



Marwen

IM
PACT
RE
PORT
2016



OUR MISSION

MARWEN EDUCATES AND INSPIRES
YOUNG PEOPLE FROM UNDER-RESOURCED
COMMUNITIES AND SCHOOLS THROUGH
THE VISUAL ARTS.

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Cover: Cyan Merritt ('17) works on a pastel drawing in the Mixed Media studio; This page: students hang out in the loggia, a gallery and community space. Pictured left to right: Nathaniel Suggs ('17), Mia Aguilar ('22), Valeria Cortez ('22), Anyssa Carrillo ('21), and Naiomi Arguelles ('22).

MARWEN ACHIEVES ITS MISSION BY PROVIDING FREE VISUAL ARTS CLASSES TO CHICAGO YOUTH IN GRADES 6–12. MARWEN ALSO PROVIDES FREE COLLEGE AND CAREER COUNSELING TO HIGH SCHOOL STUDENTS AND THEIR FAMILIES WHO ARE INTERESTED IN PURSUING A CAREER IN THE VISUAL ARTS OR WISH TO CONTINUE THEIR EDUCATION BEYOND HIGH SCHOOL.



letter from
President and CEO,
Antonia Contro

AS WE APPROACHED OUR 30TH ANNIVERSARY in 2017, we reflected on our accomplishments of the year past which were in large part achievable due to the unwavering support of donors, partners, and friends like you.

2016 was an exciting and transitional time for Marwen as it was the first full year of a reenvisioned program—three 10-week terms versus four 8-week terms. This modified structure, paired with extensive renovations of our building in 2015, provided a rare opportunity to test alternative approaches, pilot innovative ideas, and strengthen strategic partnerships.

Our redesigned and expanded facility allowed us to offer more courses than ever before and to achieve the highest student enrollment in Marwen's 29-year history. We piloted new programs like Open Studios, created alternate orientations for prospective students, and increased contact hours of instruction—all in service to our resolute goal to reach more Chicago youth from under-resourced communities and schools.

We also paused to consider the relationships that brought us to this juncture. We opened our eyes, ears, and hearts to our students, teaching artists, and members of Marwen's community and witnessed, listened to, and embraced their most pressing issues. We were moved by their stories and motivated to imagine ways we could share our resources and expand our services to meet our students and their families where they needed us most.

In this report, I invite you to explore how our transformed physical space positively impacted our students, teaching artists, and programs in 2016 and how it prompted both dynamic growth and critical reflection at Marwen. Thank you for helping us reach this exciting summit. We invite you to walk with us into a future that calls us to stand up and work together with purpose, empathy, and vision.

ANTONIA CONTRO, PRESIDENT & CEO

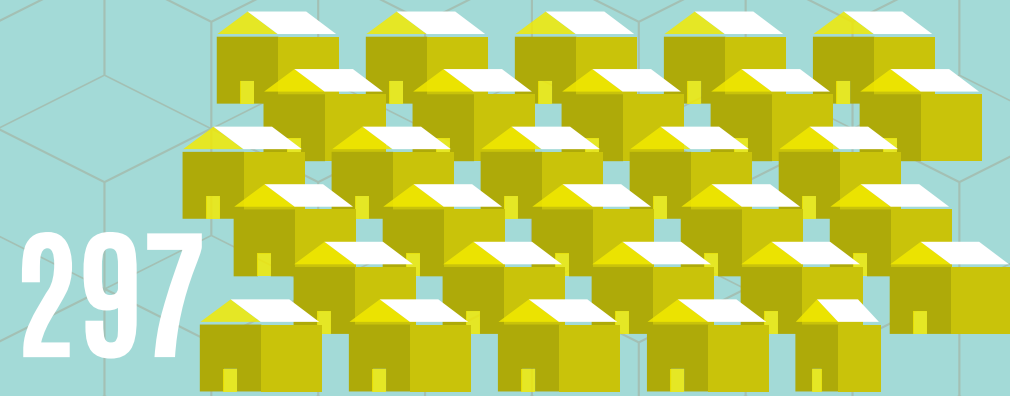
IN MY 14 YEARS AS A MEMBER of Marwen's Board of Directors and two years as Board Chairman, I've experienced and participated in many exciting milestones, including Marwen's 25th Anniversary in 2012 and the grand opening of the Marwen Arts Campus in 2015. What made 2016 special was witnessing how this beautiful, newly transformed space directly affected not only the students, but teaching artists, families, staff, and Board. The number of programs and courses scaled up, student enrollments increased, and the energy and spirit of Marwen became stronger and more determined.

What invigorates me most is Marwen's authentic commitment to breaking down barriers and creating more accessible pathways for Chicago youth who need arts education, individualized counseling, and career planning support the most. This past year has demonstrated Marwen's courage in boldly moving into the future. And I'm proud to be part of it all.

JAMES HILL III, CHAIRMAN, BOARD OF DIRECTORS

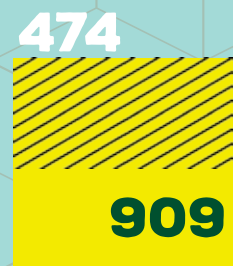
1,771 ENROLLMENTS*

REFLECTS UNIQUE REGISTRATIONS



Students came from 297 different schools across Chicago

PICTOGRAPH IN TENS



} 52% of the students who completed a course in 2016 had never taken a course at Marwen before

NINE HUNDRED NINE STUDENTS TOOK MARWEN COURSES*

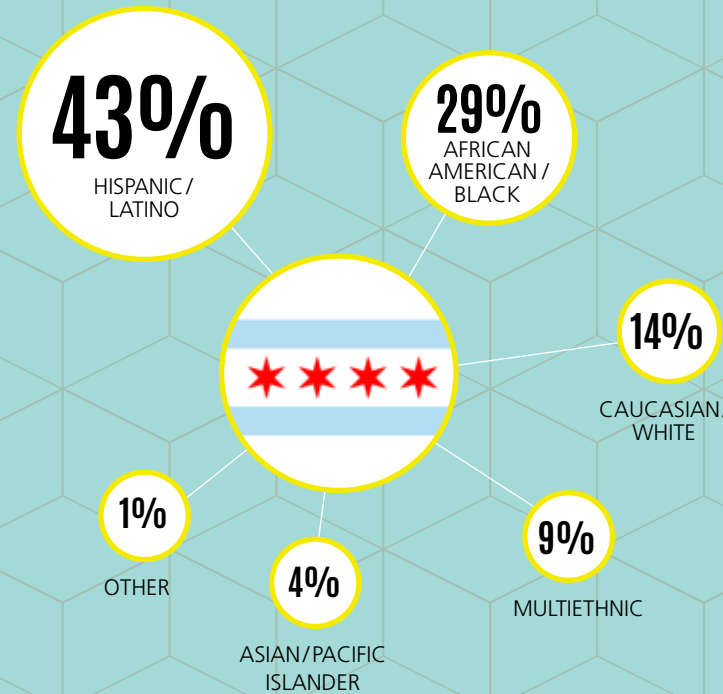
474
NEW STUDENTS

435
RETURNING STUDENTS



6th GRADE (46 STUDENTS)	10th GRADE (111 STUDENTS)
7th GRADE (152 STUDENTS)	11th GRADE (116 STUDENTS)
8th GRADE (173 STUDENTS)	12th GRADE (126 STUDENTS)
9th GRADE (132 STUDENTS)	GRADUATED SENIORS (53 STUDENTS)

REFLECTION OF CHICAGO RACE + ETHNICITY OF MARWEN STUDENTS



90%
of students are from low-income families

* CONSIDERED LOW OR VERY LOW INCOME BY FEDERAL POVERTY GUIDELINES

39%
of Marwen students were not taking art in school in 2016

>> 108 studio courses offered*

>> 25 contact hours of instruction per course* (up from 20 in 2015)

>> 30% of Marwen staff are bilingual (Spanish)

>> 227 students signed up for Open Studios workshops and studio time outside of regular course offerings

>> 231 counseling sessions were provided by College, Career, + Alumni staff

* MOST EVER IN MARWEN HISTORY



Roosevelt Pittman (Teaching Artist) instructs Isaac Tellez ('17) on 3D rendering in Marwen's Technology 1 studio.

STUDENT ENGAGEMENT// Deepening understanding and strengthening the ability to respond to the needs of young people and their families is a priority at Marwen. 2016 offered a chance for Marwen to strategize and set in motion new ways of engaging students within an expanded space and through many more courses, workshops, and events

NEW IN 2016.

» **MARWEN PILOTED** a program, *Love What You Do*, an 8-week student recruitment workshop that introduced art making at Marwen to dozens of Manierre Elementary School 7th graders who were underexposed to formalized art spaces and who lacked arts education opportunities in their school.

» **MARWEN LAUNCHED** alternate orientations, which increased access and flexibility for our students and families.

» **THE WAITLIST** for course registration decreased for the first time ever, removing barriers to entrance for new students as a result of more course offerings and better upfront communications.

» **MARWEN CREATED** a new family event, DIY Holiday Party, which optimized recently renovated community spaces and created another opportunity for families to engage.

ACCOMPLISHMENTS + HIGHLIGHTS.

» **THE STUDENT ADVISORY** and Family Advisory Boards reconvened, giving platforms to the diverse voices and talents of Marwen's communities.

» **REGISTRARS CONNECTED** more often and more substantially with teaching artists and education staff to become better informed on course offerings and teaching strategies. This helped the registrars more productively guide students in making good course selections.

» **MARWEN COMPLETED** 56 outreach visits (a 13% increase since 2015), including presenting or hosting resource tables at community events and meeting with individual community leaders, parent networks, teachers, and principals.

» **BY PROVIDING** enrichment letters, Marwen developed a tool that enabled many high school students to earn CPS enrichment credit hours towards graduation.

"Marwen is so welcoming. Many people don't understand art or why I want to become an artist. Here I'm surrounded by people with the same goals and intentions." —**MARWEN STUDENT**



Patrick Reponse ('18) and Elizabeth Cardona ('17) experiment with digital photography in the Lighting Lab.

"Before Marwen I had never been in a classroom environment where my peers had as much creative drive and passion as I do. I flourished in that class. The class made me feel powerful because my visions were respected." —MARWEN STUDENT



STUDIO PROGRAMS// Marwen provides rigorous visual arts education, free of charge, to Chicago youth in ways that support their development into creative, productive adults. Studio programs feature courses in both traditional arts like ceramics and drawing, fashion design, sewing and fiber arts, and media arts courses, including digital and analog photography, animation, and much more. Students develop artistic skills, experiment with various media, and discover new interests and ideas. They're encouraged to express their ideas and hone their skills in a welcoming and safe environment created expressly for them.

NEW IN 2016.

» **MARWEN'S FIRST FULL YEAR** of a 3-term structure (10 week courses versus 8 weeks), served more students simultaneously by offering more courses in a given term. The new structure also provided 25 contact hours of instruction per course—the highest number of contact hours in our history—across all terms.

» **WITH NEW STUDIOS** and space design, teaching artists (TA) taught a greater variety of courses and exploratory options.

» **MARWEN ADDED** course offerings in graphic design, 3D modeling and printing, digital photo, and video editing in response to interest from students, teaching artists, and trends in the art world.

» **MARWEN EXPANDED** both middle- and high-school programming in all disciplines, including more courses in Fashion & Fiber for 6–8th graders.

» **MARWEN INTRODUCED** Spring Break and Open Studios workshops, which attracted 227 students to Marwen in April and May.

ACCOMPLISHMENTS + HIGHLIGHTS.

» **STUDENTS IN IMMERSION PROGRAMS** had the opportunities to travel and work on high-level technical and conceptual projects and to create and exhibit original bodies of work.

- » Six students travelled to an island off the coast of Maine for 6 days as part of our Artward Bound program.
- » Marwen Lab students had full access to all studios and art-making resources over the entire school year to develop art-making techniques and individualized projects with guidance from teaching artists.

» **MARWEN PARTNERED** with the University of Chicago's Materials Research Science & Engineering Center for the third summer, working across the disciplines of science and the arts to create a STEAM course in photography.

» **MARWEN OFFERED** a Design Jam, co-presented with DesignHouse, to introduce middle school students to the process of design thinking.

OUR BIGGEST IMPACT.

» **INCREASING INSTRUCTION** contact hours was done to improve the quality of the studio experience for Marwen students. Researchers¹ identified adequate time as an essential element of the high quality arts experience. *With extended time students are able to consider various options in their work, think critically, make revisions, create more expansive work, engage bigger ideas, and develop stronger bonds with their teachers and peers. The shift to 25 contact hours allows students more time to build community and a sense of belonging. It also allows teaching artists time to slow down, go deeper, expand course content, reflect, and devote time to critique.*

¹ Harvard's Project Zero/Wallace Foundation study, "The Qualities of Quality: Understanding Excellence in Arts Education"



Phoebe A. Ori ('17) discusses post-graduation options with Vanessa Farias (Assistant Manager of College and Alumni Programs).

COLLEGE, CAREER+ALUMNI PROGRAMS// Marwen College, Career, + Alumni staff works with students, alumni, and their families as they transition to high school, college, or the workforce. The team provides sustained support for all students who seek counseling regardless of their pathway—whether it be a 4-year university, community college, the workforce, or an alternative choice after graduation. Resources and programs are for everyone, including students who are undocumented, studying art, or pursuing studies and work outside the arts. Marwen aims to better understand the needs of our students and their families to best support their individual goals.

NEW IN 2016.

» **MARWEN COLLEGE, CAREER, + ALUMNI** staff launched a tracking initiative of first-year alumni and their intended plans, including college matriculation and freshman year completion for Marwen seniors that participated in college counseling programs. Staff set out to track 85% of those students by 2018; to date responses and data have been received from 96% of students.

» **STAFF RESTRUCTURED** the department, redefined priorities, and expanded services by creating a position dedicated to college counseling and alumni support.

» **THE TEAM CREATED** a dedicated counseling room—a safe and comfortable space—where they can now meet with students and their families privately to discuss personal and financial aid related topics.

» **MARWEN ADDED** a Portfolio Lab for professional-grade documentation of student work which has helped staff to competitively prepare students seeking to attend arts colleges and universities.

ACCOMPLISHMENTS + HIGHLIGHTS.

» **NEARLY HALF** of seniors (43%) participated in college counseling; the goal is to reach 50% of seniors by 2018.

» **32% OF STUDENT COLLEGE COUNSELING** sessions included a parent—a significant increase from previous years.

» **THE HELEN AND SAM ZELL DESIGN TO PRINT** Program—in which students design prints for commercial sale—marked its 21st year.

» **MARWEN PROVIDED** 31 College and Career programs in 2016, including:

- » Portfolio Programs
- » Commissioned Courses (Art at Work, Design to Print, the 606 Partnership)
- » Workshops for students and families (test preps, portfolio reviews, high school options, college applications, financial aid)
- » College Field trips throughout Chicago and the Midwest
- » Events (College Fair, Career Fair)

“I have made great relationships with teaching artists, students, and Marwen staff that I know will stay with me for a very long time. It is important to me to have developed myself in these areas, as an artist, as an individual, and in making connections because these things will help me to be successful as I go into my career and beyond.” —MARWEN STUDENT



DJ DeGayner (Teaching Artist) leads a hat-making session with students (left to right) Jayla Holmes ('20), Katherine Gonzalez ('22), Arisbeth Godinez ('20), Yazmin Luna ('23), and Sadie DeForest ('21).

TEACHING + LEARNING PROGRAMS// Teaching and Learning Programs support the professional development of teaching artists and studio facilitators. Marwen believes that meaningful professional development directly enhances the quality and depth of instruction and artistic practice. Marwen focuses on fostering a strong, intentional teaching and learning community and process.

NEW IN 2016.

» **MARWEN LAUNCHED** an annual Teaching Artist Residency. Conceived and developed by a group of teaching artists and staff, this paid opportunity provided two artists with full access to Marwen's newly expanded facility and resources, creatively utilizing our professional studios between terms.

» **TEACHING ARTISTS AND STAFF** began crucial conversations around race, cultural competence, microaggressions, and white privilege, and published "Race, White Privilege, Gender Pronouns: Resources, Essays and Books" to our teaching artist blog, Verve.

» **THE NEW 3-TERM STRUCTURE** provided teaching artists with 25 contact hours of instruction per course across all terms. This allowed teaching artists more time to build community, have more in-depth instruction, and invest more intentionally in curriculum and content.

ACCOMPLISHMENTS + HIGHLIGHTS.

» **PARTICIPATION IN** the Peer-to-Peer Exchange was the highest ever. Forty teaching artists dedicated time outside of the studio to this paid development

» **THE TEACHING ARTIST ADVISORY BOARD** fostered a greater sense of community by convening TAs throughout the year to inform and advise Marwen on professional development topics and programming and by activating the newly expanded facility. Strategies included art making workshops designed specifically for TAs.

» **VERVE**, Marwen's online resource blog, written for and by teaching artists, continued to attract an international online audience in its 4th year with 150+ posts and 3,100 unique visitors to the site in 2016.

» **CONCEPTUALIZE/REALIZE** offered a glimpse into the artistic practice of twelve teaching artists. Marwen champions the connection between teaching and artistic practice, and this exhibition sought to emphasize the importance of process over product.

» **MARWEN ASSERTED** its role as a leader and contributor to local and national arts education dialogues by engaging in professional development with collaborative partners, including the Boys and Girls Club of America, Ingenuity, the National Guild of Community Arts Education, and the Museum of Contemporary Art.

WHAT WE LEARNED + HOW WE MOVE FORWARD.

» **BETTER UNDERSTANDING THE PERSPECTIVES** of students and the context around their lives is a priority for Marwen. Through professional development, Marwen will strive to create an inclusive studio experience that begins with understanding the students it serves. Marwen teaching artists and staff are committed to examining their own histories, contexts, education, and biases and will begin to develop and define ideas of what a safe and an accepting studio environment looks like.

"The teaching profession can be a bit lonely sometimes, so it is great to have any kind of opportunity to connect with another teaching artist. Observing a teaching artist in the studio and then having the time to informally talk about the project and students is such a positive experience." — **KATIE ROMANS, TEACHING ARTIST ON PEER-TO-PEER PROGRAM**

SUMMARIZED STATEMENTS OF FINANCIAL POSITION

as of December 31, 2016 and 2015

	2016	2015
Assets:		
Current assets	\$ 2,330,239	\$ 1,807,275
Investments held long-term	7,443,261	6,886,448
Non-current contributions receivable, net	1,292,352	2,448,244
Property and equipment, net	9,213,769	9,297,457
Total assets	\$ 20,279,621	\$ 20,439,424
Liabilities and net assets:		
Current liabilities	\$ 97,232	\$ 125,646
Bonds payable, net	4,924,722	4,879,221
Net assets	15,257,667	15,434,557
Total liabilities and net assets	\$ 20,279,621	\$ 20,439,424

SUMMARIZED STATEMENTS OF ACTIVITIES

years ended December 31, 2016 and 2015

	2016	2015
Unrestricted operating support and revenue:		
Contributions, net	\$ 1,729,318	\$ 1,421,862
Investment return designated for current operations	—	276,764
Earned revenue	115,373	118,110
Net assets released from restriction	1,131,602	1,042,756
Total operating support and revenue	\$ 2,976,293	\$ 2,859,492
Expenses:		
Program services	\$ 2,117,156	\$ 1,719,074
Management and general	193,532	287,363
Fundraising	665,605	853,055
Total Expenses	\$ 2,976,293	\$ 2,859,492
Change in unrestricted net assets from operations	—	—
Change in temporarily restricted net assets from operations	(732,643)	733,545
Investment return less than amount designated for current operations, net	555,753	(334,009)
Other changes, net	(139,559)	888,896
Change in net assets	\$ (176,890)	\$ 1,288,432
Net assets at the beginning of the year	15,434,557	14,146,125
Net assets at the end of the year	\$ 15,257,667	\$ 15,434,557

The financial information presented above is derived from the Marwen’s December 31, 2016 and 2015 audited financial statements. The information does not include all the disclosures required by accounting principles generally accepted in the United States of America, as a result it does not purport to present the Marwen’s entire financial conditions or results of operations. A copy of the audited financial statements is available on Marwen’s website.

2016 ANNUAL FUND DONORS// Every donor listed here makes Marwen possible. Your support directly and positively impacted more than 900 students in 2016. From all of us at Marwen, thank you.

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