



Kindercamp Evaluation Review & Findings

Center for Improvement of Child & Family Services

January 24, 2020



What was the **purpose** of the project?

The project goals are to understand:

- Implementation differences
- If kindercamps are meeting their goals

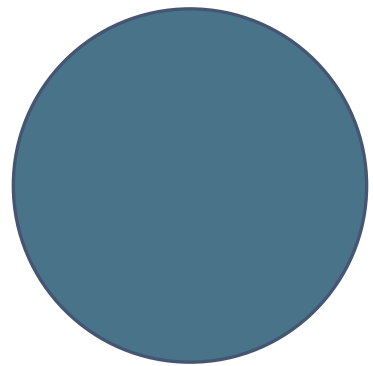
Teacher Interviews



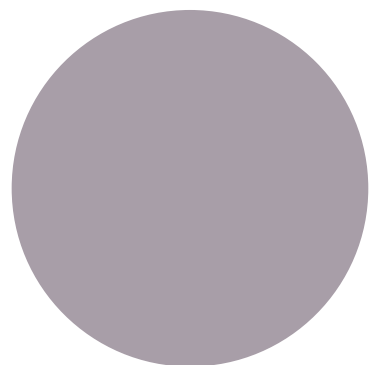
```
graph TD; A[Teacher Interviews] --> B[Teacher Survey]; B --> C[OKA Analysis];
```

Teacher Survey

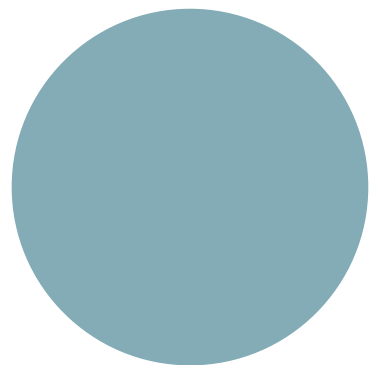
OKA Analysis



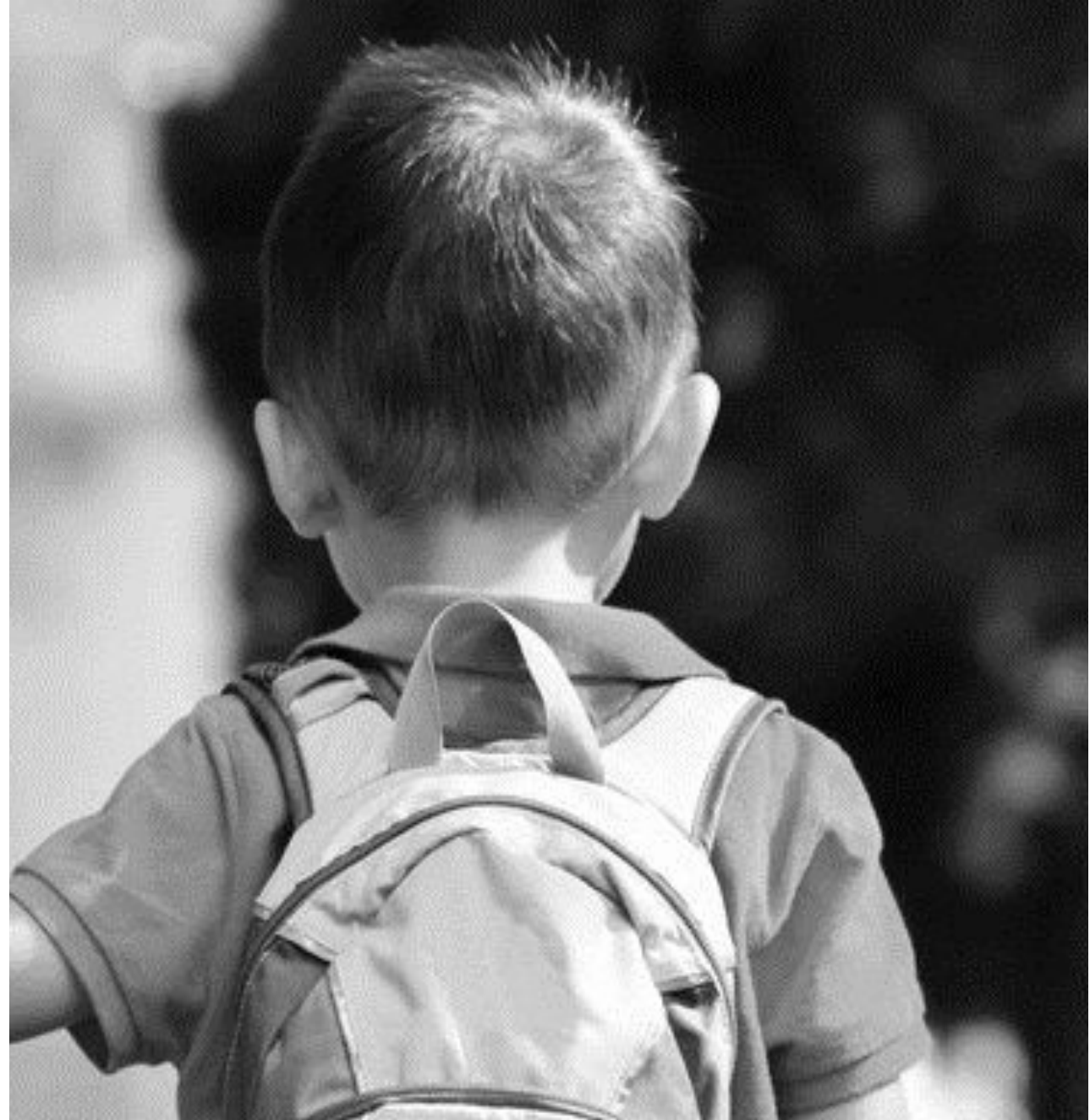
Teacher Interviews



Teacher Survey



OKA Analysis



Kindercamp Goals & Implementatio n



Kindercamp Goals

Children

- Learn Routines & Procedures
- Ease transition
- Build comfort in the school setting
- Build social emotional skills

Families

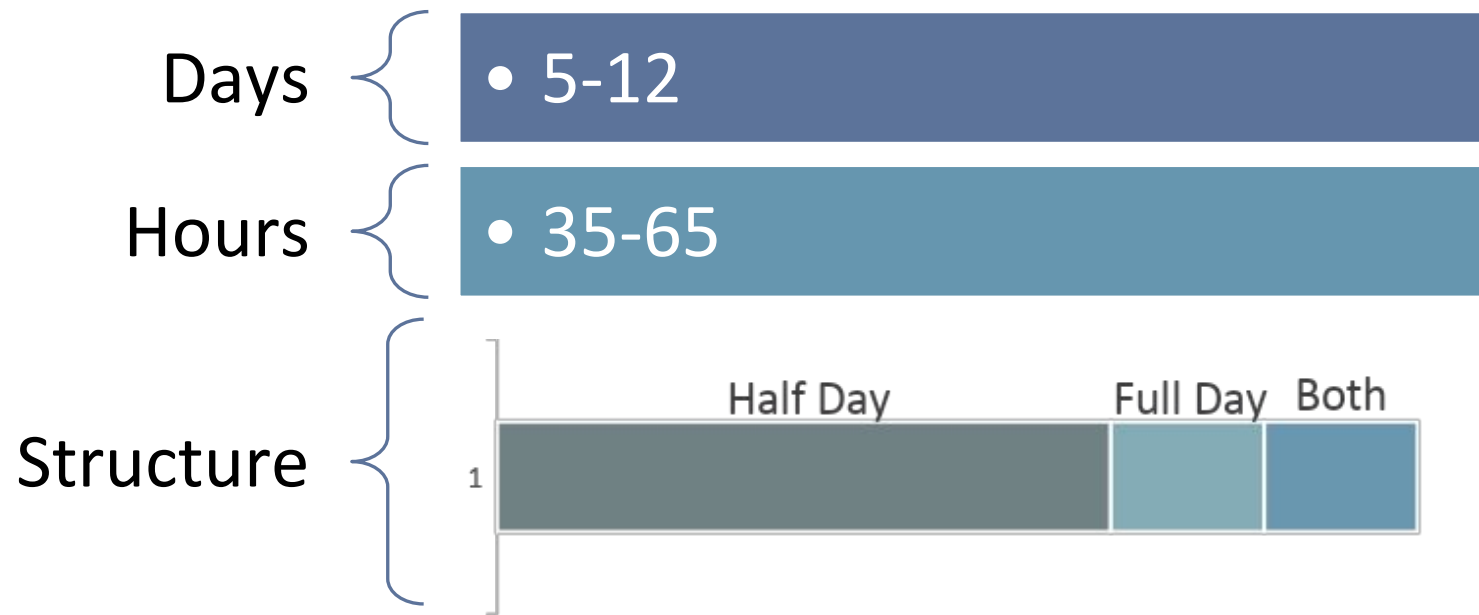
- Ease transition

Teachers

- Get to know students
- Build trust & relationships w/ families

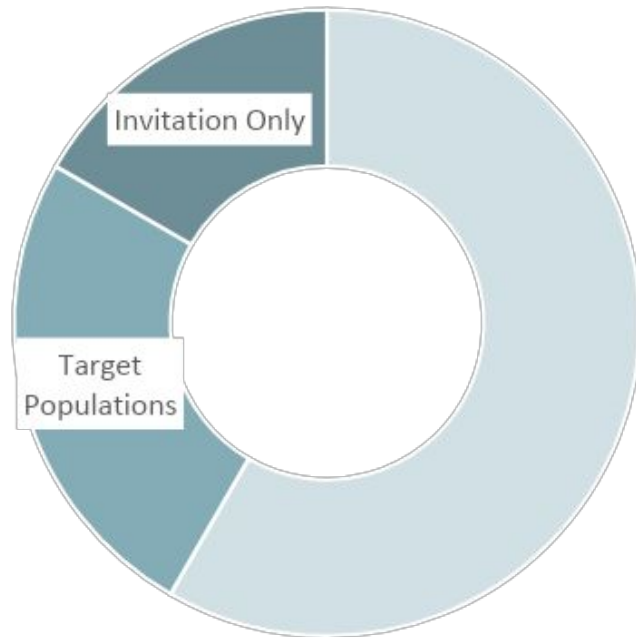


Kindercamp Implementation



Kindercamp Implementation

Recruitment



“

Low income, no
prior [PreK]
experience,
children of color.

”



Kindercamp Implementation

“

No, everyone feels really comfortable. We are open for suggestions and are proactive.

”

“

Teachers rely on one another and what they did in the past

”



Kindercamp Successes

Implementation Strengths

- “I felt it went really smooth. Last year had many challenges. This year we are in our rooms, and it feels really good. It has become more streamlined and more effective in our planning.”

Child Skills

- “They are learning transitions quicker, carpet time is pretty good [...], learning signals and learning to transition with signals. [...] Students are expressing feelings and expressing to other students.”

Other

- Logistics
- The kindercamp team
- Enjoying the camp itself
 - “You get to have fun, and focus on building relationships.”



Kindercamp Supports



Kindercamp Supports for Success

Provided

Planning meetings

Grant information

Paid planning time

Needed

Opportunities for
cross-learning

More guidance

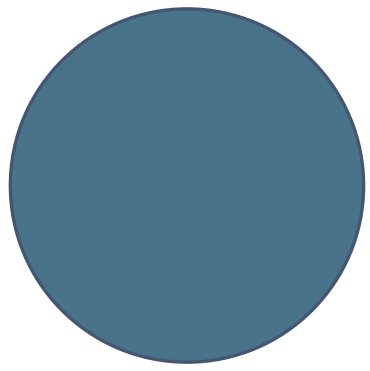
Professional development

Logistical supports

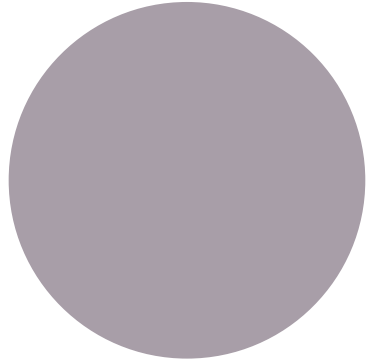




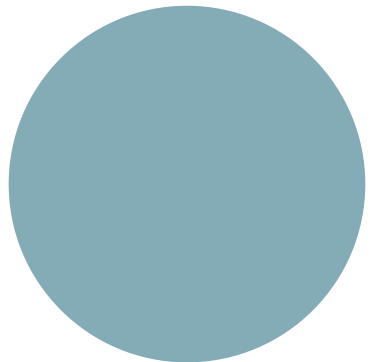
Questions?



Teacher
Interviews



**Teacher
Survey**



OKA
Analysis



The instrument & findings



Scales

Cooperation

- *Follows classroom rules.*

Self-Control

- *Stays calm when disagreeing with others.*

Responsibility

- *Is well-behaved when unsupervised.*

Response to
Redirection

- *Refocuses attention when redirected.*

Ability to
Transition

- *Transitions to new activities smoothly.*

Inattention

- *Interrupts group activities.*



Findings

Cooperation*

Self-Control*

Responsibility*

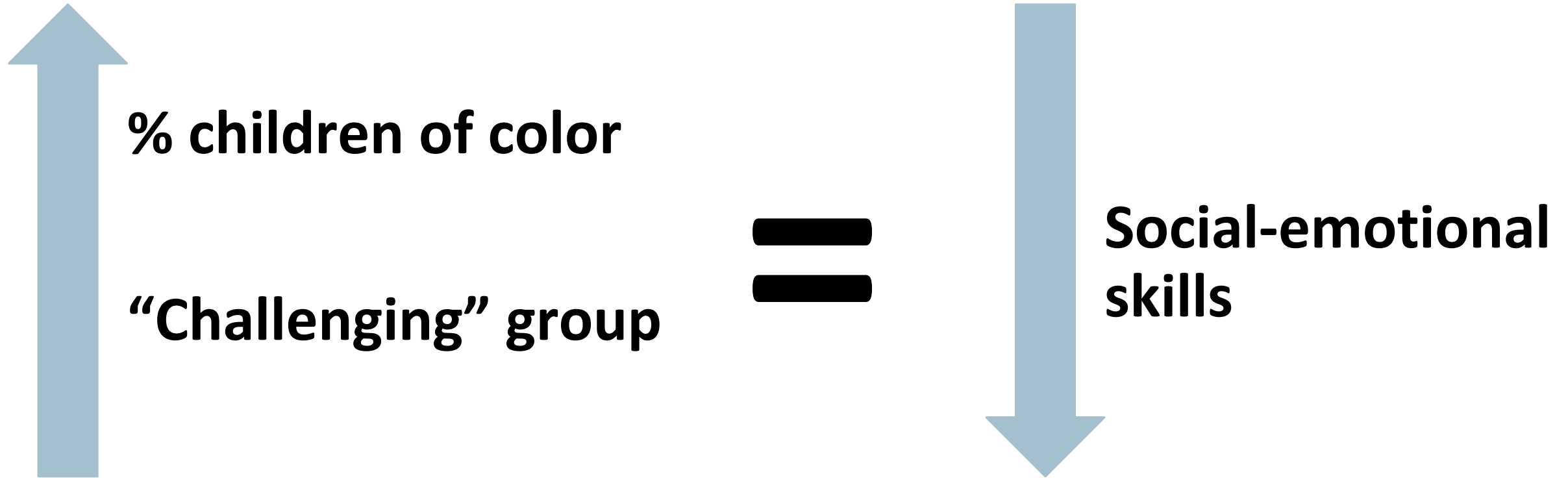
Response to Redirection*

Ability to Transition*

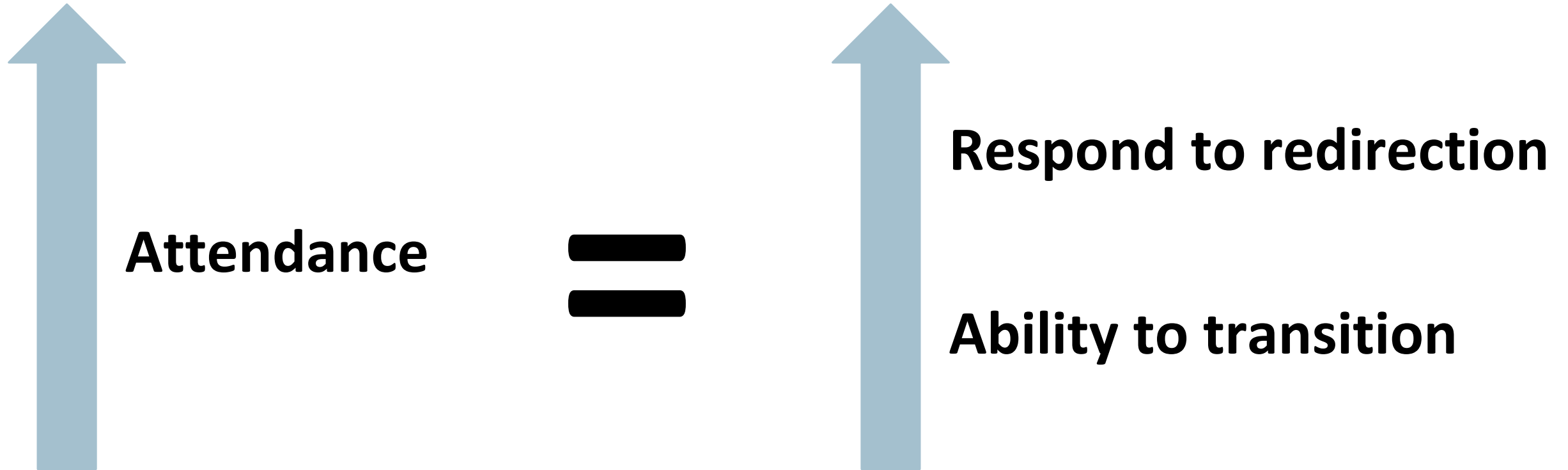
Inattention*



Kindercamp Program Characteristics & Social-Emotional Skills

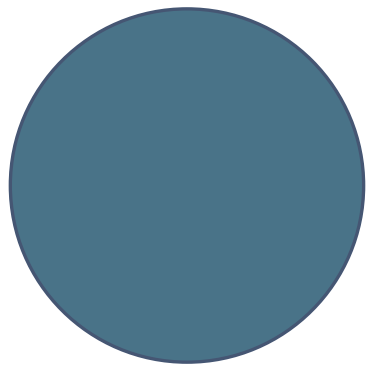


Kindercamp Program Characteristics & Social-Emotional Skills

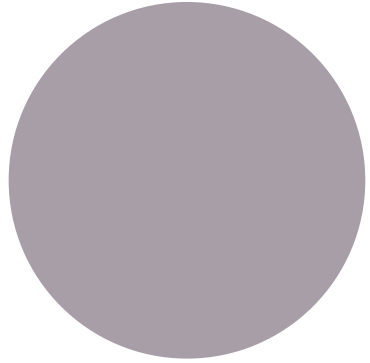




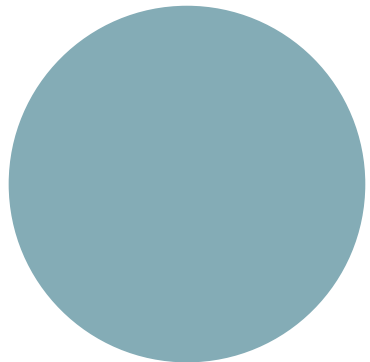
Questions?



Teacher
Interviews



Teacher
Survey



**OKA
Analysis**

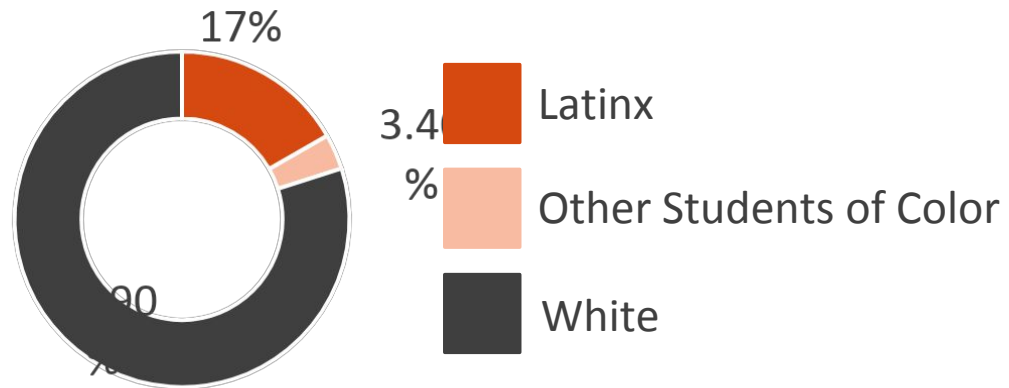


OKA Analysis



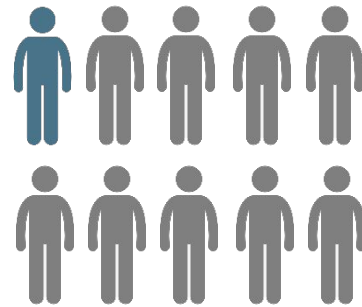
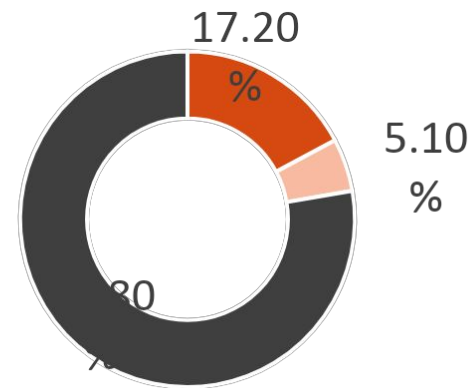
Kindercamp Kinders race/ethnicity reflected in other incoming kinders **but not special education status**

Kindercamp Kinders (N=373)

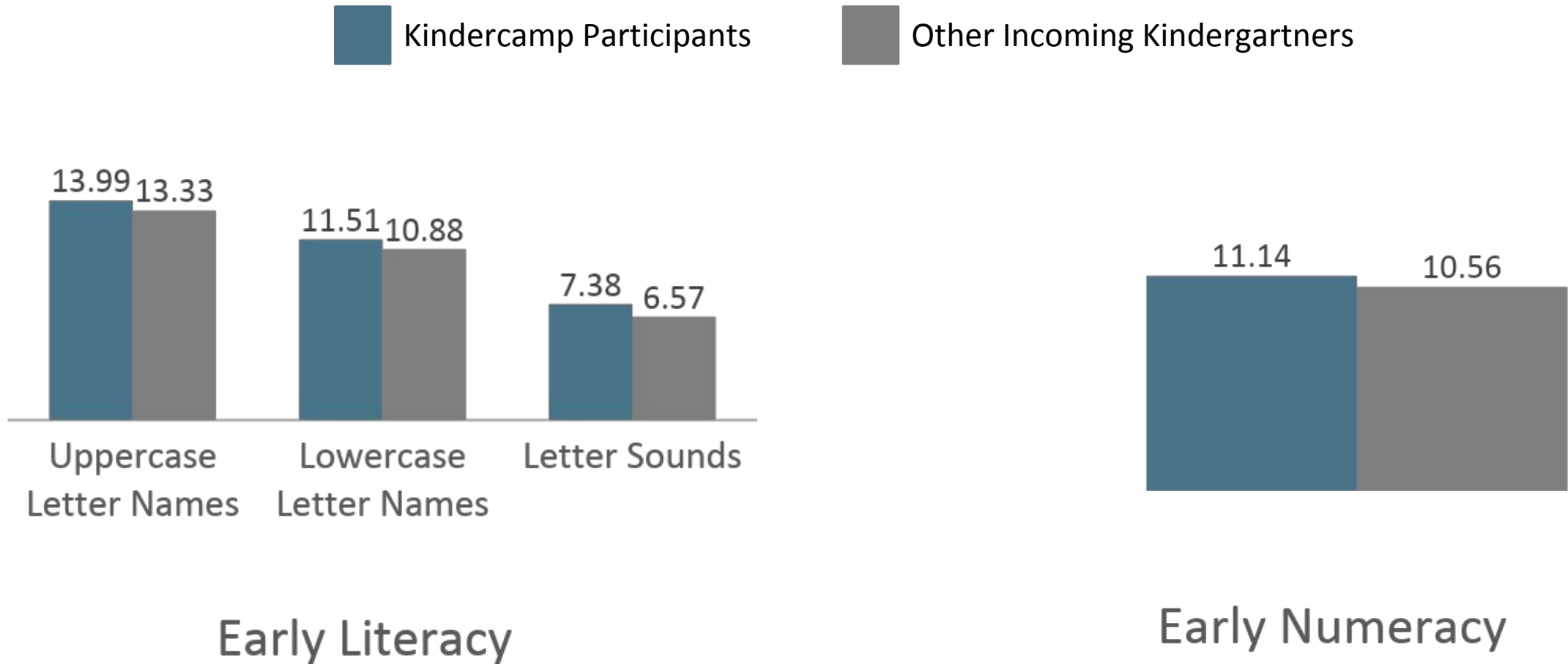


Eligible for
Special Education

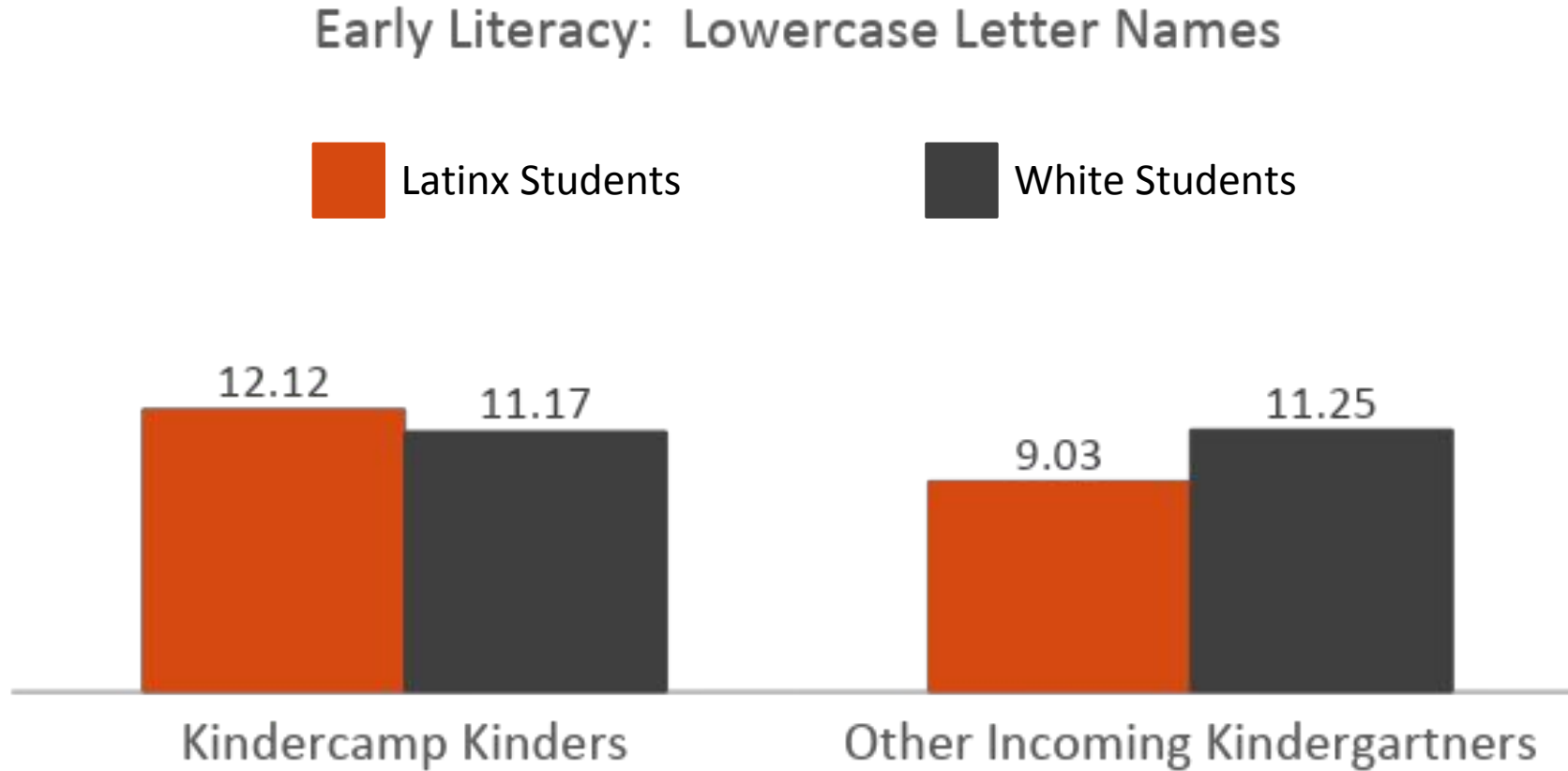
All Other Kinders (N=702)



Kindercamp students had **better academic skills** compared to other incoming kindergartners



Higher early literacy for Latinx Kindercamp Students



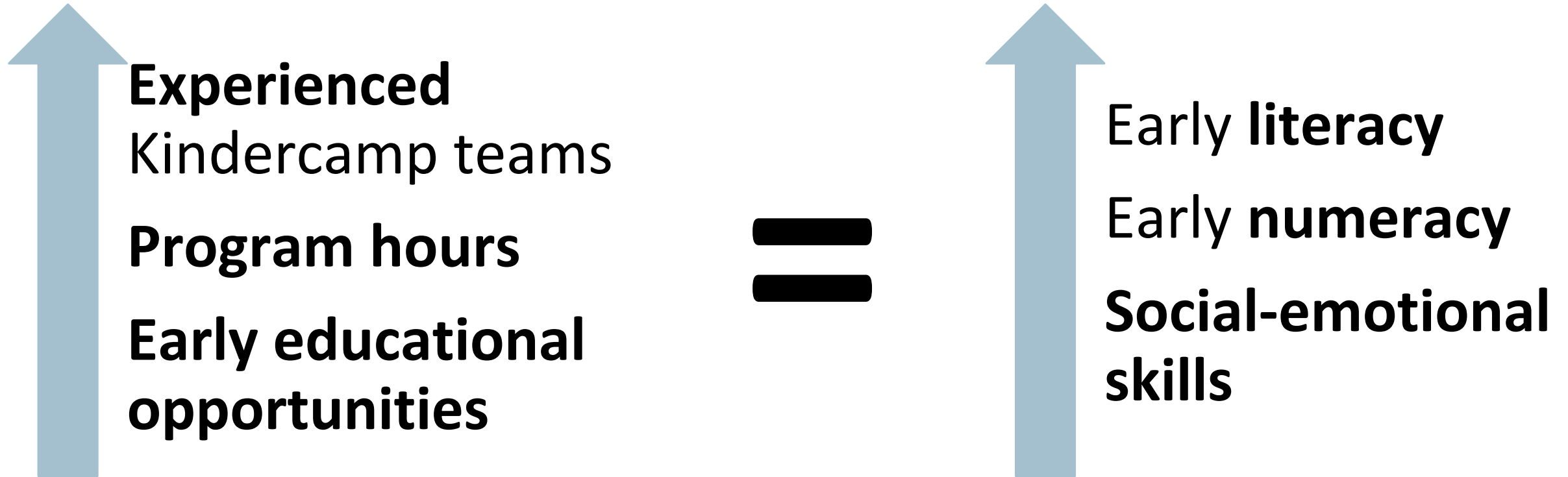
BUT there are differences by School District

Differences depend on **cohort characteristics** & School District **enrollment priorities** including:

- Low SES
- Dual Language Learners
- Formal early educational experiences



Kindercamp Program Characteristics & OKA



Summary of Findings

- Most Kindercamp teachers report gains in social-emotional skills at camp
- Evidence suggests that students can build early academic skills at camp
- No significant differences in OKA scores for students w/special needs
- Kindercamp Latinx students scored some of the highest scores on OKA

CAVEAT: Findings are preliminary due to limitations



Recommendations: Planning Kindercamps

- Provide **paid planning time & collaboration** w/other Kindercamp teachers
- Provide **professional development**
- Include an **experienced teacher/coordinator** on the Kindercamp team
- Offer **coaching/mentoring** to new Kindercamp teachers
- Include a **Kindergarten teacher** on the Kindercamp team
- Maximize # of **program hours**



Recommendations: During/Following Kindercamps

- Provide **more supports** classrooms with students w/special needs
- Create dedicated time & expectations for **information sharing between Kindercamp & Kindergarten teachers**





Questions?