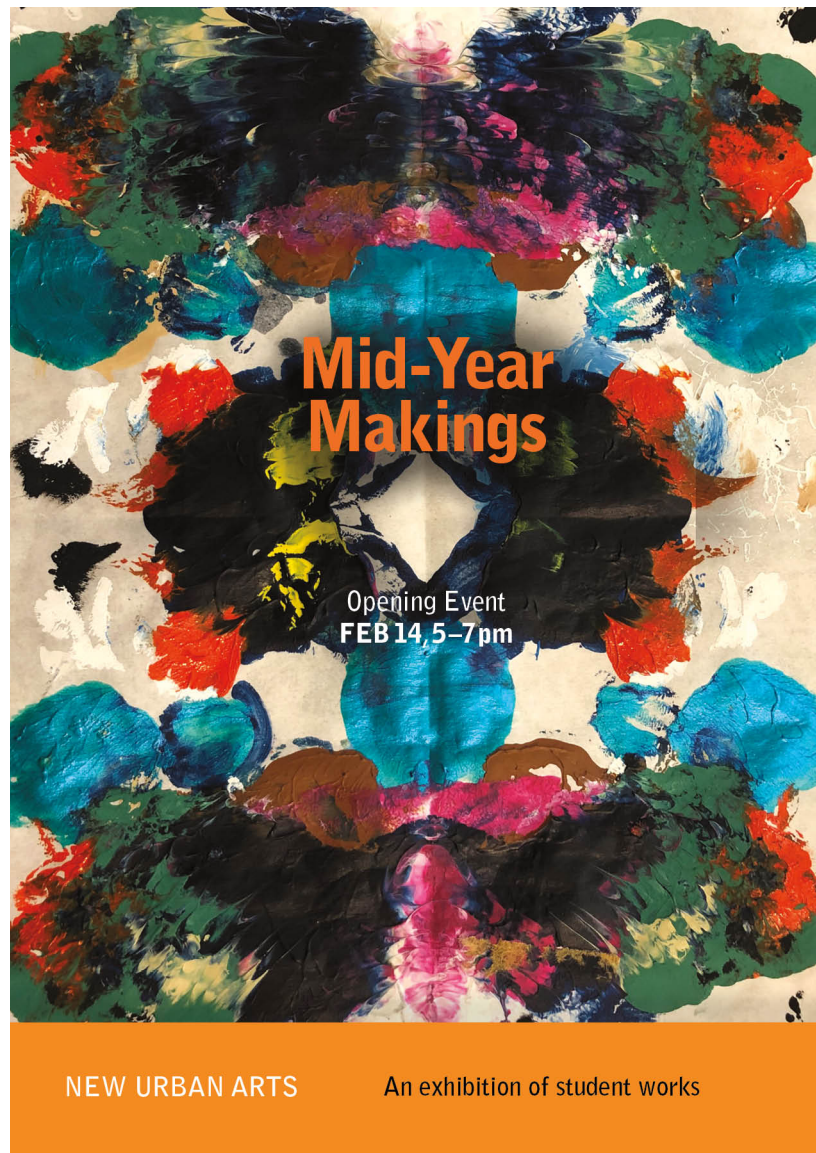


NEW URBAN ARTS



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An exhibition of student works

July 2019 – June 2020 Year-End Program Report

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Introduction

New Urban Arts' 2019-20 program year ran from July 1, 2019 – June 30, 2020. This period included the 2019 summer programs and the 2019-20 after school programs at both of our 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 1168 unduplicated students.

Due to the COVID-19 pandemic, the 2019-20 school year will be remembered, around the world, as a particularly unique one, and New Urban Arts is no exception. We ended the year working remotely in the midst of a pandemic, but this was also a year of other transitions. When the year began, Program Director Emily Ustach was on maternity leave. Mid-way through the year, we said goodbye to Operations and Finance Director Tamara Kaplan after 19 years of service to the organization.

By March, a record 847 young people had signed up for our studio programs, and our average daily attendance reached 72 students per day. In addition, 128 students participated for 30 or more sessions throughout the year. (Experts in the after-school field consider this a benchmark of high engagement.) Then, the COVID-19 pandemic struck, and we were forced to cancel in-person programs. We are somewhat haunted by the fact that we had to close our doors at a time when the need for our programs was greater than ever. New Urban Arts continues to be the largest provider of free afterschool programs for high school-aged youth in Providence.

Throughout the challenges and changes, New Urban Arts has remained committed to providing programs that allow students to develop their creative practice through access to art supplies, artists, and the resources to build community.

COVID Response

In March, New Urban Arts quickly had to end in-person programs at both sites, moving our staff team and programs to virtual platforms. We decided on a multifaceted approach to engaging youth during this time. We made phone calls home to check in on students and assess their and their families' needs; we posted creative prompts on social media with a focus on materials that students could access at home, and we hosted virtual open studios through Google Classrooms and Google Meet. Most notably, we ran a campaign to deliver free art supplies to students at home. Partnering with Jerry's Art-a-Rama and DASH Bicycle Delivery, we were able to get 205 art kits to students at our partner schools (Central High

School, Classical High School, and Trinity Academy for the Performing Arts), and an additional 29 kits for students' younger siblings, for a total of 234 art kits.

THE PROGRAMS AT NEW URBAN ARTS' STOREFRONT STUDIO

Summer Art Internships

New Urban Arts started the year with our 2019 Summer Art Internships, which included Art Inquiry: the Immigrant Story led by Dana Heng and Kevin Harper, The Untitlement Project led by Rachell Hyson and Jazzmen Lee-Johnson, and College Explorations led by Mara O'Day. We engaged 20 students across all three programs and additional students participated in our Summer Open Studio. Summer programs were supported by Summer Program Assistant Sierra Clayton, Interim Program Assistant Katie Gui, and Summer Scholar Taylor Polites.

The Summer Art Internships provide low-income high school students with 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.

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 Mentors and Professional Development

The primary educators in the program are a mix of staff and volunteer artist mentors. Resident artist mentors (RAMs) are our permanent staff teaching artists. The RAM program expanded this year with the addition of a Literary Arts Resident Artist Mentor, bringing the number of RAMs to five. Through this program we employ part-time, permanent artist mentors in the most high-demand areas of our studio: Painting/Drawing, Screenprinting, Music, Fashion/Sewing, and Literary Arts. 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 13 volunteer artist mentors and two studio study buddies. Artist mentors worked in various media, including painting, drawing, digital media, video, printmaking, photography, sewing, music, creative writing, and poetry.

A Life After School (ALAS): 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 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.

ALAS continued to support students throughout the year, starting with summer programming and ending the year as a virtual program. This year ALAS supported 40 students and 23 alumni. While spring is always a challenging time for our seniors as they make significant decisions about college and career, this year was even more difficult due to the pandemic. Students were accepted to a wide variety of schools including Babson College, Cooper Union, Emerson College, Emory University, Mills College, Mt. Holyoke College, Rhode Island College, The Rhode Island School of Design, University of Rhode Island, Syracuse University, and Temple University. Some students have decided to defer for a year, while some are planning to start school in the fall, and others are planning to find work or take a gap year.

The Studio Team Advisory Board (STAB)

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.

STAB continued to meet throughout the year and participated in hiring decisions for key staff positions this year, including the Youth Engagement Associate, Literary Arts RAM, Business Manager, and Operations Coordinator, in addition to our Volunteer Artist Mentors. They helped plan Scare-a-oke (a Halloween karaoke and open mic night) and Artsgiving (a community-building event held around Thanksgiving). They also hosted a joint screen printing event with the RISD Museum Art Circle. STAB continued to meet virtually in the spring, and helped provide feedback as we planned our summer 2020 virtual programs.

Gallery Exhibitions and Other Events

We were able to hold three public exhibitions this year, including our Summer Art Exhibition, Mentor and Staff Show, and Mid-Year Makings. We also participated in a collaborative exhibition with the Anthony Quinn Foundation at Women and Infants Hospital, which exhibited student work alongside selected works by Anthony Quinn. In total, we hosted 7 public events, attended by a total of 907 people. Unfortunately, all of our spring events were cancelled.

Student Enrollment and Attendance

As mentioned in the introduction, this year was another record year for enrollment and attendance, but daily attendance dropped precipitously when we transitioned to remote programming. Thus, the following numbers reflect attendance and enrollment through mid-March. There were roughly 30 students on the verge (between 20 and 30 days) of hitting 30 or more sessions.

Enrollment and Attendance	2019-20*	2018-19	2017-18	2016-17
Total registered students	847	783	736	507
Students attending once or more per week on average	162	116	98	125
Students attending 30 or more sessions over the year	95	128	138	142
Students attending 60 or more sessions over the year	25	68	58	78
Average daily attendance	72	73	67	70
Average monthly attendance	246	290	247	223
Annual total visits	9,181	14,286	12,630	13,307

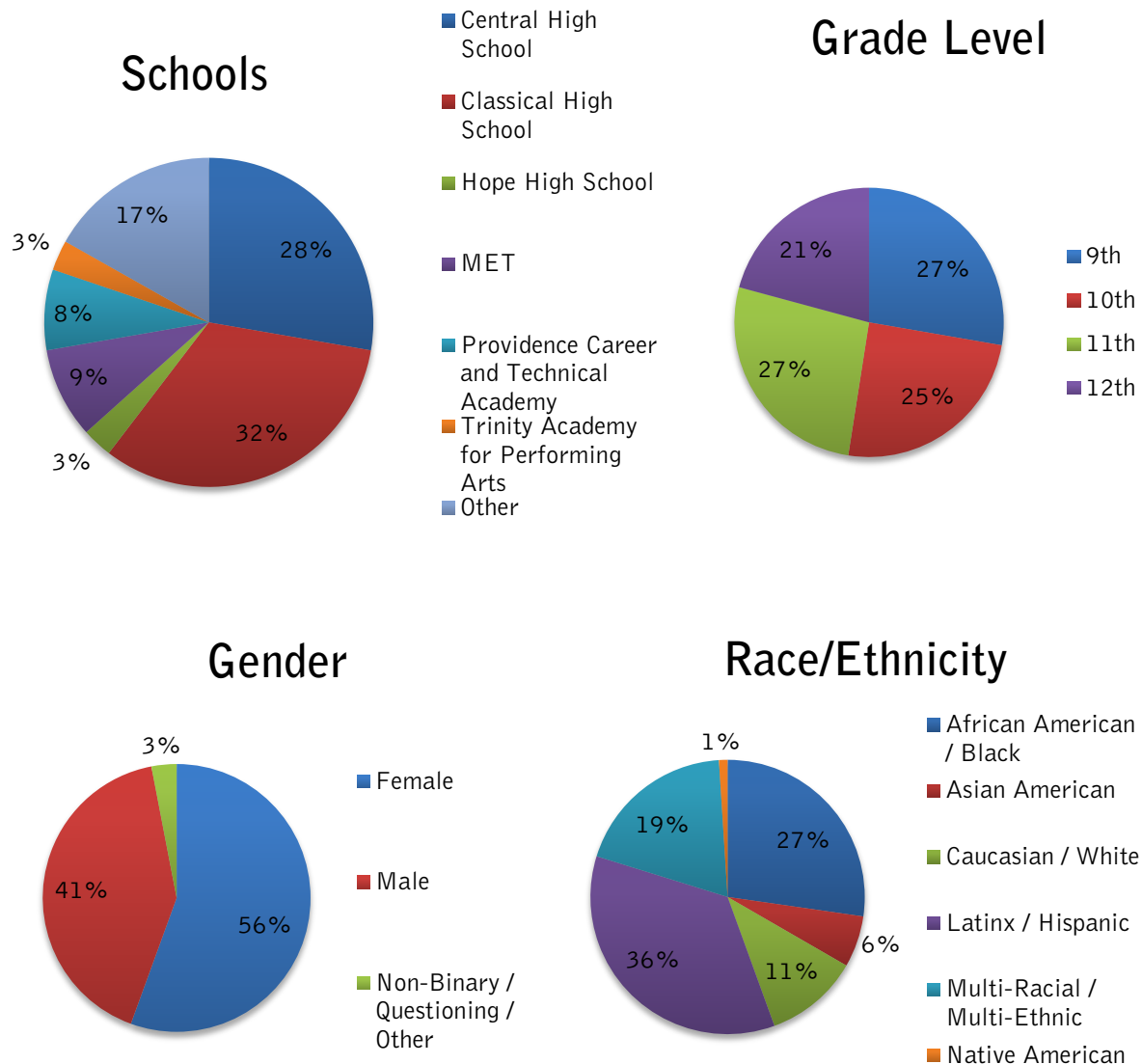
**2019-20 numbers as of mid-March when the COVID-19 Pandemic interrupted normal programs.*

We continue to see an upwards trend in student attendance and participation. As the school district continues to focus on remediation in core subjects, the arts become less accessible to students during the school day, increasing student demand for spaces like New Urban Arts.

Student Demographics

We enrolled 847 students in New Urban Arts' studio programs this year, with the following demographics:

- 88% qualified for free or reduced price lunch. Of students who attended, on average, once or more per week, 96% 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.)
- 68% 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.
- 32% spoke a language other than English at home.
- 36% identified as LGBTQ. (LGBTQ students typically comprise only 4-10% of a high school's population.)



The demographics of students that attended 30 or more days are generally very similar to our overall demographics; however, there are a few notable exceptions:

- Of all students, 88% qualified for free or reduced-price lunch; of high-attending students, 94% qualified.
- Of all enrolled students, 55% were female and 41% were male; of high-attending student, 42% were female, and 53% were male.

Year End Student Survey

Our year-end survey is administered online through Survey Monkey. The survey was emailed to students in the last month of programming. Survey participation was encouraged with a \$5 gift certificate offer for any student who completed the survey. Because of COVID-19, we could not administer the survey in person, and our response rate was much lower than in past years; just 22 students completed the survey. The response rate was also relatively low in 2019, during our program director's maternity leave.

Student Survey Responses	2020	2019	2018	2017	2016
Number of students completing survey:	22	19	74	108	94
<i>Percentage of students strongly agreeing or agreeing with the following statements:</i>					
I am more open to trying new things.	100%	100%	97%	98%	100%
I have developed more confidence.	95%	100%	90%	99%	93%
I have developed a way of creating that expresses who I am.	95%	100%	93%	99%	98%
I have built strong and trusting relationships with my peers and adults.	95%	95%	95%	94%	93%
I have improved as an artist.	91%	89%	89%	93%	93%
I have developed a better idea of what I want to do in the future.	90%	74%	81%	90%	84%
At New Urban Arts, I feel safe and supported.	98%	100%	95%	99%	94%
Overall I rate New Urban Arts' programs outstanding.	86%	84%	74%	86%	84%
I would recommend New Urban Arts to a friend.*	100%	-	-	-	-

**This question was only introduced in 2020.*

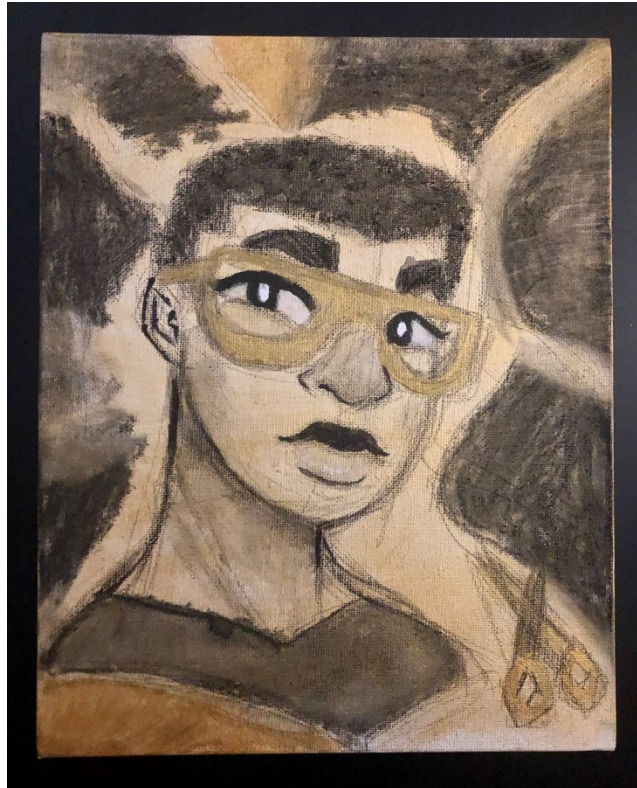
The following are open-ended responses to the question, "Do you like working with an artist mentor? Why?"

- "Having someone who is supporting you and knows what they are doing, ready to help you work something out or comprehend certain things and concepts is very helpful and appreciated."
- "Yes, they give me creative solutions when I feel like I've ruined something I worked on."
- "I'm fine either way. I like working alone though for more concentration. But I like working with someone just to talk, or some criticism."
- "It really helps just boost the process of learning. As someone who learns a lot by themselves, it is very satisfying acquiring more knowledge and skills faster with a mentor."
- "I like working with an artist mentor because they help me understand how to get to my goal."
- "Because I can see someone else's perspective on what we both like. It gives me other ways to expand myself as an artist."
- "By working with an artist mentor, they are able to expand your mindset to different ways of being creative and we can learn from each other's ideas."

- "New Urban Arts is an open space filled with creativity, inspiration, resources, self-expression, and community stitched together by art."
- "New Urban Arts is really a special space for people to freely and boundlessly explore their artistic endeavors as well as a safe space to just hang out and feel at home after school, even if you can't go home after school."
- "New Urban Arts is a place for me to creatively express myself without judgment."
- "New Urban Arts to me is an outlet for all of my emotions and helps me enjoy myself."
- "I use New Urban Arts as a resource since I do not have supplies at home. That I am grateful for."
- "New Urban Arts is a place where my talents can be looked at and valued."
- "New Urban Arts means a lot to me, I never thought a place like this would change me as an artist. I am truly thankful for the services you provided."
- "New Urban Arts is an opportunity to help me reach my artistic goals and try something new."

Student Artwork

Students have multiple ways of presenting work in public gallery shows throughout the year. This year we held three public art shows and collected art work submissions online at the end of the year to capture artwork made during our virtual programming. You can see more of the pieces that were submitted online here: newurbanarts.org/aka



Aisha Odetunde – Self-Portrait

In this piece, I am expressing change or rather, an opportunity to do something new. I made a self-portrait of how I look now during quarantine. I'm really happy that I created this, let alone making art during this pandemic because I've invested so much time that I didn't even think I could've done. Creating art makes me feel productive, secured, and gives me a way to express new ideas that makes me excited.



Ricardo Cordones – *CeleryCeption*

I have never modeled for a photo or submitted a self-portrait or photos with people as the main subject before. In this photo I am expressing worship and praise towards celery. This photo series was made in response to the theme for the Summer Art Inquiry project at New Urban Arts: The Immigrant Story. At face value, it is a photo series of me indulging in some celery. I am Dominican. My mother came from the Dominican Republic to America to find a better life. The Dominican Republic has a significant portion of people working in agriculture, one of its most significant sources of income. My mother intended on coming to the U.S. to start a family and a better life, but the way I see it I was born in a country where food is poisoned. Finding fresh and organic food that hasn't been modified is very hard, especially in a food desert like the Dominican neighborhoods in Providence. Food is being mass produced in multiple unhealthy ways, and this has an effect on society here in America in general, and it mostly impacts lower income families. These modified unhealthy foods are cheaper and more accessible to the food deserts than healthy organic food. Realizing this, I started to change my lifestyle. Before this photo shoot, my peers and I went to take photos around the area of New Urban Arts, and one of the destinations was a little mart that I have never acknowledged before. We went into the mart, and I found some celery that seemed like it wasn't GMO. I then started to praise and indulge in some celery with my hedonistic behavior. People rarely acknowledge the pleasure of consumption. Now-a-days people have dollar menu bites and things that don't really taste as intricate as something that has had work invested into it. Someone put time and effort into that celery, but not into that \$1 burger that has the cheese misplaced halfway on a piece of GMO meat. Indulge in what deserves to be indulged in.

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.

From July 2019 through June 2020 NUA Knights programs were provided by 18 Central staff members, 11 community organizations, and three independent contractors who provided 35 different programs, including guitar club, weight training, student leadership, robotics, fashion design and sewing, cooking, and art club.

Student Participation and Demographics

Typically, NUA Knights programs are organized into three trimesters: fall, winter, and spring. In 2019-20, NUA Knights served fewer total students than in previous years because spring programming was limited due to the COVID-19 pandemic. Some programs were cancelled and others went remote. Nevertheless, NUA Knights had 92 students participate in 30 or more sessions, with an additional 64 students on the verge of hitting 30 or more sessions.

Enrollment and Attendance	2019-20	2018-19	2017-18
Students Served	466	608	687
Students attending 30 or more sessions over the year*	92	150	108
Attended 60 or more days	38	26	39
Attended 90 or more days	12	20	8

- Juniors and Seniors were the largest participant groups in NUA Knights programs, while sophomores had the lowest participation rate.
- Fifty-six percent of participating students identified as Latinx and 27 percent identified as Black/ African American.

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, Deputy Director (formerly Program Director)

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. Prior to joining New Urban Arts as program director, 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 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, Studio Director

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.

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.

Taylor Jackson, Youth Engagement Associate

BA, History, Rhodes College

MA, Public Humanities, Brown University

In her work, Taylor connects with, mentors, and engages with youth communities. Her other professional interests include exploration of black artistic cultures and the ways in which music, dance, theater, and other creative expressions reflect and respond to the heritage and history of peoples within the African Diaspora.

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 received the 2019 RISD Museum Fellowship. She is an alumni of New Urban Arts' youth programs and has also worked for other local organizations such as Riverzedge Arts, Amos House, and the Providence PlayCorps.

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).

Addy Schuetz, Literary Arts Resident Artist Mentor

BA, American Studies, Brown University

Addy is a writer, bookmaker, and avid reader. They joined New Urban Arts as a Studio Study Buddy in 2017, and became the Literary Arts Resident Artist Mentor in 2019.

Transitions

As mentioned, Operations and Finance Director Tamara Kaplan left New Urban Arts at the end of 2019. She was replaced by Business Manager Jeannie Castillo-LaPierre. While Jeannie is serving at New Urban Arts in an administrative role, she also brings extensive experience with out-of-school programs. Jeannie served as Sr. Director of Girl Experience at Girl Scouts of Southeastern New England. She also worked in a variety of administrative and hands-on youth development roles at The Learning Community, a nationally recognized public charter school in Central Falls, including their afterschool programs.

In addition, Mara O'Day and Taylor Jackson left New Urban Arts at the end of the school year. Taylor took a position as the executive director of Providence CityArts for Youth, and Mara moved to California.

KEY 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 Dance Theater, the Manton Avenue Project, RIOT Rhode Island** (formerly Girls Rock! Rhode Island), **Downcity Design**, and **New Urban Arts**.

For the past six 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 four 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 RIOT**. These meetings provide us the opportunity to coordinate calendars and support the professional growth of our organizations together.

Finally, this year we are so thankful for the partnership developed during COVID-19 with local businesses **Jerry's Art-A-Rama** and **DASH Bicycle Delivery** service. Jerry's made bulk art supplies available and affordable, and DASH helped us safely deliver them to students' homes.

30/60/90 Attendance Data by School – New Urban Arts Studios

		Students Attending			
		30 or more days per year	30-59 days	60-89 days	90+ days
ALL STUDENTS		95	57	25	13
21st CCLC Students		62	36	20	6
TAPA (Trinity Academy for the Performing Arts)	Central	33	20	8	5
	Classical	25	15	9	1
		4	1	3	0
Non-CCLC Students		30	18	5	7
	ACE Academy	0	0	0	0
	Alvarez	0	0	0	0
	E-Cubed	1	1	0	0
	Hope High School	2	0	2	0
	JSEC (Juanita Sanchez Educational Complex)	0	0	0	0
	MET	16	9	2	5
	Mount Pleasant	1	0	0	1
	PCTA (Providence Career and Tech Academy)	6	5	0	1
	School One	0	0	0	0
	Times 2	0	0	0	0
	Other (Providence School not on list)	2	2	0	0
	Out of Providence	2	1	1	0