

# POPS 2015 – 2016 Annual Report

## 1. BUDGET EXPENDITURE REPORT AND INCOME SOURCE REPORT

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	53,192.47	60,000	113,192.47	47%
Travel	1,945.06	2,500	4,445.06	44%
Materials	2,463.29	2,500	4,963.29	50%
Other (identify)	4,993.18	5,000	9,993.18	50%
<b>TOTAL</b>	<b>62,594.00</b>	<b>70,000</b>	<b>132,594</b>	<b>47%</b>

## 2. 2015 - 2016 TOTAL SERVICES PROVIDED

Districts	Charters	Schools	Home School Students*	Hours	Teachers	Students
12	10	134	8	146	214	6,667

\*Home school student numbers are NOT included in the total number of students

3. Provide a description of the services rendered through POPS (may insert pictures). Explain collaboration with USOE and school communities in planning visits: preparation, follow-up and content consistent with state core standards and the contribution of the program to the imperatives and/or strategies of the Utah State Board of Education. (Describe each service/program type individually).



- a. POPS partially funded *Behind the Animation* a 50-minute in classroom presentation geared toward students in 3<sup>rd</sup><sup>h</sup> through 8<sup>th</sup> grade. A professional animator takes the class step-by-step through the animation process highlighting the skills needed to create an animation. The program focuses on writing, drawing, creative thinking, team building, good verbal and non-verbal communication, accountability, aesthetics and critical review. The program maintains a strong emphasis on college and career opportunities. The presentation was often programmed in conjunction with college week in secondary schools. One teacher reported, "*We are looking at getting tech to support for a new class based on the excitement and interest created, as many students have expressed*

*a desire to continue in this line of work.” 3<sup>rd</sup> through 6<sup>th</sup> grade teachers were particularly interested in booking this presentation to accompany their work on storyboarding, storytelling and filmmaking projects. Another teacher shared with us, “The students loved it and for days afterwards I heard positive comments about it.”*

District	Charter	School	Hours	Teachers	Students
7	4	33	46	44	1,817



- b. POPS helped fund two professional development workshops over the 2015-16 school year both in St. George, Utah in November, 2015 and in Lehi, Utah in February, 2016. *Filmmaking in the Classroom* workshops are two-day intensive workshops for educators and community youth leaders grades 4-12 interested in incorporating filmmaking and storytelling into instructional content. These hands-on professional development experiences provide 16 hours of in-depth direct instruction to teachers, providing them with an instructional skill set and media rich lesson plans to facilitate the production of content linked documentaries, public service announcements, instructional videos, and personal narratives. All participants received USOE professional development credit, and the

POPS funding provided each educator with a Utah standards-linked SHIFT filmmaking curriculum guide to enhance implementation in their classrooms.

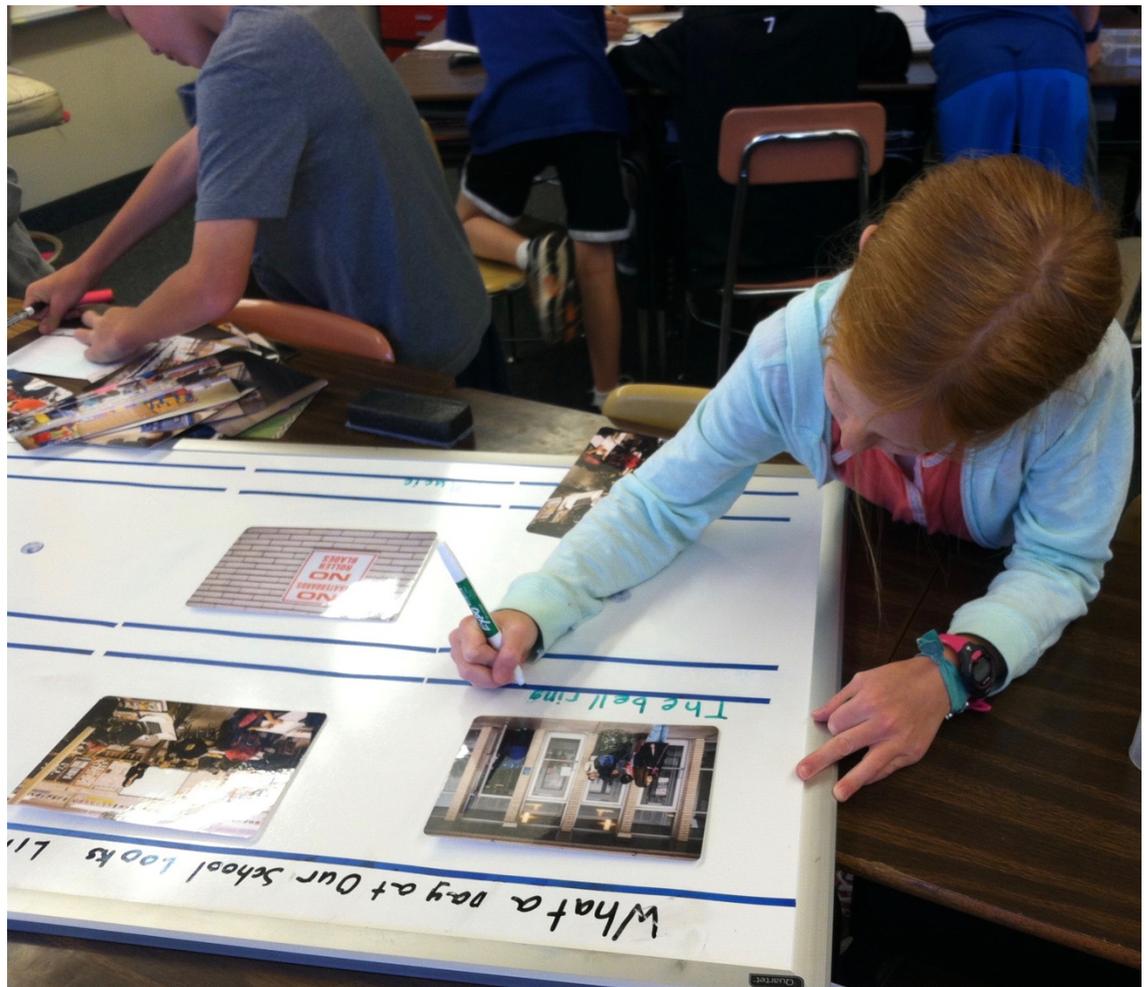
District	Charter	School	Hours	Teachers	Students
11	0	43	16	43	1,204



- c. POPS also partially funded a yearlong professional development initiative called *Framed: The Art and Craft of Filmmaking in the Classroom*, that ran from September of 2015 through May of 2016. The SHIFT staff trained Art and CTE educators (grades 7 through 12) how to effectively facilitate filmmaking and media arts production in the classroom. Community partnerships included the Utah Film Commission and the Salt Lake Community College Center for Arts and Media who provided the venue, industry experts, guest speakers, and teaching faculty. In addition to emphasizing the critical writing and research skills of pre-production, the workshop addressed production and post-production areas such as cinematography, production design, lighting, sound design and editing. Participants also engaged their students in two career path and higher

education open house experiences over the course of the school year. All participants received USOE professional development credit, a partial Education Technology endorsement or CTE multimedia endorsement or Secondary Film endorsement and the POPS funding provided each educator with a Utah standards-linked SHIFT filmmaking curriculum guide to enhance implementation in their classrooms.

District	Charter	School	Hours	Teachers	Students
11	1	32	22	32	896



- d. POPS also funded Real to Reel a presentation geared toward 4th-6th grade students that focuses on exploring various styles of documentary film from how it is used to convey a filmmaker's message to how filming techniques affect our perception of the content. Students then take what

they have learned about telling a story on film to create storyboards to share with the class.

District	Charter	School	Hours	Teachers	Students
2	1	5	13	12	285



- e. Lastly POPS partially funded Film Festival Fieldtrips. The Utah Film Center offers Tumbleweeds Festival Field Trips for the three weeks leading up to the film festival. Classes K-9th grade were invited to attend one of a list of movies available through the Tumbleweeds Film Festival. All films are accompanied by corresponding grade level curriculum and/or a post-screening discussion. One teacher said of her classes experience, *“The subject matter was extremely relevant to what we teach at our school. Students really seemed to stop and think during the Q and A session.”* Each student received a voucher for 1 free ticket to our 2015 Tumbleweeds Film Festival, prompting one teacher to report, *“I value you giving my students an experience they may otherwise never have.”*

District	Charter	School	Hours	Teachers	Students
2	4	21	50	83	2465

4. DOCUMENTATION OF THREE YEAR ROTATION TO ALL SCHOOLS AND DISTRICTS

Number of schools served in each district.				
DISTRICT	2013 - 2014	2014 - 2015	2015 - 2016	Projected 2016 - 2017
Alpine	N/A	6	26	
Beaver			1	
Box Elder				
Cache				
Canyons		7	1	
Carbon				
Daggett				
Davis		3	5	
Duchesne				
Emery				
Garfield				
Grand				
Granite		10	21	
Iron				
Jordan		6	1	
Juab				
Kane				
Logan				
Millard				
Morgan				
Murray		1	2	
Nebo		1		
N. Sanpete		1		
N. Summit				
Ogden		1	10	
Park City			2	
Piute				
Provo				
Rich				
SLC		20	24	
San Juan				
Sevier		2		
S. Sanpete		1	2	
S. Summit				
Tintic				
Tooele		3		

Uintah				
Washington		1	18	
Wayne				
Weber		2		
Charter		9	21	
Total # of Schools Visited		67	134	
Total # of Districts Visited		16	12	

## 5. A SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

### A. Cost-effectiveness:

As arts programs in public schools are becoming scarcer every year, these two programs introduce students to filmmaking topics and local arts professionals that they otherwise would have little to no chance of learning about or engaging with at the elementary level. By bringing these screenings directly to Utah classrooms, we eliminate the need for schools and/or parents to pay for admission and travel to similar workshops from a for-profit organization. These programs therefore not only have a high return educationally and socially, but also are a sound investment financially.

While the current Film Center's Education programs can be sustained with the present POPS funding level our short-term goals necessitate an increased funding level. These goals include reaching even more students, putting particular emphasis on those in the rural areas stipulated by POPS, as well as exploring the idea of offering a presentation in an assembly format in order to accommodate more students than ever before. Our education department is continually look for ways to increase our partnerships with the school districts and levy our matching funds.

B. Procedural efficiency:

The Utah Film Center is committed to making its educational programs as accessible as possible for all populations interested in participating. From utilizing traditional marketing mechanisms such as e-newsletters, email blasts and social media to personalized communication with key school and district leadership and classroom and conference presentations, the Film Center outreach staff employs multiple tactics to recruit teachers and students.

Program registration, implementation, reporting and evaluation are also streamlined by using contemporary, efficient and inexpensive technology tools so to decrease administrative and overhead costs and increase time spent on program design and delivery. Many participants via post experience surveys have even commented on the ease of registering and participating in the Film Centers POPS funded educational offerings.

C. Collaborative practices:

In June 2015, Utah Film Center merged with teacher training nonprofit organization SHIFT, creating a robust education department that has delivered POPS-funded programming to schools across the state. Utah Film Center recruited presenters from TML, a professional animation studio located in Salt Lake City. We were thrilled with this collaboration and the twofold benefits it carried; specifically, it allowed students with little to no experience with film animation the opportunity to discover creative and filmmaking processes directly from local filmmakers, and gave the artists the chance to promote awareness in the community of their brand and projects. We are exceptionally proud that upon hearing of Utah Film Center's partnership with TML, Broadview University hired TML studios to write the curriculum for the new 3D animation degree.

D. Educational soundness:

Utah Film Center's Educational program is rooted in the USOE's Life Skills Curriculum, with particular focus on Thinking and Reasoning, Personal Growth and Character Development, Aesthetics, Communication, Systems Thinking, and Employability. The

The SHIFT professional Development model is grounded in a student-led constructivist teaching model that adheres soundly to multiple local and national curriculum standards and objectives and provides educators with a cutting-edge instructional strategy using digital media arts to teach content, deepen learning and improve teaching practice.

E. Professional excellence:

All programs are overseen by Utah Film Center Educational Director Rick Wray. Rick co-founded Higher Ground Learning (HGL) in 1996, a creative tutoring center focused on integrating the arts into academic learning. While at HGL, Rick realized the dynamic nature of digital storytelling after teaching numerous media arts workshops. In 1999 Rick founded Utah's only not-for-profit youth media center, Spy Hop Productions (SHP). In 2010 after serving over 10,000 Utah youth with innovative audio, video and interactive programming as Spy Hop Productions' Executive Director, Rick Wray stepped down to launch SHIFT a full time teacher-training organization focused on integrating filmmaking and digital storytelling into classroom instruction.

In 2015 Rick along with his Shift Program Director, Suzi Montgomery and Program Coordinator, Emily Mallory joined Utah Film Center education team which includes Education Program Manager Mariah Mellus and Education Coordinator Leslie Means. This dynamic group has deep roots in the film, art and educational community along with an in depth knowledge of writing and designing curriculum, presenting instructional material and community outreach.

The *Behind the Animation* presentations are conducted by TML studios whose work can be seen on the Cartoon Network, DC Entertainment, and the Hub Network's Aqua Bats Super Show to name a few. They are currently working on the world's first full length 4K animation, a film about the history of Jacob Marley, a character from Charles Dickens A Christmas Carol.

F. The resultant goals, plans or both for continued evaluation and improvement:

The evaluation of the Film Center's POPS-supported educational programs has been designed to generate assessment information about how professional development in standards-based digital filmmaking integration is linked to intended student and teacher outcomes.

The evaluation methodology will use both quantitative and qualitative tools consisting mainly of pre and post experience surveys and interviews to determine how successful the the programs have been on impacting the predetermined objectives of: improving teacher quality, enhancing student engagement, and increasing student achievement.

An annual summary of findings will be published in an approachable and easy to read infographic poster that showcases key findings and statistics.

6. EVIDENCE OF NON-PROFIT STATUS

 **IRS** Department of the Treasury  
Internal Revenue Service  
P.O. Box 2508, Room 4010  
Cincinnati OH 45201

In reply refer to: 4077589886  
Feb. 26, 2015 LTR 4168C 0  
75-3077559 000000 00 00027069  
BODC: TE

 UTAH FILM CENTER  
DBA SALT LAKE CITY FILM CENTER AND  
ARTISTS COLLABORATIVE  
122 S MAIN ST  
SALT LAKE CTY UT 84101-1602

017998

Employer Identification Number: 75-3077559  
Person to Contact: Mr. Schatz  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Jan. 20, 2015, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in July 2003.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website [www.irs.gov/eeo](http://www.irs.gov/eeo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.