

# Executive Report Summary

The AARP Experience Corps (EC) program places adults age 50 and older into elementary schools and afterschool programs to tutor students in reading and literacy. This report presents data for all sites that were collected using three surveys: a posttutoring assessment, which is completed by the teacher of each student who received sustained tutoring; a teacher program evaluation, which solicits teacher input on the value of the EC program; and a volunteer tutor survey, which captures tutors' experiences. Records from the EC Salesforce database provide additional data about the number of students, teachers, and tutors who participate in the program.

## Experience Corps Snapshot

**Scope:** The EC program served 2,220 classrooms in 279 schools during school year (SY) 2016–17.  
**Participants:** In SY 2016–17, 31,627 students received 387,749 hours of tutoring from 2,336 tutors.  
In SY 2016–17, 12,107 of these students received sustained one-on-one or small-group tutoring.

## Posttutoring Assessment

The posttutoring assessment collects measures of change in academic performance, behavior, and other indicators from the beginning of the year to the end of the year and is completed by teachers when the school year ends or whenever a student exits the program. Teachers of 7,631 students completed the posttutoring assessment survey. Teachers reported that:

- 76 percent of students who were below grade level at the beginning of the year improved their reading and literacy performance by one or more proficiency levels (e.g., from 1.5 grade levels below to 1.0 grade level below). 38 percent of students were classified as on or above grade level by year end.
- 51 percent of students improved by one full grade level or more (e.g., from 1.5 grade levels below to 0.5 grade level below) or were classified as on or above grade level by year end.
- 50 percent of students who had previous attendance issues were rated as exhibiting improvement in attendance by year end.
- 55 percent of students who had previously displayed disruptive behaviors were rated as exhibiting improvement by year end.
- 84 percent of students who had received low ratings for one or more academic engagement behaviors in the fall—such as concentration, motivation, self-confidence, or participation—received higher ratings at year end.

## Teacher Program Evaluation

1,365 teachers completed the teacher program evaluation. The findings were as follows:

- 91 percent of teachers reported that the EC tutors had a moderate or strong influence on student reading and literacy performance.
- 88 percent of teachers reported that the EC tutors had a moderate or strong influence on student academic engagement behaviors, such as motivation self-confidence, concentration, or participation.
- 89 percent of teachers reported that the EC tutors had a moderate or strong influence on providing teachers with extra time to assist students who were struggling academically.
- 86 percent of teachers indicated that they were likely to request a tutor again next year.

## Volunteer Tutor Survey

1,669 tutors completed the volunteer tutor survey. The results were as follows:

- 98 percent of tutors reported that participating in the EC program helped them stay physically and mentally active.
- 96 percent of tutors reported that the program increased their sense of purpose in life.
- 94 percent of tutors reported that they were satisfied with the academic progress they made with students.
- 97 percent of tutors reported that they were satisfied with the relationships they had with the students they tutored.