



URBANO

“Urbano has fulfilled a space in my life that is very hard to replace. At Urbano I feel comfortable, I feel like everyone sees me as an equal. I’m very glad I decided to join Urbano 4 years ago.”

- Youth Artist, Spring 2017



THE YEAR IN REVIEW

Though the lens of our annual theme, The Commons | The Other, Urbano continued to provide Boston-area youth with dynamic arts learning experiences, as well as expand our reach and community impact through targeted exhibitions and public programming.

Throughout our research-driven creative process, Urbano teaching and youth artists explored themes of race, ethnicity, and culture as connected to urban identity and representation. Working together with diverse community partners in the adjacent neighborhoods and beyond, Urbano Teaching Artists and Youth created social/creative laboratories with the goal of increasing inter-group understanding, tolerance, and civic culture.

We also continued to develop our Artist Exhibition Series, including an installation and programming by internationally recognized artist Pablo Helguera, as well as NEFA Award-winner and Boston-based artist Nora Valdez. Hosting these exhibitions expanded our visibility regionally and nationally, as well as helped us to develop new models for exhibitions, curriculum and public programs that we would like to apply to our work going forward.

Additionally, Urbano hosted three youth arts exhibits (one for each term) drawing hundreds of people into our gallery and studio to witness the critical thinking, creativity and professional artistry of our Teaching and Youth Artists. We established partnerships with various institutions including Design Studio for Social Intervention, New England Foundation for the Arts, Museum of Fine Arts, Boston and MIT's Co-Design Studio. Finally, the Fellow's work was represented at the conference "Listening to the City: Engagement, Exploration + Intervention through Sound" with MIT's Community Innovators Lab.

Our willingness to take programmatic risks, as well as our ability to advance despite obstacles has proven to us once again the necessity of being adaptable. We are proud of the accomplishments of our staff, teaching and youth artists. We eagerly look ahead to FY18 where we will pursue a new approach to merging contemporary art, exhibitions, and professional practice, for youth and emerging artists, while we continue to hold risk-taking, collaboration and social justice at the core of our work.

Sincerely,
Stella Aguirre McGregor
Founder and Executive Artistic Director

We are grateful to our funders, partners and dedicated board, without whose support Urbano's work would not be possible. Urbano received an Art Works Grant from the National Endowment for the Arts (NEA), in support of its two core programs: Artists' Projects and Urbano Fellows. This continued NEA funding places Urbano in a larger national network of organizations that expand access to the arts to underserved communities. We completed our second and final year in the Bloomberg Philanthropies' Arts Innovation and Management (AIM) program led by DeVos Institute of Arts Management. Participation in AIM enabled Urbano to strengthen its infrastructure and organizational capacity, including donor cultivation and marketing strategies and long-range artistic planning. Participation in AIM also included a two-year, \$35,000 grant. FY17 also marked the third year of a three-year \$150,000 grant from the Surdna Foundation for Urbano's creative place-making work.

Urbano received generous Youth Reach and Peers grants from the Massachusetts Cultural Council, which also sustains our work by advocating for the importance of the arts to the state of Massachusetts. We also received municipal recognition, through a grant from the Boston Cultural Council. The Boston Foundation also awarded a prestigious \$25,000 Collaborate Boston Award, for Urbano's Nomadic Civic Sculpture, which brings interactive art to non-traditional public spaces in the city.

Private Foundation & Corporate grants included Boston Society for Architects, \$1,500; Barr Foundation, \$30,000; Esther B. Kahn Foundation, \$5,000; Klarman Family Foundation, \$30,000; New England Foundation for the Arts, \$1000; Paul and Edith Babson Foundation, \$5,000; Peters Memorial Fund 1, \$10,000; Robbins de Beaumont, \$20,000; Surdna Foundation, \$50,000; Boston Foundation (Collaborate Boston), \$25,000; State Street Foundation, \$20,000; State Street Bank, \$15,000.

In an exciting new development, Urbano attracted a broad base of new individual donors, through its new Artists Exhibition Series and associated arts events or tertulias.

Board Members

Todd M. Gershkowitz (Board Chair)
Etty Padmodipoetro (Treasurer)
Andrea Sachdeva (Clerk)
Betty Fulton
Alexandre V. Swayne

Advisory Board

Nina Berger
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Doris Sommer
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Foundations

Barr Foundation
The Boston Foundation
Boston Society of Architects Foundation
Esther B. Kahn Foundation
Klarman Family Foundation
Paul and Edith Babson Foundation
Peters Memorial Fund 1
Robbins deBeaumont
State Street Foundation
Surdna Foundation

Government Agencies

Boston Cultural Council
Cambridge Redevelopment Authority
Massachusetts Cultural Council
National Endowment for the Arts - Art Works
New England Foundation for the Arts

Corporate

State Street Bank

Community Collaborators

Egleston Square Main Streets
Harvard Graduate School of Education
Jamaica Plain Development Corporation
Ula Café
MIT Center for Civic Media
DS4SI
MIT CoLab
Emerson's Engagement Lab
Univision's ULab
MFA through Pablo Helguera's Club Americano





Project Logic Model

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MISSION: Urbano brings together local youth and professional artists to ignite social change through place-based participatory art and performance projects. Together we foster future generations of creative and civic leaders committed to social justice.

TARGET POPULATION

- **Participating Youth**
 - High School Students (majority are BPS, all students attend public schools)
 - Live in the Greater Boston-area, with over 90% residing in Boston (primarily from Dorchester, Roxbury, Hyde Park, Jamaica Plan, Roslindale and Mattapan)
 - Ages 14-19
 - Often from low/middle income families
 - Interested in creating art
- Interested in social change
- Interested in future job possibilities in the art
- **Program Alumni, post-high school**
 - Apprenticeship Opportunities
 - Job Training
- **Community members as audience and Participants**
- **Socially engaged artists interested in social justice issues**

PROGRAM GOALS

- **High-Quality Contemporary Arts Educational Experiences**
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.
- **Creative 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

- **Artists' Projects & Exhibitions**
 - 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.
- **Urbano Fellows**
 - For program alumni and current teen students who have participated in Urbano's programs and have shown exemplary leadership skills and display commitment to Urbano.
 - Urbano Fellows are responsible for researching, conceptualizing, and producing exhibitions in Urbano's gallery. Youth 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.

OUTCOMES

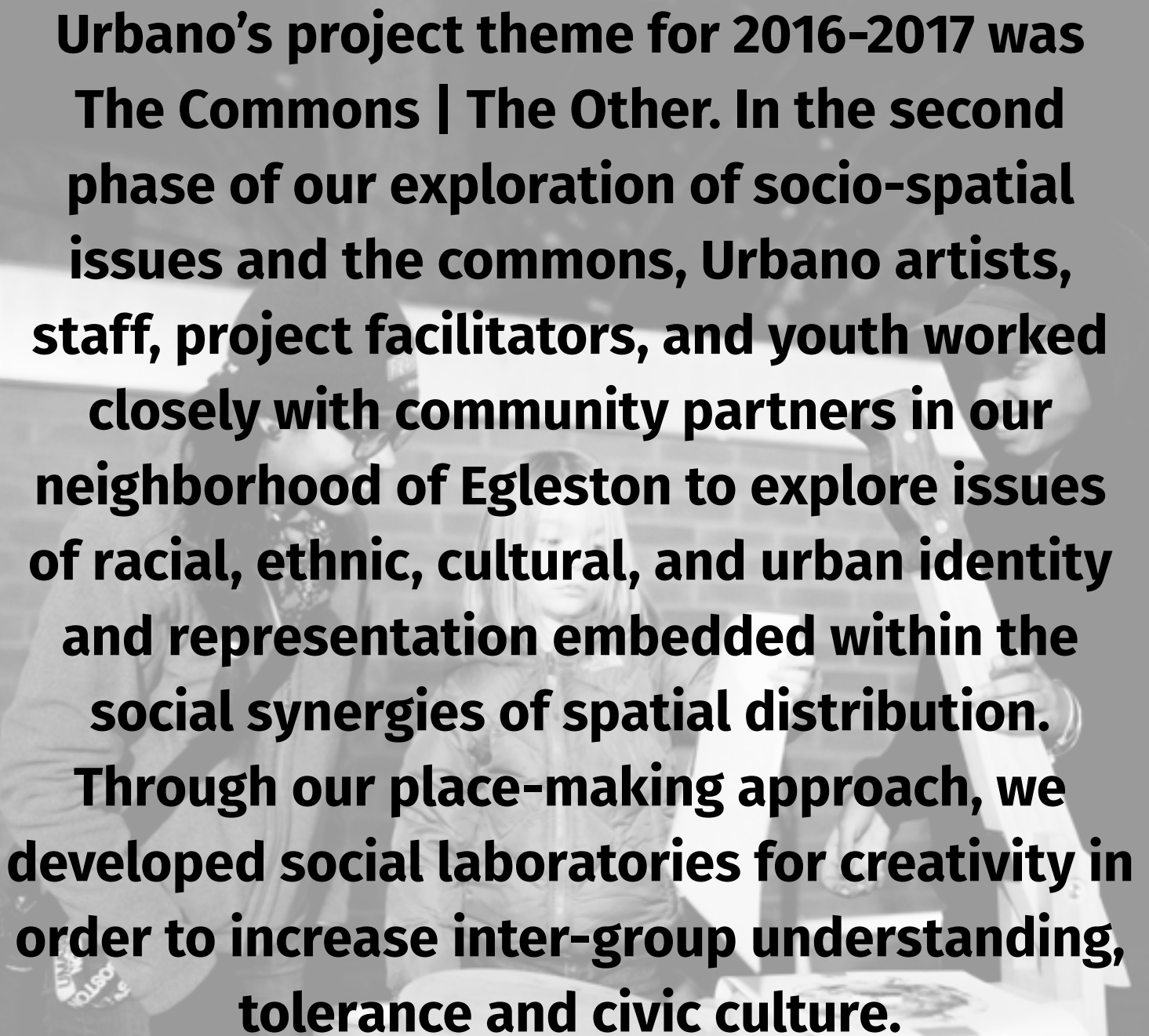
- **Youth will develop skills and understanding related to Contemporary Arts Practice and issues of social change:**
 - Professional attitude towards work with an emphasis on quality.
 - Participation in process to develop the narrative of an idea.
 - Engagement and proficiency in creating and thinking 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.
- **Artists will:**
 - Engage in the studio as empowered agents of social change.
 - Communicate ideas of change through commissioned works in collaboration with youth artists.
 - Explore 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.



Urbano's project theme for 2016-2017 was The Commons | The Other. In the second phase of our exploration of socio-spatial issues and the commons, Urbano artists, staff, project facilitators, and youth worked closely with community partners in our neighborhood of Egleston to explore issues of racial, ethnic, cultural, and urban identity and representation embedded within the social synergies of spatial distribution. Through our place-making approach, we developed social laboratories for creativity in order to increase inter-group understanding, tolerance and civic culture.

Evaluation tools

We have used entry and exit surveys for students to measure student's demographic composition, as well as 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 survey focuses on artistic and youth development.

Data sample

This evaluation report looks at student demographics from the entry surveys for the programs offered by Urbano in FY2017 (Summer 2016, Fall 2016, Spring 2017). The report also looks at learning outcomes based on student exit surveys and teacher assessments of students in FY2017.

"I learned how to be a more reliable artist. I learned how to work in a group and not just independently."

- Youth Artist, Fall 2017



Fellows prepare stencils for their Nomadic Civic Sculpture



Spotlight on After-School Program Participants

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*The information below includes students from Summer 2016, Fall 2016 and Spring 2017. The cumulative total of enrolled students was 77. However, because many students are enrolled in more than one class, the total of individual students was 56. Information below is based on individual students.

YOUTH ARTISTS OF COLOR

90%

**AFTER-SCHOOL YOUTH
ARTISTS THAT HAVE
PARTICIPATED IN PREVIOUS
URBANO PROGRAMS**

41%

**YOUTH ARTISTS WHO SPEAK
A LANGUAGE OTHER THAN
ENGLISH AT HOME**

43%

**YOUTH ARTISTS ELIGIBLE
FOR FREE OR REDUCED-PRICED
LUNCH AT SCHOOL**

72%

**YOUTH ARTISTS WHOSE
PARENTS WERE BORN OUTSIDE
OF THE U.S.**

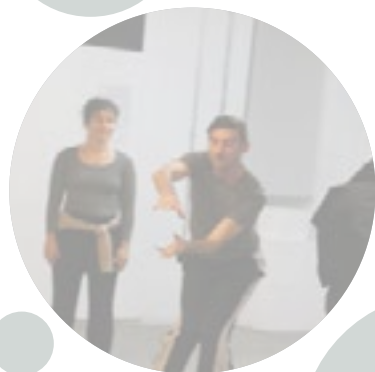
54%

**YOUTH ARTISTS WHO WOULD
RECOMMEND THE PROGRAM TO
OTHERS**

100%

**YOUTH ARTISTS BORN
OUTSIDE OF THE U.S**

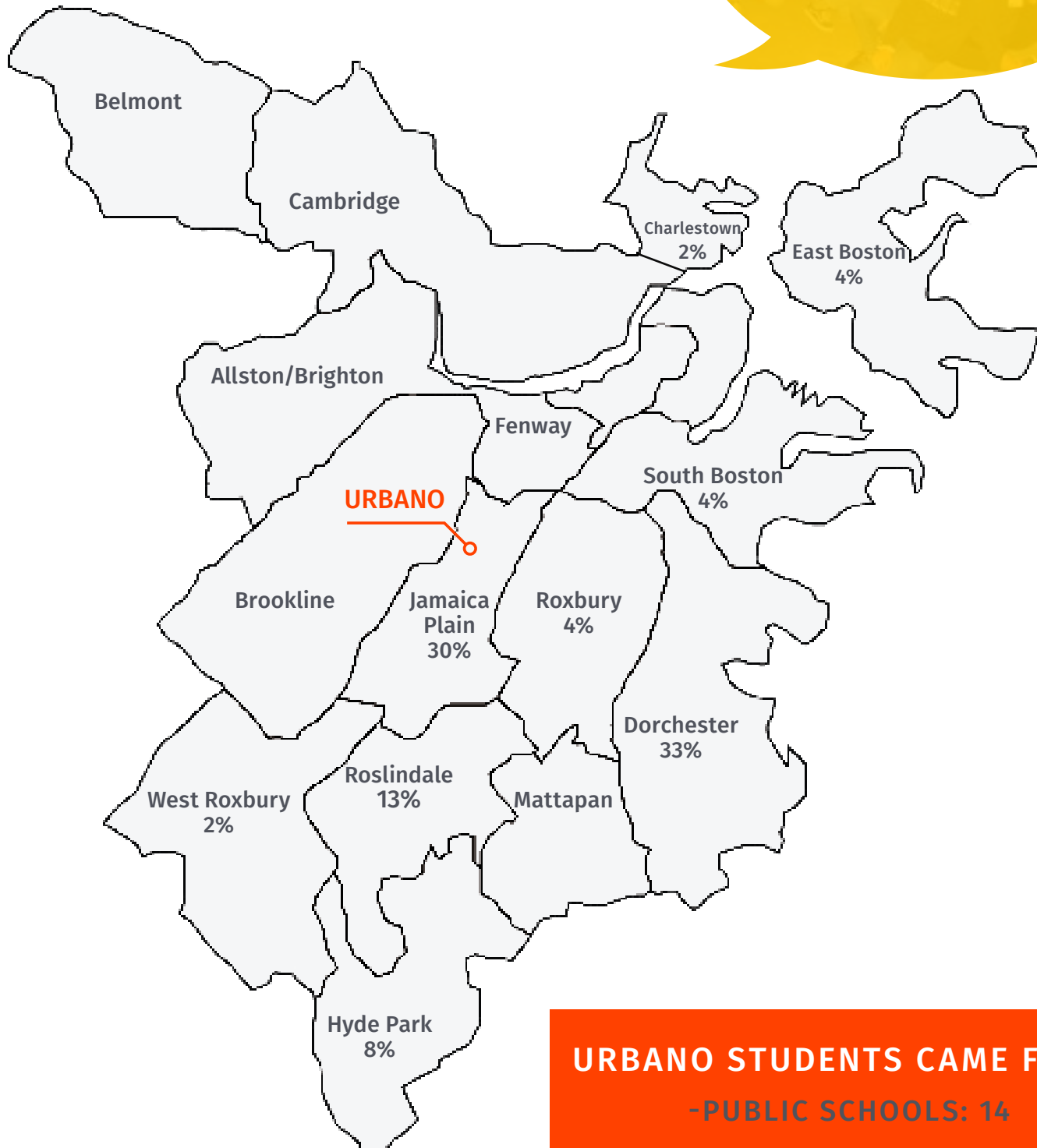
32%





"I think a lot of people in my community felt more hopeful after seeing this artwork and more ready to be a part of change."

-Youth Artist Spring 2017



URBANO STUDENTS CAME FROM:

-PUBLIC SCHOOLS: 14

-NEIGHBORHOODS: 11



Urbano Students Profile

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77 students were enrolled in Urbano's FY17 programs (Summer 2016, Fall 2016 & Spring 2017). Figures below proportionately represent the racial, gender and age makeup of individual students participating in Urbano FY17 (N=56).

URBANO PROGRAM ATTENDANCE

SUMMER 2016:

- THROUGH THE LENS OF RESISTANCE: 6
- CINEMA TECH 1.0: SPACE, LIGHT AND SOUND: 10
- URBANO FELLOWS: 6

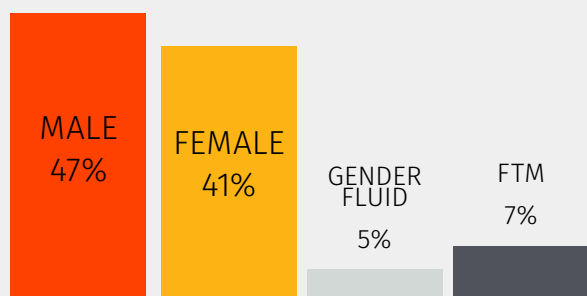
FALL 2016:

- INTERSECTIONS: 5
- THE IMAGINED CITY: 7
- URBANO FELLOWS: 8

SPRING 2017:

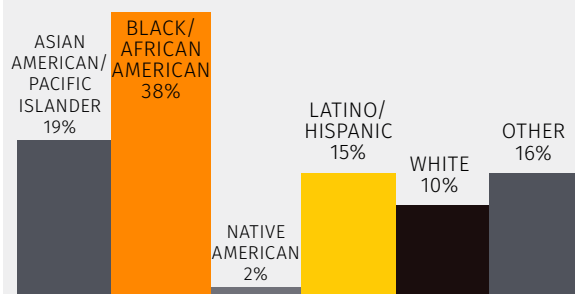
- IMMIGRATION NATION: 16
- ARTIVISM IN EGLESTON: 12
- URBANO FELLOWS: 7

GENDER

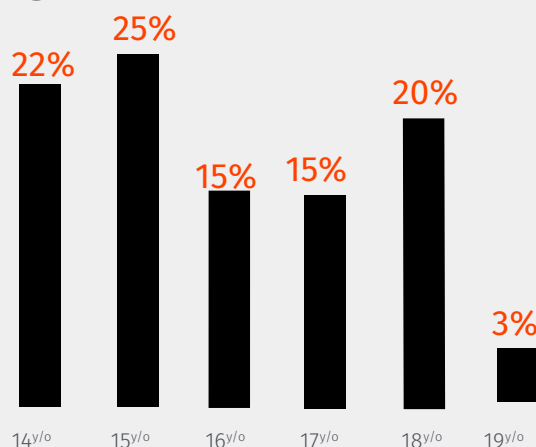


RACE AND ETHNICITY

20% of the individual student sample (N=56) chose two or more categories in this question.



AGE



STUDENT BODY

Urbano's creative placemaking approach through critical pedagogy and studio training works as a catalyst for developing artistic skills central to stimulating students' curiosity for exploring the issues in their communities through art. Urbano's offerings are unique and for the majority of students, our programs represent the only arts or after-school opportunity available for them. Our students go beyond learning studio skills, building a collaborative project with practicing artists and civic leaders to cause a positive impact on their communities.

27% of students did not consider themselves artists prior to their involvement in Urbano programs.

25% of students had no or very few opportunities to express their own voice, beliefs and opinions through art prior to their involvement in Urbano programs.

17% of students did not consider themselves leaders in their community prior to their involvement in Urbano programs.

KEY SUCCESSES FROM URBANO'S FY2017 PROGRAMS

100% of students believe it is possible to make changes in the world using art.

100% of students say Urbano helped them work in a group to accomplish a shared goal.

100% of students say Urbano helped them see a project through from beginning idea to final product.

100% of students say Urbano helped them become more comfortable with taking leadership roles.

98% of students say Urbano helped them express their own voice, beliefs and opinions through art.

96% of students say Urbano helped them receive and offer feedback from and for their peers.

93% of students say Urbano helped them become more familiar with political and social issues that affect their community.



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.

"I wanted to be able to make a personal connection to a project- and I was able to do that this semester."

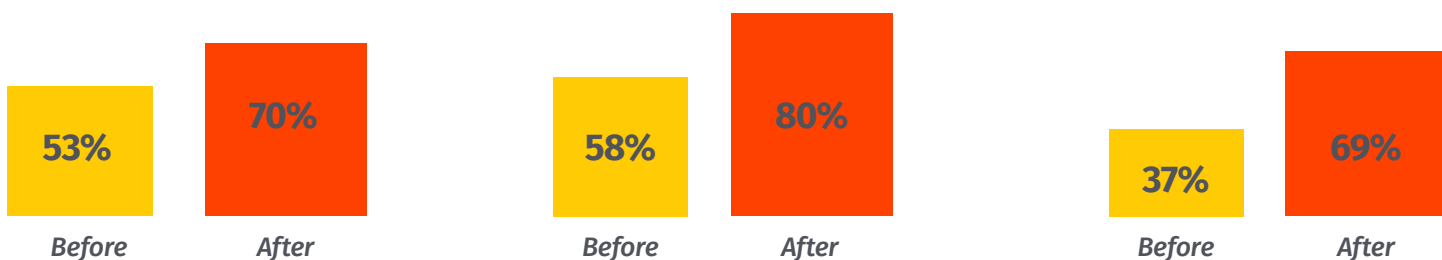
- Youth Artist, Summer 2016

Highlights from Student Pre- and Post- Survey

Fall 2016

Summer 2016

Spring 2017

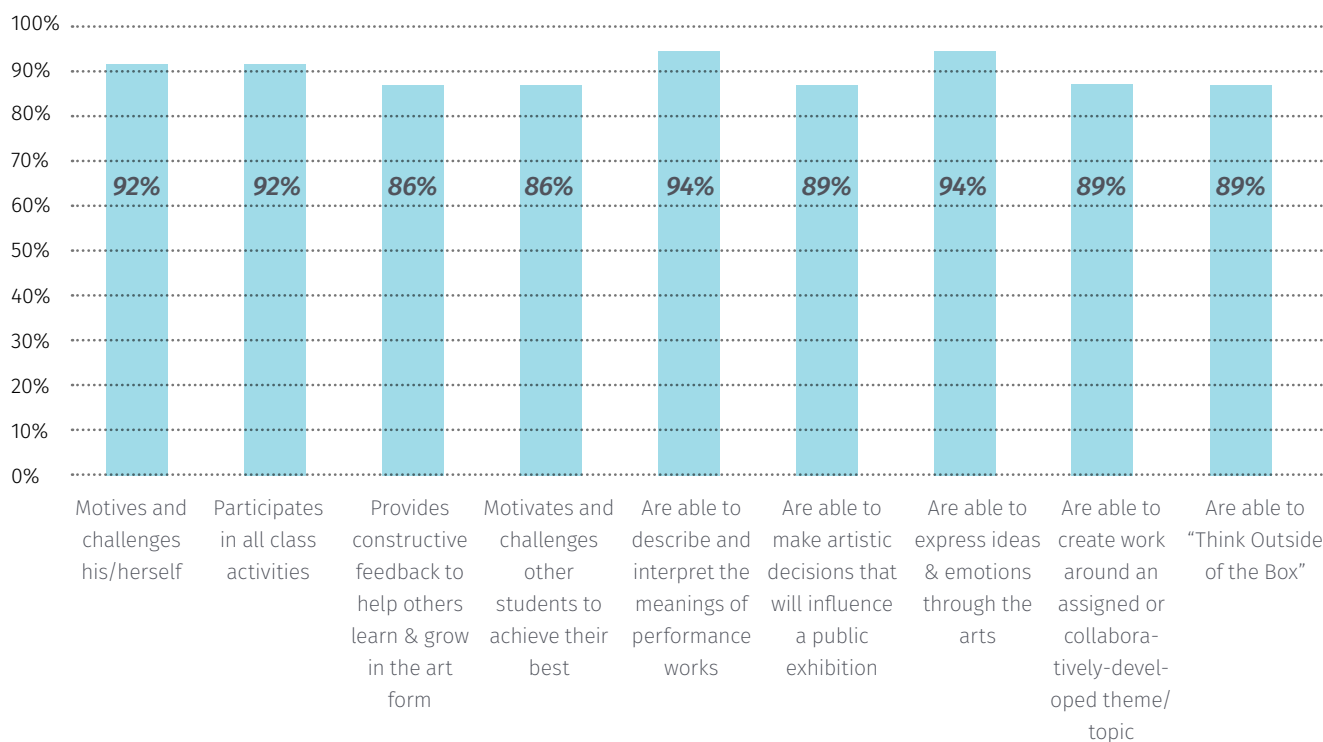


"I definitely consider myself an artist."

"I know quite a small amount/ quite a bit / a lot about contemporary art and artists."

"I have often / I have always had opportunities to express my own voice, beliefs and opinions through art."

Urbano Teaching Artist Evaluation of Student Skills (Summer 2016, Fall 2016, Spring 2017, N=56)





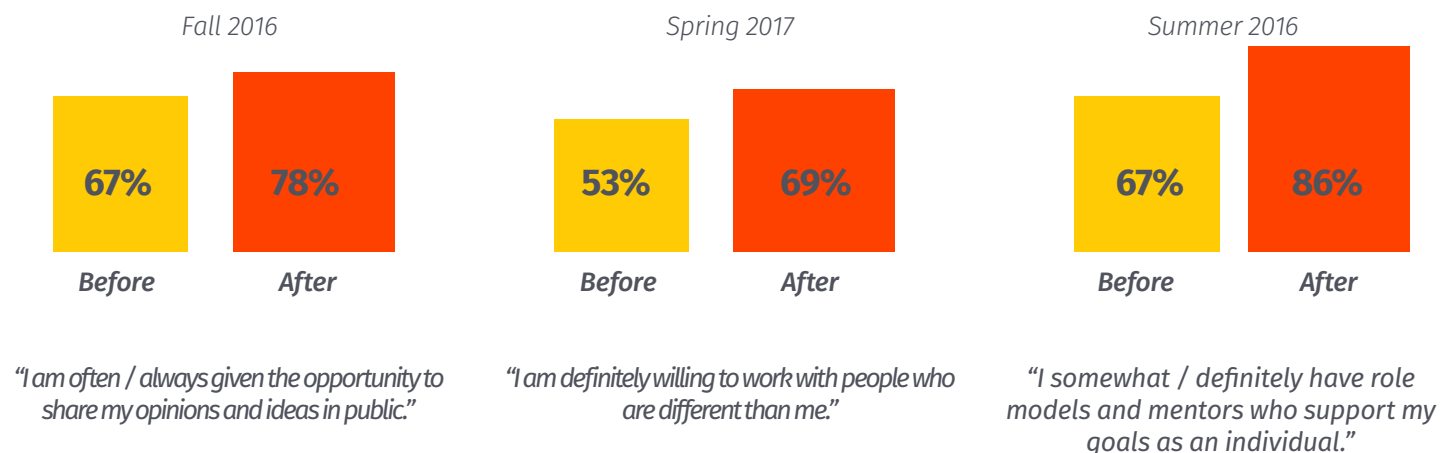
CREATIVE YOUTH DEVELOPMENT

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

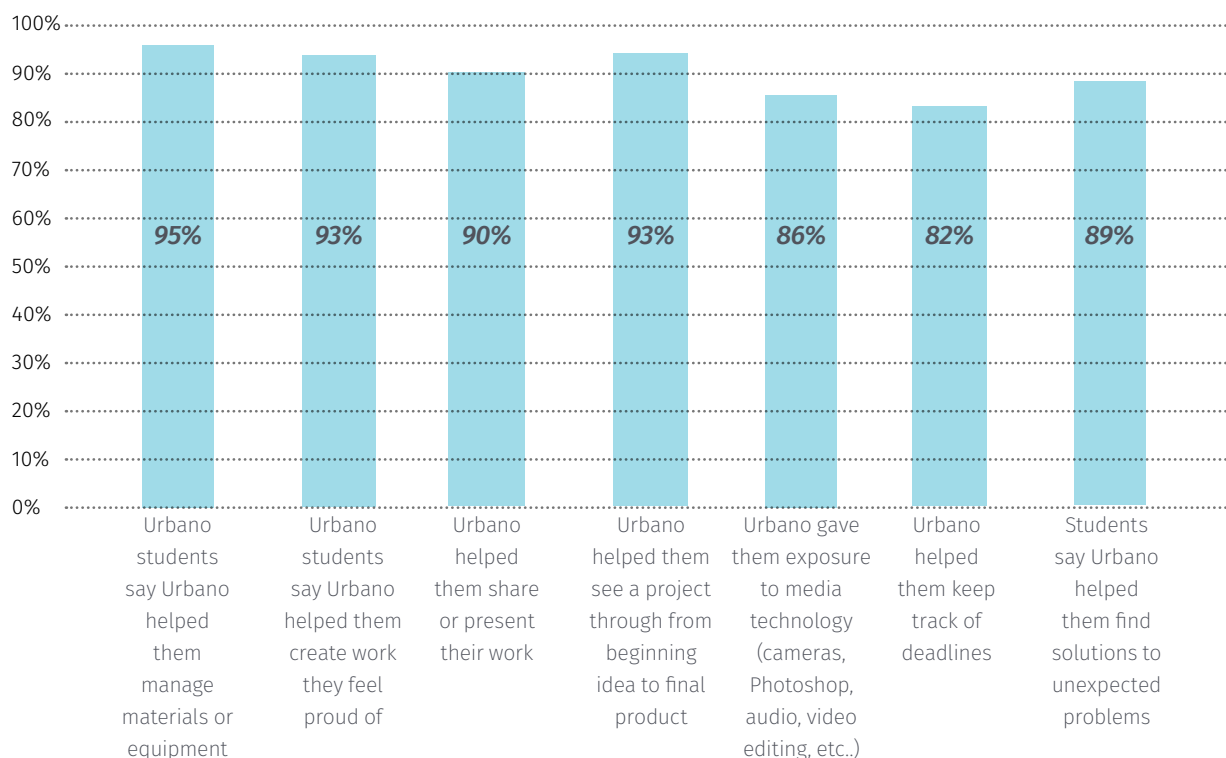
"I feel like I've accomplished every goal I had and learned even more than I thought I would. Most importantly, I've discovered ways to use what I learn in my everyday life."

- Youth Artist, Summer 2016

Highlights from Student Pre- and Post- Survey Results



Students' Self Reported Development Skills while participating in the Urbano Project (Summer 2016, Fall 2016, Spring 2017, N=56)





YOUTH AS ENGAGED CITIZENS

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

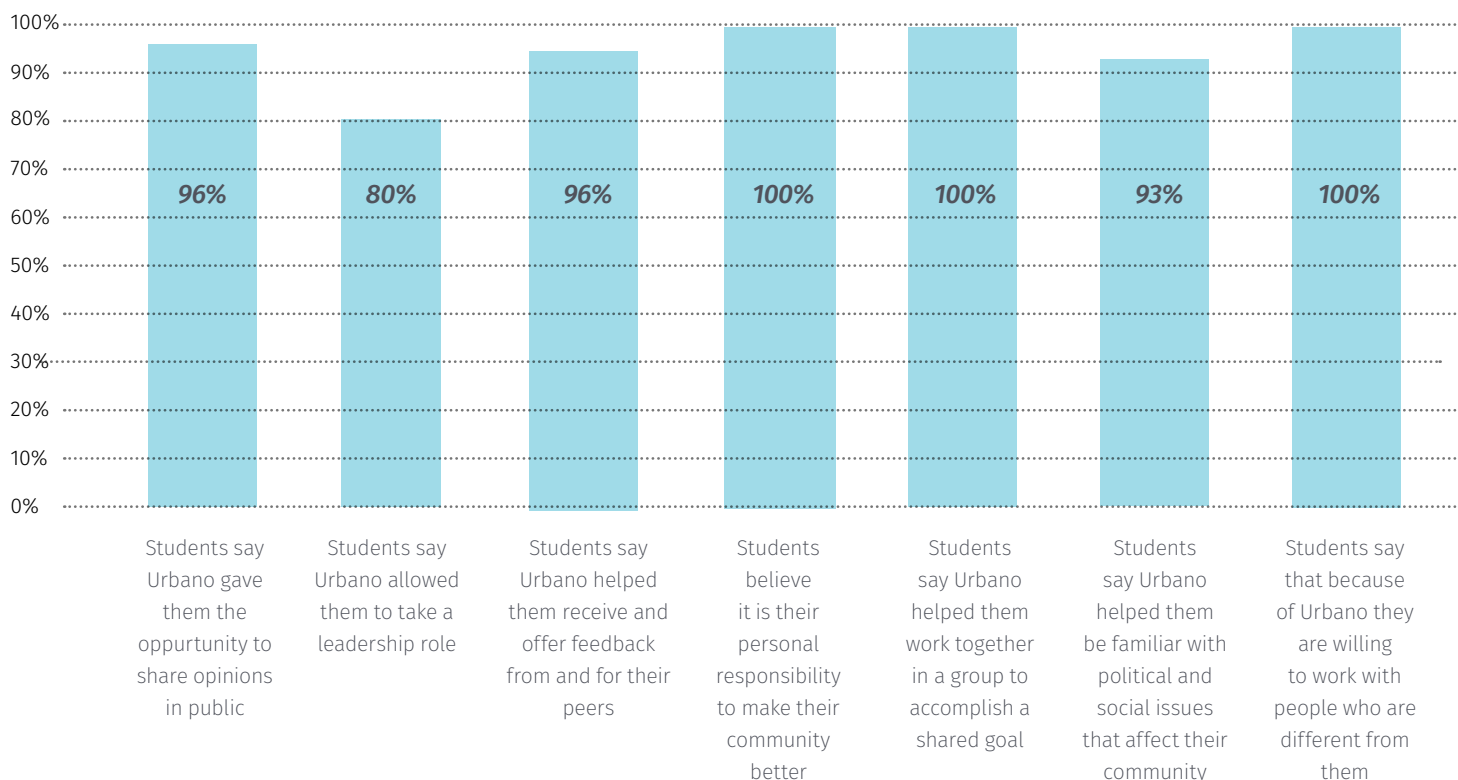
"[Urbano] has given me the leadership skills and showed that it's okay to express myself"

- Youth Artist, Summer 2016

Highlights from Student Pre- and Post- Survey



Students' Self-Reported Civic Engagement Learning While Participating in Urbano Programs (Summer 2016, Fall 2016, Spring 2017, N=56)



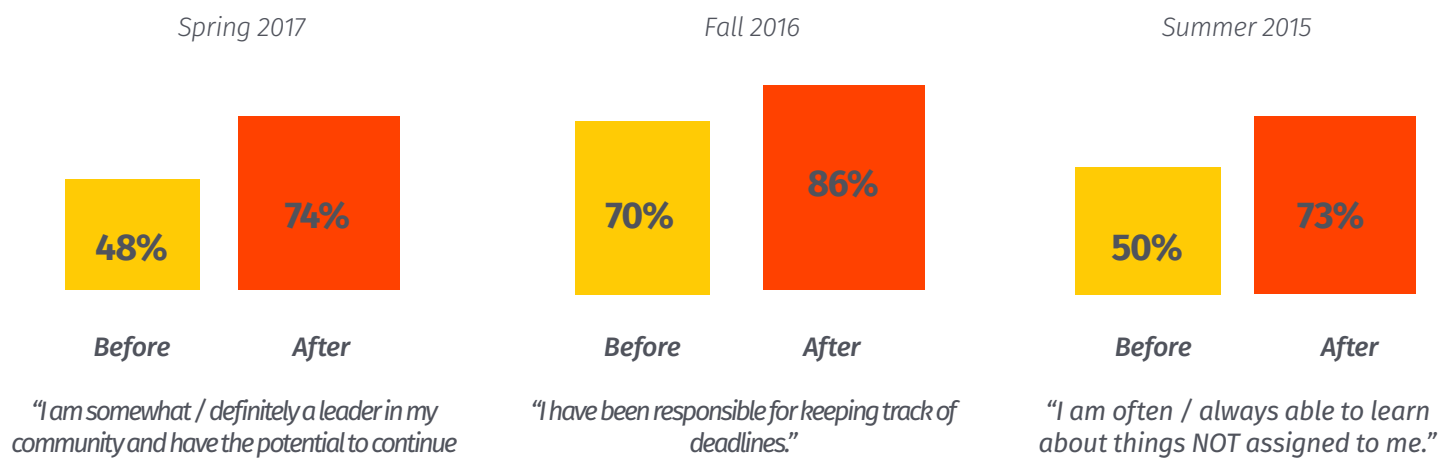


COMMUNITY IMPACT

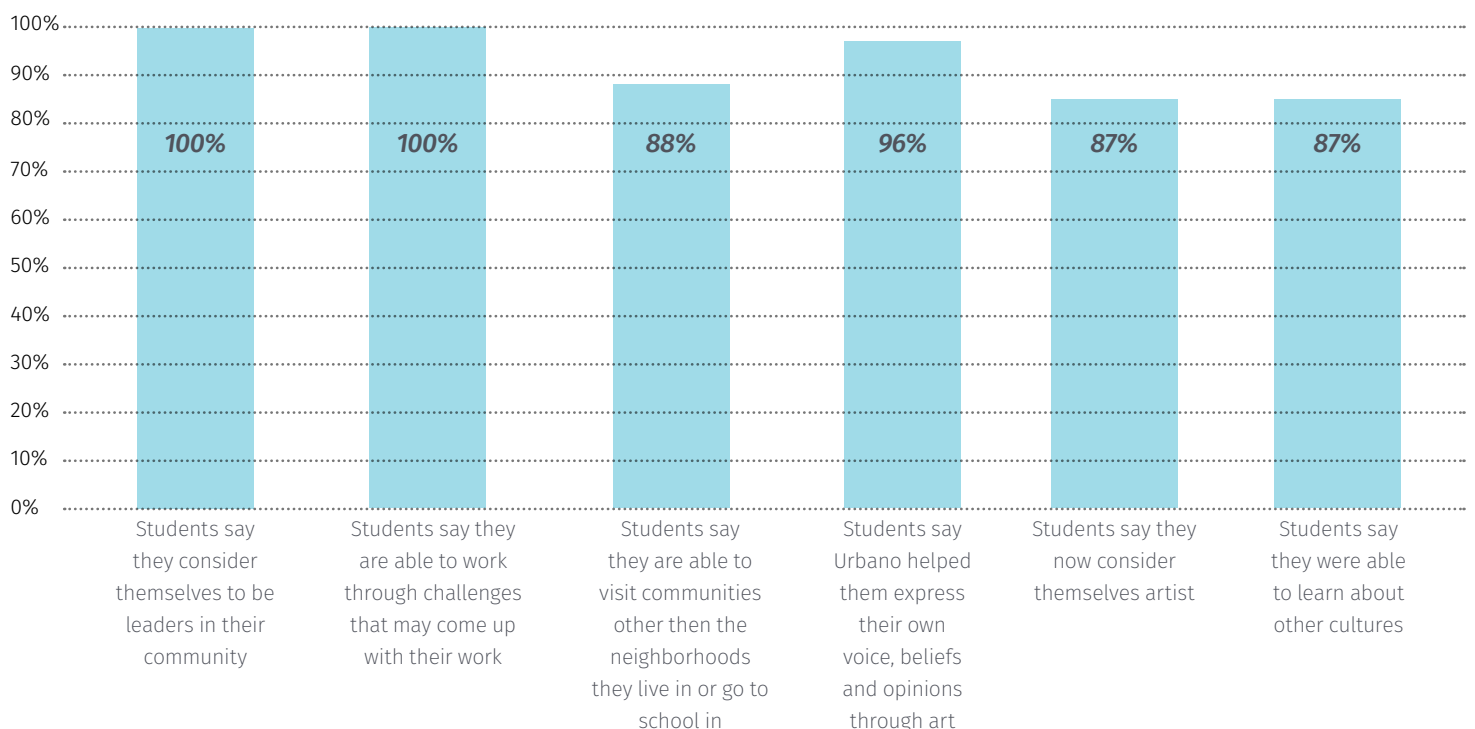
GOAL: Promote civic engagement through participatory and publicly sited works of art that address the major issues of our times, and develop a corps of positively engaged youth who serve as leaders in their communities.



Highlights from Student Pre- and Post- Survey



Students' Self-Reported Perception of Community Impact as a Result of Urbano Programs: Community Building and Connection Making Skills Honed through Urbano (Summer 2016, Fall 2016, Spring 2017, N=56)



Nora 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. She is an Argentine-born 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. Valdez has exhibited her work in a variety of venues in Argentina, Brazil, Peru, Italy, Spain, Germany, Greece, Japan, Canada and the United States. In 1986 she moved to the USA to Boston MA. She has shown her work at the Fuller Museum of Art, the DeCordova Museum, the Artists' Foundation, Mobius, the Harbor Gallery at UMass, the Institute of Contemporary Art, the Boston Center for the Arts, and the Danforth Museum. Valdez moved to Austin, Texas in 1997. She gave classes at the Elisabeth Ney Sculpture Conservatory and the Austin Museum of Art. In 1999 she moved to Jekyll Island, GA where she began developing work in conjunction with the environment. In 2000 she moved back to New England to western Massachusetts where she directed and created numerous public art projects and sculptural installations including the Manhan Rail Trail mural in Easthampton and an installation for Amnesty International in Japan. In 2004 she returned to Boston MA.

Since her days in Zaragoza, Spain in the mid 1980's Valdez has been carving in stone. Much of her work uses limestone although she has created pieces using marble, alabaster and granite. Primarily figurative, Valdez incorporates other visual elements in her work: shapes abstracted from a range of influences, organic to architectural.



Nora Valdez with her mural at the Boylston Public Art Corridor

While her earlier installation work explored the effects of alienation caused by various forms of repression, her stone work seeks to make more subtle comments on these concerns. Her thematic concerns are also reflected in her involvement with the community: doing public art projects and giving workshops at a variety of institutions. Valdez lead the IMMIGRATION NATION project at Urbano Project.

Nora's website: <http://noravaldez.com>

As I reflect over these last four and a half years of personal growth and transformation, I can confidently say Egleston Square has become my second home and Urbano, my second family. The support and resources provided by Urbano and the Egleston community have allowed me to pave a career as a civically engaged artist, an educator, a mentor to Boston youth, as a community organizer. It all started when Urbano's programming was recommended to my mom through Boston Arts Academy. I was unaware that my mom even reached out to my school until my sister smacked me with an Urbano application when I got home that day. I browsed through the Urbano website, pretended to know what social justice meant and went ahead and filled out an application for the upcoming semester. I came into Urbano confident that I had the skills to do the work, but I later learned that Urbano is a place that welcomes youth regardless of their level of artistry.

On my first day at Urbano Project, I was expecting to do a lot of drawing or something traditional like that. Instead, the Teaching Artists asked students to empty out our school bags and lay it all out in front of us. Then we had to use all of our materials to create an installation about who we were. This creative process led to students making themselves vulnerable by revealing all their items with a challenge to tell their story through their belongings. My past experiences as a participating student and collaborator in projects have given me powerful insights into the kinds of supports that are meaningful and valuable for my students at Urbano today. Though I was pushed to apply at first, I CHOSE to stay here the entire semester of Fall 2012. I represented myself, my class, and Urbano at the final exhibition, and I have been coming back every semester since.



Anthony preparing for youth artist open mic

Urbano has opened my eyes and my mind to what can be considered art. Art is more than just drawings and paintings, art can be data visualization, a poetry "music" video, or an open mic, etc. At Urbano, I was taught that art can have a purpose besides being aesthetically pleasing. Teaching artists have taught me how to use power tools, I learned how to use excel for administrative purposes from staff, and they've both trained me to create art that is participatory and requires civic engagement.

I continued to work with Urbano as a student through the summer of 2016 and am presently still an Urbano Fellow. I dropped out of high school in January 2016 and by March I had obtained a GED. I have since become staff and a Teaching Artist at Urbano, as well as co-organized and co-MC'd the Isabella Stewart Gardner Museum's first two teen centered events. Urbano has connected me to so many amazing opportunities. I was able to create an arts experience that embodied some of my greatest memories here at Urbano during my first semester co-teaching here at Urbano. This summer I will be returning as a Teaching Artist with Jessica Fei to finish our class. After participating in the 2017 Critical Participatory Action Research Institute, Jessica and I learned what it took to design a successful CPAR project. We are hoping to create a Participatory Action Research project with our students now that we've laid the foundation this past spring semester. Urbano has been the backdrop as I've furthered my education and sharpened my skills, learning to conduct interviews to organizing successful public events, are skills I picked up during my Urbano experience.

Cinema Tech 1.0: Space, Light, and Sound

Teaching Artist: Darren Alexander Cole
Teaching Assistant: Serena Allegro

This course explored “the other” via space, light, and sound. Using technology, media, and research, students develop strategies to engage society as civic futurist designers that want to market positive change locally and globally. The teaching artist worked with the students to develop an overarching project that allows for the different areas of research presented by the students. Students learned how to use time-based media, hardware, software, data, montage, and assemblage. Moreover, students gained practical skills in video production. Visiting professionals also provided workshops to students on a range of skills related to the creative process in time-based



Youth artists filming for hologram.



Youth Artist Exploring Photography

Through the Lens of Resistance: Youth Activism and Media

Teaching Artist: Aly Kreikemeier
Teaching Assistant: Serena Allegro

Mass media more often than not misrepresents communities in a way that perpetuates inequality and negative stereotypes. This class developed critical media literacy through learning about how media operates, the role that media plays in inequality, and gaining the skills for students to produce their own media that talks back to dominant representations. We worked together as researcher-artists to produce our own stories and to develop the skills and tools to challenge stereotypes in the mass media. We worked with photography, interviews, digital media and story and have the opportunity to publish a website, visual story or written paper about our experiences in conjunction with the Harvard Graduate School of Education.

Intersections

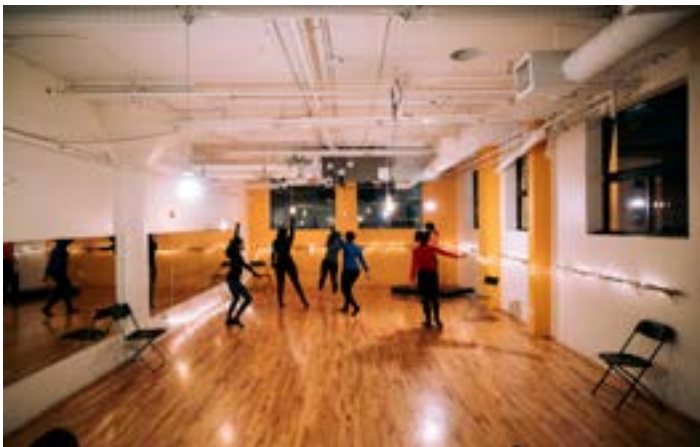
Teaching Artist: Sara Rivera

Teaching Assistant: Faizal Westcott

Intersections was a public art project that aimed to open a portal for change. In her recent practice, Sara Rivera has been documenting and researching Boston construction zones, particularly contentious high-rises, in an attempt to understand some of Boston's changing social demographics. This project was built on that process; Urbano youth artists reflected on urban displacement as a type of upheaval affecting Egleston, and addressed how the process of gentrification gradually "others" people within their own communities. This project utilized collaborative poetry and mobile, modular sculpture in site-specific performance and intervention.



Teaching Artist Sara Rivera with students.



Youth Artists preparing for final exhibition

The Imagined City: Exploring Prescribed Identity Through Dance and Performance

Teaching Artist: Mary Teuscher

Teaching Assistant: Arianna Ortiz

The Imagined City: How do social walls prevent different communities from knowing one another as individuals? How is the performance of identity both choreographed and innate? Which identities are prescribed by society and which identities are a choice? This project employed the mediums of dance, choreography, creative writing and performance art to explore collective notions of "the other" in the Egleston and Jackson Square communities. The class performed to audience members reading text inside and outside the YMCA during Egleston Square's 2016 Winter Festival.



Youth Artists creating a suitcase

Immigration Nation

Teaching Artist: Nora Valdez

Immigration Nation was a community art project created in collaboration with community members and artists that used suitcases as a vehicle to tell the story of individual immigrant journeys. Each suitcase was transformed into a work of art that celebrates these individual stories and represents a collective experience of folks living and working in the United States. In this project, suitcases were transformed into original works of art using collage, painting, sculpture and installation as a method of understanding their own stories and relationships to immigration. This project affirmed that this is a nation made of and by immigrants and celebrates the diversity that makes this country great.

Artivism in Egleston

Teaching Artists: Jessica Fei and Anthony Pena

Through Artivism in Egleston, Urbano youth collaborate with local community members to produce art inspired by shared goals of justice. Over the course of two semesters, our class practices a variety of different art forms, learns activist strategies, and gains skills in research. In the first semester of the class, completed in spring 2017, students learned about the history of Egleston Square and collaborated with the Design Studio 4 social Intervention to create a Social Emergency Response Center focused on locally relevant themes.



Youth Artist map Egleston Square

The Urbano Fellows, in collaboration with lead artist Salvador Jiménez-Flores developed an interactive, multi-purpose, movable sculpture. This wood sculpture was designed to be easily modified and reflect the Urbano Gallery space in its white surface that resembles canvas. This multi-purpose sculpture engaged the community through performance, social interventions and youth-led workshops.

"We split up into different groups in order to maximize the amount of productivity, creating first a list of what needed to be done, what materials were to be brought, and who was doing what (this process was also posted that day on Slack by me). Fellows either packed the materials we needed and materials from inside the sculpture into boxes, helped to remove the roof of the sculpture in order for it to be transported outside of the building, or worked on the questions in which we would engage the public with through either audio or paper questionnaires which people could choose to respond on. It was pretty easy to come up with questions that engaged the public based on the Nomadic Sculpture of home and how it shapes a person's identity. My sister, Safiyyah, Eucaris, and I came up with the questions together and Eucaris and Salvador helped translate them into Spanish. We successfully packed everything up into boxes that we needed to bring, got the roof off, and had the questions ready for the intervention. I think that this process went quite smoothly and easy because we all worked together to get it done."

-Sarauniya Johnson, Fellow '16



Fellows at Kendall Square intervention with Nomadic Civic Sculpture

Nomadic Civic Sculpture | Nomadic Home

Nomadic Civic Sculpture was a project that continued the work started with the Fellows in the Spring of 2016. For Summer, 2016 Urbano Fellows worked towards redesigning the structure to fit the agreed public intervention. The multi-purpose Nomadic Civic Sculpture, was an interactive and adaptable mobile sculpture used to engage local residents through public interventions and youth-led workshops. In each iteration, the project allowed us to share art, stories, observations and research within Boston.



Nomadic Civic Sculpture | The Black & Brown Gallery

Since the Spring of 2016, the Nomadic Sculpture has been transformed into three different facets around the theme of The Commons | The Other. This semester, the Urbano Fellows redesigned the Nomadic Civic Sculpture into the Black & Brown Gallery, an exhibition space that celebrates black and brown art and provides a platform for marginalized youth of color to showcase their artwork. Additionally, the fellows led free printmaking workshops, providing the public with an outlet to create their own art and then display it in our nomadic Black & Brown Gallery.

Nomadic Civic Sculpture 4.0

Nomadic Civic Sculpture 4.0 was a multi-media mural that captures the history, essence and current struggles of Egleston communities. The exterior walls of the sculpture illustrate a mural depicting concerns of gentrification and displacement. Inside, we displayed recent films Urbano has made about similar issues and showcasing personal anecdotes from community members through audio pieces. This overall piece represented the seen and unseen aspects of Egleston.

Nomadic Civic Sculpture 4.0 introduced Egleston, it's communities and pressing regional concerns, to other parts of Boston, as well as act as an opportunity to bring people from the neighborhood together. Bringing the Nomadic Civic Sculpture to Somerville, Roxbury, and Cambridge ensured the voices of an often unheard community be recognized by the larger Boston Audience.



Urbano Project and Egleston Square Main Street partnered to produce Egleston's second annual Winter Festival; a Christmas tree lighting and arts festival on Saturday, December 10th, 2016 from 4:30 - 6:30 in Egleston Square. Urbano students led by their teaching artists presented new art work alongside a tree lighting by Mayor Marty Walsh just after sundown followed by live music performances. The inter-generational community festival featured the traditional "lighting of the tree" and was also the culmination of Urbano's spring semester and its ongoing creative engagement with the Egleston Square community.



The 2016 Egleston Winter Festival featured art installations, exhibitions and performances by Urbano's Youth Artists including: public installations, projected photographs, mobile gallery paired with printmaking station, readings and public performances. Based on the success of the Egleston Winter Festivals, Urbano looks forward to continuing the annual neighborhood tradition.



"One of our goals at Urbano is to create social change through the arts, using the development of artistic mastery and place-based education to build skills that will empower our students to actually transform their communities in a positive way," says Urbano's Executive Director, Stella Aguirre McGregor. "I can think of no better opportunity for our students than to be able to share some of the fruits of our most recent project, The Commons, with the neighborhood that inspired it."





4:30 PM The Imagined City, Dance Performance, YMCA (3134 Washington Street, Jamaica Plain, MA)

The dances culminate in an invented space, The Imagined City, a place where people who are considered to be the “others” by society become more empowered while simultaneously building a strong community.

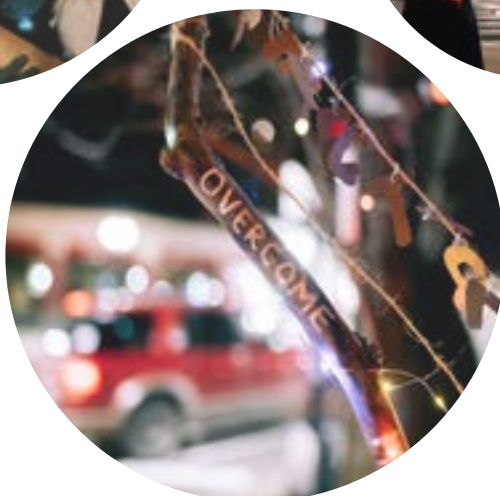
5:00 PM Urbano Fellows, Nomadic Civic Sculpture: Black & Brown Gallery and screen printing, Egleston Square Peace Garden (3131 Washington Street, Jamaica Plain, MA)

Fellows created a call for art and curated a show with the submissions. Alongside the exhibition, Fellows led printmaking using linoleum with Salvador’s tortilla press as well as teaching screen printing with their own designs.

5:50 PM TREE LIGHTING BY MAYOR MARTY WALSH WITH LIVE MUSIC PERFORMANCES
Egleston Square Peace Garden
3134 Washington Street
Jamaica Plain, MA

6:00 PM Intersections, Installation & Poetry, Stonehenge (3063 Washington Street, Jamaica Plain)

Intersections is a site-specific installation of sculpture, light, and text, as well as a printed chapbook of text and projected street photography. Viewers encounter and interact with a pathway that contains the text of a collaborative poem.





Who is My Neighbor?

Artist: *Darren Alexander Cole*

7/28/16 - 10/1/16

Cole's solo exhibition featured an interactive multi-media installation (projection, sound, and video) to explore issues of community transparency in the context of Boston's Egleston Square. Who is my neighbor? interacted with the neighborhood's relationship to public space, light, and sound, to connect place, community awareness, and a moment in time. Driven by Cole's belief that communities can grow when important matters are transparent, his installation enabled viewers to see themselves in terms of common interests and constructive dialogues.

Immigration Nation

Artist: *Nora Valdez*

5/24/17 - 8/5/17

From March to May, Nora Valdez held workshops where community members, young and old, were invited to create their own suitcase, showing his/her own immigration story. Workshops were held at Urbano Project, Boston Evening Academy in Roxbury, The Woods Mullen Homeless Shelter in Dorchester, Fenway High School, and her own studio. Over 400 Suitcases were produced, they were painted on, some on the outside some also on the inside, and showcase words, maps, patches, flags, and other graphics. Further, participants were encouraged to interview family members, use travel documents, and assemble the story of their family's journey to America.

Further, Immigration Nation also featured a series of 100 photographic portraits of local immigrants shot by Faizal Westcott.

Valdez worked with dozens of first and second generation immigrants from countries including The Dominican Republic, Vietnam, China, The Philippines, Puerto Rico, Poland, Palestine, Germany, Iran, Colombia, India, Jamaica, Trinidad, Venezuela, Chile, Honduras, El Salvador, Argentina, Greece, France, Spain, Brazil, Cuba, Italy, Japan, Kenya, Scotland, Ireland, Mexico, England, Peru, Bolivia and Israel.

"This project," shares Valdez, "is to show that this nation is made mostly by immigrants, and for us to feel proud of where we come from and to celebrate the diversity that makes this country great."



Librería Donceles

Artist: Pablo Helguera

1/13/17 - 4/22/17

Librería Donceles a socially engaged art project consisting of an itinerant bookstore of more than 10,000 Spanish language used books. The participatory art installation became a meeting place for the community, hosting a series of bilingual salon-like gatherings for conversations, performances and workshops designed to encourage cultural understanding, tolerance, and social activism. Created by New York-based artist and educator Pablo Helguera out of a desire to address the lack of literary outlets that serve the growing Hispanic and Latino communities in the United States. The installation premiered in Brooklyn, NY in 2013 and has since traveled to Phoenix, San Francisco, Seattle, Chicago, and Indianapolis. Boston was the bookstore's last stop! Librería Donceles has been the sole Spanish-language bookstore in every city it has occupied. There are millions of Spanish speakers in the US and yet a scarcity of books in Spanish. His work as an educator has usually intersected his interest as an artist, making his work often reflects on issues of interpretation, dialogue, and the role of contemporary culture in a global reality. "Librería Donceles is a project that seeks to respond to two important phenomena in the urban landscape of the US: the phasing out of the bookstore and the invisibility of the Spanish language" says artist Pablo Helguera.



Noche de Homenaje a Julia de Burgos - Julia de Burgos is the National Poet of Puerto Rico. This evening partnered poet Glaisma Perez Silva and guitarist Gian Carlo Buscaglia in honoring Julia's poetry on her birthday. Hosted by Center Without Walls and Luis Cotto.

Noche de Nueva Canción - Puerto Rican Singer Songwriter Fernandito Ferrer took us through Latin America as we learned about the Latin American New Song movement which was the cornerstone of the region's protest music of the era. Hosted by Center Without Walls and Luis Cotto.

"Little Voices, Big Change" - Storytime with WEE THE PEOPLE for kids ages 4-7 explored activism and social justice movements using books, puppetry, games, music and art. WEE THE PEOPLE is dedicated to inspiring children to discover the power of their own voices, explore the tradition of protest and empower parents to start conversations about race, class and difference with age-appropriate tools and vocabulary through innovative, kid-focused programming.

Bilingual StorySlam -- Immigrant Stories of Work & Labor. Join Andrea Atkinson and other regional storytellers for narratives of work, labor and the immigrant experience. This program is bilingual and participatory, welcoming stories from our guests. Hosted by One Square World in celebration of Suzanne Skees' My Job: People at Work Around the World.

Artist Talk -- Raúl Gonzalez III - During this artist talk, Raúl will discuss how he became an artist and his process for creating characters for the books he co-creates and illustrates.

Screen Printing with AS220 - Using silkscreens and linoleum printing techniques, we explored ways in which we relate to words and create A3 size prints. The workshop will bring Hernan Jourdan and Shey Rivera from AS220, an artist-run organization in Providence (RI) committed to providing uncensored and unjuried forums for the arts.

Marjorie Agosín Artist Talk and Reading - Visiting Artist Marjorie Agosín is a poet, human rights activist and literary critic. her work inspired by the theme of social justice and the pursuit of remembrance and the memorialization of traumatic historical events both in the Americas and in Europe.

RESISTIOKE! - Sing together, resist fear, welcome all - Resistioke! is live-band, group karaoke with a twist: We'll be singing (with you!) pop tunes that build community and respond to our politically divisive times. Songs in English and Spanish.

Grubb Street Writers of Color Meeting

Book Arts & Alteration in the Age of Omission - Join Sara Rivera and Denise Delgado for a book arts workshop within Librería Donceles. They have set aside texts from the collection and will lead participants through an interference with these books, changing them linguistically, narratively and physically as a way to experiment with ideas and materiality.

The Table: The Welcome Project - Red Sage Stories, directed by Melissa Nussbaum Freeman presents a multi-disciplinary performance that uses social engagement to invite community members to take a literal seat at a table – to sip on tea, enjoy a special treat and, in exchange, share their story related to being welcomed. These stories are then performed by the ensemble, in the hopes of facilitating the experience of both welcoming and being welcomed in the face of rampant racism and xenophobia in our current cultural and political climate.



- Visit from European Delegates: **8/10/16**
- Notes from the Field: Doing Time in Education, Fellows invited to participate in conversation after - this play @ the American Repertory Theater, Created, written, and performed by Anna Deavere Smith
- Tania Bruguera visit Urbano Fellows: **10/21/16**
- Lens of Resistance class at Lead not Follow Conference
- Fellows take codesign class @ MIT
- Ulab, from Univision, hosts a conversation on immigration: **5/18/17**
- Fellows at the Listening to the City Conference: **5/26/17**
- Immigration Nation at the Brewery Bash: **6/17/17**
- Fellows at How to Fix the World Festival, Somerville: **6/18/17**
- Stella Awarded 2017 Community Builder Award by Egleston Main Streets



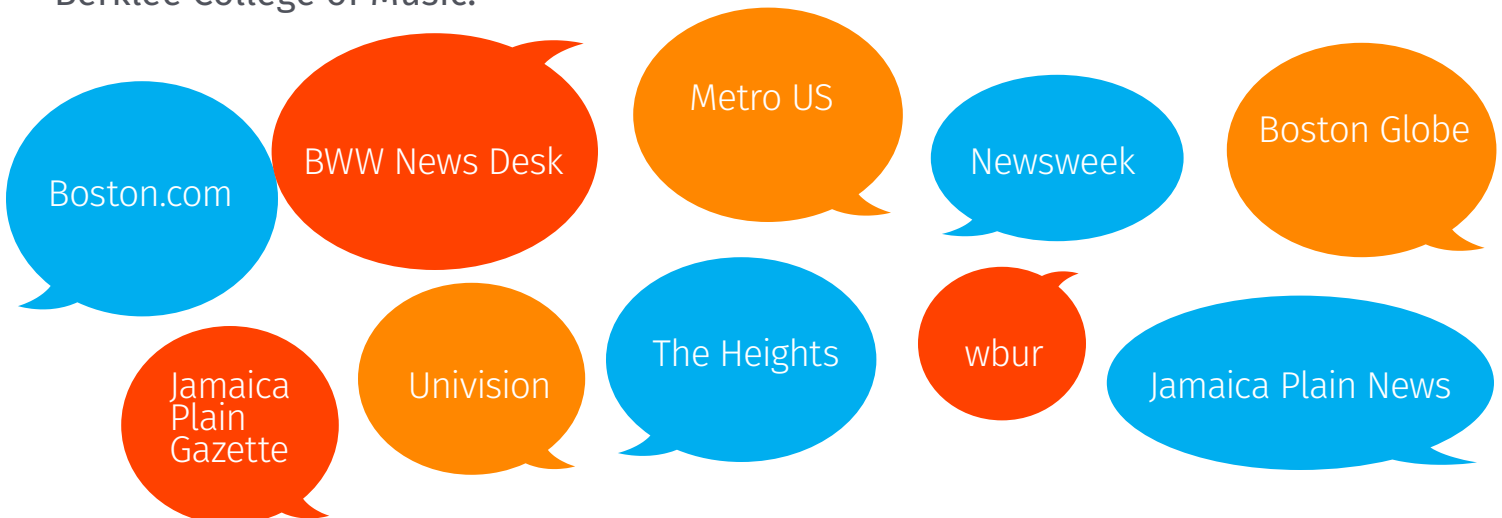


Urbano Project redoubled its outreach efforts in FY2017 to better engage both community collaborators and prospective youth artists. In addition to conventional outreach such as email newsletters and local press engagement, Urbano Project expanded its digital efforts with coordinated social media campaigns to include Facebook, Instagram, and Twitter.

Throughout this year, Urbano is proud of the exhibition series that we have been able to share with the community:

Pablo Helguera's 'Libreria Donceles' during our spring 2017 semester, has been acknowledged by various press such as, ArtfixDaily, The Bay State Banner, The Boston Globe, WBUR and over 20 articles and mentions.

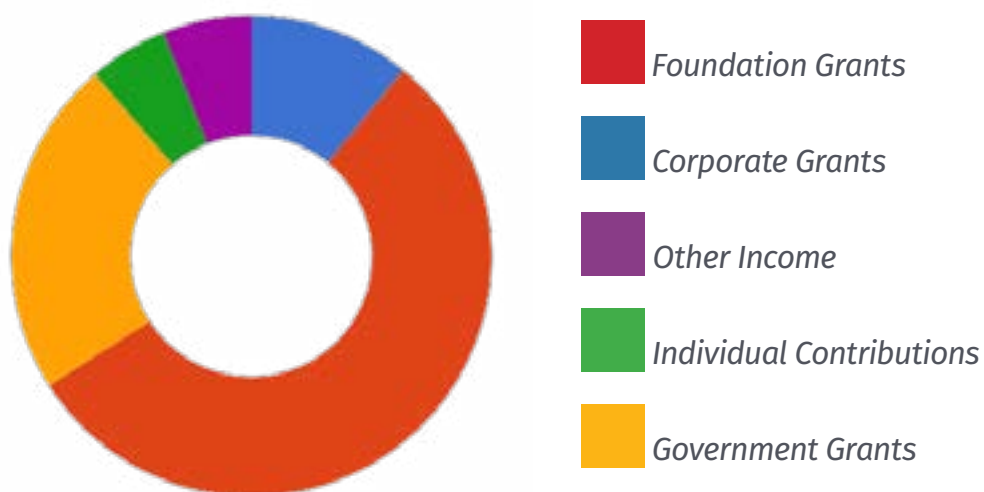
Our current installation 'Immigration Nation' was featured on Fox 25 and in other news outlets such as The Boston Globe and the Jamaica Plain News. Along with this project Univision's Ulab hosted a conversation on Immigration in connection with immigrant artists from Berklee College of Music.





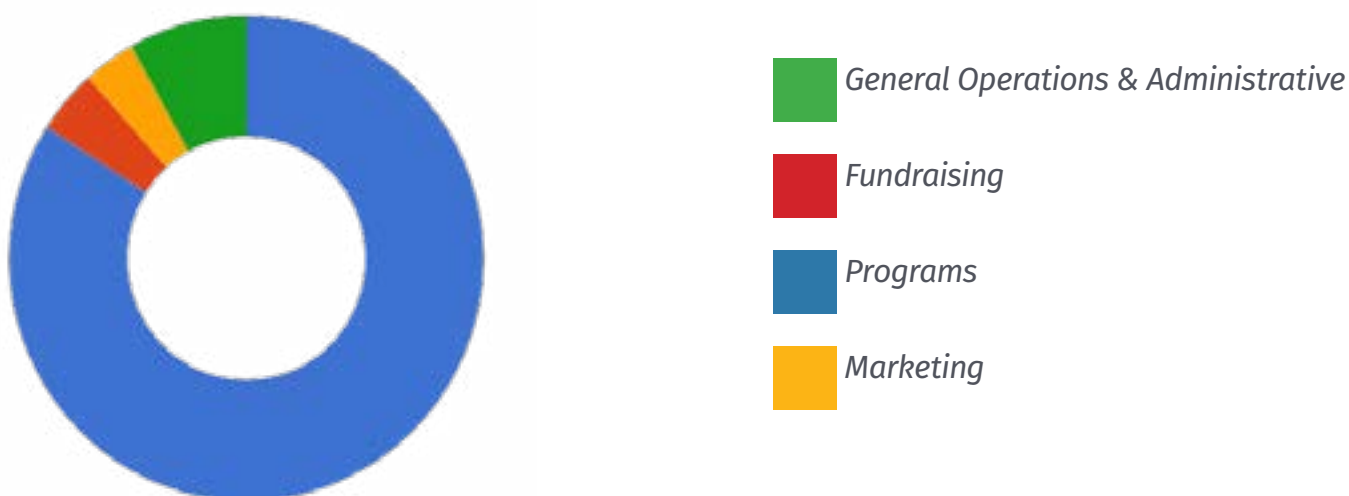
Income

Corporate Grants	\$35,000
Foundation Grants	\$176,750
Government Grants	\$73,015
Individual Contributions	\$17,153
Other Income	\$19,096
Total Income	\$321,014



Expenses

General Operations & Administrative	\$ 29,514.15
Fundraising	\$ 15,681.88
Programs	\$ 308,170.32
Marketing	\$ 13,090.84
Total Expenses	\$ 366,457.19



Urbano Project believes in self-reflection, self-assessment, and self-improvement. Based on conversations with our teaching artists, youth artists, community, board members, and staff, we have identified the following areas for improvement:

- Increase social media presence, both in quality and consistency of posting. Taking advantage of our current followings on Twitter, Facebook, and Instagram.
- Increase enrollment and retention, in the face of competing youth employment opportunities
- Enhance interview and vetting process for youth artists
- Improve systems of communication and identify clear staff roles, responsibilities and management
- Capitalize on the momentum and attention rendered by Pablo Helguera's exhibition
- Continue to develop bilingual programming and capitalize on our Spanish-speaking community
- Manage expectations of community partnerships with NEFA-funded projects
- Prioritize studio cleanliness and order
- Maintain transparency and solid relationships with new and existing youth artists during periods of staff or programmatic transition



Student's presenting at final exhibition



"Urbano is a place where you are welcome to become part of the family since people are always there to support you."

- Youth Artist Summer 2016

"The art or project that Urbano has each session is a voice to speak up everything that normally people don't have a heart to speak [about]."

-Youth Artist Summer 2016

"As a place they'll feel welcome, a place to learn comfortably and a place where your opinion and ideas are always taken in consideration. Urbano feels like family after you became close to everyone around. You would want to come back if you really appreciate what you do there and the people you meet."

-Youth Artist Summer 2016

"We have been bringing art to our community for everyone to see not just for a certain group of people."

-Youth artist Fall 2016

"Urbano is where everyone's thoughts, ideas, opinions, and craziness are accepted and listen to."

-Youth Artist Summer 2016

"Urbano help me speak up. I was a shy person I felt insecure about my English skills, but talking to people at urbano and doing presentations or just speaking in front of people at urbano has give courage and I'm not a quiet person anymore I speak for myself."

-Youth Artist Summer 2016



Goals & Areas of Impact

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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

Program curricula include activities related to contemporary arts & the impact of art on social change.

Program curricula incorporate place-based participatory art-making opportunities for artistic expression & artistic critique.

Program activities include collaborative interactions between youth, professional artists, and community development/arts organizations.



MASSACHUSETTS ARTS CURRICULUM STANDARDS ALIGNED WITH GOALS

- PreK-12 standards 1-10 for Visual Arts
- PreK-12 standards 1-10 for Theater Connections Strand
- Visual Arts Standards 1.9,1.13,2.16, 2.17, 3.9, 4.9, 4.10,4.12,4.16, Connections Strand
- Theater Standards Connections Strand 3.8,4.14,4.15,4.17,1.14
- Music Standards 3.11, 1.10,1.15,5.13,4.8

CREATIVE YOUTH DEVELOPMENT

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



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.

Urbano programming provides college readiness advising within and outside of the arts.



- Visual Arts Standards 1.17,5.13, 5.8, 5.10,2.17
- Connections Strand
- Theater Standards 1.17,5.13,5.14,5.15
- Connections Strand
- Music Standards 1.10, 1.15,3.13,4.8,4.11,5.13
- Connections Strand

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.



Class activities provide ways for youth to become active cultural agents and contribute to their communities.

Programs provide opportunities for teens to engage in projects throughout Boston.



- Theater Standards 1.17
- Connections Strand
- Visual Arts Standards 1.17,5.13, 5.8, 5.10,2.17
- Connections Strand
- Music Standards 5.14, 5.16
- Connections Strand

COMMUNITY IMPACT

Promote civic engagement through participatory & 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.



Exhibitions and events at Urbano showcase youth perspectives and diverse points of view from artists, educators and community leaders.

Urbano employs practicing artists who are interested in social-justice oriented participatory art-making.

Programs and events enable interaction between artists, students and community.



- Visual Arts Standards 1.17,5.13,5.8,5.10,2.17
- Connections Strand
- Theater Standards 1.17
- Connections Strand
- Music Standards 3.11, 4.14,5.12
- Connections Strand



VISUAL ARTS

The PreK-12 Learning Standards

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, theater, 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.

THEATER

The PreK-12 Learning Standards

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 theater. 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 theater 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, theater, 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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MUSIC

The PreK-12 Learning Standards

1. Singing. Students will sing, alone and with others, a varied repertoire of music.
2. Reading and Notation. Students will read music written in standard notation.
3. Playing Instruments. Students will play instruments, alone and with others, to perform a varied repertoire of music.
4. Improvisation and Composition. Students will improvise, compose, and arrange music.
5. Critical Response. Students will describe and analyze their own music and the music of others using appropriate music 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, theater, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.
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AFTER-SCHOOL PROGRAMS EVALUATION 2016

Evaluation tools

We have used entry and exit surveys for students to measure student’s demographic composition, as well as 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 survey focuses on artistic and youth development.

Data sample

This evaluation report looks at student demographics from the entry surveys for the programs offered by Urbano in FY2016 (summer 2015, Fall 2015, Spring 2016). The report also looks at learning outcomes based on student exit surveys fand teacher assessments of students in FY2016.

Urbano is a place where you are welcome to become part of the family since people are always there to support you."

- Youth Artist, Summer 2016