



New Jersey Tutoring Corps Inc.

Summer Cycle- 2023

October 2023

Background

Launched in 2021, the [New Jersey Tutoring Corps](#) (NJTC) provides tutoring for PK-8 scholars in New Jersey (NJ) in order to address academic learning gaps and to build scholar confidence . Specifically, NJTC is intentionally designed to coordinate and lead high-impact tutoring in under-resourced communities around the state.

NJTC's vision is for every young scholar to have access to the academic and social/emotional support that they need in order to be successful learners. The program partners with two prominent youth organizations in NJ – Boys and Girls Clubs of NJ (BGC) and the New Jersey YMCA State Alliance - as well as many districts across the state of New Jersey.

Executive Summary

The New Jersey Tutoring Corps is a group of committed, visionary educators devoted to growing young minds and strengthening teaching and learning through high-impact tutoring experiences, while growing an educator pipeline. We are a high-impact tutoring provider approved by the New Jersey Department of Education to provide in person tutoring for scholars in grades PK-8.

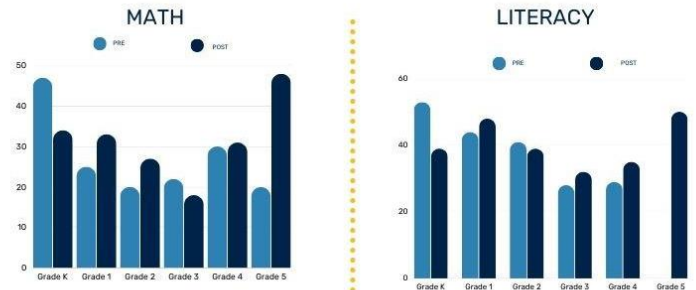
For the Summer 2023 Program, NJTC provided PK-5 tutoring in Literacy and Math to approximately 2,100 scholars in partnership with YMCAs and Boys and Girls Clubs. The summer tutoring program employed and trained 148 staff. Staff were drawn from the following pools: pre-service teachers, paraprofessionals, certified teachers, retired educators, and other education professionals;

- Across all grade levels, the percent of scholars performing at grade level in **math** improved from 28% to 34%. *These gains were statistically significant at the 95% level.*
 - Statistically significant gains were also seen for 2nd graders and 5th graders.
- Across all grade levels, the percent of scholars performing at grade level in **literacy** improved from 39% to 40%.
 - Statistically-significant gains were seen for 5th graders.

Scholars in grades 3-5 completed a post-program survey on the program and their self-perceived levels of confidence in learning literacy and math.

- Of the 162 math scholars that completed a post-program survey, 78% of scholars believed that their math skills are stronger now compared to how they felt when tutoring started.
- Of the 157 literacy scholars that completed a post-program survey, 79% of scholars believe that their reading skills are stronger now compared to how they felt when tutoring started.

THE RESULTS ARE IN



Across all grade levels, the percent of scholars performing at grade level in math improved from 28% to 34%. These gains were statistically significant at the 95% level.

Across all grade levels, the percent of scholars performing at grade level in literacy improved from 39% to 40%.

Results found to be statistically significant by external researcher.

98%

scholars enjoyed working with their tutor.

92%

scholars liked participating in the program.

90%

scholars felt like they could help their friends with math

“I would like to do tutoring all year” - NJTC Scholar

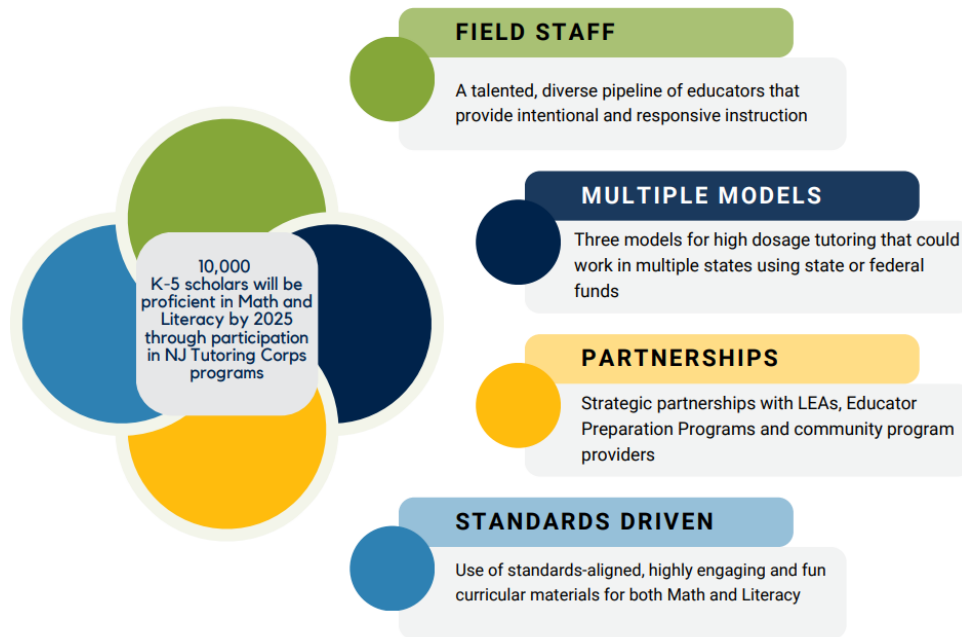


23 SUMMER LOCATIONS

- 3 YMCA and 20 Boys and Girls Clubs
- 2 District partners



Program Overview



Staffing

The NJTC program uses a 3-tiered field staff system consisting of site coordinators, instructional coaches, and tutors. Site coordinators provide oversight at one to two program sites each and largely handle program logistics. The instructional coaches provide pedagogical support, observing and coaching tutors weekly. The tutors are responsible for high- quality and highly-engaging instruction. The NJ Tutoring Corps Leadership team includes a Chief Executive Officer, Chief Operations Officer, Chief Development Officer, and Executive Program Director. In addition, there are other internal staff who work on the program.

Site coordinators and coaches meet weekly throughout programming to troubleshoot challenges, solve problems, and celebrate successes. In the summer of 2023, there were a total of 17 site coordinators across 23 sites. Site coordinators manage tutor and student schedules and groupings, ensure that curriculum materials and other resources are available to tutors, cover absences, check on tutor progress, and assist with evaluation activities. 17 instructional coaches were responsible for the observation and subsequent coaching of tutors. To do this effectively, the program utilized a modified Danielson model of observation and coaching.



In addition, all tutors and coaches were trained in the giving and receiving of feedback. Coaches were required to hold a teaching certificate and to have experience in coaching or other forms of teacher leadership.

An icon showing three stylized human figures in blue, arranged in a triangular shape with lines connecting them.	<p>Tier I or Tier II Intervention Tutoring is an allowable intervention for MTSS or RTI implementation</p>	An icon showing a stylized person in blue sitting at a desk, with another person standing behind them, representing a tutoring session.	<p>Small Ratios 60 min sessions 2-3x/week June to August, 7 weeks 3-5 scholars per tutor</p>
An icon showing a document with a checklist and a graduation cap, representing instructional materials.	<p>High-Quality Instructional Materials iReady Diagnostics and curricular tools</p>	An icon showing two hands shaking in a firm grip, representing coaching or support.	<p>Instructional Coaching for Staff Tutors receive coaching aligned to a modified Danielson framework</p>

Additionally, Master Trainer/Coaches conduct site visits, observe tutoring sessions and provide instructional coaching to the tutors. The NJTC team also conducted site visits in order to better understand program implementation across the sites and to support programming as needed.

NJTC employed 114 tutors who met with groups of up to 4 students (or “scholars”) during 1-hour sessions 2-3 times per week, with the same tutor working with the same scholars for 7 weeks from June to August 2023. These included 62 certified teacher tutors and 51 non-certified tutors. In the summer of 2023, 72% of staff were rehired from previous program cycles.

Training

Mandatory, fully-paid training was provided to all staff during the week before programming began. Training covered the following components:

- Curriculum and Assessment Training for i-Ready;
- Role-Based Training;
- Social Justice Skills;
- Social and Emotional Learning Skills;
- General Professionalism;
- Asset-Based Mindset & Feedback;
- Organizational culture;
- Operational Logistics;
- Professional Learning Community.

Training was provided by internal staff and Master Trainers/Coaches with the exception of Social Justice and Social/Emotional Skills training which were provided by national experts in those fields. Sixty-two percent of the 152 participants completed an exit survey which showed that **95% of summer 2023 staff reported that they felt prepared for tutoring after the training.**



Programming Locations

The map to the right shows the locations with which the NJTC worked during the summer program. There were 23 sites in total, located throughout New Jersey. Fourteen were repeat sites and six were new, selected based on need as indicated by BGC and Y Alliance.

- BGC Asbury Park*
- BGC Camden*
- BGC Clifton Ave*
- BGC Clifton Colfax Ave*
- BGC Garfield*
- BGC Glassboro*
- BGC Hawthorne
- BGC Hoboken*
- BGC Jersey City*
- BGC Lawrenceville*
- BGC Long Branch
- BGC Passaic Hudson Street*
- BGC Paterson 21st Ave*
- BGC Paulsboro*
- BGC Red Bank*
- BGC Trenton*
- BGC Vineland*
- Camden Promise - Katz
- Camden Promise- Pride
- NPS - Belmont Runyon
- NPS - Elliot Street
- YMCA Mercer - Hamilton/ Sawmill*
- YMCA Mercer Rider

**repeat partner sites*



Evaluation Model

The program was externally evaluated by Dr. Ellen Behrstock-Sherratt, a nationally-recognized, experienced researcher and program evaluator. The evaluation included analyses of post-program



surveys administered by program leadership and student growth data for math and literacy provided by i-Ready.

These data sources included:

- **Quantitative data.** i-Ready collected baseline data using a computer-based, adaptive assessment for each scholar in math and reading. For each scholar, an annual typical growth goal was generated this baseline and a stretch goal aimed at accelerating the learning of those below grade level. i-Ready then supplied the growth data for each scholar for each of the following domains: Math (Numbers and operations, Algebra and algebraic thinking, Measurement and Data, and Geometry); and Reading (Phonological awareness, Phonics, High-frequency Words, Vocabulary, and Comprehension). Of note is that growth over the 7-week summer program should be interpreted in light of the fact that the i-Ready growth goals were based on expected growth over a typical academic school year; consisting of approximately more than 32 weeks
- **Qualitative data.** Post-program surveys were completed by 162 scholars receiving math tutoring in Grades 3-5, 157 scholars receiving literacy tutoring in Grades 3-5, 85 tutors (75% of all tutors), 10 coaches (59% of all coaches), 13 site coordinators (76% of all site coordinators), and 22 program partners. The evaluation also included analyses of summary growth data provided by i-Ready. The surveys captured perceptions about enjoyment of the program and the subject-area and self-efficacy (for scholars) and satisfaction, self-efficacy, and program operations (for staff).

Program Impact & Scholar Outcomes

Scholars completed both pre- and post-assessments that were embedded in the curriculum for the units on which they worked with tutors.

Quantitative Data

Math

Both pre- and post-data in math are available for 608 scholars. The gains described below should be interpreted bearing in mind that these took place over 7 weeks, compared to a typical school year which sees 30 weeks of instruction, or 150 math classes.

Across all grade levels, the percent of scholars performing at grade level in math improved from 28% to 34%. These gains were statistically significant at the 95% level.

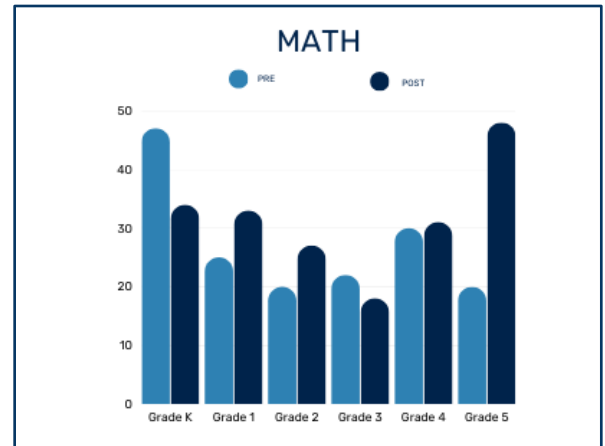
Statistically significant gains were also seen for 2nd graders and 5th graders.

Below, student growth in math is presented for all sites by grade level. The chart displays the median pre- and post-scores by grade level. All grade levels reflect rising scholars in that grade level.

- **Kindergarten:** In kindergarten, grade level proficiency declined somewhat, from 47% to 34%.



- **Grade 1:** In 1st grade, grade level proficiency increased from 25% to 33%.
- **Grade 2:** In 2nd grade, grade level proficiency increased from 20% to 27%, and the increase was statistically significant at the 95% level.
- **Grade 3:** In 3rd grade, grade level proficiency declined somewhat from 22% to 18%.
- **Grade 4:** In 4th grade, grade level proficiency increased from 30% to 31%.
- **Grade 5:** In 5th grade, grade level proficiency increased from 20% to 48%, and the increase was statistically significant at the 95% level.



Below are the performance results for math by location:

- In Bergen-Garfield, the percent of students performing at grade level increased from 14% to 38% (n=21).
- In BGC Camden-Dudley Street, the percent of students performing at grade level increased from 8% to 40% (n=25). This growth is statistically significant.
- In BGC-Cumberland-Vineland, the percent of students performing at grade level increased from 23% to 27% (n=30).
- In BGC-Gloucester-Glassboro, the percent of students performing at grade level increased from 37% to 45% (n=71).
- In BGC-Hudson-Hoboken, the percent of students performing at grade level increased from 19% to 25% (n=15).
- In BGC-Hudson-Jersey City, the percent of students performing at grade level declined from 46% to 23% (n=26).
- In BGC-Mercer-Lawrenceville Spruce Street, the percent of students performing at grade level increased from 24% to 37% (n=63).
- In BGC-Mercer-Trenton Centre Street, the percent of students performing at grade level increased from 17% to 32% (n=65).
- In BGC-Monmouth-Asbury Park, the percent of students performing at grade level increased from 25% to 31% (n=52).
- In BGC-Passaic-Clifton-Clifton Ave, the percent of students performing at grade level increased from 10% to 30% (n=10).
- In Monmouth-Red Bank, the percent of students performing at grade level increased from 24% to 34% (n=38).
- In Passaic-Clifton-Colfax Ave, the percent of students performing at grade level declined from 54% to 21% (n=24).
- In Passaic-Passaic Hudson Street, the percent of students performing at grade level increased from 25% to 37% (n=52).
- In Passaic-Paterson 21st Ave, the percent of students performing at grade level declined from 31% to 29% (n=52).



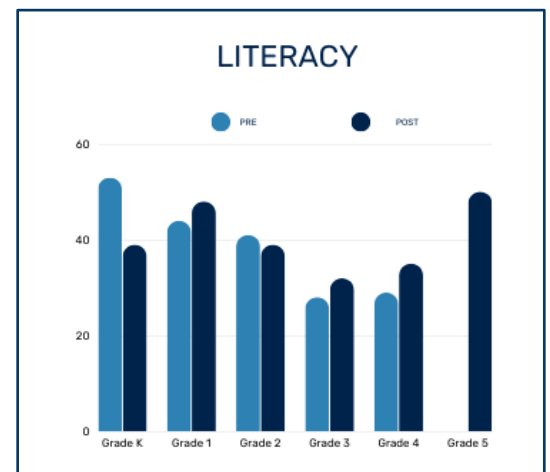
- In YMCA-Mercer-Hamilton Sawmill, the percent of students performing at grade level remained steady at 42% (n=60).

Literacy

Both pre- and post-data in Literacy were available for 475 scholars.

Across all grade levels, the percent of scholars performing at grade level in literacy improved from 39% to 40%. Statistically-significant gains were seen for 5th graders.

- **Kindergarten:** In Kindergarten, grade level proficiency declined from 53% to 39%. This decline was statistically significant.
- **Grade 1:** In 1st grade, grade level proficiency increased from 44% to 48%.
- **Grade 2:** In 2nd grade, grade level proficiency declined from 41% to 39%.
- **Grade 3:** In 3rd grade, grade level proficiency increased from 28% to 32%.
- **Grade 4:** In 4th grade, grade level proficiency increased from 29% to 35%.
- **Grade 5:** In 5th grade, grade level proficiency increased from 0% to 50%, and the increase was statistically significant at the 95% level.



To the right, is an overview chart of median pre- and post scores by grade level.

Below are the performance results for literacy by location:

- In BCG-Long Branch, the percent of students performing at grade level increased from 24% to 29% (n=17)
- In Bergen-Garfield, the percent of students performing at grade level increased from 14% to 18% (n=22).
- In BGC Camden-Dudley Street, the percent of students performing at grade level remained steady at 20% (n=10).
- In BGC-Cumberland-Vineland, the percent of students performing at grade level declined from 44% to 22% (n=18).
- In BGC-Hawthorne, the percent of students performing at grade level declined from 50% to 17% (n=6).
- In BGC-Hudson-Hoboken, the percent of students performing at grade level increased from 7% to 40% (n=15). This growth is statistically significant.
- In BGC-Hudson-Jersey City, the percent of students performing at grade level increased from 20% to 40% (n=10).



- In BGC-Mercer-Lawrenceville Spruce Street, the percent of students performing at grade level declined from 42% to 37% (n=67).
- In BGC-Mercer-Trenton Centre Street, the percent of students performing at grade level increased from 38% to 49% (n=53).
- In BGC-Monmouth-Asbury Park, the percent of students performing at grade level increased from 26% to 36% (n=50).
- In BGC-Passaic-Clifton-Clifton Ave, the percent of students performing at grade level declined from 60% to 40% (n=10).
- In Monmouth-Red Bank, the percent of students performing at grade level declined from 46% to 43% (n=28).
- In Passaic-Clifton-Colfax Ave, the percent of students performing at grade level declined from 69% to 46% (n=26).
- In Passaic-Passaic Hudson Street, the percent of students performing at grade level increased from 33% to 54% (n=46). This growth is statistically significant.
- In Passaic-Paterson 21st Ave, the percent of students performing at grade level declined from 45% to 43% (n=42).
- In YMCA-Mercer-Hamilton Sawmill, the percent of students performing at grade level declined from 59% to 47% (n=17).
- In YMCA-Mercer-Rider, the percent of students performing at grade level declined from 51% to 43% (n=37)



Qualitative data

Using survey data collected from Scholars, Tutors, Site Coordinators, Instructional Coaches, and Site Directors, the program evaluated the satisfaction of these constituent populations with the program in various forms. The data below graphically summarizes the findings of the program in regard to efficacy and satisfaction.

Scholar Satisfaction

Scholars in grades 3-5 completed a post-program survey on the program and their self-perceived levels of confidence in learning literacy and math, asking for help when needed, and offering assistance to others.

Math

Of the 162 math scholars who completed a post-program survey:

- 78% of scholars believe that they are stronger doing math now compared to how they felt when tutoring started;
- 98% enjoyed working with their tutor;
- 92% liked participating in the program;
- 90% feel like they could help a friend in math now if they asked or needed it;
- 83% of scholars think they will participate more in math class after tutoring;
- 88% of scholars enjoy learning more now than they did before tutoring started.

98%
scholars enjoyed
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in the program.

90%
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help their friends with math

“My tutor is the best
tutor ever!”
- NJTC Scholar

“I would like to do
tutoring all year.”- NJTC
Scholar



Literacy

Of the 157 literacy scholars that completed a post-program survey:

- 79% of scholars that their literacy skills are stronger now compared to how they felt when tutoring started;
- 99% enjoyed working with their tutor;
- 95% liked participating in the program;
- 88% feel like they could help a friend in math now if they asked or needed it;
- 83% of scholars think they will participate more in math class after tutoring;
- 92% of scholars enjoy learning more now than they did before tutoring started.



"Mr. Omar was nice and he made learning a lot of fun. I want him as my teacher."- NJTC Scholar



"I loved reading all the stories on iReady."- NJTC Scholar





Tutor Satisfaction

Among the 85 Tutors that completed a post-program survey:

- 92% were satisfied or very satisfied with their role as a tutor;
- 91% agreed or strongly agreed that managing their tutoring responsibilities was what they expected;
- 98% agreed or strongly agreed that supporting the scholars was rewarding;
- 93% agreed or strongly agreed that working with the site staff was easy;
- 92% agreed or strongly agreed that they believe that they have made a difference;
- 88% agreed or strongly agreed that they have grown professionally;
- 89% agreed or strongly agreed that they have observed scholars' growth.



"I love being a tutor for the New Jersey Tutoring Corps! It has been my favorite job and I look forward to it every summer. Everyone is so caring and supportive."

- Tutor for NJTC



"I really enjoy my role as a tutor! It's been so rewarding to work with the tutoring corp the past two summers and I look forward to coming back next year! Seeing the growth from my scholars academically has been incredibly rewarding and forming positive relationships with them has also been a true joy. The scholars I work with really make everyday such a fun and positive experience."

- Tutor for NJTC



Of the 10 Instructional Coaches across five sites that completed a post-program survey:

- 100% were satisfied or very satisfied with their role as an instructional coach;
- 100% agreed or strongly agreed that managing their coaching responsibilities was what they expected;
- 100% agreed or strongly agreed that supporting the tutors was rewarding;
- 80% agreed or strongly agreed that working with the site staff was easy;
- 100% agreed or strongly agreed that they believe that they have made a difference;
- 100% agreed or strongly agreed that they have grown professionally.



"I love this role and find it very rewarding to plan and coach with the tutors." - Instructional Coach for NJTC





Site Leadership Satisfaction

Among the 13 site coordinators that completed the survey:

- 85% were satisfied or very satisfied with their role as a site coordinator;
- 77% agreed or strongly agreed that managing their site coordinator responsibilities was what they expected;
- 85% agreed or strongly agreed that supporting the scholars was rewarding;
- 92% agreed or strongly agreed that working with the site staff was easy;
- 85% agreed or strongly agreed that they believe that they have made a difference;
- 92% agreed or strongly agreed that they have grown professionally.



"I love being a SC with TCNJ. I love making the connections with the tutors and site staff. I enjoy problem-solving and working to make the site run smoothly."

- Site Coordinator for NJTC



"Working as a first year Site Coordinator at Sawmill was a fantastic experience. The Sawmill staff, as well as my NJTC colleagues were east to work with, flexible and always lead with what was best for kids."

- Site Coordinator for NJTC





Partner Satisfaction

In the summer of 2023, NJTC began surveying program partners. Of the 22 program partners that completed a post-program survey:

- 95% would recommend New Jersey Tutoring Corps (NJTC) to an organization in need of tutoring services;
- 82% report NJTC met their needs extremely well or very well;
- 100% report that NJTC staff always or nearly always treat them with respect;
- 100% report that communication with NJTC staff meets or exceeds expectations;
- 95% report the professionalism of NJTC staff meets or exceeds expectations.



"I had observed how they were attentive, caring, and respectful to the campers. They all did their job with an open heart, mind, and love. They have such a passion to help the campers so they can move on to their level of education."

- Partner for NJTC



"NJTC is great at creating fun while learning. They also create great relationships with all our campers!"

- Partner for NJTC





Reflections

The NJTC team and internal staff learned much from the summer 2023 program. Those learnings are summarized below, and include both program aspects to continue and program aspects to grow. There is room for both improvement and celebration.

- Significant learning results are possible in a 7 week summer camp program;
- Scholar appreciation for the program has been consistently very high; it is of note, however, that the percentage of scholars that liked the program in the Summer 2021 pilot (in math only) was 65% and in Summer 2023 had increased to 95% in math and 92% in reading;
- **Staff training appears to have improved over time as well. Whereas in the Summer 2021 pilot, only 68% of tutors felt prepared, this number rose to 85% in the Summer 2022 program and 95% in the Summer 2023 program;**
- Fifth grade was the only grade that showed statistically significant gains in both math and reading; it is worth exploring if there are practices in that grade, or specific tutors that are contributing to these strong 5th grade gains;
- Second grade performance was the only other grade to show statistically significant growth (only in math), but second grade performance actually declined in reading. It is worth exploring why 2nd graders may have done better in math than in reading;
- **Other groups that did not show growth in the Summer of 2023 include Kindergarten and 2nd grade reading; of note, in the summer of 2022 3rd, 4th, and 5th grade reading did not show growth; it is worth exploring if there is any explanation for these seemingly unrelated areas of poorer growth;**
- Improving logistical challenges around rostering and schedule operations will increase more consistent tutor attendance and allow for more consistent pre/post diagnostic testing, resulting in stronger evaluation results. Consistency with curriculum and assessment is key for staff and scholar success;
- Training improvements made between cycles resulted in greater preparedness of all field staff and should be continued;
- Increased numbers of coaching sessions and lower coach to tutor ratios resulted in greater satisfaction of field staff;
- Using high-quality supplemental materials is important for ensuring tutoring is engaging and fun for scholars.

In preparing for School Year 2023-24, the following steps allowed us to implement the above learnings:

- Closely partnering with iReady's support team to ensure easy and consistent rostering
- Training will go deeper into computer adaptive diagnostics and how they work and how consistent pre- and post-testing is essential;
- Continue to work with our high-quality staff at consistent locations to build on strong relationships;



- Maintaining close relationships and lines of communication between NJTC staff and partners is essential to scholar growth and confidence;
- Continued coaching and training throughout the program cycle contribute to increased staff satisfaction and scholar growth;
- Reconsidering the efficacy of brief summer programs, frequently interrupted by field trips, family vacations, and inconsistent scholar attendance will be undertaken - is it cost-effective to put such a significant amount of funding into such a short program with less impactful results than the longer, school year program?
- Revisiting the ways in which families are offered summer tutoring is essential.