

# POPS 2019-2020 ANNUAL REPORT

	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	141,470	132,169	273,639	52%
Travel	6,930	3,301	10,231	68%
Materials	18,900	10,565	29,465	64%
Other (Professional /Tech/Equipment)	41,200	69,245	110,445	37%
<b>TOTAL</b>	<b>208,500</b>	<b>212,280</b>	<b>423,780</b>	<b>49%</b>

Budget Narrative: The Other category includes property and equipment (\$19,066), specifically, tripods, data storage devices, classroom set of VR headsets, exhibition equipment and computer equipment. Also included are professional & tech contractors (\$91,379), specifically for education, marketing, and festival contractors.

Districts	Charters	Schools	Home School Students*	Hours	Teachers	Students
18	10	63	22	381.50	535	12,990

1. 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.

In order to implement Utah Film Center (UTFC) education programs with excellence to schools, teachers, and students around the state, staff worked closely with DACs, CTE specialists, state-wide conference specialists, and the State Board of Education through the direction of Cathy Jensen. Staff also worked closely with Utah State Board of Education

specialists Robert Austin, who is the Social Studies Team Officer and a board member of the Utah Film Center, and Tamara Burnside, Digital Media Art Specialist, to make sure educator professional development for teachers met state curriculum standards. These partners ensured that UTFC's media education programs are consistent with the state core standards.

a. **SHIFT Workshops - Essentials of Filmmaking in the Classroom**

POPS funding supported UTFC's SHIFT Filmmaking in the Classroom professional development 2-day workshops for educators across the state. SHIFT provides teachers with creative, standards-aligned cinematic and pedagogical tools to integrate media arts into classroom activities. Teachers learn the fundamentals of cinematic production and cinematic processes, such as storyboarding, that can be used in the classroom. They also learn how to guide students through the phases of cinematic production, and help students create instructional videos, trailers and PSAs. Every educator received standards-linked filmmaking curriculum and 16 hours of hands-on instruction.

UTFC provided Filmmaking in the Classroom for teachers from Alpine, Jordan, Salt Lake City, Garfield, Kane, Nebo, S. Sanpete, N. Sanpete, Granite, Iron, Murray, Davis, Uintah, Tooele, Box Elder and Ogden school districts.



*Above: Teachers get comfortable with cinematic technologies and learn lighting best practices at UTFC's Filmmaking in the Classroom professional development workshop in Panguitch.*

Of the educators who completed the SHIFT training in the fall, 90% of them agreed or strongly agreed that:

- The resources presented in the training were relevant and helpful
- They are more confident in integrating media arts into core content instruction
- The experience enhances teacher skill sets and teaching practice

Teachers also provided qualitative feedback. The following are a sample of their comments:

- LOVED EVERY MINUTE OF THIS. I WANT MOOOORE!
- Best professional development so far.
- Next time this comes I'm bringing other teachers with me.
- I seriously sense new oxygen into my practice as an educator. So exciting.
- [I valued] The modeling and practicing. I also appreciate the critiques after viewing other works to see how to lead critical thinking among students.
- It was great. Thank you for being willing to come to rural Utah.

All eligible participants received USBE professional development credit, and a standards-linked SHIFT Filmmaking Curriculum to enhance implementation in their classrooms.

Districts	Charters	Schools	Hours	Teachers	Students
20	0	10	30	31	3700

**b. SHIFT 2.0: Through My Lens**

In FY20, POPS funding allowed UTFC to offer an intensive, year-long SHIFT training that supported 6th, 7th, and 8th grade teachers as they integrated filmmaking into their classroom instruction. This initiative, called Through My Lens: Personalizing History Through Documentary Production (TML) trains grades 4 – 12 educators how to guide students as they produce documentary films, and teaches them about the importance of documentary film as a way to enact social change and tell one’s story. This year’s theme was “no labels.”

Through My Lens participants learned to integrate storytelling principles and the filmmaking process to craft compelling digital stories aimed at deepening content learning and enhancing literacy. The topic excited students and encouraged them to think personally about what discrimination looks like, how it makes people feel, and what is at stake, personally and more generally, when we deprive ourselves of the opportunities to fully recognize other people. This technology-infused training allowed teachers to explore how constructing cinematic narratives combined with intentionally-designed lesson plans helps both educators and students strengthen creativity, collaboration, communication,



With the dismissal of school mid-March, students were unable to complete their projects, undergo peer reviews of rough cuts, or have a year-end public exhibition of their films.

However, one of the teachers who participated in TML offered feedback on the process: “Not only did the curriculum and media mentors from Through My Lens teach my students the fundamentals of filmmaking and storytelling, but, more importantly, it also freed many of the kids from labels that had kept them from believing that they can do hard things and produce meaningful work! My students will always carry that with them.”

Educators who completed the year-long training received a Utah Core Standards-Linked SHIFT Filmmaking Curriculum, 2.0 USBE professional development credit, a partial Educational Technology Endorsement for those who applied, and free one-year Utah Film Center membership.

Districts	Charters	Schools	Hours	Teachers	Students
1	0	2	68	5	111

**c. Film Spark: Documentaries Worth Discussing**

Film Spark, a curated section of documentary films, encourages students to reflect and engage with contemporary issues and themes of challenge, persistence, agency, and sacrifice. The first two series cover social and emotional health, and STEM stories. These series include, for example, *Code: Debugging the Gender Gap*, which traces the persistent gap of women in the field of computer science, and *Alive Inside*, which follows social workers and researchers, as they unlock the power of music to help dementia patients.

In the FY19 school year, media education staff worked to curate Film Spark III, which is a collection of biographies of little known but important human stories. This collection includes, among others, *Blood Brother* and *Who is Dayani Cristal?*

In the fall of 2019, media education staff presented and distributed Film Spark III to 28 Youth in Custody educators. During the training, educators watched clips from *Blood Brother*, which PBS describes as “a story of friendship and life stripped down to its



essence.” Media education staff walked educators through how to use the accompanying standards-aligned study guide, which includes historical context, important terms, pre-viewing questions, post-viewing critical thinking, opportunities for reflection, and for creative responses.

This film, like others in the series, highlights themes of challenge and opportunity. Many of the biographies in the series are about people who suffered great loss or were dealt a very tough hand, and how they turned their lives around to make a difference of good in this world.

In response to this training, Steven Kaelin, Youth In Custody Education Specialist, with Utah State Board of Education, wrote: “Thank you so much!! I thought the training was remarkable. Your team is always modeling the dynamic, multi-faceted learning opportunities and teaching strategies our students need to be fully engaged and successful. What an amazing opportunity for our teachers and professional staff. Thanks again for your responsiveness to our training and curriculum needs in youth in care across the state.”

In light of the pandemic, the themes of Film Spark films take on a new resonance. After speaking with educators about their challenges reaching their students and the opportunities posed by distance learning, media education staff worked to provide free access for teachers, students and families to several Film Spark films and their accompanying study guides. These films, and their study guides, provide secondary educators and students probing questions leading to opportunities for reflection, strengthening social and emotional skills, and offering creative ideas for turning art into action. Access to Film Spark films can be found online at [www.filmspark.org](http://www.filmspark.org).

Districts	Charters	Schools	Hours	Teachers	Students
5	0	6	3	24	2400

**d. In Your Classroom Presentations**

Local animators, filmmakers, and professionals provide dynamic classroom presentations on animated and documentary films, and augmented and virtual reality. They highlight various creative processes, the collaborative nature of filmmaking, the value of research and preparation, and the importance of revision and editing.

One of the In Your Classroom Presentations is **Behind the Animation (BTA)**, which is for 3rd-12th grade students. BTA provides them with a behind-the-scenes understanding of the process of creating animated films. A professional animator covers animation styles and character development, including how characters are represented by how they are drawn. For example, characters drawn in angles might represent severity, while one drawn with curves could represent comfort.



*Above: Professional animator, Jarom (at left), has students demonstrate with facial and body expressions scenarios such as, "Your sibling/parent/friend just ate the last of your favorite cereal!" to "You just found out that you're headed to Disneyland!" in UTFC's Behind The Animation classroom presentation.*

Students also learn about the collaborative and iterative process of creation; the required common vision, teamwork and perseverance needed to complete multi-year projects; and about cinematic processes that make a character and story come to life on screen.

Often, the presentation occurs before the movie to provide students with a lens through which to engage the film; students practice critical thinking skills as they watch films. Teachers utilize the presentation to encourage students to build media literacy skills, and

as a foundation for lessons in art, film, and story-telling. UTFC's pre-event materials, including aligned curriculum standards, can be found on UTFC's media education [webpage](#).

Participating teachers receive standards-linked post-event materials, including animated shorts study guides and a character design worksheet that allows teachers and students to continue the learning process. Teachers offered the following comments on Behind the Animation:

- The presentation encouraged my students to think of their unique and individual skill set and interests and how they could be used in the many different processes of producing animation.
- ...teachers felt that this was the best presentation we have had in the school.
- [The students] were so engaged with the presenter that they didn't make a peep. His experience went a long way with these kids.
- My students were surprised and amazed at the process and number of employees who work to produce and animation. I had one student say, "The light bulb just went on!" He was referring to what he wanted to do as a career!
- I feel like the presentation showed students how important it is to develop full ideas and characters in a storyline, so that it feels real and makes sense to the reader.
- I plan to relate the material they saw/heard with the aspects we interact with on a daily basis--namely, story, theme, characterization, reading, and writing. I will be sure to emphasize the ways that science and math play a part in language arts, even filmmaking.

To build upon the power of the personal narrative and to have students focus on point of view in storytelling and film, Utah Film Center offers **Moving Stories** which includes Virtual Reality (VR) and Augmented Reality (AR) to show how immersive technologies can be used to create stories that make a lasting impact. This 50-minute interactive presentation is designed for a single class at a time. Students learn the differences and similarities between traditional films and VR films, both from a filmmaking and an audience standpoint.

Students immersed themselves in a short VR documentary on life in a refugee camp that is narrated by a Syrian refugee child. She takes the audience on a tour of the camp, including the tent where she lives with her family and the dusty soccer field where other children play. The film and the experience allows American students, sitting thousands of miles away, to immerse themselves in the sights and the sounds of another's life and experience, even momentarily, and to reflect what it might be like to live a different life. One student at Escalante High School, comparing her life to that of the girl in the Zaatari Camp, responded,



“We are all human. We are not different. We all want love, safety, friendship, kindness, and a good life. It was easy at first to think she is different from me because of her language and her clothing, but she is just like me: human.”

Here is a sampling of quotes from teachers on the value and impact of Moving Stories:

- My students were able to have a snapshot into the lives of kids from another place in the world. VR was a perfect medium for communicating the thoughts, feelings and emotions of the people impacted by war, and it was a perfect medium to communicate to 13-year-olds in a language they understand-technology.
- Students got the chance to engage with technology not usually available to them. Students were able to experience another person's story whose life is so different from their own.
- The best compliment I heard about the presentation was, “today was a pretty cool day.” When you work with teenagers, the compliment means much more than what was said.

UTFC took both Behind the Animation and Moving Stories programs on the road, with a southern tour of Wayne, Garfield, Kane, Nebo, S. Sanpete, and N. Sanpete school districts. UTFC’s visiting artist program was well-received in these rural areas where in terms of practicality alone, bringing artists to schools tackles many of the logistical challenges involved with taking students off campus. Many of these schools said they are often overlooked because of their small numbers and remote locations. A teacher from Escalante High School wrote: “What I valued the most about the experience of the Utah Film Center’s visit to my school was the fact that they were willing to fit in our students – that they drove so far to spend time with us. They brought our students a truly unique, unparalleled experience. They were able to bring these wonderful teenagers out of their own world into someone else's.”

Over 54 classroom presentations, scheduled in the last quarter of the school year, were cancelled due to the COVID pandemic. Staff are currently working on how to revise the classroom presentations to be conducted online in the coming school year.

Districts	Charters	Schools	Hours	Teacher s	Students
12	1	31	198	81	2797

### e. Tumbleweeds: Festival Field Trips & Student Workshops

Utah Film Center offered Festival Field Trips to grades 1-12 as part of the Tumbleweeds Film Festival in March 2020. Teachers could choose between three locations: the public library in downtown Salt Lake City, the SCERA Center for the Arts in Orem, and the Viridian Event Center in West Jordan. Tumbleweeds Festival Field Trips provide immersive art and cultural experiences for students. Forty-eight percent of the public schools participating in the field trips were Title I schools.

Students attended one of three film events where they could view the film and interact with the filmmaker or local expert: *Binti*, *We are the Dream: The Kids of the Oakland MLK Oratorical Fest*, or a compilation of animated shorts. This year, each film in the animated showcase was bookended by a brief synopsis or discussion with a professional animator. This allowed students to reflect on a particular aspect of the film they just viewed, or to prime them to think critically about something they were about to see. In prior years, the shorts were shown back to back, with a presentation and post-discussion at the beginning and end of the entire series. This adjustment was lauded by educators, who said that this allowed students the guidance of professionals to deeply engage what they were viewing.

*Below: Students attending Tumbleweeds Film Festival field trips, March 2020, are excited to be part of the film discussion.*



The post-film discussion of *We Are The Dream* encouraged the students to think about why it is important for kids their age to participate in an oratorical competition, what they found inspiring in their story of kids who were highlighted in the film, and what issues they would be interested in addressing if they were to participate in a similar competition. Speaking on the importance of raising a new generation to be agents of change, a student from Madeleine Choir school offered, “Adults do many things, there needs to be a new generation of musicians and artists so the world can continue happy and lovingly.” Another stated that the value of an event like this is to demonstrate that kids can inspire others to action. “MLK put power into himself, kids can do it too.”

Teachers could also participate in several media arts related workshops led by industry experienced professionals: stop motion animation, augmented reality treasure hunt, and virtual reality documentary. Students received hands-on guidance and were able to utilize technology to understand the design and creative processes. Of workshop participation, one educator offered, “The presenter was fantastic, the students were really engaged. It was great the presenter showed some of the work he has done and that the students knew his work. That alone helped the students listen to what he had to say.”



*Previous page: Students learn how to set up their shot for an exercise in stop motion animation during a Tumbleweeds Film Festival Field Trip.*

Teachers also received standards-linked study guides, which include pre-screening questions, prompts and activities to help students think deeply and critically about film. One hundred percent of teachers who responded to the survey agreed or strongly agreed that festival field trips offered important messages and prompted important discussions, provided a unique and valuable experience that students would not have had otherwise, and demonstrated how the arts can be utilized as an educational platform.

Educators provided the following feedback on the Festival Field Trips:

- Through both the film and the workshop my students learn about persistence, creativity, imagination, innovation and taking risks. I think they were inspired by listening to people they could relate to whether through film or in person. The Tumbleweeds Film Festival and workshops encouraged the students to try and do something they would not have done before. Listening to others stories where they feel connected, makes it seem not too far from their grasp. It also showed them they might not get it right the first time and everyone needs to try and not give up.
- My students gained exposure to documentary film and to the idea of students their age using their voices to advocate for important ideas.
- They learned to be in a large group setting, showing manners and listening while remaining engaged.
- [Students learned] Concepts in art, language arts, graphic design, power of story, power of persuasion, future education and job possibilities.

The following are some of festival components teachers found valuable:

- Attaching academic learning and conversation to something “fun.”
- The workshop was led by someone with first-hand industry experience.
- [The study guides] gave us structure to build the learning.
- The study guide was very useful to help with a pre- discussion of what my students were going to see, as I had not seen the film before I saw it with my students. The study guide even came with a list of key terms that were very helpful. The questions that were given to highlight the media literacy topics were right on, as were the many other questions. It is very nice that [there] were already thoughtful questions compiled in the study guide that could extend the field trip topics into the classroom through conversation and writing.

Districts	Charters	Schools	Hours	Teachers	Students
8	7	23	85.5	267	2564

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

Number of schools served in each district.				
DISTRICT	2017 - 2018	2018- 2019	2019 - 2020	Projected 2020 - 2021
Alpine	25	38	9	12
Beaver		1		
Box Elder	1	1		10
Cache	7	1		10
Canyons	2	2	1	10
Carbon	7		1	7
Daggett				
Davis	15	1	2	20
Duchesne	2	4		
Emery	7			5
Garfield			4	
Grand	3			2
Granite	29	13	7	10
Iron	1	19		
Jordan	11	5	8	10
Juab	1			
Kane			3	
Logan				3
Millard		1		
Morgan				2
Murray			1	3
Nebo	13	11	2	
N. Sanpete	1		1	
N. Summit				1
Ogden	3			18



Park City	2	7		3
Piute		1	1	
Provo	8	3		8
Rich		1		2
SLC	14	25	8	11
San Juan	3			8
Sevier	1	1	1	
S. Sanpete			1	
S. Summit				
Tintic				2
Tooele				3
Uintah		14		
Wasatch		7		
Washington	1	7		
Wayne			2	
Weber		1	1	10
Charter	12	7	10	10
<b>Total # of Schools Visited</b>	169	171	63	180
<b>Total # of Districts Visited</b>			18	23

1. A SUMMARY OF THE ORGANIZATION’S SELF-EVALUATION

A. Cost-effectiveness:

Utah Film Center’s (UTFC) educational programs provide educators and students with opportunities to build 21st century skills through the integration of media arts into the classroom. These include creativity, collaboration, critical thinking, and communication. The Film Center uses high-quality media arts instruction aligned with the Fine Arts Core Curriculum to inspire and enhance teaching practice through professional development, and encourage students to engage and develop their unique voice by cultivating art and technical skills. In the 2019-2020 school year, Utah Film Center’s education programs reached 535 teachers and 12990 students, with an average cost of \$32.60 per student. This cost per student is higher than last year because of state-wide school dismissals due to the COVID pandemic. This led to the cancellation of over 50 educational presentations or workshops in the remainder of the school year. Education staff used the time during school dismissal to provide teachers with media arts resources to support distance

learning, engage teachers in their needs around distance learning for the coming school year, and to revise media arts materials to support distance learning into the future.

#### B. Procedural efficiency:

UTFC education programs are designed to meet the needs and logistical parameters for educators and students. SHIFT professional development trainings, for example, can be provided in two days (via intensive boot-camp-like sessions) or over the course of a semester or school year. Year-long cinematic professional development for teachers also includes personalized support, in the form of media mentors, to help teachers integrate cinematic concepts into their teaching. In Your Classroom presentations, which focus on animated and personal storytelling, are conducted in the classroom. Film Spark can be implemented as a unit of film study or integrated into the classroom to pair with content learning, and its standard-linked study guides can be implemented by educators or used as part of student self-directed study. Many of the films in the Film Spark series, and their accompanying standards-aligned study guides, are now free on UTFC's Film Spark webpage: [filmspark.org](http://filmspark.org). Festival field trips provide immersive art and cultural experiences to groups of students by pairing a film with an artist discussion, and opportunities for hands-on learning.

Through UTFC education programs, teachers build skills that are assets throughout their careers, acquiring or strengthening creative tools that help students learn about story-arcs, research, resources, conveying a point of view, visualization, and critical analysis. Portions of UTFC's SHIFT curriculum can be used in whole or in part to help students engage with in-class topics; using story-boarding in class, for example, is part of cinematic preparation and visualization and can also be used by students to demonstrate comprehension outside of filmmaking. Additionally, teachers receive standards-aligned study guides and online resources that can be used indefinitely and provide engaging ways for students to strengthen media literacy skills and understand the iterative process of creation.

Until COVID necessitated school closings, Utah Film Center staff traveled to schools around the state to provide all participating teachers with initial face-to-face training, and where appropriate, with ongoing support conducted online and over the phone.

#### C. Collaborative practices:

Utah Film Center education staff works with Utah State Board of Education specialists, school principals, District Arts Coordinators (DACs), School District Curriculum Specialists, Beverley Taylor Sorenson Arts Learning Program directors and specialists and Education Technology Integration leaders to help recruit educators and schools that would benefit from media arts education and professional development support. Other teachers are recruited through personal and professional referrals by educators who have completed trainings or attended presentations.

#### D. Educational soundness:

Utah Film Center's media education programs align with key educational standards, such as, Utah Common Core State Standards (CCSS), the National Council of Teachers of English (NCTE), the International Society for Technology in Education (ISTE), and the National and Utah State Standards for Media Arts. UTFC's education programs also align with specific media arts competencies, including storytelling; conceptualization: brainstorming, planning, writing and research; visualization and storyboarding; audience and point of view; media literacy; copyright, fair use and the public domain; shot styles, composition and cinematography; production roles and responsibilities; audio production; editing; critical review and response; and distribution, promotion and exhibition.

Students of educators who completed SHIFT professional development workshops produce their own work, participate in peer-reviews of their projects, and publicly exhibit their digital media art projects. To keep technology relevant and to align more fully with media arts competencies, education programs introduced Virtual Reality oculus headsets and Augmented Reality activities to *In Your Classroom* presentations. As part of UTFC's Moving Stories experience, each child in a class gets to become fully immersed in a documentary and evaluate the impact of what cinematography and point of view can do to convey the human experience behind a story.

#### E. Professional excellence:

Michelle Walker, Utah Film Center's Education Program Manager, received her BA with a Teaching Certification from BYU. She has nearly seven years of experience as an educator in the classroom. As an educator, she received several honors and multiple recognitions,

including Nudge Teacher of the Month (January 2016), American Fork High School; Teacher of the month (November 2015), American Fork High School; and Teacher of the Year (April 2014), American Fork High School. Michelle provides strategic and logistical guidance to UTFC's media education programs.

Leslie Means, Utah Film Center's Education Admin Manager, studied elementary education at Snow College and film at the University of Utah. Her work with Utah Film Center started as a parent volunteer, as part of the advisory board that helped launch the first Tumbleweeds Film Festival in 2011. One of UTFC's first education team members, she has designed, managed, and helped to implement nearly all aspects of its programming.

Danny Schmidt is a documentary filmmaker, cinematographer, and instructor based in Salt Lake City. He graduated from the University of Utah in 2005 and received his MFA in Documentary Film from Montana State University in 2012. Danny is active in the film industry, regularly traveling to far-flung corners of the globe telling stories about people, places and wildlife. His work has appeared on Netflix, National Geographic, PBS, Smithsonian Channel, and many others. Danny is UTFC's educational producer and teaches courses in documentary filmmaking, editing, and cinematography. He actively updates the curriculum and searches for new ways to get students and teachers engaged with the filmmaking process. He facilitates the SHIFT program.

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

Educators participating in Utah Film Center's media education programs complete an evaluation that uses both quantitative and qualitative tools consisting mainly of surveys and interviews to determine how the programs impact teacher quality, enhance student engagement and support student achievement. Student-produced media, peer review processes, and final public exhibitions highlight student engagement and achievement, as well as specific acquired skill sets in fine arts and media arts. The evaluations also help guide any revisions to educational programs' content and logistics.

2. EVIDENCE OF NON-PROFIT STATUS (see attached)

## ADDENDUM - DISTANCE LEARNING ONLINE OPPORTUNITIES PROVIDED

UTFC's education staff utilized the school dismissal time for connecting with teachers and administrators around the state, listening and learning about how the educational landscape immediately changed, and what teachers need to support and complement distance learning. This was a time for research, development, revision, and strategizing.

Film Spark online launched in late March: [www.filmspark.org](http://www.filmspark.org). Films found on this site are a selection from UTFC's Film Spark series that can be accessed online for free. Teachers can also download UTFC's accompanying standards-aligned study guides. The study guides encourage thoughtful engagement and provide initial discussion points for classes and families.

Filmmaking in the Classroom, also known as SHIFT, is being revised to address the real digital learning challenges and opportunities that moving online pose for educators. Teachers have mentioned that they would benefit from the lessons pared down into classroom length sizes and the opportunity to connect for ongoing technical support. UTFC staff provided real time resources to educators each week, and worked to update filmmaking resources for those teachers utilizing filmmaking in their distance learning with students.

Elementary teachers have expressed interest in utilizing portions of the filmmaking in the classroom program, but digital media standards for elementary schools in Utah do not yet exist. UTFC staff are working in partnership with the Utah State Board of Education staff, the Beverly Taylor Sorenson Arts Learning Program, and consultants to develop elementary standards.

Film Center staff are also working with Utah Education Network (UEN) to help ensure that UTFC's media education resources, whether live or pre-recorded, are available online for the coming school year. UTFC is participating in UEN's media consortium to help amplify efforts in the community to support distance learning.

This period of research and development will allow UTFC and the state to provide digital media arts education to an expanded group of students (elementary). Additionally, placing the curriculum online will present opportunities for reaching rural communities more often and helping teachers and students around the state build 21st century skills. When classes resume, easily accessible online curriculum, distance learning opportunities, and online expert support will help ensure equitable access to media arts for Utah teachers.



POPS SERVICE LOG 2018-2019

DATE	PROGRAM/ SERVICE	DISTRIC T	SCHOOL	SCHOO L TYPE	STUD ENTS	TEACHE RS	HOURS	ADDRESS OF SITE	IS IT A TITLE 1?	POPS AREA	GRADE LEVEL
8/30/2019	Behind the Animation	Alpine	Foothill Elementary	Public	90	4	3	921 N 1240 E, Orem, UT 84097	No		3
9/4/2019	IVC: Moving Stories	Jordan	JATC South	Charter	20	1	3	12723 Park Ave, Riverton, UT 84065	No	Home	11;12
9/13/2019	SHIFLT: TML kick off	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	12	UTFC Artist Foundry	yes		6;7;8
9/13/2019	Behind the Animation	Jordan	Fox Hollow Elementary	Public	25	1	3	6020 8200 S, West Jordan, UT 84081	No	Home	6
9/13/2019	Behind the Animation	Jordan	Fox Hollow Elementary	Public	30	1	3	6020 8200 S, West Jordan, UT 84081	No	Home	5
9/13/2019	Behind the Animation	Jordan	Fox Hollow Elementary	Public	29	1	3	6020 8200 S, West Jordan, UT 84081	No	Home	5
10/30/2019	TML teacher training	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
12/4/2019	TML teacher training	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
1/21/2020	TML teacher training	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
2/25/2020	TML teacher training	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
5/12/2020	TML teacher training	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	Online zoom meeting	yes	Home	6-7-8
10/16	TML media mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
11/18	TML media mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
12/6	TML media mentor vist	SLC	Northwest Middle	Public	45	7	4	UTFC Artist Foundry	yes	Home	7-8

## POPS SERVICE LOG 2018-2019

DATE	PROGRAM/ SERVICE	DISTRIC T	SCHOOL	SCHOO L TYPE	STUD ENTS	TEACHE RS	HOURS	ADDRESS OF SITE	IS IT A TITLE 1?	POPS AREA	GRADE LEVEL
12/12	TMLmedia mentor vist	SLC	Meadowlark Elementary	Public	66	7	4	UTFC Artist Foundry	yes	Home	6
1/9	TMLmedia mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
2/6	TMLmedia mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
3/4	TMLmedia mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
2/6	TMLmedia mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
3/5	TMLmedia mentor vist	SLC	Meadowlark Elementary, Northwest Middle	Public	111	7	4	UTFC Artist Foundry	yes	Home	6-7-8
9/20/2019	Behind the Animation	Canyons	Brighton High School	Public	40	1	3	Heights, UT 84121 Cottonwood 2220 Bengal Blvd,	No	Home	9,10,11,12
9/27/2019	Behind the Animation	Alpine	Brookhaven Elementary	Public	100	1	3	84005 Eagle Mountain, UT 7082 N Seedling Dr,	No	Home	3
9/27/2019	Behind the Animation	Alpine	Lindon Elementary	Public	100	1	3	30 N Main St, Lindon, UT 84042	No	Home	3
9/27/2019	Behind the Animation	Alpine	Lindon Elementary	Public	100	1	3	30 N Main St, Lindon, UT 84042	No	Home	3
10/7/2019	Moving Stories	Wayne	Wayne High School	Public	30	1	3	265 N 400 W, Bicknell, UT 84715	No	3	9,10,11,12
10/7/2019	Moving Stories	Wayne	Wayne High School	Public	30	1	3	265 N 400 W, Bicknell, UT 84715	No	3	9,10,11,12
10/7/2019	Moving Stories	Wayne	Wayne Middle School	Public	20	1	3	75 N Center St, Bicknell, UT 84715	No	3	6,7,8
10/7/2019	Moving Stories	Wayne	Wayne Middle School	Public	20	1	3	75 N Center St, Bicknell, UT 84715	No	3	6,7,8
10/7/2019	Moving Stories	Wayne	Wayne Middle School	Public	20	1	3	75 N Center St, Bicknell, UT 84715	No	3	6,7,8

**POPS SERVICE LOG 2018-2019**

DATE	PROGRAM/ SERVICE	DISTRIC T	SCHOOL	SCHOO L TYPE	STUD ENTS	TEACHE RS	HOURS	ADDRESS OF SITE	IS IT A TITLE 1?	POPS AREA	GRADE LEVEL
10/8/2019	Moving Stories	Garfield	Escalante Elementary	Public	40	1	3	50 N 300 E, Escalante, UT 84726	No	3	3:4;5;6
10/8/2019	Moving Stories	Garfield	Escalante Elementary	Public	40	1	3	50 N 300 E, Escalante, UT 84726	No	3	3:4;5;6
10/8/2019	Moving Stories	Garfield	Escalante High School	Public	36	1	3	800 UT-12, Escalante, UT 84726	No	3	7:8;9;10;11;12
10/8/2019	Moving Stories	Garfield	Boulder Elementary	Public	7	1	3	50 School House Ln, Boulder, UT 84716	No	3	All grades
10/9/2019	Moving Stories	Kane	Lake Powell School	Public	7	1	3	1000 Ferry Rd, Lake Powell, UT 84533	Yes	3	7:8;9;10;11;12
10/9/2019	Moving Stories	Kane	Lake Powell School	Public	8	1	3	1000 Ferry Rd, Lake Powell, UT 84533	Yes	3	1:2;3:4;5;6
10/9/2019	Behind the Animation	Nebo	Rees Elementary	Public	31	1	3	574 Rees Ave, Spanish Fork, UT 84660	Yes	6	6
10/9/2019	Behind the Animation	Nebo	Rees Elementary	Public	31	1	3	574 Rees Ave, Spanish Fork, UT 84660	Yes	6	6
10/9/2019	Behind the Animation	Nebo	Rees Elementary	Public	31	1	3	574 Rees Ave, Spanish Fork, UT 84660	Yes	6	6
10/10/2019	Behind the Animation	S. Sanpete	Ephraim Elementary	Public	500	1	3	570 S 300 E, Ephraim, UT 84627	Yes	6	All grades
10/10/2019	Behind the Animation	S. Sanpete	Ephraim Elementary	Public	23	1	3	570 S 300 E, Ephraim, UT 84627	Yes	6	5
10/10/2019	Behind the Animation	S. Sanpete	Ephraim Elementary	Public	22	1	3	570 S 300 E, Ephraim, UT 84627	Yes	6	5
10/10/2019	Behind the Animation	S. Sanpete	Ephraim Elementary	Public	24	1	3	570 S 300 E, Ephraim, UT 84627	Yes	6	2
10/10/2019	Behind the Animation	S. Sanpete	Ephraim Elementary	Public	59	1	3	570 S 300 E, Ephraim, UT 84627	Yes	6	2



**POPS SERVICE LOG 2018-2019**

DATE	PROGRAM/ SERVICE	DISTRIC T	SCHOOL	SCHOO L TYPE	STUD ENTS	TEACHE RS	HOURS	ADDRESS OF SITE	IS IT A TITLE 1?	POPS AREA	GRADE LEVEL
11/18/2019	IVC: Moving Stories	Jordan	Elk Meadows Elementary	Public	32	1	3	3448 9800 S, South Jordan, UT 84095	No	Home	6
11/18/2019	IVC: Moving Stories	Jordan	Copper Canyon Elementary	Public	32	1	3	84081 Dr, West Jordan, UT	No	Home	6
11/21/2019	IVC: Moving Stories	SLC	Dual Immersion Academy	Charter	26	1	3	1155 Glendale Dr, Salt Lake City, UT 84104	Yes	Home	6:7
11/21/2019	IVC: Moving Stories	SLC	Dual Immersion Academy	Charter	22	1	3	1155 Glendale Dr, Salt Lake City, UT 84104	Yes	Home	6:7
11/21/2019	IVC: Moving Stories	SLC	Dual Immersion Academy	Charter	28	1	3	1155 Glendale Dr, Salt Lake City, UT 84104	Yes	Home	6:7
11/21/2019	IVC: Moving Stories	SLC	Dual Immersion Academy	Charter	26	1	3	1155 Glendale Dr, Salt Lake City, UT 84104	Yes	Home	6:7
11/22/2019	Behind the Animation	Granite	William Penn Elementary	Public	50	2	3	1670 Siggard Dr, Salt Lake City, UT 84106	No	Home	4
11/22/2019	Behind the Animation	Granite	William Penn Elementary	Public	50	2	3	1670 Siggard Dr, Salt Lake City, UT 84106	No	Home	4
11/22/2019	Behind the Animation	Granite	William Penn Elementary	Public	50	2	3	1670 Siggard Dr, Salt Lake City, UT 84106	No	Home	4
11/25/2019	Behind the Animation	Granite	Granger Elementary	Public	22	1	3	3700 S 1950 W, West Valley City, UT 84119	Yes	Home	3
12/6/2019	Behind the Animation	Jordan	Copper Canyon Elementary	Public	30	1	3	8917 Copperwood Dr, West Jordan, UT 84081		Home	3;4;5;6
12/6/2019	Behind the Animation	SLC charter	Salt Lake Center for Science Education	Charter	60	1	3	1400 Goodwin Ave, Salt Lake City, UT 84116	Yes	Home	7,8
12/6/2019	Behind the Animation	SLC charter	Salt Lake Center for Science Education	Charter	60	1	3	1400 Goodwin Ave, Salt Lake City, UT 84116	Yes	Home	7,8
12/6/2019	Behind the Animation	Granite	Morningside Elementary	Public	36	4	3	4170 S 3000 E, Salt Lake City, UT 84124	No	Home	3



**POPS SERVICE LOG 2018-2019**

DATE	PROGRAM/ SERVICE	DISTRIC T	SCHOOL	SCHOO L TYPE	STUD ENTS	TEACHE RS	HOURS	ADDRESS OF SITE	IS IT A TITLE 1?	POPS AREA	GRADE LEVEL
12/6/2019	Behind the Animation	Granite	Morningside Elementary	Public	36	4	3	4170 S 3000 E, Salt Lake City, UT 84124	No	Home	3
12/6/2019	Behind the Animation	Granite	Morningside Elementary	Public	36	4	3	4170 S 3000 E, Salt Lake City, UT 84124	No	Home	3
12/11/2019	IVC: Moving Stories	SLC	Northwest Middle School	Public	28	1	3	1730 N 1700 W, Salt Lake City, UT 84116	Yes	Home	7,8
12/11/2019	IVC: Moving Stories	SLC	Northwest Middle School	Public	25	1	3	1730 N 1700 W, Salt Lake City, UT 84116	Yes	Home	7,8
12/11/2019	IVC: Moving Stories	SLC	Northwest Middle School	Public	28	1	3	1730 N 1700 W, Salt Lake City, UT 84116	Yes	Home	7,8
12/11/2019	IVC: Moving Stories	SLC	Northwest Middle School	Public	27	1	3	1730 N 1700 W, Salt Lake City, UT 84116	Yes	Home	7,8
12/11/2019	IVC: Moving Stories	SLC	Northwest Middle School	Public	26	1	3	1730 N 1700 W, Salt Lake City, UT 84116	Yes	Home	7,8
12/11/2019	IVC: Moving Stories	SLC	Northwest Middle School	Public	28	1	3	1730 N 1700 W, Salt Lake City, UT 84116	Yes	Home	7,8
1/9/2020	IVC: Moving Stories	Murray	Grant Elementary School	Public	60	2	3	662 W 6140 S, Murray, UT 84123	Yes	Home	6
2/25/2020	IVC: Moving Stories	SLC	West High	Public	25	1	3	241 N 300 W, Salt Lake City, UT 84103	No	Home	9
10/10 -10 /11/2019	SHIFT: Pangutich 2-day	Ogden, UofU STEM, S. Sanpete, Murray, Uintah, Tooele, Granite, USBE,	Bountiful High, Piute High, Escalante Elem/Middle/High, Kanab High, Fredonia High/Middle, Viewmont High	Public	900	13	16 (28-hour days)		yes		
9/26; 11/15	SHIFT: YIC		YIC centers in all listed Districts	Public (youth in Custody-State)	2800	28	14 (8-hr day + 6-hr day)		No		7-12

**POPS SERVICE LOG 2018-2019**

DATE	PROGRAM/ SERVICE	DISTRIC T	SCHOOL	SCHOO L TYPE	STUD ENTS	TEACHE RS	HOURS	ADDRESS OF SITE	IS IT A TITLE 1?	POPS AREA	GRADE LEVEL
11/15	Film Spark	Ogden, Murray, Uintah, Davis, Alpine, South Sampete, Tooele, Granite, Box Elder, Nepo	Many YIC facilities within each district	YIC	2,400	24 binders	3	SLC City Library			
3/9 - 3/12	TWDS FFTs		Public:	public, charter, private, home school	2564	267	4.75				



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.

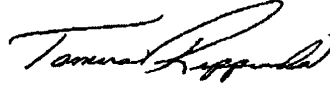
Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing 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.

4077589886  
Feb. 26, 2015 LTR 4168C 0  
75-3077559 000000 00  
00027070

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

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,



Tamera Ripperda  
Director, Exempt Organizations