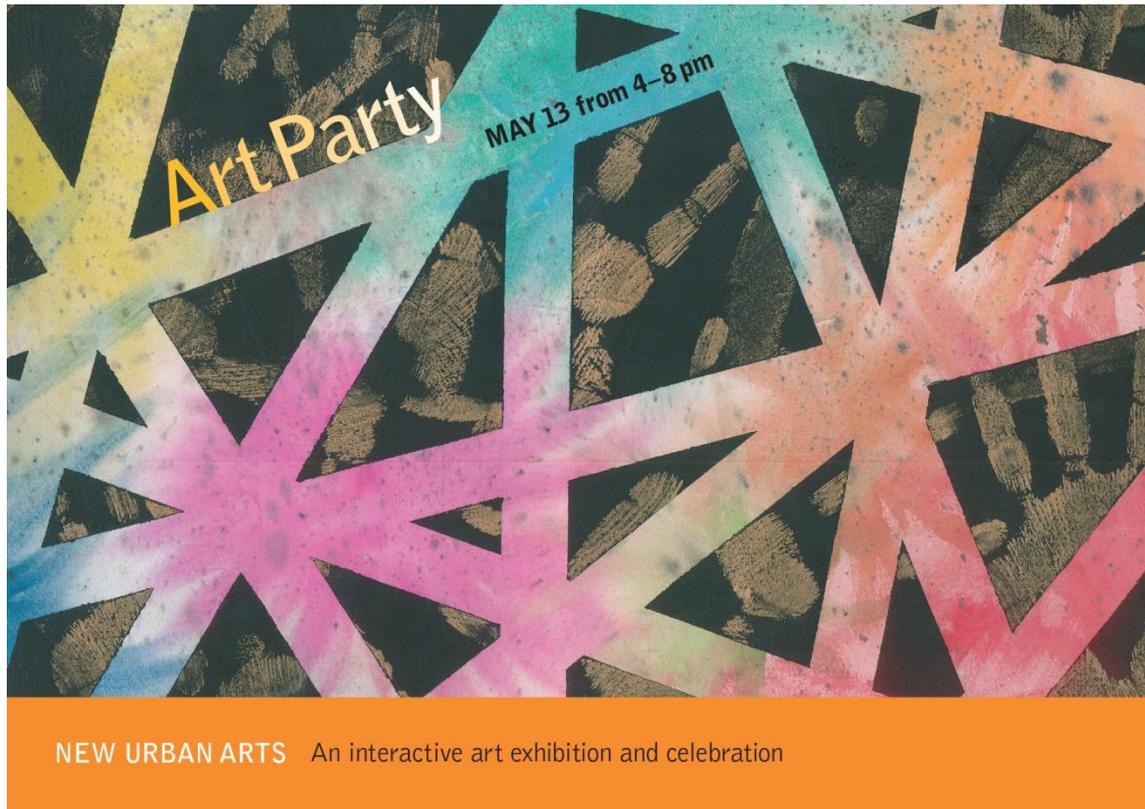


NEW URBAN ARTS



Invitation to the end of year Art Party student exhibition. Artwork by Alani Diaz

July 2015 - June 2016 Year-End Program Report

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New Urban Arts' 2015-16 program year marked a significant milestone for organizational growth. In order to better manage ongoing high enrollment in our Youth Mentorship in the Arts program, we prepared for an expansion of our studio space *and* increased our staffing. The major renovation, planned during the 2015-16 year and completed in fall 2016, ultimately added 2,400 square feet of additional programming space. Student enrollment and participation continued at high levels, falling only slightly from the all-time high records that we set in 2014-15.

In 2015-16, we hired two Resident Artist Mentors (RAMs), each at 20 hours per week. RAMs are part-time employees who specialize in specific media in the studio. This year, our RAMs focused on two of the most popular art forms in our studio: screen printing and two-dimensional media. The RAM position was developed through a strategic planning process that included feedback from youth, staff, volunteers, board members, and other stakeholders. RAMs support the following objectives:

- Increase the consistency, stability, and presence of adult artist mentors, which is key to the development of the relationships that make our programs strong.
- More staff to help maintain studio facilities and equipment.
- Develop a paid teaching staff who receive professional development around best practices in youth development and arts education, thereby improving the quality of our programs.
- Improve the ability of program and teaching staff to collaborate on strategies to support the growth and learning of individual students and the entire studio community.

For most of 2015-16, we were planning the renovation, the goal of which was to expand our program space by developing the basement. Due to high enrollment levels, our studio space was becoming crowded and difficult to use. Tables were covered with supplies, and ongoing projects were tucked away in any available space between shelves. Students and mentors became accustomed to finding corners of tables to work on. Screen printing and sewing shared a cramped space, and ink sometimes spilled on sewing projects.

The possibility of a renovation provided an opportunity for students, volunteers, alumni, staff, and board members to envision solutions to crowding. In 2015, we conducted a community design process, led by our board, which included all of these stakeholders. Based on the results of this process, Truth Box Architects drafted plans for the basement expansion. The architectural plan was included with an application to the Rhode Island State Council on the Arts' (RISCA) Cultural Facilities Grant Program—a grant program that awards capital matching funds to arts organizations that own their spaces.

In January of 2016, we were awarded the RISCA grant and began preparing for construction to take place over the summer of 2016. We also organized creative projects around the renovations, including a large yard sale to clear excess art supplies and equipment from our basement. Our studio organizer divided his time between supporting students and preparing the building for construction.

Finally, in 2015-16, New Urban Arts had more alumni students serving as mentors and staff than at any other point in our history. As New Urban Arts continues to grow, alumni are

taking on more leadership in all areas of the organization. As volunteers, staff, and members of our board of directors, alumni are influencing the direction and operations of New Urban Arts.

Youth Mentorship in the Arts

The Youth Mentorship in the Arts program is New Urban Arts' core program. This program takes place from October through May. The long-term goal of Youth Mentorship in the Arts is that our students make a permanent place for creativity and imagination in their lives. Our interim goals are that students:

- Develop close, positive relationships with non-parental adult mentors and peers.
- Acquire skills and knowledge in the arts.
- Begin to develop their unique artistic voice.
- Graduate high school on a path towards postsecondary success.

Program Activities

Artist-mentors were selected in the fall as volunteers serving four hours a week or about 110 mentoring hours a year, plus receiving 30 hours of professional development and training in various elements of youth development, arts mentoring, and education. As always, our artist-mentors underwent a rigorous selection process, conducted by students, which included a written application, submission of artwork, and in-person interviews. We received 49 mentor applications for 13 open positions and had seven returning mentors, for a total of 18 artist-mentors and two studio study buddies (tutors). Artist-mentors worked in a variety of media, including painting, drawing, digital media, video, printmaking, photography, sewing, music, multi-media, creative writing, and poetry.

Student Enrollment and Participation

	2015-16	2014-15	2013 - 14
Total registered students	478	516	379
Students attending, on average, once or more per week	96	111	84
Students attending 30 or more days over the year*	116	125	99
Average daily attendance	54	66	44
Average monthly attendance	190	207	121

**experts in the afterschool field consider 30 days to be an engagement benchmark*

As mentioned, enrollment and participation fell only slightly from 2014-15, when they reached their highest levels in New Urban Arts' history. It seems as though a total enrollment of about 500 students may be the new norm for New Urban Arts. Looking ahead, we are curious to see how the addition of basement space impacts enrollment.

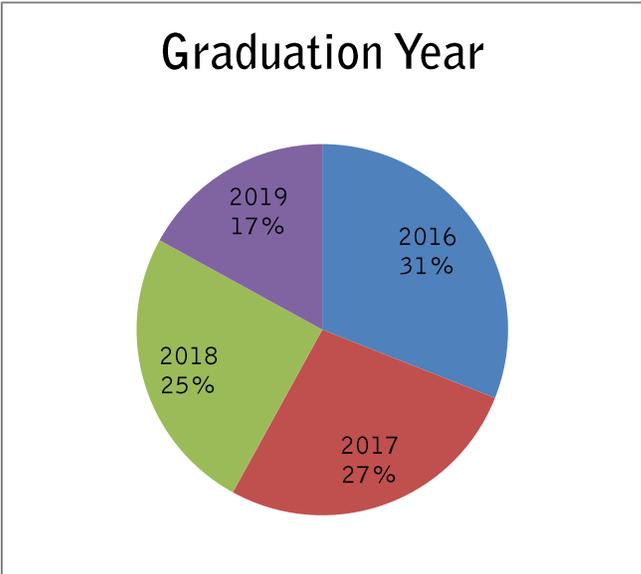
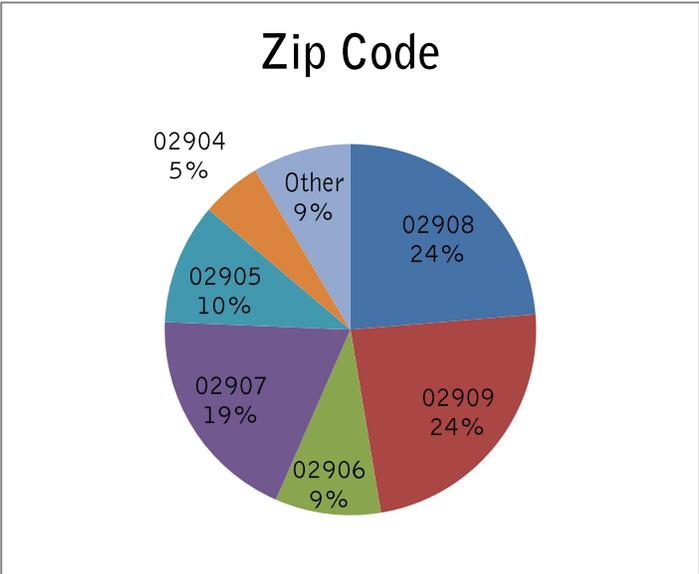
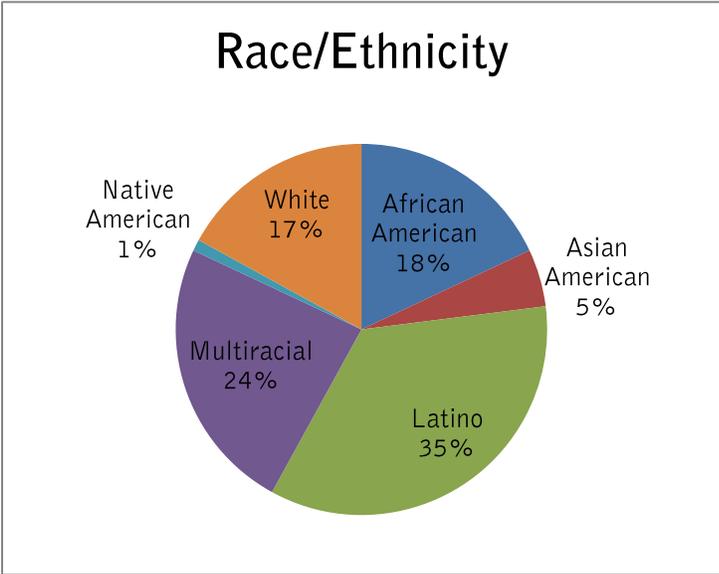
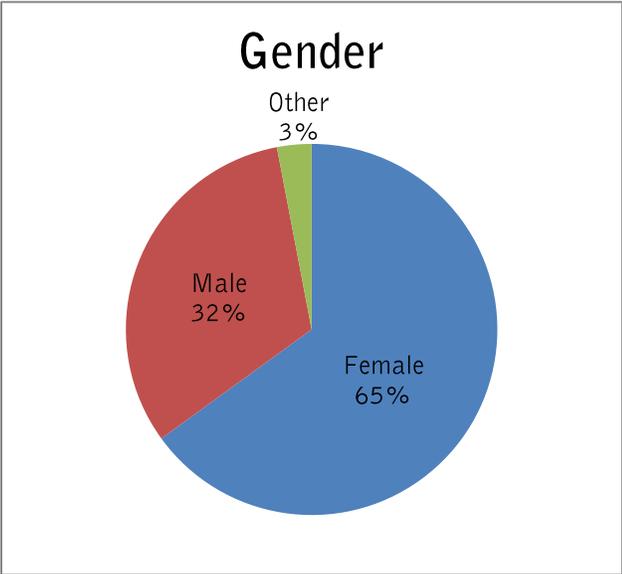
Student Demographics

In 2015-16, we enrolled 478 students. Demographics were consistent with recent years:

- 86% qualified for free or reduced-priced lunch.
Free lunch is for students from households at or below 130% of the poverty line;
reduced-price lunch is for students from households between 130% and 185% of poverty. For a household of four with two children in Providence, 185% of poverty means subsisting on less than \$43,700 per year.

Student Demographics, continued

- 28% of our students identified as LGBTQ



Year End Survey Results

Our year end survey is administered online through Survey Monkey. During the last two weeks of programming, the survey was available on computers in our studio, and a link to the survey link was emailed to students. Ninety-four students completed the survey.

Year End Survey Results, continued

	2015-16	2014-15	2013-14
Number of students completing survey	94	101	52
Percentage of students who agreed or strongly agreed with each of the following statements:			
"I am open to trying new things."	100%	97%	98%
"I have developed more confidence."	93%	96%	90%
"I have developed a way of creating that expresses who I am."	98%	94%	98%
"I have built strong and trusting relationships with my peers and adults."	93%	91%	94%
"I have improved as an artist."	93%	91%	96%
"I have developed a better idea of what I want to do in the future."	84%	81%	94%
"At New Urban Arts, I feel safe and supported."	94%	90%	100%
"Overall I rate New Urban Arts' programs outstanding."	84%	84%	90%

The following are open-ended responses to the question, "Do you like working with an Artist Mentor? Why?"

- "I like working with an artist mentor because then I have more of an idea of what I can do in the studio and mentors usually teach new techniques and the like."
- "I enjoy working with the mentors because they come up to me and push me to try new things and art styles."
- "I guess I do sometimes for a little help with tips and tricks to art."
- "I find it really great because you can learn a lot of things from them, and always know that you have a support for when things don't exactly go great."
- "I do because there is always room for improvement."
- "Yes, because I feel like I'm comfortable enough to ask questions. They've learned from me too! It's a mutual sharing of ideas."
- "Yes and no. Yes, they show what I could possibly do better. However no, because I like finding my style on my own. No shade to the mentors, they're awesome. But it's something I wanna do on my own."
- "50/50 because there are some things that I feel like I have to explore for myself. When I need help or learning something new, that's when I like to work with a mentor."
- "Yes, because not only do I get to learn from them, but I get to connect to them on a more personal level and develop an awesome relationship."

Student Writing and Artwork

Beyond attendance, demographics, and survey results, the various writing assignments that youth participants complete serve as a vital assessment tool. By insisting that youth reflect on their practice, we understand the extent to which they are building knowledge in the arts, and we understand the value of the mentoring relationships that they are building with artists. Below are some student artworks with accompanying artist statements from art shows at New Urban Arts during the 2015-16 school year:



Evelise Gomez, *Project Smiles*, February 2016, Black and white film.

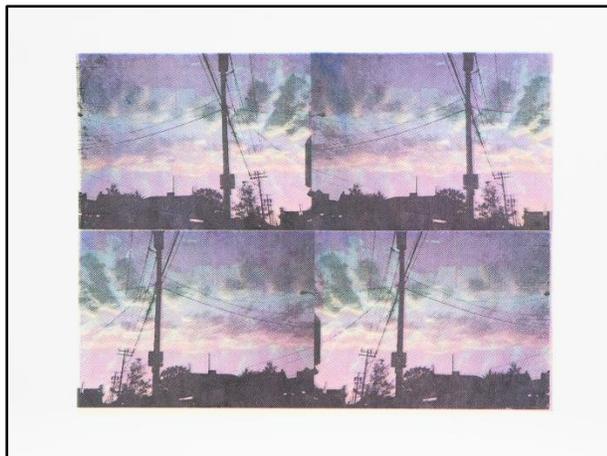
My projects are capturing the happiness of people. As a photographer I feel like the "happy moments" are the best moments to capture. I like when people are happy and smiling because it is a beautiful thing to see. This is a new project, but all of my photos have been of smiles. The most challenging part was getting the right photo and the process. Having to make a bunch of test strips and redo prints when they don't come out right. Don't get me wrong; it's totally worth it when you get that perfect print.

I only have one word to describe New Urban Arts and it is family. My photography mentors Jesse and James honestly have become a part of my family and so has the staff of NUA. I can have the worst day and come to NUA and just talk JB3 which is Jesse and James's (photo artist mentors) ear off and they would listen. Not just because they had to but because they cared and would always say the right things to make me feel better. Everyone is just so supporting and always willing to help and that's what is best about NUA. The month of December I believe I started photography there thinking it was just me and my digital camera, but no its much more than that it's about the meaning of the photo and what you are trying to capture and that's what my awesome mentors taught me. I learned how to connect on an even deeper level with my camera and learned about the printing process which can be a long and annoying one but the end product always makes up for it.



Yisel Vaquez, *Melanin Radiance*, May 2016, Acrylic paint.

I wanted to make something that makes other women with hair like me feel beautiful. I created this work by layering and blending, followed by sharpening lines and then repeating. My art encompasses both my current struggles and an escape from some of them. It illustrates my journey to self-acceptance and celebration, because black women deserve to feel beautiful, too. I am very proud of how many frontiers I pushed with this painting. I'm in love with how it turned out. Shout out to Alan for the amazing advice, and constructive criticism, much love! Also shout out to everyone else who motivated me along the way with your lovely words and kindness.



Kiani (Kleo) Sincere, *Acid* (May 2016), Screen print of photo.

I needed to make an original screen print. I can't be successful by using other's work. I tried something new by using my own photo instead of someone else's. I named this print "Acid" because that is what people said it reminded them of. It's one of the worst screen prints but my best at the same time. The most challenging part was the aligning, like I said this was my worst print. But I like how it ended up. Shout out to Ian and Tycho. I really appreciate y'all. I've learned so much from you guys.

Summer Art Internships and the Summer Open Studio

Our summer Art Internship programs provide low-income high school aged students in Providence structured with art education and enrichment opportunities. In July of 2015, we worked with 25 students in three programs – Art Inquiry, Untitlement Project, and Providence Prints. Students committed to a rigorous schedule and received stipends on successful completion of their programs. We provide participation stipends so that low-income youth are not forced to choose between enrichment and employment. Artwork from the summer programs was displayed at a gallery show that opened on September 11, 2015.

Art Inquiry: Creative Compassion and the Art of Kindness



Ten students explored compassion in art and the role artists play in promoting kindness and understanding through their work. Students worked with mentors Caitlin Cali and Eva Joly to explore Providence, meet local artists, and make work around the themes of compassion and kindness. Julia Gualtieri offered advice and support as our scholar-in-residence for the Art Inquiry program. Students also worked with the following local artists and organizations: Hollis Mickey, Victoria Ruiz, John Risica,

Geraldine McPhee, Mimi Chrzanowski, Dailen Williams, Alison Rutch and Resources for Human Development, The Providence Athenaeum, Sycamore Street Garden, 186 Carpenter Street, RISD 2nd Life, Big Nazo, Iyengar Yoga, and the Little Free Library.

The Untitlement Project

With the guidance of artist mentors Alex Agloro and Eric Axelman, ten students explored issues of identity, including sexual orientation, gender identity, and gender expression. Visiting artists included Victor Terry, Christopher Johnson, Ron Lewis, and Muggs Fogarty.



Providence Prints



Five students spent the summer studying the history and culture of printmaking in Providence. Guided by printmaker Mimi Chrzanowski, students visited print shops, experimented with various printmaking techniques, and developed their printing skills. The following local artists and institutions welcomed our students into their studios and galleries: Ian Cozzens, Julia Gualtieri and the AS220 Printshop, Pricilla Carrion and Atlantic Mills multi-use studio space, Christina Alderman and Britnay Salsbury at

the RISD Museum, Lois Harada and DWRI Letterpress, Alison Nitkiewicz, The Dirt Palace, and The Providence Public Library's Special Collections.

Gallery Attendance and Exhibitions

In addition to our core youth programs, New Urban Arts presented 14 public events including art exhibitions, workshops, and a large community block party. During 2015-16, we had a total of 3,464 people attend our public events. Notably, in September, we held the second annual Rock the Block, a block party organized with the Providence Public School Department. In October, alumni student Roz Raskin organized a benefit concert for New Urban Arts, held in our studio and featuring local bands whose members are alumni or former artist-mentors. In the spring we held a yard sale to clean out our space and prepare for renovation.

Studio Team Advisory Board and Youth Leadership:

The Studio Team Advisory Board (STAB) is a group of students who cultivate New Urban Arts as a youth-driven studio by advising staff, representing the organization publicly, assisting in student recruitment and orientation, and organizing events. STAB participates in all hiring decisions, including the selection of artist mentors. 2015-16 was largely a rebuilding year for STAB, as many participants graduated in 2015. Additionally, our youth programs manager took over from the director of programs as the staff member responsible for STAB. During this time of transition, STAB continued to meet twice a month from October through May. STAB held a mid-year retreat in February and an end of year retreat in June.



New Urban Arts student Idrees Montequi facilitates a focus group at the PYC Youth Forum on school climate and culture.

New Urban Arts also partnered for a second year with the Providence Youth Caucus (PYC), sending three youth representatives to participate in a student-led coalition with five other Providence youth organizations. The PYC unites youth from across Providence to work together for citywide education changes like restorative justice practices and personalized learning. This year, students helped to organize a forum focused on education issues, which ultimately informed the Providence Public School Department's search for a new superintendent.

APPENDIX A

Key Staff

Daniel Schleifer, Executive Director

BA, Ethnic Studies, Brown University

Daniel Schleifer was named Executive Director in April, 2015. Schleifer joined the New Urban Arts community in the fall of 2007 as the first Studio Study Buddy. In 2010, he was hired as director of development. In that position, he fostered a 39% increase in individual giving to New Urban Arts' annual fund, along with significant increases in grant funding. These funding increases have allowed the organization to adapt to growth in student enrollment. Other significant successes include spearheading New Urban Arts' first capital campaign, seeding an endowment, and paying off the mortgage on New Urban Arts' building. Daniel is also a founding member, Sousaphone player, and composer in the What Cheer? Brigade. In 2011, he received the prestigious MacColl Johnson fellowship in music composition from the Rhode Island Foundation.

Emily Ustach, Director of Programs

BA, Art History, Salem College

MA, Teaching and Learning in Art and Design, RISD

Emily Ustach has extensive professional experience in program design, non-profit administration, and art education, as well as a long history as a volunteer at New Urban Arts. Prior to joining New Urban Arts as Director of Programs, Emily developed the Education Fellowship AmeriCorps program at The Learning Community, a nationally recognized public charter school. She also worked as the Program Coordinator at Rhode Island Campus Compact, where she supported college students' civic and community engagement. Emily served as an artist mentor at New Urban Arts from 2008-10, and in 2011, she chaired our program committee, which developed strategies to maintain the quality of our youth programs during a period of growth in enrollment and the transition to a new physical space.

Ashley Paniagua, Youth Programs Manager

BA, Liberal Arts and Studio Art, Wheelock College, with certification in Community Based Human Services

Ashley began in her current position at New Urban Arts in 2013. Before joining our staff, Ashley worked at two social service agencies in Hawaii. At the Arc in Hawaii, she provided services for people with intellectual and developmental disabilities on the island of Oahu. She then took a position as a family services specialist at HUGS (Help Understanding & Group Support), a nonprofit organization that supports families that care for children with chronic and life-threatening illness. Ashley graduated from Wheelock College with a BA in Studio Art and a certificate in Community Based Human Services. She is also an alumna of New Urban Arts' youth programs, and she remained involved as a volunteer after high school. As a product of Providence's public schools, she has a deep understanding of the challenges our students face.

Owen Muir, Studio Organizer

BFA, Digital Media, University of Massachusetts Dartmouth

Owen Muir is a New Urban Arts Alumni and former mentor. Before joining New Urban Arts' staff, Owen taught digital media and technical theater at Everett Arts and St. Andrew's School. Owen has also worked as a freelance graphic designer and photographer.

APPENDIX B

30, 60, 90 Attendance Data by School

Our 21st Century Community Learning Center (CCLC) grant requires us to track the number of students who attend our programs 30 or more days over the course of the year. We find it useful to track this data for all students regardless of whether they attend one of the schools that we partner with through CCLC.

	Students Attending...			
	30 or more days per year	30-59 days	60-89 days	90+ days
ALL STUDENTS	116	62	24	30
CCLC Students	58	29	14	15
Central	10	4	2	4
Classical	47	24	12	11
ACE Academy	1	1	0	0
Non-CCLC Students	58	33	10	15
Alvarez	1	1	0	0
E-Cubed	1	1	0	0
Hope Arts	1	1	0	0
JSEC (Juanita Sanchez Educational Complex)	2	2	0	0
MET	14	5	3	6
Mount Pleasant	0	0	0	0
PCTA (Providence Career and Tech Academy)	23	14	1	8
School One	2	1	0	1
TAPA (Trinity Academy for the Performing Arts)	1	1	0	0
Times 2	0	0	0	0
Other (Providence School not on list)	5	3	2	0
Out of Providence	8	4	4	0