



**VOICES
UNBROKEN**

2013 PROGRAM REPORT

Voices UnBroken
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MISSION

Voices UnBroken is dedicated to providing under-heard members of the community—primarily youth, ages 12-24—with the tools and opportunity for creative self-expression. Through high quality creative writing workshops in juvenile justice facilities, group homes, residential treatment facilities, jails, and various other alternative and transitional settings, Voices UnBroken nurtures the inherent need in all people to tell their stories and be heard. It is our belief that this telling of stories and sharing of dreams leads to individual and community growth.

OVERVIEW

Voices UnBroken's workshops take place in highly transitional setting that are often times not conducive to programming. As an organization that was founded on Rikers Island and centers its efforts on working to support young people in crisis, we have designed programming that is flexible enough to work around the challenging limitations and restrictions that are fundamental to the facilities in which we work. Voices UnBroken's longevity in the facilities where our workshops take place is unique, and a testament to the quality and impact of our programming.

As you will read in this report, 2013 has been a year of transition and expansion for the Voices UnBroken; the organization has continued to grow and enforce documentation that builds upon what we strive to achieve in our workshops, thus improving the kind of programming we offered to 725 young people, approximately 17% more than the 619 young people who participated in Voices UnBroken workshops in 2012. In order to support this expansion in services and fulfill Voices UnBroken's commitment to bringing the highest quality creative experience to the youth we serve, we have worked hard to strengthen our organizational capacity.

Throughout 2013, we have worked diligently, through staff trainings, consistent supervision, and sharing of resources and experiences to ensure that our Teaching Artists/Workshop Facilitators have the resources and support they need. In turn, our Teaching Artists/Workshop Facilitators support the young people who participate in Voices UnBroken workshops as they engage in creative exploration, goal setting, practical learning and ... having fun. Given the nature of the facilities where work and the adverse conditions that surround our workshops, the need for positive youth development services - and opportunities for the young people we work with to simply have fun - cannot be overstated.

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VOICES UNBROKEN'S PROGRAMS

VOICES BEYOND BARS

Voices UnBroken's first workshop was held at the high school for adolescent girls on Rikers Island, and we have maintained a commitment to serving young people who are in the juvenile and adult justice systems, even as we have expanded to serve others. Voices Beyond Bars workshops give young people who are incarcerated/detained new tools for coping with stress; moving past trauma; and learning to take responsibility for their actions and emotions. As with all Voices UnBroken workshops, participants improve their ability to speak in public, practice creative self-reflection, interpret challenges with a positive mindset, develop a hopeful future outlook, gain a willingness to engage in other essential services (counseling, re-entry, education, etc.), and increase confidence in their voice as a vehicle for change both in their lives and in the communities they come from and/or will return to upon release.

During 2013, Voices UnBroken's workshops for youth in the juvenile and adult justice systems expanded by approximately 20%. 484 (78%) of the young people who participated in Voices UnBroken workshops in 2012 were in the juvenile or adult justice system in 2012. And in 2013, 590 (81%) of the young people who participated in Voices UnBroken workshops were in the juvenile or adult justice system.

EAST RIVER ACADEMY HIGH SCHOOL @ THE ROBERT N. DAVOREN COMPLEX (Rikers Island) PARTNERSHIP FOR AFTERSCHOOL ARTS PROGRAMMING EXPANSION

In November of 2013, Voices UnBroken developed a formal, fee-for-service partnership with East River Academy High School at the Robert N. Davoren Complex on Rikers Island. This partnership is making Voices UnBroken workshops accessible to ERA @ RNDC students during their newly created, structured, arts-based afterschool program. Voices UnBroken honored to be among the few exceptional arts and youth development organizations that were invited to offer workshops to ERA @ RNDC students. Workshops meet twice a week for two hours, per session (this is an increase from the twice weekly, 90-minute sessions we had been offering at RNDC). This exciting partnership launched in December 2013 and will run throughout the remainder of the school year (ending in June 2014).

LOOKING FORWARD: Voices UnBroken aims to increase our presence in the juvenile and adult justice system, as well as continue this new partnership with East River Academy High School

I look at these bars and see my future,
Being in here is like looking at my past:
What could I have been outside?
I could look to the past to motivate me to
the future.
The mistakes I made in the past
make me think about the future,
My school,
my education,
my family,
my freedom.
I can redeem myself

- J.C., age 17
Voices UnBroken Participant
East River Academy High School
at the Robert N. Davoren Complex

2013 VOICES BEYOND BARS WORKSHOPS				
Site	Gender	Number of Participants	Number of Workshop Cycles	Number of Individual Workshop Sessions
Juvenile Justice Facilities				
Crossroads Juvenile Center	Female	55	3	23
	Male	23	1	8
Episcopal Social Services (Non-Secure Placement)	Female	12	1	8
Good Shepherd Services Barbara Blum House (Non-Secure Placement)	Male	11	1	10
Good Shepherd Services Peter J. Sharp House	Female	52	5	25
Good Shepherd Services Shirley Chisholm House (Non-Secure Placement)	Female	16	2	20
Horizon Juvenile Center	Female	63	5	43
	Male	108	5	44
Leake & Watts (Non-Secure Placement)	Male	13	1	8
Passages Academy at St. Vincent's Services (Non-Secure Placement)	Male	9	1	7
	Female	3	1	7
Rikers Island				
Rikers Island: Robert Davoren Complex (RNDC)	Male	188	5	40
East River Academy High School at the Robert N. Davoren Complex on Rikers Island	Male	14	1	6
East River Academy High School at the Rose M. Singer Center on Rikers Island	Female	23	2	13

IN 2013, VOICES UNBROKEN FACILITATED 33 VOICES BEYOND BARS WORKSHOPS (262 individual workshop sessions), REACHING 590 YOUNG PEOPLE WHO WERE IN THE JUVENILE OR ADULT JUSTICE SYSTEM

SPEAKING OUR VOICES

Speaking Our Voices is an initiative that brings creative writing workshops into a variety of community and alternative settings. During these workshops participants are able to write from the heart, speak for themselves and share their stories. The young people who participate in Speaking Our Voices workshops are primarily in foster care and live in restrictive residential facilities. All Speaking Our Voices workshops take place in partnership with other organizations and agencies; we refer to these as our “partner sites”.

In 2013, Voices UnBroken maintained and worked to strengthen the relationships we have built in sites where Speaking Our Voices workshops are facilitated.

During 2013, 135 young people participated in Speaking Our Voices workshops.

2013 SPEAKING OUR VOICES WORKSHOPS				
Sites	Gender	Number of Participants	Number of Workshop Cycles	Number of Individual Workshop Sessions
Good Shepherd Services' Euphrasian Hall	Female	64	3	14
Odyssey House Lafayette	Female	71	3	27

IN 2013, VOICES UNBROKEN FACILITATED 6 SPEAKING OUR VOICES WORKSHOPS (41 individual workshop sessions), REACHING 135 YOUNG PEOPLE IN FOSTER CARE AND RESIDENTIAL DRUG TREATMENT

DETERMINATION

Looks like frustration and motivation
Sounds like marching bands
Smells like air
Tastes like sweet tea
Feels like Heaven on earth

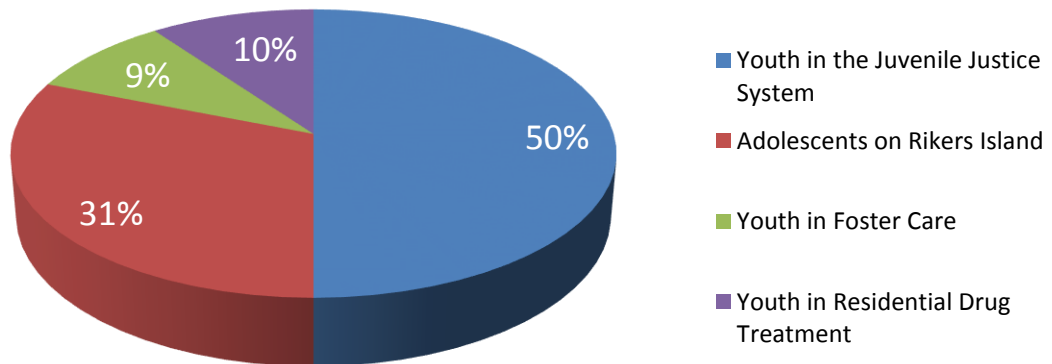
Looks like a work of art
Sounds like confidence

...DETERMINATION

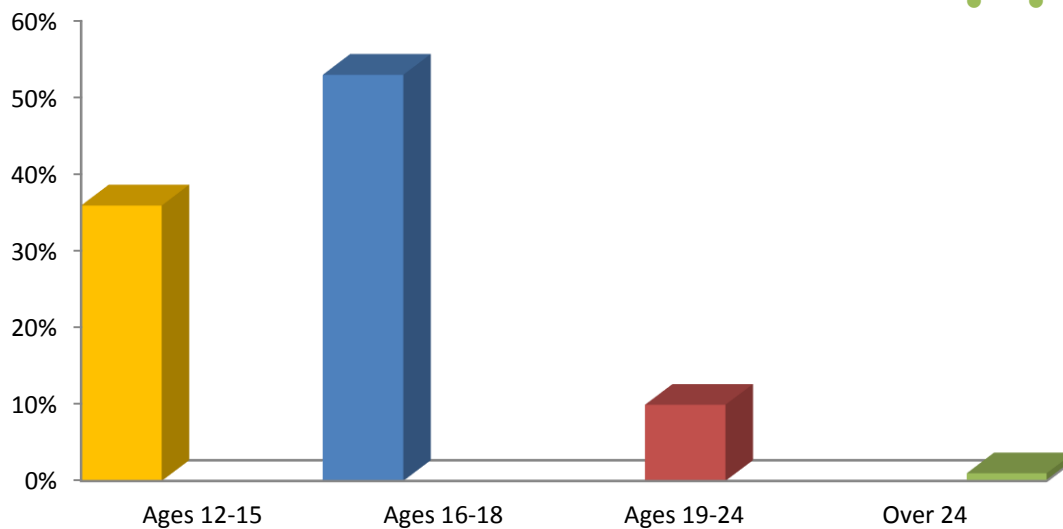
- A.A., age 12
Good Shepherd Services' Euphrasian Hall

YOUTH SERVED IN 2013

By Facility Type



By Age Group



• • •
Average Age:
16
• • •

VOICES NETWORK

The Voices Network is an informal collective of former workshop participants, young people, teachers, writers, and other artists dedicated to the incorporation of student voices in a supportive community. The network involves trainings, workshops, conference presentations, among other forums. We also use the network to connect participants to community resources. Voices UnBroken is also a member of the Juvenile Justice Coalition and The Community Justice Network for Youth.

Trainings & Conferences

In 2013, Voices UnBroken hosted a free Write Your Way training at The New York City Department of Probation. This youth development training was geared toward youth development professionals who are interested in using the arts to engage hard-to-reach youth, including those who are currently in or transitioning out of the foster care system and those who have experienced incarceration/detention. Participants in this training had the opportunity to try out - and take home - some of the activities featured in Voices UnBroken's Write Your Way curriculum. Approximately 45 people attended this training, including staff of Good Shepherd Services, the New York City Department of Education, Carnegie Hall, and Teacher's College.

In addition to the training that was held at the New York City Department of Probation, Voices UnBroken partnered with Community Word Project, a local arts organization that places teaching artists in New York City public schools, to offer training for participants in their teaching artist training program focused on facilitating arts workshops in non-school settings. We were also honored to facilitate a workshop at the Partnership for After-School Education's annual conference. Including the Write Your Way training mentioned above, approximately 100 people participated in trainings offered by Voices UnBroken in 2013.

VOICES INK

The Voices Ink program projects the voices of our participants to make them heard in a larger community. This includes publication in journals, anthologies, and newsletters of other organizations. Voices UnBroken also publishes Voices Ink, a full-color magazine that features writing by workshop participants.

In 2013, Voices UnBroken staff worked closely with graphic designer to recreate the format and the Voices Ink layout. In 2014, we plan to publish two issues of Voices Ink and three full-length anthologies.

*My poetry will be unspoken
an ant beneath a rock
a story behind a wall
me hidden under lies and lies
around all the hate I can still get
by*

*- A.V., Age 15
Good Shepherd Services'
Peter J. Sharp House*

VOICES IN ACTION

In 2011, Voices UnBroken launched the Voices in Action program, a leadership program specifically for girls and young women who have participated in Voices UnBroken workshops and are interested in using their voices to advocate for themselves, their sisters, and for their/our communities. Voices in Action meetings are held once a month at Voices UnBroken's office, and participants are paid for their attendance and participation. Voices in Action group members are using writing to explore their life stories along with the life stories of their sisters, friends, mothers, and other women and girls they are close to.

Through Their Eyes the Gates Will Open Anthology, Releasing January 2014

In 2013, Voices in Action members completed their first project, "Through Their Eyes the Gates Will Open." This is a book that uses memoirs and poetry to tell the founding members' stories, provide resource information and share policy recommendations. Copies will be disseminated to young people who are still in the child welfare or juvenile justice system, and to the adults who work with young people in these systems. Voices in Action collaborated with one of Voices UnBroken's Teaching Artist/Workshop Facilitators, Tanya Linn Frable to design the art for the cover.

I See You

The little girl cries herself to sleep
feeling way past beat

Society has exclaimed she has no
name
yet she's called by every name they
can perceive

But I see you,
shining bright
never allowing your smile to be fully
removed
from the scars of unforgiven trust
times of sorrow are quickly removed

This little girl will not be destroyed
she will rise above all and conquer her
world
include past conversation
no longer enslaved to manipulation
not too far removed from her
salvation

The little girl will grow

She will bear many fruits and not be
scared of her untold truths

I see you
I know you
The little girl

- Rachel Carrion, Founding
Member, Voices in Action

"We hope that you will read our stories without judgment and without feeling sorry for us. It's not our fault that adults in our lives have made bad choices that have affected us. While we've learned from these experiences our hope is that we can work collaboratively to change these systems so children don't have to go through what we went through." – *Voices in Action*

VOICES UNBROKEN'S IMPACT

Participants in Voices UnBroken workshops develop self-expression skills through creative writing and discussion exercises, which enable them to constructively communicate in situations where they previously would not have had the confidence to speak up. They also learn that their writing, their voices have the power to change people's perceptions about them, in particular the adults who work with them, including teachers, social workers, corrections officers and staff in the facilities they're housed in. More specifically, participants in Voices UnBroken workshops improve:

YOUTH IN VOICES UNBROKEN WORKSHOPS REPORT ...

(75%)

THIS WORKSHOP HELPED ME
WITH MY WRITING

(83%)

I FELT SUCCESSFUL DURING
THE WORKSHOP

(86%)

I FELT THAT MY IDEAS
COUNTED IN THE WORKSHOP

(86%)

WHAT I LEARNED IN THE
WORKSHOP WILL BE USEFUL IN
THE FUTURE

(61%)

I RECEIVED HELP FROM ONE OF
MY PEERS IN THIS WORKSHOP

(68%)

I HELPED ONE OF MY PEERS IN
THIS WORKSHOP

- Comfort with their ability to speak in public
- Their ability to engage in creative self-reflection
- Their ability to positively interpret challenges and develop a hopeful future orientation
- Their willingness to engage in other essential services (counseling, education, etc.)
- Confidence in their voice as a vehicle for change in their own lives and in the communities they live in

In 2010, the Partnership for After-School Education (PASE) made it possible for Voices UnBroken to work with an evaluation consultant to review and refine the systems we use for documenting and evaluating the impact of our work. The consultant created an Excel spreadsheet that was intended to analyze the data we collect from workshop participants in pre-and-post surveys, but has never adequately served this function.

In 2013, Voices UnBroken's Board President, Dalineez Martinez-Lanzo, worked with us to improve the Excel spreadsheet so it better meets our needs. That said, there is still a great deal of room for improvement and we are looking for support from someone who is "fluent" in Excel and in program evaluation.

In addition, we have been researching databases since 2012, and hope to identify/build a database in 2014 that will allow us to easily add and analyze the data we collect. This will allow us to use this data to inform program delivery in "real time", and will simplify the process of reporting to funders.

Of course, even the most comprehensive database will still require us to manually enter information from participant surveys, etc. This process is currently very labor intensive and takes a great deal of staff time. In

2014, we will look for cost-effective ways to improve this process, possibly through the use of interns or volunteers.

VOICES UNBROKEN WORKSHOP EVALUATION TOOLS	
Tool	Description
Sign-In Sheets	used to track attendance
Demographic Sheets	used to collect basic, self-reported statistics on each participant
Pre-and-Post Surveys	are completed by participants at the beginning and end of a workshop cycle and offer them an opportunity both to reflect on the workshop and to assess the effectiveness of the Teaching Artist/Workshop Facilitator
Participant Writing	is perhaps the best way to document and evaluate the experiences young people are having in our workshops. We are specifically looking for the poems that indicate progress - is the young person writing more comfortably? Are they sharing more? Are they finding their own unique voice?
Progress Notes	are completed by Teaching Artists/Workshop Facilitators at the end of each workshop session and are used to document their workshop plans and their observances of its execution, including the challenges faced and successes gained
Tracking Sheets	are completed by Teaching Artists/Workshop Facilitators for each workshop cycle. This very simple tool helps Teaching Artists/Workshop Facilitators to ensure that they have collected all of the necessary documentation

See Appendix for Samples of Each

STAFF UPDATES

TEACHING ARTIST/WORKSHOP FACILITATORS

In 2013, Voices UnBroken continued to expand the capacity of the team after our 2012 transition from contracting our Teaching Artist/Workshop Facilitators to taking them on as part-time staff members. Our staff of Teaching Artist/Workshop Facilitators is comprised of award-winning writers, published authors, accomplished visual/mural artists, and performance poets from across the country who share a passion for working particularly with the unique population that Voices UnBroken serves. This year we have had the pleasure of seeing our present and past facilitators finish major book projects, embark on new book tours, and develop creative ways of incorporating various art mediums in our creative writing workshops.

Voices UnBroken is ending 2013 with 6 Teaching Artists/Workshop Facilitators. We hope to hire 4 additional Teaching Artists/Workshop Facilitators in 2014.

AMERICORPS*VISTAs

In 2013, Voices UnBroken completed its first year of hosting three AmeriCorps* VISTAs after being awarded a service grant from the AmeriCorps*VISTA program in 2012. When the first year of this service project ended in August, Voices UnBroken was awarded a second service grant to continue the VISTA:

- The Creative Connections Coordinator is developing a formal system for making and tracking service referrals for participants in Voices UnBroken workshops
- The Community and Outreach Coordinator is identifying a contact management system that will allow us to expand our reach in surrounding communities and strengthen our social media presence, aiding in our network expansion efforts

These AmeriCorps*VISTA Members work full-time at our office and are paid and receive benefits through the AmeriCorps program.

VOICES UNBROKEN'S NEW PROGRAM DIRECTOR

In August 2013, Regina (Oyanike) Hutchins resigned from her position as Program Director. And later that month, Candice Iloh was chosen to fill this critical position. Candice had worked as a Teaching Artist/Workshop Facilitator with Voices UnBroken briefly over the summer of 2013, after moving from Washington, D.C. and was an ideal candidate for the Program Director position.

Candice is a poet, author, and has worked as classroom teacher. She has five years of experience as a teaching artist in Washington DC, and has worked with American Poetry Museum, PoetryNOW, and Split This Rock. She is a graduate of the VONA multi-genre workshop for writers of color, where she studied poetry with Ruth Forman and has performed extensively in DC and along the East Coast. Her poetry has appeared in the online arts publications Insight Magazine and Blackberry Magazine and she is the author of two independent works of poetry: Catalyst and And Become. As a long-time youth worker, writer, and now Voices UnBroken's Program Director, Candice's goal is to continue to use the craft that she loves and has seen carry her through her own personal life and traumas as a transformative vehicle of youth development and personal growth for the young people she serves.

Since transitioning from full-time teaching artist to Voices UnBroken's Program Director, Candice has established strong relationships with the Voices UnBroken's staff, and with the staff people at our workshop sites. She is currently working to strengthen Voices UnBroken's organizational structure, and to and grow and expand our programs.

Raices (Roots)

I carry
My roots
With me
At times
When I need
Protection from
Everyone
Who wants to
Attack me it's
My bulletproof
Vest.

- J.M., Age 16
Horizon Juvenile Center

LOOKING FORWARD

In 2013 Voices UnBroken expanded its capacity and 2014 promises much more. Voices UnBroken is positioned to expand our programming while maintaining the programming that is already in place. This expansion of services will include new workshops in additional non-secure placement facilities.

Voices UnBroken's goals for 2014 are:

SPEAKING OUR VOICES & VOICES BEYOND BARS

- Maintain current Speaking Our Voices & Voices Beyond Bars programming
- Expand and nurture relationships with non-secure placement facilities
- Identify community spaces and organizations with whom we might partner
- Offer workshops to young people upon discharge or release
- Pursue opportunities to work with young people who have been diverted from the locked, residential settings where Voices UnBroken Workshops take place

In 2014 we will continue Speaking Our Voices workshops in Odyssey House Lafayette, GSS Euphrasian Hall, and three new sights. These workshops combined cost an estimated \$12,450.

We will also continue Voices Beyond Bars workshops at Rikers Island (via the NYC Department of Correction); East River Academy High School on Rikers Island; Horizon Juvenile Center; Crossroads Juvenile Center; Good Shepherd Services' Peter J. Sharp House; and the following Non-Secure Placement Facilities: GSS' Barbara Blum House; GSS' Shirley Chisholm House; Episcopal Social Services' NSP, Leake & Watts NSP. We will also expand to two new and two new sites. These workshops combined cost an estimate of \$80,000.

VOICES NETWORK

Utilize Write Your Way Trainings to strengthen outreach & recruitment and feed our other program goals

In 2014, we intend to structure trainings for specific categories of youth workers and of our populations/communities (ie. Teaching Artists)

VOICES IN ACTION

Publish Voices In Action's first anthology: *Through Our Eyes, The Gates Will Open*
Schedule readings and discussions based on the anthology.
Bring in a consultant to work with the founding members of Voices In Action to develop a comprehensive leadership curriculum that Voices In Action members will facilitate (Mid 2014-Mid 2015)

APPENDIX

Voices UnBroken 2013 Workshop Sites

Site	Ages	Gender
Crossroads Juvenile Center , a secure detention center for youth who are in the juvenile justice system and under the age of 16 at the time of arrest	12-17	Female Male
Episcopal Social Services , A non-secure placement (NSP) facility for girls in the juvenile justice system	12-17	Female
Good Shepherd Services' Barbara Blum NSP , a non-secure placement facility for boys in the juvenile justice system	12-17	Male
Good Shepherd Services' Euphrasian Hall , a residential diagnostic reception center for girls in the foster care system	12-18	Female
Good Shepherd Services' Peter J. Sharp House , a non-secure detention facility for girls in the juvenile justice system	12-17	Female
Good Shepherd Services' Shirley Chisolm NSP , a non-secure placement facility for girls in the juvenile justice system	12-17	Female
Horizon Juvenile Center , a secure detention center for youth in the juvenile justice system	7-17*	Female Male
Leake & Watts , a non-secure placement (NSP) facility for boys in the juvenile justice system	12-17	Male
Odyssey House Lafayette , a residential drug treatment program for girls and young women	16-25	Female
Rikers Island - Robert N. Davoren Complex (RNDC) , the facility on Rikers Island that houses adolescent boys	16-18	Male
Rikers Island - Rose M. Singer Center (East River Academy High School) , (NYC Department of Corrections) the facility on Rikers Island that houses adolescent girls (16-18) and women who are incarcerated or detained	16-18	Female

SIGN-IN SHEET



DATE:

WORKSHOP SITE:

NAME	AGE	

The signature below is to verify that all participants listed above were residents at Horizon Juvenile Center on the date listed above.

Signature: _____

WELCOME TO YOUR VOICES UNBROKEN WORKSHOP!!!!

Please fill out the information on both sides of this form so we can get to know you better.

First and Last Name: _____ **Date** ____/____/____

Have you ever been in a Voices UnBroken workshop? (Circle one) **Yes** or **No**

Please circle one: Male or **Female**

What should we call you? **He** or **She**

Age: _____ **Birthday:** ____/____/____
month day year

Ethnicity/Race:

Hispanic/Latino

Black/African American

Asian

Native American/Alaska Native

White

Native Hawaiian/Pacific Islander

I'm from more than one place: Please explain _____

Other: Please explain _____

Education (circle all that apply):

0-8

9-12/Non-Graduate

High School Graduate/GED

Some College

College Graduate

Have you ever had a job? (Circle one) **Yes** or **No**

If you know the zip code of your last address, please write it here: _____

Voices UnBroken

Pre-Workshop Survey

	Yes		Kind Of	No		No Comment
1. I like poetry.	5	4	3	2	1	0
2. I know types of poetry and other words that describe literature.	5	4	3	2	1	0
3. I feel confident when speaking in front of people.	5	4	3	2	1	0
4. I feel comfortable when I talk about my feelings.	5	4	3	2	1	0
5. I like being part of a group.	5	4	3	2	1	0
6. I like to read.	5	4	3	2	1	0
7. I read every day.	5	4	3	2	1	0
8. My teachers tell me that I use good grammar and spelling in English classes.	5	4	3	2	1	0
9. I consider writing a good way to express myself and share my story.	5	4	3	2	1	0
10. I get mad at myself when I make a mistake.	5	4	3	2	1	0

What is one of your favorite hobbies

(for example: drawing, basketball, crocheting)? _____

What do you like to read? (Check all that apply)

☐ Book ☐ Poems ☐ Magazines ☐ Song Lyrics ☐ Letters ☐ Other

Have you ever kept a journal? ☐ Yes ☐ No ☐ Other _____

What do you do to relax? _____

If you could be an animal, what animal would you be? _____

Name: _____

Voices UnBroken Post-Workshop Survey

	Yes		Kind Of	No		No Comment
1. I like poetry.	5	4	3	2	1	0
2. I know types of poetry and other words that describe literature	5	4	3	2	1	0
3. I feel confident when speaking in front of people	5	4	3	2	1	0
4. I feel comfortable when I talk about my feelings.	5	4	3	2	1	0
5. I like being part of a group.	5	4	3	2	1	0
6. I like to read.	5	4	3	2	1	0
7. I read every day.	5	4	3	2	1	0
8. My teachers tell me that I use good grammar and spelling in English classes	5	4	3	2	1	0
9. I consider writing a good way to express myself and share my story.	5	4	3	2	1	0
10. I get mad at myself when I make a mistake.	5	4	3	2	1	0
11. This workshop helped me understand what I'm reading better.	5	4	3	2	1	0
12. This workshop helped me with my writing.	5	4	3	2	1	0
13. I feel successful in this workshop.	5	4	3	2	1	0
14. I feel like my ideas count in this workshop.	5	4	3	2	1	0
15. I helped one of my peers in this workshop.	5	4	3	2	1	0
16. I received help from one of my peers in this workshop.	5	4	3	2	1	0
17. This workshop helped me think about my goals for the future.	5	4	3	2	1	0

Tell Us What You Think About This Workshop

	Yes		Kind Of	No		No Comment
18. Did you like this workshop overall?	5	4	3	2	1	0
19. Did you like the facilitator (teacher) overall?	5	4	3	2	1	0
20. Did you think the workshop was interesting?	5	4	3	2	1	0
21. Do you think what you learned in this workshop will be useful to you in the future?	5	4	3	2	1	0

22. What did you like **most** about the workshop?

23. What could be **improved** in this workshop?

24. What did you accomplish in this workshop?

25. How will you use what you learned in this workshop in the future?

Thank you!!

Sample Progress Notes*

UPDATED Horizon JC-Girls Progress Notes - Fall 2013

Voices UnBroken Workshop Progress Notes

Teaching Artist/Workshop Facilitator: *

Session #: *

Date: *

Month	▼	Day	▼	2013	▼
-------	---	-----	---	------	---

Were there any incidents during the workshop that require follow up?

- ☐ Yes (give details below)
☐ No

Details of the incident:

Please answer the following questions and write details below

	Yes	No	Almost ... I planned to, but it didn't happen
Did you read a poem by a published poet?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you focus on a poetic device?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the group do a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**This is a form sent via google drive to all Teaching Artist/Workshop Facilitators to submit by email after each workshop session*

Sample Tracking Sheet*

← → ↻ <https://docs.google.com/a/voicesunbroken.org/spreadsheet/ccc?key=0AooGtHSL>

SAMPLE FALL 2013 TRACKING SHEET ☆

File Edit View Insert Format Data Tools Form Help Last edit was on December 3, 2013

8 % 123 Arial 10 B I U A

	A	B	C	D	E	F	G	H
1			Teaching Artist/Workshop Facilitator:		Dalínez Martínez-Lanzo			
2	Participant Name			Demo Sheet	Pre-Survey	Post-Survey		
3	First Name	Last Name	Book & Case # (if applicable)				Session 1 10/2/2013	Session 2 10/4/2013
4								
5	Candice	Iloh		NEED TO GET IT!	NEED TO GET IT!		Absent	Present
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								

	A	B	C	D	E	F	G
1			Teaching Artist/Workshop Facilitator:		Dalínez Martínez-Lanzo		
2	Participant Name			Session 1 10/2/2013	Session 2 10/4/2013	Session 3 Date	Session 4 Date
3	First Name	Last Name					
4							
5	Victoria	Sammartino	Wrote	4	5		
6			Participated in discussion	5	3		
7			Participated in game	2	2		
8			Shared writing	3	5		
9			Supported peers	5	5		
10			Has mentioned prior child welfare involvement	No	No		
11	Candice	Iloh	Wrote		5		
12			Participated in discussion		5		
13			Participated in game				
14			Shared writing				
15			Supported peers				
			Has mentioned				

validation 1=Not Much, 5=A Lot

+ Forms & Attendance Participation Notes

**This is a document that is shared with all Teaching Artist/Workshop Facilitators from the google drive that allows them to “rate” each participant’s workshop participation in each workshop session. This information is then available to Voices UnBroken staff in “real time”*

Workshop Site (Facility Name): _____

Staff Name: _____

Voices UnBroken**Post-Workshop Survey for Staff at Voices UnBroken Workshop Sites**

Instructions: Please circle the number that best reflects what you observed about the workshop and facilitator.	Yes		Kind Of	No	
	5	4		2	1
1. I think the young people enjoyed this workshop overall	5	4	3	2	1
2. The young people who participated in this workshop supported each other during the workshop	5	4	3	2	1
3. I think this workshop will be helpful to the young people in the future	5	4	3	2	1
4. As a result of this workshop, I think the young people will write more	5	4	3	2	1
5. The Facilitator was reliable	5	4	3	2	1
6. The Facilitator was respectful of the rules of the facility	5	4	3	2	1
7. The Facilitator encouraged all of the young people to participate	5	4	3	2	1

Below are the individual workshop participants. Please circle 'yes' or 'no' in response to each statement.

First Name	Last Name	Shared Writing With Staff		Expressed Themselves More		Expressed Themselves Positively	
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No
		Yes	No	Yes	No	Yes	No

What did you think the young people liked the **most** about the workshop?

What could be **improved** in this workshop?

What did you think was accomplished in this workshop?

How do you think the young people will use what they learned in this workshop in the future?

Thank you!!



Teaching Artist/Workshop Facilitator Evaluation Form

Facilitator: _____

Evaluation Date: _____

Program Director: Candice Iloh

The following chart is based on original job description and the ratings are given on a 1-5 scale:

(1) Does not meet job requirements; (2) Needs improvement; (3) Meets job requirements; (4) Often exceeds job requirements; (5) Consistently exceeds job requirements

Goals / Responsibilities	Achievements / Results	Rating
Planning and preparing for workshop(s)		
Facilitating Voices UnBroken workshop(s)		
Collecting documentation (information sheets, pre and post workshop surveys, sign-in sheets)		
Turning documentation into information sheets, pre and post workshop surveys, sign-in sheets) Program Director		
Submitting all workshop documentation on time and completed thoroughly. This includes: submitting progress notes, updating tracking sheets, and emailing typed poems		
Attending trainings and meetings		
Responding to communication from Program Director		
Informing us of any issues that come up in the workshop site(s)		
Building/maintaining relationships with staff at the workshop site(s)		
Helping young people and Voices UnBroken staff to prepare for final celebrations and/or end-of-workshop projects		
Demonstrate a commitment to following Voices UnBroken's Guiding Principles		

Quality of Workshop Preparation & Facilitation

Timeliness: Does the facilitator arrive at the workshop site(s) with enough lead-in time for the workshop to begin at the scheduled time? 1 2 3 4 5

Preparation: Is the facilitator adequately prepared for the workshop(s) (do they have a lesson plan, back-up plans, enough copies of handouts, etc.)? 1 2 3 4 5

Adaptability: Can facilitator adjust to changes / handle pressure? 1 2 3 4 5

Creativity & Initiative: Does facilitator use creativity and take initiative in finding new ways to engage workshop participants? 1 2 3 4 5

Knowledge of poetry & poetic devices:

Does the facilitator bring in poems by published poets to compliment writing activities? 1 2 3 4 5

Do they bring in a wide range of poets? 1 2 3 4 5

Do they have good judgment about what poetry to bring into the workshop? 1 2 3 4 5

Do they teach poetic devices? 1 2 3 4 5

Do they recognize/identify/reinforce poetic devices when participants use them? 1 2 3 4 5

Youth Development:

Does the facilitator understand their role as a youth development professional? 1 2 3 4 5

Do they know how to read the temperature of the group as well as the individual participants and respond/adjust accordingly? 1 2 3 4 5

Are they trying creative ways to ensure that all workshop participants are as fully engaged as possible (either by writing or being supportive of their peers and the space)? 1 2 3 4 5

Are they able to acknowledge and move on when sensitive issues come up in the workshop? 1 2 3 4 5

Are they aware of potential triggers for workshop participants? 1 2 3 4 5

Are they creating a consistently positive space? 1 2 3 4 5

Are they able to recognize and address stereotypes, young people's negative perspectives of themselves and others, conflict, etc. when they come up in a workshop? 1 2 3 4 5

Do they find ways to include/engage participants whose primary language isn't English? 1 2 3 4 5

Do they find ways to include/engage participants who cannot read and write? N/A

Common Ground: Does the facilitator use Voices UnBroken's Common Ground tool? 1 2 3 4 5

Organization: Does facilitator have a system for organizing all workshop materials? 1 2 3 4 5

COMMENTS:

Relationships

Attitude toward the work & organization: Does the facilitator have a positive attitude about facilitating, understand our mission, and represent Voices UnBroken well? 1 2 3 4 5

Relationships with Youth: Does the facilitator model desired behaviors and build meaningful relationships based on good youth development practice (good boundaries, etc.) with the young people in their workshop(s)? 1 2 3 4 5

Relationships with Co-Facilitators: Does the facilitator work cooperatively with co-facilitator(s), maintain good relationships and exert a positive influence in the workshop(s)? 1 2 3 4 5

Relationship with Supervisor: Does the facilitator accept supervision and constructive criticism? 1 2 3 4 5

Relationship with Site Staff: Does the facilitator develop good relationships with staff at their workshop site(s)? 1 2 3 4 5

COMMENTS:

Dependability & Judgment

Attendance: Does facilitator report to workshop site(s) and/or give advance notice if they cannot be there so the organization can ensure that the workshop(s) take place? 1 2 3 4 5

Dependability & Follow-Through: Can the facilitator be counted on to complete assigned responsibilities, to follow through on tasks, and to ask for clarity where it is needed (rather than allow a task to remain undone)? 1 2 3 4 5

Judgment and problem solving: Does the facilitator show good judgment when it comes to appropriateness of writing and when to bring participant writing/situations that come up in the workshop to our attention? 1 2 3 4 5

COMMENTS:

What do you enjoy most about facilitating Voices UnBroken workshops?

What do you enjoy least about facilitating Voices UnBroken workshops? Are there ways to improve this?

How satisfied are you with your current responsibilities as a facilitator?

Are there specific aspects of facilitation you would like training on or support with?

Do you find workshop tools useful (Demo/Pre/Post-Surveys, Progress Notes, Tracking Sheets, etc)? Why or why not?

Communication: Are there areas for improvement in communication between facilitators and Voices UnBroken staff?
If so, what are they?

Teaching Artist/Workshop Facilitator's Greatest Strengths	Actions/Strategies to Take Advantage of Strengths

Areas Most In Need of Improvement	Actions/Strategies to Improve Performance

Supervisor's additional comments:

Teaching Artist/Workshop Facilitator's comments regarding supervisor's evaluation:

Teaching Artist/Workshop Facilitator's Signature: _____

Date: _____

NOTE: the Teaching Artist/Workshop Facilitator's signature does not mean that they agree with the evaluation, but rather that they have read the evaluation and discussed it with the supervisor.

Program Director's signature: _____

Date: _____

Executive Director's signature: _____

Date: _____

VOICES UNBROKEN FALL 2013 WORKSHOP SCHEDULE

WORKSHOP SITE	DESCRIPTION	LOCATION	AGES	GENDER	WORKSHOP SCHEDULE	START & END DATES
Crossroads Juvenile Center	A secure detention center for children who are under the age of 16 at the time of arrest	17 Bristol Street Brooklyn, NY 11212	12-17	Female	Thursdays 5:00 - 6:30pm	10/17-12/12
				Male	Mondays 5:00-6:30pm	10/28-12/23
Horizon Juvenile Center	A secure detention center for children who are under the age of 16 at the time of arrest	560 Brook Ave Bronx, NY 10455	12-17	Female	Tuesdays & Thursdays 4:00pm-5:30pm	10/23-12/18
				Male	Wednesdays & Thursdays 6:00pm-7:30pm	10/23-12/18
Odyssey House Lafayette	A residential drug treatment facility for young women	1264 Lafayette Bronx, NY 10474	17-24	Female	Mondays 6:00pm-7:30pm	10/21-12/16
East River Academy High School at Robert N. Davoren Center	The high school for adolescent girls who are incarcerated or detained	19-19 Hazen Street East Elmhurst, NY 11370	16-21	Female	Tuesdays & Thursdays 3:00-5:00pm	12/4-present
Rikers Island Robert N. Davoren Center	the facility on Rikers Island that houses adolescent boys (16-18) who are incarcerated or detained	11-11 Hazen Street East Elmhurst, NY 11370	16-18	Male	Tuesdays & Thursdays 6:30pm - 8:00pm	10/15-11/26
Good Shepherd Services' Peter J. Sharp House	A non-secure detention facility for girls in the juvenile justice system	1314 Plimpton Ave Bronx, NY 10452	12-17	Female	Thursday-Sunday, & Tuesday 5-day Intensives, once/month 5:00-6:30pm	10/24-12/17
Good Shepherd Services' Euphrasian Hall	A residential diagnostic reception center for girls in the foster care system	337 E. 17 th Street New York, NY 10003	12-18	Female	Wednesdays 5:00-6:30pm	12/4-12/23