

**AARP** Foundation®

**EXPERIENCE  
CORPS**

Guiding the next generation of readers

**Experience Corps  
Minneapolis/St. Paul, MN**

**2017–18 Performance Report**

NATIONAL OFFICE

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Report prepared by the American Institutes for Research.



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# Executive Report Summary

The AARP Foundation Experience Corps (EC) program places adults age 50 and older into elementary schools 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 survey, which solicits 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 as well as volunteer time spent tutoring and types of tutoring.

## Experience Corps Snapshot

**Scope:** The EC program served **100** classrooms in **15** schools and afterschool locations in Minneapolis/St. Paul, MN.  
**Participants:** **671** students received **21,732** hours of tutoring from **109** tutors.  
**671** of these students received sustained one-on-one or small group tutoring during the school year.

## Pre- and Post-Tutoring Assessments

Pre- and post-tutoring assessments collect measures of academic performance, behavior, and other indicators and are completed by teachers at the beginning of the school year and again at the end of the school year or whenever a student exits the program. In Minneapolis/St. Paul, MN, **602 students'** teachers completed both the pre- and post-tutoring assessment survey. **93%** of these students were classified as below grade level at the beginning of the school year.

Respondents indicated the following:

- **59%** of students who were below grade level at the beginning of the year improved their reading and literacy performance by at least half grade. **24%** of students were classified as on or above grade level by the end of the year.
- **36%** of the students improved by one full grade level or more or were classified as on or above grade level by the end of the year.
- **58%** of the students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year.
- **70%** of the students who had previously displayed disruptive behaviors were rated as exhibiting improvement by the end of the year.
- **88%** of the students who had received low ratings for one or more social and emotional indicators at the beginning of the year—concentration, motivation, self-confidence, or participation—received a higher rating at the end of the year.

## Teacher Program Evaluation

**86 teachers** completed the Minneapolis/St. Paul, MN teacher program evaluation. The findings indicated:

- **98%** of the respondents reported that the EC tutors had a moderate or strong influence on student reading and literacy performance.
- **95%** of the respondents reported that the EC tutors had a moderate or strong influence on student social and emotional indicators, such as motivation, concentration, participation, or self-confidence.  
**95%** of the respondents reported that the EC tutors had a moderate or strong influence on providing teachers with extra time to assist students who were struggling academically.
- **91%** of the respondents indicated that they were likely to request a tutor again next year.

## Volunteer Tutor Survey

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

- **100%** of the tutors reported that participating in the EC program helped them stay physically and mentally active.
- **98%** of the tutors reported that the program increased their sense of purpose in life.
- **91%** of the tutors reported that they were satisfied with the academic progress they made with students.
- **99%** of the tutors reported that they were satisfied with the relationships they had with the students they tutored.
- The Net Promoter Score, which indicates how likely volunteers are to recommend the EC program to a friend was **73**.

## EC Program Overview and Evaluation Survey Methodology

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AARP EC currently employs two specific tutoring strategies: sustained tutoring (either one-on-one or in small groups of 2 to 4 students) 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 per session, 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. The literacy assistance strategy has no goal for a minimum number of sessions 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 electronic survey links to the participating teachers and tutors. The results of the following surveys are presented in this report:

- Classroom teachers complete **pre-tutoring assessment surveys** for each student in their class at the beginning of the school year and **post-tutoring assessment surveys** at the end of the school year. The surveys ask about the performance of students who are served by the sustained strategy.
- All teachers who have an EC tutor serving in their classroom or afterschool program are asked to complete a **teacher program evaluation survey** at the end of the school year. This two-page survey asks respondents 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.

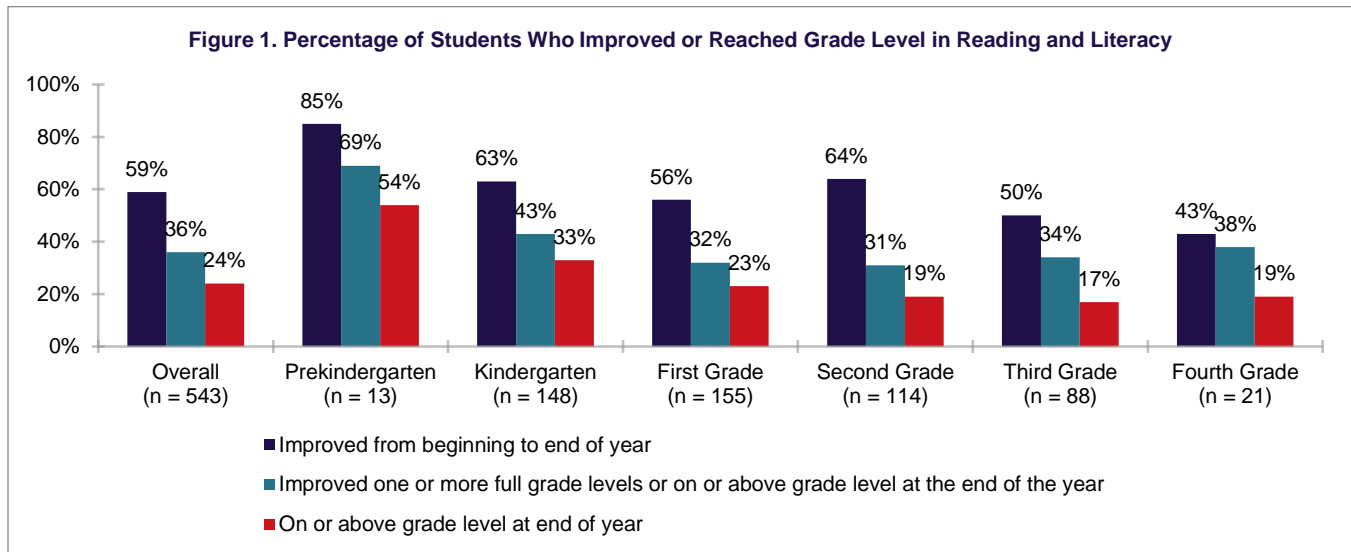
The methodology used for this study does not include comparisons with students who did not receive tutoring, and, therefore, student progress made during the year cannot be attributed solely to participation in the EC program. However, Washington University and Mathematica Policy Research conducted a generalizable randomized controlled trial in 2007–08. This study found that students who participated in the EC one-to-one sustained tutoring program made 60% more progress in word attack and passage comprehension and 40% 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>

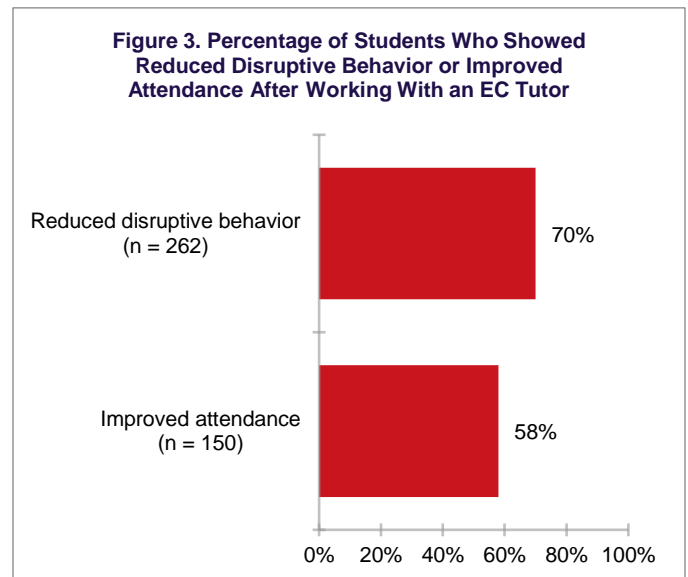
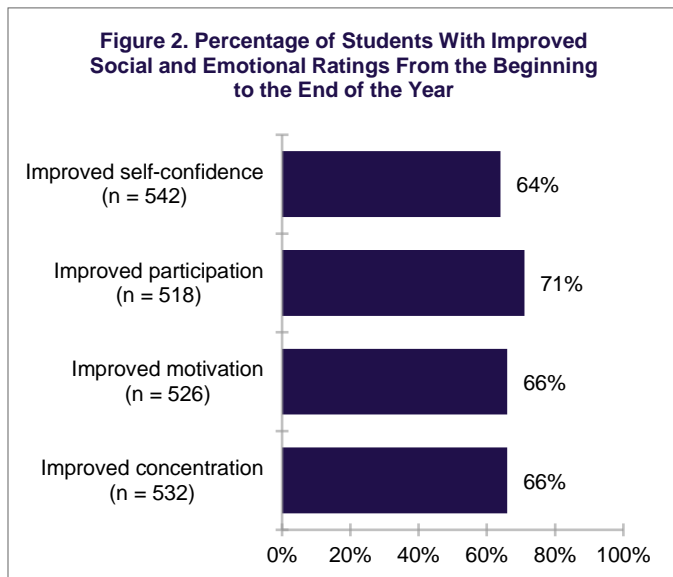
In the figures presented throughout this report, *n* refers to the number of students with data for the measure. Grade-specific results of  $n < 5$  have been suppressed to protect student privacy.

**SUSTAINED TUTORING OUTCOMES**

**93% percent** of the 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. The detailed survey results are presented in Appendix A.



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

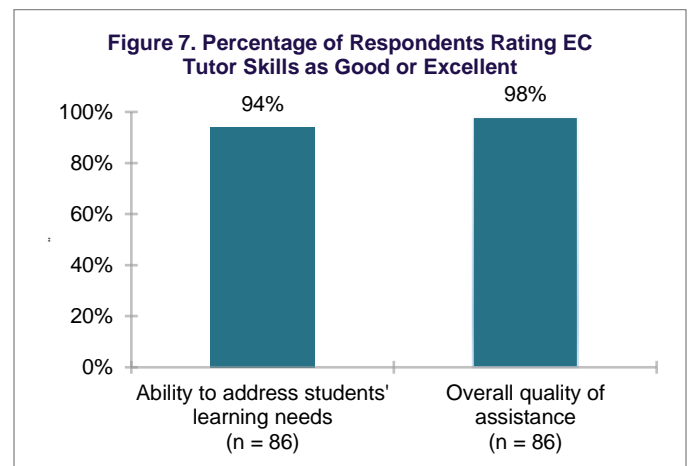
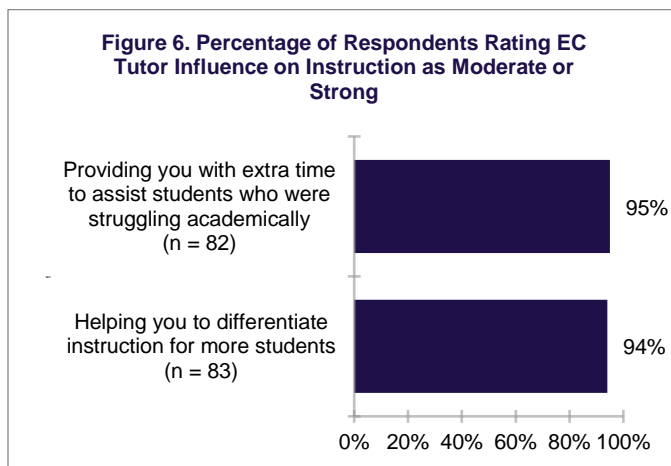
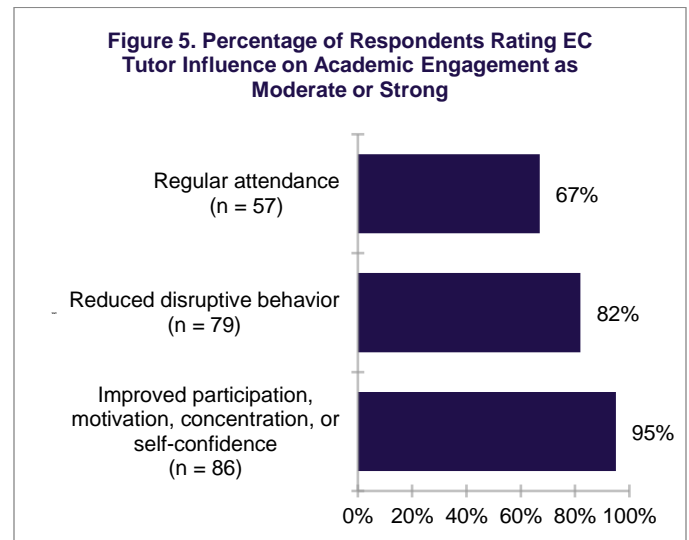
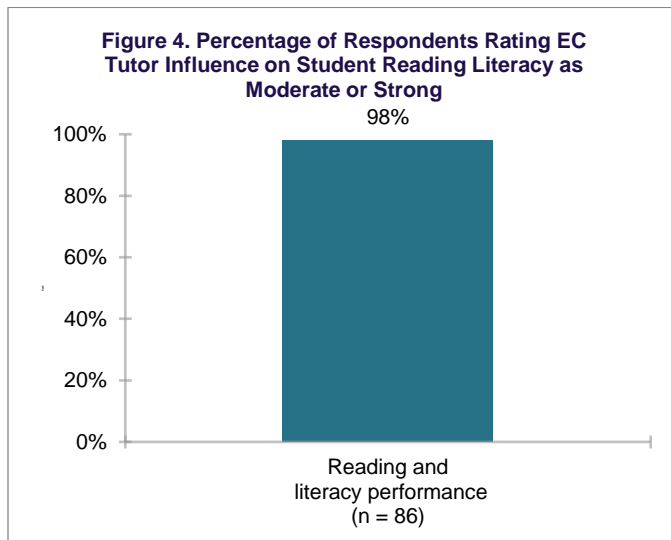


Note. In Figure 2, the analysis includes only students who had ratings for both the beginning and end of the school year and were identified as needing improvement at the beginning of the school year.

**EC PROGRAM IMPACT OUTCOMES: MINNEAPOLIS/ST. PAUL, MN**  
**2017–18 TEACHER PROGRAM EVALUATION SURVEY**

**PROGRAM OUTCOMES**

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



**TEACHER COMMENTS**

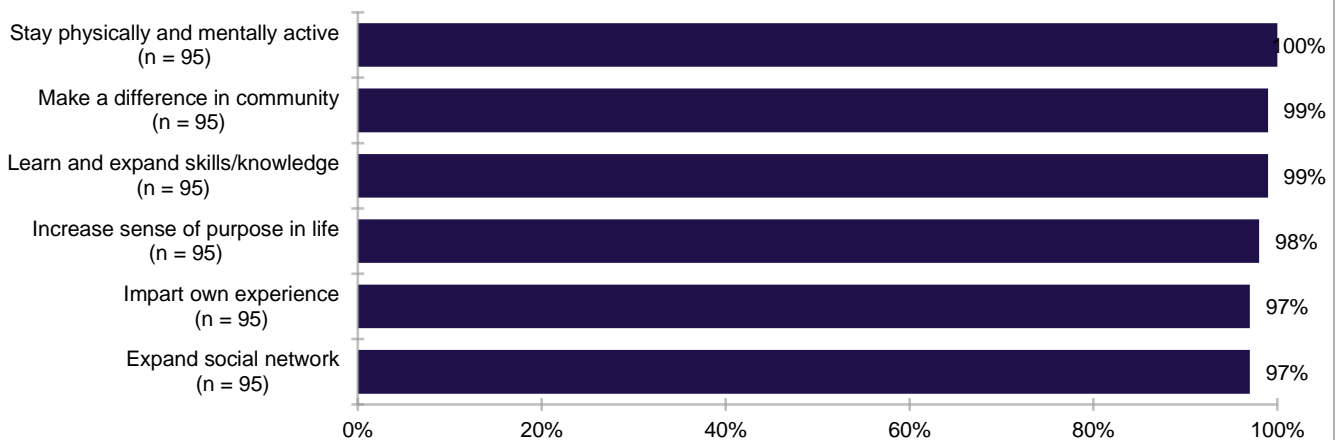
- [The tutor] is really good at finding something kids like to do. [For example, the tutor] discovered that a boy loves riddles [and] brought in a riddle book, and at the end of each session, he would choose a few riddles to write down. He loved coming into the classroom and saying a riddle to the class. He gained confidence talking in front of other students.
- [The tutor] is especially helpful with the ESL students or students who struggle academically. Without [the tutor] I would not be able to address their needs as thoroughly as I do. The children who are in the classes [that he/she] works with are definitely the lucky ones!

**EC PROGRAM IMPACT OUTCOMES: MINNEAPOLIS/ST. PAUL, MN**  
**2017–18 VOLUNTEER TUTOR SURVEY**

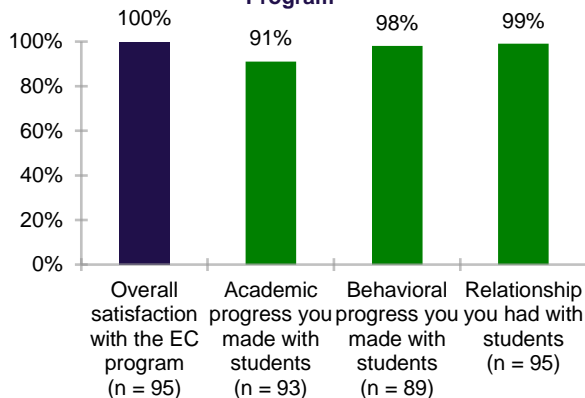
**TUTOR OUTCOMES**

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). The detailed survey results are presented in Appendix C.

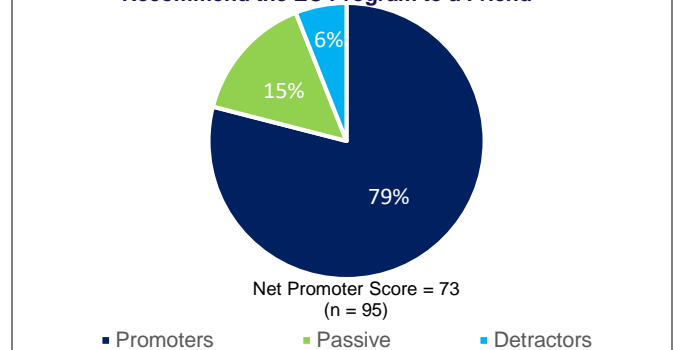
**Figure 8. Percentage of Tutors Reporting the EC Program Provided Various Opportunities for Them**



**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. The Net Promoter Score is the percentage of promoters (9-10) minus the percentage of detractors (1-6).

**TUTOR COMMENTS**

- When I hit the door of class, the kids attack me with hugs and love. Also want me to come home with them.
- One of my students was very interested and insistent that [he write a] story in book form with pages and pictures. We wrote a story outline of a few sentences, and he spent a lot of time on creating the booklet and pictures. Each time we came back to it, the writing got more elaborate. He has noticed his own increased writing skill as he writes the final story into his elaborately illustrated booklet.

## Appendices

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## Appendix A: Sustained Tutoring Outcomes

Percentages may not sum to 100% because of rounding.

### Pre-Tutoring Assessment Survey (*n* = 667)

	Percentage	<i>n</i>
<b>Gender</b>		
Male	51.9%	665
Female	48.1%	
<b>Grade level</b>		
Prekindergarten	2.2%	671
Kindergarten	26.4%	
First	28.6%	
Second	22.1%	
Third	15.9%	
Fourth	4.0%	
Fifth or higher	0.7%	
<b>Free or reduced-price lunch recipient</b>	94.2%	411
<b>English learner</b>	37.2%	616
<b>Race or ethnicity</b>		
American Indian or Alaska Native	1.0%	667
Asian	9.3%	
Black or African American	48.0%	
Hispanic or Latino	18.4%	
Native Hawaiian or Other Pacific Islander	0.7%	
White	10.9%	
Multiracial	4.5%	
Chose not to respond	7.0%	

	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)	<i>n</i>
Please rate the student's overall reading and literacy performance (grade level proficiency) at the <b>BEGINNING</b> of the school year/ tutoring match.	13.7%	21.3%	36.7%	21.7%	6.6%	649

For each of the four social and emotional indicators listed below, please rate the student at the <b>BEGINNING</b> of the school year/tutoring match:					
	Very low	Low	Moderate	High	<i>N</i>
a. Participation	15.5%	36.1%	38.6%	9.8%	656
b. Motivation	13.1%	38.2%	39.6%	9.0%	654
c. Concentration	15.2%	43.5%	35.2%	6.0%	650
d. Self-confidence	11.3%	44.8%	38.4%	5.5%	654

## Post-Tutoring Assessment Survey (n = 603)

	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
Please rate the student's overall reading and literacy performance (grade level proficiency) at the END of the school year/ tutoring match.	6.5%	12.4%	23.5%	28.7%	28.9%	603

For each of the four social and emotional indicators listed below, please rate the student at the END of the school year/tutoring match:

	Very low	Low	Moderate	High	n
a. Participation	3.4%	11.00%	39.4%	46.2%	589
b. Motivation	4.1%	11.10%	45.1%	39.7%	592
c. Concentration	4.1%	15.40%	47.0%	33.5%	585
d. Self-confidence	2.9%	13.10%	49.7%	34.4%	590

How much influence did the EC tutor(s) have on the student's...

	None	Little	Moderate	Strong	n
a. Reading and literacy performance?	2.5%	9.5%	34.3%	53.8%	569
b. Social and emotional indicators (e.g., participation, motivation, concentration, self-confidence)?	3.5%	8.2%	34.8%	53.6%	549

	Yes	No	n
Did the student show improved attendance since working with the tutor?	58.0%	42.0%	150
Did the student show reduced disruptive behavior since working with the tutor?	69.0%	30.2%	262

# Appendix B: Program Outcomes

Percentages may not sum to 100% because of rounding.

## Teacher Program Evaluation Survey (n = 86)

Grade level	Percentage/ mean	n
Prekindergarten	3.5%	86
Kindergarten	23.3%	
First	29.1%	
Second	20.9%	
Third	10.5%	
Fourth or higher	7.0%	
Multiple grades	5.8%	
<b>Number of students in the class</b>	25	86
<b>Number of EC tutors in the class this year</b>	1	86

Where are your students regularly tutored (check all that apply)?	Percentage	n
A dedicated space in the classroom (push-in)	47.7%	86
A dedicated space outside of the classroom (pull-out)	53.5%	
Location space varies by day	17.4%	
After school	1.2%	

	Not beneficial	Low benefit	Moderate benefit	Very beneficial	n
Overall, how beneficial do you feel the EC program was for participating students?	0.0%	1.2%	19.8%	79.1%	86

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	1.2%	1.2%	32.6%	65.1%	86
b. Increasing student academic engagement (participation, motivation, concentration, self-confidence)	2.3%	2.3%	32.6%	62.8%	86
c. Improving regular student attendance	10.5%	22.8%	42.1%	24.6%	57
d. Reducing the occurrence of disruptive student behavior	3.8%	13.9%	34.2%	48.1%	79
e. Providing you with extra time to assist students who were struggling academically	2.4%	2.4%	12.2%	82.9%	82
f. Helping you to differentiate instruction for more students	4.8%	1.2%	20.5%	73.5%	83

Please rate the EC tutors' skills:					
	Poor	Fair	Good	Excellent	n
a. Ability to address students' learning needs	1.2%	4.7%	20.9%	73.3%	86
b. Ability to communicate effectively with you, the teacher	1.2%	0.0%	14.0%	84.9%	86
c. Overall quality of assistance	1.2%	1.2%	16.3%	81.4%	86

Would you be likely to request an EC tutor next year?		
	Percentage	<i>n</i>
Yes	90.7%	86
No	3.5%	
Maybe	5.8%	

# Appendix C: Tutor Outcomes

Percentages may not sum to 100% because of rounding.

<b>Volunteer Tutor Survey (n = 95)</b>		
	<b>Percentage</b>	<b>n</b>
<b>Did you serve in the EC program in the previous program year (2016–17)?</b>		
Yes	64.2%	95
No	35.8%	
<b>Including this year, how many school years have you served with the EC program?</b>		
1 year	35.8%	95
2 years	24.2%	
3 years	9.5%	
4 years	9.5%	
5 years	8.4%	
6 years	6.3%	
7 years	3.2%	
8 years	2.1%	
9 years	0.0%	
10 years or more	1.1%	
<b>Race or ethnicity</b>		
American Indian or Alaska Native	0.0%	94
Asian	4.3%	
Black or African American	20.2%	
Hispanic or Latino	0.0%	
Native Hawaiian or Other Pacific Islander	0.0%	
White	68.1%	
Other	3.2%	
Chose not to respond	4.3%	
<b>What is the highest grade of school you completed?</b>		
Less than high school	0.0%	94
High school diploma (or equivalent)	11.7%	
College degree	44.7%	
Postgraduate or professional studies	43.6%	

<b>How satisfied are you with the following?</b>					
	<b>Very dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very satisfied</b>	<b><i>n</i></b>
a. Academic progress you made with students	0.0%	8.6%	50.5%	40.9%	93
b. Behavioral progress you made with students	1.1%	1.1%	68.5%	29.2%	89
c. Relationship you had with students you tutored	0.0%	1.1%	26.3%	72.6%	95
d. Guidance you received from EC site coordinators and staff	0.0%	3.2%	33.7%	63.2%	95
e. Pre service training you received in preparing you for the first few weeks in the classroom	0.0%	5.3%	46.8%	47.9%	94
f. Overall quality of the training sessions	1.1%	3.2%	41.9%	53.8%	93
g. Schedule you had this year	0.0%	6.3%	40.0%	53.7%	95
h. Learning opportunities offered by the EC program	1.1%	2.1%	45.7%	51.1%	94
i. EC program overall	0.0%	0.0%	30.5%	69.5%	95

<b>Has the EC program provided you with the opportunity to:</b>			
	<b>Yes</b>	<b>No</b>	<b><i>n</i></b>
a. Expand your social network or relationships?	96.8%	3.2%	95
b. Stay physically and mentally active?	100.0%	0.0%	95
c. Make a difference in your community?	98.9%	1.1%	95
d. Impart your own experiences?	96.8%	3.2%	95
e. Increase your sense of purpose in life?	97.9%	2.1%	95
f. Learn and expand skills or knowledge?	98.9%	1.1%	95

<b>What were the top TWO most important factors in your decision to start or continue serving in the AARP Experience Corps?</b>		
	<b>Percentage</b>	<b><i>N</i></b>
Desire to help children	93.7%	95
Program was highly recommended	4.2%	
Desire to give back to the community	62.1%	
Desire to stay mentally and physically active	31.6%	
Other	1.1%	

<b>On a scale of 1–10, please indicate how likely you would be to recommend volunteering with EC to a friend.</b>		
	<b>Percentage</b>	<b><i>n</i></b>
1 (Highly unlikely)	1.1%	95
2	0.0%	
3	1.1%	
4	0.0%	
5	0.0%	
6	4.2%	
7	2.1%	
8	12.6%	
9	15.8%	
10 (Extremely likely)	63.2%	