“Never doubt that a small group of committed citizens can change the world; indeed it is the only thing that ever has!”

...Margaret Mead
THE BLIND MEN & THE ELEPHANT

An ancient Indian fable written in poetic form in the 1800s and called “The Blind Men and the Elephant” comes to mind when contemplating the concept of community-college neighborhood revitalization partnerships. In the poem, paradoxically, each blind man’s concept of the elephant is different because each examines a different body part. Each definer was only partly correct and none could capture the synergy that is the elephant. An examination of the diverse partnerships between institutions of higher education and communities raises the same challenge—how to examine the parts to come to an understanding of the synergy of the whole.

LITERACY-FOCUSED COMMUNITY PARTNERSHIPS
The America Reads Challenge is an initiative started in 1996 by the Clinton Administration. In August 1996, President Clinton proposed a national literacy campaign that would enlist “one million volunteer tutors ready and able to give children the personal attention they need to catch up and get ahead.” The federal government would play a crucial but limited role as a catalyst in building the President’s “citizen army” of reading tutors.

The federal role builds on a creative use of existing programs. Key among these is the Department of Education’s work-study program, which in 1996 provided $617 million to support part-time employment for 713,000 students at 3,400 colleges and universities. In November 1996, President Clinton announced that the federal government would waive this requirement and pay 100 percent of wages for any student employed as tutor for preschool and elementary school children.

President Clinton’s America Reads Work-Study Challenge
(October 21, 1997)
http://eric.ed.gov/?id=ED411504
Feed Me a Story!

What difference can reading aloud to a child for 30 minutes per day make?

If daily reading begins in infancy, by the time the child is 5 years old, he or she has been fed roughly 900 hours of brain food! Reduce that experience to just 30 minutes a week and the child’s hungry mind loses 770 hours of nursery rhymes, fairy tales, and stories.

A kindergarten student who has not been read to could enter school with less than 60 hours of literacy nutrition. No teacher, no matter how talented, can make up for those lost hours of mental nourishment.

-Source: U.S. Department of Education, America Reads Challenge

Hours of reading books by age 5

30 minutes daily = 900 Hours
30 minutes weekly = 130 Hours
Less than 30 minutes weekly = 60 Hours
SUMMER COMPONENT OF AMERICA READS ENCOURAGES CHILDREN TO:

- Read 30 Minutes per Day, 5 Days per Week
- Read at Least 1 of Those Days with an Older Reading Partner
- Get a Library Card and Use It
- Learn 1 New Vocabulary Word per Day
CEHD AMERICA READS

MISSION The University of Minnesota-Twin Cities America Reads program is dedicated to increasing the literacy skills of Kindergarten – 8th grade students, supporting the educational efforts of our community partners, and together fostering the academic, personal, and career development of students and University of Minnesota literacy mentors.

VISION To positively impact students by teaching them lifelong learning skills and cultivating interest in secondary and higher education. To develop relationships between America Reads and the Twin Cities community, creating positive outcomes in literacy and beyond.

Pictured from left to right:
Jennifer Kohler, Associate Director of Operations
Megan Pieters, Coordinator
Eva Boehm, Associate Director of Curriculum

CELEBRATING 20 YEARS 1997-2017
CEHD AMERICA READS GOALS

The University of Minnesota-Twin Cities America Reads program will:

1. Promote literacy skills and positive reading habits of students through one-on-one and small group tutoring using research-based best practices.

2. Offer consistent, accountable role models for students and encourage positive attitudes toward lifelong learning.

3. Support literacy mentors’ learning through ongoing training and reflection within the America Reads community.

4. Provide an opportunity for literacy mentors to develop a sense of social responsibility and experience the value of civic engagement through off-campus involvement.

5. Engage literacy mentors in cross-cultural work.

6. Prepare literacy mentors with 21st century job and professional skills.
CEHD AMERICA READS BY THE NUMBERS

• Hire & Train ~150 Literacy Mentors (UMN undergrads)
• 20 Community Partners/Sites
• 24 weeks of tutoring each school year (Fall & Spring semesters)
• ~21,600 hours of literacy mentoring/tutoring each school year by CEHD/ America Reads Literacy Mentors
Community Partners: Schools & Community Organizations

**Minneapolis / Jennifer**
- East Side Neighborhood Services, Luxton Park
- East Side Neighborhood Services, Mulberry Junction
- Project for Pride in Living
  - Prosperity Village
  - Collaborative Village Initiative
- Jefferson Community School
- New City Charter
- Pillsbury House
- Waite House

**St. Paul / Megan**
- Common Bond Communities, Skyline Tower
- East Side Learning Center
  - Community of Peace Academy
  - HOPE Community Academy
  - John A. Johnson Achievement Plus
- Phalen Lake Hmong Studies Magnet School
- Rondo Library
- St. Paul City School
- Good Neighbor Center
- West 7th Community Center

CEHD AMERICA READS
EVIDENCE THAT TUTORING WORKS

1. Tutoring programs that incorporate research-based elements produce improvements in reading achievement.

2. Tutoring can also lead to improvements in self-confidence about reading, motivation for reading, and behavior, both among tutees and among peer or cross-age tutors

Six factors that generate the most consistent positive achievement for tutees:

1. Close coordination with classroom or reading teacher

2. Intensive and ongoing training for tutors (content knowledge + interpersonal skills)

3. Well-structured tutoring sessions in which the content and delivery of instruction is carefully scripted.

4. Careful monitoring and reinforcement of progress

5. Frequent and regular tutoring sessions with each session between 10-60 minutes daily. More sessions a week result in greater gains.

6. Specifically designed interventions for the 17 to 20 percent of children with severe reading difficulties.
As Crotty (1998) argued, epistemological differences are not “watertight compartments” (p. 9); he described a continuum of epistemological positionings that allow for various types of analyses and invite multiple approaches.

. . . family literacy scholarship reflects both modernist and postmodernist stances, which in turn reflect the complex contexts in which family literacy exists. . . . Because official assumptions about literacy learning tend to highlight benchmarks and measurable ways of being literate, initiatives that highlight local literacy practices run the risk of requiring individual children and families to bear the effects of bringing local literacy practices to institutions that do not value these local practices. Diversity and family literacy scholars must grapple with the structural realities that students face, while celebrating the rich and diverse literacy practices brought by children and families. (p. 54-55)
Harvard Family Research Project (HFRP) has developed and maintains an accessible national database of evaluations of hundreds of afterschool programs.

In 2008, HFRP issued a review of these studies to address two fundamental questions:

*Does participation in after school programs make a difference, and if so, what conditions appear to be necessary to achieve positive results?*

The verdict: a decade of research and evaluation studies confirms that children and youth who participate in afterschool programs can reap a host of positive benefits in a number of interrelated outcome areas — academic, social-emotional, prevention, and health and wellness.

These are the skills that many suggest are necessary for youth to succeed in the 21st century global economy and world.

http://www.gse.harvard.edu/news/uk/08/02/secrets-successful-afterschool-programs
<table>
<thead>
<tr>
<th>Levels</th>
<th>Purpose</th>
<th>Structure</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networking</td>
<td>* Dialog and common understanding</td>
<td>* Loose/flexible link</td>
<td>* Low key leadership</td>
</tr>
<tr>
<td></td>
<td>* Clearinghouse for information</td>
<td>* Roles loosely defined</td>
<td>* Minimal decision making</td>
</tr>
<tr>
<td></td>
<td>* Create base of support</td>
<td>* Community action is primary link among members</td>
<td>* Little conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Informal communication</td>
</tr>
<tr>
<td>Cooperation or Alliance</td>
<td>* Match needs and provide coordination</td>
<td>* Central body of people as communication hub</td>
<td>* Facilitative leaders</td>
</tr>
<tr>
<td></td>
<td>* Limit duplication of services</td>
<td>* Semi-formal links</td>
<td>* Complex decision making</td>
</tr>
<tr>
<td></td>
<td>* Ensure tasks are done</td>
<td>* Roles somewhat defined</td>
<td>* Some conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Links are advisory</td>
<td>* Formal communications within the central group</td>
</tr>
<tr>
<td>Coordination or Partnership</td>
<td>* Share resources to address common issues</td>
<td>* Central body of people consists of decision makers</td>
<td>* Autonomous leadership but focus in on issue</td>
</tr>
<tr>
<td></td>
<td>* Merge resources to create something new</td>
<td></td>
<td>* Group decision making in central and subgroups</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Communication is frequent and clear</td>
</tr>
<tr>
<td>Coalition</td>
<td>* Share ideas and be willing to pull resources from existing systems</td>
<td>* Roles and time defined</td>
<td>* Shared leadership</td>
</tr>
<tr>
<td></td>
<td>* Develop commitment for a minimum of three years</td>
<td>* Links formal with written agreement</td>
<td>* Decision making formal with all members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Group develops new resources and joint budget</td>
<td>* Communication is common and prioritized</td>
</tr>
<tr>
<td>Collaboration</td>
<td>* Accomplish shared vision and impact benchmarks</td>
<td>* Consensus used in shared decision making</td>
<td>* Leadership high, trust level high, productivity high</td>
</tr>
<tr>
<td></td>
<td>* Build interdependent system to address issues and opportunities</td>
<td>* Roles, time and evaluation formalized</td>
<td>* Ideas and decisions equally shared</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* Links are formal and written in work assignments</td>
<td>* Highly developed communication</td>
</tr>
</tbody>
</table>
"FUNDS OF KNOWLEDGE" IDEAS
(MOLL, AMANTI, NEFF, & GONZALEZ, 2001)

Funds of Knowledge are...

- “the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being” (p. 133).

These educators & researchers learned by...

- Researchers worked with teachers on ethnographic case study research, supporting teachers in conducting home visits as a way to learn and understand their students, families and communities.
WITH A FUNDS OF KNOWLEDGE PERSPECTIVE....

Teachers take on a new role as learner & can come to know their students and the families of their students in new and distinct ways.

Teachers see that the households of their students contain rich cultural and cognitive resources; these resources can & should be used in classrooms to provide culturally responsive and meaningful lessons that tap students’ prior knowledge.

Information teachers learn about their students in this process is considered the student’s funds of knowledge.
WHY IS IT IMPORTANT TO UNDERSTAND THE BACKGROUND OF MY STUDENTS?

Our job as teachers is to understand something about everyone in your classroom. For students who come from similar backgrounds as your own this will not be a hard task, but for those students who have had an upbringing vastly different than your own this may be more difficult.

Funds of knowledge is one way to help teachers connect with our students and their families. It is the responsibility of each teacher to attempt to learn something special about each child they teach.
FUNDS OF KNOWLEDGE: CHECKLIST FOR SCHOOLS
READ THROUGH LIST – SELECT ONE – TURN & TALK WITH NEIGHBOR

- How well does our school/site link student learning to families and communities?
- Do we provide ongoing parent education and training so parents can help their children?
- Besides sending notes or calling home, how do our teachers/tutors involve each family in each student's education?
- Have all our teachers/tutors had training to help them use a student's family, language, and culture as a foundation for learning?
- How do our teachers/tutors tap into each student's "funds of knowledge"?
- In what ways do we affirm students' informal home language, while linking it to standard English?
- Do all our teachers/tutors know how to use student informal language as a tool for developing student literacy?
- How well does our school/site tailor its curriculum to the particular needs, interests, and learning styles of individual students?
- In what ways do we encourage and teach to the many intelligences and learning styles of students?
- How does our school/site encourage students to articulate their dreams and aspirations and link them to their learning?
“Research has shown that poorly designed programs can hinder student progress and thereby, cause greater harm to at-risk youth”

Best Practices for Tutoring Programs (BPTP) is a research based guide for implementing and sustaining effective tutoring programs.

1. Organizational Management: A BPTP has clear organizational structure and management that support student success.

2. Cultural Proficiency: A BPTP demonstrates cultural competence (a mindset that shapes how individuals or organizations effectively work, describe, respond and plan across difference) and strives for cultural competence.

3. Student Recruitment & Management: A BPTP implements a clear plan to recruit and manage student participants. (identifying target group, create a strategic plan, create an enrollment & registration plan, student attendance, student retention)

4. Tutor Recruitment & Management: A BPTP follows a clear plan to recruit & manage tutors (establishing an infrastructure for screening, selection & supervision).
Best Practices for Tutoring Programs (BPTP) continued:

5. Tutor Training: A BPTP provides initial & ongoing training opportunities to build the capacity to tutors to best meet student needs.

6. Tutoring Intervention: A BPTP provides high quality tutoring interventions of sufficient duration and frequency that are aligned with classroom instruction. (3 elements include consistency, individualization & structure)

7. Engagement with Families, Schools & Communities: A BPTP recognizes and engages families, schools and communities as necessary partners for improving student achievement.

8. Evaluation: A BPTP uses systematic evaluation to assess its impact on student outcomes and inform continuous improvement. (Evaluation is defined as a systematic method to collect, analyze and apply information to answer questions about a program).
UNIVERSITY OF MINNESOTA
CEHD AMERICA READS
LITERACY MENTOR TRAINING
OVERVIEW

AMERICA READS TEAM
EVA BOEHM
ASSOCIATE DIRECTOR OF CURRICULUM
JENNIFER KOHLER
ASSOCIATE DIRECTOR OF OPERATIONS
MEGAN PIETERS
COORDINATOR
<table>
<thead>
<tr>
<th></th>
<th>September/January</th>
<th>October/February</th>
<th>November/March</th>
<th>December/April &amp; May</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Literacy Mentors</strong></td>
<td>New Literacy Mentor Training (Site coordinator Training/orientation)</td>
<td>Building the Literacy Mentor Toolbox</td>
<td>Building the Literacy Mentor Toolbox</td>
<td>Building the Literacy Mentor Toolbox</td>
</tr>
<tr>
<td><strong>Returning Literacy Mentors</strong></td>
<td>Returning LM Training</td>
<td>Documentary Series</td>
<td>Documentary Series</td>
<td></td>
</tr>
<tr>
<td><strong>All Literacy Mentors</strong></td>
<td>• Weekly Tutor Tips</td>
<td>• Weekly Tutor Tips</td>
<td>• Weekly Tutor Tips</td>
<td>• Weekly Tutor Tips</td>
</tr>
<tr>
<td></td>
<td>• Enrichment Series</td>
<td>• Enrichment Series</td>
<td>• Enrichment Series</td>
<td>• Enrichment Series/ Community field trips</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• One-on-One Meetings w/ all LMs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>• LM appreciation events</td>
</tr>
</tbody>
</table>
Literacy Mentor Tutor Tips are E-mailed weekly

‘Tutor Tip’ Topics

- Building Positive Relationships with Your Students
- Reading Interest Inventory/Survey
- Mandated Reporting
- Homework Help
- Emphasizing Effort
- How to Stay Healthy
- Ending the Semester on a High Note
- Maintaining Boundaries With Your Mentees
- Successful Tutoring in Various Settings
- Read Across America Day
- Utilizing Campus Resources for Social Justice
# Training Module Topics

## 2016 Fall Topics

- New Literacy Mentor Training – Motivation & Engagement & Comprehension Strategies
- Oral Language Development and the English Language Learner
- Phonics, Word Work and Vocabulary Instruction
- Homeless & Highly Mobile Students

## 2017 Spring Topics

- Determining Reading Levels & Matching Children’s Literature to Readers
- Strategies to support Vocabulary & Comprehension
- Achievement & Opportunity Gaps in Education
- Circling Back to the needs of English Language Learners
BUILDING THE LM TOOLBOX TOPICS

- Choosing Children’s Literature, Creating Book Webs & Lesson Planning
- Literacy Elements & MN Standards
- Engaging your mentee & building their vocabulary
- The Importance of Phonics & Fluency in the Reading Process: Making Words, Repeated Reading & Think-Alouds
- Vocabulary & Academic Language
- English Language Learners & the Achievement Gap

Supporting comprehension through effective questioning
Writing Continuum
Social Justice & Civic Engagement
Homelessness in the Twin Cities
Literacy Mentor Documentary Series

- Miss Representation
- Race the Power of an Illusion (Episodes 1-2-3)
- Waiting for Superman
- Children in America’s Schools
- Read Me Differently
- Straightlaced: How gender’s got us all tied up
- Read Me Differently
- More than a Month
- Freedom Riders
- That’s a Family
- American Promise
- Let’s Get Real
- I Learn America
- Pidgin
- Slavery by Another Name
- Los Graduados/The Graduates
- It’s Still Elementary
- Eyes on the Prize Episodes 1,2,3,4,5,6
CEHD America Reads Spring 2015

OPTIONAL TRAINING SERIES

Teaching Literacy Through Comics
Tuesday February 17th
6pm-7:30pm
The session will provide educators with a brief rationale for the use of comics as an effective instructional resource in literacy development. We will create mini lessons, using comic strips, in the following areas: vocabulary, comprehension, and writing. Facilitator: Eva Boehm, Associate Director of Curriculum

Mindfulness & Stress Reduction
Monday March 2nd
6pm-8pm
Offering resiliency tools to help reduce daily stress. Participants will learn mindfulness awareness principles that are key to embodying the benefits of mindfulness. Facilitator: Jennifer Niedzielski, MA, Center for Spirituality and Healing, U of M

Being an Ally in the Work of Equity & Diversity
Friday April 10th
1pm-4pm
If “diversity is everybody’s everyday work,” then where do I fit in? How can I be part of this work if I never thought these issues were “my issues”? This workshop introduces participants to the concept of being an ally. Participants explore how it’s possible, and why it’s necessary, to work toward access, inclusion, and support for marginalized and underrepresented students, faculty, staff, and community members, and for greater equity in all parts of our institution—even from our positions of privilege. Facilitator: Guest from the Office of Equity and Diversity, U of M
CAUTION – USING IDIOMS CAUSES CONFUSION

✓ A Piece of Cake
✓ Bite Your Tongue
✓ Buy A Lemon
✓ Down To The Wire
✓ Dropping Like Flies
✓ Hold Your Horses
✓ Pulling Your Leg
“I like the way you figured out that word.”
“That prediction shows good thinking.”
“You have interesting ideas about ----.”
“You are really listening to all the sounds.”

+ Prompting support for students to help them use meaning, syntax, visual information. . .

“What would make sense there?”
“Does that sound right?”
“Does that look right to you?”

BE GENEROUS & EXPLICIT WITH YOUR FEEDBACK & PRAISE
RECOMMENDED RESOURCE WEBSITE

HTTP://WWW.READINGROCKETS.ORG/STRATEGIES

Note – All strategy lessons have a section labeled: Differentiated instruction for second language learners, students of varying reading skill, and for younger learners

<table>
<thead>
<tr>
<th>Which strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chart below lists all of the strategies currently in our library, with guidance on when to use each strategy. It allows you to see right away if a particular strategy should be used before, during, and/or after reading.</td>
</tr>
</tbody>
</table>

### Phonics

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Before reading</th>
<th>During reading</th>
<th>After reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Matching</td>
<td></td>
<td>○</td>
<td>○</td>
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<tr>
<td>Matching Books to Phonics Features</td>
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</tbody>
</table>

### Comprehension

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Before reading</th>
<th>During reading</th>
<th>After reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticipation Guide</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Concept Maps</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Concept Sort</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Directed Reading Thinking Activity (DRTA)</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Exit Slips</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>First Lines</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Inference</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Inquiry Chart</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Jigsaw</td>
<td>○</td>
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<tr>
<td>Listen-Read-Discuss (LRD)</td>
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<tr>
<td>Paragraph Shrinking</td>
<td>○</td>
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<tr>
<td>Partner Reading</td>
<td>○</td>
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</tbody>
</table>
“I USED TO THINK AMERICA READS . . . . BUT NOW I THINK AMERICA READS . . .”,

I used to think that, as a mentor, I would simply spend time with my mentees, talk to them, and occasionally help them with homework, and now I think that being a literacy mentor is so much more than that; it means that I am one of the key individuals in their lives that can help them become more literate which will, in turn, greatly help them throughout their entire lives.

Also, I used to think that some children are born liking to read and others are not. I used to think that literacy was a small topic with few parts. Now, I think that literacy is a HUGE topic with many parts that work together to create a strong reader. – Clara Steinmetz

I used to think that literacy mentoring really had little impact on the student’s learning. I thought that it was all based on the teacher and the involvement of the parents. However, after working through America Reads, this changed my mindset completely. This amazing program has provided the base for children to be able to excel in their reading comprehension no matter their background or culture. It has opened my mind that every child’s brain is like a sponge. – Megan Mansfield
During National Literacy Action Week 2016 (February 1-7), literacy reflected on the question "Why is literacy important to you?," a fitting question for the week's topic, social and academic language. The America Reads literacy mentors then joined literacy activists across the country in a social media campaign on Twitter to raise awareness by sharing their inspiring answers.

Literacy is important to me because...

"...it creates opportunity!"
"...it creates connections."
“...reading opens up a whole new world."
"...reading leads to new ideas."
"...it allows for growth and success."
"...it leads to access!"
"...it builds foundations."
"...knowledge is power. This easily translates into universal success."
"...it creates connections."
"...it provides opportunities for gaining knowledge and fostering imagination."
"...it allows me to think, write, and communicate effectively!"
"...it helps to apply a person's full potential."
"...it allows people to communicate and tell their story to others."
"...everyone deserves a chance to succeed."
NEWSLETTER HIGHLIGHTS

Our America Reads literacy mentors make a difference with their dedication to children in our surrounding communities, but this program is also making an impact on our literacy mentors. The old adage, “The more you put into it, the more you’ll get out of it,” readily applies and is evident in the following returning literacy mentor interview comments.

How has your experience as an America Reads literacy mentor in previous years influenced your decision to reapply for this school-year?

“This program made me change my major to Elementary Education! It grows my skills.”

“I loved the kids! Seeing them improve and having an effect was empowering! I like this see results in reading and vocab. Now I’m thinking about teaching!”

“It was great to start last year as a freshman. I was in a whole new state and community. I met a lot of people and still got to work with kids, which I loved!”

“In general, I love my job. I love the kids and working hands on for social justice. It was different from other student jobs. I want to be here.”

“I really liked seeing the students’ growth. When I came to the US, I didn’t know how to read either, and someone helped me. It was nice to see big improvements in short amounts of time. That makes me want to return.”

“We are making positive change for young people.”
VOICES OF AMERICA READS

America Reads Perspectives and Voices
- Juavah (parent)
- Alli (literacy mentor)
- Minrose (literacy mentor)
- Capetra (literacy mentor)
- Amanda (literacy mentor)
- Maurie (Site coordinator)

Video Link Media Mill
https://mediamill.cla.umn.edu/mediamill/download.php?file=171373.m4v
AMERICA READS WEBSITE:
HTTP://WWW.CEHD.UMN.EDU/READING/AMERICAREADS/