

SYRACUSE UNIVERSITY CENTER FOR PUBLIC AND COMMUNITY SERVICE



Literacy Initiatives Annual Report

Syracuse University Center for Public and Community Service (CPCS) Literacy Initiatives

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Message from the Director

As an integral part of the University's efforts to create a student-centered culture within a major research university, the Center for Public and Community Service (CPCS) has become the facilitator for the development of numerous literacy initiatives. As CPCS works

to build a community of scholars committed to community-based learning, the three theoretical principals of collaboration, reciprocity, and diversity (Jacoby, 1996) continue to guide the development of the CPCS Literacy Initiatives.

The major impetus for the development of CPCS Literacy Initiatives over the years has been the overwhelming community need for literacy support. CPCS has welcomed community requests for literacy support, beginning with the Franklin School in 1993 to tutor emergent readers, to an invitation in 2002 from the Syracuse City School District (SCSD) to partner with them and four community-based organizations (CBO's) to develop literacy training for CBO staff. The strength of the CPCS/SCSD partnership that grew out of the development of the Franklin Tutoring Program in 1993 provided the foundation for the devel-

opment of the SU Literacy Corps in 1997. While the cornerstone of CPCS Literacy Initiatives is unquestionably the SU Literacy Corps, our other programs and partnerships demonstrate the breadth and depth of the community need for literacy support and the University's ability to respond to these needs.

This report details the numerous CPCS Literacy Initiatives for 2002-03, highlighting our various partnerships and collaborations, program goals, and assessment information. It shares the stories of learners, tutors, and community partners—since it is the stories that shed the brightest light on the impact of these initiatives.

CPCS looks forward with excitement and enthusiasm to continuing these initiatives into the future as we work together with the community to address these literacy needs.

A handwritten signature in dark ink, reading "Pamela Kirwin Heintz". The signature is fluid and cursive, with the last name "Heintz" being more prominent.

Pamela Kirwin Heintz
Director

"You are role models for our youth and for all of us as adults. As a result, you have collectively moved us from the "me" generation to the "we" generation."

Delivered at the Chancellor's Award for Public Service awards dinner
March 22, 2004
Donna DeSiato, Ed.D.
Assistant Superintendent for Curriculum and Instructional Services
Syracuse City School District



SU Literacy Corps

The SU Literacy Corps (SULC), in its sixth year, continues to fulfill its mission to work with the Syracuse Community toward improved literacy. The SULC is a service learning experience that mobilizes SU students to tutor at elementary and secondary schools in the Syracuse City School District (SCSD), Lafayette Central School District, and community-based organizations. The explicit and ongoing goals of the SULC include providing:

- tutors in area schools to improve literacy;
- literacy resources in the form of consulting and training;
- training that provides tutors with knowledge and skills to be effective tutors; and
- training that offers reflective opportunities so the experience is marked by learning for these tutor-scholars in many areas (e.g., diversity, life-skill development, civic engagement, community, and connections to academic course of study).

In addition to the explicit goals of the Literacy Corps, the Center for Public and Community Service (CPCS) staff articulated specific program development/enhancement goals at the start of the academic year:

- Implement the SULC formalized assessment plan and make improvements accordingly.
- Expand sites to include several community-based organizations (CBO) and enhance existing CBO relationships.
- Continue to develop and deliver training to on-campus and off-campus organizations.
- Continue “First Book” fund raising and develop a stronger presence as a book granting organization.
- Publish and market the children’s book *Buzz the Big Orange Hat*.
- Provide online resources for tutors.
- Develop the new tutor training manual.

This report details assessment information for the explicit goals of the program and for program development. The report also highlights program recognition, financial support, and goals for the upcoming academic year.

SU Literacy Corps Program Statistics

Although it is difficult to be precise when presenting program statistics, the information presented in Table 1 offers information about the Literacy Corps program to the best of our knowledge, using a variety of methods and sources. Data are presented in a conservative manner where estimated.

Table 1 Literacy Corps Program Statistics: Academic Year 2002-03

	Total	Summer 2002	Fall 2002	Spring 2003
SU Tutors	177 ¹	31	139	139
Students Tutored ²	2,000-2,600	758	1,985	1,317 ³
Number of Tutoring Hours	31,278	6,696	12,395	12,187
School Sites	17	7	17	17
Community/Neighborhood Site	10	5	10	8
Other Programs	1	1	1	0

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Evaluation

Teacher/Site Supervisor Evaluations

Site supervisors, based on tutor evaluations conducted at the end of each semester, cited that tutors had a positive impact on their sites. Site supervisors indicated that 80 percent of the students with whom the tutors worked improved their performance in some way. Performance is defined as academic skills and abilities, social attitudes, self-esteem, and involvement/investment in the classroom environment. The evaluation also asked supervisors to respond to several open-ended questions. The section that follows describes frequently occurring responses for the questions concerning the tutor's role and influence/contribution in the classroom. The responses are not mutually exclusive, as one evaluation may include several response topics.

¹ This total considers the overlap of tutors who work during the summer and academic year programs.

² Teachers at most sites do not keep precise records of the number of students tutored. Their total estimates fall between 2,000 and 2,600.

³ This question was changed slightly on the spring semester evaluation to ask for the numbers of students that the tutor works with on a consistent basis.

A Valued Contribution

In his 33 years as a school guidance counselor, Leo Sweeney has seen a lot of volunteers come and go. "Just about everyone is enthusiastic to begin with," says Sweeney, who partners with Maryanne Minsterman in serving students at Syracuse's Huntington School. "But, unfortunately, it can sometimes become more about what the volunteers hope to gain from the experience than it is about meeting the needs of our students." That's never the case with Syracuse University Literacy Corps tutors, Sweeney says, affirming that they are consistently well-trained and highly motivated. "The University's Center for Public and Community Service does a great job of preparing the students they send to work with us," he says. "We love having them, and value their contribution."

The Huntington School serves approximately 1,000 students from kindergarten through grade 8. Literacy Corps volunteers are assigned to a teacher for one- or two-hour blocks, one to two days a week. In the classroom, the tutors work with groups of two to six children, reinforcing concepts taught by the teacher in a larger group setting. "Tutors are trained in teaching techniques and approaches to use with elementary and middle school students," Sweeney says. "We value the personal benefits our students gain from the one-on-one attention of working with a tutor, such as positive reinforcement and increased self-esteem. But our main concern is helping them achieve academically."

Sweeney and Minsterman work as a team to create a pleasant educational environment for Huntington staff and students, and extend the teamwork philosophy to their work with SU's Literacy Corps. "We develop relationships with the SU students," Minsterman says. "We support them, and do all we can to make this an enjoyable experience. Many have chosen education as a major after working with us, and a few have even changed their majors. It's gratifying to note that many of those students become teachers who work in an urban setting."

Tutor Role/Areas of Work

Site supervisors indicated that tutors work both one-to-one and in small groups with "typical" students and "at-risk" students. Following are the specific content areas, in order by most frequently occurring response:

- reading comprehension
- homework
- phonics/alphabet/vocabulary
- math or science
- writing
- social skills



Anecdotes/Examples of Tutor Influence

Site supervisors indicated that tutors acted as role models and fostered notable improvement in student work and assignment completion. Still further, a large number of supervisors remarked that tutors were very well trained and acted in a professional manner. The following anecdotes were shared on tutor evaluations:

- I have shared with [Susie] and those students she worked with that all their averages improved because she was able to help them make up missing work or understand and reinforce math concepts they could not grasp at first. I believe they were able to pass because of her help. Their self-esteem improved dramatically because they perceived success.
- [Emma] worked very closely with one student who required much assistance. Her consistent instruction and flexibility were quite effective with this boy and the class as a whole. In fact, I have felt this year in particular [she] has been my right arm! My co-worker has been out frequently and I depended upon [Emma's] skills to pick up the slack. I have been so fortunate to have her these past three years and hate to see her graduate. I know education isn't her major, but she would make a great teacher.

Site Visits/Observations

Site visits were conducted at several points during the fall and spring semester. The visits allowed CPCS to gain insight into the unique culture of each school, observe tutor performance, observe children in a tutoring setting, and provide a point of contact for teachers and school administrators. Through observations and fieldnotes, the following themes were prevalent during visits:

- Teachers value the breadth of the tutor role (e.g., tutor, mentor, role model).
- Small group tutoring continues to be the norm.
- Site supervisors appreciate tutors developing a long-term relationship in a particular classroom.
- Site supervisors commented on the timely and efficient handling of concerns/issues due to the well-developed relationships with tutors and CPCS staff.
- Site supervisors continue to praise the training that tutors receive.

Tutor Program Evaluation Forms

At the end of the spring semester, CPCS asked tutors to evaluate all components of the Literacy Corps program by asking them to respond to a variety of statements using a Likert scale that ranged from strongly disagree (1) to strongly agree (5). Tutors' responses, on average, indicated that they felt they met program expectations, recognized community needs, made a contribution to their site, developed an awareness of diversity issues, and felt that training provided them with skills and information they needed at their site and in the future. Tutors were also asked to write responses to a variety of open-ended questions. The following are some anecdotes the tutors shared about what they learned from tutoring and their role and contributions to their school or community-based organization. Some salient responses associated with three thematic areas follow:

What Tutors Learn

- Patience, understanding, and open-mindedness
- Diversity
- How to work in an urban environment
- How to conduct activities, teach lessons, and work with children
- Differences in students' learning and abilities

How Tutors Describe Their Role

- Provide small group or one-to-one help
- Teach the class or assist the teacher
- Work with children on specific subjects
- Develop relationships with students
- Mentor

Tutors' Contributions at Their Site

- Helped students develop academically/socially
- Showed the students I cared/formed a relationship
- Helped build a positive learning environment and helped with classroom management
- Acted as a role model/showed students about college
- Showed students that learning can be fun



Senior Exit Interviews

To enhance the Literacy Corps' assessment efforts and provide additional reflection opportunities for tutors, CPCS professional staff designed and implemented Senior Exit Interviews. These semi-structured interviews allow graduating seniors to reflect on their experiences with the Literacy Corps and provide feedback for program development. Thirty-two interviews were conducted and then analyzed as a group. The following are several themes highlighted during the interviews.

Challenges/Rewards/Learning Experiences

The challenges and rewards that the tutors discussed can be placed on a continuum that ranges from self to community-centered notions.



While a few tutors referenced everyday administrative tasks (e.g., paperwork, transportation) as challenges to their tutoring role, many framed the question as more “global” in nature. Challenges to these tutors weren’t seen as obstacles to their job, but as opportu-

nities to learn about larger community issues that the children face. In many ways these challenges were framed as situations they needed to work through or learn from. The most common areas cited were:

- managing their time and learning to balance work and school
- negotiating their classroom tutoring role and related strategies
- making the transition to a new environment that was very different from past experiences
- realizing larger issues that face the Syracuse community

When speaking of challenges, many tutors would change the conversation from a challenge focus to a reward or learning focus. For example, when talking about the challenges the students or com-

munity faced, they moved to a discussion of **learning** about the community, their responsibility to it, and ways they could **make a difference**. They frequently shared stories of **reciprocity**, reflecting on how they initially thought they would play a teaching **role** and how that role evolved to include learning. Not only did they learn from the children, but they also learned from the overall experience. Other frequently mentioned areas of learning include:

- patience
- broadened perspectives
- recognition of privilege
- environmental factors that influence learning

Diversity

Diversity themes were prevalent throughout interview transcripts. Being immersed in an inclusive classroom for the first time was eye-opening for many tutors who were struck by the vast differences among students learning together in the same classroom. For several students, their tutoring experience was the first time they were an ethnic minority in any environment. Several commented they were either from a small town or a more affluent community and noticed how African American, Latin American, or Native American culture was stressed at their sites. While some tutors identified their experience or school setting as different than past experiences, others identified the school setting as a point of connection while at college. One student noted that being Latina and bilingual at her school gave her a huge advantage and made her feel comfortable with the kids.

Tutors indicated that these various experiences helped them learn to be nonjudgmental, understanding of different students' needs, and open-minded to different cultures. The majority of tutors also indicated that they recognized their own privilege via this experience.

SU Literacy Corps Program Development

Site Development

As part of the Syracuse Reads Reading Institute (SRRI) project (see other CPCS Literacy Initiatives section for a complete description), the SU Literacy Corps developed tutoring relationships with five new community-based organizations while enhancing relationships at three others. New relationships were developed with the following sites:

- Bishop Foery Foundation
- Brighton Family Center
- Vincent House
- Westmoreland Park
- Wilson Park

Literacy Corps Council

The Literacy Corps Council was created during fall 2000. Designed to develop student leaders, the council is a group of tutors who assist in the leadership and administration of the Corps. Members are selected via an application process and the size of the group varies depending on applicants' leadership experiences. This year the council:

- assisted with new tutor training development and implementation
- assisted with publicity and recruitment for the program
- attended (and several members presented sessions at) on-campus leadership conferences
- developed and implemented a "candygram" and holiday gift wrap fund raiser on behalf of First Book
- participated in National Children's Book Week events by reading to children at the Syracuse University Bookstore
- coordinated the "Miss Spider's Tea Party" room at the Success By Six Children's Book Fest and assisted with logistics at the event
- hosted an activity at Comstock KidFest

Question of the Week Program

This program allows tutors to brush up on their tutoring skills and knowledge while providing tutoring sites with much needed resources. Each week, tutors answer a question when they submit their timesheets. Tutors' answers are awarded points and averaged by site placement. At the end of the year, the tutor team with the highest average wins school supplies for their site. Due to overwhelming support from program sponsors and a donation of books from First Book, SULC was able to provide resources to the top three tutoring sites, Wilson Park, Northeast Community Center, and Dr. Weeks Elementary School. The 2002-03 program sponsors were Borders Books & Music, CVS Pharmacy, First Book, Follett's Orange Book Store, Home Depot, Manny's, St. Joseph's Hospital Health Care Auxiliary, Staples, and the Syracuse University Bookstore.

Making a Difference

As a psychology and Spanish major in the College of Arts and Sciences, Ruby DeJesus '04 brings a unique perspective to her work with the Literacy Corps. "Being bilingual, I hoped I could make a contribution to the Latino community in Syracuse," she says. That she did. She volunteered at Blodgett Elementary School last summer, and enjoyed the experience so much she returned to the same classroom this fall. "I worked with top-caliber teachers who made me feel like I was an important part of the classroom experience—not just a 'helper,'" she says.

DeJesus credits SU's Center for Public and Community Service with being very supportive. "The program's administrators helped make my experience a wonderful one," she says. "They provide student tutors with a great deal of knowledge before sending us to the schools, and truly care about us." Because of her experience, she encourages other SU students to participate in the Literacy Corps. "Students sometimes want to help, but are either afraid or aren't sure what to do," she says. "The Literacy Corps provides students with the tools to make a difference, as well as the person-to-person resources that help students address any concerns they have about serving the community."

In addition to tutoring, DeJesus created a children's book with other Literacy Corps volunteers. "While working on the book, I exchanged stories with other tutors, and we learned from and laughed about each other's experiences," she says. Her group wrote a bilingual story about a boy and girl that celebrates similarities and differences between Latino and American culture. "I'm grateful for this opportunity to give my time and energy to the community," she says. "It taught me a lot about myself as a young Latina in college, and put me in touch with some great people whom I feel I can count on professionally. Best of all, I met some wonderful children who won my heart."

Other CPCS Literacy Initiatives

EDU 303 Teaching and Learning for Inclusive Schooling

The purpose of this three-credit course is to provide students with important background knowledge on theories of teaching and learning that will enable them to make informed decisions as they teach, collaborate with colleagues and parents, and support the academic and social development of their students. Although EDU 303 is not a methods course, some instructional and assessment methods are examined.



Students have the opportunity to study and discuss what others have to say about how to best teach all students. Through a two-hour weekly observation practicum, students observe how at least one teacher does teach; additionally, students tutor an emergent reader in a one-to-one setting.

RED300 Methods and Practices in Literacy Tutoring

This three-credit course, open to all students, involves participants in the formal study of adult and children's literacy education, and provides Literacy Volunteers of America (LVA) tutor certification. Students are placed in tutoring settings requiring three hours per week of tutoring. This course is offered by Kathleen Hinchman, assistant professor and chair of the Reading and Language Arts Center in the School of Education, and Pamela Kirwin Heintz, director of the Center for Public and Community Service.

RED 326/625 Literacy Across the Curriculum

This three-credit course introduces students to instructional approaches, materials, and assessment techniques to foster reading, writing, speaking, and listening for thinking and communicating. Included is a 25-hour placement working at either the Grant Middle School or Shea Middle School. CPCS was part of the collaboration that developed this course and continues to provide support through our Community Orientations and transportation. The basic model for the tutoring component of this course was the Franklin Model, which was adapted to the needs of middle school students and expanded to provide resources at the school for teachers and staff, and to develop a web site and CD for the students in this course. The creation of this course was initially supported through a Vision Fund grant.

ETS 650 Creative Writing in the Community

Creative Writing in the Community helps develop M.F.A. candidates in the Syracuse University Creative Writing Program as teachers of creative writing through community workshops. Learning to teach these workshops gives our M.F.A. students a vital context for articulating the skills and values involved in writing. They will teach a series of six workshops at three to four sites in the community. CPCS works with the creative writing faculty and the community to establish the sites. In 2003, the M.F.A. students worked with children at the Huntington School, Hughes School, and the Dunbar-Hughes program, and with seniors at the Carriage House. Each workshop produced an anthology of the work completed during the workshops. The development of this course was supported by a Vision Fund grant to the Creative Writing Program and CPCS.

Huntington School Poetry Group 2003 (7th- and 8th-grade students)

"What I especially like about Amanda's writing is its great and genuine surprise, imagination, and intelligence. Her surprise is not just about shocking the reader, or showing off; it is always in the service of revealing some truth, some beauty, some conviction."

— Tryfon Tolides G'04

No
One night under the night stars
I felt as if the entire universe
would swallow me up whole.
Take me to a better place.
A place with no war
No death
No sadness
Just happiness and love
Until I realize there is no
such place.

—Amanda

Reading is Fundamental

The Syracuse Reads Reading Institute project (SRRI) is a partnership between the Syracuse City School District, the Syracuse University Literacy Corps, and four community-based organizations (Catholic Charities, Dunbar Association, Syracuse Boys and Girls Clubs, and Syracuse City Parks and Recreation). Founded on the ideological concept of the “No Child Left Behind Act,” the project was launched in May 2002, after receiving an Ingenuity Grant from Reading is Fundamental (RIF) and Coca-Cola. The initiative sought to improve literacy skills by the time participating children reach fourth grade. As part of the SRRI, the SU Literacy Corps placed 28 tutors at community-based organizations (CBO) run by the program partners at eight sites, to tutor children from age 5 to 9. In addition, the SU Literacy Corps provided training to tutors and community-based organization staff. Training included instruction in the Franklin Tutoring Model and how to implement techniques in the less traditional educational setting such as the CBO sites. The training was focused for CBO staff to implement tutoring strategies in addition to their current programming and to provide basic literacy tutoring as well as homework help. The SULC is in the process of developing a “tool kit” or resource binder for CBO tutoring, including grant funding sources, sample lesson plans, and other tools to aid in communication between school and CBO, and help tutors work with children in a less traditional tutoring setting.

Starbucks Stars

CPCS received a grant from the Starbucks Foundation to develop, implement, and assess the Starbucks Stars program under the management of a CPCS Leadership Intern. In keeping with the foundation’s philosophy to integrate their corporate culture into their local communities, 10 Starbucks employees were paired with 14 students from the Dunbar After-School Program located at the Hughes Magnet School. After two initial trainings conducted by members of the SU Literacy Corps, the Starbucks volunteers met approximately five times for one hour during the semester with the students at Hughes to read and work on literacy-related activities. The program culminated with a trip to campus, where Hughes students listened to a local storyteller and enjoyed refreshments from Starbucks.



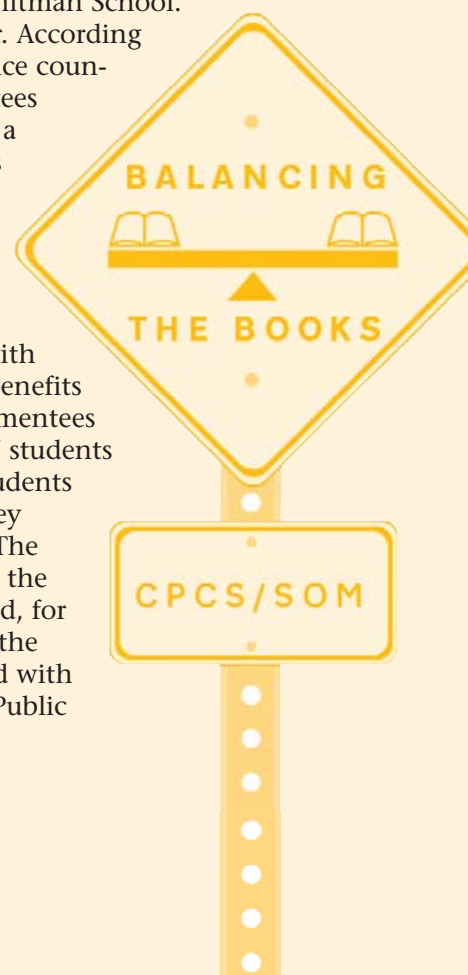
Balancing the Books

CPCS continued to develop Balancing the Books (BTB), now in its fourth year, at the Huntington School, which is supported by the JP Morgan Chase Foundation. The JP Morgan Chase Leadership Intern worked to recruit, hire, and train 16 Martin J. Whitman School of Management students. A highlight of this year’s program is a stronger relationship developed between the Whitman School and CPCS.

Working closely with the director of community service and internships in the Whitman School of Management, the JP Morgan Chase Leadership Intern developed a more intentional reflection process for mentors. Because all management students must complete 35 hours of community service and a related academic reflection, it only made sense for BTB to incorporate this requirement into the program. At the conclusion of each mentoring session, mentors also write a journal entry and reflect upon what happened during the session as well as any significant learning experiences. The JP Morgan Chase Leadership Intern may also ask the mentors to reflect upon a specific question. The Intern compiles a portfolio that includes mentors’ journals, pictures from the year’s events, lesson plans, etc. The portfolio is submitted to the director of community service and internships in the Whitman School.

The impact of BTB is clear. According to the Huntington guidance counselors, 80 percent of mentees improved in some way as a result of their interactions with the SU mentors.

One counselor stated, “Our students look forward to their BTB mentors coming each week. They treat each student with respect and dignity. The benefits to both the mentors and mentees are immeasurable. The SU students encourage Huntington students to follow a career path they never thought possible.” The University also recognizes the success of the program and, for the second year in a row, the BTB program was honored with a Chancellor’s Award for Public Service (CAPS).



Positive Impact

Michael Bevivino '03 applied to be a Literacy Corps tutor because he needed a break from the intensity of his studies at the School of Architecture. "I wanted to diversify my life again," he says. "In high school I was involved in everything I could get my hands on, volunteering every spare moment that wasn't spent in school or playing soccer." As a Literacy Corps volunteer, Bevivino tutored in elementary school classrooms, helped train new tutors, created the Literacy Corps Council poster, designed flyers to recruit volunteers, and designed a logo and t-shirt for the Starbucks Stars and Balancing the Books programs, among other activities. In addition, he co-wrote and illustrated *Buzz the Big Orange Hat*. "The aim of the book project was to get tutors to address different educational objectives through storytelling," he says. "The process of creating and publishing a book interested me so much that it expanded my educational interests beyond architecture to include graphic design. And because the proceeds of the book went to the Literacy Corps, I felt like I helped support the program that has given me so much."

Bevivino credits the Center for Public and Community Service with being a home away from home. The experience introduced him to some of the best friends he's ever had and helped make him the person he is. "Tutoring, coordinating, and designing materials for the program served as vehicles for exploring my creativity," he says. "I gained organization, presentation, and motivation skills, and obtained a level of confidence that carried over into my major, as well as into every other aspect of my life." He also valued the opportunity to work with children again, something he hadn't done since high school. "There is a certain satisfaction from knowing you've had an impact on someone else's life that goes beyond reviewing math problems or developing reading skills," he says. "It is the satisfaction of being a role model and a positive influence. The children I worked with had just as great an effect on me as I hope I had on them."

First Book-Syracuse University

A hallmark of this year's literacy initiatives was the development of First Book-Syracuse University. First Book is a national nonprofit organization with a single mission: to give children from low-income families the opportunity to read and own their first books. The primary goal of First Book is to work with existing literacy and mentoring programs to distribute new books to children who, for economic reasons, have little or no access to books. In 2000-01, the SU Literacy Corps was invited to be a First Book Campus Advisory Board (CAB). CABs receive book applications from local organizations and raise funds to pay for the distribution of books to children in the area.

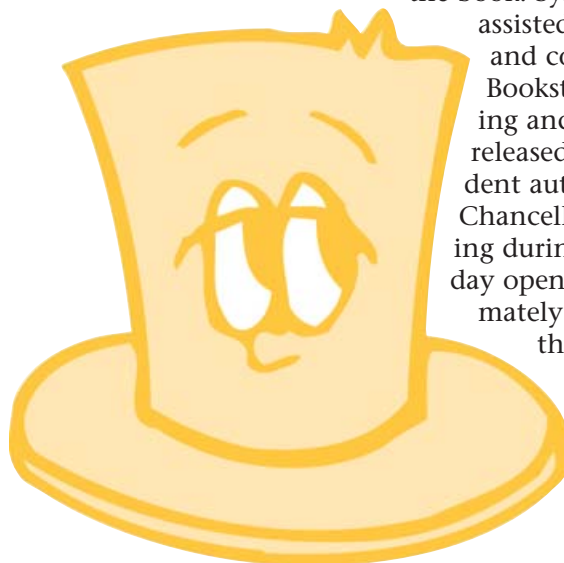
This year, First Book-Syracuse University distributed 5,985 books directly to children in the Balancing the Books, Starbucks, and Reading is Fundamental programs, as well as children involved with the Westside Health Clinic, the Success by Six Christmas Bureau, and Comstock KidFest. This year's book distribution was a 220 percent increase over last year's total. Additionally, First Book-Syracuse University hosted nine service learning students from writing classes who developed brochures, a newsletter, fund raisers, and leaflets. SU and ESF students in service learning classes and through the Literacy Corps Council organized fund raisers that included a movie night, bookplate drive, holiday gift wrapping, and a Valentine's Day "candygram" sale. These events resulted in the ability to provide 225 additional children with books.

Literacy Corps Publications

Buzz the Big Orange Hat

Buzz the Big Orange Hat is a children's story written and illustrated by four enthusiastic members of the Literacy Corps during the summer 2001 program. The book tells the story of what happened when Chancellor Shaw lost part of his famous academic regalia—his orange hat. During summer 2002, one of the student authors made final edits and worked with CPCS staff to publish and market the book. Syracuse University Press

assisted with printing, publishing, and copyright details and the SU Bookstore assisted with marketing and sales. The book was released in October and the student authors, along with Chancellor Shaw, held a book signing during the SU Bookstore's holiday open house. To date, approximately 300 copies have been sold through the bookstore, both



on site and online. During National Children's Book Week, Literacy Corps tutors read the book and facilitated related activities with children from area schools who visited the bookstore. The book has also received much publicity in Syracuse and the surrounding community. While originally written as a children's book, the publication has been a huge success with alumni, faculty, and staff. Proceeds from book sales help support the SU Literacy Corps program.

Literacy Corps Tutor Manual

In an effort to improve the curriculum of the Literacy Corps, CPCS staff worked with a former tutor, a graduate intern, and SU and community consultants to create a new tutor manual. The revised manual pulls together the policies and procedures leaflet, the old tutor training manual, and various other handouts and materials into one comprehensive publication. The work not only includes SULC policies and procedures, but also information on tutoring strategies, the Franklin Model⁴, the Syracuse community, working with children, and helpful forms and resources. The manual will be piloted during the 2003-04 academic year. CPCS professional staff will continue to solicit feedback on the manual from Syracuse City School District (SCSD) staff, School of Education faculty, and tutors. At the conclusion of the pilot year, the manual will be finalized, copyright forms will be filed, and the manual will be printed.

⁴ The tutoring framework used by the tutors is the Franklin Model. This flexible framework was developed and tested by Kathleen Hinchman, Ph.D., associate professor of reading and language arts at Syracuse University's School of Education, in collaboration with SCSD reading specialists, teachers, and administrators; associate of the Chancellor Mary Ann Shaw; and founding director of CPCS Pamela Kirwin Heintz.

Program Support

Literacy Corps tutor support is made possible through Federal Work-Study funds with support for administration from Syracuse University and private donors. While tutors are compensated by Federal Work-Study, they enter their sites as volunteers. From 1997 to 1999, administrative funding was provided by Chase Manhattan Bank. A generous gift from the Gary and Karen B. Winnick Foundation in fall 1999 enabled the Center for Public and Community Service to hire a full-time program director and expand the number of tutors and sites in the program. The Winnick Foundation continued its support over a three-year period (2000-03). The Central New York Community Foundation provided a bridge grant for the program during the 2000-01 academic year. Currently, the Division of Academic Affairs provides administrative funding and support for the SU Literacy Corps.



Program Recognition and Presentations

Syracuse City School District (SCSD) Certificate of Recognition

For the second year in a row, the Syracuse City School District recognized the SU Literacy Corps for its support. This year's recognition was for support of Dr. Weeks School and last year for Blodgett Elementary. The award was presented at the SCSD annual awards ceremony.

Partners in Learning Community Education Award

As part of its 10th year anniversary celebration, the West Side Learning Center presented the SU Center for Public and Community Service with a Community Education Award in recognition of its outstanding contribution to the success of our community's culturally and linguistically diverse adult learners and families.

Balancing the Books CAPS Award

For the second year in a row, the Balancing the Books program was honored with a Chancellor's Award for Public Service (CAPS). CAPS acknowledges students who contribute to the improvement of the quality of life in our community by encouraging students to become active community participants and leaders through serving the needs of others. The students are recognized for such efforts with a CAPS award.

Tutor Presentations

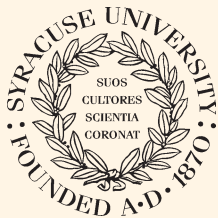
Recognizing the leadership and learning components of service learning and community service, Literacy Corps tutors presented programs relative to the SULC at the following conferences and events: SUNY ESF's Day of Service, SU's Student Leadership Empowerment Conference, the Syracuse Schools Partnership Conference at Onondaga Community College, Spring into Leadership Challenge by Choice kick-off event, and SULC in-service training sessions.

2003-04 Program Goals

- Pilot and finalize the new SU Literacy Corps program manual.
- Continue to implement the SULC assessment plan and make quality improvements as determined by feedback.
- Implement the new in-service training format for SU Literacy Corps tutors.
- Enhance the Literacy Corps' relationship with community-based organizations.
- Continue to market the Literacy Corps publication, *Buzz the Big Orange Hat*.
- Continue First Book fund raising and develop a stronger presence as a book-granting organization in the community.
- Develop a Literacy Corps Advisory Board.
- Explore/develop funding opportunities for the program.



Summer 2003 SU Literacy Corps Tutors



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