



A Business Analysis of The Children's Art Studio

Elyssa Boulet

Spring 2011
Capstone Advisor: Richard Linowes

University Honors in Business Administration
Kogod School of Business: Business Administration

ABSTRACT

The Children's Art Studio is a non-profit organization founded on the belief that children reap tremendous emotional, intellectual and developmental gains from making art and that this opportunity should be made available to all children regardless of their family's ability to pay. The following is an analysis of external and internal factors that have affected the tremendous growth seen in The Children's Art Studio as well as a proposed future action plan. Given current strengths and weaknesses and future opportunities and threats, future steps including greater delegation of teaching and extraneous responsibilities, a renewed focus on grant applications and scholarship students, and a maintenance of current momentum through marketing tactics are examined to determine how they could affect The Children's Art Studio.

EXECUTIVE SUMMARY

In Washington, DC, the arts education industry is made up of a wide range of organizations. Current trends include an increased value placed on arts education but a decline in the availability of arts education in schools. Future opportunities include a growing target population in DC, reaching out to preschool aged children, operating in a location that is metro accessible and in general providing private art classes as parents are looking to expose their children to art who are no longer receiving such exposure in school. Future threats include a general decline in the value placed on the arts by society and oversaturation of the market.

The Children's Art Studio is a non-profit organization founded on the belief that children reap tremendous emotional, intellectual and developmental gains from making art and that this opportunity should be made available to all children regardless of their family's ability to pay^a. Since the new studio space acquired in December of 2009, The Children's Art Studio has seen tremendous growth with revenues growing from \$7789 in fiscal year 2008-2009 to almost \$80,000 in fiscal year 2009-2010^b.

However, The Children's Art Studio is nearing capacity and as it does so it must address current growing pains, including a dependence on the executive director and a difficulty reaching scholarship students. These challenges can be turned into opportunities through greater delegation of teaching and extraneous responsibilities allowing the executive director to allot time towards grants and scholarship students. Furthermore, this growing momentum should be maintained through new marketing tactics.

^a "The Children's Art Studio." Website. <http://www.childrensartstudio.org>.

^b Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

INDUSTRY ANALYSIS

The arts education industry encompasses a wide variety of organizations, from small private classes to large schools, all of which aim to promote the arts in society and educate their students in the practice of the arts. The following industry analysis will focus on the arts education industry in the Washington DC metro area and even more specifically on arts education aimed at children. An analysis of the current structure and trends allows for potential future opportunities and threats in the industry to be identified.

INDUSTRY STRUCTURE

There are a wide variety of institutions and organizations offering children's art education in Washington, DC. These range from private, in-home classes to large schools with dozens of teachers and classes. Appendix H includes a sampling of these organizations with information regarding classes, locations and price.

From this sampling of eighteen organizations some interesting observations arose. The first was that of the 18 organizations only nine offered classes to preschool aged children.^c However, almost all (17) had classes tailored towards slightly older children such as those in elementary to middle school.^d

^c See Appendix H

^d See Appendix H

The second observation was that under half of these organizations were easily metro accessible. Appendix G details the locations of the organizations sampled. This raises accessibility issues for families who may not have a vehicle to reach the organizations that are not metro accessible. One organization, Capitol Hill Arts Workshop, deserves a special recognition for its solution to becoming more accessible. It provides van services from local schools to pick up students and bring them to its location on school days.^e

A third issue, also related to accessibility, is the price of these classes. On average, a 6 week weekly class would cost \$138 based on the sampling of organizations.^f It should again be noted that some organizations do not fall within this average and are instead outliers. For example, Sitar Arts Center makes it its policy to have 80% of its students be from low income families every semester.^g In order to support this goal, tuition for classes is determined on a sliding fee scale in order to ensure that classes are affordable to all in the community.^h It is important to note that Sitar is ran as a 501(c)(3) non-profit and that student tuition is only a small contribution towards the cost of running the organization.ⁱ

Lastly, it should be noted that the organizations chosen for the sampling all provide a high level of arts instruction. Each does however vary in its teaching methods

^e Capitol Hill Arts Workshop. <http://chaw.org/>. Accessed March 2011.

^f See Appendix H

^g Sitar Arts Center. <http://www.sitarartscenter.org>. Accessed March 2011.

^h Sitar Arts Center. <http://www.sitarartscenter.org>. Accessed March 2011.

and style. Teaching style can greatly affect how much each student enjoys the lessons. Even with this great variance, no organization explicitly mentions that they employ a Reggio Emilia approach in their teaching.

CURRENT INDUSTRY TRENDS

While the benefits of arts education are being proven in studies and discussed among parents, arts education, especially in public schools, is on the decline. This creates an unmet need and is where private arts education organizations, such as the Children's Art Studio and the others discussed above, step in.

A study conducted by the NGA Center for Best Practice in 2002 found that arts education prepared children not only to do well in classrooms, but in the workforce as well.^j It found that “children who study the arts are: four times more likely to be recognized for academic achievement; elected to class office within their schools three times as often; four times more likely to participate in a math and science fair; three times more likely to win an award for school attendance; and four times more likely to win an award for writing an essay or poem. In addition to academic success, students introduced to arts education have

ⁱ Sitar Arts Center. <http://www.sitarartscenter.org>. Accessed March 2011.

^j “The Impact of Arts Education on Workforce Preparation.” NGA Center for Best Practice. <http://www.nga.org/cda/files/050102ARTSED.pdf>.

heightened soft skills”^k. With more studies illustrating the positive impact of arts education, more parents are looking for organizations that can expose their children to these activities.

However, arts education seems to be declining, especially for populations with lower socioeconomic status and minorities. For example, the 2008 Survey of the Public Participation in the Arts by the National Endowment for the Arts, found a “general decline in arts education.”^l However, in 2008, “adults whose parents had the highest educational attainment (highest socioeconomic status) were 17 percent less likely to have had a childhood arts education than the adults of 1982”.^m Additionally, “those whose parents had the lowest educational attainment (lowest socioeconomic status) were nearly 77 percent less likely to have had childhood arts education”.ⁿ This illustrates that the decline in arts education was seen more severely amongst populations of a lower economic status.

Another additional finding of the Survey of the Public Participation in the Arts was the impact race had on arts education. The decline in the rate of childhood arts education was “relatively insignificant from 1982 to 2008, just five percent, while the declines in the rate among African American and Hispanic children are quite

^k “The Impact of Arts Education on Workforce Preparation.” NGA Center for Best Practice. <http://www.nga.org/cda/files/050102ARTSED.pdf>.

^l 2008 Survey of the Public Participation in the Arts. The National Endowment for the Arts <http://www.nea.gov/research/2008-SPPA.pdf>.

^m 2008 Survey of the Public Participation in the Arts. The National Endowment for the Arts <http://www.nea.gov/research/2008-SPPA.pdf>.

substantial — 49 percent for African American and 40 percent for Hispanic children".^o These statistics are important to note because it supports the conclusion that "almost the entire decline in childhood arts education between the 1982 and 2008 SPPAs was absorbed by African American and Hispanic children".^p Furthermore, the results lend "credibility to the hypothesis that the declines for those children resulted from declines in arts education in the schools, where African American and Hispanic children were the most likely to have received any arts instruction".^q

FUTURE OPPURTUNITIES

Future opportunities include a growing target population in DC, reaching out to preschool aged children, operating in a location that is metro accessible, and in general providing private art classes as parents are looking to expose their children to art who are no longer receiving such exposure in school.

A growing population, specifically of young children, in DC means a growing number of potential students for art education organizations. Census data and estimations from 2000 to 2009 indicate a growing number of potential students. In

ⁿ 2008 Survey of the Public Participation in the Arts. The National Endowment for the Arts <http://www.nea.gov/research/2008-SPPA.pdf> .

^o 2008 Survey of the Public Participation in the Arts. The National Endowment for the Arts <http://www.nea.gov/research/2008-SPPA.pdf> .

^p 2008 Survey of the Public Participation in the Arts. The National Endowment for the Arts <http://www.nea.gov/research/2008-SPPA.pdf> .

2000, 5.7% of the population or 32,536 people were under the age of five in Washington, DC^r. In 2009, this segment of the population was estimated to have grown to 6.2% of the population or 37,179 people^s. This indicates that this segment of the population that has the potential to be served by the Children's Art Studio, ie young children, is growing. This belief that there is growing demand is further supported by the fact that while there are a high number of organizations providing art classes in the DC area, classes often fill up. This illustrates there is a demand for these services that is still unfilled.

As noted in the sampling, older students (elementary aged and up) are served by most organizations. However, it is more difficult to find classes tailored to the unique needs of preschool aged children. These younger students require a different set of skills from teachers which is perhaps one of the reasons organizations aren't offering classes for them. However, there is certainly the opportunity for an organization to more directly target the preschool aged children and their parents.

^q 2008 Survey of the Public Participation in the Arts. The National Endowment for the Arts

<http://www.nea.gov/research/2008-SPPA.pdf>.

^r "District of Columbia 2000 Fact Sheet". US Census Bureau.

http://factfinder.census.gov/servlet/SAFFacts?_event=&geo_id=04000US11&_geoContext=01000US|04000US11&_street=&_county=&_cityTown=&_state=04000US11&_zip=&_lang=en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=040&_submenuId=factsheet_1&ds_name=ACS_2009_5YR_SAFF&ci_nbr=null&qtr_name=null®=&_keyword=&_industry=.

^s "District of Columbia Quick Facts 2005-2009." US Census Bureau.

<http://quickfacts.census.gov/qfd/states/11000.html>.

Even though studies have proven the positive impact of arts education students aren't currently being exposed to such forms of education as often in schools. These two trends mean that parents are looking for private classes to expose their children to art education. In this regard, private arts education organizations can step up to meet this need.

FUTURE THREATS

Future threats to the arts education industry include a general decline in the value placed on the arts by society and oversaturation of the market. While recent studies have highlighted the positive effects of art education, if this sentiment was to shift so that art education was seen as more of a pastime or less valuable there would be a decline in demand for art education classes. This would negatively affect the organizations providing these classes.

Already, there are a multitude of organizations that provide arts education. At some point the number of providers could exceed the demand. If this oversaturation were to occur then organizations may have to deal with the negative consequences. For example, some may have to close, offer fewer classes or cut tuition to a point where they could no longer afford to operate.

COMPANY OVERVIEW

The Children's Art Studio was granted 501c (for a full description of 501c requirements see Appendix I) status in 2007 and opened its current studio space, located at 4723 Wisconsin Ave, in December 2009. The Children's Art Studio was founded on the belief that children reap tremendous emotional, intellectual and developmental gains from making art and that this opportunity should be made available to all children regardless of their family's ability to pay. As such need based scholarships are awarded.

The Children's Art Studio offers weekly classes including My Grown Up and Me, Intro to Art Making (split into PreK-1st grade and 2nd-5th grade), and classes on Friday afternoons for middle school students. Special Events Workshops last for one full day and are often held on DCPS school holidays. Week-long, full day Spring and Summer camps are also available. For a full listing, description and pricing of classes see Appendix C and D.

Classes at the Children's Art Studio allow children "to navigate the social terrain of the class and the projects are structured to encourage problem solving with an eye towards solutions that benefit the group."[†] Fun and active art projects are balanced with discourse that encourages children to think and talk about their art

[†] "The Children's Art Studio." Website. <http://www.childrensartstudio.org>.

projects and related artists.^u The Children's Art Studio is also a member of the North American Reggio Emilia Alliance.^v

The Children's Art Studio is run by Nicole Brandes, the Executive Director. Brandes holds a Master of Fine Arts from the University of California, is represented by Pierogi Gallery in Brooklyn, New York and has received the Puffin Award, Art Matters Award and Russell Award for Artistic Excellence^w. A few of the places she has taught include the Metropolitan Museum of Art, Fillmore Arts Center, The Maryland College of Art, and The Lab School (for a full bio on Brandes see Appendix E)^x. The Children's Art Studio is also guided by a board of directors (for full bios on the board see Appendix F). The Children's Art Studio also makes great use of the educational resources that surround it, drawing interns from the Corcoran, American University, Georgetown Day School and Deal Middle School^y.

FINANCIAL HISTORY

The Children's Art Studio began with a small operation that allowed the organization to generate and save capital so that it could then grow. Classes were originally held in libraries and Brandes worked without paying herself so that almost all the income could be saved. By doing this, The Children's Art Studio was able to

^uCope, Beth. "Children's Art Studio Aims to Fill Void in DC." Northwest Current. Dec 16 2009. Vol XLII, No 50.

^v "The Children's Art Studio." Website. <http://www.childrensartstudio.org>.

^w "The Children's Art Studio." Website. <http://www.childrensartstudio.org>.

^x "The Children's Art Studio." Website. <http://www.childrensartstudio.org>.

save enough money so that when a new studio space on Wisconsin Ave became available the deposit could be paid without having to raise any debt. Consistent with how the Children's Art Studio began, classes started the week after the space was acquired and renovations were made as income was generated to pay for them.

After the acquisition of the new studio space in 2009, The Children's Art Studio experienced tremendous growth. Gross income rose from just under \$8,000 to \$80,000 in the following fiscal year.^z The new space allowed for more classes to be offered thereby generating more revenue.

CURRENT STRENGTHS

The Children's Art Studio's current strengths include the tremendous growth it has seen. This growth is due to its ability to reach local North-West students and maintain students through its excellent classes. Evidence of this can be seen in how quickly classes are now filling up as opposed to in earlier years.

Another strength of The Children's Art Studio is that it offers classes to preschool aged children. These classes include My Grown-Up and Me in the Morning and An Afternoon Art Class for Nursery School Children.^{aa} As seen in the industry analysis,

^{yy} Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

^z Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

^{aa} See Appendix C.

not all arts education organizations offer such classes. There is an opportunity for the Children's Art Studio to emphasize and expand these preschool classes.

Other strength's include The Children's Art Studio's use of Reggio Emilia teaching methods, leveraging nearby talent through its internship program, the fact that it offers scholarships to deserving students and its location which is metro accessible.

CURRENT CHALLENGES

The current challenges facing the Children's Art Studio include a complete dependence on executive director, Nicole Brandes, and difficulty reaching out to potential scholarship students.

Challenge 1

Currently, Brandes not only runs all the day to day operations of The Children's Art Studio but is also responsible for developing curriculum for each class and working towards achieving the long-term goals of The Children's Art Studio. As Brandes pointed out, currently if she were to become sick or unable to teach, classes simply have to be cancelled. Furthermore, having to spend time on day to day activities such as cleanup or bookkeeping leaves her less time to focus on developing curriculum or applying for grants. The last aspect of this dependence is that The Children's Art Studio is nearing capacity with just one teacher though there are opportunities to expand if more teachers were present.

Challenge 2

A unique aspect of The Children's Art Studio is that it provides scholarships to students who may otherwise not be able to afford these types of classes. In the first summer of operation in the new studio space, summer 2010, a goal of having the student body be made up of 50% scholarship students was set. This goal was just barely met, thanks in large part to a personal contact of Brandes who was able to connect The Children's Art Studio with potential scholarship students^{bb}. The difficulty in meeting this goal illustrated that more resources or time needed to be set aside for informing potential scholarship students about The Children's Art Studio.

FUTURE STEPS

Future steps for The Children's Art Studio should focus on addressing the dependence on executive director Brandes, finding a way to reach more scholarship students and marketing in new way to maintain the momentum and growth of the Children's Art Studio.

^{bb} Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

ADDRESSING DEPENDENCE

In order to address the previous challenge of dependence on executive director Brandes, two steps are proposed. The first is the introduction of a co-teacher with the intention that he or she would be in training to become an independent teacher. The second is delegation of extraneous activities, specifically book keeping and cleaning, away from Brandes to a third party individual.

Co-teacher to Teacher

The introduction of a co-teacher would allow The Children's Art Studio to grow in a way that isn't possible with one teacher. By introducing the new teacher first as a co-teacher he or she would be able to learn from Brandes' teaching methods as well as see how the curriculum is taught. This arrangement would also allow Brandes to judge if and when the co-teacher was able to teach on their own. This step of co-teaching is important to ensure the high-quality education found at The Children's Art Studio.

When the co-teacher was deemed ready, he or she could move on to teach their own classes. Curriculum for these classes would still be developed by Brandes to ensure that material being presented to students was consistent with The Children's Art Studio standards. However, beyond this how the curriculum was presented to students and the interactions within the class would be left to the discretion of the newly independent teacher.

The hiring of a co-teacher would represent a significant increase in expenses due to his or her salary. Dependent on experience and qualification of the co-teacher, salary could be expected to start around \$15 per hour (estimation only). This expense would be offset by the increased number of classes that could be taught per week, and therefore the increased tuition revenue, once the teacher was deemed ready to teach on his or her own. Currently Brandes is only able to teach six classes per week.^{cc} However, an additional teacher would allow for 8 to 10 classes to be taught easily throughout the week.

Delegating Extraneous Tasks

Some tasks, such as bookkeeping and cleaning, could be delegated from Brandes to a third party individual almost immediately without any training needed (unlike the co-teacher to teacher steps). This will allow Brandes to focus on other areas of the organization. Within the last month steps have already been taken to hire a bookkeeper to assist in maintaining financial record for The Children's Art Studio^{dd}.

In regards to cleaning, a weekly service would be sufficient to both maintain the space and to free up needed time for Brandes. A detailed weekly cleaning service could be hired for \$150 per week though this level of cleaning would

^{cc} Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

^{dd} Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

probably not be necessary each week^{ee}. Again, this delegation of tasks would greatly free of Brandes' time to focus on other issues related to The Children's Art Studio.

Potential Impact of Reducing Dependence

The above steps to reduce dependence create the opportunity for the tremendous growth rates of the last year to continue. While growth shouldn't be expected to be as high, without these steps The Children's Art Studio will reach capacity and no longer be able to grow. With these steps, however, the Children's Art Studio can continue to grow. This allows the Children's Art Studio to meet what is expected to be a growing demand.

The possible threats of these steps include degradation in the quality of instruction if Brandes is no longer teaching every class. While the co-teacher to teacher method aims to combat this, the possibility still remains. Secondly, if Brandes is relinquishing control of certain areas of the organization there is a possibility that quality in these areas may suffer.

^{ee} Quote from Maxi Maids, Inc. Phone Conversation: (703) 531-8352. <http://www.maximaidsinc.com>.

REACHING SCHOLARSHIP STUDENTS

In order to address the previous challenge of reaching scholarship students, two steps are proposed. The first is that more time must be devoted towards applying for grants, such as those offered by the DC Commission on the Arts and Humanities. The second is a partnership with afterschool programs or similar organizations that work with students.

In general, efforts should be made to reach scholarship students as it allows The Children's Art Studio to remain true to its vision. Furthermore, having classes made up of children from different socioeconomic statuses creates a richer learning environment for all.

Grant Applications

Vital to this step of grant applications are the previous steps proposed that would free up more of Brandes' time. For example, with extraneous activities delegated, more time would be available to devote to planning and applying for these grants. Some possible grants include the Arts Education Projects and City Arts Projects presented by the DC Commission on the Arts and Humanities^{ff}. These grants would not only provide monetary support but also add another level of prestige to The Children's Art Studio. These grants are an important step in

^{ff} "Apply For Grants." DC Commission on the Arts and Humanities.
<http://dcarts.dc.gov/DC/DCARTS/Grants/Apply+for+Grants/Apply+for+Grants>.

reaching more scholarships students because they help to ensure there are funds available for the scholarships.

The positive effects of applying for such grants are the possibility of large amounts of funding and the prestige associated with winning such a grant. Of course, a grant would allow The Children's Art Studio to fund more scholarships. However, perhaps more importantly, winning such a grant adds stature to the organization and this award can be used to bolster fundraising efforts in the future.

The negative effects of grants are that they are time consuming and not a long term source of funding. Much effort is required from someone within the organization to prepare the applications for these grants. Furthermore, even once the application is completed there is no guarantee that the grant will be awarded once. Even if the grant has been won in past years there is no guarantee it will be awarded again.

This lack of long term stability from grants means that they should be done in addition to the existing fundraising, not in place of. Additionally, fundraising efforts could be bolstered by adding new members to the board of directors who would be responsible for fundraising efforts. In this way the board can be more involved in The Children's Art Studio while positively affecting the organization.

Organizational Partnerships

Beyond accessing grants to fund the scholarships, students themselves must be targeted and made aware of the benefits of attending The Children's Art Studio. A problem in the past has been reaching the target market of students who are interested in art yet may not regularly have access to art classes. A proposed solution to this is to partner with organizations that already serve these children.

Children who already participate in such an organization, including afterschool programs, have shown that their families are interested in helping them grow as much as possible. Many afterschool programs provide tutoring and recreational support yet do not have the facilities to host a fulltime arts program. It is this gap that The Children's Art Studio could fill.

One such possible organization to partner with is City-Gate which operates afterschool activities and care in three locations: one in NE DC, one in SE DC and one in NW DC in Tenley Circle^{gg}. While The Children's Art Studio is metro accessible, the metro may not be accessible for students coming from other parts of DC. By targeting students who are already receiving afterschool care in NW DC it is clear that they do have access to travel to NW DC and are able to get to The Children's Art Studio. Other organizations, such as For Love of Children, located throughout DC could be targeted as well.

^{gg}“After School Programs.” City-Gate. <http://city-gate.org/programs/after-school/>.

The main advantage of partnering with such organizations is that they provide a singular contact point for a large group of students. Coordinators at these organizations would be able to match deserving students with scholarship applications solving the greatest problem of making information is made available to deserving students. Furthermore, these coordinators would already have relationships with students and families allowing them to target students who would be a good fit for the services offered at The Children's Art Studio.

MARKETING TO MAINTAIN GROWTH

While The Children's Art Studio has seen tremendous growth, this momentum needs to be maintained through marketing. With the co-teacher to teacher program supply will increase meaning that marketing efforts must ensure that there is still an ever present demand for this supply of classes. Within the arts education industry, word of mouth is paramount with parents referring arts education organizations to their friends with children.

With this in mind future marketing will focus on maintaining positive buzz about The Children's Art Studio. Already The Children's Art Studio makes use of local list serves and has done quite well in attracting local positive press.^{hh} An additional

^{hh} Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.

marketing tactic would be seasonal art shows to be hosted in the new studio space. Such art shows would highlight the work of students. Family and friends of students would be invited to attend. The goal of these art shows would be to have family friends attend the show, see the work being done, and spark their interest in having their own children attend The Children's Art Studio.

CONCLUSION

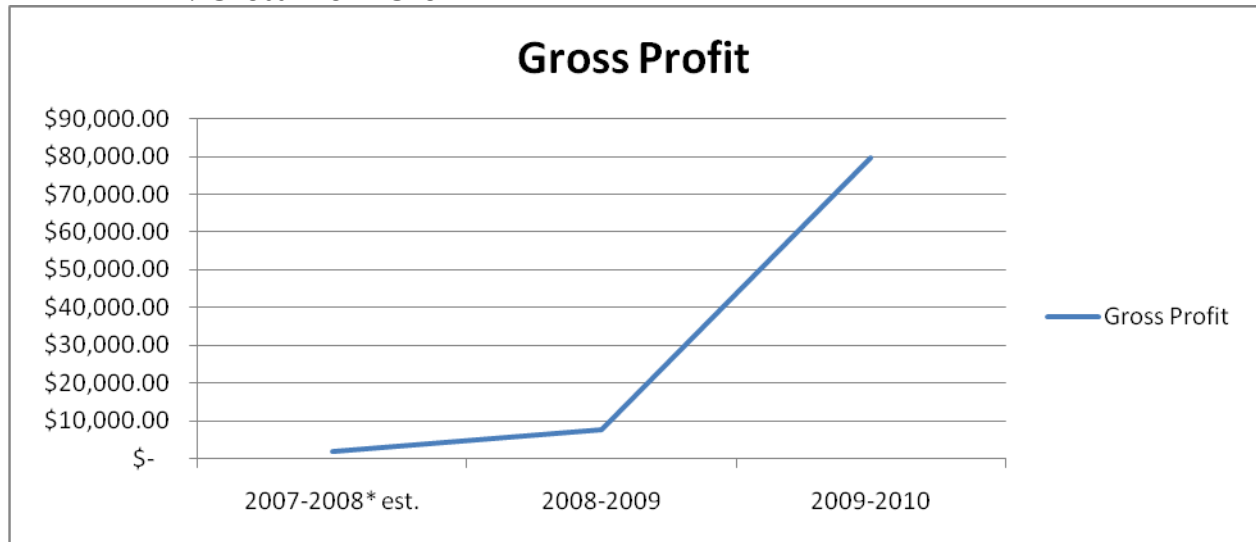
In conclusion, the aforementioned steps presented in the Action Plan would allow The Children's Art Studio to maintain the high level of educational excellence that has led to its success so far while also growing in ways it currently cannot. Through a greater delegation of teaching responsibilities and extraneous activities, a shift in how scholarship students are target, and a continued focus on marketing, The Children's Art Studio could continue to grow and make art education available to a larger number of deserving students.

APPENDIX A: Income Statement

The Children's Art Studio
Income Statement
For Year Ended Oct 31st 2010

Revenue		
	Tuition and Fundraising	\$ 79,769.22
Gross Profit		<u>\$ 79,769.22</u>
Expenses		
	Advertising	\$ 404.40
	Bank Fee	\$ 143.00
	Building Sign	\$ 284.55
	Consultant	\$ 1,542.39
	Electronics & Office Supplies/Equipment	\$ 1,806.00
	Furniture	\$ 3,700.15
	Hotel	\$ 1,431.00
	Insurance	\$ 3,388.94
	Materials	\$ 9,095.76
	Misc	\$ 2,057.00
	Museums	\$ 201.00
	Petty Cash	\$ 2,500.00
	Phone	\$ 289.25
	Rent	\$ 35,072.80
	Restaurant	\$ 781.66
	Studio Painting	\$ 1,700.00
	Transfer	\$ 6,500.00
	Utilities	\$ 1,004.00
	Vista Prints	\$ 381.60
	Website	\$ 159.00
	Total Expenses	<u>\$ 72,442.50</u>
	Net Operating Income	\$ 7,326.72
Other Income		\$ -
Net Income		<u>\$ 7,326.72</u>

APPENDIX B: Gross Profit Growth



APPENDIX C: Weekly Classes Description and Tuitionⁱⁱ

- 10 classes (for fall/spring) cost \$270 (2)
 - **My Grown-Up and Me in the Morning** Children will have an opportunity to work with many materials (paper, water color, found objects, wood and clay) and explore diverse techniques (cutting, pasting, drawing, painting and building). This class is designed for children aged two to three years old. An adult must accompany each child. Nannies, grand parents and care givers are most welcome. We hope your child will join us for these playful and enriching mornings!
 - **An Afternoon Art Class for Nursery School Children** This course is designed for Nursery School aged children. We will touch each of the fundamentals of drawing, painting, sculpture, color and printing with fun-filled exercises. This is a drop-off class. Have your child spend one afternoon a week in our beautiful studio having a blast with their peers as they explore their creativity.
 - **Introduction to Art Making** This course will introduce children to the techniques of collage, sculpture, printing, drawing and painting. Color theory, quality of line, composition, contour, tone and balance are ideas we will explore as we look at art historical examples and make rewarding projects over the ten-week session. Tuesdays are dedicated to PK and K and 1st graders. (Children must have turned four by September 30th to attend this class). Thursdays are for 2nd, 3rd, 4th and 5th graders.
 - **Friday Afternoon Art Class for Middle School Students** We will do drawing exercises, color theory exercises, painting and craft projects such as jewelry making. Because there are so many DCPS no school days we will meet for the following ten Fridays: Jan 28, Feb 4, 11 March 4, 11 April 1, 8, 29 and May 6, 13. The cost for the class is \$270

ⁱⁱ “The Children’s Art Studio.” Website. <http://www.childrensartstudio.org>.

APPENDIX D: Other Classes/Activities Description and Tuition^{jj}

- Workshops, full days (9-2) for \$85
 - **Special Event Workshops** Workshops are single-day special events held at The Children's Art Studio. What is a workshop like? The children enter the studio and see a table covered with beautiful books and art materials. They may read or begin to work with the materials: tape, string, crayons, markers, watercolor, wood, cardboard, and more. After a moment to adjust and explore, we sit down on the floor together to read and discuss the morning project. The morning project usually involves specific instruction on an art-making technique with the objective to learn to draw in a particular way, learn how to use an ink brush, or acquire an approach to making prints. After the morning project, we break for a long lunch and outdoor play at Fort Reno park. After outdoor play, we start a second project which explores three-dimensional sculpture, or a collaborative group project. At the end of the day, we slow down and engage in group discussion to reflect on the work we created.
 - Workshops are for children five (5) years and older. They are not appropriate for younger children.
- Week long camps, 9-2, \$295 for five days
 - **2011 Spring and Summer Camps** We are pleased to offer a week of art intensive Spring camp, and six weeks of Summer camp. Camps are for children five years old and up. In each session we will touch upon the fundamentals of drawing, painting, sculpture and printing with fun-filled exercises. We will also devote time to long-term projects. The projects will be a direct response to the interests and curiosities of the particular group of children. Examples may include: puppets, cardboard creatures, kinetic art and book making. Class size is small, instruction is thoughtful and materials are used in an inventive way. We go to nearby Fort Reno Park for lunch and play. Children must sign up for the whole week. Sorry no drop ins.
- Birthday parties, offered Saturday mornings and afternoons, \$350 for up to 10 children, \$20 for each additional child, 90 minutes long
 - At The Children's Art Studio our entire space is available for private parties. Come celebrate your child's birthday in our beautiful sun filled place! We provide complete set up and clean up, you just sit back and enjoy. The studio is conveniently located in Tenleytown on Wisconsin Avenue. Your guests can park steps away from the studio door for super easy drop off and pick up. Each party lasts one and a half hours, 90 minutes. The teacher and two wonderful assistants guide the children through a fun, stimulating art project that also serves as a beautiful party favor. The projects are substantial and enriching, and the highest quality, ecologically-friendly materials are used.

^{jj} “The Children’s Art Studio.” Website. <http://www.childrensartstudio.org>.

Some examples of projects are: Wood Sculpture, Flags, Large Scale Collage or Painted Back Packs. We ask that the parents bring cake or cupcakes and napkins. We have cups and filtered water.

APPENDIX E: Nicole Brandes Bio^{kk}

Nicole Brandes is the founding director/executive director of The Children's Art Studio. Nicole holds a Master of Fine Arts from the University of California and DCPS teaching credential. She has taught at the Metropolitan Museum of Art, Henry Street Art Settlement and the New York City Public Schools. In Washington, she has taught at Fillmore Arts Center, The Maryland College of Art, The Lab School and Bancroft Elementary where she worked with over five hundred children a week. She is represented by Pierogi Gallery in Brooklyn, New York and has received the Puffin Award, Art Matters Award and Russell Award for Artistic Excellence.

^{kk} “The Children’s Art Studio.” Website. <http://www.childrensartstudio.org>.

APPENDIX F: Board of Directors Bios^{II}

Nicole Brandes, Chair

Nicole Brandes is an artist and educator. She has worked in public and private schools and museums for over a decade. She holds a MFA from the University of California and a DCPS teaching credential. She also serves as the Executive Director of The Children's Art Studio.

Uwe Brandes

Uwe Brandes is an architect and city planner. He has worked on large scale urban projects for the last fifteen years. He holds his Master degree from Harvard University and currently works for the Urban Land Institute. He has served as a board member for many organizations with the mission to improve city life.

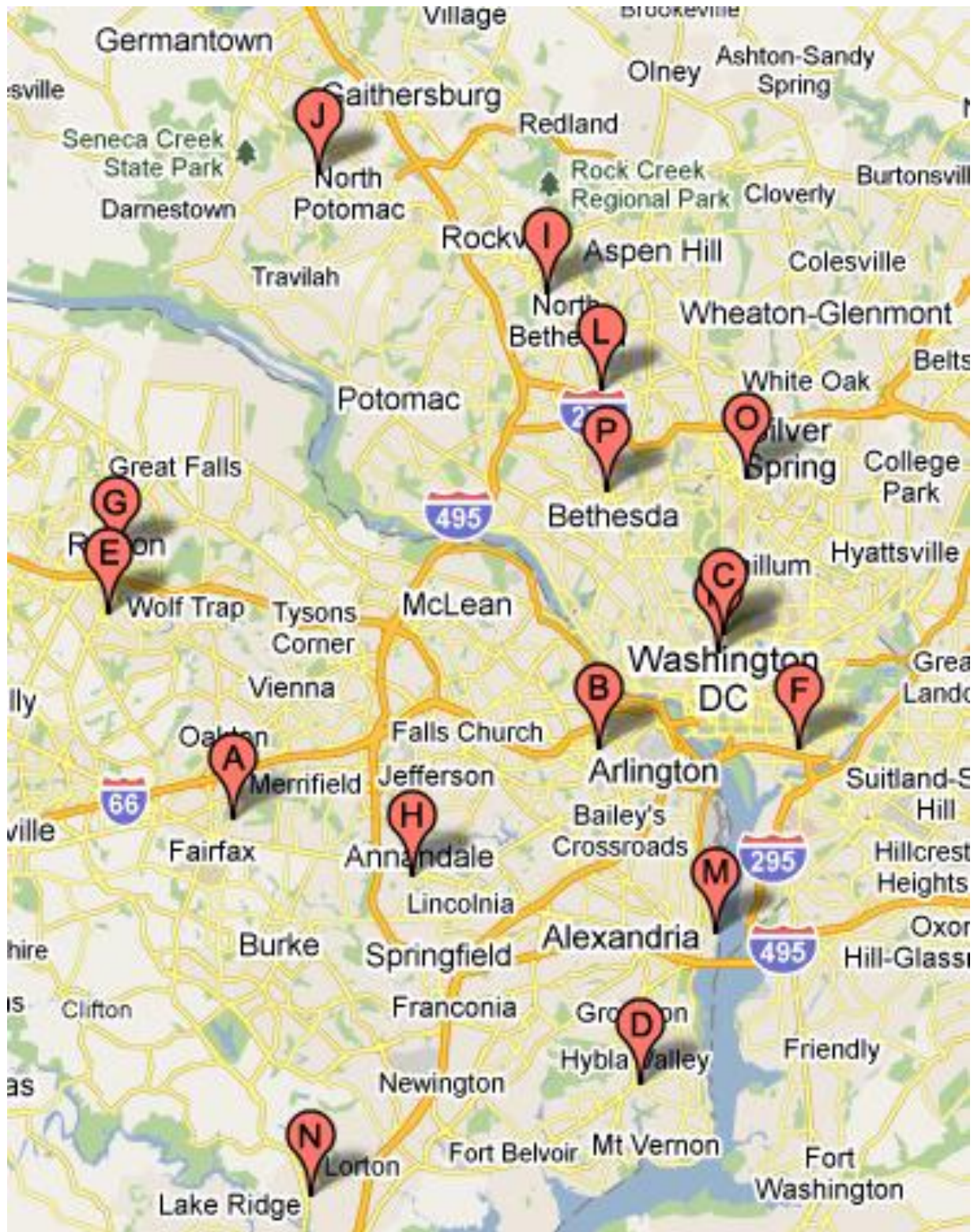
Nia Francis

Nia Francis is a real estate developer. She has worked on urban issues regarding the District of Columbia. She holds a Masters Degree from New York University and currently works for the federal government on land grant issues. She grew up in New York City as a lover of the arts, and has successfully served on the board of many arts organizations.

Jennifer Andrews

Jennifer Andrews has worked in public relations for over a decade. She is currently Director of Communications for Waste Management. She lives in California but travels to Washington DC regularly. She holds a Masters Degree from New York University. She is a patron of the Arts and has served as a board member for many arts organizations.

^{II} Nicole Brandes, Executive Director of The Children's Art Studio. Conversation Spring 2011.



(continued on next page)

Letter	Name	Location
A	All Art	3740 Old Lee Highway, Fairfax VA 22030
B	Arlington Art Center	3550 Wilson Blvd Arlington VA 22201
C	Art and Media House	3035 15th Street, NW, Washington, D.C. 20009
D	Arts at the Center	2804 Sherwood Hall Lane; Alexandria, VA 22306
E	art.smart.kids	2310 COLTS NECK ROAD, RESTON, VA 20191
F	Capitol Hill Arts Workshop	545 7th Street, SE, Washington
G	First Marks	Reston, VA
H	Little Picasso School of Visual Art	7373 McWhorter Place, Annandale, VA 22003
I	Little Picasso School of Visual Art	1331 Rockville Pike #m; Rockville, MD 20852
J	Rennaisance Arts Center	12116 Darnestown Rd. Suite L-4, North Potomac
K	Sitar Arts Center	1700 Kalorama Road, NW Suite 101, Washington
L	Strathmore	5301 Tuckerman Lane, North Bethesda, MD
M	The Art League	105 North Union Street, Alexandria, VA 22314
N	Workhouse Arts Center	9601 Ox Road, Lorton, Virginia 22079
O	CREATE Arts Center	816 Thayer Avenue - Silver Spring, MD 20910
P	ArtWorks Fine Arts Studio	7740 Old Georgetown Rd. Bethesda, Md. 20814

Appendix H: Description of Arts Education Organizations Sampled from the DC Metro Area

Abrakadoodle

- Abrakadoodle, the popular national arts education program, offers [art classes](#), [art camps](#) and [art parties](#) for children ages 20 months to 12 years old. Art programs are offered at schools and other convenient community locations through our mobile art education program.
- Montgomery County, Area: Bethesda, Chevy Chase, Rockville, Silver Spring, Derwood, Olney, Gaithersburg, and Montgomery Village
- <http://www.abrakadoodle.com/index.htm>

All Art

- All Art offers art classes for kids ages 6 to 13 at the beautiful brand new Stacy C. Sherwood Community Center in Fairfax, VA. This after-school art class gives kids the opportunity to explore personal areas of interest. While working in an art studio setting, this course will help to enrich childrens knowledge of art as they learn about a wide variety of art materials. Through discovery of new techniques, supplies and approaches, they will develop their artistic talents and imagination, and cultivate their own artistic visions. Different projects in drawing, painting and sculpture will be introduced each week.
- Stacy C. Sherwood Community Center, 3740 Old Lee Highway, Fairfax VA 22030
- Price: \$120 for 1.5 hour weekly class for 7 weeks; \$300 for full weeklong camp 9-3 or \$75 per day, materials included
- <http://www.adamlistergallery.com/all-art-sherwood-center.html>
- only ages 6-13

Arlington Artists Alliance

- The Arlington Artists Academy offers quality instruction to the public for all ages and in many artistic disciplines. The Academy is part of the Arlington Artists Alliance which is a 501c(3) organization dedicated to serving and supporting art and artists in Arlington County.
- Academy Classes are held in four locations: The Studio in Cassatt's - Kiwi Café and Gallery, Fort CF Smith Park, Tractor Barn, 2411 24th Street North, Arlington, Virginia, Convergence: A Creative Community of Faith, 801 North Quaker Lane, Alexandria, Virginia, Potomac Overlook Park - Nature Center Auditorium, 2845 N. Marcey Road, Arlington, Virginia.
- <http://www.arlingtonartistsalliance.org/classes.html>
- Only for youths, teens and adults

Arlington Arts Center

- The Arlington Arts Center offers year-round art instruction for children ages 3 and up; great selection of classes:
<https://www.arlingtonartscenter.org/spring-art-classes-children-and-teens>
- Metro : Orange Line : Virginia Square; 3550 Wilson Blvd Arlington VA 22201
- <https://www.arlingtonartscenter.org/>
- Promotional/information material presented in English and Spanish

Art and Media House

- The Art + Media House is a space where the creative abilities of youth are developed through hands on training in digital media - radio, photography, beat-making, music/poetry, graphic design; and art - drawing, painting, graffiti, sculpture, stenciling and murals. Through the creative process youth develop leadership skills and learn how to collaborate and manage their own projects. Youth share their ideas with a wider audience through community exhibitions, performances and dialogue. The facility includes an art studio, digital media lab, recording studio and a gallery for exhibitions. Discover the power of your art!; Classes are for youth ages 11 to 18, Tuesday and Thursdays.; Part of the Latin American Youth Center
- The Art & Media House is located at 3035 15th Street, NW, Washington, D.C. 20009. We are one block west of the Columbia Heights metro station.
- <http://www.layc-dc.org/index.php/programs/art-media-house.html>

Arts at the Center

- Art at the Center is an art studio designed specifically for children and their families. 'We emphasize the use of natural and recycled materials as well as traditional art media.' Classes are offered for children as young as 18 months. Summer camps for children or parent & child combo are available.
- 2804 Sherwood Hall Lane; Alexandria, VA 22306; far south and not metro accessible
- \$150 for 6 week 1 ½ hour weekly classes; \$100 for 5 week 1.25 hour weekly classes
- <http://www.artatthecenter.org/>

Art In Hand

- Designed and facilitated by a registered art therapist, the ART IN HAND program provides a developmentally appropriate approach to creativity and the arts for young children. ART IN HAND classes are unique in that they are designed especially, and exclusively, for toddlers and preschoolers. The ART IN HAND program offers unique, developmentally appropriate art

classes for toddlers (ages 18 months - 3 years) and preschoolers (ages 3 1/2 - 5 years). ART IN HAND classes are specially designed to enhance your child's emotional growth; stimulate brain development and skill acquisition (language and emergent literacy, problem-solving, fine motor and social skills); promote sensory integration; include parents in the creative process; and be LOTS OF FUN! ART IN HAND services also include consultation and workshops for parent groups and early childhood professionals.

- Multiple locations
- more explorative than fine art

art.smart.kids

- art.smart.kids is an art history based art curriculum specifically designed for children in various age groups within the toddler to ten year old spectrum. The curriculum is designed to allow each child to discover art in a stimulating and supportive environment that is developmentally appropriate. art.smart.kids currently offers morning classes at Herndon and Reston Community Centers, at the home studio on weekday afternoons and one day workshops on weekend mornings. Summer camps are offered at the home studio on Tuesday and Thursday mornings. Pre-registration is required for all classes
- 2310 COLTS NECK ROAD, RESTON, VA 20191, 703-476-4500
- \$60 for Reston residents, \$120 for non-residents through Reston Community Center; 1 ½ hour one time workshops for \$28
- <http://www.artsmartkidsonline.com/artsmartkids/Home.html>

Capitol Hill Arts Workshop

- The Capitol Hill Arts Workshop is a community-based not-for-profit organization. 'The Workshop facility provides a dance studio (which doubles as a recital hall), paint studio, black box theater, art gallery, complete ceramics/pottery studio and more.' Classes are available for youth ages 5 to 17.
- VAN SERVICE: CHAW offers after school van service to YAP for registered students on a first come first served basis. Van service is only offered on days when YAP is in session. We currently pick up from the following Capitol Hill schools: Watkins, Two Rivers, Peabody, Stuart Hobson, Capitol Hill Day School, St. Peter, Brent, Maury, Chamberlain and Tyler. If you would like to request additional pick up locations, please contact Leslie Andrus at landrus@chaw.org; Rate per day of the week \$110
- STUDY HALL: Students ages 8 – 12 enrolled in a 5:00 class may opt for a study hall from 4:00 – 5:00 in the gallery if no class option is available to them.; Monday (19 weeks) \$285; Tuesday - Thursday (22 weeks) \$330
- 545 7th Street, SE, Washington
- \$333 for hour long weekly class for Jan 3 to June 10 (22 weeks)

- <http://www.chaw.org/>

First Marks

- Foster your child's creativity! Preschool through adult art classes taught by a licensed art teacher with 18 years experience. First Marks introduces children to a wide variety of media, including watercolors, sculpting, clay, paper and mixed media
- Reston, VA, not metro accessible
- 1 hour group class: \$20 (plus \$10 supply fee); 6 classes @ \$20 = \$120.00; 7 classes @ \$20 = \$140.00; 1.5 hour group class: \$25 (plus \$10 supply fee); 6 classes @ \$25 = \$150.00; \$10 supply fee includes: a sketchbook, canvases and large project items.
- <http://www.firstmarks.com>

Little Picasso School of Visual Art

- We are a private institution devoted to expanding the artistic abilities of students of all ages. Our school is divided into two customized departments that vary by age and instruction: The Little Picasso and the Portfolio Prep classes. The Little Picasso is a weekly program for students in Kindergarten to sixth grade, and is divided by ability (beginning, intermediate, advanced). The Portfolio Prep is a program for middle and high school students who wish to prepare a portfolio for college submission, and adults, who are strongly recommended to take this class. While everyone works on individual pieces in the Portfolio Prep class, the classes for younger students at Little Picasso follow wide and varied curricula throughout the year. Specializing in drawing, painting, clay and paper sculpture, past subjects have included architecture, the environment, figure drawing, and everything those broad topics encompass in a variety of styles (Eric Carle, Marc Chagall, and etc.).
- Virginia Studio: 7373 McWhorter Place, Annandale, VA 22003; Maryland Studio: 1331 Rockville Pike #m; Rockville, MD 20852
- \$1,110 - 37 lessons x \$30 and Holidays not included. \$1,080 - 36 lessons for Monday students. 2 hour long classes
- <http://littlepicassoart.com>

Renaissance Art Center

- Later this year, we mark our 4th anniversary in providing unsurpassed drawing and art instruction, and are continuing to expand our creative education and development for students throughout the Maryland and Northern Virginia area. You have already seen some of those programs begin to appear with our Clay/Ceramic program and Summer Camps programs. Our plans for 2010-11 will expand of our curriculum to include

many new traditional and digital visual art programs including Cartoon/Character development, Sequential Storytelling Techniques, Digital Illustration, Traditional and Digital Animation and many others. You can now think of Renaissance as a complete creative art center under whose roof we will continue to provide the perfect environment to promote concentration, comprehension, and observation skills that helps students learn and that fun place where they get to express themselves creatively.

- 12116 Darnestown Rd. Suite L-4, North Potomac
- FULL TERM TUITION (10 Weeks): 1-Hour Classes: \$190.00 (Art Start & Beginners); 1.25-Hour Classes: \$205.00 (Basic Drawing); 1.5-Hour Classes: \$260.00 (Interm. & Advanced) ; 1-Hour Clay/Pottery: \$205.00; 1.5-Hour Clay/Pottery: \$280.00; 1.5-Hour Animation & Cartooning: \$280.00; 1.5-Hour Digital Arts: Photoshop: \$280.00
- <http://www.rcarts.com/index.html>

Sitar Arts Center

- Sitar Arts Center is a non-profit located in the Adams Morgan neighborhood offering arts education in visual arts, dance, music, theater and more - after-school, on weekends and during the summer. Programs range from Early Childhood Arts classes for parents and children as young as newborns, through adult classes, with special teen programs. Summer camps include sessions in visual arts, performing arts and an annual summer musical. Classes are priced on a sliding scale and no one is ever turned away due to inability to pay.
- 1700 Kalorama Road, NW Suite 101, Washington
- \$15 registration fee (all other fees, if any, will be assessed at the time of registration)
- Sitar Arts Center is a nonprofit, 501(c)(3) organization. In support of the Center's mission, it is our policy that each semester 80% of our students are from low-income households, defined as 50% or less of the median household income for the greater Washington, DC area. The median income varies depending upon the household's number of people. Family tuition is determined on a sliding fee scale in order to ensure that the programs remain affordable for all families of the community. The Center does not make a profit from student tuition or fees, which serve as a small contribution to the greater cost of each student's arts education. It is the highest priority of Sitar Arts Center to provide a tuition scale that is affordable to everyone and that no one will ever be turned away because of inability to pay.
- <http://www.sitarartscenter.org/>

The Art League

- Seems to be much more geared towards adults/older children. The Art League School is a non-accredited institution, open to all, that provides instruction to nearly 7,000 students annually. Courses are offered quarterly in virtually all of the fine arts, and a wide variety of crafts, with some of the most talented and well known artists and instructors in the country. Whether for the novice or a skilled professional, courses are offered for every skill level and for every age. Instruction is offered for children as young as five.
- The school office is located on the 2nd floor of the Torpedo Factory Art Center (TFAC), room 216. Classes are held in three locations in historic Old Town Alexandria: the Torpedo Factory Art Center, 105 North Union Street, Alexandria, VA 22314; the Duke Street Annex, 1 Duke Street, Alexandria, VA 22314; the Madison Annex, 305 Madison Street, Alexandria, VA 22314.
- <http://school.theartleague.org/>

Workhouse Arts Center

- Kid Zone is a place for young people to explore the world of creativity and to discover their own artistic passion. The Workhouse Arts Center has classes for young artists in nearly every arts discipline that you can imagine: ceramics, film & animation, drawing, painting, music, dance, theatre, and more!
- 9601 Ox Road, Lorton, Virginia 22079
- Spring Quarter (7 weeks) Thur April 7 (4:30pm-5:30pm) Tuition: \$100 (Member) & \$125 (Non-Member)
- <http://www.workhousearts.org/>

CREATE Arts Center

- CREATE Arts Center is a private non-profit 501(c)(3) organization offering arts classes, arts camps, and arts parties to children aged 2 to 16, and arts classes and art therapy programs for adults of all ages. Our mission is to promote creativity, self-expression, and learning in the arts. Art engenders growth and has healing qualities, such as relaxation and the building of confidence and self-esteem.
- 816 Thayer Avenue - Silver Spring, MD 20910
- For portfolio development: Days: Tuesdays, 5:00 PM – 7:00 PM, Start Date: April 5th, 2011, Price: \$215.00 (8 Classes); For Sunday Studio: Days: Sundays, 10:00 AM – 11:00 AM; Start Date: April 10th, 2011; Price: \$69.00 (8 Classes); Materials Fee: \$5.00
- <http://www.createartscenter.org/>

ArtWorks Fine Art Studio

- Artworks Fine Art Studio, is dedicated to teaching the fundamentals of fine art. Our programs focus is on the fundamentals of drawing and painting. Classes take place in a highly creative, instructive environment. At Artworks, we believe that everyone has the ability to learn to draw and paint. We use a unique step-by-step process which help children produce beautiful works of art, while at the same time, building self esteem. Students begin by learning basic drawing and pastel techniques, which builds a strong foundation for the student to learn the fundamentals of art.
- 7740 Old Georgetown Rd. Bethesda, Md. 20814
- <http://www.artworksclasses.com/>

Young Rembrandts

- Young Rembrandts has a passion for art and children. We bring excellence to every aspect of our daily interactions. Guided by our personal integrity and respect for the individual child, we communicate with understanding, realizing our greatest calling is to cultivate the human spirit.
- Franchise
- 2411 Steepleview Ct Frederick, MD 21702
- <http://www.youngrembrandts.com/md/>

Appendix I: Exempt Purposes - Internal Revenue Code Section 501(c)(3)^{mm}

The exempt purposes set forth in section 501(c)(3) are charitable, religious, educational, scientific, literary, testing for public safety, fostering national or international amateur sports competition, and preventing cruelty to children or animals. The term *charitable* is used in its generally accepted legal sense and includes relief of the poor, the distressed, or the underprivileged; advancement of religion; advancement of education or science; erecting or maintaining public buildings, monuments, or works; lessening the burdens of government; lessening neighborhood tensions; eliminating prejudice and discrimination; defending human and civil rights secured by law; and combating community deterioration and juvenile delinquency.

^{mm} Internal Revenue Service. Exempt Purposes - Internal Revenue Code Section 501(c)(3). November 15, 2010. <http://www.irs.gov/charities/charitable/article/0,,id=175418,00.html>.