

2023-2024 PROGRAM EVALUATION HIGHLIGHTS

EVALUATION DESIGN: In 2023-2024, we implemented a longitudinal, mixed-methods research design, which included the collection of quantitative and qualitative data. We used the longitudinal design to study impact from the 2022-2023 school year to the 2023-2024 school year. The collection of qualitative data allowed our team to document the experiences of participants, teen Reading Coaches and Site Assistants, and Site Coordinators. In addition, identified strategies and barriers to implementation; impact of the program on both the Student Readers and the Reading Coaches, and gathered recommendations for program improvement and expansion. We triangulated these findings with quantitative data, such as participation data, number of students receiving interventions, Team Read data and assessment results, and surveys to determine the impact of the interventions.

SUMMARY FINDINGS: Stakeholders noted that while Team Read has a positive impact on reading, Student Readers also demonstrate improved confidence/growth mindset, and they develop positive peer support system. Notably, more Student Readers reported that they are a good reader and that they can read more challenging books by the end of the year. In addition, readers' confidence when they read by themselves has also improved.

Student Readers improved their reading level over the course of the year by an average of 4 levels. Student Readers averaged about 370 sight words learned and read an average of 49 books independently over the course of the year. Generally, data was similar between Student Readers who were in their first year of Team Read compared to those in Team Read for two years or longer, with the exception of number of sight words learned. Student Readers in the program for two years or longer averaged 400 sight words learned compared to 353 for those in their first year of Team Read. We also examined this data by attendance level comparing Student Readers with 50% or higher attendance rate to those with lower than 50%. We found that Student Readers with 50% or higher attendance in the program improved by over twice as much in the number of reading levels improved (4 reading levels compared to 1.5) and read an average of 49 books read independently compared to 42 for those with lower than 50% attendance.

This year, we collected data from districts for the prior school year in order to compare students' growth from last year (2022-23) to this year (2023-24). For this analysis, we selected only students who were in Team Read in 2023-24, but did not participate the previous year (2022-23). The amount of improvement was greater when students were participating in Team Read. The percentage of students who improved to at or above grade level while they were participating in Team Read was approximately 12%, whereas the year before when they were not in Team Read, only 6% improved to at or above grade level.

A total of 62 Student Readers began the 2023-2024 school year reading at a kindergarten level. The majority of Student Readers falling in kindergarten level in the Fall were in 2nd grade. About 43% of the Student Readers with reading levels falling at the kindergarten level in the Fall improved to reading at a 1st or 2nd grade level by the Spring.

the Team Read Program is predicated on the philosophy that the Program not only benefits Student Readers, but also Reading Coaches. Overall, scores were in the high range on five of seven items on the Belonging and Engagement Scale, which is positively correlated with youth development outcomes. During interviews and on the surveys, Reading Coaches, Family Members of Reading Coaches, and Site Coordinators highlighted the following benefits: gaining job-readiness skills;

developing life skills including communication strategies, leadership, patience, perseverance, and goal setting; developing skills to work with children; and learning they want to continue in a teaching or helping profession and serving their community. On the survey, 100% of Site Assistants, 88% of Reading Coaches, and 90% of Families of Reading Coaches indicated that Site Assistants and Reading Coaches developed skills they can use in other work settings, now and in the future. Further, 100% of Site Coordinators agreed Reading Coaches gain career preparation skills by participating in Team Read.

PARTICIPANTS: During the 2023-2024 school year, Team Read implemented programs across four districts. These included two schools each in HPS, RSD, and TSD, along with 13 sites in SPS. SPS provided both in-person and online programming, although the number of schools offering online programs decreased as most transitioned back to in-person formats. Three sites had transportation including Dearborn Park and Kimball elementary schools all year. South Shore had transportation for the first semester only, as it was not necessary in second semester.

Team Read Schools

TEAM READ SCHOOLS/PROGRAMS		
Districts	Schools/Programs	Program Model
Highline Public Schools	Hazel Valley Elementary School	In-person
	Midway Elementary School	In-person
Renton School District	Campbell Hill Elementary School	In-person
	Lakeridge Elementary School	In-person
Seattle Public Schools	Bailey Gatzert Elementary School/Yesler Terrace	In-person
	Broadview Thompson K-8	In-person
	Dearborn Park Elementary School	In-person
	Dunlap Elementary School	In-person
	John Muir Elementary School	In-person
	Kimball Elementary School	In-person
	Lowell Elementary School	Online
	Maple Elementary School	Online
	Rising Star Elementary School	Online
	Sand Point Elementary School	In-person
	South Shore K-8	In-person
	Thurgood Marshall Elementary School	In-person
Tukwila School District	West Seattle Elementary School	In-person
	Cascade View Elementary School	In-person
	Thorndyke Elementary School	In-person

Students participating in Team Read during the school year had a higher rate of being non-white and bilingual compared to all students in Team Read schools (see Exhibit 2). NOTE: Data was not available from Renton or Tukwila School Districts.

Team Read Schools – Demographic Information

DEMOGRAPHIC INFORMATION						
District	School	Group	% Female	% Non-White	% Bilingual	% Special Education
		All	53%	87%	58%	20%

Highline School District	Hazel Valley Elementary School	Team Read	46%	95%	82%	4%	
		All	48%	91%	55%	15%	
	Midway Elementary School	Team Read	55%	91%	59%	9%	
Seattle Public Schools	Bailey Gatzert Elementary School	All	50%	88%	33%	19%	
		Team Read	42%	100%	39%	8%	
	Broadview Thompson K-8	All	50%	66%	23%	22%	
		Team Read	53%	87%	40%	27%	
	Dearborn Park Elementary School	All	51%	87%	40%	11%	
		Team Read	46%	96%	63%	21%	
	Dunlap Elementary School	All	45%	92%	42%	21%	
		Team Read	33%	67%	92%	0%	
	John Muir Elementary School	All	48%	77%	33%	17%	
		Team Read	44%	88%	69%	19%	
	Kimball Elementary School	All	49%	75%	25%	25%	
		Team Read	33%	92%	50%	38%	
	Lowell Elementary School	All	50%	84%	31%	21%	
		Team Read	47%	88%	35%	12%	
	Maple Elementary School	All	49%	81%	38%	14%	
		Team Read	44%	100%	85%	30%	
	Rising Star Elementary School	All	50%	89%	42%	23%	
		Team Read	50%	100%	94%	25%	
	Sand Point Elementary School	All	51%	62%	17%	25%	
		Team Read	58%	83%	42%	33%	
	South Shore K-8	All	46%	82%	22%	21%	
		Team Read	65%	82%	29%	35%	
	Thurgood Marshall Elementary School	All	46%	70%	15%	22%	
		Team Read	67%	87%	53%	33%	
	West Seattle Elementary School	All	47%	88%	27%	22%	
		Team Read	53%	100%	46%	23%	
	Combined Average		All	49%	81%	33%	20%
			Team Read	49%	90%	59%	21%

Note. The All category comes from the Washington State Student Report for 2023-2024. The Team Read category includes students participating in Team Read during the school year with a 50% attendance rate or higher at Team Read. Team Read students were included if demographic information provided by each district matched Team Read data. Data was not available this year from Renton or Tukwila.

Team Read Schools – Student Participants’ Race/Ethnicity

TEAM READ PARTICIPANT DEMOGRAPHICS			
Demographic	Highline Public Schools (n=44)	Seattle Public Schools (n=237)	Team Read Program (n=281)
Female	50%	48%	49%
Male	48%	51%	50%
Non-Binary	2%	1%	1%
American Indian/ Alaskan Native	0%	2%	2%
Asian	14%	25%	24%
Black/African American	9%	33%	30%
Hispanic/Latino/a	59%	21%	27%
Native Hawaiian/ Pacific Islander	5%	<1%	1%
White	7%	9%	9%
Two or More Races	7%	8%	8%

NOTE. Race/ethnicity is only reported for students who had data available from their district’s information system and only includes students participating in Team Read during the school year with a 50% attendance rate or higher at Team Read. Data was not available from Renton or Tukwila this year.

Team Read Schools – Reading Coach Demographic Information

READING COACH DEMOGRAPHICS			
Demographic	Highline Public Schools (n=44)	Seattle Public Schools (n=229)	Team Read Program (n=273)
Female	75%	77%	77%
Male	18%	23%	22%
Non-Binary	7%	0%	1%
American Indian/ Alaskan Native	0%	0%	0%
Asian	32%	44%	41%
Black	16%	14%	14%
Hispanic/Latino/a	27%	8%	12%
Native Hawaiian/ Pacific Islander	4%	0%	<1%
White	21%	26%	25%

Two or More Races	0%	8%	6%
-------------------	----	----	----

NOTE. Demographic data is only reported for Reading Coaches who had data available from their district's information system and only includes coaches who were currently participating in Team Read (i.e. had not exited). Data was not available from Renton or Tukwila this year.

Stakeholders understand and appreciate the mission and vision of Team Read, recognizing the unique value of its dual impact program. They noted the program fosters reading skills, confidence, and meaningful connections. Site Coordinators emphasized its importance, stating, *"To elevate all readers, specifically readers below grade level. To improve confidence and encourage the activity of reading."* Another Site Coordinator noted, *"The relationship building is a huge component and part of the mission. Providing a safe space for reading development with teen coaches."* Reading Coaches echo these sentiments, with one saying, *"To allow the students to improve their reading, so they don't feel they are outliers or that they aren't like other students because they are in the program."* Another coach highlighted the foundational impact, stating, *"If they can't read by fourth grade, they fall behind in every subject."*

"The goals are to support our students who are struggling readers to form a relationship with a high school student who may be more motivating." – Principal

FAMILY ENGAGEMENT: Team Read has made several modifications to their curriculum to enhance family communication and support for coaches. They reintroduced the Power Reader Journal, which includes goals, behavior tracking, a book log, and word practice, and it goes home with students after each semester to facilitate family communication. They separated the coach packet from the Power Reader Journal, a change from the combined format used during the pandemic. Adjustments were made to the Reading Coaches packet to provide more guidance on phonological games and daily session targets, and sight words were added. In Highline, skill cards and Power Words will be introduced in the second semester. They have also developed a set of tools to help coaches manage student behavior. These changes aim to strengthen family connections, enhance coach support, and align with district priorities.

In addition to fostering connections with families through the Power Reader Journal, Team Read is utilizing various strategies to enhance family engagement and improve attendance. They are using Talking Points to communicate weekly activities, sending letters and books home with personalized notes, and incorporating monthly themes. An enhanced treasure chest has also been implemented to further support these efforts and encourage consistent attendance.

TRAINING UPDATE Training for Site Coordinators, Site Assistants, and Reading Coaches has been modified to include a combination of online and onsite sessions, with coaches training at their respective sites to foster camaraderie. Monthly workshops continue to offer peer support for Site Coordinators, while Site Assistants and Reading Coaches can access special topic workshops designed to support tutoring and prepare for college and future employment. Site Assistants and Reading Coaches can choose which trainings to attend and are compensated for their participation. The Ambassador program has been extended to run through June, and involves a self-driven project, leadership learning, and greater involvement in the Team Read program. With expanded capacity among Team Read program leaders, there are now more site visits to support Site Coordinators. These changes were described positively among all groups. More information about the training is detailed in *Evaluation Question #2*.

BOOK COLLECTION IMPROVEMENTS: Moving forward into next year, Team Read aims to improve their library, addressing concerns raised by Site Coordinators and Reading Coaches about the lack of books. Program Leaders are inventorying their current book collection to compare it with classroom demographics to ensure the inclusion of culturally relevant books. A Library Sciences student from the University of Washington is assisting with this task. The library will be catalogued, and a review will determine what additional books are needed. This effort, including recirculating and relocating books, aims to better represent the readers and their diverse backgrounds, ensuring more diverse literature is readily available.

REFERRAL OF STUDENT READERS: Student Readers are selected for Team Read based on their reading levels, specifically targeting those who are below grade level. While Referring Teachers still make referrals, many schools have adopted a more systematic approach, involving a central review of data with reading specialists and principals to identify students with the greatest need and suitability for the program. Selection criteria primarily include second and third graders, with occasional inclusion of fourth graders, focusing on students below grade level and prioritizing those furthest from educational justice. Preference is given to students whose families can provide transportation. Site Coordinators and Reading Coaches have confirmed that the selected students were appropriately placed in the program.

IMPORTANCE OF TEAM READ: Principals and Referring Teachers reported that Team Read continues to play a crucial role post-pandemic by helping young readers develop foundational and phonics skills. The program has adapted to meet the increased need for literacy support, ensuring students gain the necessary skills to succeed. The continued focus on these key areas underscores the program's importance in the educational recovery process.

"Team Read has been instrumental in bridging the learning gaps that emerged during the pandemic, providing essential support to our students." – Principal

Both Principals and Referring Teachers emphasized the need for expanded programming. One teacher remarked, "Allow more students who are more than a year behind in the program. We have many students who need to be in it." A principal echoed this sentiment, stating, "If there is anything to improve, it would be to have resources to expand the program. We need to enroll more students."

INTERVIEW, FOCUS GROUP AND SURVEY RESULTS

TEAM READ IS A HIGH QUALITY PROGRAM: Team Read is regarded as a high-quality program, with 84% or more of 2023-2024 survey respondents indicating strong support for its effectiveness. Across all groups, respondents highlighted Team Reads ability to reach communities that typically cannot afford tutoring, making the program accessible and inclusive. Site Coordinators highlight its ability to reach underserved communities, providing accessible and inclusive tutoring. One coordinator wrote, *"Kids LOVE having a teen reading buddy,"* emphasizing the program's engaging approach and strong relationship-building between coaches and students. Site Assistants and Reading Coaches appreciate the program's consistent one-on-one interactions, stable routine, and development of their own professional and personal skills. One coach remarked, *"Team Read is a good program and it works well in creating a learning environment that is still fun."* Referring Teachers value the mentorship from teen peers, frequent reading opportunities, and additional literacy support, stating, *"The 1:1 reading support helps students who are behind in reading by*

having someone there to help with decoding words and comprehension." Principals believe the focus on engaging teen mentors as reading coaches, along with personalized support and meaningful connections, makes the program particularly effective. Families of Student Readers also identified the focus on reading improvement and personal connection as a strength, with one saying, *"The connection between the reader and coach. It's nice for the student to have someone older to chat with."* Overall, the program's structured sessions, pairing of teens with younger students, and comprehensive support ensure its success in making reading a more positive experience for students.

"It helped me a lot as an individual taking on responsibility and being a true role model to younger people." – Reading Coach

STUDENT READERS ENJOY THE PROGRAM: Respondents agreed that Student Readers who participated in Team Read enjoy the program, with strong bonds forming between Student Readers and Reading Coaches being a cornerstone of its success. Site Coordinators appreciate watching these relationships develop and seeing students become more confident in their reading. Families of Student Readers shared similar sentiments, with one parent stating, *"My child was excited to attend every day,"* and another noting, *"My son really enjoyed the program and was excited every time to attend."* Referring Teachers observed increased engagement and excitement, reporting, *"My students are excited to go to Team Read. I have seen improvements in the students attending."* Overall, the trust, respect, and connections developed within the program foster a positive learning environment, making Team Read a valuable and enjoyable experience for Student Readers.

"I think the model of connecting teen coaches with elementary readers is really effective, and I have seen a lot of kids' reading comfortability and levels improve because of their relationships with their coaches!"– Site Coordinator

IMPROVED PROGRAM MATERIALS: Team Read program leaders continue to modify and improve upon program materials and processes. Recent curriculum modifications include the reintroduction of the Power Reader Journal, which tracks goals, behavior, and book logs to facilitate family communication. Adjustments have been made to provide more guidance on phonological games and daily session targets, and new tools have been developed to help coaches manage student behavior. According to survey responses, 88% to 100% of Site Coordinators reported that elements like word work, comprehension guides, and consistent routines significantly improve Student Readers' skills. One coordinator noted, *"The beginning, with the Scholar Word is really engaging, and I think Sight Word completion is high, and students have passed all Sight Words."* Site Assistants highlighted the importance of consistent materials, stating, *"Everything about the program, from its reading materials to its careful planning, contributes to its success."* Reading Coaches appreciated the effective routine, with one coach commenting, *"The current model for Team Read was really good."* The curriculum's structure provides a clear layout and useful resources, helping coaches stay on track. One coach mentioned, *"It is a good resource for what I should be doing. I know that when I drift away, I find that it is more helpful."* The Mood Meter is valued, as one coach noted, *"Kids have a hard time expressing how they feel and it is helpful because they can point and we get a sense of where they are. Even if they can't express it, they can show us. It helps us decide how far we can push them."* The Power Reader Journal is also appreciated for setting goals and tracking progress, with a coach stating, *"I like the Power Reader journal, and that gives them more control."* Monthly themes and prizes are motivating for students, as highlighted by a coach: *"They do monthly themes with the color the bunnies, and I think those motivate the kids and they get excited about the prizes."* On the

third administration of the Pulse Survey, 90% of coaches reported that their reader was having success with the program. Overall, respondents praised the organized curriculum and materials, emphasizing that they are user-friendly and support effective teaching and learning processes.

Program Leaders continue to provide Session Guide scripts for Site Coordinators to follow, helping them review themes, set daily targets, and support the Reading Coaches. Approximately 94% of Site Coordinators reported that the Session Guide scripts were helpful in focusing the Team Read sessions, marking a continued increase in satisfaction. Site Coordinators appreciated the scripts, as well as the materials and PowerPoints that were available. Additionally, most Reading Coaches reported that the daily targets helped them be more successful in coaching their readers (range: 55% to 73%), though this represents a slight decrease from previous years.

READING COACH TRAINING FOCUS: Reading Coaches and Site Assistants participate in a comprehensive training program that includes initial online support and in-person sessions at their respective sites. Monthly workshops and ambassador meetings provide additional opportunities for skill development. These sessions are designed to enhance the effective implementation of Team Read, develop personal and leadership skills, and prepare participants for life after high school. The survey results reflect positive feedback, with 59% of Reading Coaches (previously 51%) and 50% of Site Assistants (previously 46%) finding the workshops helpful, marking an increase from previous years. Additionally, 61% of Reading Coaches (previously 72%) and 100% of Site Assistants (previously 25%) reported that ambassador meetings helped develop their leadership skills. One Reading Coach noted, *"The training helped me understand more from the reader's point of view,"* highlighting the practical benefits of these sessions. Another remarked, *"The monthly ones helped with managing behaviors,"* underscoring the usefulness of targeted training in addressing specific challenges.

"I really like all the trainings that are available. I can choose what I need, whether it is for coaching or to support me for college." – Reading Coach

IMPACT ON STUDENT READERS: Across groups, there is a strong consensus that Student Readers have significantly improved their reading skills, with 79% or more of respondents agreeing on this positive outcome (see Exhibit 17). Many noted substantial improvements, such as advancing one or more reading levels, as evidenced by various reading assessments. Site Coordinators and Reading Coaches have shared data demonstrating this progress. For instance, a Reading Coach observed, *"My reader moved up a few levels. She is better at understanding the reading, and I have seen growth. She used to not know what she read, but now she understands."* Similarly, a Site Coordinator commented, *"I think they have improved their reading levels in watching them and in the data the Site Assistant collects. Parents talk about how they are more confident and tackling bigger words."* Principals and Referring Teachers have also provided examples of student improvement backed by data. A principal noted, *"ALL students that attended Team Read increased their i-Ready reading scores and went up reading levels for the Fountas and Pinnell Benchmark Assessment."*

"My reading has improved. I couldn't pronounce words. I would only say it if they said it first. I have improved a lot."– Student Reader

A Referring Teacher shared, *The 4 students that I have in the program have already made over a year's worth of growth with their reading, and I am really excited to see where they end the year with their growth. The majority of my students were reading at a kindergarten or first-grade level and now*

are reading at the beginning of 2nd grade or end of 2nd grade level. This program supports closing the achievement gap by providing them 2 hours a week to read in addition to their school day.

READING CONFIDENCE AND MINDSET: Respondents agree Team Read boosts students' confidence and mindset towards reading. Principals observed that the program provides a foundation for a love of reading by offering students opportunities to work with peer mentors. One principal noted, *"We have seen students enrolled in the programming moving up. It gives them an opportunity to work with a peer mentor."* Another principal highlighted a student who previously did not see herself as a reader but now enjoys attending the program, illustrating a boost in reading confidence and enjoyment. Site Coordinators highlighted how students develop healthy relationships with older students, leading to notable improvements in reading skills and self-belief. One coordinator shared, *"I see the levels and skills growing, comprehension. It is the confidence, and they finally believe in themselves, and they are told this and are proud of themselves."* Reading Coaches also observed increased confidence in their students, with one Reading Coach noting, *"It is boosting confidence in their reading abilities. They are more open to new types of books and styles."* This growing confidence translates into a more positive attitude towards reading, as students tackle more challenging books and exhibit greater patience with difficult texts.

"When it is hard for me, I stop [reading]. Now I keep trying and I got better."– Student Reader

PEER SUPPORT AND SOCIAL EMOTIONAL SKILLS: Team Read also assists in building peer support and social-emotional skills (SES). The program fosters strong connections between students and their high school Reading Coaches, providing crucial social and emotional support. One principal mentioned, *"For some students, it is a pleasant, supervised experience, and they form relationships with coaching, and having a safe place where reading progress is celebrated, it helps on the SES level."* Reading Coaches noted that the consistent interaction with their students helps build communication and relationship skills, with one coach stating, *"It helps to build communication and relationship skills. It also helps with discipline, and they know they can't just hang out with friends."* The one-on-one attention students receive in the program helps them feel valued and understood, which positively impacts their social interactions and emotional well-being.

MOTIVATION TO READ: Student Readers were asked questions related to their motivation to read. Results were consistent across all groups and time periods. By the end of Team Read, 84% of Students Readers believed becoming a good reader is important, and 73% felt that spending time reading is great. Positive findings on these scales have been shown to predict future improvements in reading (Malloy, Marinak, Gambrell, and Mazzoni 2013). This is similar to last year.

The program is highly effective in improving students' reading skills and overall confidence. Reading Coaches and Site Assistants consistently report that the program helps students who are falling behind, providing a safe and supportive environment where they can improve and keep up with their classmates. A Reading Coach stated, *"It is a resource for students falling behind... they can improve and keep up with their classmates."* Parents also see significant improvements in their children's reading skills and engagement. One parent mentioned, *"My child enjoys going to Team Read sessions and his reading level has increased."* This positive impact on students' literacy and confidence is a core strength of the program.

IMPACT ON READING COACHES: Interviewees agreed that the Team Read program impacts Reading Coaches just as much as Student Readers. Reading Coaches, as well as other stakeholders, described a positive impact on practical job-related skills and personal development. A Site Assistant wrote, *"I learned that I AM a leader, and that communication is super important!"* A Reading Coach noted, *"I have gained more confidence. I am finding ways to work with students, and I have to use different tactics."* A Family Member of a Reading Coach shared, *"Team Read gave my child confidence, accountability, and many skills in addition to teaching skills: verbal and written communication, empathy, public speaking to name a few."* Overall, the experience provided invaluable insights into their capabilities, preferences, and potential career paths, fostering a well-rounded personal and professional growth journey.

"I think it helped me find my love for kids. It has inspired me to maybe become a teacher. I knew I liked kids, but this cemented it. I have job experience and feel more prepared for a job." – Reading Coach

48% of Reading Coaches noted Team Read was their first job, and 38% reported they have had informal jobs. During interviews and on the surveys, Reading Coaches and Site Assistants believed this will help them with future employment. For example, on the Pulse Survey, during each administration, between 89% and 90% of Reading Coaches agreed Team Read is helping them develop skills they will use in the future.

Reading Coaches and Site Assistants were asked questions from the Belonging and Engagement Scale from the Motivation, Engagement, and Beliefs Survey developed by the Youth Development Executives of King County. According to the survey validation report, when scores are high on the Belonging and Engagement Scale there is a positive correlation with youth outcomes, such as social and emotional learning, character development, and noncognitive outcomes including self-regulation, positive mindsets, persistence, and interpersonal skills (Naftzger, 2016). Results have fluctuated each year but continue to remain relatively high. On the survey, 92% of respondents agreed that what they do in Team Read is important, 90% agreed they feel proud to be part of Team Read, and 93% agreed that Team Read helps them build new skills (see Figure 34). For Site Assistants, results were higher on all items, with 100% agreeing they are proud to be part of Team Read, what they do in Team Read will help them in the future and helps them build new skills, what they do in Team Read is important to them, and there are things happening in Team Read that I feel excited about. When converted to scale scores, all indicators are in the positive range (score of 3.0 or above) for both Reading Coaches and Site Assistants.

BOLSTERING JOB READINESS: Expanding upon this, respondents noted that participation in Team Read significantly bolstered job readiness skills among Site Assistants and Reading Coaches. Many noted that this was their first job opportunity, allowing them to gain valuable work experience. This early exposure has helped them understand workplace expectations and develop a strong work ethic. A Reading Coach mentioned, *"I have gained more confidence and found ways to work with students, using different tactics."* Site Assistants also learned to manage responsibilities effectively, with one noting, *"I felt that I learned how to work under pressure when my Site Coordinator couldn't be there, and the responsibilities fell to me."* A Family Member of a Reading Coach summarized, *"Team Read gave my child confidence, accountability, and many skills in addition to teaching skills: verbal and written communication, empathy, public speaking to name a few."* These experiences have equipped them with essential skills that are transferable to future job roles. Survey results were consistent with qualitative data. On the survey, 100% of Site Assistants, 88% of Reading Coaches, and 90% of Families of Reading Coaches indicated that Site Assistants and Reading Coaches developed skills they can use in other work

settings, now and in the future. Further, 100% of Site Coordinators agreed Reading Coaches gain career preparation skills by participating in Team Read.

INSTRUMENTAL IN DEVELOPING LIFE SKILLS: Team Read has also been instrumental in developing crucial life skills such as communication, leadership, patience, perseverance, and goal setting. Reading Coaches and Site Assistants have enhanced their communication skills by interacting with younger students and peers, learning to convey information clearly and effectively. One Site Assistant stated, *“Leadership and taking initiative. There are days where sometimes the coaches are low energy or the students are high energy, so being able to take control and how to balance that out in Team Read was helpful.”* Leadership skills have also been emphasized, with participants taking charge of reading sessions and managing student behavior. A Reading Coach shared, *“It teaches me patience and just general communication skills. Explaining things helps me a lot.”* Additionally, the program has fostered perseverance and goal-setting abilities, as participants work with students to achieve reading milestones. On the survey, 100% of Site Assistants, 89% of Reading Coaches, and 83% of Family Members of Reading Coaches agreed Team Read taught them to persevere, even when things don’t come easily. Further, 100% of Site Assistants, 91% of Reading Coaches, and 93% of Family Members of Reading Coaches agreed Team Read taught them to direct themselves and take initiative. Qualitative data is consistent with these results, and respondents made the following comments:

- *“I’m now able to manage groups of people (both small and larger) and get people talking/responding to prompts. I can also multitask better, managing things like setting up coach-reading pairs while also contacting parents.”* – Site Assistant
- *“Communicating, leadership, organization, time management, public speaking.”* - Site Assistant
- *“I learned how to adapt and be flexible working with any kinds of students.”* – Reading Coach
- *“It has tested my patience, and my patience has improved a lot. It allows me to see how I act in a workplace or professional environment.”* – Reading Coach
- *“It helped my teen develop good communication and leadership skills as well as improving her work efficiency.”* – Family Member of Reading Coach
- *“It seemed like a great first job for them, teaching them responsibility and arming them with some great skills that they can take with them beyond this role.”* – Family Member of Reading Coach
- *“Many have benefitted. The teens benefit from the connection. They have met people from other schools, and I think their confidence has increased. Those that have been here from the start have so much more confidence with their interactions, with the kids, and with me. They have learned how to interact with a supervisor. They are asking better questions, which shows me they understand better of what to do. They are asking more about the kids and what they are noticing and how they are interacting with the books. The confidence is the biggest part.”* – Site Coordinator

READING COACHES DEVELOP SKILLS FOR WORKING WITH CHILDREN AND THEIR COMMUNITIES: Team Read has equipped Reading Coaches and Site Assistants with invaluable skills for working with their community and children. Participants have developed empathy, compassion, and patience, with many expressing a desire to continue community work. A principal highlighted this impact, stating, *“They have the opportunity to give back. Even some of the Reading Coaches helped out with field day and volunteered for other opportunities in our school.”* Respondents noted their improved ability to adapt to different learning styles and needs, enhancing their support for students. A Site Coordinator observed, *“My coaches have become more confident managing students. They are learning more strategies and taking leadership roles.”*

This hands-on experience has fostered meaningful relationships with students, building a sense of community and teamwork. One Reading Coach reflected, *“I think it helped me find my love for kids. It has inspired me to maybe become a teacher.”* Another added, *“I have learned that I really like helping others. I really want to continue working in my community.”* On the survey, 100% of Site Assistants, 93% of Reading Coaches, and 93% of Family Members of Reading Coaches agreed they learned how to work with different kinds of people. Additionally, 94% of Site Coordinators agreed Reading Coaches improved their interpersonal skills by participating in Team Read. Further, 100% of Site Assistants, 73% of Reading Coaches, and 70% of Families of Reading Coaches indicated Team Read motivated them to do community service.

SPARKED AN INTEREST IN CAREERS IN EDUCATION: The program has sparked an interest in education for many Site Assistants and Reading Coaches, encouraging them to consider teaching as a potential career path. The experience of working closely with students and seeing their progress has been highly motivating. A principal noted, *“I know some students are looking at pursuing careers in education, which is an amazing.”* This sentiment was echoed by a Reading Coach who said, *“I think it helped me find my love for kids. It has inspired me to maybe become a teacher. I knew I liked kids, but this cemented it.”* A Family Member of a Reading Coach wrote, *“She discovered that spark of joy that you get from helping others learn, and she might decide to be a teacher!”* The opportunity to mentor younger students and witness their development has provided participants with a rewarding experience, solidifying their interest in the education field. On the survey, 42% of Site Assistants, 35% of Reading Coaches, and 49% of Families of Reading Coaches indicated Team Read has made them/their child consider teaching as a profession.

“Team Read helped me find the love for kids and passion for social justice and giving underprivileged kids the same foundation. Now I want to be a teacher.” – Reading Coach

FAMILY MEMBERS OF STUDENT READERS APPRECIATE TEAM READ: Family Members of Student Readers greatly appreciate Team Read. On the Survey, 94% of Family Members of Student Readers would recommend Team Read to another family, and 89% agreed it is a high-quality program. Qualitative data shows that Families of Student Readers rated Team Read highly due to the noticeable improvements in their children's reading skills and their enjoyment of the program. Many parents observed significant progress, such as one parent stating, *“Mi hijo ha progresado mucho en lectura”* [*“My son has made a lot of progress in reading.”*], while another mentioned, *“My child has had good progress in reading.”* The personalized attention and communication from teachers and coaches have been appreciated, with one parent noting, *“Teachers/coaches followed up, sent reminders, had open communication.”* Overall, the positive impact on reading skills, supportive environment, and effective communication have been key reasons for the high ratings

“What I liked the most about Team Read was their consistency. Same day, same time every week with the same coach. They focus on Reading, in a fun and engaging way. My child loves her reading coach.” - Family of Student Reader

FAMILY MEMBERS OF READING COACHES SEE THE VALUE OF TEAM READ: Families of Reading Coaches also appreciate the program and noted that their teens benefited from the experience, with 96% of survey respondents agreeing their teen benefited from being a tutor, and 95% reporting that their teen's experience as a Reading Coach was positive. As described in the previous section, Families of Reading Coaches have expressed high praise for the benefits their teens have gained from

participating in Team Read. Parents highlighted that the program has provided their teens with valuable work experience and the opportunity to earn money, with one parent noting, "*She earns money and has work experience.*" Many families emphasized the development of confidence and essential life skills, such as leadership and communication, with one parent sharing, "*It has given my teen confidence that they can be an effective part of someone else's learning.*" The program also helped teens manage their time effectively, as noted by a parent who said, "*To set her weekly schedule and optimize her time and her study time to meet the work schedule for Team Read.*" Furthermore, Team Read has fostered a sense of responsibility and empathy in teens, with one parent observing, "*My teens have developed more empathy for struggling students as well as adults. I appreciate that they are making connections across ages and ethnicities.*" Overall, families appreciate the comprehensive growth their teens experience, from building social skills to gaining practical job-related abilities.

Site Coordinators and Reading Coaches appreciate the chance for high school students to gain career skills and take on responsibilities. One Site Coordinator remarked, "*The opportunity for High Schoolers to gain career skills.*" This aspect of the program is mutually beneficial, as it helps older students develop important life skills while they support younger students in their reading journey. Coaches also highlight how the program has taught them responsibility and improved their communication skills, with one coach noting, "*It taught me responsibility and enhanced my communication skills.*"