

AARP Foundation Experience Corps Program Evaluation in the School District of Philadelphia (2016-2017)

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BACKGROUND

- AARP Foundation Experience Corps (AARP EC) is an intergenerational volunteer-based tutoring program that pairs elementary school students with reading tutors ages 50 and over.
- AARP EC aims to support K-3 students, who are reading below grade level, to improve their reading abilities by the end of 3rd grade.
- During SY 2016-17, 195 AARP EC tutors served 1,353 students in 204 classrooms in 22 schools within SDP.
- AARP EC tutors provided an average of 25 hours of tutoring per student and an average of 62 hours assistance per classroom.

OBJECTIVE

The evaluation had three primary objectives:

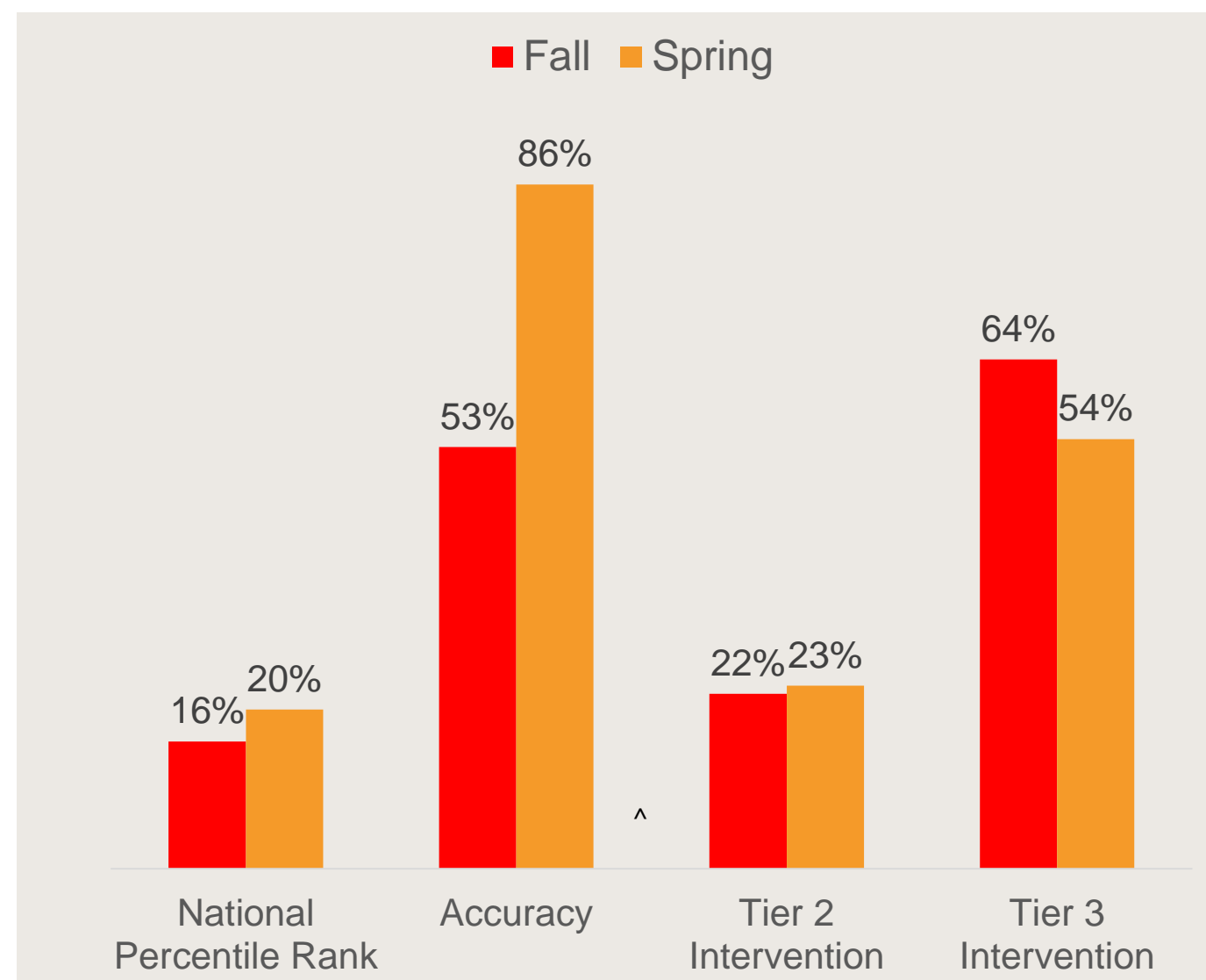
- Measure the fidelity of program implementation, stakeholder satisfaction, and perceived outcomes for teachers and students.
- Analyze the relationship between changes in AARP EC students' literacy outcomes and dosage of tutoring services.
- Determine the relationship between treatment and outcomes.

METHODS

- Qualitative methods included: teacher and student surveys, teacher interviews, and tutor focus groups.
- Quantitative data included: student demographic data, pre and post AIMSweb literacy assessment data, and tutoring dosage logs.
- Propensity Score Matching was used to identify a comparison group based on a set of variables that included: Network, ELS Cohort, SPR peer groups, and student-level demographic and achievement data.

FINDINGS

Figure 1: AARP EC Students' Performance, by Time Interval



[^]The increase in Black male treatment students' accuracy scores (31%) and Fall Tier 2 treatment students' accuracy scores (24%) were significantly larger than the comparison students' increase (26% and 19%, respectively) at the 95% confidence level. However, the effect size is small for both groups (Cohen's d =0.1 and 0.27 respectively).

Figure 2: No Significant Relationship Between Dosage and Outcomes

Baseline Performance*	Avg. Dosage (Minutes)	Avg. ROI [^]	Correlation
Very Low 1-10% (n=572)	1488	0.75	0.11
Low 11-25% (n=306)	1518	0.99	-0.11
Average 26-75% (n=220)	1604	0.88	-0.06

*Student baseline groups based on nationally normed sample
[^]Rate of Improvement (ROI) refers to a student's average weekly progress from their fall to spring AIMSweb scores. ROI is calculated by dividing the change in number correct by the number of weeks between test administrations.

- AARP EC students' literacy outcomes improved between fall and spring, but these changes are not related to the amount of tutoring they received (Figures 1 & 2).
- There were no statistically significant differences in literacy improvements between treatment and comparison students.
- Teachers perceived AARP EC tutors had the most influence on improving student and literacy performance (68%) and providing the teacher with extra time to assist students who are struggling (66%) (Figure 3).
- There was a statistically significant increase between the aggregate accuracy scores of treatment students, which is attributed to the improvements demonstrated by black males and Tier 2 students. Effect size was small (Figure 1).

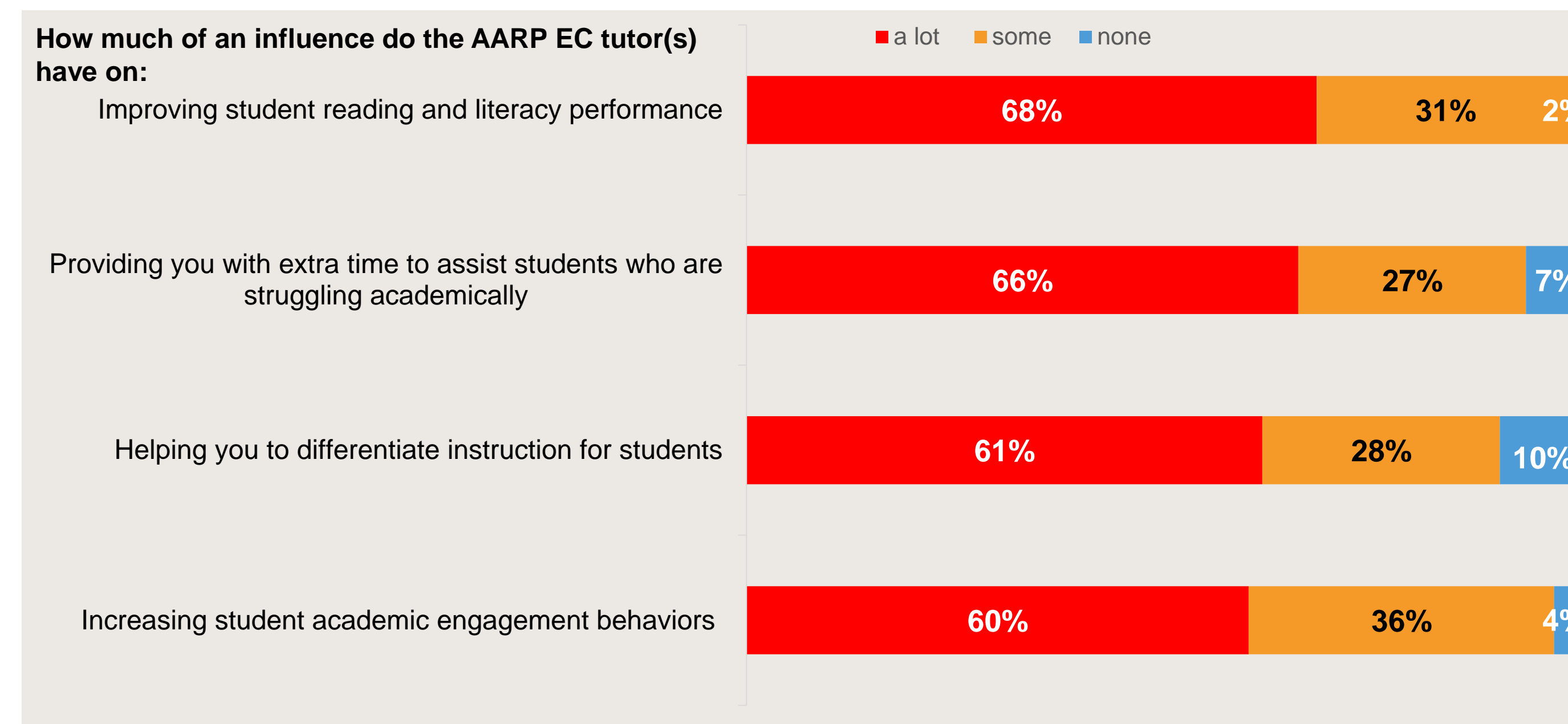
CONCLUSIONS

- While there was an increase in student performance from fall to spring, these changes cannot be attributed to program participation.
- Teachers, tutors, and students were satisfied with the AARP EC program.
- Teachers reported seeing an increase in students' confidence and self-esteem as a result of AARP EC tutoring.
- AARP EC should consider additional evaluation focused on socio-emotional outcomes for students.

CONTRIBUTORS

- Programming was provided by AARP Experience Corps-Philadelphia Branch.
- Funding was provided in part by the William Penn Foundation.

Figure 3: Teachers Reported that AARP EC Tutors Supported Their Instruction



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