

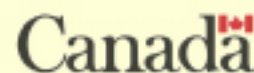


# Summer Tutoring Program for Kids 2003



## Final Report

Submitted by the  
Literacy Initiatives  
Secretariat



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## ***Background:***

The Summer Tutoring Program for Kids began in 1998 with five tutors tutoring 97 children in eight library sites across the Island. Well over 100 children were referred to this program in the first year. This program was funded jointly by National Literacy Secretariat, the Ad Hoc Committee for Family Literacy on PEI, the PEI Professional Librarians' Association, and the Provincial Library Service. This program was modelled from a program started in New Brunswick in 1994.

In 1999, the program expanded to include 10 tutors working with 218 children at 20 library locations.

In 2000, the program expanded to include 16 tutors and one coordinator who also provided tutoring on a part-time basis. The program provided ten weeks of one-to-one tutoring to 325 students referred by all PEI elementary schools. The tutoring sessions were offered in both English and French at 21 public libraries and four public school locations. The program was supported by several partners including the Literacy Initiatives Secretariat of the Department of Education, Provincial Community Development Bureau, HRDC, Eastern and French School Boards, PEI Association for Adult Education and the Provincial Library Service. Feedback from parents and school resource teachers suggested that there was a "great need for more tutors."

In 2001, the Summer Tutoring Program for Kids went through significant changes. Firstly, the name of the project was changed from the PEI Summer Literacy Tutoring Program for Kids to Summer Tutoring Program for Kids. In 2001, there were 672 children referred from Island elementary schools. This was a dramatic increase from the 325 students in 2000. The number of tutors was raised from 16 to 21 and a full-time coordinator was hired. Another major change in the program was tutors were assigned 30 children each, whereas in previous years each tutor was assigned only 20 children. These changes made it possible to accommodate more children. A total of 617 children were offered positions in the program which left 55 children on the waiting list. In the first weeks of the program, 38 children dropped out of the program allowing 38 children from the waiting list to have positions in the program. The final waiting list was 17 children. A total of 23 library sites, three public schools, and one band council office provided space for the tutors and children across the Island. Two Francophone tutors were hired to serve the Francophone children from Rustico, Charlottetown, Summerside, and Abrams Village. In addition, four bilingual tutors were hired to accommodate the children in French Immersion. The community sponsor this year was the PEI Literacy Alliance. Funding partners were: Community Development Bureau; Literacy Initiatives Secretariat - Department of Education; Community and Cultural Affairs - Provincial Library Service; Eastern, Western, and French school boards; and Human Resource Development Canada through the Youth Employment Strategy.

In 2002, the program expanded again to include 22 tutors and one full-time coordinator. There were nearly 800 referrals of students from Island elementary schools. Of these referrals, approximately 600 students participated in the program. There were approximately 100 parents

who declined the program immediately, and another 65 whose attendance dwindled over the summer. Only 35 students remained on the waiting list throughout the entire summer. Parents declined the program for a variety of reasons which included: vacation plans, summer camp, swimming lessons, lack of transportation, etc. There were three Francophone tutors hired this year who served both Francophone and French Immersion students. In addition, there were several bilingual tutors. The community sponsor was the PEI Literacy Alliance. Funding partners were: Community Development Bureau; Literacy Initiatives Secretariat - Department of Education (provides funding and tutor training) and; Community and Cultural Affairs - Provincial Library Service; Eastern and French school boards; and Human Resource Development Canada through the Youth Employment Strategy. The tutoring sessions were offered for eight weeks in both English and French at 22 public libraries, two public school locations, and one band council office. This allowed tutors two weeks for training, preparation time, contacting schools, resource teachers, libraries, and parents before tutoring began. This preparation time is essential to the success of the program.

In 2003, the program remained consistent with the previous year. There were slightly more referrals (approximately 857), plus an additional 10 English as a Second Language students. There were 21 tutors and one full-time coordinator. Approximately 600 students participated in the tutoring sessions at 19 public library sites, eight public schools, and one band council office. There were three bilingual/Francophone tutors. In total, 123 students remained on the waiting list. Approximately 144 students declined or dropped out of the program at some point during the summer.

### ***Purpose of the Program and Benefits to Participants:***

The purpose of the program was to support the learning objectives of the school system by offering an alternative learning environment during the summer months. The program offered numerous benefits for children with reading difficulties, including:

- ❖ providing personal attention from a tutor on a one-on-one basis;
- ❖ making reading a fun activity;
- ❖ learning how to use a public library;
- ❖ providing an introduction to reading as an activity that continues outside the classroom;
- ❖ providing an introduction to a wide variety of library books.

### ***Objectives:***

1. To offer children with reading difficulties a chance to improve, or at least maintain, their literacy skills over the summer months.
2. To provide relevant summer career employment for 21 qualified students.

### ***Target Group:***

The program was offered to Island elementary school aged children. The children targeted for the program were referred by the resource teachers in each school. These children were identified as children most in need of additional instruction in the area of reading. Participants ranged from grades 1 to 6.

### ***Program Coordinator's Report:***

Submitted by Nora McCarthy, Program Coordinator, 2003

The Summer Tutoring Program for Kids had a very busy summer with nearly 600 students participating in the program. All aspects of the program ran smoothly; however, I have noted a few areas where I saw either the need for minor improvements or the need to modify an area. These include:

- ▶ **Maintain the two-week period for contacting parents and visiting schools and libraries**  
This is the second year that the two weeks preparatory phase has been in place and we feel is the minimum amount of time necessary for tutors to make all necessary contacts for the program. The timing was perfect again this year as it was the last two weeks of the school year which meant that teachers were still available to discuss students with tutors.
- ▶ **Leveled books provided by the Department of Education**  
Leveled books are a set of books placed along the continuum of learning. The books are “leveled” according to many factors such as length, layout, subject, structure and organization of the text, illustrations, words, phrases, sentences, paragraphs, punctuation and literary features. As the levels increase, there is as a wider variety of text involved, and the books become more complex. All the tutors found these resources very useful. They commented that the variety of books was especially important for provoking interest among students in viewing reading as a worthwhile and fun activity on its own. These books are a necessity for the Summer Tutoring Program for Kids.
- ▶ **ESL (English as a Second Language) student participation**  
For the first time this year, in cooperation with Lorraine Beck of the Association for Newcomers to Canada, we included ten ESL students in our program. As part of their summer program these students came for one hour of one-on-one tutoring every Tuesday morning. Not only was this a great opportunity for these children to have fun learning English, but they were also learning about important cultural differences. The tutors enjoyed learning about their culture and language and the new challenges these children presented. This was a great learning experience for all involved and we hope to continue this partnership with the Association for Newcomers next year.
- ▶ **The most significant concern of tutors**

The most significant concern of tutors was the erratic attendance of some students and the lack of communication between parents and tutors around missed appointments. This issue has frustrated tutors for several years. There are two suggestions to aid in the understanding of both tutors and parents with respect to the attendance policy.

- Tutors will be given sensitivity training to help them understand that there are many and varied reasons why families are unable to attend the sessions. One option is to strictly enforce a policy which states that if one appointment is missed the child is omitted from the program. This option would likely help with the attendance issues, but ultimately the very children for which the program is most beneficial will miss out on their opportunity. It was decided that a better way to deal with the frustration of the tutors was sensitivity training to help them understand the reasons why parents miss appointments.
- Tutors could have business cards or fridge magnets to give to parents at the first meeting. These items should include the tutors name, telephone number, cell phone number, the tutoring location, tutoring location phone number, and the weekly tutoring time. This information should also be included on the back of the parent brochures next year.

▶ **Preliminary Information: Suggestions**

- All referral forms should be checked immediately upon receipt for contact information and a telephone number.
- Teachers should be sent a completed sample referral form in their original package which displays what information would be helpful for tutors. Practical ideas for teaching the children are most useful. Tutors also mentioned that knowing the specific interests and the reading level of the child would have been helpful. A section for this information could be added to the referral forms.

▶ **Preliminary Information - Program Resources**

- A collection of French reading material is needed for the program. Although we have acquired a few books, tutors have asked for “leveled type” reading materials. Perhaps these could be on loan to the Summer Tutoring Program in the same way the Department of Education English leveled books have been in the past.
- This year we bought a collection of English leveled PM Plus books and a guide. Leisa Holmes Albert, the Elementary Language Arts Consultant at the P.E.I. Department of Education helped with the selection. I suggest that this set be expanded and French leveled books of the same type be purchased. Also, it would be useful to acquire some good “read aloud” books to broaden the

student's experience and to introduce them to a variety of interesting literature.

▶ **Training**

- In training sessions, it would be beneficial to perform “mock conversations” between tutors. Topics could include initial phone contacts, parent interactions, meetings with teachers, library staff meetings, and tutoring sessions. If available, tutors from the previous year could help with this. This is also a great way for tutors to get to know one another!
- As part of training, it would be beneficial for tutors to arrange a “mini-orientation” with staff at their tutoring location.
- Tutors should wear name tags when first meeting parents in public library settings. In larger libraries it is difficult for parents to find a tutor they have never met. If tutors were wearing name tags, they would be more visible to parents. It also would act like a welcoming gesture for parents and children.

▶ **Throughout the summer**

- Permission slips should come in at the end of the second week. A database of student and guardian names should be on file with the coordinator in case of emergency.
- Sibling appointments (i.e. more than one student at a time) should be discouraged.
- As was suggested last year, a mid-summer meeting of tutors was held at the end of July and it proved to be very successful.. All tutors commented how useful the meeting was to them. Since several tutors work alone in various locations, this meeting encouraged reflection of tutoring practices and sparked creativity among the group. In addition, it helped to make each tutor feel they were part of a larger group working towards a common goal. This meeting was an opportunity for the coordinator to collect midsummer evaluations from the tutors, to replenish tutor supplies, to pass out handouts or relevant research information, or troubleshoot any problems.

▶ **End of program**

- Tutors have to be held responsible for any items missing from their tote of supplies or final forms for the schools. All tutors were required to return their totes and all necessary forms on the last day of work. The coordinator checked item inventory and tutors signed their name stating that everything had been returned. Afterwards, they each received their final pay-checke. This worked

well and I recommend that it remain a practice in future years.

- Parent evaluations were handed out earlier this year to allow parents time to think about the questions. They were provided with labeled envelopes for parents to seal and return to tutors. This provided parents with the confidentiality required to make honest and anonymous statements. This was the first year that tutors could collect these evaluations in an anonymous fashion. Both tutors and parents felt comfortable with this and many reports were returned.
- This was the first year that a library site evaluation was done where staff had the opportunity to express their feelings, concerns, and suggestions for our program. It was done in the same way as the parent evaluations and worked out well. This should also be a practice in future years.

These are my recommendations. In my view, the Summer Tutoring Program for Kids 2003 was a huge success. I hope this program continues to bring meaningful experiences to our Island children!

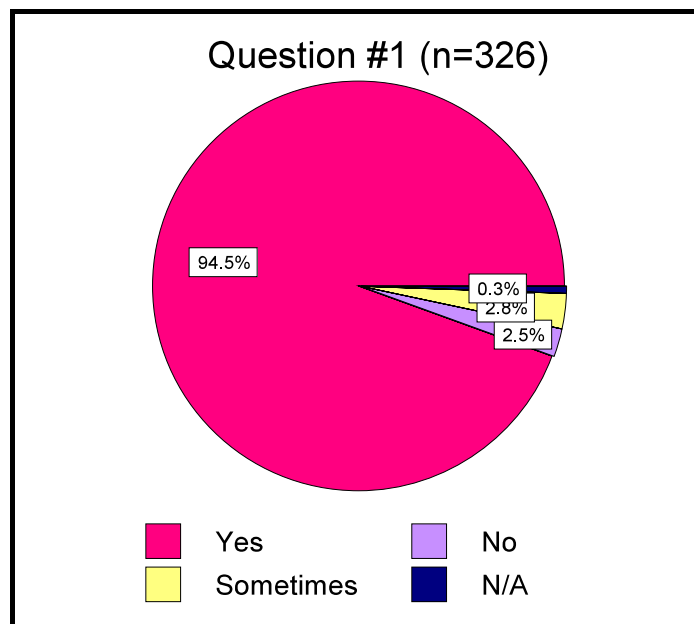
Nora McCarthy  
Program Coordinator 2003



### ***Children's Evaluation:***

In 2002, for the first time ever, children involved in the Summer Tutoring Program for Kids were asked their opinions about the program. Once again, in 2003 we asked the students their perspectives. In total, 326 responded to the evaluation - - about 56%. The responses received from the children are represented in both the graph and in the verbatim comments. The results from 2003 are almost identical from those of 2002. This is interesting as it is a completely new group of students and many new tutors. Perhaps the consistency in the training of tutors from year to year can account for the similar results.

In question #1 children were asked, "Did you like coming to your tutoring session each week?" Their responses have been graphed below. In total, 94.5% of the children said, "Yes" they liked coming to tutoring sessions.



The children were asked, "What are some of the fun things you did with your tutor?" A total of 303 children responded to the question. In 2002, children placed reading at the top of the list of fun things to do with their tutors followed by games, playing on the computer, puzzles, coloring and drawing, flash cards, and arts and crafts. In 2003, the list of fun things the children liked to do with tutors was virtually the same: reading, playing games, writing stories and using the computer. The games the children play with tutors are word games such as Hangman, Memory, Scrabble Jr., and Boggle.

Children were given the opportunity to tell their tutors what they would do differently if they were the tutor. In 2002, most of the children stated that they would not change anything. This remained the same in 2003. Notwithstanding, there were some thoughtful suggestions given by

the children. These included: more writing, more tutoring outside, more computer time, more games, and more arts and crafts. Again, some children suggested treats would be nice. The vast majority had positive comments when asked what they liked about the program; however, three children stated they liked “nothing.”

Educational consultants, teachers, and reading experts graciously provided two days of training for the tutors. They were asked to give the tutors some final words of advice before they began tutoring for the summer. Collectively, these individuals suggested tutors encourage the children, make them feel smart, instill the joy of reading, increase reading confidence, find books on topics that each child enjoys, and have fun. One of the questions we asked children of the Summer Tutoring Program for Kids was, “What did you learn about yourself this summer?” This question elicited responses from children that reaffirm the importance of this program and clearly showed that tutors took the advice of their trainers.

Again in 2003, the strongest theme that emerged from the children’s responses was, “I can read better!” Many children self-assessed as being able to read better. The next largest response was, “I can read.” “I am a good reader” was another large category. Another theme that was more prevalent this year was, “Reading is fun!” A large group of children were surprised that they actually liked to read. Many children also stated that they learned that they were smart. As in 2002, several children felt that they actually learned how to read during the summer program. As well, children learned new reading strategies and identified reading problems that they had. A few stated they are better writers now. It was evident that students felt proud of their reading competencies. Next year, it would be interesting to ask this type of question before and after the program to give an indication about attitudinal changes that may take place during the summer months.

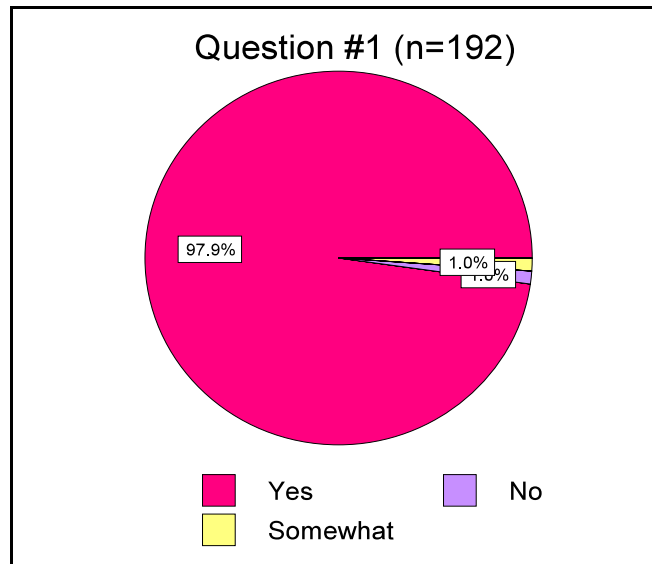
There were so many rich comments from the children that a smattering of verbatim comments have been included. This represents approximately 10% of all comments received for this question. The question asked was, “What did you learn about yourself?”

- ☆ Now I like to read.
- ☆ If you read books you learn different things
- ☆ That I know how to read.
- ☆ That I’m special.
- ☆ I became a better reader.
- ☆ I am smart
- ☆ I could read better then in GR 1
- ☆ I am a great reader
- ☆ I read smoothly
- ☆ That “I can do it” (reading)
- ☆ I am smart and can Read.
- ☆ I love Books!
- ☆ That I ame faster at reding when I ge back to school

- ☆ That I have brains.
- ☆ It is cool to read.
- ☆ I learn math
- ☆ I learned that I was a good story writer
- ☆ Lots of stufe I'm better at stuff
- ☆ That I can do anthing If I set my mind to it
- ☆ I don't know.
- ☆ I became a better Reader but not at better drawer
- ☆ I can bike 5 miles
- ☆ Nothing really, that's a weird question
- ☆ I'm a better reader then I thought
- ☆ I learned that I could read more at home, because I read a lot these couple of weeks.
- ☆ How to read this summer
- ☆ Im geting smarter.
- ☆ I learned I could keep up my reading. Thank you!
- ☆ I relsd reading is good ( I realized reading is good)
- ☆ That if I like a book than Read it
- ☆ I like librare
- ☆ That math can be easy sometimes

### ***Parent's Evaluations***

In total approximately 192 parents responded to the evaluation an increase of 38 parents from 2002. The first question asked was, "Do you feel this program was helpful for your child?" All but four parents stated that the program was helpful to their child/children. Two stated it was somewhat helpful and two stated it was not helpful.



The next question was, “In what ways was it helpful?” Over 200 comments were recorded for this question. Responses fell into several categories including: encouraged children to read all summer, maintained reading levels, improved reading levels, improved attitude toward reading, improved interest toward reading, helped prepare children for re-entry into school in September, made reading fun and interesting, encouraged children to read more on their own, expanded reading strategies, and improved children’s confidence level. In addition, tutors are reminded to increase confidence when possible and to try to develop, in the children, the joy of reading. According to parents all these objectives and more were accomplished. Overall, the verbatim comments from parents were exceptional. A selection have been included below:

- ☆ It help to show that reading and learning can be fun. Also kept him praticed for school.
- ☆ It helped to keep up their reading over the summer
- ☆ It gave my son more confidence in his reading skills.
- ☆ It gave him more interest in reading on his own.
- ☆ She had a good time when she was there and she came out smiling
- ☆ A continuing learning experience on a one on one basis
- ☆ It kept up his reading skills over the summer - reading improved - seems to “flow better”
- ☆ This program was helpful to my daughter because she didn’t like to read and had a lot of trouble with bigger words and now she doesn’t ask for help. She will sound it out herself.
- ☆ I feel she will be better prepared for school in fall
- ☆ Well they got to read, and write and have some fun. It kept them interested in school stuff.
- ☆ It made my son more confident in his reading & it was less threatening with a one-on-one tutor, no peer pressure.
- ☆ Now he is reading some of the newspaper that he never did.
- ☆ Helpful to keep him reading. Also much easier when there is someone other than parent to encourage him to read.
- ☆ OUR CHILD LOOKED FORWARD TO READING!
- ☆ Promoted self confidence with her reading skills. Reads aloud more

Parents were also asked in what way was the program not helpful. Even when the chance to criticize the program was there, in an anonymous forum, parents were extremely positive about the program. A few parents found the time difficult to arrange in a busy family. All parents who responded stated that they would recommend this program to other parents.

- ☆ Yes, it is a very helpful program and enjoyed by the student. It also gets them interested in reading books
- ☆ Yes. Because it is educational and fun for the kids.
- ☆ Yes, I would it’s a great program for children who are having difficulty or just doesn’t like to read. This program gives them an opportunity to continue learning throughout the summer.
- ☆ Yes because it helps to keep up their reading over the summer
- ☆ Starting a school year is stressful, especially for children who are struggling. Going to

school for tutoring seems to have that stress and his reading has kept up so hopefully he can start where Grade 2 stopped and not review for the first months.

- ☆ yes, it is well organized, we have been involved for 2 summers, and both have been well run.
- ☆ yes because the girls are nice and seem interested in helping these kids 2) you always change the program for the child 3) that it is free (not every family can afford the prices of other programs)
- ☆ YES. Extra help is always welcome and this was one on one tutoring. Zack loved his sessions!
- ☆ YES! My son did not see this as “work” but rather as a fun thing to do. Very important to a child who struggles with reading!
- ☆ Yes, Because any child who has a hard time it helps build self esteem
- ☆ Yes, children that need help get the help

Parents were asked for recommendations to improve this program. Almost all comments suggested extending the program to two times per week or two hours per week. Other comments included positive comments about the program, suggestions to provide more homework, suggestions to include more writing exercises, and to extending the program into the school year. Many parents felt that the program was working well for their child the way it is. Verbatim comments from this question follow:

- ☆ I would offer it twice a week if possible! I would extend the hour to 1 and a half hours (with a break)
- ☆ I would not change anything about the program, because it helps out a lot of kids who need it. It builds their confidence and helps improve their reading skills.
- ☆ Its great the way it is!
- ☆ The program seems great but I would like to see more children take part

Parents were asked for any final comments. There were approximately 200 positive comments. Below represent the flavor of the comments.

- ☆ I'm very glad that we had this opportunity for my son to have one on one help with his reading.
- ☆ Thank you!
- ☆ Candice Norton made a special effort to relate to the students and make the time she had with them both fun and productive.
- ☆ I would like to say if all of your tutors are as good with kids as Sally, all kids would enjoy learning.
- ☆ Ryan really enjoyed his tutor, Falin
- ☆ Great work!
- ☆ This is a solid program. Expand the teaching time and make the instructional time more specialized to each student and you will have an excellent sought after program!
- ☆ Just a thank you for this program and the interest in my daughters future.

- ☆ Thank you Candice for your time and patients
- ☆ Tutor very pleasant! (Melanie)
- ☆ I would like to thank the organizers for this program. I feel it is a great way to help kids who need a little extra help. Thanks.
- ☆ We just want to thank Sherri Boutilier for her kindness and patience with Jonathan, we know he enjoyed her, the program. He was always up, ready to go, no hesitation. Thank-you.
- ☆ Thank you very much for this program. Also thank you Steve your great!
- ☆ Brian has been great with my kids. They both like working with him.
- ☆ my son was not excited to go, he said he played the same game over and over.
- ☆ Good job Glenda!
- ☆ Adam was great with my children they enjoyed him and looked forward to Mon. morning. Thanks Adam for all you have done for Kaitlyn and Jordana.
- ☆ Jill was very well liked by both our kids very kind and had a real friendship with them
- ☆ The Borden teacher was very good, our daughter loved to go and see her each week
- ☆ I hope the program continues.
- ☆ This is definitely a program that should continue to get funding from all the levels of governments and “alliances” that it received funding from. Your money was well spent and Clare had a very sweet and enthusiastic teacher she loved. Thank you a million!
- ☆ Monica was a great tutor and my son enjoyed his time with her very much! Thanks so much!
- ☆ Thank you for this opportunity. I am very grateful to the organizers and tutor.
- ☆ More than worthwhile...Thank you for your help.
- ☆ My daughter really done well this summer in the program and she really liked Bethany.
- ☆ I believe that this program is very helpful to all children. Thank-you.
- ☆ Thank-you for this service! If we could increase # of sessions/child/week for a nominal fee, I'd be the first to register! Did you ever consider extending it to the school year, offer class?

### ***Conclusions:***

This program consistently gains momentum each year. The students leave the program with a self-reported increased joy of reading and increased self-esteem and confidence in the area of reading. Parents are pleased to have some additional support for their children over the summer months where children have natural tendency to regress. The tutors have a very rich experience working with the children. Overall, and on each level, this year's Summer Tutoring Program for Kids was a great success.

## *Appendix A*

### *Library Site Reports n=11/19*

How was your working relationship with our tutor(s)?

- ✧ It was very friendly.
- ✧ Good
- ✧ It was a very co-operative, good working relationship. She seemed to have a really good way with kids too.
- ✧ Wonderful, good communication, very friendly, not intrusive at all.
- ✧ Very good - tutor friendly.
- ✧ Tutors were excellent! A great understanding of how things worked as to checking out books, etc.
- ✧ Excellent! Glenda is very thoughtful and organized.
- ✧ Good - we were pleased to have more tutors assigned to Cornwall after the program had started - demand for summer tutoring seems to be high in Cornwall.
- ✧ Great, but I only saw her one day a week, Tuesday, (little interaction). Any cards the children needed - forms were left on my desk with a note - I completed the work and left the cards.
- ✧ Good!

In what way(s) could the working relationship have been improved?

- ✧ Unfortunately our working hours seldom over-lapped so I did not see her often. We communicated mainly by notes.
- ✧ Excellent working relationship - no improvements need to be made.
- ✧ Fine the way it was.
- ✧ I guess if we were here more often when they were using the facility. In some cases you don't even see the tutors. This library is opened regular hours - 10 hrs
- ✧ Everything seemed to work well - if the tutors offer any suggestions for improvement, I'd be pleased to hear their comments.
- ✧ Check with students to see if they have any interests that might require books coming in from another library to interest student more - it might result in reading more after program finished.
- ✧ Bulletin board for messages.

How did the tutor(s) work within the library setting?

- ✧ The tutor used the library most days as I wasn't here. Those times when I was, she worked upstairs. She was very diligent about recording books taken out an patron numbers.
- ✧ Fine
- ✧ She chose the children's area as her setting - suitable sized furniture and a display of inviting books for kids to see. They borrowed books and used library computers and equipment. It seemed to work really well!

- ✧ Very unintrusive, hardly knew she was there - very professional.
- ✧ Very well, always here when supposed to be.
- ✧ I believe the library setting is very complimentary to the work the tutors do.
- ✧ Excellent! I hope the atmosphere here was quiet enough. I know having the children come to the library helps my circulation and ...it is the logical place.
- ✧ Good - having five tutors in Cornwall on Tuesdays made it hard for the tutors, since space is limited. Spreading tutors out over the week would help with space issues.
- ✧ Great. No complaints. Everything was neat and tidy every time I arrived at the library. On Tuesday she moved all her materials at dinnertime, before I arrived, to another room.
- ✧ The tutor was able to be here during off hours for the library - we never saw each other after I gave him a key - just notes left to each other.

Do you feel the program ran smoothly? (Please explain):

- ✧ I think the program ran very smoothly. There was no disruption to library service and it was always left neat and tidy.
- ✧ Yes
- ✧ It started out well, but towards the end of the program there were quite a few absentees. Often the parents did not cancel. They just did not show up. Most kids seemed to enjoy the tutoring sessions.
- ✧ Very smooth - no complications - timing was excellent.
- ✧ Yes - better than 2002 at this site because the number of tutors at one time was spread out so we could accommodate them better (more privacy), more space.
- ✧ Yes! The system we use where a key to the building can be picked up next door works well.
- ✧ Yes. Glenda's here when I'm not - checking out books on Word Perfect made my job easier. We had a system worked out that was great.
- ✧ Yes. Melanie (Cornwall) and Glenda (Hunter River) were both here last year, so they knew how things worked. Both were very personable and treated their students with respect.
- ✧ Yes. I feel that the program ran smoothly. Candice seems much more confident this year in dealing with the children and the books the children took out did not get mixed up. Ex: other children taking out already checked out books.
- ✧ Yes!
- ✧ Yes.

What suggestions, if any, can you give for the program in future years?

- ✧ I think a number of students referred for tutoring failed to appear and those who did came sporadically. Perhaps something could be done.
- ✧ The Mount Stewart library shares space with six computers which does not add to a "quiet" atmosphere for the children to read. Also, I would recommend that the children/parents be encouraged to apply for library cards which would help the children by having books at home for reading time. I worked only nine hours per week at this branch which did not afford me the opportunity to get more acquainted with the tutor.



From my observation, she was very kind, patient and gentle with the children. Her variety of “teaching aids” - cards, etc. was very good.

- ✧ More parental commitment and parental involvement. In some cases there may be other children who would like to come and would benefit from the program. Make sure the parents are aware of what the commitment is to bring them every week and to do a bit of follow-up reading/writing with them at home. Maybe the parents could come in for an information session before it starts.
- ✧ Excellent cooperation and partnership - a very needed service for this area and hope to see it again and again!
- ✧ I would suggest forms for the tutors to fill out re: # of tutoring sessions and # of children attending. This is something we calculate into our programming stats.
- ✧ Some of the students did not show up at all, so if the tutors were able to offer those appointments to students on the waiting list sooner, it would be less stressful for the tutors.
- ✧ None, it ran smoothly.
- ✧ My main concern is that books taken out are recorded - that wasn't a problem this year but might be a good thing to stress another time.

Other comments:

- ✧ To encourage participation to those who would most benefit. All in all I think it is a most worthwhile project and the Georgetown tutor was excellent.
- ✧ Always looked forward to seeing Sally walk through the doors with her smile and energy.
- ✧ Also, make sure library staff receive this at end of the program.
- ✧ I think it is a great program. Glenda is an excellent tutor and always has a great smile on her face. I'm sure she'll be a wonderful teacher.
- ✧ We were pleased to have two French tutors. Also, we could use more French books located at this library to give them a better selection.
- ✧ None
- ✧ Great to see the library being used for such a good cause - normally it sits vacant two days the tutor was here. Too bad more children can't receive this help over the summer - also a rewarding experience for the tutors.