

Young Authors Greenhouse

Arts Programming Overview + Teaching Artist(s) Bio

PROGRAMMING

Our major programs occur both inside school classrooms and within our own writing center, and all involve teams of adult volunteers sitting beside students, encouraging them to put their original ideas on paper.

In-school

- Book and chapbook projects
- Poetry workshops
- Songwriting program

In our writing center

- After-school writing clubs
- Field trips for elementary students
- Saturday writing workshops

Last year we worked with 15 schools and 2,500 young people ages 6-18.

Teaching Artist(s) Bios(s)

Hannah Rose Neuhauser is a writer and educator from Louisville, KY. She has a B.A. in English and Creative Writing from Centre College. She worked at 826michigan as a Programs Assistant for two years and helped run in-school writing programs, after-school tutoring, and family writing programs. She also spent a year teaching second-grade at Louisville Classical Academy and poetry at Americana Community Center through Sarabande Writing Labs. Hannah Rose is thrilled to help young people have a space for their brilliant voices—loud or quiet—to be heard.

Andy Aliaga-Mendoza is a writer and visual artist. She is originally from Minneapolis, MN but claims Louisville, KY as home. She has a B.A in Studio Art and English Literature from the University of Louisville. She has worked as an accredited representative in immigration law as well as an art instructor for a nonprofit after-school program, a marketing intern for Sarabande Books, and a Spanish language interpreter. When she's not at Young Authors Greenhouse, Andy creates and publishes her own zines and occasionally leads painting classes at Pinot's Palette. Andy is excited to work with and help empower young people in her community.

Artistic Content of Programming

We encourage all forms of writing—poetry, creative nonfiction, fiction, songwriting, essay writing, reporting being the most common. All young people are encouraged to use their unique voice to tell their story or express their thoughts or feelings. We support their vision by exposing students to linguistic strategies they could choose to tell their story in the best way possible. Our young writers are then given the opportunity to publish their writing in a professional book or other equivalent product (music performance, record album, newspaper publication) to honor their words and amplify their voices to the broader community.

Educational Content of Programming

Depending on the topic of writing, we cover a broad range of educational outcomes. Students have become stronger, more confident writers through our program. Students are exposed to a range of topics that emphasize their own opinions and roles as young leaders and let their interests drive content.

Process for hiring, training, and evaluating performance/effectiveness.

Potential instructors complete an application and submit writing samples. We look for writing and workshop leaders who have had experience working with youth in an after-school or in-school environment, those who have a quality portfolio of work, and who model enthusiasm, encouragement, curiosity and a commitment to uplifting the words of young people.

Potential candidates are vetted through multiple interviews and ultimately receive training in the protocols for our workshops. This includes: information about the format of our workshops; ways to interact with students, volunteers and teachers; how to handle difficult situations; coaching words to use in class; and protocols for working within schools and communicating with teachers.

All potential candidates receive background checks according to JCPS standards

How are participants of all backgrounds and abilities included in programming?

All our programs are free to young people, families, and teachers. We intentionally seek to partner with schools who have traditionally had less resources. We offer various formats of delivery for our programs for greater accessibility (virtual and in person). We also bring a team of volunteers into the program so that students can participate at all ability levels. Our center is also ADA accessible.

How do we engage teachers and community center staff before, during, and after programming?

Before we partner with a teacher, we discuss their class and their objectives for a partnership. We explain options, how we have operated in the past, and collaborate about ideas. We arrive early for programs, give teachers the opportunity to engage on a more individual basis with students during the program (or allow them to observe), and ask for their feedback through assessments of our program after the session.

How do we engage participants in the creative and learning process?

Students are our creative leaders. We engage them through the entire process (for example, at the end of each session we ask for a rose--something they liked or went well--and a thorn--something they think didn't work and could be done better) and seek their feedback when creating new programs.