

Application: Wild Space Dance Company

Debra Loewen - info@wildspacedance.org
2021-22 Partnership for the Arts & Humanities

Summary

ID: 21-22-7332174485
Status: In Progress

Application Form 2021-22

Completed - Apr 30 2021

Application Form 2021-22

(* - required information)

A Microsoft Word version of the application can be found on the Partnership for the Arts & Humanities [website](#) in the "Applicants" section of the "Downloads" section on the right hand side of the screen.

COVID-19 considerations: We have not made any major changes to the Partnership for the Arts & Humanities program or application this year. We acknowledge that there are many unknowns regarding the upcoming school year and ask that you keep this in mind when applying for funding. We recommend that you build COVID-19 contingency plans into your application, where applicable. You will notice that some word limits have been adjusted to accommodate these additional details.

ORGANIZATION OVERVIEW

* Organization Name:

Wild Space Dance Company

*** Organization Mission Statement:**

Wild Space Dance Company's mission is to expand the audience for contemporary dance through performance and outreach programs in the greater Milwaukee area and throughout southeastern Wisconsin, reaching diverse communities.

PROJECT OR PROGRAM OVERVIEW

*** Project or Program Title:**

Wild Arts: Summer Creative Arts Camp

Contact information for the person who is responsible for the grant:

* Name:	Jenni Reinke
* Title:	Company Manager
* Telephone:	414-271-0307
* Email Address:	info@wildspacedance.org

Contact information for the person who is responsible for the project:

* Name:	Jenni Reinke
* Title:	Company Manager
* Telephone:	414-271-0307
* Email Address:	info@wildspacedance.org

Project Implementation Period:

Provide the time period for which the project or program will be implemented within the program period (September 1, 2021-August 31, 2022.) If you have more than one program or project, please provide the full date range.

If you are partnering with MPS schools, you may want to check the [school calendars](#) to verify student start/end dates.

*** From:**

Feb 1 2022

*** To:**

Aug 31 2022

*** Indicate when your project or program will occur (check all that apply):**

Responses Selected:

Summer

*** Indicate when your project or program will occur (check all that apply):**

Responses Selected:

Summer

*** Project or Program Type:**

(check all that apply)

Responses Selected:

Multi-session program

*** Project or Program Discipline:**

(check all that apply)

Responses Selected:

Dance

Visual Art

Theater

DEMOGRAPHIC INFORMATION

If you are partnering with MPS schools, you may access the most recent demographic information by visiting the [MPS School Report Card website](#) and finding the school.

*** Number of children/youth and family members to be served by this project or program:**

Projected unduplicated total (participants counted only once, also known as participant headcount):	30
Projected duplicated total (participants counted every time they attend):	570

*** Percent by gender:**

We recognize that the demographic data available to the district is based on a binary model of gender and does not accurately represent the true gender diversity of MPS students. Please use the best data available to you to answer this question.

Must add to 100%

Male:	40
Female:	60
Other:	0

*** Percent by race/ethnicity:**

Must add to 100%

Black or African American:	71
Asian:	1
American Indian or Alaskan Native:	0
White:	2
Hispanic or Latino:	23
Native Hawaiian or Other Pacific Islander:	0
Two or More Races:	3

*** Percent by grade levels to be served:**

Must add to 100%

K-5:	20
6-8:	70
9-12:	10
12+ (adult):	0

*** Percent to be served that are:**

Economically disadvantaged:	98
Identified as having special education needs:	25

*** Will your project serve English Learners?**

Yes

If your project will serve English Learners or students with special needs, what type of support services will your organization offer these individuals and/or their families?

The registration form asks parents to describe special education and English language needs their child may have. If students require support, Wild Space creates a plan with parents before the program starts. Options for special education students include physical adaptations, adapted instructions, and extra time to complete projects. Options for English Learners and their parents include offering bi/multilingual written materials and using online translators. Wild Arts meets the individual needs of each student through small group sizes and a nurturing environment. Participants are encouraged to reach their own specific goals and are never assessed in comparison to other students.

PROJECT OR PROGRAM DETAILS (80 Points Possible)

Needs Assessment (10 points)

Please describe the need for the project: Address specific needs of the partner(s), neighborhood and/or population(s) to be served by the project. Please provide all required information.

*** Please address the following questions in your needs assessment:**

- Who is your program designed to reach?
- What neighborhoods will your program take place in?
- Why is this specific project or program needed?
- Please provide research or data to demonstrate that you understand the needs of the community and the individuals you intend to serve such as school data, target population data, information about emerging needs of the community.
- Please also provide research about how your program will benefit the targeted population, such as research on the benefit of this particular approach to youth development, your own evaluation data, etc.

We are not asking for a general statement about the need for and benefits of arts or humanities education. You should be specific about the need being addressed for your partner and/or targeted population.

(200 words or less)

Wild Arts is designed for MPS 5th-8th graders and takes place at Lincoln Middle School, where Wild Space is a longstanding artist-in-residence. The program primarily serves students from Lincoln, but Wild Space also recruits students from nearby schools and its outreach sites. As a magnet school, Lincoln attracts students from throughout the city. Ninety-eight percent are low-income and minority, with overall student achievement in Math 47% below the state average and Language Arts 44% below (2018-2019 School Report Card). In partnership with the Lincoln CLC summer program, Wild Arts fills a vital need during the summer months, when these students have limited access to safe and enriching summer activities, academic achievement gaps grow (brookings.edu, 2017), and physical fitness declines (American Journal of Public Health, 2007). According to the National Endowment for the Arts, at-risk youth with intensive arts experiences show better academic outcomes and civic engagement (2012). Wild Arts provides building blocks in physical, social-emotional and intellectual development through dance, theater, and visual arts during the vulnerable middle school years. Lessons and group work are designed to develop social-emotional competency (casel.org, 2020). Student voice and choice are validated through the youth-led creation of a culminating original performance piece.

Project or Program Details (70 points)

Please provide a detailed project description, following the guidelines below. If you are applying for funds for multiple projects/programs please provide information about each project/program in each section.

* Project Description (Up to 15 points of the 70 points in this section)

- Please describe your proposed project or program, including the activities that will be carried out and how they will be carried out.
- Include any tangible products or performances you are planning.

(650 words or less)

Wild Arts: Summer Creative Arts Camp is a half-day, five-week program offered at Lincoln Center Middle School of the Arts for 5th through 8th graders. Participants will engage in sequential skill-building sessions in dance, visual arts, creative movement and theater arts. Over the five-week period, they will create art projects; learn and invent choreography; craft theatrical vignettes inspired by their own creativity and camp experiences; and keep written journals responding to camp activities and field trips. A culminating, youth-led performance and exhibition showcasing the participants' original dance, theater, and visual artworks will be presented on the program's final session for friends and family in a format that aligns with COVID protocols.

This intensive, hands-on program will feature:

- Daily workshops in dance (choreography, dance, creative movement, rhythm and meter as applied to dance); visual art (drawing, 3-D design, set/prop design and construction); and theater (scene development, theatrical/technical stage work), taught by professional teaching artists in the areas of contemporary dance, printmaking, sculpture, African dance, social dance, ballet, jazz and theater;
- Daily journal writing reflecting camp experiences;
- Guest artist workshop with Still Waters Collective - which applies the craft of creative writing and the art of spoken word to build community, capacity and confidence - centered on the camp theme to be chosen for 2022;
- Field trip to Milwaukee Turners Gymnasium, where participants learn and practice teamwork, safe risk-taking, and self-confidence through tumbling, trampoline, and rock climbing - gross motor activities that build on skills students learn in daily Wild Arts dance classes, encouraging them to go beyond preconceived limitations;

-Field trip to Milwaukee Art Museum, where students experience its diverse collection and landmark architecture, and focus on an artist or collection relevant to the camp theme that then inspires their own art-making;

-A culminating, youth-led performance and exhibition featuring participants' original artwork, dances and skits based on the studio lessons, discoveries and inspirations from program field trips. Family and friends are invited to attend the performance, which will be formatted to comply with COVID requirements.

Throughout the program, all COVID protocols will be followed. In the event that field trips to indoor locations and requiring bus transportation must be cancelled, alternative field trips will be scheduled. For example, in 2021, participants walked to nearby Juneau Park to explore and experiment with making art in and inspired by local public spaces. In the event that in-person programming must be cancelled, Wild Arts is prepared to pivot to virtual programming and art supply distribution. For example, in 2020, Wild Arts was revised to a virtual format before shifting back to an in-person format when COVID regulations changed. Wild Arts staff and teaching artists are experienced at implementing virtual and hybrid programming.

*** Culturally Responsive Practices (Up to 15 points of the 70 points in this section)**

Based on the target population you described earlier in your application, explain how your program or organization utilizes or incorporates culturally responsive practices in decision-making, program development, or program execution. For example, how do members of your organization, administrative and front-line staff educate themselves on the population it serves? How does your programming reflect the cultures of the students you serve? How do you incorporate youth voice or choice in program planning or programming? Please provide specific examples.

More information about MPS' commitment to and definition of culturally responsive practices can be found [here](#).

(150 words or less)

Wild Arts is structured to support youth voice and choice. Lessons and activities lay the groundwork for a youth-led creative process, building self-confidence and self-esteem. Participants share cultural perspectives through ice-breaker and team-building activities; generate ideas based on their experiences and the issues they care about; work from these ideas both independently and collaboratively to make original dance, theater, and visual artworks; and co-direct a culminating performance and exhibition, which is newly devised each year. Field trips are designed to respond to diverse interests. For example, 2018 participants toured the Milwaukee Art Museum's installation by South African artist William Kentridge that explored race relations. Wild Space organizational practices prioritize the hiring of front-line teaching artists who have extensive experience teaching diverse MPS students, and who are themselves diverse or seek additional diversity training. Two MPS Arts Interns further support cultural responsiveness by promoting continuity between participants, teaching artists, and staff.

*** Time Frame (Up to 5 points of the 70 points in this section)**

- When will your program be conducted?
- Over what period of time (general start/end dates)?
- How frequent will the activities be (i.e. once a week, twice a week, etc.)?
- How many hours do you anticipate each youth will be involved?

(150 words or less)

The four day per week, five-week half-day (9am-12pm) camp will begin June 27th and continue through July 28th, coinciding with summer CLC dates (dates are approximate pending final MPS 2022 recreation calendar). Wild Arts will feature three 40-50 minute daily workshops, a two-hour workshop with Still Waters Collective, a two-hour gymnastics/rock climbing team-building and self-confidence workshop at Milwaukee Turners Gymnasium, a 90-minute visit to the Milwaukee Art Museum, and a culminating youth-led performance and exhibition of participants' original dance, theater, and visual artworks. Each youth will invest 50-60 hours.

*** Recruitment and Retention (Up to 10 points of the 70 points in this section)**

- What youth recruitment strategies will you employ?
- What youth retention strategies will you employ?
- How will you ensure that your programming is accessible to all city of Milwaukee children and youth?
- If you are working with an established program such as a Community Learning Center (CLC), Safe Place or Child Care Camp, how do you plan to recruit from their general program population?

(200 words or less)

Students at Lincoln, where Wild Space is a longstanding artist-in-residence, are recruited through Lincoln CLC, weekly school and parent announcements, open houses, flyers, and posters (as COVID protocols allow). Wild Space actively recruits students from nearby schools, its 6 MPS outreach sites (Kluge K3-5, Manitoba K3-8, Forest Home K3-5, Riley K3-5, Bethune K3-8, Bruce Guadelupe K3-5) and Turnaround Arts sites (King, Jr. K3-8, Lancaster K3-8, Sherman K3-8, and Roosevelt 6-8) through weekly school and parent announcements, flyers, and posters (as COVID protocols allow). Wild Space promotes the program through its website, enews, and social media, in addition to promotion through Milwaukee Recreation Department. In terms of retention, lesson plans are adjusted to participant interests and abilities. Pre- and post- surveys help teachers assess students' skills in different arts disciplines, areas of interest, and areas of growth. Teachers and program staff follow-up with registered but non-attending students. Unexpected absences are followed up with through phone calls and emails. To motivate consistent attendance, Wild Space shares student work with families via a website that is updated twice weekly with photo and video documentation. Wild Space also seeks feedback from Lincoln, participants and parents regarding recruitment outlets and ways to encourage retention.

*** Staffing (Up to 10 points of the 70 points in this section)**

Please include a description of all staff that will be working with youth, including their demographics and qualifications (list experiences and credentials that qualify them for working with youth and/or arts or humanities programming).

If you haven't hired staff yet, please provide a general description of the qualifications/credentials you will require.

(200 words or less)

-Jessica Fastabend holds a BA in Literature from Alverno College. She has taught dance and theater in public school and studio settings for nine years, including outreach with Wild Space and Danceworks, and choreographs for musical theater productions. She is white.

-Victoria Isaac holds a BFA in Dance and BA in Sociology from the University of Wisconsin Milwaukee. She has taught dance within the City of Milwaukee through Wild Space's residency at Lincoln Center for the Arts and UWM Department of Dance's Parts of the Whole program for youth in transition, as well as in Chicago. She is African American.

-Dominique Miller holds a BFA in Studio Arts, Painting and Drawing from the University of Wisconsin Milwaukee, and also is experienced in fiber arts and woven textile design. She taught for Wild Arts in 2021 and was highly recommended by UWM's ArtsEco program, which prepares undergraduates to combine arts and public school teaching. She is Hispanic.

-Two high school interns (hired through the MPS Arts Internship program) contribute to Wild Arts staff diversity and a diverse teaching artist pipeline. By promoting continuity between program participants, teaching artists, and staff, MPS Interns support Wild Space's capacity for cultural responsiveness.

*** Program Quality (Up to 15 points of the 70 points in this section)**

Please describe how your organization ensures that the project or program is of the highest possible quality.

- What best practices of arts education and/or youth development do you follow?
- What do you look for when monitoring program quality?
- What specific tools or frameworks do you use?

We are not asking about how you measure program outcomes or the expected outcomes of high quality programs. In this section, you should be specific about what you do to ensure that the project or program is of the highest possible quality.

(150 words or less)

Wild Space engages participants in ongoing program development through Youth Participatory Evaluation (YPE) strategies (wilder.org, 2017). Written assessments include a pre-program skills self-assessment and interest inventory, and post-program feedback survey. Comprising both closed- and open-ended questions, the assessments are adjusted if students need assistance with writing or translation. Wild Space additionally measures program quality by looking for 80% or more of participants improving their skill level in dance, visual art, theater, and cooperative learning, based on National Core Arts Standards (nationalartsstandards.org, 2014). Student progress is assessed by instructors based on the Arts Propel Model of step-by-step evaluation developed by Harvard University (pz.harvard.edu, 1993). On a weekly basis, instructors and staff evaluate student progress and review participants' regular journal reflections to assess and adjust program content and goals. Staff and instructors discuss final evaluation results to develop subsequent programming incorporating lessons learned.

SCHOOL/AGENCY PARTNER INFORMATION (10 Points Possible)

All applicants must identify at least one school or youth serving agency partner. A "partner" is an organization whose children or families you intend to serve.

Reminder: Individuals served under this grant are required to be city of Milwaukee residents.

As noted earlier in the application, you are not required to submit signed documentation from each partner agency verifying their involvement with your project or program at this time. You will, however, be required to provide such documentation if you are awarded funding.

We will no longer accept "City Wide" as a project or program designation. ALL applicants will have to identify at least one individual school or youth serving agency partner. MPS as an entire district is not considered a "program partner".

How many partners will you be working with?

1

PARTNER DETAILS

The primary contact should be the School Principal, Executive Director, etc. The secondary contact person should be the CLC Site Coordinator, Program Manager, etc.

* Name of School/Agency Partner:	Lincoln Center Middle School of the Arts
* Name of Primary Contact:	NeBritt Herring
* Title of Primary Contact:	Principal
* Address:	820 E. Knapp Street
* City:	Milwaukee
* State:	WI
* Zip code:	53202
* Telephone:	414-212-3300
* Email Address:	herrinnl@milwaukee.k12.wi.us
* Name of Secondary Contact:	Nilsa Hernandez-Bakula
* Title of Secondary Contact:	CLC Coordinator
* Telephone of Secondary Contact:	414-212-3300
* Number of years your organization has been in partnership with this partner.	Over 10 years
* Relationship: Please describe your relationship with this partner. What is the nature of your partnership? What successes have you had? Are you providing services to the organization (at their site) or are they bringing participants to your location?	Wild Space has been an artist-in-residence at Lincoln Middle School since 1991, providing dance residencies, workshops and after-school sessions every year. Wild Arts will be presented at Lincoln in conjunction with their summer CLC program.

SETTING OF THE PROJECT OR PROGRAM (10 Points Possible)

Please describe the setting of the project by answering the following questions.

*** Experience:**

- Briefly, what is the past experience of your organization in providing arts and/or humanities programming to youth?
- If this is a new project or program, please provide examples of past work that demonstrates your organization's ability to implement a sound program.

(150 words or less)

For 34 years, Wild Space has offered inter-disciplinary residencies, conducting successful programs in more than 70 schools in southeastern Wisconsin. Among its programs are Project Dance Makers, where young people take the lead in creating dance and movement, and Kids in Space early childhood residencies, which focus on developmental movement patterns, storytelling and spatial awareness. During the 2018-2019 season, Wild Space reached approximately 3,100 young people through outreach initiatives. Wild Space is an artist-in-residence at Lincoln Center Middle School of the Arts and is a cultural partner with the Milwaukee Symphony Orchestra's Project ACE. The 2021 Wild Arts camp marks the 14th season.

*** Location/Facilities:**

- Where will your program be conducted?
- What is the facility like?
- How is the location accessible to your target population? Will you provide transportation?
- What type of facilities will be used for the program?

Be sure to describe the settings in which the art program or activities will be conducted such as an after-school setting or community-based agency.

(50 words or less)

Wild Arts is conducted at Lincoln Middle School, 820 E. Knapp Street, with art, dance studio and theater facilities. Lincoln is accessible to the target population via the 30 and 10 bus routes, which serve central Milwaukee neighborhoods. Buses are chartered for field trips. All sites are handicapped accessible.

*** Materials & Equipment:**

Please describe the materials and equipment that will be made available at the program site to implement the project.

(50 words or less)

Materials and supplies include: Music, sound equipment, costume supplies, lighting, video recording and editing software, mirrored dance studios with bars, sculpture/visual art studios and supplies, notebooks, folders, paper, pens and healthy snacks.

EXPECTED OUTCOME (15 Points Possible)

A series of common youth outcomes for the MPS Partnership for the Arts and Humanities program were identified through a theory of change logic modeling session with MPS, arts and humanities partners and UW-Milwaukee researchers. The long-term outcomes of the program are:

- Milwaukee youth are socially and emotionally healthy
- Milwaukee youth acquire "21st Century Skills" to become successful adults
- Milwaukee youth have a positive impact on their community

To view the full logic model, which includes the program's theory of change, please click [here](#). The logic modeling process has identified a set of short-term and intermediate youth outcomes for use by grantees in their application. Please identify one outcome for your program from the drop-down menu. You should carefully consider the activities of your program and choose the appropriate outcome. You will be rated on the strength of the explanation you provide describing how your chosen outcome is directly and intentionally connected to your program activities. In other words, you must demonstrate that your program activities are selected intentionally to target a chosen outcome. MPS will offer some suggested measurement tools, methods to collect data and training before or near the start of contracts.

Expected Outcome (15 points)

Outcome Options:

- Increase in self-discipline and self-direction
- Increased understanding of one's responsibility to and impact on the wider community
- Increased ability to communicate one's self through a specific medium (such as visual art, writing, performance, etc.)
- Increased understanding of differing cultures and how they connect to one's own
- Increase in self-confidence to perform a task
- Increased ability to reflect upon one's own abilities and performance
- Increased cooperative and collaborative behaviors to successfully complete a shared task

Below are the criteria reviewers will use to score your outcome section:

Relevance of outcome to program activities (15 points)

- 0-5 points: Outcome does not seem appropriate for activities described in the program.
- 6-10 points: Outcome seems somewhat appropriate for the program activities, but there is not a strong intentional connection.
- 11-15 points: The outcome is directly related to the program activities; activities intentionally target the outcome.

* Outcome:

Increased ability to communicate one's self through a specific medium (such as visual art, writing, performance, etc.)

*** Please explain specifically how your program activities are designed to intentionally support achievement of your chosen outcome.**

(250 words or less)

Wild Arts program activities are designed to be sequential from the first through the fifth week, leading to the culminating youth-led performance and exhibition of original dance, theatre, and visual artworks. Participants experience dance, choreography, theater and visual arts in daily hands-on sessions with teaching artists and create original works for performance and exhibition, drawing on their own cultural backgrounds, workshop lessons and program themes. Outcomes are aligned with National Core Arts Standards' 4 Artistic Processes - Creating, Performing/Presenting, Responding, and Connecting - and 11 Anchor Standards, including Dance Cr1.1.7a: Compare a variety of stimuli (i.e., music, literary forms, current news) and make selections to expand movement vocabulary and artistic expression; Theater Pr5.1.7a: Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance; and Visual Arts Cr1.2.8a: Collaboratively shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design (nationalartsstandards.org, 2014). Participants are encouraged to challenge themselves and contribute ideas to the creative process, both as collaborators and as leaders. These skills also are demonstrated through the completed art projects and final performance for family and friends. For example, students have created tie-dye t-shirts and masks that reflected their interests and personalities. Theater scenes written by students explored concepts such as accepting differences and getting along with others in humorous skits. Participants acquired skills such as modern dance and theater improvisation as part of the program.

* Confidentiality and Responsibility

- What steps will you take to ensure confidentiality or anonymity for the individuals from whom you will collect data?
- Who will be responsible for implementing the evaluation/outcome monitoring?

(100 words or less)

Numbered assessment forms allow for anonymous pre- and post-tests. Participants are made aware of the measures of anonymity and confidentiality to encourage honesty and open participation. All parents are asked to sign a photo/video release to allow public use of their photos. Those who choose not to, will not have their photos used. Wild Space Artistic Director Debra Loewen, Company Manager Jenni Reinke, and Wild Arts instructors Jessica Fastabend, Victoria Isaac, and Dominique Miller will be responsible for implementing evaluation and outcome monitoring.

BUDGET INFORMATION (15 Points Possible)

Please outline a budget for the use of Partnership for the Arts & Humanities funds ONLY. DO NOT include the use of matching funds in this budget. A detailed budget and plan for your matching funds will be requested if your organization is awarded funding.

Provide a DETAILED and ITEMIZED budget narrative for each budget section. For a description of each budget category and what can and cannot be included in each category, see the "Applicants" section on the MPS Partnership for the Arts and Humanities [website](#).

Note: Any personnel or contractor included in this grant must be paid a "living wage" per the Milwaukee Board of School Directors' Administrative Policy 3.09(17) as determined by the City of Milwaukee Living Wage Table, available in the "Applicants" section [here](#).

Total budget must not exceed \$85,000.

Budget

Please input dollar values without commas, i.e. 1000.00

If you do not have budget items within a section below, please input N/A in the Description, and 0 in the Subtotal.

	Description	Subtotal: \$
* Personnel	Lesson planning and teaching (Artistic Director Debra Loewen) 40 hrs of service @ \$30/hr = \$1,200	1200
* Fringe Benefits	Supported by matching funds.	0
* Contractual / Purchased Services	1) Off-site Workshops Turners: 30 @ \$15/student = \$450 Art Museum 30 @ \$6/student = \$180 2) Bus transportation 2 trips @ \$150 each = \$300 3) Still Waters Collective workshop \$300 4) Instructors @ 4 days per wk/4hrs per day x 5 weeks = 80 hrs of service @ \$26 per service hour for one teacher = \$2,080 x 3 teachers = \$6,240	7470
* Program Materials and Supplies	\$35 per week for five weeks for journals and art supplies.	175
* Equipment Purchase / Rental	n/a	0
* General Program Costs	\$35 per week for five weeks for journals and art supplies.	175
* Administrative Costs/Indirect Expenses (indirect staffing, indirect staffing fringes, general overhead expenses) - may not exceed 15% of total project budget	Program coordination: 42 hours @ \$25/hr = \$1,050 Evaluation (Artistic Director Debra Loewen) 10 hrs of service @ \$30/hr = \$300	1350

Total Funds Requested

10370.0

CASH MATCH TO SUPPORT THE PROJECT

Please provide the information requested below for each source of cash matching funds for your project. You will be asked later in this application for information about each source of in-kind matching support.

As noted earlier in this application, you are not required to submit signed Cash Match Documents confirming your matching funds at this time. You will, however, be required to submit these documents if you are approved for funding through the Partnership for the Arts & Humanities. Below you will be asked about the status of each cash match source listed in this section.

Cash match from the applicant is not acceptable.

Possible answers for cash match status below are **Secured, Pending, Pursuing**

- *Secured (you have received confirmation that you have been awarded this funding)*
- *Pending (requested, but waiting to hear back)*
- *Pursuing (in the process of applying)*

How many sources of cash matching are you inputting?

5

Cash Match Details (1)

* Name of Organization Providing Cash Match:	Dan Grego
* Contact Person Name:	Dan Grego
* Contact Person Title/Position:	Individual Donor
* Address line 1:	N319 Highview Rd.
Address line 2:	(No response)
* City:	Ixonia
* State:	WI
* Zip code:	53036
* Telephone:	920-474-7398
Extension:	(No response)
* E-mail Address:	dgrego@transcenterforyouth.org
* Amount of Cash Match (no commas or decimals):	2000
* Grant Period Start (mm/dd/yyyy):	01/01/2022
* Grant Period End (mm/dd/yyyy):	12/31/2022
* Cash Match Status (secured, pending, pursuing):	Secured

Cash Match Details (2)

* Name of Organization Providing Cash Match:	Gold Coast Event Management
* Contact Person Name:	Spence Strath
* Contact Person Title/Position:	Manager
* Address line 1:	50A River Dr.
Address line 2:	(No response)
* City:	Titusville
* State:	NJ
* Zip code:	08560
* Telephone:	609-773-0090
Extension:	(No response)
* E-mail Address:	sstrath@gcav.com
* Amount of Cash Match (no commas or decimals):	1000
* Grant Period Start (mm/dd/yyyy):	01/01/2022
* Grant Period End (mm/dd/yyyy):	12/31/2022
* Cash Match Status (secured, pending, pursuing):	Pending

Cash Match Details (3)

* Name of Organization Providing Cash Match:	Bader Philanthropies
* Contact Person Name:	Bridgett Gonzalez
* Contact Person Title/Position:	Program Officer
* Address line 1:	3300 N. Martin Luther King Jr. Dr.
Address line 2:	(No response)
* City:	Milwaukee
* State:	WI
* Zip code:	53212
* Telephone:	414-755-4371
Extension:	(No response)
* E-mail Address:	Bridgett@bader.org
* Amount of Cash Match (no commas or decimals):	3500
* Grant Period Start (mm/dd/yyyy):	01/01/2022
* Grant Period End (mm/dd/yyyy):	12/31/2022
* Cash Match Status (secured, pending, pursuing):	Pursuing

Cash Match Details (4)

* Name of Organization Providing Cash Match:	Herzfeld Foundation
* Contact Person Name:	Julie Dahms
* Contact Person Title/Position:	Vice President/Grants Manager
* Address line 1:	219 North Milwaukee St., 7th Floor
Address line 2:	(No response)
* City:	Milwaukee
* State:	WI
* Zip code:	53202
* Telephone:	414-727-1136
Extension:	(No response)
* E-mail Address:	jdahms@herzfeldfoundation.org
* Amount of Cash Match (no commas or decimals):	2500
* Grant Period Start (mm/dd/yyyy):	01/01/2022
* Grant Period End (mm/dd/yyyy):	12/31/2022
* Cash Match Status (secured, pending, pursuing):	Pursuing

Cash Match Details (5)

* Name of Organization Providing Cash Match:	Greater Milwaukee Association of Realtors' Youth Foundation
* Contact Person Name:	Scott Bush
* Contact Person Title/Position:	Secretary
* Address line 1:	12300 W. Center St.
Address line 2:	(No response)
* City:	Milwaukee
* State:	WI
* Zip code:	53222-4072
* Telephone:	414-778-4929
Extension:	(No response)
* E-mail Address:	scott@gmar.com
* Amount of Cash Match (no commas or decimals):	1500
* Grant Period Start (mm/dd/yyyy):	01/01/2022
* Grant Period End (mm/dd/yyyy):	12/31/2022
* Cash Match Status (secured, pending, pursuing):	Pursuing

Total Cash-Matching:

10500.0

IN-KIND CONTRIBUTIONS

Please complete the information requested below for each source of in-kind contributions for your project.

Provide a description of in-kind services to be added to your match including an explanation of the basis for the valuation of in-kind services. To qualify as a matching in-kind contribution, the commitment must be for the current school year, must come from outside the MPS budget, and must be designated to support arts or humanities-related program activities described in the proposal.

- *In-kind services are defined as non-monetary support of arts or humanities-related activities that provide direct services to students and can be translated into a dollar value. MPS reserves the right to determine the eligibility of in-kind services offered as a match.*
- *Examples of in-kind services include: supplies and equipment purchased for the activity described in the proposal, salaries for direct program staff (e.g. instructors, trainers, etc.), staff training, tickets and/or memberships for students, scholarships and transportation.*
- *Examples of what will NOT qualify as in-kind services: salaries for indirect program staff, salaries for program administration staff, fees associated with pre-existing facilities and equipment (rent, service fees, lease fees, utilities, etc.).*

As noted earlier in this application, you are not required to submit signed documents confirming your matching funds at this time. You will, however, be required to submit these documents if you are approved for funding through the Partnership for the Arts & Humanities.

How many sources of in-kind contributions are you inputting?

0

In Kind Total: 0.0

BUDGET & MATCHING SOURCE

BUDGET & MATCHING SOURCE TOTALS

Total Funds Requested: \$10370.00

Total Cash Match: \$10500.00

Total In-Kind Contributions: \$0.00

Total Cash Match + In Kind Contributions: \$10500.00

Please initial to confirm your budget totals:

JR

REVIEW BEFORE SUBMITTING

Please note: If you are approved for funding, your organization or agency will be required to enter into a contract with the Milwaukee Board of School Directors in order to receive funding. The contract outlines program requirements and reporting expectations and will govern your relationship with the district.

Please review the sample contract on the MPS Partnership for the Arts & Humanities [website](#). By submitting your application you are indicating that you have read and agree to the requirements outlined in the contract.

To complete your application form, click "Mark as Complete". Once complete, use the "Review and Submit" button on the left of your screen to submit your finalized application. Incomplete applications will not be considered for funding.

Application: Wild Space Dance Company

Debra Loewen - info@wildspacedance.org
2021-22 Partnership for the Arts & Humanities

Summary

ID: 21-22-7332174485

Status: Complete

Last submitted: Sep 27 2022 11:16 AM (CDT)

Complete a Final Report (Due September 30, 2022)

Completed - Sep 27 2022

2021-22 Final Report: Partnership for the Arts & Humanities

Organization: Wild Space Dance Company

Person Completing this Report:

Name & Title:	Jenni Reinke
Telephone:	414-793-5879
Email Address:	jenni@wildspacedance.org

Award Amount:

PROJECT OR PROGRAM OVERVIEW

Please indicate the number of different projects or programs funded by the Partnership for the Arts & Humanities (2021-22 funding cycle). For example, afterschool workshops during the school year (Program 1) and week-long camps during the summer (Program 2). You will be asked to provide further details about your project(s)/program(s) below.

In addition to the following information, MPS *may* require your organization to submit attendance records at a later date. Note: Questions will appear below once you've completed the previous section.

Number of Projects or Programs Funded by the Partnership for the Arts & Humanities:

Please input value between 1 and 3

1

Program 1: Details

Project or Program:	Wild Arts: Summer Creative Arts Camp
Start Date:	6/27/2022
End Date:	7/28/2022

Program 1: Days of the week

Responses Selected:

Mon

Tue

Wed

Thu

Program 1: Instructional Time

# of Sessions:	19
# of Hours Per Session:	3

Total Instructional Hours Offered: (# of sessions x # of hours per session) 57.0

Program 1: Locations

Sherman Multicultural Arts School, 5110 W. Locust St., Milwaukee, WI 53210

Program 1: Number of Children, Youth and/or Family Members Served:

Total Duplicated Served:	120
Total Unduplicated Served:	13
Average Daily Attendance:	6

Program 1: Percent Served by Gender

	Percentages
Male:	46
Female:	54
Other:	0

Program 1: Percent Served by Gender Total = 100.0

Program 1: Percent Served by Ethnicity

	Percentages
American Indian or Alaskan Native:	8
Asian:	0
Black or African American:	77
Hispanic or Latino:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or More Races:	15

Program 1: Percent Served by Ethnicity = 100.0**Program 1: Percent Served by Grade Level**

	Percentages
K-5:	15
6-8:	85
9-12:	0
12+ (Adult):	0

Program 1: Percent Served by Grade = 100.0**Program 1: Percent Served that**

	Percentages
Were Economically Disadvantaged:	87
Had Identified Special Education Needs:	20

Select the program outcome you chose in your application. If you changed your expected outcome based on a recommendation from the Partnership for the Arts & Humanities supervisor, please select that outcome below. Note: this section is not broken out by program, but instead, represents all project/program activities funded through the Partnership for the Arts & Humanities.

Expected Outcome:

Increase ability to communicate one's self through a specific medium (such as visual art, writing, performance, etc.)

Outcome Monitoring Tool Used:

Closed-ended survey questions

Outcome Achievement:

	Percentage
Percent of participants achieving selected outcome:	33

Please describe how your organization intends to use the results of the outcome reported above, particularly any changes you plan to make to you program to improve results for students.

Wild Space implemented the closed-ended survey tool with a total of 9 participants. However, because the program had absences and new students joining throughout the five weeks, only 3 participants completed BOTH the Pre-test and Post-test Surveys. Of these participants, one-third achieved the outcome and two-thirds did not.

Wild Space will consider these outcomes, but because of the relatively small sample size, we will rely more heavily on open-ended participant surveys, observational data, and informal and formal feedback from instructors and participants to determine changes in program content and delivery.

If you would like to clarify anything regarding data presented in this or any of the previous sections, please use the space below.

As stated above, Wild Space implemented the closed-ended survey tool with a total of 9 participants. However, because the program had absences and new students joining throughout the five weeks, only 3 participants completed BOTH the Pre-test and Post-test Surveys.

WRAP UP & REFLECTIONS

Please take a moment to reflect on the programs funded via the 2021-22 Partnership for the Arts & Humanities and comment on any challenges, lessons learned, or unexpected results in the box below.

In both 2020 and 2021, enrollment was very low due to COVID. In 2022, the total number of duplicated participants increased by 50% from 2021 (from 80 to 120); the total number of unduplicated participants more than doubled from 6 in 2021 to 13 in 2022 (117% increase); and the average daily attendance increased by 20% from 2021 to 2022. That being said, the total number of participants (13) remained 57% below the program capacity of 30 students. This is consistent with reports from partner organizations and out-of-school programs in MPS, who cite the continuing impact of COVID on decreased enrollment.

Again, in response to low enrollment, we restructured the teaching schedule to reduce teaching hours

while retaining three teaching artists. Before COVID, all three would have worked collaboratively every day of the camp to make it a truly interdisciplinary experience. As in 2021, this year, the schedule was rearranged so that all three teachers were present during the first and last weeks, and rotated during the second through fourth weeks.

An additional administrative and recruitment challenge in 2022, Lincoln Middle School of the Arts - our partner site for more than 30 years - canceled all summer programs due to asbestos remediation. Lincoln CLC Site Coordinator Nilsa Bakula-Hernandez, notified us about this on May 11th - only 6 weeks before the start of our program. It took considerable time and resources to form a new partnership and secure a site. Four weeks before the program start date, Sherman Multicultural Arts School and Boys and Girls Club CLC formalized an agreement. At this point, recruitment efforts began. We distributed flyers and registration forms to our partner sites, and utilized the Wild Space website, social media, and email newsletters.

This year, we encountered behavioral issues that were more severe than in 2020-2021. The CLC partner expelled one student and suspended another. Further, about half of the students repeatedly engaged in negative verbal and physical interactions with their peers. The increase in behavioral issues might be in part because of increased participation, and also because of a different geographic location and demographic. It might also be a long-term result of social-emotional challenges brought about by COVID. The teachers did an excellent job of developing strategies to manage behavior - such as a list of “banned words” and incentives to cooperate, collaborate and support one another. An unexpected boon of low enrollment, a low student-to-teacher ratio allowed students to receive much-needed individualized attention.

Highlights of this year’s program include resuming field trips. We returned to the Milwaukee Art Museum (MAM) for a social justice and art tour. Students viewed African American artist Derrick Adams’ multimedia wall mural and sculptural installation, “Our Time Together,” which celebrates the rituals of everyday Black life and leisure. About half of participants had never been to the MAM, and teachers reported that students were engaged and asked a lot of questions. New this year, a partnership with Clinton Rose Serving Older Adults (SOA) center brought Wild Arts participants to the center twice to create dance and visual art with older adults. Teachers reported these interactions as a highlight of the program:

“We were all a bit nervous because we experienced a lot of behavior issues throughout...Mahlik in particular was saying before our field trip that he didn't want to talk to elders and he was very set on being angry about having to go. But when we got there he ended up loving the woman he was paired up

with. So much so that he was even upset when we returned and she wasn't there that day. That connection was just so special to see."

"The story that stands out to me is the students creating hand shakes with their elderly partners at the Senior Center. The students were so open, welcoming and sweet. I was very proud of them."

These field trip experiences were the inspiration for this year's Wild Arts camp theme, "Gather. Make. Share.," which culminated in a final performance and art exhibition for 15 friends and family members, plus CLC partner staff and 10 younger CLC students.

If you have gathered direct quotes from project/program participants, administrators, teachers, parents, etc. about the programs in this report, please share a few in the box below.

Student who didn't participate in dance or theatre on the first day of camp. She seemed to break out of her shell during the performance and even volunteered to be in a second scene and asked to be moved to the front of the dance. - Dance Teacher

I believe that as students got more comfortable and got to know us they began to test their boundaries. They also looked to impress each other which may not have always been in a good way. By the final performance those that remained were open and ready to listen and take direction. - Dance Teacher

The story that stands out to me is the students creating hand shakes with their elderly partners at the Senior Center. The students were so open, welcoming and sweet. I was very proud of them. - Dance Teacher

The students worked together to create their scenes from scratch, bringing together collaborative creative ideas and pulling together a final outcome. They were also extremely receptive to feedback and redirection when necessary. - Theater Teacher

I think a lot of the students experienced caring for others outside themselves a bit more through this program. The senior center was a great example of that. - Theater Teacher

We had a lot of students who opened up participation wise throughout the program. One of these students is Stacy. Stacy was very closed off at the beginning and refused to participate. But by the end of the program she was one of our most energetic students for the performance. - Theater Teacher

Seeing the kids interact with the elders. We were all a bit nervous because we experienced a lot of behavior issues throughout, but early on especially. Mahlik in particular was saying before our field trip that he didn't want to talk to elders and he was very set on being angry about having to go. But when we got there he ended up loving the woman he was paired up with. So much so that he was even upset when we returned and she wasn't there that day. That connection was just so special to see. - Theater Teacher

Most students found something in the program they had fun with, and we did crack open their shells. - Theater Teacher

I learned how to dance and make creative things. - Stacy

I learned to always express my feelings. - Justiss

I learned to look closely at an artist's painting. - Justiss

I learned how to be nice and how to be with buddies. - Audrey

I learned that to make art, you got to put all your mind in it. - Audrey

MPS Partnership for the Arts and Humanities Cost Report Cover Sheet

Contract #: C030139

Vendor #: V0597163

Return to:
 Milwaukee Recreation
 Attn: Michelle Walters
 5225 W. Vliet St., Room 162

Organization: Wild Space Dance Company

Name and Date:

Phone/Email:

Contract \$ Amount: \$10,370

Payment Address:

Report #: 1

MPS USE ONLY

Report Start Date: Summer program - one report

Report End Date:

Cost Report Due: 15 days after the end of the reporting period.

Cost Category	Project Budget (Partnership for the Arts & Humanities Funds ONLY)	Previous Report Expenditures	Current Report Expenditures	Costs-To-Date (Total of all Reimbursements Requested To Date)	Budget Balance (Project Budget less Costs-To-Date)
Personnel	\$ -	-	\$ -	\$ -	\$ -
Fringe Benefits	\$ -	-	\$ -	\$ -	\$ -
Contractual / Purchased Services	\$ 8,015.00	-	\$ 7,350.00	\$ 7,350.00	\$ 665.00
Program Materials & Supplies	\$ 500.00	-	\$ 161.70	\$ 161.70	\$ 338.30
Equipment Purchase / Rental	\$ -	-	\$ -	\$ -	\$ -
General Program Costs	\$ 300.00	-	\$ 168.45	\$ 168.45	\$ 131.55
Administrative Costs / Indirect Expenses (no more than 15%)	\$ 1,555.00	-	\$ 1,555.00	\$ 1,555.00	\$ 0.00
TOTALS	\$ 10,370.00	-	\$ 9,235.14	\$ 9,235.14	\$ 1,134.86

I certify that the information contained in this report is correct, is recorded as such on the books of this agency, and that the expenditures reflected herein were made in accordance with conditions of the agreement of this agency with MPS.

Organization Representative

Date:

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

Personnel

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
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Budget Category Total			\$ -		\$ -		

This Form Must Accompany the Cost Report Cover Sheet.

Expenditures will not be authorized unless the following are included with your Cost Report:
 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

Fringe Benefits

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
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Budget Category Total			\$ -		\$ -		

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 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

Contractual / Purchased Services

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
4982	6/29/22	Amira Gilbert / Instruction, planning, evaluation	\$ 615.00	100%	\$ 615.00		
4987	7/12/22	Amira Gilbert / Instruction, planning, evaluation	\$ 810.00	100%	\$ 810.00		
4988	7/12/22	Isabella Zeimet / Instruction, planning, evaluation	\$ 1,425.00	100%	\$ 1,425.00		
4989	7/12/22	Tisiphani Mayfield / Instruction, planning, evaluation	\$ 1,020.00	100%	\$ 1,020.00		
4996	7/20/22	Steffon Dixon / Instruction	\$ 90.00	100%	\$ 90.00		
5000	7/28/22	Tisiphani Mayfield / Instruction, planning, evaluation	\$ 1,020.00	100%	\$ 1,020.00		
5001	7/28/22	Isabella Zeimet / Instruction, planning, evaluation	\$ 885.00	100%	\$ 885.00		
5002	7/28/22	Amira Gilbert / Instruction, planning, evaluation	\$ 885.00	100%	\$ 885.00		
4983	6/29/22	Wisconsin Central School Bus, LLC	\$ 450.00	100%	\$ 450.00		
4984	6/29/22	Milwaukee Art Museum	\$ 150.00	100%	\$ 150.00		
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Budget Category Total			\$ 7,350.00		\$ 7,350.00		

This Form Must Accompany the Cost Report Cover Sheet.

Expenditures will not be authorized unless the following are included with your Cost Report:
 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

Program Materials & Supplies

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
CC	6/25/22	Target / Art supplies	\$ 10.05	100%	\$ 10.05		Excludes sales tax
CC	7/5/22	Amazon / Art supplies	\$ 1.48	100%	\$ 1.48		Excludes sales tax
CC	7/14/22	Amazon / Art supplies	\$ 11.99	100%	\$ 11.99		Excludes sales tax
CC	7/19/22	Amazon / Art supplies	\$ 6.99	100%	\$ 6.99		Excludes sales tax
CC	7/19/22	Amazon / Art supplies	\$ 11.99	100%	\$ 11.99		Excludes sales tax
CC	6/29/22	Amazon / Art supplies	\$ 119.20	100%	\$ 119.20		Excludes sales tax
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Budget Category Total			\$ 161.70		\$ 161.70		

This Form Must Accompany the Cost Report Cover Sheet.

Expenditures will not be authorized unless the following are included with your Cost Report:
 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

Bimonthly Report - **Equipment Purchase / Rental**

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
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Budget Category Total			\$ -		\$ -		

This Form Must Accompany the Cost Report Cover Sheet.

Expenditures will not be authorized unless the following are included with your Cost Report:
 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

General Program Costs

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
5007	8/29/22	The UPS Store / Printing	\$ 30.68	95%	\$ 29.15		Excludes sales tax
CC	6/20/22	Amazon / Healthy snacks	\$ 37.79	100%	\$ 37.79		Excludes sales tax
CC	7/6/22	Pick and Save / Healthy snacks	\$ 5.49	100%	\$ 5.49		Excludes sales tax
CC	7/11/22	Amazon / Healthy snacks	\$ 29.23	100%	\$ 29.23		Excludes sales tax
CC	6/29/22	Amazon / Healthy snacks	\$ 38.79	100%	\$ 38.79		Excludes sales tax
CC	6/20/22	State of WI / Criminal Background Check	\$ 28.00	100%	\$ 28.00		Excludes sales tax
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Budget Category Total			\$ 169.98		\$ 168.45		

This Form Must Accompany the Cost Report Cover Sheet.

Expenditures will not be authorized unless the following are included with your Cost Report:
 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.

MPS Partnership for the Arts and Humanities Schedule of Paid Costs

Administrative Costs / Indirect Expenses

Report #: 1

<i>To Be Completed by Contractor</i>						<i>To be Completed by MPS</i>	
Check #, CC or Cash	Date	Payee & Purpose of Purchase	Total Amount	% Claimed	Amount Claimed	Adjustments	Comments
DD1328	6/30/22	Jenni Reinke / Coordination and evaluation	\$ 1,125.00	69%	\$ 778.75		Jenni has additional duties.
DD1330	7/15/22	Jenni Reinke / Coordination and evaluation	\$ 1,125.00	69%	\$ 776.25		Jenni has additional duties.
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Budget Category Total			\$ 2,250.00		\$ 1,555.00		

This Form Must Accompany the Cost Report Cover Sheet.

Expenditures will not be authorized unless the following are included with your Cost Report:
 (1) purpose of each purchase and (2) proof that each purchase was made AND paid.