

# NEW URBAN ARTS



*Invitation to end of year Art Party student exhibition  
Artwork by Cynthia Cortez*

## July 2017 – June 2018 Year-End Program Report

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New Urban Arts  
705 Westminster Street  
Providence, RI 02903  
t. (401) 751-4556  
f. (401) 273-8499  
[www.newurbanarts.org](http://www.newurbanarts.org)

## INTRODUCTION

*"NUA has changed my perception of after school activities and nonprofit organizations. I hadn't thought that a program such as this could have such a profound impact on my life."*

-New Urban Arts Student



During the 2017-18 program year, New Urban Arts' programs expanded significantly. Working in close partnership with the administration of Central High School, we received an expanded five-year 21<sup>st</sup> Century Community Learning Center (CLC) grant from the Rhode Island Department of Education to launch NUA Knights — a comprehensive after school and summer program at Central — while continuing to support the after school and summer programs offered in New Urban Arts' storefront art studio at 705 Westminster Street. We have partnered with Central and Classical High Schools on our CLC grant since 2007, and the programs at 705 Westminster are of course still open to Central students. Trinity Academy for the Performing Arts also joined our CLC partnership in the fall of 2017.

Expanding to provide programs at multiple sites required shifts and growth in our staffing structure. We created a new position, the Youth Engagement Associate, which provides additional student support after school at 705 Westminster, giving the Director of Programs and the Youth Programs Manager more flexibility.

Our 2017-18 programming year ran from July 1, 2017 – June 30, 2018. This period included the 2017 summer programs and the 2017-18 after school programs. This report describes participation in New Urban Arts' programs in both quantitative and qualitative terms, along with changes in our program strategies.

Between the two program sites, New Urban Arts served a total of 1322 unduplicated students.

## YOUTH MENTORSHIP IN THE ARTS

Taking place at 705 Westminster, the Youth Mentorship in the Arts program is New Urban Arts' core program. This program runs 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.

The primary educators in the program are a mix of staff and volunteer artist mentors. Resident artist mentors (RAMs) are our three part-time, permanent staff teaching artists, each of whom is responsible for a high-demand area of the studio: printmaking, music production, or painting/drawing. As professional artists in their respective media, RAMs offer high-quality instruction, serve as a consistent adult presence from year to year, help maintain the studio and facilities, and — through our investment in their professional development — continuously improve the quality of our programs.

Volunteer artist mentors serve four hours a week or about 110 mentoring hours a year, plus 30 hours of professional development and training in various elements of youth development, arts mentoring, and education. As always, in September, volunteer artist mentors were selected through a rigorous selection process conducted by students, including a written application, submission of artwork, and in-person interviews. We received 20 mentor applications for nine open positions, and 4 mentors returned from the previous year, for a total of 11 volunteer artist mentors plus 2 study buddies (tutors). Volunteer artist mentors worked in a variety of media including painting, drawing, digital media, printmaking, photography, sewing, music, multi-media, creative writing, and poetry.

In addition to our RAMs and volunteer artist mentors, as mentioned, we created a new part-time Youth Engagement Associate position this year to provide additional support and engagement of young people after school.

### Artist Mentor Professional Development

*"I've really appreciated my time here. I hope I have contributed in ways that reflect what this space has given to me—an opportunity to grow and develop my skills as an educator, which are still green in some ways and no longer so in others!"*

-Emily Sun, Artist Mentor (2015-18)

All mentors receive up to 30 hours of professional development over the course of their mentoring year. New Urban Arts holds a mandatory two-day orientation and a one day mid-year retreat that ground mentors in basic youth development practices and safety procedures, while preparing them for the mentoring experience at New Urban Arts. There are also monthly 90-minute mentor meetings. Under the guidance of the program staff, mentors use reflective practice and conversations to process their experience with their peers, plan, and prepare for their mentoring sessions.



Artist mentor looking at New Urban Arts' core values during mentor orientation

## Student Enrollment and Participation

	2017-2018	2016-2017	2015-2016
Total registered students	736	507	478
Students attending, on average, once or more per week	98	125	96
Students attending 30 or more sessions over the year*	138	142	116
Students attending 60 or more sessions over the year	58	78	54
Average daily attendance	67	70	54
Average monthly attendance	247	223	190
Annual total visits	12,630	13,307	9,964

*\*Experts in the field consider 30 sessions to be an engagement benchmark*

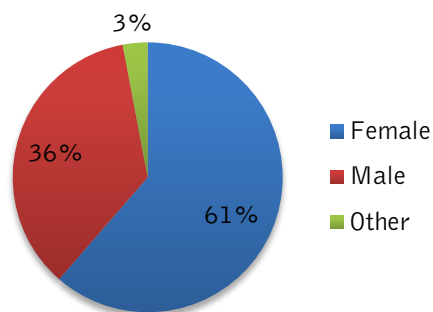
While the total number of registered students was significantly higher than in previous years, all other participation metrics were on par with the past two years. Notably, 2017-18 was the first year that we employed an online registration form, allowing students to enroll without entering New Urban Arts; 53 of our enrolled students never actually attended the program, which would bring our total registration somewhat closer to previous years. This was also the first year that the NUA Knights program was offered at Central. Due to cross-promotion, we saw a significant increase in the number of Central students enrolled in the Youth Mentorship in the Arts program, but they did not attend as often as other students because they often took advantage of the many after school options available at Central through NUA Knights.

## Student Demographics (Youth Mentorship in the Arts)

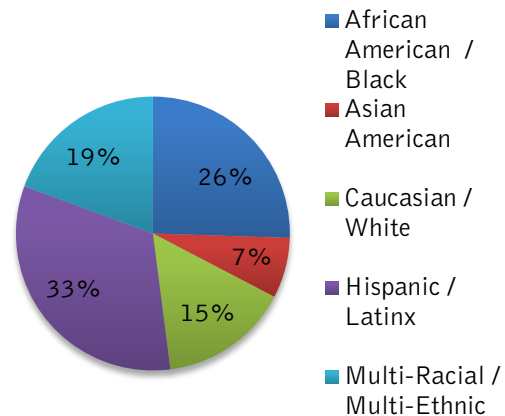
In 2017-18, we enrolled 736 students. Demographics were consistent with recent years:

- 81% of students qualified for free or reduced price lunch. Of students who attended once or more per week on average, 88% qualified for free or reduced price lunch.
- 34% of students identified as LGBTQ. LGBTQ students typically comprise approximately 4%-10% of a high school's population.

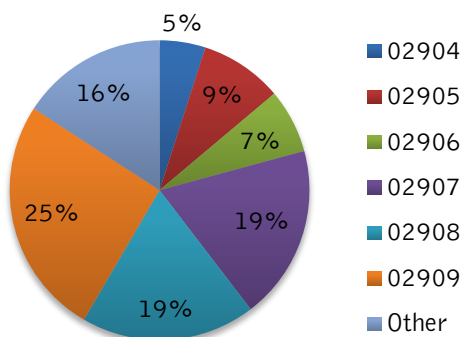
### Gender



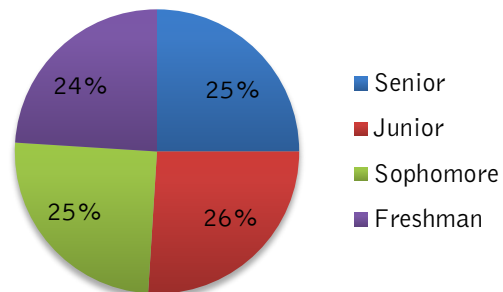
### Race / Ethnicity



### Zip Code



### Graduation Year



Gender and zip code data were consistent with past years. In race/ethnicity, more students identified as African American, and fewer identified as Multi-Racial/Multi-Ethnic than in previous years.

## 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. This year, 74 students completed the survey, about half of whom identified this as their first year participating at New Urban Arts — as consistent with enrollment data.

	2018	2017	2016	2015
Number of students completing survey:	74	108	94	101
Percentage of students strongly agreeing or agreeing with the following statements:				
<i>I am more open to trying new things.</i>	97%	98%	100%	97%
<i>I have developed more confidence.</i>	90%	99%	93%	96%
<i>I have developed a way of creating that expresses who I am.</i>	93%	99%	98%	94%
<i>I have built strong and trusting relationships with my peers and adults.</i>	95%	94%	93%	91%
<i>I have improved as an artist.</i>	89%	93%	93%	91%
<i>I have developed a better idea of what I want to do in the future.</i>	81%	90%	84%	81%
<i>At New Urban Arts, I feel safe and supported.</i>	95%	99%	94%	90%
<i>Overall I rate New Urban Arts' programs outstanding.</i>	74%	86%	84%	84%

We can also look at survey results across participation levels. The following table shows survey results for students who participated in 30 or more sessions during the year:

	2018	2017	2016	2015
Number of students completing survey:	59	69	66	66
Percentage of students strongly agreeing or agreeing with the following statements:				
<i>I am more open to trying new things.</i>	97%	97%	100%	98%
<i>I have developed more confidence.</i>	93%	96%	91%	98%
<i>I have developed a way of creating that expresses who I am.</i>	92%	100%	98%	97%
<i>I have built strong and trusting relationships with my peers and adults.</i>	95%	96%	94%	91%
<i>I have improved as an artist.</i>	88%	96%	92%	91%
<i>I have developed a better idea of what I want to do in the future.</i>	81%	91%	81%	83%
<i>At New Urban Arts, I feel safe and supported.</i>	100%	100%	99%	99%
<i>Overall I rate New Urban Arts' programs outstanding.</i>	76%	87%	85%	83%

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

- Yes because there is so much you can learn from college prep to essay writing to screen printing.
- The NUA mentors are always very supportive, encouraging and helpful.
- YES BECAUSE THEY TEACH ME MORE!
- I like working with Dana and Carmel. Working with Dana is really fun, and she always helps me see different perspectives on art and drawing. I also like working with Carmel because she helps me with my sewing, but she makes sure that we know what

to do and do most of our own work because she wants us do it and learn. she doesn't want to do our work herself.

- Of course without a doubt they show you so much of their knowledge n pov's (points of view) so yeah working with mentors is pretty lit; it's like your skill level upgrades.
- At first I didn't because I was too nervous to talk to new people, but once you warm up to the new mentors, it's really easy to talk to them.
- Yes I do; I am able to get ideas and advice I never would have thought I could make.
- Yes because I'm still really new to art media so having someone to help me while I'm here is good.
- Yes because I get to work and talk with them to learn different mediums of art and improve my technique in a medium that I thought I already knew enough about.

In the following graphic, the larger the word, the more frequently students used it in responding to the question, "What does New Urban Arts mean to you?"



The following are selected responses to the question, "What does New Urban Arts mean to you?"

- New Urban Arts is a place for people to come in and find guidance in a very modern way and connect with adults who may sometimes share their experience or interests with me.
- New Urban Arts gives me the opportunity and resources to become a better artist and a very curious person.
- It's a safe place where anyone can be themselves.
- It means everything; if there is nowhere else I can go after school, I can come to New Urban Arts.
- A place where I can be myself without having any fear of judgement.
- New Urban Arts is a place where everyone can express themselves and do art with materials that they might not be able to have access to all the time.



- It means an open and safe space where I can go after school.
- New Urban Arts means a lot to me as a young queer artist. It's such an accessible and open place and I'm really grateful to have it, considering I never had this sort of resource in other places I have lived.
- Representation and an upbringing for urban kids. It's difficult to be progressive without aggression, NUA does that. NUA provides opportunities.
- More than an art space, especially for students like me who don't make traditional art or finds art outlets in writing. It's been a space where I can connect with those who I would never find myself talking to outside of NUA.
- NUA to me means a community of people who all have their own struggles, but can feel comfortable in a place where there are no obligations and far less stressors. NUA also educates members about college and the future, allowing people to feel much more confident about the knowledge they have.

### Student Writing and Artwork



Aileen Feliz, "Hand in Hand"

*My inspiration stemmed off of the idea that working together can be very powerful, and can cause a bigger impact. The hands of color represent youth and authoritative figures working hand-in-hand (Pun truly intended) to break systems of oppression down. The uncolored hands represent the systems, and oppressive structure America has strongly built over the years. The void represents all of the struggles that people of color have faced to get the education they rightfully deserve. The void is red to stand in solidarity for the ones who didn't live to see this day. The yellow flowers represents the years of progress we have made as a community, and will continue to make as the years go by.*





Florence Ashamu, "Boundary Extension"

*As a woman, I have been shown through television shows, history books, and biology books that it's okay for me to be weak and fragile. As a black woman, my family and society have told me otherwise. I want to use art to explain my insecurity and show others how complex the black woman deserves to be.*

### **A LIFE AFTER SCHOOL PROGRAM (ALAS)**

ALAS is our post-secondary support program. The 2017-18 program year was its second year of funding as a year-round program with a full-time staff member, and for the first time, we were able to offer a summer College Explorations program that supported eight rising seniors. This group visited colleges and universities in New England, while getting a jump start on the college application process. Over the course of the entire year, the ALAS program worked one-on-one with 35 students, 26 of whom were seniors, and nine of whom were underclassmen. ALAS also supports recent alumni who are in college, the workforce, or still navigating their post-secondary transition. This year the ALAS program actively supported 17 alumni.

Graduating seniors were accepted to the University of Rhode Island (both regular admission and through the Talent Development program), Rhode Island College, Syracuse University,

Mount Holyoke, Manhattanville College, Dartmouth, Howard University, the Rhode Island School of Design, and the Community College of Rhode Island (CCRI).

Additionally, ALAS supports students looking for alternatives to college. As part of this effort, New Urban Arts hosted its fifth annual Not College Fair, which engaged over 15 exhibitors and over 100 high school students.

Our ALAS program also worked with underclassmen to apply for part-time jobs and other professional development experiences. This year, three students received full or nearly-full financial aid awards to competitive summer programs such as RISD's Pre-College and Smith College's Summer Programs.

### **STUDIO TEAM ADVISORY BOARD**

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. This year STAB held a mid-year retreat at New Urban Arts in January, where they were joined by New Urban Arts Board Chair Mary Lee Partington. STAB helped coordinate two student art shows, Artsgiving (a community building celebration), an Open Mic night, and multiple Karaoke nights.

### **GALLERY AND EVENT ATTENDANCE**

New Urban Arts hosted 11 public events including art exhibitions, a holiday craft sale, the Queer and Trans Zine Reading (part of the QTZ Fest), and fundraising events. During 2017-18, we had a total of 1,814 people attend our public events.

### **THE SUMMER ART INTERNSHIPS**

New Urban Arts offered three programs during the summer of 2017, engaging 25 students in our Summer Art Internship programs, which provide low-income high school students structured art education opportunities. Upon successful completion of the program, students receive a participation stipend; we provide stipends so that low-income youth aren't forced to choose between summer enrichment and employment. Students also receive a free lunch through the Providence Summer Lunch program and RIPTIKs to support transportation between home and New Urban Arts. Summer students displayed their artwork at a gallery exhibition in September.

#### **Art Inquiry: "Lost and Found"**

Through research, writing, and artmaking, nine students explored "lost and found," looking at how artists and scholars throughout history have approached the concept, completing writing assignments, and creating their own artwork on the theme.

### **The Untitlement Project**

Ten students explored issues of identity, including sexual orientation, gender identity, gender expression, race, and class. They also created artwork around these themes.

### **College Explorations**

As mentioned, eight students got a jump start on the college application process. The group visited Rhode Island College, URI, Brown, RISD, College of the Holy Cross, and Mt. Holyoke. They also started their essays, learned about college financing from the College Planning Center of RI, and identified what they are looking for in a college or university.

### **NUA KNIGHTS**

As mentioned, New Urban Arts has received an expanded five-year 21<sup>st</sup> Century Community Learning Center (CLC) grant from the Rhode Island Department of Education to launch NUA Knights, a comprehensive after school and summer program at Central. NUA Knights strives to create a greater sense of community and personalization for Central students by offering a variety of programs, many of which are run by Central staff and faculty.

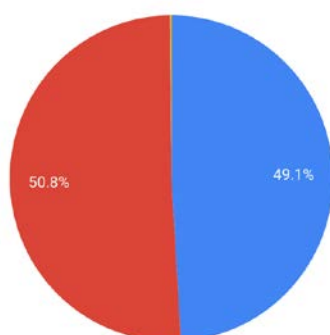


Programs are offered in the following areas: academic enrichment, art, intramural sports, leadership, and social/emotional learning. In its first year, NUA Knights attracted a particularly high number of English Language Learners (ELL) who were excited about participating in after school activities. Teachers and staff organized to provide programming specifically tailored to their needs, such as an ELL Writers Workshop, Newcomers Club, Culture Club, and a Future Nurses Club.

## Student Demographics (NUA Knights)

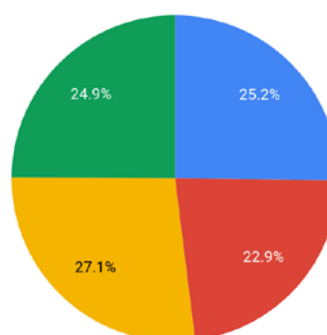
In its first year of programming, NUA Knights served a total of 687 students.

**Gender**



**Grade**

● Male  
● Female  
● Nonbinary



● 9  
● 10  
● 11  
● 12

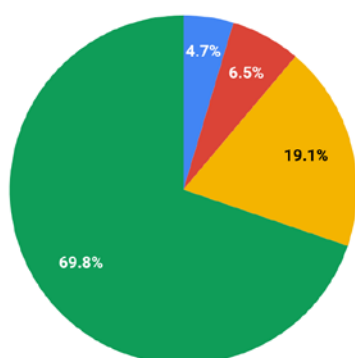
While student participants are almost equally divided among the four grades, freshmen and juniors were the largest participant groups, meaning that we have an opportunity to retain these students next year.

Of the 687 students served:

- 100% were eligible to receive free or reduced lunch.
- 108 attended 30 or more days.
- Of those that attended 30 or more days, 31 attended 60 or more days, and eight attended 90 or more days.
- 215 students submitted enrollment forms.

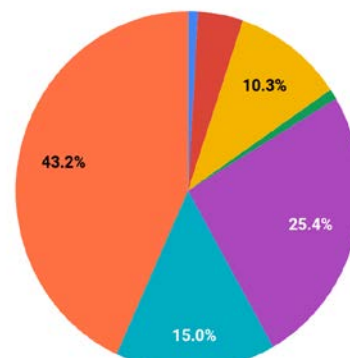
The following charts depict the race/ethnicity and zip codes of the students who submitted enrollment forms.

**Race / Ethnicity**



● Multi Racial  
● Asian  
● Black  
● Hispanic

**Zip Code**



● 02903  
● 02904  
● 02905  
● 02906  
● 02907  
● 02908  
● 02909

Approximately 70% of enrolled NUA Knights students identified as Hispanic, consistent with 71% of Central's overall population that identifies as Hispanic. As with the Youth Mentorship in the Arts Program, the plurality of NUA Knights participants lived in zip code 02909. Of the 215 students who submitted enrollment forms:

- 89 attended 30 or more days
- Of those that attended 30 or more days, 31 attended 60 or more days, and 8 attended 90 or more days. (All of our students who attended 60 or more days filled out enrollment forms.)

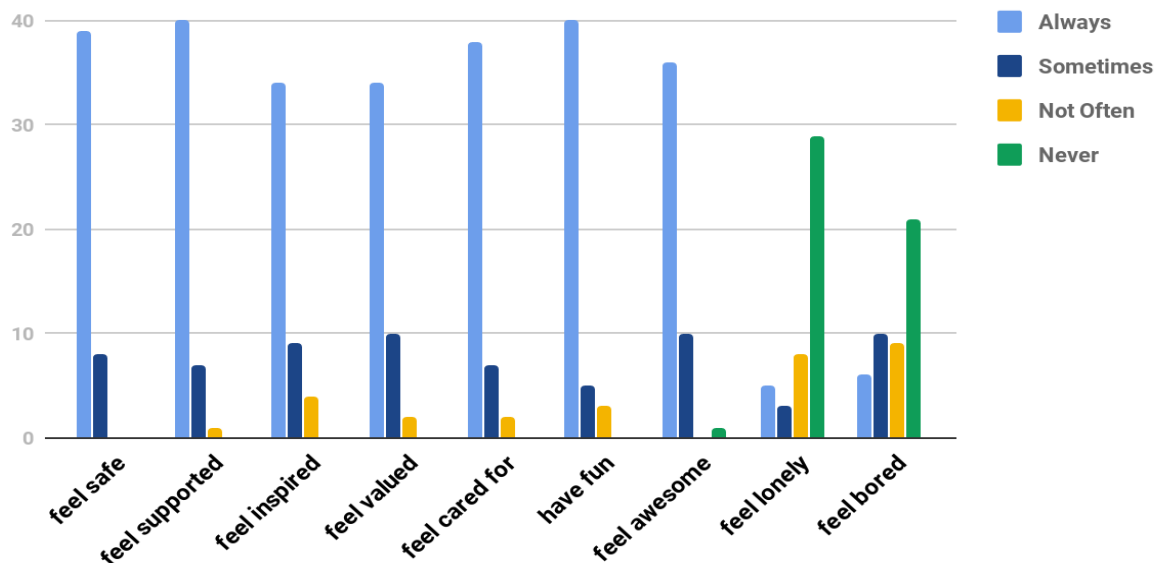
## Year-End Survey Results

We administered our year-end survey through a Google Form made available to students on computers in the NUA Knights office. We also shared the survey on social media. Forty-nine students completed the survey. Of the 49 students who took the survey:

- 37 attended 30 or more days.
- Of those that attended 30 or more days, 16 stayed 60 or more days, and six attended 90 or more days.

Survey respondents were asked to respond, on a scale from “always” to “never” to a series of statements, each of which began, “With NUA Knights I feel...”

### With NUA Knights I...



In the following graphic, the larger the word, the more frequently students used it in response to the question, “Besides a snack and RIPTIK, what did this program offer that kept you coming back?”

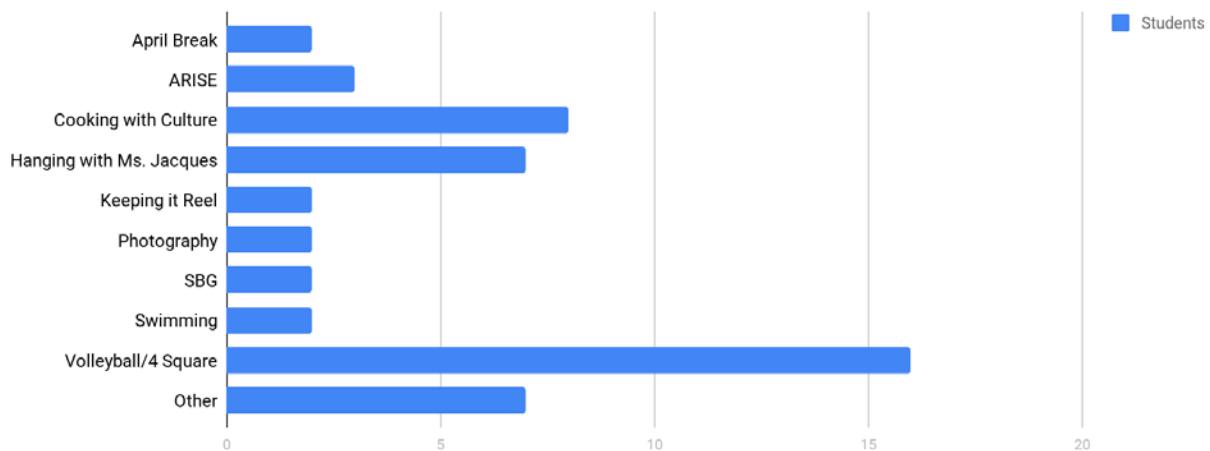


The following are selected responses to the question, “Besides a snack and RIPTIK, what did this program offer that kept you coming back?”

- Frequent activities with friends, and a safe place!
- Meeting new people
- A voice
- New things like the field trip. I really like that so I think there’s going to be more
- Actually participating after school
- Games and fun
- Unity
- Support
- Volleyball
- The type of discussions we had
- The talks and people
- NOTHING I JUST LIKE IT
- How to cook other things that I didn’t know

The following graph depicts student responses to the question, “What was your favorite program overall?” Programs mentioned only once are clustered in the “Other” category

What was your favorite program overall?



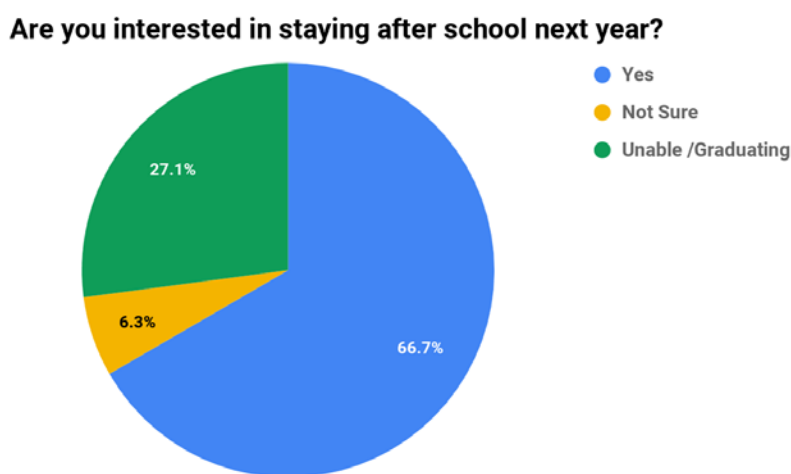
Volleyball, Cooking with Culture, and Four Square were the most popular offerings. Cooking with Culture had the strongest attendance of all programs, with an average of 20 students participating each week. Supervised by one of Central’s gym teachers, Volleyball and Four Square were offered simultaneously in the school gym twice a week and averaged about 13 students per session.





*Students eating corn bread and jollof rice that they made in Cooking with Culture*

The following pie chart summarizes responses to the question, “Are you interested in staying after school next year?”



Notably, none of the respondents answered “no.”

Finally, when asked, “What’s the NUMBER ONE reason to stay after school?” 24 out of 49 respondents (49%) selected, “The Programs,” and only three students selected snacks or RIPTIKs. Students at Central are looking for two things: quality programming and a safe space to socialize with friends and adult mentors.

### **Hanging with Ms. Jacques**

Many students wanted to stay after school but did not necessarily want to participate in structured programming. Even students who regularly attended programs sometimes desired a space apart from their program after school. For this reason, the NUA Knights office was available to students who simply needed a place to be. We refer to this as “Hanging with Ms. Jacques.” Various activities are available in the office space, including games, puzzles, and crafting, but students are free to choose how they spend their time. Often students use this as a safe space to socialize with their friends.



Out of the 49 students who took the year end survey, 47 (96%) participated at least once in Hanging with Ms. Jacques. They responded as follows to the question, "What is the NUMBER ONE reason you hang with Ms. Jacques?"

- 19 students answered "The Games."
- 18 students answered "The Company."
- Eight students answered "The RIPTIKs."
- One student answered, "Friends are doing it."
- One student answered, "The Snacks."

Although snacks and RIPTIKs are important to students, access to these resources was not the main reason that students engaged with the NUA Knights Office.



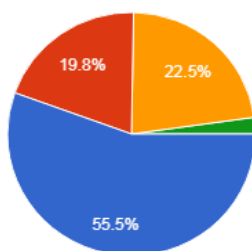
*Central High School Students Hanging with Ms. Jacques in the NUA Knights office*

### NUA Knights Advisory Survey

On Wednesday afternoons, all Central students attend an advisory period. NUA Knights passed out a survey to all of Central's advisories to get a better perspective on our schoolwide presence. The survey was distributed on June 13, 2018, after graduation; a total of 182 students returned the survey.

What grade are you in?

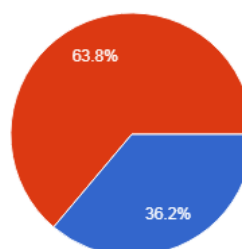
182 responses



● 9th  
● 10th  
● 11th  
● 12th

Did you participate in after school programs this year?

177 responses



● Yes  
● No

Of the 182 students who took the survey,

- 101 were in the 9<sup>th</sup> grade.
- 36 were in the 10<sup>th</sup> grade.
- 41 were in the 11<sup>th</sup> grade.
- Four were in the 12<sup>th</sup> grade.

Out of the 177 Students who responded to the question, “*Did you attend after school programs this year?*”

- 113 students did not attend after school programs
- 64 students did attend after school program.

In the following graphic, the larger the word, the more frequently students used it in response to the question “*What would motivate you to join an after school program?*”



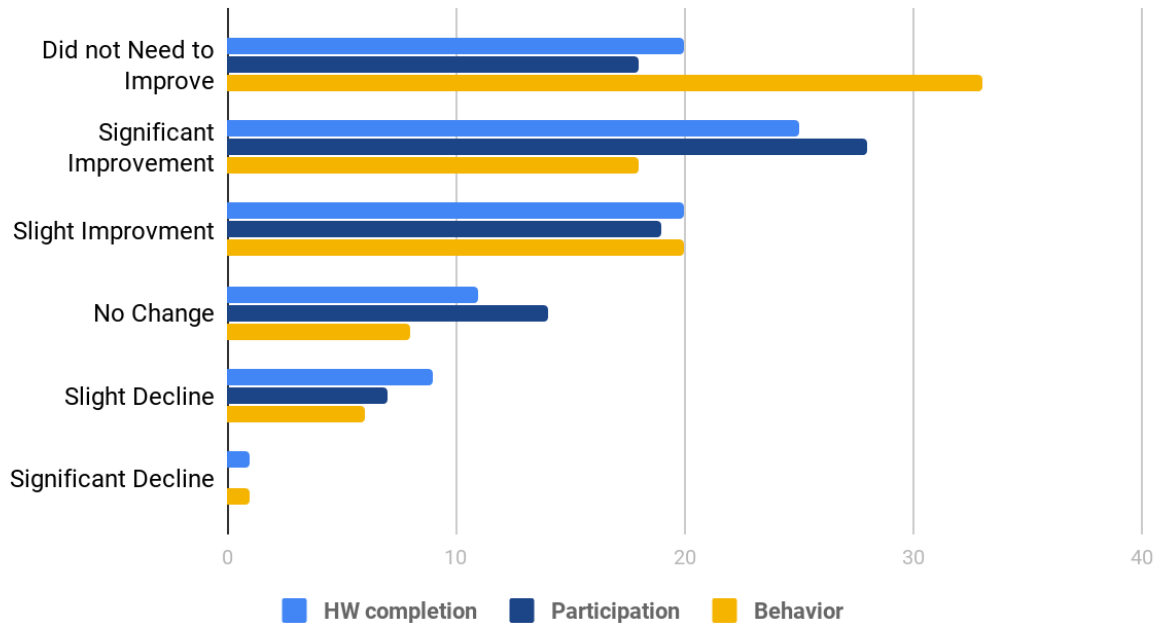
## Teacher Surveys

Central’s English teachers filled out surveys regarding 86 students who attended 30 or more days of NUA Knights programming during the year. As mentioned, experts in the after school field consider 30 sessions to be an engagement benchmark at which young people begin to reap the positive benefits of after school programs.

In this survey, we asked teachers, “To what extent has your student changed their behavior in terms of: (1) Completing homework to your satisfaction, (2) Participating in class, (3) Behaving well in class.” Teachers could choose to rate students on a scale from “did not need to improve” to “significant decline.”

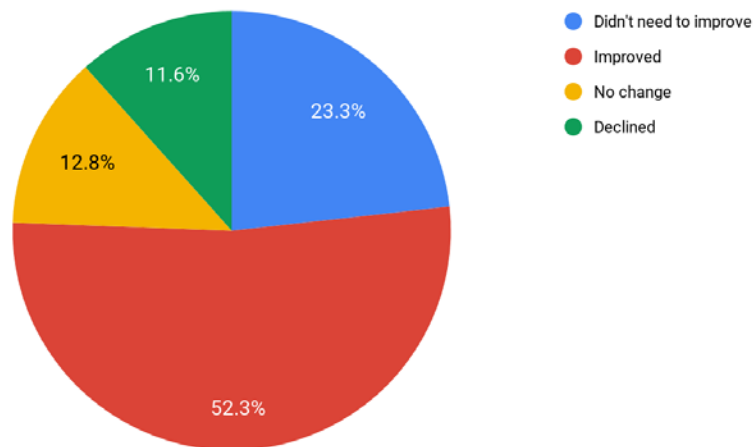
The following graph summarizes the results of the teacher survey. Each bar color represents one of the three areas in which teachers' assessed student progress.

## Teacher Survey Answers



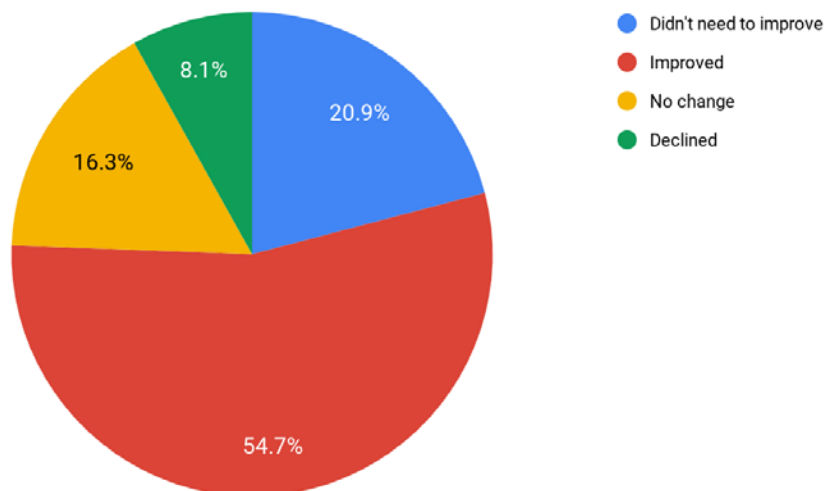
The following charts present teacher assessments of each of three areas of student behavior, with "light improvement" and "significant improvement" combined as one category, as well as "significant decline" and "slight decline" combined as one category. Again, teachers were asked to assess students who participated in after school programs for 30 or more days.

### Homework Completion



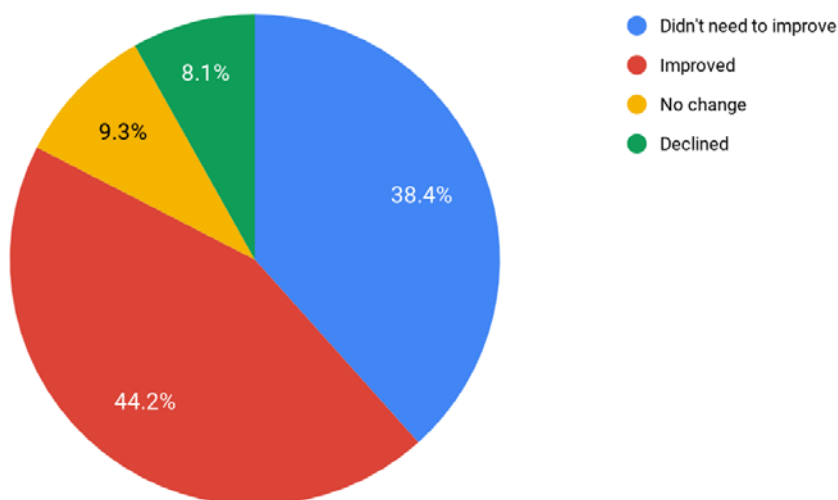
Teachers offered a similar assessment of changes in students' in class participation as they did of changes in their homework completion.

**In Class Participation**



Finally, teachers presented a slightly different assessment of changes in the in-class behavior of students who attended 30 or more days of after school programs. In general, teachers were more likely to believe that their students did not need to improve in this area.

**In Class Behavior**



## PARTNERSHIPS

The *Providence Public School District* has 41 schools serving 23,983 students, 64% of whom are Latino and 17% of whom are African American. 86% of students qualify for subsidized lunch, and the district has universal free lunch for middle and high school students. 59% of

district schools have been identified for intervention based on the state's accountability system. The high school dropout rate is 11.2%, well over the statewide average of 6.7%.

The *Rhode Island Department of Education* administers Rhode Island's federal 21<sup>st</sup> Century Community Learning Center (CLC) grants. Because New Urban Arts is a CLC grant recipient, our staff participates in small learning communities with other grantees to support professional development and problem solving in after school programs. The Department of Education also provides access to the Rhode Island Program Quality Assessment, an external evaluation tool. As mentioned, through the CLC grant we have formal partnerships with *Classical High School*, *Central High School*, and the *Trinity Academy for the Performing Arts*.

The *United Way of Rhode Island* is a funder that also offers technical support and professional development opportunities. As the formal sponsor of the *After School Leadership Circle*, they seek to influence public policy to increase support for after school programs and promote our services to schools and parents. They have been instrumental in the expansion of the A Life After School program.

The *Providence Youth Arts Collaborative* consists of eight Providence non-profit organizations providing arts programs to low-income youth: *AS220 Youth*, *Community MusicWorks*, *Providence CityArts for Youth*, *Everett Company*, *Stage & School*, *the Manton Avenue Project*, *Girls Rock! Rhode Island*, *Downcity Design*, and *New Urban Arts*.

For the past four years, *The Rhode Island College School of Social Work* has field-placed a Master of Social Work (MSW) candidate at New Urban Arts. The MSW candidate serves as our Studio Advocate, providing mental health support and social service referrals to students, while supporting mentors as they develop healthy relationships with students.

New Urban Arts has strong relationships with local universities *The Rhode Island School of Design*, *Rhode Island College*, and *Brown University*, all of which help us recruit artist mentors and interns through their community service programs, work study, and—at Rhode Island College—the Youth Development program. Through field trip opportunities, our students also have access to their museums, libraries, labs, and other facilities.

For the past two years, New Urban Arts has partnered with artist and educator Scott Lapham to provide a home base for art-making workshops that he is leading through *One Gun Gone*. One Gun Gone aims to raise awareness around gun violence through discussions, art making, and the sale of sculptures to facilitate a gun buy-back program. The participants in the program meet at New Urban Arts on Monday afternoons.

Over the past few years, more youth organizations have slowly moved to Westminster Street. This past year, in an effort to better support each other, New Urban Arts started meeting monthly with our street partners, *Youth Pride, Inc.*, *the Providence Student Union*, and *Girls Rock! Rhode Island*. These meetings provide us the opportunity to coordinate calendars and support the professional growth of our organizations together.

## **APPENDIX A – Key Staff**

### **Daniel Schleifer, Executive Director**

*BA, Ethnic Studies, Brown University*

Daniel was named executive director in April 2015 after five years as director of development. Daniel joined the New Urban Arts community in the fall of 2007 as the first studio study buddy. As director of development, 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' capital campaigns in 2011 and 2016, 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 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 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 a volunteer 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. In 2017, she was named a National After School Matters fellow through the Institute on Out of School Time at Wellesley College.

### **Tracy Jacques, NUA Knights Site Director**

*BS, Cinema & Photography, Ithaca College*

*MAT, Rhode Island College*

Tracy has over ten years of education experience in public schools in Rhode Island. For the past seven years she has been a Career and Technical Education Coordinator for the Providence Public Schools. In this capacity, she has built critical relationships with students, staff, and community partners while implementing career and technical education programming across two public high schools. In addition to her extensive background in education, Tracy is also an accomplished photographer.

### **Ashley Cavallaro, 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. She is also an alumna of New Urban Arts' youth programs, and she remained involved as a volunteer after high school.

**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 Company, Stage & School and St. Andrew's School. Owen has also worked as a freelance graphic designer and photographer.

**Mara O'Day, A Life After School Coordinator**

*BA, Studio Art, The American International University in London*

*MFA, Mills College*

*MA, Rhode Island School of Design*

Mara O'Day an American artist and educator who grew up in Papua New Guinea, the United Kingdom, and Turkey. Mara brings extensive experience in art making and college access to New Urban Arts. As one of the founding members of RISD's Project Open Door, Mara has spent over ten years supporting high school students in applying for college, assembling visual arts portfolios, and facilitating smart financial choices for young people.

**Aneudy Alba, Youth Engagement Associate**

Aneudy has taught art to middle school and high school students in Providence since 2009. He took his current role at New Urban Arts in 2014 after serving as a volunteer artist mentor for three years. He served as a CityYear Senior Corps Member in 2009-2010. Aneudy also served as an AmeriCorps Expanded Day Teaching Artist at Providence CityArts. Aneudy is an alumni of New Urban Arts' youth programs. He served on the pilot year of STAB, our youth governance board, which he also chaired in 2009.

**Dana Heng, Resident Artist Mentor in Painting and Drawing**

*BA, Dual degree in Sociology and Studio Art, University of Vermont*

Dana is a multi-media artist who joined New Urban Arts as a painting and drawing RAM in the fall of 2017, after mentoring for a year in photography. Dana has extensive experience using art as a means for community building and play. She has worked in local organizations such as Riverzedge Arts, Amos House, and the Providence PlayCorps. She is also an alumni of New Urban Arts' youth programs.

**Ian Cozzens, Resident Artist Mentor in Printmaking**

*BFA and BA, Architecture, Rhode Island School of Design*

Ian is a working screenprint artist who took his current position with New Urban Arts in 2015 after serving for multiple years as a volunteer artist mentor. He has also taught screenprinting at the AS220 Community Printshop in Providence and Louisiana Artworks in New Orleans. As one of Rhode Island's most sought after poster designers, Ian was awarded the Rhode Island State Council on the Arts Merit Fellowship in Design. He also maintains a



busy exhibition schedule. In October 2016, his work was exhibited in the East Coast Screenprint Biennial. Other notable exhibitions include Studio 1504 in Abu Dhabi, the RISD Museum, The Bushwick Print Lab, and Space 1026 in Philadelphia.

### Tom Van Buskirk, Resident Artist Mentor in Music Production

*BA, Literature, Brown University*

Tom is an electronic musician, performer, and founding member of the band Javelin. He is currently signed to Luaka Bop, David Byrne's record label. He has performed in venues as diverse as The Whitney Museum, Lollapalooza, Celebrate Brooklyn, and numerous venues in Rhode Island. Tom has worked as a music and technology educator with BEAM Camp and as a music analyst and digital archive librarian at Tuff City Records. As the child of a youth music educator and concert pianist, he has played musical instruments since age three.

## APPENDIX B – 30/60/90 Attendance Data by School for Youth Mentorship in the Arts

	Students Attending				
	Overall Enrolled	30 or more days per year	30-59 days	60-89 days	90+ days
<b>ALL STUDENTS</b>	<b>736</b>	<b>138</b>	<b>80</b>	<b>18</b>	<b>40</b>
<b>CLC Schools</b>	<b>411</b>	<b>103</b>	<b>80</b>	<b>18</b>	<b>40</b>
Central	147	32	18	2	12
Classical	291	69	39	10	20
Trinity Academy for the Performing Arts)	15	2	1	0	1
<b>Non-CCLC Schools</b>	<b>138</b>	<b>33</b>	<b>22</b>	<b>4</b>	<b>7</b>
ACE Academy	16	2	0	2	0
Alvarez	27	3	3	0	0
E-Cubed	17	3	2	0	1
Hope High School	10	0	0	0	0
JSEC (Juanita Sanchez Educational Complex)	9	1	1	0	0
MET	60	10	5	1	4
Mount Pleasant	13	2	2	0	0
PCTA (Providence Career and Tech Academy)	54	9	6	2	1
School One	0	0	0	0	0
Times 2	3	0	0	0	0
Other (Providence School not on list)	15	2	2	0	0
Out of Providence	35	3	1	1	1

## APPENDIX C – NUA KNIGHTS PARTNER ORGS

NUA Knights works with a number of external community partners to provide programs for Central students.

*Alliance for Rhode Island Southeast Asian Education (ARISE)*, is a youth leadership organizations that focuses on expanding and supporting educational opportunities for student of Southeast Asian descent. ARISE lead weekly programming at Central all year. [ariseducation.org](http://ariseducation.org)

*Andrew Oesch and Marguerite Keyes* are local artists, both of whom have volunteered at New Urban Arts. They taught an after school bookbinding workshop.

*City Year* is an AmeriCorps organization that provides academic assistance in classrooms as well as complete community based projects within schools. The City Year team at Central works 9<sup>th</sup> graders so support their successful transition to high school. NUA Knights partnered with City Year several times to provide after school programming and events. [cityyear.org](http://cityyear.org)

*The Providence Student Union (PSU)* is an organization that builds student power so that young people can improve their education and well-being. One of NUA Knights' offerings was a PSU chapter for Central students. [pvdstudentunion.org](http://pvdstudentunion.org)

*The RI Museum of Science and Arts (RIMOSA)* is an organization that combines art and STEM education for students of all ages through interactive exhibits, educational programs, performances, and participation in music, dance, theater, informal discussions, and other events. RIMOSA provided a stop-motion animation program at Central. [new.rimosa.org](http://new.rimosa.org)

*The YMCA of Greater Providence* provided weekly swim lessons to NUA Knights students at its East Side/Mt. Hope branch during the winter and spring. [ymcagreaterprovidence.org](http://ymcagreaterprovidence.org)

*Young Voices* is a youth leadership organization that works to support youth to become advocates for policy change. Young Voices also lead weekly programming for NUA Knights students. [youngvoicesri.org](http://youngvoicesri.org)