

ENGAGING AND EQUIPPING NORTH CAROLINIANS AS HIGH-DOSAGE TUTORS TO EXTEND THE REACH OF TEACHERS AND ACCELERATE STUDENT LEARNING

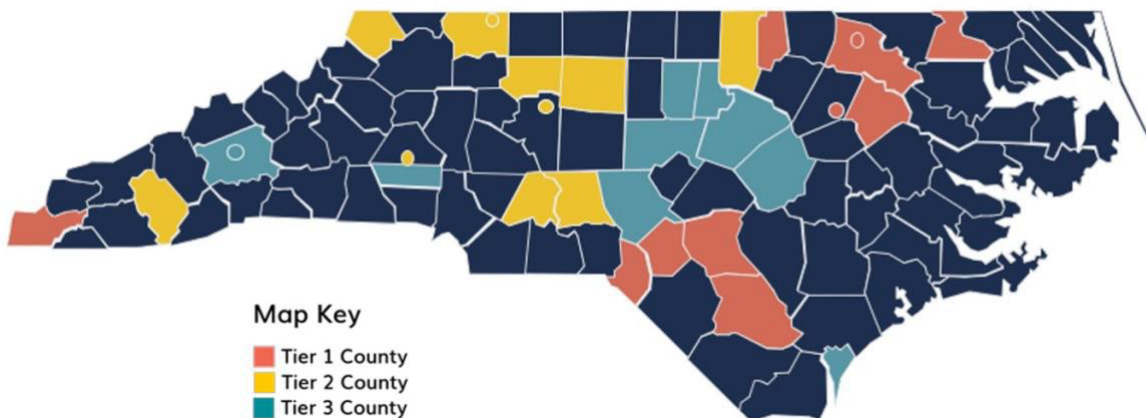
Background: Covid-19 had a drastic impact on education in NC. Too many students lost learning time and fell further behind. North Carolina Education Corps (NCEC) was launched in 2020-2021 to accelerate student learning and strengthen community involvement in schools. Now operating as an independent 501(c)(3) nonprofit, NCEC does this by partnering with public school units to recruit, train, coach, monitor, and support “corps members” from local North Carolina communities to work as part-time employees of schools as high-dosage tutors.

High-dosage tutoring: In 2021-22, NCEC’s high-dosage tutors began working with students in person, at school, during the school day in small groups of 1-4 students per tutor at a time, 3 times per week, for 30 minutes per session. This follows the [National Student Support Accelerator’s](#) evidence-based recommendations for effective tutoring. High-dosage tutors are not simply providing homework help or reading aloud to students on an irregular basis. They provide personalized instructional support to students as extensions of school instructional teams in alignment with multi-tiered systems of student support and as a supplement to core instruction.

TUTORING HIGH-NEED STUDENTS IN PERSON IN HIGH-NEED SCHOOLS

High-need students: NCEC-supported high-dosage tutors work with struggling K-5th graders to help them master foundational literacy and math skills. Tutors are matched by local schools to work with K-5th graders, primarily K-3rd graders, scoring below grade-level reading and/or math benchmarks at the beginning of each school year. Based on a sample of 3,388 K-3 students served by tutors in 2022-23, 70.3% of students were identified as socioeconomically disadvantaged, 38.9% Black, 30.6% White, 20.8% Hispanic, 7.7% mixed race, and .3% American Indian.

High-need schools: Tutors work in Title 1 and/or low-performing schools. Of the 236 elementary schools that tutors worked in during the 2023-24 school year, 94% were Title 1 schools. Tutors are working with high-need students in high-need schools to help them establish foundational literacy and math skills that are so critical to student success in school and future careers. We have partners in each of DPI’s 8 education regions. Here’s a map of our current partners:



ADVANCING STUDENT GROWTH, LOCAL ENGAGEMENT AND EMPLOYMENT, AND COMMUNITY INVOLVEMENT IN SCHOOLS

A strong start: Since 2021-22, NCEC has recruited and supported over 1,200 literacy tutors, grounded in the science of reading, who have tutored 22,000+ K-5th graders across 30+ school districts, charter schools, and UNC lab schools. We are intentional about providing high-quality service to schools and students in any area of NC, not just well-resourced areas. Based on our success with literacy tutors, school partners requested we support K-5 math tutors too. In 23-24, we launched K-5 math tutoring in Ashe, Chatham, Orange, and New Hanover Counties.

Impact on three fronts: NCEC is having a positive impact on 1) student growth, 2) local engagement and employment, and 3) community involvement in schools. School administrators, teachers, and tutoring leads agree overwhelmingly that NCEC is having a positive impact on students' literacy gains, and our evaluators have shown gains to be statistically significant. NCEC is creating a part-time, paid opportunity for an untapped local workforce – including parents, retired teachers, and college students – to support teachers, schools, and students.

Accountability: NC State's Friday Institute and Duke Social Science Research Institute started conducting a three-year mixed-methods evaluation of NCEC in spring 2021. While it is too early to make broad conclusions about tutor impact on student gains, early returns are encouraging given the growth stage of NCEC partnerships. We established data sharing agreements directly with school partners in 2023-24, and our evaluators are refining their approach to understanding tutor impact on student gains based on mClass DIBELS 8 subtest measures moving forward. NCEC is committed to high-quality service delivery, grounded in evidence-based research and continuous improvement in practice. We welcome feedback on how we can get better.

COST-EFFECTIVE COST SHARE SUPPORTED BY PUBLIC-PRIVATE PARTNERSHIP

Cost-effective: NCEC's approach to support in person high-dosage tutoring is more cost-effective than other statewide approaches on a cost per student basis. For example, [Tennessee spends approximately \\$1,500 per student served](#) by high-dosage tutors. The TN DOE contributes \$800/student while local districts contribute \$700/student per year. The total cost per student served for a full-year of NCEC-supported high-dosage tutoring is about \$1,200.

Cost share: The \$1,200 total cost per student served for NCEC high-dosage tutoring support is shared between NCEC and school partners at this time. Schools pay about \$650 per student, primarily to cover \$15-25/hour tutor wages, using a mix of ESSER, Title I, state, and local funds. NCEC pays about \$550 per student to cover all other program expenses, including recruitment, training, coaching, and evaluation. NCEC will be more cost effective with economies of scale.

Public-private funding: NCEC is supported by a combination of public and private funds, including from the NC General Assembly and private funders like the C.D. Spangler, Draper Richards Kaplan, Goodnight Educational, Mebane, and SECU foundations. While the NCGA is our largest funder, we plan to deepen and diversify our funding sources as we grow.

WHERE WE NEED YOUR HELP: PREVENTING A GAP IN SERVICES IN FALL 2025

The NC General Assembly voted to support NCEC with ESSER funds through December 31, 2024 during the 2021 session. It then approved a \$3 million non-recurring appropriation for NCEC to support our work during the second half of the 2023 biennium. We could not be more grateful for this; it will allow us to support schools through 2024-25 school year. However, without knowing what level of state funding we may receive beyond June 2025, we will be at risk of needing to halt services to NC schools in fall 2025 before the next state budget is passed.

ASK: CONVERT OUR APPROPRIATION FROM NON-RECURRING TO RECURRING DURING THE 2024 SHORT SESSION

We need your help ensuring that we can continue to support schools and students without halting services for many of them at the beginning of the 2025-26 school year. This can be solved by converting our non-recurring appropriation to a recurring appropriation during the 2024 short session.

THANK YOU

Thank you for your consideration and ongoing support.

For more information on NCEC, visit our website at www.nceducationcorps.org and check out the recent report we submitted to the Joint Legislative Education Oversight Committee, "[Advancing Educational Excellence through Engaged Community](#)."

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