

Orange County, California

2020 • 2021 PERFORMANCE REPORT



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Executive Summary: Orange County

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 Orange County program that were collected during the 2020-2021 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 Orange County served students from **7** after-school locations.



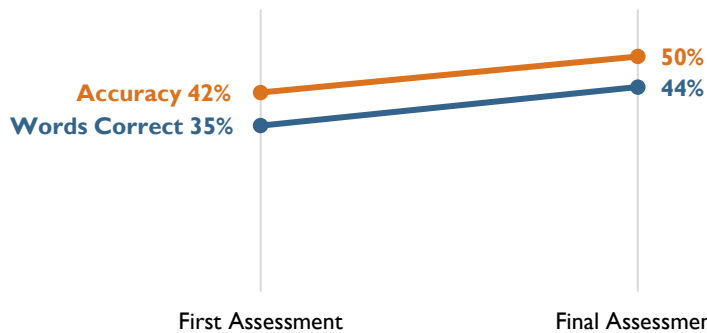
183 students received sustained one-on-one virtual tutoring from **94** volunteers. Volunteers dedicated **6,391.2** volunteer hours to the program.



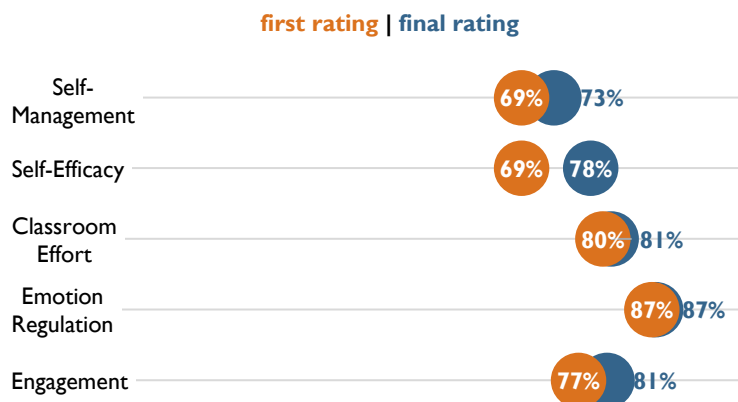
Reading score data were available for **181** students. Volunteers completed the social-emotional learning (SEL) survey for **180** students. **113** volunteers completed the volunteer survey.

Students

The percent of students who met or exceeded **reading benchmarks**¹ increased over the course of the school year.²



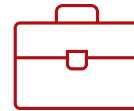
The percent of students who scored the highest or second highest rating on their **social-emotional** skills assessment increased on five domains during the 2020-2021 school year.



Volunteers



Most volunteers (**44%**) heard about the program through **word of mouth**.



Most volunteers' (**77%**) primary motivation to join the program was the **opportunity to help young students read better**.



Most volunteers (**60%**) reported that **benefits to mental health** was a benefit of tutoring.



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

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.

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 figures 3 and 4, the number in the blue bars represents the average score for the students in that column, and the number in orange represents the benchmark for that group of students at that point in time. Figures 5 through 9 show students' SEL scores on five constructs, as scored by volunteers.

Figure 1. Student Reading Assessment Benchmark Scores: Words Correct³ (n=170)

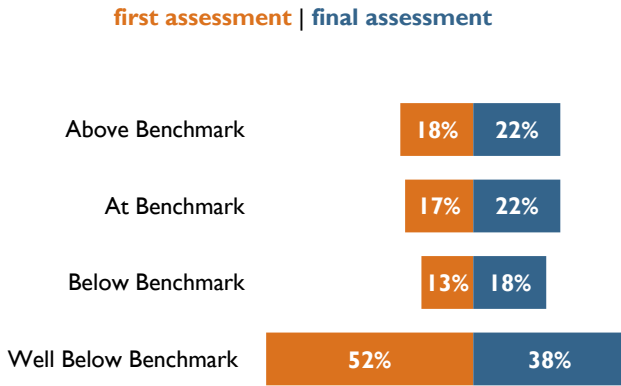


Figure 2. Student Reading Assessment Benchmark Scores: Accuracy⁴ (n=170)

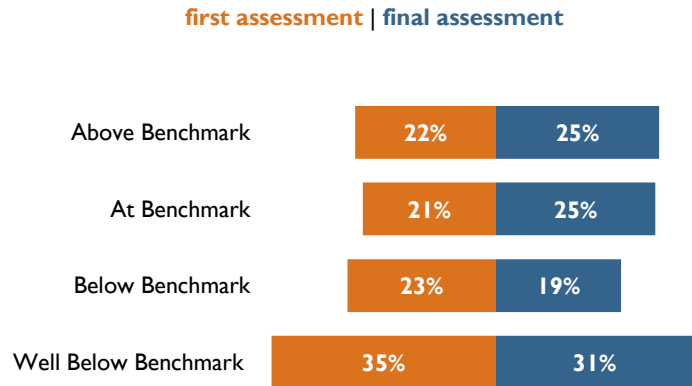


Figure 3. Student Reading Assessment Raw Scores: Words Correct⁵ (1st Grade n=14; 2nd Grade n=34; 3rd Grade n=32; 4th Grade n=23; 5th Grade n=12; 6th Grade n=7)

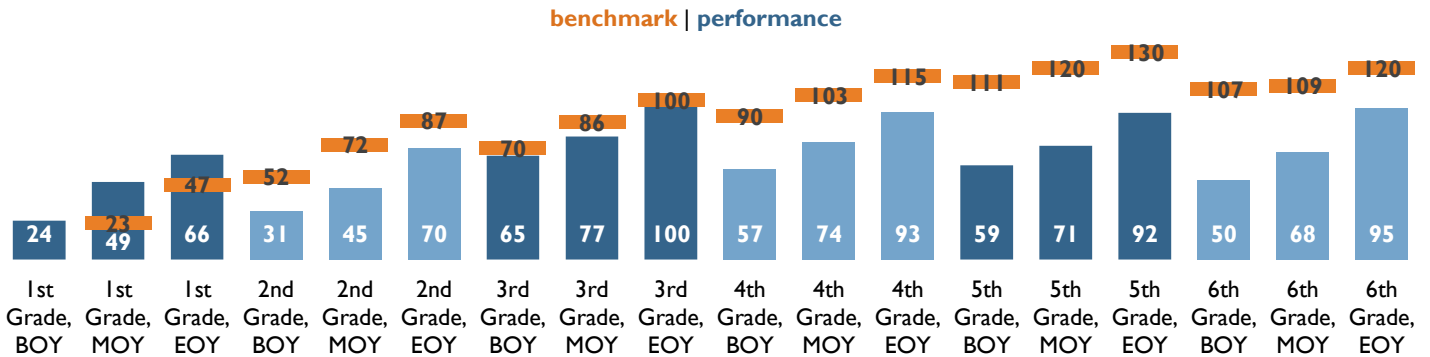
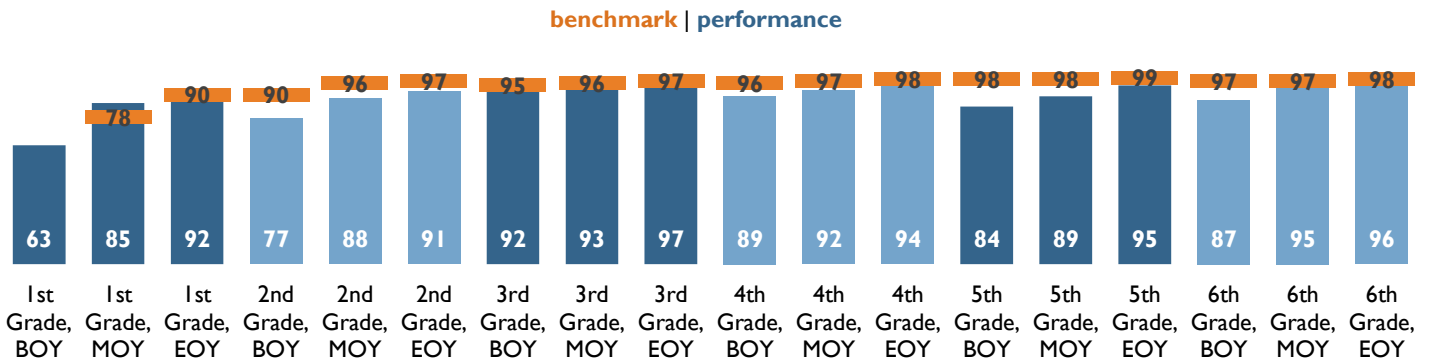


Figure 4. Student Reading Assessment Raw Scores: Accuracy Percentage (1st Grade n=14; 2nd Grade n=34; 3rd Grade n=32; 4th Grade n=23; 5th Grade n=12; 6th Grade n=7)



³ Words correct refers to the number of words in a passage that are read accurately within 60 seconds.

⁴ Accuracy is calculated by dividing the number of words read correctly by the total words read and multiplying by 100.

⁵ Benchmarks are not available for first graders at the beginning of year.

Figure 5. Student Self-Management (n=175)

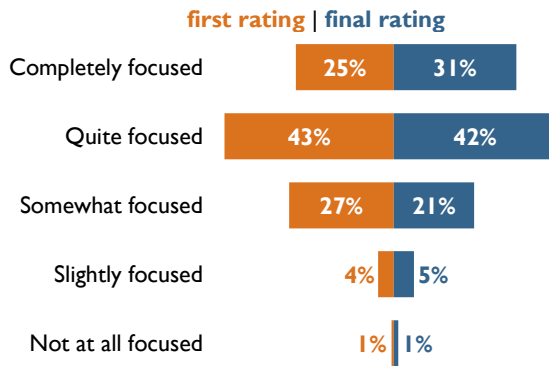


Figure 6. Student Self-Efficacy (n=175)

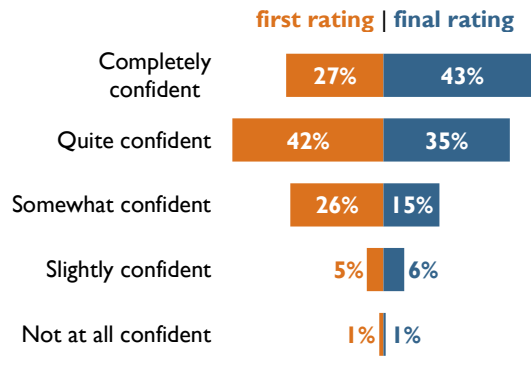


Figure 7. Student Classroom Effort (n=175)

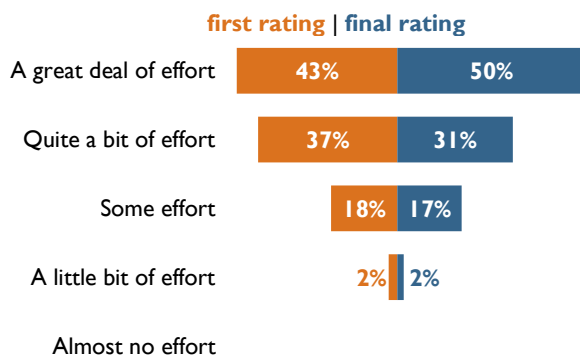


Figure 8. Student Emotion Regulation (n=175)

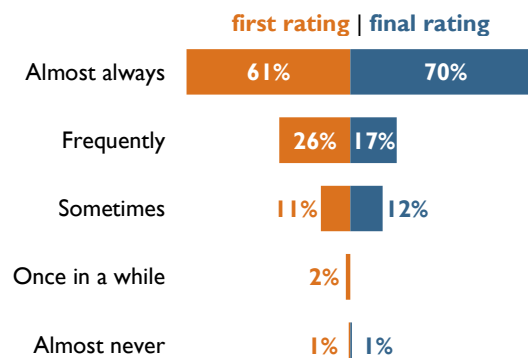
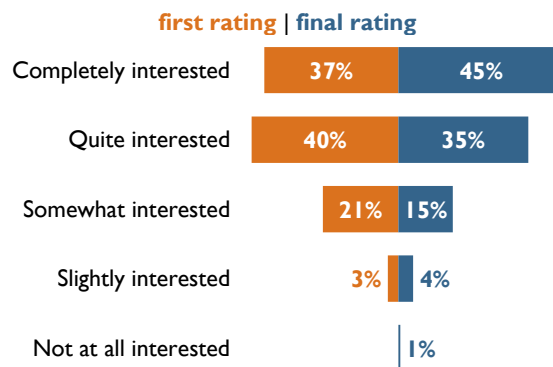


Figure 9. Student Engagement (n=175)



Selected Quotes from Volunteers

“I have already recommended peers to the program. The program is extremely well organized, concrete, well supported by top-notch staff, solid and achievable curriculum, caring & intelligent tutors.”

“I can't stress enough the enjoyment watching a kiddo struggle to read, work through tough words and see the enjoyment on their faces when they 'get it'. From a senior's perspective, it gives us that opportunity to stay engaged with other tutors as well as watching the enjoyment of our next generation working so hard to improve their opportunities. I know there are tutors that are in assisted-living facilities who see this is a 'life saver' for them. To stay connected with the world around them and to enjoy the relationships they develop with other tutors and their students. It's priceless!”

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=41)

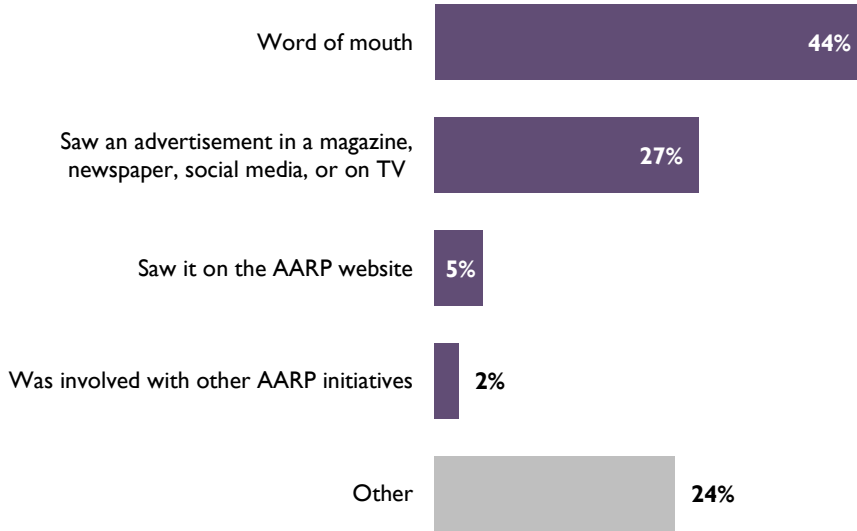


Figure 12. Volunteers' Primary Occupations (n=110)

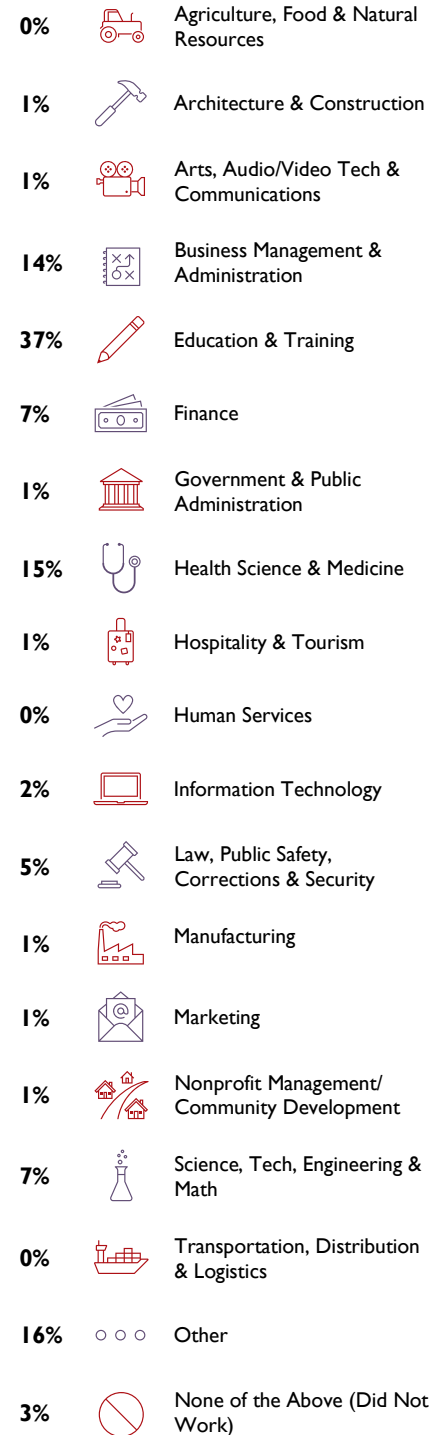
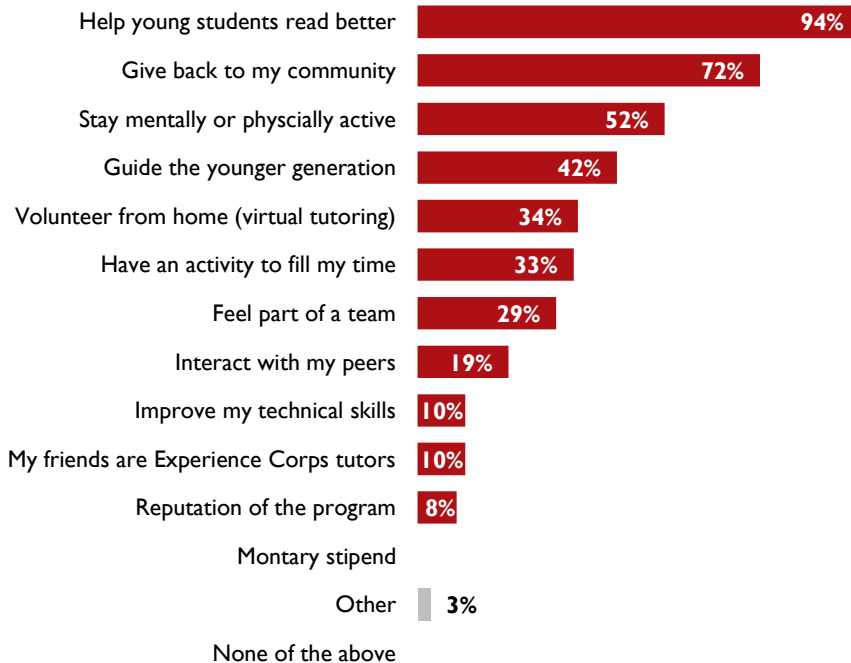


Figure 11. Motivations for Becoming an AARP Foundation Experience Corps Volunteer⁶ (n=109)



⁶ 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=107)

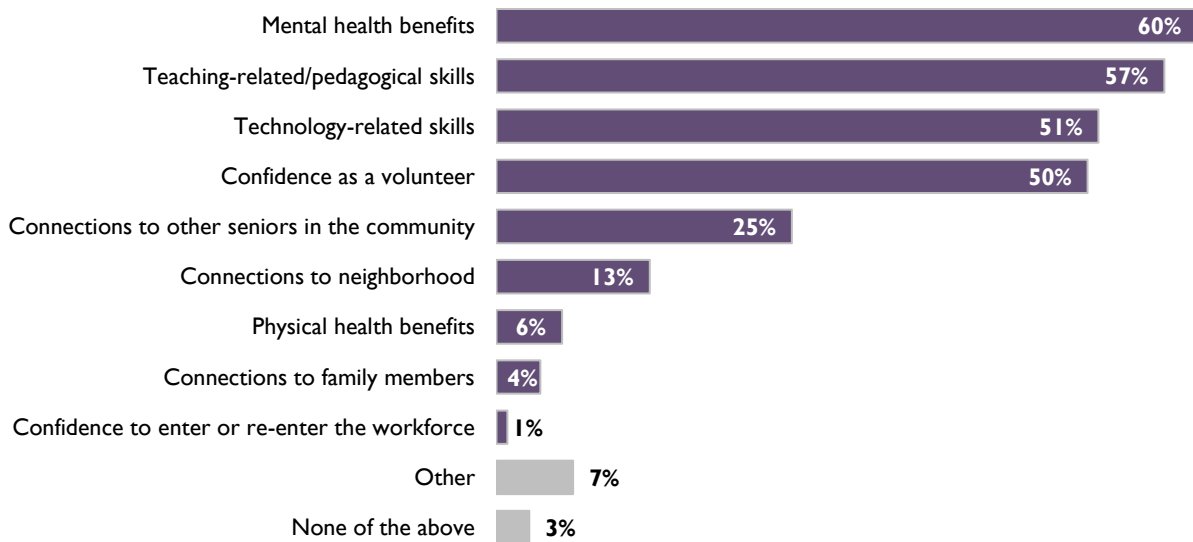
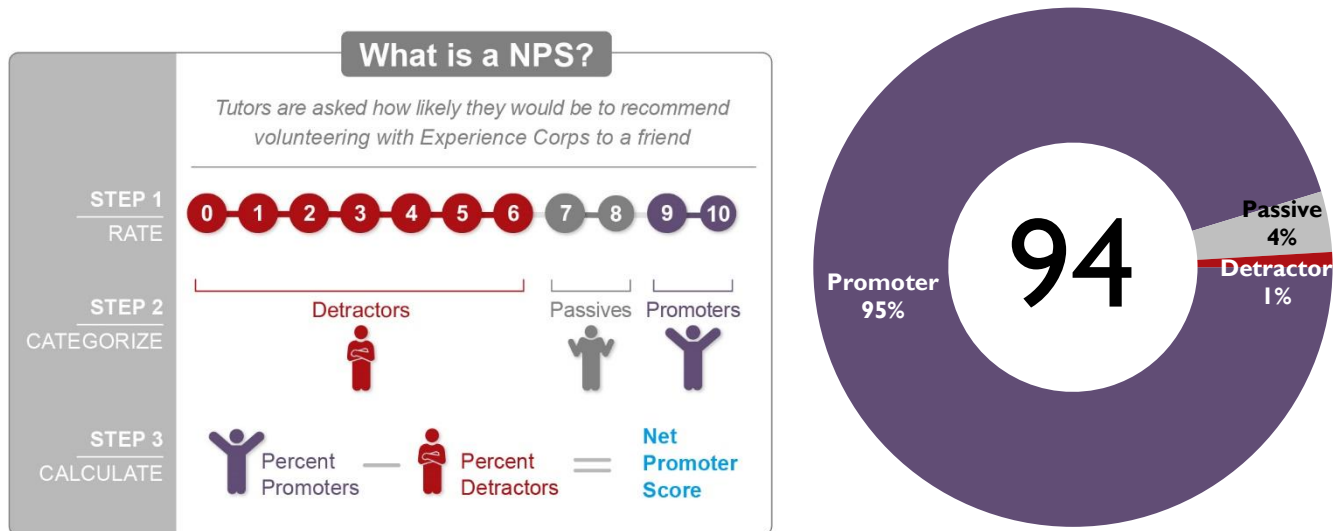


Figure 14. Volunteer Likelihood to Recommend the AARP Foundation Experience Corps Program (n=106)



Selected Quotes from Volunteers

“It is a very rewarding experience to see the improvement in the children's reading ability, comprehension and pride and happiness in their accomplishments.”

“I enjoyed it so much! The kids were challenging and enlightening. It also gave me skills in assisting younger people to learn that I didn't have before. Those skills helped me teach my grandchildren. My knowledge of and insight into the lives of others in my community, that are quite unlike my own, was increased dramatically.”

“It brings a sense of routine and meaning to everyday life. Connecting with little kids makes me energized. I retired after a very busy and stressful job, and this is so relaxing.”

School Staff Satisfaction

Figure 15 shows the extent to which students' skills improved as a result of the AARP Foundation Experience Corps 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=7)⁷

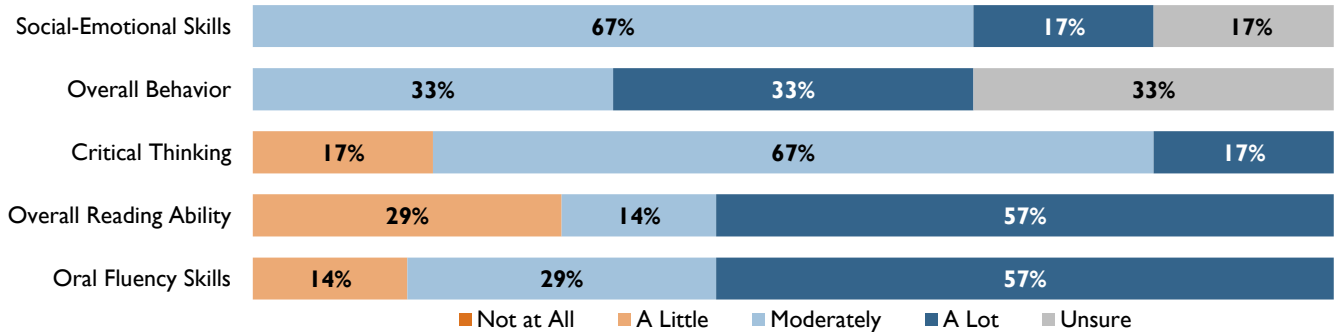


Figure 16. Staff Perceptions About Volunteers' Capabilities (n=6)

AARP Foundation Experience Corps Volunteers Were Able to...

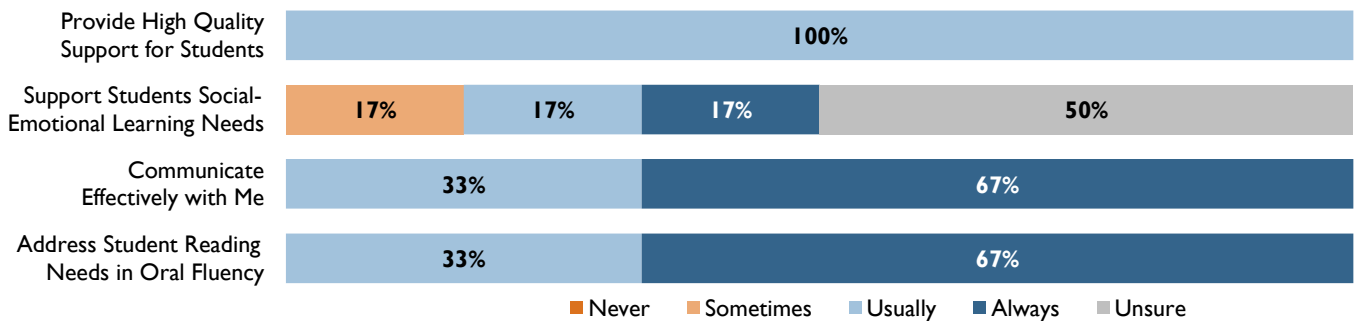


Figure 17. How Much Students Benefited from the AARP Foundation Experience Corps Program (n=7)

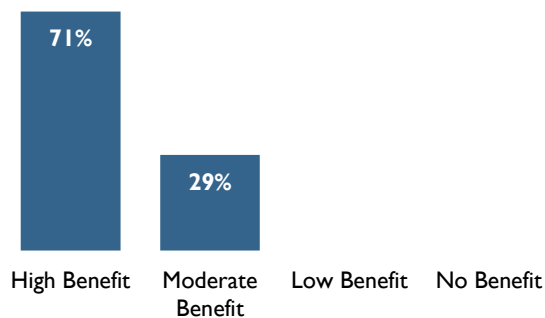
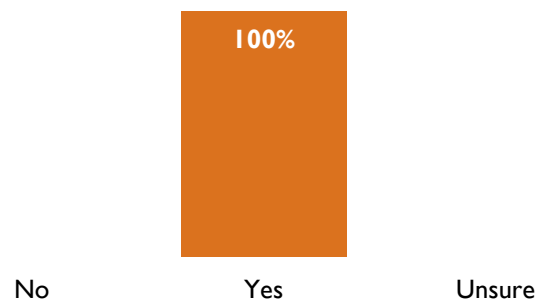


Figure 18. Likelihood to Request Volunteers Again Next Year (n=6)



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!!!"

⁷ The maximum *n* is presented in Figure 15. The *ns* ranged from 6 to 7.

Student Profile

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

Figure 19. Students' Grade Levels (n=183)

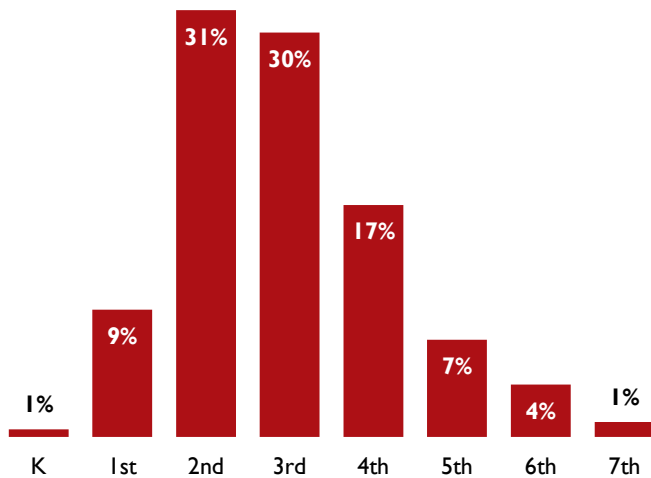


Figure 20. Students' Gender (missing data)

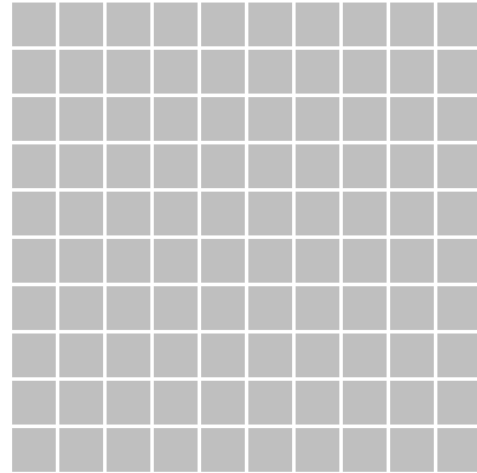


Figure 21. Students' Race/Ethnicity⁸ (missing data)

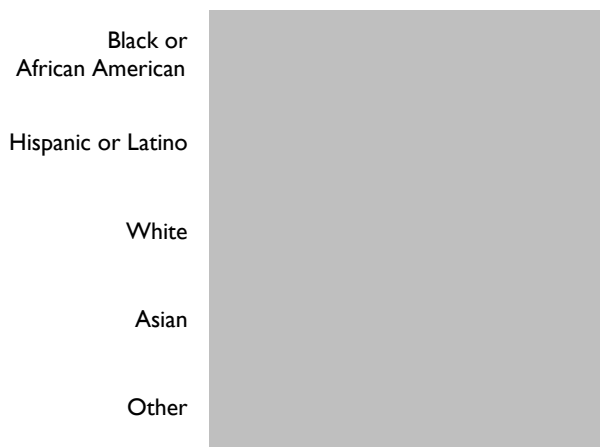


Figure 22. Students' Free/Reduced Price Meals Status (n=183)



⁸ 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.

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, and 27 present volunteers' race, ethnicity, and gender, respectively. Data for these figures were drawn from records in the AARP Foundation Experience Corps Salesforce database (Figure 23) and the volunteer survey (Figures 24 through 27).

Figure 23. Number of Students Served per Volunteer (n=78)

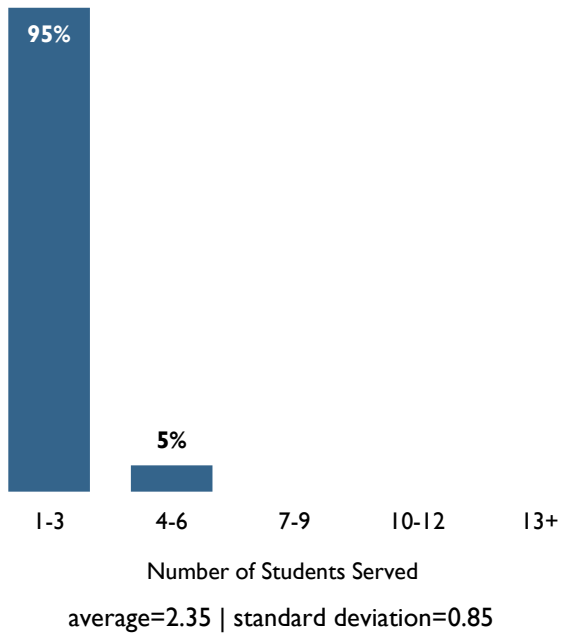


Figure 24. Volunteers' Years of Service (n=112)

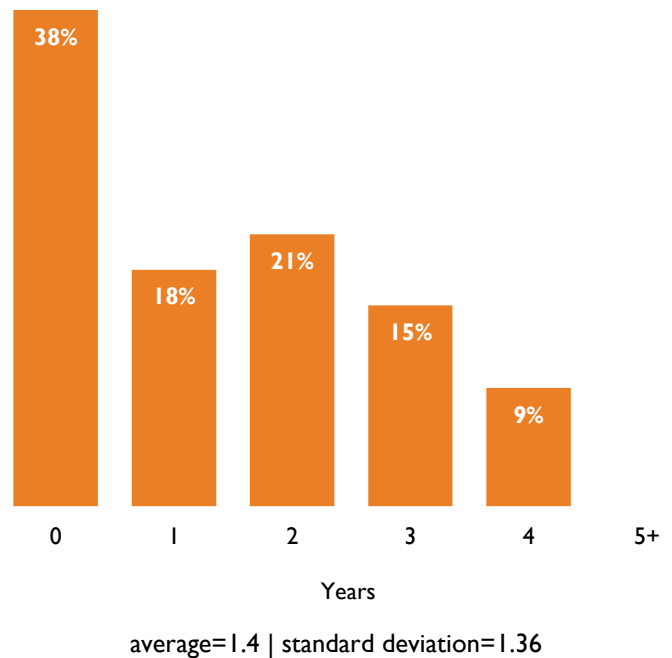


Figure 25. Volunteers' Race (n=103)

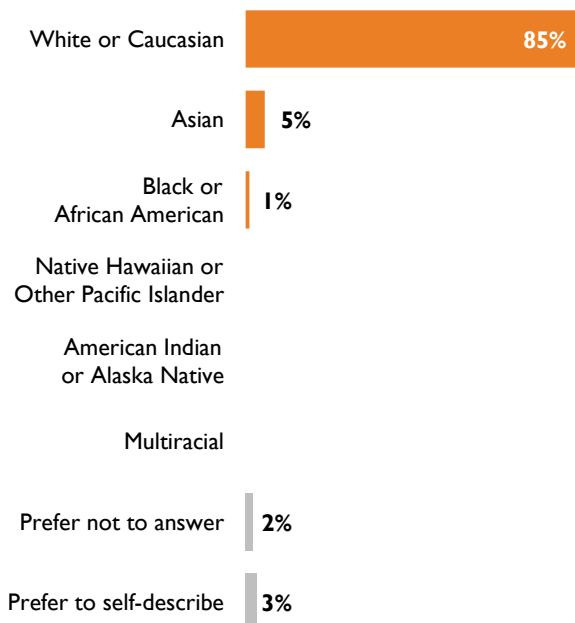


Figure 26. Volunteers' Ethnicity (n=100)

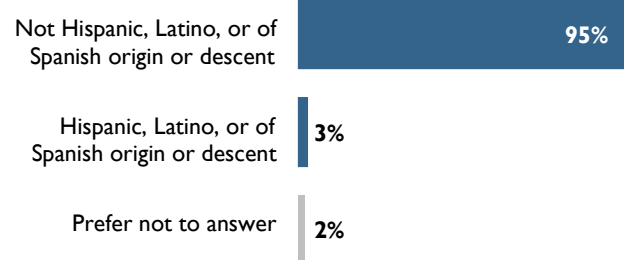
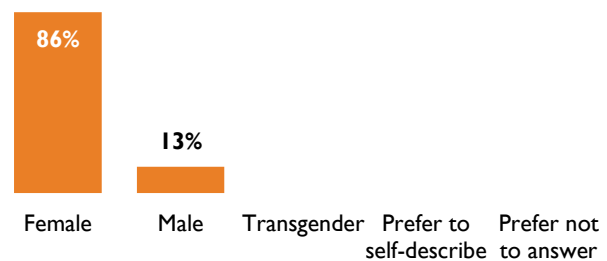


Figure 27. Volunteers' Gender (n=103)



Appendix A: Program Overview and Evaluation Methodology

AARP Foundation Experience Corps employed a **one-on-one virtual-based sustained tutoring strategy** during the 2020-2021 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 and disruptions caused by the COVID-19 pandemic and changes to data collection processes during the 2020-21 school year, 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.**

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=181)

Reading Assessment							
		Beginning of Year		Middle of Year		End of Year	
		%	n	%	n	%	n
Words Correct	Well below benchmark	54%	160	56%	123	38%	172
	Below benchmark	13%	160	14%	123	18%	172
	At benchmark	18%	160	15%	123	22%	172
	Above benchmark	16%	160	15%	123	22%	172
Accuracy	Well below benchmark	36%	160	38%	123	31%	172
	Below benchmark	23%	160	20%	123	19%	172
	At benchmark	22%	160	21%	123	25%	172
	Above benchmark	19%	160	20%	123	25%	172

Table 2. Student SEL Scores (n=180)

Social-Emotional Learning Indicators					
		First Rating		Final Rating	
		%	n	%	n
Self-Management	Not at all focused	1%	180	1%	176
	Slightly focused	4%		5%	
	Somewhat focused	26%		20%	
	Quite focused	44%		42%	
	Completely focused	25%		31%	
Self-Efficacy	Not at all confident	1%	180	1%	176
	Slightly confident	4%		6%	
	Somewhat confident	26%		15%	
	Quite confident	42%		35%	
	Extremely confident	27%		43%	
Classroom Effort	Almost no effort	0%	180	0%	176
	A little bit of effort	2%		2%	
	Some effort	17%		17%	
	Quite a bit of effort	38%		31%	
	A great deal of effort	43%		50%	
Emotion Regulation	Almost never	1%	180	1%	176
	Once in a while	2%		0%	
	Sometimes	11%		12%	
	Frequently	26%		18%	
	Almost always	61%		70%	
Engagement	Not at all interested	0%	180	1%	176
	Slightly interested	3%		4%	
	Somewhat interested	20%		15%	
	Quite interested	41%		36%	
	Extremely interested	36%		45%	

Table 3. Student Demographics (n=183)

Student Characteristics		%	n
Grade	Pre-Kindergarten	0%	183
	Kindergarten	1%	
	1 st Grade	9%	
	2 nd Grade	31%	
	3 rd Grade	30%	
	4 th Grade	17%	
	5 th Grade	7%	
	6 th Grade	4%	
7 th Grade	1%		
Gender	Male		
	Female		
Race/Ethnicity	American Indian or Alaska Native		
	Asian		
	Black or African American		
	Native Hawaiian or Other Pacific Islander		
	Hispanic or Latino		
	White		
	Multiracial		
	Don't know		
Eligible for Free or Reduced-Price Meals	No	17%	183
	Yes	83%	
	Don't Know	0%	

Table 4. Volunteer Survey (n=113)

Tutor Characteristics		%	n
Role(s) Ever Held with AARP Foundation Experience Corps (including 2020-21 school year)	Tutor or mentor	98%	78
	Monitor	28%	
	Team Lead	0%	
	Site Coordinator	0%	
	Volunteer Champion	1%	
	Other	2%	
Role(s) Held with AARP Foundation Experience Corps during 2020-21 School Year	Tutor or mentor	98%	113
	Monitor	23%	
	Team Lead	0%	
	Site Coordinator	0%	
	Volunteer Champion	1%	
	Other	0%	
Years Served with Program	First year	38%	112
	1 year	18%	
	2 years	21%	
	3 years	15%	
	4 years	9%	
	5+ years	0%	
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	27%	41
	Saw it on the AARP website	5%	
	Was involved with other AARP initiatives	2%	
	Word of mouth	44%	
	Other	24%	
Primary Occupation during Career	Agriculture, Food & Natural Resources	0%	110
	Architecture & Construction	1%	
	Arts, Audio/Visual Technology & Communications	1%	
	Business Management & Administration	14%	
	Education & Training	37	
	Finance	7%	
	Government & Public Administration	1%	
	Health Science & Medicine	15%	
	Hospitality & Tourism	1%	
	Human Services	0%	
	Information Technology	2%	
	Law, Public Safety, Corrections & Security	5%	
	Manufacturing	1%	
	Marketing	1%	
	Nonprofit Management & Community Development	1%	
	Science, Technology, Engineering & Mathematics	7%	
	Transportation, Distribution & Logistics	0%	
	Other	16%	
	None of the Above (did not work)	3%	
Year Born	1939 or earlier	10%	100
	1940-1949	36%	
	1950-1959	44%	
	1960-1969	10%	
	1970 or later	0%	
Gender Identity	Male	13%	103
	Female	86%	
	Transgender	0%	
	Prefer to self-describe	0%	
	Prefer not to answer	0%	
Ethnicity	Hispanic, Latino, or of Spanish origin or descent	3%	100
	Not Hispanic, Latino, or of Spanish origin or descent	95%	

	Prefer not to answer	2%	
Race	American Indian or Alaska Native	0%	103
	Asian	5%	
	Black or African American	1%	
	Native Hawaiian or Other Pacific Islander	0%	
	White or Caucasian	85%	
	Multi-racial	0%	
	Prefer to self-describe	3%	
	Prefer not to answer	2%	
Members of Household	1 (just respondent)	34%	102
	2	57%	
	3	5%	
	4 or more	4%	
Annual Household Income: Household of 1	Less than \$32,000	11%	35
	More than \$32,000	80%	
	Prefer not to answer	9%	
Annual Household Income: Household of 2	Less than \$43,000	2%	57
	More than \$43,000	75%	
	Prefer not to answer	23%	
Annual Household Income: Household of 3	Less than \$54,000	0%	5
	More than \$54,000	80%	
	Prefer not to answer	20%	
Annual Household Income: Household of 4+	Less than \$66,000		
	More than \$66,000		
	Prefer not to answer		
Monthly Household Income: Household of 1	Less than \$2,700	6%	35
	More than \$2,700	80%	
	Prefer not to answer	14%	
Monthly Household Income: Household of 2	Less than \$3,600	2%	56
	More than \$3,600	73%	
	Prefer not to answer	25%	
Monthly Household Income: Household of 3	Less than \$4,500	0%	5
	More than \$4,500	60%	
	Prefer not to answer	40%	
Monthly Household Income: Household of 4+	Less than \$5,500		
	More than \$5,500		
	Prefer not to answer		
Annual Household Income: All Households	More than the threshold	77%	101
	Less than the threshold	6%	
	Prefer not to answer	17%	
Monthly Household Income: All Households	More than the threshold	75%	100
	Less than the threshold	4%	
	Prefer not to answer	21%	
Program Perceptions and Benefits		%	n
Motivation to Become AARP Foundation Experience Corps Volunteer	Opportunity to help young students read better	94%	109
	Opportunity to guide the younger generation	42%	
	Opportunity to interact with my peers	19%	
	Opportunity to have an activity to fill my time	33%	
	Opportunity to stay mentally or physically active	52%	
	Opportunity to feel part of a team	29%	
	Opportunity to give back to my community	72%	
	Opportunity to work from home (virtual tutoring)	34%	
	Opportunity to improve technical skills	10%	
	Friends are Experience Corps tutors	10%	
	Monetary stipend	0%	
	Reputation of the program	8%	
	Other	3%	

	None of the above		0%		
Ranking Top Motivations		%	%	%	n
		Most Important	Second Most Important	Third Most Important	n
	Opportunity to Help Young Students Read Better	77%	10%	5%	93
	Opportunity to Guide the Younger Generation	4%	21%	12%	
	Opportunity to Interact with my Peers	0%	2%	1%	
	Opportunity to Have an Activity to Fill my Time	1%	5%	3%	
	Opportunity to Stay Mentally or Physically Active	2%	20%	17%	
	Opportunity to Feel Part of a Team	0%	0%	5%	
	Opportunity to Give Back to my Community	12%	33%	32%	
	Opportunity to Work from Home (Virtual Tutoring)	3%	8%	14%	
	Opportunity to Improve Technical Skills	0%	0%	3%	
	Friends are Experience Corps Tutors	0%	1%	4%	
	Monetary Stipend	0%	0%	0%	
	Reputation of the Program	0%	0%	3%	
	Other	0%	0%	1%	
Benefits of Experience Corps					
Benefits Noticed as a Result of Experience Corps Participation	Benefits to physical health			6%	107
	Benefits to mental health			60%	
	Stronger connections to other seniors in the community			25%	
	Stronger connections to the neighborhood			13%	
	Stronger connections to family members			4%	
	Increased confidence as a volunteer			50%	
	Increased teaching-related/pedagogical skills			57%	
	Increased technology-related skills			51%	
	Increased confidence to enter or re-enter the workforce			1%	
	Other benefits not listed			7%	
None of the above			3%		
Benefits as a Result of Experience Corps Participation Noticed in First Three Months of Volunteering in Past School Year	Benefits to physical health			4%	107
	Benefits to mental health			46%	
	Stronger connections to other seniors in the community			21%	
	Stronger connections to the neighborhood			12%	
	Stronger connections to family members			4%	
	Increased confidence as a volunteer			41%	
	Increased teaching-related/pedagogical skills			51%	
	Increased technology-related skills			49%	
	Increased confidence to enter or re-enter the workforce			1%	
	Other benefits not listed			7%	
Likelihood to Recommend Volunteering with Program to a Friend or Colleague	0 (Not at all likely)			0%	106
	1			0%	
	2			0%	
	3			0%	
	4			0%	
	5			0%	
	6			1%	
	7			0%	
	8			4%	
	9			8%	
	10 (Very likely)			88%	

Table 5. School Staff Satisfaction Survey (n=8)

Respondent Characteristics						%	n	
Respondent Role(s) in the 2020-2021 School Year	Teacher					63%	8	
	Reading Specialist					0%		
	Principal					0%		
	After-School Site Coordinator					13%		
	Other					13%		
Skills Improved								
	Not at All	A Little	Moderately	A Lot	Unsure	n		
Student Oral Fluency Skills	0%	14%	29%	57%	0%	7		
Student Overall Reading Ability	0%	29%	14%	57%	0%	7		
Student Critical Thinking	0%	17%	67%	17%	0%	6		
Student Overall Behavior	0%	0%	33%	33%	33%	6		
Student Social-Emotional Skills	0%	0%	67%	17%	17%	6		
School Staff Satisfaction								
How Beneficial the AARP Foundation Experience Corps Program was for Participating Students					No Benefit		0%	7
					Low Benefit		0%	
					Moderate Benefit		29%	
					High Benefit		71%	
Additional Knowledge, Skills, or Training Staff Would Like AARP Foundation Experience Corps Volunteers to Have					Yes		33%	6
					No		67%	
Likelihood to Request Experience Corps Volunteers Next Year					Yes		100%	6
					No		0%	
					Unsure		0%	
Perceptions About Volunteers								
AARP Foundation Experience Corps Volunteers Were Able to...	Never	Sometimes	Usually	Always	Unsure	n		
Address Student Reading Needs in Oral Fluency	0%	0%	33%	67%	0%	6		
Communicate Effectively with Me	0%	0%	33%	67%	0%	6		
Support Students' Social-Emotional Learning Needs	0%	17%	17%	17%	50%	6		
Provide High Quality Support for Students	0%	0%	0%	100%	0%	6		