



INTERFAITH
VOLUNTEER
CARE GIVERS
OF GREATER
NEW HAVEN

A PROUD PROGRAM PARTNER OF

AARP Foundation
Experience Corps



New Haven, CT

PERFORMANCE REPORT 2024 • 2025

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Executive Summary: Experience Corps New Haven

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 New Haven program that were collected during the 2024-2025 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 New Haven served students from **3** schools and **3** after-school locations.



38 students received sustained one-on-one tutoring from **17** tutors for a total of **583 hours**. On average, each student had **31** sessions over **31** weeks, with **37%** of students attending 35 or more tutoring sessions.

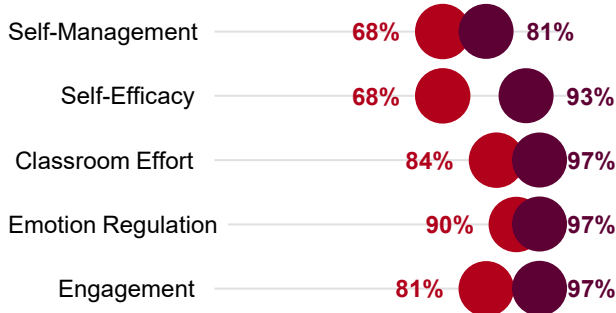


Reading score data were available for **38** students. Volunteers completed the social-emotional learning (SEL) survey for **36** students. **14** volunteers completed the volunteer survey.

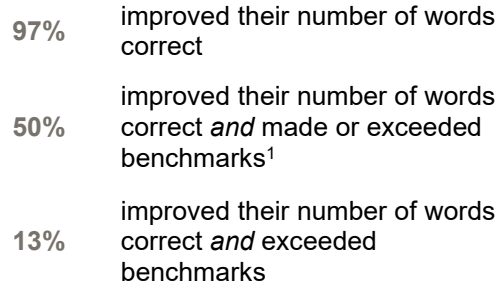
Students

Students improved on all five **social-emotional** skills that were assessed during the 2024-2025 school year.

first rating | final rating



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



Volunteers



Most volunteers (**50%**) heard about the program through **social media**.



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



Most volunteers (**79%**) reported that **an increased sense of purpose** was a benefit of tutoring.

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

Executive Summary: Longitudinal Data

To document year-over-year changes within programs, this section presents patterns for key indicators over the past three years: 2023, 2024, and 2025. The first panel highlights the overall scope of the program, including the number of sites, schools, and after-school locations—as well as the number of students receiving tutoring, tutors, tutoring hours, total volunteers, and volunteering hours. The second panel highlights student indicators for various DIBELS and SEL metrics. The third panel highlights indicators from the Volunteer Survey. The last panel highlights indicators from the School Staff Satisfaction Survey.

Overall Scope of Experience Corps

	2023	2024	2025
Sites	7	6	6
Schools	4	2	3
After school locations	3	4	3
Students	45	31	38
Tutors	27	19	17
Tutoring hours	830	422	583
Volunteers	39	19	19
Volunteering hours	2,189	966	1,315

Student Outcomes

	2023	2024	2025
Number of students with DIBELS	45	30	38
Number of students with 2 DIBELS	39	28	34
Improved their number of words correct	88%	97%	94%
Improved their number of words correct and made or exceeded benchmarks	7%	21%	50%
Improved their number of words correct and exceeded benchmarks	0%	4%	13%
Number with SEL data	43	31	36
Number with pre/post SEL data	41	24	31
Improved any SEL outcome	78%	83%	90%

Volunteer Survey Results

	2023	2024	2025
New volunteers	35%	17%	29%
Plans to return next year	83%	83%	86%
Motivation: Help young students read better	100%	100%	100%
Satisfaction with student reading progress	92%	100%	85%
Satisfaction with student SEL progress	88%	81%	92%
Number of volunteer respondents	31	12	14

School Staff Satisfaction Survey Results

	2023	2024	2025
Benefit of program: High			-
Plan to request volunteers next year			-
Number of staff respondents	3	2	0

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 Correct²: First versus Final Assessment (n=34)

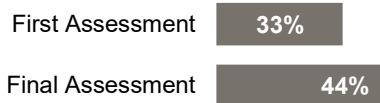


Figure 2. At/Above Benchmark on DIBELS Accuracy³: First versus Final Assessment (n=34)



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 1-3.⁴ 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 is reported below each grade.

Figure 3. DIBELS Words Correct: Average and Benchmark⁵ (1st Grade n=9; 2nd Grade n=13; 3rd Grade n=8)

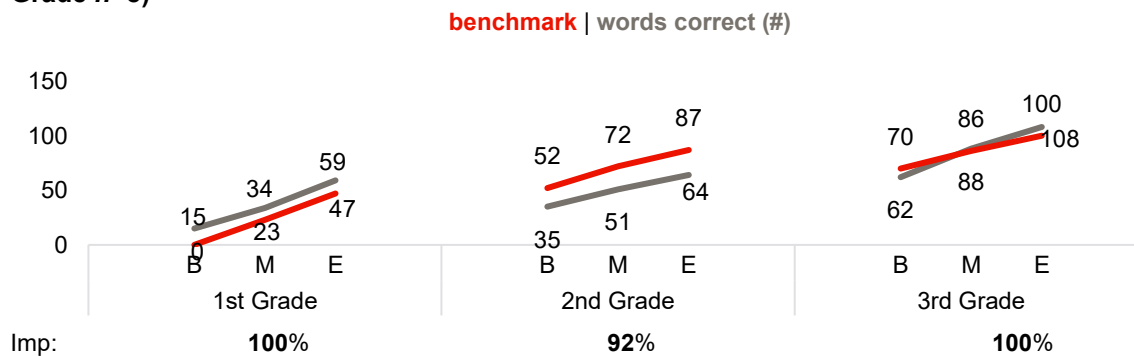
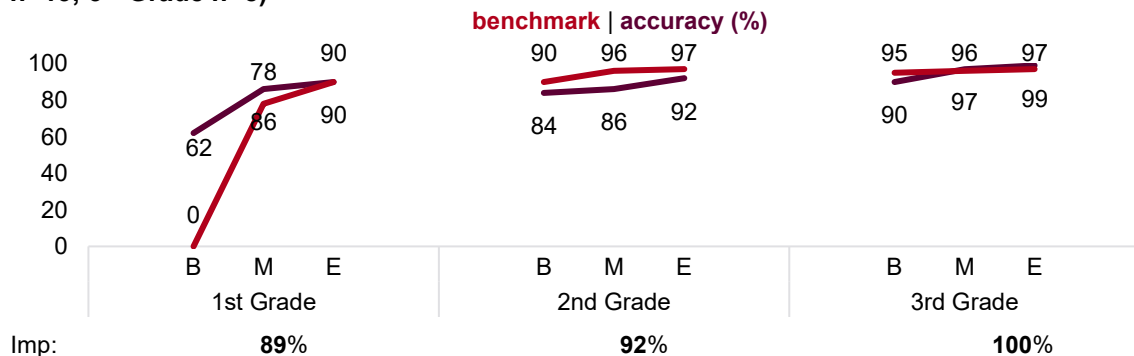


Figure 4. DIBELS Accuracy Percentage: Average and Benchmark (1st Grade n=9; 2nd Grade n=13; 3rd Grade n=8)



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

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

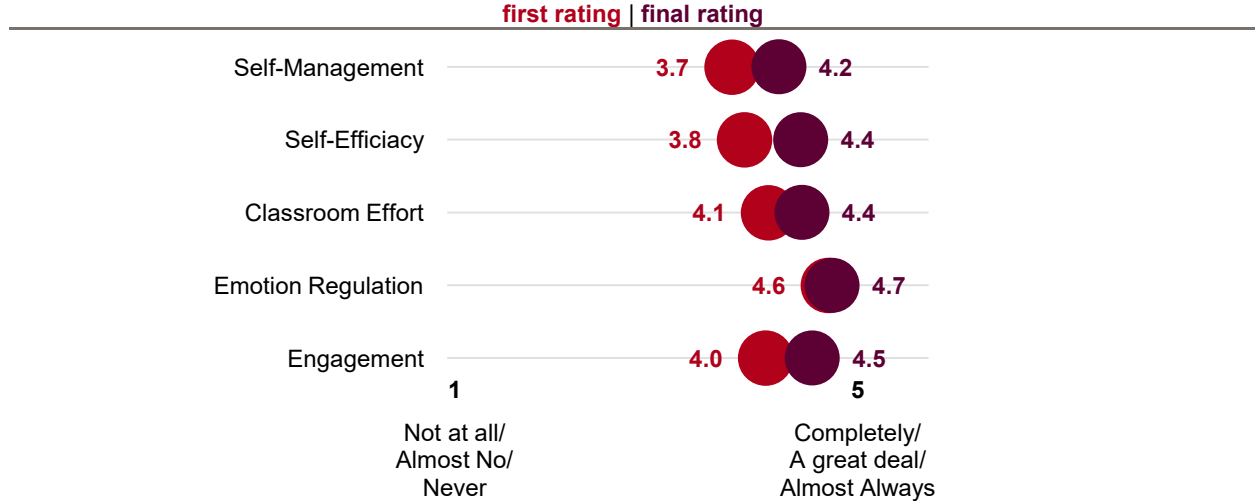
⁴ If students in higher grades have DIBELS data, results are reported in the appendix (see Table 1a).

⁵ 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, 90% 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=31)



Selected Quotes from Volunteers

“I enjoyed my time with the students and felt it was helpful in strengthening their confidence and reading skills. It was fun to watch their excitement about reading and their happiness when they finished a book and knew they were taking it home. They enjoyed the sessions and looked forward to our next session.”

“This is my first year with Experience Corps . I have enjoyed my time tutoring. It is an opportunity to build a help children read and build a relationship with children in a structured program. The support from staff is great, their experience with the program is helpful to address any issue the arises.”

“I have been a tutor for several years with Experience Corp and I have seen the commitment and dedication of the tutors which has enabled students' reading to improve quite a bit.”

“I enjoy working with the students and get a sense of accomplishment after each session. I like working with the team and [staff] has done a great job managing the team.”

“I believe that reading comprehension is a skill that contributes to our understanding of the world. I am proud to help develop this skill in young readers.”

Volunteer Pathways and Outcomes

Data from Figures 6 and 7 come from the Volunteer Survey in which 14 volunteers responded, a response rate of 73.7%. 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 6. How Volunteers Initially Heard of the AARP Foundation Experience Corps Program (n=4)

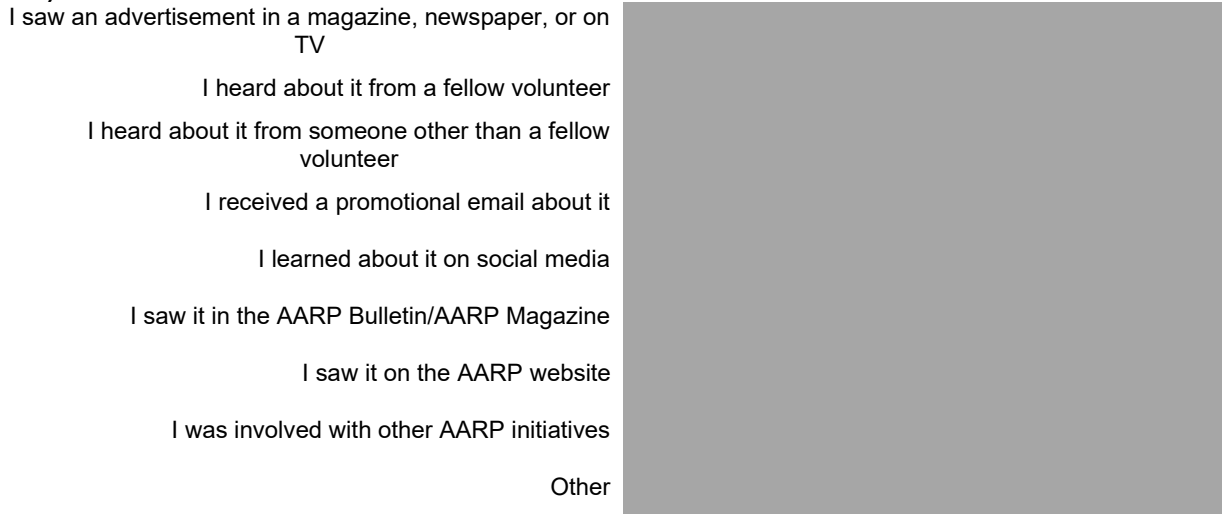
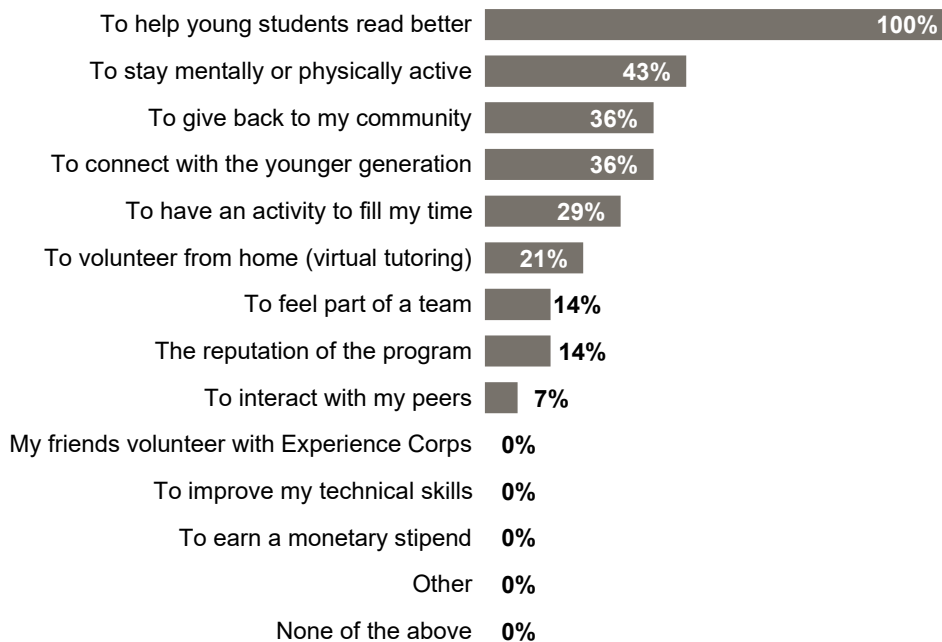


Figure 7. Motivations for Becoming an AARP Foundation Experience Corps Volunteer⁶ (n=14)



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

Figure 8. Opportunities Provided by the AARP Foundation Experience Corps Program (n=14)

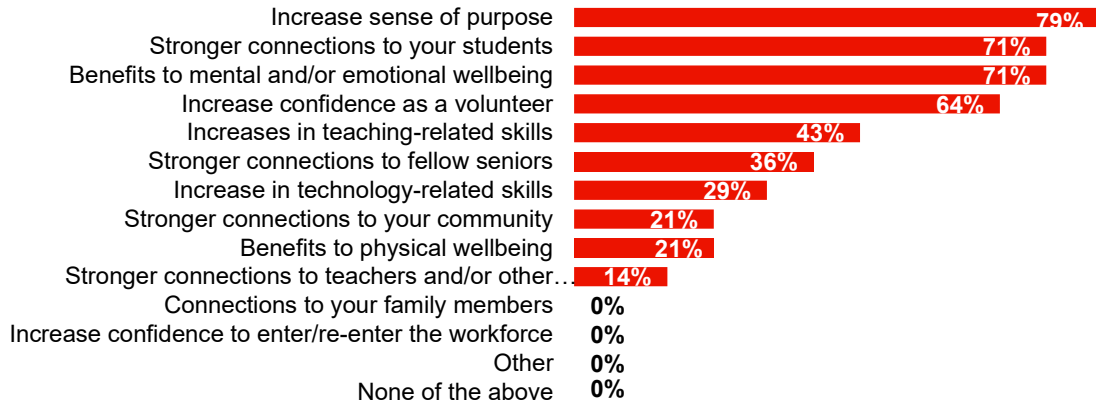


Figure 9. Volunteer Likelihood to Recommend⁷ the AARP Foundation Experience Corps Program (n=14)

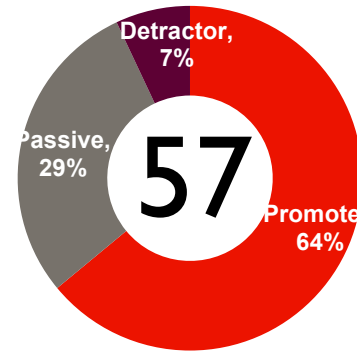
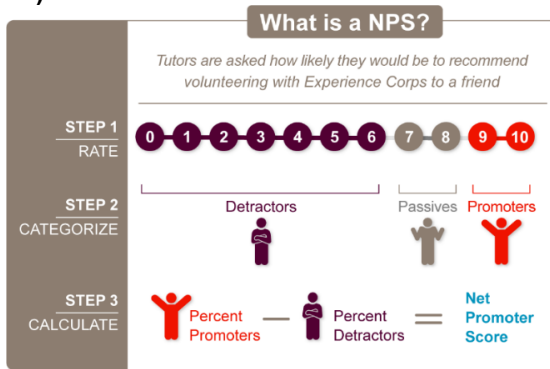


Figure 10. Volunteer Extent of Agreement about Experience Corps (n=14)

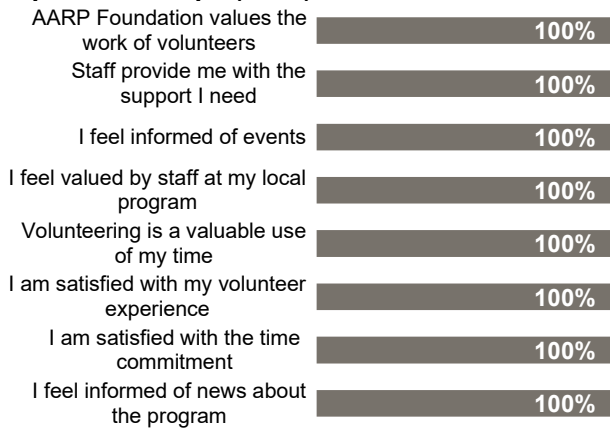
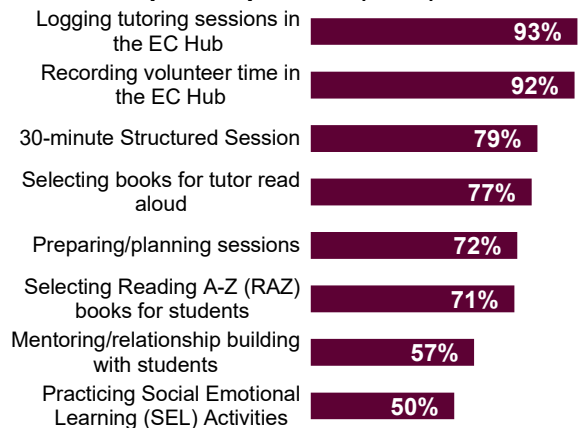


Figure 11. Volunteer Level of Comfort with Experience Corps Components (n=14)



⁷ Net Promoter Scores should be interpreted with caution as program-level sample sizes are too small, particularly when examining year-over-year changes. A minimum sample size of 1200 is recommended. A NPS over 50 is considered excellent and over 80 is considered world class.

School Staff Satisfaction

Figure 12 shows the extent to which students' skills improved as a result of the AARP Foundation Experience Corps program. Figure 13 presents school staff opinions on the effectiveness of volunteers. Figure 14 shows how beneficial school staff felt the AARP Foundation Experience Corps program was for students. Figure 15 presents the likelihood that school staff will request volunteers for the next school year. Figure 16 shows the percentage of staff who would recommend the program. Data for these figures were drawn from the School Staff Satisfaction Survey.

Figure 12. Student Skill Improvement as a Result of the AARP Foundation Experience Corps Program (n=0)

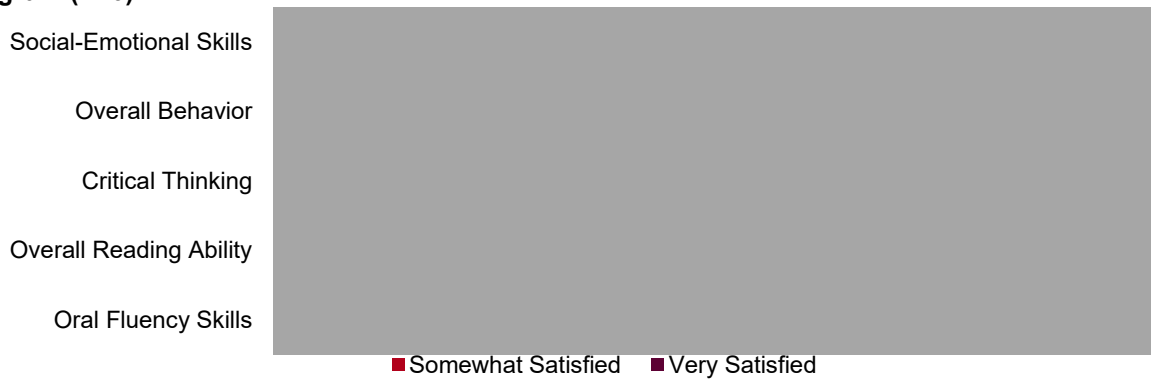


Figure 13. School/Site Staff Perceptions About Volunteers' Capabilities (n=0)
AARP Foundation Experience Corps Volunteers Were Able to...

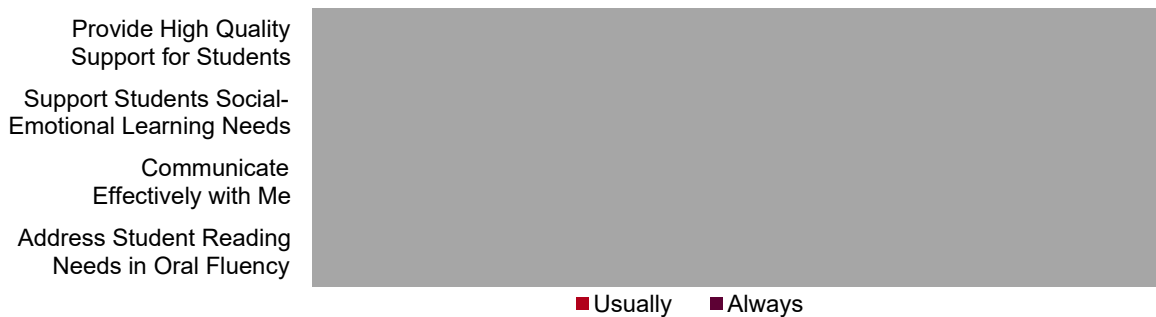


Figure 14. How Much Students Benefited from the AARP Foundation Experience Corps Program (n=0)

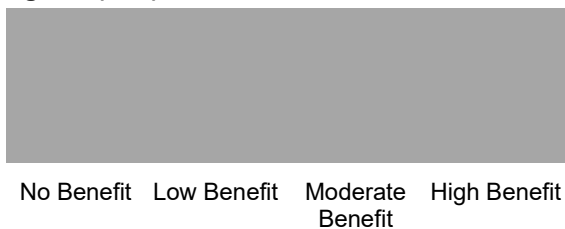


Figure 15. Likelihood to Request Volunteers Again Next Year (n=0)

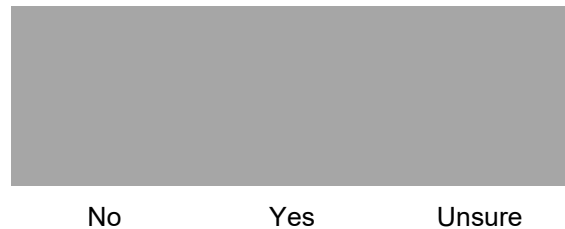
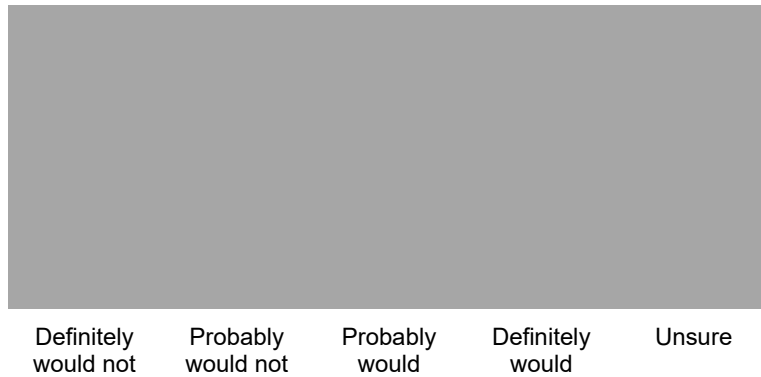


Figure 16. School/Site Staff Likelihood to Recommend the AARP Foundation Experience Corps Program (n=)



Student Profile

The figures below show the breakdown of students served by the Experience Corps New Haven program by grade level (Figure 17), gender (Figure 18), race/ethnicity (Figure 19), eligibility for free/reduced price meals (Figure 20), and English learner status (Figure 21). Data were drawn from student records in the AARP Foundation Experience Corps Salesforce database.

Figure 17. Students' Grade Levels (n=37)

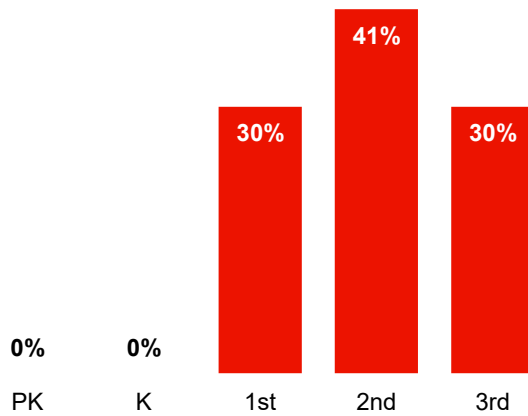


Figure 18. Students' Gender (n=36)

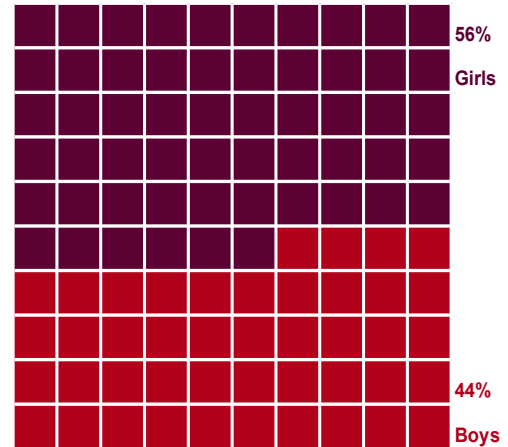


Figure 19. Students' Race/Ethnicity⁸ (n=7)

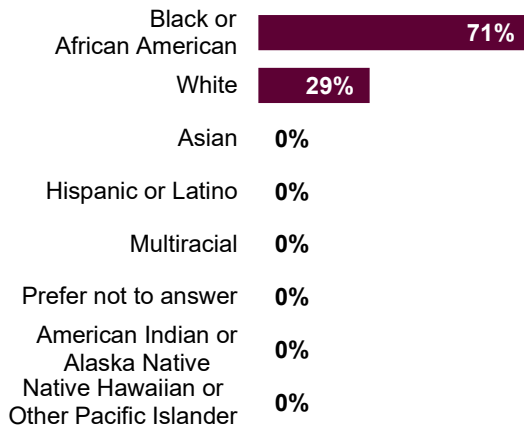


Figure 20. Students' Free/Reduced Price Meals Status (n=0)

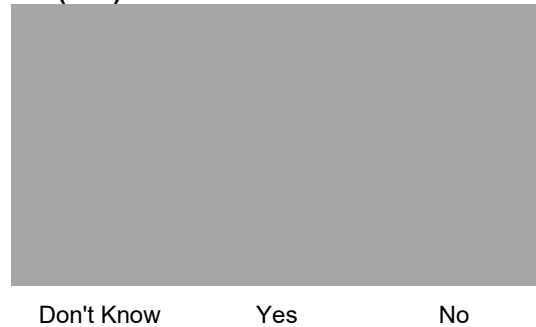
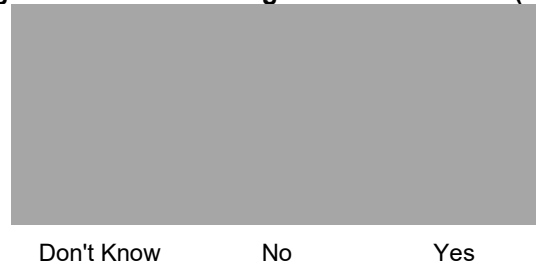


Figure 21. Students' English learner status (n=0)



⁸ 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 22 shows the size of volunteers' caseloads (i.e., the average number of students served per volunteer). Figure 23 shows volunteers' years of service with the AARP Foundation Experience Corps program. Figures 24, 25, and 26 present volunteers' race, ethnicity, and gender. Data for these figures were drawn from records in the AARP Foundation Experience Corps Salesforce database (Figure 22 & 24) and the volunteer survey (Figures 23, 25-26).

Figure 22. Number of Students Served per Volunteer (n=17)

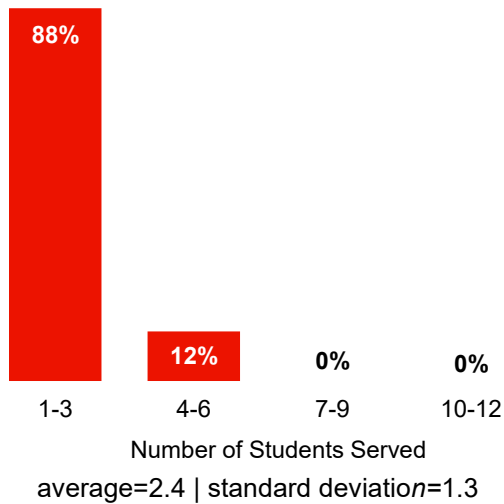


Figure 23. Volunteers' Race (n=14)

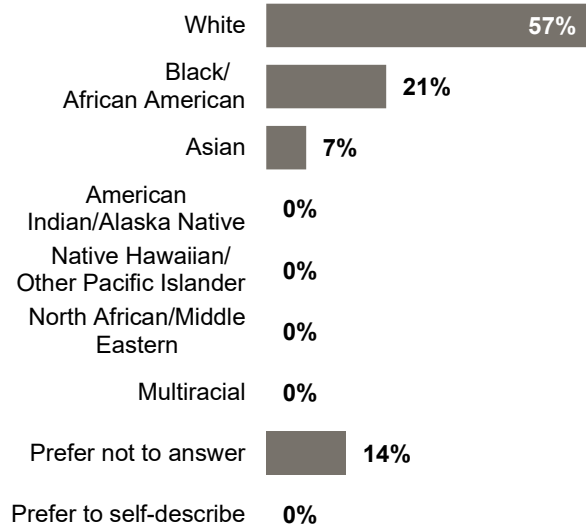


Figure 24. Volunteers' Years of Service (n=19)

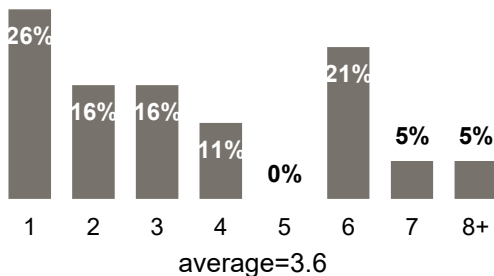


Figure 25. Volunteers' Ethnicity (n=14)

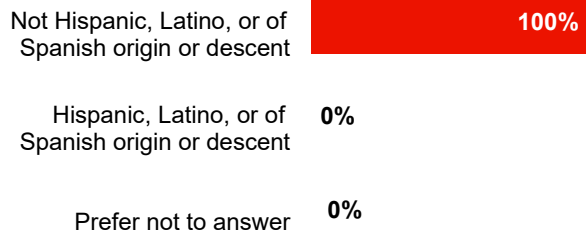
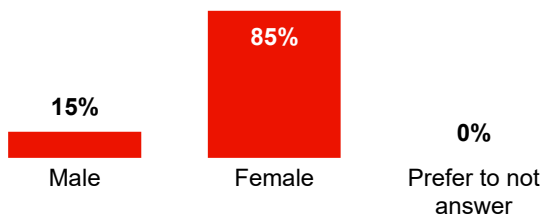


Figure 26. Volunteers' Sex (n=14)



Alternative Assessments

Figure 27 shows the share of students with alternative assessment data by the type of alternative assessment. In the 2024-2025 school year, across all Experience Corps sites there were 14 alternative assessments with many sites having no alternative assessment.

Figure 28 shows the number of assessments students took throughout the year out of three possible timepoints (Pre-, Mid-, and Post-).

Figure 27. Percent of Students by Alternative Assessment (n=38)

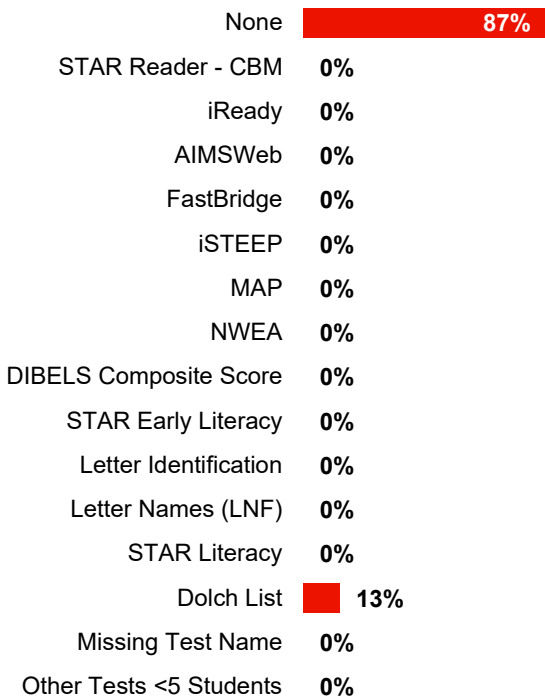
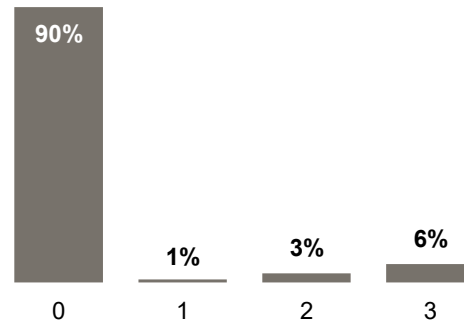


Figure 28. Percent of Students by Number of Alternative Assessments Taken (n=38)



Appendix A: Program Overview and Evaluation Methodology

AARP Foundation Experience Corps employed a combination of one-on-one and small group sustained tutoring strategies conducted in-person and virtual-based during the 2024-2025 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 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.

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=38)

Reading Assessment							
		Beginning of Year		Middle of Year		End of Year	
		%	n	%	n	%	n
Words Correct	Well below benchmark	48%	25	34%	35	29%	31
	Below benchmark	32%	25	23%	35	23%	31
	At benchmark	20%	25	26%	35	21%	31
	Above benchmark	0%	25	17%	35	13%	31
Accuracy	Well below benchmark	40%	25	26%	35	23%	31
	Below benchmark	32%	25	26%	35	16%	31
	At benchmark	12%	25	26%	35	19%	31
	Above benchmark	16%	25	23%	35	42%	31

Table 1a. Grade 4 and 5 Reading Scores (4th Grade n=0; 5th Grade n=0)

Reading Assessment							
		Beginning of Year		Middle of Year		End of Year	
		4 th	5 th	4 th	5 th	4 th	5 th
Words Correct	Score	-	-	-	-	-	-
	Benchmark	90	111	103	120	115	130
Accuracy	Score	-	-	-	-	-	-
	Benchmark	96	98	97	98	98	99

Table 2. Student SEL Scores (n=36)

Social-Emotional Learning Indicators					
		First Rating		Final Rating	
		%	n	%	n
Self-Management	Not at all focused	0%	36	0%	31
	Slightly focused	6%		3%	
	Somewhat focused	28%		16%	
	Quite focused	58%		42%	
	Completely focused	8%		39%	
Self-Efficacy	Not at all confident	0%	36	0%	31
	Slightly confident	3%		0%	
	Somewhat confident	31%		6%	
	Quite confident	50%		45%	
	Extremely confident	17%		48%	
Classroom Effort	Almost no effort	0%	36	0%	31
	A little bit of effort	0%		3%	
	Some effort	17%		0%	
	Quite a bit of effort	64%		52%	
	A great deal of effort	19%		45%	
Emotion Regulation	Almost never	0%	36	0%	31
	Once in a while	0%		0%	
	Sometimes	8%		3%	
	Frequently	17%		26%	
	Almost always	75%		71%	
Engagement	Not at all interested	0%	36	0%	31
	Slightly interested	3%		3%	
	Somewhat interested	17%		0%	
	Quite interested	53%		42%	
	Extremely interested	28%		55%	

Table 3. Student Demographics (n=38)

Student Characteristics		%	n
Grade	Pre-K	0%	37
	Kindergarten	0%	
	1 st Grade	30%	
	2 nd Grade	41%	
	3 rd Grade	30%	
	4 th Grade	0%	
	5 th Grade	0%	
Gender	Male	56%	36
	Female	44%	
	Non-Binary	0%	
	Preferred not to Answer	0%	
Race/Ethnicity	American Indian or Alaska Native	0%	7
	Asian	0%	
	Black or African American	71%	
	Native Hawaiian or Other Pacific Islander	0%	
	Hispanic or Latino	0%	
	White	29%	
	North African/Middle Eastern	0%	
	Multiracial	0%	
	Prefer not to answer	0%	
Eligible for Free or Reduced-Price Meals	Don't Know	-	0
	No	-	
	Yes	-	
English Learner	Don't Know	-	0
	No	-	
	Yes	-	

Table 4. Session Summary (n= 38)

Session Characteristics			n
Sessions	Number: 1-9	8%	38
	Number: 10-19	3%	
	Number: 20-29	32%	
	Number: 30-34	21%	
	Number: 35+	37%	
	Average Number	31	
	Earliest Session	10/25/2024	
	Latest Session	6/30/2025	
	Average Number of Weeks	31	
Fluency	Number of Sessions	1122	
	Sessions with Echo (%)	88	
	Fluency Games (avg.)	3	
Pre-Fluency	Number of Sessions	58	

Table 5. Volunteer Survey (n=14)

Volunteer Characteristics		%	n
What Role(s) Did You Hold During the 2023-2024 School Year?	Tutor or mentor	93%	14
	Monitor	7%	
	Team Lead	0%	
	Site Coordinator	0%	
	Other	0%	
Number of Years of Experience (Salesforce)	1	26.3%	19
	2	15.8 %	
	3	15.8%	
	4	10.5%	
	5	0%	
	6	21.1 %	
	7	5.2%	
	8+	5.3%	
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	25%	4
	Learned on social media	50%	
	Received a promotional email about it	0%	
	Saw it in the AARP Bulletin	0%	
	Saw it on the AARP website	25%	
	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	25%		
Year Born	1939 or earlier	0%	7
	1940-1949	0%	
	1950-1959	43%	
	1960-1969	43%	
	1970 or later	14%	
Gender Identity	Male	14%	14
	Female	79%	
	Non-Binary	0%	
	Prefer to self-describe	0%	
	Prefer not to answer	0%	
Ethnicity	Not Hispanic, Latino, or of Spanish origin or descent	100%	14
	Hispanic, Latino, or of Spanish origin or descent	0%	
	Prefer not to answer	0%	
Race	American Indian or Alaska Native	0%	14
	Asian	7%	
	Black or African American	21%	
	Native Hawaiian or Other Pacific Islander	0%	
	White or Caucasian	57%	
	Multi-racial	0%	
	Prefer to self-describe	0%	
	Prefer not to answer	14%	
Members of Household	1 (just respondent)	31%	13
	2	62%	
	3	8%	
	4 or more	0%	
	More than \$3,000		

Monthly Household Income: Household of 1	Less than \$3,000		
	Prefer not to answer		
Monthly Household Income: Household of 2	More than \$4,100	62%	8
	Less than \$4,100	0%	
	Prefer not to answer	38%	
Monthly Household Income: Household of 3	More than \$4,500		1
	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	62%	13
	Less than the threshold	0%	
	Prefer not to answer	38%	
Program Perceptions and Benefits		%	n
Motivation to Become AARP Foundation Experience Corps Volunteer	To help young students read better	100%	14
	To connect the younger generation	36%	
	To interact with my peers	7%	
	To have an activity to fill my time	29%	
	To stay mentally or physically active	43%	
	To feel part of a team	14%	
	To give back to my community	36%	
	To volunteer from home (virtual tutoring)	21%	
	To improve technical skills	0%	
	Friends are Experience Corps tutors	0%	
	To earn a monetary stipend	0%	
	The reputation of the program	14%	
	Other	0%	
	None of the above	0%	
Benefits Noticed as a Result of Experience Corps Participation	Benefits to your physical wellbeing	21%	14
	Benefits to your mental and/or emotional wellbeing	71%	
	Stronger connections to fellow older adults	36%	
	Stronger connections to your community	21%	
	Stronger connections to your family members	0%	
	Stronger connections to teachers and/or other school staff	14%	
	Stronger connections to your students	71%	
	Stronger connections to fellow older adults	79%	
	Increases in your confidence as a volunteer	64%	
	Increases in your confidence to enter or re-enter the workforce	0%	

	Increases in your teaching-related skills	43%					
	Increases in your technology-related skills	29%					
	Increases in your sense of purpose.	0%					
	None of the above	0%					
Likelihood to Recommend							
Likelihood to Recommend Volunteering with Program to a Friend or Colleague	0 (Not at all likely)	0%	14				
	1	0%					
	2	0%					
	3	0%					
	4	0%					
	5	7%					
	6	0%					
	7	7%					
	8	21%					
	9	14%					
	10 (Very likely)	50%					
Time Expectations							
How does the amount of time you volunteered with Experience Corps this school year compare to what you were expecting?	Much less time than I expected	77%	13				
	Somewhat less time than I expected	8%					
	About as much time as I expected	0%					
	Somewhat more time than I expected	0%					
	Much more time than I expected	15%					
Events Attended							
Which of the following training or support events have you attended through Experience Corps in the last year?	Structured Session <i>Litmos</i> Training	71%	14				
	Structured Session <i>Live</i> Training	79%					
	Virtual Training on the Experience Corps Hub from Experience Corps HQ Staff	50%					
	In-Person Training	64%					
	Volunteer Tech Office Hours	7%					
	Volunteer Workshops offered by Experience Corps HQ	43%					
	Volunteer Meet Ups offered by Experience Corps HQ	7%					
	The Annual Experience Corps National Meeting	7%					
	Other	29%					
	None of the above	0%					
Returning Next Year							
Are you planning on returning as an Experience Corps volunteer next year?	Definitely, no.	14%	14				
	Likely, no	0%					
	Undecided	0%					
	Likely, yes.	36%					
	Definitely, yes.	50%					
How comfortable are you with the following components of Experience Corps tutoring?							
	I can do this with a little support	I can do this with a lot of support	I can do this without any support	I can teach someone else to do this	I cannot do this	Never tried/not relevant to my role	n

Preparing and planning for a tutoring session	29%	0%	36%	36%	0%	0%	14
Selecting Reading A-Z (RAZ) books for students	21%	0%	57%	14%	0%	7%	
Selecting books for tutor read aloud	15%	0%	62%	15%	0%	8%	
Conducting the 30-minute Structured Session	14%	0%	43%	36%	0%	7%	
Mentoring and relationship building with students	36%	0%	36%	0%	21%	7%	
Practicing Social Emotional Learning (SEL) Activities with students	36%	7%	43%	7%	0%	7%	
Recording volunteer time in the AARP Volunteer Portal	7%	0%	71%	21%	0%	0%	
Logging tutoring sessions in the Experience Corps Hub	7%	0%	79%	14%	0%	0%	
How satisfied are you with the progress your students made in...							
	Not at all satisfied	Somewhat unsatisfied	Somewhat satisfied	Very satisfied	n		
Reading (fluency or pre-fluency skills)	0%	15%	31%	54%	13		
Social-emotional learning	0%	8%	50%	42%	12		
Overall, how helpful were the following training resources from Experience Corps?							
	I am not familiar with or did not utilize this resource	It did not provide the help that I need	It provided more help than I needed	It provided the help that I needed	It was helpful but I needed more support	Not Applicable to my role	n
Training and support on conducting the Structured Session	0%	0%	29%	71%	0%	0%	14
Training and supports on	0%	0%	14%	79%	7%	0%	

using technology							
Training and support on facilitating assessments (e.g. DIBELS, SEL)	14%	0%	7%	7%	64%	7%	
The Volunteer Workshops offered by Experience Corps HQ	0%	0%	0%	100%	0%	0%	14
The Volunteer Meetups offered by Experience Corps HQ	0%	0%	0%	100%	0%	0%	14
Overall, how helpful were the following the following materials provided by Experience Corps?							
	I am not familiar with or did not utilize this resource	It did not provide the help that I need	It provided more help than I needed	It provided the help that I needed	It was helpful but I needed more support	Not Applicable to my role	n
Volunteer Resource Center	7%	0%	21%	64%	7%	0%	14
RAZ books	7%	0%	14%	79%	0%	0%	
Quick reference bookmarks	7%	0%	14%	71%	7%	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
AARP Foundation values the work of Experience Corps volunteers	0%	0%	29%	71%	0%		14
I feel informed of events I can participate in through Experience Corps	0%	0%	36%	64%	0%		
I feel informed of news about the Experience Corps program	0%	0%	43%	57%	0%		
I feel valued by staff at my program	0%	0%	21%	79%	0%		
Staff at my program provide me with the support I need to	0%	0%	21%	79%	0%		

serve as an Experience Corps volunteer						
Volunteering with Experience Corps is a valuable use of my time	0%	0%	14%	86%	0%	
I am satisfied with the time commitment required as an Experience Corps volunteer	0%	0%	36%	64%	0%	
I am satisfied with my volunteer experience	0%	0%	36%	64%	0%	

Table 6. 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>
How likely is it that you would recommend partnering with Experience Corps to another school, after-school program, or other organization?	Definitely would not				-	0
	Probably would not				-	
	Probably would				-	
	Definitely would				-	
	Unsure				-	

Appendix C: Quotes by Experience Corps Volunteers

Below is a complete list of quotes that Experience Corps volunteers elected to share on the Volunteer Survey.

Volunteer Survey: In as much detail as you can, please share the reason you gave that recommendation rating.

- Promoter Very rewarding experience working with the children
- Promoter It's a well run program that helps students.
- Promoter Very good training. Excellent support. Wonderful people to work with.
- Promoter Very inspiring.
- Promoter I think it's a VERY worthy cause. In addition, the training, team support and the team spirit helps immensely - especially for someone new
- Passive Seven years as an Experience Corps tutor has allowed me to share with and enjoy children and stay active as well.
- Promoter I have been a tutor for several years with Experience Corp and I have seen the commitment and dedication of the tutors which has enabled students' reading to improve quite a bit.
- Passive A rewarding experience, but requires a greater time commitment than I originally thought.
- Promoter This is my first year with Experience Corps . I have enjoyed my time tutoring. It is an opportunity to build a help children read and build a relationship with children in a structured program. The support from staff is great, their experience with the program is helpful to address any issue the arises.
- Promoter Great to volunteer with especially as a reading tutor. I would have given this a 10 but I feel there are too many meetings and too much data collection required.
- Promoter A good thing for seniors who want to get out of the house

Appendix D: Social-Emotional Learning (SEL) Assessment Instrument

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.