

Child Care & Early Education RESEARCH CONNECTIONS

Transition to Kindergarten and Child Outcomes

August and September mark the start of the school year for America's children, and for the more than 3.7 million children who the U.S. Department of Education [estimates](#) will enroll in public kindergarten this fall, this time represents a critical period of transition. Child care and early education programs and schools undertake a variety of research-based [practices](#) and [approaches](#) to facilitate children's adjustment to kindergarten. Particular attention has been paid to the transitions of children with special needs; the U.S. Department of Education funded the [National Early Childhood Transition Center](#) to examine factors that promote successful transitions for young children with disabilities and their families.

However, for typically developing children, there has been less research examining the practices and programs that support their kindergarten transitions. This **Topic of Interest** identifies the reports and journal articles in the *Research Connections* collection that offer research findings on the relationship of transition practices and programs to the developmental and school outcomes of typically developing children.

Kindergarten Transition Practices and Child Outcomes

The following studies examine the associations between kindergarten transition practices and children's kindergarten outcomes, based on original data or secondary analysis of large-scale



data sets--in particular the [Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 \(ECLS-K\)](#) and the [National Center for Early Development and Learning \(NCELD\) Multistate Study of Pre-Kindergarten](#), both of which can be found in the *Research Connections* data archive.

- [Investigating the relation between kindergarten preparation and child socio-behavioral school outcomes](#)
- [The effect of school-based kindergarten transition policies and practices on child academic outcomes \[ECLS-K\]](#)
- [Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten \[NCELD\]](#)

Evaluations of Programs to Support Kindergarten Transitions

The following kindergarten transition programs are those for which evaluations including child outcome measures have been conducted. The evaluation of the North Carolina Stars program is a randomized controlled trial. The evaluations of the other four programs employ a pretest-posttest design, which compares child developmental measures before and after participation in the program.

- [Kinder Camp program \(Grand Rapids, Michigan\)](#)
- [Rising Kindergarten program \(Georgia\)](#)
- [Stars program \(North Carolina\)](#)
- [Stretch to Kindergarten \(Mountain View, California\)](#)
- [Summer Bridge program \(Marin County, California\)](#)

Additional Resources

[Explore](#) recent additions to the *Research Connections* collection on the topic of transition to school.

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