

# NEW URBAN ARTS



## July 2020 – June 2021 Year-End Program Report

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## **Introduction**

Due to the COVID-19 pandemic, the 2020-21 school year will be remembered as a particularly unique one for educational institutions, and New Urban Arts is no exception. The biggest impact on New Urban Arts was transitioning most of our programs and services to virtual platforms. This had a huge impact on the number of students we served and how we served them, particularly in our art studio, where all programs were virtual. We also suspended our Volunteer Artist Mentor program for the first time in the organization's history, as the pandemic made our traditional volunteer model untenable. Through significant investments over the past seven years, New Urban Arts has built a cadre of staff teaching artists—resident artist mentors. As a result, we had a core group of arts educators who adjusted with the organization to the challenge of virtual programs.

This year, after a year of record attendance in 2019-20 (before programs closed in March 2020), we saw record low participation in 2020-21. We served 72 young people in virtual studio programs, and our average daily attendance reached 4 students per day. In addition, 9 students participated for 30 or more sessions throughout the year. (Experts in the after-school field consider this a benchmark of high engagement.)

While our studio programs were completely virtual, NUA Knights, our satellite program at Central High School, offered a mix of virtual and in-person programs. We were able to offer in-person programs there as an extension of the Providence Public School District's hybrid instructional model; each high school divided students into two cohorts that alternated in-person and virtual school days, so schools operated at half capacity. In-person programs at Central meant that we were able to engage more students through NUA Knights than in the studio, enrolling a total of 237 students, 23 of whom reached the 30 day benchmark.

New Urban Arts was not alone in seeing dramatic decreases in afterschool participation. Nationwide, students reported digital fatigue, increased responsibilities at home, and the need to find and keep employment as reasons why they did not participate in afterschool programs.

Throughout the year, New Urban Arts remained committed to providing art supplies and materials to young people. In January 2021, we partnered with the Providence public high school art teachers to provide art kits to every student enrolled in an art class during the spring semester of 2021. We distributed over 1,100 art kits to high school students in public art classes in Providence, including students in the Virtual Learning Academy, a completely virtual option offered to families that didn't feel safe with PPSD's hybrid schooling model.

## THE PROGRAMS AT NEW URBAN ARTS' [VIRTUAL] STOREFRONT STUDIO

### **Summer Art Internships**

During the summer of 2020, New Urban Arts offered distance programming using virtual platforms, supplemented by home delivery of art supplies to students. A total of 25 students participated in four programs that ran for four weeks over the summer. New Urban Arts offers stipends to summer students so that low-income youth are not forced to choose between summer employment and enrichment. Artwork created during summer programs can be viewed at [newurbanarts.org/summer2020](http://newurbanarts.org/summer2020).

### *Creative Commissions*

Led by Resident Artist Mentor Dana Heng and NUA Knight's AmeriCorps\*VISTA Member Eli Shalan, Creative Commissions focused on a different medium or theme each week. Sixteen students received stipends based on the number of art "missions" they completed each week. Themes included photography, public art, nature observations, and music. Special Guest Artists included Tracy Jacques, Ian Cozzens, Zan Berry, and Jazzmen Lee-Johnson.

### *College Explorations*

A Life After School Coordinator Addy Schuetz and Summer Program Assistant Pamela Fernandez led our College Explorations program, the summer component of our ALAS program (see below). Eight students got a jump start on the college application process. They crafted college lists, worked on essays, and heard from college admissions officers, the College Planning Center of Rhode Island, and a panel of New Urban Arts alumni who are currently attending various colleges and universities.

### *STAB Leadership Program*

Studio Director Ashley Paniagua and Deputy Director Emily Ustach led the Studio Team Advisory Board Leadership program, a summer intensive for members of our youth governance board. Five students explored concepts of leadership, looking at leaders that they admire and building an understanding of their own leadership styles. Students learned about the history of New Urban Arts, the role of the staff and board of directors, and helped craft a vision for virtual studio programs for the fall of 2020.

### *Hanging with Shelly*

MSW candidate Shelly Hyson and Studio Director Ashley Paniagua led an informal weekly session where students had the opportunity to connect with each other and mentors virtually. They spent time writing poems, discussing the latest video games, and building important community and connections with each other.

### **Youth Mentorship in the Arts**

Youth Mentorship in the Arts is New Urban Arts' core afterschool 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.

The primary educators in the program are typically a mix of resident artist mentors (RAMs) and volunteer artist mentors. However, as mentioned, we did not run our volunteer artist mentor program in 2020-21. We currently employ five RAMs, 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.

In place of our typical professional development program, we focused on learning new digital platforms transferring our RAMs' skills as educators and youth development professionals to virtual spaces.

### **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. Of all our offerings, it transitioned most smoothly into a virtual program, serving close to the number of students that it engages in a typical year. This year ALAS supported **24 students and 16 alumni**. While spring is always a challenging time for our seniors as they make significant decisions about college and career, 2021 was even more difficult due to the pandemic. Students were accepted to a wide variety of schools including RISD, SAIC (School of the Art Institute of Chicago), MICA (Maryland Institute College of Art), NYU Tisch, Wheaton College, Wesleyan, Mount Holyoke, The New School, University of Rhode Island, and Rhode Island College. 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 participated in an intensive summer program and met virtually throughout the year. They also participated in hiring decisions for key staff positions this year, including our Literary Arts Resident Artist Mentor, our Youth Programs Associate, and our Development Director. STAB held a mid-year planning retreat as part of our February Break week programs, where they met with representatives from NUA's board of Directors to review and provide feedback on a police policy for the organization. During the Summer STAB Leadership Program, students created a mission statement for STAB:

*"The Studio Team Advisory Board mission is to create a welcoming and cultural environment by invoking the voices of students, exploring new leadership experiences and creative mediums to ensure that the organization is accountable to current students while practicing social explosions of kindness."*

### Gallery Exhibitions and Other Events

Due to COVID-19, we were unable to host in-person events or exhibitions this year. However, we did host a public virtual panel discussion on Careers in the Arts, facilitated by our A Life After School program. The conversation can be found on our website at [newurbanarts.org/2021/04/28/careers-in-the-arts-virtual-panel/](http://newurbanarts.org/2021/04/28/careers-in-the-arts-virtual-panel/).

### Student Enrollment and Attendance

As mentioned, this year we experienced our lowest levels of student enrollment and engagement in many years. This was true for afterschool programs across the country, where students were experiencing digital fatigue and economic and emotional stressors unlike ever before.

Enrollment and Attendance	2020-21**	2019-20*	2018-19	2017-18
Total registered students	72	847	783	736
Students attending once or more per week on average	8	162	116	98
Students attending 30 or more sessions over the year	9	95	128	138
Students attending 60 or more sessions over the year	2	25	68	58
Average daily attendance	4	72	73	67
Average monthly attendance	13	246	290	247
Annual total visits	802	9,181	14,286	12,630

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

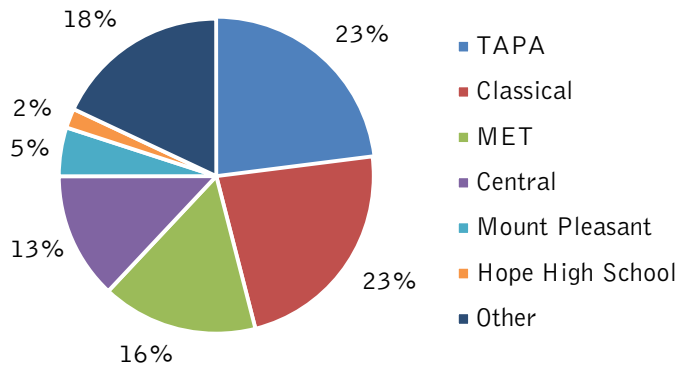
*\*\*2020-21 numbers represent a completely virtual program year due to COVID-19.*

### Student Demographics

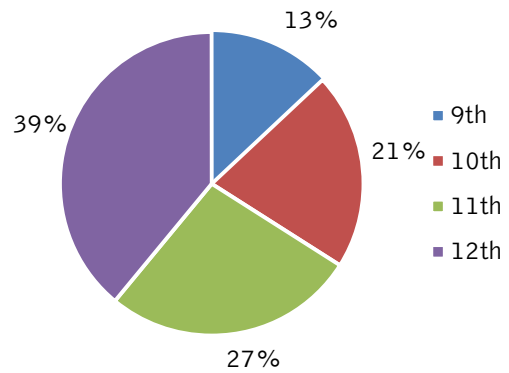
We enrolled 72 students in New Urban Arts' studio programs this year, with the following demographics:

- 88% qualify for free or reduced-price lunch. Of students who attended, on average, once or more per week, 100% qualified for free or reduced-price lunch. (For a family of four, an annual household income under \$48,470 per year qualifies the children for subsidized lunch.)
- 65% 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.
- 31% of students spoke a language other than English at home.
- 48% of our students identified as LGBTQ. Of students who participated once or more per week 100% identified as LGBTQ (LGBTQ students typically comprise only 4-10% of a high school's population.)

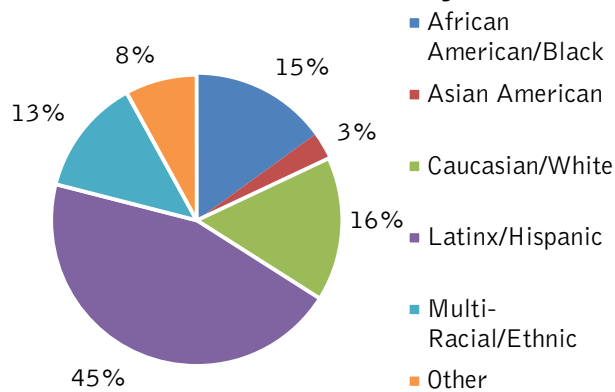
### Schools



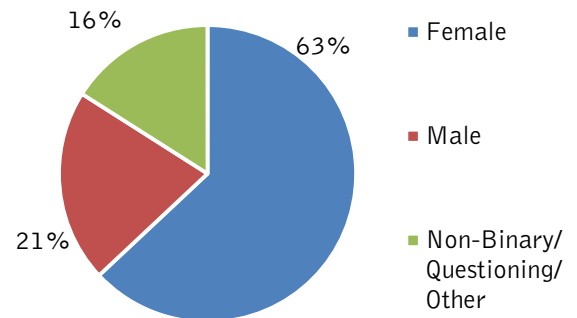
### Grade Level



### Race/Ethnicity



### Gender



### 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 \$5.00 gift card offer. Because of the challenges related to COVID-19, our response rate was low this year and in 2020 (when the last few months of programming were virtual). The response rate was also relatively low in 2019, during our Program Director's maternity leave.

Student Survey Responses	2021	2020	2019	2018	2017
Number of students completing survey:	17	22	19	74	108
<i>Percentage of students strongly agreeing or agreeing with the following statements:</i>					
I am more open to trying new things.	88%	100%	100%	97%	98%
I have developed more confidence.	88%	95%	100%	90%	99%
I have developed a way of creating that expresses who I am.	94%	95%	100%	93%	99%
I have built strong and trusting relationships with my peers and adults.	94%	95%	95%	95%	94%
I have improved as an artist.	76%	91%	89%	89%	93%
I have developed a better idea of what I want to do in the future.	76%	90%	74%	81%	90%
At New Urban Arts, I feel safe and supported.	100%	98%	100%	95%	99%
Overall I rate New Urban Arts' programs outstanding.	76%	86%	84%	74%	86%
I would recommend New Urban Arts to a friend.*	94%	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?"

- "Yes! I do because working with artist mentors allowed me to learn from others who have similar interests to mine. Before NUA, it was hard to find artistic mentors, especially since every artist's career is very specific to them. It was great to work with mentors in a space where interests often intermingled and I was able to explore art. I also had the opportunity to create great bonds with all of my mentors, and now I just feel like I have a community surrounding and supporting me."
- "Of course! Having a mentor is super helpful for me especially when I don't know where to start with a project or an idea. They're there to help guide me when I need help and support me when I'm really passionate about something!"
- "I like working with all of the artist mentors and staff that I worked with this year. They all do a really great job engaging students and motivating us to work. The opportunity to work with an artist mentor outside of NUA is very limited and rare so I cherish the ability to do so now."

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?”

- “To me, New Urban Arts means chosen family. No matter how much I grew throughout my years of high school, I never outgrew NUA. As a Queer Black student, I felt comfortable expressing my identity at NUA, where in most places, I didn't. I'm grateful that I stumbled upon NUA one day during my freshman year.”
- “It's one of my homes! It's more than just an art studio, it's the place where you find your people and yourself!”
- “NUA is really important to me and is a community and space that just oozes with intoxicating artistic expression and inspiration. Whenever I would walk into the studio and just see everyone creating and hear the sound of piano and community it would just bring a smile to my face no matter what kind of day I had. It's so beautiful and lovely. I hope in the future to be involved with it some way.”
- “It means a space of opened mindedness of art and expression, a space where everyone can be themselves and over all a fun educational space.”
- “New Urban Arts is a community that is irreplaceable. I loved how NUA was still NUA without the physical building. Everyone played their part in making sure they could compensate for the loss of building.”
- NUA to me means a positive pressure, and by this I mean, even though I joined my last year of high school, I joined when life was really tough for me and I gave up art during that time but because I joined NUA I felt this positive pressure to make art that didn't have to be such a "great" piece. NUA means so much to me because they really kept me going in the art world and helped me continue to be creative, so I'm very grateful to have joined.”



## ART KITS

Since the start of the COVID-19 Pandemic, New Urban Arts made it a priority to get art supplies into the hands of students. In the spring of 2020 we partnered with Jerrys Art-O-Rama and Dash Bicycle Delivery to arrange for contactless delivery of around 250 art kits to Providence high school students.

Providence Public Schools reopened in the fall of 2020 with a hybrid model for middle and high schools; students were divided into two cohorts that alternated in-person and virtual school, allowing schools to operate at half capacity. Teachers were in school every day, teaching simultaneously in-person and online.

In December, we heard from Providence art teachers about the challenges of teaching in these conditions. In general, our schools are short on art supplies, and COVID protocols kept students from using shared supplies. Furthermore, on any given day, half of a school's students were attending virtually, limited to whatever art supplies they had at home. In January 2021, we worked with art teachers to distribute supplies to young people across the district. We polled art teachers to identify which supplies were most needed, placed a wholesale order, and packed them into kits, which we distributed to teachers to give to students. We distributed over 1,100 kits to every Providence high school student that was enrolled in an art class, including those in the Virtual Learning Academy. Kits included graphite and color pencils, oil pastels, water color sets, pencil sharpeners, rulers, erasers, and glue sticks. Students also received information on New Urban Arts, so they could learn how to get involved with our programs.



*Some of the art supplies included in the art kits to PPSD teachers.*

You can hear more about this program in this piece by the Public's Radio at [bit.ly/ripr-nua](https://bit.ly/ripr-nua).

Between these two initiatives and the art supplies we distributed to students participating in our virtual programs, we delivered roughly 1,500 kits of art supplies to students in Providence and surrounding communities.



### **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. NUA Knights expansion program is funded by a five year 21st Century Community Learning Center grant from the Rhode Island Department of Education (RIDE).

During 2020-21, NUA Knights was presented with the challenges of continuing to provide virtual programming during the COVID-19 pandemic, while restarting select in-person programs. Typically, programs are run by a mix of community members, partner organizations, and the staff and faculty of Central High School. Last year, programs were run exclusively by Central staff and faculty, as the building was closed to community partners.

Most notably, NUA Knights offered before-school programming and support through our Breakfast Club program, which offered a variety of activities focused on social and emotional learning. The goal was to maintain a sense of community at Central High School despite the challenges of the pandemic.

NUA Knights also offered in-person programs during school break weeks. During February break, we provided a Physics Boot Camp, which was a four day, hands-on, credit recovery program for seniors. During April break, NUA Knights partnered with the Providence Stormwater Innovation Center and the RI Audubon Society to teach students about the impacts of stormwater runoff on local communities and waterways. Participating students then painted murals to raise awareness. One mural is around the storm drain at Central High School and another is a temporary mural in Roger Williams Park.

Other programs offered in 2020-21 included Digital Media and Podcasting, Knight Readers Book Club, STEM Programming, Guitar Club, and credit recovery support.

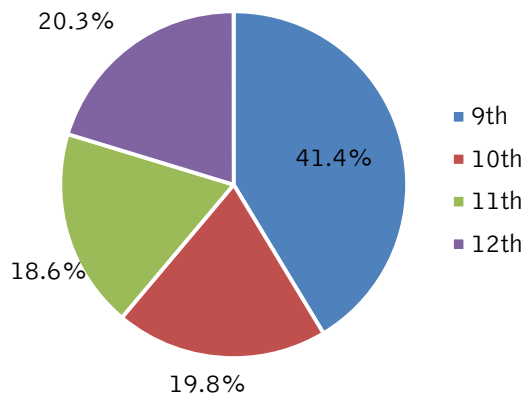
### Student Participation and Demographics

In 2020-21, NUA Knights served fewer total students than in previous years due to the challenges of the pandemic. Even with distance learning and limitations on in-person programming, NUA Knights served 237 students and had 23 students participate in 30 or more sessions.

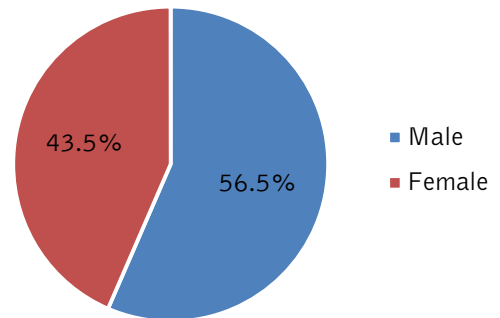
	2020-21	2019-20*	2018-19	2017-18
Total Enrollment	237	466	608	687
Students attending 30 or more sessions	23	92	150	108
Attended 60 or more days	2	38	26	39
Attended 90 or more days	0	12	20	8

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

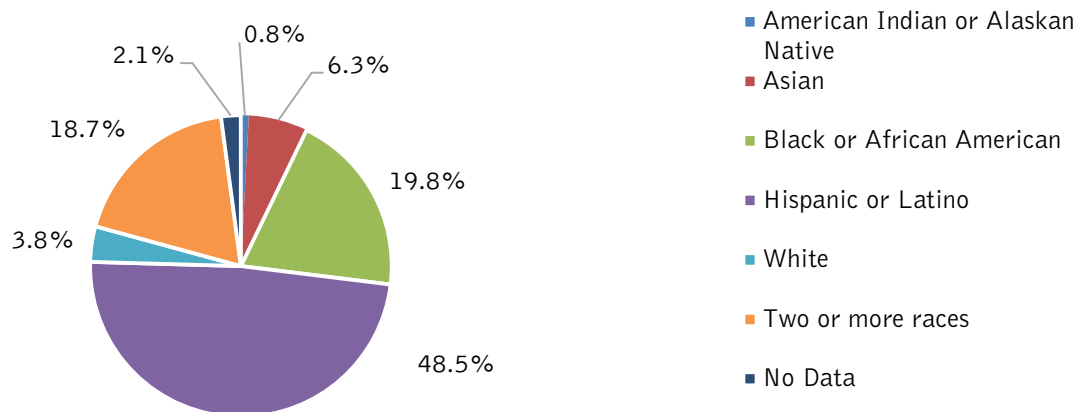
#### Grade Level



#### Gender



#### Race/Ethnicity



## APPENDIX A: KEY PROGRAM STAFF 2020-21

### **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**

*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 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.

**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).

**Addy Schuetz, A Life After School Coordinator**

*BA, American Studies, Brown University*

Addy is a writer, bookmaker, and avid reader. They first joined the NUA community in 2017 as a Study Buddy, and transitioned to the role of NUA's inaugural Resident Artist Mentor in the Literary Arts in 2019. They now serve as NUA's A Life After School Coordinator, supporting students with their plans after high school. Addy received their B.A. in American

Studies from Brown University in 2019. They hail from the snowy region of Rochester, NY and now call Providence their home.

### **Jobanny Cabrera, Youth Programs Assistant**

Jobanny is an Afro-Dominican self-taught artist and youth mentor from the Bronx, NY with experience in silk-screen printing and crocheting and a focus on music production. As a self-taught producer, Jobanny is interested in the ways music can foster close connections and passionate friendships. They first joined New Urban Arts as a student when they were 15 years old, inspiring them toward a career in community-building and youth mentorship. Jobanny continues to pursue these interests as our Youth Programs Assistant.

### **Dean Sudarsky, Literary Arts Resident Artist Mentor**

*BA, English, Washington University in St. Louis*

*MFA, Cartooning, The Center for Cartoon Studies*

Sitting at the intersection of text and image as a cartoonist, Dean is interested in all things printed. He has led drawing workshops, taught college courses on publishing design, and tutored students individually in a variety of subjects. His clients have included the New York Review of Books, The Creative Independent, and The George Wiley Center. He first joined New Urban Arts as a Study Buddy in 2017, and now serves as the Resident Artist Mentor in Literary Arts.

### **Zan Berry, Interim Resident Artist Mentor in Music Production**

*BM, Cello Performance, Vanderbilt University*

*MM, Cello Performance, University of Michigan*

Cellist and songwriter Zan Berry is a passionate and creative musician who weaves together diverse musical interests in his work as a performer and educator. With a ceaseless curiosity for exploring new musical contexts for his instrument and collaborating with local artists across disciplines, Zan strives for a more creative, connected, and accessible arts community in Providence.

## **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. Due to ongoing failure to meet accountability targets, the school district was taken over by the Rhode Island Department of Education in 2019. 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 afterschool programs. The Department of Education also provides access to the Rhode Island Program Quality Assessment, an external evaluation tool. 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 afterschool 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, RIOT (formerly Girls Rock! Rhode Island), Downcity Design, and New Urban Arts.**

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.

Over the past few years, more youth organizations have moved to Westminster Street. In 2019, 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.