



“How do you bring a classroom to life as if it were a work of art?”

- Felix Guattari

URBANO

2013 - 2014  
Annual Report



# URBANO THE YEAR IN SUMMARY

## 2013-2014 IN BRIEF

*From July of 2013 through June of 2014, Urbano engaged 213 teens through its in-school and after-school programs, holding 15 public events and reaching 4,102 community members. Urbano began a new partnership with the Boston International Newcomers Academy (BINcA), serving 40 students of mixed grade levels. Additionally, Urbano continued its partnership with the Margarita Muñiz Academy, serving 95 ninth and tenth graders, most of them Latinos and English language learners.*

Urbano's 2013- 2014 project theme was **The Emancipated City: Reimagining Boston**. Youth artists and teaching artists explored visions of a new Boston-- a home rooted in the principles of collaboration, risk-taking, and border crossing that defines the work of Urbano, as well as honest confrontation of the most critical social justice issues of our time. When we draw on our city's history as well as our utopian imaginings, what springs forth is a portrait of a new Boston. It may be beautiful, and it may be dangerous. It may be confounding, and it may be inspiring. Above all, our vision is of a city that shelters freedom at its core-- an emancipated city.

*"This is what emancipation means. The blurring of the opposition between they who look and they who act, they who are individuals and they who are members of a collective body.*

*-Jacques Ranciere*

## SUCCESS IN DEVELOPMENT:

Urbano received the following grants for its after-school programs and general operating support: The Barr Foundation with the Klarman Family Foundation (\$50,000); The Boston Foundation (\$75,000); Culture for Change (\$54,000); Massachusetts Cultural Council YouthReach Initiative (\$10,000); Peters Memorial Fund I (\$15,000); the Shapiro Family Foundation (\$20,000), and the National Endowment for the Arts (\$40,000). Urbano also received a \$16,000 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 FY14 and is on track to achieve its goals for FY15. This year Urbano expanded its Board of Directors to 8 members. Our Board worked closely with the Founder + Director to increase earned income from \$5,575 in FY13 to \$65,240 in FY14.

## ■ OUR FIFTH YEAR

In 2014-2015 our theme is **"Land of the Free: Gifts & Giving as Artistic Intervention."** We will explore how acts of generosity and giving at individual, collective and civic levels can inspire both creativity and social change, and how artistic practice is itself an act of generosity. **"Land of the Free"** will draw from models both in the art world and in the world of civic innovation. Projects will take inspiration from artists who have made generosity an essential part of their social practice, such as Theaster Gates, who has transformed abandoned buildings into publicly-available archives and arts centers and the collaboration between the city of Los Angeles and the collective FallenFruit to build a public fruit park where city dwellers can obtain free food while enjoying public green space.

**CONVERSATIONS IN MOTION:  
Acrobatics and Storytelling**

Instructor: Indi McCasey | Teen Artists: 9

Part oral history project, part physical theater, Conversations in Motion was a collaboratively choreographed performance where teen artists worked as cultural investigators, asking questions of community members and themselves. The final piece was an acrobatic moving tableau about the city and its citizens.

**THE NEW LITERARY CITY:  
Poetry as Installation and Performance**

Instructor: Sarah Rivera | Teen Artists: 10

Today's artists are constantly re-inventing the relationship between words, sound, movement, and images. This class continued this exploration during studio projects and workshops, using poetry as a central element in drawings, installations, recordings, and movement-based performance.

**REMIXING BOSTON:  
Sound Sampling and Performance**

Instructors: Charles Burchell + Nick Hakim | Teen Artists: 5

Remixing Boston created the soundtrack of the Emancipated City. Teen artists explored the technique of sampling to create musical arrangements and sound collages that were performed in public spaces, inviting audiences to re-imagine, reinvent, and remix Boston.



## URBANO FELLOWS

Instructor: Susannah Lawrence | Teen Artists: 10

The Urbano Fellows (formerly the Young Curators) are an exemplary group of program alumni who have participated in Urbano's programs for at least two semesters. These teens work with a lead artist and Urbano's Founder and Artistic Director to host events, research and conceptualize new ideas, and produce artwork. They explore Boston's contemporary art scene, conducting studio and gallery visits and meeting with professional artists and curators.



## THE DREAM MACHINE: Installation + Performance

Instructor: Charles Burchell | Teen Artists: 13

Do you believe in the Dream Machine? In this class, teen artists built a fictional machine from the future that allowed people to see their dreams of an emancipated city come to life. Artists used a variety of performance tools and techniques to bring the machine to reality, including their bodies, dance, music, props, and public interventions.



## URBAN MYTHS: Participatory Video

Instructor: Carla Pataky | Teen Artists: 15

Myths can be the stories we tell about how things come to be, they can be rumors, they can be invented, or they can be based in truth. In this project youth talked about old myths and created new ones. This class used participatory video, and teen artists worked together on all elements of the video process, including writing, filming, and editing.





## **HARVESTING WALLS: Installation and Performance**

Instructors: Bart Uchida, Roberto Chao, Gloria Salazar  
Teen Artists: 6

“Harvesting Walls” was a vertical garden installation in Dudley Square, a symbol of unity and relationship between separate parts. Just as each element of a garden has a role to play in maintaining a healthy ecosystem, different individuals and communities have the potential to become a city united by principles of justice.



## **# FREE BOSTON: Public Performance**

Instructor: Charles Burchell | Teen Artists: 8

“#FREEBOSTON” was an ongoing collection of live public performance interventions developed by Urbano’s summer performing arts track. These interventions used spontaneous data gathering, conversations, and the artists’ own bodies to spark conversations about identity, difference, and privilege.



## **SQUARE ROOTS OF BOSTON: Participatory Video**

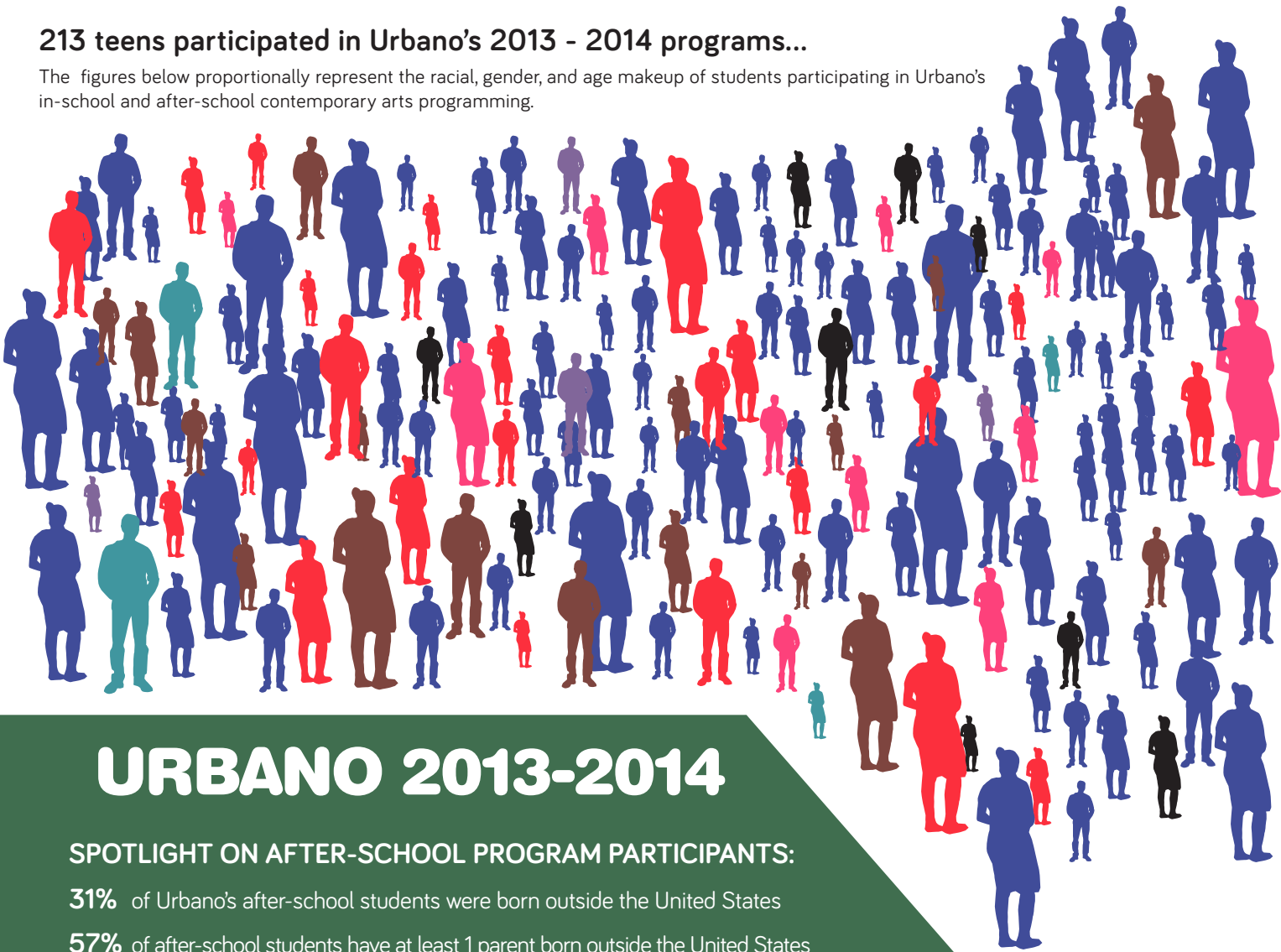
Instructor: Carla Pataky | Teen Artists: 8

“The Square Roots of Boston” compared Dudley Square and Copley Square, exploring the everyday happenings of two significant Boston locations which are at once very similar and very different. Using video, the artists sought to capture the daily lives of the people who fill these spaces.

TARGET POPULATION	<b>Participating Youth</b> <ul style="list-style-type: none"> <li>High School Students (majority are BPS, all students attend public schools)</li> <li>Ages 14-19</li> <li>Live in the Greater Boston-area, with over 90% residing in Boston (primarily from Dorchester, Roxbury, Hyde Park, Jamaica Plan, Roslindale and Mattapan)</li> <li>Often from low/middle income families</li> <li>80% are first generation immigrants</li> <li>Interested in creating art</li> <li>Interested in social change</li> <li>Interested in future job possibilities in the arts</li> </ul>		
PROGRAM GOALS	<div> <div> <b>High-Quality Contemporary Arts Education</b>  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. </div> <div> <b>Creative Youth Development</b>  Support youth to explore and pursue their passions and develop as young people with the greatest chance for social and personal success. </div> <div> <b>Youth as Engaged Citizens</b>  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. </div> <div> <b>Community Impact</b>  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. </div> </div>		
STRATEGIES/ ACTIVITIES	<div> <div> <b>Artists' Projects</b> <ul style="list-style-type: none"> <li>Year-long Project Theme provides conceptual connections among concurrent projects and programs.</li> <li>Youth learn to create collaboratively through studio exploration and experimentation guided by professional lead artist(s).</li> <li>Youth and lead artists work in partnership, contributing to the conception, production, and performance or exhibition of final works.</li> <li>Youth attend class twice weekly.</li> </ul> </div> <div> <b>Urbano Fellows</b> <ul style="list-style-type: none"> <li>For program alumni and current teen students who have participated in Urbano's programs for at least 2 semesters.</li> <li>Urbano Fellows 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.</li> <li>Youth attend class once per week.</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>Develop calls for work, critique and jury exhibitions that provide diverse perspectives on Urbano's yearly theme.</li> <li>Conduct research to identify professional artists beyond Boston whose work is a good fit for Urbano's curriculum and mission.</li> </ul> </div> </div>		
OUTCOMES	<div> <div> <b>Youth will develop skills and understanding related to Contemporary Arts Practice and issues of social change:</b> <ul style="list-style-type: none"> <li>Professional attitude towards work with an emphasis on quality</li> <li>Participation in process to develop the narrative of an idea</li> <li>Engagement and proficiency in creating and thinking critically about contemporary art</li> <li>Public speaking and presentation skills; empowerment to speak, create, be heard</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>Engagement in personal reflection on work and participation in critique</li> <li>Openness to interact and collaborate with those who are different from themselves</li> <li>Develop constructive risk taking skills</li> </ul> </div> <div> <b>Youth will:</b> <ul style="list-style-type: none"> <li>Engage in the studio as empowered agents of social change</li> <li>Communicate ideas of change through commissioned works in collaboration with professional artists</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>Learn the visual, social and political language of contemporary art</li> <li>Identify as artists who are a part of the larger global contemporary art community</li> <li>Develop understanding of issues across racial, social, and cultural barriers.</li> <li>Enhance relationship building skills</li> <li>Engage in community as empowered agents of social change</li> <li>Make connections between contemporary art and social change</li> </ul> </div> </div>		
IMPACT	<div> <div> 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. </div> <div> 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. </div> <div> The Urbano Project contributes to Boston's civic and cultural life by building bridges between urban communities and the contemporary arts. </div> </div>		

# 213 teens participated in Urbano's 2013 - 2014 programs...

The 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 2013-2014

### SPOTLIGHT ON AFTER-SCHOOL PROGRAM PARTICIPANTS:

- 31% of Urbano's after-school students were born outside the United States
- 57% of after-school students have at least 1 parent born outside the United States
- 43% of after-school students speak a language other than English at home
- 52% of after-school students are eligible for free or reduced-price lunch, an indicator of socioeconomic status

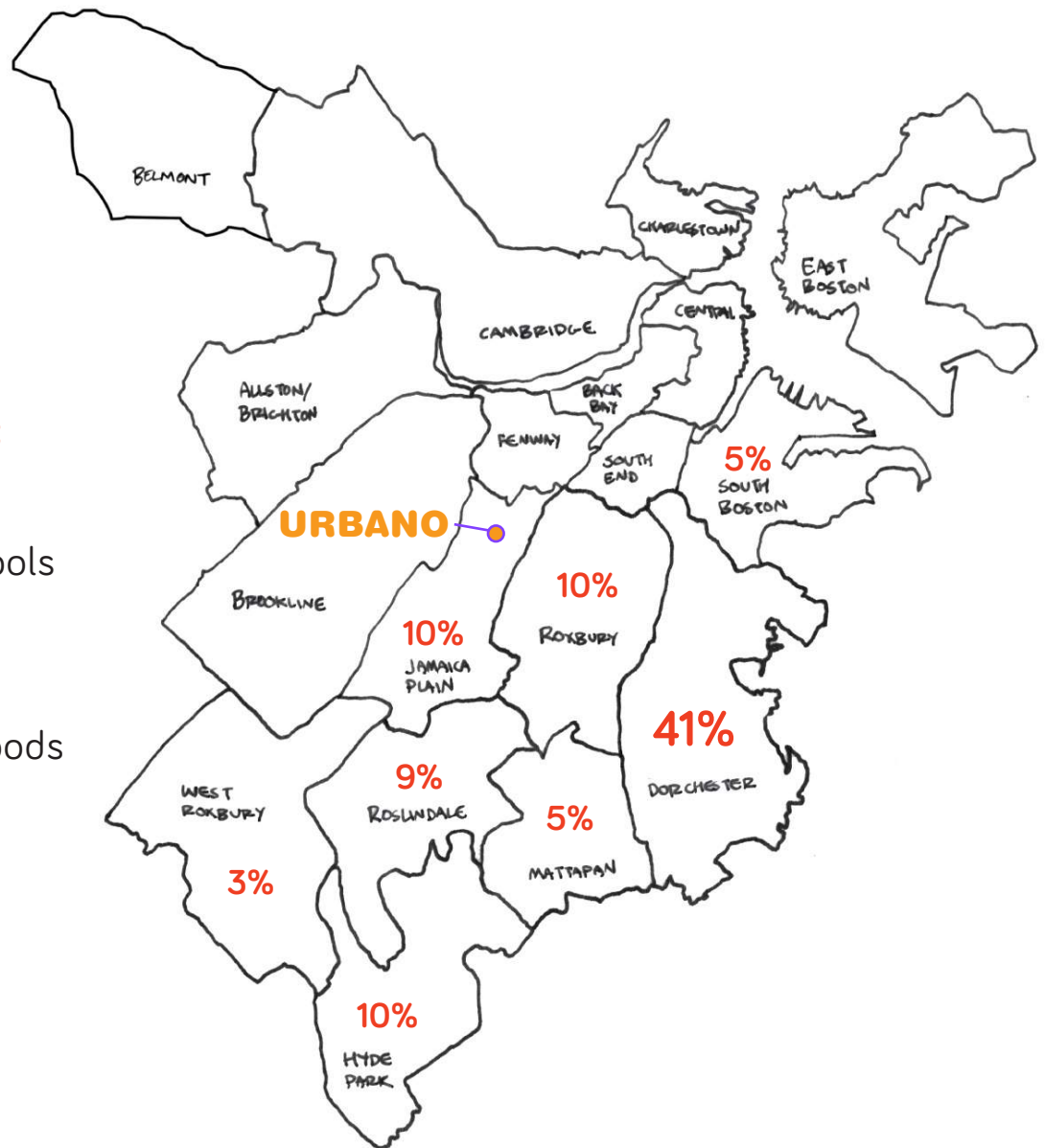


\* Demographic data includes students participating in in-school programs at the Margarita Muñiz Academy. These participants are predominantly Latino/a and are mostly 9th graders.

# URBANO PARTICIPANT DEMOGRAPHICS

## URBANO'S 2013-2014 STUDENTS CAME FROM:

23 Public Schools  
12 Zip Codes  
8 Neighborhoods

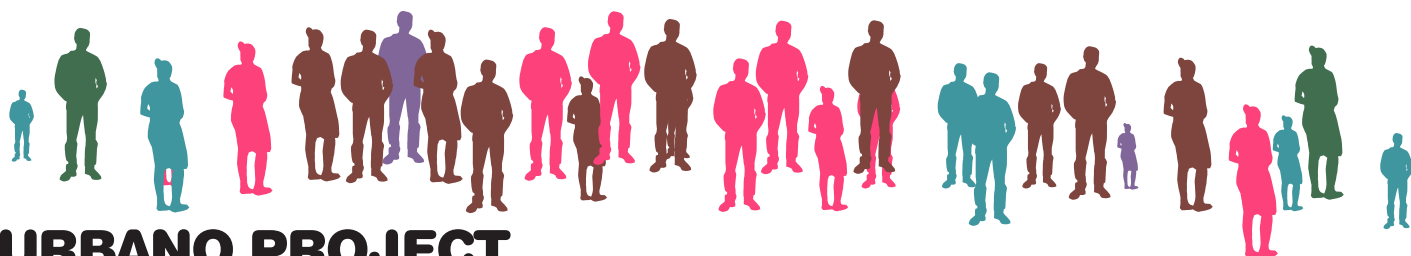


## 213 TEENS PARTICIPATED IN ONE OF MORE OF URBANO'S PROGRAMS IN 2013 - 2014:

- 22 Harvesting Walls, #FreeBoston, and The Square Roots of Boston [Summer 2013]
- 27 Urban Myths and Dream Machine [Fall 2013]
- 26 Conversations in Motion, The New Literary City, and Remixing Boston [Spring 2014]
- 26 Urbano Fellows [Full Year Program]
- 9 Boston International Newcomers Academy [Full Year In-School Program]
- 103 Margarita Muniz Academy In-School Program [Full Year In-School Program]

37% of Urbano's students participated in 2 or more programs in 2013-2014  
22% of 2013-14 students have participated in programming at Urbano for 2 years or more





# URBANO PROJECT PROGRAMS EVALUATION SUMMARY 2013 - 2014

## URBANO'S GOALS + AREAS OF IMPACT

### 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.



### 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.



### 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.



### 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.



## URBANO'S KEY OBJECTIVES

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



## MASSACHUSETTS ARTS CURRICULUM STANDARDS ALIGNED WITH GOALS (see next page)

- |   |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Theater Standards 1.17<br/>Connections Strand</li> <li>• Visual Arts Standards 1.17, 5.13, 5.8, 5.10, 2.17<br/>Connections Strand</li> </ul> | <ul style="list-style-type: none"> <li>• Visual Arts Standards 1.17, 5.13, 5.8, 5.10, 2.17<br/>Connections Strand</li> <li>• Theater Standards 1.17<br/>Connections Strand</li> </ul> | <ul style="list-style-type: none"> <li>• Visual Arts Standards 1.17, 5.13, 5.8, 5.10, 2.17<br/>Connections Strand</li> <li>• Theater Standards 1.17, 5.13, 5.14, 5.15<br/>Connections Strand</li> </ul> | <ul style="list-style-type: none"> <li>• Prek-12 standards 1-10 for Visual Arts</li> <li>• Prek-12 standards 1-10 for Theater<br/>Connections Strand</li> <li>• Visual Arts Standards 1.9, 1.13, 2.16, 2.17, 3.9, 4.9, 4.10, 4.12, 4.16, Connections Strand</li> <li>• Theater Standards Connections Strand 3.8, 4.14, 4.15, 4.17, 1.14</li> </ul> |
|---|---|---|--|

## 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.
- 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.



## EVALUATION TOOLS

We have used pre- and post-surveys 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 surveys completed by students in the after school programs offered by Urbano in Summer and Fall 2013 and Spring 2014. The report also looks at learning outcomes based on student exit surveys and teacher assessments of students in Summer and Fall 2013, and Spring 2014.



## 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 some of the students represent the only arts or after-school program available. Our students learn not only studio skills, but also how to work collaboratively and engage the community.

- 44%** of responding students do not have any other opportunities to participate in the arts.
- 50%** of programs participants had no prior experience exhibiting or performing their artwork before their involvement in Urbano's programs.

"I loved seeing different people, I loved how the works we created brought us together and I loved interacting with the staff. Urbano is amazing."

Urbano Student, 2013

"I believe the community can start to form even more programs like Urbano and over time change the city of Boston through young artists."

Urbano Student, 2013

"I think the work we do at Urbano challenges people to re-think their ideas and concepts about issues in society."

Urbano Student, 2013

## PROGRAM GOAL #1: HIGH-QUALITY CONTEMPORARY ART EDUCATION

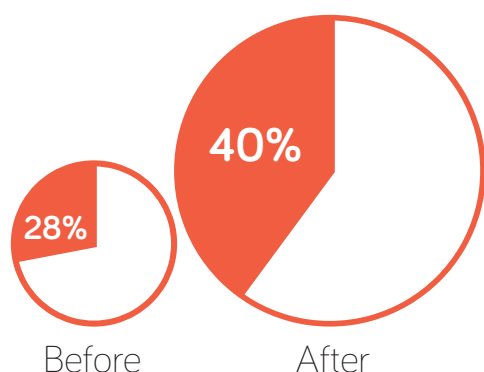
Offer youth high-quality arts education experiences, including opportunities to develop an awareness and appreciation of contemporary arts and of the role the arts can play to effect social change.

I am an observer of the world around me and I believe the world can improve. Therefore I want to change it through art and start a revolution.

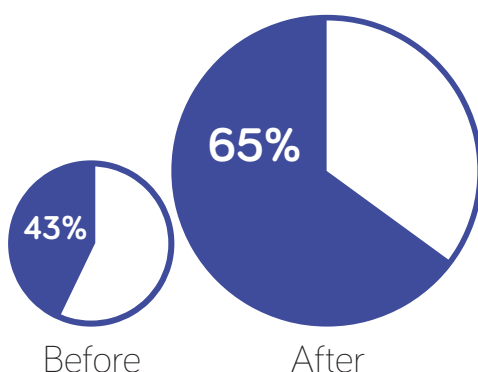
Urbano Student, 2013

### Student Pre-Program and Post-program Survey Results

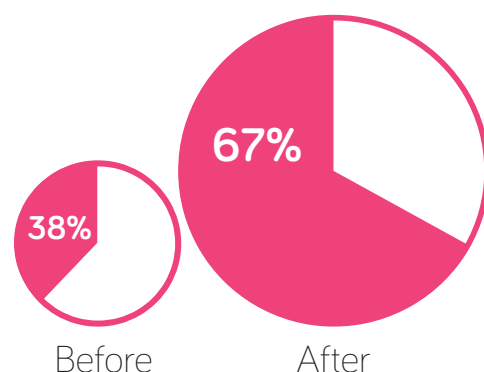
#### SUMMER 2013



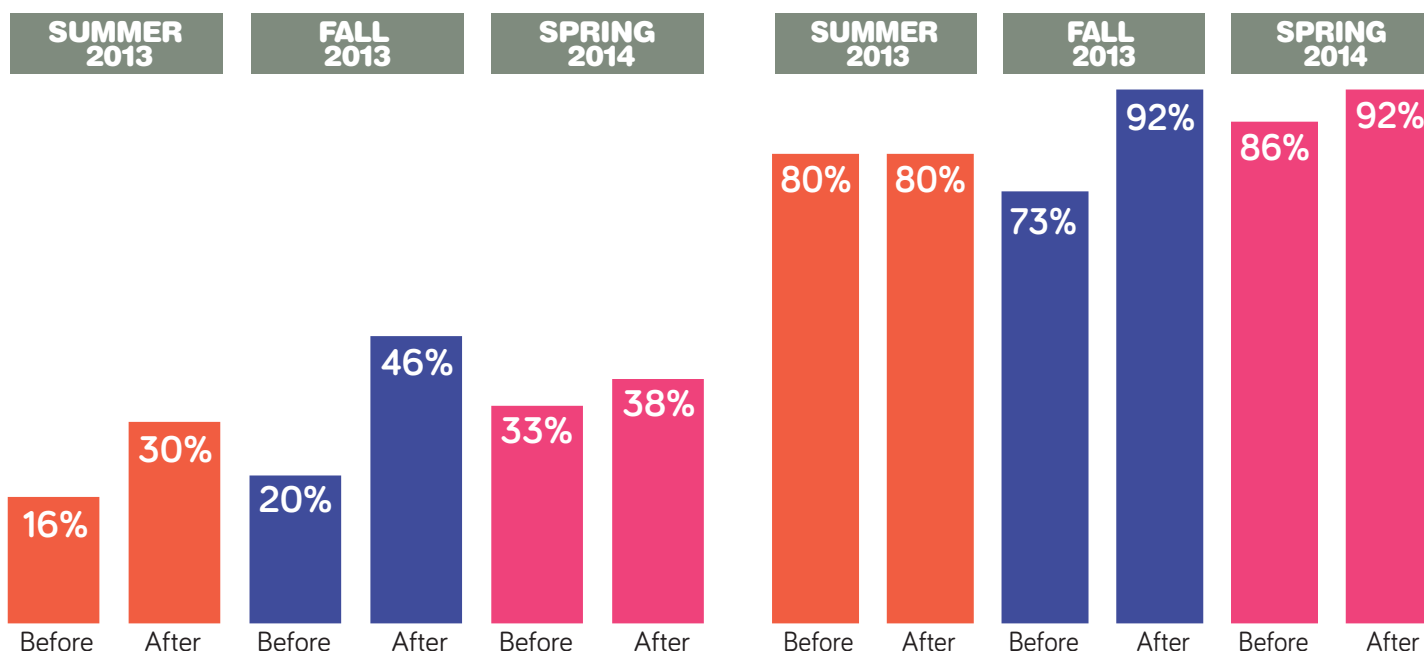
#### FALL 2013



#### SPRING 2014



*"I can make noticeable or major changes in the world using art."*



*"I know a lot or I am an expert on contemporary arts and artists."*

*"I consider myself an artist."*



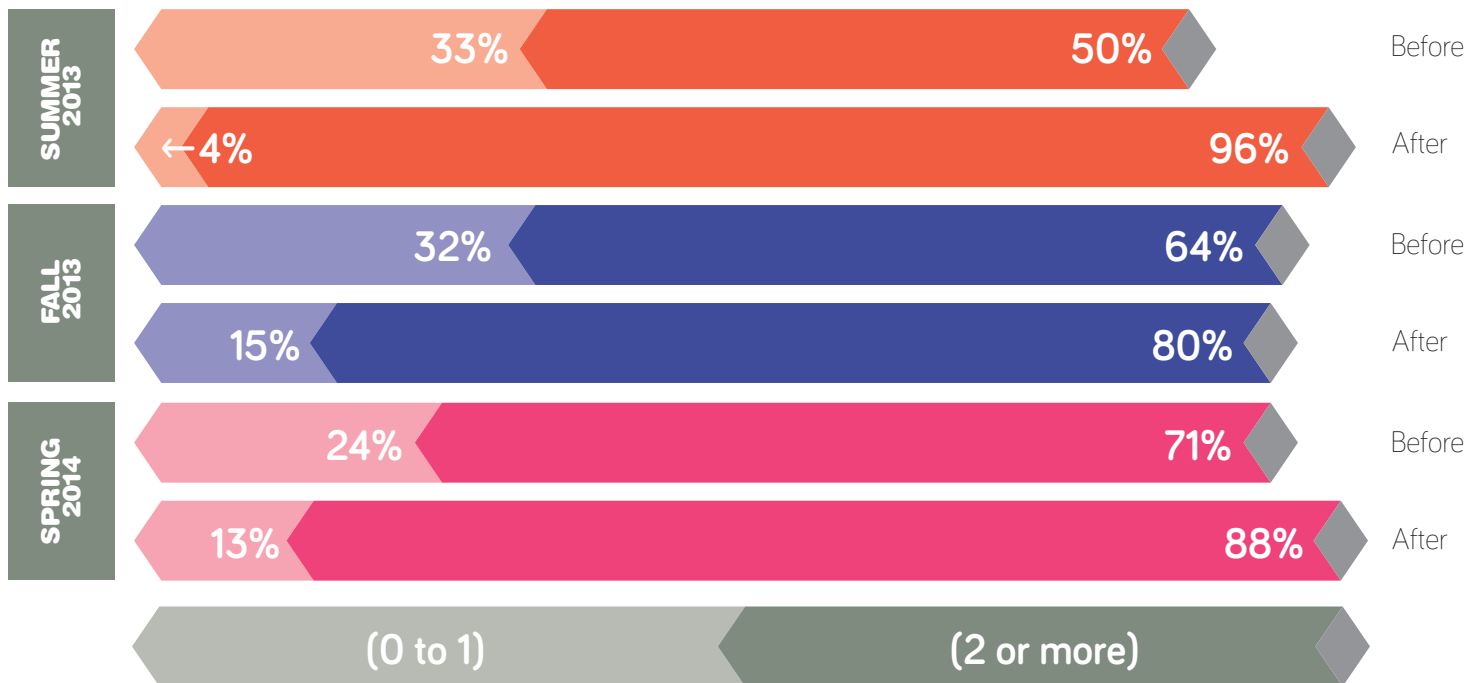
## PROGRAM GOAL #2: IMPACT YOUTH DEVELOPMENT

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

We focused on a lot of different issues about the world. We talked about stereotypes and brainstormed different ways we could make art and address the issue.

Urbano Student, 2013

### Student Pre-Program and Post-Program Survey Results



*"I feel like I have role models and mentors in the arts."*



## PROGRAM GOAL #3: YOUTH AS ENGAGED CITIZENS

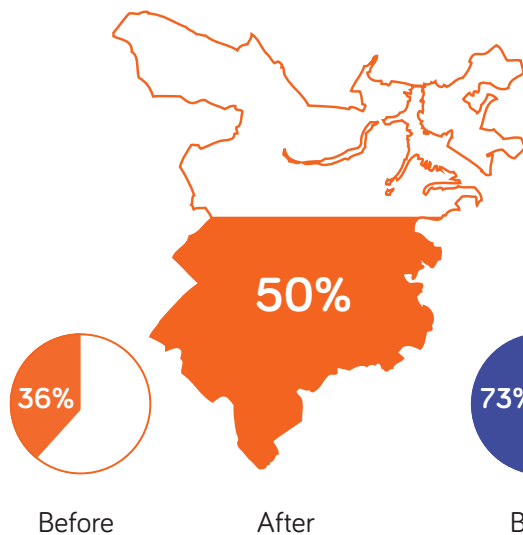
Challenge youth to express a strengthened identity as active, powerful, and engaged citizens of the city of Boston, and engage with difficult subjects in hopeful ways.

I've learned how to work well with others & that art can be made out of anything.

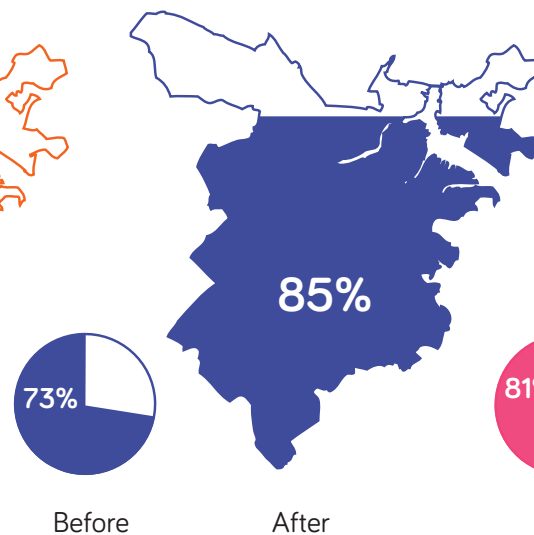
Urbano Student, 2013

### Students Self-reported Civic Engagement Learning Before and After Participating in Urbano Project Programs

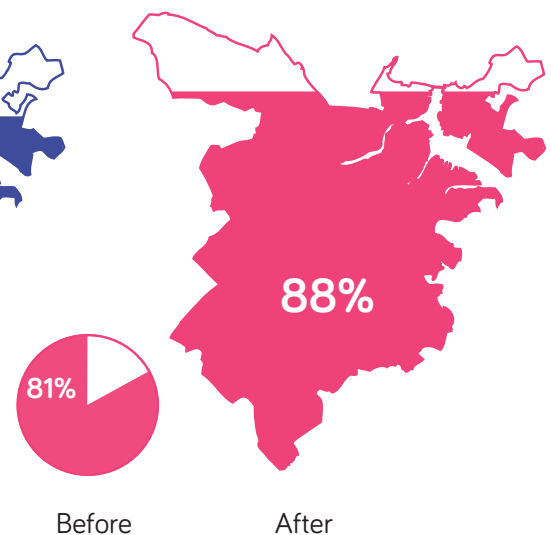
#### SUMMER 2013



#### FALL 2013



#### SPRING 2014



*"I know about some to many political and social issues that affect my community."*





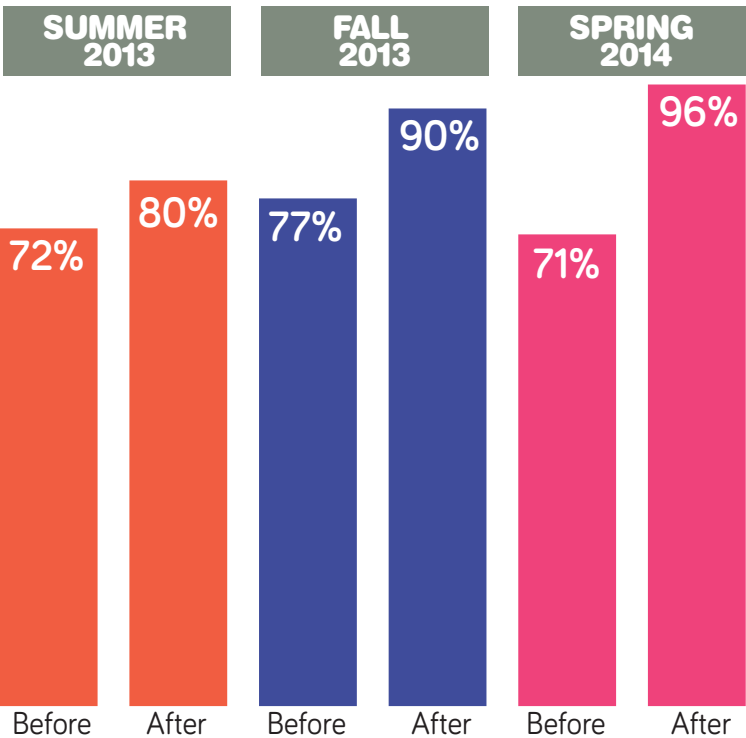
## PROGRAM GOAL #4: COMMUNITY IMPACT

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.

Urbano gave me a whole new outlook on poetry as a whole. It shifted my perspective on the world.

Urbano Student, 2014

### Student Pre-Program and Post-Program Survey Results



*“I am usually or always willing to work with people who are different from me.”*

## KEY AREAS FOR PROGRAM IMPROVEMENT

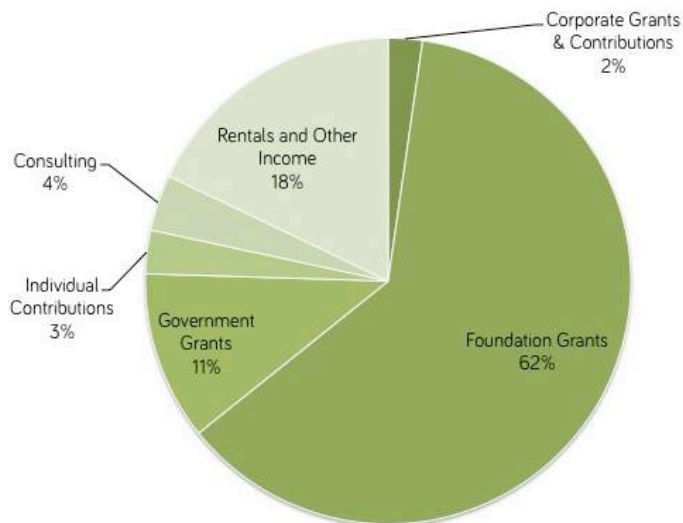
While we have made notable gains in several areas, Urbano is an organization committed to ongoing reflection and improvement. In the coming year, we will work to **strengthen** training and professional development opportunities for our teaching artists, **create** new systems to track our alumni after they leave Urbano, **review** our evaluation processes, and **improve** our recruitment and retention efforts.

# URBANO FY 2013-2014 BUDGETS

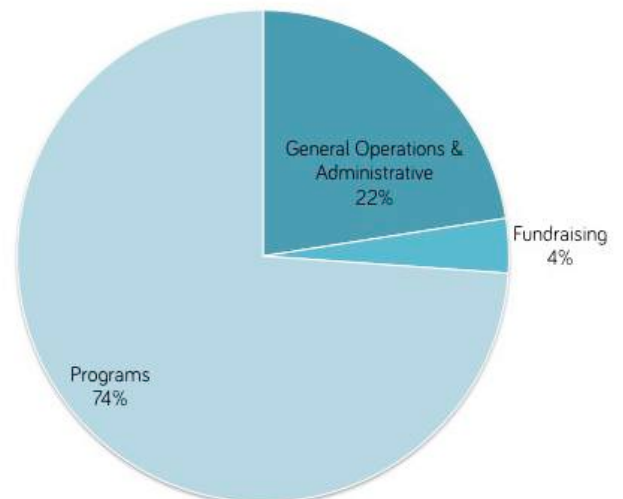
	FY 2013	FY 2014
<b>Income</b>		
Corporate Grants and Contributions		8,310
Foundation Grants	259,500	226,000
Government Grants	8,000	41,000
Individual Contributions	22,895	10,550
Consulting	167	13,624
Rentals and Other Income	5,575	65,240
<b>Total Income</b>	<b>\$296,137</b>	<b>\$364,724</b>

<b>Expenses</b>		
General Operations & Administrative	67,141	75,252
Fundraising	12,790	11,936
Programs	191,861	246,701
<b>Total Expenses</b>	<b>\$271,792</b>	<b>\$333,889</b>

<b>Net Income</b>	<b>\$24,345</b>	<b>\$30,835</b>
-------------------	-----------------	-----------------



**2014 Income**



**2014 Expenses**



**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. She serves on the board of the Cambridge Arts Council.

## 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 COORDINATOR)** 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. Rene is an Urbano alum.



**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 faith and belief can be a way to overcome struggles in society. Her belief in the importance of art in society and drives her desire to become an art educator. Yoselin is an Urbano alum.



**URBANO ALUM**

**NADIA WESTCOTT (GALLERY+ STUDIO COORDINATOR)** 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 PITTMAN (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.



**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. His murals, signage, posters and other collective art projects can be seen throughout the Boston area. 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.



**NICK HAKIM** hails from Washington, DC. He possesses a particular voice that straddles the line between satin and rasp, while writing unforgettably poignant lyrics. But beyond being simply a singer-songwriter, Nick embodies every part of the creative process, from multi-instrumentalism, to production, to singing. Hakim was raised in a household overflowing with musical diversity ranging from soul, hip-hop, go-go, and even folk music from his parents's ethnic backgrounds of Chile and Peru, and these influences manifest in his music. Hakim holds a degree from the Berklee College of Music, and has served as a teaching artist in music courses at the Boys and Girls Club of Roxbury and the Casa Isla Detention Center in Quincy. He has performed at many venues, including Le Poisson Rouge and the Mercury Lounge, and has been profiled in *The Fader* and *Okayplayer*.



**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.



**INDI MCCASEY** believes in the transformative power of community-based arts education and is a teaching artist, non-profit program administrator, and circus performer. Indi founded two nationally performing physical theater ensembles: Honey and Charley of Seattle, WA and Gender Offenders of Santa Fe, NM. McCasey was also an artistic member of Wise Fool New Mexico, an award-winning social justice circus and theater company. In 2013, they co-produced and performed in the sold-out circus show *Topsy-Turvy* as part of the National Queer Arts Festival in San Francisco. Indi holds a masters degree in Arts in Education at the Harvard Graduate School of Education and is a Project Zero Artist in Residence and former recipient of the Endeavor Foundation for the Arts award.



**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 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.



**SARA RIVERA** is an interdisciplinary artist and writer from Albuquerque, New Mexico. She holds a BFA in Art Studio (Sculpture) and a BA in English from the University of New Mexico and an MFA in Creative Writing (Poetry) from Boston University. and recently traveled in Ireland as a 2013 Robert Pinsky Global Fellow in Poetry. Sara's artistic practice includes music, theater, drawing, sculpture, and text, and she believes that art is most alive when it is both interdisciplinary and collaborative.



**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 started 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. In search of own artistic expression, Gloria was involved in teaching art to children in Mexico 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.



**NORA VALDEZ** is an Argentine artist working and exhibiting since 1977. In 1982 she graduated from the College of Fine Arts (Mercedes San Luis, Argentina) with the title of Professor of Fine Arts. During this time she showed her work throughout Argentina, winning prizes and critical acclaim. Valdez has appeared in numerous publications, including L'informatore del Marmista, Verona Italy in 2011, La Pintura y Escultura en San Luis in 2006. A review of "the Journey" appeared in Sculpture Magazine in 2003. From the beginning, Valdez has utilized sculpture and installations to create images that reflect on the nature of change, the life of the individual and the natural or societal forces that buffet our souls. Most recently her focus has been on the nature of home, the immigrant experience and roots/rootlessness. Her thematic concerns are also reflected in her involvement with the community: doing public art projects and giving workshops at a variety of urban institutions.



## URBANO BOARD OF DIRECTORS

### **TODD M. GERSHKOWITZ (CHAIR)**

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.

### **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*, is forthcoming from Actar.

### **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, and Learning by Design Massachusetts.

## **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 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.