

**On Dreamers and Bookworms:  
Creating a Lexile Framework for Reading Literary  
Organizational System with the “I Have a Dream” Foundation of  
Asheville**

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**Abstract**

Through the lens of the University of North Carolina Community Engaged Scholar Program, this paper outlines the journey of creating a literary organizational system with the "Dreamers" of the “I Have a Dream” Foundation of Asheville during the Spring of 2013. The organizational system that we created was informed by the Lexile Framework for Reading literacy levels which are used across the United States to track and assess student literacy. This paper details the process of cataloging around 485 books, a plan for the future steps of this project, the implications of this project, and how this project aligns with the purpose of the “I Have a Dream” Foundation both in Asheville and nationally.

**Key Words:** literacy, after-school program, “low-income”, “at-risk”

**Acknowledgements**

I have the utmost gratitude for the devoted and exceptional work of Samantha Williams, Benji Palmer, Ashley Gayle, Jazzion Cathcart, Reid Chapman, the students of the University of North Carolina at Asheville Spring 2013 HON479, specifically, Alaina Smith, Flannery Pearson-Clarke, and Lee McCormac, and the incredible Dreamers of the “I Have a Dream” Foundation of Asheville.

## Origins of the Project

My work with the “I Have a Dream” Foundation of Asheville developed out of the curriculum of my Honors Program Capstone course in my final year of undergraduate studies at the University of North Carolina at Asheville. In August of 2012, I began tutoring participants of the “I Have a Dream” Foundation of Asheville, or as they are referred to in the program, “Dreamers.” The origins of this project arose out of my time tutoring and mentoring at “I Have a Dream” Foundation of Asheville, and ultimately the mission of the national not-for-profit the “I Have a Dream” Foundation.

The national “I Have a Dream” Foundation began in 1981 when a business man by the name of Eugene M. Lang returned to his East Harlem elementary school, P.S. 121, which he attended 50 years before to deliver a graduation speech. His original goal for his speech was to communicate the value of hard work and its relationship to success. However, “on the way to the podium, the school principal told Lang that three-quarters of the school's students would probably never finish high school, prompting Lang to make an impromptu change to his speech: he promised college tuition to every sixth grader who stayed in high school and graduated” (“I Have a Dream” Foundation). Lang spoke of Martin Luther King Jr.’s “I Have a Dream” speech and encouraged the students of P.S. 121 to dream their own dream. In addition he devoted himself to them as a resource to accomplish their dreams. Lang utilized a local community-based organization to honor this goal. This program flourished, and soon it made national news. By 1986, Lang founded the national “I Have a Dream” foundation to create a national movement of Dreamers, after 90% his original Dreamers graduated from High School or earned their GED. “Since then, almost 200 "I Have A Dream" programs have operated in 27 states, Washington, D.C., and New Zealand, together serving over 15,000 Dreamers” and the “I Have a Dream” Foundation of Asheville is one of these programs (“I Have a Dream” Foundation).

The “I Have a Dream” Foundation of Asheville was founded by Ken and Ida Brown who heard of the national project on a 60 minutes piece in 2004. By September of 2006, “they officially launched their sponsorship of 20 1st, 2nd, and 3rd grade students living in Pisgah View Public Housing Community” (The "I Have a Dream" Foundation of Asheville). The program today has incorporated several of the original Asheville Dreamers’ siblings, and now spans students from 5<sup>th</sup> to 9<sup>th</sup> grade. The mission and goal of the “I Have a Dream” Foundation of Asheville are as follows:

“The Mission of the "I Have a Dream" Foundation is to motivate and empower children from low-income communities to reach their education and career goals by providing a long-term program of mentoring, tutoring and enrichment and tuition assistance for higher education.

The goal of our main program is to drive a comprehensive program that will help a group of 25-30 "Dreamers" from the Pisgah View Public Housing Community to become productive citizens by providing a long-term educational support program with an assured opportunity for further education beyond high school” (The "I Have a Dream" Foundation of Asheville).

The main program at the “I Have a Dream” Foundation of Asheville functions from 4:30-6:30 Monday through Thursday when the Asheville City Schools are in session with alternative programs in the summer months. The daily activities of the “I Have a Dream” Foundation of Asheville include: outside physical play time, snack, announcements, review of the program’s rules and regulations, and an hour long intensive tutoring session with volunteer tutors from the community. During their tutoring session, each Dreamer is required to complete their homework as well as read out loud a text of their choosing from the “I Have a Dream” Foundation of Asheville library to their tutor. The number of pages they read corresponds to their grade. Sixth graders read six pages, eighth graders, eight, and so on. Unfortunately, Dreamers tend to knowingly select books from the library below their reading level. This way, they can speed through the exercise and be done with tutoring for the day. This is a phenomenon that I encountered fairly often during my time as a tutor at the “I Have a Dream” Foundation of Asheville.

This occurrence, as well as several conversations with Jazzion Cathcart, the Executive Director of the “I Have a Dream” Foundation of Asheville illuminated a need for an organizational system for the library based on the Lexile Framework for Reading, which is the system utilized within the Asheville City School Systems.

In the beginning of 2013, I began formulating a plan along with Reid Chapman from the University of North Carolina at Asheville and Jazzion Cathcart. This project is still in progress at the time of publication of this paper.

### **Methods and Work Undertaken**

The Lexile Framework for Reading evaluates readers for comprehension skills on a scale ranging from below 200L to above 1600L and evaluates texts on the same scale incorporating factors such as word usage and sentence structure. The founding principle of this method of literacy evaluation is to meet reader where they *are*, rather than where they *should* be. The goal is to create a non-competitive system for literacy evaluation which will allow the readers to flourish and, ultimately, love to read.

The first step in this process was conducting, along with two Dreamers and volunteers from the University of North Carolina at Asheville, a full catalogue of the books in “I Have a Dream” Foundation of Asheville library. These books were first entered into an excel spreadsheet which included author or editor (last name, first name), title of the work, ISBN number, and number of copies of the book in the “I Have a Dream” Foundation of Asheville library. This took several weeks of two, three-hour after school sessions to complete, along with the diligent contribution by the students of the Honors Capstone course at the University of North Carolina at Asheville. When the Capstone students began participating in this project, I transitioned the database into a googledocument format which allowed for simultaneous, live editing from a multitude of computers.

The second step in this process was to discover and record the Lexile Measure for each book as presented by the Lexile.com database. This portion went very quickly because the googledocument format allowed contributors to edit at their leisure. This step was the most

efficient because it did not require access to the “I Have a Dream” Foundation of Asheville facility.

The third step of this project was designing and implementing an organizational system for the “I Have a Dream” Foundation of Asheville library. After conversations with Reid Chapman and further evaluation of the non-competitive, supportive mission of the “I Have a Dream” Foundation of Asheville, it became clear the Lexile measure demarcations on the books needed to be a non-hierarchical categorical system. It was also clear that this system needed to be easy to use for both the youth and the employees and volunteers of the “I Have a Dream” Foundation of Asheville. Under close consideration of these factors, along with the Dreamers and Jazzion Cathcart, I created a color coded system for Lexile measure demarcation. This organization system features five colors that span from the Lexile measure 300L, the lowest level in the “I Have a Dream” Foundation library, to 2000L, the highest potential Lexile measure that could be included during the future of the “I Have a Dream” of Asheville library. This system is based on the assumption that the Dreamers will progress in Lexile reader measure as they grow older through the “I Have a Dream” Foundation of Asheville program. Each color spans 200 Lexile measures with the final color covering measures 1101L-2000L. This decision was made because Lexile measures above 1200 are not likely within a high school curriculum, and are not currently predicted for the “I Have a Dream” Foundation of Asheville. The organizational system decisions were largely based on the immediate need for the Dreamers while leaving space for future growth in the “I Have a Dream” Foundation of Asheville library collection. These colored stickers were placed on their respective Lexile Measure texts along with the books’ exact Lexile Measure written on the sticker itself. As of, April 22, 2013, this is current stage of the project. The following points are projected steps that are predicted to be completed May, 2013.

The fourth step in this project will be organizing the library. This will involve moving and categorizing hundred of books and dividing them between two bookshelves located in the upstairs and downstairs of the “I Have a Dream” Foundation of Asheville facility. The layout and categorical system for the shelves has already been designed by the Dreamer librarians for their peers. The categories include a general collection organized by the Lexile Framework for Reading scale, a reference section, a poetry section, a religious texts section, and a picture books section.

The third step will be creating a poster which details what color books each Dreamer should be reading based on their tested Lexile Reader Measure assigned in their schools. The Lexile Framework for Reading encourages readers to read on a range, 50 measures above and 150 below their assigned Lexile Reader Measure. The chart accommodates for this range. The new literary organizational system will be explained to the Dreamers by the Dreamers who worked on the project. Also within this step is archiving the catalogue for reference in the future. This will be comprised of a printed binder of the collection catalogue and a digital file.

## **Ties to Academia**

My discipline during my undergraduate studies at the University of North Carolina at Asheville is Anthropology. However, during the course of this project I utilized skills learned from education classes, and my advisor for this project, Reid Chapman, is a lecturer within the

University of North Carolina at Asheville Education Department. The disciplines of education and anthropology cross within this project through the concepts of literacy as social capital and education as empowerment, and ultimately, through evaluating the value of the implementation of such a program.

The Lexile Framework for Reading has had positive impacts over the course of its implementation in schools and literacy programs. In a five year study among “at-risk” middle school aged children, Laura E. Archer determined that it was informed goal-setting, and not definitively the Lexile Framework for Reading which allowed 2,485 students to achieve growth in Lexile measure. Specifically, it was informed goal setting which enabled her subjects to improve (289).

Implementing this literary system at the “I Have a Dream” Foundation of Asheville creates an opportunity for the Dreamers to set concrete goals for their literacy, if they so choose, and pursue those goals. Literacy is a vital component of primary education in the United States. The Literacy Council of Buncombe County states that “Nearly one-fifth of Buncombe County’s adult population never graduated from high school – earning 42 percent less than graduates and accounting for millions in lost federal, state, and local revenues.” By creating concrete goals and growing as readers, the Dreamers are investing in their futures.

As previously outlined, the purpose of this project is to promote the literacy of the Dreamers of the “I Have a Dream” Foundation of Asheville. Literacy fits in to the ultimate goal of the “I Have a Dream” Foundation because it assists Dreamers in obtaining future goals. Literacy in the wider society United States can be described in the discipline of social science as “social capital” using French sociologist, Pierre Bourdieu’s theory. According to Bourdieu social capital is:

“the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition... which provides each of its members with backing of collectively owned capital” (251).

It is by the social capital of literacy that the United States society is defined. Literacy is a key requirement for individuals to navigate the institutions in the United States dominant society. Literacy is a cultural skill and value which will allow Dreamers to peruse their dreams, and a step towards literacy is a step towards success within the United States’ dominant culture. The Literacy Council of Buncombe County’s statistic that individuals who do not complete high school earn 42 percent less than individuals that have. Despite cultural success, the purpose of education should ideally be to empower individuals, and literacy should ultimately empower the disempowered.

Paulo Freire in his “Pedagogy of the Oppressed” speaks of the current oppressor-oppressed relationship that falls into the system of education that exists in modern society. He believes that this system is anti-human and seeks to destroy creativity and life itself (Freire 43-69). This is what the “I Have a Dream” Foundation of Asheville is designed to combat. The goal is community learning and empowerment through mentorship rather than indoctrination by the conventional student-teacher relationship. Mentoring techniques are proven to produce beneficial

results on the learning experiences of students. Carmen R. Giebelhaus and Connie L. Bowman in their research on the effectiveness of mentoring for both the mentor and the mentee found statistical evidence that “cooperating teachers trained in the general principles and practices of mentoring and supervision with a specific framework to guide interactions have a more positive impact on prospective teacher development than do those with no training” (252). The categorical system designed and implemented in this project is designed to allow the Dreamers to teach themselves by self-selecting books within a system. In addition, it supports the mentors of the “I Have a Dream” Foundation by presenting a reference system that they can learn from. However, this system itself can innately oppress because it reinforces a system of levels on what should be a level-less personal journey of literary growth. In response, this system should come an acknowledgement of the ultimate importance being authentic human connection and creativity through the lens of reading.

When analyzing the potential for empowerment in the “I Have a Dream” Foundation library it is vital to take in to account the cultural context of the center itself. The majority of the Dreamers are African-American or Latino/a and the majority of the Dreamers lives in the Pisgah View Apartment Housing Authority or another Public Housing Authority within Asheville. Darlene Sampson and Dorothy F. Garrison-Wade reviewed in their research “Cultural Vibrancy: Exploring the Preferences of African American Children Toward Culturally Relevant and Non-Culturally Relevant Lessons (2010)” the results of cultural relevant curricula on students of color as a response to the African-American Achievement Gap in the United States. Not surprisingly their research revealed “statistically significant findings for African American children’s preferences for culturally relevant lessons” rather than curricula focusing on white culture and the erasure of the stories, history, and existence of people of color (279). In the context of a culturally relevant and vibrant library for the “I Have a Dream” Foundation of Asheville it seems imperative for the successes of the Dreamers’ literacy that they see themselves in their bookshelves.

Although I did not conduct any Anthropological or Ethnographic research during this project, I did monitor the amount of books that featured people of color in their stories and the response the Dreamers had to these books. Before I began cataloguing the books at the “I Have a Dream” Foundation of Asheville, my impression through my time tutoring was that the library was severely lacking culturally relevant books. However, upon further investigation, I discovered that the Dreamers were selecting books to read that did not feature individuals of color such as “The Boxcar Children” series and “the Magic Treehouse” series, even though there are a significant amount of titles which include people of color. I believe that students are drawn to these books because the texts that feature African-American individuals are usually non-fiction, and they prefer fiction titles with a small element of fantasy, such as a time-traveling treehouse. During my time participating in this project, I identified a need in the “I Have a Dream” Foundation of Asheville library for fictional texts featuring people of color. Even more so, I recognize a societal need for fiction, fantasy, and science-fiction literary worked featuring individuals of color.

The most problematic and terminal problem that faces the “I Have a Dream” Foundation of Asheville library in regards to cultural vibrancy is that all of the books are donated to the center. Though it is incredibly significant and powerful that the Dreamers’ reading needs are supported

by their community, because the books are donation-based the Dreamers have little agency over what texts are added to their library. Instead, they are at the mercy of individuals who may or may not realize the importance of cultural relevance in the education.

Ideally, this system will allow for conversations such as the cultural vibrancy of the library betwixt and between Dreamers, volunteers and employees. By reading books with engaging plotlines, Dreamers will hopefully investigate the world around them. And although they have little control over the books donated to the “I Have a Dream” Foundation of Asheville library, Dreamers will hopefully begin to think critically about their books which will hopefully lead Dreamers to learn “among a community of learners who will dare to hold them up should they falter or fail” (hooks 103). It is this act of community engagement and discussion amongst others that attempts to combat the oppressor-oppressed dichotomy outlined by Freire.

Literacy itself provides opportunities for the reader to engage in personal conversations with the text. These personal conversations might provide social capital, and might even give insight into other cultures or the reader’s own cultural constructs. Cultural theorist and novelist Kwame Anthony Appiah states “depending on the circumstances, conversations across boundaries can be delightful, or just vexing, what they mainly are, though, is inevitable” (xxi). Although in this quote from Appiah’s *Cosmopolitanism* he was referring to face to face interaction, I argue that similar empathetic conversations can arise from reading a book. Although mostly one sided, the reader is engaging in a cultural discussion with the author. In addition, the personal questions prompted by text might lead to face-to-face conversations with a reader or Dreamers about the content.

### **Challenges Faced and Responses to those Challenges**

The first and most evident challenge of this project was time. At the point of time publication of this piece this project is on-going. The “I Have a Dream” program meets four weekdays in a week, and the volunteers and some paid employees work outside jobs in addition to their work with “I Have a Dream”. This being said, with my academic and employment schedule, I was only able to come to the facility two days a week for three hours at a time. In the beginning of the project when it was just me with my one computer cataloging the library along with two Dreamers, it was a slow process. However, there are powers in numbers. When students from the Spring 2013 Honors Capstone: Cultivating Citizenship class at the University of North Carolina at Asheville joined the effort, we were able to finish cataloging an extraordinary amount of books. In addition, current technological advances paved the way for this efficiency. When the students of the Honors Program Capstone class joined in the cataloging process, I created a googledocument version of the excel spreadsheet we had been previously using. A googledocument is a live, constantly updating document that is saved and can be shared with a plethora of people through google email services. This program allowed the participants in this community project to update the same document with different information simultaneously on different computers. With the students from the Honors Program Capstone class also came increased access to more portable computers, which was another limiting factor in the beginning. The online capabilities of googledocument also worked to the advantage of this project, because it allowed work that was not dependant on time, such as researching and entering Lexile

Measures for each book, to be distributed amongst many people for each person to complete at their leisure. Because of the constant diligence on the part of the Spring 2013 Honors Program Capstone class, the Lexile Measures for upwards of 485 books were discovered and documented within a number of days, as opposed to the weeks it would have taken for the Dreamers and me to complete the same work.

The second challenge faced during this project was a personal one. As I sorted through the books of the ““I Have a Dream” Foundation” of Asheville, I made a point to ask the Dreamers I was working with whether or not they read certain books which appeared to me to be outdated, culturally irrelevant, or simply never read. One of these books was the Sweet Valley Twins book series. This series of upwards of ten chapter books details the lives and gossip of New York City’s favorite blonde, white, cis-gender female, financially privileged high school twins. Upon coming across five or six of these books, I consulted the Dreamers around me. In response I receive a myriad of negative response from “yuck” to “Nobody reads those” to a simple disapproving crinkled nose and tightened lips. I will admit, I was pleased at the prospect of clearing the shelf of these sparkly, privileged twins from the 1980’s, and the college student volunteers communicated that they were just as delighted as I was. Before I put these books in the pile going to Goodwill, there was one more Dreamer to ask. This Dreamer was the main librarian on this project, and her blessing was vital. When I asked her how she felt about the twins, I expected a swift “Nuh-ahh, no one reads those”, but instead, I received a beaming smile, a soft gleeful shriek, and a “I looove these books. They are my favorite.”

It was at this point that I had to remind myself of the purpose of this project: to give the Dreamers the tools to explore and enjoy reading while challenging themselves. Regardless of my personal evaluation of whether or not the Sweet Valley Twins series was a book of interest for the Dreamers, one Dreamer was enamored with the series, so much so that she had an immediate emotional reaction to the perfectly glossed smiling faces of the twins on the cover. “This is the point”, I thought, “the joy of reading is the ultimate goal, even if it is with the Sweet Valley Twins.” However, this interaction did bring up complex reflection on topics of cultural relevance and vibrancy discussed earlier. Although I was delighted that this Dreamer was enjoying reading, I could not keep myself from contemplating what subversive messages may exist in the Sweet Valley Twins books around the superiority of white culture and the implications of these messages. In addition, how might these messaged disempower the African-American youth reader. Although literacy is a tool to empower, just as relevant are the messages conveyed in the texts. This interaction was personally challenging, and I am still investigating its implications and significance.

The third challenge faced during this project, was the fact that the library was still in use throughout the duration. This made it difficult to account for all of the books in the library because Dreamers, employees, and volunteers were constantly moving books in order to conduct the daily happenings of the center. This shuffling was particularly detrimental to the project when it came to marking the reading levels on the books themselves. Fairly often, the book that I would attempt to file would not be in the system, and I would first have to enter the book into the catalogue and then determine the Lexile number. The only solution to this challenge was patience and diligence.

The fourth challenge of this project was in the Lexile Framework for Reading Database itself. Nearly one fourth of the books entered into the “I Have a Dream” Foundation of Asheville literary catalogue could not be found in the Lexile Framework for Reading database. This led to project participants having to guess the level that should be awarded to the books in question. This unfortunate, but unavoidable practice could contribute to some ineffectiveness within the categorical format applied to these books. However, typically the books that did not have reading levels assigned on the Lexile Framework for Reading database were out of print and usually written before 1980, which suggests that these books might not interest the Dreamers as much as newer books anyway. This challenge did not have many sufficient solutions. On one occasion, a Dreamer librarian asked her school librarian the reading level of a particular book series that was not found within the Lexile Framework for Reading database. This seemed like a sufficient solution to this challenge, but unfortunately the librarian gave the student the reading level on the previous national reading scale, and not the current Lexile Framework system implemented in this project.

## **Results**

The immediate result of this project is intended to be a ‘user-friendly’ library at the “I Have a Dream” Foundation of Asheville organized by the Dreamers for the Dreamers by Lexile Measure. More indirect results are expected to occur within the Dreamers themselves. Ideally, the Dreamers who organize and implement this system might feel empowered by the work they did, and feel a sense of accomplishment that might aid self-esteem. In addition, the Dreamer librarians might feel as if they can approach adults with their ideas, and, furthermore, that those ideas are valid and worth sharing because of the control they had over the direction of the project. During the time that the Dreamer librarians and I worked together on this project, there were moments of conversation that might not have happened without this project. This is mentorship.

For the remaining Dreamers who will utilize the library, the intended result is that they will feel comfortable selecting books on their level, and through selecting books on their level the Dreamers will hopefully be able to easily select books that they enjoy reading, and this will ideally encourage more literary endeavors throughout the Dreamers’ lives.

Another immediate result of the project is the elimination erroneous time used by employees and volunteers while ensuring that Dreamers select a book appropriate to their reading level and age. When asked about the results of this project, one employee exclaimed, “it will save me a lot of time!” In the non-profit world, time is money, and any way to improve the efficiency of the systems in place is valuable. Another advantage to this system is that it takes the blame away from the volunteer or employee. If the Dreamers have to answer to an established system with their Lexile reader measure clearly displayed and the Lexile level clearly marked on books, rather than the discretion of employees and volunteers, there will be more consistency in the reading portion of the “I Have a Dream” Foundation of Asheville curriculum.

As previously stated, this project is yet to be finished, so most of the results of this project are yet to be seen. Though I do have hopes for this project, I can make no guarantees that this will make any difference at all. It is however, an action and a change to the “I Have a Dream” Foundation

program. Whether this change is for the better, it is still to be seen. If this system does not work, it will be time to collaborate on another system.

## **Sustainability**

Peter York, Senior Vice President and Director of Research of the TCC Group, developed a formula for sustainability in the non-profit sector. Along with the TCC Group, York identified four core capacities which assess non-profit effectiveness and sustainability:

*“Adaptive Capacity* -the ability to monitor, assess, respond to, and create internal and external changes;

*Leadership Capacity* -the ability to create and sustain a vision, to inspire, to model, to prioritize, to make decisions, to provide direction, and to innovate-all in effort to achieve an organization’s mission;

*Management Capacity*- the ability to use resources effectively and efficiently; and

*Technical Capacity*- the resources (e.g., skills, experience, knowledge, tools, facilities, technology, etc.) needed to implement all programmatic, organizational and community strategies. (“The Sustainability Formula”  
2)

Though this formula is intended to evaluate the sustainability of non-profit organizations, I find it a useful format to evaluate the sustainability of this small-scale community project within a non-profit organization. This project demonstrates Adaptive Capacity because the organizational system can be applied to the library as it grows and changes. In addition, the project itself addresses a need in the “I Have a Dream” Foundation to have a way to ensure that Dreamers are challenging themselves by reading at, on, or just below their Lexile reader measure. This project displays Leadership Capacity, because one of the main principles of the “I Have a Dream” Foundation of Asheville is mentorship. Throughout this process, I worked with two Dreamers to design and implement this literary organizational system. The basis of this project was shared learning. In addition to learning how to organize a library system based on the needs of its users, the Dreamer librarians learned bibliographical information during the cataloguing portion of the project. Such as, “last name, first name” bibliographic practices and what an ISBN number is. Ideally, this casual mentor-based learning continued a cycle of empowering learning established by the “I Have a Dream” Foundation of Asheville, and which will hopefully continue throughout the rest of the Dreamers’ lives. We fulfilled the Management Capacity, because this project was designed to more efficiently and effectively use the books that the “I Have a Dream” Foundation, Asheville receives through donations. The two Dreamer librarians designed and implemented an organizational system of the library that directly addressed the needs of their peers. This system included categorical sections such as “reference” and “picture books.” This project engaged the Technical Capacity through utilizing technological programs such as googledocs. The use of

technology allowed the catalogued inventory of the library to be preserved, so that when individuals would like to donate books to the “I Have a Dream” Foundation of Asheville, they are able to consult the library inventory to ensure an array of books.

Ideally, the hope is that this program is more than simply sustainable, it is resilient. In the *Transition Companion*, Rob Hopkins quotes Charlie Edwards defining resilience as “the capacity of an individual, community or system to adapt in order to sustain an acceptable level of function, structure and identity” (45). This project intends to be a mark of adaption in the face of stagnancy. By creating a more ‘user-friendly’ library for the Dreamers by the Dreamers, it ideally prioritizes literacy which gives the “at-risk” youth of the “I Have a Dream” Foundation of Asheville social capital to aid in accomplishing their dreams.

## **Conclusion**

The goal of the implementation of the Lexile Framework for Reading organizational system at the “I Have a Dream” Foundation of Asheville is to allow the Dreamers to take control of their own literacy as social capital. Ideally, this organizational system will allow Dreamers to set concrete goals about their literary education while preserving the time of volunteer tutors and employees of the “I Have a Dream” Foundation of Asheville. It will also ideally support the system of mentorship which is already in effect at the foundation by creating an approachable reference system to support the mentors. Throughout the process there was collaboration between the Dreamers, employees, and volunteers from the Honors Capstone class at the University of North Carolina at Asheville which lead to the sustainability of the project. Ultimately, this project along with the continuation of this system by the Dreamer librarians will aid in the empowering work of the “I Have a Dream” Foundation of Asheville.

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