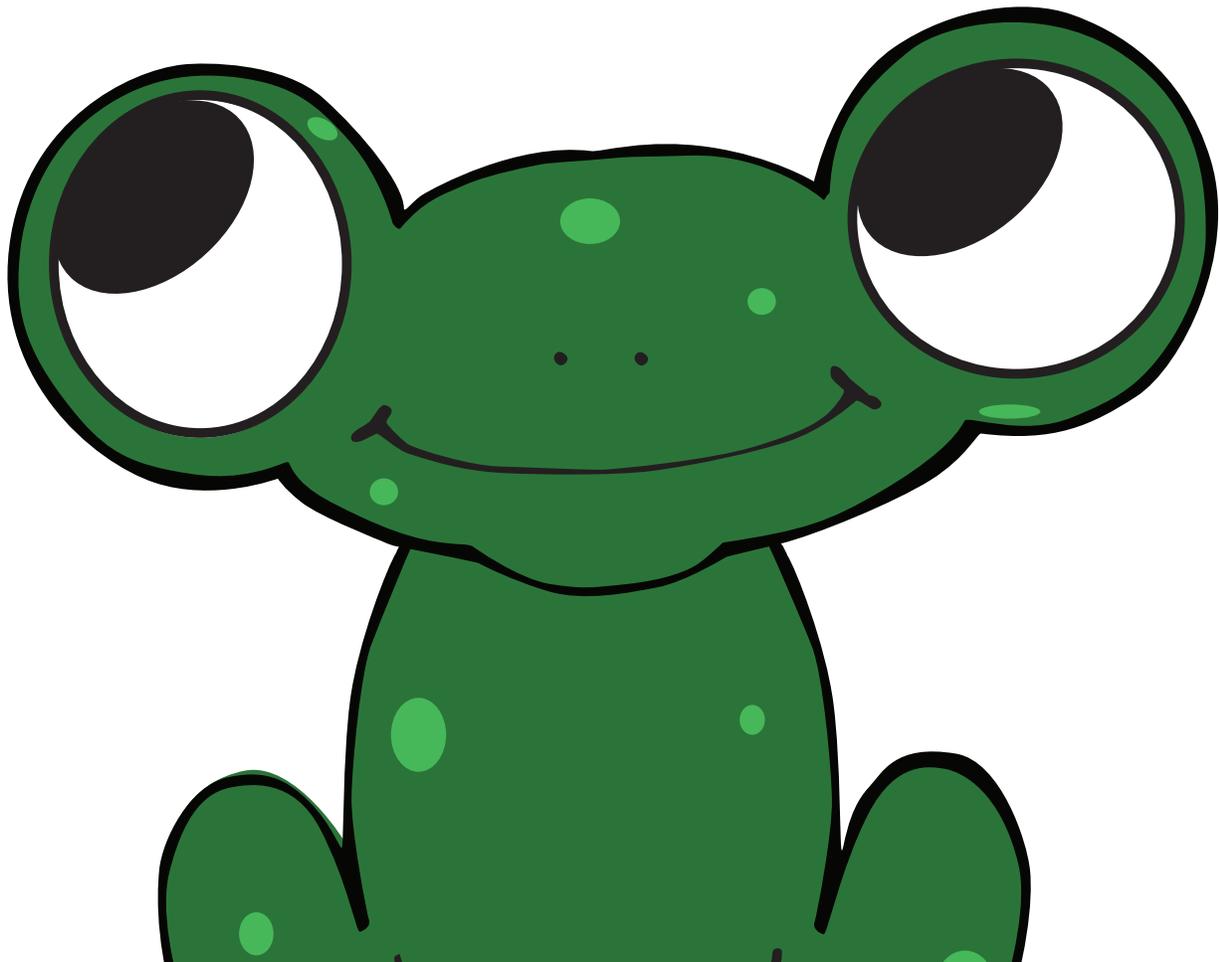


**Ready Freddy**  
**Outreach**  
TOOLKIT



UNIVERSITY OF PITTSBURGH

OFFICE OF  
CHILD DEVELOPMENT

# Ready Freddy Outreach TOOLKIT

Prepared by the University of Pittsburgh  
Office of Child Development  
***Pathways to Kindergarten Success***

[www.readyfreddy.org](http://www.readyfreddy.org)  
412-383-7372  
[rfreddy@pitt.edu](mailto:rfreddy@pitt.edu)

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# Ready Freddy™

***Pathways to Kindergarten Success***

Developed by the University of Pittsburgh Office of Child Development

**Ready Freddy, a program of the University of Pittsburgh Office of Child Development, wants to help your kindergarten team\* develop efficient and effective outreach strategies as part of your work with schools, families, and communities.**

In an effort to streamline and focus our community outreach work, Ready Freddy has developed this outreach toolkit. It is designed as a basic reference that can be tailored to the specific needs and resources of individual school communities. We recommend that anyone planning to duplicate these outreach strategies take the time to learn as much as possible about the neighborhoods, organizations, and families they plan to involve in this work.

### A few words about Outreach and Attendance

In all of your outreach efforts please share the message that kindergarten attendance is important – Kindergarten Matters! As you pull together supplies, consider including hand-outs (a small postcard, a refrigerator magnet, a business card) with information about attendance that you can place on doors or put into the hands of families while you talk with them about kindergarten enrollment and transition.

Speak with families about the research which shows that children who are chronically absent in kindergarten (missing 10% of school days) have the lowest academic performance in 1st grade. Talk about the fact that for many children who are unable to make up missed learning time, absences in kindergarten impact their academic performance through the 5th grade and that when the pattern continues past kindergarten into later grades, children are at greater risk for dropping out of school altogether.

In your face-to-face outreach work, you can help parents and others know that attending the first day of school can make a big difference in helping to prepare children to be in school throughout the year.

#### **\*What is a Kindergarten Team?**

Ready Freddy uses a team approach to organizing all of our kindergarten work. The goal is to develop a school-based kindergarten team whose members represent the school, the community, and families. This philosophy better ensures that transition activities are based on community knowledge and actually reach and appeal to local families. As such the teams should include parents, guardians, and other family members, kindergarten staff and school administrators, childcare providers, community representatives, and members of faith-based communities.

(See Ready Freddy Kindergarten Transition Team Facilitator’s Guide for more details.)



## Part 1: Outreach



### *Why Outreach is Important*

Outreach has proven to be an essential strategy for identifying and connecting with parents and neighborhood entities such as businesses, faith-based institutions, and educational agencies. Outreach enables the development of partnerships and broadens the base of support needed in order for families, communities and schools to implement and celebrate successful, positive transition into and through kindergarten. As such, it plays a crucial part in raising awareness of how important enrollment, transition, parent engagement and attendance are to children's educational success.



### *The Outreach Process*

Be prepared to make 'cold calls' to agencies and organizations that are new to you and to kindergarten transition. If staff at these agencies have questions and/or would like to learn more about Ready Freddy or our work, feel free to refer them to the website at:

[www.readyfreddy.org](http://www.readyfreddy.org)

Finding the time to connect with community groups can be a challenge, but getting support typically is not. Throughout our history we have had overwhelmingly positive responses from the organizations and individuals we've connected with in local communities. **Most people are surprised when they learn the facts about kindergarten transition and the challenges schools and families face, and are more than happy to help in any way they can.**



### *What the School Does*

Before embarking on outreach efforts, it is important to know what the school is already doing to reach out to families. One way to begin is by connecting with the school in order to answer these types of questions:

- ⊗ How does the school currently reach out to families to inform them about events or other school related matters – flyers, 'Alert Now' phone messages, other means?
- ⊗ Does the school have a parent liaison or other staff person who coordinates parent events and reaches out to families?
- ⊗ Does the school have a Parent Teacher Organization (PTO), Parent School Community Council (PSCC), or other parent group with whom you could partner in order to connect with kindergarten parents?
- ⊗ Who are the professionals, paraprofessionals, or volunteers at the school who work best with families and whom families most respect?
- ⊗ How closely is the school connected to community organizations that could provide resources and help them identify and engage with families?

(Use Attachment 1, the 'What the School Does' Worksheet as a guide to begin gathering information.)



## Part 2: Who to Engage

As part of our kindergarten transition efforts, we've also learned how important it is to connect with and support the parents, agencies, and community groups that have **already** developed a presence in partnering schools. Therefore, next steps might be to:

- 1) Identify and (where needed) connect with organizations already working in the schools. (The questions listed above may help to determine who can provide this information.)
- 2) Determine which additional organizations your kindergarten team wants to engage with and why.
- 3) Develop a message for reaching out. Remember to help people understand **why** you do this work as much as **what** work you do. 

### Tip #1

Examples:

- a) Since nearly half of all kindergarten teachers report that children struggle with the transition to kindergarten, we do this work in order to make transition a more positive experience;
- b) Because poor kindergarten and 1st grade attendance have been linked to low 3rd grade test scores, we do this work in order to help parents understand that being in school is important to their child's educational success.

- 4) Determine what to ask for

(What type of relationship are you attempting to develop – See Attachment 2 – Friend of Freddy Form) 

Once you're clear about what the school does to reach families, what agencies the school has already partnered with, what your message will be, and what you'll be asking for, consider using this list of groups/agencies as a guide for your work.



### #1 Early Childhood Settings

#### IN-REACH

Many public schools house Pre-K classrooms in their buildings. Connecting with these classrooms – often called “In-Reach” – is an effective way to reach parents of pre-kindergartners who may attend pre-K and kindergarten in the same building. 

### Tip #2

As part of our outreach efforts, we have found that all of the schools we work with have ‘anticipated lists’ (lists of students enrolled in public school Pre-K classrooms who – based on their address – are ‘anticipated’ to feed into a particular public school kindergarten classroom). These lists, which include the names and addresses of parents and children, are a great resource for connecting with the families you may be targeting.



## OUT-REACH

Building connections with early childhood systems and individual child care sites outside the school is a way to connect with and spread the word to more emerging kindergarten parents. Child care directors and providers understand the importance of school readiness and are receptive to efforts that will make the transition to kindergarten easier for the children in their care. Additionally, they have already developed relationships with children and parents who will be open to receive new information from them.



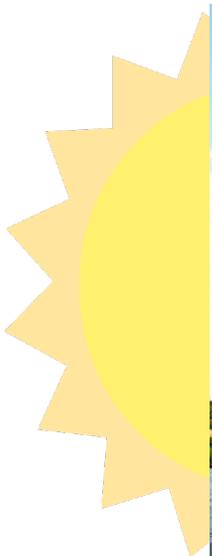
### #2 Family Support Centers

Across the country, states receive funding for family support services that are designed to increase the strength and stability of families. These services, typically managed by community-based providers, such as Family Support Centers (FSC), offer a number of resources and services to families. FSC staff are typically aware of the needs and challenges facing families participating in their programs. They also understand each community's cultural diversity and can be helpful as you identify and work with families for whom English is not their first language.

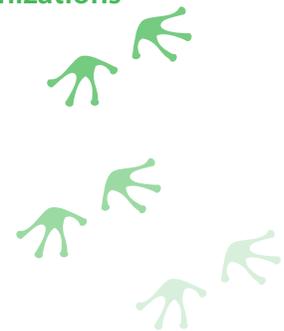


### #3 Community Libraries

Public libraries can be found in most communities (and in some communities there is more than one). Each typically employs a children's or young adult librarian who has already established a connection with the community and in many cases is providing literacy services to elementary schools and child care sites in the neighborhood. Libraries also conduct programming that puts them in contact with young families throughout the year, and they are a great source of information (including data) about the communities where elementary schools exist.



Ready Freddy  
loves connecting  
– with ducks,  
libraries, homes,  
and faith-based  
and community  
organizations





#### **#4 Community-Based Educational Organizations**

Community-Based Educational Organizations (organizations based in the community whose primary focus is the educational achievement of young people) are a natural fit for involvement with outreach efforts because of their focus on education and their connections with neighborhood schools. In the absence of such organizations, we suggest you try to identify community-based organizations that offer educational services or programs, or organizations whose missions include educational achievement.



#### **#5 Faith-Based Organizations**

Faith-Based Organizations (FBOs) are essential to outreach for a number of reasons. Like child care sites, more than one church usually exists in each community. FBOs also tend to have an internal communication resource (a church bulletin for example) that can be used to share information rapidly with a large population. Additionally, many churches house child care sites where families of young children can be reached. Lastly, because they provide their congregations with a range of supports, they are aware of other organizations in the community through which parents might be reached.

Specific Strategies for reaching Faith-Based Organizations:

- ⊗ Find out from school/community stakeholders if they have an existing relationship with one or more churches;
- ⊗ Get a sense of the top two or three churches families at their school attend;
- ⊗ Connect with those churches, introduce the Ready Freddy kindergarten project and identify a church contact;
- ⊗ Determine what requirements exist for placing information in the weekly church bulletin (bulletin schedule, size of blurb, color/black and white);
- ⊗ Develop a template for each church and distribute; and
- ⊗ Build a relationship and encourage church staff to sit on a team and/or volunteer for outreach efforts.



#### **#6 Public Housing**

Door-to-door canvassing in public housing communities and at specific Section 8 housing is a very effective strategy for sharing information about enrollment, transition, parent engagement, and attendance. Building a partnership with city and county public housing institutions is key to developing an effective outreach campaign specifically targeting the public housing community.

(For more details about outreach to this population, see Attachment 3 – Public Housing Door-to-Door Outreach)



## Part 3: Supplemental Community Outreach List

Using the strategies described above and focusing initially on these six types of organizations can be very effective. However, reaching out to the agencies and businesses listed below can also be quite useful. Most of them have been very receptive to our messages about the importance of kindergarten success. Posting flyers on site and/or hand delivering flyers and other types of information is an effective way to share your message with a broader spectrum of people in the neighborhood. When possible, develop relationships with these community stakeholders. It has been our experience that they are more likely to engage their customers in conversations about the importance of kindergarten when they know you and are aware of your passion, dedication, and knowledge.

Place	Rationale
Restaurants	Frequented by everyone from young children to the elderly. Customers can spend time reading materials while waiting for a meal.
Doctors' offices, Pediatrician offices, Well-Baby clinics, WIC Offices	These agencies target parents of young children. Parents can read materials while waiting for appointments.
Barber shops, nail salons, beauty salons	Visitors include dads, moms, and children. Families may be more open to messages from employees at these locations.
Bars	Leisurely atmosphere allows for longer conversations with a range of adults about the importance of kindergarten enrollment and attendance.
Corner stores	The multiple locations and frequent use of these businesses offers the opportunity for families to see messages about enrollment, transition, and attendance over and over again.
Youth-and family-serving organizations (recreation centers, swimming pools)	Connecting with the management and front-line staff at these sites is a great way to spread the message about enrollment and attendance to young people and parents in a setting that is familiar and comfortable.
Public Housing Rental Offices	Residents may make visits to these sites every month. They also serve as a central location for neighborhood information.



Kindergarten teams interested in reaching out to an even broader geographic area might consider the following publicity and promotion tactics:

- ⚙ Banners on main streets, bus benches and shelters;
- ⚙ Yard signs;
- ⚙ Press releases to community and city-wide media outlets;
- ⚙ Promotional information on school and organization websites;
- ⚙ Facebook and twitter pages; and
- ⚙ Tabling or distributing materials at community events.

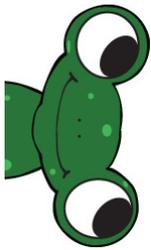
(See also Attachment 7 – The Importance of Branding in Outreach for more information about branding your kindergarten message):



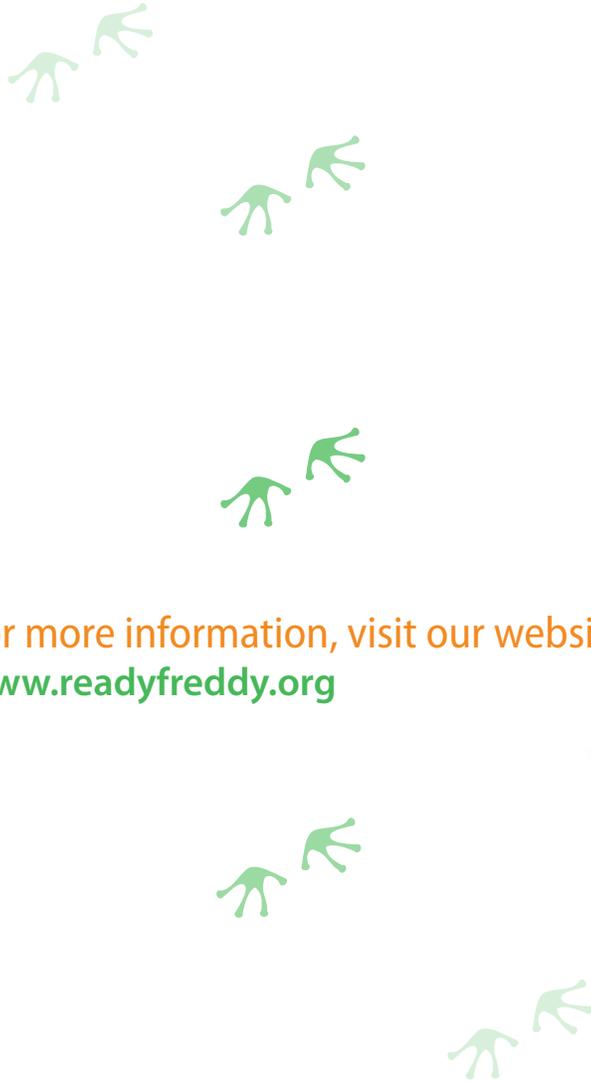
There are countless outreach strategies that might be used to create effective family-school-community partnerships. However, it is important to keep in mind that every community has its own culture and values, and that while one strategy might work in community 'A', it could fail in community 'B'. Related to this, outreach strategies should be tailored to meet the unique needs of families and communities in urban, suburban, and rural areas. We recommend that as you do outreach you are mindful of the history and nature of the communities where you work. Taking time to develop relationships is the most effective way to build the supports that will make your efforts successful. As you prepare for your outreach efforts, feel free to use the 'Ready Freddy Outreach Worksheet' (Attachment 8) as a planning guide. You're also welcome to refer to our 'Sample Outreach Handouts' (Attachment 9) as you create your own outreach documents.

## ***Good Luck!***





For more information, visit our website at:  
[www.readyfreddy.org](http://www.readyfreddy.org)



**Ready Freddy**  
**Outreach**  
TOOLKIT

*Attachments* — 



**Ready Freddy**<sup>TM</sup>

*Pathways to Kindergarten Success*

Developed by the University of Pittsburgh Office of Child Development

Attachment 1:  
**What The School Does  
Worksheet**

# Connect with the school to answer these questions:

**How does the school currently reach out to families to inform them about events or other school related matters?**

- Flyers
- "Alert Now" Phone or Email Messages
- Other \_\_\_\_\_

**Does the school have a:**

- Parent Teacher Organization (PTO)  
Contact Name: \_\_\_\_\_
- Parent School Community Council (PSCC)  
Contact Name: \_\_\_\_\_
- Other parent group to connect kindergarten parents  
Contact Name: \_\_\_\_\_

**Who are the people at the school who work best with families and who the families respect most:**

Professionals:
Paraprofessionals:
Other Volunteers:

**Does the school have a parent liaison or other staff person who coordinates parent events and reaches out to families? If yes what is that person's name and role at the school?**

Name	Role

**What community organizations are already closely connected with the school that could provide resources to help them connect with families?**

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## Attachment 2: Friend of Freddy Form

As part of the outreach process described above, it is suggested that kindergarten teams determine 'what to ask for' in order to answer the question: what type of relationship are we attempting to develop? To make this component of community outreach more effective, we created the 'Friend of Freddy' tool (Attachment 2). It is designed as a way to help organizations understand our goals, help us learn more about their work, offer a menu of partnering options, and provide a quick and easy method for agencies to commit to some level of kindergarten transition work.

Will you consider becoming a Friend of Freddy?



# Friend of Freddy Form

Kindergarten transition is a big life change and we need YOU to help us accomplish the best transition for our families!

Below is a list of ways you might consider working with us and becoming a Friend of Freddy. (Please provide the information requested and then check all boxes that apply to your volunteer interests.)

Name: .....

Organization: .....

Position:.....

### School I would like to work with (circle one):

- Faison
- Langley
- King
- Miller
- Weil
- Arlington
- Spring Hill

### My organization is (check one):

- Community-Based
- City-Wide
- County-Wide
- State-Wide
- National
- International

### Best way to contact me:

Phone: .....

Email: .....

Thanks so much for your support!  
www.readyfreddy.org



## Who we are

Ready Freddy – Pathways to Kindergarten Success, is a family-school-community engagement project of the University Of Pittsburgh Office of Child Development. One of the goals of Ready Freddy is to help schools, businesses, parents, and educational and community groups recognize and celebrate the importance of kindergarten as the beginning of a child’s path to educational success.

Do you want to be **deeply involved**? Consider becoming a:

### Kindergarten Team Member

#### ★ Required Commitment:

- Participate in monthly planning meetings at one of the Ready Freddy schools.
- Help organize kindergarten outreach/enrollment, transition, parent engagement, and attendance activities.
- Help develop school-based outreach strategies. Participate in volunteer events.

- Yes, I would love to be a part of kindergarten transition teams
- No, but I am interested in being involved in other ways

Do you want to be **moderately involved**? Consider becoming a:

### Supporting Partner

#### ★ Yes, I would love to (select all that apply)

- Help staff at a parent welcome center for enrollment week
- Cover/help cover the cost of food for a transition event
- Donate materials for families (i.e. Books, school supplies)
- Do an activity or speak with families at a transition event
- Host a Kindergarten Club in my facility
- Be a part of the Ready Freddy door-to-door canvassing team
- Volunteer for kindergarten kick off (for the 1st day of kindergarten)
- Other: .....

Do you like Ready Freddy and want to **spread the word**? Consider becoming a:

### Promoting Partner

#### ★ Yes, I would love to

- Post flyers in my place of business / organization
- Give my families & professional network information about Ready Freddy
- Put Ready Freddy information in my church bulletin
- Hand out Ready Freddy stickers to my patrons
- Have Ready Freddy come speak with our families
- Recommend someone who could help Ready Freddy’s outreach efforts. Here is their name and contact information:  
.....

Other: .....

**Attachment 3:  
Public Housing  
Door-to-Door Outreach**

# Ready Freddy Door-to-Door Canvassing Guide



## Why door-to-door contact matters

1. A signature feature of Ready Freddy work has been our on-the-ground community outreach to public housing communities in the neighborhoods where Ready Freddy exists. Door-to-door contact can be an invaluable method for reaching families with children of kindergarten age who are not in any early care and education program. Dressed in Ready Freddy t-shirts and supplied with branded Ready Freddy materials, volunteers can connect face-to-face with families and help them understand how important enrollment, transition, parent engagement and attendance are to their child's educational success. **The presence of school staff on door-to-door outreach teams demonstrates to families that their school cares about their child and helps families make a smooth transition into kindergarten.** Involving community groups and local housing authority representatives in door-to-door outreach can show neighborhoods that these groups understand the importance of educational success as well.

## Team Makeup

Ideally, door-to-door contact is conducted by a combination of Ready Freddy staff, school staff, early education experts, representatives from organizations based in that community, and the local housing authority. However, if this volunteer structure is not possible, feel free to invite volunteers from other schools and other community groups to participate if available. (In some cases, there may be organizations represented that serve more than one community – such as school advocacy and early literacy agencies, the Urban League, etc.)

## Planning and Implementation

Identify the week (or weeks) during which canvassing will occur well in advance. (An effective strategy would be to schedule the canvassing event prior to your district's enrollment week.) Contact a representative from the local housing authority department to assist with accessing housing communities. The school should develop a relationship with the department at the start of the school year if one does not exist so that their input is part of ongoing kindergarten team planning.



# Ready Freddy Door-to-Door Canvassing Guide



## Specific Steps

1. **Develop and plan** the door-knocking strategy with individual kindergarten teams.
2. Develop a canvassing **schedule/calendar** that includes dates, number of volunteers required for a community, supplies and resources needed, and timeframe for canvassing (including a brief volunteer orientation).
3. **Solicit volunteers** for the door-knocking team (including school personnel). **Note: If possible confirm volunteers at least 2 weeks in advance.**
4. **Organize:** Determine your orientation meeting **place** and **talking points**, prepare supplies and materials, and arrange for refreshments.
5. Have volunteers **meet one-half hour early** at a **central** location for the orientation.
6. Distribute a **canvassing script** (See Attachment 4 – G.I.F.T. door knocking script) and a tracking sheet to record data obtained from families including information for future contact. (See Attachment 5 – Sample Data Sheet).
7. Go over your talking points and **build the excitement!**
8. Review **volunteer safety routine** (see Attachment 6 – Outreach and Safety).
9. Conduct the door knocking, **debrief**, and make **follow-up** plans
10. Take **pictures, share, post**, and boast about your work!



Attachment 4:  
**G.I.F.T.S.**  
**Door-Knocking Script**

# Ready Freddy

## G.I.F.T.S.

### Door-Knocking Script



# G

### Greet the family.

At every door, it is important to smile and identify yourself and the purpose for your visit. Make eye contact and begin a conversation as an opener.

For example: Good morning/afternoon. Do you have a minute? My name is \_\_\_\_\_, and I am in your community looking for families with children ages 3-5 who may be interested in registering for school.

# i

### Identify interest, desires, and wants.

Show interest in the topic and the family. Validate their desires and wants.

For example: May I ask what age your children are? Are you interested in any programs or services in your community?

# f

### Find Opportunities.

Connect your purpose or reason for knocking with valuable resources/information in their community.

For example: "I understand you don't have a child going to kindergarten, but you do have an infant. Are you aware of programs in your community that help families with children birth to five?"

# t

### Tailor Your Message.

Make the information you provide relevant to the family.

For example: "I could connect you with them. May I have your name, number, and best time to reach you, and I will have someone get back to you in a few days."

# S

### Send a Message.

Ask families if you can leave information that they can share with others in their community such as flyers or pamphlets.

For example: "If you have family or friends with young children, could you share this information with them? Thank you so much, and have a great day!"

## Attachment 5: Sample Data Sheet

Ready Freddy currently uses this data sheet to record information collected from families during door knocking. Each volunteer carries a copy of the sheet as a way to make sure the team connects with someone at every address and the data collection is complete. Please feel free to adapt the sample to create a form to use for your own outreach purposes.



Attachment 6:  
**Outreach & Safety**

# Ready Freddy Outreach & Safety



## Before doing outreach

1. Develop a plan which includes addresses, streets you will visit, time the group will meet, and divide teams into duos
2. Identify a team member to be the primary contact
3. Make a list of team member cell numbers

## Things to do/consider:

- ⚙️ 1. Be aware of your surroundings – have someone familiar with the neighborhood do a quick orientation if it is needed.
- ⚙️ 2. Plan for an emergency.
- ⚙️ 3. What to wear/bring:
  - ★ Travel with essential needs (i.e. Bus pass, ID/ driver's license, small amounts of cash).
  - ★ Wear comfortable clothing and shoes (If your school or district is fully adopting the Ready Freddy program, wearing a T-shirt with the logo helps open doors and invites people to come up and chat on the street. It also identifies who you are from a distance and makes you more approachable. If you prefer to represent your particular school, wearing a T-shirt with the school mascot raises awareness in the community and can build school spirit).
- ⚙️ 4. Door-to-Door
  - ★ Outreach in pairs is optimum.
  - ★ If you must travel alone, be aware of your surroundings at all times.
  - ★ Avoid making the group too large; it may be intimidating to families.
- ⚙️ 5. Maintain a positive and welcoming attitude.
  - ★ Greet people in the community.
  - ★ Let community gatekeepers know who you are. Get them involved if possible.
  - ★ Identify yourself at all agencies in the community.

Attachment 7:  
**The Importance of  
Branding in Outreach**

# The Importance of Branding in Outreach



Branding creates a stronger outreach message by building awareness and recognition throughout the community. The child-friendly Freddy the Frog image that became the face of the project appeals to children and parents alike. Because the Ready Freddy brand has received extensive press coverage more and more families connect the frog image to kindergarten and education. The branding process is integral to building excitement and public awareness around kindergarten readiness and helps families recognize kindergarten transition activities across the school district.

> *Continued*

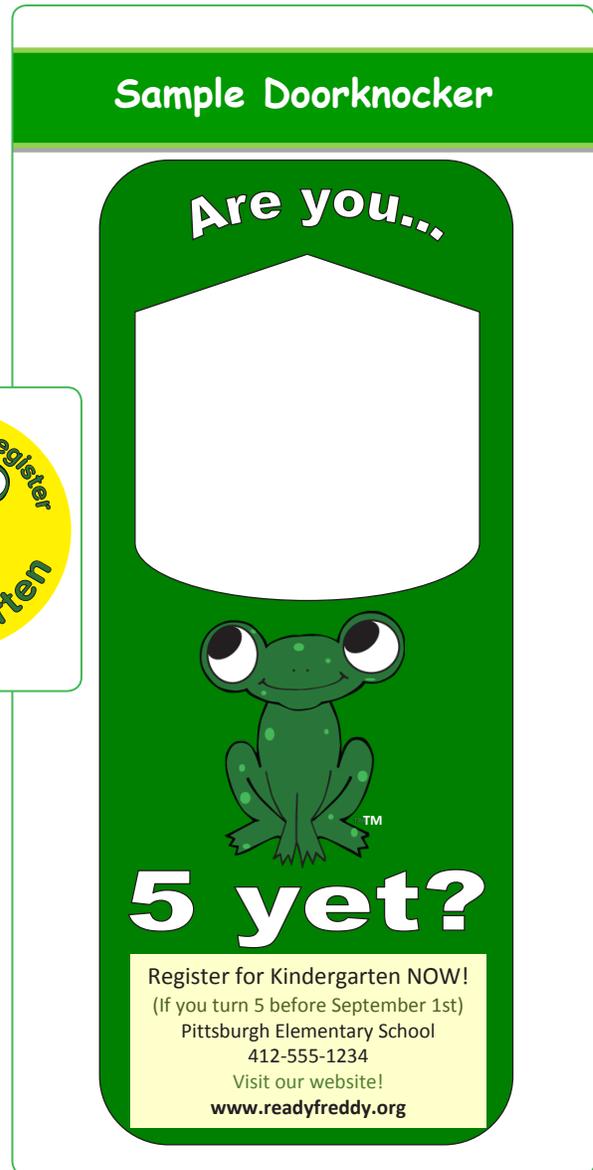


# The Importance of Branding in Outreach



Feel free to use the Ready Freddy brand and spread the word through print by:

- ★ Providing frog t-shirts for all volunteers,
- ★ Distributing posters and flyers that can be displayed in businesses and community agencies,
- ★ Using frog stickers to post information on doors in the event families are not at home when you visit.
- ★ Using the logo (without stretching it or resizing disproportionately) in any emails or print materials, as well as the tagline “Kindergarten Matters, You’ll Be Amazed!”
- ★ In addition to frog stickers, you may want to consider printing Ready Freddy door hangers to leave on resident doors after your visits to communities.



Best of luck with your outreach work!

Kindergarten Matters!  
*You'll Be Amazed!*

For more information visit  
**[www.readyfreddy.org](http://www.readyfreddy.org)**

Attachment 8:  
**Outreach Worksheet**

# Ready Freddy Outreach Worksheet



Helping you to apply everything you read

## Part 1: Outreach

Page 4

Most people are surprised when they learn the facts about kindergarten transition and the challenges schools and families face, and are more than happy to help in any way they can. **What are some facts about Kindergarten you can share?**

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What are some talking points you can use when you make a “cold call”?

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**Ask the School!** How does the school currently reach out to families to inform them about events or other school related matters – flyers, ‘Alert Now’ phone messages, other means?

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# Ready Freddy Outreach Worksheet

Helping you to apply everything you read



Does the school have a parent liaison or other staff person who coordinates parent events and reaches out to families?

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Does the school have a Parent Teacher Organization (PTO), Parent School Community Council (PSCC), or other parent group with whom you could partner in order to connect with kindergarten parents?

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Who are the professionals, paraprofessionals, or volunteers at the school who work best with families and whom families most respect?

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How closely is the school connected to community organizations that could provide resources and help them identify and engage with families?

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# Ready Freddy Outreach Worksheet

Helping you to apply everything you read



## Part 2: Who to Engage Pages 5 –7

Who else do I need to connect with that my kindergarten team can engage and why will connecting with them be useful?

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What is my “reaching out” message? Jot down ideas and refer to Tip 1.

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What is our ask? Why do we need their support? What kind of connection are we building with them? Refer to attachment 2 – Friend of Freddy Form

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Where are the nearest Family Support Centers in the community we are working with?

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# Ready Freddy Outreach Worksheet

Helping you to apply everything you read



Where are the nearest libraries in the community we are working with?

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Are there any community-based educational organizations in the area?  
Does the school know? What are they?

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What faith-based organizations (churches, synagogues, mosques...etc) are  
in the community we serve? What programs do they offer?

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Find out from school/community stakeholders if they have an existing  
relationship with one or more of them.

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# Ready Freddy Outreach Worksheet

Helping you to apply everything you read



Get a sense of the top two or three faith-based institutions families at their school attend. Connect with those churches, introduce the Ready Freddy kindergarten project and identify a church contact.

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Determine what requirements exist for placing information in the weekly bulletin (bulletin schedule, size of blurb, color/black and white) or on a bulletin board. Develop a template for each congregation and distribute.

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Build a relationship and encourage faith-based staff to sit on a team and/or volunteer for outreach efforts.

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Do we have all the contact numbers of the people that we need?

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Do we have all the materials that we need/do we know where to get them?

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Attachment 9:  
**Sample Outreach Handouts**

# Kindergarten Enrollment Week

Is April  
15<sup>th</sup> – 19<sup>th</sup>

**Enroll at Pittsburgh Miller**

April 15<sup>th</sup>-19<sup>th</sup>

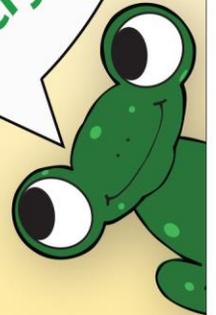
Monday thru Friday

8 am – 9:00 am and 1:30 pm – 3:00 pm

2055 Bedford Ave.

Pittsburgh PA 15219

Welcome to  
Kindergarten!



*If your child will be  
5 years old before Sept 30,  
It's time to enroll!*

- \* Classroom Tours
- \* Refreshments
- \* Help with your questions
- \* Friendly Faces!!

## To Enroll Your Child, Bring:

- ✓ Evidence of the child's date of birth  
(birth certificate, baptismal certificate,  
prior school record indicating date of birth)
- ✓ Child's Immunization record
- ✓ 2 proofs of address  
(utility bills, driver's license or state ID, tax return)

## Questions?

Call Ms. Jones at: 412-338-3830



# Kindergarten Early Enrollment Week

Is February  
10<sup>th</sup> – 14<sup>th</sup>

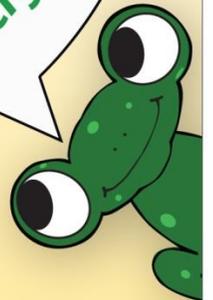
Visit the Arlington Parent Welcome Center

**Tuesday & Thursday,  
February 11<sup>th</sup> and 13<sup>th</sup>**

**8:15 – 9:15 and 1:30 – 3:00**

**Arlington Pre-K-8 @2429 Charcot Street**

Welcome to  
Kindergarten!



*If your child will be  
5 years old before Sept 30,  
It's time to enroll!*

- \* Refreshments
- \* Help with your questions
- \* Friendly Faces !!

## To Enroll Your Child, Bring:

- ✓ Birth Certificate of Child
- ✓ Child's Immunization record
- ✓ 2 proofs of address  
(utility bills, driver's license or state ID, tax return)

## Questions?

Call the school at: 412-488-3642



TM

# Be there for the 1st Day of Kindergarten Thursday, August 29th



**Ready Freddy**  
Pathways to Kindergarten Success

Developed by the University of Pittsburgh Office of Child Development

Welcome to Pittsburgh Spring Hill K-5!

We are looking forward to a great year!

The first day of Kindergarten begins **August 29 at 8:10AM**

We hope you'll join us that morning for a community celebration of your big day!

Your whole family is welcome. We'll have breakfast, prizes and a visit from Freddy the frog.

Sincerely,  
Principal Todd Van Horn and  
Kindergarten teachers Ms. Nadine Kennedy and Ms. Debra Sheetz.

### *Did you know?*

### **Kindergarten attendance = school success!**



Children with good attendance in Kindergarten do better in 1st grade and are 4X more likely to read well by the 3rd grade.



Even missing 1-2 days a month (excused or unexcused) can mean falling behind.

Spring Hill  
1351 Damas Street,  
Pittsburgh, PA 15212  
412 323 3000



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[www.readyfreddy.org](http://www.readyfreddy.org)