



## **Misty Copeland Foundation**

### **Year 1 BE BOLD Program Evaluation Report Summary**

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#### **OVERVIEW**

In the fall of 2022, the Misty Copeland Foundation launched the BE BOLD Program as one of several strategies for advancing its mission. BE BOLD (which stands for Ballet Explorations, Ballet Offers Leadership Development) was developed as a comprehensive teaching and learning model which involves five linked components: introductory ballet, music for ballet, mentoring, tutoring, and health and wellness. The BE BOLD program was developed in partnership with a diverse set of leaders from ballet and dance education as well as experts in the fields of child development and diversity, equity, and inclusion.

BE BOLD is a twice-weekly, twelve-week after school program in partnership with the Kips Bay Boys & Girls Club and the Madison Square Boys & Girls Club in Manhattan and the Bronx in which children between the ages of 6 and 12 explore the basics of ballet, including movement technique, vocabulary, and etiquette, while also building social and emotional skills. During the 2022-2023 program year 209 children participated in the program which was offered at 7 Boys and Girls Club sites.

#### **EVALUATION METHODOLOGY**

In order to examine the impact of participation in the BE BOLD Program on children, an external evaluation of the program was conducted during the 2022-2023 program year. This evaluation employed both qualitative and quantitative analyses that aimed to strengthen the evaluation design through its complementary nature, greater acquired insight, and enhanced validity. The evaluation was designed to address three central questions:

1. In what ways do children benefit from their participation in the BE BOLD Program?
2. In what ways do teaching artists benefit from their participation in the BE BOLD Program?
3. How can the BE BOLD Program be enhanced in order to improve outcomes for

students?

## **HOW PARTICIPATING IN BE BOLD BENEFITS CHILDREN**

The Misty Copeland Foundation has identified specific mindsets and skills that it seeks to cultivate in children through their participation in the BE BOLD Program. These mindsets and skills are operationally defined as the BE BOLD Portrait of a Graduate and include five components: Leadership, Curiosity, Kindness, Persistence, and Appreciation of Dance and Music.

### **LEADERSHIP**

The BE BOLD Program views leadership as being demonstrated through character traits including self-awareness, empathy, respect for self and others, and courage.

92% of Teaching Artists either “agreed” or “strongly agreed” that as a result of their participation in the program, their students demonstrated an increased awareness of their needs and emotions.

83% of Teaching Artists reported that their students demonstrated an increased awareness of their personal traits and that their students have a greater sense of personal responsibility.

83% of Teaching Artists also reported that their students demonstrated more effective choice-making and decision-making skills, increased levels of independence and the ability to set and achieve goals, and greater awareness of cultural issues and a respect for human dignity and differences.

### **CURIOSITY**

The BE BOLD Program believes that curiosity is demonstrated by children when they are open to the experience of participating in ballet, able to tolerate anxiety and uncertainty, and express emotions in a positive way.

67% of Teaching Artists reported that since they began in the program, their students demonstrated a stronger desire to learn about ballet.

92% of Teaching Artists reported that their students were excited to perform new ballet movements.

87% of Teaching Artists reported that since the beginning of the program, their students were better able to reflect on and respond to feedback.

### **KINDNESS**

The BE BOLD Program views kindness as being demonstrated by children when they are supportive of others, encouraging of their peers, and compassionate.

83% of Teaching Artists reported that since the beginning of the program, their students more frequently contributed positively and responsibly to ensemble efforts.

83% of Teaching Artists also found that their students were more kind and more supportive of their peers.

83% of Teaching Artists also found that their students demonstrated increased understanding of the structure of the class including class routines since the beginning of the program.

# HOW PARTICIPATING IN BE BOLD BENEFITS CHILDREN

## PERSISTENCE

The BE BOLD Program believes that persistence is demonstrated by children when they are confident, work through challenges, and engage in and work through productive struggles.

83% of Teaching Artists reported that since the beginning of the program, their students were more persistent and less likely to give up when faced with a challenge.

75% of Teaching Artists reported that their students appear to be less anxious when performing ballet movements and that their students demonstrated greater sustained concentration, focus and commitment in group activities with a shared performance goal.

## APPRECIATION OF DANCE AND MUSIC

As demonstrated by an appreciation of excellence and skilled performance.

100% of Teaching Artists reported that their students enjoyed learning about ballet 83% found that their students were better able to recognize how associated art forms (like instrumental music and song) enhance ballet performance.

75% of Teaching Artists found their students to be more interested in learning about ballet as they progressed in the program.



BE BOLD students at Madison Square Boys & Girls Club: Pinkerton Clubhouse.

## **PARTICIPATING IN BE BOLD WAS ASSOCIATED WITH GROWTH IN BALLET LITERACY**

Studies have suggested that to be literate in dance, students need to develop specific knowledge, skills, and dispositions that foster fluency and deep understanding (Jones, 2014, Hong, 2002).

92% of Teaching Artists reported that their students use their body more expressively since beginning the program.

100% found that their students have an increased understanding and use of vocabulary related to stage directions and areas of the stage.

92% reported that, since the beginning of the program, their students have demonstrated increased understanding of the French terms taught in class. 92% of Teaching Artists found that their students are better able to demonstrate an understanding of a sequence of movements.

75% found that their students demonstrated increased understanding of the 5 ballet positions.

83% of Teaching Artists reported that since the beginning of the program, their students demonstrated increased understanding of how to musically count in a combination

75% reported that their students demonstrated increased understanding of different tempos in the music including terms such as allegro and adagio.



Circle time during BE BOLD at Madison Square Boys & Girls Club: Pinkerton Clubhouse.

## **PARTICIPATING IN BE BOLD WAS ASSOCIATED WITH GROWTH IN SOCIAL AND EMOTIONAL SKILLS**

Findings also revealed that program participation helped children develop social and emotional skills in three areas: 1) their development of self-awareness and self-management skills, 2) their development of social awareness and interpersonal skills and, 3) their demonstration of decision making skills and responsible behaviors.

92% of Teaching Artists reported that since beginning in the program, their students demonstrated an increased awareness of their needs and emotions.

83% also reported that their students demonstrated an increased awareness of their personal traits and had a greater sense of personal responsibility.

83% of Teaching Artists reported that their students more frequently contribute positively and responsibly to ensemble efforts since the beginning of the program. 67% of Teaching Artists reported that their students were more prepared to prevent, manage, and resolve interpersonal conflicts in constructive ways and that their students demonstrated greater levels of patience when listening to directions and participating in class activities.



Teaching artist addressing BE BOLD students at Madison Square Boys & Girls Club: Pinkerton Clubhouse.

## HOW PARTICIPATING IN BE BOLD BENEFITED TEACHING ARTISTS

As part of their role in the program, all Teaching Artists participated in on-going professional development provided by the Misty Copeland Foundation that aimed to enhance their skill in the teaching of ballet, as well as enhance their knowledge of child development and how to foster children’s engagement in ballet. Findings from the Impact Survey and focus groups revealed that as a result of their participation in the program, Teaching Artists were better able to plan and implement their lessons, manage student behavior, and engage students during class sessions.

75% of Teaching Artists reported that teaching in the program increased their ability to provide instruction in ballet and better prepared them to teach ballet.

92% also reported that it increased their ability to infuse their own skills as an artist into their lessons and increased their ability to align arts-based activities with the BE BOLD Portrait of a Graduate traits.

100% of Teaching Artists also found that the experience increased their ability to reflect on their lessons and adapt them to meet the needs of their students and also better prepared them to create a supportive learning environment for their students. 92% reported that they learned effective strategies for encouraging active learning, 83% reported that they learned effective strategies to differentiate their lessons to meet the needs of diverse learners, effective strategies to encourage participation and collaboration among students, and effective strategies for encouraging student voice throughout their lessons.



Misty Copeland with teaching artists during a BE BOLD teacher training.

# RECOMMENDATIONS FOR ENHANCING THE BE BOLD PROGRAM

While this analysis revealed numerous positive outcomes, it also revealed several areas for improvement. Among those discussed in the Year 1 Evaluation Report are the following:

**More Robust Student-Level Measures** in order to better evaluation impact on students

**Alignment of the BE BOLD Curriculum to State- and City-Level Arts Standards** to aid in the assessment of program impact on ballet literacy

**Professional Learning Opportunities for Teaching Artists** which address classroom management in dance class

**Continuity and Consistency in Program Delivery Across Sites** to aid in program evaluation

**Enhanced Collaboration with BE BOLD Musicians** to better leverage the role of musicians within the BE BOLD program model

**Active Recruitment** to increase participation of boys in the BE BOLD Program