

THE NEED FOR DANCE: AN ANALYSIS OF DANCE ACCESS  
IN WICHITA, KANSAS

An Honors Thesis by

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The following faculty members have examined the final copy of this thesis for form and content, and recommend that it be accepted in partial fulfillment of the requirement for the degree of Honors Baccalaureate with concentrations in Social Work, Dance, and Psychology.

Cheyla Clawson, Thesis Advisor

## **ABSTRACT**

Dance is an art form that has grown and developed throughout history. Today structured dance classes can be seen in many settings and in many varieties. While many studies have looked at access to art and recreational activities across the United States few have looked at access to dance, specifically when compared to the demographics (income and race/ethnicity). This research uses publicly available information to look at dance opportunities in Wichita, Kansas a metropolitan area with a population of three hundred, ninety-seven thousand, and five hundred people. The study focuses on where classes are located in Wichita geographically, the average cost of classes, the demographics (specifically race/ethnicity and income levels) of the neighborhoods the classes are located and if there is a connection between the demographics of the neighborhoods and the number of dance class locations available.

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# CHAPTER 1

## INTRODUCTION

Dance is an art form and physical activity that has a variety of origins in tribal, religious and cultural practices. Today dance is experienced in a variety of settings and offers a wide variety of benefits for the people that participate. However, people of different demographics, specifically low income and Non-White racial/ethnic populations do not always have equal access, or opportunities to participate in affordable dance classes at a location near them. There are few studies linking dance access to income and race/ethnicity but there are studies that show connection between income and race/ethnicity, and access to art and recreation.

As a child I was afforded the opportunity to participate in structured dance classes regularly and I was able to experience, first-hand the benefits this provides. When I graduated high school, I stopped dancing regularly and realized it was much harder to engage in dance in my new community as I did as I did not have the connections or knowledge of opportunities to take dance classes in Wichita. I grew increasingly curious about opportunities to take dance class in Wichita, Kansas. This inquiry led to this research.

This study is focused on access to dance classes in Wichita Kansas, the largest city in Kansas. Variables considered in this study included locations where dance classes took place, the monthly cost of dance classes, and the demographics (specifically income, and race/ethnicity) of areas where dance classes are offered. The studied showed the majority of dance classes in Wichita are located in central Wichita. Some higher income areas that are primarily composed of White citizens, had more options and opportunities for residents to attend dance class near them.

After analyzing the data it became clear that to fully understand access to dance in Wichita further research is needed to identify what styles of dance are accessible to different

groups. Different styles connect and teach students about different cultures and traditions.

Additionally further research needs to be done on if there are lesser-known hidden opportunities to partake in dance in the city. This may include church groups, or other groups that provide lessons that are not available to the public.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Dance

Dance can be defined as, “moving your feet or body, or both, rhythmically in a pattern of steps, especially to the accompaniment of music” (Herron 2008). However, it is hard to define dance by one definition because of the variety within dance. Dance is both an art form and a physical activity. Lincoln Kirstein, the author of *Dance A short History of Classic Theatrical Dancing* explained that throughout history dance has been ritualistic, as part of religious ceremonies, associated with magic, and part of social community building. Religious traditions include using dance to give thanks and honor higher powers, magic dances were done to try and control the supernatural, and social dances were done to build community, honor loved ones, and as entertainment. Today social dances are common as both a gathering activity and a form of entertainment. As dance developed within Western culture it became more theatrical, and more structured. In the 1400 and 1500s dance grew in popularity. The beginnings of ballet were developed in the courts of royal families and bureaucrats across Europe. In 1581 the first modern ballet debuted and throughout the 1600s the world, but specifically Europe saw the creation and growth of dance schools, where the concept of dance classes that are seen today began to grow and develop (Kirsten 1969). As time went on dance grew in popularity and a variety of styles (jazz, modern, and more) continued to adapt and grow. The origins of dance have so much variety that “there is no place to trace all the vary forms that went into the origins of so-called “Modern” dance” (Kirsten 1969).



Dance practices and teachings have been influenced from people across the world and is an activity many people participate in whether it be in a structured class or in their own homes. Because dance is such a broad art form with many approaches, settings, and styles, it is important to clarify what dance class means in this study. This research looks at instruction-based dance. *Arts Education in Public Elementary and Secondary Schools 1999–2000 and 2009–10 from the Institute on Educational Sciences* define dance as “an instructional program that prepares students to express themselves through creative movement and refine performance skills in a variety of dance styles, such as ballet, modern, jazz, world dance, and traditional dances of various cultures” (2010). This definition incapsulates the type of dance looked at in this study.

For the purpose of this research a dance class is any structured setting where an instructor facilitates teaching or exploring moving to music. This includes everything from ballroom, to ballet, to folk dance, and more. Additionally, for the purpose of this research, access to dance is defined as having dance class in the community in which one lives, and that those classes are affordable when compared to the income of the area.

Dance classes can occur in a variety of settings. Frequently they are offered in schools, at for-profit or privately owned dance studios, and at, nonprofit or public locations. A book titled *Experiencing Dance: From Student to Dance Artist* highlights the three main settings that dance classes can be found in. It is written to tell new dance professionals that dance instruction jobs, and therefore dance classes, are found in public and private schools as well as in private sector dance studios. This book also outlines ways to get involved in dance through community opportunities such as a YMCA or publicly funded community centers, showing that dance

classes are offered frequently in schools, private studios, and non-profit/community centers (Scheff, Sprague McGreevy-Nichols 2014). Frequently non-profit dance classes and for-profit studios can be managed in a similar way, creating confusion about the difference. Tutuix outline the differences and similarities between non-profit and for-profit dance studios. The article explains that nonprofit studios can still charge participants for dance classes like for-profit studios do, and can be privately ran, but there are more monetary regulations. They also are frequently governed by a board of directors, meaning that no one person gets to make all the decisions. Non-profits also have more access to grants and government funding compared to private studios. The website also details that studios funded more by government funding (often public recreation centers and grant funded non-profits) are often created for specific needs including providing dance to students whose families cannot afford it or teaching social and life skills through dance. Based on these sources it is clear that there are a variety of settings that dance classes can be found, and sometimes it is hard to differentiate these settings, however schools, for-profit studios, and non-profit/community classes are three of most common settings.

## **2.2 Dance and Access**

There are discrepancies in who has consistent opportunities to attend dance classes across the nation, and many differences are associated with income and race/ethnicity. These discrepancies can be seen in many settings, but K-12 schools are where access to dance has been most commonly studied. A 2020 study titled Access to arts education in America: the availability of visual art, music, dance, and theater courses in U.S. high schools looked at the availability of art and dance within schools. In this study, Elpus stated:

*Despite the perceived and demonstrated value of arts education, there is not yet a consistent policy for the universal availability of arts education in the nation's schools and a relative lack of published data to understand how access to arts education is distributed. A study, course offerings for a nationally representative sample of  $N = 940$  high schools that were part of the National Center for Education Statistics High School Longitudinal Study of 2009 (HSLs) were analyzed to understand whether there were common school characteristics linked to the availability of visual art, music, dance, or theater courses (Elpus 2020).*

This study discovered multiple findings that show these discrepancies in access based on finances. First, the larger the school, the more likely they were to have art classes because they received more funding. Secondly, the proportion of students eligible for free or reduced-price lunch was associated with the probability of offering art courses. Art classes are found less frequently in schools that serve more significant proportions of students eligible for the National School Lunch Program, a program for students of children of low-income families. These discoveries show that the more money in the school, whether that be education funding acquired from taxes or family income, the more likely they are to have access to art in their school curriculum. However, when looking at dance specifically, only 16% of high schools in the 2009 *National Center for Education Statistics High School Longitudinal Study* offered any form of dance. Because only 16% of high schools had dance classes, it was hard to connect any specific characteristics to the likelihood of having access to dance classes in schools. The small number of schools that include dance do not give a large enough sample size to determine if the demographics of those who have access to dance in school, are connected to the fact that they have access. While this number has probably changed since 2009, there are not any updated versions of the study currently available. The National Center on Education Statistics releases new updated data every ten years but have experienced delays because of the Covid 19-

pandemic. This study showed that there is lower access to art classes to those with lower income, and overall, a lack of dance access regardless of income within public schools.

The 2017 *New Jersey Arts Education Census Project* created by Robert Morrison, Amber Young, and Pat Cirillo concurred with Elpus and discovered that the number of students who received free and reduced lunch correlated with the amount of money allocated on funding for arts for the school. The authors state that “per-pupil arts spending and student/arts teacher ratios have become reliable indicators of the presence of quality arts education programs” (Cirillo, Morrison, Young, 2017). This means that the more money, per student, spent on art, the higher quality art education the students receive. In their research they used local quantitative enrollment data, state education data, as well as US Census data to examine and analyze data about access to art in schools in New Jersey. The research discovered that on average, the state of New Jersey spends \$21.15 per student on art classes a year. In schools where over 75% of the students receive free or reduced lunch, only \$12.34 per student are spent on art education a year. Comparatively, schools in NJ with the lowest number of students receiving free or reduced lunch (<25%) \$25.54 per student per year is spent on art education. This indicates that the more children who benefit from a free meal program at any one New Jersey School is a predictor of lower spending on arts education in the district.

Furthermore, other studies have come to similar conclusions about socioeconomic status and arts access. Using four longitudinal studies, the authors of *The Arts and Achievement in At-Risk Youth* looked at low socioeconomic status (SES) students, or students from families that have low educational achievement and/or low household income. The study differentiates youth students into two groups: low arts exposure and high arts exposure. Students that are considered to have high arts exposure are students that had higher arts exposure than 87.5% of the students

in the study, whereas students who were considered to have low arts exposure were the students that have less arts exposure than 87.5% of the students in the study. The authors concluded, “The probability of being “high arts” remains almost twice as high for students from economically advantaged families, and the probability of low arts involvement is about twice as high if one comes from an economically disadvantaged family” (Catterall 2012). This same study showed that having access to arts benefits low-income students in other areas of their life as well. Most low-income students who have frequent opportunities to participate in art-based activities perform better in school and have more social emotional skills.

*The National Longitudinal Survey of Youth* that is currently following a cohort of children living in the United States ages 12-16, showed similar results. According to this study, teens, and young adults of low socioeconomic status (SES) who have a history of in-depth arts involvement perform better academically than low-SES youth who have less arts involvement. They earn better grades and demonstrate higher college enrollment rates and attainment compared to the non-art involved students. Despite the increased benefits for low SES students, they are less likely to have dance and art classes than their high-income peers, who benefit less from the classes.

Another research study used poetry as an art intervention with low-income youth to see if it would impact their academics, social skills, and behavior. The study *Effects of an Expressive Art Intervention with Urban Youth in Low-Income Neighborhoods*, conducted by S. Forrest-Bank, N. Nicotera, and D. Bassett, used youth-focused expressive poetry as part of an afterschool program with 40 students grades 6th -8th to study the impact of structured art programs on students from low-income neighborhoods. A select group of students spent time during their after-school program learning expressions connection and transformation through poetry through

activities like creative writing and sharing of the poetry they wrote. The researchers conducted surveys before and after, to determine the impact of the intervention on the students. The first group of youth who participated in the intervention reported enhanced capacity on all three measures compared to peers who had not yet participated in the program. However, the second group of youth to receive the program showed no statistically significant gains. The authors noted these discrepancies may be because of different demographics, prior art participation, or other variables in the students' lives. The authors also note that they believe their study shows compelling evidence to support further research in art intervention with larger sample sizes.

Because dance is both an art form and a form of physical fitness, it is important to look at access to arts, and the discrepancies in access to recreation and fitness. A study titled *Neighborhood income matters: Disparities in community recreation facilities, amenities, and programs* researched 30 public recreation centers in five cities within San Diego County in California. The study showed that there was evidence that low-income neighborhoods are less likely to have access to quality recreation facilities, programs, and physical activity opportunities (Mckenzie, Modddy, et al. 2013). The authors of this study claim that the number of recreation facilities did not differ substantially when compared to neighborhood income. While this study found similar quantities of recreation locations, the quality of those locations was lower in lower-income neighborhoods. Centers in more affluent neighborhoods had cleaner, higher quality, more updated recreation facilities. These higher quality options also include a larger variety of options for physical activity programs for children. This means that the lower-income neighborhoods had less options for children to participate in physical activity including dance classes.

*Youth physical activity opportunities in lower and higher-income neighborhoods*, a 2011 study by R. Suminski, D. Ding, R. Lee, L. May, T. Tota, and D. Dinius, looked at access to recreation for specifically, youth (anyone under the age of 18) in 16 urban neighborhoods. The neighborhoods were located in a large, Midwestern metropolitan area that was not identified. This study found no significant difference in the number of physical activity opportunities in low- and high-income neighborhoods. However, there was a difference in the quality and structure of them. Like the study in California, this Midwest study found high-income neighborhoods to have higher quality opportunities physical activity. The recreation opportunities in low-income neighborhoods are more likely to be less updated, unkept, and lack variety. The authors discussed that young people were less likely to be physically active in lower income neighborhoods because of the lower quality of recreation locations and opportunities available. While similar number of opportunities were provided to them, the residents were not excited and did not feel that they had safe and attractive places to participate in physical activity in their neighborhood compared to their higher income counter parts.

*Youth physical activity opportunities in lower and higher-income neighborhoods* also investigated what funding sources fund recreation resources in the different neighborhoods. In higher income areas, most classes are offered through for-profit businesses who charge fees to cover the costs. In lower income neighborhoods, most of the classes were made available through the two community centers which are generally supported by public spending (i.e., tax dollars). Often publicly funded recreation centers like the ones described here are subject to budget cuts, or a lack of constancy because of budget changes. Although funding with tax dollars provides free or low-cost programs, it is subject to policy decisions concerning budgets and fund distributions. It has been documented that public spending on parks in lower income

areas lags spending in more affluent areas. This means that the parks and recreation centers in higher income areas get more funding making their programs to likely have higher quality services and opportunities (Suminski, R. R., Ding, D., Lee, R., May, L., Tota, T., & Dinius, D. 2011).

*The active city? Disparities in provision of urban public recreation resources* used multivariate modeling to look at the spatial distribution of public recreational programs in southern California. Results of this study suggest that neighborhoods in the Southern California frequently characterized by low household incomes, low fiscal capacity, minority populations, and multi-family housing are disadvantaged with respect to recreation provisions (Dahmann, Wolch, Joassart-Marcelli, Reynolds, & Jerrett, 2010). The areas populated by low-income households were disadvantaged when it comes to access to physical activity and recreation. This study also found that recreation centers in poorer neighborhoods provided more cost-free programs than in higher income neighborhoods. However, they also claimed that cost-free programs are rare in any neighborhood (Dahmann, Wolch, Joassart-Marcelli, Reynolds, & Jerrett, 2010). While there is some access to free recreation programs in low-income neighborhoods, the number of free programs is very limited as even the programs designed to provide more accessible options still cost some money.

A 2006 nationwide study conducted by L. Powell, S. Slater F. Chaloupka, & D. Harper came to different conclusions than the studies done in California and the Midwest, mentioned above. In the study, *Availability of physical activity-related facilities and neighborhood demographic and socioeconomic characteristics*, multivariate analyses were conducted to assess the availability of 4 types of outlets: (1) physical fitness facilities, (2) membership sports and recreation clubs, (3) dance facilities, and (4) public golf courses throughout various zip codes in



the United States. Commercial outlet data were linked by zip code to U.S. Census Bureau population and socioeconomic data. The study found that “moving from a community with a median household income level of \$25,000 to one with a median income level of \$75,000 would increase the likelihood of the presence of physical fitness facilities, membership sports clubs, dance facilities, and public golf courses by 17%, 38%, 30%, and 54%, respectively” (Powell, L. M., Slater, S., Chaloupka, F. J., & Harper, D 2006). Lower income neighborhoods were 30% less likely to have dance facilities compared to higher income neighborhoods. Not only does this study show that recreation access increases with the income of a neighborhood, but it also shows explicitly that dance classes are more prevalent in wealthier neighborhoods. Unlike the two regional specific studies that found there to be similar quantity but varying quality of recreation in different income leveled neighborhoods, this national study found significantly less quantity of recreation access in low-income neighborhoods.

Many low-income neighborhoods are also majority- non-White neighborhoods. Because of this there are also discrepancies between race/ethnicity and access to dance and recreation. In *Availability of physical activity-related facilities and neighborhood demographic and socioeconomic characteristics*, the researchers control for all covariables and determined that (1) physical fitness facilities, (2) membership sports and recreation clubs, (3) dance facilities, are significantly less likely to be present in neighborhoods with higher proportions of African American residents. They also found that recreation facilities were seen less often in communities with higher populations of Hispanic residents. This study showed that there is less access to dance facilities for minority residents throughout the United States, and there is also less access to other types of fitness and recreation spaces (Powell, L. M., Slater, S., Chaloupka, F. J., & Harper, D 2006).

Other research, done in more region-specific geographic areas, came to different conclusions about the connection between race and ethnicity and access to dance and other recreation. A 2020 study, titled, *Disparities in access to opportunities across neighborhood types: A case study from the Los Angeles region*, compared access to jobs, recreation, and resources in neighborhoods with varying demographics. In this study, E.J Shin used quantitative research to compare reference neighborhoods that were predominantly White, to ethnic minority neighborhoods. The study looked at what resources were available as well as what means the residents of the neighborhood would need to travel to the resources. Because dance is a form of physical activity, which ties into recreation, I looked specifically at Shin's data about access to recreation in these neighborhoods. According to the study, ethnic minority neighborhoods in the Los Angeles area had statistically significantly higher access to all opportunities (including recreation) by car than do the predominately White reference neighborhoods. However, the White neighborhoods had more access to resources available by foot (walking). While this contradicts the larger national survey that claims that minority neighborhoods have less access than White neighborhoods, there is an explanation for this. Other than this being a more specific population, this study did not account for the fact that the populations they were serving may not have a car to use. If the resources are only accessible by car and most of the population does not have a car, they are not actually accessible to the population.

While community recreation centers and dance studios are places where dance is commonly found, so are public schools so it is important to look at access in schools as well as access to community facilities. K Elpus did a 2020 study, *Access to arts education in America: the availability of visual art, music, dance, and theater courses in U.S. high schools*, looking at the availability of art and dance within schools. The study used course catalogs and school

demographics of 940 high schools across the United States. When looking at dance and other forms of art in schools, Elpus found that race was not a determining factor for art access. Meaning, in schools in this study, the racial composition of the schools did not impact their availability of art classes. However, the study does not assess quality or frequency of the art classes that are available. Elpus, like the other researchers who study race and access to art, and physical activity, note that there is a large need for further studying in this area.

Another factor that plays into the accessibility of dance is cost. When looking at dance classes across the nation there is an average cost of \$61 dollars billed on a monthly basis for a 1/hour a week dance class (Bellerose 2022). According to *Dance Insight* “In the vaguest, broadest, most general sense... the average price of dance classes is: \$15 per hour.” This would mean one class a week for a month would cost around \$60 a month. Additionally, another article from SuperProf (an organization that offers virtual tutoring and courses on a variety of topics including dance) explained that the cost of dance as a hobby can range from \$60 to \$150 per month for tuition, with a majority being on the lower end of that range. All sources made note that this is just the cost of dance instruction, not the cost of dance attire, dance shoes, recital fees, costumes, or additional classes. They also note this is for recreational classes, not competitive classes, which oftentimes introduces significantly more cost such as competition fees and a requirement of more dance courses a week. Additionally, the authors note that the cost vastly varies depending on your location. In the United States midwestern cities had lower costs (around \$50 billed on a monthly basis for a 1 hour a week dance class) whereas coastal cities such as California and New Jersey have prices averaging over \$100 billed on a monthly basis for a 1 hour a week dance class (Dance Parents). Overall, most sources agree that dance classes have an average cost of about \$60 per month for one hour of class a week.

### **2.3 Wichita**

Wichita Kansas is the largest city in the state of Kansas with a population of roughly three hundred, ninety-seven thousand, and five hundred people (U.S. Census Bureau, 2020). It is located within Sedgwick County, but this research looks only at dance classes offered within city limits of Wichita Kansas. According to 2020 United States census data 62.5% of the population are White alone (not Hispanic or Latino), 17.4% are Hispanic or Latino, 10% are Black or African American alone, and 6.4% are two or more races.

Overall, 17% of the city lives below the poverty line. However only 9.5% of White non-Hispanic or Latino residents live below the poverty line whereas 24.6% of Black/African American residents live below the poverty level (U.S. Census Bureau, ACS 2019). The average household income in Wichita Kansas is \$53,466 and the median individual income in 2020 was \$29,812 (U.S. Census Bureau, 2020).

Additionally, Wichita city limits contain thirty-three zip codes but only 26 of these are populated. The other zip codes have little to no residents residing in them, they may be farmland, or other areas that are populated.

**CHAPTER 3**  
**RESEARCH QUESTIONS**

How accessible are dance classes in Wichita Kansas?

- i. Where are classes located in Wichita geographically?
- ii. What is the average cost of dance in Wichita?
- iii. What are the demographics (specifically race/ethnicity and income levels) of the neighborhoods the classes are located?
- iv. Is there a connection between the demographics of the neighborhoods and the number of dance class locations available?

## CHAPTER 4

### METHODS

This study used publicly available information for 34 locations that provide dance education to people within the city limits of Wichita Kansas. Organizations were identified through school district websites, *The City of Wichita's* website, public websites that compile recreation activities for children, and websites and social media of local dance studios, The Young Men's Christian Association or YMCA's, (recreation-based non-profits) and city community centers.

Once the locations were identified they were divided into three categories: public school classes, private (for-profit) organizations, and community (non-profit) centers. The locations were organized by category and separated by which zip code they are located within.

Next, the cost per 1 month for 1 hour of dance training a week was determined for all dance class locations who had that information publicly available. This means only the dance locations that had information on their websites, or social media accounts about the cost of classes were utilized which was 28 out of the identified 34 dance class locations. If the information was not available in this way they were marked at N/A. The costs used were only the monthly cost of approximately 1 hour per week of dance. Some locations did offer classes in 1-hour increments, so averages were used. Factors such as family discounts, discounts for taking larger number of classes, or any other tiered pricing system were not considered.

From there a data set was created using Microsoft Excel. The data was separated by zip code and the average cost of dance class was also added. Data available through the U.S Census American Communities Survey was downloaded and reviewed to determine the information

regarding income, poverty level, and race/ethnicity of the populations of all the zip codes in Wichita. This information was then added to the excel file.

The number of dance classes in each zip code was compared to the percentage of people living at or under the poverty level in that zip code as well as the percentage of the population that identify as white non-Hispanic. The income of different zip codes was compared to the number and type of dance classes available in them. The same was done with the race/ethnicity of the area. This was done to see if there were any noticeable differences or patterns in the locations of dance classes when compared to income and race/ethnicity.

Additionally, the locations of dance classes were mapped using Geographic Information System Mapping (GIS), a computer system that analyzes and displays geographic information. The exact address of every dance class location in the data set was entered and pinned onto a map in the system. Each category (for-profit, community, school) of dance class location was given a specific color of pin to distinguish the types of locations. Next the city limits were layered on the map to show where the dance class locations were compared to the areas of the city. This map was saved and became the base map that was used to compare dance class locations to the income and race/ethnicity across the city.

. The GIS system includes a data base of maps created by US Census data including information regarding income, and race/ethnicity of the entire United States. The location of classes and the demographics of the neighborhoods were compared using layering of the US Census Data maps and the base map. These maps and charts of the data were created to show a visual representation of dance classes in Wichita compared to the demographics of Wichita.

## CHAPTER 5

### DISCUSSION

#### 5.1 Location of Classes

All 34 dance class opportunities in Wichita were located in only 16 out of the 26 populated zip codes in the city.

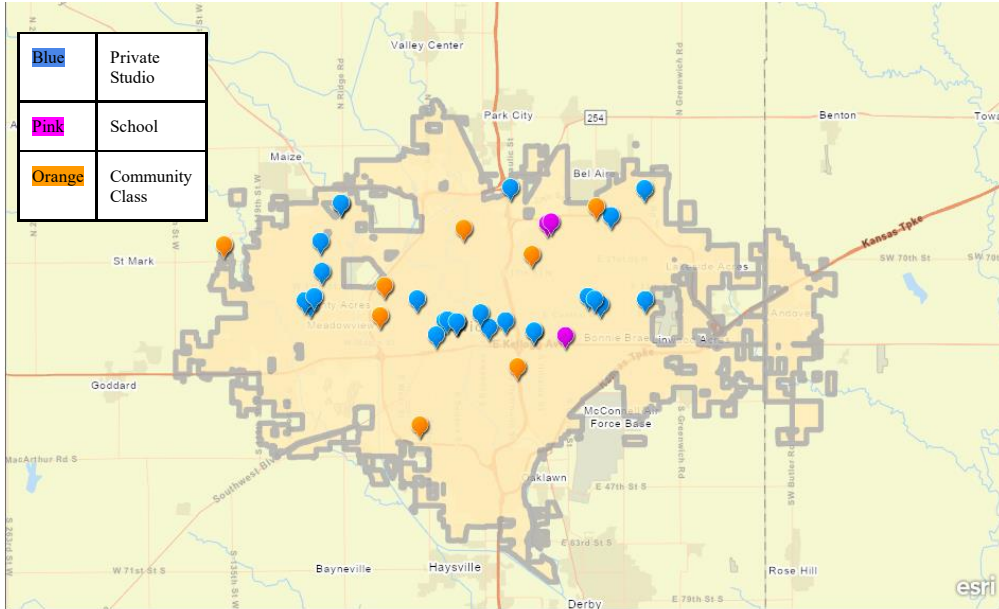
<i>Zip code</i>	<i>number of dance class location</i>	<i>private</i>	<i>school</i>	<i>Community</i>
67202	2	2	0	0
67203	5	5	0	0
67204	1	0	0	1
67205	2	2	0	0
67206	2	2	0	0
67208	2	2	0	0
67211	4	3	0	1
67212	5	3	0	2
67213	2	2	0	0
67214	1	0	0	1
67217	1	0	0	1
67218	1	0	1	0
67219	1	1	0	0
67220	3	0	2	1
67226	1	1	0	0
67235	1	0	0	1

A full break down of zip codes can be found in appendix A.

As the chart above shows, community classes are in 7 of the 26 zip codes, and public-school classes are located in 2 of the 26 zip codes. Dance and community classes are more affordable than for-profit dance studio classes, but they exist in significantly less zip codes and less frequently than for-profit studios in Wichita. This means that most of the city does not have easy access to these more affordable opportunities to dance. This data can be better visualized on a map.



The map below gives a glance at where classes are concentrated in Wichita, and where classes are lacking.



A majority (30) of dance class locations are north of US 54/US 400 and the only classes located south of it are community classes. Historically this area has been lower income and redlined districts, meaning they have high concentration of non-White residents. This shows a lack of availability to those populations especially when looking at private for-profit dance studios.

When looking at schools, one middle school and one elementary school offer dance classes in schools. If you look at the map above, you will see two of three schools are located directly next to each other in zip code 67220. These are the two schools that offer dance classes as an educational class during school. This shows that only students grades K-8 in a very select area of Wichita have access to in school dance classes. The third school that is in a different location is an elementary school offers an after-school dance troupe that anyone can join in order to learn dances from a variety of cultures, no experience is required. This is a great opportunity

for students at that school, however because it is after school hours, it requires parents of those children to be able to provide or find transportation to be able to have access to the opportunity.

## 5.2 AVERAGE COST

The average cost per month for a 1 hour per week class in Wichita Kansas is \$30.17. Based on the sources in section 2.2, this price is about half of the average cost of dance classes in the United States. When breaking down the average further, the average cost per month for a 1 hour per week class of private class is \$44 and the average cost per month for a 1 hour per week community class is \$19, whereas the classes offered in schools are no cost at all. The students that can take or participate in dance classes through their public schools are able to do so at no regular cost but because there are only two of these, it does not benefit most of the Wichita population. Community classes cost on average less than half of classes offered by private business dance studios. These average prices do not include dance attire, performance, enrollment fees, or anything other than one-hour long class a week, for a month.

The full break down of dance class locations and cost per month for a 1hr a week class in in Wichita can be found in Appendix B.

Breaking down the information further, the most expensive privately owned studio is \$65 dollars a month for a 1-hour long class per week. This is higher than the national average. This dance class location is located in zip code 67212. At the other end of the spectrum one of the cheaper options (a community class that is \$14 a month) is in 67214.

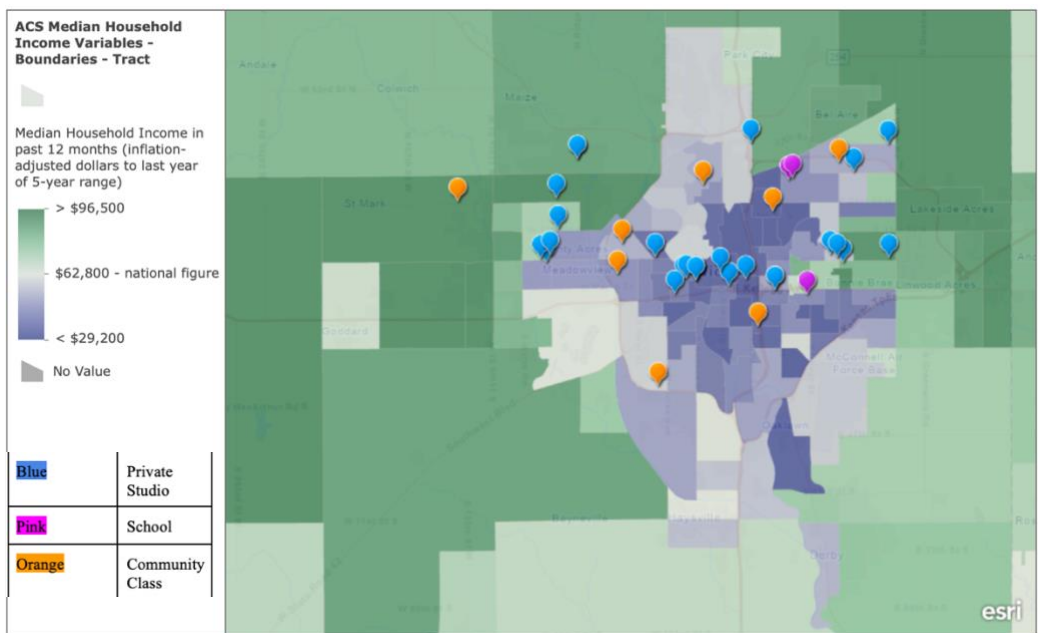
Zip Code	Median Household Income	Percentage of population living in Poverty	cost of the most expensive dance class in that zip code
67212	\$71,829	4%	\$ 65 month
67214	\$35,238	25%	\$14 /month

The chart above shows how those prices compare to both the household income and poverty level of those zip codes. Looking at just these two options shows that there are different options for affluent and less affluent neighborhoods and the cost of dance may be adjusted based on the income of the area in which the class is offered. A full break down of the average cost compared to average income can be found in appendix C.

### 5.3 DEMOGRAPHICS OF WHERE CLASSES ARE LOCATED

#### 5.3.1 Income

This map shows the location of dance classes compared to the income of the area.



Sedgewick County GIS | City of Wichita, Esri, HERE, Garmin, SafeGraph, METI/NASA, USGS, EPA, NPS, USDA

This map shows that there are dance locations in all income level areas. Based on this it is not clear if there are any connections between income and the likelihood to have a dance class location nearby. Looking closer at the data uncovers that the three zip codes that have an average household income less than the Wichita median household income (67211,67213,67214).

Zip code	Median household income	Number of dance class locations	private	school	community
67211	40,640	4	3	0	1
67213	46,307	2	2	0	0
67214	35,238	1	0	0	1

This shows that there is a lot of variety in availability of dance class locations in zip codes with lower-than-average household income. All three zip codes shown above have less than average income but vary greatly in the number of and type of dance class locations available, as one only has privately owned studios while another only has one community-based class available, and the third has a mix of both. None of these zip codes have school-based dance classes, showing a lack of that in low-income areas.

When we look at the two zip codes with the highest incomes (67230 and 67228) we find zero dance class locations. These zip codes do have smaller populations so that may be part of the reason for their lack of dance class locations.

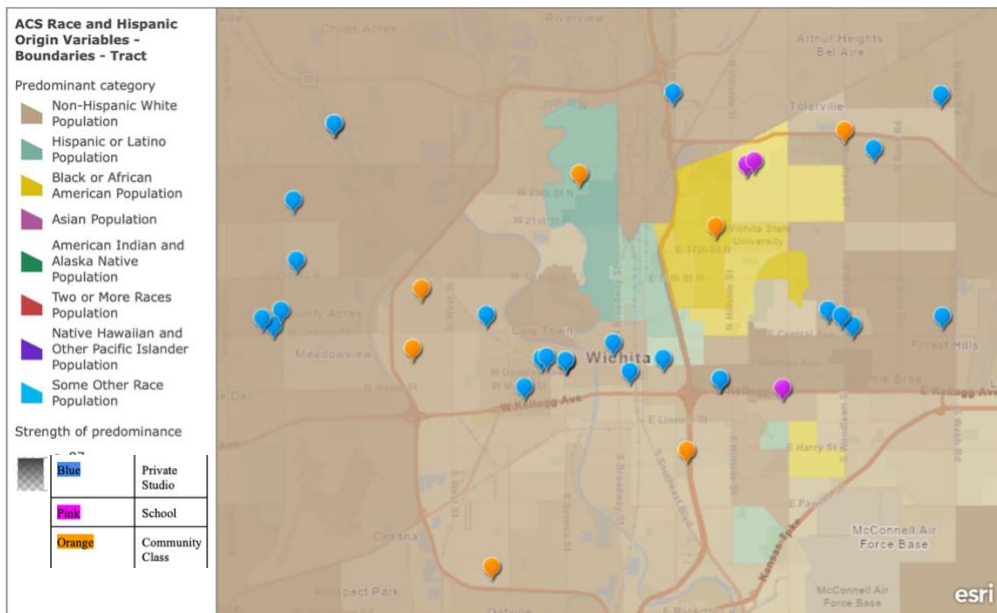
When looking at this from a different angle, the zip codes with the highest percentage of people living in poverty, similar results arise.

Zip code	Percentage of residents living in poverty	Number of dance class locations	private	school	community
67211	24.1	4	3	0	1
67213	23.5	2	2	0	0
67214	25.1	1	0	0	1
67232	22.7	0	0	0	0

When looking at this data the addition of zip code 67232 occurs. This zip code had zero dance class locations a poverty rate of over 22% but an average household income higher than

the average in Wichita. Again, there does not seem to be a clear connection between income of a zip code and the number of dance class locations nor the type of classes. This is contrary to most national studies discussed in the literature review that showed a connecting between income/poverty and availability of dance class. We can note all low-income zip codes lack school-based classes, however there are only three schools in the entirety of city that offer dance classes so it is hard to say this discrepancy is because of income.

### 5.3.2. Race/Ethnicity



Looking at the map above, the only classes in non-White neighborhoods were community classes and school-based classes – there were no private studios in predominantly Black and Hispanic neighborhoods. This includes portions of the zip codes of 67204, 67207, 67210, and 67214. While community classes and dance programs in the USD 259 public schools are good opportunities for students to get introduced to dance, based on their websites they offer fewer classes and less variety than most privately owned studios in Wichita. This means that the

neighborhoods that are predominantly Black and/or Hispanic do not have access to as much dance. These findings are similar to findings discussed earlier from the study done by Powell, L. M., Slater, S., Chaloupka, F. J., & Harper, D. In 2006 where they found that minority populations have less access to dance facilities.

Additionally, as explained earlier- privately owned studios are on average more expensive than classes in schools or community-based classes so the courses in these minority neighborhoods are more affordable than private studios.

There is a full break down of the demographics including race and income levels of the various zip codes in Wichita in Appendix D. That information is compared to the number of dance classes in the zip code in Appendix E.

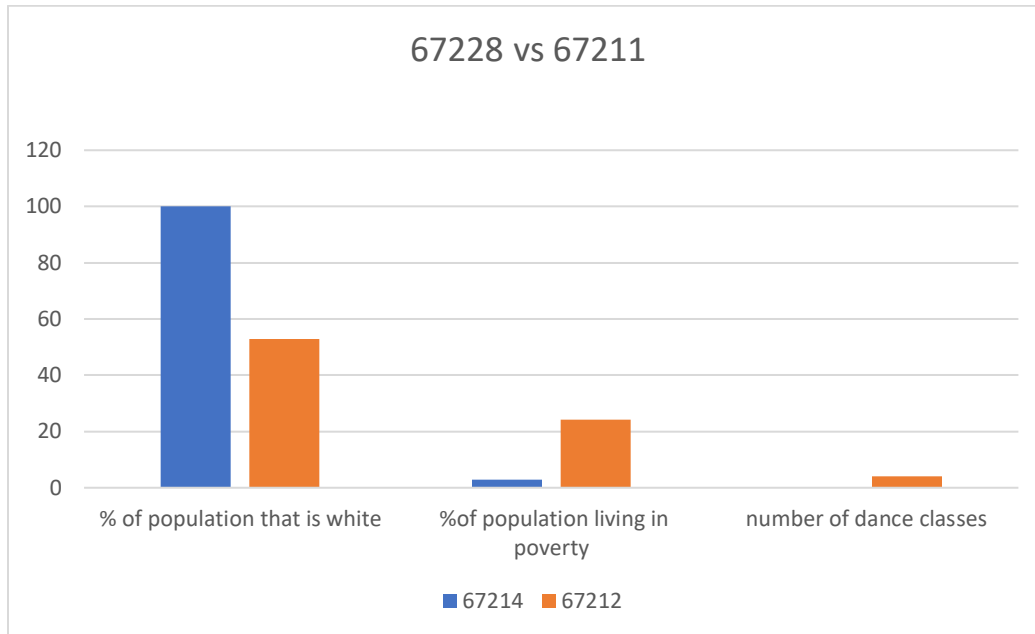
#### **5.4 ZIPCODE FINDINGS and INTERSECTIONALITY**

It is important to note that there are many factors at play when looking at access and many of these variables are connected and intertwined. Race/ethnicity is frequently connected to income. As noted earlier, 25% of Black/ African American residents of Wichita live in poverty compared to only 9% of White residents. Additionally different zip codes have different population sizes and various other factors that may cause them to have more, or less dance class locations. To understand how all of these factors work together it is beneficial to analyze to similar zip codes.

When comparing some zip codes there are results that go against all of the findings in the literature review. For example, zip code 67228 and 67211.

Zip Code	Percentage of residents living in poverty	Percentage of residents that are white	Number of dance class locations
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67228	2.9%	100%	0
67211	24.1%	53%	4

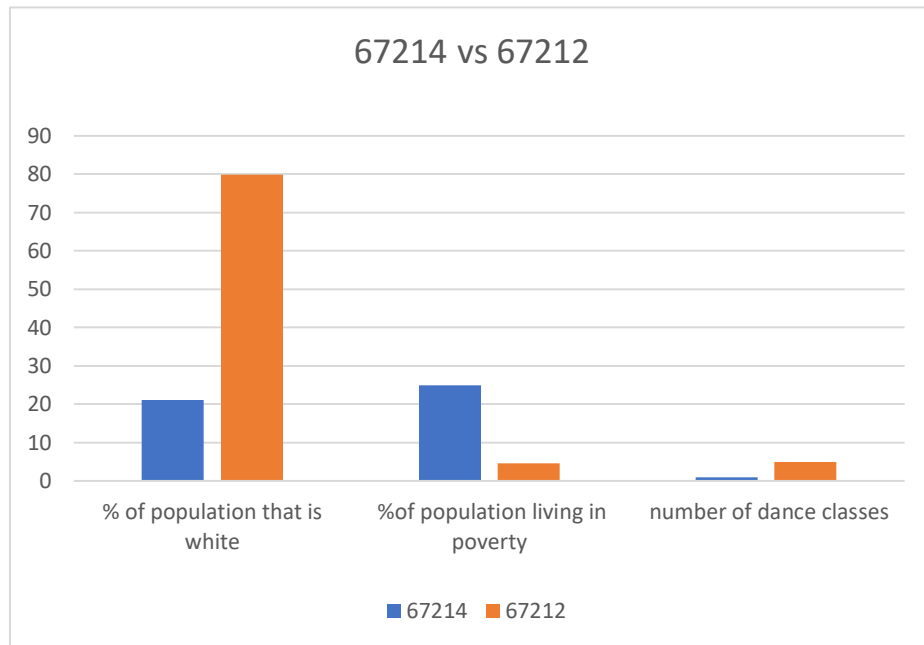


The literature review would make it seem that a zip code like 67228 that has a low percentage of people living in poverty and a large population of White residents would have more dance class opportunities compared to 67211 with a much higher poverty rate and a much lower percentage of White residents. These unexpected results could be caused by the density of population, and location of the area. Therefore, it is important to compare zip codes that are as similar as possible. One example of this is 67212, and 67214, mentioned earlier when discussing class prices.

These zip codes do not have the same population (approx. 44,000 and approx. 16,000 respectively) but they are both centrally located in Wichita just north of US 54 as seen in this map. This location matters as central locations might be more appealing to people opening dance

studio businesses because people from all areas could commute. In this scenario those with less access to transportation are likely to have less opportunity to attend dance classes.

Zip code	mean income	Percentage of families living in poverty	Percentage of population that is white Non-Hispanic/Latino	Number of Dance Class Locations	private	school	Community
67212	71829	4.7	79.8	5	3	0	2
67214	35238	25.1	21.1	1	0	0	1



Zip code 67214 has one publicly accessible dance class location which is at a city funded recreation center. It is categorized as a community class. This zip code is located in the center of Wichita. It is also the zip code with the highest poverty level in Wichita and has one of the lowest percentages of White residents. On the other hand, 67212 has three private studios and two community-based locations.

Unlike 67214, 67212 has a low poverty rate and an above average median household income. Almost 5% of 67212's residents live below the poverty level, and they have a mean



income up \$71,829. Approximately 80% of the residents of this zip code are White. When comparing these two zip codes, it seems that the more affluent and more white zip code, 67212 has more opportunity for dance than the less affluent and predominately non- white zip code of 67214.

## **CHAPTER 6**

### **CONCLUSION**

The results show that in Wichita Kansas there is not any strong connection between income and access to dance classes when looking at the entirety of geographical access. The data shows patterns that are unlike studies referenced in literature review, done in different metropolitan areas about both dance and recreation. When comparing individual zip codes that are both centrally located higher income does show to be connected to more dance class opportunities. To further study this it is important to do more research adding in the additional variable of population density, and then start looking into the causes of the discrepancies in access to find ways to decrease the gap in access.

This research did find here are more opportunities for dance classes in White neighborhoods compared to predominately Black and/or Hispanic neighborhoods no matter the geographical location. This shows a gap in access to dance classes between White and non-White people. This information could be taken to advocate a need for more opportunities in the majority non-White neighborhoods and used as motivation to assess and act to lessen the access gap.

There are many outside variables that may have impacted the data and explain why the results were different than expected. Wichita is the largest city in Kansas, but it is still smaller than many metropolitan areas in other states. Because of the size and shorter commutes, it is not unusual for people to travel across the city for activities, recreation, or even school. The neighborhoods most centrally located in Wichita are more often the lower income

neighborhoods. But, because of their central locations, there may be benefits to private studio owners to be located there, as it is accessible from all sides of the city. To fully understand the full scope of accessibility of dance in Wichita, these other variables will have to be accounted for in research.

Additionally, there are different organizations in Wichita, such as churches, that may offer dance classes for their congregation, but this type of class requires membership or connections to access. They are not easily found or accessible to the general public.

Another area that needs to be further investigated, is what styles of dance are available to people and what styles of dance are the most and least accessible in various neighborhoods. Just because there is a location available to take a dance class does not mean it has the same variety or opportunities as other locations. Styles of dance, ballet, jazz, modern, hip hop, tap, cultural dances, and more, all require unique skills and instruction. It may be beneficial to look into all of the classes offered in Wichita and see what styles of dance instruction are lacking to better understand access to dance in Wichita KS.

As the study shows, dance classes in Wichita are lacking in areas south of U.S. 54. Historically this is an area of redlining, and segregation. Further research is needed to determine the connections between the discrimination history of this area and the current access to dance.

The research done here shows that income and race/ethnicity are not mutually exclusive variables and frequently low-income areas that are also majority non-White have the least access to dance classes in Wichita. Further research should be done to investigate the causes of this to better understand how to address it. The results of this study lead me to believe that the Wichita community would benefit from further research about dance access and the origins of gaps in

access, because to fully address issues of access, all variables and components of the issue should be fully understood.

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## APPENDICES

**APPENDICES**

**Appendix A**

**Dance Class Locations**

<i>Zip code</i>	<i>number of dance class location</i>	<i>private</i>	<i>school</i>	<i>Community</i>
67202	2	2	0	0
67203	5	5	0	0
67204	1	0	0	1
67205	2	2	0	0
67206	2	2	0	0
67207	0	0	0	0
67208	2	2	0	0
67209	0	0	0	0
67210	0	0	0	0
67211	4	3	0	1
67212	5	3	0	2
67213	2	2	0	0
67214	1	0	0	1
67215	0	0	0	0
67216	0	0	0	0
67217	1	0	0	1
67218	1	0	1	0
67219	1	1	0	0
67220	3	0	2	1
67223	0	0	0	0
67226	1	1	0	0
67227	0	0	0	0
67228	0	0	0	0
67230	0	0	0	0
67232	0	0	0	0
67235	1	0	0	1

**Appendix B**  
**Dance Location Names and Cost**

<i>Dance class location type and name</i>	<i>Zip Code</i>	<i>cost per month per 1 hr/week class</i>
<i>p1 A Step Ahead</i>	67202	\$48
<i>p2The Lux</i>	67202	\$48
<i>p3young World</i>	67203	\$50
<i>p4 Amiras</i>	67203	\$37
<i>p5 Dance in Time</i>	67203	\$20
<i>p6Ballet Wichita</i>	67203	\$48
<i>cc1evergreen rec center</i>	67204	\$13.50
<i>p7Encore</i>	67205	\$45
<i>p8Dance Reflections</i>	67205	-
<i>p9Dance Kinetics</i>	67206	-
<i>p10Kansas Dance Academy</i>	67206	\$44
<i>p11Empire</i>	67208	-
<i>p12Kelcys Dance Studio</i>	67208	\$33
<i>cc2 Linwood rec center</i>	67211	\$14
<i>p14Wichita Childrens Theater</i>	67211	\$45
<i>p13 Safria Center world</i>	67211	-
<i>p15 ill Landrith</i>	67211	\$45
<i>cc3 Kiawanis park</i>	67212	\$13.50
<i>cc4 Orchard Rec center</i>	67212	\$16.50
<i>p16 Tenacity</i>	67212	-
<i>p17Paquita</i>	67212	\$65
<i>p18 Electric Dance Productions</i>	67212	-
<i>p19 Swing Dance SOciety</i>	67213	\$40
<i>p20sway Ballroom</i>	67213	\$48
<i>cc5 atwater community center</i>	67214	\$14
<i>cc6South Y</i>	67217	\$27
<i>s3 Jefferson elementary</i>	67218	\$0
<i>p21Midwest dance mechanix</i>	67219	\$45
<i>cc7North Y</i>	67220	\$27
<i>s1Brooks middle school</i>	67220	\$0
<i>s2Buckner elementary</i>	67220	\$0
<i>p22Wichita School of Performing Arts</i>	67226	\$45
<i>cc8NW YMCA</i>	67235	\$27

## Appendix C

### Dance class cost and income of the zip code it is located

<i>Dance class location type and name</i>	<i>Zip Code</i>	<i>cost per month per 1 hr/week class</i>	<i>Mean income of Zip Code</i>
<i>p1 A Step Ahead</i>	67202	\$48	56045
<i>p2The Lux</i>	67202	\$48	56045
<i>p3young World</i>	67203	\$50	52878
<i>p4 Amiras</i>	67203	\$37	52878
<i>p5 Dance in Time</i>	67203	\$20	52878
<i>p6Ballet Wichita</i>	67203	\$48	52878
<i>cc1evergreen rec center</i>	67204	\$13.50	65999
<i>p7Encore</i>	67205	\$45	124127
<i>p8Dance Reflections</i>	67205	-	124127
<i>p9Dance Kinetics</i>	67206	-	124127
<i>p10Kansas Dance Academy</i>	67206	\$44	124127
<i>p11Empire</i>	67208	-	67811
<i>p12Kelcys Dance Studio</i>	67208	\$33	67811
<i>cc2 Linwood rec center</i>	67211	\$14	40640
<i>p14Wichita Childrens Theater</i>	67211	\$45	40640
<i>p13 Safria Center world</i>	67211	-	40640
<i>p15 ill Landrith</i>	67211	\$45	40640
<i>cc3 Kiawanis park</i>	67212	\$13.50	71829
<i>cc4 Orchard Rec center</i>	67212	\$16.50	71829
<i>p16 Tenacity</i>	67212	-	71829
<i>p17Paquita</i>	67212	\$65	71829
<i>p18 Electric Dance Productions</i>	67212	-	71829
<i>p19 Swing Dance SOciety</i>	67213	\$40	46307
<i>p20sway Ballroom</i>	67213	\$48	46307
<i>cc5 atwater community center</i>	67214	\$14	35238
<i>cc6South Y</i>	67217	\$27	59612
<i>s3 Jefferson elementary</i>	67218	\$0	55893
<i>p21Midwest dance mechanix</i>	67219	\$45	68585
<i>cc7North Y</i>	67220	\$27	70962
<i>s1Brooks middle school</i>	67220	\$0	70962
<i>s2Buckner elementary</i>	67220	\$0	70962
<i>p22Wichita School of Performing Arts</i>	67226	\$45	93354
<i>cc8NW YMCA</i>	67235	\$27	119787

**Appendix D**  
**Location demographics**

<i>Zip code</i>	<i>mean income</i>	<i>Percentage of families living in poverty</i>	<i>Percentage of population that is white Non-Hispanic/Latino</i>
ZIP Code 67202	56045	10.8	83.7
ZIP Code 67203	52878	13	60.6
ZIP Code 67204	65999	7.8	49.7
ZIP Code 67205	124127	1.3	85.8
ZIP Code 67206	129346	3.7	80
ZIP Code 67207	67533	11.9	48.6
ZIP Code 67208	67811	14.6	54.5
ZIP Code 67209	83325	2.8	83.9
ZIP Code 67210	54812	17.3	44.6
ZIP Code 67211	40640	24.1	53
ZIP Code 67212	71829	4.7	79.8
ZIP Code 67213	46307	23.5	59.2
ZIP Code 67214	35238	25.1	21.1
ZIP Code 67215	93453	4.2	84.6
ZIP Code 67216	56274	15.3	59.9
ZIP Code 67217	59612	16.6	68.9
ZIP Code 67218	55893	15.7	53.4
ZIP Code 67219	68585	15.4	48.5
ZIP Code 67220	70962	5.3	50.2
ZIP Code 67223	120721	7.7	
			N/A
ZIP Code 67226	93354	6.6	92.6
ZIP Code 67227	104809	6.2	70.4
ZIP Code 67228	186570	2.9	100
ZIP Code 67230	161405	2.7	76.2
ZIP Code 67232	92076	22.7	78.2
ZIP Code 67235	119787	1.6	91.4

## Appendix E

### Demographics compared to number and type of dance class locations

<i>Zip code</i>	<i>mean income</i>	<i>Percentage of families living in poverty</i>	<i>Percentage of population that is white Non-Hispanic/Latino</i>	<i>Number of Dance Class Locations</i>	<i>private</i>	<i>school</i>	<i>Community</i>
<i>ZIP Code 67202</i>	56045	10.8	83.7	2	2	0	0
<i>ZIP Code 67203</i>	52878	13	60.6	5	5	0	0
<i>ZIP Code 67204</i>	65999	7.8	49.7	1	0	0	1
<i>ZIP Code 67205</i>	124127	1.3	85.8	2	2	0	0
<i>ZIP Code 67206</i>	129346	3.7	80	2	2	0	0
<i>ZIP Code 67207</i>	67533	11.9	48.6	0	0	0	0
<i>ZIP Code 67208</i>	67811	14.6	54.5	2	2	0	0
<i>ZIP Code 67209</i>	83325	2.8	83.9	0	0	0	0
<i>ZIP Code 67210</i>	54812	17.3	44.6	0	0	0	0
<i>ZIP Code 67211</i>	40640	24.1	53	4	3	0	1
<i>ZIP Code 67212</i>	71829	4.7	79.8	5	3	0	2
<i>ZIP Code 67213</i>	46307	23.5	59.2	2	2	0	0
<i>ZIP Code 67214</i>	35238	25.1	21.1	1	0	0	1
<i>ZIP Code 67215</i>	93453	4.2	84.6	0	0	0	0
<i>ZIP Code 67216</i>	56274	15.3	59.9	0	0	0	0
<i>ZIP Code 67217</i>	59612	16.6	68.9	1	0	0	1
<i>ZIP Code 67218</i>	55893	15.7	53.4	1	0	1	0
<i>ZIP Code 67219</i>	68585	15.4	48.5	1	1	0	0
<i>ZIP Code 67220</i>	70962	5.3	50.2	3	0	2	1
<i>ZIP Code 67223</i>	120721	7.7	Not available	0	0	0	0
<i>ZIP Code 67226</i>	93354	6.6	92.6	1	1	0	0
<i>ZIP Code 67227</i>	104809	6.2	70.4	0	0	0	0
<i>ZIP Code 67228</i>	186570	2.9	100	0	0	0	0
<i>ZIP Code 67230</i>	161405	2.7	76.2	0	0	0	0
<i>ZIP Code 67232</i>	92076	22.7	78.2	0	0	0	0
<i>ZIP Code 67235</i>	119787	1.6	91.4	1	0	0	1