



Bringing joy, nurturing self-esteem, and building resilience in a challenging time.



**Santa Barbara
Dance Institute**

2021-2022 Annual Report

ABOUT SBDI

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Founded in 2005, Santa Barbara Dance Institute (SBDI) is a nonprofit organization that provides dance and professional development programs. Focusing on community centers and schools with little to no arts programming, SBDI programs immerse individuals in music and dance, fostering pride in personal achievement, a love of the arts, and a curiosity about the world. We provide inclusive dance programming that helps individuals develop connection to themselves and others, a deep understanding of culture and self-expression, and a belief in themselves that will carry over into all aspects of their lives. Using SBDI’s core beliefs of community, connection, and the importance of every individual voice, our goal is to see all students develop critical life skills, build confidence, and experience the exhilarating feeling of success through dance.



Since 2005



30K+ audience members



25K+ children served SBDI



80+ teachers

ABOUT SBDI



Dear Friends,

This past year the demand for SBDI programs was stronger than ever as schools and community organizations sought to heal the emotional distress and disconnection brought on by social isolation caused by the pandemic.

Since its inception, SBDI has focused on the development of the whole person. We are fueled by creativity and inquiry through dance to; connect communities, have a deeper understanding of ourselves, and foster a more diverse and just world. Through our programs with strategic community partners, individuals work together and develop into critical thinkers, strong leaders, collaborative creators, and artful dancers.

Thank you for taking the time to learn more about our programs. I hope you find the report inspiring.

Yours in the Arts,

Rosalina Macisco,
Founder / Director



During 2021 – 2022: SBDI served



1,300 audience members



500 classes



205 students served



8 schools



5 Teaching Artists

SUMMER 2021

We had a busy summer, hiring four additional teachers and providing a two-day training to future instructors in SBDI methodology. Initially we planned to provide 16-20 classes a week and instead we provided a total of 42 classes a week, serving roughly 1,005 students! The program's success exceeded our expectations and was a relationship building experience for youth participants. This was due to SBDI's ability to hire and train new teaching artists as well as provide them with continuous support throughout the program. In addition, the program required strong administrative support as the summer program had brand new Santa Barbara Unified School District (SBUSD) administrators at each site. Students learned various dance forms including folklórico and Bollywood and participated in a final presentation at each school site for friends and families. SBDI worked closely with Kathy Serrano, After School Program Coordinator, and Monica Morgan, Instructional Support Specialist in early childhood education, to align our program with the learning concepts students encountered during summer school.

SBUSD Summer of Learning (SOL)

.....

SBDI held 36 classes a week for six weeks at six elementary school sites culminating in final performances at each site, serving roughly 900 students (K-5th grade).

SBUSD's After School Program (ASP)

.....

SBDI held one educational dance class a week for 10 weeks at Franklin Elementary School serving roughly 20 students (Kindergarten and 1st grade)

SBUSD's Early Education Program

.....

SBDI held 4 classes a week for six weeks at two different school sites serving roughly 85 pre-school students.



SCHOOL YEAR 2021-2022

What a joy to be back in person for a “real” school year! We reached approximately 165 students through programs with SBUSD’s After School Program (ASP) and Santa Barbara Community Academy.

- SBUSD (ASP): SBDI provided eight classes a week for 20 weeks at all SBUSD public elementary schools. We created an original dance show and the lessons culminated with students performing in the AOK Performing Art Showcase at La Cumbre Jr. High on May 25th. The performance was well attended by family members, instructors and fans of SBDI.
- Santa Barbara Community Academy: SBDI provided two classes a week for 20 weeks (3rd grade classes and an elective class with 4th–6th grade students) held during the school day. We created choreography for students to perform in the School’s Annual Showcase May 26th.

Short Reflection by Rosalina Macisco, SBDI Founder and Director of SBDI:

A fourth-grade student from our after-school program (who we call Brian) had a lot of difficulty focusing. The dance class at this school had a majority of 1st and 2nd graders with a few 3rd and 4th graders. I could see Brian slipping into behaviors typically associated with 1st or 2nd graders instead of leaning into leadership roles. However, within a few weeks, things started to move along smoothly as SBDI’s teaching methods established a routine. Brian began to thrive and display behaviors closer to his age group and leadership qualities. One afternoon, Sharon Roth, the program supervisor for SBUSD’s After School Opportunities for Kids (AOK), came to observe the class. Sharon has known Brian since he was in kindergarten and was so impressed with what she saw. She told Brian that he was a true leader, his dancing was so expressive, and she saw how the other kids looked up to him. Brian began to cry, really crying, sobbing, and crying. Sharon asked, “What is it? What is wrong?” He could not speak. She asked, “Has no one ever told you that you are a leader?” Brian nodded his head, “Yes.”

Children who may struggle in traditional classroom settings can thrive and build leadership skills through SBDI’s methodology.



Teacher Surveys and Reflections

2021-2022 teacher and staff surveys show that:

100% said the SBDI programming gave them the opportunity to see their students in a different light

100% felt that the SBDI program was successful in teaching children commitment, developing their own standard of excellence, and a belief in themselves that will carry over into all aspects of their lives

- 75% saw a positive change in behavior of their students and that they themselves learned more about dance and choreography.
- 90% incorporated SBDI's management skills into their classrooms.
- 100% said that the instructor was effective at engaging students.
- 100% would recommend the program to other districts.

A longitudinal study on SBDI students by Dr. Dabos from CA State University Channel Islands, showed that more than 28 of the Search Institute's 40 Developmental Assets (supports and strengths that young people need to succeed) improved in our students as a direct result of participating in our year-long programs.

Further reflections from SBUSD After School Program staff:

- Students enjoyed being taught by SBDI teaching artists.
- I appreciated how Ms. Rosalina helped all the students stay engaged. (There were so many different ages in the class, between 7 and 12 years old).
- I appreciate that SBDI brings dance to low-income students whose families often cannot afford it. The students really benefit from an outlet like dance.
- I appreciated having the kids stick with dance. They learned about commitment, dedication, and discipline. They learned new skills and had the opportunity to perform them.
- I appreciated the students working hard at something and seeing it through to the amazing performance and be publicly recognized for their work.
- I liked that the kids were able to learn a dance, have fun, and meet other kids from different schools.
- I like the fact that the students lost the fear of dancing.
- They learned so much, had so much fun, and improved so much.
- I loved to see them engaging with one another and respecting themselves and others.
- I noticed a huge increase in confidence and self-esteem.

Student Surveys and Reflections

Before the SBDI program 75% of students had never taken a dance class before and 60% were afraid of being teased or felt embarrassed about dancing.

After the SBDI program:

- 100% said they had a lot of fun
- 98% of students want to do more dancing in the future
- 90% felt belief in themselves more after dancing with SBDI
- 90% of children felt they exercise more since taking the SBDI class
- 75% felt more healthy

How students described how they felt about sharing their dances in front of an audience

95% PROUD

75% NERVOUS

30% EMBARRASSED

95% HAPPY

80% EXCITED

80% BRAVE

40% SCARED

Percentage of students who felt they learned the following values:

78% RESPONSIBILITY

90% TEAMWORK

70% COMMITMENT

65% DISCIPLINE

90% LISTENING

75% RESPECT

85% WORKING HARD

78% DOING YOUR BEST

95% BELIEVING IN YOURSELF

85% CONCENTRATION

Student Reflections

- “
- I loved meeting kids from other schools.
 - I felt proud and my parent were happy.
 - It was hard work and fun. I hope we get to do it again.
 - I love to dance, and I never want to stop. It is my passion.
 - I feel like a superstar.
 - I made new friends.
 - I liked making up moves and creating new things with my mind and body. ”

WHO WE ARE

Rosalina Macisco (she, her) is a Teaching Artist and the Executive Director of Santa Barbara Dance Institute (SBDI). Rosalina is a fluent bilingual Spanish speaker, first generation Puerto Rican and New York native, who has worked in Santa Barbara since 2001. She performed professionally for 15+ years, appearing in Off-Broadway plays, national television, and toured with many musical productions throughout Europe. She has taught for 15+ years, including Afro-Latin, Afro-Brazilian, tap, and ballet, and studied with Finis Jhung, Phil Black, and many other teachers in New York. She holds a BA in Theatre and Spanish from Fordham University. Rosalina has developed programs that are fueled by creativity and inquiry through dance to; connect communities, have a deeper understanding of ourselves, and foster a more diverse and just world. Without dance, Rosalina believes she never would have found her voice and the inner strength to push through life's obstacles. Since founding SBDI in 2005, the Institute has grown from reaching 80+ students to over 25,000+, 80+ teachers, and 30,000+ audience members through both direct programming and SBDI's professional development, Dance Infusion Program.

A committed life-long learner, Rosalina dedicates time for her growth in teaching as well as leadership. She has received certification from The National Dance Institute in New Mexico and was awarded scholarships for Luna Dance Institute Summer Institute and Your Turn Teacher Educator course. She recently completed the Teacher as Creative Practitioner scholar program. Additionally, she attended the National Guild for Community Arts & Education Leadership Institute (CAELI) and Leading from Within. She has also attended courses at Language of Dance and the Dance Education Lab. She holds a BA in drama and Spanish from Fordham University and is a board member of Luna Dance Institute and California Dance Education Association. This summer she participated in Jacob's Pillow, Curriculum in Motion.



Franchesca Marisol Cabrera (she, her), Teaching Artist & Director of Operations is a Santa Barbara native and fluent bilingual Spanish speaker. Marisol was the Community Programs Manager providing programming for young audiences at Ballet Hispanico for 8 years. She was also General Company Manager at Company XIV Dance managing theatrical performance seasons for 4 years in NYC. She co-founded ColectivXs, an interdisciplinary collective working to embody, represent, honor, question, and challenge space for Latinx identities to be expressed. Cabrera received her BA in World Arts and Cultures from UCLA, and her MA from New York University in Arts Education.

As a Performing Artist, her dance training is primarily in the styles of Classical Spanish, Flamenco, Baroque, Ballet and Mexican Folklorico. She received dual diplomas in Danza Española and Flamenco while studying at the private conservatory ACADE in Madrid, Spain. Her performances have taken her to London, Mexico, S. Korea, Spain & Hong Kong. While she resided in NYC, collaborations included Jacques d' Amboise ART NEST, appearances with Siren Baroque, five dance theater seasons with Company XIV and debuted in two new productions at the Metropolitan Opera. She is a co-founder of an all-female trio ensemble, Les Sirènes dedicated to the intimacy of voice, classical guitar, and dance. She has been a guest choreographer and instructor featured on Sesame Street, the Juilliard Dance Department and is currently a guest faculty teacher at The Ballet Hispánico School of Dance teaching Spanish Dance and Flamenco to young dancers.





Ginny Brush (she, her) Board Secretary spent 15 years as an arts educator in secondary schools and served as an Artist in Residence for 2 years in the Rhode Island School of Design's Summer Program teaching photography and

drawing. She received her art degree and teaching credential at UC Santa Barbara. Following teaching she spent 15 years in the private sector in the arena of advertising, marketing and design while devoting time to exhibiting fine art photography.

Ginny Brush served as Visual Arts Coordinator at the Santa Barbara County Arts Commission for 6 years before becoming the Executive Director from 2006-2015. In that role she worked closely with regional nonprofits, foundations, and governmental agencies. A strong advocate for using arts and cultural programs to engage community and increase access to the arts for the underserved, Ms. Brush successfully fostered collaboration and engaged diverse coalitions of nonprofits and community resources to realize several high profile free public programs. Among them are the Free Summer Film Series at the Courthouse, and Pianos on State.

During her tenure she was instrumental in the development of policies and programs that include the City Poet Laureate program, Santa Barbara Airport Terminal's public art program, and Santa Barbara's 1st Thursday Downtown cultural nights. For this work she was honored as Citizen of the Year in 2009 by Downtown Santa Barbara; and as a Local Hero in 2012 by the *Santa Barbara Independent* for her arts advocacy efforts.

In retirement Ginny currently serves on the Board of ETC at the New Vic as head of the Education Outreach Committee and on the Santa Barbara Arts Collaborative Board of which she is a founding member.



LINDA GARDY (she, her) Board President has worked in the public sector of Santa Barbara for over 20 years. She began her career working at Santa Barbara Sheriff's Dept. handling clerical responsibilities. Then worked at Santa Barbara

County Mental Health for roughly 5 years as an office and health care assistant. She then moved to the Santa Barbara County Probation Department and held the position of Administrative Support Supervisor where she managed at least 20 people in addition to handling background checks for potential employees. Her most cherished position was at the Santa Barbara County Arts Commission (now known as the Santa Barbara Office of Arts & Culture) where she was the Department Analyst for 15 years and oversaw cultural grants programs and contracts. In addition, Linda has volunteered for various organizations including, board secretary of Santa Barbara Cultural Development Foundation, board secretary of Community School Inc., board member of SBDI, and volunteer at City at Peace.





Peter Matthies (he, him) Board Treasurer, Peter is former Venture Capitalist and founder of the Conscious Business Institute (CBI). CBI assists global businesses in leading and growing their organizations in a more purpose-driven

and sustainable way. After working as a software entrepreneur and venture capitalist, Peter believes that our world is facing fundamental challenges and changes that our existing leadership and success models are not designed to meet. He shares, “We are faced with increasing complexity and challenges that are coming at us globally, impacting us professionally, and touching us personally. Businesses can become true agents of change and bring us to a better way. They can lead with how (and *why*) they operate, and with the influence they have on the mental and emotional health of their people.” Involved with SBDI since its inception, Peter is inspired by the deep connection to self that he sees in children as they express themselves through dance in SBDI programs.

Peter is a faculty member of the Goethe Business School in Frankfurt, fellow of the World Business Academy, serves as a global advisor of the Climate Prosperity Alliance, and is a board member of several for-profit and nonprofit organizations.



Felicia Muñoz (she, her) Board Member grew up in Santa Barbara, California. She earned a bachelor’s degree in Spanish in 2013 from UCSB and a master’s degree in Education in 2015 from UCSB’s Gevirtz Graduate School

of Education. She quickly began teaching in Public Elementary Schools in Santa Barbara and Goleta. Felicia is passionate about serving the children of the community she was brought up in. To honor her heritage as a Mexican American, she has been dedicated in supporting and advocating for the Latino families she works for. She currently teaches Transitional Kindergarten for Goleta Unified School District.

Felicia personally knows the impact that programs provided through public education can have on a child. She began training in the Japanese martial art Aikido at the age of 11 through a program provided by a collaboration between Santa Barbara Junior High and Aikido of Santa Barbara. One of the leading principles for advancement in Aikido is sharing knowledge and guiding the lower-ranking students of one’s dojo. Due to this, Felicia began teaching children’s classes at the age of 15 and adult classes at the age of 18. Felicia currently holds a second-degree black belt with the United States Aikido Federation and has been fortunate to train across the US and Europe. This experience kindled her love of teaching and ultimately shaped her trajectory toward public education.

Felicia is a product of Santa Barbara’s rich Arts community. As the daughter of a local Mexican painter and musician, Felicia grew up exposed to the cultures and traditions of his diverse friend group. She has been privileged to be raised attending countless musical celebrations, including Fandango Jarocho gatherings, Brazilian capoeira batizados, and rumbas in her aunt’s backyard. Some of her first memories of dance are in her childhood living room dancing to the basic, Cuban rhythms made by the musicians’ drums. Felicia feels it is her responsibility to pass on the knowledge that was bestowed upon her to the newest generations in the Santa Barbara community.



WHAT WE BELIEVE ABOUT LEARNING

Professional Learning & Boards

SBDI's executive director, Rosalina Macisco prioritizes participating in professional development opportunities to strengthen SBDI's programming, leadership, and the dance education field. She continues to sit on the boards of the CA Dance Education Association (CDEA) and Luna Dance Institute. These organizations move the field of dance education forward advocating for equitable and inclusive dance programming. In addition, she was accepted to be a part of the year-long Curriculum in Motion Institute at Jacob's Pillow and will share her work at the Pillow this July.

Ongoing Equity Work

As a Community Arts Organization, made up of art educators we have a responsibility to prioritize racial equity and injustice as a crucial part of our work. As a learning institution, questions around equity have been integral and ongoing to our work since its inception in 2005. Using a human-centered approach we are committed to continual growth on racial equity both internally through our work environment, and externally through our programming.

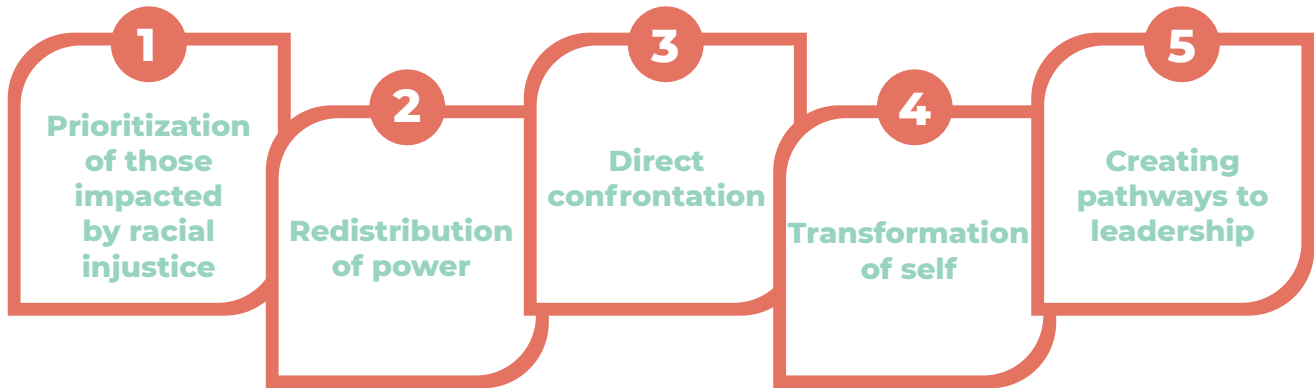
Health, economic, and social inequities are a reality for many individuals and the families that we serve. Santa Barbara ranks third among California's 58 counties in poverty rate. Cost of living increases and a shortage of affordable housing add to the challenges facing the families we serve. Currently, 50% of the public elementary schools are comprised of predominantly BIPOC students and the remaining are predominately White, creating substantial inequality in access and opportunities, despite Title 1 program support. In 2020, a Santa Barbara resolution declared racism a public health emergency.

This year, together with our board and staff, we implemented Racial Equity Impact Assessments (REIA). REIA are tools to intentionally and systematically reflect how decisions impact equity. This process provides a concrete mechanism to enact our equity values. The equity filter questions we designed are used in different contexts, including the analysis of policies, institutional practices, programs, plans, and budgetary decisions. Some examples include: Who is included and who is not included in the decision-making? Are those who are impacted at the table?

We address systemic inequities through:

- **Financial accessibility:** We ensure that there are no financial barriers to our programs. We contract with organizations at a cost that is affordable to them, with the balance covered by grant funding. Usually, our programs are free to participants. If the entity chooses to charge participants, we discuss how to ensure access for everyone.
- **Physical accessibility:** Schools, community centers, and parks are an intentional choice for our work because we can bring our work directly to the community, preventing any physical or geographic barriers to accessibility. The sites are accessible to people with disabilities and are generally safe.
- **Prioritization of those impacted by racial injustice:** We have built intentional relationships with community centers, after-school organizations, and school districts that are accountable to Black, Indigenous and People of Color (BIPOC) communities. We focus on building direct relationships with the families we serve to circumvent any unequal power relations and stereotypes that may exist and to establish a direct line of communication.
- **Teaching Artists & Leadership:** SBDI's committed to creating leadership opportunities and expanding pathways for BIPOC individuals. We ensure that our board and staff are reflective of the community we serve. We support and prioritize BIPOC Teaching Artists through SBDI's scholarship training program.

SBDI's guiding racial equity principles include:



Operations

Despite suffering COVID-related financial cutbacks, SBDI continued to provide high-quality programming to help children cope and handle the mental and physical effects of the pandemic through the power of dance. Through the support of the SBUSD, several foundations, and private donors we were able to meet the needs of students and community organizations especially during a time where emotional distress and disconnection has increased and caused mental health issues for our youth.

In 2021-2022 SBDI:

- Ensured our programming was directly informed by and supportive of the pressing needs experienced by our target audience. We heard from our students that our community-based movement and dance experiences helped combat their social isolation and depression. SBDI continued these services to address mental distress, anxiety, depression, and loneliness. SBDI's programs focused on connection, community, self-expression, and social-emotional learning. Our dance classes provided an important space for joy, movement, and healing.
- Addressed the severe social inequities that the pandemic has revealed and provided and sustained our programs in physically accessible locations (such as local parks) with fewer teachers.
- Continued to conserve cash in accordance with our COVID response budget.
- Revised our strategic plan and sustainability strategy to meet changes in the arts education and funding environment.
- Determined how to best deliver our programs for maximum reach and impact. Based on conversations with Santa Barbara Unified School District's (SBUSD) and Santa Barbara Community Academy (SBCA), we made the decision to continue our partnership with SBUSD after-school programs (AOK) as they re-opened for services and to provide in-school classes at SBCA.

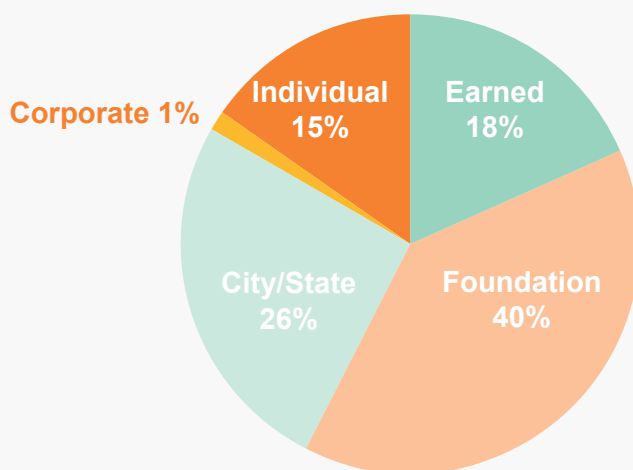
HOW WE DID IT!

Every machine needs fuel to run. To continue making a positive impact in the life of children, we are always looking to diversify our funding. We base our sustainability on 5 pillars: earned income; foundation income; city/state/government contributions; private donations' and corporate donations.

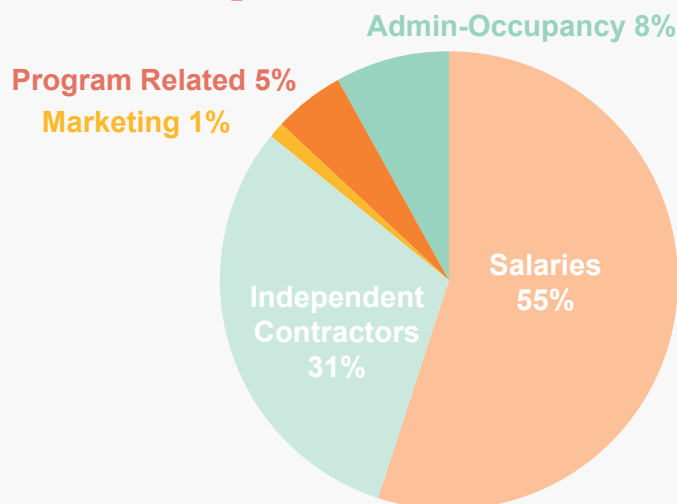
In May of 2021, our leadership planned to reduce our overall FY21-22 operating budget by 40% to account for uncertainties related to COVID's impact on our operations. However, the reopening of schools in summer 2021 resulted in a higher than anticipated demand for SBDI's services. We were able to serve all eight SBUSD elementary schools. As a result, our expenses increased by 15% as compared to FY20-21 with income expected to increase by 26%, mostly thanks to a \$30,000 anonymous donation.



Income FY 21-22



Expenses FY 21-22



A Warm Thank You to our Supporters!

Individual Support

Ross Barrett
Betancourt Family
Ginny Brush
Thomas Burch
Robert Burke
Linda Burrows
Angelica Diaz
Anonymous Donor
Claudia Esparza
Candice Etz
Hannah Ferrer
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