



GO/TUTOR CORPS



Dear Friend of the GO Tutor Corps,

The late Clayton Christensen developed theories of innovation and industry disruption during his tenure at Harvard Business School to explain the emergence of new companies that overtake established industry leaders. In his book "Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns," Christensen applied that framework to K-12 education. In it, he noted that in the 1800's in America, education took place in one-room schoolhouses where instruction was delivered to individual students at an individual pace. It was only after the industrial revolution in the early 20th century that students were grouped in batches "...with a fixed time spent in each stage of the process of assembling an educated person...."

As we look across the educational landscape today, we see significant evidence that the assembly line approach to schooling is inadequate. There has been little innovation in how to deliver curriculum to students in a way that impacts them in environments that allow for them to learn and grow. The pandemic accelerated this disconnect, and we as a society have not recovered. According to a report by Ernst & Young, from the start of the pandemic in 2019-20 to 2022, some 1.3 million students disappeared from the ranks of public schools in the U.S. During the 2023-24 school year in New York City, more than a third of students were chronically absent from school, meaning they were out for more than 10% of the school year. In one large comprehensive public high school we know of in Washington, D.C., that rate was an astonishing two thirds. Parents and students are voting with their feet because school is just not working for them, something that was laid bare during the pandemic and in its aftermath.

The solution to the problem can be found in Christensen's description of how teaching has evolved in America over the last 200 years. "A profession whose work primarily was in tutoring students one-on-one was hijacked into one where some of the teacher's most important skills became keeping order and commanding attention." Tutoring allows lessons to be delivered at a pace and level that connects with an individual student's ability. Moreover, it helps a student to be seen and known. At one of GO's long-time partner schools in New York City, where every student has the support of a tutor, the rate of chronic absenteeism is 6%. At another in Bridgeport, Connecticut, where many public schools are struggling to fill seats, this long-time partner of GO's is fully enrolled and maintains a waitlist.

That's why we're on a mission to provide every student in the U.S. with a tutor who connects with them and reaches them in a way that a single teacher with a classroom full of students simply cannot. Our team recruits, trains, and supports a corps of caring adults to help each student reach their full human potential, partnering with teachers and administrators to reinforce and tailor lessons to individual students' needs. GO is already tutoring over 5,000 students at public schools across the Northeast and mid-Atlantic. We bridge the gap between what schools can provide and what students need to thrive – not just as students but as individuals with big dreams and bright futures.

We're partnering with schools, supporting students, and changing lives. Thanks for your partnership on this mission.



Michael T. Duffy
President



Adam Weinstein
Board Chair

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New Name, Same Mission

Over the last year, GO expanded our footprint and continued to hone our approach – and we wanted our name and brand to reflect this evolution. So, in September 2024, we changed our name to the GO Tutor Corps.

GO's mission remains the same, and our new name reflects our commitment to increasing access to high-impact tutoring. We're excited to see what the future holds for the GO Tutor Corps.



The mission of the GO Tutor Corps is to provide students with access to a quality education through high-impact tutoring. GO envisions an America where every child has the support of a tutor to enable them to realize their full human potential.

The GO Tutor Corps recruits, trains, and supports a corps of young adults who are placed in partner schools to intensively tutor students as a part of a year of service through the federal AmeriCorps program. Tutors are called "Fellows" to encompass the several roles they play in both mentoring and tutoring the students with whom they are matched.

Taniyah Owens (she/her) is serving at Downtown Middle School in Newark, NJ. Taniyah was nominated for a Fellow Spotlight because of her outstanding support of her scholars. She always has time to chat and show up for her scholars and has become an invaluable part of the middle school community. Learn more about Taniyah!

What has been your favorite tutorial moment?

As a Fellow lead, I generated whole-class ideas. My favorite ones were when I turned packet materials into engaging activities like a "poetry slam" and "mathematic relay races."

What is your favorite way to connect with the students?

I started an incentive program related to Halloween. Scholars received a letter of "Halloween" at the end of tutorial if they were productive, and on October 31 (Halloween), they received a piece of candy for each letter in "Halloween" they received.

Favorite restaurant in the area?

Swahili Village

Our Impact

2024 by the Numbers

FutureEd Profile

The GO Tutor Corps was featured in FutureEd's Policy Director Liz Cohen's report ["Learning Curve: Lessons From the Tutoring Revolution in Public Education."](#) In the report, Cohen presents case studies on three approaches to implementing high-dosage tutoring programs. The section titled "A School Designed for Tutors: Great Oaks Charter School, New York City" highlights our program in NYC.

"What we're doing at Great Oaks isn't just about tutoring. We're reimagining how to run a school, how to staff classrooms, and how to recruit and inspire the next generation of educators. But we're doing it by focusing on giving each student the attention and support they need to realize their full human potential."

Overall Program Data

Nationally normed student assessments, such as i-Ready, NWEA MAP, and others, include a growth target for each student. This is a statistical prediction about how much growth a student should make relative to their peer group and starting point (e.g., similar age, baseline score, grade level). Across the network, about 57% of our students who work consistently with a GO Fellow met their growth targets last school year compared with 49% of students without a GO Fellow.

HIGHER PERCENTAGE OF STUDENTS WITH FELLOW MET GROWTH TARGET



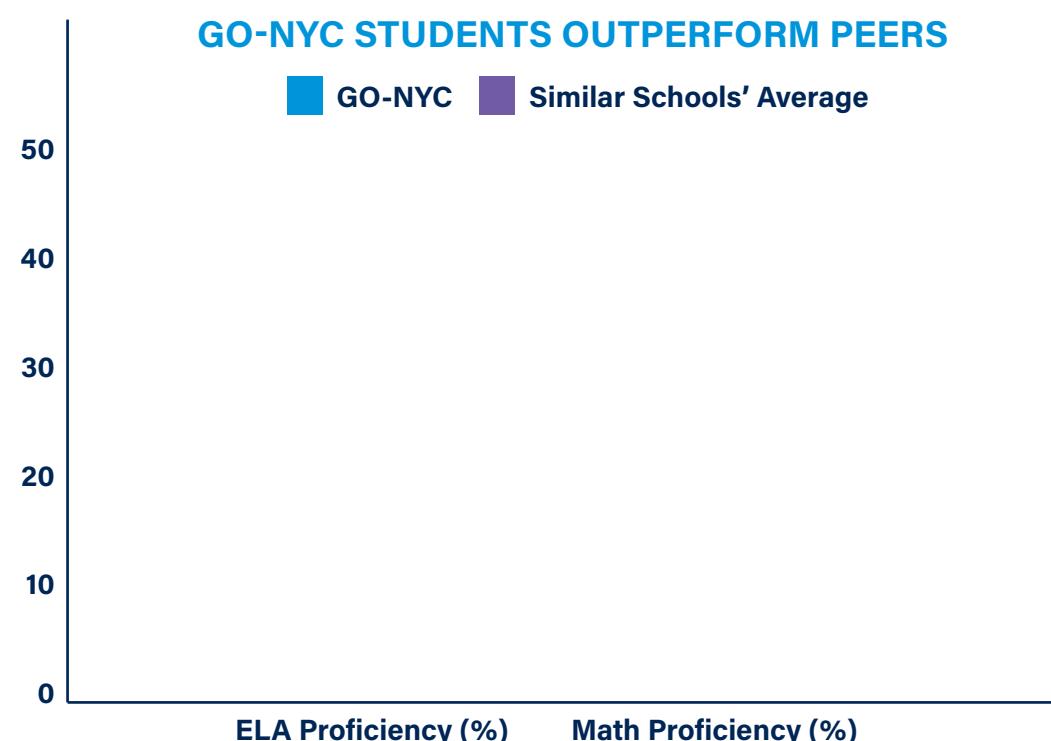
Our Impact (continued)

Site Profile: Great Oaks Kathleen Sherry Charter School

Students Served by a GO Fellow.....	300
Number of Fellows.....	34
Grade Levels Served.....	6-11

The graph below compares the proficiency percentages in ELA and math between Great Oaks Kathleen Sherry Charter School (GO-NYC) and similar schools.* GO-NYC shows higher proficiency rates in both ELA (49.0%) and math (43.0%) compared to the similar schools' averages, which stand at 32.7% for ELA and 34.7% for math. This indicates that GO-NYC students perform better in state tests than their peers in comparable schools.

*As determined by the NY State Education Department.



New York City has a 36.2% rate of chronic absenteeism for the 2022-23 school year. GO-NYC stands out with a significantly lower chronic absenteeism rate of just 12%.

Site Profile: Center City Public Charter Schools

Students Served by a GO Fellow.....	300
Number of Fellows.....	31
Grade Levels Served.....	3-8

During the school year, the students with a Fellow significantly outperformed the students without one. Specifically, 62% of students with a Fellow met their annual projected growth in math or ELA compared with 49% of students without a GO Fellow, according to the i-Ready assessment – a 13-point difference.

HIGHER PERCENTAGE OF STUDENTS WITH FELLOW MET GROWTH TARGET

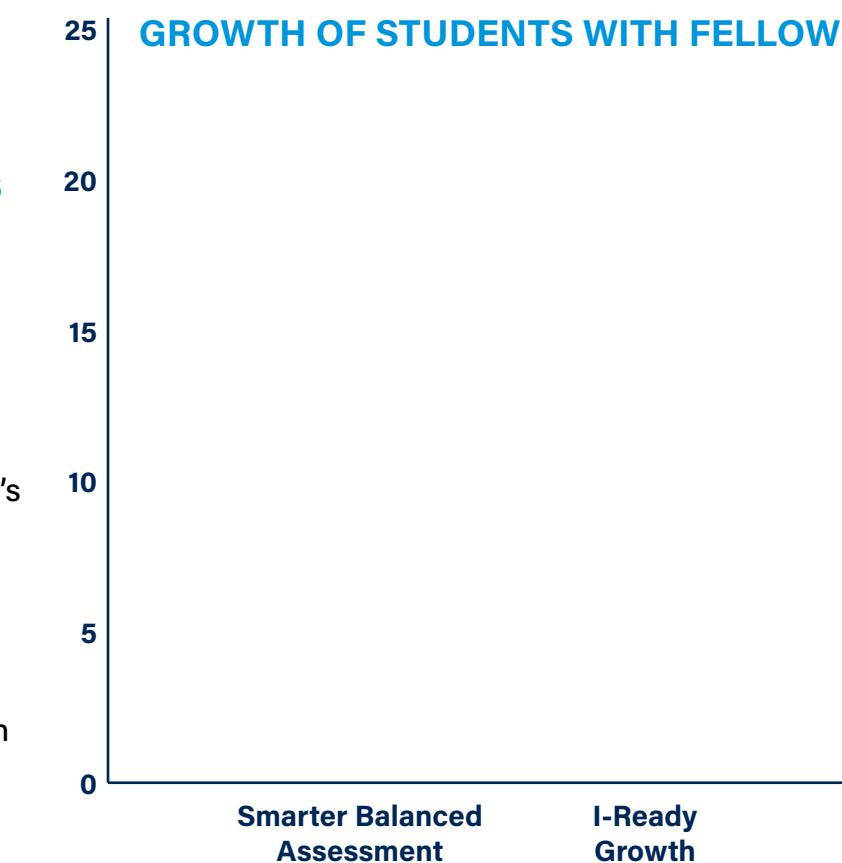


Site Profile: East Hartford Public Schools

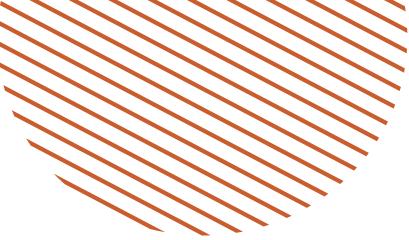
Students Served by a GO Fellow.....	149
Number of Fellows.....	5
Grade Levels Served.....	6-8

Students with a GO Fellow were compared to two other groups of students: the pool of all eligible students and students in the school's traditional intervention program. The students with a GO Fellow made more growth than any other group.

The graph to the right illustrates the average points of growth for students with a Fellow, based on Connecticut's Smarter Balanced Assessment, Connecticut's state test, and i-Ready assessments. Students with GO Fellows show the highest growth in both assessments, with 23 points in the Smarter Balanced Assessment and 12.4 points in i-Ready. This is compared to students as a whole, who show only moderate growth, with 13 points in state test and 9.1 in i-Ready. Overall, students with a GO Fellow demonstrate the most significant improvement across both assessments.



Fellows: The Influencer Network



Five Fellows based in various locations are participating in a social media ambassador program this year. Fellows participating will gain experience in social media marketing and be able to use the skills learned this year in the next steps of their careers. Already, the social media ambassadors are making their efforts known. They have captured content at events and in schools, written blog posts about their experiences, and come up with creative ways to show off Fellow housing. We're grateful to our Fellows for providing a front-row seat to the Fellowship experience.

Avery Miles, Newark, NJ

Why did you apply to the SMA program?

I joined the SMA program because I love social media; it is such an outlet for me, and I wanted to learn more about it in a professional sense. I could definitely see myself doing something with social media down the line. I also wanted to give back more throughout my service year, and I thought this would be a fun, unique way to do it!

What's your favorite social media trend?

Anything on TikTok!

What's your favorite emoji?

Crying tears emoji 😭

If you could only follow one person on social media, who would it be?

Alix Earle

Rachael Balbarona, Director of Instruction

"Babel" by R.F. Kuang

"Babel" is a speculative historical fiction novel with a bit of magic and dark academia. It follows four students of color and explores their experience at Oxford. The book is a captivating blend of historical fiction and fantasy that explores the power of language and consequences of colonialism. It touches on big themes of colonialism, racism, and how large institutions perpetuate and cultivate these mindsets. The book is thick, so if you have a squirrel brain like me, I suggest switching back and forth between audio and the physical book. I loved this book because Kuang does a beautiful job exploring morally complex characters with all the vivid world building at an alternate Oxford University.



Rich Denor, Deputy Director of Program

"Atomic Habits" by James Clear

The breakthrough book "Atomic Habits" from James Clear is the most comprehensive guide on how to change your habits and get 1% better every day. I loved the structure of the book, how Clear guides you through each step of the process, and how easily applicable it was. I was able to "put it to the test" in my personal and professional life. It really helped me put some things in order. I think the best way to get the most out of the book is to read it with a friend or partner. That way you can have an accountability partner. I hope you like it!



Culturally Responsive Teaching

GO staff work with Fellows throughout the Fellowship year to make sure that Diversity, Equity, Inclusion, and Antiracism (DEIA) are at the forefront of their service mindset. This starts at Forum, where Fellows reflect on how their own identity and experiences will impact their service as a tutor. Fellows also learn about the power of a growth mindset and setting high expectations for students. Returning Fellows receive additional training on how tutoring with a culturally relevant mindset will enhance students' learning. Fellows also attend sessions on how to build relationships with their teachers and students, a key factor in helping students feel comfortable working with a tutor. Throughout the school year, GO facilitates additional professional development sessions aligned to DEIA.

SELF-IDENTIFIED RACE OF FELLOWS

SELF-IDENTIFIED RACE OF STUDENTS

SELF-IDENTIFIED GENDER EXPRESSION OF FELLOWS

“

I love that they make learning fun.
-Student

“

Fellow favorite part:

When the light bulb goes off in a student's brain and they do the little 'ohhhhh.'

Patricia Troup (she/her) served in Washington, D.C., at Digital Pioneers Academy, and her favorite memory was when she ordered Mexican food for her students in Spanish club. For many of her students, it was their first time trying tres leches and traditional rice and beans.

Did it feel like you made an impact?

A student started the school year with low confidence in completing arithmetic and tested years behind her current grade level in math

and ELA. As the year went by, she began showing me awesome growth in addition, subtraction, and multiplication. Plus, her social life grew, and she befriended one of the most confident, bright students in her class. When she would come to me worried about walking into class or raise her hand for help with a math problem, I would always encourage her, and I think it made an impact.

How did the Fellowship help you figure out next steps?

The fellowship helped me solidify my interest in a public service career by exposing me to the needs of families in D.C., matching me with colleagues with extensive experience and/or heart for service and consistently giving me opportunities to improve my relationships and solutions, curated under the urgency of a rigorous education setting.

Plans for the year after your Fellowship?

Starting law school at Washington University in St. Louis

Caitlin's Journey: Fellow to Teacher



Why did you want to become a Fellow?

I've always wanted to work in education, specifically with seventh graders. Two things caught my eye: One, my school's motto, "Our students will shape the world, not be defined by it." Second, the location. At the time, GO-NYC was located on the Lower East Side (LES) of Manhattan, where I was born and raised. It was important for me to be able to support and care for students who looked like me, sounded like me, and who wanted more for themselves outside of the LES.

What made you decide to take the next step and become a Teacher Resident?

I was originally going to go into the social work field, but my principal at the time noticed the teacher in me after observing my tutorial space. One day, she tapped me on the shoulder and asked, "Are you sure you don't want to be a teacher?"

How does it feel to work with current day Fellows in your school?

It's so rewarding! I always communicate with Fellows that although I am a teacher now, I will always remember being in their shoes. We are all here to educate, support, and empower our students, and knowing that Fellows and I are on the same page about that makes me trust them wholeheartedly.



How did your Teacher Residency year help you in your first year of teaching?

I learned so much from my mentor and fellow teachers, like classroom management skills, examples of engaging class activities, and how to build meaningful relationships with my students. I was also able to apply my learnings and teachings from Relay classes to my classroom. Graduate school wasn't just textbook readings and assignments. It felt like something meaningful, and I was able to practice the skills I learned in my classes in my own classroom.

Would you recommend the Fellowship year to students looking for a service year?

Yes, I would definitely recommend the Fellowship! The Fellowship is so helpful to students who are open to the field of education or just learning how to work with people in general. Our students will shape the world and not be defined by it. In order for that to happen, they need adults who are willing to support them.

Biggest advice to a Fellow starting their first year?

I live by the quote, "If it doesn't challenge you, it won't change you," and it's something I teach my students as well. There are multiple times in your first year that will be uncomfortable. However, you need to remember that these challenges are going to push you to become a better person. As cliche as it sounds, everything happens for a reason – trust the process.



Growing Ties Beyond the Corps

The mentorship program, run by Deputy Director of Program Implementation Richard Denor, supports the development of our Fellows beyond their year of service. The program pairs Fellows with professionals in fields they are looking to pursue after their year of service. We source mentors from our wide professional network who work in various fields, like medicine, tech, government, education, and law.

Each month, Fellows meet one-on-one with their mentors to develop customized strategies for success. Whether it's crafting a career plan, applying to graduate school, expanding their professional network, or simply having an accountability partner, our mentoring program provides Fellows with hands-on support and practical guidance.

After a highly successful inaugural year during which many mentor-Fellow relationships continued well beyond the program, we're excited to build on this momentum. Last year, we saw powerful connections that helped Fellows grow and gain clarity about their futures. And it wasn't just the Fellows who gained something. Mentors had the rewarding experience of shaping the next generation of professionals.



Board Chairman Adam Weinstein took mentee Adrian to a Yankees game last year and had a blast!



Chief Program Officer Elie Bilmes with former mentee Patti Troup in St. Louis. Elie was visiting family in St. Louis and grabbed lunch with Patti, who just started law school at Washington University.

GO in the News

Our program is showing results, and local and national reporters are paying attention.

The Boston Globe

GO Fellows in Boston were featured in an editorial on the success of high-impact tutoring published in The Boston Globe.

ABC 7

GO Fellow Raven Kirk and her students were featured on ABC 7 news in Washington, D.C.

A student said this about Raven's tutoring: "Last year in math I had B's, but this year for math, I'm going for straight A's."

Getting Smart

GO President Michael T. Duffy published an op-ed in Getting Smart on why high-impact tutoring is essential and why schools must not give it up.

"In the U.S., ESSER funds run out at the end of this year, and many districts believe they have no choice but to pull the plug on their high-dosage tutoring programs despite their documented successes. However, UNESCO's imperative that personalized instruction is a fundamental human right has no expiration date."

Chalkbeat

GO Fellow Justice Lateef was featured in a Chalkbeat article on tutoring in Newark schools this year. Lateef describes why his Fellowship year is personal: "My big 'why' that brought me back here was to give back to the community that has given so much to me despite its flaws," he said. "I just want to be that person I wish I had when I was at that age."

Chalkbeat

Fellows in Washington, D.C., were featured in a Chalkbeat article on how there is now evidence that high-impact tutoring is boosting student attendance.

New Haven Register

Fellow Ebony McMillan in East Hartford was featured in an article on how high-impact tutoring is helping students in Connecticut improve their math skills. This article was also republished in [CT Insider](#).

"I know a lot of kids struggle with math," McMillan said. "But I feel I've been able to help them not be so frustrated with math."

Hartford Courant

GO President Michael T. Duffy published an op-ed in The Hartford Courant on the effectiveness of high-impact tutoring.

Elaine L. Davis (any pronouns) served at Fairmount Heights Middle School in Newark, New Jersey. Elaine is completing their Master's thesis on museum education and learning disabilities this year.

Did you have a student who changed during your Fellowship?

One of my sixth graders was really shy and out of her depth at the beginning of the year. By the end, though, she was so outgoing and really interested in math. She became a leader in our group, and I am so proud of her!

What did this year teach you about yourself?

The year taught me about where my boundaries are and how to avoid burnout.

How did the Fellowship help you figure out what you're doing next?

The Fellowship confirmed that traditional education is not the field I want to go into, and that I'm on the right path studying museum education.

Favorite way to connect with kids?

I loved questions of the day. The kids find them fun, and I always enjoyed their responses.



Shereen Johnson facilitated a math instructional session at Forum this summer.

Teacher Pipeline: GO Trains Fellows to Become Teachers

GO is building a diverse workforce of teachers who are fueled by transformational relationships with students, equipped for culturally responsive teaching, and committed to continual development of their practice. The residency is a site-based, embedded teaching apprenticeship that provides participants with on-the-job-mentoring, their teaching certification, and their Master of Arts in teaching. In short, the Teacher Residency program is a way for Fellows to become full-time teachers in the schools that they serve in.

The National Center for Teacher Residencies' Black Educators Initiative recently announced that it is awarding GO's Teacher Residency program a \$175,000 grant. GO received the grant because of its track record of developing the most promising Fellows into effective

classroom teachers for our partner schools. At some of GO's long-standing partner schools, half of the teachers are former Fellows. While only 6% of public school teachers across the nation are Black, 44% of participants in GO's Teacher Residency program are.

The National Center for Teacher Residencies made this grant to address the financial barriers that prevent many people of color from becoming certified teachers. Eligible Teacher Residents will receive between \$10,000 and \$12,000 through the grant.

Shereen Johnson is the new director of the Teacher Residency program and is a strong facilitator and coach. Previously a part of the leadership team at our partner school Great Oaks Kathleen Sherry Charter School in NYC, she is excited to be a part of the team at GO.



Bob Janes, Secondary Mathematics Curriculum Supervisor at East Hartford Public Schools

"Building Thinking Classrooms in Mathematics" by Peter Liljedahl

Peter Liljedahl begins the book with research on typical student behaviors in math class. He shares that while some students are actually thinking about the math they're doing, most are mimicking other students, waiting for the teacher, or other unproductive behaviors. Liljedahl spends the remainder of the book sharing 14 practices for improving student thinking in math class. While similar books stop with ideas and theories, this author shares the innovative research he did to find these 14 practices. To develop each practice, he collaborated with classroom teachers to break typical classroom norms and use an iterative process to find what the best practice actually is. Some of the practices include using thinking tasks, writing on vertical whiteboards, and randomizing groups. Liljedahl also has a companion book that addresses tutoring, titled "Modifying Your Thinking Classroom for Different Settings." Many of our teachers and tutors have had success implementing these practices with students.



Left: AmeriCorps CEO Michael Smith and Lieutenant Governor of New York Antonio Delgado saying AmeriCorps Pledge with Fellows.

Right: Michael T. Duffy (GO Tutor Corps President), Dr. Nandini Chatterjee Singh (UNESCO), Christian Wetell (a senior executive of Kunskapsskolan), Tom Hooper (CEO of Third Space), and Liz Cohen (a researcher at FutureEd).

This summer, more than 200 Fellows gathered at International House in New York City for a week-long training experience called Forum, designed to prepare and motivate Fellows for the year ahead. To help inspire our Fellows, we had two very special guests on the last day of Forum – AmeriCorps CEO Michael Smith and Lieutenant Governor of New York Antonio Delgado. Smith and Delgado had brunch with Fellows, spoke on the importance of service, and then recited the AmeriCorps pledge as Fellows put on their AmeriCorps pins for the first time.

Earlier in the week, GO staff members led sessions on professional expectations, the art of tutoring, how to build strong relationships with students and teachers, and so much more. Sessions focused on everything from how to understand a paycheck to details on what AmeriCorps service days look like. Site leaders at partner schools held sessions on best practices for ELA and math instruction.

Fellows also heard from Board Members Susan Stroud and Adam Weinstein on the history of AmeriCorps. Fellows heard Dr. Nandini Chatterjee Singh of UNESCO; Christian Wetell, a senior executive of Kunskapsskolan; Tom Hooper, the CEO of Third Space; and Liz Cohen, a researcher at FutureEd, speak at a panel discussion titled “Individualized Learning: A View from the U.S. and Abroad.”

Fellows enjoyed exploring NYC; this was the first time in the city for more than half of GO Fellows. GO staff created a guide on free and cheap things to do, and Fellows had a fantastic time attending comedy shows and singing karaoke. They also enjoyed sampling all the different cuisines NYC offers. The Fellows built camaraderie and left Forum feeling prepared and excited for the year ahead.



New Partner School Spotlight

Kindle Education Public Charter School

Jersey City, New Jersey - Middle School & High School

Co-founder of Kindle DJ Hartigan experienced the Fellows model firsthand during his tenure with partner site Great Oaks Kathleen Sherry Charter School and GO Tutor Corps. At Kindle, Fellows are supporting the school's efforts to combine holistic personalization and deeper learning within an intentionally diverse school community.

Match Charter Public School

Boston, Massachusetts - Middle School & High School

Match Charter Public School in Boston pioneered embedded high-impact tutoring two decades ago and began working with GO just this year. A natural fit for the school, GO Fellows are helping to prepare students for success in college and beyond.



Brooke Musmeci (she/her) served at Downtown Middle School in Newark, NJ, last year and is now teaching sixth grade ELA at that same school!

Did you have a student who changed during your Fellowship year?

I saw immense growth in all my students, but I am most proud of one specific scholar. I worked hard over the year to help this scholar advocate for himself, and by the end of the year, he started really putting himself out there. He started joining sports teams, was messing around with the other students, etc. It was awesome to see his emotional growth and maturity.

What did this year teach you about yourself?

This year taught me that my purpose is in education, and I have a huge sensitive side! I also learned to not take life too seriously. Working with adolescents is a reminder that we were too hard on ourselves as kids. Seeing these scholars and their little mistakes is a reminder that humans are fallible. Nothing is serious unless you make it serious.

Favorite way to connect with kids?

I loved to mess with the kids. Our kids are extremely silly and ridiculous, and they relax when you poke fun at them.

Julia May (she/her) is serving in her second year at Great Oaks Charter School - Bridgeport in Connecticut. Her first Fellowship year helped her decide that working with kids, especially English language learners, is what makes her happy and what she wants to pursue for her career. This year she is working on her Master's in teaching English to speakers of other languages (TESOL) at Fairfield University along with her fellowship duties.

What did this year teach you about yourself?

This year taught me the importance of advocating for yourself and being resilient and adaptable in facing challenges and change.

Favorite way to connect with students?

Food! Talking about favorite foods and restaurants in the area as well as using food as an incentive.

Favorite ice cream flavor?

Cotton Candy



**Destini Pickens,
Fellow Lead and Social Media
Ambassador in New York City**

“The Power of Moments” by Chip Heath and Dan Heath

I’d like to recommend “The Power of Moments” by Chip Heath and Dan Heath. It’s a fantastic non-fiction book that explores how small but meaningful experiences can have a big impact. This book is especially relevant for educators looking to make memorable moments in the classroom. The authors provide insightful research-based strategies that can easily be applied to education, making it an inspiring read for anyone in the field.



A Fellow working with a student in Washington, D.C.

GO Tutors Boost Academic Outcomes and Keep Kids in Classrooms

Chronic absenteeism rates are among the biggest concerns in education today. If kids are not in classrooms, they aren’t learning. At GO, we know the presence of a tutor positively influences attendance and reduces absenteeism, thereby boosting academic success. Director of Data and Research Jonah Liebert explores the impact of GO Fellows in his analysis [**“How Tutoring Improves Attendance and Chronic Absenteeism.”**](#)

It’s not just attendance. Fellows are making a positive impact on academic outcomes as well. Fellow-family communication is a key element of our program. Fellows provide updates on student progress and encourage family participation in academic growth and school events.

Recent data collected by Liebert proves that when Fellows conduct more frequent communication with their students’ families, students have higher attendance rates and make greater gains in math and ELA. The analysis highlights the importance of engaging families to support student success. Read more about this in Liebert’s blog [**“Being Present: The Link between Fellow-Facing Connections and Academic Outcomes.”**](#)

The correlation between Fellow performance and three different student outcomes – attendance, math gains, and ELA gains – underscores the importance of supporting and developing high-quality tutors, particularly in areas like family contact.

Financials

Revenues

Contributions & Other Revenue.....	\$418,594
Government Grants.....	\$6,205,566
Management & Tutor Fee Income.....	\$2,557,265
Other Income.....	\$3,973,391
TOTAL.....	\$13,154,816

Expenses

School Program Services.....	\$12,437,513
Management and General Services.....	\$569,906
Fundraising.....	\$181,125
TOTAL.....	\$13,188,544

CHANGE IN NET ASSETS.....	-\$33,728
NET ASSETS BOY.....	\$1,011,546
NET ASSETS EOY.....	\$977,818



Charlotte Adjchanich, GO Tutor Corps Board Member

“The Power of Now” by Eckhart Tolle

“The Power of Now” by Eckhart Tolle is a thought-provoking book because of its simple yet transforming perspective on living in the present moment – the “Now.” Tolle’s emphasis on mindfulness and detachment from the “egoic mind” challenged me to rethink how I perceive stress and negative emotions. The book’s guidance on quieting mental chatter and embracing the Now offered actionable tools for finding peace amid life’s challenges. Tolle’s insights on how the past and future are mental

constructs made me understand the importance of presence and that each day is a gift, which is now a daily mantra for me. What stood out most were the real-world applications of Tolle’s teachings. I found myself reflecting more deeply each day to stay present in the Now. The book not only inspired me intellectually but also encouraged personal growth and inner stillness. Overall, “The Power of Now” is a timeless guide to cultivating a more conscious, intentional way of living. It’s a book I’ll revisit often to deepen my understanding of its wisdom and continue the journey of staying in the present, the Now!

Donor List

Principal's Circle

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Susan and Ira Akselrad

Betty Wold Johnson Foundation

Brown Family Foundation

CityTutor DC

National Center for Teacher Residencies

New York Jets, LLC

Office of the State Superintendent of Education (OSSE)

Weinstein Family Foundation

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Teacher Resident's Circle

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Charlotte Adjchavanich and William Mooney

David and Jacqueline Akselrad

Evan Akselrad and Yasmine Anavi

Gerald Allen

BlueHub Capital

Jill Bodian

Mary and Mike Brabeck

Perry Cacace and Palma Patti-Cacace

Fran and Chris Caulfield

Jay Chazanoff

Civic Builders

The Davis Family Fund

Derrick Diggs

Gloria and Michael Feldman

Brian and Diane Friedman

David and Jessica Friedman

Glenview Capital Management

Linda Grobman and Michael Mustokoff

Handshake

Alan and Marjorie Kornblau

Deborah and Marc Kornblau

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Lucie Levine

James and Lindsay Meade

Liliana Polo-McKenna

Project Renewal

Ivan Rodriguez

Ron and Stephanie Sernau

Josh Thomases

Marlene Zurack

GO Tutor Corps Partner Schools

Fellows are placed in the following schools:

Washington, D.C.

Francis L. Cardozo High School
Center City Public Charter School Capitol Hill
Center City Public Charter School NoMa
Digital Pioneers Academy Lower Campus
Digital Pioneers Academy Upper Campus
Fannie Lou Hamer Middle School
Washington Latin Public Charter School 2nd Street
Washington Latin Public Charter School Cooper

Connecticut

East Hartford Middle School
Great Oaks Charter School – Bridgeport High School
Great Oaks Charter School – Bridgeport Middle School
Stamford Public Cloonan Middle School
Stamford Public Dolan Middle School
Stamford Public Rippowam Middle School
Stamford Public Stamford High School
Stamford Public Turn of River Middle School
Stamford Public Westhill High School

New Jersey

Great Oaks Legacy Charter Downtown Middle School
Great Oaks Legacy Charter Fairmount Heights Middle School
Great Oaks Legacy Charter Legacy Middle School
Kindle Education Public Charter School

New York

Great Oaks Kathleen Sherry Charter High School
Great Oaks Kathleen Sherry Charter Middle School
Hebrew Language Academy Charter School
Hebrew Language Academy Charter School 2
VOICE Charter School of New York



Massachusetts

Match Charter Public High School
Match Charter Public Middle School

Board of Directors



Adam Weinstein, Board Chair

Managing director and head of firm operations for New Mountain Capital, a private equity firm based in New York City, and founding member of the GO Tutor Corps board.



Michael T. Duffy, President

Adjunct professor at the NYU Wagner School of Public Service, former chair and commissioner of Massachusetts' civil rights enforcement agency, and senior executive at the NYC Department of Education during the Bloomberg administration.



Susan Mustokoff Akselrad, Board Secretary

Attorney specializing in labor and employment issues, founding board member of the Great Oaks Kathleen Sherry Charter School in New York City, and former public school teacher in Philadelphia.



Mike Brown, Board Treasurer

Co-founder and managing director of Journey Strategic Wealth, a national registered investment advisor firm; former trustee of the East Harlem Tutorial Project.



Charlotte Adjchanich

Marketing strategist and adviser to celebrity clients, with past stints at Parlux Revlon, L'ORÉAL UK, and ScienceMagic.



Derrick Diggs

Former president and director of development for Diggs Construction and advisory board chair for Connecticut Coalition for Achievement Now (ConnCAN).



Susan Stroud

Longtime advocate of national service, both in the United States and abroad, and one of the architects of AmeriCorps, first as a staffer on Capitol Hill drafting and advocating for the legislation creating the agency and then at the White House standing it up.

Michael T. Duffy, President

"One World Schoolhouse" by Sal Khan

I would highly recommend "One World Schoolhouse" by educator Sal Khan, the founder of Khan Academy. Today millions of students, parents, and teachers use the Khan Academy's free videos and software, which have expanded to encompass nearly every conceivable subject. In the book, Khan presents his radical vision for the future of education, as well as his own remarkable story, for the first time. The "origin story" of Khan Academy particularly resonated with me. Khan Academy came out of Khan's own experience tutoring his niece. The book features a great critique of the current approach to education in the U.S. I think everyone should read this critical book.

GO Tutor Corps Team



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Senior Business Manager



Elie Bilmes
Chief Program Officer



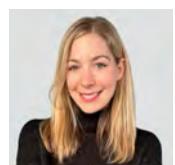
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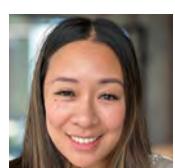
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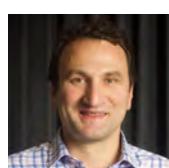
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Recruiter



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Director of Data and Research



Elizabeth Warner
Communications Coordinator

**Elizabeth Warner,
Communications
Coordinator**

**"True Biz" by
Sara Novic**

I recently read this fantastic fiction book that takes place at the River Valley School for the Deaf. "True Biz" is an adjective/explanation in American Sign Language that means really, seriously, definitely real-talk. And true to its name, the book is honest and refreshing. The characters are likable and the plot engaging. And a fun plus: I learned so much more about deaf culture and specifically ASL. Intermingled in the action-packed pages are dedicated pages about ASL, the history of it, the different adaptations of it, and graphics helping to show you how to sign. It truly had everything you want in a novel, and I would highly recommend it!



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