

**Transforming lives
one step at a time!**



Heart of Dance
**2018-2019
IMPACT REPORT**



CONNECTING HEARTS AND MINDS

This year, Heart of Dance impacted the lives of 2,293 students in more than 90 classrooms in Minnesota with Dancing Classrooms. Through partner dance, these young people became leaders, connected with peers, and learned how to respect others regardless of their differences.

Thank you for making this our best year yet! Without the dedicated support and generosity of our partners and supporters, we would not be able to offer the transformative experience of partner dance to those who need it most.

As we continue to grow next year, we look forward to cultivating programs that serve individuals of all ages. By 2020 we will launch Dance for Life, a residency for seniors that sparks joy through dance while building strength and balance, and

“Heart of Dance delivered a positive community-building activity that helped students gain confidence and grow as individuals.”

Joseph Flahavan, 5th Grade Teacher
Randolph Heights Elementary School

DC Academy for alumni students who wish to dive deeper into their dance education.

After four years of growth, one thing remains the same. Through partner dance, Heart of Dance is helping people discover all they can be.


ANDREA MIRENDA
FOUNDER & CO-PRESIDENT


DENNIS YELKIN
BOARD CHAIR



**84% OF
TEACHERS SAW
A POSITIVE
CHANGE IN THE
WAY STUDENTS
TREATED
EACH OTHER.**

2018-2019 Survey

2018-19

**RESPECT TEAM
ELEGANCE WORK**



**1,932
CLASS
HRS**



2,293
Students served this year



36

Schools invested in their students by partnering with Heart of Dance



92

Classrooms became more collaborative and respectful for semesters to come



121

Volunteers empowered students in the classroom and at special events



379

Donors made a difference in a child's life through the power of partner dance

ALL TIME

61% of MN Dancing Classrooms students receive free and reduced lunch

467

8th Graders

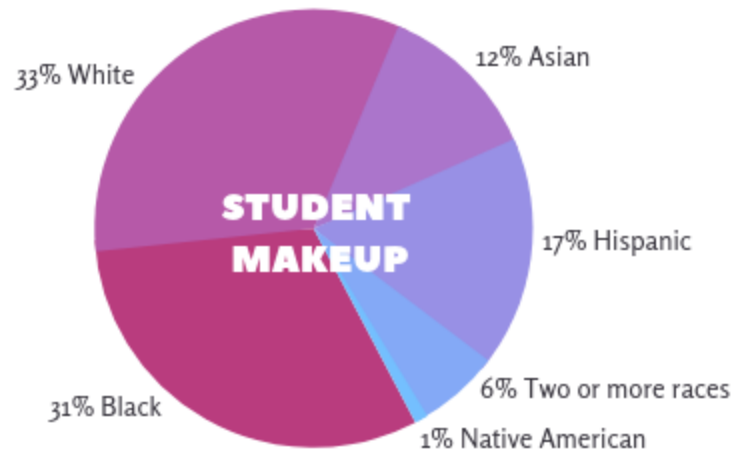


6,051

5th Graders



4 YEARS → 6,518 FUTURE LEADERS



**“DANCING
CLASSROOMS
MADE ME FEEL
LIKE I BELONG.”**

Sequan, 5th Grade
*LoveWorks Academy for
Visual & Performing Arts*



COMING OUT OF HIS SHELL

Sequan's Story

Sequan had always been a shy kid, and often kept to himself both at home and school. When Dancing Classrooms started in his fifth grade class at LoveWorks Academy in Golden Valley, he refused to look his classmates in the eye, let alone touch them.

Over the next few weeks, Sequan started to love dancing. Partner dance was an exciting new way for him to connect with his classmates and teachers. He felt happier and started coming out of his shell. And as the lessons went on, he felt proud of the progress he was making.

Sequan became a leader in the residency and was chosen to represent his school at the Colors of the Rainbow Team Match.

“Sequan went from being very quiet and to himself, to participating more in class, talking, and raising his hand. He got really comfortable.”

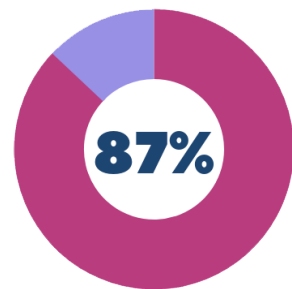
*Lewis Washington, Paraprofessional
LoveWorks Academy for
Visual & Performing Arts*

“When I went home and showed my mom my medal,” Sequan says, “she was so proud of me.”

Sequan's teachers continue to see him lead, and directly relate his personal growth to his participation in Dancing Classrooms.

“Students demonstrated an increase in confidence, and a willingness to take risks and make mistakes. This was also evident with academics.”

Andy Theis, 5th Grade Teacher
*Minnesota Excellence
in Learning Academy*



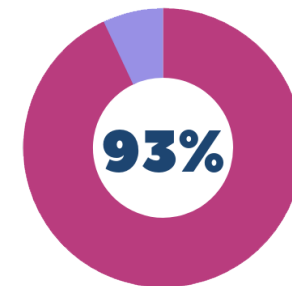
of principals believe Dancing Classrooms increased parent involvement at their school.

Dancing Classrooms fosters Social Emotional Learning – life skills like motivation, discipline, empathy, and respect. Any teacher will tell you, these aren’t skills students pick up from textbooks.

By teaching dances from around the world and exploring their cultures of origin, we’re broadening student horizons. We’re also challenging stereotypes of ballroom dance by eliminating gender-specific language and traditional gender roles. “It has done wonders for our community and relationships,” says Clara Barton Open School Principal Diane Bagley. “Our fifth graders are learning more than dance steps – they are learning Respect, Elegance, and Teamwork.”



EMPOWERING YOUNG PEOPLE



of Dancing Classrooms students agree that they respect people who are different from themselves.



“I learned a lot and I definitely respect others more now that I’ve danced with them.”

Sophie, 5th Grade

“We were all messing up. But it was okay to mess up. We were laughing with each other. And we learned to be better, it was great.”

Charlotte, 5th Grade



SMALL BUT MIGHTY

Leo's Story

Leo, a fourth grader in a fourth/fifth grade split class at The Heights Community School in St. Paul, shared his Dancing Classrooms story at the 2019 Dancing with Heart luncheon with joy and poise:

The only thing I was scared of is I'm not the tallest in my class. In fact, I'm the opposite of tallest in my class — lots of girls are taller than me. I thought, how is this going to work? How am I going to do dance frame correctly and dance with them? It actually wasn't that big a deal.

What really mattered is I enjoyed the dance experience and I didn't need to be nervous about my height. I just had to care about the dance.

What I like most about dancing is Elegance. You need to stand straight like you are going to a fancy party. You want to look good for other people. Respect means you make eye contact with another person so you can work with them. You have to help one another.

“Dancing makes me feel joy! I'm spending time with friends and showing something I've never really shown before.”

Leo, 4th Grade
The Heights Community School

“Dancing Classrooms helps build relationships. Learning how to collaborate with someone who may be different than us is something we need to know even into adulthood. This program really engaged students in that type of learning and hands-on experience.”

Supt. Michael Muñoz
Rochester Public Schools



LEARNING TOGETHER

Janea's Story

Fifth grader Janea felt more connected with her classmates when Dancing Classrooms started at Riverside Central Elementary School in Rochester.

By dancing with every person in her class and learning the values of Respect, Elegance, and Teamwork, she felt like they all treated each other better — from dance class to recess, from lunch to math class, and beyond.

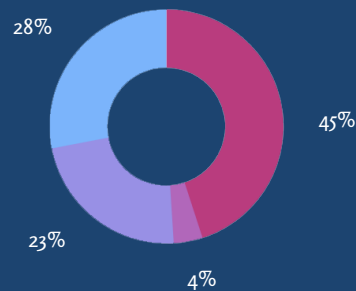
“I feel like it's a really nice opportunity to get to know other people,” says Janea, “because there's people in my classroom that I wouldn't usually talk to. There's a lot of them that are quiet but there's a lot of talking that we have to do when we're dancing.”





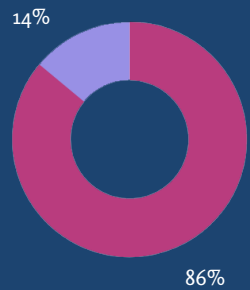
2018-2019 FINANCIAL INFO

INCOME



♥ Program Service Fees	\$165,650
♥ Event Sponsors	\$ 15,000
♥ Individuals	\$ 85,674
♥ Grants & Organizations	\$105,777
Total	\$372,101

EXPENSES



♥ Program Service	\$362,269
♥ Management & Fundraising	\$ 56,674
Total	\$418,943



WHERE ARE WE HEADED?

Plans for growth

EXPAND

our reach to partner with more classrooms and serve more students. For every increase of 10 new classrooms, an average of 250 future leaders will start off on the right foot – pun intended!

LAUNCH

DC Academy, an enrichment experience for Dancing Classrooms alumni who want to pursue a deeper exploration of dance styles and performance while building confidence and self-esteem.

ADAPT

programs for active seniors, mild dementia patients, veterans, and others to improve balance and coordination, delay or minimize the effects of dementia, and help counter the symptoms of PTSD.

Our plans for the future are big and they take resources and passion – yours and ours. Together, we can transform lives through partner dance.

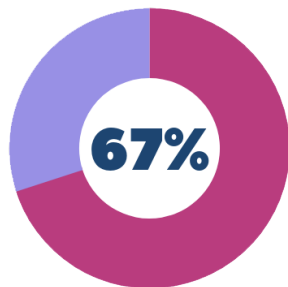
“She feels stronger and has become a powerful little woman. It has made a big difference in her self-esteem.”

Twin Cities Parent

“He has been truly engaged in learning how to have physical contact with others outside of football.”

Rochester Parent

WHAT PARENTS THINK



of parents noticed positive changes in how their child feels about themselves during Dancing Classrooms.

Thank you for this wonderful opportunity you have given my child and everyone in fifth grade. Seeing the potential of these children makes me a proud parent.

I hope to see Dancing Classrooms become a permanent part of school curriculum. It teaches not only dance skills, but respect and self-confidence. I believe that it will minimize violent behaviors in the school and community.



Erika Jane, Parent

A HEART OF GOLD

Heart of Dance could not be more grateful for the leadership of Board Chair Dennis Yelkin over the past four years. He led our nonprofit as we defined our mission, confronted start-up challenges, and mobilized support for significant growth to impact more young lives. This year we were pleased to award the first-ever Heart of Gold Award in his honor, given to a school that goes above and beyond exhibiting our values.

Dennis has been the leading ambassador for Heart of Dance, and we look forward to his continued service as member of the board, Volunteer Engagement Committee, and Circle of Dance Champions.

Thank you, Dennis, for your exemplary model of Respect, Elegance, and Teamwork for our dancing students and the entire Heart of Dance team!

A handwritten signature in white ink, appearing to read 'Ember Reichgott Junge'.

**EMBER REICHGOTT JUNGE
FOUNDER & CO-PRESIDENT**



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DULUTH

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Minnesota Excellence in
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Pinewood Elementary School

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** Rochester

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Donor has made a five-year
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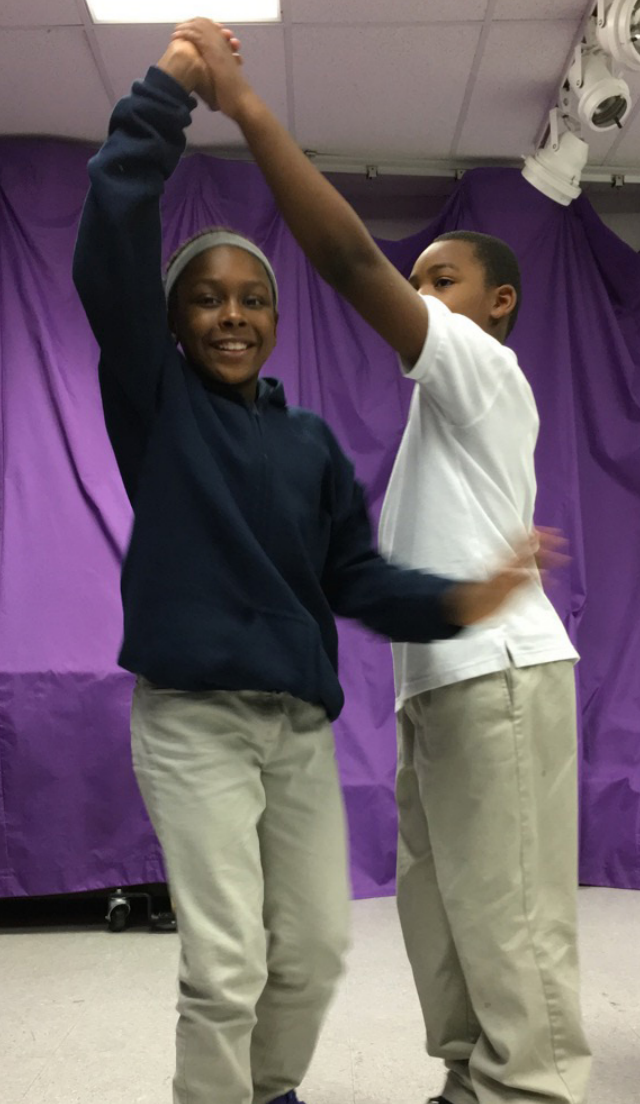
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NOW DANCING INTO OUR FIFTH YEAR

All thanks to your support!



**DANCING
CLASSROOMS**

MISSION

To transform lives through the physical, mental, and emotional benefits of partner dance

VISION

Through partner dance, youth, seniors, veterans, and other at-risk communities are connected, respected, and given an environment in which to thrive

VALUES

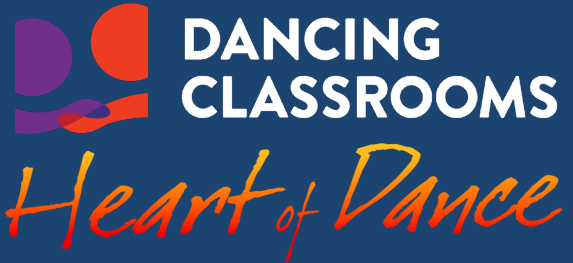
Respect, Elegance, and Teamwork

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VOLUNTEER: Support students in the classroom and at events

DONATE: Invest \$84 to transform one life through partner dance

CONNECT: Help Heart of Dance reach more communities



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