

Juvenile Detention and Alternative Programs
 Best Practices Award Official Entry Form

Attach the form to all entries. Entrants must complete all sections for the entry to be considered complete. A copy of this official entry is available electronically at www.pocounties.org. Please indicate if this is a secure detention or alternative program award entry.

Owner/Contracting County Allegheny County County Class _____
 Address 536 Grant St. 1st Fl. Pitt PA City Pittsburgh Zip 15219
 Contact Name Paul Hill Title Director
 Department Shuman Center Phone (412) 665-4114
 Fax (412) 661-2048 Email Paul.Hill@AlleghenyCountyPa

PROJECT INFORMATION

Title Jewelry Arts Program Start Date 2010

Each application must be submitted with two signatures. Place appropriate signatures on two of the lines below:

Will [Signature]
 Chair of the Board of County Commissioners

Facility Chief Executive Officer [Signature]

Oversight Board (where applicable) _____

PROGRAM NARRATIVE

Attach a separate program narrative document to the form that addresses each of the following subject areas, and does so in the order presented below. Entries must be typed in a Word-document, Times New Roman, 10-point type.

A separate program narrative document must be attached to this form that addresses each of the following subject areas, and does so in the order presented below.

- A description of the identified need and the background including what programs were in place before the current project, if any, and how it led to this effort.
- A description of the project, including any evidenced-based approaches to divert individuals from further penetration into the juvenile or adult justice system, community involvement strategies, formation of stakeholder groups, county-wide planning strategies, etc.
- A description of expectations and measurable goals, including supporting data.
- A brief description of how the project was evaluated and any lessons learned.
- A brief description of the community, including a description of key stakeholders, organizations, and county departments that were involved in the project.
- A description of how the activities described in a project started in the past were altered or will be continued based on experience, including plans for leveraging additional resources.
- A description of any costs associated with the project and how it was funded; cost savings, if any, and any change in community acceptance, reductions in insurance costs, or inspection improvements that resulted from the program.

SUPPORTING DOCUMENTS

Please attach any supporting documentation to demonstrate the impact of the project in cost or population outcomes, or other data to demonstrate the considerations utilized in determining the scope or design of the project. Scoring will be based on factors including the entrant's description of the problem, the soundness of the approach, and success in meeting goals and objectives. Award submissions will receive consideration for outcomes or best practices supported by data.

Entries must be typed in a Word-document, Times New Roman, 10-point type. Entries must be received by close of business on February 13, 2015. Winners will be announced during the SCAP Spring Conference, March 22 - 24, 2015.

More information: Brinda Carroll Penyak, hpenyak@pocounties.org

COUNTY OF ALLEGHENY



RICH FITZGERALD
CHIEF EXECUTIVE

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EARL HILL
DIRECTOR

February 10, 2015

Dear County Commissioners Association of Pennsylvania Selection Committee:

I am writing this letter to nominate Ms. Gerry Florida for the Juvenile Detention and Alternative Programs Best Practice Award. As Director of the Shuman Detention Center, I have witnessed firsthand, Ms. Florida's exceptional commitment to improving the lives of residents and families she serves. Her work is highly creative, technically profound and demonstrates deep thinking in her work with high risk youth.

Ms. Florida's philosophy that incorporates recycled materials is novel and potentially paradigm shifting. The concept of self-discovery is essential for "self-reinvention" particularly after loss, trauma, and tragedy.

The Jewelry Arts Program is an innovative and creative concept that provides immediate gratification for success with residents who would not otherwise benefit from this "cutting edge" thinking. Ms. Florida is the most creative and productive individual I know and this program shows her originality and ability to reach high risk youth.

Ms. Florida is the ideal nominee for receiving the Juvenile Detention and Alternative Programs Best Practice Award. She is a magnificent choice to represent not only every detention center in Pennsylvania, but also, throughout the United States.

If you need additional information, or seek further clarification, please do not hesitate to contact me.

Respectfully,

Earl Hill

Earl Hill
Director
Shuman Detention Center

Juvenile Detention and Alternative Programs Best Practices Award

Nomination Submission:

Gerry Florida

Shuman Juvenile Detention Center

Jewelry Arts Program & Talisman Project "ENOUGH VIOLENCE"

Pittsburgh, PA

Narrative:

A description of the identified need and the background including what programs were in place before the current project, if any, and how it led to this effort.

Five years ago, as a volunteer, I created the jewelry arts program for Shuman Juvenile Detention Center in Pittsburgh, (Example 1) The idea was a result of my work with at-risk youth at my former position as National Corporate Director of United Way of South Western PA and a subsequent life altering accident that damaged my self-worth and identity. My years of recovery required acceptance of my imperfections and drawing on my remaining skills in order to reinvent myself as a prominent Pittsburgh artist. Recovery demands connection to positive core beliefs in order to dissolve a low self-image that can result from negative experiences and a history of failures. I applied this concept to my work with challenged and at-risk populations with a particular sense of urgency directed toward at-risk youth who could very soon end up in adult facilities.

My art philosophy incorporates recycled and salvaged materials. The materials parallel subliminal messages of imperfection and the necessity for self-reinvention particularly after loss, trauma or tragedy. The imperfect materials are lessons that parallel the imperfections and failures of life and the beautiful creations resulting parallel the incorporation of those imperfections in creating beauty. To reinvent successfully requires self-acceptance and integration of experiences both good and bad to mold a strong resilient character...this is subliminally exemplified by the less than quality materials we use. We use donated recycled, damaged and salvaged materials as the lesson to create pieces that are more functional and beautiful than the original as is the recycling of ourselves in any recovery. The jewelry program was the first of its kind in a detention setting with the added concept that immediate gratification sparked and inspired students who were at risk for permanently developing negative perceptions and attitudes about their value, self-worth and ability. Time is of the essence as the experiencing success can be a good catalyst for change. For many students, the opportunities for positive change is an ongoing challenge as environments and personal circumstances are many times void of opportunities to experience accomplishment in order to avoid the recidivism that is most times inevitable.. The jewelry art media offers immediate gratification as it is easy to complete in less than an hour timeframe, can be created by anyone and solicits instant attention/ admiration from viewers simply by wearing a finished piece. ...feeling success/achievement it is a much more powerful way to learn than talking about it. Additionally, jewelry arts does not require drawing skills or the level of intellectual commitment as do academics and is simply fun, thus an easier task when asking residents to participate and become engaged... for many a first time to test to dispel their negative beliefs that they are "stupid," failures, and cannot succeed. The damaged, recycled and salvaged materials are a testimony that sometimes the altered version is far more interesting than the original... a subliminal intro into their negative experiences and how to turn them into a positive stronger character. Once inspired to learn, accompanied with the insight that they can learn, residents are more willing to explore their abilities in other areas particularly the academics. It was after one session that it was obvious that the program was well suited for a detention setting and I was hired as the art teacher for the Title I Summer School Program and After School Program in 2010. My focus continues on creating jewelry using the less than perfect materials as well as creating empowerment talisman pieces that would be focal points to encapsulate feelings, dreams and goals. Students assign their own personal and spiritual meaning to the talisman piece as ways to ground students to a safer and more personal idealistic mindset in time of turmoil. The program is suited for all ages and populations. The program could not have been instituted with our an idealistic commitment from administration and strong security program support,

A description of the project, including any evidenced-based approaches to divert individuals from further penetration into the juvenile or adult justice system, community involvement strategies, formation of stakeholder groups, county-wide planning strategies, etc.

Through the jewelry program we created rings, keychains, bookmarks, necklaces, bracelet and earrings. . Our standard equipment/ tools include hammers, anvils, pliers, files wire cutters, round nose plier, beads, broken jewelry and findings. We bend and forge wire to create the finished pieces. We have renamed the art room to "Shuman Design Studios" and created a label/logo for the jewelry. (Examples 2&3) Residents also create personal logos and advertising materials, business cards as well as discuss basic marketing principles and how create a design business upon release. In the five years we conducted this program we have been incident free. Students are proud of the trust level we provide with tools that are otherwise considered contraband. Students also create the studio rules and are in charge of cleanup and tool inventory at the end of class. We have successfully altered their initial perceptions of tools as weapons to tools as instruments/equipment and offer trust with an unspoken "0" tolerance for disruption although we have never had to execute discipline. The student's self-discipline as they flourish in an environment of trust and acceptance. Those students who feel they are not ready to participate can opt to not do so and are directed to another project. No student is excluded since I routinely have several projects running simultaneously so that I reach 100 percent of my student's interest in some way at most times. We (myself and a teaching assistant) travel with the tools and supplies to our high security residents who are not permitted to travel to school. We apply the same rules to the high security units. We offer trust and are always under careful guidance of security. We offer residents another chance to prove first to themselves and then to us that they can be trusted...the trust experience serves as a welcome opportunity since their histories have an accumulation of negative expectations from others... which many perceive as futile. Given a clean slate the residents experience / feel all the esteem builders they have deprived themselves of by their negative actions. .

My professional association with arts organizations offered me the opportunity to further bring my mission to their agenda. I partnered with Sherrard Bostwick who at the time was Education Coordinator for The Society for Contemporary Craft (SCC) (a craft organization with a national / international presence) to develop the idea of preventative programs and after care for residents. As a result, Sherrard and SCC agreed to work with me to ultimately host and sponsor a renowned visiting jewelry artist from Scotland, Dauvit Alexander, to conduct a three day metalsmith workshop using Altoid tins to create memory boxes. 13 residents were chosen to work with Dauvit. SCC hosted Dauvit paid for his travel, class time and supplies. At the same time SCC also sponsored materials to conduct a talisman workshop taught by me which was offered to all Shuman residents. Sherrard eventually came on board as my partnering instructor for the Title I Summer School Program in 2013 and with her assistance, we smoothly coordinated both projects to completion.

Each lesson began with a self-discovery assignment. Students were asked to create a protective coat of arms shield. (Example 4) We discussed the purpose of the shield and information that could be presented in a visual context. The coat of arms was divided into 4 sections and students were ask to identify their:

- 1) Concept of Self (quality's about themselves, favorite activities, music, sports, etc. anything that created a sense of self identity)
- 2) Family Identity (this could also be pets, friends or anyone the considered as family especially in cases where residents had no family support).
- 3) Spiritual Beliefs (not necessarily religious... a belief in humanity, world peace etc.)
- 4) Goals (future aspirations both realistic and imaginary).

It was soon recognized that residents carry a frail senses of identity as when asked to write about themselves they sometimes draw a blank. The exercise is very important in segregating their surface identities from their core selves. They were also asked to identify positive influences, negative influences as well as face the negative aspects of their characters that I explained was part of all of us. This would require quiet time and self-exploration. Most students had a negative sense of identity and Sherrard and I worked very closely in helping students find positive aspects of their character. Many times we would complement them on their participation willingness, friendliness, self-discipline etc. to get them to begin thinking about positive qualities. A sometimes painful and truthful revival process as the residents learned to identify positive aspects of their being which they abandoned due to their delinquent histories.

The actual Talisman consists of 4 major components: (Example 5)

- 1) A focal centerpiece made from recycled bottle caps and glass globes. It is here the students focus all their positive energy outward. It is the part of the piece that empowers the piece with a strong positive visual energy that is shared with the viewer. This enables the residents to understand and share the positive influence they can have on others.
- 2) A wood base which is painted and embellished with self-help words or experiences,
- 3) Charms which are symbolic of things important to them.
- 4) A personal scroll. We weather /distressed the paper with paint to create the appeal of an ancient scroll. The students inscribe the scroll with personal information, dreams, memories, experience, wishes and goals. It serves in a way as a personal time capsule. The writings are kept private and unedited and we encapsulate them in laminate tape. It is secured and positioned above the other components.

Upon completion, the talisman serves as a tangible identity and is used to ground residents back to a place, time and mentality where they feel powerful and safe. . The talisman becomes protection for their true core identities and serves to ground in times of turmoil.

Both the Talisman and Memory Boxes created with Dauvit were invited for exhibition in the lower gallery of SCC in conjunction with the world premier exhibition "ENOUGH VIOLENCE".

<https://www.youtube.com/watch?v=ivUxO2w9ORc>

<https://drive.google.com/folderview?id=0B2dIT91P14GOZNDN4YUNaV09pQWM&usp=sharing>

<http://enoughviolence.net/calendar>

<http://enoughviolence.net/about>

<http://www.pghcitypaper.com/pittsburgh/at-the-society-for-contemporary-craft-enough-violence-hits-hard/Content?oid=1722829>

<http://www.downtownpittsburgh.com/do/enough-violence-artists-speak-out>

The "ENOUGH VIOLENCE" Exhibition was a world premier exhibition where for the first time artists worldwide were invited to address the issues of violence in their communities. Fourteen international artists presented their works in September 2013 and Shuman Juvenile Detention Center residents were invited to present their talisman and memory boxes in conjunction to the main exhibit. Parents and released residents were invited to the exhibition.

Of the over 70 pieces talisman and memory boxes created by Shuman Center residents, only 31 were release for the exhibition. The residents have taken such ownership and pride in their accomplishments that many refused to part with their creations due to the personal meaning they assigned to them. For many, this was the first voice they had as residents finding their talisman so empowering that they needed to take them to placement.

The exhibition launched September 27th 2013 and it tangent outreach throughout the city of Pittsburgh lasted over 6 months and traveled to other areas in the country upon its finale in Pittsburgh in March 2014.

In order to exhibit the work and protect anonymity we created legal letters of authorization that were sent to each parent / guardian. Public relations materials of the events and supporting information was included in the letter along with postage paid return response forms. I also personally phoned each parent / guardian to obtain verbal permission and answer any questions. The calls were made in the presence of a second party. Once we received permission, we showcased the pieces in the exhibit. Only their first name and last initial were used to protect their anonymity.

Previously as another outreach endeavor we in 2012 our students created jewelry work for sale for the 2012 JDCAP conference. Proceeds in an amount that exceeded \$700 were donated to the Western Pennsylvania Humane Society which was a nonprofit chosen by the residents. We sold jewelry as well as imaginary machines (created out of recycled materials), posters of artwork and clay masks.

A description of expectations and measurable goals, including supporting data.

Our measurable immediate goal was the safety and security of the residents and our facility. We have been incident free for the past 5 years. In the years of operation we use tools otherwise considered contraband to include hammers, anvils, wire cutters, pliers. Our incident free track record was our first measure of success. Our purpose is for students to become actively engaged which is a catalyst for self-discipline and personal discovery. We have identified many unforeseen benefits of the program. Trust is my most powerful tool in initiating change. A privilege that residents believes would otherwise never be awarded to them. I do not know their histories when offering them respect as trustworthy young men and women, they are totally caught off guard and willingly accept the trust challenge. I am consistent in my expectation and beliefs and they understand I am someone to be trusted as I expect them to be. We unconditionally accept our residents in the art room as we receive them and the power of acceptance helps them on the path to accept themselves.

I use the resident's current leadership abilities to insure the rules of the studio which they are instrumental in creating. I utilize their protective natures to preserve the privileges, rules and rights of the studio. My residents transform in the art room and for the first time for many have self-pride and a real sense of accomplishment in their creations through the freedom to express themselves without punishment.

Once a student successfully challenges their negative perceptions about their lack of worth and ability, they are more willing to challenge those false negative beliefs and tempt themselves in other academic areas.

Our oversight in planning both by our detention center as well as by SCC when writing for funding, was the reaction of the parents when I made calls soliciting permission for the exhibition. I was not prepared for the tears of appreciation as parents received a call from Shuman Center with positive news about their child as opposed to their negative expectations. My most emotional experience

came from the revived hopes and dreams of the parents. I cannot describe the many parents who broke down in tears from news that their child's work was in a world premier exhibition. None of us expected the emotional impact we would make on the families.

A brief description of how the project was evaluated and any lessons learned

I cannot say that we thought in terms of measurable goals other than safety initially. Nor did we expect the rewards to be immediate as they were. At the least the residents were self-disciplined at our best it has made an impact publicly and changed the perception of delinquency with our impact still growing.

We conducted this program in our high security units with our most violent offenders. We learned that the program functioned exceptionally well with high security residents and at optimum with all residents. It is not a rewards program thus excludes no resident.

We graduated our understanding to learn that the popularity and participation by residents can be is usually 100 percent.

Additionally the program can be minimal in cost using donated and recycled materials.

With the inclusion of outside art exhibition venues, we were able to allow our residents to give back to the communities through the fundraising efforts and the sale of their jewelry

We learned the importance of art in their learning and the personal experiences they acquire. It is the few times where our students can express their feelings and opinions without the intrusion of peer pressure. They are for the first time within themselves and free to express their stories. .

The Jewelry Arts Program is one of the few arts medias that can offer the gratification of success simply in the completion of a piece by anyone. It does not require drawing or otherwise perceived art skills. Students can not only complete a piece easily but do not require particular art skills. The external feedback reinforces that success. I can only confirm that is fueled by the numerous comments they get on their creations and the offers to purchase the pieces by staff as well as the success of the jewelry sales we promoted as fundraisers.

Additionally our SCC and funders made testimony of their confidence in our program by their generous supply donations and scholarship opportunities.. We have discovered that once a student challenges their perception of their lack of ability they are more willing to challenge that false belief in other academic areas. Thus a stepping stone for learning is being developed in the art room. Residence learn they can pay attention, they can self-discipline they can "do something" all on their own without the need of security intervention. My belief that lesson learned in this was y have a far stronger impact than lessons imposed.

We learned the importance of family in the process of the exhibition. I did not expect nor was it written in any of SCC proposals the prediction of the responses of the parents. I was never so touched and brought to tears as when I phoned parents to identify myself from Shuman Center. I was proud to represent our residents. These results can never be quantified in their actual degree in a proposal or any systematical written piece. The arts brings humanity into the rehabilitative mix.

There are parents willing to provide testimony and support to the program as a result of our conversations. .

Most importantly we learned how the experience inspired our students to think more deeply into themselves and understand their untapped potential.

What we learned from students:

A collection of "I Can's" from students who have worked on empowerment projects and pieces

- I can challenge my poor self-image and create my own senses of self-worth and identity.
- I am capable of learning and succeeding by creating something that is meaningful and valuable to others.
- I CAN "DO SOMETHING".
- I can be productive.
- I can create and finish something beautiful.
- I can be proud of my work.
- I can tell my story without someone punishing m.
- I can hold onto my dreams without feeling stupid.
- I am not worthless.
- I am not stupid.
- I can do what's right on my own without others disciplining me.

- I can forgive I don't have to forget to forgive.
- I can work next to someone I don't like and forgive and share.
- I can escape my problems temporarily and think clearly when I working on my art project.
- I can turn a failure into a stronger success.
- I can be patient!
- I can fail and still not fail.
- I can make gifts that say I am sorry.
- I can make gifts without too much money.
- I can be a designer if I want to.
- People can admire me.
- People like my work.
- My ideas are being acceptable and good.
- I am surprised I can do something. I can try to learn other things and it is ok if I fail the first few times.
- I am important even though I have been bad.
- I have goals that maybe I can get to.
- I can heal my wounds if other people care.
- There are people that will not hurt me and I can trust.
- I can accept myself and do better.
- I can transfer what I learned to other areas in my life.
- I can get along with different people even if I don't like them.
- I can learn.
- I can forgive myself.

Benefits of a Jewelry Arts Empowerment Program

- Creates successful experiences through immediate gratification.
- Builds confidence to challenge negative self-perceptions.
- Creates something of value to others.
- Creates a sense of self-acceptance as well as acceptance of others.
- Provides a safe place to try and experience success.
- Allows for freedom of expression.
- Builds self-esteem through successful completion and accomplishment.
- Creates opportunities to succeed and feel pride.
- Creates opportunities to share materials and be responsive to the needs of others/teamwork interpersonal communication.
- Helps develop creative and critical thinking, logic and problem solving skills.
- Creates stepping stones for academic learning.
- Create opportunities to learn respect for materials, tools and authority.
- Creates opportunities to successfully self-discipline and emotional management.
- Provides opportunities to tell their stories and express feelings and opinions safely.
- Provides safe ways to experience anger and negative emotions.
- Promotes giving / developing positive interpersonal relationships.
- Provides a trusting environment.
- Creates smoother relationships with security guards and youth care workers.
- Creates a sense of purpose and a future vocation through the arts.

The lessons we learned within the detention center setting are all positive. We learned that the arts played a major role in transforming not only the residents but the staff. If we were uncertain on any level it is beyond our setting and jurisdiction. We learned that the problem is not just a problem within each resident, the problem is that the learning momentum sometimes stops once they enter placement and transition the system.... as the benefits of the program wear thin as they continually have to prove themselves over and over with every new facility they experience to the point of emotional defeat and the unwillingness to try. Our students prove themselves to us and we send them through a system that gives little credit to what they have learned positively. We take pride and insure finished pieces get placed in their lockers, yet many students report that once they complete their [placement, their pieces have been taken away, misplaced, lost. Broken or just missing etc. with too many reporting to me that they never got them back upon release.

It is problem that engulfs juvenile detention, problems of aftercare, and problems of consistency in our resident's lives. We are able to inspire them but the system has no viable means to keep them inspired as we send them back into the same dysfunctional environments that nurture negative esteem.

As a whole our delinquency problem cannot find resolution without community partnering and an environment of understanding and acceptances with more opportunities to work with our youth in aftercare.

It is only in creating community partnerships, after care and follow-up that we can we penetrate the problems and causes of recidivism. We learned that our impact was a very small part compared to the impact and influence of the streets. We learned that our promises for a better future were outweighed by the influences in the community. We learned that the scope of the problem was a disconnect in community partnering and the strength of our mission has to be in viable outreach..., to change within our structure we have to change our outer structure as well. Mentoring and aftercare programs and community accessibility are essential for successful long term outcomes. I altered my thinking and what I personally learned is that "It takes a village to raise a village before we hand over a child". (It Takes a Village to Raise a Child...original African proverb) Our communities and partnering efforts need focus and work. Our issue are not just the rehabilitate nature of our youth but the rehabilitate of our detention system, our cultural values as a society

A brief description of the community, including a description of key stakeholders, organizations, and county departments that were involved in the project.

We are proud of our outreach and the community partnerships we have developed. We are not only looking at aftercare programs but also at prevention programs.

We are the first detention center to attempt a program as this and have successfully partnered with organizations and universities to create awareness. We have created aftercare opportunities with scholarship awards for aftercare through SCC. SCC has made scholarship awards available for our students in placement of after release. The students can choose from a catalog of workshops and SCC carries the cost of supplies and tuition. Workshops can be one session to multiple lesson depending on the course. Most importantly SCC has agreed to continue partnering in aftercare programs and to offer scholarship art classes to residents in placement, upon release and beyond detention. A documentary/ fundraising video is included which highlights one of my residents (Taylor M.) who has utilized the scholarship opportunities to join me in several of our workshops at SCC during and after her placement.

<http://vimeo.com/112186742>

Queue it up to 6 minutes and 3 seconds in to go right into Gerry Florida and Taylor M. (Shuman Center Resident who received scholarship awards) This video was produced as a documentary video by the Society for Contemporary Craft

We are currently navigating our way through PREA and will work with the probations office to successfully place students during detention with aftercare opportunities as available.

Through the special invitation of Dr. Patricia Sheahan of Duquesne University's Social Justice Department, I have made presentations to the Duquesne University's social justice students and future educators. These opportunities help to change public perception regarding delinquency and open doors for change for our residents. I duplicated the Shuman Talisman Project for the Duquesne University social justice students so that these future educators could complete a talisman and understand and use the strategies from my presentation as prevention for their students. Through SCC, I also presented the Talisman Project to Robert Morris University students as well as created a drop-in studio for the public which was offered in conjunction with the exhibition at SCC. A reflection from one of the 18 social Justice students is included for review. See page10.

Dr. Patricia Sheahan also sent me a student resident to work with me first hand to see our program.

As a preventative, SCC sponsors a residency program where I teach the Talisman Project through Pittsburgh Public Schools in hopes of creating stronger characters less likely to succumb to negative influences that bring them to detention.

In 2012 I represented Shuman Art department at the JDCAP Conference held in Pittsburgh where we raised \$700 plus in the sales of jewelry, posters, wood work and clay.

In 2014 I was invited by Wayne Bear, the Executive Director of the Juvenile Detention Association of Pennsylvania to set up a booth table at the Women in Corrections and Juvenile Justice National Conference as a result of successfully representing Shuman Center at the JDCAP conference in 2012. I was honored that Wayne had invited me to do the same at this national opportunity. 100% of sale proceed benefit the Humane Society of Western PA. I have also created "Shuman Design Studios" label and I was funded by Allegheny County separate from our Title I Program (where I regularly teach) to create an inventory for sale and to represent and sell the residents jewelry at the Women in Corrections and Juvenile Justice National Conference. The residents are thrilled that others value their work and even more so that others want to purchased it

I have since sold the Shuman Designs Studios jewelry at additional locations:

- 1) The Mount Lebanon Plien Air Artists Market (an affluent community that rarely sees their youth in our facility)
<http://www.mtlebopartnership.org/mt-lebanon-arts-initiative/>
- 2) International Jewelry Gem Show (a national traveling trade show)
<http://www.intergem.com/>
- 3) Fair in the Park/ Craftsmen Guild of PA.
<http://www.afairinthepark.org/>

Our 2014 these efforts raised over \$500 proceeds to benefit the Humane Society of Western PA.

Additionally The "ENOUGH VIOLENCE" Student exhibit has been used as an outreach and has traveled to 5 strategic locations:

- 1) Society For Contemporary Craft / Main International ENOUGH VIOLENCE Exhibition 2013-14
- 2) Allegheny County City County Building 2014
<http://www.county.allegeny.pa.us/shuman/EnoughViolenceExhibition.aspx>
- 3) The Women In Corrections and Juvenile Justice National Conference /JDCAP 2014
- 4) Shuman Juvenile Detention Center / Rotunda 2014-15
- 5) Metropolis Collective Gallery / Mechanicsburg 2015

As detention facility we are challenged offering our support in ways to empower residents creatively through our programs and accessible aftercare which can have dramatic effects on the choices residents face in their futures. Our problem remains consistent, strong supportive follow-up to offset the external influences that force recidivism.

We are working through public awareness to present our residents as "youth in crisis" as and as opposed to delinquents. Through the arts organizations, I have blended our residents into the cultures that would otherwise exclude them. I am planning on including Shuman residents in all art opportunities that are open to our public school students. Our challenge is ongoing and our success is thus far untarnished. We are only at the birth of defining our mission. We are only one program. We need more.

I have a strong support system and proven track record through Shuman Detention Center, the Society for Contemporary Craft, Title I Federal Programs, Allegheny County and major funders in Pittsburgh that sanction my work and identify with this mission. I present annually at fundraising events at the Society for Contemporary Craft through personal guest presentations and video to bring awareness to the needs of at-risk youth to filter and provide funding for our projects at Shuman Center.

A description of how the activities described in a project started in the past were altered or will be continued based on experience, including plans for leveraging additional resources.

We are at the birth of formalizing measureable statistics, our program has thus far taken a direction of its own. Our community partnering and outreach continually developed as the program successfully progressed and we are looking at ways to formalize the process to establish more concrete goals, as well as a fine tuned direction. Thus far we have successfully:

- Created a safe and secure studio environment.
- Solicited attention and partnership.
- Gained respect for the foundation community.
- Changed public perceptions on the problems of delinquency.
- Proven our track record and acquired first time funding from ALLEGHENY COUNTY for special projects.
- Made use of the scholarship money available for aftercare.

We will be finding ways to work through the probation offices to make scholarship easily accessible to our residents who show interest.

We were initially funded by the Title I After School Programs and in-house donations of supplies and subsequently SCC. The program has had the support of Allegheny County and Title I.

We are currently looking to work with probations offices because the difficulty of maintaining consistent contact through the duration of their placement underutilizes our scholarship opportunities. Our future goals include working through the probation offices to recruit our aftercare students. The probation office can greatly aid us in maintaining the connections for successful aftercare placement.

Galleries such as Galleries Chiz in Pittsburgh are future possible avenues to sell resident jewelry for future fundraising events... offering our residents continued community opportunities to "give back" through a favorite resident charity.

I have also been donated a pop up studio space to work with students who want to continue in the arts as well as recruited several private funders and instructors who will sponsor my work with the youth as part of their aftercare. I will donate my time and efforts for this to get off the ground. Additionally, to note the jewelry arts program and all projects could be sold in a small business venue that could be duplicated once residents are released with minimal set up costs. I am working with private funders who will donate the startup cost for tools and supplies to residents who show an interest. We have already made this possible to our resident, Taylor M. Who appears in the above video) as she was provided tools and beads to jump start her business by the generous donation of SCC and individuals.

The private donors are listed below:

POPUP STUDIO LOCATION DONATED BY:

*Store Express // <http://www.storeexpressselfstorage.com/>

PRIVATE FUNDERS:

*Jeffrey Smith Studios / <http://www.jeffreysmithstudio.com/salon/>

*Martin Communications / <http://www.martincomm.com/contactus.html>

*John Oravik Studios/ Urban Animal Shelters

*Rob Kolaaczynski

*Grant Taylor Associates / <http://taylor-assoc.com/>

VOLUNTEER COUNSELING AND TEACHING SUPPORT:

* Dr. Rose Smiley / Social Worker / Shuman Title I Summer School Program

* Gerry Florida / google: "Gerry Florida Pittsburgh Artist"/ Volunteer coordinator / Volunteer Instructor

* John Oravik / Oravik Studios / Volunteer Instructor

* Linda O'Toole / Sky Studios / Volunteer Instructor

* Steven Douglas/ Dark Waters Metals / Volunteer Instructor

http://www.darkwatersmetal.com/#!_contact-us

A description of any costs associated with the project and how it was funded; cost savings, if any, and any change in community acceptance, reductions in insurance costs, or inspection improvements that resulted from the program.

OUR FINANCIAL SUPPORTERS

- Title I Programs / for afterschool supplies
- Allegheny County / Special Projects-Women in Corrections and Juvenile Justice National Conference / JDCAP
- Society for Contemporary Craft (SCC)
 - * Artist + Kids: Jack Buncher Foundation
 - * Museum/School Partnership: The Grable Foundation
 - * Scholarship Opportunities: SCC
- Private Donations
- In -House Donations

We also solicit materials through donation and purchase from local recycle organizations such as Pittsburgh Center for Creative Reuse.

We post signs in-house/ within the detention center for donated broken jewelry parts, buttons, ribbon etc.

The gain for detention centers outweighs the cost which can be kept minimal with the use of recycled vintage and repurposed materials. I created an affordable program that requires little cost and setup so residents understand how to create a jewelry design studio once released and for profit...

The program consists of basic low cost jewelry arts supplies. Cost for a detention center for one semester with average daily census of 40 residents.

- Tools can be purchased at cost of under \$40 (one time cost)
- Wire \$35.00
- Beads / bulk from local suppliers \$60.00
- Donations

Materials can be donated through organizations, resale shops, private donations, local flea markets, and local antique dealers.

Most arts organizations have funding and most funders are seeking viable avenues to place their gifts.

These program could not have been initiated without the combined visions of Raymond Robinson/Social Services Director Shuman Cenetr and friend/teaching partner Sherrard Bostwick who opened doors, believed and shared my mission from its birth; A visionary past administration Lynette Drawn Williamson and Jack Simmons; Title I Program Coordinators, Randal Bacon and Denise Smith Russell; Our Current Administration who have followed with enthusiasm and unwavering support Earl Hill/Director, Lillian Reese McGhee/Deputy Director, Damian Wiles/Training Manager, and Carla Lane/Administrative Manager and special Thanks to our Chiefs, Wing Supervisors and Youth Cares Workers. From The Society for Contemporary Craft; Janet McCall/Executive Director, Kate Lydon/Exhibitions, Rachael Saul/Education Coordinator. Thank you Allegheny County for coming on board. Thank you Wayne Bear and Patty Stover from JDCAP. A very special and warm Thank You to the very talented residents of Shuman Juvenile Detention Center who look to us to find answers that will help our future generations flourish and grow in healthy environments. .

Our system cannot handle the overload of rehabilitative failures and recidivism. I would ask that you help me in this mission to create outreach programs that offer consistent aftercare. After five years I have not failed at making my statements. Consistency, belief and simply genuine caring are major keys in helping these transitions to a better image of life.

SUPPORTING DOCUMENTS

SHUMAN RESIDENT VIDEO TESTIMONY

<http://vimeo.com/112186742>

Queue it up to 6 minutes and 3 seconds in to go right into Gerry Florida and Taylor M. (Shuman Center Resident who received scholarship awards)

This video was produced as a documentary video by the Society for Contemporary Craft

ALLEGHENY COUNTY WEBSITE/ SHUMAN CEMTER "ENOUGH VIOLENCE" STUDENT EXHIBITION

<http://www.alleghenycounty.us/shuman/EnoughViolenceExhibition.aspx>

ENOUGH VIOLENCE PUBLIC RELATIONS WITH GERRY FLORIDA

http://www.county.allegheny.pa.us/shuman/News_Release_ENOUGHViolence.pdf

<http://contemporarycraft.tumblr.com/post/57519120684/artists-kids-dauvit-alexander-and-gerry-florida>

<http://crafthaus.ning.com/profiles/blogs/shuman-detention-center-and-the-scc>

<http://wringhim.blogspot.com/2013/08/scc-artist-and-kids.html>

<http://contemporarycraft.tumblr.com/post/58165654037/featured-artist-gerry-florida>

<http://craftsmensguild.org/guild-news/2013/4/17/congratulations-gerry-florida>

<http://www.eastside-gallery.com/exhibiting-artists/gerry-florida>

<https://www.facebook.com/SCCPgh> (see Jan 20th Entry)

SHUMAN DETENTION CENTER AND GERRY FLORIDA

<http://contemporarycraft.tumblr.com/post/58165654037/featured-artist-gerry-florida>

<http://craftsmensguild.org/guild-news/2013/4/17/congratulations-gerry-florida>

<http://www.eastside-gallery.com/exhibiting-artists/gerry-florida>

<http://vimeo.com/112186742> (queue it up to 6 minutes and 3 seconds in to go right into Gerry and Taylor's segment)

PRESS

<http://www.post-gazette.com/stories/art-architecture/2014/02/19/Exhibit-at-Society-for-Contemporary-Craft-draws-support-from-victims-and-advocates/stories/201402190033>

PRESS KIT " ENOUGH VIOLENCE:" **SOCIETY FOR CONTEMPORARY CRAFT**

<https://www.youtube.com/watch?v=lytjxO2w9QRc>

<https://drive.google.com/folderview?id=0B2dT91P14GQZNDN4YUNnV09pQWVM&usp=sharing>

<http://enoughviolence.net/calendar>

<http://enoughviolence.net/about>

<http://www.pghcitypaper.com/pittsburgh/at-the-society-for-contemporary-craft-enough-violence-hits-hard/Content?oid=1722829>

<http://www.downtownpittsburgh.com/do/enough-violence-artists-speak-out>

JDCAP WEEKLY NEWSLETTER

Weekly JD recap January 2015 / Under Membership Updates

Membership Updates

Shuman Center "ENOUGH VIOLENCE Exhibition "Traveling to Mechanicsburg, Update from Gerry Florida (Shuman)

I am happy to announce that the Shuman Juvenile Detention Center "ENOUGH VIOLENCE" exhibition will be traveling to its fifth and final location.

ENOUGH VIOLENCE Exhibition

The Metropolis Collective Gallery in Mechanicsburg, Pennsylvania.

https://www.youtube.com/watch?v=fM0g2fP_UgI

The Metropolis Collective Gallery will be exhibiting our student work in Mechanicsburg which is also the home of the Department of Corrections.

This has been a significant milestone in representing our youth population in a positive light and we have been very warmly received by all who have opened their hearts and opportunities to showcase the challenges as well as talents of our delinquent populations bringing a human component back into the mix of rehabilitation.

Opening Night: Friday, February 6, 2015
Metropolis Collective Gallery

17 West Main Street,

Mechanicsburg, PA 17055

info. 717.458.8245.

DUQUESNE UNIVERSITY SOCIAL JUSTICE DEPARTMENT
DR. PATRICIA SHEAHAN / STUDENT REFLECTIONS:

Maggie Marciniak
Social Justice
Dr. Sheahan
3 November 2014

Reflection on the Society for Contemporary Crafts with Gerry Florida

Inspiring, intriguing, and truly genuine are words that cannot begin to describe Pittsburgh artist and advocate, Gerry Florida. A beautiful artist that works with the troubled students of Shuman Center, Gerry Florida is an evident advocate for the arts in an educational social justice setting. She has truly shown, explained, and defined the benefits of the arts with students, particularly troubled students. As a born and raised Pittsburgher that is slightly familiar with Shuman Center, I understand the issues surrounding the troubled youth in Shuman. As Gerry Florida has evidently shown us, the arts are an easy, affordable, and positive way for students to express themselves and further deepen their own understanding of something quite familiar: themselves.

As a resident of the Pittsburgh-area, I am quite familiar with Shuman Center. Despite the fact that I grew up in a middle-upper class suburban neighborhood, children in my high school who were often deemed "troublemakers" were often threatened with being sent to the magistrate, with the possibility of ending up in Shuman Center. This was often more than enough to scare many of the troublemakers into behaving. While most students were "scared straight" at the thought of this juvenile disciplinarian center, there were always a few who managed to make their way there. Unfortunately, the students who often ended up in Schuman Center experienced terrible family problems, poverty, racial injustices, and lack of guidance from positive role models. Once students end up at Shuman, it is unfortunate that they often continue to receive a lack of positive guidance and are often "shrugged off" by administrators and educators alike. In fact, that is possibly one of the reasons that Shuman Center has such as high retention rates. As students tend to feel that they are uncared for, they begin to reach out for attention, or even worse, begin to not care about themselves and their actions. They begin to think if my mother, father, grandmother, friends, and/or teacher do not care why should I? This attitude generates further disciplinary problems as kids often continue to be lackadaisical in attitude, desperate for attention, and angry-leading only to trouble.

Fortunately, these students have Gerry Florida. Not just a famous Pittsburgh artist, but also a strong advocate for these troubled children. Gerry Florida uses her creative ability to teach other students how to express their emotions and identities through the arts. By doing so, students release the anger, frustration, anxiety, sadness, and hopelessness they feel and create something beautiful that to be proud of. For many students, Ms. Florida pointed out, this is one of the few objects they possess during their time at Shuman Center. Art projects such as the beautiful and creative talisman that we were fortunate enough to be able to make in class are simple things, and often cheap, that can help students at Shuman Center work through their time there. Not be overlooked, these projects are also *fun*-something that is necessary for all children, no matter their stereotype, to have in their lives. Gerry Florida certainly makes sure of that.

I truly took away the sincerity, generosity, patience, unbiased, loving attitude that Ms. Florida clearly portrayed to all of us students in class. While her enthusiasm and loving care were obvious to us, it was evident it must be obvious to her other students as well. It is clear to see why these so-called "troublemakers" give such respect and portray good behavior during Ms. Florida's class. Her kind demeanor and sweet disposition made it hard to not radiate a smile back to. Personally, it showed how much students respect teachers that simply respect them back. Particularly, it must certainly mean a lot to students who are used to being judged and given up on simply because of their previous school experiences, ethnic background, culture, and grades. These students are the same as any other students; Ms. Florida simply did one thing that other teachers did not-she treated them as such.

This experience was truly touching, refreshing, interesting, and personal. I really feel that I could incorporate similar projects in my future high school English classrooms; not only that, but her style and methodology as well. Just as Ms. Gerry Florida showed her students the utmost respect and treated them as any other students, I plan on mimicking a similar bias-or even nonbias. Her work reminded me of that of Mr. Michie in *Holler If You Hear Me* in her ability to tap into students' creativity and make them proud of something that others often taught them to be ashamed of-themselves.

SHUMAN CENTER "ENOUGH VIOLENCE"
TRAVELING STUDENT EXHIBITION

Sponsored by the Society for Contemporary Craft / 5 Locations:

Location 1) **"ENOUGH VIOLENCE" World Premier / Student Exhibition**
Society for Contemporary Craft "ENOUGH VIOLENCE" Exhibition
Pittsburgh, PA

September 27, 2013 thru March 22, 2014 World Premier

http://www.contemporarycraft.org/SCC/ENOUGH_Violence_2014.html

Location 2) **"ENOUGH VIOLENCE" Student Exhibition / Pittsburgh, PA**
Allegheny County City County Building

July 15-30, 2014

<http://www.alleghenycounty.us/shuman/EnoughViolenceExhibition.aspx>

Location 3) **"ENOUGH VIOLENCE" Student Exhibition / Pittsburgh, PA**
Women in Corrections and Juvenile Justice Conference/ JDCAP

September 29-October 3, 2014 / 1 of 4 showcases



Women in Corrections and Juvenile Justice National Conference

Shuman Center "Design Studios" Fundraiser Jewelry Sales and ENOUGH VIOLENCE Exhibit

Location 4) **"ENOUGH VIOLENCE" Student Exhibition**

Shuman Juvenile Detention Center Lobby / Pittsburgh, PA

1 of 4 showcases



Location 5) **"ENOUGH VIOLENCE" Student Exhibition**

Metropolis Collective Gallery / Mechanicsburg, PA

Home of the Department of Correction

Opening Night: Friday, February 6, 2015

https://www.youtube.com/watch?v=fM0g3fP_UeI (about the Metropolis Collective GalleryGallery)



SALE LOCATIONS

**"SHUMAN DESIGN STUDIOS" SOLD JEWELRY UNDER THE SHUMAN DESIGN STUDIO LABEL
AT THE FOLLOWING LOCATIONS:**

OVER \$ 1,200 WAS RAISED
All Proceeds to Benefit the Humane Society of Western
Pennsylvania

- **JDCAP Conference 2012 / Pittsburgh PA**
- **Women in Corrections and Juvenile Justice Conference/
JDCAP / Pittsburgh, PA 2014**
- **Fair In The Park / Craftsmen's Guild / Pittsburgh, PA 2014**
- **Mount Lebanon Plain Air Artists Market / Mount Lebanon, PA
2014**

Potential Future Gallery Sales Site / Gallerie Chiz, Pittsburgh, PA

Total Dollars Raised

\$700 / 2012

\$524 / 2014

Example 1
Jewelry Set



Example 2
Jewelry Tags and Logo



Example 3
Book Mark Tags and Logo

Shuman

Design Studios

BOOKSMARKS

Made With Gently Forged 16-
Gauge Steel Annealed Rebar
Wire

Handmade
By the Residents of
Shuman Juvenile
Detention Center
Pittsburgh, PA

Shuman

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PERSONAL PROTECTIVE SHIELD

The diagram is a shield-shaped form. At the top, a banner contains a rectangular box labeled "Name". The shield is divided into four quadrants by a vertical line and a horizontal line. The quadrants are labeled: "Family" (top-left), "Self" (top-right), "Spiritual" (bottom-left), and "Goals" (bottom-right). To the left of the shield is the text "Positive influences" and to the right is "Negative influences".

Please List on the Back The Negatives About Yourself You Would Like to Change

TALISMAN Project

