

Neighbour to Neighbour

NEIGHBOUR

— 2 —

NEIGHBOUR

Jack Parent Reading Program

2018 - 2019 Impact Report



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Student

“When I was with my tutor, I liked how if I’m stuck on a word she helps me and tells me what it means. She always has a smile on her face and she is funny. When I read with my tutor, it makes me so happy and want to read more.”

Tutor

“A new thing I learned this year was: Time spent with young minds is time well spent indeed!”

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About Neighbour to Neighbour

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Overview

Since 1986, Neighbour to Neighbour Centre (N2N), a non-profit, charitable organization, has been addressing the needs of our community. Not everyone in Hamilton has the same access to opportunities and resources. This means that some people have less choice and control over their lives which results in an inability to reach their full potential.

N2N addresses these issues by connecting people to our emergency and preventative services as well as directing them to other community resources. The impact is that people have power over their lives, feel healthy, included and supported. This results in an improvement in their quality of life, which is our mission.

What began as a small foodbank on Hamilton Mountain has grown to become a multi-purpose agency that makes a measurable difference in the lives of people in the Hamilton community.

N2N services our community with qualified staff and trained volunteers in four departments: Emergency Food, Community Food Centre, Family Services and Educational Support.

Program History

Over the last 15 years, N2N has grown the reading program from one school, with 15 students and 3 volunteers, into partnerships with 15 elementary schools in both the Hamilton-Wentworth District School Board (HWDSB) and the Hamilton-Wentworth Catholic District School Board (HWCDSB). We now have 131 volunteers tutoring over 250 students.

We have partnered with over **15 schools** and have tutored **3,000 students** over 15 years.

600 unique volunteers have signed up for **1,390 positions** which totals to **79,459 hours** over 15 years



Teacher

“The volunteers are kind, professional and dedicated to their work. My students’ reading has improved because of the program. My students look forward to reading with the volunteers. It is my hope that we are fortunate to have this program to continue at Holbrook School next year! Thank you very much!”

Parent

“My child is now starting to take initiative to read stories at home, prior to Neighbour to Neighbour, it was difficult to get them to read with me.”

Goals and Outcomes

Neighbour to Neighbour's Jack Parent Reading Program has strived to improve the reading skills of children who are under-resourced and reading below grade level.



Improve children's reading levels in grades 1-4 who are under-resourced and reading below grade level



95%
of students improved their reading levels



Increase children's self-confidence through one-on-one support



86%
of parents and teachers reported a significant increase in self-confidence



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



90%
of students reported an increased interest in reading

Program Details

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Program Model

In each school, 16 students in Grades 1-4 have the opportunity to work one-on-one with trained volunteers to improve their literacy skills. N2N provides eight volunteer tutors that go into each school during the school day and work one-on-one with students for 15-20 minutes, twice a week. Our program focuses on reinforcing the reading strategies that students are currently learning in their classrooms.

Our tutors engage with 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.

Our tutors engage with students to help them develop their decoding, comprehension and fluency skills through one-on-one support.

At the end of each session, the student chooses a sticker to put on their bookmark to display their hard work - it also acts as an indicator of how many books they have read.

Each student has a logbook where their tutors track their attendance and progress. At the end of each session, and in collaboration with the student, tutors update the logbook by noting the reading strategies used during the session and next steps.

Admission Requirements

Students were selected by their teachers for the program based on the following criteria:



Students in Grades 1-4 who are reading below grade level and are under-resourced.¹



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 in need of professional intervention, and are not participating in other literacy support programs.²

¹ Children who would not otherwise have access to one-to-one support due to lack of income, health, skills, relationships, role models, support systems and/or education. In *A Framework for Understanding Poverty*, Dr. Ruby Payne defines poverty as "the extent to which an individual does without resources" (16).

² This program is not designed for students whose difficulties with learning or literacy acquisition may require informed approaches from a professional educator on a long-term basis.

Celebrating Success

Every year in May, we fill a room at 28 Athens with new books that have either been donated or that we have purchased. This year, 84 team members came out to select books and fill bags for their students. June is a time for celebration and every school held a Success Celebration. Schools oversaw hospitality and inviting parents, N2N brought certificates and book bags for all the children. Every student received a bag filled with three books, a learning dictionary, and an assortment of school supplies. This was an opportunity to thank everyone; the students for their hard work, the tutors for their dedication, the teachers for their support and the parents for their engagement. Success Celebrations give us another way of interacting with the community we serve, and we were pleased to have approximately 50 guests at this year's celebrations.

We can't do it alone; we need the community behind and beside us. Know that with your help we make a difference in the lives of so many children.



Special Graduation at Hamilton Holbrook School*



10-year-old Addison Hollway and the other children at Holbrook elementary school received a backpack full of books and other school supplies for recently graduating from Neighbour to Neighbour Centre's Jack Parent Reading Program.

Addison said she can hardly wait to delve into the books she was given. "I won't even be watching TV," she said. "I'll be reading."

Six-year-old Clifford Rae was all smiles.

"I know how to read now," beamed Clifford, a Grade 1 student moments after getting his backpack and graduation certificate. "I can't wait to show my mom."



Student

“I liked reading with my tutor because of the peace and quiet.”

Tutor

“It was my first year working with the Grade 2s and I enjoyed it very much! They really improved over the year which is rewarding but also made them feel more self-confident.”

Volunteers

Structure 12
Demographics 13

Structure

Tutors

N2N Tutors provide one-on-one reading support, in a designated school, to four students in Grades 1-4 who are reading below grade level. Tutors use prescribed N2N reading strategies and techniques (mirroring school curriculum) to help encourage students to read.

Educational Consultants

Educational Consultants are or have been teachers/educators and have experience in elementary, special education, adult education or early childhood education. They ensure that the elements taught in the tutoring program align with current curriculum.

Team Leaders

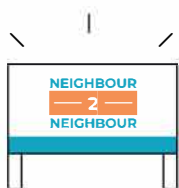
Team Leaders direct their school team of tutors in accordance with the policies & procedures set out in the Tutor Handbook with guidance from the Educational Consultants and the Director of Educational Programs.

Peer Mentors

Peer Mentors are well established and experienced tutors and/or tutors with a background in education who facilitate orientation and mentoring sessions.



Becoming a Neighbour 2 Neighbour Tutor



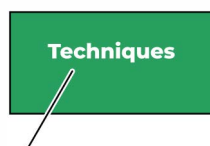
1. N2N Orientation

The programs and operations at the Neighbour 2 Neighbour Center are explained.



2. Interview

Potential volunteers are interviewed by the Director of Educational Programs.



3. Training

Training includes informing the volunteer on policies, procedures, and tutoring techniques



4. Vulnerable Sector Check

Volunteers must provide a clear Vulnerable Sector Check



5. School Orientation

Volunteers are introduced to the school and are provided a mentoring session



Demographics

73% Volunteer Retention Rate

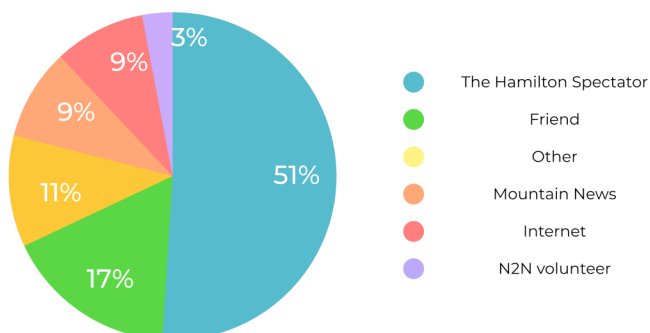
6 average years of service

131 total volunteers

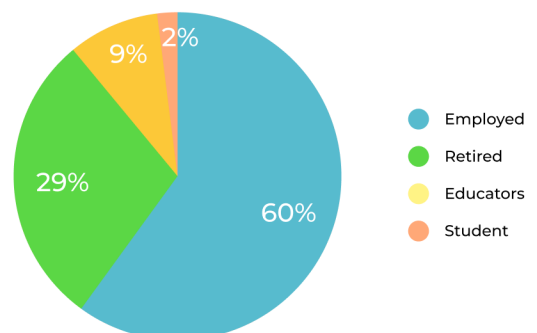
35 new recruits

New Recruit Demographics

How did you learn about this program?



Volunteer Occupations:



Parent

“My daughter actually enjoys reading and gets excited to read new and challenging books to/with me and her dad. Her confidence in reading has drastically improved. Thank You!!

Teacher

“The student from my classroom who was involved in the program made gains in his skills and confidence. The tutors were kind, interested, touched base about strengths/weaknesses and showed a genuine love of teaching reading. Thank You!”

HWDSB Results

Measuring Progress 16

RA Riddell 17

Armstrong 19

Westwood 21

Chedoke 23

Helen Detwiler 25

Richard Beasley 27

CB Stirling 29

Huntington Park 31

Highview 33

Lincoln Alexander 35

Holbrook 37

Measuring Progress

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

We use the DRA scale to determine whether students are reading on, above, or below grade level. Our partnered schools share student DRA levels with us at the beginning, middle, and end of the program. By knowing student DRA levels, we are able to select reading materials that match students' reading levels and provide students with relevant literacy instruction that encourages reading success.

A student has met grade level once they have reached their grade specific "benchmark." Students selected for the program must meet our admission criteria and it is our goal to help them reach their grade benchmark.

DRA Scale

Q	40	Grade 4 Benchmark
P	38	
O	34	Grade 3 Benchmark
N	30	
M	28	Grade 2 Benchmark
L	24	
K	20	
J	18	
I	16	Grade 1 Benchmark
H	14	
G	12	
F	10	
E	6	Kindergarten Benchmark
D	4	
C	3	
B	2	
A	1	

Survey Response Rates

Students	Parents	Teachers	Tutors
169 out of 177	91 out of 177	61 out of 75	82 out of 87
95%	51%	81%	94%


Partnered Schools




RA Riddell	Helen Detwiler	Highview
GL Armstrong	CB Stirling	Lincoln Alexander
Westwood	Richard Beasley	Holbrook
Chedoke	Huntington Park	



RA Riddell


94%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


88%

OF PARENTS AND
TEACHERS REPORTED A
**SIGNIFICANT INCREASE
IN SELF-CONFIDENCE**


80%

OF STUDENTS
REPORTED AN
**INCREASED INTEREST
IN READING**

Demographics

♀ **15 Male** | **2 Female** ♂

Survey Response Rates

Students	<div><div></div><div>15</div><div>17</div></div>	Parents	<div><div></div><div>6</div><div>17</div></div>
Teachers	<div><div></div><div>10</div><div>11</div></div>	Tutors	<div><div></div><div>7</div><div>8</div></div>

"I liked everything. This is the best thing ever."
- Grade 2 student

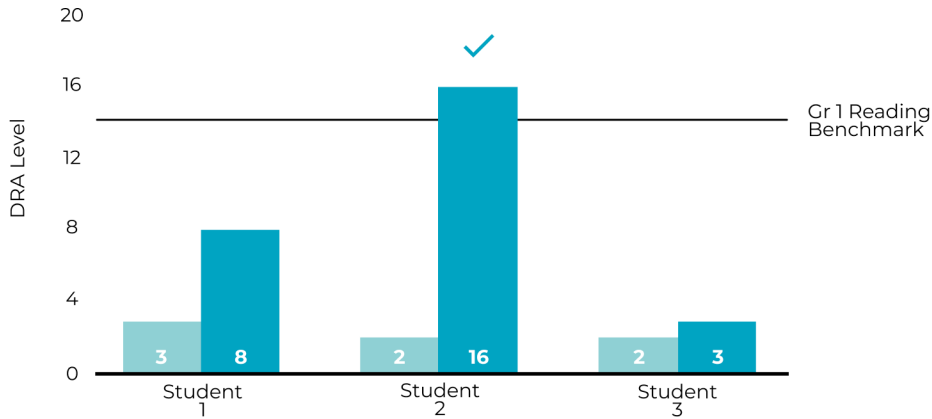
**"Thank you so much for helping the grade 2
students! Your consistent support has
definitely helped their reading and writing
skills improve."**
- Teacher

Student Success

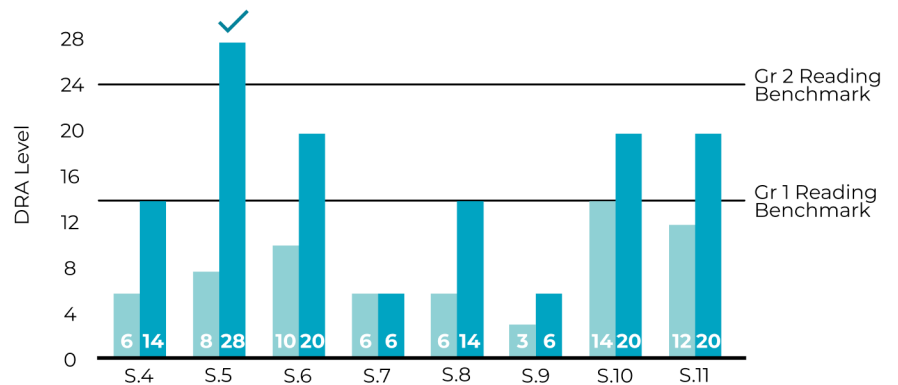
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

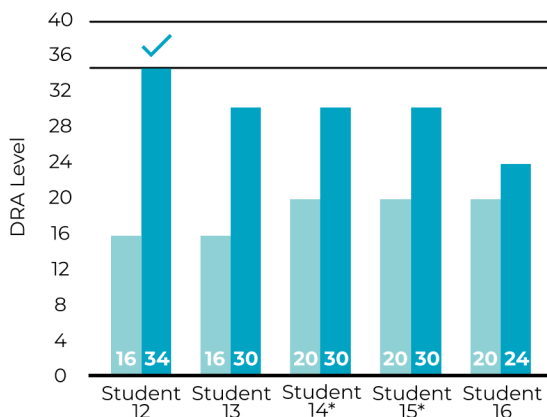
Grade 1



Grade 2

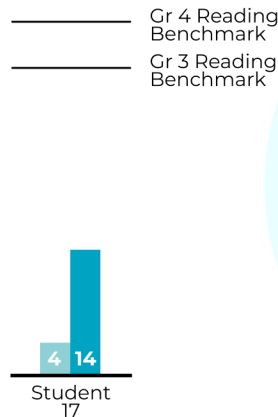


Grade 3



* running record

Grade 4





Armstrong


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS



92%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE



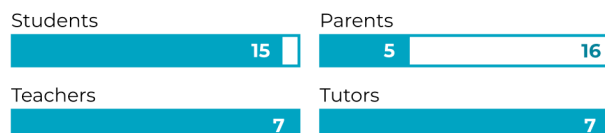
84%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **8 Male** | **8 Female** ♂

Survey Response Rates



"Many thanks! She is reading more at school. Individual attention is very valuable!!"

- Parent

"Not only have I seen my student's reading score go up but I have seen a huge improvement in her confidence level!"

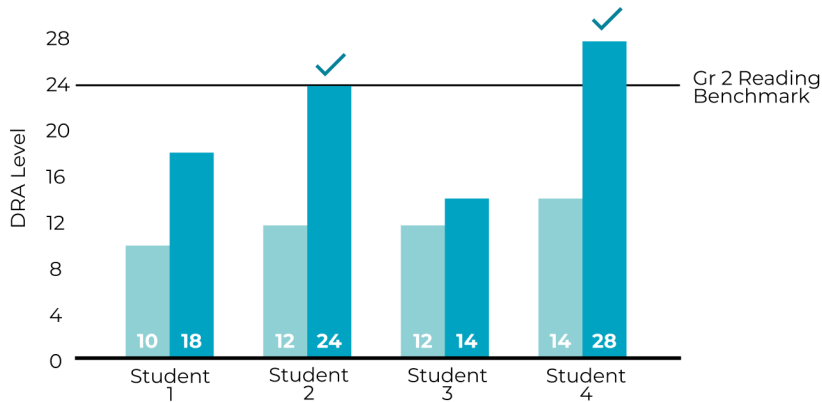
- Teacher

Student Success

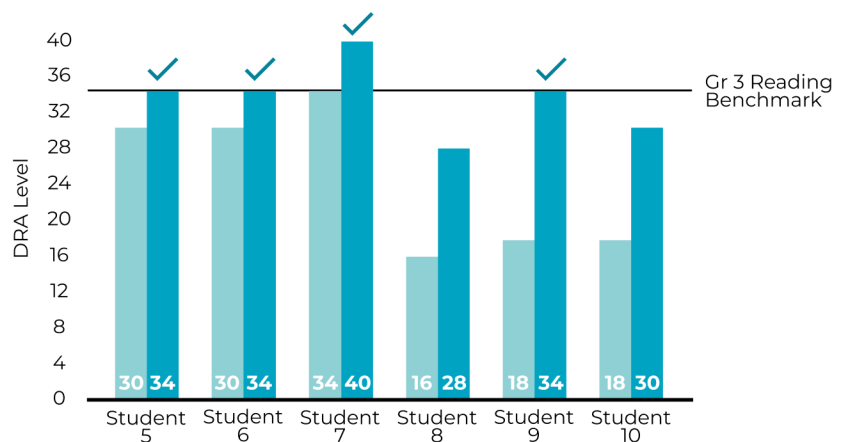
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Beginning End

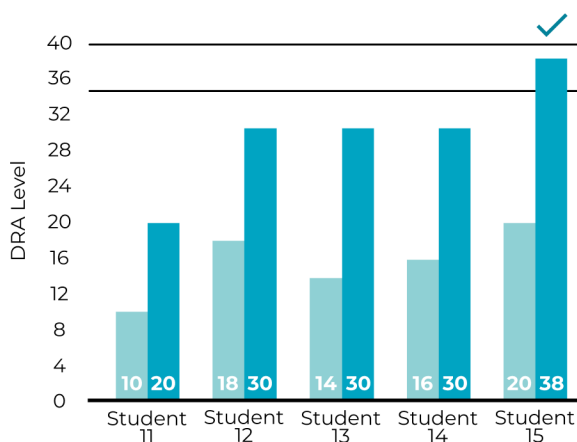
Grade 2



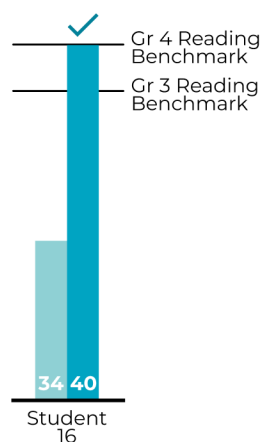
Grade 3



Grade 3



Grade 4






Westwood


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


83%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE


88%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **14 Male** | **7 Female** ♂

Survey Response Rates

Students	17	Parents	11	17
Teachers	3	8	Tutors	8

"When I was with my reading tutor, I liked that she is nice, funny, and fun to read with and that is that." - **Grade 3 student**

"My child always comes home happy after reading with N2N. He always comes home and tells us about the books he has read. Thank you."

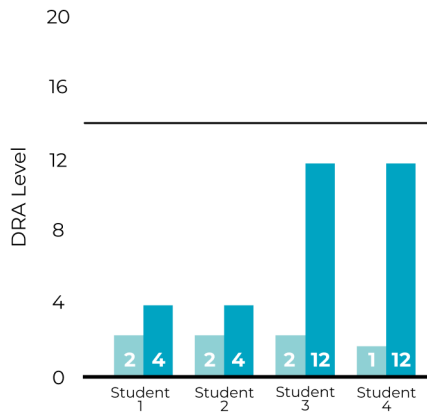
- **Parent**

Student Success

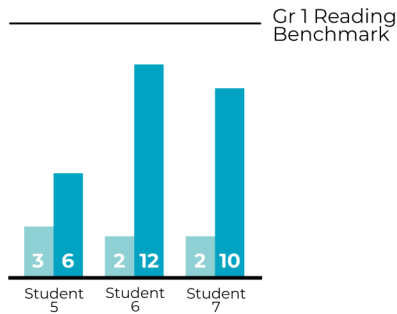
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Beginning End

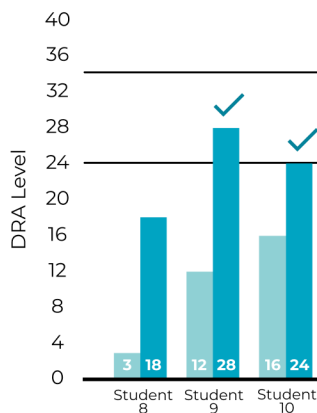
Grade 1



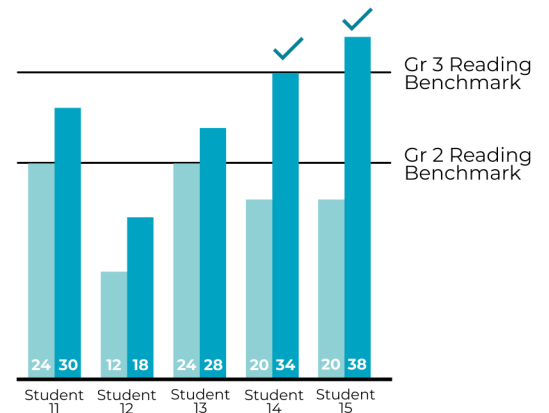
Grade 2



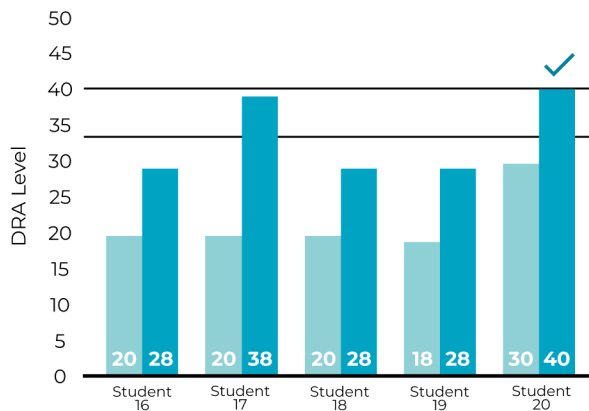
Grade 2



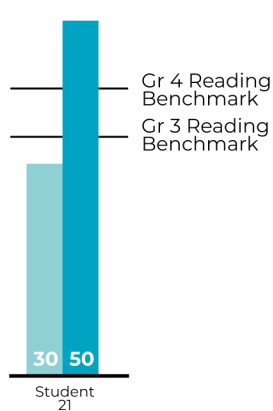
Grade 3



Grade 4



Grade 5






Chedoke


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


92%

OF PARENTS AND
TEACHERS REPORTED A
**SIGNIFICANT INCREASE
IN SELF-CONFIDENCE**


89%

OF STUDENTS
REPORTED AN
**INCREASED INTEREST
IN READING**

Demographics

♀ **8 Male** | **7 Female** ♂

Survey Response Rates

Students	15	Parents	8	16
Teachers	7	Tutors	8	

"What a difference a few months can make to a child who is learning to read! This team is great."

- Tutor

"I liked that other people are reading like me."

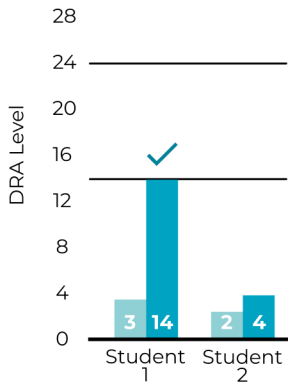
- Student

Student Success

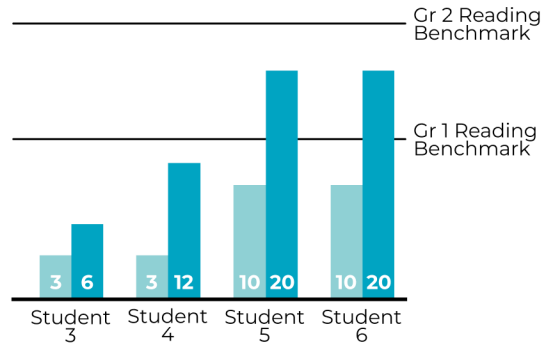
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Beginning End

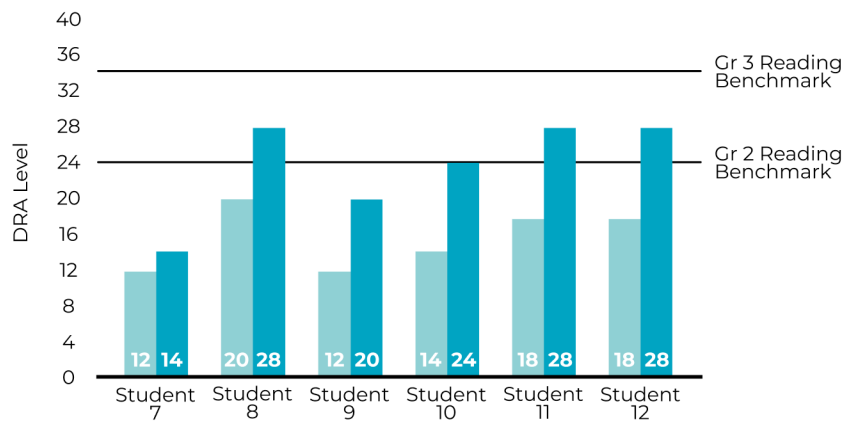
Grade 1



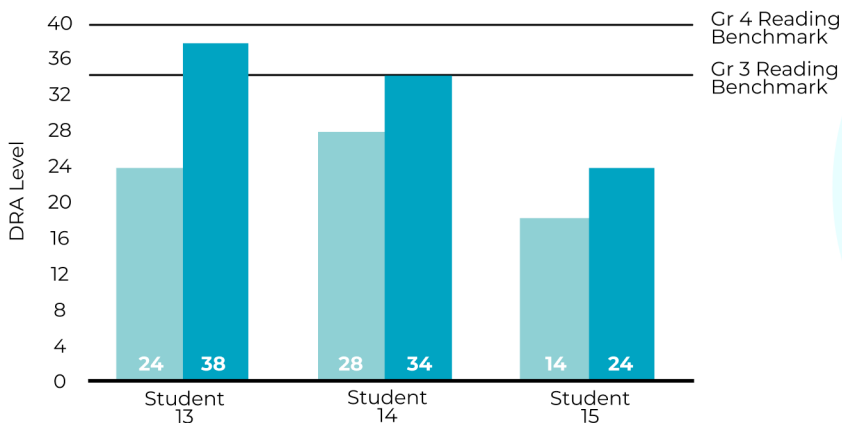
Grade 2



Grade 3



Grade 4





Helen Detwiler


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


90%

OF PARENTS AND
TEACHERS REPORTED A
**SIGNIFICANT INCREASE
IN SELF-CONFIDENCE**


85%

OF STUDENTS
REPORTED AN
**INCREASED INTEREST
IN READING**

Demographics

♀ **10 Male** | **6 Female** ♂

Survey Response Rates

Students	<div><div></div><div>16</div></div>	Parents	<div><div></div><div>7</div></div> <div><div></div><div>16</div></div>
Teachers	<div><div></div><div>3</div></div> <div><div></div><div>5</div></div>	Tutors	<div><div></div><div>8</div></div>

"Excellent program. It has helped my step-son immensely and he enjoys it. Please continue this program every year." - [Parent](#)

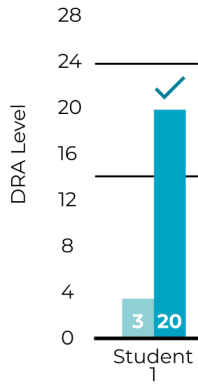
"The volunteers for N2N are great. They touch base with me to share reading levels and compare what they see to what I do. The one-to-one weekly reading is beneficial to these students who may not be reading with anyone at home and do not receive daily reading support in class, or any extra support" - [Teacher](#)

Student Success

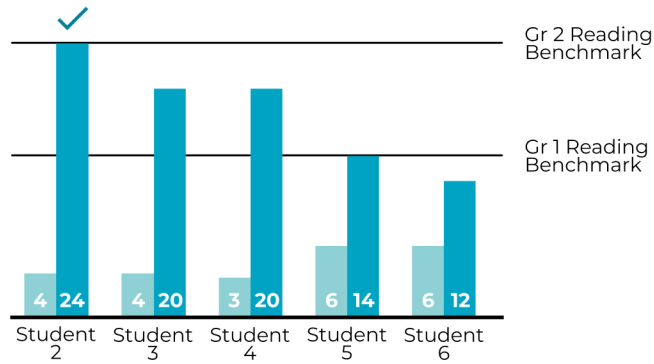
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Beginning End

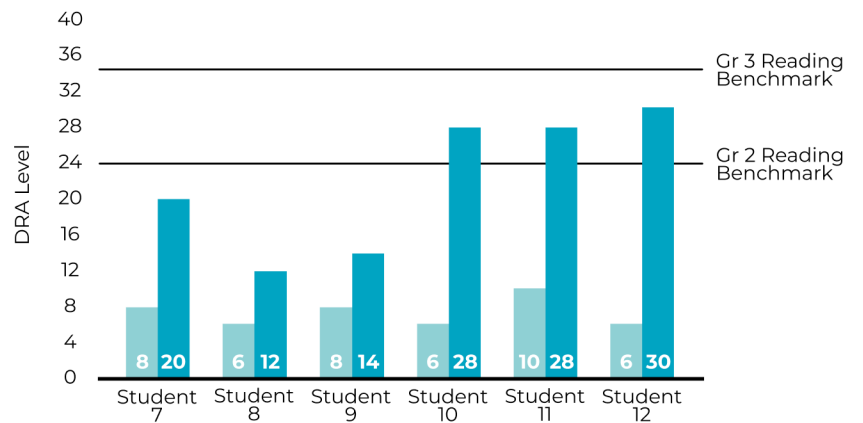
Grade 1



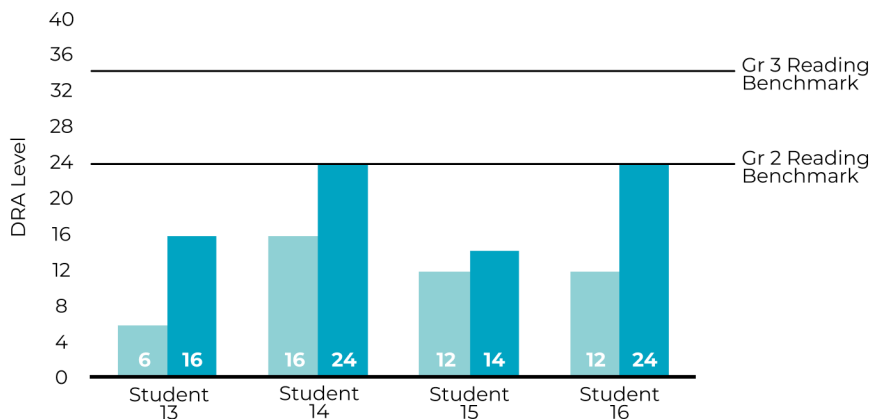
Grade 2



Grade 3



Grade 3






Richard Beasley


81%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


92%

OF PARENTS AND
TEACHERS REPORTED A
**SIGNIFICANT INCREASE
IN SELF-CONFIDENCE**

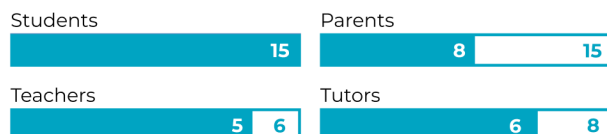

93%

OF STUDENTS
REPORTED AN
**INCREASED INTEREST
IN READING**

Demographics

♀ **7 Male** | **9 Female** ♂

Survey Response Rates



"Such a positive program – kids look forward to it every time!" - Teacher

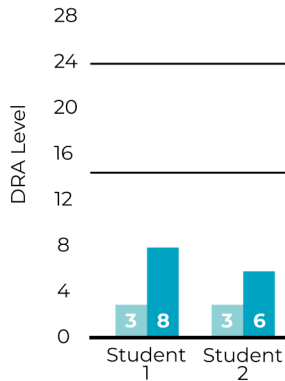
"Keep doing what you're doing. Thank you so much." - Parent

Student Success

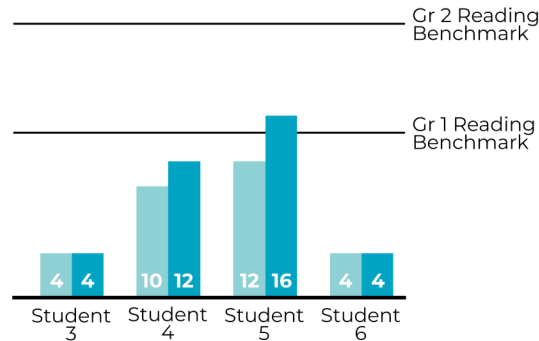
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Beginning End

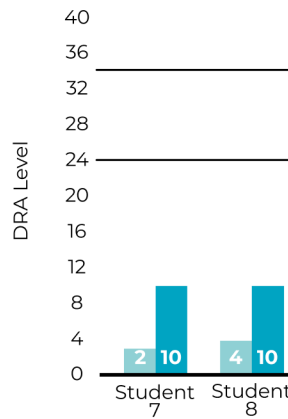
Grade 1



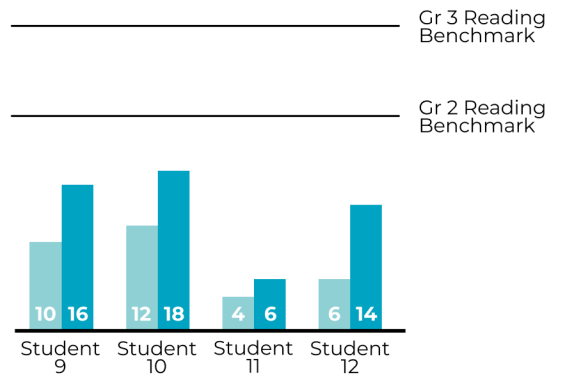
Grade 2



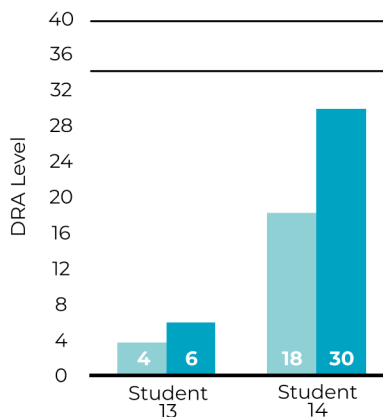
Grade 2



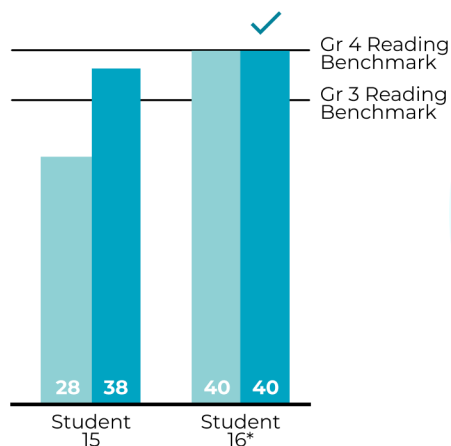
Grade 3



Grade 3




Grade 4



* running record



CB Stirling


94%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


89%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE


93%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **10 Male** | **6 Female** ♂

Survey Response Rates

Students	15	Parents	6	16
Teachers	5	Tutors	7	8

"1:1 with students is always beneficial. We REALLY appreciate having our students participate in this program. Volunteers are always friendly and helpful. Thank you :)"
- Teacher

"My child mentions she appreciates the help."
- Parent

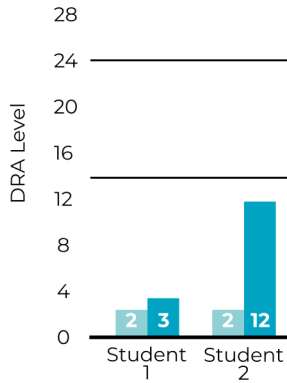
"Thanks for everything that you do! It's a great program!" - Teacher

Student Success

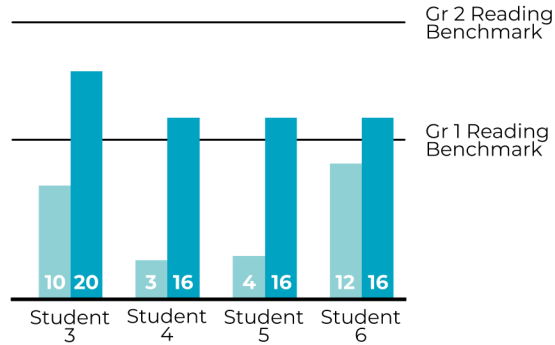
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Beginning End

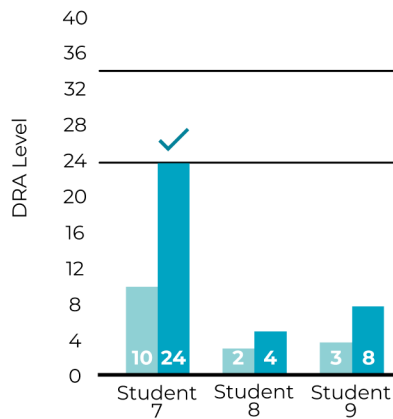
Grade 1



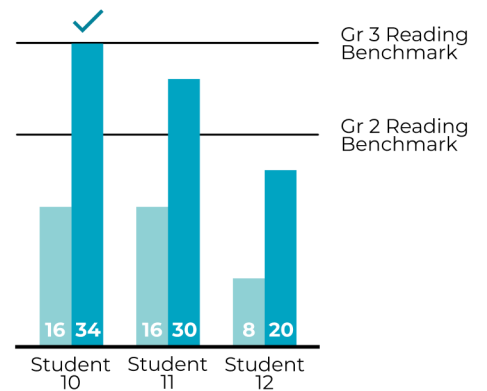
Grade 2



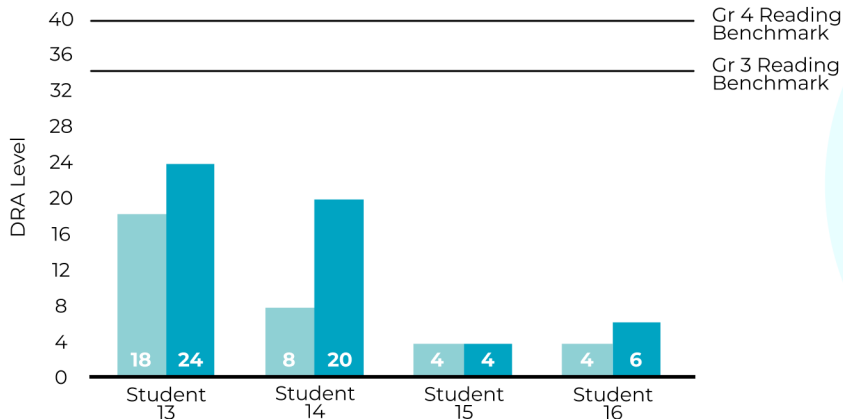
Grade 2



Grade 3

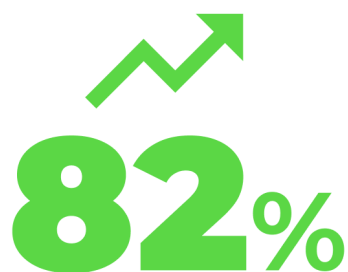


Grade 4





Huntington Park



OF STUDENTS
IMPROVED THEIR
READING LEVELS



OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE



OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **11 Male** | **6 Female** ♂

Survey Response Rates

Students	13	16	Parents	7	16
Teachers	4	5	Tutors		8

"I've heard from parents who have had children in this program in years past. They all highly recommend allowing students to participate if they are given the opportunity. I couldn't agree more." - **Parent**

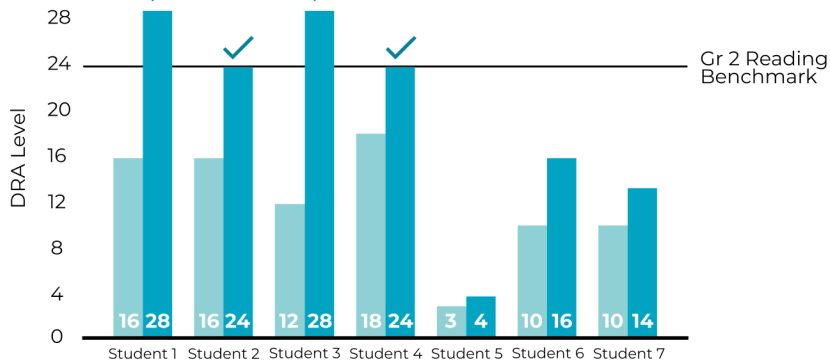
"Thank you very much for everything! My students really enjoyed and benefited from being part of this program."
- **Tutor**

Student Success

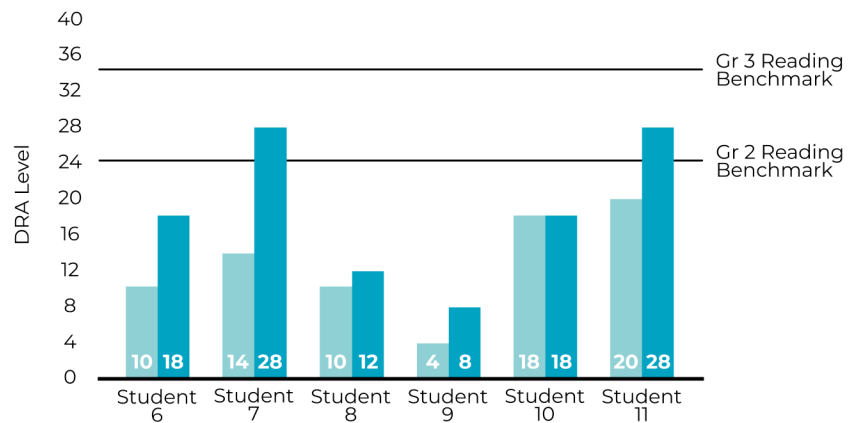
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

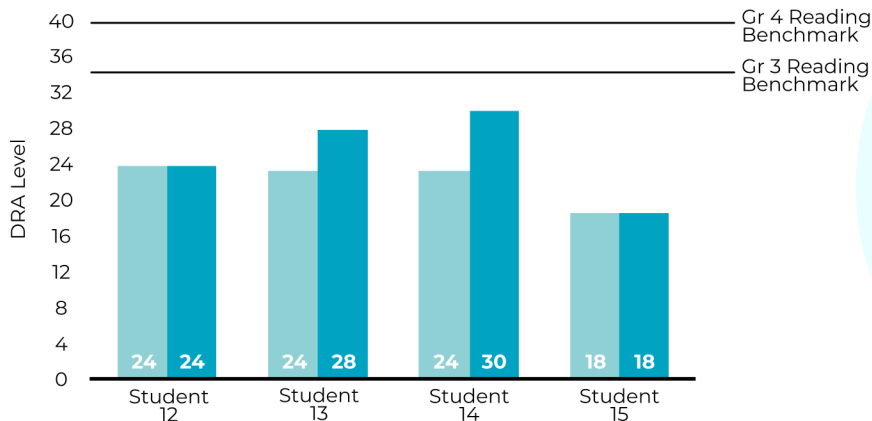
Grade 2



Grade 3



Grade 4






Highview


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


90%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE


98%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **6 Male** | **10 Female** ♂

Survey Response Rates

Students	16	Parents	9	16
Teachers	9	Tutors	7	8

“My child is very confident when she reads at home. She often talks about her reading and literacy lessons.” - Parent

“Thank you for all your hard work and trying to work on concepts from class. For example, retells, blending, long vowels etc. My student has really enjoyed the extra reading support and his grades are showing it is working.”

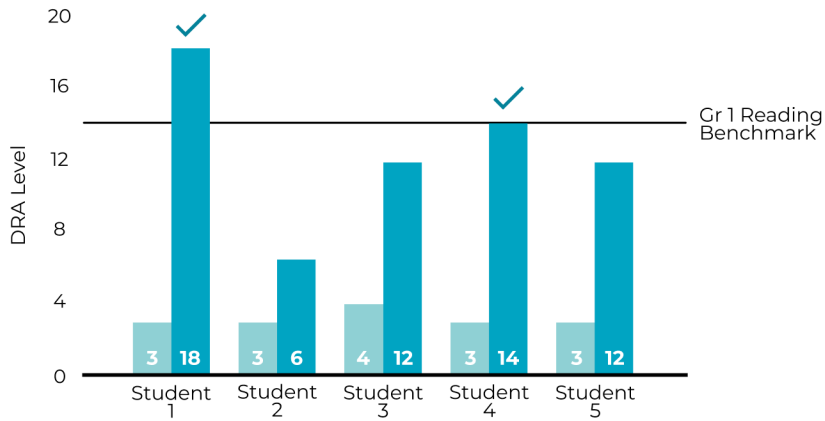
- Tutor

Student Success

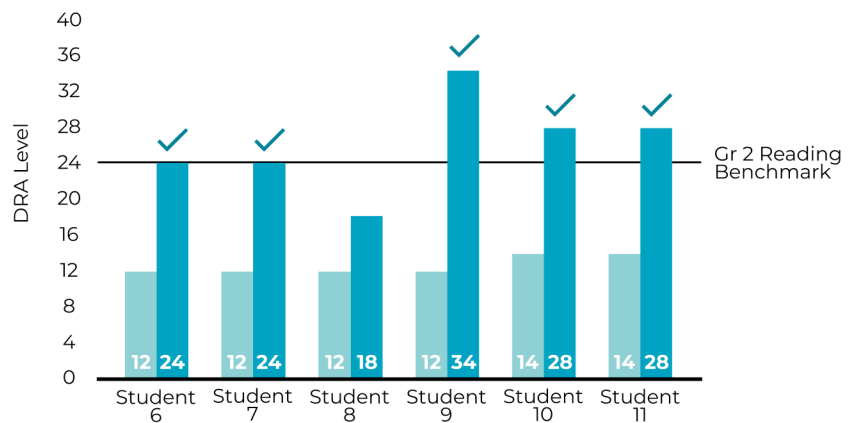
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

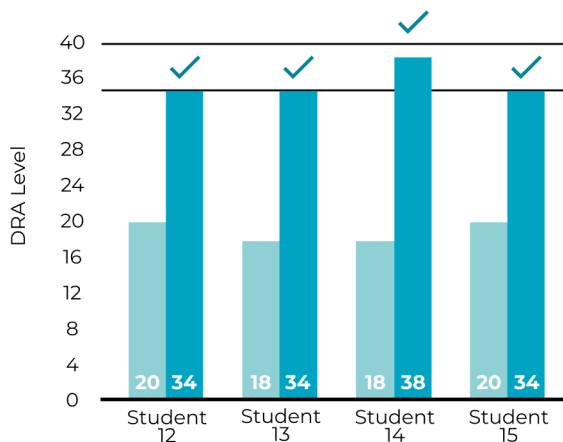
Grade 1



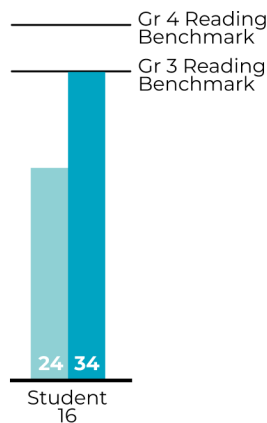
Grade 2



Grade 3



Grade 4





Lincoln Alexander


75%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


89%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE


94%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **5 Male** | **11 Female** ♂

Survey Response Rates

Students	16	Parents	12	16
Teachers	3	5	Tutors	8

"My student looks forward to the program each week. She is engaged and really enjoys the 1:1 attention." - [Teacher](#)

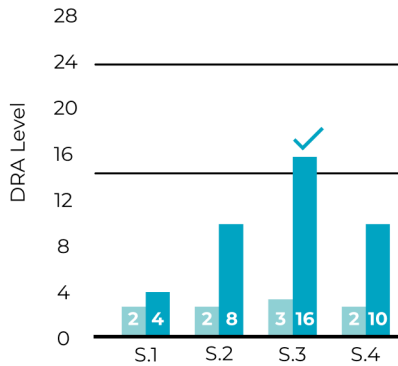
"It's fun and [I liked] exploring [my] imagination. [I liked] all the adventures the reading takes you on." - [Grade 4 student](#)

Student Success

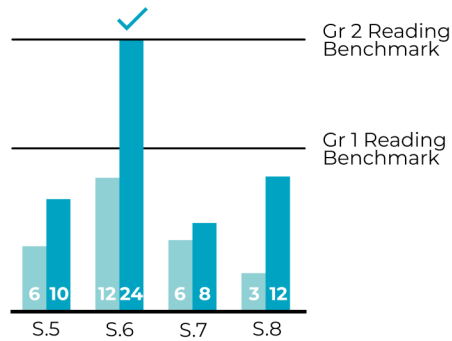
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

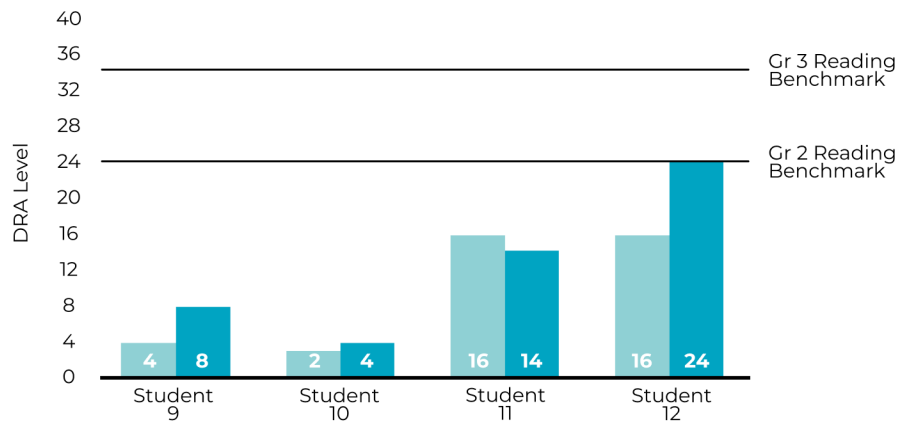
Grade 1



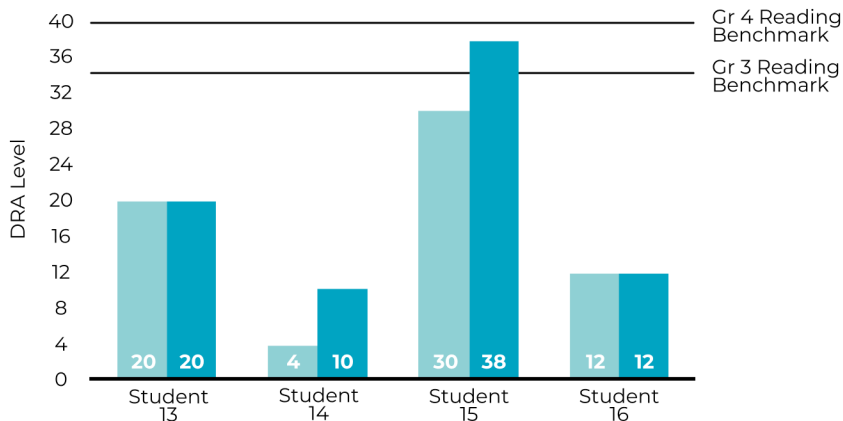
Grade 2



Grade 3



Grade 4





Holbrook


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


90%

OF PARENTS AND
TEACHERS REPORTED A
**SIGNIFICANT INCREASE
IN SELF-CONFIDENCE**


90%

OF STUDENTS
REPORTED AN
**INCREASED INTEREST
IN READING**

Demographics

♀ **8 Male** | **8 Female** ♂

Survey Response Rates

Students	16	Parents	12	16
Teachers	5	Tutors	7	8

"When I was with my reading tutor, I liked the books they gave me. They were nice and I liked how they helped me sound out the words."

- **Grade 4 student**

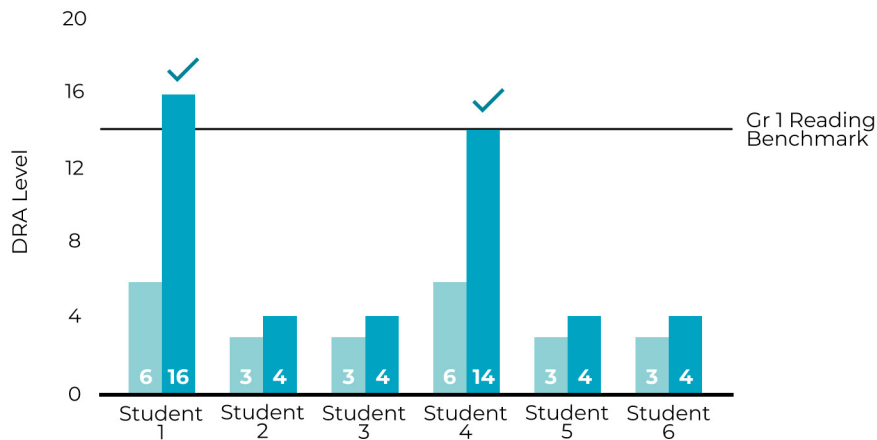
"My son is now starting to take initiative to read stories at home, prior to Neighbour to Neighbour, it was difficult to get him to read with me." - **Parent**

Student Success

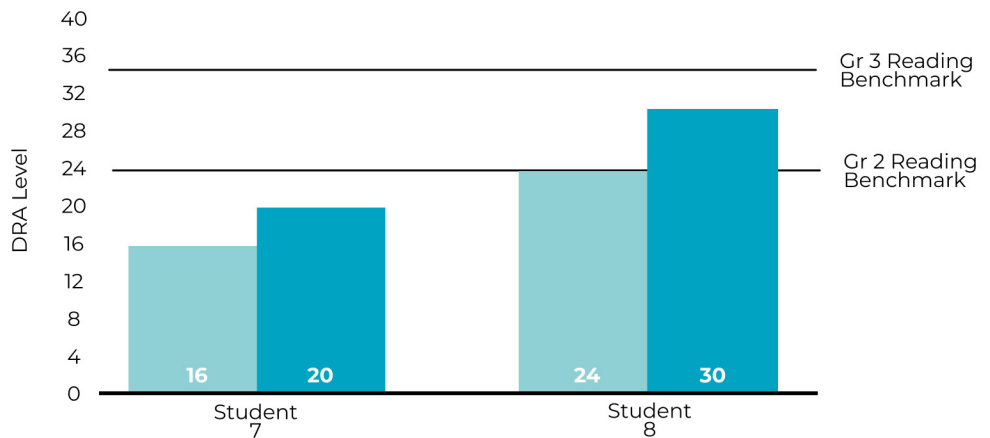
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

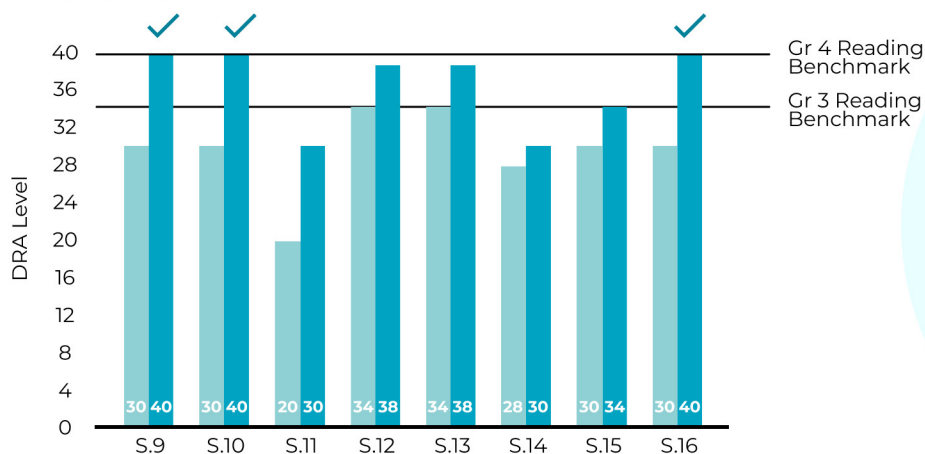
Grade 1



Grade 3



Grade 4



HWCDSB Results

Measuring Progress	40
St. Michael	41
Our Lady of Lourdes	43
St. Margaret Mary	45
St. Margaret d'Youville	47

Measuring Progress

In the Hamilton-Wentworth Catholic District School Board (HWCDSB), student reading levels are assessed according to the PM Benchmark Scale.

We use the PM benchmark scale to determine whether students are reading at, above, or below grade level. Our partnered schools share student PM Benchmark levels with us at the beginning, middle, and end of the program. By knowing student PM Benchmark levels, we are able to select reading materials that match students' reading levels and provide students with relevant literacy instruction that encourages reading success.

A student has met grade level once they have reached their grade specific "benchmark." Students selected for the program must meet our admission criteria and it is our goal to help them reach their grade benchmark.

DRA Scale

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

Survey Response Rates

Students	Parents	Teachers	Tutors
63 out of 64	35 out of 64	16 out of 21	29 out of 31
98%	55%	76%	94%

Partnered Schools




St. Michael
St. Marguerite d'Youville
Our Lady of Lourdes
St. Margaret Mary



St. Michael


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


94%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE


85%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **11 Male** | **5 Female** ♂

Survey Response Rates

Students	16	Parents	8	16
Teachers	3	Tutors	8	

"My son has always been a bit behind with his reading and he has made great improvements with this extra help. Thank you." - [Parent](#)

"My child enjoyed her time with her tutors. Her confidence has strongly improved." - [Parent](#)

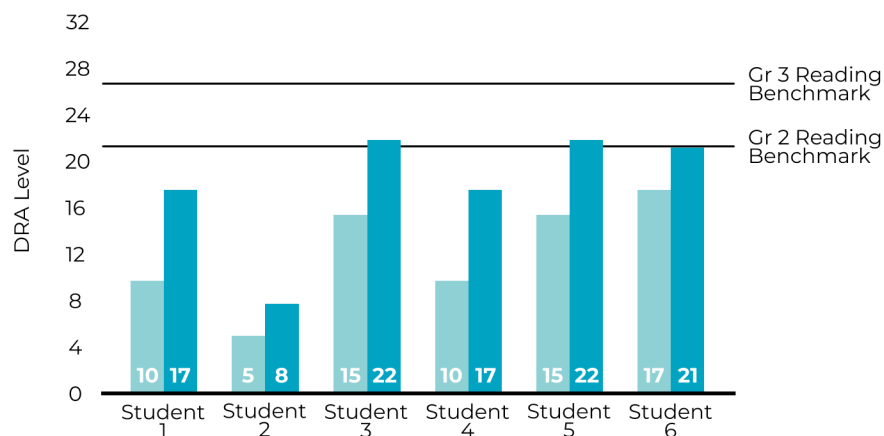
"When I was with my reading tutor, I liked to read to them and spend time with them." - [Grade 3 Student](#)

Student Success

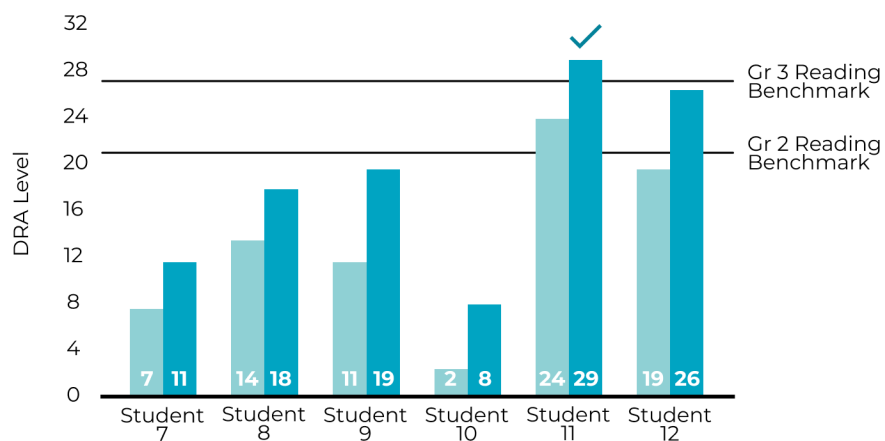
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

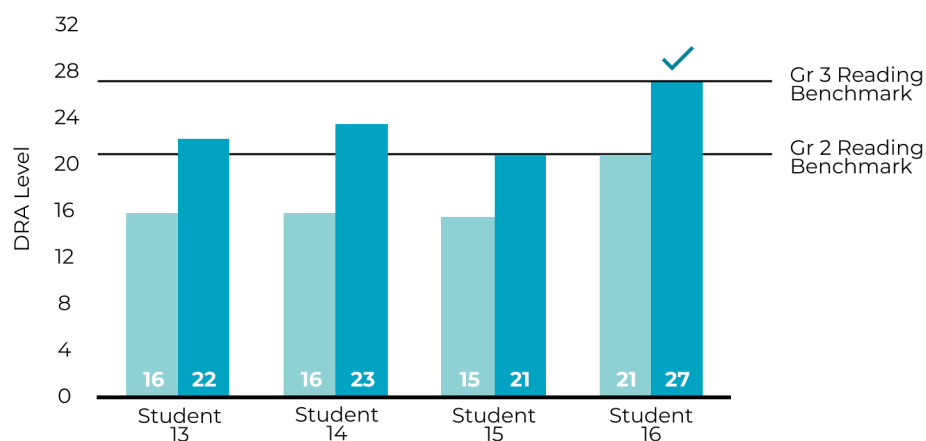
Grade 3



Grade 3

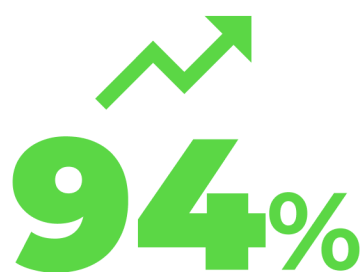


Grade 3

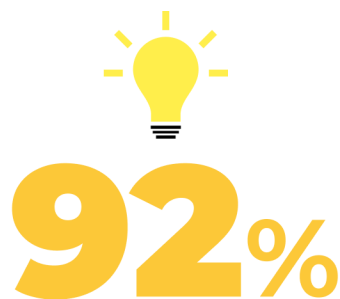




Our Lady of Lourdes



OF STUDENTS
IMPROVED THEIR
READING LEVELS



OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE

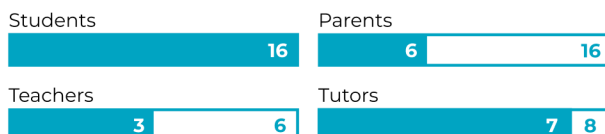


OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ 10 Male | 7 Female ♂

Survey Response Rates



"My child has improved greatly since joining the reading program. He is beginning to enjoy reading at home on a regular basis. He can almost read "Green Eggs and Ham" by Dr. Seuss on his own and can recognize words with little prompting by myself. We are very proud of him. He is finally beginning to enjoy reading." - Parent

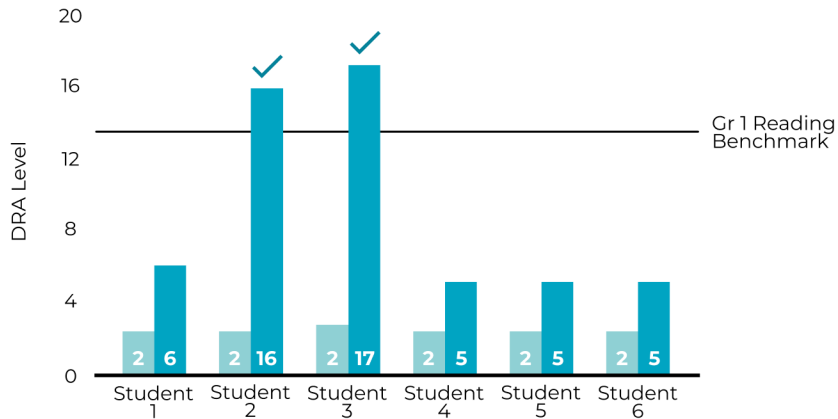
"I liked that my reading is improving, I have fun."
- Grade 2 Student

Student Success

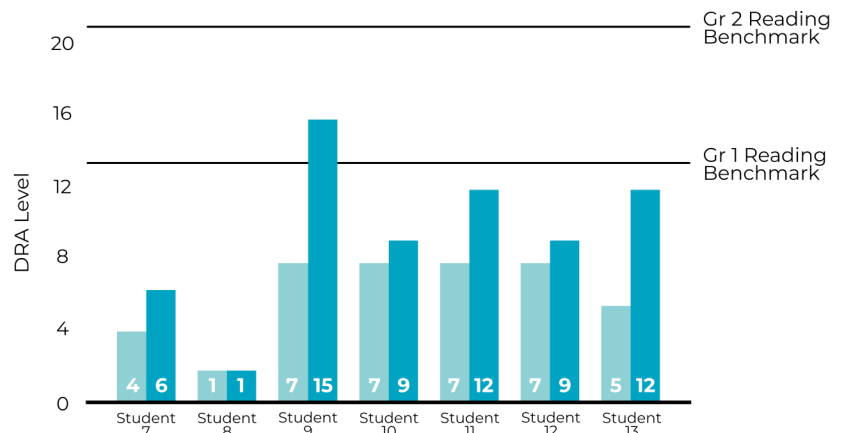
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

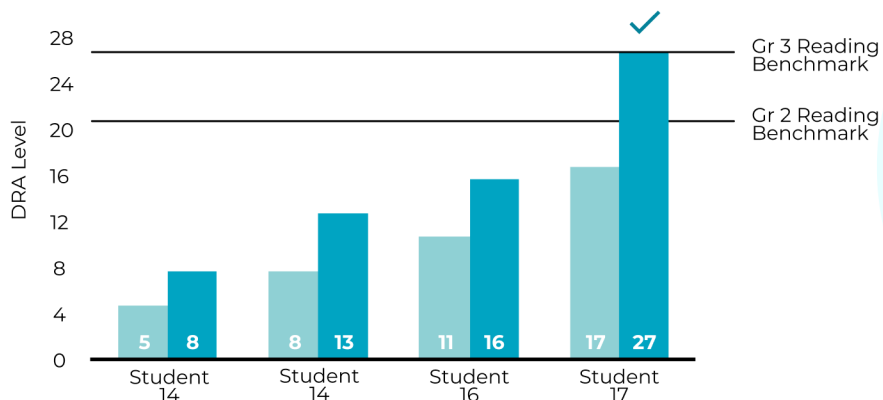
Grade 1



Grade 2



Grade 3





St. Margaret Mary


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


90%

OF PARENTS AND
TEACHERS REPORTED A
SIGNIFICANT INCREASE
IN SELF-CONFIDENCE


98%

OF STUDENTS
REPORTED AN
INCREASED INTEREST
IN READING

Demographics

♀ **7 Male** | **8 Female** ♂

Survey Response Rates

Students	15	Parents	7	16
Teachers	8	Tutors	7	

"When I was with my reading tutor, I liked that she cared about me." - [Grade 2 Student](#)

"N2N is a fantastic program to help struggling readers. I have noticed great improvements with my participants. This program is essential, as there are so many students who struggle with literacy."

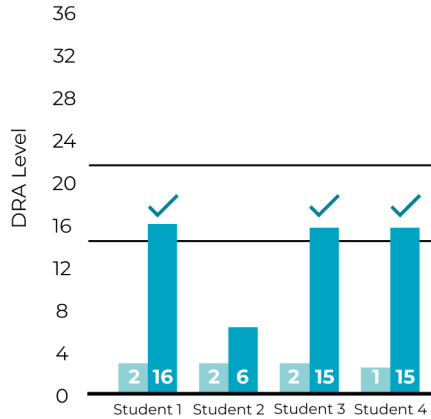
- [Teacher](#)

Student Success

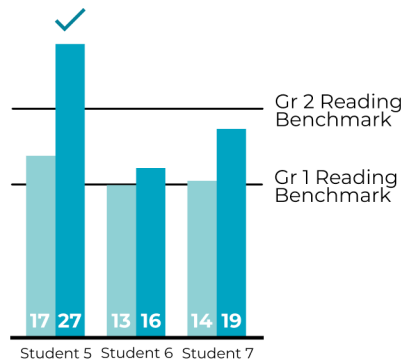
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Beginning End

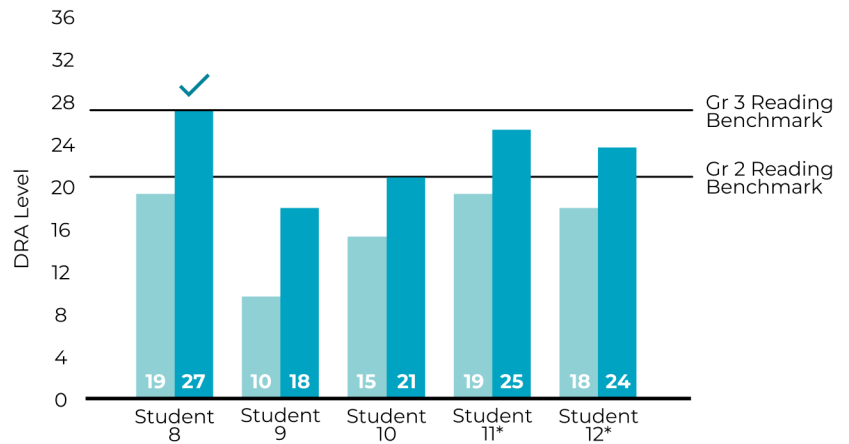
Grade 1



Grade 2



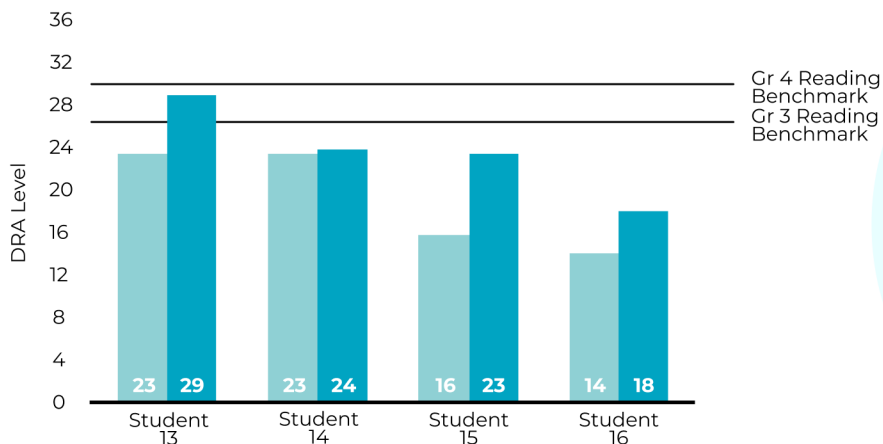
Grade 3



* running record



Grade 4






St. Marguerite d'Youville


100%

OF STUDENTS
IMPROVED THEIR
READING LEVELS


97%

OF PARENTS AND
TEACHERS REPORTED A
**SIGNIFICANT INCREASE
IN SELF-CONFIDENCE**


88%

OF STUDENTS
REPORTED AN
**INCREASED INTEREST
IN READING**

Demographics

♀ **9 Male** | **7 Female** ♂

Survey Response Rates

Students	16	Parents	8	16
Teachers	3	Tutors	8	

"We are very fortunate to have this program and the wonderful tutors, I hope this program continues."

- Tutor

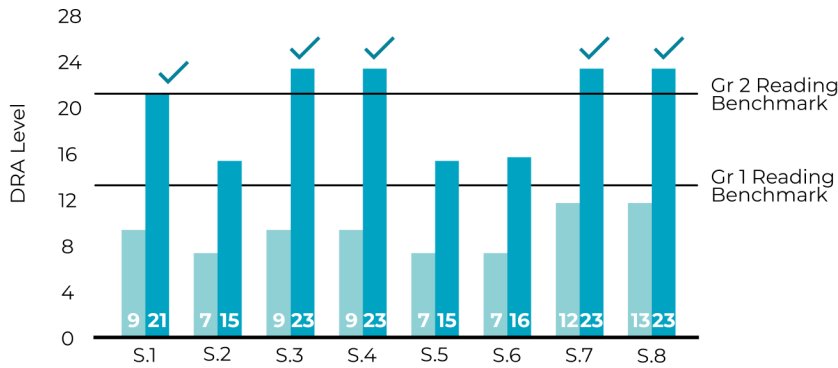
"This reading program is so very helpful! One on one reading time is very valuable and I am so grateful this program is offered to our school." - Teacher

Student Success

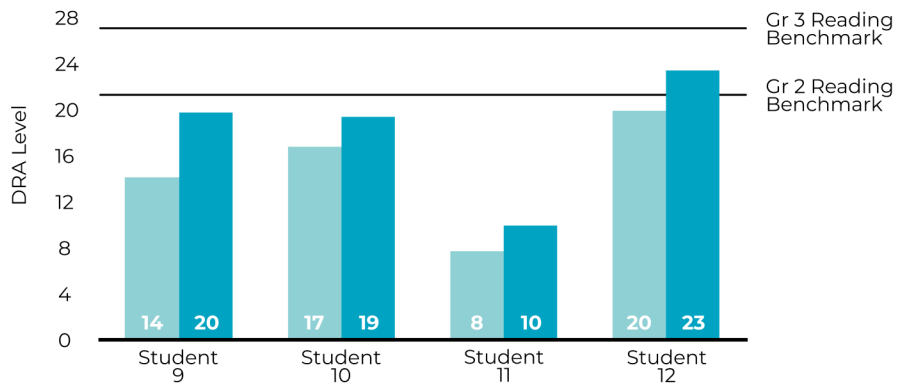
A ✓ signifies that a student has met or exceeded their grade's reading benchmark

Beginning End

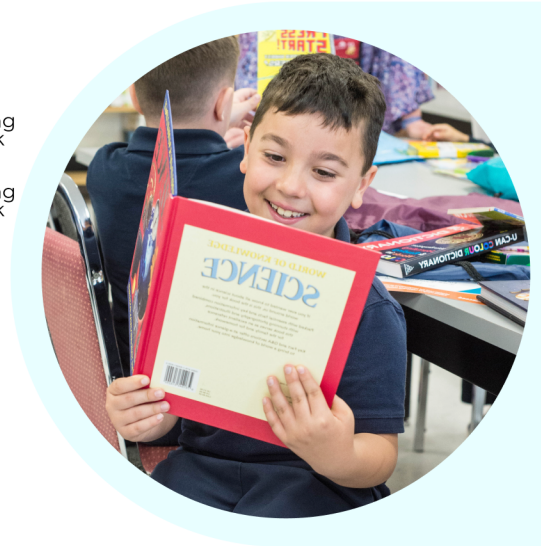
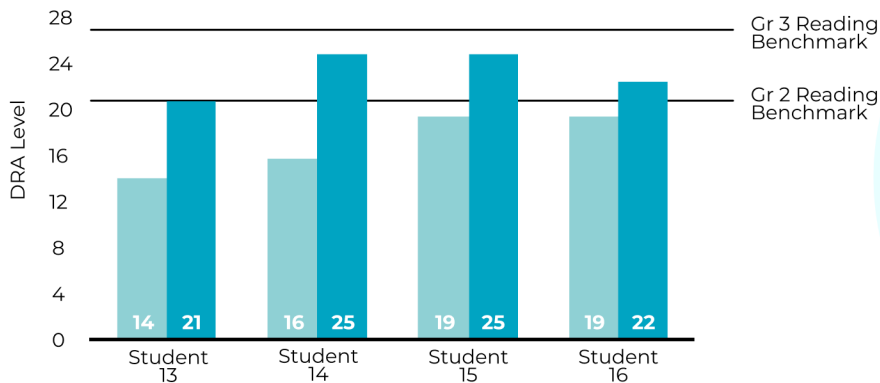
Grade 2



Grade 3



Grade 3



Reflections From The Director



Deban Brunette

Director of Educational Programs

There were so many changes this year, some anticipated and some unexpected. Two of our Educational Consultants intentionally moved into staff positions in the Math Success Program and our third Educational Consultant had to take a leave of absence. Thankfully, we have well trained and experienced volunteers: Team Leaders who brought their prior knowledge to the table to problem-solve; Peer Mentors who are trained to mentor new volunteers and offer on-going support; and tutors who took on the added responsibility of working with grades 1 to 4 this year.

After a successful pilot last year at St. Michael School, we offered all our partnered schools the opportunity to enroll grade 4 students in the program. We had thirty grade 4 students and one grade 5 student enrolled this year. (The grade 5 student was in a 4/5 split class).

We were excited to be able to partner with Holbrook School this year, bringing our total number of schools to fifteen. One of the challenges of starting a new program was training and mentoring eight brand-new volunteers. Luckily, we had a retired principal who stepped into the Team Leader position and with the assistance of the Chedoke tutor team, we provided peer mentoring to every new tutor. Holbrook had a short 10-week pilot that ran smoothly due to the fact that the Learning Resource Teacher had been involved in the R.A. Riddell program for many years and we had the full support of the Principal and the community.

Partnerships with fifteen schools mean that we will be reaching at least 240 students every year. Students enrolled in the reading program get one-on-one reading support, twice a week, from compassionate and skilled volunteers. We often hear the phrase “It takes a village”, well, indeed that is true in our reading program as every year it takes at least 125 volunteers to deliver this program. They deserve every thank you they receive.

**Thank
You**

Michele Darling, Our Founding Funder:

Halo Foundation

Major Funders:



Edith H. Turner
Foundation Fund &

Russell I. Elman
Fund



Mischa Weisz
Foundation



Population Health
Research Institute
HEALTH THROUGH KNOWLEDGE

Jack & Ina Pollock
Charitable Foundation



Monthly Funders:

Mrs. Lee Andrus

Mr. Matthew Smith

To our founding funder Halo Foundation: Thank you for taking this journey with us. Your commitment to Neighbour to Neighbour when we were just starting to address the need for free literacy tutors has become quite a legacy.

To everyone who supports the reading program; foundations, businesses, organizations, groups and individuals, thank you. Over 3000 children, their families, teachers, volunteers, indeed the entire community has benefited from your gifts over the years.

Know that when the letters on the page suddenly make sense, when the light bulb goes off, or when the “aha” moment happens, those moments would not be possible without you.

“If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him... We need not wait to see what others do.” Mahatma Gandhi



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@n2ncentre



www.youtube.com/Neighbour2Neighbour

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