



Application

22864 - Project 2021-II (Arts In Education, Dance, Multidisciplinary Arts/Culture, Music, Theater, Visual Arts and Local History)

22927 - Performing Ourselves 2021-22 School Residencies

Project

Status: Awarded
Original Submitted Date: 08/01/2021 2:14 PM
Last Submitted Date: 10/31/2021 2:36 PM

Primary Contact

Feel free to edit your profile any time your information changes. Create your own personal alerts using My Alerts.

Name: Ms. Stephanie Richards
Title: Development Director
Email: steph.richards13@gmail.com
Address: Home: 2102 Winnebago Street
MCS: 2082 Winnebago St.
UW: 225 N. Mills St. Madison, WI 53706
Phone: 616-821-6232

Organization Information

Name: UW Community Arts Collaboratory
Organization Type: Organization using a Fiscal Receiver
Address: 225 N MILLS ST
Suite 264

*	Madison	Wisconsin	53726
	City	State/Province	Postal Code/Zip
Phone:*	608-262-4301		Ext.
Fax:	608-262-4301		
Date when organization received 501(c)(3) federal tax-exempt status (mm/dd/yyyy)			
Benefactor	No		

Project Information

Primary activities must fall within project period described in Funding Opportunity.

Project Start Date: 11/01/2021

Project End Date: 07/31/2022

Select category that best describes project (selection influences which advisory panel reviews application): Dance

Date(s) during which community can attend and/or participate in project: December 2021, Spring 2022

Specific venue(s) or location(s) where community will attend and/or participate in project:

Madison Youth Arts Center, Leopold, Mendota, Frank Allis, Sandburg, and Lowell Elementary schools, Lussier Community Education Center, Goodman Community Center, Packers/Northport Community Center, East Madison Community Center, Allied Learning Center, and Elver Park Neighborhood Center.

Estimate Number of Individuals Engaged or Served

1000

Estimate Primary Community/Population Served

Ethnicity:

Black/African American: 39.0%

American Indian: 1.0%

Asian American: 5.0%

Hispanic/Latino: 25.0%

White/Caucasian: 25.0%

Other: 5.0%

Combination of all ethnicities: 100.0%

Age Group(s):

Youth (less than 18):	85.0%
Adult (18 to 30):	5.0%
Adult (31 to 60)	5.0%
Older Adult (60 plus):	5.0%
Dane County Supervisory District:	All

Indicates the communities your project will serve.

Community/Population Description:

This project serves youth in community center after-school programs and in-school residencies. Secondary audiences are teachers and community educators who can incorporate virtual movement and dance curriculum with their students and participants as well as guardians and friends of the participating youth.

Additional notes about community/population served that explain selections. (Max. length is 50 words)

Abstract:

Provide a one or two sentence summary that could be used in future press releases to describe your project. (Max. length is 50 words.)

Performing Ourselves dance and movement classes will be implemented in schools, community centers, and the new Madison Youth Arts Center.

Fiscal Receiver / Secondary Contact Information

Use this section to enter the contact information for your Fiscal Receiver, if your organization is using one. If you are not, you may use this section to provide information for an additional project contact person, if appropriate.

Fiscal Receiver:	UW Madison
Contact Person:	Brenda Egan
Title:	Managing Officer
	Office of Research and Sponsored Programs

Mailing Address:

University of Wisconsin-Madison

21 N. Park St, STE 6401
Madison, Wisconsin 53715

Phone:	608-262-3822
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Email:	baegan@rsp.wisc.edu
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How did you hear about this opportunity?	Previous Applicant
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Project Narrative

Applicant Info/Background

Provide a brief summary about you (for individual applicants) or your organization including history, programs, goals, major accomplishments, success stories. (400 words maximum)

Performing Ourselves (PO) is a dance outreach project that empowers youth and develops leaders through dance. Started with a pilot in 2011, the program teaches a movement-based curriculum to under-resourced youth in schools and local community centers. The program, which is offered at no cost to participants, is possible because of support and funding from local grant sources and individual donors. Dance improves motor skills, decision-making, creativity, risk taking, cultural understanding, attentiveness, and self-awareness (Gilbert, 2006; Hannaford, 2007; Siegel, 2020). Through their participation in Performing Ourselves, teachers and dancers alike foster these skills while experiencing the joy of dance and developing a deep sense of belonging and community within their dance group. Performing Ourselves is committed foundationally to providing access to movement experiences for all youth, with a strong history of working with Black, Latinx and low SES communities. Additionally, the program boasts 38 teaching alumni - UW undergraduate students who have participated in comprehensive training and community dance teaching throughout their time as students.

Since the program's inception, Performing Ourselves has served over 1,250 area youth in face to face programming through partnerships with 18 local schools and community centers. During the COVID-19 pandemic, PO shifted to virtual programming through videos and interactive online response options. We wrote, filmed, and produced 15 high quality videos featuring dance/movement therapist Mary Patterson. These videos offer a full movement curriculum, and an example of one of the fifteen can be viewed publicly here: <https://www.youtube.com/watch?v=EpGla1hEkxl>. An example of these videos translated into Spanish can be viewed here: <https://youtu.be/ypkFEIVg1UY>. As the program approaches its decade mark, attention is turned now to what programming looks like post COVID-19. This includes a focus on continued virtual offerings, and through this proposal, safe in-person programming in schools, community centers, and a new collaboration with the new Madison Youth Arts Center.

Performing Ourselves is a founding member of the UW Community Arts Collaboratory. The mission of the Arts Collab, home to Performing Ourselves, Whoopsocker, Drum Power, and Fauhaus, is to empower youth through performing and fine arts. This collaborative is housed within the office of Professional Learning and Community Education (PLACE) within the School of Education at UW-Madison. The Arts Collab was formed in Fall 2017 to build on the successes of these programs, streamline administrative processes, develop shared evaluation measures to better demonstrate impact, and expand and grow programming.

Number of youth served:

- 2020-2021 - unknown
- 2019-2020 - 250
- 2018-2019 - 450
- 2017-2018 - 175
- 2016-2017 - 120
- 2015 - 2016 - 75
- 2014-2015 - 75
- 2013 - 2014 - 50
- 2012 - 2013 - 30

Project Description

Describe project's concept, design, artistic or historical merit, and how it will be presented to the community. (400 words maximum)

This Dane Arts request will support Performing Ourselves programming in Fall 2021 and Spring 2022.

Performing Ourselves is known for accessible, high quality dance programming. We hire and train UW undergraduate dance majors to teach at community centers and in schools across the city, augmented by work with a dance/movement therapist. We anticipate being able to provide in-person programming in schools, community centers and at Madison Youth Arts Center.

School residencies - pending MMSD guidelines, PO will continue our in-school residencies. We have piloted a virtual residency, which will serve MMSD schools until in-person is feasible. We will also share our virtual program materials with more schools during this school year. Performing Ourselves' school partners include: Leopold, Mendota, Frank Allis, Sandburg, and Lowell.

Community centers - PO will continue to provide after school dance classes in our community center partner sites. Performing Ourselves' community center partners include: Lussier Community Education Center, Goodman Community Center, Packers/Northport Community Center, East Madison Community Center, Allied Learning Center, and Elver Park Neighborhood Center.

MYArts - Performing Ourselves will partner with the brand new Madison Youth Arts Center (MYArts), renting dance studio space in the new facility as a site for Performing Ourselves classes. In bringing students to this state of the art space, they will have the opportunity to dance in a fully equipped studio as opposed to the less than ideal spaces available at schools and community centers (i.e. small, carpeted rooms with furniture moved by the students to begin each class). Access to space will further support the mission to provide quality dance programming to all children across the city of Madison, not limited to those whose families are able to pay for in-studio dance classes. Current school and community center partners will be invited to bring students to the weekly dance class at MYArts. At the end of each 8 week session, there will be a demonstration/performance for friends and family members of the dance participants.

Significance, Primary Community/Population Served and Public Value

Explain significance of project to the community and/or organization (why and why now). Articulate the public value of your project as it relates to the size and characteristics of the community/population. Explain why your project benefits Dane County and merits tax-payer dollars. (400 words maximum)

This program will meet current community needs in several ways. The pandemic has highlighted the opportunity gap for children and youth, and further exacerbated the already problematic lack of access to quality fine arts programming for children living in under-resourced neighborhoods. This project will provide dance programming to students within this demographic through PO's existing strategic partnerships with schools and community centers. Furthermore, the unique approach to PO programming, grounded in dance/movement therapy principles, will highlight the social emotional skills of connection, coping and confidence for participants. Children's mental health has suffered as a result of the pandemic, and this specific arts program aims to use fine art to improve well-being for these students and their communities.

In July 2020, the National Academies of Sciences Engineering and Medicine released a report that predicted "long-term academic consequences" for virtual only learning - especially for students at the primary level, grades K-5. Enriqueta Bond, chair of the committee and author of the report, stated: "This pandemic has laid bare the deep, enduring inequities that afflict our country and our schools. Many of the communities hardest hit by the virus are also home to schools with the least resources and the greatest challenges." Madison (and Dane County) is a city already well-acquainted with these historic inequities and opportunity gaps, and the children already impacted are further hurt by the implications for education and schools in this pandemic.

Performing Ourselves has held a consistent commitment to share the art of dance with children, school systems and community programs that might not have access readily.

Implementation

Describe strategy and timeline to be used in developing and implementing project (planning, promotion/marketing/media plan, education and awareness-building activities, opportunities for engagement, access and participation) (400 words maximum)

August 2021 (pre-award)

- Survey partner organizations for interest and needs

September - October 2021 (pre-award)

- Continue work and partnership with school and community sites to plan programming and transportation

October 2021- July 2022

- Hold classes in schools, community centers, and MYArts
- PO teachers will offer a series of 8 week dance classes on site at MYArts. There will be an 8 week session in the fall of 2021 (mid October-mid December) and two 8 week sessions in spring 2022 (February-March and April-May). For each of the three 8 week cycles, 2 partner sites will have the opportunity to take part in programming. Depending on the safety needs, there may be one longer class combining two community centers for each 8 week period, or two one-hour classes if sites need to be separated to ensure proper social distancing within the dance studio.
- Conduct evaluation and research

Marketing:

PO has continued to market and share content through virtual formats through our website, YouTube video channel, Facebook page, and Instagram. This type of sharing will continue and increase as a concerted effort is made to reach the audience through new formats. Additionally, UW Arts Collab is working intentionally with community partners (MMSD, Any Given Child Madison, the Bubbler, Beyond the Page, UW-Madison) to share about the virtual programming options and community performances.

Intended Outcomes and Evaluation

Highlight intended results, outcomes, and indicators of success. Describe your project evaluation process. (400 words maximum)

We intend to evaluate this project through the following project-specific outcomes:

Intended outcomes include:

1. Continue sharing virtual program materials with Dane County Schools.
2. Resume in-person dance classes with existing school and community center partners
3. Launch a new program at MYArts.
4. Students will show an increase in connection, coping, and confidence.

Indicators of success:

- Completion of #1-3.
- Feedback from local educators on the utilization and impact of virtual programming, particularly for bilingual and English learner students

Evaluation plan

We will assess the indicators of success to determine whether process outcomes (#1-5 above) are met. To understand the impact of the programming, surveys will be given to dance participants before the 8 week session and following the completion of the classes. These pre and post surveys (example provided in supporting materials) will be completed by all student participants to assess how connection, coping, and confidence can be fostered through dance. In addition to the surveys, an additional researcher/teacher will be present in the room for the purpose of obtaining observational, movement data on the impact of the program and ability to meet the goals as presented.

With Dane Arts support, we will produce evidence for the ability of dance to foster connection, confidence, and coping. This research will contribute greatly to the fields of dance education and dance/movement therapy, where a dearth of evidence based research inhibits the field from flourishing, especially when compared to allied fields (ADTA, 2020; Van der Kolk, 2014). Upon completion of the proposed project (including dance programming and evaluative materials), data will be shared through the forthcoming *Performing Ourselves* book, an in-process manuscript synthesizing the theory and curricular application of the program. Finally, the findings will contribute to the development of the second year of the NEA Research Lab grant. The NEA research findings will be disseminated through the annual Wisconsin Arts Integration Symposium, drawing arts integration specialists from a national audience. The generosity and contributions of the Wisconsin Arts Board will be recognized in all publications, online material and future press releases related to these projects.

Do you believe the project fulfills the Special Award Criteria?

Project Expenses (Cash)

Category	Explanatory Notes (25 char. limit)	Expense Covered by Grant	Cash Amount
Project-Specific Administrative Compensation	Project staff salary and fringe	No	\$30,750
Artistic Honoraria 1	Teaching Artists	Yes	\$7,000
Artistic Honoraria 2			\$0
Artistic Honoraria 3			\$0
Artistic Honoraria 4			\$0
Artistic Honoraria 5			\$0
Artistic Honoraria 6			\$0
Supplies/Materials 1			\$0
Supplies/Materials 2			\$0
Promotions/Publicity/Printing /Postage 1			\$0
Promotions/Publicity/Printing /Postage 2			\$0
Space/Equipment Rental 1			\$0
Space/Equipment Rental 2			\$0
Transportation 1	Transportation - driver stipend	Yes	\$3,900
Transportation 2	Transportation - mileage	Partial	\$1,500
Other			\$0
Other			\$0
Other			\$0
Other			\$0
Totals			\$43,150

Project Income (Cash)

Category	Explanatory Notes (25 char. limit)	Status	Amount
Earned Income (Include specific details)			
Sales			\$0

Admissions			\$0
Other Revenues 1	Contributions from schools and centers	Pending	\$5,000
Other Revenues 2			\$0
Sub-Total			\$5,000
Individual Contributions/Gifts (List source in notes)			
1	Sustaining Donor Campaign	Pending	\$5,000
2	Major Gift - Individual	Pending	\$10,000
3			\$0
4			\$0
5			\$0
6			\$0
Foundation/Corporate Support (List source in notes)			
1	Endres Manufacturing Co. Foundation	Confirmed	\$2,500
2	American Girl Fund for Children	Pending	\$10,000
3			\$0
4			\$0
5			\$0
6			\$0
Public Grants (List source in notes)			
1	Madison Arts Commission	Confirmed	\$1,500
2	Wisconsin Arts Board	Confirmed	\$6,000
3			\$0
Sub-Total			\$35,000
Other			
	Other (Specify in Notes)		\$0
	Other (Specify in Notes)		\$0
	Other (Specify in Notes)		\$0
	Other (Specify in Notes)		\$0
Totals			\$40,000

In-Kind (Non-Cash)

Row	Explanatory Notes (25 char. limit)	Status	Amount
In-Kind 1			\$0
In-Kind 2			\$0
In-Kind 3			\$0
In-Kind 4			\$0
Totals			\$0

Budget Narrative

Additional explanation of budget figures. Be sure that any explanation of budget figures in this section matches the budget figures included above.

Dane Arts support will support teaching artists stipends and transportation costs for Performing Ourselves classes in schools, community centers, and Madison Youth Arts Center

Budget Summary

Category	Total Cash Expenses	Total Cash Income	Total In-Kind (Non-Cash)	Total Request Amount	Total Request Percentage	Total Budget
Grant Request Amount	\$43,150	\$40,000	\$0	\$3,150	7.3	\$43,150

Attachments/Supplemental Materials

Attachment	Description	File Name	File Size	Type
Required (for all applicants)				Current Letter of support #1 from the community at large (highlighting artistic quality/merit, public value, commitment, ability to implement successfully)*
Letter of Support from Rosalie Gittens, School Resource Coordinator at Leopold Community School	Letter of Support_Gittens_Leopold.pdf	17.0 MB	pdf	Current Letter of support #2 from the community at large (highlighting artistic quality/merit, public value, commitment, ability to implement successfully)*
Letter of Support from Sarah Schwab, 2nd Grade Teacher at One City Schools	Letter of Support_Schwab_PO.pdf	17.0 MB	pdf	Current Letter of support #3 (optional)
		17.0 MB		Short bios or resumes of key personnel*
Bios of program staff and project team	PO_Bios.pdf	17.0 MB	pdf	Logo/Image
			Logo or Image (to be used in listing project/program on a website if awarded a grant)*	Performing Ourselves Logo
PO_Logo_PURPLE.png	17.0 MB	png	Required For Applicant (Non-Profit Organizations Only)	
		Mission statement	Performing Ourselves Mission Statement	PO_Mission Statement.pdf
17.0 MB	pdf	List of officers/board members and primary staff involved in project	PO Key Staff	PO-Board and Staff.pdf
17.0 MB	pdf	Year-end income/expense statement from immediate past fiscal year	Performing Ourselves Budget FY21	Performing Ourselves Budget FY2021.pdf

17.0 MB	pdf	Income/expense statement from current fiscal year	Performing Ourselves Budget FY22	Performing Ourselves Budget FY22.pdf
17.0 MB	pdf	IRS federal tax-exempt 501(c)(3) determination for your organization or fiscal receiver	UW_RSP Tax	UW_RSP Tax EIN.png
17.0 MB	png	Required for Applicants (Using a Fiscal Receiver Only)		
	Letter of Commitment from Fiscal Receiver	Fiscal receiver letter from UW	PO Fiscal Receiver Letter MSN256436.pdf	17.0 MB
pdf	Required For Applicant (Individuals Only)			
Resume or professional biography				17.0 MB

Other Attachments

File Name	Description	File Size
01_1POinfo_Condensedimage.pdf	1-pager Program Info	792 KB
Arts Collab Workbook- PO Excerpt.pdf	Performing Ourselves Workbook excerpt to support Movement Minute videos	885 KB
Performing Ourselves Evaluation Student and Teacher Surveys.pdf	Evaluation Student & Teacher Surveys	228 KB
Performing Ourselves Testimonials.pdf	Performing Ourselves Images and Testimonials	1.6 MB
PO Youtube.pdf	Performing Ourselves Youtube Channel Link and Image	76 KB

Fields

Applicant/Authorized Official	Stephanie Richards
Title	Operations Manager
Date Signed	08/01/2021

Internal Data

[Comments](#)

Internal Attachments



2602 Post Rd, Madison, WI 53713
Office: 608-204-4240 Fax: 608-204-4141
<https://leopoldmadison.k12.wi.us/>
<https://www.facebook.com/MMSDLeopold>

July 28th, 2021

To Whom it May Concern,

My name is Rosalia Gittens, and I am the Community School Resource Coordinator at Aldo Leopold Community School. Leopold is a thriving community school with a caring community that values diversity and is committed to providing a safe, collaborative space for our many students. Leopold is also home to a Dual Language Immersion program, and our high percentage of ethnic diversity is representative of the many students at Leopold who come from primarily Spanish speaking homes.

Leopold began partnering with Performing Ourselves during the 2017-2018 school year. Over the years, Performing Ourselves teachers have worked with our students through classroom residencies, by co-leading the after school dance club, and through choreographing our school musical. We have valued our partnership with Performing Ourselves and the rich opportunities our students have benefited from through the collaboration.

I am writing today to support this Performing Ourselves grant to increase SEL support through the arts at schools. Leopold is currently focusing on strengthening the integration of SEL into the curriculum and through all academic activities. Now, more than ever, we need to ensure our students have access to SEL programming that is meaningful and culturally relevant. Performing Ourselves programming is creative and transformational and will definitely help our students succeed.

Sincerely,

Rosalia Gittens
Leopold Community School Resource Coordinator



Dear Dane Arts,

I am writing in support of the Performing Ourselves proposal to Dane Arts for a grant to fund Performing Ourselves programming in Madison schools. I strongly support this grant application, as I personally have witnessed and been a part the measurable impact Performing Ourselves programming has on the youth of this city.

I have had the opportunity to be a part of Performing Ourselves programming since its start in 2011. I taught their integrative dance education curriculum in multiple community centers and schools throughout Madison as an undergraduate student at UW-Madison. After graduating I continued to work with Performing Ourselves, now as the Assistant Program Manager at East Madison Community Center. Here I was able to fully understand the benefit of this program from the lens of the community it serves. The students involved in Performing Ourselves' dance programming grew in confidence, had a deep sense of belonging and connection to their community, were able to better emotionally regulate throughout their day, and became leaders amongst their peers. I have since moved on to working at an Elementary School as a second grade teacher and have incorporated many of the strategies learned through Performing Ourselves into my teaching.

Working in numerous community centers and schools throughout Madison, I have firsthand witnessed the great impact Performing Ourselves has in our community. The programming is a unique and innovative combination of dance education, dance/movement therapy, and performance that fosters resilience and empowers every student that participates. This movement-based curriculum lays the foundation for sensory-motor development, helping develop better proprioception, balance, sensory integration, attention, and memory. Through the use of the body and brain-compatible movement, neurological repatterning occurs that help coordinate all parts of the brain and body for emotional, social, and cognitive balance.

In my years working with Performing Ourselves, I have had the opportunity to watch students transform from fearful to confident, unregulated to emotionally resilient, disconnected to united. Although I have countless stories of witnessing this transformation in my students, one story stays close to my heart. My second year as a teacher with Performing Ourselves, I was teaching at a community center with a consistent group of girls attending each week. A few weeks into the year, I decided to come early and I found myself watching a pickup basketball game amongst the elementary and middle school boys. One young boy spent the entire time on the sidelines while the other boys played. He was shy and reserved. He did not have many connections amongst his peers, and after getting to know him, he expressed that he felt like an outcast. I invited him to dance and he reluctantly accepted the offer.

The transformation happened slowly, then all at once. At first, he observed from inside the room, soon he began participating in our warm up and movement activities. The class made him feel welcome, included, and important, which gave him the support and encouragement he needed to open up. Not long after, he began laughing and joking around with his classmates, engaging in conversations before and after class, and sharing his movement ideas with pride. I noticed his movement becoming bigger and more expressive, and his ability to name and process his emotions increase. Near the end of the year, he shared in our opening circle that he was going to try playing basketball with the boys that night. All of his classmates were so excited for him. They all watched on the sidelines and cheered him on. This young boy went from self-doubting and insecure to resilient and empowered, due in large part to the Performing Ourselves dance program and his willingness to embrace himself fully.

This change can be witnessed in unique ways in all of the children that encounter Performing Ourselves programming. I fully support the efforts of Performing Ourselves as they seek funding to empower, engage, and support the future leaders of Madison through movement and dance. Performing Ourselves takes a unique and integrative approach to developing children's cognition, motor skills, and emotional regulation and I feel every child would benefit from access to it.

Sincerely,

A handwritten signature in black ink that reads "Sarah Schwab". The signature is written in a cursive, flowing style.

Sarah Schwab

PERFORMING *ourselves*

Directors and Staff

Kate Corby is a contemporary choreographer, educator and performer. Kate Corby is a contemporary choreographer, educator and performer. She has been on the faculty at the University of Wisconsin-Madison (UW) since 2008 and continues to create work with her Chicago-based company. She completed her MFA in Dance at the University of Illinois at Urbana, where she was also an instructor, and received her BA in Dance and Women's Studies from Beloit College. Her work with Performing Ourselves was recently recognized by the UW's Arts Institute with the Joyce J. & Gerald A. Bartell Award in the Arts.

Mariah Meyer LeFeber is a board certified dance/movement therapist, licensed professional counselor and dance educator. She graduated summa cum laude with a degree in dance and psychology from the University of Minnesota – Twin Cities and then went on to Columbia College Chicago, where she earned her master of arts of dance/movement therapy and counseling. Mariah has worked extensively in the field of dance/movement therapy, serving people of all ages in both group and individual settings.

Mary Lynn Patterson recently returned to Madison after completing her graduate education at Drexel University in Philadelphia, PA. While at Drexel, Mary received a master of arts degree in dance/movement therapy & counseling. Mary is a University of Wisconsin-Madison alumna where she completed a B.F.A. degree in dance. Throughout her graduate education Mary worked in the field of dance/movement therapy serving populations from children to adults in behavioral health, mental health, school, and community-based settings.

Stephanie Richards is the Operations Manager for the UW Arts Collaboratory where Performing Ourselves is based. Stephanie brings extensive project direction, management, evaluation, and quality improvement experience. She is dedicated to advancing community health and health equity through capacity building and innovation. Stephanie completed her Masters of Public Health at UW-Madison. In her spare time, Stephanie is an aerialist and director of development with the Madison Circus Space.

Richard Hilder is a Spanish language translator and artist. Richard Hildner, Madisonian and Peruvian-American, is a Bilingual Resource Specialist with Madison Metropolitan School District. As a guitarist, Hildner's versatile playing brings attention to Latin-American musical ideas often marginalized in Madison, mixing music he picked up from his family with other traditions, especially jazz. Hildner is a lead musician in a diverse array of bands, including the Afro-Peruvian acoustic dance group Golpe Tierra and the funky quartet Barbacoa. Hildner seeks to reflect his sense of hope for a future of diverse representation, and he often plays with a huayno style—a popular genre of Andean music characterized by a three-count rhythm (like a waltz) that emphasizes the first beat, making it great for dancing.

Aaron Granat is a Madison-based video artist, Associate Lecturer for UW–Madison's Communication Arts Department, and Staff Video Producer for UW–Madison's Division of the Arts. His work spans feature-length narrative, screen dance, documentary, and video installation. He maintains a robust experimental artistic practice centered on live performance of video material, which draws heavily from avant-garde traditions represented by Stan Brakhage and Bruce Connor.

PERFORMING OURSELVES

HISTORY & MISSION

Performing Ourselves is a dance outreach project based in Madison, Wisconsin that has a mission to **empower youth and develop leaders through dance**. The program, founded in 2012, teaches a movement-based curriculum to underserved youth in schools and local community centers. Performing Ourselves combines dance education, dance/movement therapy principles and performance to foster embodiment, resiliency and connection in its participants. Through the arts, these essential skills are embraced by the youth participants, 4-16 year olds who are 90% children of color and 95-100% living in poverty. Performing Ourselves partners with the University of Wisconsin - Madison Dance Department for the hiring and placement of student teaching interns, and in 2017 helped to establish the innovative UW Community Arts Collaboratory, housed in the office of Education Outreach & Partnerships.

PERFORMING OURSELVES OVERSIGHT

Performing Ourselves is an affiliate of the University of Wisconsin – Madison, working with both the Dance Department and the office of Education Outreach & Partnerships. As a part of these departments, oversight is provided through department chairs and key administrative staff connected to the work of the program.

The UW Dance Department does not have a board of directors. There is an executive committee of tenured colleagues that includes the tenured faculty in the department – Mary Alice “Buff” Brennan, Li Chiao-Ping, Jin-Wen Yu, Kate Corby, Chris Walker and Andrea Harris – who collaborate on the Dance Department programming each academic year. No financial gifts are required of the executive committee and they are not compensated. Their expertise and experiences contribute to the continued success and growth of the UW Madison Dance Department. In light of the budget crisis, the executive committee continually asserts that Performing Ourselves will remain an in-kind affiliate and all financial support for the program will need to come from outside sources.

PERFORMING OURSELVES STAFF LIST

Kate Corby, Chair - UW Dance Department – Co-Director of Performing Ourselves

Mariah LeFeber, Board Certified Dance/Movement Therapist and Licensed Professional Counselor – Co-Director of Performing Ourselves

Mary Patterson – Registered Dance/Movement Therapist – Program Specialist & Dance Therapist

Stephanie Richards – Operations Manager

Undergraduate UW Students – Student Interns/Teachers // Intern Teaching Staff Shifts Yearly

Performing Ourselves 2020-2021 Budget			
Staff	FTE	Salary	Total
Director, Yorel Lashley	0.01	95,000	\$950
Program Manager, Stephanie Richards	0.1	62,971	\$6,297
Program Clinician, Mary Patterson	0.25	60,000	\$15,000
Program Co-Director, Mariah LeFeber	0.25	65,520	\$16,380
Fringe Benefits	Percent	Salary/Stipend	
Staff Fringe/Benefits	0.35	\$38,627.06	\$13,519
TOTAL			\$52,147
Personnel			
	Person	Hourly rate, # of	Salary/ hourly rate
Performing Ourselves Student Intern	TBD	\$15/hour * 50 hrs	\$0
Performing Ourselves Student Intern	TBD	\$15/hour * 50 hrs	\$0
Fringe Benefits	Percent	Total Salary/Stipend	
Student Hourly Fringe Benefits	0.041	\$0	\$0
Subtotal			\$0
Direct Costs (S & E)			
Supplies		3000 per program	\$0
Marketing/media (marketing, photographer/videographer, website)			\$2,000
Subtotal			\$2,000
Total 2020-2021 Expenses			\$54,147
Funding Sources			
	Anticipated	Confirmed	
Baldwin		\$11,163	
Virginia Horne Henry		\$14,564.60	
American Girl Fund for Children		\$10,000	
Match AGFFC		\$10,000	
Dane Arts / Cycle 1 - PO		\$3,199	
Dane Arts / Cycle 2		\$3,413	
Madison Arts Commission		\$1,500	
PO Sites Contributions		1000	
Individual Gifts to program		\$500	
TOTALS	\$0.00	\$55,339.93	\$55,339.93
DIFFERENCE			\$1,193.40

Performing Ourselves 2021-2022 Budget			
Staff	FTE	Salary	Total
Director, Yorel Lashley	0.065	\$98,000	\$6,370
Program Manager, Stephanie Richards	0.15	\$64,230	\$9,635
Program Co-Director, Mariah LeFeber	0.25	\$66,830	\$16,708
Program Clinician, Mary Patterson	0	61,200	\$0
Undergrad Researcher - 1		\$15/hour	\$4,500
Undergrad Teaching assistants - 3	15/hour, 4 hours	\$15/hour	\$5,760
Fringe Benefits	Percent	Salary/Stipend	
Staff Fringe/Benefits	0.35	\$32,712.10	\$11,449
Undergrad student hourly fringe	0.026	\$10,260.00	\$267
TOTAL			\$54,688
Direct Costs (S & E)			
Transportation - driver stipend	\$15/hour, 2 hours/week, 44 weeks		\$3,960.00
Transportation - mileage	\$.55/mile * 20 miles * 3 sites * 44 w		\$1,452.00
Teaching Artist - Elisa & Sarah	\$40/hour		\$12,800.00
MYA rent			\$4,400.00
VHH - Travel			
Marketing/media (marketing, photographer/videographer, website)			\$2,000
Subtotal			\$24,612
Total 2021-2022 Expenses			\$79,300
Funding Sources	Anticipated	Confirmed	
2020 Carryover		\$66,000	
Individual Gift to Support Arts Collab Admin			
PO Sites Contributions	\$3,000		
National Endowment for the Arts			
Virginia Horne Henry			
Madison Arts Comission		\$1,500	
American Girl Fund for Children	\$0		
Dane Arts / Cycle 2	\$3,500		
WAB	\$6,000		
Individual Gifts to program	\$0		
TOTALS	\$12,500.38	\$67,500.00	\$80,000.38
DIFFERENCE			\$700.28



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

UW Reference # MSN256436

Dane County Cultural Affairs Commission

PI: Stephanie Richards

Performing Ourselves 2021-22 School Residencies

This proposal has been administratively approved on behalf of the Board of Regents of the University of Wisconsin System and is submitted for your consideration. Please keep our office advised as developments occur with regard to this application.

The appropriate programmatic and administrative personnel of each institution involved in this grant application are aware of the sponsor's grant policy and are prepared to establish the necessary inter-institutional agreement(s) consistent with that policy.

All costs cited conform to established institutional policies and procedures. Our DHHS Negotiated Rate Agreement can be found at <http://www.rsp.wisc.edu/rates/rates.pdf>. Website: <http://www.rsp.wisc.edu/>

A final agreement is contingent upon the successful negotiation of terms and conditions acceptable to the University of Wisconsin-Madison.

We ask that you use the University's above-referenced proposal number in any future correspondence.

Questions regarding administrative matters should be directed to:

PreAward Services by email: preaward@rsp.wisc.edu or by phone: (608) 262-3822.

Questions regarding the technical nature of this application should be directed to:

The Principal Investigator.

Managing Officer

7/30/2021



PERFORMING OURSELVES

empowering youth through dance

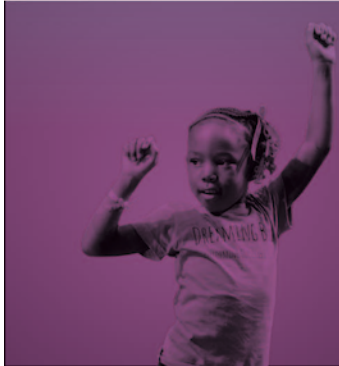
Performing Ourselves, a dance outreach program established at the University of Wisconsin - Madison in 2012, teaches dance to underserved youth through community partnerships. The program combines dance education, dance / movement therapy principles and performance to foster embodiment, resiliency, and positive self-concept. Performing Ourselves also provides employment and high quality training to UW undergraduate students.

90%
children of color

95%
living in poverty

4-16
year old participants

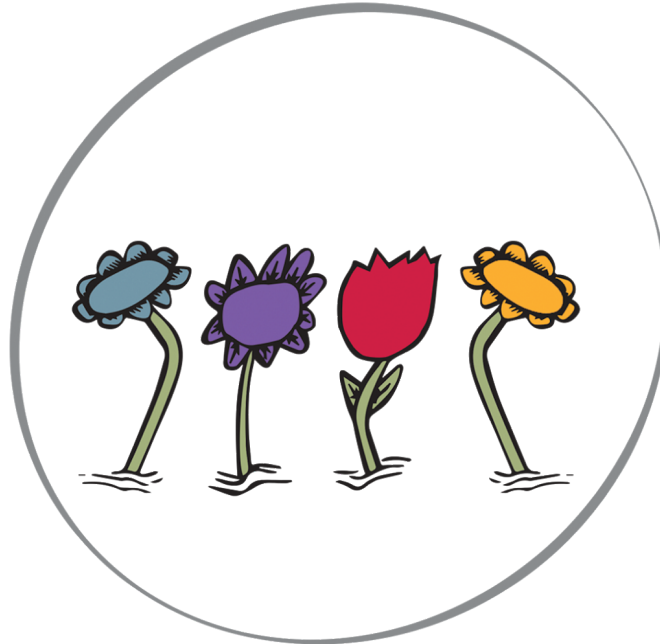
Programming is supported entirely by grants and donations and is provided at no cost to participants or partners. Performing Ourselves has served hundreds of youth participants, employed over 20 university students, and impacted community centers and schools all around the city of Madison, Wisconsin. For more information or to support the program, visit www.performingourselves.com.



"Dance is the only thing I have to look forward to every week."
- Participant

"Dance has made me not as scared to do things in front of people. I can be myself all the time and I don't worry about other people in my class making fun of me because I know I'm just right how I am."
- Participant

"Dance can really change lives. I've seen these girls' confidence increase, their sense of control, and especially their idea of community."
- Sarah Schwab, UW teaching alumni
BS '16 Dance and Community & Nonprofit Leadership



**UW COMMUNITY ARTS
COLLABORATORY**

USING DANCE, DRUMMING, THEATRE, AND
VISUAL ART TO DEVELOP AND EMPOWER YOUTH

A workbook for students and families
2020



Dear artist,

We know these are challenging times. We hope you're taking good care of yourself and your loved ones. We believe that art is powerful. So, we want to share with you some art making worksheets.

We hope to be able to gather in person again. Until then, make a movement sentence, write a story, make a change, practice leadership, community, and discipline, and think critically about the images you see. Visit our website for videos, activities, and more.

We would love to see your work! Please share it with us!

go.wisc.edu/artscollab

Parents, subscribe to our newsletter here:

<https://events.place.education.wisc.edu/subscribe-for-arts-collab-updates>

Whoopensocker teaches creative writing and performing. Performing Ourselves teaches dance. Drum Power teaches West African, Afro-Cuban, and Afro-Brazilian drum and dance traditions. FauHaus creates collaborative, socially-engaged art exhibitions.

With love,

UW Community Arts Collaboratory

Yorel Lashley, Director

Stephanie Richards, Manager

Erica Halverson, Whoopensocker Mayor

Kate Corby, Performing Ourselves Co-Director

Mariah LeFeber, Performing Ourselves Co-Director

Faisal Abdu'Allah, FauHaus Director

Mary Patterson, Performing Ourselves Dance Movement Therapist

Jessica Witham, Whoopensocker Education Coordinator

Amanda Farrar, Whoopensocker Education Coordinator

Caitriona Quirk, Administrative Assistant

and many more teaching artists!

go.wisc.edu/artscollab

PERFORMING *ourselves* Movement Sentences

Are you looking for new and creative ways to get moving?!? Try making and then moving some movement sentences! A movement sentence is a combination of two or more action words (verbs). The action words (verbs) are evocative and contrasting – think like a choreographer to choose them. The action words (verbs) can be connected to a theme; for instance, you could create a sentence with a theme of “going swimming” or “playing at the park.” A movement sentence can be the start of a dance.

To Create a Movement Sentence:

1. Select action words (verbs)
2. Write out movement sentence
3. Explore each action word (verb), try out that verb in your body in lots of different ways
4. Decide how you will perform your movement sentence
5. Practice to memorize

Ways to Develop a Movement Sentence:

- Change the order of the actions - *how many variations can you make?*
- Repeat - *how many times will you do each action or the whole movement sentence?*
- Timing - *will you perform in unison or in your own time?*
- Perform (solo, partner, trio, group)
- Perform to music

Example Movement Sentences

Skip Freeze Run
Freeze Skip Roll
Gallop Freeze Shake
Kick Rise Travel
Sink Creep Pounce
Explode Twist Fall
Roll Dodge Freeze
Spin Collapse Stamp

Tumble Jump Pull
Push Melt Slide
Anchor Ooze Gather
Stir Fly Advance
Retreat Swirl Dive
Grow Blossom Spread
Gather Toss Run
Balance Glide Lift Fall

Create three new movement sentences:

1. _____, _____, _____
2. _____, _____, _____
3. _____, _____, _____

Content adapted from DEL (Dance Education Laboratory) – Ann Biddle & Jody Arnhold

PERFORMING *ourselves*

STUDENT SURVEY PART 1

FIRST NAME: _____ LAST NAME: _____

GRADE: _____ AGE: _____

These questions ask about Dancing Skills. Mark ONE ANSWER for EACH QUESTION with an "X".

	For SURE YES!	Yes	Sort of	No	NO WAY!
1. I learned new dance skills and steps through involvement in Performing Ourselves.					
2. I had the chance to create my own movement and dances, like by coming up with a move to show the group or teaching them a dance I already knew.					
3. I can do the BrainDance warm-up along with my class.					
4. I can follow and dance along when my teacher leads movement and asks me to follow.					
5. I can lead and share my movement ideas with others and ask them to follow along with me.					
6. When I have trouble learning a new dance or step I can think about it a different way that makes it easier and try again.					
7. I could teach at least 1-2 of the dances or steps we did in dance group to someone else.					

What are your thoughts on Coping? (Mark one X for each line).

	For SURE YES!	Yes	Sort of	No	NO WAY!
8. I can refocus my concentration on dancing when I find myself thinking about other things.					
9. If I am having trouble in class, I know a way to breathe or take a break to help my body feel better.					
10. I do not give up even when the work is difficult.					

11. I concentrate in class.					
12. I keep working until I finish what I am supposed to do.					
13. I have personal goals for this class.					
14. I know what I am trying to accomplish in this class.					
15. I use some of the ideas from dance at home or in my classroom, like breathing or finding my own space bubble.					

These questions ask about Connection. (Mark one X per line.)

	For SURE YES!	Yes	Sort of	No	NO WAY!
16. I feel like an important member of dance group.					
17. Members of this class are friendly toward me.					
18. In this class I get help from other students.					
19. I learn from other students in this class.					
20. Students work with me to achieve class goals.					
21. I felt like my teacher knew me and was happy to see me in dance group.					

These questions ask about Confidence. Mark one X for each question.

	For SURE YES!	Yes	Sort of	No	NO WAY!
22. I know what some of my strengths and skills are in dance class.					
23. I give my opinions in this class.					
24. The teacher asks me questions.					
25. I feel proud of my work and dancing in dance group.					
26. I help other class members who are having trouble.					
27. I know some areas where I am working to grow my brain and body and improve my dancing.					

Interview Questions.

1. How would you describe your experience with the dance group?
2. Why did you join the dance group?
3. What did you expect it to be like and why?
4. Did you expect to fit in? Why or why not?
5. Did you expect to be good/bad at dancing before you first started? What made you think that? Did that stay the same or change with more time in class?
6. Have you learned anything about yourself in dance this year? If so what? (*Prompts: "understand", "discover"*)
7. What did you learn in dance?
8. What was the most important thing you learned in dance? Why?
9. Have you learned anything in dance that you think will help you in the future? If so what and why?
10. What was your favorite thing? Why?
11. What was your least favorite thing? Why?
12. Was dance group easy for you? If yes, why? If not, how was it hard and what did you do to deal with that? & why?
13. Was dance like other classes you have been in? How was it like other classes/ how was it different? (*Prompts: Were the expectations the same? Was it run the same? Was your role the same? Were the rules the same?*)
14. Was the dancing teacher like other teachers? How was she similar and how was she different?
15. What does coping mean to you?
What does it mean in action? Example?
Will it help you in other situations? If so, how?
1. What does connection mean to you?
What does it mean in action? Example?
Will it help you in other situations? If so, how?
1. What does confidence mean to you?
What does it mean in action? Example?
Did you lead anything? How did that feel?
Will it help you in other situations? If so, how?
1. How did it feel to be a member of the group? Why?
1. What do you think most affected how well you did in dancing?

PERFORMING *ourselves*

Teacher Feedback Form
2020-2021

Teacher: _____ Grade(s): _____

School: _____

On a scale of 1-5, please answer the following questions:

- The students learned new dance skills through involvement in Performing Ourselves.

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

- The students had the chance to create their own movement and dances.

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

- The students' engagement in movement activities regulated their bodies to participate in academic content.

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

- The students felt confident in their work and in using their body to create movement.

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

- The students enjoyed coming to dance classes each week.

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

- The students learned more about what it means to be part of a community dancing and creating with Performing Ourselves.

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

- The students learned coping and life skills through Performing Ourselves that they might use in other places, such as at school or at home (for example ways to calm their body through breath or knowing their own space bubble).

strongly disagree disagree not sure agree strongly agree
1 2 3 4 5

PERFORMING *ourselves*

1. What did you like most about having your class participate in Performing Ourselves?
2. What was the biggest challenge to bringing Performing Ourselves into your classroom or after school setting?
3. Do you have a moment or story you would like to share about the class or your student(s)?
4. What are some skills your class/students are working on that either were addressed or could be addressed through Performing Ourselves?
5. What would you share with other teachers about Performing Ourselves?
6. Additional comments/feedback:

PERFORMING *ourselves*

Testimonials and Showcase Images



Dancers from the East Madison Community Center // May 2018

*My favorite part of class is working with the other kids to create a dance. I like practicing the dance and getting it right. Putting all the pieces together in your head and then putting it into your body. It's kinda like math because you have to sometimes solve problems. My favorite part of performing was being with my sisters and my brother on stage. **Adonis, East Madison Community Center dancer***



Dancers from the Goodman Community Center // May 2018

*I like that there's a big group of us and no one judges each other. It feels very opening. Normally, I don't like dancing in front of people because I feel like I'm going to be judged but at dance group I feel like it's a safe space and there's no judging. **Janessa, Allied Drive Learning Center dancer***

Watching our students along with my own children was such a pleasure. I had goosebumps for the entire performance! Mary has been so wonderful to us over the past year; we owe her much. **Karine Sloan, Leopold Elementary School Principal**



Dancers from Elver Park Community Center // May 2017

I like that there's a big group of us and no one judges each other. It feels very opening. Normally, I don't like dancing in front of people because I feel like I'm going to be judged but at dance group I feel like it's a safe space and there's no judging. **Janessa, Allied Drive Learning Center Dancer**



Dancers from Lussier Community Education Center // May 2018



Performing Ourselves' dance/movement therapist, Mary Patterson, looks on as dancers from Aldo Leopold Community School get pre-show glitter // May 2018

Performing Ourselves has supported me in taking ownership over my Dance/Movement Therapy & Counseling training while contextualizing that training within the broader pictures of social justice and arts advocacy. The program is supporting my knowledge of dance education, theory, technique and dance/movement therapy to grow in my role as both a dance educator and clinician. Mary Patterson, Dance/Movement Therapist & Outreach Specialist



The Full-Group Finale Dance from *Better Together* // May 2018

The first Thursday that Ms. Mary was not with us, the students started to get the room ready at the time that she normally would have been arriving. There was some commotion and others reminded the diligent room organizers that there wasn't movement today. There was an exasperated sigh from the majority of the class that was followed by a quick plea, "can we do something quick?"...Each week, my students treasured working with Ms. Mary. They looked forward to her coming and were excited to try whatever she brought for the day. Our class uses aspects taught by Ms. Mary to help us focus and regain control throughout the day. **Cheri Watt, Leopold Elementary School Teacher**

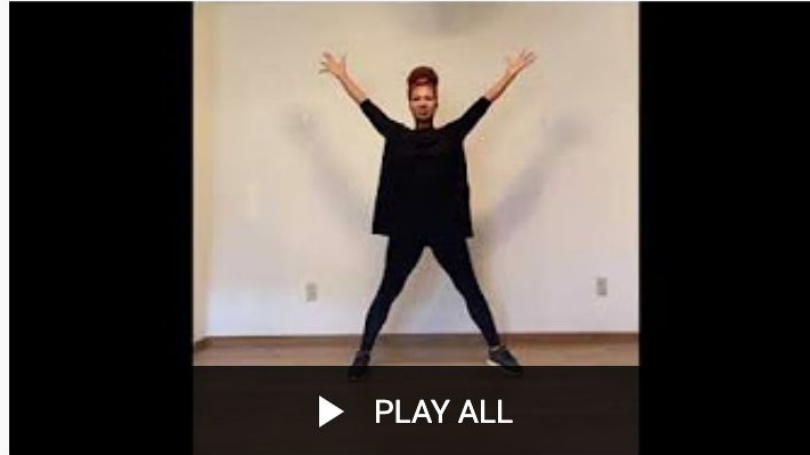
Using movement and dance to connect children to their innate health and well being is one of the most powerful things we can do as a community to increase mental, physical and emotional wellbeing. Performing Ourselves is not about performing, it is about creating community through movement and dance which is also connects people to their culture and community. The language of movement is universal and transmits things that are often hard to articulate. Performing Ourselves gives kids the opportunity to not have to rely solely words to express themselves or feel connected to themselves and others. PO provides them with an outlet for expression, creative process and a sense of being an important part of a community. Not only are the performers impacted by this opportunity but as an audience member I was also acutely aware of how family, friends, siblings and parents were impacted by seeing their family member on stage. I would describe the audience as living vicariously through what they were seeing. Children were dancing in the aisles, parents clapping in their seats, school teachers were invited by their students to watch them perform, it was indeed a joyous experience that transmitted hope, connection and community to all that were involved. **Robyn Lending Halsten, Dance/Movement Therapist & Licensed Professional Counselor**

My students responded very well to the classes. They felt comfortable with Mary and looked up to her as a role model. They became comfortable enough not only to express themselves through movement and share self-reflections, but also vulnerable enough to unveil some of their teenage angst and uncertainty in words and actions. **Mimi Struve, Madison Community Montessori School Teacher**

I have learned how to communicate with children, how to care about them and their needs while still teaching curriculum and material, and I know how to help them be healthier and happier individuals. I have learned how to be a more culturally aware person, but beyond that, I've learned how to be a more emotionally aware individual, and how to care about the needs of my coworkers, students, and peers. Professionally, I have learned how to teach. I learned how to lesson plan, I learned how to network, and I learned how to deal with difficult situations, and how to move on and recover from them. **Caroline Criste, UW Undergraduate Student Teacher**

Performing Ourselves YouTube Channel

<https://www.youtube.com/channel/UCVuxaBuBSKxkQC3eeceLuyA>



Movement Minute

11 videos • 7 views • Last updated on May 1, 2020



**Performing
Ourselves**

SUBSCRIBED

