



# Sacramento, CA

PERFORMANCE REPORT 2023 • 2024

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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 2023-2024 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 Sacramento served students from **3** schools and **11** after-school locations.



**116** students received sustained one-on-one tutoring from **43** tutors for a total of **1,701** hours.

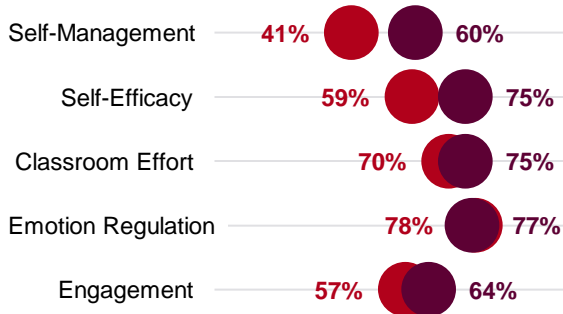


Reading score data were available for **116** students. Volunteers completed the social-emotional learning (SEL) survey for **115** students. **34** volunteers completed the volunteer survey.

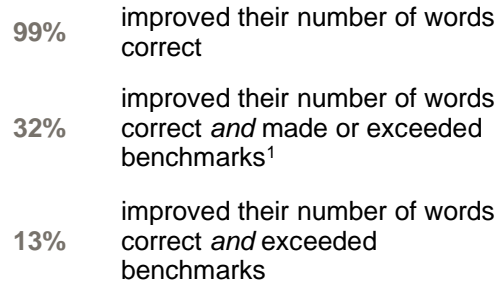
### Students

Students improved on all five **social-emotional** skills that were assessed during the 2023-2024 school year.

**first rating | final rating**



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



### Volunteers



Half of volunteers (**50%**) heard about the program through **an advertisement**.



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



Most volunteers (**71%**) reported that **stronger connections to students** was a benefit of tutoring.



The Volunteer **Net Promoter Score** for Experience Corps Sacramento CCSC was **62**.

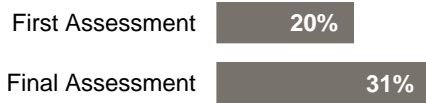
<sup>1</sup> DIBELS 8 and DIBELS Next determine four benchmark groups based on words correct score and grade.

## Student Outcomes

### DIBELS Reading Assessment

A core goal of Experience Corps is to help students become better readers by the end of third grade. Tutoring focuses on building students' reading fluency and accuracy. Figures 1 and 2 show students' reading assessment benchmark scores at two time points on two measures.

**Figure 1. At/Above Benchmark on DIBELS Words Correct<sup>2</sup>: First versus Final Assessment (n=108)**

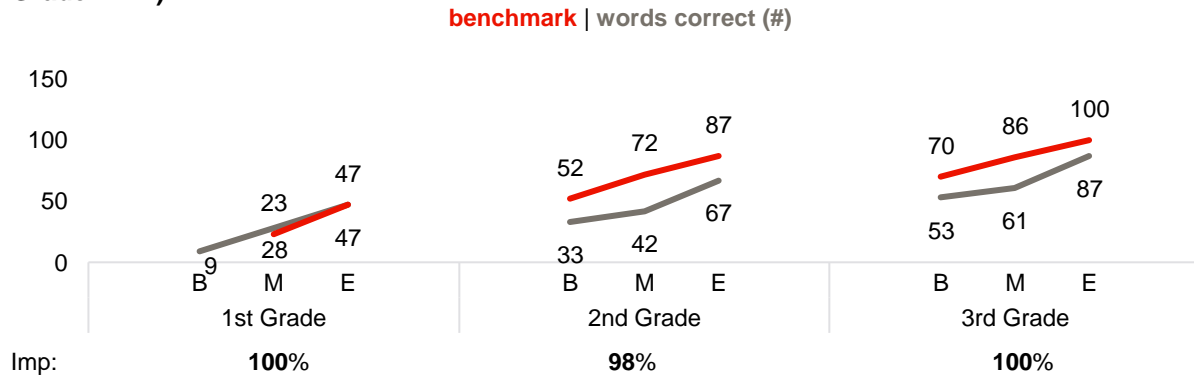


**Figure 2. At/Above Benchmark on DIBELS Accuracy<sup>3</sup>: First versus Final Assessment (n=108)**

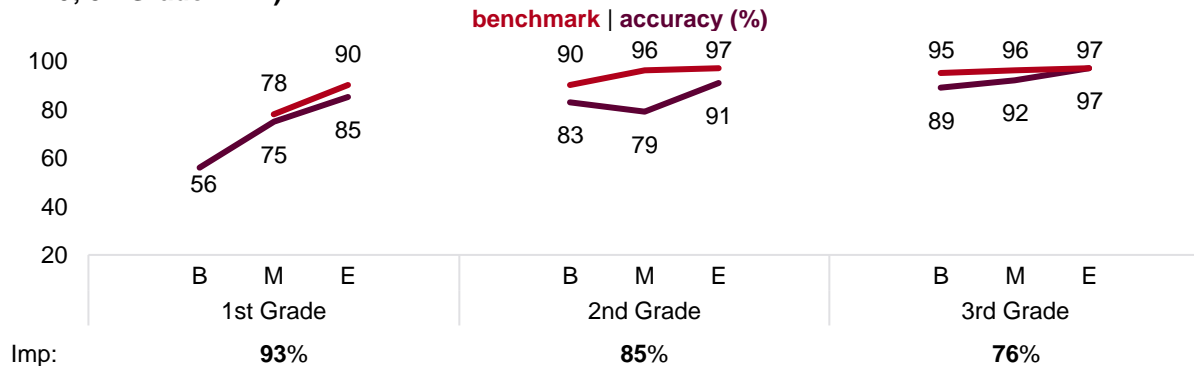


Figures 3 and 4 show students' raw reading benchmark scores at the beginning of year (B), middle of year (M), and end of year (E) in grades 1-3.<sup>4</sup> In Figure 3, the number in grey is the average score and the number in red is the benchmark. In Figure 4, the number in maroon is the average accuracy score and the number in medium red is the benchmark. The percentage of students who improve over the year are reported below each grade.

**Figure 3. DIBELS Words Correct: Average and Benchmark<sup>5</sup> (1<sup>st</sup> Grade n=28; 2<sup>nd</sup> Grade n=40; 3<sup>rd</sup> Grade n=17)**



**Figure 4. DIBELS Accuracy Percentage: Average and Benchmark (1<sup>st</sup> Grade n=28; 2<sup>nd</sup> Grade n=40; 3<sup>rd</sup> Grade n=17)**



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

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

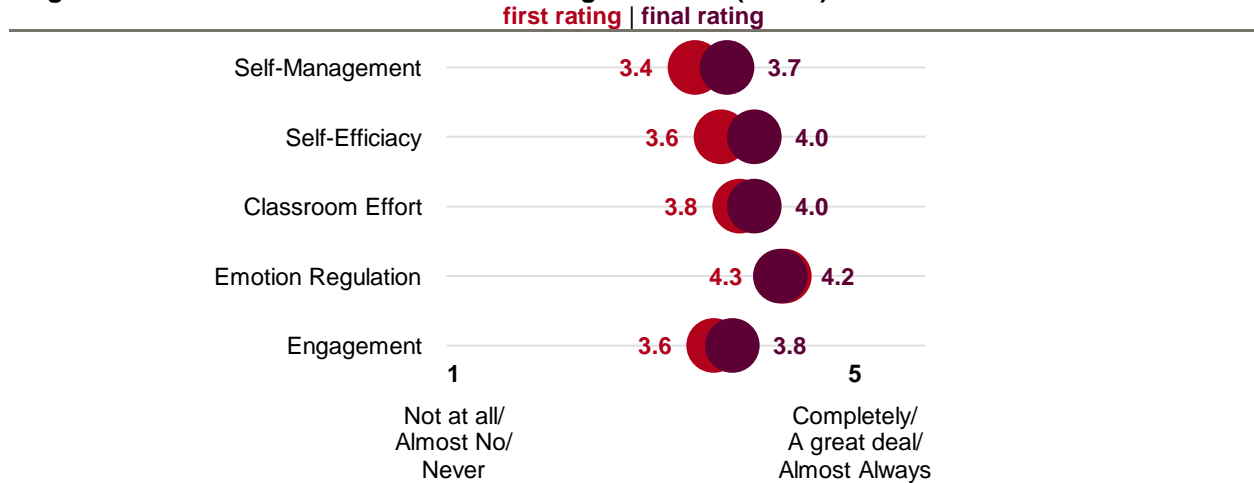
<sup>4</sup> If students in higher grades have DIBELS data, results are reported in the appendix (see Table 1a).

<sup>5</sup> Benchmarks are not available for first graders at the beginning of year.

### Social-Emotional Learning

By pairing students with an older adult volunteer who both tutors and mentors students, AARP Foundation Experience Corps aims to enhance students' social-emotional development in addition to academic outcomes. Volunteers scored five different measures of social-emotional learning (SEL) which include student self-management, self-efficacy, classroom effort, emotion regulation, and engagement. On average, 82% of students improved on at least one of the five measures. Figure 5 shows students' SEL scores on five constructs.

**Figure 5. Student Social-Emotional Learning Measures (n=107)**



#### Selected Quotes from Volunteers

“The joy of knowing you are providing a valuable service to not only the community, but also to a future generation. You are well-trained and very supported by both AARP and the local group you are working with. Volunteering takes very little of your time as your time commitment, while regular, is only a few hours a week. Being part of a group that is like minded, in improving reading for K- 3rd graders, allows you to socialize with new people. Since I volunteer at my local school, I also feel more connected to my community.”

“Personally it is so rewarding to spend time with the children at the schools. They are accepting and eager to learn. It is also nice to be around children when it's not your everyday experience.”

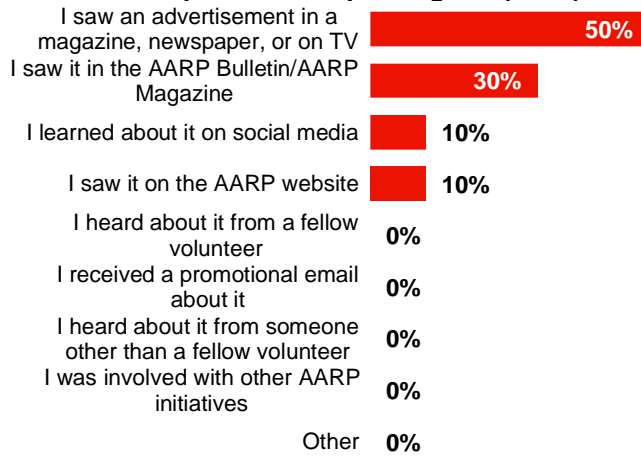
“This is a really great program for retired people to get involved and give back to their community and help young children improve their reading skills.”

“Reading is the basis for learning. If a student has issues in the beginning of their school years, it is important to identify and work on improving their reading. In the time I've been working with Experience Corp, I've watched children not only improve their reading skills many students have also developed an interest in improving their skills overall.”

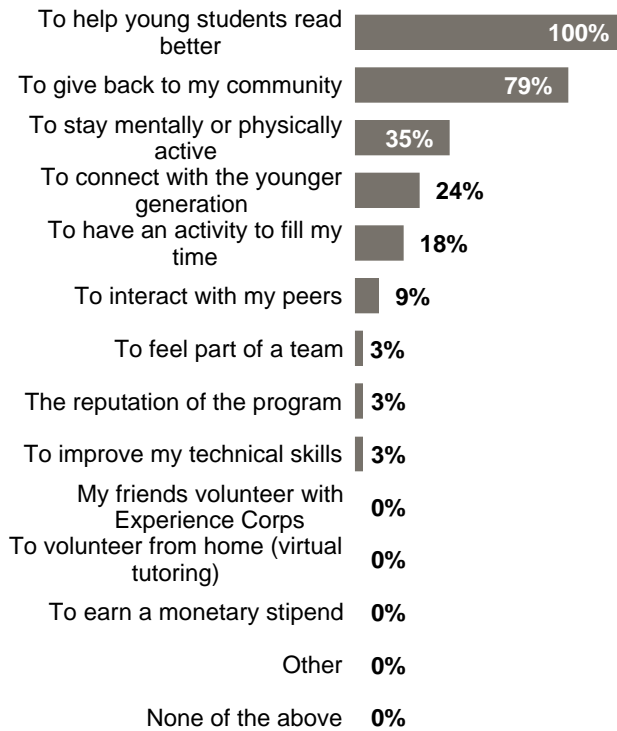
## Volunteer Pathways and Outcomes

Data from Figures 6-9 come from the volunteer survey in which 34 volunteers responded, a response rate of 79%. Figure 6 shows how volunteers came to hear of the AARP Foundation Experience Corps program. Figure 7 shows volunteers' motivation for becoming an Experience Corps volunteer the year they began. Figure 8 shows volunteers' primary occupation during their career.

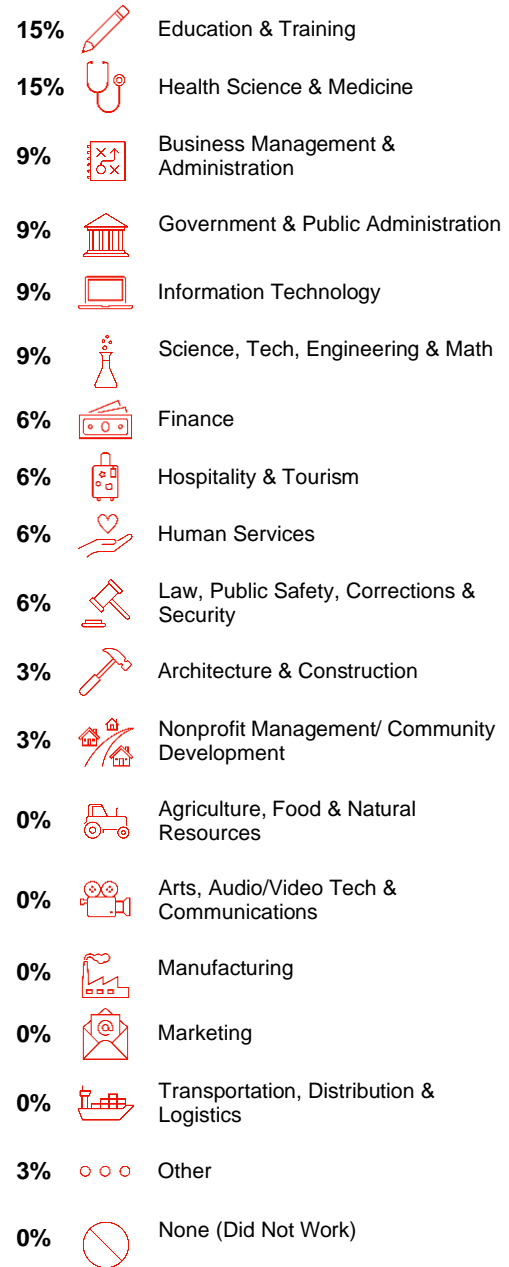
**Figure 6. How Volunteers Initially Heard of the AARP Foundation Experience Corps Program (n=10)**



**Figure 7. Motivations for Becoming an AARP Foundation Experience Corps Volunteer<sup>6</sup> (n=34)**



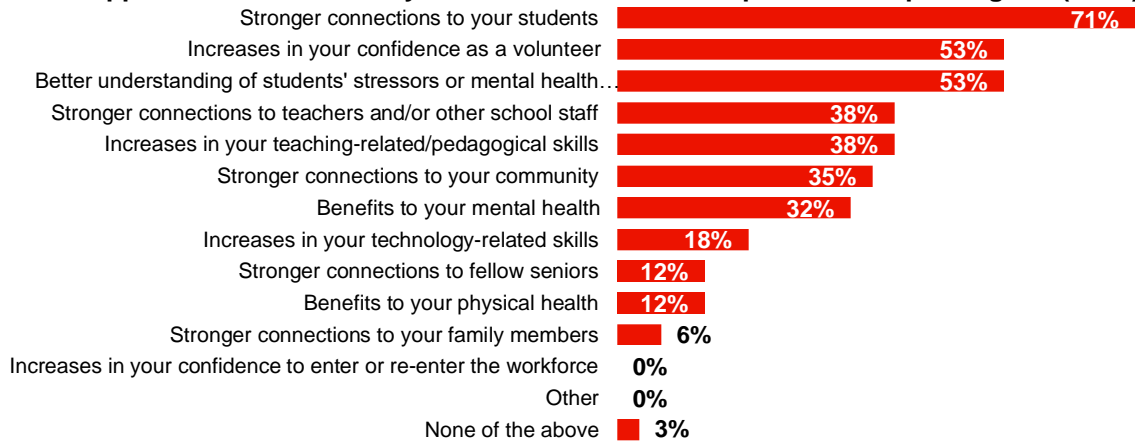
**Figure 8. Volunteers' Primary Occupations (n=33)**



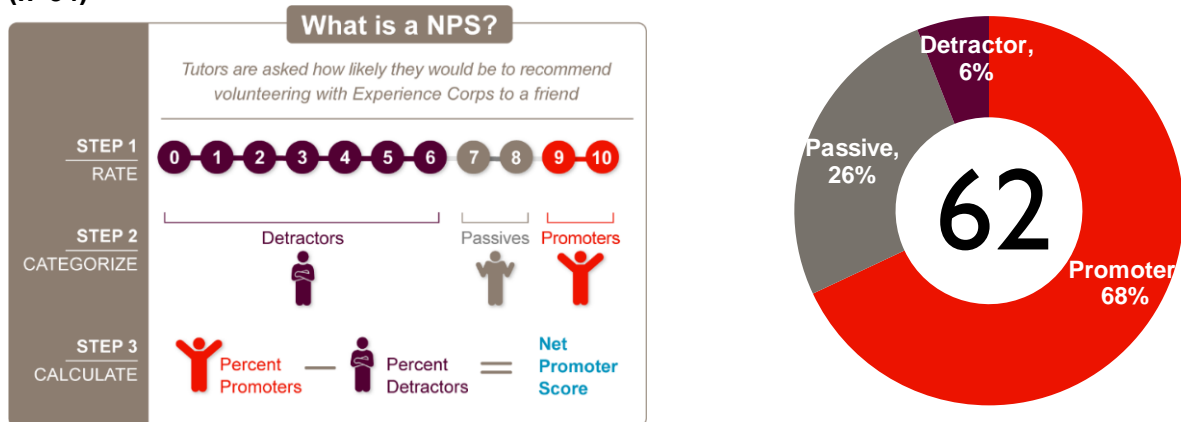
<sup>6</sup> Percentages presented in Figure 7 may not sum to 100%, given that volunteers could select multiple motivations for becoming an AARP Foundation Experience Corps volunteer.

Figure 9 presents volunteers' reports of the opportunities that the AARP Foundation Experience Corps program has provided them. Figure 10 shows the percentage of volunteers who would recommend the program to a friend, and the corresponding Net Promoter Score (NPS). Figures 11 and 12 present the level of agreement and comfort about Experience Corps components.

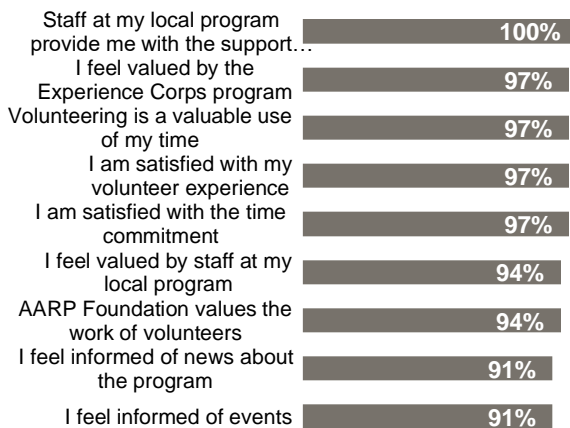
**Figure 9. Opportunities Provided by the AARP Foundation Experience Corps Program (n=34)**



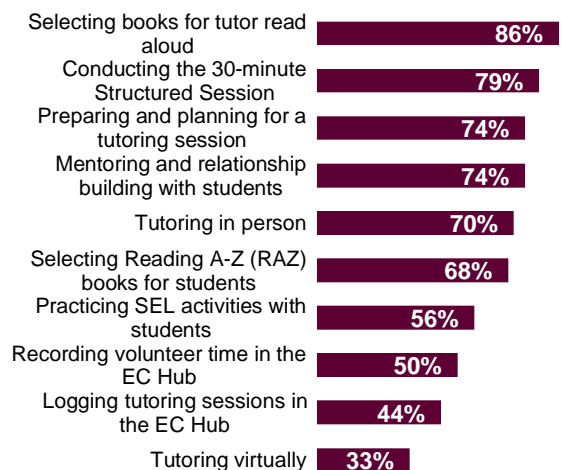
**Figure 10. Volunteer Likelihood to Recommend the AARP Foundation Experience Corps Program (n=34)**



**Figure 11. Volunteer Extent of Agreement about Experience Corps (n=33)**



**Figure 12. Volunteer Level of Comfort with Experience Corps Components (n=34)**



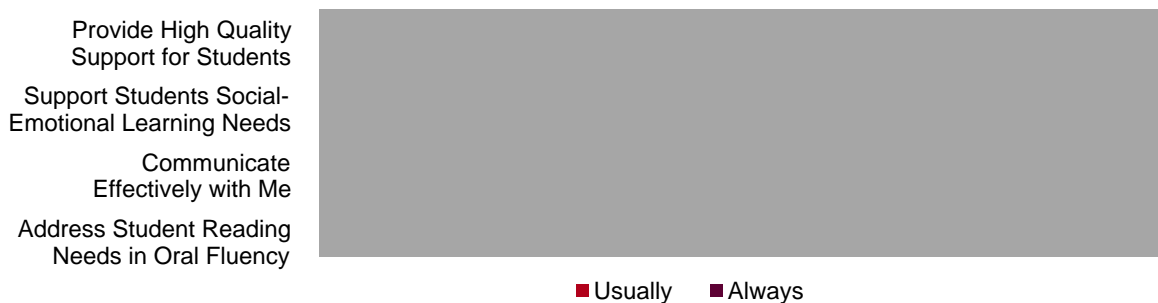
## School Staff Satisfaction

Figure 13 shows the extent to which students' skills improved as a result of the AARP Foundation Experience Corps program. Figure 14 presents school staff opinions on the effectiveness of volunteers. Figure 15 shows how beneficial school staff felt the AARP Foundation Experience Corps program was for students. Figure 16 presents the likelihood that school staff will request volunteers for the next school year. Figure 17 shows the percentage of staff who would recommend the program, and the corresponding Net Promoter Score (NPS). Data for these figures were drawn from the school staff satisfaction survey.

**Figure 13. Student Skill Improvement as a Result of the AARP Foundation Experience Corps Program (n=0)**



**Figure 14. School/Site Staff Perceptions About Volunteers' Capabilities (n=0)**  
*AARP Foundation Experience Corps Volunteers Were Able to...*



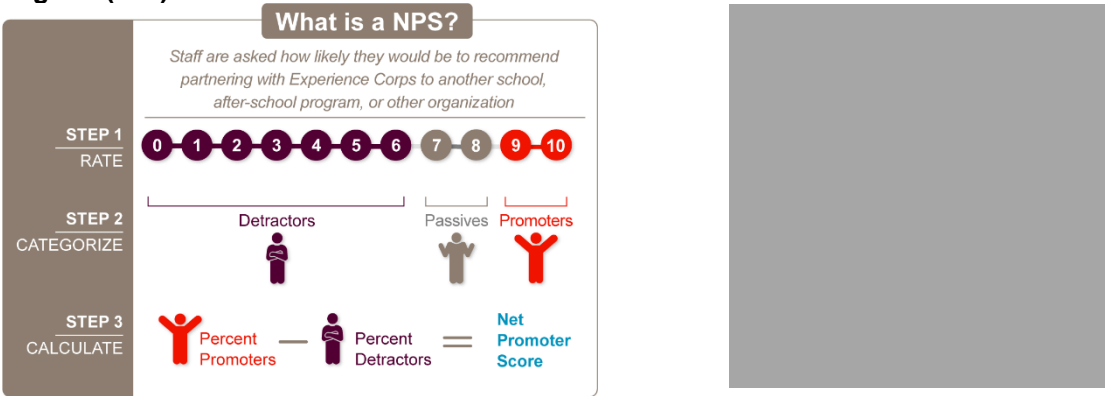
**Figure 15. How Much Students Benefited from the AARP Foundation Experience Corps Program (n=0)**



**Figure 16. Likelihood to Request Volunteers Again Next Year (n=0)**



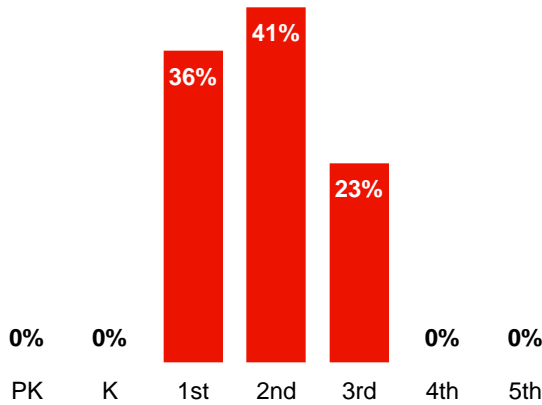
**Figure 17. School/Site Staff Likelihood to Recommend the AARP Foundation Experience Corps Program (n=0)**



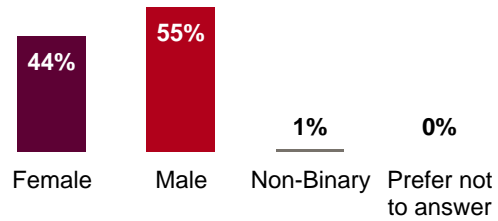
## Student Profile

The figures below show the breakdown of students served by the Experience Corps Sacramento CCSC program by grade level (Figure 18), gender (Figure 19), race/ethnicity (Figure 20), eligibility for free/reduced price meals (Figure 21), and English learner status (Figure 22). Data were drawn from student records in the AARP Foundation Experience Corps Salesforce database.

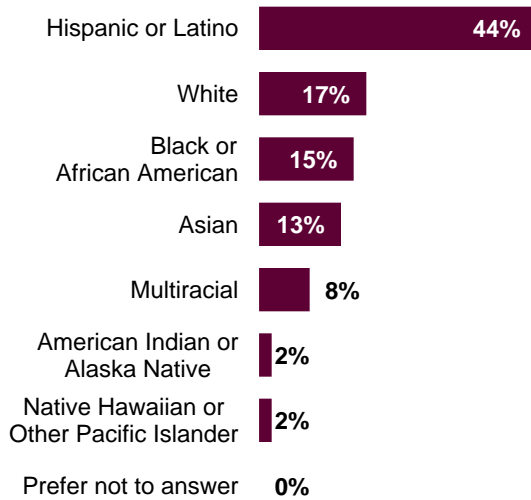
**Figure 18. Students' Grade Levels (n=116)**



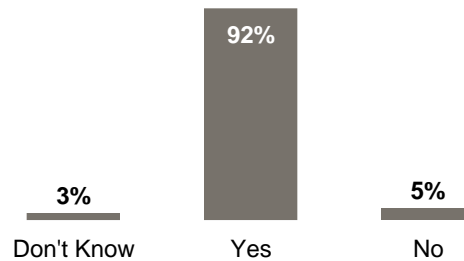
**Figure 19. Students' Gender (n=113)**



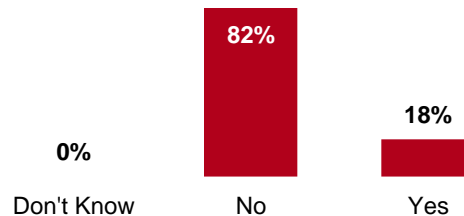
**Figure 20. Students' Race/Ethnicity<sup>7</sup> (n=110)**



**Figure 21. Students' Free/Reduced Price Meals Status (n=60)**



**Figure 22. Students' English Learner Status (n=94)**

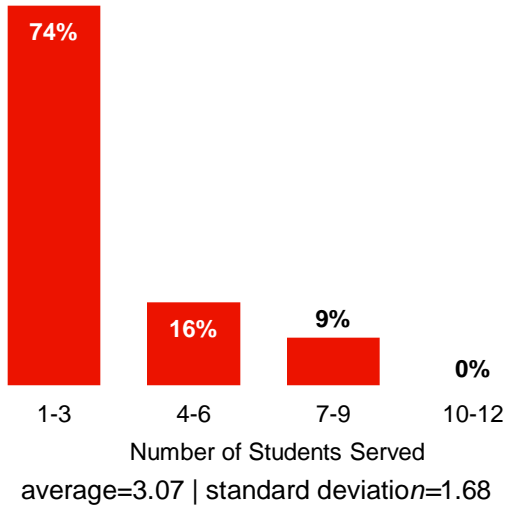


<sup>7</sup> In Figure 20, race and ethnicity are reported together due to the structure of the corresponding survey question. Because questions regarding race and ethnicity may be structured differently across schools and programs, all students identified as being of Hispanic/Latino ethnicity are included in the "Hispanic or Latino" category. Conversely, all other categories only include students of that race who are *not* Hispanic/Latino.

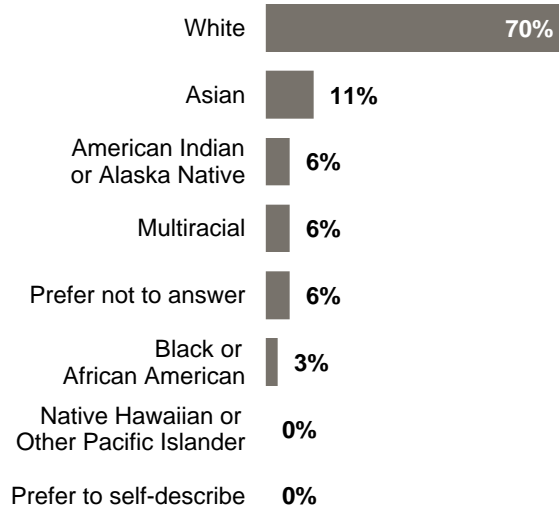
## Volunteer Profile

Figure 23 shows the size of volunteers' caseloads (i.e., the average number of students served per volunteer). Figure 24 shows volunteers' years of service with the AARP Foundation Experience Corps program. Figures 25, 26, 27, and 28 present volunteers' race, ethnicity, and gender, and LGBTQ status. Data for these figures were drawn from records in the AARP Foundation Experience Corps Salesforce database (Figure 23 & 25) and the volunteer survey (Figures 24, 26-28).

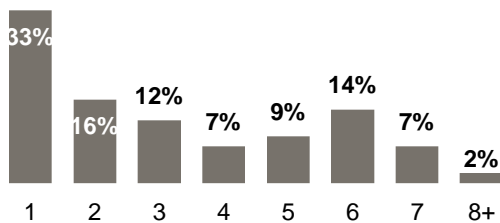
**Figure 23. Number of Students Served per Volunteer (n=43)**



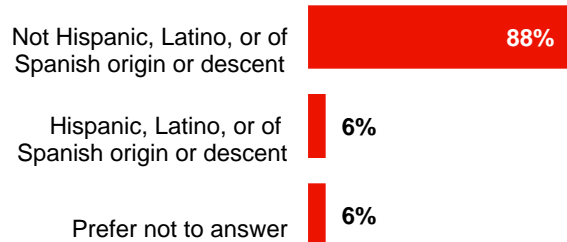
**Figure 24. Volunteers' Race (n=34)**



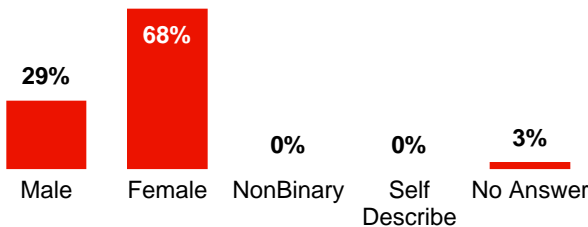
**Figure 25. Volunteers' Years of Service (n=43)**



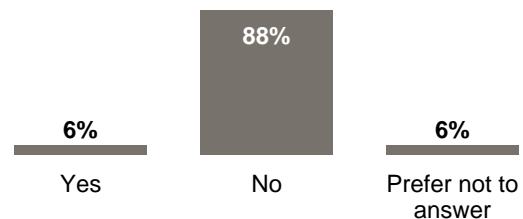
**Figure 26. Volunteers' Ethnicity (n=33)**



**Figure 27. Volunteers' Gender (n=34)**



**Figure 28. Volunteers' LGBTQ Status (n=34)**

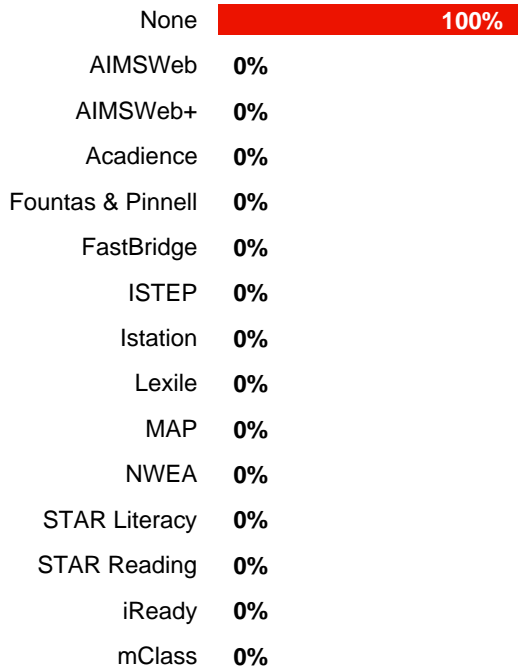


## Alternative Assessments

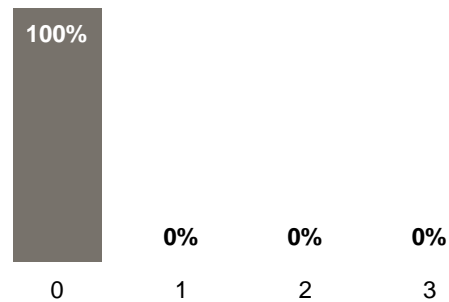
Figure 29 shows the share of students with alternative assessment data by the type of alternative assessment. In the 2023-2024 year, across all Experience Corps sites there were 14 alternative assessments with many sites having no alternative assessment.

Figure 30 shows the number of assessments students took throughout the year out of three possible timepoints (Pre-, Mid-, and Post-).

**Figure 29. Percent of Students by Alternative Assessment (n=116)**



**Figure 30. Percent of Students by Number of Alternative Assessments Taken (n=116)**



## Appendix A: Program Overview and Evaluation Methodology

AARP Foundation Experience Corps employed a **one-on-one virtual-based sustained tutoring strategy** during the 2023-2024 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 five 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  $\geq 5$  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, 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 timepoints 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=116)**

Reading Assessment							
		Beginning of Year		Middle of Year		End of Year	
		%	<i>n</i>	%	<i>n</i>	%	<i>n</i>
<b>Words Correct</b>	Well below benchmark	49%	63	49%	112	38%	106
	Below benchmark	43%	63	27%	112	30%	106
	At benchmark	8%	63	17%	112	14%	106
	Above benchmark	0%	63	7%	112	10%	106
<b>Accuracy</b>	Well below benchmark	37%	63	46%	112	32%	106
	Below benchmark	38%	63	27%	112	25%	106
	At benchmark	22%	63	21%	112	32%	106
	Above benchmark	3%	63	6%	112	10%	106

**Table 2. Student SEL Scores (n=115)**

<b>Social-Emotional Learning Indicators</b>					
		<b>First Rating</b>		<b>Final Rating</b>	
		<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>
<b>Self-Management</b>	Not at all focused	3%	115	0%	107
	Slightly focused	5%		7%	
	Somewhat focused	49%		35%	
	Quite focused	31%		42%	
	Completely focused	11%		17%	
<b>Self-Efficacy</b>	Not at all confident	2%	115	1%	107
	Slightly confident	9%		7%	
	Somewhat confident	32%		17%	
	Quite confident	42%		49%	
	Extremely confident	16%		26%	
<b>Classroom Effort</b>	Almost no effort	2%	115	1%	107
	A little bit of effort	4%		5%	
	Some effort	23%		21 %	
	Quite a bit of effort	50%		50 %	
	A great deal of effort	20%		23%	
<b>Emotion Regulation</b>	Almost never	1%	115	1%	107
	Once in a while	3%		4%	
	Sometimes	18%		18%	
	Frequently	30%		28%	
	Almost always	47%		50%	
<b>Engagement</b>	Not at all interested	2%	115	0%	107
	Slightly interested	10%		8%	
	Somewhat interested	32%		28%	
	Quite interested	45%		43%	
	Extremely interested	11%		21%	

**Table 3. Student Demographics (n=116)**

Student Characteristics		%	n
<b>Grade</b>	Pre-K	0%	116
	Kindergarten	0%	
	1 <sup>st</sup> Grade	36%	
	2 <sup>nd</sup> Grade	41%	
	3 <sup>rd</sup> Grade	23%	
	4 <sup>th</sup> Grade	0%	
	5 <sup>th</sup> Grade	0%	
<b>Gender</b>	Male	44%	113
	Female	55%	
	Non-Binary	1%	
	Preferred not to Answer	0%	
<b>Race/Ethnicity</b>	American Indian or Alaska Native	2%	110
	Asian	13%	
	Black or African American	15%	
	Native Hawaiian or Other Pacific Islander	2%	
	Hispanic or Latino	44%	
	White	17%	
	Multiracial	8%	
	Prefer not to answer	0%	
<b>Eligible for Free or Reduced-Price Meals</b>	Don't Know	3%	60
	No	5%	
	Yes	92%	
<b>English Learner</b>	Don't Know	0	94
	No	82	
	Yes	18	

**Table 4. Volunteer Survey (n=34)**

Volunteer Characteristics		%	n
<b>What Role(s) Did You Hold During the 2023-2024 School Year?</b>	Tutor or mentor	100%	34
	Monitor	0%	
	Team Lead	0%	
	Site Coordinator	0%	
	Other	3%	
<b>Number of Years of Experience (Salesforce)</b>	1	33%	43
	2	16%	
	3	12%	
	4	7%	
	5	9%	
	6	14%	
	7	7%	
	8+	2%	
<b>How They Heard about the AARP Foundation Experience Corps Program and Became Involved This Year</b>	Saw an advertisement in a magazine, newspaper, social media, or on TV	50%	10
	Learned on social media	10%	
	Received a promotional email about it	0%	
	Saw it in the AARP Bulletin	30%	
	Saw it on the AARP website	10%	
	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	0%	
Other	0%		
<b>Primary Occupation during Career</b>	Agriculture, Food & Natural Resources	0%	33
	Architecture & Construction	3%	
	Arts, Audio/Visual Technology & Communications	0%	
	Business Management & Administration	9%	
	Education & Training	15%	
	Finance	6%	
	Government & Public Administration	9%	
	Health Science & Medicine	15%	
	Hospitality & Tourism	6%	
	Human Services	6%	
	Information Technology	9%	
	Law, Public Safety, Corrections & Security	6%	
	Manufacturing	0%	
	Marketing	0%	
	Nonprofit Management & Community Development	3%	
	Science, Technology, Engineering & Mathematics	9%	
	Transportation, Distribution & Logistics	0%	
	Other	3%	
None of the Above (did not work)	0%		
<b>Year Born</b>	1939 or earlier	6%	32
	1940-1949	25%	
	1950-1959	56%	
	1960-1969	12%	
	1970 or later	0%	
<b>Gender Identity</b>	Male	29%	34

	Female	68%	
	Non-Binary	0%	
	Prefer to self-describe	0%	
	Prefer not to answer	3%	
<b>Identify as Lesbian, Gay, Bisexual, Transgender, Queer/ Questioning (LGBTQ)</b>	No	6%	34
	Yes	88%	
	Prefer not to answer	6%	
<b>Disability or Chronic Condition that Limits Activity</b>	No	6%	33
	Yes	85%	
	Prefer not to answer	9%	
<b>Ethnicity</b>	Not Hispanic, Latino, or of Spanish origin or descent	88%	33
	Hispanic, Latino, or of Spanish origin or descent	6%	
	Prefer not to answer	6%	
<b>Race</b>	American Indian or Alaska Native	6%	34
	Asian	12%	
	Black or African American	3%	
	Native Hawaiian or Other Pacific Islander	0%	
	White or Caucasian	76%	
	Multi-racial	6%	
	Prefer to self-describe	0%	
	Prefer not to answer	6%	
<b>Highest Education Completed</b>	Grade 8	0%	33
	High School Graduate	3%	
	GED	0%	
	No Degree Completed	0%	
	Some College	6%	
	Associates Degree	6%	
	Bachelor's Degree	55%	
	Graduate Degree or Higher	30%	
<b>Members of Household</b>	1 (just respondent)	44%	34
	2	44%	
	3	3%	
	4 or more	3%	
		3%	
<b>Monthly Household Income: Household of 1</b>	More than \$3,000	87%	15
	Less than \$3,000	7%	
	Prefer not to answer	7%	
<b>Monthly Household Income: Household of 2</b>	More than \$4,100	80%	15
	Less than \$4,100	13%	
	Prefer not to answer	7%	
<b>Monthly Household Income: Household of 3</b>	More than \$4,500		
	Less than \$4,500		
	Prefer not to answer		
<b>Monthly Household Income: Household of 4+</b>	More than \$5,500	-%	0
	Less than \$5,500	-%	
	Prefer not to answer	%	

<b>Monthly Household Income: All Households</b>	More than the threshold	84%	31
	Less than the threshold	10%	
	Prefer not to answer	6%	
<b>Program Perceptions and Benefits</b>		<b>%</b>	<b>n</b>
<b>Motivation to Become AARP Foundation Experience Corps Volunteer</b>	Opportunity to help young students read better	100%	34
	Opportunity to guide the younger generation	24%	
	Opportunity to interact with my peers	9%	
	Opportunity to have an activity to fill my time	18%	
	Opportunity to stay mentally or physically active	35%	
	Opportunity to feel part of a team	3%	
	Opportunity to give back to my community	79%	
	Opportunity to work from home (virtual tutoring)	0%	
	Opportunity to improve technical skills	3%	
	Friends are Experience Corps tutors	0%	
	Monetary stipend	0%	
	Reputation of the program	3%	
	Other	0%	
	None of the above	0%	
<b>Benefits Noticed as a Result of Experience Corps Participation</b>	Benefits to physical health	12%	34
	Benefits to mental health	32%	
	Stronger connections to other seniors in the community	12%	
	Stronger connections to the neighborhood	35%	
	Stronger connections to family members	6%	
	Stronger connections to teachers and/or other school staff	38%	
	Stronger connections to your students	71%	
	Better understanding of students' stressors/mental health needs	53%	
	Increased confidence as a volunteer	53%	
	Increased confidence to enter or re-enter the workforce	0%	
	Increased teaching-related/pedagogical skills	38%	
	Increased technology-related skills	18%	
	Other benefits not listed	0%	
	None of the above	3%	
<b>Likelihood to Recommend</b>			
<b>Likelihood to Recommend Volunteering with Program to a Friend or Colleague</b>	0 (Not at all likely)	0%	34
	1	3%	
	2	0%	
	3	0%	
	4	0%	
	5	3%	
	6	0%	
	7	3%	
	8	24%	

	9	18%					
	10 (Very likely)	50%					
<b>Time Expectations</b>							
<b>How does the amount of time you volunteered with Experience Corps this school year compare to what you were expecting?</b>	Much less time than I expected	3%	34				
	Somewhat less time than I expected	15%					
	About as much time as I expected	74%					
	Somewhat more time than I expected	9%					
	Much more time than I expected	0%					
<b>Events Attended</b>							
<b>Which of the following training or support events have you attended through Experience Corps in the last year?</b>	Structured Session <i>Litmos</i> Training	21%	34				
	Structured Session <i>Live</i> Training	29%					
	Virtual Training on the Experience Corps Hub from Experience Corps HQ Staff	38%					
	In-Person Training	38%					
	Volunteer Tech Office Hours	3%					
	Volunteer Workshops offered by Experience Corps HQ	26%					
	Volunteer Meet Ups offered by Experience Corps HQ	6%					
	The Annual Experience Corps National Meeting	6%					
	Other	3%					
None of the above	9%						
<b>Returning Next Year</b>							
<b>Are you planning on returning as an Experience Corps volunteer next year?</b>	Definitely, yes	38%	34				
	Likely, yes	41%					
	Undecided	21%					
	Likely, no	0%					
	Definitely, no.	0%					
<b>How comfortable are you with the following components of Experience Corps tutoring?</b>							
	<b>Never tried/not relevant to my role</b>	<b>I cannot do this</b>	<b>I can do this with a lot of support</b>	<b>I can do this with a little support</b>	<b>I can do this without any support</b>	<b>I can teach someone else to do this</b>	<b>n</b>
<b>Preparing and planning for a tutoring session</b>	0%	0%	3%	24%	56%	18%	34
<b>Tutoring in person</b>	0%	0%	0%	30%	52%	18%	
<b>Tutoring virtually</b>	42%	6%	0%	18%	30%	3%	
<b>Selecting Reading A-Z (RAZ) books for students</b>	0%	0%	3%	29%	56%	12%	
<b>Selecting books for tutor read aloud</b>	0%	0%	3%	12%	71%	15%	
<b>Conducting the 30-minute</b>	0%	0%	3%	18%	61%	18%	

<b>Structured Session</b>							
<b>Mentoring and relationship building with students</b>	3%	0%	0%	59%	24%	15%	
<b>Practicing Social Emotional Learning (SEL) Activities with students</b>	3%	0%	6%	35%	47%	9%	
<b>Recording volunteer time in the AARP Volunteer Portal</b>	0%	3%	21%	26%	32%	18%	
<b>Logging tutoring sessions in the Experience Corps Hub</b>	0%	9%	24%	24%	26%	18%	
<b>How satisfied are you with the progress your students made in...</b>							
	<b>Not at all satisfied</b>	<b>Somewhat unsatisfied</b>	<b>Somewhat satisfied</b>	<b>Very satisfied</b>	<b>n</b>		
<b>Reading (fluency or pre-fluency skills)</b>	0%	3%	58%	39%	33		
<b>Social-emotional learning</b>	0%	3%	66%	31%	32		
<b>Overall, how helpful were the following training resources from Experience Corps?</b>							
	<b>Not Applicable to my role</b>	<b>I am not familiar with or did not utilize this resource</b>	<b>It did not provide the help that I need</b>	<b>It was helpful but I needed more support</b>	<b>It provided the help that I needed</b>	<b>It provided more help than I needed</b>	<b>n</b>
<b>Training and support on conducting the Structured Session</b>	0%	3%	3%	3%	82%	9%	34
<b>Training and supports on using technology</b>	6%	3%	15%	24%	47%	6%	
<b>Training and support on facilitating assessments (e.g., DIBELS, SEL)</b>	35%	0%	0%	50%	15%	0%	
<b>The Volunteer Workshops offered by Experience Corps HQ</b>	0%	25%	12%	12%	38%	12%	8
<b>The Volunteer Meetups offered</b>	0%	0%	50%	0%	50%	0%	2

by Experience Corps HQ							
Overall, how helpful were the following the following materials provided by Experience Corps?							
	Not Applicable to my role	I am not familiar with or did not utilize this resource	It did not provide the help that I need	It was helpful but I needed more support	It provided the help that I needed	It provided more help than I needed	n
Volunteer Resource Center	6%	6%	0%	15%	67%	6%	34
RAZ books	3%	6%	0%	0%	84%	6%	
Quick reference bookmarks	12%	12%	0%	3%	70%	3%	
Pre-fluency/emergent reader training materials (e.g., alphabet flashcards, sight word flashcards, gameboard).	-	-	-	-	-	-	0
Do you agree with the following statements about your time as an Experience Corps Volunteer?							
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	n	
I feel valued by the Experience Corps program as a whole	3%	0%	36%	61%	0%	33	
AARP Foundation values the work of Experience Corps volunteers	6%	0%	29%	65%	0%		
I feel informed of events I can participate in through Experience Corps	0%	3%	32%	59%	6%		
I feel informed of news about the Experience Corps program	0%	3%	47%	44%	6%		
I feel valued by staff at my program	0%	3%	27%	67%	3%		
Staff at my program provide me with the support I need to serve as an Experience Corps volunteer	0%	0%	41%	56%	3%		
Volunteering with Experience Corps is a	0%	0%	32%	65%	3%		

<b>valuable use of my time</b>						
<b>I am satisfied with the time commitment required as an Experience Corps volunteer</b>	0%	0%	50%	50%	0%	
<b>I am satisfied with my volunteer experience</b>	3%	0%	35%	62%	0%	

Table 5. School Staff Satisfaction Survey (n=0)

Respondent Characteristics						%	n
Respondent Role(s) in the 2023-2024 School Year	Teacher						0
	Academic Coach						
	Reading Specialist						
	Principal						
	After School Site Coordinator						
	Other						
Skills Improved							
	Very Unsatisfied	Somewhat Unsatisfied	Somewhat Satisfied	Very Satisfied			n
Student Oral Fluency Skills							0
Student Overall Reading Ability							0
Student Critical Thinking							0
Student Overall Behavior							0
Student Social-Emotional Skills							0
School Staff Satisfaction						%	n
How Beneficial the AARP Foundation Experience Corps Program was for Participating Students	No Benefit					0	
	Low Benefit						
	Moderate Benefit						
	High Benefit						
Additional Knowledge, Skills, or Training Staff Would Like AARP Foundation Experience Corps Volunteers to Have	No					0	
	Yes						
Likelihood to Request Experience Corps Volunteers Next Year	No					0	
	Yes						
	Unsure						
Perceptions About Volunteers Abilities to...							
	Never	Sometimes	Usually	Always	Unsure	n	
Address Student Reading Needs in Oral Fluency						0	
Communicate Effectively with Me						0	

Support Students Social-Emotional Learning Needs						0
Provide High Quality Support for Students						0
					%	<i>n</i>
<b>How likely is it that you would recommend partnering with Experience Corps to another school, after-school program, or other organization?</b>	0 (Not at all likely)					0
	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10 (Very likely)					

## Appendix C: Social-Emotional Learning (SEL) Assessment Instrument

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Below are the survey instruments used to assess student social-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.