

4408 DELRIDGE WAY SW # 110
SEATTLE, WA 98106



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2024
YEAR END
REPORT



This report was edited in early December 2024 to correct numbers and percentages in our financial report, add board member titles, and add new student and staff artwork.



As we are moving through the season, we hope this message finds you well and surrounded by those you love. We’ve been focusing on growth and how it is entwined with nature this year. We are reminded of how trees illustrate many parallels to Arts Corps. Trees are often called the bones of the garden, providing structure, beauty, and grounding in the greater ecosystem. With the year’s end quickly approaching, our entire Arts Corps Team and Board feel deep gratitude for your steadfast support and commitment throughout the year, as your contributions, time and resources serve as the solid root structure which enables our organization’s growth. Through your generosity, we branch out into our community more, having a more meaningful impact together on youth in their daily lives through arts integration, before and after school arts programming, and teen art internships.

Your funding nurtures resilience, endurance, continuity and sustainability, as we’re in our 24th year of service. It’s with our deepest understanding, we know our relationship with you and our community enables a grounded partnership without which growth and incredible possibilities to bloom aren’t possible. As you are drawn to our work’s impact, you see how arts programming’s structure, consistency, and beauty touch us all at our core, especially youth. You are spreading seeds through your contributions to Arts Corps’ work in and beyond our region.

Arts Corps has gone through immense transformation as we navigated challenges, opportunities, and beautiful surprises this year which allowed us to take root more deeply in our belief that the arts lift the quality of lives and give students hope and new ways to improve their life journeys positively. We provide a protective place and sacred space to create through best in class programming in visual art, theater, dance, music, and spoken word in Seattle Public Schools, Highline Schools, and our community partnerships. As we continually explore, “who else can benefit from our arts programming,” we are sprouting new growth into an All City Choir for high school youth, arts integration with youth who are currently incarcerated, and arts programming for youth in the foster care system.

We are grateful for our personal and organizational growth this year and the beauty we see daily in changing lives through the arts. Like the necessary elements trees need like sun, water, soil, and nutrients, Arts Corps will continue giving the life-affirming programming students need, and we hope you’ll continue supporting our growth and sustainability by partnering with us in the coming years.

In grateful partnership,

Shawn Roberts Kris Bien
Executive Director Board President



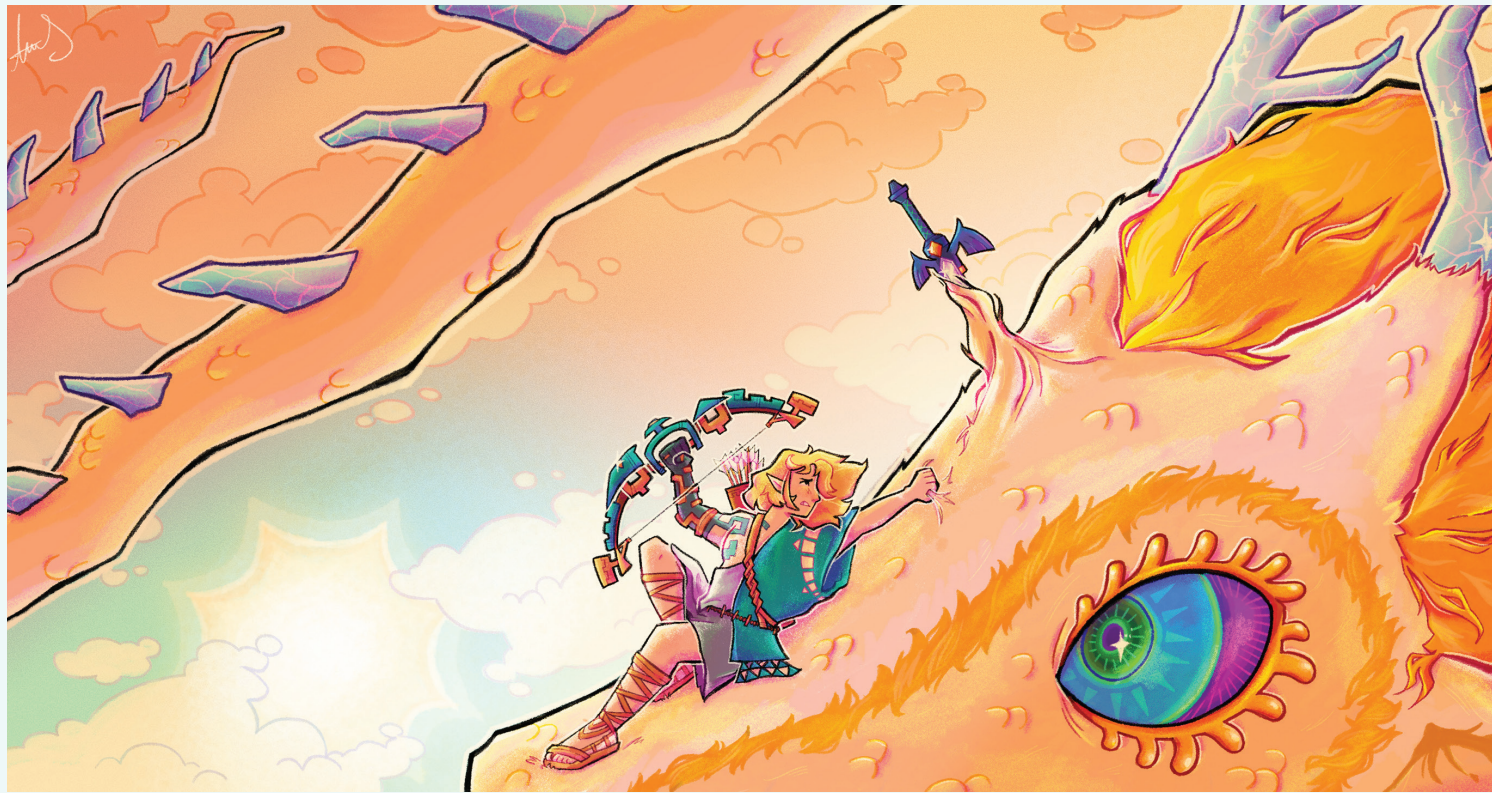
Image credits front to back, top to bottom:

Cover: Photo by Adam Collet.

Page 2: Yarabi Ramirez Molina button; Beverly Park students drafting a mural, photo by Maria Guillen Valdovinos; Artwork by Mica Viacrucis; Artwork by Atticus Sweat; Artworks by Art 4 Life interns Max, Estella and Tiana.

Page 5. Artwork by Atticus Sweat.

Page 7. Headshot of Taylor “Tea” Tinsley, photo by Tawfiq, Original Studios, Seattle, WA.



ONGOING PROGRAMS
GROWING INTO OUR ROOTS

CREATIVE SCHOOLS

Creative Schools connects our master teaching artists with school teachers to create an in-depth arts integration program. The partnership deepens students’ learning of the target subject areas while fostering a more artistic classroom environment.

79% of surveyed students felt a sense of belonging in their class.

78% of surveyed students thought of themselves as a more creative person through the class.

OUT OF SCHOOL TIME

is our before- and after-school programs at long-time partner sites, sustaining our relationship with their students, families, and staff. At the same time, it is also expanding to brand new sites in Seattle! Each class provides culturally-relevant arts programming before or after school.

93% of surveyed students felt a sense of belonging in their class.

83% of surveyed students felt most creative in their Arts Corps class.

INTERAGENCY ARTS

PROGRAM brings arts classes to Interagency Academy, a small alternative high school with campuses spread out across Seattle. Arts Corps’ teaching artists work with small groups to provide a safe, consistent space for creative expression, social-emotional development, and arts-based strategies for engagement in school. This includes our screen printing class, Print 4 Life.

97% of surveyed students reported being able to communicate their ideas and feelings through art.

92% of surveyed students reported being more likely to try new things.

PILOT PROGRAMS
GROWING IN NEW DIRECTIONS

ALL CITY CHOIR is Arts Corps’ newest program, in partnership with Teaching Artist Erica Merritt. The choir provides professional vocal training to youth ages 14–20 from all around Seattle.

SOUND OF NUMBERS is the wonderful creation of Stone Gossard and is in collaboration with Arts Corps. It is a free drop-in workshop for students of all levels and ability, to make, create, and explore music.

NEW FUTURES is a partnership with Southwest Youth & Family Services and GoKIC that provides out-of-school support at affordable housing communities in South King County. Arts Corps offers onsite arts classes spanning a range of creative disciplines.

85% of surveyed students are more able to use their imagination when they create art.

77% of surveyed students are willing to try things even if they might fail.

TEEN ART JAM is our new in-house program for teens 14–19 years old. Every second Friday of the month, we open the Arts Corps office for open studio time in which youth can either participate in a lesson led by our teaching artists or work on personal projects.

ART 4 LIFE our in-house paid teen art internship. We offer a hybrid program focused on digital art during the springtime, as well as an in-person program done in partnership with Common Area Maintenance (CAM) in the summer, in which students learn various mediums and techniques related to printmaking.



“Our students at Capoeira show a lot of interest and participation and excitement in the class, they are always checking in and asking questions to the teacher about what’s going to happen that day in the class.” –OST GRANDPARENT

23
SCHOOL YEAR
24

BY THE NUMBERS

- 1,078** Students Enrolled
 - 85% Students of Color
 - 71% Participated in Free or Reduced Lunch Program
- 15** Partner Sites with 14 Schools; 6 Housing Communities; and Partnerships
- 1,066** Hours of Student and Teaching Artist Interaction
- 69** Quarter-Long Classes
- 67** Artists Supported Supported with Paid Internships
- 30** Advocacy Activities Including Participating in Legislative Meetings, Workshops, and Conferences





GROWING INTO A NEW LEAF: AN INTERVIEW WITH ATTICUS SWEAT

Atticus, you became our student with Art 4 Life Digital 2022. Why did you enroll?

My high school art teacher had a board for opportunities to gain more experience. Mostly they were contests, but this one it was like, “Hey! Get paid \$300 to take our class.” I like the sound of money, I like to draw, and I had nothing else to do, so I applied! Initially I wanted the money but I ended up finding a really cool community.

After Art 4 Life Digital, you did Art 4 Life @ CAM 2023. How was this experience different?

I’m from Federal Way, so having to commute already made it very different, but being immersed within a creative space was very beneficial for me. I got to have organic conversations with the people around me and work with physical mediums. By then I’d already practiced a lot with digital art, so it was a great new experience.

Finally, you returned to Art 4 Life @ CAM 2024 but as a Classroom Assistant. What’s something unexpected you learned in this position?

It’s hard to say, because the interns were all around my age. I guess I got to be the cool one. I was truly just an assistant, but I really enjoyed getting to hear people’s ideas, hear what they want to do with their art, and why it matters to them. All without having too much authority which can be intimidating. At times it was harder to push some students towards deadlines or to express their ideas, but that wasn’t unexpected, just challenging.

Now, you’ll be a Classroom Assistant for the whole school year. Was this always a goal?

I’ve wanted to be a teacher since freshman year of high school. I had a teacher during the pandemic that really inspired me, he was just so good at his job. He took the extra time to talk to students about things that didn’t relate to academics. He approached every subject with respect, and if he didn’t understand something, he would try. Even if you disagreed, he did it with professionalism and kindness. I really admired all that about him. He was one of the first teachers that seemed to really connect and resonate with me.

Then, I started doing performing arts and that’s a combination of everything I’m passionate about. It was easy to say, “I want to teach this.” When I was offered the classroom assistant position, I thought it was a great first step towards getting into schools and making an impact. I’m excited to take that step.

What’s a way you’ve grown through your experiences with Arts Corps?

I’ve learned how to receive feedback and give feedback in a way that’s supportive and clear. It’s about analyzing something quickly and providing something thought-provoking for the other person, not telling them what to do, but suggesting an idea they could go off of. This skill helps me to have a more open mind because I’m learning how to speak, and therefore learning how to think, in a way that prioritizes understanding where someone’s coming from with their thoughts.

As someone who’s experienced different programs and wants to be an educator, what is something you wish for the youth?

I’ve seen how labels create biases in education. Teachers say, “Oh, that’s a quiet kid. They don’t want to talk to me,” or “Oh, that kid is smart. They won’t ever need my help,” so relationships never develop between that student and their teachers.

I’ve always been self-advocating so I don’t experience this, but when I brought it up to my teacher, he told me the School Board refers to students like me as “school proof”. As in, their bad schooling won’t affect me because I make sure I get the support I need. I thought this was insane.

Like, wow, if you’re not “school proof,” you’re just kind of toast. The system is not going to support you. So, as an educator, I would cater to those students who aren’t “school proof.”

To explain, in my theater program there was a tendency to give people who tried harder the better scripts. This may sound like it makes sense, but I think that if you start to give students that don’t try as hard a script that they like, then they’ll start to try harder.

I had the chance to direct a scene and there was one student in the class I had never seen care about anything theatre-related. I found a script that was fun and this person looked like they enjoyed reading the short monologue from it, so I cast them. That’s the best performance I’d ever seen from them. The teacher was like, “Wow, how’d you get a performance like that out of them?” I just gave them a script they were interested in.

Art 4 Life did a great job with this. You have all the freedom of being interested in something, but if you’re not interested after trying it, you get to move on and try something new. On top of that, nobody was labeled and the teachers tried to establish a connection and provide support with every student.

This is a long way to say school should be more interesting so students will want to learn.

What is a lesson you want to impart unto others?

Something I learned through academics and art is that it’s really not that serious. I have an anxiety disorder, so I understand it feels like the biggest deal in the world, but it’s not.

I used to never sketch because I needed every sketch to be perfect. Nothing was allowed to look bad, because it was a reflection of who I am and my abilities. But that’s not true!

It’s not bad to hold yourself to a standard, to have expectations of yourself, but also knowing what’s in your control and how realistic those expectations are is extremely important. People do expect great things from others, but we all understand that we’re human.

STAFF

Adam Collet, Program Manager / Staff Teaching Artist

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Arielle Labra Campos, Program Manager

April Leonard, Director of Operations and Finance

Cecelia DeLeon, Staff Teaching Artist

Eris Eaton, Program Manager

Grecia Leal Pardo, Development and Communications Manager

Greg Thornton, Staff Teaching Artist

Maria Guillen-Valdovinos, Staff Teaching Artist

Naho Shioya, Executive Director*

Saeko Keller, Finance Manager*

Shawn Roberts, Executive Director

Shreya Singh, Finance Manager

Taylor Tinsley, Grants Manager

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Atticus Sweat	Sirichanh Sisavatdy
Caxambu Silverman	Sorel Nica
Cecelia DeLeon	Stephanie Roman
Erica Merritt	Taylor Tinsley
Eris Eaton	Vega Simone
Greg Thornton	Victor Naridni Simones
Heather Harris	Webb Akamine-Rogers
Isaiah Anderson	Yaz Williams
Jeff Young	
Jullian Rocha	VOLUNTEERS
Maria Guillen-Valdovinos	Angela Xun
Maryem Weini	Maya Grant
Noah Lobkov	Emdi Abdinur
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Tanisha Brandon-Felder*

*Denotes a past position

FISCAL YEAR '24

REVENUE:	
Grants 88%	\$2,553,766
Individual Contributions 6%	\$166,266
Earned Income 6%	\$168,333
Total Revenue	\$2,888,365
EXPENDITURES:	
Programs 63.33%	\$641,778
Fundraising 16.83%	\$170,544
General/Administrative 19.84%	\$201,038
Total Expenditures	\$1,013,360



ARTS EDUCATOR GROWING INTO AN ARTS FUNDER: HERE'S THE TEA FROM TAYLOR

I'm Taylor, or you can call me Tea. I'm a Black Queer teaching artist proud to be Detroit, MI born and raised, and grateful to call the gorgeous Pacific Northwest my home. I've been with Arts Corps since 2021, starting as a Classroom Assistant, and evolving from Teaching Artist to now Grants Manager.

Life is always transitioning and evolving in so many ways. Personal life transitions and burn-out from over a decade of direct programming with youth, I realized it was time for a career change. I love resource navigation and research, and I realized the interconnection, abundance, and necessity of shared knowledge. As a Grants Manager, I research arts funding and learning opportunities to share with Arts Corps program participants and staff, while discovering new ventures for my personal projects and community networks. It feels empowering to know that my role is so vital in Arts Corps operations, and that my role supports efforts to eliminate access barriers for creative play.

I saw this role as an opportunity to challenge myself as a writer and visionary, while having the privilege of being a community connector and capacity builder for Arts Corps. I would love for my role to aid in connecting youth and teaching artists to plethora of funding and creative opportunities in the Pacific Northwest, and to empower creatives to pursue new ventures without access barriers. My role as Grants Manager is a tree trunk, nurturing the various branches of programs, striving to blossom new young artists, with hopes that we can all "Make Art Anyway."

Though I've replaced my Djembe drum with a work laptop, I've still found moments of creative play as a Grant Manager. I get to brainstorm and envision the future of Arts Corps programs, and turn these aspirations into action through funding. As a Grants Manager, I share with funders about the extraordinary work in every Arts Corps creative classroom, not just my own classrooms. I get to pop my head into other classrooms for pictures, and I love the kids so much, so of course I'll still be around to be a substitute.

I'm grateful to be part of an organization that encourages growth and empowers program participants to pursue Arts Corps internships, teaching artistry, or other roles both inside and outside of Art Corps. Arts Corps is more than just an extracurricular, but an opportunity to grow and learn as an artist, professional, educator, and culturally conscious being. It feels good to have the trust from Arts Corps that I can fulfill this role and support program growth. It's exciting to see artists who started in programs as middle and high schoolers, now confidently leading a classroom as a teaching artist, and fostering the creative futures for our next wave of teaching artistry.

I don't know what my future with the Arts Corps will hold, but I'm excited to find out!

