



The Community Foundation
Serving Riverside and San Bernardino Counties

S.L. Gimbel Foundation Fund Grant Evaluation Form

Grant Period:

November 1, 2011 through October 31, 2012

Organization: Children's Dance Foundation
Contact Name: Diane Litsey Title: Executive Director
Phone Number: 205-870-0073 Grant Period: 11/1/11 - 10/31/12
Award Amount: \$15,000 Grant Number: 2011726

Please review attached information in response to questions below. Thanks!

- Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.
- 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?
- Describe any unintended positive outcomes as a result of the efforts supported by this grant.
- Describe the overall effect this grant has had on your organization.
- Tell us a few success stories that made an impact on your organization and/or community as a result of this grant.
- Provide a financial report on the use of your grant funds (expenditures).
- ❖ 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

Final Report for Grant Awarded May 2012 Children's Dance Foundation

The S.L. Gimbel Foundation's generous grant funds were used to support two successful arts education programs in our community: Community Partnership Program and our School Touring Program. Both programs are ongoing core commitments of Children's Dance Foundation.

The Community Partnership Program provided direct, creative and skill-building dance classes for more than 1000 children (typical, special needs and at-risk) at 25 sites. These included preschools, elementary and middle schools and social service agencies. Many of these children participated in classes for the entire school year; some had classes for the summer months as well. (A site summary is included.)

In addition, the School Touring Program presented 14 performances of Math In Motion to 11 schools reaching 4283 students and educators locally. We presented 7 more performances at 5 schools reaching 2168 students and educators in rural communities. (Service list attached.) Performances explored math concepts through professional modern dance performances, with lively audience participation and thought-provoking dances and commentary helped explore math through dance and vice versa.

In addition to capturing the number of students served and how often, we also encourage feedback from the teachers and administrators at our community partner sites:

- 93% of Site Program Directors feel that CDF is of "excellent" value to their center.
- 99% of Site Teachers feel that CDF classes have had a positive impact on their student's gross motor skills, coordination and body awareness.
- 96% believe CDF class have had a positive impact on their students' confidence or willingness to participate in new activities
- 96% believe CDF classes have had a positive impact on their students' social skills and ability to work together.

Our school touring performances prompted these responses from educators:

- "It's educational, exciting, and fun!"
- "Always changing – kept audience interest up."
- "Excellent tool that fosters creativity."
- "I learned that math HAS motion."
- "The students were captivated with the shapes, lines and rhythm, in each performance."
- "I liked the way it reinforces some of what we teach in math and also reminds students of ways to incorporate exercise as they learn/practice academics."

- “Students need to see the connection between math and the real world – this program bridges this gap.”

Here is a story about a preschool student with disabilities as told by one of our dance teachers:

“At the Bell Center, the class was largely unresponsive at first. Throughout the course of the year, however, the kids have really gotten into movement class. Then there's Van. When he first began at the Bell Center, he was using a walker to get around. He was always cheerful, but wasn't able to participate much when we did loco-motor activities. Now that he's more mobile and walking with only braces (and a helping hand from an aide) he's very excited to be in dance class. His smile just lights up the room when Karen and I walk in, and he's always ready to try anything. He's willing to try to jump and walk and run and walk the beam. He's got such a great spirit, and to see it come alive over the course of the year is magical.”

Your support enables us to expand our School Touring Program this year. With your funding, we were able to collaborate with another nonprofit, Better Basics, to augment their funding and provide performances to 11 schools they serve. Your funding also allowed us to add dance classes at a Birmingham Public School serving at-risk middle school students, and continue one-week summer camps for two more nonprofit partners to serve their students who are either in transitional housing or who have been removed from their homes due to unhealthy family circumstances.

With these projects and our organization as a whole, the largest expense was payroll for people: teaching artists who provide direct services and administrative staff to support their efforts. The second largest expense was our infrastructure – offices, studio space, supplies, technology, etc. The remaining expenses were for program support such as mileage and teaching supplies. We did meet most of our fundraising goals for the year, and welcomed several new corporate and foundation supporters – such as the S. L. Gimbel Foundation!

Our goal each year is to improve how we teach our curricula and fulfill our mission efficiently effectively. With many sites and artists who visit them, we strive to improve systems to better communicate, deliver services, and track learning. We continue to cultivate feedback from our community partners, teaching artists, students and parents and incorporate their ideas and input to build on our strengths.

All grant funds were expended as proposed; no grant funds remain. Our program and fiscal year ended June 30, 2012. Thank you so much for your support of our mission to serve children in our community!

**COMMUNITY PROGRAM SUMMARY
CHILDREN'S DANCE FOUNDATION
2011-2012**

SERVICE LIST	# Served	Educators	Ages	Students
<i>Movement-to-Music Program</i>				
Bell Center for Early Intervention	20	15	age 2-3	special needs
Birmingham Health Coalition f/t Homeless / My Place	6	2	ages 2-5	at-risk / underserved
Brookwood Forest Elementary School (spec opp preschool program)	14	5	ages 2-4	special needs
Children's Harbor Family Center (serving families at Children's Hospital)	12	0	families	special needs
Elizabeth Perry Rushton Child Development Center	60	13	ages 1-4	Pre-K
Early Arts	85	7	ages 2-4	Pre-K
First Church Child Development Center	49	10	ages 0-4	Pre-K
Greek Orthodox Cathedral Day Care	34	5	ages 2-5	Pre-K
Harris Early Learning Center (HELCC)	162	20	ages 1-5	Pre-K
Hueytown Elementary (winter session)	52	15	ages 5-19	special needs
James Rushton I Child Dev Center "JRI"	16	4	ages 2-4	at-risk / underserved
Mt. Brook Elementary School (spec opp preschool program)	30	5	ages 3-5	special needs
Learning Center at New Life Church (summer session)	28	2	age 5	at-risk / underserved
Paine Elementary / Trussville City Schools	18	3	ages 3-9	special needs
Samford Children's Learning Center	78	13	ages 1-4	Pre-K
South Highlands Child Development Center	65	9	ages 1-5	Pre-K
St. Luke's Preschool Partners	70	12	ages 3-4	at-risk / underserved
Temple Emmanu-El / Temple Tots	31	8	ages 1-4	Pre-K
UAB Engel Therapeutic Preschool	6	2	ages 3-5	special needs
United Cerebral Palsy Center / Hand in Hand Learning Center	56	5	ages 2-5	special needs
YWCA Child Care Center	43	10	ages 1-5	Pre-K
YWCA Kids Corner / Child Care for Kids in Distress	12	6	ages 2-4	at-risk / underserved
Total	947	171		
<i>Dance Fundamentals Program</i>				
Avondale Elementary School	17	2	ages 5-8	ESL students
YWCA Week of Summer Camp - transitional housing	9	1	elementary	at-risk / underserved
Grace House - dance & drama scholarship students/summer camps	30	1	K-8 graders	at-risk / underserved
Phillips Academy	30	1	8th graders	at-risk / underserved
Restoration Academy	15	1	7-8 graders	at-risk / underserved
	101	6		
Total	1048	177		

LOCAL SCHOOL TOURING SUMMARY
 CHILDREN'S DANCE FOUNDATION
 2011-12

School/Location	City	County	Students	Educators	Grades Served	Number of Performances	Students
Glen Oaks Elementary	Fairfield	Jefferson	297	19	k-5	1	underserved/at-risk
Princeton Alternative Elementary	Birmingham	Jefferson	229	15	k-5	1	underserved/at-risk
Lipscomb Elementary	Lipscomb	Jefferson	188	12	k-5	1	underserved/at-risk
Gresham Elementary	Birmingham	Jefferson	346	23	k-5	1	underserved/at-risk
Huffman Academy	Birmingham	Jefferson	798	53	k-5	2	underserved/at-risk
Robinson Elementary	Birmingham	Jefferson	386	25	k-5	1	underserved/at-risk
CJ Donald Elementary	Fairfield	Jefferson	285	19	k-5	1	underserved/at-risk
Lewis elementary	Birmingham	Jefferson	272	18	k-5	1	underserved/at-risk
West End Elementary	Birmingham	Jefferson	400	26	3rd-5th	2	underserved/at-risk
South Hampton Elementary	Birmingham	Jefferson	388	25	k-5	1	underserved/at-risk
Barrett Elementary	Birmingham	Jefferson	431	28	k-5	2	underserved/at-risk
Aliceville Middle School	Aliceville	Pickens	300	25	6th-8th	1	underserved/at-risk
Geneva County Elem. School	Hartford	Geneva	360	30	k-5	1	underserved/at-risk
Oliver Elementary	Seale	Russell	500	33	k-6	2	underserved/at-risk
McKenzie School	McKenzie	Butler	363	24	k4-12	1	underserved/at-risk
Evergreen elementary	Evergree	Conecuh	500	33	k4-5th	2	underserved/at-risk
			6043	408		21	

Expense Summary for Arts Education Programs		
Children's Dance Foundation		
July 2012		
Artist Pay	105,954	<i>S.L. Gimbel funds used towards this expense</i>
Program Management Staff	60,000	
Administration	65,000	
Mileage	5,081	
Teaching Supplies	<u>2,000</u>	
Total Program Expenses	238,035	

'Math in Motion' comes to Hartford

Children's Dance Foundation brings learning to the stage

DREW TAYLOR
Managing Editor

Most people would be hard-pressed to find any similarities between the precision of math and the grace of dance. However, during a lively performance at Geneva County Elementary School on Jan. 13, the Children's Dance Foundation proved the two fields had more in common than meets the eye.

The dance company based out of Birmingham performed "Math in Motion", a program that intertwines the ideas of math with the motion and grace of dance. During the performance, four dancers whisked across the stage, displaying properties of geometry, music measure and money.

"Math in Motion" has been touring since 1998 and was created by Karl Schaffer, a dancer and mathematician, and Mary Foshee, project director for CDF. It has received support from the Alabama



During the performance, four dancers whisked across the stage, displaying properties of geometry, music measure and money. DREW TAYLOR/Managing Editor

State Council on the Arts, the National Endowment on the Arts, The Community Foundation of Greater Birmingham as well as numerous local foundations, corporations and individuals.

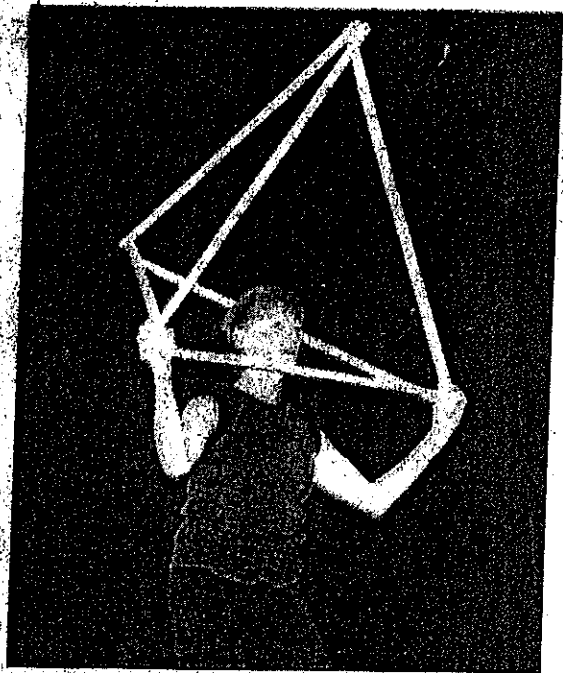
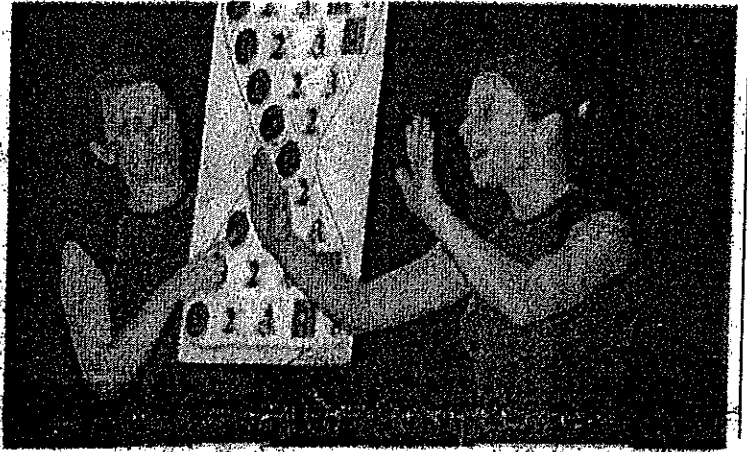
Foshee said that through the program, not only do the kids get to see math in a new interesting way, but they also get exposed to dance, which many children in rural communities don't get a chance

to do.

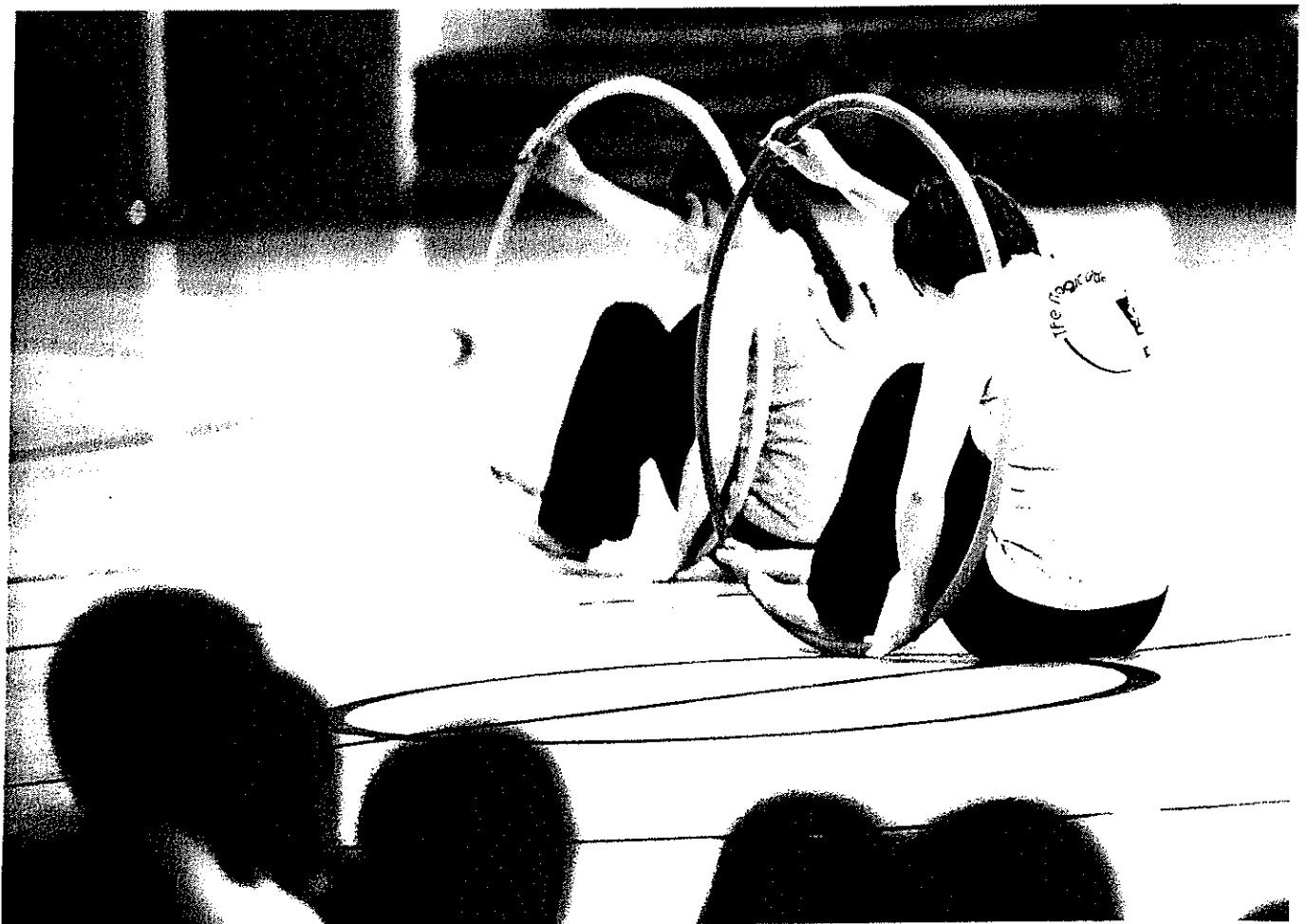
"That's what's cool about it; we go to where the kids are," Foshee said. "It's wonderful that we can come to them."

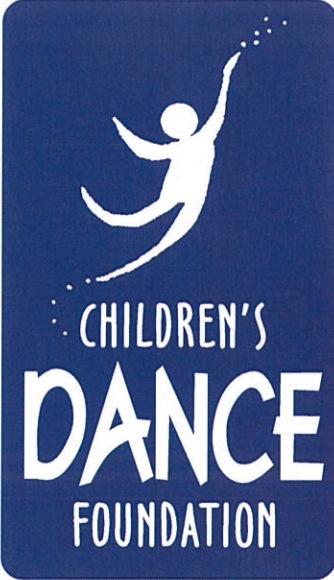
Throughout the 14-year existence of the program, the dance company has performed at over 200 schools to over 70,000 children.

"Just to inspire one person would be great," she said.



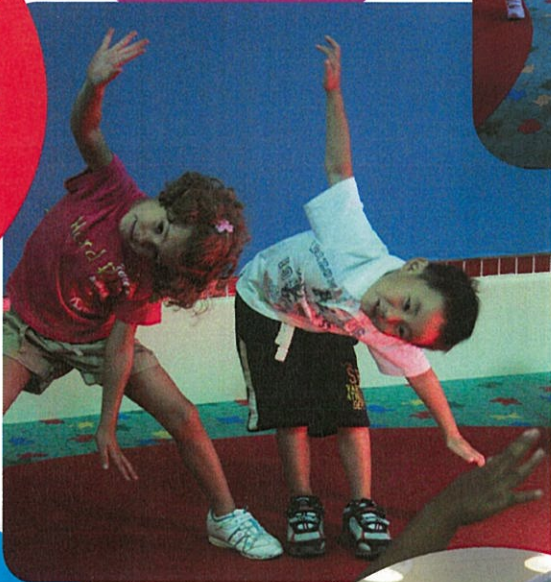
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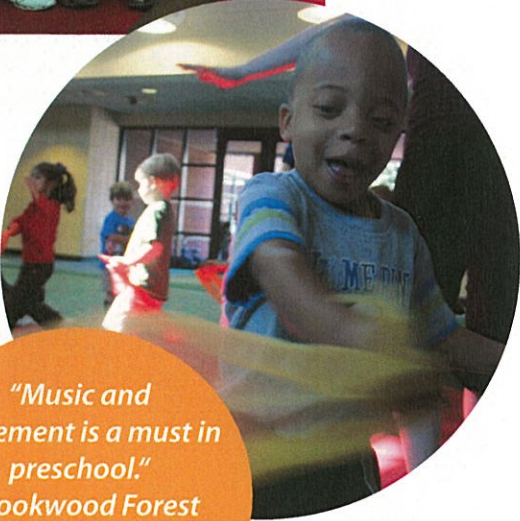


"The music, movements and interaction with the children relaxes and brings smiles to their faces!" (Children's Harbor, Activities Coordinator)

"In a class that is working hard on becoming a community, the [dance] class provides many opportunities to celebrate both individual and group successes!" (YWCA Childcare teacher)



"We love seeing our shy students take part in the dance classes because they can really let their guard down and enjoy themselves in a different way than they can in the classroom," (St. Luke's Preschool Partners, Director)



"Music and movement is a must in preschool." (Brookwood Forest Elementary – Special Needs Preschool teacher)

www.childrensdancefoundation.org

**ENRICHING THE SPIRIT
ENLIVENING THE IMAGINATION
CELEBRATING COMMUNITY**