



HEART

MATH TUTORING



2020 ANNUAL REPORT



“

Heart [Tutoring] is an incredible way to give back to the Charlotte community. The tutoring sessions are fun, highly organized, and proven to be effective at improving both the student's math skills and his/her confidence in school.

- Heart tutor

”

September 2020

Dear Donors and Funding Partners,

Thank you for your important part helping Charlotte elementary students develop the strong foundation in math and enthusiasm for academics needed for long-term success in the 2019/20 school year!

We are excited to share highlights of the program that you made possible.

Your financial investment translated to one-on-one tutoring for 1,193 students delivered by 1,312 weekly volunteers across 23 elementary schools in 2019/20. From October 2019 to March 2020, students collectively passed curriculum concept levels at a pace exceeding prior year data. Teachers shared in mid-year surveys that students became more confident and enthusiastic learners because of the program. *(See more on page 5.)*

During the disruption caused by COVID-19, your support expanded program offerings for students. Heart Tutoring created the “Heart at Home” program with math resources on the Families web page and established a virtual tutoring format that proved successful in a summer pilot program. Virtual tutoring will be a new option for reaching more students long-term. *(See pages 6 and 7.)*

This year, we also took a deep dive into five years of student outcomes. The initial difference in math scores measured before program participation between Heart students and non-Heart students at their schools was gone for many students one year after program participation. This is worthy of celebration, with more work and research to come! *(See page 10.)*

Math is an important piece of the puzzle but not the full equation for long-term success for our students, who are impacted by many other challenges. Heart Tutoring staff and board began having frequent conversations about diversity, equity, and inclusion in fall 2019, which are ongoing, with the commitment to strengthen our team and provide students with culturally proficient support. *(See page 4.)*

On the last page, you will see the plans to deliver tutoring virtually in 2020/21, thanks to your continued support. We believe in the power of our community and the potential of Heart Tutoring students. Thank you to over 350 individuals and organizations who came together to make this possible in the 2019/20 school year and to sustain program impact into 2020/21!

Thank you!

It is a privilege to partner with you in support of Charlotte students.

Gratefully,



Emily Gaffney

Executive Director, Heart Math Tutoring



THE NEED FOR MATH AND MENTORSHIP

Heart Math Tutoring exists to give young students successful experiences with math, knowing that early success in math leads to more success in math - and beyond.

When young students have successful experiences in math, they are also building important lifelong skills:

- Perseverance
- Problem-solving
- Critical thinking
- Confidence
- Purpose

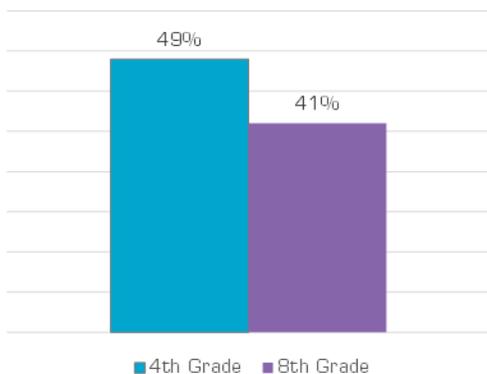
Addressing early math skills, and confidence that comes with it, is also an important piece of the puzzle for opportunity and economic mobility. Economic mobility in Charlotte is low, with public school quality, social capital, segregation, civic engagement, and income inequality cited as factors (Chetty et al., 2013). 75% of the fastest growing occupations require significant math or science preparation (AdeccoUSA, 2016). 75% of U.S. jobs require a high school diploma (U.S. BLS, 2015), and passing Math I (Algebra) is a high school graduation requirement.

Heart Tutoring's mission and math strategies apply to all elementary students, but **we strategically focus first on students who may not have access to resources for private tutoring.** 94% of Heart Tutoring students are people of color, reflecting the demographic makeup of high-poverty concentration schools in Charlotte-Mecklenburg Schools (CMS)¹ and the barriers to wealth generation people of color have faced in the United States.² While math skills and confidence play a tremendous role in unlocking opportunity in Heart Tutoring students' lives, we know they are also impacted by issues of race. Throughout 2019/20, the Heart Tutoring staff engaged in training around issues of racial equity in a desire to ensure that Heart Tutoring students experience empathy, compassion, and empowerment in the program. Our team participated in the Racial Equity Learning Cohort with the United Way of Central Carolinas from October 2019 to July 2020 and a facilitated training series for all staff from January to May 2020. Efforts to reflect on issues of race are ongoing, in line with the organization's *growth-mindset* and *student-centered* core values.³



As part of developing resilience and social-emotional skills, Billingsville Elementary students wrote their name next to the emotion that best described how they were doing that day.

Math Proficiency Rates by Course
2019 NAEP, Charlotte



Our community is missing out on significant potential when 51% of Charlotte 4th graders are not proficient in math (2019 NAEP).

Without intervention, scores tend to decline between 4th and 8th grade, as course difficulty increases, often a sign that students relied too heavily on memorized math facts in early years rather than understanding how numbers work. This can be addressed through targeted one-on-one attention and extra practice.

Heart Math Tutoring recruits and supports tutors in the only volunteer-delivered math intervention program used during the school day in CMS, serving over 4,500 students since 2013.

2019/20 PROGRAM RESULTS

By March 2020, students were on track to meet program growth goals set with guidance from elementary math specialists at UNC Charlotte and CMS.

- ▶ **92%** Of students passed one or more curriculum notebooks by March, and 49% passed two or more, on track with prior school year data.
- ▶ **86%** Of teachers reported increased confidence and/or enthusiasm for academics in their Heart Tutoring students by January 2020
- ▶ **85%** Of teachers said Heart Tutoring students improved their foundational math skills by January 2020



A 2nd grader at Whitewater Academy smiles about the math progress shown on her goal tracker!

"My student and her Heart tutor have such a positive relationship--she loves going to Heart, and I am seeing an improvement in her basic math skills."

- 2nd Grade Teacher, Greenway Park Elementary

STUDENT SPOTLIGHT



Natalie*, a 4th grade student at Bruns Avenue Elementary, was nominated for Heart Tutoring by her teachers for extra help in math. Her pre-assessment indicated that she needed help with 2nd grade concepts.

Natalie was determined to make progress and worked diligently with her tutors in the cafeteria twice a week. She took ownership of her success and passed mini-assessments to practice harder curriculum level notebooks. One day, she asked her tutor Blanca for an extra weekly session because she thought practicing with Heart three times a week would be the solution to passing her new curriculum notebook! Even without an extra weekly session, Natalie continued to make great progress throughout the year with support from her tutors! *Name has been changed

2019/20 SCHOOL PARTNERS

1,193 students at the following 23 elementary schools received 1:1 tutoring twice weekly in 2019/20.

Allenbrook Elementary
Barringer Academic Center
Billingsville Elementary
Bruns Avenue Elementary
Cotswold Elementary
Endhaven Elementary
Greenway Park Elementary
Hidden Valley Elementary

Huntingtowne Farms Elementary
Joseph W. Grier Academy
Lebanon Road Elementary
Merry Oaks International Academy
Montclair Elementary
Myers Park Traditional
Piney Grove Elementary
Rama Road Elementary

Renaissance West STEAM Academy
Shamrock Gardens Elementary
Smithfield Elementary
Statesville Road Elementary
Sterling Elementary
Westerly Hills Academy
Whitewater Academy

PILOTING VIRTUAL RESOURCES FOR STUDENTS



Everything about this program is amazing. My daughter says math is her favorite subject now! Her confidence is so much better, and she **LOVES** her tutoring sessions with Daisha.

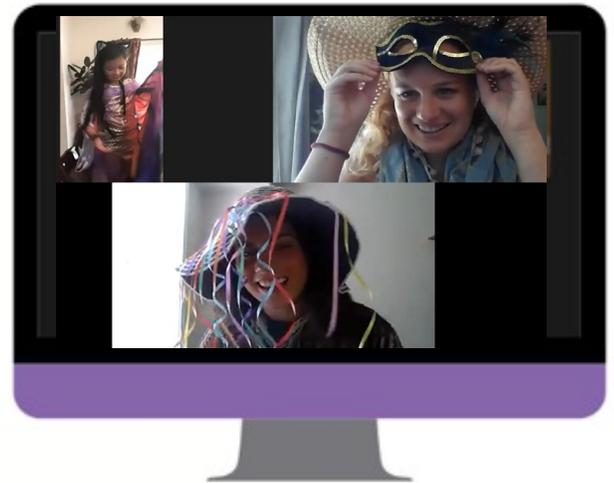
- Parent of a Summer Pilot student



Heart Tutoring prepared for virtual tutoring in the 2020-21 school year by piloting a six-week virtual tutoring program in June and July.

With funding provided by Pamlico Capital and the COVID-19 Response Fund administered through a partnership between United Way of Central Carolinas and Foundation For The Carolinas, in close coordination with the City of Charlotte and Mecklenburg County, the summer pilot provided math skills and mentorship to 74 students from 13 Charlotte elementary schools! The pilot enabled Heart Tutoring to fine-tune the new virtual format and ensure a high-quality experience for both students and tutors in preparation to launch at a larger scale in fall 2020.

The pilot program proved successful in terms of student support and translation of Heart Tutoring's curriculum to virtual formats. Overall, the results of the pilot were encouraging, showing that students can make measurable progress through virtual program delivery!



Students could complete a math BINGO board (below) by practicing math outside of tutoring to win incentives such as Wacky Dress Up Day (above)! Half of the summer pilot students completed their BINGO boards.

83%



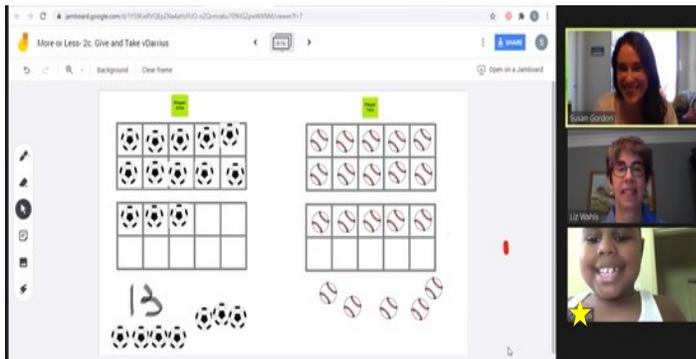
Of students grew in 1 or more concept areas. We believe this is comparable to growth in the same timeframe in a regular school year.



89%

Of scheduled sessions were completed.

H	E	A	R	T
I signed up for tutoring this summer.	I watched a Heart-at-Home video.	I solved a math problem and explained my thinking.	I counted something today.	I learned how to do something in math that used to be hard for me.
I used math to help someone today.	I moved to a new concept area in tutoring.	I read a book about math.	I completed a Heart student activity board.	I learned something new about my math tutor.
I attended 5 tutoring sessions.	I used math in real life today (in the kitchen, at the store).	FREE SPACE I took a brain break today!	I asked questions in my tutoring session.	I learned and played a math card game.
I played an online math game.	I talked about math at home.	I practiced math at home using my Heart-at-Home pocket.	I used math outside today.	I worked hard in my tutoring session.
I practiced math at home on my own.	I showed a strategy on a word problem and explained my thinking.	I learned something new about math.	I attended 10 tutoring sessions.	I taught someone else about math.



The summer pilot utilized Google Jamboard, a whiteboard app that tutors and students could manipulate simultaneously, and virtual "breakout room" technology so coordinators could monitor multiple sessions.



100%

Of surveyed families rated their experience as positive, with a Net Promoter Score of 92.

VOLUNTEER IMPACT

Dedicated Heart tutors spend 30 minutes to one hour each week working with students on math concepts ranging from Counting to Multiplication Fluency. Heart Tutoring's program is designed to work with busy schedules- 68% of tutors work full-time, and many volunteer during their lunch breaks.

- ▶ **99%** Of tutors rated their experience with Heart Tutoring as positive*
- ▶ **91%** Of tutors noticed improvement in their child's math skills*
- ▶ **87%** Of tutors noticed an increase in their student's confidence and enthusiasm for learning*

**Based on mid-year surveys completed in January 2020*



2019/20 VOLUNTEER PARTNERS

BANK OF AMERICA 132 tutors	UNC CHARLOTTE 71 tutors	CLEMSON ALUMNI ASSOCIATION 66 tutors	WAKE FOREST UNIVERSITY 63 tutors	WELLS FARGO 61 tutors	First Presbyterian Church For Christ in the Heart of Charlotte 35 tutors
Brighthouse FINANCIAL* 33 tutors	the Y 28 tutors	pwc 25 tutors	SVP CHARLOTTE 24 tutors	BARINGS 24 tutors	Christ Episcopal Church 24 tutors
St. Gabriel Catholic Church 24 tutors	TIAA 22 tutors	Atrium Health 22 tutors	TEACHFORAMERICA 21 tutors	Myers Park PRESBYTERIAN CHURCH 20 tutors	

Forest Hill Church (19), Central Piedmont Community College (18), Matthews UMC (17), Myers Park Presbyterian Church (17), Grant Thornton (16), Global Endowment Management (15), Ridge Church (15), Myers Park UMC (14), Davidson College (13), Moore & Van Allen (13), Watershed Church (13), Albemarle Corporation (12), Clemson Alumni (12), Covenant Presbyterian Church (12), Friendship Missionary Baptist Church (11), CMS (11), St. Stephen UMC (11), Temple Beth El (11), CMPD (10), Pamlico Capital (10), Queens University (10), Red Ventures (10), and others.

A full list of 2019/20 volunteer partners can be found at hearttutoring.org/community-partners

TJ*, a 1st grader at Whitewater Academy, began the school year in the Counting curriculum notebook, a Kindergarten skill. TJ was excited when he passed a mini-assessment showing that he had learned to count, compare numbers, subitize, and decompose numbers up to 10 - critical skills for future success!

TJ's Program Coordinator could count on a visit every morning as she was setting up the tutoring space in the cafeteria and as TJ finished breakfast. He would walk to her and ask, "Can you get me for tutoring today?!" Whenever tutors picked him up in class, TJ would grin, shout "Yay!" and hop up from his desk. It is always encouraging to see a student not only make great progress, but have fun at the same time! **Name has been changed*



CELEBRATING 10-YEAR TUTORS

Heart Math Tutoring was incorporated seven years ago, and three years prior to that, volunteers and partners began piloting the program through Social Venture Partners (SVP). It doesn't require counting on your fingers to know that a special group of volunteers has reached their 10th year of tutoring! With deep appreciation, our team is honored to thank these six tutors for the impact they have had on more than 120 students.



Minna Elliott

Minna led the group of founding volunteers and helped organize the program before there was any paid staff! She says her favorite part of tutoring is seeing the other tutors around her - "Everyone's personality is different, and it is neat to see how there are so many ways to be a good tutor."

"Minna has the remarkable ability to be both a calming, peaceful presence for a student while also inspiring and energizing them to do their best work. Her dedication to students is unmatched."

- Padgett Vaughn, Senior Program Manager

Martha Eubank

Martha was a member of the original steering committee that organized Heart Tutoring. Martha has recruited friends to join her and pays it forward with supplies; she is Heart's direct source for hundreds of decks of playing cards recycled from the Charlotte Bridge Association each year!

"[Martha] is dedicated to teaching her students math and, as a math major herself, truly understands if her student comprehends a concept or is using memorization."

- Debbie Marshall, Program Coordinator at Montclair Elementary



Catherine Fischer

Catherine was also part of the founding group of volunteers. For many summers, her basement was converted into a Heart Tutoring curriculum materials assembly line. To this day, Connecting Cubes still take a tumble in Catherine's washing machine each summer!

"Catherine is always willing to do what is needed to help her students become successful, whether it is building math skills or building confidence."

- Mike Parman, Program Coordinator at Piney Grove Elementary

Reid Leggett

Reid was also part of the group who organized the program. He will not hesitate to tutor twice a week to ensure his students each received their full hour of tutoring no matter what holiday or schedule change was happening. Reid maximizes every minute of time he has with his students.

"Every time I bump into Reid anywhere in Charlotte, I can count on a positive report of his Heart students and their recent conversations. He knows how to make tutoring a memorable experience"

- Emily Gaffney, Executive Director



Margaret Marshall

Margaret jumped in as a volunteer through her involvement with SVP and has been an energetic advocate and strong tutor ever since - even after taking on responsibility as an elected member of the CMS Board of Education starting in 2017.

"Margaret is committed to her hour of volunteering with Heart. She rushes into Montclair and greets the many teachers and staff that know her. She stays intense and focused on the task at hand to ensure that her students get quality time with her and then she's off to the next meeting!"

- Debbie Marshall, Program Coordinator at Montclair Elementary

Lisa Warren

Lisa was a friend of the founders and became a Heart tutor after receiving an email 10 years ago asking for volunteer tutors. Over the years, she has been at many schools and even tutored siblings! She tries creative strategies to bring out students' best, most recently using all possible football analogies!

"Lisa is a wonderful tutor. She is so loving and patient, but knows exactly how to push to get the best from her students."

- Lauren Hillesheim, Program Coordinator at Cotswold Elementary



LONG TERM PROGRAM EVALUATION

During Spring 2020, Heart Tutoring conducted an internal evaluation specifically determining the program's effect on students' long-term success.

With help from a data-sharing agreement with CMS, Heart Tutoring conducted an internal analysis of 30,965 observations using fixed effects regression models by school, year, and grade, or by school-grade-year combinations.

Heart Tutoring prioritizes accepting students into the program who are economically disadvantaged students (EDS) and are performing 1-3 years below grade level in math. As determined by the Fall NWEA MAP scores of 1st graders and N.C. End of Grade Test (EOG) scores of 3rd - 5th graders, the achievement scores of students who are invited to participate in Heart Tutoring are significantly below those of other students at their school who do not participate in Heart Tutoring, with 5th graders starting two years of schooling behind the non-Heart students at their schools, on average.

One measure of success would be if Heart Tutoring helps close the initial difference in math scores between Heart and non-Heart students at their schools. The findings below were encouraging.

In essence, the initial difference between Heart Tutoring students and non-Heart students at their school was eliminated by 3rd grade.



FINDINGS



- ▶ Students who participated in Heart Tutoring during 1st and 2nd grade achieved 3rd grade EOG scores reflecting no significant difference from non-Heart students at their schools, one year after participating in Heart Tutoring, despite starting significantly behind.
- ▶ Students who mastered 60% or more of the skills associated with their grade level targets on the Heart Tutoring post-assessment had no significant difference in EOG scores compared to non-Heart students a year after program participation, closing what was initially a significant difference.
- ▶ Growth on Heart Tutoring pre/post assessments is correlated with growth on N.C. End of Grade tests.

“When I look at student data and the improvement that our kids have made through Heart [Tutoring], it truly is astounding. Heart has helped build our students into better mathematicians, but also better scholars overall.”

- Principal Gray, Hidden Valley Elementary

GOVERNANCE

Heart Math Tutoring became an independent, 501c3 nonprofit in July 2014 following successful piloting, built from a partnership between Social Venture Partners (SVP), CMS, and Communities In Schools (CIS).

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FINANCE

In FY19, Heart Tutoring provided tutoring at a value of **1.2x** the total cost of the program per school while adding classroom capacity for teachers. Costs are outlined below.

300 individual donors helped provide math skills and mentorship to students by financially supporting Heart Tutoring in FY19. **Thank you** for your generosity to Charlotte students!

Heart Math Tutoring Expenses 2019/20 School Year	
Revenue (Committed by 6/30/19)	
Corporate/Foundations	\$1,085,289
Individuals	\$265,456
Partial Fee for Service	\$142,222
Total Revenue	\$1,492,967
Expenses	
Program	
Compensation	\$877,568
Tutoring curriculum/materials	\$37,684
Other program costs	\$45,103
Program Total	\$960,356
Admin/Development	
Compensation	\$290,752
Facilities/Equipment	\$57,163
Business expenses, software, etc.	\$56,764
Materials/Office supplies	\$25,023
Admin/Development Total	\$429,702
Total Expenses	\$1,390,057
Cost per school	\$60,437

Heart Math Tutoring Cost Per School		
50 - 60 students per school receive tutoring twice per week, Sept - May (Tier II Intervention)		
<i>Per School Cost:</i>		
Site-based Costs	\$22,443	
Program Coordinator (PC) ¹		18-20 hr/wk, on-site support for tutors and teachers
Tutoring Materials and Supplies		Curriculum, tutoring materials, family events
Shared Costs	\$37,994	
Volunteer Recruitment and Support		Partnerships, targeted recruitment
Program Development, Evaluation		Data analysis & evaluation, curriculum development
Program Management		On-site in schools, PC training, Principal/CMS relations
Administrative, General, Fundraising		Rent, occupancy, HR, development
Approximate Cost per School	\$60,437	50 - 60 students receive 1:1 instruction 2x/wk Teachers gain math intervention capacity in classroom
Value of instructional hours provided	\$70,000	50 hours per week, \$50/hour, 7.5 months ²
Value / Cost - Instructional Hours	1.2x	
¹ Hourly, ten-month employee: Supervises tutoring sessions, Manages ~60 - 80 weekly tutors, Monitors progress of ~50-60 students, Reports progress to teachers.		
² Assuming 50 students. The value of instructional time is ~\$70,000 depending on enrollment, not including other value the program brings to the school and teachers.		

Corporate and Foundation Partners

Lead Funders \$100,000+



School Sponsors \$30,000 - \$99,999



Lucille P. and Edward C. Giles Foundation



Funding Partners \$10,000 - \$29,999



Charlotte Merchants Foundation

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The James Family Foundation

Funding Partners \$1,000 - \$9,999

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**2019/20 Tutor*

Thank you to ALL who supported Heart Tutoring's 2019/20 school year! A complete list of all donors can be found at hearttutoring.org/community-partners

LOOKING AHEAD: 2020/21 FUNDING PARTNERS

Gifts received through FYE 6/30/20 from the organizations and individuals below will support 2020/21 school year operations! A complete list of donors can be found online at hearttutoring.org/community-partners

Lead Funders \$100K+



Corporate and Foundation School Sponsors \$30,000 - \$99,999



Lucille P. and Edward C. Giles Foundation

Corporate and Foundation Funding Partners \$10,000 - \$29,999



THE DICKSON FOUNDATION



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Fran and Bob Fleisch
Kelly and Meredith Graves
Gene and Vickie Johnson

Reid and Anne Leggett
George and Wandra Mackie
Lisa and Tom Phillips
Susan and Don Sherrill

THE COMMUNITY SUCCEEDS TOGETHER

"I can't wait to do math with my friends next week!"

- 1st Grade Heart Tutoring student

Civic engagement is one of Heart Math Tutoring's five core values. We believe our community will rise to the challenge that thousands more students in Charlotte need a tutor's help. **Heart Tutoring will be virtual in 2020/21 to safely reach our students**, and the need for tutors is greater than ever.

Tutoring experience is not required. Heart Tutoring provides training, volunteer-friendly lesson plans, and real-time support from a staff member (Program Coordinator) to ensure tutoring is impactful, even over a computer screen.



Learn more and sign up to be a tutor at www.hearttutoring.org!



The mission of Heart Math Tutoring is to ensure that all elementary students develop the strong foundation in math and enthusiasm for academics needed for long-term success, by helping schools use volunteers as tutors.

Heart Math Tutoring • PO Box 30623, Charlotte, NC 28230 • hearttutoring.org • 704-931-3209

