



foundry10



SHORELINE KINDERGARTEN READINESS PROGRAM REPORT

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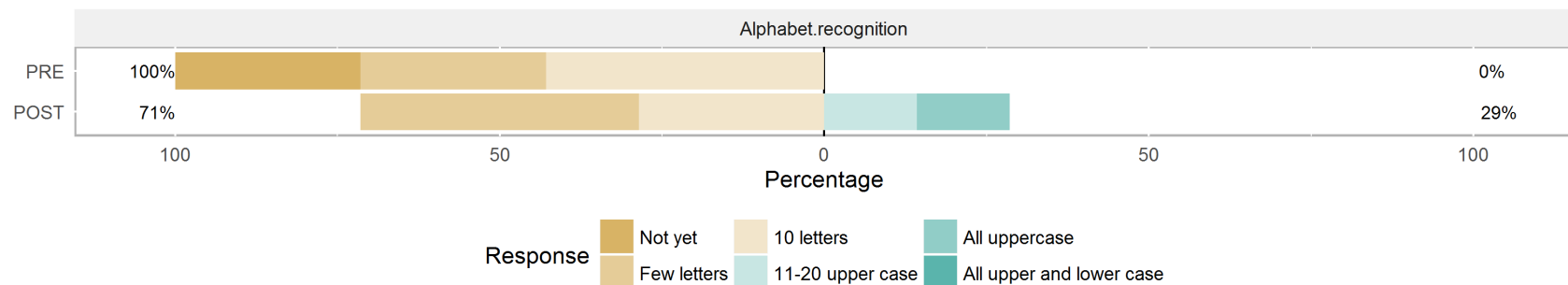
Shoreline Kindergarten Readiness Program

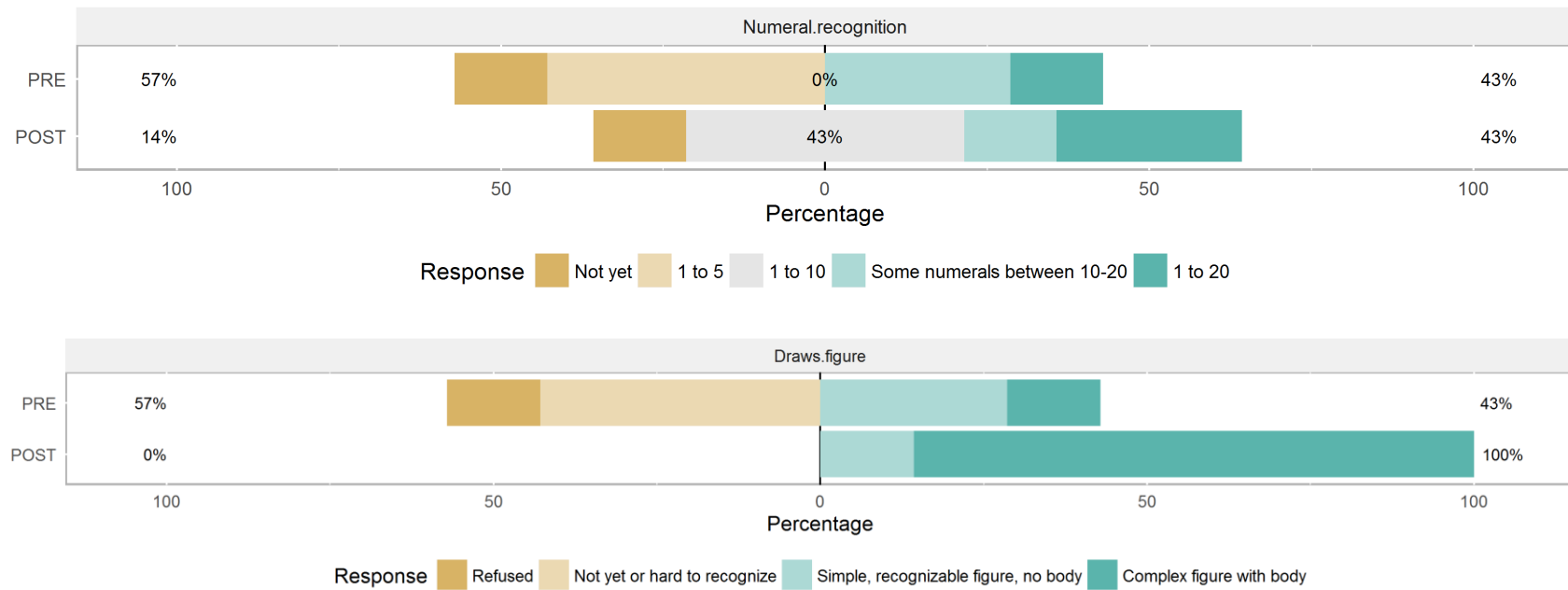
In Summer 2016, foundry10 collaborated with Shoreline School District to support a month-long kindergarten readiness program. Students coming in to kindergarten have a wide range of skill sets, with some students more prepared for the demands of kindergarten than others. To close the readiness gap, Shoreline approached us with the idea to design a summer class with the express purpose of preparing students for their first year in kindergarten. We decided to focus on boosting skills at this age, because of evidence that early intervention is particularly beneficial in closing achievement gaps. Elementary schools throughout the district identified students who were enrolled in kindergarten but hadn't previously had preschool, and invited a small number of these students to participate. One class of seven students participated in July before starting kindergarten the following month.

The teacher developed a curriculum for the month. Assessment of student progress included both academic and behavioral ratings, at the beginning and end of the program. Foundry10 staff interviewed the teacher and assistant at the beginning and end of the program as well.

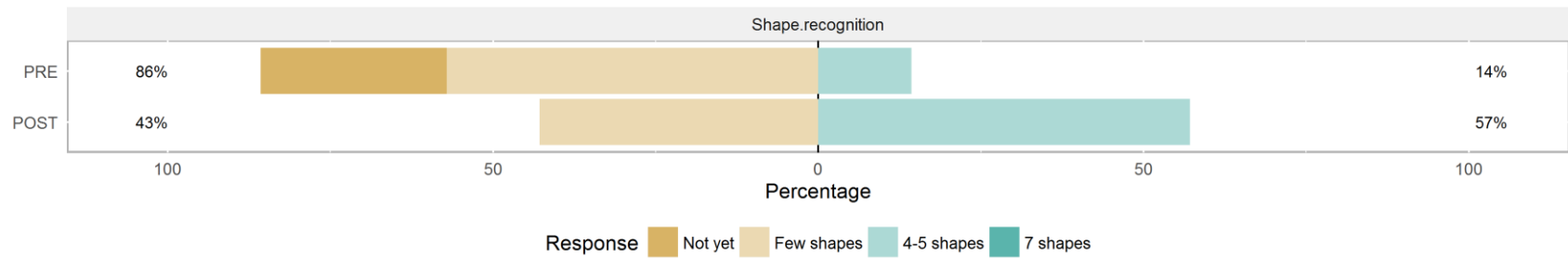
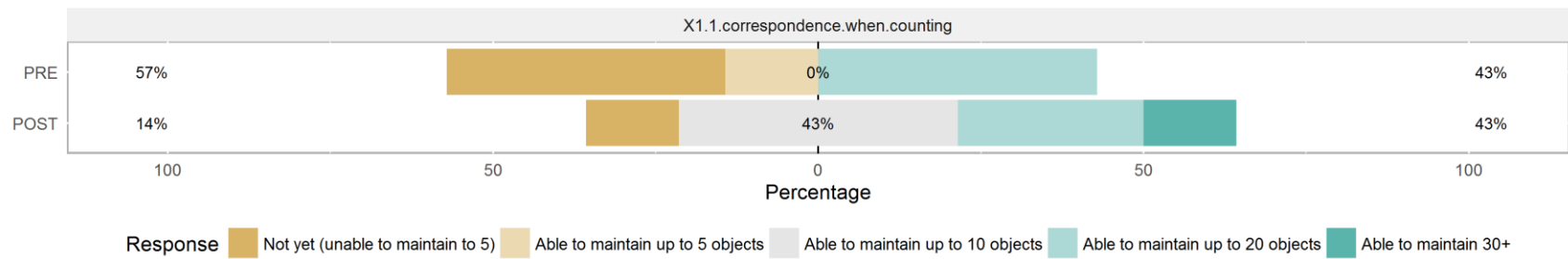
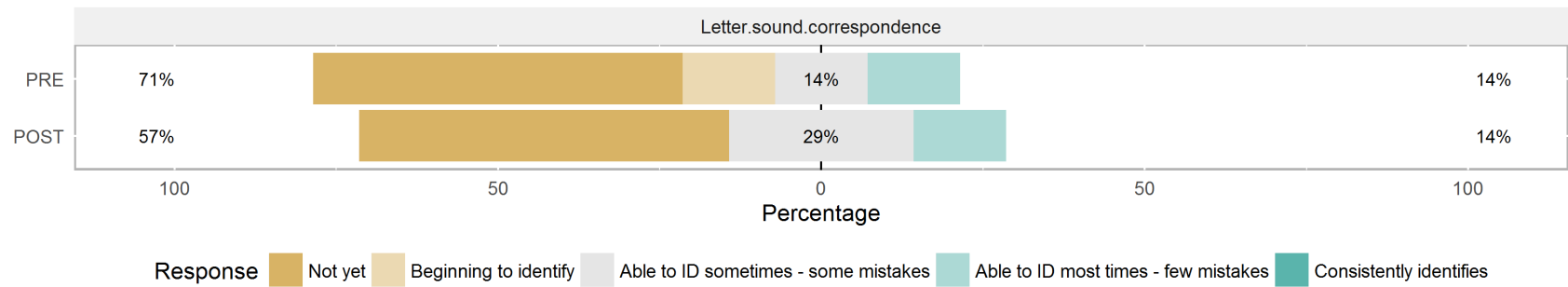
Positive changes over time were observed in all the assessed areas. The biggest changes from PRE to POST were in alphabet recognition, numeral recognition, and figure drawing.

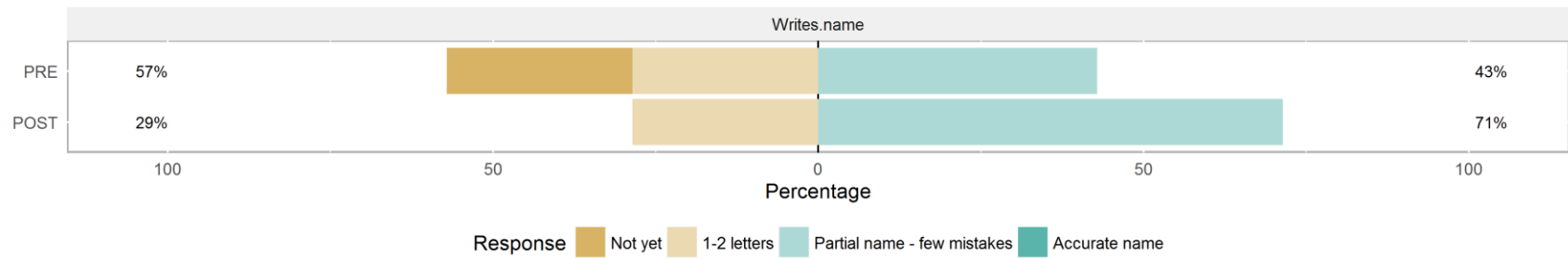
See the charts below for more information.



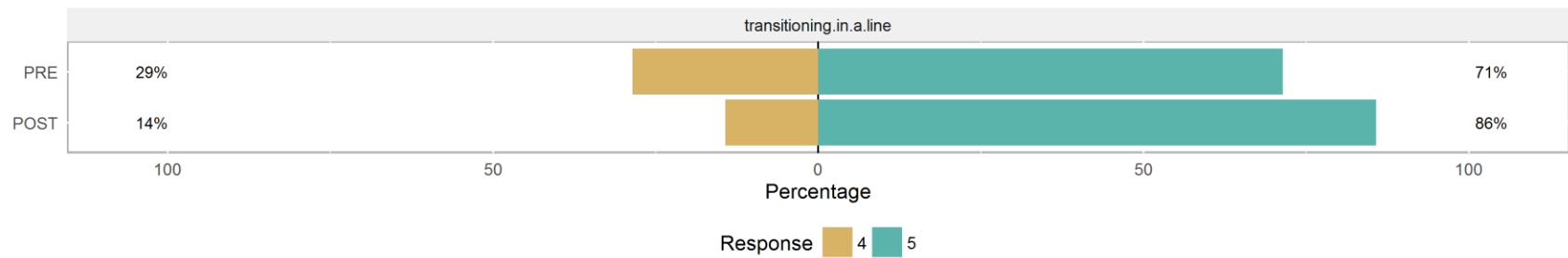
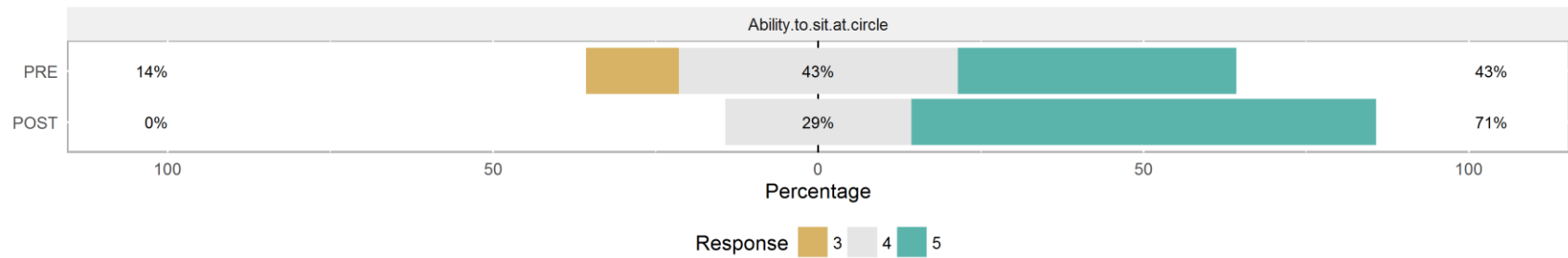


Smaller improvements were made in the areas of letter-sound correspondence, 1-to-1 correspondence when counting, shape recognition, and writing their own name.





Overall, the students showed improvement in social-behavioral skills, particularly for ability to sit at circle time. Most students had no problem transitioning into a line at both the start and end of the program.



In interviews, the teachers pointed out that they targeted three areas of growth for participating students: academic concepts (such as alphabet and numeral recognition), the development of fine motor skills (such as holding and writing with a pencil), and socialization (such as being comfortable away from home on the first day of school). One teacher commented that students who were dual language learners stood to benefit greatly from the intervention, because of greater exposure to English language as a part of the program. Social interaction goals in the program were secondary, but teachers found that the students' ability to share, including their willingness to wait for another to finish playing with a toy, increased over time.

The teachers emphasized that students at this age are developmentally ready to learn the skills important/necessary for kindergarten, and are motivated to learn in a classroom environment. The teachers noted that maintaining students' interest was imperative to their growth, and found that students were most engaged and motivated to learn at this age when appropriate materials were selected by an experienced educator. The teachers also pointed out that the program was an opportunity to impact parent-led learning at home. Parents who saw drastic improvements in their children's skills over the course of the program expressed a desire to focus on practicing skills at home with their children leading up to the start of kindergarten.

In the kindergarten readiness program, we saw the benefit of helping students prepare for kindergarten in a classroom environment. In 2017 foundry10 started supporting an additional program for students about to enter kindergarten in the Shoreline district. This program, called Play and Learn, is designed to help parents access appropriate materials to engage students in home learning, as well as give students an opportunity to interact socially with a moderating teacher.

Information from Play and Learn, with the Shoreline School district, will be included in a subsequent report.