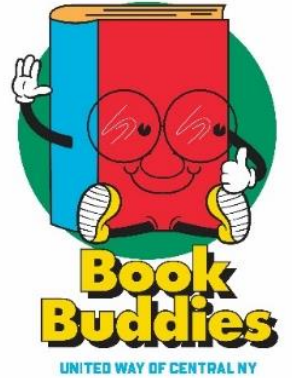




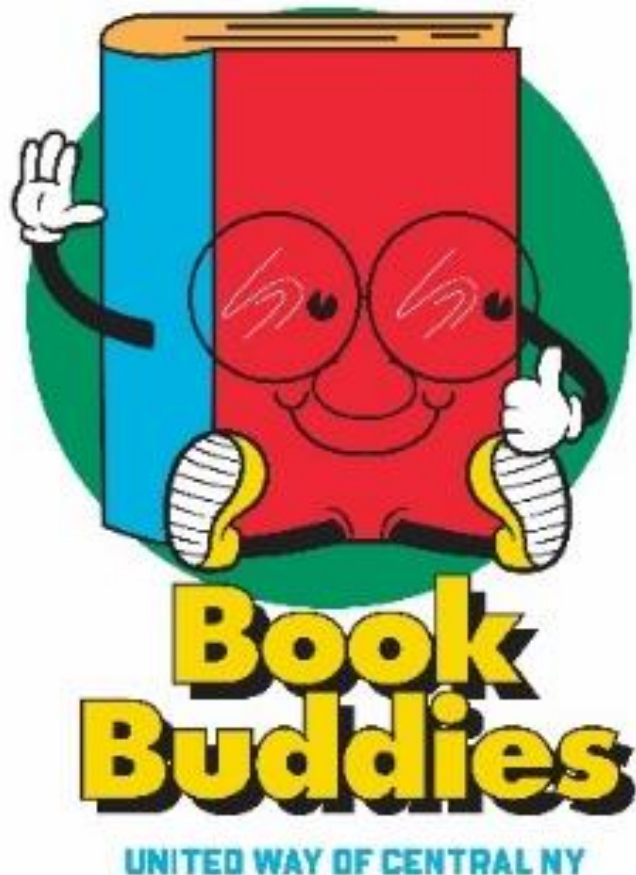
United Way  
of Central New York



# Book Buddies — A Community

Response to the Early Literacy Crisis

# Book Buddies – A Local Response



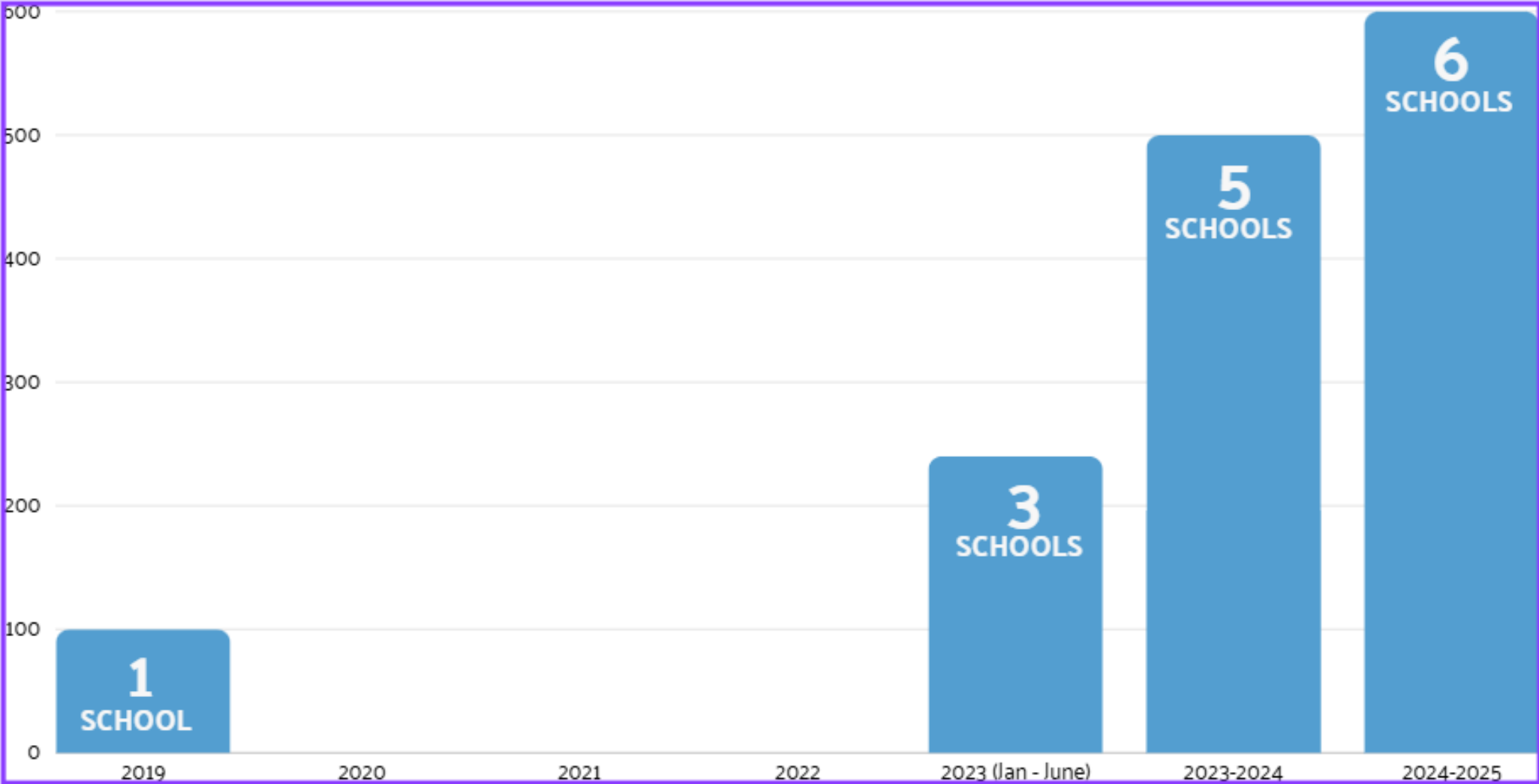
## SCSD Partners with United Way of CNY

The United Way of CNY's Book Buddies program is an in-person tutoring program that utilizes community volunteers to work one-on-one with students in kindergarten through third grade.

The Syracuse City School District (SCSD) contracts with the United Way of CNY to deliver Book Buddies.

**Our goal is to provide students with a positive environment for reading practice, helping them to become stronger readers.**

# Program Expansion – Post-Pandemic



# Book Buddies Components



- Work with K-3 students
- Students attend 2 days a week – M/W or Tue/Thurs – for the full school year
- Students come for 30 minutes during lunch
- Volunteers come 1 hour a week and work with 2 students or a ½ hour to work with 1 student
- 2024-2025 – 6 schools - 600 students and 600 volunteers



# Book Buddies - Modeled on National Programs



## NATIONAL IMPACT REPORT 2022-23

### A STUDENT-CENTERED PROGRAM MODEL



*\*Lessons rooted in the science of reading and social-emotional learning*

### STUDENT GROWTH

All Reading Partners students meeting or exceeding their primary end-of-year literacy growth goal

**82%**

K-2 Reading Partners students developing mastery of key foundational reading skills\* needed to read at grade level

**85%**

*\*We track growth in the key foundational literacy skills students need to become independent readers, such as alphabetic principle, phonics, and vocabulary.*

### AN EVIDENCE-BASED PROGRAM THAT GETS RESULTS



Reading Partners leverages a mix of traditional and innovative programs and partnerships to provide support to students, schools, and communities.

### BY THE NUMBERS

During the school year

**6,068** students participated in 12+ sessions of one-on-one tutoring (6,878 students participated in at least one session)

**91%** of students identify as people of color

**169,604** total tutoring sessions delivered (28 sessions per student on average)

**27%** of sessions delivered online via Reading Partners Connects

**7,405** community tutors

**185** partner schools and other community-based locations

**143,488** books distributed to students through the "Take Reading with You" program

In the summer

**191** additional students participated in one-on-one tutoring

**1,660** additional total tutoring sessions

### SCHOOL AND COMMUNITY IMPACT

**93%** of principals report improved school-wide progress.\*

**100%** of teachers report Reading Partners is valuable to their school.\*

**85%** of volunteers are satisfied with their volunteer experience.\*

*\*Among respondents of 2022-23 surveys*

AARP Foundation Experience Corps is helping **30,000+** students across the US read at grade level.



AARP Foundation  
**EXPERIENCE CORPS**  
Guiding the next generation of readers

# Book Buddies – Staffing Model

## BB Administrative Staffing:

- Program Director (1 FTE) & Assistant Program Director (1 FTE)
- Staff & Volunteer Literacy Coach (PT – 10 – 15 hours a week)

## Each Book Buddies Site – 2 staff per site

- Site Coordinator – 20 hours a week
- Assistant Site Coordinator – 10 hours a week

## External Evaluator (contract)

Support from United Way Staff – President, Finance Team, Communications Team etc.



# BB - Community Volunteer Tutor Model

- Community Volunteers - from 18 years old to 80+ - Currently have 500+ volunteers serving over 600 students

## Pros & Cons of Community Volunteer Model

Pros	Cons
Scalable – can recruit large numbers of community to meet the large need	Takes a lot of time, energy and resources to recruit at large scale
Motivational – volunteers bring a great energy to the program to motivate students	Need greater coaching support than a professional tutor
Students look forward to having their Buddies visit each week	Large variation in the tutor capabilities
Potential for ongoing commitment of volunteer – year after year	Attendance of volunteers can be a challenge – vacations, medical, other
Bringing community in as partners with the schools – builds good will!	Constantly recruiting new volunteers – changes in volunteer situations











**Want to make  
a difference?**

**BE A BOOK BUDDY!**

**CNYBookBuddies.org**

United  
Way

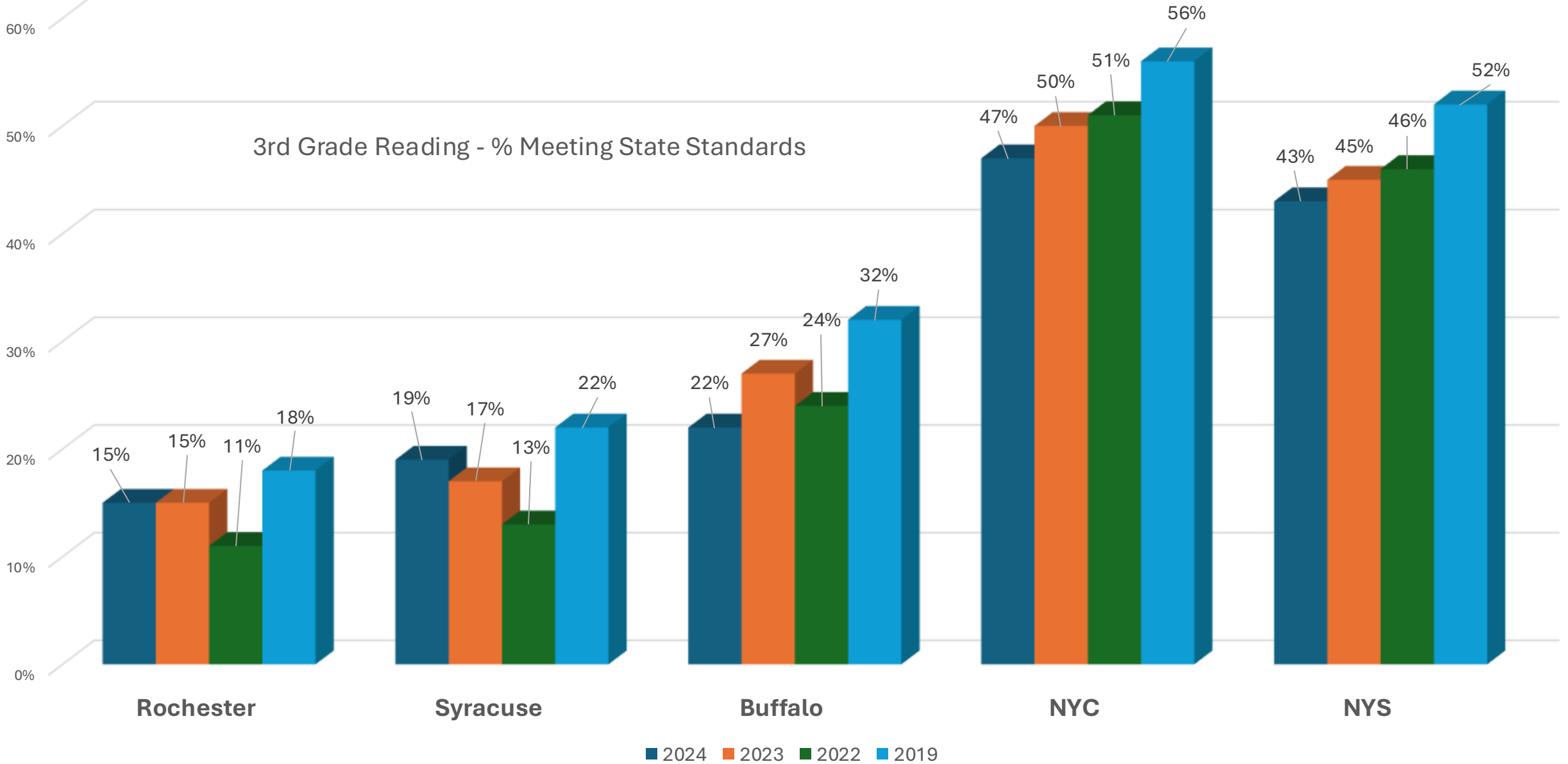


United Way  
of Central New York

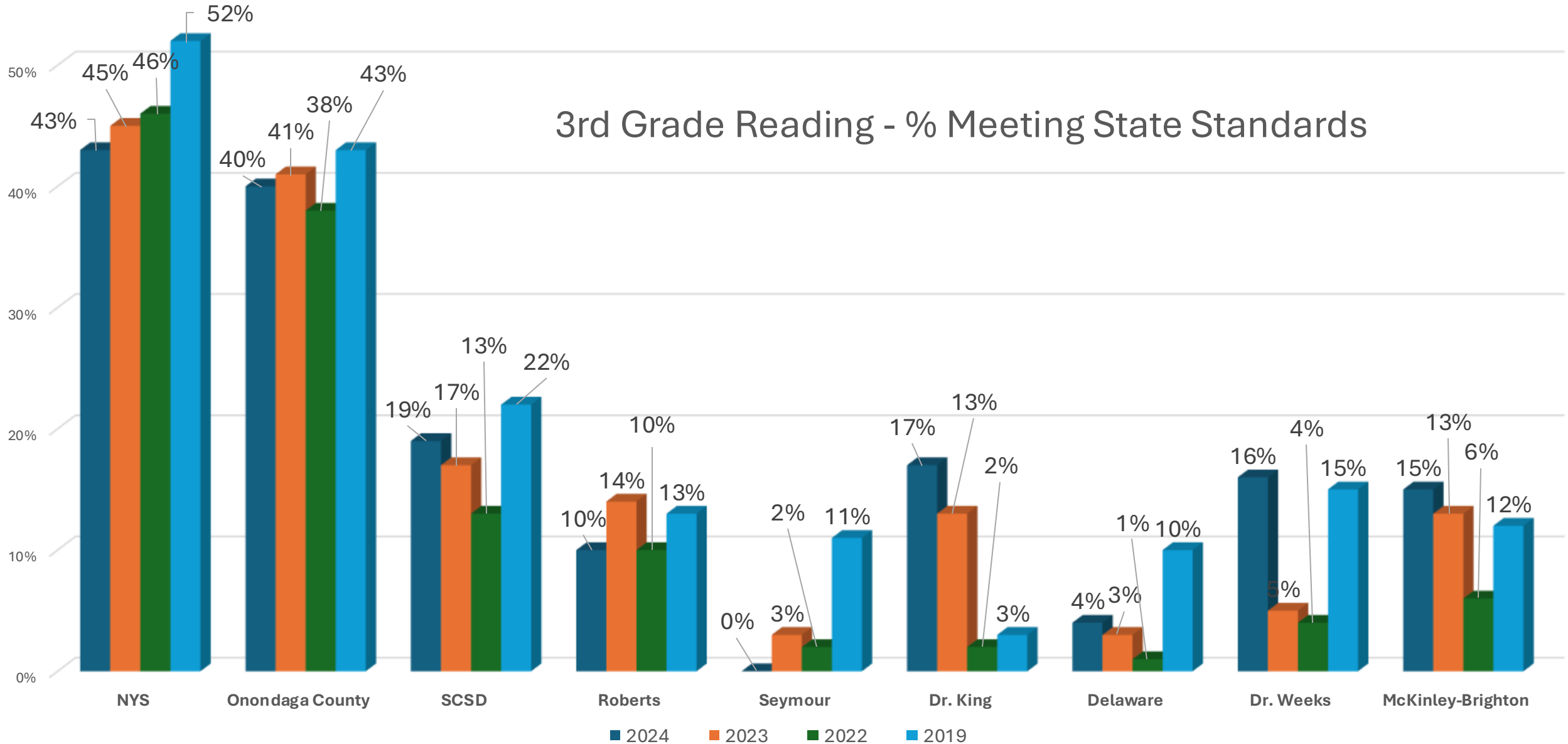
**SC** SYRACUSE  
CITY SCHOOL  
DISTRICT

# Peer Cities - 3<sup>rd</sup> Grade Literacy Gaps

3rd Grade Reading - % Meeting State Standards

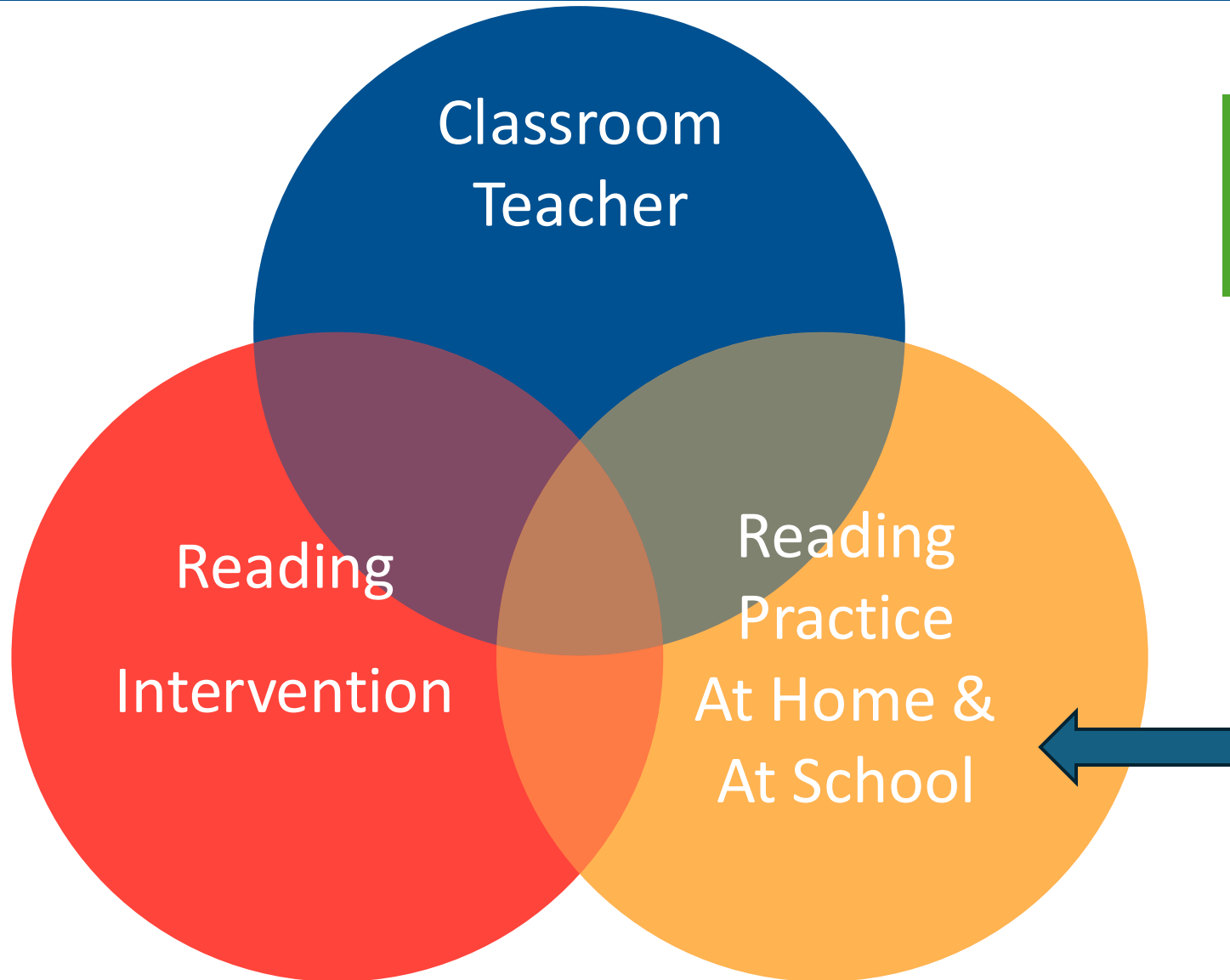


# State and Local 3<sup>rd</sup> Grade Literacy Gaps





# LB Formula for Reading Success



## Importance of Practice

- Daily practice with appropriate reading materials
- Book Buddies supports in-school practice aligned to student skill level

# The Science of Reading Aligned

## What is the Science of Reading?

A comprehensive collection of research completed over many years by experts in the fields of education, psychology, neuroscience, language development, and more regarding how we learn to read.



## The Science of Reading

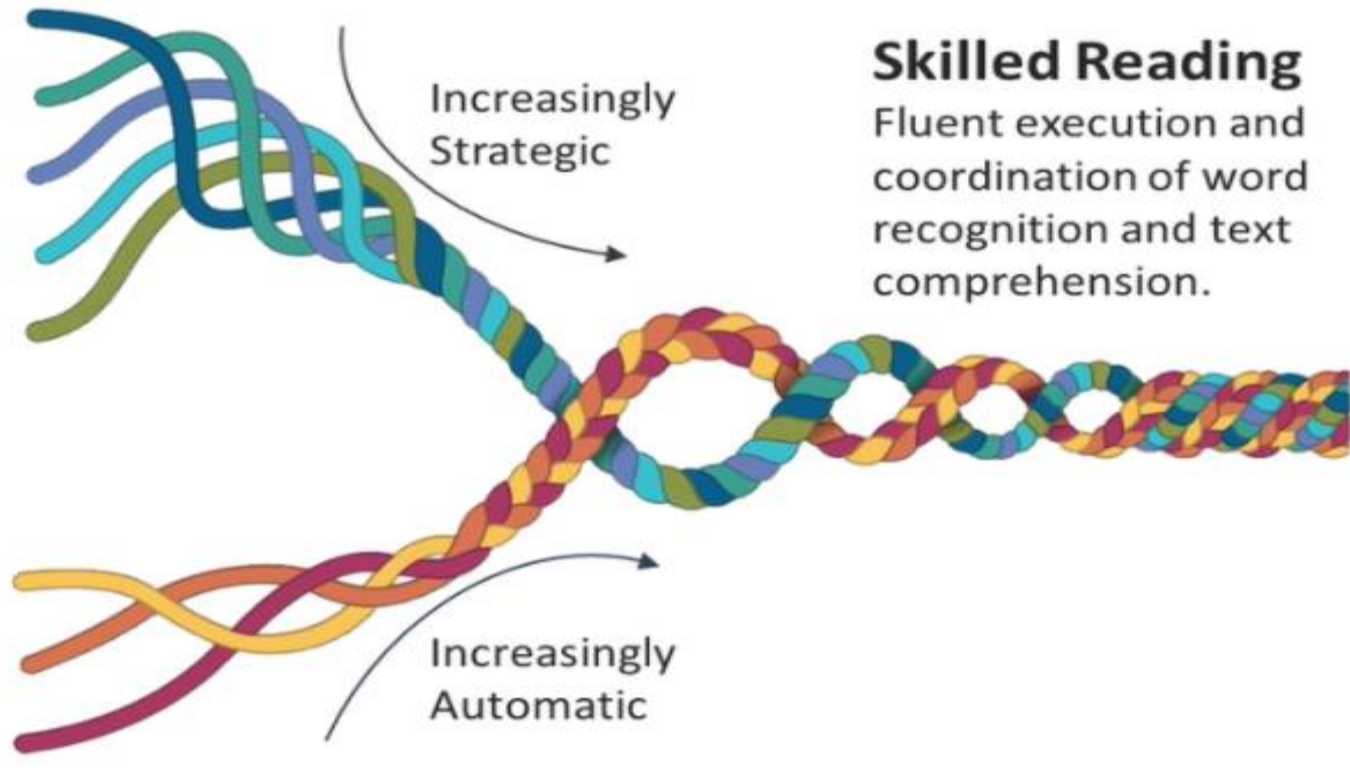
1. Reading isn't natural
2. Everyone learns to read in the same way
3. There is a known pathway for reading
4. Some students acquire this pathway more easily than other students
5. Explicit and systematic instruction works better for all children
6. Prevention is easier and cheaper than intervention



# Supporting Both Strands of Scarborough's Reading Rope

## Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



**Skilled Reading**  
Fluent execution and coordination of word recognition and text comprehension.

## Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



# HIT: An Evidenced-Based Response



NATIONAL STUDENT  
SUPPORT ACCELERATOR

*equalizing access to quality tutoring*

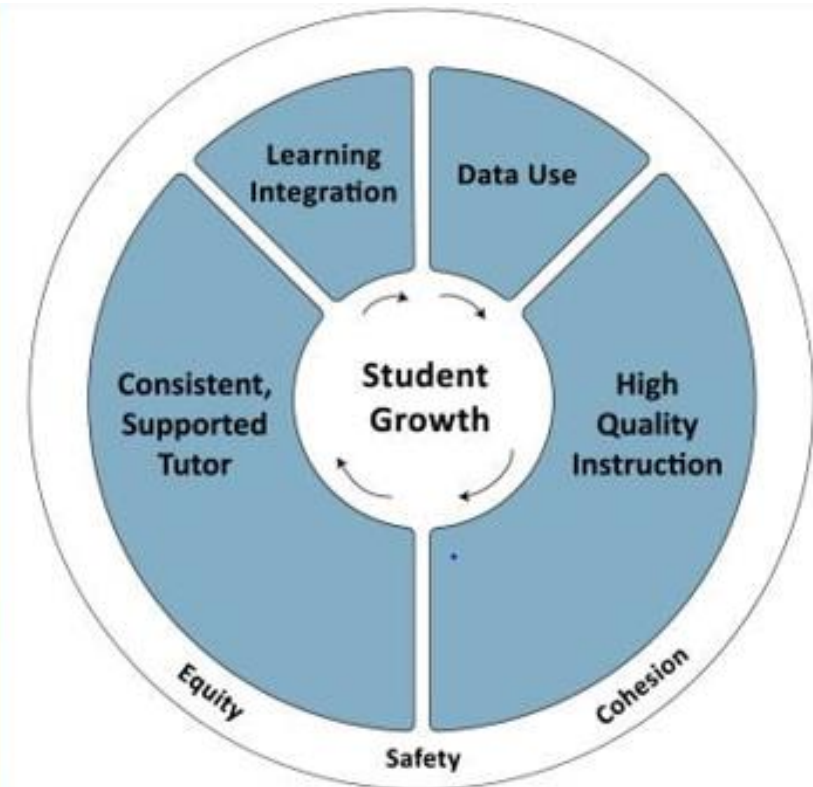
## High-Impact Tutoring

*Teaching one-on-one or in a small group,  
towards specific goals, complementing students'  
existing curriculum*

**Responds** to individual needs

**Provides** another trusted adult for students

**Builds** well-being & accelerates learning more than other interventions (5 - 10 months of learning)



for more information, visit:  
<https://studentsupportaccelerator.org>

# Book Buddies – HIT–Lite

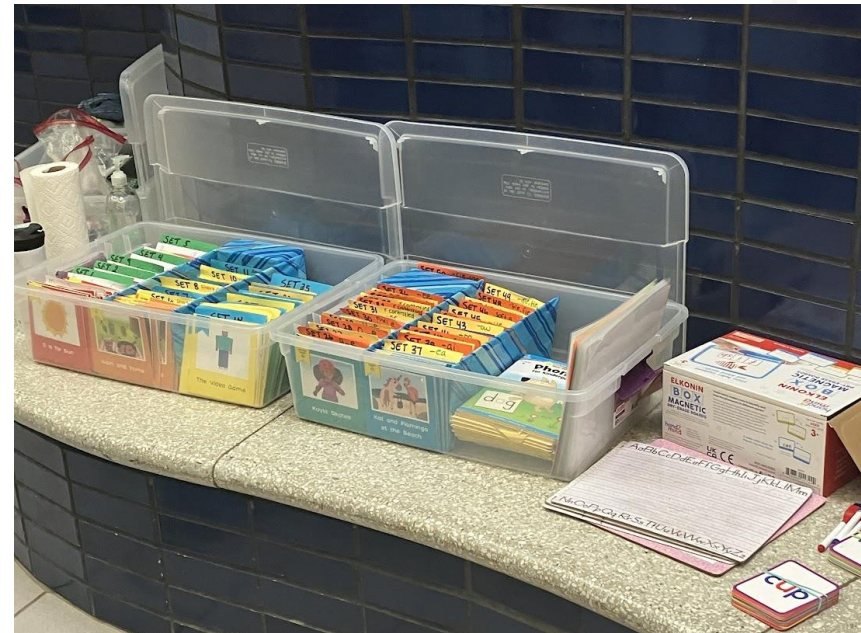
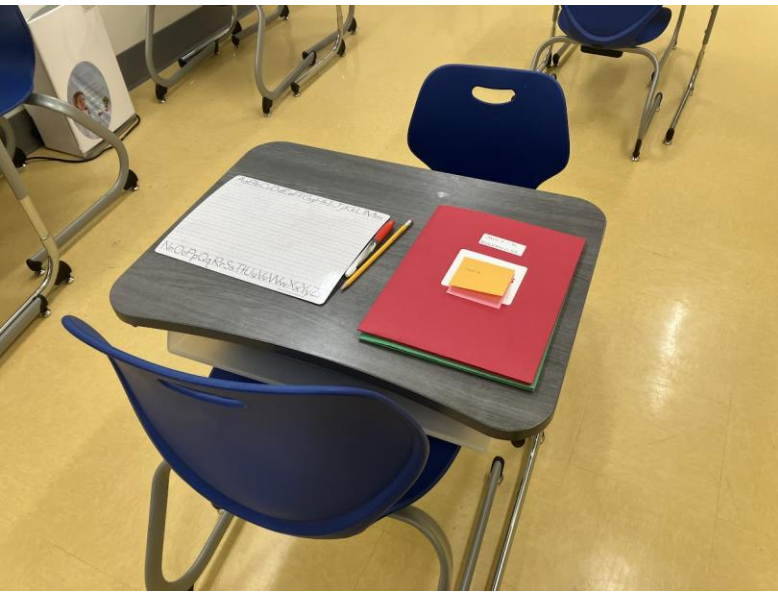
HIT Key Components	Book Buddies Model	Additional Details
1:1 and no more than 4:1 students per tutor	Committed to one-on-one for this age group	Students come even if their tutor isn't there – work with staff
High-quality Instructional materials	Materials aligned to SOR and District Curriculum – Just Right Readers & From Phonics to Reading	Heavy phonics focus K-1 and expands to deeper focus on language comprehension in 2 <sup>nd</sup> & 3 <sup>rd</sup> grade
Minimum: 30 minutes – 3 or more days a week	30 minutes – 2 times a week (we make up for it with long program)	We run from October – May – students have over 40+ sessions (over 20 hours)
During the school day	During student lunches – 30 minutes	Lunches are a distraction but only time during the day it fits
Tutors are trained and receive ongoing support	Tutors receive initial training; also receive ongoing coaching and training opportunities from all staff	Staff provide daily coaching; weekly opportunities for expanded independent learning



# The Magic at Work







Additional Tools to Make  
the Magic Happen







# Workbooks



**Introduction**

**Learn and Blend**  
Directions: Listen and join in.  
A as in ant.  
A as in late.  
A as in apron, pay,  
and wait.

**Long a**  
a ai  
ay a\_e

**Blend It**  
Directions: Clearly read the words.

1. ran rain plan plain sad say  
2. may pay play say stay stray  
3. pail sail tail trail train brain  
4. chain tray faint nail paint raise  
5. "Rain, rain, go away," yelled Gail.  
6. I had to wait all day for the train to come.

**Review**  
7. go she hope cute ride same  
8. bring ranch chop sink pitch when


**Challenge**  
9. rain rainbow day birthday


**Daily Practice**  
Directions: Do one activity each day. Then check the box.


- Build Fluency: Read the words each day by yourself and to a partner.
- Mark It: Circle all the words with ai. Underline all the words with ay.
- Spell It: Have a partner say each word. Write the word. Check your answer.
- Write About It: Use the words to create a story. Draw a box around the words from the list that you used.

**Dictation**

**Think and Write**  
Directions: Listen to each picture name.  
Write the spelling for each sound in a separate box.

1.  ch ai n

2.  g r ay

3.  t r ai n

**Listen and Spell**  
Directions: Write each word and sentence that you hear.

1. may 2. pain  
3. stay 4. brain  
5. One day I will ride a train.

Lesson 10 • Long a 21





# Format for 30 minutes – Alignment of Activities is Key

**5 minutes** – transition - settling in

**10 minutes** -Decodable Books –reading & spelling

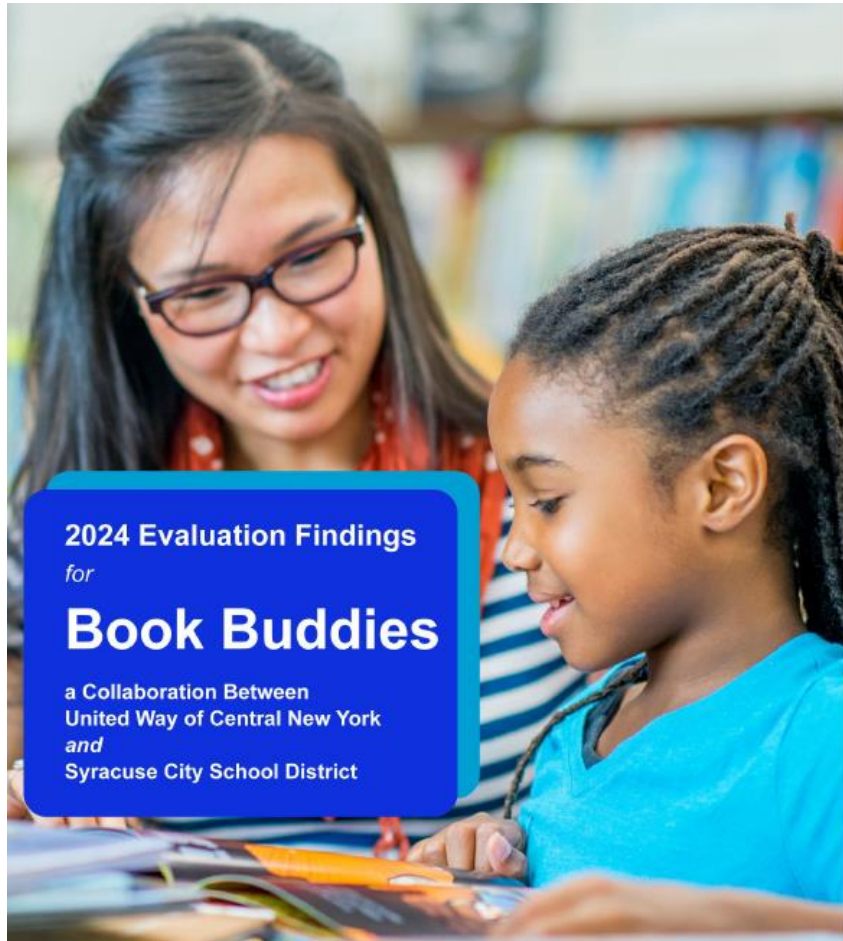
**10 minutes** from Phonics to Reading Workbook

**5 minutes end of session:** Wrap-up and complete tracking sheet

This is a general outline to help guide you on how to prioritize the time with students.

The goal this year is phonics skill alignment across activities to reinforce the learning! If I am working with short vowel books, the spelling and other activities should reinforce short vowels

# Measuring Impact



2024 Evaluation Findings  
for  
**Book Buddies**

a Collaboration Between  
United Way of Central New York  
and  
Syracuse City School District

Book Buddies served 523 students; that group's socioeconomic, racial, and ethnic composition was similar to that of the overall kindergarten-through-third-grade cohort at the five participating schools. About 92% of BB students were identified as living in poverty, compared with 88% of the overall cohort. Fifty-two percent of BB learners were Black or African-American, 29% were Hispanic, and 11% were white, which is comparable to the larger cohort (49%, 27%, and 14%, respectively).



Students who participated in Book Buddies for at least 30 days of instruction outperformed comparable nonparticipating students on most tests, with students who participated for 40+ days showing the strongest results. The findings reported throughout this report therefore emphasize the results for the subset of BB students who received 40 or more days of instruction.

# Measuring Impact

October 2023 – May 2024



<b>Student Attendance</b>	<b>79%</b>
<b>Average # of days attended</b>	<b>37 days</b>
<b>Averaged # of hours attended</b>	<b>18.5 hours</b>

**100%** of school staff felt BB positively impacted students

**94%** of parents felt that BB improved their child's reading

**99%** of volunteers felt students were positively impacted

**97%** of students felt BB helped with their reading



# Measuring Impact - DIBELS

DIBELS Sub-Test	BB: 40+ Days Instruction				BB: 30+ Days Instruction			
	KF	GR 1	GR 2	GR 3	KF	GR 1	GR 2	GR 3
LNF	+10	X	X	X	+6	X	X	X
PSF	+3	X	X	X	+4	X	X	X
NWF,CLS	+21	+16	X	X	+13	+10	X	X
NWF.WRC	+14	+8	X	X	+7	+9	X	X
ORF.Accuracy	X	+24	+16	+13	X	+16	+11	+12
ORF.WRC	X	+25	+4	-3	X	+16	-1	-2

## LEGEND

**Green shading** indicates BB students performed better than non-BB students; darker shading indicates larger differences/ BB effects.

**Blue shading** indicates small or no differences between BB and non-BB students

**Box (Cell) Numbers:** Percentage point difference between BB and non-BB students meeting the benchmark for *marginal or negligible risk* for each DIBELS subtest. Positive (+) difference indicates BB students out-performed non-BB students.

**X:** indicates comparison was not recommended

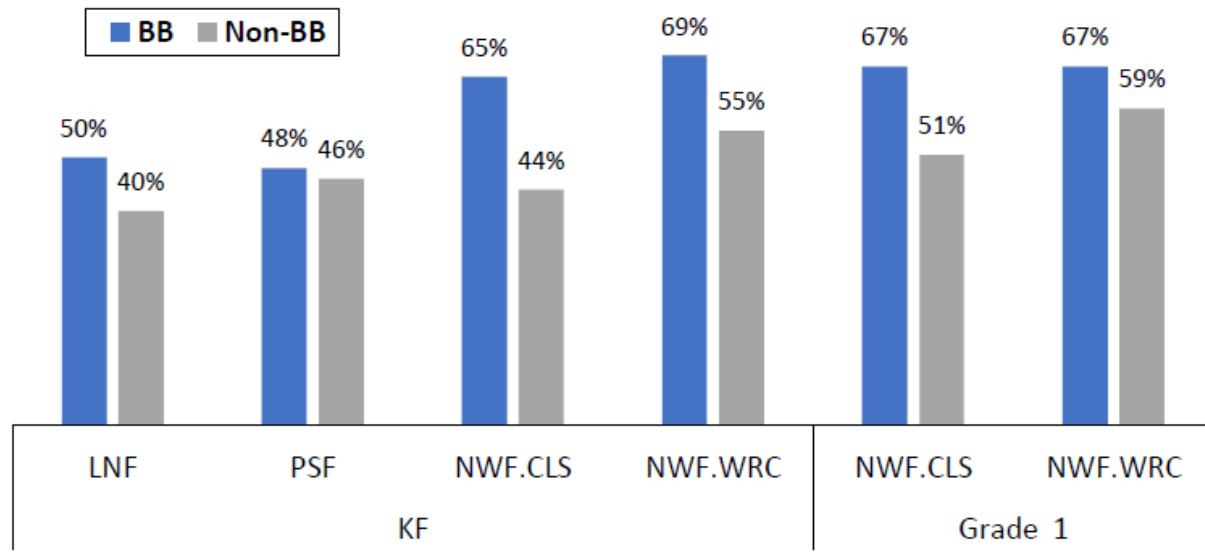
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measurement data for 1,585 students across the five schools were evaluated. Of those 1,585 students, 444 had participated in BB

LNF = Letter Naming Fluency  
 PSF = Phonemic Segmentation Fluency  
 NWF, CLS = Nonsense Word Fluency – Correct Letter Sound  
 NWF, WRC – Nonsense Word Fluency – Words Recorded Correctly  
 ORF – Accuracy – Oral Reading Fluency – Accuracy  
 ORF. WRC – Oral Reading Fluency - Words Read Correct

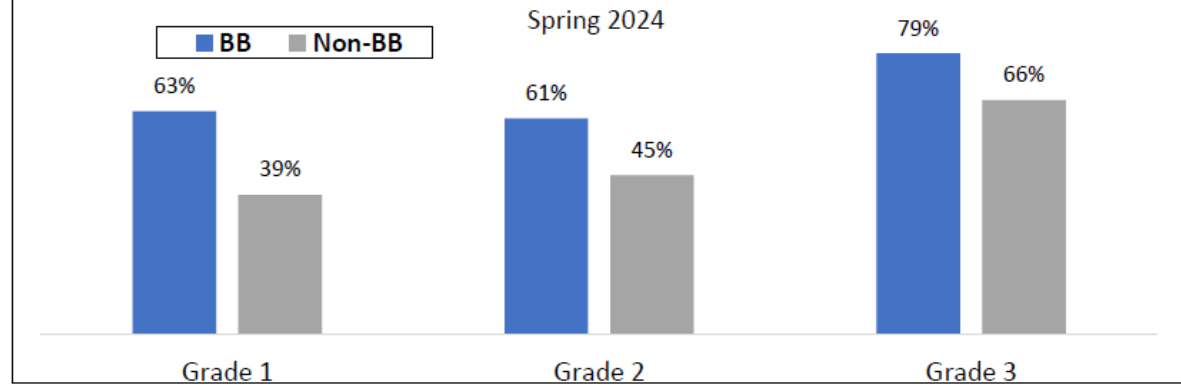
Source: External Evaluator, Apter & O'Connor – 2023-2204 Book Buddies Evaluation

# Measuring Impact

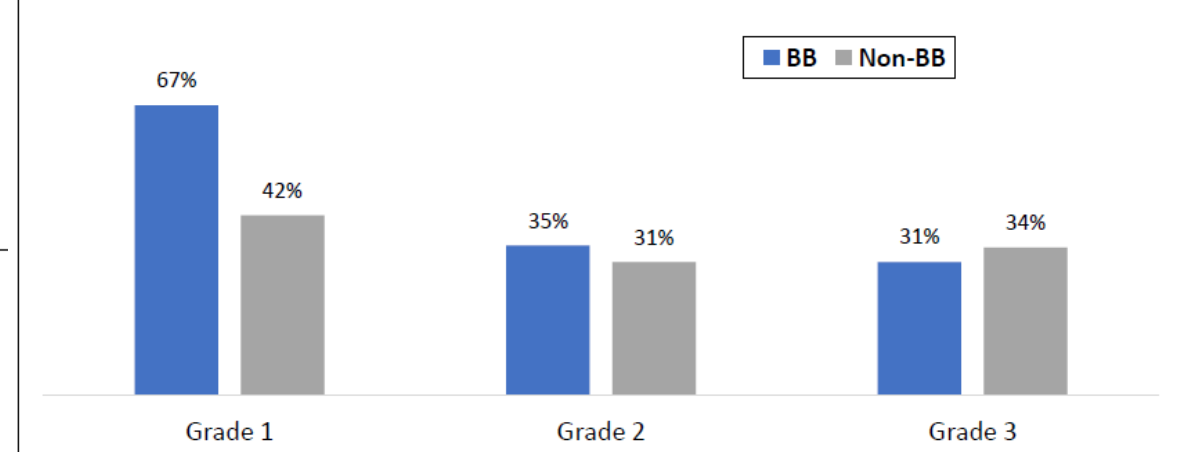
**Figure 1:** Percentage of BB and non-BB Kindergarten and Grade 1 students who achieved benchmarks for marginal and negligible risk on select DIBELS subtests Spring 2024



**Figure 2:** Percentage of BB and non-BB students who achieved benchmark for marginal and lower risk on the DIBELS ORF-Accuracy subtest by grade Spring 2024



**Figure 3:** Percentage of BB and non-BB students who achieved benchmark for marginal and lower risk on the DIBELS ORF-WRC subtest by grade, Spring 2024.



# Challenges For BB Expansion

- Recruiting enough tutors to meet demand
- Having enough space to hold sessions
- Finding the time in the day to reach all the students who would benefit
- Being rigorous with training and program design to have fidelity with High Impact Tutoring elements
- Student attendance at school and volunteer attendance rates
- **Sustainable funding for High Impact Tutoring**





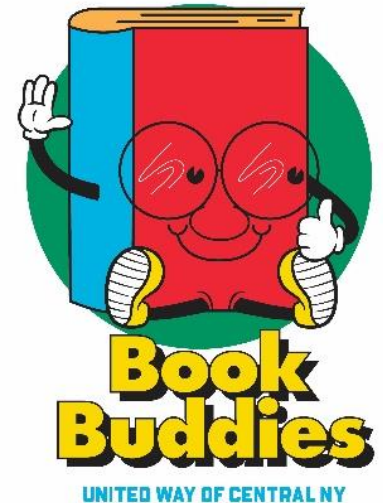
# Thank You!

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