



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Arts Impact’s Voices from the Field Summative Report 2023 - 2024

August 5th, 2024

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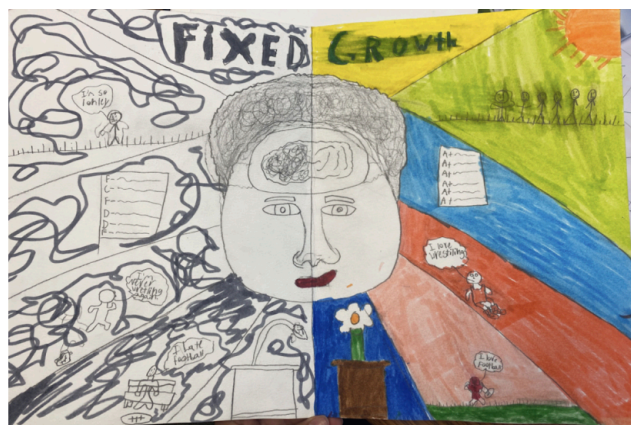
Voices From the Field Mission

We recognize and lift-up the migratory lifestyles and work in the fields, orchards, fishing, and forestry. Work that takes the families we serve across many regions. Voices from the Field is engaged in the ongoing work of supporting students whose families pursue these activities for their personal livelihood. VFTF is designed to address the identified strengths and needs of our migratory students by providing arts infused pathways to empowering student voice and learning in all subjects.

Overview

In the academic year of 2023 - 2024, Arts Impact's Voices from the Field (VFF) program partnered with districts receiving federal funds through OSPI's (Title I, Part C) Migratory Program to train middle school educators in standards based arts infused teaching. Since 2016, OSPI and Arts Impact have collaborated in an effort to empower teachers to teach and infuse the arts through a culturally responsive lens so that students can discover their strengths and thrive. When we engage in culturally responsive teaching through the arts, we provide equitable pathways for learning and academic engagement, every child can achieve at the highest levels.

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VFF programming has multiple components to help achieve student learning and school engagement with equitable access to the arts. One component of VFF programming is teacher training that includes two major elements. The first element is delivered through the five-day Voices from the Field Educator Arts Academy (VFFEAA). In the academy, teachers get exposure to critical anti-racist pedagogy sessions and they engage in arts infused lessons that were co-written by VFF teachers and Arts Impact

Artist Mentors (AMs) in the prior school year. The second element in VFF teacher training is sustaining arts-infused instruction by engaging classroom teachers in a one-on-one mentorship with a professional teaching artist (Artist Mentor) on integrating the arts with Math, English Language Arts or Science while teaching with their students in the classroom.

Another VFF programming component includes ways for classroom teachers and their students to have connections to the arts outside of the classroom. VFF provides teachers and their schools with a cultural study experience, which extends student exposure to the arts through a field trip to a museum, studio or gallery, or inviting a performing artist to the school. These cultural study experiences give students an opportunity to see the concepts that they are studying in the classroom mentorship applied in a professional arts setting. VFF also provides family engagement events to connect classroom learning to the home environment. Families participate in interactive arts-infused gatherings that celebrate the community, students, the arts and learning. Lastly, VFF has a leadership team that meets consistently to gain insight and voice from the school's teachers, Migratory Education staff, PAC, and Arts Impact artist mentors and staff to further grow and strengthen the work and connection between arts integration in the classroom to the school and community. More details of these VFF programming components can be found throughout the report.

¹ Image shows a student's completed artwork from an ELA, CTE, and Visual Arts infused lesson in the Grandview School District.

Why Arts Infusion

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The Arts Impact model of arts infusion addresses the Washington State Learning Standards and Common Core State Standards through Dance, Theater, and Visual Arts. Arts-infused learning offers multiple viewpoints and examples, and complementary ways of understanding shared concepts across artistic and academic disciplines. The Arts Impact model also incorporates Social Emotional Learning (SEL) and the vital 21st Century skills of creative and critical thinking, collaboration, communication, growth mindset and perseverance. Arts Impact embraces a collaborative lesson writing model between classroom teachers and Artist Mentors which produces new, innovative lessons to explore concepts or practices that the arts share with other academic content areas. Teachers develop lessons specifically tailored to their individual students and classroom's community learning needs.



Voices from the Field supports the strengths of the migratory students and their families and uses the arts to support teachers in uplifting migratory student voice and experience. Arts infused instruction offers various access points for learning in addition to showing learning through various creative modalities.

2023-2024 Classroom Mentorships

Arts Impact's staff works to partner a classroom teacher with an Artist Mentor of the teacher's chosen arts discipline. The goal is to have the classroom teacher experience all three arts disciplines offered by Arts Impact (Dance, Theater, and Visual Arts), through the course of a three-year partnership. A mentorship is considered complete when all components of the mentorship have been met. The components are as follows; a consultation, model teach, co-teach, co-lesson write, the teaching of the co-written lesson in 2 sessions, and the assessment of the lesson. Arts Impact facilitated 13 mentorships in the 2023 - 2024 academic year and 12 of those mentorships were fully completed.

² Image shows two students collaborating with each other to model gene proteins from a science and theater infused lesson in the Mt. Vernon School District.

Mentorship Model Description:

- Consultation: Artist mentor meets with the classroom teacher to learn about their students’ specific strengths and needs, the teacher’s professional learning goals, and to plan for classroom mentorship.
- Model Teach: Artist mentor models teaching of an arts-infused lesson from the Voices from the Field Summer Arts Academy, the lesson is always taught within two days with the same class of students. This would be the first part of the lesson.
- Co-Teach: Artist mentor and classroom teacher finish the second part of the lesson from the previous model teach section by co-teaching the lesson together.
- Co-Lesson Write: Artist Mentor and classroom teacher plan and write a standards-based arts infused ELA, Math or Science lesson together.
- Teaching the Co-Written Arts Infused Lesson (2 sessions): The classroom Teacher teaches their arts infused lesson over the span of two sessions with the same class of students. The Artist Mentor is present to support and coach the teacher but allows the teacher to be the lead and primary instructor.
- Assessment and Evaluation: The classroom teacher assesses the lesson with support from the Artist Mentor to measure student learning. Student performance is measured by performance based criteria. Arts Impact’s goal is that at least 80% of students meet the criteria of the arts infused ELA/Math/Science lesson.

Roster for 2023 - 2024 Mentorship Participating Educators:

District	Educator Name	School	Mentorship Academic Subject and Arts Discipline	Teaching Grade	Years in VFF (including academic year 23'-24')
Mt Vernon School District	Pamela Aguilar	La Venture Middle School	ELA with Theater	6th and 7th Grades	6 years
	Jim Harmon	La Venture Middle School	Science with Theater	7th and 8th Grades	2 years
Yakima School District	Luis Cordero	Lewis & Clark Middle School	ELA with Dance	7th Grade	2 years
	Angelica Avila	Wilson Middle School	ELA with Dance	6th, 7th, and 8th Grades	1 year
Grandview School District	Eric Schafer	Grandview Middle School	Math with Theater	6th and 7th Grades	2 years
	Vicky Benitez	Grandview Middle School	Math with Theater	8th Grade	7 years

	Gabriel Sillas Ramos	Grandview Middle School	Math with Visual Arts	7th and 8th Grades	1 year
	Lizette Ambriz	Grandview Middle School	ELA with Visual Arts	6th Grade	2 years
	Guadalupe Ramos	Grandview Middle School	ELA with Visual Arts	6th Grade	1 year
Prosser School District	Bertha Montano	Housel Middle School	ELA with Visual Arts	6th Grade	2 years
Kennewick School District	Peggy Nicholas	Highlands Middle School	Math with Dance	8th Grade	1 year
	Terri Clawson	Highlands Middle School	Math with Dance	8th Grade	1 year
	Samantha Rivera	Horse Heaven Middle School	ELA with Math	8th Grade	2 years

Mentorship Arts Infused Lessons and Results

- Total Completed Mentorships: 12
- Arts Disciplines: 3 Theater, 4 Visual Arts, 5 Dance
- Academic Subjects: 4 Math, 2 Science, 6 ELA
- 248 students were served through the mentorships

Learning Targets and Criteria:

The Arts Impact program model provides tools to support equitable assessment practices that honor student voice and choice. The lessons are constructed to have clear targets and criteria. The targets are what students should know and be able to do. Criteria are the observable traits and dimensions of what students do that demonstrates what they know. These are shared expectations. When the classroom teacher and their Artist Mentor complete writing a lesson, they send the lesson to an Arts Impact curriculum specialist that is trained in assessment to provide additional review and perspective on the standards-driven targets and criteria.

Importance of Lesson’s Enduring Understanding:

The Enduring Understanding is the big idea of the lesson that links the learning to the students’ lives. The lessons are intended to create multiple links and connections from concepts that carry meaning through time, across cultures, and beyond a single example. In addition to the academic and arts concepts, Arts Impact lessons support 21st Century Skills and social and emotional learning.

Performance Based Assessment (PBA) and Results:

Arts Impact uses Performance Based Assessments (PBAs) rubrics, and self and peer reflection to further engage in equitable assessment practices. The learning targets and assessment criteria are shared clearly at the start of a lesson and reinforced throughout learning so that all students and instructors evaluate work in the same way. Instructors include the learners in defining the expected outcomes of their work to engage students as directors of their own learning and provide opportunities for student voice and choice. Evidence is collected via checklists, photos, video, and online platforms. Artist Mentors and teachers review student assessments together to determine the success of the lesson for individual students, the class, and to inform next instructional steps. The goal is for students to achieve an average of at least 80% success on PBA's. Assessments of teacher and student learning are reviewed, analyzed for trends, and used to adjust program implementation. Arts Impact reports student assessment data back to participating schools, teachers, and funders.

Figure 1. Percentage Based Student Assessments – Arts-Infused Learning 2023-24:

In twelve lessons, students had the opportunity to demonstrate 39 concepts or skills 833 times, which they did successfully 767 times. This indicates an overall rate of demonstrating arts concepts and skills of 92.1%. **The target is for students to demonstrate arts concepts and skills at the rate of 80%, which was met for all lessons.**

Figure 1.

Discipline	Students	Lessons	Lessons % >80%	Concepts	Concepts > 80%	Times attempted	Times met	Times met/times attempted - rate of demonstrating concept or skill
Dance	82	5	5	14	14	233	214	91.8%
Theater	72	3	2	9	5	216	178	82.4%
Visual Arts	94	4	4	16	15	384	375	97.7%
All Disciplines	248	12	11	39	34	833	767	92.1%

PBA Results Per Lesson Created from the Mentorships:

Teacher	School	Grade	Academic Subject and Arts Discipline	Lesson Title	Concepts	# of Students	Overall PBA
Angelica Avila	Wilson Middle School	6th Grade	ELA / Dance	Black Out Poetry into Movement	2	13	100%
Luis Cordero	Lewis and Clark Middle School	7th Grade	ELA / Dance	Haiku Poetry	3	16	100%
Peggy Nicholas	Highlands Middle School	8th Grade	Math / Dance	Quadrant Shuffle	3	26	84%
Samantha Rivera	Horse Heaven Highlands	7th Grade *SpEd Classroom	Math / Dance	Dancing with Exponents	3	7	100%
Terri Clawson	Highlands Middle School	8th Grade	Science / Dance	Dancing in Moonlight	3	20	79%
Jim Harmon	La Venture Middle School	6th Grade	Science / Theater	Modeling Gene expression	3	27	89%
Pamela Aguilar	La Venture Middle School	7th Grade	ELA / Theater	Informational Tableaux	3	26	88%
Vicky Benitez	Grandview Middle School	8th Grade	Math / Theater	Taking the Scenic Route	3	19	79%
Bertha Montano	Housel Middle School	6th Grade	ELA / Visual Arts	Making Connections through Artifacts:	3	19	100%
Gabriel Sillas Ramos	Grandview Middle School	8th Grade	Math / Visual Arts	Exploring Slope	5	27	93%
Guadalupe Ramos	Grandview Middle School	6th Grade	ELA / Visual Arts	Visual Reflections	4	26	90%
Lizzete Ambriz	Grandview Middle School	6th Grade	ELA / Visual Arts	Character Scrapbook	4	22	88%

Analysis Determination of Lesson with PBS of less than 80% Achievement:

# Students	Grade	Art	Subject	Concepts	Overall PBA
20	8th	Dance	Science	3	79%
<p>The enduring understanding of this lesson titled <i>“Dancing in the Moonlight”</i> co-written by Teacher Terri Clawson of Highlands Middle School (Kennewick School District) and Artist Mentor Teal Farias is as follows: “We can understand the phases of the moon and how they change through variations of movement.” The pre-teach of the lesson was intended to teach students about levels as concepts in dance. Based on feedback from the artist mentor and teacher, in the pre-teach instruction, they should have provided more accessible ways for students to retain dance concepts such as writing some of the concepts down and making them visible as students practiced movements.</p>					

Analysis Determination of Lesson with PBS of less than 80% Achievement:

# Students	Grade	Art	Subject	Concepts	Overall PBA
19	8th	Theater	Math	3	79%
<p>The enduring understanding of the lesson titled <i>“Taking the Scenic Route”</i> co-written by Teacher Vicky Benitez at Grandview Middle School (Grandview School District) and Artist Mentor Ana Maria Campoy is as follows: “Math and budgeting are necessary components in scenic design and scenic build. Creative solutions can be found to solve budget constraints.” The lesson was intended to teach about budgeting while using theater scenic design to engage students. While 95% of students met the criteria for theater concepts, only 68% of students met the lesson’s math criteria. Feedback from the teacher and artist mentor indicated that more time and relevant examples of youth culture was needed to engage students in the lesson. One of the math criteria was also adjusted for better clarity.</p>					

A.R.T Rubric:

In addition to PBAs, Arts Impact measures teacher growth in teaching and infusing the arts with the 4-point Autonomy Rubric for Teachers (ART). The ART rates teacher skills in the areas of planning, teaching, and assessing the arts. Ratings of 3 or 4 correlate with Proficient and Distinguished levels on Washington State teacher evaluation frameworks. The following table describes the indicators of Proficient and Distinguished practices in the aforementioned categories. A target of 80% of teachers demonstrating each item on the ART at a level 3 or 4 is the goal. **In 2023-24, this was achieved in all 12 mentorships, refer to figure 2.**

Figure 2. This chart shows the percentage of Teachers Scoring Levels 3 and 4 (Proficient and Distinguished) on Autonomy Rubric for Teaching the Arts (ART) and the percentage of Teachers Scoring at level 4 (Distinguished).

Area	Item	N	% 3 and %4	% 4
Planning	1.1 States the enduring understanding	12	100.0%	66.7%
	1.2 Writes developmentally appropriate arts learning targets	12	100.0%	75.0%
	1.3 Writes observable criteria	12	100.0%	100.0%
	1.4 Identifies arts infused concepts	12	100.0%	75.0%
	1.5.1 Writes inquiry-based learning prompts	12	91.7%	58.3%
	1.5.2 Writes teaching strategies to scaffold learning	12	91.7%	75.0%
	1.5.3 Differentiates learning for modalities, styles	12	100.0%	50.0%
	1.5.4 Identifies supporting cultural resource	12	91.7%	58.3%
	1.5.5 Writes and embeds criteria based assessments	12	100.0%	41.7%
Teaching	2.1 Uses classroom management procedures	12	100.0%	91.7%
	2.2 Uses warm-up to introduce lesson focus	12	100.0%	91.7%
	2.3 Established classroom culture for respect, trust	12	100.0%	100.0%
	2.4 Engages students in learning	12	100.0%	66.7%
	2.5 Prompts for creative original responses	12	100.0%	91.7%
	2.6 Sequences instruction	12	100.0%	58.3%
	2.7 Paces lesson in response to students	12	100.0%	83.3%
	2.8 Uses criteria-based reflection to assess learning	12	100.0%	66.7%
	2.9 Infuses arts teaching with other core curriculum	12	100.0%	100.0%
Assessment	3.1 Reflects and analyzes effectiveness of lesson	12	100.0%	83.3%
	3.2 Uses observable criteria as the focus for scoring	12	100.0%	91.7%
	3.3 Writes lesson edits in response to student work	12	100.0%	83.3%
	3.4 Reflects on teaching	12	100.0%	100.0%

Cultural Studies Experience

Teachers participating in a mentorship receive support from VFF in providing a cultural study experience for their classroom or entire school. Cultural studies are a way to empower and engage migratory youth in the arts. Cultural studies can be experienced in the school or outside of the school. The intention is to expose students to artists, art forms, and cultural arts or performances that represent the concepts taught in the arts infused lessons, as well as various perspectives and experiences, especially those of marginalized identities within the school’s community.

This experience is led by the classroom educator with the support of VFF staff. While we encourage all educators to partake in the opportunity it also depends on educator and school capacity. This academic year we had 2 schools participate in cultural study experiences.

LaVenture Middle School of Mt. Vernon School District:

The theater traveling group Living Voices was able to share a performance for teacher Pamela Aguilar's class. The performance is called *Through the Eyes of a Friend*, which is described by Living Voices as follows; "*Bear witness to the world of Anne Frank and other young people living through the Holocaust, from the point of view of Anne Frank's "best friend."* Living Voices is a theater and arts organization that links school curriculum and Common Core State Standards, to educational theater performances regarding social justice events throughout history. Teacher Pamela Aguilar did a Theater and ELA arts infused mentorship with artist mentor Rachel Atkins. This performance was a great addition to their collaboration in the classroom and made strong conceptual connections with their own co-written lesson.

Highlands Middle School of Kennewick School District:

Living Voices was also able to visit Highlands Middle School and provide 3 performances to the entire school of *La Causa*. The performances were held during three class periods to accommodate all grade levels of the middle school. The Living Voices description of the performance is as follows: *In the 1960's, Marta and her family step out of the fields to join thousands of other migrant farm workers in a new nonviolent protest movement to improve their own lives by fighting for civil rights and against racism and indecent working conditions.* Highlands Middle School teacher Peggy Nicholas supported the process of holding the performances at her school.

Stakeholder Engagement

Arts Impact works to holistically support student learning by creating relationships with the school's community and families. Arts Impact works to center student learning by understanding that the student and their families and communities are the experts in their learning. The VFF program component of stakeholder engagement allows for a richer understanding of student's needs. Stakeholders in this context are identified as families of students, Migrant Education Program staff including PAC (Parent Advisory Council), and teachers from schools receiving Arts Impact programming. Stakeholder engagement for VFF programming breaks down into three elements; the leadership team, family engagement events, and the VFF newsletter.

1. VFF Leadership Team

The mission of the VFF Leadership Team is to plan, implement, evaluate, and continue to provide quality arts, arts infused engagement opportunities to increase migratory student learning and art events for migratory students and their families within their school district. The VFF leadership team met once per month from September 2023 to June 2024. The VFF Leadership Team consisted of 17 people and they were PAC

members, Migrant Education Staff, Arts Impact Artist Mentors, Arts Impact Staff, OSPI staff, and teachers with experience in VFF programming. Arts Impact understands that equity extends beyond the classroom and has addressed language barriers within the Leadership Team by providing a Spanish interpreter for every meeting. The leadership team members were also compensated \$50 per hour.

2. VFF Family Engagement

In academic year 2022-23, VFF piloted Family Engagement events by having the leadership team collaborate with members of MEP's Parent Advisory Committee (PAC) from districts Mt. Vernon, Prosser, and Grandview. This academic year, VFF had a new program manager whose approach to family engagement began with establishing relationships with the districts' Migratory staff to better understand the needs of the district's migratory students and their families.

Mt. Vernon School District:

La Venture Middle School's Multicultural Night:



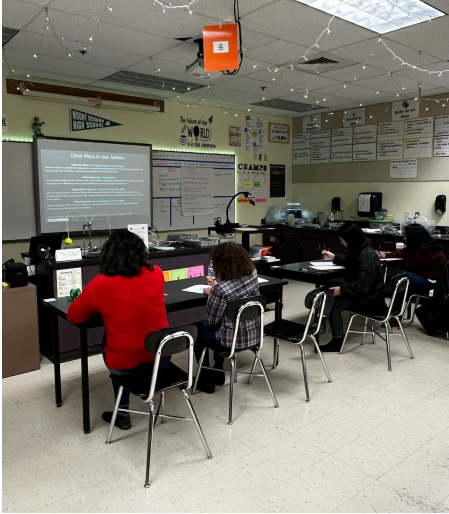
³ On November 16th, 2023 VFF Program Manager Sabrina and LaVenture Middle School's Artist Mentor Rachel Atkins manned a table at LaVenture Middle School's Multicultural Night. The intention of tabling at the event was to expose other teachers from the school to VFF and connect with the school's community. All offered an engaging event for the students and their families in which they did a theater activity (tableau = frozen picture) that artist mentor Rachel Atkins taught with her mentorships in LaVenture. Some students that visited the table were participants of the VFF mentorships and knew how to do the tableau activity. Sabrina was able to connect with some of LaVenture's PAC and MEP staff. While not many teachers attended the table, this was a great opportunity for VFF staff to get connected with LaVenture's community.

LaVenture Middle School's "We Grow" Night:

On January 23rd, 2024 LaVenture Middle School held an evening event to support Migratory students and their families with information about the school.

³ LaVenture student and her family pose for a tableau activity.

Arts Impact's VFF staff connected with LaVenture's MEP staff Elia Solis to pair this family event with a professional development opportunity for LaVenture teachers. In addition to professional development, VFF provided art kits for the families with materials to facilitate a condensed version of Theater and Math infused lesson "A Light to Remember" written by Ana Maria Campoy and Angel Almaguer during the 2022-2023 school year. The lesson was consolidated to support families of various reading, writing, and language access needs. Students and their families had an opportunity to understand or review geometry components like angles and lines. The lesson "A Light to Remember" uses theater stage lighting and gobos to deepen knowledge on angles and lines all while understanding the importance of stage lighting as an impact to the performance's storyline.



All 2023-24 VFF Participating Districts (Yakima, Grandview, Prosser, Kennewick, and Mt. Vernon):

A Dance and Science infused activity was shared in the 2nd edition of the newsletter sent on February 5th that had a condensed family version of the lesson plan "Dancing in the Moonlight" co-written by Teal Farias and Terri Clawson from Highlands Middle School in 2022-23. This lesson did not require materials, and it was also provided in Spanish to support language access. VFF is continuing to work on understanding district language interpretation needs for family events and material share-outs. The newsletter was shared with all VFF programming participating districts.

Grandview School District:

Grandview Middle School held an event on May 2nd called *Celebrando!* VFF partnered with PAC and MEP staff to provide a dance arts infused activity to the families. Dance artist mentor Teal Farías led the activity with the lesson that they co-wrote this academic year with teacher Terri Clawson of Highlands Middle School. The lesson is titled "Dancing in the Moonlight".

3. VFF Newsletter

The VFF Newsletter was piloted in 2023 - 24. There were three editions that went out, including an initial Newsletter Kick-Off in the Fall, followed by a Winter Quarter Edition, and Spring Quarter Edition. The goals of the newsletter were to grow interest in VFF, recruit new teachers to the program, and strengthen cross-district communication about Voices from the Field. The newsletters went to all of the VFF participating schools,

teachers and their administrators. The PAC members that were a part of the Leadership Team also received the newsletter. Some challenges faced with the newsletter was identifying the audience, while capacity did not allow for multiple versions of the newsletter there was a generalized newsletter. VFF staff are working to assess a more effective platform to have consistent communication with stakeholders and participants in VFF programming.

VFF Educator Recruitment and Retainment

VFF staff engaged in multiple strategies to retain current VFF participating educators and recruit new teachers. The following provides the strategies implemented for either recruitment or retention, sometimes the strategy supports both efforts.

1. Professional Development (Recruitment and Retainment Effort):

The VFF team supported educator professional development workshops to provide training on arts infused lesson writing and teaching. The workshops provided a deeper understanding on the power and importance of standards based arts infused learning in the classroom.

“Poetry for Connection & Learning” (Districts Kennewick, Pasco, Prosser, and Grandview):

The workshop was based on the published poetry of author Ricardo Ruiz who came from a farm working family in Othello, WA. Teachers were provided with his book *We Had Our Reasons* with various poems on the experience of being a farm worker and an immigrant. His poetry was paired with a VFF ELA/Social Studies and Theater infused lesson from 2022- 2023 to train educators on the power of arts infused instruction when teaching on social issues.

“We Grow” Night at Mt. Vernon School District:

Middle School Educators of the Mt. Vernon school district were invited to this professional development opportunity. Teachers received hands-on professional development in infusing the performing arts into lessons by applying elements of theater arts to any activity or lesson that they might do in the classroom.

Teacher Recruitment Results: A total of four educators were recruited after attending a VFF professional development. One educator of LaVenture Middle School in the Mt. Vernon School District registered to and attended the academy after the “We Grow” professional development. Three educators of the Pasco School District registered to and attended the academy after the professional development “Poetry for Connection & Learning”.

2. Email Campaign (Retainment and Recruitment Effort)

- Phase 1 (Emails to Participating Educators of VFF Programming)
- Phase 2 (Emails to Participating Districts of VFF Programming)
- Phase 3 (Emails to Targeted Recruitment Schools and Districts)
- Phase 4 (Communication to district Migrant Education Program (MEP) Directors and Staff of all VFF participating districts and recruitment districts).

Teacher Recruitment Results: A total of 32 educators registered for the academy. Eighteen of these were new educators to VFF. Twelve of those 18 educators attended the academy. Some of the original 18 educators either did not qualify or canceled their registration for the academy.

3. VFF Virtual Informational Meetings (Recruitment Effort)

The information sessions were designed as virtual office hours. Teachers were provided with information on session dates, time, and a Zoom link with instructions to join any of the sessions listed that they had available and did not require registration. Sabrina was available on Zoom for all sessions, ready for any participant to join. As seen below, one session was attended and that teacher registered for the summer academy. The other sessions had no attendance. The VFF team is analyzing some strategies with the virtual information sessions that can gain more attendance while providing an easy and accessible way for teachers to get a chance to meet with VFF staff to gain more insight on the academy.

Teacher Recruitment Results: One educator from Housel Middle Middle School of Prosser School District registered for the academy; however, due to teaching Summer school, she had to cancel her registration.

Voices from the Field Educator Art Academy (VFFEAA)

VFFEAA Overview:

The Voices from the Field Educator Art Academy is historically held during the Summer to provide educators with the time to build understanding of Arts Impact’s model on

centering migratory students’ learning needs in the classroom through a culturally responsive lens using standards based arts infused instruction. Through the academy’s intensive training, teachers take a deep dive into Arts Impact’s curriculum and pedagogy. The academy was held on July 9th - July 13th in Fort Worden, Port Townsend, WA. The educator academy runs simultaneously with the VFF Youth Art Academy through a partnership with the arts organization Centrum. While students are participating in hands-on art making and performing arts with other Migrant youth from across the state,, Arts Impact educators are in their own training to learn how to utilize the arts disciplines of Theater, Dance and Visual Arts to integrate with core concepts in Math and English Language Arts. The academy focused on the theme of “Building Confidence, Resilience and Hope Through the Arts”.

VFFEAA Educator Cohort:

The 2024 academy had a total of 22 educators from 8 districts; Walla Walla, Eastmont, Kennewick, Pasco, Prosser, Grandview, Yakima, and Mt. Vernon. There were 12 new Educators to the academy and 10 returning educators. Below is the cohort roster containing details for the educator’s schools, districts, teaching grades, and content areas.

The VFFEAA had an original registration count of 32 participants. However, 2 of those registered participants did not qualify for the academy. To qualify for the academy participants must be certified middle school teachers teaching in a district receiving funding under OSPI’s Migrant Education Program. Other registered participants who canceled their registrations stated personal reasons and scheduling conflicts with the academy dates as their reasons for not being able to attend.

District	Educator Name	School	Teaching Grade	Teaching Subject	Experience with Academy
Eastmont School District	Cindi Thrift	Sterling Junior High	7th - 9th Grades	Special Education	2nd Year in the Academy
	Anna Petty	Sterling Junior High School	6th, 7th, and 8th Grades	Mathematics, English Language Arts, Social Studies	New to the Academy
Grandview School District	Liliana Sanchez	Grandview Middle School	6th Grade	Mathematics	New to the Academy
	Gabriel Sillas Ramos	Grandview	8th Grade	Mathematics	2nd Year in

		Middle School			Academy
	Guadalupe Ramos	Grandview Middle School	6th Grade	English Language Arts	2nd Year in Academy
	Lizette Ambriz	Grandview Middle School	6th Grade	English Language Arts	3rd Year in Academy
Kennewick School District	Samantha Rivera	Horse Heaven Hills Middle School	8th Grade	English Language Arts; Mathematics; Special Education	3rd Year in Academy
	Connie Fow	Highlands Middle School	8th Grade	English Language Arts	New to the Academy
	Heather Paul	Highlands Middle School	6th, 7th, and 8th Grades	Mathematics, English Language Arts, Social Studies	New to the Academy
Mount Vernon School District	Ann K. Lackland	LaVenture Middle School	6th, 7th, and 8th Grades	English Language Arts; Social Studies	New to the Academy
	Jim Harmon	LaVenture Middle School	6th and 8th Grades	Mathematics	3rd Year in Academy
Pasco School District	Denise Hunter	Ray Reynolds Middle School	7th Grade	English Language Arts	New to the Academy
	Alejandra Segura	Ellen Ochoa Middle School	7th and 8th Grades	English Language Arts	New to the Academy
	Olga Sandoval Zazueta	Ellen Ochoa Middle School	6th, 7th, and 8th Grades	English Language Arts; Social Studies	New to the Academy
Housel Middle School	Bertha Montano	Housel Middle School	6th and 7th Grades	English Language Arts	3rd Year in Academy
	Linda Barnes	Housel Middle School	6th, 7th, and 8th Grades	Mathematics	New to VFF Academy, has attended Arts Impact training

Walla Walla Public Schools	Yuri Can	Pioneer Middle School	6th, 7th, and 8th Grades	Spanish Language Arts	New to the Academy
	Christina Kuhlman	Garrison Middle School	6th Grade; 8th Grade	Mathematics	New to the Academy
Yakima School District	Angelica Uribe-Avila	Wilson Middle School	6th, 7th, and 8th Grades	English Language Development	2nd Year in Academy
	Angel Almaguer	Wilson Middle School	6th Grade	Mathematics	6th Year in the Academy
	Luis Cordero	Lewis and Clark Middle School	7th Grade	English Language Arts	3rd Year in the Academy
	Ed (Edward) Mejia	Wilson Middle School	6th Grade	Math and Social Studies	New to the Academy

VFFEAA Training Sessions:

The academy training for teachers held 6 standards based arts-infused lessons and 3 Arts Impact pedagogy sessions. There was also one session on Migrant Education led by OSPI. In total, educators received 10 training sessions that accounted for clock hours. The following section provides the details of the training sessions. Section (a.) provides a brief description of the Migrant Ed. 101 session. Section (b.), provides detailed information on the pedagogy sessions. Section (c.) describes the lessons that were presented at the academy and the assessment data for the lesson.

- a. **Migrant Education 101:** Provided by OSPI, this session breaks down data and information on WA state migratory students.
- b. **Pedagogy Sessions:** Arts Impact bases the pedagogy sessions on anti-racist, culturally responsive frameworks and current research on trauma informed, arts integrated strategies that support Migrant student learning academically, artistically, socially and emotionally. The academy held 3 pedagogy sessions, below are the session details.

Pedagogy Session 1: *Building Confidence, Resilience and Hope through the Arts Introduction*

Moderator: Sabrina Chacon-Barajas (VFF Program Manager)

Teacher Panelists: Samantha Rivera (Horse Heaven Hills Middle School, Kennewick School District), Angel Almaguer (Wilson Middle School of Yakima School District) & Luis Manuel Cordero (Lewis & Clark Middle School of Yakima School District)

Session Description: Authentic relationships based on our students' strengths and assets can provide a space for taking healthy risks, navigating disappointment, and cultivating resilience. The arts offer fertile ground for affirming students' experiences, perspectives, and cultures as a place of strength from which to make meaning. Starting with an introduction on the research from the Science of Learning and Development (SoLD) Alliance, we will discuss, share strategies and student achievements on the ways arts integrated learning helps students heal and become self-actualized directors of their own learning while deepening classroom engagement.

Quote from teacher on how the pedagogy session enabled them to take risks: *“What was most effective in the pedagogy learning today was the ability to ask questions and take risks by doing so. Many students are afraid to ask questions because of not knowing how their peers will respond, but seeing the respectfulness of the panel members towards the audience allowed for multiple people to ask their questions.”*

Pedagogy Session 2: Culturally Grounded, Liberatory Arts Infused Learning

Facilitators: Sabrina Chacon-Barajas (VFF Program Manager), Grace Washington (Arts Impact, Co-Executive Director) & Beverly Harding Buehler (Arts Impact, Co-Executive Director)

Session Description: How can we challenge the pedagogies and narratives we've been conditioned to use to make them more socially just? Through the lens of Seattle Public Schools, The Roots: A Culturally Responsive & Antiracist Arts Pedagogy, we will explore ways we can create arts infused learning experiences that honor students' intersectional identities and disrupt power structures, resulting in liberation for both students and teachers.

Quote from teacher on how the pedagogy session enabled them to think through a culturally responsive lens: *“The most effective aspect of the pedagogy learning today was the integration of diverse cultural perspectives, which emphasized the importance of inclusivity and representation. This approach not only made the content more relatable for students but also fostered a deeper understanding and appreciation of different cultures.”*

Pedagogy Session 3: Culturally Grounded Assessment and the A.R.T.

Facilitator: Beverly Harding Buehler (Arts Impact, Co-Executive Director)

Session Description: Through the lens of Zaretta Hammond’s “Ready for Rigor” framework from Culturally Responsive Teaching and the Brain and Arts Impact’s Autonomy Rubric for Teaching in the Arts (A.R.T.) teachers learn how to link academic content with cultural knowledge and use a broad range of culturally appropriate performance standards to assess student knowledge and skills.

Teacher quote on the impact of using ART: *“One commitment I would like to make based on my pedagogy learning today, as it pertains to Culturally Grounded Assessment and the A.R.T., is to integrate diverse cultural perspectives more intentionally into assessment practices, ensuring they reflect the backgrounds and experiences of all students. Additionally, I plan to reflect on how my assessments promote equity and contribute positively to each student’s learning journey.”*

- c. **Standards Based Arts Infused Lessons:** While 12 lessons were co-written for academic year 2023 - 2024, 6 lessons were chosen to be presented and taught at the VFFEAA. Artist mentors and VFF program staff work together to choose the lessons for the academy. The lessons are ideally presented by the artist mentor and teacher that co-wrote the lesson. Below are the details of the lessons that were presented at the academy. In each lesson section are listed the disciplines in which the lessons are infused with, the lesson description, and the lesson’s enduring understandings. The lesson’s enduring understandings are defined as what students will be able to learn and apply in other areas or contexts of school and life.

VFFEAA Lessons and PBA Results:

Below are the lessons taught at the academy and their PBA results measured through artist mentor assessments as well as teacher self assessments. More information on PBA is mentioned in section “*Performance Based Assessment (PBA) and Results*” on page 7.

Dance and English Language Arts Infused Lesson

Title: ***Haiku Poetry & Expressive Dance***

Authors: Teacher Luis Cordero with Artist Mentor Jo Petroff

Grade Level: 7th Grade

Enduring Understanding:

The central idea of a poem can be represented or expressed through words or movements.

Lesson Description:

Students will learn about the Haiku poetry structure, practice writing their own Haiku poems, and express the central idea and emotions of their Haiku through a dance

performance using scarves.



This image shows a group of teachers performing their collaborative choreographed haiku dance.

Artist Mentor Performance-Based Assessment Overview

Disciplines	ELA	DANCE & ELA	DANCE & ELA	Total 3
Concept	Writing	Choreography	Presentation	
Criteria	In pairs or teams, writes a Haiku poem in which the development, organization, and style are appropriate to the form.	In pairs or teams, choreographs a movement in self/general space that depicts the meaning of each line in the Haiku poem.	Presents or records the Haiku dance which begins with a shape that represents the title.	
Total	21/21	21/21	21/21	63/63
Total Percentage	100%	100%	100%	100%

Educator Self-Assessment

21 Educators submitted the self- assessment: 100% alignment with Artist Mentor assessments.

Quote from Educator on how the lesson helped retain learned concepts: ***“The most effective aspect of the Dance & ELA Infused lesson was the use of choreographed sequences to represent key narrative elements, allowing students to physically interpret and internalize the story. This method proved powerful in reinforcing literary concepts, as it engaged students' bodies and minds, making abstract ideas more concrete and memorable.”***

Dance and Math Infused Lesson

Title: **Quadrant Shuffle**

Authors: Teacher Peggy Nicholas with Artist Mentor Teal Farias

Grade Level: 8th

Enduring Understanding:

We can build understanding of how slope intercept works by applying dance movement.

Lesson Description:

In this dance and math lesson, students demonstrate four types of slope by using body movement and dance elements. They show understanding of how slope intercept works through choreographing a dance to plot a three point line on a life-size coordinate grid.



**This image shows teachers working in groups to create the slope for their equation.*

Artist Mentor Performance-Based Assessment Overview

Disciplines	MATH AND DANCE	MATH AND DANCE	MATH AND DANCE	Total 3
Concept	Types of Slope	Dance Elements	Slope Intercept Form/Equations	
Criteria	Demonstrates 4 different types of slope (undefined, zero, negative, positive) with body pose.	Transitions between poses using different speed, level, and directions.	Uses a slope intercept equation to choreograph (with a small group) a dance that represents three points on a line.	
Total	22/22	22/22	22/22	66/66
Total Percentage	100%	100%	100%	100%

Educator Self-Assessment

22 Educators submitted the self- assessment: 100% alignment with Artist Mentor assessments.

Teacher quote on using the lesson in their own classroom: *“I am 100% in for using dance to teach absolute value and opposites on the number line. After today I feel like I could do it.”*

Theater and Social Studies/ELA Infused Lesson

Title: ***Narrative Tableaux***
Author: Rachel Atkins
Grade Level: 8

Enduring Understanding:

Narratives can be developed through a sequence of events (beginning, middle, and end) related to specific characters and situations (real or fictional).

Lesson Description:



Students explore characters and events to create a narrative based on Social Studies or ELA content. They brainstorm who is involved and show those characters in statues. They collaborate with small groups to create tableaux (frozen stage pictures) to develop a story and portray their narrative sequence from beginning to middle to end. Students write their own version of the narrative, adding details to explain the characters and events.

**This image shows teachers doing their final narrative tableaux to represent their storyline.*

Artist Mentor Performance-Based Assessment Overview

*In this lesson, the criteria listed under ELA/SS was not applicable and therefore not scored for criteria due to time constraints. Instead, Artist Mentor Rachel, invited teachers to make tableaux of beginning, middle and end sequences from the academic content they taught, so there was an ELA infused tableau of a Mayan creation myth, a Math tableau of relative integers, and a Science tableau describing molecular combinations.

Disciplines	THEATER		THEATER 21 st Century Skills			ELA/SS			Total
Concept	Statue/Tableau		Collaboration			Narrative Writing			5
Criteria	Uses face and body (statue) to show a character in connection to others within a sequence of events. Statue Relationship		Communicates ideas to others; and	Makes compromises	Incorporates input/feedback	Introduces characters, setting, and situation, and depicts a series of events through beginning, middle, and end. Characters Setting — Events B, M, E			
Total	21/21	21/21	21/21	21/21	21/21	x	x	x	105/ 105
Total Percentage	100%	100%	100%	100%	100%	x	x	x	100 %

Educator Self-Assessment

21 Educators submitted the self- assessment: 100% alignment with Artist Mentor assessments.

Teacher quote on how infusing theater in a lesson can deepen student learning: *“These activities would captivate students’ attention and deepen their understanding by allowing them to experience different perspectives and emotions firsthand.”*

Theater and Math Infused Lesson

Title: ***Taking the Scenic Route***

Authors: Teacher Vicky Benitez with Artist Mentor Ana María Campoy

Grade Level: 8th

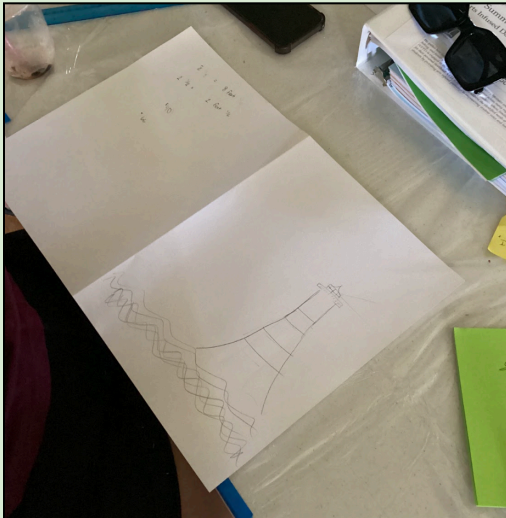
Enduring Understanding:

Math and budgeting are necessary components in scenic design and scenic build. Creative solutions can be found to solve budget constraints. Material costs can be calculated using mathematical equations.

Lesson Description:

Students will learn about set design and use mathematical equations using scale and ratio. Students will create budgets that may create edits or changes to their scenic designs. Students will explore creative choices and scenic design interpretations

(realism, abstract, and fantasy) through the various materials (scenic design sketch, miniature flat design and build).



**This image shows a draft of a scenic set design along with some budget calculations.*

Artist Mentor Performance-Based Assessment Overview

Disciplines	THEATER	THEATER & MATH	THEATER & MATH	Total
Concept	Creative Choices	Design Budget	Persistence	3
Criteria	Sketches a rough scenic design or creates mini-flat, responding to design prompt.	Uses equations to create budgets based on design.	Completes the daily task of scenic design, calculating budget, and/or creating mini-flat.	
Total	22/22	15/22	22/22	58/66
Total Percentage	100%	68%	100%	88%

Educator Self-Assessment

22 Educators submitted the self- assessment: 95% of educators aligned with the Artist Mentor assessment. One Educator provided a 100% score for their criteria while the Artist Mentor scored them at 67% in meeting the criteria.

Teacher quote on what they will find to be effective in instructing students on budgeting: *“The use of collaborative problem-solving through theatrical activities was the most effective aspect of the Theater & Math Infused lesson. It will enable students to apply mathematical concepts in a hands-on and creative way, fostering deeper*

comprehension and enthusiasm for both subjects.”

Visual Arts and Math Infused Lesson

Title: ***Exploring Slope and the Vibrant World of Geometric Art***
Authors: Teacher Gabriel Ramos with Artist Mentor Claudia Villalobos
Grade Level: 8th Grade

Enduring Understanding:

Parallel and perpendicular lines can be defined by linear equations and plotted on a coordinate grid to create a geometric composition. Complementary colors can create vibrant contrast in a composition.

Lesson Description:

In this lesson students will graph parallel and perpendicular lines from linear equations to make a geometric artwork on canvas. Students will explore relationships between lines and angles. Furthermore, they will delve into the world of color theory, learning how to use complementary colors strategically to define and highlight the various slopes in their artwork.



**This left image shows a teacher graphing his equation on a canvas to prepare a colorful abstract image. The right image shows a completed artwork from teacher Bertha Montano of Prosser School District, she used linear equations to draft out lines that led to creating multiple shapes that she creatively colored and filled in.*

Artist Mentor Performance-Based Assessment Overview

Disciplines	VISUAL ARTS & MATH	MATH	VISUAL ARTS & MATH	VISUAL ARTS	Total 5
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Concept	Parallel and Perpendicular Lines Slope / Linear Equations / Graphing			Linear Equation Forms	Complement ary Colors	
Criteria	Identifies parallel and perpendicular lines in works of art.	Creates equations to represent lines that are parallel (those that have the same slope but different x- or y-intercepts); or perpendicular to a given line (those that have slopes that are negative reciprocals).	Plots parallel lines and perpendicular lines that correspond to equations	Creates a rough sketch of their art with a minimum of 6 lines, two of which are in slope intercept form ($y = mx+b$), two are in standard form ($Ax + By = C$), and two are in points slope form ($y - y_1 = m(x - x_1)$).	Includes red and green, blue and orange, and/or yellow and violet in their work of art, with color filling the shapes defined by lines.	
total	21/21	21/21	21/21	21/21	21/21	105/105
Total Percentage	100%	100%	100%	100%	100%	100%

Educator Self-Assessment

21 Educators submitted the self-assessment: 62% of educators were in alignment with artist mentor assessment. 7% of educators scored 60% on their PBA, majority indicating that they had incomplete work due to more time being needed. 24% of educators scored 80% which does meet VFF PBA benchmark of scoring 80% or higher.

Teacher quote on how lesson can have an impact on their teaching: *“Today’s Visual Arts & Math Infused Learning was particularly engaging because it would allow students to explore how geometric principles can enhance their artistic creations, blending mathematical concepts with creative expression. This hands-on approach would allow them to see the practical applications of math in visual arts, fostering both artistic skills and mathematical understanding.”*

Visual Arts and Career and Technical Education Infused ELA Lesson

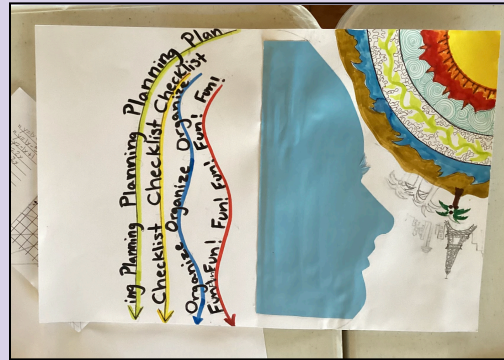
Title: **Visual Reflections Poster**
 Authors: Teacher Guadalupe Ramos with Artist Mentor Claudia Villalobos
 Grade Level: 6

Enduring Understanding:

People can develop confidence and self-belief through the formulation and visualization of strategic goals, empowering them to navigate challenges and cultivate a positive belief in their abilities.

Lesson Description:

Students will craft self-portrait posters that serve as visual reflections of their past semester's performances. On the left side, they will depict aspects representing their achievements and experiences. The right side of the portrait will come alive with vibrant images symbolizing new goals set for the upcoming semester. Through this artistic expression, students will engage in self-reflection, fostering a connection between their past achievements and aspirations for personal growth in the future.



**The image on the left shows a teacher completing her poster with a dualistic image that shows what a set-mindset looks like versus a growth-mindset. The image on the right shows a complete artwork from Cindi Thrift from Eastmont School District showing their self reflection on what a grown mindset looks like for them.*

Artist Mentor Performance-Based Assessment Overview

Disciplines	ELA & CAREER & TECHNICAL LEARNING		VISUAL ARTS & ELA	VISUAL ARTS	Total 4
Concept	Self-Reflection	Goal Setting	Symbolism	Collage	
Criteria	Writes down at least three areas of improvement from last semester.	Writes at least three new goals for the upcoming semester/year	Selects and creates images, patterns, colors, shapes that represent a specific goal/improvement and include on their poster.	Cuts, tears, and layers various papers and paint to create one unified composition.	

total	21/21	21/21	21/21	21/21	63/63
Total percentage	100%	100%	100%	100%	100%

Educator Self-Assessment

21 Educators submitted the self- assessment: 71% of educators scored in alignment with the artist mentor PBA. 15% of educators scored 75% on their PBA, majority indicating that they had incomplete work due to more time being needed. 15% of educators scored 50% on their PBA, indicating they needed more time to complete the project. In this case, the artist mentor did their PBA for the teachers after teachers were given extra time to complete the lesson which resulted in differing criteria scores. Teachers did self-assessment immediately after the end of the lesson.

Teacher quote on how the lesson was engaging: *“The actual poster creation was incredibly engaging. I actually didn’t want the time to end.”*

Figure 1. Academy Lessons PBA Results Summary: All teachers at the academy met criteria for lessons provided.

Discipline	N of lessons	N of concepts	Number of teachers who demonstrated 80% of the concepts/skills	% of teachers who demonstrated 80% of the concepts/skills
Dance	2	6	22	95.7%
Theater	2	8	22	95.7%
Visual Arts	2	10	22	100.0%
All disciplines	6	24	22	95.7%

Summary: Fostering Learning Through Arts Infused Instruction and Supporting Migrant Education Program’s “Seven Areas of Opportunity”

In the academic year 2023 - 2024, Arts Impact supported 4 of the 7 Areas of Opportunity through all components of Voices from the Field programming.

Educational Continuity

Migrant students who move during the regular school year tend to experience a lack of educational continuity. Migrant students experience differences in curriculum, academic standards, homework policies, and classroom routines. Their course placements reflect inconsistencies. The cumulative impact of educational discontinuity is daunting. In a six-year span, students moving more than three times are likely to fall a full academic year behind stable peers. Efforts to overcome this pattern of incoherence are needed to strengthen educational continuity of migrant students.

VFF Summary of Support for Educational Continuity

Arts Impact's model for lesson writing supports multiple modalities of learning through the arts. There are also multiple concepts explored through the arts that are applicable to the student's personal life outside of school for students to create learning connections beyond the classroom. VFF programming expanded to 5 different districts in the state of WA with the hope of expanding VFF culturally relevant pedagogy and arts infused instruction through mentorship and professional development creating a wider network of shared instructional practices to support migratory students.

School Engagement

Migrant students are frequently faced with adjustments to new school settings, making new friends, and social acceptance challenges, which are generally grouped as behavioral, emotional and cognitive, based on Fredricks, Blumenfeld, and Paris (2003).

Behavioral engagement focuses on the opportunities for participation, including academic, social, or extracurricular activities. It is considered a crucial factor in positive academic outcomes and preventing school dropout.

Emotional engagement emphasizes appeal. Positive and negative reactions to teachers, classmates, academic materials, and school in general determine whether or not ties are created. Such responses influence identification with the school and a sense of belonging and feeling valued.

Cognitive engagement hinges on investment in learning and may be a response to expectations, relevance, and cultural connections. Without engagement, students may be at risk for school failure. Migrant students need avenues that ensure they are valued and have the opportunities that more stable students have.

VFF Summary of Support on School Engagement

VFF trains educators and artist mentors through an anti-racist and culturally responsive lens that centers student voice and choice in the classroom. Students experienced higher engagement when having an artist mentor in the classroom and learning through creative modalities. One teacher from the Kennewick School District expressed the following about their Math and Dance infused lesson and the impact it had on her student's SEL *"All kids felt safe and valued. Everyone had the opportunity*

to contribute and actively engage in the lesson.” The collaborative nature of arts infused learning allowed students to engage with their classmates in differing formats, one teacher of the Mt. Vernon School District expressed the following observation during her Theater and ELA infused lesson, “Based on the first day experience, some groups changed because of personality conflicts. These changes were positive in nature and helped students engage in the lesson.”

English Language Development

English language development (ELD) is critical for academic success. In the school setting, English language development focuses on the literacy skills applicable to content area learning. Since many migrant students have a home language other than English, migrant programs must find avenues to supplement the difficulties faced by migrant students in ELD due to their unique lifestyle, while not supplanting TBIP and/or Title III program activities.

VFF Summary on Support for English Language Development

Arts infused learning is a powerful tool for language acquisition. Students are able to express their learning through creative platforms. Students can portray character study through theater activities like tableaus or they can express an equation through a choreographed dance as seen in one of the VFF Math and Dance infused lessons “Quadrant Shuffle”. Arts infused instruction allows for strategies to be used that could support language development such as group sharing out and repetition of vocabulary as seen in two or more academic and arts subjects. Cultivating safe spaces in the classroom through arts infused instruction also supports building confidence in students which can lead to taking more risks in the classroom which includes risks in speaking out or expression. One educator in Grandview expressed the following in witnessing her students collaborate and communicate with each other on their ELA and Visual Arts infused project, “ Students were able to talk to their peers as they worked through the process. Students were very open to asking one another for help as they worked through their project and this helped build community in the classroom.”

Educational Support in the Home

Home environment is often associated with a child’s success in school, reflecting exposure to reading materials, a broad vocabulary, and educational games and puzzles. Such resources reflect parent educational background and socio-economic status. While many migrant parents value education for their children, they may not always know how to support their children in a manner consistent with school expectations nor have the means to offer an educationally rich home environment. Efforts to inform families are crucial.

VFF Summary on Support for Educational Support in the Home

Students and their families were able to have some additional learning opportunities at home by being provided with an art kit at the “We Grow” night in LaVenture Middle School. Students and their families at Grandview Middle School were able to learn

about the phases of the moon outside of the classroom by having artist mentor Teal Farías teach the lesson through dance at their end of year family event held in the evening. This was discussed in the “Stakeholder Engagement” section on page 10. All VFF lessons also incorporate a family letter with the enduring understanding, main teaching points of the lesson, and suggestions for how to extend the learning at home. Teachers send the family letters via their regular email communications with caregivers during the Arts Impact mentorship in their classroom. This open communication engages families in what their child is learning in the classroom and how the concepts shared in that lesson are important to the everyday experience.