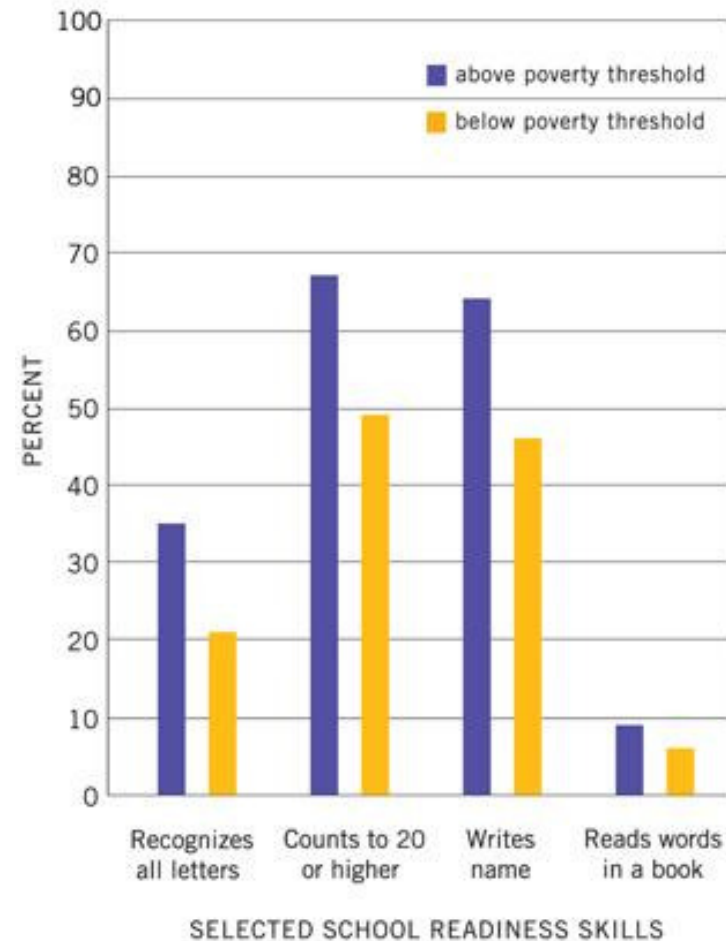


# **Literacy & Social Justice Youth Development**

Social Equity Leadership Conference 2013

Students living in poverty tend to be less prepared for school compared to their middle-class counterparts

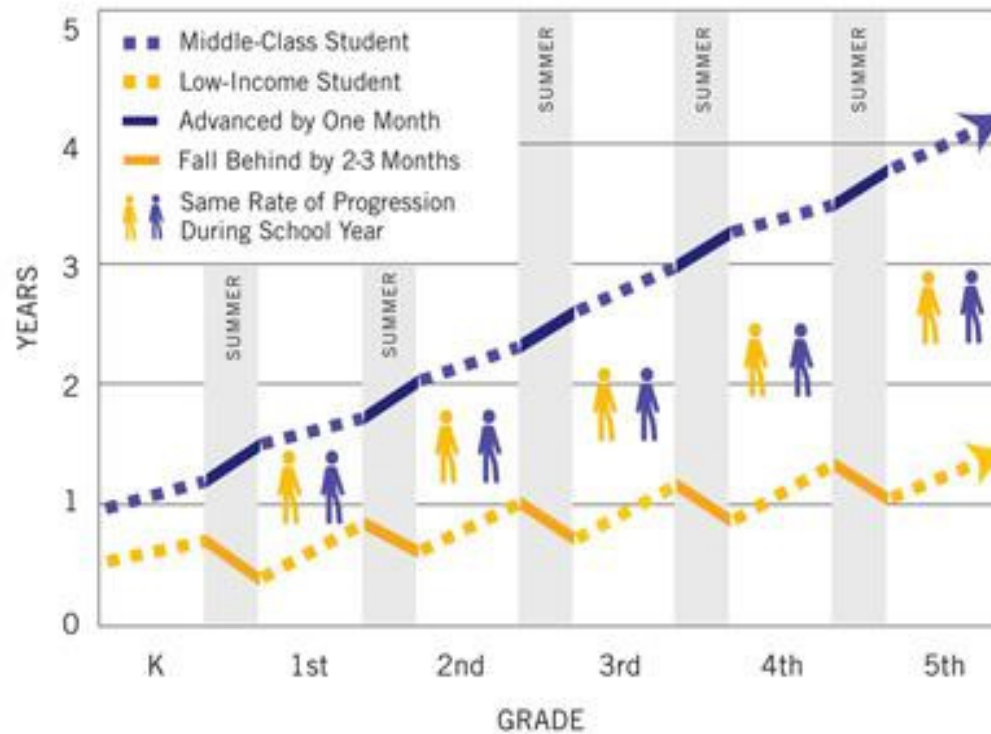
Percentage of Children Ages 3–6 With Selected School Readiness Skills, by Poverty Status



Source: O'Donnell, Kevin. Parents' Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007, Table 2. National Center for Education Statistics. August 2008. [www.childtrendsdatabank.org/?q=node/291](http://www.childtrendsdatabank.org/?q=node/291)

## Summer Learning Gap

### Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade



<https://www.youtube.com/>

Source: Cooper, H., Borman, G., & Fairchild, R. (2010). "School Calendars and Academic Achievement." In J. Meece & J. Eccles (Eds.), *Handbook of Research on Schools, Schooling, and Human Development* (pp. 342-355). Mahwah, NJ: Erlbaum.

# Wake County School Readiness Data

## Percent Below Proficient on Instructional Reading Book Level Wake County, NC - 2011-12

Limited English Proficient	33.4%
Free and Reduced Lunch	23.6%
Students with Disabilities	21.7%
Hispanic	27.9%
African-American	16.4%
American Indian	15.6%
Multi-Racial	6.4%
White	4.1%
Asian	4%

# "A Girl Like Me" Video Clip

<http://71.45.131.15/op/archives/7934#.UZuZl4Y2dZg>

# Student & Teacher Demographics

## Wake County Public Schools 2010-2011

	Students	Teachers
White	49.5%	84.4%
Black	24.8%	11.7%
Hispanic	14.6%	2.1%
Asian	6%	.6%
Multi-Racial	4.5%	1.1%
American Indian	.4%	.2%

# Lack of Diversity in Literature

Pirofski (2001) notes, "Researchers have documented that children's books are bereft of Asian, Hispanic, African-American, disabled and female characters."

Children of all races, genders, socio-economic status (SES), and ability status, need to read books that are reflective of the diversity in our world and reiterate the strengths that each of us brings to our larger world.

# Recommendations for Selecting Multicultural Children's Literature

1. Positive portrayals of characters with authentic and realistic behaviors, to avoid stereotypes of a particular cultural group.
2. Authentic illustrations to enhance the quality of the text, since illustrations can have a strong impact on children.
3. Pluralistic themes to foster belief in cultural diversity as a national asset as well as reflect the changing nature of this country's population.
4. Contemporary as well as historical fiction that captures changing trends in the roles played by minority groups in America.



# Recommendations for Selecting Multicultural Children's Literature

5. High literary quality, including strong plots and well-developed characterization.
6. Historical accuracy when appropriate.
7. Reflections of the cultural values of the characters.
8. Settings in the United States that help readers build an accurate conception of the culturally diverse nature of this country and the legacy of various minority groups.

## Read to L.E.A.D.



READ TO L.E.A.D.

Learn. Engage. Ask. Do.

**"A literacy education that focuses on social justice educates both the heads and hearts of students and helps them to become thoughtful, committed, and active citizens in their nation and world."**

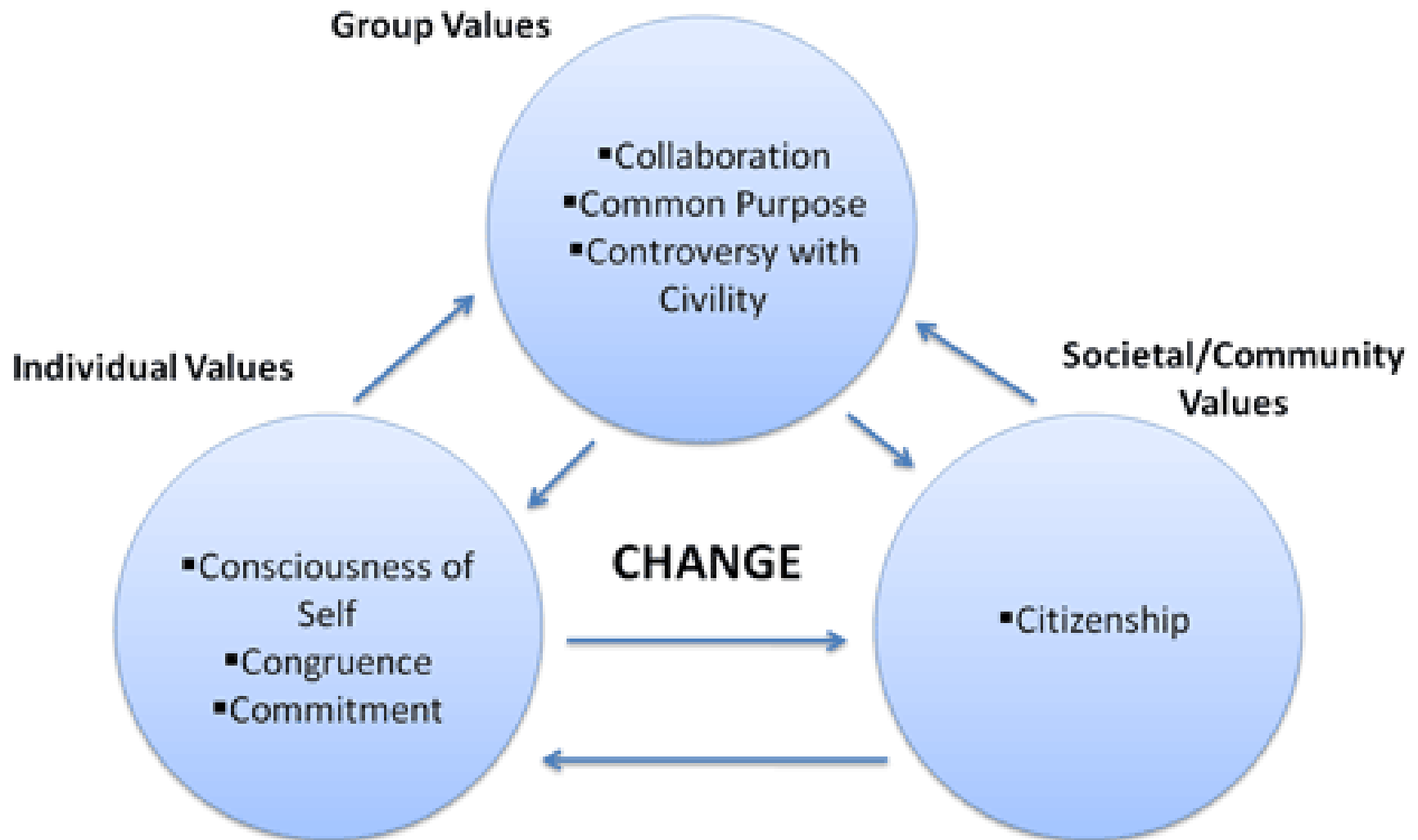
**-James Banks**

## Focus of Need

While the demographic landscape of America's classroom population has shifted, children's literature has not been reflective of this change.

Read to L.E.A.D. seeks to provide intentional conversation about gender, race/ethnicity and ability with students grades K-5.

# Social Change Leadership Model



# Program Goals

- Foster the personal and academic development of local youth that are low income and attend community youth service organizations
- Develop pride regarding one's own identity (mentor and mentees) including intersection of identities (e.g. race, class, gender and ability) and build community, through the sharing of common interests and challenges, where individuals feel valued and self-efficacy is developed

# Program Goals

- Foster the personal, academic, and professional capacity of NCSU student mentors and develop "equity-minded practitioners," who are willing to engage in the necessary, and sometimes difficult, conversations that can lead to transformational change
- Create diversity-oriented research and evaluation opportunities for NCSU students and faculty
- Foster the advancement of the mission and goals of our partners as well as the university's commitment to its land grant charge and strategic plan goals.

# Community Needs

"The collaboration between the program planners and the parents has shown me that in order to make a change in a community it is vital to work together as a unit. You have to establish the desired state based off of the community's needs, decide how to make the change possible and make a strategy for the change, and then use the experiences of the community members to make that change."

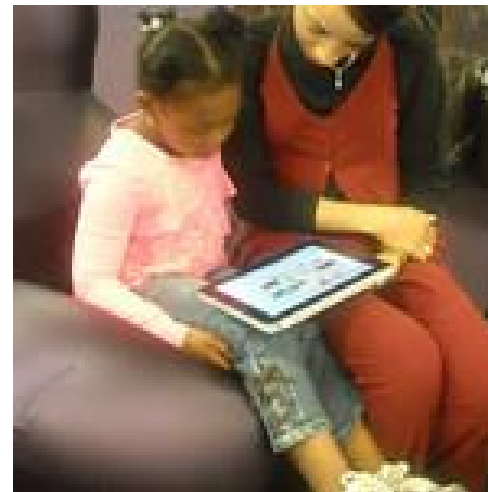
-Journal Entry by NCSU student volunteer



# Perceptions about Race

"My mentee is Mexican-American and when we began she shared some stereotypes that she holds of my ethnic group - African Americans. We were able to work through these negative perceptions in a positive after reading a book with an African American protagonist".

-Journal Entry of NCSU student volunteer





# College Campus Visit Day

- NCSU Visit Day to inspire first generation college students and encourage in school!
- Volunteering and Social Justice projects



# Media Literacy

Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms.

Youth spend over 40 hours using media each week (Kaiser Foundation study).

Media includes TV, movies, magazines, advertisements, computer and video games, popular music and the Internet.

# Media Literacy

## Youth should be equipped with skills to...

- Recognize how media messages influence and manipulate us.
- Think critically about media messages—to uncover hidden messages and values.
- Interpret media messages in ways that do not damage their self-esteem.

# Panelists

- Eric Deshields- Director of Washington Elementary School Boys & Girls Club
- David Myers- Neighbor 2 Neighbor Site Coordinator
- Dr. Angela Wiseman- Assistant Director of Elementary Education, NCSU
- Jennifer Castillo- Associate Director of NCSU Women's Center and founder of Read to L.E.A.D.

NCSU Women's Center:  
324 Harrelson Hall  
Campus Box 7306  
Raleigh, NC 27695  
919-515-2012

# Youth Literacy Activity

Split up into a group of 3-4 people. Once you receive the children's book, read through it briefly together.

Next discuss together the following questions:

1. How is culture depicted in this book as related to a book focused on majority culture?
2. Do you think that using a culturally relevant book would impact someone's development?
3. If you were reading a book to a young person, how could you use this book as a tool to guide a conversation about positive cultural identity?
4. How could a child reading a book of a different race help them to be more accepting of other race?