

Tucson LINKS Letter

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NEWS FLASH

Tucson LINKS trainers had a busy summer. In addition to facilitating a full slate of workshops, they presented at or attended more than 40 pre-service retreats, at which 1,166 school staff members and 370 parents met for a total of 141 hours.

Now, LINKS training has released a new schedule of fall workshops. See Page 4 for some highlights or www.tucsonlinks.org for all the details.

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LINKS training goes online

Website offers series of virtual, interactive workshops

Now you can benefit from Tucson LINKS training without leaving the seat in front of your computer. The LINKS training team has developed a series of informative, interactive modules that can be found on the Internet at www.tucsonlinks.org.

The modules offer 20-minute sessions in subjects critical to the philosophical and academic foundation of Tucson LINKS.

The first module focuses on Resiliency, the ability to succeed and even thrive despite adverse conditions. It has been up for several months.

This innovative “e-learning” program features an overview of resiliency, including definitions and summaries of prominent research. It also presents helpful tips about what schools and teachers can do to help foster resiliency children, families, staff and the community at large.

Two more modules are due to be available on the site soon. They will focus on Protective Schools and Evidence-Based Programs, according to Ethan Myerson, a Tucson LINKS web designer

“Now we can provide the foundational LINKS trainings to a broader audience,” Myerson said. “Educators who didn’t make it to a live training, for instance, can log on and view the training on their own schedules.

“Additionally, we can enhance learning by building a community of learners. Those going through the online training will have an opportunity to share practices, experiences and comments through our bulletin board system, for



instance.”

The presentations use still photographs, animation, sound effects, professional narration and extensive graphics, such as charts and illustrations.

The “actors” who appear in the module also happen to be LINKS trainers who some faculty members at LINKS partner schools will recognize from workshops, trainings and retreats.

Visitors to the site can progress through the modules at their own pace by using the mouse to click buttons on an easily navigable screen. Several pages in the module allow viewers to pause to answer questions or review information.

By December 1, the online curriculum will expand to include modules on Vision, Leadership and Culture, as well as a completed Learning Management System. “Think of that as the ‘outer shell’ for the modules,” Myerson said.

Jefferson Park joins with community for off-campus tutoring

Through its off-campus tutoring program, Jefferson Park is establishing valuable community connections at the Northwest Neighborhood Center and Parkside Terrace Apartments.

Teachers at Jefferson Park Elementary School, in TUSD, this school year are taking strategic tutoring directly to families. The school's new tutoring program is located off campus at the Northwest Neighborhood Center and Parkside Terrace Apartments.

Because of desegregation, the Jefferson Park feeder pattern comprises an "extended boundary area." Although the school is a few blocks west of North Campbell Avenue it serves students as far west as North Sixth Avenue, according to counselor Saúl Ostroff, who is spearheading the program with fifth-grade teacher Stuart Slonaker.

Ostroff and Slonaker designed the program to offset factors such as, "... an article in the May 10 Tucson Citizen that identified part of our feeder pattern as being in an established high-crime area, and our second PSA (Protective School Assessment), which showed that we had room for growth in the area of 'Family-School-Community Relations,'" Ostroff says.

"It was not only nice to start something with the LINKS seed money but to be able

to plan ahead and pursue our vision within the LINKS planning process," Slonaker said.

He and Ostroff praise Donna Liggins and Daphne Madison at the center, as well as Parkside apartment manager Bill Morris, for partnering with Jefferson Park.

The program uses the LINKS model of Strategic Tutoring to offer help in reading, writing and mathematics.

The tutoring also will incorporate elements of LINKS strategies such as Class Wide Peer Tutoring and Positive Behavior Supports (PBS), Ostroff said. "We will be reminding students of PBS concepts, such as 'What does the JP (Jefferson Park) Way look like on the school bus?'"

Not only are Ostroff and Slonaker partnering with community members. They are recruiting new tutors from Jefferson Park parents and guardians, as well as community members, to participate in an Oct. 16 Tucson LINKS Strategic Tutoring workshop.

The tutoring program serves 15 to 20 students — almost one-tenth of the Jefferson Park enrollment of about 200 students.

Meaningful participation puts students into action

Providing opportunities for meaningful participation is one six elements of The Resiliency Wheel, detailed in Resiliency in Schools (1996, Corwin Press), by Nan Henderson and Mike M. Milstein.

Students thrive when given opportunities to participate meaningfully in the culture at their schools. This is possible, argue Nan Henderson and Mike Milstein, when the prevailing attitude in a school's culture "... views students as resources rather than passive objects or problems...."

At TUSD's Henry Elementary School, a student council makes decisions about "how they want to beautify and to make our school better," says principal Ann Jackson. The council located an

Got resiliency? Lessons from the Wheel

artist to paint a mural on the front of the school building and was responsible for planning the large doormat, sporting the school mascot Gila Monster, just inside the front door, Jackson says. "They also are planning to put benches and planters around the school."

The student body as a whole assists members of the community, such as when it collects donations for children of AIDS

patients during the holidays.

Individual students also contribute in unique ways, such as the boy who read a weather report over the school loudspeaker a few times a week last year.

The boy's family moved away from Henry this year, but Jackson says they sent her a letter that noted the difference this participation made in the student's life.

"When you stop and think about it, there are a lot of things that kids take the initiative to do in our schools that help them feel a sense of ownership," Jackson says.

Parent Education

Somali-Bantu refugee families learn together in LINKS program

Tucson LINKS is providing parent-education support to a resettlement community of Somali-Bantu families in a collaborative effort with the International Rescue Committee and Jewish Family Services. These families are currently residing in the Blenman Elementary School area.

Joslyn Withers, a Tucson LINKS parent educator, is providing services to the families in the form of “Stay and Play” sessions organized around emerging literacy skills. The families are non-English speaking, but they are enrolled in ESL classes four days a week.

The Somali-Bantus are refugees from Somalia. Prior to moving into the refugee camps, the Somali-Bantus were farmers along the southern region of Somalia, a country about the size of Texas.

The total number of Somalis living in the United States is 150,000. The majority of these are living in Minneapolis and other large metropolitan areas. Tucson has approximately 175 Somali-Bantus.

The Bantu refugees are determined to make resettlement work for them. A Bantu elder affirmed this by stating, “We didn’t know what freedom was; we have been let out of a cage and we don’t want to go back in.”

In listening to the families identify goals for their children, it is easy to hear that resolution. They want a better life for their children, so the children can grow up and go to college and get good jobs. They are willing to work hard to provide these opportunities for their children.

Important aspects of their

culture are passed down from one generation to the next through storytelling, singing, and oral recounting of their history. They were excluded from the opportunity to become educated in Somalia. As a result of this, they have an oral tradition but not a written tradition.

It is important to remember that the parents have had no educational opportunities. So, they are not able to read or write in any language which creates a special challenge for schools. This makes early literacy support very important for the parents and young children. In essence, we have been entrusted to bring literacy to this group of people through the education of their children.

— **Gail Bornfield, Ph.D.**
Early Childhood Education
Outreach Coordinator

Parents as Teachers check-up: How are we doing?

Parent educators have been serving families in Tucson LINKS schools for nearly a year. They have been implementing the “Parents as Teachers” (PAT) program across the five LINKS partner districts.

They have two primary responsibilities: (1) to provide personal visits to families with activities directed to enhance parent interaction and knowledge about their child/children; and (2) to provide group meetings (e.g., “Stay and Play” sessions) to support parental interactions with their children toward school readiness.

At the end of the school year 2003-2004, parents in the PAT program were asked to complete an evaluation which included questions regarding the helpfulness of the ideas and support provided by the parent educators. They were also asked about group meetings.

Twenty-nine parents responded. The following is a small sample. Of parents responding to the personal visit questions, 96 percent said the ideas and support offered by the parent educators was “very helpful.” Of parents responding about the group meetings, 87 percent responded that these were “very” helpful to them with another nine percent responding that they were “somewhat” helpful.

Parents also were invited to comment on the services. Comments included: “It helped my child...he learned very much”; “She... helped me learn about my child’s needs”; “(It) ...provided me with a lot of important information that I didn’t know about.”

— **Gail Bornfield, Ph.D.**
Early Childhood Education
Outreach Coordinator

Ninety-six percent of parents involved in the Parents as Teachers program find the ideas and support offered by Tucson LINKS parent educators to be “very” helpful.

**Our Children Thrive in
Safe and Drug-free
Learning Environments**

**Tucson LINKS
Lee Instructional Resource Center
2025 E. Winsett St.
Tucson, AZ 85719**

**Phone: 520-225-4609
Fax: 520-225-4860**

**Story ideas and comments:
gene.armstrong@tusd.k12.az.us.**

**Check out Tucson LINKS on
the Internet:
www.tucsonlinks.org**

Tucson LINKS Partner Schools

- | | | |
|------------------|--------------------|------------------------------|
| 1. Blenman | 20. Holaway | 39. Picture Rocks |
| 2. Bonillas | 21. Hughes | 40. Prince |
| 3. Brichta | 22. Ironwood | 41. Reynolds |
| 4. Butterfield | 23. Jefferson Park | 42. Richardson |
| 5. Corbett | 24. Johnson | 43. Rio Vista |
| 6. Coronado K-8 | 25. Keeling | 44. Roadrunner |
| 7. Coyote Trail | 26. Kellond | 45. Rogers |
| 8. Cragin | 27. Laguna | 46. Roskruge K-8 |
| 9. DeGrazia | 28. Lawrence | 47. Steele |
| 10. Desert Winds | 29. Lineweaver | 48. Summit View |
| 11. Dietz | 30. Los Amigos | 49. Thornydale |
| 12. Donaldson | 31. Los Niños | 50. Twin Peaks |
| 13. Drachman | 32. Lyons | 51. Van Buskirk |
| 14. Erickson | 33. Menlo Park | 52. Walker |
| 15. Estes | 34. Miller | 53. Wheeler |
| 16. Ford | 35. Myers-Ganoung | 54. White |
| 17. Ft. Lowell | 36. Ochoa | 55. Wright |
| 18. Grijalva | 37. Ocotillo | 56. Douglas
(clinic only) |
| 19. Henry | 38. Painted Sky | |

LINKS Community Partners

Amphitheater Public Schools
www.amphi.com
Dr. Vicki Balentine, Superintendent

Flowing Wells School District
www.flowingwells.k12.az.us
Dr. Nicholas I. Clement, Superintendent

Marana Unified School District
www.maranausd.org
Dr. Jane Pryne, Superintendent

Sunnyside Unified School District
www.sunnysideud.k12.az.us/
Dr. Raúl Bejarano, Superintendent

Tucson Unified School District
www.tusd.k12.az.us
Roger F. Pfeuffer, Superintendent

City of Tucson
www.ci.tucson.az.us
Bob Walkup, Mayor

Community Partnership of Southern Arizona
www.cpsa-rbha.org
Neal Cash, Chief Executive Officer

Family Advocacy Resource & Wellness Centers
www.tucsonlinks.org/partners/fvc.cfm
Dr. Brenda Even, Executive Director

International Media Broadcasting
e-mail: nanmontoya@aol.com
Nancy Montoya, Kirt Ijams

KGUN-TV, Channel 9 News
www.kgun9.com
Ray Depa, General Manager

Marana Health Center
www.maranahealthcenter.com
Clarence Vatne, Executive Director

Metropolitan Education Commission
www.cityoftucson.org/mec
Dr. Juné Webb-Vignery, Executive Director

Pacific Institute for Research & Evaluation
www.pire.org
Robert W. Carpenter, President & CEO

Pima County Attorney's Office
www.pcao.pima.gov
Barbara LaWall, Pima County Attorney

Pima County Board of Supervisors
www.co.pima.az.us/bos/bos1.html
Sharon Bronson, Chair

Pima County Sheriff's Department
www.pimasheriff.org/
Clarence W. Dupnick, Sheriff

St. Elizabeth of Hungary Clinic
www.ccs-soaz.org/saint_e.htm
Sister Barbara Anne Stowasser, Executive Director

Tucson Police Department
www.ci.tucson.az.us/police/
Richard Miranda, Chief of Police

Tucson Resiliency Initiative
www.tucsonresiliency.org
Dr. Katie Frey

University of Arizona College of Education
www.ed.arizona.edu
Dr. Ronald W. Marx, Dean

Tucson LINKS Fall Training Highlights

Strategic Tutoring

Sept. 29, 3:15-6:45 p.m.
Prince Elementary School,
125 W. Prince Road

Tutoring Strategies for Grades K-2

Oct. 7, 4-6:30 p.m.
Lineweaver Elementary School,
461 S. Bryant Ave.

Bullying Intervention and Prevention

Oct. 28, 4-6:30 p.m.
Location: TBA

Strategic Tutoring

Nov. 15, 3-6:30 p.m.
Wheeler Elementary School,
1818 S. Avenida Del Sol

*Call 626-4964 to register. Also, see
www.tucsonlinks.org for the complete
and most up-to-date training schedule.*



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