



ONE TO ONE[®]
A Children's Literacy Program

PROGRAM EVALUATION REPORT
2016

Through one-to-one volunteer tutoring, we help children develop literacy skills to last a lifetime.



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INTRODUCTION

ONE TO ONE is a unique children's literacy program which provides one-to-one reading assistance by trained volunteers to elementary school students who struggle with reading. Students are chosen by their classroom teachers because they require additional literacy support, but do not qualify for school-based resource support. These students are the ones who might otherwise fall through the cracks in the system.

Research shows that receiving one-on-one instruction from a caring adult significantly impacts a child's reading skills. ONE TO ONE Literacy provides these students a safe environment where it is okay to take risks and make mistakes. They develop a relationship with their volunteer tutors, which also helps build self-confidence. Typically, each student spends 30 minutes twice a week with a ONE TO ONE volunteer tutor during normal school hours.

The ONE TO ONE Literacy program began at Carleton Elementary in 1989 as a collaboration between the Vancouver School Board and the Junior League of

Greater Vancouver. Since that time, the program has expanded significantly throughout the Vancouver area and has gained a very strong reputation. In 2015-16, ONE TO ONE's 350 volunteer tutors provided 16,000 hours of reading instruction to over 1,450 students in 84 schools in Vancouver, North Vancouver and Burnaby.

ONE TO ONE Literacy also benefits our communities through volunteer participation. Our volunteers share their tutor literacy skills with the wider community. By engaging the community through volunteer participation, we strengthen our communities and schools, support seniors and create important connections between our schools, parents and neighbourhoods.

The program is available to any student in one of our participating schools, who has been identified as needing a boost in reading skills. There is no cost to schools or students. The ONE TO ONE Literacy Society is a registered charity and our program is completely funded by grants and private donations.

PURPOSE

The purpose of this evaluation, undertaken every three years, is to report to stakeholders the impact of the ONE TO ONE Literacy program on the students it serves. Outcomes from this evaluation identify program strengths, as well as opportunities for improvement so that enhancements to programming can be well-planned and effective.

EVALUATION GOALS

The goals of the evaluation were to:

- 1) *Monitor growth of the program through comparison of statistics over previous years.*
- 2) *Assess the impact on students' reading ability and self-confidence.*
- 3) *Assess volunteer tutor satisfaction and impact.*
- 4) *Report on program progress by assessing initiatives undertaken following the 2013 evaluation.*
- 5) *Identify opportunities to further strengthen programming and operations.*

THE RESEARCH PROCESS

Data collection was undertaken in May, 2016. Surveys were designed for each of the four groups involved in the program, and sent to 50% (42 of 84) of randomly-selected schools running the program in 2015-16, and to 100% of the active volunteer tutors. All but one of the 42 schools reported back.

Completed surveys were received from:

- ✓ **125** CLASSROOM TEACHERS
- ✓ **42** SCHOOL COORDINATORS
(teachers who coordinate the program at the schools)
- ✓ **223** VOLUNTEER TUTORS
- ✓ **444** PROGRAM STUDENTS

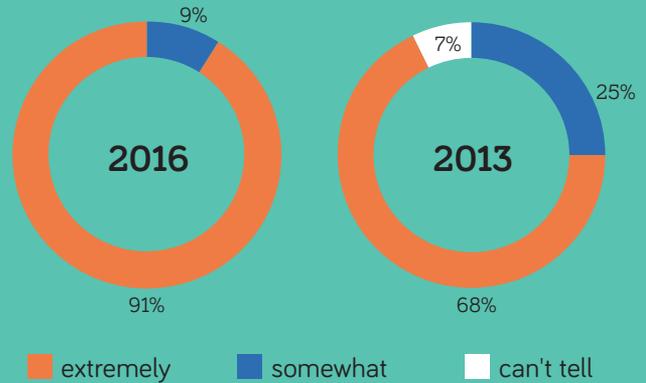


Overall Benefit of the Program

The teachers who coordinate the program within their schools were asked how beneficial the ONE TO ONE program is at their school. Of the School Coordinators surveyed:

- * 100% of the School Coordinators reported that the ONE TO ONE program was beneficial to their school, up from 98% in 2013
- * 91% reported that it was extremely beneficial, up from 72% in 2013.
- * 100% would recommend the ONE TO ONE program to a colleague.

How beneficial is the ONE TO ONE program at your school?



1. Impact

STUDENTS' READING ABILITY AND SELF-CONFIDENCE

Classroom teachers, volunteer tutors and the students themselves were asked to report on student progress on 5 key themes:

1) Reading Level and Comprehension

The fundamental criterion in measuring program effectiveness is how successful the program has been for improving students' reading levels and comprehension.

90% of classroom teachers reported that the ONE TO ONE program was making a difference in their students' reading level and comprehension, up from 86% in 2013.

95% of students reported that their volunteer tutor helped them become a better reader. 95% of students said they were better at figuring out hard words and 96% said they were better at understanding what they read.

2) Attitude About Reading

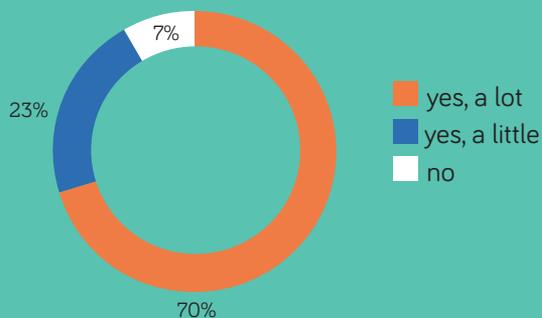
One of the core values of the ONE TO ONE program is to foster a love of reading. A child's attitude about reading can be as important as his or her skill level.

90% of classroom teachers reported an improvement in their students' attitude about reading, while 93% of students (who provided an opinion) reported that they like reading more now since they started reading with their ONE TO ONE volunteer tutor.

“ Prior to ONE TO ONE, one student was very shy about reading out loud and was not willing to take risks. She now has a book in her hand whenever possible and tries to sound out words using different strategies. ”

“ The program has helped countless students in our school not only with reading but building self-confidence and social skills. ”

93% of the students who provided an opinion, said they liked being part of the ONE TO ONE program.



93% of teachers reported that their students showed a positive attitude toward attending their tutoring sessions.

“ This program is an answer to prayers! Oh, for an interested, skilled, kind adult to listen and discuss one to one for a half-hour... ta dah! ”

“ Three of my students have been ‘approaching grade level’ since the beginning of the school year. With weekly practice and encouragement from their tutor they have all improved and are now ‘meeting expectations’. Without the extra practice and one to one attention they would not have reached this goal. ”

3) *General Self-Confidence*

Providing a child an opportunity to spend one-on-one time with a caring adult has proven to foster self-confidence, which then translates positively into all areas of their schooling and life.

92% of classroom teachers reported an improvement in students’ general self confidence. This was supported by the volunteer tutors, of whom 91% also reported an improvement in the students’ general self-confidence.

4) *Confidence Reading Out Loud*

In particular, struggling readers generally do not have the confidence to read out loud in the classroom.

91% As a result of time spent with a ONE TO ONE volunteer tutor, 91% of classroom teachers reported an improvement in students’ confidence in reading out loud.

5) *Reading Fluency*

Fluency provides a bridge between word recognition and comprehension, and allows readers to gain meaning from what they read.

93% of classroom teachers reported an improvement in students’ reading fluency.

90% of volunteer tutors also reported an improvement in this area.

“ The growth Colin has experienced through the ONE TO ONE program has transferred to other academic areas as well and has had a positive impact on his social skills. He is so excited when he sees the ONE TO ONE tutors and practically jumps out of his seat. He LOVES it! ”

“ I can’t say enough positive things about this program. For every student in my class doing this program, there was reading and confidence improvement. ”

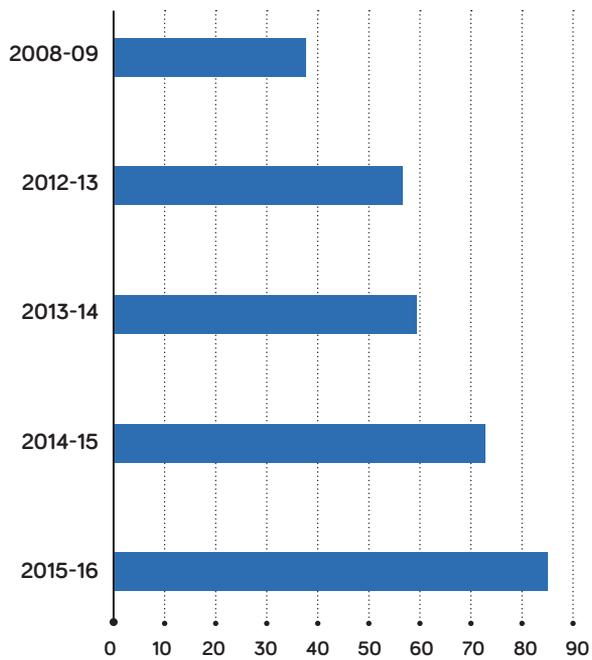


“ The ONE TO ONE program has been a tremendous asset to the school. Since it started at the school, it has grown in popularity due to a decrease in resource time and the growing number of needs within the classroom. Thank you for this program. ”

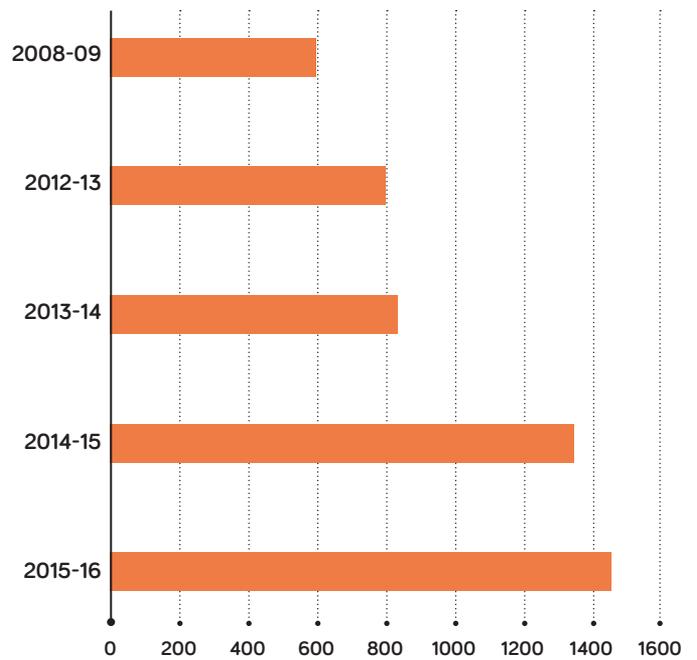
2. Program Growth

Since the last program evaluation undertaken in the Spring of 2013, ONE TO ONE Literacy has experienced unprecedented growth, expanding by 50% in terms of number of schools and by 81% in terms of number of students served.

Number of Participating Schools



Number of Participating Students



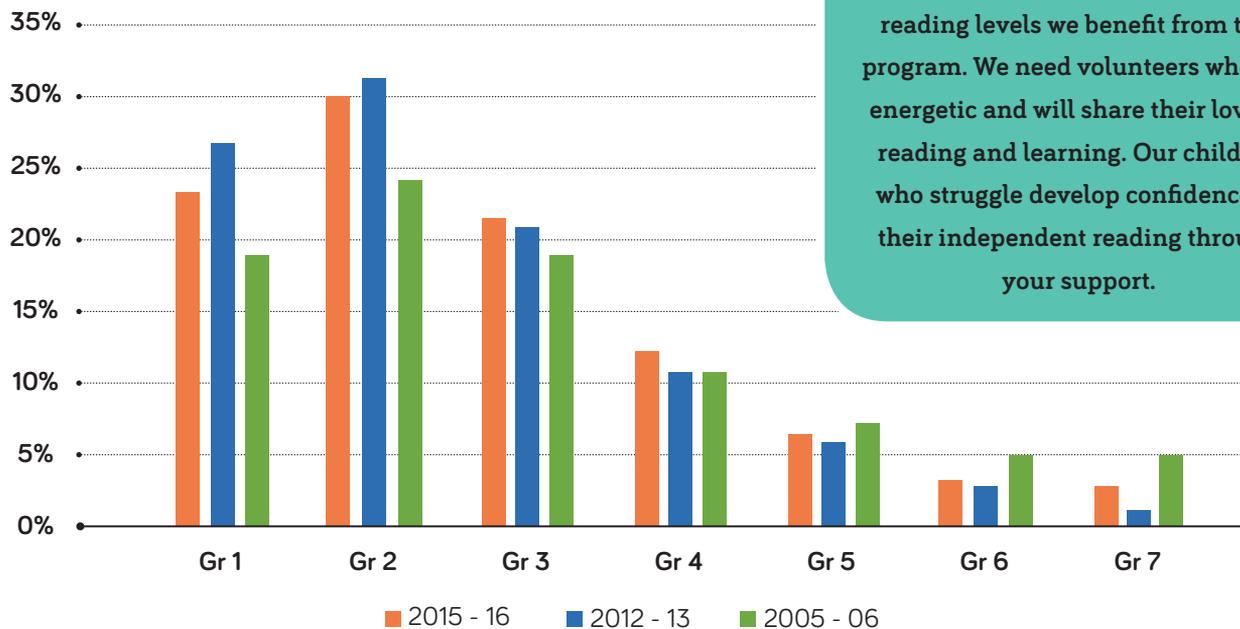


“ One 30-minute session of one on one achieves as much as a month of school on a 1:30 ratio. I could not do without this program. Our class composition is more diverse and difficult and this really benefits the students who need that kind of more personal and direct interaction. It also lets them interact positively with another adult in their community. Someone that does not give them grades...so they can relax more. ”

Student Participation by Grade

Students selected for the program can be in Grades 1 through 7. However, research shows that a child's reading level at the end of Grade 3 is a more accurate predictor of school success than any other variable, including family income, educational attainment of parents, ethnic or cultural identity or home language. Therefore, our primary focus is on the selection of students in the primary grades.

Grade Distribution



“ As a school with very low reading levels we benefit from this program. We need volunteers who are energetic and will share their love of reading and learning. Our children who struggle develop confidence in their independent reading through your support. ”

3. Volunteer

SATISFACTION AND IMPACT

We believe that by engaging the community through volunteer participation, we strengthen our communities and schools and develop connections that enhance the lives of children, volunteers and the community.

Being a ONE TO ONE volunteer requires a significant commitment. Each tutor volunteers a minimum of one morning or afternoon each week during the school day from October to June, providing one-on-one reading assistance to 4 or 5 different students. Last year, we had 16 volunteers who had been tutoring with us for 10 years or more, and another 30 who had been tutoring with us for 5-10 years. Providing a rewarding experience for them is key to retaining our very valuable volunteers.

We surveyed our 350 volunteer tutors extensively in such areas as the application process, training, resources, communication, ongoing engagement and support, as well as student progress and overall volunteer satisfaction. The results and feedback identify areas of program strength and recommendations for improvement.

“ I love love love the gift ONE TO ONE provides for these struggling and self-conscious readers and personalities! My presence in their lives twice a week is not just beneficial to each student, but I always get a burst of joy and reward during and after a tutoring day! To see the smiles when I pick them up at class and when I return them is amazingly positive...and to have previous years' students come up to me in the halls and show delight is always surprising and delightful! ”

“ I have encouraged a few friends to join ONE TO ONE. I find it very rewarding, and the kids are lovely at my school. Makes my day! ”

Volunteer Satisfaction

Results show that ONE TO ONE volunteer tutors truly enjoy their role.

97% reported that they enjoy participating in the ONE TO ONE program.

95% feel their time tutoring is rewarding and that they feel valued as volunteers.

94% would recommend becoming a tutor in the ONE TO ONE program to others

Volunteer Impact

91% of volunteer tutors reported that their students showed increased general confidence

90% reported that their students showed improvement in reading fluency

87% reported that their students showed improvement in their reading level and comprehension

85% reported that their students showed a more positive attitude towards reading

“ One of my students could barely read one word without looking up at me to see if she was right. Now she is flying through levels and loves to read! ”

4. Progress on Program Initiatives

RESULTING FROM 2013 EVALUATION

The next goal of the evaluation was to report on progress made on the six recommendations identified in the 2013 evaluation.

1) ***Increase number of volunteers tutors in order to meet program demand; provide backup tutors.***

A comprehensive volunteer recruitment plan was undertaken, beginning in 2014, which increased the number of volunteer tutors from approximately 250 to 350, a 40% increase. Not only were we better able to fill the volunteer tutor needs in the 56 schools where the program was running in 2013, but we provided new volunteers for the 28 program schools added to the program since that time, a 50% increase. We also added a substitute tracking field to our database, and have begun compiling a substitute tutor list.

2) ***Increase availability and quantity of levelled books and literacy resources, including games and activities.***

ONE TO ONE staff carefully selected a series of DRA-levelled books, suitable for Grades 1 – 3, to provide consistent, dependable resources for the volunteers. A major fundraising campaign was undertaken to provide a box of these specialized books (@ \$750 per box) to each program school. This was completed in 2015-16, with book boxes in all program schools.

A set of word games, complete with game boards, Dolch (sight) word cards and full instructions was developed and packaged in 2015-16 and will be distributed to all program schools in October, 2016. There will also be instructional videos on the website.

“ ONE TO ONE is a great program!!! It's priceless for the students who are struggling with reading!!! I am glad that I am involved. Thank you for the personal reward I am receiving. ”

3) ***Provide more volunteer tutor support sessions in order to share ideas and strategies.***

The 2016 evaluation results indicate that the volunteer tutors feel much better supported.

ONE TO ONE Literacy now hosts a series of 5 Coffee Chats each year, providing a forum for volunteers to share ideas and tips. The chats are attended by about 80 volunteers. As well, ONE TO ONE's Area Liaisons organize more informal get-togethers for volunteers within a school or within a group of schools in a geographic area. And, to provide more one-to-one support to the volunteers in their schools, the Area Liaisons have been contracted for increased hours.

4) ***Provide more regular, streamlined communication from ONE TO ONE, such as regular emails and newsletters.***

Beginning in 2013-14, a quarterly electronic newsletter was developed and distributed to all volunteers and other ONE TO ONE community members and stakeholders. In 2014-15, a monthly tutor e-news was developed and is now distributed to all active volunteer tutors, with tutoring tips, school news and other information relevant to their volunteering.

“ I think ONE TO ONE is a wonderful organization! I feel that my volunteer time is appreciated and I have seen progress with my students. And I appreciate the support we get from the organization. ”

“ After 7 years I still love it when I see the "light go on" in the eyes of my student when it all seems to click for the first time, and that burst of confidence that goes along with it. ”

4. CONTINUED.

- 5) *Provide better communication for volunteer tutors from classroom teachers, such as discussing student progress, ensuring students are reading books at the appropriate level and identifying where students need the most help.*

This continues to be an area for improvement. The classroom teachers are busy and do not always have time to speak with the volunteer tutors. However, with the Area Liaisons' assistance, School Coordinators are being encouraged to ensure that teachers complete the student profile at the beginning of the year to identify the students' correct reading level and areas of focus. We will continue to work to improve the program in this area, recognizing that the Area Liaisons are key.

- 6) *Increase and provide more valuable resources and information on the website to support volunteer tutors and School Coordinators. Only 15% of the volunteer tutors currently refer to the website on a regular basis.*

The website was overhauled in 2014, now providing comprehensive resource pages for volunteers and School Coordinators. Volunteer tutors can access such resources as flash cards, reading strategies, book lists and word game videos, and School Coordinators can access program guidebooks, forms, reading level charts, book lists and meeting notes.

77% of our volunteers are now aware of the resources on the website and 60% refer to the website, although the majority of these only occasionally. For those that do, they report that the resources are useful. We will continue to work to increase awareness of these online resources.



5. Program Opportunities

In order to continue strengthening the ONE TO ONE program, we asked teachers, School Coordinators, volunteer tutors and the students to identify areas of the program that they felt needed improvement. From their feedback, the following opportunities were identified:

1) *Improve Program Resources for Volunteers and Students by:*

- * providing a wider variety of books, including sports, humour, non-fiction, biographies, history, titles of more interest to boys; more shared reading books
- * providing more books suitable for intermediate students (Gr 4+)
- * providing more word games and other resources, such as white boards and magnetic letters
- * improving usefulness of the training manual and ensure each volunteer has a copy

2) *Improve Communication Between Classroom Teachers, School Coordinators and Volunteer Tutors by:*

- * all classroom teachers completing student profiles before the first tutoring session to assist the volunteer tutors with the student's current reading level and areas of focus
- * teachers and Coordinators communicating with volunteers in advance regarding activities that conflict with tutoring times
- * Coordinators providing more information to classroom teachers on how the program runs

3) *Allow More Students to Participate in the Program by:*

- * providing more volunteers to each of the schools

4) *Improve Volunteer Experience by:*

- * simplifying student record forms
- * encouraging increased attendance at volunteer engagement events, including informal get-togethers with other volunteers at their school
- * initiating a mentoring system for new volunteers
- * improving awareness of website resources

5) *Encourage Schools to Improve the Program by:*

- * providing a quiet, consistent tutoring space (although often difficult with limited space availability in some schools)
- * not scheduling students during subjects or activities that the student most enjoys

Conclusion

The 2016 ONE TO ONE Literacy Program Evaluation confirms that the program is making a huge impact on students' reading abilities and is providing our tutors with very satisfying volunteer opportunities. Because of its success, the program has shown significant growth since its inception in 1989. By addressing the results and recommendations from this program evaluation, ONE TO ONE will not only ensure that we deliver a better quality program for our current schools, but will ensure that we successfully expand the program to new schools in existing and new districts, which is a goal over the next four to five years.

“ This is a fantastic program. The title says it all. I feel my readers enjoy and benefit from even just half an hour a week of undivided one to one attention. This program allows us to help a student gain a love of reading, and to provide a small space of completely non-judgemental and fun learning and sharing of reading. ”

ONE TO ONE Literacy Participating Schools 2015-16

VANCOUVER:

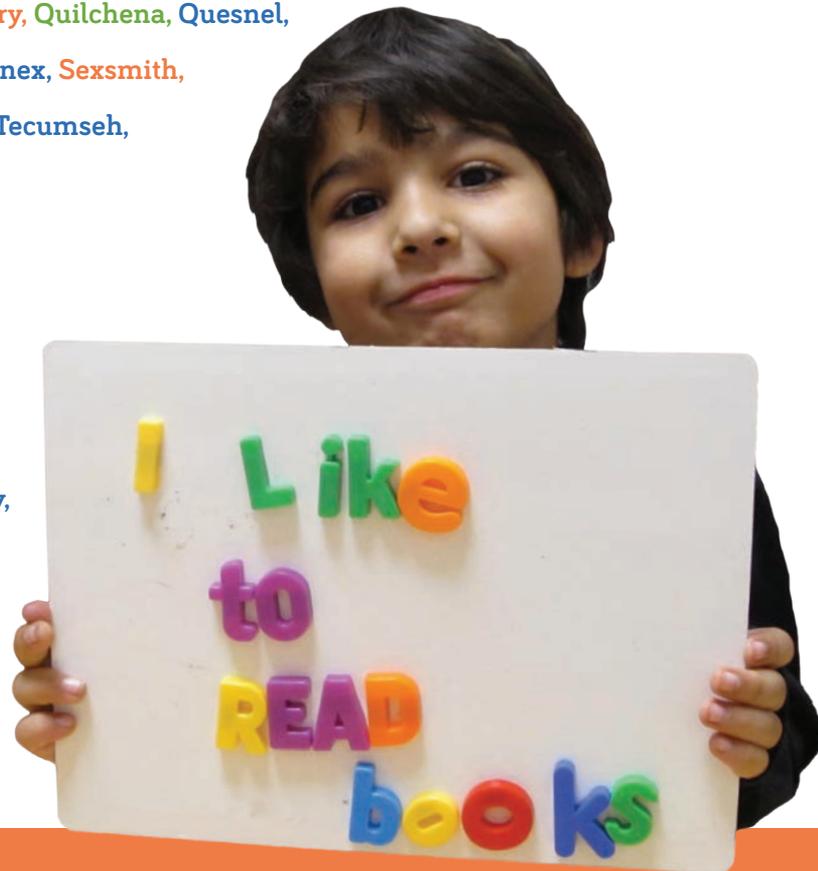
Beaconsfield, Begbie, Brock, Bruce, Carleton, Carnarvon, Carr, Cavell,
Champlain Heights Annex, Champlain Heights, Cook, Chief Maquinna,
Collingwood Neighbourhood School, Cunningham, Dickens, Dickens
Annex, Douglas, Douglas Annex, Fleming, Fraser, Garibaldi Annex, Gordon,
Grandview, Grenfell, Hastings, Henderson, Henderson Annex, Kerrisdale,
Kitchener, Laurier Annex, Livingstone, Lord, MacDonald, Mackenzie, Maple
Grove, McBride, Moberly, Mount Pleasant, Nightingale, Nootka, Norquay,
Oppenheimer, Osler, Queen Elizabeth, Queen Mary, Quilchena, Quesnel,
Renfrew, Roberts, Roy, Secord, Selkirk, Selkirk Annex, Sexsmith,
Seymour, Shaughnessy, Southlands, Strathcona, Tecumseh,
Thunderbird, Tillicum Annex, Trafalgar, Trudeau,
Tyee Montessori, Van Horne, Wolfe

NORTH VANCOUVER:

Boundary, Brooksbank, Capilano, Eastview,
Lynn timer, Lynn Valley, Queen Mary, Queensbury,
Ridgeway, Sherwood Park, Upper Lynn, Westview

BURNABY:

Aubrey, Lochdale, Morley, Second Street,
Stride Avenue, Windsor



Help Make a Difference in the Life of a Child Who Struggles With Reading

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