



NORTH CAROLINA  
**Education Corps**

**State Board of Education Update**

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*Thursday, August 4, 2022*

# Agenda

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## I. Purpose and Progress

- I. Why this, why now?
- II. Growth trajectory
- III. 2021-2022 recap

## II. Reflection and Direction

- I. Reflections from PSU partners, NCEC, and program evaluators
- II. Where we're going
- III. Where we need help

## III. Recommendations?



# Purpose and Progress

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# Why this, why now?

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## Covid response

- Office of Learning Recovery estimated Grade 3-4 students need 2.25-7 more school months to recover ELA
- Data-driven learning recovery and acceleration
- Using high-impact tutoring model – 1:3 tutor to student ratio, 30 min./session, 3x/week, strong curriculum

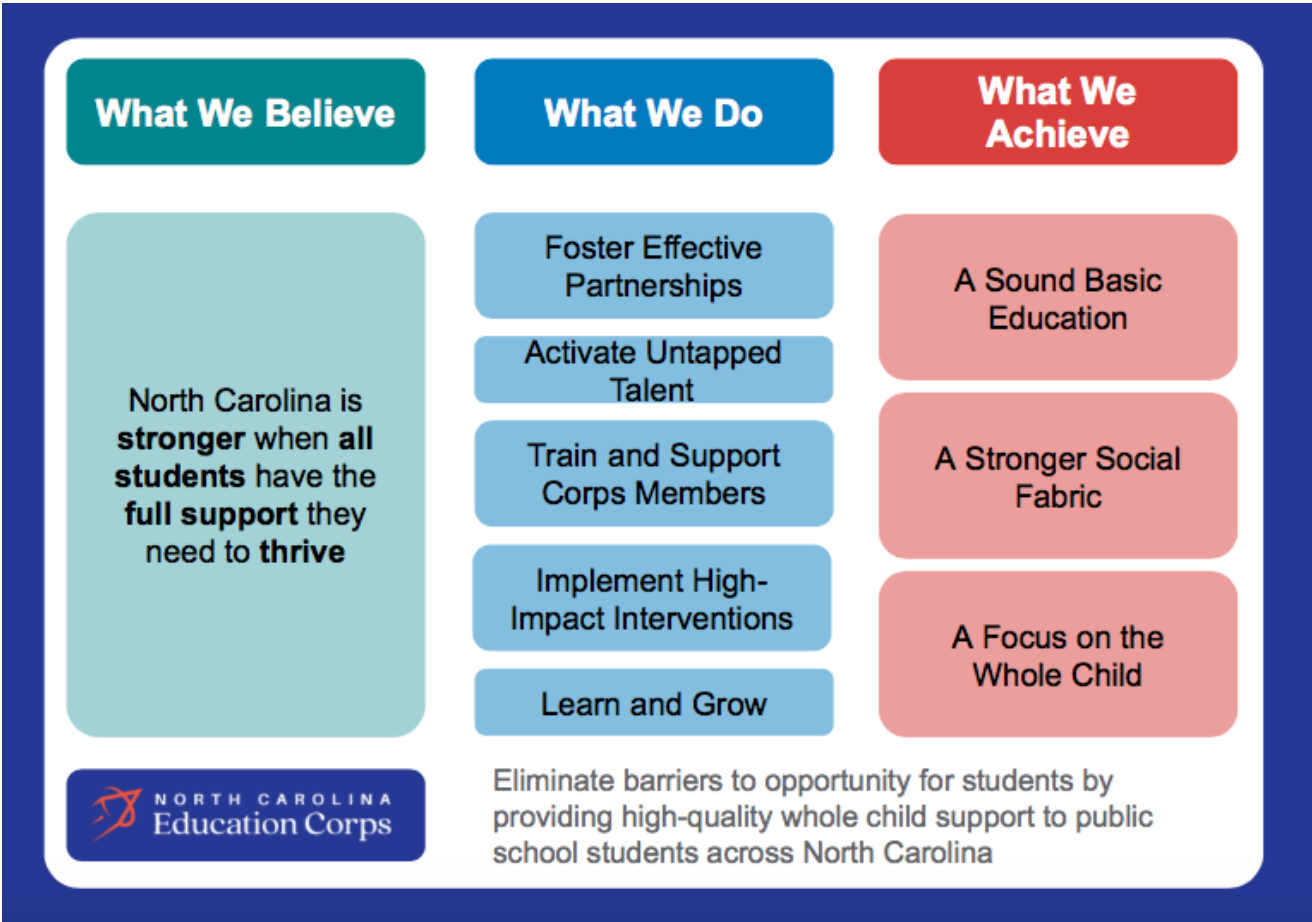
## Closing opportunity gaps

- Covid poured fuel on a fire that already existed
- Even before Covid in 2019, just **36%** of NC 4th graders performed at or above NAEP's Proficient reading level
- SBE 2025 Strategic Plan

## Community engagement

- School personnel are time poor
- We connect caring adults to support teachers and students
- Addressing four pain points of districts: staffing, training & ongoing support, monitoring, securing resources

# Why this, why now - Logic Model



# Board of Directors

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**Dr. Mike Ward, Board Chair**



**MariaRosa Rangel, Secretary**



**Susan Jamison, Treasurer**



**Rep. Craig Horn**



**Sup. Anthony Jackson**



**Geoffrey Coltrane**



**Sup. Catherine Truitt**

## Board of Advisors

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- Governor Hunt - Honorary Co-Chair
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- Phil Kirk
- Sen. Michael Lee
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- Thomas Stith
- Hope Williams

# Growth Trajectory

NC Ed Corps (NCEC)	PHASE 1 – START UP	PHASE 2 – SURE UP	PHASE 3 – SCALE UP
Timeline	September 2020 – March 2022 Last 17 months Seize the moment. Get started. Do good. Demonstration – value	March 2022 – March 2024 Next 24 months Build a movement. Get disciplined. Do good well. Perfection – service model	2024 – Next 5 years Sea change. Get results w/ more students. Do good well at scale. Direction – change state

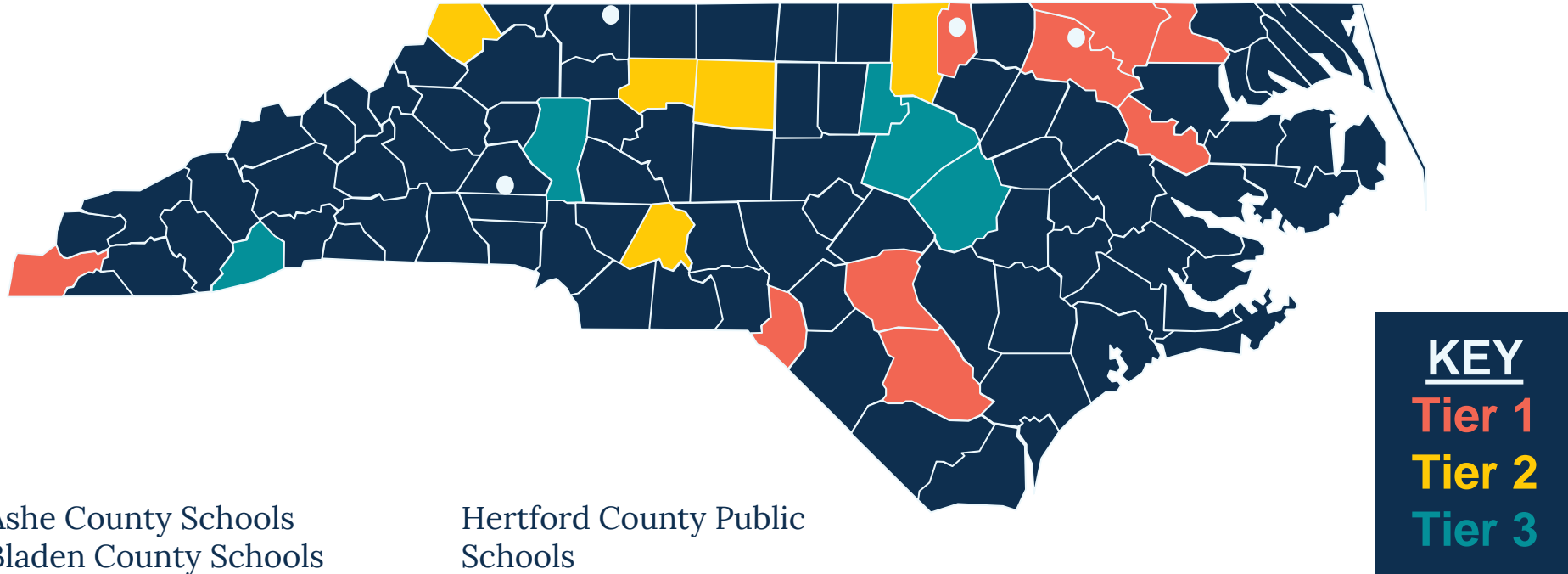
# Growth Trajectory – Organizational Progress

NC Ed Corps (NCEC)	PHASE 1 – START UP	PHASE 2 – SURE UP	PHASE 3 – SCALE UP
<p>Organizational Progress</p>	<p>Started as initiative of State Board of Education and Office of the Governor in September 2020.</p> <p>Established 501c3 in April 2021. Seven member board of directors chaired by Mike Ward; Govs. Hunt &amp; Martin honorary co-chair BOA</p> <p>Filed first 990, secured charitable solicitation license; Google, Gusto, HubSpot, Zoom, social channels</p> <p>Management: Filled 5 key posts. 18 FTEs w/ tutor coaches</p> <p>Initiated 3-year mixed-methods program eval with NC State Friday Institute and Duke SSRI in February 2022</p>	<p>Perfect service model.</p> <ul style="list-style-type: none"> <li>● Districts hire v. we hire</li> <li>● Recruiting, hiring, matching, monitoring</li> <li>● District &amp; higher ed partnerships</li> <li>● Differentiated training; personalized tutoring with fidelity to high-impact model</li> </ul> <p>Build infrastructure.</p> <ul style="list-style-type: none"> <li>● Team, including board</li> <li>● Tools – tech, systems</li> <li>● Treasure – cash, AR</li> </ul> <p>Build awareness, relationships, results.</p> <ul style="list-style-type: none"> <li>● Including with EdNC</li> <li>● Student outcomes</li> </ul>	<p>Growing results rapidly with the benefit of a strong service model, infrastructure, and relationships.</p> <p>Every K-3 student in NC has access to a high-quality literacy tutor/mentor.</p>

# 2021-2022 Recap – Goals v. Actuals

Metric	Goal	Actual
# of PSU partners	25	23 (92%)
# of Tutors	250	237 (95%)
FY 2022 Budget	3.2 MM	1.8 MM as of end of May; ~2.2 MM total (69%)
Funding	Started w/ 1.7 MM, mostly private. Secure public.	+14.2 MM public (reimbursement, Sept. '24)
Program Evaluation	Initiate mixed-methods eval.	Started Feb. '22. Annual report from Duke/State 7/29.

# 2021-2022 Partners



Ashe County Schools  
Bladen County Schools  
Cherokee County Schools  
Cumberland County Schools  
Durham Public Schools  
Granville County Schools  
Guilford County Schools  
Halifax County Schools  
Henderson Collegiate (In Vance)

Hertford County Public Schools  
Iredell-Statesville Schools  
Johnston County Schools  
Martin County Schools  
Mount Airy City Schools  
Newton Conover City Schools  
Northampton County Schools  
Scotland County Schools  
Stanly County Schools

Surry County Schools  
Transylvania County Schools  
Vance County Schools  
Wake County Public School System  
Weldon City Schools  
Winston-Salem/Forsyth County Schools

# Press Coverage

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- [Governor Cooper Site Visit – Scotland County Schools](#)
- [Governor Cooper Site Visit – Winston-Salem/Forsyth County Schools](#)
- [What is High-Dosage Tutoring and Why Does the State’s Investment in it Matter? – EdNC](#)
- [Tutors, Tests, Coaches, and Summer School: NC Schools Earmark Big Money to Combat Learning Loss – WRAL](#)





# Reflection and Direction

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# Reflections

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- From the field
- From our team and partners
- From our program evaluators



“100% of the students being served demonstrated growth in reading and 10% of them have moved from below grade level at the beginning of year to at grade level at the mid-year mark. We are seeing a tremendous impact as a result of these efforts!”

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**Tonya McLean**

Principal at South Johnson Elementary School

Scotland County

# Granville County

Lauren Piper, district literacy lead for Granville County Schools, and son, Brayden

**87 students were served by NCEC tutors in Granville County during the 2021-2022 school year:**

17 of those students ended the year **proficient** (at benchmark)

23 ended the year with **well above average growth**

21 ended with **above average growth**

16 ended the year with **average growth**



# Reflections from the NCEC Team

Topic	Lessons learned	What we're doing about it
Branding/Marketing	<ul style="list-style-type: none"> <li>• Brand new – name recognition low</li> <li>• Finding target markets – districts, tutors</li> <li>• We have great content, need to share it</li> </ul>	<ul style="list-style-type: none"> <li>• Roadshow; social media with BCom Solutions</li> <li>• Spending more time with key customers, prospects</li> <li>• Updating our website, communication flows</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>• Time to hire with many districts was slow</li> <li>• Clarifying tutor personas</li> <li>• Scheduling challenges w/ college students</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting reference checks for districts this year</li> <li>• Enhancing targeted marketing, staffing to execute</li> <li>• Strengthening higher education partnerships</li> </ul>
Implementation (i.e., training, school support)	<ul style="list-style-type: none"> <li>• One-size-fits all training for tutors suboptimal</li> <li>• Communications flows to literacy leads leaky</li> <li>• Fidelity to high-impact model varied</li> </ul>	<ul style="list-style-type: none"> <li>• Developing differentiated training, more practical</li> <li>• Created Partner Guide and Playbook, program eval</li> <li>• Requiring tutors to use Littera Tutor Log, real-time data</li> </ul>
Internal Operations	<ul style="list-style-type: none"> <li>• Need better IT tools/security</li> <li>• Update operating systems with growth phases</li> <li>• Time together important</li> </ul>	<ul style="list-style-type: none"> <li>• Google to Microsoft, IT policy, laptops, phones</li> <li>• Using new tools, org structure to drive performance</li> <li>• Office space, more in-person team time</li> </ul>
Strategic Planning	<ul style="list-style-type: none"> <li>• Along with high student need, there are many approaches to advancing high-impact tutoring</li> <li>• Demand for expansion outpaces resources (e.g., K-5 literacy, math, virtual, volunteers)</li> <li>• Opportunity to convene NC leaders on tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a landscape analysis to understand what other states and tutoring providers are doing</li> <li>• Developing a 3-year strategic plan</li> <li>• Grounding the work in reflections from the field, our team and partners, available data (e.g., program eval)</li> </ul>

## Reflections from our Program Evaluators

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- 3-year mixed-methods program evaluation is underway
- Conducted by NC State's Friday Institute and Duke SSRI
- The NCEC Year 1 Evaluation Report was presented to us on Friday, July 29. It details findings from the first six months of the evaluation, February 2022 – June 2022

## Program Evaluation Year 1 Report Findings - Early Successes

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- Literacy tutoring leads view NCEC corps members **as valued support for schools**.
- Corps members developed **positive relationships** with colleagues and students in their placement schools.
- Corps members feel **supported** by learning coaches.
- Corps members and literacy tutoring leads believe the **tutoring positively impacts students' reading skills**.
- Corps members and literacy tutoring leads indicate tutoring as **positively associated with students' social emotional learning**.

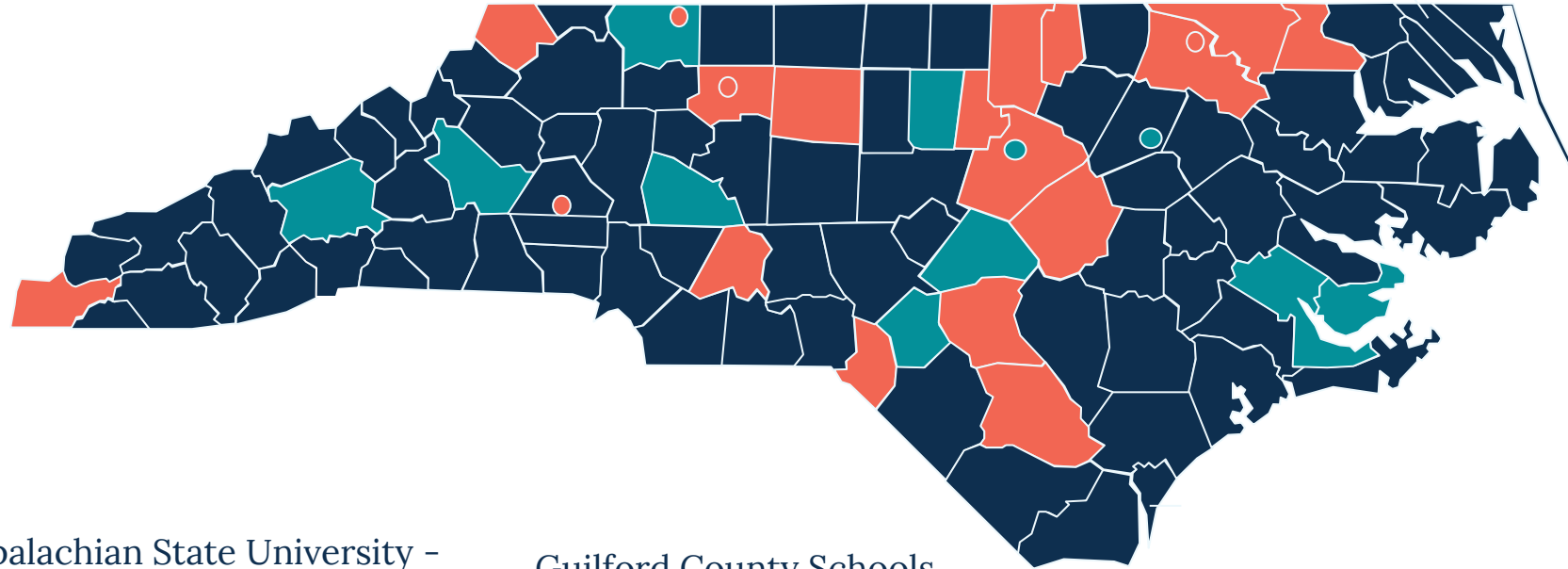
## Program Evaluation Year 1 Report Findings – Key Opportunities

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- While NCEC provided guidance for corps members and for districts/schools, **establishing clear partnerships and communication** among parties involved emerged as a challenge to positive experience and a potential barrier to desired outcomes.
- Corps members indicated **challenges with the student tracker**.
- Corps members **were not consistently fully integrated into schools**, and many corps members **did not receive school-level information or resource access**.

KEY  
Returning partner  
New partner

# Where We're Going: 2022-2023 Partners



Appalachian State University -  
Academy at Middle Fork  
Ashe County Schools  
Bladen County Schools  
Buncombe County Schools  
Burke County Public Schools  
Cherokee County Schools  
Craven County Schools  
Cumberland County Schools  
Durham Public Schools  
Exploris School (in Wake)  
Granville County Schools

Guilford County Schools  
Halifax County Schools  
Harnett County Schools  
Hertford County Public Schools  
Hoke County Schools  
Johnston County Public Schools  
Mount Airy City Schools  
Newton Conover City Schools  
Northampton County Schools  
Orange County Schools  
Pamlico County Schools

Rocky Mount Prep  
Rowan-Salisbury School System  
Scotland County Schools  
Stanly County Schools  
Surry County Schools  
Vance County Schools  
Wake County Public School System  
Weldon City Schools  
Winston-Salem/Forsyth County  
Schools

## Where We Need Help

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We seek champions, contributors, and collaborators.

- Spread the word – social media, conferences, word of mouth
- Contribute to our ability to work smart and inspire excellence; we want to continue to be a high-quality, cost-effective asset to North Carolina
- Help us understand how we can help you advance your goals: literacy, workforce development, teacher workplace satisfaction



**Recommendations?**

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## We welcome your questions and recommendations

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Please feel free to contact me at:

- [john-paul.smith@nceducationcorps.org](mailto:john-paul.smith@nceducationcorps.org)
- Mobile: 704-562-1995



# Appendix

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# Professional Learning and Support

- NCEC learning coaches will deliver up to 60 hours of professional learning (PL) and direct support to each corps member.
- PL is aligned to the science of reading and best tutor practices outlined by the National Student Support Accelerator.

Corps Member Learning Modules	
Course 1	Introduction to learning courses
Course 2	Early literacy 101
Course 3	Using the NCEC tutoring session log developed by Littera
Course 4	Small group lesson planning, instruction, and facilitation
Course 5	Building Relationships
Course 6	Professionalism
Course 7	Supporting the whole child
Course 8	Using technology in tutoring

## Littera Tutor Session Log

- Partnering with Littera to launch an app that will track and assess instruction
- Tutors will be able to log feedback and session data from their phones or laptops in real-time; data dashboards will show key information

<b>Littera collects:</b>	<b>Dashboard presents:</b>	<b>Reports:</b>
<ul style="list-style-type: none"> <li>• Input data provided by corps member and school-based users</li> <li>• Student identifiers gleaned from Clever or initial rostering</li> </ul>	<ul style="list-style-type: none"> <li>• District-wide metrics</li> <li>• School-wide metrics</li> <li>• Participant metrics</li> <li>• Tutor metrics</li> <li>• Session details</li> </ul>	<ul style="list-style-type: none"> <li>• Can include any metric from the dashboard</li> <li>• Can be run from the website itself</li> <li>• Can include student identifiers, as needed for program evaluation</li> </ul>

# HIGH-LEVEL OVERVIEW OF STRATEGIC PLAN

*Identifying our purpose and intent*

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## WHAT'S OUR GOAL?

Over the next three months, we'll be working together to develop a comprehensive **three-year strategic plan** and accompanying **fundraising strategy**.

## WHY THIS, WHY NOW?

# HIGH-LEVEL OVERVIEW

## *Outlining our process and deliverables*

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### WHERE DO WE START?

Great plans are grounded in a clear understanding of **where we are, where we want to be, and how we want to get there.**

### HOW CAN WE ANSWER THOSE QUESTIONS?

We seek clarity in:

- Reflections from the field
- Reflections from our team and partners
- Available data

# HIGH-LEVEL OVERVIEW

## *Outlining our process and deliverables*

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### WHAT DOES THIS LOOK LIKE IN PRACTICE?

<b>Questions we're pursuing</b>	<b>Opportunities for learning</b>
<b>Reflections from the field</b> What are we gleaning from others engaging in similar work, both here in NC and nationally?	<b>Landscape analysis</b>
<b>Reflections from our team and partners</b> What are we hearing from our team members? Our school and district partners? Other key stakeholders?	<b>Listening tour</b> <b>SWOT analysis</b>
<b>Available data</b> What are we learning from efforts to evaluate our progress and impact?	<b>Third-party evaluation results</b> <b>Tools and resources developed in-house</b>

# INITIAL FINDINGS

## *Unpacking our landscape analysis*

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### WHAT'S OUR GOAL?

Through a comprehensive scan of the national, state, and local tutoring landscape, we seek to better understand:

- The broader context and ecosystem in which NCEC is operating
- How others (districts, states, best-in-class providers) have structured large-scale, high-impact tutoring programs
- Any opportunities that exist for NCEC to capitalize on lessons learned to maximize impact

# INITIAL FINDINGS

## *Unpacking our landscape analysis*

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### WHAT TOPICS ARE WE EXPLORING?

#### **At the national level**

##### **From peer states making big bets on tutoring**

How are comparable programs structured? What models have they deployed? How are these programs financed? What results have been realized to date?

##### **From best-in-class tutoring providers**

What can we learn from those who are leading the way on a national level? Who is doing innovative work, and what might we discover about their work that could inform ours (e.g., specific high-impact practices, innovative delivery models, etc.)?

# INITIAL FINDINGS

## *Unpacking our landscape analysis*

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### WHAT TOPICS ARE WE EXPLORING?

#### **At the state and local levels**

##### **From existing providers**

Where do existing tutoring providers across the state fall with respect to the Ed Trust's measures of effectiveness? Where is there saturation in terms of existing providers? Where are there gaps in coverage?

##### **From districts**

What can we learn from existing district-wide approaches to tutoring (e.g., Charlotte-Mecklenburg, Guilford, etc.)? How are these programs structured and financed? What models have they deployed? What results have been realized to date?

# INITIAL FINDINGS

## *Unpacking our landscape analysis*

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### WHY DOES THIS MATTER?

Our exploration of the broader landscape informs our understanding of:

- **How we stack up** - What are our strengths and opportunities for improvement relative to our peers?
- **Strategic next steps** - What might we learn from those who are engaging in similar work, and how might we apply this to our strategy?

# INITIAL FINDINGS

## *Unpacking our landscape analysis*

### **At the national level**

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# INITIAL FINDINGS

## *Unpacking our landscape analysis*

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### WHAT ASPECTS OF PEER-STATE APPROACHES ARE WE EXPLORING?

Structure and history

Projected scope and timeline

Grades served

Content areas covered

District, school, and student selection  
Delivery mechanism(s)

Curriculum

Frequency and longevity of tutoring

Tutor-to-student ratio

Tutor recruitment processes

Tutor profiles

Tutor benefits

Tutor training and coaching

Mechanism(s) for capturing data

Results to date

Budget and funding model

# INITIAL FINDINGS

## *Peer state approaches to high-impact tutoring*

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### WHAT HAVE WE LEARNED SO FAR?

#### Statewide initiatives explored in our analysis to date include:

Arkansas Tutoring Corps

Colorado High-Impact Tutoring Program

Illinois Tutoring Initiative

New Jersey Tutoring Corps

Ohio Statewide Mathematics and Literacy Tutoring Grants

Oklahoma Math Tutoring Corps

Tennessee Accelerating Literacy and Learning (ALL) Corps

# INITIAL FINDINGS

## *Peer state approaches to high-impact tutoring*

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### WHAT OTHER APPROACHES ARE WE SEEING IN THE FIELD?

- **Subsidized partnerships** with third-party tutoring providers
- **Vouchers** to parents to provide supplemental services, including tutoring, for students
- **High-quality tutoring resources** for teachers, schools, and districts
- **Service and/or professional advancement opportunities** for college students, teachers' assistants, and other support staff that incorporate tutoring

# INITIAL FINDINGS

## *Trends from peer-state approaches to high-impact tutoring*

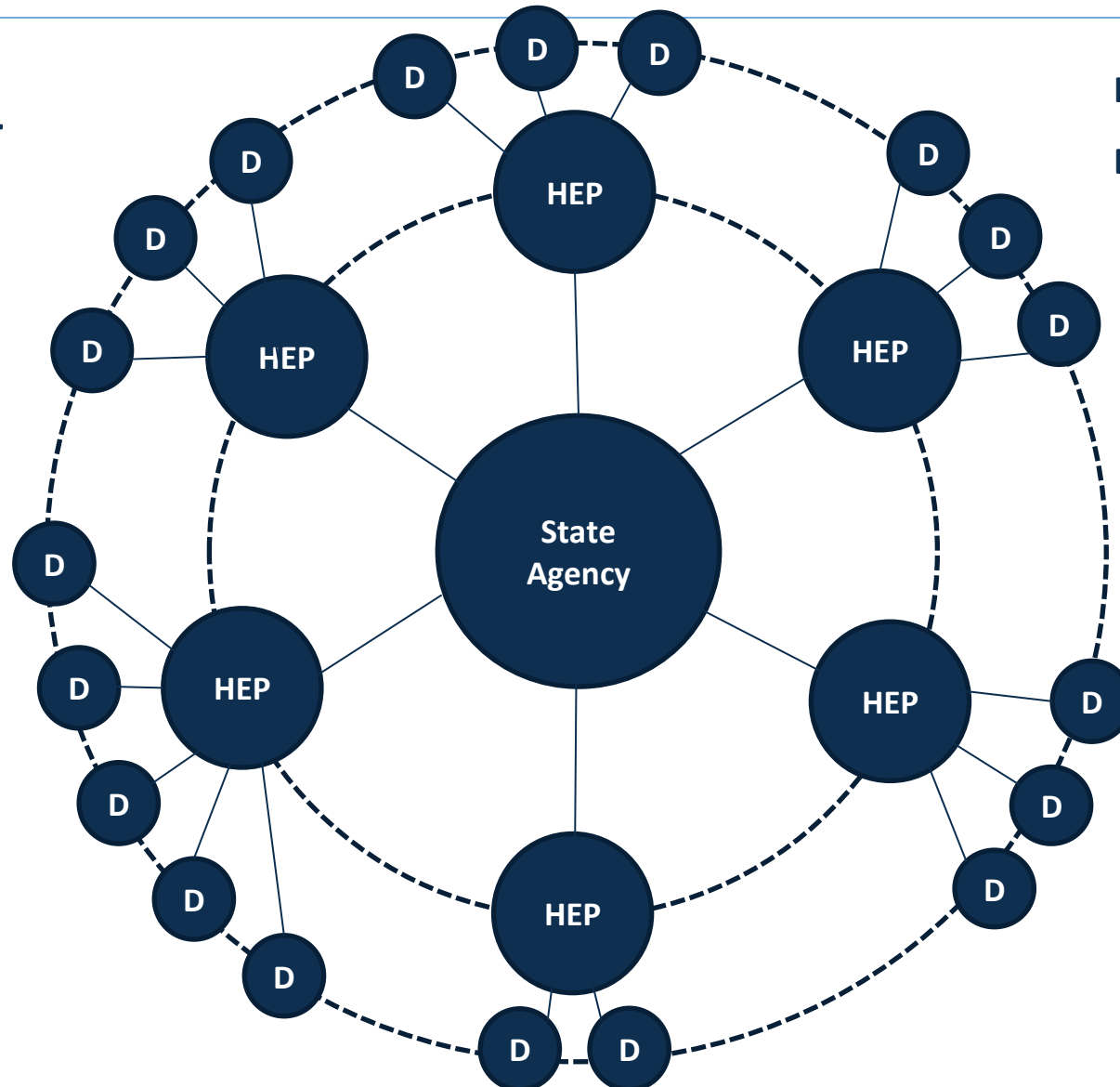
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**TREND 1: Peer states are using a hub-and-spoke model to coordinate similar statewide tutoring efforts, often in partnership with intermediaries like higher education institutions.** These relationships typically involve the disbursement of grant funds from the state to coordinating partners. No other statewide initiative is currently coordinated by a standalone non-profit organization.

# INITIAL FINDINGS

*Trends from peer-state approaches to high-impact tutoring*

## HUB-AND-SPOKE MODEL



HEP = Higher Education Partner

D = District

# INITIAL FINDINGS

## *Trends from peer-state approaches to high-impact tutoring*

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**TREND 2: Statewide approaches and any associated grant funds are typically billed as time-limited.** Few states have pursued additional funding streams (beyond COVID relief funding) in support of their initiatives.

# INITIAL FINDINGS

## *Trends from peer-state approaches to high-impact tutoring*

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**TREND 3: Methods of evaluating existing statewide tutoring initiatives vary widely, and comprehensive third-party evaluation efforts appear few and far between.** Quantitative findings to date, if available, have not been shared publicly.

# INITIAL FINDINGS

## *Trends from peer-state approaches to high-impact tutoring*

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**TREND 4: Peer states are grappling with and trying to solve for several near-universal pain points.** These include:

- Limited bandwidth of school districts to design and implement tutoring initiatives
- Sourcing talent/finding qualified tutors
- Providing high-quality training to tutors
- Evaluating the effectiveness of tutoring

# INITIAL FINDINGS

## *Lessons learned from peer-state approaches*

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**OPPORTUNITY 1: Communicate clearly and regularly about our impact and make this information easy for stakeholders to find.** Leverage our strong brand and existing communications channels to share information about our results to date.

### **Unpacking our impact:**

- What matters and to whom?
- What information is available now? Soon? In the future?
- What are our key outputs? What outcomes are we tracking?
- What qualitative data are we sharing? What quantitative data might reinforce these messages and stories of impact?

# INITIAL FINDINGS

## *Lessons learned from peer-state approaches*

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**OPPORTUNITY 2: Our approach acknowledges and solves for the pain points our state-led peers are facing, and our model may prove to be more cost-effective in the long run.** Asking districts to address these pain points themselves requires a substantial investment of time and energy and is potentially quite costly, especially if districts outsource these activities to third-party providers.

### **Unpacking our cost-effectiveness:**

- How much does it currently cost for NCEC to recruit, train, support, and evaluate the impact of a corps member? How much would it cost a district to do the same (via third-party providers, existing staff time, etc.)?

# INITIAL FINDINGS

## *Lessons learned from peer-state approaches*

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**OPPORTUNITY 3: Local higher education institutions can be valuable partners in this work.** Many statewide initiatives have identified colleges and universities as coordinating bodies, in part because of their strong ties to prospective tutors (college students) and educator preparation expertise.

### **Unpacking higher education partnership possibilities:**

- Could college students serving as corps members be eligible for federal work-study funding, and to what extent might this lower tutoring costs for our district partners?
- With whom, specifically, would we want to develop strong relationships? Career services offices, financial aid offices, educator preparation programs, others?

# INITIAL FINDINGS

## *Lessons learned from peer-state approaches*

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**OPPORTUNITY 4: Statewide initiatives that encourage districts to contribute matching funds (often by leveraging and braiding several available funding streams) are developing sustainable structures with the potential for future longevity.**

### **Unpacking cost-sharing and sustainability:**

- Are there benefits to more explicitly emphasizing the current matching component of our model?
- What role(s) might we play in helping districts identify sustainable sources of funding for tutoring?

# INITIAL FINDINGS

## *Looking ahead*

### **At the national level**

#### **From peer states making big bets on tutoring**

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#### **From best-in-class tutoring providers**

What can we learn from those who are leading the way on a national level? Who is doing innovative work, and what might we discover about their work that could inform ours (e.g., specific high-impact practices, innovative delivery models, etc.)?

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# SWOT ANALYSIS

## *Reflections from our team*

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<b>Questions we're pursuing</b>	<b>Opportunities for learning</b>
<b>Reflections from the field</b> What are we gleaning from others engaging in similar work, both here in NC and nationally?	<b>Landscape analysis</b>
<b>Reflections from our team and partners</b> What are we hearing from our team members? Our school and district partners? Other key stakeholders?	<b>Listening tour</b> <b>SWOT analysis</b>
<b>Available data</b> What are we learning from efforts to evaluate our progress and impact?	<b>Third-party evaluation results</b> <b>In-house findings</b>

# Growth Trajectory – Challenges/Risks

NC Ed Corps (NCEC)	PHASE 1 – START UP	PHASE 2 – SURE UP	PHASE 3 – SCALE UP
Challenges/Risks	<p>Systemic:</p> <ul style="list-style-type: none"> <li>• Labor shortages</li> <li>• Covid</li> <li>• Friction points with districts (e.g., time to hire/hire away, last-mile training, rollout to teachers, science of reading changes)</li> </ul> <p>Firm specific:</p> <ul style="list-style-type: none"> <li>• Brand new</li> <li>• Bootstrapping</li> <li>• Quality, consistent implementation with PSUs</li> </ul> <p>Tutors: recruitment sporadic, schedule conflicts, pay  <a href="#">Lessons from across the country</a></p>	<p>Systemic:</p> <ul style="list-style-type: none"> <li>• Labor shortages</li> <li>• Covid?</li> <li>• Implementation with districts, higher ed</li> <li>• Quant/quality balance</li> </ul> <p>Firm specific:</p> <ul style="list-style-type: none"> <li>• Rapid growth with new statewide team</li> <li>• Competing with national vendors</li> <li>• Funding – CARES Act cliff Sept 2024; starting w/ little cash (fed funds reimburse expenses)</li> </ul> <p>Tutors: transportation, liability, software, schedules, retention</p>	TBD

# Growth Trajectory – Number of Tutors

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NC Ed Corps (NCEC)	PHASE 1 – START UP	PHASE 2 – SURE UP	PHASE 3 – SCALE UP
Number of Tutors	150-200 CMs/year	500-1,000+ CMs/year UNC Sys – 3k elementary ed	10k – 30K CMs? UNC Sys 244k (10%)