



UNIVERSITY OF NORTH CAROLINA  
SCHOOL *of the* ARTS

**UNC School of the Arts  
Social Business Proposal  
“The Pluck Project”**

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**Social Problem**

Children of low-income families are at a greater risk for becoming involved with gang and criminal activity, teenage pregnancy and domestic violence issues. UNCSA proposes addressing these issues by providing after school dance programs for children from ages 10-15. The program will provide a safe location and creative outlet for these children, many of whom are “latchkey”, and would return to an empty house, or to a negative family situation. This program is inspired by the Venezuelan model of *El Sistema*, using arts training as social rescue, by focusing on children with the fewest resources and greatest need.

**Proposed Solution - Business Model/Services/Program**

The Pluck Project mission is to create an open environment for individuals to express themselves through movement without the worry of being judged. We aim to directly address the social issue of discrimination against anyone in society. The Pluck Project strongly believes that dance is an art form that invites the joining of community and brings forth the essence of unbiased interaction. In today’s world discrimination can be found everywhere, but the Pluck Project strives to eliminate preconceived notions from our communities.

Within the open dance classes that we will offer to children ages 10-15, we plan to focus on the building of trust and the idea that we are all on the same level as human beings; as well as the healthy development of a positive outlet. The title of “dancer” does not refer to any skin color, sexual orientation, or economic background, but instead to the unified existence of artistry and acceptance.

The Project Pluck is dedicated to educating students in Winston-Salem and the Triad region with quality contemporary, ballet, and composition classes that will further their growth as young dancers and artist. Through careful instruction and well planned classes we intend to expand the minds of young performers, and expand their mental and physical limits creating future artist who will later on compete in the world of the arts.

**Product:** High quality dance instruction at an extremely discounted rate. Most studios in the Triad area have tuition fees that are not able to be met by many families, thus their children go without training and artistic fulfillment.

**Services:** Our instruction is derived from The University of North Carolina School of the Arts Dance Curriculum. These classes will range from new age contemporary styles, classical modern techniques, classical ballet techniques, dance composition and improvisation techniques.

**Programs:** initially, we will offer these dance classes after school every weekday for a month (30 days) as a starter. If it proves to be successful then we will extend the program.

**Instructors:** Classes will be taught by senior level contemporary dance company from UNCSA.

For the start-up phase, the Pluck Project program will be managed by the Office of Career Services and Outreach at the UNC School of the Arts, in collaboration with the UNCSA School of Dance

## Market Analysis and Marketing Strategy

There are clearly defined target areas in Winston-Salem. The “south side” neighborhoods bordering the UNC School of the Arts are some of the lowest income neighborhoods in Winston-Salem. These neighborhoods have been traditionally African American, and in the last decade, the destination for a large influx of Latino families. Most of the local neighborhood schools have a 90-100% free or reduced lunch student population. This neighborhood provides the ideal target population for the Pluck Project.

The program will be promoted through the WS Forsyth County Schools.

## Financial Plan and Sustainability

Initial funding for the program will be supplied through various grants and corporate partnerships. Grants will include UNCSCA’s Office of Outreach and the Winston Salem Forsyth County Arts Council. The program currently has funding from Reynolds International Foundation. Other types of funding could include online fundraising platforms such as Kickstarter, Indiegogo, or Causes.

**Cost per student:** In order to keep the fees affordable to the low-income family, each class will cost \$10 per week.

### Proposed Phase-in Schedule:

**Year 1**, the Pluck Project will teach 1 class, 5 days per week for 4 weeks. Each class will last 2 hours, and will have maximum capacity of 30 students.

**Year 2**, the Pluck Project will teach 2 classes, 5 days per week for 6 weeks. Each class will last 2 hours, and will have maximum capacity of 30 students.

**Year 3**, the Pluck Project will teach 3 classes, 5 days per week for 8 weeks. Each class will last 2 hours, and will have maximum capacity of 30 students.

### Budget Year one

#### Expenses

Venue: (UNCSCA, YWCA, Community Center, etc)	0 (donated)
Supplies (dance clothes, snacks, video and sound equipment)	\$ 700
Teachers fees (\$150 per wk x 2 teachers x 4 wks)	\$ 1,200
<b>Total expenses yr. 1</b>	<b>\$1,900</b>

#### Income

Fee per class 30 students x 4 wks x \$10 per wk	\$1,200
Start up funds	
UNCSCA	\$1,000
RJR	\$1,200
<b>Total income yr. 1</b>	<b>\$2,200</b>

### Budget Year Two

#### Expenses

Venue: (UNCSCA, YWCA, Community Center, etc)	0 (donated)
Supplies (dance clothes, snacks)	\$ 600
Teachers fees (\$150 per wk x 4 teachers x 6 wks)	\$3,600
<b>Total expenses yr. 2</b>	<b>\$4,200</b>

#### Income

60 students x 6 wks x \$10 per wk	\$3,600
Private Funding	\$ 1,200
<b>Total Income yr. 2</b>	<b>\$4,800</b>

**Budget Year Three**

**Expenses**

Venue: (UNCOSA, YWCA, Community Center, etc)	0 (donated)
Supplies (dance clothes, snacks, video/sound equipment)	\$ 800
Teachers fees (\$150 per wk x 6 teachers x 8 wks)	\$4,800
<b>Total Expenses yr. 3</b>	<b>\$7,200</b>

**Income**

90 students x \$10 per wk x 8 weeks	\$7,200
<b>Total income yr. 3</b>	<b>\$ 7,200</b>

**Impact Summary – Social Benefits**

Following El Sistema’s model, the Pluck Project’s primary focus is to create a daily haven of safety, joy and fun that builds every child’s self-esteem and sense of value. Emphasis is placed on creating a community that supports one another. Teachers and students alike are invested in both personal and community success, creating a place where children feel safe and challenged.