



North Carolina Education Corps: Year 1 Evaluation Report

The William and Ida Friday Institute for Educational Innovation
The Social Science Research Institute

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Executive Summary

The onset of the COVID-19 pandemic in early 2020 shifted the ways in which students, families, and educators were able to engage in learning. Acknowledging that not all students had access to the resources they needed to succeed, North Carolina Education Corps (NCEC) emerged as a joint venture between the North Carolina State Board of Education and the Office of the Governor to accelerate student learning recovery. The goal of NCEC is to eliminate barriers to student learning by providing high-quality, whole-child support to public school students across North Carolina.

Since launching in September 2020, NCEC has operated as an independent nonprofit organization that collaborates with public school units (PSUs) to extend the reach of teachers by recruiting, training, and coaching high-dosage literacy tutors (i.e., paid, part-time “Corps Members”). During the 2021-22 academic year, NCEC partnered with 24 PSUs to collectively support up to 250 Corps Members across North Carolina.

To better understand the impact of their model, NCEC partnered with evaluators from the Duke Social Science Research Institute (SSRI) and the NC State Friday Institute for Educational Innovation (FI)—hereafter referred to as the evaluation team—in early 2022. The evaluation team will conduct a three-year mixed methods study to answer six evaluation questions (EQs) concerning programmatic strengths and areas of improvement.

The NCEC Year 1 Evaluation Report details findings from the first six months of the NCEC-evaluation team partnership, February 2022 - July 2022. During this period, the evaluation team executed a mixed methods convergent design (Creswell & Clark, 2017) inclusive of survey methods, qualitative methods, and content analysis. More specifically, the evaluation team:

1. Developed, administered, and analyzed a survey of Corps Members (n=161);
2. Developed, facilitated, and analyzed focus groups with PSU employees that provide on-site support to Corps Members (i.e., Literacy Tutoring Leads, n=7); and,
3. Analyzed program documentation and artifacts created by NCEC (n=39).

Drawing on these three data sources, the following section is a summary of study findings by EQ. It is important to note that findings for EQ3 and 4 are combined, as NCEC-provided training and supports for Corps Members are conceptually linked. Further, EQ6 (“How can NCEC *improve and grow* program services to better serve public schools and children in need?”) is not addressed as a standalone item; rather, results related to improvements are included in the relevant topical areas within EQ1-5 and specifically addressed as recommendations at the report close.

Evaluation Findings

While many important findings emerged from the data and are reported below as they pertain to each research question, four cross-cutting themes were prominent across all data collected:

1) the importance of communication and relationship development, both to build school and district partnerships and to facilitate student outcomes, 2) the variation in implementation across sites and its implications for program fidelity and consequently program outcomes, 3) the need to integrate more training in literacy and tutoring strategies into Corps Member training, and 4) the importance of school integration, as well as the opportunity for enhanced school integration.

EQ1. How, and to what extent, does NCEC foster effective partnerships with schools to implement research-based programs that support teachers and help students thrive?

- **Literacy Tutoring Leads view NCEC Corps Members as a valued support for schools.** Overwhelmingly, Literacy Tutoring Leads praised the integral role of Corps Members and expressed a strong desire for additional support from Corps Members given the ongoing challenges associated with the pandemic.
- **The implementation of the NCEC tutoring model varied across schools and districts.** While the use of small group tutoring remained consistent at sites, sites employed a great deal of autonomy with how they customized implementation to fit their unique needs, such as the size and structure of tutoring groups, space for conducting tutoring sessions, how students were selected for receiving tutoring, and the overall responsibilities of their Literacy Lead.
- **Corps Members articulated a positive disposition towards their work environment.** For example, 91% of Corps Members shared they felt comfortable reaching out to their main point of contact, and 89% agreed their point of contact responds to their questions. Literacy Tutoring Leads and Corps Members reported that students enjoyed tutoring and developed positive relationships with their Corps Members.
- **Clearer expectations and improved communication are needed between partners.** Establishing clear partnership expectations and improved communication emerged as a challenge to a positive experience for Corps Members and Literacy Tutoring Leads, as well as a potential barrier to program outcomes. In response, NCEC has developed three key documents to facilitate effective partnerships with PSUs: the School Implementation Guide Template, the NCEC Partner Guide, and the NCEC Playbook.
- **Corps Members reported challenges with the student tracker for tutoring sessions.** Specific challenges included the need for it to be more user-friendly, relevant, and

realistic to the context; in addition, select respondents indicated limited awareness of the tracker itself.

- **Corps Members did not receive consistent feedback from PSU Literacy Tutoring Leads.** While Corps Members surveys indicate personal relationships with leads were relatively strong, less than half (48%) of Corps Members agreed that their point of contact provides them with feedback for improving their tutoring sessions.
- **Many Corps Members reported that they did not receive school-level information or resource access.** Only 53% of surveyed Corps Members indicated they had received an orientation to their school and just 60% of Corps Members noted that their school communicated schedule changes. Literacy Leads' data indicated variation in whether Corps Members were given school email addresses and alerted about schedule changes (e.g., closures, teacher workdays).

EQ2. How, and to what extent, does NCEC activate untapped talent by connecting Corps Members to partner schools' needs?

- **NCEC has dedicated recruitment processes and marketing strategies designed to activate talent.** There are two positions within the NCEC organizational structure dedicated to recruiting Corps Members: the Director of Corps Member Recruitment and the Recruiting Manager. Moreover, the NCEC Partner Guide highlights some of the ways in which the Recruiting Manager and Director of Corps Member Recruitment engage and recruit potential Corps Members.
- **NCEC has worked to coordinate with PSUs for Corps Member/PSU connections and onboarding needs.** The NCEC Partner Guide provides basic information regarding how Corps Members are connected to PSUs, while the NCEC Playbook states that NCEC will provide recommended candidates to the PSU Hiring Lead on a rolling basis and continue throughout the year as needed. According to the NCEC Playbook, NCEC provides online, on-demand learning courses for Corps Members to complete and provides training summits.

EQ3. How effectively does NCEC train Corps Members for high-impact tutoring, and how can training better meet the needs of Corps Members and partner schools? EQ4. How effective are ongoing supports provided to Corps Members, and how can NCEC better support members during NCEC engagement and in pursuit of public service careers?

- **NCEC provided dedicated resources to support the knowledge and practice of Corps Members.** A systematic review of documents provided by NCEC indicated that training Corps Members to deliver high-impact tutoring is a key focus of the program model. The following document analysis section is organized into two parts: 1) resources shared with potential PSU partners, and 2) resources provided to Corps Members.

While the evaluation questions delineate one-time training or NCEC-provided initial training from ongoing support, the artifacts from NCEC encompass both aspects.

- **Corps Members found pre-service and in-service training a valuable support for their tutoring sessions.** The majority (66%) of surveyed Corps Members agreed or strongly agreed that monthly training sessions were a good use of time, and even more (74%) agreed or strongly agreed that they were engaging. A desire for additional resources, materials, and/or strategies for teaching literacy was a frequently mentioned suggestion for improvement in open-ended survey questions, specifically echoing results from data on monthly training sessions.
- **Corps Members feel supported by Learning Coaches.** Corps Members rated all aspects of one-to-one coaching highly and rated one-to-one coaching sessions more favorably than pre-service training and monthly training sessions. Corps Members praised coaches for providing resources and targeted information, supportive interactions, and in-classroom observation and feedback. More connections between NCEC Literacy Coaches and School Literacy Tutoring Leads may enhance the effectiveness of coaching.

EQ5. To what extent does NCEC implement high-impact interventions that improve early literacy and social-emotional outcomes for students?

- **Corps Members and Literacy Tutoring Leads believe the tutoring positively impacts students' reading skills.** Overall, Corps Members reported that tutoring had a positive impact on students in all six components of the Science of Reading. The most growth was indicated in phonemic awareness and phonics.
- **There is evidence of possible literacy-related student outcomes in addition to those anticipated.** Specifically, Corps Members indicated in open-ended survey responses that their student participants were gaining in confidence/self-efficacy with regards to their literacy skills (e.g., "It's given them more confidence in their abilities."); a small number of Corps Member respondents described how students' interest in reading increased due to participating in tutoring sessions.
- **Corps Members and Literacy Tutoring Leads indicate tutoring as positively associated with students' social emotional learning.** Survey respondents indicated seeing improvements in their students' social and emotional skills; the highest category of agreement was relationship skills, with 75% of respondents agreeing or strongly agreeing that they had seen growth in their students. A majority of respondents (58%) agreed that their students improved their responsible decision-making skills, and 63% saw their students grow in their self-management skills. NCEC's emphasis on SEL may facilitate literacy outcomes.

Program Recommendations

Given the intent of this evaluation to support data-informed decision-making, provided below are selected recommendations that draw from respondent recommendations as well as the evaluation team's broader study of the data and related analysis.

- **Ensure clarity in the program model across all stakeholders.** Data indicated that PSUs needed more clarity around both the NCEC program model and the resources provided to Corps Members; this added understanding would facilitate effective program implementation. Results showed cases of confusion around whether Corps Members were district employees or NCEC employees, which led to inconsistencies in training (see below). In addition, Literacy Tutoring Leads showed gaps in knowledge on specific support provided by NCEC to Corps Members (e.g., specifics of their initial training and ongoing support/PD).
- **Improve communication channels to help ensure more consistent implementation across sites.** To facilitate program clarity and ensure a cohesive program, NCEC should ensure that key information is communicated to school administrators, school-level points of contact and classroom teachers. This is particularly important given that NCEC programming is delivered through a nested model (i.e., partnering with districts who then work with schools to implement tutoring).
- **Support Corps Member integration into schools and districts, including smoother hiring processes and access to needed materials.** NCEC should consider streamlining the hiring process, including clarifying districts' role(s) within the hiring process to facilitate smoother hiring of qualified candidates. According to some Literacy Tutoring Leads, some districts have already made process improvements because of losing candidates in the past. NCEC may want to consider learning about, and potentially adapting, these process improvements across participating districts.
- **Provide more curriculum-specific training to Corps Members to lessen the burden on PSUs.** Corps Members noted feeling like they lacked specific training and support in specific curricula and pedagogy. To ensure that Corps Members feel like they have the content knowledge needed to support their students, NCEC should ensure that districts are providing consistent training to Corps Members, including improved pre-service training.
- **Continue efforts to improve the tutoring tracker.** Based on data collected through this work, progress monitoring for SEL and reading skills should be integrated into the tracker. This will aid tutors in assessing the effects of tutoring sessions on students. Of note, NCEC is collaborating with Littera to enhance the tutoring tracker.

Introduction

North Carolina Education Corps (NCEC) is an independent nonprofit organization designed to increase access to early literacy tutoring for K-3 students in North Carolina. The organization first launched in September 2020 as a joint project between the North Carolina State Board of Education and the Office of the Governor to accelerate learning recovery in response to the impact of COVID-19 on local communities, including students, families, and teachers. NCEC envisions a North Carolina where all students have the support they need to thrive. Now closing in on its second year of operation, NCEC partners with public school units (PSUs) to extend the reach of teachers by recruiting, training, and coaching high-dosage literacy tutors (i.e., paid, part-time “Corps Members”) to accelerate student learning. More specifically, Corps Members are trained in the science of reading and reading instruction, as well as social-emotional learning (SEL). During 2021-22, NCEC partnered with 24 PSUs to collectively support up to 250 Corps Members across North Carolina.

NCEC Program Components

The following program components are essential to understanding the NCEC program design and thus this evaluation report. Definitions of these components are derived from conversations with NCEC stakeholders as well as program documentation.

- **Corps Member/Tutor:** The individual who provides the high-impact learning model to students in partnering PSUs. Although Literacy Tutoring Leads frequently referred to Corps Members as tutors, this report uses the term “Corps Member” throughout for consistency. Corps Members assess, assist, and encourage students in the learning process. They also review class materials, explain course topics, and answer student questions.
- **NCEC Program Model:** Guiding principles of NCEC’s tutoring program. The NCEC Program Model is founded on high-dosage and data-driven tutoring that includes: Corps Members building trusting relationships with students, tutoring delivered during the school day, small-group tutoring (1:3), a minimum of 90 minutes of supplemental instruction, a minimum of three tutoring sessions per week, and Corps Members following a specific literacy curriculum grounded in the science of reading that includes explicit instruction to target phonological awareness and phonics skills.
- **Initial Training/Pre-service Training:** Training that Corps Members receive from NCEC to prepare them to deliver the high-impact learning model. NCEC provides online, on-demand learning courses. NCEC also hosts Corps Member training summits as part of the onboarding process. Corps Members complete the Reading Teacher’s Top Ten

Tools as part of their initial training, spanning 15.5 hours. Initial training for Corps Members includes six sessions with NCEC (20 hours total).

- **School Literacy Lead/Point of Contact:** PSU employee that provides on-site support to Corps Members throughout the school year, ensuring that Corps Members have the support, schedule, and resources they need to implement the high-impact tutoring model. This includes: providing planning sessions and feedback, meeting with the Corps Member’s NCEC Learning Coach, assigning and adjusting tutoring rosters, identifying literacy skills to target in tutoring sessions, and providing Corps Members access to curricula for tutoring sessions.
- **Monthly Virtual Professional Development:** NCEC-provided professional learning delivered by the NCEC Learning Coach virtually via Zoom. Each monthly professional development session covers a different topic, ranging from literacy skills to relationship building with students. Sessions are two hours in length, including both synchronous and asynchronous components.
- **NCEC Learning Coach:** NCEC staff members who support Corps Members in implementing the high-impact learning model, provide coaching to Corps Members, and provide monthly virtual professional development sessions. NCEC coaches create individual learning plans for each Corps Member, in conjunction with the Corps Members and School Literacy Lead. NCEC Learning Coaches conduct an observation and follow-up coaching call with each Corps Member at the start of tutoring, with additional observations and coaching calls as needed.
- **Ongoing Support/One-to-One coaching:** Provided by NCEC Learning Coaches on an as-needed basis. Ongoing support and one-to-one coaching is determined by the Corps Member’s individual learning plan, developed in conjunction with the School Literacy Lead, Corps Member, and NCEC Learning Coach. Coaching plans may include: observations, office hour availability, one-on-one calls, additional learning courses, and small group professional learning.

Evaluation Overview

In Fall 2021, NCEC sought an external evaluation partner to measure programmatic outcomes and identify strengths and areas of improvement. Please see figure 1 (pg. 12) for a high-level view of NCEC’s logic model, as developed by NCEC prior to the subsequent evaluation partnership. After completing a request for proposal process, NCEC expressed interest in a combined evaluation partnership between the Duke Social Science Research Institute (SSRI) and the NC State Friday Institute for Educational Innovation (FI). SSRI and FI evaluators—hereafter referred to as the evaluation team—developed a joint evaluation plan and began their

work in February 2022. It is important to note that this report (i.e., Year 1) will detail the evaluation findings from February 2022 - July 2022. However, the evaluation team is planned to engage with NCEC through January 2025. Future reports will include annual findings.

Evaluation Questions & Approach

The study was guided by the following evaluation questions (EQs), which were developed at the start of the evaluation partnership and related to the program model and outcomes:

- EQ1.** How, and to what extent, does NCEC *foster effective partnerships* with schools to implement research-based programs that support teachers and help students thrive?
- EQ2.** How, and to what extent, does NCEC *activate untapped talent* by connecting Corps Members to partner schools' needs?
- EQ3.** How effectively does NCEC *train Corps Members* for high-impact tutoring, and how can training better meet the needs of Corps Members and partner schools?
- EQ4.** How effective are *ongoing supports provided to Corps Members*, and how can NCEC better support members during their NCEC engagement and in pursuit of public service careers?
- EQ5.** To what extent does NCEC implement high-impact interventions that *improve early literacy and social-emotional outcomes for students*?
- EQ6.** How can NCEC *improve and grow* program services to better serve public schools and children in need?

While the evaluation report utilizes these questions as an organizational base to discuss findings, it also includes some specific adjustments based on the results. Most notably, findings for EQ1 include a focus on how tutoring is implemented at schools, as implementation is central for understanding partnership. EQ3 and 4 are combined, as NCEC-provided training and supports for Corps Members are conceptually linked. EQ6 is not addressed as a standalone item; rather, results related to improvements are included in the relevant topical areas within EQ1-5 and specifically addressed as recommendations at the report close.

The work utilizes a collaborative approach to evaluation, whereby practice partners—NCEC—play a direct role in informing implementation through their deep contextual knowledge. In addition, the evaluation takes both a formative and summative perspective. The team aims to inform the ongoing development and implementation of the NCEC as well as assess its effects; these two aims are intrinsically connected and necessary to maximize program effectiveness.

Vision: A North Carolina where all students have the full support they need to *thrive*

Mission: Eliminate barriers to opportunity for students by providing high-quality *whole child* support to public school students across North Carolina

Motivated by these values and beliefs, we bring these resources to the table, undertake these actions, and work toward these organizational outputs in order to move these needles, which result in accomplishing these objectives that support our state's broader efforts to meet these goals.

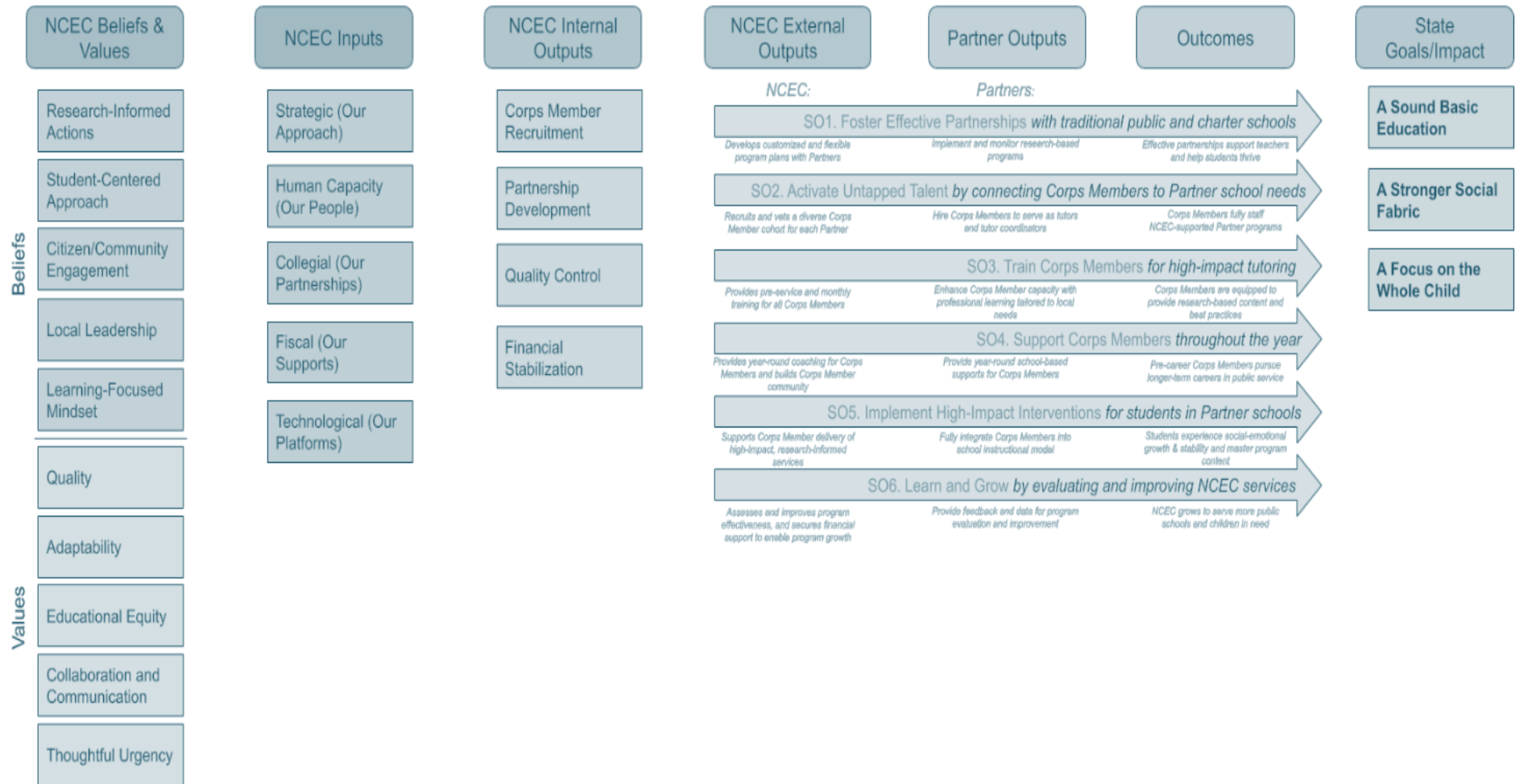


Figure 1. North Carolina Education Corps Program Logic Model

Study Design, Methods, & Data Sources

To provide a more complete understanding of program implementation and outcomes, the evaluation team employed a mixed methods convergent design, in which different but complementary data are collected concurrently or sequentially (Creswell & Clark, 2017). This design is appropriate for evaluation contexts in which a single data set is not sufficient and evaluation questions require different types of data. By using this design, the evaluation can “increase the interpretability, meaningfulness and validity of the constructs and inquiry results by both capitalizing on inherent method strengths and counteracting inherent biases in methods or other sources” (David & Sutton, 2011, p. 296).

In Year 1, selected methodological approaches included survey methods, document analysis, and qualitative methods. More specifically, three key data sources were utilized to ascertain data: (1) a Corps Member Survey, (2) Program Artifacts, (3) Literacy Lead Interviews and Focus Groups. Added information about the methods employed and accompanying data sources are described in detail below. For a full view of the data sources that will be used to answer each of the evaluation questions throughout the lifecycle of this evaluation, please see [Appendix A](#).

Corps Member Survey Data Collection

The evaluation team developed, administered, and analyzed an online survey for Corps Members. The survey aimed to better understand the various ways NCEC supports Corps Members and the ways NCEC could better support Corps Members and the students and school staff they serve. The survey included both quantitative and qualitative items pertaining to evaluation questions, stakeholder areas of interest, and logic model outcomes. Close attention was paid to the face validity of items, affirming that the questions are understood to measure what they are intended to measure, and survey flow. To limit survey fatigue, the team divided the survey questions into two parts and administered them at different times: (1) Indicators of Healthy Partnerships and Training and Support components (see [Appendix B](#)), and (2) Impact components (see [Appendix C](#)). Prior to each administration, a sample of Corps Members tested the survey. Surveys were administered via Qualtrics, and Corps Members were informed that their participation was voluntary.

The Training and Support survey was launched on April 4, 2022, and included three reminder emails for non-responders, the last being sent on April 14, 2022. The Impact survey was launched on April 25, 2022, with three reminder emails to non-responders, the last being sent on May 5, 2022. The Training and Support survey had a 78.9% response rate (n=128), while the Impact survey had a 68.3% response rate (n=110). Descriptive statistics were employed to analyze quantitative survey items, while qualitative survey items were coded using NVivo.

Literacy Lead Qualitative Data Collection

The evaluation team developed, facilitated, and analyzed data from semi-structured interviews and focus groups with Literacy Tutoring Leads at partner schools. This data collection aimed to better understand the experience of Literacy Tutoring Leads themselves, their perspective on the partnership between NCEC and their school, the work of their schools' Corps Members, and the effect of the NCEC partnership on their school and its students. To address this, the evaluation team developed an interview/focus group protocol to better understand Literacy Tutoring Leads' experiences, including discussing their key activities, facilitators of success, suggestions for improvement, and perspective on the benefits of NCEC's high-impact tutoring program. The development process for the interview/focus group guide included input and perspectives from NCEC personnel.

In collaboration with NCEC partners, evaluators began recruitment for highly involved Literacy Tutoring Leads (as identified by NCEC Learning Coaches) in June 2022. Literacy Tutoring Leads were invited to participate in either an interview or focus group according to their availability and preference. They received three reminders via email on June 1, June 15, and June 22. The evaluation team conducted one focus group discussion and five interviews with a total of seven Literacy Tutoring Leads (35% participation rate) representing seven district partners. See [Appendix D](#) for the Literacy Lead interview/focus group guide.

Document Analysis

The evaluation team analyzed program artifacts to better understand the scope of the NCEC, including program objectives and processes, and aid in the development of data collection instruments, determining evidence of activities pertinent to key evaluation questions, and providing context and triangulation with primary data results as relevant to the Corps Member survey. Content analysis is a method of analyzing written, verbal, or visual communication messages to distill major themes or concepts and to make inferences and provide insights into datasets (Elo & Kyngas, 2008). NCEC provided the evaluators with a variety of artifacts reflecting their organizational structure, policies, and procedures to provide greater context of their functioning, implementation, and impact on PSUs and students. Document and content analysis was incorporated into the evaluation by reviewing and summarizing each provided artifact, identifying which artifacts aligned with each evaluation question, and then identifying which features of the documents supported findings from other quantitative and qualitative data sources, or highlighting where artifacts were not aligned with data findings or needed further clarification and depth. Over 30 artifacts were included in the document analysis. Samples of provided artifacts included stakeholder meeting transcripts, materials provided to PSUs, and Corps Member training materials. See [Appendix E](#) for a full description of the artifacts that were analyzed.

Evaluation Findings

Results presented below are organized by Evaluation Question (EQ) and, within each EQ, subdivided into specific findings. Unless otherwise indicated, findings draw together and synthesize results from all data sources. The amount and depth of data underlying each finding varies often due to the early-stage nature of evaluation and varying focus on research questions. The evaluation team explicitly includes early results here given their value in informing both programmatic and evaluative direction.

Partnership Efficacy

EQ1. How, and to what extent, does NCEC foster effective partnerships with schools to implement research-based programs that support teachers and help students thrive?

The discussion below is focused at two levels: (1) school experience and NCEC implementation at the school level, and (2) experience and implementation at the Corps Member level. This core focus on program implementation, and implementation across levels, is based on the relatively early stage of NCEC and the value of understanding implementation to build multi-level partnership.

School Experience and NCEC Implementation

Finding 1: Literacy Tutoring Leads view NCEC Corps Members as valued support for schools.

As primary data sources speaking to school experience, Literacy Tutoring Leads indicated viewing Corps Members as valued supports for schools. All Literacy Tutoring Leads who participated in qualitative data collection had a positive experience with the Corps Members and indicated this was a needed and valued resource for their students. Literacy Tutoring Leads also reported that students who participated in tutoring had a positive experience and that they were excited to go with their Corps Members. Furthermore, Literacy Tutoring Leads wished there could be even more Corps Members at their schools and wondered whether they could request additional support; they felt that the pandemic created an even greater need for this support due to learning delays related to school closures (see [EQ5](#) for more on student outcomes of NCEC tutoring.)

Literacy Tutoring Leads indicated that NCEC tutoring was beneficial for teachers by providing additional small-group opportunities for students and helping them feel supported. Literacy Tutoring Leads further described benefits of NCEC tutoring such as improving test scores, assisting teachers, and building relationships with students. This provides an important early indication of value from a school-based source that can be further explored in ongoing data collection.



We had two [Corps Members] who were excited to be there, were flexible and want to work with the children. I just loved working with them!

- Literacy Lead Tutor



Finding 2: The implementation of the NCEC tutoring model varied across schools and districts, accommodating the various needs and constraints at each site.

In interviews with Literacy Tutoring Leads, which directly addressed how the NCEC program has been enacted in schools, Leads reported that participating students were receiving literacy skills tutoring in small groups, though the size of the groups and focal grade levels varied somewhat—including levels outside of the intended scope. For instance, some indicated students were receiving tutoring in groups of 1-3, while one respondent indicated students were being served in groups of 5-8.

Most Literacy Tutoring Leads reported that Corps Members were focusing on grades K-3, but this was not universally true. Several Literacy Lead respondents noted that fourth graders who were not on grade level were being served (with district permission), and one school focused on serving only second graders. In addition, a small number of Corps Members indicated in open-ended survey responses that they are not serving students in grades K-3. One respondent described a positive experience despite challenges associated with the mismatch between their training and placement: "I have 4th and 5th graders. It is hard to remediate older students. They are more behind, less motivated and often absent. I love my school and my assignment, but we were trained for younger students." Other Corps Members described serving grades 2-5 only, and not meeting with kindergarten or first graders.

Key Literacy Lead activities, while not alike at all sites, typically included logistics (e.g., determining schedules and locations for tutoring) and/or supporting the tutor through providing resources and guidance (e.g., how to address challenges a student may be facing). Most Literacy Tutoring Leads indicated their additional responsibilities to NCEC Corps Members were not recognized by their colleagues. Notably, the degree to which these responsibilities aligned

with their role within their school also varied, as Literacy Tutoring Leads reported holding a variety of roles in their district and school.

While many worked at the school level, several indicated working partially or fully at the district level, which had implications for their interactions with Corps Members. For example, several respondents indicated being literacy or instructional coaches and therefore accustomed to supporting teachers and/or volunteers within their school. However, other respondents described that their time was so constrained with other responsibilities that they could only provide logistical support for Corps Members. Regardless of the specifics of their role, Literacy Tutoring Leads indicated that it was extremely valuable to have an in-school individual to facilitate Corps Members' responsibilities.

Selecting students for receiving tutoring—and adjustments to participating students—also differed across schools. While all Literacy Tutoring Leads indicated relying on mClass data, some also incorporated other data sources (e.g., progress monitoring, formative assessments, classroom grades) when determining whether a student should receive tutoring.

Many Literacy Tutoring Leads reported making adjustments to who was receiving tutoring throughout the year; the frequency of this varied across schools and tended to be concentrated around midpoint testing. Most often, Literacy Tutoring Leads reported making these decisions at the school level, but this was not universally the case. A small number described receiving a list of students from the district level of eligible students and were not clear how that determination was made; one was unclear whether transitions were allowable and therefore kept the same students in tutoring throughout the academic year regardless of DIBELS scores in order to ensure program validity. Other Literacy Tutoring Leads indicated taking into consideration the skillset of the Corps Members to determine which students would be served (e.g., placing students who needed language support with a tutor who had ELL skills).

With regards to implementation, both Corps Members and Literacy Tutoring Leads described challenges related to dedicated space for conducting tutoring. Some Corps Members met with students in hallways or libraries, and others converted unused offices. In open-ended survey questions, one Corps Member explained that "Space is limited at my school, so there are lots of distractions as we usually have to work in the hallways of the school." Literacy Tutoring Leads echoed these challenges related to finding—and the inherent value of having—dedicated space for tutoring. Although space constraints are sometimes a fact in school buildings, additional support is needed for Corps Members to have access to adequate space when available.

Due to the structure of NCEC partnerships with districts, who then implement the program at individual schools, variation in implementation has both benefits and drawbacks. The partnerships increased complexity for providing clarity in purpose and communicating program information at the school level. When essential components of NCEC, which can and should be

adapted (and which should not), are not clearly communicated, there are impacts on program fidelity and desired student outcomes. While flexibility in implementation is useful for a large, geographically distributed program, this approach can also introduce complexity and confusion with regards to program purpose and intent.

Finding 3: While NCEC provided guidance for Corps Members and for districts/schools, establishing clear partnerships and communication among parties involved emerged as a challenge to a positive experience and a potential barrier to desired outcomes.

Within content analysis, three available documents highlighted NCEC's commitment to fostering effective partnerships with PSUs: the School Implementation Guide Template, the NCEC Partner Guide, and the NCEC Playbook. These three resources include information about the purpose of NCEC and timelines for implementation and review of NCEC-provided services to participating PSUs.

The School Implementation Guide template is a resource for NCEC Corps Members to use with their partner schools that provides guidance in the implementation process. The template includes space for listing key staff members, the onboarding process, the NCEC Learning Coach, and professional development. The School Implementation Guide is meant to help ensure Corps Members are being integrated into the partner school culture and climate and includes a section for accountability and Corps Member performance review.

The NCEC Playbook, intended for Corps Members and PSU partners alike, is another informational tool designed to review the planning, implementation, and planning forward processes of NCEC. The Playbook also includes an Implementation Toolkit, which lists tools that will be used throughout the year. The NCEC Partner Guide includes dates for PSU partners to keep in mind when planning partnerships with NCEC. In addition to these documents, NCEC facilitated other information-sharing with school and district partners. For instance, Literacy Lead data indicated presentations made to school partners about NCEC.

Even with these materials and resources, multiple sources of data (i.e., survey data and interviews/focus groups) spoke to challenges around understanding of the program's intent, implementation, and structure. In qualitative data collection, all of the Literacy Tutoring Leads voiced a desire for additional clarity about the program structure, purpose, and goals.

Literacy Tutoring Leads reported they received little information about the program beyond the fact that they would be receiving Corps Members. For example, several respondents noted they Googled the program name to learn more, rather than speaking with NCEC personnel (e.g., Learning Coaches, NCEC administration). Many indicated they learned more about the program from Corps Members than any other source.



I wasn't sure what the support was going to look like in terms of what I would give the tutor versus support that would come from the learning coach.

- Literacy Tutor Lead



In open-ended survey responses, select Corps Members also reported school personnel's lack of awareness of the program and/or the Corps Member's purpose prior to their first day (e.g., "The principal of my school was unaware of NCEC when I started."). Several Literacy Tutoring Leads were unsure if their Corps Members would be returning and how long funding for the program would last. Several Literacy Tutoring Leads voiced confusion around how they should be supporting the Corps Members versus how Learning Coaches support them and desired additional clarity on each role.

Literacy Tutoring Leads also indicated uncertainty about Corps Members' NCEC-provided training and related resources. Many wanted to learn more about the professional development that Corps Members received in order to continue supporting them. Literacy Tutoring Leads indicated infrequent interaction with Learning Coaches, though this also varied: some never met their Corps Members' Learning Coaches, some had an initial or end-of-year conversation, and one indicated that it was valuable to meet monthly.

Lack of communication between these key individuals was associated with the desire for additional knowledge on NCEC-provided Corps Members' supports. This need was evident for Corps Members as well; for instance, one respondent suggested that NCEC "educate the point of contact better on what we Corps Members do and the programs we are using."

Select Literacy Lead respondents also reported a lack of knowledge about which literacy program the Corps Members should be using. That is, should they use Letterland or should the Corps Members be implementing the district's selected literacy program? Multiple Literacy Lead respondents seemed to think that NCEC would be providing a literacy program/curriculum. There was additional confusion around what materials and/or resources the school or district should provide versus what items would be provided by NCEC.

These gaps in Literacy Lead understanding can potentially be traced to the nested model that NCEC uses to implement high-impact tutoring. Few interviewed Literacy Tutoring Leads had communicated directly with NCEC; none indicated receiving any communications from NCEC on how to be a Literacy Lead or the broader purpose of the program. Across Literacy Lead respondents, most indicated they infrequently interacted with Learning Coaches and/or NCEC personnel, if at all, and several never had. When asked how they learned about NCEC as a part of their school, Literacy Tutoring Leads generally said they learned their school would receive tutors (Corps Members) from district leaders.

The degree to which principals and classroom teachers were involved or informed about NCEC tutoring differed widely, according to Literacy Tutoring Leads. For instance, some Literacy Tutoring Leads indicated that principals were not aware of the program's purpose. Conversely, one indicated that principals were deeply involved and engaged from the beginning of implementation in their district.

Literacy Tutoring Leads varied in their feeling that decision-making was centralized at the district level, though most described deferring to the district contact around how the program should be implemented. Literacy Tutoring Leads also indicated the degree to which teachers were aware of Corps Members' activities varied, which may hinder achievement of desired outcomes (see [EQ1, Finding 6](#) for more). This has implications for program buy-in at the school level; select Literacy Lead respondents described challenges related to classroom teachers resisting students being pulled out of class for tutoring due to lack of clarity on what Corps Members were doing and whether it was high-quality instruction. Improved communication with classroom teachers may ensure that classroom teachers are supportive of the NCEC program at their school.

Finding 4: Corps Members indicated challenges with the student tracker, including the need for it to be more user-friendly, relevant, and realistic to the context; in addition, select respondents indicated limited awareness of the tracker itself.

NCEC uses a Tutoring Tracker to track the extent to which NCEC Corps Members implement high-impact tutoring in reading and SEL. The tutoring tracker is an excel spreadsheet Corps Members are expected to use to track tutoring sessions with students. The Corps Members were expected to deliver three sessions to students per week; the tracker included information about what reading skill was taught during the session.

While the Tutoring Tracker had clear intent, it has been noted in meetings between evaluators and NCEC leadership that Corps Members use the tracker inconsistently. In fact, 43% of respondents in the survey shared that they did not use the student tracker, and select Corps Members and most Literacy Lead respondents were not aware of the tracker when asked (e.g., "I have never seen the tracker"). Of those using the tracker, only approximately one-third (36%)

found it “very easy to use;” notably more respondents (54%) indicated room for improvement, stating that the tracker was only “somewhat easy to use.”

When addressing challenges, Corps Members indicated a lack of understanding on how to complete the spreadsheet. Respondents requested additional training: “I would like to have had training on how to complete the Tutor Logs and the timesheet. The Tutor Logs are taking an enormous amount of time because I did not know how to do it.” One Literacy Lead indicated technological challenges for those who are unfamiliar with Excel as well. This speaks to the importance of ensuring that future iterations of the student tracker are user-friendly. Additionally, there was not a section included in the tracker to track student progress on taught skills, and Corps Members indicated that the log’s content and structure also did not align with the Corps Members’ needs. For example, respondents wanted to add more cells, adjust the formula to five days per week, and add more skills. One Corps Member provided a comprehensive list of suggestions for improving the tracker:

Modify the coding task numbers based on feedback of what the tutors [Corps Members] are actually doing in-session. For me and my co-tutor at our school, some of the number codes have never been used, and there are several that would be helpful that we have to vaguely code as “23-other instruction”.

Provide tutors [Corps Members] with the “why” behind the tracking. How will the information be used? Simply attendance tracking? Statistical analyses of content covered as it relates to test score improvement? Understanding WHY we use the tracker would be helpful.

Make the tracker more user-friendly. Allow tutors to add students within previously created rows so we can keep track of students by group and not add students only at the bottom of the tracker. (Adding them by adding rows within the tracker throws off column calculations in its current format.)

These suggestions highlight the need to make the tracker more user-friendly, as well as both relevant and realistic to Corps Members’ context. In addition, tracker use may improve if NCEC personnel more clearly describe the purpose and value for the tracker, as well as ensure that both Corps Members and Literacy Tutoring Leads are aware of its existence and clear on responsibilities for completion.

NCEC stakeholders are in the process of working with Littera to develop a more user-friendly method for tracking tutoring sessions with students. It is recommended that progress monitoring for SEL and reading skills should be included in the tutoring tracker to more easily assess the effect of tutoring sessions with students.

Corps Member School Integration & Relationship Development

Finding 5: Corps Members developed positive relationships with colleagues and students at their placement schools.

Overall, Corps Members indicated forming positive relationships with colleagues at their respective schools. They expressed overwhelming agreement that they had positive working relationships with their main point of contact, who was typically the school's Literacy Lead. Specifically, 91% of Corps Members shared they felt comfortable reaching out to their main point of contact, and 89% agreed their point of contact responds to their questions.

One respondent described the ease with which they are able to connect with their point of contact: "My school's point of contact has made me feel very welcomed, especially with me starting close to the end of the year. I feel very comfortable emailing or texting her to ask her any questions I need." Another explained, "My point of contact has been especially helpful as a mentor to help assist with the navigation process of the school, the introduction process to the students, and assistance with navigating the beginning steps to assisting the students attain their academic achievement goals." This suggests that establishing lines of communication, particularly early on in their engagement with the point of contact, may facilitate both desired student outcomes as well as a supportive experience for Corps Members in the schools.

Literacy Tutoring Leads and Corps Members both reported that students enjoyed attending tutoring, and students developed relationships with their Corps Members. In open-ended survey questions, one Corps Member indicated that "students are comfortable with me as we have gotten to know one another. They will share how they feel in appropriate ways." Another described how "I feel like I have made good connections with my students so that they want to be in the tutoring session and try their best." From Literacy Tutoring Leads' perspective, there was a particular value for students to get individualized or small group time with an adult, especially for those who may not receive that time with adults at home.

Many Literacy Tutoring Leads highlighted how excited students were to go to tutoring, and one indicated that Corps Members quickly formed relationships with students. Among Literacy Lead participants, there was consensus that Corps Members contributed to students' social and emotional skills (see [EQ5](#) for more on SEL outcomes).

Finding 6: Corps Members did not receive consistent feedback from Literacy Tutoring Leads, and more clarity is needed around whether this is part of Literacy Tutoring Leads' responsibility.

In survey data, Corps Members indicated that select areas of communication could be improved. Specifically, while 65% of respondents expressed that their point of contact clearly communicates with them, less than half (48%) of Corps Members agreed that their point of

contact provides them with feedback. While personal relationships between Corps Members and points of contact were relatively strong in the survey data, there is a gap in how useful these relationships are for Corps Members, especially when they do not receive consistent feedback on their work with students.

Literacy Tutoring Leads described varying levels of engagement with Corps Members and confusion around who was responsible for managing them. Select respondents indicated they only had the bandwidth for logistics (e.g., scheduling, finding space for the Corps Member to work), and did not regularly meet with or observe Corps Members. Conversely, one Literacy Lead worked very closely with their Corps Members to onboard them at the school, including modeling and observing tutoring sessions.

The level of support provided to Corps Members varied somewhat depending on the Literacy Tutoring Leads' other responsibilities at their school. For instance, since one Literacy Lead served as the teaching and learning coach, there was alignment with their existing responsibilities (i.e., teachers already coming to them for help and resources). This alignment facilitated their support of the Corps Members. Several Literacy Tutoring Leads described spending a lot of time onboarding and supporting their Corps Members and felt that it would be unsustainable to work with new Corps Members every year.

Finding 7: Corps Members were not consistently fully integrated into schools, and many Corps Members did not receive school-level information (i.e., orientation, curricula, resources) or resource access.

In survey data, the majority of Corps Members agreed they were a valuable part of their school's community (83%). In open-ended questions, Corps Members spoke to the value of their point of contact in becoming familiar with their school and supporting students' progress towards desired literacy-related outcomes; this is referenced in Finding 6. However, multiple sources of data indicated that Corps Members could be more fully integrated into their schools.

While Corps Members largely felt that they had positive personal relationships with the points of contact within their school, they did not always receive all of the information that they needed to improve their tutoring or successfully work with students. Although all Literacy Lead respondents indicated that they knew their Corps Members were arriving and had connected with them to provide an orientation, in survey data, only 53% of Corps Members indicated they had received an orientation to their school. This was echoed in open-ended survey data; one respondent described the logistical challenges, including lack of payment.



I was not officially onboarded at the school. I still do not have access to the school portal. . . any information on how and when I will be paid has not been addressed, even though I tried repeatedly.

- Corps Member



Training in the school or district’s literacy curriculum (distinct from NCEC-provided training, addressed in [EQ3 and 4](#)) was additionally limited; under half (49%) of Corps Members surveyed agreed that their school provided them training on their literacy curriculum. This confusion was echoed in open-ended survey data, where numerous Corps Members indicated a desire for additional training and/or resources (e.g., the scope and sequence of teaching phonics and phonemic awareness, access to or training in Letterland). Another Corps Member voiced that it would be valuable to “learn about the curriculum of the assigned school before starting at the school,” which suggests that at least some Corps Members lack this knowledge prior to beginning tutoring.

Select Literacy Tutoring Leads who participated in qualitative data collection were also unclear around what program the Corps Members should be using and whether it was their responsibility to provide them with resources. In some cases, how schools should support their Corps Members’ tutoring work in other ways, beyond access to literacy resources, was not clear. This was described by both Corps Members and Literacy Tutoring Leads. As one Corps Member wrote in an open-ended survey response: “I think that they [school personnel] don't realize how independently the tutors [Corps Members] are operating and that we don't have a program that we are using. More input from teachers about what their students need would be very helpful.” This speaks to the value of teacher involvement as well as Literacy Tutoring Lead input, particularly in supporting Corps Members with literacy resources that are available to them through the school and district.



I like the freedom that comes with our position
but sometimes it can leave me feeling lost
on how to best help my students.

- Corps Member



This integration lens extended to access to specific materials and resources. When asked if their school provided adequate technology to complete their work with students, only 65% of Corps Members agreed that they had the right equipment. Literacy Tutoring Leads also spoke to issues with equipment. One respondent described how the lack of consistent access to a laptop made it challenging for their Corps Member to print materials to use with students. Select Literacy Tutoring Leads described difficulties around getting Corps Members access to needed resources and information (i.e., laptops, the ability to print on-site, students' mClass scores) related to Corps Members not being considered a district employee.

The NCEC program plans for Corps Members to be district employees, so an understanding that Corps Members are not district employees (for instance, one stated that they were NCEC employees) speaks to confusion about program implementation per Literacy Tutoring Leads or districts or to further variation in program implementation (see [EQ1, Finding 3](#)). This confusion was a barrier to receiving necessary training, information, and materials for Corps Members at schools. This was echoed in open-ended survey responses as one Corps Member explained:

I wish I had more information regarding exactly what the school is supposed to be providing me with. If I don't know it exists then I don't know to ask for it... I also wish I had more information regarding how the tutoring is supposed to be scheduled and planned. Are the teachers supposed to give me the activities, schedules, and materials? Or is that the job of the Instructional Coaches? In many of these lower performing schools the teachers are not well trained in the scope and sequence of the curriculum therefore the activities they provide for me are not the best use of my time. At the same time I am unsure as to whether I can ignore their plans and use something more research based.

Confusion about what schools and Literacy Tutoring Leads should provide to Corps Members, beyond material resources, reflects opportunities for enhanced communication ([see EQ1, Finding 3](#)).

Integration into school processes, as well as interaction with school personnel, was also limited in many cases. Just 60% of Corps Members noted that their school communicated schedule changes, and Literacy Lead data indicated variation in whether Corps Members were given school email addresses and alerted about schedule changes (e.g., closures, teacher workdays).

Multiple Literacy Tutoring Leads indicated that Corps Members did not necessarily interact with teachers and/or school administrators, often due to timing; some Literacy Tutoring Leads described that Corps Members infrequently engaged with classroom teachers, while others indicated that Corps Members worked closely with classroom teachers and interventionists (specialists who address needs of particular children in specific areas when regular classroom instruction is not sufficient) to support students who were receiving tutoring.

When Corps Members did interact with other members of the school community (e.g., in passing, attending meetings), this was seen as an asset to student learning. When this was not occurring, Corps Members felt it was needed: "I need a lot more involvement from the school and teachers. They don't seem to understand my position, and I am mostly creating lessons on my own without input from teachers or school staff." In addition to possibly constraining student outcomes because of the gap in communication between Corps Members and teachers, this also has implications for Corps Members' experiences. As one Corps Member explained in an open-ended survey response:



I build relationships with my kids but would love to build more of a relationship with staff. I am a retired teacher at the school I taught at and still, at times, feel like an outsider. I can't imagine how someone without knowledge of the staff and school climate would feel.

- Corps Member



The lack of connection within a school may also affect teacher and/or administrator buy-in, as well as retention of Corps Members across academic years.

Broadly, when asked about how Corps Members were integrated into their schools, Literacy Tutoring Leads and Corps Members felt this was an area for improvement. There was also a desire among select survey respondents to feel "more connected to school culture" in their placement school. While a large majority indicated they felt valuable to their school, one-third (33%) did not agree that they were part of the school culture. This may be related to various gaps in coordination and resource and information access.

Recruitment & Placement

EQ2. How, and to what extent, does NCEC activate untapped talent by connecting Corps Members to partner schools' needs?

At present, results addressing EQ2 are addressed through NCEC document analysis. It focuses on NCEC planning and resources dedicated to activating untapped talent.

Finding 8: NCEC has developed strategies designed to activate talent through dedicated recruitment processes and marketing.

Within the organizational structure of NCEC, two positions are dedicated to recruiting Corps Members: the Director of Corps Member Recruitment and the Recruiting Manager. Within the branch of recruitment, NCEC employs two interns. The NCEC Partner Guide highlights some of the ways in which the Recruiting Manager and Director of Corps Member Recruitment engage and recruit potential Corps Members. The Partner Guide highlights that potential Corps Members include university and community college students, retired educators, and active parents and community members. NCEC recruits potential Corps Members through digital marketing, direct outreach to colleges and civic groups, principal recommendations, and aligned hiring protocols.

The Partner Guide includes a timeline from May through October that identifies major milestones for recruiting and hiring Corps Members for partnering PSUs. NCEC and PSUs are jointly responsible for posting job opportunities for Corps Members. NCEC will screen candidates for PSUs. The PSUs are responsible for hiring Corps Members that NCEC screens on a rolling basis.

The NCEC Playbook goes into more depth about how tasks are shared across NCEC and PSUs at the district and school level in the planning, implementation, and debriefing and planning forward phases. The structure of the Playbook divides the recruiting and marketing strategies into four sections: (1) announce partnership, (2) recruit candidates, (3) spread the word, and (4) screen and hire candidates. NCEC posts the available positions to the NCEC web page and

local job boards. NCEC also provides digital resources to the PSU Public Information Officer (PIO) to raise local awareness for job openings. NCEC will screen candidates and provide the PSU hiring lead with recommended candidates on a rolling basis.

According to the NCEC Playbook, partnering PSUs are responsible for posting opportunities to career pages and local job boards, participate in monthly meetings with the NCEC Recruitment Lead, and recommend local sources for recruitment. When PSUs receive candidate recommendations from NCEC, PSUs move the candidates through the hiring pipeline and engage in the hiring and placement process.

There is opportunity for NCEC to help PSUs simplify this process and provide more support to PSUs. Rather than districts directly hiring Corps Members identified for PSUs, NCEC may consider directly hiring the Corps Members and working with PSUs to assign Corps Members to partnering schools. By hiring Corps Members as NCEC employees rather than encouraging them to apply to district postings and become district employees, NCEC can better function as a direct service provider to PSUs and potentially increase retention of screened Corps Members by removing a step in the process to hiring. Furthermore, directly hiring Corps Members as NCEC employees will lessen the burden on partnering PSUs to interview, hire, and provide technology and materials to Corps Members.

Marketing Strategies

The organizational structure of NCEC includes two positions dedicated to marketing and communications: the Director of Marketing and Communication and a Marketing and Communication Manager.

The NCEC Partner Guide provides a recruiting and hiring timeline that outlines some of the ways in which NCEC markets Corps Member opportunities. The NCEC team works with the PSU PIO on developing a press release to raise community awareness and encourage qualified candidates to apply in April and May. From June through October, NCEC and the PSU PIO work jointly to continue to publicize the partnership and position openings.

Finding 9: NCEC has worked to coordinate with PSUs for Corps Member/PSU connections and onboarding needs.

Connecting Corps Members to PSUs

The NCEC Partner Guide provides basic information regarding how Corps Members are connected to PSUs. In the planning phase, NCEC works with PSUs' stakeholders to develop individualized plans to fit school goals, meet scheduling needs of the district, and fill gaps in staffing by working with students in small groups. The Partner Guide includes a program

timeline, which states that NCEC and PSU program planning occurs between April and October. In the first few months, NCEC and PSU partners develop the implementation plan; in June and August, NCEC personnel meet with principals to begin the school planning. In August and October, NCEC and PSUs meet regularly to coordinate, monitor, and adjust implementation plans.

The NCEC Playbook states that NCEC will provide recommended candidates to the PSU Hiring Lead on a rolling basis and continue throughout the year as needed. The PSU Hiring Lead and Team are responsible for moving recommended candidates through the hiring pipeline.

Onboarding Corps Members to NCEC and PSUs

Within the organizational structure of NCEC, Corps Members receive support from their assigned NCEC Learning Coach. The Learning Coaches report to the Director of Instructional Support/Corps Member Experience. Information about how Corps Members are onboarded into NCEC and partnering PSUs is in the NCEC Playbook. NCEC provides online, on-demand learning courses for Corps Members to complete and provides training summits. Further information about the type and content of NCEC-provided training is explored in [EQ3](#).

The NCEC Playbook highlights that the NCEC HR Lead ensures that Corps Members are onboarded as PSU employees. The PSU Project Lead is responsible for coordinating curriculum training materials for Corps Members within their first two weeks of employment. Principals are also included as a part of the onboarding process; they orient Corps Members to the school within their first days of employment. Corps Members are expected to complete the NCEC initial learning courses and PSU curriculum training before they begin working with students.

NCEC supports the Corps Member onboarding process through utilizing the PSU Corps Member Onboarding Template. The template contains a four-week schedule for NCEC and PSU partners to complete with the Corps Member outlining the days and types of training Corps Members are expected to complete. The template appears to provide an at-a-glance document for Corps Members as they orient themselves into the school environment. It is unclear the extent to which the Onboarding Plan Template is utilized within the NCEC-PSU partnerships.

The NCEC-developed School Implementation Plan Template is another seemingly beneficial at-a-glance document for PSU partners and Corps Members. The School Implementation Plan Template includes snapshot information about the school the Corps Member will be serving, including the principal, the primary support staff, other key staff, the tutor's schedule, and any curricula or materials the Corps Member will use. The extent to which the School Implementation Plan Template is utilized by partnering PSUs and Corps Members is unclear.

Training & Support

EQ3&4. How effectively does NCEC train and support Corps Members for high-impact tutoring, and how can training better meet the needs of Corps Members and partner schools?

The evaluation team combines EQs 3 and 4 here, which speak to the effectiveness of dedicated training sessions (EQ3) and ongoing Learning Coach engagement (EQ4); this is given their shared purpose in training and supporting Corps Members.

Finding 10: NCEC provides dedicated resources to support the knowledge and practice of Corps Members.

The systematic review of documents provided by NCEC indicated that Corps Member training is a key feature in seven of the available artifacts, excluding the monthly virtual professional learning Corps Members receive from NCEC Learning Coaches. From documentation NCEC shares with potential PSU partners to onboarding templates and resources for Corps Members, training Corps Members to deliver high-impact tutoring appears to be a key focus of NCEC's mission. The following document analysis section is organized into two parts: 1) resources shared with potential PSU partners, and 2) resources provided to Corps Members. While the evaluation questions delineate one-time training or NCEC-provided initial training from ongoing support, the artifacts from NCEC encompass both of these aspects.

PSU Partners

NCEC highlights their Corps Member training through documentation shared with PSU partners in the NCEC Partner Guide, NCEC Playbook, and the School Implementation Plan Template. The section dedicated to training in the NCEC Partner Guide highlights the initial training, ongoing development, and Corps Member coaching delivered to NCEC Corps Members. Two sections of the NCEC Playbook include information about the training and support Corps Members receive through NCEC: Phase 1 and Phase 2.

In the Phase 1 subsection, entitled Planning, NCEC and PSU Project leads begin planning Corps Member learning and support during the Kick-Off Planning Meeting. The Playbook also includes a statement that the PSUs will plan specific onboarding and training for Corps Members as a part of the planning process.

Phase 2 of the NCEC Playbook includes information about implementation. After NCEC Corps Members are screened by NCEC and hired by the PSUs, NCEC provides online learning courses and hosts training summits for Corps Members to complete. The PSU partners are responsible for orienting Corps Members to the school and completing initial learning courses with PSU curriculum materials.

The School Implementation Plan Template is a planning document for NCEC and PSU partners to complete to provide guidance to the Corps Member and record of the implementation process. The Implementation Plan includes sections for PSUs to highlight key support staff, the tutor’s schedule, materials the Corps Member will be using, progress monitoring, the onboarding process, and ongoing support and professional development. Similar to the School Implementation Plan Template is the PSU Corps Member Onboarding plan. This document prepares PSUs for successful implementation and integration of Corps Members in their school by creating a schedule for Corps Members to attend NCEC training, PSU curriculum training, and PSU orientation.

Corps Members

Four of the available artifacts address how NCEC trains Corps Members for high-impact tutoring: the Corps Member Professional Learning Guide, Corps Member Onboarding Plan Template, The Professional Learning (PL) Survey Questions, and the Corps Member Professional Development (PD) Survey Responses. The Corps Member Professional Learning Guide is a resource for Corps Members to prepare them for being a literacy tutor. It provides basic information about NCEC and the included training. The Learning Guide highlights the NCEC training partners, which consists of the NCEC Instructional Support Team (i.e., learning coaches) and the Reading Teacher’s Top Ten Tools. The Professional Learning Guide also includes information on the structure of tutoring sessions and training, as well as a schedule for in-person (table 1 below) and virtual training sessions (table 2, following page). The Professional Learning Guide highlights that Corps Members receive 19 hours of pre-service training and a minimum of five hours of in-service learning monthly.

Table 1. Pre-Service Learning Opportunities Provided by NCEC For Corps Members

Name	Hours	Delivery Method
All Corps Kickoff	1	NCEC, Zoom
Learning Session	1	Learning Coach, Zoom
Intake form	0.5	Self-pace, online
Pre-Service Learning Modules 1 & 2	6.5	Top Ten Tools, online
Learning Session	2	Learning Coach, Zoom
Pre-Service Learning Modules 3 & 4	9	Top Ten Tools, online

Table 2. In-Service Learning Opportunities Provided by NCEC for Corps Members

Name	Hours	Delivery Method
Professional Learning Sessions 3-9	2	Learning Coach, Zoom
Coaching Call	1	Learning Coach, Zoom
Session Pre/Post Work	1	Self-paced, online
Social/Event	varies	NCEC, Zoom
All Corps Commencement	1	NCEC, Zoom

Professional Learning Sessions

NCEC provided the evaluators with the monthly virtual professional learning sessions to include in the current evaluation report. Each monthly virtual professional learning session was broken into two 50-minute sessions covering topics related to early literacy skills or social-emotional learning skills. The monthly virtual sessions began in September 2021 and ended in April 2022. Professional learning sessions were administered by NCEC Learning Coaches. The Corps Members were assigned to an NCEC Learning Coach based on the PSU they serve. NCEC Learning Coaches are responsible for supporting Corps Members from multiple PSUs.

The first three monthly virtual sessions were developed as one two-hour session for Corps Members. Sessions four through seven were developed as two-part professional development sessions; the first part of the professional development was an asynchronous learning session with provided reading materials and activities, the second part of the professional learning session was synchronous with other Corps Members. The professional learning sessions allowed for whole-group discussion and smaller breakout discussions on presented topics. Sessions eight and nine were one-hour synchronous sessions, with an additional hour of pre-work that Corps Members were expected to complete prior to the professional development session.

Topics included in the virtual monthly professional development included building relationships with students, phonics, phonological awareness, spelling, addressing ones' own biases, asset and deficit mindsets, the neurosequential model, trauma, supporting ELL students, and small group management. Each session included activities related to the presented topics, either

through an exercise, reading materials, or videos. The sessions that focused on early literacy skills included role-playing a sample lesson plan for Corps Members to observe and practice. Please see Table 3 (below) for a summary of the schedule of NCEC monthly professional learning sessions.

NCEC evaluates the effectiveness of their training and solicits feedback for improvement through the PL Survey Questions and monthly Corps Member PD Survey responses. The PL Survey aims to improve logistics and content of the NCEC-provided monthly professional learning. The survey asks about satisfaction with logistical aspects of the sessions, the relevance of the material, and the impact of the session on tutoring practices. The monthly PD surveys administered to Corps Members include the PL Survey Questions and include more targeted questions related to session topics. The monthly professional development provided to Corps Members by NCEC has included: building relationships with students, phonics and vowel sounds, encouraging students to persevere, and practicing and modeling self-management skills.

Table 3. Monthly Virtual Professional Learning Schedule

Session	Title	Number of Sessions
1	Unpacking the Why	1, Synchronous
2	Building Respectful Relationships	1, Synchronous
3	Reading Teacher’s Top Ten Tools	1, Synchronous
4	Interrogating the Self	2, Asynchronous and synchronous
5	Asset and Deficit	2, Asynchronous and synchronous
6	SEL and the Neurosequential Model	2, Asynchronous and synchronous
7	Small, Relationship-building Conversations	2, Asynchronous and synchronous
8	Supporting ELL students	1, Synchronous
9	Small Group Management	1, Synchronous

Finding 11: Most Corps Members valued the training sessions but indicated a need for added support for literacy tutoring.

In external evaluation survey processes, the majority (66%) of Corps Members agreed or strongly agreed that monthly training sessions were a good use of time, and even more (74%) agreed or strongly agreed that they were engaging. Respondents also agreed that the training they received about SEL topics was beneficial to them. For example, most (80%) agreed they were provided with useful strategies for forming positive relationships with the students they tutored; this was echoed in both Corps Members' open-ended survey responses as well as Literacy Tutoring Leads' perspectives on Corps Members.

In open-ended survey questions, respondents spoke to the value of more frequent professional development and support. One explained, "I love the monthly training we do and the weekly check ins because I can ask specific questions about my current issues." Additional respondents indicated that they enjoyed connecting with other Corps Members during the monthly training sessions (e.g., "The learning sessions have been valuable because this is an opportunity to hear from other tutors [Corps Members] and share").

During monthly training sessions, most Corps Members (80%) agreed they were provided with useful strategies to address social and emotional learning with their students (see [EQ5](#) for more on SEL outcomes). However, fewer respondents (63%) agreed they had been provided with useful strategies to teach phonics and phonemic awareness. Even though many Corps Members may not have been provided with useful strategies, many still felt confident about addressing both phonemic awareness (83%) and phonics (83%), while fewer respondents (69%) were confident in teaching reading comprehension. This difference between learning useful strategies and feeling confident in teaching phonemic awareness and phonics may be due to prior experiences teaching or tutoring, as many Corps Members were retired K-12 educators.

While some felt the training was beneficial (e.g., "the initial training (Reading Teacher's Top Ten Tools) was a good overview/review"), others struggled to identify strategies to implement with their students. One tutor explained that the Top Ten Tools was "VERY academic and doesn't get into many highly practical applications." Similarly, another respondent felt that the pre-service training should "give a practical idea of how to evaluate where the students are in their learning from day one and how to move them from where they are to where they need to be."

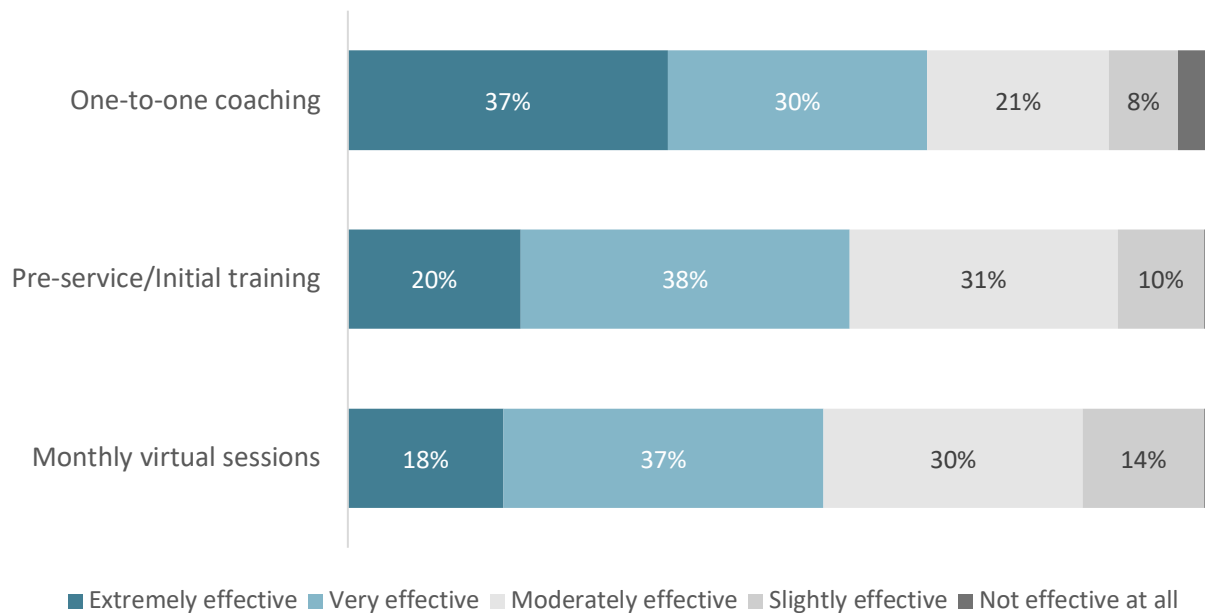
These results, and particularly the above indication of less useful literacy strategies, differs somewhat from results from NCEC's ongoing efforts to assess Corps Members' training experience. The PL Survey Questions are intended to assess the helpfulness of the monthly virtual professional learning sessions Corps Members attend. NCEC evaluates the impact of these sessions by asking Corps Members about their satisfaction with logistical aspects of the

sessions, the relevance of the content, and the impact of the session on their future tutoring practices. NCEC Stakeholders have shared the responses to the Corps Member Professional Learning surveys.

Responses from the PL surveys indicate the NCEC-provided training has an excellent impact on Corps Members' perceptions of understanding of SEL and reading strategies. General findings from the NCEC-provided PL Survey responses indicate the monthly virtual professional learning sessions have had an “excellent” impact on Corps Members’ SEL and relationship-building with students (September, January, and February), self-reflection, identities and biases (November), and asset- and deficit-based mindsets (December). The evaluation team surveyed Corps Members’ perceptions of training and support provided by NCEC. Results from the training and support survey are detailed below.

Figure 2: Corps Members’ perceptions of training and support provided by NCEC.

Overall, how effective were the following NCEC professional learning opportunities in preparing you for your role as a Corps Member:



Corps Members rated one-to-one coaching sessions more favorably than pre-service training and monthly training sessions. While 68% rated one-to-one coaching sessions as extremely effective or very effective, only 57% found pre-service training to be extremely effective or very effective, and 55% found monthly training sessions to be extremely or very effective. An additional one-fifth to nearly one-third of respondents found these training elements to be moderately effective. When including those who rated trainings as moderately effective,

percent agreement is 89% for both one-to-one coaching and for pre-service training, and 84% for monthly training.

The open-ended survey responses provided some insight into why nearly half of respondents did not find pre-service trainings “very effective” or “extremely effective.” For example, one respondent described feeling that the pre-service training was insufficient given Corps Members' varied backgrounds and experience: "The 16-hour Top Ten Tools is sometimes helpful but is designed to train professional, self-contained classroom teachers and not tutors [Corps Members]." Another respondent noted that the monthly meetings could be more focused: "There were several this year where the content we reviewed and completed pre-meeting weren't addressed during the actual meeting."

Other Corps members reported technical challenges with Zoom; several suggested that the sessions be recorded for ease of access later. At least one tutor did not receive any training from NCEC or the district prior to beginning tutoring. This respondent explained, "I learned everything I needed to do as a reading tutor from my point of contact at the school and NOT NCEC."

A desire for additional resources, materials, and/or strategies for teaching literacy was a frequently mentioned suggestion for improvement in open-ended survey questions; this echoes results from data on monthly training sessions. Both Literacy Tutoring Leads and Corps Members indicated that additional training on literacy curricula (i.e., Letterland) and other fundamental skills would be beneficial early in the onboarding process. Select Corps Members requested general support (e.g., "practical lessons, activities, and resources to use directly with students"); others felt it would be helpful to have more information on certain curricula or needed skills for Corps Members (e.g., "Please provide more in-depth training on Letterland; and a seminar on classroom/group management techniques is essential!").

The need for supplemental or ongoing training was broadly echoed among Literacy Tutoring Leads. In addition, Corps Members expressed a need for tutoring strategies, as this is not something they consistently receive: "The teachers give me resources, but no one has actually provided much in the way of teaching strategies. I have been figuring it out as I go." This suggests that NCEC could target additional training and/or resources for Corps Members that would benefit their ability to deliver quality high-impact tutoring.

Finding 12: Corps Members feel supported by Learning Coaches; more connection with Literacy Tutoring Leads may enhance the effectiveness of coaching.

Corps Members rated all aspects of one-to-one coaching highly. Most items garnered 80% or higher agreement, while “provided me with effective strategies for teaching phonics” and “helps me understand the NCEC high-impact model” received 77% and 75% agreement,

respectively. In open-ended survey responses, respondents spoke to the value of coaches providing resources and targeted information (e.g., "My learning coach provided me with lots of materials and resources to use"), a supportive interaction (e.g., "Valuable to speak with learning coach to keep feeling supported and safe to ask questions"), as well as in-classroom observation and feedback (e.g., "After observation getting evaluated on my performance, given suggestions on what to improve and how to improve"). However, given that at least one respondent reported not having a coach ("There is no NCEC coach at this time, so I have had no coaching sessions."), this support is not consistently available to all Corps Members.

Literacy Tutoring Leads reported infrequently interacting with NCEC Learning Coaches and desiring to know more about those conversations in order to support Corps Members' ongoing growth and improvement. Several Literacy Tutoring Leads felt that it would be valuable to have a three-way conversation with the Learning Coach, Corps Member, and in-school point of contact to provide the best support for Corps Members.

Student Outcomes

EQ5. To what extent does NCEC implement high-impact interventions that improve early literacy and social-emotional outcomes for students?

Literacy and social emotional outcome improvement are central NCEC aims. Data from Literacy Tutoring Leads and Corps Members, as informed observers of students' development, can shed light on growth in these areas; this presents findings that may be further explored with pending access to direct student data (e.g., academic assessment). While literacy skills and social-emotional outcomes are discussed separately here, the text notes where the two are interconnected.

Literacy Skills

Finding 13: Corps Members and Literacy Tutoring Leads believe the tutoring positively impacts students' reading skills, with the most growth in phonemic awareness and phonics.

Overall, Corps Members reported that tutoring had a positive impact on all six components of the Science of Reading. In open-ended survey questions, some Corps Members reported detailed statistics on the number of students who have grown in key literacy skills; for instance, one respondent described that "most of my students have shown growth in my individual assessments as well as the mClass assessments in most areas—letter sounds, letter recognition, isolating, blending, deleting, substitution, rhyming words, etc. At least 73 - 80% of the 15 students I serve have shown significant growth."

The vast majority of Corps Member respondents (84%) agreed or strongly agreed that they saw improvement in phonemic awareness, and a similar amount (83%) indicated their students' improved in phonics skills. However, focusing on spelling skills in the future may be useful for Corps Members, as 64% agreed that they had seen improvement in these skills in their students. These patterns are echoed among open-ended survey responses, in which phonemic awareness and phonics were most frequently described as an area of gain among respondents' students, whereas fewer respondents described student growth in letter formation, spelling, and word part recognition.

A possible facilitator of growth in literacy skills is aligning Corps Members' tutoring with other supports (e.g., classroom teacher, reading specialist). For example, in an open-ended survey response, one Corps Member described how their work is part of multiple strategies to improve students' literacy outcomes:

Having someone give students extra repetition of skills and reinforcement with what the classroom teacher is doing seems to be helping.

Usually, I either follow behind the lessons and skills being taught by the classroom teacher, or I go right before the classroom teacher does lessons so that students have some level of precognition and are able to participate in class in a way they were not always able to do before.

The reading specialist gives me lesson plans and materials that will help me complement what the children's regular teachers are working on.

This suggests the importance of ensuring that Corps Members connect with classroom teachers and other supports students receive to maximize their impact.

Finding 14: There is evidence for possible additional literacy-related student outcomes, specifically gains in self-efficacy and interest in reading.

Qualitative data, including with Literacy Tutoring Leads and Corps Members, provided possible evidence of outcomes not currently captured in the logic model. Specifically, several Corps Members indicated in open-ended survey responses that their student participants were gaining in confidence/self-efficacy with regards to their literacy skills (e.g., "It's given them more confidence in their abilities").

In addition, a small number of Corps Members described how students' interest in reading increased due to participating in tutoring sessions. Specifically, one Corps Member noted that "I have been told by many teachers that the students' case 21 scores [assessment scores] are improving and that they seem to have a higher desire to try to read." Another simply stated, "My students are beginning to read more." While these references are small in number, they

emerged unprompted and may appear more prevalent if Corps Members were specifically asked about these areas.

Both of these additional outcome areas also emerged in data collection with Literacy Tutoring Leads. One respondent described how one student began feeling frustrated after noticing that he was struggling with reading. After working with the tutor, this student's self-confidence increased, and he ended the year with above average growth. The Literacy Lead described how the tutor supported the student, explaining, "He had this extra adult who believed in him, he had fun with, he enjoyed... His confidence shot through the roof." Another Literacy Lead described how working with Corps Members was helping the students to love reading and be excited about it.

Social and Emotional Learning

Finding 15: Corps Members and Literacy Tutoring Leads indicate tutoring as positively associated with students' social emotional learning; NCEC's emphasis on SEL may facilitate literacy outcomes.

Both survey data from Corps Members and qualitative data collection with Literacy Tutoring Leads indicate SEL growth among participating students. Survey respondents indicated seeing improvements in their students' social and emotional skills; the highest category of agreement was relationship skills, with 75% of respondents agreeing or strongly agreeing that they had seen growth in their students.

These improvements were also echoed in open-ended survey questions, in which relationship skills were the most frequently mentioned SEL skill gained—though often in combination with other SEL skills. One Corps Member noted that students "form[ed] close relationships in small groups has allowed deeper discussions about academics as well as personal life;" another stated that their students "have increased how well they work with others, specifically in turn-taking behavior and cheering on their peers in their tutoring groups." Corps Members also frequently indicated that students were gaining self- and social awareness skills.

A majority of respondents (58%) agreed that their students improved their responsible decision-making skills, and 63% saw their students grow in their self-management skills. While these scores were not as high as other SEL skill ratings, it could indicate that Corps Members may not have had opportunities to observe these skills with their students. Further, these two areas are difficult to differentiate from one another.

“

I have seen an increase in my students' ability to talk about how they're feeling... to appropriately comment on the feelings of other students, and to give me feedback on appropriate behavioral goals for the future.

- Corps Member

”

Notably, when broken down by Corps Member background, “Retired (Other)” were generally less likely to agree or strongly agree that they were confident in teaching SEL skills than “Retired K-12 Teachers.” They also were less likely to indicate seeing growth in their students' SEL skills than “Retired K-12 Teachers.”

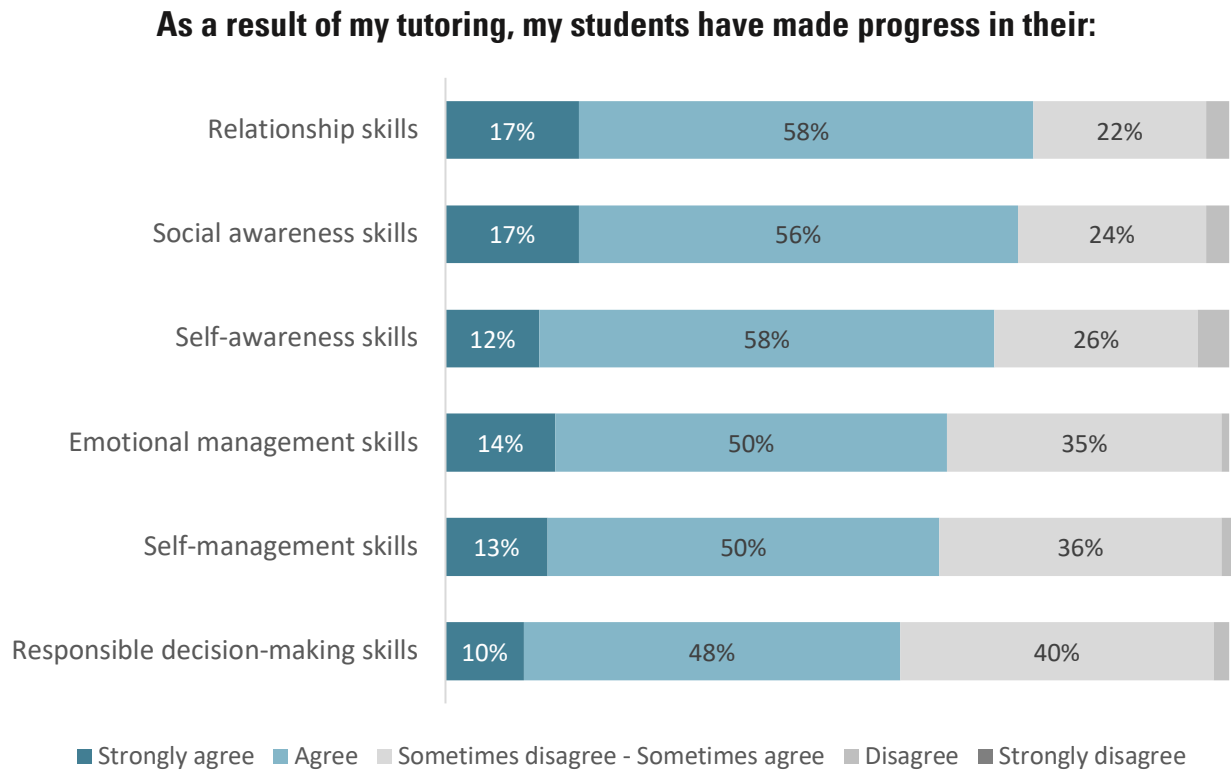
Literacy Tutoring Leads also spoke to the benefit of NCEC tutoring to students' social and emotional learning. Select participants felt this benefit was greater than literacy gains. Other Literacy Tutoring Leads indicated that having small group time with an adult was particularly valuable, especially for students who may have such limited time at home. One Literacy Lead explained that helping students feel “supported and loved” was an important part of the Corps Members' role at their school. Another felt that additional time with an adult was “really special,” and a third indicated that tutoring was a “happy, safe place” for students.

Corps Members' ability to develop relationships with their students may facilitate literacy outcomes. Select responses in open-ended survey questions describe how creating a positive, supportive experience for students may facilitate gains in literacy skills. One Corps Member described, “I feel like I have made good connections with my students so that they want to be in the tutoring session and try their best.” Another indicated the value of training in social and emotional learning in helping them achieve desired literacy-related outcomes: “All the social emotional learning during training and learning about phonemic awareness has made me create stronger relationships with my students and be able to teach them and see progress with phonics.”

While preliminary data suggest a beneficial alignment across outcome areas of interest, however, more information is needed to understand how relationship development between Corps Members and students may contribute to gains in literacy skills.

NCEC stakeholders assess the impact of monthly professional learning sessions informally throughout each session. The NCEC Learning Coaches ask Corps Members at the end of each section about their confidence in implementing the taught skills and strategies into their tutoring sessions. While there is no formal data collection associated with these knowledge and understanding checks, it is beneficial for NCEC Learning Coaches to receive immediate feedback about Corps Member understanding during professional development sessions.

Figure 3. Percentage of Corps Member agreement on student progress in SEL skills.



Conclusion

The findings reported in the previous section highlight the considerable progress NCEC has made towards implementation of their program model, as well as the perceived impact of the program as reported by program stakeholders. Across all data collected through program artifacts, Corps Members' surveys, and interviews with Literacy Tutoring Leads, four cross-cutting themes emerged and are used to help guide the recommendations reported below. These themes highlight four areas that are critical to the success of the North Carolina Education Corps:

1. The importance of communication and relationship development, both to build school and district partnerships and to facilitate student outcomes;
2. The variation in implementation across sites and its implications for program fidelity and consequently program outcomes;
3. The importance of school integration, as well as opportunity for enhanced school integration;
4. The need to integrate more training in literacy and tutoring strategies into Corps Member training.

Recommendations

Provided below are select recommendations based on evaluation results. These draw from respondent recommendations as well as the evaluation team's broader study of the data and related analysis. In certain cases, NCEC may already be taking steps towards these recommendations; we note where this is the case, per our knowledge, as it reflects in-progress movement to strategic improvement.

1. Improve communication channels to help ensure more consistent implementation across sites.

To facilitate program clarity and ensure a cohesive program, NCEC should ensure that key information is communicated to school administrators, school-level points of contact (i.e., Literacy Tutoring Leads), and classroom teachers. This is particularly important given that NCEC programming is delivered through a nested model (i.e., partnering with districts who then work with schools to implement tutoring).

Improved communication among stakeholders at all levels would help clarify program purpose and implementation; this was voiced among all Literacy Lead respondents and clearly echoed by Corps Members. Communication among Literacy Tutoring Leads, districts, and NCEC

moving forward should clarify how the program can or should be implemented at the school level.

In addition, added and consistent communication among Corps Members, Literacy Tutoring Leads, and Learning Coaches should ensure Corps Members are provided more consistent feedback and support.

2. Ensure clarity in the program model across all stakeholders.

Data indicated that PSUs needed more clarity around both the NCEC program model and the resources provided to Corps Members; this added understanding would facilitate effective program implementation. Results showed cases of confusion around whether Corps Members were district employees or NCEC employees, which led to inconsistencies in training (see below). In addition, Literacy Tutoring Leads showed gaps in knowledge on specific support provided by NCEC to Corps Members (e.g., specifics of their initial training and ongoing support/PD). Again, this represents an opportunity for greater understanding of the NCEC model.

Data also indicated the need for clarification of various stakeholders' roles and responsibilities. Among strategies to address this gap, NCEC stakeholders could consider developing a general orientation program to distribute to schools. This could include frequently asked questions from Corps Members and other school level information that would facilitate Corps Members' success in their work with students.

3. Better support Corps Member integration into schools and districts.

NCEC should consider streamlining the hiring process, including clarifying districts' role(s) within the hiring process, in order to facilitate smoother hiring of qualified candidates. According to some Literacy Tutoring Leads, some districts have already made improvements as a result of losing candidates in the past. NCEC may want to consider learning about, and potentially adapting, these process improvements across participating districts. In addition, access to materials, including computing resources, data access, space in which to hold tutoring sessions, training, and any additional tutoring needs should be discussed and affirmed at program onset.

4. Provide more curriculum-specific training to ease the burden on PSUs.

Corps Members noted feeling like they lacked specific training and support in specific curricula and pedagogy. To ensure that Corps Members feel like they have the content knowledge needed to support their students, NCEC should ensure that districts are providing consistent training to Corps Members, including improved pre-service training.

NCEC could also consider providing direct training to Corps Members in one of the big literacy curricula (e.g., Letterland). If training will mostly occur at the district-level, NCEC might consider putting together training guidelines for schools to facilitate bridging any gaps between tutors and their individual schools. A focus on literacy strategies should be integral to any training program.

Evaluation Next Steps

In addition to these programmatic recommendations, current planning includes varied next steps for ongoing program evaluation. Such steps are directly informed by prior planning in collaboration with NCEC and the findings in this inaugural evaluation report, which suggests specific areas for further inquiry and learning. For instance, data collected from Literacy Tutoring Leads and Corps Members indicate evidence of student impact. The evaluation team is actively working with NCEC partners to further assess student learning outcomes using academic administrative data, including utilizing planned student tracking infrastructure to establish an ongoing evaluative process.

Current findings also speak to the importance of Corps Members' school integration, the value and need for clear communication on the program's purpose and processes for all parties involved, and the value of multiple perspectives in examining program implementation and impact given program design. In response to these needs, the evaluation team is planning for further data collection (see Appendix A) with key NCEC program stakeholders. This data collection will begin with the 2022-23 school year and will be both quantitative and qualitative in nature to enable greater breadth and depth in learning. These ongoing evaluation directions will help identify NCEC impact and further inform opportunities for strategic program improvement and growth.

Appendices

Appendix A. Complete Data Sources (2022-2025) Matched with Evaluation Questions

Table 1: Data Sources Matched with Evaluation Questions

Data Sources	1. Partners	2. Talent	3. Training	4. Support	5. Impact	6. Growth
Corps Member Surveys	x		X	X	x	X
Corps Member Interviews	x		X	X	x	X
PSU Administrator Interviews*	X	x	X	x		X
PSU Administrator Surveys	X	x	X	x		X
Program Documentation	X	X	x	x		x
Student Interviews*	x				X	
PD/Tutoring Observations*	x		X	x	x	X
Student Academic Reports					X	
Panorama SEL Check-Ins/Survey					X	
Teacher Interviews	X			x	X	x
Teacher Surveys	X				X	x

Note: "X" indicates a primary data source for addressing matched evaluation questions, "x" indicates data source serves a secondary or supplementary role. Blue indicates Duke is lead, Red NC State, and Purple combined leads. *Indicates potential data included within case studies. Yellow highlights indicate data collected in the Year 1 evaluation report.

†Evaluators and the NCEC team had talked about the specific "administrators" that would be most valuable to NCEC learning in the Spring. With NCEC input, we determined that Literacy Tutoring Leads—school-level personnel who serve as key supports for Corps Members—would be most valuable and that this focus would be more valuable than data collection with others (e.g., high-level district leads) given the relative dearth of information NCEC had on Literacy Lead experience or perspective, as well as the close lens they have on Corps Members as well as school-level partnership.

Appendix B: Corps Member Survey: Partnership, Training and Support Questions

Corps Member Survey - Spring 2022

North Carolina Education Corps

The Friday Institute for Educational Innovation (FI) at North Carolina State University and the Social Science Research Institute (SSRI) at Duke University are serving as external evaluators for the North Carolina Education Corps (NCEC).

The purpose of this survey is to collect feedback from Corps Members on various ways NCEC supports you and the ways NCEC could better support you, the students, and school staff you serve. Your participation in this survey will help NCEC increase its impact and effectiveness, as well as better support tutors and students.

Your participation in this survey is voluntary. You do not have to answer every question, and you may withdraw from participation at any time without penalty.

Results will be kept strictly confidential. The researchers will make no reference in oral or written reports that could link your individual responses to you or your school. Only members of the evaluation team will see the full survey responses, and only aggregated results will be shared with NCEC staff.

The survey should take approximately 15 minutes to complete.

If you have any questions, you may contact Callie Edwards (callie_edwards@ncsu.edu), Associate Director of Program and Education Research at the Friday Institute for Educational Innovation, North Carolina State University, 1890 Main Campus Road, Campus Box 7249, Raleigh, NC 27606.

Do you agree to participate?

- Yes
- No

Demographics

Please select the option that best describes your current status.

- Current college student (education major)
- Current college student (non-education major)
- Current teacher

- Teacher taking a gap year/leave of absence
- Retired K-12 Educator
- Retired Higher Education Educator
- Retired - Other
- Stay-at-home parent
- Other (please explain)

Please select your race.

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White
- Other (please specify)
- Prefer not to respond

Please select your gender.

- Man
- Woman
- Transgender man
- Transgender woman
- Gender variant/non-conforming
- Not listed
- Prefer not to respond

Please indicate your age.

- []
- Prefer not to respond

Partnerships

The following section is designed to help NCEC and the evaluation team better understand the relationship between Corps Members and their schools. The questions ask about the frequency of communication with school points of contact (i.e., literacy leads, school-based literacy coaches, instructional facilitators, teachers, etc.), types of collaboration with points of contact, indicators of healthy partnerships between Corps Members and points of contact, and collaboration and support strategies.

How many schools do you serve in your role as a Corps Member?

- 1
- 2
- 3+

Do you work with a specific point of contact at your school(s) to organize your tutoring sessions with students? (e.g., a literacy lead, a literacy coach, an instructional facilitator, a teacher, etc)

- Yes
- No

Skip To: School Level If Do you work with a specific point of contact at your school(s) to organize your tutoring sessions... = No

Display This Question:

If Do you work with a specific point of contact at your school(s) to organize your tutoring sessions... = Yes

Please provide the contact information of your point of contact.

First Name

Last Name

Email Address

PSU of point of contact

First Name of second point of contact (if applicable)

Last Name of second point of contact (if applicable)

Email Address of second point of contact (if applicable)

PSU of second point of contact (if applicable)

First Name of third point of contact (if applicable)

Last Name of third point of contact (if applicable)

Email Address of third point of contact (if applicable)

PSU of third point of contact (if applicable)

Display This Question:

If Do you work with a specific point of contact at your school(s) to organize your tutoring sessions... = Yes

What is your point of contact's official title? (For those supporting multiple schools or who have multiple points of contact, think about the person you interact with the most)

- Literacy lead
- Literacy coach
- Instructional facilitator
- Teacher
- Other (please explain)

For the current school year, how frequently did you collaborate with the point of contact at your school(s) on the following activities? (For those supporting multiple schools, think about the person you interact with the most)	More than once a week	Once a week	Once or twice a month	Less than once a month	Did not collaborate with literacy lead
Instructional Planning (e.g., selecting or reviewing tutoring materials prior to sessions)	○	○	○	○	○
Teaching Strategies (e.g., discussing effective ways to help students learn targeted literacy skills)	○	○	○	○	○
Progress Monitoring (e.g., review of literacy assessments, discussing student progress and growth)	○	○	○	○	○
Behavior Management (e.g., promoting participation, sharing	○	○	○	○	○

strategies for dealing with behavioral challenges)					
--	--	--	--	--	--

Which of the following best describes the amount of time you spend with your point(s) of contact?

- I am not able to spend as much time with my point of contact as I would like.
- The time I have with my point of contact is adequate.
- The time I spend with my point of contact is more than I need.

Please select your level of agreement or disagreement with the following statements.	Strongly disagree	Sometimes Disagree - Sometimes Agree	Agree	Strongly agree
Collaborating with my school's point of contact is a key function of my role as an NCEC Corps Member.	◦	◦	◦	◦
I learn effective strategies for teaching literacy skills from my school's point of contact.	◦	◦	◦	◦
My point of contact helps me understand my students better.	◦	◦	◦	◦
My point of contact clearly communicates the knowledge and literacy skills my students need to work on.	◦	◦	◦	◦
My point of contact provides me feedback for improving my tutoring sessions.	◦	◦	◦	◦
I receive the support I need from my point of contact to be effective.	◦	◦	◦	◦

I feel comfortable reaching out to my point of contact to ask questions.	◦	◦	◦	◦
My point of contact responds to my questions in a timely manner.	◦	◦	◦	◦

What are 1-3 approaches you have found to be especially effective for collaborating with your school’s point of contact to better support students? (e.g., tools you use to communicate with your point of contact, strategies you have used to form a relationship with your point of contact, etc.)

Describe the resource sharing process and the “give and take” of your relationship with your point of contact in your school. For example, how do you and your point of contact share resources?

How can NCEC as a program better support your points of contact or schools in which you work?

Please select your level of agreement or disagreement with the following statements.	Strongly disagree	Disagree	Sometimes Disagree - Sometimes Agree	Agree	Strongly agree	I don't know
I feel like I am a part of my school’s/schools’ culture.	◦	◦	◦	◦	◦	◦
I feel like a valuable part of my school community.	◦	◦	◦	◦	◦	◦
My school is well prepared to support my work as a tutor (e.g., the school has a space for me to work; the school knows which students I should work with before I arrive each day; etc.).	◦	◦	◦	◦	◦	◦

My school provides me with adequate technology to complete my tutoring sessions with students.	◦	◦	◦	◦	◦	◦
My school provides me with adequate literacy resources to use during my tutoring sessions with students.	◦	◦	◦	◦	◦	◦
My school clearly communicates schedule changes with me.	◦	◦	◦	◦	◦	◦
My school lets me know when students are entering or leaving my tutoring groups.	◦	◦	◦	◦	◦	◦
My school uses assessment data to identify which students will receive tutoring.	◦	◦	◦	◦	◦	◦
My school provides training on their literacy curriculum and instructional resources.	◦	◦	◦	◦	◦	◦
My school provided an orientation to help me understand the school environment.	◦	◦	◦	◦	◦	◦

Training and support

The following section is designed to help NCEC and the evaluation team better understand the quality and efficacy of the training and support NCEC provides. The questions ask about: overall professional development effectiveness; effectiveness of training on the Science of Reading, social-emotional learning, and high-impact tutoring strategies; the value of training and support

activities; community-building among Corps Members; ongoing support from NCEC; and areas for growth in training and support.

Overall, how effective were the following NCEC professional learning opportunities in preparing you for your role as a Corps Member:	Not effective at all	Slightly effective	Moderately effective	Very effective	Extremely effective
Pre-service/Initial training	◦	◦	◦	◦	◦
Monthly virtual sessions	◦	◦	◦	◦	◦
One-to-one coaching	◦	◦	◦	◦	◦

The pre-service training I received...	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
was effective in helping me prepare for my work with students.	◦	◦	◦	◦	◦
was engaging.	◦	◦	◦	◦	◦
was a good use of my time.	◦	◦	◦	◦	◦
provided me with effective strategies for teaching phonics and phonemic awareness.	◦	◦	◦	◦	◦
focused on strategies aligned with the Science of Reading.	◦	◦	◦	◦	◦

provided me with high-impact tutoring strategies.	◦	◦	◦	◦	◦
helped me understand the NCEC high-impact model.	◦	◦	◦	◦	◦

The monthly virtual professional development sessions I attend ...	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
are effective in helping me succeed in my work with students.	◦	◦	◦	◦	◦
are engaging.	◦	◦	◦	◦	◦
are a good use of my time.	◦	◦	◦	◦	◦
provide me with useful strategies for addressing social and emotional learning.	◦	◦	◦	◦	◦
provided me with effective strategies for teaching phonics and phonemic awareness.	◦	◦	◦	◦	◦
provide me with useful strategies for forming positive relationships with the students I tutor.	◦	◦	◦	◦	◦
help me understand the NCEC high-impact model.	◦	◦	◦	◦	◦

	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
The one-to-one coaching I receive... is effective in helping me succeed in my work with students.	◦	◦	◦	◦	◦
is engaging.	◦	◦	◦	◦	◦
is a good use of my time.	◦	◦	◦	◦	◦
provides me with strategies for addressing social and emotional learning.	◦	◦	◦	◦	◦
provided me with effective strategies for teaching phonics and phonemic awareness.	◦	◦	◦	◦	◦
provides me with strategies for forming positive relationships with the students I tutor.	◦	◦	◦	◦	◦
helps me understand the NCEC high-impact model.	◦	◦	◦	◦	◦

	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree	Not applicable
After receiving training from NCEC, I feel confident in my ability to address the following Science of Reading components in my tutoring sessions:						
Phonemic awareness	◦	◦		◦	◦	◦

Phonics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter formation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word part recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After receiving training from NCEC, I feel confident in my ability to address the following social and emotional skills in my tutoring sessions:	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
Emotional management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In what areas do you need additional training or support to more effectively support your students? Please explain.

What was the most valuable aspect of the training and support you've received from NCEC so far? Please explain.

What recommendations do you have for improving the training and support you receive as an NCEC Corps Member? Please explain.

Please rate your level of agreement or disagreement with the following statements.	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
My NCEC learning coach fosters community-building among Corps Members in my district.	◦	◦	◦	◦	◦
I have access to resources from other Corps Members.	◦	◦	◦	◦	◦
I feel a sense of belonging being a part of NCEC.	◦	◦	◦	◦	◦
I view other NCEC Corps Members as a resource for strategies to help my students with reading and social and emotional learning.	◦	◦	◦	◦	◦

Display This Choice:

If Please select the option that best describes your current status. = Current college student (non-education major)

Display This Choice:

If Please select the option that best describes your current status. = Current college student (education major)

The ongoing support from NCEC ...	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
provides me with opportunities to make professional connections in the field of public education.	◦	◦	◦	◦	◦
inspires me to participate in more public service opportunities	◦	◦	◦	◦	◦
inspires me to pursue a career in public education.	◦	◦	◦	◦	◦

Appendix C: Corps Member Survey: Impact Questions

Corps Member Survey - Spring 2022

North Carolina Education Corps - Impact

The Friday Institute for Educational Innovation (FI) at North Carolina State University and the Social Science Research Institute (SSRI) at Duke University are serving as external evaluators for the North Carolina Education Corps (NCEC).

The purpose of this survey is to collect feedback from Corps Members on various ways NCEC supports you and the ways NCEC could better support you, the students, and school staff you serve. Your participation in this survey will help NCEC increase its impact and effectiveness, as well as better support tutors and students.

Your participation in this survey is voluntary. You do not have to answer every question, and you may withdraw from participation at any time without penalty. **Results will be kept strictly confidential.** The researchers will make no reference in oral or written reports that could link your individual responses to you or your school. Only members of the evaluation team will see the full survey responses, and only aggregated results will be shared with NCEC staff.

The survey should take approximately 10 minutes to complete.

If you have any questions, you may contact Callie Edwards (callie_edwards@ncsu.edu), Associate Director of Program and Education Research at the Friday Institute for Educational Innovation, North Carolina State University, 1890 Main Campus Road, Campus Box 7249, Raleigh, NC 27606.

Do you agree to participate?

- Yes
- No

How often do you use the NCEC-provided tutoring tracker?

- After every tutoring session
- Once daily
- Two to three times a week
- Once a week
- I do not use the tutoring log

Display This Question:

If How often do you use the NCEC-provided tutoring tracker? = I do not use the tutoring log

Reasons not using What is keeping you from consistently using the student tutoring tracker?

If How often do you use the NCEC-provided tutoring tracker? = After every tutoring session

Or How often do you use the NCEC-provided tutoring tracker? = Once daily

Or How often do you use the NCEC-provided tutoring tracker? = Two to three times a week

Or How often do you use the NCEC-provided tutoring tracker? = Once a week

How easy to use is the student tutoring tracker?

- Not at all easy to use
- Somewhat easy to use
- Very easy to use

Display This Question:

If How often do you use the NCEC-provided tutoring tracker? = After every tutoring session

Or How often do you use the NCEC-provided tutoring tracker? = Once daily

Or How often do you use the NCEC-provided tutoring tracker? = Two to three times a week

Or How often do you use the NCEC-provided tutoring tracker? = Once a week

How long does it take to complete the tutor tracker for each individual session?

- About a minute
- About 2-5 minutes
- About 5-10 minutes
- More than 10 minutes

What improvements would you make to the student tutoring tracker? (if nothing, please put N/A)

What other information would you like to see included in the tutoring tracker?

Impact

The following section focuses on Corps Members' opinions of the effect of their tutoring on student outcomes in reading. The questions ask about student progress in Science of Reading (SoR) principles, use of evidence-based and effective strategies for SoR, and areas for growth.

The Science of Reading emphasizes the following literacy skills: phonemic awareness, phonics, letter formation, spelling, word part recognition, and comprehension. Rate your skill level in the following areas:	Novice (New to the topics/skills at hand)	Advanced beginner (Working knowledge of topics/skills)	Competent (Solid working knowledge and background of topics/skills)	Proficient (Deep understanding of the topics/skills)	Expert (Authority on the topics/skills)
Modeling effective literacy skills for my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching evidence-based literacy skills to my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for my students to practice literacy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of my tutoring, my students have made progress in:	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
Phonemic awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phonics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter formation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word part recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comprehension	◦	◦	◦	◦	◦
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How has your work with students affected their early literacy skills (e.g., areas of growth, improved phonemic awareness)?

What are 1-3 strategies or resources that have worked best for you in supporting students' literacy skills?

The following section focuses on Corps Members' opinions of the effect of their tutoring on student outcomes in social and emotional learning (SEL). The questions ask about student progress in SEL, use of evidence-based and effective strategies for SEL, and areas for growth.

Social and emotional learning includes the following skills: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Rate your skill level in the following areas:	Novice (New to the topics/skills at hand)	Advanced beginner (Working knowledge of topics/skills)	Competent (Solid working knowledge and background of topics/skills)	Proficient (Deep understanding of the topics/skills)	Expert (Authority on the topics/skills)
Modeling effective social and emotional learning skills for my students.	◦	◦	◦	◦	◦
Explicitly teaching evidence-based social and emotional learning skills to my students.	◦	◦	◦	◦	◦
Providing opportunities for my students to practice social and emotional skills.	◦	◦	◦	◦	◦

As a result of my tutoring, my students have made progress in their:	Strongly disagree	Disagree	Sometimes disagree - Sometimes agree	Agree	Strongly Agree
Emotional management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-awareness skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social awareness skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsible decision-making skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How has your work with students affected their ability to use social and emotional skills (e.g., emotion regulation strategies, communicating needs, interpersonal relations, areas for growth)?

What are 1-3 strategies or resources that have worked best for you in supporting students' social and emotional skills (e.g., emotion check-in chart, intentional breathing before starting lessons, "get to know you" conversations during pickup and drop off, small breaks (dance/stretch) when dysregulated or disengaged)?

Please consider both reading and social and emotional learning for the following two questions.

What factors, if any, may be limiting the impact you have on literacy and social and emotional outcomes for students?

How, if at all, can NCEC better support students in order to help them thrive?

Appendix D: Literacy Lead Focus Group/Interview Guide

Introductory Prompt, FG

Thank you so much for speaking with me today! I'm [name], with Duke's Social Science Research Institute. I will be conducting this focus group today. Before we begin, let me tell you a bit about what we're doing today.

The North Carolina Education Corps, also known as NCEC, is working with Duke University's Social Science Research Institute, also known as SSRI, on an evaluation to better understand how NCEC is working. As part of this effort, we are requesting that literacy leads participate in a focus group. Your thoughts and opinions will help to inform NCEC moving forward.

All information you provide will be confidential; your individual responses will not be shared outside of SSRI staff. After talking to you, findings will be reported in aggregate, without any information to identify individual participants.

Your participation in this focus group is voluntary, meaning you don't have to participate if you don't want to. You can also skip any question you would like. If you want to stop taking part after the focus group has begun, just let me know.

The format of this focus group is fairly informal. I do have specific areas to discuss, but there is no need to keep to a strict question-and-answer format. Also, please be open and truthful in your responses; as a reminder, this is all confidential.

I expect that we'll be talking for about 90 minutes.

So, are you comfortable participating? [Yes/no]

I'd also like to record this, so I can go back to it at a later time. Will that be OK with you? [Yes/no]

Thank you so much for your time and cooperation! We truly value your input.

Introductory Prompt, Interview

Thank you so much for speaking with me today! I'm [name], with Duke's Social Science Research Institute. I will be conducting this interview today. Before we begin, let me tell you a bit about what we're doing today.

The North Carolina Education Corps, also known as NCEC, is working with Duke University's Social Science Research Institute, also known as SSRI, on an evaluation to better understand how NCEC is working. As part of this effort, we are requesting that literacy leads participate in an interview. Your thoughts and opinions will help to inform NCEC moving forward.

All information you provide will be confidential; your individual responses will not be shared outside of SSRI staff. After talking to you, findings will be reported in aggregate, without any information to identify individual participants.

Your participation in this interview is voluntary, meaning you don't have to participate if you don't want to. You can also skip any question you would like. If you want to stop taking part after the interview has begun, just let me know.

The format of this interview is fairly informal. I do have specific areas to discuss, but there is no need to keep to a strict question-and-answer format. Also, please be open and truthful in your responses; as a reminder, this is all confidential.

I expect that we'll be talking for about 60 minutes.

So, are you comfortable participating? [Yes/no]

I'd also like to record this, so I can go back to it at a later time. Will that be OK with you? [Yes/no]

Thank you so much for your time and cooperation! We truly value your input.

Introductions, Focus Group

We'd like to begin with introductions, so that we are all familiar with each other. Please introduce yourself by stating your name, school and district, role, and how long you have been working with NCEC corps members/tutors.

[intros]

Great, thanks!

Questions, Interview + FG

(NCEC engagement) For today's discussion, we are first going to discuss your interactions with NCEC.

- 1) [if interview] As brief introduction, could you affirm your school and district, role, and how long you have been working with NCEC corps members/tutors?
- 2) Generally speaking, how is NCEC structured at your school?
- 3) How did you first hear of NC Education Corps?
 - a. What were your initial thoughts/impressions or expectations of NCEC?

- b. Were you familiar with NCEC prior to the corps member(s) arriving at your school?
 - c. What did you expect from corps members/tutors? (I.e., why did you think they were there?)
- 4) How have you communicated with NCEC, if at all? (incl. learning coaches, NCEC administration)
- a. What information/communication would be helpful on a regular basis?

(Literacy Lead Experience) Now I'd like you to think about your role as a literacy lead.

- 5) NCEC envisions a "literacy tutoring lead" as someone who provides support and/or guidance for NCEC tutors at a school. This person also may engage with other NCEC personnel, such learning coaches. How did you come to be a "literacy tutoring lead" for NCEC?
- a. What were your expectations when you agreed?
 - b. What information or guidance, if any, did you receive from NCEC?
- 6) How would you define the role of "literacy tutoring lead" for NCEC?
- a. What are the key activities/responsibilities?
 - b. How has this experience been for you?
 - c. What has worked well?
 - d. What additional supports or resources could help you in this role?
- 7) Reflecting on your experience as a literacy lead this past year, what—if anything—enabled you to be successful in this role?
- a. What challenges did you encounter, if any? How did you navigate those?
 - b. To what extent was your role as a literacy lead recognized by your peers/colleagues at your school? (probe for: time commitment)
- 8) For next academic year, NCEC has identified several key tasks for which literacy tutoring leads will be responsible. To what extent would each of the following be do-able or challenging?
- a. Roster students for tutoring based on student diagnostics such as mClass.
 - b. Identify specific literacy skills to be targeted in tutoring sessions.
 - c. Ensure that Corps Members have access to high-quality intervention curriculum materials tailored to those specific skills for each tutoring session.
 - d. Progress monitor students to adjust targeted skills and student rosters as students progress.
 - e. Ensure that Corps Members are consistently updating the NCEC tutoring log.
 - f. Meet with the assigned NCEC Coach to share feedback on each Corps Member's development as a high-impact literacy tutor, his/her use of session logs, and any needed support, at least once a semester.
 - g. serve as the school's primary point of contact for the PSU project lead who oversees implementation across school sites.

9) What key tasks, if any, are missing?

(Corps member engagement & Corps member support/preparation) Now I'd like to ask you to reflect on your role as a literacy lead, and to focus on your work with the NCEC corps members and your perspective on them.

10) On a weekly basis, how do you engage with the corps members/tutors?

- a. What has worked particularly well when engaging with corps members/tutors?
- b. What could be improved? OR, how might NCEC better support literacy tutoring leads?

11) How do/have you work(ed) with with the NCEC learning coaches, if at all?

- a. How has this experience been? What has worked well? What could be improved? (probe for: additional communication)

12) What resources, if any, have you shared with the corps members? What additional supports, if any?

- a. What kind of curriculum resources are most helpful? (E.g., scripted plans, manipulatives, guiding questions)
- b. What additional resources might be needed?

13) In your experience, how well prepared are corps members to tutor the students?

- a. In what ways are they well-prepared for tutoring?
- b. What additional preparation would be useful?
- c. What information would be helpful for you to know prior to the NCEC corps member arriving? For students' classroom teacher?

14) How, if at all, have the NCEC corps members been integrated with the broader school community? (e.g., school swag, participation in school events, inclusion on school emails/listservs, participating in PLC/school meetings)

- a. If so, has this been helpful?
- b. If not, why not? Do you think this would be helpful?

(Student selection process) Now, I want to switch gears a bit and talk more specifically about the students that NCEC corps members work with. Specifically, we'd like to know more about how students are selected to participate in NCEC.

15) Do you know how students are selected to participate/receive tutoring from an NCEC corps member? If so, how? By whom? Has that changed over time?

- a. Can you speak about a time when a change was made to which students were receiving NCEC tutoring? Why was that change made?
- b. How is it determined that students no longer need tutoring/to participate? (if LL have knowledge of this)

(NCEC benefit, students, teachers, schools) I'd like to ask for you to reflect on whether and how NCEC tutoring is beneficial.

- 16) From your perspective, in what ways, if at all, is NCEC tutoring benefiting students?
 - a. How? Why/why not?
- 17) From your perspective, in what ways, if at all, is NCEC tutoring benefiting teachers?
 - a. How? Why/why not?
- 18) From your perspective, in what ways, if at all, is NCEC tutoring benefiting schools?
 - a. How? Why/why not?
- 19) Now that you've been working with NCEC for a while, what are your thoughts/impressions of the program?
 - a. Has your impression or understanding of the program changed over time? If so, how?
- 20) What, if anything, would you change about NCEC?

As we conclude, we'd like to ask if there's anything we've not yet discussed.

- 21) What else, if anything, would you like to share about your experience as a literacy lead?

Thank you so much for your thoughts and participation.

Appendix E: Available Artifacts with Description

School Implementation Plan Template

Planning document for NCEC to use with partner schools to provide guidance to the implementation process. Chart format, with areas for School Name, Principal, Primary Support, Other Key Staff, Tutoring Schedule, Tutoring Curriculum & Materials, Progress Monitoring (includes a link to the Tutoring Tracker, described in further detail below), Onboarding Process (includes a link to a sample onboarding plan, described in further detail below), Onsite Support, NCEC Learning Coach, and Ongoing Professional Development and Coaching Hours. Each aforementioned section includes a brief description of the expectations for a given area or provides clarification for definitional purposes. Also included at the bottom of the template is a section for accountability. This section includes a space for the creators of the template, a mid-year check-in with space, and an end-of-year review with space.

PL Survey Questions_MASTER

PL = Professional Learning

A document containing the base questions that are asked of every Corps Member (CM) after a professional learning session. The aim of the questions is to improve logistics and content. The survey contains the following items: CM name, CM email, name of facilitator, name of learning coach, How satisfied are you with the logistical aspects (i.e., communication emails, audio/visual accessibility, well organized activities, relevant activities), how relevant was the session to your role as a CM (1 = irrelevant, 5 = very relevant), rate the impact of your tutoring practices (specific to session content; 1 = not impactful, 5 = very impactful), specific and open-ended questions that allow participants to explain in greater detail, any remaining questions about the topic, additional feedback.

Org-Chart

A hierarchical chart detailing the current structure of NCEC. The organization is constructed of the Executive Director, Director of Finance and Operations, Director of District Engagement and School Partnerships, Executive Assistant, Director of Marketing and Communication, Director of Corps Member Recruitment, Director of Instructional Support/CM Experience. Underneath the directors are the Corps Member Learning Coaches, Recruiting Manager, Interns, Marketing and Communication Manager, Director of School Partnerships, and the HR & Admin Coordinator.

NCEC-Tutoring Tracker 2021-2022

An excel spreadsheet CMs are expected to use to track tutoring sessions over weeks with students. CMs are expected to deliver three sessions to students per week. The tracker

includes a key with 23 codes related to instruction, and three codes related to absences (i.e., student absent, COVID absent, and tutor absent). The 23 codes related to instruction are specific to phonics and phonological awareness (e.g., letter recognition/naming, high frequency words, voiced and unvoiced consonants, silent letters, sentence segmentation, syllable blending). Additionally, there are three codes related to fluency, comprehension, and “other instruction.” The tracker itself is broken down into days by week, with a separate row for each student name. Underneath each code, the CM is expected to put the number of minutes they spent delivering instruction. There is an example student filled under the first row in Week 1 for CM to use as a guide for completion.

NCEC Partner Guide 2022-2023

PDF document about NCEC, the effect of high-dosage tutoring, four steps to partnering for results, the program timeline, supporters of NCEC, and the application process. The four steps to partnering for results include Planning, Recruiting and Hiring, Training and Coaching, and Monitoring and Improving. In the Planning stage, partners will align goals, review student data, create individualized school plans, and customize tools. The Recruiting and Hiring section highlights how they find Corps Members for NCEC. The Training and Coaching section briefly describes the initial training, ongoing development, and Corps Member Coaching. The Monitoring and Improving section describes how NCEC and PSUs work together to adjust program impact and promote positive student outcomes.

The program timeline is broken down into months (April - May; June - August; August - October; November - May/June). Each section maps onto the four components of the partnership of NCEC and PSUs. The application section has key dates highlighted for PSUs to keep in mind.

NCEC Document Inventory

Internal tracking document for all of NCEC’s shared resources

NCEC Brand Manual

Toolkit of graphics components to create consistency in communications across digital and print platforms. The Brand Manual is divided into three sections: identity, color palette, and typography palette. It provides a usage guide for all seven logo types, including examples for correct and incorrect usage of the logos. The color palette provides color names and correct hex, RGB, CMYK, and PMS codes. The typography section includes descriptions of the fonts used, and a template for usage examples in headers and communications.

Corps Member 21-22 PD Survey Responses (Comprehensive)

A spreadsheet of actual Corps Member responses to the Professional Learning surveys from September 2021 through February 2022. Topics covered in professional learning sessions included: building relationships with students (September), phonics and vowel sounds (October), interrogating oneself to help in relationship building (November), encouraging students to persevere (December), practicing and modeling self-management skills (January), and relationship building and growth mindset (February). The number of responses from Corps Members ranged from 4 (October) to 95 (February).

Copy of PSU Corps Member Onboarding Plan Template

A document to help PSUs plan the onboarding process for Corps Members. The first page contains a 4-week schedule. The following pages contain an outline of the types of onboarding districts should provide to Corps Members and an overview of the NCEC Training process. The final section of the Onboarding Plan Template includes room for additional information (i.e., support team updates, hiring updates).

Copy of NCEC Playbook_Final

The NCEC Playbook is an 18-page document reviewing the planning, implementation, and planning forward processes of NCEC. The final section of the Playbook includes a “Learn more with the Implementation Toolkit” section. The first subsection, Phase 1: Planning, includes information about high-impact tutoring, Corps Member learning and support, and recruiting and hiring. The section subsection, Phase 2: Implementation, includes information about announcing partnerships, recruiting candidates, spreading awareness of NCEC, screening and hiring candidates, onboarding and preparing Corps Members, supporting Corps Members, tutoring students, and improving implementation. The third subsection, Phase 3: Debriefing and Planning Forward includes information about debriefing and planning and program evaluation. Each subsection includes milestones for NCEC and PSU partners to complete throughout the process. The final section, the Implementation Toolkit, includes a list of tools that will be used throughout the year.

Copy of Corps Member Learning Guide (RT’s Top Ten Tools)

The Corps Member Professional Learning Guide is a resource for Corps Members to prepare them for being a literacy tutor, providing basic information about NCEC and provided trainings. The guide includes information about training partners, the structure of tutoring sessions and their contract, scheduling, and the scope of learning. The Learning Guide includes an overview of what each training type covers (e.g., pre-service learning includes two learning sessions). The Reading Teacher’s Top Ten Tools are also included in the guide. The guide also includes an overview of each monthly professional learning session, including topics and objectives of each session. Topics covered include: unpacking the why, examining relational work in tutoring,

phonics and phonological awareness, building respectful relationships, asset and deficit frames, SEL and the neurosequential model, relationship-building conversations, and directed learning.

Session Decks

A comprehensive folder of all NCEC-provided training materials. The folder is divided into 10 sub-folders with an additional five files not sorted into folders. The five additional files are entitled: Master Deck, Master Deck Embedded File, NCEC TTT #3 and #4, Janice Broyles_NCEC RRtCP, Kelley_Wilson_midyear_TTT. The Master Deck, NCEC TTT #3 & #4, Janice Broyles_NCEC RRtCP, and Kelley_Wilson_midyear_TTT are Powerpoint slides, while the Master Deck Embedded File is an excel spreadsheet. The subfolders within the NCEC Training Sessions are sorted by session, starting with the Kickoff Decks, followed by the monthly virtual session decks (Session 1 Decks through Session 9 Decks). The contents of each file and folder are described in greater detail below.

Master Deck.ppt

A 92-slide presentation dated November 20, 2020. The presentation includes a brief introduction to the presenters (John-Paul Smith and J Evelyn Bonner-Reed). The slide immediately following the presenter introduction is a slide of the NCEC Partners (NC State Board of Education, NC SBE; American Ripples; NC Office of the Governor). The first section within the Master Deck is entitled "Serve." The Serve section includes a description of NCEC, the mission and vision of NCEC, the effect of COVID-19 on education in the state of North Carolina, the goal of NCEC, who NCEC serves, and a call to action to join NCEC. The goal of NCEC, as outlined in the Master Slide Deck, is to "activate at least 200 citizens to support K-12 students."

The second section in the Master Slide Deck is entitled "Roles." The roles included in the NCEC organization are: tutor/mentor, counselor's aide, digital navigator, volunteer coordinator, and contact tracer. Descriptions of each of these roles are included in slides 47 through 51. According to the Master Slide Deck, the NCEC Tutor/Mentor is an individual who assesses, assists, and encourages students in the learning process. Tutors/mentors review class materials, explain course topics, and answer student questions. The Counselor's Aide helps students in the areas of academic achievement, career, and social-emotional development. The volunteer coordinator will select, train, evaluate, and maintain records to supplement staff resources. The contact tracer is a professional responsible for gathering information from residents diagnosed with COVID-19. Lastly, the digital navigator provides basic tech support to teachers, students, and parents as needed.

The Slide deck includes an overview slide of the NCEC process, including the three phases: apply, train, and deploy. Two placeholder slides are included, one dedicated to application specifics and the other dedicated to an overview of training. Four slides provide brief

information about the target audience for recruiting NCEC tutors and the experience NCEC will provide.

Additional slides on current partner districts are included. A map of partner districts and their economic distress level can be found three slides after the initial presentation of partner PSUs.

The remaining slides in the Master Deck presentation include placeholder slides for NCEC application dates, the NCEC roles, and the Board of Directors. Slides 52-92 are placeholder slides that adhere to the NCEC branding guide. The slides include vector icons, sample charts, graphs, and informational slides.

Janice Broyles_NCEC RRtCP

The NCEC RRtCP is a 20-slide Powerpoint presented on October 18, 2021, by Janice Broyles on Reading Research to Classroom Practice. The agenda of the presentation includes a brief introduction, a 50-minute presentation on phonological awareness, a brief 5-minute break, a second 50-minute presentation on phonics and spelling, and a brief wrap-up to the session. The primary objectives of the first 50-minute session on phonemes were to introduce and review PHA terms, identify the importance of mastering PHA, practice correct articulation of consonant and vowel phonemes, match sounds with sound categories, and role play a sample Heggerty PHA lesson. The objectives of the second half of the training on phonics and spelling were focused on effective decoding and encoding instruction. The objectives included were: review phonics and spelling terms, determine importance of using decoding using SVR, describe the four phases of word recognition development, and role play a sample decoding and spelling lesson. At the end of each 50-minute section, the facilitators asked participants to report their confidence levels with teaching the presented skills (0=less confident, 5=more confident).

Kelley_Wilson_midyear_TTT

The Midyear TTT is a 32-slide presentation on the Reading Teacher's Top Ten Tools presented on January 12, 2022. The presentation covered tool 3 (phonemes) and 4 (phonics and spelling). The included agenda included a section for questions, a review of a social emotional tool (mindful breathing), the training tracker, a 50-minute session on phonological awareness, a brief break and a discussion of "the power of yet," a second 50-minute session on phonics and spelling, and a brief wrap up. The mindful breathing exercise asked participants to practice mindful breathing, write down and discuss how they felt afterwards, and identify ways to implement mindful breathing with their students. The first 50-minute session on phonemes had the overall goal of "paving the way to print and meaning." The objectives of the first 50-minute session were to introduce and review PHA terms, identify the importance of mastering PHA, and practice the correct articulation of consonant and vowel phonemes. The second 50-minute session covered phonics and spelling, with the overall goal of identifying effective decoding and encoding instruction. The objectives of the second session were to review phonics and spelling

terms, determine the importance of decoding using SVR, describe the four phases of word recognition and development, and role play a sample decoding and spelling lesson. At the end of each 50-minute session, the facilitator asked participants to rate their level of confidence with teaching the presented skills (0=less confident, 5=more confident).

Kickoff Decks

The Kickoff Decks folder is the first sub-folder within the NCEC-provided training materials. The folder contains five Powerpoint presentations. Four of the five presentations are entitled "NC Education Corps Kickoff Slides" with different dates. Two of the four NCEC Kickoff Slides are dated February 2022; one is dated September 2021; the fourth title has "CCS 2022_DH" as an amendment. The fifth Powerpoint included in the folder is entitled NC Education All Corps Celebration 2022. For the purposes of this artifact analysis, the NCEC Kickoff Slides will be reviewed in conjunction with one another; the NCEC All Corps Celebration slides will be reviewed separately.

NC Education Corps Kickoff Slides

The 21-slide presentation was presented on September 13 (September) and in "Spring 2022" (February, February 1, CCS 2022). Two of the four presentations were presented as "New Corps Member Orientation," one was presented as the All Corps Kick Off, and the fourth as "Wake Orientation." The content, goals, and objectives of all four presentations was the same. The presented content included a welcome, an overview of NC Education Corps, and a section for questions. The goals of the session were to connect the community, create opportunity, and embark on a shared adventure to support students and elevate potential. The presentation included an overview of the beliefs and values of NCEC, the NCEC leadership team, partner PSUs, and a message from the governor. The presentation also included an overview of the NCEC High-Impact Tutoring model, which includes the following: Three sessions per week delivered during school hours in 30-45 minute sessions, with a 1:1-3 tutor to student ratio; sustained and strong relationships between students and tutors; close monitoring of student knowledge and skills with individual student trackers; using school curriculum that's grounded in the science of reading; formalized training and ongoing support for tutors to assure quality interactions.

NC Education Corps All Corps Celebration 2022

A 21-slide Powerpoint presentation delivered on June 9, 2022. The agenda for the presentation included introductions, moments of gratitude, a Corps Member spotlight, NCEC by the numbers, testimonials, and a closing. The All Corps Celebration presentation included the beliefs and values of NCEC and a message from the governor. The fall 2021 class included 144 Corps Members across 23 public school units. The presentation also included a summary of the learning coaches in NCEC. The end of the All Corps Celebration Presentation asked participants

to break out into separate Zoom rooms with their learning coaches, divided by PSU served, for additional discussion.

Session 1 Decks

The Session 1 Decks folder contains 11 Powerpoint presentations of the first monthly virtual support session delivered by NCEC Learning Coaches. Each learning coach was expected to tailor the presentation to reflect the PSUs their Corps Members would be serving. The primary presentation (Unpacking the 'Why') will be summarized in greater detail below. Each presentation included in the Session 1 Decks folder was presented in September 2021.

Master Deck_Unpacking the 'Why'

A 13-slide presentation presented to Corps Members in September 2021. The beginning of the presentation includes an introduction to using Zoom, including the mute/unmute, video, reactions, chats, renaming, and recording features. The goals of the professional development were twofold: unpack NC Ed Corps' why and unpack Corps Members' Why. The presentation included an overview of the NCEC PSU partners. The 'Why' of NCEC are threefold: support students, elevate potential, and launch futures. The presentation included two videos highlighting inspiring educators. The conclusion of the Unpacking the 'Why' professional development included an outline of what Corps Members were to expect in the coming weeks, including completing corps member learning, signing up for a monthly coaching call, and signing up for an onsite visit in November.

Session 2 Decks

The Session 2 Decks folder contains 11 Powerpoint presentations of the second monthly virtual support sessions delivered by NCEC Learning Coaches. Each learning coach was expected to tailor the presentation to reflect the PSUs their Corps Members would be serving. The primary presentation (Building Respectful Relationships) will be summarized in greater detail below. Each presentation included in the Session 2 Decks folder was presented in September 2021.

Master Deck. Building Respectful Relationships

A 21-slide presentation delivered on September 20, 2021. The beginning of the presentation included Zoom tips and the goals of the session. The goals of the session included: brainstorm ideas and strategies about how tutors might build respectful relationships; use the list to (a) consider key aspects of practice, and (b) interrogate our own assumptions about the work; begin to consider important considerations for engaging in this practice related to patterns of marginalization and inequity. The Building Respectful Relationships presentation introduced the components of SEL (i.e., self-management, self-awareness, responsible decision-making, relationship skills, social awareness) and their importance. The session presented ways in which Corps Members can show affective, behavioral, and cognitive empathy to students to

build relationships. The session provided two reading options for Corps Members during the session; one was targeted for individuals who have not worked with students before, the other was intended for individuals who had experience with students. The session included small group discussion of a video, reflections, labeling strategies for building relationships and a whole group discussion. The session concluded with letting Corps Members know that they are expected to spend 3-4 minutes of each session with students focusing on SEL skills and that resources will be shared with them on how to do so.

Session 3 Decks

The Session 3 Decks folder contains eight Powerpoint presentations on the Reading Teacher's Top Ten Tools #3 (Phonemes) and #4 (Phonics and Spelling) delivered by NCEC Learning Coaches. Each learning coach was expected to tailor the presentation to reflect the needs of the PSUs their Corps Members were serving. The primary presentation (NCEC TTT #3) will be summarized in greater detail below. An additional document, Breathing Choices, was also included in the Session 3 Decks folder. Session 3 was delivered to Corps Members by NCEC Learning Coaches in October.

NCEC TTT #3

The NCEC Reading Teacher's Top Ten Tools Powerpoint. The 22-slide presentation covered Phonemes and Phonics/Spelling. The agenda of the training includes a social-emotional focus on mindful breathing, 50-minutes spent on reviewing phonological awareness, a brief five-minute break, 50-minutes reviewing phonics and spelling, and a brief wrap-up. The SEL focus on mindful breathing included a guided breathing meditation, reading an article on the benefits of mindful breathing, and a discussion of how to implement mindful breathing into tutoring sessions. The primary objectives of the first 50-minute section (Phonemes: Paving the way to print and meaning) were the following: introduce/review PHA terms; identify the importance of mastering PHA; practice correct articulation of consonant and vowel phonemes; match sounds with sound categories; role play sample Heggerty PHA lesson. The objectives of the second 50-minute section of the training (Phonics and spelling: Effective decoding and encoding instruction) had the following objectives: review phonics and spelling terms; determine the importance of decoding using SVR; describe the four phase of word recognition development; role play a sample decoding and spelling lesson. At the end of each 50-minute section, the facilitators asked participants to report their confidence with teaching the presented skills (0=less confident, 5=more confident).

Breathing Choices

A word document provided to Corps Members intended to provide simple strategies to practice mindful breathing with students. The document is one page and contains 12 strategies for

students to slow down and focus on their breathing in an attempt to regain control over their minds and bodies.

Session 4 Decks

The Session 4 Decks folder contains 13 files, 12 of which are Powerpoint slides on the monthly virtual training session. The last file is a 15-minute video for asynchronous learning. The video and asynchronous Powerpoint template will be summarized together in greater detail below. Each learning coach has tailored the synchronous template to meet the needs of their Corps Members. The synchronous Powerpoint template (Interrogating the Self) will be summarized in greater detail below. Session 4 professional development was delivered in November.

ASYNCHRONOUS TEMPLATE. Interrogating the Self

An 11-slide Powerpoint intended for “flipped learning,” meaning Corps Members completed the asynchronous learning component independently and then met with their respective learning coaches at a later date for the second portion of professional development. The Interrogating the Self asynchronous learning identified the following goals: gratitude and kindness; critically examine our identities, experiences, and orientations; develop understandings of how these might affect relational work with kids; reflect on relational work with children based on examining and interrogating the self. The training highlighted that all individuals have “blind spots” and defined key vocabulary (i.e., cultural, normative, linguistic, socialization). Corps Members were instructed to complete the “Interrogating the Self Tool,” a tool developed by TeachingWorks at the University of Michigan. The Interrogating the Self Tool is explored in further detail later in this content analysis review. At the end of the asynchronous session, Corps Members were asked to consider the impact of their experiences on their relational work with students.

SYNCHRONOUS TEMPLATE. Interrogating the Self

A 13-slide Powerpoint presentation intended for Corps Members. The presentation included tips for successful Zoom meetings and NCEC updates (i.e., newsletter, Corps Member spotlight, tutoring tracker, completion survey). The goals of the synchronous session mirrored those of the asynchronous professional learning session. The topics in the synchronous session included: discussion norms and group norms. Corps Members were encouraged to discuss experiences with other participating Corps Members and reflect on their experiences.

Interrogating the Self Tool

A brief inventory developed by TeachingWorks at the University of Michigan intended to have Corps Members think about their identities and socializing experiences. It offers a starting point for Corps Members to consider how their identities and experiences influence beliefs about the children they work with. The tool is divided into two major sections: the Self Inventory and

Connecting to Tutoring Practice. The Self Inventory is broken into three sections: home and family, school, and current experiences and values. Each section provides questions and prompts for Corps Members to consider and critically examine their life experiences. The Connecting to Tutoring Practice section contains three questions intended to help Corps Members understand how their experiences influence their interactions with others.

Session 5 Decks

The Session 5 Decks folder contains 12 files, 11 of which are Powerpoint presentations. The final file within the folder is a 28-minute video of the asynchronous professional learning session on Asset and Deficit Framing. The Asynchronous Asset and Deficit Powerpoint and video will be summarized together below. The synchronous learning session will be summarized separately below. Each NCEC Learning Coach was responsible for tailoring the Synchronous learning template to reflect the needs of the Corps Members they support. Session 5 was delivered to Corps Members in December.

Asynchronous Asset and Deficit

A 16-slide presentation on asset and deficit framing: Ladder of inference and cultural wealth model. The asynchronous professional learning session introduced the NCEC learning coaches and outlined the goals of the session. The goals of the session include: understanding perseverance, introduction to the ladder of inference and how to use it as a tool, and understanding the cultural wealth model and how it affects tutoring sessions. The section on perseverance included links to additional resources (What is Perseverance? By Talking Tree Books; True Grit Article by Scholastic; Teaching Grit and Perseverance to Children by Bright Horizons). The asynchronous learning session highlighted key vocabulary and concepts including the cultural wealth model, ladder of inference, asset framing, and deficit framing. The asynchronous professional learning session included additional videos on aspirational capital, linguistic capital, familial capital, social capital, navigational capita, and resistant capital. The session concluded by asking Corps Members to reflect on how they can use the cultural wealth model when working with students.

Synchronous Asset and Deficit

A 14-slide presentation intended to be delivered to Corps Members synchronously by their NCEC Learning Coach. The professional learning session reiterated the goals of Session 5: understanding perseverance; reflecting on the ladder of inference and cultural wealth model; understanding asset and deficit language and how it affects students. The synchronous session included ideas for Corps Members to highlight perseverance with students and create tools to remind students about perseverance. The synchronous session highlighted key vocabulary and terms: cultural wealth model, ladder of inference, asset framing, and deficit framing. The Corps Members reviewed the cultural wealth model, and reviewed video on asset and deficit framing.

The synchronous professional learning session included strategies for Corps Members to include asset framing in their tutoring with students. Corps Members were encouraged to collaborate with other participating Corps Members in the professional development session to discuss what is going well in sessions and seek advice from others.

Session 6 Decks

The Session 6 folder contains 10 Powerpoint presentations. Eight of the 10 files included reflect the synchronous lesson, while the remaining two Powerpoint presentations are the asynchronous lesson. The theme for Session 6 was SEL and the Neurosequential Model. NCEC Learning coaches were presented with a synchronous lesson template and expected to tailor the presentation to meet the needs of the Corps Members they are serving. The template will be described in greater detail below. The asynchronous session will also be described in greater detail below. Session 6 was presented to Corps Members in January.

ASYNCHRONOUS_SESSION_6_Master Deck_SEL and the Neurosequential Model

A 12-slide presentation delivered to Corps Members in January 2022. The presentation began by introducing Corps Members to the NCEC learning coaches. The goals for the asynchronous session were to explore the connection between SEL and academics, introduce the neurosequential model, and connect the work in education to the neurosequential model through self-management. The asynchronous session provided an overview of self-management and encouraged Corps Members to explore how they have seen their students manage themselves. The neurosequential model was introduced, which posits that there are four aspects to brain function: sensory integration, self-regulation, relational skills, and cognitive skills. Corps Members were presented with two articles to read; the first focused on establishing positive connections with students, the second focus on helping children with trauma. The asynchronous session closed with posing the following questions to Corps Members: what are some ways we can connect with students we tutor; what types of trauma have your students experienced and how will it impact their learning; what strategies can you incorporate in your tutoring sessions that align with the neurosequential model; other takeaways.

SYNCHRONOUS_SESSION 6_Master Deck_SEL and the Neurosequential Model

The synchronous session is a 13-slide presentation delivered by NCEC Learning Coaches to Corps Members. The synchronous session began with Zoom reminders and a brief emotional check in (i.e., how charged are you). Corps Members were presented with the goals of Session 6 (i.e., explore the connection between SEL and academics, introduce the neurosequential model, connect work in education to neurosequential model through self-management). The synchronous session presented the definitions of self-management and the neurosequential model and invited Corps Members to make connections to prior knowledge and identify

challenges in understanding. The remainder of the synchronous presentation included concrete strategies to help Corps Members identify ways to teach the students they tutor self-management strategies. These strategies included “regulate, relate, reason” and children’s books about self-management. The professional learning session concluded by inviting Corps Members to reflect on their connections with students and how they can incorporate strategies that align with the neurosequential model.

Session 7 Decks

The Session 7 Decks folder contains seven Powerpoint presentations on the Session 7 topic “Small, relationship-building Conversations.” One of the included Powerpoints reflects the asynchronous session and is described in greater detail below. The remaining six presentations include the synchronous session template and the NCEC Learning Coach’s copies of the template presentation. The template presentation is described in further detail below. NCEC learning coaches were expected to tailor the presentation to meet the needs of the Corps Members they work with. Session 7 was delivered to Corps Members in February.

Asynchronous_Session_7_Small, Relationship-building, conversations

A 13-slide presentation on creating small, relationship-building conversations with students. The asynchronous session began by introducing the NCEC learning coaches and highlighting the goals of the session. The outlined goals include: examine key features and elements of “small conversations” and contextualize their use within the broader practice of building respectful relationships with students; begin to identify different purposes for “small conversations” and examples of more or less “successful” one-on-one relational interactions with students; strengthen the understanding of the growth mindset. The SEL focus of Session 7 furthering the understanding of the growth mindset and finding connections to practice. The asynchronous session highlighted the purpose of small conversations with students (i.e., establish rapport, build mutual trust, monitor/maintain relationships, examine and manage self). The asynchronous session reviewed the features of small conversations (i.e., launch, taking turns, exit), and encouraged Corps Members to make a plan to utilize small conversations in practice.

Master Deck. Understanding the Practice of Building Respectful Relationships

A 25-slide presentation for Corps Members presented by NCEC Learning Coaches on understanding the practice of building respectful relationships. After a check-in on how the Corps Members were feeling, NCEC Learning Coaches presented session content on building relationships with students that advance justice and utilize SEL principles. NCEC Learning Coaches led a whole-group discussion on when Corps Members had used empathy with students and how the experience went. The professional learning session presented strategies on how to establish rapport with students and build mutual trust. Corps Members were presented with a choice of article for further learning; one article (Active Listening Guidelines;

Act for Youth) was intended for individuals new to working with students, the other article (Care and Push: Building Relationships with Students, Learners Edge) was intended for Corps Members who had worked with students. The synchronous learning session included additional small-group, whole-group discussions, and time for reflection.

Session 8 Decks

Session 8 focused on skills necessary for supporting English Language Learners (ELLs) in tutoring sessions. The folder contained two documents: Master Deck ELL and Supporting ELL in Tutoring. The documents are summarized in further detail below. The professional development for supporting ELLs in Tutoring was delivered to Corps Members in March.

Supporting ELL in Tutoring

A two-page PDF handout for Corps Members to complete independent from the virtual professional development session. The handout is divided into two primary sections: the first section asks Corps Members to rate their comfort with supporting ELLs during tutoring sessions. The second section of the document reviews the historical and legal contexts of ELL support and highlights key laws including Title VI and Leandro vs. the State of North Carolina. The PDF concludes by asking Corps Members to reflect on the historical and legal context of the cases provided.

Master Deck - ELL

A 16-slide presentation delivered by NCEC Learning Coaches to Corps Members in March 2022. The presentation began with Zoom tips and a check-in to ask Corps Members how they were doing. The objectives of the session included: reflecting on the importance of tutoring to ELL students; learning and practicing strategies for supporting ELL students; and discussing current support needs of students Corps Members serve. The presentation included strategies for ELL small group instruction, including relationship building activities and instructional approaches. The professional development session covered the importance of tutoring session greetings, learning the correct pronunciation of students' names, and having frequent conversations and check-ins with their ELL students. The presentation concluded with highlighting key features of a language-rich environment for tutoring sessions.

Session 9 Decks

Session 9 focused on skills necessary for managing small group lessons. The folder contained two documents: the Small Group Management Study Guide and Master Deck for Small Group Management. The documents are summarized in further detail below. The Small Group Management professional development was delivered to Corps Members in April.

Small Group Management Study Guide

An eight-page PDF for Corps Members to complete independent of the monthly professional development session. The PDF is broken into four sections. The handout contains reading material, examples, and activities for the Corps Members to complete. The first section reviews expectations, procedures, and routines for managing small groups. The second section reviews small-group norms. The third section covers characteristics of a well-managed small group. The final section has Corps Members reflect on their own experiences with small groups, and asks them to consider what they see, hear, and feel when they begin their tutoring sessions.

Master Deck - Small Group Management

A 19-slide presentation delivered to Corps Members in April. The presentation began with Zoom tips reminders and the objectives of the session. The objectives of the session were to: define small group norms and how to implement these norms in small group sessions, define small group expectations and create a structure for students to follow to be academically and socially successful, and discuss important considerations for engaging in this practice related to relationships and boundaries. The NCEC Learning Coach reviewed how mindfulness can help tutors be successful with their students and asked Corps Members to reflect on their experiences with small group management. The professional development session covered what norms are, what small group norms are, and positive expectations for students. The Learning Coach reviewed procedures and routines for managing expectations and small group lessons. Characteristics of well-managed small groups were reviewed. The session finished with two scenario activities for Corps Members to work through.

NCEC and Evaluator Meeting Transcripts

Below are summaries of the topics covered in each meeting between NCEC stakeholders and the evaluation team. Since the launch of the NCEC evaluation in February, NCEC stakeholders and evaluators have had seven meetings.

June 9, 2022

Full evaluation team and NCEC stakeholder meeting, lasting an hour in length. NCEC has started district planning meetings with new and previous PSUs. Internally working on developing data sharing agreements and MOUs with participating districts. Superintendent wants to know how effective tutoring is. NCEC is still working on developing tutoring log with Littera. Looking into getting expanded funding for either virtual tutoring, math, or both.

Focus of the meeting: data planning for the summer and next year. Results from impact survey will be folded into the annual report. One person signed up for the focus groups. Planning on extending the data collection window. NCEC suggested trying to catch Literacy Tutoring Leads for focus groups at the end of July or August. NCEC is planning on incorporating this feedback and data collection into the agreement with districts for Literacy Tutoring Leads. Data planning for next year include Corps Member surveys; surveys multiple times a year, shorter than previous surveys. Additional surveys will include district-level Literacy Tutoring Leads, principals, and classroom teachers. NCEC believes a mid-year survey would be best for district folks. In terms of assessing SEL, either evaluating what districts have or providing an SEL assessment and offering to share those results back with districts, but we would need a list of students participating and non-participants to do the comparison. Re-imagining the tutoring tracker to be more of a checklist for tutors to build good habits. Evaluators would like to do focus groups with coaches in NCEC. Would like to do case studies with specific districts. Hoping to get assessment data from DPI to look at growth in academic skills from participants v. non participants. NCEC will reach out to districts to see if they can get a list of students who participated in tutoring, but the information they have may be limited (e.g., might not have length of participation).

May 12, 2022

Full evaluation team meeting and NCEC stakeholder meeting, lasting an hour in length. Update on the tutoring tracker, initial findings from Training and Support survey and the Impact survey. Corps Members should be spending between 30-45 minutes with their Literacy Lead per week on feedback and coaching to support students. A lot of NCEC previous training has focused on phonemic awareness and phonics. NCEC is curious to find more about the impact of tutoring within the first 9 weeks of school. NCEC found the review of the initial survey results helpful in findings areas for growth with district partnerships (e.g., being more explicit in providing training on curriculum materials to tutors). NCEC wants to learn more about Corps Member relationships with teachers. NCEC is concerned about the timing of focus groups with Literacy Tutoring Leads, wants to hold off until initial conversations in July.

April 11, 2022

Full evaluation team and NCEC stakeholder team meeting, lasting an hour in length. Began the meeting with a check-in about what has been going well and what changes they would like to see in the evaluation process moving forwards. NCEC appreciates being able to receive questions and review documents ahead of time, before soliciting feedback from Corps Members. NCEC appreciates the clear communication and the time to collect documentation and information from relevant stakeholders to be able to answer the evaluator's questions. Meetings with evaluators have allowed NCEC to reflect on their own practices, take a critical lens to their style of thinking and take extra care in developing materials for Corps Members and fostering partnerships with PSUs. NCEC appreciates the collaborative efforts between the

evaluators and NCEC stakeholders. NCEC would like to establish more clear roles in the evaluation process as to who is directly involved and who is more of a passive observer on the NCEC-side, establishing direct contacts for particular requests. NCEC has noted some confusion regarding whom they should contact on the evaluation team.

After the check-in, evaluators updated NCEC partners about the status of the survey (training and support). The survey had been administered with reminders scheduled. NCEC reminded Corps Members that it is an expectation that they complete the survey. The conversation then shifted to focus group progress. The intended population for focus groups was identified as school literacy leads; evaluators are working on gathering contact information for Literacy Tutoring Leads. NCEC expressed interest and curiosity in the Literacy Lead perspective, as they haven't been able to gather any information on that thus far. Both the evaluation team and NCEC partners were concerned about the timing of focus groups and when it would be best to schedule them. The team discussed conducting the focus groups in June. The team discussed providing incentives to Literacy Tutoring Leads for their participation. The team raised concerns about when reporting would need to be sent to NCDPI, and if all data would be available in time for the status report to the State Board of Education.

After the discussion on qualitative data planning, the team discussed meeting cadence and how frequently the whole NCEC stakeholder and evaluator team meetings should occur. NCEC suggested allocating an hour and a half for whole-team meetings, as it is challenging to schedule additional time for breakout meetings; the first hour could be dedicated to whole-group discussion, while the final 30 minutes could be utilized for smaller breakout meetings and questions. Cadence of meetings should remain at once monthly for now, on a recurring basis.

NCEC is going to begin working with partnership agreements with participating PSUs. NCEC requested support from the evaluation team on how to approach those conversations and support with documentation. The evaluation team suggested that data use agreements be folded into participation agreements.

March 14, 2022

A meeting between NCEC stakeholders and the evaluation team, lasting 45 minutes in length. The meeting focused on acquiring student data to examine short-term and long-term outcomes of tutoring programming. NCEC is already putting processes in place and data requests from districts that can support evaluation efforts and internal record keeping. NCEC shared they are determining expectations with districts about progress monitoring and being a part of the evaluation; NCEC is planning on writing these expectations into the participation agreement and the Playbook. The expectation of participating districts is that they would have a coordinator that would share student-level data. NCEC would like feedback on what type of data should be collected and shared with the evaluators. The evaluators noted that some data are available at the state-level, but what the state is able to provide may not capture the nuances of what

districts are able to provide. NCEC is rethinking the student tutoring tracker Corps Members are supposed to use; NCEC is thinking about how they can make it more user-friendly and potentially include student-level data into the tracker. The tutoring tracker does not currently include a stop date or a reason why a student stopped attending tutoring, instead students are no longer being tracked. The tracker includes specific phonics skills the tutor worked on and the frequency and duration of tutoring sessions by week. Ideally, the evaluators would like to be able to look at outcomes at the dosage level and determine differences between students who participated for a short period of time versus those who participated for a full year. NCEC would be interested in exploring differences between tutors; does it make a difference if the tutor is a retired teacher versus a college student, as well as differences in group size. The evaluators suggested relying on those partnerships between tutors and school Literacy Tutoring Leads to acquire some of the data regarding student progress. The evaluators suggested incorporating the progress monitoring data districts are already collecting into the tutoring tracker, some kind of ratio or standardized measure of progress as to not duplicate efforts between tutors potentially tracking progress and districts tracking progress; the issue would be the differences between districts and the quality of data districts are collecting. NCEC will begin having meetings with districts in May and will have discussions about student data at that point in time. Participation agreements will be sent to districts on April 8 and the implementation cycle begins.

March 9, 2022

Full evaluation team and NCEC stakeholder meeting, lasting an hour in length. Began the meeting reviewing plans for data collection: Corps Member survey and focus groups with Literacy Tutoring Leads and PSU staff to fill in the gaps in NCEC knowledge. The primary purpose of the meeting was to review the focus group protocol with NCEC stakeholders. Key component of the focus groups will be to understand what is working between the partnership of NCEC and the school and what can be improved. The evaluation team reviewed the introductory speech and explanation of the purpose of the focus group. The topics included in the focus group protocol cover Corps Member engagement, Corps Member preparation, Corps Member integration into the school community, student selection process, and potential benefits to students and staff. NCEC raised a question about the focus group stem questions potentially being too broad, and evaluators said they would modify the protocol to define working well in terms of outcome and benefit. Similarly, questions about how to phrase “what’s not working” were raised, both in terms of outcomes for students but logistical planning and implementation.

After reviewing the focus group protocol, the evaluation team shifted to talking about next steps for recruiting participants and the data collection process. Evaluators thought it would be best for NCEC to make the introduction between the evaluation team and Literacy Tutoring Leads. Evaluators sought information about when it would be best to run the focus groups.

Further discussion on when to run the focus groups was put on hold and the conversation moved onto the Corps Member survey review.

The evaluators presented the Corps Member survey, stating that the origin of the survey was the logic model. The key components of the survey are effective partnerships, training and support, and the impact of NCEC for students. Focus of effective partnership questions is on the relationship between Corps Members and their literacy lead or point of contact at their school. The emphasis on the training and support questions is on the quality and efficacy of the training and support they have received from NCEC. When looking through the survey, NCEC commented on the language and noted that Corps Members might not know what particular terms mean (e.g., instructional planning). Evaluators received clarification from NCEC partners about the expectations of the relationship between Corps Members and their Literacy Tutoring Leads; Literacy Tutoring Leads are expected to provide Corps Members with resources and feedback, and Corps Members are not responsible for progress monitoring or developing groups. NCEC is interested in knowing whether Corps Members understand the high-impact learning model, and whether they have been able to deliver it with fidelity. Evaluators asked what kind of demographic information NCEC would like included in the survey. Evaluators reviewed the training and support section of the survey; NCEC provided insight into which item versions they preferred. NCEC would like to have more specific information in the survey about whether Corps Members feel supported at the school level and are they set up for success.

The final ten minutes were spent discussing housekeeping items, including quarterly memos and agendas for future meetings.

February 2022

NCEC Spring Data Planning Meeting

Full evaluation team and NCEC stakeholder meeting, lasting an hour in length. Two main items for the full NCEC stakeholder and evaluator meeting. The first agenda item is finalizing the scope of work and evaluation questions, and the second agenda item was discussing the timeline for data collection. The evaluation team wanted to capture what is most important to NCEC so when evaluators develop protocols they are collecting data that are useful to NCEC partners. Regarding effective partnerships, NCEC would like to know how the partnerships in place are going and how it can be improved upon next year. NCEC has developed a Playbook that walks through the phases of the implementation cycle and they are curious to know how it is working with partners. NCEC is curious to know to what extent they are fostering effective partnerships with PSUs in comparison to other vendors. In regard to activating untapped talent, the evaluators noted that program documentation review will focus on that evaluation question. NCEC noted that frequency, duration, and focus of tutoring sessions should be captured under implementing high-impact interventions. NCEC noted that there are two outcomes related to

implementing high-impact interventions: the outcomes for students who receive the tutoring as well as the outcome for Corps Members who go through the training and deliver the tutoring.

The second half of the meeting focused on data collection timelines. The two aspects of data collection include surveys and focus groups. The evaluation team is beginning to draft survey items for Corps Members. The evaluation team noted that the surveys of Corps Members would be first, and then there would be a smaller subset of Corps Members who participate in focus groups. NCEC already surveys their Corps Members every month, and NCEC can plan to withhold their monthly survey so the evaluators can administer the Corps Member survey. NCEC noted that evaluators should not plan to survey the PSU administrators until after April when partnerships are finalized. NCEC noted that evaluators should plan to reach out to the instructional facilitators or reading specialists, as they are the staff members directly involved with the Corps Members' day-to-day. NCEC would like to learn more about the school-level relationships; most of their partnership development happens at the district-level.

NCEC Kickoff Meeting

The first full NCEC stakeholder and evaluator meeting took place in February 2022. NCEC stakeholders explained they have always been a partnership model. NCEC is different in each county, school, and district in terms of implementation. NCEC stakeholders highlighted their values and why they chose to launch the program.

Evaluators discussed the differences between outputs and outcomes. Evaluators discussed the plans for the data collection process, including collecting survey data from Corps Members initially and then following up with a deeper dive with qualitative data.

NCEC highlighted a few questions during the initial meeting with evaluators: what is the right balance between standardization and customization [in working with partnering PSUs]? The second question was more logistical in nature: is NCEC required to submit a full detailed report to the Department of Public Instruction? It was noted that a full report to NCDPI would be dependent on funding sources but that NCEC partners would investigate this further.

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