

Y'ALL GOTTA WRITE!
A'IGHT?

POW! A Teen Program That Works

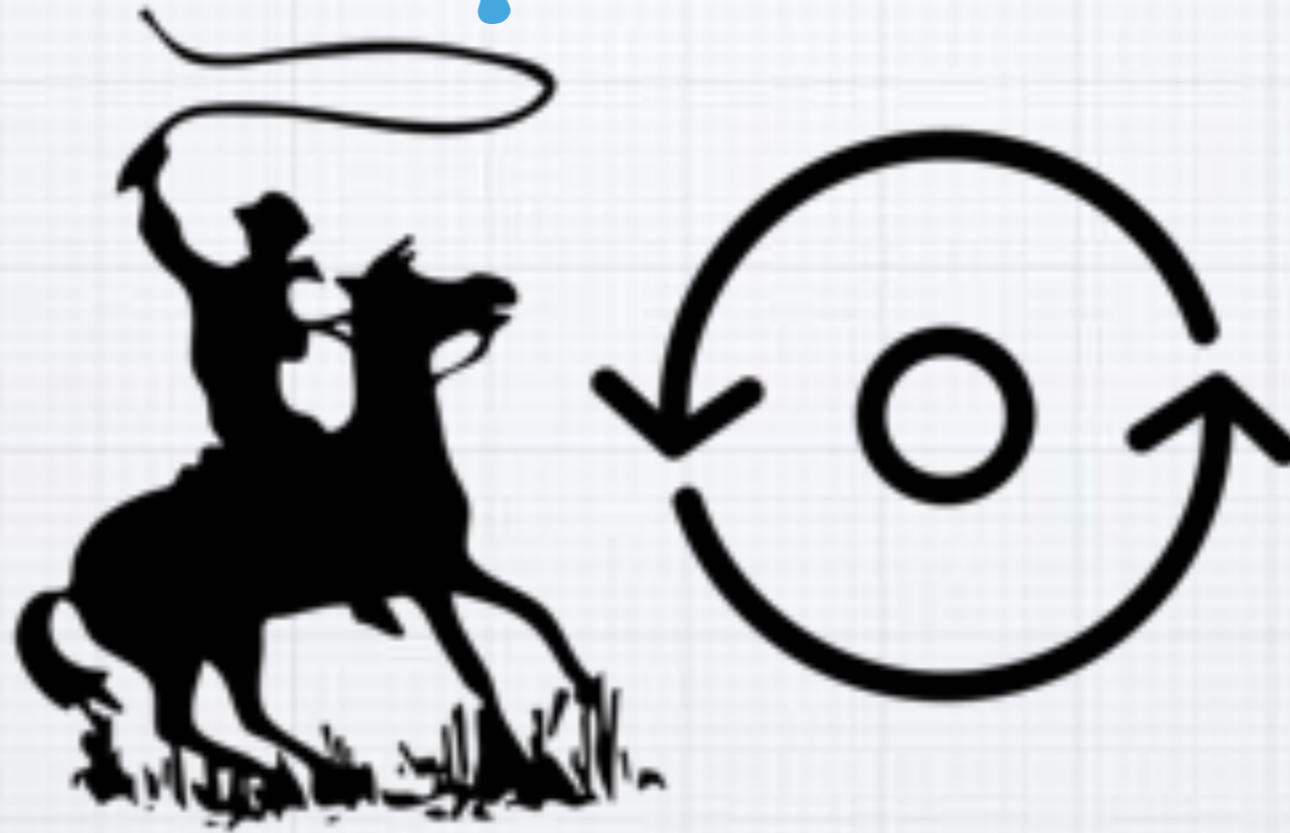


Writing Kick-Off

- * In what ways are the young people you work with writing beyond school?
- * What out-of-school (and summer) opportunities for writing do youth in your community have?
- * How well is your school doing with fusing in- and out-of school literacies?



Whip-Around



- * Name, School, Grade(s) - something interesting...
- * What brings you to this season?
- * What did you write about? What are your thoughts?

Context



- * arrived to Connecticut in 2011 (two weeks before NWP took a beating at the federal level)
- * had with me 10+ years of KY portfolios (with LWP at my back)
- * began looking for ways to sustain programming beyond state and national funding

Short Review

(Note: this is where I get academic)

- * Students receive limited writing instruction (Applebee & Langer, 2011)
- * Teachers feel pressured to get results for on-demand writing assessments (McCarthy, 2008)
- * Teachers are often underprepared for the complexities of teaching writing (McQuitty, 2012)
- * Writing has not improved on national assessments and tremendous achievement gaps continue (Salahu-Din, Persky, & Miller, 2007)

Short Review, Continued

- * Youth write more for social purposes (Kist & Ryan, 2009)
- * Youth often write more out-of-school (Fu, 1995; Kinloch, 2012) where they demonstrate many of the literacy skills teachers seek (Mahiri, 2005; Hull & Schultz, 2002)
- * A singular view of one writing process may not fit racially, ethnically, and linguistically diverse youth (Ball, 2005; Escamilla, 2009; Kirkland, 2009)



More Context

- ◆ While at Syracuse, worked with Dr. Marcelle Haddix with a vision for youth-focused writing conferences
- ◆ Through Bank of America support, brought Writing Our Lives to Bridgeport
- ◆ Kept asking myself, "How do we make drive-by events more sustainable? How can knowledge of youth writing out-of-school better influence the writing of youth in-school?"

Writing Our Lives-Bridgeport

The Presenters

WRITING OUR LIVES

A CONFERENCE FOR BRIDGEPORT YOUTH

PRESENTER BIOS



Sonya Huber is an assistant professor at Fairfield University, where she teaches creative nonfiction, publishing, editing, and composition. She is the author of two books of creative nonfiction, *Opa Nobody* (2008) and *Cover Me: A Health Insurance Memoir* (2010). She has also written a textbook, *The Backwards Research Guide for Writers: Using Your Life for Reflection, Connection, and Inspiration* (2011).



Gordon Skinner is an artist living in Hamden, Connecticut who explores identity in his artwork. His artwork has been featured on the cover of *Dogwood*, in shows at Yale University, at City Lights Gallery in Bridgeport, and in the homes of many collectors. His pieces ask questions about belonging, history, and self-ownership through urban expressionism and what it means to feel lost.



Michael Serazio is an assistant professor in the Department of Communications at Fairfield University where he researches, writes, and teaches on popular culture, advertising, politics, and new media. His book, *Your Ad Here: The Cool Sell of Guerilla Marketing* (NYU Press, 2013) investigates the social patterns of pop culture in media industries and on the web.



Brynn Mandel is a journalist for the *Waterbury Republican* where she serves as a writer who covers arts, entertainment, and a broad range of topics. Her work has won numerous awards, including honors from the American Association of Sunday and Feature Editors and the New England Associated Press News Executives Association.



Mark Crandall is the CEO of *Hoops4Hope* and *Soccer4Hope*, a non-profit organization committed to providing children and young adults in challenged environments with safe, nurturing places where they can contribute back to communities in healthy and influential ways. Through sport and a *Skills4Life* curriculum, his organization reaches throughout Africa, the United States, and the Arctic.



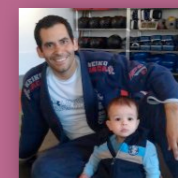
Rhiannon Berry is a high school English teacher in Liverpool, New York, who works with students on understanding genocide and making a difference in their communities. As a Spector/Warren fellow who uses curriculum of the Holocaust to create global awareness, Berry encourages students to think globally while acting locally.



Don C. Sawyer is an assistant professor of sociology at Quinnipiac University, where he teaches courses on Race, Education, and Hip-Hop literacies. His dissertation, "I Ain't Do Nothing: An Analysis of the Social and Academic Excellence of Black Males in a Dismantled Middle School," explores the resilience of youth cultures in a time of No Child Left Behind.



Bob Albert is a filmographer and photographer who infuses elements of jazz and style in his work. His documentary, *Stolen I.D., fragmented, colonized and lost* features the artwork and thinking of artist Gordon Skinner. He writes about art and music and advises collectors of events, gallery openings, and newly finished art pieces in southern Connecticut.



Edrik López is an assistant professor of English at Fairfield University who teaches courses on American poetry, literary theory, ethnic literature, and cultural studies. His scholarship looks at identity, colonialism, postcolonialism, and immigration to the United States and the ways gender, class, race and regionality affect stories and film.



Carol Ann Davis is the author of *Psalm* (2007) and *Atlas Hour* (2011), both from Tupelo Press. The recipient of a National Endowment of the Arts Fellowship in Poetry and the W. K. Rose Fellowship for the Creative Arts from Vassar College, her recent work has appeared in *Agni*, *American Poetry Review*, *Volt*, and on the ArtBeat website for PBS' *Newshour*.



Lossine & Abu Bility are sophomores at SUNY Brockport in upstate New York. They arrived to the U.S. in 2005 after fleeing civil conflicts in Liberia and finding a safe place in refugee camps of Guinea. The young men, athletes on their varsity soccer team, graduated in 2010.



Marcelle Haddix is an assistant professor of English Education at Syracuse University. Founder of *Writing Our Lives- Syracuse*, she works with teachers, schools, and youth to promote the importance of writing in all communities. Her scholarship explores teacher identities, writing, and critical literacies.

Meanwhile



KEEP
CALM
and
WRITE
ON



- * Dr. Kelly Chandler-Olcott invited me to co-lead a summer institute for 6 teachers and 55 incoming freshmen at an urban high school
- * We based the institute on the NWP model, but PD for teachers occurred alongside instruction of students.
- * Collected 3 years of data as the institute model was tuned (a formative experiment)
- * During the summer, students wrote a personal piece & collaborated on a mini-research project that answered the question, "Why Write?"



Baetens, J. (2003). Comic Strips and constrained writing. *Image [&] Narrative Online Magazine*(7).

Zach

Drawing the Next
Step

Co-planning and Co-teaching in a Summer Writing Institute: A Formative Experiment

- * worked to validate the importance of collaboration between teachers (special education, ESL, history, and English) to deliver writing instruction
- * enhanced teachers' competence for teaching writing and conferencing with students
- * modeled NWP-style demonstrations for teachers and students
- * desired carry-over during the school year....(but as we all know)...



Ah, But You're in the Nutmeg State, Crandall

- * Zip-code apartheid
- * Nation's largest achievement gaps
- * Nation's top-performing and lowest-performing schools
- * Ah...but I have so much KY and Brown School in me...



Re-Design

4-Week Invitational Summer Institute (everyday)
Two, 2-Week Young Writers' Institute

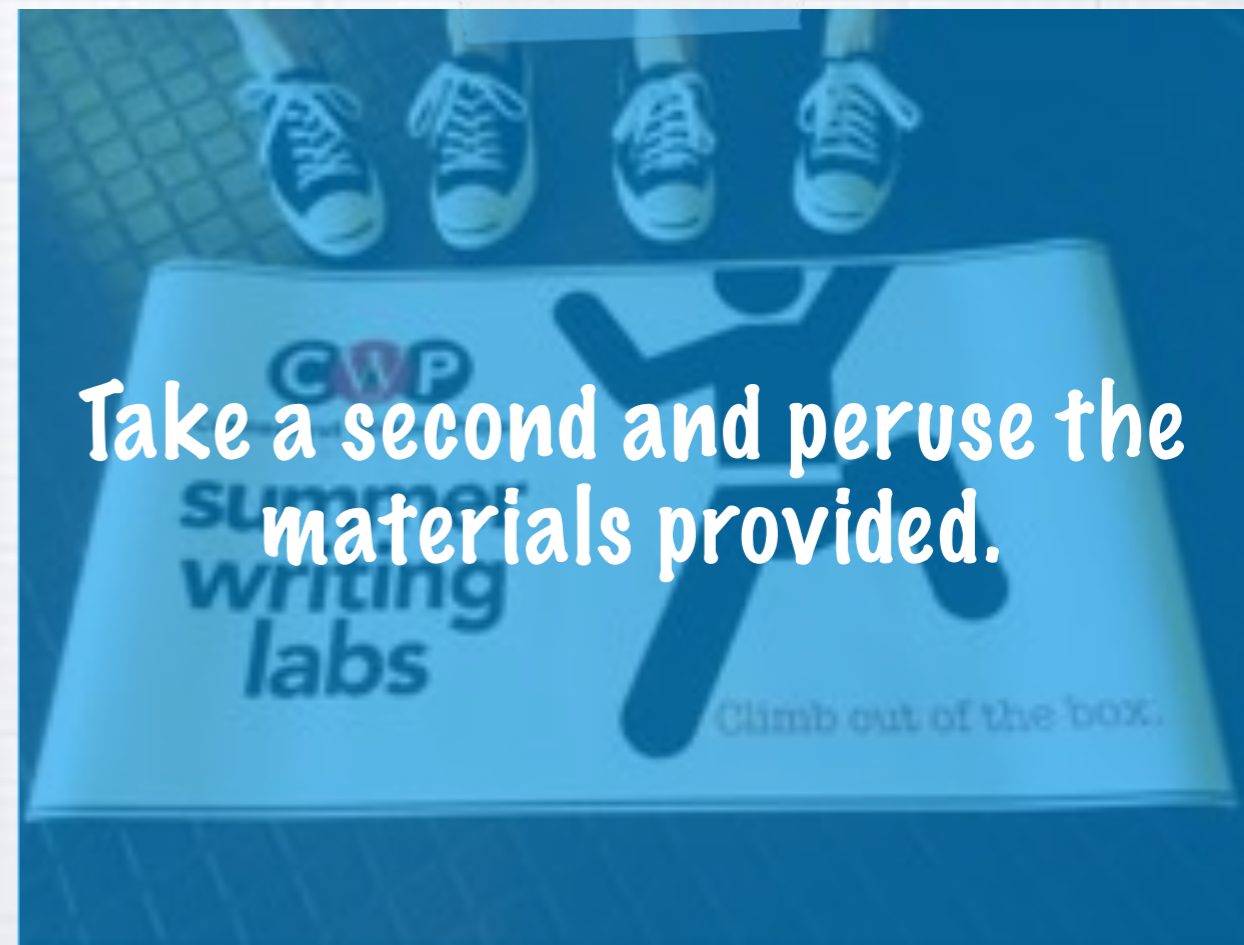


5-Week Invitational Summer Institute (3-days a week)
Six Weeks of **Young Adult Literacy Labs**

It's writing, **Y'ALL!**

The Givens

- * They have to write solo,
- * They have to write collaboratively,
- * They have to speak with others,
- * They have to read,
- * They have to have a Friday prom, &
- * They have to have FUN!



July Summer Calendar

2015

CWP Summer Labs

Summer made smarter.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
Personal	Julie & Bryan	Julie & Bryan ISI			Julie & Bryan	
4	5	6	7	8	9	10
Creative	Little Lab I Poetry/Plays	ISI				
11	12	13	14	15	16	17
Real World	Little Lab II Novel I	ISI				
18	19	20	21	22	23	24
Portfolios	Novel II Journalism I Ubuntu Academy	ISI				
25	26	27	28	29	30	31
Demos	Journalism II Project Citizen Ubuntu Academy	ISI				

Little Lab for Big Imaginations (I & II)

Dr. Ryan Colwell
Shannon Burr
Thomas Grund



Speak Yourself & All The World's A Stage

Shaun Mitchell, Attallah Sheppard, Gina Forberg



It Was a Dark & Stormy Night: Writing Your Novel

Ali Laturneau, Amanda Morgan, Jennifer von Wahlde



The Art of Storytelling: A Graphic Novel Lab

Cecily Cowburn-Anderson



Stop The Presses! Journalism Labs (I & II)

Brynn Mandel



Project Citizen: Write a Wrong

Shaun Mitchell



Ideas Worth Writing (a Tedx Lab)

Courtney Ruggiero, Ali Laturneau



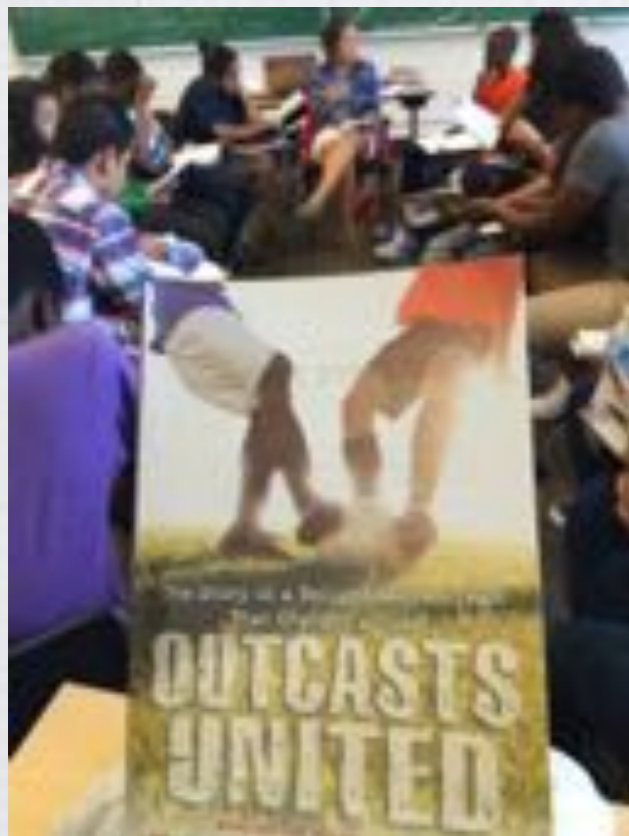
Who Do You Think You Are? The College Essay and Other Personal Writing

Amanda Morgan & Ali Laturneau



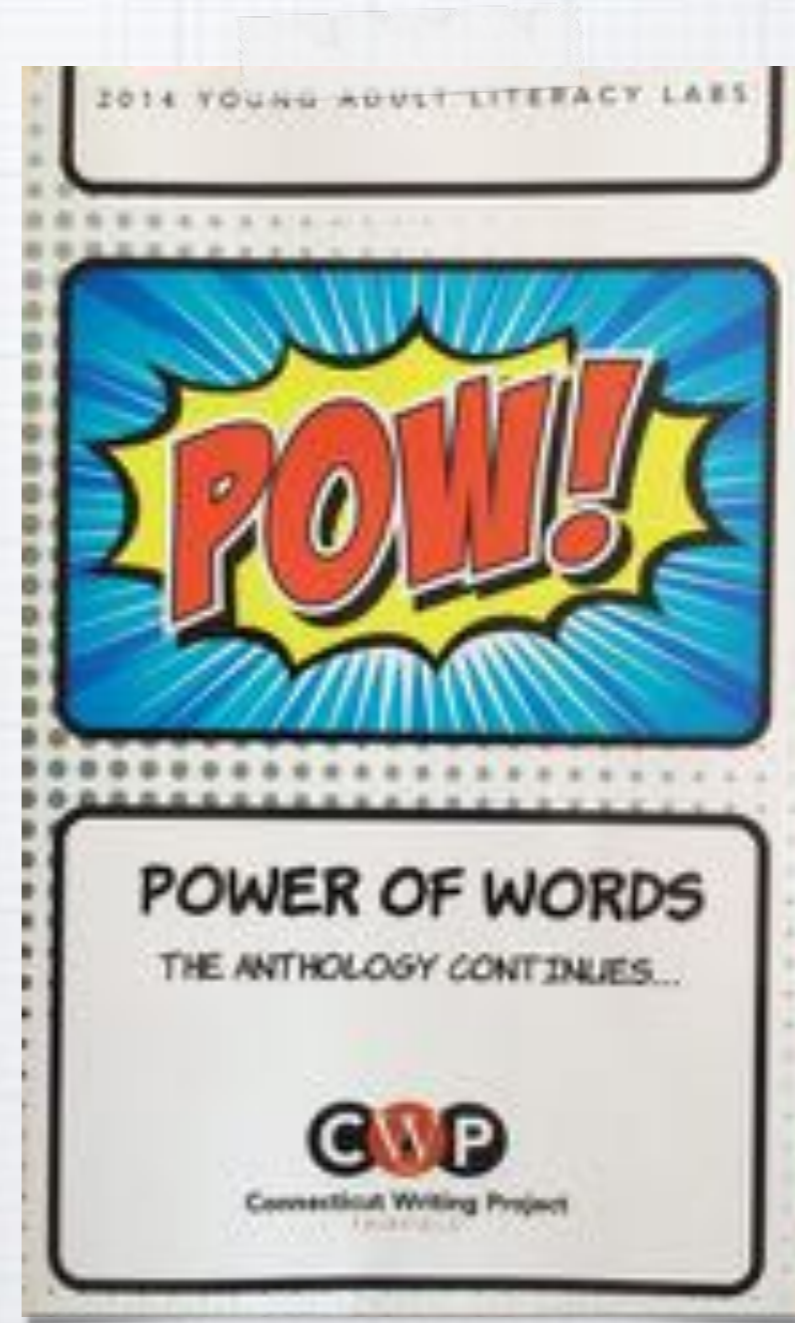
Ubuntu Academy

Jessica Baldizon & William King



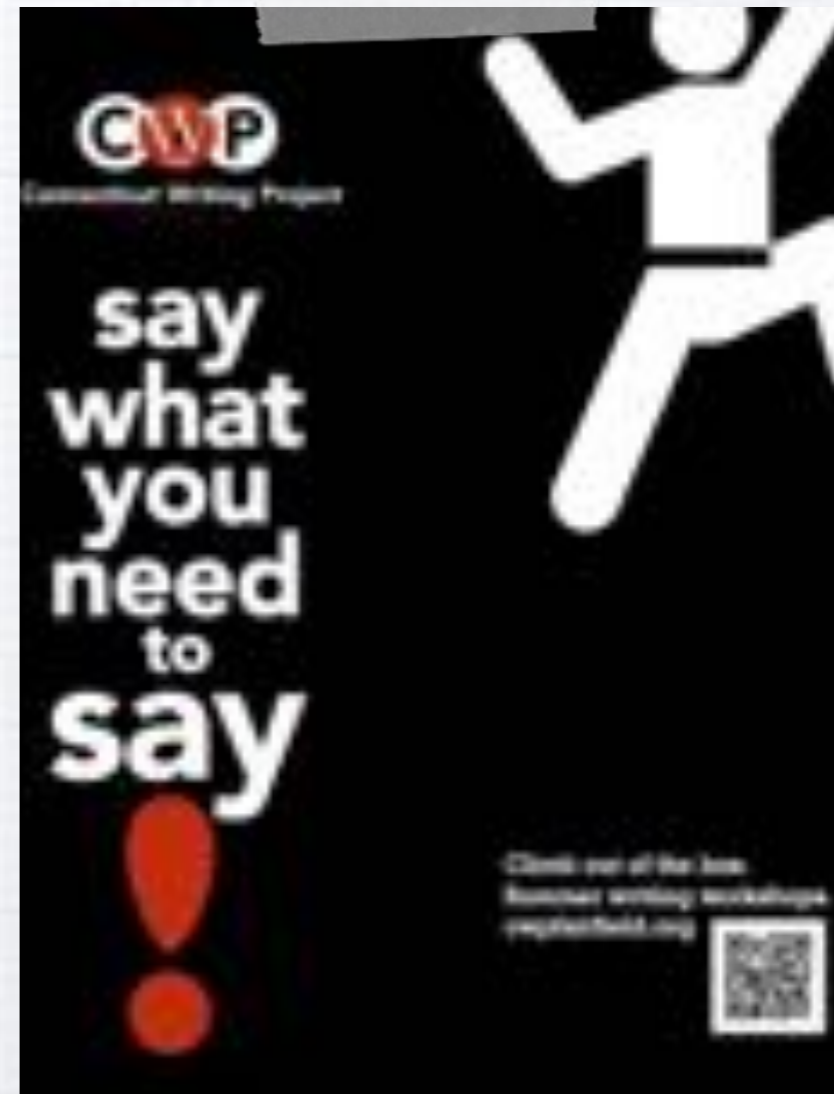
Highlighting POW!

- * intro / conclusion
- * sample fiction, poem, newspaper, college essay, etc.



Marketing Outside the Box

- * websites
- * twitter
- * school newspapers
- * Facebook
- * constant contact
- * administration blitzes



YOUNG ADULT LITERACY LABS

LAB	# OF PARTICIPANTS	# OF SCHOLARSHIPS	# OF DISTRICTS	REVENUE
<i>Little Lab (I)</i>	24	2	9	\$4,550
<i>Little Lab (II)</i>	18	2	11	\$2,699
<i>Speak Yourself (Poetry & Scripts)</i>	16	5	8	\$900
<i>Write Your Novel (Two Weeks)</i>	35	5	16	\$4,350
<i>Graphic Novel</i>	5	1	2	\$550
<i>Journalism (I & II)</i>	6	3	5	-\$50
<i>Project Citizen</i>	13	5	7	\$1,600
<i>TEDx LAB</i>	5	0	5	-\$250
<i>COLLEGE ESSAY</i>	10	3	7	\$400
<i>UBUNTU ACADEMY</i>	26	26	1	-\$ Funded Through Partnerships
TOTALS	152	52	16	\$14,449

Space

- * What are you thinking?
Has anything resonated
with your local KWP site?
Thoughts? Ideas? Worries?
Wonders?



Moving Summer Into The School Year





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