

New Urban Arts



July 2022 – June 2023 Year-End Program Report

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OVERVIEW

New Urban Arts' 2022-23 program year began with a number of unique challenges, including a staffing shortage and space constraints due to construction. In the midst of all of this, we also celebrated our 25th anniversary with a huge gala event. However, by the end of the year, the seemingly unceasing parade of exogenous shocks, which began in 2020 with the onset of the Covid pandemic, abated, and our programs were able to revert to something resembling our pre-pandemic cadence, leaving us cautiously optimistic about the year ahead.

Despite the challenges, we were also able to relaunch the volunteer mentor element of our studio programs, which had been on hold since the beginning of the pandemic. The return of volunteer artist mentors was a welcome sight. They multiply the effectiveness of our Resident Artist Mentors, and may be one reason why student engagement rose in comparison to the previous year. Lastly, we also piloted new daytime programs in our studio this year.

Studio Renovation

In December of 2022, we completed a major construction project, which was originally slated for the summer of 2020 but delayed and split into two phases due to the pandemic's impact on the construction industry. In the spring of 2020, we acquired a small adjacent building; in the summer of 2021, we completed Phase 1, converting the building into an office space and moved in. Phase 2 of the project—physically annexing the new office to our studio and expanding the studio program space to occupy our former office area—began in August of 2022, after the completion of our summer programs, and was not completed until December of 2022.

In the past, we have been able to time construction projects to fall at a time that doesn't interfere with our programs in any way. However, due to pandemic-related challenges (difficulty finding qualified contractors to bid on a relatively small job, the need to work according to our contractor's schedule, and a desire to lock in prices before they rose again), we had to undergo this renovation while programs were in operation, limiting the space available for programs in the studio during the first half of the school year, forcing our staff to adapt creatively to the lack of space. In particular, we were unable to offer screenprinting and photography programs, as those were the areas of the studio under construction.

Staffing

New Urban Arts' previous Studio Director departed in the Spring of 2022, and the position remained unfilled until August 2022. As a result, the position was unfilled during the summer program. In addition, our Director of Development departed early in the summer, and we weren't able to fill the position until October 2022. While the loss of a development staff person may not seem like it would have an impact on programs, New Urban Arts still has a relatively small staff, and moments of short staffing tend to have a ripple effect. In this instance, Deputy Director Emily Ustach was pulled in many directions, essentially running our summer programs, and even stepping in to serve as the instructor for the STAB the summer program. At the same time, she was handling grant reporting and compliance duties that would usually fall on the Development Director.

Meanwhile, Executive Director Dan Schleifer, whose background includes program management may, under different circumstances, have been able to step in to support Emily. However, he was handling the Development Director's duties around individual donor

management. Furthermore, before the outgoing Development Director's departure, the organization had committed to an ambitious 25th Anniversary Gala, which, for New Urban Arts' fundraising events, was unprecedented in its scope and size, so Dan also had to take over event planning.

Finally, at the end of December, Deputy Director Emily Ustach made her long-planned exit from New Urban Arts. As a result of this short staffing, we were unable to run our summer open studios. While the programs that we did run went as planned, there were definitely moments of significant stress. Furthermore, this short staffing continued to impact us as we prepared for our school-year programs.

Impact of Challenges on Enrollment

At the end of the 2021-22 school year, we had made ambitious plans to recruit new students going into the 2022-23 school year, but these space and staffing challenges significantly undermined those plans. Having the rear area of the studio inaccessible to students through December limited our occupancy at a time when we had been hoping to fully reopen without constraints (in contrast to fall of 2021, when we still had various Covid-related strictures in place). At the same time, reduced staff capacity meant that we didn't have the workforce to execute our recruitment plan even if the space had been available.

As a result, for the first half of the year, enrollment in the studio programs was lower than we were hoping it would be as we continued to regrow our student population in the wake of the pandemic. That said, student attendance and participation were way higher than in fall of 2021.

Impact of Construction: Expanded Studio, Daytime Programs, and Resumed Recruiting

After completing renovations in December, we were able to return in January of 2023 with our full studio space available for students and staff to utilize. This allowed more space for screen printing, drawing, and photography.

Prior to this renovation, when our office space was literally inside of our program space, the concept of daytime programming was a nonstarter. Our staff was constantly interrupted during the afterschool hours, so the relatively quiet time before school let out was too precious. However, with a dedicated office space, we can now open our studio for programs during the school day. Thus, in January, we launched a new partnership with the MET school to host a semester-long art internship for a group of their sophomores and seniors.

Also in January, when we returned from the winter holidays, we launched a new and more extensive outreach campaign. We were intentional about visiting schools that were farther out from our proximity, but still within the Providence district. This outreach effort allowed for more consistent attendance and increase in student participants.

By the end of the year, we had served 640 students at our two program sites: our storefront art studio and NUA Knights at Central High School.

THE PROGRAMS AT NEW URBAN ARTS' STOREFRONT STUDIOs

Summer Art Internships

During the summer of 2022, New Urban Arts' studio welcomed 22 students to the studio for programs. Over the course of five weeks, three programs met to engage young people through the arts: College Explorations, Art Inquiry: Waterways, and The STAB Leadership Program.

Art Inquiry: Waterways

New Urban Arts teamed up with Movement Education Outdoors (MEO) to engage seven students in a summer program that explored Rhode Island's hydrologic resources. Students approached their own and their community's relationships to water from a wide range of angles. Through various artistic projects, field trips, writing prompts, and other activities they learned about water in their bodies and environment. Waterways was a broad, creative and embodied introduction to Rhode Island's watery region, humanity's complex reliance on water, and the ways power and health are tied to everybody's ability to drink, fish, enjoy, and protect this vital resource.

College Explorations

College Explorations is the summer component of A Life After School (ALAS), New Urban Arts' postsecondary advising program. Students have the opportunity to get a jump start on their college search and application process with support from our ALAS coordinator and an alumni assistant. Eight students met for three days per week during the five-week program, including Friday field trips to local colleges and art spaces. Students gained knowledge, tools, and resources to successfully apply to college. They gained a better understanding of their future goals and various paths to achieve them. They developed their voices through personal and group creative practice, while build a community of fellow students focused that then went through the college process together over the ensuing year. Seven of the eight students are heading to college in fall of 2023.

STAB Leadership Program

The Studio Team Advisory Board is NUA's youth leadership body, working to cultivate New Urban Arts as a youth-driven studio. STAB participants advise New Urban Arts staff and board, represent the organization publicly, assist in student recruitment and orientation, as well as organize studio-wide events. STAB participates in all hiring decisions, including the selection of artist mentors. Over the summer, the STAB Leadership Program worked with seven new and current STAB members to learn about New Urban Arts' and STAB's history, reflect on and discover their own leadership styles, create a new student recruitment video, and prepare for the school year ahead. Students participated in a public speaking workshop with Gabriella Gibson, met with New Urban Arts Board Members, and took a field trip to the Institute of Contemporary Arts in Boston to learn about the ICA's student leadership program.

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. We 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 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.

This year New Urban Arts relaunched the volunteer mentor element of our studio programs, which had been on hold since the onset of the pandemic. Our staff worked with STAB members to interview and hire nine volunteer mentors and a Studio Advocate (a Rhode Island College School of Social Work MSW candidate field-placed at New Urban Arts). All staff and volunteers participated in mentor orientation at the beginning of the year, and ongoing trainings throughout the school year that provided participants the opportunity to review and discuss New Urban Arts core practices and procedures for working with young people.

New Urban Arts also welcomed its first **Bonner Fellow** from Brown University this year. Yenee Berta, who is pursuing a degree in International Relations, has selected New Urban Arts as a placement for her four-year fellowship program with a local Providence non-profit organization. Yenee will be working with various departments in the organization over the course of her fellowship to gain experience in non-profit administration and art education instruction.

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 formalize our post-secondary advising and support. 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.

This year, ALAS returned to serving students and alumni at a level comparable to pre-pandemic numbers. As described above, the program began in the summer of 2022 with the College Explorations summer program. It then went on to serve 72 students, our largest annual number of students since the ALAS program began, including 31 seniors; ALAS also engaged 38 alumni through email, individual meetings, alumni scholarships, and our alumni

panel. Far more students and alumni were also engaged through a listserv that publicizes postsecondary opportunities to young people in our community.

Seniors collectively achieved acceptances to over 35 colleges and universities, including: URI, RIC, Providence College, RISD, Pratt Institute, Boston University, Spelman College, Clark University, Connecticut College, Simmons University, Northeastern University, Mount Holyoke College, Sarah Lawrence College, Wheaton College, George Washington University, Stony Brook University, Hartford Art School, and Maine College of Art.

ALAS also supports underclassmen in applying to competitive programs that will help them build their college resumes. For instance, three of our students were accepted to the RISD Pre-College Program on full scholarship. With support from ALAS, students also applied and were accepted to various other summer programs including Brown Pre-College, Generation Teach, PrepareRI Internships, Steel Yard art camps, RISD POD, Providence youth summer jobs, and other summer employment opportunities.

In March of 2023, we held our first Not College Fair since the pandemic, with better turnout than ever. It took place at Central High School and brought together 32 organizations and over 250 young people to learn about career pathways and job training programs that don't require a college degree. Students attended from over 40 different high schools across Rhode Island, and 75% of students had not previously attended New Urban Arts programs. This year's Not College Fair was made possible in part by a Rhode Island State Council on the Arts Build the Future grant.

Finally, we continued our partnership with Crafting the future this year. Crafting the Future helps connect young artists of color to advanced training opportunities in the arts. Each year, they guarantee scholarships to NUA alumni, allowing them to spend a week at artist residencies across the country. Such residencies are essential, both for the skills they teach, and as a component of an artist's resume, but they are typically cost prohibitive for our young people in our community. This year, Crafting the Future supported three opportunities for our students and alumni:

- Full scholarships for two BIPOC New Urban Arts alumni to attend a two-week art residency at Penland School for Craft, an internationally-renowned craft school in North Carolina.
- The second annual Teen Takeover program at the Appalachian Center for Craft in Tennessee, during which four New Urban Arts students and one New Urban Arts staff spent a week studying glass, wood, jewelry, and textiles in a community of all BIPOC students and teaching artists.
- A new collaboration with the Steel Yard, Providence's foremost industrial arts organization, to host a BIPOC residency program, during which ten BIPOC New Urban Arts alumni participated in an intensive jewelry and metalworking course with all-BIPOC instructors. This program was called "Home School" because it took place in our students' hometown.

The Met Art Academy

As mentioned, our recent renovations provided the opportunity to explore in-depth daytime programming for the first time. This year, we inaugurated a daytime internship program with The Met School. The Met Art Academy was an 18-week program, in which 10 Met interns

spent two weekdays learning drawing, painting, and printmaking skills while gaining insight on art history, portfolio development, and artistic career paths. Led by Resident Artist Mentor Sherly Torres and teaching coach Jori Ketten, students learned techniques including charcoal drawing, acrylic painting, screenprinting with Rubylith, and block printing. Resident Artist Mentor Ian Cozzens also joined as a guest artist to teach screen printing. Students also visited art spaces around Providence to hear from staff about their careers in the arts, including Binch Press, AS220, Providence Public Library, The Avenue Concept, Providence College Galleries, DWRI Letterpress, the Steel Yard, and more.

The Studio Team Advisory Board (STAB)

STAB is a group of students who cultivate New Urban Arts as a youth driven studio. STAB participants advise New Urban Arts staff and board, represent the organization publicly, assist in student recruitment and orientation, as well as organize studio-wide events. STAB participates in all hiring decisions, including the selection of artist mentors.

STAB's year began with the STAB summer program (see above). Then over the course of the school year, all STAB members participated in regular bi-monthly meetings where they worked to interview and select new staff and volunteers, organize community events, and advocate for student needs and interests. In the fall, STAB added three new members, for a total of 11 youth participants. They coordinated and executed a number of community building events, including Artsgiving, our annual art-making and gift-giving community celebration, a student-led Chess Tournament, "Measels" (a collaborative drawing exercise in which students rotated easels in the manner of musical chairs), and a Senior Sendoff celebration at the end of the school year.

Gallery Exhibitions and Special Events

Again, between August and December, half of our studio space was closed, including our kitchenette. Thus, we couldn't hold our first public gallery exhibition until after returning from the holidays. Nevertheless, we did hold several small internal events just for students. Just before Thanksgiving, we hosted Artsgiving, an annual event in which students make and exchange hand-made art gifts. In December, to mark the completion of the renovations, students organized an Unwrapping Party. Students made a giant replica of a utility knife and used it to "unwrap the" construction site, cutting down the plastic construction barrier between it and the rest of the studio. After the unwrapping, students hosted an open mic and karaoke party.

Our first public event of the year was our annual Mid-Year Makings gallery exhibition in February. During this exhibit, mentors and students (including Met Art Academy students) were able to exhibit their artwork to over 100 family members, friends, and community members in attendance.

The final event of the year was the Crispy Water Art Party in May. The event, named in honor of the life-giving filtered water cooler that keeps everyone in the studio hydrated, was the year-end celebration of all of the artwork created by students over the course of the year. Over 200 attendees celebrated our young people and our artist mentors.

School Vacation Week Programs and Other Special Initiatives

During the school vacation weeks in February and April, we hosted week-long, themed mini-programs, similar in some ways to our summer programs.

February Break Week

The theme of our February Break Week was “Old vs. New Technology.” Over four days, 10 students investigated the following questions:

- What is technology?
- What do we use it for?
- How does it help us to relate to each other?

Through workshops and field trips, students learned about early and modern audio and visual technologies, culminating in collaborative mixed media project. Activities included field trips to the Pinball Museum and Boston Museum of Science. Students also participated in Photo and Virtual Reality Workshops with guest artists. This four-day program served 10 students.

April Break Week

The theme of our April Break Week was “Shapes, Sounds, and Spaces.” Over four days, 10 students visited artists in their studios and took field trips to the deCordova Sculpture Park and the Anarchestra (a museum of experimental musical instruments). They took the ideas gleaned from these experiences back to our studio, where they collaborated on an installation art piece and soundscape.

Studio Mural Project

From March through May, over 10 studio students worked collaboratively to develop a mural in the hallway to our new office. The mural was designed to be quilt-like project, using individual wood hardboard panels installed together on the wall of the. The mural was revealed during the Art Party.

Student Enrollment and Attendance

This year, despite early challenges, our studio programs continued to progress toward pre-pandemic enrollment and participation levels.

Annual	22-23	21-22*	20-21†	19-20‡	18-19
Total Registered Students	290	235	72	847	783
Students Attending Weekly	93	75	8	162	116
Students Attending 15+ Hours	122	-	-	-	-
Students Attending 30+ Days/45+ Hours	68	51	9	95	128
Average Daily Attendance	30	23	4	72	73
Total Visits (Including Summer)	3,966	4,476	802	9,181	14,286

Note: beginning in 2022-23, federal reporting requirements for the 21st Century Community Learning Center Grant shifted, setting new benchmarks based on hours, rather than days, with a new 45-hour benchmark essentially taking the place of the previous 30-day benchmark.

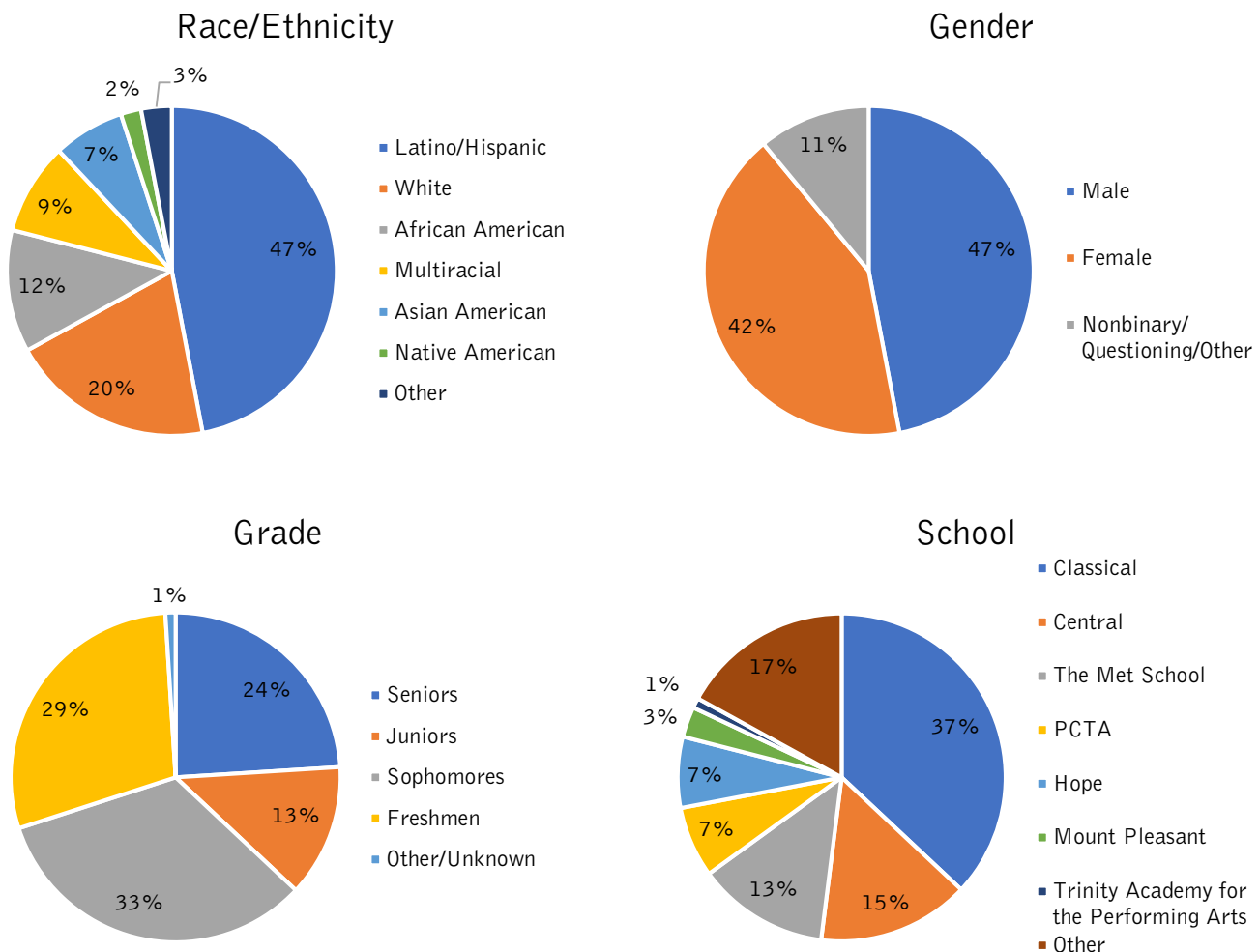
*The 2021-22 school year began with strictures in place around enrollment and attendance to encourage stable groups among students.

†The 2020-21 school year was completely virtual.

‡The 2019-20 school year was cut short due to the onset of the pandemic.

Student Demographics

We enrolled 290 students in New Urban Arts’ studio programs this year, with the following demographics:



- 80% qualified for free or reduced-price lunch. Of students who attended, on average, once or more per week, 83% 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.)
- 73% 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.
- 34% of students spoke a language other than English at home.
- 52% of our students identified as LGBTQ. Of students who participated once or more per week 53% identified as LGBTQ (LGBTQ students typically comprise only 4-10% of a high school’s population.)
- For 75% of students, this was their first year at New Urban Arts.

End of Year Student Survey Results

Our year-end survey is administered through Survey Monkey. The survey was emailed to students in the last month of programming, and a computer with the survey was set up in the studio.

Student Survey Responses	2023	2022	2021	2020	2019
Number of students completing the survey (percentage of enrolled students)	50 (17%)	50 (21%)	17 (24%)	22 (2%)	19 (2%)
<i>Percentage of students agreeing or strongly agreeing with the following statements:</i>					
I am more open to trying new things.	96%	92%	88%	100%	100%
I have developed more confidence.	94%	90%	88%	95%	100%
I have developed a way of creating that expresses who I am.	94%	90%	94%	95%	100%
I have built strong, trusting relationships with my peers and adults.	94%	90%	94%	95%	95%
I have improved as an artist.	86%	86%	76%	91%	89%
I have developed a better idea of what I want to do in the future.	84%	72%	76%	90%	74%
At New Urban Arts, I feel safe and supported.	100%	96%	100%	98%	100%
Overall I rate New Urban Arts' Programs outstanding.	76%	84%	76%	86%	84%
I would recommend New Urban Arts to a friend.	94%	98%	94%	100%	-

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

- *"Yes because it's nice to get adults' point of view and tips & tricks since they have probably experienced working with a specific medium that we aren't familiar with."*
- *"Yes! you guys are so kind and helped me come out of my shell more as well as cope with anxiety better."*
- *"Yes I do because they are really friendly and helpful with any and all questions i had and even when they didn't have a firm answer they would go out of the way to look for the answer to try and help me."*
- *"Yes. They provide a safe and comfortable aura and make others feel welcome."*
- *"Yes, because I can get help with media that may be new to me and I can talk to them about things that I am struggling with."*

THE PROGRAMS AT NUA KNIGHTS



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

NUA Knights Summer Programs

Over the summer of 2022, 11 students participated in three in-person programs, which were internships where students earned stipends for their participation. They included Guitar Performance Internship with Roger Giannini who has been a long-time program provider with NUA Knights who also leads our music programs after school, Film and Video Internship with Resident Artist Mentor Andres Bonilla Garcia (who supports music programs at both the studio and NUA Knights), and Heroes of the Knights (NUA Knights student leadership group), led by coordinator Eli Shalan with support from NUA Knights Director Kelly Harlow. These programs ran for varying lengths of time in July and August.

Youth in the Guitar Performance Internship learned to play an instrument and write songs, which they were able to record them in New Urban Arts' music studio. Many of the Guitar Performance youth also participated in our Film and Video Internship program. They studied various films and learned about filmmaking, from screenwriting to directing. At the end of the program, they created a short silent film which they wrote, directed, filmed, and acted in.

Heroes of the Knights, named by the youth leaders who took part in the program, is NUA Knights advisory board. Over the summer we explored the relationship between NUA Knights and Central high school, collaborated with the Studio Team Advisory Board, learned about branding to create posters and tee-shirts for the group, and planned a fall recruiting fair for Central, PCTA, and Classical youth to learn about youth programs around the city.

Academic Year Programs

Due to the pandemic, we were only permitted to employ Central High School staff and faculty as NUA Knights program providers during the 20-21 and 21-22 school years. This year we were finally able to bring community partners back into Central. In the fall, we had seven programs led by Central staff and teachers:

- Guitar Club

- Weight Fitness and Training
- Chess Club
- Book Club
- Hanging with NUA Knights
- eSports Team (new program)
- Fashion and Design Club (new program)

We also had one program, Cooking Club, run by community partner Theresa Goode, and it quickly became one of our most popular offerings. For the first half of the year, Cooking Club used a mobile cart with a hot plate and small convection ovens. However, in the spring Cooking Club moved into the commercial kitchen in the basement of nearby All Saints Episcopal Church to cook even better meals using real, professional ranges and ovens.

When we came back for Winter Programs in January we resumed all of our fall programs and launched four new programs: one led by a Central teacher and three led by community partners:

- *Printshop and Tee-shirt Design:* Central Art Teacher Nina Jarvis taught students how to design tee-shirts and logos to be printed on apparel for their personal brands or for Central's sports teams and clubs. Students learned design, marketing and entrepreneurial skills.
- *Newcomers Club:* Partnering with Dorcas International, we provided newly arrived and refugee students a safe space after school to build community, receive support with school work, get social/emotional support, and access any and all other programs we provide.
- *ARISE:* The Alliance of Rhode Island South East Asians for Education, open to any student, ARISE provides space to discuss college and career access, social emotional learning, ethnic studies and politics through a social justice lens.
- *Expressive Arts:* Partnering with Sojourner House, we provided students an opportunity to use the arts as a means to discuss healthy relationships, sexual health, identity, and related issues.

Over February break, NUA Knights teamed up with New Urban Arts' A Life After School program and the Central High School Guidance Department to provide a week-long College Explorations program. We toured three colleges: University of Rhode Island, Bryant University, and Providence College, while exploring how to select the right college.

In early spring, our Fashion and Design Club planned and hosted a fashion show called "One Knight of Runway." Students presented a mix of formal and streetwear looks using donated prom dresses, upcycled thrifted clothing, and original designs. The fashion show also featured performances from the Guitar Club.

Another highlight of Spring was that, in its first year, our eSports team had a very successful season, bringing home two first place titles in Rocket League and League of Legends at the 2023 RI Interscholastic League Championships.

For April break, NUA Knights continued to build on our partnership with the Providence Stormwater Innovation Center and Audubon Society of Rhode Island to learn about storm

water run-off’s impact on local water bodies and conservation. We painted murals on three rain barrels which were then donated to various community organizations.

Student Enrollment and Attendance:

NUA Knights continued to focus on increasing our presence and enrollment in Central since coming back from the pandemic and our recent transition of staff members.

Annual	22-23	21-22*	20-21†	19-20‡	18-19	17-18
Total Registered Students	300	250	237	466	608	687
Students Attending 15+ Hours	110	-	-	-	-	-
Students Attending 30+ Days/ 45+ Hours	54	29	23	92	150	108
Average Daily Attendance	28	-	-	-	-	-
Total Visits (Including Summer)	4,091	-	-	-	-	-

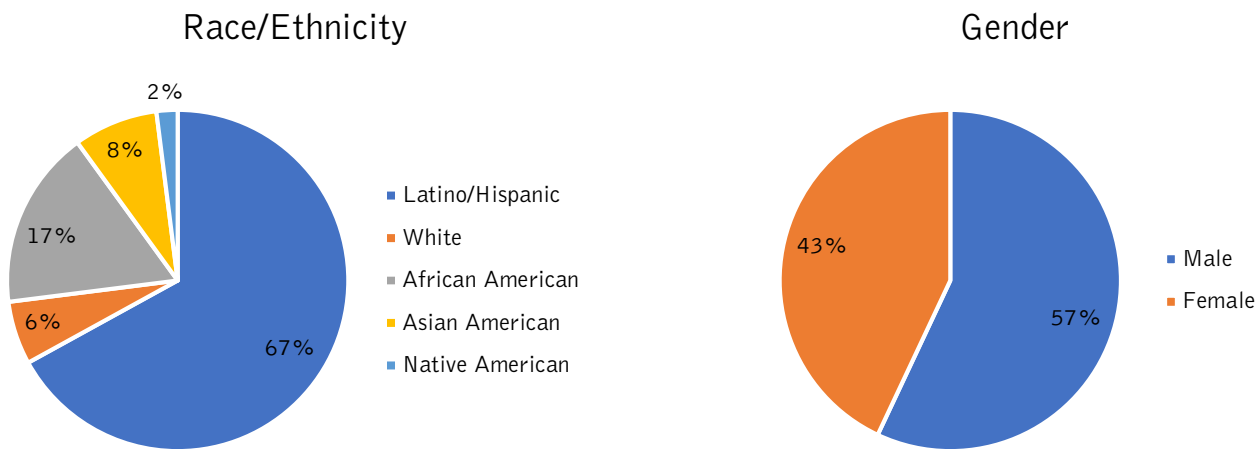
Note: beginning in 2022-23, federal reporting requirements for the 21st Century Community Learning Center Grant shifted, setting new benchmarks based on hours, rather than days, with a new 45-hour benchmark essentially taking the place of the previous 30-day benchmark. Also starting in 2022-23, we have begun recording and reporting metrics for NUA Knights that are more akin to those tracked for the studio.

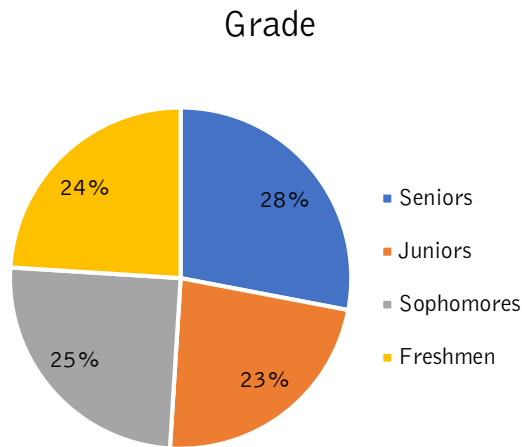
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‡The 2019-20 school year was cut short due to the onset of the pandemic.

Student Demographics





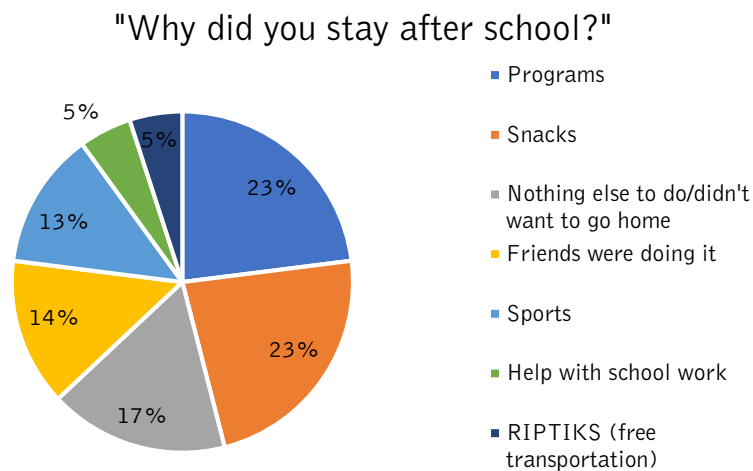
End of Year Student Survey Results

NUA Knights administered the same survey to our students as in previous years. The Survey was on a Google Form and distributed via email, social media, and available for students to take in the NUA Knights office.

Student Survey Responses	2023	2022*	2019	2018
Number of students completing the survey (percentage of enrolled students)	18 (6%)	18 (7%)	39 (6%)	49 (7%)
<i>Percentage of students who selected "Always" as their responses to the following prompts:</i>				
At NUA Knights, I feel safe.	91%	83%	79%	80%
At NUA knights, I feel supported.	81%	72%	74%	82%
At NUA knights, I feel inspired.	86%	72%	64%	71%
At NUA knights, I feel valued.	91%	72%	72%	71%
At NUA knights, I feel cared for.	91%	89%	74%	78%
At NUA knights, I have fun.	91%	72%	74%	82%
I have developed more confidence.	91%	96%	-	-
I have built strong, trusting relationships with my peers and adults.	86%	83%	-	-
I would recommend NUA Knights to a friend.	100%	-	-	-

* Due to pandemic-related challenges, the survey was not conducted in 2020 and 2021.

The following chart depicts student responses to the question: "Why did you stay after-school?" during the 2022-23 school year. (Students could select multiple reasons.)



In the following graphic, the larger the word, the more frequently students used it in responding to the prompt, "Please write 3-5 words about NUA Knights Programs."



STAFF 2022-23

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. Other significant successes include spearheading New Urban Arts' capital campaigns in 2011, 2016, and 2021, seeding an endowment, and paying off the mortgage on New Urban Arts' building. Daniel joined the New Urban Arts community in the fall of 2007 as the first studio study buddy.

Tina Meetran, Director of Development

BA, International Development, Clark University

MA, Community Development, Clark University

Tina Meetran is a Providence, RI native and has over six years of nonprofit and youth development experience. Through her lived experiences as a first-generation woman of color and her professional background in community organizing and nonprofit leadership, she has found her purpose in empowering and supporting young people to think critically about their society, to challenge their world, and to live unapologetically in their skin. In addition to being a community advocate, she is also an artist and NUA alumni. She is the author of the children's book *Nana Makes Spring Rolls!*, which highlights Southeast Asian cultures and foods.

Rebecca Kerner, Development Associate

BA, Anthropology, Wheaton College

Rebecca Kerner grew up in Southern New England. Shortly after college, she joined the AmeriCorps VISTA program and began her journey in the nonprofit world at Rhode Island for Community and Justice (RICJ). She stayed on at RICJ after her year of service and took on the role of Youth Programs Coordinator.

Emily Ustach, Deputy Director (departed December 2022)

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.

Joselina Fay

BA, Urban Studies, Latino and Latin American Studies, Fordham University

Joselina is a Graphic Designer, Videographer, and Web Designer whose work is based on utilizing the arts to strengthen local cultural and political work. She has also worked extensively with youth and community development organizations in New York, Massachusetts, and Santo Domingo, Dominican Republic, focusing primarily on social mobilization and development through education and the arts as well as organizational development in the nonprofit sector.

Kelly Harlow, NUA Knights Director

BA, Youth Development and Nonprofit Studies, Rhode Island College

Kelly started her time with New Urban Arts as a NUA Knights intern in 2017 while earning her BA from Rhode Island College, where she is currently attending part time to earn her MA in Youth Development. Before returning to New Urban Arts, she worked as the ELO program director at Riverzedge Arts in Woonsocket.

Sherly Torres, NUA Knights Program Coordinator/Met Program Instructor

BFA, Painting, Rhode Island College

Sherly Torres is a painter, art history enthusiast, and educator. She has worked at various local institutions including the RISD Museum and the RI Historical Society, where she held an Association of Moving Image Archivists (AMIA) Fellowship. Sherly initially joined us while Resident Artist Mentor Dana Heng was on sabbatical for an artist residency but has since continued to serve on our staff in various capacities.

Addy Schuetz, A Life After School Coordinator

BA, American Studies, Brown University

Addy is a writer, bookmaker, and avid reader. They first joined the New Urban Arts community in 2017 as a Study Buddy, and transitioned to the role of New Urban Arts' inaugural Resident Artist Mentor in the Literary Arts in 2019. They now serve as New Urban Arts' ALAS 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.

Kevin Harper, Operations Coordinator/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 ASTR NOIR, a clothing brand that celebrates Black culture and history while envisioning a future world devoid of white supremacist structures and oppression. In addition to his BA, Kevin studied pattern-making, menswear construction, women's tailoring, draping, and leather design techniques at the Fashion Institute of Technology (FIT).

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.

Andres Bonilla

BA, Music Composition, Academia Superior de Artes de Bogota, Colombia,

MA, Applied Music, Conservatory of Bologna, Italy

Andres is a composer and musician whose passion for music began playing Colombian folk music with his family and rock with his friends. His compositions have been performed in Colombia and Italy at various events, concerts, and performances. He loves multimedia, classical, pop, Latin American music, and the mix between them.

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.

KP Peralta, Studio Advocate

BA, Sociology, Gonzaga University

Certificate in Graphic Design, Seattle Central College

MSW Coursework, Rhode Island College

KP Peralta began this year as our Studio Advocate (Social Work Intern), but proved such a good fit for our team, that we hired him on a part-time basis to support our students during the school year then run one of our summer programs. KP has had a variety of professional experiences prior to attending Rhode Island College. Most recently, he worked as a marketing and editorial graphic designer and organizer for human rights in the Philippines. His ongoing creative practice is in spoken word poetry focusing on the intersection identity formation with class and ethnicity.