

PARTNERSHIPS TO ADVANCE THE VALUE OF EDUCATION

A K-12 Academic Tutoring and College Mentoring Program



The mission of Partnerships to Advance the Value of Education (PAVE) is to facilitate a meaningful and structured experiential learning opportunity with regional K-12 school partners to offer mentoring, tutoring, and college preparedness.

PAVE is accredited by the National Tutoring Association.

**Spring 2022**

## School District, School Site, and Local Education Agency Partners

### Fall 2021 – Spring 2022 Partnerships

- Galt Joint Union Elementary School District
- Sacramento City Unified School District
- San Juan Unified School District
- Twin Rivers Unified School District
- Visions in Education

### Previous Partnerships

- Community Collaborative Charter School
- Folsom Cordova Unified School District
- Gateway Community Charters school
- River Delta Unified School District
- Washington Unified School District

### 2021-2022 Program of the Year by:



*“We cannot underscore enough how much we value our partnerships with Sac State to continue serving our students,” **said Sacramento City Unified School District Superintendent Jorge Aguilar.** “This monumental shift in how we serve our students has been difficult for all of us, especially for our students. We want to thank PAVE for their virtual tutoring program in helping Sac City Unified meet our students’ academic, social and emotional needs during distance learning. We know that times are difficult, but we will make it through by working together. “*

### Executive Summary

The PAVE program is the flagship K-12 tutoring/mentoring program in the Division of Student Affairs in the Unit, Student Academic Success and Educational Equity Programs at Sacramento State. Devoted to improving the educational opportunities for K-12 scholars and helping them achieve college, career and life success, the PAVE program works collaboratively with regional K-12 school districts to offer tutoring, mentoring, and college preparedness.

The PAVE program's extensive K-12 partnership is an important mechanism for achieving the university's goal as an **Anchor University** in the region to improve neighborhoods and local school communities. Since Fall 2020, PAVE tutors continued to provide virtual tutoring during distance learning as a supplemental educational service to support our district partners, school sites, students and their families.

To that end, the PAVE program is committed to achieve Sacramento State's institutional goal as California's capital university to transform lives by preparing students for leadership, service, and success.

### [President Nelsen's PAVE Remarks](https://www.youtube.com/watch?v=tdFqeXAs7Y&feature=youtu.be)

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## Key Highlights

### Sacramento State Academic Tutors/Mentors

- 95% of tutors reported that the program was 'excellent' or 'satisfied' in the aspects of being useful, valuable, and relevant for them.
- 78% of tutors agreed that by being involved in this program, they obtained a positive experience both as a student and as a tutor.
- 72% of tutors reported that being involved in this program gave them the skills, knowledge and exposure needed for careers in education.
- Top three skills gained from serving as a tutor: **Professionalism/Work Ethic (95%), Leadership, (82%), and Career Management (80%).**

## Information and Training Sessions

- 30 informational sessions held (15-minute increments)
- 8 training orientations held (1-hour increments)

## Overview

As academic tutors and college role models, student tutors experience a meaningful and structured experiential learning opportunity in which they apply the skills, knowledge, and experiences they gained in their college classroom. Student tutors are trained to support differentiated learning styles and subject matter tutoring in Common Core State Standards in English Language Arts/Literacy, Mathematics and/or the Sciences, as a supplement to teacher instruction and student learning.

## Program Goals

As outlined by the University Goals and in the context of our institutional priorities, PAVE program goals will maintain intra and inter institutional connections and between our vital community partners.

- **Goal #1.** Support student success in tutored classes
- **Goal #2.** Strengthen existing teacher preparation pipeline as a possible career pathway
- **Goal #3.** Provide a reflective service learning experience for student academic tutors

## Grades our tutors are supporting

- K-6 Elementary, 7-8 Middle School, 9-12 High School

## Subjects our tutors are supporting

- English
- ESL/ELD
- Physical Science
- Earth Science
- Biology
- Human Anatomy & Physiology
- Chemistry
- Physics
- Geometry
- Algebra/Trigonometry
- Computer Science
- Pre-Calculus
- Calculus
- Statistics
- Geography
- Ethnic Studies
- World History
- U.S. History
- U.S. Government
- Economics
- Psychology
- Foreign/World Language
  - French
  - Chinese
  - Japanese
  - Hmong
  - Arabic
  - Spanish

## Sample Tutor Profile

<b>Name:</b>	PAVE Student
<b>Class Level:</b>	Senior
<b>Major:</b>	Business Administration
<b>Grade (s) tutoring:</b>	K-12
<b>Subject (s) tutoring:</b>	English, Chemistry, Physics, Algebra, Geometry, Algebra/Trigonometry
<b>Second Language:</b>	Conversational Spanish
<b>Availability:</b>	M1-3PM, TH 3-5pm, S/SUN 3-5pm
<b>Email:</b>	PAVEtutor@csus.edu

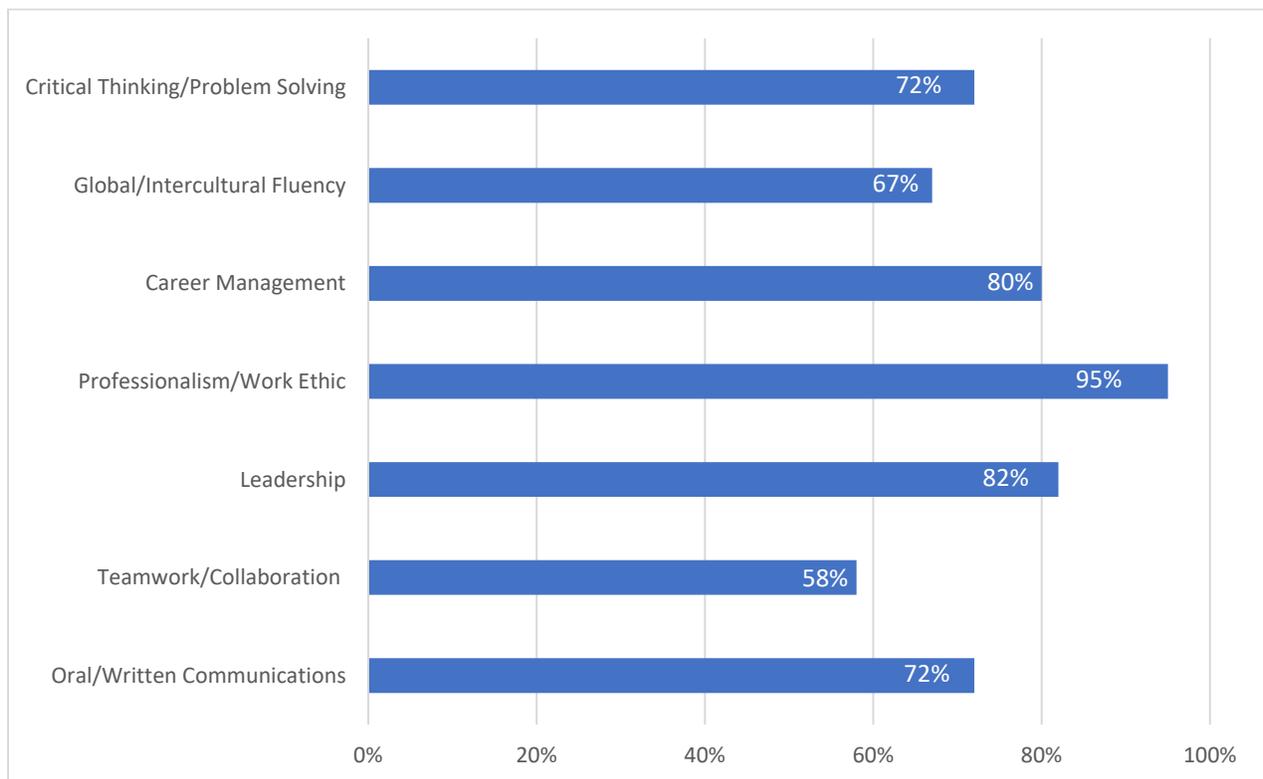
## Evaluation

- Eighty-eight percent of tutors reported that they would recommend this program to other students.
- Ninety percent of tutors reported that being involved in this program increased their understanding of Professionalism and Productivity: Demonstrating integrity, resilience, accountability, and ethical behavior. The ability to take initiative, maintain effective work habits (prioritize, plan, and manage work) to produce high quality results and project a professional presence.
- Seventy-eight percent of the tutors reported that being involved in this program provided them a positive experience both as a student and a tutor.
- Seventy-eight percent of tutors reported that they had a positive experience.
- Seventy-seven percent of tutors reported that being involved in this program, increased their understanding and importance of how my experiences, knowledge, skills, and abilities gained can be transferable to the requirements of a future job.
- Seventy-two percent of tutors reported that being involved in this program gave them the skills, knowledge and exposure needed for careers in education.
- Seventy-two percent of tutors reported that being involved in this program, made them want to try harder in school and graduate.
- Sixty-six percent of tutors reported that being involved in this program increased their understanding of Global Perspective: Respecting the viewpoints of those from diverse cultures, races, ages, genders, religions, and lifestyles to build collaborative relationships and communicate effectively. The ability to appreciate, value, and learn from other cultures and perspectives to move beyond tolerance.
- Fifty-seven percent of tutors reported being involved in this program increased their interest for potential careers in education (teaching, counseling, administration, etc.).
- Fifty-five percent of tutors reported that being involved in this program provided them satisfaction that they made an impact with academic progress made with students



- Fifty- five percent of tutors reported that being involved in this program provided them satisfaction that they've made an impact with students interested in college.
- Fifty percent of tutors reported that by being involved in this program, they felt more connected to my peers.
- Sixty-five percent of tutors reported that they improved their mentoring/tutoring skills
- Seventy-three percent of tutors reported that if they had the opportunity, they would like to participate again in the program.

### Top Skills Gained as a Tutor/Mentor



### Student Voices

#### Why did you join the program?

- I wanted to help children do their best in school.
- To gain experience in the schools.
- To help students as someone who has a similar background to them, answer any questions they may have to make college or life easier.
- I joined the program when it was first introduced to me as an EOP student. I wanted to join for the reasoning of getting an experience with working with children.
- To have tutoring experience and because I want a career in education.
- Because I wanted to tutor and make a difference with others in my community.



- I wanted to be involved and help my community. I also enjoy helping others and taking the time to assist younger generations. They are the future, so if I can help them in any way, I almost definitely will.

### **Acknowledgments**

- Division of Student Affairs
- Student Academic Success and Educational Equity Programs
- Educational Opportunity Program
- DEGREES Project
- College of Education, Office of Educational Equity
- PAVE Support Team

**To learn more or to partner, please contact us! [PAVE@CSUS.EDU](mailto:PAVE@CSUS.EDU)**

### [Partnerships to Advance the Value of Education \(PAVE\)](https://www.csus.edu/student-affairs/centers-programs/pave/program-information.html)

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Lassen Hall 2205

Mail Stop 6068

Phone: (916) 278-6183

Fax: (916) 278-5491