ENCYCLOPEDIA on Early Childhood Development

School Readiness and the Transition to Kindergarten: Developmental Domains, Systemic Influences, and the Role of Context

[1]Lia Sandilos, PhD, [2]Sara Rimm-Kaufman, PhD

[1]Lehigh University, USA, [2]University of Virginia, USA

July 2025, 2e éd. rév.

Introduction

Children's transition to kindergarten and their skills at school entry forecast long-term academic success.[1,2] Given the importance of these early skills, school readiness has long been a priority for the United States education system. Over two decades ago, the primary objective of the National Education Goals Panel was "to ensure that all children enter school ready to learn."[3] Subsequently, the 2015 Every Student Succeeds Act (ESSA) further elevated the importance of school readiness by requiring states to document how pre-kindergarten programs support the development of early skills. This legislation contributed to substantial growth in investment, enrollment, and workforce development within the early childhood education system.[4] Although the COVID-19 pandemic disrupted pre-kindergarten enrollment in 2020—and schools and

families continue to grapple with its effects years later[5,6]—momentum toward early education expansion has not stalled. Countries around the globe continue to invest in improving and expanding early childhood education, as evidenced by the 32% increase in worldwide pre-primary enrollment over the past 35 years.[7]

Subject

There is no single indicator of kindergarten readiness.[8] Readiness encompasses a range of skills and developmental domains. Presently, the U.S. Department of Education defines the "essential domains for readiness" as language and literacy development, cognition and general knowledge (e.g., early mathematics, early science), approaches to learning, physical well-being and motor development, and social-emotional development.[9]

Research suggests that children's school outcomes, especially achievement, are relatively stable after the first years of school.[10,11] Moreover, evidence shows that interventions tend to be more successful during the early school years.[12,13] Consequently, researchers, policymakers, educators, and parents continue to grapple with what it means for children to be "ready" for school, seeking to ensure that children are exposed to essential experiences during these critical years.

This brief report summarizes practical considerations and research evidence on school transition and readiness, aiming to describe stakeholders' definitions of readiness and highlight key readiness characteristics and social contexts that influence its development.

Practical Context

Children and their families experience discontinuity during the transition to kindergarten, even though nearly 60% of American children receive regular care from a non-parental caregiver before this transition.[14] Within the U.S., the shift toward academic priorities and the heightened rigor present challenges to children as they begin kindergarten.[15] Emphasis on accountability has forced a "push down curriculum" in which children are expected to perform at higher academic levels at earlier ages. Many kindergarten classrooms have increased teacher-directed math and literacy instruction, and spend less time engaging in free play or center-based activities.[16]

The transition to kindergarten has become an increasingly visible issue as federal and state governments consider the merits of federally-funded preschool programs. For example, U.S. kindergarten teachers reported on the readiness skills of nearly 700 students and results

indicated that over 70% of children experienced challenges in at least one area during the transition to school. These teachers identified the most pressing needs as developing organizational skills, working effectively in groups, meeting academic expectations, and forming peer relationships.[17] Efforts to improve the kindergarten transition need to leverage home, school, neighborhood, and community resources to prepare children for school.[18] Some promising efforts include expanding access to high quality preschool programming,[19] increasing preschool-to-kindergarten transition activities,[20] and establishing stronger connections between home and school environments.[21] One challenge that exists is that even before kindergarten, children have been differentially impacted by social determinants of health and well-being that undergird readiness skills.[22,23]

Further, children entering kindergarten differ from those of a generation ago; they are increasingly diverse with regard to racial, ethnic, economic, and language backgrounds.[24] For example, among children and families enrolled in Head Start preschools, 29% identify as Black/African American, 37% as Latino, and 34% speak a language other than English at home.[25] This growing diversity among children stands in contrast to the demographic makeup of the kindergarten teacher workforce, which remains predominantly White, female, monolingual, and middle class.[26] To bridge this potential cultural gap between teachers and students, promising approaches to support transition to kindergarten need to identify and leverage the full variation of family strengths.[27] Moreover, effective transition practices must acknowledge and respond to systemic influences—such as racial, economic, and immigration-related inequities—that shape the early learning environments of children entering kindergarten.[28]

Focusing on child skills and developmental domains is just one perspective on readiness. For at least three decades, early childhood stakeholders have recognized that “readiness” is not only an attribute of the child but also can be measured as the extent to which schools, communities, and society create opportunities for children to learn and thrive. This understanding shifts the question away from: “Are children ready for school?” toward, “Are schools ready for children?”[29] We can only answer this question by fully understanding the preschool, family and community contexts in which young children spend their time.[30]

Research Context

Three main bodies of research literature inform discussions about school readiness. The first body is based on research examining the views of stakeholders (e.g., early childhood teachers,

parents) on their perceptions of school readiness. The second body of research examines definitions of school readiness by considering the relative importance of cognitive, social, and self-regulatory skills, as well as chronological age. The third examines school readiness in relation to early experiences—studying how classroom environments and family interactions influence child outcomes.

Key Research Questions

Key research questions include: How do teachers and parents define readiness? What are the cognitive, social, self-regulatory and chronological markers of school readiness? What are the child-care and home contexts associated with school readiness?

Research Results

What is Readiness: Teachers' and Parents' Definitions

Studies have examined the definition of readiness among different stakeholders in the kindergarten transition process. A recent meta-analysis of 27 international studies of teachers' perception of school readiness found that more early childhood teachers identified non-academic skills (e.g., ability to show empathy, wait in line, take care of personal bathroom needs) as indicators of readiness as compared to academic skills.[31] Similarly, another study found that preschool and kindergarten teachers placed greater emphasis on self-regulatory and interpersonal skills rather than academic competence.[32] Parents, in contrast, may be more likely to define readiness in terms of academic abilities, such as the ability to count, name objects, or identify letters.[33,34]

Readiness as Defined by Cognition, Self-regulation, Social Competence, and Chronological Age

Early signs of cognitive ability and maturity link to children's performance in school.[35] For this reason, this approach to assessing readiness has been used as an indication that a child is prepared for the school environment.[36] One seminal meta-analytic study found that preschool and kindergarten cognitive assessments predicted, on average, 25% of variance in early elementary school cognitive assessments.[37] These findings suggest that cognitive indicators are important but other factors also account for the majority of variation in early school outcomes.

Accumulated evidence points to the significant role of self-regulation and executive functioning.[38-40] These features have a neurobiological basis and provide the foundation for many of the

behaviors and skills required in kindergarten.[41-43] Ability to attend selectively, show appropriate social responses, and stay engaged in academic tasks are all implicated as factors that contribute to and define school readiness. Relatedly, children's "approaches to learning," which include emotion-regulation, attention, persistence, and attitude, support their ability to take advantage of learning opportunities in the classroom and predict achievement in later elementary grades.[44-46]

Other research links children's social competence to academic performance. For example, children's early social-emotional skills and social adjustment (e.g., relationships with peers and teachers, emotion knowledge, and prosocial behaviors) are associated with academic outcomes and classroom engagement in kindergarten.[47,48] Conversely, problem behaviors, such as aggression or withdrawal, interfere with classroom learning.[49]

Children's age is also a marker of school readiness insofar as it indicates maturity in the cognitive, social, and self-regulatory domains. However, research on the effect of age is mixed. Some studies suggest that while there is some advantage to being slightly older upon the transition to kindergarten, the effects on academic and social-behavioral skills appear to diminish over time.[50,51] Other work finds that an earlier state-wide entry cutoff for kindergarten (resulting in older kindergartners, on average) linked to higher state test scores in 4th and 8th grade.[52]

Social Contexts for Readiness

Attributes of children's child-care environment contribute to their transition and adjustment to school. In early childhood classrooms, stimulating and supportive teacher-child interactions characterized by high closeness and low conflict can enhance students' social-emotional and academic competence.[53-55] Quality preschool or child-care also predicts ease of kindergarten adjustment, strengthens social and self-regulatory skills,[56,57] and reduces the likelihood of some negative outcomes, such as grade retention.[58] Greater educator training in child development and use of evidence-based curricula emphasizing both academic and social-emotional growth are features of preschool settings linked to stronger readiness outcomes.[59] Further, research shows that children who face early adversity, such as growing up in low income or impoverished homes, may have the most to gain from high quality early classroom experiences.[60,61]

Family processes also influence children's competencies as they enter school. Quality of parent-child relationships, including parental sensitivity and stimulation, contribute to early school

success.[62-65] Parents' behaviors toward their children and the stimulating materials and consistent routines they provide in the home environment are associated with children's adjustment to the first months and years of school.[66,67] Moreover, family involvement with school, such as participating in school activities and attending teacher conferences, relates to early gains in achievement.[68,69]

Conclusion

The evidence suggests that school readiness is a critical factor for predicting children's school success and that the characterizations of school readiness are multi-dimensional. While parents often highlight foundational academic skills, teachers tend to prioritize social-emotional and self-regulatory competencies as essential for a smooth transition to school. Research shows that cognitive skills, social competence, and self-regulation provide a foundation for academic success and that chronological age, alone, is an insufficient indicator of school readiness. Moreover, early indicators of school success often reflect the influence of supportive and stimulating family environments, along with access to high-quality early childhood education.

Implications

Programs designed to prepare children for kindergarten should strive to boost students' self-regulation, social competence, and cognitive skills. Families and early childhood educators are central to this process, serving as key contributors to children's readiness. For practitioners, it is essential to recognize the multidimensional nature of school readiness, and the importance of high-quality teacher-child relationships characterized by high closeness and low conflict. Effective transition practices can help bridge the expectations of families and schools, creating greater alignment as children enter kindergarten.[70] However, families and schools cannot do this alone. State efforts that establish standards and provide curricular frameworks can support systemic change. The California Preschool/Transitional Kindergarten Learning Foundations is one valuable example of state-level guidance on school readiness skills and effective transition practices.[71]

It is important to recognize that children do not all begin their educational journeys from the same starting point. Disparities in access to early learning experiences, which are often shaped by structural inequities, can lead to differences in readiness skills that reflect broader patterns of economic and social inequality. To ensure all children have the opportunity to thrive as they

enter school, targeted investments in kindergarten transition practices and strong home-school partnerships are especially vital for youth from underserved communities.[72]

References

1. Ricciardi C, Manfra L, Hartman S, Bleiker C, Dineheart L, Winsler A. School readiness skills at age four predict academic achievement through 5th grade. *Early Childhood Research Quarterly*. 2021;57:110-120.
2. Sabol TJ, Pianta RC. Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. *Child Development*. 2012;83(1):282-99.
3. National Education Goals Panel. *National education goals report executive summary: Improving education through family- school-community partnerships*. Washington, DC: National Education Goals Panel; 1995.
4. Horm D, Norris D, Perry D, Chazan-Cohen R, Halle T. Developmental Foundations of School Readiness for Infants and Toddlers: A Research to Practice Report. OPRE Report 2016-07. US Department of Health and Human Services. 2016
5. Friedman-Krauss A, Barnett SW, Garver KA, Hodges KS, Weisenfeld GG, Gardiner BA, Jost TM. *The state of preschool 2021: State preschool yearbook*. National Institute for Early Education Research. 2022
6. Murphy K, Giordano K, Deloach T. Pre-k and kindergarten teacher perception of school readiness during the COVID-19 pandemic. *Early Childhood Education Journal.* 2024;52(3):551-561.
7. UNESCO Institute for Statistics. *School enrollment, preprimary (% gross) 1970-2022*. https://data.worldbank.org/indicator/SE.PRE.ENRR. Accessed July 9, 2025.
8. Williams PG, Lerner MA, Council on Early Childhood, Council on School Health. School Readiness. *Pediatrics*. 2019;144(2):e20191766.
9. Office of Head Start, U.S. Department of Health and Human Services, Administration for Children and Families. *Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five*. https://headstart.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five. Accessed July 9, 2025.
10. LoGerfo L, Nichols A, Reardon SF. *Achievement gains in elementary and high school.* The Urban Institute. 2006 https://www.urban.org/sites/default/files/publication/50771/411290-

Achievement-Gains-in-Elementary-and-High-School.PDF. Accessed July 9, 2025.

11. Rimfeld K, Malanchini M, Krapohl E, Hannigan LJ, Dale PS, Plomin R. The stability of educational achievement across school years is largely explained by genetic factors. *NPJ Science of Learning*. 2018;3(1):16.
12. Battaglia M, Hidalgo-Hidalgo M. Better early than late? Primary and secondary school remedial interventions. 2025. https://ssrn.com/abstract=5193800. Accessed July 9, 2025.
13. Fuchs LS, Fuchs D, Compton DL. Rethinking response to intervention at middle and high school. *School Psychology Review.* 2010;39(1):22-28.
14. Cui J., Natzke L. Early Childhood Program Participation: 2019 (NCES 2020-075REV). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC. 2021. https://nces.ed.gov/pubs2020/2020075REV.pdf. Accessed July 9, 2025.
15. Vitiello VE, Nguyen T, Ruzek E, Pianta RC, Whittaker JV. Differences between pre-k and kindergarten contexts and achievement across the kindergarten transition. *Journal of Applied Developmental Psychology*. 2022;80:101396.
16. Bassok D, Latham S, Rorem A. Is kindergarten the new first grade? *AERA Open* 2016;2(1):1-31.
17. Jiang H, Justice L, Purtell KM, Lin TJ, Logan J. Prevalence and prediction of kindergarten-transition difficulties. *Early Childhood Research Quarterly*. 2021;55:15-23.
18. Mashburn AJ, LoCasale-Crouch J, Pears KC. *Kindergarten transition and readiness*. Cham: Springer International Publishing; 2018.
19. Watson S. *The right policy at the right time: The Pew pre-kindergarten campaign*. Washington, DC: Pew Center on the States; 2010.
20. Vitiello VE, Basuel NKN, White ES, Whittaker JE, Ruzek EA, Pianta RC. The transition from pre-K to kindergarten: parent, teacher, and administrator perspectives. *The Dialog: A Journal for Inclusive Early Childhood Professionals*. 2020;23(2):1-20.
21. McWayne CM, Melzi G, Mistry J. A home-to-school approach for promoting culturally inclusive family–school partnership research and practice. *Educational Psychologist.* 2022;57(4):238-251.

22. García E, Weiss E. *Reducing and averting achievement gaps: Key findings from the report 'Education Inequalities at the School Starting Gate' and comprehensive strategies to mitigate early skills gaps.* Economic Policy Institute. 2017.

23. Kids Count Data Center. Children in poverty by age group in United States. The Annie E. Casey Foundation. https://datacenter.aecf.org/data/tables/5650-children-in-poverty-by-age-group?loc=1&loct=1#detailed/1/any/false/2545/8121/12263,12264. Published 2024. Accessed July 10, 2025.

24. Fabina J, Hernandez EL, McElrath K. *School enrollment in the United States: 2021*. American Community Survey Reports. United States Census Bureau; 2023. https://www.census.gov/content/dam/Census/library/publications/2023/acs/acs-55.pdf. Accessed July 10, 2025.

25. Office of Head Start, U.S. Department of Health and Human Services, Administration for Children and Families. *Head Start Program Facts: Fiscal Year 2023*. https://headstart.gov/program-data/article/head-start-program-facts-fiscal-year-2023. Published 2023. Accessed July 10, 2025.

26. National Center for Education Statistics. *Characteristics of Public-School Teachers*. https://nces.ed.gov/programs/coe/indicator/clr. Published 2023. Accessed July 10, 2025.

27. Sheridan SM, Moen AL, Knoche LL. Family–school partnerships in early childhood. In: Zinsser KM, ed. *The Wiley handbook of early childhood development programs, practices, and policies*. Hoboken, NJ: Wiley; 2017:287-309.

28. Iruka IU, Gardner-Neblett N, Telfer NA, Ibekwe-Okafor N, Curenton SM, Sims J, Sansbury AB, Neblett EW. Effects of racism on child development: Advancing antiracist developmental science. *Annual Review of Developmental Psychology*. 2022;4(1):109-132.

29. National Association for the Education of Young Children. *Where we stand on school readiness*. https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Readiness.pdf. Published 2009. Accessed July 10, 2025.

30. Rimm-Kaufman SE, & Pianta RC. An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*. 2000;21(5):491-511.

31. Jahreie J. Early childhood education and care teachers' perceptions of school readiness: A research review. *Teaching and Teacher Education*. 2023;135:104353.
32. Abry T, Latham S, Bassok D, LoCasale-Crouch J. Preschool and kindergarten teachers' beliefs about early school competencies: Misalignment matters for kindergarten adjustment. *Early Childhood Research Quarterly.* 2015;31:78-88.
33. Barbarin OA, Early D, Clifford R, Bryant D, Frome P, Burchinal M, Howes C, Pianta R. Parental conceptions of school readiness: Relation to ethnicity, socioeconomic status, and children's skills. *Early Education and Development*. 2008;19(5):671-701.
34. Puccioni J. Parental beliefs about school readiness, home and school-based involvement, and children's academic achievement. *Journal of Research in Childhood Education*. 2018;32(4):435-454.
35. Welsh JA, Nix RL, Blair C, Bierman KL, Nelson KE. The development of cognitive skills and gains in academic school readiness for children from low-income families. *Journal of Educational Psychology.* 2010;102(1):43-53.
36. Snow CE, Van Hemel SB, eds. *Early Childhood Assessment: Why, What, and How*. Washington, DC: The National Academies Press; 2008.
37. La Paro K, Pianta RC. Predicting children's competence in the early school years: A meta-analytic review. *Review of Educational Research*. 2000;70(4):443-484.
38. Mann TD, Hund AM, Hesson-McInnis MS, Roman ZJ. Pathways to school readiness: Executive functioning predicts academic and social–emotional aspects of school readiness. *Mind, Brain, and Education*. 2017;11(1):21-31.
39. Rimm-Kaufman SE, Curby TW, Grimm KJ, Nathanson L, Brock LL. The contribution of children's self-regulation and classroom quality to children's adaptive behaviors in the kindergarten classroom. *Developmental Psychology.* 2009;45(4):958-972.
40. Schmitt SA, McClelland MM, Tominey SL, Acock AC. Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly*. 2015;30(A):20-31.
41. Blair C, & Raver CC. School readiness and self-regulation: A developmental psychobiological approach. *Annual review of psychology*. 2015;66(1):711-731.

42. Clark CA, Pritchard VE, Woodward LJ. Preschool executive functioning abilities predict early mathematics achievement. *Developmental Psychology*. 2010;46(5):1176-1191.

43. Ponitz CC, McClelland MM, Matthews JS, Morrison FJ. A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology*. 2009;45(3):605-619.

44. Vitiello VE, Greenfield DB, Munis P, George JL. Cognitive flexibility, approaches to learning, and academic school readiness in Head Start preschool children. *Early Education & Development*. 2011;22(3):388-410.

45. Li-Grining CP, Votruba-Drzal E, Maldonado-Carreño C, Haas K. Children's early approaches to learning and academic trajectories through fifth grade. *Developmental Psychology*. 2010;46(5):1062-1077.

46. Hunter LJ, Bierman KL, Hall CM. Assessing noncognitive aspects of school readiness: The predictive validity of brief teacher rating scales of social–emotional competence and approaches to learning. *Early Education and Development.* 2018;29(8):1081-1094.

47. Nix RL, Bierman KL, Domitrovich CE, Gill S. Promoting children's social-emotional skills in preschool can enhance academic and behavioral functioning in kindergarten: Findings from Head Start REDI. *Early Education & Development*. 2013;24(7):1000-1019.

48. Torres MM, Domitrovich CE, Bierman KL. Preschool interpersonal relationships predict kindergarten achievement: Mediated by gains in emotion knowledge. *Journal of Applied Developmental Psychology*. 2015;39:44-52.

49. Bulotsky-Shearer RJ, Bell ER, Domínguez X. Latent profiles of problem behavior within learning, peer, and teacher contexts: Identifying subgroups of children at academic risk across the preschool year. *Journal of School Psychology*. 2012;50(6):775

50. Datar A, Gottfried MA. School entry age and children’s social-behavioral skills: Evidence from a national longitudinal study of US kindergartners. *Educational Evaluation and Policy Analysis*. 2015;37(3):333-353.

51. Johnson A, Kuhfeld M. Impacts of school entry age on academic growth through 2nd grade: A multi-state regression discontinuity analysis. *Journal of Research on Educational Effectiveness*. 2021;14(3):543-569.

52. Fletcher J, Kim T. The effects of changes in kindergarten entry age policies on educational achievement. *Economics of Education Review*. 2016;50:45-62.

53. Burchinal M, Zaslow M, Tarullo L. Quality thresholds, features, and dosage in early care and education: Secondary data analyses of child outcomes. *Monographs of the Society for Research in Child Development*. 2016;81:1-120.

54. Curby TW, Rimm-Kaufman SE, Ponitz CC. Teacher–child interactions and children's achievement trajectories across kindergarten and first grade. *Journal of Educational Psychology*. 2009;101(4):912-925.

55. Williford AP, LoCasale-Crouch J, Whittaker JV, DeCoster J, Hartz KA, Carter LM, Wolcott CS, Hatfield BE. Changing teacher–child dyadic interactions to improve preschool children's externalizing behaviors. *Child development*. 2017;88(5):1544-1553.

56. Broekhuizen ML, Mokrova IL, Burchinal MR, Garrett-Peters PT; Family Life Project Key Investigators. Classroom quality at pre-kindergarten and kindergarten and children's social skills and behavior problems. *Early Childhood Research Quarterly*. 2016;36:212-222.

57. Goble P, Sandilos LE, Pianta RC. Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start? *Journal of School Psychology*. 2019;73:101-113.

58. McCoy DC, Yoshikawa H, Ziol-Guest KM, Duncan GJ, Schindler HS, Magnuson K, Yang R, Koepp A, Shonkoff JP. Impacts of early childhood education on medium-and long-term educational outcomes. *Educational Researcher*. 2017;46(8):474-487.

59. Friedman-Krauss A, Barnett S, Nores M. *How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?* New Brunswick, NJ: National Institute for Early Education Research, Center for American Progress; 2016. https://nieer.org/sites/default/files/2023-08/nieer-achievementgaps-report.pdf. Accessed July 10, 2025.

60. Loeb S, Fuller B, Kagan SL, Carrol B. Child care in poor communities: Early learning effects of type, quality, and stability. *Child Development*. 2004;75(1):47-65.

61. Yoshikawa H, Weiland C, Brooks-Gunn J, Burchinal MR, Espinosa LM, Gormley WT, Ludwig J, Magnuson K, Phillips D, Zaslow M. *Investing in our future: The evidence base on preschool education.* Washington, DC: Society for Research in Child Development; 2013; https://www.fcd-us.org/the-evidence-base-on-preschool/. Accessed July 18, 2017.

62. Bierman KL, Stormshak EA, Mannweiler MD, Hails KA. Preschool programs that help families promote child social-emotional school readiness: promising new strategies. *Clinical Child and Family Psychology Review*. 2023;26(4):865-879.

63. Pianta RC, Harbers K. Observing mother and child behavior in a problem-solving situation at school entry: Relations with academic achievement. *Journal of School Psychology*. 1996;34(3):307-322.

64. Connell CM, Prinz RJ. The impact of childcare and parent-child interactions on school readiness and social skills development for low-income African American children. *Journal of School Psychology*. 2002;40(2):177-193.

65. Valcan DS, Davis H, Pino-Pasternak D. Parental behaviours predicting early childhood executive functions: A meta analysis. *Educational Psychology Review*. 2018;20:607-649.

66. Chazan-Cohen R, Raikes H, Brooks-Gunn J, Ayoub C, Pan BA, Kisker EE, Roggman L, Fuligni AS. Low-income children's school readiness: Parent contributions over the first five years. *Early Education and Development*. 2009;20(6):958-977.

67. Turnbull KL, Mateus DMC, LoCasale-Crouch J, Coolman FL, Hirt SE, Okezie E. Family routines and practices that support the school readiness of young children living in poverty. *Early Childhood Research Quarterly*. 2022;58:1-13.

68. Galindo C, Sheldon SB. School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly*. 2012;27(1):90-103.

69. Jeon HJ, Peterson CA, Luze G, Carta JJ, Langill CC. Associations between parental involvement and school readiness for children enrolled in Head Start and other early education programs. *Children and Youth Services Review*. 2020;118:10535.

70. Pianta RC, Kraft-Sayre M. *Successful kindergarten transition: Your guide to connecting children, families, and schools.* Baltimore, MD: Brookes Publishing; 2003.

71. California Department of Education. *California Preschool/Transitional Kindergarten Learning Foundations (PTKLF).* 2025. https://www.cde.ca.gov/sp/cd/re/psfoundations.asp Accessed July 10, 2025.

72. Chaudry A, Morrissey T, Weiland C, & Yoshikawa H. *Cradle to kindergarten: A new plan to combat inequality. 2nd ed*. Russell Sage Foundation. 2021.