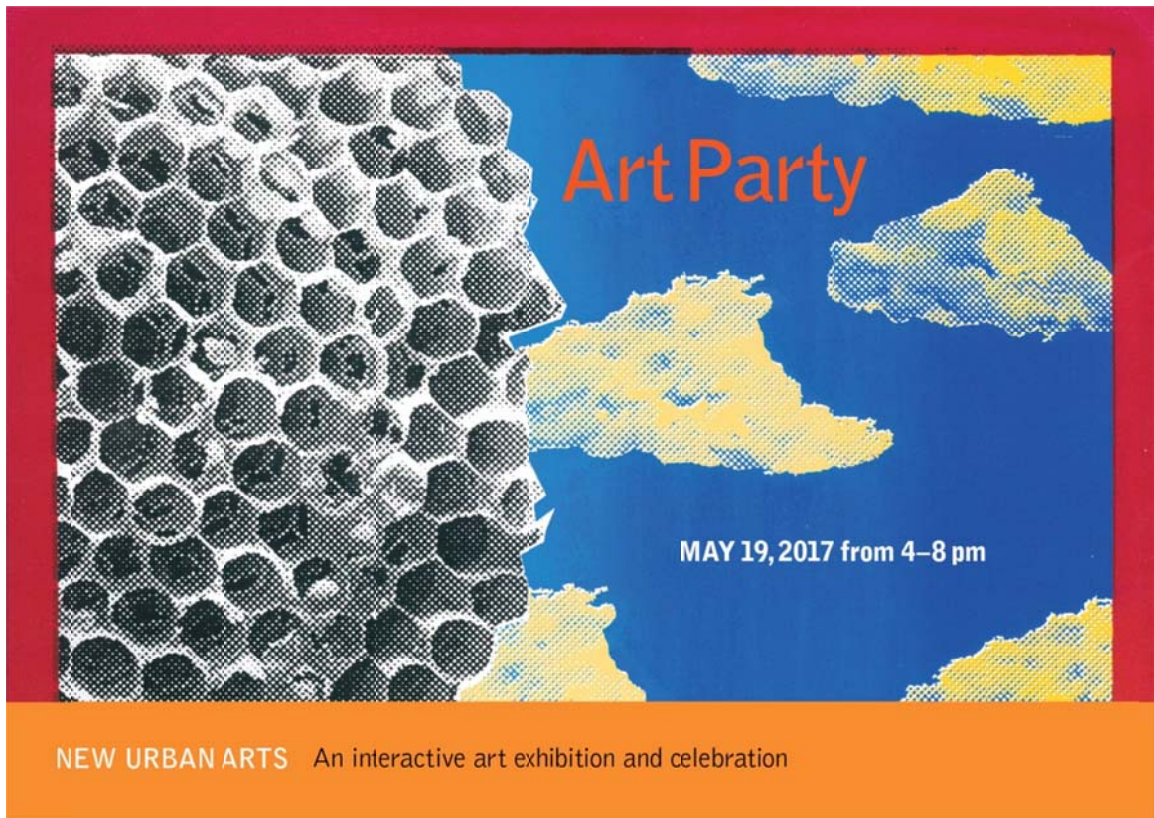


# NEW URBAN ARTS



*Invitation to the end of year Art Party student exhibition. Artwork by Pamela Fernandez.*

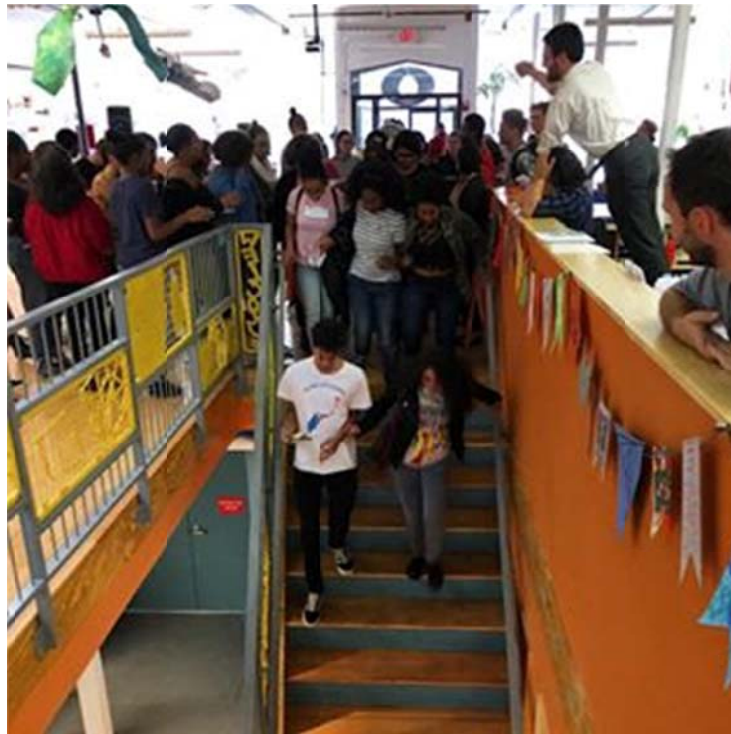
## July 2016 – June 2017 Year-End Program Report

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*"The ribbon was cut, students poured down the new staircase with excitement, flooding the renovated basement with their enthusiasm. I began to cry when I saw the tables with sewing machines, the new computers, and the recording studio full of instruments. I looked to my fellow students and found we were all in a collective state of awe."*

-Excerpt from a college essay by New Urban Arts senior Gina Vestuti



On October 7, 2016, New Urban Arts kicked off our 20<sup>th</sup> anniversary year with a grand re-opening to celebrate the completion of major renovations to our building that expanded our studio into the basement. The major renovation, planned in 2015-16 and completed over the summer of 2016, added 2,400 square feet of additional programming space.

In the two years prior to the construction project, New Urban Arts experienced record growth in student attendance and participation. The studio was crowded with students who had to wait for table space; different media areas were spilling into each other (causing both collaborations and accidents), and students continued to ask for music resources, both instruments and equipment to record, mix, and create music digitally.

After nine months in our expanded studio, we believe that the larger space and dedicated media areas are improving students' work and experience. In addition, they have spurred further growth; this year, attendance and participation in New Urban Arts' after school program reached their highest levels in organization history. We had all-time high average daily attendance with the highest number of returning students, and the most students who attended 30 sessions or more of programming.

*"The basement was a good add to the building for more space for fabric working and computer use. Also the quiet room! That room is probably my favorite in the building."*

-Student feedback from year-end survey

## **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.

The primary educators in the program are a mix of staff and volunteer artist mentors. 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 5 open positions, and 14 mentors returned from the previous year, for a total of 19 volunteer artist mentors plus two 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.

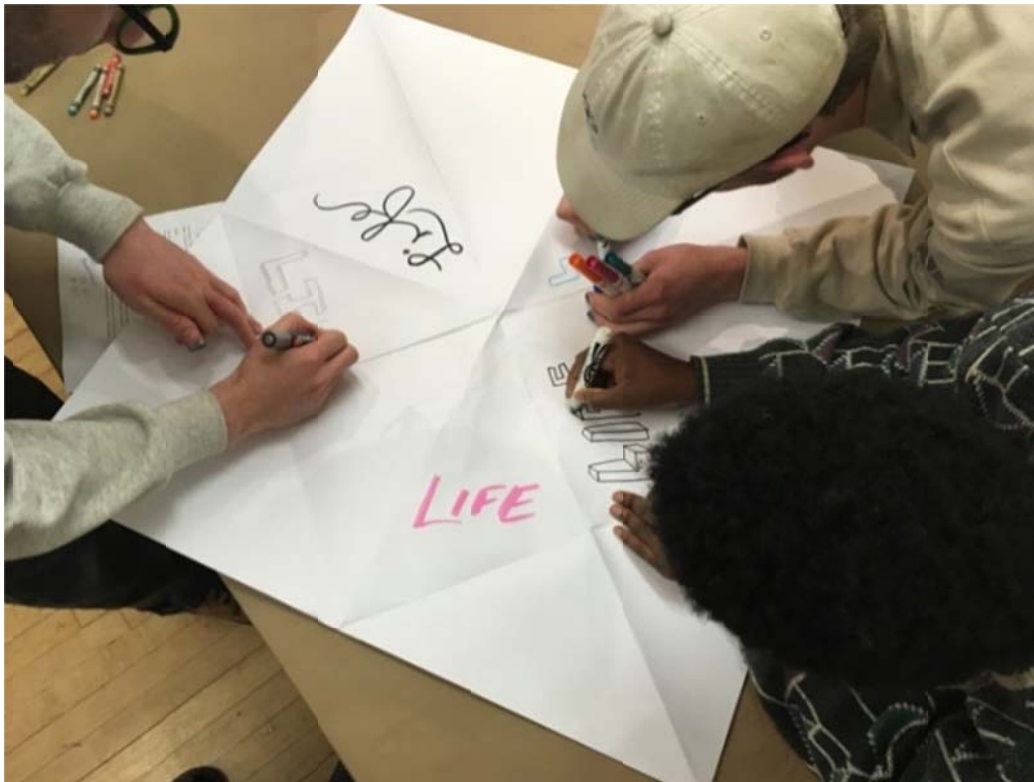
In addition to volunteer artist mentors, we also have on staff three part-time, permanent resident artist mentors (RAMs) in high demand areas of the studio: printmaking, music production, and two-dimensional media. Returning for a second year were Ian Cozzens (printmaking) and Aneudy Alba (two-dimensional media). Joining us starting this year was Tom Van Buskirk (music production). RAMs offer a more consistent, stable presence, help maintain the studio and facilities, and through our investment in their professional development, improve the quality of our programs.

### *Artist Mentor Professional Development*

*"Part of the joy of being an artist mentor is being at the center of two really great groups of people—the students, and the staff—all wrapped together in the NUA community."*

– Artist Mentor Jason Fujikuni

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 monthly 90-minute mentor meetings. Under the guidance of the program team, mentors use reflective practice and conversations to process their experience with their peers, plan, and prepare for their mentoring sessions.



*Mentors working on a collaborative art project during a monthly mentor meeting.*

### *Student Enrollment and Participation*

	2016-2017	2015-2016	2014-2015
Total registered students	507	478	516
Students attending, on average, once or more per week	125	96	111
Students attending 30 or more sessions over the year*	142	116	125
Students attending 60 or more sessions over the year	78	54	57
Average daily attendance	70	54	66
Average monthly attendance	223	190	207
Annual total visits	13,307	9,964	11,071

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

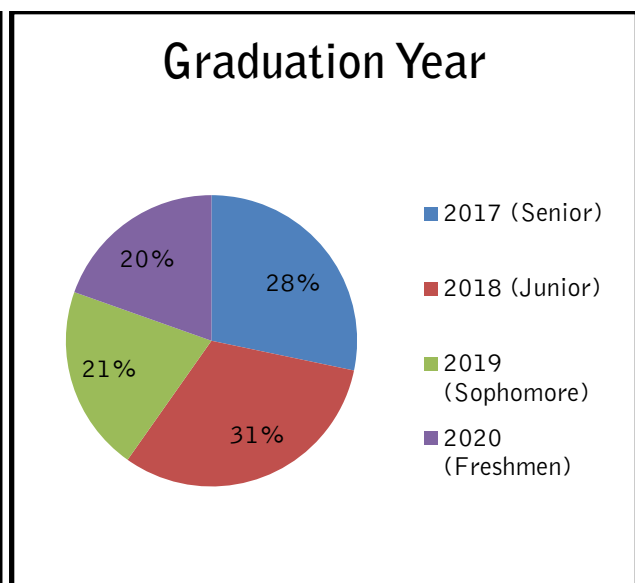
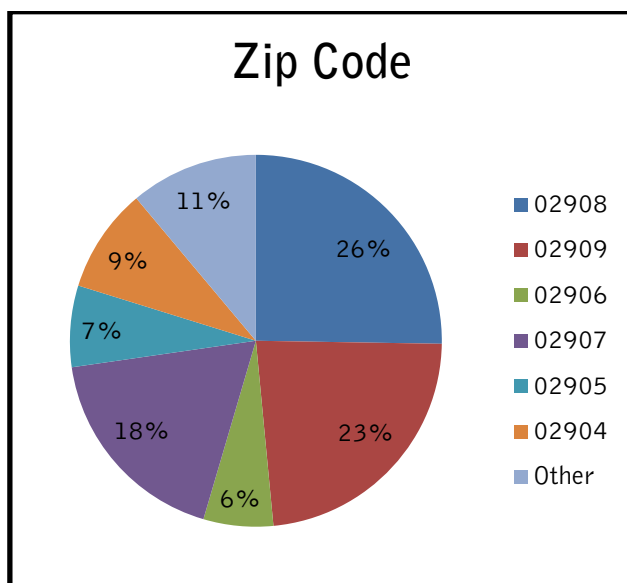
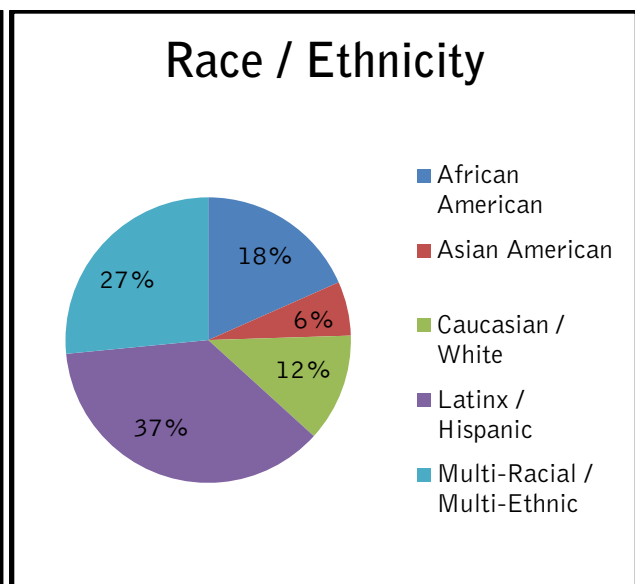
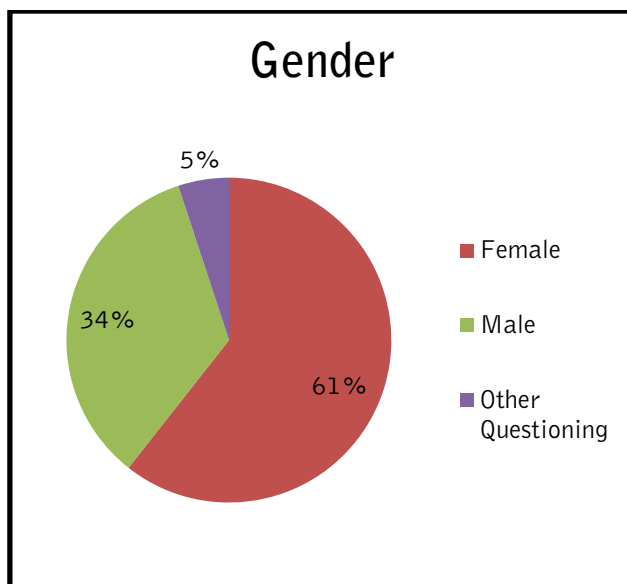
2016-17 demonstrated growth from the previous year in all enrollment and participation metrics. Notably, it also reversed the slight drop in attendance that occurred in 2015-16. Furthermore, with the exception of total enrollment, all of these numbers represent all-time highs for the organizations.

Prior to the expansion, we were curious about how the larger space would impact enrollment and attendance. Perhaps most telling are the increases in annual total visits – equivalent to roughly 3,000 more visits to the studio—and daily average attendance, which increased by 16 students. This could be attributed to the larger space which, due to its configuration, accommodates approximately 20 more students comfortably. As we continue to settle into the larger space, we will watch enrollment and participation trends.

### Student Demographics

In 2016-17, we enrolled 507 students. Demographics were consistent with recent years:

- 82% of all students qualified for free or reduced price lunch – compared to 86% the previous year. Of students who attended once or more per week on average, 90% qualified for free or reduced price lunch, an increase from the previous year (86%).
- 39% of students identified as LGBTQ, compared to 28% the previous year, a significant increase, especially considering that LGBTQ students typically comprise approximately 4%-10% of a high school’s population. Furthermore, among students who attended 30 or more sessions, 47% identified as LGBTQ, demonstrating the extraordinary impact of our space on LGBTQ students.
- Race/ethnicity, ZIP Code, and graduation year remained consistent with 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, 108 students completed the survey, about half of whom identified this as their first year as a participant at New Urban Arts, consistent with our enrollment data.

	2017	2016	2015	2014
Number of students completing survey:	108	94	101	52
Percentage of students strongly agreeing or agreeing with the following statements:				
<i>I am more open to trying new things.</i>	98%	100%	97%	98%
<i>I have developed more confidence.</i>	99%	93%	96%	90%
<i>I have developed a way of creating that expresses who I am.</i>	99%	98%	94%	98%
<i>I have built strong and trusting relationships with my peers and adults.</i>	94%	93%	91%	94%
<i>I have improved as an artist.</i>	93%	93%	91%	96%
<i>I have developed a better idea of what I want to do in the future.</i>	90%	84%	81%	94%
<i>At New Urban Arts, I feel safe and supported.</i>	99%	94%	90%	100%
<i>Overall I rate New Urban Arts' programs outstanding.</i>	86%	84%	84%	90%

We can also look at survey results organized by participation level for the last four years. The following table shows survey results only for students who participated 30 or more sessions.

	2017	2016	2015	2014
Number of students completing survey who attended 30 or more sessions:	69	66	66	40
Percentage of students strongly agreeing or agreeing with the following statements:				
<i>I am more open to trying new things.</i>	97%	100%	98%	98%
<i>I have developed more confidence.</i>	96%	91%	98%	92%
<i>I have developed a way of creating that expresses who I am.</i>	100%	98%	97%	98%
<i>I have built strong and trusting relationships with my peers and adults.</i>	96%	94%	91%	93%
<i>I have improved as an artist.</i>	96%	92%	91%	95%
<i>I have developed a better idea of what I want to do in the future.</i>	91%	81%	83%	95%
<i>At New Urban Arts, I feel safe and supported.</i>	100%	99%	99%	99%
<i>Overall I rate New Urban Arts' programs outstanding.</i>	87%	85%	83%	95%

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

- I like being/working with them because apart from teaching you new things, they also make you feel trusted and at home.
- I do like working with artist mentors because they push me to try new things! It's usually hard to get me out of my shell, but they make sure that I stay adventurous.



- It means that I have a safe and supporting place in my area where I have plenty of resources to do what I love.
- It's a safe space where I can make stuff. And it has actually working computers.
- NUA is amazing. It gives students a safe place to socialize after school and give them opportunities to grow as an artist through resources that they may otherwise not have access to.
- ... New Urban Arts helped me and is still helping me take one step at a time to get out of that rut. It's been very hard to find anything positive in my life until I got here and became active. It was here that I started becoming involved in politics, and working on my art and music, and I even started writing again.
- It means that I am not the only one who values the arts and its positive effects.
- It means a place where teens can express themselves through the arts as we grow.
- The world

### *Student Writing and Artwork*



Yisel Vasquez, Rainbow Girl

*This is a screen print representative of the LGBTQ+ community and women within it, vitality, and empowerment. It is representative of me taking ownership of my identity and fully loving and accepting myself. I had never screen printed before, so I decided I'd give it a shot. I wanted to create a powerful image symbolic of who I am as a young queer woman. I visualized a woman with her hair flowing above her as an empowering image, and lo and behold that is what you see. This relates to the artwork I've made because once again it revolves around one of the aspects of living in the world in my body, as a young queer woman. It's new in the sense of the medium, but I believe the message is one that resounds through a lot of my work.*





MacKendry Perito, Blue

*This is a poster that shows my emotions towards the color blue and how it has changed over time. I got a new marker and I wanted to make a drawing, so I started to think about my feelings towards the color and that is where the drawing was created. This was my first time screen printing, so getting the hang of screen printing was most challenging. Shout out to Keegan for helping me through the screen printing process.*

### **A Life After School Program (ALAS)**

ALAS is our post-secondary support program. In September 2016, Mara O’Day joined New Urban Arts as our ALAS coordinator. Thanks to support from the United Way of Rhode Island, this is now a full time, year-round position. This year, ALAS worked one-on-one with 36 students and recent alumni. Participating students were accepted to Rhode Island College, Providence College, the Rhode Island School of Design, Mount Holyoke, and the University of Rhode Island. Most of our students received competitive financial aid, and two received full ride scholarships.

In addition to supporting seniors applying to college, ALAS also supports students looking for alternatives to college. For instance, this year we have a graduating senior who was accepted into the Exeter Job Corps. As part of this effort, New Urban Arts hosted its fourth annual Not College Fair, which engaged over 10 exhibitors providing information on alternative options post-high school, and over 80 young people attended the event.

Our ALAS program also worked with underclassmen to apply for part-time jobs and summer experiences. This year, three students received full or nearly-full financial aid awards to competitive summer programs such as RISD Pre-College, Brandeis University’s Summer Program, and the Telluride Summer Program.

### **Studio Advocate**

For a third year in a row, New Urban Arts has partnered with the Rhode Island College School of Social Work, serving as a clinical internship site for an MSW candidate, whom we call the studio advocate. The studio advocate commits to being present for 16 hours per week during the Youth Mentorship in the Arts program, under the supervision of program staff. Their role is to mentor students and build relationships with as many young people as possible, paying particular attention to those facing social, emotional, and/or mental health challenges. When acute issues arise, they help the program staff design an appropriate intervention.

In 2016-17, we witnessed a spike in emotional and behavioral health needs among our students. Our partnership with RIC was an invaluable resource for our students, staff, and volunteer mentors. While we do not fully understand the factors behind this spike, we would note that peer organizations and high schools noticed similar increases. New Urban Arts will continue to invest in staff training and build partnerships to support our students' behavioral health needs.

### **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, overnight retreat at New Urban Arts in November. This was a time for STAB members to connect and prepare for events during the year. STAB coordinated two student art shows, Artsgiving (a community building celebration), and helped to hire three new staff positions in addition to our artist mentors.



*STAB students reenacting Leonardo da Vinci's Anatomical Studies at deCordova Sculpture Park and Museum.*

## Gallery and Event Attendance

New Urban Arts presented 13 public events including art exhibitions, a back to school block party, film screenings, and others. During 2016-17, we had a total of 2,536 people attend our public events. In April 2017, we held a number of events in celebration of New Urban Arts' 20<sup>th</sup> Anniversary. These included our annual fundraising party as well as a panel discussion at Brown University featuring former staff, students, and mentors, which was recorded by Brown University: <http://bit.ly/NUA20CreativeYouthDevelopment>.

## Summer Art Internship Program

Summer 2016 provided a unique opportunity to expand beyond our physical walls. Due to the renovation of our studio, all of our summer programs were held offsite at various partner organizations. Our Summer Art Internships provide low-income high school students in Providence structured art education opportunities. This year, 27 students in three programs explored issues of dislocation and identity through various art media, including metalworking. Lead by Summer Scholar Alexandrina Agloro and Scholar Apprentice Katie O'Connell, students committed to a rigorous schedule and received stipends upon successful completion of their programs. We provide stipends so that low-income youth aren't forced to choose between summer enrichment and employment.

### *Art Inquiry: Dislocation*



Embracing New Urban Arts' temporary homelessness, ten students explored the theme of dislocation. With mentors Kah Yangni and Vuthy Lay, they examined displacement, disruption, and alteration. Providence Public Library hosted the program, and students met a variety of visiting artists, including Tycho Horan, Vaughan Lewis, Ashley Herring, and Zak Ziebell.

### *The Untitlement Project*



Guided by artist mentors Diane Exavier and Eric Axelman, ten students explored issues of identity, including sexual orientation, gender identity, gender expression, race, and class. Youth Pride, Inc. hosted the Untitlement Program, and visiting artists and scholars included Marco McWilliams, Victor Nasir Terry, Vuthy Lay, Ashley Paniagua, and Marisa Petreccia.

### *Metalworking Studio*



Seven students spent two weeks at the Steel Yard learning creative metalworking techniques including welding, oxyacetylene torch cutting, fabrication, blacksmithing, and grinding. Students worked with mentors Mike White and Benjamin Levine to create personal projects and work collaboratively on the design and fabrication of decorative elements for the stairwell railing in New Urban Arts' renovated studio.

### **Partnerships**

*The Providence Public School District* has 41 schools serving 23,983 students, 64% of whom are Latino and 17% 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 the 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 rate of 6.7%.

*The Rhode Island Department of Education* (RIDE) administers Rhode Island's federal *21st Century Community Learning Center (CLC)* grants. As a CLC grant recipient, we are eligible to participate in the After School Leadership Circle, which seeks to influence public policy to increase support for afterschool programs and promote our services to schools and parents. RIDE also provides access to The Rhode Island Program Quality Assessment, an external evaluation tool.

*The United Way of Rhode Island* is a funder that also offers technical support and professional development opportunities. They are the formal sponsor of After School Leadership Circle. They have helped to refine our data-sharing agreement with the Providence Public School District and supported the expansion of our A Life After School program.

*The Providence Youth Arts Collaborative* consists of six Providence non-profit organizations providing arts programs to low-income youth. *AS220 Youth* teaches visual art to adjudicated youth. *Community MusicWorks* teaches classical music to youth ages 6-18. *Providence CityArts for Youth* teaches visual art to youth ages 8-14. *Everett* teaches performing arts to youth ages 6-18. The *Manton Avenue Project* provides playwriting programs for elementary school students. *Girls Rock! Rhode Island* provides music education to women and girls. *DownCity Design* engages youth in solving design challenges and building solutions for Providence.

New Urban Arts has strong relationships with local universities *The Rhode Island School of Design (RISD)* and *Brown University*, both of which help us recruit artist mentors and interns through their community service programs. Through field trip opportunities, our students also access to their museums, libraries, labs, and other facilities.

*College Visions* is a local organization that provides free college preparation and admissions support to low income, first-generation college students. College Visions provides resources

and consultation to New Urban Arts, supporting our ALAS Coordinator and allowing our students to access certain group workshops.

As mentioned, the *Rhode Island College School of Social Work* provides a Master of Social Work (MSW) candidate completing their field placement at New Urban Arts. The MSW candidate serves as our Studio Advocate, providing mental health support and social service referrals to students.

*The Providence Youth Caucus* is a coalition of youth-driven organizations, of which New Urban Arts is a member. The caucus empowers students to drive education policy change. For instance, the caucus launched a campaign last year to address inconsistent and discriminatory disciplinary practices in the Providence Public Schools. Other partners include the *Providence Student Union*, *Rhode Island Urban Debate League*, *Young Voices*, and *Youth in Action*.

This spring, New Urban Arts 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 met at New Urban Arts on Monday afternoons. For more information on the project visit Scott's website: <http://bit.ly/1GunGone>.

Finally, over the summer of 2016, New Urban Arts studio was under construction. Our summer programs were only able to happen due to the generous support and donation of space from four partner organizations. *Inspiring Minds* housed New Urban Arts' offices, while *The Providence Public Library*, *Youth Pride Inc.*, and *The Steel Yard* hosted our programs.

## APPENDIX A.

### **Key Staff**

*Daniel Schleifer, Executive Director*

BA, Ethnic Studies, Brown University

Daniel Schleifer 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 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 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.

*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.

*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.

*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 applying to college 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 a visual arts portfolio, and supporting smart financial choices for young people.

*Aneudy Alba, Resident Artist Mentor in 2-D Media*

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 alumnus of New Urban Arts' youth programs. He served on the pilot year of STAB, our youth governance board, which he also chaired in 2009.

*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 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 is dedicated to an intuitive and inclusive approach to recording music, writing lyrics, and moving the crowd. 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:

New Urban Arts - 30, 60, 90 Attendance Data by School

	30 or more days per year	Students Attending		
		30- 59 days	60- 89 days	90+ days
<b>ALL STUDENTS</b>	<b>142</b>	<b>64</b>	<b>31</b>	<b>47</b>
<b>21<sup>st</sup> CCLC* Students</b>	<b>104</b>	<b>43</b>	<b>25</b>	<b>36</b>
Central	22	13	4	5
Classical	80	29	21	30
ACE Academy	2	1	0	1
<b>Non-21<sup>st</sup> CCLC* Students</b>	<b>35</b>	<b>21</b>	<b>4</b>	<b>10</b>
Alvarez	0	0	0	0
E-Cubed	4	4	0	0
Hope High School	2	2	0	0
JSEC (Juanita Sanchez Educational Complex)	2	2	0	0
MET	16	10	1	5
Mount Pleasant	1	0	0	1
PCTA (Providence Career and Tech Academy)	6	2	1	3
School One	0	0	0	0
TAPA (Trinity Academy for the Performing Arts)	0	0	0	0
Times 2	0	0	0	0
Other (Providence School not on list)	2	0	1	1
Out of Providence	2	1	1	0

\*21<sup>st</sup> CCLC refers to the 21<sup>st</sup> Century Community Learning Center Program, the federal funding stream for after-school programs, which is administered locally by the Rhode Island Department of Education (RIDE). 21<sup>st</sup> CCLC grants last for five years, and New Urban Arts has received this funding for two grant cycles (or ten years) starting in the 2007-08 school year. For those 10 years, our partner schools have been Central, Classical, and ACE Academy.

We have just received a third five-year 21<sup>st</sup> CCLC grant, under which ACE will no longer be a partner. Instead, TAPA will become one of our partners.