



Ready For School

2021 Summer Kindergarten Readiness Camp Evaluation



READY FOR SCHOOL



Report Summary Summer Kindergarten Readiness Camp Evaluation

This report summary provides a brief overview of the findings from the Ready for School 2021 Summer Kindergarten Readiness Camp Evaluation Report. Ready for School and the Ottawa County Department of Strategic Impact (DSI) partnered to measure and collect the evaluation data as well as to complete the evaluation report.

Collection of evaluation data included determining progress of student readiness for kindergarten by measuring pre- and post-program PELI assessments, observational TS Gold evaluations, and feedback from parents garnered through a post-program survey.

Findings from the evaluation suggest that Ready For School's 2021 Summer Kindergarten Readiness Camp was effective in preparing students for kindergarten.



Program Highlights:

110 students participated in the summer readiness camp in 2021



\$5k grant received from the Macatawa Area Coordinating Council's Community Enhancement Program for "Welcome to Summer" educational kits

92% of parents rated the "Welcome to Summer" kits as a 4 or 5 (out of 5) with regards to helpfulness



Improvement in average scores on the PELI assessment was statistically significant, indicating the improvement in scores was the result of the summer readiness camp



70% or more of students achieved the kindergarten benchmark level for social and emotional learning skills in 7 of the TS Gold objectives

Parents saw their children grow more confident and independent, make friends and gain social skills, learn the routine of a school day through consistent schedules, and gain valuable knowledge to help them in kindergarten



100% of parents rated their child's experience with the summer readiness camp as a 4 or 5 (out of 5) with regards to helpfulness

98% of parents rated their child's overall kindergarten readiness as a 4 or 5 (out of 5)





Introduction/Background



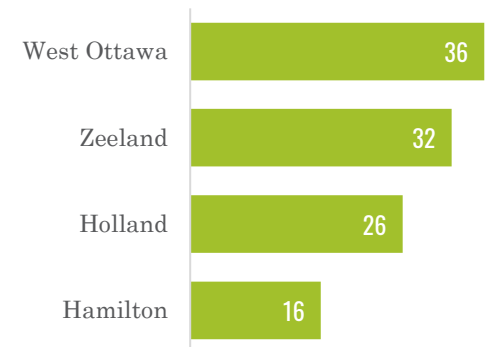
Ready for School's kindergarten readiness program was developed in consultation with researchers, educators, and community partners in the field of early childhood education. The program is tailored to the unique needs of families school district, with the goal of preparing incoming kindergarten students to enter school more confident and curious. Increasing academic and social readiness equips students to have a positive first impression of school. Young learners having an initial positive experience with school has shown to have a lasting impact on classroom success for years to come.

In 2021, the 8th year of the summer readiness camp, the program expanded into West Ottawa Public Schools. The program now reaches students in four local school districts—Hamilton Community Schools, Holland Public Schools, West Ottawa Public Schools, and Zeeland Public Schools. The program has served 595 students since its inception, with instruction provided by 48 teachers and 89 assistant teachers. During 2021, 110 students participated in the summer readiness camp as shown in the graph to the right.

With the exception of necessary 2020 adjustments due to the pandemic, the core of the summer programming has remained the same. Each year, Ready for School hosts an intensive learning experience within a warm camp-like environment, taking place over the course of four to eight weeks. Essential to these camp experiences has been collaboration with school district partners, who offer in-kind support such as classroom space, transportation, and two meals per half day of learning. In turn, Ready for School has sought out highly qualified educators, created plans for staff to implement and provided all materials necessary for program success. Students are enrolled through Ready for School, and with the help of a robust scholarship program, more than 90% of students receive full scholarships to attend the programming.

For the 2021 camp year, Ready for School made some adjustments to the summer enhancement experience to further engage parents as partners in their child's learning. Through the generosity of the Macatawa Area Coordinating Council's Community Enhancement Program, Ready for School was able to create personalized learning kits for families to take home and enjoy with their children (pictured at right). The play-based and experiential activities within the kits were intended to spark curiosity and joy in students as they looked forward to entering kindergarten. Ready for School also implemented school district playground playdates as a way to help parents connect with other families prior to the first days of school.

110 students participated in the Summer Readiness Camp in 2021





Evaluation

Ready for School partnered with the Ottawa County Department of Strategic Impact (DSI) to complete this evaluation of the 2021 summer readiness camp. For this evaluation, progress in student readiness for kindergarten is measured using pre- and post-program PELI assessments, observational TS Gold evaluations, and feedback from parents garnered through a post-program survey. Ready for School staff and educators played an integral role in collecting data for the evaluation, with staff from the DSI analyzing the data and creating this report. Aggregate data from the four summer readiness camp sites is provided in this report, with additional analyses by site provided in the appendix.

PELI Assessment

For the 2021 summer readiness camp, Ready for School utilized the Preschool Early Literacy Indicators (PELI) assessment to measure students' alphabet knowledge, vocabulary-oral language, comprehension, and phonological awareness skills at the start and end of the program. Students received a score in each of these four areas, with the scores placing students into one of three PELI benchmark categories:

- At or Above Benchmark
- Below Benchmark
- Well Below Benchmark

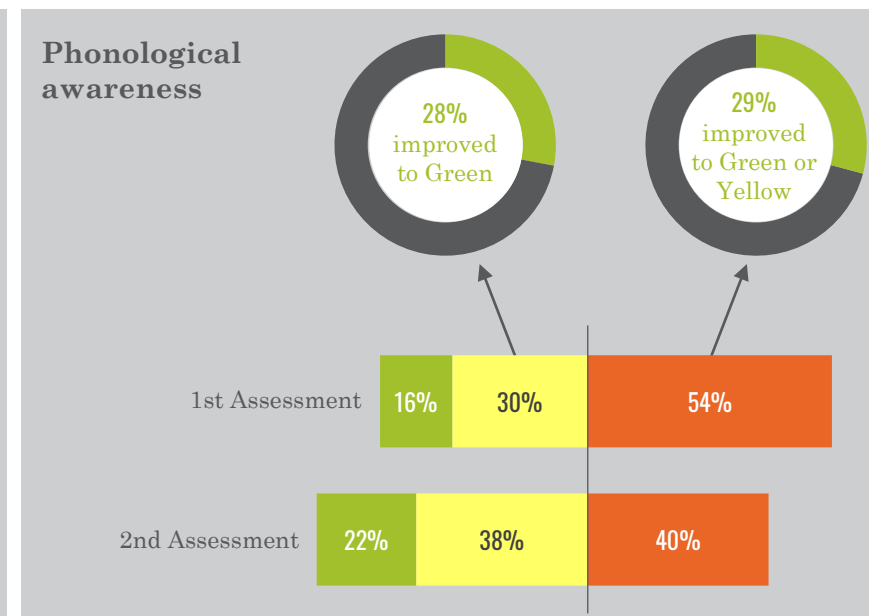
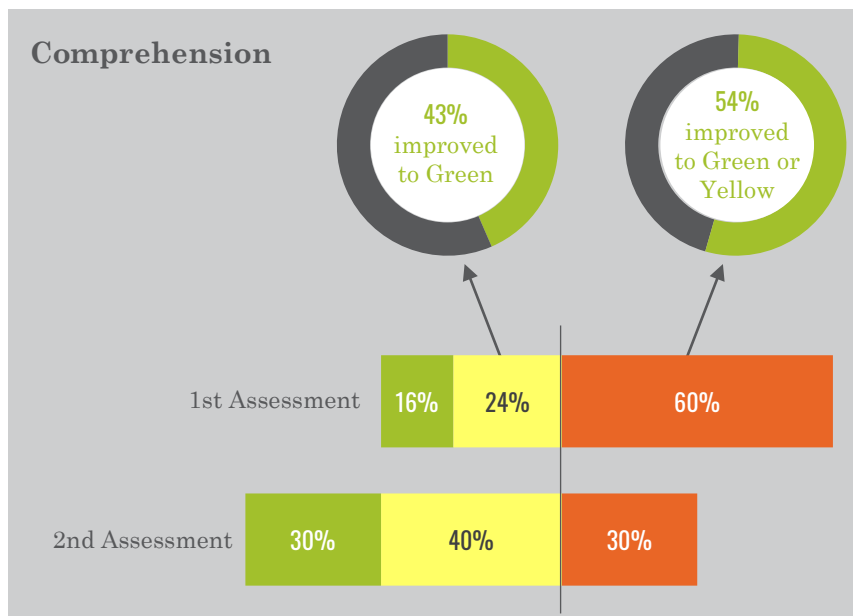
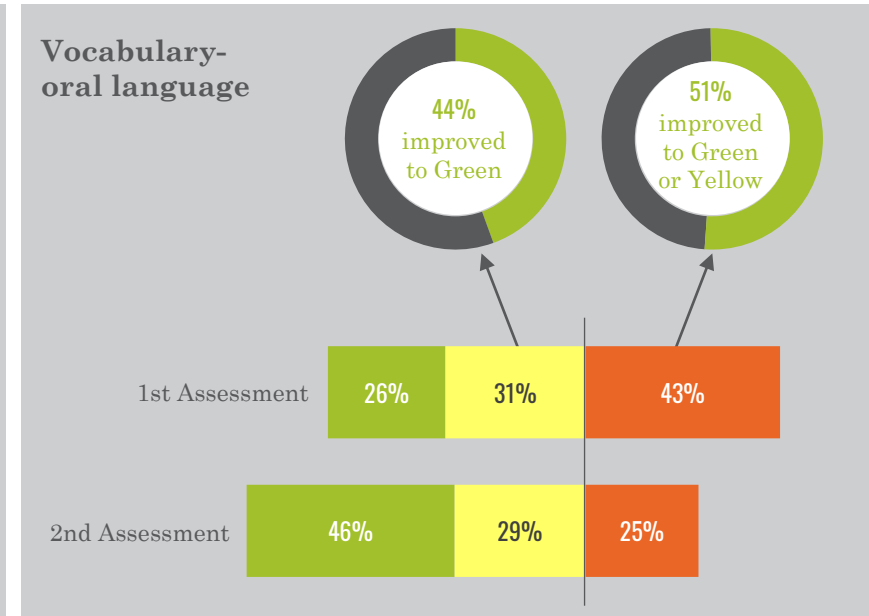
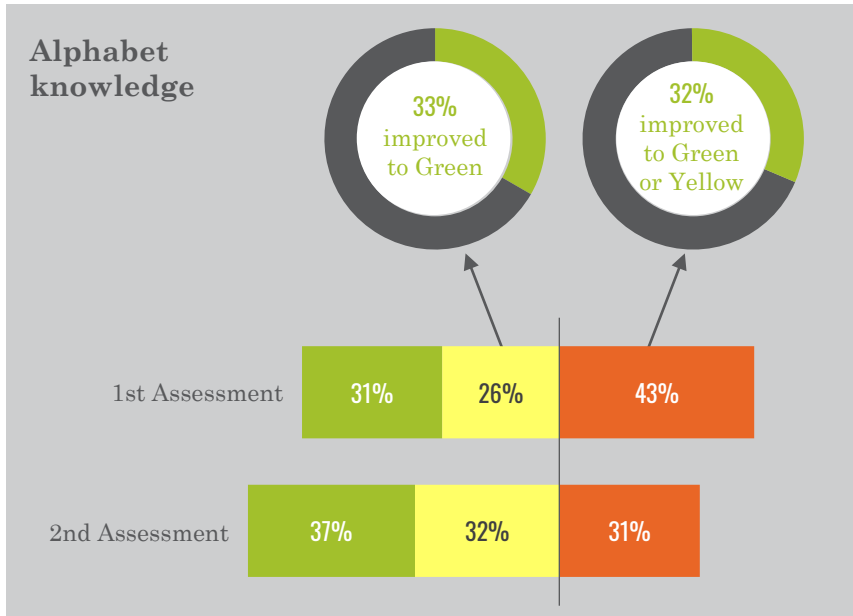


It's important to note that the PELI assessment is intended to be administered nine weeks apart. With the summer readiness camp being a four-week program, there was typically a two to four-week span of time between the first and second assessment rather than the nine-week span intended for the PELI assessment. This shorter time span likely impacted the change in students' scores. Despite the shorter time span between the first and second assessment, students improved in each of the four PELI assessment areas.



PELI Assessment - All Sites

Among the four academic areas assessed by the PELI, vocabulary-oral language skills saw the largest percentage of students achieving the benchmark for kindergarten readiness, with **46%** of students achieving the benchmark during the second assessment—a **20 percentage point increase** compared to the first assessment. Large improvements in student assessment scores also occurred in comprehension skills, with **54%** of students who were well below the benchmark on the first assessment improving to green or yellow during the second assessment. This is a **30-percentage point decrease** in students who are well below the benchmark compared to the first assessment. Also noteworthy among each of the PELI assessment areas is the decrease in the percent of students who are well below the benchmark from the first to the second assessment.

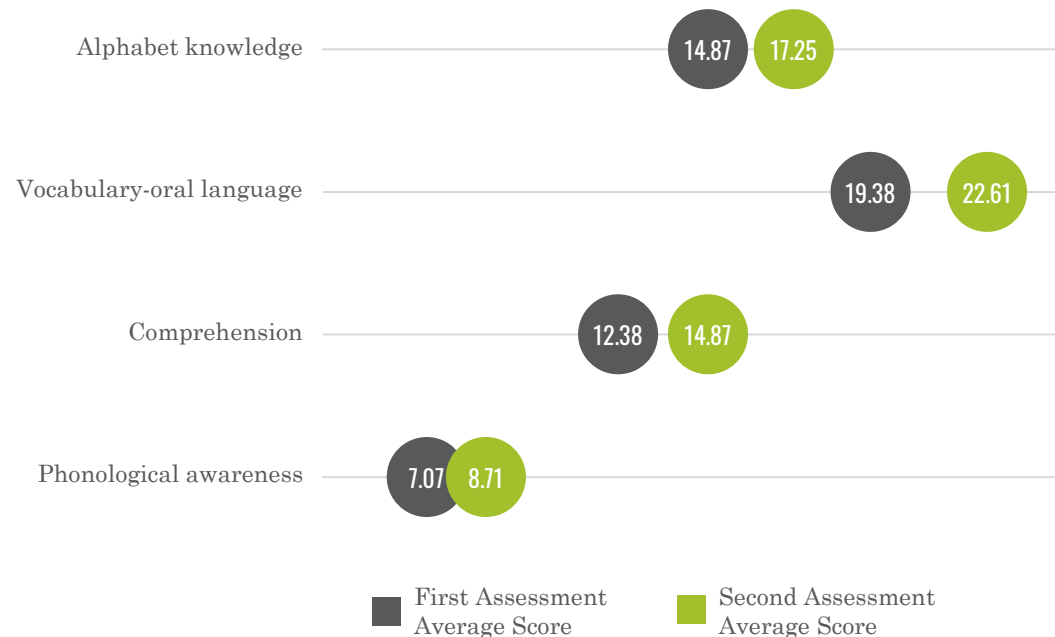


- At or Above Benchmark
- Below Benchmark
- Well Below Benchmark



PELI Assessment - All Sites

For each of the four PELI assessment areas, an additional analysis was conducted for students with both a first and second assessment score. The combined results from the four summer readiness camp sites show a statistically significant increase in student scores from the first assessment to the second assessment in each of the four PELI assessment areas. This indicates that the improvement in scores is the result of the summer readiness camp.



Notes: PELI assessment data analyzed for students at the Hamilton, Holland, West Ottawa and Zeeland sites. PELI assessment data was excluded from the analysis for seven students at the Zeeland site who achieved the benchmark for kindergarten readiness during the first assessment because they were not administered a second assessment. The total points in each of the four PELI assessment areas varies from 15 in phonological awareness to 35 in vocabulary-oral language.

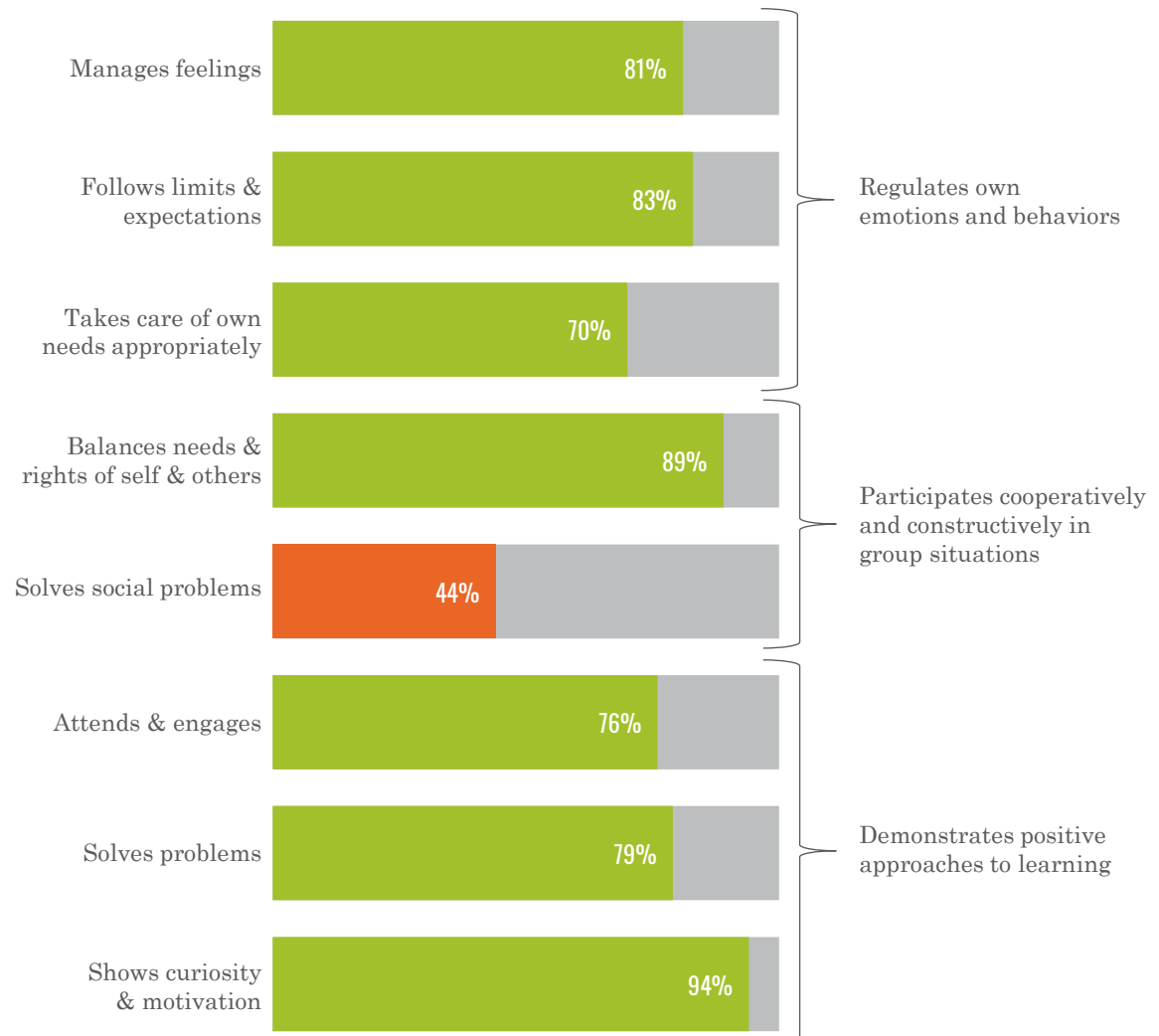


TS Gold Assessment

Ready for School utilizes the Teaching Strategies Gold (TS Gold) assessment to observe and measure students' social and emotional learning skills throughout the program. Teachers observe and take note of how students are regulating their emotions and behaviors, participating in group situations, and demonstrating approaches to learning.

TS Gold assessment data were analyzed for students at three of the four summer readiness camp sites, with assessment data provided for eight TS Gold objectives. For each objective, an average score was calculated by student using the observations taken throughout the program. The average scores were then compared to the benchmark level expected of a student entering kindergarten.

70% or more of students achieved the kindergarten entrance benchmark level for 7 of the 8 TS Gold objectives that were assessed.



Notes: TS Gold assessment data analyzed for students at the Hamilton, Holland, and Zeeland sites. While the West Ottawa site provided some TS Gold assessment data, that data was excluded from the analysis because 52% or less of students had data for each TS Gold objective.



Parent Feedback - Main benefits and suggestions for improvement

Ready for School aims to prepare children and their parents for entering school life. As a result, Ready for School seeks valuable feedback from parents about the impact of their work. Over fifty parents provided feedback after their child completed the program, with the overwhelming response being positive.

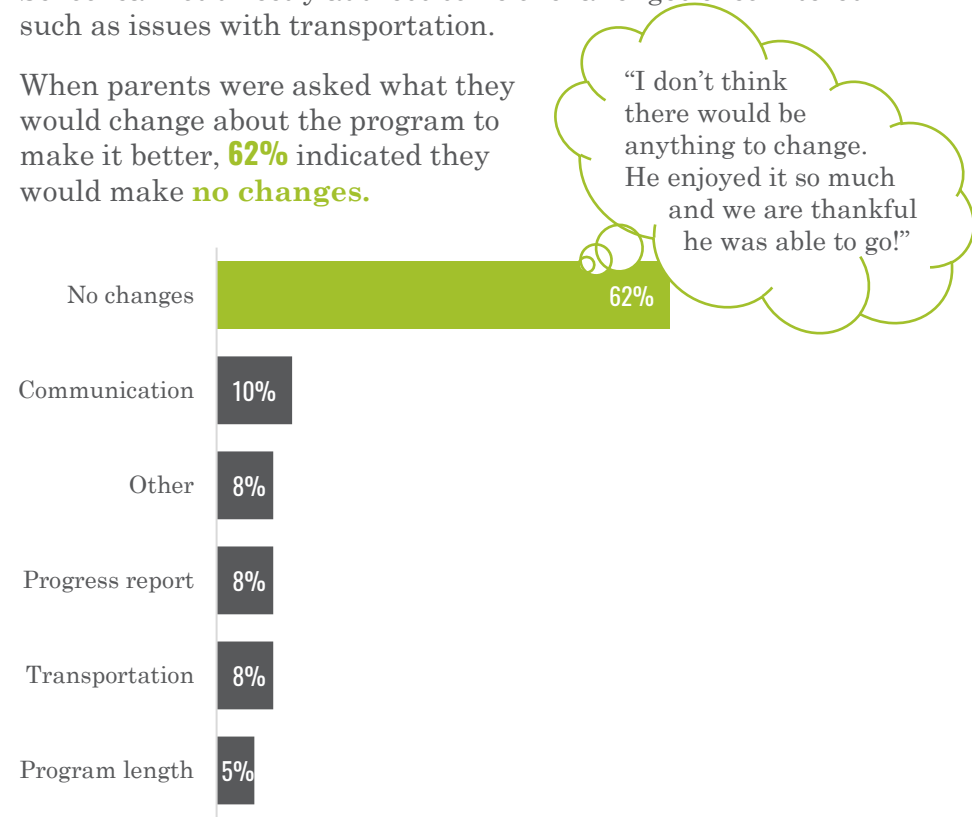
It's clear that parents saw their children grow more confident and independent, make friends and gain social skills, learn the routine of a school day through consistent schedules, and gain valuable knowledge to help them in kindergarten.

Parents report the **main benefits** of having their child participate in the summer readiness camp include **gaining knowledge** and **experiencing the routine of school**.



Some parents also provided feedback on challenges encountered and opportunities for the program to consider in the future. It is important to note that while this feedback is valuable, Ready for School cannot directly address some of challenges encountered such as issues with transportation.

When parents were asked what they would change about the program to make it better, **62%** indicated they would make **no changes**.

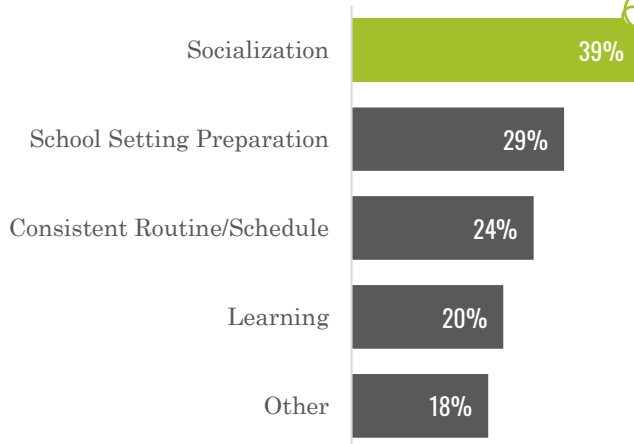


Notes: Many of the post-program survey questions requested open-ended feedback from parents. Verbatim comments from parents were reviewed by DSI staff and categorized into one or more thematic categories. The data are presented by thematic category in this section of the report, with the percentages in most graphs equating to over 100% because the comments often fall into more than one category. All verbatim comments are included in the Appendix.



Parent Feedback - Most valuable aspect and overall helpfulness of the summer readiness camp

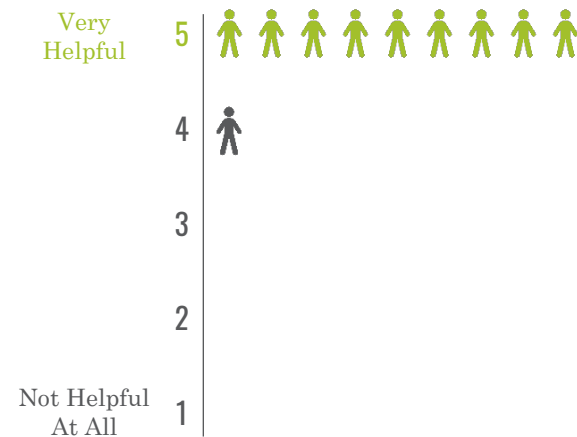
39% of parents indicated the **most valuable** aspect of the summer readiness camp was the **socialization of their child**.



“The social aspect was very important to us. Having missed four year old preschool due to Covid, I felt this camp gave me and my son confidence moving into Kindergarten.”

“[Our son] loved Kindercamp! When I first told him about the program he didn’t want to go and just be home. But after he went he loved it and would wake up early asking if it was time to go yet. He thrives on routine and playing with peers so this was a great program for him to do mid summer to break up the long summer between preschool and kindergarten. Thank you so much for this program and [I] was so pleased [with] how excited [our son] was about going and how much he improved in his letter and number recognition.”

92% of parents rated their child's experience as a **5**, meaning they thought the **summer readiness camp** was **very helpful**. The average rating among all parents was a **4.9**.



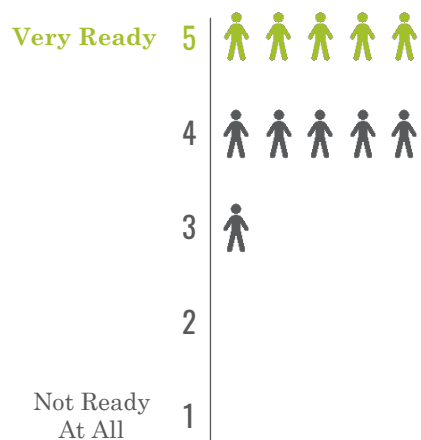
Notes: Many of the post-program survey questions requested open-ended feedback from parents. Verbatim comments from parents were reviewed by DSI staff and categorized into one or more thematic categories. The data are presented by thematic category in this section of the report, with the percentages in most graphs equating to over 100% because the comments often fall into more than one category. All verbatim comments are included in the Appendix.



Parent Feedback - Kindergarten readiness

One of the goals of the summer readiness camp is to ensure children are confident and curious on their first day of kindergarten.

49% of parents indicated their child is **very ready for kindergarten**, with **98%** rating their child's readiness as a 4 or 5. The average rating among all parents was a 4.5.



“My daughter is much more ready for Kindergarten then at the start of this program. The program really helped her boost her academics and her social skills.”

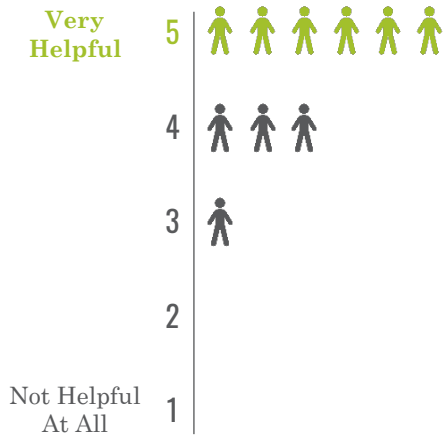




Parent Feedback - "Welcome to Summer" kits of home learning materials

New this year, Ready for School purchased "Welcome to Summer" kits with a \$5k grant received from the Macatawa Area Coordinating Council's Community Enhancement Program. The kits, pictured to the right, include a variety of activities to engage children and their parents, with staff members coaching parents through the activities.

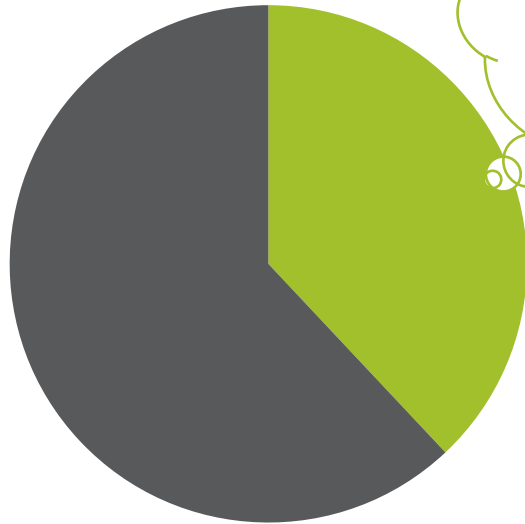
63% of parents rated the "Welcome to Summer" kits of home learning materials as **very helpful** to them and their child, with 92% rating them as a 4 or 5. The average rating among all parents was a 4.6.





Parent Feedback - "Welcome to Summer" kits (cont.)

The kits included activities such as tracing letters and numbers, coloring materials, bug catching supplies, books, and flash cards. **38%** of parents indicated the most often used item from the "Welcome to Summer" kits was the **practice materials for tracing letters and numbers.**



"The letter and number tracing in the page protectors and the flash cards. The kit was awesome! Thank you!"



Notes: Many of the post-program survey questions requested open-ended feedback from parents. Verbatim comments from parents were reviewed by DSI staff and categorized into one or more thematic categories. The data are presented by thematic category in this section of the report, with the percentages in most graphs equating to over 100% because the comments often fall into more than one category. All verbatim comments are included in the Appendix.

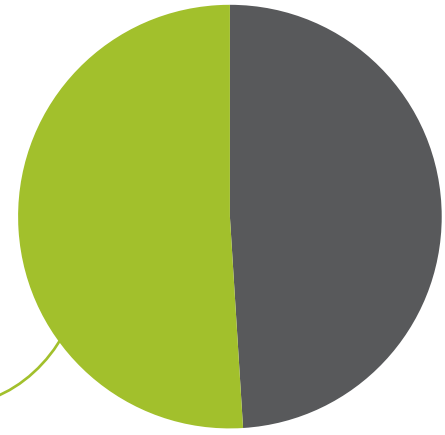


Parent Feedback - Resource binders and fields trips

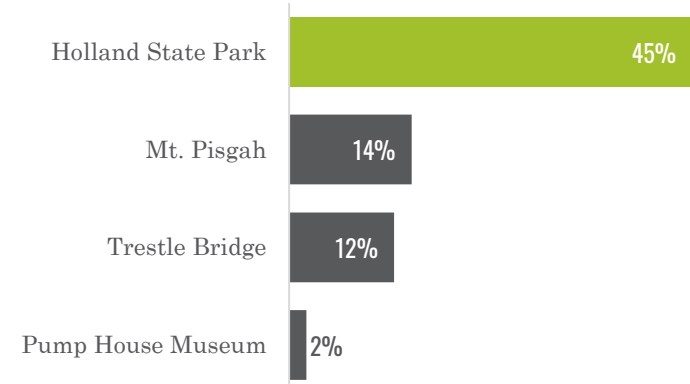
The \$5k grant funding from the Macatawa Area Coordinating Council's Community Enhancement Program was also used to purchase binders that included a variety of resources, including family field trip suggestions. For each field trip location, the binders included activity guides for parents to follow and encouraged the use of items from the "Welcome to Summer" kits.



51% of parents indicated they **went on at least one field trip** with their child.



45% of parents indicated they **went on a field trip** with their child to **Holland State Park**.

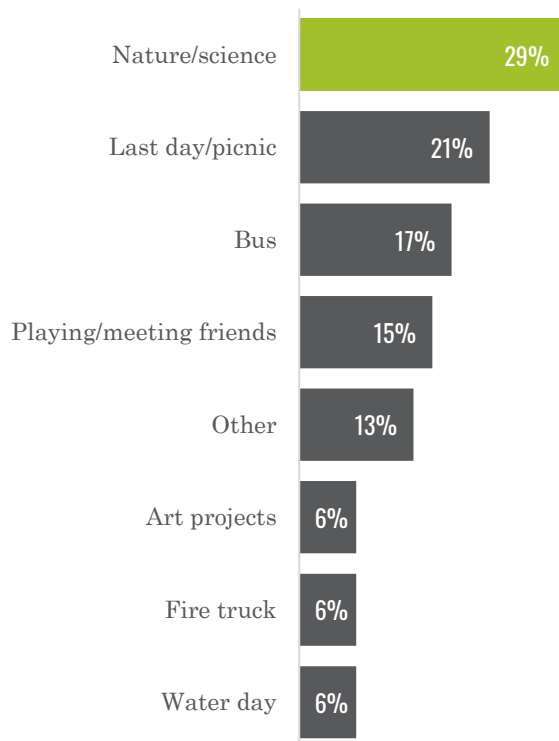




Parent Feedback - Most memorable experience

29% of parents indicated the **nature/science** activities were the **most memorable** part of their child's camp experience.

"I can't pick out just one thing. I know that every morning [our son] was very excited to get ready for school every day and get on the bus."



Notes: Many of the post-program survey questions requested open-ended feedback from parents. Verbatim comments from parents were reviewed by DSI staff and categorized into one or more thematic categories. The data are presented by thematic category in this section of the report, with the percentages in most graphs equating to over 100% because the comments often fall into more than one category. All verbatim comments are included in the Appendix.



Parent Feedback - Program's Impact

One parent elaborated on her child's experience before, during, and after participating in the summer readiness camp, a great example to illustrate the program's impact:



“We were really impressed and grateful for this program and were thrilled by [our son's] growth. We noticed a big improvement to his confidence and independence and other people noticed too.

[Our son] has always been a little behind developmentally. He has no specific “diagnosis”, but typically accomplishes milestones about 4 months behind his peers. He has also struggled with social anxieties. He has been evaluated by a team at Holland public schools and it was determined he would not need additional services at this time. He had two years of a couple half days a week at preschool. This was very disrupted by COVID, like all kids and that set him back again. When he did his kindergarten screener in May, he was not ready for kindergarten. At that time, we were told that we could sign up for Ready for School. We have heard about it in the past from playgroups and events, but didn't know much about it. The more I looked into it we were thrilled to hear about all this program offers, the boost up in learning and the social interaction. We were also happy that teachers with experience could help us gauge his readiness for kindergarten or TK. We debated if we should put him in TK where he would be in the older end of his age group, or try kindergarten knowing he might struggle (especially in a two way bilingual program at HLA (where our oldest daughter goes to school).

Each week we were so pleased by this free, extra time of learning and all the learning materials and ideas for help at home. He was excited about the books, shoes and play stuff he received.

I was very thankful for Mrs. Baker giving me her professional opinion on his readiness for Kindergarten according to what she had observed. She expressed he would be ready for Kindergarten. He took a second screener and while he again didn't pass, he was much closer and they also felt he knew his stuff and would be ready for Kindergarten.

He's now in week two at Holland Language Academy and we are continuing to see him flourish and grow. We were grateful for this extra time of learning at Ready for School, the practice routine, the resources, updates and the care for the kids by all the teachers and support staff. I tell everyone, I'm so glad he went to Ready for School. Thank you for offering a great program.”

Appendix

The appendix includes PELI and TS Gold assessment data by summer readiness camp site as well as verbatim comments from parents that were provided as part of a post-program survey.

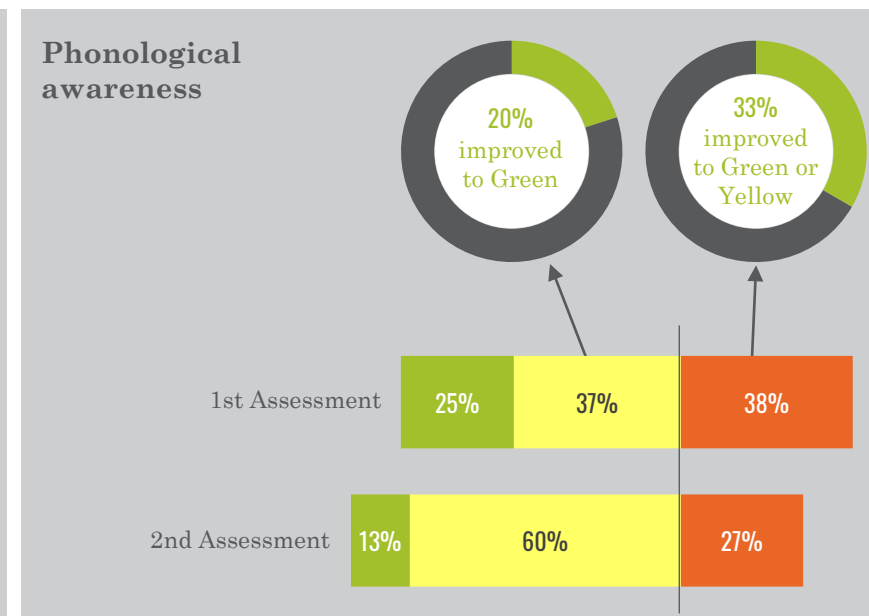
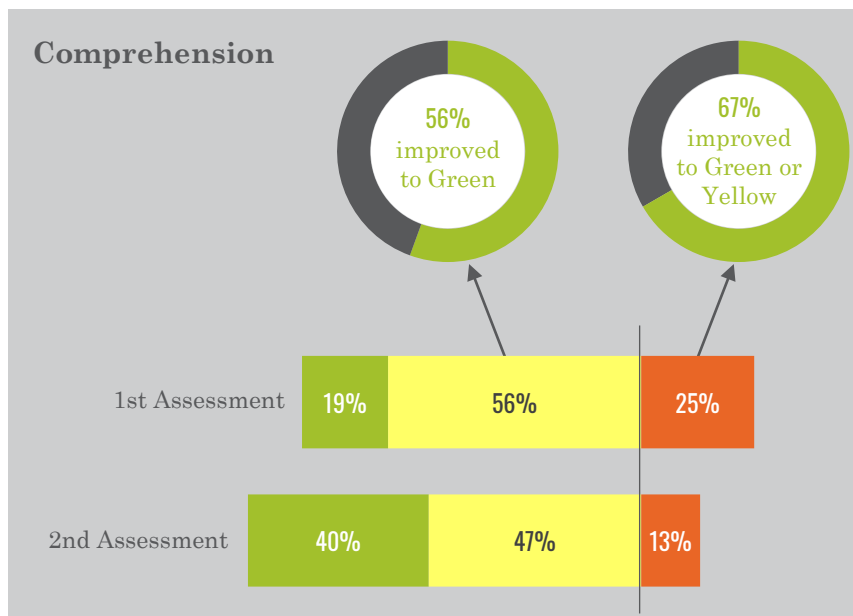
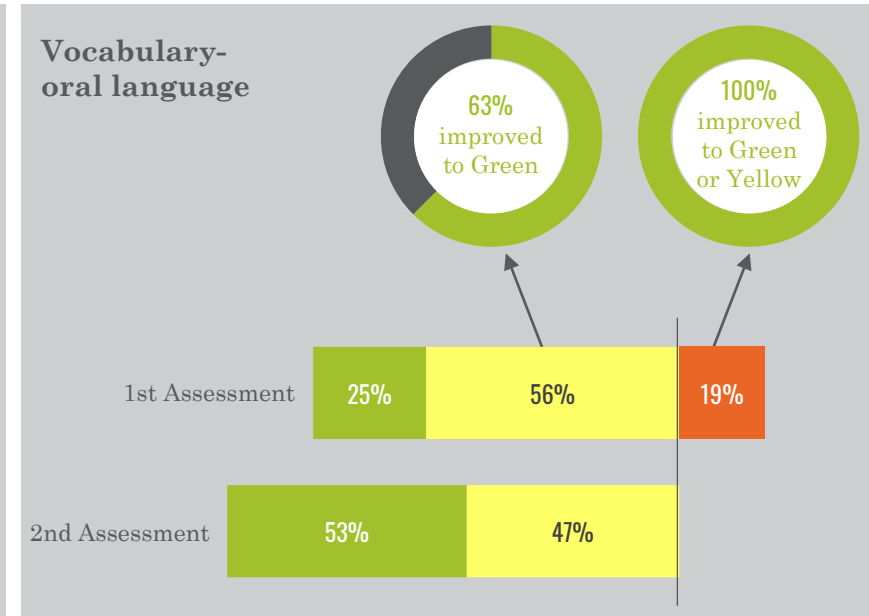
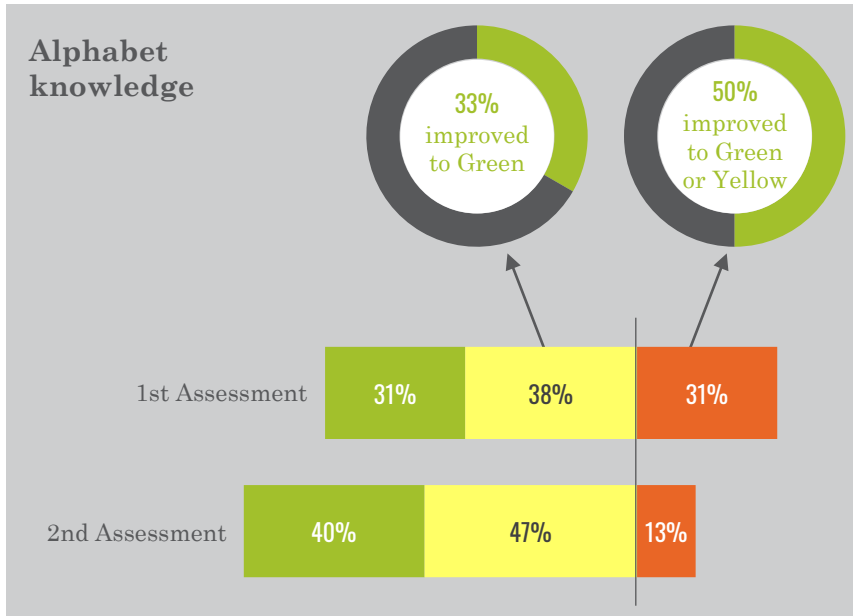




- At or Above Benchmark
- Below Benchmark
- Well Below Benchmark

PELI Assessment - Hamilton Community Schools

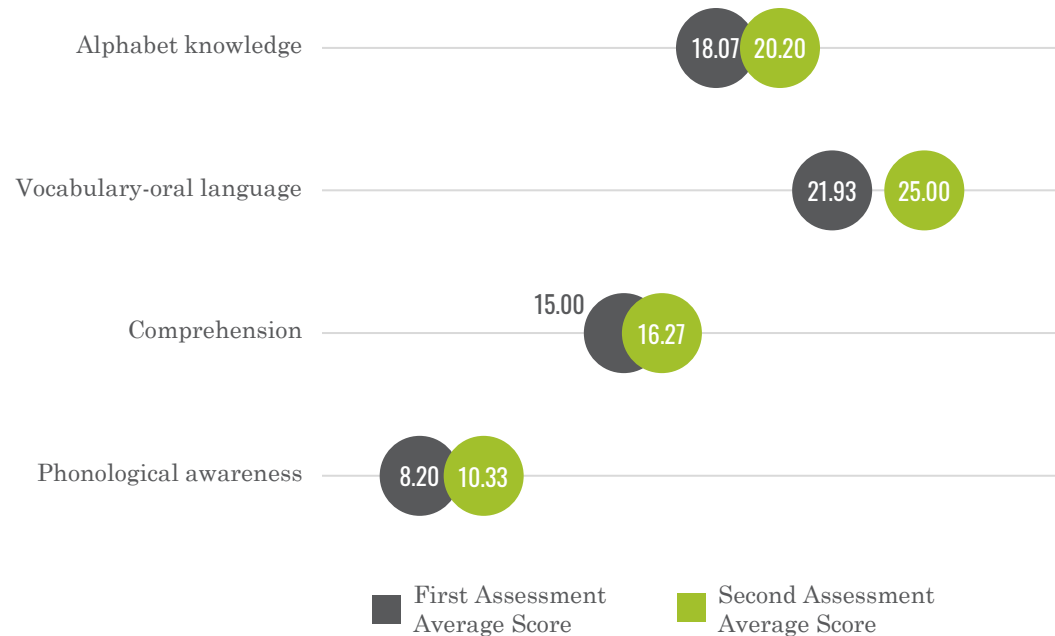
Among the four academic areas assessed by the PELI, vocabulary-oral language skills saw the largest percentage of students achieving the benchmark for kindergarten readiness at the Hamilton site, with **53%** of students achieving the benchmark during the second assessment—a **28** percentage point increase compared to the first assessment. Large improvements in student assessment scores also occurred in comprehension skills, with **67%** of students who were well below the benchmark on the first assessment improving to green or yellow during the second assessment. Also noteworthy among each of the PELI assessment areas is the decrease in the percent of students who are well below the benchmark from the first to the second assessment.





PELI Assessment - Hamilton Community Schools

An additional analysis was conducted for students at the Hamilton site who had both a first and second assessment score for each of the four PELI assessment areas. The results show a statistically significant increase in student scores from the first assessment to the second assessment in three of the four PELI assessment areas—alphabet knowledge, vocabulary-oral language, and phonological awareness skills. This indicates that the improvement in scores is the result of the summer readiness camp.



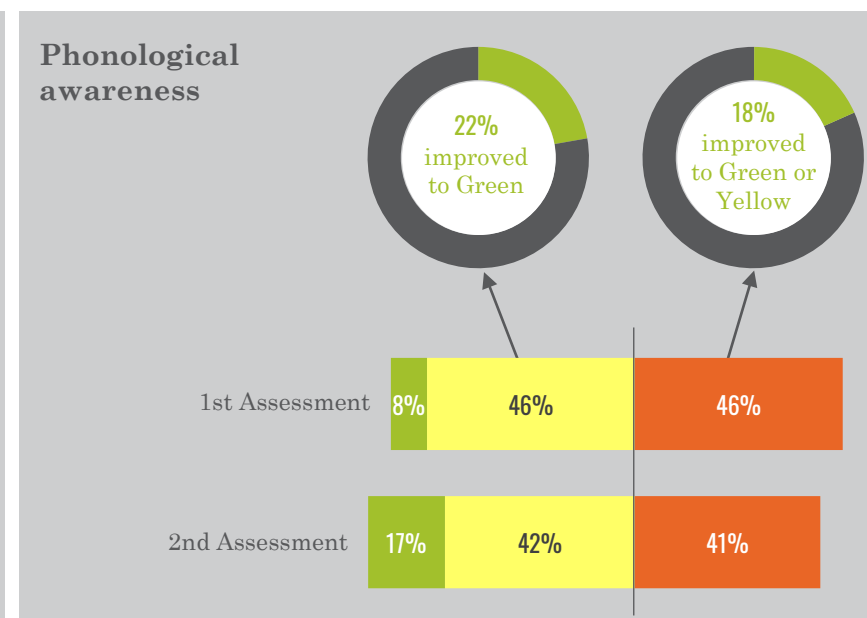
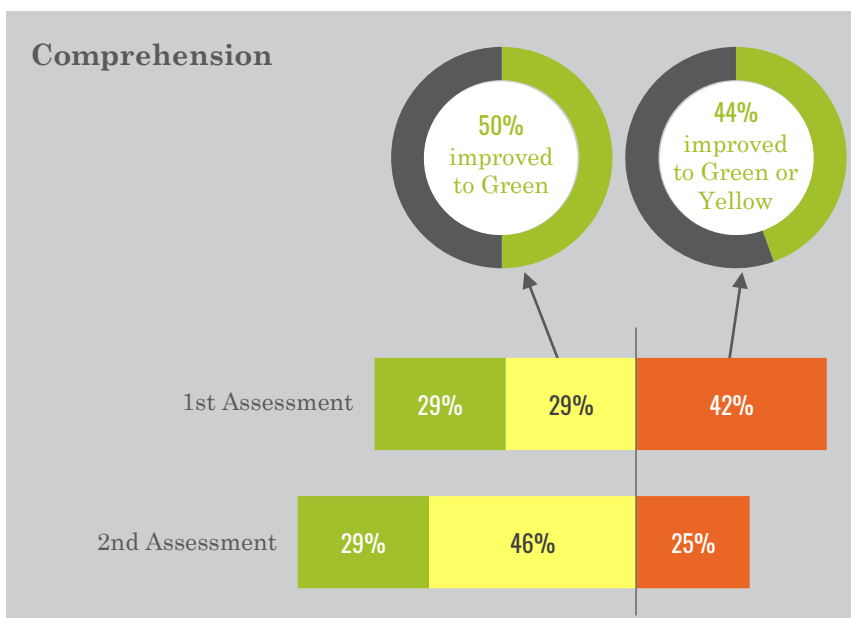
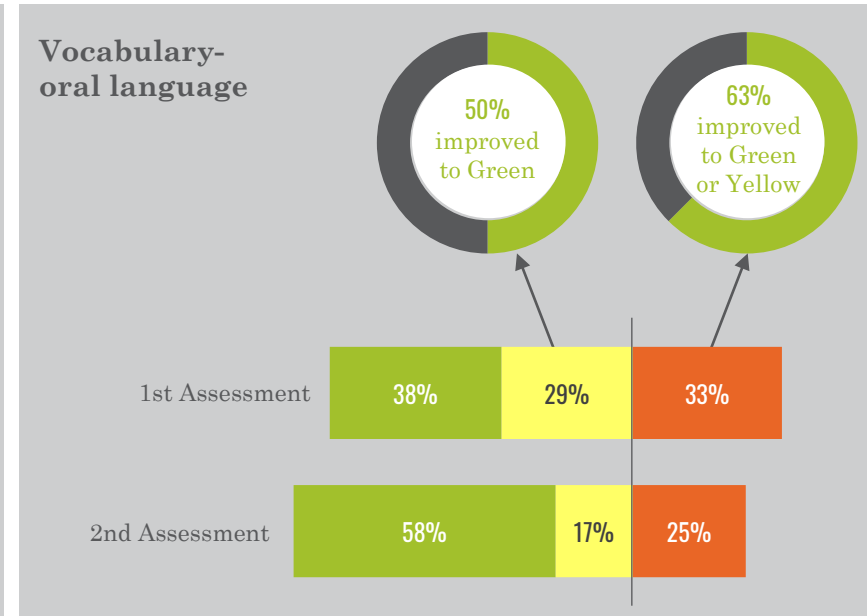
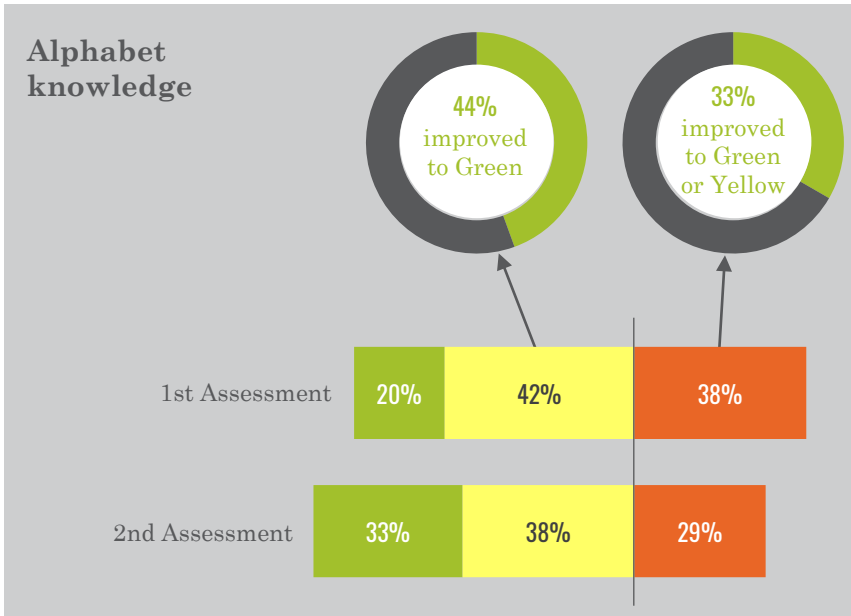
Notes: The total points in each of the four PELI assessment areas varies from 15 in phonological awareness to 35 in vocabulary-oral language.



- At or Above Benchmark
- Below Benchmark
- Well Below Benchmark

PELI Assessment - Holland Public Schools

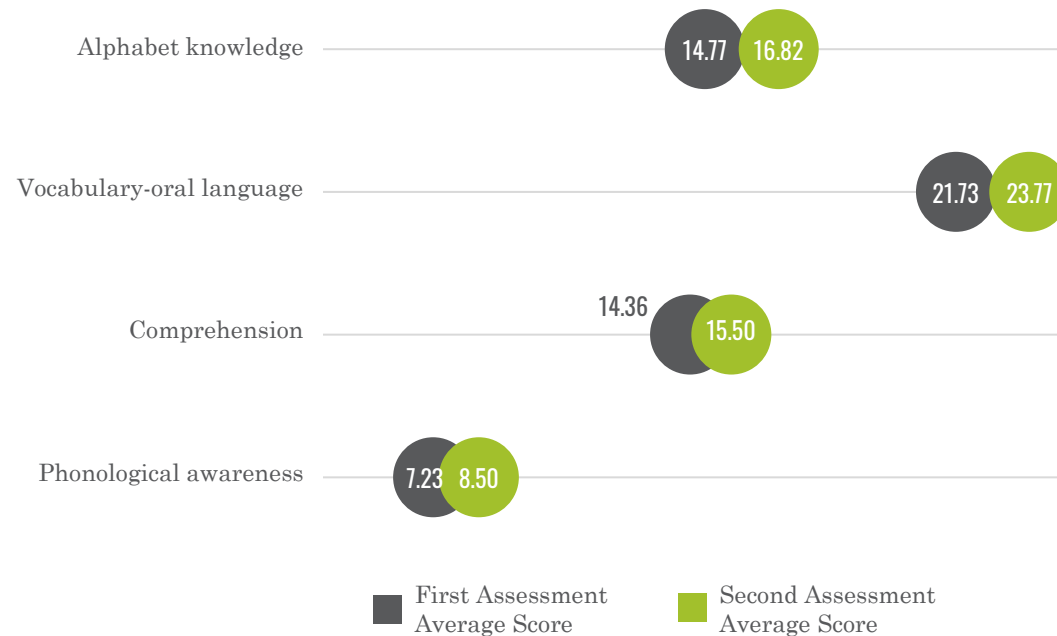
Among the four academic areas assessed by the PELI, vocabulary-oral language skills saw the largest percentage of students achieving the benchmark for kindergarten readiness at the Holland site, with **58%** of students achieving the benchmark during the second assessment—a **20** percentage point increase compared to the first assessment. Large improvements in student assessment scores also occurred in comprehension skills, with **44%** of students who were well below the benchmark on the first assessment improving to green or yellow during the second assessment. Also noteworthy among each of the PELI assessment areas is the decrease in the percent of students who are well below the benchmark from the first to the second assessment.





PELI Assessment - Holland Public Schools

An additional analysis was conducted for students at the Holland site who had both a first and second assessment score for each of the four PELI assessment areas. The results show a statistically significant increase in student scores from the first assessment to the second assessment in two of the four PELI assessment areas—alphabet knowledge and phonological awareness skills. This indicates that the improvement in scores is the result of the summer readiness camp.



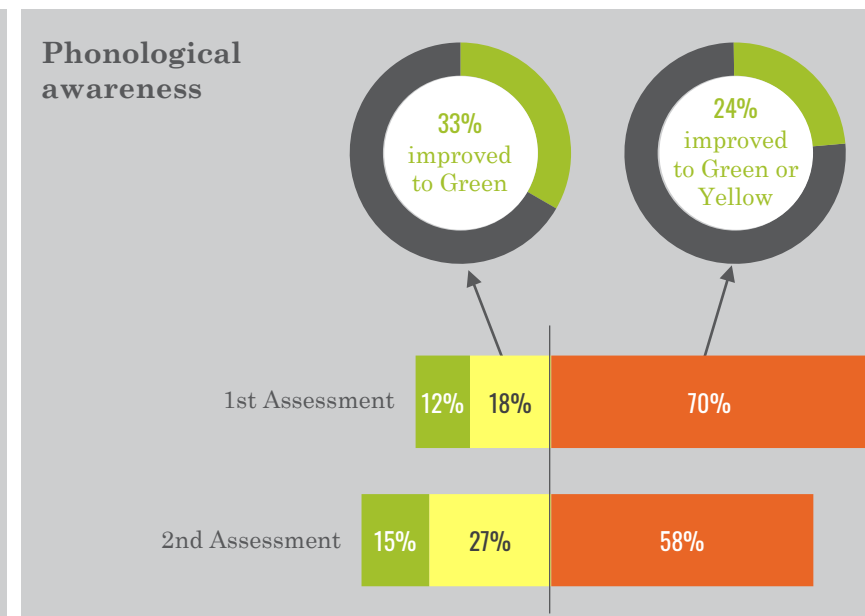
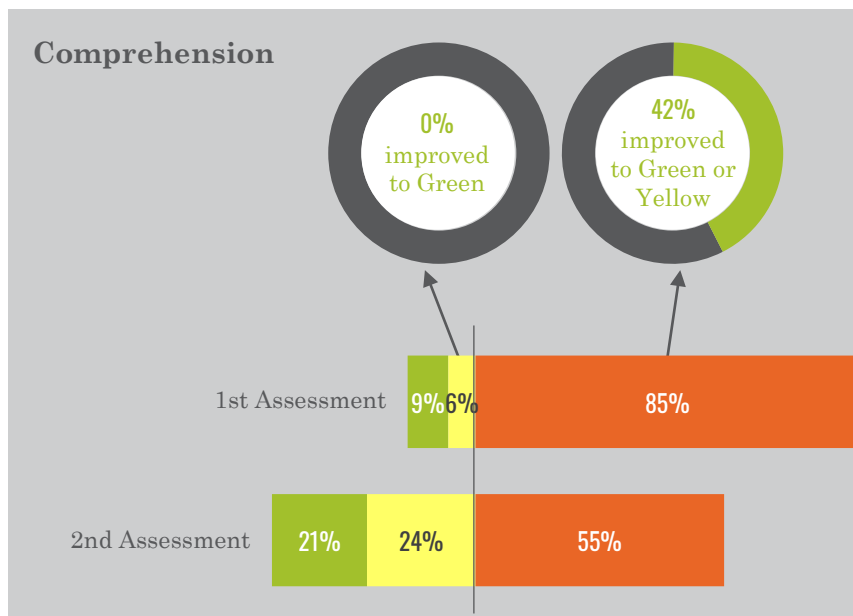
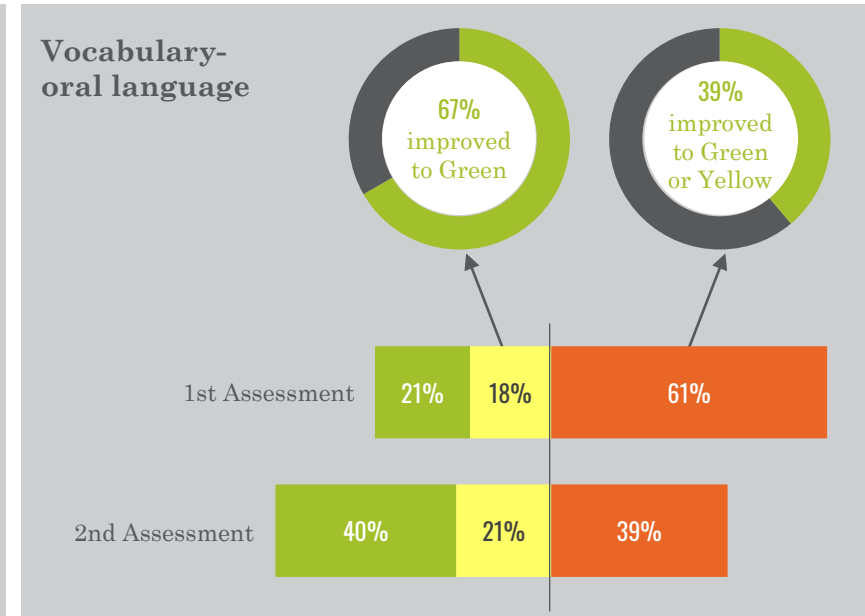
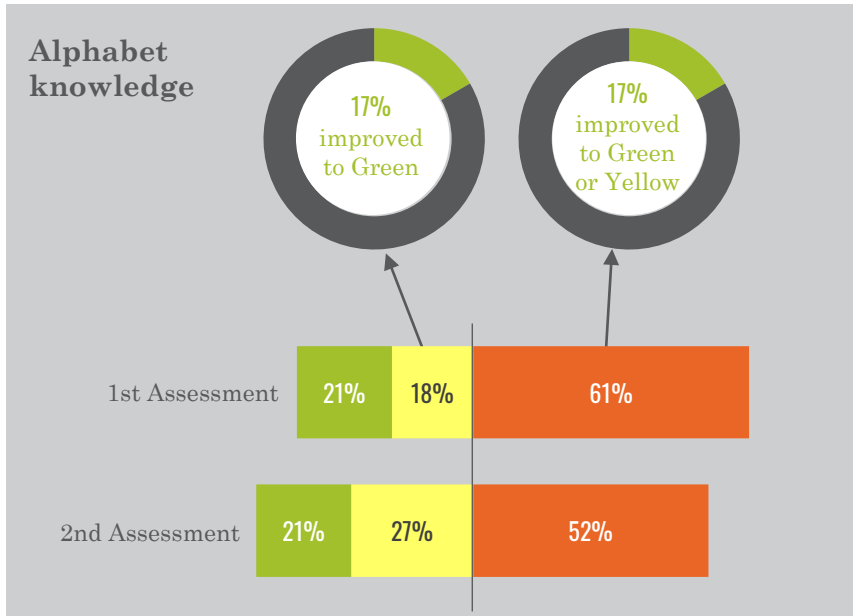
Notes: The total points in each of the four PELI assessment areas varies from 15 in phonological awareness to 35 in vocabulary-oral language.



- At or Above Benchmark
- Below Benchmark
- Well Below Benchmark

PELI Assessment - West Ottawa Public Schools

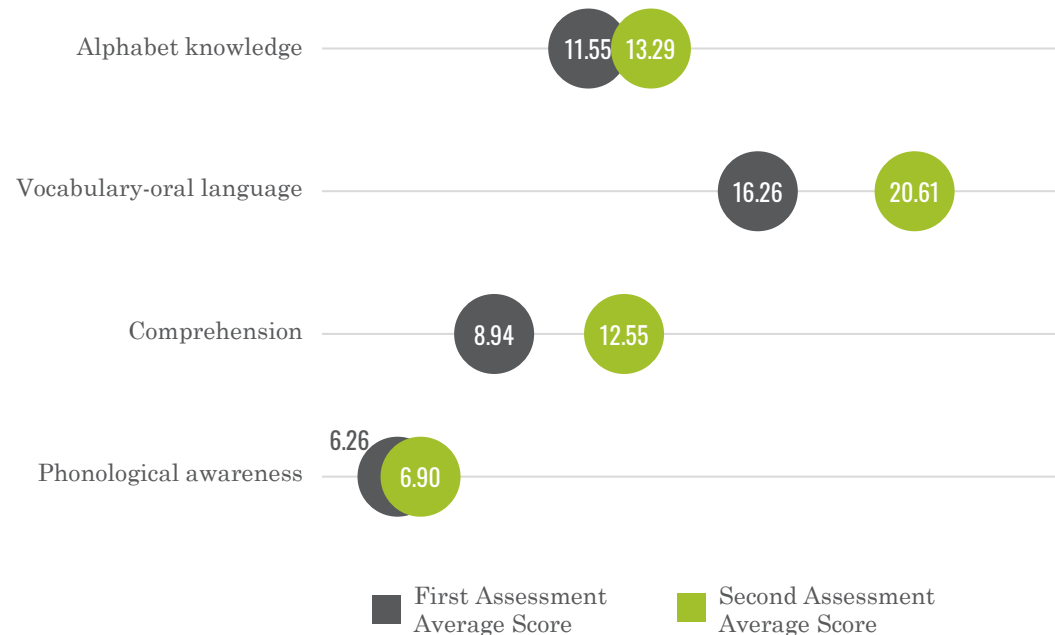
Among the four academic areas assessed by the PELI, vocabulary-oral language skills saw the largest percentage of students achieving the benchmark for kindergarten readiness at the West Ottawa site, with **40%** of students achieving the benchmark during the second assessment—a **19** percentage point increase compared to the first assessment. Large improvements in student assessment scores also occurred in comprehension skills, with **42%** of students who were well below the benchmark on the first assessment improving to green or yellow during the second assessment. Also noteworthy among each of the PELI assessment areas is the decrease in the percent of students who are well below the benchmark from the first to the second assessment.





PELI Assessment - West Ottawa Public Schools

An additional analysis was conducted for students at the West Ottawa site who had both a first and second assessment score for each of the four PELI assessment areas. The results show a statistically significant increase in student scores from the first assessment to the second assessment in three of the four PELI assessment areas—alphabet knowledge, vocabulary-oral language, and comprehension skills. This indicates that the improvement in scores is the result of the summer readiness camp.



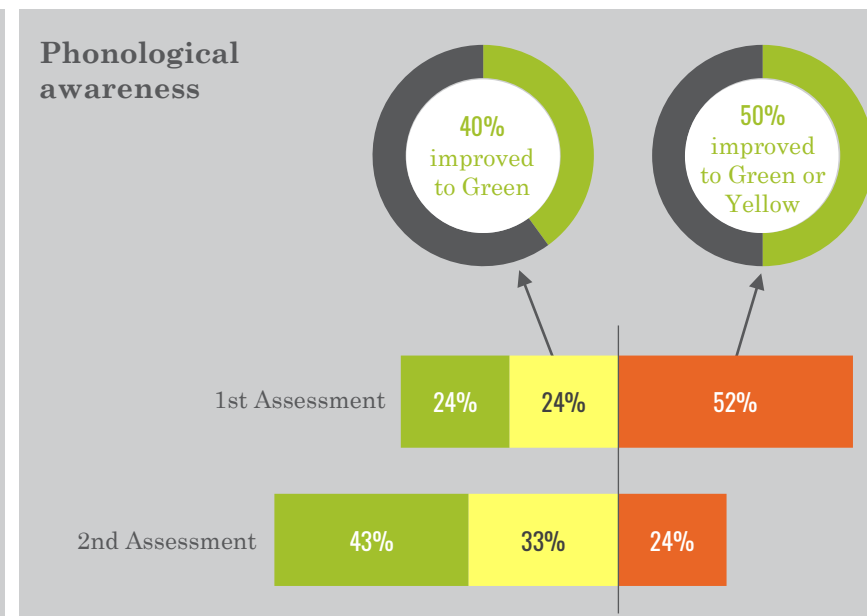
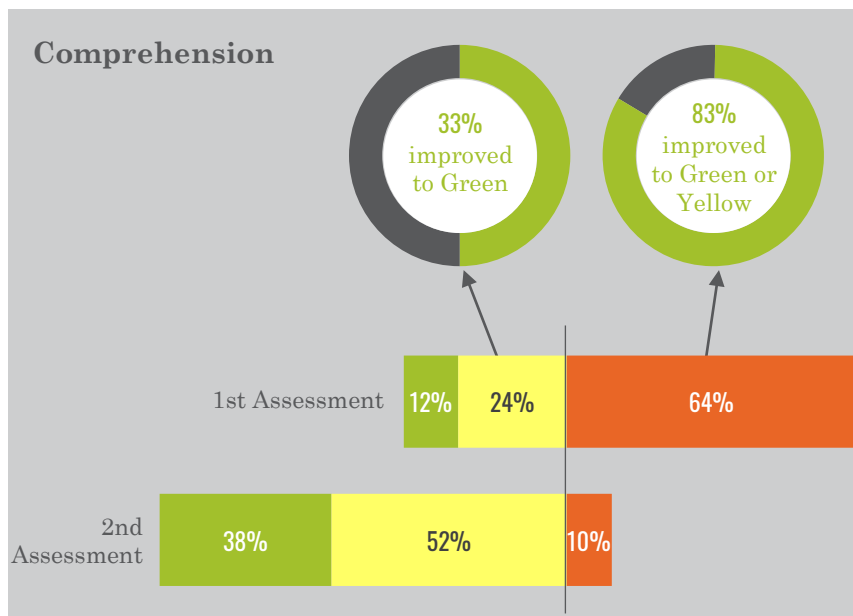
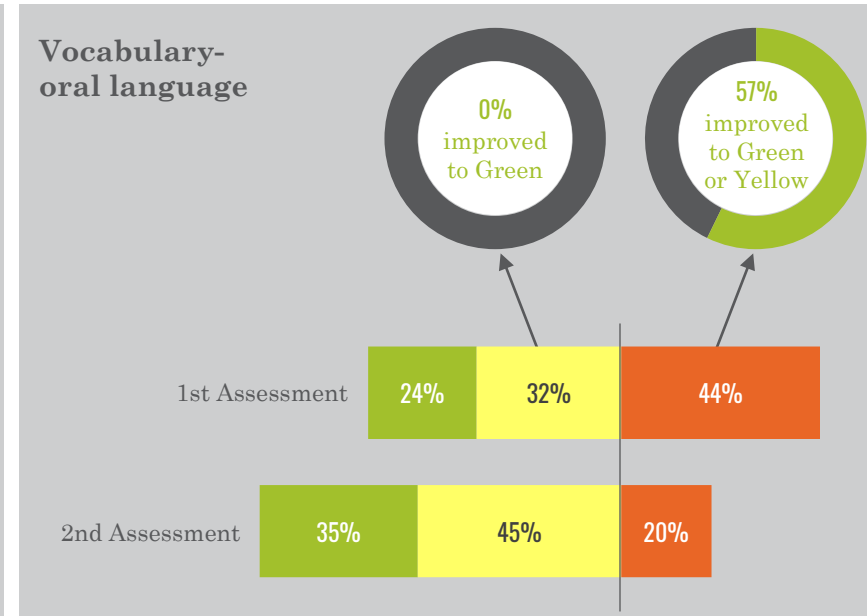
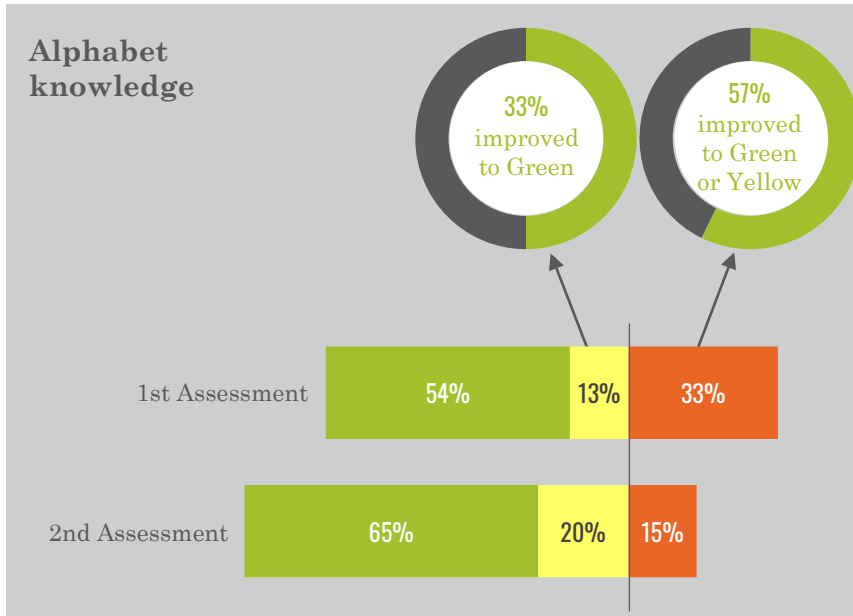
Notes: The total points in each of the four PELI assessment areas varies from 15 in phonological awareness to 35 in vocabulary-oral language.



- At or Above Benchmark
- Below Benchmark
- Well Below Benchmark

PELI Assessment - Zeeland Public Schools

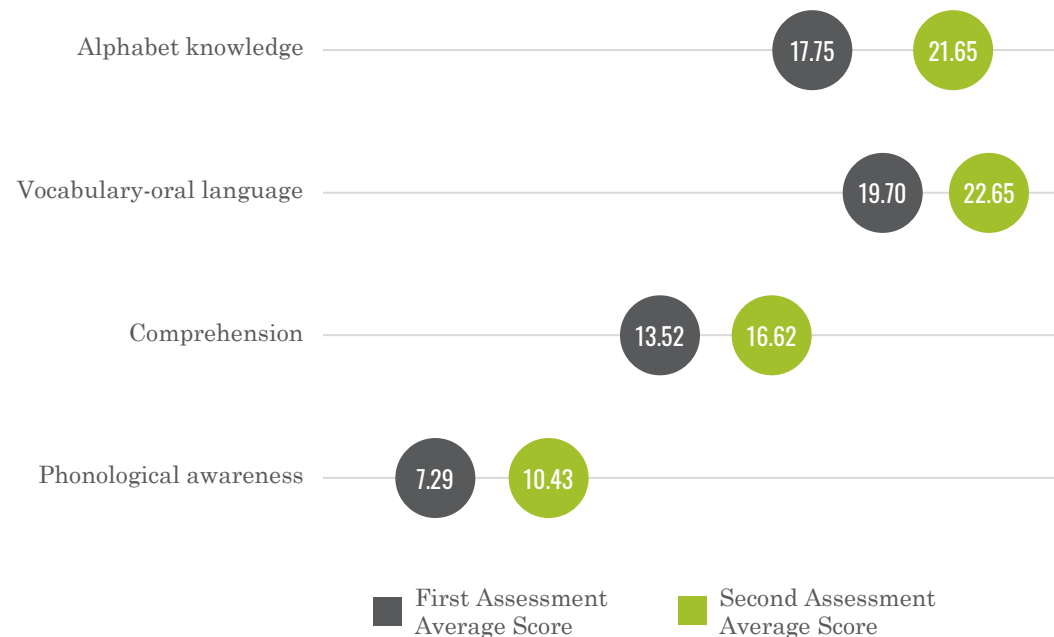
Among the four academic areas assessed by the PELI, alphabet knowledge saw the largest percentage of students achieving the benchmark for kindergarten readiness at the Zeeland site, with **65%** of students achieving the benchmark during the second assessment—a **11 percentage point** increase compared to the first assessment. Large improvements in student assessment scores also occurred in comprehension skills, with **83%** of students who were well below the benchmark on the first assessment improving to green or yellow during the second assessment. Also noteworthy among each of the PELI assessment areas is the decrease in the percent of students who are well below the benchmark from the first to the second assessment.





PELI Assessment - Zeeland Public Schools

An additional analysis was conducted for students at the Zeeland site who had both a first and second assessment score for each of the four PELI assessment areas. The results show a statistically significant increase in student scores from the first assessment to the second assessment in each of the four of the PELI assessment areas. This indicates that the improvement in scores is the result of the summer readiness camp.



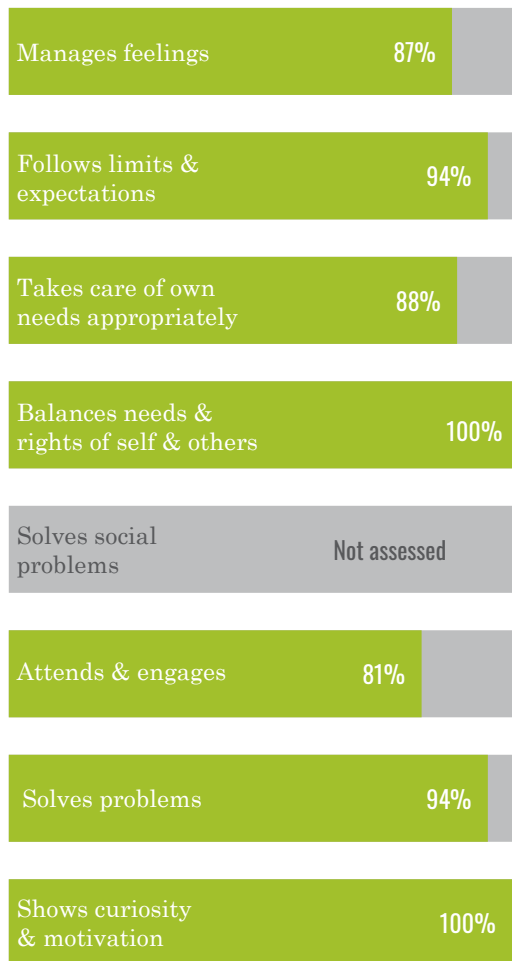
Notes: PELI assessment data was excluded from the analysis for seven students at the Zeeland site who achieved the benchmark for kindergarten readiness during the first assessment because they were not administered a second assessment. The total points in each of the four PELI assessment areas varies from 15 in phonological awareness to 35 in vocabulary-oral language.



TS Gold Assessment

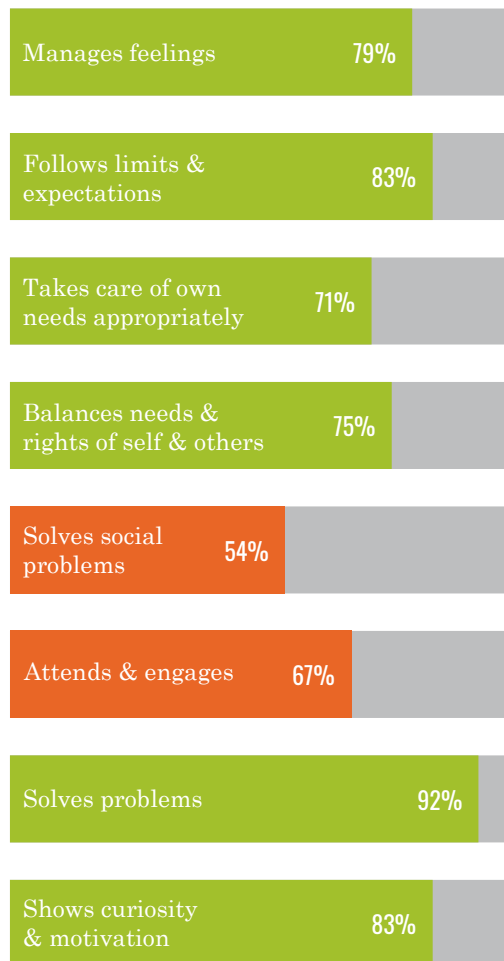
Hamilton Community Schools

81% or more of students achieved the kindergarten entrance benchmark level for 7 of the 7 TS Gold objectives that were assessed.



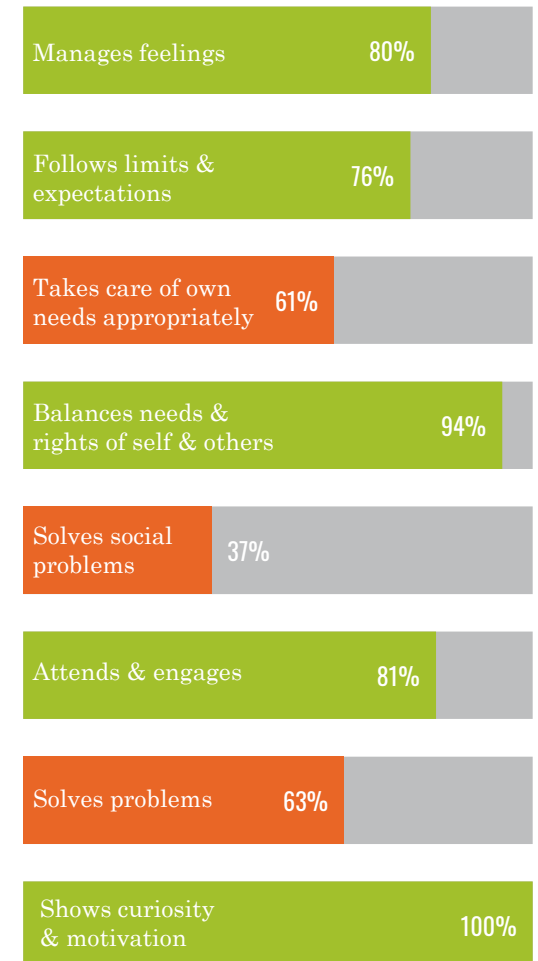
Holland Public Schools

70% or more of students achieved the kindergarten entrance benchmark level for 6 of the 8 TS Gold objectives that were assessed.



Zeeland Public Schools

70% or more of students achieved the kindergarten entrance benchmark level for 5 of the 8 TS Gold objectives that were assessed.



Notes: While the West Ottawa site provided some TS Gold assessment data, that data was excluded from the analysis because 52% or less of students had data for each TS Gold objective.



Feedback from Parents

The following pages contain verbatim open-ended comments provided by parents as part of a post-program survey. When multiple survey respondents provided the same or very similar responses, those have been combined into fewer responses and the number of parents who provided the same/very similar response is noted after the response. Information that personally identifies a parent or their child has been omitted.

Comments were reviewed by DSI staff and categorized into one or more thematic categories. The comments are displayed by theme in this appendix, but each comment is displayed only one time even though it may fall within two or more thematic categories.

How did your child benefit from his or her experience at Kindergarten Readiness Camp?

Socialization

- Grew in social skills, independence, letter and number recognition.
- He gained some friendships and learned more about nature
- He can be a little shy at first so I know he made some improvement during camp and came out of his shell a little bit. Also the routine was good for him as we don't always follow a routine during the day, just a bedtime routine.
- He benefited SO MUCH from the positive social interaction from teachers and other students. Teachers knew his name and took the time to say hello/bye to him. He was so excited to make a best friend and struggled with this In preschool
- Made a couple friends that he will attend kindergarten with.
- She made friends, and eased all anxiety about going to school!

Showed excitement/happiness

- Benefited so much! Gained independence, confidence, came home so happy
- After trying to homeschool last year, I feel like my son benefited from seeing similar material presented in a new way from someone new. Also the socialization with the other kids was extremely important to him. He is an extrovert and feeds off the enthusiasm from others. He was excited every morning to see the other kids and learn from his teachers!
- She loved it and came home talking about friends and letters and began to love school again.
- It made him very excited about attending kindergarten
- She is so excited about school it makes my heart happy

Gained independence

- She felt comfortable leaving home and spending a few hours away each day
- He became more independent which helped with his confidence and my own as I send him to kindergarten

Other

- Fairly well
- He was able to bridge the gap from preschool until the start of kinder
- She feels good about kindergarten.



How did your child benefit from his or her experience at Kindergarten Readiness Camp? (cont.)

Gained knowledge

- More education and self esteem
- Going over letters, numbers and having Structure
- Got the hang of going to class without me which is huge!
Learned lower and uppercase letters
- He gained school experience and crazy amounts of knowledge
- Identifying more letters and a few sounds. Helping her to understand when to eat so she won't be hungry at school.
- Our student missed out on a lot of educational and social time due to the Pandemic. It was especially important to have this extra time to lock in, focus, and get ready for Kindergarten.
- Has been writing his name and enjoying reading.
- He has been able to continue his learning in preparation for kindergarten
- He learned how to write his name better and numbers more.
- He learned more
- He learned so much so fast
- He was able to continue learning to focus himself while working.
- In just the short time she was able to recite the alphabet with no problems. She showed rapid growth.
- It helped really prepare him! He's counting and singing his abcs so much easier now
- More knowledge
- She improved on her letter and numbers as well as name writing
- Helped him maintain what he learned in his preschool class

Routine/school experience

- She loved all of it, but I think it gave her an experience to associate with “this is what kindergarten is like” and now feels more confident!
- Being in the classroom setting and schedule and having the teacher be patient with them when they didn't really want to be there.
- Continuing to prepare for the upcoming school year
- He excelled in a classroom environment
- I think having him in a class room setting and structure of a class room and teachers, will help him get ready for Kindergarten.
- Keeping him on a schedule and routine.
- Longer days at school and the 4 days in a row I think will help out a lot.
- Prepped for the back-to-school routine
- She enjoyed it, the routine was good for her.

Gained confidence

- He grew in confidence and has been trying more things. It was great he could experience a school day routine
- Confidence. New friends.
- Became more confident
- He gained some self confidence
- More confidence
- She seems more confident and ready for kindergarten
- We saw more confidence in [our daughter]. Not so hesitant to go to kindergarten



What aspects of our Kindergarten Readiness Camp were MOST valuable to you or your child?

Socialization

- Socialization (2 parents)
- The structure, connection with friends.
- Becoming independent and not feeling anxious being away from me.
- Being with kids his age and having teachers other than his mama. :)
- Interacting with other kids
- Interacting with peers, getting a taste of what a day at school will look like, routine.
- Interaction with other kids in a nonthreatening setting.
- It was great to have [our son] be able to meet some kids in his school before school started. now he will know some kids and won't be scared to start school.
- Social interactions with peers (making friends)
- The social aspect was very important to us. Having missed four-year-old preschool due to Covid, I felt this camp gave me and my son confidence moving into Kindergarten.
- The social interaction with teachers and students
- Socialization and routine over the summer
- Making friends with other kids. He was so happy other kids remembered his name and said hello. Getting used to the flow of a school day and raising his hand and learning in a group.

Consistent/Routine Schedule

- Consistency and specific focus on Kindergarten readiness.
- The consistency
- The consistency with staying on schedule
- The schedule.
- The structure of the program.
- Learning the routines. The socialization he received.
- I enjoyed her getting to spend time with other kids & keeping structure in her day throughout the summer & while doing so learning & preparing for kindergarten

School Setting Preparation

- Getting her used to a school setting and following routines
- It will make the transition into young fives a lot easier cuz she will understand what is be expected of her
- Getting used to being away from home for part of the day
- Going longer than preschool and every day. Ready him for all day school
- Leaving home and adjusting to school
- Longer days at school and the 4 days in a row I think will help out a lot.
- Practicing riding the bus
- The experience of going to school because that will help transition him into Kindergarten.
- Practice with school routines, friendship interactions
- The socialization and getting used to being in a classroom

Learning

- The everyday interaction and the continued learning
- How much he learned in just four short weeks
- Learning more of his ABC and numbers
- Recognizing words
- Reviewing what was learned in preschool and growing on top of that
- Working on letters, numbers and reading
- Learning what she has to do for school, the songs she learned to help learn certain things (she still sings the parts of the bug song)
- Letter and number learning, social time with peers, and having more time at school to get ready for full days at school.

Other

- Everything (2 parents)
- He loved the hands on art activities
- I felt like the extra help made him all around more ready for kindergarten!
- Individualism from her sibling- starting alone
- The at home activities were great for the time my son had to stay home from the program.
- The one on one attention that he received from teachers
- The teacher.
- We loved the nature aspect and outlook of the program



What parts of the home learning kits did you use most often?

Writing practice materials

- Drawing and tracing
- Practicing her writing
- The alphabet and tracing
- The letter writing pages
- The name writing
- The sheets that we could reuse to write his name
- The trace pages in the binder
- The tracing letters and numbers
- The tracing tools
- Tracing the numbers and letters
- Writing exercises
- Writing pages for the kids
- Drawing Letters/Numbers and Learning Ideas in the community
- The letter and number tracing in the page protectors and the flash cards. The kit was awesome! Thank you!
- The toys and writing sheets

All of it

- Everything (2 parents)
- We love enjoy it all!! :)

Other

- All the craft stuff and the binoculars!
- Summer toys
- The activities together as a family.
- The schedule of what the kids would be learning
- The supplies
- The week by week guide of knowing what they were working on
- We haven't used anything yet.
- Drawing Letters/Numbers and Learning Ideas in the community
- The letter and number tracing in the page protectors and the flash cards. The kit was awesome! Thank you!
- The toys and writing sheets

Review/practice sheets

- Review of what was done that week
- The actual learning sheets that you could pull out and try.
- The practice pages.
- We loved the practice worksheets and ideas on fun places to go with the family
- I really appreciated the review sheets actually that came home with him every week. He loved getting a new book every week. Markers get used A LOT around here :)

Learning cards

- Learning cards
- Flash cards, field trips, hand writing pages.
- He loved counting the dice dots and practicing his letters! The flash cards were really fun for him too

Books/reading

- Books (2 parents)
- Reading
- Reading books
- Books sent home. Reviewing letters

Bug catcher

- The bug catcher! (2 parents)
- Looking for bugs.
- The bug catching supplies

Coloring materials

- Coloring materials
- The art supplies!

Binder

- Binder
- The binder with the daily activities.



What event or camp activity was the most memorable part of your child's camp experience?

Nature/science

- Growing grass (2 parents)
- Bug hunting (2 parents)
- Catching bugs
- Learning about bugs
- Looking for bugs and seeing a stick bug
- He loved the farm
- Science - butterfly life cycle
- Watch Caterpillars turn into Butterflies

Last day/picnic

- Last day picnic (2 parents)
- The drone at the picnic
- The end of camp party!
- The family picnic was such a treat to be able to see what she did over the month of camp.
- The last day and watching them try to sing
- The last day lunch, she loved having grandma meet all the staff.
- Watching the kids sing and my son stand with his hands in his pockets

Bus

- Riding the bus (4 parents)
- Riding the bus and the family picnic
- She enjoyed riding the bus with her friends as well as science things & the picnic
- Bus garage visit and friends on the bus.
- Going to the bus garage
- School Bus Day!

Playing/meeting friends

- Meeting new friends (2 parents)
- Playing with friends and the parts of the bug song
- Playing with other kids
- Playing with friends.
- Recess and making new friends.

Other

- "The parachute when the shark grabbed your toes" he talks about this often. I'm not sure exactly what it is but he loved it!
- Everything
- He does not talk very much yet so he didn't mention one.
- I can't pick out just one thing. I know that every morning [my son] was every excited to get ready for school every day and get on the bus.
- She really loved feeding the "box monster" letters!
- The parachute game.

Art projects

- He loved making things with clay
- Making letters in play dough
- The art projects

Fire truck

- The fire truck and water day
- Fire department
- Fire truck water spray

Water day

- The water day and the day the snake was found
- Water day and bug interaction / friendships



If you could change something about our program to make it better, what would it be?

No changes

- Nothing (6 parents)
- n/a (2 parents)
- Everything was perfect
- I can't think of anything.
- I cant think of anything it was pretty great
- I don't have anything
- I don't think there would be anything to change. He enjoyed it so much and we are thankful he was able to go!
- I felt like you did an amazing job. We haven't been in the school arena for very long yet but we really enjoyed our Summer Readiness Program so much.
- I'm not sure it seem to go pretty smooth
- It was perfect & such a blessing for you to offer!
- No complaints
- None
- Not sure - it was all a gift to us
- Nothing I can think of, it was just perfect.
- Nothing it was great!
- Nothing, I think it ran very smoothly!
- We were very pleased
- Wouldn't change anything!

Communication

- I would like more communication directly from the teacher. I had no idea how to reach my daughter's teacher when she was going to be absent, so I had to do research on my own until I found it. In addition, a welcome letter or introduction letter from the teacher would have been nice prior to the first day. The open house was nice but it was very quick and informal and didn't give us a real idea of who the teacher was or what summer camp would be like. Also, it would have been nice to get a report at the end of camp, or at least hear from the teacher, if there were any concerns socially or academically.
- Getting the word out about it. Due to not being in preschool the year before we where very late to game and barely got my son signed up in time.
- Maybe better communication thru out the camp.
- Without knowing the details of how each day worked, we are overall pleased with all aspects of the program.

Other

- Always free
- Fieldtrips
- Spray the grounds for mosquitoes and ticks. Get permission and spray the kids maybe?

Progress report

- A summary of how each child progressed from first to last day. Follow up on if the teachers think they are kindergarten ready
- Have an end of program progress report on the students growth during the program. Would be nice to have some teacher feed back on the student's progress from beginning to end.

Transportation

- Closer bus stop
- I had to take a day off work to attend the last day picnic because you did not provide transportation home that day and my child would have had to miss his last day otherwise. If you provide transportation, it should be for every day. [Note: transportation was provided both ways for every day of programming, including the picnic day where attendance was optional.]
- More organized. My son was supposed to ride the bus but I was told busses don't come out where we live because we're in Zeeland. We are in WO school district so I don't understand why I was told that. Then I was told the bus would come out here and then told it was too late to get him on the bus route. We spent a lot of money in gas taking him back and forth. :([Note: transportation was provided both ways for every day of programming.]

Program length

- Make it longer.
- Shorten it a bit. I think 4 weeks in the middle of summer was very busy



Can you think of ways that we can best serve you and your family in the coming school year?

Can't think of anything

- n/a (4 parents)
- No (4 parents)
- Not really (2 parents)
- Everything was perfect
- I can't think of anything. We were very impressed with this program and thankful for it. Especially after a year of inconsistent preschool
- I don't think so
- It was just so amazing!
- No thank you this was great!
- No. It was a great program.
- None
- None at the moment
- Nope
- Nothing I can think of.
- We are ready to embrace the school year and [our daughter] is excited to start her journey.
- You guys do a great job already

Expand program

- Love to see more kindergarten camps for Hamilton at Sandyview Elementary!!
- We would do a summer camp for every grade if it were possible.

Communication

- A list of other services that you offer. My husband grew up around here and we had no idea that you were available until our school suggested extra help for our son. Having been to the building, I feel like there are other ways that we might want to get involved.
- Be available for questions that may arise.
- Maybe check in the fall to see how the first couple weeks or months have gone & then we'd have a better idea if anything could be of help.
- Providing resources like you did during camp
- Remaining available during the school year.

Other

- After school programs
- Keep up with the programs for the kids in our community
- Make sure he is signed up for the bus, help him transition into kindergarten (he says he doesn't want to go and cries about it a lot), require masks.



Do you have any additional comments?

Praise for the Kindergarten Readiness Camp

- Camp was great! He loved it!
- I think it as an awesome program you're offering to these young kiddos. I'm just so thankful for that! Thank you for your time & for every teacher that spends a few weeks of their summer helping these children.
- It was a great program. I was very happy that [our son] was able to participate!
- [Our son's] teachers were great. They made sure to check in and chat with us at the Open House as well as the Picnic and tell us about how [our son] had done and had individual comments and insights on [our son].
- [Our son] loved Kindercamp! When I first told him about the program he didn't want to go and just be home. But after he went he loved it and would wake up early asking if it was time to go yet. He thrives on routine and playing with peers so this was a great program for him to do mid summer to break up the long summer between preschool and kindergarten. Thank you so much for this program and was so pleased how excited [our son] was about going and how much he improved in his letter and number recognition.
- Mrs. Huizenga has such a great energy and our son really liked and trusted her. He appreciated her use of humor in the classroom and she was always so friendly welcoming him and saying goodbye at the end of the day
- My daughter is much more ready for Kindergarten then at the start of this program. The program really helped her boost her academics and her social skills.

Praise for the Kindergarten Readiness Camp (cont.)

- Thank you for having a program like this. Thank you for also allowing us to attend for free. We wouldn't have been able to send him if there was a cost.
- Thank you for letting us be a part of it.
- Thank you for the kits, books, shoes, etc. Thank you for helping our son gain confidence prior to kindergarten.
- Thank you so much for a wonderful program. We really enjoyed it!
- Thank you so much for this wonderful experience!
- Thank you so much!
- Thanks for putting the program together!
- The teachers were awesome.
- This was a great program and I am so glad it was available to our family. I know this year was special and normally we would not qualify but it was great to be able to have this. I know we won't of been able to afford it.
- We are especially thankful for this experience given the challenges of the past year. This program is always an asset to our community and we hope families continue to benefit from it.
- We felt this was very helpful. Gave confidence to [our daughter]. She felt comfortable.

Concern

- He really doesn't want to go to school. I don't know how to help him get excited about it. He cries when we talk about it.