



SUMMERBRIDGE CLASS OF 2011 HIGHLIGHTS AND RECOMMENDATIONS

11/09/11

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jdcPartnerships



integrating information for impact

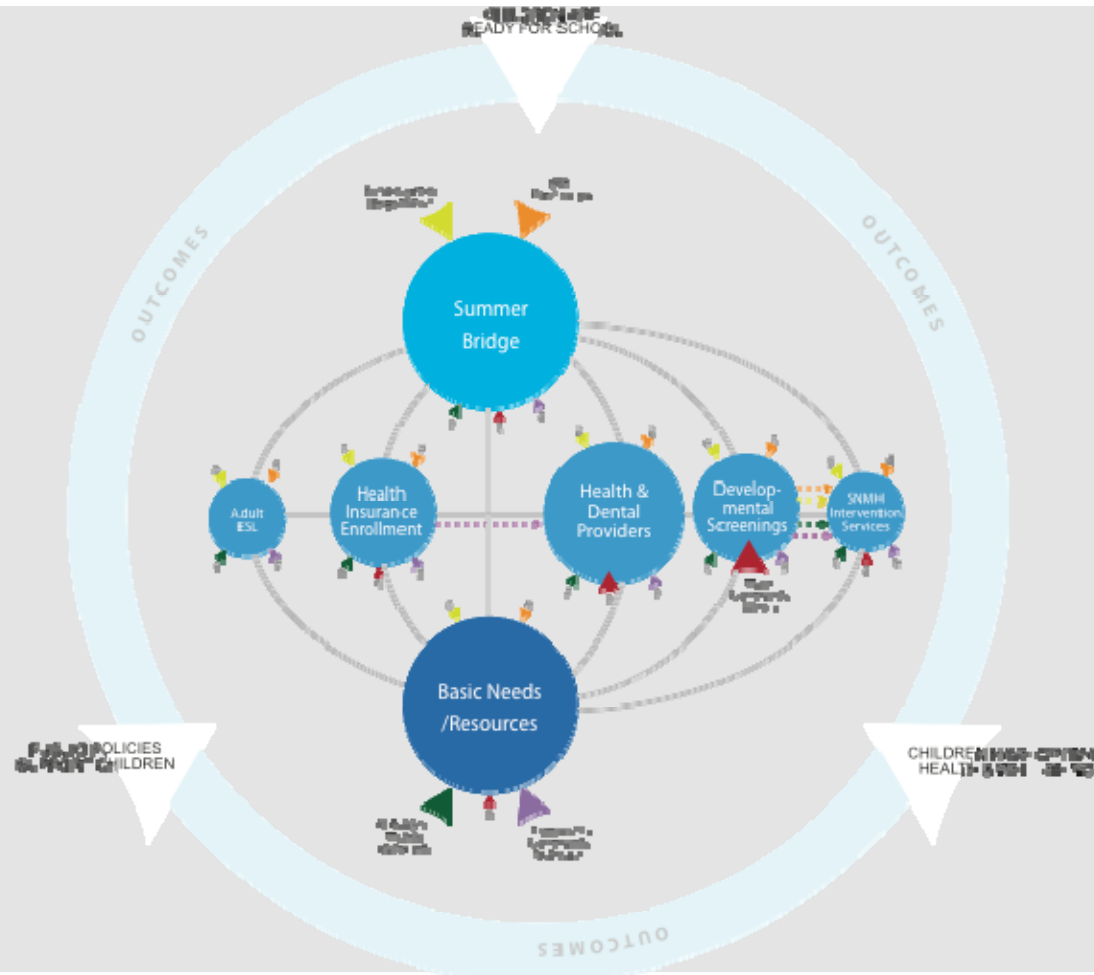
Context and Background

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- Launched in 2002-03 in San Rafael; expanded in 2005
- Curriculum centers around four developmental areas: Social Emotional, Physical, Cognitive, and Language
- In 2011, 12 classrooms consisted of 5 consecutive weeks of instruction: serving 225 children in all five school readiness communities
 - San Rafael – 3 classrooms
 - Novato - 5 classrooms
 - Shoreline/West Marin – 2 classrooms*
 - Marin City/Sausalito – 1 classroom
 - San Geronimo Valley – 1 classroom

Summer Bridge and F5M

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integrating information for impact

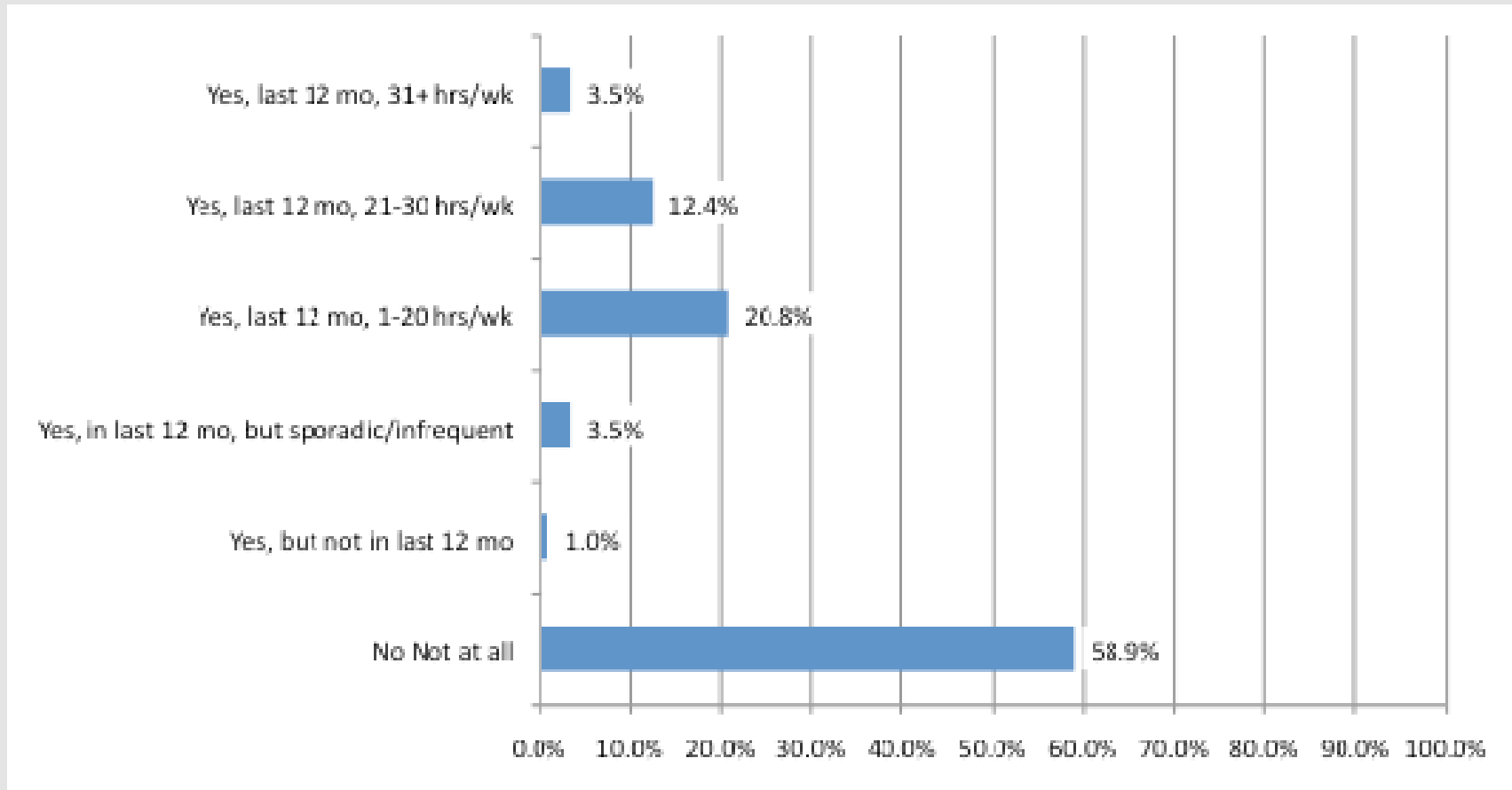
Demographics

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- 44% of Summer Bridge participants were female and 56% were male.
- For >70% a language other than English is the primary language spoken at home.
- 65% of participants are from households where the highest level of education is a high school degree or less.

Prior Preschool

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Attendance

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- The Average Daily Attendance (ADA) across all classrooms was **92%**.
- The ADA on Family Days across all classrooms was also **92%**.

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Student Outcomes



Progress in Developmental Domains

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- Student scored on 4-point scale:
 - 1 = never
 - 2 = sometimes
 - 3 = most of the time
 - 4 = all of the time
- Mean scores calculated for each of 10 skill areas in 4 developmental domains:
 - Social and Emotional
 - Physical
 - Cognitive
 - Language

Largest Student Gains

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- **Social-Emotional Development**
 - follows classroom routines
 - respects classroom environment and materials
 - ability to adjust to a new situation
 - plays well with other children
- **Physical Development**
 - cutting with scissors
 - using tools for writing and drawing

Statistically significant gains in each of the 4 domains

Findings Related to Social Emotional Readiness

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Kindergarten teachers surveyed in 2008

- **Social-Emotional Development and Readiness**
 - Important at entry
 - Difficult to impact
 - Teachers spend time on management

Social & Emotional Development 2007 to 2010 - Outcomes

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Students demonstrating social emotional readiness “most” or “all” the time:

Year	Pre	Post
2007	55.5%	86.5%
2008	23.5%	77.4%
2009	54.7%	91.9%
2010	42.2%	90.2%
2011	41.3%	84.3%

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Comments and Recommendations



Overarching Teacher Comments

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The program prepares students and parents for school. It creates a smooth transition for children. Parents get to spend time with their children and learn important pieces for being the best parents –

Teacher

- Benefitted children and families
- Overall, **100%** of participating teachers felt that the Summer Bridge program was “very effective” or “effective” in improving participants’ kindergarten readiness.

Teacher Recommendations

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- Time for teachers to share curriculum ideas at a county-wide meeting.
- Maintain smaller class sizes.
- Clear expectations for parents at sign up.

Overarching Family Comments

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It helped my son get excited about school, and it helped him get comfortable with the environment.

It helped me be ready to help him with his school work and know that he can be more independent.

-Family Members

- 95% of family members feel that their child was better prepared to learn in kindergarten
- Over 90% of family members report the workshops increased their understanding
- Approximately 65%-70% report increases in supportive activities

Family Recommendations

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Design

- Extend the program for a longer period time-- hours per day and/or number of weeks.

Conclusions and Recommendations

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Student attendance and enrollment, parent and teacher satisfaction, and student outcomes remain highly positive.

Recommendation: Continue to communicate ways in which Summer Bridge operates within the larger context of First 5 Marin's initiatives and the County of Marin, including the integrated, cross-agency nature of the program.

Share and disseminate findings to support continued community engagement and program expansion.

Conclusions and Recommendations

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Teacher background and kindergarten teaching experience may influence individual classroom curricular choices.

Recommendation: Continue to present and orient teachers to the curriculum in order to convey key elements of SB curriculum and maintain fidelity to core aspects of the program.

Pre-K through Grade 3 alignment efforts should inform curricular refinements and the content of teacher orientations.

Moving Forward

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Summer Bridge classrooms being 'picked up' by other funding agents (e.g., school districts, Marin Country Day, MCF).

Determining what data collection/analysis support F5M can provide as program transitions.

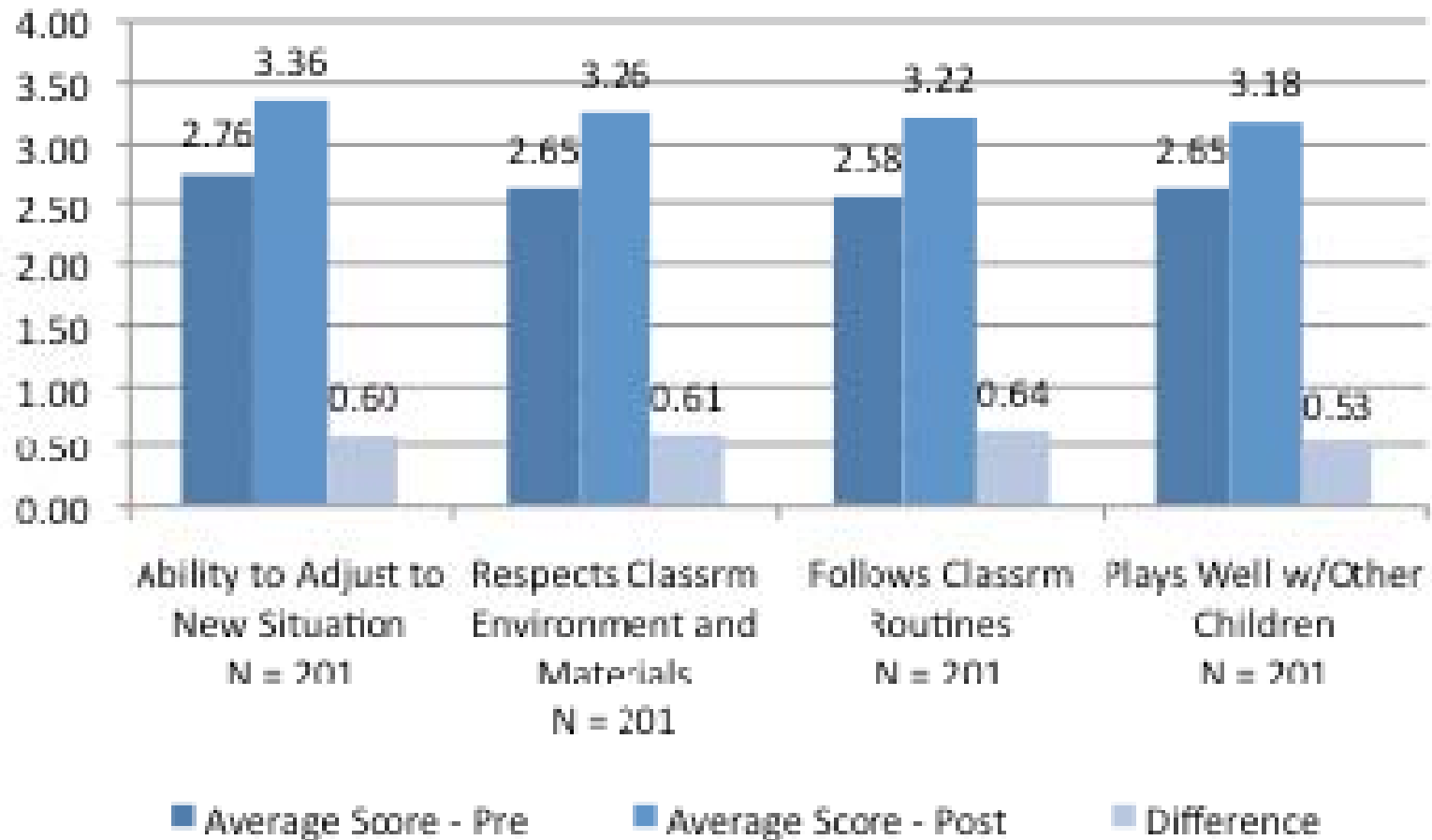
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Appendix – Charts



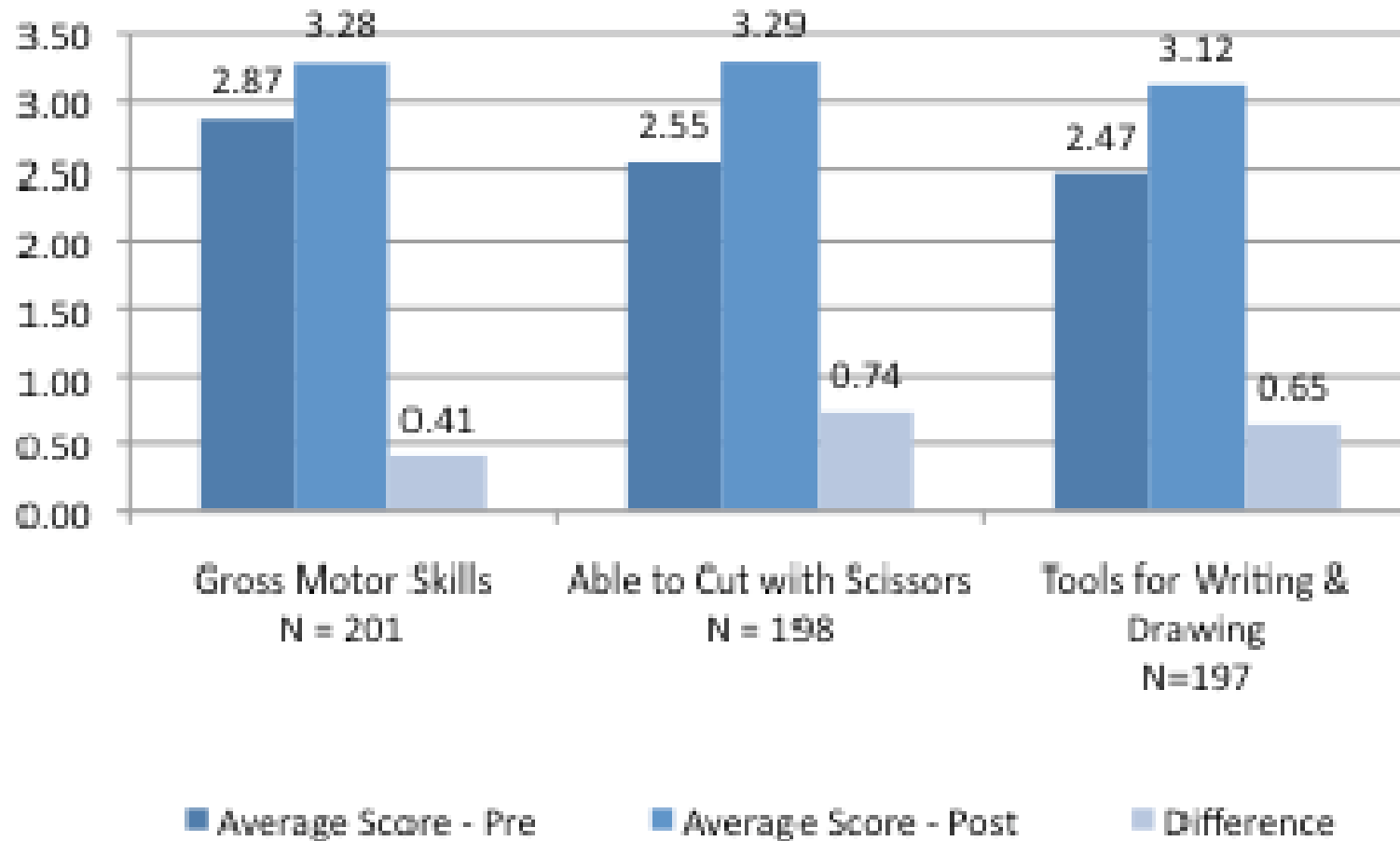
Social & Emotional Development

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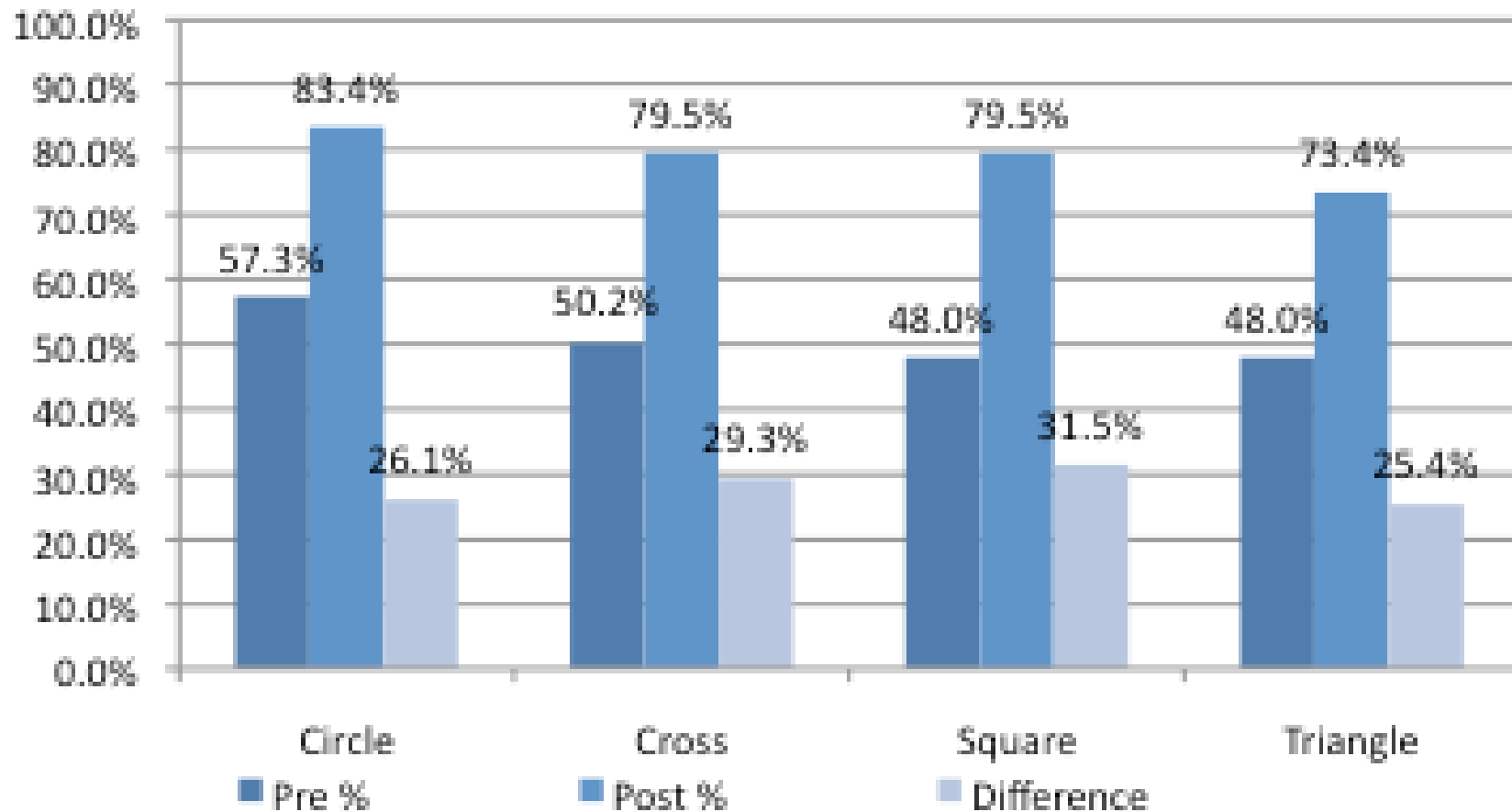
Physical Development

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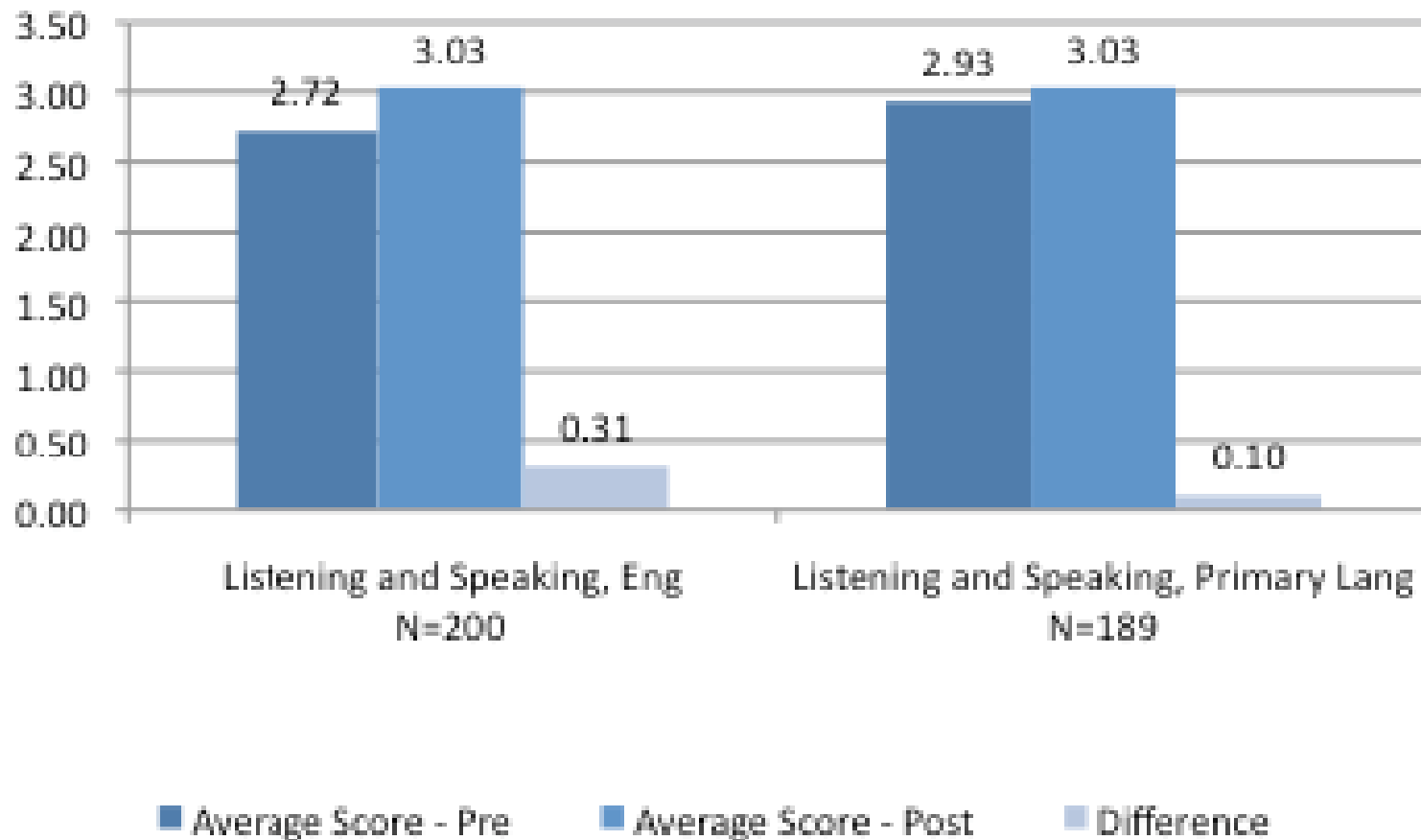
Physical Development – Draws Shapes

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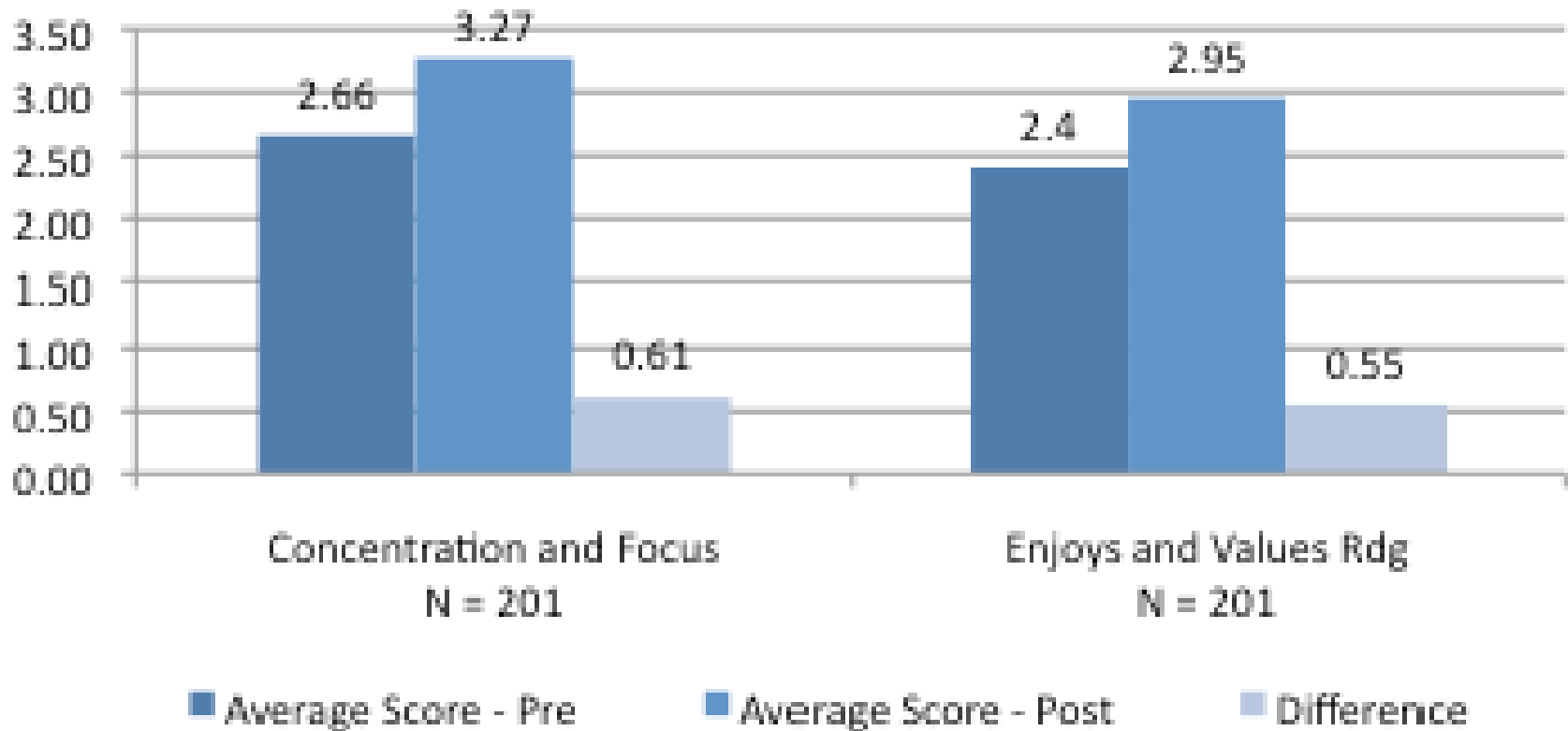
Language Development

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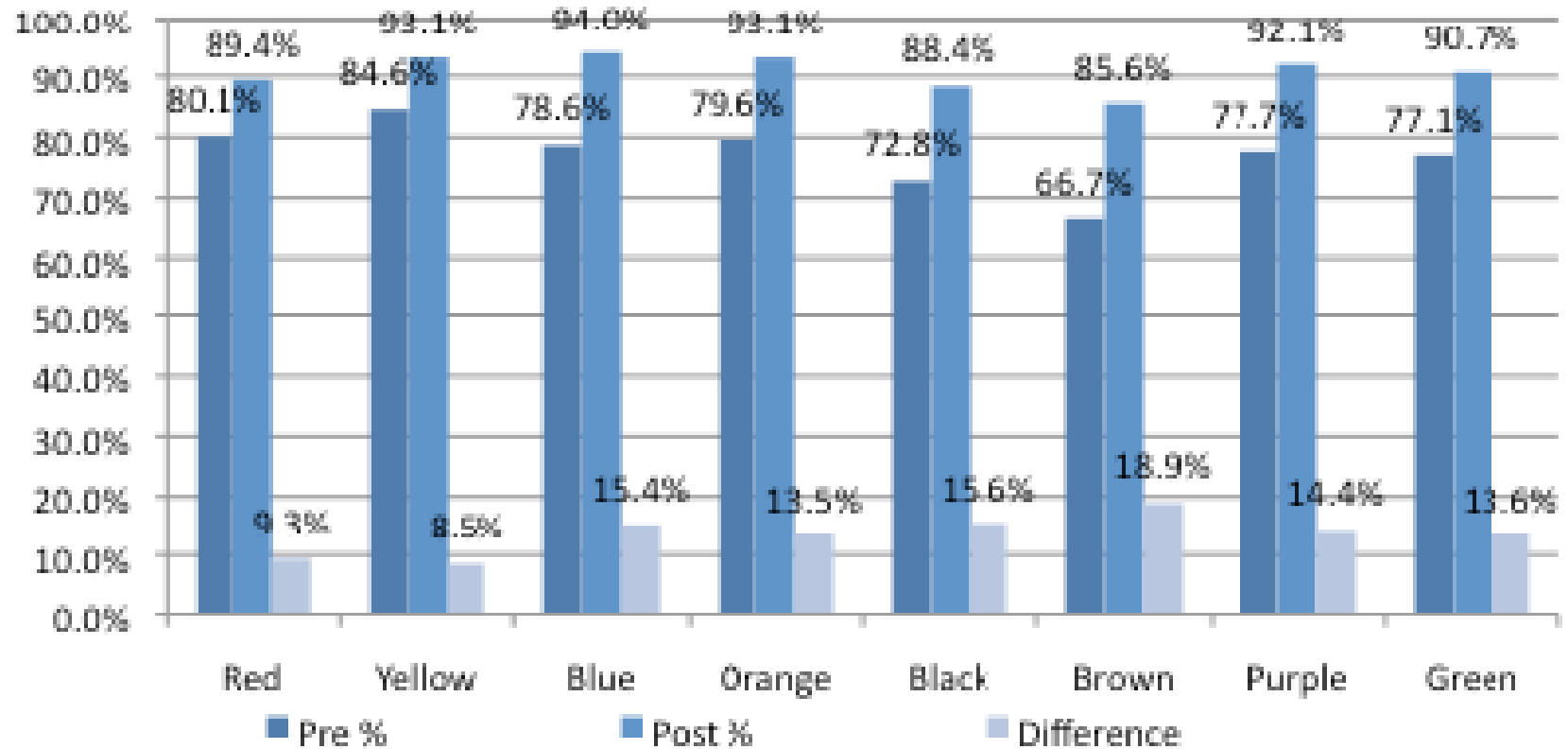
Cognitive Development

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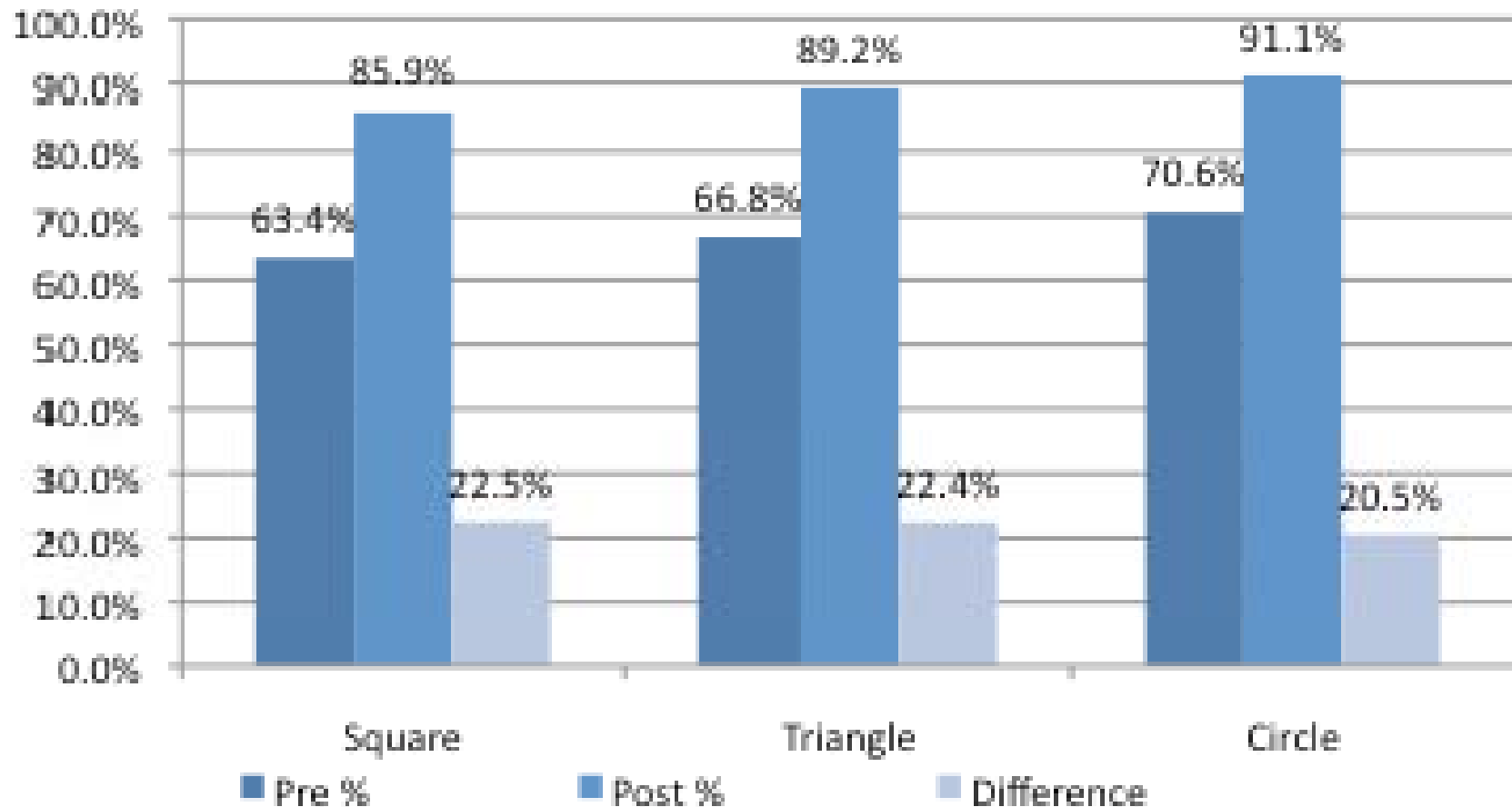
Cognitive Development – Recognizes Colors

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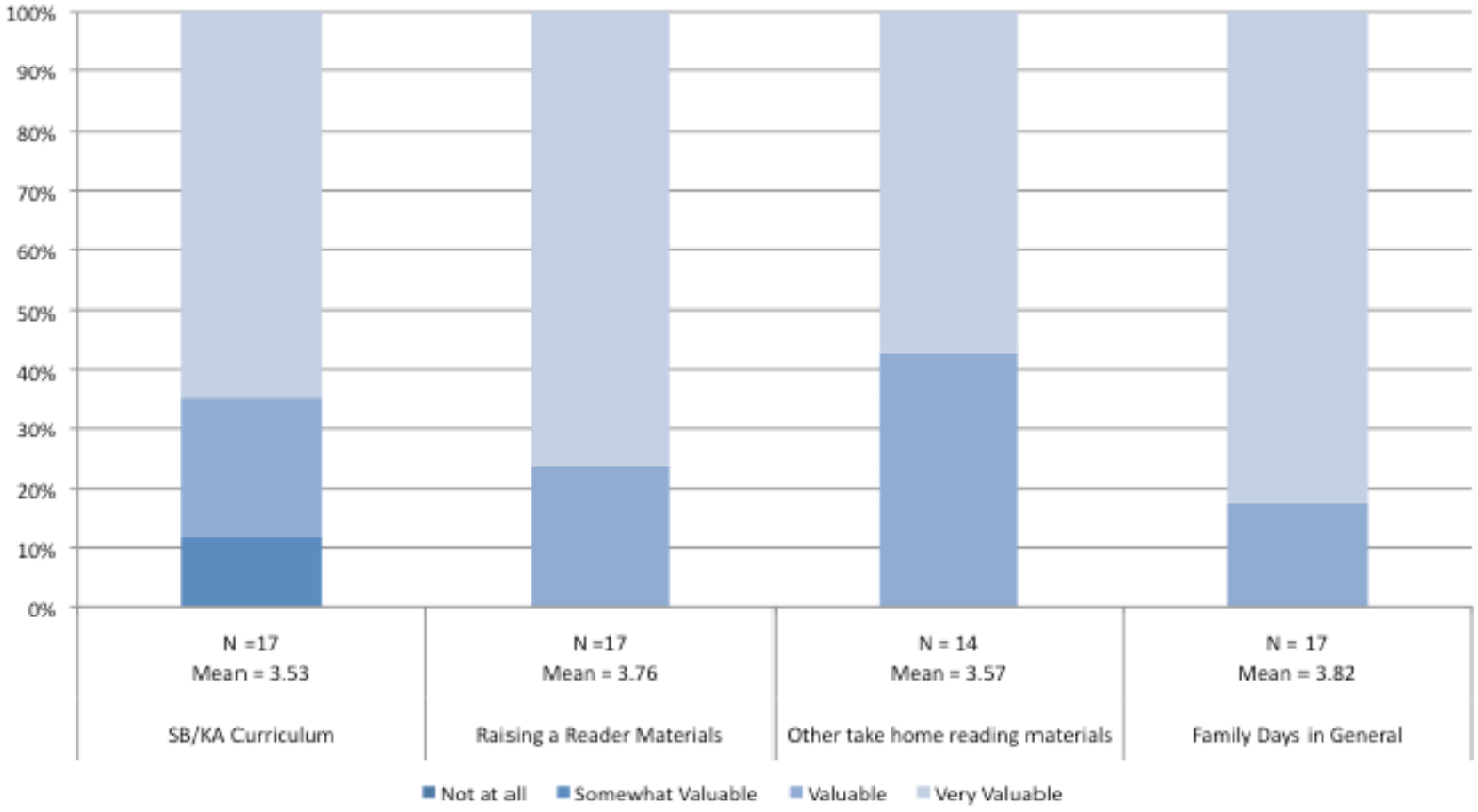


Cognitive Development – Recognizes Shapes

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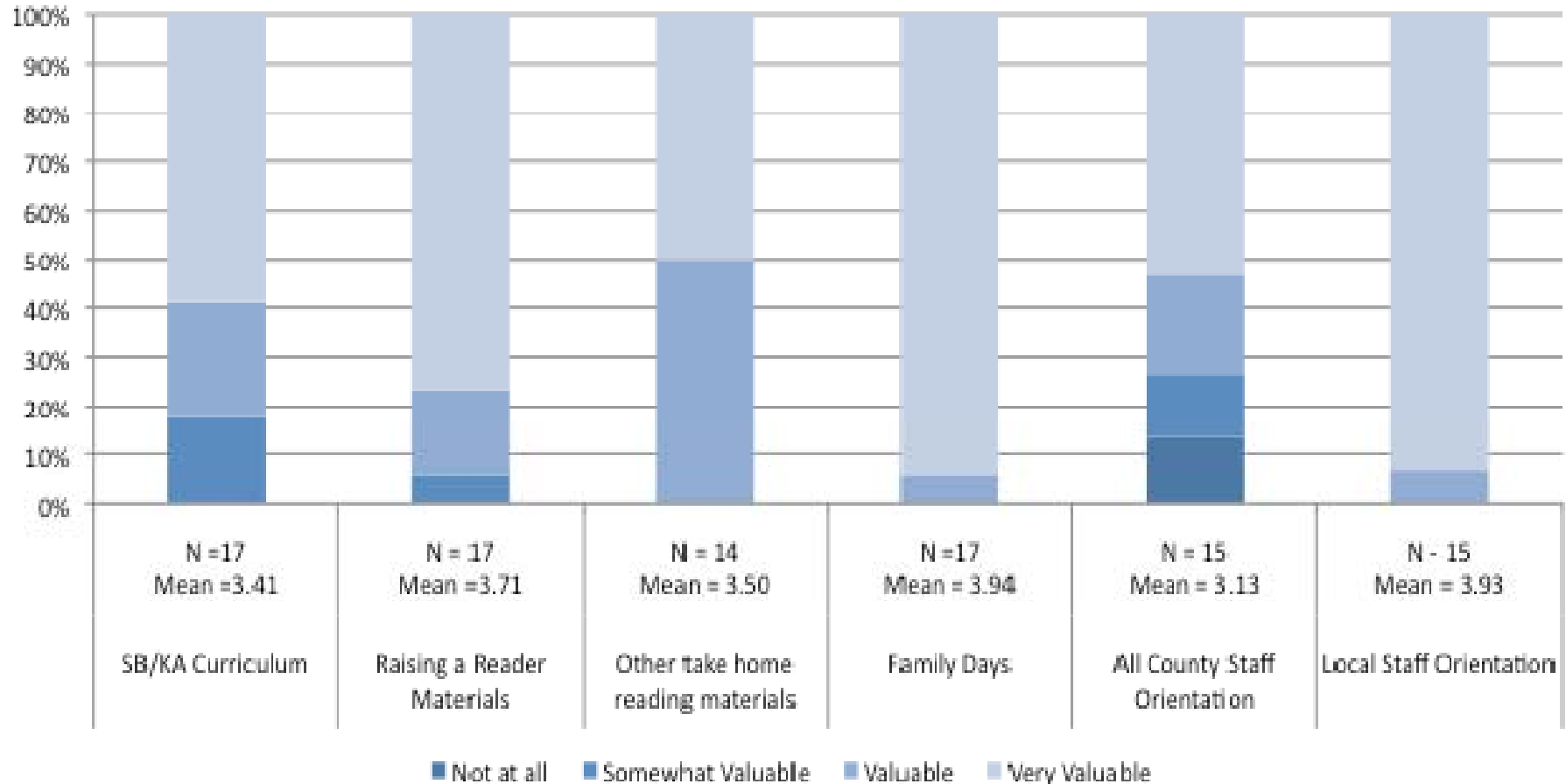


Teacher Survey– SB Components Promoting School Readiness



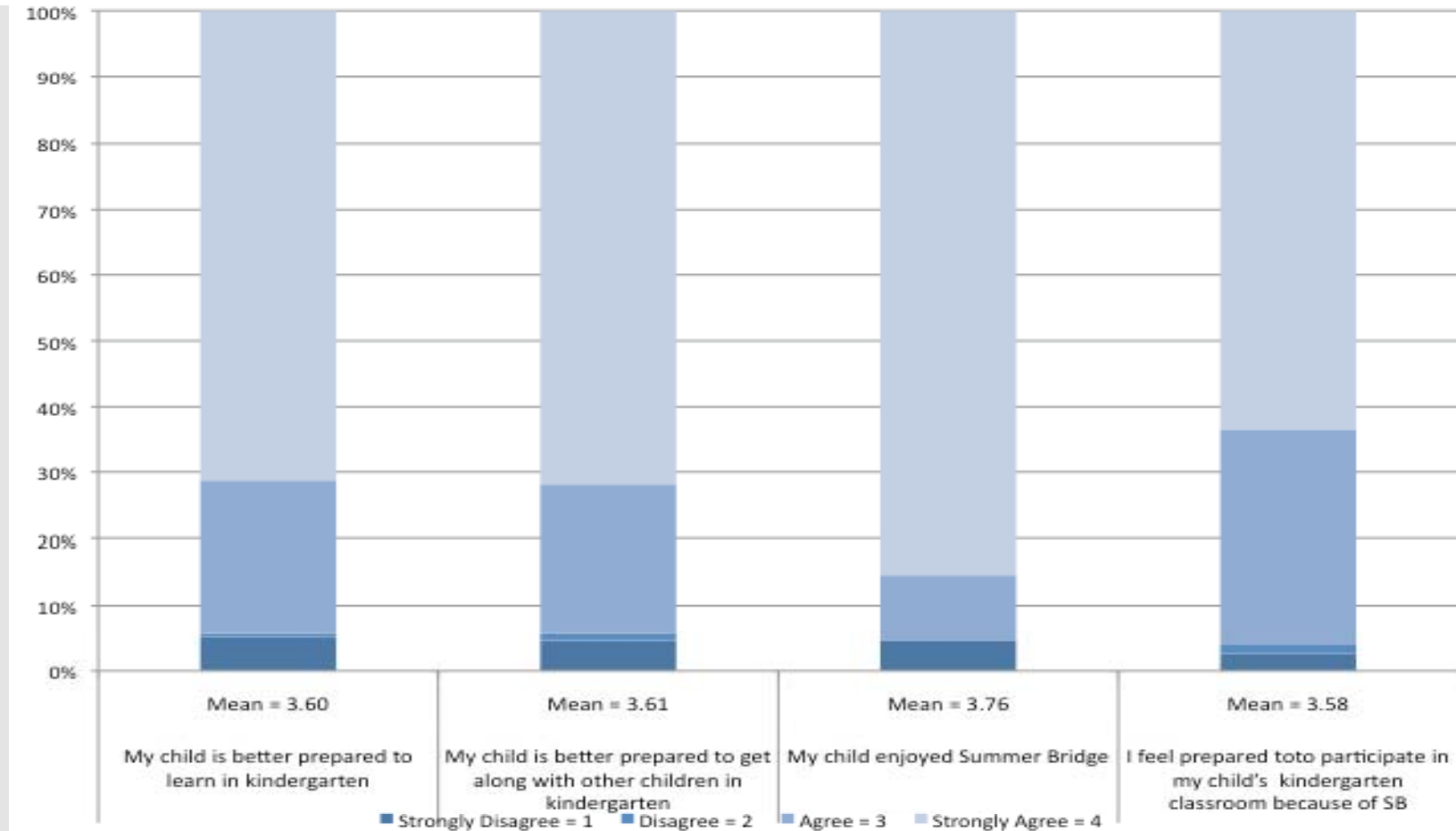
Teacher Survey: SB Components Promoting Effective Teaching

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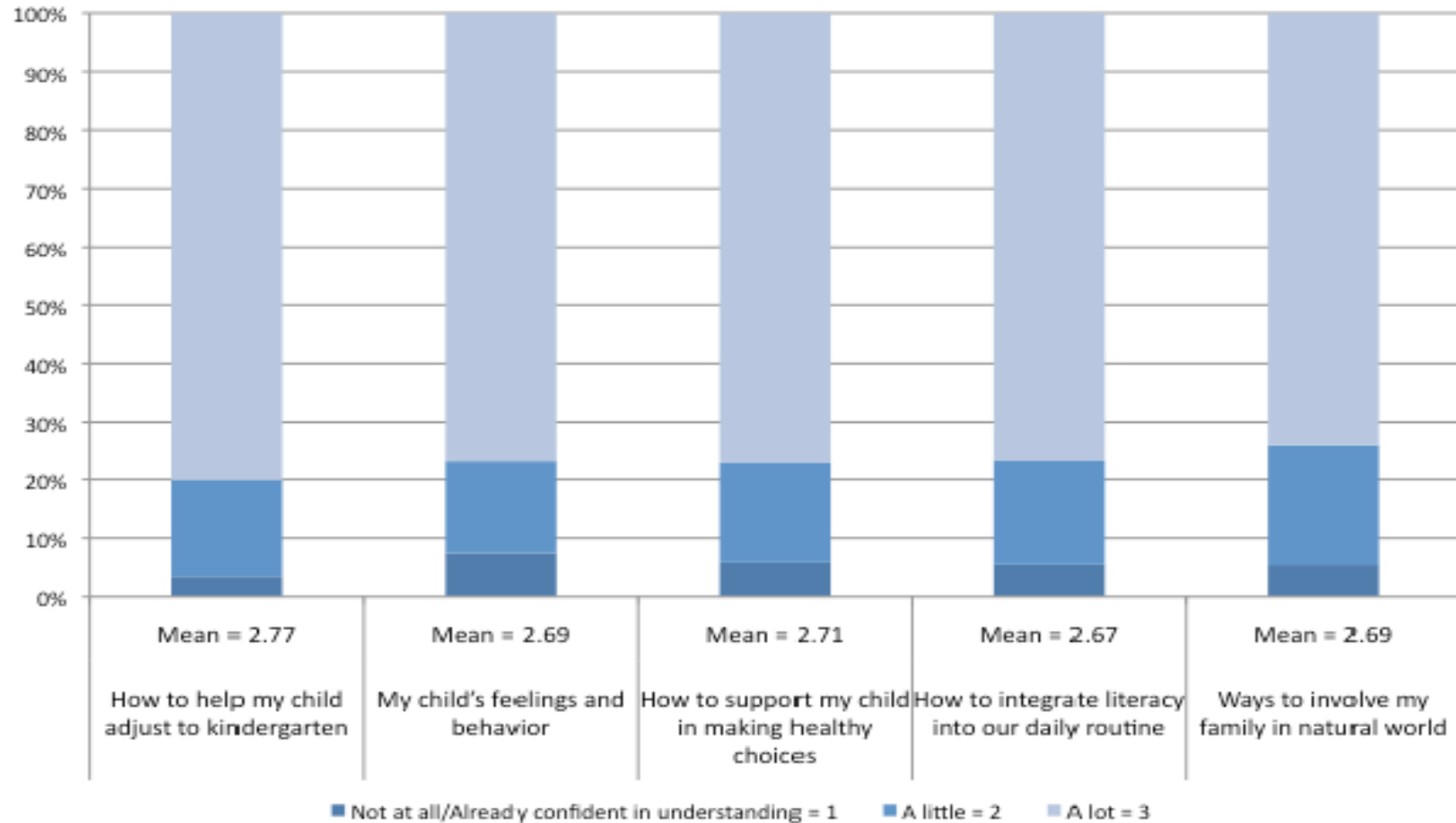
Family Ratings for Benefit to Child

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Family Learning & Understanding

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Family Interaction & Supportive Activities

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