

AARP Foundation[®]

**EXPERIENCE
CORPS**

Guiding the next generation of readers

**Experience Corps
SACRAMENTO UNITED WAY, CA**

2016–17 Performance Report

NATIONAL OFFICE

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Report prepared by American Institutes for Research.



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Executive Report Summary

The AARP Experience Corps (EC) program places adults age 50 and older into elementary schools and afterschool programs to tutor students in reading and literacy. This report presents data for Sacramento United Way, CA schools that were collected using three surveys: a post-tutoring assessment, which is completed by teachers for each student who received sustained tutoring; a teacher program evaluation, which solicits teacher input on the value of the EC program; and a volunteer tutor survey, which captures the tutors' experiences. Records from the EC Salesforce database provide additional data about the number of students, teachers, and tutors who participate in the program.

Experience Corps Snapshot

Scope: The EC program served **73** classrooms in **9** schools.

Participants: **264** students received **1,043** hours of tutoring from **29** tutors.

All of these students received sustained one-on-one or small-group tutoring during the course of the school year.

Post-Tutoring Assessment

Post-tutoring assessment reflects collects measures of change in academic performance, behavior, and other indicators from the beginning of the year to the end of the year and is completed by teachers when the school year ends or whenever a student exits the program. In Sacramento United Way, CA, **24 students'** teachers completed the post-tutoring assessment survey. Teachers reported:

- **71 percent** of students who were below grade level at the beginning of the year improved their reading and literacy performance by one or more proficiency levels (e.g., from 1.5 grade levels below to one grade level below). **38 percent** of students were classified as on or above grade level by the end of the year.
- **42 percent** of students improved by one full grade level or more (e.g., from 1.5 grade levels below to 0.5 grade level below) or were classified as on or above grade level by the end of the year.
- **57 percent** of students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year.
- **67 percent** of students who had previously displayed disruptive behaviors were rated as exhibiting improvement by the end of the year.
- **79 percent** of students who had received low ratings for one or more academic engagement behaviors in the fall—such as concentration, motivation, self-confidence, or participation—received a higher rating at the end of the year.

Teacher Program Evaluation

24 teachers completed the Sacramento United Way, CA teacher program evaluation. Findings are as follows:

- **92 percent** of teachers reported that the EC tutors had a moderate or strong influence on student reading and literacy performance.
- **87 percent** of teachers reported that the EC tutors had a moderate or strong influence on student academic engagement behaviors, such as motivation, concentration, participation, or self-confidence.
- **68 percent** of teachers reported that the EC tutors had a moderate or strong influence on providing teachers with extra time to assist students who were struggling academically.
- **88 percent** of teachers indicated that they were likely to request a tutor again next year.

Volunteer Tutor Survey

19 tutors completed the Sacramento United Way, CA volunteer tutor survey. The results are as follows:

- **100 percent** of tutors reported that participating in the EC program helped them stay physically and mentally active.
- **100 percent** of tutors reported that the program increased their sense of purpose in life.
- **95 percent** of tutors reported that they were satisfied with the academic progress they made with students.
- **95 percent** of tutors reported that they were satisfied with the relationships they had with the students they tutored.

EC Program Overview and Evaluation Survey Methodology

AARP Experience Corps currently employs two specific tutoring strategies: sustained tutoring, either one-on-one or in small groups, and literacy assistance.

- Tutors in the **sustained tutoring strategy** work one-on-one or in small groups with students throughout the school year. On average, these tutors work with their students for 30 minutes at a time, twice per week, with the goal of meeting for at least 35 sessions or until the student reaches benchmarks.
- In the **literacy assistance strategy**, tutors provide general classroom literacy support. They may work with different students in the classroom each day on a one-on-one, small-group, or whole-class basis. There is no minimum number of sessions required in the literacy assistance strategy, and progress relating to individual student goals is not tracked.

As part of a comprehensive and ongoing strategy to collect information about the program's implementation and influence, EC program staff members distribute surveys to the participating teachers and tutors. The results of the following surveys are presented in this report:

- Classroom teachers complete **post-tutoring assessment surveys** about students' performance for students who are served by the sustained strategy.
- All teachers who have an EC tutor serving in their classroom are asked to complete a **teacher program evaluation survey** at the end of the school year. This two-page survey asks teachers to rate EC tutors' knowledge and skills, as well as the influence EC tutors had on students' academic performance and engagement behaviors.
- At the end of the school year, tutors are asked to complete a **volunteer tutor survey** to provide information about their participation in and satisfaction with the EC program.

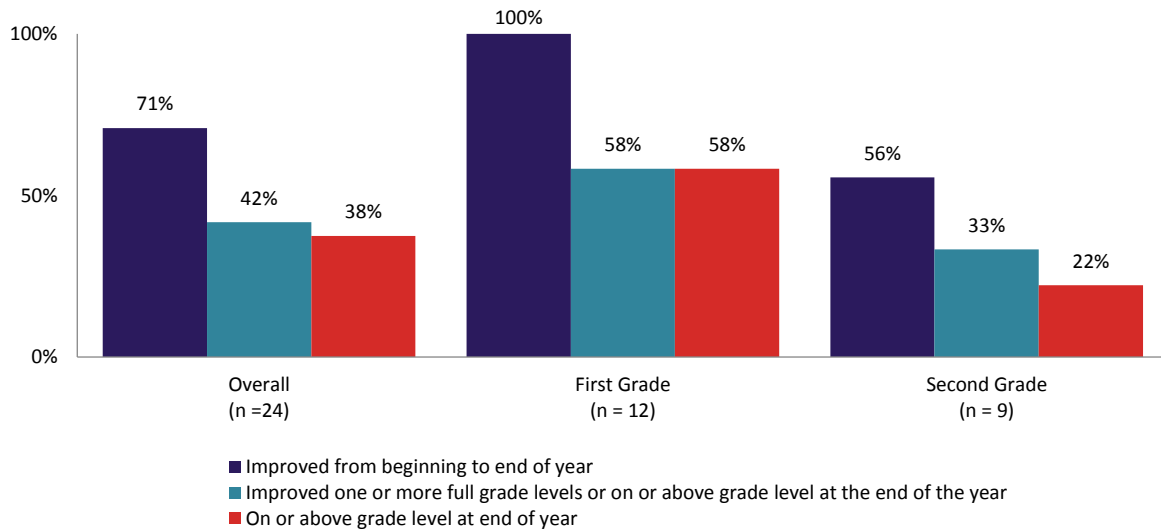
The methodology used for this study does not include comparisons with students who did not receive tutoring and, therefore, student progress made during the year cannot be attributed solely to participation in the EC program. However, a generalizable randomized controlled trial was conducted by Washington University and Mathematica Policy Research in 2007–08. This study found that students who participated in the EC tutoring program made over 60 percent more progress in word attack and passage comprehension and 40 percent more progress on grade-specific reading skills than did the students in the comparison group. The full report can be accessed using this link: <http://eus.sagepub.com/content/early/2010/06/16/0013124510381262>

In the figures presented throughout this report, *n* refers to the number of students with data for the measure. Grade-specific results of $n < 5$ have been suppressed to protect student privacy.

SUSTAINED TUTORING OUTCOMES

100 percent of students were below grade level in reading and literacy skills at the beginning of the year. Figure 1 shows the percentage of these students who showed improvement in their reading and literacy skills. Figures 2–3 present the percentage of students who demonstrated improvement in behavioral outcomes. Detailed survey results are presented in Appendix A.

Figure 1. Percentage of Students Who Improved or Reached Grade Level in Reading and Literacy



Note. The denominator includes only students who began the year below grade level and had scores for both the beginning and end of the school year.

Figure 2. Percentage of Students With Improved Academic Engagement Behavior Ratings From the Beginning to the End of the Year

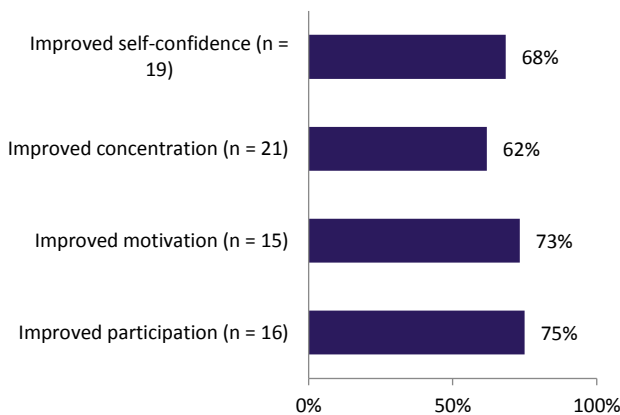
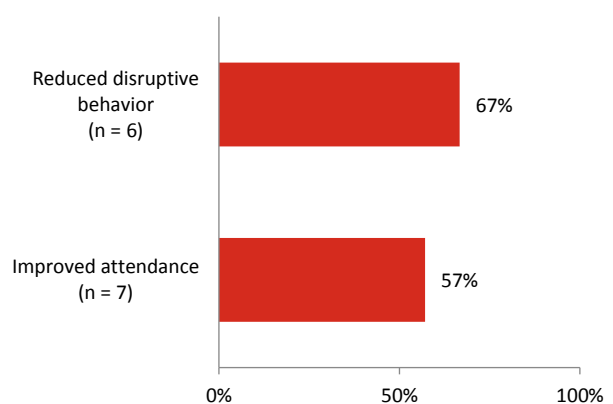


Figure 3. Percentage of Students Who Showed Reduced Disruptive Behavior or Improved Attendance After Working With an EC Tutor



Note. In Figure 2, the denominator includes only students who had ratings for both the beginning and end of the school year and were identified as needing improvement at the beginning of the school year.

PROGRAM OUTCOMES

Figures 4–7 present teachers’ ratings of tutors’ influence on students’ academic performance and engagement. Detailed survey results are presented in Appendix B.

Figure 4. Percentage of Teachers Rating EC Tutor Influence on Student Reading Literacy as Moderate or Strong

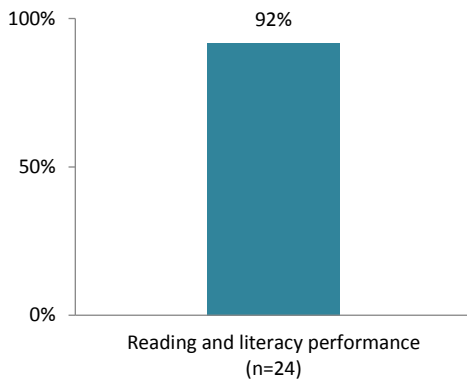


Figure 5. Percentage of Teachers Rating EC Tutor Influence on Academic Engagement as Moderate or Strong

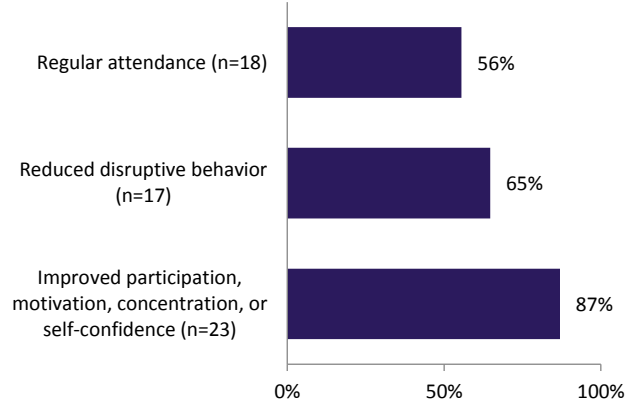


Figure 6. Percentage of Teachers Rating EC Tutor Influence on Instruction as Moderate or Strong

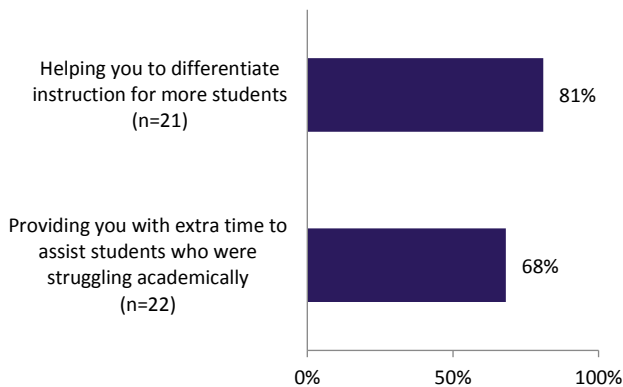
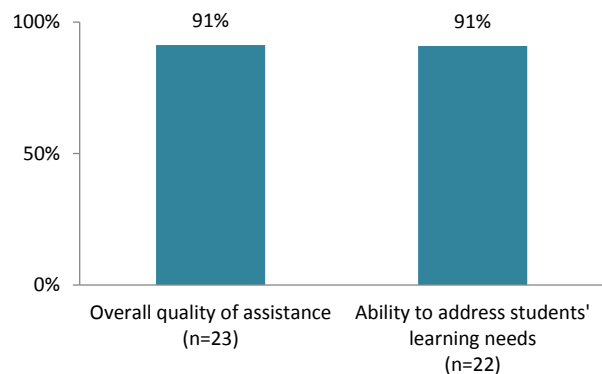
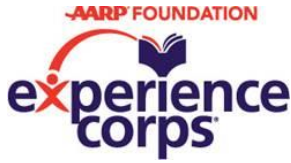


Figure 7. Percentage of Teachers Rating EC Tutor Skills as Good or Excellent



TEACHER COMMENTS

- “Seeing an English Language Learner gain so many reading skills and build his strength in speaking English was so nice. The jump he made from the start of the school year to the end of the year was huge and as a result I know he will be ready for the next grade.”
- “Our class volunteer went beyond the call by also donating valued materials such as pads, note taking cards, and supplies which benefited the students and teachers as well. The children looked forward to getting to work with [her] each week. They enjoyed reading with her. She did a wonderful job with her students.”
- “My students couldn't wait until they could go to tutoring. They loved it! The tutoring really helped my students with their reading skills, and they became much more confident in the classroom.”



EC TUTOR OUTCOMES: SACRAMENTO UNITED WAY, CA

2016–17 VOLUNTEER TUTOR SURVEY

TUTOR OUTCOMES

At the end of the year, the volunteer tutors indicated whether they felt that the EC program had provided them with various opportunities and indicated the likelihood they would recommend volunteering with the EC program to a friend (Figures 8–10). Detailed survey results are presented in Appendix C.

Figure 8. Percentage of Tutors Reporting the EC Program Provided Various Opportunities for Them

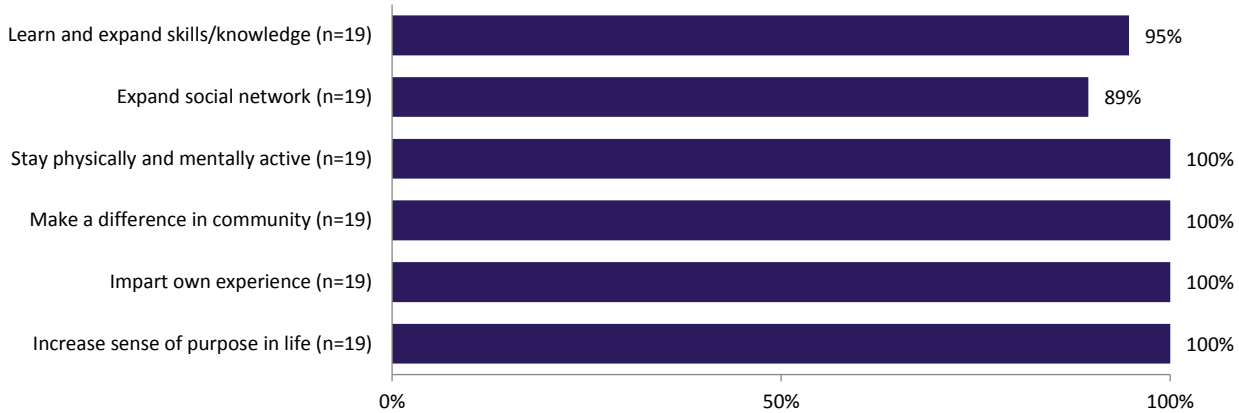


Figure 9. Percentage of Tutors Who Were Satisfied or Very Satisfied With Aspects of the EC Program

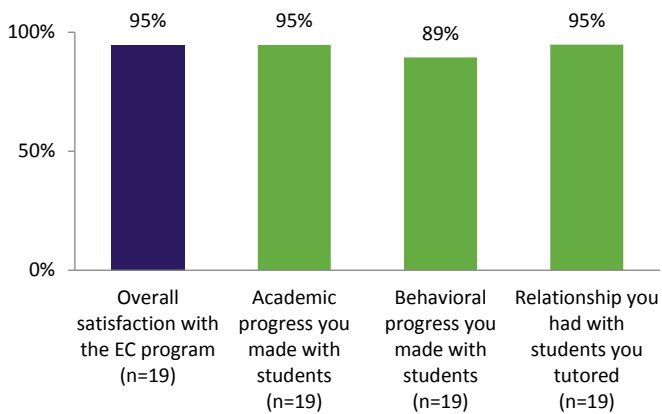
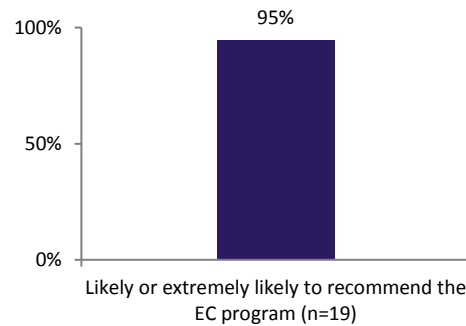


Figure 10. Percentage of Tutors Who Would Recommend the EC Program to a Friend



Note. Tutors rated the likelihood that they would recommend the EC program to a friend on a scale of 1 to 10, with 1 being *highly unlikely* and 10 being *extremely likely*. Figure 10 shows the percentage of tutors who rated the likelihood 7 or higher.

TUTOR COMMENTS

- “I enjoyed walking into the room [because] my reading group would run to the work table.”
- “One student said, ‘You know this class is really helping me. Now when I go to intervention I get stars and I am not at the bottom anymore. I am in the middle!’ Teachers reported that their students watched the clock on the days I was coming, looking forward to it. They said they were disappointed on the days that I couldn’t come.”
- “The student’s energy was a constant boost for me. There were moments when I could see progress in a student’s reading and sense that the student knew they were improving and felt more confident in themselves.”

Appendices

Appendix A: Sustained Tutoring Outcomes

Percentages may not sum to 100% due to rounding.

AARP Administrative Data (n = 24)

	Percentage	N
Gender		
Male	50.0%	24
Female	50.0%	
Grade level		
Prekindergarten	0.0%	24
Kindergarten	0.0%	
First	50.0%	
Second	37.5%	
Third	12.5%	
Fourth or higher	0.0%	
Free or reduced-price lunch recipient	100.0%	14
English language learner	33.3%	24
Race or ethnicity		
American Indian or Alaska Native	0.0%	24
Asian	20.8%	
Black or African American	8.3%	
Hispanic or Latino	20.8%	
Native Hawaiian or Other Pacific Islander	4.2%	
White	33.3%	
Multiracial	8.3%	
Other	0.0%	
Chose not to respond	4.2%	

Post-Tutoring Assessment Survey (n = 24)

Percentages may not sum to 100% due to rounding.

Please rate the student's overall reading and literacy performance . . .						
	2 or more grade levels behind	1.5 grade levels behind	1 grade level behind	0.5 grade level behind	On or above grade level (proficient)	N
a. . . . at the BEGINNING of the school year/tutoring match.	4.2%	25.0%	45.8%	25.0%	0.0%	24
b. . . . at the END of the school year/tutoring match.	16.7%	0.0%	8.3%	37.5%	37.5%	24

For each of the four academic engagement behaviors listed below, please rate the student . . .					
	Very low	Low	Moderate	High	N
. . . at the BEGINNING of the school year/tutoring match:					
a. Participation	20.8%	12.5%	33.3%	33.3%	24
b. Motivation	16.7%	20.8%	25.0%	37.5%	24
c. Concentration	20.8%	29.2%	37.5%	12.5%	24
d. Self-confidence	16.7%	25.0%	37.5%	20.8%	24

	Very low	Low	Moderate	High	<i>N</i>
... at the END of the school year/tutoring match:					
a. Participation	0.0%	4.2%	45.8%	50.0%	24
b. Motivation	0.0%	0.0%	50.0%	50.0%	24
c. Concentration	4.2%	8.3%	66.7%	20.8%	24
d. Self-confidence	0.0%	8.3%	54.2%	37.5%	24

Please rate the influence the EC tutor had on improving the student's:					
	None	Little	Moderate	Strong	<i>N</i>
a. Reading and literacy performance	0.0%	8.7%	56.5%	34.8%	23
b. Academic engagement behaviors	5.6%	11.1%	55.6%	27.8%	18

	Yes	No	<i>N</i>
Did the student show improved attendance since working with the tutor?	57.1%	42.9%	7
Did the student show reduced disruptive behavior since working with the tutor?	66.7%	33.3%	6

Appendix B: Program Outcomes

Percentages may not sum to 100% due to rounding.

Teacher Program Evaluation Survey (n = 24)

Grade level	Percentage/ mean	N
Prekindergarten	0.0%	24
Kindergarten	12.5%	
First	45.8%	
Second	29.2%	
Third	12.5%	
Fourth or higher	0.0%	
Multiple grades	0.0%	
Number of students in the class	22.7	24

Where are your students regularly tutored (check all that apply)?	Percentage	N
A dedicated space in the classroom (push-in)	33.3%	24
A dedicated space outside of the classroom (pull-out)	75.0%	
Location space varies by day	4.2%	
After school	4.2%	

	Not beneficial	Low benefit	Moderate benefit	Very beneficial	N
Overall, how beneficial do you feel the Experience Corps program was for participating students?	4.2%	4.2%	25.0%	66.7%	24

How much of an influence do you feel the EC tutors had on:					
	None	Little	Moderate	Strong	N
a. Improving student reading and literacy performance	0.0%	8.3%	41.7%	50.0%	24
b. Increasing student academic engagement (participation, motivation, concentration, self-confidence)	8.7%	4.4%	26.1%	60.9%	23
c. Improving regular student attendance	22.2%	22.2%	33.3%	22.2%	18
d. Reducing the occurrence of disruptive student behavior	29.4%	5.9%	52.9%	11.8%	17
e. Providing you with extra time to assist students who were struggling academically	22.7%	9.1%	31.8%	36.4%	22
f. Helping you to differentiate instruction for more students	14.3%	4.8%	19.1%	61.9%	21

Please rate the EC tutors' skills:					
	Poor	Fair	Good	Excellent	N
a. Ability to address students' learning needs	4.6%	4.6%	40.9%	50.0%	22
b. Ability to communicate effectively with you, the teacher	4.4%	13.0%	34.8%	47.8%	23
c. Overall quality of assistance	4.4%	4.4%	21.7%	69.6%	23

Would you be likely to request an EC tutor next year?		
	Percentage	N
Yes	87.5%	24
No	4.2%	
Maybe	8.3%	

Appendix C: Tutor Outcomes

Percentages may not sum to 100% due to rounding.

Volunteer Tutor Survey (n = 19)		
	Percentage	N
Did you serve in the EC program in the previous program year (2015–16)?		
Yes	0.0%	19
No	100.0%	
Including this year, how many school years have you served with the EC program?		
1 year	100.0%	19
2 years	0.0%	
3 years	0.0%	
4 years	0.0%	
5 years	0.0%	
6 years	0.0%	
7 years	0.0%	
8 years	0.0%	
9 years	0.0%	
10 years or more	0.0%	
Race or ethnicity		
American Indian or Alaska Native	0.0%	19
Asian	0.0%	
Black or African American	15.8%	
Hispanic or Latino	5.3%	
Native Hawaiian or Other Pacific Islander	0.0%	
White	79.0%	
Other	0.0%	
Chose not to respond	0.0%	
What is the highest grade of school you completed?		
Less than high school	0.0%	19
High school diploma (or equivalent)	15.8%	
College degree	42.1%	
Postgraduate or professional studies	42.1%	

How satisfied are you with the following?					
	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	N
a. Academic progress you made with students	0.0%	5.3%	57.9%	36.8%	19
b. Behavioral progress you made with students	0.0%	10.5%	63.2%	26.3%	19
c. Relationship you had with students you tutored	5.3%	0.0%	21.1%	73.7%	19
d. Guidance you received from EC site coordinators and staff	5.3%	0.0%	15.8%	79.0%	19
e. Pre-service training you received in preparing you for the first few weeks in the classroom	5.3%	0.0%	31.6%	63.2%	19
f. Overall quality of the training sessions	0.0%	0.0%	52.6%	47.4%	19
g. Schedule you had this year	0.0%	5.3%	57.9%	36.8%	19
h. Learning opportunities offered by the EC program	0.0%	0.0%	68.4%	31.6%	19
i. Experience Corps program overall	5.3%	0.0%	21.1%	73.7%	19

Has the EC program provided you with the opportunity to:			
	Yes	No	N
a. Expand your social network or relationships?	89.5%	10.5%	19
b. Stay physically and mentally active?	100.0%	0.0%	19
c. Make a difference in your community?	100.0%	0.0%	19
d. Impart your own experiences?	100.0%	0.0%	19
e. Increase your sense of purpose in life?	100.0%	0.0%	19
f. Learn and expand skills or knowledge?	94.7%	5.3%	19

What were the top TWO most important factors in your decision to start or continue serving in the AARP Experience Corps?		
	Percentage	N
Desire to help children	100.0%	19
Program was highly recommended	0.0%	
Desire to give back to the community	79.0%	
Desire to stay mentally and physically active	21.1%	
Other	0.0%	

On a scale of 1–10, please indicate how likely you would be to recommend volunteering with EC to a friend.		
	Percentage	N
1 (Highly unlikely)	0.0%	19
2	0.0%	
3	0.0%	
4	0.0%	
5	5.3%	
6	0.0%	
7	0.0%	
8	10.5%	
9	5.3%	
10 (Extremely likely)	79.0%	