

# Sacramento CCSC, California

2019 • 2020 PERFORMANCE REPORT



**AARP** Foundation  
**EXPERIENCE**  
**CORPS**  
Guiding the next generation of readers

## Contents

<b>Executive Summary: Sacramento CCSC</b> .....	<b>1</b>
<b>Student Progress</b> .....	<b>2</b>
<b>Student Profile</b> .....	<b>3</b>
<b>Tutor Satisfaction</b> .....	<b>5</b>
<b>Tutor Profile</b> .....	<b>7</b>
<b>Appendix A: Program Overview and Evaluation Methodology</b> .....	<b>8</b>
<b>Appendix B: Survey Results by Question</b> .....	<b>9</b>
Table 1. Pre-Tutoring Assessment (n=477) .....	9
Table 2. Tutor Survey (n=58).....	10

## Executive Summary: Sacramento CCSC

The AARP Foundation Experience Corps program places adults age 50 and older into elementary schools and afterschool locations to tutor students in reading and literacy. This report presents data for the Sacramento CCSC program that were collected during the 2019-2020 school year using: (1) a pre-tutoring assessment for each student completed by teachers or site supervisors; (2) a tutor survey; and (3) records from the AARP Foundation Experience Corps' Salesforce database. Student post-tutoring assessments and teacher/site supervisor program evaluations were not administered this school year due to disruptions caused by the COVID-19 pandemic.



The AARP Foundation Experience Corps program served **114** classrooms in **14** schools, as well as **12** afterschool locations.



**477** students received sustained one-on-one or small group tutoring from **73** tutors. Tutors dedicated **3,615** volunteer hours to the program.



Teachers or site supervisors completed the pre-tutoring assessment survey for **477** students. **58** tutors completed the tutor survey.

### Student Progress

93%

of tutors reported that they were very satisfied or satisfied with the **academic progress made by students**

96%

of tutors reported that they were very satisfied or satisfied with the **behavioral progress made by students**

### Student Profile

90%

of students were rated as **reading below grade level** at the beginning of the year

50%

of students were rated as **low or very low for one or more social-emotional indicator** at the beginning of the year

### Tutor Satisfaction

100%

of tutors reported that they were **very satisfied** or **satisfied** with the AARP Foundation Experience Corps program

86

is the **Net Promoter Score**, which reflects how likely tutors are to recommend the AARP Foundation Experience Corps program

### Tutor Profile

7

**students were served per tutor**, on average.

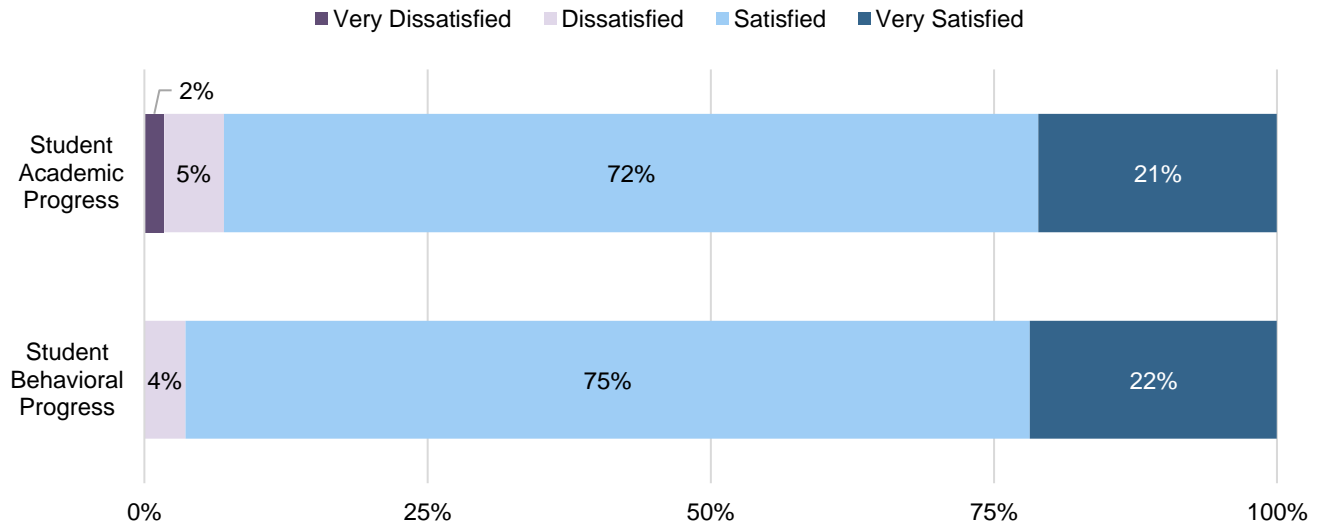
2

is the tutors' average number of **years of program experience**

## Student Progress

Figure 1 shows tutors' satisfaction with the academic progress made by students and behavioral progress made by students. Data reported in this figure comes from the tutor survey.

**Figure 1. Tutor Satisfaction with Student Academic Progress (n=57) and Student Behavioral Progress (n=55)**



### Selected Quotes from Tutors on Student Progress

“I think that everyone benefits from being able to read and many children need the extra help that this program offers. The results are immediate and so many of the kids are too smart to fall through the cracks.”

“Giving back to the community, especially to children, is such a great way to volunteer. We’re helping these children be more confident readers, which will help them be more successful in school and beyond.”

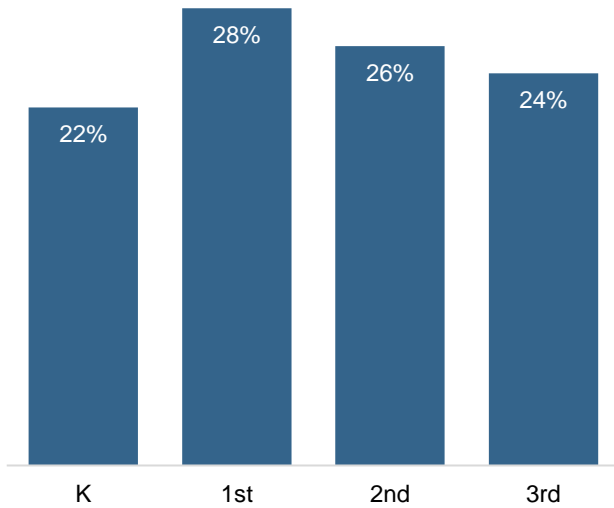
“I think the way the program is structured provides guidance for helping a child who is struggling feel successful as they make progress.”



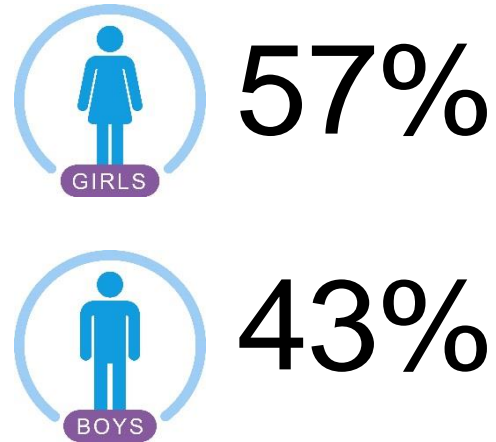
## Student Profile

The figures presented in this section include students' demographic characteristics and their beginning of the year reading and social-emotional learning (SEL) ratings. These data were collected through the pre-tutoring assessment. Figures 2-6 below show the breakdown of students served by the Sacramento CCSC program by grade level (Figure 2), gender (Figure 3), race/ethnicity (Figure 4), eligibility for free/reduced price meals (Figure 5), and English learner status (Figure 6).

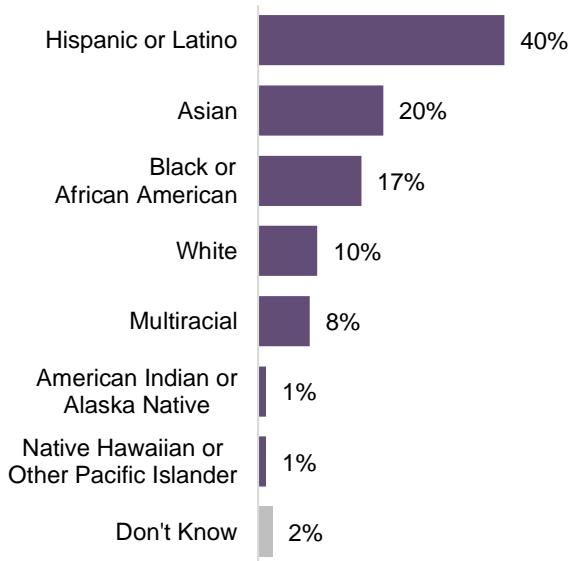
**Figure 2. Students' Grade Levels (n=477)**



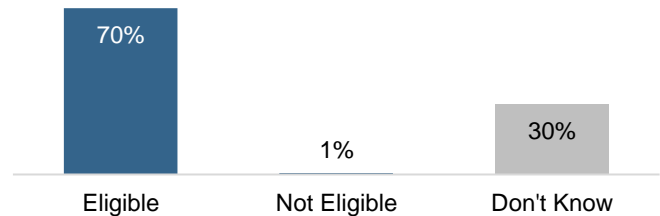
**Figure 3. Students' Gender (n=477)**



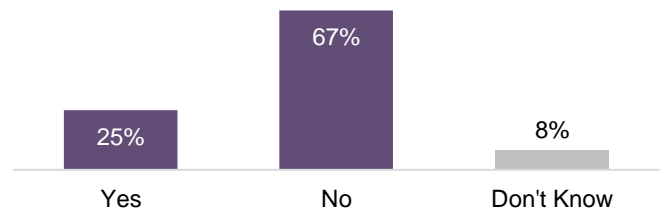
**Figure 4. Students' Race/Ethnicity<sup>1</sup> (n=477)**



**Figure 5. Students' Free/Reduced Price Meals Status (n=477)**



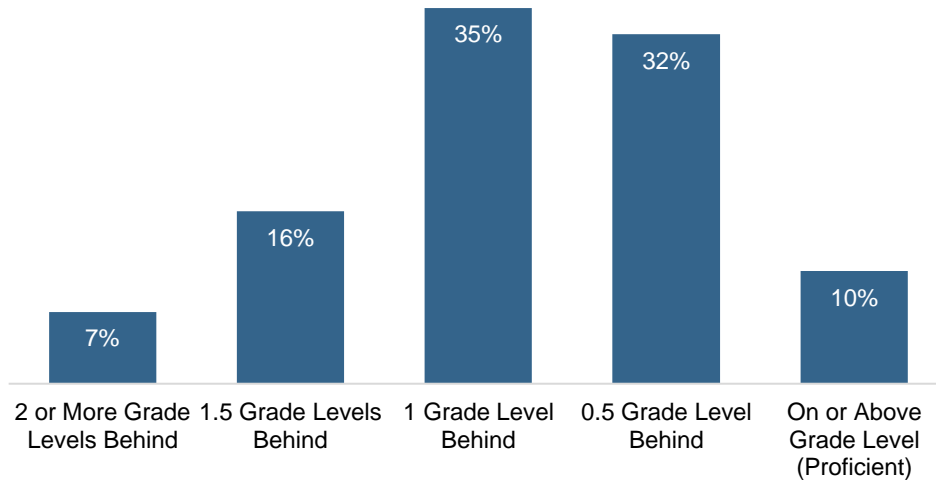
**Figure 6. Students' English Learner Status (n=477)**



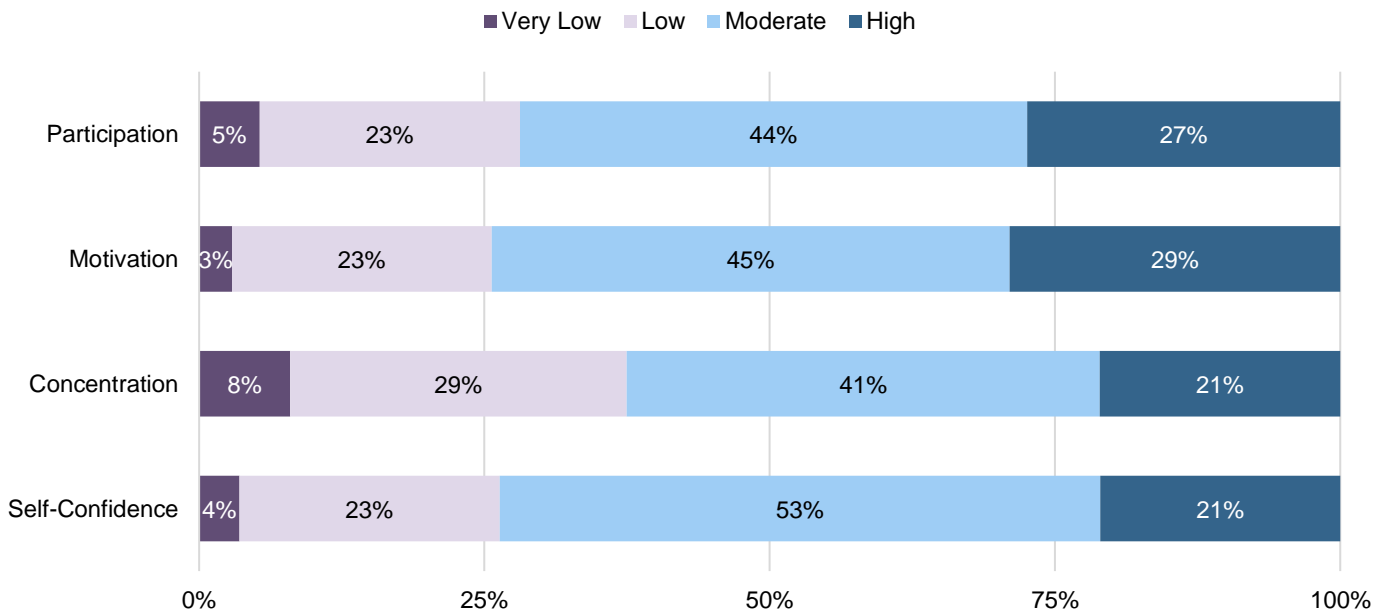
<sup>1</sup> In Figure 4, race and ethnicity are reported together due to the structure of the corresponding survey question. Because questions regarding race and ethnicity may be structured differently across schools and programs, all students identified as being of Hispanic/Latino ethnicity are included in the "Hispanic or Latino" category. Conversely, all other categories only include students of that race who are *not* Hispanic/Latino.

Figure 7 shows teachers' ratings of students' beginning of the year reading skills. Figure 8 includes teachers' ratings of students' beginning of the year social-emotional skills (participation, motivation, concentration, and self-confidence).

**Figure 7. Students' Reading Skills at the Beginning of the School Year (n=452)**



**Figure 8. Students' Social-Emotional Learning Skills at the Beginning of the School Year (maximum n=452)<sup>2</sup>**



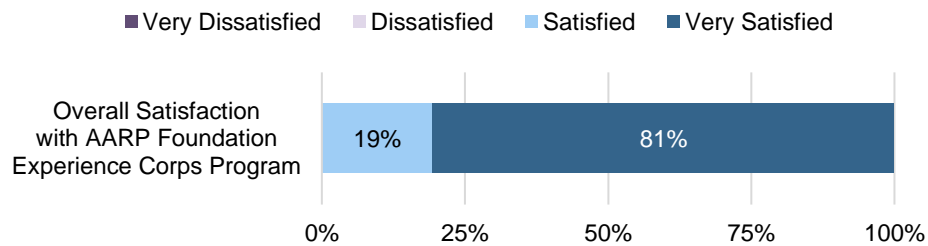
<sup>2</sup> The maximum *n* is presented in Figure 8. The *ns* ranged from 451 to 452.



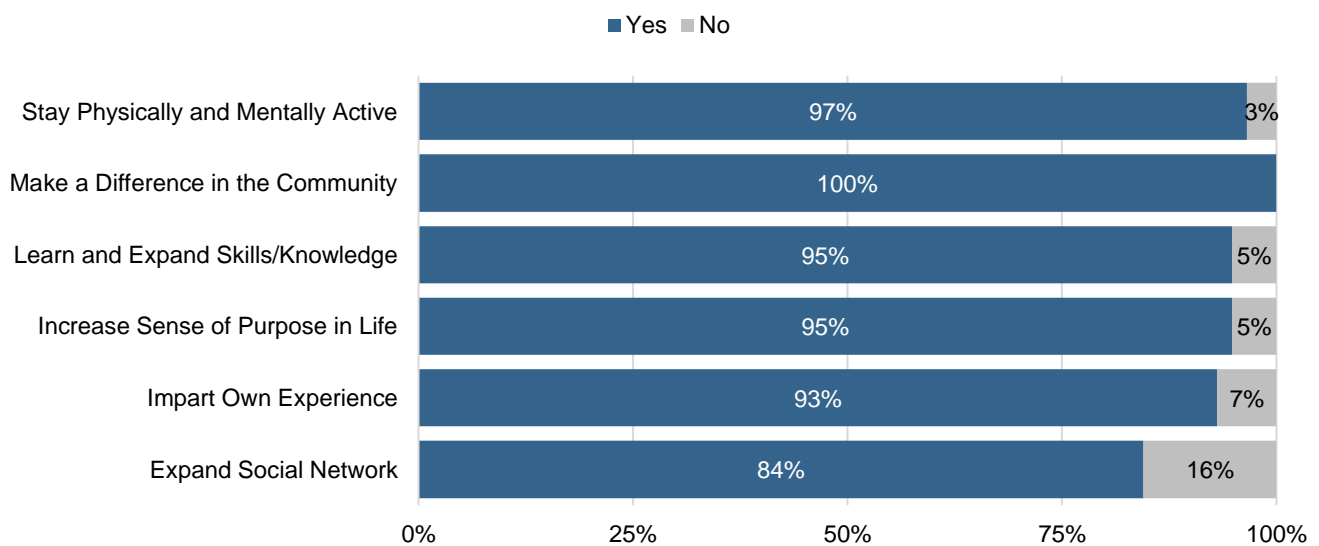
## Tutor Satisfaction

Figure 9 shows how satisfied tutors were with the AARP Foundation Experience Corps program overall. Figure 10 presents tutors' reports of the opportunities that the AARP Foundation Experience Corps program has provided them within six areas. Figure 11 shows tutors' satisfaction with the relationship they formed with their students. Figure 12 shows tutors' satisfaction with various components of the AARP Foundation Experience Corps program. Figure 13 shows the percentage of tutors who would recommend the program to a friend, and the corresponding Net Promoter Score (NPS). Data for these figures were drawn from the tutor survey.

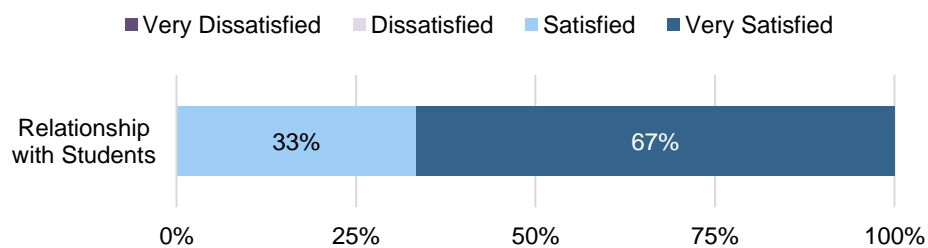
**Figure 9. Tutor Overall Satisfaction with the AARP Foundation Experience Corps Program (n=57)**



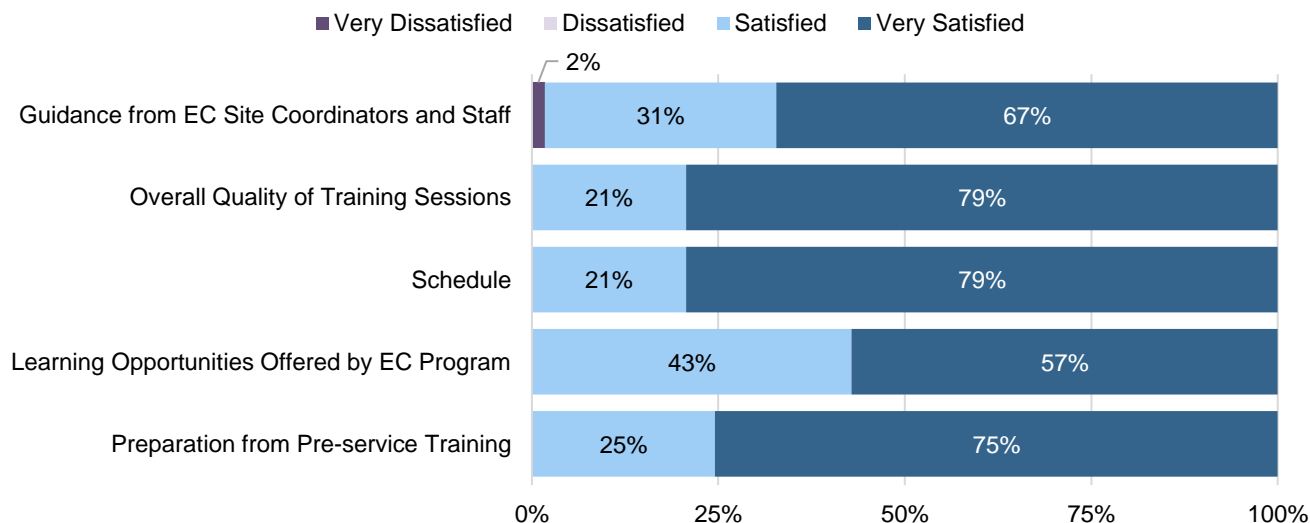
**Figure 10. Tutor Reports of Opportunities Provided by the AARP Foundation Experience Corps Program (n=58)**



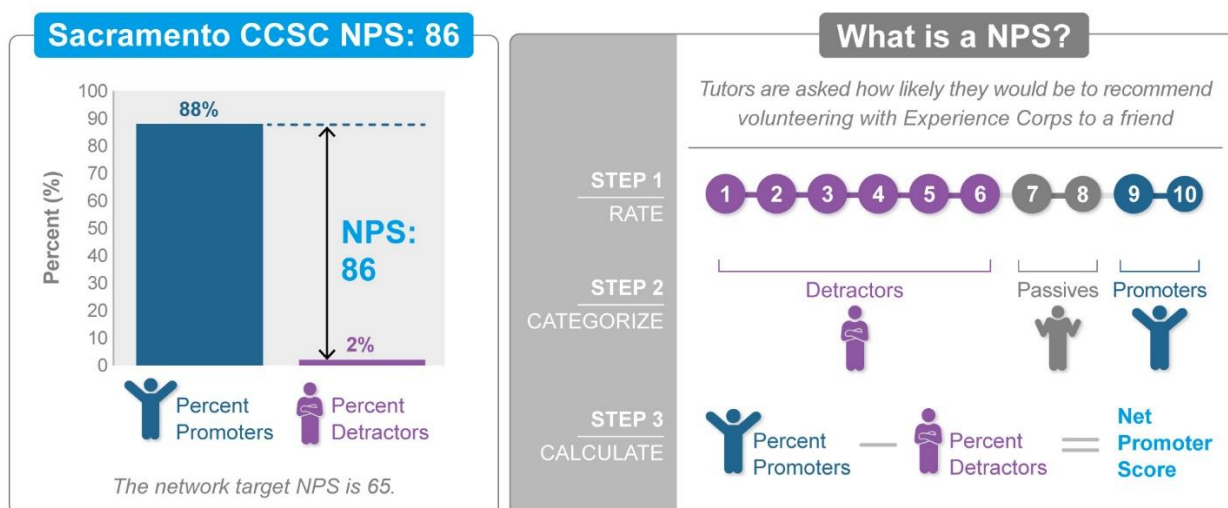
**Figure 11. Tutor Satisfaction with the Relationship Formed with Their Students (n=57)**



**Figure 12. Tutor Satisfaction with Components of the AARP Foundation Experience Corps Program (maximum n=58)<sup>3</sup>**



**Figure 13. Tutor Likelihood to Recommend the AARP Foundation Experience Corps Program (n=57)**



### Selected Quotes from Tutors on Tutor Experience

“It’s an excellent cause, provides great program support, makes me feel valued, was easy to transition into, mentor was super responsive, spending time with young kids is FUN, seeing the progress in reading is rewarding, and feeling like you’re improving the community’s future feels good even if it is just 6 kids at a time. I would definitely recommend this program to my retired friends AND to school districts that do not yet employ it.”

“I enjoyed the contagious level of exuberance the EC staff has along with the positive energy presented by school staff & students have while attending class, it’s hard not to want to be part of the program.”

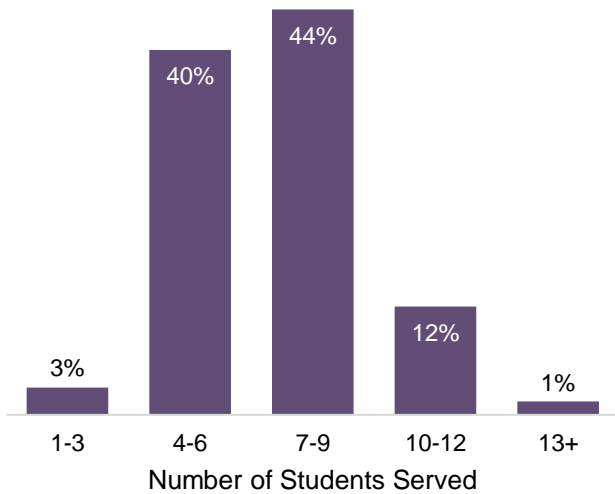
<sup>3</sup> The maximum *n* is presented in Figure 12. The *ns* ranged from 56 to 58.



## Tutor Profile

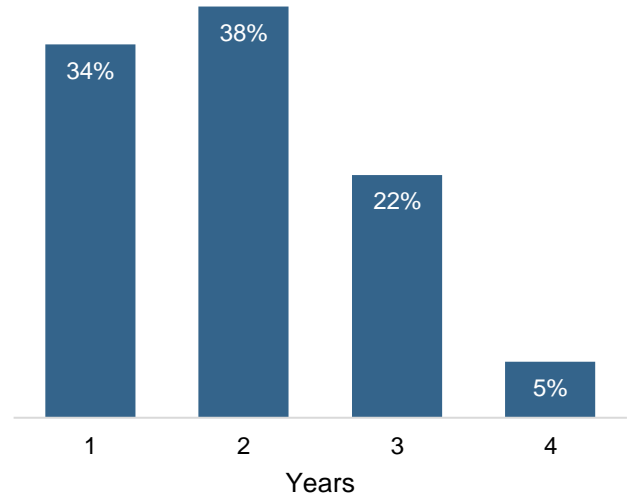
Figure 14 shows the size of tutors' caseloads (i.e., the total number of students served). Figures 15 and 16 show tutors' levels of experience in terms of their years of service with the AARP Foundation Experience Corps program and their highest level of education. Figure 17 presents tutors' race/ethnicity. Data for these figures were drawn from Salesforce (Figure 14) and the tutor survey (Figures 15-17).

**Figure 14. Number of Students Served per Tutor (n=68)**



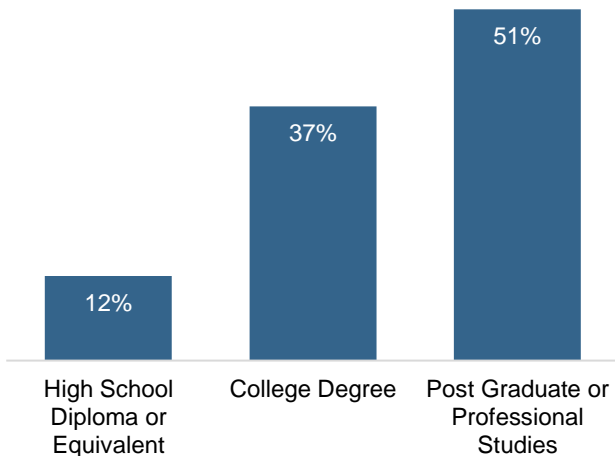
average=7.0 | standard deviation=2.31

**Figure 15. Tutors' Years of Service (n=58)**

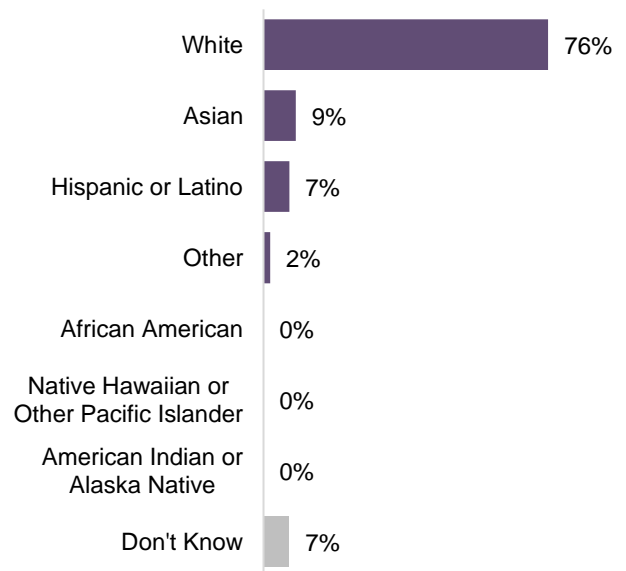


average=2.0 | standard deviation=0.89

**Figure 16. Tutors' Highest Level of Education (n=57)**



**Figure 17. Tutors' Race/Ethnicity<sup>4</sup> (n=58)**



<sup>4</sup> In Figure 17, race and ethnicity are reported together due to the structure of the corresponding survey question.

## Appendix A: Program Overview and Evaluation Methodology

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AARP Foundation Experience Corps currently employs a **sustained tutoring strategy**. Tutors that use the sustained tutoring strategy work one-on-one or in small groups with 2 to 4 students throughout the school year. These tutors aim to work with their students for 30 minutes per session, twice per week, for at least 35 sessions during the school year or until the student reaches reading benchmarks.

As part of a comprehensive and ongoing strategy to collect information about the program's implementation and influence, AARP Foundation Experience Corps program staff members distribute electronic survey links to the participating teachers/site supervisors and tutors. The results of the following surveys are presented in this report:

### Pre- and Post-Tutoring Assessment Surveys

Classroom teachers and site supervisors completed pre-tutoring assessment surveys for each student in their classroom at the beginning of the school year. This survey asked about the performance of students who were served by the sustained tutoring strategy. The post-tutoring assessment survey was not administered during the 2019-2020 school year due to disruptions caused by the COVID-19 pandemic.

### Teacher/Site Supervisor Program Evaluation Survey

Teachers and site supervisors who have an AARP Foundation Experience Corps tutor serving in their classroom or afterschool program were not able to complete the teacher/site supervisor program evaluation survey at the end of the school year due to disruptions caused by the COVID-19 pandemic.

### Tutor Survey

At the end of the school year, tutors were asked to complete a survey to provide information about their participation in and satisfaction with the AARP Foundation Experience Corps program.

This report also draws on tutoring session log data from AARP Foundation Experience Corps' Salesforce database, including the student(s) tutored, the length of the session, and the tutoring strategy utilized (sustained one-on-one or small group).

In the figures and appendices presented in this report, we have only included data that represents  $\geq 5$  students and tutors to protect participant privacy. The percentages in the figures above may not sum to 100 due to rounding. It is also important to note that because of general difficulties related to data collection and disruptions caused by the COVID-19 pandemic, data are only available for a subset of the total number of students served by the program. As a result, data presented in this report may not be completely representative of all students served by the Sacramento CCSC program, and any interpretations based on these data should be made with due caution.

## Appendix B: Survey Results by Question

Table 1. Pre-Tutoring Assessment (*n*=477)

Student Characteristics		%	<i>n</i>		
<b>Grade</b>	Pre-Kindergarten	0%	477		
	Kindergarten	22%			
	1 <sup>st</sup> Grade	28%			
	2 <sup>nd</sup> Grade	26%			
	3 <sup>rd</sup> Grade	24%			
	4 <sup>th</sup> Grade	0%			
	5 <sup>th</sup> Grade	0%			
	6 <sup>th</sup> Grade	0%			
	7 <sup>th</sup> Grade	0%			
<b>Gender</b>	Male	43%	477		
	Female	57%			
<b>Race/Ethnicity</b>	American Indian or Alaska Native	1%	477		
	Asian	20%			
	Black or African American	17%			
	Native Hawaiian or Other Pacific Islander	1%			
	Hispanic or Latino	40%			
	White	10%			
	Multiracial	8%			
	Don't know	2%			
<b>Eligible for Free or Reduced-Price Meals</b>	Yes	70%	477		
	No	1%			
	Don't Know	30%			
<b>Identified as English Learner</b>	Yes	25%	477		
	No	67%			
	Don't Know	8%			
<b>Reading and Literacy Performance at BOY</b>		<b>%</b>	<b><i>n</i></b>		
<b>Student's Overall Reading and Literacy Performance (Grade Level Proficiency)</b>	2 or more grade levels behind	7%	452		
	1.5 grade levels behind	16%			
	1 grade level behind	35%			
	0.5 grade levels behind	32%			
	On or above grade level (proficient)	10%			
<b>Social and Emotional Indicators at BOY</b>					
	<b>Very low</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b><i>n</i></b>
<b>Participation</b>	5%	23%	44%	27%	452
<b>Motivation</b>	3%	23%	45%	29%	452
<b>Concentration</b>	8%	29%	41%	21%	451
<b>Self-Confidence</b>	4%	23%	53%	21%	452

**Table 2. Tutor Survey (n=58)**

Tutor Characteristics		%	n		
<b>Race/Ethnicity</b>	American Indian or Alaska Native	0%	58		
	Asian	9%			
	Black or African American	0%			
	Native Hawaiian or Other Pacific Islander	0%			
	Hispanic or Latino	7%			
	White	76%			
	Other	2%			
Don't Know	7%				
<b>Served in Program in Previous Year</b>	Yes	66%	58		
	No	34%			
<b>Years Served with Program</b>	1 year	34%	58		
	2 years	38%			
	3 years	22%			
	4 years	5%			
	5 years	0%			
	6 years	0%			
	7 years	0%			
	8 years	0%			
	9 years	0%			
	10 or more years	0%			
<b>Highest Level of Education</b>	Less than High School	0%	57		
	High School Diploma or Equivalent	12%			
	College Degree	37%			
	Post Graduate or Professional Studies	51%			
<b>Satisfaction with Program</b>					
	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>	<b>n</b>
<b>Academic Progress Made with Students</b>	2%	5%	72%	21%	57
<b>Behavioral Progress Made with Students</b>	0%	4%	75%	22%	55
<b>Relationship with Students</b>	0%	0%	33%	67%	57
<b>Guidance from Site Coordinators and Staff</b>	2%	0%	31%	67%	58
<b>Pre-service Training</b>	0%	0%	25%	75%	57
<b>Overall Quality of Training Sessions</b>	0%	0%	21%	79%	58
<b>Schedule this Year</b>	0%	0%	21%	79%	58
<b>Learning Opportunities Offered</b>	0%	0%	43%	57%	56
<b>Program Overall</b>	0%	0%	19%	81%	57

Program Perceptions and Benefits		%	n
<b>Opportunities Provided by Program</b>	Expand your social network or relationships	84%	58
	Stay physically and mentally active	97%	58
	Make a difference in your community	100%	58
	Impart your own experiences	93%	58
	Increase your sense of purpose in life	95%	58
	Learn and expand your skills/knowledge	95%	58
<b>Most Important Factors in Decision to Serve in Program</b>	Desire to help children	97%	58
	Program was highly recommended	2%	58
	Desire to give back to the community	69%	58
	Desire to stay mentally and physically active	29%	58
	Other	0%	58
<b>Likelihood to Recommend Volunteering with Program to a Friend</b>	1 (Highly unlikely)	0%	57
	2	0%	
	3	0%	
	4	0%	
	5	0%	
	6	2%	
	7	0%	
	8	11%	
	9	14%	
	10 (Extremely likely)	74%	