

AARP Foundation[®] Experience Corps



Sacramento, CA

PERFORMANCE REPORT 2021 • 2022

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Executive Summary: Experience Corps Sacramento CCSC

The AARP Foundation Experience Corps program connects adults aged 50 and older with elementary schools and afterschool programs to tutor students in reading and literacy. This report presents data for the Experience Corps Sacramento CCSC program that were collected during the 2021-2022 school year using: (1) student reading assessments; (2) volunteer reports of students' social emotional learning, (3) a volunteer survey; (4) records from the AARP Foundation Experience Corps' Salesforce database and tutoring logs; and (5) a school staff satisfaction survey.



The AARP Foundation Experience Corps program in Experience Corps Sacramento CCSC served students from **0** schools and **6** after-school locations.



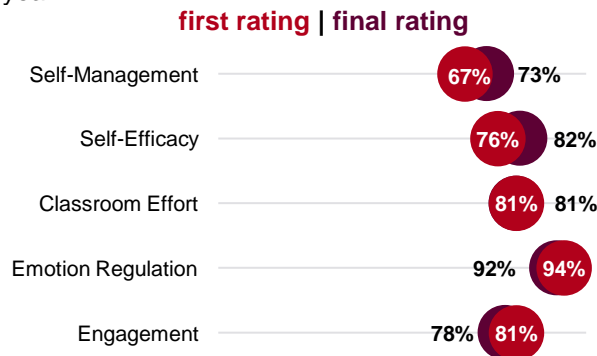
39 students received sustained one-on-one tutoring from **32** tutors for a total of **455** hours. **41** volunteers dedicated **1,413** volunteer hours to the program.



DIBELS reading score data were available for **39** students. Volunteers completed the social-emotional learning (SEL) survey for **37** students. **26** volunteers completed the volunteer survey.

Students

Students improved on four of five **social-emotional** skills that were assessed during the 2021-2022 school year.



The percentage of students that **improved** over the year on the **DIBELS words correct**:

- 97%** improved their number of words correct
- 38%** improved their number of words correct *and* made or exceeded benchmarks¹
- 15%** improved their number of words correct *and* exceeded benchmarks

Volunteers



One-fifth of volunteers (**20%**) heard about the program through **the AARP website** and **an advertisement**.



All volunteers' (**100%**) primary motivation to join the program was **to help young students read better**.



Most volunteers (**69%**) reported that **connections to students** and **confidence as a volunteer** were benefits of tutoring.



The **Net Promoter Score** for Experience Corps Sacramento CCSC was **84**.

¹ DIBELS 8 and DIBELS Next determine four benchmark groups based on words correct score and grade.

Student Outcomes

Figures 1 and 2 show students' reading assessment benchmark scores at two time points on two constructs. Figures 3 and 4 show students' raw reading assessment scores at the beginning of year (BOY), middle of year (MOY), and end of year (EOY). In figure 3, the number in the grey bars is the average score and the number in red is the benchmark for that group of students at that point in time. In figure 4, the number in the maroon bars is the average accuracy and in medium red is the benchmark. The percentage of students who improve over the year are reported below each grade. Figures 5 through 9 show students' SEL scores on five constructs, as scored by volunteers.

Figure 1. DIBELS Words Correct²: First versus Final Assessment (n=38)

first assessment | final assessment

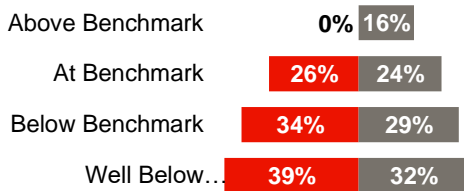


Figure 2. DIBELS Accuracy³: First versus Final Assessment (n=38)

first assessment | final assessment

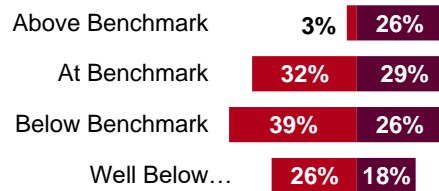


Figure 3. DIBELS Words Correct: Average and Benchmark⁴ (2nd Grade n=24; 3rd Grade n=10)

benchmark | words correct (#)

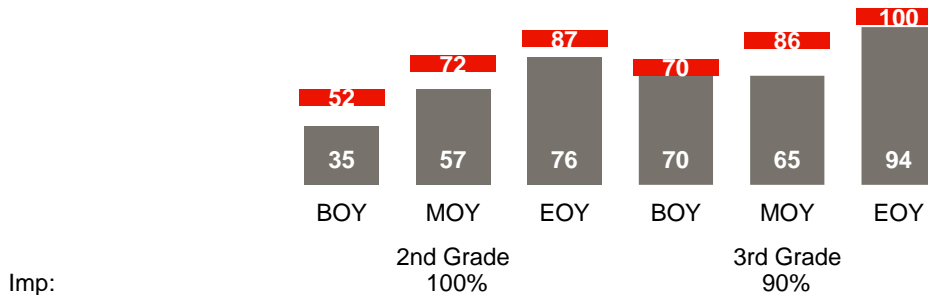
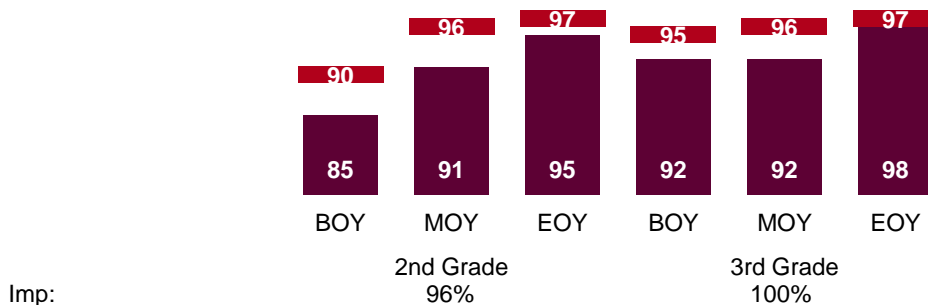


Figure 4. DIBELS Accuracy Percentage: Average and Benchmark (2nd Grade n=24; 3rd Grade n=10)

benchmark | accuracy (%)



² Words correct refers to the number of words in a passage that are read accurately within 60 seconds.

³ Accuracy is calculated by dividing the number of words read correctly by the total words read and multiplying by 100.

⁴ Benchmarks are not available for first graders at the beginning of year.

Figure 5. Student Self-Management (n=37)

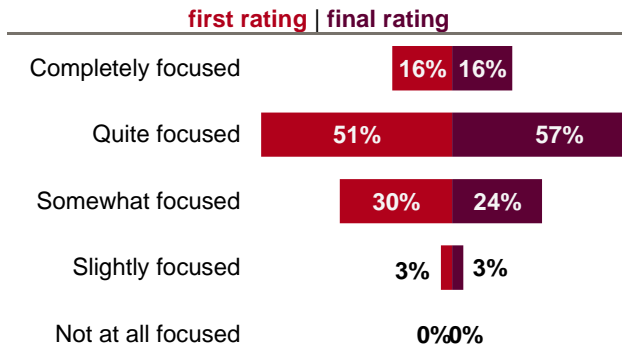


Figure 6. Student Self-Efficacy (n=37)

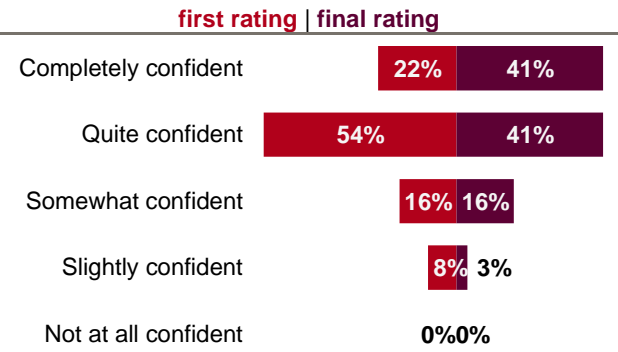


Figure 7. Student Classroom Effort (n=37)

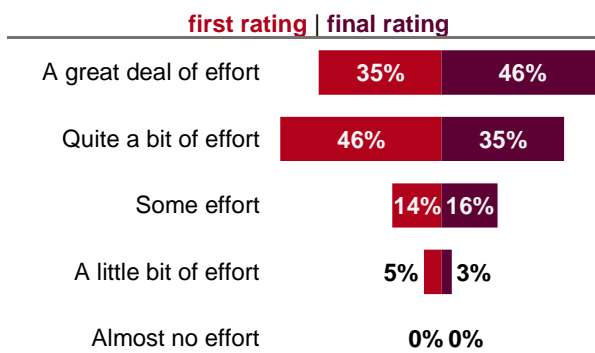


Figure 8. Student Emotion Regulation (n=37)

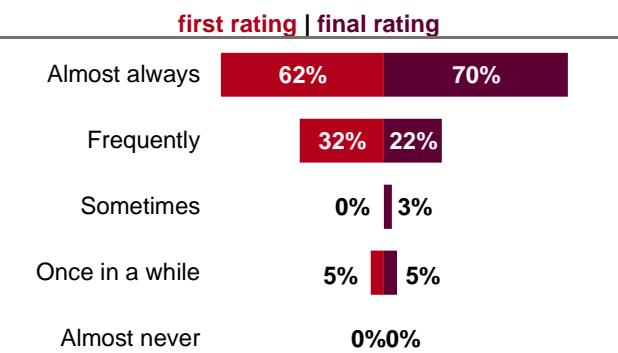
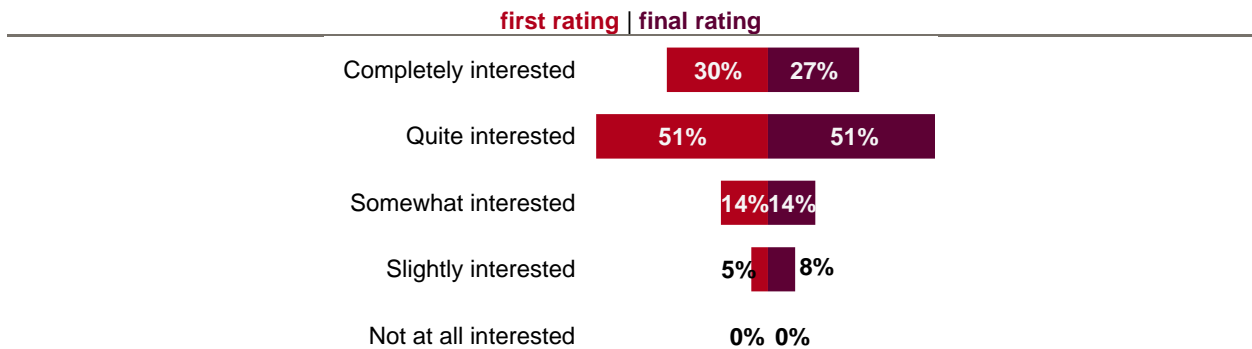


Figure 9. Student Engagement (n=37)



Selected Quotes from Volunteers

“One my students this year was so insightful that when we discussed the read aloud books which mostly were about how we are all different, she expressed to be very thoughtful as she herself is from Another culture and showed respect towards different cultures and curious about them. I loved her attitude and had a lot to learn from her and we had some wonderful conversations. It made me feel that the next generation of youngsters are bringing in a good healthy outlook to accept each other. Give her family a lot of credit, especially her mom and grandmother for inculcating the values. I really felt sad that I will not be able to see her again.”

Volunteer Pathways and Outcomes

Figure 10 shows how volunteers came to hear of the AARP Foundation Experience Corps program. Figure 11 shows volunteers' motivation for becoming an Experience Corps volunteer the year they began. Figure 12 shows volunteers' primary occupation during their career. Data for these figures were drawn from the volunteer survey.

Figure 10. How Volunteers Initially Heard of the AARP Foundation Experience Corps Program (n=10)

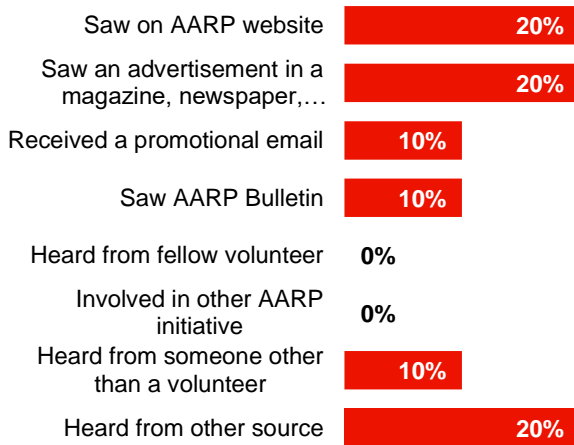


Figure 11. Motivations for Becoming an AARP Foundation Experience Corps Volunteer⁵ (n=26)

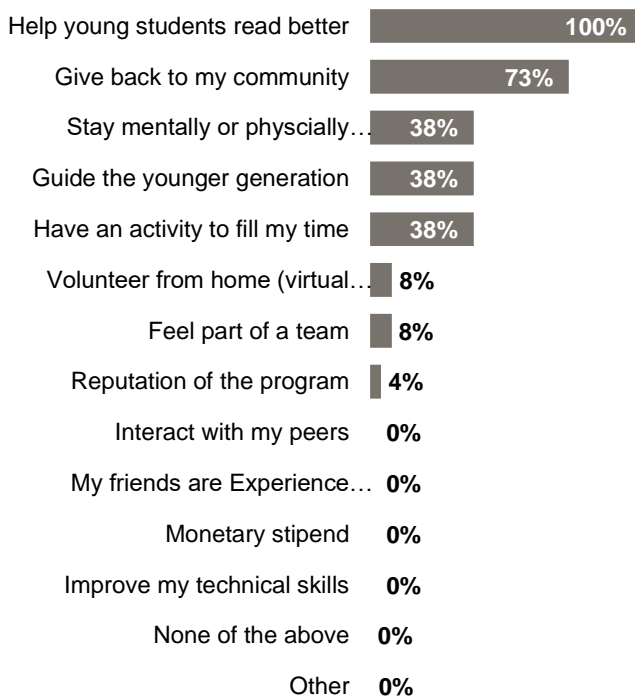
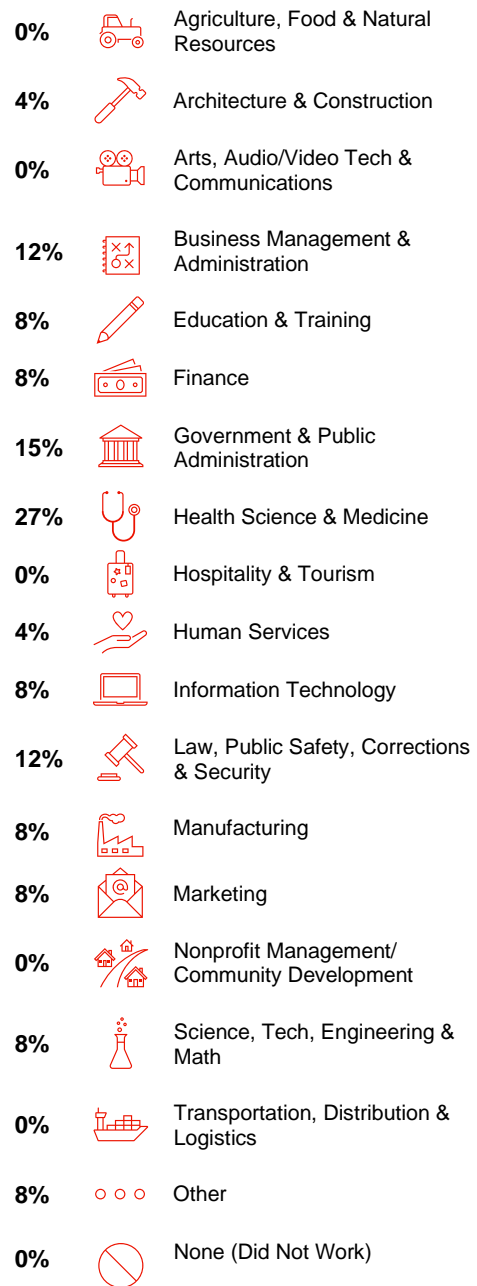


Figure 12. Volunteers' Primary Occupations (n=26)



⁵ Percentages presented in Figure 11 may not sum to 100%, given that volunteers could select multiple motivations for becoming an AARP Foundation Experience Corps volunteer.

Figure 13 presents volunteers' reports of the opportunities that the AARP Foundation Experience Corps program has provided them. Figure 14 shows the percentage of volunteers who would recommend the program to a friend, and the corresponding Net Promoter Score (NPS). Data for these figures were drawn from the volunteer survey.

Figure 13. Opportunities Provided by the AARP Foundation Experience Corps Program (n=26)

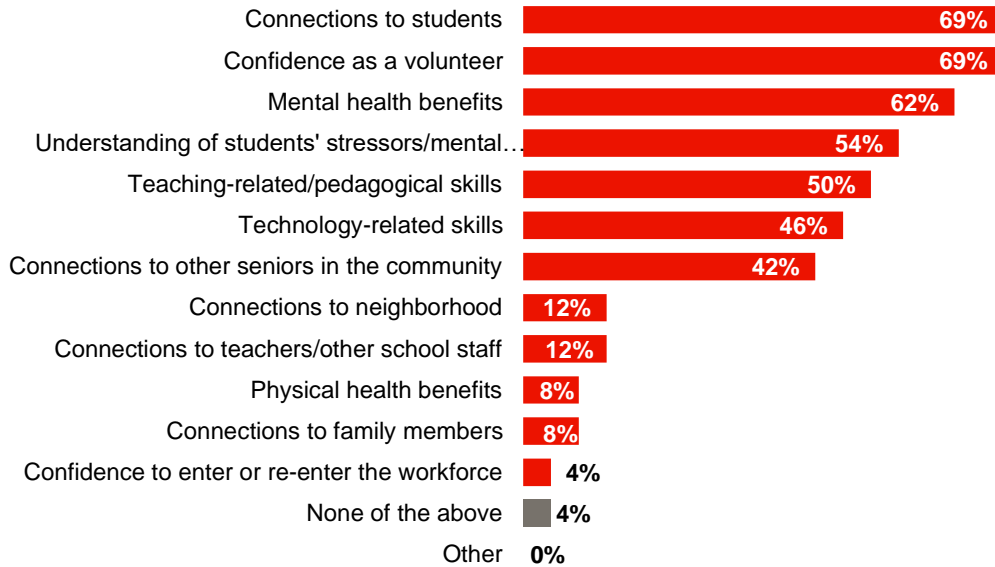
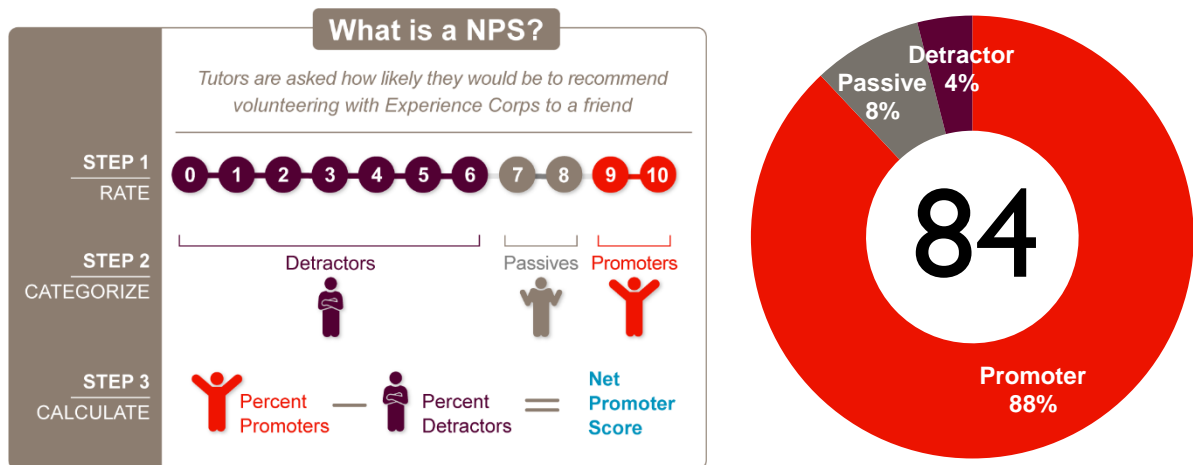


Figure 14. Volunteer Likelihood to Recommend the AARP Foundation Experience Corps Program (n=26)



Selected Quotes from Volunteers

"I felt a very strong closeness to the students that I've tutored in my 8-year service with ec."

Student Profile

The figures below show the breakdown of students served by the Experience Corps Sacramento CCSC program by grade level (Figure 15), gender (Figure 16), race/ethnicity (Figure 17), and eligibility for free/reduced price meals (Figure 18). Data were drawn from student records in the AARP Foundation Experience Corps Salesforce database.

Figure 15. Students' Grade Levels (n=39)

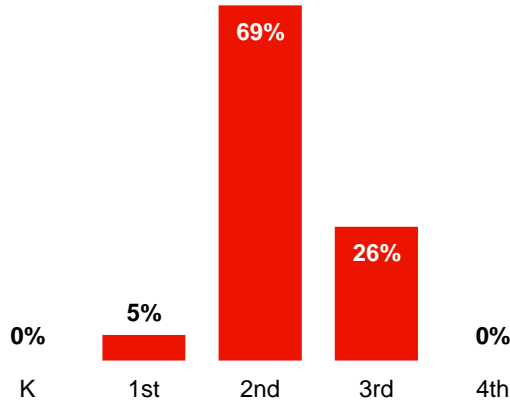


Figure 16. Students' Gender (n=39)

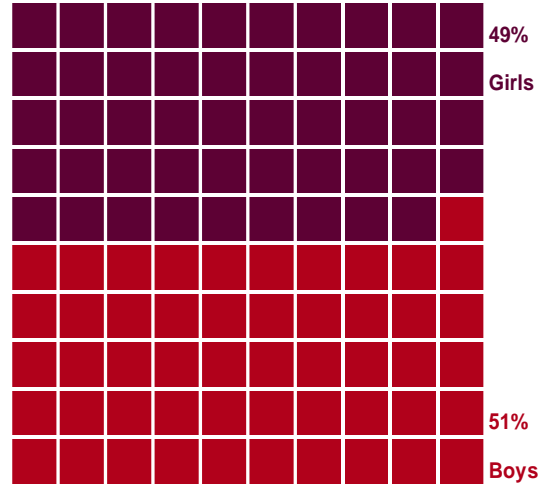


Figure 17. Students' Race/Ethnicity⁶ (n=31)

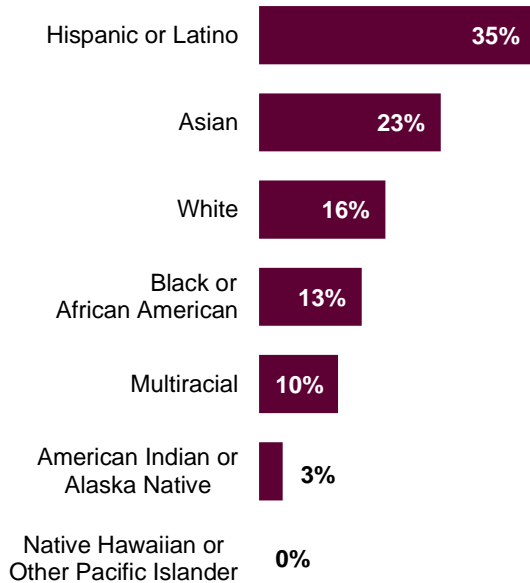
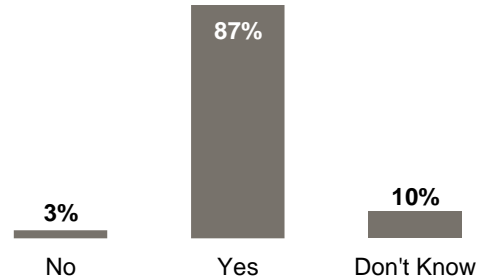


Figure 18. Students' Free/Reduced Price Meals Status (n=39)



⁶ In Figure 17, 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.

Volunteer Profile

Figure 19 shows the size of volunteers' caseloads (i.e., the average number of students served per volunteer). Figure 21 shows the percentage of volunteers who volunteered prior to the AARP Foundation Experience Corps program. Figures 20, 22, 23, and 24 present volunteers' race, ethnicity, gender, and LGBTQ status respectively. Data for these figures were drawn from records in the AARP Foundation Experience Corps Salesforce database (Figure 19) and the volunteer survey (Figures 20 through 24).

Figure 19. Number of Students Served per Volunteer (n=32)

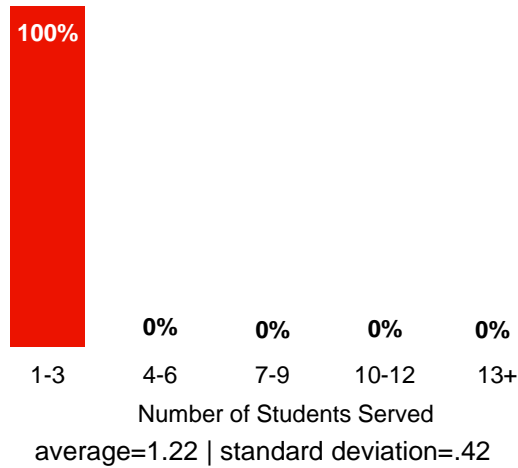


Figure 21. Volunteers' Prior Service (n=26)

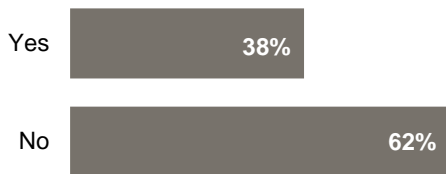


Figure 23. Volunteers' Gender (n=26)

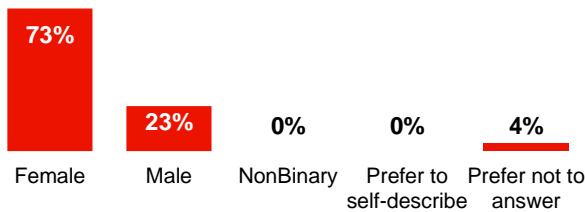


Figure 20. Volunteers' Race (n=26)

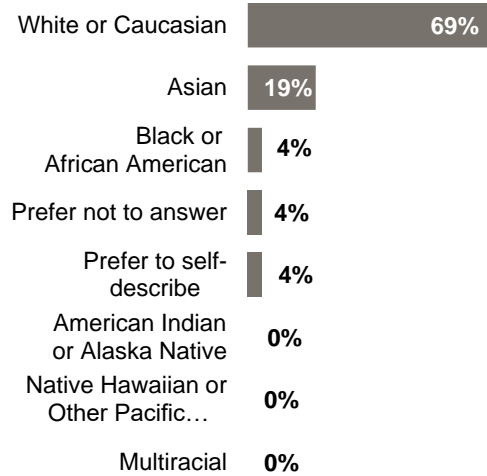


Figure 22. Volunteers' Ethnicity (n=26)

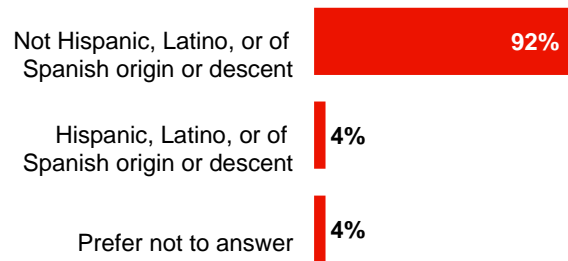
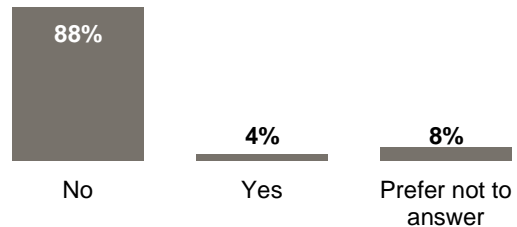


Figure 24. Volunteers' LGBTQ Status (n=26)



Alternative Assessments

Figure 25 shows the share of students with alternative assessment data by the type of alternative assessment. In the 2021-2022 year, across all Experience Corps sites there were 14 alternative assessments with many sites having no alternative assessment.

Figure 26 shows the number of assessments students took throughout the year out of three possible (Pre-, Mid-, and Post-).

Figure 25. Percent of Students by Alternative Assessment (n=39)

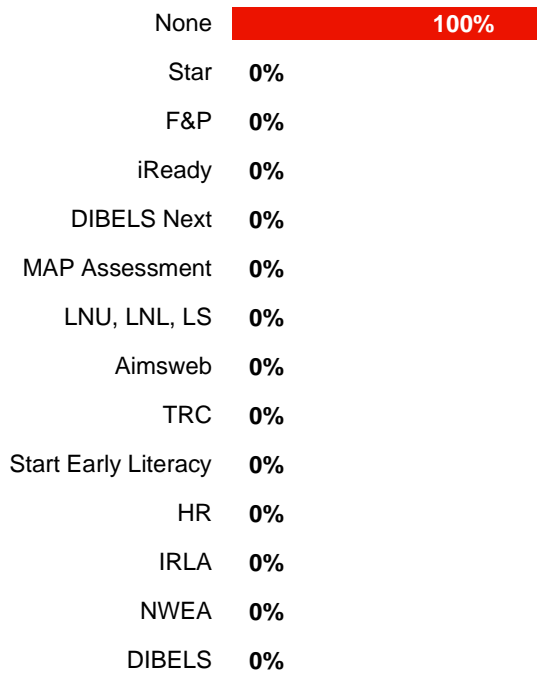
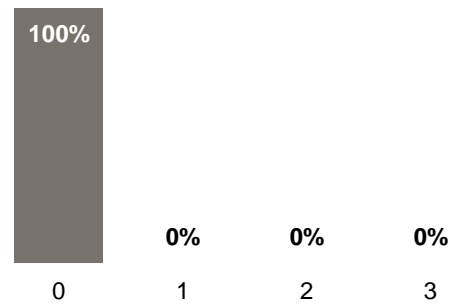


Figure 26. Percent of Students by Number of Alternative Assessments Taken (n=39)



Appendix A: Program Overview and Evaluation Methodology

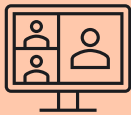
AARP Foundation Experience Corps employed a **one-on-one virtual-based sustained tutoring strategy** during the 2021-2022 school year. Volunteer tutors aim to work with their students for 30 minutes per session, twice per week, for at least 35 sessions during the school year or until the student reaches 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 volunteers to collect information on students' social-emotional learning and volunteers' experiences with the program. They also collect student reading assessment data from district/school staff. The results of the following data collection activities are presented in this report:



Standardized Reading Assessment Scores

AARP Foundation Experience Corps program staff members requested student assessment scores from district / school staff. Most districts used an assessment like the DIBELS Next® to assess student reading performance.



Volunteer Survey

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



Social-Emotional Learning Measure

Volunteers reported on students' social-emotional skills in the following domains: self-management, self-efficacy, classroom effort, emotion regulation, and engagement. This survey was typically completed at two to three timepoints during the school year for each student. The survey included items from the Panorama Social-Emotional Learning measure.



Salesforce & Dashboard Data

The AARP Foundation Experience Corps program also collected information on students' demographics and tutor logs that indicated the amount of tutoring provided to students and schools.



School Staff Satisfaction Survey

AARP Foundation Experience Corps administered a Program Satisfaction Survey to school staff at the end of the school year. Staff included teachers, reading specialists, principals, and after school site coordinators.

In the figures and appendices presented in this report, we have only included data that represents ≥ 5 students and volunteers 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 may only be 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 program, and any interpretations based on these data should be made with due caution.**

Appendix B: Detailed Results

Note that in the body of this report, all analyses showing multiple time-points only include students for whom data were available at all presented timepoints. For example, Figure 1 only includes students who had Words Correct assessment data for at least two timepoints. In contrast, and unless otherwise noted, the appendix tables below present data for all students for whom the relevant data were available, regardless of whether data for those students were available at other timepoints. For example, the “Beginning of Year” column of Table 1 presents reading assessment benchmark levels for Words Correct and Accuracy for all students who have data at the beginning of the year, including those who are missing data at the middle or end of year. In Table 2, only students’ first and final ratings are included (i.e., if students had more than two ratings, the middle timepoint ratings are not included).

Table 1. Student Reading Scores (n=39)

Reading Assessment							
		Beginning of Year		Middle of Year		End of Year	
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
Words Correct	Well below benchmark	39%	36	46%	39	31%	36
	Below benchmark	36%	36	28%	39	31%	36
	At benchmark	25%	36	13%	39	14%	36
	Above benchmark	0%	36	13%	39	14%	36
Accuracy	Well below benchmark	25%	36	31%	39	19%	36
	Below benchmark	42%	36	33%	39	25%	36
	At benchmark	31%	36	28%	39	31%	36
	Above benchmark	3%	36	8%	39	25%	36

Table 2. Student SEL Scores (n=37)

Social-Emotional Learning Indicators					
		First Rating		Final Rating	
		%	<i>n</i>	%	<i>n</i>
Self-Management	Not at all focused	0%	37	0%	37
	Slightly focused	3%		3%	
	Somewhat focused	30%		24%	
	Quite focused	51%		59%	
	Completely focused	16%		14%	
Self-Efficacy	Not at all confident	0%	37	0%	37
	Slightly confident	8%		3%	
	Somewhat confident	16%		16%	
	Quite confident	54%		49%	
	Extremely confident	22%		32%	
Classroom Effort	Almost no effort	5%	37	5%	37
	A little bit of effort	46%		49%	
	Some effort	14%		16 %	
	Quite a bit of effort	0%		0 %	
	A great deal of effort	35%		30%	
Emotion Regulation	Almost never	0%	37	0%	37
	Once in a while	5%		3%	
	Sometimes	0%		5%	
	Frequently	32%		24%	
	Almost always	62%		68%	
Engagement	Not at all interested	0%	37	3%	37
	Slightly interested	5%		8%	
	Somewhat interested	14%		14%	
	Quite interested	51%		51%	
	Extremely interested	30%		24%	

Table 3. Student Demographics (n=39)

Student Characteristics		%	<i>n</i>
Grade	Kindergarten	0%	39
	1 st Grade	5%	
	2 nd Grade	69%	
	3 rd Grade	26%	
	4 th Grade	0%	
	5 th Grade	0%	
	6 th Grade	0%	
Gender	Male	51%	39
	Female	49%	
Race/Ethnicity	American Indian or Alaska Native	3%	31
	Asian	23%	
	Black or African American	13%	
	Native Hawaiian or Other Pacific Islander	0%	
	Hispanic or Latino	35%	
	White	16%	
	Multiracial	10%	
	Don't know	0%	
Eligible for Free or Reduced-Price Meals	Yes	87%	39
	No	3%	
	Don't Know	10%	

Table 4. Volunteer Survey (n=26)

Tutor Characteristics		%	n
Role(s) Held with AARP Foundation Experience Corps during 2020-21 School Year	Tutor or mentor	100%	26
	Monitor	73%	
	Team Lead	0%	
	Site Coordinator	0%	
	Other	0%	
First Time Volunteer	No	38%	26
	Yes	62%	
How They Heard about the AARP Foundation Experience Corps Program and Became Involved This Year	Saw an advertisement in a magazine, newspaper, social media, or on TV	20%	10
	Received a promotional email about it	10%	
	Saw it in the AARP Bulletin	10%	
	Saw it on the AARP website	20%	
	Was involved with other AARP initiatives	0%	
	Heard about it from a fellow volunteer	0%	
	Heard about it from someone other than a fellow volunteer	10%	
Primary Occupation during Career	Agriculture, Food & Natural Resources	0%	26
	Architecture & Construction	4%	
	Arts, Audio/Visual Technology & Communications	0%	
	Business Management & Administration	12%	
	Education & Training	8%	
	Finance	8%	
	Government & Public Administration	15%	
	Health Science & Medicine	27%	
	Hospitality & Tourism	0%	
	Human Services	4%	
	Information Technology	8%	
	Law, Public Safety, Corrections & Security	12%	
	Manufacturing	8%	
	Marketing	8%	
	Nonprofit Management & Community Development	0%	
	Science, Technology, Engineering & Mathematics	8%	
	Transportation, Distribution & Logistics	0%	
Other	8%		
None of the Above (did not work)	0%		
Year Born	1939 or earlier	4%	25
	1940-1949	16%	
	1950-1959	60%	
	1960-1969	20%	
	1970 or later	0%	
Gender Identity	Male	23%	26
	Female	73%	
	Non-Binary	0%	
	Prefer to self-describe	0%	
	Prefer not to answer	4%	
Identify as LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning)	No	88%	26
	Yes	4%	
	Prefer not to answer	8%	

Disability or Chronic Condition that Limits Activity	No	81%	26
	Yes	12%	
	Prefer not to answer	8%	
Ethnicity	Not Hispanic, Latino, or of Spanish origin or descent	92%	26
	Hispanic, Latino, or of Spanish origin or descent	4%	
	Prefer not to answer	4%	
Race	American Indian or Alaska Native	0%	26
	Asian	19%	
	Black or African American	4%	
	Native Hawaiian or Other Pacific Islander	0%	
	White or Caucasian	69%	
	Multi-racial	0%	
	Prefer to self-describe	4%	
	Prefer not to answer	4%	
Members of Household	1 (just respondent)	46%	26
	2	46%	
	3	4%	
	4 or more	4%	
Monthly Household Income: Household of 1	More than \$2,700	8%	12
	Less than \$2,700	83%	
	Prefer not to answer	8%	
Monthly Household Income: Household of 2	More than \$3,600	8%	12
	Less than \$3,600	92%	
	Prefer not to answer	0%	
Monthly Household Income: Household of 3	More than \$4,500		1
	Less than \$4,500		
	Prefer not to answer		
Monthly Household Income: Household of 4+	More than \$5,500		1
	Less than \$5,500		
	Prefer not to answer		
Monthly Household Income: All Households	More than the threshold	88%	25
	Less than the threshold	8%	
	Prefer not to answer	4%	
Program Perceptions and Benefits		%	n
Motivation to Become AARP Foundation Experience Corps Volunteer	Opportunity to help young students read better	100%	26
	Opportunity to guide the younger generation	38%	
	Opportunity to interact with my peers	0%	
	Opportunity to have an activity to fill my time	4%	
	Opportunity to stay mentally or physically active	38%	
	Opportunity to feel part of a team	8%	
	Opportunity to give back to my community	73%	
	Opportunity to work from home (virtual tutoring)	8%	
	Opportunity to improve technical skills	0%	
	Friends are Experience Corps tutors	0%	
	Monetary stipend	0%	
	Reputation of the program	4%	
	Other	0%	
	None of the above	0%	

Benefits of Experience Corps		%	n
Benefits Noticed as a Result of Experience Corps Participation	Benefits to physical health	8%	26
	Benefits to mental health	62%	
	Stronger connections to other seniors in the community	42%	
	Stronger connections to the neighborhood	12%	
	Stronger connections to family members	8%	
	Increased confidence as a volunteer	69%	
	Increased teaching-related/pedagogical skills	50%	
	Increased technology-related skills	46%	
	Increased confidence to enter or re-enter the workforce	4%	
	Stronger connections to teachers and/or other school staff	12%	
	Stronger connections to your students	69%	
	Better understanding of students' stressors/mental health needs	54%	
	Other benefits not listed	0%	
	None of the above	4%	
Likelihood to Recommend Volunteering with Program to a Friend or Colleague	0 (Not at all likely)	0%	26
	1	0%	
	2	0%	
	3	0%	
	4	0%	
	5	0%	
	6	4%	
	7	0%	
	8	8%	
	9	15%	
	10 (Very likely)	73%	

Table 5. School Staff Satisfaction Survey (n=2)

Respondent Characteristics						%	n
Respondent Role(s) in the 2021-2022 School Year	Teacher						2
	Reading Specialist						
	Principal						
	After School Site Coordinator						
	Other						
Skills Improved							
	Not at All	A Little	Moderately	A Lot	Unsure	n	
Student Oral Fluency Skills						2	
Student Overall Reading Ability						2	
Student Critical Thinking						2	
Student Overall Behavior						2	
Student Social-Emotional Skills						2	
School Staff Satisfaction					%	n	
How Beneficial the AARP Foundation Experience Corps Program was for Participating Students	No Benefit					2	
	Low Benefit						
	Moderate Benefit						
	High Benefit						
Additional Knowledge, Skills, or Training Staff Would Like AARP Foundation Experience Corps Volunteers to Have	No					1	
	Yes						
Likelihood to Request Experience Corps Volunteers Next Year	No					1	
	Yes						
	Unsure						
Perceptions About Volunteers							
AARP Foundation Experience Corps Volunteers Were Able to...	Never	Sometimes	Usually	Always	Unsure	n	
Address Student Reading Needs in Oral Fluency						1	
Communicate Effectively with Me						1	
Support Students Social-Emotional Learning Needs						1	
Provide High Quality Support for Students						1	

Appendix C: Quotes by Experience Corps Volunteers and School Staff

Below is a complete list of quotes that Experience Corps volunteers and school staff elected to share on the volunteer and school staff satisfaction surveys.

Volunteer Survey: Do you have a quote or story you'd like to share about your volunteer experience that we may use on our website/in reports?

- The satisfaction of seeing the student progress from the beginning of their tutoring to the end of the school year.
- Not my quote. Reading gives us someplace to go, when we have to stay where we are.
- No.
- Volunteers for Reading Fluency through Experience Corps is very well supported in training and mentoring through the Experience Corps staff and other volunteers.
- I FELT A VERY STRONG CLOSENESS TO THE STUDENTS THAT I'VE TUTORED IN MY 8 YEAR SERVICE WITH Experience Corps.
- One my students this year was so insightful that when we discussed the read aloud books which mostly were about how we are all different, she expressed to be very thoughtful as she herself is from Another culture and showed respect towards different cultures and curious about them. I loved her attitude and had a lot to learn from her and we had some wonderful conversations. It made me feel that the next generation of youngsters are bringing in a good healthy outlook to accept each other. Give her family a lot of credit, specially her mom and grandmother for inculcating the values. I really felt sad that I will not be able to see her again.

School Staff Satisfaction Survey: AARP Foundation Experience Corps is always interested in hearing new stories about the program's impact on the communities they serve. Please use the space below to describe a memorable moment from this year.

- One of my 1st Grade students has always had a difficult time reading out loud and speaking in front of others. He's always been one of my quiet students in program. But now that he's developed the confidence in his reading abilities, he is able to speak in front of others and articulate himself well. He carries himself a bit taller and louder now and I am so proud of him and excited to see how much more growth he will have over the years.

Appendix D: Volunteer Likelihood to Recommend the AARP Foundation Experience Corps Program

Respondents were asked to rate their likelihood of recommending Experience Corps. Among promoters (those rating between 9-10), passives (those rating between 7-8), and detractors (those rating between 0-6) the following responses were listed.

NPS Promoter Comments: In as much detail as you can, please share the reason you gave that rating.

- I think it is an outstanding, well conceived program nationally and locally. It is a very helpful tool to reinforce and improve reading skills for children in their early years of elementary school which may not be provided otherwise.
- I've enjoyed my years doing this volunteer work and have recommended it several people.
- I recommend this when people say they are looking for something else to do.
- EC provides a valuable asset to the students struggling to build a solid foundation for learning through fluency confidence
- good program
- I have shared with others the benefits of tutoring reading to children.
- I feel the program structure is very helpful for people who have not tutored young people. Although each tutoring session is a bit stressful, the program structure helps provide a foundation to depend upon.
- Great support given to volunteers. Organized trainings for tutors.
- There is a need for tutors and I like the way the program. Is structured.
- I feel that reading is crucial to young peoples ability to think critically. This is a skill that is necessary in order to be an effective adult.
- It is a geat service. There are more students that really need the help. The program is very structured and easy to learn.
- The EC model is based on science and student progress is tested. EC coordinators are very nice to work with -- helpful and always upbeat.
- The program is so rewarding for both the student and volunteer. Keeps me active, contributing to community, sense of purpose and makes me feel good about myself and helping someone else.
- Win-Win volunteering. The volunteer benefits and the students benefit. It doesn't get any better than that! For seniors who are restricted from contact with COVID vulnerable young family members, it's nice to be virtually safe around youth.
- Because of the benefits to students, schools, and the community; and the personal satisfaction of giving something back.
- This has been very personally rewarding to mentor my student and seeing his progress and his feeling of accomplishment. It feels good to give back to the community.
- Great resources for learning, how to tutor, conducting tutoring and monitoring, EC support personel readily available for support. Good way to give back to community, help kids and satisfy my desire to contribute to society's well-being.

- The EC Volunteer Tutor program provides detailed training to help you be a successful tutor and mentor to the students assigned to you. The program is easy to follow and the results/progress with the students come naturally.
- I find the program to be supportive at all levels and a positive impact to the students. It is very worthwhile.
- This is a valuable use if volunteer time.

NPS Passive Comments: In as much detail as you can, please share the reason you gave that rating.

- I would give a higher number because the program is great and the impact on students is so important, but until we can go back to in-person I wouldn't recommend it. This year was very bad: we only started after Thanksgiving, had a teacher strike for several weeks, missed many weeks due to staffing in the after-school program (we were all virtual) and with only tutoring a single student it all felt unfulfilling. Hope we go back to in-person with small groups.
- I would recommend it for the satisfaction in connecting with students who need help to read fluently. The children are usually fun to interact with. The limitations are that we can only reach a few students when there is such a great need for our children to improve their reading skills. The students are grateful as are the staff for the work we do. Since this type of volunteering requires a very regular commitment of time, upcoming absences must be considered when you volunteer. Virtual tutoring is somewhat helpful if a volunteer may need to be out of town as often you can still do it from other locations. Virtual tutoring has some challenges with connectivity but this year was much better than last year in that regard. Generally, in person tutoring is more rewarding in a student interaction sense, but does require more travel time commitments.

NPS Detractor Comments: In as much detail as you can, please share the reason you gave that rating.

- About 40% student no show

Appendix E: Socio-emotional Learning (SEL) Assessment Instrument

Below are the survey items used to assess student socio-emotional learning. In order, each question captures the following components: focus, confidence, effort, emotion management, and interest.

1. Overall, how focused is this student in your sessions?*

- Not at all focused
- Slightly focused
- Somewhat focused
- Quite focused
- Completely focused

This field is required.

2. How confident is the student in his or her ability to learn all of the material presented in your sessions?*

- Not at all confident
- Slightly confident
- Somewhat confident
- Quite confident
- Completely confident

This field is required.

3. Overall, how much effort does this student put forth during your session?*

- Almost no effort
- A little bit of effort
- Some effort
- Quite a bit of effort
- A great deal of effort

This field is required.

4. How often is this student able to control his or her emotions when he or she needs to?*

- Almost never
- Once in a while
- Sometimes
- Frequently
- Almost always

This field is required.

5. Overall, how interested is this student in your sessions?*

- Not at all interested
- Slightly interested
- Somewhat interested
- Quite interested
- Completely interested

This field is required.