



URBANO

2012-2013
Annual Report

2012-2013 IN BRIEF

From July of 2012 through June of 2013, Urbano Project engaged 102 teens through its Artists' Projects and Young Curators Program and held 13 public events drawing about 2,450 community members. Additionally a new partnership with the new dual-language Margarita Muñiz Academy served 87 9th graders, most of them Latinos and English language learners.

Urbano's 2013 project theme, **Narratives of Exclusion: Racial and Cultural Boundaries in the Urban Landscape**, was inspired by the book *The Arsenal of Exclusion & Inclusion* by Interboro Partners, a firm of architects and urban designers led by Urbano Board member Dan D'Oca. The book, which explores how architecture influences culture and how urban planners can challenge community segregation, exclusion, and boundaries, encouraged our artists to think about their own identities and consider what they, as artists and performers, can do to break down geographic and racial boundaries in Boston.

ARTISTS' WORKSHOPS

Cages Re-Scripted (*Summer 2012*) explored identity and the relationship of performer to audience and screen. After honest conversations about racism and classism in our society, students created short videos and live performance art pieces, transforming personal stories into action.

Attendant (*Summer 2012*), a weeklong participatory project led by artist Hannah Burr, invited Urbano teens to focus on their experiences of sound, smell, sight, and interaction. Students conducted "field sessions" around our studio and used their observations to create photographs, wearable art and limited edition prints and sculptures addressing exclusion, interactions among strangers and their movement through the urban landscape.

Mapping Exclusion (*Summer 2012*) encouraged Urbano teen artists to use data visualization and research to create mapping products that challenge exclusion and promote inclusion for local social justice organizations. Mapping Transformation, for City Life, illustrated the nonprofit's support of local residents threatened with foreclosure and eviction. Mapping Turf gave the Design Studio for Social Intervention and the Upham's Corner community a series of maps that will help citizens influence city planning efforts by revealing their built environment's assets, challenges and constraints.

Crossing Urban Boundaries (*Visual Arts Track, School Year 2012-13*) empowered students to explore their neighborhoods, considering physical, social, and cultural boundaries. The fall semester culminated in an installation, live performances, and an interactive web-based project (<http://www.urbanoproject.org/crossboundaries/>). In the spring students responded to the history, politics and experience of riding the MBTA and created art about how public transportation connects or separates neighborhoods.

Raise Your Hand if You're Not Here (*Performance Track, School Year 2012-13*) saw students exploring the history and experiences of their communities by communicating personal stories. Final works incorporated theatre, spoken text, improvisation, musical performance and digital sound to tell stories and engage their audience as co-creators.

YOUNG CURATORS

Installed the Distinguished Educator Exhibit honoring Urbano and founder Stella McGregor at the Massachusetts College of Art and Design (MassArt) Arnheim Gallery.

Researched and curated an exhibit on contemporary artworks as a resource and point of reference for the Urbano community and visitors to our studio space.

Conducted video and audio interviews with professional curators and artists to distribute via a blog, a radio program and a video installation for multiple locations.

Created Tracing Public Space with guest artist Ana Vargas, an architect and photographer from Caracas, Venezuela and MIT graduate student, in which students explored Jamaica Plain, photographing meaningful public spaces and mapping walking trails to connect them, in order to gain insights into the public realm and urban design.

Urbano teens showcased the projects listed above at 13 public events, which they helped to plan and host. These events were attended by about 2,450 community members, including the teens' families.

GOALS SET AND MET

1

Offer youth high-quality arts education experiences, including opportunities to develop an awareness and appreciation of contemporary arts and the role the arts can play to effect social change. FY13 Outcomes:

98% of students participated in all class activities

80% of students have a strong understanding of contemporary art

80% of students have a strong understanding of art terms, techniques and materials

93% provided constructive feedback to help others learn and grow in the art form

89% incorporated feedback as s/he revised his/her work

2

Support youth to explore and pursue their passions and develop as young people with the greatest chance for social and personal success. FY13 Outcomes:

94% of students told us that they consider themselves to be confident people

94% of students told us that Urbano Teaching Artists are role models and mentors

98% say their life has a purpose

97% say they are excited about the future

3

Challenge youth to express a strengthened identity as active, powerful, and engaged citizens of the City of Boston, and engage with difficult subjects in hopeful ways. FY13 Outcomes:

82% of students said they are more comfortable traveling outside their neighborhoods

94% of students said Urbano provided new opportunities to interact with neighbors

97% of students say they are respectful of opinions that are different from their own

4

Promote civic engagement through participatory and publicly-sited works of art that address the major issues of our times, and develop a corps of positively-engaged youth who serve as youth leaders in their communities. FY13 Outcomes:

94% of students say Urbano helped them meet people from different backgrounds

97% say Urbano helped them learn to work well with others

97% of students say they have important things to contribute to their community

OUR FIFTH YEAR

For FY 14, our fifth year of operation, we will create more specific objectives and strategies to support our fourth goal and strengthen our community impact and ties. Urbano's FY14 theme, "The Emancipated City: Re-imagining Boston," will encourage students to imagine positive futures for our city in collaboration with community partners. In the upcoming year, lead artists will demonstrate meaningful ties to community organizations and a history of socially engaged work.

SUCCESS IN DEVELOPMENT:

Urbano received the follow grants for its after-school programs and general operating support: The Barr Foundation with the Klarman Family Foundation (\$50,000); The Boston Foundation (\$57,500); Culture for Change (\$60,000); Krupp Family Foundation (\$11,000); Massachusetts Cultural Council YouthReach Initiative (\$10,000); Peters Memorial Fund I (\$15,000); the Robbins deBeaumont Foundation (\$15,000) and the Boston Cultural Council (\$3,500). Urbano also received a \$20,000 grant from EdVestors for its work with the Margarita Muñiz Academy.

In 2012, Urbano's board adopted a 3-year strategic plan developed with TDC, a Boston-based nonprofit advisory agency and funding from the Boston Foundation. The plan outlines annual activities and benchmarks to support Urbano's long-term goals of establishing key organization structures and delivering on its empowerment and social change mission. These include: 1) Successfully transition to a new organizational structure with full-time staff and an expanded board that attracts a broader base of support by creating an organization oriented towards cultivation and giving. 2) Budget and operate to support the additional expenses of a growing organization and achieve a surplus that builds the organization's capitalization structure. 3) Establish three yearlong program tracks that increase offerings to serve existing students over multiple years while drawing new students. 4) Establish and maintain a reliable, no-fee source of working capital to sustain the organization through predictable funding cycles.

Urbano has met its benchmarks for FY13 and is on track to achieve its goals for FY14. This year Urbano built a Board of Directors of 8 members, 3 of whom had also served on Urbano's Advisory Committee when it was a program of Urban-Arts. Our new Board worked closely with the Founder + Director to increase individual contributions to the organization from \$3,750 in FY12 to \$22,895 in FY13.

TARGET POPULATION

Participating Youth

- High School Students (majority are BPS, all students attend public schools)
- Ages 14-19
- Live in the Greater Boston-area, with over 90% residing in Boston (primarily from Dorchester, Roxbury, Hyde Park, Jamaica Plan, Roslindale and Mattapan)
- Often from low/middle income families
- 80% are first generation immigrants
- Interested in creating art
- Interested in social change

- Interested in future job possibilities in the arts

Program Alumni, post-high school

Community members as audience and participants

PROGRAM GOALS

High-Quality Contemporary Arts Education

Offer youth high-quality arts education experiences, including opportunities to develop an awareness and appreciation of contemporary arts and of the role the arts can play to effect social change.

Impact Youth Development

Support youth to explore and pursue their passions and develop as young people with the greatest chance for social and personal success.

Youth as Engaged Citizens

Challenge youth to express a strengthened identity as active, powerful, and engaged citizens of the city of Boston, and engage with difficult subjects in hopeful ways.

Community Impact

Promote civic engagement through participatory and publicly sited works of art that address the major issues of our times, and develop a corps of positively engaged youth who serve as leaders in their communities.

STRATEGIES/ ACTIVITIES

Artists' Projects

- Year-long Project Theme provides conceptual connections among concurrent projects and programs.
- Youth learn to create collaboratively through studio exploration and experimentation guided by professional lead artist(s).
- Youth and lead artists work in partnership, contributing to the conception, production, and performance or exhibition of final works.
- Youth attend class twice weekly.

Young Curators Program

- For program alumni and current teen students who have participated in Urbano's programs for at least 2 semesters.
- Young Curators are responsible for researching, conceptualizing, and producing exhibitions in Urbano's gallery. Curators work with a lead artist to explore contemporary art, conduct studio and gallery visits, and meet with professional artists and curators.
- Youth attend class once per week.

- Develop calls for work, critique and jury exhibitions that provide diverse perspectives on Urbano's yearly theme.
- Conduct research to identify professional artists beyond Boston whose work is a good fit for Urbano's curriculum and mission.

School-based Programs

- Project-based, collaborative, multi-disciplinary contemporary art projects co-led by two teaching artists on a bi-weekly basis.

OUTCOMES

Youth will develop skills and understanding related to Contemporary Arts Practice and issues of social change:

- Professional attitude towards work with an emphasis on quality
- Participation in process to develop the narrative of an idea
- Engagement and proficiency in creating and thinking critically about contemporary art
- Public speaking and presentation skills; empowerment to speak, create, be heard

- Engagement in personal reflection on work and participation in critique
- Openness to interact and collaborate with those who are different from themselves
- Develop constructive risk taking skills

Youth will:

- Engage in the studio as empowered agents of social change
- Communicate ideas of change through commissioned works in collaboration with professional artists

- Learn the visual, social and political language of contemporary art
- Identify as artists who are a part of the larger global contemporary art community
- Develop understanding of issues across racial, social, and cultural barriers.
- Enhance relationship building skills
- Engage in community as empowered agents of social change
- Make connections between contemporary art and social change

IMPACT

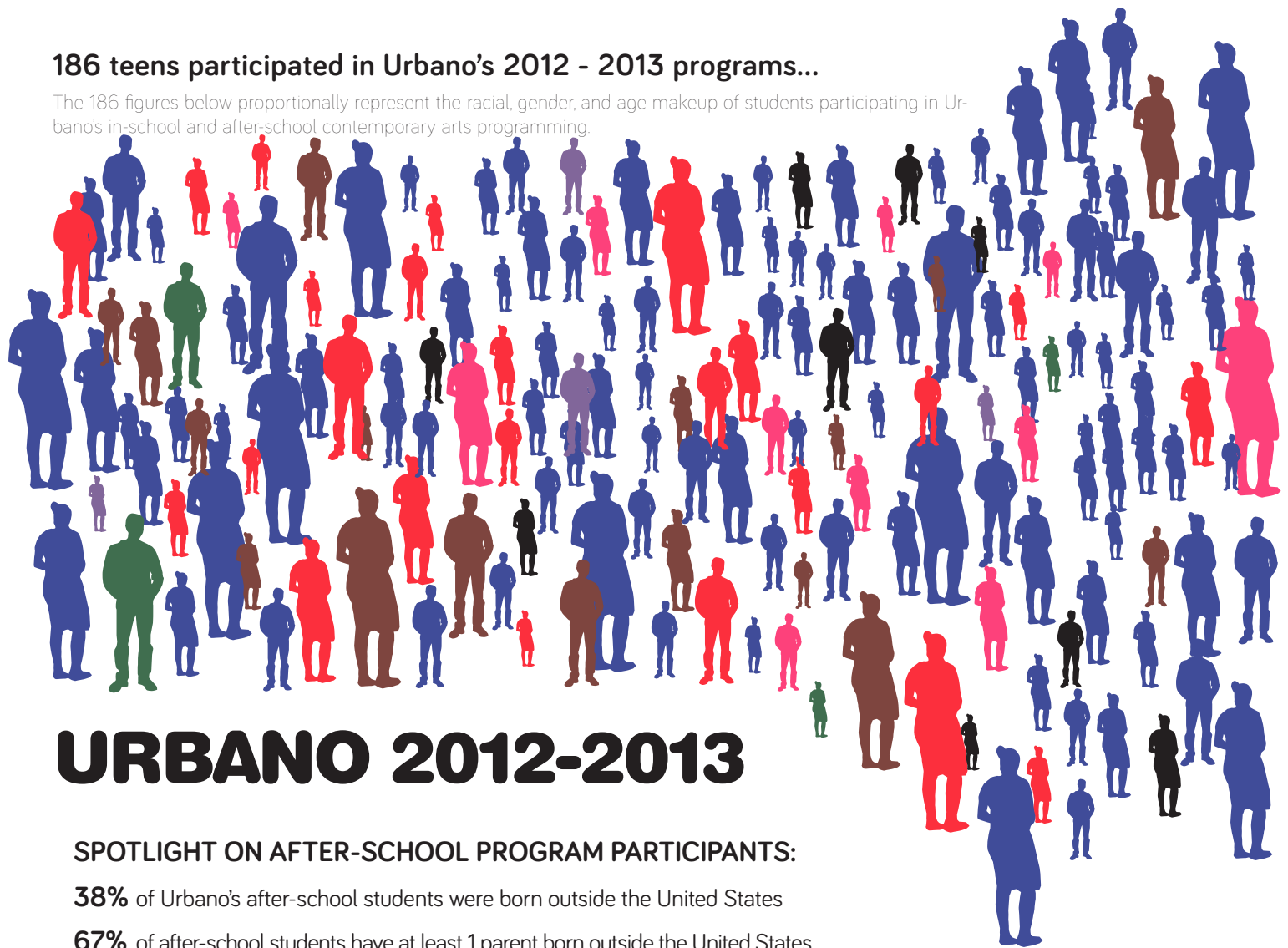
The Urbano Project inspires a new generation of leaders in urban communities who are compassionate, explorative, civically engaged, creative thinkers actively committed to breaking down social barriers (of language, race, gender, religion, etc.) through art.

The Urbano Project creates high quality arts learning experiences that are cross-disciplinary and collaborative, resulting in publicly sited and participatory art works. These works challenge assumptions about contemporary art, education, and art's role in creating social change.

The Urbano Project contributes to Boston's civic and cultural life by building bridges between urban communities and the contemporary arts.

186 teens participated in Urbano's 2012 - 2013 programs...

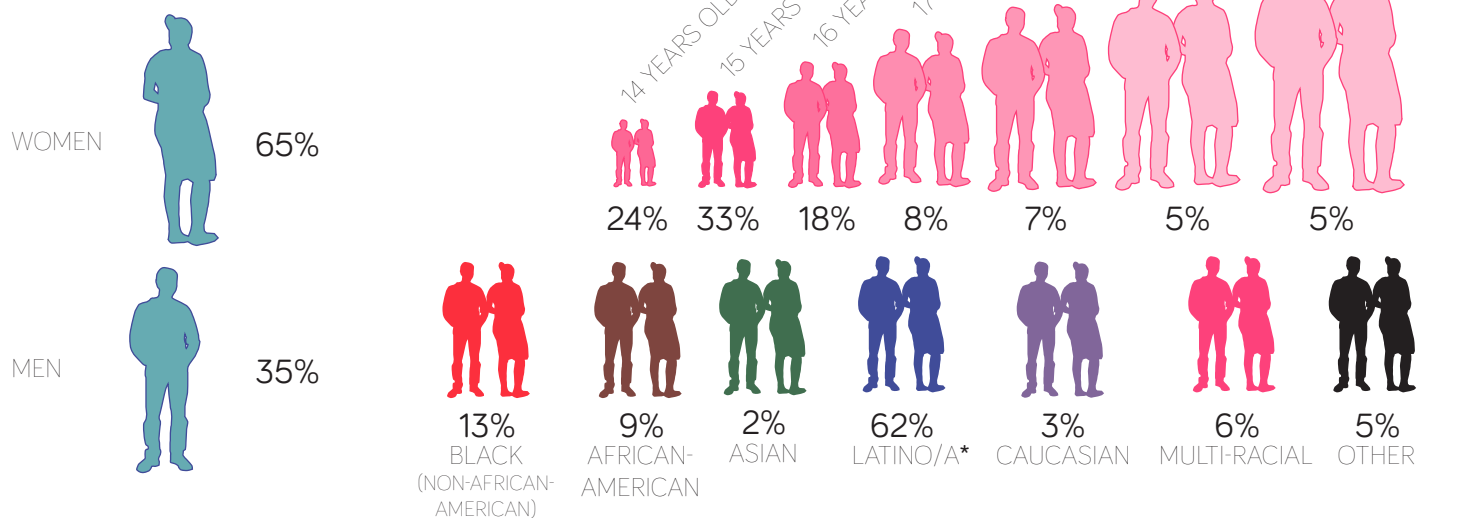
The 186 figures below proportionally represent the racial, gender, and age makeup of students participating in Urbano's in-school and after-school contemporary arts programming.



URBANO 2012-2013

SPOTLIGHT ON AFTER-SCHOOL PROGRAM PARTICIPANTS:

- 38%** of Urbano's after-school students were born outside the United States
- 67%** of after-school students have at least 1 parent born outside the United States
- 40%** of after-school students speak a language other than English at home
- 55%** of after-school students are eligible for free or reduced-price lunch, an indicator of socioeconomic status

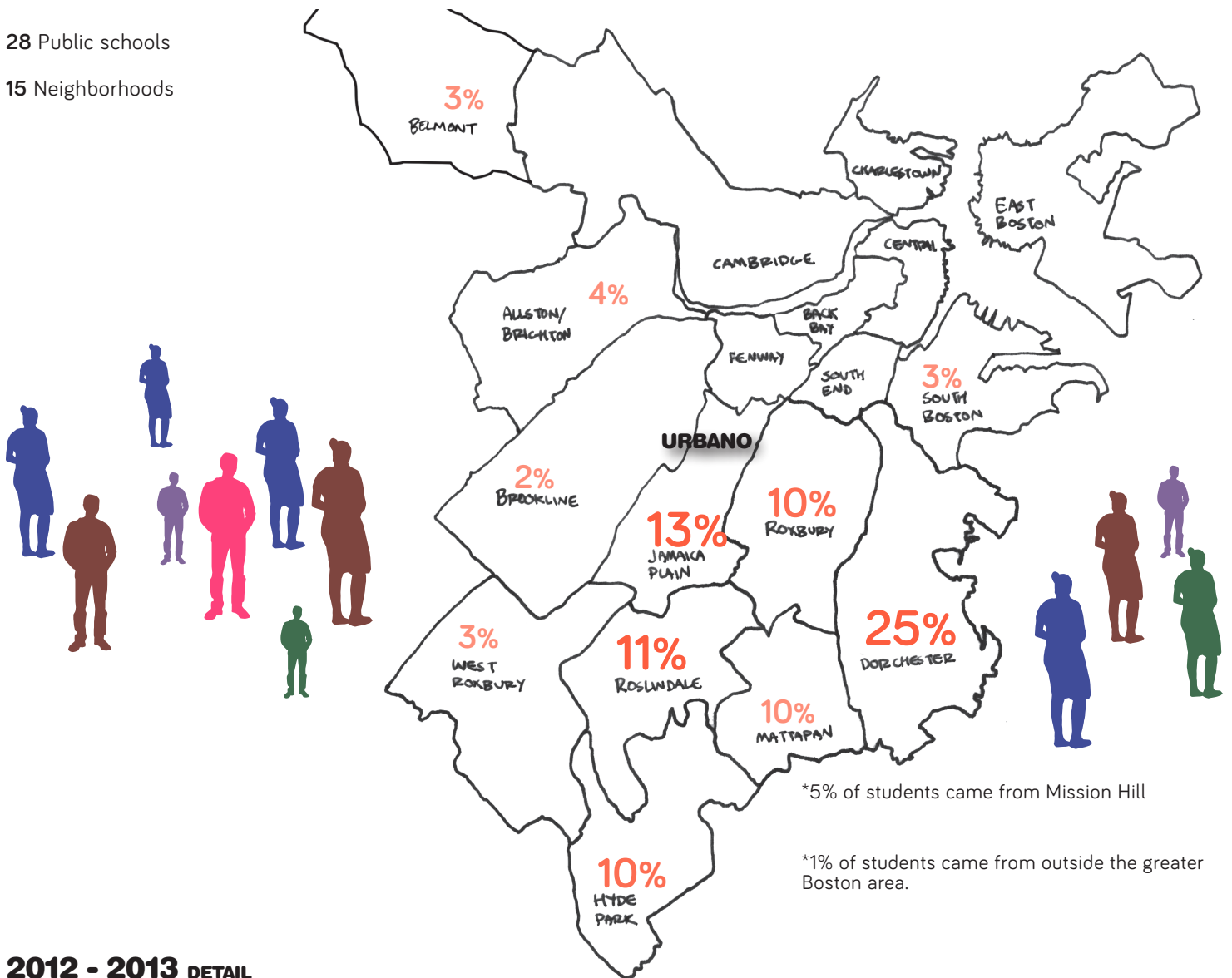


* Demographic data includes students participating in in-school programs at the Margarita Muñiz Academy. These participants are predominantly Latino/a and are all 9th graders.

URBANO'S 2012-2013 STUDENTS COME FROM...

28 Public schools

15 Neighborhoods



2012 - 2013 DETAIL

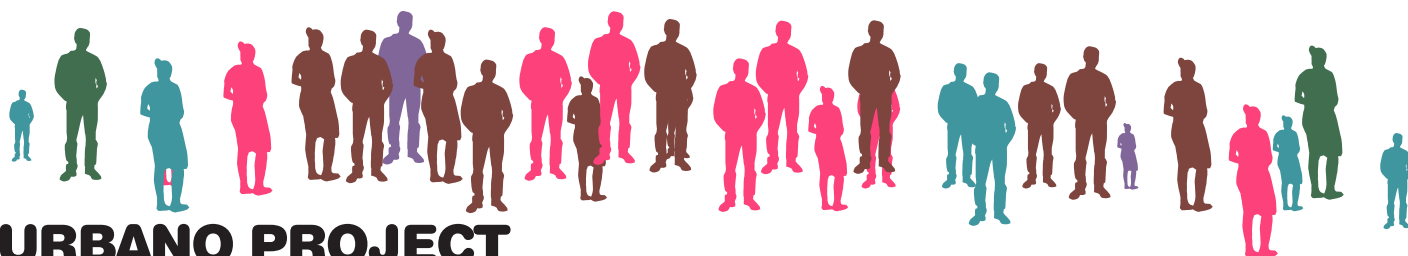
186 TEENS PARTICIPATED IN ONE OF MORE OF URBANO'S PROGRAMS IN 2012 - 2013:

- 26 Crossing Urban Boundaries [fall 2012/spring 2013]
- 23 Raise Your Hand If You're Not Here [fall 2012/spring 2013]
- 13 Attendant [summer 2012]
- 12 Cages Re-Scripted [summer 2012]
- 12 Mapping Exclusion [summer 2012]
- 87 In-School Partnership with Margarita Muñiz Academy [fall 2012/spring 2013]
- 13 Curatorial Program [fall 2012/spring 2013]

In 2012-2013, the average length of student participation across all programs is 2.5 semesters.

The average length student participation among 2012-2013 after-school students is 2 years.

16% of 2012-2013 after-school students students have participated from 6 to 18 semesters.



URBANO PROJECT PROGRAMS EVALUATION SUMMARY 2012 - 2013

URBANO'S GOALS + AREAS OF IMPACT

COMMUNITY IMPACT	YOUTH AS ENGAGED CITIZENS	IMPACT YOUTH DEVELOPMENT	HIGH-QUALITY CONTEMPORARY ARTS EDUCATION
Promote civic engagement through participatory and publicly sited works of art that address the major issues of our times, and develop a corps of positively engaged youth who serve as leaders in their communities.	Challenge youth to express a strengthened identity as active, powerful, and engaged citizens of the city of Boston, and engage with difficult subjects in hopeful ways.	Support youth to explore and pursue their passions and develop as young people with the greatest chance for social and personal success.	Offer youth high-quality arts education experiences, including opportunities to develop an awareness and appreciation of contemporary arts and of the role the arts can play to effect social change.

URBANO'S KEY OBJECTIVES	URBANO'S KEY OBJECTIVES	URBANO'S KEY OBJECTIVES	URBANO'S KEY OBJECTIVES
<ul style="list-style-type: none"> Exhibitions and events at Urbano showcase youth perspectives and diverse points of view Urbano employs artists who are interested in community involvement Programs & events enable interaction between artists/ students and community 	<ul style="list-style-type: none"> Program curricula include opportunities for self-expression and social change activities Class activities provide ways for youth to contribute to their communities Programs provide opportunities for teens to engage in projects throughout Boston 	<ul style="list-style-type: none"> Program curricula include opportunities for teens to develop educational and workforce-related skills Urbano programming provides a positive youth development environment, as defined by research in the YD field 	<ul style="list-style-type: none"> Program curricula incorporate artmaking and opportunities for artistic expression & artistic critique Program curricula include activities related to contemporary arts & the impact of art on social change Program activities include interactions between youth, adult artists, and professional arts organizations

MASSACHUSETTS ARTS CURRICULUM STANDARDS ALIGNED WITH GOALS (see next page)	MASSACHUSETTS ARTS CURRICULUM STANDARDS ALIGNED WITH GOALS (see next page)	MASSACHUSETTS ARTS CURRICULUM STANDARDS ALIGNED WITH GOALS (see next page)	MASSACHUSETTS ARTS CURRICULUM STANDARDS ALIGNED WITH GOALS (see next page)
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GUIDING STANDARDS FROM THE MASSACHUSETTS ARTS CURRICULUM FRAMEWORKS

THEATRE

The PreK–12 Standards for Theatre in this Strand:

- 1. Acting.** Students will develop acting skills to portray characters who interact in improvised and scripted scenes.
- 2. Reading and Writing Scripts.** Students will read, analyze, and write dramatic material.
- 3. Directing.** Students will rehearse and stage dramatic works.
- 4. Technical Theatre.** Students will demonstrate skills in using the basic tools, media, and techniques involved in theatrical production.
- 5. Critical Response.** Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Connections Strand

- 6. Purposes and Meanings in the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- 7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
- 8. Concepts of Style, Stylistic Influence, and Stylistic Change.** Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.
- 9. Inventions, Technologies, and the Arts.** Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.
- 10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

VISUAL ARTS

The PreK–12 Learning Standards for the Visual Arts:

- 1. Methods, Materials, and Techniques.** Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.
- 2. Elements and Principles of Design.** Students will demonstrate knowledge of the elements and principles of design.
- 3. Observation, Abstraction, Invention, and Expression.** Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.
- 4. Drafting, Revising, and Exhibiting.** Students will demonstrate knowledge of the processes of creating and exhibiting their own artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.
- 5. Critical Response.** Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Connections Strand

- 6. Purposes of the Arts.** Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
- 7. Roles of Artists in Communities.** Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.
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- 10. Interdisciplinary Connections.** Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

EVALUATION TOOLS

We have used pre and post surveys for students to measure students' self-reported development in the arts, social skills, plans for the future, and community involvement. We also used teacher assessment surveys at the end of the program. The teacher assessment surveys focus on artistic development and youth development.

DATA SAMPLE

This evaluation report looks at student demographics from the entry surveys for the after school programs offered by Urbano in Summer and Fall 2012 and Spring 2013. The report also looks at learning outcomes based on student exit surveys for Summer, Fall, and Spring 2012-2013, and teacher assessments of students in Summer and Fall 2012.

We had a sample of 65 student entry surveys, 67 student exit surveys, and 45 teacher assessment surveys from across the after school programs, including the Artists' Projects and the Young Curators program.

"I learned that there is more to the neighborhood than meets the eye."

Urbano Student, 2013

"I have curated and learned how to constructively critique work."

Urbano Student, 2013

URBANO'S STUDENT BODY

Urbano's teen artists are intrigued by studio exploration, and seek to improve their own artistic practice. Urbano's offerings are unique, and for a majority of students represent the only arts or after-school program available. Our students learn not only studio skills, but also learn to work collaboratively and engage the community.

71% of responding students came to Urbano because they were interested in the arts

59% of students did not plan to be involved in any other after-school programs during their participation in Urbano workshops and classes.

54% of responding students participants told us they didn't know of any other arts opportunities in their neighborhood.

63% of program participants had no prior experience in community outreach

51% of program participants had no prior experience critiquing or discussing artistic work before their involvement in Urbano programs.

43% of program participants had no prior experience planning/ producing a performance or exhibit before their involvement in Urbano's programs.

"We had a public exhibition and it went well, we knew what we were talking about and spoke and presented well."

Urbano Student, 2013



KEY SUCCESSES FROM URBANO'S 2012-13 AFTER SCHOOL PROGRAMS

- 99%** of students said Urbano helped them develop positive relationships with fellow students
- 100%** of the students were assessed by teachers as being able to participate in creating collaborative works of art.
- 97%** of students said Urbano helped them learn to work well with others
- 97%** of students said they are excited by the future and feel they will achieve great things in life
- 94%** of students felt Urbano helped them learn to express their ideas and talk about issues important to them
- 90%** of students felt Urbano helped them to become open to ideas that are different from their own
- 97%** of students said they are respectful of opinions that are different from their own.

"My experience at Urbano allowed me to gain skills and knowledge about different types of art."

Urbano Student, 2013

"I learned how to listen to everyone's opinions & ideas. I also learned how to be a better performer."

Urbano Student, 2013

KEY AREAS FOR PROGRAM IMPROVEMENT

Intensive staff training, goal-framing discussions with program stakeholders, and revision of curricular structures will encompass all artistic skills mentioned in the following sections.

"Art has the power to transfer feelings & ideas. Social change through art means that we can change the beliefs of someone."

Urbano Student, 2013

URBANO AFTER-SCHOOL PROGRAMS EVALUATION 2012-2013

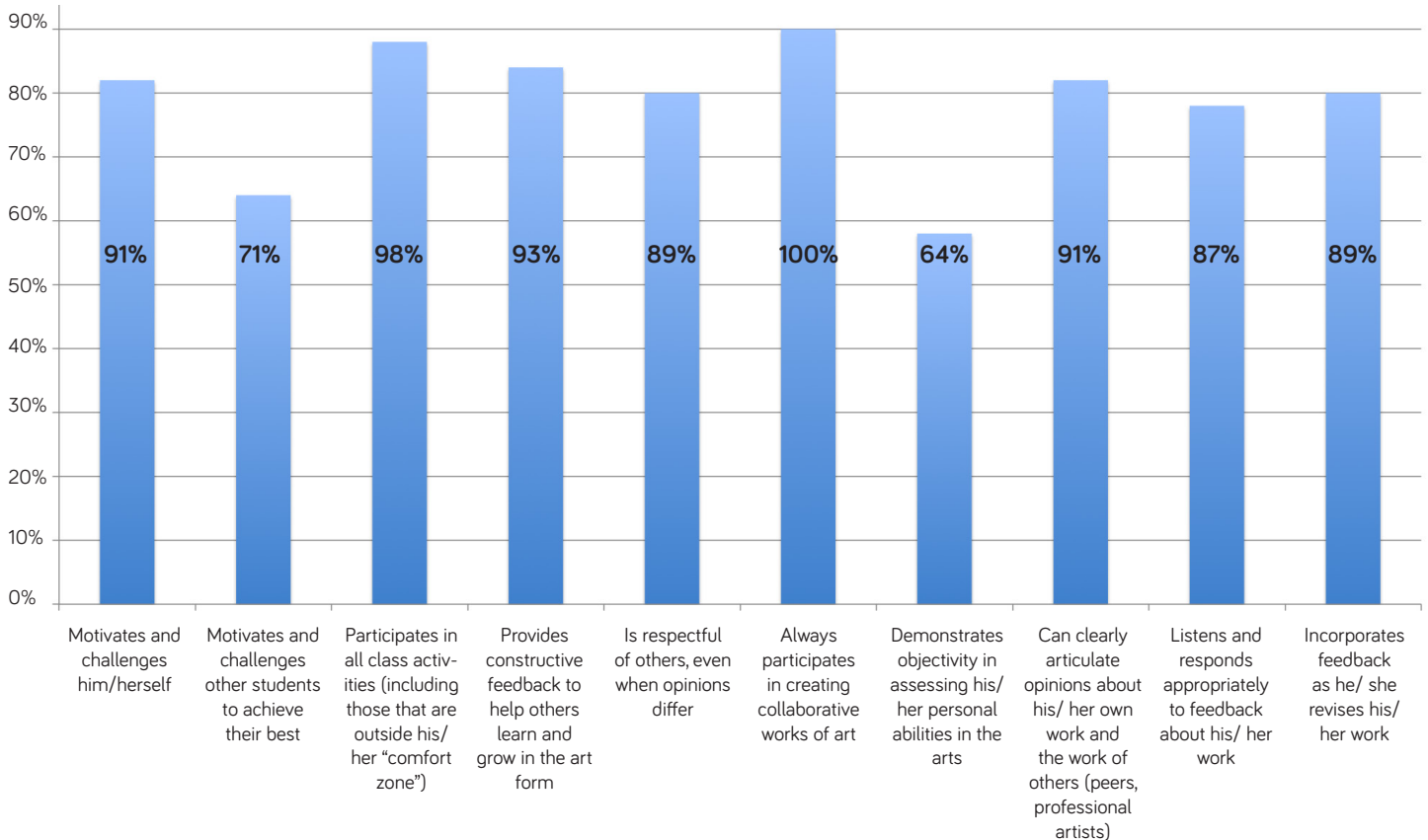
HIGH-QUALITY CONTEMPORARY ART EDUCATION

GOAL Offer youth high-quality arts education experiences, including opportunities to develop an awareness and appreciation of contemporary arts and of the role the arts can play to effect social change.

"It's okay that things aren't perfect, and you should always be yourself."

Urbano Student, 2013

Urbano Teaching Artist Evaluation of Student Skills



KEY FINDINGS:

- 100%** of students participated in creating collaborative works of art.
- 93%** of students were able to create works of art around a theme
- 80%** of students were assessed by instructors as having a strong understanding of contemporary art
- 80%** of students have a strong understanding of arts related terms, techniques and materials

"I performed for different audiences... These situations and audiences definitely gave me new experiences. They are important to me because they now expanded my knowledge of different audiences."

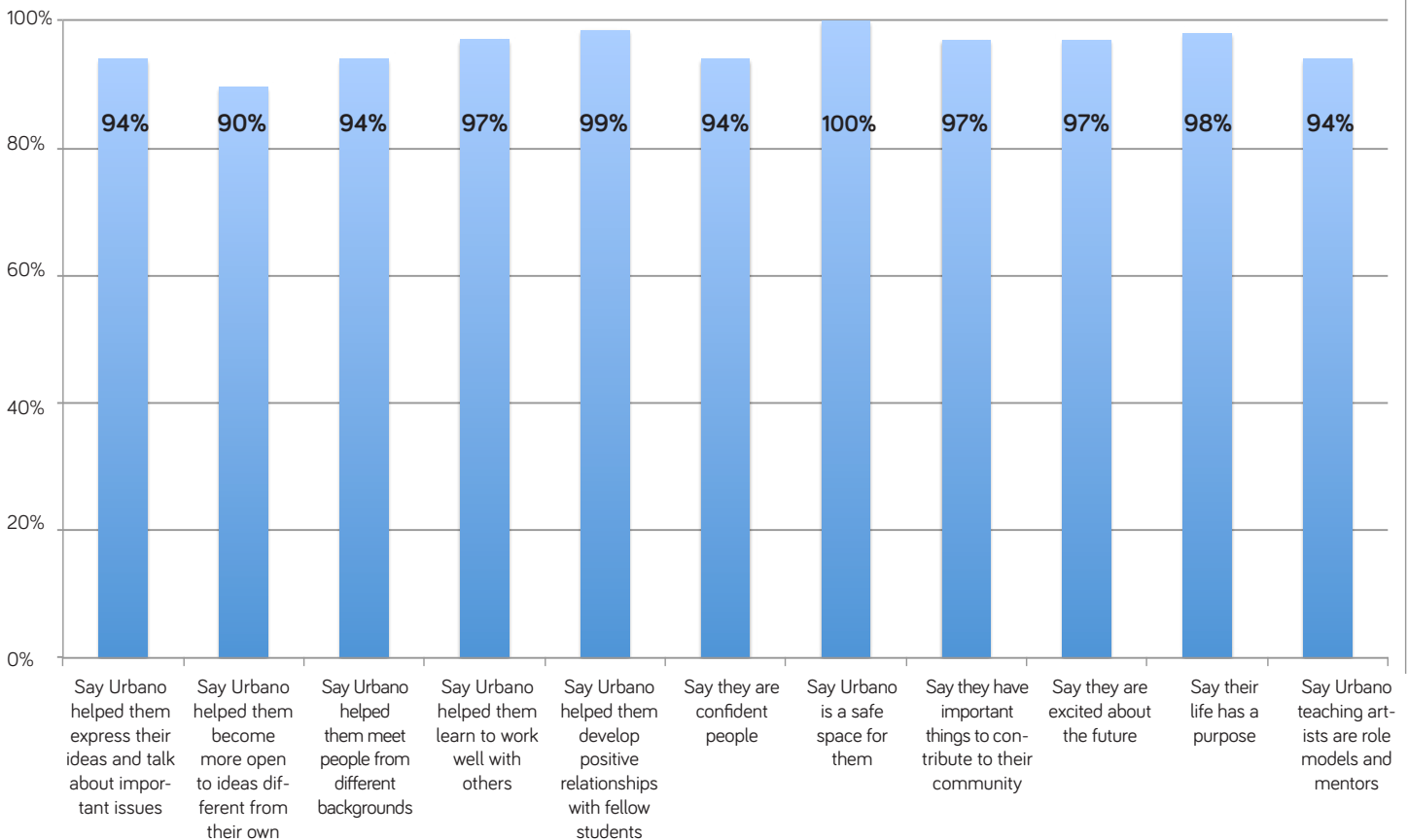
Urbano Student, 2013

URBANO AFTER-SCHOOL PROGRAMS EVALUATION 2012-2013

IMPACT YOUTH DEVELOPMENT

GOAL Support youth to explore and pursue their passions and develop as young people with the greatest chance for social and personal success.

Student's Self Reported Personal Development Skills while participating in the Urbano Project



KEY FINDINGS:

- 97%** of students told us that they feel they have important things to contribute to their community
- 94%** of students told us that they consider themselves to be confident people
- 94%** of students told us Urbano Teaching Artists are role models and mentors
- 100%** of students told us that Urbano is a safe space for them

"I never thought I'd be able to do a thing like this in my life. The experiences were incredible."

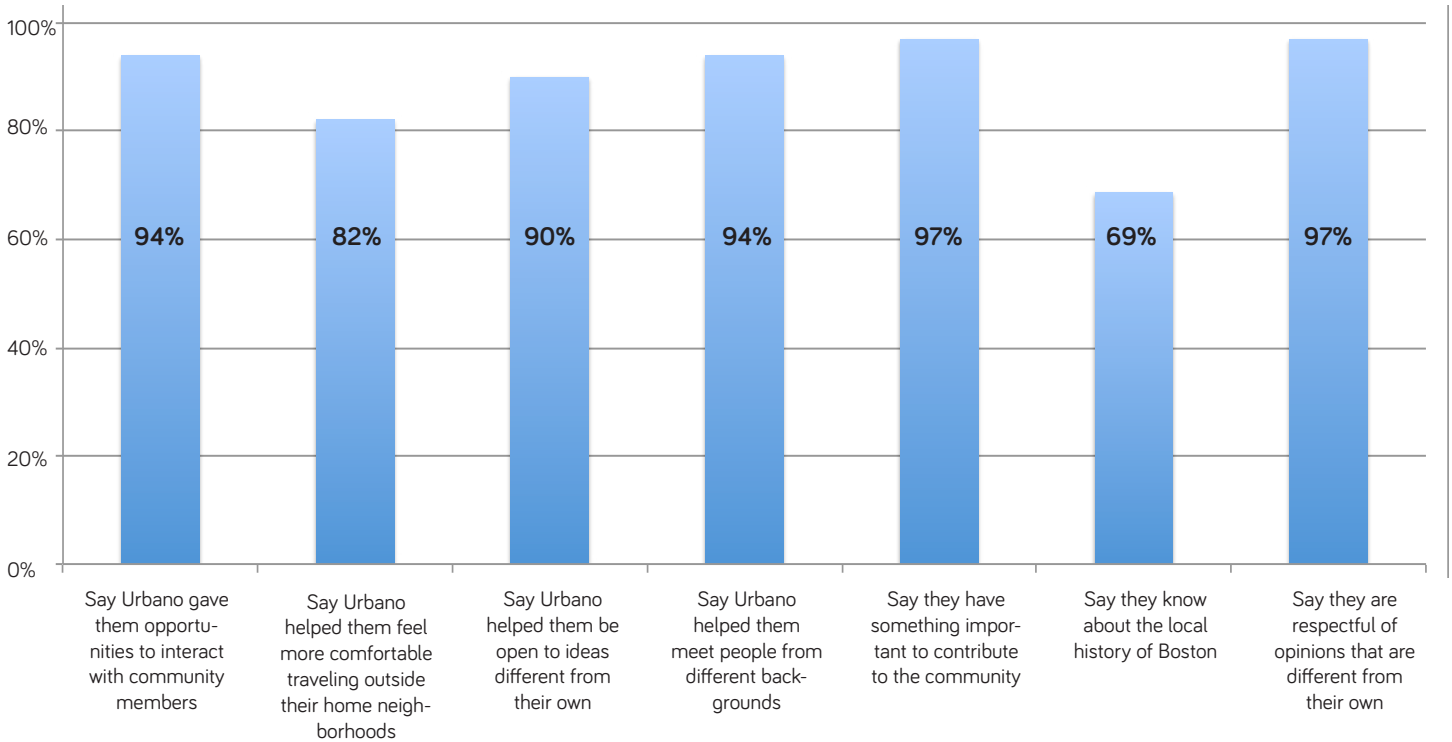
Urbano Student, 2013

URBANO AFTER-SCHOOL PROGRAMS EVALUATION 2012-2013

YOUTH AS ENGAGED CITIZENS

GOAL Challenge youth to express a strengthened identity as active, powerful, and engaged citizens of the city of Boston, and engage with difficult subjects in hopeful ways.

Students Self-reported Civic Engagement Learning While Participating in Urbano Project Programs



KEY FINDINGS:

- 97%** of students told us that they are respectful of opinions that are different from their own.
- 94%** of students told us that Urbano helped them meet people from different backgrounds.

“Social change is simply change that goes on in our communities between us and the people we see every day, our conversations and activities. Art helps promote social change because it shapes artists into the people they are.”

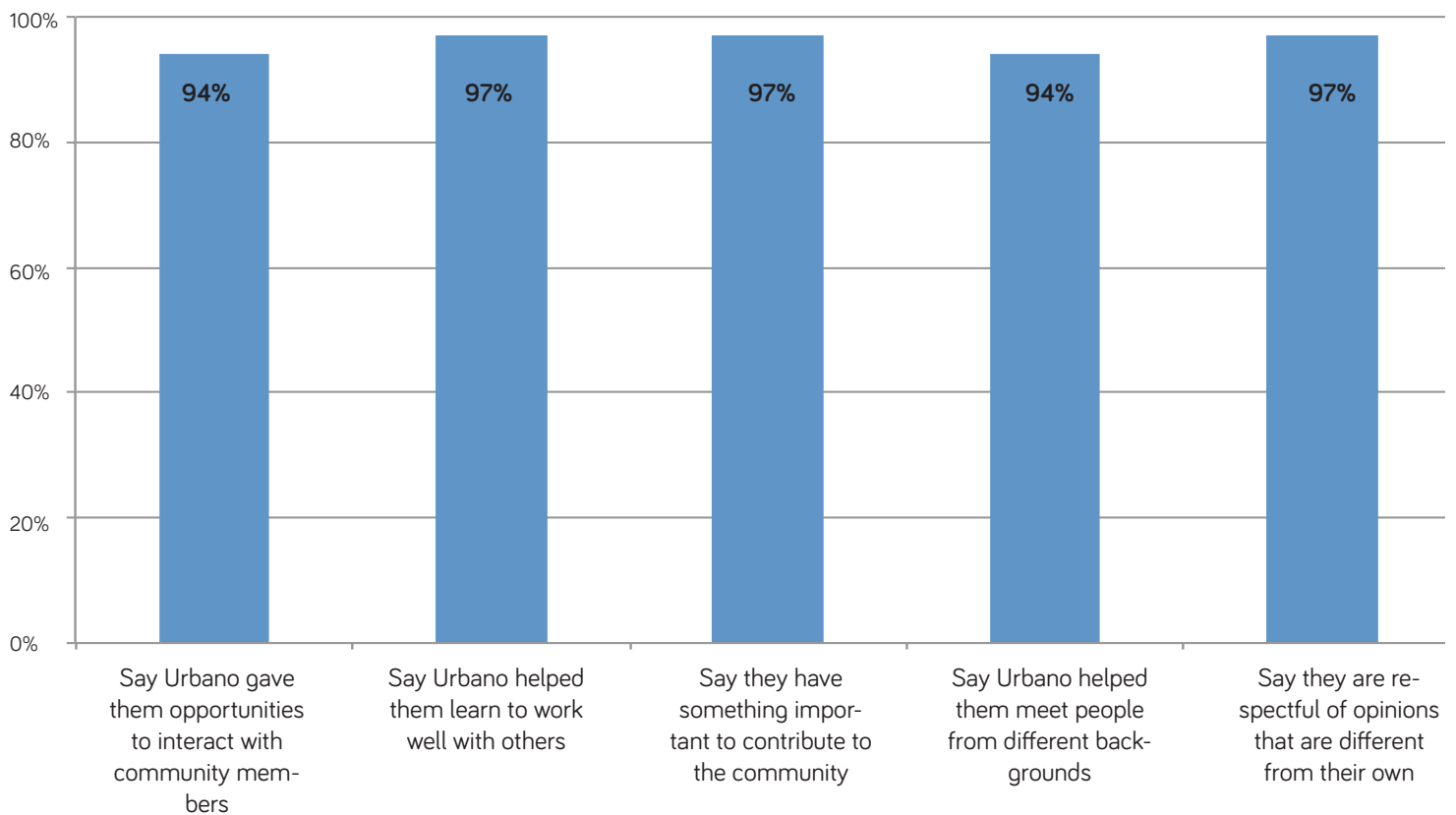
Urbano Student, 2013

URBANO AFTER-SCHOOL PROGRAMS EVALUATION 2012-2013

COMMUNITY IMPACT

GOAL Promote civic engagement through participatory and publicly sited works of art that address the major issues of our times, and develop a corps of positively engaged youth who serve as leaders in their communities.

Students' Self-Reported Perception of Community Impact as a Result of Urbano Programs: Community Building and Connection Making Skills Honed Through the Urbano Project



KEY FINDINGS:

- 97%** of students told us that Urbano helped them learn to work well with others
- 97%** of students say they have important things to contribute to the community.
- 94%** of students told us that Urbano gave them opportunities to interact with community members.

"I think that arts can promote social change by raising awareness about other backgrounds."

Urbano Student, 2013

URBANO 2013-2014 PERSONNEL



STELLA AGUIRRE MCGREGOR (FOUNDER + ARTISTIC DIRECTOR) has been an artist and cultural worker for over 25 years, working on projects in Boston, Macedonia, New Orleans, and Taiwan. As an artist, curator, and arts administrator she is interested in exploring the role of art in society, as an integral part of life, and as a catalyst for social change.

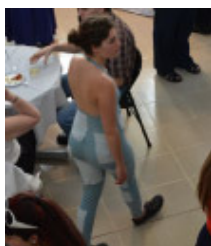
Stella served as Executive Director of the Cloud Foundation from 2003-2009 where she conceived and developed the acclaimed Teen Curatorial Program and Artists' Workshops. Previously she served as Program Manager for Individual Artists at the Massachusetts Cultural Council, and was Senior Arts Administrator for the Boston Central Artery/Tunnel project's public art program. In 1986 Stella founded The Space, an award-winning non-profit artist-run gallery in Boston's South End where she produced over 200 projects encompassing visual, performing, and public arts, with the participation of youth and community members.

Stella has served in the board of the National Association of Artist's Organizations (NAAO), the Cambridge Public Art Committee, and of the UrbanArts Institute at Mass College of Art and Design. Stella was named one of Boston's Top 10 Women in the Arts in 2008 and in 2011 she received the Jorge Hernandez Arts Leadership Award. In 2012 Stella was named a Massachusetts College of Art and Design Commencement Honoree and award recipient for Excellence in Art Education. Also in 2012 Stella was selected as one of the 100 Most Influential People for the Hispanic Community of Massachusetts by *El Planeta*.

URBANO STAFF



EVE EWING (PROGRAM + COMMUNICATIONS MANAGER) was born and raised in Chicago. Eve has taught and coordinated youth creative writing programs in zine-making, journalism, and poetry. She is a certified language arts teacher and has worked with students of all ages, from kindergarten to masters-level. Since 2011, she has been a principle organizer of the Louder Than A Bomb youth poetry slam festival in Massachusetts, and is currently working on the launch of Super Sketchy, an online magazine featuring comics produced by young people. Her writing and commentary have been featured in Time Out Chicago, Newcity, the Chicago Weekly, AREA Chicago, and on NPR's Morning Edition. She also frequently publishes her drawings, interviews, projects, and commentaries on her website, eveewing.com. Eve is currently enrolled as a doctoral candidate at the Harvard Graduate School of Education, where she serves as an editor for the Harvard Educational Review and a Teaching Fellow for the Arts in Education master's degree program.



RISA HORN (EDUCATION COODINATOR) is a multimedia performance artist, dancer, and writer who uses her work to explore human connectedness, empowerment and innovation. Risa has participated in numerous collaborations including: the New Orleans Women Artist Collective, Publication Studio, Boston, Robbins Child, Tracey Bullington, Soliana Gonzalez, Ximena Izquierdo, and Thomas Stevenson. She has presented live work and exhibited at The DeCordova Museum, Samson Gallery, Yes Oui Si Gallery, The School of the Museum of Fine Arts, Boston, and Massachusetts College of Art and Design, and has performed an East Coast tour with her dance group.



GALEN MCQUILLEN (DESIGNER + PUBLICITY MANAGER) is a visual artist, graphic designer, math teacher, DJ, drummer, technology addict, and inveterate polymath. Hailing from Texas (and still there in his heart), he's been employed as a theatre manager and technician, high school math teacher, jazz and alternative radio show host, studio and gallery assistant, website designer and manager, and freelance designer. Currently, Galen is a doctoral candidate at the Harvard Graduate School of Education, studying the connections between math teaching and moral development and teaching introductory and advanced statistics. He has deisgned for numerous events and organizations at schools across the country and at Harvard, including the annual Student Research Conference and Alumni of Color Conference. Selections of his fine art and design work are hosted online at galenscientific.com, and he can be found spinning records at clubs and parties around town as TenureTrack.



URBANO ALUM

RENE DONGO (VIDEOGRAPHER) explores socially conscious issues from a youthful perspective. Rene is a Boston-Peruvian videomaker who strives to better understand the issues within his communities by creating meaningful films. In addition to his work at Urbano, Rene has worked with The ICA Boston's Teen New Media Programs. His films have shown internationally at Media that Matters, The Human Rights Watch Film Festival, the Museum of Fine Arts Boston, and The Roxbury International Film Festival. Rene began making films in the ICA's Fast Forward program and recently graduated from Emerson College.



URBANO ALUM

YOSELIN RODRIGUEZ (EDUCATION INTERN) is a visual artist currently at the Art Institute of Boston at Lesley University. She believes art is a powerful tool for communication and a tool to make a change in society. In previous years Yoselin has participated in different art programs at The Museum of Fine Arts as well as at Massachusetts College of Art and Design where her skills have grown and developed mostly in the areas of drawing, painting and printmaking. Her personal work is influenced by her experiences of being an immigrant from Guatemala and facing the challenges of racism and discrimination while adapting to a new culture. Christianity also influences her work by exploring the ways her faith and belief can be a way to overcome struggles in society. She understands the importance of art in society and this drives her desire to become an art educator.



URBANO ALUM

NADIA WESTCOTT (ADMINISTRATIVE + EXECUTIVE ASSOCIATE) was one of the first Teen Visual Arts Curators studying under Susannah Lawrence. Once introduced to the vast possibilities of the art world, she learned the power of using art as a means of social change. As a way of exploring her passion in the ways art can strengthen a community, she was an active member of a non-profit, Burlington City Arts, working with contemporary artists and learning the inner workings of a gallery. Throughout her college career, Nadia continued to assist professional artists teaching at Urbano Project and has worked collaboratively on many alumni projects. She loves traveling and finding human connections through daily encounters with the unfamiliar. An aspiring muralist, she continues to learn more about utilizing public art as ways to break the public's idea of our social norms in a participatory manner and ways to empower the public to make change in their environment.

ROBINAH KASOMA (BOOKKEEPER)

ALEX ROGERS PITMAN (GRANT WRITER)

TEACHING ARTISTS



CHARLES BURCHELL is a musician, composer, and educator from New Orleans, Louisiana. He has toured and recorded with Grammy nominated/award winning musicians Christian Scott, Del-fayo Marsalis, and Donald Harrison. Since his youth Charles has been involved in the arts, training in visual arts, drama, and music. During high school he developed a passion for education after attending community music programs such as the Tipitinas Internship Program and the Jazz and Heritage Foundation. At the New England Conservatory Charles set up a series of workshops at various Boston public schools, taught at Summer music programs in New Orleans, and taught workshops with various ensembles internationally. He is currently pursuing a Master's in Arts in Education at the Harvard Graduate School of Education.



NEIL HORSKY is an interdisciplinary community artist and scholar, game designer, and educator based in Boston, MA. Neil has taught studio art, public art, and sound art courses with students age 9-15 at Boston Center for the Arts and the Eliot School in Jamaica Plain. Neil's workshops are designed to cultivate creative thinking and collaboration, using games of his own invention. He has designed and facilitated commissioned interactive art installations for events including First Night Boston and the Boston Book Festival. He has developed community art programming proposals for the Roxbury Center for Arts at Hibernian Hall, and has presented on his public art practice at New England Foundation for the Arts and Lesley University. Neil received his BA in Art from UMass Boston in 2006, and a MEd in Community Art from Lesley University in 2011.



SUSANNAH LAWRENCE is a multimedia artist whose work explores the desire to communicate and connect in our world. Driven by ideas, it uses both traditional and innovative material and technological means to evoke transformative insights. Her works include sculpture, installation, video, site-specific and interactive public art, and patented inventions. She has studied art in Australia, England, Germany, Italy, and Spain. Her work has been exhibited nationally and abroad. Susannah teaches studio art and art history at the Museum of Fine Arts, Boston. For the Massachusetts College of Art and Design's Youth Programs she teaches sculpture, drawing, painting, and art theory. She is a Teaching Artist for The Boston100K ArtScience Innovation Prize program at the Cloud Foundation in Boston, Massachusetts.



ROBERTO CHAO has lived and worked as a community artist and art educator in the Boston area for more than two decades. He has designed and implemented dozens of public art projects harnessing the energies and talents of diverse populations: gang members, single mothers, the handicapped, both the young and the elderly. His distinguished murals, signage panels, posters and other collective art projects can be seen throughout the Boston area. Chao's academic and pedagogic credentials are equally impressive. Chao is a vibrant and experienced organizer. He has presented workshops at community centers, museums and art organizations in the New England area and in many countries, including Nicaragua, Mexico, Guatemala, Cuba, Uruguay, the US and Puerto Rico. Chao has received awards, grants and public recognition in several occasions. At present time, while still creating community arts programming, he is commissioned by the Boston Arts Academy to create art pieces on climate change in partnership with photographer Gloria Salazar.



CARLA PATAKY is a filmmaker raised in Tijuana specialising in collaborative processes and verité style of shooting and editing. She has wide range experience in documentary production for television and organizations associated with minorities, counter culture, environment, and human rights. Pataky has been involved in community development through art and video in Oaxaca, Tijuana, Chiapas, Yucatán and Estado de México. She produced the Apantallados Festival in Mexico city, an exhibition and a series of media workshops focused on teaching children right to information and media literacy. She has edited, photographed and directed numerous short films and television programs. She cofounded bulbo a media collective based in the TijuanaSan Diego area that developed media content for television, radio, press, internet and art installations. Pataky has been awarded grants from several Mexican agencies and she has a bachelor's degree in Visual Arts from the University of California, campus San Diego.



GLORIA SALAZAR Gloria brings different approaches to art projects, her consulting corporate expertise, her extroversive creativity and a passion for documenting people's footprint. She has developed dozens of powerful audiovisuals always with the idea of provoking deep emotions. Gloria has worked twelve years at Arthur D.Little and two for Peppers & Rogers, both international consulting businesses. She started by incursioning in graphic design which led her to creating artistic and eclectic happenings. Later on she used photography and visual media to capture the pulse of human activities and expressions. Her frequent incursions around Mexico City, one of the world's largest cities and most exciting social conglomerates, have brought to her unexpected encounters with the light and quotidian life, so rich in traditions and cultures. In search of own artistic expression, always present in her life, Gloria was involved in teaching art to children through the example of her own child with enormous success and personal satisfaction.



BART UCHIDA creates work that includes large-scale installations, performance art, collaborations and public art. He has participated in several international sculpture symposia, and has exhibited his work in Western Europe, Macedonia FYR, Japan, Taiwan, Canada and the United States. A third generation Japanese Canadian, Bart was born in Vancouver, Canada. He has lived and worked in Italy and the United States, and in 1982 moved to Boston, MA where he currently resides. Bart is represented in numerous public and private collections, and has organized two cultural art exchanges: A Unifying Gift, U.S — Macedonia cultural exchange and The Essence of Place, an exchange of artists and urban designers between the cities of Boston MA and Tainan, Taiwan.

URBANO BOARD OF DIRECTORS

RICARDO D. BARRETO (CHAIR)

Executive Director, UrbanArts Inc.(retired)



Ricardo D. Barreto is the President of Ricardo Barreto Cultural Consultants, which provides facilitation and project management skills to cultural non-profits with an emphasis on public art and the visual arts in general. Previously he was the Executive Director of UrbanArts, Inc. (dba The UrbanArts Institute at Massachusetts College of Art and Design) from 2000 through 2012. Before that he worked for the Massachusetts Cultural Council (1993-2000) where he was initially Program Coordinator for Individual Artists and then Program Officer for Organizations. He holds a BA and MA in art history from Oberlin College. Barreto has managed art projects and curated exhibitions in the United States, Mexico, and Europe and has written numerous exhibition catalogues and published essays on diverse arts topics. He has been a board member of the Public Art Network, a program of Americans for the Arts, the Massachusetts Cultural Council, and Mass Humanities. Currently he serves on the board of the Urbano Project in Boston, MA and the Cornucopia Project in Hancock, NH.

KRISTEN STRUEBING-BEAZLEY (CLERK)

Artist, member of Space2



Kristen Struebing-Beazley is a Boston-based multi-media artist, working in printmaking, non-digital photo process, ceramics, and installation. Kristen's current work includes an ongoing interaction with the New Orleans-based Vestiges Project, a collaborative of artists and poets which she co-founded with Jan Gilbert and others in 1984. As an early advisory board member of Stella McGregor's gallery The Space Kristen worked on large-scale relational projects including national and international exchanges with artists in New Orleans and the Yugoslav Republic of Macedonia. Her writing has appeared in Boston, New Orleans, and national art publications. Kristen holds an MFA from Tulane University.

DANIEL D'OCA

*Design Critic in Urban Planning and Design, Harvard University
Graduate School of Design
Principal and Co-Founder, Interboro Partners*



Daniel D'Oca is an urban planner, designer and educator who specializes in the politics of the contemporary built environment in America. He is Design Critic in Urban Planning and Design at the Harvard Graduate School of Design, and Principal and co-founder of Interboro Partners, a New York-based architecture, planning and research firm that has won many awards for its innovative projects, including the MoMA PS1 Young Architects Program, the Architectural League's Emerging Voices and Young Architects Awards, and the New Practices Award from the AIA New York Chapter. His forthcoming book, *The Arsenal of Exclusion & Inclusion*, will be published by Actar in 2012.

TODD M. GERSHKOWITZ

Senior Vice President Head of Global Total Rewards, State Street



Todd M. Gershkowitz joined State Street in July 2010 as Senior Vice President, Head of Global Total Rewards. Todd is responsible for executive and employee compensation and benefits across all of State Street's businesses and geographic locations and reports to State Street's Executive Vice President and Chief Human Resources and Citizenship Officer. Before joining State Street, Todd was a Senior Vice President with Farient Advisors, an executive compensation consulting firm based in New York. Prior to Farient, Todd was Managing Director of Three Lens Advisors, a firm that he co-founded and merged with Farient Advisors in January 2009. Todd has held senior corporate positions at Citibank, GE, IBM and UBS and also worked at Sibson Consulting. He has spent half of his professional career living and working internationally in Hong Kong, Singapore, the United Kingdom and Switzerland. Todd has written articles on executive compensation and corporate governance for publications including, *Directors & Boards*, and *Directorship*. Todd received his Bachelor of Science degree from Cornell University in Ithaca, NY, and his Master of Science degree from the MIT Sloan School of Management in Cambridge, MA.

ETTY PADMODIPOETRO (TREASURER)*Urban Planner/Architect, Rosales + Partners Architects and Engineers*

Etty Padmodipoetro is Vice President of Rosales + Partners, a leading Transportation Design Firm based in Boston. She has worked on numerous urban design, transportation and transit-oriented development projects across the country. As a senior urban designer on Boston's Central Artery Project she played a major role in the design of new urban spaces in the city. On this largest highway project in the nation, she was responsible for the urban design interface between various neighborhoods and the highway. Working closely with community groups, she helped develop parkland, buffer areas, development parcels, and integrate public arts as part of the mitigation of the expanded highway system. As a result of that work, she has developed a special interest in the ways that large transportation projects affect the quality of life of the adjacent neighborhoods. She believes that large urban transportation projects must be viewed first and foremost as city building projects instead of engineering feats and that the key to success is establishing a strong multi-disciplinary collaboration at project inception. Etty recently completed her Loeb Fellowship at Harvard University where she studied transportation policy, collaborative problem solving, infrastructure funding mechanisms, and public arts. She explored innovative ways to ensure that these large projects serve the important objective of city building and achieve urban design excellence. A strong believer in community service, she currently serves as trustee and board member for several organizations including The Trustees of Reservations, The Urbano Project, Learning by Design Massachusetts, and UrbanArts.

DORIS SOMMER*Ira & Jewell Williams Professor of Romance languages and Literatures and African and African American Studies, Harvard University
Director, Cultural Agents Initiative*

Professor Doris Sommer's research interests have developed from the 19th-Century novels that helped to consolidate new republics in Latin America through the particular aesthetics of minoritarian literature, including bilingual virtuosity, to her current more general pursuit of the constructive work in rights and resources that the arts and the humanities contribute to developing societies. Professor Sommer has enjoyed and is dedicated to developing good public school education; she has a B.A. from New Jersey's Douglass College for Women, and her Ph.D. is from Rutgers The State University.

ALEXANDRE V. SWAYNE*Senior Associate Intermediary Business Group, State Street*

Alexandre V. Swayne joined State Street in August 2011 as Senior Associate in the Professional Development Program (PDP) of State Street Global Markets. The program is comprised of recent graduates who rotate the company for 1-2 years, Alexandre had the opportunity to rotate with the Execution Solutions Sales team, the eExchange Sales team and the Global Markets Project Management team. After graduating from State Street's PDP, Alexandre joined State Street Global Advisors Intermediary Business Group. There he works as a member of the SPDR Exchange Traded Funds (ETFs) Internal Sales team. Alexandre received his Bachelor of Arts degree from Stonehill College in Easton, Massachusetts.

BEATE BECKER*Vice President of Business Development, Petrunia*

Beate Becker has been engaged in cultural economic development for more than fifteen years. She was the Founding Director of DIGMA, the Design Industry Group of Massachusetts and has led initiatives including the Cultural Economic Development Program at the Massachusetts Cultural Council, the New England Creative Economy Initiative and CreateBoston. In collaboration with Mt. Auburn Associates, she developed strategic development plans for the creative economies of Lowell, Louisiana and New England. Beate has consulted, written and spoken extensively about the creative economy throughout the U.S and in the UK, Europe, South Africa, Turkey and Cuba. She is currently working on business development for a fashion company based in California and Shanghai. Earlier in her career, Beate worked as an investment manager of socially responsible portfolios and was an anti-apartheid activist and expert on international economic relations with South Africa. Beate holds an MBA from the Yale School of Management, a BA from Bennington College and is an alumna of the School of the Museum of Fine Arts Boston.