



COVID-19 exacerbated challenges in public education that have long existed in North Carolina, and the pandemic's effects on student learning continue to be felt in classrooms across the state. NC Education Corps is filling a critical need by partnering with public school units (PSUs) – including school districts, charter schools, and UNC Lab Schools – to recruit, train, and support high-impact tutors who extend the reach of teachers and accelerate student growth.

### OUR REACH

23 PSUs Served  
in 21 Counties



12

PSUs in  
Tier 1  
Counties

6

PSUs in  
Tier 2  
Counties

5

PSUs in  
Tier 3  
Counties

3,000+  
K-3 Students Served



230+

Corps Members  
Placed in the  
2021- 22  
School Year

148

Schools  
Served



### OUR CORPS MEMBERS

North Carolinians of diverse backgrounds are dedicating their time and talents to change the lives of students by serving as high-impact tutors. Corps members are employed and paid by PSU partners and receive ongoing coaching and training from NC Education Corps throughout the school year.

Of our corps members surveyed during the 2021-22 school year:

25%	identified as current or former K-12 educators
20%	identified as college students
80%	expressed intent to return for another school year
83%	indicated they felt like a valuable part of their school community
85%	indicated that as a result of their tutoring, students made progress in both phonemic awareness and phonics

### OUR FOCUS

In their roles as high-impact tutors, corps members connect with students one-on-one or in small groups at least three times per week for 30+ minutes each time. Corps members are now focused on helping K-3 students develop foundational literacy skills grounded in the science of reading and reading instruction.

What our partners are saying:

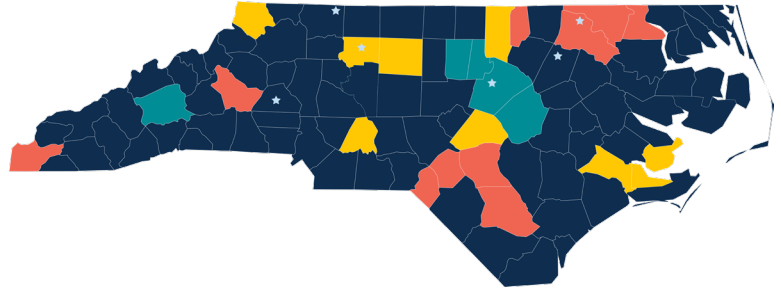
“100% of the students being served demonstrated growth in reading and 10% of them have moved from below grade level at the beginning of year to at grade level at the mid-year mark” – South Johnson Elementary School Principal Tonya McLean (Scotland County Schools)

“The individual and small group work they do with our students every week has increased reading skills and the proficiency of the students they are supporting. We are thankful to be part of the NC Ed Corps program.” – Tricia McManus, Winston-Salem/ Forsyth County Schools Superintendent

NC Education Corps is partnering with 30 PSUs during the 2022-23 school year. Looking ahead, we anticipate partnering with as many as 35-40 PSUs in the 2023-24 school year.

## Map Key

- Tier 1
- Tier 2
- Tier 3
- City School District or Charter School



## STRENGTHENING PSU PARTNERSHIPS

We work closely with our school and district partners to recruit and coach corps members and implement a high-impact tutoring model that is well-structured, evidence-based, and drives student growth. With a commitment to continuous improvement, the feedback we've received from partners and our external evaluation team to date informs our priorities for the coming year, which include:

- Enhancing communication with Literacy Tutoring Leads (school staff members who serve as our primary school-level points of contact), school administrators, and classroom teachers
- Building awareness about the high-impact tutoring model with these same stakeholders to ensure we are aligned in our expectations and collaborate effectively to support corps members and students
- Supporting the seamless integration of corps members into PSUs by streamlining tutor recruitment and hiring processes

## REFINING OUR MODEL

Our work is grounded in a commitment to being data-driven and responsive to the evolving needs of our partners. Based on what we are hearing and learning, we are prioritizing the following innovations in the coming year:

- Launching a comprehensive literacy tutoring log in partnership with Littera Education that tracks corps members' day-to-day engagement with students and provides critical insights to our team and school partners about our work
- Exploring the possible expansion of our model to additional grades and subjects via pilot projects focused on K-5 literacy and math tutoring
- Developing partnerships with local higher education institutions (including community colleges and public and private universities) to more intentionally recruit students and offer academic credit, when possible, as a corps member benefit
- Expanding the training and ongoing support we provide to corps members via our professional learning opportunities and one-on-one coaching

## ACHIEVING LONG-TERM SUSTAINABILITY

Our work is made possible by a network of public and private partners, including the State of North Carolina, participating PSUs, and philanthropic funders committed to supporting students across the state. As we prepare for federal pandemic relief funding to end in September 2024 – including ESSER funding, on which we currently rely – we are connecting with our peers and partners nationally to identify best practices for sustaining statewide tutoring initiatives well into the future. In the coming year, we will be:

- Engaging with the state legislature to secure a recurring budget appropriation for high-impact tutoring
- Supporting PSUs in identifying and earmarking sustainable funding sources for high-impact tutoring
- Exploring additional sources of funding (AmeriCorps, potential revenue-generating opportunities, private philanthropic support, etc.) that our organization can combine to ensure our continued growth and success



# NORTH CAROLINA Education Corps

## EVALUATING OUR IMPACT

To better understand the impact of our model, North Carolina Education Corps (NCEC) has partnered with evaluators from **Duke University's Social Science Research Institute** and **North Carolina State University's Friday Institute for Educational Innovation** to conduct a three-year, mixed-methods study to explore programmatic outcomes and identify strengths and areas of improvement. Launched in early 2022, the evaluation will continue through early 2025 and address the following questions:

- How, and to what extent, does NCEC **foster effective partnerships** with schools to implement research-based programs that support teachers and help students thrive?
- How, and to what extent, does NCEC **activate untapped talent** by connecting corps members to partner schools' needs?
- 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?
- 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?
- To what extent does NCEC implement high-impact interventions that **improve early literacy and social-emotional outcomes for students**?
- How can NCEC **improve and grow program services** to better serve public schools and children in need?

Our collaborative approach will use a variety of data sources and data collection instruments including corps member surveys and interviews, surveys and interviews with various school personnel who support corps members (including Literacy Tutoring Leads and teachers), student interviews, observations of tutoring and ongoing professional development offered by NCEC, and student academic reports. In addition to quarterly and annual reports, our evaluation team will develop and share a series of case studies to inform internal improvements and support external partners who may be interested in adopting or adapting the NCEC model.

Please contact John-Paul Smith for more information at [John-Paul.Smith@nceducationcorps.org](mailto:John-Paul.Smith@nceducationcorps.org)



Friday Institute for  
Educational Innovation