

Endline – Tutors/ALEKS Aides

SECTION 0: INTRODUCTION

Note: the survey is sent as a unique link to the contact information of the tutor.

Dear Tutor,

Thank you so much for your help in this study.

The project is almost over and we need your contribution to carry out the study. We kindly ask you to complete this short survey.

The goal of the following questions is purely to understand your experience. There are no right or wrong answers. Your answers will NOT be shared with the student, the teachers or the school. It will be used purely for research analysis and reported in aggregate form, along with the answers of all other tutors. It is very important that you answer truthfully.

Thank you very much in advance for your collaboration!

Best regards,

Carolina Lopez and Astrid Pineda

SECTION 1: ATTITUDES

We would like to start by asking your views on a few issues. How would you place your views on this 1-10 scale? 1 means you agree completely with the statement on the left; 10 means you agree completely with the statement on the right; and if your views fall somewhere in between, you can choose any number in between.

qte1_1_1	Incomes should be made more equitable vs. We need greater income differences as an incentive for individual effort	• 1 [1] • 2 [2] • 3 [3] • 4 [4] • 5 [5] • 6 [6]
qte1_1_2	In the long run, hard work usually brings a better life vs. Hard work doesn't usually bring success—it's more a matter of luck and connections	

		• 7 [7] • 8 [8] • 9 [9] • 10 [10]
How much do you agree with the following statements?		
qte1_2_1	When jobs are scarce, employers must give priority to people from this country over immigrants.	• Strongly agree [1]. • Agreed [2] • Disagree [3] • Strongly disagree [4]
qtb1_2_2	The Dominican school system offers all children a fair chance to improve their economic conditions compared to their family.	
Below is a list of statements. Please read each statement carefully and rate in a scale from 1 to 4 how strongly you agree or disagree with it. There are no right or wrong answers.		
qte1_3_1	I find it easy to put myself in someone else's shoes.	• Strongly agree [1] • Agree [2] • Disagree [3] • Strongly disagree [4]
qte1_3_2	I usually remain emotionally detached when watching a movie.	
qte1_3_3	I am able to make decisions without being influenced by people's feelings.	
Do you agree or disagree with the following statements:		
qte1_4_1	What makes the difference between students who did well in school and students who did not is their family background and economic conditions	• Strongly agree [1] • Agree [2] • Disagree [3] • Strongly disagree [4]
qte1_4_2	What makes the difference between students who did well in school and students who did not is their own effort and commitment	
SECTION 2: GENERAL EXPERIENCE FOR EACH CLASSROOM ASSIGNED		

Loop for each assigned section		
Next, we will ask you a few questions about each of the schools and sections to which you were assigned. We will start with school W		
qte2_1	What was the name of the lead math teacher in section X?	-----
qte2_2	¿Estos son los nombres de los alumnos que formaban parte de esta clase? <i>(Grid with students name)</i>	• Yes, remained in the same classroom throughout the program [1]. • Yes, but moved to another classroom during the program [2] • Yes, but stopped attending the school] • No [0] • Don't know / Not sure
qte2_3	¿These are the names of the students assigned to you for tutoring? FOR TUTORS IN CHARGE OF A TUTORING SECTION ONLY <i>(Grid with students name)</i>	• Yes, he/she participated in the tutoring program [1]. • Yes, but I was not able to start the tutoring with him/her [2] • Yes, he/she started the tutoring but stopped attending [3] • No [0] • Don't remember / Not sure
qte2_4	Why did the following students stop attending? TUTORS IN CHARGE OF A TUTORING SECTION ONLY <i>(Grid with previous selected students name)</i>	• _____
qte2_5	What have been the most persistent problems throughout the ALEKS sessions? Select all that apply	• Lack of internet • Electricity • Electricity • Student discipline • Motivation of students • Lack of support from math teacher during the session • Lack of support from computer teacher during the session • Busy lab • Other, please specify

Now we would like to ask some questions about the initial conditions you found when you started working with the student/s and teachers assigned to you in the different classrooms.

qte2_6	On a scale of 1 to 5, How interested was the MATH TEACHER in participating in the program?	• Not interested at all [1] • Weakly interested [2] • Moderately interested [3] • Quite interested [4] • Extremely interested [5]
qte2_7	How often did you talk to the math teacher of this class?	• Every day • Three or four times a week • Once or twice a week • Some weeks • Never
qte2_8	How often did you participate in regular math classes during the program?	• Never [1] • Rarely [2] • Many times [3] • Always [4]
qte2_9	How interested were teachers in the participation of their students in the tutoring program?	• Not interested at all [1] • Weakly interested [2] • Moderately interested [3] • Quite interested [4] • Extremely interested [5]
qte2_10	Did the teachers at the school share information about student performance in preparation for your tutoring?	• No • Yes, it was very helpful • Yes, but it was not very informative • Yes, but not often
qte2_11	Who was sharing with you the homework the student had to do? <u>ONLY IF IN CHARGE OF TUTORING IN THIS SECTION</u>	• I could see them in the online platform or WhatsApp group used by the school [1] • Teachers were usually sharing the homework with me [2] • The student was usually sharing the homework with me [4]

		• No one was sharing the homework with me [5] • Other: please specify _____ [-99]
qte3_12	Who was trying to get in touch? ONLY IF IN CHARGE OF TUTORING IN THIS SECTION	• I would get in touch with the teacher • Sometimes it was me, sometimes it was the teacher • The teacher would contact me • I only communicated with the coordinator
qte2_13	What percentage of sessions (approximately) were prepared mainly using: The total sum of numbers has to be 100. ONLY FOR TUTORS	• Student homework ____ %. • Pedagogical material shared by teachers ____ %. • Material prepared by me ____ %. • Material from the Ministry's resources (workbooks, materials for distance education, others) ____ %. • Material found on the Internet ____ % • ALEKS resources ____ % • Other, please specify ____ %
qte2_14	During the ALEKS sessions, from 1 to 10, how attentive do you think the teacher was during the sessions? Grid with teachers' names	

SECTION 3.A: STUDENTS' EXPERIENCE (ONLY FOR SECTIONS IN WHICH HE/SHE HAS TUTORED)

Now we would like you to think about the behavior of your student/s during the program

qte3_1	Overall, did the student <NAME> participate in the ALEKS sessions? <i>(Grid with Names of Students)</i>	• Always [1] • Most of the times [2] • Sometimes [3] • Seldom [4] • Never [5] • I don't know or I don't remember
qte3_2	In general, how often did the student attend tutoring sessions? <i>(Grid with Names of Students)</i>	• Always [1] • Most of the time [2] • Sometimes [3]

		• Rarely [4] • Never [5] • Dropped out [6] • Don't know or don't remember
qte2_3	On a scale of 1 to 5, How interested was the student at the beginning of the program in participating in the tutoring program? <i>(Grid with Names of Students)</i>	• Not interested at all [1] • Weakly interested [2] • Moderately interested [3] • Quite interested [4] • Extremely interested [5] • Don't know or don't remember
qte3_4	In general, did the student solve the exercises left for them during the tutorials? <i>(Grid with Names of Students)</i>	• Always [1] • Most of the times [2] • Sometimes [3] • Seldom [4] • Never [5] • Don't know or don't remember
qte3_5	In general, did the student pay attention during tutoring sessions? <i>(Grid with Names of Students)</i>	• Always [1] • Most of the times [2] • Sometimes [3] • Seldom [4] • Never [5] • Don't know or don't remember
qte3_6	In general, was the student motivated during the tutoring sessions? <i>(Grid with Names of Students)</i>	• Always [1] • Most of the times [2] • Sometimes [3] • Seldom [4] • Never [5] • Don't know or don't remember
qte3_7	In general, how long did the student take to get to the tutoring session? <i>(Grid with Names of Students)</i>	• On-time • Sometimes you had to look for him/her • Most of the time you had to look for him/her

		• Always had to look for him/her • Don't know or don't remember
Now think about what the students' experience has been like. Let's start with the students in section X of school W. Questions qte3_5_1 and qte3_5_2 are repeated for each assigned section.		
qte3_8_1	How useful do you think the ALEKS sessions were for your student, overall? ONLY FOR CAL AIDES	• Not useful at all [1] • Weakly useful [2] • Neither useless nor useful [3] • Quite useful [4] • Extremely useful [5] • Unable to assess [-96]
qte3_8_2	How useful do you think the TUTORING sessions were for your student, overall? (Grid with Names of tutoring Students)	
On a scale of 1 to 5, how useful do you believe the ALEKS project was for student/s in the following dimensions?		
qte3_9_1	Improving learning (more knowledge)	• Not useful at all [1] • Weakly useful [2] • Neither useless nor useful [3] • Quite useful [4] • Extremely useful [5] • Unable to assess [-96]
qte3_9_2	Increasing awareness of useful learning strategies (e.g., conceptual maps, rehearsing, etc.)	
qte3_9_3	Teaching students about “learning how to learn”	
qte3_9_4	Increasing their aspirations	
qte3_9_5	Increasing their self-confidence	
qte3_9_6	Increasing their grit/perseverance	
qte3_9_7	Decreasing loneliness/sadness/depression	
qte3_9_8	Making them feel supported	
qte3_9_9	Do you think the main reason for the student's improvement is more due to the fact that he had someone to study with (motivation) or due to the fact that you taught him new things (competences)?	[slider in which one extreme is “motivation” and the other is “competences”]

SECTION 3.B: TEACHERS' EXPERIENCE

Now think about the experience of providing ALEKS aide to teachers. On a scale of 1 to 5, (*Grid with Names of Teachers*)

qte3_10	In your opinion, were the ALEKS sessions during math class useful for teachers?	• Not useful at all [1] • Weakly useful [2] • Neither useless nor useful [3] • Quite useful [4] • Extremely useful [5] • Unable to assess [-96]
On a scale of 1 to 5, how useful do you believe the ALEKS project was for teachers in the following dimensions?		
qte3_11_1	Improving learning (more knowledge)	• Not useful at all [1] • Weakly useful [2] • Neither useless nor useful [3] • Quite useful [4] • Extremely useful [5] • Unable to assess [-96]
qte3_11_2	Increasing awareness of useful learning strategies (e.g., conceptual maps, rehearsing, etc.)	
qte3_11_3	Teaching about "learning how to learn"	
qte3_11_4	Increasing their aspirations	
qte3_11_5	Increasing their self-confidence	
qte3_11_6	Increasing their grit/perseverance	
qte3_11_7	Decreasing loneliness/sadness/depression	
qte3_11_8	Making them feel supported	

SECTION 4: ASPIRATIONS, MOTIVATION, SELF-CONFIDENCE		
qte4_1	Thinking about the future of the students you tutored, how long do you think they should continue studying? <i>(Grid with the names of tutoring students)</i>	• I think he/she should leave the school before finishing it and start to work [1] • I think he/she should start working as soon as he/she completes compulsory schooling [2] • I think he/she should continue studying and enroll in a technical institute, and start working after obtaining a diploma [3] • I think he/she should continue studying and enroll in a professional/vocational institute (such as cosmetology, auto mechanic, etc.) and then start working [4] • I think he/she should continue studying and attend university [5] • I'm not sure
qte4_2	How would you grade your student(s) in math on a scale from 1 to 10? <i>(Grid with the names of tutoring students)</i>	• Scale [1-10] and “does not apply”
qte4_3	During this school year, how happy or unhappy has your student been overall? <i>(Grid with the names of tutoring students)</i>	[Slider from 1 to 10 or a scale 1-10 from very unhappy to very happy] + option ““Unable to tell””
qte4_4	During this school year, how contented or dissatisfied have teachers felt in general? <i>(Grid with Names of Teachers)</i>	[Slider from 0 to 10 or a scale 1-10 from very content to very uncontent] + option ““Unable to tell””
SECTION 5: TUTOR/ALEKS AIDE EXPERIENCE		
qte5_1	Think how the experience of the program has been for you. On a scale of 1 to 5, how satisfied are you with this experience?	• Not satisfied at all [1] • Weakly satisfied [2]

		• Moderately satisfied [3] • Quite satisfied [4] • Extremely satisfied [5]
Did you find the following activities useful for teachers?		
qte5_2_1	Initial ALEKS training sessions with the research team	• Not useful at all [1] • Weakly useful [2] • Neither useless nor useful [3] • Quite useful [4] • Extremely useful [5] • Not applicable [6]
qte5_2_2	Quizzes about the training sessions	
qte5_2_3	Individual follow-up meeting with teachers	
qte5_2_4	Training sessions with teachers	
qte5_2_5	WhatsApp group with teachers	
qte5_2_6	Support from the research team	
qte5_2_7	Training material (Videos)	
qte5_2_8	Training material (Slides)	
SECTION 6: RELATIONSHIP WITH TEACHERS AND PARENTS		
qte6_1	Do you have any observation/comment regarding your relationship with school principals you would like to share with us?	_____
qte6_2	Do you have any observation/comment regarding your relationship with your student's teachers you would like to share with us?	_____
qte6_3	Do you have any observation/comment regarding your relationship with the student himself/herself you would like to share with us?	_____
qte6_4	Do you have any other observations/comments that you would like to share with us?	_____

Thank you again for your participation!