



**Turn  
The Page**  
STL

# **KINDERGARTEN READINESS WORK TEAM REPORT**

**It Takes a Village: Successfully Transitioning  
Students from Pre-k to Kindergarten**

*A St. Louis Perspective in our Promise Zone School Districts*

*Summer 2022*



*By Lisa Greening, M.A.T., Project Director, Turn the Page STL  
with Kim Edwards, M.S.W., University of Missouri – St. Louis*



## Turn the Page STL

Turn the Page STL, St. Louis' chapter of the National Campaign for Grade Level Reading, is a city, county-wide literacy initiative dedicated to increasing the number of children that are reading at or above grade level by the end-of-third grade in the St. Louis community.

Our vision is to have a St. Louis community with no disparities in literacy, based on race or zip code. All children are able to read proficiently by the end-of-third grade, contributing to their long-term academic outcomes (eg. graduating from high school, career readiness,) and personal well-being.

Our primary geographic focus includes the seven Promise Zone School Districts in St. Louis City and St. Louis County. Those include Hazelwood Public Schools, Jennings School District, Ferguson-Florissant School District, Normandy Schools Collaborative, Riverview Gardens School District, St. Louis Public Schools, and the School District of University City.

Our work is viewed through a racial equity lens with the understanding that racial inequity in metropolitan St. Louis' public education system has contributed to generations of under literate citizens.

## Letter from Lisa Greening, Project Director, Turn the Page STL

Dear Colleagues:

Three years ago, St. Louis started a chapter of the National Campaign for Grade Level Reading, Turn the Page STL. During the first year, we met with a dozen focus groups and more than 125 stakeholders to determine why our children are not reading proficiently by the end of third grade. From this process, five factors rose to the top: kindergarten readiness, summer learning, teacher preparedness, family engagement and community awareness. Work Teams for each factor convene to discuss how to improve each factor.

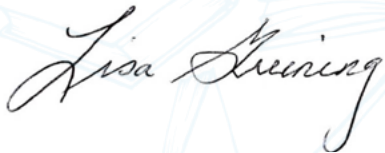
Our Kindergarten Readiness Work Team, inspired by our strategic plan and the work of S.T.A.R. Coaching, United 4 Children, WePower STL, The Gateway Early Childhood Alliance, Kids Win Missouri, Navigate STL, among others, narrowed in on better understanding how children can successfully transition to kindergarten.

After three meetings with 15 pre-k and kindergarten teachers, a survey, and one-on-one discussions in the spring of 2022, the following report is what we learned regarding the issues that students, teachers and families face when transitioning to kindergarten. The teachers were recommended by their colleagues, and all teach in the St. Louis Promise Zone.

This report is only the beginning of the conversation. We must continue to engage, listen and learn from teachers and families to truly create the education system that we want to see.

Thank you to our funder, BJC Healthcare, for making this report possible.

Sincerely,



Lisa Greening, Turn the Page STL

**THANK YOU!**

**Thank you to Turn the Page STL's Kindergarten Work Team for your hard work, expertise and time!**

**A big shout out to our outstanding facilitator, Shannon Carr, with RISE!**

Katie Altenbernd, The Little Bit Foundation  
Shannon Carr, RISE  
Bridget Gale, United 4 Children  
Alison Gee, Parents as Teachers National Center  
Leah Moser, Generate Health  
Tina Mosley, S.T.A.R. Coaching  
Sheila Oliveri, Ready Readers  
Adrienne Pennington, S.T.A.R. Coaching

Laura Polak, St. Louis County Library  
Ellicia Qualls Lanier, Urban Sprouts  
Patrice Shumate, Books for Newborns  
Roxeanna Steiner, LUME  
Maggie Strube, Ready Readers  
Elphanie "Sissy" Swift, YouthBridge Community Foundation  
Ann Young, Parents as Teachers, Show Me Strong Families

# The Issue, Participants, and Definitions

## The Issue

America’s literacy crisis is an overlooked epidemic. “Before the pandemic, nearly two-thirds of U.S. students were unable to read at grade level. Scores had been getting worse for several years. The pandemic made a bad situation worse.”<sup>1</sup> In the St. Louis Promise Zone School Districts, on average only 14.1% of third grade students scored proficient or above on the 2021 Missouri Assessment Program’s English Language Assessment.

“Policy makers and educators continue to grapple with issues of persistent achievement gaps in student performance at third grade and beyond. As they do, they look for ways to create a more seamless system of education that is “connected from one stage to the next – reducing the chances that students will be lost along the way or require remedial programs to acquire skills or knowledge they could have learned right from the start.”<sup>2</sup>

The nationwide Early Learning Network’s work shows “significant misalignment in the experiences children have in pre-k into kindergarten classrooms. Deep structural challenges produce these misalignments, including complex governance systems and lack of interagency collaboration. When parts of the educational system are misaligned, learning and development are compromised.”<sup>3</sup>

This misalignment is not a new experience. “In 1990, the U.S. Congress authorized a major program, Transition Demonstration Program, designed to enhance the early public-school transitions of former Head Start children and their families. The new program was launched to test the value of extending comprehensive Head Start-like supports “upward” through the first four years of elementary school.” Ten years later, “the Transition Demonstration Program showed limited benefits relative to the comparison group. The reasons for this were many, including reluctance and ambivalence on the part of some teachers and/or some schools and school districts to adopt proposed changes.”<sup>4</sup>

Why is a successful transition from pre-k to kindergarten important for student achievement and well-being? “A child’s transition from pre-k to kindergarten is an important time. It builds the foundation for academic, behavioral, and social-emotional skills, as well as positive family-school connections, for years to come. Starting kindergarten is also a big shift for many children, one that requires them to adjust rapidly to new routines and expectations.”<sup>5</sup>

Based on this understanding, Turn the Page STL’s Kindergarten Readiness Work Team was curious about the systems in place to support the transition of students from pre-k to kindergarten. In February 2022, fifteen pre-k and kindergarten teachers were selected. All of the participants were women. Approximately half were white, and half were African American.

1 [The Hechinger Report](#), November 2021

2 [Transitions and Alignment from Preschool to Kindergarten](#), Education Commission of the States, Special Report, September 2018

3 [Bridging the Gap: Easing the Transition from Pre-K to Kindergarten](#), Early Learning Network, Policy Brief, Fall 2020

4 [Head Start Children’s Entry into Public School: A Report on the National Head Start/Public School Early Childhood Transition Demonstration Study](#), U.S. Department of Health & Human Services, November 28, 2000

5 [Bridging the Gap: Easing the Transition from Pre-K to Kindergarten](#), Early Learning Network, Policy Brief, Fall 2020

*“I know that the reimagination of our education system will happen from the ground up. It’s gonna happen from teachers. And, the more that we to tell our stories, the more that we will tell our stories as raw and as real as we possibly can, [then] the more community that we can build and the more organizing that can do to truly create the education system that we want to see.”<sup>6</sup>*

## Participating Educators

### Pre-k Teachers\*:

Adesha Armstrong, Early Adventures Learning Center

Renee Brown, Ferguson-Florissant School District

Nicole Groaning, Ferguson-Florissant School District

Maegan Hamrik, Urban Sprouts

Kenya Harris, Great Escape

Jill Hilton, Urban Sprouts

Shannan Kimbrough, Jennings School District

Jane Mayfield, Nurturing Networks

Cheryl Self, Ferguson-Florissant School District

Emily Shelton, Jennings School District

Kimberly Wooden, Jennings School District

### Kindergarten teachers:

Lora Davenport, School District of University City

Monica Jones, School District of University City

Myneka Martin, Riverview Gardens School District

Veronica Martinez, School District of University City

Mary Ellen Michaels, Jennings School District

Debra Pleshe, Jennings School District



\*In this study, pre-k teachers taught students the year before they entered kindergarten. Teachers taught in both independent childcare centers and public-school pre-k programs.

<sup>6</sup> Patrick Harris, teacher and author of *The First Five: A Love Letter to Teachers*, Education Week, June 15, 2022

# **It Takes a Village: Supporting the Transition of Students from Pre-k to K**

## **Focus Group Sessions and Survey**

Participating teachers were invited to three virtual sessions and completed a survey. At each virtual session, teachers discussed the issues they experience when their students transition from pre-k to kindergarten. To identify themes, each session was transcribed, and a cross-platform app, Dedoose©, was used to perform a thematic analysis.

In addition, an educational component was added so that we could learn how home visitation programs, children's literature and aligned assessments can be used to support the transition.

# **PART 1:**

## **Input from Participating Educators**

## SESSION 1: March 16, 2022

“We know that there’s more to children’s learning than just academic rigor... We know that there’s so much more that they are capable of learning and knowing.”

Teachers responded to three primary questions.

### 1. Why did you decide to participate in this study?

- *We want to ensure that our students are prepared academically, socially and emotionally for the transition from to pre-k to kindergarten.*
- *We desire to share information about students’ strength, needs, and even past trauma as critical to a successful transition.*
- *We aspire to remain connected with our students when they enter kindergarten.*

### 2. Why is there an issue regarding successfully transitioning students from pre-k to kindergarten?

- *We need positive change. The pre-k world and the kindergarten world are completely different.*
- *We need to bridge pre-k and kindergarten. I wish it was more blended.*
- *Parents get nervous about the transition more than their children.*
- *Children in pre-k and kindergarten learn primarily through play and action.*
- *Expectations for kindergarten curriculum is not developmentally appropriate.*

### 3. What skills do kindergarten students need to successfully transition?

- *Ability to navigate interpersonal and intrapersonal relationships*
- *Communication*
- *Compassion & empathy*
- *Confidence to speak up*
- *Conflict resolution*
- *Creativity*
- *Critical thinking*
- *Curiosity*
- *Emotional awareness*
- *Perseverance and grit*
- *Problem-solving*
- *Responding versus reacting to situations*
- *Self-esteem*
- *Self-love*
- *Self-regulation/calming*
- *Self-soothing*
- *Self-worth*
- *Strong communication*
- *Technology literacy*
- *Turn-taking*



## RESULTS

### STRENGTHS OF OUR SYSTEM:

- All participants **STRONGLY** care about their students and are dedicated to their profession.
- Quality pre-k works to prepare students for kindergarten.
- Kindergarten Round-Up/Jump Start, etc. and summer programs help smooth the transition to kindergarten.
- Many pre-k and kindergarten teachers use story time to help children know what to expect in kindergarten.
- Pre-k students who visit their kindergarten classroom prior to leaving pre-k transition more easily to kindergarten.
- Pre-k and kindergarten teachers send home materials, information and activities to families about kindergarten.
- Both pre-k and kindergarten teachers recognize the value of sharing information with each other, but they lack the time and/or resources to connect.
- Teachers have access to many assessment tools.

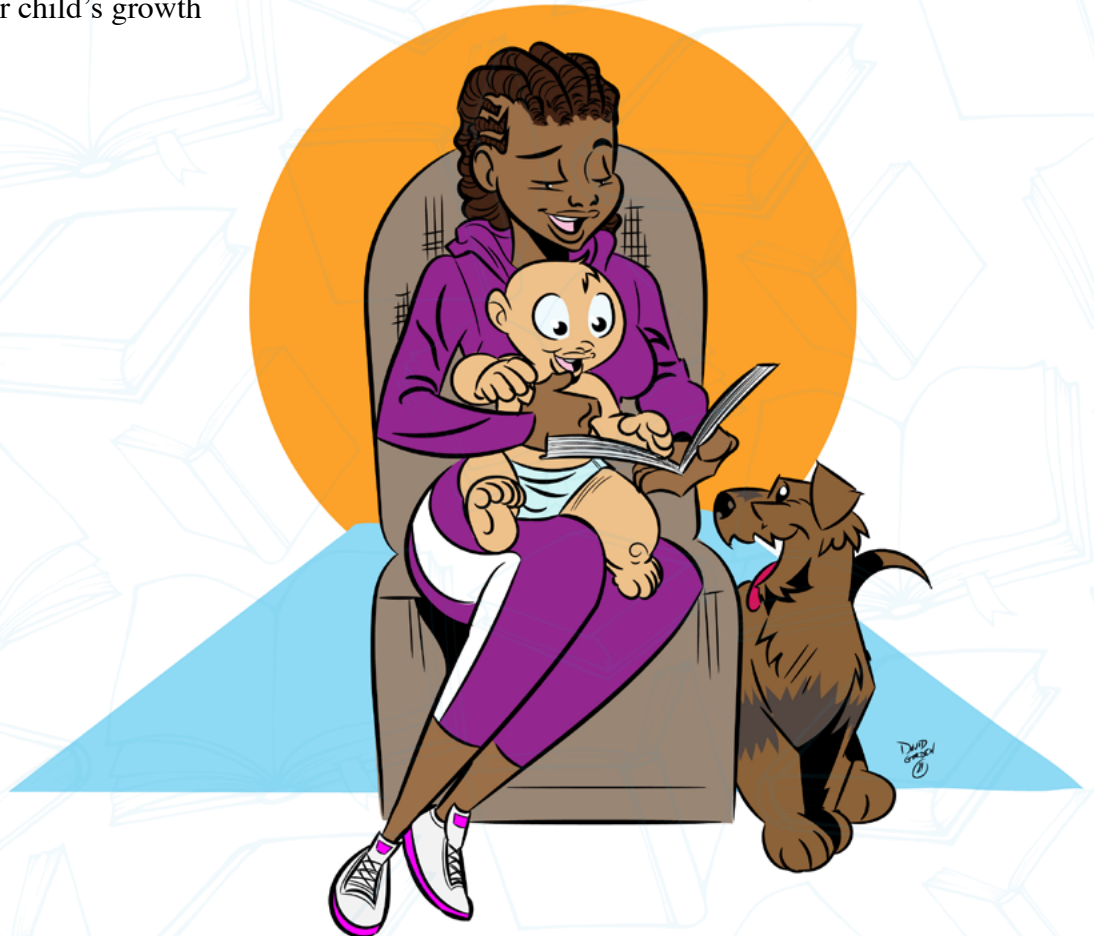


### OPPORTUNITIES FOR OUR SYSTEM

- Help kindergarten teachers/building level administrators develop age appropriate and culturally sensitive expectations for students.
- Work to align child-centered expectations for students during this transition.
- Maintain or reduce the existing teacher/child ratios in kindergarten classrooms.
- Develop effective, simple communication techniques/platforms for communication and information-sharing between pre-k and kindergarten teachers.

## INFORMATION TEACHERS WOULD LIKE TO KNOW ABOUT THEIR STUDENTS PRIOR TO FIRST DAY

1. Family history
2. Child's experience with school prior to beginning kindergarten
3. Eating and sleeping habits
4. Typical amount of daily screentime
5. Activities that they enjoy - Perhaps include their favorite books in the classroom library
6. Effects of COVID on families
7. Screening information
8. SSD, IEP, YCDD, home visitations – any intervention info
9. Medical information, allergies, health problem
10. Methods used at home or previous school to redirect behavior, help child work through emotional situations, etc.
11. Parent expectations for child's growth



## SESSION 2: April 13, 2022

“It’s important for me to know if the child has experienced any recent trauma that I need to be made aware of so that I can respond. For example, I had a little boy, I guess who is in third grade now and I had him in kindergarten. And um his mother had been killed just two months prior to school starting and he was in the car with his two younger siblings when it happened. And, it was really important for me to know that because I got him into counseling right away. And the following year I had the younger sibling and his twin, and I let other teachers know not to say “I’m gonna call your mom” ever to these three children because that’s not gonna happen you know. That type of thing is really important to know because they did not have a mom.”

Survey results were discussed at the second session. In response, teachers further discussed the issues that face them and their students.

### **1. Children come to school already having faced trauma and stress in their lives.**

- *Students entering kindergarten need a strong social-emotional foundation because many have difficulty self-soothing and interacting with others.*
- *Pre-k teachers are concerned that their kids do not feel comfortable and confident when they enter kindergarten, and they want to help kindergarten teachers learn about their students.*
- *Time needs to be built in for teachers to call families before there are problems.*

### **2. Kindergarten Round-Up, Jump Start and other kindergarten readiness summer programs are great opportunities, but they should be longer and occur just before the start of kindergarten.**

- *School districts need to align their summer kindergarten transition programs across districts to create uniformity for families with high mobility rates.*

### **3. School districts should schedule planned time for pre-k and kindergarten teachers to meet.**

### **4. Parents need to be aware of how important it is for their children to stay educationally active in the summer.**

## SESSION 3: April 27, 2022

“Do people really know what we are responsible for as kindergarten teachers? Do you all understand the level of growth that we are supposed to achieve for our students, and do you understand that that is part of our professional evaluation? We are student-centered. We are child friendly. We try to be as developmentally appropriate as we can. But, the pressure to assess is intense. And, while I try to revamp my pedagogy to fit the current criteria, I’m a die-hard fan of children and I know what is developmentally appropriate to teach them. But, we are dictated by others what we have to teach.”

At the final session, participants reviewed the strengths and opportunities, along with long-term and short-term goals compiled from previous sessions.

There was a lively discussion about the impact of decisions being made by individuals who are removed from the classroom.

Participants intimated that kindergarten teachers are tasked with fostering an incredible amount of student growth.

The educational system needs to reassess how children learn and what is considered developmentally appropriate.

Both pre-k and kindergarten teachers agree that those making decisions should be required to spend time in the classroom.



# **PART 2:**

## **Educational Presentations**

**At the end of each of the sessions, the 15 early educators learned and discussed how home visitation programs, children’s literature and aligned assessments can be used to support the transition.**

## SESSION 1: (March 16, 2022)

“How Home Visitation Assessments Support the Transition of Students from Pre-k to Kindergarten,” presented by Ann Young with Parents as Teachers

Ann Young, Director of Partnerships and Community Engagement at Parents as Teachers National Center, detailed the Parent as Teacher’s mission and home visiting model. Parents as Teachers, founded in St. Louis, takes a holistic approach to strengthening families. Through their evidence-based early childhood home visiting model, they provide services to pregnant women and families with children from birth through kindergarten.

Their goals include:

- Preventing child abuse and neglect.
- Increasing parent knowledge of early childhood development.
- Improving parenting practices, increasing children’s school readiness and success.
- Providing early detection of developmental delays and health issues.
- Helping states, territories and tribal entities develop and implement home visiting programs that improve the health and well-being of families with young children.
- Following the presentation, Ann addressed lingering questions about program availability by explaining that while some programs are more robust than others, every school district in Missouri has a Parents as Teachers program.



## SESSION 2: (April 13, 2022)

“Using Children’s Literature to Help Your Students Successfully Transition from Pre-k to Kindergarten,” presented by Sheila Oliveri with Ready Readers.

Sheila Oliveri, Literacy and Curriculum Coordinator, for Ready Readers, discussed how books can help children navigate the pre-k to kindergarten transition.

- Storytime provides a “safe” space to introduce new concepts.
- Books can present potentially scary ideas in a gentle, welcoming way.
- Sharing a mix of books exploring feelings, transitions, new adventures, and acceptance allows children to have a hint at what’s to come while processing the emotions that accompany any major change in routine.
- Equipping pre-K and K teachers with the same set of transition books sets the stage for success. Children will become familiar with the stories in their known pre-K environment, then will be welcomed into their new classrooms by the same stories, allow them to feel more at ease in their new environments.

Sheila provided a list of recommended ‘transition’ books, and copies were provided for all participating teachers. Those titles included:



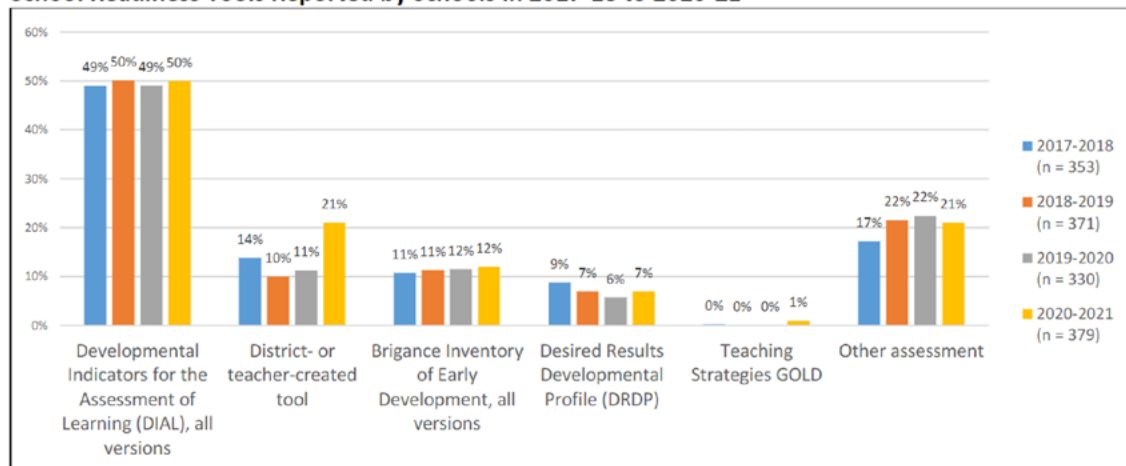
## SESSION 3: (April 27, 2022)

“What are the Pre-k Observation Form (PKOF) and the Kindergarten Observation Form (KOF) assessments? Benefits and Limitations,” presented by Elisa Zieg with United 4 Children.

Elisa Zieg, Deputy Director of United 4 Children, discussed school readiness as defined by the state of Missouri’s new [Office of Childhood](#), and shared current Missouri pre-k and kindergarten assessments.

### Alignment Across the State

School Readiness Tools Reported by Schools in 2017-18 to 2020-21



Current Missouri Department of Elementary and Secondary Education recommended [kindergarten readiness assessments](#) include:

- Kindergarten Observation Form- KOF
- Pre-Kindergarten Observation Form- PKOF
- Parent Information Form- PIF
- Desired Results Developmental Profile - DRDP
- Brigance

Two of the tools were discussed in further detail, the PKOF/KOF and the DRDP.



## SPOTLIGHTS OF WORK HAPPENING IN ST. LOUIS

### **Hilltop Early Childhood Center, Director Julie McAfee Aitken**

Hilltop Child and Family Development Center has a Behavioral Health Therapist on staff who meets with, on average, 25 three, four and five-year-old students, once a week for an hour. Embedding the therapist on site offers increased access to mental health services for the family, decreases stress of missing work to access services, increased family communication and lowers the preschool expulsion rate. Hilltop's model supports continuity of care by continuing services, free of charge, to the child and family until the third grade. This model allows for support with transition, educational support, emotional support and family support. A healthy family has the opportunity to focus on the child's education which can ultimately lead to stronger third grade reading proficiency. Hilltop's motto is, "When we have thriving families, we have thriving children."

### **Atlas Public Schools, Executive Director Colby Heckendorn**

Executive Director Colby Heckendorn is particularly proud of Atlas Public School's Kindergarten Readiness Kits that all of his students receive the summer before kindergarten. The Kit includes activities for children to develop letter Knowledge, number recognition, fine motor skills, problem solving, and much more.



### **Navigate STL Schools, Executive Director Anna-Stacia Allen**

Executive Director, Anna-Stacia Allen, is excited about their new collaboration with the local St. Louis YWCA Head Starts. Navigate STL Schools is providing parent education, resources, children's books, and a kindergarten fair for all YWCA Head Start students starting at age three. St. Louis University's Prime Center will be tracking participating students through third grade to determine outcomes.

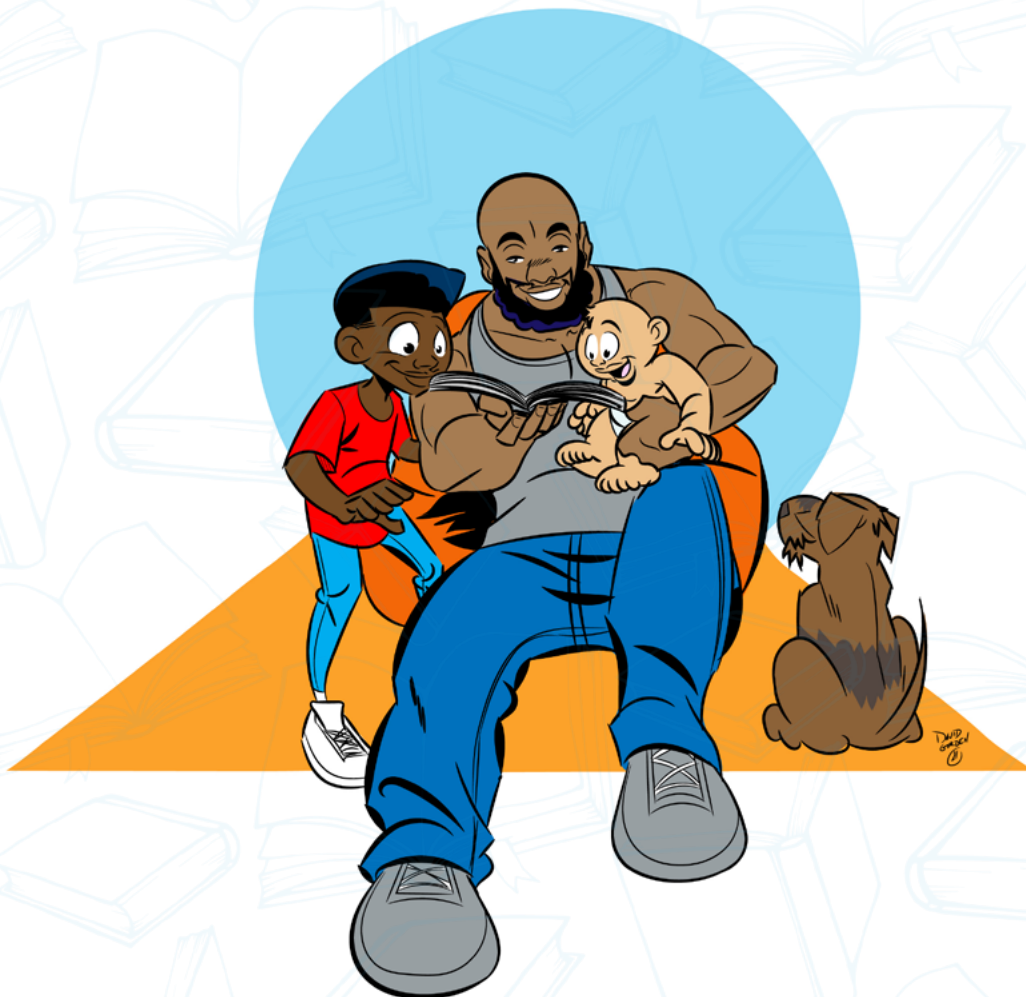
## SPOTLIGHTS OF WORK HAPPENING IN ST. LOUIS

### **Our Daycare, Owner Tina Mosley**

Pre-k teachers want to continue to support their students when they leave the early childhood setting. At Our Daycare, in the spring, Tina Mosley takes students to see their kindergarten classroom and she introduces herself and provides her contact information to the kindergarten teacher. “Many families work during the daytime, so Our Daycare provides the student with the introduction to kindergarten.”

All kindergarten students that graduated from Our Daycare are also invited back to the center to talk about their kindergarten experience with the younger students.

Even after building strong relationships with kindergarten teachers, Tina emphasizes that there are large inequities in the system. Many kindergarten teachers in low-income schools are less experienced and the class size is too large. In some cases, 30 students per kindergarten teacher. Tina acknowledges that most kindergarten teachers want to teach in a developmentally appropriate way, but the curriculum dictated by school boards and administrators is not.



# **PART 3:**

## **Recommendations**

# Focus Group Recommendations

## Recommendations for Schools

- Align what classrooms look like in early childhood centers with kindergarten classrooms.
- Provide joint pre-k and kindergarten professional learning tied to evidence-based curriculum, instruction and assessment. Continue the discussion by setting up a bi-weekly Zoom meeting for pre-k and kindergarten teachers to join and discuss how to ease the transition. Collaboration and communication are key.
- Host “K Readiness” camps that take place right before the start of kindergarten. The best “K Readiness” camps are filled with play and fun with a majority of time outside.
- Before school starts, provide teachers with screenings and assessments of each child. Many children in St. Louis participate in Parents as Teachers, a home visiting program. Educate teachers about the quality and importance of early childhood screenings and assessments.
- Have a set of shared set of “Going to Kindergarten” children’s books in the pre-k and in the kindergarten classrooms. Pre-k teachers read and discuss the set of books in the spring, students can take home a favorite, and the kindergarten teacher reads and discusses the same set of books in the fall.

## Recommendations for Families

- Teach families and their children about the kindergarten landscape and expectations before school starts. Also, families need to know and meet their teachers before school starts.
- Have the teacher send information about him/her to the student before school starts and include an “All About Me” page for the student and their family to fill out and return to the teacher.

## Recommendations for the Community System

- Design and implement a “Pre-k to Kindergarten Transition Plan” that will ensure that a consistent, funded system is in place for teachers, families and students.
- Have a city, county-wide shared kindergarten readiness toolkit for all families.
- Align pre-k and kindergarten assessments. Teachers highly suggested the [Preschool Observation Form \(PKOF\)](#) and the [Kindergarten Observation Form \(KOF\)](#), along with a shorter [Preschool Parent Information Form](#) that only includes the information suggested above.
- Guarantee universal access to a mixed model of early childhood programs. Quality early childhood alleviates many transition issues.

# Research-Based Recommendations

In 2021, Missouri’s Department of Elementary and Secondary Education (MO DESE) formed an Office of Childhood, consolidating early childhood programs from MO DESE, Health and Senior Services (DHSS) and Social Services (DSS) in order to streamline the state’s programs and create consistency and quality across the state.

Having one early childhood office will be key to future implementation of successful strategies for helping students transition from pre-k to kindergarten. It will take a whole community, not just a school district, to support successfully transitioning of students to kindergarten.

Missouri does not currently have policies in place to guide the pre-k to kindergarten transition process. Twenty-three (23) states plus the District of Columbia have state policies to guide the transition from pre-k to kindergarten, and 17 states request family engagement in the [process](#).

## **MISSOURI STATE PROFILE** From the Education Commission of the States September 2020

<b>School Readiness and Transitions</b>	
<b>Is the state connecting birth-to-age-5 data with kindergarten-to-grade-3 data?</b>	<b>No</b>
<b>Does the state define or otherwise address school readiness? If yes, what is included?</b>	<b>Not specified in statute or regulation.</b>
<b>Are there policies in place to guide the pre-K to kindergarten transition process?</b>	<b>Not specified in statute or regulation.</b>
<b>For those states with pre-K to kindergarten, how are families engaged?</b>	<b>N/A</b>
<b>Are kindergarten entrance assessments required? If yes, what are states required to do with the results?</b>	<b>Not specified in statute or regulation.</b>

## Recommendation

Create a state-wide pre-k to kindergarten transition policy staffed by state and local “school transition” specialists.

According to The United Way of Greater Atlanta Guidelines for Transition Plans:

- School transition is a process – not just 2 or 3 activities.
- It involves communications and partnerships among four groups: schools, community, family, and preschool/childcare settings.
- Successful school transition is not a one size fits all process. Plans should be customized to meet the needs of the community.

The Transition Plan must align across systems, which include:

**1. A Kindergarten Toolkit** that includes detailed community-wide plans and connections with community providers. The National Center on Early Childhood Development, Teaching and Learning (NCECDTL) has a robust [Transition to Kindergarten Resource Guide](#). And, the **New America Education Counsel: links to the Kindergarten Transition state toolkits** of North Carolina, Oregon, West Virginia, District of Columbia, Nevada and Connecticut.



**2. Aligned Assessments:** The Preschool Observation Form (PKOF) and the Kindergarten Observation Form (KOF) are mandated and aligned with training opportunities for teachers to use the assessment. **Teachers highly suggested the Preschool Observation Form (PKOF) and the Kindergarten Observation Form (KOF), along with a shorter Preschool Parent Information Form that only includes the information suggested above.** For the 2022-2023 school year, in Missouri, the Kindergarten Entry Assessment (KEA) will be available state-wide.

**3. Clear Policies:** [New America](#) has a well-researched guiding framework for how policy can help meet the needs of young learners.

- Direct funds to ensure there is an early childhood educator trained paraprofessional/assistant teacher in each kindergarten and first grade classroom. (Possible funding streams: ESSA, ESSER)
- Provide bonuses/stipends for kindergarten teachers who engage in home visits. (Possible funding streams: ESSA, ESSER). Collaborate with St. Louis' [HOME WORKS! The Teacher Home Visit Program](#).
- Provide grants to childcare providers to implement innovative curriculum around kindergarten expectations. (Possible funding streams: ESSA, ESSER) Funding could also be used to provide high-quality children's literature noted in Education Session II with Ready Readers.
- Establish a grant program to encourage school districts to develop local plans to prioritize transition and alignment activities.
- Gather information from families about children's previous early childhood education experiences on enrollment and registration forms. (Possible funding streams: ESSA, ESSER, CCDBG, IDEA, McKinney-Vento)
- Develop guidance for local educational agency (LEAs) and schools to strengthen transition efforts and deepen alignment, coordination, and collaboration across the pre-k through third grade and even birth through third grade continuum. States can foster opportunities for these diverse early learning leaders to come together for joint professional development and discussions of how to better connect pre-k, kindergarten, and the early elementary grades. (Possible funding streams: ESSA, ESSER, IDEA)

#### **4. Alignment with Quality Community Resources**

Several organizations in St. Louis have outstanding resources to help families and teachers transition students to kindergarten. A partial list includes:

- Nine PBS shares fun activities and resources in their [Educator and Caregiver Toolkit](#).
- St. Louis County Library shows videos about [Kindergarten Prep](#).

Additional local initiatives may include:

- Having families receive a library card when they register their child for school.
- Have volunteers help kindergarten students for the first few weeks of school with self-help skills, classroom routines, and expectations.

## Funding Sources:

Based on research from New America (2022), there is federal funding to support the transition of children from pre-k to kindergarten.

### [Using Local, State, and Federal Dollars to Improve Pre-K to K Transitions](#)

Sources include:

- [Child Care & Development Block Grant \(CCDBG\)](#)
- [Every Student Succeeds Act \(ESSA\)](#)
- [Head Start Act](#)
- [Maternal, Infant, and Early Childhood Home Visiting \(MIECHV\)](#)
- [Individuals with Disabilities Education Act \(IDEA\)](#)
- [Preschool Development Grant, Birth through Five \(PDG B-5\)](#)
- [Race to the Top-Early Learning Challenge \(RTT-ELC\)](#)
- State Pre-K
- Local Philanthropy

