

First 5 Marin

Summer Bridge



Key Findings

Summer 2006

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1. Program History

Marin County Summer Bridge classrooms have been operating for the past four summers and have helped several hundred four- and five-year old children become better prepared for kindergarten. The initiative began in the summer of 2003 with three classrooms. It continued to expand in summer 2004, and in 2005 a more formal program model was developed through funding from a federal Early Learning Opportunities Act grant. Most recently, during the summer of 2006, 13 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.

Summer Bridge is a kindergarten readiness program that provides high quality early learning opportunities for children preparing to enter kindergarten and in need of additional learning support. In order to help parents overcome access and service barriers, 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 parents to interact with their children, their child's teacher, and one another in a warm and supportive learning environment.

-- Summer Bridge was a "bridge" in building relationships between the children and parents entering kindergarten.

-- Summer Bridge Teacher, 2006

The 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 provided teachers with supporting materials and visuals such as pictures, handouts, charts, labels, and cut-outs. In all classrooms, the Summer Bridge Curriculum is supplemented with the 2nd Step Curriculum, which promotes interpersonal skill development.

Summer Bridge teachers and staff are fully oriented in the use of the curriculum before beginning instruction. They also receive a comprehensive orientation to the various service components incorporated within the program, including: oral health and hygiene, nutrition, hearing and vision screening, the Raising a Reader early home literacy book bag program, and Early Childhood Mental Health consultation services. Lastly, teachers are supported in obtaining the necessary educational and literacy materials for their classrooms and in creating a stimulating, nurturing classroom environment.

11. Summer Bridge 2006

A. Program Description

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. Each community's school readiness plans and activities are supported by a local coordinator, who is in turn supported by the First 5 Marin School Readiness Coordinator. The five communities that hosted Summer Bridge classrooms in 2006 have well-developed School Readiness Plans that include the Summer Bridge program as an integral component.

Five consecutive weeks of Summer Bridge programming took place in each community through the implementation of one or more classrooms. San Rafael's Canal District operated five classrooms, Novato operated four, Shoreline/West Marin operated two, Marin City/Sausalito operated one, and The Valley (San Geronimo/ Nicasio) operated one. In total, the 13 classrooms served 237 children during summer 2006. All classrooms were implemented according to the intended model described previously. The tables below present highlights of program activities.

Table 1. 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 of Family Fridays and Events

<i>First Day</i>	Parent Orientation
<i>Family Friday #1</i>	Raising a Reader Workshop
<i>Family Friday #2</i>	Your Child's Development and How to Prepare for Kindergarten
<i>Family Friday #3</i>	What to do When Your Child Gets Sick
<i>Family Friday #4</i>	Oral Health
<i>Family Friday #5</i>	Physical Health and Nutrition
<i>Last Day</i>	Graduation and Family Celebration

B. Participant Demographics

Gender, ethnicity, and home language demographics were available for approximately half the 237 participants. As indicated in the figures below, 51% of Summer Bridge participants were female and 49% were male. A majority of participants (92%) were Latino/Hispanic with a primary language of Spanish. These demographics are consistent with the initiative's emphasis on serving students who may be at risk for later success in kindergarten due to language barriers, identified special education needs, or socioeconomic factors.

Figure 1. Gender (n=81)

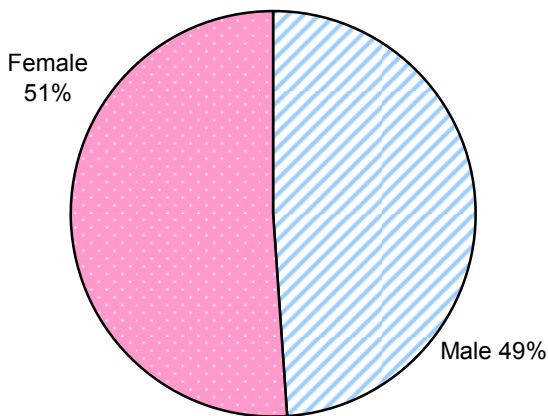


Figure 2. Ethnicity (n=102)

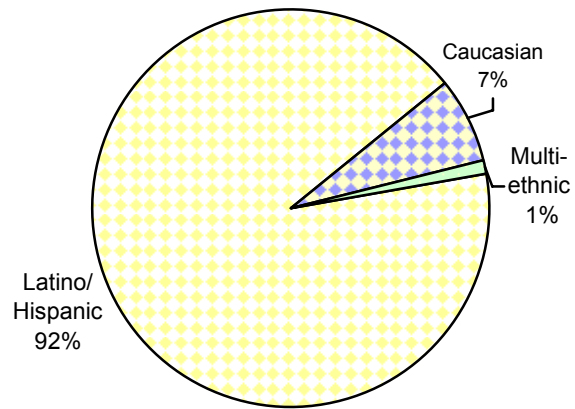
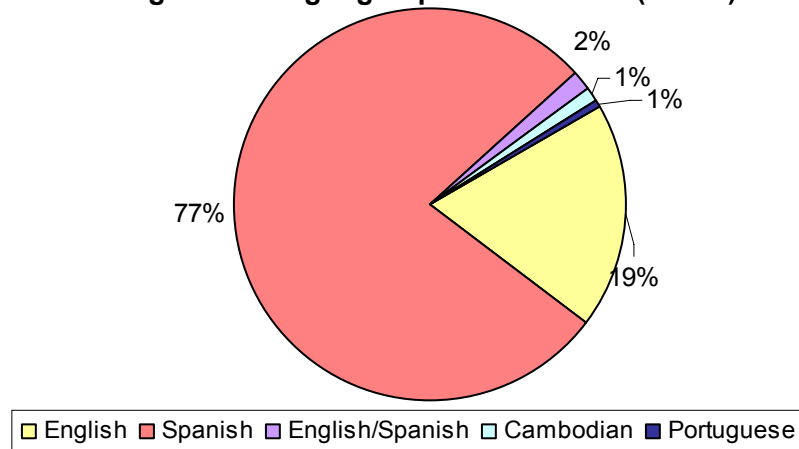


Figure 3. Language Spoken at Home (n=187)



C. Attendance and Enrollment

Attendance and enrollment summaries for individual Summer Bridge classrooms, and the program as a whole, were very positive during summer 2006 as indicated in Table 3 on the following page.

- Enrollment numbers remained fairly consistent between the first and last weeks of the program. Following newly added students and students de-enrolling from the program, the total enrollment during the last week of programming decreased by 17 students compared to the first week's enrollment. Classrooms experienced most of their early de-enrollments during the last week of programming, as indicated by a 5 week enrollment average that is very similar to the first week enrollment.
- The Average Daily Attendance (total attendances divided by total program days) for individual classrooms ranged from 8 to 21. Across all classrooms, the Average Daily Attendance (ADA) was 16 or 94% of the average 5 week enrollment.
- The ADA on Family Days for individual classrooms ranged from 7 to 22, with a Family Day ADA across all sites of 14. This number represents 82% of the average 5 week enrollment across all classrooms.

Table 3. Summer Bridge 5 Week Enrollment and Attendance Summary: Summer 2006

Classroom	Total Students Served*	Enrollment			ADA: Regular Program	%**	ADA: Family Days	%**
		1 st Week	Last Week	5 Week Average				
Marin City/Sausalito	16	13	14	14	12	86%	11	79%
Novato: Hamilton	19	18	14	18	15	83%	14	78%
Novato: Loma Verde	20	20	18	19	18	95%	14	74%
Novato: Lynwood	21	21	18	19	18	95%	17	89%
Novato: Olive	24	23	23	23	21	91%	22	96%
San Rafael: Bahia Vista A	20	20	17	19	17	90%	15	79%
San Rafael: Bahia Vista B	20	20	19	20	18	90%	16	80%
San Rafael: Coleman & Laurel Dell	20	20	20	20	19	95%	16	80%
San Rafael: Venetia Valley	20	19	19	20	18	90%	16	80%
San Rafael: San Pedro	19	19	19	19	18	95%	13	68%
Shoreline: Inverness	10	10	9	9	8	89%	8	89%
Shoreline: Tomales	11	11	7	9	8	89%	7	78%
The San Geronimo Valley	17	16	16	16	15	94%	12	75%
SUMMARY	Avg. 18	Avg. 18	Avg. 16	Avg. 17	Avg. 16	94%	Avg. 14	82%
	Total 237	Total 230	Total 213	Total 225	Total 205		Total 181	

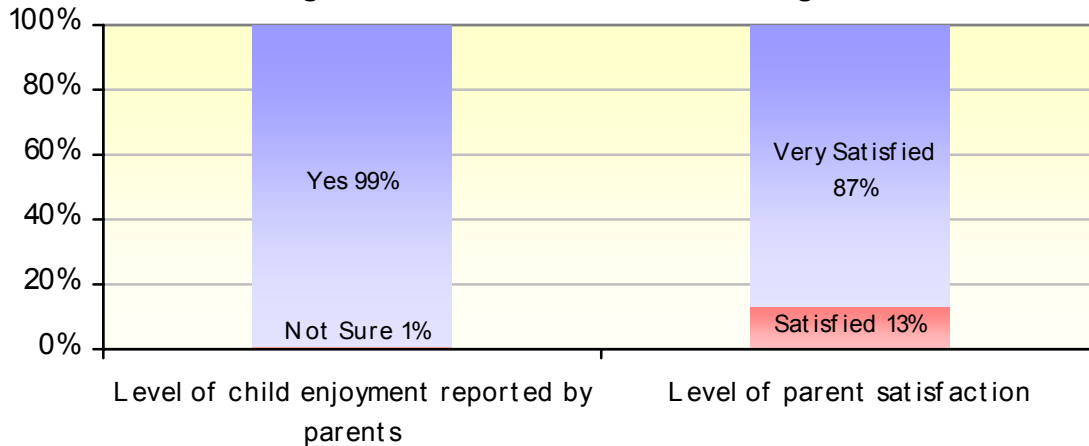
* Any student attending at least one program day.

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

D. Program Satisfaction: Parents

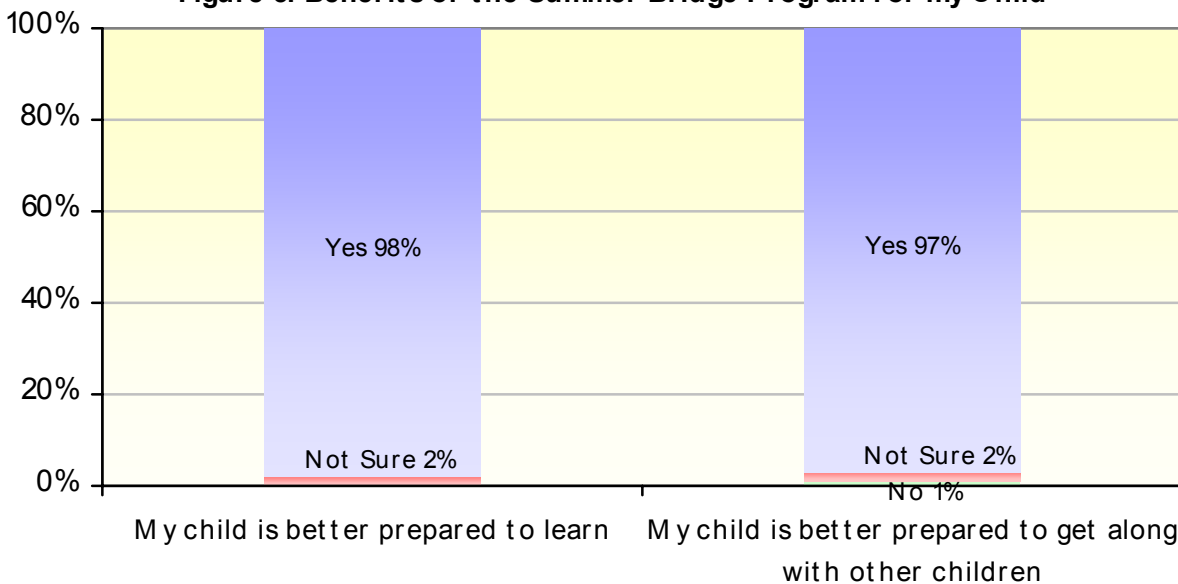
- **Measure:** A survey was administered to parents at the end of the Summer Bridge program to assess their satisfaction and obtain their opinions about the benefits of the program. A total of 160 parents completed a survey.
- **Key Parent Finding #1:** Parents expressed positive views of the program, with **100%** of parents responding that they were either “satisfied” or “very satisfied”. Furthermore, **99%** of parents felt that their child enjoyed the program; the remaining 1% were “not sure”.

Figure 4. Parent Satisfaction Findings



- **Key Parent Finding #2:** Parents 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, **98%** of parents felt that their child was better prepared to learn in kindergarten and **97%** felt that their child was better prepared to interact socially with others once in kindergarten.

Figure 5. Benefits of the Summer Bridge Program for my Child

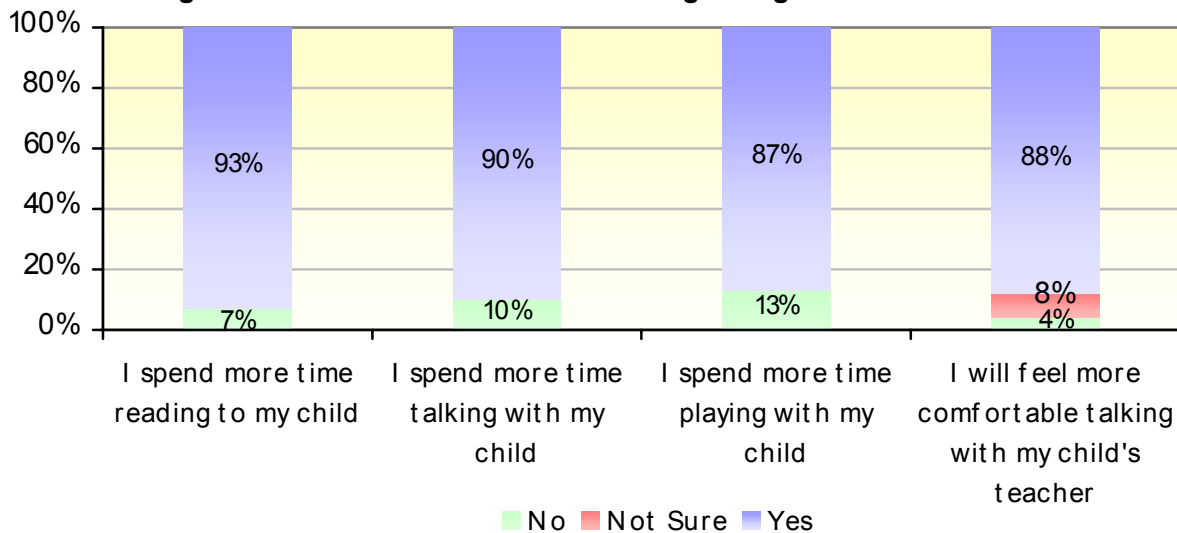


Parent Quotes about their Child's Summer Bridge Experience:

- My child started kindergarten with better self esteem.
- My daughter learned how to count and to recognize numbers and letters better.
- It helped my child to focus more.
- {Summer Bridge} Introduced him to a 5-day week and the fellow students he will attend kindergarten with.
- It helped my child to be ready for kindergarten, having more confidence and independence.
- {Summer Bridge} Improved my child's speech.
- Now my child likes to read books.
- My child can speak words and phrases in English.
- My son can spell his name as well as write and recognize letters in his name.
- My child came out of her comfort zone and branched out with friends and became less shy. Great for her socially!
- I thought the teachers were attentive and friendly and all around wonderful. My child felt very comfortable.

Key Parent Finding #3: Parents were also positive about the degree to which they benefited from the Summer Bridge program. Most notably, **93%** of parents reported that they spend more time reading to their child since participating in Summer Bridge and **90%** reported that they spend more time talking with their child.

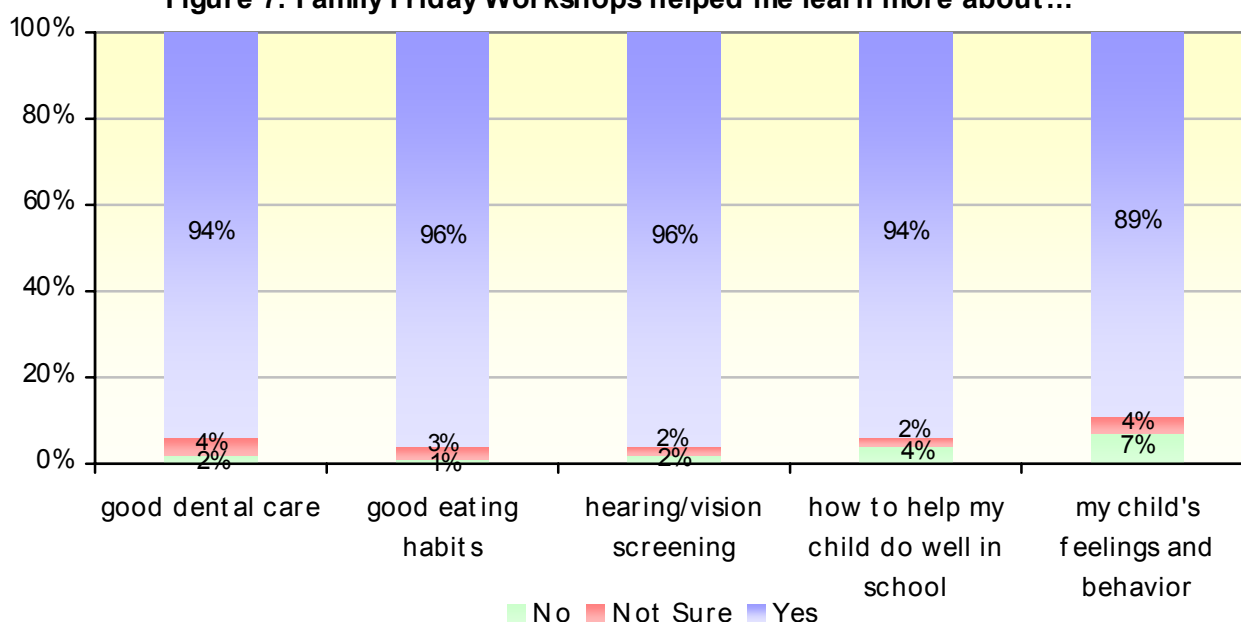
Figure 6. Benefits of the Summer Bridge Program for Parents



* The first three questions presented in this figure asked for yes/no responses; the fourth question was the only question that allowed respondents to select "not sure".

Key Parent Finding #4: Parents felt strongly about the knowledge and understanding they gained from Family Friday workshops. Over **90%** of parents responded that the workshops had helped them learn more about: good eating habits (96%), hearing and vision screening (96%), good dental care (94%), and how to help their child do well in school (94%).

Figure 7. Family Friday Workshops helped me learn more about...



Parent Quotes about their Summer Bridge Experience:

- The dental workshop was phenomenal. I wish I would've had it 7 years ago!
- I learned to have more patience with {my child} and to listen more to the stories she tells of her friends. She has a lot of interest in things that I didn't know.
- {Summer Bridge} has made me more aware of {my child's} eating habits and not just his, but the whole family.
- It was a good bonding experience with other parents from the school.
- The counselor {Early Childhood Mental Health} session was particularly informative and solidified my understanding that communication with my child is extremely important.
- I realized the importance of sharing moments within the school that bring us closer to our children.
- I learned that I should pay more attention to my child's health and I learned about playing with and communicating with my child.
- We loved the Family Fridays! The pretzel making was fun!
- Not only does my child like this program, but I like this program. Thank you.

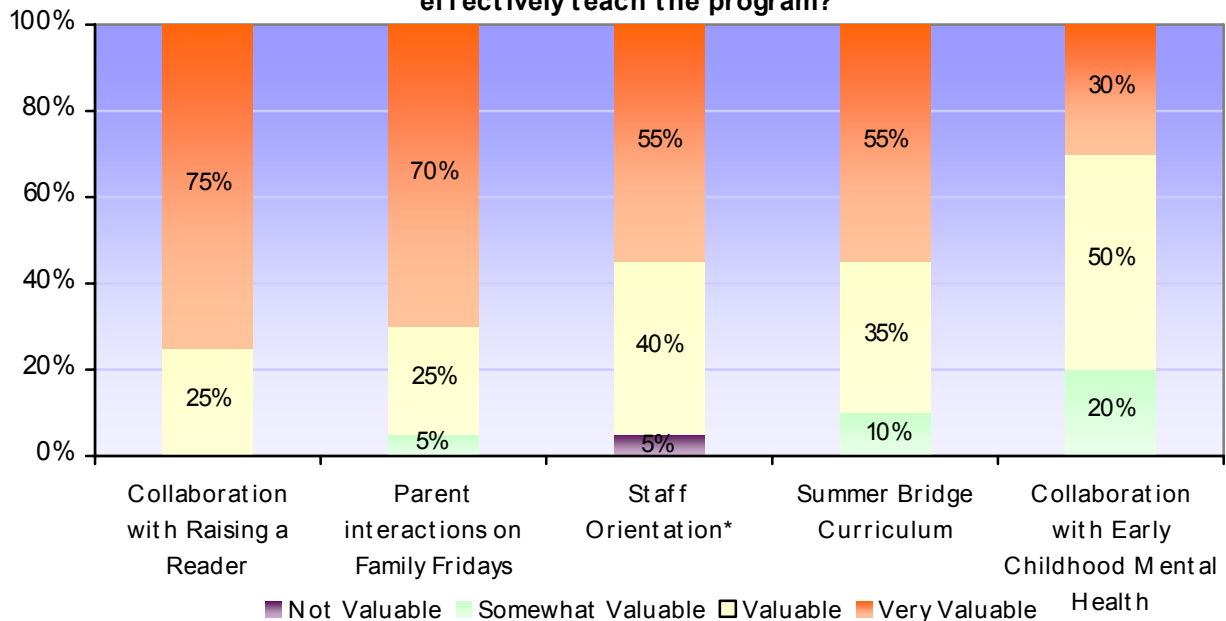
Key Parent Finding #5: Parent reports of overall satisfaction and perceived benefits did vary somewhat among individual communities. The appendix to this report presents parent survey data by community.

E. Program Satisfaction: Teachers

Measure: Teachers 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 20 teachers and classroom aides.

Key Teacher Finding #1: 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: the Raising a Reader program, their interactions with parents during Family Fridays, and the Summer Bridge Orientation.

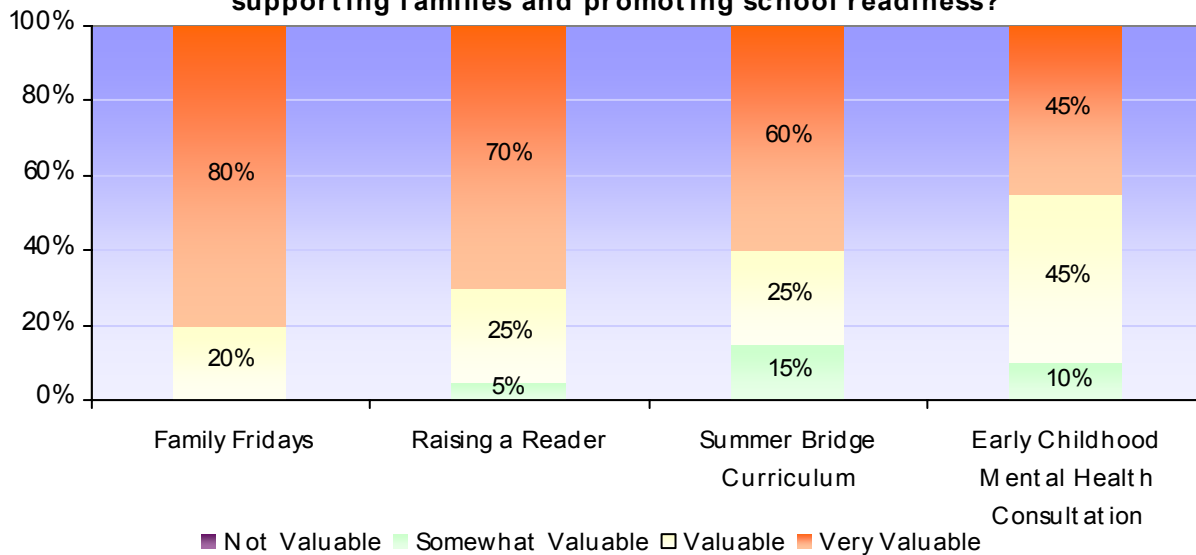
Figure 8. How valuable were the following components in helping you effectively teach the program?



* Staff was oriented through a large county-wide orientation and also through local orientations held by individual communities. Respondents could have interpreted this question as referring to either the local or county orientation.

Key Teacher Finding #2: 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 Family Fridays, Raising a Reader, and Early Childhood Mental Health consultation provided the highest value to children and families.

Figure 9. How valuable were the following components in supporting families and promoting school readiness?



Teacher Quotes about the Benefits of Summer Bridge:

- Raising a Reader and parent {Family} Fridays both encourage parents to be more active in their child's education.
- I believe that the students are prepared for entering kindergarten. They know how to sit in a circle, line up, make transitions. They were introduced to the alphabet, numbers, and colors and some Phonemic Awareness.
- As a Kindergarten teacher, I see a huge difference in the start of the kindergarten year because these students are already secure, informed about their day and do have an idea about school.
- It's fabulous to realize how much progress kids made over the five weeks. They are much more prepared than before!
- I think it's a great program all around to help prepare students and parents for kindergarten!

F. Student Outcomes

Measure: 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 10 skill areas, including: Following Classroom Routines, Ability to Adjust to New Situations, Respecting and Caring for the Classroom Environment, and Playing Well with Other Children (*Social Emotional Domain*); Enjoying and Valuing Reading and Concentration and Focus (*Cognitive Domain*); Cutting with Scissors, Using Tools for Writing and Drawing, and Gross Motor Skills (*Physical Domain*); and Listening and Speaking in Spanish and English (*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.

Results have been presented for the 214 students for whom both pre- and post-assessments were completed.

Key Student Finding #1: Students made strong progress during the course of the 2006 Summer Bridge program. Analysis revealed statistically significant increases between pre-and post-average ratings for each of the four overarching skill domains assessed. The greatest change was noted in the domain of Cognitive Development. Statistically significant increases were also observed in each of the 10 sub-domain skill areas.

The noted only exception was in Listening and Speaking when broken out by primary language. Students with a primary language of English did demonstrate increases in Listening and Speaking skills between pre- and post-assessment, but the increase was not found to be statistically significant. However, the increase in language skill development for students with Spanish as a primary language was statistically significant. All results are presented in Table 4 below.

Table 4. Pre-Post Comparison of Summer Bridge Participant Skill Change

	Pre-Test Average	Post-Test Average	Change (+ or -)	Statistically Significant?
Cognitive Development	2.49	3.04	+ 0.55	☺
Enjoys and Values Reading	2.37	2.93	+ 0.56	☺
Concentration and Focus	2.66	3.18	+ 0.52	☺
Social Development	2.92	3.45	+ 0.53	☺
Follows Classroom Routines	2.76	3.45	+ 0.69	☺
Plays Well with Others	2.87	3.41	+ 0.54	☺
Adjusts to New Situations	3.04	3.56	+ 0.52	☺
Respects and Cares for Classroom Environment	2.88	3.39	+ 0.51	☺
Physical Development	2.86	3.39	+ 0.53	☺
Using Tools for Writing and Drawing	2.64	3.24	+ 0.60	☺
Cutting with Scissors	2.83	3.38	+ 0.55	☺
Gross Motor Skills	3.07	3.57	+ 0.50	☺
Language Development	2.59	2.91	+ 0.32	☺
Listening and Speaking - All	2.59	2.91	+ 0.32	☺
First Language Spanish:				
Listening/Speaking in English	2.42	2.78	+ 0.36	☺
Listening/Speaking in Spanish	2.85	3.11	+ 0.26	☺
First Language English:				
Listening/Speaking in English	3.45	3.56	+ 0.11	No

Key Student Finding #2: The materials section of pre- and post-assessments 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. In the area of copying and drawing shapes, increases between pre and post ranged from 7% (circle) to 16% (triangle). In the area of recognizing colors, increases ranged from 3% (green) to 9% (brown). In the area of shape and name recognition, increases ranged from 13% (circle) to 23% (square).

Figure 10. Student is able to copy and draw a . . .

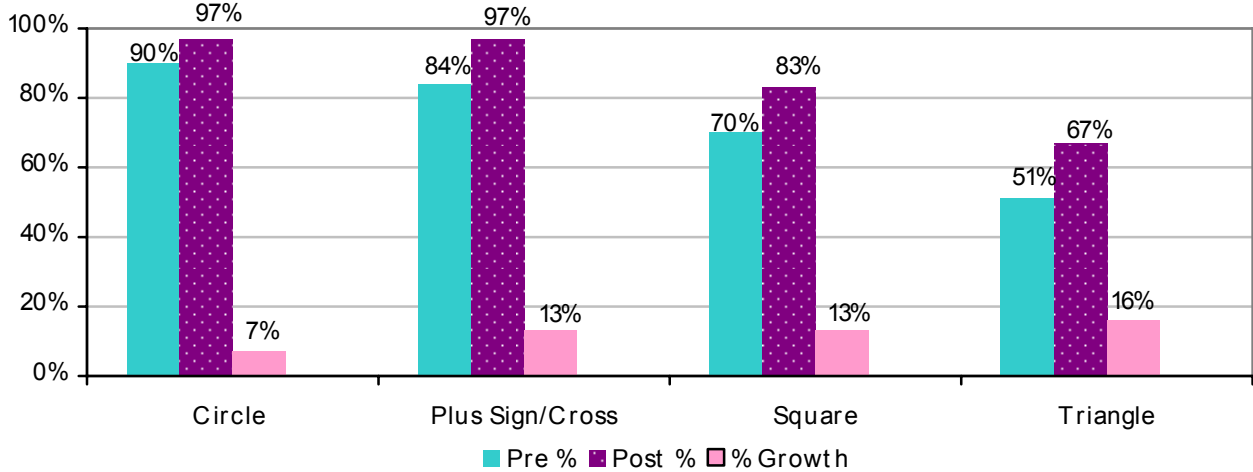


Figure 11. Student is able to recognize . . .

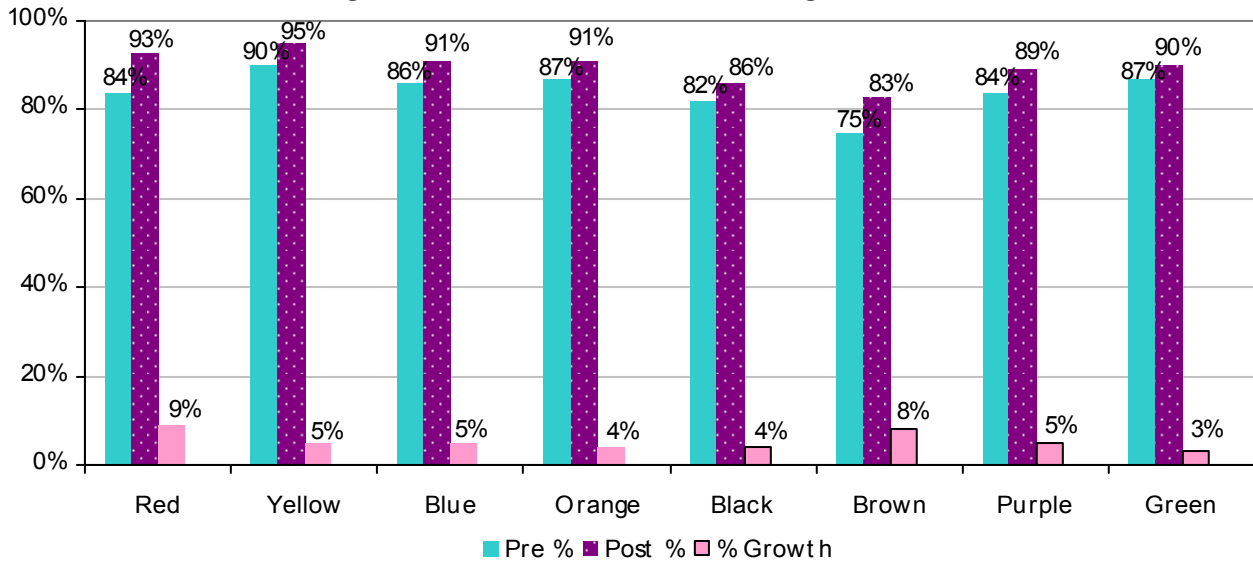
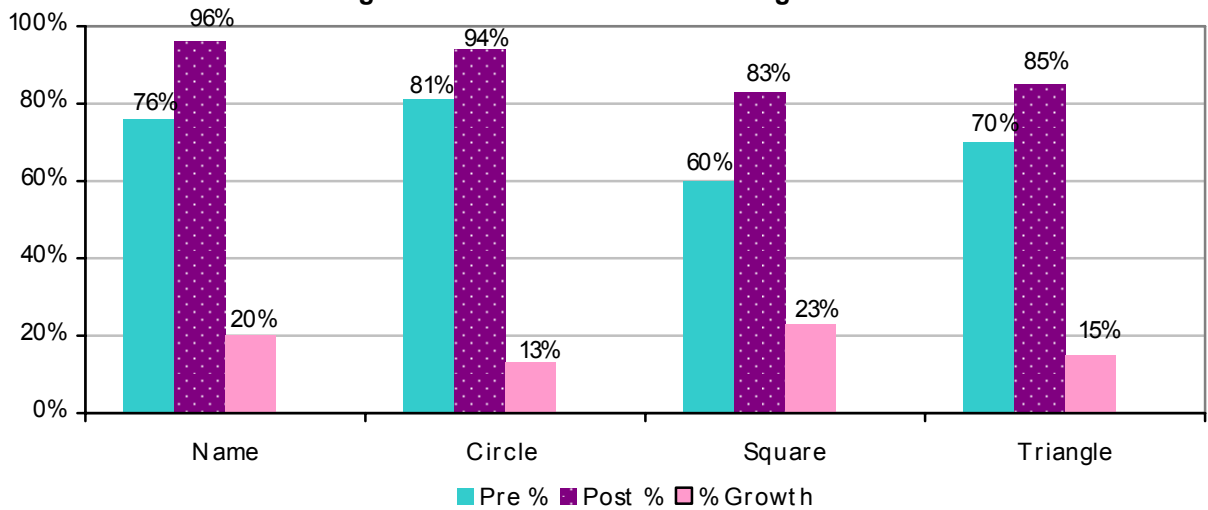


Figure 12. Student is able to recognize . . .



Key Student Finding #3: 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. The highlights presented below, are areas where student groups from individual communities showed greater increases than the overall population of Summer Bridge participants.

- Students from San Rafael (Canal) Summer Bridge classrooms demonstrated substantial growth (.75) in the area of Following Classroom Routines.
- Students participating in Novato Summer Bridge classrooms showed marked growth in their ability to use Tools for Writing and Drawing (.73).
- Students from West Marin/Shoreline classrooms showed marked increases in the area of Enjoying and Valuing Reading (.73).
- Students participating in Marin City/Sausalito demonstrated almost an entire rating point increase in Social Emotional Development (.96) and Physical Development (.95).

G. Recommendations for Next Year

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, teachers, and community partners were asked for recommendations about “improveables” for upcoming years.

Teacher and Partner Input:

- Improve communication between Summer Bridge programs and school districts through identified liaisons; invite district participation in Summer Bridge Orientation.
- Ensure consistent orientations for parents across all sites, so that expectations are clear from the start of the program.
- Encourage as much play, interaction, and fun as possible during Family Days.
- Continue to work on simple and accessible strategies for orienting parents and teachers to Early Childhood Mental Health information and consultation; also could expand the content to include more information on age-appropriate behavior and development, in order to help parents better identify developmental issues.
- Structure the staff orientation to allow time for experienced Summer Bridge teachers to collaborate and plan with one another.
- Provide teachers with more support, training, and information about working with students who have special needs.
- Continue to strategize around outreach and services to parents in more remote areas of the county, including transportation strategies.
- Focus upon community, school, and program relationship-building; stronger relationships can help to bring in more resources so that all programs are implementing to the fullest extent possible. This is also critical for program expansion.
- Continue to “fine tune” the Summer Bridge schedule to help programs balance various program components and minimize the disruption caused by holidays, family vacations, etc.
- More opportunities to acknowledge and appreciate each other!

-- I feel that the program is getting better every year.

-- Veteran Summer Bridge Teacher, 2006

Parent Input:

- “I can't imagine that improvements are needed!”
- Expand outreach to Spanish speaking parents.
- Provide additional information during Family Days on developmental phases and typical behavior for 4-, 5-, and 6-year olds.
- Set up a structured opportunity for parents to meet with their child's kindergarten teacher.
- Incorporate additional activities such as gardening and field trips.
- A few parents felt the program was too long, but most wanted additional programming, including extended days, more time on Family Days, and a longer program overall. This supports the

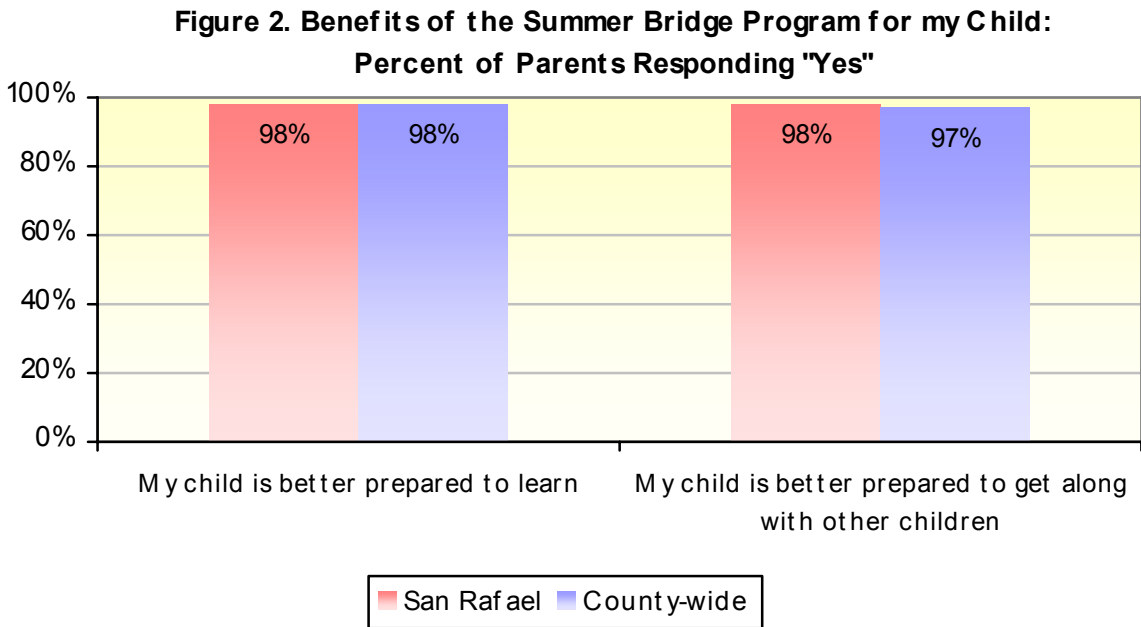
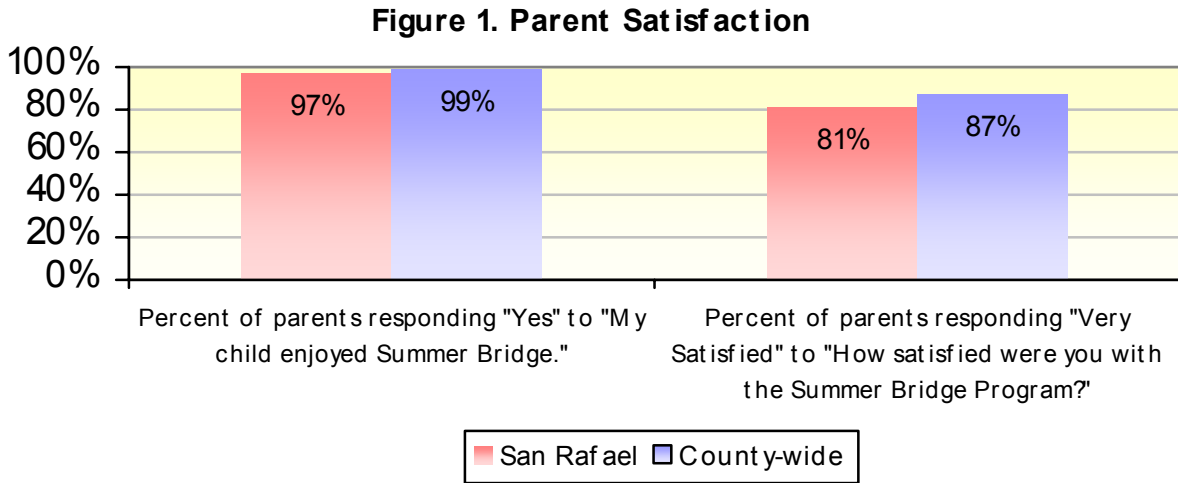
continued effort to maintain the integrity of programming while still allowing individual communities the flexibility to respond to their own unique needs.

Evaluator Conclusions and Recommendations:

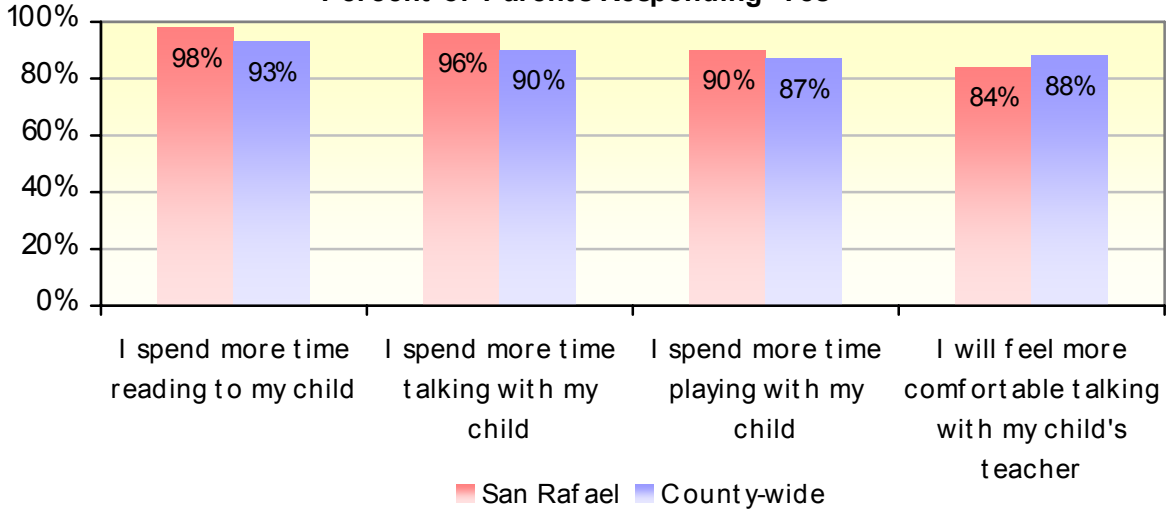
- Summer Bridge attendance and enrollment numbers remained consistently high between the first and last weeks of the program. This indicates that families understood attendance expectations and were for the most part able to meet these expectations. Classrooms that had a more noticeable drop in enrollment during the course of programming, seemed to experience most of their early de-enrollments during the last week. Programs that experienced this challenge may be able to address the issue by emphasizing with parents the importance of completing the program in its entirety. This discussion should include clear identification of the benefits to be gained from full five-week participation. Programs that do not already do so, may also want to consider hosting fun, celebratory events during the course of the week to maintain high engagement, acknowledge accomplishments, and bring meaningful closure to programming.
- County-wide, parents reported high satisfaction and identified many benefits of Summer Bridge programming for themselves and their children. However, there was variation in parent survey results among individual communities, particularly in the area of knowledge and skills gained from participation in Family Friday workshops. It is recommended that program staff and stakeholders from individual communities come together to share promising practices for structuring Family Days. Communities can then identify personalized strategies that may apply to the unique needs and challenges they encounter in their work with families.
- Over half (63%) of the Summer Bridge parents who completed a survey were willing to be contacted for follow-up discussions on their child's transition to kindergarten. This type of follow-up activity, conducted through phone surveys or focus groups, would be valuable in gaining additional information about long-term impacts that may be attributed to Summer Bridge, such as parents' level of involvement in their child(ren)'s education both at home and at school.
- Overall, Summer Bridge findings in the areas of student attendance and enrollment, parent and teacher satisfaction, and student outcomes were very positive. Data indicates that the program has an effective organizational structure and is providing a valuable service to children, families, schools, and communities within Marin County. These findings are particularly powerful and important as this was the initiative's first year of sustainability through local funding. It is recommended that findings be widely shared and disseminated to help ensure continued community engagement and to support the future expansion of the program.

III. Appendix: Summer Bridge Parent Survey Findings by Community

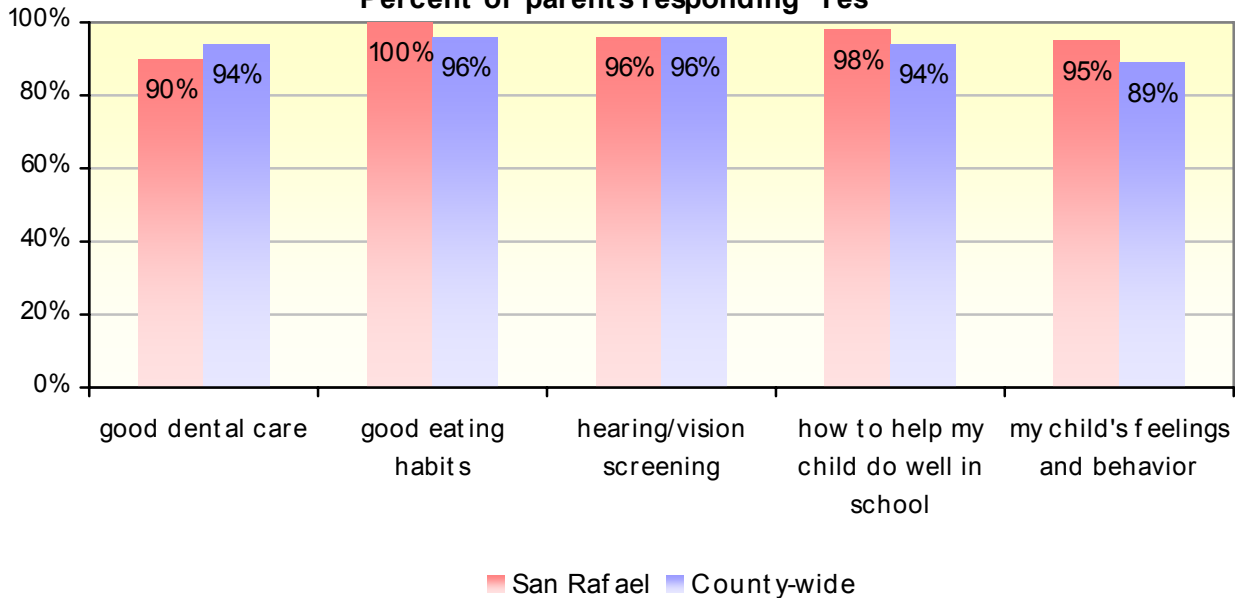
A. Parent Survey Findings: San Rafael (Canal), n=60



**Figure 3. Benefits of the Summer Bridge Program for Parents:
Percent of Parents Responding "Yes"**

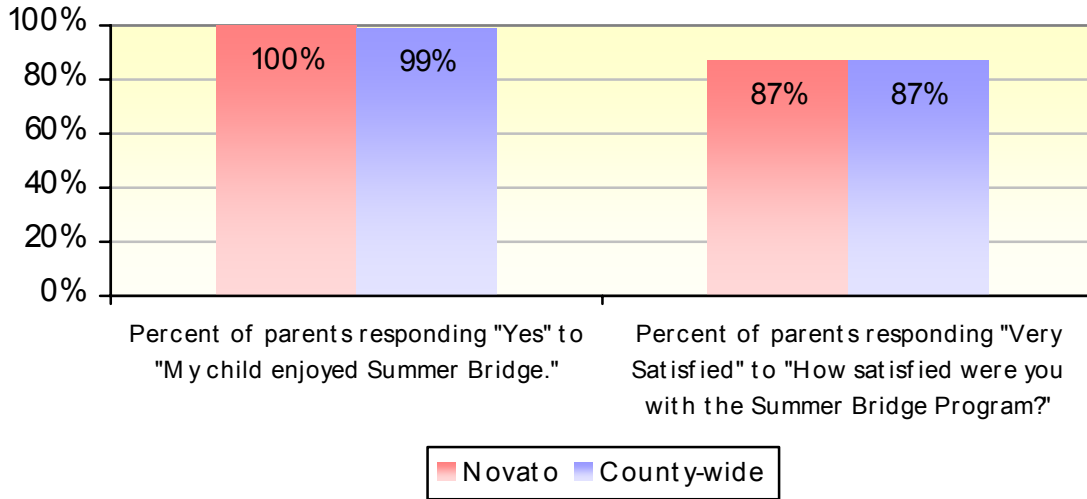


**Figure 4. Family Friday Workshops helped me learn more about ...:
Percent of parents responding "Yes"**

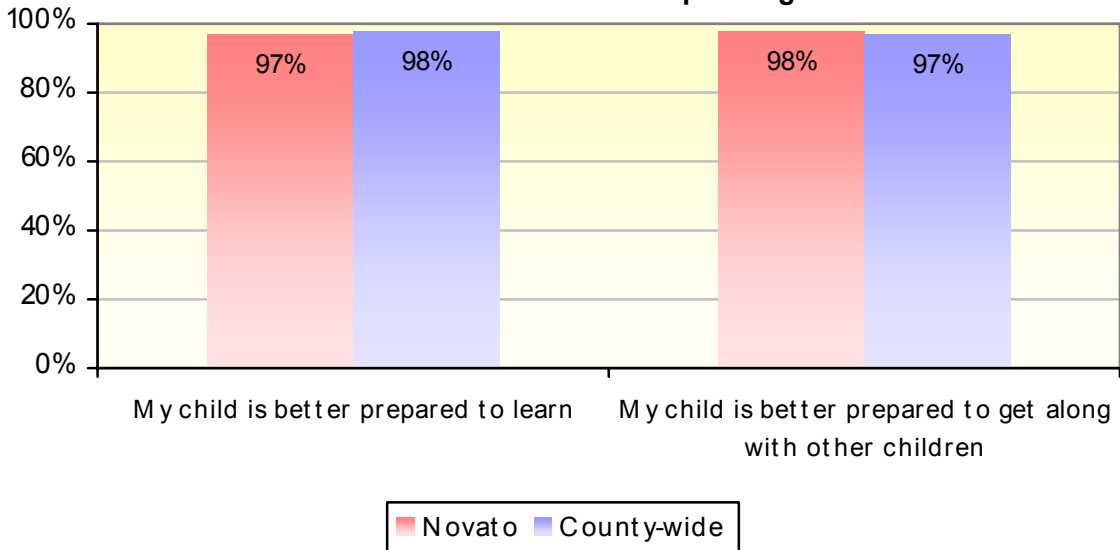


B. Parent Findings: Novato, n=62

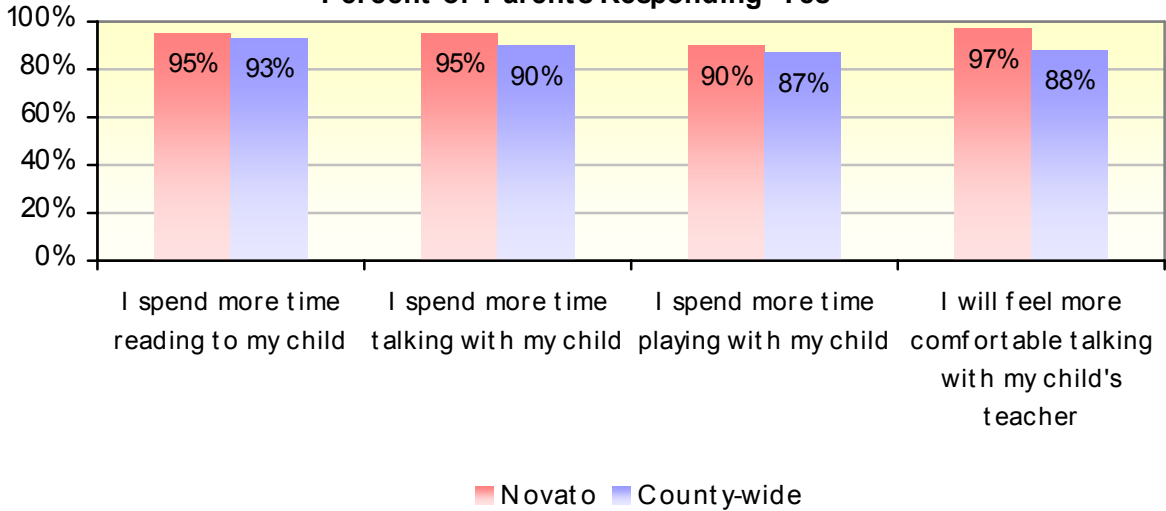
Figure 1. Parent Satisfaction



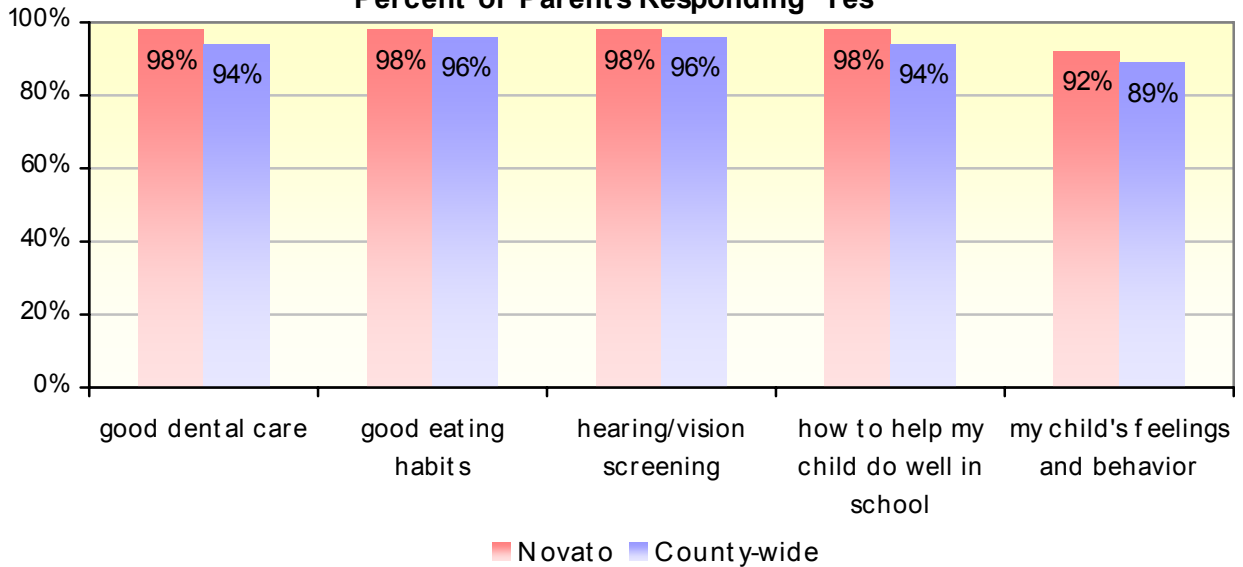
**Figure 2. Benefits of the Summer Bridge Program for my Child:
Percent of Parents Responding "Yes"**



**Figure 3. Benefits of the Summer Bridge Program for Parents:
Percent of Parents Responding "Yes"**

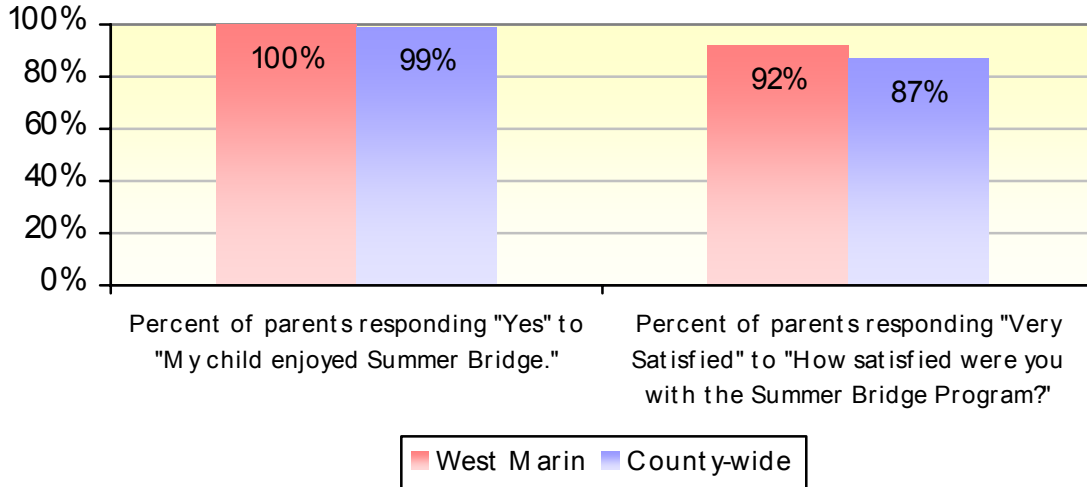


**Figure 4. Family Friday Workshops helped me learn more about ...:
Percent of Parents Responding "Yes"**

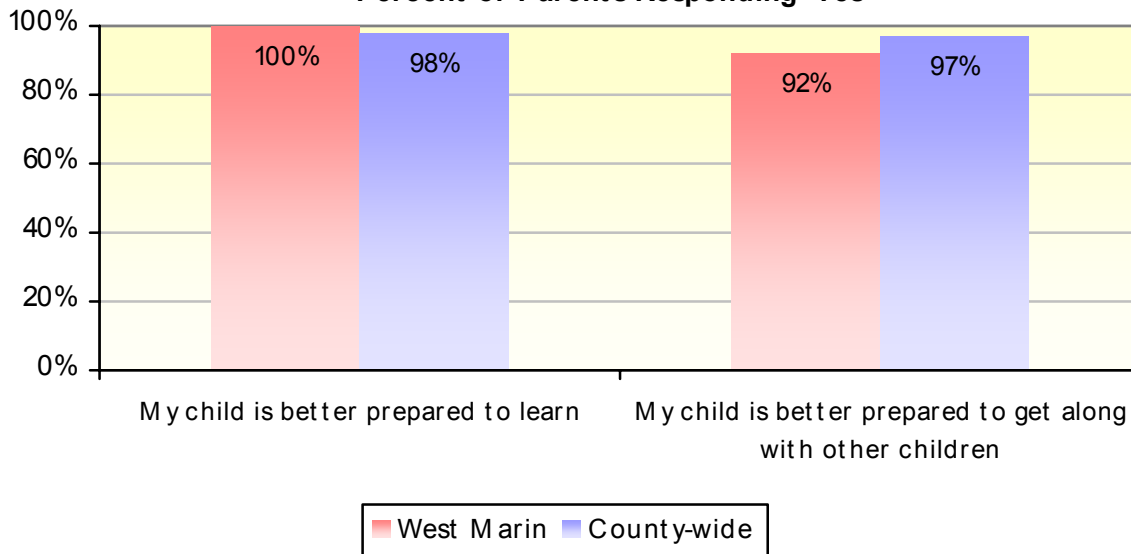


C. Parent Findings: West Marin/Shoreline, n=14

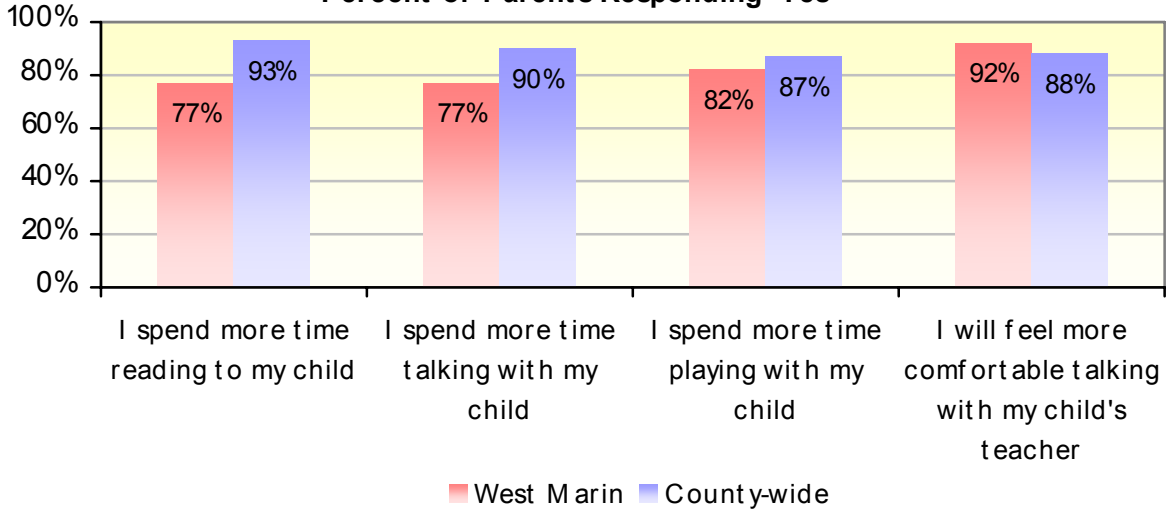
Figure 1. Parent Satisfaction



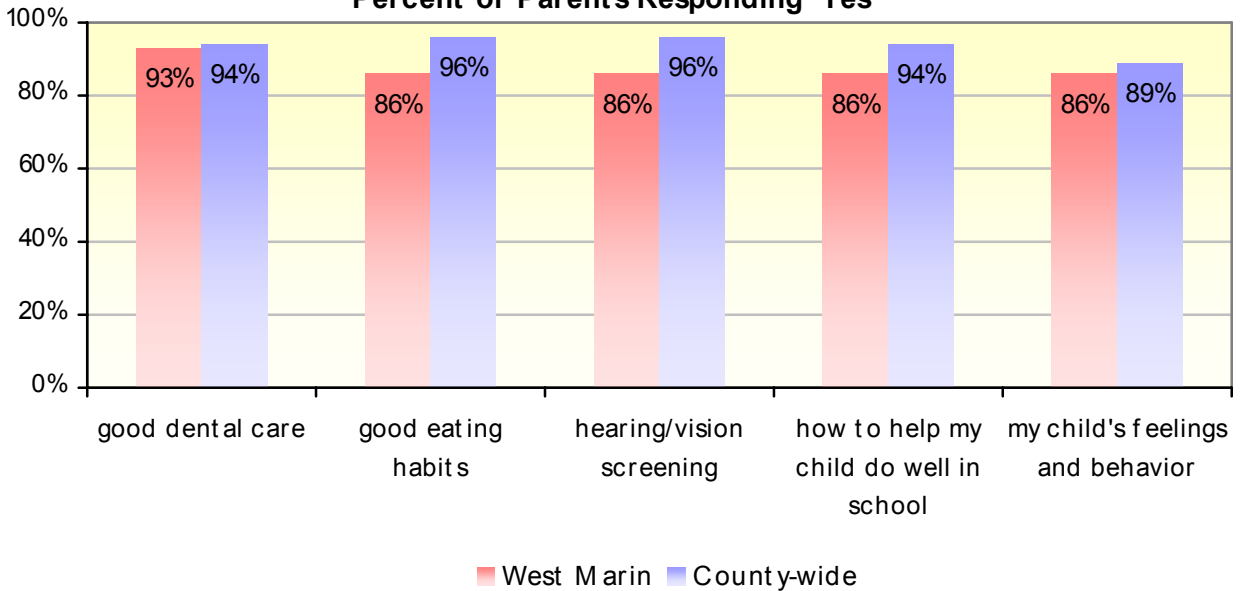
**Figure 2. Benefits of the Summer Bridge Program for my Child:
Percent of Parents Responding "Yes"**



**Figure 3. Benefits of the Summer Bridge Program for Parents:
Percent of Parents Responding "Yes"**

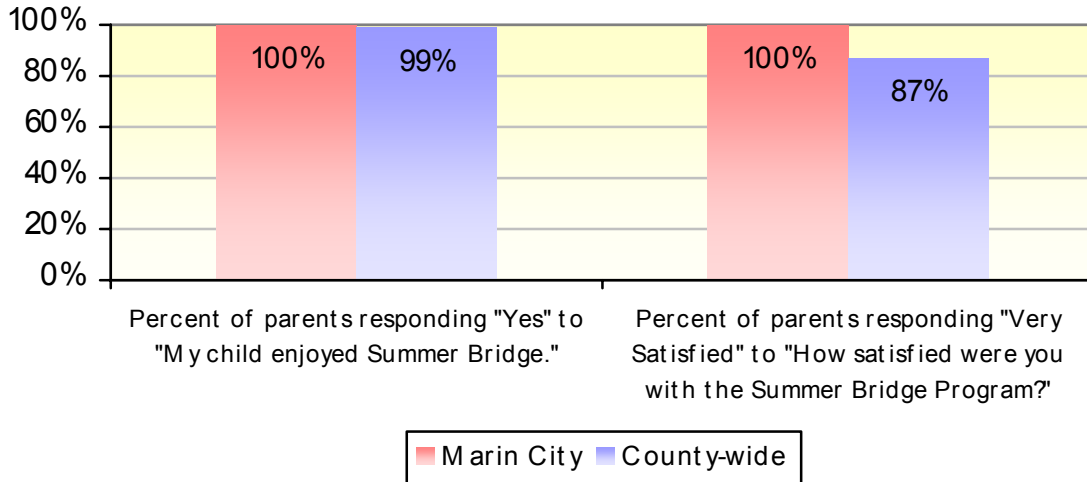


**Figure 4. Family Friday Workshops helped me learn more about ...:
Percent of Parents Responding "Yes"**

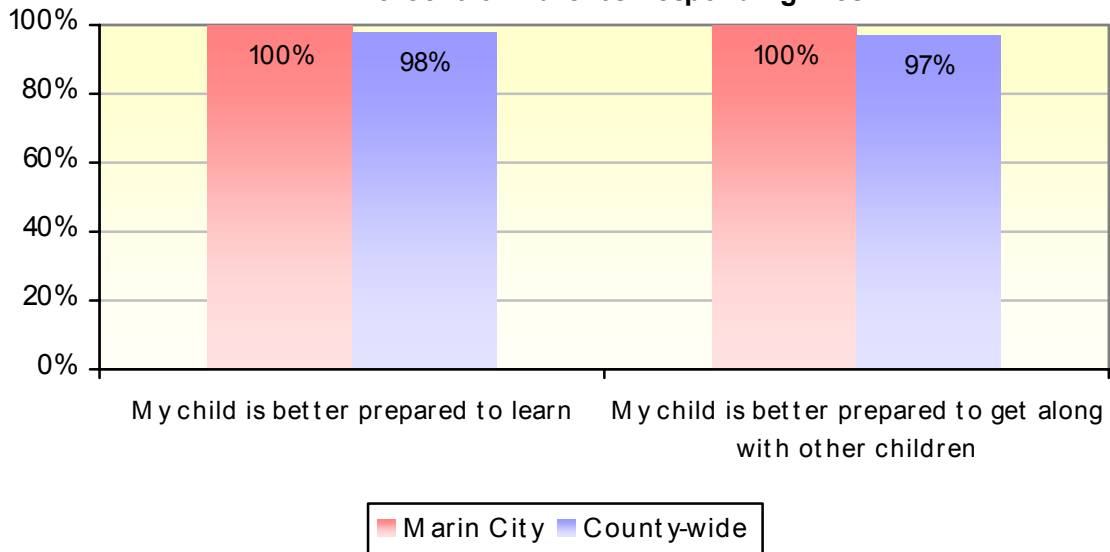


D. Parent Findings: Marin City/Sausalito, n=12

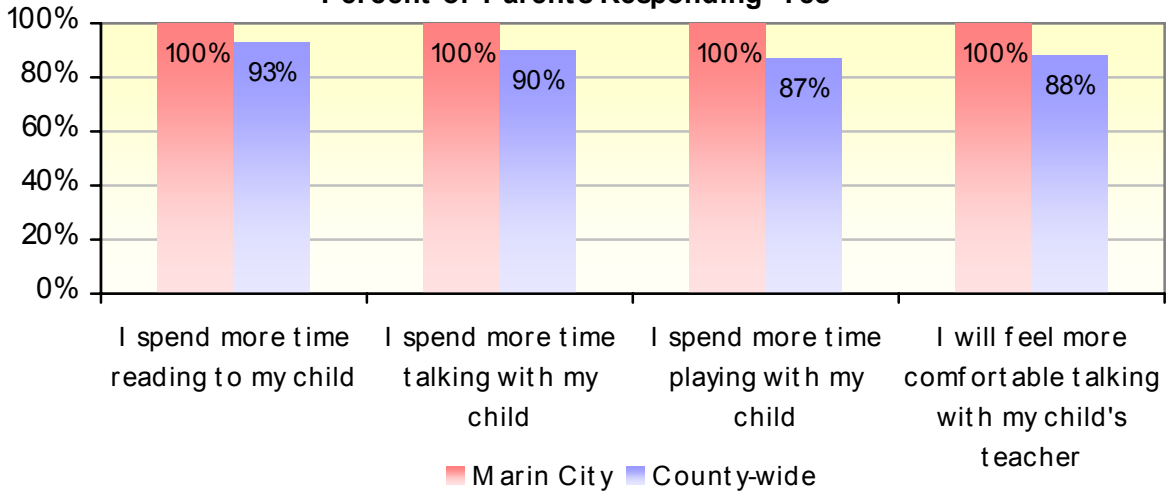
Figure 1. Parent Satisfaction



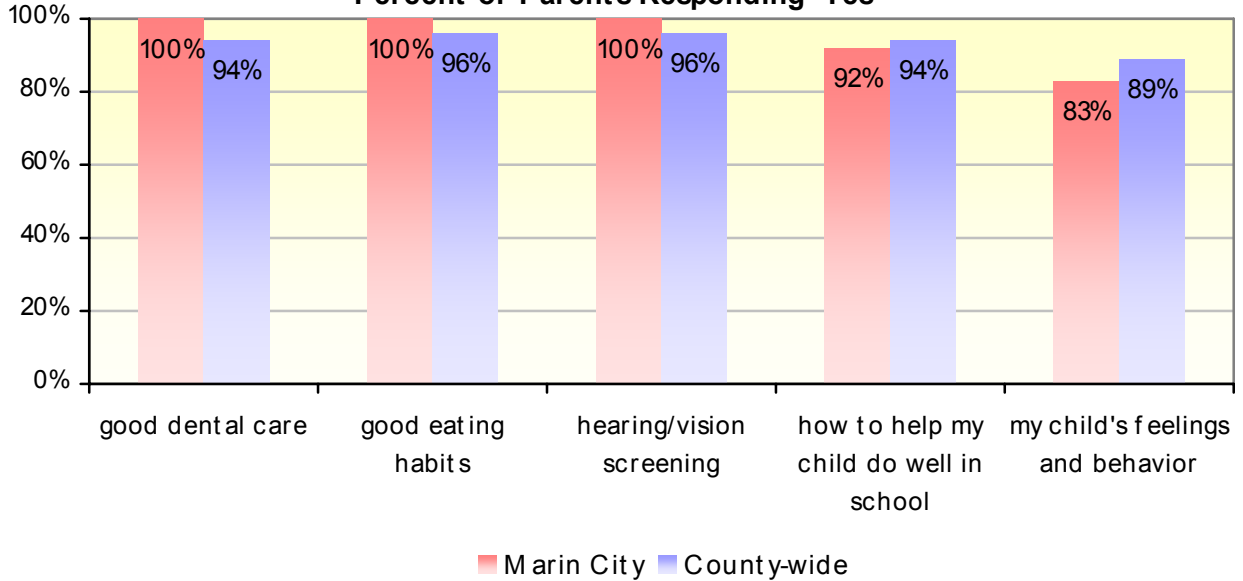
**Figure 2. Benefits of the Summer Bridge Program for my Child:
Percent of Parents Responding "Yes"**



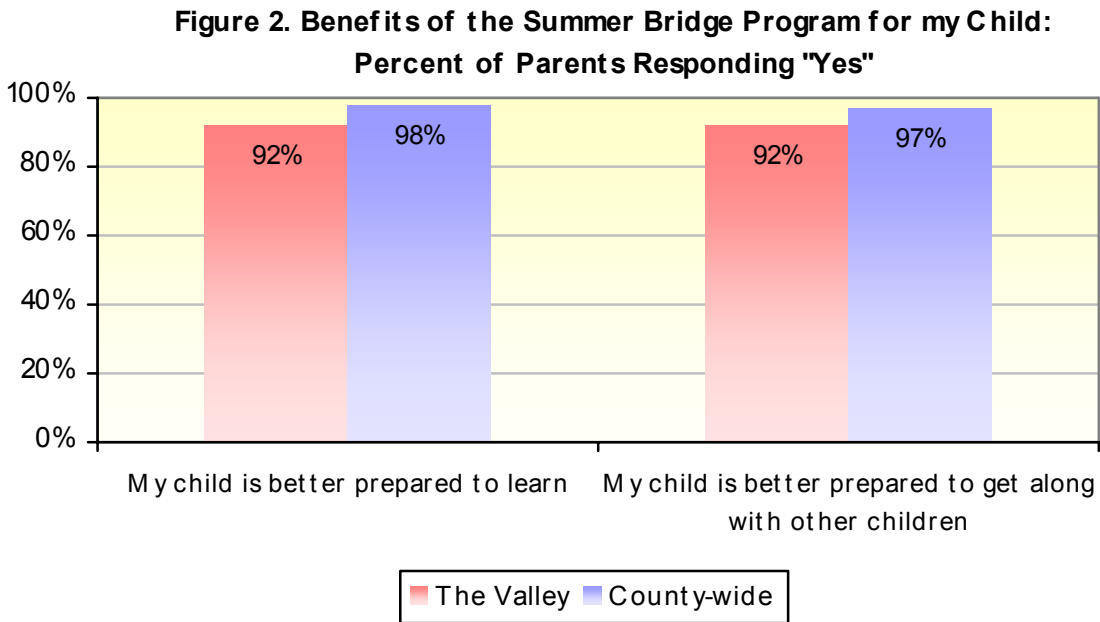
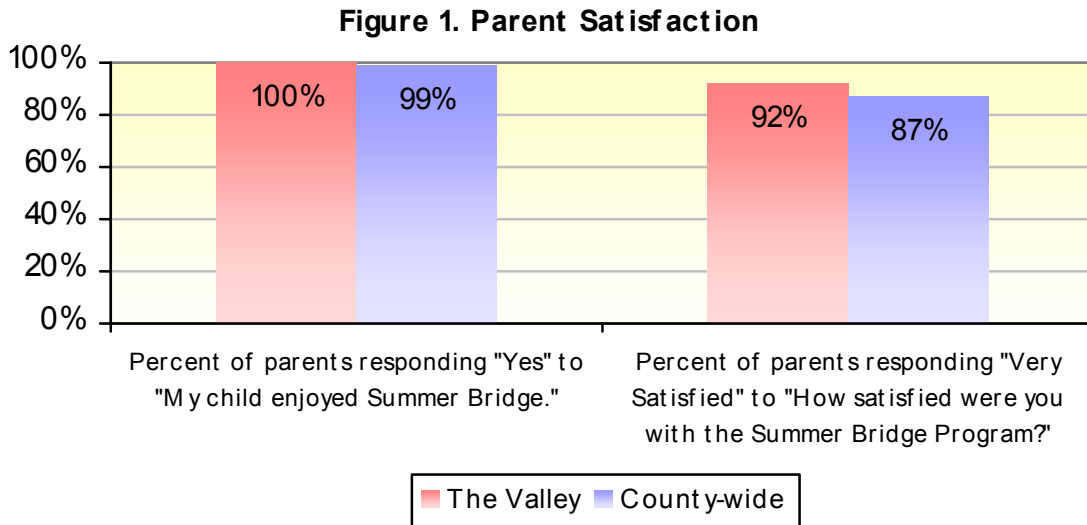
**Figure 3. Benefits of the Summer Bridge Program for Parents:
Percent of Parents Responding "Yes"**



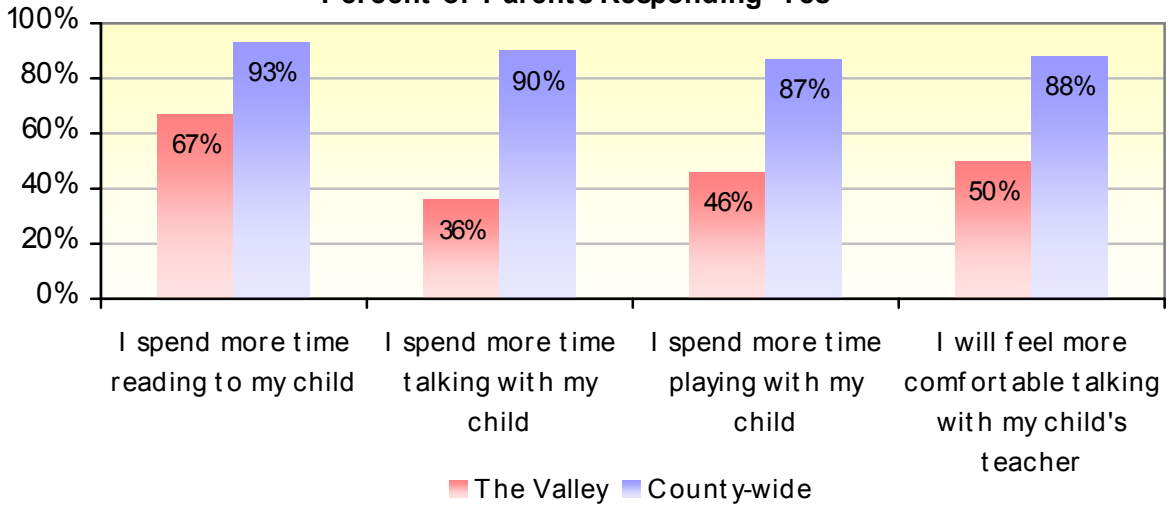
**Figure 4. Family Friday Workshops helped me learn more about...:
Percent of Parents Responding "Yes"**



E. Parent Findings: The Valley (San Geronimo/Nicasio), n=12



**Figure 3. Benefits of the Summer Bridge Program for Parents:
Percent of Parents Responding "Yes"**



**Figure 4. Family Friday Workshops helped me learn more about...:
Percent of Parents Responding "Yes"**

