

ART EDUCATION · PREMISES ACQUISITION · DEBT FINANCING

XX Arts & Design Academy

Business Plan - Anonymized Public Excerpt

THE
ASSIGNMENT

Connect enrolment growth, class capacity, instructor hours and an owner-occupied classroom acquisition into one credible expansion plan.

This public excerpt is adapted from a completed 2024 client engagement prepared by the consulting practice behind NarrativePlan. Client identity, address, personal information and detailed financing figures are omitted. It is not legal, lending or investment advice.

01 CASE AT A GLANCE

An operating school preparing for its next stage

The academy was an established, founder-led visual arts school serving K-12 students from two Greater Vancouver locations. It offered structured programming from early art exploration and foundational skill building through digital arts, sculpture, pottery and portfolio preparation.

Growth created a practical decision: continue operating through a mix of rented and home-based space, or purchase a dedicated classroom property near the existing student base. The business plan had to show that the acquisition was not merely a real-estate preference. It needed to support teaching quality, enrolment capacity, operating continuity and long-term brand development.

BUSINESS STAGE Operating since 2018	CURRENT SCALE About 120 students
CORE MARKET K-12 art and design education	PLANNING PURPOSE Debt-financed premises acquisition

The core planning question

Can the academy translate demand and founder reputation into a larger, sustainable teaching operation without exceeding classroom or instructor capacity?

02 THE BUSINESS MODEL

A ladder of programs, not a single class

The program portfolio serves different ages, commitment levels and goals. That matters strategically: entry-level programs can introduce families to the academy, skill-building programs support recurring weekly enrolment, and advanced portfolio preparation creates a premium pathway for older students.

Program architecture

EXPLORE Creative exploration for younger children	BUILD Drawing, colour, anatomy and perspective
EXTEND Digital art, sculpture and pottery	ADVANCE Portfolio preparation for post-secondary admission

The revenue logic remains understandable: recurring programs combine tuition rate, weekly hours, teaching weeks and enrolled students; portfolio preparation is priced as a more intensive annual service. Growth therefore has to be tested against four linked drivers - enrolment, price, teaching hours and the number of viable class groups.

This prevents the forecast from treating student growth as a percentage detached from the actual timetable.

03 INDUSTRY DIRECTION

Traditional foundations in a technology-shaped market

Private art education sits between formal school programming, extracurricular enrichment and preparation for creative post-secondary study. Families may value artistic technique, but they also associate art education with creativity, problem solving, confidence, emotional expression and portfolio development.

Four forces shaped the 2024 market discussion

- **Digital tools broaden the curriculum.** Tablet drawing, image editing, 3D modelling and immersive media create new program possibilities and career relevance.
- **Foundational skills remain differentiating.** Technology does not remove the value of drawing, painting, sculpture, observation and composition. The strongest proposition combines both.
- **Parents buy trust as well as instruction.** Instructor credentials, student progress, location, scheduling and a safe learning environment influence choice.
- **Low entry barriers intensify competition.** Independent tutors and online platforms can compete for introductory lessons, making structured programs and visible outcomes more important.

POSITIONING
IMPLICATION

The academy should not compete on convenience alone. Its defensible position is the combination of accomplished founders, a sequenced K-12 curriculum, traditional and digital media, small classes and a pathway toward advanced portfolio work.

04 COMPETITIVE LANDSCAPE

The market offers breadth; the strategy needs coherence

The original engagement reviewed four Greater Vancouver providers selected for program breadth, instructor positioning and overlap with the academy's target families. The review was a 2024 market snapshot based on publicly available information, not a permanent ranking.

Named alternatives

GLORIOUS ART INSTITUTE Broad foundational, gifted and portfolio programming across two locations	VSA ART & DESIGN STUDIO Age-progressive studio programs with digital and portfolio options
OPENSTUDIO ACADEMY Portfolio-led positioning across design and fine-art disciplines	NPC ARTS CENTRE Multi-campus breadth and extensive design-specialization choices

What the comparison means

Competitors demonstrate that families can choose between neighbourhood studios, specialist portfolio academies and larger multi-program operators. The academy's opportunity is not to imitate the longest course list. It is to make its own progression visible: strong fundamentals, accomplished artistic leadership, deliberate small classes and selective expansion into digital and three-dimensional media.

A competitor section becomes useful only when it changes the positioning, program priorities or financial assumptions.

05 STRATEGIC ANALYSIS

Use the founders' strength without making growth depend entirely on them

The academy's strongest asset was also its main operating constraint. The founders' artistic credentials, teaching reputation and community relationships supported demand and quality. Yet a larger school could not rely indefinitely on both founders carrying every class, every parent relationship and every administrative responsibility.

Narrative SWOT

Strength. Accomplished founders, structured multi-level programming, small classes and locations close to target families created a credible base for retention and referrals.

Constraint. Limited promotion, no mature website at the time of the engagement and founder concentration reduced the school's ability to convert reputation into a scalable institution.

Opportunity. A dedicated space, clearer digital presence, community partnerships and professional development could support a more visible and repeatable student experience.

Threat. Independent tutors, larger academies and rapidly changing digital tools could erode differentiation if the curriculum or marketing remained static.

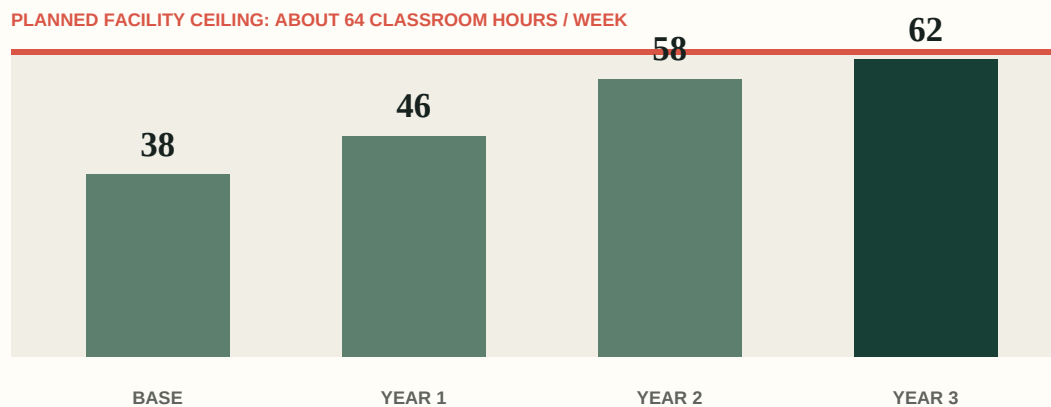
STRATEGIC
RESPONSE

Convert founder reputation into systems: documented curriculum, faculty development, scheduled capacity, student portfolios, parent communication and partnerships that can outlast any single instructor's availability.

06 CAPACITY BRIDGE

Test student growth against the timetable

The financial forecast could not accept enrolment growth until the operating model showed where the classes would fit and who could teach them. The plan therefore translated students into class groups, weekly hours and concurrent room requirements.



The facility could support two classes at the same time and approximately 64 classroom hours per week. Forecast teaching demand rose from the high-30s to the low-60s. That indicated physical capacity was available, but it did not mean the founders should personally teach every hour.

Operating conclusion

The premises acquisition could accommodate the forecast student base. Sustainable execution, however, required reliable contract instructors - particularly for digital arts and selected junior programs - plus scheduling discipline and a gradual transfer of teaching responsibility.

07 GROWTH PRIORITIES

Property is an operating platform, not the strategy by itself

The dedicated classroom space addresses continuity, environment and capacity. It creates value only when paired with the systems that bring students in, retain them and deliver consistent instruction.

Priority sequence

1. **Open without disrupting the existing base.** Coordinate the move, timetable and family communication so the new premises preserve current enrolment before adding growth.
2. **Make the program pathway visible.** Present the progression from exploration to foundations, digital and three-dimensional media, and portfolio preparation.
3. **Build demand infrastructure.** Launch a useful website, maintain social channels, hold open houses and workshops, and develop referral relationships with schools and community organizations.
4. **Develop the faculty bench.** Use professional development, lesson planning and peer observation to protect quality as contract instructors take more hours.
5. **Track leading indicators.** Monitor inquiries, trials, enrolment by program, retention, class utilization, instructor hours and portfolio outcomes before relying on annual revenue alone.

The financing story becomes credible when the property, operating capacity, marketing system and teaching resources move together.

08 RISKS AND SOURCE BOUNDARIES

A useful plan is clear about what remains to be proven

Key risks

- **Enrolment risk:** forecast growth depends on converting inquiries and maintaining retention. Trial classes, open houses, referral activity and program-level reporting provide earlier evidence than year-end revenue.
- **Instructor risk:** a founder-led model can face fatigue or scheduling concentration. A stable contractor bench and documented curriculum reduce disruption.
- **Opening risk:** acquisition, renovation and move timing can affect the school-year intake. The operating plan should preserve contingency time and communication alternatives.
- **Competition and technology risk:** the curriculum must evolve without abandoning the foundational skills that support the academy's positioning.

Research and information boundaries

The original 2024 engagement used client records, historical operating information, a property listing, contractor information, public competitor websites and public sources including Statistics Canada, Canadian Heritage materials, provincial education information and arts-sector organizations. Public facts and competitor offerings should be refreshed before relying on them for a current decision.

This excerpt deliberately excludes the client name, founder names, address, student identities, purchase price, loan amount, detailed projections and lender-response correspondence. It demonstrates narrative structure and operating logic; it is not the complete plan and does not claim that financing or the property transaction was approved.

WHY THIS CASE
MATTERS

The strongest part of the plan is not a growth percentage. It is the bridge from students to classes, from classes to teaching hours, and from teaching hours to the premises and people required to deliver them.