

NEW URBAN ARTS



July 2018 – June 2019 Year-End Program Report

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INTRODUCTION

New Urban Arts' 2018-19 program year ran from July 1, 2018 – June 30, 2019. This period included the 2018 summer programs and the 2018-19 after school programs. This report describes participation in New Urban Arts' programs in both quantitative and qualitative terms. We continue to offer programs at two sites: New Urban Arts' storefront studio and Central High School, where we run the NUA Knights program in collaboration with the school's administration. Between the two program sites, New Urban Arts served a total of 1289 unduplicated students.

During the 2018-19, New Urban Arts experienced record enrollment and daily average attendance in our studio programs, including the busiest month in organization history: November 2018. This may have been driven by the labor dispute between the Providence teachers' union and the city. Providence teachers participated in a work-to-rule action, curtailing their ability to support students outside school hours. As a result, students had fewer after school options, and we believe this drove new students to enroll in our programs and existing students to attend at higher levels.

Over the course of the year, New Urban Arts also completed a new strategic plan, a one page summary of which is included as an appendix to this report.

Finally, in the spring, Director of Programs Emily Ustach went on maternity leave. Youth Programs Manager Ashley Cavallaro took over as Interim Director of Programs, and we hired former volunteer artist mentor Katie Gui as a temporary program assistant. Nevertheless, we missed Emily's expertise and felt somewhat short-staffed during May and June.

THE PROGRAMS AT NEW URBAN ARTS' STOREFRONT STUDIO



Youth Mentorship in the Arts

Youth Mentorship in the Arts is New Urban Arts' core after school program, taking place from October through May. The long-term goal of the program is for students to 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.

Artist Mentor and Professional Development

The primary educators in the program are a mix of staff and volunteer artist mentors. Resident artist mentors (RAMs) are our four part-time, permanent staff teaching artists, each of whom is responsible for a high-demand area of the studio: printmaking, music production, painting/drawing, and sewing/ fashion design. 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 (about 110 mentoring hours a year) and receive 30 hours of professional development and training in various elements of mentoring, youth development, and arts education. As always, in September, volunteer artist mentors were selected through a rigorous process conducted by students, including written application, portfolio review, and in-person interviews. In 2018-19, we had 15 volunteer artist mentors and two studio study buddies. Artist mentors worked in various media, including painting, drawing, digital media, video, printmaking, photography, sewing, music, digital media, creative writing, and poetry.

"I continue to be inspired, impressed, and feel so supported by the NUA staff. Everyone was extremely knowledgeable about the youth and the inner workings of NUA logistically, creatively, emotionally, and beyond. The staff was really open, approachable, and encouraging. Everyone was understanding and patient."

-Jazzmen LJ, volunteer artist mentor



Resident Artist Mentor Kevin Harper works with a student in the sewing studio.

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 reflect on their experience, plan, and prepare for their mentoring sessions.

A Life After School: College and Career Readiness

For many students, New Urban Arts is the central experience of their high school years. As a result, students have consistently sought the support of our staff and volunteers in planning their futures. At the behest of students, in 2014, we launched our A Life After School (ALAS) program to provide post-secondary advising. The ALAS coordinator helps high school students develop their postsecondary plans. The program also partners with The College Planning Center of Rhode Island to provide certain services, including group workshops for students and their families on the college process, essay writing, and FAFSA.

Over the year, the ALAS program worked with more than 100 students, including 36 seniors, 23 underclassmen, and 52 alumni. Students were accepted to more than 36 colleges and universities including Cooper Union, Tufts/SMFA, Babson College, Bentley College, Smith College, Mount Holyoke, University of Rhode Island, RISD, Boston University, Wellesley College, Salem College, Wheaton College Connecticut College, Roger Williams University, and the University of Miami. Many students were accepted with full financial aid awards.

Through ALAS, rising seniors can also take advantage of College Explorations, a five-week summer program that gives students a jumpstart on the college application process. We also used the summer months to shepherd students' successful transition from high school to college.

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

Our ALAS program also worked with underclassmen to apply for pre-college and other summer opportunities. 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 Program.



College Explorations Summer program visits Mount Holyoke College.

STAB: The 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 was essential in selecting our new Resident Artist Mentor in Fashion and Sewing. STAB also worked with New Urban Arts Board Vice Chair Lois Harada to give vital feedback on our new strategic plan. STAB helped coordinate two student art shows, Artsgiving (a community building celebration), and multiple Karaoke nights.

Gallery Exhibitions and Other Events

New Urban Arts hosted 11 public events, attended by a total of 1,500 people. As usual, we held four major gallery openings, including our summer student show, our staff/volunteer

show, and two student shows during the school year. We also hosted Cardboard Pancakes (our annual holiday craft sale), fundraisers, and various other events.

Summer Art Internships

New Urban Arts' storefront studio hosted four programs during the summer of 2018, engaging 22 students. The Summer Art Internships provide low-income high school students structured art education opportunities, and upon successful completion, they 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 for transportation between home and New Urban Arts. Summer students displayed their artwork at a gallery exhibition in September.

The 2018 Summer Programs included:

Art Inquiry: "Propaganda"

Through research, writing, and artmaking, eight students participated in the Art Inquiry, taking a deep dive into the history and contemporary state of propaganda. Students met with artists and visited sites such as the Providence Public Library, RISD Museum, and Slater Mill. Students completed writing assignments and artwork inspired by the theme.

The Untitlement Project

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

College Explorations

Five students got a jump start on the college application process. The group visited Brown, RISD, College of the Holy Cross, Northeastern, 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.

Pond Street Project

Two students participated in the Pond Street Project internship with writer and historian Taylor Polites, exploring the history of the Pond Street neighborhood.



Students in the Art Inquiry program visit Slater Mill in Pawtucket, RI.

About our Students:

As mentioned in the introduction, Youth Mentorship in the Arts experienced record enrollment this year. Notably, we experimented with online student registration in 2017-18, allowing students to enroll without ever entering New Urban Arts; in 2018-19, we turned off online student registration, meaning that all enrolled students entered New Urban Arts at least once.

Enrollment & Attendance	2018-19	2017-18	2016-17	2015-16
Total registered students	783	736	507	478
Students attending, on average, once or more per week	116	98	125	96
Students attending 30 or more sessions over the year*	128	138	142	116
Students attending 60 or more sessions over the year	68	58	78	54
Average daily attendance	73	67	70	54
Average monthly attendance	290	247	223	190
Annual total visits	14,286	12,630	13,307	9,964

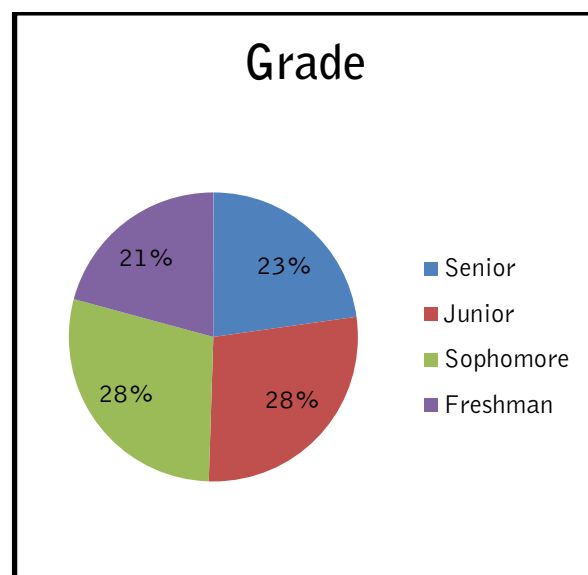
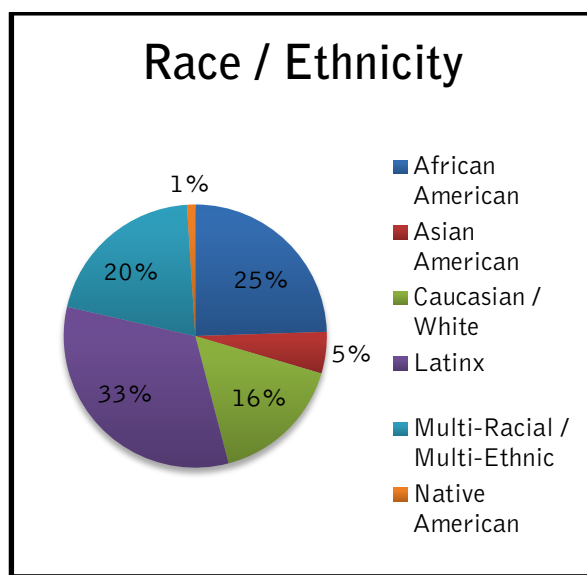
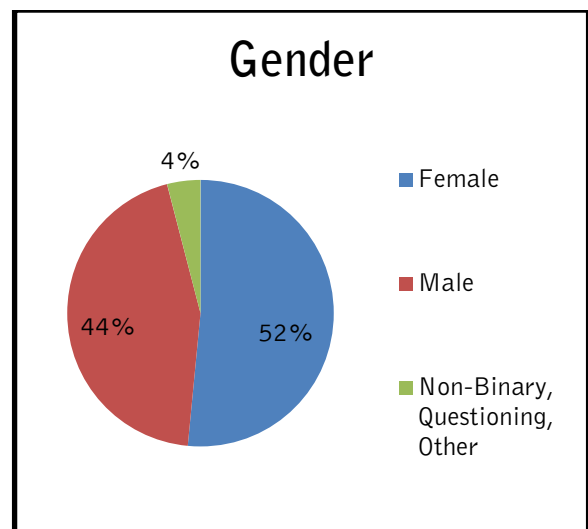
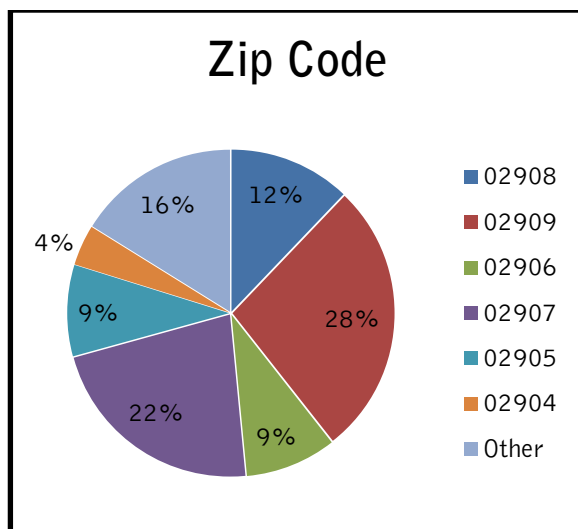
* Experts in the after school field consider 30 sessions to be an engagement benchmark

Average daily attendance, average monthly attendance, and total student visits also reached all-time highs; other metrics were on par with previous years. Again, we think that high enrollment and participation might have been driven, in part, by the work-to-rule action that Providence teachers took in the fall of 2018. During November 2018, the height of the labor dispute, average daily attendance reached 84 students, an all-time record.

Student Demographics

We enrolled a total of 783 students in New Urban Arts' storefront studio programs this year with the following demographics:

- 82% qualified for free or reduced-price lunch. Of students who attended, on average, once or more per week, 87% qualified for free or reduced price lunch. (For a family of four with two children, an annual household income under \$44,955 per year qualifies the children for subsidized lunch.)
- Over 70% lived in census tracts in 02909, 02908, 02907, and 02905, where the poverty rate for families with children is 34.9%, almost twice the US average.
- 38% of students spoke a language other than English at home.
- 35% of our students identified as LGBTQ. (LGBTQ students typically comprise only 4-10% of a high school's population.)



Year End Student Survey

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. Because the program team was short staffed at the close of programs, the number of student responses was significantly less than in previous years.

Student Survey Responses	2019	2018	2017	2016	2015
Number of students completing survey:	19	74	108	94	101
<i>Percentage of students strongly agreeing or agreeing with the following statements:</i>					
I am more open to trying new things.	100%	97%	98%	100%	97%
I have developed more confidence.	100%	90%	99%	93%	96%
I have developed a way of creating that expresses who I am.	100%	93%	99%	98%	94%
I have built strong and trusting relationships with my peers and adults.	95%	95%	94%	93%	91%
I have improved as an artist.	89%	89%	93%	93%	91%
I have developed a better idea of what I want to do in the future.	74%	81%	90%	84%	81%
At New Urban Arts, I feel safe and supported.	100%	95%	99%	94%	90%
Overall I rate New Urban Arts' programs outstanding.	84%	74%	86%	84%	84%

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

- *Yes they're fun to be around and offer great feedback.*
- *I like their unbiased input and that they have prior art experience.*
- *Yes I do. I love working with people who have already had some experience in the art world/art field.*
- *Yes because they can tell me when I'm messing up!*
- *Yes. It's great to get help from people that understand my art, what I'm going through etc.*
- *Yup, they keep it positive and encourage you no matter what.*
- *Yes because we can talk about stuff that we are interested in and they give me advice.*

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?”

- *A fun place where I can chill out and be myself*
- *A place where I can focus on my personal projects and socialize more*
- *Home*
- *New Urban Arts is a safe space to express yourself*
- *A place for youth to expand their creativity and perspectives*
- *It means everything to me*
- *It's really a place where I can fully express myself as a person or artist*
- *New Urban Arts is my home lol. When I feel sad, happy, excited, bored, creative, uncreative, or lost I come to NUA*
- *A place full of support and opportunities*
- *It means a lot; I enjoy coming here and talking, expressing my feelings, etc*
- *A safe haven where my friends can express themselves and hang out*

Student Artwork and Writing

As mentioned, students in New Urban Arts' studio programs present work in three public gallery exhibitions. Any student, regardless of experience or skill, may display work, but they must also submit an artist statement.



Rise

Juliette Lange

When considering the word "verify," I decided to explore the perception of self and the human need to find truth or *veritas* in themselves, even if it is a lie. This piece addresses this search for *veritas* by challenging the appeal of white skin in minority cultures, specifically my own. Being Cape Verdean, I have always identified this part of my heritage as being black. While this may be true, I grew up with many members of my family who insisted that Cape Verdean was in no way synonymous with "black." I realized the severity of this mindset when my family learned that my grandmother had been attempting to lighten the pigmentation in her skin by using bleach. This led her skin to cake and shed, in addition to losing her eyesight. In my piece, I focus on this narrative and show a brutal view of how Western ideals can be a detriment to identity in the colonized world—not only literally in the case of my grandmother's skin, but figuratively as well. The mask, even with the natural brown of the cardboard, still shows the remains of the white in corners and edges, symbolizing the remains of this oppression. Many members of minority communities seek verification from the ideals of Western society that favor light skin. These pieces aim to address this established desire and attack this culturally ingrown yet superficial ideal.



Koi Fish Print
Danny Svay

This piece is made by screen printing. Playing around with the colors was something new for me, and the most challenging part of this piece. But I like how it turned out. It makes me glad.

If Happiness Existed Long Term
Tanasia Osei

If I could take the unusual happy perspective side of myself and place it into a twenty four hour display, it'd be this Island. Glitter has always been in school presentations, art displays, you name it. The reason why is because glitter naturally brings me happiness, true genuine joy. I feel four stars with this artwork; I'm expressing rare, sincere dreams in this display. The tin foil was the most challenging—it's not as obedient as it is with cooking to make art with.



NUA KNIGHTS AT CENTRAL HIGH SCHOOL



In 2017, New Urban Arts and Central High School teamed up to expand after school options for Central students. NUA Knights is a comprehensive after school program that strives to create a greater sense of community and personalization for students, focusing on academics, art, intramural sports, leadership, and social/emotional learning. Programs were provided by 28 Central staff members, 13 community organizations, and five independent community partners, who provided 40 different programs, including swimming, weight training, strategy and games, computer programming, photography, theater, and more.

From July 2018 through June 2019, 28 Central High School staff members, five community partners, and 13 community organizations worked together to provide over 40 different programs for students.

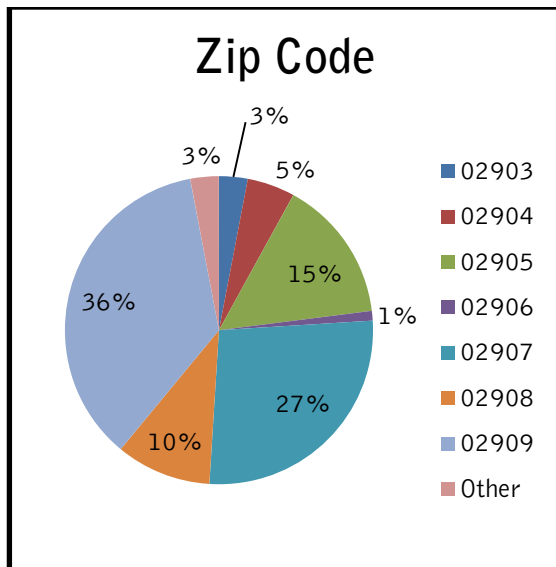
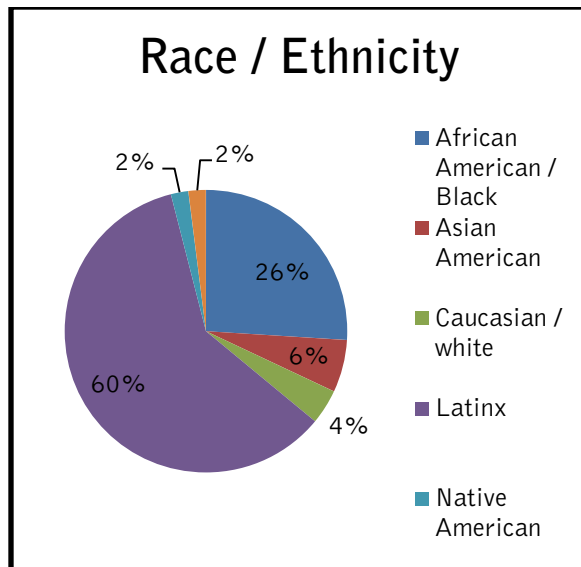
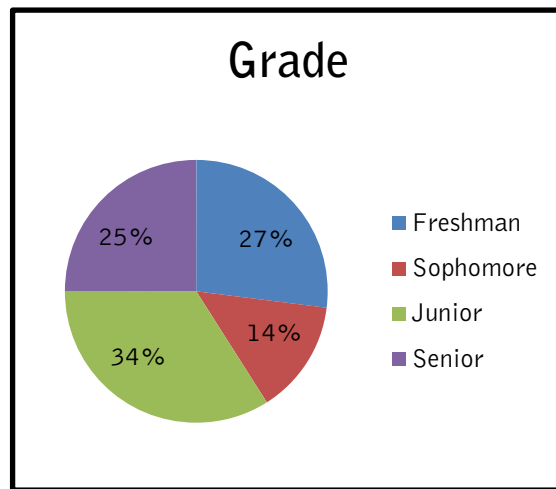
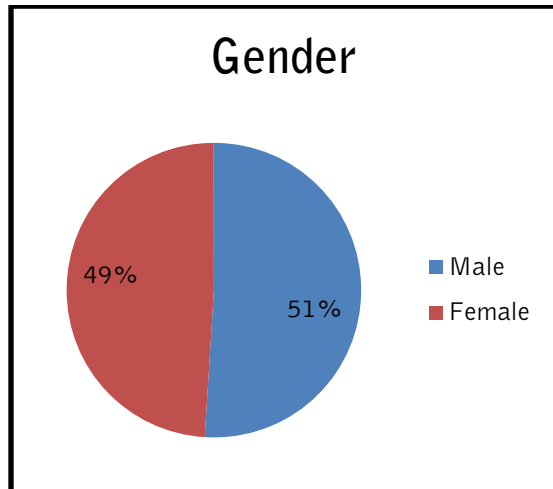
Student Participation and Demographics

In 2018-19, NUA Knights served slightly fewer total students, but more reached the 30-day participation benchmark.

	2018-19	2017-18
Students Served	608	687
Students attending 30 or more sessions over the year*	150	108
Attended 60 or more days	26	39
Attended 90 or more days	20	8

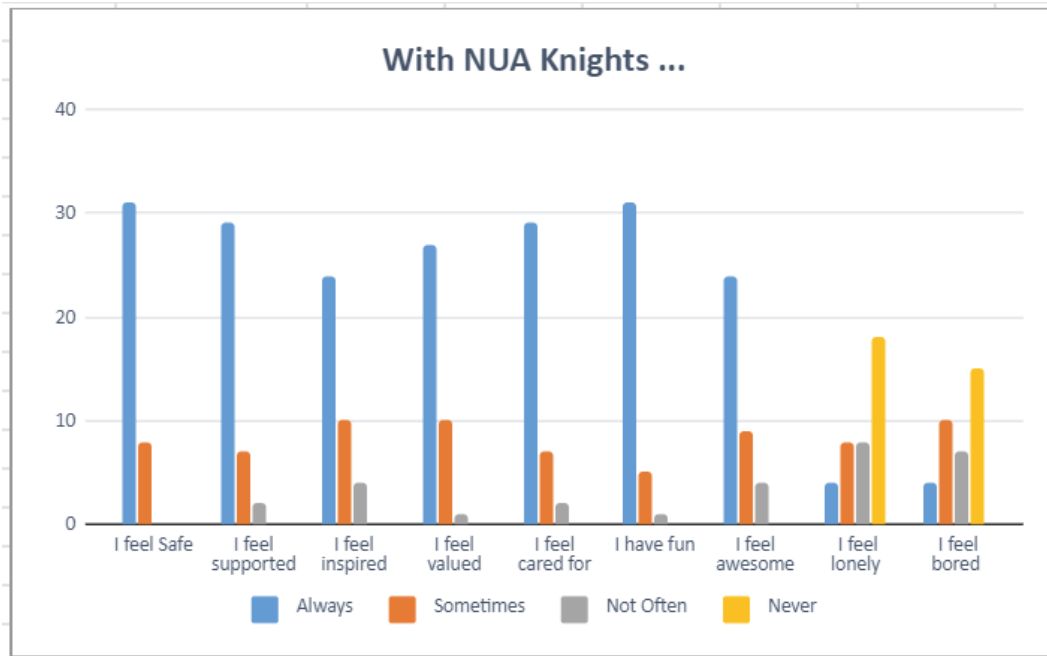
- Freshmen and juniors were the largest participant groups in NUA Knights programs, while sophomores had the lowest participation rate.

- The percentage of participating students identifying as Latinx decreased by 10% from the previous year, while the percentage of students identifying as African American increased by 7%.
- 36% of students enrolled in NUA Knights lived in zip code 02909, a 7% decrease from the previous year.



Year End Student Survey

In 2018-19, 39 students participated in our year-end survey, the same one that was administered the previous year. Students were given statements beginning with “With NUA Knights I feel...” and asked to tell us how frequently they agreed with those statements, on a scale from “always” to “never.”



In the following graphic, the larger the word, the more frequently students used it in responding to the question, “What did this program offer that kept you coming back?”



Of the 39 students who took the year end survey, 49% are interested in participating again in 2019-20, 33% are graduating, and 18% are unsure about participating again.

APPENDIX A: KEY STAFF

Daniel Schleifer, Executive Director

BA, Ethnic Studies, Brown University

Daniel was named executive director of New Urban Arts in April 2015 after five years as director of development. 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 first joined the New Urban Arts community in the fall of 2007 as the first studio study buddy. 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, BA, Cinema and Photography, Ithaca College

MAT, Rhode Island College

Tracy has over ten years of education experience in public schools in Rhode Island. Before joining New Urban Arts' staff, she served for seven years as a Career and Technical Education Coordinator for the Providence Public Schools. In this capacity, she 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 an alumna of New Urban Arts' youth programs, and remained involved as a volunteer after high school.

Owen Muir, Studio Organizer

BFA, Digital Media, University of Massachusetts Dartmouth

Owen 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, Richmond, The American International University in London

MFA, Mills College

MA, Rhode Island School of Design

Mara is 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, 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.

Kevin Harper, Resident Artist Mentor in Sewing and Fashion Design

BA, Leadership, DePaul University

Kevin is a sewing artist, tailor, and designer. Kevin is the creator of Joe Beau Ties, a distinct, small batch collection and retailer of handmade bow ties; all ties are drawn, measured, and cut by hand. Kevin studied pattern-making, menswear construction, women's tailoring, and leather design techniques at the Fashion Institute of Technology (FIT).

APPENDIX B: PARTNERSHIPS

The Providence Public School District has 41 schools serving 23,944 students, 66% of whom are Latinx and 16% of whom are African American. 84% of students qualify for subsidized lunch, and the district has universal free lunch for middle and high school students. 32% of district schools have been identified for intervention based on the state's accountability system. The high school dropout rate is 16%, well over the statewide average of 9%.

The Rhode Island Department of Education administers Rhode Island's federal 21st 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 RI Afterschool Network, 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 five 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 three years, New Urban Arts has partnered with artist and educator Scott Lapham to provide a home base for art-making workshops that he leads 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 moved to Westminster Street. This past year, in an effort to better support each other, New Urban Arts started meeting monthly with our neighborhood partners, **Youth Pride, Inc.**, **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.

Finally, this year, we embarked upon a special partnership with the **Rhode Island State Council on the Arts, AS220, The Providence Department of Arts, Culture and Tourism, The Steel Yard, and Roger Williams University**. The program, entitled Creative Workforce Development, is a semester-long pilot workforce development program that will equip nine young artists with the business and professional skills they need to have a career in the arts. The program, which is stipended and credit-bearing, is specifically aimed at recent graduates, ages 18-25, of programs like New Urban Arts and AS220 Youth who are not currently in college. This group of alumni is a small, but highly visible group, most of whom were frequent attendees of our programs as students. We have been working for years toward an effort like this—one that is designed specifically for the needs of young people that have aged out of our programs but still need free, studio-based, arts learning experiences.

**APPENDIX C: 30/60/90 ATTENDANCE DATA BY SCHOOL FOR
YOUTH MENTORSHIP IN THE ARTS**

	30 or more days per year	Students Attending		
		30- 59 days	60- 89 days	90+ days
ALL STUDENTS	128	60	17	51
21st CCLC Students	86	36	10	40
Central	31	11	5	15
Classical	52	25	4	23
TAPA (Trinity Academy for the Performing Arts)	3	0	1	2
Non-CCLC Students	38	21	6	11
ACE Academy	1	1	0	0
Alvarez	4	2	2	0
E-Cubed	2	2	0	0
Hope High School	3	1	1	1
JSEC (Juanita Sanchez Educational Complex)	1	1	0	0
MET	14	8	2	4
Mount Pleasant	1	0	0	1
PCTA (Providence Career and Tech Academy)	7	3	1	3
School One	0	0	0	0
Times 2	1	1	0	0
Other (Providence School not on list)	3	3	0	0
Out of Providence	2	0	0	2

APPENDIX D: STRATEGIC PLAN 2019-2024 OVERVIEW

Mission

Our mission is to build a vital community that empowers young people as artists and leaders to develop a creative practice they can sustain throughout their lives.

Our free, year-round out-of-school programs promote sustained mentoring relationships between urban high school students and trained artist mentors—who, together, engage in youth leadership, risk taking, collaboration, and self-directed learning. We are grounded in the belief that in order to fulfill the promise of our democracy, all young people, no matter their place in society, should have the opportunity to become more creative and independent thinkers.

Critical Issues

- Young people need access to creative spaces and resources.
- Young people need learning environments that are free, responsive to their interests, and not overly prescriptive.
- Young people need culturally responsive learning environments and educators from their backgrounds.
- Young people need additional access to postsecondary planning.

Core Practices

The following is a list of practices that guide staff and volunteers in interactions with young people at New Urban Arts:

- Relationship Building and Maintaining Community
- Youth Agency and Freedom of Expression
- Inquiry and I-Statements
- Safe Space
- Flexibility and Fidelity

Over the next few years

In accordance with our strategic priorities, we will sustain program quality by addressing concerns around increasing needs for program and office space; by better serving our students through programs that are responsive to their needs; and by managing the relationship between core programs, new programs, potential programs, and key partnerships.

We will invest in and diversify our staff, while continuing to value longevity and consistency in staffing by building a workforce and board that increasingly reflects the population that we serve; and by empowering our community to serve as ambassadors for our approach to arts education and youth development.

We will continue to mature our practices by ensuring that our operational, management and financial practices are appropriate to New Urban Arts' size, structure, and complexity; and by ensuring that staff and board are fluent in these practices.