

NEIGHBOUR TO NEIGHBOUR JACK PARENT TUTORING PROGRAM



Submitted by:
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Director of Educational Programs

2015-2016
IMPACT REPORT

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“This program is
a WONDERFUL
COMPLIMENT to the
school community.
Our family sincerely
appreciates the support
the children are given.
Thank you! Thank you!
Thank you! ”

– Parent



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A MESSAGE FROM THE DIRECTOR OF EDUCATIONAL PROGRAMS

Success Celebrations are the highlight of our year. They give us the opportunity to get everyone together to well, celebrate. We thank the tutors, congratulate the students and encourage them to continue reading over the summer. We invite funders, media, trustees and superintendents to join us. The intent is to ensure everyone involved feels valued and appreciated. Each celebration takes about one hour, but hours of preparation go into making them seamless.

Books play a large role in our program and especially during our Success Celebrations. We love books and we collect them through grants from **First Book Canada** or donations, like the one from **Christine Neeter**, but many we purchase. We have a wide selection of books to choose from, various topics and reading levels, fiction, non-fiction and special interest. This year, we gave out **660** books, which were chosen specifically for each child by their tutor. The books go into a drawstring bag labelled with the student's name and we include a pencil case, pencils and pencil crayons. Personalized certificates are printed for every student and the

bags are organized by school, ready for the Success Celebrations.

The photographs throughout this report were taken at the celebrations. We were thrilled to see strong parental attendance at two schools. Our other honoured guests included: **Dr. Ninh Tran and Celeste Licorish, Advisor, Philanthropic Services, Hamilton Community Foundation, Laura Romano, Superintendent-HWDSB, Sarah Tracz, Community Engagement Specialist-HWDSB, and Kay Parent, former tutor and Halo Foundation Executive member.**

There were tears. Let me assure you, they were happy tears. At one of the Success Celebrations a parent expressed her gratitude and explained how her child had gone from not wanting to read, to reading anything and everything. Her words were heartfelt and her appreciation (and tears) made all of us feel that what we do really does make a difference.

June is a very busy month in the school system and it is becoming increasingly difficult to schedule Success Celebrations at each school. This year, we had



nine days to schedule 14 celebrations. Neighbour to Neighbour is opening the Hamilton Community Food Centre next year. We will invite families to the new Centre, not only to pick up their child's gift bag but to join us for a meal.

“I’ve learned that people will forget what you said, people will forget what you did but, people will never forget how you made them feel.”

Maya Angelou

We would like to have enough books on hand so that every family member has the opportunity to choose a book. We haven't quite figured out the logistics of this endeavour, but are looking forward to engaging families in a different way. We will speak with all the schools regarding suggestions and ideas to eliminate barriers to participation. Our hope is that families will come out to our newest facility to join us for a meal and gifts.

Finally, this program is made possible by our awesome funders, volunteers, donors and partners. To everyone who believes that **Kids Can Succeed**, THANK YOU!

Deban Brunette

2 | AT A GLANCE

Over the last 13 years, Neighbour to Neighbour's Reading Tutor Program has endeavoured to improve the reading skills of children who are under-resourced and reading below grade level.

OUR GOALS

- 1 Improve the reading levels of children in grades 1-3 who are under-resourced and reading below grade level



- 2 Increase a child's self-confidence through one-on-one support



- 3 Foster a love of reading, an appreciation of literature, and provide positive role models



THE RESULTS

99.5%

of students showed
**IMPROVEMENTS IN
THEIR READING SKILLS**

85%

of parents and teachers
reported an increase in their
STUDENT'S SELF-CONFIDENCE

since admission into the program

89%

of students thought that their
**READING
IMPROVED "A LOT"**

THE ISSUES

“Third grade is an important pivot point in a child’s education, the time when students shift from learning to read and begin reading to learn. Interventions for struggling readers after third grade are seldom as effective as those in the early years.”

- Dr. Donald J. Hernandez

from Double Jeopardy: How third-grade reading skills and poverty influence high school graduation (2011)



Students who do not read proficiently by grade three are **4** times less likely to graduate with a high-school diploma on-time.¹

BY THE NUMBERS

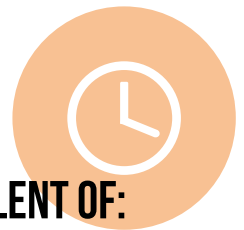
This school year, we had...

228 *students in grades 1-3*

14 *schools across the Hamilton Mountain*

120 *reading tutor volunteers*

6290 *hours donated**



***6290 HOURS IS THE EQUIVALENT OF:**

**ONE
YEAR**

OF

FULL-TIME WORK

**by 4 staff
members**

1. Hernandez, D. J. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Annie E. Casey Foundation.

3

ABOUT NEIGHBOUR TO NEIGHBOUR



MISSION

Lead our community to an improved quality of life.



VISION

*Inclusive Collaboration
Challenging the Norm
Proactive Life Education
Innovative Leadership*



VALUES

*Integrity
Leadership
Inclusivity*

3.1 OVERVIEW

Neighbour to Neighbour (N2N) Centre (Hamilton) is a multi-service, not-for-profit, charitable organization providing programs and services that support and facilitate individuals and families on Hamilton Mountain to improve their quality of life since 1986.

N2N offers several programs and services to the community, which are broken up into three different departments:

- Family Services Department
- Food Access Department
- Educational Department

▼ *The original N2N building on Fennell Avenue (1986) was moved to its present-day location on 28 Athens Street in 1994.*



3.2 PROGRAM HISTORY

Since 2003, the Neighbour to Neighbour Reading Tutor Program has provided one-on-one support to increase the reading skills of 2,331 students on Hamilton Mountain.

Resource Counselors at Neighbour to Neighbour Centre reported that many clients discussed the need for literary assistance for their children. In response to this need, Neighbour to Neighbour developed a tutoring program with the help of a small group of educators and community members, in addition to a generous grant from the Halo Foundation.





In 2003, the program was piloted with three retired teachers and 15 students at R.A. Riddell. The outcomes from the pilot were positive, resulting in higher reading levels for the children and an

increase in their self-confidence.

Jack Parent, who passed in July of 2015, was a passionate advocate for children. He was an avid supporter of the tutoring program through the Halo Foundation, where he served on the Board of Directors and worked as the Vice President of Finance for 13 years. To celebrate his legacy, the name of the program was officially renamed as the *Jack Parent Tutoring Program* as of June 2015.

Today, the *Jack Parent Tutoring Program* is partnered with 14 schools within the Hamilton-Wentworth District School Board (HWDSB) and the Hamilton-Wentworth Catholic District School Board (HWCDSB). It serves to aid 228 children furthering their academic success.

YEARLY GROWTH

	2004					2012	2013	2014	2015	2016	Total
 Students	15					208	216	223	250	228	2,331
 Volunteers	3					104	110	121	114	120	1,153
 Hours	229					6,087	5,313	5,504	6,138	6,290	61,009
 Schools	1					12	12	14	14	14	14

4

PROGRAM MODEL & DEMOGRAPHICS

4.1 PROGRAM MODEL

The *Jack Parent Tutoring Program* has a dedicated and experienced team of volunteers. Our tutors are both trained and mentored upon going into the schools. The Educational Consultants, who are certified/retired teachers, are responsible for all initial and on-going volunteer training.

The tutoring session takes place at the school during school hours. Typically, there are 12-16 students and 6-8 tutors per school. Each tutor works one-on-one with 4 students for 15-20 minutes each, per session, twice a week.

The tutors engage with the students to help them develop their decoding, comprehension and fluency skills through one-on-one support. Each team of tutors is provided with leveled reading materials, such as books and booklets, tutoring bins filled with word cards, literacy games, and phonics cards. The students are given bookmarks and at the end of each session they get to choose a sticker to add as a reward for their hard work.

In addition, tutors are provided with log books for each student to track the students' attendance and progress, as well as any strategies that the student used to help them with their reading.

ADMISSION REQUIREMENTS

The students are selected by the school for the program according to the following criteria:

- Students in Grades 1-3 who are reading below grade level and are under-resourced
- Students who are actively able to participate and attend on a consistent basis, with parental consent obtained from the school
- Students who have not been identified as needing professional intervention, and are not participating in other literacy support programs



▲ *A tutor reads with her student during a success celebration (Helen Detwiler).*

SESSION MODEL OUTLINE

Before Reading:

The tutor will take the student through a “picture walk” prior to reading any text. This involves looking through the book without reading the text. Looking at the pictures activates prior knowledge and helps to make predictions. At this time, the student will also state whether they think the book is fiction or non-fiction.

During Reading:

The student is reading and using decoding and comprehension skills. They are encouraged to use seven tools when they encounter difficulty. The seven tools include the following:

- Use the picture clues
- Ask a friend
- Skip the word and keep going
- Look it up in the dictionary
- Go back and reread
- Use the sound of the first letter
- Guess and go on

After Reading:

For fiction books, students are asked to retell the story using first, next, then and finally. If the book is non-fiction, students are asked about the topic, to state 5 facts and then to reflect using the statement “I wonder...”

4.2 STUDENT DEMOGRAPHICS

This year, there were a total of 228 students enrolled in the Jack Parent Tutoring Program. The numbers listed throughout the report reflect data from 219 students who remained in the program for the full year, as 3 students moved and 6 students were withdrawn.

In order to ensure the success of the tutoring program, Educational Consultants provided consultations for tutors who felt that their tutoring sessions could be more beneficial to the student. As a result, tutoring sessions became more positive and successful as tutor techniques were adjusted to meet individual needs.

DEMOGRAPHICS BY GRADE

School	Grade 1	Grade 2	Grade 3	TOTAL
R.A. Riddell	7	7	2	16
G.L. Armstrong	9	7	0	16
Westwood	6	3	7	16
Chedoke	3	7	6	16
Helen Detwiler	0	9	7	16
C.B. Stirling	1	8	7	16
Richard Beasley	4	8	4	16
Huntington Park	0	5	11	16
Highview	0	8	8	16
St. Michael	0	0	15	15
Our Lady of Lourdes	6	10	0	16
St. Margaret Mary	5	7	4	16
St. Marguerite d'Youville	6	5	5	16
Sacred Heart of Jesus	6	3	3	12
TOTAL:	53	87	79	219

DEMOGRAPHICS BY GENDER

School	Male	Female	TOTAL	ESL/ELL
R.A. Riddell	11	5	16	8
G.L. Armstrong	9	7	16	0
Westwood	11	5	16	3
Chedoke	8	8	16	3
Helen Detwiler	8	8	16	6
C.B. Stirling	8	8	16	4
Ricard Beasley	9	7	16	2
Huntington Park	10	6	16	0
Highview	7	9	16	1
St. Michael	7	5	15	0
Our Lady of Lourdes	11	5	16	1
St. Margaret Mary	10	6	16	0
St. Marguerite d'Youville	8	8	16	0
Sacred Heart of Jesus	7	5	12	0
TOTAL:	124	95	219	28

DEMOGRAPHICS BY SCHOOL BOARD

Hamilton-Wentworth District School Board [HWDSB]	Hamilton-Wentworth Catholic District School Board [HWCDSB]
9 Schools	5 Schools
144 Students	75 Students
Grade 1 30	Grade 1 23
Grade 2 62	Grade 2 25
Grade 3 52	Grade 3 27

5 | VOLUNTEERS & STAFF

5.1 ROLES & RESPONSIBILITIES

Volunteers

Neighbour to Neighbour takes pride in all of our hard-working and dedicated volunteers. This year, the *Jack Parent Tutoring Program* had 120 volunteers, 87 of whom were returning volunteers, representing a retention rate of 73 %.

Tutor Responsibilities: To be a part of the program tutors must...

- Love kids & love reading.
- Be at least 18 years of age. A post-secondary education is preferred.
- Provide a clear Vulnerable Sector Check as required.
- Attend training, orientation sessions, meetings and workshops.
- Follow program policies, procedures and instruction provided by the *Jack Parent Tutoring Program*.
- Attend one school, once a week for approximately 2 hours to work with 4 to 5 students one-on-one.
- Complete program evaluations, maintain confidentiality and participate in Success Celebrations.

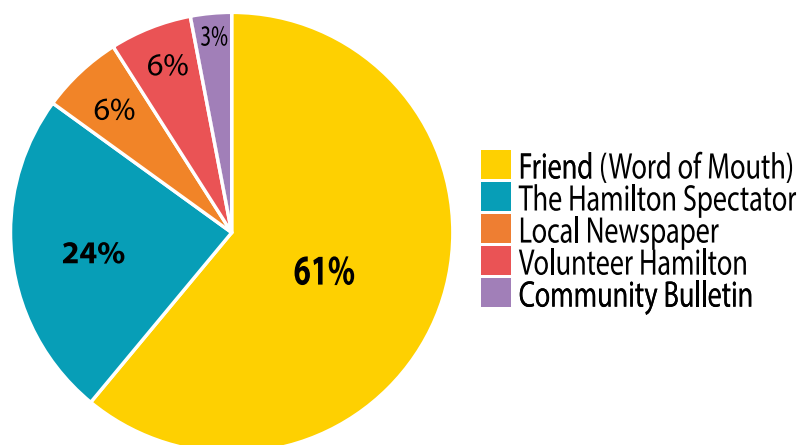


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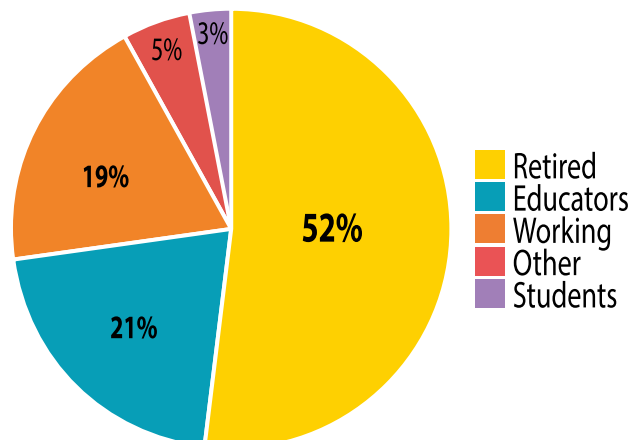
AVERAGE YEARS OF SERVICE

for returning volunteers
*(excluding new recruits)

New Recruits - "How did you hear about the program?" (2015-2016)



Volunteer Occupations (2015-2016)



5.2 LEADERSHIP & TRAINING

Leadership

Our Team Leaders are tutors who are involved in the current year's program. They are a resource for their team members and a connection to the School Contact and N2N staff.

Our Educational Consultants bring their passion for teaching and their knowledge of the current curriculum. With their advanced skills, they are able to provide the tutors with skill development by presenting strategies, techniques, and support in order to ensure that each student's learning needs are met. Educational Consultants ensure that the elements taught in the tutoring program align with current curriculum.

Professional Development

The prior knowledge and expertise that the volunteers bring to the tutoring program are expanded through initial and on-going training throughout the school year. New volunteers must participate in the following learning before working independently with children:

- Neighbour to Neighbour Policies Procedures– 0.5 hrs.
- The basics of Tutoring, Tutoring Techniques 1– 2.0 hrs.
- School Tour and Policies– 0.5 hrs.
- Mentoring Session by an experienced tutor who models the session and discusses best practises with the new tutor for the first session in the school– 2.0 hrs as required.



On-going Training

An in-service is provided in September for all returning tutors to review key concepts and best practices. In addition, we endeavour to enhance the tutoring experience by providing professional development on many levels. These learning opportunities address not only techniques and strategies that support the students, but also personal awareness of how we all learn. These meetings provide an opportunity to interact with other volunteer tutors and share experiences and best practices.

In addition to the in-service in September, volunteer tutors have the opportunity to enhance their techniques and strategies to further support students through on-going training and workshops that we offer throughout the school year. Some topics include, but are not limited to:

- Comprehension Strategies and Word Games
- Making Connections and Asking Questions
- Inference, Synthesizing, Engaging Prior Knowledge/ Experience
- What makes a Successful Reader
- Fluency
- “A Good Reader is a Good Thinker”
- Learning to Read and Reading to Learn
- Brain Gym
- VAK Learning Styles (Visual, Auditory, Kinesthetic)

Over the course of the program 495 individuals have filled 1,153 tutoring positions and served 2,331 students.

===== *In Memory of* =====

Kelly Gismondi

1958 - 2016



6 | PARTNERSHIPS

The *Jack Parent Tutoring Program* seeks to develop strong partnerships both within and outside the program. The *Steering Committee* is responsible for decisions that facilitate the planning, implementation and evaluation of the program in each specific school. This committee includes representation from Neighbour to Neighbour Centre, such as the Director and Educational Programs, Educational Consultants and the designated Team Leader for the school. School Contacts may

include the school principal, vice-principal, Learning Resource Teacher, Special Education Resource Teacher, Literacy Improvement Project Teacher or classroom teachers. Internal partnership extends to include our front-line trained tutors, as well as behind the scenes volunteers.

We are also excited to be partnered with a number of valued funders who donate directly to the *Jack Parent Tutoring Program*.

6.1 PARTNERED SCHOOLS

During the 2015-2016 school year, the *Jack Parent Tutoring Program* was partnered with the following fourteen schools:



**R.A. Riddell
G.L. Armstrong
Westwood
Chedoke
Helen Detwiler
C.B. Stirling
Richard Beasley
Huntington Park
Highview**



**St. Michael
Our Lady of Lourdes
St. Margaret Mary
St. Marguerite d'Youville
Sacred Heart of Jesus**

6.2 EVALUATION SUMMARY

SURVEY RESPONSE RATES

HWDSB

Group	Number	Percentage
Students	144/144	100%
Teachers	48/53	91%
Parents	68/144	47%
Tutors	67/74	91%

HWCDsb

Group	Number	Percentage
Students	75/75	100%
Teachers	19/21	90%
Parents	39/75	52%
Tutors	34/37	92%

OVERALL RESPONSE RATES

Group	Number	Percentage
Students	219/219	100%
Teachers	67/74	91%
Parents	107/219	49%
Tutors	101/111	91%

READING LEVEL COMPARISON

Grade 1 Reading		Reading Range				
Levels	KG	Grade 1	Grade 2	Grade 3	Grade 3+	Total
Start	51	2	0	0	0	53
Final	4	31	18	0	0	53

Grade 2 Reading		Reading Range				
Levels	KG	Grade 1	Grade 2	Grade 3	Grade 3+	Total
Start	13	58	16	0	0	87
Final	2	9	44	32	0	87

Grade 3 Reading		Reading Range				
Levels	KG	Grade 1	Grade 2	Grade 3	Grade 3+	Total
Start	0	25	47	7	0	79
Final	0	5	22	42	10	79

7

CELEBRATING SUCCESS

Did you know...

Research shows that students' literacy levels tend to regress throughout the summer months. This is known as the Summer Slide.

To combat the Summer Slide, N2N presents students with book bags to encourage them to read over the summer months. Regular reading over the summer has the potential to stop the Summer Slide and keep students on track.

7.1 SUCCESS CELEBRATIONS

Each year, we recognize the dedication put forth by schools, staff, tutors and especially students; this is why we celebrate success! Our Success Celebrations take place at all partnered schools in June. Each celebration is indicative of the culture of the school. However, all serve to honour the success of the students, the commitment of the tutors and the support of the entire community. We invite all partners including members of the school community, board staff, trustees, funders/donors and media to the presentations to honour and encourage students.

Our preparations for the Success Celebrations are a year long endeavour. Throughout the year, Neighbour to

Neighbour collects books from a variety of sources including First Book Canada, grants, community donations and bargain websites. The books collected are in new condition and encompass a variety of current topics for all interests and reading levels.

In May, a Book Bag Bee event is held over the span of 3 days for tutors to come choose books specifically geared to individual student interests and reading ability. A book bag is prepared for each student containing pencils, pencil crayons, a pencil case and 3 books; a fiction, non-fiction and special interest. This book bag and a certificate of reading achievement are presented to the student at the Success Celebration.



MEASURING PROGRESS

In the Hamilton-Wentworth District School Board, student reading levels are assessed according to the Developmental Reading Assessment (DRA) scale.

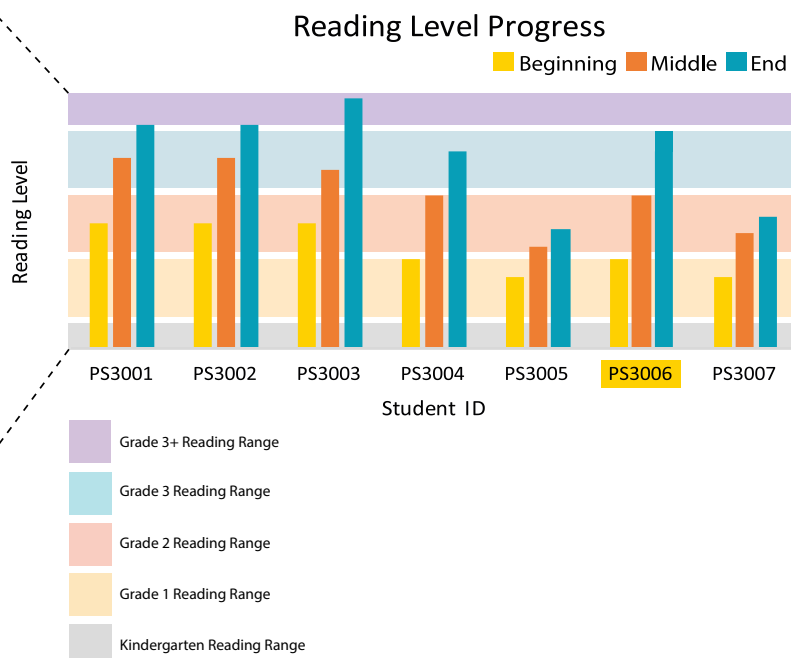
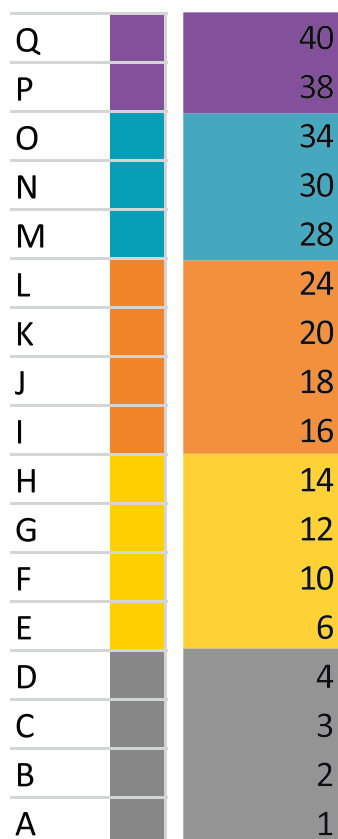
Students in a certain grade are expected to read within their corresponding “reading range”, which we have colour-coded and placed on the background of the progress graphs below for reference.

For example, grade 3 student “PS3006” starts off in the grade 1 reading range at the beginning of the school year, progresses into the grade 2 reading range by mid-year, and by the end of the year reaches the end of the grade 3 reading range.

We say that this student has successfully “met grade level”, which is no easy feat. Catching-up from 2 grade levels below requires a year-long commitment from the child, as well as continuous individual support from the teachers and tutors. Each student's progress tells a story of learning and resilience, and we feel proud and honoured to share them with you.

Levelled Book
Assessment

DRA



8.1 R.A. RIDDELL



“My students have enjoyed working with their N2N tutors. Their confidence and reading abilities have improved greatly! I really appreciate their time and dedication to our students at Riddell. Thank you! ”

- Teacher

QUICK LOOK

100% of participating students improved their reading levels

50% of participating students met or exceeded their grade level

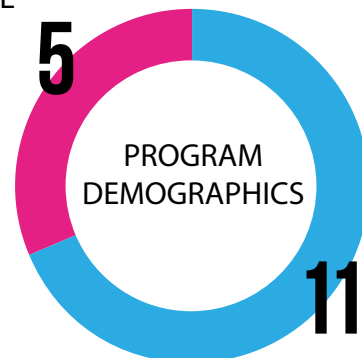
91% of parents and teachers reported a significant increase in their student's self-confidence

90% of participating children reported an increased interest in reading

SURVEY RESPONSE RATES

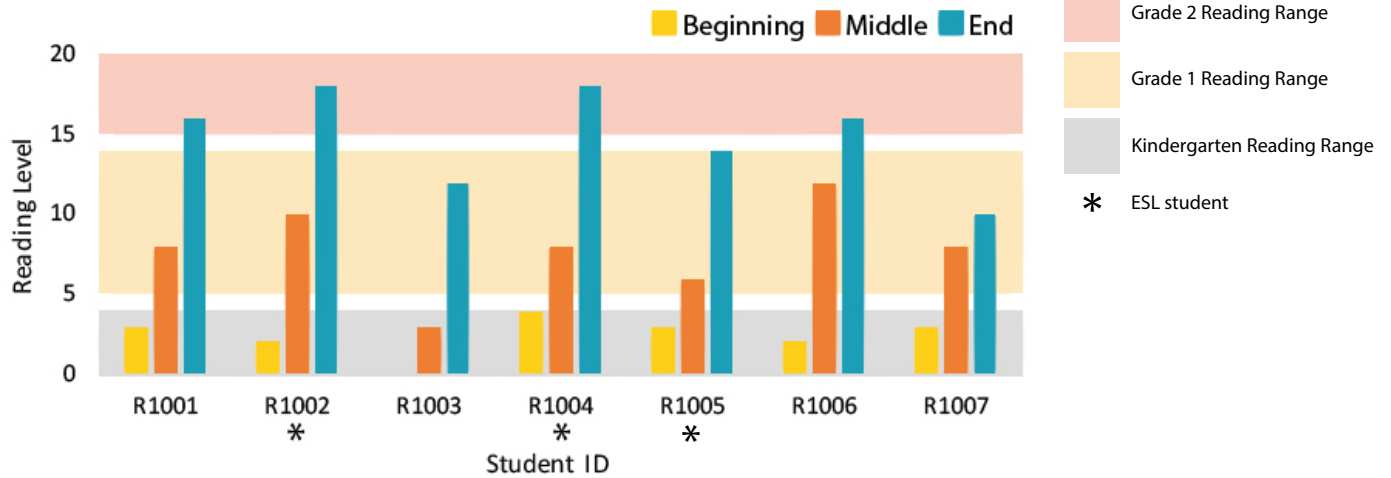
Group	Number	Percentage
Students	16/16	100%
Teachers	8/9	89%
Parents	6/16	38%
Tutors	7/7	100%

FEMALE
MALE

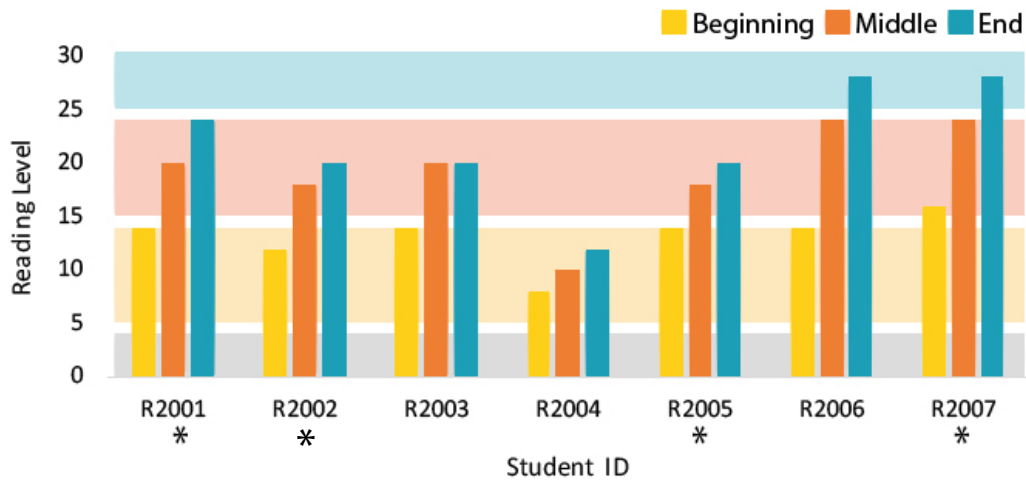


STUDENT PROGRESS

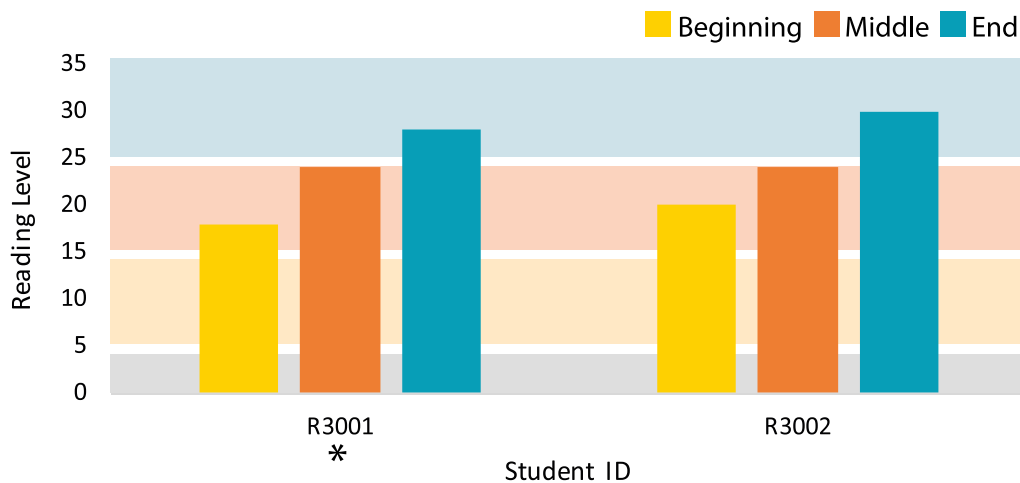
Grade 1 Reading Levels



Grade 2 Reading Levels

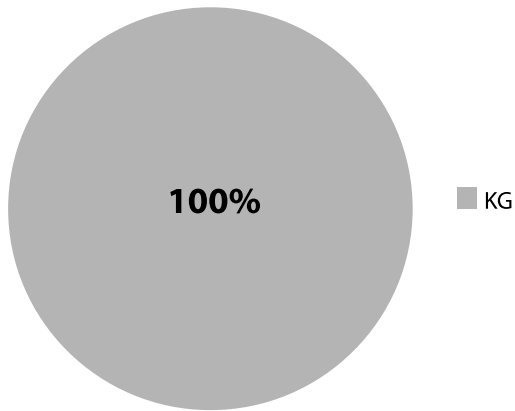


Grade 3 Reading Levels

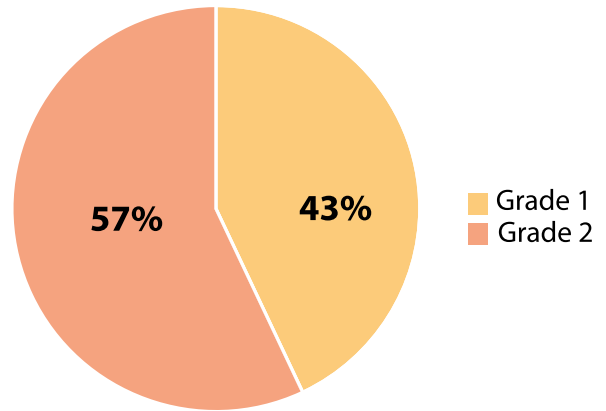


BEFORE & AFTER

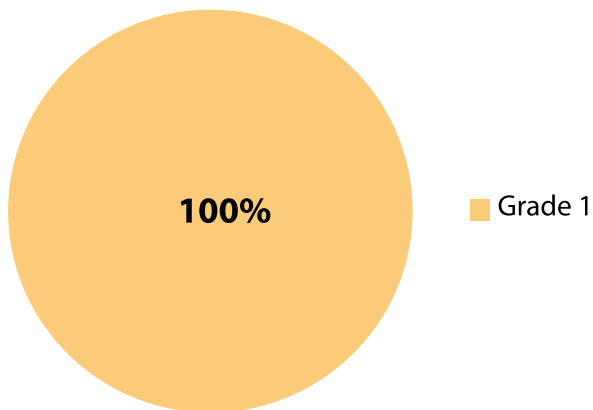
Grade 1
Before Program



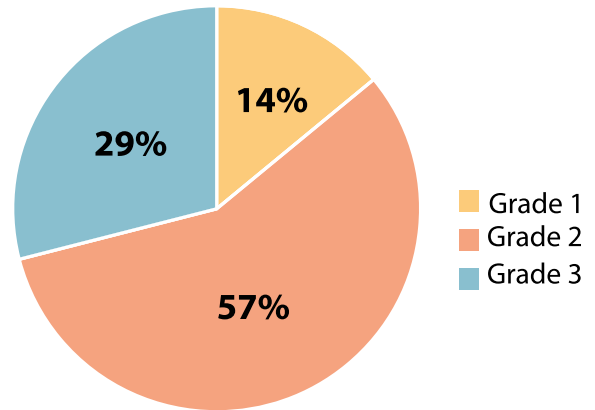
Grade 1
After Program



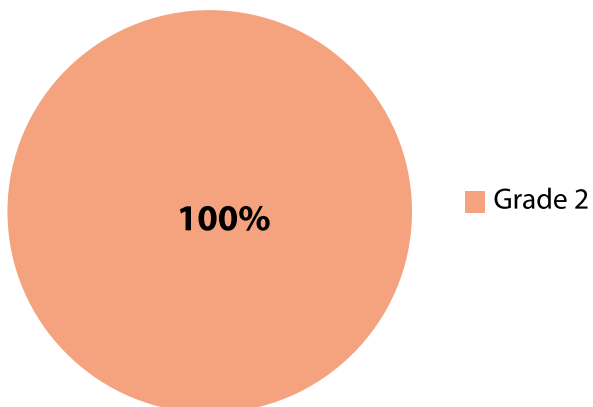
Grade 2
Before Program



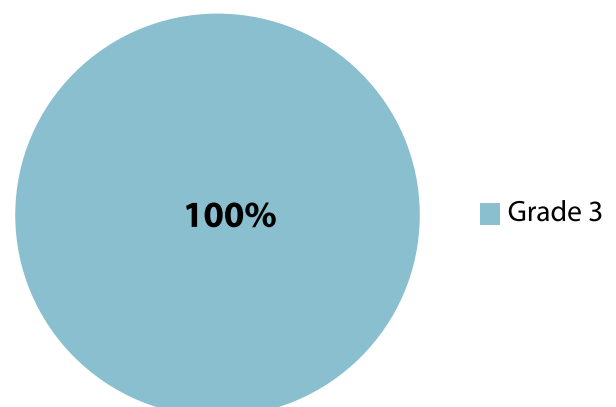
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program



“N2N is a wonderful addition to helping students learn to read and love books. The students enjoy reading with their tutor and it helps to build their confidence.”

- Teacher





“One student picked books that took more than 1 session to complete. He looked forward to reading the next chapter and liked to discuss what would happen in the next. This student enjoyed reading.”

-Tutor



“I learned that reading is fun.”

- Student



“They were not only reading words but were paying attention to expression and punctuation, so that one could tell that the story makes sense to them.”

- Tutor

“He enjoys reading now more than before. He reads better than before.”

- Parent



8.2 G.L. ARMSTRONG



QUICK LOOK

100%

of participating students improved their reading levels

69%

of participating students met or exceeded their grade level

87%

of parents and teachers reported a significant increase in their student's self-confidence

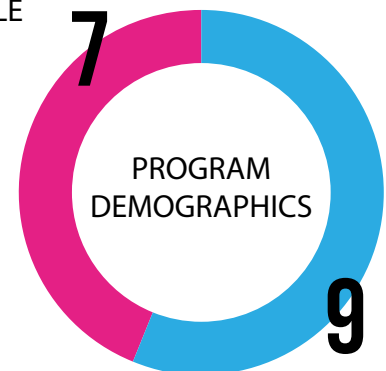
80%

of participating children reported an increased interest in reading

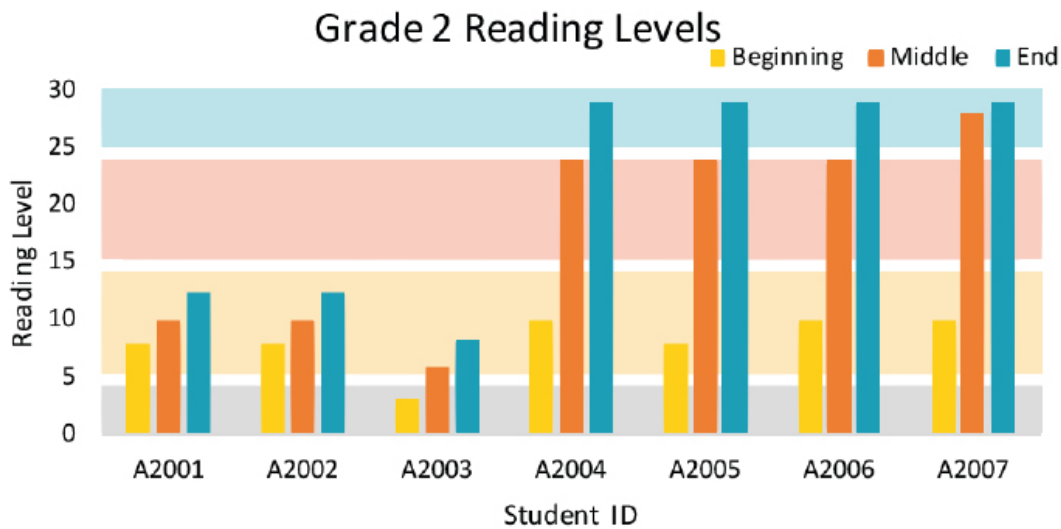
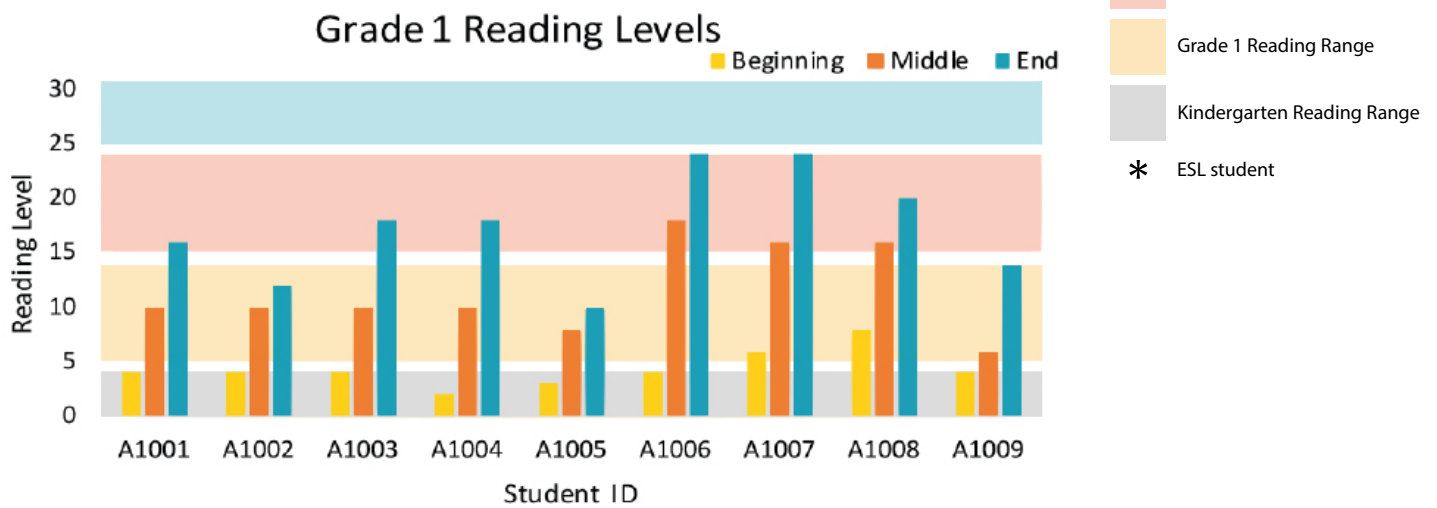
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	3/4	75%
Parents	6/16	38%
Tutors	7/9	78%

FEMALE
MALE

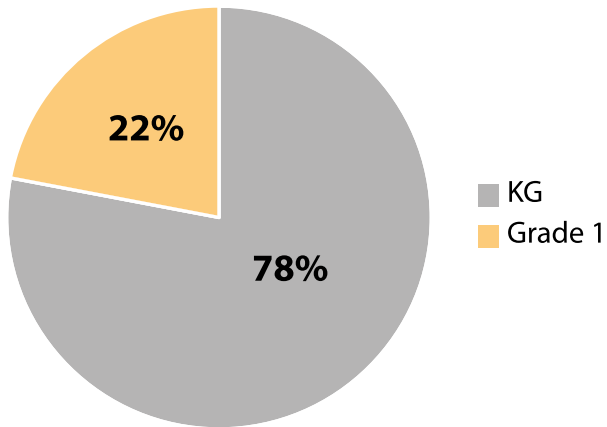


STUDENT PROGRESS

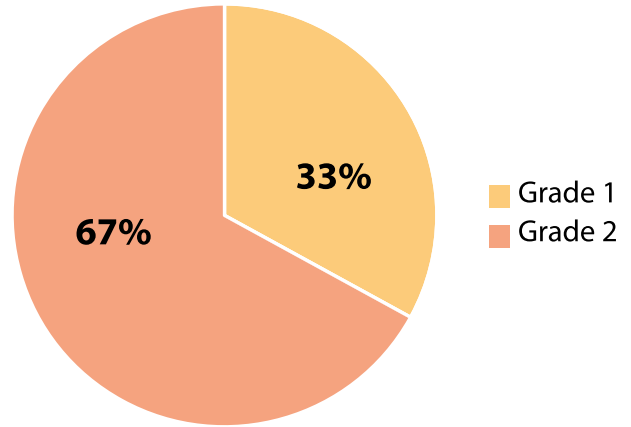


BEFORE & AFTER

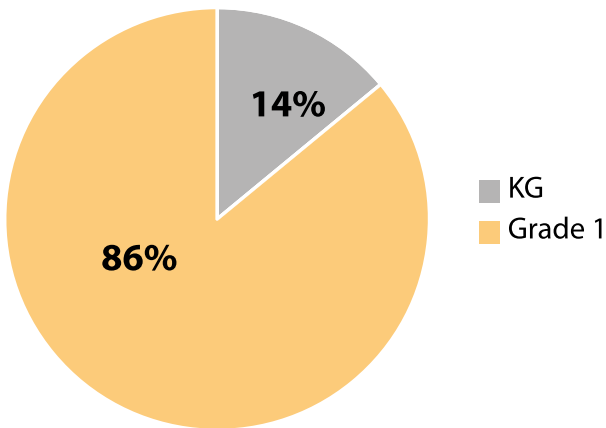
Grade 1
Before Program



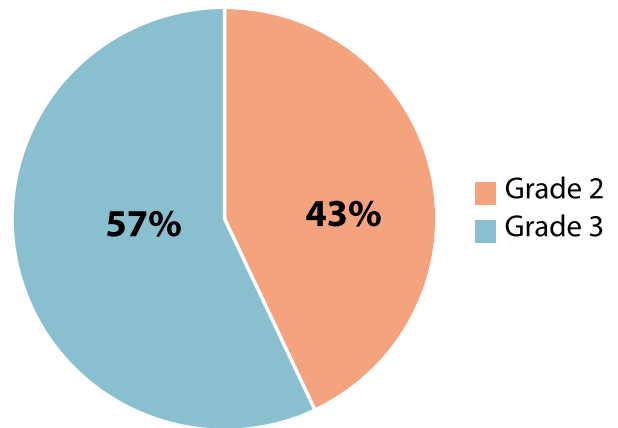
Grade 1
After Program



Grade 2
Before Program



Grade 2
After Program



“My child really enjoys the time he receives with N2N. He says they help him with sounding out words. I’m very happy that this help is offered to him since he was having trouble with sounding the words out. Thank you very much.”

- Parent



“Programs like N2N are unique because for them to work they require quality and caring individuals. Needless to say, my class has been assigned two amazing tutors and my four students have benefited as a result.”

– Teacher





“Love this program.
Very beneficial.
Improved reading skills,
benefits student ability
to complete tasks across
all subject areas.”

- Teacher





“I learned how to read better!”

- Student



8.3 WESTWOOD



QUICK LOOK

100% of participating students improved their reading levels

44% of participating students met or exceeded their grade level

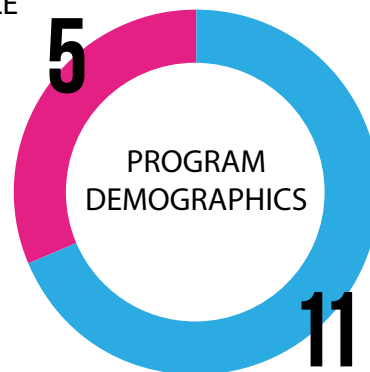
85% of parents and teachers reported a significant increase in their student's self-confidence

93% of participating children reported an increased interest in reading

SURVEY RESPONSE RATES

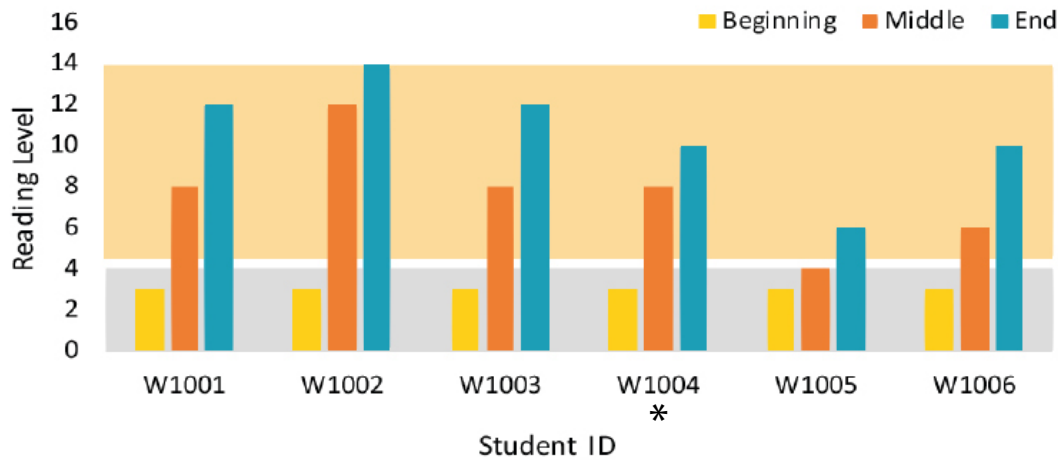
Group	Number	Percentage
Students	16/16	100%
Teachers	6/6	100%
Parents	8/16	50%
Tutors	7/8	88%

FEMALE
MALE

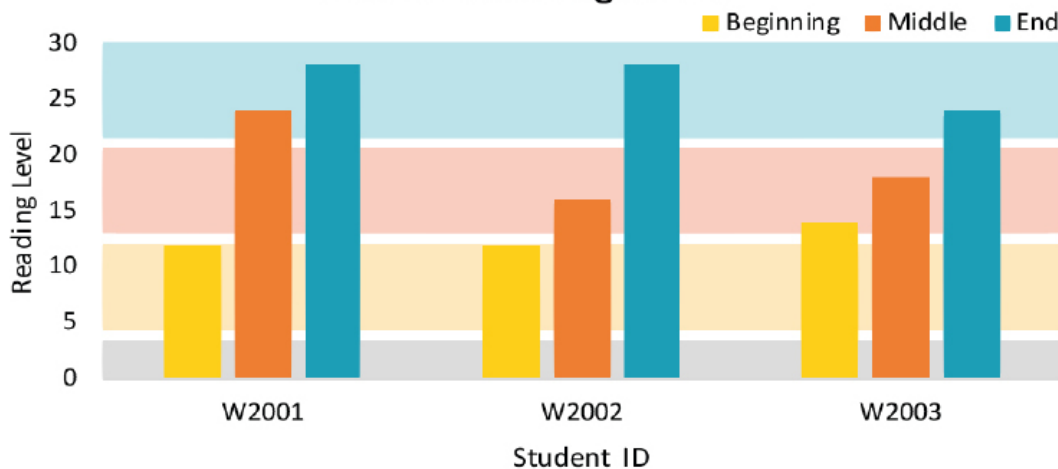


STUDENT PROGRESS

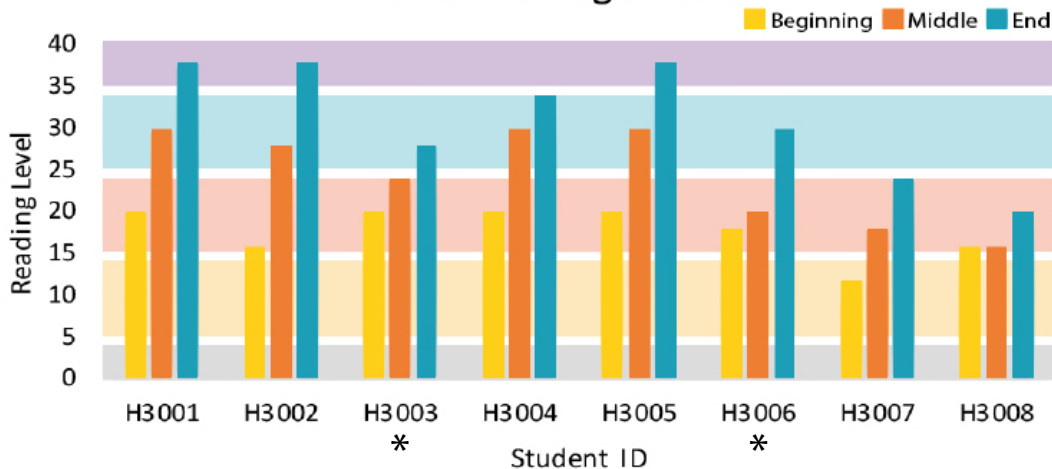
Grade 1 Reading Levels



Grade 2 Reading Levels

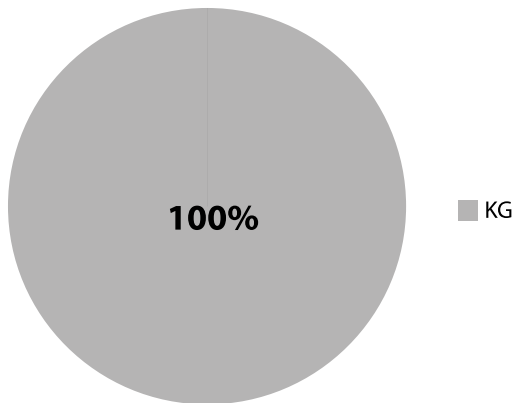


Grade 3 Reading Levels

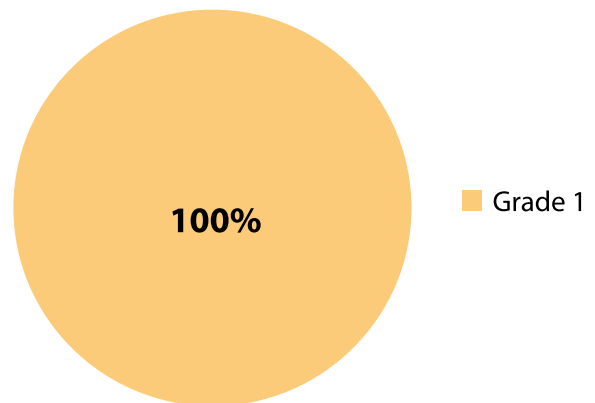


BEFORE & AFTER

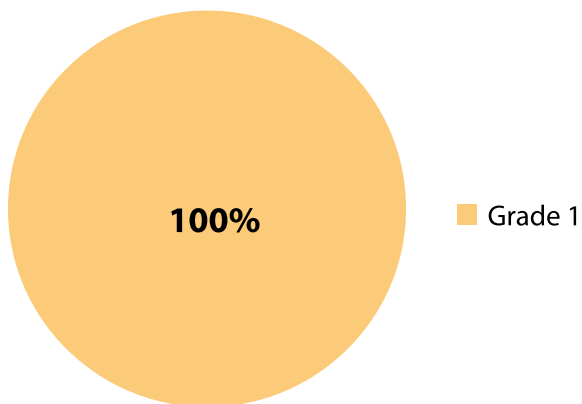
Grade 1
Before Program



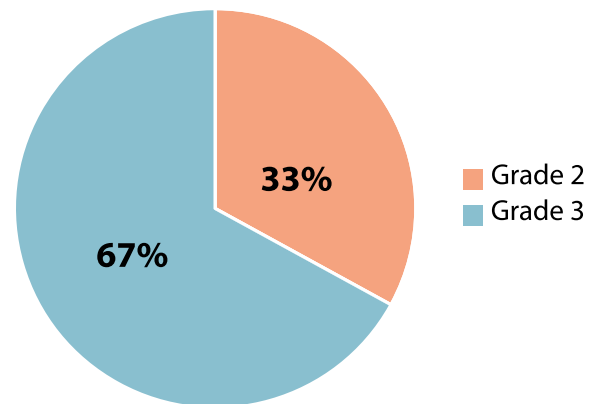
Grade 1
After Program



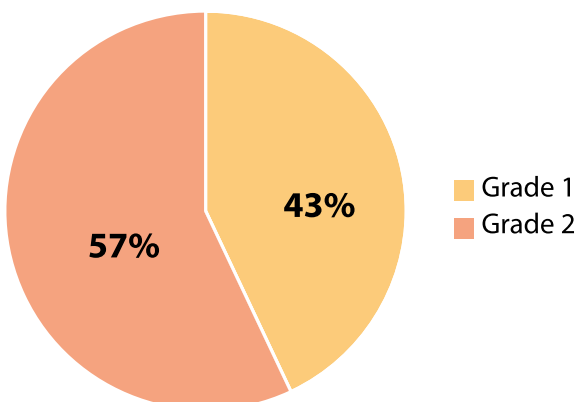
Grade 2
Before Program



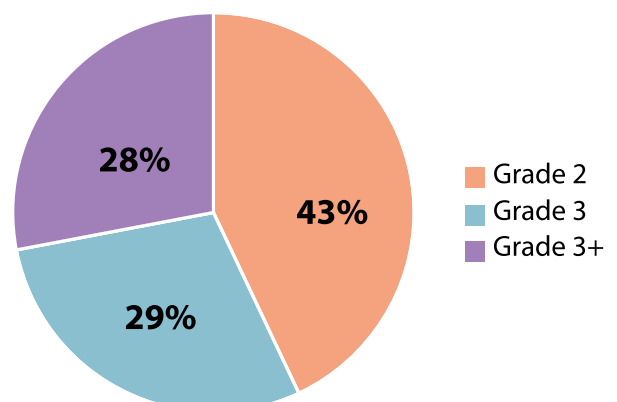
Grade 2
After Program



Grade 3
Before Program

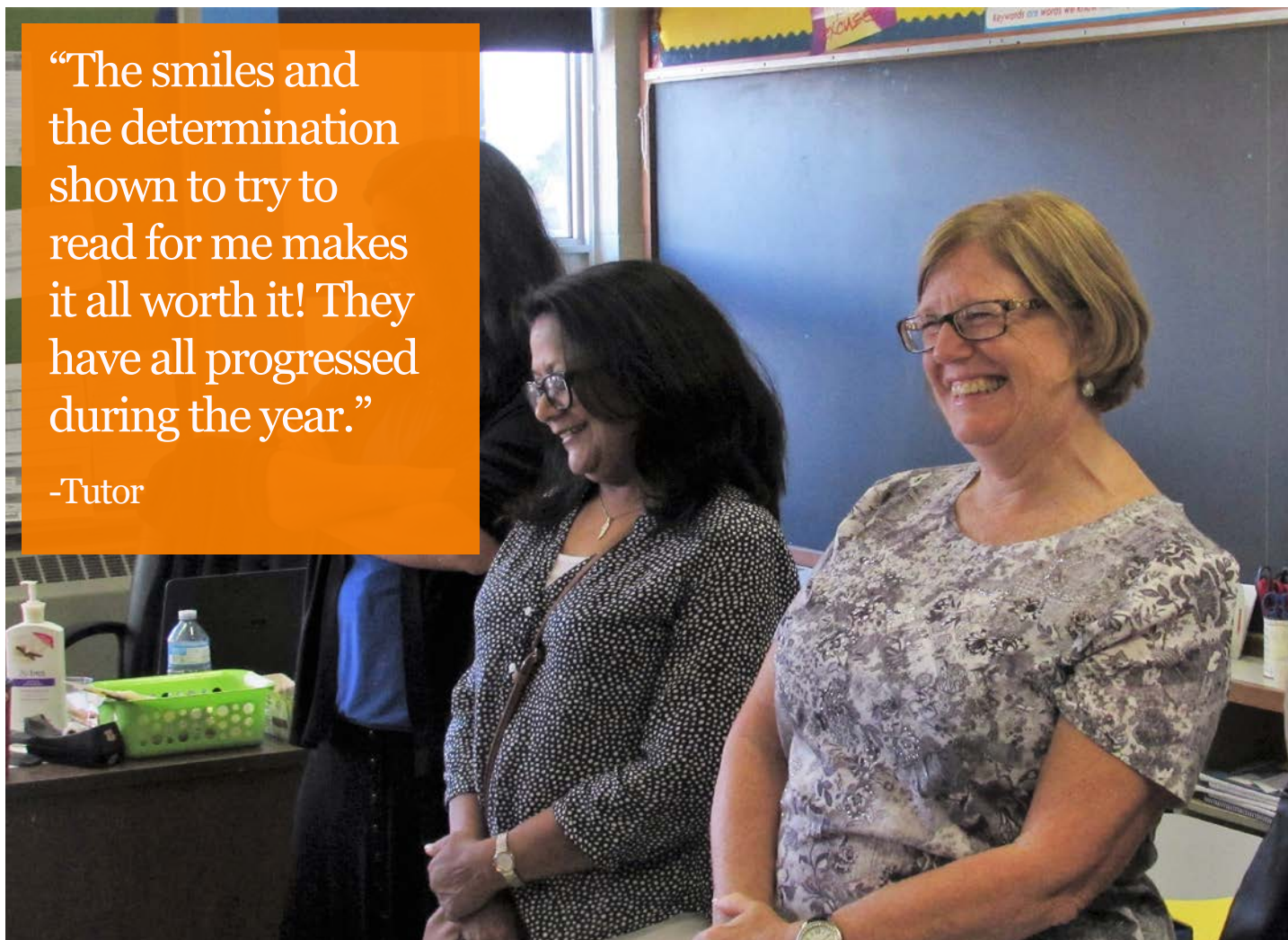


Grade 3
After Program



“The smiles and the determination shown to try to read for me makes it all worth it! They have all progressed during the year.”

-Tutor



“Thank you for the time and dedication spent in helping my child to read.”

- Parent





“My son was shy or afraid to read aloud before but now he seems more confident. He often reads to me and his little brother now, he often comments when he reads something interesting.

We have seen a big change in him. We used to buy him books we thought he would like but now he begs us to buy him books he likes to read.”

- Parent





“By reading some of the books,
I have some new information.”

- Student



8.4 CHEDOKE



QUICK LOOK

94%

of participating students improved their reading levels

19%

of participating students met or exceeded their grade level

92%

of parents and teachers reported a significant increase in their student's self-confidence

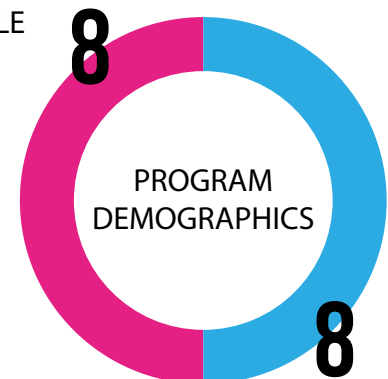
90%

of participating children reported an increased interest in reading

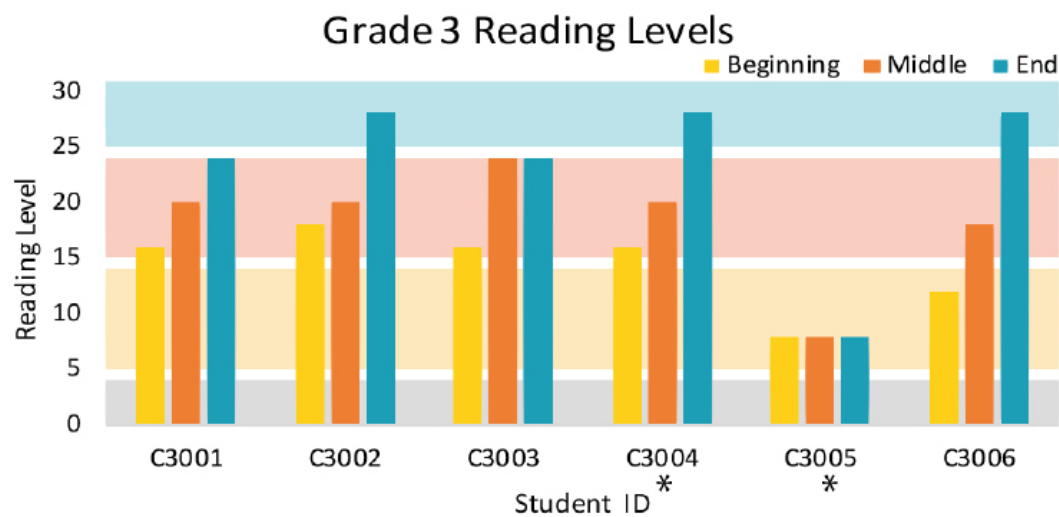
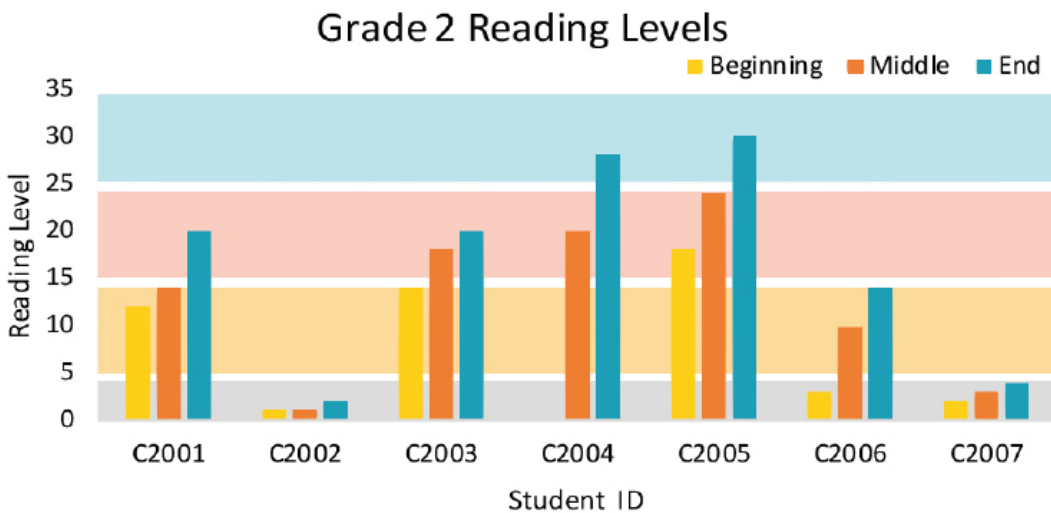
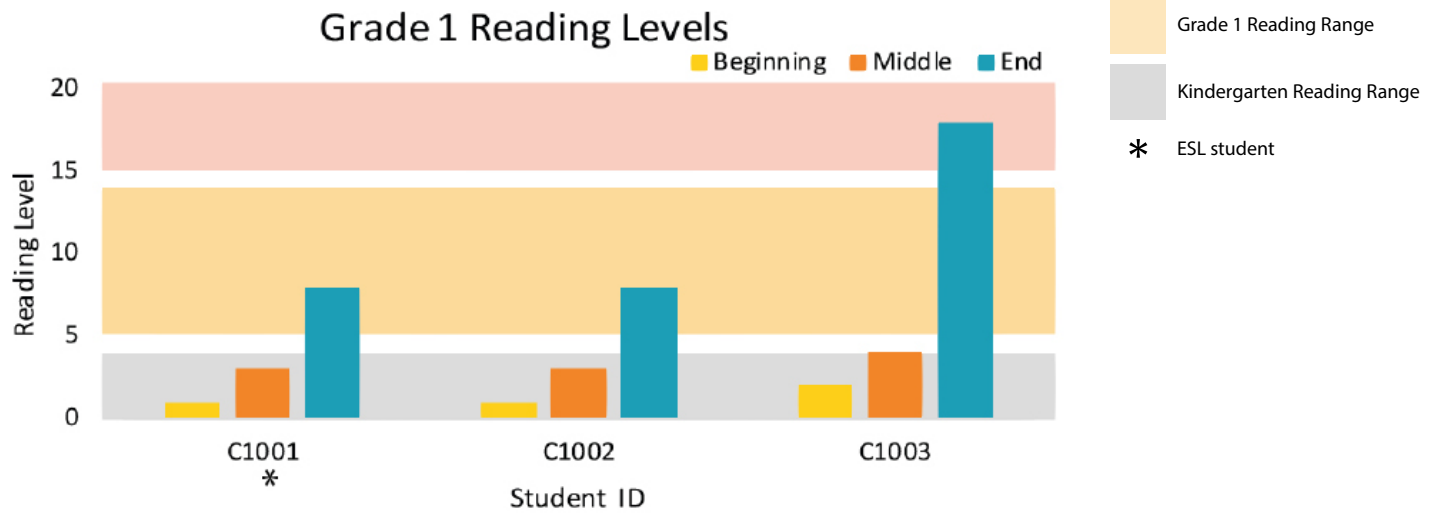
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	6/7	86%
Parents	4/16	25%
Tutors	6/8	75%

FEMALE
MALE

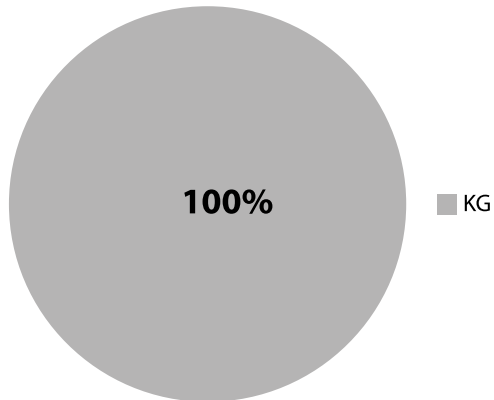


STUDENT PROGRESS

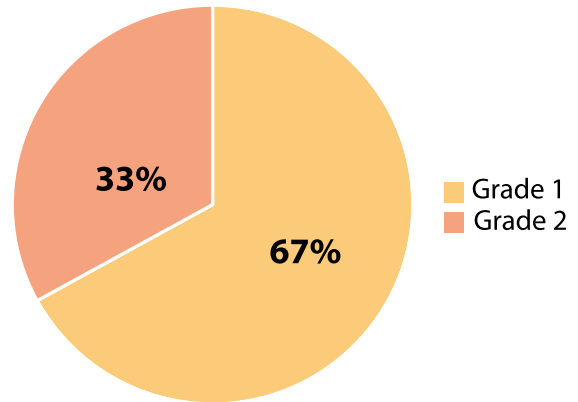


BEFORE & AFTER

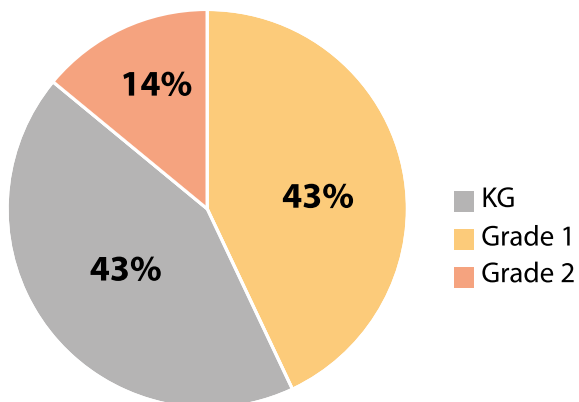
Grade 1
Before Program



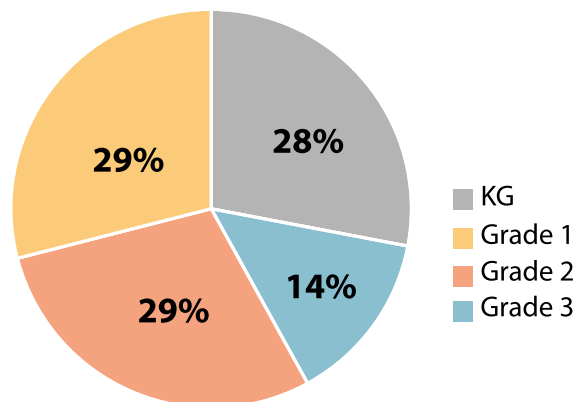
Grade 1
After Program



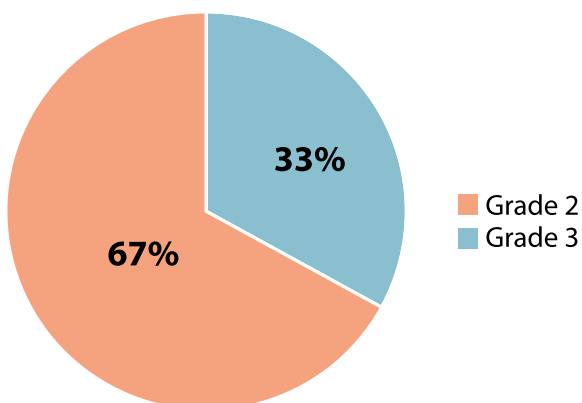
Grade 2
Before Program



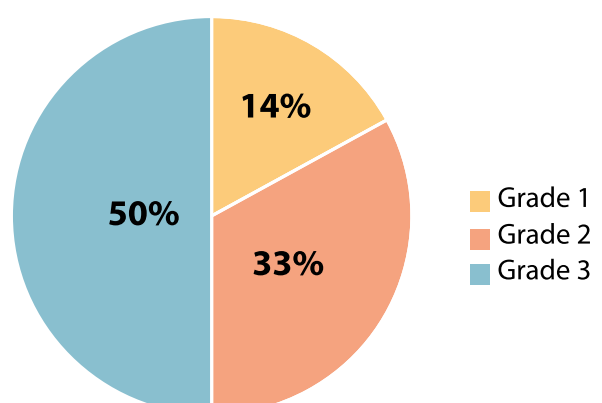
Grade 2
After Program

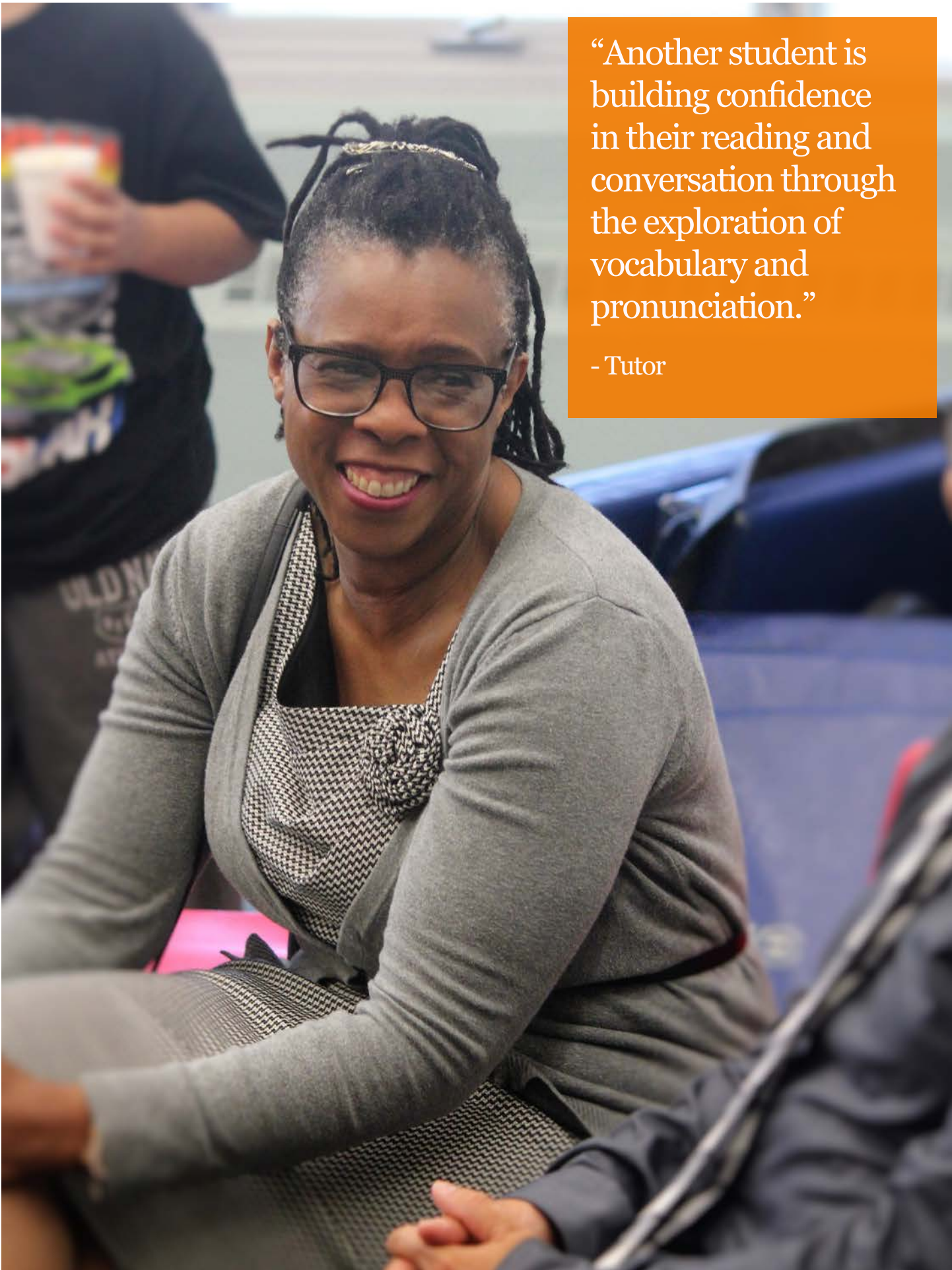


Grade 3
Before Program



Grade 3
After Program





“Another student is building confidence in their reading and conversation through the exploration of vocabulary and pronunciation.”

- Tutor



“The student went up in reading levels. Developed confidence in their ability to read. Gained new knowledge about the world around them. Developed meaningful relationships with another adult.”

-Tutor

“Loved to look at pictures/ learning to sound out and learned a lot. I liked the picture walk!”

- Student



“Having the program has been so beneficial. Thank you so much!”

- Teacher



“Stickers are fun.
Some books have
funny stories. I like
the books we read.”

- Student

“More confident with her
reading and an increased
desire to find books to
read.”

- Parent



8.5 HELEN DETWILER



“Amazing program!
My child loved working
with her awesome and
supportive reading
partner! Thank you for
volunteering your time to
help my daughter.”

- Parent

QUICK LOOK

100%

of participating students
improved their reading levels

31%

of participating students met
or exceeded their grade level

86%

of parents and teachers
reported a significant increase
in their student's self-confidence

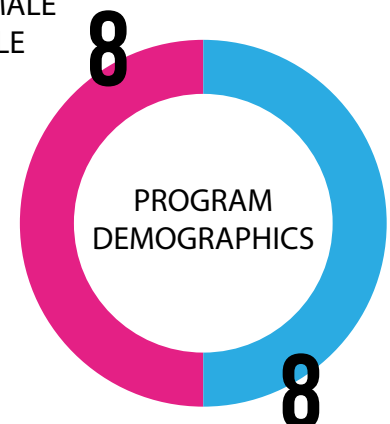
93%

of participating children
reported an increased interest
in reading

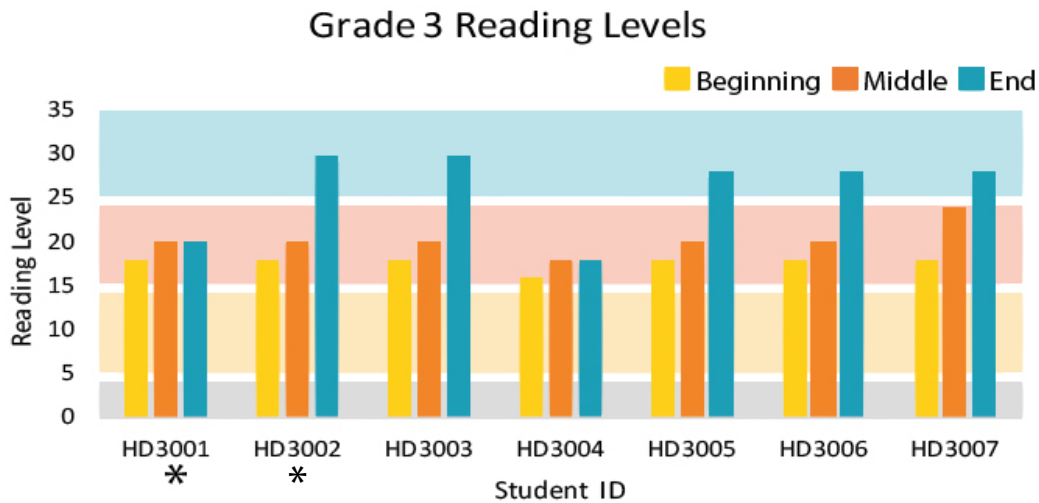
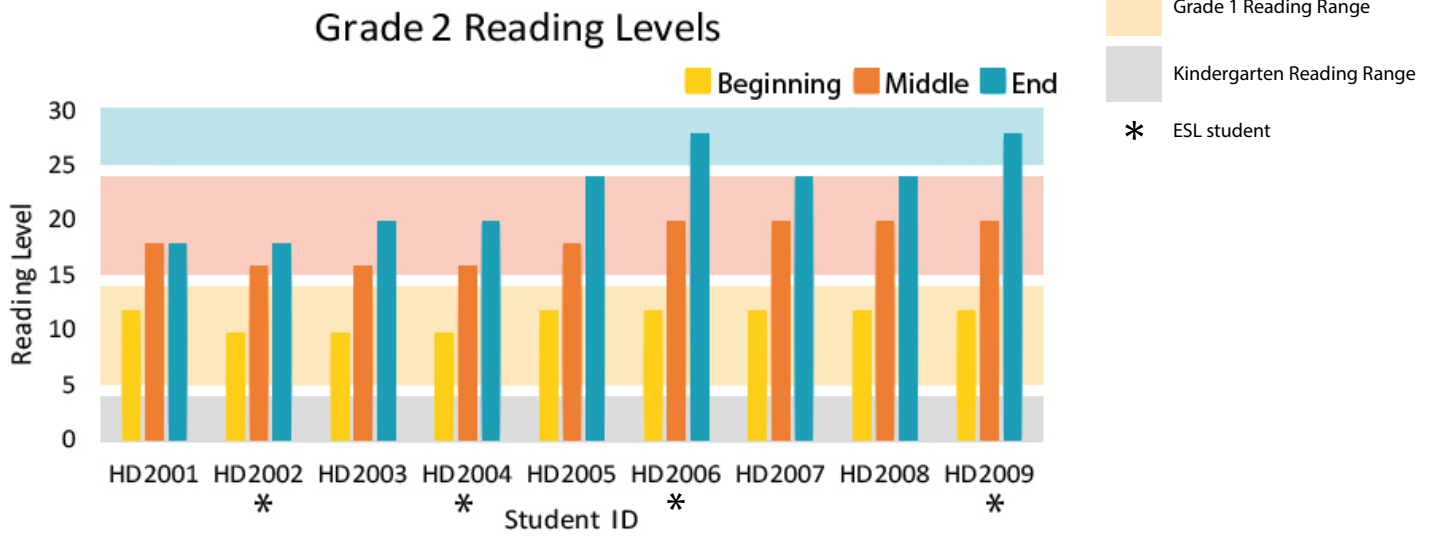
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	5/5	100%
Parents	12/16	75%
Tutors	8/10	80%

FEMALE
MALE

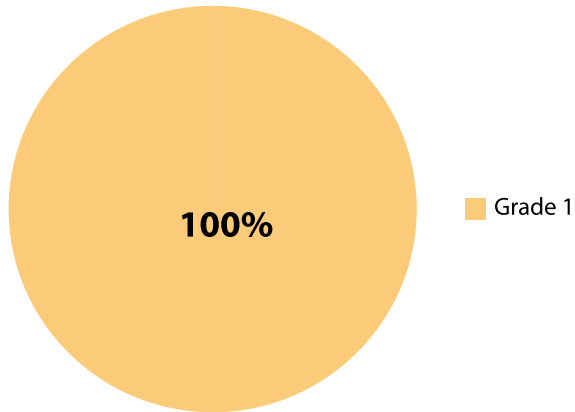


STUDENT PROGRESS

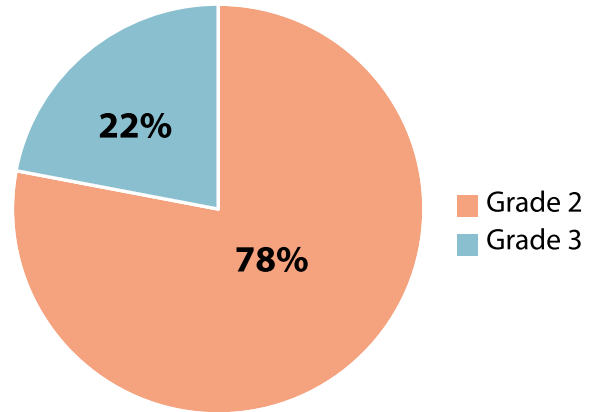


BEFORE & AFTER

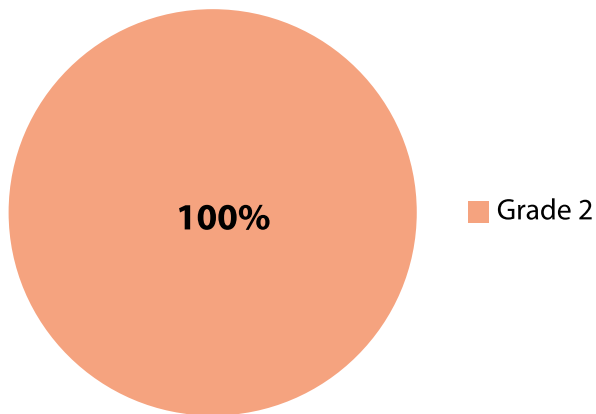
Grade 2
Before Program



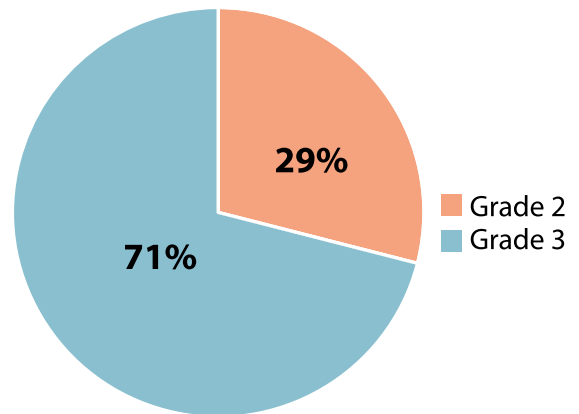
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program



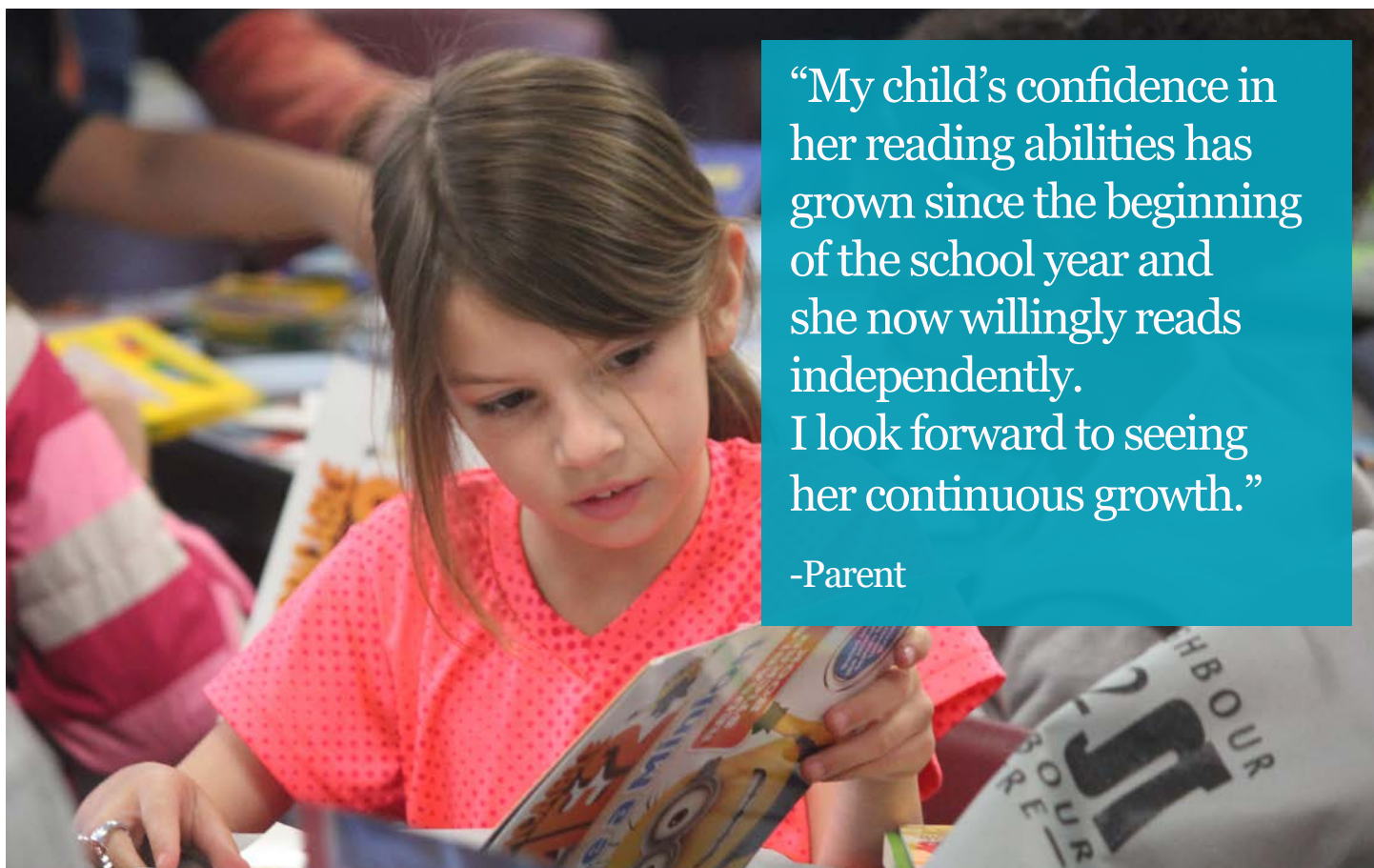
“He reads with a lot of expression in his voice. I very much enjoyed all my students and it’s been a pleasure helping them with their reading.”

- Tutor



“My child’s confidence in her reading abilities has grown since the beginning of the school year and she now willingly reads independently. I look forward to seeing her continuous growth.”

-Parent





“My students look forward to and benefit from N2N volunteer time.”

- Teacher

“She reads more on her own, more confident in sounding out words. She enjoys reading more.”

-Parent



“I love laughing with my tutor, it is fun.”

-Student

“Everyone is very welcoming and friendly. The learning resource teacher is wonderful and always helpful with any questions.”

- Tutor



“I think this is a wonderful program. My son’s reading scores went from a DRA 12 to DRA 24!”

-Parent



8.6 C.B. STIRLING



QUICK LOOK

100%

of participating students improved their reading levels

63%

of participating students met or exceeded their grade level

80%

of parents and teachers reported a significant increase in their student's self-confidence

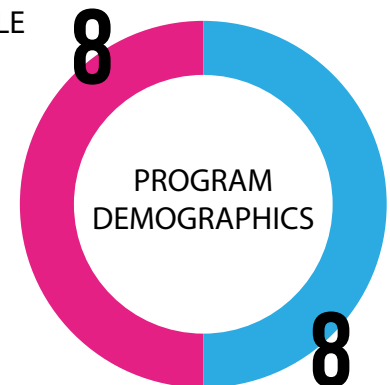
83%

of participating children reported an increased interest in reading

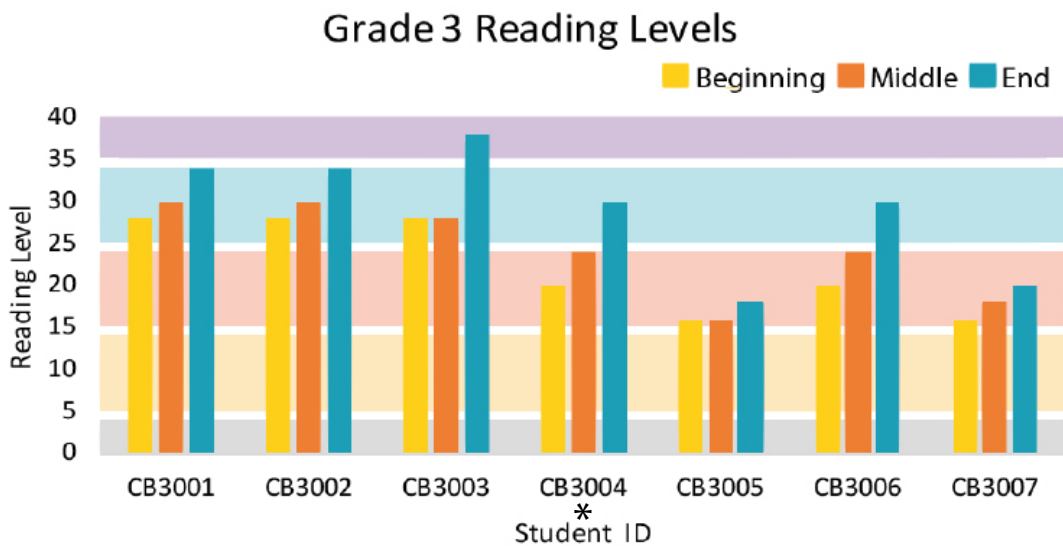
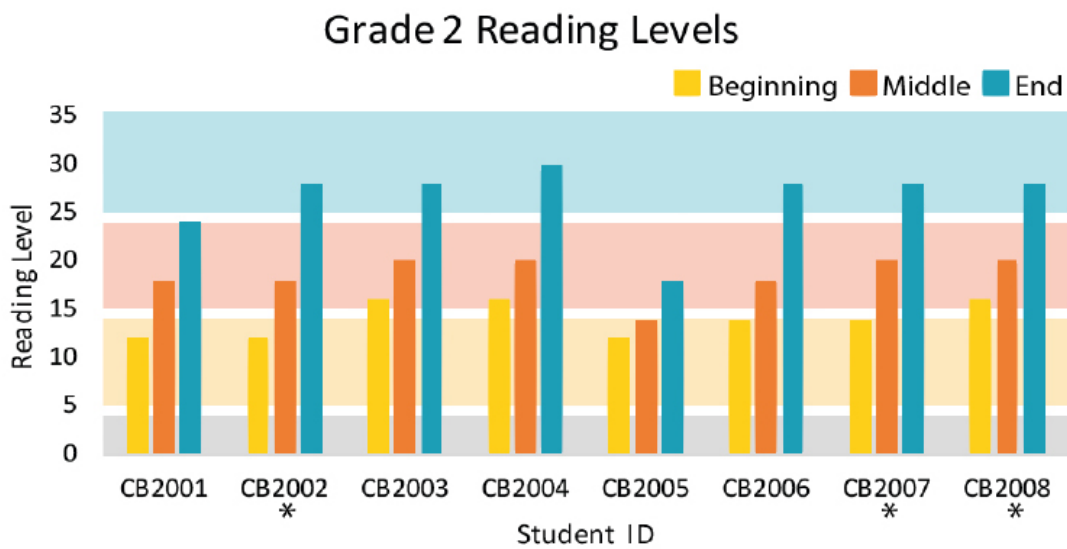
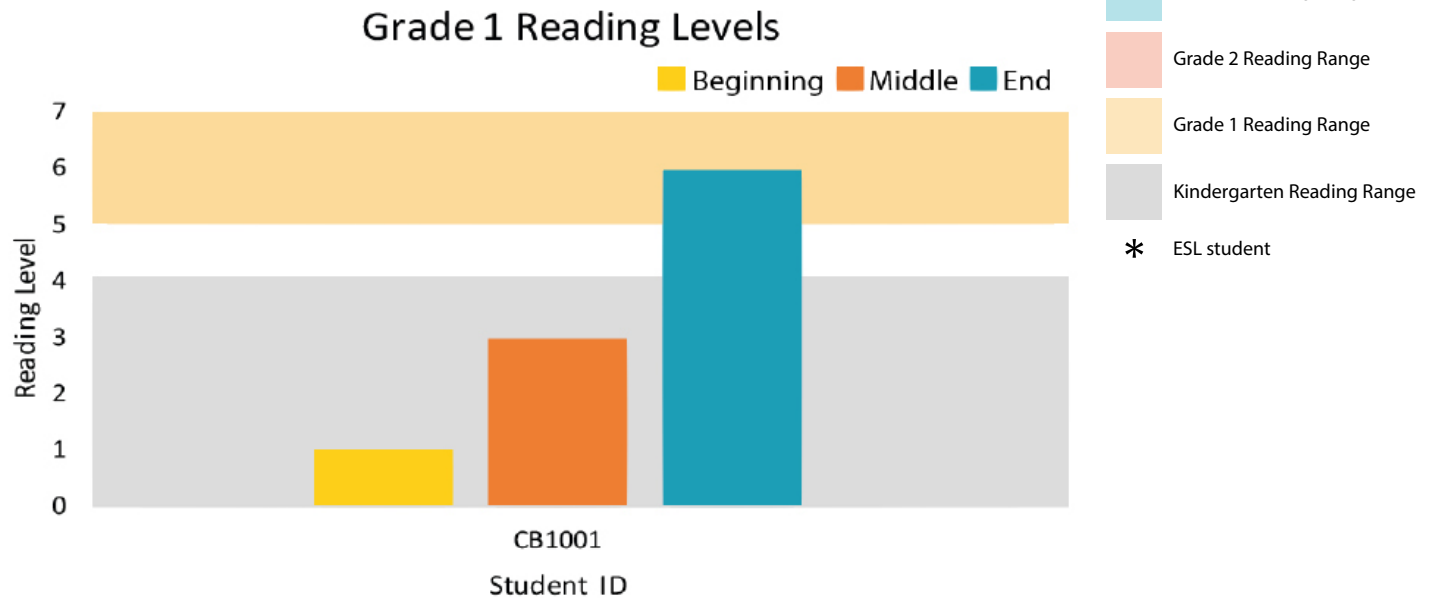
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	5/5	100%
Parents	4/16	25%
Tutors	8/8	100%

FEMALE
MALE

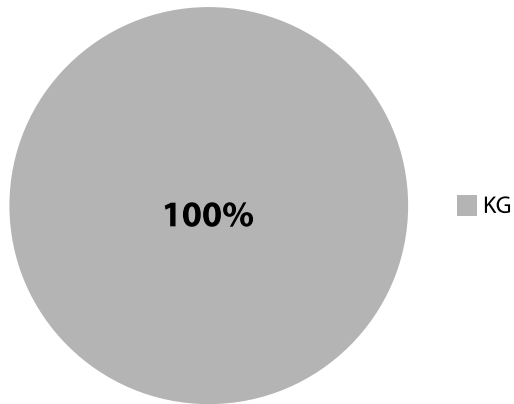


STUDENT PROGRESS

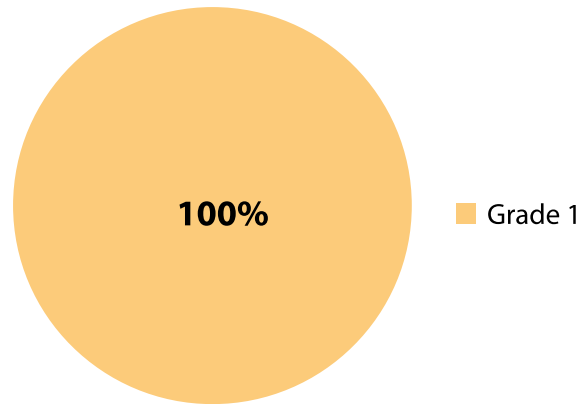


BEFORE & AFTER

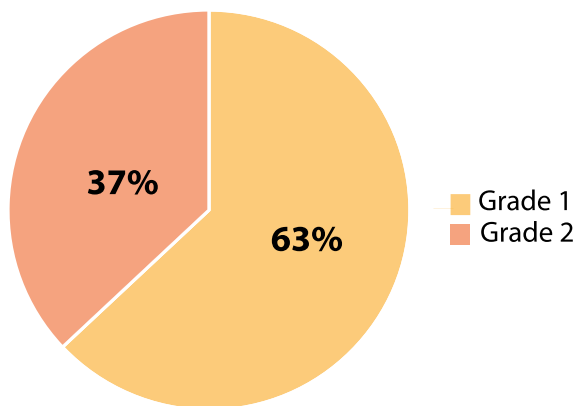
Grade 1
Before Program



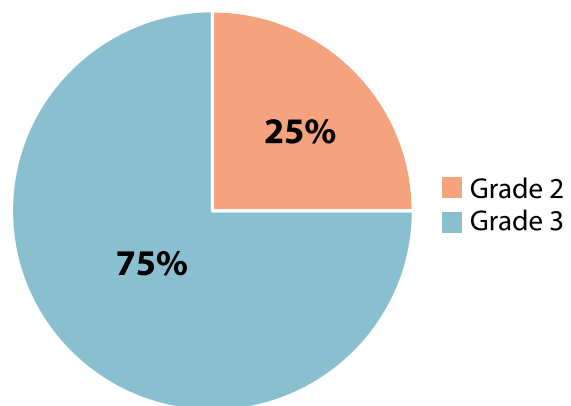
Grade 1
After Program



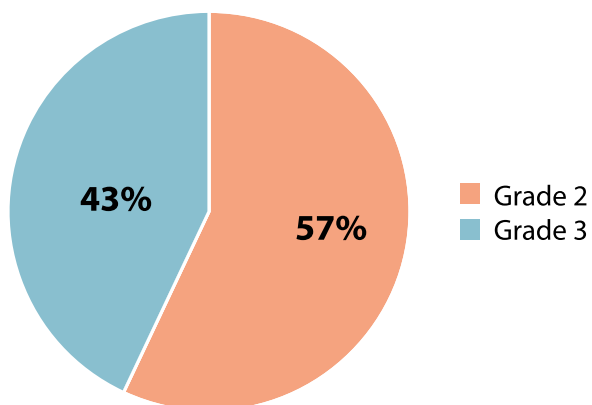
Grade 2
Before Program



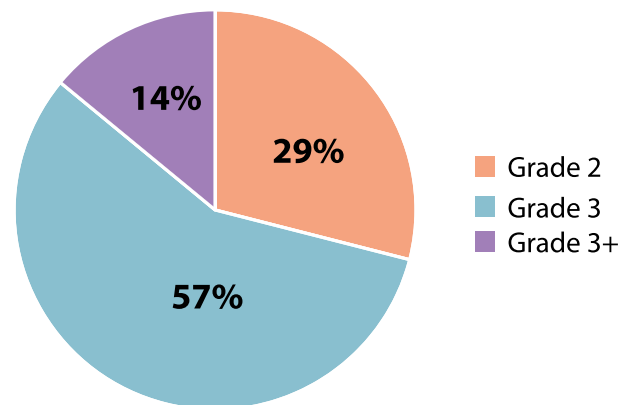
Grade 2
After Program



Grade 3
Before Program

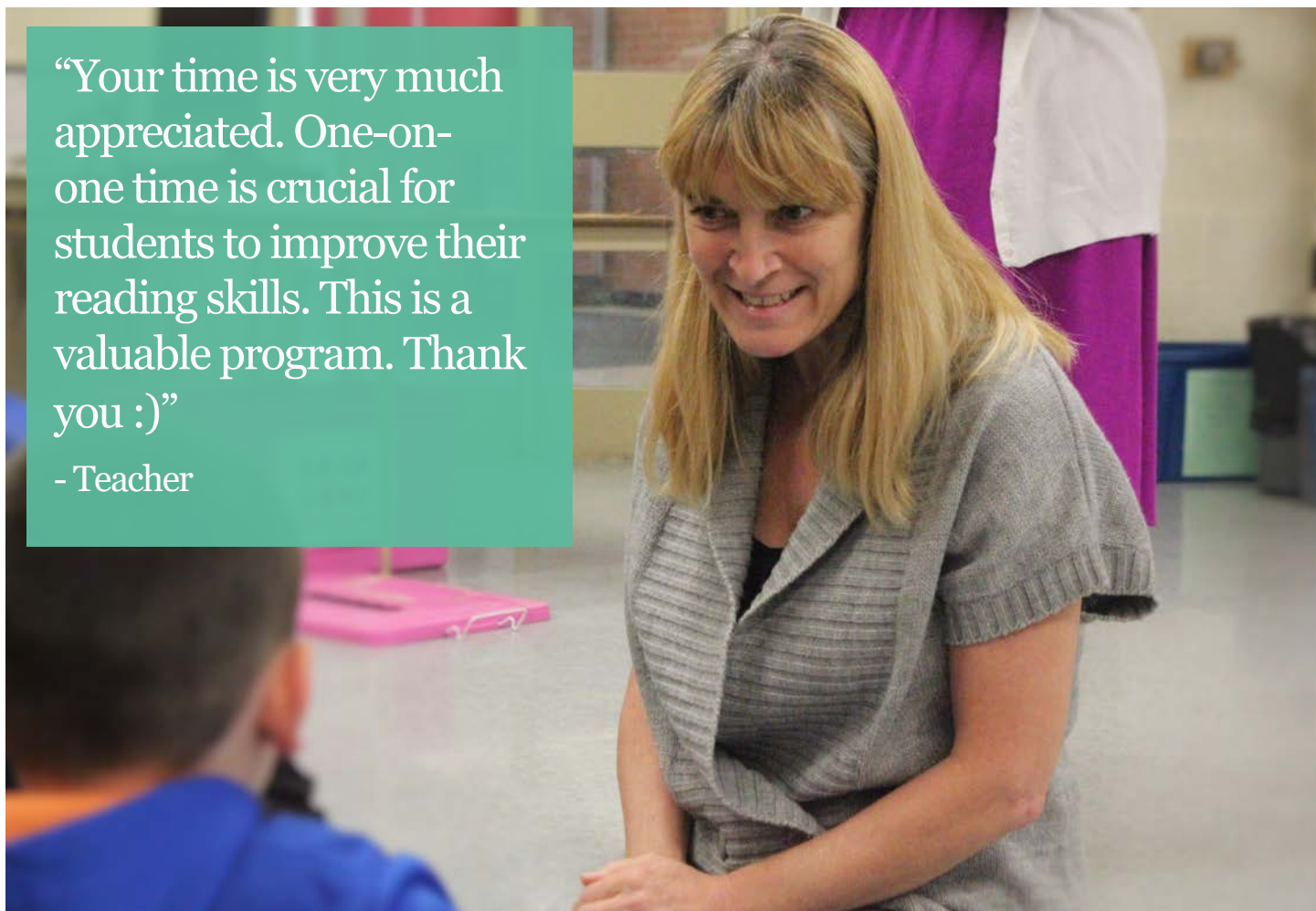


Grade 3
After Program



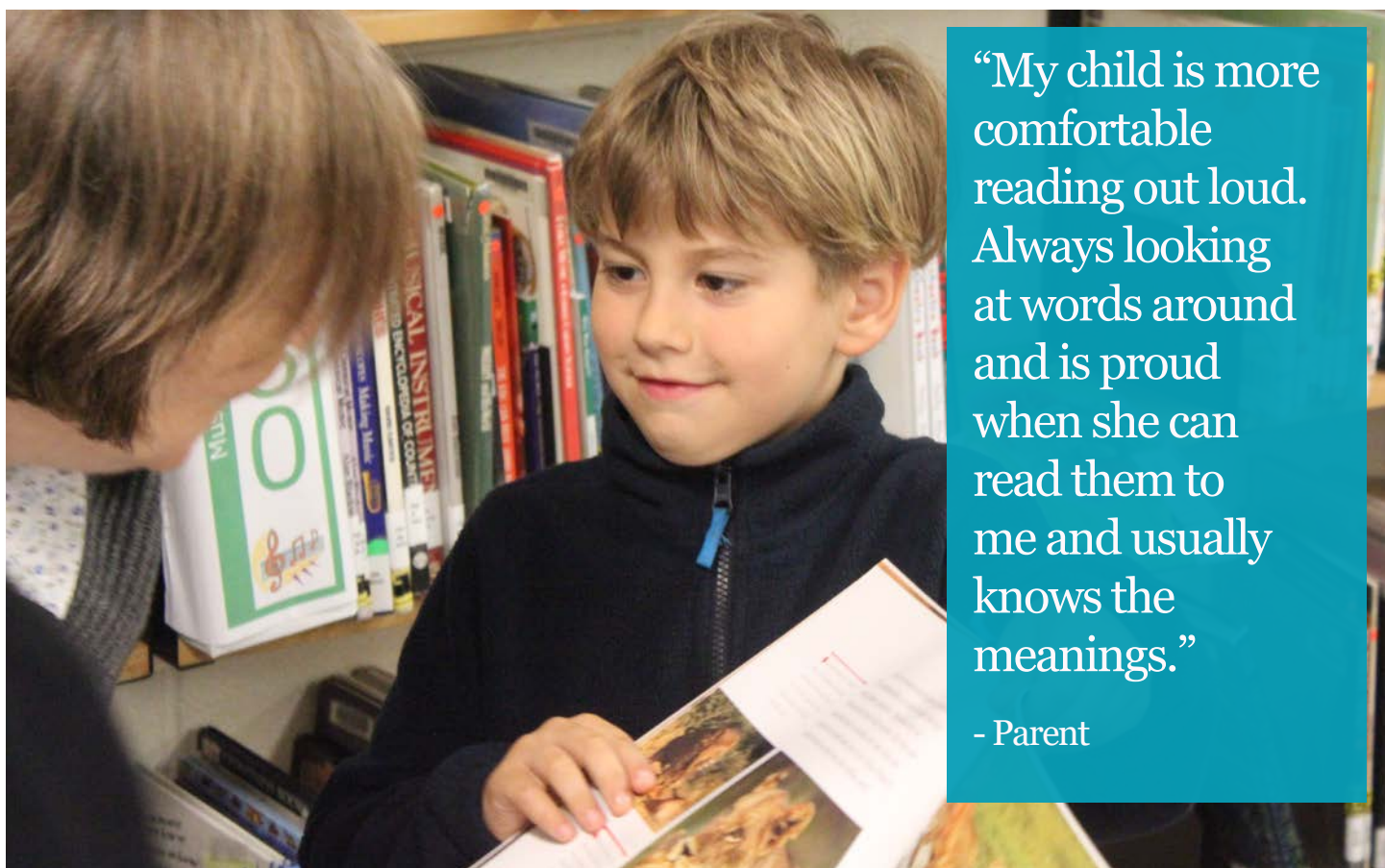
“Your time is very much appreciated. One-on-one time is crucial for students to improve their reading skills. This is a valuable program. Thank you :)”

- Teacher



“My child is more comfortable reading out loud. Always looking at words around and is proud when she can read them to me and usually knows the meanings.”

- Parent





“When I was six I thought that reading wasn’t fun. Now I think reading is fun.”

- Student

“The N2N tutors have always been positive and supportive with my students.”

- Teacher



“I consider it a success when they tell me they like to read and are reading at home and talk about what they are reading.”

- Tutor



“They are more confident and eager to discuss what they read and willing to try new words.”

- Tutor



8.7 RICHARD BEASLEY



“This program has made such a BIG difference in the reading development of the children that participate. The one to one attention and skill building is a huge benefit.”

- School Contact

QUICK LOOK

100%

of participating students improved their reading levels

25%

of participating students met or exceeded their grade level

86%

of parents and teachers reported a significant increase in their student's self-confidence

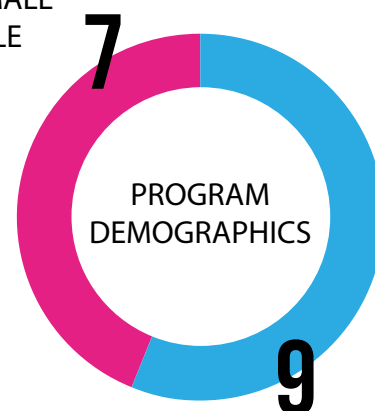
97%

of participating children reported an increased interest in reading

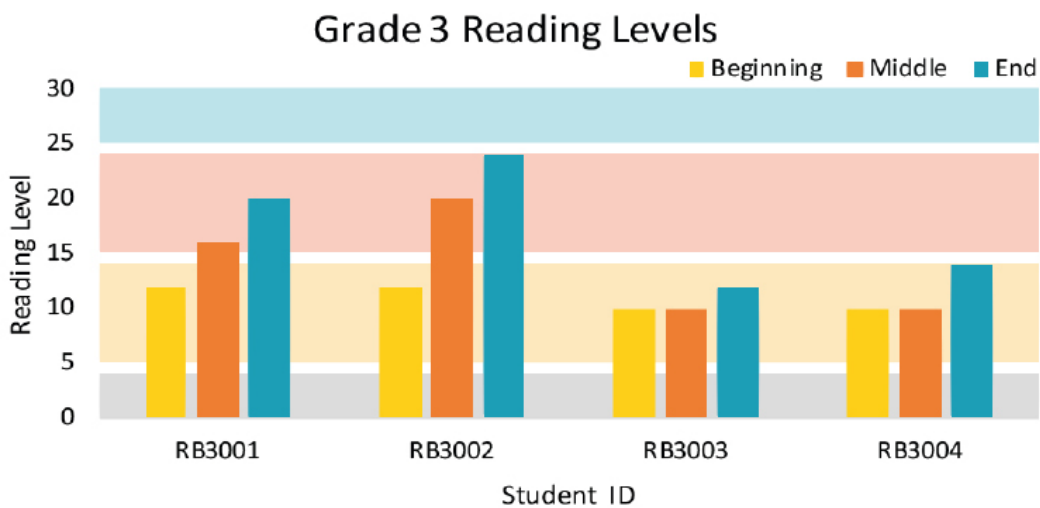
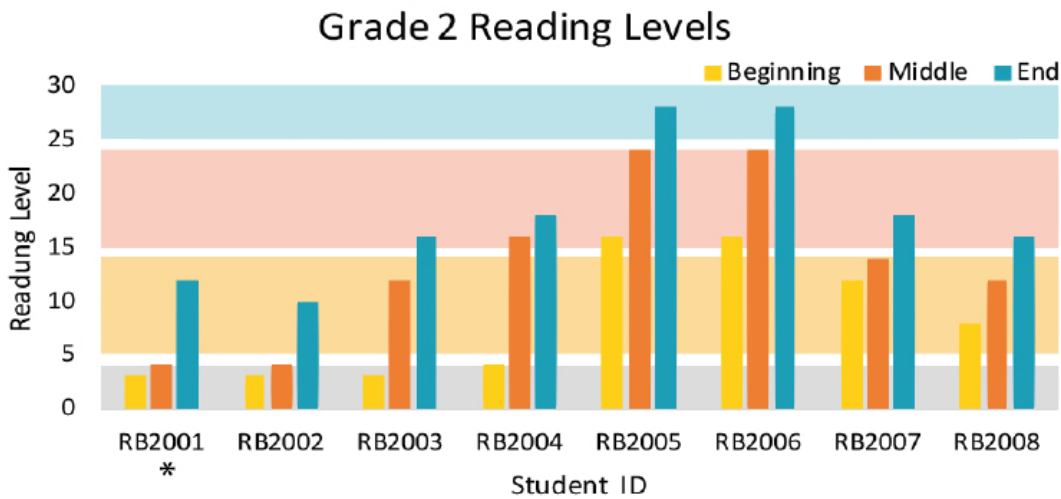
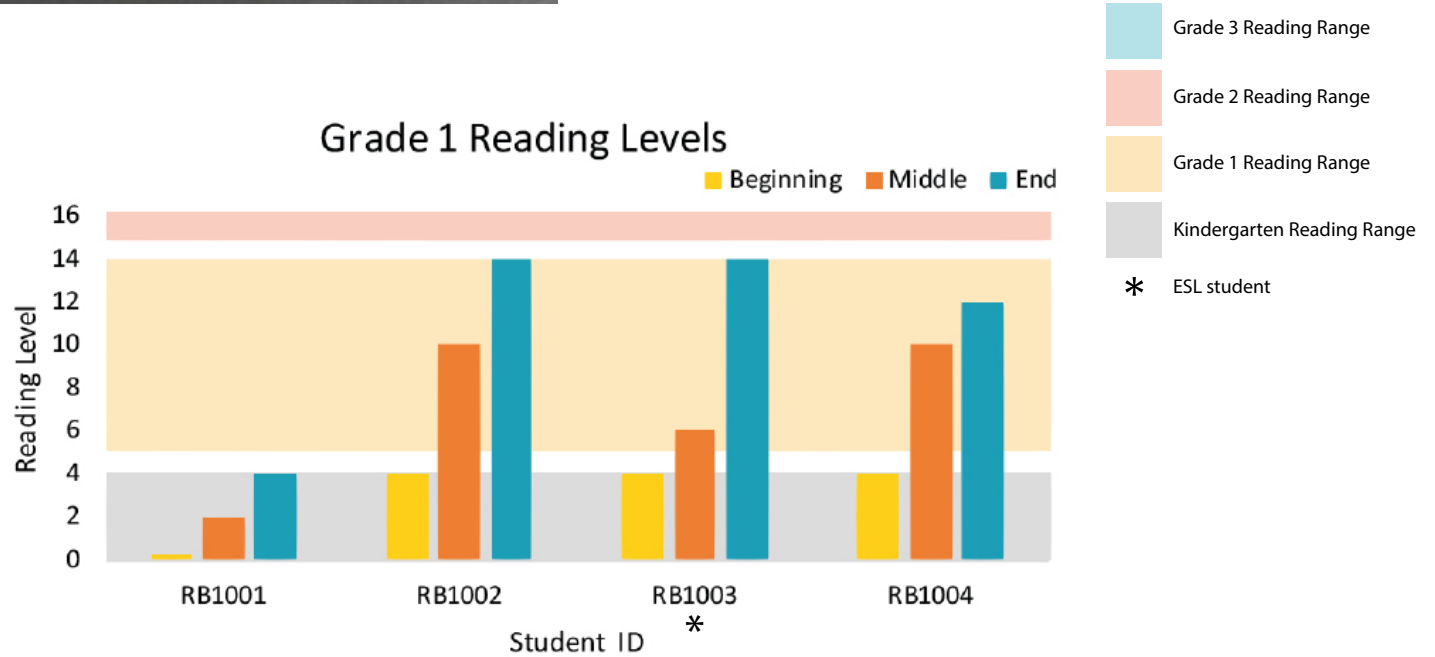
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	5/6	83%
Parents	9/16	57%
Tutors	8/8	100%

FEMALE
MALE

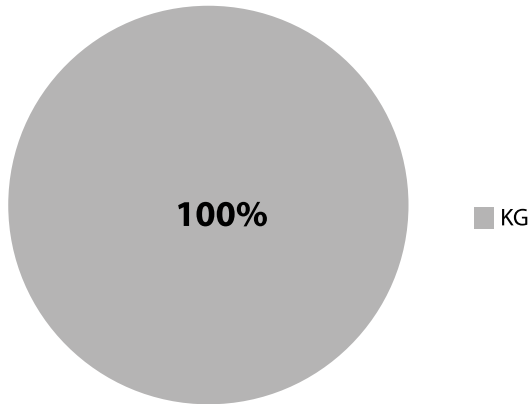


STUDENT PROGRESS

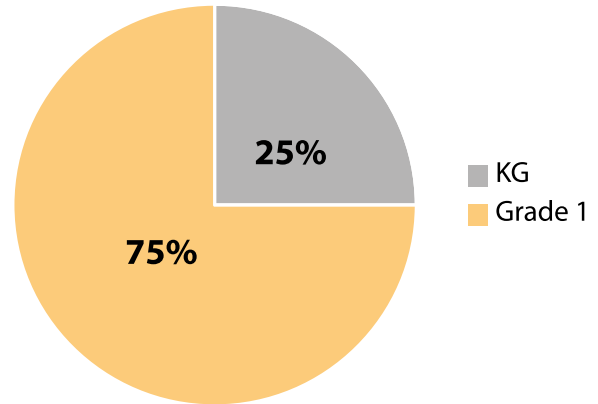


BEFORE & AFTER

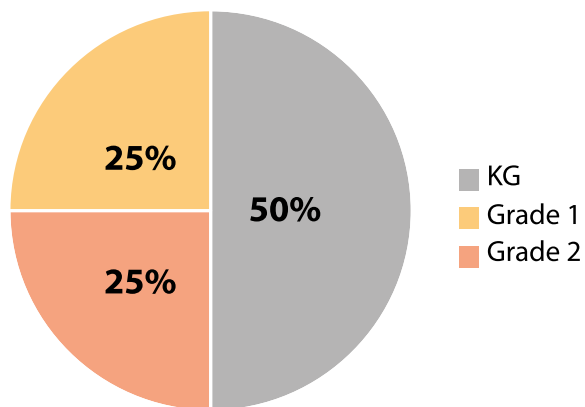
Grade 1
Before Program



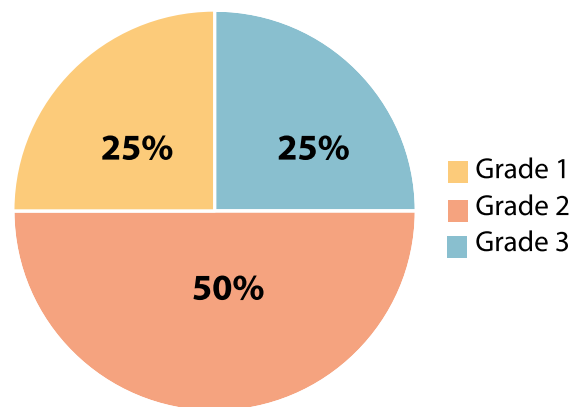
Grade 1
After Program



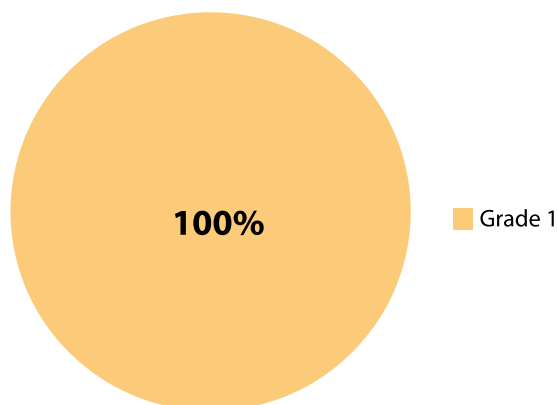
Grade 2
Before Program



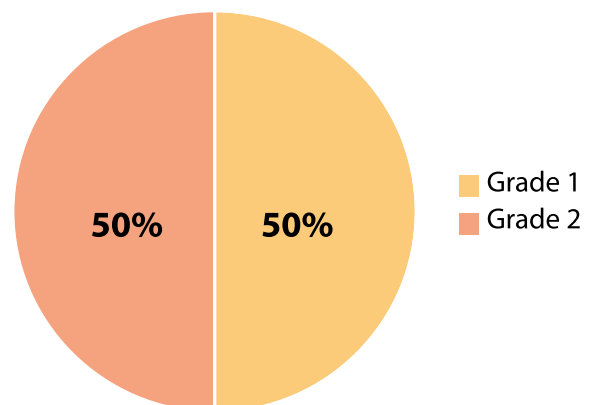
Grade 2
After Program




Grade 3
Before Program



Grade 3
After Program





“Much of the success
is linked to confidence
and believing in them-
self and now having
greater interest in
reading.”

- Tutor

“I got to read and got a new friend.”

- Student



“My son would never read in front of anyone before (out loud), now he does all the time. He is also doing so well that he can read to himself (silently) and just ask for help with the odd word.”

- Parent

“The more we read the better we can read.”

- Student





“So happy my child has had the extra help, he has come a long way! Thank you!”

- Parent

“I learned about animals and wild creatures.”

- Student



8.8 HUNTINGTON PARK

"The students love reading with the tutors and look forward to it each week. I have seen improvement over the year not only in reading levels, but confidence. Thank you for all you do."

- Teacher



QUICK LOOK

100%

of participating students improved their reading levels

31%

of participating students met or exceeded their grade level

83%

of parents and teachers reported a significant increase in their student's self-confidence

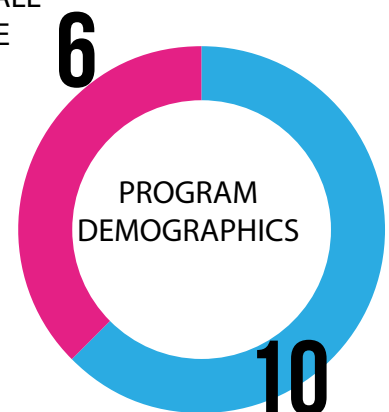
93%

of participating children reported an increased interest in reading

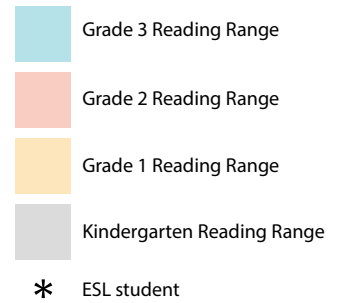
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	5/5	100%
Parents	10/16	63%
Tutors	8/8	100%

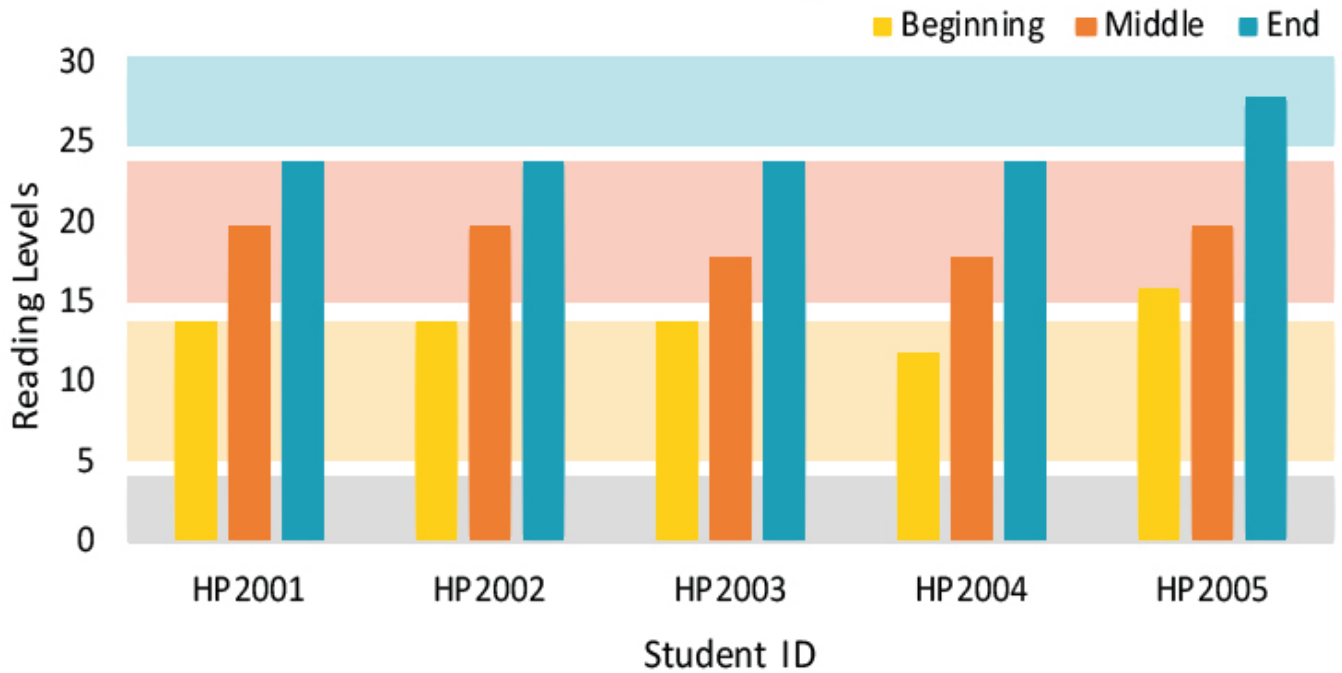
FEMALE
MALE



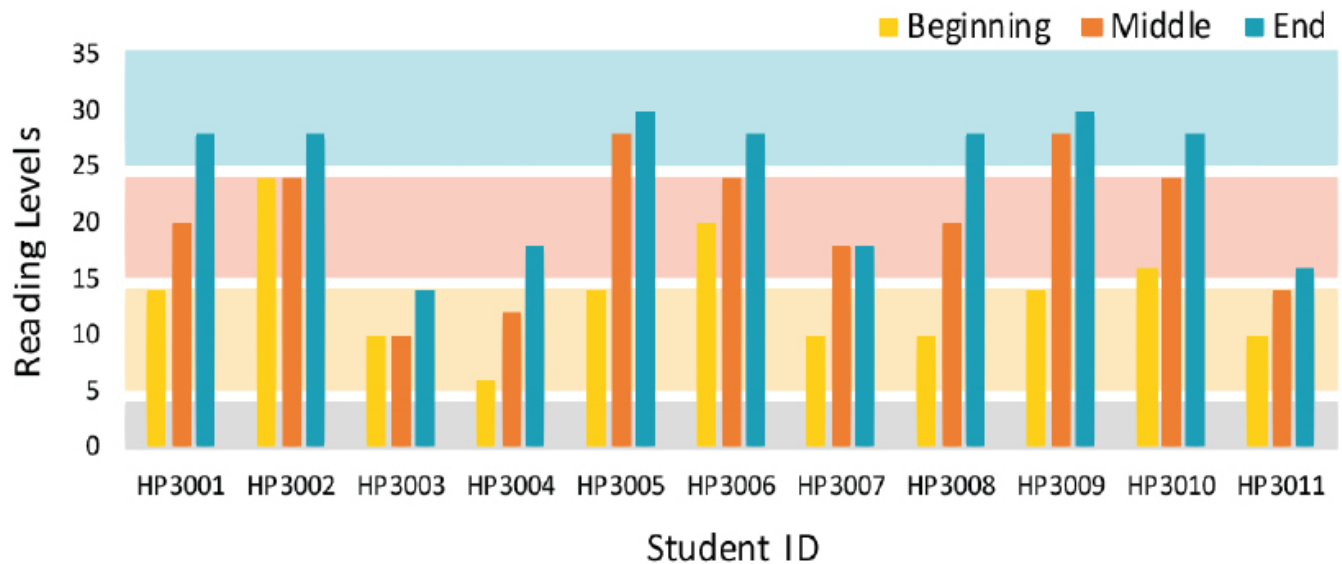
STUDENT PROGRESS



Grade 2 Reading Levels

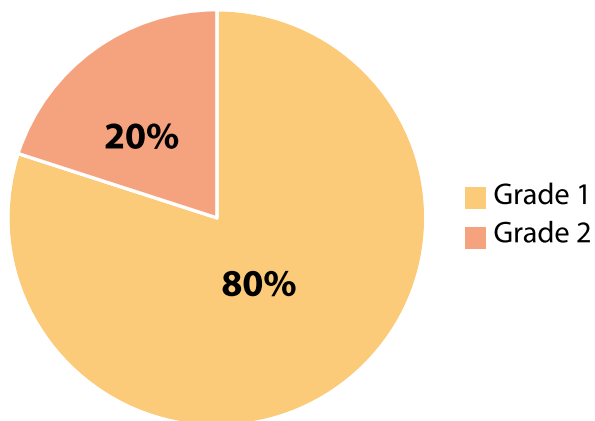


Grade 3 Reading Levels

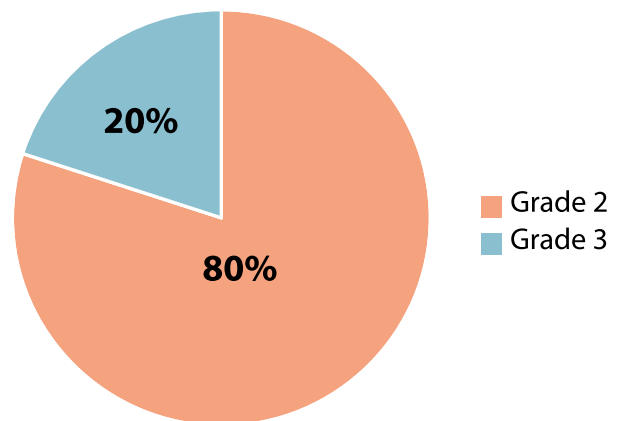


BEFORE & AFTER

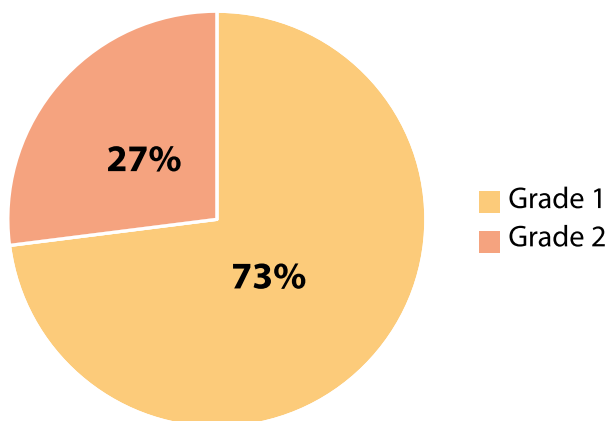
Grade 2
Before Program



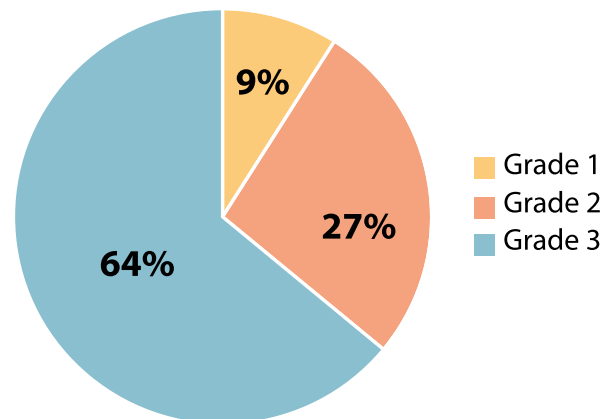
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program



“All children progressed. I noticed that one student really began to enjoy the stories and began to discuss the plot and characters. There were often lively and intelligent discussions from the student who really enjoyed the books as well.”

- Tutor





“He comes home and shares what he read, he looks forward to his Neighbour to Neighbour time.”

- Parent

“Fantastic volunteers who know how to motivate and engage my students in the reading process.”

- Teacher



“I learned about plants from non-fiction books. I like reading non-fiction books.”

- Student



“When any child moves up a level they feel an accomplishment, and more of them did this year.”

- Tutor

“He has more confidence when reading, takes time to figure out words instead of giving up right away.”

- Parent



8.9 HIGHVIEW*



QUICK LOOK

100%

of participating students improved their reading levels

69%

of participating students met or exceeded their grade level

79%

of parents and teachers reported a significant increase in their student's self-confidence

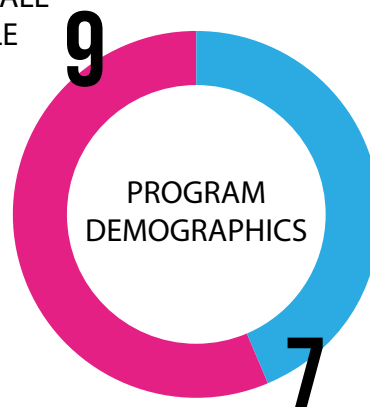
93%

of participating children reported an increased interest in reading

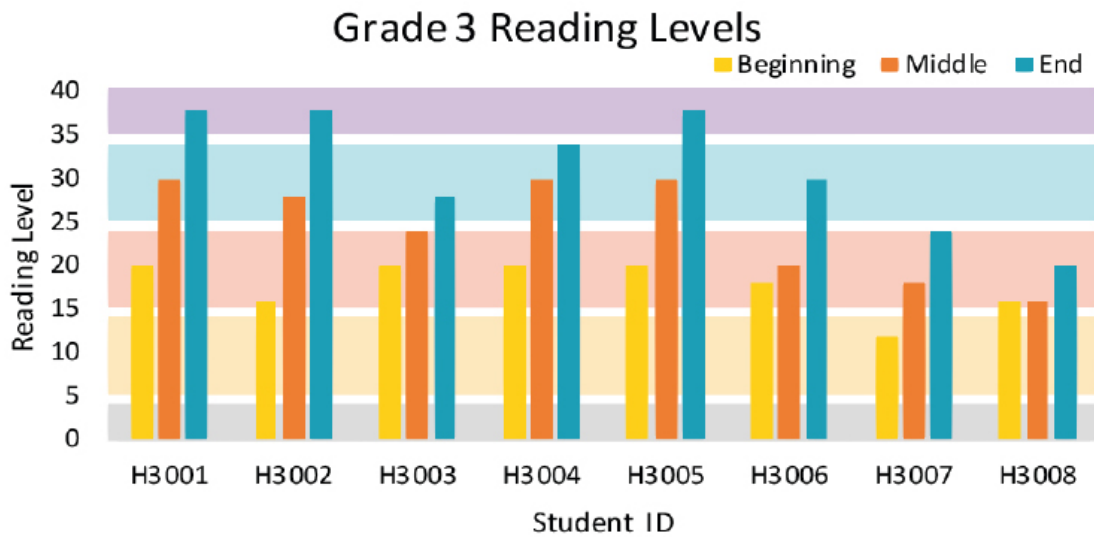
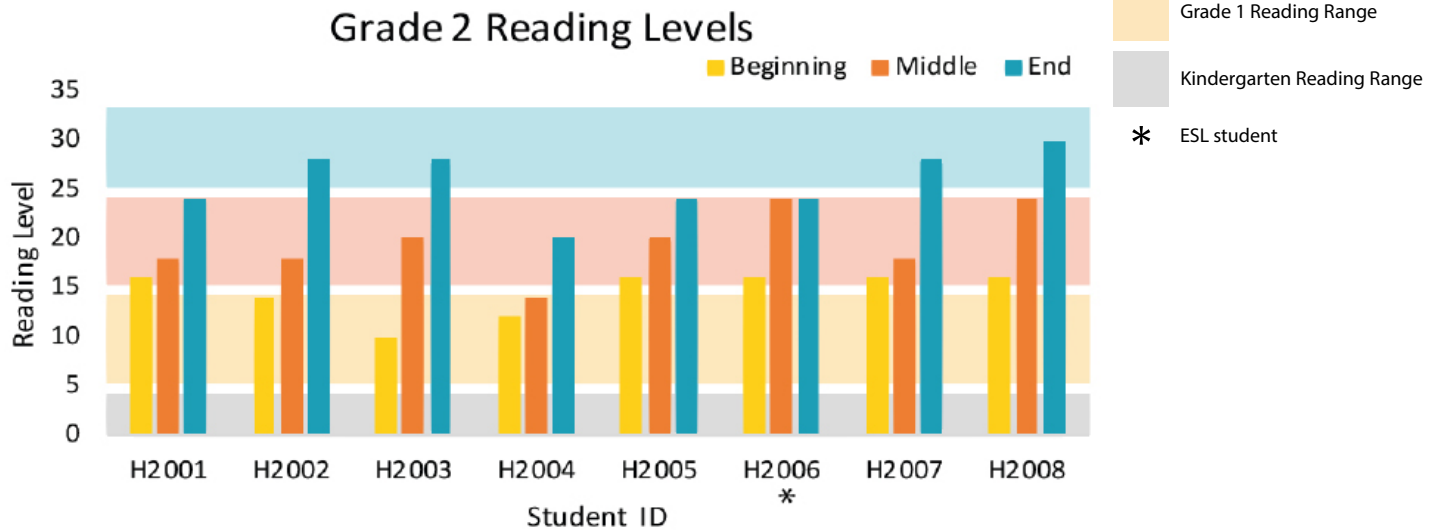
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	5/6	83%
Parents	9/16	57%
Tutors	8/8	100%

FEMALE
MALE

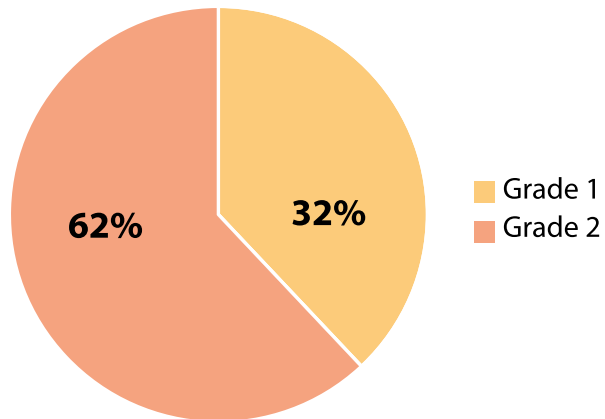


STUDENT PROGRESS

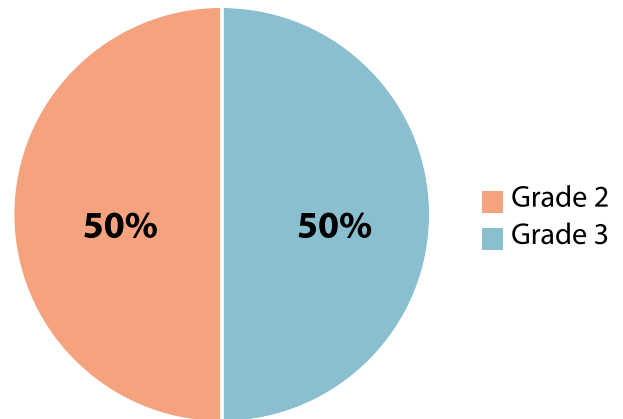


BEFORE & AFTER

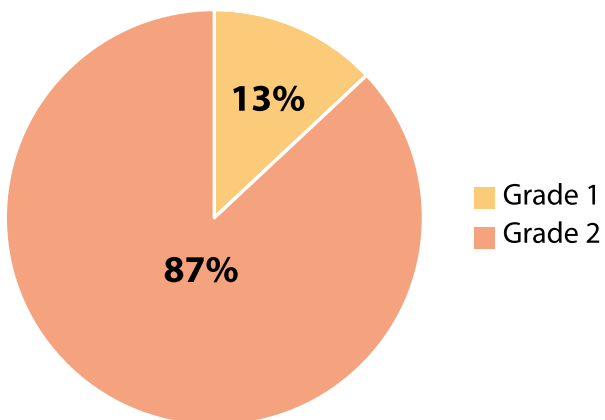
Grade 2
Before Program



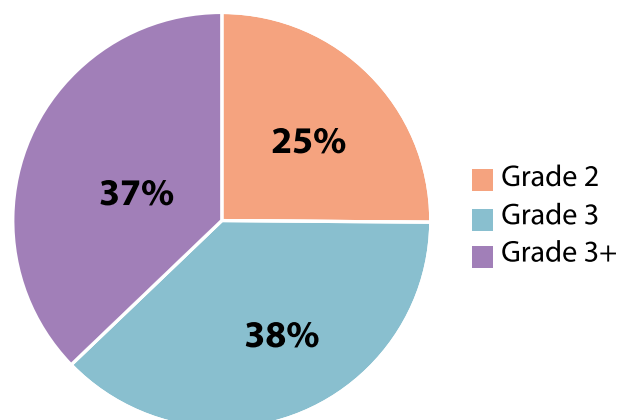
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program



“When I saw the reading results with students going up 2 levels in their reading that was my best experience this year in the program. I am so pleased with their improvement and the fact that they seem to look forward to me coming each week to read with them.”

- Tutor





“I have noticed that my son is more confident in sounding out words and his fluency is improving.”

- Parent

“One of the greatest successes this year was that of a student who went from level 14 to level 34. The day that he chose to read a chapter book, because he wanted the challenge, felt like a huge success for me as a tutor!”

- Tutor



“My child shows pride in talking about her reading accomplishments. She enjoys telling me about her stories and what she is doing with her tutor.”

- Parent

“I wrote a fiction story and
got to take it home where
I read it to my mom and
dad.”

- Student



“The students’ reading
vocabulary definitely
improved, as well as
their confidence and
interest in reading
overall.”

- Tutor





MEASURING PROGRESS

In the Hamilton-Wentworth District School Board, student reading levels are assessed according to the PM Benchmark scale.

Students in a certain grade are expected to read within their corresponding "reading range", which we have colour-coded and placed on the background of the progress graphs below for reference.

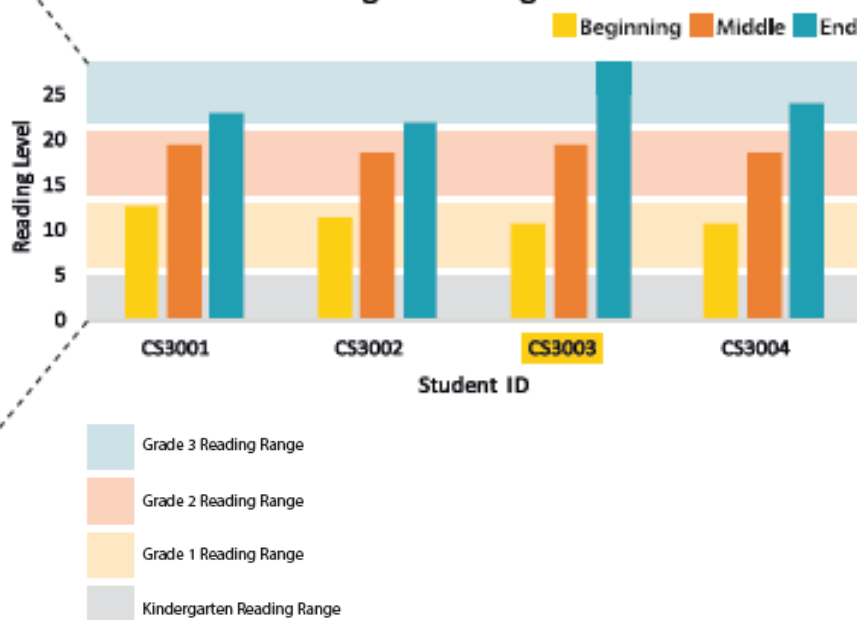
Levelled Book Assessment PM Benchmark

Q	27
P	26
O	25
N	24
M	23
L	21-22
K	19-20
J	17-18
I	15-16
H	13-14
G	11-12
F	9-10
E	7-8
D	5-6
C	3-4
B	2
A	1

For example, grade 3 student **"CS3003"** starts off in the grade 1 reading range at the beginning of the school year, progresses into the grade 2 reading range by mid-year, and by the end of the year reaches the end of the grade 3 reading range.

We say that this student has successfully "met grade level", which is no easy feat. Catching-up from 2 grade levels below requires a year-long commitment from the child, as well as continuous individual support from the teachers and tutors. Each student's progress tells a story of learning and resilience, and we feel proud and honoured to share them with you.

Reading Level Progress



9.1 ST. MICHAEL



QUICK LOOK

100%

of participating students improved their reading levels

47%

of participating students met or exceeded their grade level

77%

of parents and teachers reported a significant increase in their student's self-confidence

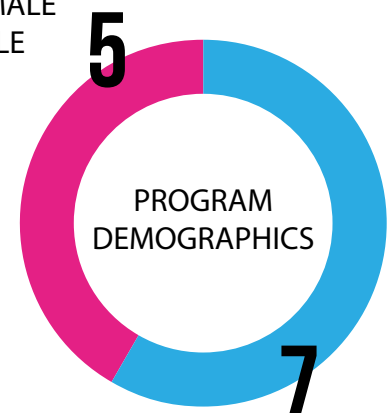
93%

of participating children reported an increased interest in reading

SURVEY RESPONSE RATES

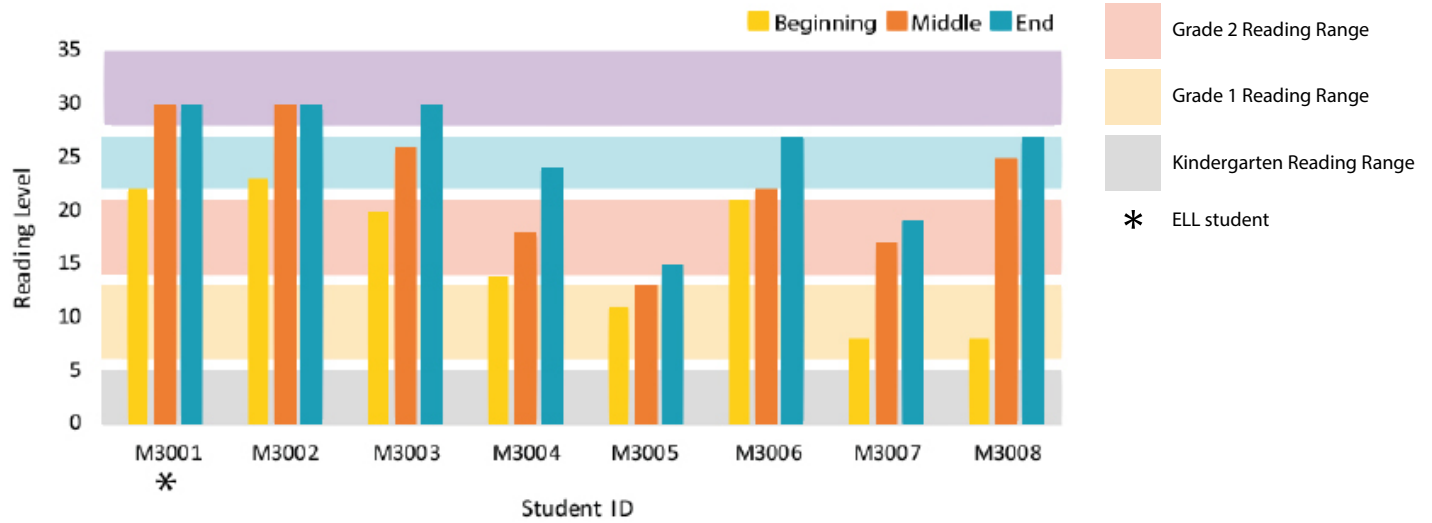
Group	Number	Percentage
Students	15/15	100%
Teachers	3/3	100%
Parents	7/15	47%
Tutors	7/8	88%

FEMALE
MALE

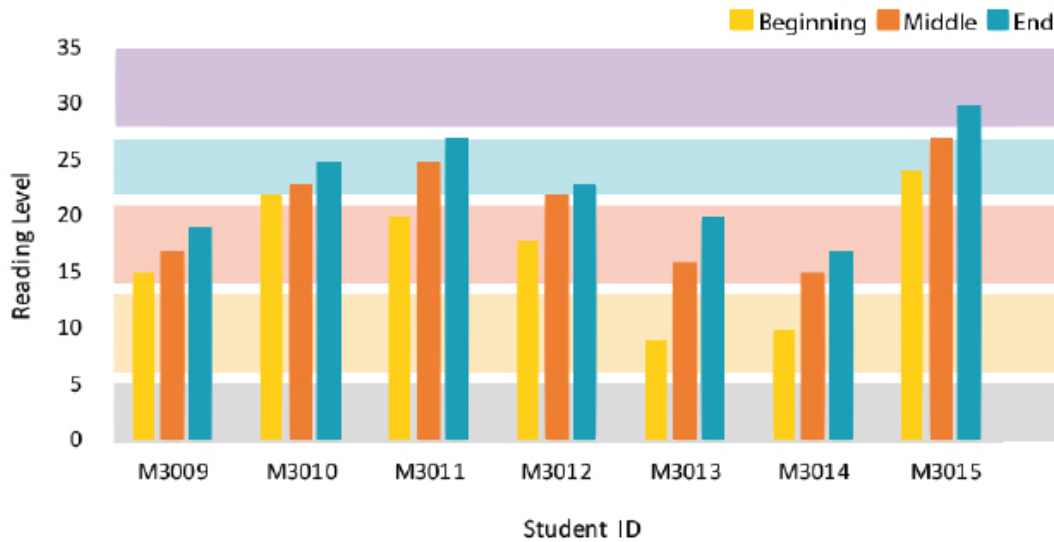


STUDENT PROGRESS

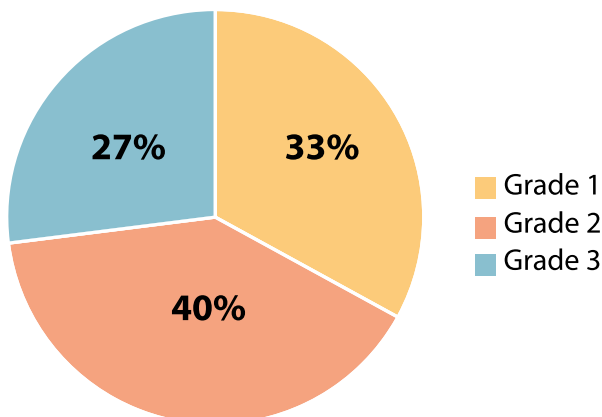
Grade 3 Reading Levels



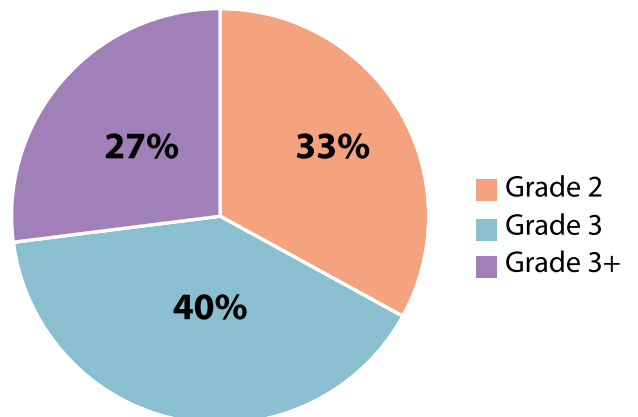
Grade 3 Reading Levels Continued



Grade 3 Before Program



Grade 3 After Program





“St Mike’s has a wonderful school culture. It is a very welcoming and inclusive environment. I was always greeted and thanked for coming in to volunteer.”

- Tutor





“My child loves to read more.”

- Parent

“I like to do picture walks in books.”

- Student



“One of our students started at a level 8 and now reads at level 25! She’s enthusiastic and I think our encouragement made her feel at ease.”

- Tutor

“Reading skills have improved but also I see a difference in the confidence of students and an enjoyment of reading.”

- Tutor



“My child is more willing to read out in front of people more now.”

- Parent



9.2 OUR LADY OF LOURDES



QUICK LOOK

100%

of participating students improved their reading levels

31%

of participating students met or exceeded their grade level

80%

of parents and teachers reported a significant increase in their student's self-confidence

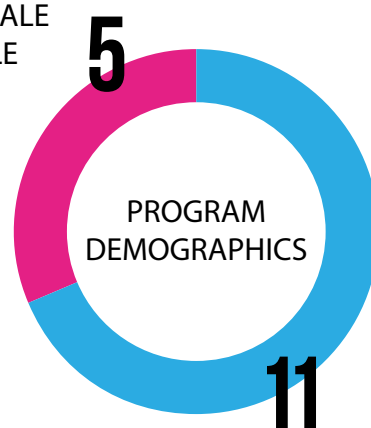
87%

of participating children reported an increased interest in reading

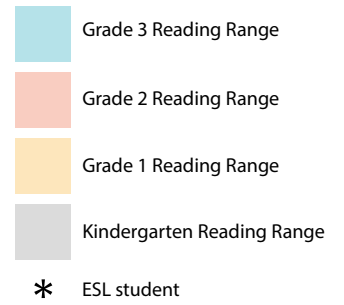
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	3/4	75%
Parents	11/16	69%
Tutors	8/8	100%

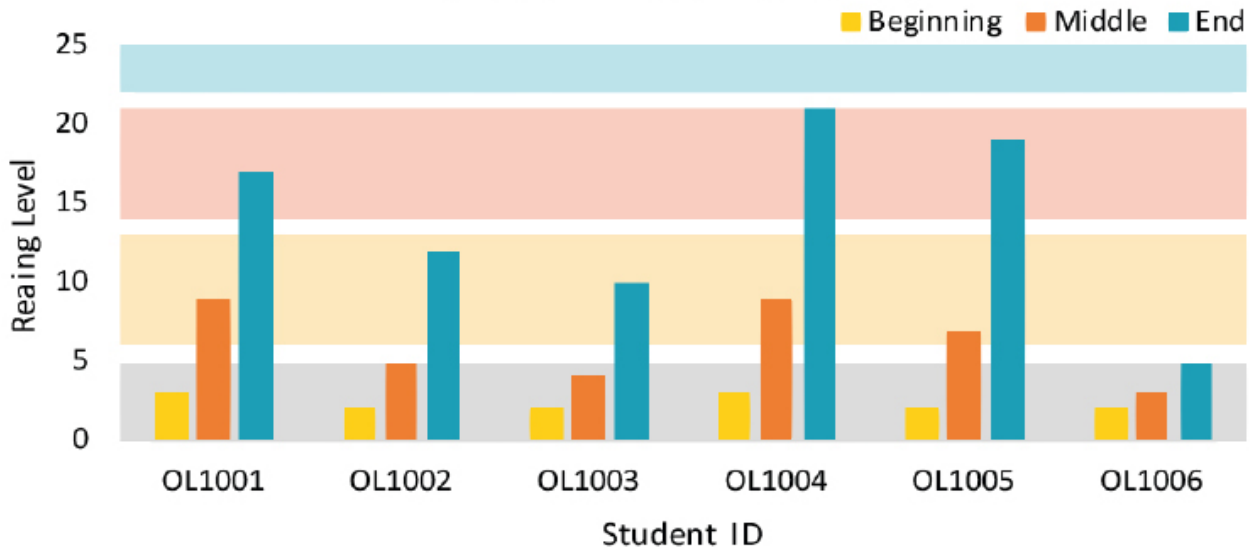
FEMALE
MALE



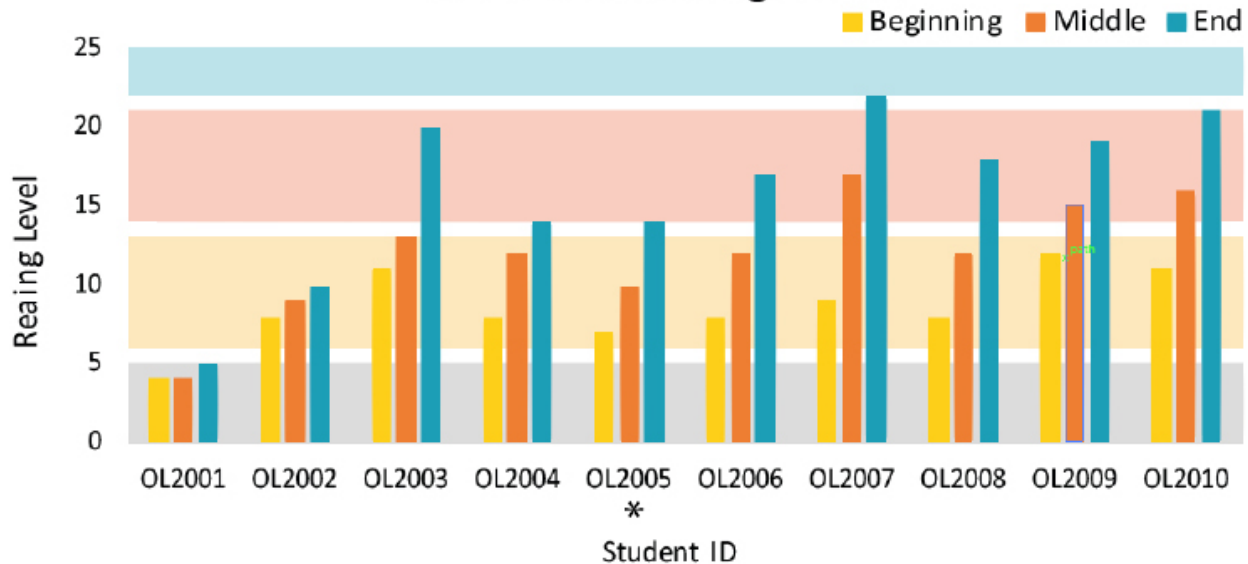
STUDENT PROGRESS



Grade 1 Reading Levels

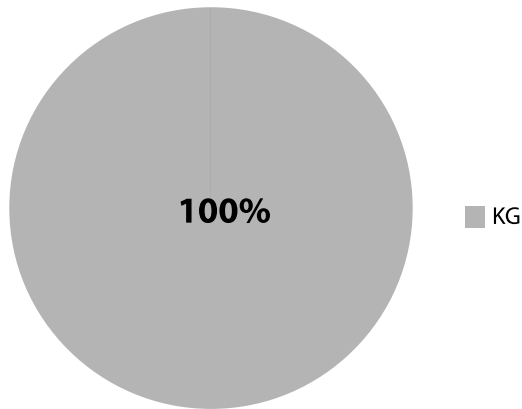


Grade 2 Reading Levels

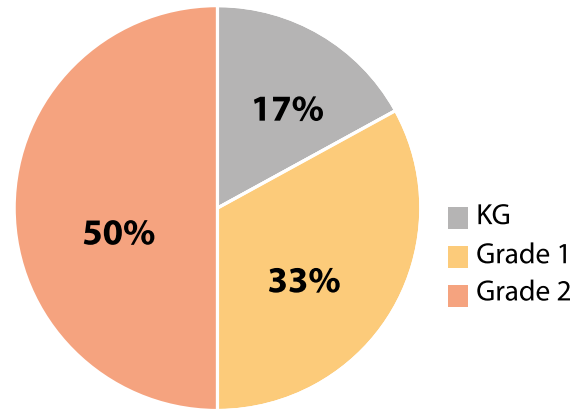


BEFORE & AFTER

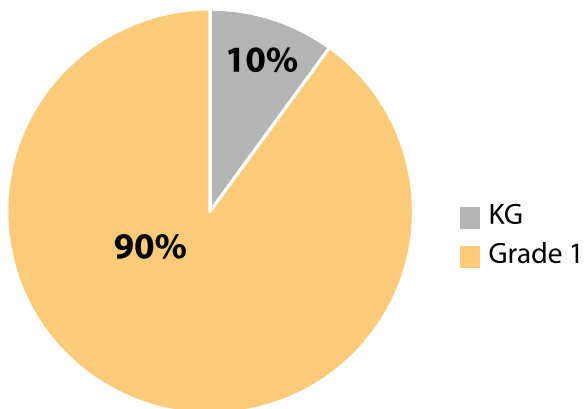
Grade 1
Before Program



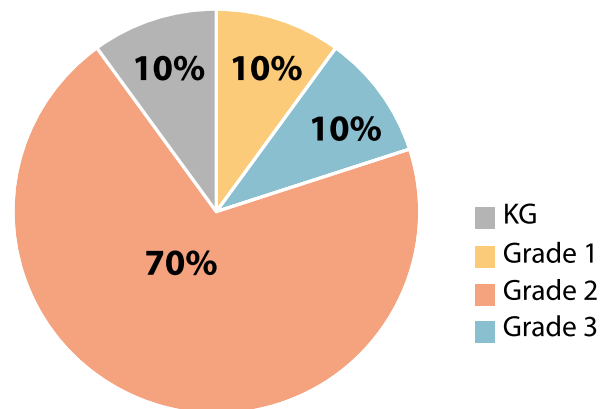
Grade 1
After Program

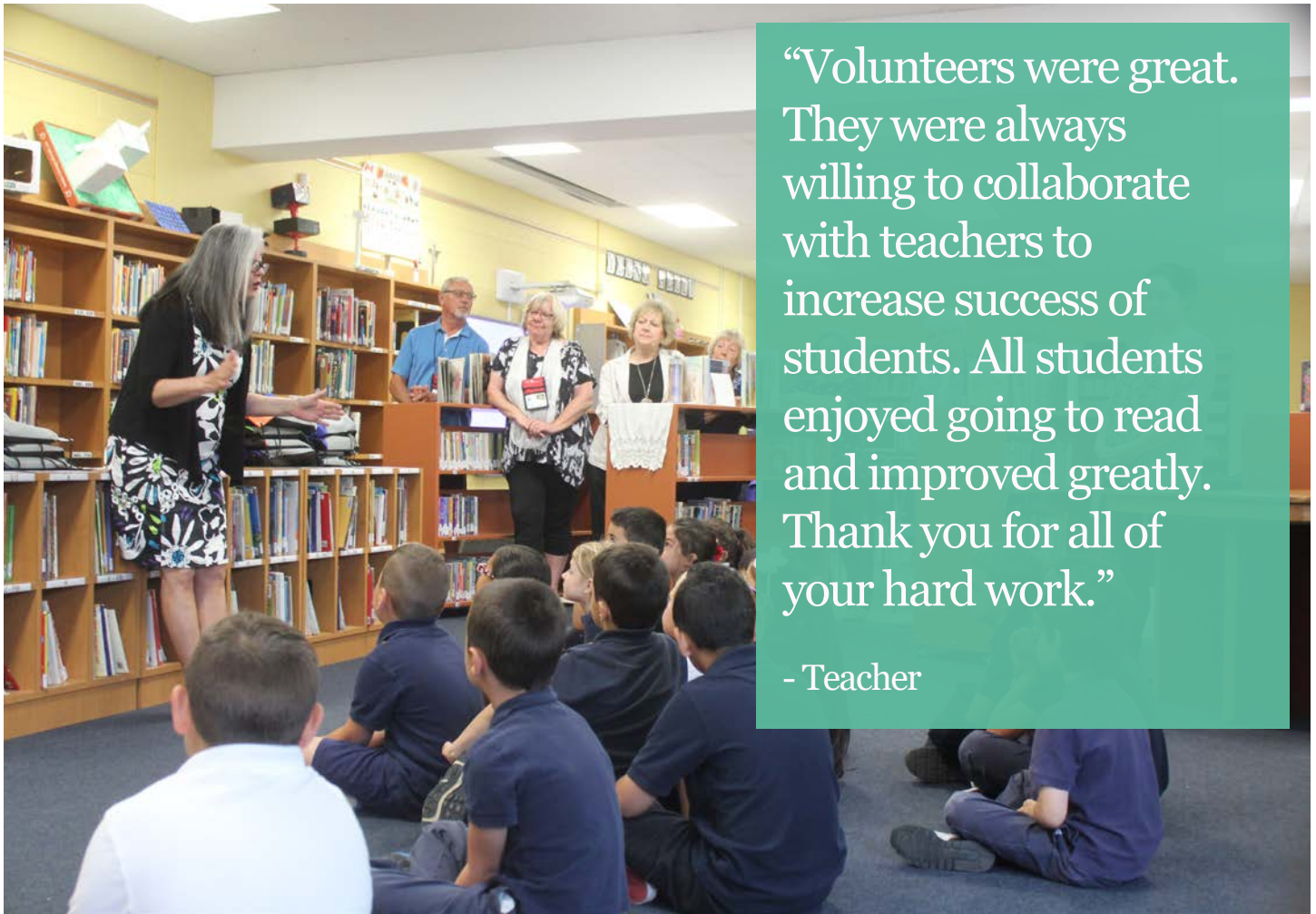


Grade 2
Before Program



Grade 2
After Program





“Volunteers were great. They were always willing to collaborate with teachers to increase success of students. All students enjoyed going to read and improved greatly. Thank you for all of your hard work.”

- Teacher





“I am very satisfied with the improvement of each student. They really have grown from this experience. Amazing!!”

- Tutor

“I enjoyed phonics games. Learned about “C” and “K” sounds and that sometimes looking at the picture can help me read a word.”

- Student



“I have seen him more eager to try to read things; messages, TV guides, signs, flyers. He often surprises himself when he realizes he is capable of doing it.”

- Parent



“The program helps to build self-esteem and I saw an overall improvement in their reading skills.”

- Tutor



9.3 ST. MARGARET MARY



QUICK LOOK

100%

of participating students improved their reading levels

44%

of participating students met or exceeded their grade level

91%

of parents and teachers reported a significant increase in their student's self-confidence

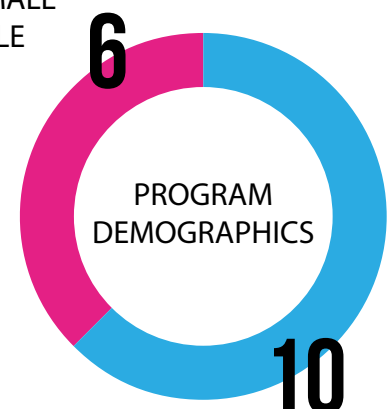
97%

of participating children reported an increased interest in reading

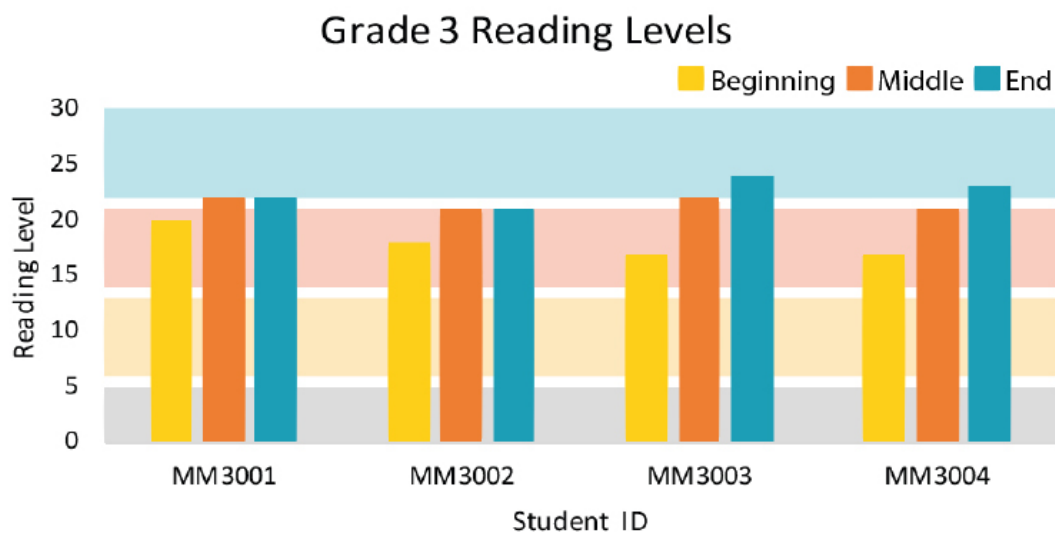
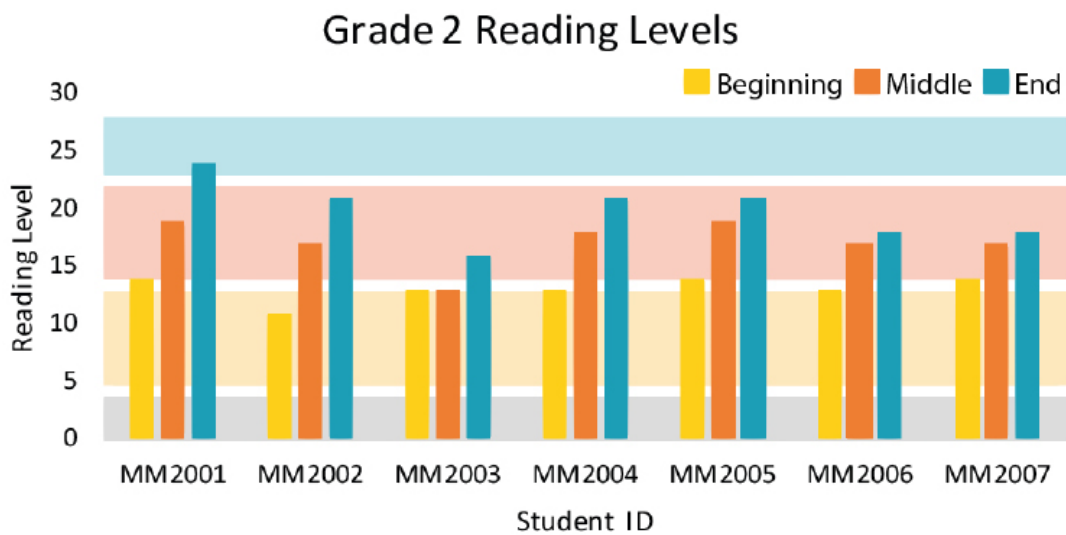
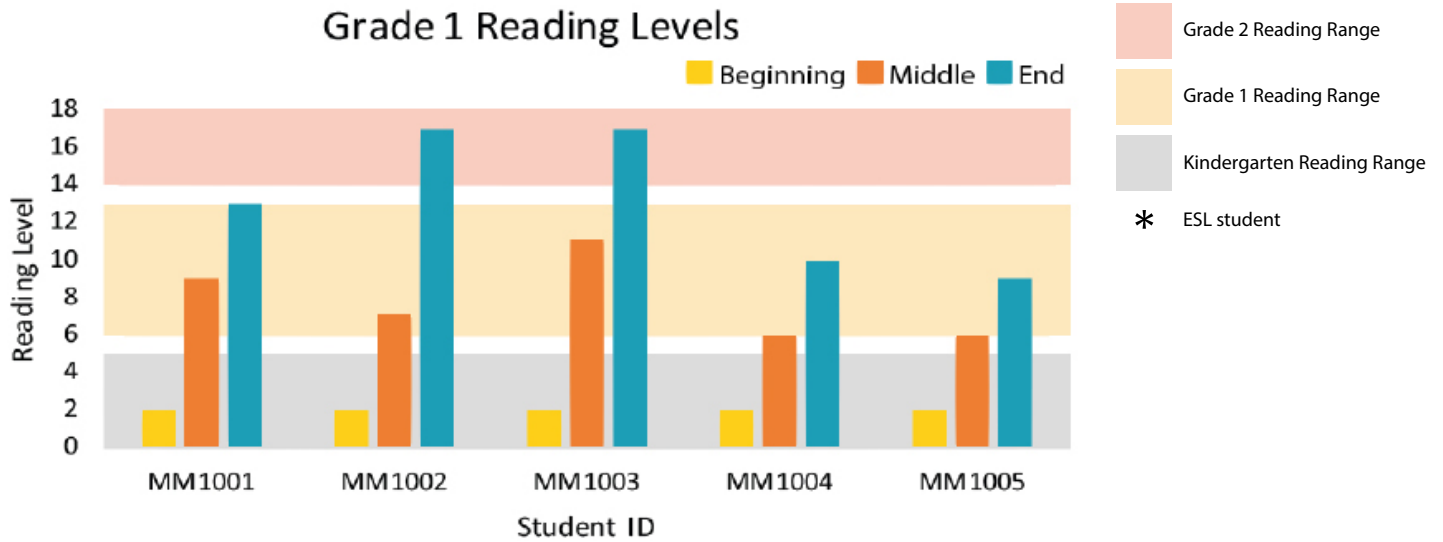
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	6/6	100%
Parents	12/16	75%
Tutors	7/8	88%

FEMALE
MALE

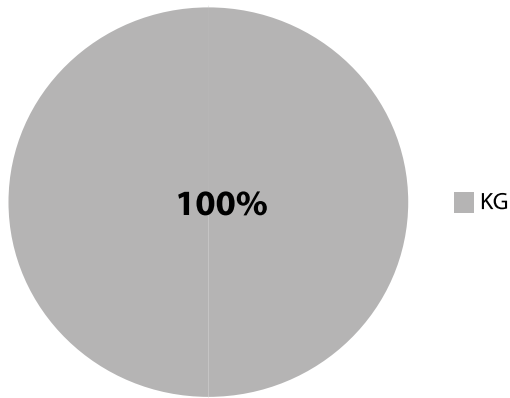


STUDENT PROGRESS

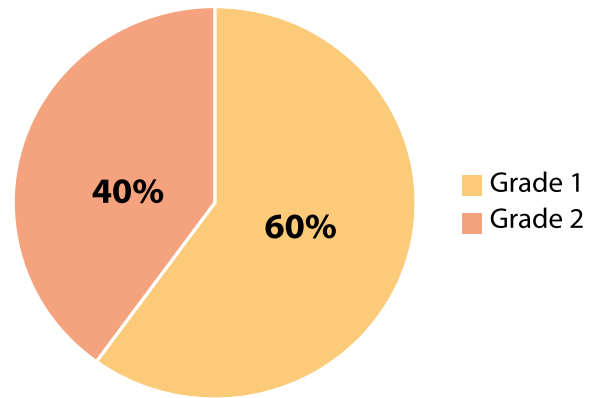


BEFORE & AFTER

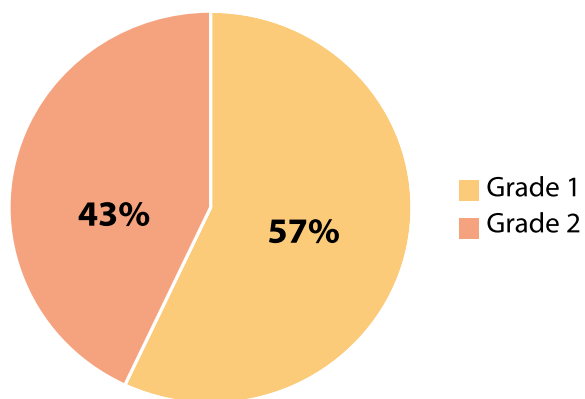
Grade 1
Before Program



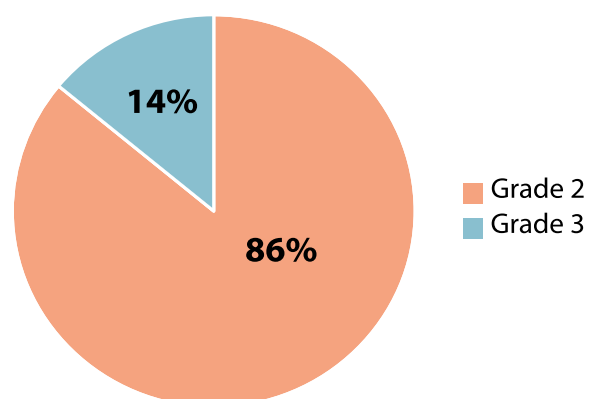
Grade 1
After Program



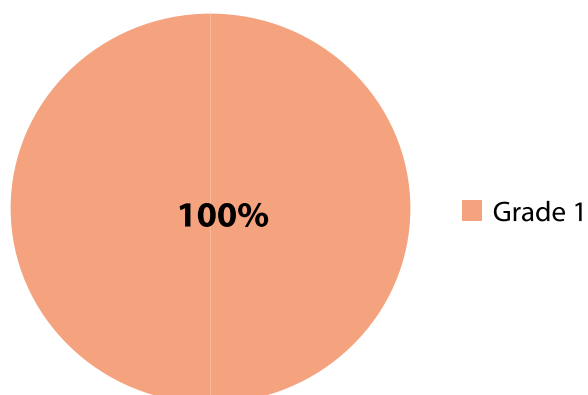
Grade 2
Before Program



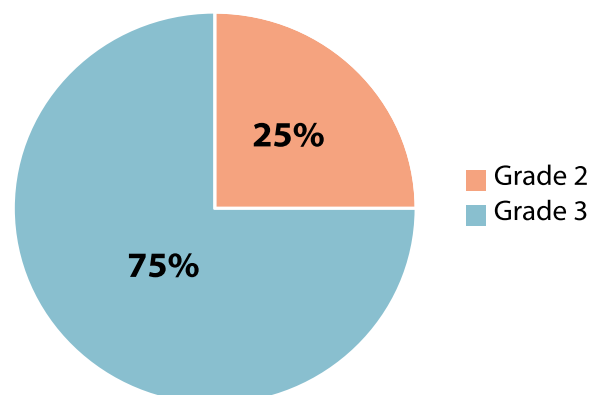
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program





“One student selected a book about the history of ‘Braille’ and how it was developed for a person without sight. She was completely fascinated with the concept and was full of questions. When we finished our session together with excitement in her voice she said “I’m really learning things; because I can read now!”

- Tutor





“I see her reading things while we are out and about now. And asking more questions like ‘what does that say?’. Definitely more self-confidence.”

- Parent

“One on one enables the child to work at their own speed and not feel pressured. They know help is right beside them if needed. It allows them to relax and enjoy the reading material without fear of criticism.”

- Tutor



“My child more willingly will ‘show off’ his reading strategies.”

- Parent



“I feel his reading has improved and he has more confidence when reading unfamiliar words or bigger words. He is sounding them out and getting them right.”

- Parent

“Reading with the tutor was fun.”

- Student



9.4 ST. MARGUERITE D'YOUVILLE



QUICK LOOK

100% of participating students improved their reading levels

44% of participating students met or exceeded their grade level

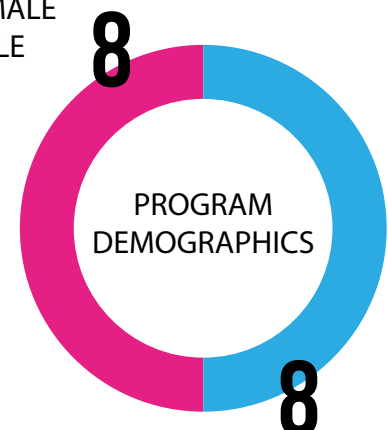
84% of parents and teachers reported a significant increase in their student's self-confidence

83% of participating children reported an increased interest in reading

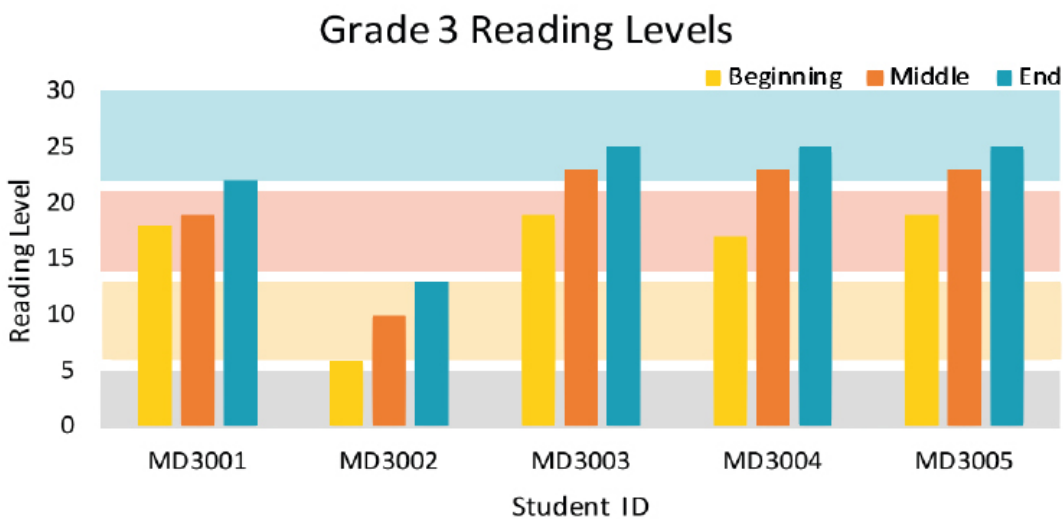
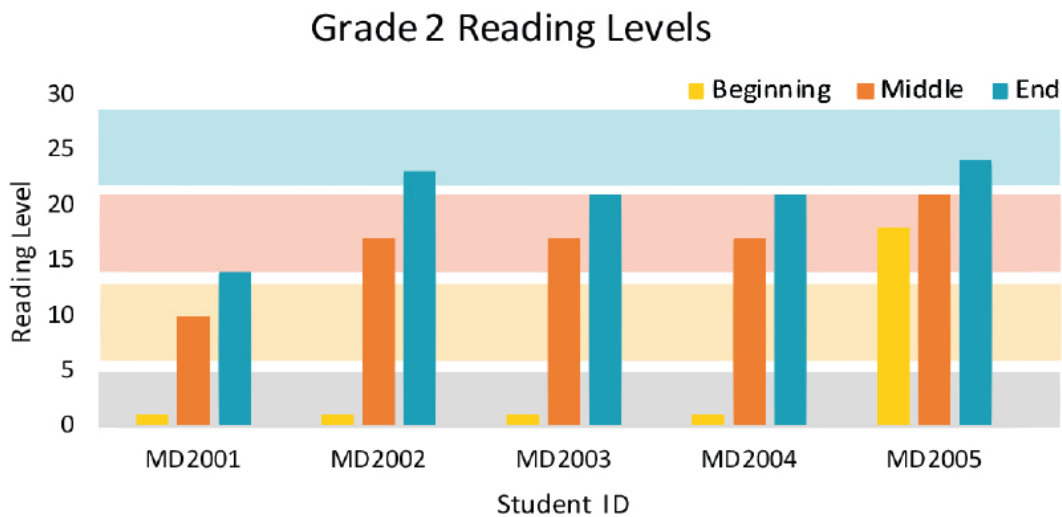
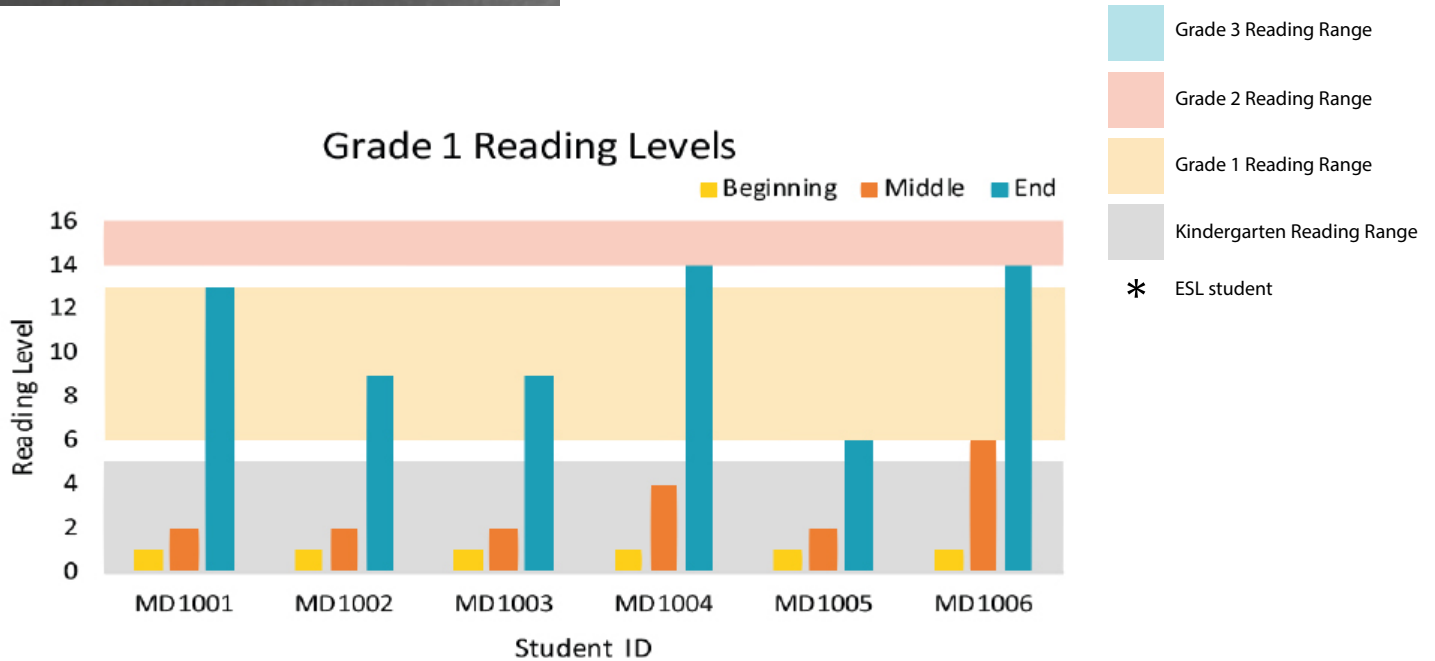
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	16/16	100%
Teachers	6/6	100%
Parents	9/16	57%
Tutors	7/7	100%

FEMALE
MALE

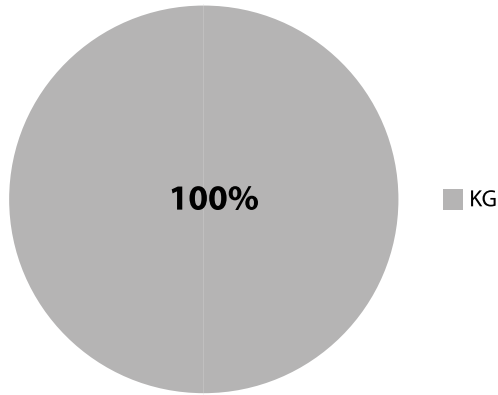


STUDENT PROGRESS

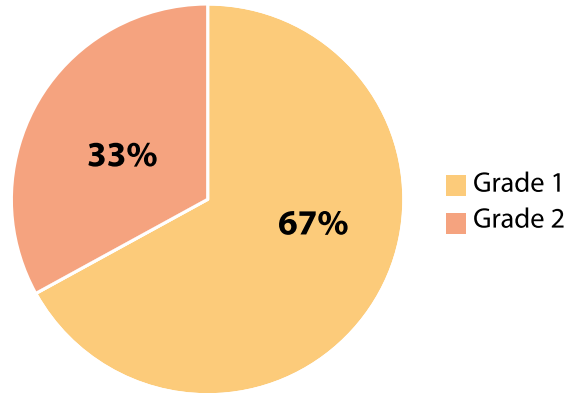


BEFORE & AFTER

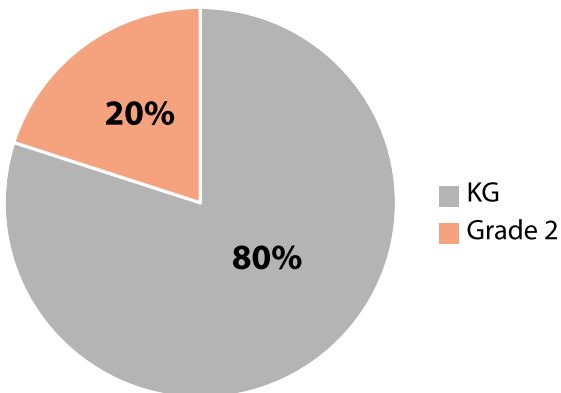
Grade 1
Before Program



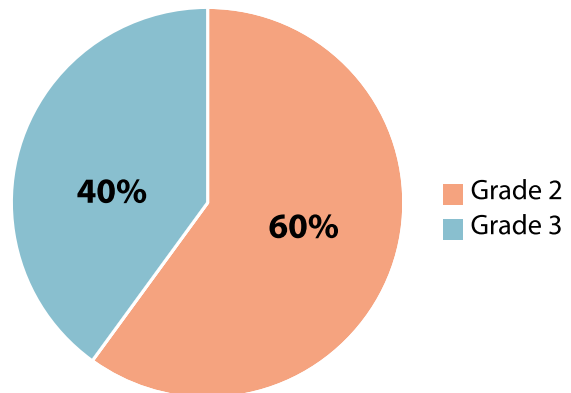
Grade 1
After Program



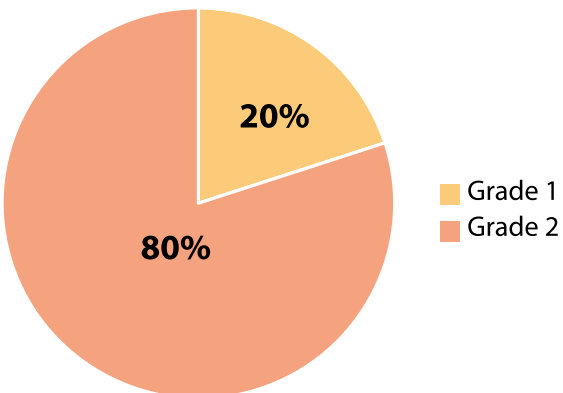
Grade 2
Before Program



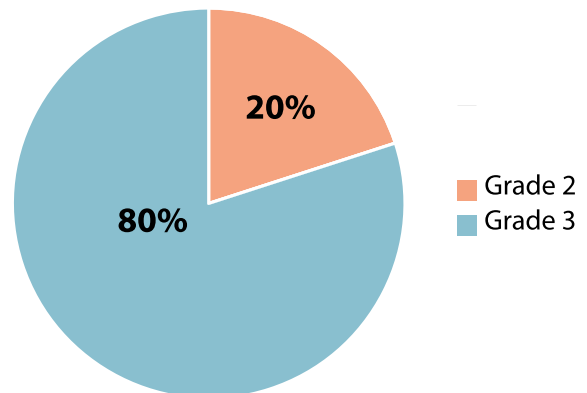
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program



A woman with dark hair, wearing a pink sleeveless top and a blue lanyard, is smiling and holding a gift. The gift is a pair of blue gloves wrapped in clear plastic, tied with a blue ribbon. A white tag with a handprint design is attached to the gift, with the text "Thank You for... Your Helping Hands!". She is standing in front of a whiteboard and a window with greenery outside.

“Thank you for providing reading support to my students. They have gained self-confidence and have improved in their reading skill.”

- Teacher



“I observed a student trying to decode the word “fight” and he asked me not to help him. He said to himself “right, night Fight”. It was very rewarding to see that working with him on rhyming words had given him the skill to decode this word on his own.”

- Tutor

“I learned to be a good reader.”

- Student





“I learned that we can learn by making mistakes. I learned to skip a word and come back to it.”

- Student

“I believe the students developed more of an interest in reading and were able to learn useful strategies that help them when they are reading on their own.”

- Tutor



9.5 SACRED HEART OF JESUS*



QUICK LOOK

100%

of participating students improved their reading levels

25%

of participating students met or exceeded their grade level

80%

of parents and teachers reported a significant increase in their student's self-confidence

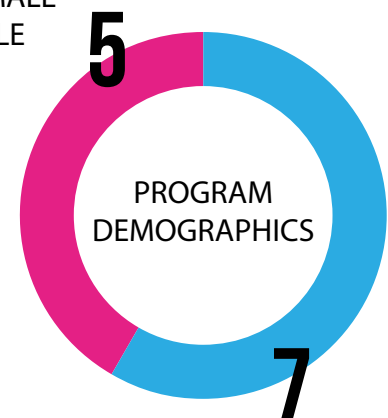
97%

of participating children reported an increased interest in reading

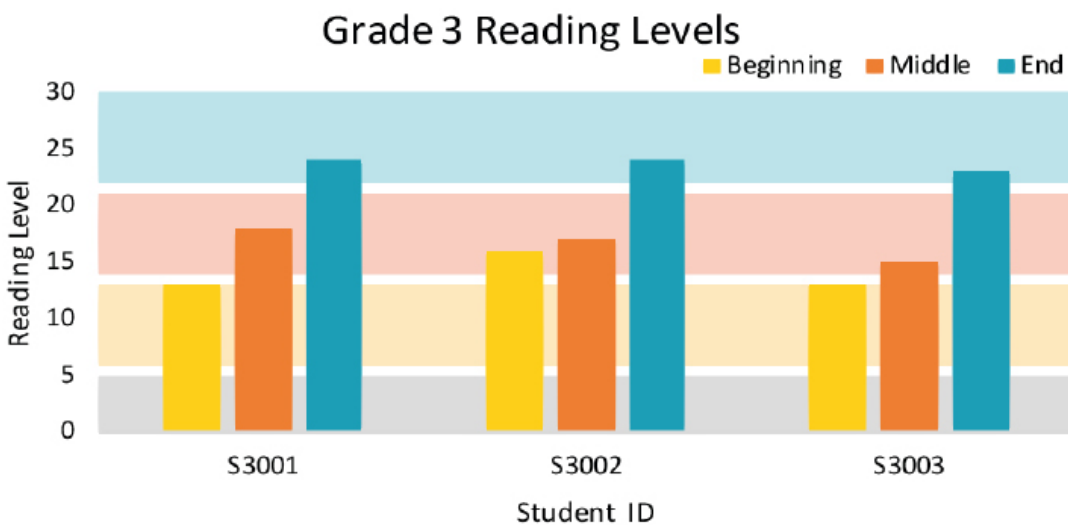
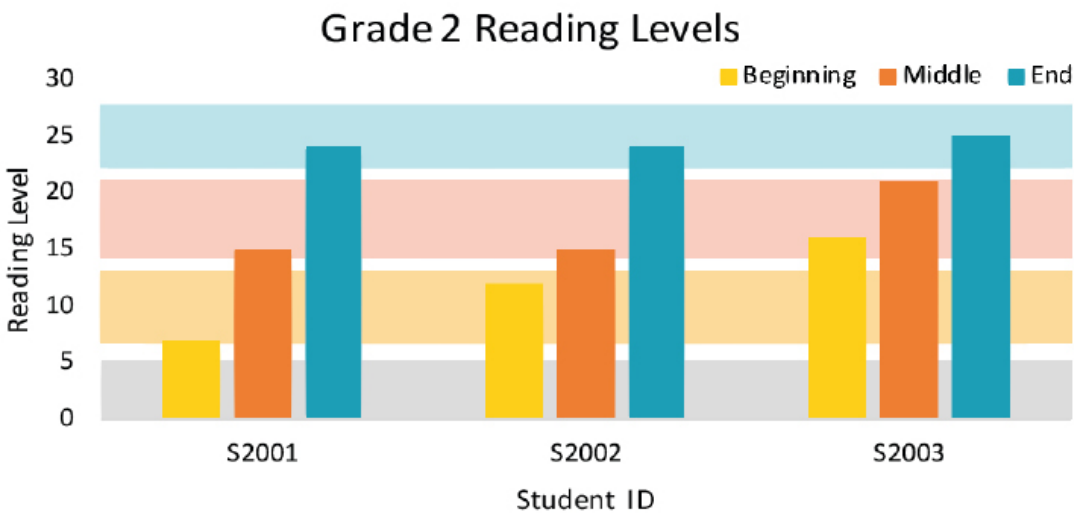
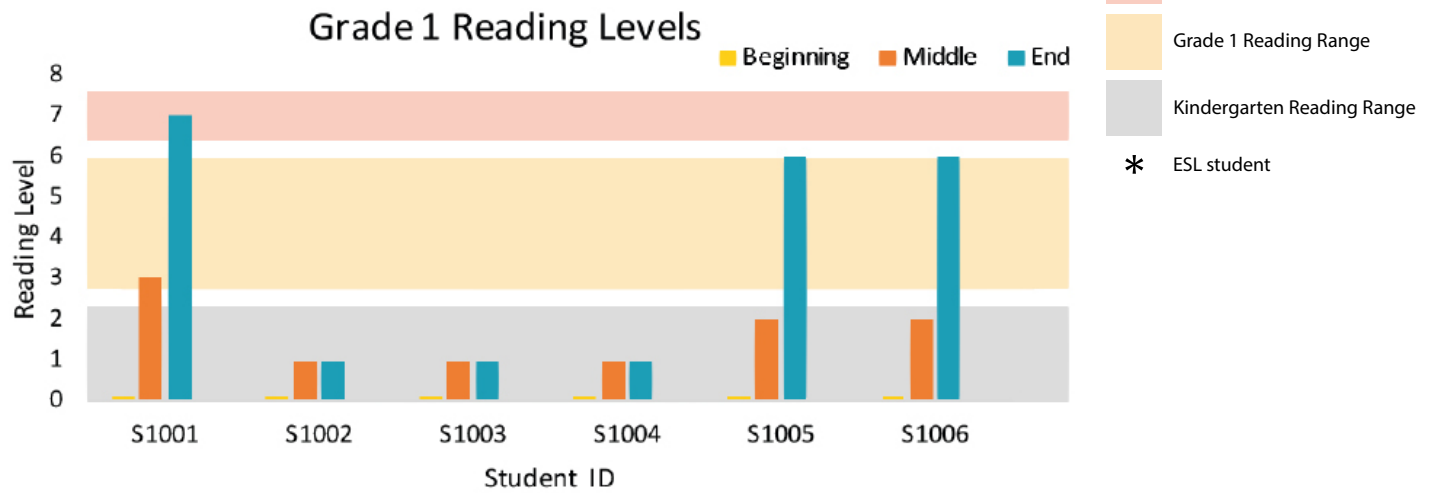
SURVEY RESPONSE RATES

Group	Number	Percentage
Students	12/12	100%
Teachers	1/2	50%
Parents	0/12	0%
Tutors	5/6	83%

FEMALE
MALE

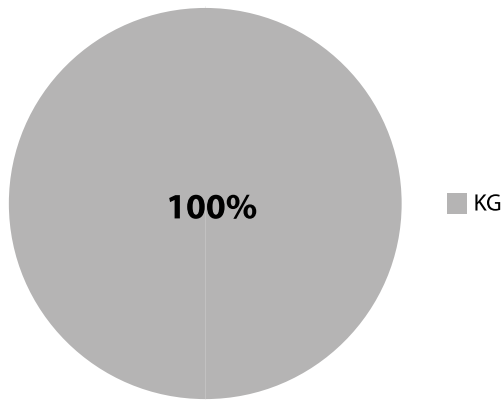


STUDENT PROGRESS

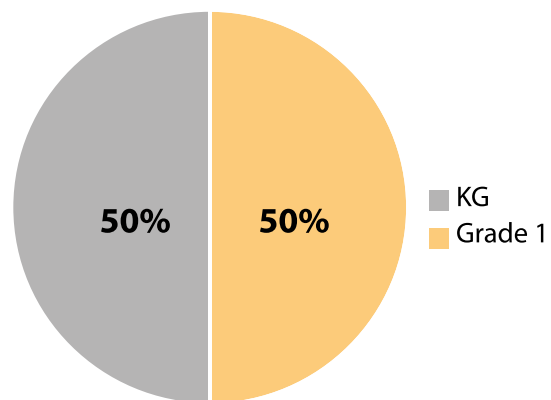


BEFORE & AFTER

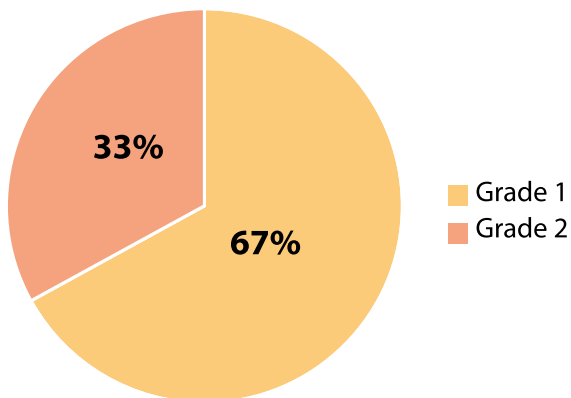
Grade 1
Before Program



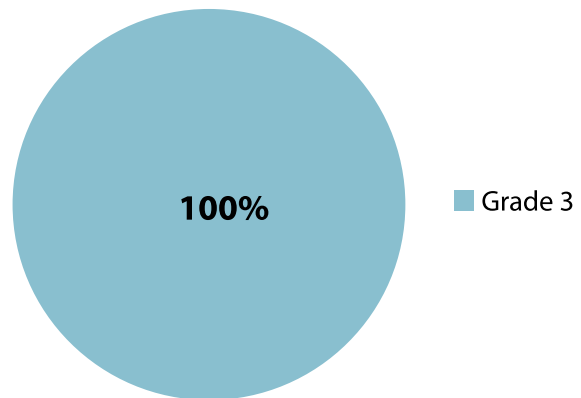
Grade 1
After Program



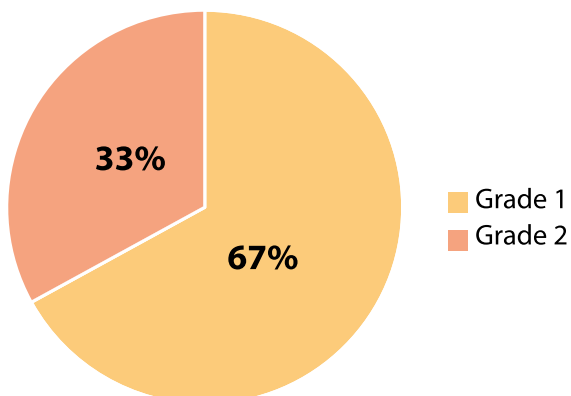
Grade 2
Before Program



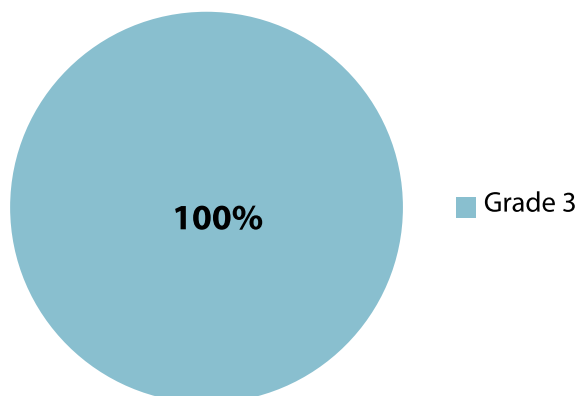
Grade 2
After Program



Grade 3
Before Program



Grade 3
After Program







“I enjoyed seeing them use different methods to interpret a word, and how they felt more comfortable and open to me as the weeks flew by.”

- Tutor

“I learned to read better.”

- Student



“A positive feeling about themselves makes everything possible.”

- Tutor

“I loved the way N2N has set up the program.”

- Tutor



“Improved reading skills as well as communication skills.”

- Tutor





10

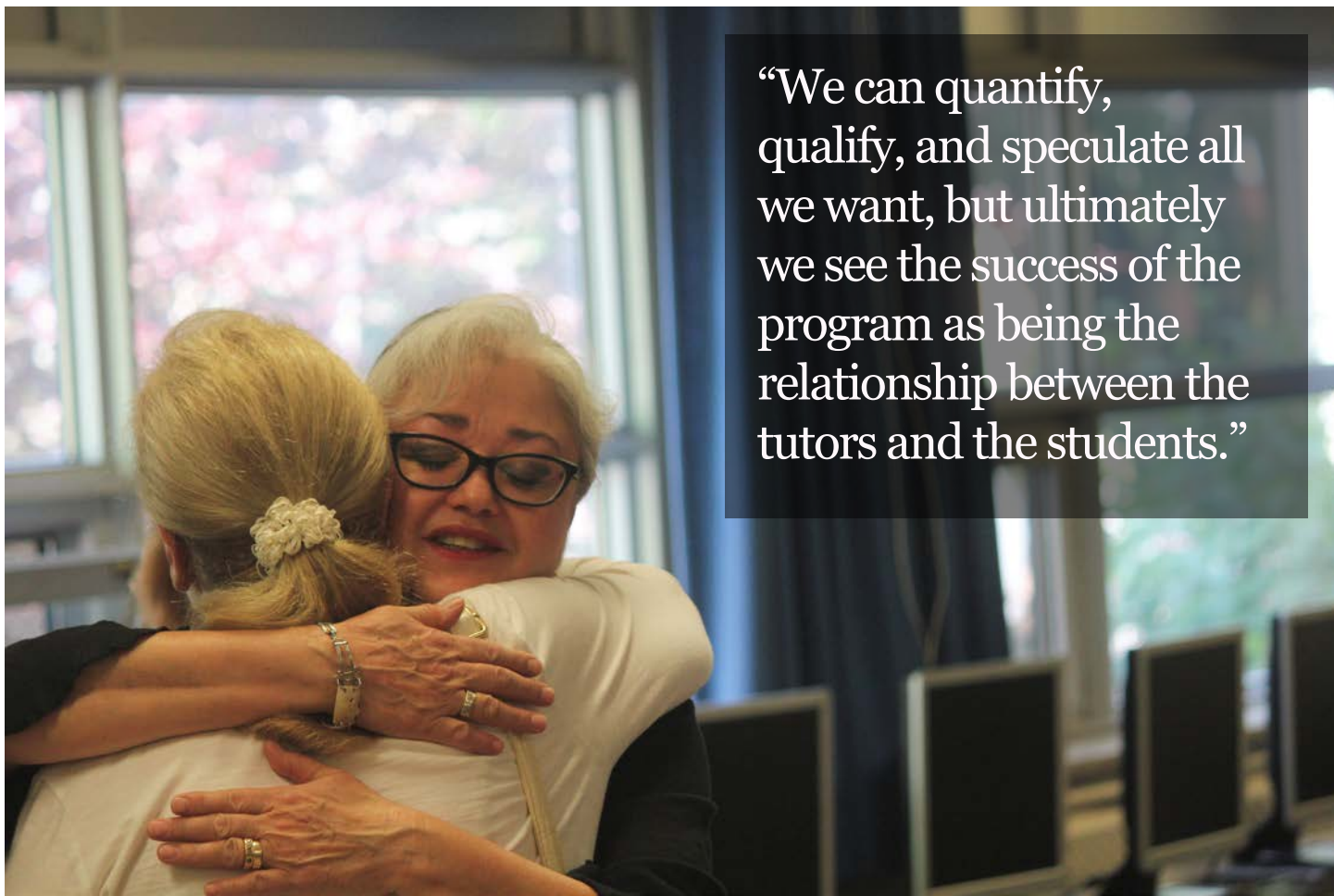
REFLECTIONS ON: THE PAST, PRESENT & THE FUTURE

10.1 A MESSAGE FROM THE DIRECTOR

In September, we started with 12 schools. Eastmount Park closed last June and Franklin Road did not return. We have an on-going list of potential schools who have contacted us for programming. We were able to contact two new schools: Sacred Heart of Jesus and Highview. Many of the returning tutors were willing to go into the new schools and we quickly had programs up and running. There were only 12 students and 6 tutors, not the usual 16 students and 8 tutors, in the Sacred Heart program, as the school only has 160 students.

According to data compiled from 219 students: **99.5% of the students improved their reading scores.** An amazing statistic, but my first questions were: How did we achieve this outcome? How do we duplicate it? What did we do this year that contributed to this result? I would like to suggest that a combination of factors created the perfect storm of effectiveness and efficiency. First, our veteran volunteers have an average 4.8 years in program. At this stage of their commitment, they have acquired a wealth of knowledge and experience. At a workshop, we asked the tutors to define a successful tutoring session





“We can quantify, qualify, and speculate all we want, but ultimately we see the success of the program as being the relationship between the tutors and the students.”

and we have been using that model to shape programming. We empowered the tutors to better utilize the Educational Consultants as a resource regarding reluctant or non-readers. We credit the schools with adhering closely to our student criteria for enrolment in the program.

We can quantify, qualify, and speculate all we want, but ultimately we see the success of the program as being the relationship between the tutors and the students. Our tutors provide so much more than just one-on-one reading instruction. They build self-confidence and self-esteem. Call it what you wish, social capital or support systems, but our tutors provide the students with a value added resource. The tutors believe kids can succeed and indeed they do.

“You’ll see it when you believe it”
- Dr. Wayne W. Dyer

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela

Deban Brunette

10.2 A MESSAGE FROM THE TUTORING COORDINATOR

Five summers ago, when I started working at Neighbour to Neighbour, I immediately realized that I wanted to volunteer in the reading tutor program. Trained tutors providing one-on-one reading support for children reading below grade level: it completely made sense to me. Luckily, I had some extra time and I was able to facilitate tutoring and working at Neighbour to Neighbour.

As a tutor, I experienced the joys of working with students first-hand. I saw my group of students improve, their self-

confidence skyrocket and their faces light up every time I appeared at their classroom door. At the end of every session, I felt as though I had made a positive impact in that student's education.

As the tutoring coordinator, my favourite part of the work week was when a tutor dropped by the Centre and shared a student's success story. Believe me, it was a regular occurrence! I saw the tutor's face light up the same way that I saw the students' when I was tutoring. Everyone involved whole-heartedly believes kids can succeed. That's why the program works.

“The more you read, the more things you’ll know. The more that you learn, the more places you’ll go.”

- Dr. Seuss

HCapretta

Hailey Capretta
Tutoring Coordinator



11 | THANK YOU

Finally, on behalf of the Neighbour to Neighbour Jack Parent Tutoring Program, we would like to thank our awesome volunteers, funders, donors, and partners for their kindness, dedication, and continuing support.

Simply stated, this program would not exist without the support of our community, as it does not receive any government funding from either the school boards or the Ministry of Education. **It is truly for the community, by the community.**



- ▲ *You have made all these moments, and countless more, possible for children and their families. You are the leaders and change-makers of this community, and for this, we are eternally grateful.*

11.1 OUR FUNDERS

Major funding for this program is provided by:

FOUNDING FUNDER

The Halo Foundation

LONG-TERM FUNDERS

**HAMILTON
COMMUNITY
FOUNDATION**

Edith H. Turner Foundation Fund
The Tran Family Fund
Bruce Trail Expedition for Kids Fund
Hutton Family Fund



Joany Verschuuren
& Mark Tamminga



Ancaster
Film Fest

FIRST-TIME FUNDERS



Canada Post
**Community
Foundation**



Jack & Ina Pollock
**Charitable
Foundation**

MONTHLY FUNDERS

Mrs. Lee Andrus

12 | LEVELS OF GIVING



\$7500

provides the funds to
*support an entire
school program
for a year*

\$1000

provides the funds to
*purchase books
for the entire
program*



\$500

provides the funds to
*support 1 child
for an entire
school year*



n2ncentrehamilton



tutor@n2ncentre.com



@n2ncentre



www.youtube.com/Neighbour2Neighbour