

# FY2022 Buncombe County Strategic Partnership Grant Report

<b>Organization Name:</b>	Read to Succeed	
<b>Project Name:</b>	Community-Powered K-3 Literacy   Engaging Children, Families, and Community Partners	
<b>Reporting Quarter:</b> (Check one)	<input type="checkbox"/>	Quarter 1 (July 1, 2021 - September 30, 2021)
	<input type="checkbox"/>	Quarter 2 (October 1, 2021 - December 31, 2021)
	<input type="checkbox"/>	Quarter 3 (January 1, 2022 - March 31, 2022)
	<input checked="" type="checkbox"/>	Quarter 4 (April 1, 2022 - June 30, 2022)

## Narrative summary of grant related activities

Please provide brief responses that fit within the box provided

<b>Overall project updates:</b>	<p>Read to Succeed tutors finished out the school year in Q4 with students at Ira B. Jones, Johnston, and Claxton Elementary schools. 18 remaining tutors served 34 students between Apr 1 and May 20, 2022, before end-of-year testing concluded. Of students enrolled in the R2S reading tutoring program during that time, 23 identify as Black, 3 White, 1 Hispanic, 1 Pacific Islander, 4 Mixed, and 2 did not specify race on their permission form.</p> <p>Across grade levels, students enrolled in the R2S reading tutoring program in Q4 include 4 fourth graders, 5 third graders, 16 second graders, and 9 first graders. *Note: R2S is serving 4th-grade students this year both by request of our school partners as well as in an effort to accelerate learning for students who were especially impacted when COVID struck during the middle of the second-grade year.</p> <p>Tutors met with students one to two times a week with the average session lasting 45 minutes. The only break in tutoring occurred during Asheville City and Buncombe County Schools' Spring Break from Apr 11 - 15, 2022. Q4 saw the most consistency in scheduling with tutors and students meeting regularly without pandemic-related disruption, however, inflation and increasing gas prices did result in a handful of students who met with tutors in afterschool missing sessions (kids were more likely to take the bus home).</p> <p>After receiving end-of-year mClass results from students enrolled in the tutoring program, we learned that from the middle-of-year to end-of-year assessments, 100% of students' composite scores (aggregated data across all foundational reading skills) increased, with the median percentage increase being 15%.</p> <p>50% of students moved up at least one whole category slot in their composite score since the beginning of the school year (composite scores were categorized as follows: Well Below, Below, Benchmark, and Above). 100% of students demonstrated growth in Phonemic Awareness, the ability to identify and manipulate individual sounds in spoken words. 80% of students showed growth in Phonics, correlating sounds to letters and decoding text. 96.7% of students showed growth in Fluency, reading smoothly with prosody.</p>
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From the middle-of-year to end-of-year, 27% of students previously below or well below grade level reached grade-level proficiency in Phonics - Letter Naming, 9% reached grade level with Phonics - Whole Words, 6% moved from below to above grade level in Phonemic Awareness and 6% from below to on grade level, and 10% tested in Letter Naming achieved grade level proficiency who were previously below or well below.

In April, we hosted the final group meeting of the school year with volunteer reading tutors to share organizational updates for the end of the school year. We hosted a Volunteer Appreciation Breakfast at our office that featured R2S gifts for each tutor, a catered breakfast, and a video from both our school and community partners saying thank you for the work tutors have done over the past year.

As the school year came to an end, we created surveys for our students enrolled in the R2S tutoring program, their teachers, and our volunteer reading tutors to gauge their experience over the past year and provide a platform for program feedback. Our student survey utilized an emoji Likert scale with five emojis – beginning with a frown and moving toward a very happy face. 87% of student respondents (23 total) indicated that they felt better or the same about reading compared to the beginning of the year. 100% of student respondents indicated that they felt good or very good about the experience of working with their reading tutor. When asked what their favorite part of working with their reading tutor was, student responses included, “Learning new words, reading together, having fun, that you help me read, and it feels like an award”.

We conducted a quick end-of-year volunteer survey and received 17 responses from our tutors. 100% of respondents said that they felt fairly well to very well prepared, trained, and supported by R2S for tutoring this past year. 88% of tutors said they would return to tutor for another year after this school year, and 94% of tutors said they are likely or very likely to recommend volunteering with Read to Succeed. We utilized a five-point Likert scale for the volunteer survey as well, ranging from Very Unlikely to Very Likely.

When we surveyed our student's teachers about a change in student behavior, specifically their motivation to read and/or write and likelihood to participate in class, 100% of respondents said they saw slight improvement if not significant improvement by the end of the school year. Every teacher also indicated that they would be interested in continuing to work with Read to Succeed tutors for the next school year. Teachers remarked on their students' increased confidence in letter sounds (phonics), phonemic awareness, fluent reading, and confidence in class.

When we asked our school partners to record a video message for our reading tutors to play at the volunteer appreciation breakfast, responses included; "One of the very best things happening at our school this year, and I mean this with all sincerity, is students in our afterschool program working with volunteers from Read to Succeed." - Amy Brown, Librarian, Claxton Elementary.

"We are so lucky and appreciative of our Read to Succeed tutors who offer amazing instructional support to our students... I have never seen students run to their tutors because they were so excited to see them because of the relationship they've built." - Karen Rigsby, Busy Bees Afterschool Director, Claxton Elementary.

"It's been a particularly trying year and Read to Succeed volunteers have filled a very important need for our students with the comradery they've built with our students." Daniel Crone, Title One Tiered Support & Differentiation Coach, Jones Elementary.

**Activities related to increasing equity, diversity and inclusion:**

In addition to infusing culturally-responsive instruction and materials into all the work undertaken by this grant, R2S also participated in several equity-driven initiatives in Q4. We continued contracting a Black community member who worked in the office through mid-May and we onboarded a summer high school intern for June - August. This intern also identifies as Black and is a rising sophomore at Asheville Christian Academy; she helps with family reading events, tutor/program supply organization, blog content generation, and more. In late May, R2S participated in GRINDFest, a local festival celebrating Black businesses; we shared 250 new Black children's books to visiting families and community members.

In May, R2S staff attended the United Way's United for Youth Spring Convening, and in June, the United Way Centennial Community Celebration for which we donated 240 culturally-responsive children's books and 480 printed family reading resources to be shared with community partners supporting students this summer.

Also in June, Co-ED Jess McLean attended a webinar sponsored by the Association of Fundraising Professionals with Danae Jones Aicher, formerly of Asheville, titled "Privilege, Power & Philanthropy: Diversity, Equity & Inclusion in the Fundraising World."

<b>Activities related to increasing operational excellence:</b>	<p>Three R2S staff members completed the Reading Research to Classroom Practice training in Q4, and AmeriCorps member (and soon to be full-time R2S Literacy Support Coordinator) completed a three-day Wilson Learning Systems workshop in June. R2S also signed up former Early Learning Consultant and now Co-Executive Director Jacquelyn Hall for the LETRS training that all ACS and BCS teachers will be taking in the coming year.</p> <p>R2S raised over \$35,000 at our 10-Year Celebration Event from corporate sponsors and individual donors and received media coverage from WLOS, Mountain Xpress, and 103.7 WPVM Asheville. In April, community partners FART Asheville and BorgWarner Turbo Systems gave a combined \$6,000+ to R2S through various community initiatives. R2S was awarded its first-ever grant from the Sutherland Family Foundation to support summer programming at the Edington Center, and we received additional notice of grant awards from Buncombe County, Junior League of Asheville, and WNC Bridge Foundation (multi-year grant) totaling \$345,000.</p> <p>We added several new resources to our website, including an entire Family Reading Resources section featuring free reading apps, culturally-responsive children’s book recommendations, family comprehension guides, and more. Year-over-year, traffic to the R2S website was up over 84% in Q4.</p> <p>In June, the R2S board of directors unanimously passed a \$412,000 FY2023 budget and voted to hire Jacquelyn Hall as the new Co-Executive Director following the departure of Jaimee Stanley, who moved to Minnesota with her husband.</p>
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## Progress toward annual goals

Measure	Annual Goal	Actual Results (Enter Data)				Progress
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Number of volunteer reading tutors trained and matched	30	N/A	30	0*	0*	30
Percent increase in Black students served	32%	N/A	40%	0%	0%	40%
Percent of students trained by tutors who improve phonemic awareness skills	75%	N/A	N/A	91%	100%	96%
Percent of students who improve phonic development skills	75%	N/A	N/A	93%	80%	87%
Percent of students who improve reading fluency	75%	N/A	N/A	93%	97%	95%

**Comments:**

\*We do not recruit, train and match volunteers during the last quarter of the school year.

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## Use of funds to date and any budget considerations

Spending Category	Starting	Total Spending (Enter Data)				Amount
		Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Personnel	\$ 25,000	\$ 6,250	\$ 6,250	\$ 6,250	\$ 6,250	\$ -
Training						\$ -
Supplies/Materials						\$ -
Meetings						\$ -
Equipment/Furniture						\$ -
Printing/Marketing						\$ -
Licensing/Memberships/Dues/Subscriptions						\$ -
Client Support						\$ -
Contracts						\$ -
Professional Services						\$ -
Insurance and Bonds	\$ 2,000	\$ 381	\$ 1,619	\$ -	\$ -	\$ (0)
Building Maintenance						\$ -
List other cost						\$ -
List other cost						\$ -
List other cost						\$ -
<b>Total</b>	\$ 27,000	\$ 6,631	\$ 7,869	\$ 6,250	\$ 6,250	\$ (0)

**Comments:**