parentis foundation™
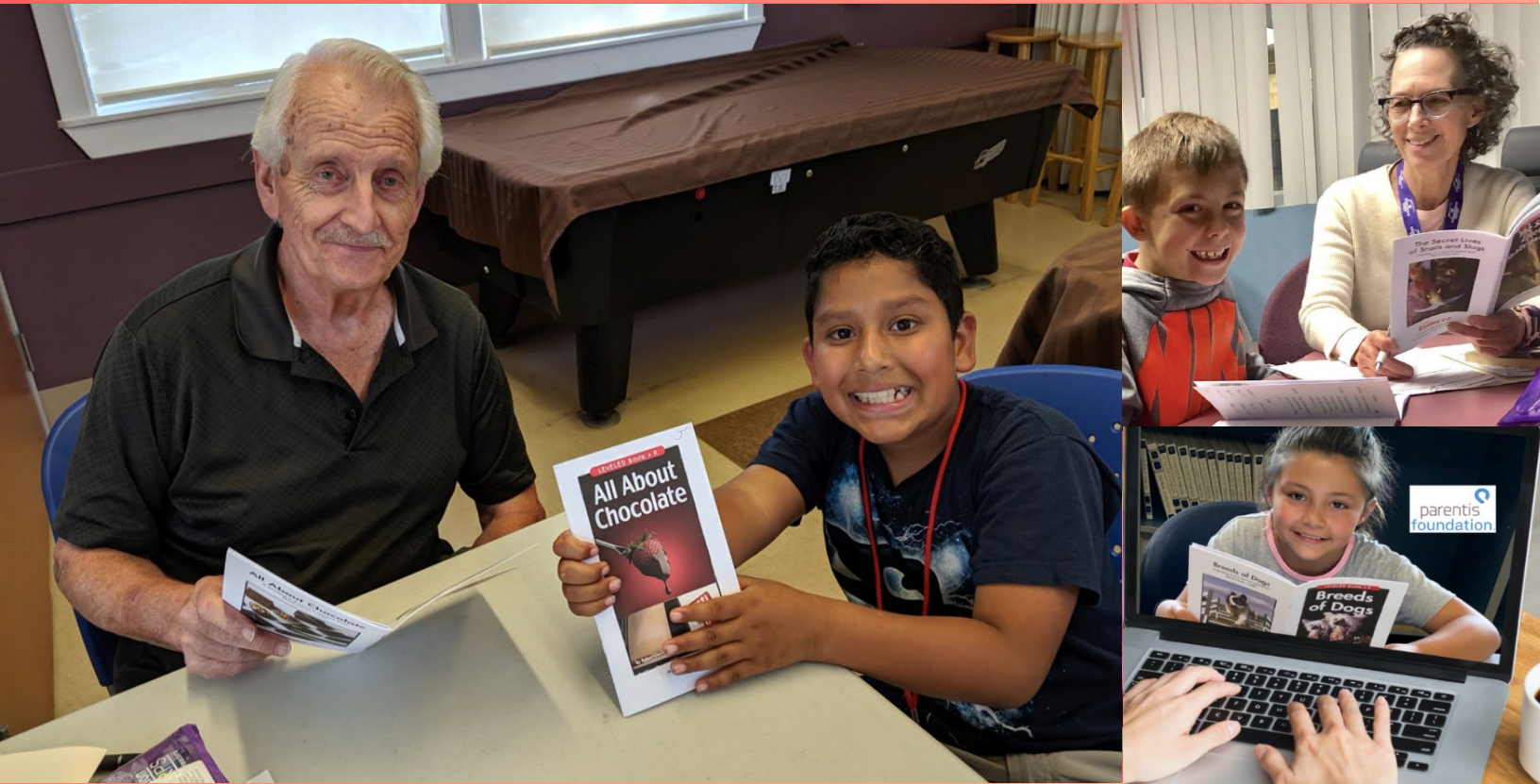
A PROUD PROGRAM PARTNER OF
AARP Foundation®
Experience Corps

Guiding the Next Generation of Readers

Mentoring Future Leaders

Experience Corps Orange County

PERFORMANCE REPORT   2021 • 2022

Contents

Our Mission

Parentis Foundation seeks to address the needs of children unable to read proficiently by the end of third grade: a major contributor to poverty.

We empower older adults to leverage their talent and wisdom through one-to-one tutoring and mentoring which inspires a child's academic achievement and fosters positive social development.

By providing children with the guidance to grow and improve their literacy skills, our volunteers open the door to a limitless future.

800+
Students Served

20,000+
Tutoring Sessions

40,000+
Volunteer Hours
Data from 2017-2022

The Parentis Foundation is dedicated to improving the literacy skills of struggling readers through the ECOC Intergenerational Literacy Intervention Program. Together, our tutors and their young students come together through reading to create limitless futures for themselves and our community.

Here are just a few examples of the impact the ECOC Intergenerational Literacy Intervention Program has had on the tutors, the students, and their families alike.

Tutor and Student in Action

https://vimeo.com/558139603

A Grandparent's Testimonial

https://vimeo.com/745234468

What the reading club means to me…

https://vimeo.com/558176170

A word from our tutors…

https://vimeo.com/558216014

https://vimeo.com/558215777

"The program has higher attendance rates than the school. The students love having that one-on-one time with their tutors and it motivates them to log-in and participate. And the fact that they get their own books is amazing!"

- Nicholas Sessions, EBC Principal

Our One Kind Word Initiative promotes kindness, positive self-talk, and a safe and secure learning environment for kids to express themselves.

Did you know? If a child is not reading proficiently by 4th grade, they are four times more likely not to graduate high school.

Testimonial

Thanks to all of you for the wonderful service you provide, not only to the kids, but also to us seniors who are receiving the beautiful gift of being useful and productive and engaged during our "sunset years". You cannot imagine how much happier I am now than I was before I found out about tutoring!"

-Shiela D., Parentis Foundation Volunteer

Become a volunteer tutor!
Visit: parentisfoundaion.org/volunteer

A Triple Win!

Impact on CHILDREN

- One on one attention, tutoring, and support, both online and in-person
- One-on-one mentoring from caring adults
- High quality learning program
- Positive social development

Impact on VOLUNTEERS

- Meaningful contribution to students and to the community
- Increased sense of purpose
- Expanded social network
- Opportunity for continued learning
- Enhanced cognitive, mental and physical heath

Impact on COMMUNITY

The Parentis Foundation Program increases literacy. Increased literacy improves:

- The quality of the labor force
- The earning potential of community members
- The level of community involvement and civic engagement
- The health of community members
- High school graduation rates
- Enrollment in post-secondary endeavors

Program Partners

KINOSHITA ELEMENTARY SCHOOL

DEL OBISPO ELEMENTARY SCHOOL

HEROES ELEMENTARY Huskies

BOYS & GIRLS CLUBS OF CAPISTRANO VALLEY

BOYS & GIRLS CLUB OF THE SOUTH COAST AREA

BOYS & GIRLS CLUBS OF TUSTIN

We look forward to expanding to your community!

A PROUD PROGRAM PARTNER OF
AARP Foundation
Experience Corps

Parentis Foundation is the exclusive Orange County program partner of AARP Foundation Experience Corps.

parentis foundation.

GUIDING THE NEXT GENERATION

The AARP Foundation Experience Corps program operated by Parentis Foundation 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 Orange County 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 operated by Parentis Foundation served students from **3 Title-1 funded** schools and **7** after-school locations.

245 students received **8,900** sustained one-on-one virtual tutoring from **113** volunteers. Volunteers dedicated **4,443** direct service hours to the program and **2,500** hours of pre- and ongoing training.

Reading score data were available for **242** students. Volunteers completed the social-emotional learning (SEL) survey for **237** students. **94** volunteers completed the volunteer survey.

Students

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

	first rating	final rating
Self-Management (Focus)	62%	76%
Self-Efficacy (Confidence)	63%	83%
Classroom Effort	78%	87%
Emotion Regulation	83%	87%
Engagement (Interest)	72%	84%

Volunteers

Most volunteers **(30%)** heard about the program **through a fellow volunteer.**

Most volunteers' **(92%)** primary motivation to join the program was to **help young students read better.**

Most volunteers **(73%)** reported that making **connections to students** was a benefit of tutoring.

The **Net Promoter Score** for Experience Corps Orange County was **94.**

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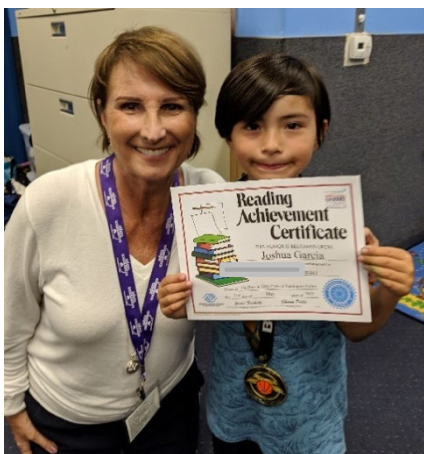
1 According to the DIBELS Next Assessment Manual, "DIBELS benchmark goals are empirically derived, criterion-referenced target scores that represent adequate reading progress. A benchmark goal indicates a level of skill where the student is likely to achieve the next DIBELS benchmark goal or reading outcome."

2 The first assessment may include middle of year scores if beginning of year scores are not available for a student.

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) and end of year (EOY). In figures 3 and 4, the beginning of year and the end of the year benchmarks are labeled above. Figures 5 through 9 show students' SEL scores on five constructs, as scored by volunteers.

Figure 1. DIBELS Words Correct[1]: First versus Final Assessment (*n*=237* students with 12 session+)

first assessment | final assessment

	first	final
Above Benchmark	3%	4%
At Benchmark	9%	19%
Below Benchmark	25%	24%
Well Below Benchmark	63%	53%

Figure 2. DIBELS Accuracy[2]: First versus Final Assessment (*n*=237* students with 12 sessions+)

first assessment | final assessment

	first	final
At Benchmark	32%	61%
Below Benchmark	17%	15%
Well Below Benchmark	50%	24%
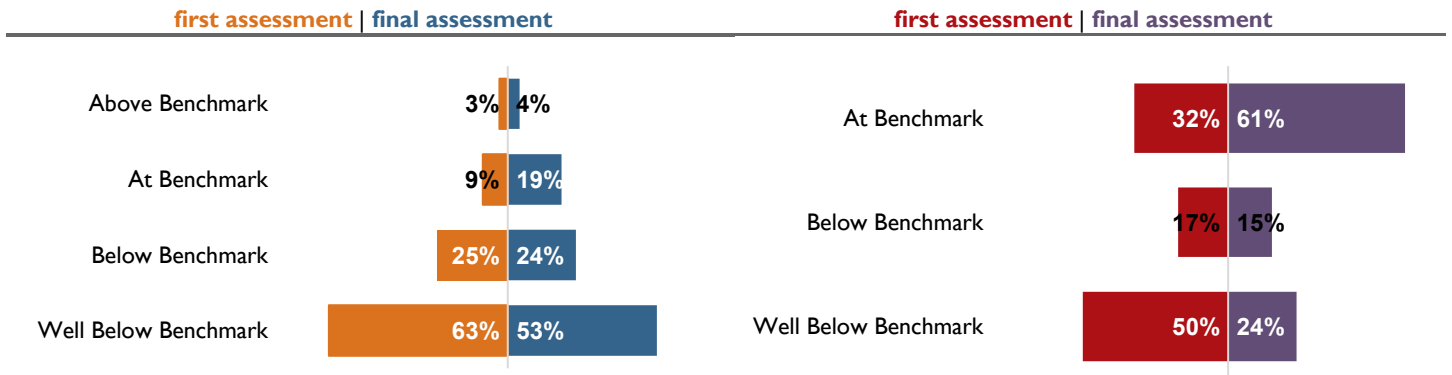
Figure 3. DIBELS Words Correct per Minute: Average and Benchmark[3] (Benchmarks labeled above dotted line.)

Beginning of year (Boy) | End of year (Eoy)

Grade	Boy	Eoy	Boy benchmark	Eoy benchmark
1st Grade (n = 15)	13	43	—	Eoy = 30
2nd Grade (n = 82)	31	73	Boy = 49	Eoy = 94
3rd Grade (n = 73)	47	82	Boy = 73	Eoy = 114
4th Grade (n = 42)	48	81	Boy = 87	Eoy = 125
5th Grade (n = 23)	74	119	Boy = 103	Eoy = 137

Grade (n = Total Number of Students in Grade)
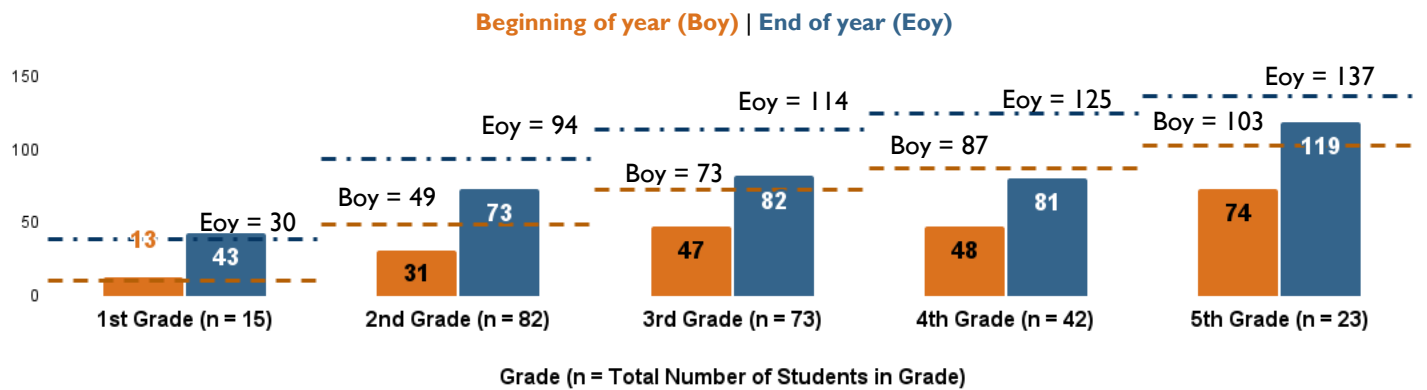
Figure 4. DIBELS Accuracy Percentage: Average and Benchmark (Benchmarks labeled above respective grade.)

Beginning of Year (Boy) | End of Year (Eoy)

Boy = 67% | Eoy = 91%   Boy = 92% | Eoy = 96%   3rd to 5th Grade Boy = 96% | 3rd to 5th Grade Eoy = 96%

Grade	Boy	Eoy
1st Grade (n = 15)	50%	86%
2nd Grade (n = 82)	78%	91%
3rd Grade (n = 73)	83%	93%
4th Grade (n = 42)	82%	92%
5th Grade (n = 23)	90%	97%

Grade (n = Total Number of Students in Grade)

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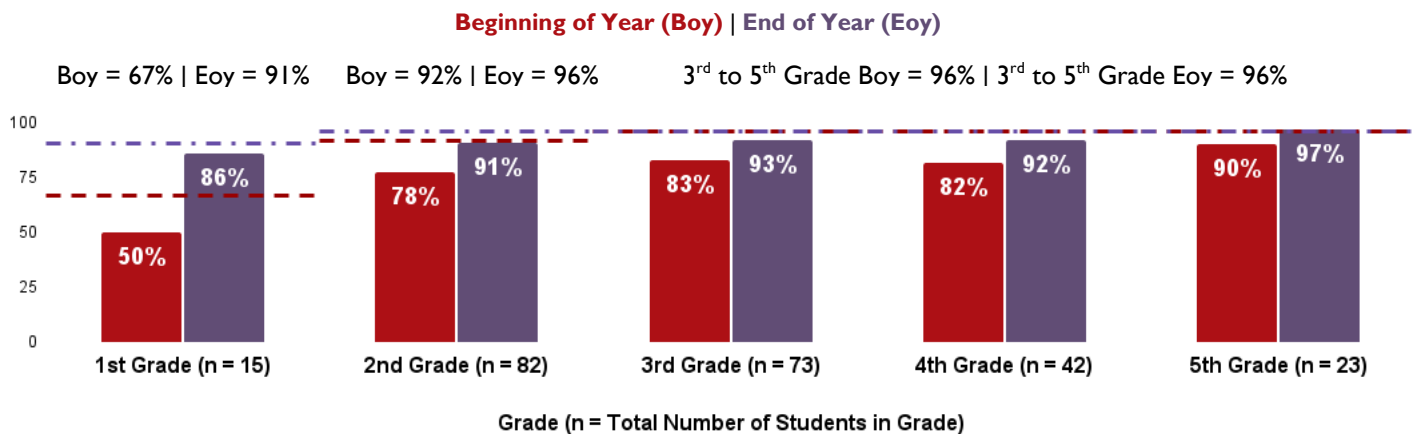
[1] Words correct refers to the number of words in a passage that are read accurately within 60 seconds.
[2] Accuracy is calculated by dividing the number of words read correctly by the total words read and multiplying by 100.
[3] Benchmarks are not available for first graders at the beginning of year.

Figure 5. Student Self-Management (*n=237*)

first rating | final rating

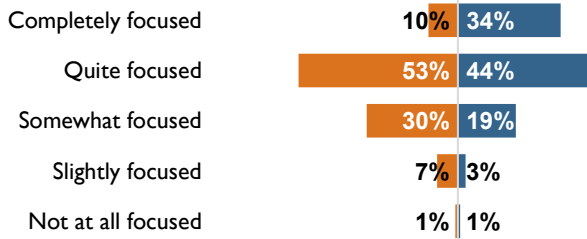|	first	final
Completely focused	10%	34%
Quite focused	53%	44%
Somewhat focused	30%	19%
Slightly focused	7%	3%
Not at all focused	1%	1%

Figure 6. Student Self-Efficacy (*n=237*)

first rating | final rating

	first	final
Completely confident	9%	37%
Quite confident	54%	45%
Somewhat confident	30%	13
Slightly confident	6%	4%
Not at all confident	1%	0%
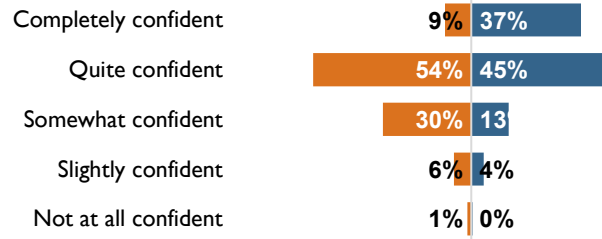
Figure 7. Student Classroom Effort (*n=237*)

first rating | final rating

	first	final
A great deal of effort	19%	50%
Quite a bit of effort	59%	37%
Some effort	19%	11%
A little bit of effort	3%	2%
Almost no effort		
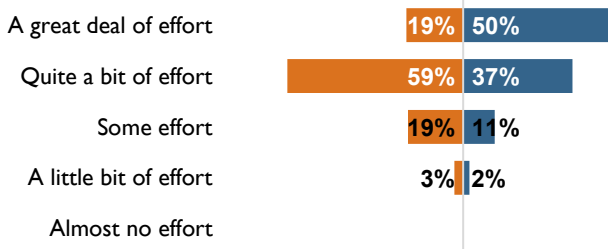
Figure 8. Student Emotion Regulation (*n=237*)

first rating | final rating

	first	final
Almost Always	43%	63%
Frequently	39%	24%
Sometimes	16%	11%
Once in a while	1%	1%
Almost never	0%	1%
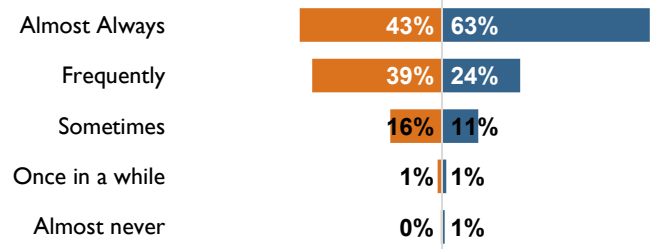
Figure 9. Student Engagement (*n=237*)

first rating | final rating

	first	final
Completely interested	18%	46%
Quite interested	54%	38%
Somewhat interested	24%	11%
Slightly interested	3%	4%
Not at all interested	0%	0%

Selected Quotes from Volunteers

"Tutoring is like watching beautiful flowers bloom. Our students begin as tightly closed buds, then slowly open up to blossom into a beautiful full unique flower. As mentors, we are the gardeners tending to our students, helping them grow and blossom into fluent readers."

Figure 10 shows how volunteers came to hear of the AARP Foundation Experience Corps OC program operated by Parentis Foundation. 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*=23)

Source	Percentage
Heard from fellow volunteer	30%
Received a promotional email	22%
Saw on AARP website	17%
Saw an advertisement in a magazine, newspaper, social media, or on TV	9%
Saw AARP Bulletin	9%
Involved in other AARP initiative	0%
Heart from someone other than a volunteer	0%
Heard from other source	13%

Figure 11. Motivations for Becoming an AARP Foundation Experience Corps Volunteer[4] (*n*=121)

Motivation	Percentage
Help young students read better	92%
Give back to my community	69%
Stay mentally or physcially active	33%
Guide the younger generation	23%
Have an activity to fill my time	23%
Volunteer from home (virtual tutoring)	19%
Feel part of a team	9%
Interact with my peers	6%
Reputation of the program	5%
My friends are Experience Corps tutors	3%
Monetary stipend	0%
Improve my technical skills	0%
None of the above	0%
Other	5%

Figure 12. Volunteers' Primary Occupations (n=121)

Percentage	Occupation
0%	Agriculture, Food & Natural Resources
3%	Architecture & Construction
5%	Arts, Audio/Video Tech & Communications
23%	Business Management & Administration
41%	Education & Training
11%	Finance
3%	Government & Public Administration
16%	Health Science & Medicine
0%	Hospitality & Tourism
5%	Human Services
2%	Information Technology
5%	Law, Public Safety, Corrections & Security
0%	Manufacturing
5%	Marketing
2%	Nonprofit Management/ Community Development
2%	Science, Tech, Engineering & Math
2%	Transportation, Distribution & Logistics
11%	Other
2%	None of the Above (Did Not Work)

[4] Percentages presented in Figure 12 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 OC operated by Parentis Foundation 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.

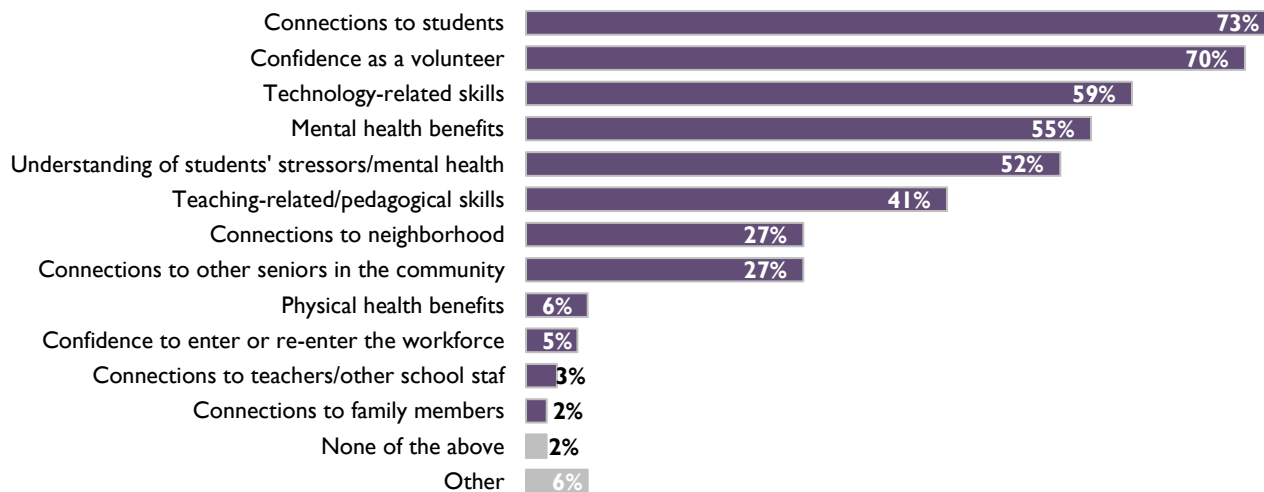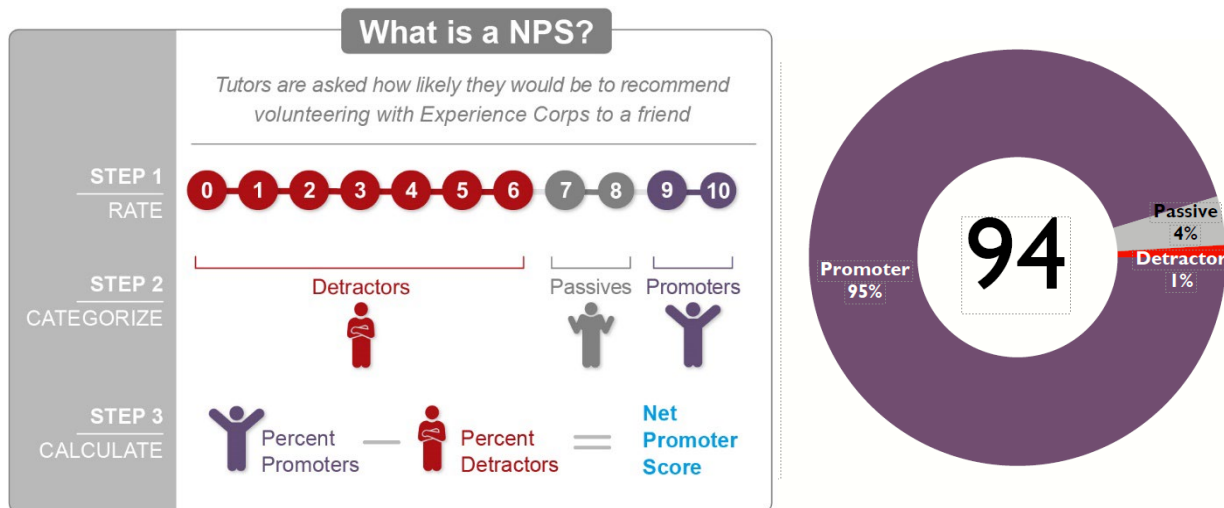**Figure 13. Opportunities Provided by the AARP Foundation Experience Corps OC Program (*n*=121)**

Opportunity	Percentage
Connections to students	73%
Confidence as a volunteer	70%
Technology-related skills	59%
Mental health benefits	55%
Understanding of students' stressors/mental health	52%
Teaching-related/pedagogical skills	41%
Connections to neighborhood	27%
Connections to other seniors in the community	27%
Physical health benefits	6%
Confidence to enter or re-enter the workforce	5%
Connections to teachers/other school staf	3%
Connections to family members	2%
None of the above	2%
Other	6%

Figure 14. Volunteer Likelihood to Recommend the AARP Foundation Experience Corps OC Program (*n*=121)

What is a NPS?

Tutors are asked how likely they would be to recommend volunteering with Experience Corps to a friend

STEP 1 RATE: 0 1 2 3 4 5 6 7 8 9 10

STEP 2 CATEGORIZE: Detractors | Passives | Promoters

STEP 3 CALCULATE: Percent Promoters — Percent Detractors = Net Promoter Score

94

Promoter 95%
Passive 4%
Detractor 1%

Selected Quotes from Volunteers

"Not only did my students learn how to read more fluently, but most importantly they became more self-confident readers. We enjoyed celebrating every milestone together!"

Figure 15 shows the extent to which students' skills improved as a result of the AARP Foundation Experience Corps OC program. Figure 16 presents school staff opinions on the effectiveness of volunteers. Figure 17 shows how beneficial school staff felt the AARP Foundation Experience Corps program was for students. Figure 18 presents the likelihood that school staff request volunteers for the next school year. Data for these figures were drawn from the school staff satisfaction survey.

Figure 15. Student Skill Improvement as a Result of the AARP Foundation Experience Corps Program (maximum *n*=9)

	A Little	Moderately	A Lot	Unsure
Social-Emotional Skills		67%	17%	17%
Overall Behavior		33%	33%	33%
Critical Thinking	17%	67%	17%	17%
Overall Reading Ability	29%	14%	57%	
Oral Fluency Skills	14%	29%	57%	
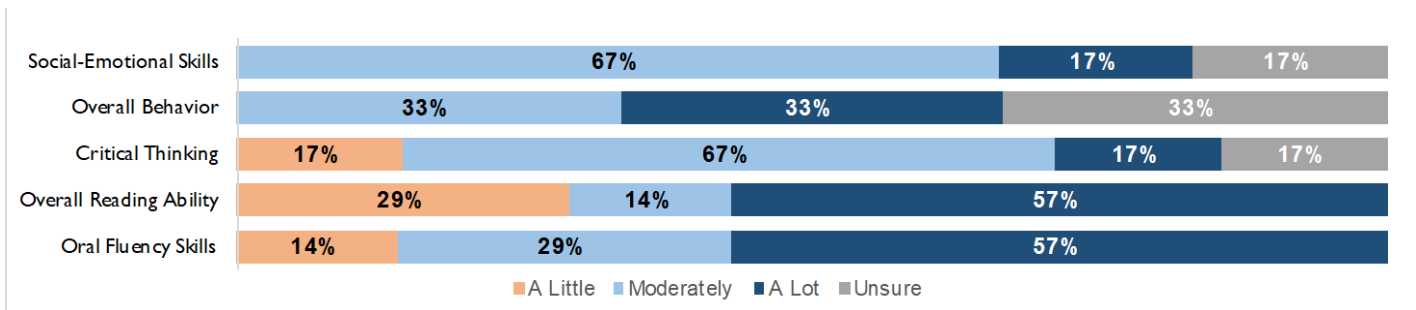
Figure 16. Staff Perceptions About Volunteers' Capabilities (maximum *n*=9) *AARP Foundation Experience Corps Volunteers Were Able to…*
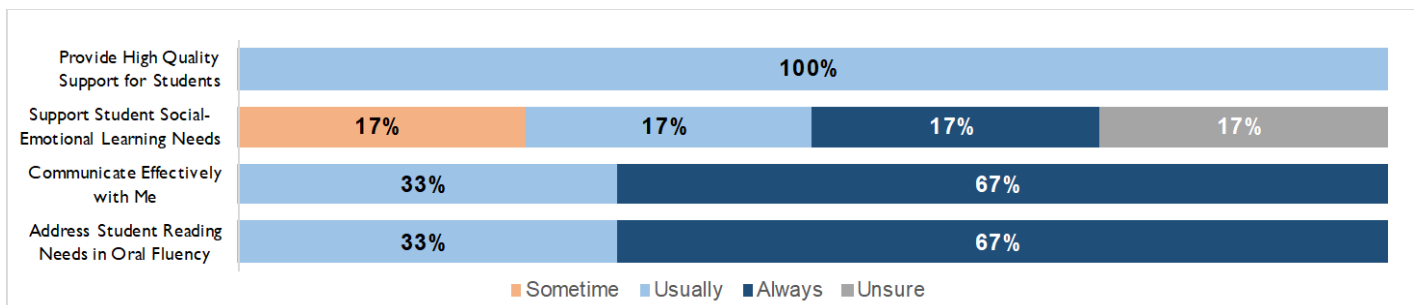
	Sometime	Usually	Always	Unsure
Provide High Quality Support for Students		100%		
Support Student Social-Emotional Learning Needs	17%	17%	17%	17%
Communicate Effectively with Me		33%	67%	
Address Student Reading Needs in Oral Fluency		33%	67%	

Figure 17. How Much Students Benefited from the AARP Foundation Experience Corps Program (*n*=9)

High Benefit	Moderate Benefit	Low Benefit	No Benefit
71%	29%		
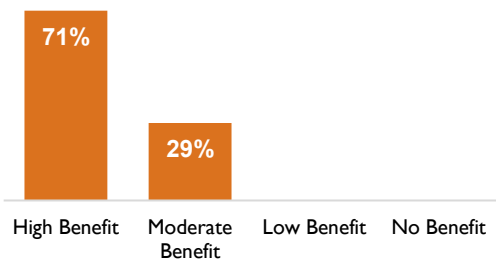
Figure 18. Likelihood to Request Volunteers Again Next Year (*n*=9)

Yes	No	Unsure
100%		

> ### Selected Quotes from School Staff
>
> "10/10 would recommend this program for any struggling reader or child who reports that they do not enjoy reading!!!"

The figures below show the breakdown of students served by the Experience Corps Orange County program by grade level (Figure 19), gender (Figure 20), race/ethnicity (Figure 21), eligibility for free/reduced price meals (Figure 22), and English learner status (Figure 23). Data were drawn from student records in the AARP Foundation Experience Corps Salesforce database.
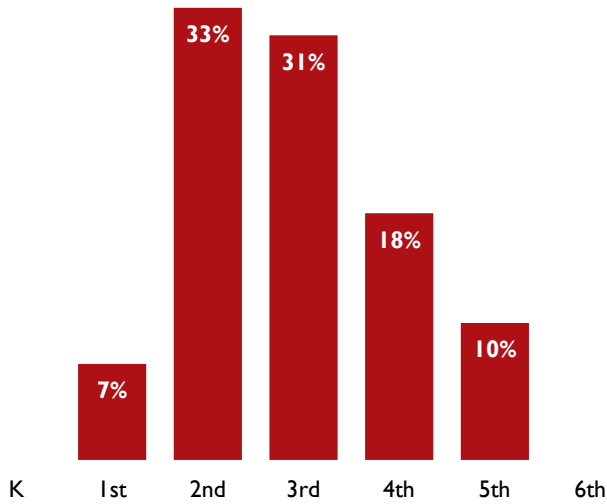
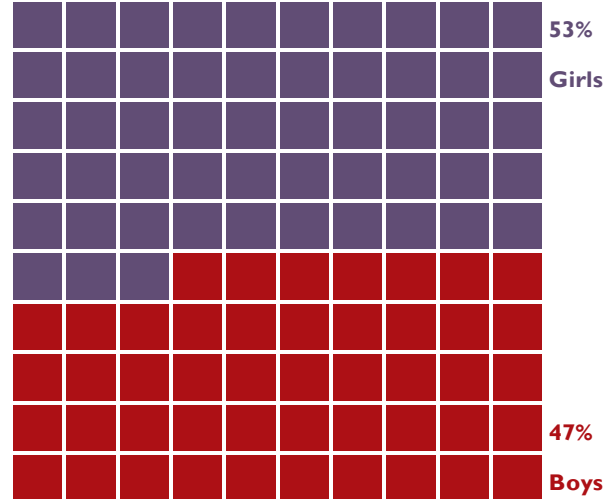**Figure 19. Students' Grade Levels (*n*=245)**

K: —
1st: 7%
2nd: 33%
3rd: 31%
4th: 18%
5th: 10%
6th: —

Figure 20. Students' Gender (*n*=245)

53% Girls
47% Boys

Figure 21. Students' Race/Ethnicity[5] (*n*=245)

Hispanic or Latino: 80%
White: 14%
Multiracial: 2%
Asian: 2%
Black or African American: 1%
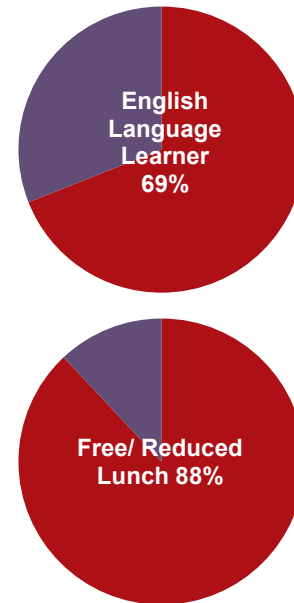American Indian or Alaska Native: 1%
Native Hawaiian or Other Pacific Islander: 0%
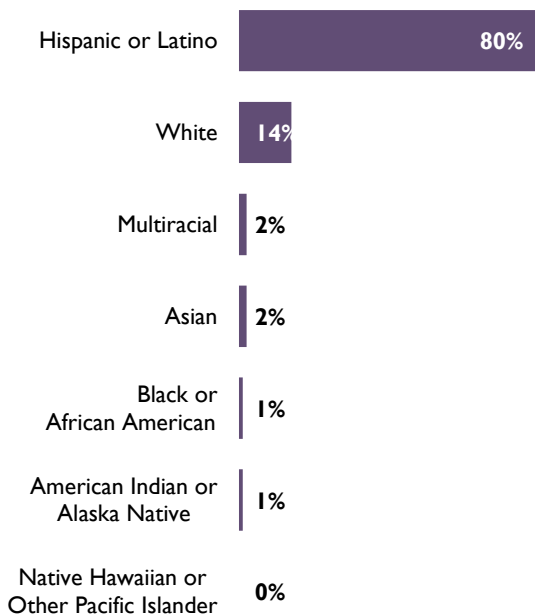
Figure 22. Students' Who Qualify for Free/Reduced Price Meals Status and English Language Learner Classes (*n*=245)

English Language Learner 69%

Free/ Reduced Lunch 88%

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[5] In Figure 21, 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 24 shows the size of volunteers' caseloads (i.e., the average number of students served per volunteer). Figure 25 shows volunteers' years of service with the AARP Foundation Experience Corps program. Figures 26, 27, and 28 presents volunteers' race, ethnicity, and gender, respectively. Data for these figures were drawn from records in the AARP Foundation Experience Corps Salesforce database (Figure 24) and the volunteer survey (Figures 25 through 28).

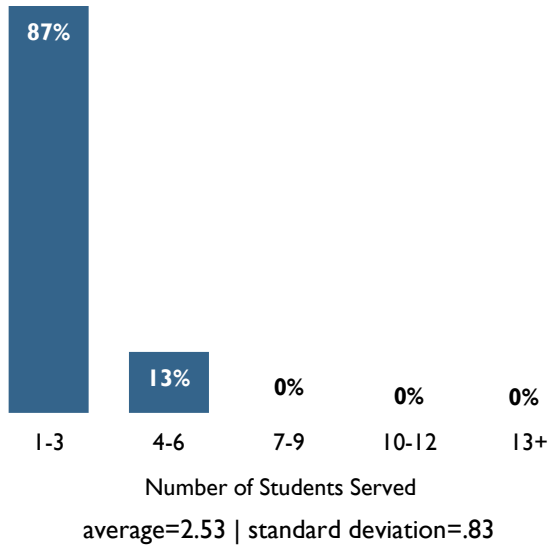**Figure 24. Number of Students Served per Volunteer (n=113)**

average=2.53 | standard deviation=.83
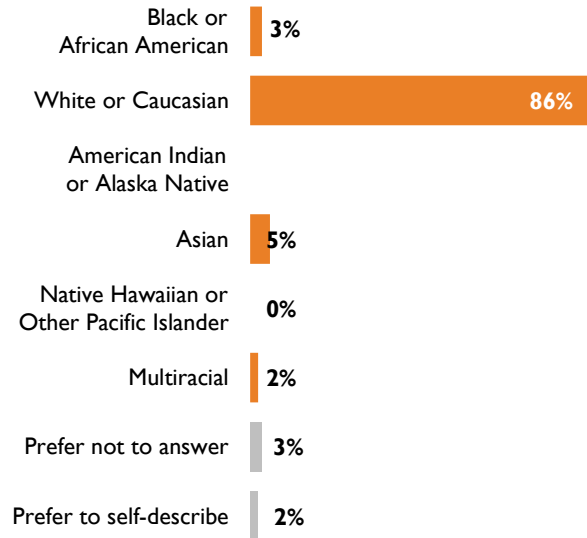
Figure 25. Volunteers' Race(n=121)

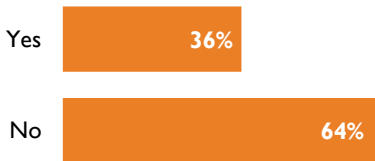**Figure 26. Volunteers' Prior Service (n=121)**

Figure 27. Volunteers' Ethnicity (n=121)

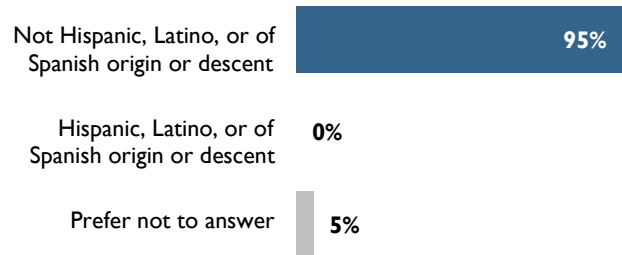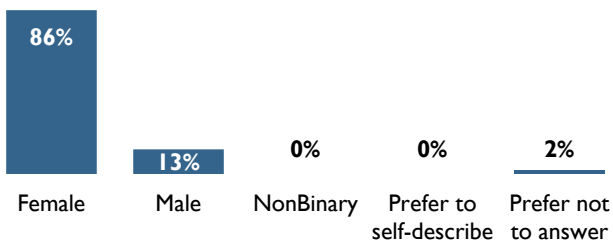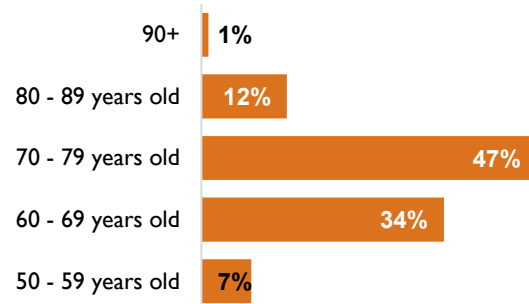**Figure 28. Volunteers' Gender (n=121)**

Figure 29. Volunteer Age (n=121)

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 selected 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, 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 program, and any interpretations based on these data should be made with due caution.**

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=237* *students with over 12 sessions)

Reading Assessment		Beginning of Year		End of Year	
		# of Students	% of Students	# of Students	% of Students
Words Correct per Minute	Well below benchmark	150	63%	125	53%
	Below benchmark	59	25%	57	24%
	At benchmark	21	9%	45	19%
	Above benchmark	7	3%	10	4%
Accuracy	Well below benchmark	119	50%	56	24%
	Below benchmark	41	17%	36	15%
	At benchmark	77	32%	145	61%

Table 2. Student SEL Scores (*n*=237 *students with over 12 sessions)

Social-Emotional Learning Indicators		First Rating		Final Rating	
		%	n	%	n
Self-Management (Focus)	Not at all focused	1%		1%	
	Slightly focused	7%		3%	
	Somewhat focused	30%	237	19%	237
	Quite focused	53%		44%	
	Completely focused	10%		34%	
Self-Efficacy (Confidence)	Not at all confident	1%		0%	
	Slightly confident	6%		4%	
	Somewhat confident	30%	237	13%	237
	Quite confident	54%		45%	
	Extremely confident	9%		37%	
Classroom Effort	Almost no effort	0%		0%	
	A little bit of effort	3%		2%	
	Some effort	19%	237	11%	237
	Quite a bit of effort	59%		37%	
	A great deal of effort	19%		50%	
Emotion Regulation	Almost never	0%		1%	
	Once in a while	1%		1%	
	Sometimes	16%	237	11%	237
	Frequently	39%		24%	
	Almost always	43%		63%	
Engagement (Interest)	Not at all interested	0%		0%	
	Slightly interested	3%		4%	
	Somewhat interested	24%	237	11%	237
	Quite interested	54%		38%	
	Extremely interested	18%		46%	

Table 3. Student Demographics (*n*=237)

Student Characteristics		%	*n*
Grade	Kindergarten	0%	237
	1ˢᵗ Grade	7%	
	2ⁿᵈ Grade	33%	
	3ʳᵈ Grade	31%	
	4ᵗʰ Grade	18%	
	5ᵗʰ Grade	10%	
	6ᵗʰ Grade	0%	
Gender	Male	47%	237
	Female	53%	
Race/Ethnicity	American Indian or Alaska Native	1%	237
	Asian	2%	
	Black or African American	1%	
	Native Hawaiian or Other Pacific Islander	0%	
	Hispanic or Latino	80%	
	White	14%	
	Multiracial	2%	
	Don't know	0%	
Eligible for Free or Reduced-Price Meals	No	12%	237
	Yes	88%	
	Don't Know	0%	
English Language Learner	No	31%	237
	Yes	69%	
	Don't Know	0%	

Table 4. Volunteer Survey (*n*=64)

Tutor Characteristics		%	n
Role(s) Held with AARP Foundation Experience Corps during 2020-21 School Year	Tutor or mentor	100%	121
	Monitor	2%	
	Team Lead	0%	
	Site Coordinator	0%	
	Other	0%	
First Time Volunteer	No	36%	121
	Yes	64%	
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	9%	121
	Received a promotional email about it	22%	
	Saw it in the AARP Bulletin	9%	
	Saw it on the AARP website	17%	
	Was involved with other AARP initiatives	0%	
	Heard about it from a fellow volunteer	30%	
	Heard about it from someone other than a fellow volunteer	0%	
	Other	13%	
Primary Occupation during Career	Agriculture, Food & Natural Resources	0%	121
	Architecture & Construction	3%	
	Arts, Audio/Visual Technology & Communications	5%	
	Business Management & Administration	23%	
	Education & Training	41%	
	Finance	11%	
	Government & Public Administration	3%	
	Health Science & Medicine	16%	
	Hospitality & Tourism	0%	
	Human Services	5%	
	Information Technology	2%	
	Law, Public Safety, Corrections & Security	5%	
	Manufacturing	0%	
	Marketing	5%	
	Nonprofit Management & Community Development	2%	
	Science, Technology, Engineering & Mathematics	2%	
	Transportation, Distribution & Logistics	2%	
	Other	11%	
	None of the Above (did not work)	2%	
Year Born	1939 or earlier	6%	121
	1940-1949	39%	
	1950-1959	45%	
	1960-1969	9%	
	1970 or later	0%	
Gender Identity	Male	13%	121
	Female	86%	
	Non-Binary	0%	
	Prefer to self-describe	0%	
	Prefer not to answer	2%	

		%	
Disability or Chronic Condition that Limits Activity	No	%	
	Yes	11%	
	Prefer not to answer	5%	
Ethnicity	Hispanic, Latino, or of Spanish origin or descent	95%	121
	Not Hispanic, Latino, or of Spanish origin or descent	0%	
	Prefer not to answer	5%	
Race	American Indian or Alaska Native	0%	121
	Asian	5%	
	Black or African American	3%	
	Native Hawaiian or Other Pacific Islander	0%	
	White or Caucasian	86%	
	Multi-racial	2%	
	Prefer to self-describe	2%	
	Prefer not to answer	3%	
Members of Household	1 (just respondent)	31%	121
	2	63%	
	3	6%	
	4 or more	0%	
Monthly Household Income: Household of 1	More than $2,700	5%	20
	Less than $2,700	75%	
	Prefer not to answer	20%	
Monthly Household Income: Household of 2	More than $3,600	15%	40
	Less than $3,600	68%	
	Prefer not to answer	18%	
Monthly Household Income: Household of 3	More than $4,500		
	Less than $4,500		
	Prefer not to answer		
Monthly Household Income: Household of 4+	More than $5,500		0
	Less than $5,500		
	Prefer not to answer		
Monthly Household Income: All Households	More than the threshold	70%	61
	Less than the threshold	11%	
	Prefer not to answer	19%	
Program Perceptions and Benefits		%	n
Motivation to Become AARP Foundation Experience Corps Volunteer	Opportunity to help young students read better	92%	121
	Opportunity to guide the younger generation	23%	
	Opportunity to interact with my peers	6%	
	Opportunity to have an activity to fill my time	13%	
	Opportunity to stay mentally or physically active	33%	
	Opportunity to feel part of a team	9%	
	Opportunity to give back to my community	69%	
	Opportunity to work from home (virtual tutoring)	19%	
	Opportunity to improve technical skills	0%	
	Friends are Experience Corps tutors	3%	
	Monetary stipend	0%	
	Reputation of the program	5%	
	Other	5%	
	None of the above	0%	

Benefits of Experience Corps			
Benefits Noticed as a Result of Experience Corps Participation	Benefits to physical health	6%	*121*
	Benefits to mental health	55%	
	Stronger connections to other seniors in the community	27%	
	Stronger connections to the neighborhood	27%	
	Stronger connections to family members	2%	
	Increased confidence as a volunteer	70%	
	Increased teaching-related/pedagogical skills	41%	
	Increased technology-related skills	59%	
	Increased confidence to enter or re-enter the workforce	5%	
	Stronger connections to teachers and/or other school staff	3%	
	Stronger connections to your students	73%	
	Better understanding of students' stressors/mental health needs	52%	
	Other benefits not listed	6%	
	None of the above	2%	
Likelihood to Recommend Volunteering with Program to a Friend or Colleague	0 (Not at all likely)	0%	*121*
	1	0%	
	2	0%	
	3	0%	
	4	0%	
	5	5%	
	6	2%	
	7	2%	
	8	0%	
	9	19%	
	10 (Very likely)	73%	

Table 5. School Staff Satisfaction Survey (*n=9*)

Respondent Characteristics		%					*n*
Respondent Role(s) in the 2021-2022 School Year	Teacher			63%			8
	Reading Specialist						
	Principal						
	After School Site Coordinator			13%			
	Other			13%			

	Not at All	**A Little**	**Moderately**	**A Lot**	**Unsure**	*n*
Student Oral Fluency Skills		14%	29%	57%		7
Student Overall Reading Ability		29%	14%	57%		7
Student Critical Thinking		17%	67%	17%		6
Student Overall Behavior			33%	33%	33%	6
Student Social-Emotional Skills			67%	17%	17%	6

			%		*n*
How Beneficial the AARP Foundation Experience Corps Program was for Participating Students	No Benefit				8
	Low Benefit				
	Moderate Benefit		29%		
	High Benefit		71%		
Additional Knowledge, Skills, or Training Staff Would Like AARP Foundation Experience Corps Volunteers to Have	No		67%		
	Yes		33%		
Likelihood to Request Experience Corps Volunteers Next Year	No				9
	Yes		100%		
	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			33%	67%		6
Communicate Effectively with Me			33%	67%		6
Support Students Social-Emotional Learning Needs		17%	17%	17%		6
Provide High Quality Support for Students				100%		9

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

- Got to explain what the definition of mating was (yes I did the edited and "G" rated version) -- Thank you "Breeds of Dogs" book. Got to try and make a boy--- feel not so bad that he was a boy, as girl ants are the ones that do everything, and boys are only needed for reproduction and their wings get ripped off -- thank you "Awesome Ants" book. I must say you never know what you might run into when you are reading but it does bring a smile to my face as you never know what you might get asked about.
- Tutoring is like watching beautiful flowers bloom. Our students begin as tightly closed buds, then slowly open up to blossom into a beautiful full unique flower. As mentors, we are the gardeners tending to our students, helping them grow and blossom into fluent readers.
- After the past 2 years of masks, you really had to focus on their eyes which told you how they we're feeling on any day. Eyes smile!   Apart from the words spoken, eyes tell you their excitement.
- One of the moments that still stands out for me was when my student decided patting himself on one shoulder upon completing his book just wasn't good enough, so he gave himself a double pat-on both shoulders! It was so cute! Celebrating with my students via Zoom presents challenges, but it's fun discovering new ways to cheer them on.
- Every time I'm thanked for helping kids read I say "I'm certain I get more out of it than the kids do"
- My second grade student, Madelyn, a quite, sweet, girl was so excited to take her book, Cascarones, home to read to her Auntie. After reading the book to her Auntie about the good luck eggs used at festivals, her Auntie told her that she had those eggs when she was a child and then she proceeded to help her niece make some for Easter. The same young reader was also very excited to take home the book "Dogs at Work" to read to her kindergarten brother since he loved dogs. I do not think this family had many books at home if any. In addition to increasing reading skills, the books enhance our students' knowledge on a variety of subjects. (As a tutor I learn also -who knew a bird-eating spider could truly eat a bird!!)
- There is much satisfaction in connecting with the students & seeing them improve. One of my students enjoyed sharing events & trivia with me. I was delighted when she said she borrowed a book from the library about one of the topics we read about in her "Reading a-z" books.
- Just that the children touch my heart! I feel like a proud parent as I watch them learn and grow and feel proud of themselves! Where else can one make such a clear difference? It's just terrific.
- One of my students expresses her disappointment when our session is over !
- PATIENCE
- Not only did my students learn how to read more fluently, but most importantly they became more self-confident readers. We enjoyed celebrating every milestone together!
- I sometimes feel guilty that I am getting more out of the program than the student.
- Volunteering with the EC tutoring program is a wonderful way to get to know your community while contributing to the educational experience our children. It's so satisfying to see the difference we can make in each other's lives.

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.

Below are the survey instruments 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.