

COMMUNITY-WORD PROJECT

# Impact Report

2021 - 2022





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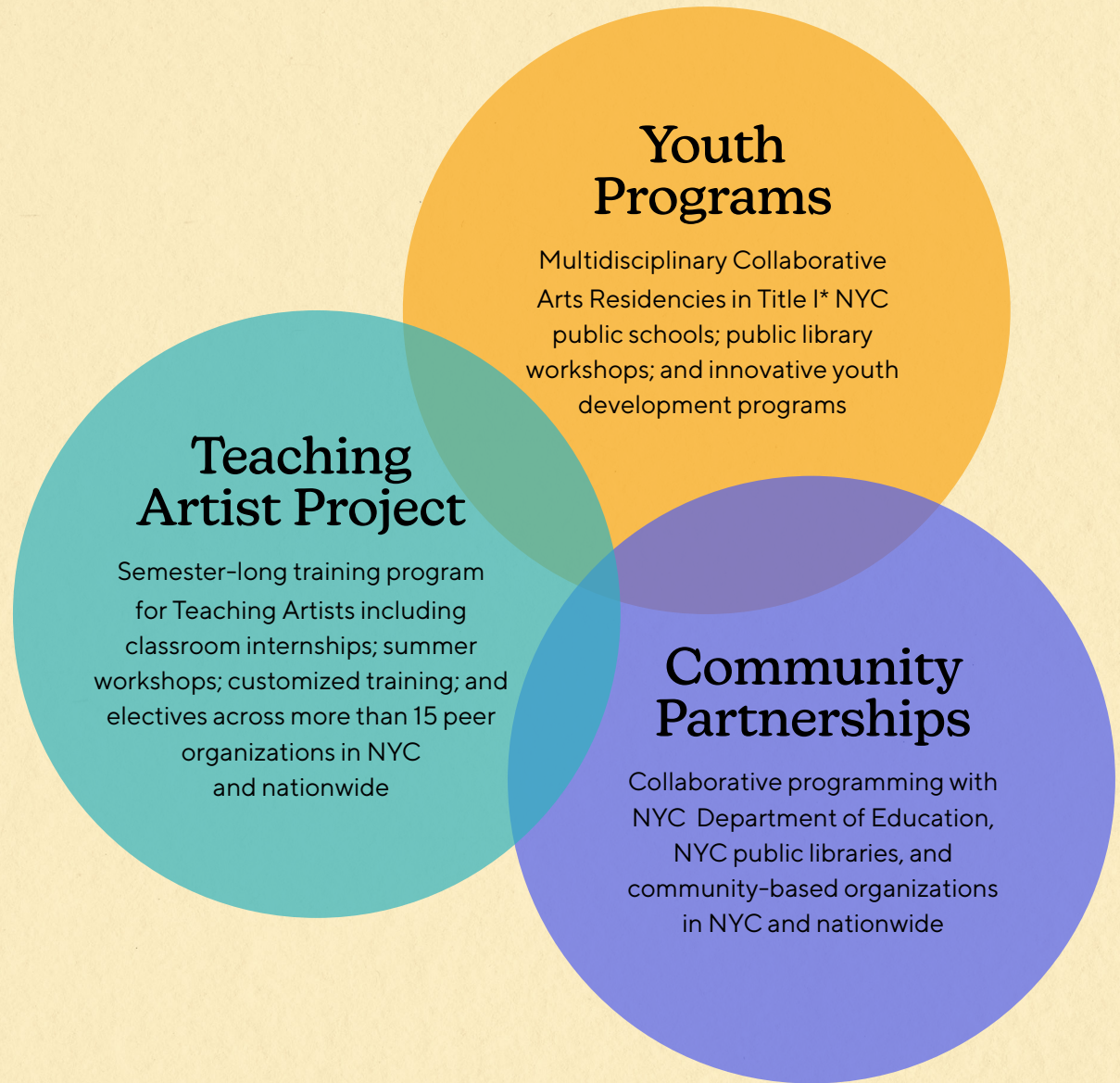




## About Community-Word Project

Community-Word Project is a New York City-based non-profit that facilitates culturally responsive, multidisciplinary art programs for students, Teaching Artists, and communities to develop and amplify their voices and creative skills.

We envision a world where all artists and learners work together to recognize and celebrate the power of their creative voices to manifest a more equitable future.



\*Title I is a federal program that provides funding to schools based on the percentage of their students' households with low income.



# Our Values



## Inclusion & Accessibility

We respect and value the diversity of perspectives, learning styles, abilities, artforms, and cultural backgrounds.



## Intentional Collaboration

We support collaborative exchanges of ideas through learning and teaching, honoring each others' lived experiences, talents, and communities.



## Creative Expression

We celebrate creativity in everything we do. We believe that no matter the age, ability or experience, we all have an innate capacity for creative expression.



## Power of Voice

We believe in the power of individual and collective voice and the confidence and agency that grows through creative artistry.



## Radical Love

Our work is a practice in love and joy, for ourselves and for one another. It is what motivates us to create.

# Our Approach to Evaluation

We believe evaluation is a creative practice.

We believe that evaluation is about celebration, accountability, and growth.

We believe meaning emerges from a range of voices, multiple forms of data, and collaborative analysis and reflection.

We believe evaluation creates opportunities to revise, enhance, and iterate.

In the 2021-22 program year, Community-Word Project's evaluation process utilized pre- and post-surveys, focus groups, and written reflections.





## Impact at a Glance

2,485

students in all  
five boroughs

72

schools, libraries,  
and other arts  
partners

63

Teaching Artist  
trainees

150+

NYC Department of  
Education arts educators  
trained through GIVE  
partnership

217

Teaching Artists reached  
by Community-Word  
Project programming

37

multi-week  
residencies







# Youth Programs



Collage self-portrait from J.H.S. 98  
Herman Ridder middle school student





## A Note from the Program Director

In the 2021-22 school year, the majority of Community-Word Project Teaching Artists returned to school classrooms in-person for the first time since March 2020. As they did so, they collaborated with students, teachers, administrators and support staff to **foster connection and creativity** in a constantly changing environment.

Over and over, we saw how important our arts-integrated approach to building literacy can be in mitigating the ongoing effects of the pandemic on young people. Our residencies supported schools' efforts to bridge pandemic-related learning gaps by energizing and motivating students' literacy learning. And by exploring meaningful personal topics in their writing and artmaking, **students had space to explore their emotions, express themselves, and strengthen their classroom communities.**

Our students, school partners, Teaching Artists, and administrative staff are proud of what our collaboration made possible in the 2021-22 school year. In the pages that follow, you'll see the **perseverance, creativity, and growth** at the heart of our Youth Programs this year.

Sincerely,

Autumn Tilson

Program Director, Arts Access for School and Community Partnerships

2nd grade class mural at  
P.S. 84 Jose De Diego

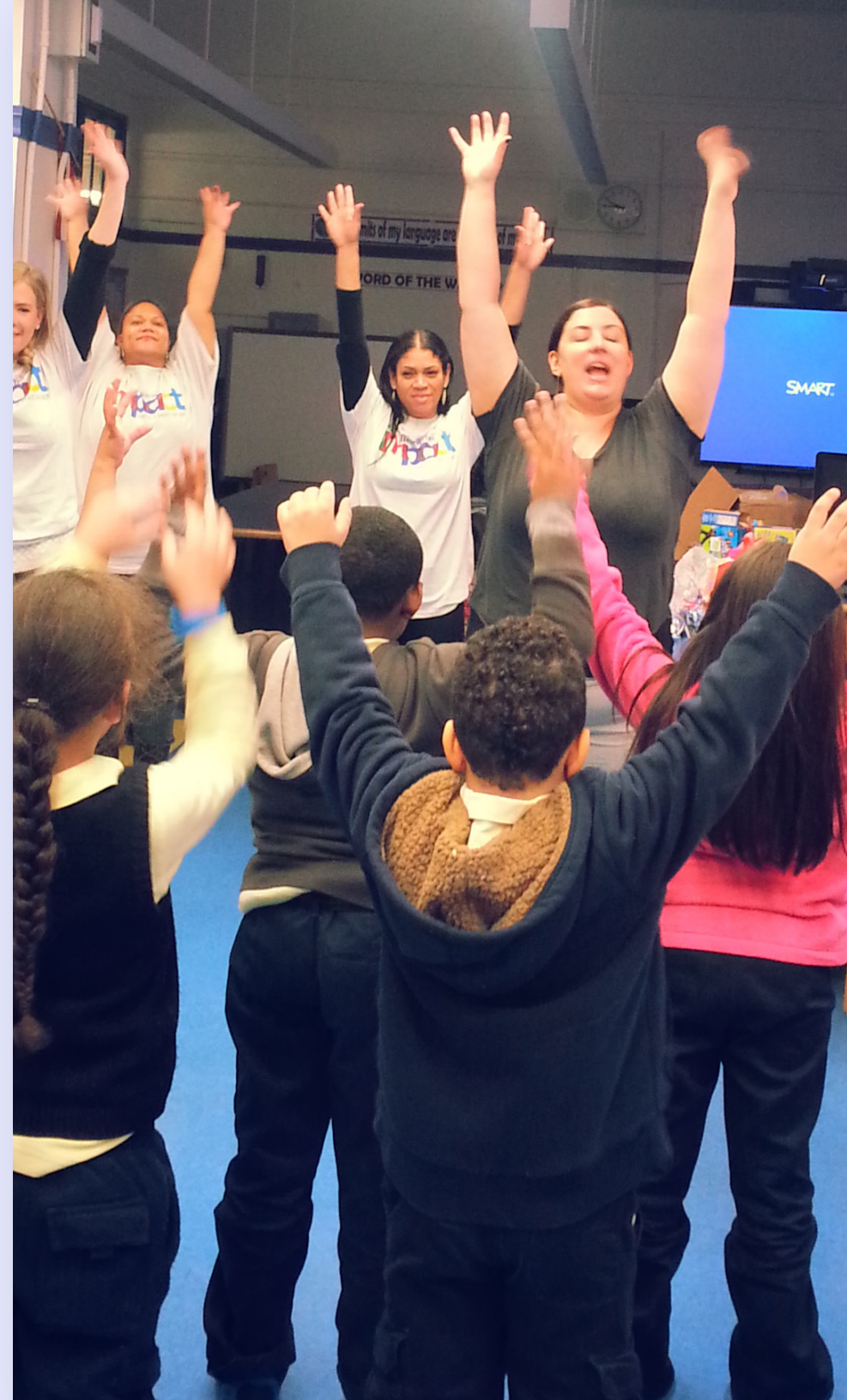




## Collaborative Arts Residencies

Community-Word Project Collaborative Arts Residencies provide **specialized arts-integrated experiences in classrooms and afterschool settings** in Title I NYC public schools. Working with classroom teachers and out-of-school-time leaders, our Teaching Artists support literacy, creative and critical thinking skills, and social-emotional learning through writing, music, visual art, theater, dance, media arts, and more.

Community-Word Project also leads workshops in partnership with New York Public Library and Brooklyn Public Library that invite youth to read, write, create, and connect to their local libraries. Library programming is currently not evaluated. [Learn more about our additional youth programming.](#)

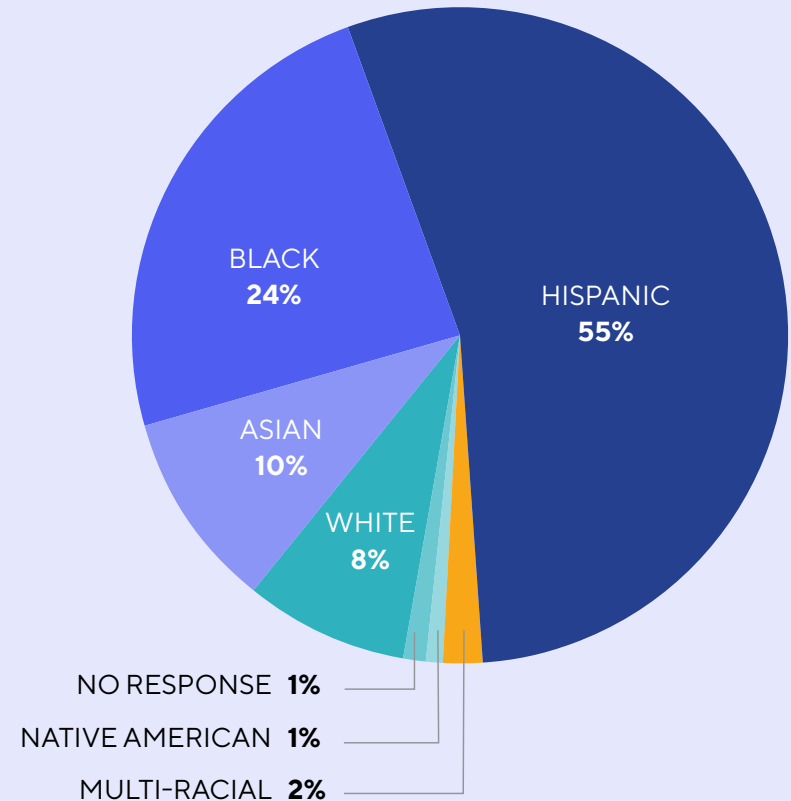
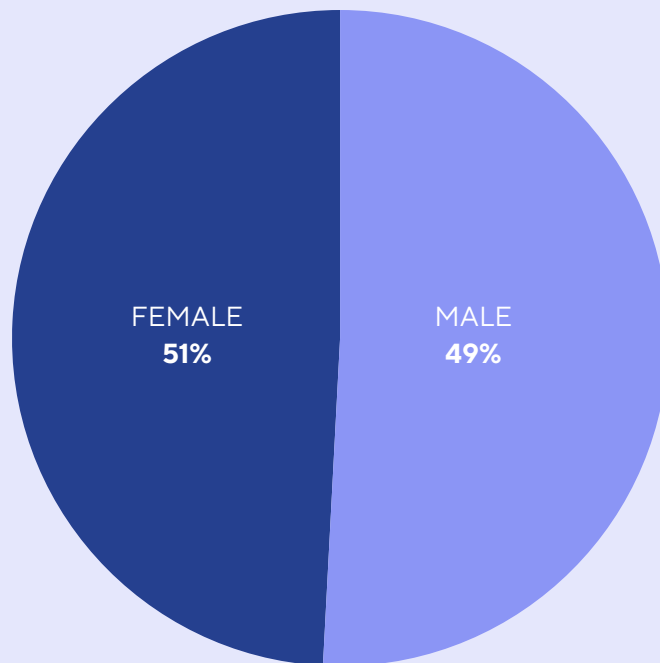




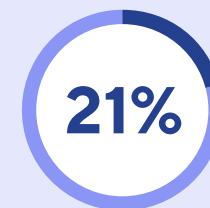


# Student Demographics

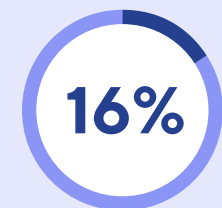
According to the NYC Department of Education, students in our 21 partner schools identify as...



**Note:** According to recent research by the Williams Institute at UCLA School of Law, approximately 1.4% of young people ages 13-17 identify as transgender or non-binary. Though the NYC Department of Education does not currently report data for gender identities beyond "Female" and "Male," we can assume our students' identities reflect national trends.



Students with disabilities



English Language Learners

## Youth Programs Outcomes



### Creative Thinking

Students explore their imagination through artistic creations, try new ideas, experience innovative problem solving, and refine and revise with new perspectives.



### Critical Thinking

Students examine their work and the work of others. They ask questions, transfer knowledge, and make connections as part of their creative and learning processes.



### Literacy

Students become stronger readers, writers, and speakers through creative expression.



### Emotional Intelligence

Students articulate the emotions of self and others, manage the emotions of self and others, and apply emotions in their learning process.



### Community

Students work together to build their classrooms into a strong community. They take on leadership roles that display confidence and inspire their peers. Students are culturally aware of the communities they inhabit and are sensitive to the needs of, and differences between, people of different backgrounds.



# Literacy

Over the course of a Community-Word Project Collaborative Arts Residency, we see changes not only in students' concrete writing skills (e.g., word choice, use of literary devices), but also in their perception of themselves as writers.

Students leave their Community-Word Project experience **more confident in their writing as a way to engage in and create change in the world around them.**

After their Community-Word Project residency...

**100%** 100% of classroom teachers surveyed said students use a **range of writing techniques** (e.g., sensory detail, metaphor, simile), compared to 55.5% before.

**86%** 86% of classroom teachers surveyed said students make **deliberate word choices in their writing**, compared to 60% before.

“Any ideas?”  
The power of the creative mind,  
Isn't very hard to find.  
You can show everyone the  
power of creativity  
You can make an original activity!  
You can make a cool creature  
And it can result in making a new feature!  
The Darkness inside won't need to hide.  
You can learn to have it on your side!  
The Non-create activists  
turned everyone crazy,  
they turned the good people shady.  
We don't need any other inspiration.  
All we need is our hearts to  
make a great creation.  
Creativity won't need to hide.  
Let it rise and let it shine!  
Now that we wrote it,  
We can evoke it.

— 5th grade afterschool class poem  
at P.S. 85 Judge Charles Vallone

I am from a yellow pencil,  
 From Bounty paper and Dawn soap.  
 I am from the familia peluche with many noises.  
 I am from the plants that grow,  
 The Devil's Ivy Golden Pothos.  
 I am from mean neighbors  
 That want to kick us out of the  
 house because of my siblings.  
 I am from tamales, arroz con leche  
 And pozole and dia de los reyes  
 y dia de los muertos,  
 From Kevin, Yailin  
 And Eve and Luna.  
 From "echales ganas, ponte las pilas"  
 And "Eres pendeja"  
 "Esa es mi chingona"  
 "Eres mi princesas."  
 I'm from Waldson, Hispanic,  
 From atole, cafe con galletas.  
 From what happened to my other family.  
 I am from Corona, Queens.

— 9th grade student at Long Island City High School

From pre- to post-residency, we saw...

- 91%** 91% increase in number of middle and high school students who **feel comfortable sharing their writing** with others.
- 75%** 75% increase in number of middle and high school students who **imagine how their readers will respond** to their writing.
- 67%** 67% increase in number of middle and high school students who **use their writing to be heard and seen.**
- 69%** 69% increase in number of middle and high school students who say their **writing helps them think about new ideas.**



12th grade student self-portrait  
at Bronx Envision Academy



# Emotional Intelligence and Community

Students complete their Community-Word Project Collaborative Arts Residencies with an **increased ability to express their emotions and an expanded sense of empathy.** Students also grow their leadership skills and their understanding of how their identities, interests, and contributions can connect to and strengthen their community.

After their Community-Word Project residency...

**100%** 100% of classroom teachers surveyed said students **take on leadership roles** in their classroom community, compared to 81.5% before.

**100%** 100% of classroom teachers surveyed said students **comfortably express their feelings through artistic forms** compared to 74.7% before.





51% of elementary students demonstrated gains in their ability to take others' perspectives into account, and to **develop a sense of caring and empathy.**



53% of middle school students demonstrated gains in their desire to engage with and **contribute to family, community, and society.**



68% of high school students demonstrated gains in their ability to regulate their emotions and behavior, take positive risks, and **persist through life's challenges.**

"It gave everyone a chance to be **a part of some sort of a community in their class**, because my sixth graders, they're kind of a bit different. The dynamic in the classroom is not so good, but when we had CWP, it was better and they were all working together as compared to how they usually work together. That's the plus.

— 6th grade teacher at The Young Women's Leadership School of Queens during a focus group hosted by Community-Word Project

I know that love costs  
you everything For Sure

I know that motherhood is  
the best hood For Sure

I know we all have an inner  
artist inside For Sure

I know no one likes hearing  
or seeing a baby cry For Sure

I know heart break, heart ache  
hurts more than physical pain For Sure

I know patience + answered  
prayers take time For Sure

I know laughter from  
the belly is pure For Sure

I know as humans our life goal  
is to achieve, accomplish, MORE For Sure

— 9th grade student at Bronx  
Community High School



## Critical and Creative Thinking

Over the course of their time with Community-Word Project, students expand their ability to generate new ideas, experiment with creative techniques, and incorporate feedback. These critical and creative thinking skills **fuel the kind of growth mindset that supports success** in and beyond school.

After their Community-Word Project residency...

100%

100% of classroom teachers surveyed said students **use peer feedback to strengthen their work**, compared to 66.7% before.

100%

100% of classroom teachers surveyed said students **create new and meaningful ideas** by using a range of idea creation techniques such as brainstorming, adopting, adapting and researching, compared to 62.9% before.

I am from Haiti summers and drinking  
coconut water in the Caribbean,  
from spicy, sticky and yummy fried goat  
and finding and making Easter eggs.  
I am from the “God is Coming Back” song  
that feels like my Grandmother’s old,  
black shoes.  
I am from the reddish, purple sorrel.  
I am from my Grandmother’s Haitian  
accent, and from dancing with everybody.

— 1st grade student at P.S. 316  
Elijah G. Stroud



“That was my first time making something that was by myself, because the other times, you’re just drawing from what the teacher does.... It was good because I wasn’t doing the same thing as everyone else. **It was my own.**”

- 11th grade student at Bronx Lab School during a focus group hosted by Community-Word Project

**75%**

75% of elementary students said they had the **opportunity to try new things** they had never done before.

**67%**

67% of middle school students **demonstrated gains in their motivation** and perceived mastery over their own learning, school performance, and potential to attain academic success.

**71%**

71% of high school students said when they shared their thoughts and opinions, Community-Word Project Teaching Artists let them know **how much they valued their input.**







# Areas for Growth in Collaborative Arts Residencies

Alongside the ways Community-Word Project supported students in their development in the 2021-22 school year, the data also revealed **areas for us to continue deepening and strengthening our programming.**

The areas in which students may need support are all developmentally appropriate for each age group—and may be additionally influenced by the ongoing effects of the pandemic on education, mental health, and community well-being. As we note each area for growth, we also note questions we're asking as we plan programming for our students and professional development for our staff.

|  |   |   |
|--|---|---|
| We discovered our elementary students may need <b>additional encouragement</b> to take positive risks.   | > | How can we explore more ways for Teaching Artists to model, create opportunities for, and celebrate <b>creative risk-taking</b> ?                     |
| We're seeing room to grow in middle school students experiencing a <b>sense of group identity</b> and feeling part of a team.  | > | How can we expand opportunities for students to <b>discover how their unique identities</b> and contributions fit within their classroom communities? |
| We found that high school students may need additional support in the process of <b>discovering who they are</b> and developing the confidence to explore multiple facets of their identities. | > | How can we <b>collaborate with young people</b> to deepen the ways our programming reflects their identities and interests?                           |

# Young Adult Programs

## CWP 2.0

In CWP 2.0, a college and career exposure program, students make **interactive public art, interface with innovative technology, lead curriculum design, and participate in networking events.**

In 2021-22, 8 students from 3 high schools in Queens and the Bronx completed the program.

The majority of the students grew in their writing-related capacities and confidence or maintained already high capacity and confidence throughout the program.

In the subset of students who completed the pre- and post-program surveys, we saw positive shifts in:

- Their interest in and ability to combine visual art, code, and poetry
- Their knowledge of how to apply for college



CWP 2.0 students on a tour of Brooklyn College



# Teaching Artist Project







## Teaching Artist Project

Teaching Artist Project (TAP) is a **collective of antiracist, diversely experienced emerging and working arts educators and Teaching Artists** who are looking for a supportive community to engage in a self-reflective, justice-oriented learning practice to enhance their teaching. [Learn more about TAP.](#)



## Note from the TAP Co-Directors

**“How can we deepen our Teaching Artist practice to meet the needs of this transformative moment?”**

This is the question we, the Co-Directors of the Teaching Artist Project, explored alongside over 217 Teaching Artists who engaged with our programming in 2021-22.

As the three of us grew our capacity for collaboration within TAP’s new shared leadership model, TAP trainees grew their capacity for using **art as a vehicle for liberation, creating inclusive learning spaces, developing sustainable careers** as Teaching Artists, and more.

Like the rest of the world, we’ve held each other through the tension, uncertainty, and grief of the pandemic and its ongoing impact on Teaching Artistry. But we’ve also been uplifted by the many ways TAP trainees and partners continue to orient themselves toward creativity, healing, and liberation. In the pages that follow, we hope you’re able to feel deeply the sense of growth, connection, and possibility that emerged from TAP this year.

Sincerely,  
The TAP Co-Directors,

Adriana Guzmán-King, Dale Novella Anderson-Lee,  
and Javan Howard



A snapshot of trainee demographics, including participants of 2021 Summer Institute, 2021 Fall TAP Program, 2022 Spring TAP Program, and Teaching Artist Institute of Rochester.

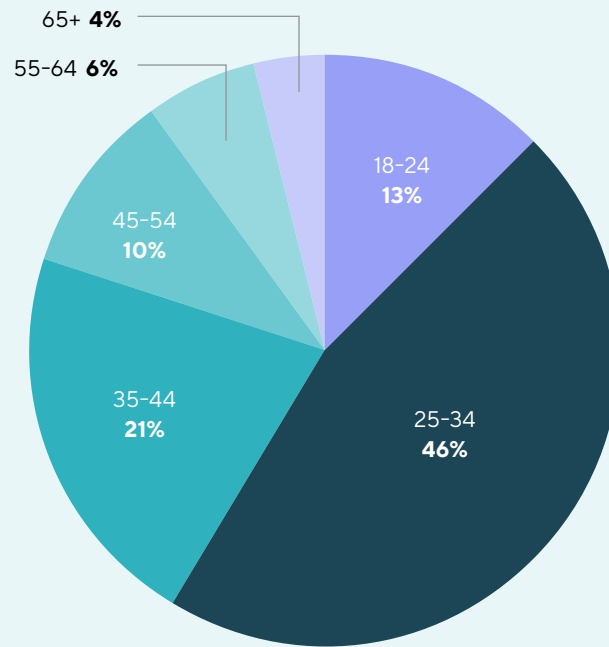
A pie chart illustrating the distribution of gender identity. The largest segment is 'WOMAN' at 54%, followed by 'CISGENDER WOMAN' at 21% and 'CISGENDER MAN' at 10%. Smaller segments include 'MAN' (7%), 'TRANSGENDER MAN' (1%), 'QUEER/WOMAN\*' (1%), 'QUEER\*' (1%), 'TRANSGENDER MAN/ GENDER QUEER\*' (1%), 'PREFER NOT TO SAY' (1%), 'ENBY, NONBINARY\*' (1%), 'AGENDER\*' (1%), and 'GENDER VARIANT/ NON-CONFORMING' (1%).

| Gender Identity                | Percentage |
|--------------------------------|------------|
| WOMAN                          | 54%        |
| CISGENDER WOMAN                | 21%        |
| CISGENDER MAN                  | 10%        |
| MAN                            | 7%         |
| TRANSGENDER MAN                | 1%         |
| QUEER/WOMAN*                   | 1%         |
| QUEER*                         | 1%         |
| TRANSGENDER MAN/ GENDER QUEER* | 1%         |
| PREFER NOT TO SAY              | 1%         |
| ENBY, NONBINARY*               | 1%         |
| AGENDER*                       | 1%         |
| GENDER VARIANT/ NON-CONFORMING | 1%         |

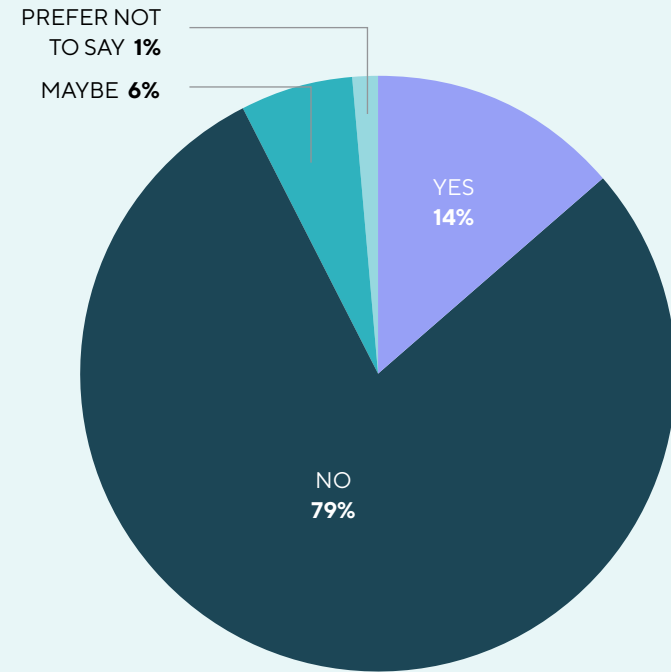
| Race/Ethnicity                            | Percentage |
|---|------------|
| White and/or European                     | 45%        |
| Black, Afro-Caribbean, and/or African     | 35%        |
| Latinx and/or Hispanic                    | 21%        |
| South Asian                               | 5%         |
| Indigenous, Native, and/or First Nations  | 4%         |
| Middle Eastern or Western Asian           | 3%         |
| Mixed Race*                               | 1%         |
| Indo-Caribbean, South Asian*              | 1%         |
| Creole from Réunion Island (Multiracial)* | 1%         |
| Central Asian*                            | 1%         |
| Biracial*                                 | 1%         |
| American*                                 | 1%         |

21

## Age



## Disability



**“This training has been a gift and saving grace for me.** I came in unemployed, severely burned out, lost and experiencing a lot of imposter syndrome. I was also looking for a community of artists who also see themselves as educators and people committed to grounding their process and teaching in social justice and universal learning practices. I’ve been in a lot of workshops and classrooms where this would be talked about in a performative way, but never put into practice the way it’s been put into practice here.”

- 2022 Spring TAP trainee



# TAP Semester Program

In the 2021-22 program year, TAP ran two 12-week virtual programs in Fall 2021 and Spring 2022. trainees attended live online workshops and chose from one of three additional fieldwork tracks.

**17** TAP trainees  
in Fall 2021

**19** TAP trainees  
in Spring 2022

**85%**

85% of TAP trainees were “Very Satisfied” with their **overall experience** with the program

**96%**

96% of TAP trainees reported receiving **support, feedback, and guidance** valuable to their development as Teaching Artists

**12%**

12% of TAP trainees **received a job offer** during the training because of TAP

**62%**

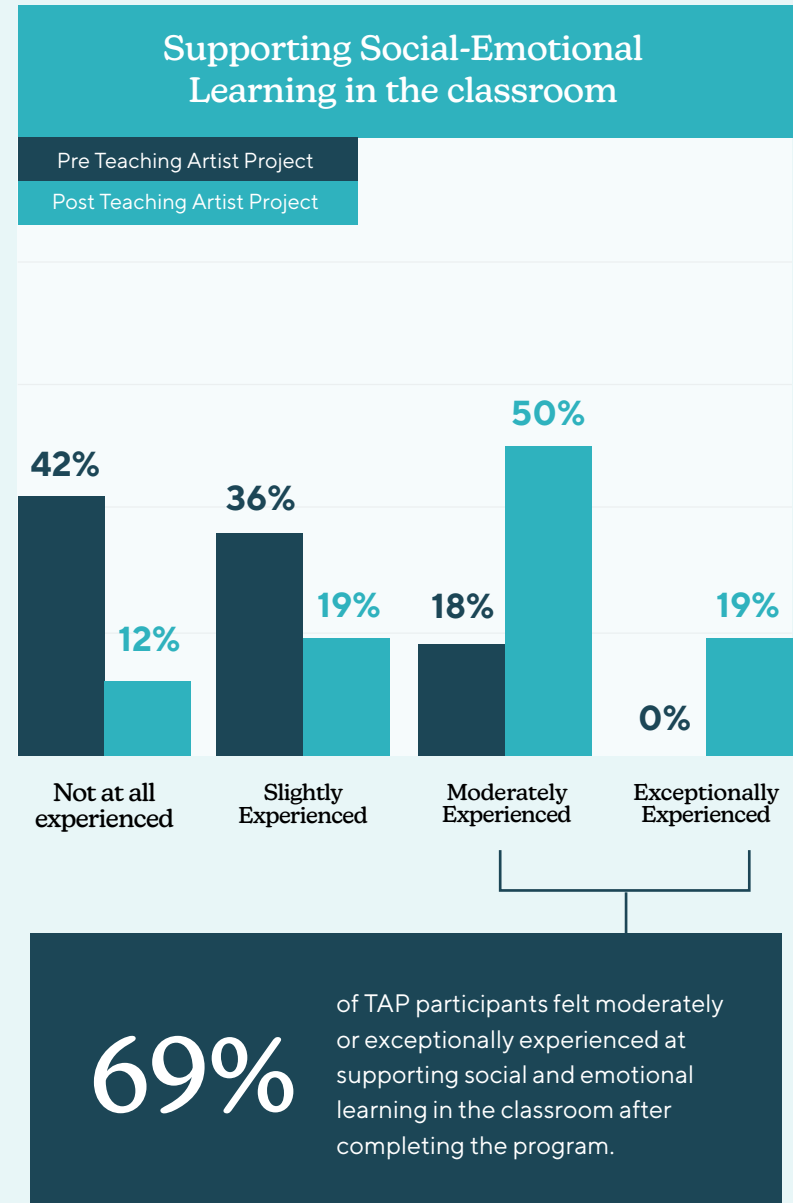
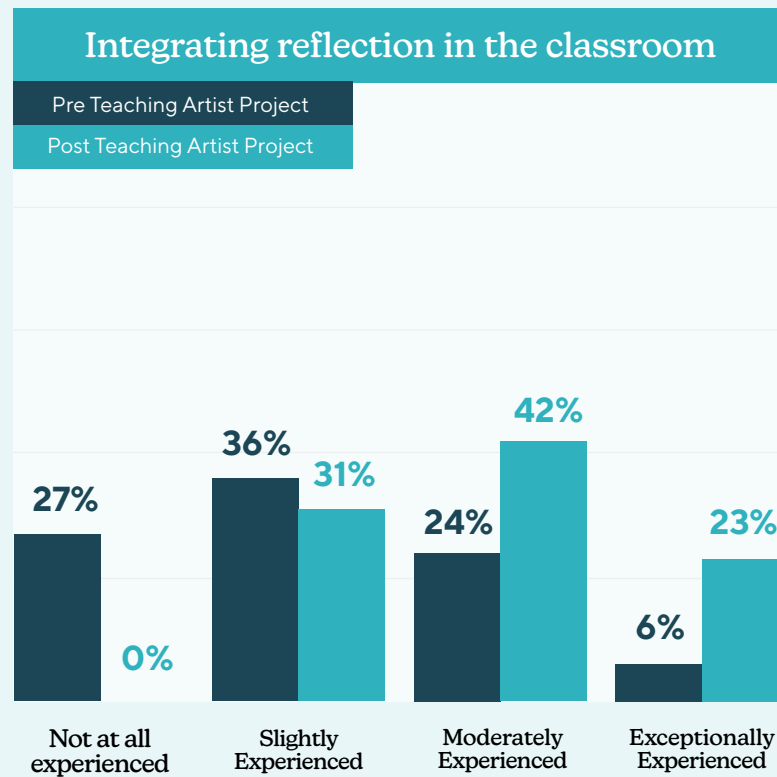
62% of TAP trainees learned about an **organization they were interested in** working with during the program





TAP builds the power of Teaching Artists to meet the needs of this transformative moment.

When trainees leave the program, they feel more experienced in...



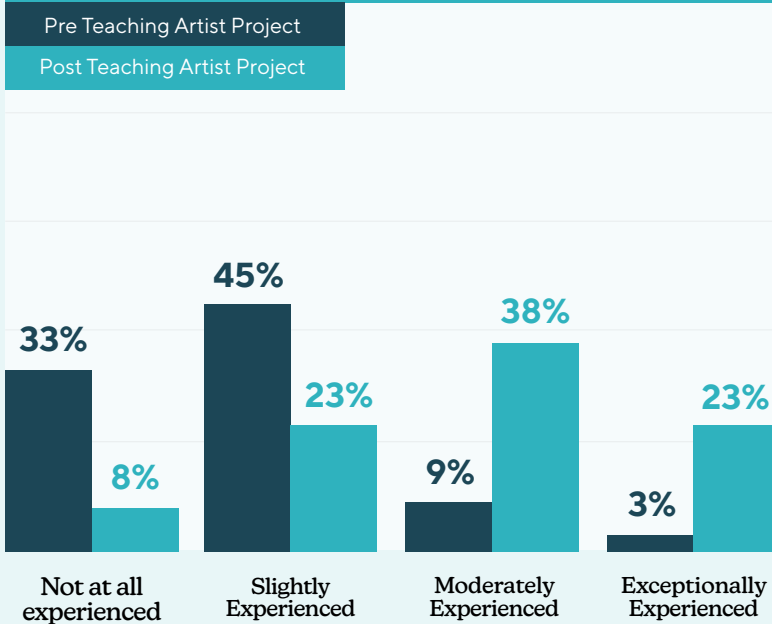




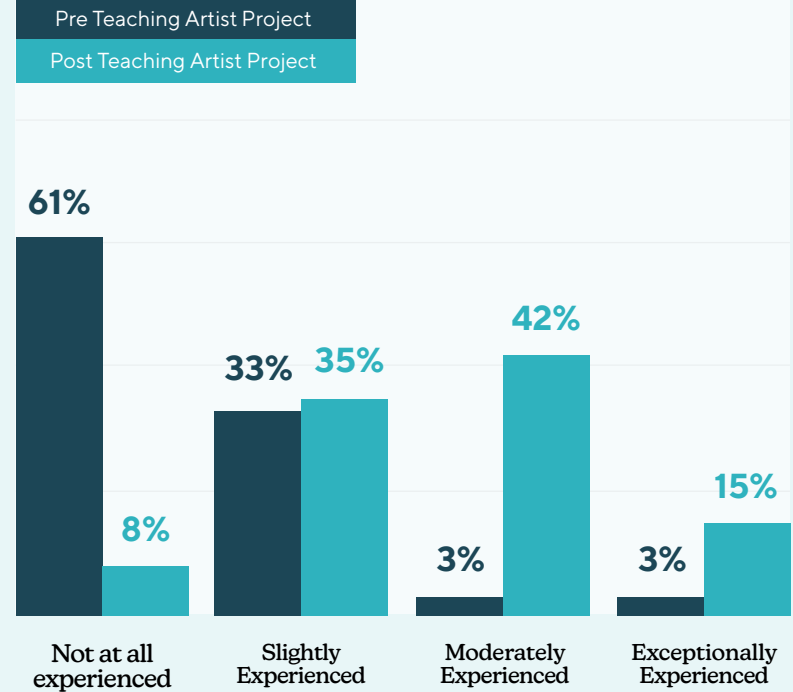
"This program and cohort **gave me the confidence I needed** in honing my particular style of social-emotional, culturally relevant art teaching—and I left the program prepared and energized to use this work to create systemic change."

– 2021 Fall TAP trainee

### Supporting activism in the classroom



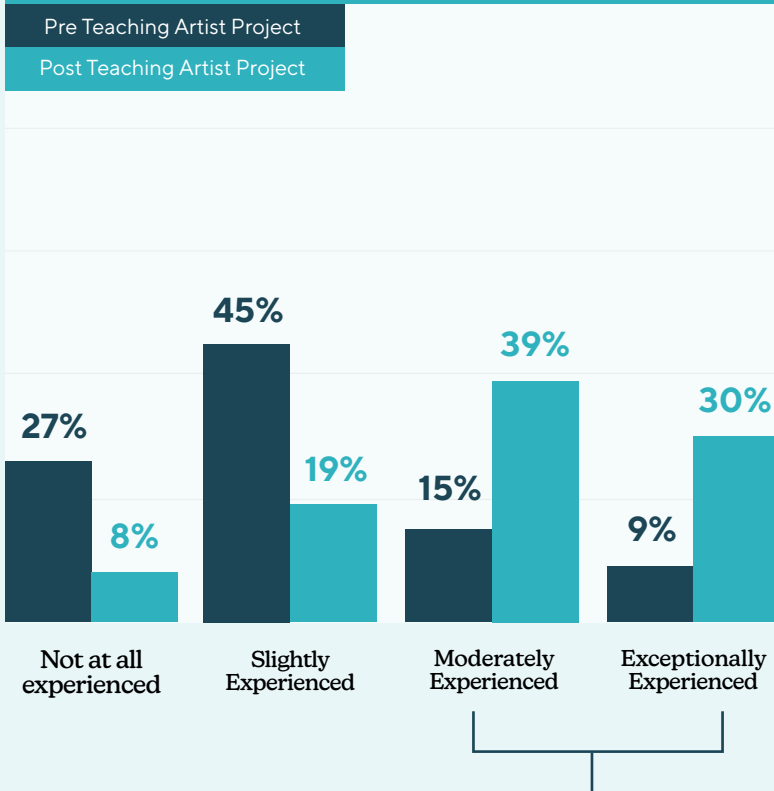
### Creating social justice based pedagogy



62%

of TAP participants felt moderately or exceptionally experienced at supporting activism in the classroom after completing the program.

## Supporting inclusivity/accessibility in the classroom







# Summer Institute 2021: Art as Activism in the Classroom

## Major areas of self-reported growth:

- Ability to use art as activism in the classroom
- Ability to use reflection in the classroom
- Ability to create a positive classroom culture

We are also still alive  
Steady standing, praying, dancing  
A timeless celebration in the cycles of spirits  
Bursting into a flock of birds, not past,  
but now  
Soaring steady, bathed by sun,  
to give and share

— Poem excerpt from Summer Institute participants  
during workshop on creative ways to deepen  
Land Acknowledgements.

## Key takeaways from participants:

“As a socially-engaged Teaching Artist my work requires me to **put aside my discomfort and teach my students to look at our systems** and our learning through a critical lens and be open to hard conversations.”

“The reminder to work towards **decolonizing what “success” looks like** in our classrooms and art practice.”

27

Summer Institute Participants

“That **through a collaborative process**, any number of people can work together to put forth an instructional path that will guide people into learning, exploring, finding their involvement in, and taking action on the issues in and around social justice, equity, land acknowledgement and all other associated, life-sustaining matters.”



## Teaching Artist Institute of Rochester (TAIR)

TAIR is a professional development series that supports emerging and advanced Teaching Artists in the Rochester, NY metropolitan area to expand their teaching practice and connect with a community of artists.

100%

of survey respondents agreed that the Institute was valuable to their development as Teaching Artists

“The program gave me so many skills to bring into my classroom and I felt it made me a greater asset to my students. **I felt very confident in my ability to develop and reach students further** and place more Justice or items learning in my lessons.”

- 2021-22 Teaching Artist Institute of Rochester trainee

86%

of survey respondents reported feeling more prepared to pursue work as a Teaching Artist as a result of the program

“I had never learned anything about creating a syllabus before, and **my confidence on how to begin to develop a plan for every class or even private coaching has expanded greatly.**”

- 2021-22 Teaching Artist Institute of Rochester trainee

### Special thanks to steering committee members:

Annette Ramos, Founder & Executive Director of the Rochester Latino Theater Company; Daystar Rosalie Jones, Founder & Artistic Director of Daystar Dance; Jack Langerak; Reenah L. Golden, Founder & Artistic Director of The Avenue Blackbox Theatre; Sally Bittner Bonn, Director of Youth Education at Writers & Books.



# TAP Cohort

The TAP Cohort is a network of **20 arts-in-education organizations** collaborating annually on a series of professional development workshops, events, and other initiatives designed to support Teaching Artists as they learn and contribute to best practices, cultivate their professional networks, and build sustainable careers.

This year, the TAP Cohort welcomed five new organizations to the coalition, increasing its reach and capacity. The group offered **18 virtual elective workshops** that reached **87 Teaching Artists**

ArtistYear

Arts For All

Arts for All Abilities Consortium

Arts Ignite

ArtWell

Brooklyn Arts Council

City Lore

Community-Word Project

DreamYard Project

Flamenco Vivo Carlota Santana

Marquis Studios

National Dance Institute

Opening Act

Ping Chong + Company

Radici Studios

Teaching Artist Guild

Teachers & Writers Collaborative

The Town Hall

Usdan Summer Camp For the Arts



## 2022 Arts in Education Job Fair

Back in person in 2022 for the first time since 2019, TAP hosted its annual Arts in Education Job Fair in partnership with Borough of Manhattan Community College to share employment opportunities with Teaching Artists from New York City and surrounding areas.

150

Teaching Artists, college students, and arts administrators at all career stages

35

arts education organizations attended





# Community Partnerships



# Community Partnerships

Leveraging the capacities and connections that exist at the intersection of our programming, Community-Word Project **cultivates and sustains a range of partnerships** throughout NYC and nationwide. These include but are not limited to...



## Writing for Film course with Inner-City Arts and Epic Theatre Ensemble

This **introductory film script-writing course** is run with Los Angeles-based organization Inner-City Arts and New York City-based Epic Theatre Ensemble. High school students from Community-Word Project's partner schools learn about and build skills for writing a short film script, connect with film industry professionals, and build relationships with students from across the country.



## Youth INC Metrics Program and Agile Strategy Planning Lab

Through Youth INC, a venture philanthropy organization that works with youth-serving nonprofits in New York City, Community-Word Project participated in two cohort-based programs: the Metrics Program, which helped us **refine our evaluation process**, and the Agile Strategy Planning Lab, which guided us through **developing a strategic plan** that will lead the organization into 2025.



## School-Based Partners

Community-Word Project collaborates with two school-based organizations in New York City: Zone 126 and Young Women's Leadership Network. These partnerships allow us to **extend the reach, sustainability, and impact of our programs**.





## Community Partnership Spotlight: GIVE

In fall 2021, Community-Word Project celebrated the public launch of **GIVE: Growing Inclusivity for Vibrant Engagement**. This free online resource, created in collaboration with ArtsConnection and the New Victory Theater, shares tools and strategies for working with students with and without disabilities and Individualized Education Programs (IEPs). Available at [teachwithgive.org](https://teachwithgive.org), GIVE supports Teaching Artists, educators, and administrators in the creation of liberated learning environments and vibrant arts experiences in inclusion settings.

## In the 2021-22 school year, GIVE reached...

231

Teaching Artists and arts administrators representing 115 arts organizations through live and recorded trainings in collaboration with the NYC Arts in Education Roundtable

150+

NYC Department of Education arts educators in partnership with the Office of Arts and Special Projects

18

Teaching Artists from within the three partner organizations who participated in a month long training to become GIVE Trainers

8,971

unique visitors to the GIVE website from July 1, 2021 - June 30, 2022





# Our Thanks



3rd grade class mural at  
P.S. 315 School of Performing Arts







## 2021-22 Administrative & Artistic Staff

**Dale Novella Anderson-Lee**  
Teaching Artist Project Co-Director

**Joel Berrios**  
Development Manager

**Adriana Guzmán-King**  
Teaching Artist Project Co-Director

**Craig Hayes**  
Deputy Director of External Affairs, Chief  
Experience Officer

**Brandy Hill**  
Office Manager, Executive Assistant

**Javan Howard**  
Teaching Artist Project Co-Director

**David King**  
Program Director of School and Community  
Partnerships

**Michele Kotler**  
Founder, Executive Director

**Elizabeth Leonard**  
Young Adult Program Manager

**Amanda Newman**  
Program Manager, Social Impact

**Bethany Parker**  
Managing Director of Development

**Katie Rainey**  
Director of Teaching Artist Project

**Shokoofeh Rajabzadeh**  
Program Manager, Teaching Artist  
Sustainability & Arts Access

**Maria Schirmer**  
Program Lead

**Melissa Shaw**  
Program Manager

**Autumn Tilson**  
Program Director, Arts Access for School and  
Community Partnerships

**Leigh Wells**  
Deputy Director of Programs  
and Operations

## 2021-22 Teaching Artist Staff

Mayele Alognon

Anu Annam

Dale Novella Anderson-  
Lee

Erin Anderson

Chelsea Asher

Chaya Babu

Tatiana Barber

Yael Ben-Zion

Kym Boyce

Phyllis Capello

Cornell Carelock

Ronald Chironna

Mary Cinadr

Madeleine Cravens

Trace DePass

Amanda Dettmann

Gary deVirgilio

Emma Doyle

Sofia Engelman

Tanya Everett

Samuel Floyd

Sean Forbes

Imani Ford

Felipe Galindo

Molly Goldman

Valerie Hallier

Reilly Horan

Javan Howard

Mary Kinney

Kathryn Lee

Elizabeth Leonard

T. Scott Lilly

Jenny Luna

Meher Manda

Libby Mislan

Amanda Newman

Katie Rainey

Nichelle Ryan

Jashua Sa-Ra

Lily Sarosi

Tahmina Sharmin

Rachael Scheffrin

Maria Schirmer

Melissa Shaw

Moira-Jo Trachtenberg-  
Thielking

Alex Velozo

Natalie Willens

Jean Wong





## 2021-22 School Partners

|   |   |   |
|---|---|---|
| Bronx Academy of Health Careers                             | J.H.S. 98 Herman Ridder School          | P.S. 171 Peter G. Van Alst School               |
| Bronx Community High School                                 | Long Island City High School            | P.S. 219 Kennedy King Elementary School         |
| Bronx Envision Academy                                      | Millennium Arts Academy                 | P.S. 315 School of Performing Arts              |
| Bronx High School for Writing & Communication Arts          | Pathways to Graduation                  | P.S. 316 Elijah Stroud School                   |
| Bronx Lab School  | P.S. 1 The Bergen Elementary School     | P.S./M.S. 279 Captain Manuel Rivera, Jr. School |
| High School of Contemporary Arts                            | P.S. 84 Jose de Diego School            | The Young Women's Leadership School, Queens     |
| I.S. 126 Albert Shanker School for Visual & Performing Arts | P.S. 85 Judge Charles J. Vallone School |   |
|   | P.S. 132 Juan Pablo Duarte School       |   |

## 2021-22 Community Partners

|   |  |  |  |                                      |
|---|--|--|--|--------------------------------------|
| ArtsConnection                                | Brooklyn Arts Council                        | House of Speakeasy                         | Opening Act                            | Usdan Summer Camp For the Arts       |
| Arts Ignite                                   | Brooklyn Public Library                      | Inner-City Arts                            | Partnership for After School Education | WNET                                 |
| Arts For All                                  | City Lore                                    | Lifetime Arts                              | Pentalog                               | WolfBrown                            |
| Arts for All Abilities Consortium             | Committee for Hispanic Children and Families | Linklaters                                 | Ping Chong + Company                   | Writers in the Schools Alliance      |
| ArtWell                                       | Daystar Dance Company                        | Marquis Studios                            | Radici Studios                         | Writers & Books                      |
| ArtistYear                                    | Dedalus Foundation                           | National Dance Institute                   | Rochester Latino Theatre Company       | The Young Women's Leadership Network |
| Asya Blue Design                              | DreamYard Project                            | The New Victory Theater                    | Samantha Dion Baker                    | Youth INC                            |
| The Avenue Blackbox Theatre                   | The Dwyer Cultural Center                    | New York City Arts in Education Roundtable | Teachers & Writers Collaborative       | Zone 126                             |
| Becker, Glynn, Muffly, Chassin & Hosinski LLP | Epic Theatre Ensemble                        | New York Public Library                    | Teaching Artist Guild                  |                                      |
| Borough of Manhattan Community College        | Echoing Green                                | NYC Landmarks50 Alliance                   | Teaching Artists Roc                   |                                      |
|   | Flamenco Vivo Carlota Santana                | NYU   Steinhardt School of Education       | The Town Hall                          |                                      |





# 2021-22 Funders

## Foundation Support

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Altman Foundation

Axe-Houghton Foundation

Blessing Way Foundation

Chloe Foundation/Barbara Forst Charitable Trust

Clara and Kurt Hellmuth Foundation, Inc.

Cornelia T. Bailey Foundation

The Countess Moira Charitable Foundation

The Endeavor Foundation, Inc.

Find Your Light Foundation

Henry E. Niles Foundation, Inc.

Hillman Family Foundation, Inc.

John N. Blackman Sr. Foundation

The Literary Arts Emergency Fund

Milton and Sally Avery Arts Foundation

Morgan Stanley Foundation

New York Architects Regatta Foundation Ltd.

The New York Community Trust

Nora Roberts Foundation

The Pierre and Tana Matisse Foundation

Pinkerton Foundation

The Poetry Foundation

Rosenkranz Foundation

Seth Sprague Educational and Charitable Trust

Sills Family Foundation

Wiley Birkhofer Family Fund (Wiley Fund)

Youth INC

## Corporate Support

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Amazon Literary Partnership

BankUnited

Bloomberg LP

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Linklaters

Morgan Stanley Foundation

MUFG

Paramount

TD Bank Charitable Foundation

The M&T Charitable Foundation

Winter Water Factory



## 2021-22 Funders

### New York City Council Members

Councilmember Cabán  
Councilmember Cabrera  
Councilmember Diaz  
Councilmember Genarro  
Councilmember Gibson  
Councilmember Reynoso

### Government Support

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### Special Thanks

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With ongoing research, reflection, and revision, our work will continue to evolve, grow, and better meet the needs and wishes of our stakeholders.

It only takes a pen  
to AWAKEN youth  
action



Community-Word Project 2018-19 with BEA, BHSWA, LICHS, TYWLS Q & Urban Word NYC  
Student Artists: Mariama, Widgie, Alex, Nazaughn, Brenda, Junior, Allison, Sairis, Kayla, Ahelia, Nayssa  
Lead Artist: Emet Sosna Asst: Elizabeth Olear  
Urban Word NYC: Camryn B, NYC Youth Poet Laureate; Adam, F. Michael C. Sofia S.