

# Ballet West

ADAM SKLUTE — ARTISTIC DIRECTOR

UTAH STATE OFFICE OF EDUCATION

2015-16 ANNUAL REPORT

BALLET WEST EDUCATIONAL PROGRAMS

## STATISTICS AND TOTALS

### USOE Totals

Districts Served	27
Charter Schools Served	39
Schools Served	364
Home School Students Served	292
Student/Teacher Instructional Hours	739
Teachers Served	5,235
Students Served	100,375
USOE Number of People Served	105,610

### Outside USOE Funding

Students/Teachers in Private/Parochial/ Home School Educators not included in State Totals	842
Community members / Special Needs Individuals	6,462

**TOTAL NUMBER OF PEOPLE SERVED 112,896**



# EXPENDITURE SUMMARIES

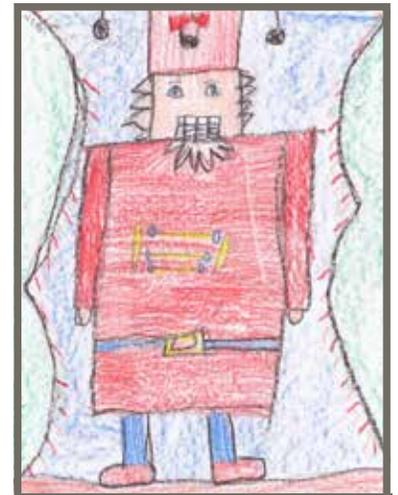
	Legislative Appropriation	Funding Leveraged from Other Sources	Total Expenditures on Approved Education Programs	Legislative Appropriation % of Total Expenditures
Personnel	<b>\$ 143,255</b>	<b>\$143,255</b>	<b>\$286,510</b>	
Travel	<b>\$9,906</b>	<b>\$9,905</b>	<b>\$19,811</b>	
Materials	<b>\$12,294</b>	<b>\$3,073</b>	<b>\$15,367</b>	
Allocated Production Costs	<b>\$393,635</b>	<b>\$929,110</b>	<b>\$1,322,745</b>	
Allocated Building O&M	<b>\$39,761</b>	<b>\$132,366</b>	<b>\$172,127</b>	
<b>TOTALS</b>	<b>\$598,851</b>	<b>\$1,217,709</b>	<b>\$1,816,560</b>	<b>32.97%</b>



JENNA, 3RD GRADE, JORDAN HILLS ELEMENTARY, JORDAN DISTRICT



BRYNLEE, 3RD GRADE, JORDAN HILLS ELEMENTARY, JORDAN DISTRICT



NOAH, 3RD GRADE, JORDAN HILLS ELEMENTARY, JORDAN DISTRICT



MACKAYLEE, 3RD GRADE, JORDAN HILLS ELEMENTARY, JORDAN DISTRICT



HAYDEN, 3RD GRADE, JORDAN HILLS ELEMENTARY, JORDAN DISTRICT



ANNABELLE, 3RD GRADE, JORDAN HILLS ELEMENTARY, JORDAN DISTRICT

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## MISSION AND PURPOSE

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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 the state core curriculum 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.

### Total Services Provided

Districts	<b>27</b>
Charters	<b>39</b>
Schools	<b>364</b>
Home School Students	<b>292</b>
Student/Teacher Instructional Hours	<b>739</b>
Teachers	<b>5,235</b>
Students	<b>100,375</b>



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# DESCRIPTION OF PROGRAMS AND SERVICES

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## I CAN DO

Districts	<b>6</b>
Charters	<b>4</b>
Schools	<b>40</b>
Student/Teacher Instructional Hours	<b>531</b>
Teachers	<b>537</b>
Students	<b>11,881</b>

I CAN DO, an acronym for Inspiring Children About Not Dropping Out, offers fifth-grade students a hands-on dance education experience and several performance opportunities. The instruction and execution of the year-end performance encompasses the Utah State Office of Education core curriculum, 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 these student 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 USOE to compliment and reinforce their directives.

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

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.

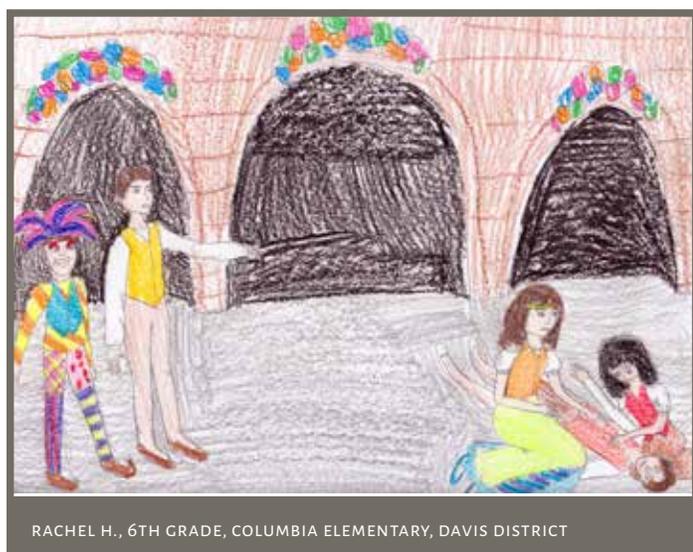
Adaptive Dance, an arm of I CAN DO, provides special needs students with weekly in-school dance and movement instruction. Participating schools are visited one time each week throughout the school year for approximately 45 minutes of lesson plan. Additionally, Adaptive Dance engages student leaders in 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.

This year, Ballet West was successful in integrating Spectrum Academy into our I CAN DO program. Spectrum Academy is a charter school specializing in education for individuals with autism. A hybrid curriculum has been designed borrowing the Adaptive Dance curriculum to create a specialized I CAN DO lesson plan unique to the needs of the Spectrum Academy.

## BALLET WEST STUDENT IN-THEATER PRESENTATIONS

Districts	<b>18</b>
Charters	<b>28</b>
Schools	<b>266</b>
Student/Teacher Instructional Hours	<b>78</b>
Teachers	<b>1,632</b>
Students	<b>20,116</b>

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 packet with general ballet information, etiquette, glossary, illustrations, bibliography and specific information on the ballets they will be seeing. All packets 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 within the classroom of their own school, 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.

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 2015-2016 year, students had the opportunity to attend 24 presentations from either story ballets such as *Romeo and Juliet*, *The Snow Maiden*, *Beauty and the Beast*, and *The Nutcracker*, or from repertory programs such as Iconic Classics: *Fancy Free* and George Balanchine's *Symphony in C*, and our Innovations program which presented newly choreographed ballets. Also tied in with our Student In-Theater Presentations are several advanced programs. First Look 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 first 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 three First Look opportunities this year. Getting the Pointé workshop opportunities are also available for these presentations.

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 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 each In-Theatre Presentation. 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.

We've been very pleased to increase the participation in Getting the Pointé workshops. Through private funding, Ballet West provided transportation (bussing) costs for qualifying schools to attend In-Theatre Presentations. As a requirement to qualifying for transportation support, participating schools were required to sign up and receive Getting the Pointé workshops. Although we did not see an increase in attendance attributed to bus money accessibility, we did see a dramatic increase in participation in workshops.

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 USOE to compliment and reinforce their directives.

## BALLET WEST FOR CHILDREN

Districts	<b>23</b>
Charters	<b>11</b>
Schools	<b>127</b>
Student/Teacher Instructional Hours	<b>130</b>
Teachers	<b>3,063</b>
Students	<b>68,352</b>

Ballet West for Children: This lecture demonstration is designed to give elementary school audiences an introduction to the art of ballet as well as enhance and address key dance core-curriculum and life skills concepts. This year's presentation titled Ballet and The Nutcracker was presented by a touring group of Ballet West II dancers and a narrator. This 50-minute presentation, within the school's facility, includes a lecture demonstration, student participation, and a condensed performance of The Nutcracker ballet.

Prior to the performance, teachers receive a packet with general ballet information, etiquette, glossary, illustrations, bibliography and specific information about The Nutcracker ballet to help prepare the students and teachers for the presentation. All packets 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 within the classroom of their own school, 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.

The versatility of this program allowed us to take the art of ballet into 127 elementary and charter schools, in 23 districts throughout the state of Utah. The 11 Wasatch Front districts receive performances every year; the number of schools within each district determines allocation. To reach all the elementary school children statewide, Ballet West rotates the performances with other districts throughout the State and arranges tours to cover each elementary school in that district. By coordinating with the district supervisors of all districts involved, each principal is personally contacted to discuss the program and performance date. The five to six-year program rotation is designed to reach every elementary school throughout the State, thus reaching all children at least once while they are in elementary school.





ANNA W., 4TH GRADE, FOXBORO ELEMENTARY, DAVIS DISTRICT

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 dancer presenters, 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.

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 USOE to compliment and reinforce their directives.



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# GOALS AND OBJECTIVES

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*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 Curriculum for dance.
- Provide opportunities for educational excellence for Utah students by supporting and implementing USOE imperatives and strategies.
- Collaborate with the State Office 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 districts within a three-year period.

**THREE YEAR REPORT OF VISITS**

**FUTURE TARGET VISITS**

<b>DISTRICT</b>	<b>2013–2014</b>	<b>2014–2015</b>	<b>2015–2016</b>	<b>2016–2017</b>	<b>2017–2018</b>	<b>2018–2019</b>	<b>2019–2020</b>
<b>Alpine</b>	33	37	30	X	X	X	X
<b>Beaver</b>			3				
<b>Box Elder</b>	3	4	4	X	X	X	X
<b>Cache</b>	3	8	10	X		X	
<b>Canyons</b>	20	16	14	X	X	X	X
<b>Carbon</b>					X		
<b>Daggett</b>					X		
<b>Davis</b>	63	65	52	X	X	X	X
<b>Duchesne</b>				X	X		
<b>Emery</b>			5		X		
<b>Garfield</b>		4	1				X
<b>Grand</b>	1	1					X
<b>Granite</b>	57	42	51	X	X	X	X
<b>Iron</b>			8				
<b>Jordan</b>	25	19	19	X	X	X	X
<b>Juab</b>					X		
<b>Kane</b>		3	1				X
<b>Logan</b>	3	4	2			X	
<b>Millard</b>		3					X
<b>Morgan</b>	1	1	1	X	X		
<b>Murray</b>	8	8	7	X	X	X	X
<b>Nebo</b>	15	21	13	X	X	X	X
<b>N. Sanpete</b>				X			
<b>N. Summit</b>	1	1			X		
<b>Ogden</b>	14	9	11	X	X	X	X
<b>Park City</b>	5	4	5	X	X	X	X
<b>Piute</b>			2				
<b>Provo</b>	8	6	12	X	X	X	X
<b>Rich</b>	2					X	
<b>SLC</b>	32	33	33	X	X	X	X
<b>San Juan</b>	4	6					X
<b>Sevier</b>			1	X			
<b>S. Sanpete</b>				X			
<b>S. Summit</b>				X			
<b>Tintic</b>					X		
<b>Tooele</b>	2	9	8	X	X	X	X
<b>Uintah</b>				X	X		
<b>Wasatch</b>	1	4	1	X	X		
<b>Washington</b>	9	8	6			X	X
<b>Wayne</b>			1	X			
<b>Weber</b>	32	22	23	X	X	X	X
<b>Charter</b>	38	42	39	X	X	X	X
<b>USDB</b>	1	1	1	X	X	X	X
<b>SCHOOLS VISITED</b>	381	381	364	<b>YEARLY TOTAL FOR TARGET DISTRICT VISITS</b>			
<b>DISTRICTS VISITED</b>	23 Districts Plus Charter	25 Districts Plus Charter	27 Districts Plus Charter	24 Districts Plus Charter	24 Districts Plus Charter	18 Districts Plus Charter	20 Districts Plus Charter



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# SUMMARY OF THE ORGANIZATION'S SELF-EVALUATION

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*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 Office 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 online 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 USOE 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.

## **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 dedicated and experienced 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.

## **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.



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# ATTACHMENT A | OVERALL ITEMIZATION 2015-2016

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## **FINANCIAL I. DETAIL OF OTHER SOURCES OF INCOME SUPPORTING EDUCATION PROGRAM**

(those in addition to own organization and legislative appropriation)

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Corporate	<b>\$54,000</b>
Foundation	<b>\$96,000</b>

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## **FINANCIAL II. DETAIL OF DIRECT EDUCATION PROGRAM EXPENDITURES**

\*see attachment B for breakdown detail

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Salaries	<b>\$226,000</b>
Supplies & Equipment	<b>\$9,431</b>
Travel	<b>\$19,811</b>
School Program Production Costs	<b>\$5,936</b>
<b>TOTAL</b>	<b>\$261,178</b>

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### **EDUCATION "ONLY" STAFF/PRESENTER DETAIL**

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<b>Title</b>	<b>Number of Persons in Position</b>	<b>Salary and Benefits</b>
Director and Education Associates	<b>2</b>	<b>\$134,949</b>
Faculty	<b>5</b>	<b>\$91,051</b>

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## **FINANCIAL III. DETAIL OF ALLOCATED EXPENDITURES**

(partially school-related costs) \*see attachment B for breakdown detail

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Salaries	<b>\$60,510</b>
Allocated "O & M"	<b>\$172,127</b>
Other Allocated Costs	<b>\$0</b>
Allocated Program Production Costs	<b>\$1,322,745</b>
<b>TOTAL</b>	<b>\$1,555,382</b>

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### **ALLOCATED STAFF/PRESENTER DETAIL**

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<b>Title</b>	<b>Allocated Percentage</b>	<b>Allocated Salary and Benefits</b>
Executive Director	<b>5%</b>	<b>\$12,703</b>
Vice President of Finance and Administration	<b>5%</b>	<b>\$6,856</b>
Vice President of Development and Marketing	<b>5%</b>	<b>\$9,555</b>
Director of Development	<b>5%</b>	<b>\$7,800</b>
Development Managers	<b>33%</b>	<b>\$23,595</b>

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# ATTACHMENT B | EDUCATION PROGRAM COSTS 2015-2016

## DIRECT EXPENSES OF PROVIDING EDUCATIONAL PROGRAMS TO SCHOOLS

Salaries and Benefits	\$226,000
Supplies & Equipment	\$9,431
Travel	\$19,811
School Program Production Costs	\$5,936
<b>TOTALS</b>	<b>\$261,178</b>

## ALLOCATED EXPENSES

Salaries - partially school related	\$60,510
Allocated Production Costs	\$1,322,745
Allocated Building O & M	\$172,127
Other Allocated Exp	0
<b>TOTALS</b>	<b>\$1,555,382</b>

**TOTAL EDUCATION EXPENSES** **\$1,816,560**

## EXCLUDED EXPENSES

Salaries and Benefits	\$1,705,989
Marketing	\$837,556
Store	0
Program Production Costs	\$3,858,008
Building O & M	\$502,038
Other unrelated costs	\$1,627,766
<b>SUBTOTAL EXCLUDED EXPENSES</b>	<b>\$8,531,358</b>

**TOTAL COMPANY EXPENSES** **\$10,347,919**

## WORKSHEET

Number of School Performances	24
Total Number of Performances	94
Allocation Percentage	25.5319%
Total Program Production Costs	\$5,180,753
Allocated to Education Programs	\$1,322,745
Excluded Program Production Costs	\$3,858,008
Total Bldg O & M	\$674,166
Allocated to Education Programs	\$172,127
Excluded O & M	\$502,038

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## ATTACHMENT C | EDUCATION FUNDING 2015-2016

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### **CORPORATE**

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3M	<b>\$2,500</b>
Swire Coca-Cola	<b>\$2,500</b>
Union Pacific Foundation	<b>\$5,000</b>
Rocky Mountain Power	<b>\$10,000</b>
US Bank Bancorp Foundation	<b>\$4,000</b>
Wells Fargo Bank	<b>\$20,000</b>
Nordstrom	<b>\$3,000</b>
Holland and Hart	<b>\$2,000</b>
Merrick Bank	<b>\$1,500</b>
Chevron	<b>\$2,500</b>
Snow, Christensen, & Martineau	<b>\$1,000</b>
<b>TOTALS</b>	<b>\$54,000</b>

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### **FOUNDATION**

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B.W. Bastian Foundation	<b>\$20,000</b>
Beaver Creek Foundation	<b>\$10,000</b>
R. Harold Burton Foundation	<b>\$5,000</b>
Lawrence T. & Janet T. Dee Foundation	<b>\$10,000</b>
Simmons Family Foundation	<b>\$15,000</b>
Sorenson Legacy Foundation	<b>\$25,000</b>
Henry and Leslie Eskuche Foundation	<b>\$5,000</b>
Noorda Foundation	<b>\$5,000</b>
John and Dora Lang Charitable Foundation	<b>\$1,000</b>
<b>TOTALS</b>	<b>\$96,000</b>

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**CORPORATE AND FOUNDATION TOTAL** **\$150,000**

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