



PHOTO BY SILAS CAMPOS



UTAH STATE BOARD OF EDUCATION  
**2022-2023**  
 Annual Report  
 BALLET WEST EDUCATIONAL PROGRAMS

**2022-23 TOTAL SERVICES PROVIDED**

Districts Served	35
Charter Schools Served	33
Schools Served	389
Home School Students Served	352
Student/Teacher Instructional Hours	1048
Teachers In-Person	3690
Students In-Person	61151
Teachers Virtual	1000
Students Virtual	38478

**USBE Number of People Served 104671**

**OUTSIDE USBE FUNDING**

Students/Teachers in Private/Parochial and Community members/Special Needs Individuals not included in State Totals	4915
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**TOTAL NUMBER OF PEOPLE SERVED 109586**

## BUDGET EXPENDITURE REPORT AND INCOME SOURCE REPORT

<b>Total Allocation: \$669,933 Unused: \$119,778</b>	<b>Legislative Appropriation Expenditures</b>	<b>Funding Leveraged from Other Sources</b>	<b>Total Expenditures on Approved Education Programs</b>	<b>Legislative Appropriation % of Total Expenditures</b>
Salaries	475,144	622,186	1,097,331	43.3%
Employee Benefits	175,738	230,124	405,862	43.3%
Purchased Profes- sional & Technical Services			0	
Purchased Property Services			0	
Other Purchased Services			0	
Travel	16,648	48,928	65,575	25.4%
Supplies and Equip- ment	40,360	27,908	68,268	59.1%
Property Including Equipment		0		
Other (Not eligible for indirect)	0	395,272	395,272	0.0%
<b>TOTAL</b>	<b>707,891</b>	<b>1,324,418</b>	<b>2,032,309</b>	<b>34.8%</b>

<b>Total Allocation: \$124,459.56</b>	<b>Carryforward Legislative Appropriation Expenditures</b>
Salaries	61,620.66
Employee Benefits	20,540.22
Purchased Professional & Technical Services	
Purchased Property Services	
Other Purchased Services	
Travel	
Supplies and Equipment	20,000.00
Property Including Equipment	
Other (Not eligible for indirect)	
<b>TOTAL</b>	<b>102,160.88</b>





AUDREI J, CREEKSIDE ELEMENTARY, 5TH GRADE, DAVIS DISTRICT

## **BALLET WEST ARTS EDUCATION MISSION AND PURPOSE STATEMENT:**

It is Ballet West's mission to entertain and excite audiences in Utah and worldwide by presenting great classical ballets, historical masterpieces, and new cutting-edge creations with the highest standards of artistic and professional excellence. Ballet West shall build future ballet artists and audiences by providing excellent classical ballet training, and offer impactful education and outreach programs to inspire children and adults alike from all walks of life.

Ballet West has been committed to fulfilling its mission of quality educational programs for all communities throughout the State of Utah since its inception in 1963. Comprehensive programs are specifically designed to educate teachers and students of all ages and introduce them to the art of ballet and dance. These educational programs are vital and intrinsic to sustaining the creative capital of our community, and sustaining Ballet West as an arts institution. Programs are designed to be comprehensive, educational and to serve the entire state, while the focus is dedicated to portraying the individual artist's creative impact on students in formats that encourage one-on-one expression and contact.

The purpose of Ballet West's extensive programs is to provide opportunities to all of Utah's students and teachers, enhancing their educational experience in a manner conducive to their personal enrichment and in the broader

spectrum, the enrichment of society; to preserve and promote the state of Utah's diverse cultural heritage; and to continue the advancement of the art form of dance. The future of ballet is as important as its heritage; therefore, the educational programs of Ballet West are designed to nurture and promote both. Arts in education is nationally recognized to enrich and broaden the academic achievements of students. Ballet West believes the highest quality of dance enlightens, challenges, motivates and edifies the minds, bodies and spirits of all young people. Ballet West has designed its educational programs to reach students throughout different stages of their education. These programs vary in approach, while maintaining the consistent goals of enhancing core standard concepts and life skills concepts, developing career and college ready skills in a manner that is understandable and enjoyable for the student and teachers, as well as contributing and supporting the imperatives and strategies of the Utah State Board of Education. Ballet West believes these endeavors are so vital to the well-being of this community and the development of the art form, a full time Director of Educational Programs and a full time Education Associate are on staff.

**Federal Tax ID #: 87-0264274. Ballet West is a non-profit 501(c)(3) organization  
This number verifies required 501©(3) Nonprofit Status**

# DESCRIPTION OF PROGRAMS & SERVICES

## I CAN DO (INSPIRING CHILDREN ABOUT NOT DROPPING OUT)

Districts	6
Charters	1
Schools	28
Home School Students	0
Student/Teacher Instructional Hours	651
Teachers In-Person	319
Students In-Person	5117
Teachers Virtual	0
Students Virtual	0

### I CAN DO (Inspiring Children About Not Dropping Out)

**I CAN DO**, an acronym for **I**nspiring **C**hildren **A**bout **N**ot **D**ropping **O**ut, The instruction and execution of the year-end performance encompasses the Utah State Board of Education core standards, life skills, and career and college ready concepts. During the six-month residency of the **I CAN DO** program, students participate in lessons that include moving, investigating, creating and connecting concepts as well as life skills concepts necessary to prepare for and participate in the execution of a performance. These programs also help students establish core life skills to further complement their learning experiences. We support the Utah State Board of Education's Imperatives and Strategies by providing an environment where students can thrive and excel, offering equitable educational opportunities, and promoting academic success and well-being. We implement high quality instruction which contributes to the school environment focusing on intended learning outcomes towards high student achievement. We work within the strategies rooted in the imperatives of the USBE to compliment and reinforce their directives.

Dance faculty members, including former professional dancers, professional dance teachers, and graduates from the University of Utah Dance Department, conduct weekly hour-long classes within their respective schools. **I CAN DO** is an inclusionary program and therefore all



PHOTO BY SILAS CAMPOS

5th grade students from selected elementary schools participate in the program, irrespective of their physical or mental ability.

**I CAN DO** offers further dance opportunities for students who express an interest in continuing their dance education. This student group, called the Dream Team, attends classes outside of school time to further develop their skills. Students from previous Dream Team groups are invited to participate in following school years as the Celebration Team. In a normal school year, students have the opportunity to exhibit their accomplishments before family, friends and the community at a year-end performance. While the performance displays the result of the dedication of the students, the preparatory time spent by the students allows for a forum in which students employ core standards and life skills concepts to collaborate with a group to complete a project. The end result is a polished year-end performance. A year-end lecture demonstration is also held within each school for the benefit of all students and teachers attending that school to educate them on the learning process and core standard concepts that are addressed within the program. A more compact version of the program has been presented in a number of schools in an offering which can range anywhere from two to ten classes. A one-touch workshop based on the principles of this program has also been developed and implemented.





PHOTO BY SILAS CAMPOS

As a dance instructive program, Ballet West's **I CAN DO** program goals for student learning target the fifth-grade dance core standards specifically in all areas of moving, investigating, creating and connecting. As the program works with the children in a 20-week (plus) course, all aspects of the fifth grade dance core standards are targeted and covered. Teaching strategies employed in the **I CAN DO** program address dance core standard targets and life skills through hands-on methods. From the initial class, teachers are employing methods to stimulate students' participation in the choreographic process as well as providing opportunities for students to assess themselves on an ongoing basis. The experience of learning dance concepts, polishing these concepts and then executing a year-end performance encompasses multiple core standard concepts. Students take risks to maximize learning, develop positive self-improvement, integrate a variety of thinking skills into holistic processes, express ideas, feelings and beliefs aesthetically, and work toward appropriate closure. (These five life skills listed above are just some examples of the many concepts addressed in the **I CAN DO** program.) By producing a year-end performance, the students then have the opportunity to show, through dance, what they have learned. Students in grades 6 - 9 who continue in the program are also educated in all aspects of the dance core standards for their appropriate grade levels. Within each school community, Ballet West collaborates with the principal and faculty to become an integral part of the school. Ballet West's commitment to maintaining this ongoing relationship with each school develops the capacity at the school for the continuation of the program's goals.

**Adaptive Dance**, an arm of **I CAN DO**, provides special needs students with weekly in-school dance and movement instruction. Participation schools are visited one time each week throughout the school year for approximately 45 minutes of lesson plan. Additionally, Adaptive Dance engages student leaders in target schools to serve as mentors to special needs students participating in the program. Adaptive Dance program goals include: teaching students how to dance; improving student's physical, social, and developmental capabilities; improving school climate; enriching the lives of participants; exposing students to music and a variety of dance forms; and engaging both mentors and students through patience, creativity, and personal expression.

Through our **I CAN DO** program, we have initiated our **Dance Advance** program which conducts workshops for younger students (K-2nd Grade). From these workshops, Ballet West Academy offers scholarship classes to students to enhance their learning experience with ballet. Our hope is to continue these classes with these students, perhaps leading to a long-term engagement with our academy, perhaps leading to a career as a professional dancer.

# DESCRIPTION OF PROGRAMS & SERVICES

## BALLET WEST STUDENT IN-THEATER PRESENTATIONS

Districts	24
Charters	25
Schools	314
Home School Students	352
Student/Teacher Instructional Hours	227
Teachers In-Person	1050
Students In-Person	15177
Teachers Virtual	691
Students Virtual	27178

### Ballet West Student In-Theater Presentations

Ballet West Student In-Theater Presentations: These presentations are designed for all levels of elementary and secondary school students. In-Theater Presentations provide students with the opportunity to experience a fully-produced ballet performance in a theatrical setting. Prior to the presentations, teachers receive a study guide offered digitally with general ballet information, etiquette, glossary, illustrations, bibliography and specific information on the ballets they will be seeing. All guides include follow-up projects and activities to assist teachers with their efforts to connect to the Utah State Core Curriculum. Our post-presentation questionnaire also gives the students an opportunity to respond in their own words and through drawings of what they have seen, learned and felt. A further in-depth opportunity is included in the invitation to attend these presentations. Ballet West offers teacher and student workshops called **Getting the Pointé**, which are held either within the classroom of their own school or via a zoom virtual workshop, either prior to and/or following their attendance at the presentations. These workshops are coordinated and designed with the teacher specifically to build and enhance their confidence, tools and abilities to take this opportunity back to the classroom and build upon the student's experience.



FIRST SOLOIST CHELSEA KEEFER | PHOTO BY SILAS CAMPOS

An introduction that begins each presentation includes information relevant to each ballet, as well as various elements of stagecraft and the range of occupations related to the theater. Often these presentations are interactive with the attending students, allowing the audience a unique perspective into the art of ballet. The one-hour program presents a selected portion of the repertoire that is currently being performed for the general public. Attendance to these presentations is set up with the cooperation of the fine arts coordinators of all districts willing and able to attend.

During the 2022-2023 year, we returned to the ability to offer full attendance at our offerings. For our **Student In-Theater Presentations** we presented **Rodeo, The Nutcracker, The Sleeping Beauty** and **Snow White**. We also offered asynchronous digital presentations to enhance our student and teacher experiences, offering presentations of **The Aladdin** and **Snow White**. These are offered now in English and Spanish versions with closed captioning for the hearing impaired. These turned out to very popular and easily accessible to students and teachers throughout the state, reaching districts that are not able to view our In-theatre presentations due to distance challenges. By hosting this video opportunity on Vimeo, with password protection, we were able to collect accurate data regarding how many students, teachers and schools were able to access our programming.



Also tied in with our **Student In-Theater Presentations** is our advanced program **First Look**, which is targeted to give students and teachers an opportunity to see an entire performance as a fully integrated learning experience. This program is designed to further acquaint multiple grade levels with ballet and the evolution of the art form by presenting full-length ballets and repertory programs in their entirety. Ballet West invites students to an intimate look at the final dress rehearsal of a performance. With pre-presentation discussions and opportunities for further discussion during intermissions, students are able to recognize the attributes of an audience; develop and use criteria for evaluating authenticity, substance and excellence; and engage in aesthetic activities for enjoyment and personal growth. Information packets are provided along the same lines as the shorter performances offered during schools hours. Students and teachers were invited to five **First Look** opportunities this year. **Getting the Pointé** workshop opportunities are also available for these presentations. We presented **Onegin**, our fall repertory program featuring Agnes DeMille's **Rodeo**, George Balanchine's **Concerto Barocco**, and Jiri Kylian's **Return to a Strange Land**. We also presented our Full Length production of **The Sleeping Beauty**, our Fairy Tale Theatre production of **Snow White**, and our spring repertory program featuring Bronislava's **The Wedding**, Jerome Robbins' **In the Night**, and Gerald Arpino's **Light Rain**. These programs were also recorded and produced to be offered as asynchronous virtual offerings to students and teachers as well.

The program **Ballet West Student In-Theater Presentations** is connected to and enhances the State Core Curriculum for grades K-6 and Secondary Dance. This program is different each time it is presented and different targets are chosen for each presentation. Student learning activities offered through In-Theater Presentations address all aspects of the curriculum for K-6 including: moving, investigating, creating and connecting, as well as for Secondary Dance including: technique, elements of dance, creative/choreographic processes and meaning which are touched upon in varying degrees. During the instructional segments, strategies are implemented to enhance the students' and teachers' awareness of the life skills of evaluating, interpreting, organizing and synthesizing information. Other strategies include engaging students in the communal-learning process, which assist students in learning to evaluate the situation, organize the information and synthesize it to successfully integrate the core-curriculum concepts. The students utilize the same skills when observing the dance pieces. Because the pieces are performed generally without narrative, students are left to interpret the stimuli they hear in the music and see in the dancing to understand the artistic expression of the dancers and the choreographer. As well, the concept of identifying personal interests,

abilities and qualities of character that lead to a career path is enhanced as students are able to participate in or witness participation with professional dancers who are able to show how hard work and perseverance were key elements in their ability to achieve their goal of becoming a professional dancer.

The above listed concepts are continually addressed in our In-Theatre Presentations. Additional concepts are addressed specifically to the production. As each In-Theatre Presentation coincides with Ballet West's performances, unique concepts found in each piece are introduced and elaborated upon in the presentation. Through a narrative that begins each presentation, the students and teachers are directed to look for various aspects and towards appropriate core concepts. This strategy allows teachers to further expand upon these ideas and core concepts in the classroom. Exposure to this high degree of professionalism and artistry enables students to further their artistic intelligence and sensitivity to the art form. Ballet West targets teachers to attend multiple presentations either within a year or consecutive years to further build the teacher's exposure and opportunities for further development. By accessing the **Getting the Pointé** workshop opportunities, teachers are able to take a different approach to providing an in-depth experience for their students. These workshops are presented either in-person or in zoom format with great success.

These programs support the Utah State Board of Education's imperatives and strategies by providing an environment where students can thrive and excel, offering equitable educational opportunities, and promoting academic success and well-being. We implement high quality instruction which contributes to the school environment focusing on intended learning outcomes towards high student achievement. We work within the strategies rooted in the imperatives of the USBE to compliment and reinforce their directives.



PIPPA-WREN, 3RD GRADE, WASATCH ELEMENTARY, SLC DISTRICT



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## DESCRIPTION OF PROGRAMS & SERVICES

### BALLET WEST FOR CHILDREN

Districts	31
Charters	14
Schools	136
Home School Students	0
Student/Teacher Instructional Hours	170
Teachers In-Person	2321
Students In-Person	40857
Teachers Virtual	309
Students Virtual	11300

#### Ballet West for Children

This lecture demonstration is designed to introduce elementary school audiences to the art of ballet as well as enhance and address key dance core-curriculum and life skills concepts. This year, a touring group of Ballet West II dancers and a narrator presented **Ballet and The Sleeping Beauty**. This 50-minute presentation, within the school's facility, includes a lecture demonstration and a condensed performance of **The Sleeping Beauty** ballet.

Prior to the presentations, teachers receive a study guide via email with general ballet information, etiquette, glossary, illustrations, bibliography and specific information about The Sleeping Beauty ballet to help prepare the students and teachers for the presentation. All guides include follow-up projects and activities, which assist teachers with their efforts to incorporate the Utah State Core Curriculum in their classroom. Our post performance questionnaire also gives the students an opportunity to respond in their own words and through drawings to what they have seen, learned and felt. As with our Student In-Theater presentations, Ballet West offers teacher and student workshops called **Getting the Pointé** which are held either within the classroom of their own school or via a zoom virtual workshop, either prior to and/or following their attendance at the demonstration. These workshops are coordinated and designed with the teacher



specifically to build and enhance their confidence, tools and abilities to integrate this demonstration within the classroom and build upon the student's experience. These workshops are presented either in-person or in zoom format with great success.

We were able to offer an asynchronous digital offering of this lecture demonstration that was made available to schools and teachers throughout the state. We were very pleased with the number of teachers who took advantage of the opportunity to bring this rich program into the classroom. By hosting this video opportunity on Vimeo, with password protection, we were able to collect accurate data regarding how many students, teachers and schools were able to access our programming.

**Ballet West for Children** is connected to and enhances the State Core Standards for grade levels K-6. The presentation targets the major categories of moving, investigating, creating and connecting for all levels. As explanations are given by the teaching artists, students are exposed to and educated through ballet and dance. The targets for the programs are healthy dance practices, elements of training and a career in dance, and movement qualities and possibilities. Keeping the presentation diverse in its approach to disseminating a wide variety of information allows Ballet West to strategically engage and involve the students and teachers. Also through student participation, students tie-in actual movements to the dance technique. These topics provide a springboard upon which teachers can further elaborate within their own classrooms. Ballet West provides comprehensive pre- and post-information packets which assist teachers in identifying specific learning concepts shown in the presentation. The connection of a live performance ties all the elements presented into a final package. By presenting a highly polished and professional performance, students and teachers are able to further enrich their aesthetic intelligence and sensitivities to the art form. The students then react by creating their own responses to the presentation in writing and drawing. By accessing the **Getting the Pointé** workshop opportunities, teachers are able to take a different approach to providing an in-depth experience for their students.



PHOTO BY PETER CHRISTIE



CHARLOTTE, TAYLOR ELEMENTARY, DAVIS DISTRICT



PHOTO BY SILAS CAMPOS

## GOALS & OBJECTIVES

SPECIFIC GOALS AND OBJECTIVES OF THESE PRESENTATIONS FOR STUDENTS, TEACHERS AND COMMUNITY ARE AS FOLLOWS:

### I CAN DO:

- Teach students how to dance.
- Instill discipline, self-confidence, and a sense of achievement through the use of core-curriculum and life skills concepts.
- Expose students to other cultures and their respective music and dance forms.
- Provide an opportunity for students to employ the concepts of collaboration and dedication to execute the year-end performance.

### IN-THEATRE PRESENTATIONS:

- Build on the exposure to ballet from the elementary experience of Ballet West for Children.
- Provide a forum in which students experience ballet in the theater setting encompassing dance core-curriculum and life skills concepts which result in an increased understanding and appreciation of the art form of ballet.
- Expose students to their cultural and community heritage.
- Introduce aspects of stagecraft and theatrical occupations.
- Offer a stimulating and engaging presentation which encourages teachers to springboard the learning process in the classroom.

### BALLET WEST FOR CHILDREN:

- Introduce the art of ballet to elementary school students in their schools.
- Cultivate knowledge and appreciation of the art of ballet.
- Offer a stimulating and engaging presentation which encourages teachers to springboard the learning process in the classroom.
- Provide a rotation of offering which targets every elementary school within five to six years.

### ALL PROGRAMS:

- Present identifiable role models for students.
- Build an appreciation for dance as an art form.
- Provide accessible pre-performance and follow-up information and projects for teachers which enhance their in-classroom instruction.
- Offer Teacher Workshop opportunities with their students to enhance teacher abilities to incorporate core-curriculum and life skills concepts into the classroom.
- Enhance the State Core Standards for dance.
- Provide opportunities for educational excellence for Utah students by supporting and implementing USBE imperatives and strategies.
- Collaborate with the Utah State Board of Education and school communities in planning the content for work in the schools.
- Work in conjunction with other POPS organizations specializing in dance, in order to include each of the forty-one districts within a three-year period.



Ballet West	Three Year Report of District & Charter School Served				Future Target District Visits for the next 3 Years		
District	# of schools served 2019-2020	# of schools served 2020-2021	# of schools served 2021-2022	# of schools served 2022-2023	Districts to serve 2023-2024	Districts to serve 2024-2025	Districts to serve 2025-2026
Alpine	19	24	27	26	X	X	X
Beaver				3			
Box Elder	2	3	6	1	X	X	X
Cache	9	10	11	4	X	X	X
Canyons	22	27	20	14	X	X	X
Carbon			3	3	X		
Daggett				2			
Davis	57	42	46	55	X	X	X
Duchesne		2	2	5	X		
Emery			3	2			
Garfield			3	2	X		
Grand					X		
Granite	36	32	34	52	X	X	X
Iron	2		6	2			
Jordan	19	21	24	40	X	X	X
Juab				3	X		
Kane	3		2	2		X	
Logan	3	1	1	1	X	X	X
Millard		1		1		X	
Morgan	1	1	2	2		X	
Murray	7	5	7	9	X	X	X
Nebo	6	3	6	6	X	X	X
N. Sanpete			2	4			
N. Summit			1	1		X	
Ogden	1	1	8	11	X	X	X
Park City	4	3	1	3	X	X	X
Piute			2				
Provo	3	13	5	3	X	X	X
Rich	1					X	
SLC	31	30	27	31	X	X	X
San Juan	6		1			X	
Sevier			2	3			
S. Sanpete		1	2		X		
S. Summit			3	1			
Tintic				2			
Tooele	7	1	12	7	X	X	X
Uintah		5		3	X		
Wasatch	4	1	2	2	X	X	X
Washington	9	3	9	11	X		X
Wayne			2				
Weber	6	3	27	33	X	X	X
Charter	39	26	29	33	X	X	X
USDB	5		5	6	X	X	X
<b>Total of Schools Visited</b>	302	259	343	389	<b>Yearly Total for Target District Visits over the next years below</b>		
<b>Total of Districts Visited</b>	<b>22 Districts Plus Charter</b>	<b>23 Districts Plus Charter</b>	<b>33 Districts Plus Charter</b>	<b>34 Districts Plus Charter</b>	<b>22 Districts Plus Charter</b>	<b>23 Districts Plus Charter</b>	<b>18 Districts Plus Charter</b>

## COVERAGE AND COLLABORATION

Ballet West works from a multi-faceted approach to make sure that our educational offerings are available to all districts, schools, teachers and students throughout the state each year. We work with LEA Coordinators and Principals to help distribute our information by communicating through email and phone and direct conversations. We share documentation and offerings in PDF format and also through direct links on our website for all of our programming. We also work with the other dance groups to ensure that our state wide coverage is reaching a maximum number of recipients effectively over a three year period.

Ballet West regularly attends and participates in meetings with other POPS organizations Directors of Education and Staff members of the Utah State Board of Education. We participate in our collective peer reviews and have our programs reviewed as well. We also communicate regularly with District Supervisors, LEA Coordinators, Principals, Staff members of the Beverley Taylor Sorenson Foundation and other community stakeholders on a regular basis.

## SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

Ballet West's educational programs are designed to give Utah's students and teachers an introduction to the art of dance and an opportunity to experience our art in a format that encourages expression and movement. Our programs are continually monitored and evaluated by our dedicated educational staff to ensure that each program is meeting or exceeding our highest standards. These programs are evaluated for effectiveness according to the standards issued by the Utah State Board of Education:

### COST-EFFECTIVENESS

Ballet West makes every effort to ensure that the resources available for the execution of our educational programs are expended to the maximum benefit of each program. Our In-Theatre programs—*In-Theatre Student Presentations* and *First Look*—are scheduled around our regularly scheduled productions to keep the expenses associated with the presentation of these programs low. The expenses associated with the off-site *Ballet West for Children* program and *I CAN DO* program are kept at a minimum and are evaluated to ensure that each dollar expended is supporting the goals of each program as described in their detailed descriptions.

### PROCEDURAL EFFICIENCY

Since 1969, Ballet West has kept thorough records of each of our educational programs, including records of the distribution of the presentation of our programs throughout the State. These records are updated constantly to ensure that our programs are being offered consistently and are meeting the mandated coverage of our programs as established by the POPS program. Ballet West coordinates with District Arts Coordinators,

Principals and Teachers to design our programs to best fit each school or classroom, and provides pre- and post-presentation materials—including study guides and discussion tools available electronically for duplication—as well as follow-up activities and evaluation forms.

### COLLABORATIVE PRACTICES

Our Education Department is dedicated to maintaining existing collaborations as well as establishing new connections. We collaborate with District Arts Coordinators in setting up district rotation and facilitating participation across the State, and we collaborate with school administrators and teachers to make certain that our programs are being delivered at the best date and time and are delivering programming that meets the needs of each school. Ballet West also collaborates with USBE and other POPS Arts Organizations in peer-reviews, meetings, support and cross-genre teacher development. Ballet West collaborates with other dance specific groups to ensure that each district is reached at least once every 3 years and to guarantee that there is minimal overlap in services delivered.



3RD GRADER, WASATCH ELEM,  
SLC DISTRICT



ELI, WASATCH ELEMENTARY, 3RD GRADE,  
SLC DISTRICT





### **EDUCATIONAL SOUNDNESS**

The educational benefits and goals of each of our programs are detailed in the descriptions included with this report. Ballet West internally monitors the educational impact of each of our programs on a continuous basis, and is externally evaluated by other POPS organizations in peer reviews to ensure educational soundness. We focus our attention on ensuring that each program: is meeting the needs of the community and grade level being served, is providing core-relevant instruction and follow-up activities, is providing direct interaction between students and teachers with our artists and professional instructors, and is focused on connecting the concepts presented in our presentations with life skills, career and college ready skills, and arts core-curriculum concepts taught in the classroom.

### **PROFESSIONAL EXCELLENCE**

Ballet West is renowned for our artistic and professional excellence, and has been recognized locally and nationally through awards and critical reviews. Educating our community is central to Ballet West's mission, and we have extended our high level of distinction in programming to our educational programs. Our programs are administered by professional dancers and dance instructors, and we have a full-time and dedicated Director of Education, Peter Christie, who oversees and monitors our programs to ensure that they are delivering the best possible instruction to Utah's students and teachers.

### **GOALS AND PLANS FOR CONTINUED EVALUATION AND IMPROVEMENT**

Ballet West remains committed to assessing its programs on an ongoing basis to discover how well we are achieving our goals and to maintain and improve the high level of excellence for which our programs are known. We participate in peer reviews with other POPS groups which provide an excellent opportunity to receive perspectives from our peers regarding effectiveness, quality and program content. Using various assessment tools such as rubrics, tension grids, anecdotal responses and personal interviews with students, teachers, and administrators, we are able to assemble a diverse assessment of how we are doing and what our students and teachers are learning. This information helps to us to adjust and fine-tune our programming to strengthen what we present now and in the future.





PHOTO BY SILAS CAMPOS

# ATTACHMENT A

## EDUCATION FUNDING 2022-2023

### DETAIL OF OTHER SOURCES OF INCOME SUPPORTING EDUCATION PROGRAM

(In addition to Ballet West resources and State of Utah legislative appropriation)

Ballet! 

<b>CORPORATE</b>	<b>DONATION</b>
Dominion Energy	\$15,000
Rocky Mountain Power Foundation	\$10,000
U.S Bank	\$7,500
<b>Total Corporate</b>	<b>\$32,500</b>
<b>FOUNDATION</b>	<b>DONATION</b>
B.W. Bastian Foundation	\$20,000
Beaver Creek Foundation	\$20,000
Beverly Taylor Sorenson Foundation	\$100,000
David Kelby Johnson Memorial Foundation	\$35,000
Henry W. and Leslie M. Eskuche Foundation	\$1,500
Promontory Foundation	\$10,000
R. Harold Burton Foundation	\$5,000
Richard K. and Shirley S. Hemingway Foundation	\$15,000
Simmons Family Foundation	\$20,000
Sorenson Legacy Foundation	\$15,000
The Florence J. Gillmor Foundation	\$75,000
The Kahlert Foundation	\$25,000
The Rea Charitable Trust	\$25,000
<b>Total Foundation</b>	<b>\$391,500</b>

**GRAND TOTAL \$424,000**



ELYSE C, CREEKSIDE ELEMENTARY, 5TH GRADE, DAVIS DISTRICT