

2022 Ready Set Learn Evaluation Report

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Evaluation Methodology:

Evaluation Approach

To help assess the effectiveness of the “Ready Set Learn” summer tutoring program and the new growth mindset approach, a participatory evaluation was conducted that focused on both process and outcomes. The process evaluation looked at how the program unfolded, what worked well, and what could be done to improve it. The outcomes evaluation looked at level of satisfaction with the program and its impact on the target population.

Evaluation Process

Two representatives from the PEI Literacy Alliance worked with the evaluation consultant to develop and implement the evaluation process. They worked directly with the consultant to sign-off on the evaluation approach, determine evaluation questions, create a data collection plan, create data collection tools, and support data collection processes.

The data collection methods and sources used to collect evaluation data included the following:

- Tutor surveys: two surveys were conducted with tutors. One was completed at the end of the tutor training and collected feedback on their experience with the training, what they learned (particularly about the growth mindset model), and their readiness to provide tutoring services. The other was completed at the end of the summer tutoring program and collected feedback on their experience providing tutoring services and implementing the growth mindset model. A total of 23 tutors took part in the program, of which 22 completed the post training survey and 23 the final program survey.
- Tutor mentor surveys: two surveys were conducted with tutor mentors. One was completed at the end of the mentor training and collected feedback on their experience, what they learned, and their readiness to act as mentors. The other was completed at the end of the summer tutoring program to collect feedback on their experience as a tutor mentor. All four mentors completed both surveys.
- Student interviews: tutors conducted interviews with students at the end of the summer program to collect feedback on their experience with the program and what they learned,

particularly regarding growth mindset. The interviews used open-ended questions to allow students to share their experience in their own words. A total of 539 students were interviewed.

- Parent survey: an online survey was conducted with parents upon completion of the program to collect feedback on how the program unfolded, their child’s experience with the program, and the use of the growth mindset model. A total of 220 parents completed the survey.

Collecting data from multiple sources such as tutors, mentors, parents, and students increases the validity of the information collected and helps provide a better understanding of the impact of the program on all involved.

Analysis

All quantitative data collected via the surveys was inputted into a database and analyzed using descriptive statistics (frequencies). All qualitative data collected through the student interviews was analyzed manually for common themes (frequency and intensity of responses).

Evaluation Findings:

The evaluation findings are positive showing that tutors, mentors, students, and parents had a good experience with the “Ready Set Learn” tutoring program.

Tutor Training and Experience

Of the 22 tutors who completed the tutor training evaluation survey, 91% enjoyed the training, 95% felt it was well organized, 95% felt comfortable taking part in it, and 91% felt the information was presented in a way that was easy to understand. The majority also felt they had plenty of chances to ask questions and share comments (91%) and practice using what they learned (77%).

“I loved the math session! It helped me loads and it was very interesting. I also loved the handouts from the workshop about a growth mindset. It helped me lots and gave me ideas for my tutoring sessions.” (Survey Respondent)

“I was so nervous to start tutoring when I first applied for the job, but after the training I feel well prepared, and all of my questions and concerns were answered during training. Now I feel ready to work and I am so excited for the summer.” (Survey Respondent)

At the end of the program, 74% of the 23 tutors who completed the final survey felt that the training they received prepared them for their job. In addition, 83% were clear on their roles and responsibilities as a tutor, and felt they were provided with the support they needed to carry out their job. Seventy-eight percent would work as a tutor again.

"It's a great program and I think my students really enjoyed learning in fun ways this summer." (Survey Respondent)

"I really enjoyed working as a tutor for the PEI Literacy Alliance this summer. I enjoyed getting to know each one of the students and helping them develop their reading, writing, math and growth mindset skills and strategies. The only thing I would add is that more French resources would be beneficial!" (Survey Respondent)

Tutor Mentoring

Overall, four tutors were trained as mentors to support other tutors. The mentor training survey showed that 2/4 mentors enjoyed the mentor training and the other two somewhat did. Three out of four felt the training was well organized and felt comfortable taking part in it, and all felt they had plenty of chances to ask questions, share comments, and practice using what they learned.

The final mentor survey conducted at the end of the program showed that all four mentors enjoyed being a mentor, were clear on their roles and responsibilities, and felt they were able to provide tutors with the support and guidance they needed. In addition, all felt they received good support and guidance from the Literacy Alliance, 3/4 felt they received the training they needed, and all noted they would work as a mentor again.

"I enjoyed being a mentor as I got to see my mentees grow over the summer and see the ideas and activities they did with each of their kids." (Survey Respondent)

"Enjoyed getting the chance to help other tutors plan lessons and share stories with each other about tutoring!" (Survey Respondent)

As for the tutors who worked with the mentors, all felt comfortable going to their mentor for support and guidance, and 95% noted they received support and guidance in a timely and effective manner.

Satisfaction with Tutoring Program and Benefits

All 23 tutors who completed the end of program survey noted they enjoyed being a tutor and felt they were able to develop and honour their own unique tutoring style, build positive and responsive relationships with their students, and help their students maintain their literacy through fun and interesting activities. In addition, 52% were able to teach their students new math and 43% somewhat were.

Of the 220 parents who completed the parent survey, 97% noted their child enjoyed the tutoring sessions, 99% felt the sessions were well organized, and 91% felt the program helped their child practice their reading, writing and math skills over the summer. Ninety-nine percent of parents would recommend this program to others.

"[My child] enjoyed his time this summer. I didn't have to fight with him to get him there. [The tutor] made him enjoy learning so thank you very much!" (Survey Respondent)

"[The tutor] was absolutely amazing! My son looked forward to going every week and was sad it was over." (Survey Respondent)

"[The tutor] was great with [my child], we've noticed a big change in her with the ways she tries to read and count which will hopefully make the transition to Grade 1 smooth for her. Thanks again!" (Survey Respondent)

These findings were supported by students who took part in the interviews. When asked what they found out about themselves during the summer tutoring program, 173 students spoke about how they improved their literacy skills and gained confidence with reading and writing, with comments ranging from learning the alphabet and sounding out words, to creative writing and enjoying larger books. Fifty-seven students also mentioned improving their math skills, from learning to count to 10 or 100, through to skip counting, multiplication, division, and fractions.

"I have learned that I am very creative and writing and reading can be really fun! I learned I can overcome difficult things as well, even though they may be confusing at first. I found learning about past tense really confusing at first, but with a bit of patience and hard work, I believe my English writing skills has improved!" (Notes from Tutor based on Student Survey)

"I learned I can do a lot of challenging things if I practise hard or put my mind to it! For example, I thought writing was hard and I used to only write a few words, or one sentence but once I ended up writing an entire page!" (Notes from Tutor based on Student Survey)

Additionally, 35 students commented on their experience with their tutor and the learning activities, noting that they liked/loved the tutoring program, had fun, found their tutor helpful, liked the one-on-one learning, enjoyed the learning activities, and benefited from the program.

Growth Mindset Approach

Regarding the growth mindset model, 83% of tutors felt they were able to incorporate the growth mindset and resiliency skills they learned into their tutoring. Seventy percent were able to teach their students about growth and fixed mindsets, 83% focused on effort versus outcomes with students, 91% modeled growth mindset, and 78% modeled mindfulness and self-regulation strategies. Overall, 65% of tutors felt their students responded well to the resiliency and growth mindset approach and 35% felt they somewhat did.

As for parents, 67% were aware that this year's tutoring program focused on growth mindset and 16% were somewhat aware. Forty-three percent of these parents helped their child practice growth mindset strategies at home and 40% somewhat did – e.g., mindfulness, identifying negative thoughts and reframing them, viewing challenges as opportunities, etc.

When students were asked about their experience with the growth mindset approach, 111 spoke about their improved mindset and 63 described "growth mindset" as good. Students used smart, strong, and brave to describe themselves, as well as noted that "They can achieve anything", "It's okay to make mistakes", "They won't give up" and "They will keep trying."

"I learned that making mistakes is more than acceptable, this is because I should strive for progress not perfection. Progress involves making mistakes along the way." (Notes from Tutor based on Student Survey)

"I learned that there is no such thing as a dumb mistake, mistakes help me grow. If I focus on what I have learnt making mistakes will help me improve as it is part of the process." (Notes from Tutor based on Student Survey)

In addition, 525 students spoke about the importance of not giving up and to keep trying, and 246 spoke about making mistakes and how they learn from them. Twenty-one students commented on the fact that "everyone makes mistakes" and that "no one is perfect", 66 students

commented on the importance of staying positive and not being negative, and 23 noted that it's good to try new things, and that even if they struggle with something, staying positive will help them succeed.

"Learned that asking for help is a way to get better" (Notes from Tutor based on Student Survey)

"I learned that I can do hard things, I won't give up, mistakes help me grow, I am getting smarter every day, I want to learn, I want to do my best work." (Notes from Tutor based on Student Survey)

Forty-seven students also noted that their brain is growing and that they are getting smarter, and 28 spoke about believing in themselves and having more confidence in their abilities. They used such statements as "I can do it.", "I can do anything", and "I believe in myself".

"Your brain is like a muscle, you can exercise your brain with things like hard math problems. The more you practice the easier things get." (Notes from Tutor based on Student Survey)

"I learned I am strong, and I can do whatever I put my mind to." (Notes from Tutor based on Student Survey)