

CU Reading
NY Corps

High-Intensity Early Literacy Tutoring

NSSA 2023

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Corps

Introduction

- About me
 - Brooklyn College, CUNY
 - Reading Rescue, Reading Ready
 - NYC public school mom of two
- Research Team
 - Andrew Fletcher (Director of Strategic Partnerships, NYC Public Schools)
 - Erin Croke, Ph.D. (Director of Literacy Initiatives, CUNY Reading Corps)
 - Shirin Hashim (Doctoral Student, Harvard Graduate School of Education)
- Agenda
 - Background and growth of CUNY Reading Corps
 - Preliminary student outcomes
 - Future research and program plans



Motivation

- NYC early literacy
 - 3rd grade reading proficiency: 53.3% in 2019 to 49.2% in 2022
 - Younger, econ. disadvantaged, and minoritized students fared the worst
 - Those who can, pay for tutoring; exacerbated inequity during the pandemic
- Gap in teacher education
 - 54% of programs adequately address reading instruction; 32% in New York (NCTQ, 2021)
 - Low levels of teacher linguistic knowledge (Cohen et al., 2017; Puliatte & Ehri, 2018)
- High-dosage tutoring
 - Considerable impacts on early literacy outcomes (Nickow, Oreopoulos, & Quan, 2020)
 - Effective strategy for addressing COVID-19 learning loss (Robinson et al., 2021)
 - Personal and professional benefits to preservice teachers (Paquette & Laverick, 2017)

⇒ ***Alliance between Early Childhood Education program at CUNY + NYC DOE***



- 1) Improve foundational literacy skills for K-2 striving readers from underserved communities**
- 2) Improve clinical experience for preservice teachers**

CUNY Reading Corps

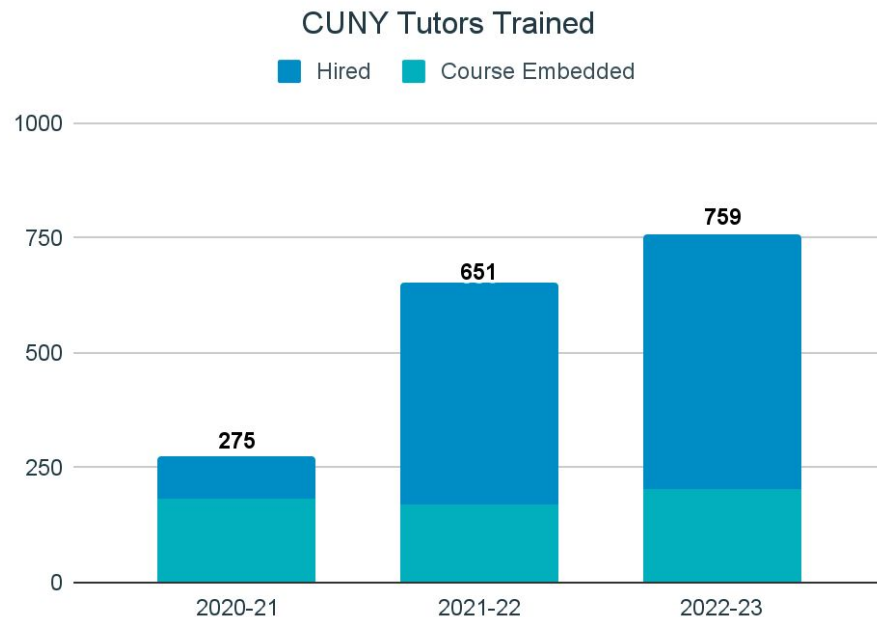
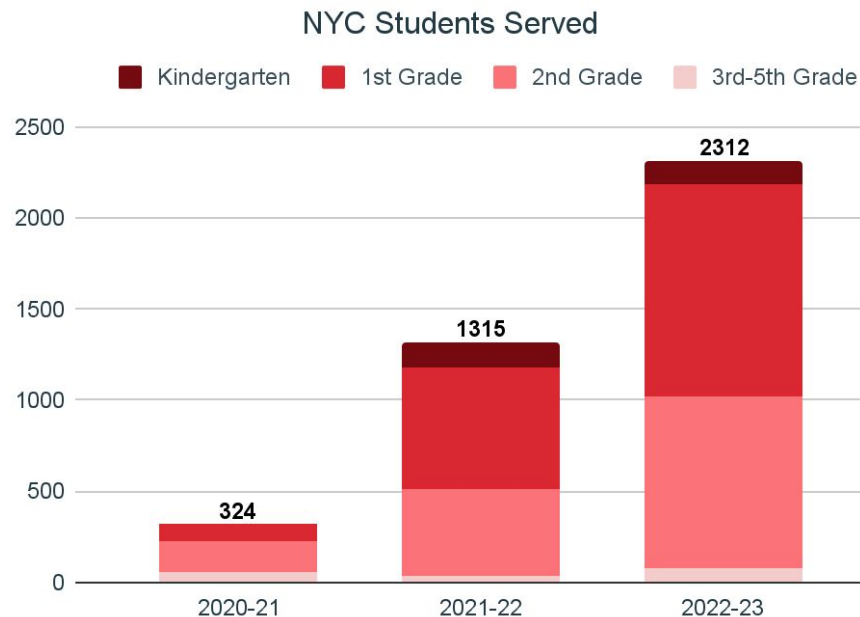
- Tutor recruitment:
 - Brooklyn College undergraduate and graduate education students enrolled in early literacy course fulfilling fieldwork requirement
 - Paid CUNY-wide preservice teachers
- School recruitment:
 - Below average 3rd grade reading level; high economic need; racially representative
 - Implementation capacity (leadership buy-in, interest, technology, physical space)
- Tutor training:
 - 6 or 12 hours content and implementation training
 - 2-3 formal observations conducted by lead instructors
- Implementation:
 - Remote (Fall 2020—) and in-person (Summer 2022—)
 - Direct to home (Fall 2020—) and at school (Spring 2021—)
 - During school (Fall 2020—) and after school (Fall 2021—)
 - Tutors assigned 1-5 students
 - Hired tutors paid \$20/hour



Curricula

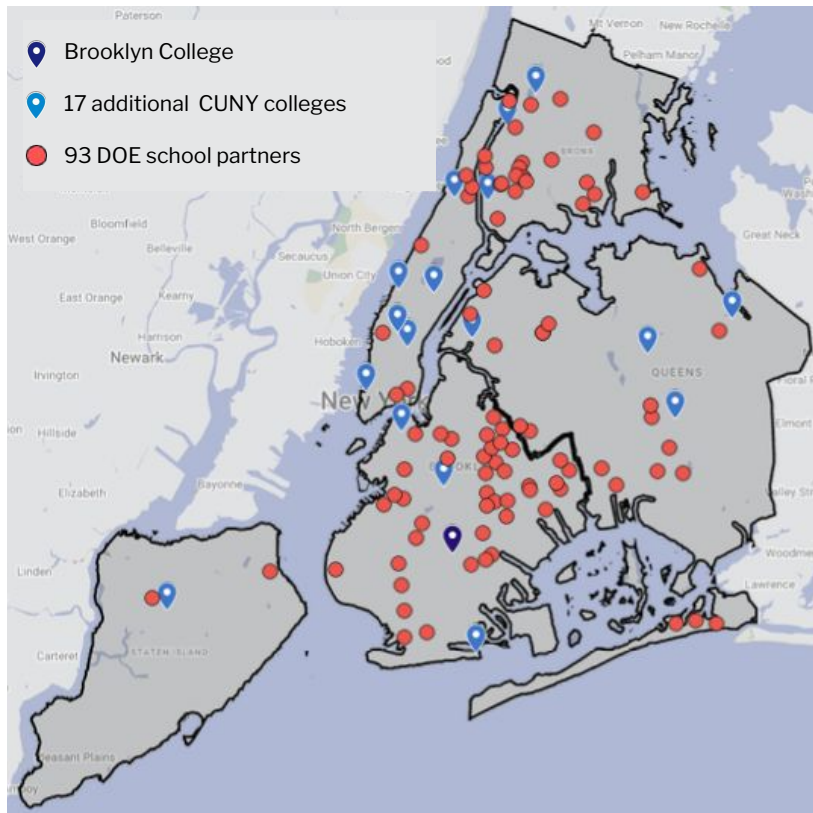
Curriculum	Origin & History	Target Grade Level	Content	High-Dosage	Measurement
	<p>COVID crisis response</p> <p>Research-based</p>	<p>Intervention for 1st</p> <p>Prevention for K</p>	<p>Phonemic Awareness</p> <p>Phonics</p> <p>Decodable Text Reading</p>	<p>20-30 min</p> <p>3-5x/week</p>	<p>pre, mid, and post PA and NWR</p> <p>pre and post Acadience</p> <p>STAR (forthcoming)</p>
	<p>20+ year history in NYC</p> <p>Research- and evidence-based</p>	<p>Intervention for 1st and 2nd</p>	<p>Phonemic Awareness</p> <p>Phonics</p> <p>Decodable Text Reading</p> <p>Authentic Text Reading</p> <p>Fluency</p> <p>Vocabulary</p> <p>Comprehension</p>	<p>30-45 min</p> <p>3-5x/week</p>	<p>daily intervention reading level</p> <p>pre and post AMIRA</p> <p>pre and post Acadience</p> <p>STAR (forthcoming)</p>

Scale of CUNY Reading Corps

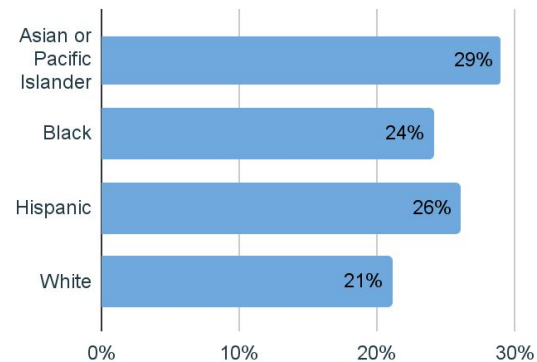


2022-23 numbers include projected summer participation of 1,000 students and 200 hired tutors. Numbers do not include the 375+ DOE employees trained by CUNY Reading Corps staff nor the students they served.

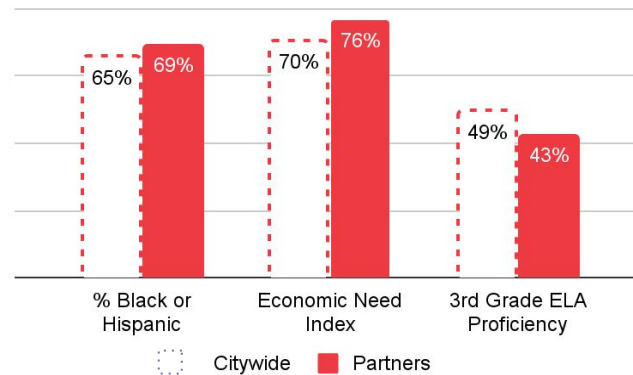
SY 2022-23 Demographics



CUNY Tutors



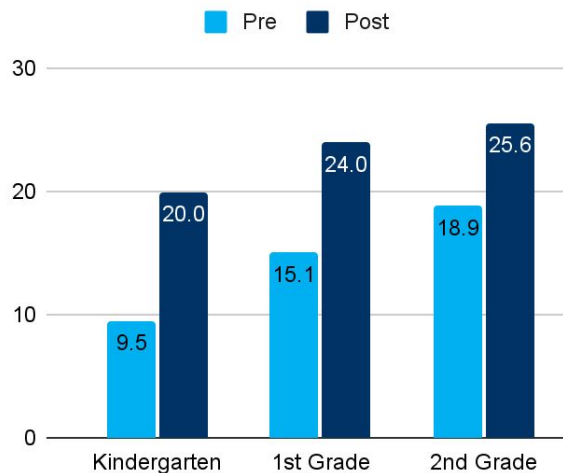
NYC Schools



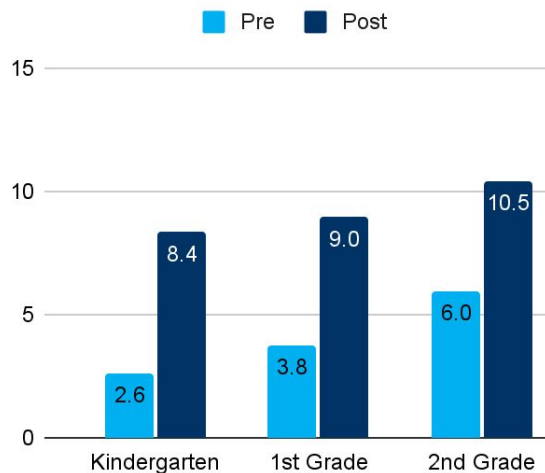
SY 2022-23 Initial Findings*

Grade	# Students	Average # of Sessions
K	11	30.9
1st	190	35.1
2nd	133	31.4

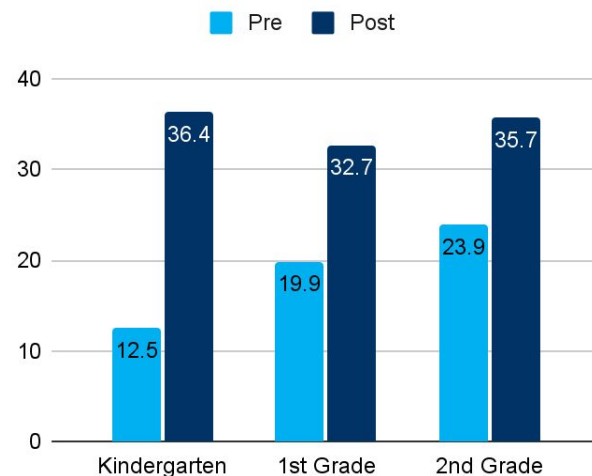
Phoneme Segmentation
(# out of 30)



Nonword Reading - Words
(# out of 15)



Nonword Reading - Sounds
(# out of 41)



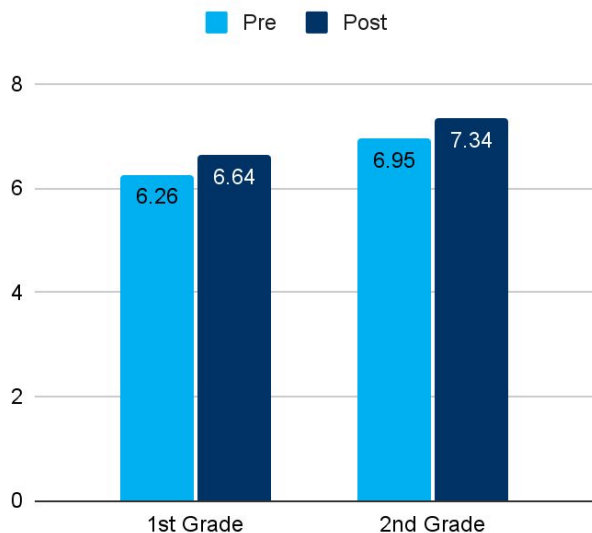
*791 students had at least one session (with an average of 21.2 sessions). Results are shown for the subset of students for whom we currently have complete pre- and post-assessment scores.

SY 2022-23 Initial Findings*

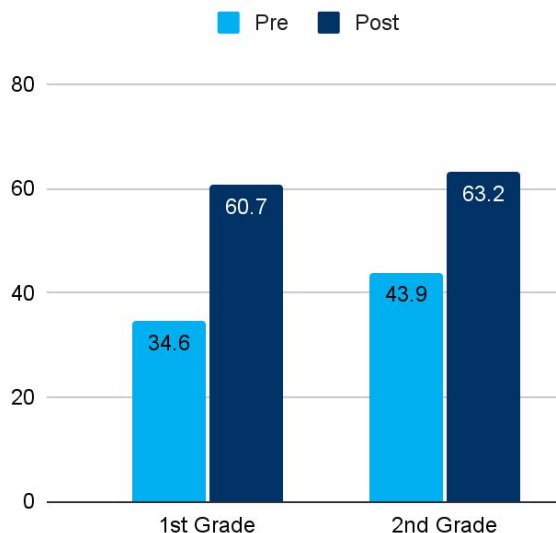


Grade	# Students	Average # of Sessions
1st	67	23.6
2nd	72	20.4

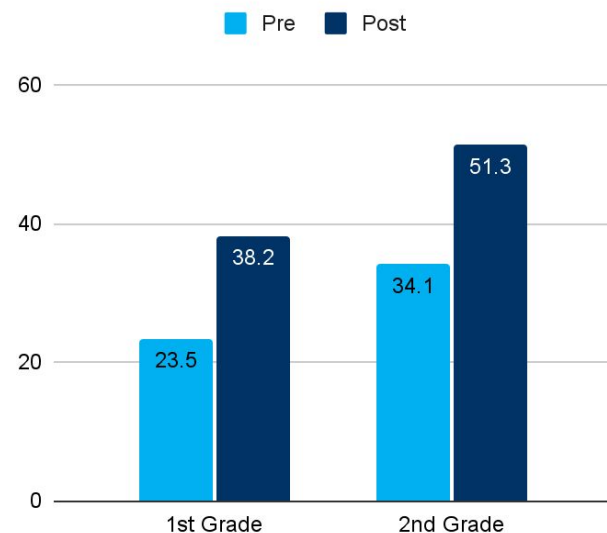
Amira Reading Estimated Age



Adjusted Word Count Per Minute



Amira Reading Mastery Percentile Rank



*581 students had at least one session (with an average of 19.3 sessions). Results are shown for the subset of students for whom we currently have complete pre- and post-assessment scores.

Future Research Plans

- **Does Reading Ready tutoring improve students' early literacy outcomes? (SY 2021-22)**
 - Descriptive study
 - Student outcomes: growth on practitioner-developed phoneme segmentation and nonword reading assessment
 - Extension: covariate-matched comparison group; administrative Acadience outcomes; transfer of learning to 3rd grade ELA outcomes
- **Do preservice teachers' linguistic skills improve through tutoring in early literacy? (SY 2022-23)**
 - Descriptive study
 - Tutor outcomes: pre and post linguistic scores
 - Heterogeneity analysis: enrollment in a literacy course; program fidelity
- **What is the marginal impact of in-person versus remote tutoring on early literacy outcomes? (Summer 2023)**
 - Within-program, within-tutor RCT: students randomly assigned to each delivery method; tutors randomly assigned to students in both methods
 - Student outcomes: growth on STAR; growth on practitioner-developed assessments; Spring 2023 to Fall 2024 Acadience growth
 - Potential mediating factor: tutor-student relationship quality (Pianta, 1992)

Program Expansion

CUNY expanding fieldwork opportunity to other courses.



Brooklyn College: 3 literacy courses

College of Staten Island: 2 literacy courses

LaGuardia Comm College:

1 family & comm course

1 lang & literacy course

City College of New York: 1 literacy course

Program model being replicated across several universities.



Confirmed



In Contract



THANK YOU!

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CUNY
Career Launch



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Family
Foundation

ALTMAN
FOUNDATION



BENEDICT
SILVERMAN
FOUNDATION



ROBIN HOOD

TIGER
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NYC Young Men's
Initiative

Summer
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