



LEDUC CENTER  
FOR CIVIC ENGAGEMENT

# AMERICA READS\*COUNTS PROGRAM EVALUATION

School Year 2014-15

October  
2015

**Public Policy Center**

UMass Dartmouth



## **ABOUT THE LEDUC CENTER FOR CIVIC ENGAGEMENT**

The University of Massachusetts Dartmouth seeks to prepare students for life as active and engaged citizens. To aid in this endeavor, the Leduc Center for Civic Engagement strives to provide the University with activities that meet the challenge of providing active student learning opportunities while meeting and addressing community needs as outlined in the UMD Engaged Educational Experience.

The University has adopted the Carnegie Foundation's definition of Community Engagement as a construct to build our students' experiences. We believe that the integration of learning and service is a powerful tool for enhancing student learning and increasing student engagement with the ultimate goal of creating a more just society.

To provide the opportunities for community engagement, the Leduc Center has created programs and events where the campus community – faculty, staff, and students – has the potential to interact and engage with the community at large.

## **ABOUT THE PUBLIC POLICY CENTER AT UMASS DARTMOUTH**

The Public Policy Center (PPC) at UMass Dartmouth is the University's applied social science research, technical assistance, and public service unit based in the College of Arts and Sciences. An interdisciplinary applied public policy research and technical assistance provider, the Center seeks to inform evidence-based policymaking at the state, regional, and local level through collaborative engagements with public, private, and non-profit partners.

The Center is supported by a highly experienced team of professionals who leverage the skills and expertise of UMass faculty, staff, and students to meet the needs of our clients and partners. Services provided by the PPC include survey research, program evaluation (summative and formative), economic and workforce analysis, demographic and socioeconomic analysis, technical assistance, and needs assessment. These services are offered in the areas of economic development, community development, education, public health, transportation, housing, and the environment. More about the Public Policy Center can be found at: <http://publicpolicycenter.org/>.

## **REPORT AUTHORS**

David R. Borges, MPA, Director of Research, Public Policy Center

Michael P. McCarthy, Graduate Research Assistant, Public Policy Center

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## EXECUTIVE SUMMARY

The Leduc Center for Civic Engagement annually places approximately 175 UMass Dartmouth students at schools and community centers in Fall River and New Bedford to tutor at-risk students. The program's focus is to improve elementary students' skills and interest in reading and mathematics, while also exposing youth to positive college-level role models. In this way, the program represents UMass Dartmouth's commitment to address the region's most pressing problem – low educational attainment – by introducing college as a possibility early in the lives of area youth.

The majority of the America Reads\*Counts tutors are work-study students, who must be part of qualifying low-income households.<sup>1</sup> The America Reads\*Counts program provides these students with the opportunity to earn money to defray some of the costs of pursuing a higher education. In these ways, the program endeavors to be mutually beneficial by exposing college students to an enriching civic engagement experience not afforded in other types work-study employment, and by providing urban elementary school students with college-positive mentors. This report discusses the extent to which The Leduc Center achieves these goals and suggests approaches for improving outcomes.

### *Who Are UMass Dartmouth America Reads\*Counts Tutors?*

- Tutors are most likely to be either freshmen or sophomores and between the ages of 18 and 20. More than three-quarters of tutors are female. Almost half are African-American and many others ethnically identify as Hispanic or Cape Verdean. The majority of tutors have previous volunteer experience, either in America Reads\*Counts or other programs.
- Tutors have high aspirations in terms of furthering their education, with 69 percent reporting they are likely to pursue a master's degree after graduating from UMass Dartmouth.
- Thirty-five percent report they are likely to work in the nonprofit or public sector after graduation, which may be partly influenced by their experience in the America Reads\*Counts program.
- While 31 percent of tutors currently live in the region, 34 percent report they plan to remain in the region after graduation. This result is significant because it suggests that the civic engagement activities supported by the Leduc Center can help build the region's intellectual and workforce capacity.

### *How Are Tutors Utilized?*

- The majority of tutors are engaged with students in after school programs and community centers rather than in a traditional classroom setting. Placing tutors in these settings supports the mission of the America Reads\*Counts program, which

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<sup>1</sup> A small number of tutors are volunteers or are fulfilling a service learning requirement.

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*“Students see someone who looks like them and begin to believe it is not a dream to go to college, but a possibility.”*

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was primarily designed to provide supplementary tutoring outside of classroom hours.

- Tutors work with elementary students of varying ages, but they are most likely to work with third or fourth graders. Most tutors work with small groups of students, although many also work one-on-one.
- When on site, most tutors engage students in multiple activities, which can range from recreational games and reading aloud to a group of students, to reviewing vocabulary and helping to build math proficiency.

#### ***How Do Tutors Feel About Civic Engagement?***

Tutors were surveyed to determine their attitudes related to civic mindedness and engagement.

- Overall, tutors have fairly strong connections to their community. This is particularly true regarding the degree to which they feel they have the ability to make a difference (28% strongly agree, 53% agree), try to take time to make a difference (25% strongly agree, 50% agree), and are aware of what can be done to meet community needs (18% strongly agree, 59% agree).
- Tutors are most likely to help those who are less fortunate (79% very likely), report a crime (66% very likely), participate in neighborhood organizations (64% very likely), and help keep the neighborhood clean and beautiful (66% very likely).

#### ***How Do Teachers and Site Coordinators Rate the Effectiveness of the America Reads\*Counts Program?***

Teachers and site coordinators commented positively on their experience with America Reads\*Counts tutors.

- Nearly all tutors received positive feedback from teachers and site coordinators. In open-ended survey comments, most respondents note that tutors are a pleasure to work with and look forward to the tutor returning for the next session. Examples include:

“The tutors have been a very collaborative part in students’ success with reading and writing across the curriculum. The partnership with UMASS has been vital to the success of our students. We count on them to keep kids on task, to help differentiate instruction and most important of all as role models. Students see someone who looks like them and begin to believe it is not a dream to go to college, but a possibility.” – Maria Reidy, principal, Carney Academy

“[Tutor] worked extremely well with students. He talked to them about the importance of education and taking pride in their school work.”

“[Tutor] was an asset to the group. He worked extremely well with the children, was involved with them, and was a wonderful role model. He was very helpful and reliable.”

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*All teachers report that tutors were effective in improving their students' general English language and mathematics skills.*

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- Although the effect of the tutors on standardized test scores could not be isolated from other factors, the majority of teachers and site coordinators report that tutors were effective in improving students' reading, math, and general academic levels.
- Nearly all teachers and site coordinators across all locations agree that America Reads\*Counts tutors improved students' "college positive attitude," which is defined as the perception that attending college is a positive option.

#### ***How Can the Program Improve Going Forward?***

A review of research on effective tutoring practices demonstrates the importance of a robust and systematic training program for tutors. However, teachers and program coordinators report that most of Leduc Center's tutors do not receive additional training from on-site reading or math specialists at the start of the program.

Moreover, research shows that when training does occur it is most effective when conducted throughout the year, particularly when it is informed by continual feedback from tutors and teachers. This type of systematic quality improvement does not occur in Leduc Center's America Reads\*Counts program. A more vigorous and methodical training process will ensure that tutors are effective in the classroom and community settings.

While all teachers surveyed report that tutors were effective in improving their students' general English language and mathematics skills, it is not possible with the available data to measure the extent to which UMass Dartmouth tutors affected these outcomes. Advancing students' reading and math levels is a goal that even professional educators can find difficult to achieve, and despite the program being in existence nationally for over 20 years, the data cannot show whether the America Reads\*Counts program makes a statistically significant contribution toward that aim. Going forward, the Leduc Center may consider placing more emphasis on measuring and understanding the impact of tutors' more informal interactions instead of attempting to measure the programs' impact on test scores.

## 1.0 AMERICA READS\*COUNTS PROGRAM BACKGROUND

In response to the finding that 40 percent of America's fourth grade students were unable to attain the most basic reading level, in 1996 President Bill Clinton created the America Reads initiative that called upon every citizen to do their part in closing the achievement gap in America's public schools.<sup>2</sup> The Department of Education funded the initiative's first year and then the passage of the America Reads Challenge Act in 1997 created a funding structure through the Federal Work-Study program that funds part-time employment to help needy students pay for college expenses. Building on the America Reads initiative, the Clinton administration created the America Counts program in 1999 with funding and support from the Department of Education and the National Science Foundation.

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*America Reads\*Counts incentivizes colleges and universities to enroll their work-study students as tutors by covering 100 percent of the cost of employment.*

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As part of the Federal Work-Study Program, America Reads\*Counts incentivizes colleges and universities to enroll their work-study students as tutors by covering 100 percent of the cost of employment. Tutors are provided training and placed in local schools and community settings to engage in various activities that help improve the literacy and mathematics skills of elementary and middle school students. These tutoring activities take place during the normal school day and during after school hours in order to expand on classroom time. While the primary goal of the program is to advance students' reading and math levels, the tutorship is also intended to expose college students to the benefits of community service and to foster a sense of social responsibility.

## 2.0 LEDUC CENTER FOR CIVIC ENGAGEMENT

The University of Massachusetts Dartmouth seeks to prepare students for life as active and engaged citizens. To aid in this goal, the Leduc Center for Civic Engagement provides UMass Dartmouth students with active student learning opportunities that also meet community needs as outlined in the UMD Engaged Educational Experience.<sup>3</sup> To provide the opportunities for community engagement, the Leduc Center creates programs and events where the campus community – faculty, staff, and students – has the potential to interact and engage with the community at large.

The America Reads\*Counts program is one of several programs offered by the Leduc Center. Through continued training, tutor supervision, evaluation, and teacher collaboration, Leduc Center's America Reads\*Counts program strives to:

- Increase the level of mathematics understanding of local students from pre-K through 8th grade;
- Increase the reading levels of local children from pre-K to fifth grade;
- Increase university students' involvement in the community; and
- Strengthen the partnership between the university and the local community.<sup>4</sup>

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<sup>2</sup> "President Clinton's America Reads Work-Study Challenge." Oct. 21, 1997.

<http://clinton6.nara.gov/1997/10/1997-10-21-america-reads-challenge.html>.

<sup>3</sup> See [https://leduccenter.files.wordpress.com/2014/07/umd\\_engagement\\_vision1.pdf](https://leduccenter.files.wordpress.com/2014/07/umd_engagement_vision1.pdf)

<sup>4</sup> "America Reads\*Counts." Leduc Center for Civic Engagement.  
<https://leduccenter.wordpress.com/programs/america-reads-counts/>



## Leduc Center for Civic Engagement

### America Reads\*Counts Program Evaluation, 2014-15

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Each year, Leduc Center's America Reads\*Counts program places approximately 175 UMass Dartmouth student tutors in community centers and local elementary schools in Fall River and New Bedford, Massachusetts. In order to become tutors, UMass Dartmouth students must fit the criteria set by the Leduc Center and pass a background check. In the case of work-study students, the tutors must also meet the Federal qualifications for participation.

Upon hiring, tutors receive training from Leduc Center staff before engaging with students. These tutors provide classroom support and individual attention to struggling and at-risk students, a task that is especially important in New Bedford, where the city's diverse population possess much lower levels of income and educational attainment compared to statewide averages. Furthermore, many of the district's students reside in households that have no adults with college experience and the America Reads\*Counts program is a way to raise students' levels of college awareness.

### 3.0 METHODOLOGY

This evaluation is designed to answer the following questions:

- 1) How does serving as an America Reads\*Counts tutor influence the behaviors and perceptions of UMass Dartmouth students?
- 2) How does partnering with America Reads\*Counts impact the experiences of participating teachers and sites?
- 3) Does regular engagement with an America Reads\*Counts tutor affect college awareness and academic achievement of school-age children?

#### 3.1 Impact on UMass Dartmouth Tutors

Tutors were surveyed to determine their attitudes toward civic mindedness and engagement and how tutors' activities influenced outcomes for themselves, their students, and the teachers and sites that host them. A survey questionnaire was developed using research-based survey questions and the survey was administered online at SoGoSurvey.com in April 2015. In total, 112 tutor surveys were completed, which is a response rate of 71 percent.<sup>5</sup>

#### 3.2 Impact on Teachers and Sites

Teachers and site coordinators were surveyed at the end of the school year to measure the degree to which the provision of tutors in classrooms and after-school sites may be positively influencing teachers and site coordinators by providing them with extra support that is otherwise unavailable. The Leduc Center administered the site coordinator and

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<sup>5</sup> A copy of the tutor survey can be found in Appendix B.

teacher survey on-site in February 2015. In total, 132 surveys completed, which is a response rate of nearly 100 percent.<sup>6</sup>

### **3.3 Impact on Children**

This project employs a number of metrics in an attempt to gauge the degree to which tutors improved student academic achievement, increased college awareness, and fostered an appreciation for reading and mathematics.

A data collection protocol was designed to measure impacts that tutors had on learning outcomes as measured by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Galileo tests, which are administered at the beginning, middle, and end of every school year in New Bedford Public Schools. Non-academic impacts were originally intended to be answered by a brief pre- and post-engagement survey for children who regularly saw an America Reads\*Counts tutor. However, the survey was not administered due to the logistical constraints of surveying children while they were in school or an extracurricular program. Alternatively, some of these outcomes were measured through the reflections collected by the site-coordinator and teacher survey, which provides some insight on how interacting America Reads\*Counts tutors impacted the children.

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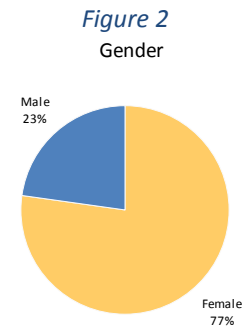
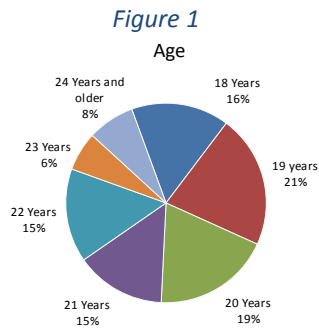
<sup>6</sup> A copy of the teacher/coordinator survey can be found in Appendix B.

#### 4.0 TUTOR PROFILE – WHO ARE AMERICA READS\*COUNTS TUTORS?

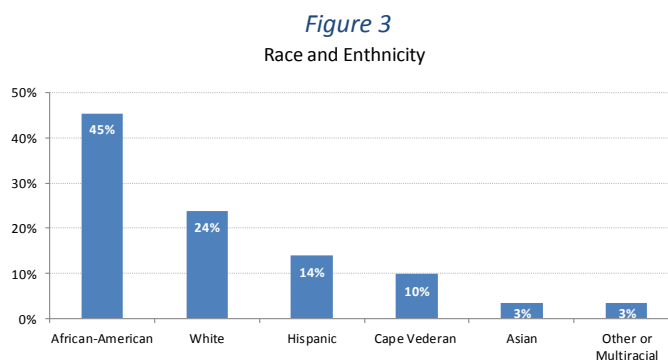
UMass Dartmouth's America Reads\*Counts students are a diverse group, although a significant portion are African American, female, and between the ages of 18 and 20. Tutors are most likely to be freshmen or sophomores and have a variety of academic majors. Because the majority of tutors qualify for Federal Work-Study, many reside in lower-income households. Many of the tutors have previous volunteer experience.

##### 4.1 Demographic Background

Tutors are generally younger UMass Dartmouth students, with 37 percent less than twenty years of age and 56 percent under the age of 21 (see Figure 1). Seventy-seven percent are women (see Figure 2).



Forty-five percent (45%) of tutors are African American, 24 percent are White, 14 percent are Hispanic (of any race), 10 percent are Cape Verdean, 3 percent are Asian, and 3 percent are multiracial or another race (see Figure 3).

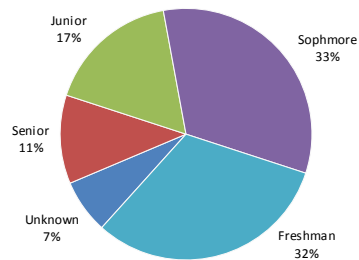


## Leduc Center for Civic Engagement America Reads\*Counts Program Evaluation, 2014-15

### 4.2 Academic Standing and Majors

Sixty-five percent (65%) of tutors are in their first or second year of college (see Figure 4). Tutors are enrolled in a variety of majors across the campus; Nursing, Crime and Justice Studies, and Biology are the most reported majors (see Table 1). It is notable that although Nursing students do not make up a sizable portion of the undergraduate student body, they are the largest share of America Reads\*Counts tutors, suggesting that these students may be more predisposed to community service than others.

**Figure 4**  
Academic Standing



**Table 1**

Major	Number	Major	Number
Accounting	3	History	3
Anthropology	1	Liberal Arts	4
Art Education	1	Marketing	2
Biochemistry	1	Mathematics	4
Bioengineering	2	Mechanical Engineering	3
Biology	11	Medical Lab Science	6
Business	10	Nursing	18
Chemistry	1	Operations Management	2
Civil Engineering	3	Political Science	4
Computer/Information Science	2	Pre-Law	1
Crime and Justice Studies	14	Pre-Med	1
Electrical Engineering	5	Psychology	2
Engineering	2	Entrepreneurship	1
English	10	Sociology	6
Finance	1	Spanish	1
Graphic Design	1	Undeclared	7

Table total does not add to total number of tutors because some tutors reported double majors and others did not indicate a major.

*Nearly two-thirds of all tutors are in their first or second year of college.*

### 4.3 Previous Volunteer Experience

Ninety-four percent (94%) of tutors report they have previously engaged in a volunteer activity, with the majority volunteering monthly (26%) or 2 to 4 times per year (46%) (see Figure 5). Among tutors who have volunteer experience, 86 percent worked with children at a youth-service organization such as the YMCA or Boys and Girls Club, 72 percent served as classroom tutors or assistants, and 71 percent were previously an America Reads\*Counts tutor (see Figure 6).

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*Ninety-four percent of tutors have previously engaged in a volunteer activity, with 71 percent having served as an America Reads\*Counts tutor.*

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Figure 5

How Often Did You Engage In Community Service?

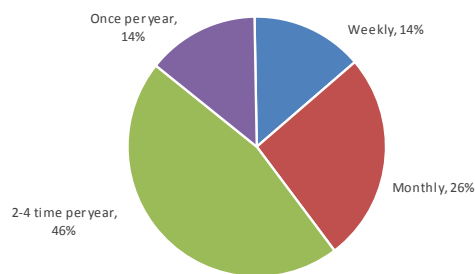
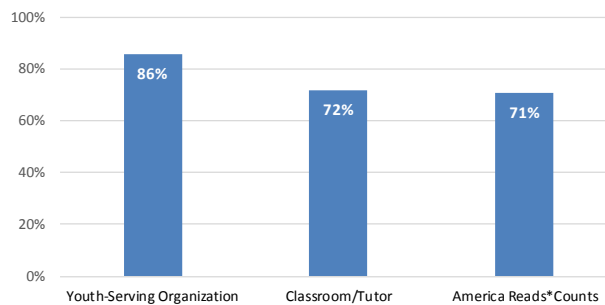


Figure 6

Previous Volunteer Experience

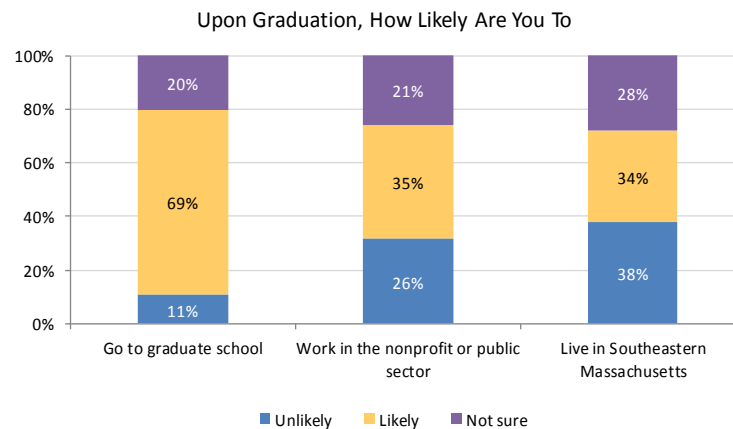


#### 4.4 Plans After Graduation

Tutors have high aspirations in terms of furthering their education, with 69 percent reporting they are likely to pursue a Master's degree after graduating from UMass Dartmouth. In addition, 35 percent report they are likely to work in the nonprofit or public sector after graduation, which may be partly influenced by their experience in the America Reads\*Counts program (see Figure 7). Comparatively, a national study of recent college graduates found that 32 percent of graduates were interested in working in the nonprofit or public sector.<sup>7</sup>

Importantly, while 31 percent of tutors currently live in the region, 34 percent report they plan to remain in the region after graduation (see Figure 7).<sup>8</sup> This result is significant because it suggests that the civic engagement activities supported by the Leduc Center can help build the region's intellectual and workforce capacity. Retention of the region's best and brightest is particularly important to offset the persistent "brain-drain" that has afflicted the region over the past two decades.

Figure 7



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*While 31 percent of tutors currently live in the region, 34 percent report they plan to remain in the region after graduation.*

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<sup>7</sup> Partnership for Public Service and The National Association of College Educators. "College Students are Attracted to Federal Service, but Agencies Need to Capitalize on Their Interest." 2014. See, [http://www.govexec.com/media/gbc/docs/pdfs\\_edit/031713e2.pdf](http://www.govexec.com/media/gbc/docs/pdfs_edit/031713e2.pdf).

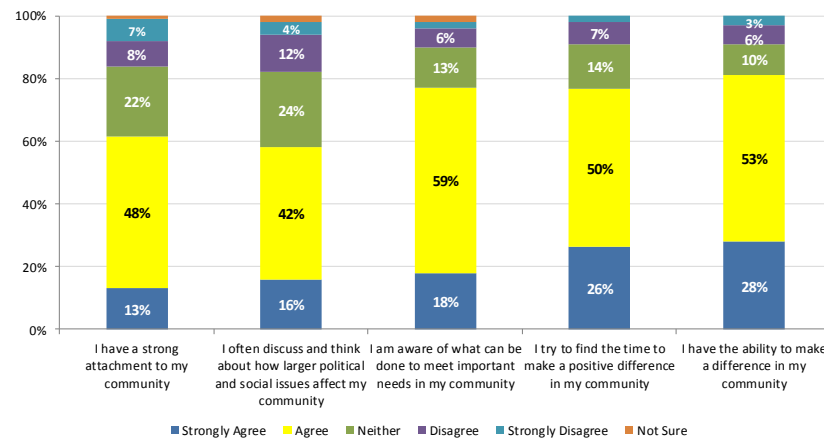
<sup>8</sup> Southeastern Massachusetts region is defined as Bristol and Plymouth Counties.

#### 4.5 Civic Mindedness and Engagement

Tutors were surveyed to determine their attitudes related to civic mindedness and engagement. Figure 8 pertains to items of civic mindedness and the levels to which tutors feel engaged with their community. Overall, tutors have fairly strong connections to their community. This is particularly true regarding the degree to which they feel they have the ability to make a difference (28% strongly agree, 53% agree), try to take time to make a difference (25% strongly agree, 50% agree), and are aware of what can be done to meet community needs (18% strongly agree, 59% agree).

Figure 8

Please Tell Us Much You Agree or Disagree With the Following Statements

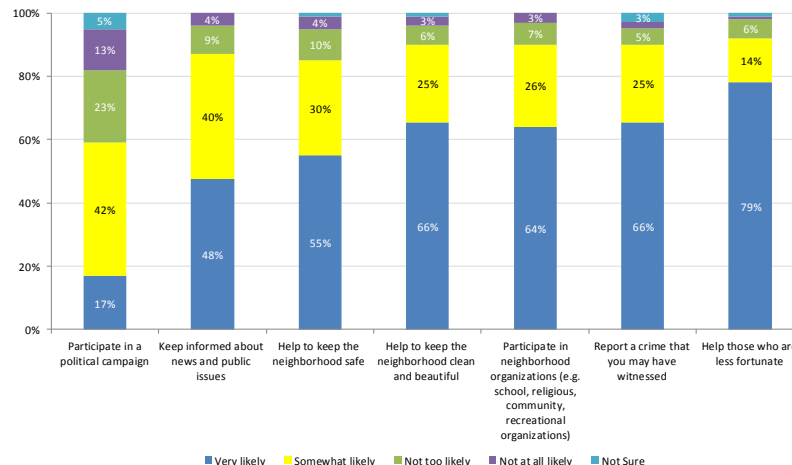


*Eighty-one percent of tutors believe they can have a positive impact on their community.*

Figure 9 shows the level to which tutors are likely to engage their community through various activities. Tutors are most likely to help those who are less fortunate (79% very likely), report a crime (66% very likely), participate in neighborhood organizations (64% very likely), and help keep the neighborhood clean and beautiful (66% very likely).

Figure 9

Please Tell Us How Likely You Are to Do the Following:



## 5.0 PROGRAM STRUCTURE

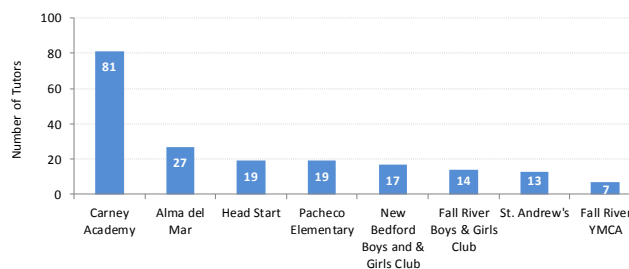
Section 5.0 combines information from tutor surveys, site coordinator/teacher surveys, and data collected on tutors by the Leduc Center to provide an outline of how the America Reads\*Counts program is structured, which grades are served, where tutors are located, and the types of activities tutors and students are engaged in.

### 5.1 Site Location

America Reads\*Counts tutors are placed in both a traditional school setting at Carney Academy and in various after school programs (see Figure 10).<sup>9</sup> In all, 28 percent of tutors are at Carney Academy during regular school hours, while the remaining 72 percent of tutors are tutoring in an after-school program.<sup>10</sup> The use of tutors outside of regular classroom is consistent the mission of the America Reads\*Counts program, which was primarily designed to provide supplementary tutoring outside of classroom hours.

Figure 10

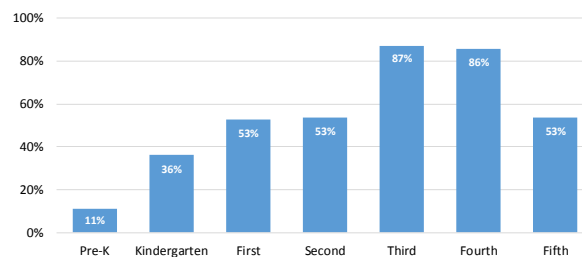
Tutor Site Location



Survey data from teachers and program coordinators show that tutors are the most likely to be working with third or fourth grade students. Some tutors may serve more than one grade level depending on the program site (see Figure 11).

Figure 11

Grades Served



Note: Percentages do not add to 100% because tutors may serve multiple grades.

<sup>9</sup> Carney Academy is the only location in which America Reads\*Counts tutors are working in the classroom.

<sup>10</sup> Some tutors are placed in multiple locations. Carney Academy has tutors in both regular and after school programs.

*The use of tutors outside of a regular classroom is consistent with the mission of the America Reads\*Counts program, which was primarily designed to provide supplementary tutoring outside of classroom hours.*



## 5.2 Activities Undertaken By Tutors<sup>11</sup>

When on site, most tutors engage students in multiple activities, which can range from recreational games and reading aloud to a group of students, to reviewing vocabulary and helping to build math proficiency. Tutors are equally as likely to engage students in a recreational activity as they are to listen to students read or assist them with homework problems, which is not unexpected since many tutors are not located in a traditional academic setting (see Figure 12). Seventy-two percent of tutors are involved in four or more of the activities, while only four percent engage in one activity exclusively (see Figure 13).

*Most tutors engage students in multiple activities, which can range from recreational games and reading aloud to a group of students, to reviewing vocabulary and helping building math proficiency.*

Figure 12

Which of the Following Activities Is  
Your Tutor Undertaking With Your Students?

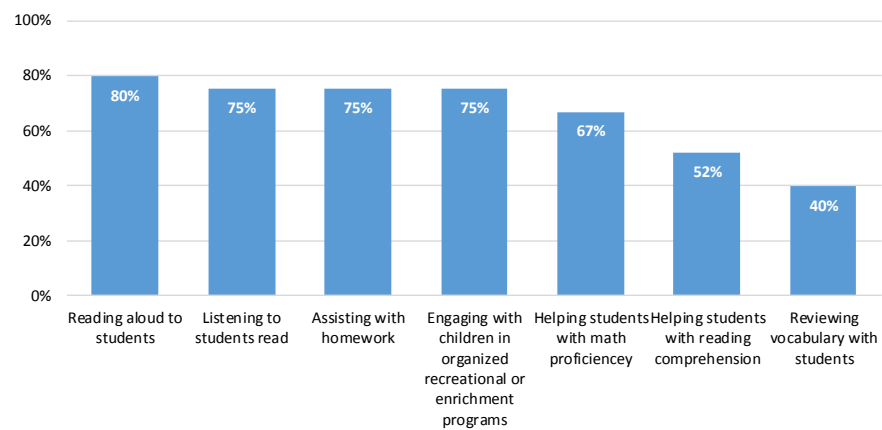
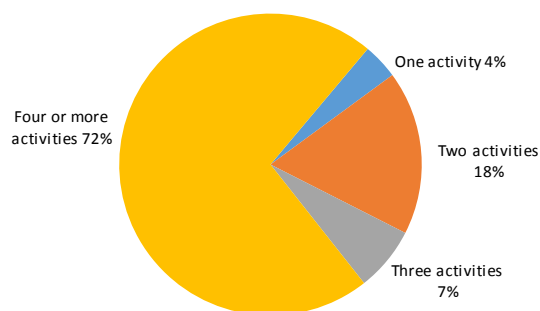


Figure 13

Number of Activities

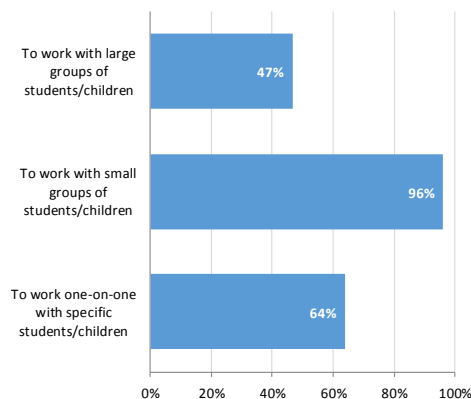


<sup>11</sup> Information for this section and the following sections was obtained from a survey of teachers and coordinators that was implemented in the spring of 2015. A majority of respondents are program coordinators (71%), while 14 percent are teachers, 11 percent are paraprofessionals, and 4 percent are both teachers and program coordinators.

The size of the student group each tutor works with also varies depending on site location and the needs of the coordinator at the time of the tutor's visit; 96 percent work with small groups of students/children, 64 percent work one-on-one, and 47 percent work with large groups (see Figure 14).<sup>12</sup>

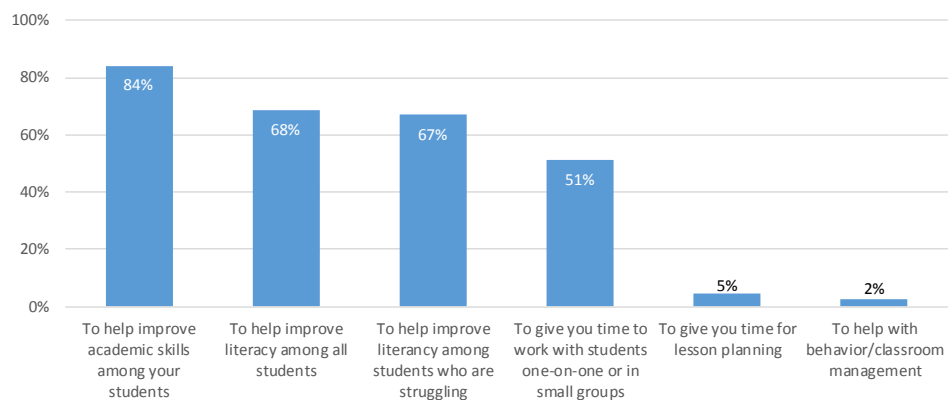
*The primary reasons teachers and coordinators chose a tutor to be in their classroom is to help improve students' academic skills.*

Figure 14  
How Do You Utilize Your Tutor?



Teachers and site coordinators cite various reasons for choosing to have an America Reads\*Counts tutor in their classroom or program. The majority anticipated that tutors would help improve students' academic skills (84%), help improve literacy among all students (68%), and help improve literacy among struggling students (67%) (see Figure 15).

Figure 15  
Why Did You Choose to Have An America Reads\*Counts Tutor in Your Classroom/Program?



<sup>12</sup> 67 percent of tutors are utilized in more than one capacity.

## 6.0 TUTOR TRAINING AND COORDINATION WITH INSTRUCTION

Training is one of the most important components of a successful tutoring program. A national study of AmeriCorps tutors working in the America Reads\*Counts program identified continued training as one of the four key components to a successful tutoring program.<sup>13</sup> The study's authors found that the most successful programs were ones that compelled tutors to attend training sessions both before and during the course of the program.<sup>14</sup>

Similarly, a study of AmeriCorps college students in a Michigan America Reads\*Counts program found that during the implementation phase, developing and incorporating a training model was the most important factor in affecting positive outcomes.<sup>15</sup> The researchers noted that "quality instructional programs for the tutors, with a Literacy Coordinator trained in reading, continuous feedback from the tutors, and structured tutoring sessions" provided tutors the tools to handle the challenge of effectively improving reading skills in a short time period.<sup>16</sup> This system allowed the program to introduce current research-based tutoring techniques and update these practices as new methods were developed. Furthermore, using feedback from teachers and tutors, the programs' leadership was able to ensure that tutors were using the methods discussed in training, and found that student skills improved more noticeably when tutors kept to the model.

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*Training is one of the most important components of a successful tutoring program.*

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### 6.1 Leduc Center Tutor Training

The Leduc Center strives to improve the effectiveness of its tutors "through continued training, tutor supervision, evaluation, and teacher collaboration." Each tutor attends a required training program at the beginning of the semester before they are sent into the field. This session includes an overview of America Reads\*Counts, program goals, standards for dress and behavior, disciplinary actions, and instructions for logging payroll hours.

A tutor handbook provides suggestions on how to engage with students, but does not offer any evidenced-based strategies specific to current literacy or mathematics instruction. The absence of specific tutor training is echoed by teachers and program coordinators, who report that most of Leduc Center's tutors do not receive additional training from an on-site reading or math specialists before entering the classroom or after-school site (see Figure 16). Moreover, while research shows that training is most

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<sup>13</sup> Abt Associates. "AmeriCorps Tutoring Outcomes Study." Corporation for National Service. February, 2001.

<sup>14</sup> The study concludes that students in programs where tutors received training both prior and during tutoring obtained gains of 2.3 points more on reading test compared to students in programs where tutors did not have such training.

<sup>15</sup> Moore-Hart, Margaret & Stuart A Karabenick. 2009. "Becoming Successful Readers: A Volunteer Tutoring Program for Culturally Diverse Students." *Literacy Research and Instruction*.

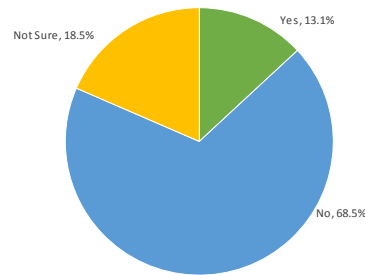
<sup>16</sup> Ibid. pg. 164-5

## Leduc Center for Civic Engagement America Reads\*Counts Program Evaluation, 2014-15

effective when it is conducted throughout the year, particularly when it is informed by continual feedback from tutors and teachers, this type of systematic quality improvement does not occur with Leduc Center's America Reads\*Counts program. Going forward, the program will be more effective if it is informed by continual feedback from tutors, teachers, and coordinators throughout the semester.

*Figure 16*

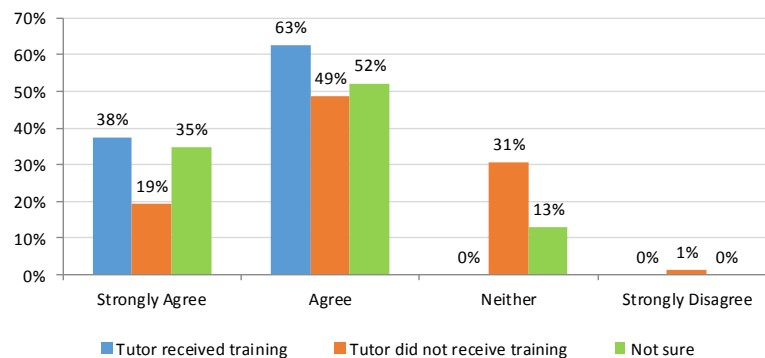
Has Your Tutor Received Training From Either You Or a Reading Or Math Specialist at Your School/Program?



Results of the teacher/site coordinator survey reveal that training is perceived as an important factor in generating positive outcomes, with teachers and site coordinators more likely to report improvements in the general academic ability of their students if their Leduc Center tutor received on-site training. For example, 38 percent of respondents who worked with a trained tutor strongly agreed that the tutor was effective in improving students' reading scores, versus only 19 percent for those with an untrained tutor (see Figure 17). Similar patterns hold true for improving math skills (see Figure 18) and these patterns are even more significant for classroom-based sites than community-based after school programs.<sup>17</sup>

*Figure 17*

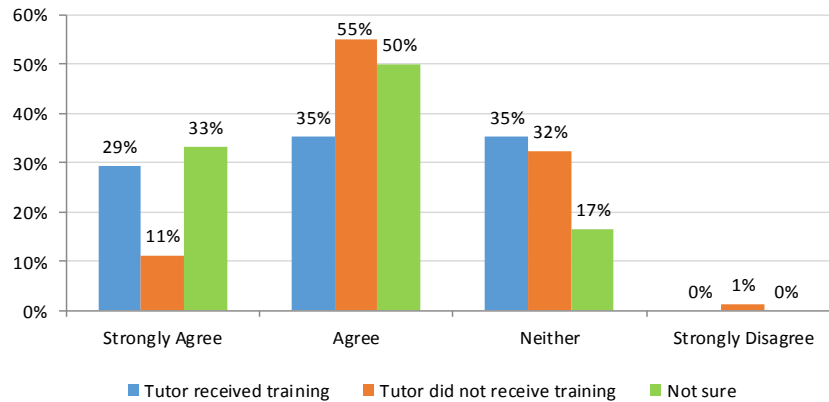
The Tutor I Work With Is Effective In Helping Improve My Students' Reading Skills



<sup>17</sup> Importantly, these results are based on the judgments of teachers and site coordinators and are not tied to specific test scores.

Figure 18

The Tutor I Work With Is Effective In Helping Improve My Students' Math Skills



## 6.2 Coordination with Classroom Instruction

Coordination with classroom instruction is also an important component of an effective tutoring program because it aligns what tutors are teaching with the classroom curriculum. Results of the teacher/site coordinator survey show that many teachers and coordinators are either unaware whether tutors coordinate their lessons with classroom activities or note that coordination does not occur. For example, while 37 percent of respondents note that tutoring is coordinated with site activities, more than half report that they were either unsure (33%) or that coordination did not exist (30%) (see Figure 19).<sup>18</sup> In the cases where coordination does occur, most respondents do not appear to be involved in the planning process. Rather, the majority of coordinating occurs between the tutor and students, with little direct involvement from the teacher or site leader (see Figure 20). These results point to the need for a more structured introduction of students into the classroom.

Figure 19

Is There An Effort To Coordinate American Reads Tutoring With Classroom/Program Instruction?

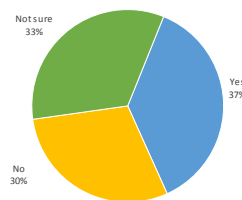
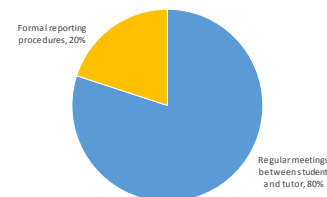


Figure 20<sup>19</sup>

If Yes, How Is This Accomplished?



<sup>18</sup> This result may be partly attributable to the fact that many of the tutors are assigned to after school programs, which are by nature less intensive with instruction.

<sup>19</sup> Low number of responses for this data. Conclusions should be made with caution.

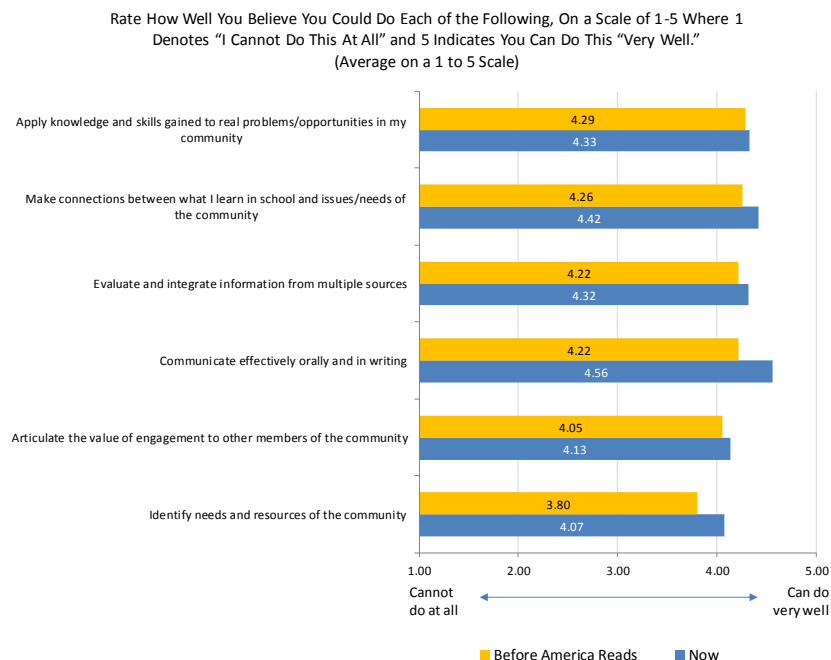
## 7.0 IMPACT OF AMERICA READS\*COUNTS PARTICIPATION ON TUTORS

One of the primary goals of the Leduc Center for Civic Engagement is to prepare students for life as active and engaged citizens. Accordingly, tutors were asked a series of questions aimed at gauging how participation in the America Reads\*Counts program impacted their perspectives on civic engagement. Tutors rated on a 1 to 5 scale how well they believed they could perform activities related to civic engagement and collaborative problem solving before they became a tutor and at the end of their experience.<sup>20</sup>

### 7.1 Civic Engagement Skills

The tutor survey included six civic-related tasks and asked tutors to indicate how well they believed they could perform each task before the program and at the end of the semester when they completed the survey. Not surprisingly, tutors report they can perform all of these tasks better than when they began their experience. This is particularly evident in terms of communicating effectively both orally and in writing (4.56 “now” versus 4.22 “before”), identifying resources in the community (4.07 “now” versus 3.80 “before”), and making connections between what they learn in school and issues/needs of the community (4.42 “now” versus 4.26 “before”) (see Figure 21).

Figure 21



<sup>20</sup> Importantly, this is not a valid pre- post-test experimental design because tutors did not complete a survey at the start and end of the semester. Instead, the survey was administered at the end of the semester only and tutors were instructed to reflect on how well they believe they could perform these activities before they entered the program. For this reason, conclusions from these results should be made with caution.

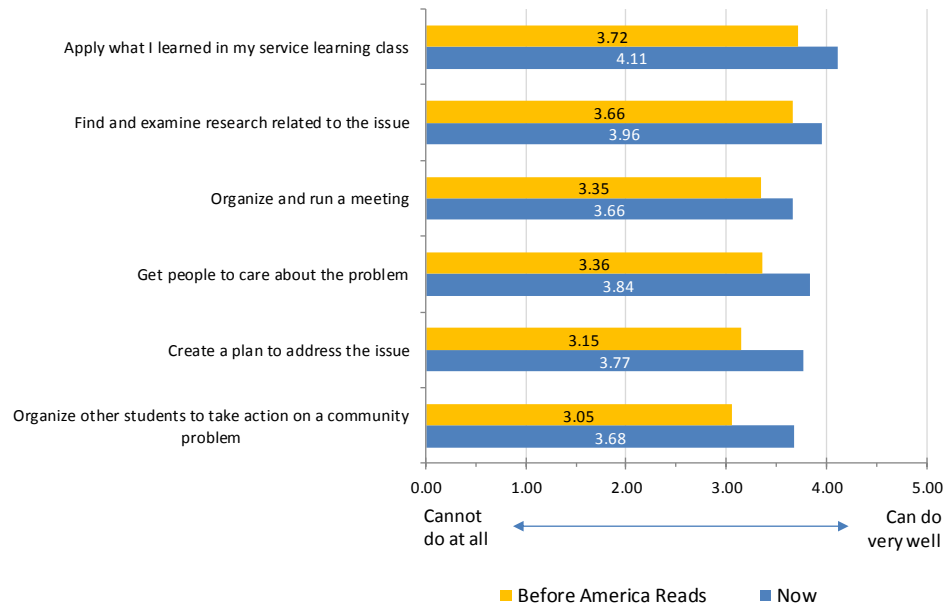
One of the primary goals of the Leduc Center for Civic Engagement is to prepare students for life as active and engaged citizens.

## 7.2 Collaborative Leadership Skills

The tutor survey also asked tutors to rate how well they could perform various tasks if they wanted to address a specific problem in their community both before they entered the America Reads\*Counts program and at the end of their tutoring experience. Tutors report they can perform all of these tasks better than when they began their experience, particularly in terms of organizing other students to take action (3.68 “now” versus 3.05 “before”), creating a plan to address an issue (3.77 “now” versus 3.15 “before”), and getting people to care about a problem (3.84 “now” versus 3.36 “before”) (see Figure 22).

*Figure 22*

Rate How Well You Believe You Could Do Each of the Following, On a Scale of 1-5  
Where 1 Denotes “I Cannot Do This At All” and 5 Indicates You Can Do This “Very Well.”  
(Average on a 1 to 5 Scale)



## 8.0 TEACHER/SITE COORDINATOR EVALUATION OF TUTORS

Teachers and site coordinators were surveyed at the end of the school year to measure the degree to which tutors are positively influencing learning in the classroom and after school programs. The Leduc Center administered the teacher/site coordinator survey in early 2015, with 132 surveys completed for a response rate nearly 100 percent.

Nearly all tutors received positive feedback from teachers and site coordinators and respondents strongly feel that tutors had a positive impact on the math, reading, and general academic capabilities of students. Additionally, nearly all respondents across all locations agreed that America Reads\*Counts tutors improved students' outlook regarding college. In open-ended comments, respondents note that tutors were a pleasure to work with and look forward to the tutor returning for the next session.

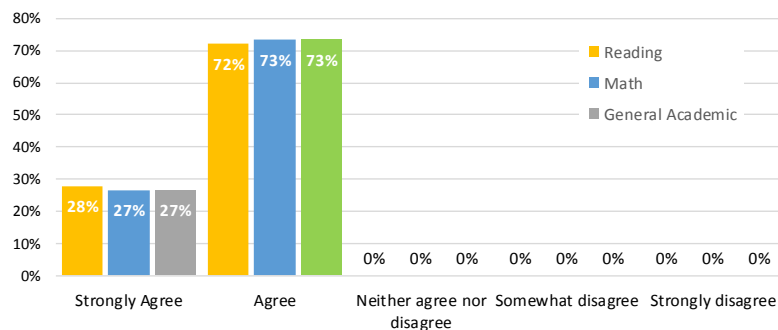
Furthermore, the Leduc Center currently has a waiting list from school and community centers that have requested tutors. This provides more evidence that teachers and site coordinators are pleased with the work America Reads\*Counts tutors are doing on site, and have shared their satisfaction with other educators and youth program coordinators.

### 8.1 Impact on Reading, Math, and General Academic Skills

Twenty-eight percent (28%) of respondents strongly agree that their tutor was effective at helping to improve students' reading skills, while 72 percent agree. Similarly, 27 percent of respondents strongly agree that their tutor was effective in helping to improve students' math and general academic skills, while 73 percent agree (see Figure 23).<sup>21</sup>

Figure 23

How Strongly Do You Agree Or Disagree With The Following:  
The Tutor I Work With Is Effective In  
Helping Improve My Students...



<sup>21</sup> This result is for classroom teachers only and does not include data from after-school sites.

*One hundred percent of teachers and site coordinators report that tutors had a positive impact on the math, reading, and general academic capabilities of students.*



## 8.2 Impact on College Positive Attitude

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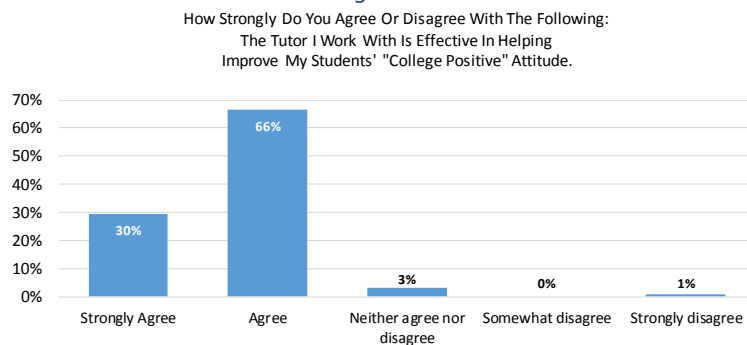
*Ninety-six percent of teachers and site coordinators agree or strongly agree that their tutor was effective in helping to improve students' college positive attitude.*

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Creating “college positive attitudes”—the perception that attending college is a positive option— is an important mission of Leduc Center’s America Reads\*Counts program. Research indicates that children of low-income households are considerably less likely than those who grow up in higher income households to attend college, and slightly less likely to graduate from high school. Furthermore, having a parent who graduated from college is found to increase likelihood of college attendance and completion.<sup>22</sup> Increasing college awareness and creating college positive attitudes is especially important in New Bedford, where many of its public school students do not have family members or other mentors with college backgrounds.

To measure this outcome, teachers and site coordinators were asked to rate the effectiveness of tutors at affecting the college attitudes of their students. Almost all respondents agree (66%) or strongly agree (30%) that their tutor was effective in helping to improve students’ college positive attitude (see Figure 24). This result was similar for both classroom and after school sites.

*Figure 24*



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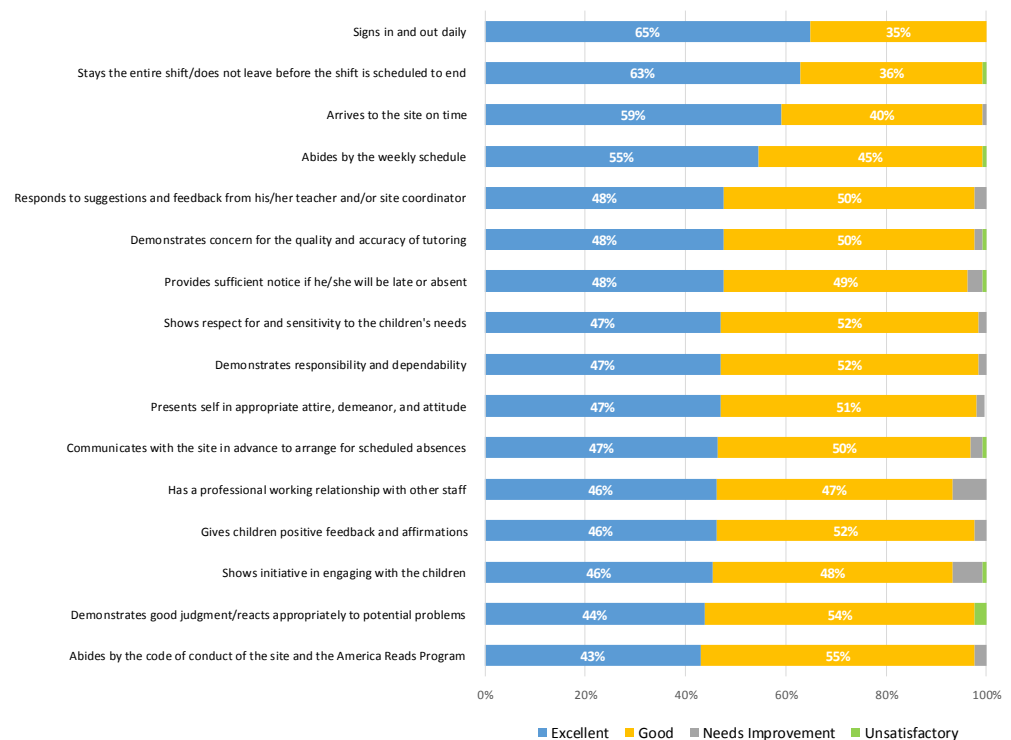
<sup>22</sup> “Multi-generational Income Disadvantage and the Educational Attainment of Young Adults” (Wightman & Danziger, 2013).

### 8.3 Tutor Evaluations

The Leduc Center requires teachers and program coordinators to evaluate their tutors on sixteen measures during the semester. Leduc staff use the results to monitor the effectiveness of their tutors and to make adjustments where necessary. Overall, tutors are rated highly on each of the sixteen measures, receiving the highest ratings for basic work skills such as signing in and adhering to prearranged schedules (see Figure 25). Tutors received somewhat lower ratings for skills relating to student and staff engagement, professionalism and conduct, and problem solving. Revamping the training that tutors receive in skill areas relating to professionalism, problem solving, and engagement would be effective in improving these ratings in the future.

*Overall, tutors are rated highly by teachers and site coordinators on each of the sixteen evaluation measures.*

Figure 25  
Tutor Evaluation



## 9.0 STANDARDIZED TEST SCORE OUTCOMES

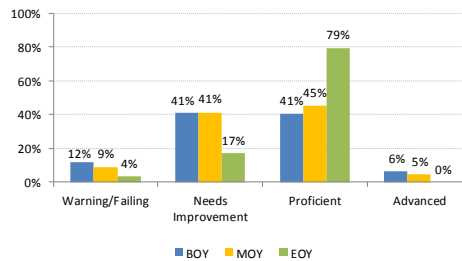
Two of the primary goals of the Leduc Center’s America Reads\*Counts program are to increase students’ level of mathematics understanding and to increase students’ reading levels. To that end, PPC analyzed three sets of test scores from the Galileo and DIBELS tests.

### 9.1 Galileo

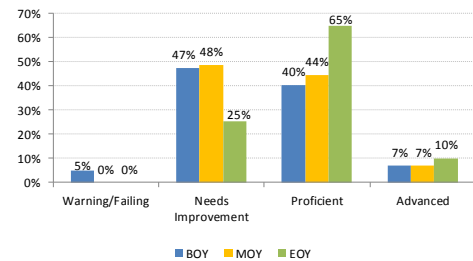
Galileo assesses student achievement in English language skills and mathematics based on district-specific benchmarks. The test is administered in New Bedford at the beginning of year (BOY), middle of year (MOY), and end of year (EOY).

The following figures present Galileo testing scores among students at New Bedford’s Carney Academy, which is the one classroom-based location at which America Reads\*Counts tutors were present throughout the school year. As one would expect, all grades showed improvement from beginning of year (BOY) to end of year (EOY), although in some cases the percentage of students scoring “Advanced” declined and the percentage scoring in the Warning/Failing range increased. However, without district-wide scores for comparison, it is difficult to determine whether the changes are consistent with trends in other New Bedford schools. Even if these results are atypical, it would be difficult to attribute any changes, positive or negative, to Leduc Center’s America Reads\*Counts tutors.

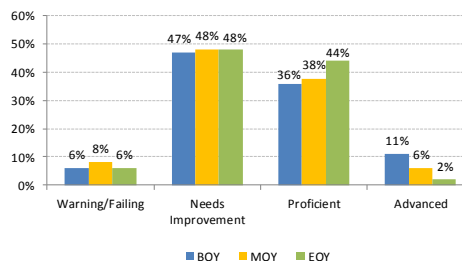
*Figure 26*  
Grade 2 Galileo - ELA



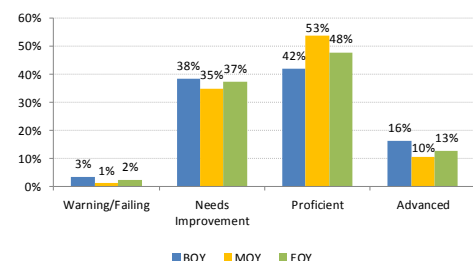
*Figure 27*  
Grade 3 Galileo - ELA



*Figure 28*  
Grade 4 Galileo - ELA



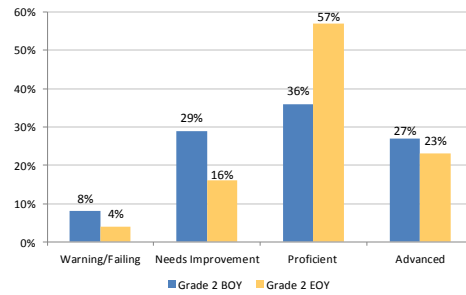
*Figure 29*  
Grade 5 Galileo - ELA



## Leduc Center for Civic Engagement America Reads\* Counts Program Evaluation, 2014-15

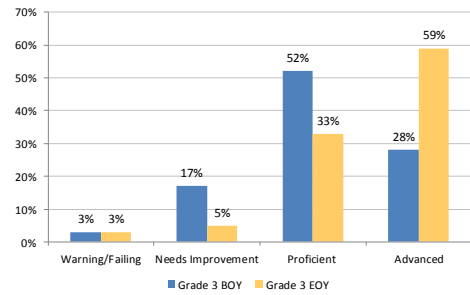
*Figure 30*

Grade 2 Galileo -Math



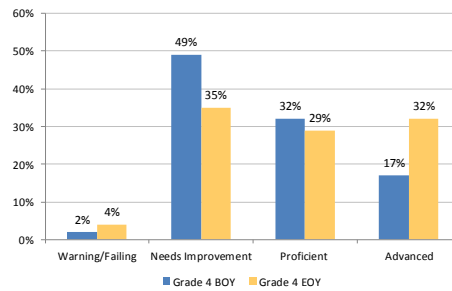
*Figure 31*

Grade 3 Galileo -Math



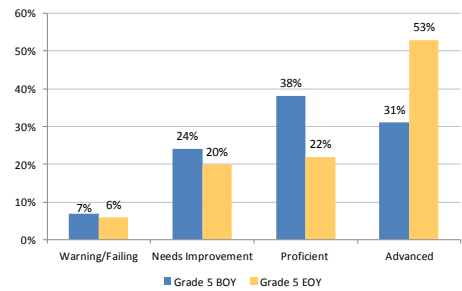
*Figure 32*

Grade 4 Galileo -Math



*Figure 33*

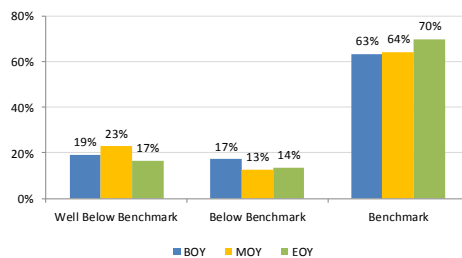
Grade 5 Galileo -Math



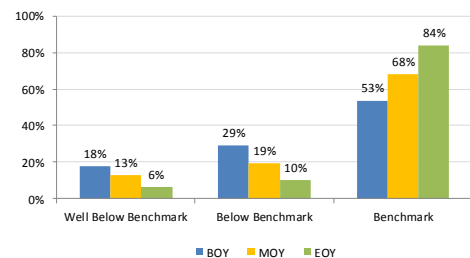
## 9.2 DIBELS

The following figures present DIBELS testing results for kindergarten through second grade at Carney Academy, where America Reads\*Counts tutors were present throughout the school year. DIBELS is focused on early literacy and reading skills, and is used to monitor these developments in students early in their academic careers. Like Galileo, DIBELS is a benchmark-based assessment administered at the beginning (BOY), middle (MOY), and end (EOY) of the school year. The number of students scoring at benchmark increased by the end of the year for all grades and the number scoring “well below benchmark” decreased. However, as noted earlier, without district-wide data it is not possible to determine if these results are atypical and even more difficult to attribute better outcomes to the presence of an America Reads\*Counts tutor in the classroom.

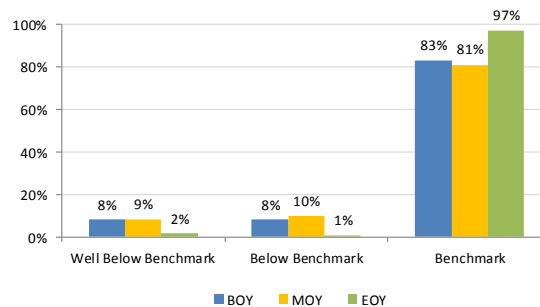
*Figure 34*  
DIBELS - Grade K



*Figure 35*  
DIBELS - Grade 1



*Figure 36*  
DIBELS - Grade 2



## 10.0 CONCLUSION

The Leduc Center's America Reads\*Counts program strives to achieve four primary goals:<sup>23</sup>

1. Increase the level of mathematics understanding of local students from pre-K through 8th grade;
2. Increase the reading levels of local children from pre-K to fifth grade;
3. Increase university students' involvement in the community; and
4. Strengthen the partnership between the university and the local community.

The results of this evaluation show that there has been great success in increasing the level of UMass Dartmouth students' community engagement and strengthening the partnership between the University and the local community (Goals 3 and 4). However, it cannot be determined the extent to which improvements in reading and math levels, as measured by standardized testing, are associated with the America Reads\*Counts program.

### Community Engagement

Leduc Center placed approximately 175 tutors in local community centers and elementary schools in 2014-15, which amounts to 29,323 hours of tutoring and mentoring to at-risk students. UMass Dartmouth students benefitted from these interactions by gaining real-world experience while also earning money during the semester. Going forward there are several programmatic and methodological issues that can be implemented to strengthen the program even further.

### Programmatic Issues

#### Tutor Training

Research on successful tutoring programs shows that high-quality training, teacher/tutor feedback, and structured tutoring sessions are the fundamental factors in creating effective programs. While the Leduc Center maintains that its goals are to be achieved "through continued training" of tutors, the program's training process does not appear to be universal, with more than half of the teachers and program coordinators reporting that tutors did not receive training before entering the classroom. And although satisfaction levels among site coordinator and teachers are generally high with regard to their tutors, instances of lower satisfaction are primarily the result of tutors not receiving training before engaging students. Moreover, teachers and site coordinators who have trained tutors at their site were significantly more likely to acknowledge improvements in the general academic ability of their students. Thus, a more robust and systematic training process will ensure that tutors are effective in the classroom and community settings.

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<sup>23</sup> See <https://leduccenter.wordpress.com/programs/america-reads-counts/>

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*Leduc Center placed approximately 175 tutors in the field in 2014-15, which amounted to over 29,323 hours of tutoring and mentorship.*

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This includes collaboration with teachers and site coordinators to orientate tutors to the specific needs of students at each site.

### Math and Reading Outcomes

Leduc Center's America Reads\*Counts program is not strictly a classroom tutoring program. In fact, a majority of its students are placed outside the traditional classroom structure, with about 72 percent in an after school or community-based program. Activities undertaken at these locations range from reading to students, helping with homework, playing games and sports, and supervising arts and craft activities.

These activities, while outside the traditional classroom structure, can have a positive effect on student learning. For instance, a body of research shows that play and other informal interactions with young children can be as effective in improving learning outcomes as traditional teaching methods.<sup>24</sup> However, improving reading and math levels is a goal that even professional educators can find difficult to achieve, and despite the program being in existence for over 20 years, the data are not sufficient to show that the America Reads\*Counts program results in statistically significant improvements reading and math levels.

While all of the teachers surveyed report that tutors were effective in improving their students' general English language and mathematics skills, it is not possible with available data to measure the extent to which UMass Dartmouth tutors affected these outcomes. Thus, going forward the Leduc Center may consider placing more emphasis on measuring and understanding the impact of tutors' more informal interactions rather than measuring the programs' impact on test scores, which, as pointed out throughout this report, can be problematic.

Exploring students' perspectives about their tutor is a good step in this direction. The original scope of this research intended to survey students throughout the year but logistical issues prevented this task from being undertaken. Future evaluations should attempt to implement this component with fidelity so that the tutor/student mentorship can be explored more fully.

### Focus on the Role of Tutors as Positive Role Models and Mentors

The Leduc Center's America Reads\*Counts program provides mentorships that impact the lives of students in significant and meaningful ways, and these relationships should become the focus of future evaluations. Teachers and site coordinators were particularly

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<sup>24</sup> Whitebread, David. 2012. "The Importance of Play." University of Cambridge, Toy Industries of Europe. Levin, Diane. September 2012. "Changing Times, Changing Play – What Does it Matter?"; Almon, Joan and Ed Miller. November 2011. "The Crisis in Early Education: A Research-Based Case of More Play and Less Pressure." Alliance for Childhood. Macron, Rebecca. 2002. "Moving up the Grades: Relationship between Preschool Model and Later School Success." Early Childhood Research and Practice. Volume 4, Number 1.

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*All teachers report that tutors were effective in improving their students' general English language and mathematics skills.*

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effusive in their praise of tutors as role models. For example, open-end comments from the teacher/site coordinator survey included:

- “The tutors have been a very collaborative part in students’ success with reading and writing across the curriculum. The partnership with UMASS has been vital to the success of our students. We count on them to keep kids on task, to help differentiate instruction and most important of all as role models. Students see someone who looks like them and begin to believe it is not a dream to go to college but a possibility!”
- “[Tutor] worked extremely well with students. He talked to them about the importance of education, taking pride in their school work. He was always working with students and received respect from the students.”
- “[Tutor] was an asset to the group. He worked extremely well with the children, was involved with them and was a wonderful role model. He was very helpful and reliable.”

Measuring the outcomes of these tutor-student interactions, particularly in terms of how tutors serve as positive role models and the degree to which they influence how students think about college, should be the focus of future evaluations. This is especially salient in a school district like New Bedford or Fall River, where many students do not have family members or other mentors with college backgrounds.

### Models for Success

Further research reviewed for this report notes that fully implemented America Reads tutoring programs can be a cost-effective solution for communities seeking to improve literacy and academic skills in culturally diverse schools. “Becoming Successful Readers: A Volunteer Tutoring Program for Culturally Diverse Students” provides insights from a study of an AmericaReads program serving a culturally diverse school district in southeastern Michigan. The authors recommend that in order to be effective, programs should incorporate the following elements:

1. A certified educator to coordinate the program
2. Continuous coaching and feedback to tutors on their tutoring session
3. High-quality, ongoing instruction for tutors
4. Opportunities for tutor sharing and reflection during seminars
5. Structured, yet flexible tutoring sessions<sup>25</sup>

Some of these features are already present in the Leduc Center’s approach, but incorporating all of these elements would strengthen the Center’s ability to fulfill the goals of the America Reads\*Counts program.

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<sup>25</sup> Moore-Hart & Karabenick. pg. 167



**APPENDIX A: OPEN ENDED COMMENTS FROM TEACHER AND SITE COORDINATOR SURVEY**

- [Tutor] was extremely professional and continuously interacted with students. He talked to them about the importance of knowledge, respect, and to have pride in their school work.
- [Tutor] worked extremely well with students. He talked to them the importance of education, taking pride in their school work. He was always working with students and received respect from the students.
- This tutor was responsible and dependable. She was clear when communicating with teachers.
- This tutor, though quiet, was attentive and responsible. She always looked for ways in which she could step into activities the children were involved in.
- This tutor was very mature and reliable. She could easily see things that needed to be done in the classroom and did not hesitate to jump in and help.
- This tutor stayed actively involved with the children. She was not afraid to support the teacher in enforcing classroom rules and safety regulations.
- Yes, I would like [Tutor] to return to Carney instead of reporting to the Boys and Girls Club. He is a natural!!
- [Tutor] was an asset to the group. He worked extremely well with the children, was involved with them and was a wonderful role model. He was very helpful and reliable.
- [Tutor] worked well with students in a small group and the kids enjoyed being with her.
- Very energetic and enjoyed being here. The kids loved him!
- [Tutor] always treated the children with respect and kindness. She was willing to interpret for students as well as parents. [Tutor] was willing to assist with any activity. She formed a wonderful relationship with the children.
- I would like [Tutor] back in my room. Myself, my assistant and the students miss her dearly. I really appreciated all that she has done and I have seen how the children have grown with their skills with her help.
- [Tutor] was an excellent addition to my classroom. She treated the children with respect. [Tutor] was willing to work with small groups of children. She looked for ways to be most useful and took initiative throughout the day.
- Aside from falling asleep a couple of times during class [Tutor] was, after being talked to, much more attentive to class and the children doing what was asked of her.
- [Tutor] was a wonderful addition to our classroom. He was able to harbor a fantastic relationship with many of the children so much so that they looked forward to his attendance.
- I really appreciated having [Tutor] on site this session to help out but she lacks motivation when it comes to engaging with the scholars and taking initiative. When she did engage the scholars she demonstrated interest but there were times she lacked initiative.
- It was a pleasure having [Tutor] at Alma, he was very eager to do the best job he could do and always checking to make sure he was doing what was expected of him. We would be more than happy to have him join us again next session.
- [Tutor] was a pleasure to work with but he needs to improve his communication skills and he wasn't one to take initiative. But when he was guided he always did what was asked and we look forward to his return next session
- [Tutor] is a very sweet girl and was a pleasure to work with.

- [Tutor] was a pleasure to have here at Alma, I received nothing but positive feedback from the staff in regard to his interaction with the scholars. We look forward to having he return next session.
- [Tutor] was a pleasure to work with and we look forward to seeing her next session.
- [Tutor] was a pleasure to work with and I could call on her if I needed someone who I know would engage with the scholars and I hope to see her return next session.
- [Tutor] was a pleasure to work with and we look forward to seeing her return next session.
- It was a pleasure to have [Tutor] working with us this session and we look forward to her returning next session
- It was a pleasure to work with [Tutor]. More than once she was requested to assist a group leader because of how well she worked one on one with one of our scholars who is on an IEP. We look forward to her returning next session.
- [Tutor] was a pleasure to work with. She worked one on one every week with a scholar and it was noticed how well she worked with that scholar. We look forward to her returning next session.
- It was a pleasure working with [Tutor] this session and look forward to her returning next session.
- [Tutor] demonstrated some great qualities when working with our scholars. He was very responsible and I knew I could count on him to work with some of our scholars who may have some behavioral issues. I hope to see him return next session.
- [Tutor] was a big help this session I would usually choose her to fill a position that I needed someone who I could trust to be on their own and be assertive.
- [Tutor] was a pleasure to have at Alma, but she could be a little more enthusiastic when it came to her assignments and engaging with the scholars. Also, toward the end of the session she started arriving about 15 to 20 minutes after the group.
- [Tutor] has done an amazing job this session, he really engaged with the scholars and was always very encouraging to them. I have had nothing [but] compliments come back to me from others that have worked closely with [Tutor].
- [Tutor] made such a great impression and worked wonderfully with the scholars. I was approached by more than one teacher praising the work she did with her scholars. We hope to see her return next session.
- [Tutor] was very helpful and was able to form relationships with some of our scholars that she worked with on a weekly basis. We look forward to having her back again next session.
- [Tutor] has such an energetic personality and all the scholars enjoy working with her and I have heard nothing but praises about her from the other staff she has worked with in the classrooms and during activities. Hope to have her back next session.
- [Tutor] did not interact with the children. I had to keep him busy. He would constantly try to sit and do his homework and check his cell phone. He would watch the clock and bolt 5-10 minutes early.
- [Tutor] was a great help to the classroom she was very dependent and show up on time and she adjusted well with children with behaviors in the classroom.

## APPENDIX B – SURVEY QUESTIONNAIRES

Hello!

The Leduc Center for Civic Engagement is asking students to complete a brief 5-minute survey to gauge their experience as an America Reads tutor. Please keep in mind that your responses will be completely anonymous. When the results of the study are reported, you will not be identified by name or any other information that could be used to infer your identity.

---

### 1. In which type of location are you tutoring?

- ☐ School (regular school hours)
- ☐ After school program
- ☐ Community center program
- ☐ Other (Please specify) \_\_\_\_\_

### 2. Upon graduation, how likely are you to:

	Unlikely	Likely	Not Sure
(a) Live in Southeastern Massachusetts?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Go to graduate school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Work in the nonprofit or public sector?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. Please indicate how much you agree or disagree with each of the following statements:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Not Sure
(a) I have a strong attachment to my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) I often discuss and think about how larger political and social issues affect my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) I am aware of what can be done to meet important needs in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) I have the ability to make a difference in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) I try to find the time to make a positive difference in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Please tell us how strongly you agree or disagree with the following statements:**

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Not Sure
(a) I have a good understanding of local issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) I have a good understanding of social issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) I have a good understanding of others who are not like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) I am able to empathize with those who have different racial or ethnic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) I am able to empathize with those who have different socioeconomic backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Generally, I am likely to participate in community activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Generally, I'm likely to vote.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) I have a clear sense of my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) I am skilled at listening to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) I am skilled at working as part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) I am able to manage my time and tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(l) I am able to consider others' perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(m) I have a good understanding of issues related to education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(n) I have a good understanding of myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVER PLEASE 

**5. The next two questions are about service learning in general.**

5a. Please rate how well you can do the following at each point in time. Fill in the circle that best describes your response.

(1 = I cannot do this at all, 3 = I can do this moderately well, 5 = I can do this very well)

Before I became an America Reads Tutor	How well could you do each of the following?	Now
① ② ③ ④ ⑤	1. Make connections between learning and issues/needs of the community	① ② ③ ④ ⑤
① ② ③ ④ ⑤	2. Articulated the value of engagement to other members of the community	① ② ③ ④ ⑤
① ② ③ ④ ⑤	3. Communicates effectively orally and in writing	① ② ③ ④ ⑤
① ② ③ ④ ⑤	4. Evaluate and integrate information from multiply sources	① ② ③ ④ ⑤

5b. Suppose you found out about a problem in your community that you wanted to do something about. Please rate how well you could do each. Fill in the circle that best describes your response.

(1 = I cannot do this at all, 3 = I can do this moderately well, 5 = I can do this very well)

At the beginning of the semester	How well could you do each of the following?	Now
① ② ③ ④ ⑤	1. Organize other students to take action on a community problem	① ② ③ ④ ⑤
① ② ③ ④ ⑤	2. Create a plan to address the issue	① ② ③ ④ ⑤
① ② ③ ④ ⑤	3. Get people to care about the problem	① ② ③ ④ ⑤
① ② ③ ④ ⑤	4. Organize and run a meeting	① ② ③ ④ ⑤
① ② ③ ④ ⑤	5. Find and examine research related to the issue	① ② ③ ④ ⑤
① ② ③ ④ ⑤	6. Apply what I learned in my service learning class	① ② ③ ④ ⑤

**6. How likely are you to do the following activities?**

	Not at All Likely	Not Too Likely	Somewhat Likely	Very Likely	Not Sure How Likely
(a) Report a crime that you may have witnessed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Participate in neighborhood organizations (e.g. school, religious, community, recreational organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Participate in a political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Keep informed about news and public issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Help to keep the neighborhood safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Help to keep the neighborhood clean and beautiful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Help those who are less fortunate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. Rate how well you believe you could do each of the following, on scale of 1-5 where 1 denotes "I cannot do this at all" and 5 indicates that you can do this "very well."**

	<div> <div>Not At All</div> <div>←————→</div> <div>Very Well</div> </div>					Not Sure
	1	2	3	4	5	
(a) Identify needs and resources of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Apply knowledge and skills gained to real problems/opportunities in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Make connections between what I learn in school and issues/needs of the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Articulate the value of engagement to other members of the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Communicate effectively orally and in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Evaluate and integrate information from multiple sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. Indicate the extent to which you agree or disagree with the following statements:**

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Not Sure
(a) I plan to stay at UMass Dartmouth for the duration of my college career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) I am involved in campus activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) I have encouraged my friends to get involved in community activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) I feel like a part of the UMass Dartmouth community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) I feel connected to the local community beyond UMass Dartmouth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) I feel an obligation to help my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) I feel that my college experience is preparing me for career opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) I know what I want to do when I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) I am building my professional network that will support me on my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) I get opportunities to apply my classroom experiences in the real world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) I have work-related experience for my resume.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVER PLEASE 

**We're just about done. We'd like to ask just a few questions about your background. This will help us to determine if there are any differences in responses based on age, major, etc.**

**9. Your Age**

- |                          |                          |                             |
|--------------------------|--------------------------|-----------------------------|
| <input type="radio"/> 17 | <input type="radio"/> 20 | <input type="radio"/> 23    |
| <input type="radio"/> 18 | <input type="radio"/> 21 | <input type="radio"/> 24-29 |
| <input type="radio"/> 19 | <input type="radio"/> 22 | <input type="radio"/> 30+   |

**10. Race/ethnicity (check all that apply)**

- ☐ African American
- ☐ Hispanic
- ☐ Native American
- ☐ Asian
- ☐ Multiracial
- ☐ White
- ☐ Other (Please specify) \_\_\_\_\_

**11. Gender**

- ☐ Male
- ☐ Female
- ☐ Neutral
- ☐ Other

**12. Academic Standing**

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate

**13. Major (please write in): \_\_\_\_\_**

**14. Do you have previous community service experience?**

- ☐ Yes
- ☐ No
- ☐ Not sure



**15. About how often did you engage in this community service?**

- ☐ Once per year
- ☐ 2-4 times per year
- ☐ Monthly
- ☐ Weekly
- ☐ N/A

**16. Have you ever volunteered in a classroom?**

- ☐ Yes
- ☐ No
- ☐ Not Sure

**17. Do you have experience working with youth in a youth-serving organization such as a YMCA, Boys Club, or after school child care program?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**18. Have you previously tutored in reading for America Reads, including at UMass Dartmouth, in high school, or some other location?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**19. What is the zip code of your permanent residence?**

Zip \_\_\_\_\_

### America Reads\*Counts Evaluation Survey

Please take just 5 minutes to complete this evaluation survey. The information you provide is important to the future success of the America Reads\*Counts program.

Importantly, a survey should be completed for each student who tutors at your site or in your classroom. If you need to complete more than one survey, feel free to make copies. The survey will close on Wednesday, December 10. We appreciate your assistance in helping to improve the program!

---

1. **Your Name** \_\_\_\_\_

2. **Tutor Name:** \_\_\_\_\_  
(Please complete a separate survey for each tutor)

3. **Site location:**

- ☐ Alma del Mar Charter School
- ☐ Carney Academy
- ☐ Fall River Boys and Girls Club
- ☐ Fall River YMCA
- ☐ Head Start
- ☐ New Bedford Boys and Girls Club
- ☐ Pacheco Elementary
- ☐ St. Andrew's

4. **Grades your tutor serves:**

- ☐ Pre-K
- ☐ Kindergarten
- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth
- ☐ Other (Please specify) \_\_\_\_\_

5. **Are you a:**

- ☐ Teacher
- ☐ Program coordinator
- ☐ After school/ community center program
- ☐ Other (Please specify) \_\_\_\_\_

6. **How do you utilize your tutor? Please check all that apply.**

- ☐ To work one-on-one with specific students/children
- ☐ To work with small groups of students/children
- ☐ To work with large groups of students/children
- ☐ Other (Please specify) \_\_\_\_\_

7. **Which of the following activities is your tutor undertaking with your students? Please check all that apply.**

- ☐ Reading aloud to students
- ☐ Listening to students read
- ☐ Reviewing vocabulary with students
- ☐ Helping students with reading comprehension
- ☐ Helping students with math proficiency
- ☐ Assisting with homework
- ☐ Engaging with children in organized recreational or enrichment programs
- ☐ Other (Please specify) \_\_\_\_\_

(Please turn to other side)

**8. FOR THE NEXT SET OF QUESTIONS, PLEASE RATE THE TUTOR USING THE FOLLOWING RATING SCALE:**

Excellent: Regularly exceeds expectations, goes above and beyond standards

Good: Meets expectations, a job well done

Needs Improvement: Does not consistently meet expectations, must improve

Unsatisfactory: Meets very few of the expectations, improvement seems unlikely

N/A: Not applicable

	Excellent	Good	Needs Improvement	Unsatisfactory	NA
(a) Abides by the code of conduct of the site and the America Reads Program (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Presents self in appropriate attire, demeanor, and attitude (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Arrives to the site on time (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Stays the entire shift/does not leave before the shift is scheduled to end (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Abides by the weekly schedule (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Signs in and out daily (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Communicates with the site in advance to arrange for scheduled absences (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Provides sufficient notice if he/she will be late or absent (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Demonstrates responsibility and dependability (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Demonstrates good judgment/reacts appropriately to potential problems (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) Demonstrates concern for the quality and accuracy of tutoring (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(l) Responds to suggestions and feedback from his/her teacher and/or site coordinator (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(m) Shows respect for and sensitivity to the children's needs (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(n) Gives children positive feedback and affirmations (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(o) Shows initiative in engaging with the children (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(p) Has a professional working relationship with other staff (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Why did you choose to have an American Reads tutor in your classroom/program? Please check all that apply.**

- ☐ To help improve literacy among all students
- ☐ To help improve literacy among students who are struggling
- ☐ To help improve other academic skills among your students
- ☐ To give you time to work with students one-on-one or in small groups
- ☐ To give you time for lesson planning
- ☐ To help with behavior/classroom management
- ☐ Other \_\_\_\_\_

**10. Has your tutor received training from either you or a reading or math specialist at your school/program?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**11. Is there an effort to coordinate American Reads tutoring with classroom/program instruction?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**12. If yes, how is this accomplished?**

- ☐ Regular meetings between student and tutor
- ☐ Formal reporting procedures
- ☐ Other (Please specify) \_\_\_\_\_

**13. How strongly do you agree or disagree with the following statement:**

**The tutor I work with is effective in helping improve my students' reading skills.**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree
- ☐ Don't know/NA

**14. How strongly do you agree or disagree with the following statement:**

**The tutor I work with is effective in helping improve my students' math skills.**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree
- ☐ Don't know/NA

**15. How strongly do you agree or disagree with the following statement:**

**The tutor I work with is effective in helping improve my students' general academic skills.**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree
- ☐ Don't know/NA

(Please turn to other side)

**16. How strongly do you agree or disagree with the following statement:**

**The tutor I work with is effective in helping improve my students' "college positive" attitude. (College Positive attitude" is the perception that attending college is a positive option for the student).**

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree
- ☐ Don't know/NA

**17. What can tutors do to better meet the needs of your classroom/students?**

**18. Are there any additional comments you would like to make regarding the tutor's performance?**

## APPENDIX C – TUTOR PROFILE

# Tutor Profile

