

Transition programs for incoming kindergarteners Pre-K to 12 Education

Literature review updated March 2018.

As part of WSIPP's research approach to identifying evidence-based programs and policies, WSIPP determines "what works" (and what does not work) to improve outcomes using an approach called meta-analysis. For detail on our methods, see our [Technical Documentation](#). At this time, WSIPP has not yet calculated benefits and costs for this topic.

Program Description: Transition programs for incoming kindergarteners provide support to at-risk students and their caregivers in order to enhance school readiness, improve academic and social skills, and increase caregiver involvement in school. In the program included in this analysis (Kids in Transition to School [KITS]), students attend 24 structured group sessions over two months in the summer prior to kindergarten entry and two months in the fall after school begins. The sessions focus on early literacy, prosocial skills, and self-regulation. In addition, caregivers attend 12 workshops with a focus on parenting skills, behavior management, and strategies to help their student develop literacy skills and consistent academic routines.

Meta-Analysis of Program Effects

Outcomes measured	No. of effect sizes	Treatment N	Adjusted effect size and standard error			Unadjusted effect size (random effects model)	
			ES	SE	Age	ES	p-value
Test scores	1	102	0.052	0.215	5	0.122	0.570
Externalizing behavior symptoms	1	102	-0.094	0.282	6	-0.218	0.440

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

- Pears, K.C., Kim, H.K., & Fisher, P.A. (2012). Effects of a school readiness intervention for children in foster care on oppositional and aggressive behaviors in kindergarten. *Children and Youth Services Review*, 34(12), 2361-2366.
- Pears, K.C., Fisher, P.A., Kim, H.K., Bruce, J., Healey, C.V., & Yoerger, K. (2013). Immediate effects of a school readiness intervention for children in foster care. *Early Education & Development*, 24(6), 771-791.

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