installs. There was also a call for more financial support for props and decor. There were also specific suggestions on improving implementation of events, such as adjusting the format of student projects and the sequence of activities, which are highlighted below. One staff member also suggested highlighting the program by producing a show on the SYFY network. In terms of improving the program for students, one suggestion was made to increase participation with students throughout the school year. Another suggestion was to be more selective in accepting students into the program.

Less complication regarding the format in which the students create their projects. It is apparently a format the schools prefer, but it is cumbersome on our end to hand to UO technical partners that will bring the students' projects to life.

During the skit portion of the program, when the production comes to life- they do a panel of professionals for the student to ask questions. They should offer the same panel BEFORE the

students fill out the paperwork, in case they have questions about how best to describe or communicate a clear vision.

Valencia College Faculty

Input was collected from Valencia College staff and faculty through a survey and a focus group discussion, both held during fall 2019.

When discussing students' experience in AoTS, Valencia College staff and faculty commented on the value of students interacting with faculty and professionals working in the arts and entertainment sector and learning about jobs and careers in this sector. They also highlighted the value of students visiting a college campus and participating in college-level instruction. Below is a sample of staff and faculty quotes about the AoTS experience for students.

Increased awareness of arts careers as viable choices for a satisfying career and life.

Students are introduced to professors and professionals who earn income from those creative practices.

Students are exposed to an educational world outside of their own high schools and are interacting with college students and professors while learning college-level material, which should prove to them that they could go to college if they choose.

Exposure to college like courses and develop hard and soft skills

In response to the question about what one thing would faculty change about AoTS to improve the experience for students, a popular suggestion was to expand the time for students during program summits, particularly time to apply what they have learned both during the summits and in the online course. This expansion would require support from OCPS to allow for more time on-site for students.

Similar suggestions were shared during the faculty focus group discussion. Held immediately after the fall summit, the focus group discussion yielded several suggestions about expanding the time for summits. Two days for the summer summit, shared one faculty member, was "limited," but the "half a day" allowed for the other summits was "extra special limited." More time, said one faculty member, gives students the ability to connect with faculty and each other and to "open up" to learning. Providing ample opportunity for active, applied learning was also a priority for college faculty.

During the focus group discussion, staff and faculty engaged in conversation about utilizing a thematic approach to planning summits, envisioning the summit as a "curated experience" resulting from faculty working collaboratively across disciplines on planning. One faculty member described this approach as "crafting the event." By following a common theme for each summit, it would help students connect their learning across sessions.

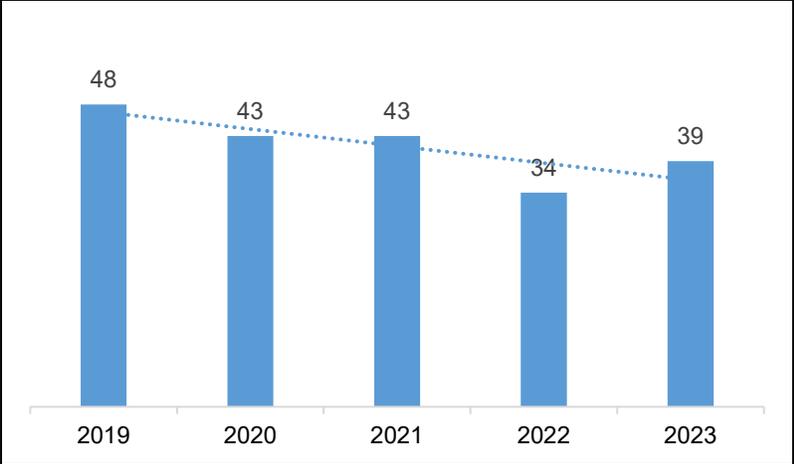
I would like Valencia to craft the event experience more specifically. . . [Second speaker] The 15, 20-minute longer sessions . . . The entire day should be one project. All of our departments working together to be this one thing, this one project that they build throughout the day. Because one of the things I noticed, if I was going to change anything, was that when they come into my class, since I only have 25 minutes, I'd like them to come into my class knowing, where they were.

Several suggestions were raised in the survey and focus group discussion on how to improve the experience of the AoTS program for College staff and faculty. Interest in working collaboratively to develop Summit plans requires time in advance to collectively plan activities, motivating one staff person to suggest more time for planning. There was also concern expressed about limits to compensation for full-time professors to support AoTS activities, which program leadership promised to investigate. Finally, one faculty member raised the question of whether an annual social dinner might be organized with the Universal Orlando and OCPS teams “to celebrate our mutual project.”

AoTS Enrollment Trends

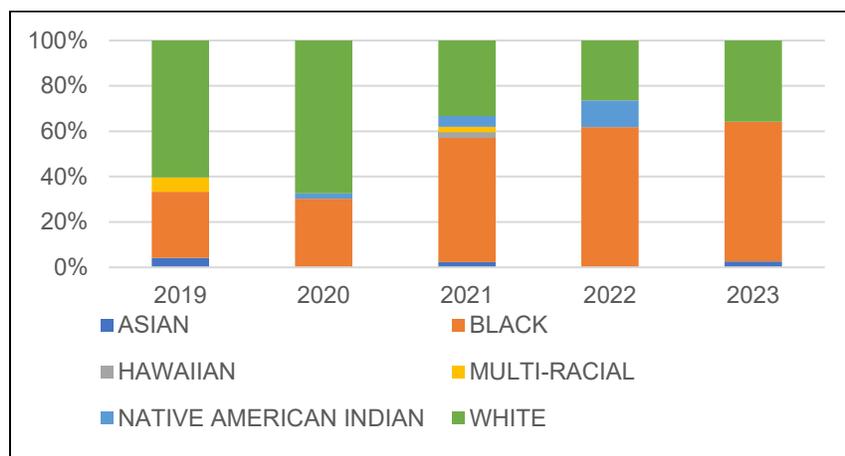
The Art of Tomorrow Scholars are exclusively recruited from The Art of Tomorrow program, which serves underserved students enrolled in arts courses at Title I middle schools. Students apply to The Art of Tomorrow Scholars program prior to their 9th grade year. During the past five years, beginning with the Class of 2019 and including this year’s class, 207 students have participated in the AoTS program. The average size of an AoTS class for the past five years has been 41 students. There has been a slight decline in annual program enrollment since the first class of 48 students enrolled: the average annual enrollment for the past two years has been 37 students (see Figure 5).

Figure 5. AoTS enrollment by graduation year and overall enrollment trend



AoTS classes have diversified over time, with the percentage of students of color increasing over the term of this program. Twenty-nine percent of the Class of 2019 was African-American; this percentage increased to 62% in the most recent class (see Fig. 6).

Figure 6: AoTS Scholars Race by Graduation Year



Female students are over-represented among AoTS Scholars, representing on average 75% of participants. On average, Hispanic students, compared to most recent OCPS high school demographics, are slightly under-represented at 32%.

Participation

Rates for student participation in AoTS remain strong during the first two years following student enrollment in the program, but participation appears to decrease after the initial two-year period. Students enrolled during the current and previous school year had a 3% withdrawal rate. On the other hand, the average withdrawal rate for the Classes of 2019, 2020, and 2021 was 38%. By the close of the 2019 school year, 42% of the Class of 2019 had withdrawn from the program.

The reasons for this decline in participation during the third and fourth years of the program are not clear. Program participation requirements may be a factor, since AoTS Scholars are required to maintain a GPA of at least a 2.0, be registered in an Arts course at their high school, and not to be absent from more than 2 consecutive Summits. This decline in participation should be investigated further.

There also appears to be a decline in online course participation for the upper-level grade students who remain in the program. The evaluator counted graded assignments in the online course as of February 7, 2020, and generated an average by grade. This average was then divided by the current enrollment counts. On average, approximately 30% of Scholars complete online assignments. Assignment completions tends to be highest among 9th grade participants (35%) and lowest among seniors (19%), paralleling the decline in participation evident in the overall program withdrawal rate.

Impacts on Students

A major focus of this study was to understand the impact of AoTS on students. As noted earlier, access to five years of OCPS student administrative data provided the opportunity to statistically compare AoTS Scholars to their school peers on theorized, longer-term effects of the program: college readiness, dual credit accumulation, graduation rate, GPA (weighted and unweighted), and engagement in school as measured by regular attendance and disciplinary infractions. Statistical tables supporting these findings are presented in Appendix B. Qualitative data gathered from the course discussion board and through direct observation of students contributed to identifying other impacts. These findings are highlighted below.

Significant Impacts³

Measurable effects of AoTS were found in student behavioral engagement, supporting the assumption that participation in AoTS improved students' engagement with school. AoTS Scholars also demonstrated a stronger degree of college readiness than their peers.

Student Engagement. Broadly defined as the student's commitment and active participation in school-related activities, student engagement has been widely accepted as having three dimensions that include behavioral engagement, affective engagement, and cognitive engagement.⁴ Selected data on behavioral engagement, which can include student attention, attendance, class participation, concentration, effort, adherence to class rules, risk and behaviors, and participation in school-based activities,⁵ was available to the research team. In this study, student engagement was assessed using two proxy indicators: students' school attendance and disciplinary infractions in school. Data for AoTS Scholars across all years of participation were used in this analysis.

AoTS Scholars attended school more regularly than their peers. Using data provided by OCPS, the percentage of days that AoTS Scholars attended school was compared to attendance by a matched comparison group of their OCPS peers. Analysis found that the percentage of days that AoTS students attended school was 1.778 percentage points higher than their peers with other things held constant ($p < 0.001$), a statistically significant finding.

AoTS Scholars were less likely to have a Level II or higher discipline offense. A comparison of AoTS Scholars with a matched comparison group of their OCPS peers found that AoTS Scholars were less likely to have a Level II or higher discipline offense. At OCPS, Level II offenses include vandalism (under \$500), disrespect, fighting, intimidation/threats, bullying, minor insubordination, and horseplay.⁶ The likelihood of having a Level II or higher discipline offense among Non-AoTS students was in fact 1.8 times (1/0.557) greater than AoTS students with other things held constant ($p < 0.05$), also a statistically significant finding.

College Readiness. College readiness has become a critical measure in today's educational climate. College readiness has been defined operationally as the level of preparation a student needs to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.⁷ Normed assessments, such as the SAT and ACT, are commonly used by institutions of higher education to assess students' readiness for postsecondary curriculum.

³³ For this study, "significant" refers to statistically significant findings. A statistically significant finding is a result that is not attributable to chance and is likely to be attributable to a specific cause.

⁴ Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of Research on Student Engagement* (pp. 763-782). Springer US.

⁵ Pagán, Joel E. (2018). "Behavioral, affective, and cognitive engagement of high school music students: Relation to academic achievement and ensemble performance ratings." Graduate Theses and Dissertations. <https://scholarcommons.usf.edu/etd/7347>

⁶ Orange County Public Schools (2019). 2019-20 Code of Student Conduct. https://www.ocps.net/UserFiles/Servers/Server_54619/File/Frequently%20Updated%20Documents/Code%20of%20Conduct.pdf

⁷ Conley, D. (2007). Redefining college readiness. Eugene, OR: Educational Policy Improvement Center. https://erc.cehd.tamu.edu/sites/erc-dev.cehd.tamu.edu/files/ERC_Documents/1_Redefining%20College%20Readiness%20article.pdf

The available common measure at OCPS to assess college readiness is the PSAT, a standardized test administered by the College Board that assesses knowledge and skill in reading and mathematics. Note that only AoTS Scholars who participated in the PSAT are included in this analysis.

AoTS Scholars were more likely to meet the PSAT benchmark in Evidence-Based Reading and Writing (EBRW). When compared to their OCPS peers, AoTS Scholars were 1.8 times more likely to meet the EBRW benchmark for college readiness than their non-AoTS peers (with everything else held constant) ($p < 0.001$) – a statistically significant finding. The EBRW score is derived from the Reading and Writing sections of the PSAT.

AoTS Scholars were more likely to meet the PSAT Benchmark in Mathematics. Similar to their performance on the Reading and Writing sections of the PSAT, AoTS Scholars were 1.7 times more likely to meet the Mathematics benchmark on the PSAT than their non-AoTS peers (with everything else held constant) ($p < 0.05$).

Other Program Benefits

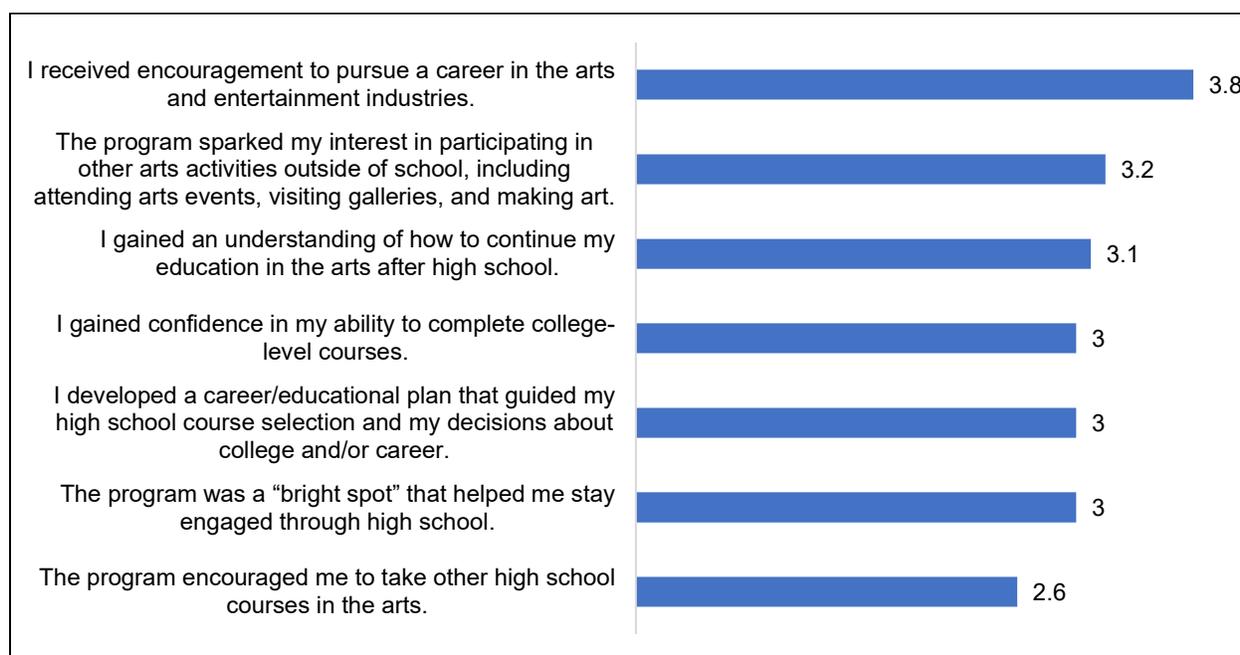
There are other observed program benefits that merit discussion; these benefits are discussed below.

Postsecondary Enrollment. The survey of the Class of 2019 found a strong tendency toward postsecondary enrollment among respondents. All students who responded to the survey were enrolled in a postsecondary institution. At least 20% reported majoring at a postsecondary institution in an arts and/or entertainment-related field, and at least 40% reported enrollment at Valencia College.⁸

Student Interest in Careers in the Arts and Entertainment. The survey administered to the Class of 2019 included a scale of potential benefits associated with participation in AoTS. Students were asked to rate their agreement with statements about how they felt about the benefits of participating in AoTS using a four-point rating scale (“Yes,” “Kind of,” “Not so much,” “Not at all”). Eighty percent of the Class of 2019 fully agreed (“Yes”) with at least one benefit statement. Figure 7 presents student ratings for each benefit statement. The most commonly reported benefit by the Class of 2019 was that students received encouragement to pursue a career in the arts and entertainment industries. Notably, 20% of responding Scholars also reported working part-time in the arts and entertainment sector.

⁸ Enrollment percentages at Valencia College and in arts and/or entertainment majors may be higher, since the survey forced a choice between Valencia College, four-year institutions, and arts and entertainment majors.

Figure 7. Class of 2019 ratings of AoTS program benefits



This survey result was supported by observations of the student program held at Valencia College in September 2019 and analysis of online discussion threads. Students expressed that the AoTS program helped them realize that a career in the arts and entertainment sector was a viable option. During the September 2019 program, one student reported to the evaluator that he was able to “really understand specific jobs in arts/tech” because of his participation in AoTS. When asked in the online course whether art was “a viable career or are the naysayers right?,” one student stated, “Unfortunately, I have had many friends, mentors, teachers, and even some family members who have told me that the art field is not a place to get a job.” However, this student goes on to state, “However, once I have been introduced to the Art of Tomorrow [Scholars] program, I realized that having a career that fulfills my true passion is a possible and realistic goal.” Another student had similar sentiments, commenting, “My family used to think that art was a pointless job that would get me nowhere, but thanks to the AoTS program, my family sees now the opportunities and careers there are in the field of art.” Another student stated, “Recently one of my teachers urged us (students) to be wary of pursuing the arts as a career. Yet, by being a part of AoTS, I was able to educate him on the plethora of jobs within the arts and the endless possibilities there are when someone works in their passion.” Of the 10 students who responded to the above question in the online course, four indicated that AoTS had positively influenced their interest and viability in a career in the arts.

Demonstration of Educational and Career Planning. A significant emphasis of AoTS and of the online curriculum in particular was on educational and career planning. There was significant evidence of faculty-led exercises in the online curriculum to engage Scholars in visualizing and planning for their future career.

A review of 11th grade education plan assignments found some evidence of students identifying post-secondary educational requirements for their “dream job.” Very few students discussed specific plans for high school coursework, with discussion limited to taking more arts classes. For example, one student interested in a career in animation mentioned that she is “making sure to take as many designs, graphics, and art classes as I can to know how to use every medium that comes in my path.” A few students mentioned they were currently enrolled in

postsecondary coursework to build technical knowledge (“I am currently taking a technical college course at Orlando Technical College where I am learning these skills”). More students shared tentative plans for postsecondary study after high school (“College is indeed in my plans, and I was hoping to be able to get into Rhode Island School of Design;” “I would like to go to Cal Arts . . . to learn animation [or] Ringling College”). Since the number of submitted assignments was low (9), these observations likely apply to the most engaged 11th grade students.

A small group of students (6) completed the 12th grade career plan reflection assignment, once again likely reflecting the most engaged students. Four of the six students articulated interest in arts or entertainment careers in their assignments. In addition to identifying potential postsecondary study, students thoughtfully conveyed alternative or supplemental ways to pursue their career paths, reflecting the insights gained by talking with career professionals. These pathways included internships; independent study, particularly for the development of technical skills; portfolio development; and jobs to build experience. This young woman, for example, discussed her pathway to a theater career:

A college degree in Theatre is highly requested but you could get by with a degree in arts or even just a minor even and associates degree. You can learn by taking classes like improv or acting classes. You can also take classes in school and join clubs like the drama club. Any experience is good experience even if you are just starting out. Courses like theatre 101 and jobs at places like Universal and small town theatres can help build experience also. You can demonstrate your mastery in these skills by inviting an employer to a show you are in or perform to them a monologue. This could build your portfolio and get your employer interested in you. You can also show them your resume filled with all the productions and shows you have been a part of.

Whether pursuing careers in the arts or in other sectors, students thoughtfully discussed the “soft skills” that they would be expected to exhibit in their future careers. Themes such as attitude, collaboration, leadership and self confidence were commonly expressed in 12th grade career plan reflections. Students also spoke about how they worked to bolster their soft skills in anticipation of their future career. For example, one student interested in a career in political science discussed how he intended to build the soft skills needed.

I am part of . . . organizations that allow me to express my passion for political science. For example, Model UN is a fantastic organization that allows me to learn from UCF debate experts and well-educated peers about the concept of the functionality of the United Nations. Other national honor societies that I hold leadership roles in also help me develop the proper technical and soft skills that will evidently be needed.

Student Impacts Not Observed

Overall, significant impacts on student academic achievement were not apparent, although some differences exist between AoTS Scholars and their OCPS peers. Comparative analysis of GPA (weighted and unweighted), graduation rate, and dual credit accumulation did not reveal significant differences between the two groups.

Earned AP/Dual Enrollment Credit. Since this program provided instruction on a college campus and utilized an online curriculum similar to a college-level course, it was hypothesized that the AoTS Scholars would be more likely than their peers to accumulate dual credits. To assess whether this hypothesis was correct, dual credits accumulated by AoTS Scholars were

compared to non-AoTS peers. Data for AoTS Scholars across all years of participation were used in this analysis.

There is no significant difference in dual credits earned between AoTS Scholars and their peers. The analysis found a negligible difference in both the numbers of dual credits earned per year and dual credits earned cumulatively between the AoTS Scholars and their non-AoTS peers.

GPA. Course grading applies standardized measurements of varying levels of achievement to students' courses. Grades are averaged to create a grade point average, also known as GPA. Earned GPA is a measure of a student's performance for all of his or her courses. The analysis examined current weighted and unweighted GPA of AoTS Scholars and their OCPS peers.

There is no significant difference in GPA between AoTS Scholars and their peers. The analysis found a negligible difference in both unweighted and weighted GPA between the AoTS Scholars and their non-AoTS peers.

Graduation Rate. Graduation rate is a common accountability rate for school districts. For this study, however, individual students' graduation is considered as evidence of students' on-time completion of academic requirements. For the Class of 2019, the AoTS Scholars' graduation rate was compared to their OCPS peers who had not participated in the program. Thirty-nine AoTS Scholars were in the program when they were in 9th grade; the number reflects those who stayed in the program and those that subsequently withdrew.⁹

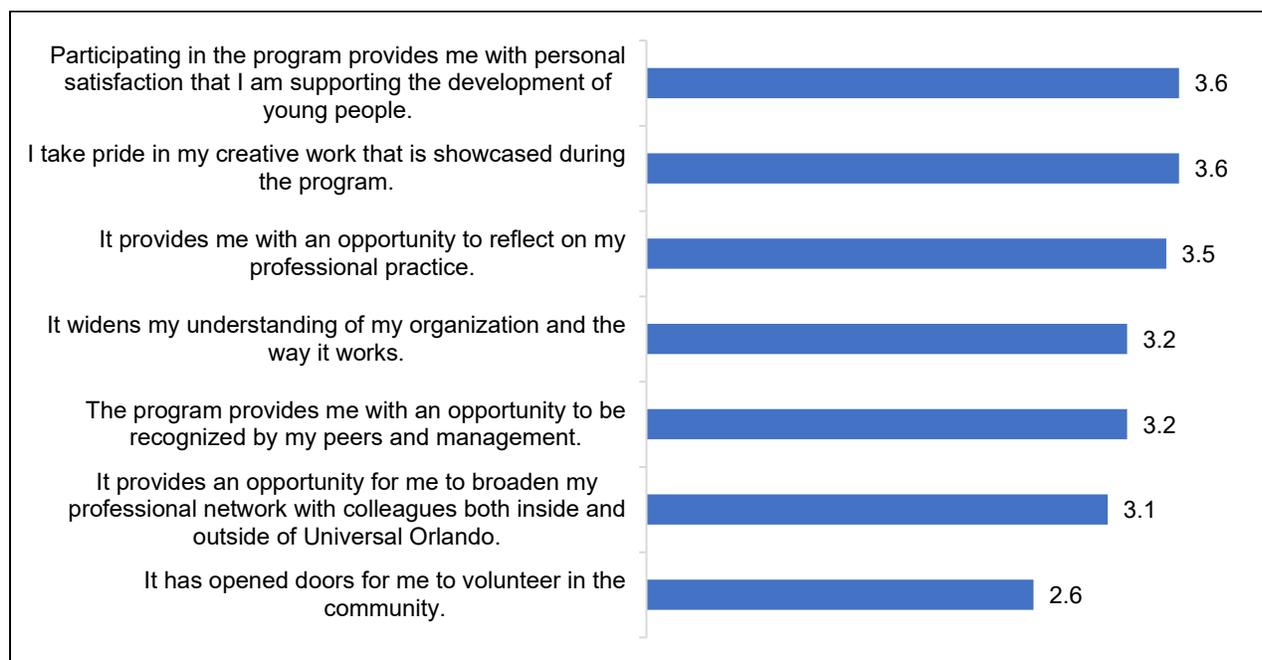
The Class of 2019 of AoTS Scholars graduated at a slightly higher percentage than their peers but the difference was not significant. When we compare the AoTS Scholars to select non-AoTS students matched with AoTS scholars in terms of gender, disability status, grade level, race/ethnicity, and prior year academic achievement, the graduation rate of AoTS Scholars is slightly greater than that of non-AoTS counterpart. However, the difference is not statistically significant.

Impacts on Universal Orlando Staff

For Universal Orlando staff participating in AoTS, there were clear benefits associated with working with the Scholars. The survey administered to staff during fall 2019 included a scale of potential benefits associated with their participation in AoTS. Staff was asked to rate their agreement with statements about how they felt about the benefits of participating in AoTS using a four-point rating scale ("Strongly Agree," "Agree," "Disagree," "Strongly Disagree"). Ninety-six percent of Universal Orlando staff responding to the survey agreed with at least one benefit statement. Figure 8 presents staff ratings for each benefit statement. The most commonly reported staff benefits were personal satisfaction, pride in creative work, and opportunity to reflect on professional practice.

⁹ The final dataset provided by OCPS for analysis excluded data for nine AoTS Scholars with missing graduation information. Of the 188 students in the matched control group, 23 did not have their graduation information and were therefore excluded from analysis.

Figure 8. Universal Orlando staff ratings of AoTS program benefits



When queried about the most significant benefit they received from participating in The Art of Tomorrow Scholars program, Universal Orlando staff focused on their interactions with students. What follows below is a brief analysis of their open-ended responses on the survey.

Enjoyment Working with Students

Above all else, Universal Orlando staff expressed that the most significant benefit of working in AoTS was their enjoyment working with high school students. Staff loved watching students' excitement working with special effects and their reactions as the students watched their final projects "come to life" on stage. Staff commented about "the satisfaction [of] seeing the students react when they see their ideas come to life" and "seeing the faces of the students as they react to their stories being performed on stage." For one staff member, "the moment when you see the spark go off in their eyes is priceless." Representative quotes from Universal Orlando staff are shared below.

Working with them to show them how their ideas can be turned into a professional project and witnessing the kids reactions after seeing their final project come to life.

I love volunteering my time with the students. The moment when you see the spark go off in their eyes, is priceless.

Seeing the faces of the students as they react to their stories being performed on stage.

Satisfaction Helping Students

Staff also expressed satisfaction with helping students develop their skills and confidence through the group projects at Universal Orlando. Several staff spoke about cherishing this opportunity to "help students towards their future goal" and "on their artistic career journey." The opportunity to give back to their community is an important motivator for some staff, who spoke about "giving students in my community such a great learning opportunity that I would have

loved when I was their age” and “being able to give back to the community I grew up in.” Representative quotes from Universal Orlando staff are shared below:

Knowing that I am helping young people interested in the arts of entertainment gain a better insight of what the real world looks like in the operations field.

To give students in my community such a great learning opportunity that I would have loved when I was their age. I love being able to give back to the community I grew up in.

Helping students towards their future goals.

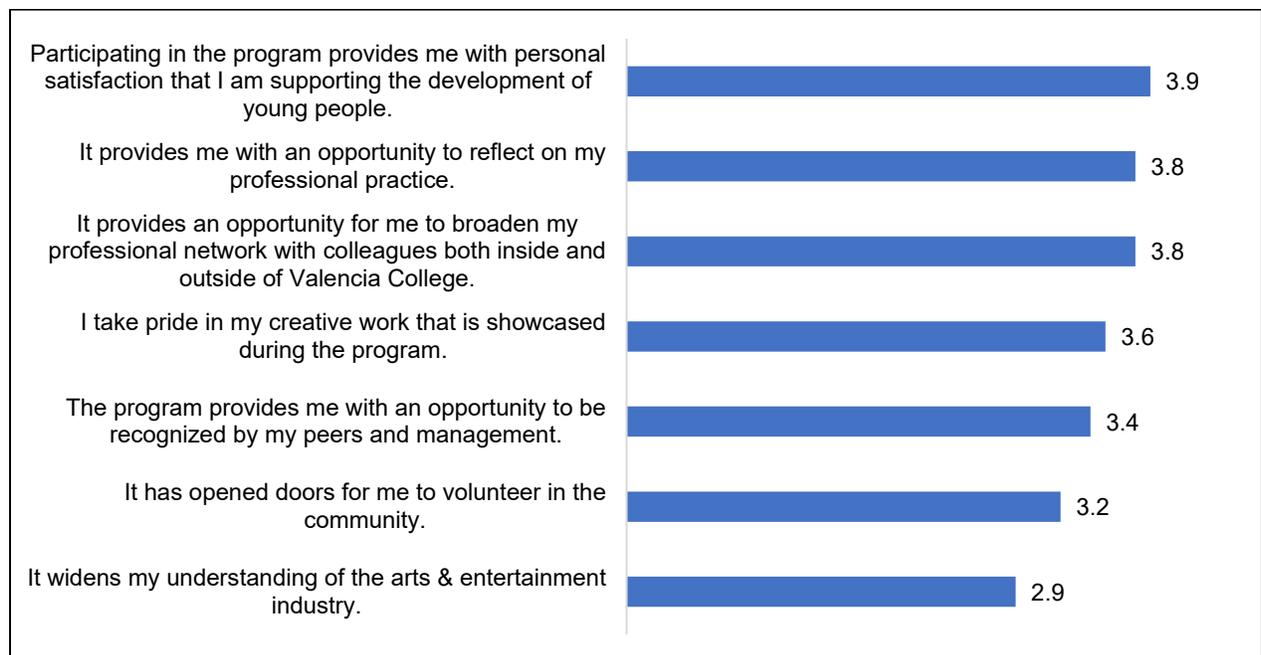
The ability to help others on their artistic career journey.

Impacts on Valencia College Faculty

Valencia College faculty also expressed benefits associated with working with the AoTS Scholars.

Nine Valencia College faculty responded to a survey in fall 2019. The survey administered to faculty included a scale of potential benefits associated with their participation in AoTS. Faculty was asked to rate their agreement with statements about how they felt about the benefits of participating in AoTS using a four-point rating scale (“Strongly Agree;” “Agree;” “Disagree;” “Strongly Disagree”). All Valencia College faculty responding to the survey agreed with at least one benefit statement. Figure 9 presents faculty ratings for each benefit statement. Similar to Universal Orlando staff, the most commonly reported staff benefits included personal satisfaction, pride in creative work, and opportunity to reflect on professional practice. Additionally, faculty felt strongly that AoTS provides an opportunity for them to broaden their professional network.

Figure 9. Universal Orlando staff ratings of AoTS program benefits



When queried about the most significant benefit they received from participating in The Art of Tomorrow Scholars program, Valencia College faculty focused on their interactions with students and how their experience has shaped their teaching. They also discussed the value of collaborating with their peers inside and beyond the college. What follows below is a brief analysis of their open-ended responses on the survey and responses during a focus group discussion held in September 2019.

Enjoyment Working with Students

Similar to their Universal Orlando peers, Valencia College faculty expressed enjoyment and satisfaction with high school students. Faculty enjoyed observing students making discoveries about their interests and capabilities. One faculty member commented about the joy of “seeing a light in the eyes of students when they ‘get’ something that they didn’t before and the excitement when they see what they can achieve.” Another college colleague expressed enjoyment with “helping high school students feel confident about their future” and “understand the college . . . is an option no matter who you are or the career you want to pursue.”

For at least one faculty member, it was a surprise that working with high school students could be enjoyable. She shared:

It's a whole different world now than it was, when I was a kid. And the things that high school teachers have to deal with is... I just don't know how they get their job done. I also had just not really considered even attempting to teach anyone under the age of 18 before this. And so it was just if you didn't have a high school diploma in hand, then I don't think I can teach you. But my attitude has definitely changed.

Positive Impact on Pedagogy

During the focus group discussion, faculty members commented on the unique characteristics of high school learners and understanding how they differed from college students. For these faculty, the “Gen Z” AoTS Scholars are also their future students, so the AoTS provides a unique learning laboratory for faculty to hone their instructional skills to engage this generation. Faculty described the high school students as curious, desirous of sharing “their personal stories,” but sometimes hesitant to collaborate with their peers. One faculty member described an exhibit project that demonstrated many of these characteristics:

They always want to tell you their story. They always, always . . . have a story to tell, and they you want to tell you that story, even the ones that are hanging back. And this kind of exercise, where they're working together to choose no more than seven objects to create a curated display. This is their gallery show. They're learning about what curation means. They're making these really complex selections. And they're working together to do it. And they're doing it in the service of telling their story individually even as they're working together as a group. It only takes the one student to reach out and touch the object first and then off they go. . . . I'm always impressed with how much they really want to tell that story, and how much they're willing to commit to telling that story if you give them the right opportunity.

During the focus group discussion, staff discussed how AoTS program instruction has evolved over time to be more responsive to the needs of the high school learner. Foremost was the increased attention paid to active learning. One staff person described this change:

I think our first year, our first summit, it was very collegesque, very here's the information. You got the information. We're going to enforce the information. And we didn't realize, but the students were gone after two minutes or five minutes. And so in speaking with OCPS and collaborating with them, it was very, "No, no, no, no, no. Activity."

Another change that evolved over time was the use of chunking, or presenting new information in small, digestible bites. Several faculty members during the focus group described AoTS instructional practices that involved presenting instructional content in small bites. One faculty member commented that she realized that “you can't make a whole complex point before you get them doing it, so you have to reinforce the bits in smaller chunks.” Another described trying to teach a challenging concept and needing to demonstrate the concept to Scholars several times using the chunking approach:

So what I was finding a concept that with the older kids we can demo once, and then they internalize it more quickly; the high school kids we would demo once, and that wasn't enough. And so we have to do that again. And so we have to do it again. And so just even conceptualizing how a class is, breaking it down and consistently breaking it down. So the consistency in the smaller chunks.

For some faculty, this deeper understanding of how high school students learn has influenced the pedagogy they use with college students. Faculty discussed using more active learning strategies, including “gamification” of instruction and chunking. Sometimes the approach was simple, such as “getting them to write something down, to pull some ideas out of their own heads and share them.” Adapting this active learning approach to a college course, faculty also discussed learning to incorporate play into instruction and the value of making learning fun.

So I've taken some of those [active learning] techniques back. I'm able to get a little more complex with them in the college classroom. But there is just more fun, and we're still getting learning done. So we get a lot more buy-in that way. So I hadn't realized that I was going for fun techniques with the high school kids. But when I took them back to my classroom like, "Hmm." You know they're having fun.

Collaborating with Peers

A significant benefit discussed by Valencia College faculty was collaborating and networking with the peers within the college. College instruction tends to be done solo, so the opportunity to collaborate with other faculty through this program was very special. One faculty member commented that AoTS is “an opportunity to share with colleagues, and watch what colleagues are doing.” It also provided faculty with the opportunity to work with professors in other disciplines beyond the confines of their own departments.

The experience was particularly important for part-time faculty, who often did not “feel like part of the community.” One part-time faculty member discussed how participation in AoTS planning and implementation made her “feel like part of the community in a way that I had not felt even with all of the relationships and the generous people, and the projects I had done before. This is community building for when we bring in part time and full time, and everybody is kind of on equal footing. And I think that's a benefit.”

AoTS also provided faculty with the opportunity to collaborate with peers at OCPS and Universal Orlando. Making connections with OCPS and Universal has yielded benefits, including involvement in other cross-organizational collaborations. The program has offered a way to network with colleagues off the college campus but also to provide others with an

understanding of what is happening on the college campus. One faculty member summarized this benefit as follows:

I've had people from Universal [Orlando] join portfolio reviews and advisory board meetings. Scott Evans at OCPS sends us ideas for stuff if he sees something that's going to be in town that is related to arts education, recruiters in arts. He sends us emails, gives us new ideas, and makes connections for us. It's also been ... an opportunity for them to see what we do.

RECOMMENDATIONS

Program Recommendations

Investigate and address enrollment and participation declines. AoTS has been proven to have demonstrable effects on students and merits continuing investment. Yet fewer students appear to be participating in the program longer-term. Valencia College and OCPS are advised to investigate the underlying causes for the slight decline in overall program enrollment. The high withdrawal rate after the first two years of enrollment also warrants investigation. Education and career planning figure prominently in the curriculum during these final two years, so lower levels of participation means that a smaller number of students are benefiting from this important phase of the program.

Increase active learning activities in the program. Valencia College faculty and graduating Scholars agreed that there must be a strong commitment to active learning activities in the AoTS. Members of the Class of 2019 called for more hands-on activities, while faculty described the need for more workshop time for students to engage in active learning. College faculty also pointed out that crafting high-quality active learning requires collaborative planning, which requires more faculty planning time in advance of summits.

Increase internal support for AoTS at Universal Orlando. Staff comments indicated a need for stronger support within Universal Orlando for this program. Among the suggestions received through a survey, staff recommended that a paid, designated team be in place to support program planning and coordination. There were also comments to establish pre-event meetings to improve event coordination, standardize installs, and to provide more financial support for crew, props, and décor.

Place more emphasis on influencing high school coursework to align with career plan. Alignment of high school coursework with their postsecondary career pathways should be part of Scholars' education/career plans. However, discussion about high school coursework was not strongly evident in existing education/career plan assignments in the online curriculum. Similarly, survey results from the Class of 2019 indicated that encouragement to take other high school courses in the arts was the lowest rated program benefit. Valencia College is encouraged to collaborate with its partner OCPS to more strongly embed the alignment of high school coursework in education/career plan assignments.

Evaluation Recommendations

Leverage the data sharing agreement for future evaluation activities. During the implementation of this evaluation study, Valencia College had worked with OCPS to ensure a data sharing agreement to allow easier exchange of data for performance monitoring and evaluation. The two entities are encouraged to leverage this agreement for evaluation activities, including understanding the impacts of the program on students both during and after high school.

Administer remaining surveys once OCPS clearance is secured. Due to continuing delays in receiving approval from OCPS to administer surveys to current OCPS AoTS Scholars and their parents, a significant number of evaluation questions that were part of the study plan could not be answered. The surveys have been developed, have undergone cognitive testing and, in the case of the parent surveys, translation, and are ready to be administered. Valencia College is strongly encouraged to continue to pursue the clearance to administer these surveys.

Administer survey annually to OCPS graduates. The graduate survey was administered to the Class of 2019, the first class to enroll in the AoTS program. Since 2015, when that first class enrolled, the program has continued to evolve. Valencia College, for example, did not begin its involvement with the AoTS program until the fall of 2016. Valencia College is encouraged to administer the graduate survey annually in the late fall to the most recently graduated class in order to receive ongoing feedback from students who have completed the four-year AoTS program. Administration of this survey does not require OCPS clearance, since the students are no longer attending OCPS schools. In order to effectively administer the survey, updated student email addresses should be collected during students' final year in the program.

APPENDIX A: EVALUATION FRAMEWORK WITH SUMMARY FINDINGS

	Question	Indicator	Data Source	Findings	
Outputs	Who participates in The Art of Tomorrow Scholars program?	Count of Scholars by school and grade in SY 2019-2020, SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16 ¹⁰	OCPS student records	Class Year	Count of Scholars
				2019	48
				2020	43
				2021	43
				2022	34
	2023	39			
What percentage of Scholars complete the Scholars program?	% of SY 2015-16 Scholars completing program in SY 2019 NOTE: Completion is defined as not identified in OCPS student records as “withdrawn.”	VC course completion data	Class Year	% Students Retained	
			2019	58%	
To what degree are students satisfied with The Art of Tomorrow Scholars program? What do Scholars like or find satisfying about the program?	% of current Scholars (all cohort years) satisfied with program in SY 2019-2020	Student survey	Data not available for current Scholars. 80% of Class of 2019 Scholars identified at least one program benefit, based on one item rated at 3 or higher on from a 7-item scale using a Likert rating scale of 1-4.		
	Program characteristics associated with Scholar satisfaction	Student survey; Scholar focus group	Data for current Scholars not available. The Class of 2019 associated their program satisfaction with access to		

¹⁰ In the evaluation plan, the classes have been listed by their starting school year. For example, the Class of 2019 is represented in the plan as the 2015-16 cohort.

				arts and entertainment professionals and access to sites (e.g., Universal, art museum).
	To what degree are parents satisfied with The Art of Tomorrow Scholars program? What do parents like or find satisfying about the program?	% of parents of current Scholars satisfied with program in SY 2019-2020	Parent survey	Data not available
		Program characteristics associated with parent satisfaction	Parent survey	Data not available
	Do The Art of Tomorrow Scholars demonstrate a stronger level of engagement with school compared to their peers? How does The Art of Tomorrow Scholars program contribute to students' engagement with school?	% of school days in attendance for SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16 % of SY 2018-19, SY 2017-18, SY 2016-17, and SY 2015-16 Scholars with Level II or higher discipline offenses	Comparison of Scholar percent of days present and Level II or higher discipline offenses for Scholars and their grade-level peers	The percent of days that AoTS students attend school is 1.778 percentage point higher with other things held constant.*** The likelihood of having a Level II or higher discipline offense among Non-AoTS students is 1.8 times (1/0.557) greater than AoTS students with other things held constant.*
		Program characteristics associated with current Scholars' sense of engagement with school	Student survey; Scholar focus group	Data not available
	To what degree do The Art of Tomorrow Scholars engage with the arts outside of schools as attendees, volunteers, or employees of local arts organizations? How does The Art of Tomorrow Scholars program contribute to students' engagement with the arts?	% of current Scholars with demonstrated involvement with the arts outside of school	Student survey	Data not available
		Program characteristics associated with current Scholars' engagement with the arts outside of school	Student survey; Scholar focus group	Data not available

	Do the Art of Tomorrow Scholars have an improved perception of their ability to complete college-level work?	% of current Scholars reporting improved perception of ability to complete college-level work	Student survey	Data not available
	How does The Art of Tomorrow Scholars contribute to students' efficacy in their ability to do college-level work?	Program characteristics associated with current Scholars' efficacy to do college-level work	Student survey	Data not available
	Do parents of The Art of Tomorrow Scholars participants have an improved perception of the children's ability to complete college-level work? How does The Art of Tomorrow Scholars program contribute to parents' perceptions?	% of parents who indicate an improved perception of children's ability after participating in AoTS	Parent survey	Data not available
		Program characteristics associated with parents' perceptions of current Scholars' ability to do college-level work	Parent survey	Data not available
	To what degree do The Art of Tomorrow Scholars program participants demonstrate an increased interest in arts & entertainment-related occupations? How does The Art of Tomorrow Scholars program contribute to students' interest in arts & entertainment-related occupations?	% of current Scholars reporting an increased interest in arts & entertainment-related occupations	Student survey	Data not available
		Program characteristics associated with current Scholars' interest in arts & entertainment-related occupations	Student survey; focus groups	Data not available
	Do parents of The Art of Tomorrow Scholars program participants demonstrate an increased interest in arts & entertainment-related occupations as viable career pathways for their children?	% of parents of current Scholars who indicate an increased interest in arts & entertainment-related occupations as viable career pathways for their children	Parent survey	Data not available

		Program characteristics associated with parents' interest in arts & entertainment-related occupations	Parent survey	Data not available
To what degree do The Art of Tomorrow Scholars program participants demonstrate an improved interest in enrolling in college?		% of current Scholars reporting an increased interest in enrolling in college	Student survey	Data not available
		Program characteristics associated with current Scholars' interest in enrolling in college	Student survey; Student focus group	Data not available
Do parents of The Art of Tomorrow Scholars program participants demonstrate improved support for their children to enroll in college?		% of parents of current Scholars who indicate improved support for their children to enroll in college	Parent survey	Data not available
		Program characteristics associated with parents' improved support for their children to enroll in college	Parent survey	Data not available
Do The Art of Tomorrow Scholars program participants demonstrate greater college readiness than their peers?		% of Scholars from SY 2017-18, SY 2016-17, and SY 2015-16 who meet the PSAT benchmark for college readiness	OCPS Scholar Data System: Comparison of Scholars cohort with their grade-level peers	AoTS students are 1.8 times more likely to meet the EBWR benchmark for college readiness than non AoTS peers (with everything else held constant).*** AoTS students are 1.7 times more likely to meet the EBWR benchmark for college readiness (math) (with everything else held constant).*

	To what degree do The Art of Tomorrow Scholars program participants demonstrate understanding of career/educational plans?	% of SY 2015-16 Scholars that have completed career/educational plans	Review of Scholar products from online course	40% of the Class of 2019 participating in the survey indicated unconditionally that they had developed a career/educational plan that guided their high school course selection and their decisions about college and/or career. 19% of the Class of 2019 demonstrated ability to develop career plan. 38% of the Class of 2019 demonstrated ability to develop educational plan.
		% of current Scholars' plans that demonstrate understanding of career/educational plans		
		% of current Scholars able to correctly identify the purpose of a career/educational plan	Student survey	Data not available
	Do parents of The Art of Tomorrow Scholars program participants demonstrate understanding of the value of career/educational plans?	% of parents of current Scholars who demonstrate understanding of the value of career/educational plans	Parent survey	Data not available
		Parents' demonstrated understanding of the value of career/educational plans	Parent survey	Data not available
	To what degree do The Art of Tomorrow Scholars demonstrate increased awareness and interest in Valencia College and its Arts and Entertainment programs?	% of Scholars who demonstrate increased awareness and interest in Valencia College and its Arts and Entertainment programs	Student survey	Data not available

		Scholars' demonstrated awareness and interest in Valencia College and its Arts and Entertainment programs	Student survey; focus group	Data not available
To what degree do the parents of Art of Tomorrow Scholars demonstrate increased awareness and interest in Valencia College and its Arts and Entertainment programs?		% of parents who demonstrate increased awareness and interest in Valencia College and its Arts and Entertainment programs	Parent survey	Data not available
		Parents' demonstrated awareness and interest in Valencia College and its Arts and Entertainment programs	Parent survey	Data not available
To what degree do The Art of Tomorrow Scholars program participants demonstrate increased awareness and interest in Universal Orlando and its arts-related job opportunities?		% of Scholars who demonstrate increased awareness and interest in Universal Orlando and its arts-related job opportunities	Student survey	Data not available
		Scholars' demonstrated awareness and interest in Universal Orlando and its arts-related job opportunities	Student survey; focus group	Data not available
To what degree do the parents of The Art of Tomorrow Scholars program participants demonstrate increased awareness and interest in Universal Orlando and its arts-related job opportunities?		% of parents who demonstrate increased awareness of Universal Orlando and its arts-related job opportunities	Parent survey	Data not available
		Parents' demonstrated awareness of Universal Orlando and its arts-related job opportunities	Parent survey	Data not available
How do Universal Studios staff perceive they benefit from participation in The Art of Tomorrow Scholars program?		Indicators include sense of pride; self-esteem; "positive feeling"	Survey of Entertainment Team members that work with AoTS 8 th grade program and/or the AoTS Scholars program; focus group of 8-10 Entertainment Team	Twenty-five Universal Orlando staff responded to statements on a standardized survey. Seven statements related to their perceptions of how they personally and professionally benefit from participation in The Art of Tomorrow Scholars program. Staff members rated these responses on a 4-point

			members that work with AoTS Scholars	<p>scale ranging from 1=Strongly Disagree to 4=Strong Agree. 96% of responding staff identified at least one program benefit, based on one item rated at 3 or higher on from a 7-item scale using a Likert rating scale of 1-4.</p> <p>Open-ended responses indicated that staff enjoyed working with and helping students.</p>
	<p>How do Valencia College staff perceive they benefit from participation in The Art of Tomorrow Scholars program?</p>	<p>Indicators include sense of pride; increased understanding of high school Scholars and their needs/interests; improved pedagogy</p>	<p>Survey; Focus Group</p>	<p>Nine Valencia College staff responded to statements on a standardized survey. Seven statements related to their perceptions of how they personally and professionally benefit from participation in The Art of Tomorrow Scholars program. Staff members rated these responses on a 4-point scale ranging from 1=Strongly Disagree to 4=Strong Agree. 100% of responding faculty identified at least one program benefit, based on one item rated at 3 or higher on from a 7-item scale using a Likert rating scale of 1-4.</p> <p>During the focus group, College staff identified the following benefits of their participation in AoTS: enjoyment working with students; positive benefit for Valencia students; sharing/collaboration with colleagues; increased understanding about students/student needs; stronger connection with Universal and OCPS; and an understanding/appreciation for high school teaching.</p>

<p>Do The Art of Tomorrow Scholars earn more dual credit than their peers?</p>	<p>Average count of dual credits (including AP) earned for members of SY 2015-16 cohort</p>	<p>OCPS Student Data System: Comparison of SY 2015-16 cohort with their grade-level peers</p>	<p>There is no significant difference between AoTS and their non-AoTS student peers on the number of dual enrollment credits earned per year.</p> <p>There is no significant difference between AoTS and their non-AoTS student peers on the number of dual enrollment credits earned cumulatively.</p>
<p>Do The Art of Tomorrow Scholars earn a stronger GPA than their peers?</p>	<p>Average GPA earned for members of SY 2015-16 cohort</p>	<p>OCPS Student Data System: Comparison of SY 2015-16 cohort with their grade-level peers</p>	<p>There is no significant difference between AoTS and their non-AoTS student peers on their current unweighted GPA.</p> <p>There is no significant difference between AoTS and their non-AoTS student peers on their current weighted GPA.</p>
<p>Do The Art of Tomorrow Scholars program completers graduate from high school at a greater rate than their peers?</p>	<p>Average graduation rate for SY 2015-16 cohort; include students who participated for 1 or 2 years</p>	<p>OCPS Student Data System: Comparison of SY 2015-16 cohort with their grade-level peers</p>	<p>The Class of 2019 Scholars graduated at a slightly higher percentage than their peers, but the difference was not significant.</p>

<p>Do The Art of Tomorrow Scholars enroll in arts and/or technology courses at a greater rate than their peers?</p>	<p>Average count of arts and/or technology courses enrolled in by members of SY 2015-16 cohort; include only student who enrolled for 1-2 years only</p>	<p>OCPS Student Data System: Comparison of SY 2015-16 cohort with their grade-level peers</p>	<p>Comparative data not available</p>
<p>Are The Art of Tomorrow Scholars selecting courses in alignment with their career/education plan?</p>	<p>% of SY 2015-16 Scholars that enrolled in at least 2 high school courses that are mentioned in their plan</p>	<p>OCPS Student Data System course transcripts</p>	<p>Unable to compare due to lack of specificity in student plan documents.</p> <p>100% of Class of 2019 Scholars enrolled in at least one arts course during high school.</p> <p>Class of 2019 Scholars enrolled in an average of 5.7 arts courses during high school, with the median being 6 arts courses.</p>
<p>At what rate do The Art of Tomorrow Scholars program completers enroll in college? What percentage of The Art of Tomorrow Scholars program completers enroll at Valencia College?</p>	<p>% of SY 2015-16 cohort members who enrolled in college immediately after high school</p> <p>% of SY 2015-16 cohort members who enrolled in Valencia College</p>	<p>Graduate survey</p>	<p>100% of Class of 2019 members enrolled in college immediately after high school</p> <p>40% of Class of 2019 members who enrolled in Valencia College</p>
<p>Do The Art of Tomorrow Scholars program completers pursue post-secondary arts-related study or occupations?</p>	<p>% of SY 2015-16 cohort members who pursued an arts-related study or occupations through college enrollment, apprenticeships/mentorships, or employment immediately after high school</p>	<p>Graduate survey</p>	<p>Of the 10 survey respondents, 40% were pursuing arts-related study or had a part-time job in the arts and entertainment sector.</p>
<p>Do Valencia College faculty apply what they learned about pedagogy through The Art of Tomorrow Scholars program to other courses? How?</p>	<p>Art of Tomorrow Scholars pedagogy applied to other Valencia College courses</p>	<p>Focus group</p>	<p>Valencia College faculty reported the following pedagogical approaches they applied to their college instruction: active learning, developing relationships with students, structuring instruction into</p>

				smaller components and use of play/"gamification" to engage students, and building a safe/trusting environment for students.
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APPENDIX B: STATISTICAL DATA TABLES

TABLE 1. AOT OUTCOME: PERCENT OF DAYS PRESENT														
Q1A														
Linear Regression with Dependent Variable: PRCNT_PRESENT2														
	Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta
Constant	92.946	***	0.311			81.902	***	0.916			82.776	***	1.077	
AOT	1.663	***	0.459	0.089		1.764	***	0.432	0.095		1.778	***	0.427	0.096
ResScre	77.581	***	21.190			-56.217	*	22.455			-13.365		26.740	
Grade10						0.255		0.434	0.015		0.573		0.438	0.034
Grade11						-0.287		0.500	-0.015		0.251		0.519	0.013
Grade12						-1.346	*	0.624	-0.052		-0.666		0.645	-0.026
(Base: Grade9)														
Prev_GPA						4.063	***	0.290	0.366		3.856	***	0.294	0.348
GENDER											-1.707	***	0.458	-0.097
(Base: Male)														
BLACK											1.627	***	0.473	0.104
OTHER											0.451		0.674	0.017
(Base: White)														
HISPANIC											-0.280		0.493	-0.017
(Base: Non-Hispanic)														
DISABILITY_STATUS											-3.506	***	0.827	-0.099
(Base: No Disability)														

* significant at $p < 0.05$; ** significant at $p < 0.01$; *** significant at $p < 0.001$.

TABLE 2. AOT OUTCOME: LEVEL II OR HIGHER DISCIPLINE OFFENSE														
Q1B														
Logistic Regression with Dependent Variable: L2OFFNS														
	Beta	Sig	Std. Error	Exp(Beta)		Beta	Sig	Std. Error	Exp(Beta)		Beta	Sig	Std. Error	Exp(Beta)
Constant	-1.367	***	0.152			1.892	***	0.399			2.150	***	0.497	
AOT	-0.536	*	0.245	0.585		-0.588	*	0.252	0.556		-0.585	*	0.254	0.557
ResScre	-85.395	***	15.740			-49.773	**	17.084			-62.059	**	20.196	
Grade10						-0.733	***	0.218	0.480		-0.608	**	0.221	0.545
Grade11						-1.221	***	0.281	0.295		-1.103	***	0.285	0.332
Grade12						-0.845	*	0.374	0.430		-0.741		0.382	0.477
(Base: Grade9)														
Prev_GPA						-1.076	***	0.137	0.341		-1.132	***	0.145	0.322
GENDER											0.054		0.221	1.055
(Base: Male)														
BLACK											0.310		0.240	1.363
OTHER											-0.485		0.551	0.616
(Base: White)														
HISPANIC											-0.638	*	0.266	0.529
(Base: Non-Hispanic)														
DISABILITY_STATUS											-0.373		0.416	0.689
(Base: No Disability)														

* significant at $p < 0.05$; ** significant at $p < 0.01$; *** significant at $p < 0.001$.

TABLE 3. AOT OUTCOME: MEETING THE PSAT BENCHMARK FOR COLLEGE READINESS (EBWR) (Yes/No)														
Q2														
Logistic Regression with Dependent Variable: PSAT_EBRW														
	Beta	Sig	Std. Error	Exp(Beta)		Beta	Sig	Std. Error	Exp(Beta)		Beta	Sig	Std. Error	Exp(Beta)
Constant	-1.403	***	0.112			-6.964	***	0.470			-5.653	***	0.515	
AOT	0.333	*	0.145	1.395		0.486	**	0.163	1.625		0.568	***	0.171	1.764
ResScre	97.276	***	8.382			77.136	***	9.446			50.224	***	12.167	
Grade10						0.860	***	0.171	2.363		0.749	***	0.183	2.114
Grade11						1.703	***	0.194	5.491		1.471	***	0.211	4.354
Grade12						2.081	***	0.238	8.012		1.831	***	0.255	6.243
(Base: Grade9)														
Prev_GPA						1.548	***	0.133	4.702		1.593	***	0.143	4.919
GENDER											-0.259		0.199	0.772
(Base: Male)														
BLACK											-1.531	***	0.188	0.216
OTHER											-0.299		0.279	0.742
(Base: White)														
HISPANIC											-1.145	***	0.189	0.318
(Base: Non-Hispanic)														
DISABILITY_STATUS											-1.605	**	0.520	0.201
(Base: No Disability)														

* significant at p < 0.05; ** significant at p < 0.01; *** significant at p < 0.001.

TABLE 4. AOT OUTCOME: MEETING THE PSAT BENCHMARK FOR COLLEGE READINESS (MATH) (Yes/No)														
Logistic Regression with Dependent Variable: PSAT_MATH														
	Beta	Sig	Std. Error	Exp(Beta)		Beta	Sig	Std. Error	Exp(Beta)		Beta	Sig	Std. Error	Exp(Beta)
Constant	-2.492	***	0.135			-14.322	***	0.964	.		-12.987	***	0.995	.
AOT	0.313		0.176	1.367		0.473	*	0.210	1.605		0.518	*	0.218	1.678
ResScre	70.640	***	7.305			36.523	***	9.154			13.813		12.500	
Grade10						0.954	***	0.238	2.597		0.813	**	0.252	2.255
Grade11						1.908	***	0.270	6.742		1.621	***	0.294	5.057
Grade12						1.947	***	0.291	7.005		1.691	***	0.313	5.425
(Base: Grade9)														
Prev_GPA						3.301	***	0.261	27.136		3.250	***	0.270	25.801
GENDER											-0.211		0.295	0.810
(Base: Male)														
BLACK											-1.315	***	0.273	0.269
OTHER											0.066		0.273	1.069
(Base: White)														
HISPANIC											-1.126	***	0.283	0.324
(Base: Non-Hispanic)														
DISABILITY_STATUS											-0.064		0.729	0.938
(Base: No Disability)														

* significant at p < 0.05; ** significant at p < 0.01; *** significant at p < 0.001.

TABLE 5. AOT OUTCOME: NUMBER OF DUAL ENROLLMENT CREDITS (INCLUDING AP) EARNED PER YEAR														
Q3.A														
Linear Regression with Dependent Variable: TOTAL_AP_DUAL_ENROLLMENT_CREDITS_EARNED_PER_YEAR														
	Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta
Constant	2.303	***	0.150			-3.977	***	0.417			-4.004	***	0.443	
AOT	0.022		0.198	0.005		0.044		0.134	0.010		0.027		0.133	0.006
ResScre	-45.740	***	7.262			-9.844		6.172			-42.333	***	11.554	
Grade10						1.326	***	0.167	0.316		0.944	***	0.202	0.225
Grade11						3.120	***	0.173	0.760		2.689	***	0.212	0.655
Grade12						3.101	***	0.167	0.779		2.696	***	0.207	0.677
(Base: Grade9)														
Prev_GPA						1.144	***	0.116	0.356		1.222	***	0.124	0.380
GENDER											0.911	**	0.283	0.149
(Base: Male)														
BLACK											-0.440	*	0.219	-0.103
OTHER											-0.246		0.168	-0.053
(Base: White)														
HISPANIC											-0.710	**	0.216	-0.153
(Base: Non-Hispanic)														
DISABILITY_STATUS											-0.494		0.470	-0.034
(Base: No Disability)														

* significant at p < 0.05; ** significant at p < 0.01; *** significant at p < 0.001.

TABLE 6. AOT OUTCOME: NUMBER OF DUAL ENROLLMENT CREDITS (INCLUDING AP) EARNED CUMULATIVE														
Q3.B														
Linear Regression with Dependent Variable: TOTAL_AP_DUAL_ENROLLMENT_CREDITS_EARNED														
	Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta
Constant	3.774	***	0.285			-6.353	***	0.908			-5.935	***	1.038	
AOT	-0.214		0.380	-0.022		0.013		0.343	0.001		0.017		0.342	0.002
ResScre	96.700	***	13.992			40.313	*	16.136			58.602	*	27.365	
Grade10						1.033	*	0.418	0.110		1.249	**	0.475	0.132
Grade11						1.831	***	0.439	0.189		2.064	***	0.509	0.213
Grade12						1.119	**	0.422	0.119		1.378	**	0.491	0.147
(Base: Grade9)														
Prev_GPA						3.036	***	0.265	0.480		2.868	***	0.282	0.453
GENDER											-0.436		0.678	-0.031
(Base: Male)														
BLACK											0.945		0.529	0.099
OTHER											-0.170		0.449	-0.015
(Base: White)														
HISPANIC											-0.184		0.523	-0.019
(Base: Non-Hispanic)														
DISABILITY_STATUS											-2.354	*	1.022	-0.084
(Base: No Disability)														

* significant at p < 0.05; ** significant at p < 0.01; *** significant at p < 0.001.

TABLE 7. AOT OUTCOME: CURRENT GPA EARNED UNWEIGHTED

Q4.A														
Linear Regression with Dependent Variable: Crnt_GPA_UW														
	Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta
Constant	2.781	***	0.041			0.004		0.070			0.044		0.084	
AOT	-0.019		0.058	-0.012		-0.009		0.030	-0.005		-0.009		0.030	-0.006
ResScre	22.622	***	2.089			1.037		1.379			5.795	*	2.295	
Grade10						0.275	***	0.035	0.179		0.318	***	0.039	0.207
Grade11						0.377	***	0.036	0.238		0.425	***	0.041	0.268
Grade12						0.375	***	0.035	0.242		0.425	***	0.040	0.274
(Base: Grade9)														
Prev_GPA						0.886	***	0.021	0.915		0.858	***	0.023	0.886
GENDER											-0.118	*	0.057	-0.050
(Base: Male)														
BLACK											0.130	**	0.044	0.085
OTHER											0.107	**	0.039	0.057
(Base: White)														
HISPANIC											0.069		0.044	0.044
(Base: Non-Hispanic)														
DISABILITY_STATUS											-0.051		0.070	-0.014
(Base: No Disability)														

* significant at p < 0.05; ** significant at p < 0.01; *** significant at p < 0.001.

TABLE 8. AOT OUTCOME: CURRENT GPA EARNED WEIGHTED

Q4.B														
Linear Regression with Dependent Variable: Crnt_GPA_W														
	Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta		Beta	Sig	Std. Error	Std. Beta
Constant	3.222	***	0.057			-0.733	***	0.097			-0.531	***	0.113	
AOT	-0.014		0.081	-0.006		-0.001		0.041	0.000		0.001		0.040	0.001
ResScre	29.527	***	2.920			3.329		1.897			7.028	*	3.104	
Grade10						0.470	***	0.048	0.221		0.504	***	0.053	0.237
Grade11						0.712	***	0.050	0.324		0.747	***	0.056	0.340
Grade12						0.717	***	0.048	0.335		0.760	***	0.054	0.355
(Base: Grade9)														
Prev_GPA						1.212	***	0.029	0.904		1.169	***	0.031	0.872
GENDER											-0.185	*	0.078	-0.057
(Base: Male)														
BLACK											0.117		0.060	0.055
OTHER											0.138	**	0.053	0.053
(Base: White)														
HISPANIC											-0.025		0.059	-0.012
(Base: Non-Hispanic)														
DISABILITY_STATUS											-0.400	***	0.095	-0.078
(Base: No Disability)														

* significant at p < 0.05; ** significant at p < 0.01; *** significant at p < 0.001

APPENDIX C: SELECTED QUOTES

Quotations have been selected from surveys and focus group discussions and have been de-identified to preserve the confidentiality of study participants.

Class of 2019 AoTS Scholars:

What Students Liked Best About Participating in AoTS:

Being exposed to so many different careers and meeting so many influential people along the way and being hand on with some things.

The people that we got to work with and the places we got to visit were wonderful

The day we went to the art museum then later had a Q&A with many people with a career in the arts was the most informative and inspiring experience.

The ability to establish networks in Universal Creative.

I like being able to see what goes into different entertainment venues and participate in workshops that help me better understand job positions.

I like working with other people of similar interests and getting advice on success.

Being able to meet people in real life jobs in the arts.

The trips to Universal where we got to stay in the parks.

Getting a feeling for idea pitching and working a big creative team for one goal.

The internship

Summer summit and the opportunities I got

The skills I learned

Talking to the people and getting the opinions of adults in the field helped me a lot!

The trips to Universal.

Participating in the Internship at the end of the year and getting to work side-by-side with entertainment and creative

Being able to meet people who made it into arts careers.

I think being able to meet people and network was one of the big things this program allowed us to do as well as show us all the possible jobs there are and what goes into those specific jobs.

Exactly no part of this program helped me get to where I am. I learned through my own participation in shows in middle and high school that I wanted to go into acting and then I took the appropriate steps to figure out how to go to college for it. Art of Tomorrow Scholars did nothing to help me whatsoever and I utilized none of the information given to me, because it wasn't relevant to me.

Program Recommendations:

I wish communication had been better. Emails were mixed up and by the time I noticed most of it was too late.

Maybe more hands on lectures to help kids really figure out if that could be something they can do

Less Universal tours, more learning!

If I could only pick one thing about the vastly long list of things I would change, I would like to revise the activities they'd have us do. At times it seemed as if we were elementary-middle school students.

Reading information off of powerpoints all day and occasionally decorating things with stickers.

More interaction with people who are starting in the industry, not just people who have already made it

I would suggest that to keep more people interested in the program, maybe add in some more group projects that require the completion of certain tasks. Also maybe add in some possible learning workshops throughout the year that are available in the arts areas.

There was zero communication with my school. Teachers never knew where I was on field trip dayside.

Less paperwork

Universal Orlando Staff

Most Significant Benefit from Participating in AoTS:

Working with them to show them how their ideas can be turned into a professional project and witnessing the kids reactions after seeing their final project come to life.

Helping students towards their future goals.

The ability to help others on their artistic career journey.

The satisfaction on seeing the students react when they see their ideas come to life.

Personally, I have gained a lot by working with the AoTS team. They are incredible people and have encouraged a great deal of growth in my professional life.

Seeing the faces of the students as they react to their stories being performed on stage.

I love volunteering my time with the students. The moment when you see the spark go off in their eyes, is priceless

To give students in my community such a great learning opportunity that I would have loved when I was their age. I love being able to give back to the community I grew up in.

I get to bring their stories to life!

The joy of seeing stories come to life from creative young people

It has become a reminder to me of the many reasons that I chose to follow the career that I am in.

Seeing the creativity of the minds of the new generations.

I like to see new people get interested in the same career path I have traveled. it encourages me.

Knowing that I am helping young people interested in the arts of entertainment gain a better insight of what the real world looks like in the operations field.

I enjoy teaching and seeing their excitement of learning FX.

Perceived Student Benefits from Participating in AoTS:

Discovering careers they never knew existed. AND... changing the direction they thought they wanted to take in the future.

The understanding of arts-based careers in the theme park industry

The ability to see real world applications of what they are learning

The seniors are the ones I have worked with the past 2 years. I feel the opportunity they have is incredible. They get to have more of a one on one interaction with designers and management and are given the experience of coming up with a concept and actually pitching their idea. . . . It gives them great tools to take away with them and I think prepares them for continuing their education.

They get a more in-depth view of how the industry works as well as get to work on their social skills mentoring the middle school students.

For me, and the time I get to spend with them, it gives them an very good idea of what a day to day operations in the entertainment world in a theme park look like.

Program Recommendations to Improve Experience for Students:

Increased participation with students throughout the school year!!

I would weed out the students who don't really care about the arts - some of them are not seriously interested and by this time, we need to weed them out of the program so it can benefit the others more.

Program Recommendations to Improve Experience for Universal Orlando Staff:

Have a permanent designated core team!

Project overview meetings prior to the event, so we know what our goals are and can discuss as a collective group.

More money for crew and props and décor.

Less complication regarding the format in which the students create their projects. It is apparently a format the schools prefer, but it is cumbersome on our end to hand to UO technical partners that will bring the students' projects to life.

Standardization of installs and what exactly we are doing, due to AOTS always happening at the busiest season.

Do a show on SYFY network during the Summer to Showcase Future Talented Story Tellers

It needs more of a consistent staff for planning to support the volunteers installing and working the program during the fall and spring visits.

During the skit portion of the program, when the production comes to life- they do a panel of professionals for the student to ask questions. They should offer the same panel BEFORE the students fill out the paperwork, in case they have questions about how best to describe or communicate a clear vision.

More support for creating and executing the performance end of the program. since it is entirely volunteer (almost no paid techs or helper). It would help to have more paid support crews. Especially we need to have more younger UO staff on site -they are better able to communicate with the high schoolers.

Valencia College Staff and Faculty

Significant Benefits from Participating in AoTS:

Seeing a light in the eyes of students when they' get' something that they didn't before and the excitement when they see what they can achieve.

Engagement with colleagues in an impactful program.

I enjoy helping high school students feel confident about their future

Exposure to other Professors teaching different disciplines and access Gen Z students who are coming in the next few years to our college

The most significant benefit to me is exposure to high school students and their teachers. It shows me how much students develop and change throughout high school and that we college professors expect students to make a huge leap in attitude and maturity between high school and college.

For me, it's been an opportunity to share with colleagues, and watch what colleagues are doing.

Getting to understand the students, getting to understand their needs that are just beyond the classroom setting, beyond the arts setting. Being more aware of that I think has just helped me personally to just be more aware and more well rounded.

I wanted to mention there's a benefit for adjuncts. . . . As an adjunct, you don't feel like part of the community. And as much as you try to be inclusive, as an adjunct, I was working at three different schools. I was teaching eight classes. And I was also doing gigs outside. And so there's just no time. . . . It's nice to be able to bring full time and adjunct together. It made me

feel like part of the community in a way that I had not felt even with all of the relationships and the generous people, and the projects I had done before. This is community building for when we bring in part time and full time, and everybody is kind of on equal footing. And I think that's a benefit.

Making connections with OCPS and Universal because we encounter these people sometimes at events or at committees they join. Like I've had people from Universal join portfolio reviews and advisory board meetings. [Name removed] from OCPS sends us ideas for stuff if he sees something that's going to be in town that is related to arts education, recruiters in arts. He sends us emails, gives us new ideas, and makes connections for us.

This actually has been really good for the Valencia students as well, the ones I brought in that performed because they got in front of the high school students, and they realized that they could possibly eat them alive. If you show any weakness, high-school kids, elementary kids, we all know this, they'll jump right on you, or they'll write you off easily. So a lot of my students who'd never get nervous performing, they got really nervous to speak, to perform. So I thought it was a good experience for them, like this is the real world.

Impacts on Pedagogy

That idea of ensemble, that idea of listening to each other up, of developing a relationship with each other, I've tried to throw that into the 25 minutes with these very simple exercises. And it was just really fascinating to me. And I thought maybe I'm on the right track. Because one of the students who's very hesitant to even say her name out loud, at the top of the 25 minutes, at the end of the 25 minutes, in front of everybody said, "I like your class." And I said, "Thank you very much." And she said, "I like your energy." And I said, "I like yours." She stood up about two inches taller. So that was great.

So what I was finding a concept that with the older kids we can demo once, and then they internalize it more quickly; the high school kids we would demo once, and that wasn't enough. And so we have to do that again. And so we have to do it again. And so just even conceptualizing how a class is, breaking it down and consistently breaking it down. So the consistency in the smaller chunks.

We found that we have to be more restrictive in our directions rather than less restrictive. And that actually encourages more creativity. So I did a line activity as part of our developing the scenic elements for the summer show and restricted them to exploring line in the first activity. And then I opened it up. And the first activity, they produced what I thought were visually interesting things. Second activity, not so much. So approaching that again, I'd give them a series of three restrictive activities.

I think our first year, our first summit, it was very collegesque, very here's the information. You got the information. We're going to enforce the information. And we didn't realize, but the students were gone after two minutes or five minutes. And so in speaking with OCPS and collaborating with them, it was very, "No, no, no, no, no. Activity."

And it's not that we're not using active techniques in our college courses. It's recognizing that you can't make a whole complex point before you get them doing it. So you have to reinforce the bits in smaller chunks.

Some of the techniques I have developed for the high school kids are just plain more fun than some of the things... Even though I'd already been doing active learning, these things were more gamified. They were set up a gentle competition or something like that.

So I've taken some of those techniques back . . . [into] the college classroom. There is just more fun, and we're still getting learning done. So we get a lot more buy-in that way. So I hadn't realized that I was going for fun techniques with the high school kids. But when I took them back to my classroom like, "Hmm." You know they're having fun.

Students will not share their stories, unless they feel safe, right? Unless they feel like they're in a safe space, a safe room with people they trust. And going back to the last question, that's been one of the challenges. How, in 25 minutes, do you create a safe space with 12 people? How can you do that immediately to get them to open up, to tell their story, and to show results. . . . [Second speaker] Which I think is why we go to play because play creates safety. If we can create kindness and play, then there is a generation of safety.

Perceived Student Benefits from Participating in AoTS:

They get hands on experience of higher level courses and techniques with instructors who are passionate about their chosen field.

Interaction with faculty on a college campus.

Increased awareness of arts careers as viable choices for a satisfying career and life.

Learning about careers and activities in the arts that they were not familiar with before.

Students are introduced to professors and professionals who earn income from those creative practices.

A informed glimpse into the college world

Students are exposed to an educational world outside of their own high schools and are interacting with college students and professors while learning college-level material, which should prove to them that they could go to college if they choose.

Exposure to college like courses and develop hard and soft skills

General Comments about Students Participating in AoTS:

Just being impressed with kids that age. The experience in . . . the curating exhibit. . . . I was just amazed at how the students took what at first, was the first 45 seconds or so of this, I was like, "Oh, this is not going well." But they were incubating in their heads, because they were there kind of walking around this cart, where they're supposed to pick out objects on a theme and being a little afraid to reach out for it, and things like that. But then after giving themselves about 45 seconds to gaze upon these things and that, some of them started throwing out a few comments here and there. And some of them started picking up some, and looking at them, and then putting them down. And then, within I would say three minutes, we had some students saying complex visual metaphors, like, "See this hand. It's all made of wire. It's kind of fuzzy." Like, "Like this would be the future. It hasn't fully formed yet." . . . And it started there, and it kept going into some

incredibly complex metaphors. And then they're expressing it visually. And they did it as a group.

I teach new student experience but invariably, I'll have 30, 40 kids that are 16, 17, still in high school, but attending college classes. And they're always better than the regular students, always, straight As. They're very attentive. They come to class. They take direction. . . . My 20 year olds are like, "Mm-mm (negative). I'm not doing that." But the kids, right on it.

In the summer summit. . . we saw . . . they were like afraid. At first, they were kind of shy, kind of to their side. And then at the end, they were all together, working as a team, looking for stuff to do, getting out of the comfort zone or what they thought it was just something they wanted to do. And they were like, "Well, actually, I like lighting now. I actually got exposed to lighting. And I think I like a little bit better."

Having food is a huge thing. We didn't realize that we needed to have breakfast, until the second, third year that we were doing this. The students weren't able to focus as much because they didn't have breakfast available to them. So we provided breakfast and made sure to provide lunch. Adding vegetarian options. I mean, because we actually have vegan students that are here, too. So not just vegetarian but vegan options.

Program Recommendations to Improve Experience for Students:

More time for the students to apply what they have learned.

More financial support and the ability to hire more staff to plan and assist with events.

Increased engagement in the online course.

More time - longer/multiple days.

Two days [for the Summer Summit] is limited. And half a day is extra special limited.

I think the sessions seemed abbreviated and short, right? So if there's a way to make them longer. And I don't know if that is possible, but if that was possible, that would help a little bit.

I feel like more time gave them the ability to open up. So I feel like the possibility is there to have them open up and to have them get comfortable, but they have to get comfortable.

More time for the individual sessions, it always appears to be little rushed

More time with individual events, or students broken into smaller groups, might be useful.

Let's also think about ways in which like faculty from different disciplines could combine their efforts. And so think about either listening to your piece of music and then designing something based on that or doing a responsive movement to a work in visual arts. So you can see the ways that these things . . . come together.

I would like Valencia to craft the event experience more specifically. . . [Second speaker] The 15, 20-minute longer sessions . . . The entire day should be one project. All of our departments working together to be this one thing, this one project that they build throughout the day. Because one of the things I noticed, if I was going to change anything, was that when

they come into my class, since I only have 25 minutes, I'd like them to come into my class knowing, where they were.

I like the idea of crafting the event. Thinking of each summit as a theatrical event, as a curated experience. I know it does take time and planning. And it's also something we've started to talk about is even crafting, curating the whole four years. But creating even just a theme that was clearly communicated, that we can all build on.

I would find some way to inject more fun into both the summits and the online course. Creativity is fun, and yet sometimes the logistics of managing the course overshadows that fact.

Better transition from high school to the career program the student wants to pursue.

Program Recommendations to Improve Experience for Valencia College Staff and Faculty:

Better compensation for full time faculty

More time for us to meet together to jointly develop activities.

More effective meetings

Maybe have a social dinner once a year with Universal Foundation and OCPS to celebrate our mutual project?

On the administrative side, it's a tremendous amount of effort to be able to do it all . . . to coordinate the movements, to coordinate the behind the scenes, everything. . . .As [the program] grows, we need to find ways to grow with it. Because it has grown so much. And we've realized the best ways to support it. But I think that we need to find ways to grow with it if that makes sense.

Valencia's HR has just put the whammy down on us full-time professors. When it comes to this, we can no longer be paid to work on Art of Tomorrow. So it becomes part of our 10 hours of service to the college. . . I can tell you that I do way more than 10 hours of service to the college every week. And getting paid for it was a bit of an encouragement to keep doing it. . . . Essentially, we're being asked to do without compensation. And I know that's going to make a lot of the full-time professors go. I don't want to make a huge deal out of that, but I do want to mention that if you do look around and, "Huh? Why aren't the full-timers engaging in this?" That's going to be part of it. I know there's other professors for whom the money was more of a motivator. So we might lose them.