



# STUDIO

IN A SCHOOL



# The Joy of Art

Annual Review 2025



# About

## Studio in a School Association

Studio in a School Association fosters the creative and intellectual development of youth through high quality visual arts and career development programs. Studio also collaborates with arts programming providers, offering professional development and curriculum support to schools and community organizations.

Since our founding in 1977 by Agnes Gund, our programs have continued to thrive, bringing visual arts education taught by professional artists to students in New York City and beyond.

1. Artwork by Wenji F., 3rd Grade, P.S. 49 in Queens, with Artist Instructor Kelli Thompson.

2. Early Childhood at 57th St in Manhattan with Artist Instructor Toto Feldman.



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# Studio NYC

## FY25 by the Numbers

Residency Programs	Early Child Programs	Long Term Programs	TOTAL
17,735	1,544	10,993	<b>30,272</b> Students Served
1,235	775	817	<b>2,827</b> Teachers Served
89	48	36	<b>173</b> Locations
204	48	36	<b>288</b> Programs

# Studio Institute

## FY25 by the Numbers

Regional School & Community Programs	Teen Programs	College Programs	TOTAL
1,714	237	126	<b>2,077</b> Students Served
100	—	—	<b>100</b> Classrooms / Sites
11	41	—	<b>15</b> Artists Engaged
—	120	73	<b>193</b> Arts & Community Partners

# Message

from Board Chair Dr. Hasna Muhammad

Dear Friends,

We are pleased to present *The Joy of Art*, Studio in a School's 2025 Annual Review.

**This year, we are spotlighting the people who make Studio in a School a joyful place to work, grow, and learn—our students, artist instructors, educators, supporters, and community partners. Their creativity, passion, and dedication continue to inspire us, and they bring our mission to life.**

So much happened last year! Our programs made great strides, as we reached new milestones, including launching an applied arts unit for students, partnering with L'Alliance New York, and expanding our internships nationwide.

As we were finalizing this review, our beloved Founder, Agnes Gund, sadly passed away. The stories and work captured within are a testament to her remarkable legacy. If anyone knew about the joy of art, it was Aggie.

Finally, we want to congratulate Tom Cahill as he retires from his position as President of Studio Institute. Tom has shaped the lives of countless children, artists, and educators, having been with Studio since 1979. Under his guidance, Studio has grown from a small, local initiative into a national model of arts education. As he departs, we offer him endless gratitude for his dedication to our organization, our schools, and our students.

We hope you enjoy *The Joy of Art* and feel as proud as we are of all that we've accomplished together.

With gratitude,

**Hasna Muhammad,**  
*Board Chair*





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# The Joy of Art

Profiles from Our Community

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# Kenzo,

## Student Artist

**When Kenzo started at Brooklyn Landmark Elementary School, he was already a budding artist.** “I’ve been making art since I was three years old... It’s just my passion,” he said. In Kindergarten, he began taking art classes with Studio Artist Instructor Mildor Chevalier, from whom he continued learning throughout elementary school. “I really have to give credit to Mr. Mildor,” Kenzo said. **“He’s the one who taught me everything I know—**apart from my mom, of course.”

A few years ago, Kenzo had the exciting opportunity to meet Artist Jeff Koons, who visited Brooklyn Landmark to talk with students about art and creativity. He shared what inspires his work and led a hands-on activity based on his famous *Balloon Dog* sculptures. “It was an honor meeting him,” Kenzo said. “When I told my mom, she told me to bring all of my artwork to school that day, so I could show him that I draw too.” After the activity, Kenzo showed Koons a selection of his drawings and received what was essentially a personal portfolio review. Not bad for a third grader!

Kenzo is now in sixth grade at M.S. 50 in Brooklyn, a school that he and his parents chose for its strong art programs. We’re thrilled to see him continuing his arts education, and we can’t wait to see where his creativity takes him next!

“**Art is joyful because I am able to create and share with the world. I am able to push and challenge myself to try new things.**”

1. Fifth grade student figure drawing at P.S. 96 in Queens with Artist Instructor Sophie Steck.
  2. Third grade class observing art demonstration by Artist Instructor Ms. Leigh at P.S. 116 in Brooklyn.
  3. Fourth grade students sharing their art at P.S. 599 in Brooklyn with Artist Instructor Mildor Chevalier.
  4. Fifth grade students from P.S. 72, Bronx, with the mural they created for Montefiore’s ENT facility, guided by Artist Instructor James Reynolds.
1. Artwork by Kenzo, 5th Grade, P.S. 599 in Brooklyn with Artist Instructor Mildor Chevalier.
  1. Kenzo with artwork at Young Visions 2024 at Christie’s.
  3. Kenzo, in 2023 at P.S. 599 in Brooklyn with visiting artist Jeff Koons.



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# Nicole Pucci,

Director of Operations, Ralph Pucci International



Art has always been a meaningful part of Nicole Pucci's life. "Growing up, weekends often meant visiting museums or galleries. It was part of our everyday world," she shared. Her early exposure to the arts makes sense given the family business, Ralph Pucci International, a luxury furniture and lighting company based in New York City and renowned for its commitment to design.

When Nicole joined Ralph Pucci International, she and Ralph revisited a longtime goal, asking themselves: *Should we start our own arts-based non-profit?* After researching, they soon realized they could have a greater impact by supporting existing organizations.

Nicole had previously come across a profile of Studio in a School's founder Agnes Gund, in which Studio was mentioned. "That article stayed with us as we explored ways to support arts education," she recalled. "When we revisited Studio's work, we were incredibly impressed. It was the most seamless connection—it just clicked. Studio was responsive and welcoming from the start." And so began a rewarding partnership!

Last fall, Ralph Pucci International showed how responsive and welcoming they could be by hosting a benefit in our honor to raise awareness for our work and promote our six limited-edition prints for sale. In the spring, they welcomed 4th graders from P.S. 599 in Brooklyn to their showroom to learn about furniture design and sculpture. In June, Studio Institute's college Arts Interns paid the showroom a visit for a special exhibition walkthrough with Artist Kevin Wallace. We're lucky to have connected with Nicole and the rest of the Pucci team and grateful for their enduring support!

**“ We believe that art opens up new perspectives. It gives young people the chance to experience different cultures and ways of life, and to imagine possibilities they may never have considered—like one day becoming a furniture designer themselves. That exposure can have a lasting impact.”**

1. Nicole Pucci
2. Fourth grade student from P.S. 599 in Brooklyn, with observation drawing at the Pucci showroom.
3. Fourth grade students from P.S. 599 in Brooklyn observing art lesson by Pucci's Resident Sculptor, Michael Evert.

# Meg Roberts,

Sr. Design Director, The Echo Design Group

As The Echo Design Group approached its 100th anniversary, they wanted to do something very special that celebrated not only their century of creating beautiful silk scarves, but acknowledged the artistry, craftsmanship, and creativity that goes into their designs. With Echo100, they brought their vision to life, collaborating with 100 creatives from around the world, to design 100 unique limited-edition scarves and pledging \$100 from each sale to an organization of the designer's choice.

When Meg Roberts, Echo's Sr. Design Director, reached out to Studio to participate, we were honored—but also faced with a unique challenge. As an arts non-profit, we have countless prospective designers in our community. But after many thoughtful conversations with Meg, one meaningful option arose.

She recalled, "At some point, someone said: 'What about Dorothy Lichtenstein?'"

Dorothy, a lifelong patron of the arts and generous supporter of Studio, played an invaluable role in the arts world. She also managed her late husband Roy Lichtenstein's estate and did so with the utmost care. Though Dorothy passed away shortly after approving the final scarf design, her contribution to Echo100 was truly special.

For the scarf design, Dorothy and Meg chose to honor Roy's work, but with a deeply personal twist. Dorothy took Roy's iconic work, "Girl with Hair Ribbon," and added "Roy Darling..." to the design, bringing her own creative touch to the project and making it her own. Meg took extraordinary care with the scarf's production, even referencing original paint chips from Roy's studio to ensure the color was true to the original artwork.

The result was a scarf that sold out almost instantly, honoring Roy's artistry, Dorothy's vision, and their shared legacy, all while raising \$10,000 for Studio's programs.

For Meg, this project was particularly meaningful. She shared, "Without Studio and like-minded organizations, the world would be very different. I've always valued the arts. I believe being creative and surrounding yourself with creativity enriches life. For that reason and many others, Studio's mission really resonated with me."

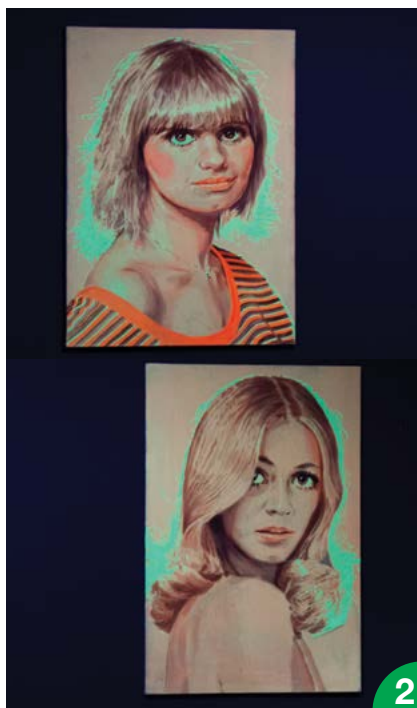


“ While the arts can be universal, each person experiences art very personally. For me, that is joyful—the absolute freedom to see, feel, interpret, and make of art whatever you will!”

1. Dorothy Lichtenstein's Echo scarf.
2. Meg Roberts

# Anastassia Perfilieva,

Youth Programming Manager, L'Alliance New York



Anastassia Perfilieva brings something special to her role as Youth Programming Manager at L'Alliance: her deep, personal connection to the arts. From studying classical ballet as a child to receiving an MA in art history, the arts have shaped her life. Today, she's focused on making sure more young people have access to the arts—especially for communities that have historically faced barriers to cultural spaces.

Her goal is straightforward but powerful: to make cultural spaces more open and inclusive. “We wanted to build something that made the arts more accessible and welcoming, especially for those who may not speak French or be familiar with our space,” Anastassia explained.

In 2025, Anastassia helped shape a meaningful partnership between L'Alliance and Studio in a School. What started as a few Studio in a School-led family workshops grew into a yearlong collaboration, with our students invited to engage with L'Alliance's art exhibitions and create artworks of their own in response.

One moment that stuck with Anastassia was seeing a student observing the student exhibition inspired by Nina Childress's Glowing Heads in the L'Alliance gallery. She began sketching an artwork made in another school. “It was such a beautiful reminder of what this work is really about—connection, inspiration, and seeing the world through each other's eyes,” she said.

For Anastassia, moments like that are what make it all worthwhile.

“Art has always made a difference in my life,” she said. “Now, I feel lucky to help create those kinds of opportunities for young people.”

1. Anastassia Perfilieva
2. Nina Childress's Glowing Heads at L'Alliance.
3. Fifth grade students from P.S. 116 in Brooklyn visiting L'Alliance for a special tour of Glowing Heads.

# James Reynolds,

## Artist Instructor, Studio in a School

When Studio Artist Instructor James Reynolds was approached to be part of the L'Alliance partnership, he had a straightforward response: "I said, 'Well, I have to ask the students.'" James has been an artist instructor with Studio since 2004 and has spent the past nine years at P.S. 123 in Manhattan. In the classroom, he prioritizes his students' autonomy and agency— knowing that will make their artistic experiences even more meaningful.

"They said, 'Yes, let's do it!'" And so began an exciting new project. The class visited L'Alliance to see *Glowing Heads*, an exhibition of Artist Nina Childress's work. The students studied the exhibition, making note of what resonated with them. Back in the art studio, discussions began surrounding what they should make inspired by Childress's art.

"I really tried to facilitate a child-led project and wanted them to have as much input as possible ... we talked about the themes Childress focused on, and *celebrity and celebration kept coming up. Then someone said, 'I want to make something fancy.'*" Fancy is a poignant description of *Glowing Heads*, which features portraits of Childress's glamorous female idols.

The class landed on doing a group collage that would compile each student's self-portrait. James had them look at artists Mickalene Thomas, Derek Adams, Amy Sberald, and Frida Kahlo as they created their collage self-portraits. They paid close attention to Adams and his masterful use of skin tone and hue across his work. "I took the kids to task," James shared. "Before they started collaging their hands and their face, I asked: 'What hues will you use? How will you match your skin tone?'"

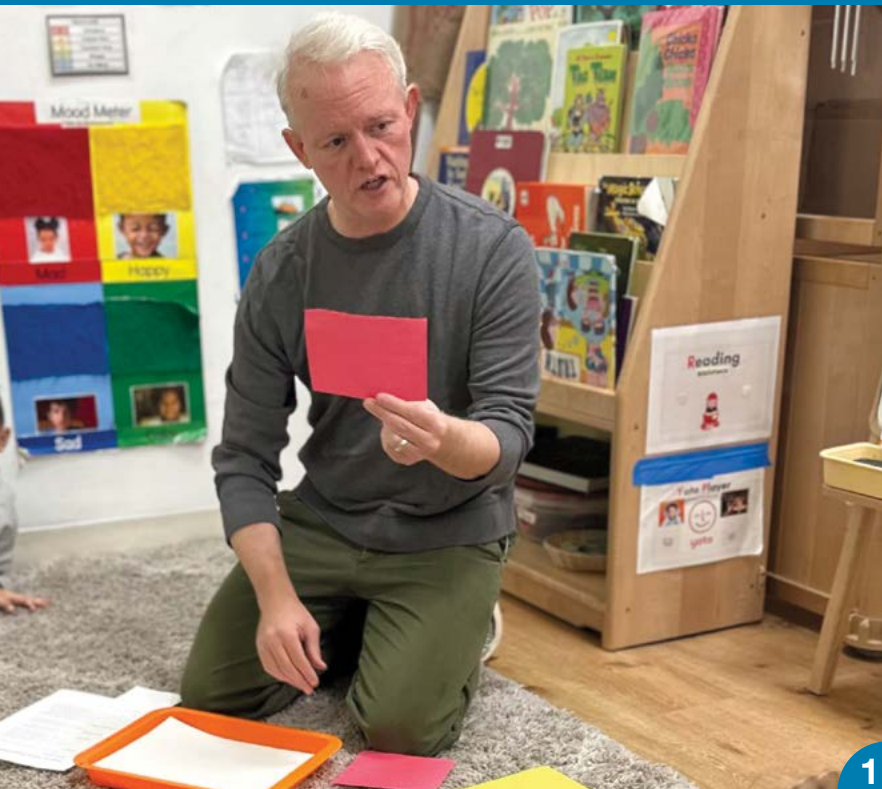
Students worked side by side on their self-portraits for months. Once the project was done, it was brought to L'Alliance to install for a student exhibition. "The class hadn't seen the finished product yet. It was in Anastassia's hands, and she really added to the collaboration in her design of the student exhibit. When they visited L'Alliance and saw their work hung on the wall, they were astounded." James added, "It was such a fun project and a true collaboration."

1. Artist Instructor James Reynolds guiding 5th grade student in creating a collage self-portrait at P.S. 123 in Manhattan.



# Glenn Peters,

Lead Pre-K Teacher, Manhattan Schoolhouse



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Back in 2015, Manhattan Schoolhouse Lead Pre-K Teacher Glenn Peters collaborated with Studio Artist Instructor Harlan Mathieu, which was a memorable experience. Then, Glenn said, “Studio’s Early Childhood course arrived at the perfect time.”

Last year, Studio launched a new online course, *Approaches to Making Art in the Early Childhood Classroom: Exploring Line, Shape, and Color*. Consisting of five self-paced modules, the course allows educators the flexibility to engage with the content at their convenience. It also includes a live professional development session, where our professional artists and early childhood educators give personalized feedback.

Manhattan Schoolhouse encourages students’ self-exploration, specifically through self-portraiture lessons. Glenn signed up for the course, excited to learn new teaching strategies to better support his students’ portraiture project.

Reflecting on his experience, Glenn shared, “The EC Course’s three-part lesson plans helped me design art lessons that built students’ fine motor skills, vocabulary, and confidence with self-portraits—first in pencil, then with loose parts, and finally in pen and watercolor. **Most importantly, the course reminded me to focus on the art-making process rather than the final product.**” He’s since shared these lessons with his colleagues at Manhattan Schoolhouse, where student creativity is flourishing.

“ The arts can have a transformative impact on children. While mark-making and drawing lay the groundwork for literacy, art-making allows students to reflect on and reimagine the world around them.”

1-2. Glenn Peters leading students through collage-making at Manhattan Schoolhouse.

# Lisa Russo,

Principal, P.S. 152Q

At P.S. 152 in Queens, the student body reflects the borough's remarkable diversity. Students come from countries all around the world, like Bangladesh, Colombia, Ecuador, Mexico, Nepal, and Tibet. For Principal Lisa Russo, fostering a welcoming environment where all students can feel safe, valued, and celebrated is key. Over the past two years, Studio in a School's Multilingual Learners (MLL) Art Lab has proudly supported Principal Russo in her work.

"Last school year, I was a NYC Public Schools Arts Office's Principal Fellow working with Queens North Borough Arts Director Janet Velazquez," Principal Russo shared. "Fellows had to come up with a problem of practice, and mine was to use the visual arts to help our multilingual learners with their language acquisition. I wanted to see if the arts would help. Janet was so helpful; she set me up with Studio in a School."

In P.S. 152's first year of MLL Art Lab, Studio Artist Instructor Yen Cynthia Chen taught fourth graders a sculpture unit, utilizing extensive language support and visual learning. "It was just incredible to see what the kids were able to do," Principal Russo recalled. "Then this year, we had two MLL residencies. One class created clay sculptures, and there was a writing piece, which was so powerful for the kids—you saw how much they were writing, and you could tell they just loved it."

One of MLL Art Lab's greatest strengths is that students deeply enjoy the work they're doing. "I love to see the kids have that joy," Principal Russo said.

“ Every child,  
every single child  
loved MLL Art Lab.”



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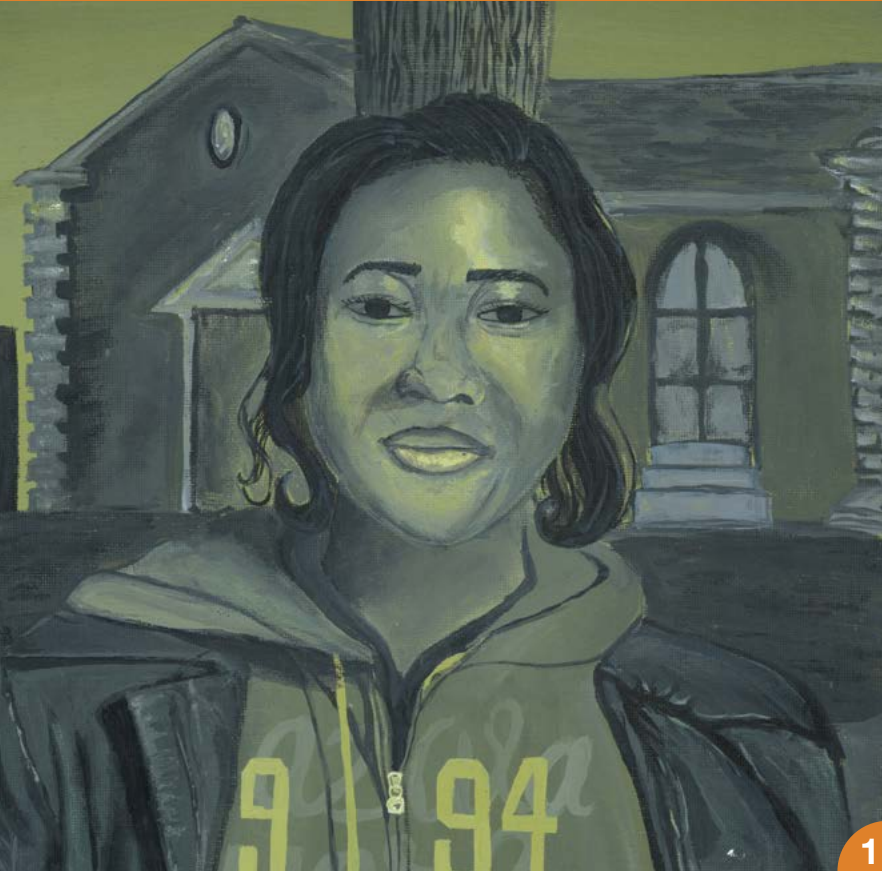
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1. Principal Lisa Russo

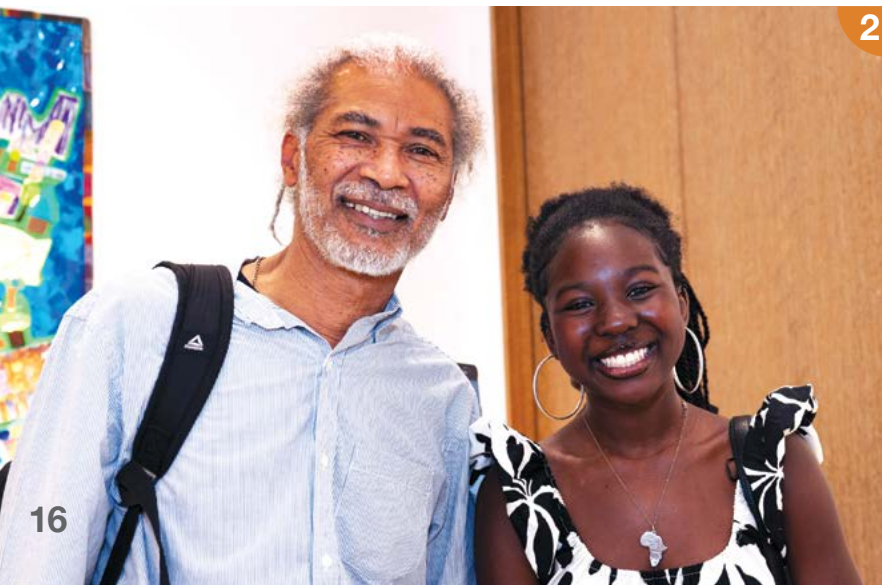
2. A number of clay sculptures created by fourth and fifth graders at P.S. 152 Queens were exhibited in our show *Equity in the Art Room: Working Together for Multilingual Learners* at The Studio in a School Gallery.

# Empi,

## Student Artist



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High School of Fashion Industries student Empi traces her love of painting back to pre-K, where she first learned to finger paint. She's drawn to the medium because, in her own words, "There are no boundaries in painting."

After pre-K, Empi's arts education continued at P.S. 133 in Brooklyn, where Studio Artist Instructor Noël Copeland guided her through art projects like making clay sculptures, painting portraits, and exploring paper-mâché. "Mr. Copeland always did a great job of making sure his teachings stuck with you," Empi shared. "His advice, which I still follow, was to always take colors from the paint glob corner because you'll save so much paint."

In the fall of 2024, Empi was an 11th grader enrolled in Studio Institute's Painting Intensive class. "We focused a lot on color and comprehension," she recalled. For her final project, she went outside of her comfort zone, creating a monochrome portrait of her mother, based on a photo taken by her father at Thanksgiving.

Beyond gaining technical skills, Empi was immersed in a supportive peer community. "I learned a lot about painting in general, and everyone was so nice," she recalled. "They would say, 'Oh, this is so good,' and give lots of tips. It got me in the mindset of art and painting."

Studio Institute was pleased to select one of Empi's paintings to print for our annual greeting cards. We also featured the artwork in *Young Visions 2025* at Christie's New York, where she ran into Mr. Copeland. As for what her mother thinks of the portrait, Empi shared, "she loves it so much, she's made it her phone background!"

“ There are no boundaries in painting.”

1. Empi's painting of her mother, exhibited at *Young Visions 2025* Christie's.
2. Studio artist instructor Noël Copeland with former student Empi at *Young Visions 2025*.

# Leslie Shults,

Principal, Wahlstrom Academy Early Learning Center

“Art is a very important part of development for young students,” said Leslie Shults, principal of Wahlstrom Academy Early Learning Center, in East Orange, New Jersey. **“They need to see it. They need to touch it. They need to understand what we mean when we say create—it’s something that they think about, and then they make.”**

Studio Institute’s Creative Start program brings professional artist instructors into classrooms for hands-on visual arts exploration. As Wahlstrom Academy’s principal, Leslie has witnessed firsthand how the program impacts her youngest learners.

“The students are learning about colors and brushstrokes,” she observed. “They’re picking up color mixing and how to apply it to their designs.” But the benefits extend far beyond artistic technique.

Leslie sees Creative Start’s broader, lifelong impact. “As the children grow older, they have better developmental and gross motor skills. They’ve discovered the pressure between a pencil versus a crayon, versus a paintbrush.”

This early exposure to various art materials and techniques builds foundational skills that help learners throughout their education. The program’s process-focused approach lets children explore creativity while developing their fine motor control and critical thinking.

“They’re gaining knowledge in different ways,” she explained, emphasizing how Creative Start’s multi-sensory approach supports diverse learning styles and developmental needs. For Leslie, Creative Start represents more than just an arts program for young people—it’s essential preparation that strengthens her students’ developmental groundwork for future learning.

“Art is a very important part of development for young students.”



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1. Principal Leslie Shults visits a Creative Start classroom at Wahlstrom Academy.

2. Students at Wahlstrom Academy explore the magic of mixing primary colors.

# Gideon Frankel,

Principal, Frank Sinatra School of the Arts



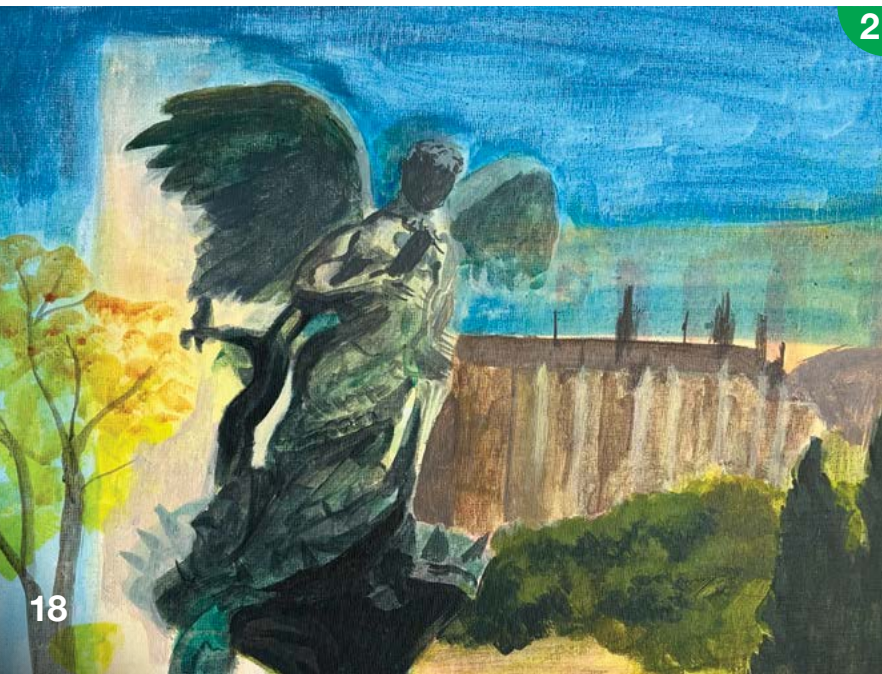
“ We need more people showing our young artists that they matter.”

Frank Sinatra School of the Arts is well-known in New York City. Located in Queens, the school brings exemplary arts education to its students, with Principal Gideon Frankel at its helm. Gideon is a relentless advocate for the arts, and its importance in education. He also works tirelessly to ensure his students have all that they need to pursue their artistic dreams.

This past year, students from Frank Sinatra joined Studio Intensives Portfolio class, to gain assistance as they prepared portfolios for college applications and began thinking about perspective career paths. For Gideon, the program served a vital equity mission. “Studio Intensives are so key in New York City, where a significant number of students systemwide are considered Title 1, and there are many immigrant families,” he shared. “With this kind of support, students have the profound realization: **Society values you, and your art, voice, and vision.**”

Following the intensive, Gideon also noted, “I saw these students mature! I saw improvements in their technical skills. But what I also saw is growth in their soft skills, such as collaboration, and in their confidence, pride, self-value, creativity, and willingness to take artistic, intellectual risks.”

Gideon felt immense pride when he learned that two of his students’ artworks were going to be exhibited in *Young Visions 2025*. “We all got to pause and recognize that our students’ works were being exhibited at Christie’s and they’re 15 and 17 years old,” he recalled. “**Having that celebration and recognition, it feeds the soul...** This kind of program is what our world needs,” Gideon said.



1. Gideon Frankel, Principal at Frank Sinatra School of the Arts in Queens.
2. Painting by Rayne, 12th grade student at Frank Sinatra School of the Arts, whose artwork was included in *Young Visions 2025*.

# Amber,

## Student Artist

While Amber was a student at the High School of Art and Design in Manhattan, she participated in multiple Studio Institute teen programs. Having seen her work over the years, Studio Institute was pleased to award Amber a four-year scholarship to Cooper Union in June 2025.

After volunteer at her church's art program for kids, Amber realized that she could combine her passions for art and working with children. She sought out opportunities that would help her develop professionally, going on to teach children at New York City summer camps through Studio's Teen Apprenticeship Program (TAP) in 2023.

**Amber's goal was to create a classroom where students could make connections, figure out who they were, and make the art they want.** She wanted to create the same kind of welcoming and inclusive environment in her classroom that she had had when she was a student.

Describing how Studio Institute has influenced her life and career aspirations, Amber credits the training and guidance she received in Studio programs for helping to build her technical expertise and professional competence. As a result of the support she received in the apprenticeship component of the program, she gained confidence in her ability to effectively manage a classroom.

In addition to TAP, Amber participated in Studio Institute's Painting Intensives. An accomplished painter, her artwork was selected for display in the U.S. Capitol as part of an annual art competition.

Now enrolled at Cooper Union, Amber is pursuing a Bachelor of Fine Arts. After this, she plans to pursue a master's degree in arts education.



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“ Studio Institute has impacted my life tremendously... my experience there is the reason why I want to be an art teacher.”

1. Artwork by Amber: *Rina and Zoe*, oil on canvas, 2024

2. Studio Institute College Scholarship recipient Amber with her proud parents.

# Maria Valdivia,

Former Arts Intern & Studio Artist Instructor



Studio Institute Artist Instructor Maria Valdivia credits her experience as an Arts Intern at Gallery Afero in Newark for being instrumental in shaping the career decisions she has made. In summer 2023, Maria’s internship solidified her passion for promoting art and cultural engagement—reinforcing her commitment to contributing to the art community in meaningful ways.

After earning a Bachelor of Fine Arts degree, Maria returned to Studio Institute as an artist instructor in 2023, teaching art to children in Head Start programs at La Casa de Don Pedro, a community-based organization in Newark. She continued working with young learners in the East Orange, New Jersey the following school year, while also pursuing a master’s in arts administration.

**“Having a positive impact on students’ lives through art, allowing them to make connections and think creatively while developing crucial skills was extremely fulfilling,”** Maria said. The joy she saw in the classrooms was contagious.

More recently, The Metropolitan Museum of Art selected Maria for a summer 2025 graduate internship, working in Collections Management and the Office of the Registrar, which will provide her with experience for professional entry-level positions in these fields.

As a painter whose work focuses on immigrant workers and people in marginalized communities, Maria is especially cognizant of arts power to transform and enrich lives. She is a co-founder of Studio ESQ, a Newark-based collaborative arts collective for artists and musicians.

**“ For me, joy in art comes from connection, with others and with myself... there’s something joyful about seeing people respond to and engage with art.**

**1-2.** Artist instructor Maria Valdivia leads students from Wahlstrom Academy in the East Orange (New Jersey) School District in a discussion about the use of primary colors in a student’s painting.

**3.** Maria Valdivia showcases her paintings at the Visual Arts/BFA exhibition at Montclair State University.

# KaiQin,

## Public Programs Intern, Brooklyn Children's Museum

As a Public Programs Intern at the Brooklyn Children's Museum during the summer of 2024, KaiQin worked in the ColorLab art-making space, where he was responsible for organizing and facilitating on- and off-site events hosted by the museum. He was initially daunted by his lack of experience in public programming and events facilitation, but seeing children and families engaging in and enjoying the activities motivated him in a way he hadn't expected.

KaiQin learned how to adapt existing and newly acquired skills to work successfully with a variety of age groups. He says he repeatedly applied and enhanced his critical and creative thinking skills, including his ability to conceptualize and incorporate event themes, to create projects and activities that were suitable and enjoyable for families.

The position required KaiQin to practice and develop his communication skills. "Being able to clearly and thoroughly explain the activities, steps, and ideas behind them to kids and families was crucial," he said. "I was constantly forcing myself to do so, which helped me to overcome my fear of public speaking and refine related communication skills."

In addition, the Arts Intern program experience helped KaiQin gain a better understanding of the various roles within museums and other cultural institutions, how they function, and how departments collaborate with others in daily operations and for special events.

He says that the support he received from his supervisor and colleagues was a key factor in his success on the job. He is now considering public programming as a possible career path.

**“ Being able to clearly and thoroughly explain the activities, steps, and ideas behind them to kids and families was crucial...”**

**1.** KaiQin, Public Programs Intern at the Brooklyn Children's Museum, working in the Museum's ColorLab to create an interactive exhibition.

**2-3.** Children and families participating in a community outreach event at Brooklyn Children's Museum featuring interactive games and displays created by Arts Intern KaiQin.



# Financials FY25

	Studio NYC	Studio Institute	Association Total
<b>REVENUES</b>	<b>\$7,570,547</b>	<b>\$4,762,178</b>	<b>\$12,332,725</b>
Earned Revenue	\$2,773,673	\$120,404	\$2,894,077
Foundations and Corporations	\$1,225,000	\$3,358,742	\$4,583,742
Government Grants	\$416,685	–	\$416,685
Individual Revenue	\$469,352	\$26,847	\$496,199
Board Giving	\$1,431,232	\$1,015,337	\$2,446,569
Special Events and Print Club Revenue	\$106,106	\$45,474	\$186,710
Investment Income	\$1,148,499	\$195,374	\$1,343,873

	Studio NYC	Studio Institute	Association Total
<b>EXPENSES</b>	<b>\$7,533,126</b>	<b>\$4,691,806</b>	<b>\$12,224,932</b>
Programs	\$5,364,025	\$3,941,682	\$9,305,707
Admininstration	\$1,853,227	\$667,055	\$2,520,283
Fundraising	\$315,874	\$83,068	\$398,943

In loving memory  
of our founder,  
Agnes Gund, who  
spread the joy  
of art to millions  
of young people  
through her vision  
and generosity.



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*(In Memoriam)*

# STUDIO

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**Cover left:**

**Upper:** Pre-K students gluing collages at Grand Street Settlement in Brooklyn with Artist Instructor Lia Zuvilivia.

**Middle:** Artwork by Alexander S., 1st Grade P.S. 182, Bronx, with Artist Instructor William Waitzman.

**Bottom:** Fourth grade students at P.S. 599 in Brooklyn with Artist Instructor Mildor Chevalier.

**Cover right:** Fourth grade student at P.S. 133 in Brooklyn, with Artist Instructor Noël Copeland.