OUR MISSION

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

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.
NINE HUNDRED NINE STUDENTS TOOK MARWEN COURSES*

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

108 studio courses offered*

297 Students came from 297 different schools across Chicago

1,771 ENROLLMENTS*

581 attended orientation*

474 New students

435 returning students

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

909 of the students who completed a course in 2016 had never taken a course at Marwen before

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

90% of students are from low-income families

*Most Ever in Marwen History

52% of Marwen students were not taking art in school in 2016

434 Hispanic/Latino

29% African American/Black

14% Multiracial

6% Caucasian/White

1% Other

Grade Levels of Marwen Students in 2016

6th grade (46 students)

7th grade (152 students)

8th grade (173 students)

9th grade (132 students)

10th grade (111 students)

11th grade (116 students)

12th grade (126 students)

Graduated seniors (53 students)

9% Hispanic/Latino

14% African American/Black

1% Multiracial

8% Caucasian/White

434 students took Marwen courses*

Grade Level of Marwen Students in 2016

474 new students

435 returning students

909 of the students who completed a course in 2016 had never taken a course at Marwen before

581 attended orientation*

1,771 enrollments*

Nearly 30% of Marwen staff are bilingual (Spanish)

1,771 enrollments*

90% of students are from low-income families

*Most Ever in Marwen History
Deeper 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 STUDENT

“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 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—both in studio courses and in our Digital Lab.

›› 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.

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›› 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. Researchers 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”

“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
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)

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

“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
Teaching and 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.

“Teaching 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

<table>
<thead>
<tr>
<th>2016</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Assets:</td>
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<tr>
<td>Current assets</td>
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<td>Investments held long-term</td>
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<td>Non-current contributions receivable, net</td>
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<td>Property, plant and equipment, net</td>
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<td>Total assets</td>
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<td>Liabilities and net assets:</td>
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<tr>
<td>Current liabilities</td>
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<tr>
<td>Bonds payable, net</td>
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<tr>
<td>Net assets</td>
<td>15,257,667</td>
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SUMMARIZED STATEMENTS OF ACTIVITIES

Years ended December 31, 2016 and 2015

<table>
<thead>
<tr>
<th>2016</th>
<th>2015</th>
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<tr>
<td>Unrestricted operating support and revenue:</td>
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<tr>
<td>Contributions, net</td>
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<td>Investment return on temporarily restricted net assets</td>
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<td>Earned revenue</td>
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<tr>
<td>Net assets released from restrictions</td>
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<tr>
<td>Total operating support and revenue</td>
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<table>
<thead>
<tr>
<th>2016</th>
<th>2015</th>
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<tbody>
<tr>
<td>Expenses:</td>
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<td>Program services</td>
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<td>Management and general</td>
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<td>Fundraising</td>
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<tr>
<td>Total expenses</td>
<td>$2,976,293</td>
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</table>

Change in unrestricted net assets from operations | |

Change in temporarily restricted net assets from operations | |

Investment return less than amount designated for current operations, net | |

Other changes, net | |

Change in net assets | $1,766,080 | $1,087,275 |

Net assets at the beginning of the year | $15,404,527 | $14,317,252 |

Net assets at the end of the year | $17,170,607 | $15,404,527 |

The financial statements presented above are derived from the audited financial statements of the Corporation for the Arts of the United States of America, as a result it does not purport to present the Corporation’s financial condition or results of operations. A copy of the audited financial statements is available on Marwen’s website.

IMPAKT 2016

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.

2015 2016

Karen and Steve Bollinger* (2015) $10,000 & Above


The Crown and指导 CICF Fund


Lloyd F. Fry Foundation* (2015)

Virginia James/the Hickory Foundation

The John D. and Catherine T. MacArthur Foundation

family* (2015) MichaelFineArmchi and Rhonda Foulad

Founders’ Circle* (2015) FCB Chicago

Dr. Bryan J. Traubert and

Merryl and Victor Belfer

Marcy and Greg Carol

Michelle L. Collins

Delafield Trust Family Foundation* (2015)

Helen and Sam Zell / Zell Family Traubert Family Foundation (2015)

Carol and Larry Levy* (2013)

Gap Foundation

Paul Francis

Anne and Tom Cox* (2013)

A Fund of the McCormick Chicago Bulls Community Assist Fund,

Amy and Andy Bluhm

Paul M. Angell Family Foundation

Mr. and Mrs. H. Michael kurzman

Mary Ittelson* (2014)

ComEd

Susan Goodenow

Greg Gugelmann, Partners, LLC

Steve and Barh Hawn

Marc Bushala

Jennifer Aubrey and Jonathan James

BMO Harris Bank

Boys and Girls Clubs of Chicago

Dr. Bryan S. Traubert and

Surdna Foundation, Inc.* (2015)

The John D. and Catherine T. MacArthur Foundation

family* (2015)

The Field Foundation of Illinois* (2016)

Joseph and Riley Gourley* (2015)

Groswell Community Capital, L.P.

James F. and Brenda S. Gruzales

family foundation* (2015)

Leo S. Gutthman Fund

The Judy Family Foundation

Doug and Steven Kassner* (2012)

foundation* (2015)

Lois S. Katzman* (2012)

The Buddy Foundation

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