 The Community Foundation Serving Riverside and San Bernardino Counties	S.L. Gimbel Foundation Fund Grant Evaluation Form
Grant Period:	November 1, 2011 - October 31, 2012

Organization: Broadway Center for the Performing Arts

Contact Name: Benjii Bryan Bittle Title: Deputy Executive Director

Phone Number: 253-591-5891 Grant Period: 11.1.2011 thru 10.31.12

Award Amount: \$25,000 Grant Number: 2011725

- Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.

Key outcomes and results for all three Gimbel-supported projects comfortably met each of their individual goals and objectives:

- a) *Broadway YEAR's* objective and goal was to offer at-risk youth, ages 9-14, extended after school programming in spoken word, theater and dance to explore and express their concerns around violence to discover and share possible alternatives. Both sessions were very successful, serving 450 students (300 originally estimated) in 20 schools (14 originally estimated.) Racial and economic data for schools served through Broadway YEAR are listed below, and reflect the overall Broadway Center Education objective to serve diverse student populations which have a higher number of at-risk students.

School	* Free/Reduced Lunch Rate %	* % Non-Caucasian	Geographic Classification
Camas Prairie Elementary	46	54	Spanaway - Rural
Centennial Elementary	40	30	Graham - Rural
Evergreen Elementary	49	54	Spanaway - Rural
Elk Plain Elementary	17	30	Spanaway - Rural
Fredrickson Elementary	35	36	Puyallup - Suburban
Kapowsin Elementary	30	30	Graham - Rural
Rocky Ridge Elementary	40	27	Graham - Rural
Bethel Junior High	30	38	Spanaway - Rural
Cedarcrest Junior High	34	53	Spanaway - Rural
Cougar Mtn. Junior High	30	27	Graham - Rural
Spanaway Junior High	39	52	Tacoma - Suburban
Liberty Junior High	29	35	Spanaway - Rural
Frontier Junior High	25	22	Graham - Rural
Franklin Elementary	77	64	Tacoma - Urban
McCarver Elementary	92	73	Tacoma - Urban
Sheridan Elementary	82	86	Tacoma - Urban
Stafford Elementary	72	79	Tacoma - Urban
First Creek Middle	87	79	Tacoma - Urban
Truman Middle	58	50	Tacoma - Urban
Chief Leschi	Does not apply	98%	Puyallup - Regional - 60 tribes represented

* Bethel and Tacoma School District statistics are drawn from the website of the Office of the Washington State Superintendent, May 2011 data. <http://www.k12.wa.us/>

* Chief Leschi data is drawn from the Chief Leschi Schools website: <http://www.leschischools.org/> Tribal schools lunch rates are not reported through OSPI, meals are subsidized at 100% from other federal resources

For Broadway YEAR we secured the services of Education Northwest to help build our evaluation model. We assess our program based on administering pre- and post program surveys, reviewing aggregate school data within the limits of privacy requirements and we also conduct a focus group meeting at every site upon completing each semester of programming. Here are some of the measureable results from our first year of programming:

- 95% of participating students indicated that the program had helped them learn to respect others and the same percent declared that they were making better use of their time after school.
- 86% indicated that they were more motivated to work harder in school
- Numerous teachers have indicated that students in the program are more engaged in school work and are more focused in class
- Several YEAR Parents have declared students are more engaged in school and focused on homework.

2) *Touring Outreach's* objective and goal was to provide professional , diversity-based, touring arts programs directly on site at underserved schools to alleviate school economic challenges such as transportation availability, shortage of classroom time, and individual student economic barriers.

S.L. Gimbel funding made a considerable difference in the 2012 presentation of *Eleven Days in the Life of Dr. King* - helping us surpass our projected goal of 28 performances in 20 schools, serving 15,000 students. We are pleased to report we were able to provide 37 performances in 30 schools, serving more than 18,500 students!

The list below demonstrates the Broadway Center's goal to serve those schools and students with the highest economic need. Over the past four years of Broadway Center education diversity-based school touring programs, more than 73,000 students have participated.

District/School (#) of Performances	% Non-white	% F/R Lunch	District/School (#) of Performances	% Non-white	% F/R Lunch	District/School (#) of Performances	% Non-white	% F/R Lunch
Bethel			Puyallup			Tacoma		
Kapowsin (1)	21	30	Karshner (1)	42	55	Washington/Hoyt (1)	19	19
Roy (1)	27	42	Spinning (1)	35	55	Franklin (1)	64	77
Liberty Junior High (2)	35	29	Stewart (1)	32	46	Jason Lee Middle (1)	67	80
Bethel Junior High (1)	38	30	Ferrucci Junior High (2)	30	34	Blix Elementary (2)	78	87
Spanaway Junior High (1)	52	39	Northwood (1)	35	30	Oakland Alternative (1)	58	63
Rocky Ridge (1)	27	40	Woodland (1)	34	44	Roosevelt (2)	76	89
Fredrickson (1)	36	35				Baker Middle (2)	69	72
Pioneer Valley (1)	36	29	South Kitsap			Franklin Pierce		
			Hidden Creek (1)	29	37	Ford Middle School (2)	54	58
Eatonville			Sidney Glen (1)	32	51	Other		
Eatonville Middle (1)	12	40	E. Port Orchard (1)	26	54	Chief Leschi (2)	N/A	N/A
Eatonville Elementary (1)	13	45	Orchard Heights (1)	30	47	First Presbyterian	N/A	N/A

Statistics are drawn from the website of the Office of the Washington State Superintendent, May 2011 data. <http://www.k12.wa.us/>

Someone, somewhere,
will tell you
not to believe in your dream,
that day may come.
And when it does...
don't believe them,
Tell them you are living
the eleventh day--
that Dr. King lives
in you.
His life isn't over
and your work...
isn't through.

- 11 Days in the Life of Dr. King

"I am so proud that the best theatre and writing seems to be coming out of Tacoma! This is not just 'local' quality. This is national award stuff. It is incredible that a stage production so effective, beautiful, powerful, can be available for the intimacy of 'our own place'. We know that our school is the safe place, dependable place and home for many of our students. Having such a fine production deem us important enough for a home visit, is like the honor of having the governor come to your house...but way more enjoyable. I think a wonderful part of this work is that it personalizes Dr. King, Jr. and offers a direct connection to his work and the goodness that it stands for. The script, delivery and mode of transportation embodied determination, dedication and honor of self. I am deeply thankful that '11 Days' exists and is being performed by such capable, talented actors. The 'talk back' with the actors was great. The rubric was fantastic. I would like a copy of it. The students were blown away when they found out the brilliant performers were only 24 years old. (student question) I think this really added a dimension to what our students conceive about "life after 20". Eye opening and heart opening. Thank you. Thank you. Thank you."

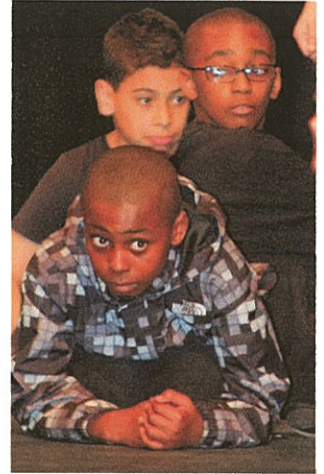
-Marti Hilyard, Tacoma Public Schools

3) *Conservatory Satellites'* objective and goal was to provide after-school arts workshops led by master teaching artists, on-site at rural schools and at the Broadway Center's downtown Tacoma Conservatory Studios. Skills taught are: fundamentals of musical theater; scene study; basic choreography; creating character through physical choices; voice work; theater scene writing; and improvisation. A post-session showcase is held for students, teachers, families and friends at Theatre on the Square.

Both the fall and winter sessions were successful - serving 53 students in the fall and 36 in the winter session - in four schools and at the Conservatory Studios. Culminating productions occurred at Theater on the Square in on December 12, 2011, and the winter session students performed their musical twice on March 31, 2012.

- **What were the challenges and obstacles you encountered (if any) in attaining your goals & objectives? How did you overcome and/or address the challenges and obstacles? What were the lessons learned?**

Our greatest ongoing challenge remains securing enough contributed income to meet the demand for these programs. Our philosophy is to never turn away a student or a school because of their inability to pay, and those who most need the services often have the least resources. This year's logistical challenges included a snow storm which closed schools during the MLK tour and required us to extend artist contracts and schedule make up dates. One of our greatest ongoing challenges is the geographic remoteness of some of our school partners. It's especially hard on our artists to perform in two isolated schools on the same day, which the schools often prefer because of cost savings.



- **Describe any unintended positive outcomes as a result of the efforts supported by this grant.**

One unintended positive outcome dealt with the Conservatory after school programs. After the fall and winter Conservatory programs were complete, there were several parent calls requesting a spring Young Actors Ensemble for their teens. In direct response, we offered for the first-time a Young Actor's Ensemble class. It was attended by eight teens, and was well enough received to warrant a possible addition in the spring next season.

Another very positive unintended outcome was the beginning of a relationship with the Chief Leschi Tribal School system - one of the largest independent Native American schools in the nation. Chief Leschi students participated in Broadway YEAR and saw *Eleven Days of Dr. King*. Thanks in part to inroads made with the help of Gimbel funding, in late April 2012 the Broadway Center presented a special educational outreach to the entire school of 600 K-8 students with Hawaiian slack key master and tradition bearers Keola and Moana Beamer and Grammy-winning vocalist Raiatea Helm. The artists invited youth to participate in Hawaiian chanting, recite the traditional Hawaiian alphabet, and practice the dance and gestures associated with well-known Pacific Islander songs. The Native American students, including Native Hawaiian students, expressed appreciation by welcoming Mr. Beamer's trio with a traditional Native American chant and offering hand crafted jewelry pieces for each artist and member of the Broadway Center touring team. The exchange was particularly warm and memorable.

- **Describe the overall effect this grant has had on your organization.**

The effect of this grant from S.L.Gimbel had an extremely positive overall effect for the Broadway Center.

- a) Gimbel funding was significant, representing a generous gift from outside of the Pacific Northwest. Your assistance demonstrated to our supporters - government, foundations, corporations, and individuals - that our programs are national caliber quality, highly replicable, and desirable on a much wider scale. It has helped leverage new and increased gifts (for example, first time funding for the Education Program from the Norcliffe Foundation at \$25,000; increased funding for Broadway YEAR from Wells Fargo Foundation from \$5,000 to \$15,000.)
- b) The referral for this grant originated with one of our most valued local partners - Sherrana Kildun of the Greater Tacoma Community Foundation. The Greater Tacoma Community Foundation has supported the Broadway Center and its innovative programs over the years in education, community-wide events, service to underserved populations and dialogues with the community. The referral and ensuing relationship with you have served to strengthen a key strategic partner with us.

- Tell us a few success stories that made an impact on your organization and/or community as a result of this grant.

Stories from Broadway YEAR:

"I have many stories, but perhaps the one that comes to mind is my work with Peter. Peter is a very smart kid that tends to act out a lot and has probably gotten a lot of negative attention in the past. He tested us all the first few weeks. I wondered if he could stick it OUT and how we could minimize any disruptions. I think all of us decided that we were not, under any circumstances, going to give up on him. Peter stuck it out. He proudly wore the green sash for his character and performed in two special scenes in the show, as a member of the "Angry Picture" come to life and as one of the Peace Poets. Both his mom and grandmother were in the audience taking pictures and Peter was the subject of positive attention the entire night. Is he a perfect kid post Tacoma YEAR? Not hardly, but Peter now has this experience, this public success in his life, and perhaps it may give him an extended idea about his future possibilities." **-Lucas Smiraldo, BCPA Associate Director of Education and Outreach, May 1, 2012**

"My daughter has suffered the cruelty of constant bullying since the 3rd grade. When she entered junior high school, I had hoped she would find a way to make friends and begin to put her shattered self-worth back together. Since she has participated in the after-school theatre program Elisabeth feels more confident, self-assured, and is beginning to have a positive self-image. Who knew all of this could be accomplished with the introduction of theatre." **- Susan M. Berry, YEAR Parent**



"I would just like to say how great your program is, my son Quante' is 10 years old and a student at Stafford elementary school. The afterschool program provided by the Broadway Center was wonderful!! I wish it was a year-round program to be honest, Quante' truly enjoyed his time afterschool with April Nyquist, as well as Kenji who visited the kids and help them with their projects, I actually attended a class without warning and was completely blown away. The kids were working diligently, with some conversation, in comparison to the noise and commotion of some classes come afternoon time.

Quante' enjoyed your class beyond description, and he would always come home strutting and dancing and telling me how much he loves Miss April, and how much fun he had and showing his brothers. I am thankful that he was considered and given the opportunity to be in such a fun learning. The program encouraged him to seek more knowledge in regards to music/dance. He uses the computer (youtube, google, bing) to find the answers, in-turn he finds more information to absorb. The staff who lead the class as well as the Stafford music teacher were wonderful, and I would like to see the program continue next year. Thank you for allowing Quante' to participate in your program, there aren't enough of these programs in this school district, and I will bus/ carpool or something to keep him active and hopefully in the program still."

-Jennifer M. Ferguson, 2012 YEAR Parent

Stories from touring *Eleven Days in the Life of Dr. King*:



"This was a moving and inspirational program that my third graders walked away with awe. They stated the unfairness of color and the need to not judge others."

- Gwen Kosai, Woodland Elementary in Puyallup

"This was one of the best school assemblies I have ever witnessed. They held my students spell-bound through-out the entire performance...and that includes the five year olds."

- John Knight, Tacoma Public Schools

"I was able to make connections to/with writing for my students. We wrote letters to our PTA for funding the presentation. In addition, we are writing reports on Dr. King. Schools need to teach history of various cultures in the same way we teach math and reading; as a natural part of the curriculum. Unfortunately, this is not the case in our school district. However, many teachers do teach historical aspects so children can understand how 'ordinary people did extraordinary things' for others. Thank you."

- Letitia Reid-Nnanabu, Bethel School District

"I think it has an excellent message. One of my biggest frustrations in working with this population is what I perceive as lack of buy in regarding the importance of their education. I grew up during the civil rights struggle and have an appreciation for all the sacrifices made by people for a more just society. It often feels to me like a slap in the face to leaders like Martin Luther King and Rosa Parks and all the thousands of people that stood up for change when our students remain so disrespectful and unappreciative of the educational opportunities offered to them. I would like to say that the message really sunk in for many of them but I think they need many exposures to the content of your message to have it affect their behaviors. I loved the message you left the audience with!"

- Kathy Hall - Tacoma Public Schools

- **Provide a financial report on the use of your grant funds (expenditures).**

All funds were expended by May 1, 2012, in strict compliance with the application budget as shown on the table below.

Line Item Description	Line Item Explanation	Funds Received From S.L. Gimbel
Program Personnel		
Associate Director of Education and Outreach	.40 of salary to oversee YEAR, tour, satellites	\$5,000
Education Manager	.50 of salary to administer YEAR, tour, satellites	\$5,000
Program Manager/s	1 FTE to oversee on-site for YEAR, tour, satellites	\$3,000
Multicultural Teaching Artists	4 @ \$14,125 annual stipend for Broadway YEAR specialists	\$7,500
School Liaisons	14 teachers @ \$1,000 stipend for Broadway YEAR assistance	
Dancers/Performers/ Writers/Choreographers	For touring show, 6 weeks of service at various stipends	\$2,500
Master Teaching Artists	71 hours at \$28/hr. for Conservatory satellites	\$2,000
TOTALS:		\$25,000

- ❖ Please send copies of publicity and other promotional materials.
- ❖ All variances or time extensions must be approved by The Community Foundation's Grant Committee. Please contact us at 951-684-4194, ext. 114 immediately if a variance or extension becomes necessary.

Please return the completed form to:

Celia Cudiamat, Vice President of Grant Programs
 3700 Sixth St., Suite 200, Riverside, CA 92501 or fax to 951-684-1911
 Or email to: ccudiamat@thecommunityfoundation.net