

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 San Francisco, CA 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, which solicits teacher 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.

Experience Corps Snapshot	
Scope:	The EC program served 95 classrooms in 10 schools.
Participants:	1,497 students received 7,670 hours of tutoring from 84 tutors. 408 of these students received sustained one-on-one or small-group tutoring during the course of the school year.
Post-Tutoring Assessment	
Post-tutoring 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. In San Francisco, CA, 99 students' teachers completed the post-tutoring assessment survey. Teachers reported:	
<ul style="list-style-type: none">• 78 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 one grade level below). 34 percent of students were classified as on or above grade level by the end of the year.• 47 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 the end of the year.• 61 percent of students who had previous attendance issues were rated as exhibiting improvement in attendance by the end of the year.• 67 percent of students who had previously displayed disruptive behaviors were rated as exhibiting improvement by the end of the year.• 67 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 a higher rating at the end of the year.	
Teacher Program Evaluation	
27 teachers completed the San Francisco, CA teacher program evaluation. Findings are as follows:	
<ul style="list-style-type: none">• 96 percent of teachers reported that the EC tutors had a moderate or strong influence on student reading and literacy performance.• 92 percent of teachers reported that the EC tutors had a moderate or strong influence on student academic engagement behaviors, such as motivation, concentration, participation, or self-confidence.• 96 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.• 96 percent of teachers indicated that they were likely to request a tutor again next year.	
Volunteer Tutor Survey	
42 tutors completed the San Francisco, CA volunteer tutor survey. The results are as follows:	
<ul style="list-style-type: none">• 95 percent of tutors reported that participating in the EC program helped them stay physically and mentally active.• 88 percent of tutors reported that the program increased their sense of purpose in life.• 100 percent of tutors reported that they were satisfied with the academic progress they made with students.• 100 percent of tutors reported that they were satisfied with the relationships they had with the students they tutored.	

