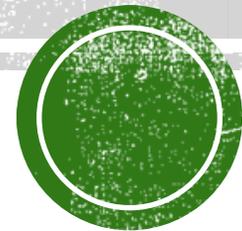


ROOTED IN LITERACY

the story of partnership



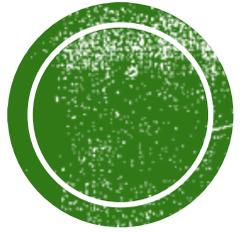
The Power of We with an Urban Adult Literacy Program and a University Service-Learning Program



Presenters:

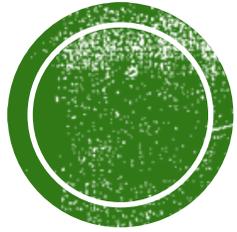
- Andrea Leary, PhD—Affiliate Assistant Professor in Loyola University Maryland's Writing Department, where she has taught for 20 years.
- Cynthia M. Campbell, EdD—Former Literacy Services Director of Baltimore Reads and Principal Consultant, Gold Apple Services LLC.





“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead



**"When you sell a man a book
you don't sell him just
twelve ounces of paper and
ink and glue - you sell him
a whole new life."**

Christopher Morley

Baltimore Reads, Inc.

- An urban adult literacy program that served Baltimore residents from 1989-2014
- Adult learners ranging in age from 16 to 70ish
- Beginning literacy up to GED® exam preparation
- ESOL ranging from low-literacy to people with advanced degrees
- Various sites through the city.
- As have many CBOs, closed to longstanding financial issues in 2014.



Baltimore Reads, Inc.

- Almost one-third of Baltimore's adult population (over 25) do not have even a high school diploma.
- Thousands of adults read below a 5th grade level and 16% of Baltimore residents lack even the most basic prose literacy skills.
- High school graduation rates have increased from the 1990s (about 50%) to nearly 80%, but the city has a long way to go, and there are still a great number of educationally-underserved adults.
- Sandtown-Winchester area in Baltimore (where Freddie Gray lived) currently has a 77% high school graduation rate.



Loyola University Maryland

- Private, Jesuit University
- 3,800 undergraduates
- “The University inspires students to learn, lead, and serve in a diverse and changing world” <http://www.loyola.edu/about.aspx>
- Strong commitment to Service-Learning
- See Rev. Peter-Hans Kolvenbach, S.J. “The Service of Faith and the Promotion of Justice in American Jesuit Higher Education”



Overview of Service-Learning

- Three main components

Service and Learning are integrated: service is seen as an additional “text”

Reflection

Reciprocity

- Goals

- Each partner sees the other as one with something to give and something to gain
- Each partner listens to the others’ needs and goals
- Locate places where needs and goals meet
- Find places where we can develop and learn from each other



How we came together!

- Andrea Leary started working with the Baltimore Reads staff about five years ago
- Started with a cold call where we discussed potential projects, how our students could work together. Almost didn't work.
- Then, we discussed a *dream project*—*Dare to Believe*.
- We discussed ways our students could meet—via interviews for biographies.
- The partnership began. . . and evolved.
- Cynthia Campbell came to Baltimore Reads in 2012 and continued the partnership through various changes.



Biography Assignment

WR327 Civic Literacy

***Dare to Believe*/Biography**

Dr. A. Leary

Rough draft:

Final draft:

“When you get people talking, handle what they say as you would handle a valuable gift.”

William Zinsser *On Writing Well* (115)

Background

Baltimore Reads has asked us to publish a new edition of *Dare to Believe* as well as the latest edition of the *Gazette*. *Dare* is a compilation of student and faculty biographies. I have biographies for some of the faculty (we may write others) for *Dare*, but your biographies will provide most of the material for the new edition. In addition, we may use some of these biographies (excerpted, most likely) to highlight students in the *Gazette*.



Biography Assignment, Cont.

Baltimore Reads will use these pieces for a number of purposes:

- to evidence their success as they seek grant money;
- development;
- to fundraise from various sources
- to recruit new students; and
- to celebrate achievement.
- Please consider potential audiences carefully: outside foundations, potential donors, families of (potential) students, Baltimore Reads' faculty, students and staff, state government officials, Baltimore Reads graduates.



News Piece Assignment

WR327 Civic Literacy

News Piece

Dr. A. Leary

Rough draft:

Final draft:

“I need to make an ongoing reality urgent.”

-C. (*Tactics of Hope* 28)

Purpose

The goal with this piece is to raise awareness about adult illiteracy/literacy. With this piece, you will actively engage in civic literacy as you attempt to make an ongoing reality seem urgent,” or, for some of your topics, compelling. You will write a short news piece (2-4 pages) that examines one of the issues listed below or another issue you’ve discovered.



News Piece Assignment, Cont.

Audience

The audience for this piece will be readers of the *Gazette*. Plan to excerpt the piece you write for class to include in the latest edition. Baltimore Reads may also use your piece for their e-newsletter. In addition, we may decide to use part of your piece for the forward matter in *Dare to Believe*.

Topics

- Illiteracy in Baltimore; perhaps contextualized in the nation/other cities like Baltimore;
- How the community improves with increased rates of literacy;



WR327 Civic Literacy
The Baltimore Reads Gazette
Dr. A. Leary

Background

The *Gazette* began a few years ago as a newsletter that could be used to accompany Baltimore Reads' Literacy Garden launch. It worked toward that end for three issues. When the Literacy Garden project ended last spring, we have since worked with Baltimore Reads for other topics of interest. You will be publishing the fifth edition.

Audience

Primarily, your audience will be the students, staff, and teachers at Baltimore Reads. There may be secondary audiences as well—their Board of Directors, potential funding sources, potential students; these readers are important to have in mind as well. You will be working in partnership with students from Baltimore Reads—you will have an interview piece and, hopefully, some students will choose to publish some of their work or add a quotation.

**The
Gazette
assignment**



The *Gazette* Plan

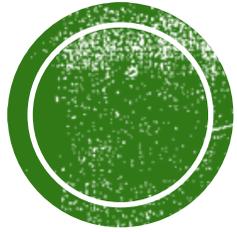
- 12 spotlight biographies
- Doris biography (Alex)
- 8 museums (Maddie—2 pages? Or other plan)
- Friere essay (WR100)
- Faculty spotlight—Anthony MacFarlane (Vicki)
- Inspiring Baltimore writers (Carol)
- Illiteracy in the U.S.—how it affects the community (Vicki)
- ESOL experience (WR100)
- Loyola/BR partnership (Cory)
- Stereotypes/myths (Briana and Lian WR100)
- Professional Literacy (Rachel—2 pages)



- What's next . . . a piece on your proposals
- Text box pieces
 - Favorite books
 - Advice to self/others
 - Bus lines to get to BR
- Interactive map—where students are from
- Last page
 - Contact info for BR
 - Writers/editors list
- Ad for College Goal Sundays
- Games
 - Word search
 - Crossword
- Front page
 - Pictures
 - New logo
 - Quotes from students?

The *Gazette* Plan, cont.





Baltimore Reads Gazette

Volume 3, Issue 1

<http://www.loyola.edu/academic/writing/student-opportunities/service-learning>

- An article on digital divide and how BRI is trying to deal with it in light of the requirements of the New GED. People need to understand that the technology aspect of our classes is not just a nice add-on, but essential.
- An interview with an alum would be great
- Forward (reprint Steve's--it still works, I believe)
- LU/BR partnership (Cory)
- A piece on illiteracy--its effects (Lian piece)
- A few short pieces on ESOL (from the Gazette)
- Misconceptions about people who experience illiteracy--dispels myths (Briana)
- Quotes from my students--reflections about working with BR
- Collect quotations from each other

The *Dare to Believe* Plan



- Quotes from BR students pulled out and compiled about BR
- student bios
 - Herbert B (Lauren)
 - Reginald (Briana)
 - Candice J (Briana)
 - Michelle M (Sara)
 - William J (Sara)
 - Jamar H (Rachel)
 - Brittany (Maddie)
 - Lynelle (Vicki)
 - Doris G (Carolanne)
- Instructor, Anthony McFarlane bio (Vicki)
- Acknowledgements

The Dare to Believe **Plan, Cont.**



Dare to Believe



*Stories of Exceptional
Hope, Courage, Faith and
Determination*

Dare to Believe

Our cover with student design for “Rooted in Literacy,” our *Baltimore Reads Gazette* logo



Dare to Believe

*Stories of Exceptional Hope,
Courage, Faith and
Determination*

Second Edition

Sara Archibald
Dr. Cynthia Campbell
Carolanne Chanik
Rachel Christian
Briana Ciccarino
Madelyn Fagan
Cory Hodson
Dr. Andrea Leary
Victoria Muhs

Apprentice House

Loyola University Maryland

April 2014

Dare to Believe

Inside Front Cover

The volume was published
by Apprentice House of
Loyola University Maryland.



Baltimore Reads and Loyola University Maryland: Partners in Education

By Cory Hodson

History

Loyola University Maryland, a Jesuit University in North Baltimore, and Baltimore Reads, a non-profit that has been aiding adults seeking literacy skills in the Baltimore area for 25 years, have created an outstanding partnership. Four years ago, Andrea Leary, Ph.D., Affiliate Assistant Professor of Writing at Loyola, called Baltimore Reads looking for a new community partner for her service-learning courses. When Leary first called Baltimore Reads, they told her that “the dream project would be the *Dare to Believe* book,” which Loyola has published once since, having printed around 500 copies. In addition, Leary’s classes and Baltimore Reads work together to produce the *Baltimore Reads Gazette*, a newspaper dedicated to Baltimore Reads’ students.

Piece written by
Loyola student
about the
partnership for
the *Dare to
Believe* book



- Giving our students a voice.
- Our students had the opportunity to interact with university students and share experiences.
- Publications for our students to read!
- Materials to share with potential funders and donors.
- Building awareness of adult literacy needs generally and in Baltimore in particular!
- Planting seeds with future literacy leaders and supporters.

**Benefits of
the
Partnership**
Baltimore
Reads'
Perspective



Alumna Spotlight: Doris

Passion and Pride

“I will be screaming and jumping for joy.”

By Angela Amarhanov, Alex Kasinskas, and
Carolanne Chanik

Recently, Baltimore Reads student Doris has earned her G.E.D. Doris has been a crucial member of the BRI family over the years and is proof that hard work and determination can lead to amazing things. From everyone at Baltimore Reads and Loyola alike, we would like to extend a big congratulations to Doris.

In the past, two Loyola students, Angela Amarhanov, in 2010, and Alex Kasinskas, in 2013, had the pleasure of interviewing Doris. Through a compilation of their writing, we get a developed portrait of Doris as a person and her success as a Baltimore Reads student.

Doris is originally from Trinidad and Tobago, but has since earned her American citizenship.

An example
of giving
voice to a
Baltimore
Reads
student!





**Graduation
Day**

**Doris's
Big Day!**



For Loyola Students and the University

- Loyola works toward fulfilling the Jesuit mission of men and women for others
- Raise awareness about literacy issues
- Learn to dispel myths—deeper understanding of literacy, Baltimore neighbors
- Understand root causes—why is literacy an issue?
- Students see themselves as agents of change through their actions and their writing
- For me, as a teacher, I have the opportunity to witness student growth and commitment to our community

Benefits of the Partnership

Loyola Perspective



- “Baltimore Reads gave me the opportunity to see into a world I was not literate in. My expectations were overturned, and what began as service ended in my own personal education.” -Carolanne
- “My experience with Baltimore Reads put a face to the literacy statistics we kept reading about in class. I am in awe of the trust that students gave me in that they were willing to divulge their life story when all they knew about me was my name.” -Maddie
- “Baltimore Reads affords the opportunity of freedom to its students who work hard. A literate and educated individual can navigate our diverse and changing world with more confidence and certainty. Working with Baltimore Reads has been rewarding in not only coming to understand and appreciate the differences between myself and the students whom I’ve met, but more importantly the stunning similarities.” -Cory

Loyola Students on Baltimore Reads



BALTIMORE READS GAZETTE

Rooting Yourself in Literacy

WINTER
2013-2014

VOL. 3 ISSUE 1

Why stay motivated?

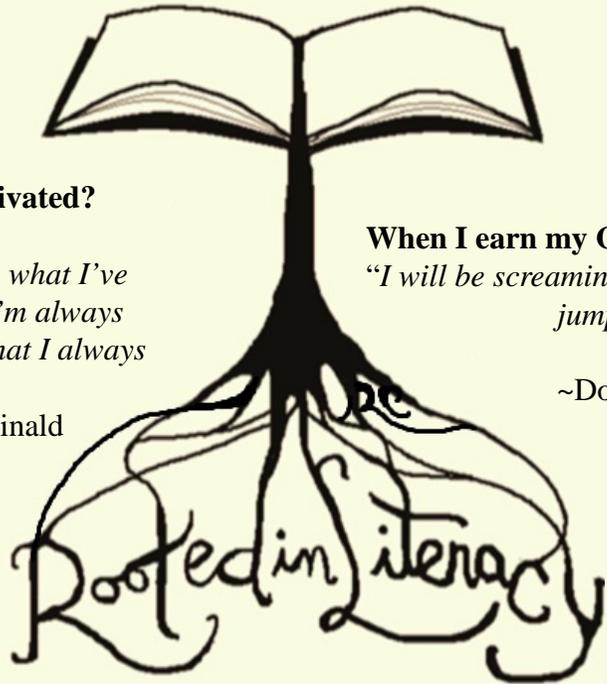
"If I always do what I've always done, I'm always going to get what I always got."

~Reginald

When I earn my GED ...

"I will be screaming and jumping for joy."

~Doris



Inside this issue

- Student success stories

Why Baltimore Reads?

"...because they have good teachers that are dedicated to teaching us. And they push us to

Dare to Believe



*Stories of Exceptional
Hope, Courage, Faith and
Determination*



Lessons Learned: Baltimore Reads

- Constant communication and planning: Need to put the time into coordination.
- Involving the instructors more proactively: Dr. Leary came to a teachers' meeting.
- Work out permissions sooner!
- Keep in mind that we were working with undergrads, many of them freshmen and sophomores, which are very different from juniors and seniors. Early on, some teachers thought they could just turn over the class to Loyola students.
- Exercise flexibility and patience, remembering that our part involves investing in the undergraduate students.
- Spend more time on the editorial part of things.
- There will be surprises! Mumps on Loyola Campus!



Lessons Learned: Loyola University

- Flexibility

We have a 15 week semester; Baltimore Reads operated all year.

My assignments had to work with Baltimore Reads' needs.

Sometimes due dates had to change.

Class sessions altered at times, for example, when Baltimore Reads' students visited.

- Communication: both with Baltimore Reads and Loyola students (preparation)

- Use available resources



The Local Connection

<http://csi.iupui.edu/>

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Your Gazette???



**Thank you! If you would like
more information, please
contact us.**

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