



Summer Bridge Key Findings Report Summer 2010

Submitted:

January 18, 2011

Prepared for:

Amy Reisch, Executive Director
First 5 Marin Children and Families Commission
1101 5th Ave., Suite 215
San Rafael, CA 94901



jdcPartnerships

integrating information for impact

Prepared by:

jdcPartnerships
28 Knoll Rd.
San Rafael, CA 94901

Contact:

Jara Dean-Coffey, Principal
jara@jdcPartnerships.com

Table of Contents

PROGRAM HISTORY	3
School Readiness Initiative.....	3
Summer Bridge	3
BACKGROUND & OVERVIEW	4
Program Description.....	4
Curriculum.....	4
Family Engagement	5
Data Sources	7
PARTICIPANT DEMOGRAPHICS.....	8
Program Enrollment and Attendance.....	10
STUDENT OUTCOMES	12
Student Progress in Developmental Domains	12
Student Progress in Key Aspects of Physical and Cognitive Development	14
Highlights of Multi-Year Findings	16
FAMILY EXPERIENCES AND IMPACT	18
TEACHER EXPERIENCES	24
Teacher Satisfaction with Program Components	24
Teacher Ratings for Program Effectiveness	25
FINDINGS & RECOMMENDATIONS	27
Evaluator Conclusions and Recommendations	28
APPENDIX A SUMMER BRIDGE STUDENT OUTCOMES BY COMMUNITY	30
San Rafael (Canal) Pre/Post Comparison of Summer Bridge Participant Skill Change	30
Novato Pre/Post Comparison of Summer Bridge Participant Skill Change	33
West Marin/Shoreline Pre/Post Comparison of Summer Bridge Participant Skill Change	36
Marin City/Sausalito Pre/Post Comparison of Summer Bridge Participant Skill Change	38
San Geronimo Valley Pre/Post Comparison of Summer Bridge Participant Skill Change	40
APPENDIX B SUMMER BRIDGE PARENT SURVEY FINDINGS BY COMMUNITY	42
San Rafael (Canal), n = 91 Family Survey Findings	42
Novato, n = 76 Family Survey Findings.....	45
Marin City/Sausalito n = 14 Family Survey Findings.....	48
San Geronimo Valley, n = 13 Family Survey Findings	51
West Marin/Shoreline, n=11 Parent Survey Findings.....	54

1. Program History

Program History

SCHOOL READINESS INITIATIVE

School Readiness Initiatives in five communities developed by bringing parents, service providers, early care and education providers, and schools together to design an initiative most appropriate to their community. Each initiative includes four areas of work: health (physical, oral, social/emotional), access to quality early care and education, family support, and increased school capacity. The five communities are: San Rafael, particularly the Canal Community, San Geronimo Valley/Nicasio, Shoreline/West Marin, Novato, and Marin City/Sausalito.

Canal School Readiness is the oldest and largest of the school readiness initiatives. It began in FY 2002-03 as a joint initiative between First 5 Marin and First 5 California. Canal School Readiness includes several well-established and successful community projects. These are: Even Start (family literacy and support); Pickleweed Pre-school (half-day classes for 20 children); Summer Bridge (a five-week pre-kindergarten program); Kinder Advocates (welcome, registration, and support for incoming kindergarten families); and Mentores (parent-to-parent outreach and support). This is the final year of funding from First 5 California for Canal School Readiness.

In 2004, using the Canal School Readiness Initiative as a model, First 5 Marin began working with communities around the County to explore the possibilities of developing additional school readiness initiatives. This process, a part of the larger strategic planning process, resulted in the development of four additional school readiness initiatives which included San Geronimo Valley/Nicasio, Shoreline/West Marin, Novato and Marin City/Sausalito.

SUMMER BRIDGE¹,

Summer Bridge began in the summer of 2003 with three classrooms in the San Rafael Canal community. It continued to expand and in Summer 2005, a standardized curriculum was developed through funding from a Federal Early Learning Opportunities Act grant. Most recently, during the summer of 2010, twelve Summer Bridge classrooms ran County-wide and served children and families from the following five communities: San Rafael (Canal), Marin City/Sausalito, Novato the Valley (San Geronimo/Nicasio), and Shoreline/West Marin.

¹ The Summer Bridge program in Novato is called Kinder Academy; however, the program structure and materials are the same as in the other four communities.

Background & Overview

PROGRAM DESCRIPTION

Summer Bridge, a kindergarten readiness program, provides high quality early learning opportunities for children preparing to enter kindergarten and in need of additional learning support. The Summer Bridge program is currently overseen by the First 5 Marin School Readiness Initiative. This initiative promotes community-based planning for school readiness in partnership with parents, schools, and service providers. The five communities that hosted Summer Bridge classrooms in 2010 have well-developed School Readiness projects that include the Summer Bridge program as an integral component.

In keeping with First 5 Marin's efforts to support collaborative systems-level changes that are community-based, families are connected to the Summer Bridge program through multiple points of entry. These include upon registration for kindergarten, through outreach during the year by family advocates/promotores in the community, referrals from the FLAGship (a mobile literacy/parent education/health outreach van funded by First 5 Marin), and referrals from the Marin Community Clinics. Beyond their participation in this five-week program, families are connected with other resources/agencies within their communities, such as ESL classes, health and dental care providers, family counseling, developmental screening and intervention services, and basic needs providers. This integrated approach is depicted in The Summer Bridge Pathway Model (Figure 1).

These practices are consistent with First 5 Marin's overall approach and are aligned with identified variables influencing the transition to kindergarten for children with disabilities: 1) communication between and relationships among the child, family, service providers, and agencies within the community; 2) supportive interagency infrastructure, including formal and informal mechanisms for cross agency communication and coordination; and 3) alignment of programs and continuity of the service delivery.²

CURRICULUM

The current Summer Bridge curriculum was designed in 2005, to ensure consistent and high quality instruction across all classrooms. The curriculum centers around four developmental areas: Social Emotional Development, Physical Development, Cognitive Development, and Language Development. In addition to activity suggestions within each of these domains, the curriculum also provides teachers with supporting materials and visuals such as pictures, hand-outs, charts, labels, and cut-outs. In all classrooms, the Summer Bridge curriculum is supplemented with the 2nd Step Curriculum, which promotes interpersonal and social-emotional skill development. Additionally, numerous Summer Bridge teachers are kindergarten teachers and supplement the Summer Bridge curriculum with their school-year materials.

"The curriculum is excellent. It touches upon every subject the kids need to know about before going into kindergarten."

— Summer Bridge Teacher, 2010

Summer Bridge teachers and staff receive a comprehensive orientation to the curriculum, as well as the various service components incorporated within the program. These components include: oral health and hygiene, nutrition, hearing and vision screenings (or referrals for screenings), the "Raising a Reader" early home literacy book bag program, and the kindergarten transition family days.

² Rous, B., Hallam, R., Harbin, G., McCormick, K., & Jung, L.A. (2005). *The transition process for young children with disabilities: A conceptual framework*. Lexington, Kentucky: The National Early Childhood Transition Center.

2. Background & Overview

Summer Bridge consists of five consecutive weeks of instruction, in one or more classes in each community. San Rafael’s Canal community had five classrooms, Novato, four, Shoreline/West Marin, one, Marin City/Sausalito, one, and the San Geronimo Valley, one. In total, the twelve classrooms served 229 children during Summer 2010.

FAMILY ENGAGEMENT

Engaging families in their child’s learning and in understanding and feeling comfortable in the K-12 system their child is entering is critical to the success of their children as they enter school. In order to help families overcome access and service barriers and be prepared to support their child’s success in school, the Summer Bridge program incorporates weekly, required parent and child workshops that offer critical information on transitioning to kindergarten, family literacy, parenting, children’s academic and social development, nutrition, emotional well-being, and physical health. The workshops also encourage parents to interact with their children, their child’s teacher, and with one another in a warm and supportive learning environment. Because in most cases, the teacher of the child’s Summer Bridge class is the teacher that child will have in Kindergarten and the class is held at the school, these weekly sessions provide and opportunity for the family to get to know both the teacher, the school itself and often the Principal. With the support of the family/kinder advocates in each of the five communities, the school and the family are better prepared to make the child’s experience a positive one.

Table 1. Sample Schedule

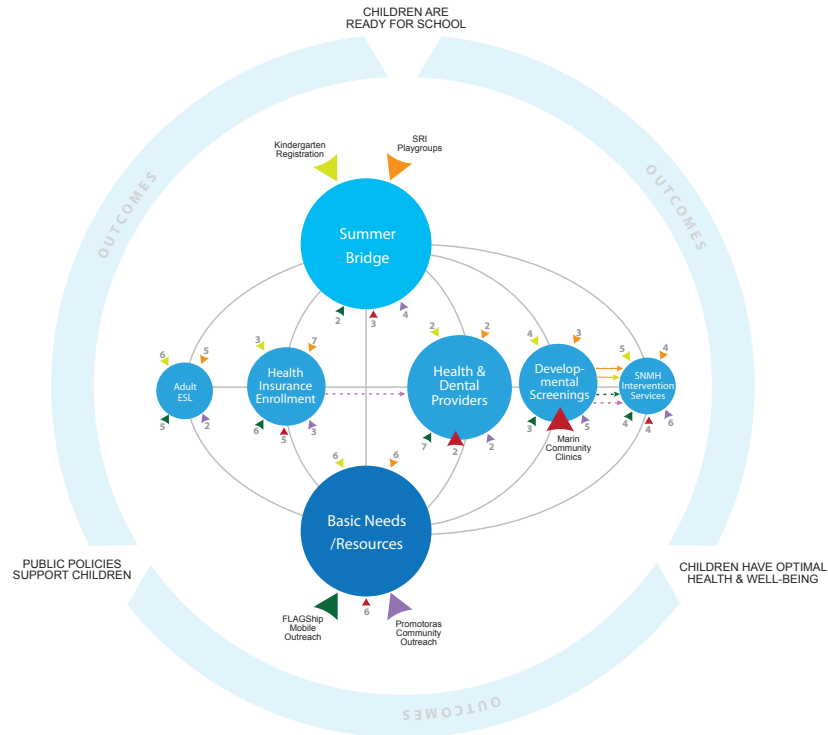
Sample Summer Bridge Daily Schedule	
8:30-8:50	Opening Circle: Greeting and Calendar Activity
8:50-9:20	Snack and Outside Play
9:20-9:40	Large Group Instruction: Number, Letter, and Shape Identification
9:40-10:10	Small Group Instruction
10:10-11:10	Learning Centers: Child- and Teacher-Directed Activities
11:10-11:15	Clean-up
11:15-11:30	Closing Circle Story Time

Table 2. Sample Calendar

Sample Calendar of Family Fridays and Events	
First Day	Parent Orientation
Family Friday #1	Raising a Reader Workshop
Family Friday #2	Child’s Development and How to Prepare for Kindergarten
Family Friday #3	Physical Health and Nutrition
Family Friday #4	Oral Health
Family Friday #5	Graduation and Family Celebration

Figure 1. Summer Bridge Pathway Model

Summer Bridge — Points of Entry/Program Referrals



Notes about Figure 1: Points of Entry (POE) are denoted by large color-coded arrows and are initially associated with the most common service/agency referral that follows this POE:

- Orange: SRI Playgroups
- Yellow: Kindergarten Registration
- Green: FLAGship mobile outreach
- Purple: Family Advocates/Promotores
- Red: Marin Community Clinics

Primary links to other services referred at each POE are indicated with color-coded small arrows—in the same relative position as the large arrows—with associated numbers indicating the service next most often referred, in descending order (2, 3, 4, 5, 6, 7).

Proximal links—those instances in which the service provision and POE overlap—break the border of the service bubbles. For example, Marin Community Clinic arrows break the border of the Health and Dental Providers and Developmental Screening service bubbles.

Secondary links—those instances in which service referrals are commonly dependent upon a particular pathway—are indicated with color-coded dotted lines. For example, Developmental Screenings precede SNMH Intervention Services.

2. Background & Overview

All solid gray lines assume **reciprocal links**, which, currently, may vary in strength in either direction. The more focused services³ (i.e., Health and Dental Providers, Children’s Health Insurance Enrollment, Developmental Screenings, SNMH Intervention Services, and Adult ESL) are linked by just one line but are also linked by position on the same plane.

DATA SOURCES

We reviewed quantitative and qualitative data sources in compiling this report. Following is a summary of the purpose and information provided by each data source:

Student Enrollment Information

This year, each F5M School Readiness Coordinator received an MSEXcel form in which a student’s enrollment information could be consistently entered, transferred to attendance forms, and more readily aggregated across the various communities. This form includes key demographic information such as ethnicity, primary language, and prior pre-school experience.

Student Attendance Data

This year, each Summer Bridge program recorded and provided attendance information in a consistent MSEXcel form linked to student enrollment records.

Student Developmental Continuum Assessment

Administered in the first and last week of the Summer Bridge program, this instrument assesses individual students in key domains: Social and emotional development, physical development, cognitive development, and language development.

Family Member Survey

Revised for Summer 2010, this survey asks family members about benefits of participation for their child and family as a whole, including increased understanding and frequency of supportive activities.

Teacher Survey

The teacher survey asks staff (teachers and aides) to reflect on the effectiveness of Summer Bridge components, in supporting their teaching and in promoting benefits for participating families.

³ The phrase ‘more focused’ is used to differentiate those services that are defined beyond Basic Needs/Resources and continue beyond the limited timeframe of Summer Bridge)

Participant Demographics

Gender, prior pre-school experience, and home language demographics were available for up to 235 participants. Figure 2 below indicates that 50% of Summer Bridge participants were female and 50% were male. Figure 3 shows that for more than two-thirds of participants, Spanish is the primary language spoken at home (70%). Figure 4 illustrates that almost three-fourths of participants are from households where the highest level of education is a high school degree or less (72%). These demographics are consistent with the initiative’s emphasis on serving students who have little access to pre-school experience and have limited access to resources due to language barriers, identified special education needs, or socioeconomic factors. Figure 5 shows that half of participants had no prior preschool experience (50%). Among those who had prior pre-school in the last 12 months, the largest majority attended between 1-20 hours per week and most of these participants indicated attending a Head Start program.

Figure 2. Gender (n=235)

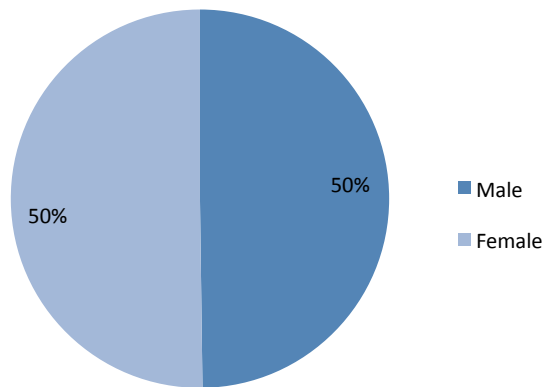
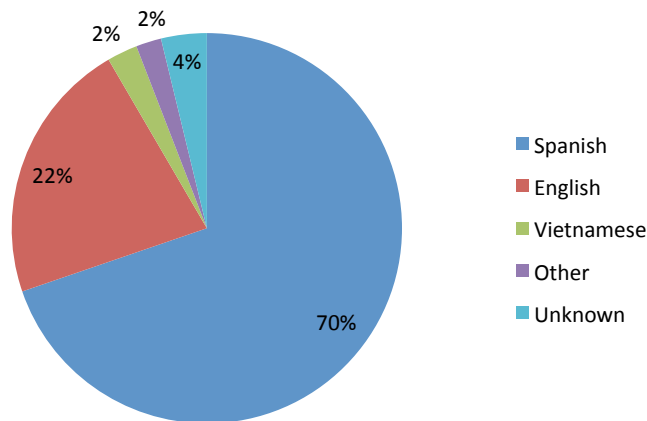


Figure 3. Language Spoken at Home (n=235)



3. Participant Demographics and Attendance

Figure 4. Highest Level of Education in Household (n=168)

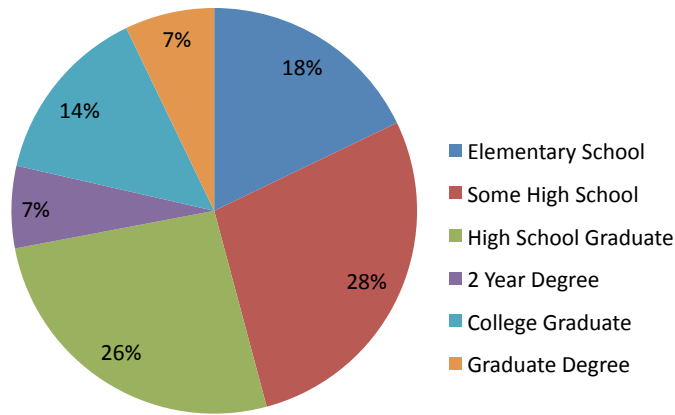
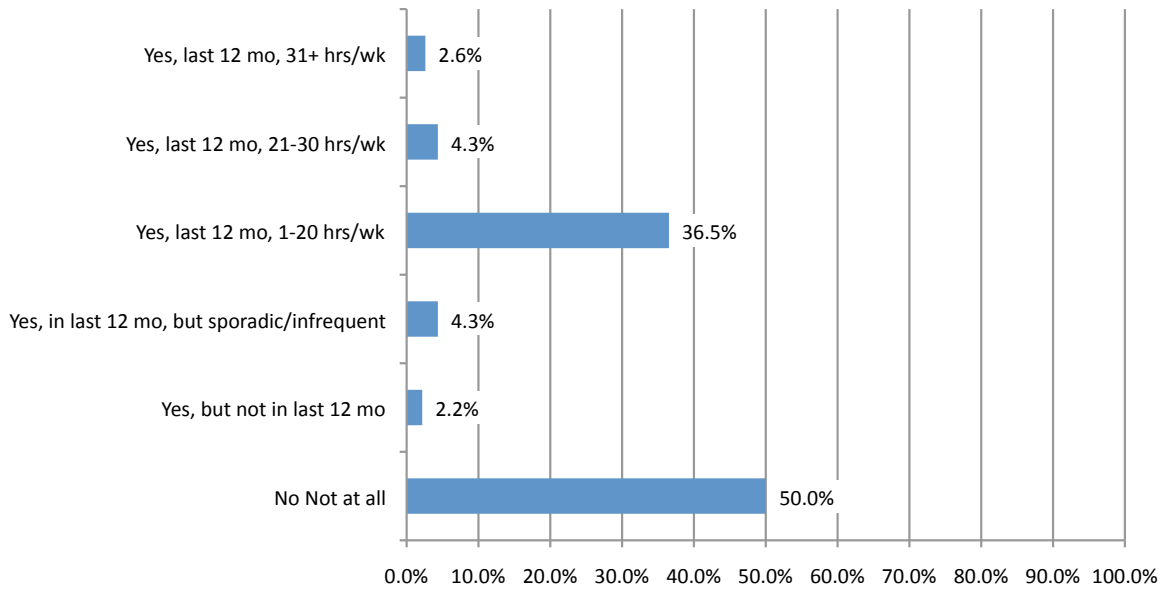


Figure 5. Preschool Experience (n=230)



3. Participant Demographics and Attendance

PROGRAM ENROLLMENT AND ATTENDANCE

Table 3 indicates that attendance and enrollment summaries for individual Summer Bridge classrooms, and the program as a whole, were very positive during Summer 2010.

- Enrollment numbers remained fairly consistent between the first and last weeks of the program. The total enrollment during the last week of programming decreased by 12 students compared to the first week's enrollment. Classrooms mostly experienced their early de-enrollments towards the end of programming, as indicated by a five-week enrollment average that is closer to the beginning enrollment.
- The Average Daily Attendance (total attendances divided by total program days) for individual classrooms ranged from 11 to 21 students. Across all classrooms, the Average Daily Attendance (ADA) was 17 or 92% of the average five-week enrollment.
- The ADA on Family Days for individual classrooms ranged from 11 to 20, with a Family Day ADA across all sites of 17 (92% of enrolled) parents/family members.

3. Participant Demographics and Attendance

Table 3. Summer Bridge Attendance 2010

Summer Bridge 5-Week Enrollment and Attendance Summary: Summer 2010								
CLASSROOM	TOTAL STUDENTS SERVED*	ENROLLMENT			ADA: REGULAR PROGRAM	%**	ADA: FAMILY DAYS	%**
		1ST WEEK	LAST WEEK	5-WEEK AVERAGE				
Marin City/Sausalito	21	20	15	19	14	77%	12	60%
Novato: 1	21	21	19	20	19	95%	19	95%
Novato: 2	20	20	20	20	18	90%	18	90%
Novato: 3	20	20	19	20	18	90%	18	90%
Novato: 4	20	20	20	20	19	95%	19	95%
San Rafael: 1	21	21	21	21	20	95%	20	95%
San Rafael: 2	20	20	20	20	19	95%	19	95%
San Rafael: 3	20	20	20	20	19	95%	19	95%
San Rafael: 4	21	21	21	21	21	100%	21	100%
San Rafael: 5	17	17	15	15	15	100%	15	100%
Shoreline: Inverness	13	13	13	13	11	85%	12	85%
The San Geronimo Valley	15	15	14	15	13	87%	11	86%
SUMMARY	Average	19	19	18	19	92%	17	92%
	Total	229	228	217	224	206	203	

* Any student attending at least one program day (with the exception of students who dropped the program immediately).

** Percents represent a comparison between Average Daily Attendance (ADA) and the 5-week average classroom enrollment listed in Column 4.

4. Student Outcomes

Student Outcomes

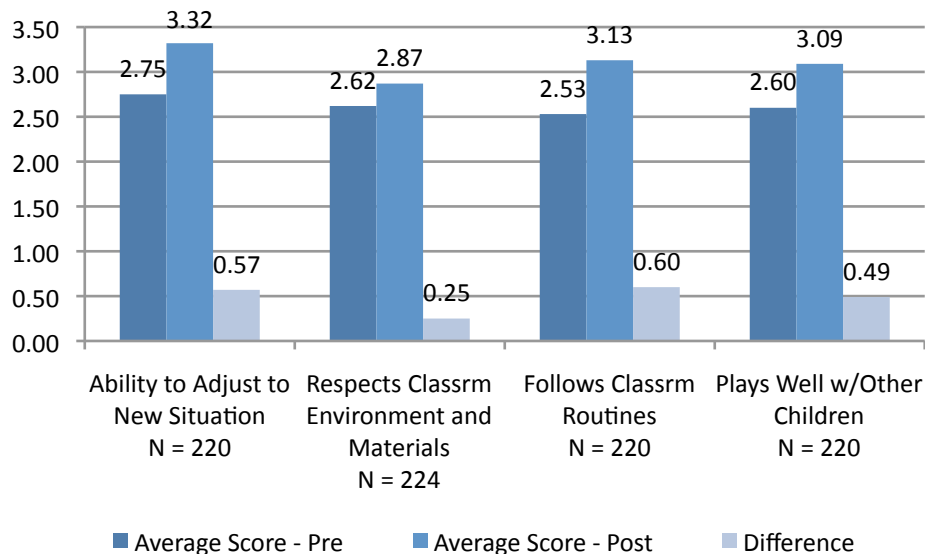
Summer Bridge participants were administered a developmental skills assessment by their classroom teachers during the first and last weeks of programming. The 48 assessment items corresponded to the four developmental areas targeted by the Summer Bridge curriculum and were grouped into 11 skill areas that included: 1)Following Classroom Routines, 2)Ability to Adjust to New Situations, 3)Respecting and Caring for the Classroom Environment, 4)Playing Well with Other Children (Social Emotional Domain), 5)Enjoying and Valuing Reading, 6)Concentration and Focus (Cognitive Domain), 7)Cutting with Scissors, 8)Using Tools for Writing and Drawing, 9)Gross Motor Skills (Physical Domain), 10)Listening and Speaking in English, and 11)Primary Language (Language Domain).

Performance in each area was ranked according to the following scale: 1) Never 2) Sometimes 3) Most of the Time and 4) All of the Time.

STUDENT PROGRESS IN DEVELOPMENTAL DOMAINS

Students made strong progress during the course of the 2010 Summer Bridge program. Analysis revealed statistically significant⁴ improvement in Social Emotional Development (Figure 6), Cognitive Development (Figure 7), Physical Development (Figure 8), and Language Development (Figure 9). Results have been presented for students who underwent pre- and post-assessment. Some of the most substantial gains were made in 1) Social Emotional Development: follows classroom routines, overall mean increase of 0.60; ability to adjust to a new situation, 0.57 (this item also showed the highest post score average, 3.32); plays well with other children, 0.49, and 2) Physical Development: cutting with scissors, overall mean increase of 0.59; using tools for writing and drawing, 0.54.

Figure 6. Pre/Post Comparison of Social Development



⁴ Growth in each domain was statistically significant at $p \leq .00$.

4. Student Outcomes

Figure 7. Pre/Post Comparison of Cognitive Development

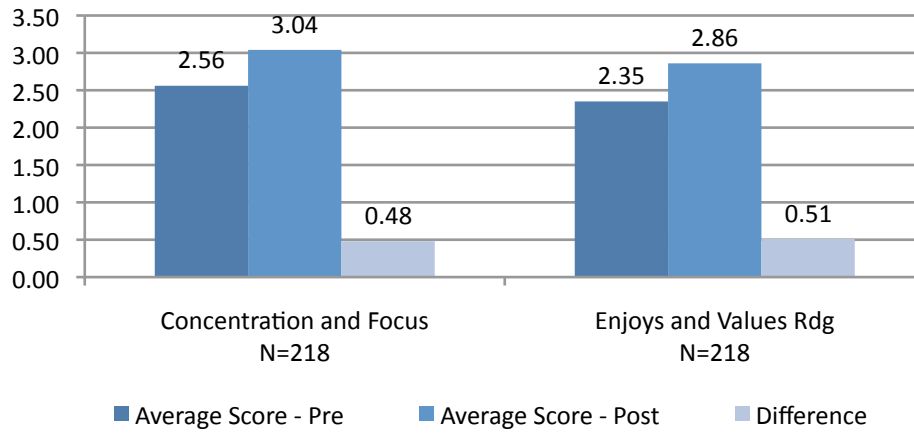
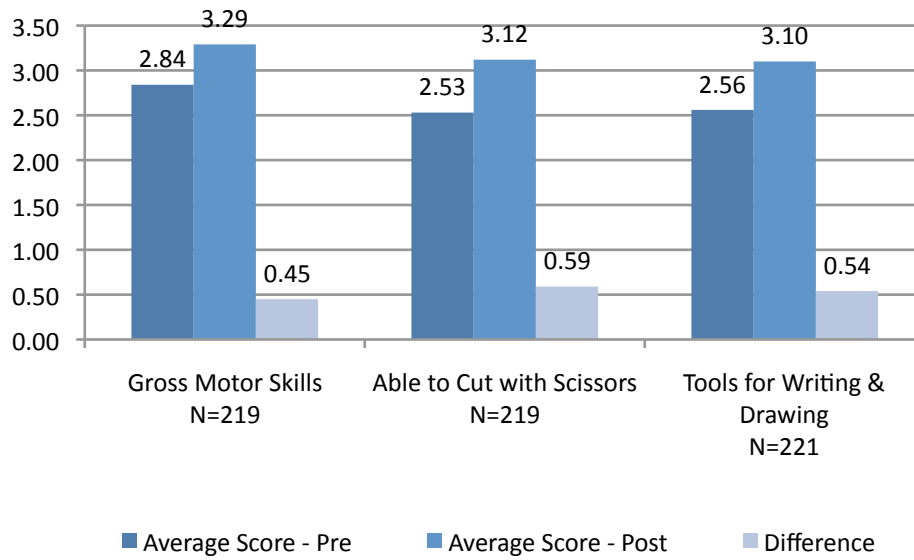
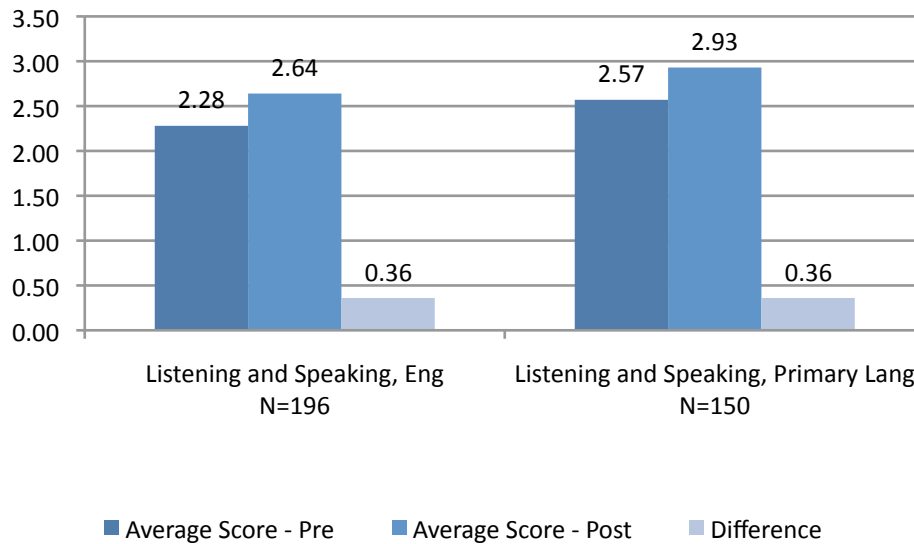


Figure 8. Pre/Post Comparison of Physical Development



4. Student Outcomes

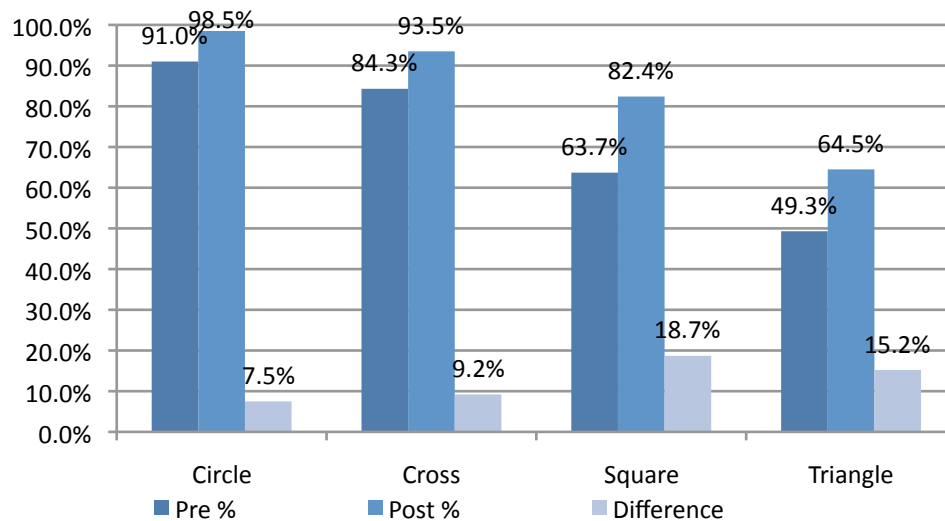
Figure 9. Pre/Post Comparison of Language Development



STUDENT PROGRESS IN KEY ASPECTS OF PHYSICAL AND COGNITIVE DEVELOPMENT

The materials section of pre- and post-assessments, in which students are asked to demonstrate certain skills, also revealed notable gains in students’ ability to copy, draw, and recognize shapes, colors, and their own name. For every area assessed, there was an increase between pre and post in the proportion of students able to successfully complete each task. Figure 10 shows that in the area of copying and drawing shapes, increases between pre and post ranged from 8% (circle) to 19% (square). Figure 11 indicates that in the area of recognizing colors, increases ranged from 8% (green, yellow) to 17% (brown). Figure 12 illustrates that in the area of shape recognition, increases ranged from 16% (circle) to 26% (triangle). By the end of Summer Bridge, nearly all students were able to recognize their own name (98.6%, an increase of 17%). These findings are consistent with those observed in 2008-09.

Figure 10. Student Ability to Copy and Draw Shapes



4. Student Outcomes

Figure 11. Student Ability to Recognize Colors

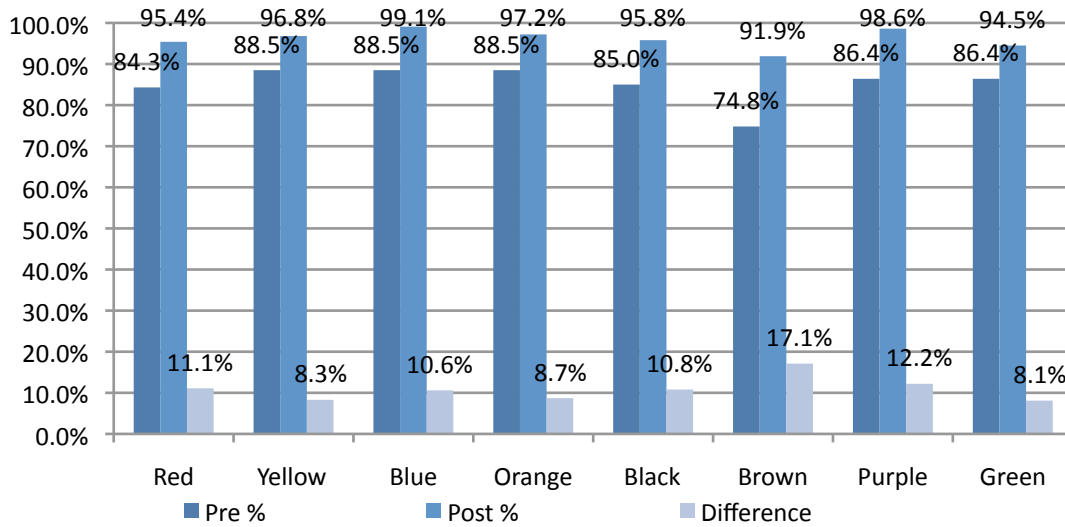
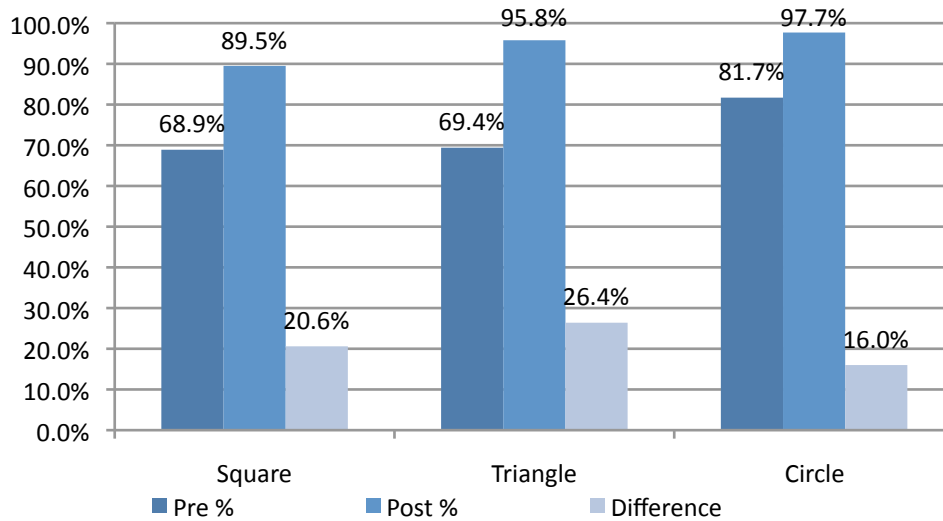


Figure 12. Student Ability to Recognize Shapes



Key Student Finding #3: Progress within Communities

Statistically significant results on the student assessment were consistent across individual communities. However, some of the communities did demonstrate unique areas of strength with regard to student achievement. Appendix A to this report presents student assessment data by community.

4. Student Outcomes

HIGHLIGHTS OF MULTI-YEAR FINDINGS

While the percentages of students demonstrating school readiness⁵ in each developmental domain have varied, students have consistently shown statistically significant gains on the developmental assessment each year that the Summer Bridge program has been offered. Across the years, in each area assessed, more than two-thirds of students have exited Summer Bridge demonstrating readiness. And in the key focus area of social and emotional development, while the percentage of students arriving at Summer Bridge already demonstrating readiness has ranged from 24% in 2008 to 55% in 2007 and 2009, at least three-fourths are doing so by program’s end. Furthermore, in the last two years, almost all students have exited the Summer Bridge program demonstrating social-emotional developmental readiness for school.⁶ See Tables 4 – 7 below.

Table 4. Percentage of Summer Bridge Students Demonstrating Social-Emotional Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	42.2%	90.2%	+ 48.0
2009	54.7%	91.9%	+ 37.3
2008	23.5%	77.4%	+ 53.9
2007	55.5%	86.5%	+ 31.0

Table 5. Percentage of Summer Bridge Students Demonstrating Physical Developmental Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	49.1%	83.8%	+ 34.7
2009	53.8%	92.7%	+38.9
2008	39.1%	84.0%	+ 44.9
2007	55.4%	86.5%	+ 31.1

⁵ Readiness in this instance is determined by students’ mean scores in each developmental domain; that is, a student’s individual domain average rating indicates that they are demonstrating the described skills and behaviors “most” or “all” of the time.

⁶ In a 2008 survey of Marin County kindergarten teacher, students social/emotional readiness skills ranked high among those most important upon entry. See First 5 Marin’s report, “Kindergarten School Readiness: Key Skills for Successful Transition.”

4. Student Outcomes

Table 6. Percentage of Summer Bridge Students Demonstrating Cognitive Developmental Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	38.7%	68.5%	+ 29.8
2009	49.6%	76.3%	+26.7
2008	23.0%	69.1%	+ 46.1
2007	29.5%	69.0%	+ 39.5

Table 7. Percentage of Summer Bridge Students Demonstrating Language Developmental Readiness "Most" or "All" of the Time, 2007-2010

Year	Pre-Assessment % demonstrating readiness	Post-Assessment % demonstrating readiness	Change
2010	49.6%	60.6%	+ 11.0
2009	48.1%	73.3%	+25.2
2008	41.2%	66.4%	+ 25.2
2007	61.6%	77.2%	+ 15.6

5. Family Experiences and Impact

Family Experiences and Impact

Throughout the five-week program, family members (parents, grandparents, aunts/uncles, etc.) have opportunities to (and are expected to) observe and engage with children in the classroom environment. In order to help families overcome access and service barriers and be prepared to support their child’s success in school, the program also incorporates weekly parent and child workshops that offer critical information on transitioning to kindergarten, family literacy, parenting, children’s academic and social development, nutrition, emotional well-being, and physical health. The workshops also encourage family members to interact with their children, their child’s teacher, and one another in a warm and supportive learning environment.

A survey was administered to participating family members at the end of the Summer Bridge program to assess their satisfaction and obtain their opinions about the benefits of the program. A total of 194 family members completed a survey⁷, representing approximately 89% of the total number of student participants enrolled at the end of the program. Family respondents were 64% female and 21% male—2% of survey respondents indicated the survey was completed by both a male and female family member.

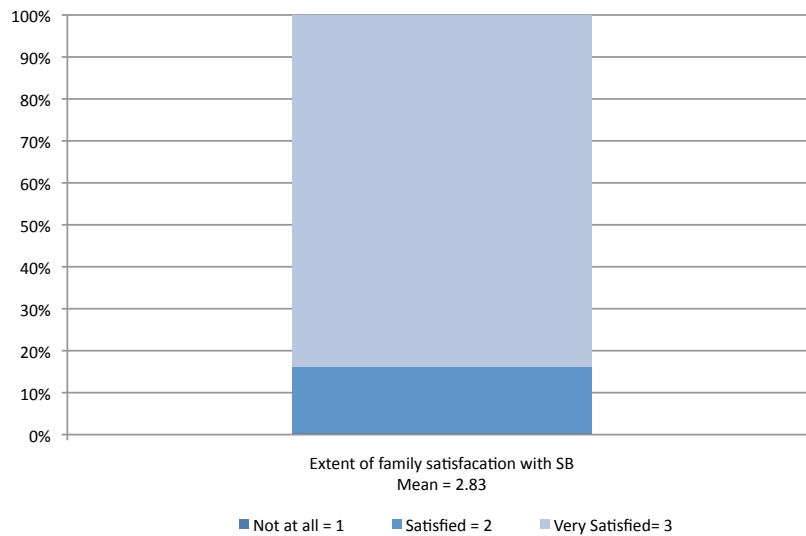
"I loved going to family day and seeing my daughter in the school environment and interacting with other parents."

— Summer Bridge Family Member, 2010

Family Member Ratings for Student Enjoyment

Figure 13 illustrates that family members expressed positive views of the program, with 100% of responding family members indicating that they were either “satisfied” or “very satisfied”. Furthermore, parents were nearly unanimous in reporting that that their children enjoyed the program.

Figure 13. Family Member Satisfaction Findings



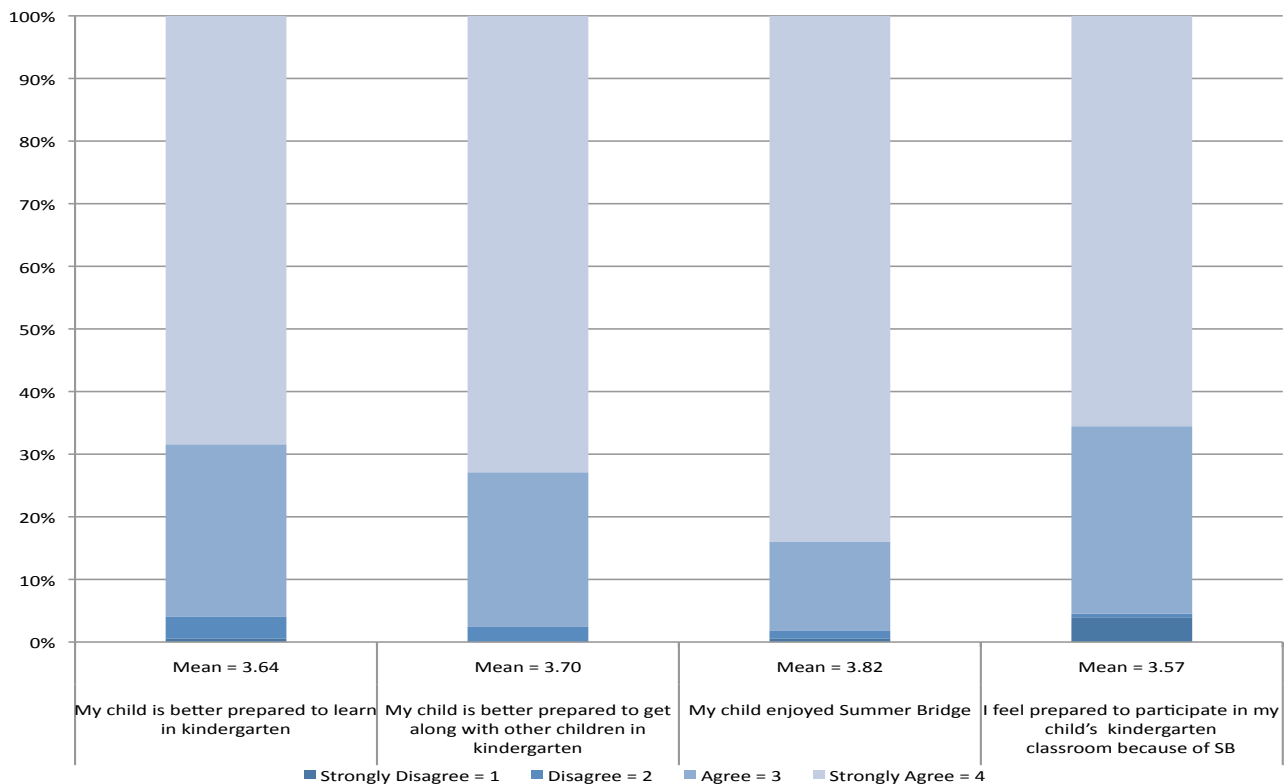
⁷ One community used the prior year’s version of the survey (N = 11). Given the substantial revisions to the survey, their responses are not included here, but summary analysis is provided in Appendix B. The response rate including these 11 surveys is 95%.

5. Family Experiences and Impact

Family Member Ratings for Benefits for Students

Respondents were equally positive about the benefits of the program and the gains that their children had made. After their child’s participation in the program, family members felt (mean = 3.64; scale 1 = strongly disagree to 4 = strongly agree) that their child was better prepared to learn in kindergarten and better prepared to interact socially with others (mean = 3.70), as a result of the Summer Bridge experience. Family members also strongly agreed that participating in Summer Bridge had helped prepare them to participate in their child’s kindergarten classroom (mean = 3.57). Comments from family members reinforce these ratings, as improvements in children’s confidence, social relationships, and interest in school are described.

Figure 14. Benefits of the Summer Bridge Program for My Child



Family Member Quotes about their Child's Summer Bridge Experience

- "It helped him feel more confident interacting with other children."*
- "He gained confidence, made new friends, and is looking forward to going to kindergarten."*
- "My child is less shy and relates more with other children."*
- "Has become more responsible and friendly with other children."*
- "My child seems more interested in wanting to learn."*
- "He feels more confident about letting go of mom and dad now."*
- "Learned that the kindergarten classroom routine will be more structured than pre-school."*
- "He learned the days of the week, how to share with other kids, and how to write his name."*
- "Having more friends made her more comfortable with going to school; and she got used to going five days a week."*

5. Family Experiences and Impact

“To get along with other kids, to feel more comfortable interacting with teachers.”

“It allowed him to be more independent for more hours each day and decreased separation anxiety.”

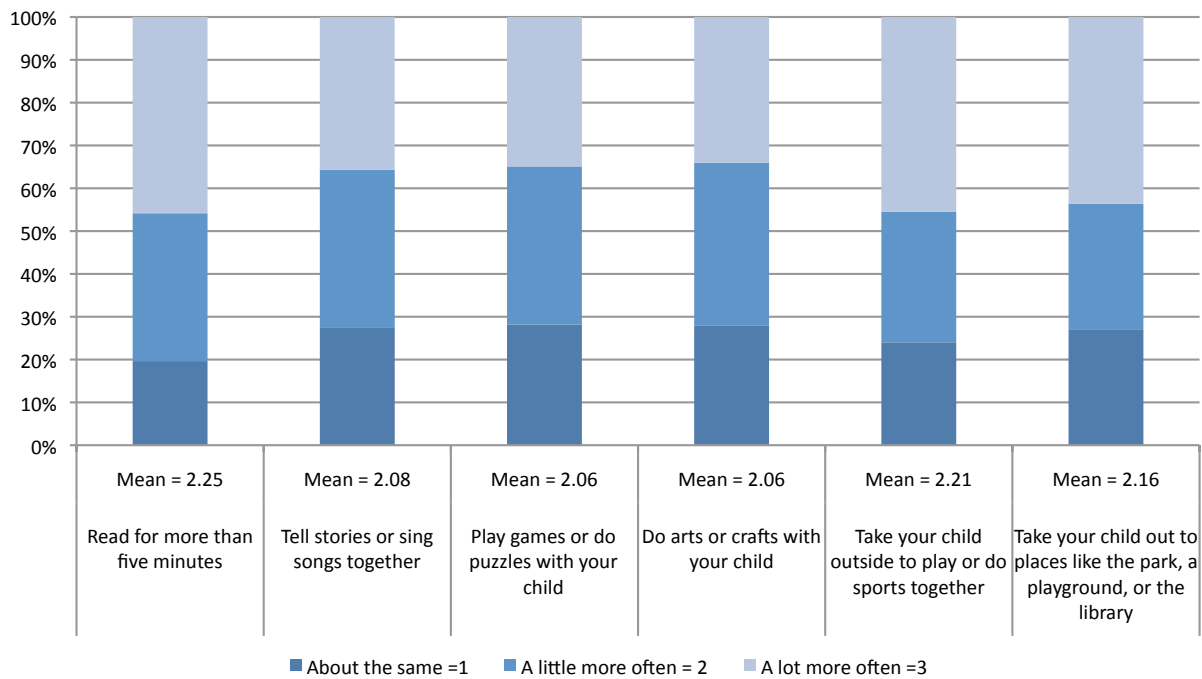
“My son is very shy, and Summer Bridge helped him get used to new situations and new people.”

“We have started to read more, go to bed earlier, and eat healthier.”

Benefits for Family Members: Increase in Supportive Activities

Family members were also positive about the degree to which they benefited from the Summer Bridge program. In addition to supporting family members’ preparedness to participate in their child’s classroom across six different supportive activities, at least 75% of family members report increased frequency since participating in Summer Bridge as shown in Figure 15. The largest gains were seen in increased reading and taking their child outside to play or do sports together with approximately 46% doing these “a lot more often”. The median frequency for each, as reported by family members, is five times per week.

Figure 15. Increase in Supportive Activities with Child

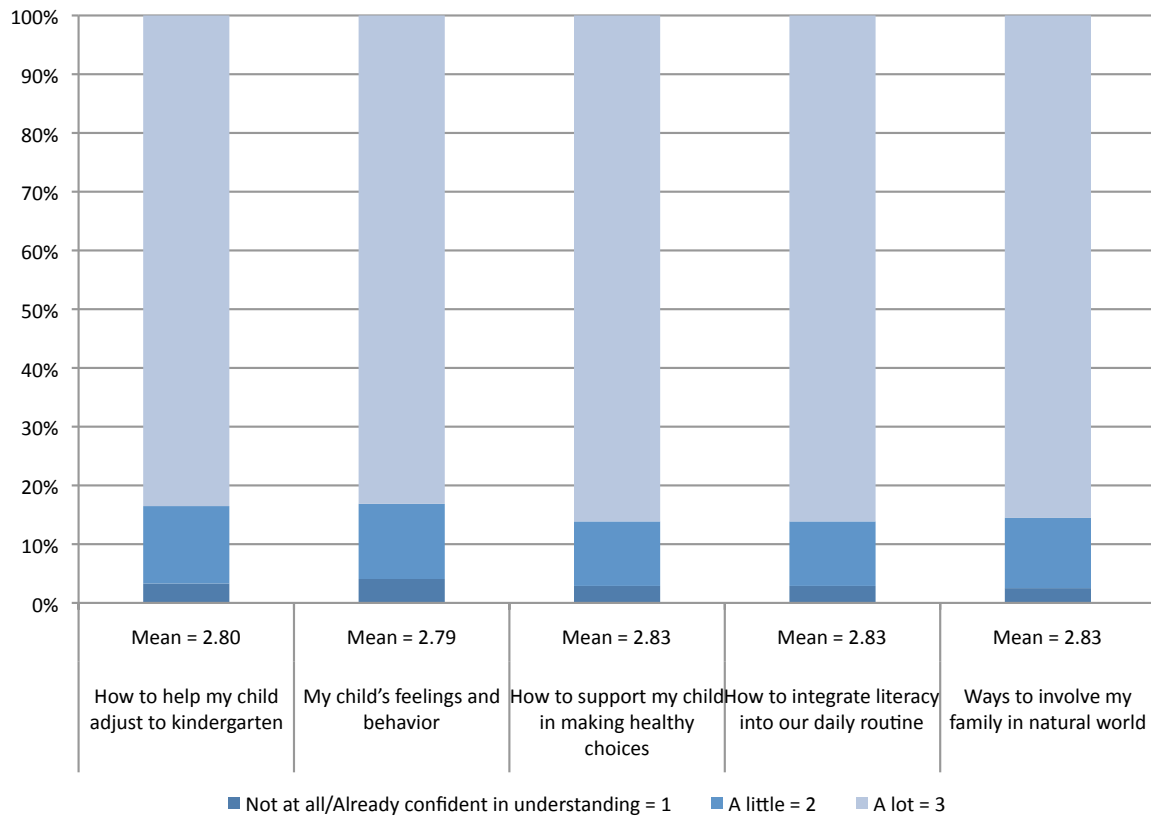


5. Family Experiences and Impact

Benefits for Family Members: Effectiveness of Family Days

Participating family members felt strongly about the knowledge and understanding they gained from Family Day workshops. Over 95% of family members responded that the workshops had had increased their understanding, with more than 80% indicating substantial increases. Each item received an average rating of approximately 2.80 (3 point scale where 1 = not at all/already confident in understanding and 3 = a lot). Figure 16 indicates that the items reflected understanding of how to integrate literacy into their daily lives, involving their family in the natural world, supporting their child in making healthy choices, how to support their child’s transition to kindergarten, and understanding their child’s feelings and behavior. The strongly positive perceptions of family engagement during the program are also evident in comments that describe both increased understanding and appreciation for opportunities to connect with their child and interact with other families.

Figure 16. Family Day Activities Effectiveness



Family Quotes—What They Liked about Family Days

“Seeing how my child responds to teachers and transitions to different tasks.”

“It’s helpful to observe your child in a structured, social environment.”

“I liked talking about ways to help kids transition to kindergarten and routines.”

“Feeling prepared for busy mornings, the sort of things I will do at school, and meeting other parents.”

5. Family Experiences and Impact

"Everything we learned and seeing my girl's face full of happiness."

"My son loved being able to show me everything he has been doing."

"I better understand the stage my child is in."

"Sharing the excitement of new experiences."

"That it was bilingual and easy to understand. We were given opportunity to express ourselves and given many very good tips."

"The "community" felt in the room and resources that were offered."

"Getting to know other parents and sharing resources."

"Sharing time with my family and socializing with other families."

"Helped me connect with my child."

Teacher Experiences

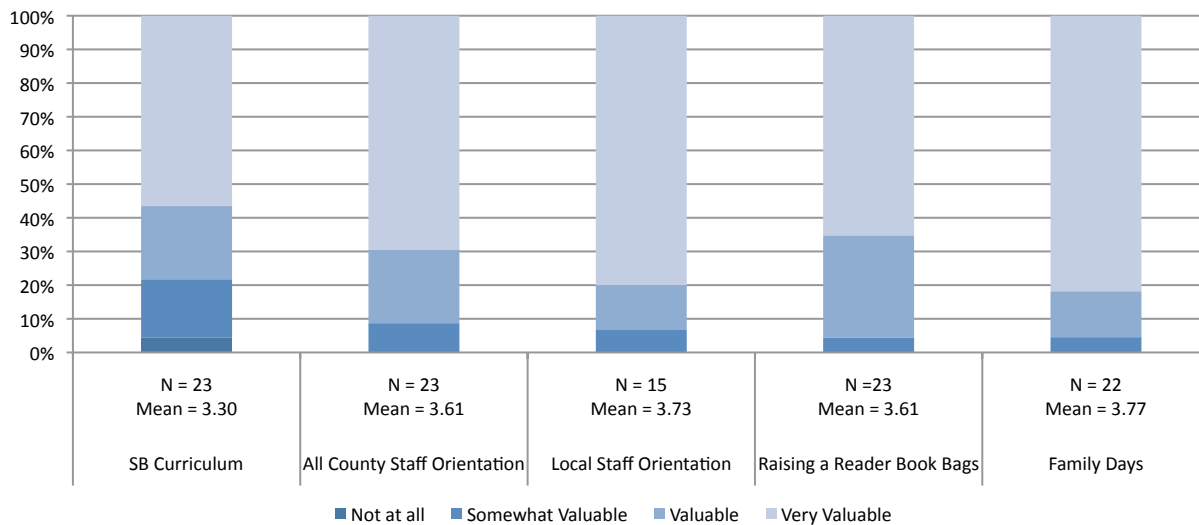
Summer Bridge classrooms are staffed by a teacher and an instructional aide. More than half (57%) of these teachers and aides had previous Summer Bridge experience. Seventy percent (70%) of those working in Summer Bridge classrooms report that teaching (44%) or instructional aide (26%) is their occupation outside of the program. All classroom staff are experienced in working with kindergarten-aged children. Across the span of ages each reported, the average minimum age was 4 years and an average maximum age was 10 years.

Teachers and classroom aides were administered a satisfaction survey upon completion of the Summer Bridge program. The survey asked them to rate the effectiveness of individual program components as well as the overall effectiveness of the program. Surveys were returned from a total of 23 teachers and classroom aides representing all twelve classrooms.

TEACHER SATISFACTION WITH PROGRAM COMPONENTS

Participating teachers expressed high personal satisfaction with Summer Bridge program components. At least 80% of teachers rated each program component as either “valuable” or “very valuable” in helping them effectively conduct their Summer Bridge instruction. Teachers felt most positive about: interactions with participating family members during Family Days, the Raising a Reader program, and, for those who attended, the local staff orientation. Teachers were more mixed in their ratings of the Summer Bridge curriculum. Variation in teaching experience and access to alternate materials may influence teachers’ ratings for this component.

Figure 17. Value of Program Components



6. Teacher Experiences

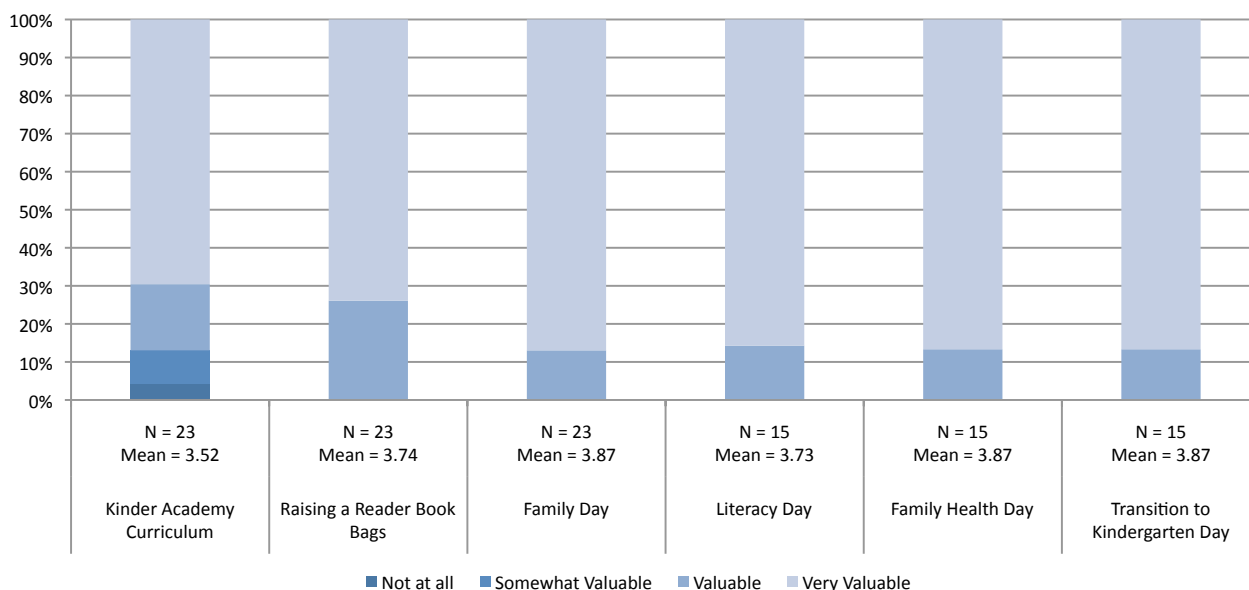
TEACHER RATINGS FOR PROGRAM EFFECTIVENESS

Overall, 100% of participating teachers felt that the Summer Bridge program was “very effective” or “effective” in improving participants’ kindergarten readiness. While teachers saw all primary program components as valuable in promoting school readiness and supporting families, teachers felt that the Weekly Family Days and Transition, Kindergarten Day, Raising a Reader, and Literacy Day provided the highest value to children and families. The ratings shown in Figure 18 and the teachers comments that follow about the importance/effectiveness of Family Day activities affirm the value of the integration parent and child experiences alongside the Summer Bridge curriculum.

“From just one summer, I am completely convinced about the importance of preparing students for kindergarten in closing the achievement gap. This program is absolutely essential.”

— Summer Bridge Teacher, 2010

Figure 18. Effectiveness of Program Components



Teacher Quotes about the Benefits of Summer Bridge

“The Family Fridays are essential to the program and a wonderful way for parents to learn how to interact with their kids.”

“Summer Bridge components are valuable and helpful for parents and their kids--promotes families' school readiness.”

“The children were so enthusiastic about receiving the Raising a Reader bag every day. And so were the parents. Family Fridays are great because the parents interact with the children, which is important. It teaches them to take part in their children's education.”

“I really like how the Family Fridays get everyone involved and promoted healthy behaviors for the whole family.”

“Discussions during family Friday were very helpful for all the parents.”

6. Teacher Experiences

"Families really enjoyed Family Fridays. Gets them involved with their children's education. Such a challenge and, at the same time, a great accomplishment."

"Raising a Reader teaches responsibility (returning the bags) plus excites students to read books. Parent Fridays have helped parents feel more comfortable being at school and with knowing how to help their children learn."

"Kindergarten transition day was wonderful."

"This was my first year, and I loved it! The program is very well organized, developmentally appropriate, and a nice way for students to make their way towards kindergarten."

"Summer Bridge is a complete program."

Findings & Recommendations

While pleased with the success of Summer Bridge, First 5 Marin is also committed to making the program as strong as it can be for future young children and their families. To accomplish this, parents and teachers were asked for recommendations for improving the program.

Teacher Input

As in other years, several teachers felt the program could be longer.

One teacher recommended adding time for individual parent-teacher check-ins to talk about where a child is in terms of readiness.

With regard to program materials and activities, one teacher suggested providing English to Spanish translations of key phrases/instructions often used in a classroom.

Several teachers noted regret that the health screenings were not included at their site this year.

A couple of teachers expressed concerns with the assessments, one noting that 5 weeks felt short for fitting in both pre- and post-assessments for every child, and another requesting that parent survey being shorter and simpler.

Other suggestions included:

- 1) Adding a local library component to the program
- 2) Noting that teenage family members often attended family days, one teacher felt there should be more encouragement for parents to attend.

Parent Input

Most parents noted that they didn't think any changes were needed.

Numerous parents wanted to extend the program for a longer period time – hours per day and/or number of weeks.

EVALUATOR CONCLUSIONS AND RECOMMENDATIONS

Finding

Enrollment numbers remained fairly consistent between the first and last weeks of the program. Classrooms mostly experienced their early de-enrollments either in the beginning or end of programming.

Recommendation

Programs should continue to consider how to best communicate the expectations and benefits of participating in the full program and continue to provide engaging events throughout the five weeks to offer parents opportunities to observe their child's growth and to connect with one another to promote consistent participation. Additional opportunities to engage family members at a different time of day might also be explored.

Finding

Some teachers indicated that the Summer Bridge curriculum was not particularly helpful in their teaching.

Recommendation

Given the goals and intentional design of Summer Bridge curriculum towards promoting specific school readiness skills, including an emphasis on social-emotional development, it is important to consider how best to present and orient teachers to the curriculum in order to convey these key elements and maintain fidelity to core aspects of the program. Additionally, with many Summer Bridge teachers also working as kindergarten teachers, there may be aspects of their regular school year curriculum being used. A better understanding of where and how Summer Bridge teachers are supplementing curriculum could benefit effective instruction across all classrooms. Furthermore, ongoing work, both in Marin and nationally, that is focused on pre-K through Grade 3 alignment should inform curricular refinements and the content of teacher orientations.

Finding

Assessment instruments are providing valuable information.

Recommendation

Continue to build upon the refinements to instruments to ensure: 1) that a single, consistent version of each instrument is being used, 2) that formatting is facilitating ease of data collection and data entry, and 3) that all of the items are providing meaningful, useful information. Recommend specific attention to revising the teacher/staff survey, which was not refined in 2009-10.

Finding

Overall, Summer Bridge findings in the areas of student attendance and enrollment, parent and teacher satisfaction, and student outcomes were very positive. Data indicate that the program has an effective organizational structure and that findings and learning are strengthening and improving programming. The program provides a valuable service to children, families, schools, and communities within Marin County.

Recommendation

Continue to develop the model depicted in this _____, communicate the ways in which Summer Bridge operates within the larger context of First 5 Marin's initiatives, including the integrated, cross-agency nature of the program. Share and disseminate findings to help ensure continued community engagement and to support the future expansion of the program.

Appendix A Summer Bridge Student Outcomes by Community

SAN RAFAEL (CANAL)

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

San Rafael participants were least likely to already have had pre-school experience (31% reported approximately 1-20 hours of pre-school per week in the last 12 month). At the beginning of Summer Bridge, participants were, on average, observed to be doing the assessed skills some of the time. Pre-program mean scores ranged from 2.20 (enjoys and values reading) to 2.73 (gross motor skills). By the end of the program, mean scores across the domains reflect that, on average, participants were demonstrating most of these skills most of the time with post-program mean scores ranging from 2.71 (enjoys and values reading) to 3.12 (ability to adjust to new situations). The largest overall growth occurred in participants following classroom routines, which showed an overall mean increase of 0.63. Large overall mean increases also occurred in participants' physical development in the use of scissors and tools for writing and drawing (0.59 and 0.54 increases, respectively) and their enjoyment of reading and respect for classroom environment (0.51 and 0.50 increases, respectively).

Figure A1SR. San Rafael Pre/Post Comparison of Social Development

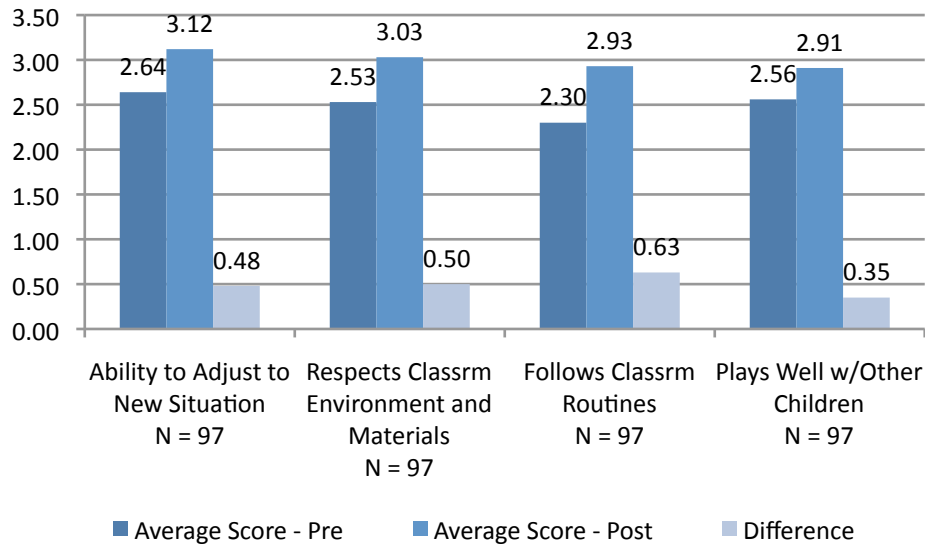


Figure A2SR. San Rafael Pre/Post Comparison of Cognitive Development

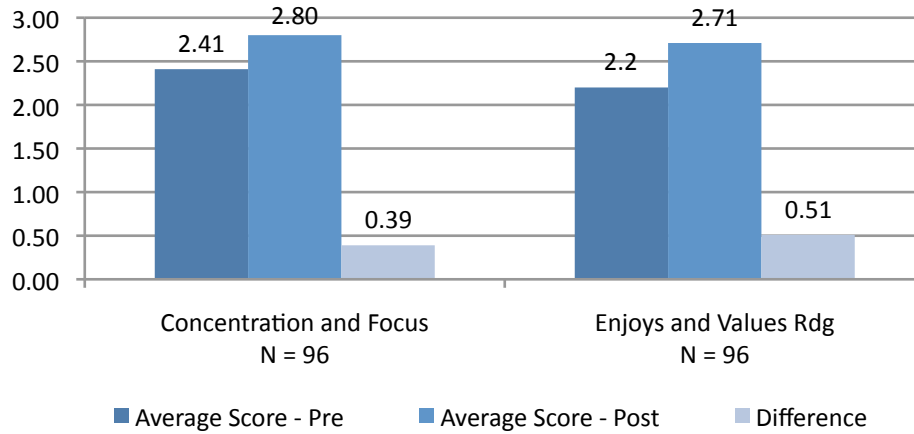


Figure A3SR. San Rafael Pre/Post Comparison of Physical Development

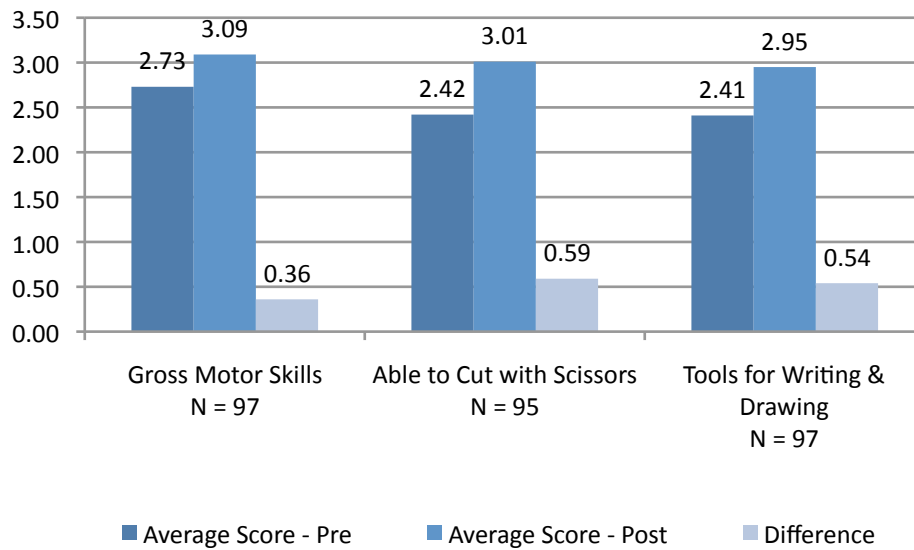
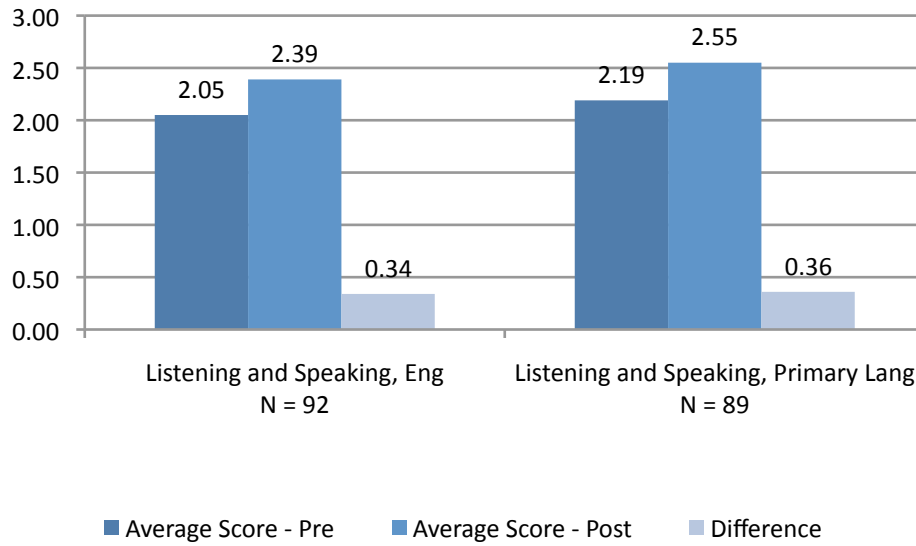


Figure A4SR. San Rafael Pre/Post Comparison of Language Development



NOVATO

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

Less than one-half of Novato participants had prior pre-school experience (46%), and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills some of the time. Pre-program mean scores ranged from 2.23 (enjoys and values reading) to 2.72 (gross motor skills, adjusts to new situations). By the end of the program, mean scores across the domains reflect that, on average, participants were demonstrating these skills most of the time, with post-program mean scores ranging from 2.78 (enjoys and values reading) to 3.40 (adjusts to new situations). Participants' ability to adjust to new situations also demonstrated the largest overall growth (0.68). Several items demonstrated growth in mean scores of approximately 0.65, including: playing well with other children, following classroom routines, cutting with scissors, and use of tools for writing and drawing.

Figure A1N. Novato Pre/Post Comparison of Social Development

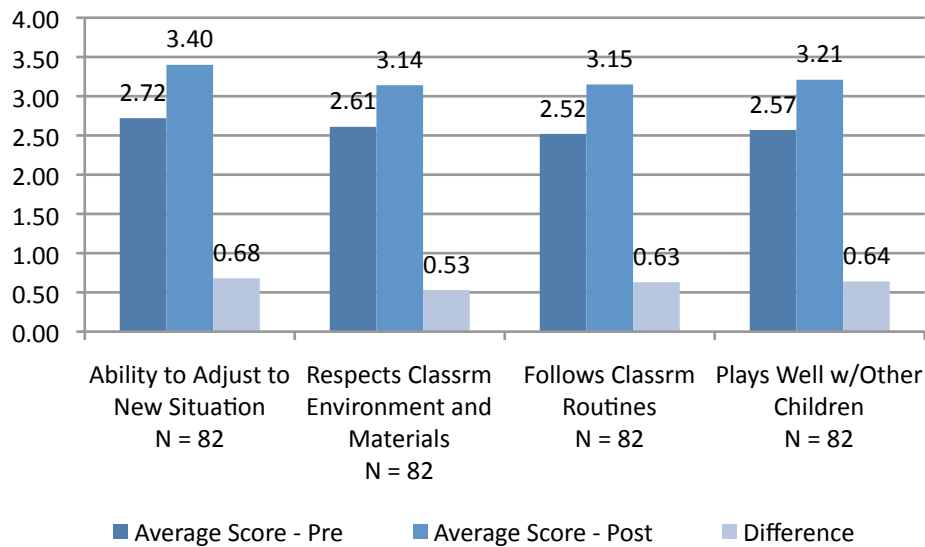


Figure A2N. Novato Pre/Post Comparison of Cognitive Development

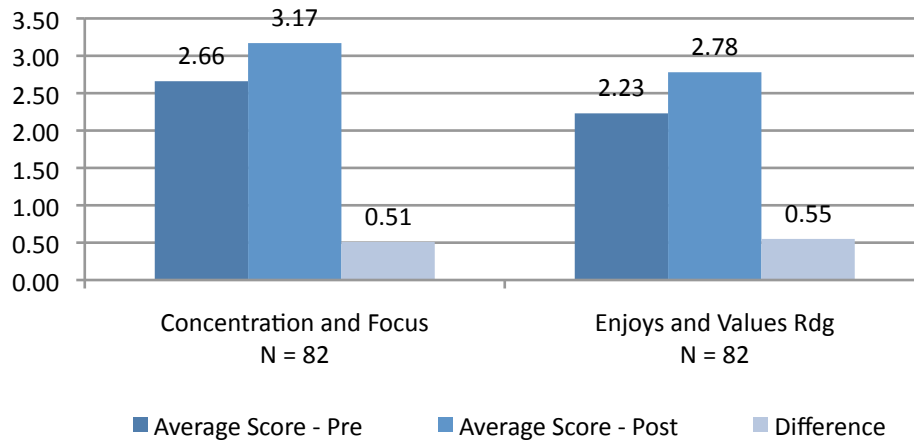


Figure A3N. Novato Pre/Post Comparison of Physical Development

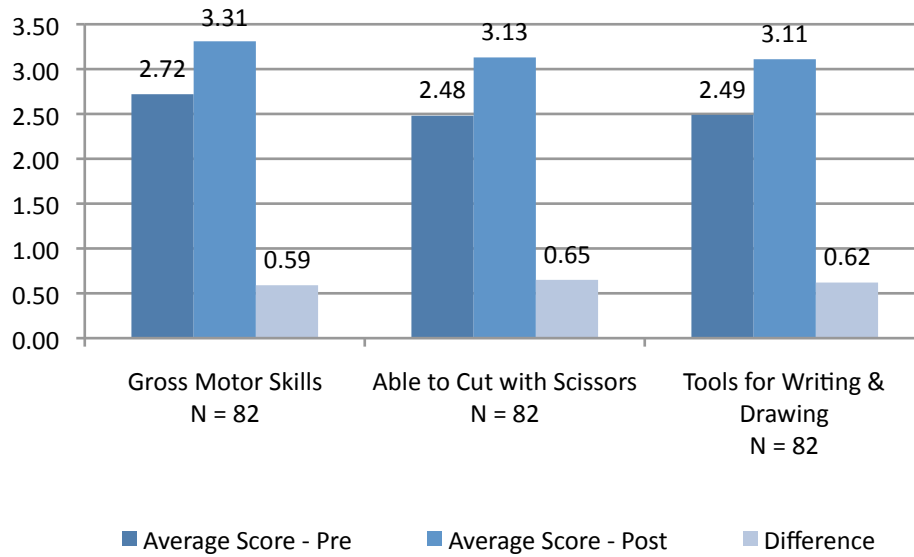
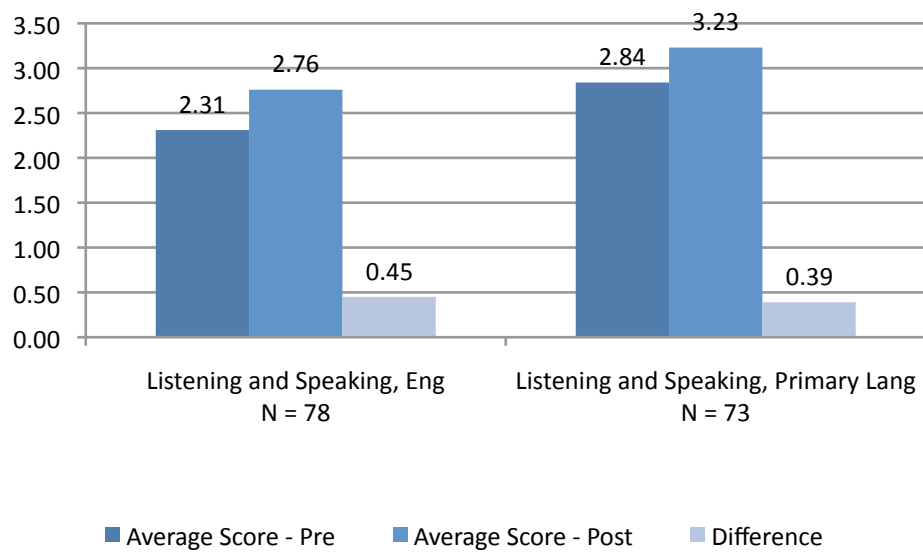


Figure A4N. Novato Pre/Post Comparison of Language Development



WEST MARIN/SHORELINE

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

Just over one-half of West Marin/Shoreline participants had prior pre-school experience (54%) and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills most of the time; notably, average pre-program scores for gross motor skills reflect that all participants already were demonstrating these skills all of the time. Excluding gross motor skills, pre-program mean scores ranged from 2.60 (enjoys and values reading) to 3.64 (ability to adjust to new situations). By the end of the program, mean scores reflect that, on average, participants were demonstrating all skills most or all of the time, with post-program mean scores ranging from 3.12 (enjoys and values reading) to 3.89 (adjusts to new situations). The largest overall growth occurred in participants' enjoyment and value of reading, both of which showed an overall mean score increase of approximately 0.50.

Figure A1WM. Shoreline Pre/Post Comparison of Social Development

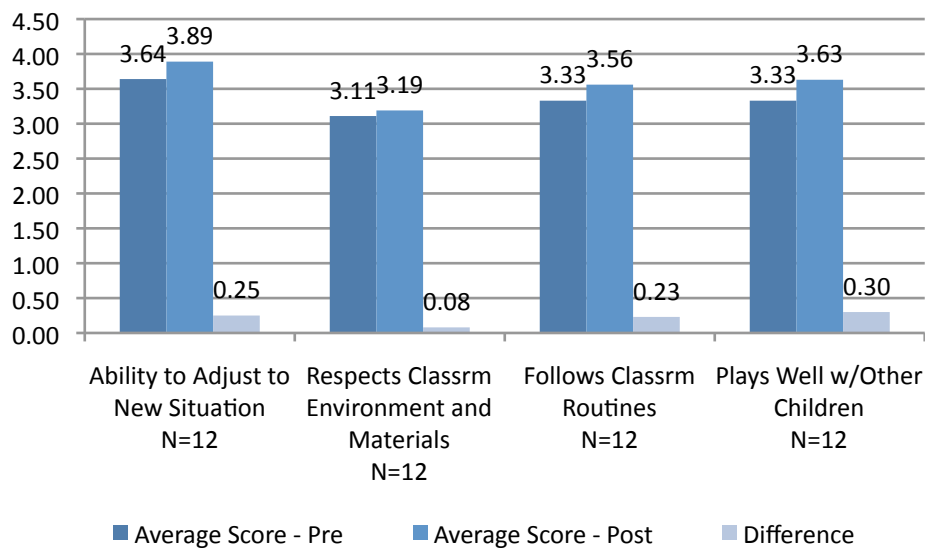


Figure A2WM. Shoreline Pre/Post Comparison of Cognitive Development

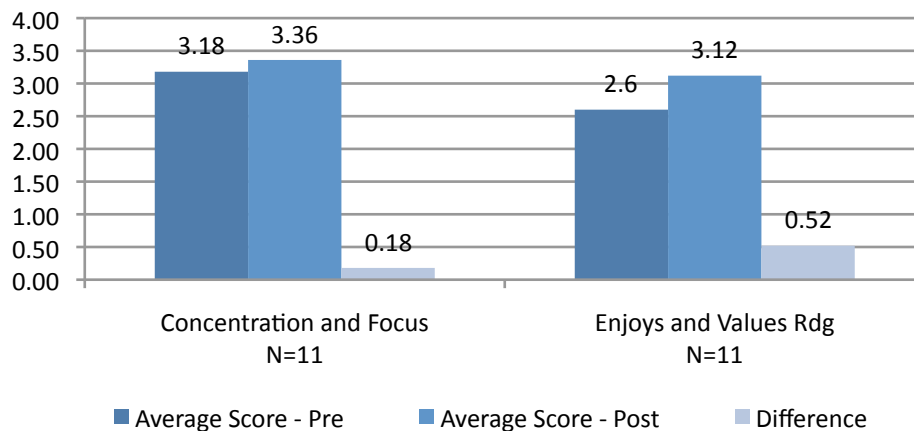


Figure A3WM. Shoreline Pre/Post Comparison of Physical Development

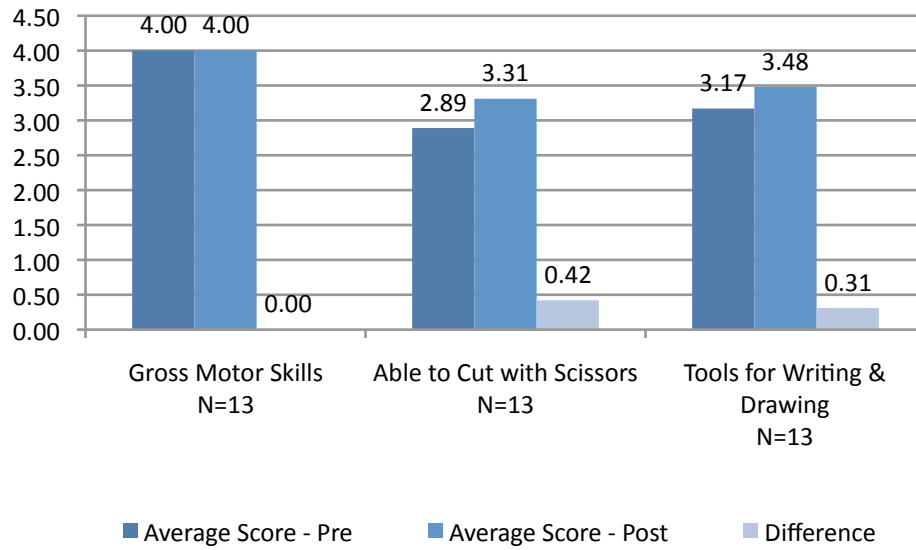
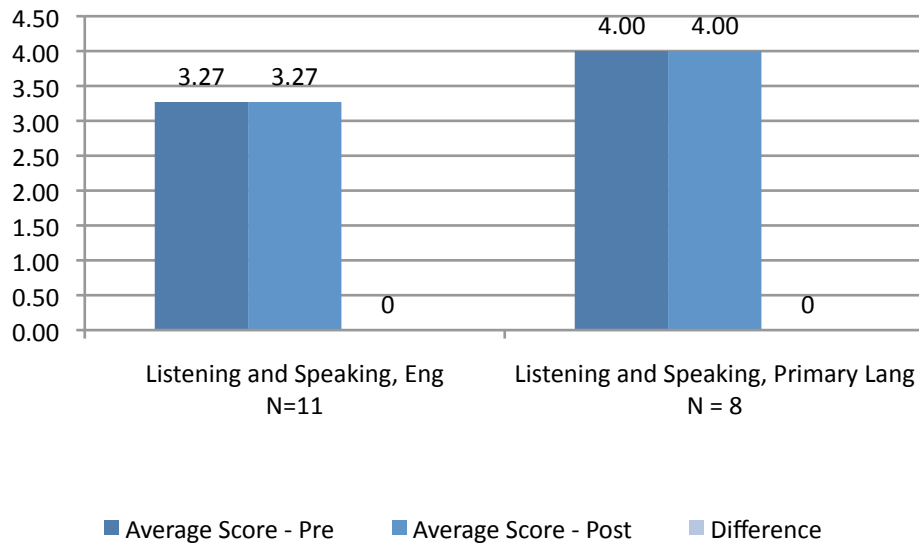


Figure A4WM. Shoreline Pre/Post Comparison of Language Development



MARIN CITY/SAUSALITO

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

A little over one-half of Marin City/Sausalito participants attended preschool in the last 12 months (57%), and most of the participants with prior preschool report attending a Head Start program for 1-20 hours per week. At the beginning of Summer Bridge, participants were, on average, observed to be doing most of the assessed skills some of the time. Pre-program mean scores ranged from 2.29 (able to cut with scissors) and 3.30 (respects classroom environment and materials to 2.58 (gross motor skills). By the end of the program, mean scores reflect that, on average, participants were demonstrating these skills most of the time, with mean scores ranging from 2.95 (able to cut with scissors) to 3.19 (gross motor skills). The largest overall growth occurred in participants' use of tools for writing (0.76 increase) as well as their following classroom routines (0.73 increase).

Figure A1MC. Marin City Pre/Post Comparison of Social Development

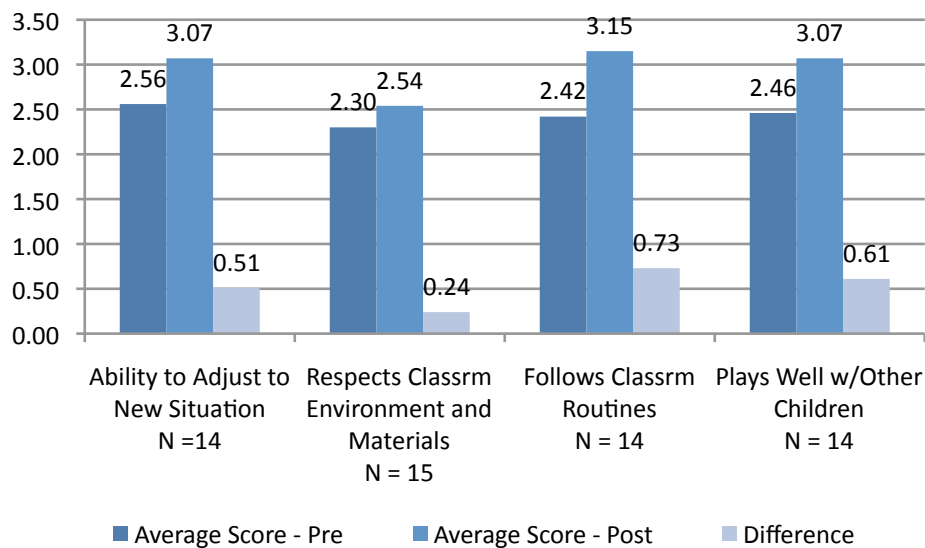


Figure A2MC. Marin City Pre/Post Comparison of Cognitive Development

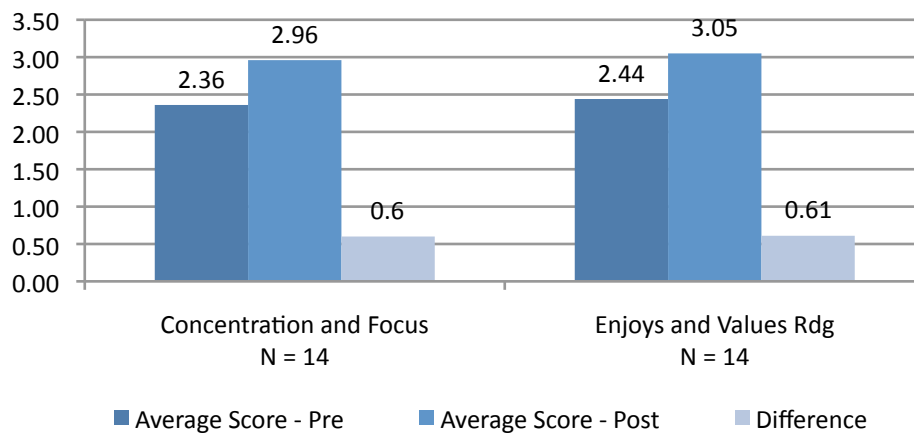


Figure A3MC. Marin City Pre/Post Comparison of Physical Development

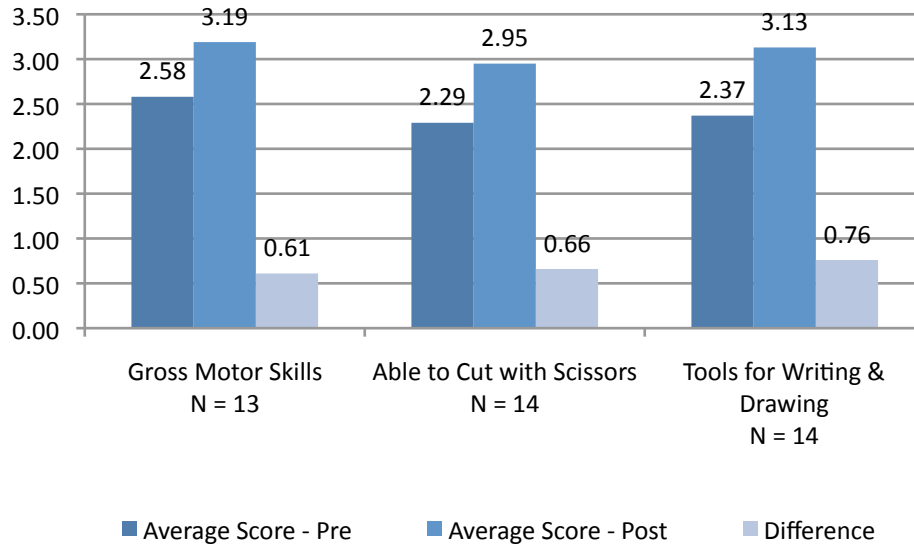
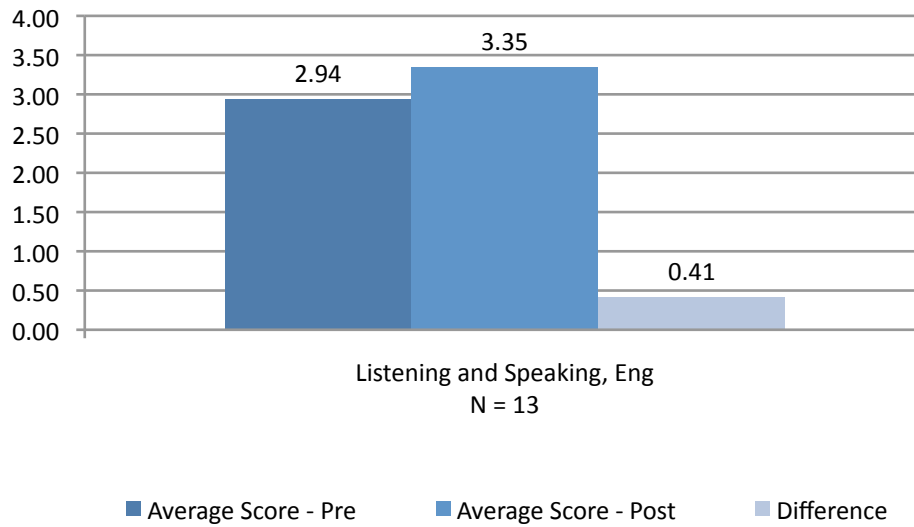


Figure A4MC. Marin City Pre/Post Comparison of Language Development



SAN GERONIMO VALLEY

PRE/POST COMPARISON OF SUMMER BRIDGE PARTICIPANT SKILL CHANGE

Overall, San Geronimo Valley Summer Bridge participants were the most likely to have had pre-school experience (85%) in the last 12 months, with most these participants attending a local preschool for 1-20 hours per week. Valley participants also began the program with the somewhat higher levels of proficiency in each of the developmental domains; however, consistent gains were achieved. Pre-program mean scores ranged from 2.47 (plays well with other children) to 3.58 (follows classroom routines). At the end of Summer Bridge, on average, participants were demonstrating nearly all of the assessed skills all of the time⁸, with post-program mean scores ranging from 3.20 (plays well with other children) to 3.93 (enjoys and values reading). The largest overall growth occurred in participants' concentration and focus (.90), ability to adjust to new situations (0.84 increase) and playing well with other children (0.73 increase).

Figure A1V. Valley Pre/Post Comparison of Social Development

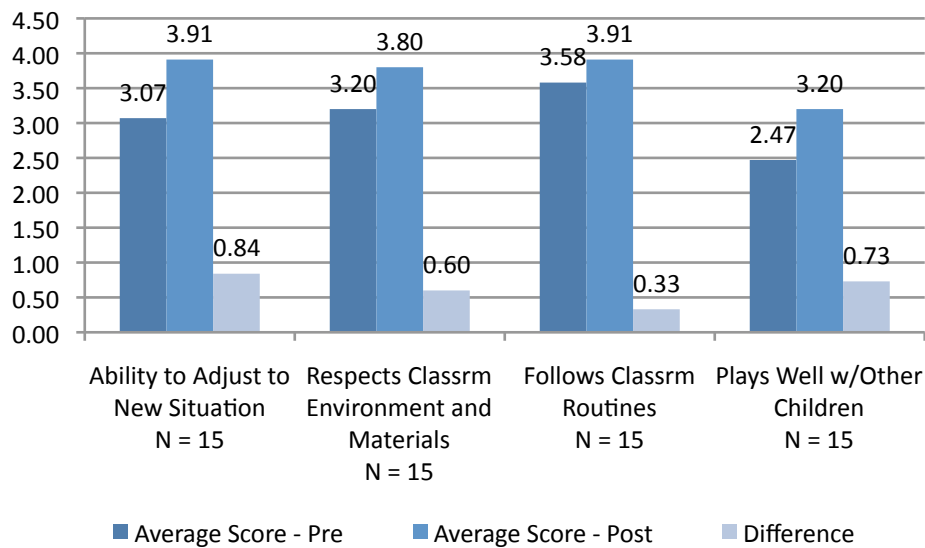


Figure A2V. Valley Pre/Post Comparison of Cognitive Development

⁸ Not enough pre-post data related to language development were available to compare means.

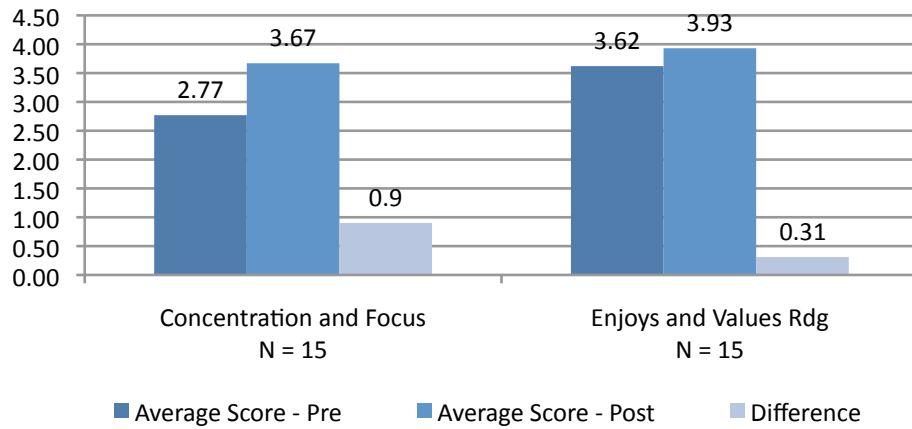
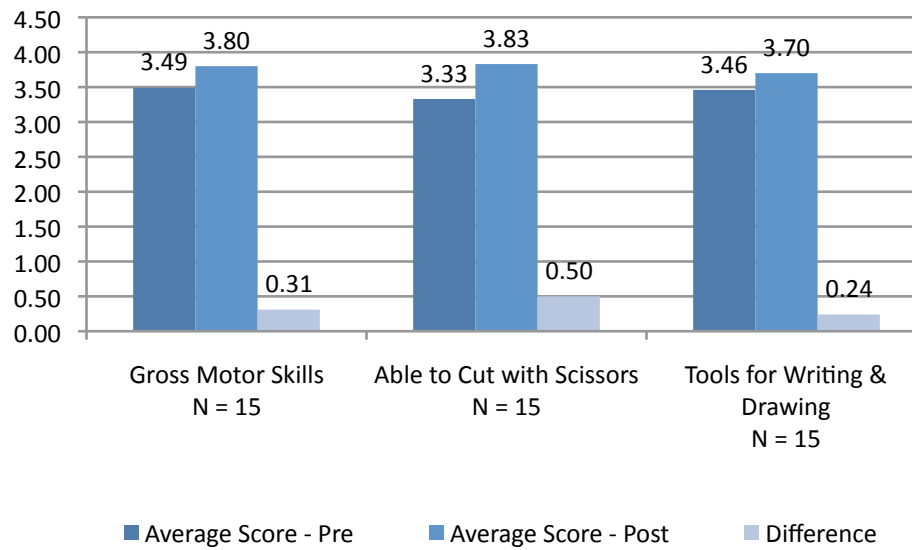


Figure A3V. Valley Pre/Post Comparison of Physical Development



Appendix B Summer Bridge Parent Survey Findings by Community

SAN RAFAEL (CANAL), N = 91 FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the San Rafael Summer Bridge program, indicating they were either very satisfied (71%) or satisfied (28%) with the program. Responding family members were also positive in their assessment of the program’s impact on their child’s readiness for school (3.52 on a 4-point scale) and ability to get along with other children (3.63), as well as their own preparedness to participate in their child’s classroom (3.57). Respondents were most positive in their assessment of the program’s impact on their understanding of their child’s feelings and behavior supporting their child in and making healthy choices. They were also positive about how to help their child do well in school (2.82 on a 3-point scale) as well as involving their family in the natural work (2.83). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a little more often, including reading to their child for more than five minutes (2.33 on a 3-point scale).

Figure B1SR. San Rafael Parent Satisfaction Findings

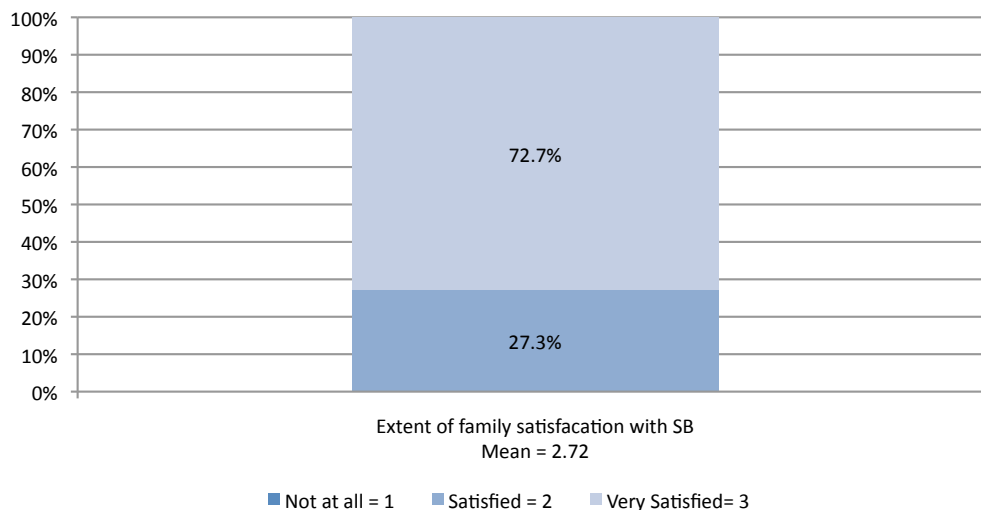


Figure B2SR. San Rafael Benefits of the Summer Bridge Program for My Child

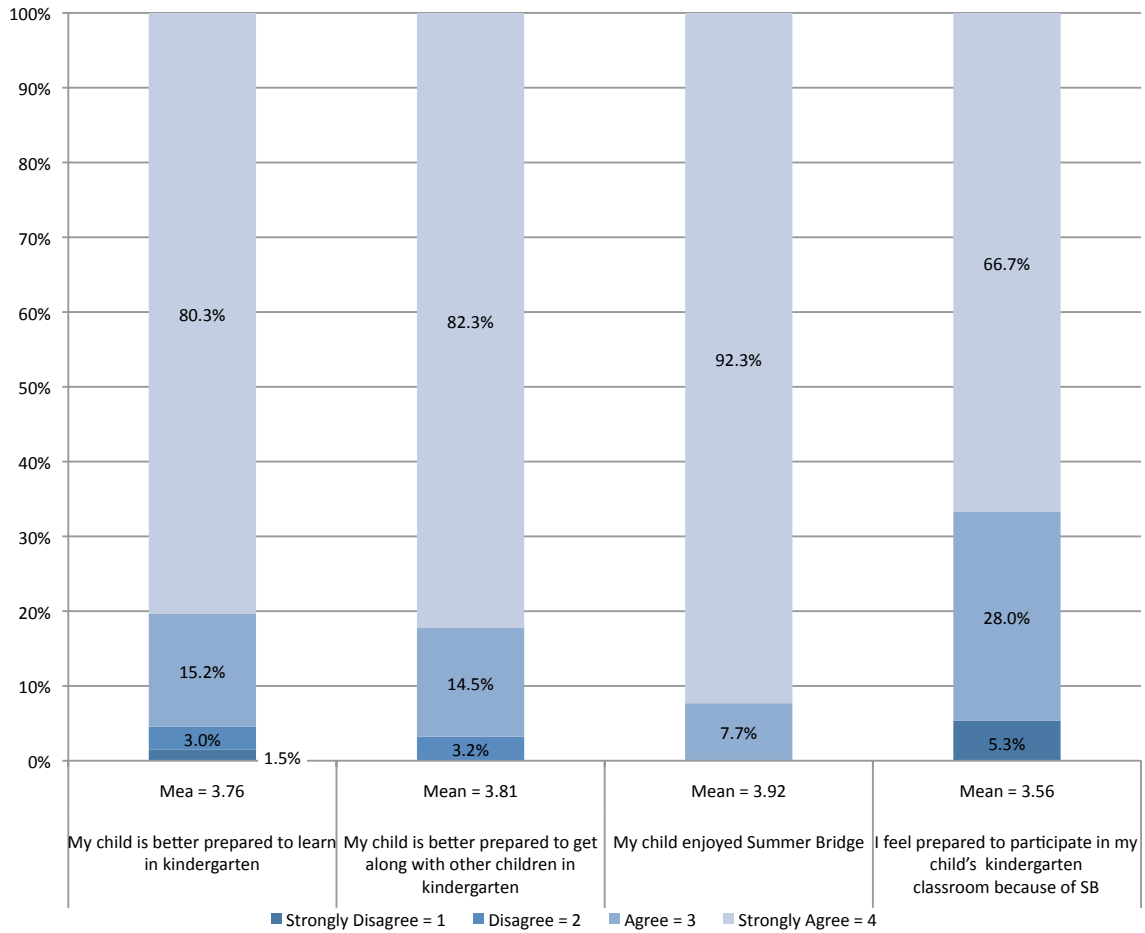


Figure B3SR. San Rafael Frequency of Supportive Activities Following Summer Bridge

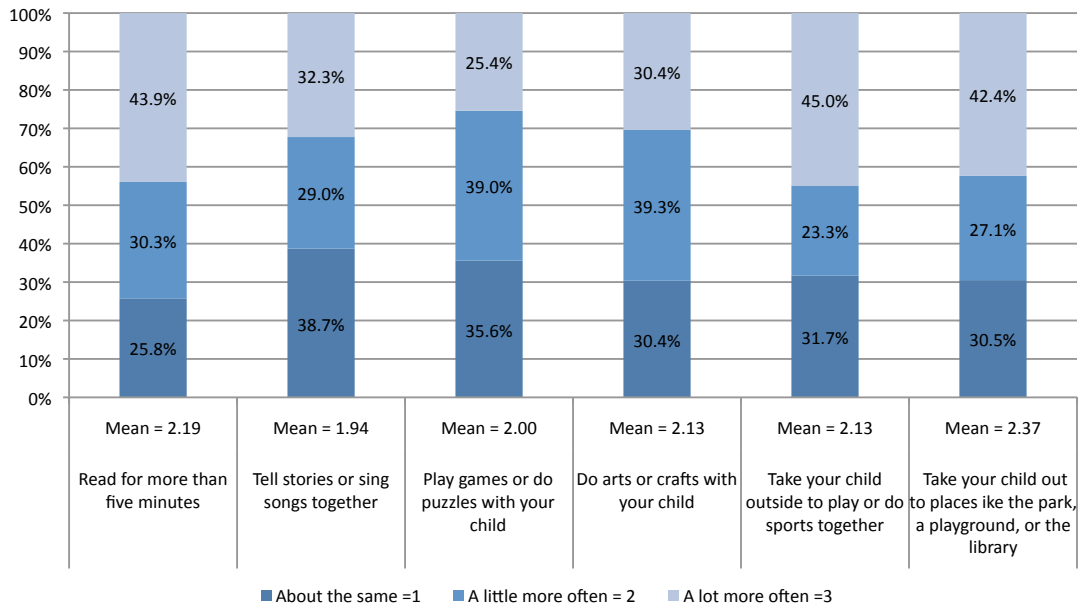
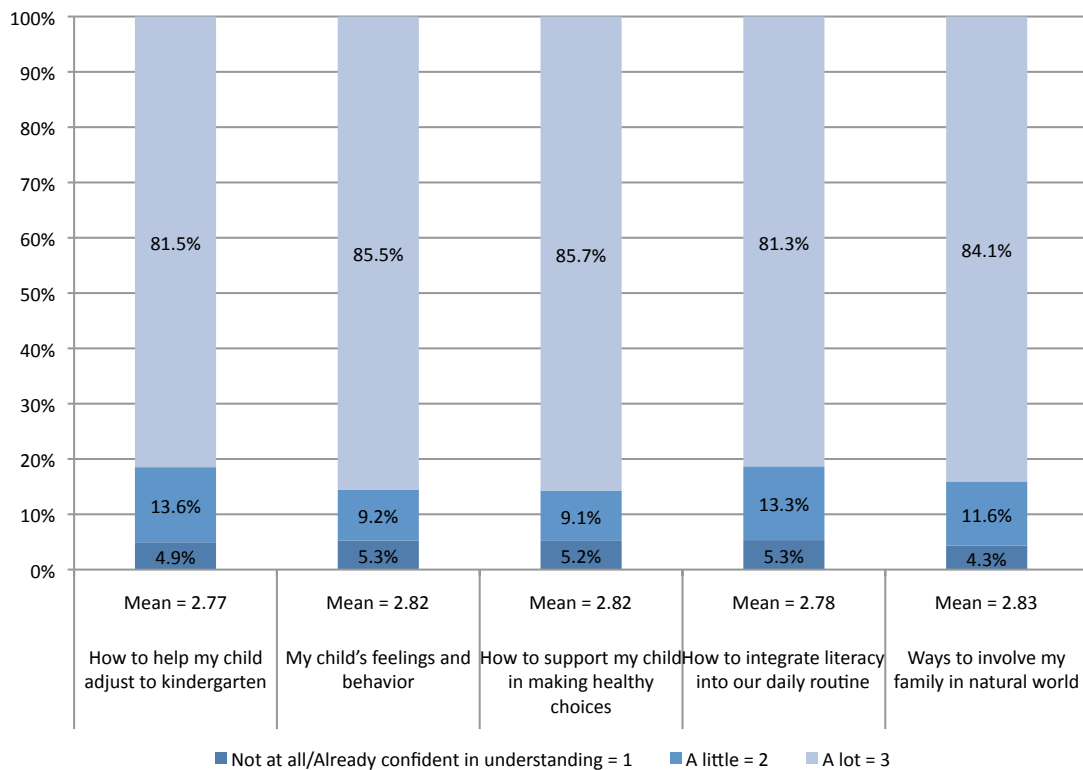


Figure B4SR. San Rafael Family Workshops' Contributions



NOVATO, N = 76

FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the Novato Summer Bridge program, indicating they were either very satisfied (93%) or satisfied (7%) with the program. Responding family members were also positive in their assessment of the program’s impact on their child’s readiness for school (3.76 on a 4-point scale) and ability to get along with other children (3.81), as well as their own preparedness to participate in their child’s classroom (3.56). Respondents were most positive in their assessment of the program’s impact on their understanding of how to integrate literacy into their daily routine (2.88 on a 3-point scale) as well as involving their family in the natural work (2.91). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a little more often, including taking their child to the park, playground, or library (2.37 on a 3-point scale).

Figure B1N. Novato Parent Satisfaction Findings

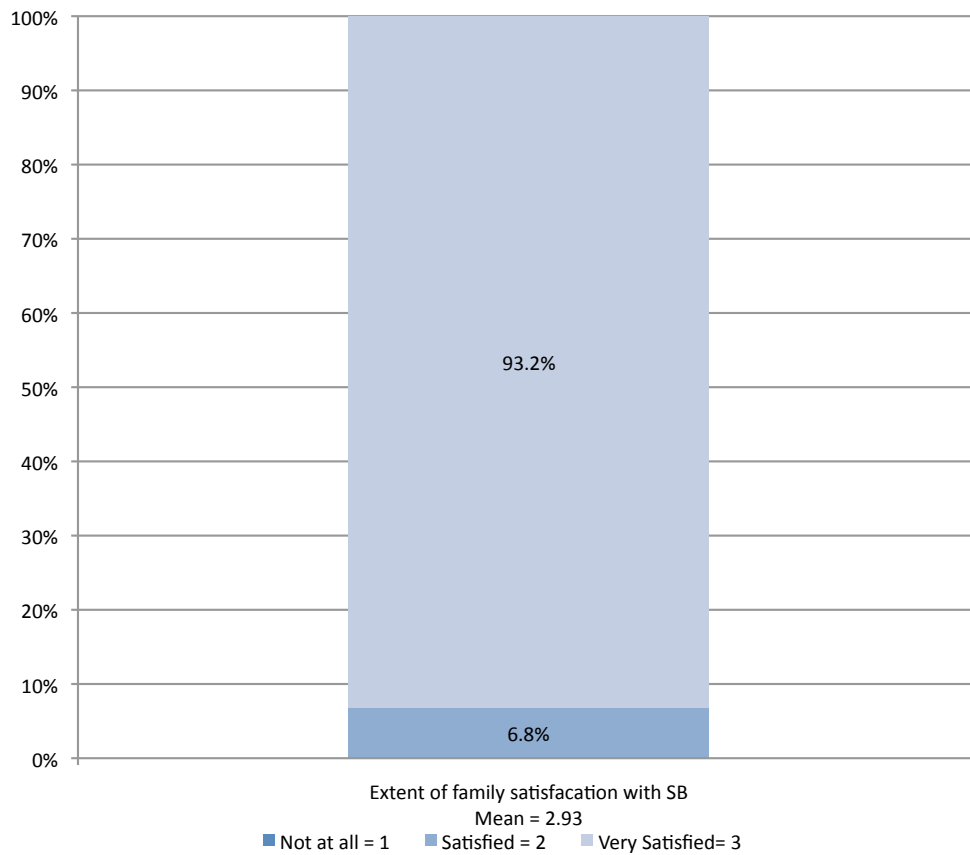


Figure B2N. Novato Benefits of the Summer Bridge Program for My Child

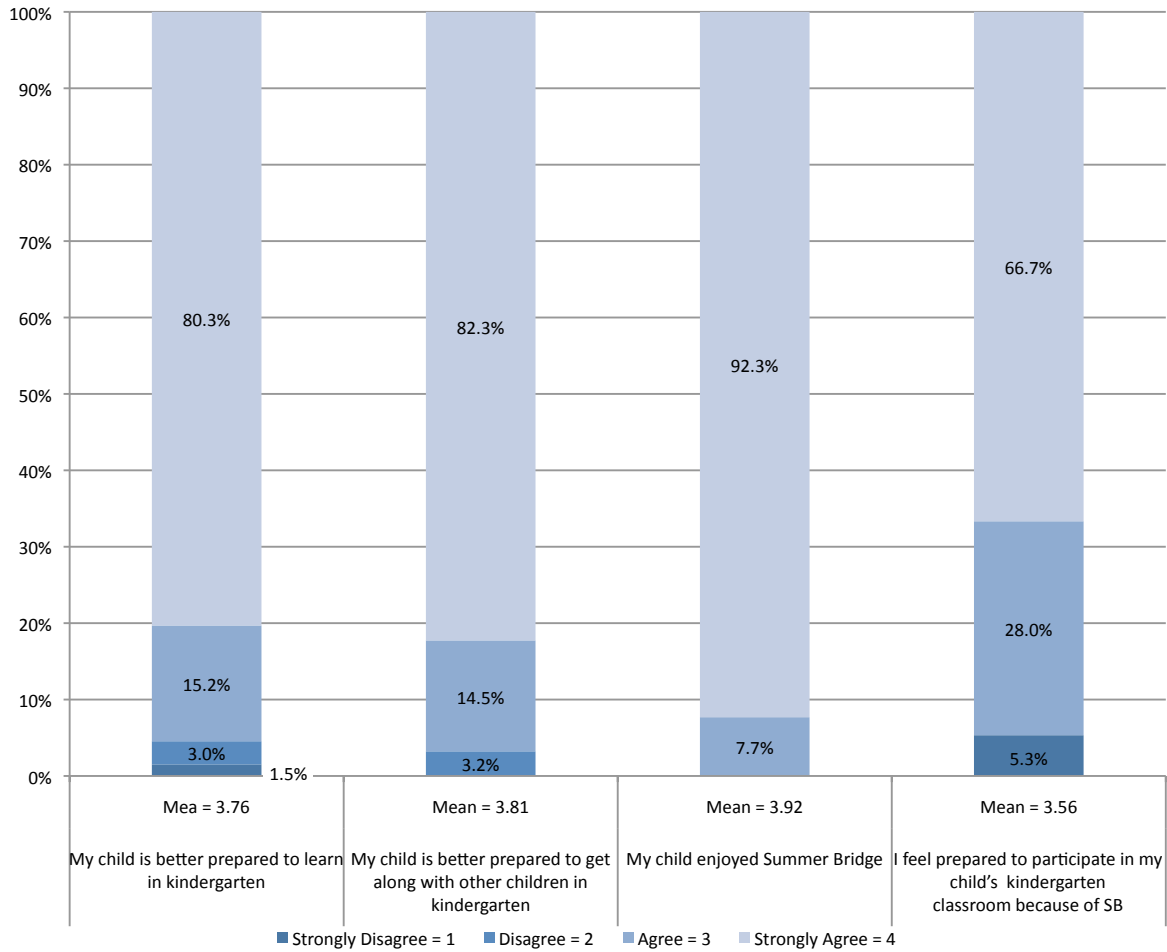


Figure B3. Novato Frequency of Supportive Activities Following Summer Bridge

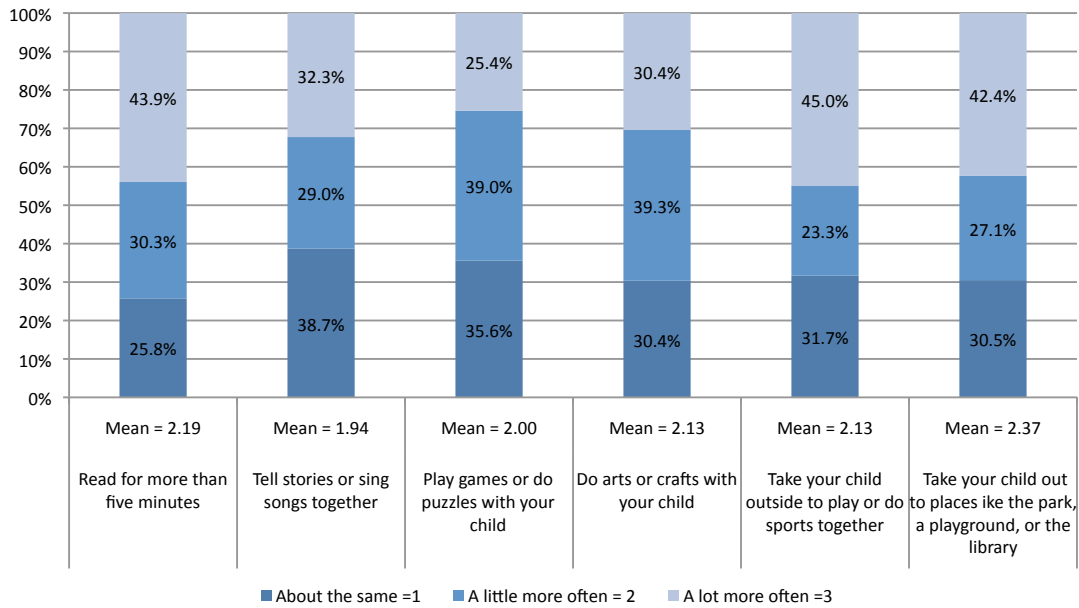
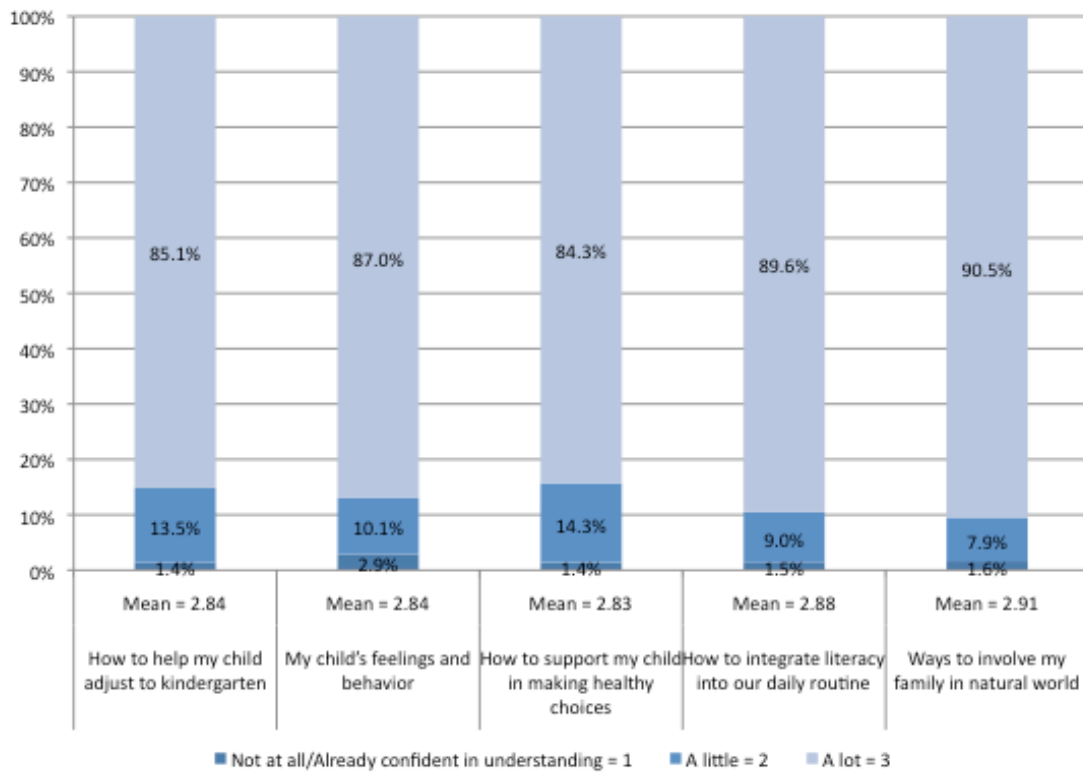


Figure B4N. Novato Family Workshops' Contributions



MARIN CITY/SAUSALITO N = 14
FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the Marin City/Sausalito Summer Bridge program, indicating they were either very satisfied (92%) or satisfied (8%) with the program. Responding family members were also positive in their assessment of the program’s impact on their child’s readiness for school and ability to get along with other children (both rated 3.79 on a 4-point scale). They also indicated their own preparedness to participate in their child’s classroom (3.92). Respondents were most positive in their assessment of the program’s impact on their understanding of supporting their child in and making healthy choices and how to integrate literacy into their daily routine (2.93 on a 3-point scale) as well as involving their family in the natural work (2.86). Since participating in Summer Bridge, families report, on average, that they are doing several different supportive activities a lot more often, including playing games or doing puzzles together (2.85 on a 3-point scale).

Figure BMC1. Marin City/Sausalito Parent Satisfaction Findings

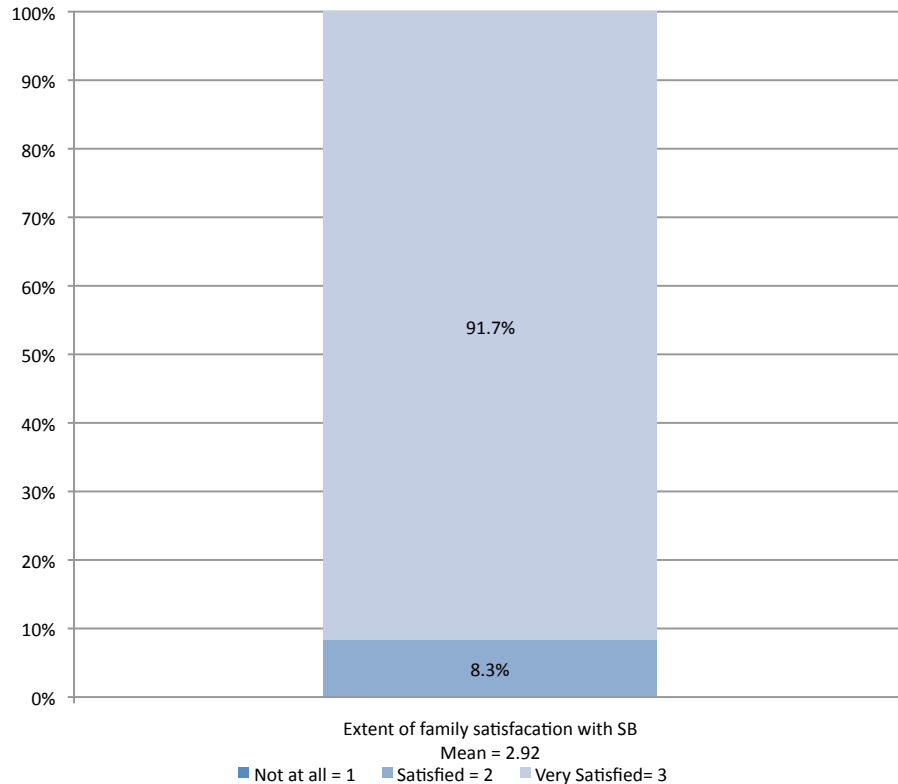


Figure B2MC. Marin City/Sausalito Benefits of the Summer Bridge Program for My Child

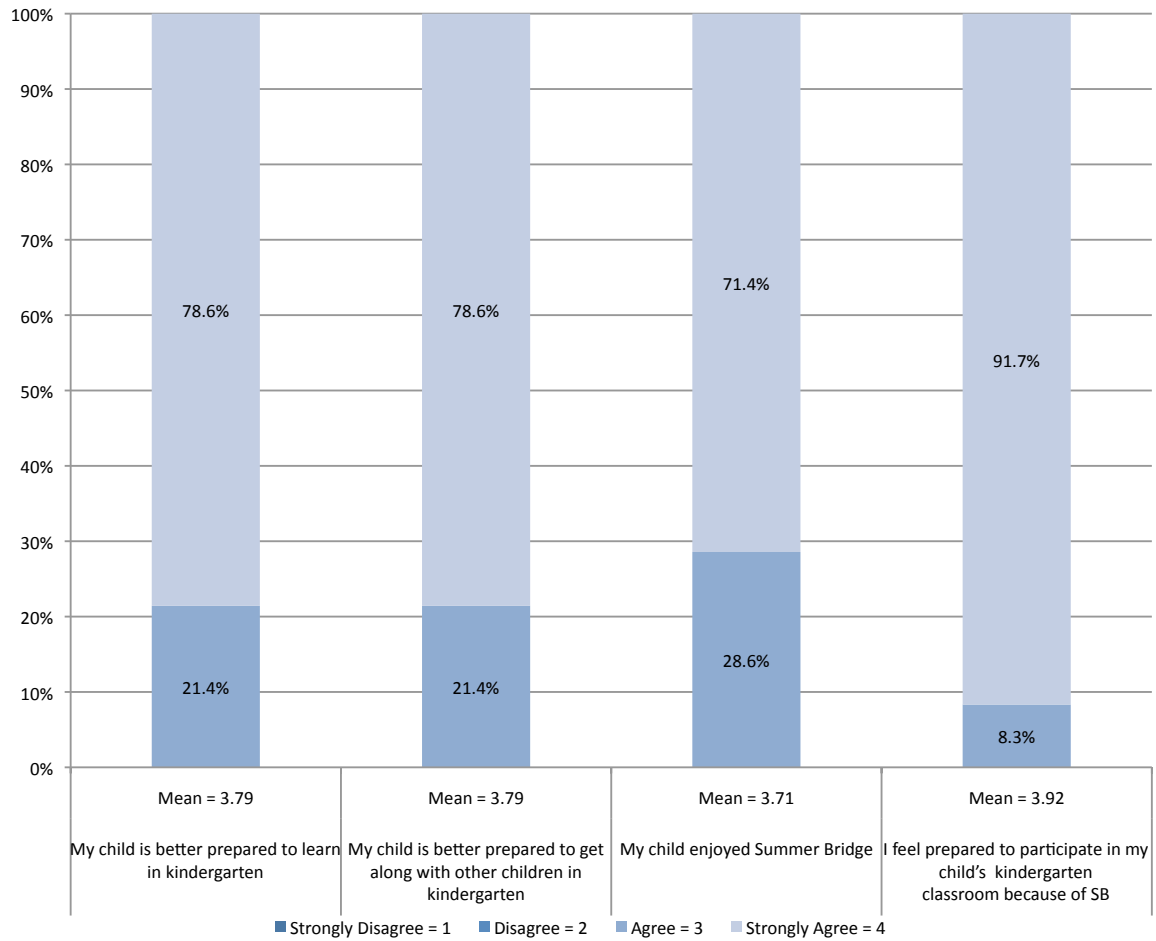


Figure B3MC. Marin City/Sausalito Frequency of Supportive Activities Following Summer Bridge

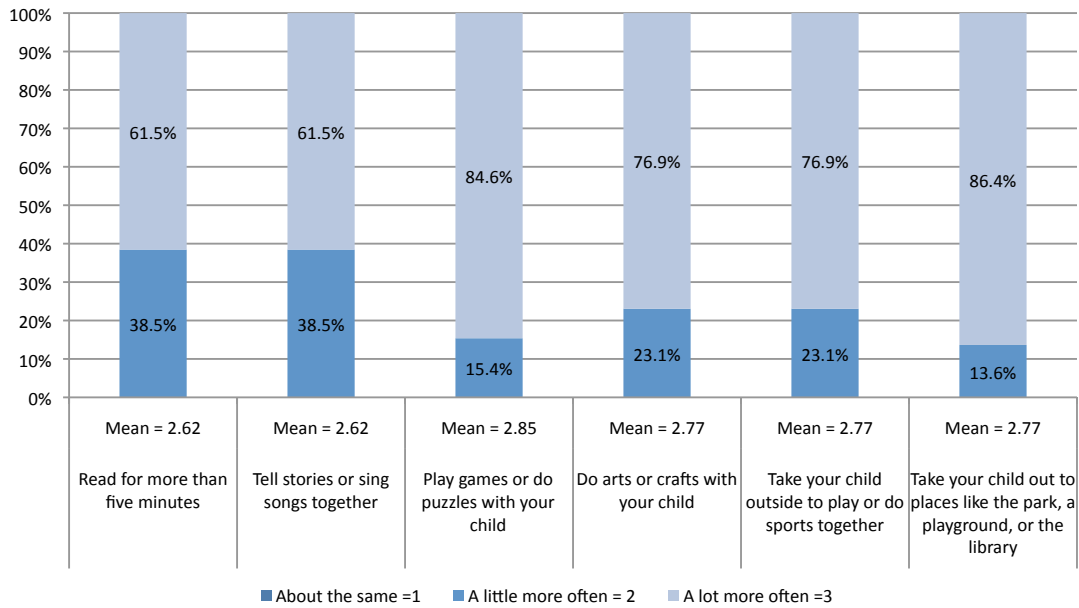
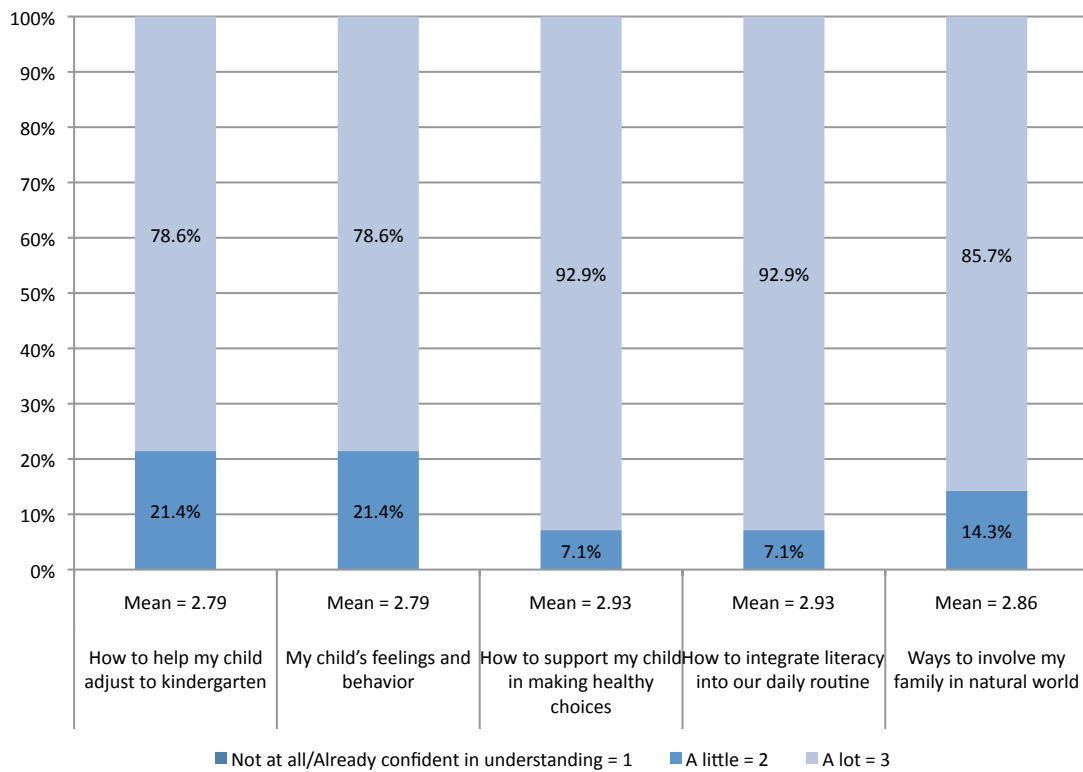


Figure B4MC. Marin City/Sausalito Family Workshops Contributions



SAN GERONIMO VALLEY, N = 13
FAMILY SURVEY FINDINGS

Families were extremely positive in their assessment of the San Geronimo Valley Summer Bridge program, indicating they were either very satisfied (92%) or satisfied (8%) with the program. Responding family members were also positive in their assessment of the program’s impact on their child’s readiness for school and ability to get along with other children (both rated 3.77 on a 4-point scale). They also indicated their own preparedness to participate in their child’s classroom (3.77). Respondents were most positive in their assessment of the program’s impact on their understanding of supporting their child in making healthy choices (2.92 on a 3-point scale), how to integrate literacy into their daily routine (2.85), and how to help their child adjust to kindergarten (2.85). Since participating in Summer Bridge, approximately two-fifths or more of families report that they are doing supportive activities a little or a lot more often.

Figure B1V. San Geronimo Valley Parent Satisfaction Findings

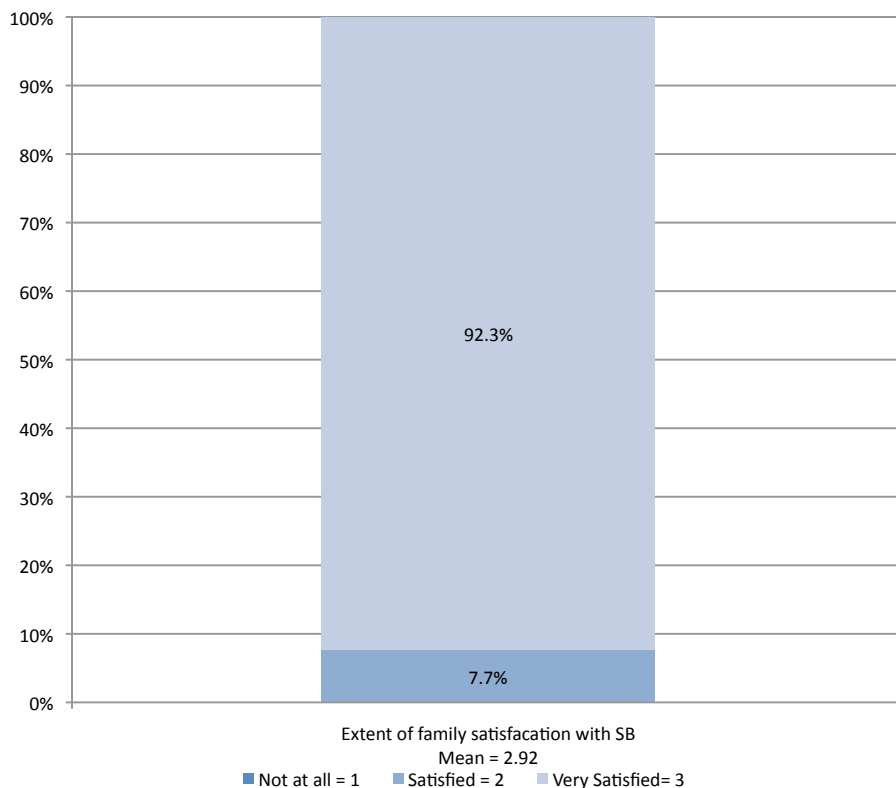


Figure B2V. San Geronimo Valley Benefits of the Summer Bridge Program for My Child

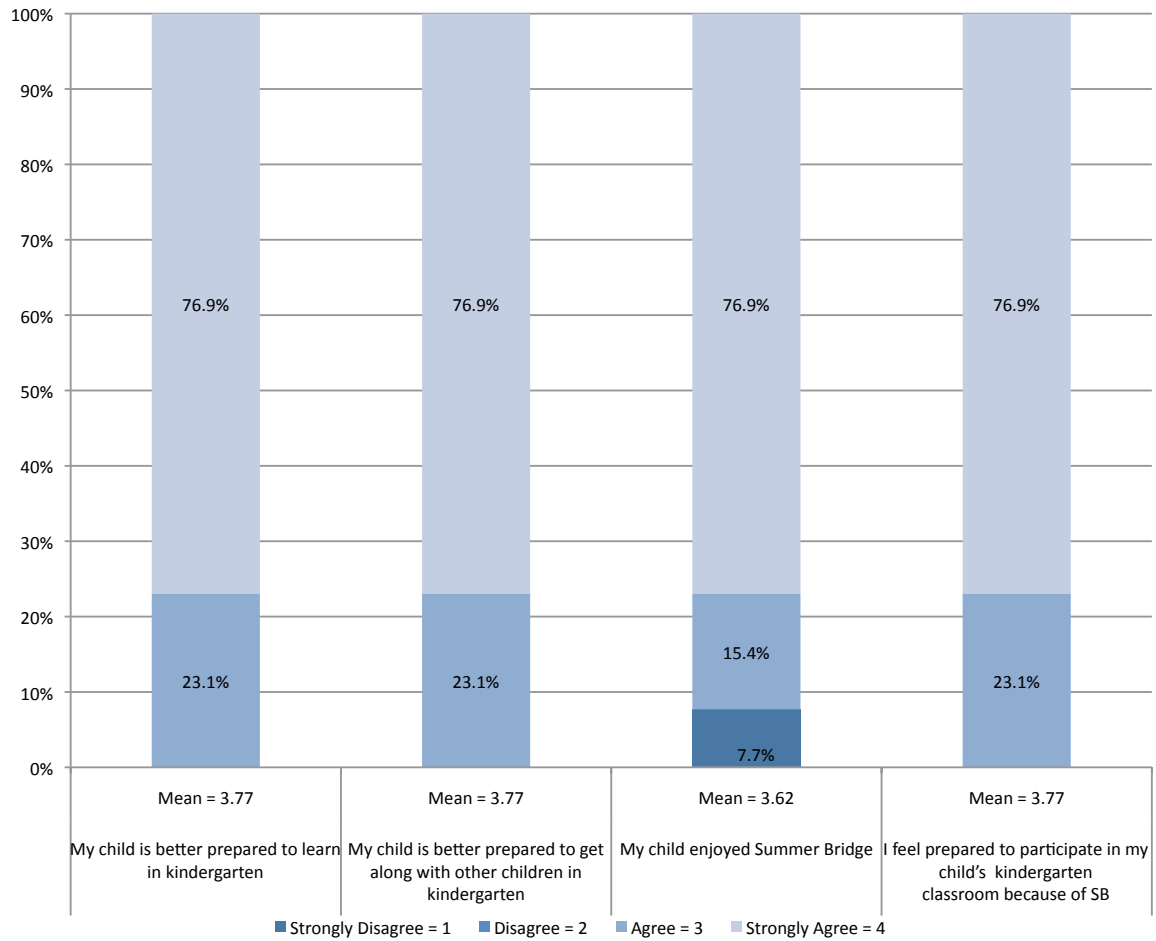


Figure B3V. San Geronimo Valley Frequency of Supportive Activities Following Summer Bridge

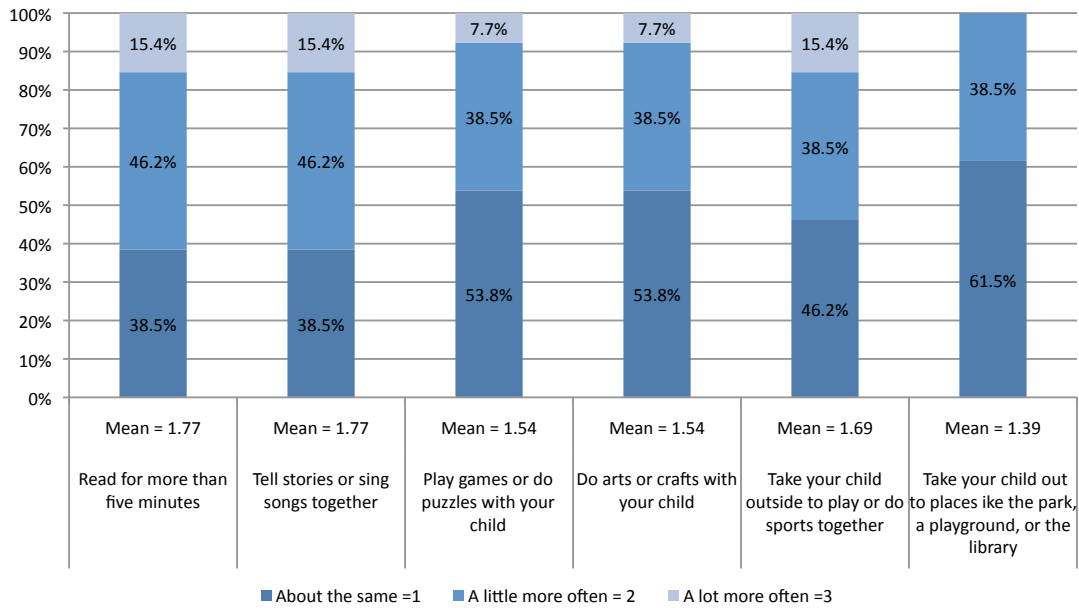
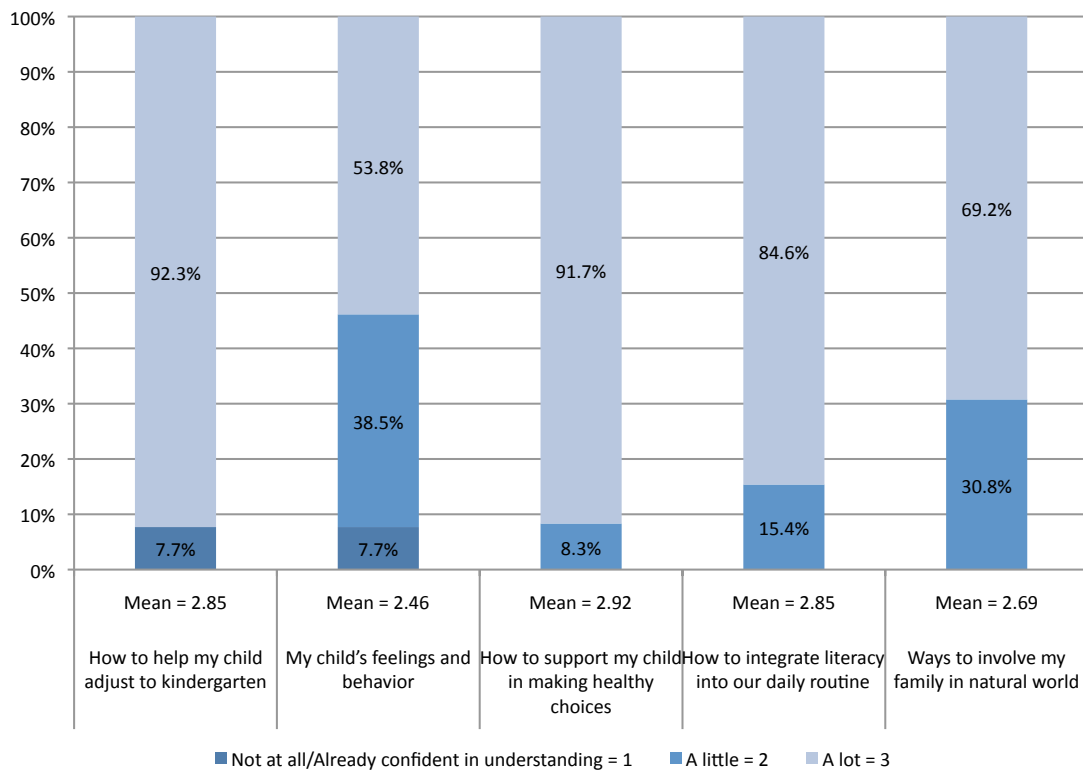


Figure B4V. San Geronimo Valley Family Workshops' Contributions



WEST MARIN/SHORELINE, N=11
PARENT SURVEY FINDINGS

Families were extremely positive in their assessment of the West Marin/Shoreline Summer Bridge program, indicating they were either very satisfied (73%) or satisfied (27%) with the program. Responding family members were also positive in their assessment of the program’s impact on their child’s readiness for school and ability to get along with other children (100% responding positively), as well as their own preparedness to participate in their child’s classroom (82%). Respondents were most positive in their assessment of the program’s impact on their understanding of supporting their child in making healthy choices (2.92 on a 3-point scale), how to integrate literacy into their daily routine (2.85), and how to help their child adjust to kindergarten (2.85). Since participating in Summer Bridge, with little to no exception, respondents are interacting with their child more frequently through reading, talking, and/or playing.

Figure B1WM. Shoreline Parent Satisfaction Findings

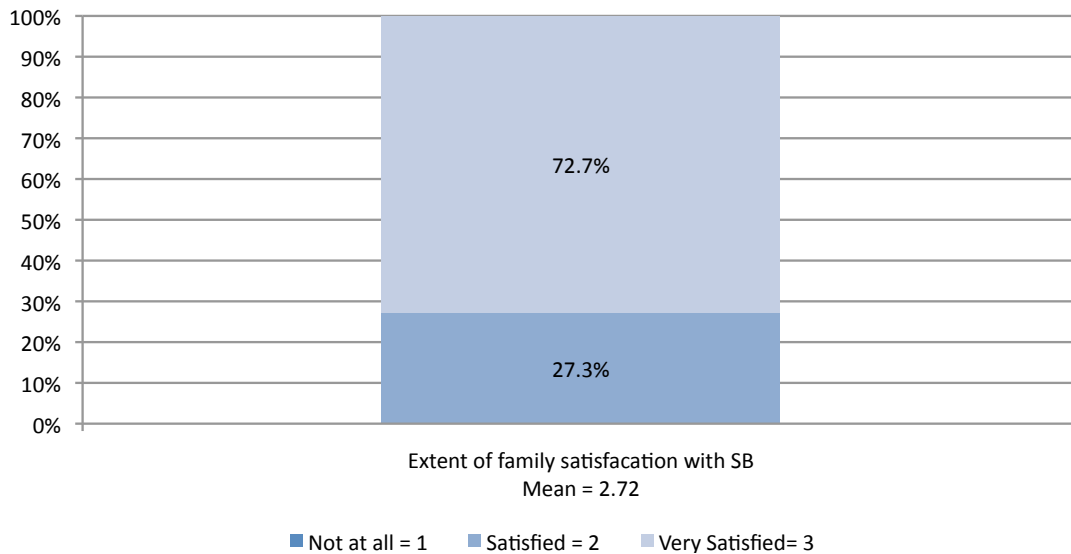


Figure B2WM. Shoreline Benefits of the Summer Bridge Program for My Child

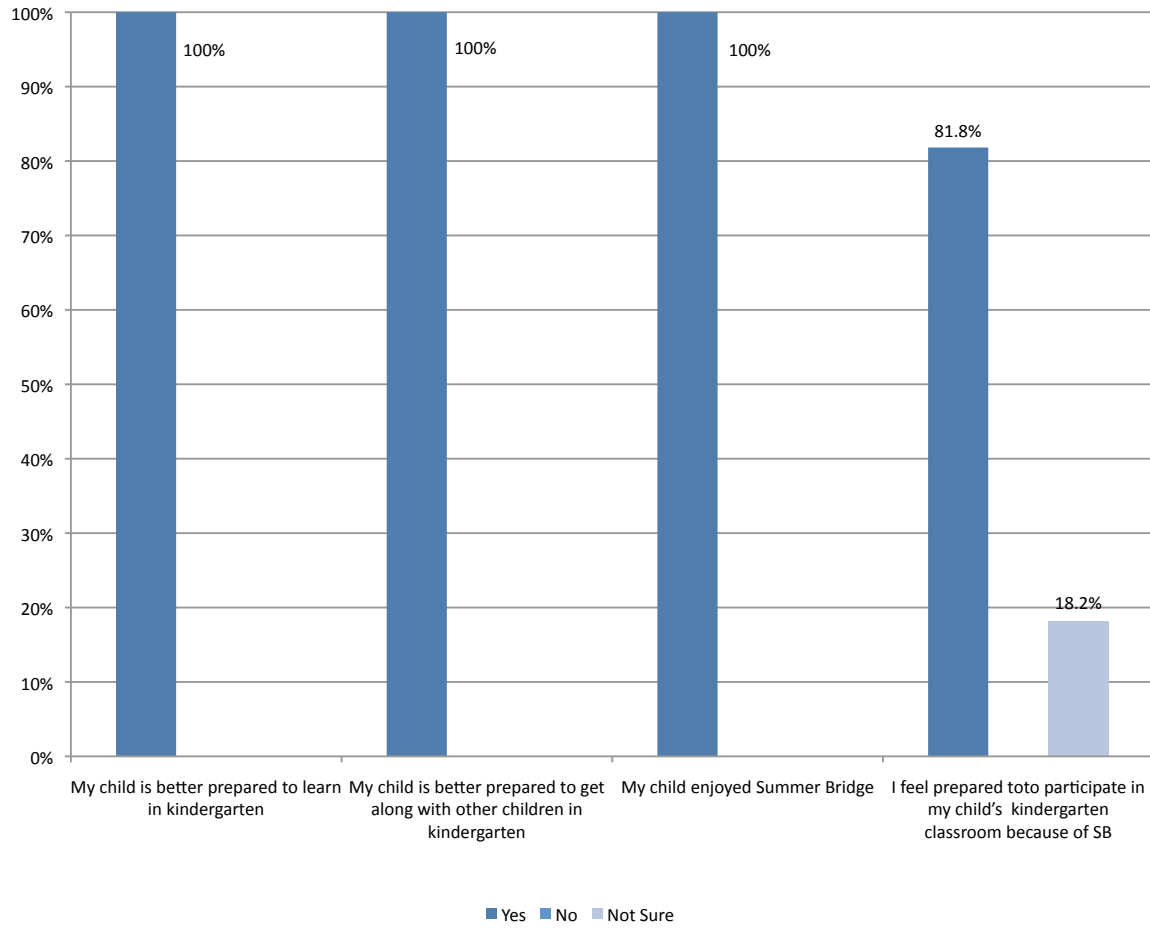


Figure B3WM. Shoreline Increased Frequency of Supportive Activities

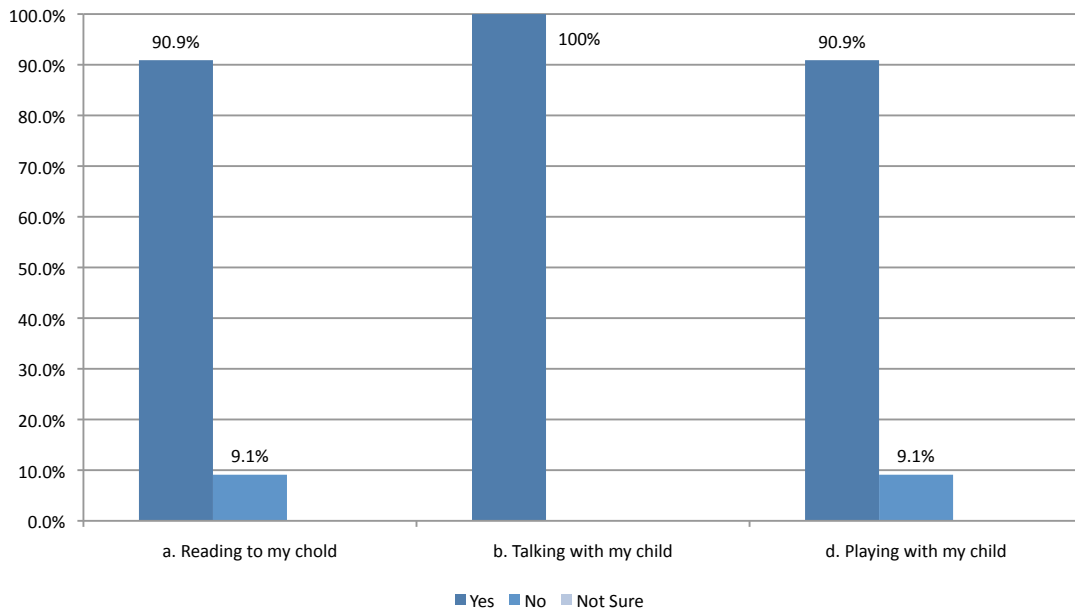


Figure B4WM. Shoreline Family Workshops' Contributions

