|  |  |
| --- | --- |
| Table 1  *Translating Culturally Relevant Pedagogy into Community-Based Literacy Learning* | |
| Culturally Relevant Pedagogy | Integration in WRB |
| Students must experience academic success | Students in WRB have opportunities to experience academic success because the curriculum is designed for students to master concepts one step at a time with support. Instructors have high expectations of all students and students are consistently reminded that they are capable of achieving. Student effort, accomplishment, progress, and cooperation are celebrated often. For example, instructors send positive notes home and verbally recognize success and teamwork. |
| Students must develop and/or maintain cultural competence | Instructors in WRB activate and build on students’ prior knowledge and cultural experiences during the intervention. Additionally, parents and community volunteers are invited to become involved. One African American instructor in particular connected with the group by sharing daily “mama says.” This was a way for him to connect with students and share cultural values while giving students a chance to share their experiences and relate. |
| Students must develop a critical consciousness through which they challenge the status quo of the current social order | Students in WRB are encouraged to think critically while reading. Instructors actively engage students in reading and thinking. Instructors used the text African American Achievers in Science, Medicine, and Technology: A Resource Book for Young Learners, Parents, Teachers, and Librarians as a way for students to become exposed to a variety of accomplished African American and discuss diversity of fields. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Table 2  *Demographics of Participating* Schools | | | | | | |
|  | **Poverty Rate**  **(CEP)** | **Demographics**  **Race** | **Attendance Rate** | **Reading / ELA Percent Proficient**  **2013** | **Reading / ELA Percent Proficient**  **2014** | **\*Reading / ELA Percent Proficient**  **2015** |
| **School A** | 86.9 | Total Enrollment: 606  Black – 85.3%  White – 7.4%  Hispanic – 3.5%  Multi – 3.1%  Asian – 0.7%  Other – 0% | 87.2 | 23% | 24% | 19% |
| **School B** | 90.5 | Total Enrollment: 405  Black – 87.9%  White – 6.4%  Hispanic – 3.5%  Multi – 2.2%  Asian – 0%  Other – 0% | 94.0 | 25% | 13% | 10% |

\*New state assessment in 2015.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 3  *Volunteer Demographics* | | | |
| Pseudonym | Race | Gender | Position |
| Charles | Black | Male | Volunteer |
| Joseph | Black | Male | Volunteer |
| Keturah | Black | Female | Volunteer |
| Rachael | White | Female | Volunteer |
| Don | White | Male | Volunteer |
| Ellen | White | Female | Instructor |
| Jane | White | Female | Instructor |
| Carlos | Black | Male | Volunteer |
| Monique | Black | Female | Instructor |
| Reginald | Black | Male | Instructor/ Community Coordinator |