

## **Presentation Slide References**

## References

- Annie E. Casey Foundation. (2010). *Early warning! Why reading by the end of third grade matters: A Kids Count special report*. Baltimore, MD: Annie E. Casey Foundation. *https://www.aecf.org/resources/early-warning-confirmed/*
- Berlin, L. J., Dunning, R. D., & Dodge, K.A. (2011). Enhancing the transition to kindergarten: A randomized trial to test the efficacy of the "Stars" summer kindergarten orientation program. *Early Childhood Research Quarterly* 26(2), 247-254.
- Borman, G. D., Goetz, M. E., & Dowling, N. M. (2009). Halting the summer achievement slide: A randomized field trial of the KindergARTen summer camp. *Journal of Education for Students Placed at Risk, 14*(2), 133-147.
- Bowman, B. T., Donovan, M. S., & Burns, M. S. (2000). *Eager to learn: Educating our preschoolers*. Washington, D.C.: National Academies Press.
- Chapman, C., Laird, J., Ifill, N., Kewal Ramani, A. (October 2011). *Trends in high school dropout and completion rates in the United States: 1972–2009.* U.S. Department of Education. Washington, DC: National Center for Education Statistics. *http://nces.ed.gov/pubs2012/2012006.pdf*
- Child Trends. (2010). Early school readiness.
  - https://www.childtrends.org/wp-content/uploads/2015/01/indicator\_1422334019.296.html
- Children's Museum of Pittsburgh (2012-2020). https://pittsburghkids.org
- Entwisle, D. (1995). The role of schools in sustaining early childhood program benefits. Future of Children, 5(3), 133-144.
- Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J., & Vick, J. (2009). *Disparities in early learning and development: Lessons from the early childhood longitudinal study birth cohort (ECLS-B)*. Washington, DC: Child Trends.
- Hart, B., & Risley, R. T. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Head Start Approach to School Readiness Overview. (2019, November 5). https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-approach-school-readiness-overview
- Klein, L., & Knitzer, J. (January 2007). *Promoting effective early learning: What every policymaker and educator should know.* New York, NY: National Center for Children in Poverty. *http://www.nccp.org/publications/pdf/text\_695.pdf*
- LaParo, K. M., Hamre, B. K., LoCasale-Crouch, J., Pianta, R. C., Bryant, D., Early, D., & Burchinal, M. (2009). Quality in kindergarten classrooms: Observational evidence for the need to increase children's learning opportunities in early education classrooms. *Early Education and Development*, 20(4), 657-692.

- Mashburn, A. J., LoCasale-Crouch, J., & Pears, K. C. (2018). *Kindergarten transition and readiness: Promoting cognitive, social-emotional, and self-regulatory development*. New York, NY: Springer Science Business Media.
- National Center for Children in Poverty. (2019). *Child poverty*. New York, NY: NCCP. *http://www.nccp.org/topics/childpoverty.html*
- Untangling an Intricate Web: Smarter Use of Existing Resources Helps Children Thrive: Columbia Research Center Receives \$1.2 Million Grant from Kellogg Foundation. (2007, December 20).

http://www.nccp.org/media/releases/release\_35.html

- Pianta, R. C., Cox, M. J., Taylor, L., & Early, D. (1999). Kindergarten teachers' practices related to the transition to school: Results of a national survey. *Elementary School Journal*, 100(1), 71-86.
- Pianta, R.C., & Kraft-Sayre, M. (2003). Successful kindergarten transition. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Reynolds, A. J., & Temple, J. A. (1998). Extended early childhood interventions and school achievement: Age thirteen findings from the Chicago Longitudinal Study. *Child Development*, 69(1), 231-246.
- Rimm-Kaufman, S. E., Pianta, R. C., & Cox, M. J. (2000). Teachers' judgments of problems in the transition to kindergarten. *Early Childhood Research Quarterly, 15*(2), 147-166.
- Schulting, A.B., Malone, P.S., & Dodge, K.A. (2005). The effect of school-based kindergarten transition policies and practices on child academic outcomes. *Developmental Psychology*, 41(6), 860-871.
- Squires, J. H. (1999). "First you work and then it's play": Preschoolers' perceptions of and attitudes toward kindergarten and school readiness (Doctoral dissertation). Available from ProQuest Dissertations and Theses database.
- Stillwell, R., & Sable, J. (January 2013). *Public school graduates and dropouts from the common core of data: School year 2009-10*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. http://nces.ed.gov/pubs2013/2013309rev.pdf

The Children's Reading Foundation. (n.d.). https://www.readingfoundation.org/research

U.S. Census Bureau (2012). Section 13. income, expenditures, poverty, & wealth.

https://www.census.gov/library/publications/2011/compendia/statab/131ed/income-expenditures-poverty-wealth.html

