

AARP Foundation[®]

**EXPERIENCE
CORPS**

Guiding the next generation of readers

**Experience Corps
MINNEAPOLIS/ST.PAUL, MN**

2016–17 Performance Report

NATIONAL OFFICE

601 E St. NW Washington, DC 20049 tel: 202-434-6400 fax: 202-434-6480

www.experiencecorps.org

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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 Minneapolis/St.Paul, MN 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 **108** classrooms in **18** schools.

Participants: **767** students received **23,068** hours of tutoring from **110** 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 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 Minneapolis/St.Paul, MN, **723 students'** teachers completed the post-tutoring assessment survey. Teachers reported:

- **79 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). **42 percent** of students were classified as on or above grade level by the end of the year.
- **55 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.
- **69 percent** of students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year.
- **64 percent** of students who had previously displayed disruptive behaviors were rated as exhibiting improvement by the end of the year.
- **91 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

76 teachers completed the Minneapolis/St.Paul, MN 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.
- **88 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.
- **90 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.
- **89 percent** of teachers indicated that they were likely to request a tutor again next year.

Volunteer Tutor Survey

97 tutors completed the Minneapolis/St.Paul, MN volunteer tutor survey. The results are as follows:

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

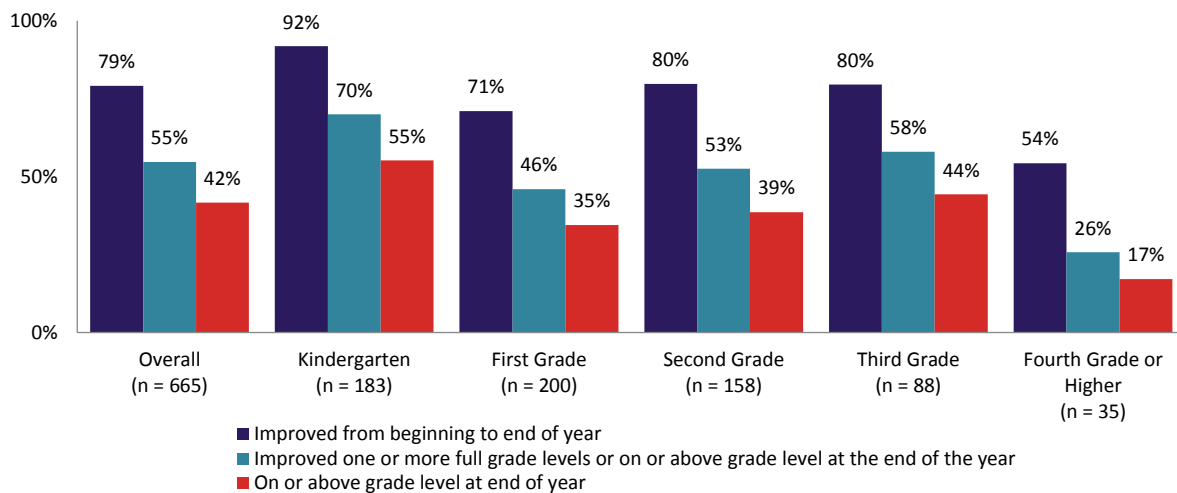
The methodology used for this study does not include comparisons with students who did not receive tutoring and, therefore, student progress made during the year cannot be attributed solely to participation in the EC program. However, a generalizable randomized controlled trial was conducted by Washington 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

94 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

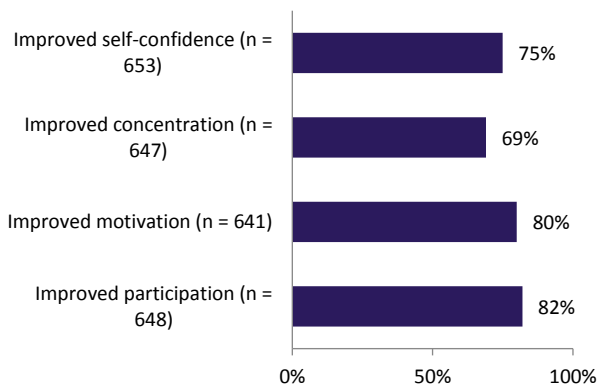
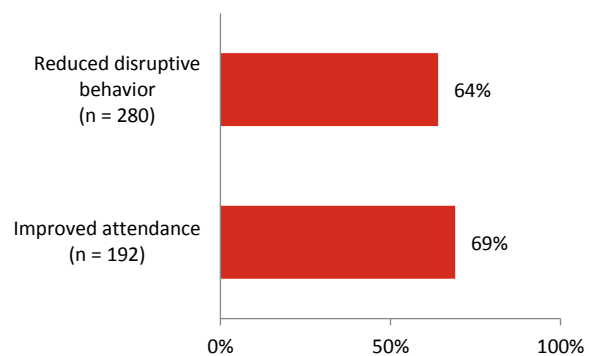
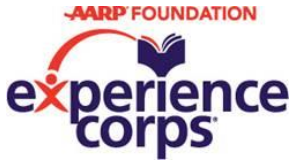


Figure 3. Percentage of Students Who Showed Reduced Disruptive Behavior or Improved Attendance After Working With an EC Tutor



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.



EC PROGRAM IMPACT OUTCOMES: MINNEAPOLIS/ST.PAUL, MN 2016–17 TEACHER PROGRAM EVALUATION SURVEY

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

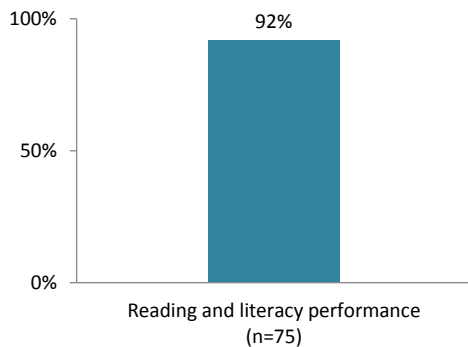


Figure 5. Percentage of Teachers Rating EC Tutor Influence on Academic Engagement as Moderate or Strong

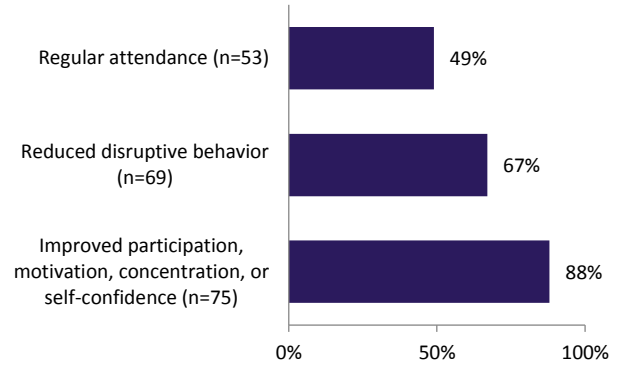


Figure 6. Percentage of Teachers Rating EC Tutor Influence on Instruction as Moderate or Strong

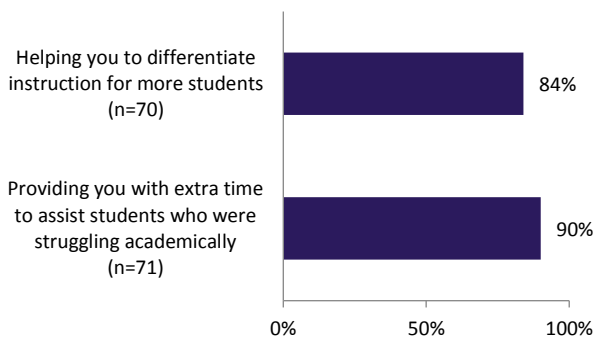
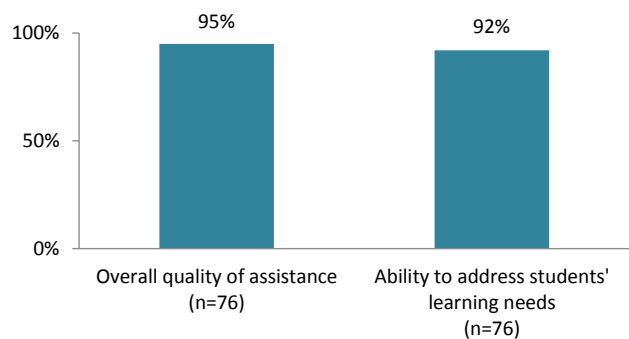
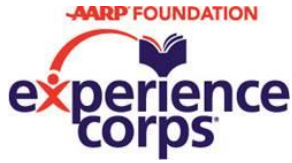


Figure 7. Percentage of Teachers Rating EC Tutor Skills as Good or Excellent



TEACHER COMMENTS

- “[The tutor] was an excellent tutor for four students who struggle academically. She was able to target needs and suggest activities to do with each student. She was wonderful!”
- “[The tutor] made a wonderful word search with all the students' names in the classroom. They were so excited to see their names and thought it was the coolest thing. [The tutor] goes above and beyond with making personalized rating activities and resources for each student he works with.”
- “I have a student who was not interested in reading but is always willing to go with [the tutor] and reads to him. The student has grown in his reading ability and interest. [The tutor] has developed relationships with students, and students feel comfortable talking to him about things they may not share with me.”



EC TUTOR OUTCOMES: MINNEAPOLIS/ST. PAUL, MN 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

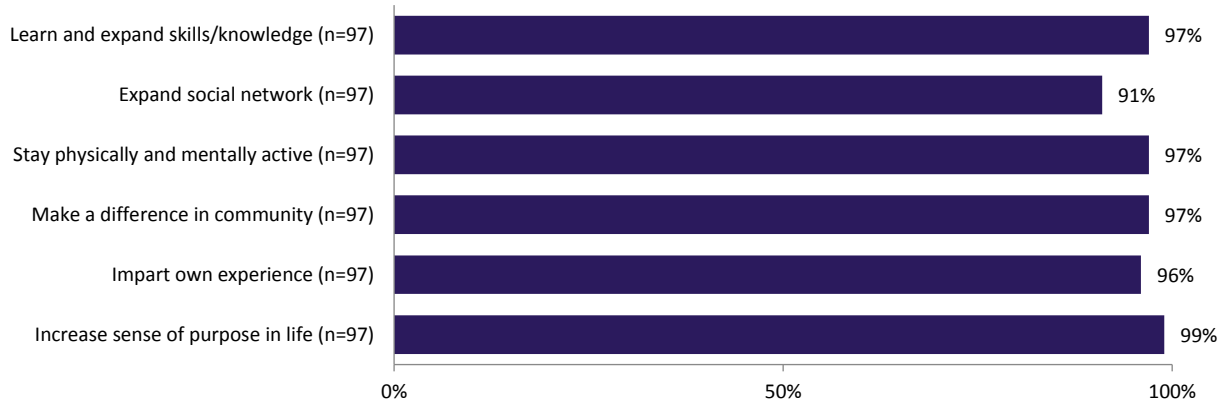


Figure 9. Percentage of Tutors Who Were Satisfied or Very Satisfied With Aspects of the EC Program

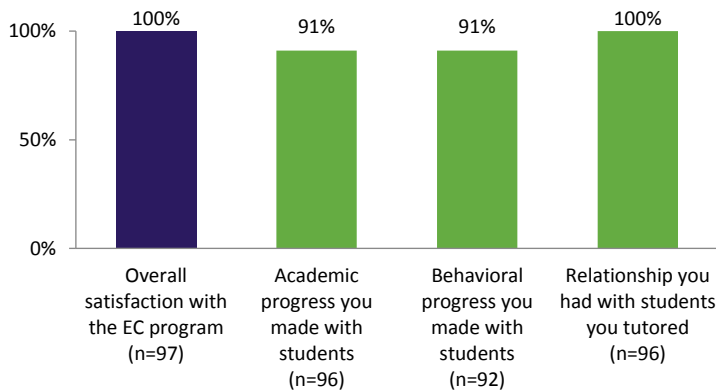
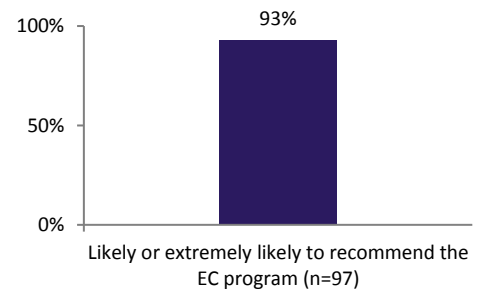


Figure 10. Percentage of Tutors Who Would Recommend the EC Program to a Friend



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

- “It was marvelous the first time my Somali students, who came without any sound/language skills in English, started reading in English! Their eyes became large and sparkled!”
- “There have been several occasions where the 'scholar' gets that 'aha' moment, and the light bulb and the smile illuminate simultaneously. They seem to be small steps from the tutor's perspective but enormous progress from the student's point of view. You only need a few of these to keep you enthused about your contribution.”
- “I have worked with the same teacher for the past three years. She is going to be moving to a new grade next year, and she asked me to join her! I feel that says a lot about the bond that we have made and her trust in me and the EC program.”

Appendices

Appendix A: Sustained Tutoring Outcomes

Percentages may not sum to 100% due to rounding.

AARP Administrative Data (n = 723)

	Percentage	N
Gender		
Male	55.0%	715
Female	45.0%	
Grade level		
Prekindergarten	0.0%	722
Kindergarten	26.6%	
First	29.9%	
Second	23.6%	
Third	14.5%	
Fourth or higher	5.4%	
Free or reduced-price lunch recipient	94.4%	375
English language learner	29.1%	471
Race or ethnicity		
American Indian or Alaska Native	0.7%	715
Asian	16.1%	
Black or African American	49.9%	
Hispanic or Latino	15.5%	
Native Hawaiian or Other Pacific Islander	0.3%	
White	12.2%	
Multiracial	3.6%	
Other	0.0%	
Chose not to respond	1.7%	

Post-Tutoring Assessment Survey (n = 723)

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.	18.1%	14.7%	43.0%	18.1%	6.2%	709
b. . . . at the END of the school year/tutoring match.	5.1%	6.8%	18.1%	25.1%	45.0%	709

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	20.9%	39.4%	31.3%	8.5%	709
b. Motivation	19.3%	40.2%	30.9%	9.6%	709
c. Concentration	19.6%	39.7%	32.1%	8.6%	708
d. Self-confidence	20.5%	42.4%	29.9%	7.2%	706

	Very low	Low	Moderate	High	<i>N</i>
... at the END of the school year/tutoring match:					
a. Participation	1.8%	12.0%	40.7%	45.5%	708
b. Motivation	1.6%	13.1%	41.3%	44.0%	709
c. Concentration	3.4%	14.8%	50.6%	31.2%	709
d. Self-confidence	0.7%	12.0%	52.6%	34.7%	706

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	2.5%	11.4%	34.1%	52.0%	683
b. Academic engagement behaviors	4.2%	11.0%	39.0%	45.7%	661

	Yes	No	<i>N</i>
Did the student show improved attendance since working with the tutor?	68.8%	31.3%	192
Did the student show reduced disruptive behavior since working with the tutor?	63.6%	36.4%	280

Appendix B: Program Outcomes

Percentages may not sum to 100% due to rounding.

Teacher Program Evaluation Survey (n = 76)

Grade level	Percentage/ mean	N
Prekindergarten	1.3%	76
Kindergarten	23.7%	
First	26.3%	
Second	22.4%	
Third	11.8%	
Fourth or higher	9.2%	
Multiple grades	5.3%	
Number of students in the class	25.8	73

Where are your students regularly tutored (check all that apply)?	Percentage	N
A dedicated space in the classroom (push-in)	35.5%	76
A dedicated space outside of the classroom (pull-out)	59.2%	
Location space varies by day	25.0%	
After school	1.3%	

	Not beneficial	Low benefit	Moderate benefit	Very beneficial	N
Overall, how beneficial do you feel the Experience Corps program was for participating students?	0.0%	4.0%	21.3%	74.7%	75

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%	8.0%	37.3%	54.7%	75
b. Increasing student academic engagement (participation, motivation, concentration, self-confidence)	1.3%	10.7%	38.7%	49.3%	75
c. Improving regular student attendance	28.3%	22.6%	41.5%	7.6%	53
d. Reducing the occurrence of disruptive student behavior	2.9%	30.4%	36.2%	30.4%	69
e. Providing you with extra time to assist students who were struggling academically	0.0%	9.9%	19.7%	70.4%	71
f. Helping you to differentiate instruction for more students	5.7%	10.0%	21.4%	62.9%	70

Please rate the EC tutors' skills:					
	Poor	Fair	Good	Excellent	N
a. Ability to address students' learning needs	0.0%	7.9%	31.6%	60.5%	76
b. Ability to communicate effectively with you, the teacher	1.3%	4.0%	23.7%	71.1%	76
c. Overall quality of assistance	1.3%	4.0%	23.7%	71.1%	76

Would you be likely to request an EC tutor next year?		
	Percentage	N
Yes	89.5%	76
No	1.3%	
Maybe	9.2%	

Appendix C: Tutor Outcomes

Percentages may not sum to 100% due to rounding.

Volunteer Tutor Survey (n = 97)		
	Percentage	N
Did you serve in the EC program in the previous program year (2015–16)?		
Yes	61.9%	97
No	38.1%	
Including this year, how many school years have you served with the EC program?		
1 year	38.1%	97
2 years	18.6%	
3 years	10.3%	
4 years	13.4%	
5 years	6.2%	
6 years	6.2%	
7 years	0.0%	
8 years	2.1%	
9 years	3.1%	
10 years or more	2.1%	
Race or ethnicity		
American Indian or Alaska Native	1.0%	96
Asian	2.1%	
Black or African American	14.6%	
Hispanic or Latino	1.0%	
Native Hawaiian or Other Pacific Islander	0.0%	
White	76.0%	
Other	4.2%	
Chose not to respond	1.0%	
What is the highest grade of school you completed?		
Less than high school	0.0%	97
High school diploma (or equivalent)	7.2%	
College degree	42.3%	
Postgraduate or professional studies	50.5%	

How satisfied are you with the following?					
	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	N
a. Academic progress you made with students	0.0%	9.4%	57.3%	33.3%	96
b. Behavioral progress you made with students	0.0%	8.7%	63.0%	28.3%	92
c. Relationship you had with students you tutored	0.0%	0.0%	39.6%	60.4%	96
d. Guidance you received from EC site coordinators and staff	1.0%	1.0%	31.3%	66.7%	96
e. Pre-service training you received in preparing you for the first few weeks in the classroom	0.0%	0.0%	47.9%	52.1%	94
f. Overall quality of the training sessions	0.0%	2.1%	47.9%	50.0%	94
g. Schedule you had this year	0.0%	5.3%	45.3%	49.5%	95
h. Learning opportunities offered by the EC program	0.0%	0.0%	55.3%	44.7%	94
i. Experience Corps program overall	0.0%	0.0%	36.1%	63.9%	97

Has the EC program provided you with the opportunity to:			
	Yes	No	N
a. Expand your social network or relationships?	90.7%	9.3%	97
b. Stay physically and mentally active?	96.9%	3.1%	97
c. Make a difference in your community?	96.9%	3.1%	97
d. Impart your own experiences?	95.9%	4.1%	97
e. Increase your sense of purpose in life?	99.0%	1.0%	97
f. Learn and expand skills or knowledge?	96.9%	3.1%	97

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	92.8%	97
Program was highly recommended	2.1%	
Desire to give back to the community	60.8%	
Desire to stay mentally and physically active	35.1%	
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)	3.1%	97
2	1.0%	
3	1.0%	
4	0.0%	
5	0.0%	
6	2.1%	
7	7.2%	
8	21.7%	
9	19.6%	
10 (Extremely likely)	44.3%	