



# Ready Set Learn Program Report 2025

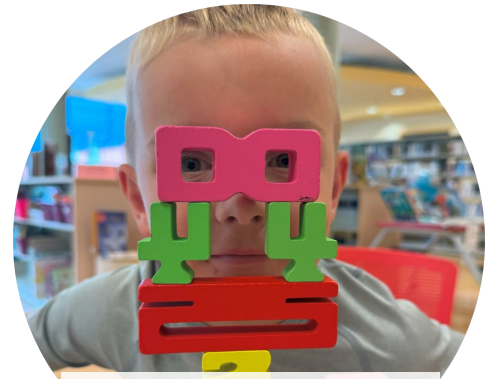
**Ready Set Learn (RSL) is a free summer tutoring program for children in grades K to 6 who are struggling with reading, writing, or math.** This program enhances children's access to programming, strengthens learning skills, and fosters lifelong learning. This year, we helped 685 children develop the literacy, numeracy and social emotional skills they need to address their learning challenges. Since 2001, we have helped 17,008 children through this program.

## Access to RSL

All elementary schools in Prince Edward Island can access RSL through our referral process. Referral spaces are available to students enrolled in English, French Immersion, and Francophone programs. Each child receives 50 minutes of tutoring per week for eight weeks, held in a public library or community centre.

## Tutoring Approach

Our tutors work one-on-one with students, providing personalized support to strengthen literacy, numeracy, and social-emotional skills. Trained by education experts, tutors learn to design customized lesson plans and foster a safe, positive environment where learning is both fun and engaging. Many of our tutors are post-secondary students pursuing careers in education. RSL helps them gain the skills and experience to support children in their future careers.



***"I learned that I can do things I didn't think I could do."***

*- RSL Student*



**685 children strengthened their learning skills, while 22 young adults gained valuable teaching experience to support their future careers.**

**Thank you to our 2025 funders and partners**





# Ready Set Learn Program Report 2025

## Tutoring Sessions

Tutors teach children how to use strategies that strengthen literacy, numeracy, and social emotional skills. By practicing these strategies, children learn to understand texts, communicate their ideas, solve problems, and approach learning with confidence. They also learn to tackle new challenges, persevere with difficult tasks, and feel more confident in the classroom and beyond.

## Supporting Parents

To support parents and caregivers, we provided weekly emails linked to a dedicated Parent Resource webpage filled with helpful information and tools. Our focus was on strategies that strengthen children's social emotional learning skills, recognizing the vital role families play in their development.

***“Working as a tutor has been a truly rewarding experience. It allowed me to develop strong communication and teaching skills while building meaningful connections with the students.” - RSL Tutor***



## Evaluation of RSL

Third-party evaluations indicate that our tutoring program successfully combined academic tutoring with social emotional learning, creating a comprehensive experience that fostered skill development, self-esteem and a love of learning.

- ◆ 84% of students enjoyed the tutoring program
- ◆ 76% of students noted RSL helped them feel better about learning
- ◆ 99% of parents would recommend this program
- ◆ 95% of tutors said our program helped them prepare for a future career in education

Please see attached Evaluation Summary Report



The PEI Literacy Alliance is a charitable organization founded in 1990 and governed by a board of directors and 50+ member organizations. We develop and deliver free community based programs for children, adults, and families across PEI. For more information, please visit [www.peiliteracy.ca](http://www.peiliteracy.ca).

# 2025 Ready Set Learn Evaluation Summary

Prepared by Nishka Smith Consulting

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## 1. Evaluation Methodology

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### 1.1 Evaluation Approach:

To help assess the effectiveness of the “Ready Set Learn” summer tutoring program and the social emotional learning 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 impacts on the target population.

### 1.2 Evaluation Process:

The PEI Literacy Alliance and evaluation consultant worked together to develop and implement the evaluation process. The data collection methods and sources used to collect evaluation data included the following:

- 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 mentor. All four mentors completed the first survey and three completed the second.
- 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, 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 social emotional learning model. A total of 22 tutors took part in the program, with 20 completing the post training survey and 21 the final program survey.
- Parent surveys: Two online surveys were conducted with parents over the summer; a midpoint survey and a final survey. The midpoint survey collected initial feedback on how the program was unfolding and allowed staff to make any adjustments to the program if needed. The second survey was conducted at the end of the program to collect feedback on parents’ satisfaction with the program. A total of 157 parents completed the midpoint survey and 207 the final survey.

- 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. A total of 503 students were interviewed.

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## 2. Evaluation Findings

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The evaluation findings are organized around the key data collection sources, providing a structured framework for understanding the program’s impact. Each subsection offers a detailed overview of participant experiences and outcomes. The information is presented through a combination of descriptive statistics, direct participant quotes, and thematic summaries, ensuring a clear, accessible, and comprehensive understanding of how the program influenced its participants.

### 2.1 Mentor Training and Experience

#### **Mentor Training:**

In June 2025, four tutors participated in mentorship training to prepare for supporting and guiding other tutors during the summer tutoring program. Overall, the mentors appreciated that the training was accessible and provided easy-to-understand information that helped them develop their mentorship skills. All mentors found the module on social emotional learning to be particularly beneficial, whereas feedback on the personality types, conflict decoding, and performance coaching modules was mixed: some mentors found them useful and well-presented, while others felt the content could be more engaging or condensed. By the end of the training, all mentors knew who to go to if they had questions or needed help with their mentoring duties, and three of the four felt ready to mentor and work with tutors.

#### **Mentor Experience:**

The final mentor survey was conducted at the end of the program in August 2025, with three of the four mentors completing it. Findings showed that all respondents enjoyed being a mentor, felt they had adequate training, were clear on their roles and responsibilities, and were given the necessary support and guidance from the PEI Literacy Alliance to fulfill their mentoring duties. All believed they were able to provide their tutors with the support and guidance needed and noted that they would work as a mentor again for the PEI Literacy Alliance.

*“I really enjoyed my mentor experience this summer. My mentees were all amazing and they were eager to learn and receive feedback. I liked having the extra responsibility and being able to share my knowledge for others. I really enjoyed this position and felt confident in my role after the training.” (Mentor Survey Respondent)*

*“I enjoy being a mentor; helping the newer tutors feel welcome and have someone they can always reach out to.” (Mentor Survey Respondent)*

## **2.2 Tutor Training and Experience**

### **Tutor Training:**

In June 2025, 22 tutors took part in the tutor training and 20 completed the evaluation survey. Ninety-five percent (19) of respondents enjoyed the training, found it well-organized, and agreed that the information was easy to understand. Additionally, 95% (19) believed the information was clearly conveyed, 90% (18) felt they had ample opportunities to ask questions, and 80% (16) thought they had sufficient chances to practice applying their new skills. All respondents understood what was expected of them as a tutor, felt ready to work as a tutor, and knew who to go to if they had questions or needed additional support.

### **Tutor Experience:**

At the conclusion of the tutoring program, 21 of the 22 tutors provided feedback on their experience. All respondents enjoyed being a tutor, were clear on their roles and responsibilities, and felt they were provided with the support needed to do their job. Additionally, 90% (19) felt they had the essential tools and knowledge to create their own lesson plans, while 95% (20) believed that participating in the program prepared them for future roles working with children. Furthermore, 95% (20) indicated they would be willing to work again as tutors for the PEI Literacy Alliance.

All tutors felt their students responded well to the program. They believed they successfully helped their students maintain literacy through engaging and enjoyable activities and established positive and responsive relationships with their students. In these relationships, they emphasized effort over outcomes and used strategies to help students regulate their emotions. Additionally, 95% (20) were able to teach their students math effectively and felt confident in modeling healthy social and emotional strategies.

*“My experience working as a tutor with your program has been really meaningful. I enjoyed the chance to work with kids I didn’t already know, which pushed me to adapt and connect with different learning styles and personalities. I also appreciated the freedom to plan my own lessons, since it allowed me to be creative and tailor activities to what each student needed. Overall, it gave me more confidence in my ability to support students and reinforced my interest in teaching.” (Tutor Survey Response)*

*“Working as a tutor with the Ready Set Learn program has been a truly rewarding experience. It has allowed me to develop strong communication and teaching skills while building meaningful connections with the students. Seeing their progress in reading, writing, math, and confidence has been very motivating and inspiring. This role has also helped me grow personally by learning how to be patient, adaptable, and creative in my teaching approach to meet each child’s unique needs. Overall, it’s been a fulfilling opportunity to contribute positively to children’s learning and development.” (Tutor Survey Respondent)*

*“I think the experience this year has given me confidence in teaching children. I think this will help me for my future career in education. I learned organizational skills, communication skills, and how to adapt to the needs of a variety of children. I think I was able to learn a lot from my students and from the role I had in the program this year.” (Tutor Survey Respondent)*

*“My experience working as a tutor has helped me grow my time management skills by working on managing my prep time and students time effectively. As well, I have grown my skills in how to best work with kids, an experience I will use and keep building on in the future.” (Tutor Survey Respondent)*

*“My experience working as a tutor with this program has had a positive impact on me. Over the summer, I learned a lot and was able to improve my French speaking skills, which has been very rewarding. I also really enjoyed working with the kids and seeing their progress, which made the experience both fun and meaningful. In addition, creating and adapting lesson plans helped me grow more confident in planning engaging activities and tailoring them to individual needs. Overall, it strengthened my skills and showed me how much I enjoy working with students.” (Tutor Survey Respondent)*

*“I found this program was amazing and a great eye opener to how important it is for children to learn and be able to read, and it is powerful that I get to help them learn. I am going in the education program and this was a perfect warm up to learn how to do my own lesson plans and edit lesson plans to the students need. I loved this program so much!” (Tutor Survey Respondent)*

As part of the survey, tutors also reflected on their experiences with their mentors. Of the 17 mentees who completed the survey, 15 reached out to their mentors for support throughout the summer. All 15 felt comfortable seeking guidance from their mentors and acknowledged that their mentors provided the support they needed in an effective, timely, and respectful manner.

*"She was an amazing mentor! She was always checking in with us to remind us of dates and to see if we needed any help. She was good at answering her messages and was always very helpful." (Mentee Survey Respondent)*

*"Having a mentor for this program was extremely helpful as I felt comfortable asking him any question I had. It also made it really easy if I just had a simple question I could text him asking for advice instead of emailing Christine. He was an amazing mentor!!"*  
*(Mentee Survey Respondent)*

*"I think she did a great job as a mentor. She made herself available to us, and she provided examples for our work. She also made sure that the new tutors had lots of resources and help from all of us." (Mentee Survey Respondent)*

### **2.3 Parent Satisfaction with Tutoring Program**

#### **Parent Midpoint Survey:**

In July, 157 parents completed the midpoint survey. All expressed satisfaction with the program, highlighting that their child's tutor was welcoming, engaging, and professional. Many also appreciated the smooth flow of sessions and praised tutors for making learning enjoyable and personalized. Numerous respondents observed notable improvements in their children's confidence, enthusiasm for reading and math, and overall enjoyment of the activities.

*"I am really grateful for this opportunity. My daughter has enjoyed her sessions." (Parent Survey)*

*"So far it's been a great program and my son enjoys going to it every week!! Thank you!" (Parent Survey)*

*"My daughter looks forward to her tutoring. She asks almost every day, 'When do I have tutoring again?' When tutoring day comes, she is happy to go!" (Parent Survey)*

*"She loves going and is having fun when she does. Thank you." (Parent Survey)*

*"He is enjoying his time with [the tutor]. She makes learning fun and he looks forward to the sessions." (Parent Survey)*

*"My daughter always asks when it is Monday so she can go to tutor :)" (Parent Survey)*

### **Final Parent Survey:**

In August, 207 parents completed the final parent survey. Overall, 98% (202) felt the program was well organized and 91% (186) felt it helped their child practice their reading, writing and math skills over the summer. A total of 99% (202) would recommend this program to others.

*"We are so grateful for the wonderful experience our daughter had with her reading tutor. She always looked forward to her sessions, felt completely comfortable, and grew so much in her confidence as a reader. The encouragement and support she received made reading fun, and we couldn't be happier with the progress she's made." (Parent Survey Respondent)*

*"The tutor always greeted us with a smile and gave a debriefing about the session. My child was always excited to see her. She was professional and friendly. I was very impressed with her." (Parent Survey Respondent)*

*"I loved that it was a quiet atmosphere, positive and always started right on time. My son loved going." (Parent Survey Respondent)*

*"Amazing tutor, she was awesome with keeping the kids engaged and excited to go!" (Parent Survey Respondent)*

As part of the tutoring program, parents were invited to subscribe to weekly program emails. Among the 207 parents who completed the final evaluation survey, 117 noted they enrolled in the email list. When asked if they read the weekly emails, 64% (75/117) reported reading all of them, while 33% (39/117) read some. Out of the 114 respondents who read the emails, 99% (113/114) felt that the information helped them gain a better understanding of social-emotional learning and its role in their child's development to some degree. Furthermore, 93% (106/114) reported that they applied some of the information and tips from the emails with their children to some extent.

*"Enjoyed the emails sent out weekly – I learned a lot and plan to use the suggestions." (Parent Survey Respondent)*

*"The 'Power of Yet' was a good one, we use it a lot." (Parent Survey Respondent)*

*"It helped us figure out the best way to approach reading/writing at home with her. We knew what areas she required extra help with." (Parent Survey Respondent)*

## 2.4 Student Experience with the Tutoring Program

Of the 503 students who participated in the interviews, 84% (423) expressed liking the tutoring program, and 76% (381) reported that the program helped them feel more positive about learning. As part of the interview, students reflected on their experiences and shared what they learned about themselves. Their responses revealed several key themes:

- **Enjoyment and Engagement:** Sixty students described their tutoring sessions as fun and engaging. Fifty of these emphasized that activities like card games, drawing, coloring, and educational apps made learning enjoyable.
- **Improved Reading Skills:** Sixty-eight students reported significant progress in reading and increased confidence. Many noted they could tackle more challenging books, read aloud more comfortably, and expressed pride in their improved fluency.
- **Enhanced Math Skills:** About 50 students highlighted their understanding of new math concepts and greater confidence in their abilities. They mentioned mastering basic operations, fractions, long division, skip counting, and working with money. Several of these students now find math easier and more fun.
- **Increased Self-Confidence:** Thirty students shared that tutoring boosted their self-esteem, making them feel smarter and more capable.
- **Improved Writing and Spelling:** Twenty students observed improvements in their writing, including sentence structure, spelling, and storytelling. They enjoyed activities like story writing and using the Feelings Wheel, which enhanced their confidence in writing.
- **Progress in French:** Seventeen French students reported noticeable gains in reading, writing, and speaking, feeling more comfortable with vocabulary and comprehension.
- **Personal Growth and Perseverance:** Fifteen students learned the value of persistence, understanding that continued effort leads to success despite challenges.
- **Enhanced Emotional and Coping Skills:** Ten students developed greater emotional awareness and learned strategies such as calming techniques to manage frustration and anger, supporting better focus during learning.
- **Self-Reflection and Personal Awareness:** Ten students gained insight into their learning styles, emotions, and personal strengths, which fostered greater self-awareness.
- **Learning Through Interests:** Eight students discovered new interests or leveraged existing ones to enhance their academic skills, which increased enthusiasm for learning.

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## 3. Conclusion

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The 2025 "Ready Set Learn" summer tutoring program, integrating a social emotional learning approach, was extremely well-received and demonstrated effectiveness across all participant

groups. The evaluation indicates that the program successfully established a nurturing and engaging environment that supported both academic growth and social emotional development.

Tutors and mentors reported feeling well-trained and supported, equipping them to effectively fulfill their roles and contribute to a positive learning atmosphere. Students showed significant gains in confidence, perseverance, and core academic skills—including reading, writing, math, and French—while also developing greater emotional awareness and resilience, understanding the importance of effort and self-regulation.

Parents expressed strong satisfaction with the professionalism of tutors and the concrete progress their children made, both academically and socially. The supplementary social emotional learning resources provided to parents through the weekly emails were appreciated and contributed to reinforcing learning at home.

Overall, the findings affirm that the "Ready Set Learn" program successfully combined academic tutoring with social emotional learning, creating a comprehensive experience that fostered skill development, self-esteem, and a love of learning. These positive outcomes reinforce the program's value and suggest it should continue to be offered.