

THE WRITE OF YOUR LIFE™



Year End Report 2020

We are resilient!

WWW went digital.

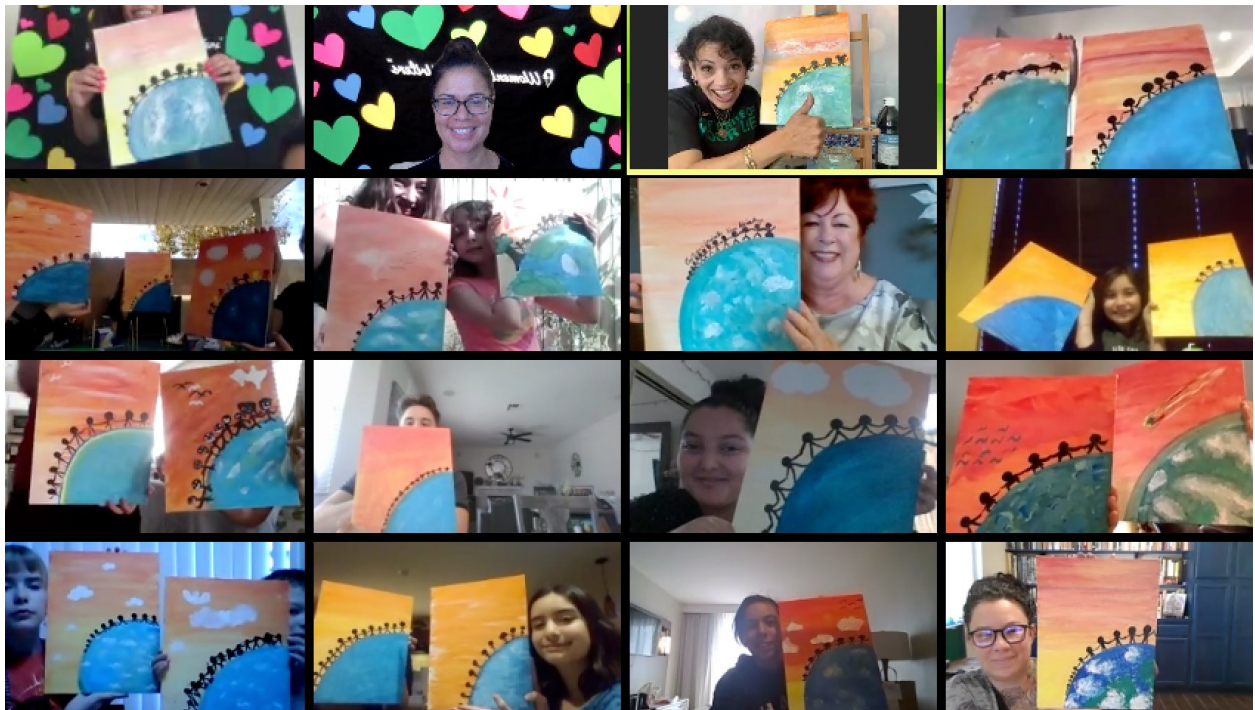


By Women Wonder Writers, December 2020

For most of us, 2020 brought challenges we didn't think we could overcome. The team at Women Wonder Writers wasn't immune. We experienced some major growing pains as an organization. But we adapted and came out on the other side, still serving our youth and our adult incarcerated populations. Because of people like you, we were able to pivot quickly and seamlessly to continue building resilience in our community through our trauma-informed programs.

We've attached our year-end report filled with all we've accomplished this year, with a little sampling of the report below. Again, thank you so much for your continued support. We can't wait to show you what's next.

TOP STORIES



Our P'Art of Parenthood

by [Alyssa Maio](#)

On November 21st, Women Wonder Writers partnered with Riverside County Office of Education, and OG Paint Parties to host a guided virtual paint day for students and their families called Our P'Art of Parenthood.

The purpose of the event was to strengthen family relationships and encourage caregiver support, while also providing a fun outlet for families, during these strange times. While

this event has existed in-person in previous years, due to Covid-19, Women Wonder Writers knew they had to find a way to continue it virtually.

Rosalind and Lauren Garay, mother and daughter artists from OG Paint Parties, emceed the day with Bingo, name games, prizes and more. Women Wonder Writers also held an essay contest leading up to the event for various age groups, and the winners were announced and awarded additional prizes.

The artists guided the families in how to paint the below picture. Each section required something different. Sometimes a thinner brush, other times, a lighter stroke.



As Roz painted, she began describing what the little circles represented, describing them as her “support system.”

“We can show our gratitude for those around us,” she then encouraged the students and families to think about what they were grateful for.

She continued adding arms and legs and discussed technique as she demonstrated how to roll small paint brushes in the paint and how to gently apply it to the canvas.

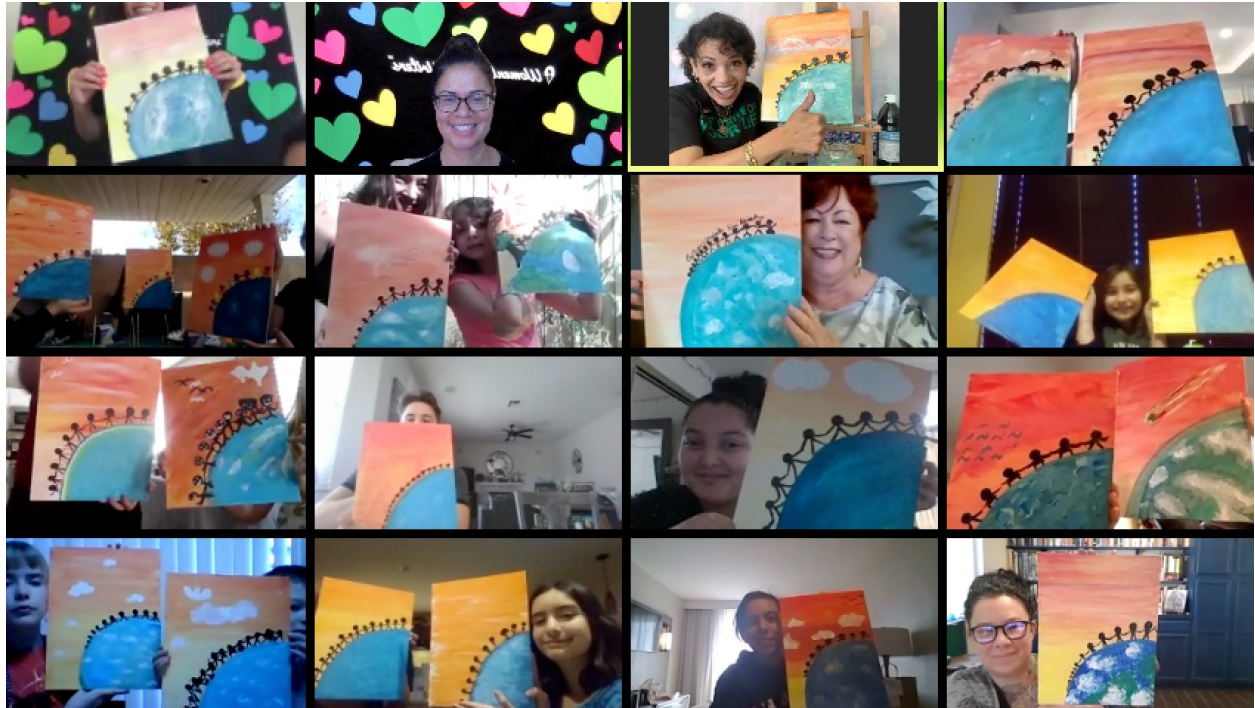


Women Wonder Writers' Founder, Debra Mares, was also in attendance and added “Paint your circles - these are your support people like friends, family, mentors, teachers, and anyone that supports you! We are thankful for everyone in our lives. Peer and family support, along with the village of people that lift us up! This is so important to stay resilient!”

LuAnna Jauregui of Riverside commented “Yes! Perfect timing for this painting. “

Sally K., a parent in attendance, held up her daughter's painting, who stepped outside the box and added a comet to her painting.

By the end of the two hour event, students and their families were signing and dating their masterpieces, all beautifully unique to them and their experience.



This event also wouldn't have been possible without Riverside County Office of Education. A huge thanks to Rene Ramsey, Felicia Del Gado, and Luisa Higgins.

And of course, another thanks to Amir Alavi (also from RCOE) and Cati Porter of Inlandia Institute for taking the time to judge the essay contests, [iEHP](#) and LuAnna Jauregui for sponsoring the event. Their generosity made this event possible.

The next date for this event is yet to be set, but likely in mid 2021. For more information, you can follow @womenwonderwriters on Facebook, LinkedIn, or Instagram, or [visit our website](#).

Beyond Bars

by **Misha Ponnuraju** and **Alyssa Maio**

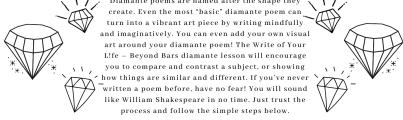
The Write of Your Life ~ Beyond Bars underwent massive change this year, resulting in brand new, highly interactive journal packets. Carefully designed with our incarcerated students in mind, this new iteration of TWOYL~Beyond Bars includes interdisciplinary art lessons, self-care exercises, and journal prompts that promote empathy, resilience, and self-reflection.



With the unprecedented changes brought by the COVID-19 pandemic, Women Wonder Writers faced new challenges in continuing The Write of Your Life Beyond Bars. Prison closures taking place all across California, and correspondence packets were the most vital way for us to continue our programming without in-person instruction.

Literary Arts Exercise Diamante Poetry

Your poetry can be as valuable as diamonds!



Diamante poems are named after the shape they create. Even the most "basic" diamante poem can turn into a vibrant art piece by writing mindfully and imaginatively. You can even add your own visual art around your diamante poem! The Write of Your Life - Beyond Bars diamante lesson will encourage you to compare and contrast a subject, or showing how things are similar and different. If you've never written a poem before, have no fear! You will sound like William Shakespeare in no time. Just trust the process and follow the simple steps below.

Line One and Line Seven: NOUN - A person, place, or thing

Unlike most poems, the first line and the last line are written first. Pick a subject for your poem and write it in Line #1 Noun, then pick the opposite of your subject and write it on Line #7.

Example: "Storm" & "Sunshine"

Line Two: ADJECTIVE - A descriptive word

Pick two words that describe your subject in Line #1

Example: "Dark" and "Cold"

Line Three: VERB - An action word ending in "-ing"

Pick three words that describe your subject in Line #1

Example: "Raining," "Falling," and "Crying"

Line Four: NOUN or ADJECTIVE

Pick two words that describe your subject in Line #1 and then pick two words that describe the opposite from Line #7

Example: "Alone" and "Sad" which describes a storm

Example: "Happy" and "God" which is the opposite of sunshine

Line Five: VERB - Action word ending in "-ing"

Pick three words that describe your subject in Line #7

Example: "Beaming," "Laughing," and "Praying"

Line Six: VERB - Action word ending in "-ing"

Pick two words that describe your subject in Line #7

Example: "Bright" and "Warm"



Check out the next page for an example!



Our Beyond Bars team has written and produced over thirty-six unique journal packets. These journal packets focused on different art mediums: literary arts, performing arts, and visual arts. By the completion of this project, we will have produced about 1100 pages of content across all three mediums.

In addition to correspondence packets, Women Wonder Writers spent the summer further adapting the Beyond Bars curriculum into video content for the California Department of Corrections and Rehabilitation "DRP-TV," alternative video programming meant to educate and inspire inmates across Southern California.

Be sure to check out our blog post "[Helping the Incarcerated Hurt by the Pandemic: The Importance of Bringing Art in Prisons](#)," where we examine the impact COVID-19 has had on the prison population, and how art builds and fosters resilience.

Digital Presence

by **Alyssa Maio**

2020 demanded some changes from us as an organization. If we wanted to keep helping our students and teachers, we knew we had to move online.

So we began our digital reach at the start of the year with a website redesign project, receiving up to 30,000 page views in several months time—but more importantly, reaching more people to continue our service through the pandemic.

Our brand new blog page has allowed us to provide resources to parents, teachers, and students regardless virtual barriers, and in some cases, because of them.



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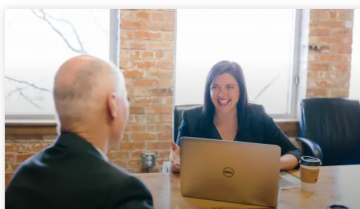
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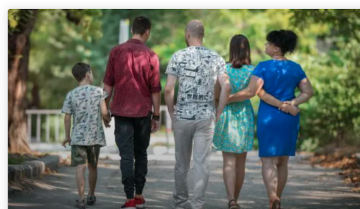
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How Administrators Can Support Teachers to Improve School Culture

Student success can be measured by many factors—the quality of your facilities, services, and even leadership. But when it comes

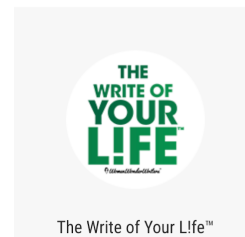
October 12, 2020



Why We Still Need the Village – Strengthening Support Systems for Our Children

The famous African proverb, “It takes a village to raise a child,” should ring more true to parents and families

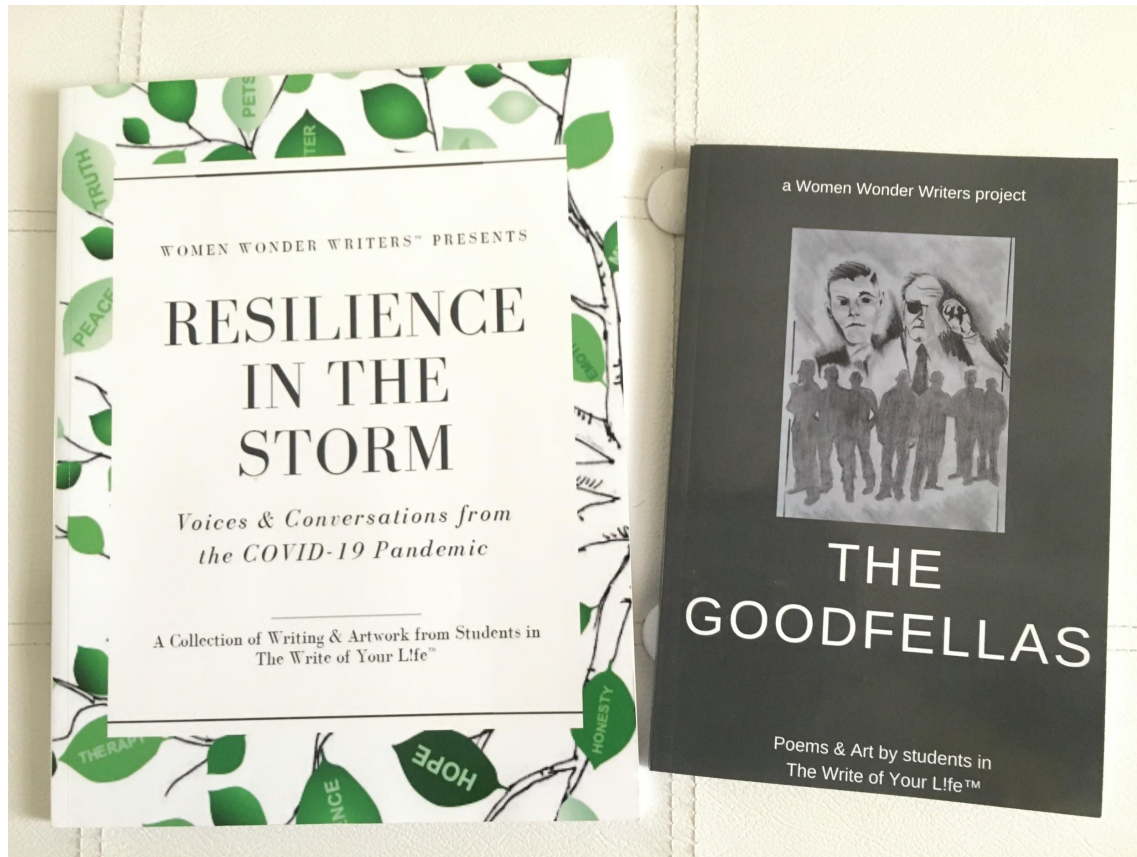
September 25, 2020



Take a tour through [our new site](#) and don't forget to tell others about it!

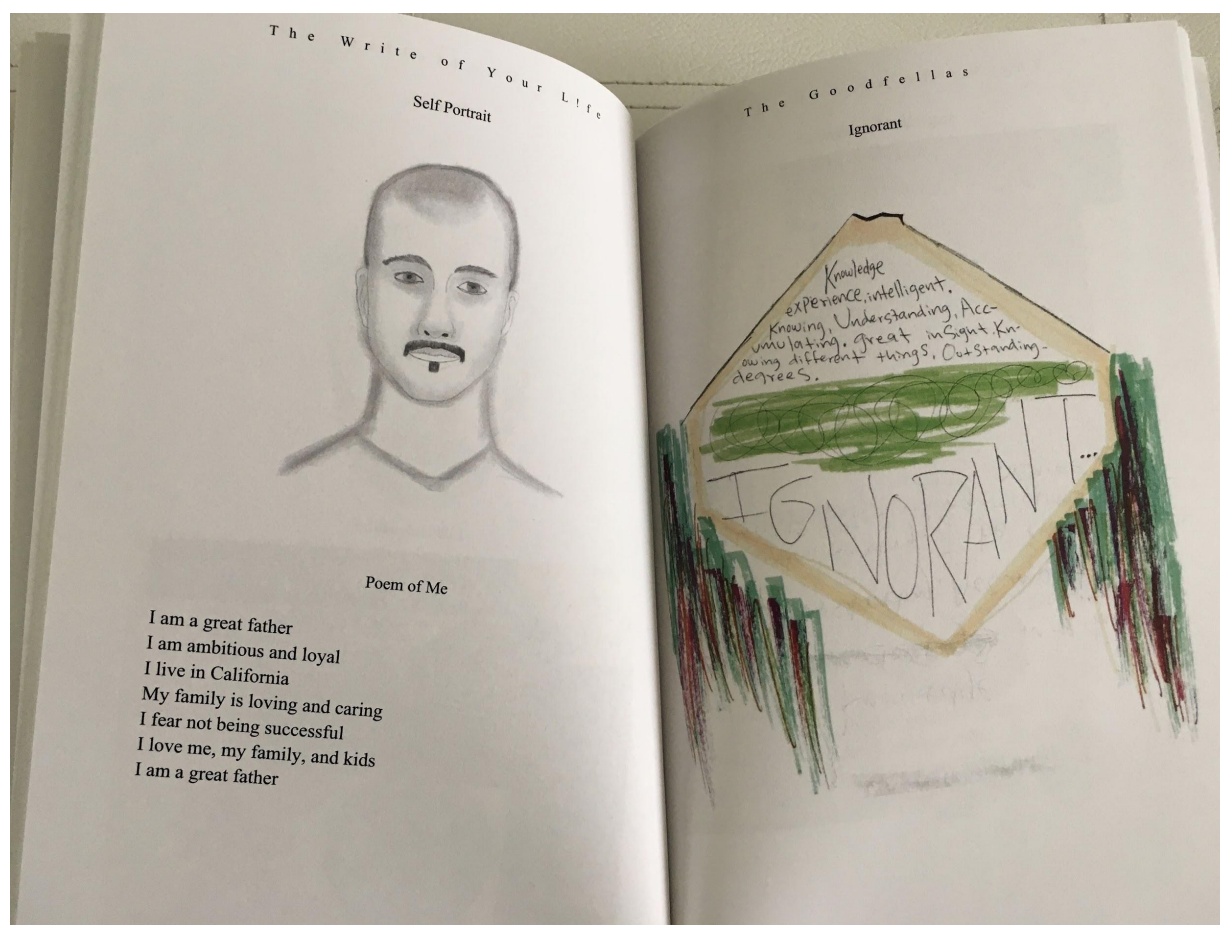
Publishing

by Misha Ponnuraju

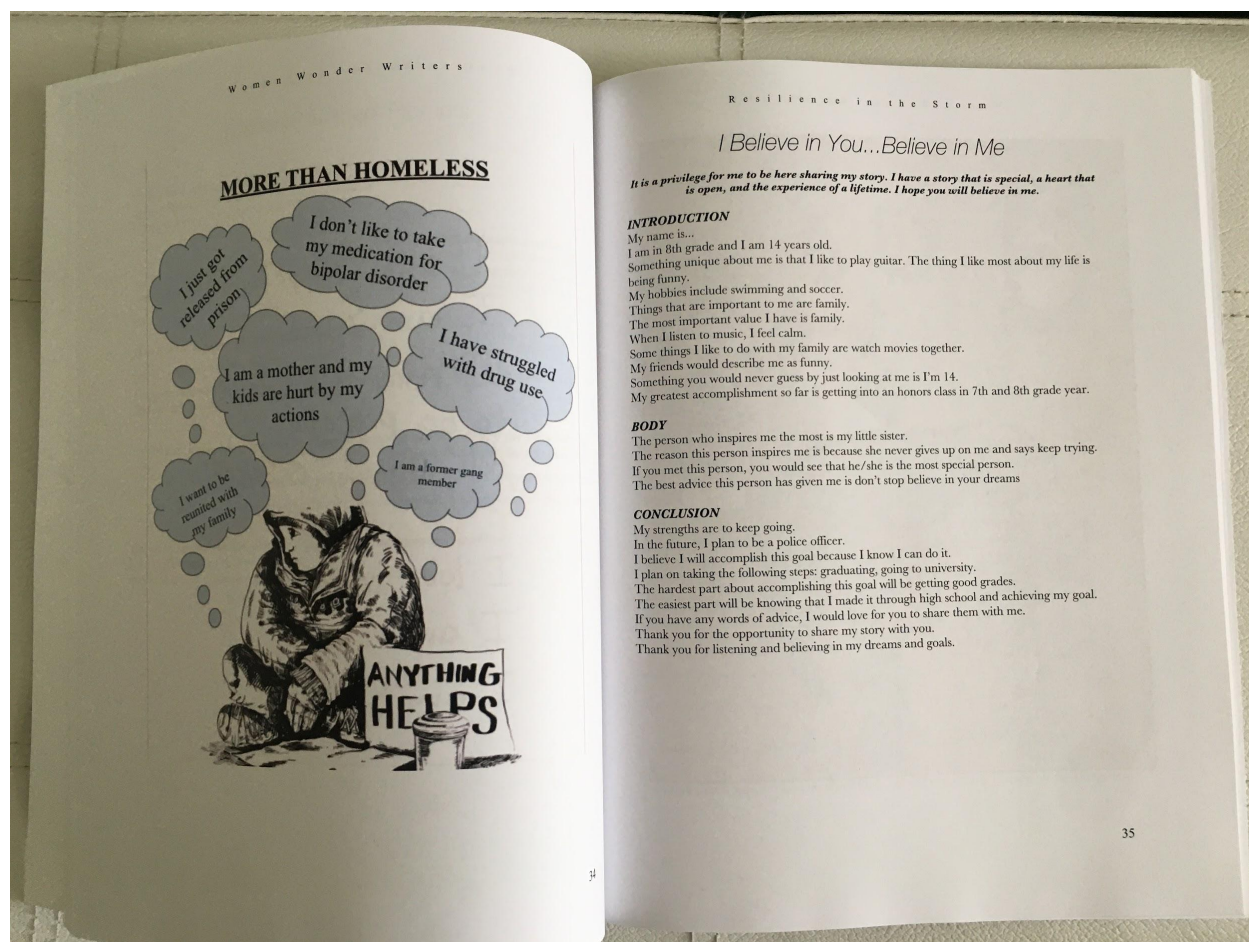


Women Wonder Writers is proud to have published two major class anthologies and curated two gratitude journals this past year.

The Goodfellas Anthology showcased the work of students at the California City Correctional Facility, showcasing the poetry and artwork of over thirty students. This fifty-six page anthology features poetry, self-portraits, letters, essays, and vision boards created during TWOYL ~ BB.



Resilience in the Storm: Voices and Conversations from the COVID-19 Pandemic was our second anthology. This joint anthology combined the incredible voices of our students from across the Jurupa Valley Unified School District. Four schools were represented in this eighty-page anthology: Jurupa Middle School, Del Sol Academy, Mission Middle School, and Mira Loma Middle School. Close to a hundred students were represented in this anthology through their poetry and artwork. This collection is the culmination of our instructors incredible work in the early months of the COVID-19 pandemic and is the first anthology produced from Virtual The Write of Your Life



Beyond our student anthologies, Women Wonder Writers also produced two gratitude journals, *Thankful for Me & You* and *Season of Giving*. These journals include prompts that focus on gratitude, empathy, narrative therapy, and resilience.

Research

by Mackenzie Orr and Natalee Nunes

Throughout 2020, Women Wonder Writers taught 223 students across three different sites including Raincross, Ivy Highschool, and Jurupa Unified School District. We instructed 223 students from February 14th, 2020 through December 11th, 2020. Our instruction began with our traditional in-person model at the start of the year, but quickly shifted to live, virtual instruction in March when COVID-19 caused lockdowns and school closures.

Demographics

The students we served come from diverse backgrounds including their ethnicities and cultural backgrounds, grade levels, and household incomes. We used surveys and assessments to capture this data as well as other critical indicators of student performance such as if the students are on track to graduate, if they would be the first in their family to attend college, and what other challenges they have been facing. The charts below reflect all the demographic information we have collected from our students throughout the course of our 2020 curriculum administration through *The Write of Your Life* academic sites.

Figure 1

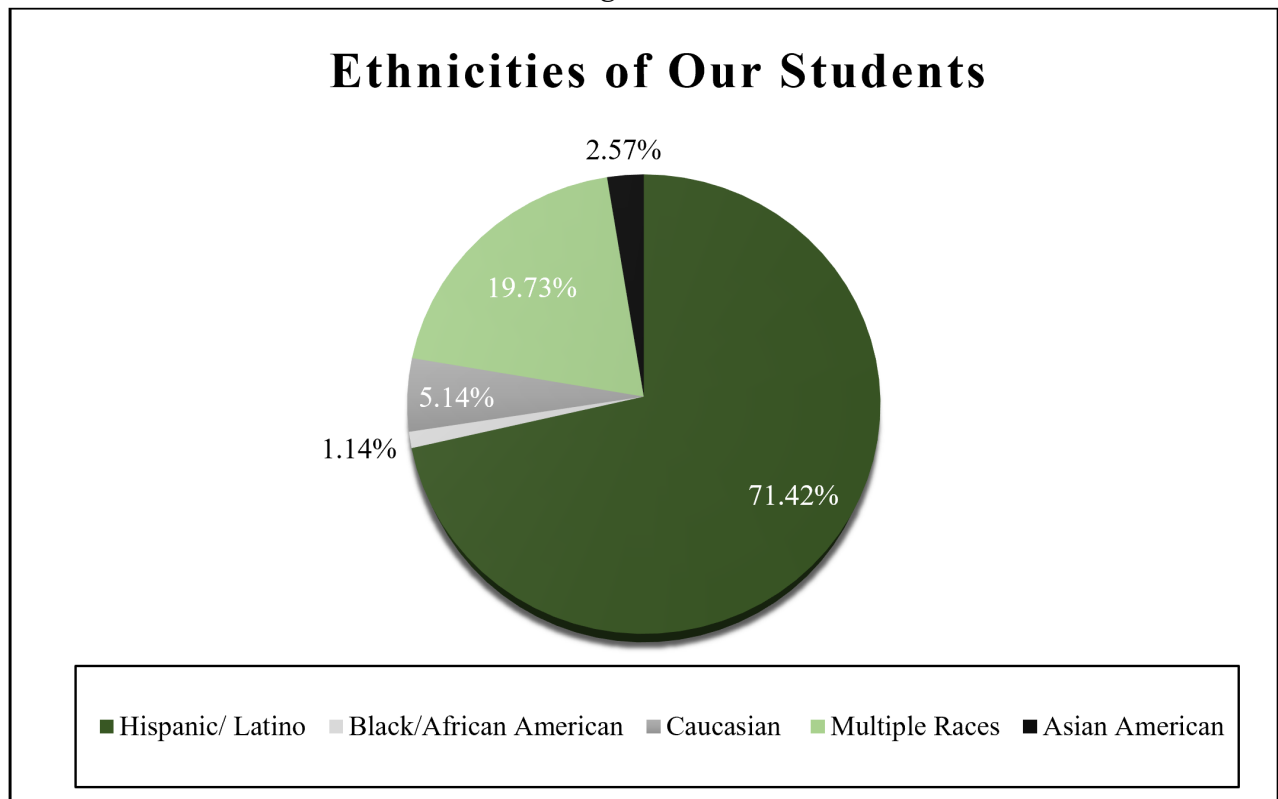


Figure 1: The breakdown of ethnicity of the 223 students to whom we provided instruction over the course of 2020, 71.42% identified as Hispanic/Latino, 19.73% identified as having multiple races, 5.14% identified as Caucasian, 2.57% identified as Asian American, and 1.14% identified as Black/African American.

Figure 2

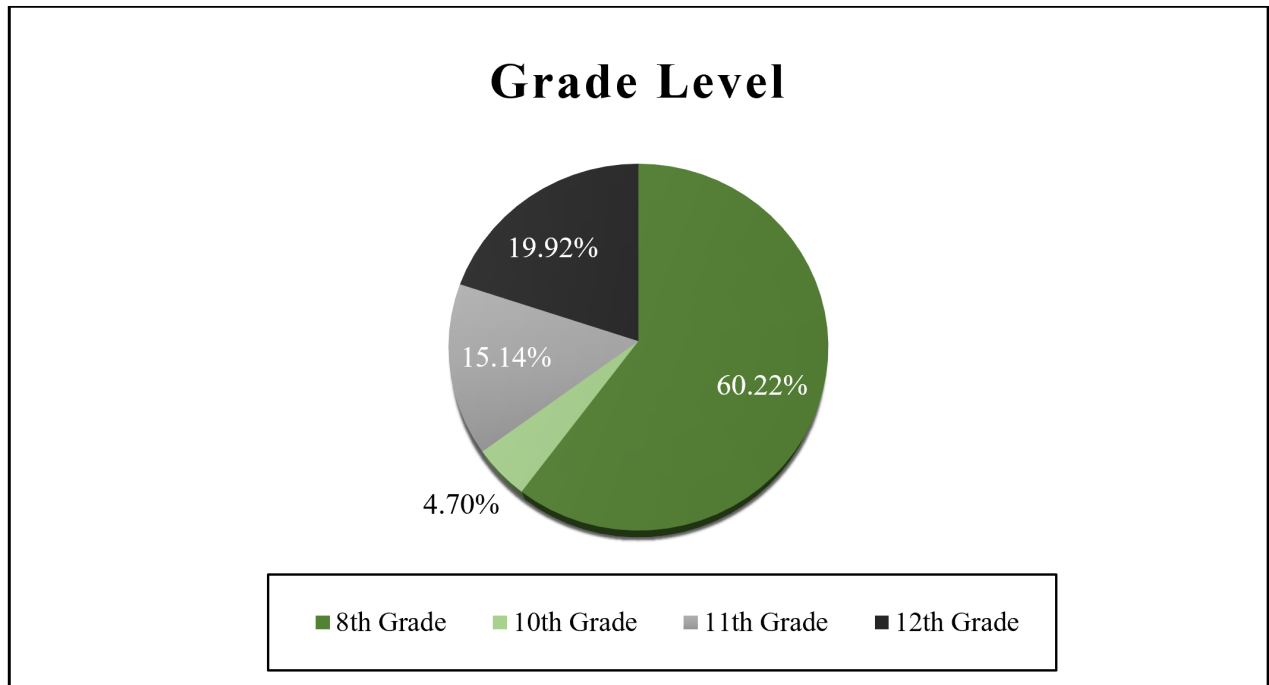


Figure 2: Out of 223 students, 60.22% are in the 8th grade, 19.92% are in the 12th grade, 15.14% are in the 11th grade, and 4.70% are in the 10th grade.

Figure 3

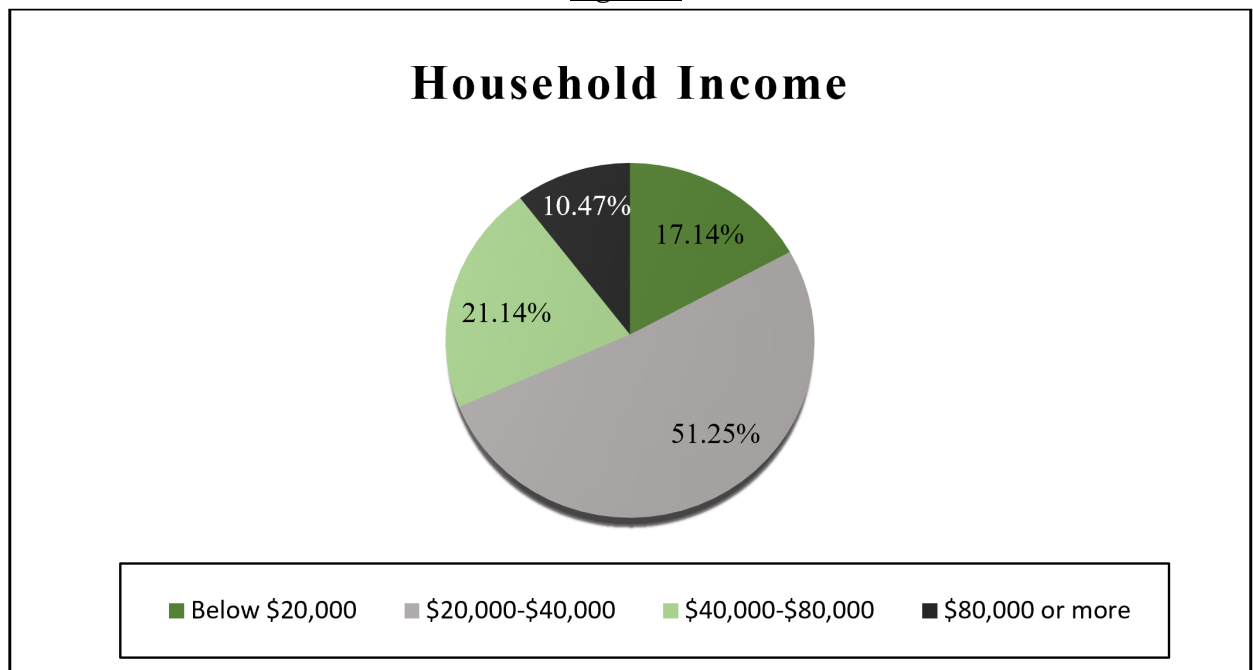


Figure 3: Out of 223 students, 51.25% indicated a household income of \$20,000-\$40,000, 21.14% indicated a household income of \$40,000-\$80,000, 17.14% indicated a household income of below \$20,000, and 10.47% indicated a household income of \$80,000 or more.

Figure 4

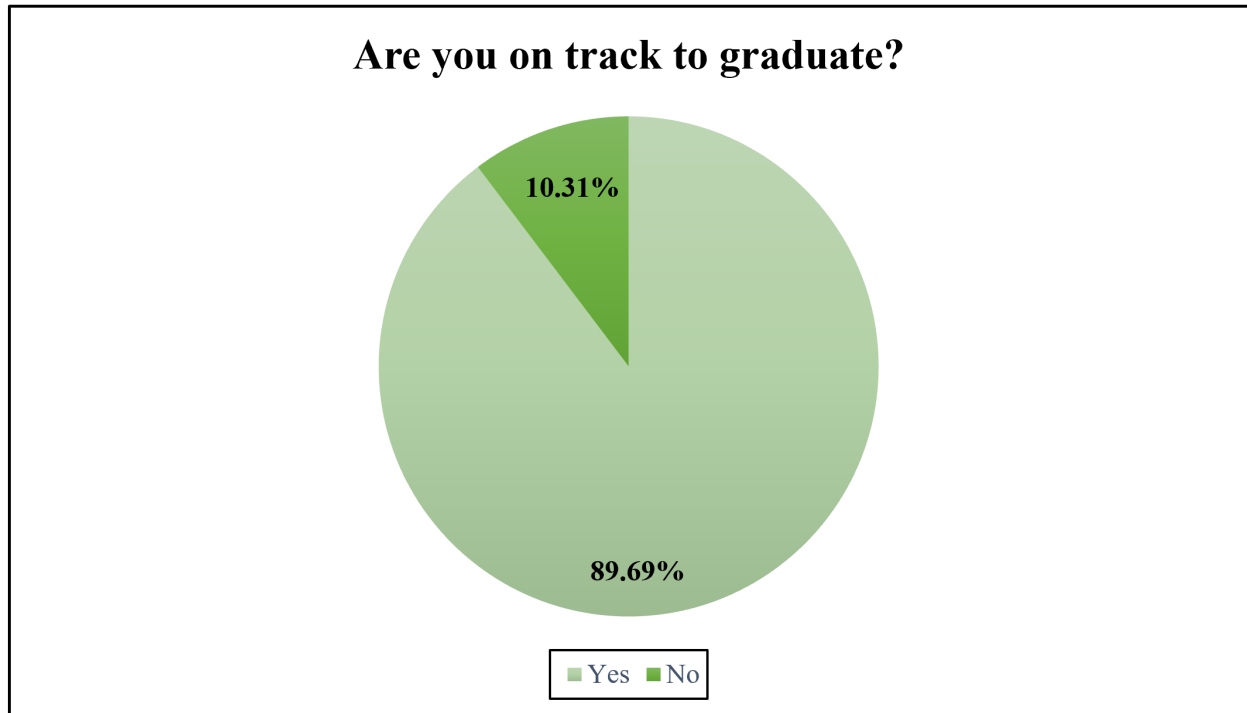


Figure 4: When asking the student if they were on track to graduate, out of 223 students, 89.691% answered yes and 10.31% answered no.

Figure 5

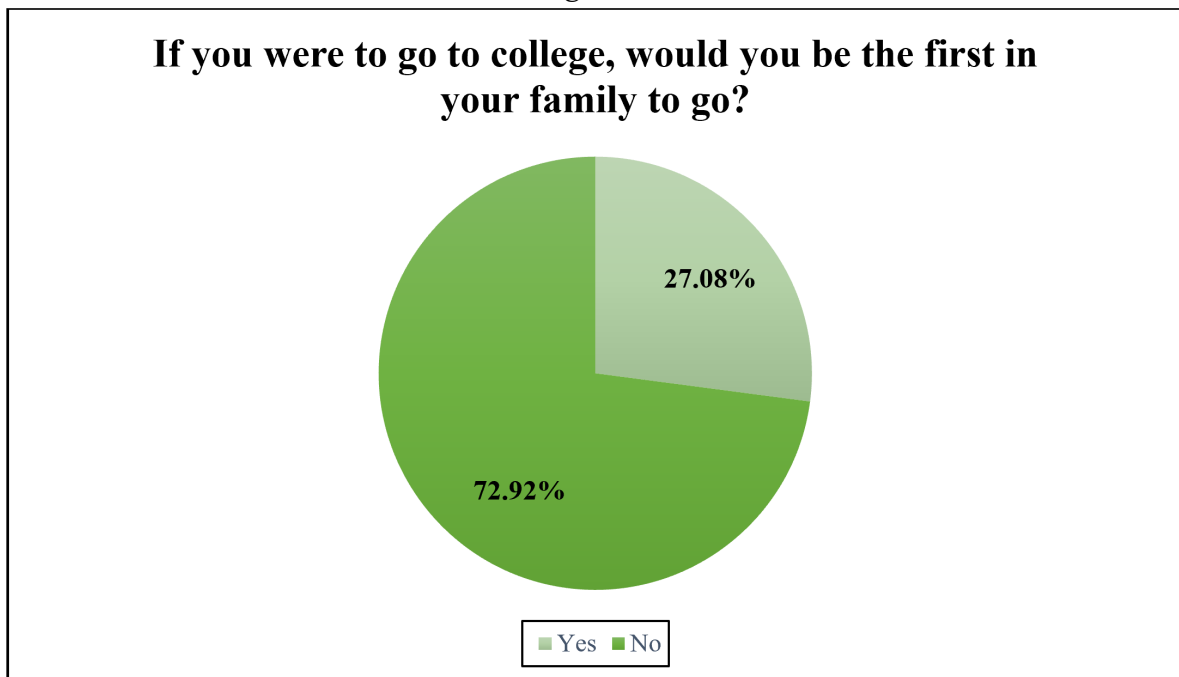


Figure 5: When asking the student if they would be the first in their family to attend college, out of 223 students, 72.92% answered no and 27.08% answered yes.

Figure 6

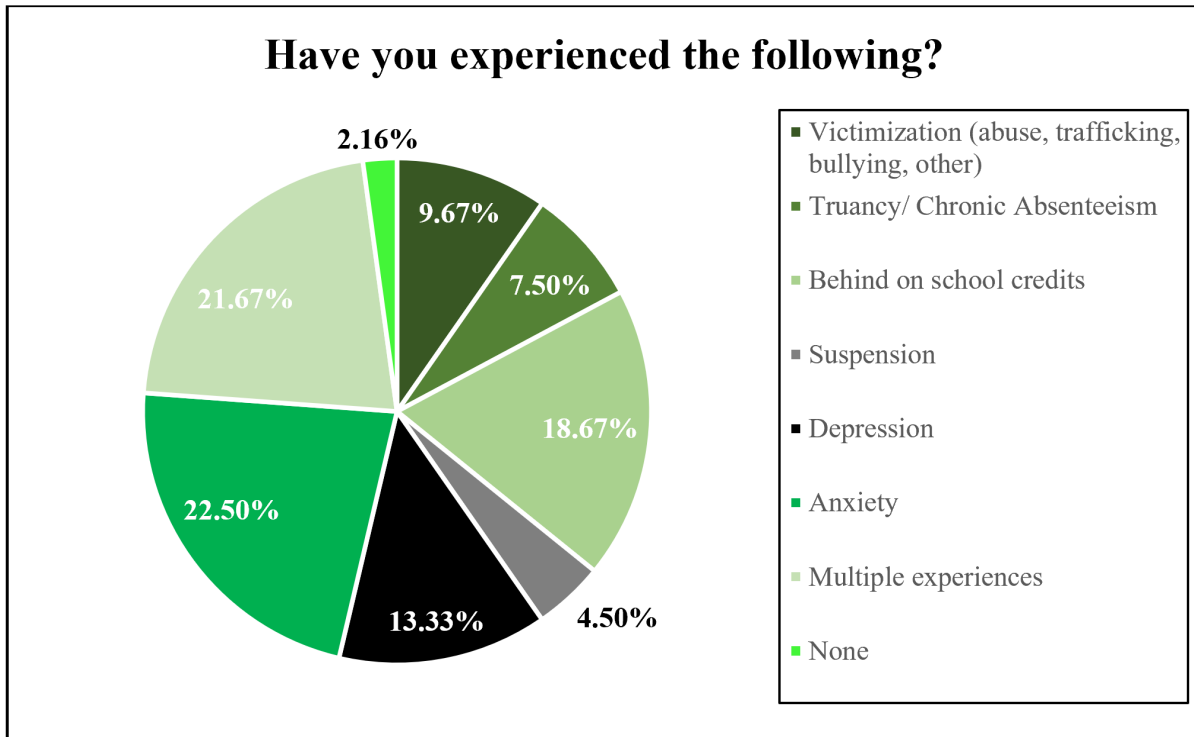


Figure 6: 223 students were asked if they had experienced any of the instances categorized above, 21.673% indicated they have experienced more than one of these instances, 22.50% indicated they experienced anxiety, 18.67% indicated they were behind in credits, 13.33% indicated they experienced depression, 9.67% indicated they experienced victimization, 7.50% indicated they experienced truancy or chronic absenteeism, 4.50% indicated they experienced suspension, and 2.16% indicated they experienced none.

Resilience

Another key metric the Research Team uses to assess student progress is our resiliency assessment. This is given to students as a pre- and post-assessment where the first portion is recorded prior to the start of the 12-week curriculum and the second part is given upon the culmination of the curriculum. This allows the Research Team to obtain a baseline of the student's status before they are exposed to the material as well as be able to measure their growth once they have completed the course. The main indicator we measure in these assessments is the student's resilience. Our goal with our *The Write of Your Life* curriculum is to build the resiliency of our students and the data reflects that. The charts below shows the average scores across all education sites as well as the individual resiliency scores broken down by each academic site for 2020.

Figure 7

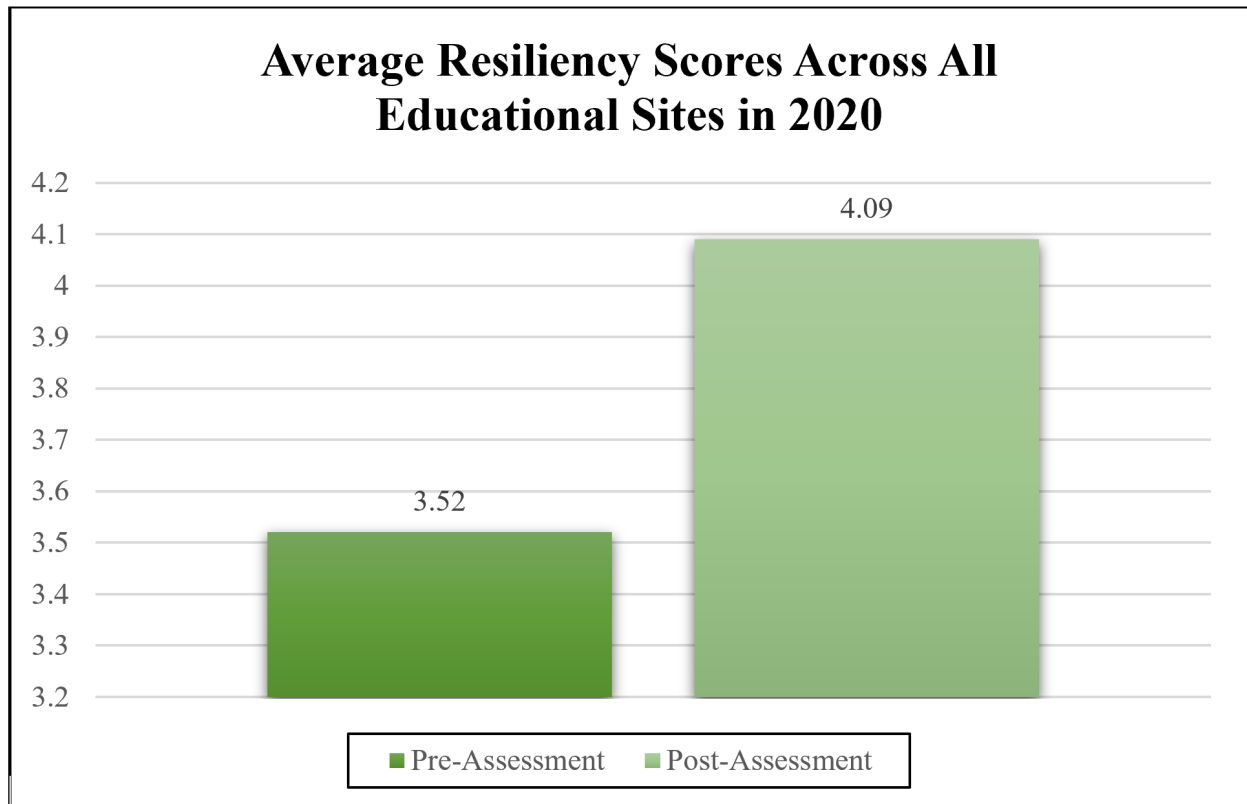


Figure 7: This chart shows the average scores of the pre-assessment (taken before the start of the 12-week course) and the post-assessment (taken at the end of the 12-week course). The assessment is used to measure resilience in students.

Figure 8

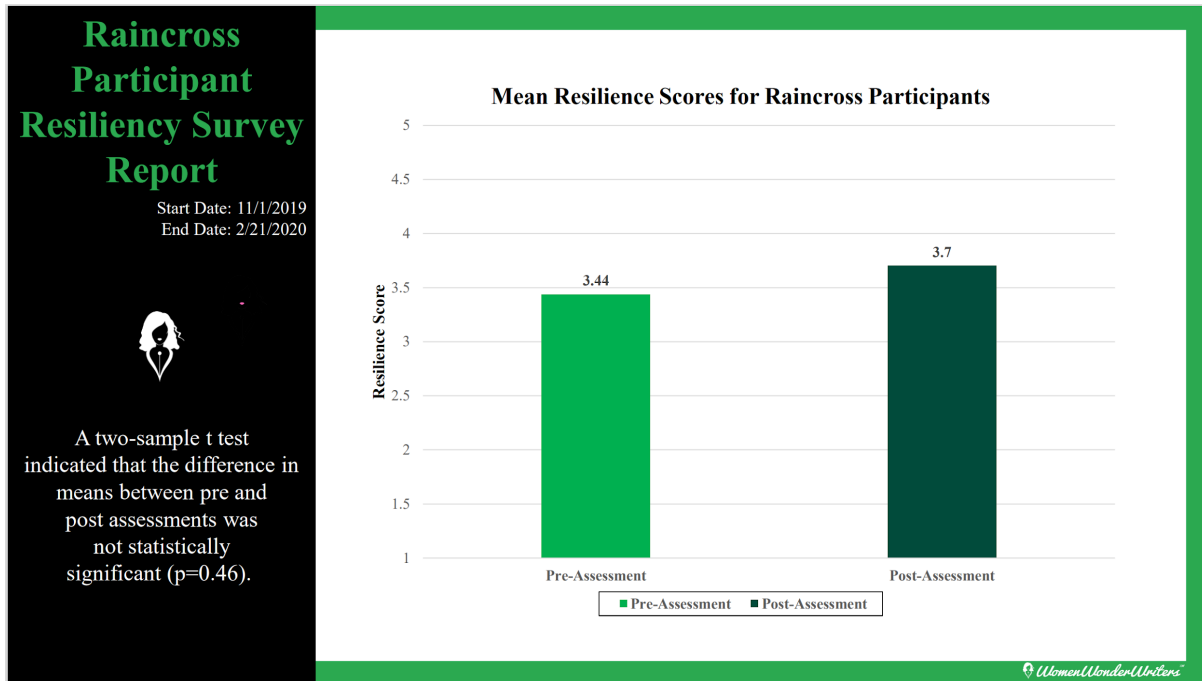


Figure 8: This chart reflects the data from the course taught at Raincross High School from November 1st, 2019 to February 21st, 2020. The results of the pre-assessment (taken before the 12-week course) show an average score of 3.44 among the students and the post-assessment (taken at the end of the 12-week course) show an average score of 3.7 among the students. This increase was found not to be statistically significant.

Figure 9

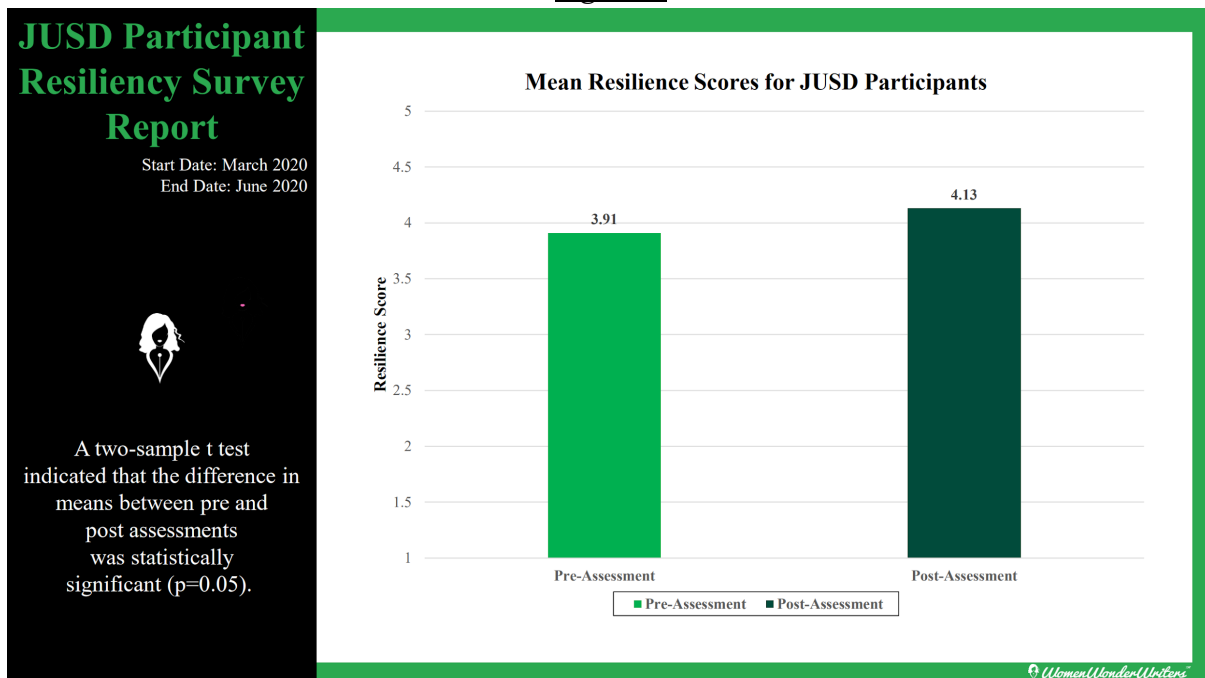


Figure 9: This chart reflects the data from the course taught at Jurupa Unified School District from March 2020 to June 2020. The results of the pre-assessment (taken before the 12-week course) show an average score of 3.91 among the students and the post-assessment (taken at the end of the 12-week course) show an average score of 4.13 among the students. This increase was found to be statistically significant.

Figure 10

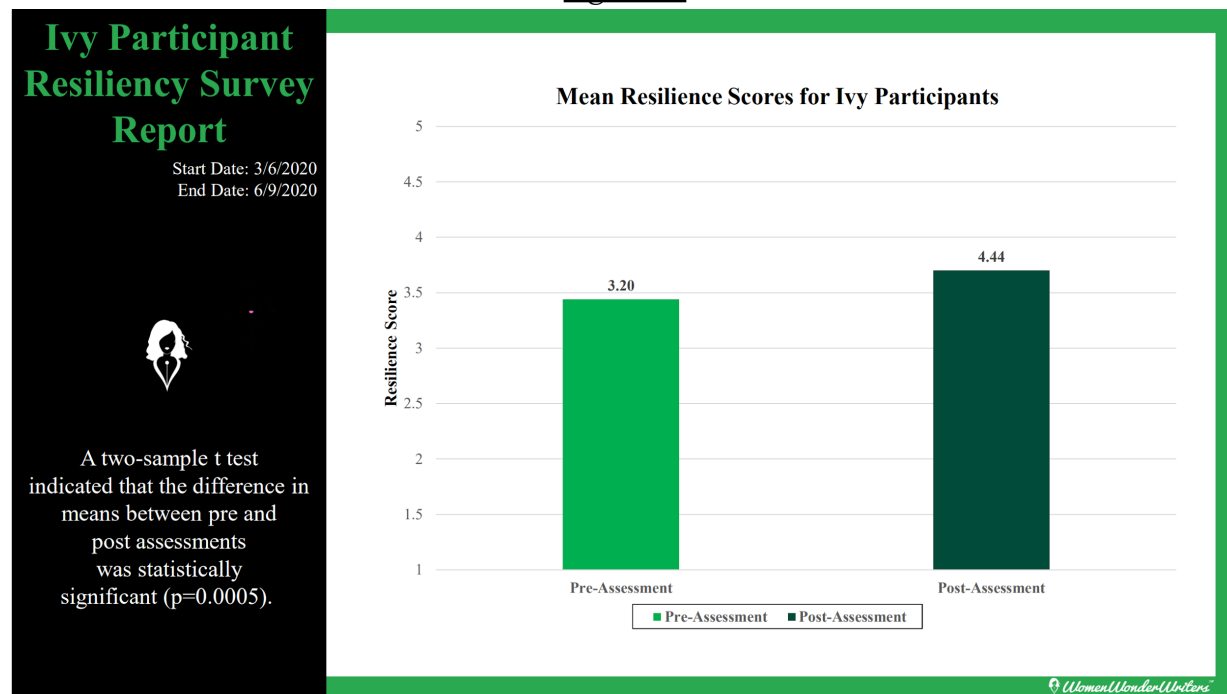


Figure 10: This chart reflects the data from the course taught at Ivy High School from March 6th, 2020 to June 9th, 2020. The results of the pre-assessment (taken before the 12-week course) show an average score of 3.20 among the students and the post-assessment (taken at the end of the 12-week course) show an average score of 4.44 among the students. This increase was found to be statistically significant.

Throughout the past year, the Research Team has transferred our survey analysis to the site REDCap. With this new technology, we are able to store our surveys in a more secure setting, administer assessments to our students more easily, and increase the overall professionalism of our research. As a result of the 2020 Community Impact Fund grant awarded by the Inland Empire Community Foundation, we were able to make technological improvements, including being able to obtain the research software SPSS where we are able to quickly and efficiently run our data configurations. We are extremely grateful to the Inland Empire Community Foundation for allowing us to take the next step to advance our research capabilities.

READ MORE ON OUR WEBSITE:
Thewriteofyourlife.org

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Women Wonder Writers

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