NORTH CAROLINA
Education Corps

Advancing
educational excellence
through *engaged community*

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Engaging and equipping North Carolinians as high-dosage tutors

Background

Covid-19 had a drastic impact on student learning and education. Recent **National Assessment of Educational Progress (NAEP)** results show marked declines — the worst in years — in reading and math performance among fourth and eighth graders across North Carolina and the United States. Moreover, students who struggled academically before the pandemic were hit hardest by pandemic learning disruptions.

North Carolina Education Corps (NCEC) was launched in 2020 to support learning acceleration and strengthen community involvement in schools.

What is North Carolina Education Corps?

NC Education Corps is a 501(c)(3) nonprofit that works to accelerate student learning and strengthen local communities. To do this, NC Education Corps, in partnership with schools, engages and equips a local workforce — including retired teachers, parents, and college students — as 'corps members' to provide high-quality, high-dosage, at-school tutoring support to low-performing K-5 students.

What is high-dosage tutoring?

NC Education Corps follows the **National Student Support Accelerator (NSSA)** recommendations for effective high-dosage tutoring support. NCEC-supported high-dosage tutoring exhibits the following characteristics:

Frequency	**Measurement**	**Small Groups**	**Curriculum**	**Trained Personnel**
Tutors meet with students for at least three sessions each week, 30 minutes per session	Schools use data to tailor instruction and ensure consistency	Tutors work with 1-4 students at a time to provide personalized instruction and support	Tutors use school curriculum to reinforce foundational skills (aligned with LETRS and the Science of Reading in NC)	Tutors gain knowledge and skills needed to improve student outcomes

Informed by the **National Student Support Accelerator, Stanford University**

What kind of support does NC Education Corps provide to school partners?

NC Education Corps provides backbone support to public school unit (PSU) partners in the following areas:

Recruiting and recommending corps members to work as high-dosage tutors

We spread the word throughout communities about the opportunity to become a corps member, screen interested candidates, and recommend top prospects for hire to PSUs as high-dosage tutors. PSUs hire and pay candidates following background checks and reviews.

Training and supporting high-dosage tutors

We provide pre-service training, ongoing professional learning, and personalized coaching to corps members and, sometimes, existing PSU Instructional Assistants, who work with students as high-dosage tutors. We also provide implementation support to school partners.

Monitoring progress to improve accountability and learning acceleration

We provide corps members and partners with an online tutoring log to track each tutoring session, engage third-party evaluators to assess our program, and share insights to maximize the impact of corps members on student learning and educational attainment.

Purpose of this report

This report is a response to a legislative reporting requirement, and it highlights NC Education Corps' work with PSUs during the 2022-23 school year.

Legislative directive

NC Education Corps reporting requirement

SECTION 7.70. The North Carolina Education Corps shall report to the Joint Legislative Education Oversight Committee by February 15, 2024, on the results of the program created pursuant to Section 3.5(a)(7) of S.L. 2021-25, as amended by S.L. 2021-180. The report shall include at least the following:

(1) The number of tutors trained using funds provided.

(2) The number of students who worked with tutors trained by the program.

(3) The average amount of funding spent by the North Carolina Education Corps per tutor trained.

(4) The number of tutors hired by public school units after completion of the training provided by the program.

(5) Which public school units utilized tutors trained by the program.

(6) The impacts on student outcomes in public school units that utilized tutors trained by the program.

(7) The amount spent by each public school unit to hire tutors trained by the program.

(8) Any other information the North Carolina Education Corps deems relevant.

Visit **https://www.ncleg.gov/Sessions/2023/Bills/House/PDF/H259v7.pdf** to read full legislation.

In 2022-23, we did more than ever to support North Carolina students
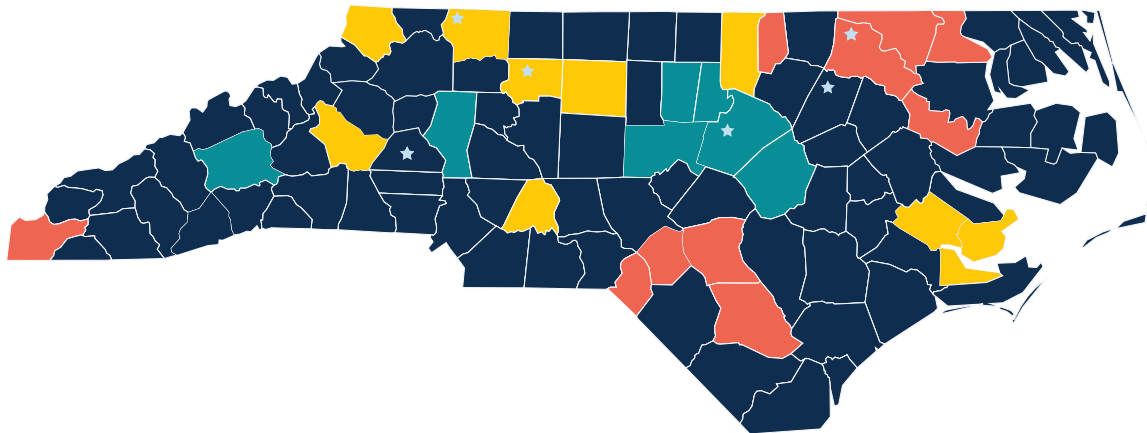
549
tutors hired and trained

29
PSUs served

7,931
students tutored

● Tier 1 ● Tier 2 ● Tier 3 ★ City PSU, Lab School or Charter School

2022-23 Partners

Ashe County Schools

ASU Academy at Middle Fork

Bladen County Schools

Buncombe County Schools

Burke County Schools

Chatham County Schools

Cherokee County Schools

Craven County Schools

Cumberland County Schools

Durham County Schools

The Exploris School

Granville County Schools

Guilford County Schools

Halifax County Schools

Hertford County Schools

Hoke County Schools

Johnston County Schools

Mount Airy City Schools

Newton-Conover City Schools

Orange County Schools

Pamlico County Schools

Rocky Mount Prepratory

Scotland County Schools

Stanly County Schools

Surry County Schools

Vance County Schools

Wake County Public Schools

Weldon City Schools

Winston-Salem/Forsyth County Schools

NCEC and PSU funding information

The overall contribution from NCEC was $3,326,777

Public School Unit	Amount Spent in 2022-23
Ashe	$90,938.31
ASU Academy at Middle Fork	$13,002.00
Bladen	Not reported yet
Buncombe	$126,563.73
Burke	$61,246.48
Chatham	$35,154.73
Cherokee	$50,596.50
Craven	$212,281.51
Cumberland	$388,313.55
Durham	Not reported yet
Exploris School (in Wake)	Not reported yet
Granville	$62,189.88
Guilford	$793,616.50
Halifax	$9,772.25
Hertford	$40,540.65
Hoke	$37,838.25
Johnston	$22,410.85
Mount Airy City	$13,675.00
Newton-Conover	$25,396.79
Orange	$242,569.90
Pamlico	Not reported yet
Rocky Mount Preparatory	Not reported yet
Scotland	$51,232.50
Stanly	Not reported yet
Surry	$18,341.56
Vance	$202,648.75
Weldon City Schools	Not reported yet
Winston-Salem Forsyth	$387,372.07
Wake	$328,926.00
Totals	**$3,214,627.76**

The average amount of funding spent by NCEC per tutor trained was $6,059.70

The overall contribution from PSUs, based on those that reported, was $3,214,627.76

We anticipate the total full-year cost per student served to average around $1,200 dollars over the next two years

A commitment to learning to drive continuous improvement and impact

We are a learning organization.

We care about data and learning because we care about what works for students and schools.

We are committed to learning every day, and our learning has been informed especially by the following sources:

- National and state research and best practices

- A formal mixed-methods program evaluation conducted jointly by Duke Social Science Research Institute (SSRI) and NC State's Friday Institute for Educational Innovation

- Our own experience in practice with school partners and stakeholders

We've learned that we are having a positive impact in three areas:

1 **Student outcomes**

2 **Employment and engagement**

3 **Community involvement**

We are accelerating student learning and strengthening communities one small group at a time.

The following pages dig deeper into our impact.

Impact 1: Student outcomes

We are moving quickly to understand program impact on student outcomes.

Here is an overview of the key insights on the impacts on student outcomes in public school units that utilized tutors trained by NCEC:

EVALUATION PROGRESS

NCEC has partnered with the the NC State Friday Institute and the Duke Social Science Research Institute (SSRI) to investigate the impact of NCEC's program on students, qualitatively and quantitatively, with greater clarity over time.

QUALITATIVE SURVEYS

School administrators, teachers, tutoring leads, and corps members (i.e., high-dosage tutors) agree overwhelmingly that NCEC is having a positive effect on students' literacy abilities.

CASE STUDIES

Case studies from 2022-23 partners show NCEC tutors are supporting students with greater need and those students are making larger literacy gains than NC students overall.

PRELIMINARY QUANTITATIVE ANALYSES

At this time, proficiency gains of NCEC supported students in grades 1-3 roughly on par with proficiency gains of peers who are likely to be receiving other MTSS interventions.

FORMATIVE FINDINGS AND NEXT STEPS

At this stage, evaluation findings are informative, but not definitive. There's still work to do to understand proficiency and growth gains of students receiving NCEC-supported tutoring compared to literacy proficiency and growth gains of similar students receiving other MTSS interventions. We also want to learn more about how cost-effective and scalable we are compared to other interventions.

NCEC has partnered with NC State Friday Institute and the Duke SSRI to investigate the impact of NCEC's program on students, qualitatively and quantitatively, with greater clarity over time.

Overview of the progression of the formal evaluation so far

Timeline	Activity	Step Forward/Learning
Fall 2021	NCEC partners with Littera Education to put standardized, digital Tutor Session Log in place	Digital Tutor Session Logs first launched during 2021-22 school year with PSU partners for collection of key input/output data to help understand fidelity to high-dosage tutoring model and program effectiveness
February 2022	NCEC establishes third-party mixed-methods evaluation agreement with NC State Friday Institute and Duke SSRI	Evaluators begin collecting qualitative and quantitative NCEC program information to advance NCEC learning, continuous improvement, and performance
Spring 2022 and thereafter	Evaluators conduct qualitative analyses of NCEC stakeholders through surveys and interviews	School administrators, teachers, tutoring leads, and corps members (i.e., high-dosage tutors) agree that NCEC is having a positive effect on students' literacy abilities
Summer/Fall 2023	Evaluators conduct two case studies to begin to assess 2022-23 tutor impact on student outcomes Focus on NCEC-student gains compared to NC students overall	Case studies looked at NCEC partnerships with Guilford County Schools, and Winston-Salem/Forsyth County Schools Case studies show NCEC-tutored students started with greater need and made larger gains than NC students overall
Fall 2023/ Early 2024	NCEC enters into data sharing agreements directly with PSU partners	For 2023-24 and beyond, collection and analyses of outcome data will be expedited, allowing for faster learning cycles
January 2024	Evaluators conduct preliminary quantitative analyses of 2022-23 tutor impact on student outcomes based on larger sample Focus on comparing literacy proficiency gains of students receiving NCEC-supported tutoring to literacy proficiency gains of similar students who may have received other MTSS interventions	At this time, proficiency gains of NCEC supported students in grades 1-3 roughly on par with proficiency gains of peers who are likely to be receiving other MTSS interventions. NCEC-tutored students more likely to be economically disadvantaged than NC students overall (in analytic sample, 70.3% of students tutored economically disadvantaged) NCEC-tutored students more likely to be Black than peers in same PSUs (in analytic sample, 38.9% of NCEC students Black compared to 31.1% of students overall in same PSUs)

School administrators, teachers, tutoring leads, and corps members (i.e., high-dosage tutors) agree overwhelmingly that NCEC is having a positive effect on students' literacy abilities.
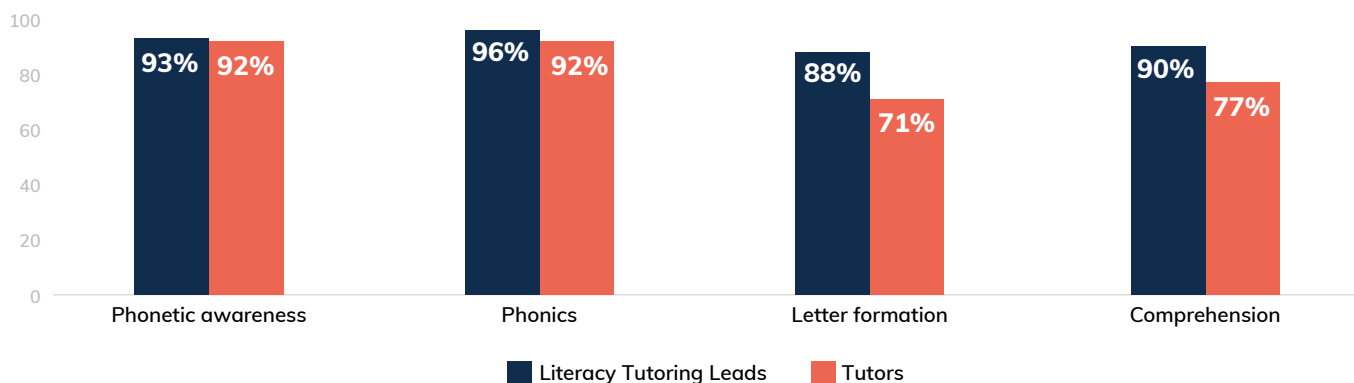
> *100% of the students being served demonstrated growth in reading and 10% of them have moved from below grade level at the beginning of the year to 'at grade level' at the mid-year mark.*
>
> – Tonya McLean, South Johnson Elementary School Principal of Scotland County Schools

> *The data shows tremendous growth at Bearfield Elementary, and I highly recommend having NCEC tutors at every school for our students' success!*
>
> – Julie Shields, Principal at Bearfield Elementary, Hertford County Schools

Literacy tutoring leads and corps members agree that NCEC students grew in key literacy skills in 2022-23

| Skill	Literacy Tutoring Leads	Tutors
Phonetic awareness	93%	92%
Phonics	96%	92%
Letter formation	88%	71%
Comprehension	90%	77%

■ Literacy Tutoring Leads   ■ Tutors

Case studies from 2022-23 partners show NCEC tutors are supporting students with greater need and those students are making larger literacy gains than NC students overall.

Across all grades, NCEC students at Winston Salem Forsyth County Schools showed more need and greater growth than students in NC overall on 2022-23 literacy assessments

Legend: ■ BOY NC Students ■ EOY NC Students ■ BOY NCEC Students ■ EOY NCEC Students
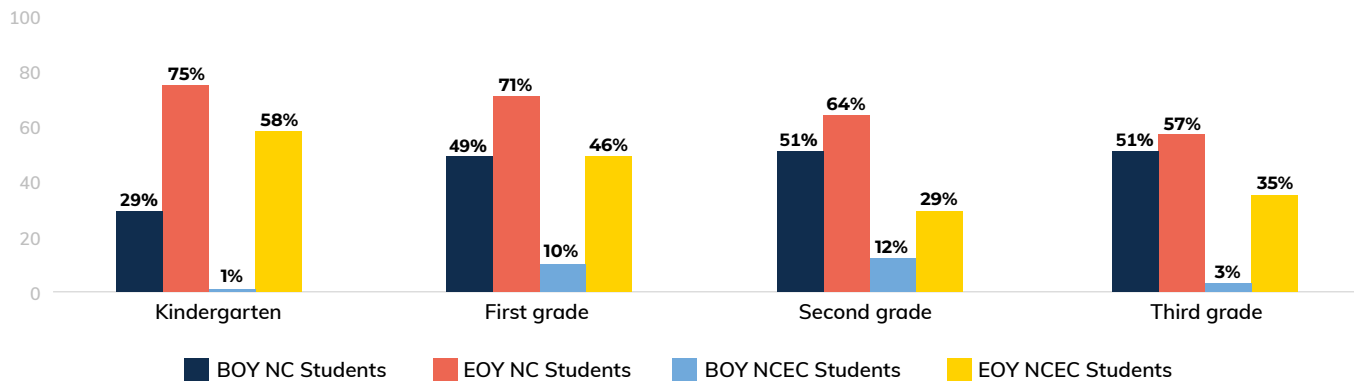
This held for students participating in Guilford County Schools except for students in third grade, who grew at about the same rate as their peers across the state.

From Kindergarten through Grade 2, NCEC students in Guilford showed more need and greater growth than students in NC overall

Legend: ■ BOY NC Students ■ EOY NC Students ■ BOY NCEC Students ■ EOY NCEC Students
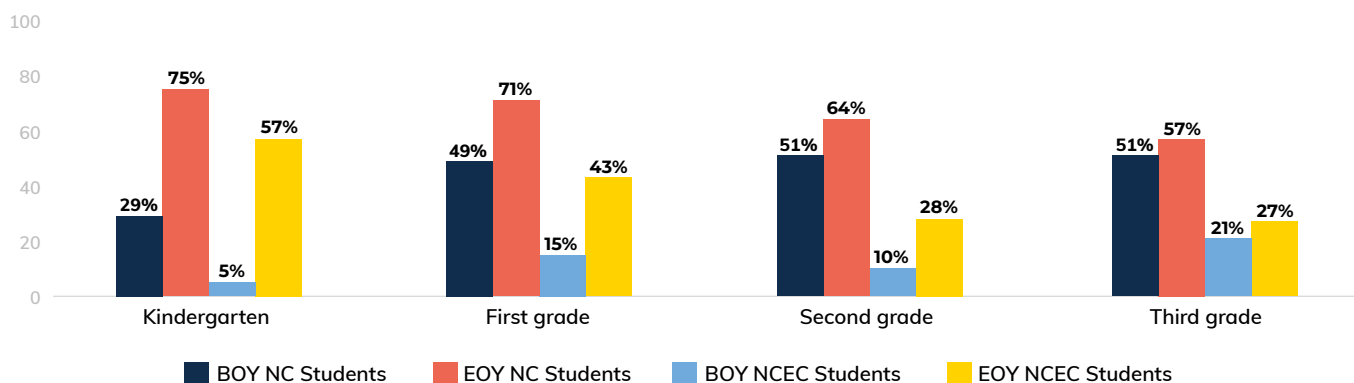
While these findings showed promise, we desired further investigation to begin to assess how NCEC student literacy performance compares to non-NCEC students who share similar characteristics — and within a larger sample.
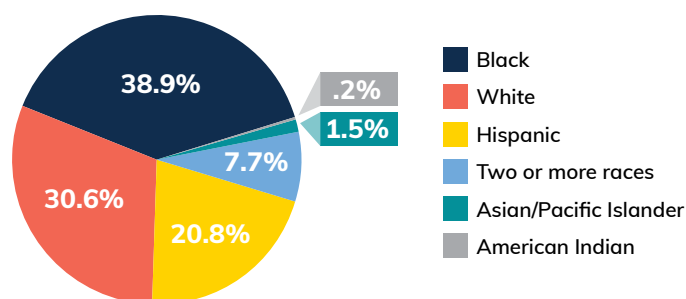
At this time, proficiency gains of NCEC supported students in grades 1-3 roughly on par with proficiency gains of peers who are likely to be receiving other MTSS interventions.

Our evaluators at NC State and Duke conducted a preliminary, formative quantitative analyses of K-3 assessment (mClass DIBELS) data to gain a more nuanced view of program impact on student outcomes than the initial qualitative surveys and case studies.
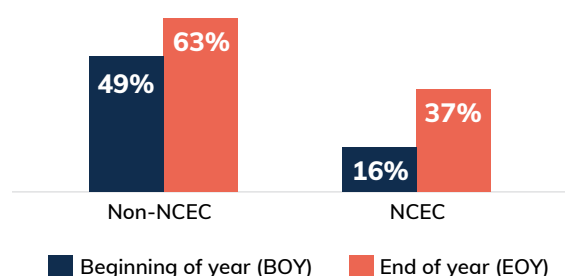
In total, the analytic sample consisted of 48,896 students in grades K-3 from 8 PSUs, including 3,388 students from 71 schools who participated in at least 1 NCEC-led tutoring session during the 2022-23 academic year. Here's what we learned:

- NCEC tutors are supporting students with greater literacy needs and those students are making larger literacy gains than students in the same PSUs overall

- Proficiency gains of NCEC supported students roughly on par with proficiency gains of peers who are likely be receiving other MTSS interventions at this time

Race/ethnicity of sudents in analytic sample receiving NCEC support

- Black 38.9%
- White 30.6%
- Hispanic 20.8%
- Two or more races 7.7%
- Asian/Pacific Islander 1.5%
- American Indian .2%

Proficiency of NCEC and non-NCEC students in same PSU at BOY and EOY

Non-NCEC: 49% (BOY), 63% (EOY)
NCEC: 16% (BOY), 37% (EOY)

Beginning of year (BOY) — End of year (EOY)

NCEC-tutored students in grades 1-3 made proficiency gains on mClass comparable to academically similar peers.

- Both NCEC participants and students in the comparison group made demonstrable gains during 2022-23

- Across PSUs, 16% of NCEC students were proficient at the start of the year and 37% by the end of the year

- Similarities are likely due to non-NCEC student participation in other interventions

To accurately assess NCEC impact on student growth and proficiency more granular information is needed.

- Access to PSU-provided MTSS data to understand student selection and exit criteria

- Enhanced mClass data to include subtest scores to determine which skill areas are improved with NCEC tutoring

- For 2023-24, these additional data will be collected through PSU-level data sharing agreements

At this stage, evaluation findings are formative, but not definitive.

NCEC and the evaluation team caution against drawing broad conclusions about the program's impact at this stage in the program's development.

There are several important points to consider when interpreting the findings:

1. **Implementation Variance.** With PSUs in the first year or two of implementation with NCEC in 2022-23, implementation varied across the sample indicating that additional efforts are needed to ensure improved fidelity across PSUs, including adherence to the high-dosage model.

2. **Data Limitations.** Access to PSU-provided MTSS data; student selection and exit criteria, and enhanced mClass would permit a more accurate assessment of the program's impact on student literacy growth and proficiency.

3. **Alternative Interventions.** Discussion with PSU leaders indicated that non-NCEC students likely receive other interventions as part of MTSS. If broadly true, it would suggest that NCEC may be as effective as these alternatives, while allowing PSUs to reach more students.

Next Steps in Evaluation

Understanding impact on student outcomes is essential to NCEC's mission. Here are next steps in the evaluation plan:

- **Advance quantitative analysis using a matched comparison group.** Evaluators have next steps already planned that include a matched comparison group; this will provide added insight into potential NCEC impact on student literacy assessments.

- **Seek MTSS data** needed to more accurately assess program impact on student growth.

- **Continue to understand local PSU context and NCEC program implementation**, and integrate additional aspects of local context and implementation adaptations into examination of student outcomes and program impact compared to other interventions.

Impact 2: Employment and engagement

NCEC-PSU high-dosage tutoring partnerships create a unique opportunity to employ and engage local community members in meaningful, part-time work in service to schools and students.

We recruit and hire three main types of tutors:

Retired educators

Parents, caregivers, and community members

University and community college students

> *It's been an amazing experience. Connecting with students is a big part of what I love about this job because it's not only about helping them advance; it's also about building lasting connections that help them feel more confident in themselves.*
>
> – Olivia Kersten, NCEC Corps Member

Summary statistics from the 22-23 school year:

62%

Retention rate of corps members from 2022-23 to 2023-24

Note: Corps members initially commit to serve for only one school year

$

Average pay range $15-30 set by PSUs, depending on professional background of candidates

Average hours worked per week ranges from 10-29 hours

70%

Agree that NCEC provides opportunities to make professional connections in public education

Impact 3: Community involvement in schools

Bridging town and gown

NCEC is driven by the knowledge that fostering student achievement improves the trajectory of individual students while strengthening local communities.

Many people want to support students and see their communities flourish but are not sure how to contribute. NCEC creates a clear opportunity.

NCEC tutors are members of the communities in which they serve, actively supporting student success and investing in local schools. The efforts of NCEC tutors add value to schools by alleviating some of the burden that educators have in ensuring that students who are behind academically get the extra help they need to succeed.

Relationships that lead to results

I love having NCEC corps members come in to work with our students. When our students look forward to seeing their teacher and their tutor, that lets us know that adult has built that relationship with that student; that relationship is one of the biggest pieces in student success.

– Dr. Carnetta Thomas, Principal, E.M. Rollins Elementary School

North Carolina Education Corps is so important. We have staff that are stretched in different capacities, and having additional people to help support teachers and students has been so beneficial.

– Deidre Lee, Literacy Coach, Orange County Schools

The work NC Education Corps is doing right now is awesome. The difference a single tutor can make in the future of a student is really impactful. NCEC tutors are able to home in on skills that students need—not just the skills, but also the relationship, they're able to impact students' social and academic needs.

– Yolande Dixon, Multi-Classroom Leader, Vance County Schools

A snapshot of our "Big Pilot" growth

Focus on K-3 literacy tutoring, next to K-5, piloting early math tutoring in 2023-24

2021-22 School Year

- 237 tutors placed
- ~3,000 K-3 students tutored
- Across 23 PSUs, 7 regions
- Finalized program eval contract with NC State
- Finalized DPI contract

2022-23 School Year

- 549 tutors placed
- ~7,900+ students tutored
- Across 29 PSUs, 8 regions
- Eval underway, Tutor Log initiated
- ESSER unlocked

2023-24 School Year

- Incremental growth
- 17 students served per tutor
- 31 PSUs, K-5 math pilot in 4 PSUs
- Littera Tutor Log in full swing, DSAs signed with PSUs
- NCGA support for 24-25; raise strategic philanthropy

Next 3 Years

Biggest Challenges:
- Level of student need
- Budgets (ESSER cliff)
- School-level implementation
- Need for math tutors

Biggest Opportunities:
- Add math tutors
- Refine service model
- Diversify funding
- Build to scale

Key lessons learned to date

	Bright Spots	Challenges	Opportunities
PSU Recruitment	• PSU partner in each of eight DPI education regions; mix of PSUs from Tier 1, 2, 3 counties • Work with traditional districts, charter schools, UNC lab schools • Address key PSU pain points (recruiting, training, monitoring) • Differentiated value confirmed: NCEC advances student outcomes, employment and engagement, community involvement	• NCEC newness — lack of awareness • Initial confusion about "High-dosage tutoring" vs. existing, often low-impact, tutoring • PSUs want reading and math tutors, just piloting math • PSU uncertainty about ability to pay post-ESSER, amid state funding changes • # of students below grade-level far exceeds current tutor coverage	• Focus on Title 1 and low-performing schools (~1,200+ schools in NC; NCEC is in ~200 of them) • Engage principals early, often; highlight promising practices of peers • Continue math tutor pilot, expand as able • Advise PSUs on funding options: e.g., Title, state categorial, private
Recruiting and Recommending Tutor Candidates	• Unlocking untapped workforce with part-time paid tutoring (Avg. pay $15-$30/hour, 10-29 hours/week), including parents/caregivers, retired teachers, future educators • Higher than expected year-to-year retention (62% from 22-23 to 23-24); 1,000+ tutors placed over 2 yrs • Data collection on tutors getting stronger, more precise	• Slow time to hire by some PSUs risks tutor attrition and student outcomes through the program • Long waitlist of potential tutors in some PSUs • Scheduling & transportation barriers for college students	• Work with PSUs to hire tutors faster, earlier to improve retention, tutoring dosage/duration • Consider hiring tutors directly, have PSUs pay us to relieve PSU HR teams • Ramp up recruitment of retired teachers, parents/caregivers • Partner with NC Teaching Fellows, ed prep programs

	Bright Spots	Challenges	Opportunities
Tutor Training, Coaching, and Support	• NCEC training and support aligned w/ science of reading & national tutoring best practices • Standard pre-service training for all and differentiated support for tutors from diverse backgrounds • Ongoing coaching and professional development offerings for tutors from NCEC	• Varied last-mile training/ coaching, availability of high-quality instructional tools • Pre-service tutor practice • Initial use of Tutor Session Logs across PSUs varied • Communications between PSUs, tutors, NCEC complex	• Equip tutors w/ standard, scripted curriculum, tools • Offer more pre-service tutoring practice sessions • Formalize tutor help desk, data collection support • Simplify communications and standardize school-level orientation and onboarding
Monitoring Progress to Improve Accountability and Learning Acceleration	• Third-party, mixed-methods evaluation established, underway with NC State FI, Duke SSRI; shows tutored students have greater need and gains than NC students • Tutor session log in place • NCEC now has direct data sharing agreements w/ PSUs (new in 23-24); PSUs see positive outcomes • NCEC internal operational dashboards, alignment • NCEC participates in national learning community with National Student Support Accelerator at Stanford	• Ensure fidelity to high-dosage, duration across all sites • Initial implementation, use of tutor session log • Ability to analyze tutor impact on student growth of students tutored compared to student growth of similar students not tutored – timing, mClass subtest and MTSS data availability, evaluation measure issues at this stage	• Expedite data collection process by having data sharing agreements directly with PSUs • Collection and analyses of mClass subtests, MTSS data to better understand tutor impact on student growth and proficiency • Collect more info on cost per student served, scalability of NCEC-supported tutoring compared to other interventions, high-dosage tutoring initiatives

Plans for the future

NC Education Corps is on the forefront of advancing student outcomes, employment and engagement, and community involvement in schools through its high-dosage tutoring partnerships with PSUs across the state.

The White House recently named high-dosage tutoring as one of three key interventions to improve student achievement, and **states** are raising awareness and investments in high-dosage tutoring programs.

We are eager to expand and deepen our support of schools and students in North Carolina.

Our direction is based on lessons learned to date and environmental factors, including:

- The 2024-2025 school year is a transition year with ESSER funds expiring and state education financing shifting within an election year

- Given this, we plan to support about the same number of high-dosage tutors in North Carolina and students this year and next

- At the same time, we plan to strengthen our organizational infrastructure, with support from the Draper Richards Kaplan Foundation, to grow our impact following the 2024-25 school year

We know that many more students can benefit significantly from high-dosage reading and math tutoring. We plan to mature our partnerships and general operations to serve more students and schools well.

Here are key aims under consideration:

1 Support turnkey high-dosage reading and math tutoring for K-5 students to accelerate growth of foundational skills among students below grade-level benchmarks, especially in Title 1 and low-performing schools

2 Deepen and diversify funding and revenue streams to establish a broader base of multi-year public and private support for high-dosage tutoring at scale

3 Strengthen data collection and evaluation processes to assess more precisely the impact, cost, and scalability of NCEC-supported high-dosage tutoring compared to other learning acceleration interventions

Our work would not be possible without our many champions, including:

Funders

MEBANE FOUNDATION
Catalyst for Innovation & Excellence in Education

Volunteer NC

C.D. SPANGLER FOUNDATION

The Goodnight Educational Foundation

SECU Foundation
PEOPLE HELPING PEOPLE

Draper Richards Kaplan FOUNDATION

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North Carolina Department of Public Instruction

Office of Early Learning

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NC State Friday Institute

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North Carolina School Board Association

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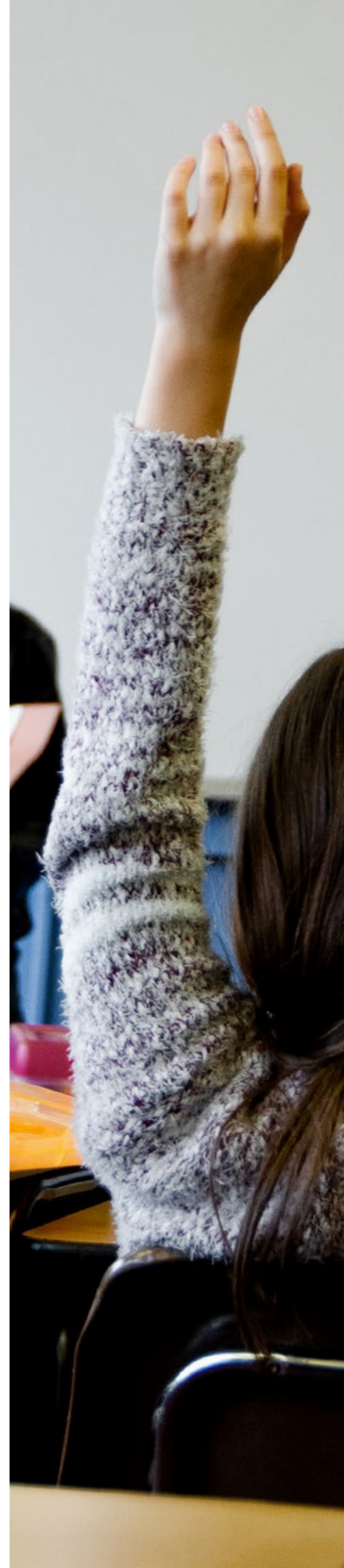NC Principals and Assistant Principals Association

NC General Assembly

National Student Support Accelerator

North Carolina State Board of Education

You!

Thank you for reading our report. We welcome your questions and feedback.

NORTH CAROLINA
Education Corps

*Educational excellence through
engaged community*