



The University
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at Chapel Hill

Evaluation of Georgia's 2025 Rising Kindergarten Summer Transition Program

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June 30, 2026

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We wish to acknowledge the data collectors who assisted with this study: Alisa Stephens, CL Dunn, Debra Laing, Elizabeth Menhart, Joan Boudousquie, Steven Schell, and Wanda Muhammad.

We would also like to share our appreciation to all those who participated in and assisted with this study, including the teachers, transition coaches, and directors of the 2025 Rising Kindergarten Summer Transition Program who warmly welcomed us into their classrooms, and the staff of Bright from the Start: Georgia Department of Early Care and Learning (DECAL).

This study was funded by Bright from the Start: Georgia Department of Early Care and Learning. The opinions expressed in this report do not necessarily reflect those of the funding agency.

Suggested citation: Soliday Hong, S.L., Garber, K., Aiken, H., Taylor, T., Gomes, L., & Nambiar, A. (2026). *Evaluation of Georgia's 2025 Rising Kindergarten Summer Transition Program*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

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Executive Summary

The Frank Porter Graham Child Development Institute (FPG) conducted a follow-up evaluation of the 2025 Rising Kindergarten Summer Transition Program (STP) in partnership with Bright from the Start: Georgia Department of Early Care and Learning (DECAL). Because the most recent studies of the Rising Kindergarten STP were conducted more than a decade ago (Early et al., 2014, 2015), this study aimed to: (1) collect updated classroom quality scores and (2) examine lead teacher and transition coach perspectives about the program. This evaluation is particularly important given the significant changes in early childhood education following the COVID-19 pandemic.

FPG conducted 118 classroom observations of teacher-child interactions and the quality of teachers' language and literacy practices. Teachers, transition coaches, and site and program directors completed surveys to provide their perspectives on the program.

Key Findings

- **Classroom quality was high overall.** Most classrooms scored in the high-range for Emotional Support and Classroom Organization.
- **Instructional support was more variable.** Most classrooms scored in the mid-range, and nearly a third scored in the low-range.
- **Language and literacy supports were mixed.** General classroom environment scores were generally strong, but print and early writing were weaker, especially in public sites.
- **Educators were highly experienced.** Teachers averaged 20 years' experience, and more experienced teachers had students who spent more time on science.
- **Educators viewed the program positively.** Teachers, coaches, and directors agreed that the program supports children's kindergarten enrollment and attendance, with transition coaches playing a key role.
- **Differences across classrooms and sites suggest targeted areas for improvement.**
 - Private sites spent more time in centers, science, and social studies; public sites spent more time in whole-group instruction.
 - Opportunities for improvement were identified for classrooms with a higher proportion of children with disabilities, boys, and English Language Learners.

Conclusion

The 2025 Rising Kindergarten STP remains a strong transition program, with areas for improvement in instructional support, print and early writing, and support for diverse learners.

Introduction

The transition to kindergarten can be challenging for both children and their families (McIntyre et al., 2007). Summer learning programs offered before kindergarten can support this transition by increasing on-time enrollment and attendance in Kindergarten, helping children build social-emotional skills (Berlin et al., 2011), develop early academic skills (Duncan et al., 2018), and strengthen connections between caregivers and schools (Fan et al., 2024). Although many transition programs are designed specifically to meet the needs of children who did not attend preschool (Berlin et al., 2011; Duncan et al., 2018; Griebeling et al., 2020), recruitment challenges often result in programs enrolling children who are already registered for kindergarten (Berlin et al., 2011; Fan et al., 2024; Gratz et al., 2014). These programs frequently include parent engagement activities, such as home visits, social service referrals, and supports aimed at strengthening home-school relationships (Berlin et al., 2011; Fan et al., 2024).

To improve the Kindergarten transition process for children who did not attend the Georgia's Pre-K program, Bright From the Start: Georgia's Department of Early Care and Learning (DECAL) offers the innovative Rising Kindergarten Summer Transition program (STP). In this study the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill conducted a follow-up evaluation of the 2025 Rising Kindergarten STP. The study aimed to: (1) collect updated classroom quality scores, (2) examine lead teacher and transition coach perspectives about the program, and (3) examine participating children's kindergarten enrollment and attendance patterns.

The last evaluation studies of the Rising Kindergarten STP were conducted by Child Trends in 2013 and 2014 (Early et al., 2014, 2015). Rising Kindergarten STP teacher-child interaction quality scores were observed to be high-quality for emotional support and classroom organization across years. Instructional support scores in the summer of 2014 were in the low-moderate quality range, but showed overall improvement compared to the 2013 scores, with 48% more classrooms having instructional support scores in the moderate or high-quality range.

Description of Georgia's Rising Kindergarten STP

Georgia offers a unique, statewide summer transition program for rising Kindergarten students. The goals of the program are to expose children to the structure and content that they will encounter in a formal school setting and to connect with families to assist with the Kindergarten transition process. Eligible children who did not attend Georgia's Pre-K are prioritized to attend a full-day program (6.5 hours per day) for 23 days (149.5 hours in total). According to a report from Voices for Georgia's Children (2023), 3,838 children were served by the Rising Kindergarten Summer Transition Program (STP) in the summer of 2023. Previous studies of the Rising Kindergarten STP show that students experience high-quality classrooms (Early et al., 2014, 2015; Maxwell et al., 2011).

To participate in the Rising Kindergarten STP, children must be eligible to attend kindergarten for the subsequent school year (i.e., they will turn five years old by September 1 of that calendar year). The program is specifically for children who did not attend Georgia's PreK program during the school year or for children who attended but need additional support such as:

- Is a dual language learner (DLL; has a home language other than English).
- Is in a foster care placement.
- Family is without permanent housing.
- Has an Individual Education Plan (IEP).

The Rising Kindergarten STP typically runs from June 3-July 5. Classrooms operate with a teacher-child ratio of 1:7. There can be a maximum of 14 students in a classroom with one lead teacher and at least one assistant teacher. The Rising Kindergarten STP is guided by the Georgia Early Learning and Development Standards (GELDS). Teachers can also utilize a curriculum approved for Georgia's Pre-K program, and they may incorporate the Opening the World of Learning (OWL) Summer School Curricula. A part-time transition coach works directly with families and students on a weekly basis to provide a variety of workshops and activities to foster family engagement and support the transition to kindergarten.

Research Questions

A decade has passed since the last evaluation study of the Rising Kindergarten STP was conducted. There have been significant changes in student and family engagement with schools following the COVID-19 pandemic, as well as expansion and development of the program. As such, this updated evaluation study provides updated information about program quality. The primary evaluation questions include:

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1. What is the observed classroom quality of Rising Kindergarten STP classrooms? Do current quality levels differ from previous evaluations of Georgia's Rising Kindergarten STP?
2. Is classroom quality related to site, teacher, or classroom characteristics?
3. How well do Rising Kindergarten STP lead teachers, transition coaches, and directors think that the program supports children's enrollment and attendance in kindergarten following participation in the program? Are there additional supports or resources they feel might be beneficial to supporting families through the kindergarten enrollment process?
4. What other benefits do lead teachers and transition coaches feel that children and families receive from participating in the Rising Kindergarten STP and family engagement activities/workshops?

A description of the analysis plan by research question is included in Appendix B.

Note. Kindergarten enrollment and attendance data for participating children were not yet available for analysis in this report. Educator perspectives on these outcomes are reported in Research Question 3.

Sample

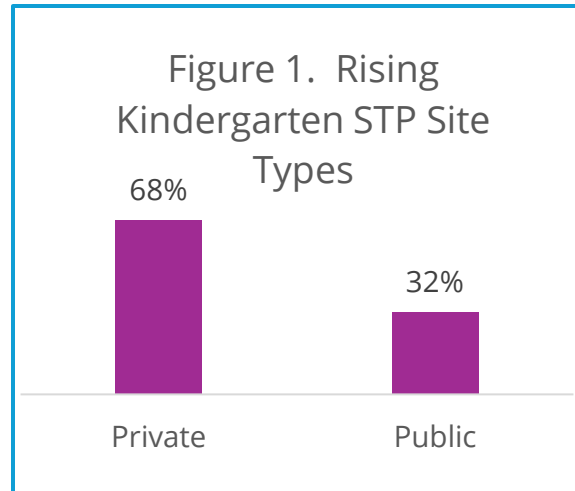
Sampling Approach

FPG used a stratified random sampling approach to select 121 Rising Kindergarten STP classrooms/sites. The sample was stratified by 6 regions according to Georgia's Child Care Resource & Referral System¹ to ensure regional representation across the state. Twenty-one sites were selected within each region, except for one region that had only 16 sites (all sites were invited to participate). For sites that had more than one STP classroom, one classroom was chosen at random. If we were unable to contact the site's leadership or all classroom teachers within a site declined to participate, we then contacted replacement sites in a random order by region. Within each site, we listed all classrooms in random order, working our way down the list until we found a teacher who was willing to participate. If all classroom options were exhausted, we moved onto the next replacement site. For sites with only one classroom, the site was replaced as needed if the teacher declined to participate.

¹ <https://www.dec.state.ga.gov/ccs/ccrrsystem.aspx>

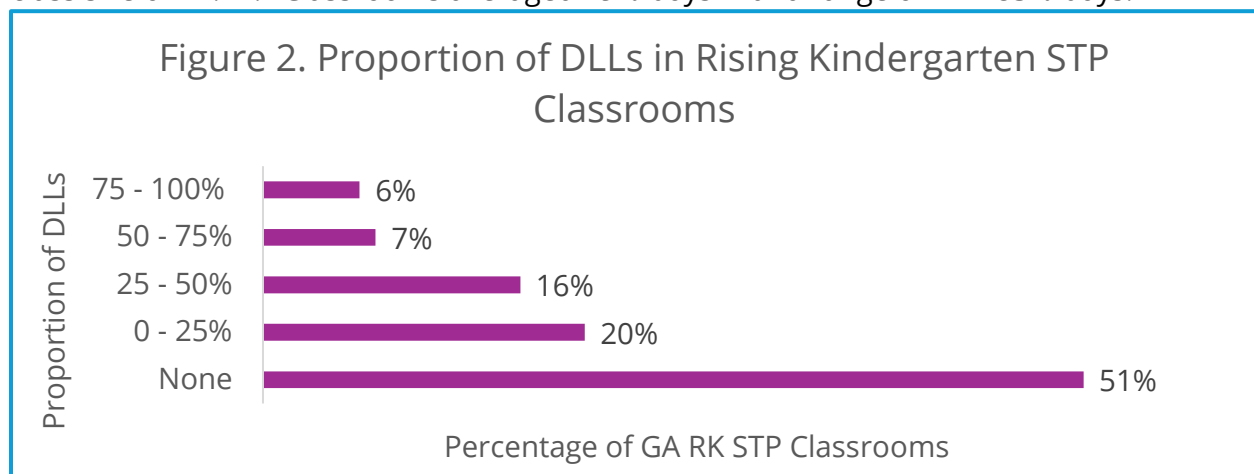
Sample Descriptive Statistics

In total, 121 teachers initially agreed to participate in classroom observations. Of these, 118 observations were successfully completed (98% completion rate). Three observations were cancelled due to scheduling conflicts or unforeseen site circumstances. Sites were identified as either private or public in DECAL's administrative data. A majority of sites were located in private center-based settings (72%), with one third located in public school settings (28%; see Figure 1). Head Start sites were included in the private category since they function most similarly to private sites, and there were too few participating Head Start sites to



designate as a separate category. Additional information about the sites and classrooms are provided in a table in Appendix C.

Classroom characteristics. Class sizes ranged from 4 to 16 children with an average class size of 12.22.² Classrooms averaged 49% boys with a range of 17 – 83% boys.



Classrooms had 9% children with identified disabilities on average, but some classrooms served over half students with disabilities (56%). Classrooms were comprised of 18% ELLs

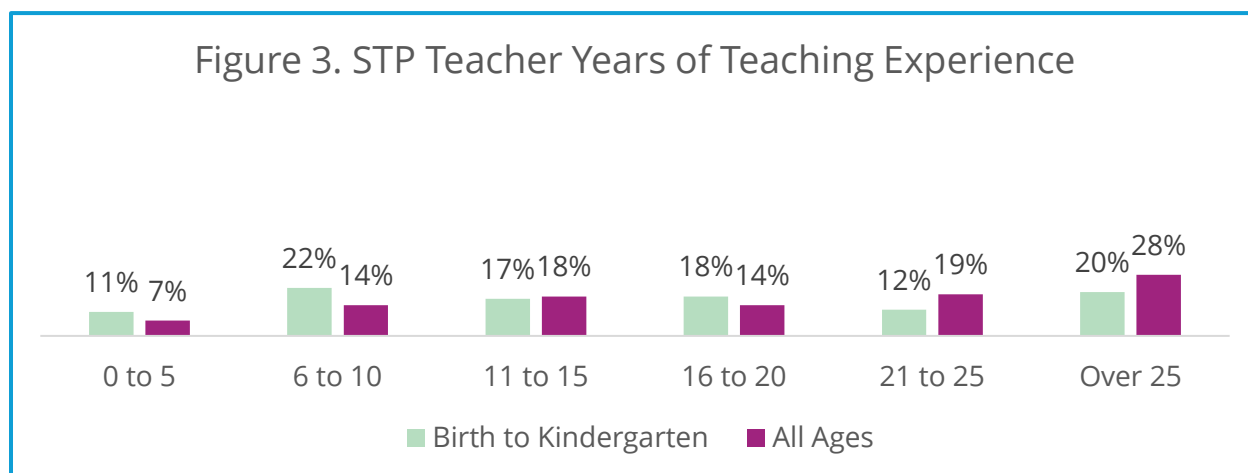
² Note that the maximum class size was 14 for the summer of 2025 but some programs had slightly higher class sizes through an approved waiver.

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on average with ELLs, with 51% of classrooms not enrolling any ELLs (see Figure 2), and 13% of classrooms having 50% or more ELLs enrolled.

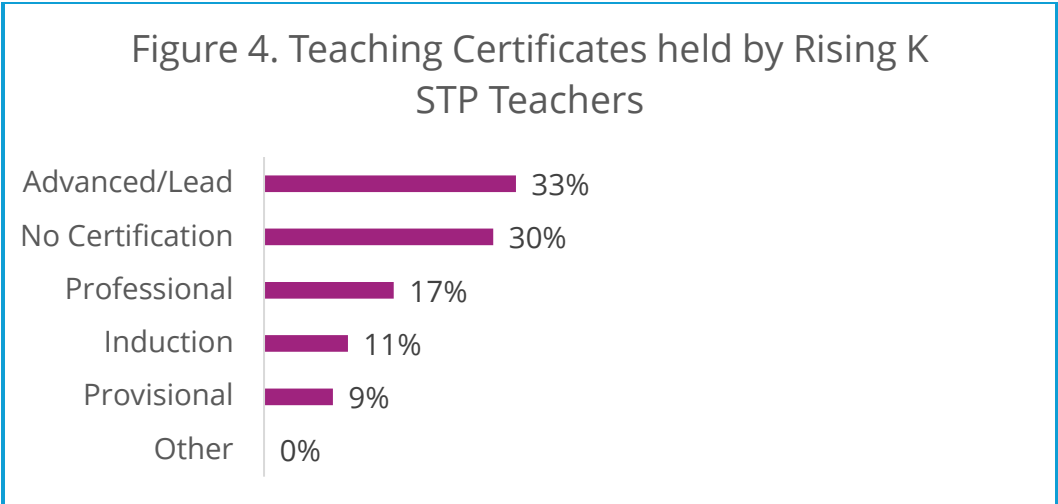
Teacher demographics. 109 teachers (91% response rate) completed the teacher survey. Teachers were asked about their demographics, education, experience, credentials, and their opinions/reflections of the STP. Over half of responding teachers were Black (53%) and one quarter were White (25%). Five percent of teachers reported their ethnicity to be Hispanic/Latine, and the last 4% included respondents who reported a multi-racial identity or reported another race that did not fall into these categories. Twelve percent of teachers declined to report their race/ethnicity.

Rising Kindergarten STP teachers reported whether they held a degree equal to or higher than a bachelor's degree. Most teachers held a bachelor's (56%) or master's (37%) degree. Teachers were very experienced – on average they had 17.17 ($sd = 9.76$) years of experience teaching birth to Kindergarten and 19.81 ($sd = 9.75$) years of experience teaching children of any age (Figure 3).



When asked to describe their qualifications to serve as a Georgia Pre-K teacher, most respondents indicated they hold at least a bachelor's degree in early childhood education (73%). Other teachers fulfilled this requirement through completing an ECE credential or having a credential waiver. No teachers reported not meeting the minimum requirements.

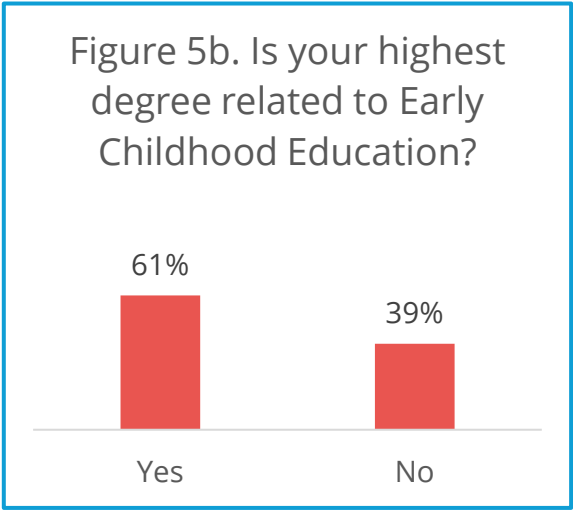
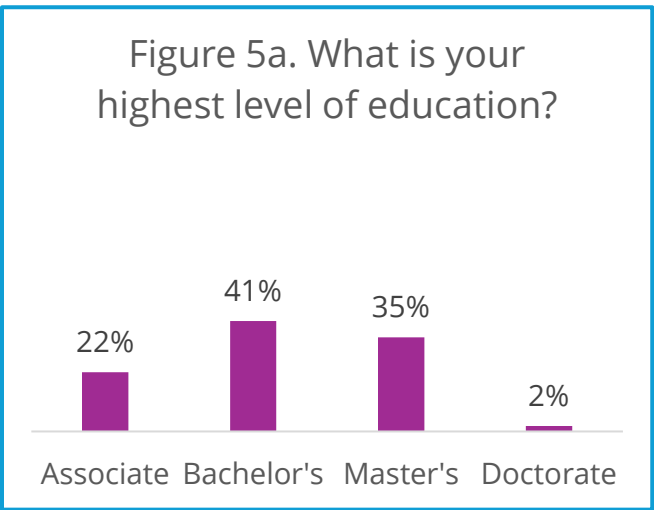
Although a Georgia Professional Standards Commission (GaPSC) teaching certification was not required for lead teachers in STP, most Rising Kindergarten STP teachers held the following teaching certificates: an "Advanced/Lead" certification (33%), a "Professional" certification (17%), an "Induction" certification (11%), or a "Provisional" certification (9%). A third of teachers did not hold a teaching certification (30%), including teachers who indicated they were currently working toward certification (see Figure 4).



Teachers who held a Georgia Professional Standards Commission (GaPSC) teaching certificate ($n = 72$) were asked to identify the grade levels they were certified to teach. Note that teachers were able to select all that apply if they held more than one certification. Most Rising Kindergarten STP teachers held Elementary Education (43%) or Birth-Kindergarten (33%) certificates.

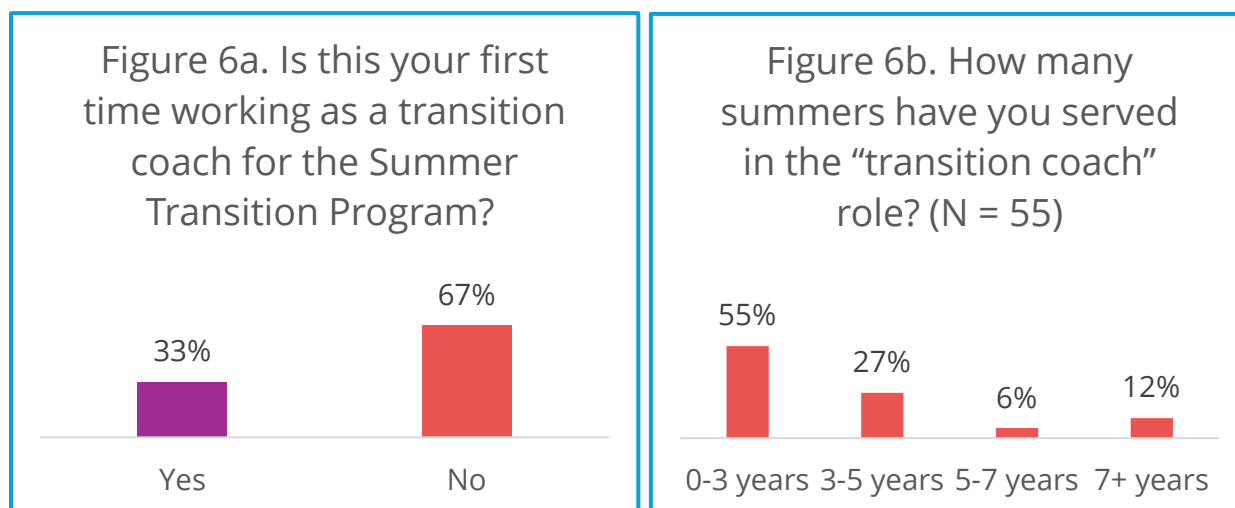
Coach demographics. Eighty-four transition coaches (70% response rate) completed the coach survey, responding to questions about their demographics, education, experience, credentials, and opinions/reflections of the STP.

STP coaches held a variety of degrees (see Figure 5a): 22% with an associate degree, 41% with a bachelor's degree, 35% with a master's degree, and 2% with a doctoral degree. Most coaches held degrees related to early childhood education (see Figure 5b).



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A majority of STP coaches have served as an STP coach in the past (67%; Figure 6a), and coaches had, on average, 5.3 ($sd = 2.98$) years as an STP coach, with a majority of coaches falling within 0-3 years of experience (55%; Figure 6b).



Most coaches (66%) work as lead or assistant teachers in Georgia’s Pre-K Program during the school year. Of those who work as teachers ($n = 55$), most have a teaching certificate (64%). Among those who were certified teachers ($n = 35$), most are certified in Elementary Education (78%).

Director demographics. 84 directors (59% response rate) completed a survey of their demographics, education, experience, and opinions/reflections of the STP. The sample was evenly spread between site directors (35%), project directors (33%), and those who served as both the project and site directors (32%).

Among directors, 24% had associate’s degrees as their highest level of education, 34% had bachelor’s degrees, 34% had master’s degrees, and 8% had doctoral degrees. A majority of directors (64%) had degrees related to early care and education. On average, directors reported 13.34 years of experience as a director of early childhood programs, ranging from 1 to 35 years of experience as a director. Looking at the STP program, specifically, respondents had an average of 5.71 years of experience as an STP director, with a range of 1 to 15 years of experience.

Measures

Classroom observations were conducted using the Classroom Assessment Scoring System (CLASS 2nd Edition: Pre-K–3rd, 2022) and the Early Language and Literacy Classroom Observation Pre-K (ELLCO-PreK; Smith et al., 2008). Both observations were conducted on the same day by observers who were trained to reliability on both measures independently. The data collectors also met reliability standards when both measures were collected simultaneously. All observers completed reliability training on both the CLASS and ELLCO and demonstrated inter-rater reliability of at least 80% agreement with master coders before conducting field observations. During 2025, observations in the Rising Kindergarten STP classrooms occurred over five weeks from June 3 to July 10.

CLASS

Lead teachers in the Rising Kindergarten STP were observed using the Classroom Assessment Scoring System (CLASS 2nd Edition: Pre-K–3rd, 2022) to examine the degree to which teacher-child interactions were positive and language rich and the classrooms were well-organized. A complete observation includes 4-5 cycles of 20 minutes of observation and 10 minutes of coding. CLASS Pre-K measures classroom quality across three main domains: Emotional Support, Classroom Organization, and Instructional Support. Observers focus on the quality of interactions between adults and children within the classroom. Low scores (1-2) indicate ineffective interactions, mid scores (3-5) indicate a mix of effective and ineffective behaviors, and high scores (6-7) indicate consistent high-quality interactions.

During each observation cycle, observers also noted the activity settings and content areas in which children were engaged, as directed by the revised activity setting scoring introduced in the CLASS 2nd Edition. Several variables were created from the Activity Settings items. For each classroom, we calculated the proportion of observation cycles spent in each activity setting (Centers/Free Play, Independent Work / 1:1, Routines / Transitions, Small Group, Whole Group). For content areas, we approximated the amount of time spent in each content area (Arts, Literacy, Math, Science, Social Studies, Social-Emotional, and No Content) by coding the Time variable as none = 0, some = 0.5, and most = 1.0, then averaging the time variable across cycles. For each cycle, the observers recorded the engagement level within each content area. Engagement was coded as disengaged = 0, mixed engagement = 1, and active engagement = 2. Engagement level for each content area was then averaged across cycles.

ELLCO

Teachers and classrooms were also observed using the Early Language and Literacy Classroom Observation Pre-K (ELLCO-PreK; Smith et al., 2008) tool. The ELLCO measures aspects of classroom language and literacy environments that are supportive of language and literacy skill development. The tool has 19 items that are scored (1), Inadequate (2), Basic (3), Strong (4), or Exemplary (5). Items are averaged to create a total score. In addition to a total ELLCO score, the tool can also be divided into two composite scores that are comprised of five subscales: Classroom Structure and Curriculum in the General Classroom Environment Composite; Language Environment, Books and Book Reading, and Print and Early Writing in the Language and Literacy Composite. The ELLCO was scored across the duration of a 2–3-hour period during the same observation window as the CLASS. The study team worked with an ELLCO trainer to create a CLASS/ELLCO crosswalk that highlighted similarities between the two tools to support observers to reliably collect the CLASS and ELLCO simultaneously.

Surveys

Lead teachers, transition coaches, and STP directors were asked to complete a survey with similar sets of questions about their teaching experience, education, licensure, and their feelings about the program. We also asked staff how well the Rising Kindergarten STP and activities offered by the transition coach support children's school-readiness skills and transition into kindergarten, and what other supports they felt that families might need to successfully enroll their children in kindergarten.

Results

Research Question 1

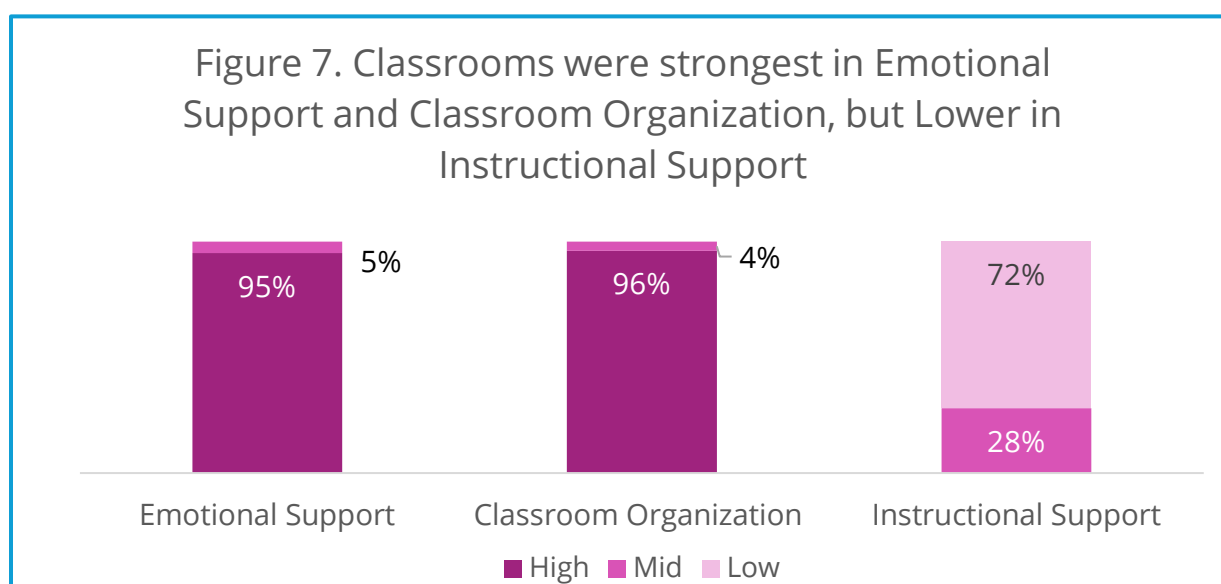
What is the observed classroom quality of Rising Kindergarten STP classrooms?

Overall, classroom observations of teacher-child interactions, classroom materials, and early language and literacy supports show that STP teachers provided well-organized, warm, and welcoming classrooms. In the results sections below, first the summary scores are provided, and then variation in CLASS version 2 and ELLCO scores are examined in relation to site, classroom, and teacher characteristics. Details on the analyses can be

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found in Appendix B and descriptive statistics for all quality measures are provided in Appendix D.

Teacher-Child Interactions. Figure 7 shows the percentage of classrooms that received high, mid, and low scores for each CLASS version 2 domain measuring the quality of teacher-child interactions. For Emotional Support and Classroom Organization, nearly all classrooms scored in the high range (95% and 96% for each respective domain) with the remaining classrooms scoring in the moderate range and no classrooms scoring in the low range. However, for Instructional Support, a majority (72%) of classrooms scored in the mid-range, and nearly a third of classrooms scored in the low range (28%).



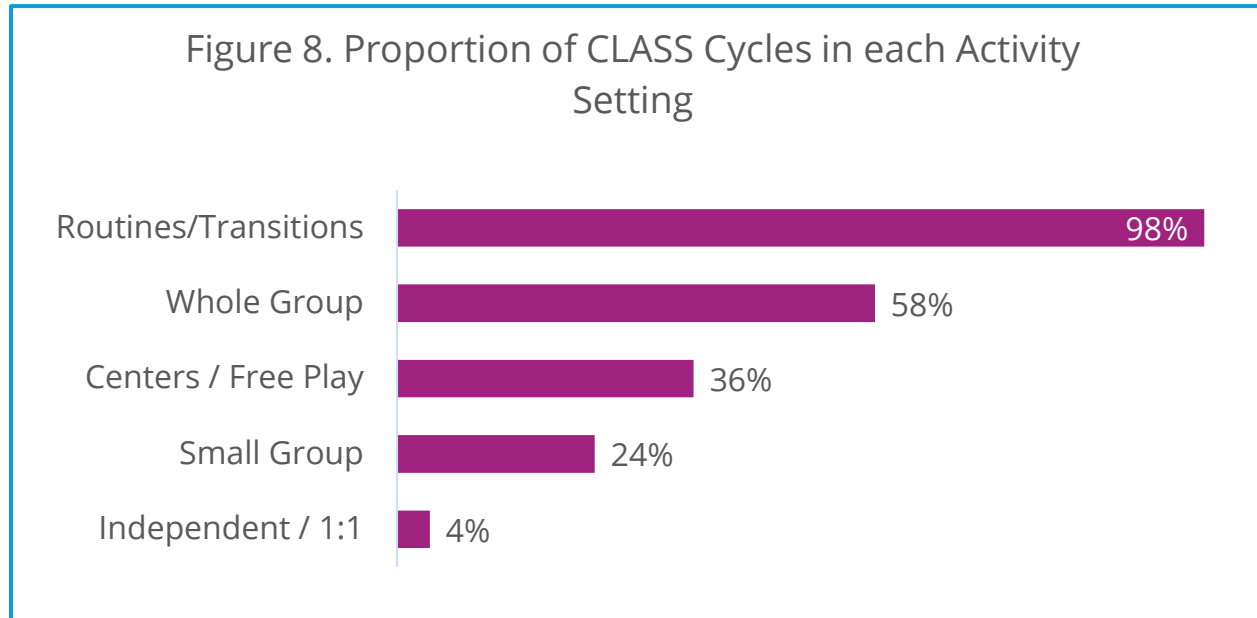
Note. Low-range scores (1–2) indicate interactions that are rare, brief, or stay at a surface level and do not meaningfully support children’s needs or learning. Mid-range scores (3–5) indicate a mix of effective and less effective interactions, with some support but inconsistent depth or duration. High range scores (6–7) indicate consistently effective interactions that frequently meet children’s needs and deepen their learning and connections.

Student Engagement: Activity Settings, Content Areas & Engagement

Levels. Student engagement in activity settings describes the main learning context of each observation cycle and more than one setting can be selected per 20-minute cycle over the four observation cycles. On average, classrooms spent 58% of their observed CLASS cycles in whole-group activity settings, 36% of cycles in centers, and 24% of cycles in small-group settings (see Figure 8). Independent or one-on-one activities were uncommon in Rising Kindergarten STP classrooms (4% of CLASS version 2 cycles). These patterns suggest that STP classrooms relied primarily on whole-group instruction, with centers serving as a secondary activity setting. The relatively low use of small-group instruction may represent

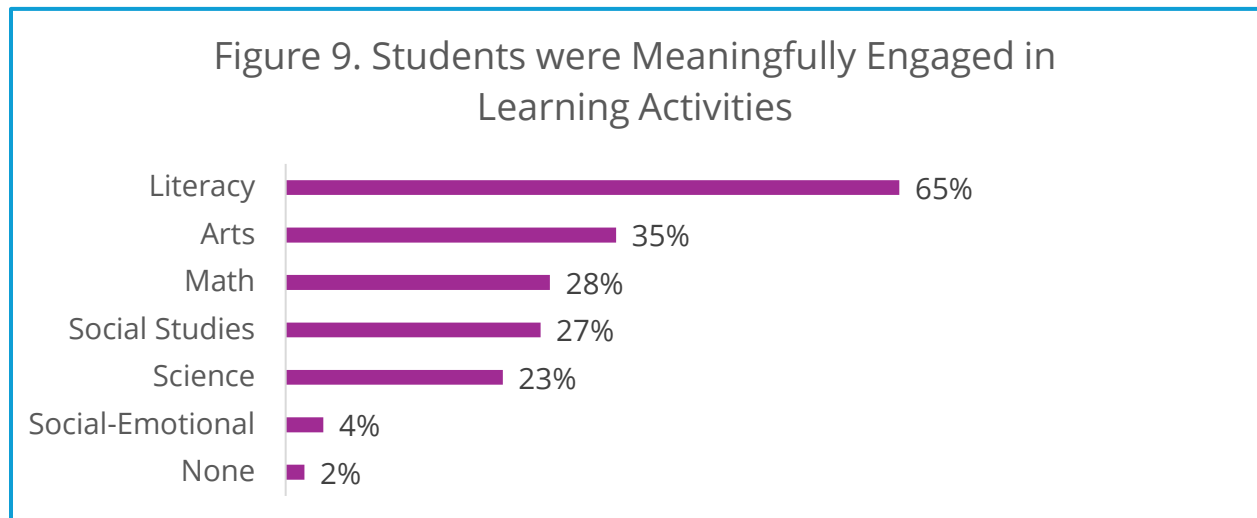
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an opportunity to increase individualized attention, particularly for dual language learners and children with disabilities. Although almost all cycles (98%) included a routine or transition, observers indicated that only 11% of these routines and transitions took up learning time during the cycle (see Figure 8; Appendix E).



Note. Cycles may have included more than one activity setting.

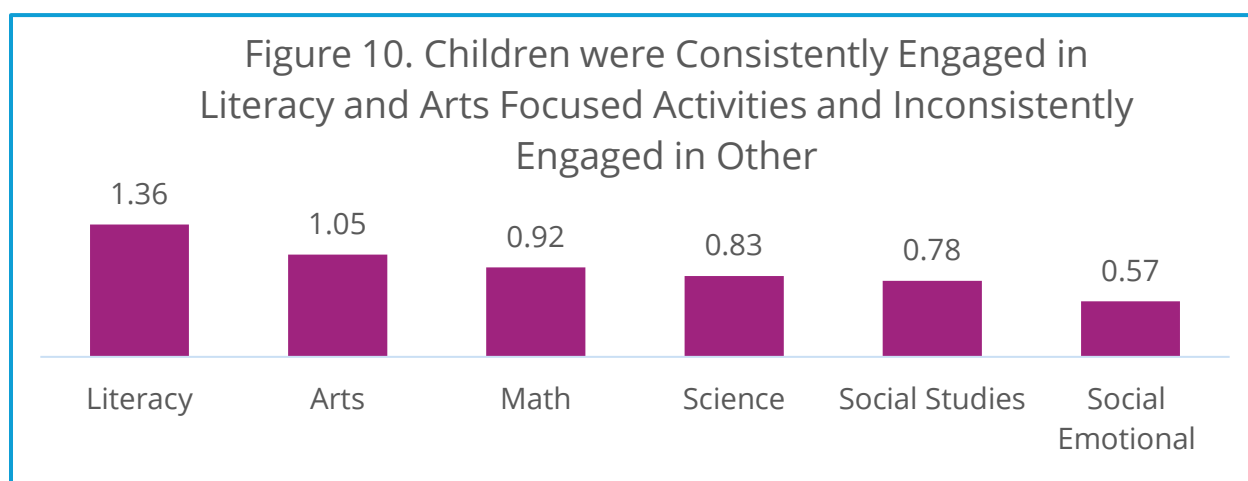
On average, students in classrooms spent the most time engaged in literacy activities (65%). They also spent 35% of the time engaged in art activities, 28% engaged in math activities, 23% of the time engaged in science activities, and 27% of the time engaged in social studies activities (see Figure 9).



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Note. The proportion of observation time was estimated rather than the proportion of cycles to provide a more practical picture of how classroom time was spent. Content areas could occur concurrently and were not mutually exclusive.

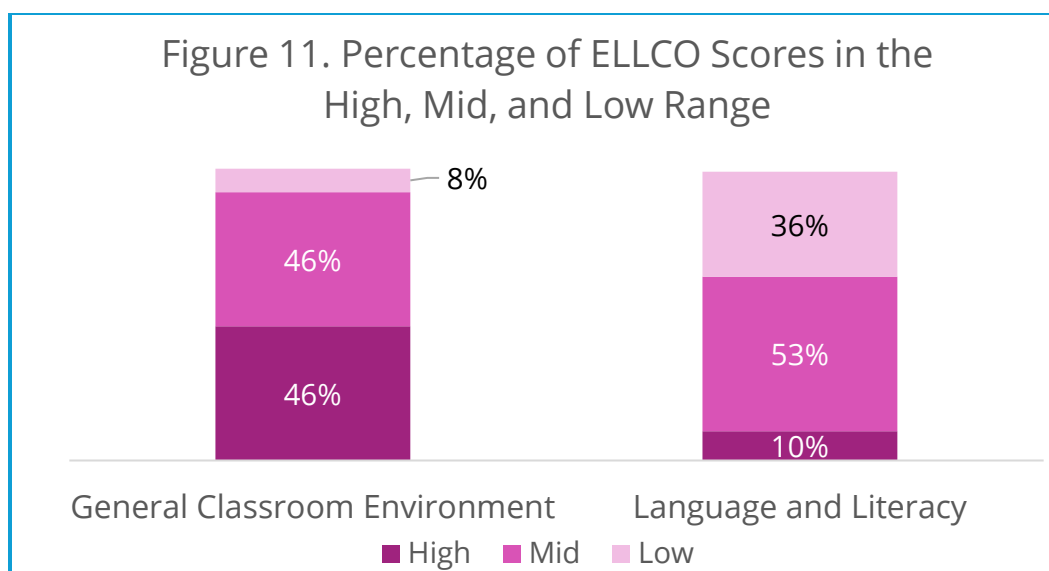
CLASS version 2 engagement levels describe the extent to which students are actively involved, interested, and participating in the observed activity. Engagement is coded as (1) disengaged which means the student is not meaningfully involved, (1) mixed means the student is involved inconsistently, and (3) active means the student is consistently focused and participating. Students were at least somewhat engaged in every content area observed (Figure 10). Students were the most actively engaged in literacy and art activities, and the least engaged in social-emotional activities.



Note. The engagement scale was coded as 0 = disengaged, 1 = mixed, and 2 = active.

Language and Literacy Supports

Early Language and Literacy Classroom Observation (ELLCO) scores indicate how well the classroom supports children's language development, literacy learning, and meaningful teacher-child interactions. Low scores (1-2) mean the classroom provides limited support for language and literacy development, mid scores (3) mean the support is moderate or inconsistent, and high scores (4-5) mean the classroom strongly supports children's language and literacy learning through rich interactions and opportunities. Figure 11 shows the percentage of classrooms that received high (4 – 5), mid (3), and low (1-2) scores for each ELLCO Composite Score. For General Classroom Environment, few STP classrooms scored in the low range (8%), with 92% of classrooms scoring in the mid - high range. For Language and Literacy, the pattern was flipped such that few classrooms scored in the high range (10%) and over a third of classrooms scored in the low range (36%). Appendix C lists the mean scores for each ELLCO section and item.



Research Question 2

How does classroom quality differ by site, classroom, and teacher characteristics?

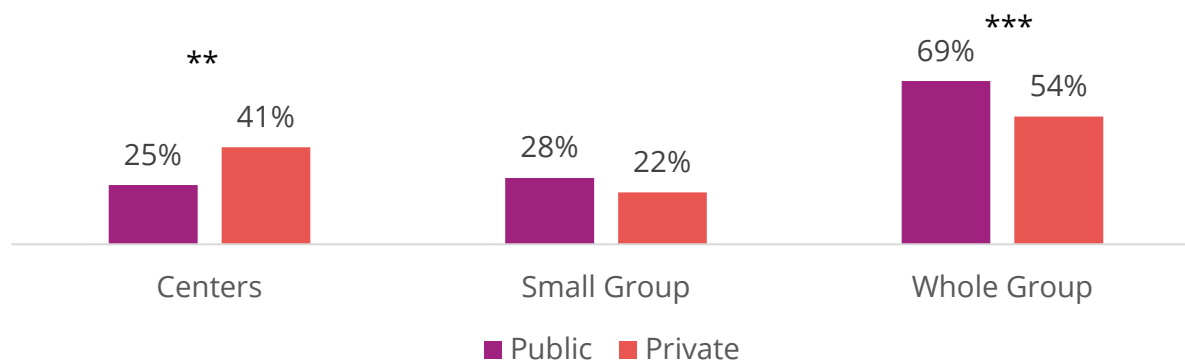
Multivariate regression models were estimated for all outcomes and controlled for class size, proportion of boys, proportion of ELLs, proportion of children with disabilities, rural/urban location, private site, master's degree or higher, and years of Birth-Kindergarten teaching experience. The results below describe associations that were observed above and beyond these covariates (for a summary, see Tables 1 and 2 later in this section and for full regression results see Appendices E, F, G, H, and I).

Site, Classroom, and Teacher Characteristics

Site Characteristics

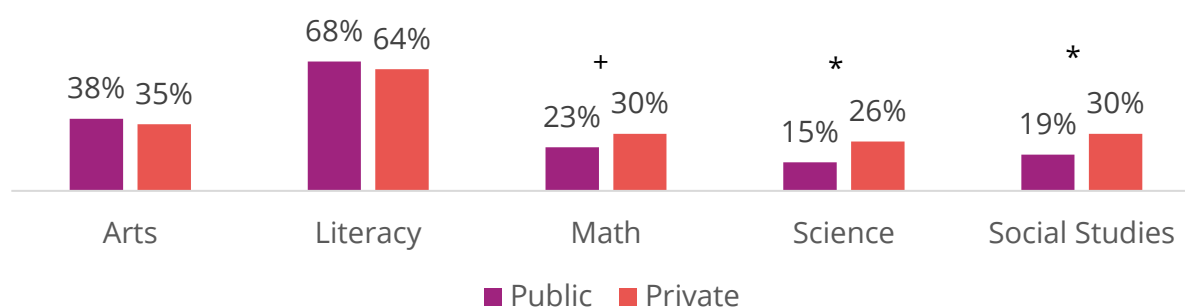
Site type was associated with several measures of classroom structure and engagement. Compared with classrooms located in public sites, classrooms located in private sites spent a greater proportion of observed cycles in center-based activities and a smaller proportion of cycles in whole-group activities (Figure 12). Site type was also associated with content coverage: classrooms in private sites spent more time in science and social studies activities than classrooms in public sites (Figure 13). In addition, private site classrooms had higher print and early writing scores on the ELLCO than public site classrooms (Figure 14).

Figure 12. Classrooms in Private Sites Spent More Time in Center-Based Activities and Classrooms Located in Public Sites Spent More Time in Whole Group



Note. ⁺ $p < 0.1$, $*p < 0.05$, $**p < 0.01$, $***p < 0.001$

Figure 13. Students Enrolled in Classrooms Located in Private Sites Spent a Higher Proportion of Time Engaged in Science and Social Studies



Note. ⁺ $p < 0.1$, $*p < 0.05$, $**p < 0.01$, $***p < 0.001$

Figure 14. Private sites scored significantly higher on the Print & Early Writing subscale of the ELLCO Language and Literacy Section

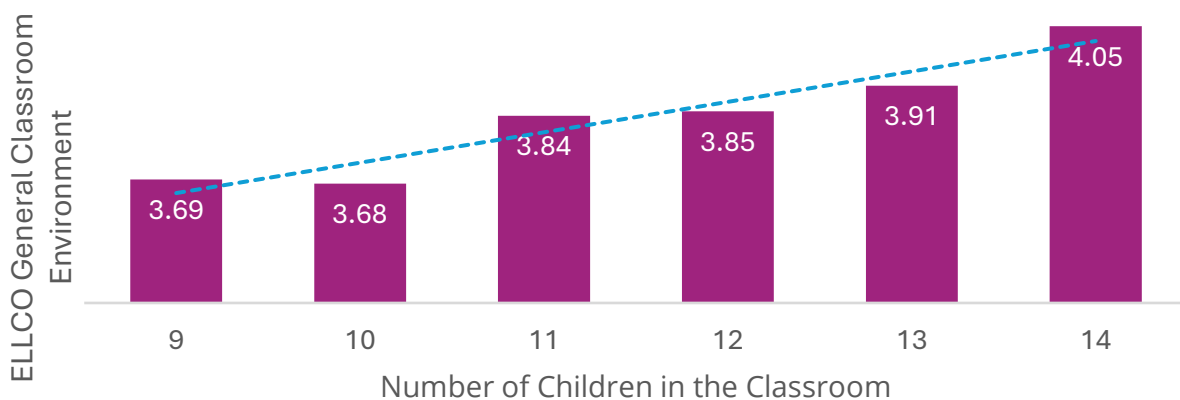


Note. ⁺ $p < 0.1$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Classroom Characteristics

Class size was associated with several outcome measures. Larger classrooms with higher enrollment spent more time in arts activities and social studies activities than smaller classrooms. Larger classrooms also showed higher General Classroom Environment scores on the ELLCO (Figure 15), and the same pattern was observed for the Class Structure and Curriculum sections of that scale. Larger classrooms were also more engaged in literacy activities than classrooms with lower enrollment.

Figure 15. ELLCO General Classroom Environment Scores are Higher with more children enrolled in the STP classroom



Note. Class size ranged from 4 to 16 children, but most classrooms fell within the range of 9 to 14 children.

Teacher Characteristics

Teacher characteristics were associated with engagement in science and math activities. Students in classrooms with more years of Birth-Kindergarten teaching experience were more engaged in science activities (Figure 16). Teacher education was also associated with engagement in math activities, with classrooms led by teachers holding a master’s degree or higher showing greater math engagement.

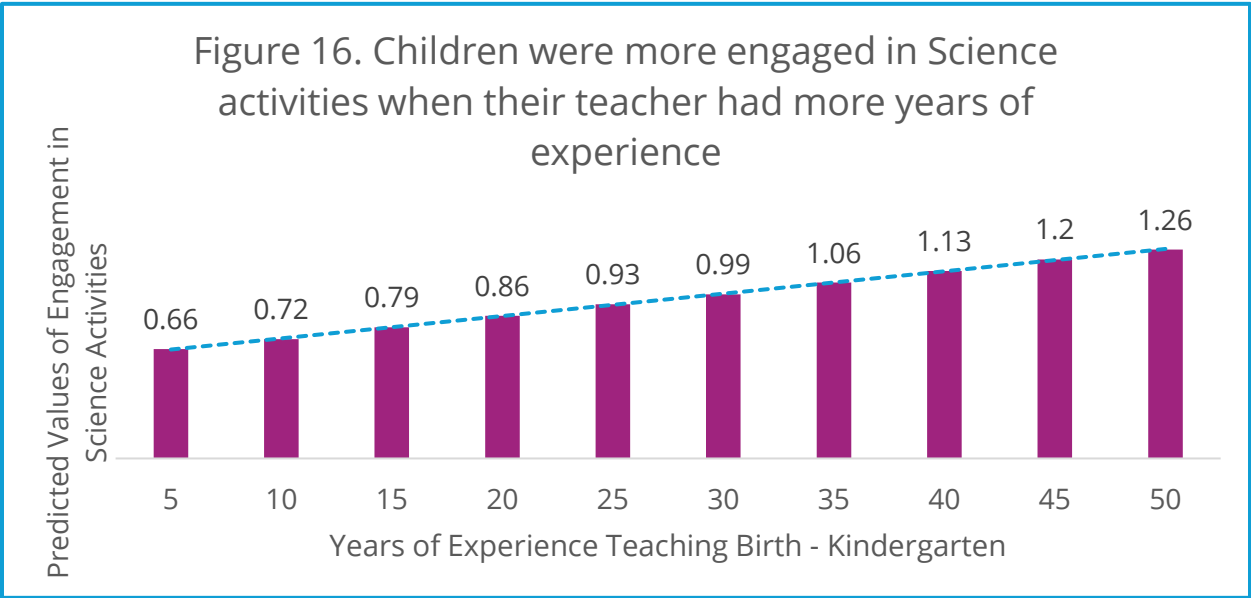


Table 1. Associations Between Site, Class Size/Enrollment, and Teacher Characteristics and Classroom Outcomes

Predictor	Activity settings	Content engagement	Levels of engagement	ELLCO
Site type	More time in whole-group activities in public sites; more time in center-based activities in private sites	More time in science and social studies in private sites		Higher print and early writing scores in private sites
Class size / enrollment		More time in arts and social studies in larger classrooms	Greater literacy engagement in larger classrooms	Higher General Classroom Environment, Class Structure, and Curriculum scores in larger classrooms
Teacher experience (BK Years)			Greater science engagement with more years of experience	
Teacher education (MA+)			Greater math engagement	

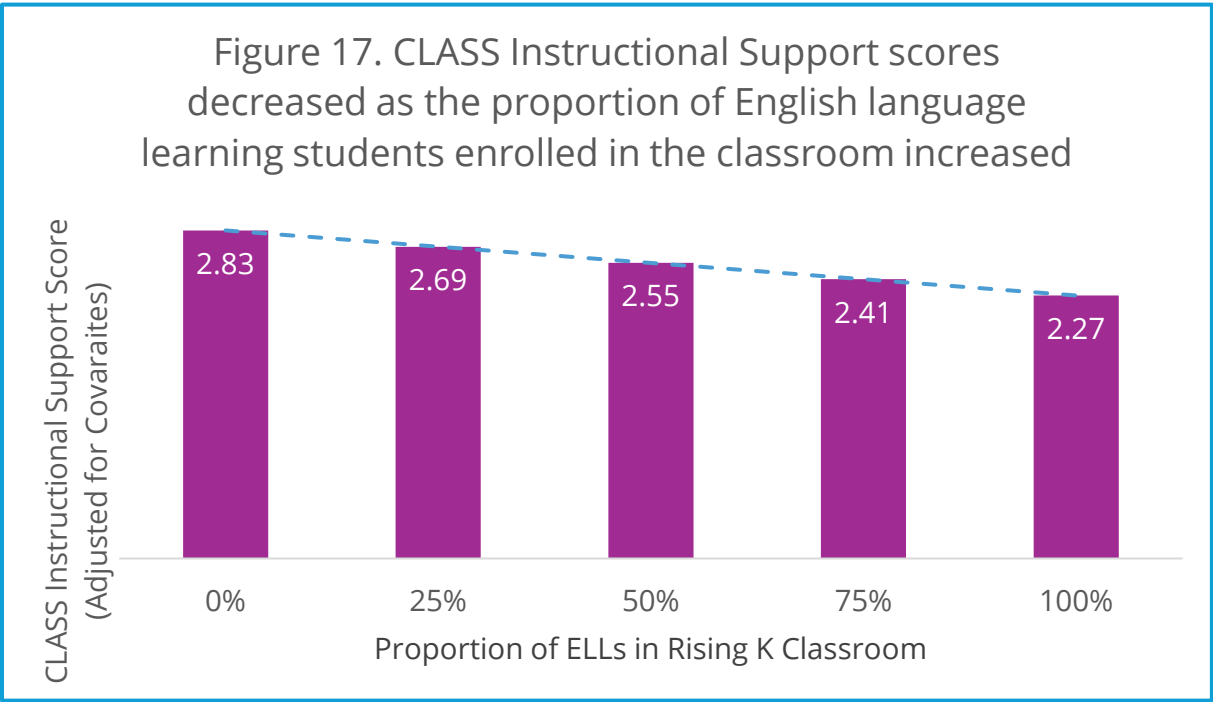
Note. All models controlled for class size, proportion of boys, proportion of ELLs, proportion of children with disabilities, rural/urban location, private site, master's degree or higher, and years of Birth-Kindergarten teaching experience. No differences in CLASS domains were observed with these predictors so that column is not included in this table.

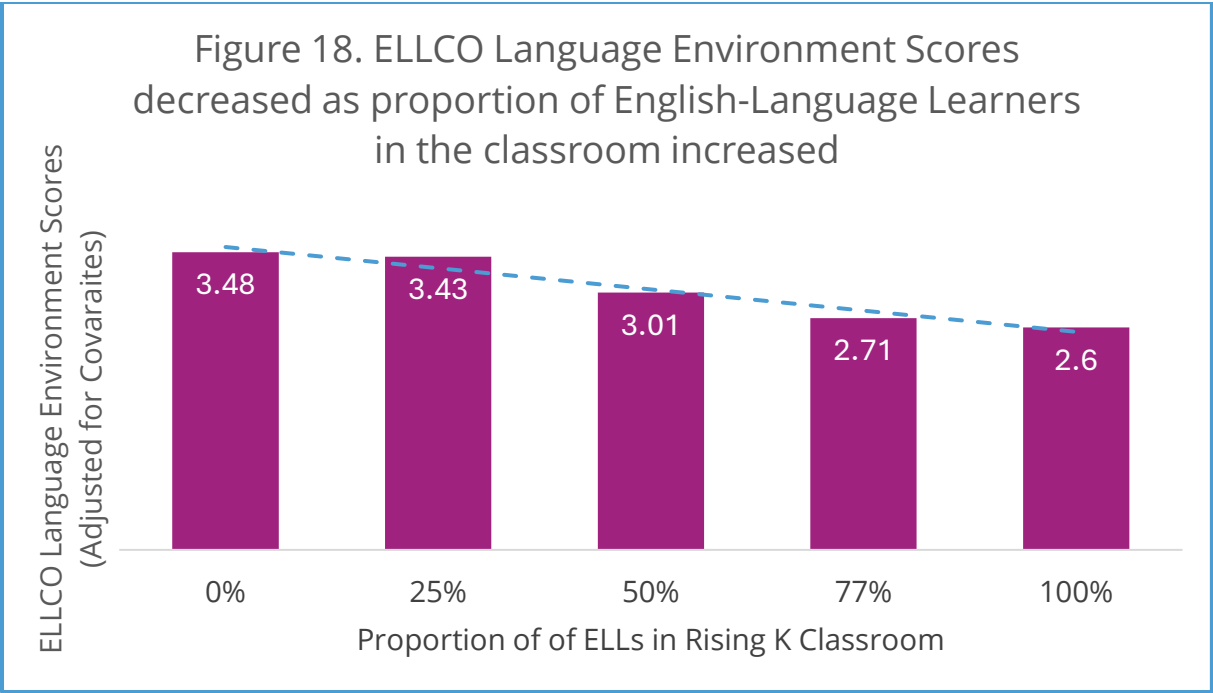
Classroom Composition Characteristics

Child composition was associated with multiple domains of classroom quality and engagement.

Proportion of Classroom Comprised of English Language Learners

Classrooms with a higher proportion of English Language Learners (ELLs) had lower Instructional Support scores on the CLASS (Figure 17). When the Instructional Support domain was examined at the dimension level, no single dimension—Concept Development, Quality of Feedback, or Language Modeling—was more strongly associated with ELL enrollment than the others. Classrooms with a higher proportion of ELLs also had lower language environment scores on the ELLCO (Figure 18) and lower General Classroom Environment scores, including the Class Structure and Curriculum sections.

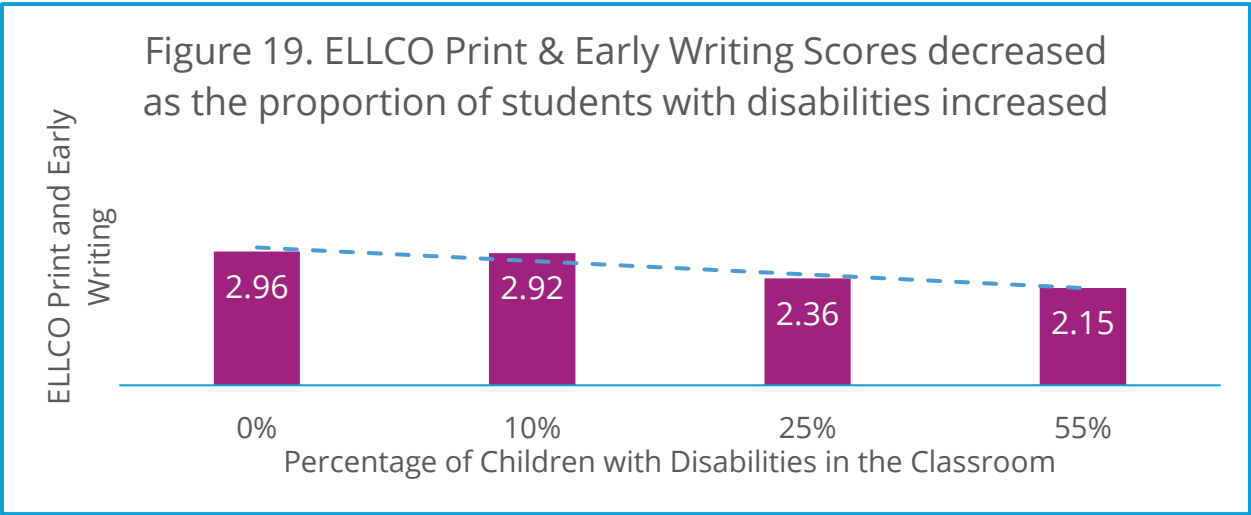




*Note. Data points plotted were key points in the observed distribution across classrooms in the sample (e.g., 77% of classroom comprised of ELLs was observed rather than 75%).

Proportion of Classroom Comprised of Children with Disabilities

Classrooms with a higher proportion of children with disabilities had lower print and early writing scores on the ELLCO (Figure 19). They also spent a greater proportion of observed time in literacy activities, although this pattern did not reach statistical significance. In addition, classrooms with a higher proportion of children with disabilities showed lower engagement in science activities.



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*Note. Data points plotted were key points in the observed distribution across classrooms in the sample (e.g., 55% of classroom comprised of ELLs was observed rather than 50%).

Proportion of Classroom Comprised of Boys

Classrooms with a higher proportion of boys were associated with lower General Classroom Environment scores on the ELLCO (Figure 20), and the same pattern was observed for the Class Structure and Curriculum sections. Classrooms with a higher proportion of boys also scored lower on Emotional Support in the CLASS. In terms of engagement, classrooms with a higher proportion of boys showed greater engagement in science activities.

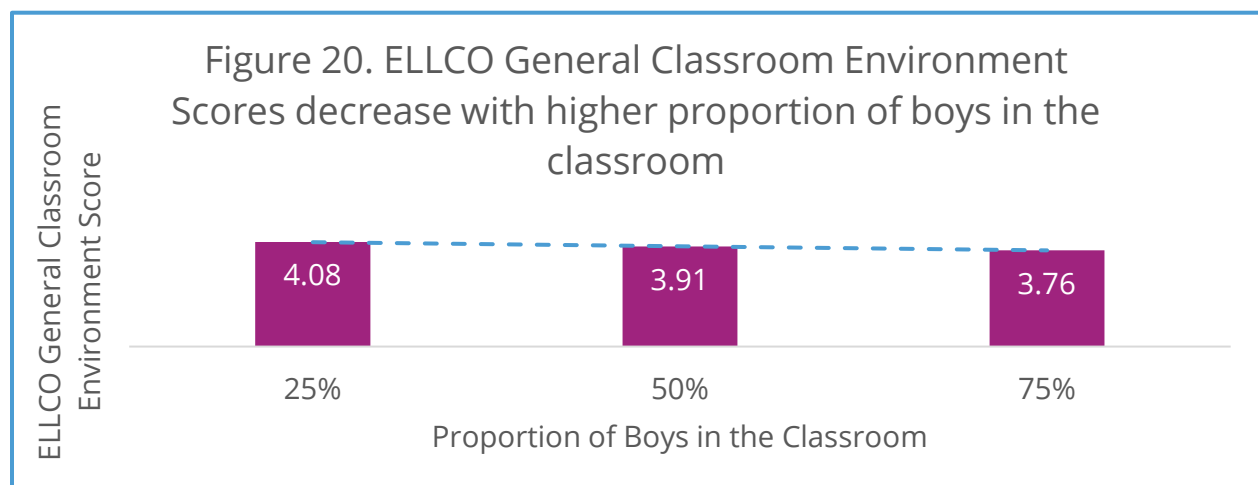


Table 2. Associations Between Child Composition and Classroom Outcomes

Predictor	CLASS	Content engagement	Levels of engagement	ELLCO
Proportion of ELLs	Lower Instructional Support			Lower Language Environment, General Classroom Environment, Class Structure, and Curriculum scores
Proportion of children with disabilities		More time in literacy activities (not statistically significant)	Lower science engagement	Lower print and early writing scores
Proportion of boys	Lower Emotional Support (not statistically significant)		Greater science engagement	Lower General Classroom Environment, Class Structure, and Curriculum scores

Note. All models controlled for class size, proportion of boys, proportion of ELLs, proportion of children with disabilities, rural/urban location, private site, master's degree or higher, and years of Birth-Kindergarten teaching experience. No differences in activity settings were observed with these predictors so that column is not included in this table.

Marginally Significant Results

Classrooms with a higher proportion of boys scored lower on Emotional Support, although this association did not reach statistical significance. Classrooms with a higher proportion of children with disabilities may have spent more time in literacy activities, but this association was not statistically significant. Teacher education was marginally associated with engagement in math activities, with classrooms led by teachers holding a master's degree or higher showing greater engagement.

Research Question 3

How well do Rising Kindergarten STP lead teachers, transition coaches, and directors think that the program supports children's enrollment and attendance in kindergarten following participation in the program?

Transition coaches provided focused support for ensuring families were able to enroll their children in kindergarten. Almost all of the transition coaches (97%) reported that the transition activities provided during Rising Kindergarten STP adequately supported families through the kindergarten enrollment process ($n = 81$). When asked about coach effectiveness, 85% of teachers and 93% of directors believed the transition coaches effectively provided registration assistance.

"I believe the transition activities offered by our Summer Transition Coaches were essential in helping families successfully enroll their children and ensure attendance on the first day of kindergarten. Coaches provided hands-on support with registration paperwork, immunization requirements, and school readiness checklists—tasks that can be overwhelming for families unfamiliar with the school system." - STP Director

Beyond direct registration assistance, coaches also provided workshops that introduced families to kindergarten expectations and routines. Highlights of these sessions included inviting a kindergarten teacher to speak and answer questions, touring kindergarten classrooms, and identifying transportation options. As one director stated, these workshops "...gave families clear information about school routines, transportation, and supplies, making it more likely their child would be ready and present on the first day of kindergarten." Many coaches surveyed families to identify specific needs, using those survey results to determine workshop content.

The family workshops were repeatedly cited as an essential part of preparing everyone for a smooth kindergarten transition.

"The program supports families by encouraging school readiness practices at home, making the transition smoother for both children and caregivers." - STP Director

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“Families were introduced to resources that will assist them academically, medically, socially, and economically. Parents were provided with an in-depth list of resources in the community.” – STP Teacher

Are there additional supports or resources they feel might be beneficial to supporting families through the kindergarten enrollment process?

Respondents offered suggestions about several additional supports that could aid in registering students for kindergarten, including making registration documents available in multiple languages, increased access to translators, and identifying a designated point person for registration questions in each district for real-time support. One director suggested making the STP coach a year-round position to provide additional support for families. Some coaches purchased supplies such as backpacks, uniforms, and classroom materials for students and connected families with community resources.

Research Question 4

What other benefits do lead teachers and transition coaches feel that children and families receive from participating in the Rising Kindergarten STP and family engagement activities/workshops?

Over 97% of teachers, coaches, and directors agreed that the STP learning activities prepared students for kindergarten attendance (Table 3). Teachers described the smaller class sizes that allowed them to provide individual attention as a key element of the program.

Table 3. Percentage of respondents agreed that the learning activities supported kindergarten preparedness.

	Yes	No	Unsure
Coach	98.8%	0.0%	1.2%
Teacher	97.2%	1.9%	0.9%
Director	97.0%	0.0%	3.0%

Teachers, coaches, and directors all agreed that providing students with extra instructional time was a primary benefit of attendance in the STP program. Other benefits included providing direct academic and SEL support and exposure to kindergarten routines and

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structures. We also asked observers to note when there were specific activities that were focused on preparing children for the kindergarten transition and 36% of classrooms engaged in transition activities on the date of our observation. The most commonly observed activities included talking about kindergarten expectations, reading books about kindergarten, and discussions about kindergarten activities and routines.

The opportunity to continue learning over the summer helped build students' confidence to move into kindergarten. Several directors specifically noted the importance of providing students with instruction tailored to their needs.

"Our STP Rising Kindergarten teacher is actively working with students to teach and reinforce classroom rules, bus safety guidelines, and overall Kindergarten expectations. This includes both academic and behavioral expectations, helping to ensure a smooth and successful transition into kindergarten." -STP Director

Overwhelmingly, respondents believed that the program achieved its desired goals.

"Regardless of background or proficiency level, every child enrolled in an STP program benefits in meaningful ways. These programs are designed to serve the children who are present — not just the ideal candidates. I've personally witnessed children overcome challenging behaviors, learn to write their names, and develop a genuine love for school within the supportive environment of an STP classroom." -STP Transition Coach

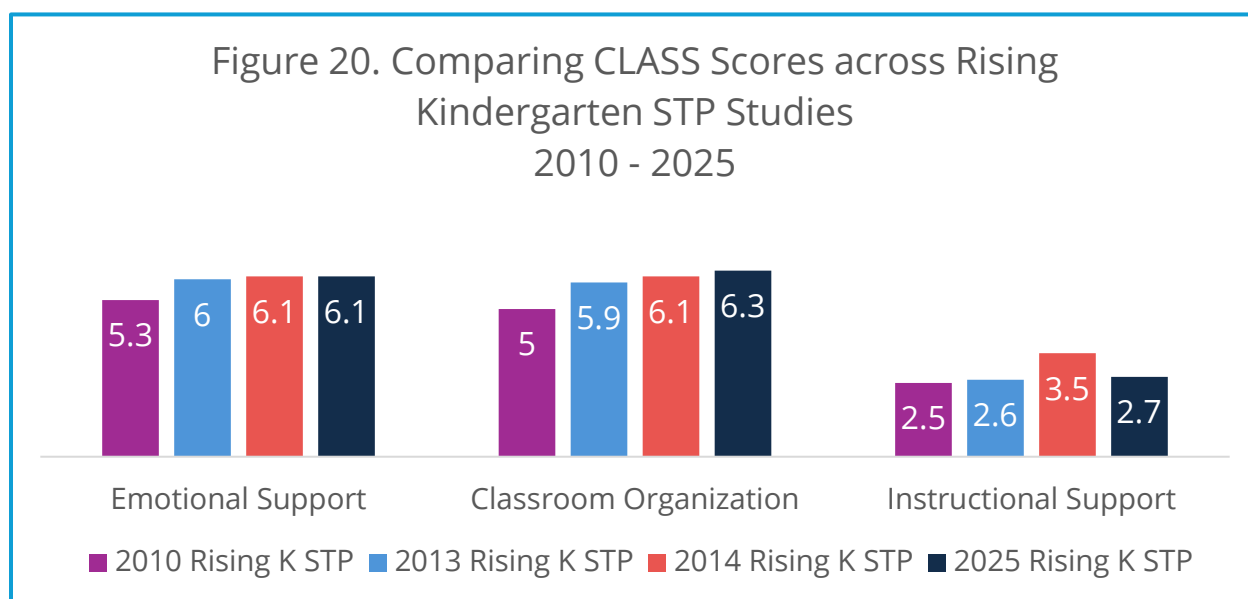
Contextualizing Study Results

Previous Studies of the Rising Kindergarten Summer Transition Program

The current study of Georgia's STP demonstrates sustained quality over time when compared with previous studies of the program (See Figure 20 and Appendix J). The most recent evaluation of the Rising Kindergarten STP prior to the current study was conducted in 2014 (Early et al., 2015) and documented aspects of high-classroom quality. STP was also evaluated in 2010 and 2013 (Early et al., 2014; Maxwell et al., 2011). In the previous studies,

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classroom quality was observed using the Classroom Assessment Scoring System - Pre-Kindergarten (CLASS Pre-K; Pianta, La Paro, & Hamre, 2008). Rising Kindergarten STP teacher-child interaction quality scores were observed to be high-quality for the Emotional Support and Classroom Organization Domains and in the low-moderate quality range for Instructional Support. Rising Kindergarten STP classroom quality scores in 2025 were the same or higher than observed classrooms in all the three previous evaluation studies of STP for the Emotional Support and Classroom Organization domains. Instructional Support scores in 2025 were higher than in 2010 and 2013, but not 2014. A change in the measure from the CLASS Pre-K to the CLASS version 2 for the 2025 study should also be noted.



Comparison of the STP teacher characteristics with the Language Study

Teachers in the STP study had more teaching experience on average, with 19.81 years of experience teaching children of any age (17.17 years in B-K), compared with 16.05 years among teachers in the Language Study (12.89 years in B-K).

The two groups also differed in racial composition. In the Language Study, most teachers were White (61%), and 36% were Black. In the STP study, most teachers were Black/African American (53%), and 25% were White.

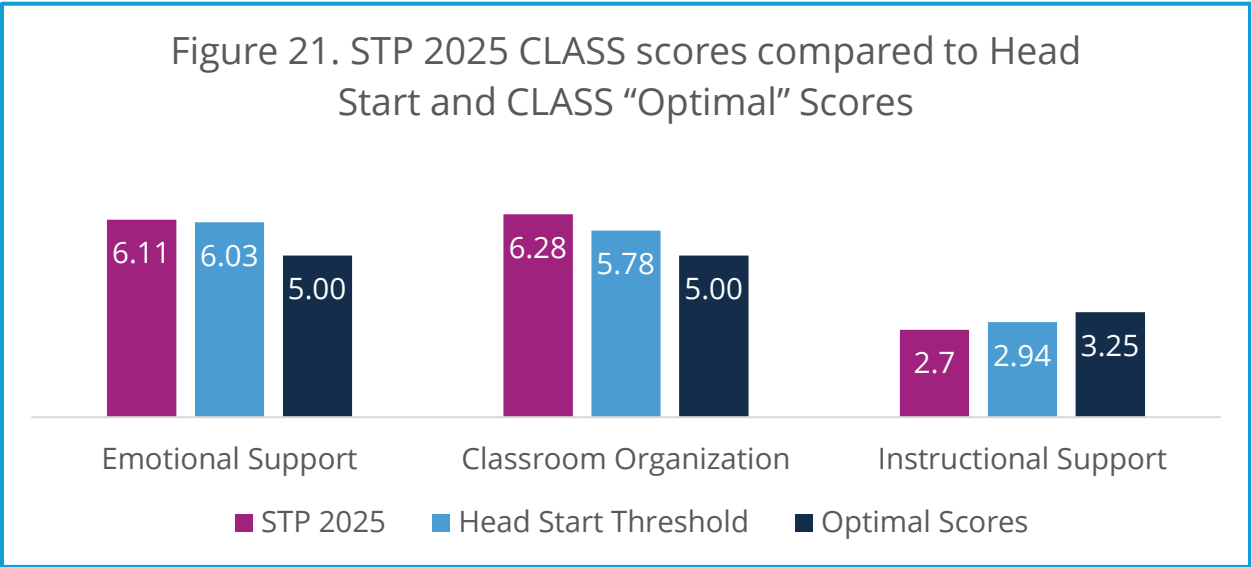
Classroom Quality

Overall, the Rising Kindergarten STP has continued to provide high-quality learning environments, even in a post-pandemic context. In addition to CLASS, this study also measured the quality of language and literacy practices using the ELLCO. The Rising Kindergarten STP classrooms also scored in the high range on the ELLCO General

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Classroom Environment and Language and Literacy subscales. Upon probing the ELLCO further, we found that print and early writing scores were in the low range on average, particularly in public sites, indicating a potential topic for quality improvement.

When comparing the observed STP classroom quality scores to other national averages like those from Head Start, and the benchmarks set by the publisher of the CLASS, classrooms scored in the high range (greater than 6) on Emotional Support and Classroom Organization of the CLASS, and slightly exceeds the national Head Start average (Teachstone, 2022). Instructional support scores were in the low to moderate range on average and were lower than the CLASS “optimal” scores, but only slightly lower compared to the average Head Start CLASS scores reported in the 2020 (see Figure 21).



Summary and Implications

The primary goal of this study was to examine the quality and structure of Georgia's Rising Kindergarten STP following the COVID-19 pandemic and to compare current quality with prior evaluations conducted in 2010, 2013, and 2014. FPG conducted 118 classroom observations of teacher-child interactions, classroom materials, and early language and literacy supports, as well as surveys of teachers, coaches, and directors. Overall, findings showed that STP teachers provided well-organized, warm, and welcoming classrooms, and that program quality has remained strong over time. The study also examined how quality varied by site, classroom, and teacher characteristics.

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Nearly all classrooms scored in the high-range for Emotional Support and Classroom Organization, while Instructional Support scores were more mixed, with most classrooms in the mid-range and nearly a third in the low range. This suggests that classrooms were generally warm and well managed, but that opportunities to deepen instructional interactions remained limited in many classrooms.

Student engagement varied by activity setting and content area. On average, classrooms spent the largest share of observed time in whole-group activities, followed by centers and small-group activities. Independent or one-on-one activities were uncommon. Students were at least somewhat engaged in every content area observed, with the highest engagement in literacy and art activities and the lowest engagement in social-emotional activities.

Results from the ELLCO showed that most classrooms scored in the mid-to-high range on the General Classroom Environment scale, but the Language and Literacy scale was weaker overall. Few classrooms scored in the high-range on Language and Literacy, and more than a third scored in the low range. Within the language and literacy environment, print and early writing emerged as a particular area of concern, especially in public sites.

Although quality was similar across private and public sites, the two site types structured their days differently in terms of content areas and activity settings. Private sites spent more time in centers and more time in math, science, and social studies activities, while public sites spent more time in whole-group activities. The lower teacher-child ratio in STP classrooms likely creates more opportunities for high-quality teacher-child interactions, even when instruction occurs in whole-group settings (Vanover et al., 2020).

Classrooms with a higher proportion of English language learners (ELLs) had lower Instructional Support scores on the CLASS, even after controlling for other factors such as class size and teacher years of experience. On the ELLCO, classrooms with a higher proportion of ELL students also had lower classroom structure scores and lower language environment scores. These findings may reflect measurement challenges with the CLASS and ELLCO in capturing high-quality language interactions in multilingual settings (Franco et al., 2019), as well as the limited availability of bilingual teachers and instructional materials in home languages. For example, the Instructional Support domain includes three dimensions that assess how teachers create learning opportunities in their classrooms: Concept Development, Quality of Feedback, and Language Modeling. Each of these dimensions becomes more challenging when designing instruction for children who do not speak the same language. Quality of Feedback may be especially difficult because it measures teacher responses to what a child has said, asked, or initiated. ELLs may also be

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less likely to speak in whole-group settings as they learn to navigate a new language environment (Kan et al., 2025). In addition, only 18% of lead teachers in this study reported proficiency in a language other than English. Professional development for STP staff focused on supporting ELLs would likely improve the quality of teacher-child language interactions.

Compared with previous evaluations of Georgia's STP, the 2025 findings suggest that the program has maintained strong classroom quality over time. Emotional Support was the same as in previous studies, Classroom Organization improved, and Instructional Support was similar to the 2010 and 2013 findings despite a change in the version of the measure. Earlier studies also found high Emotional Support and Classroom Organization, and the current results are consistent with that pattern. Relative to national benchmarks, STP classrooms performed especially well in Emotional Support and Classroom Organization, with scores above Head Start thresholds for high quality and above the optimal scores defined by the publisher of the CLASS. Instructional Support remained lower than those top benchmarks, but the overall pattern still compares favorably with national averages.

Georgia's Rising Kindergarten STP continues to provide classroom environments that are warm, responsive, and supportive of children's learning. Emotional Support and Classroom Organization were consistently high, while Instructional Support and Language and Literacy supports showed more room for improvement. Based on these findings, DECAL and STP sites should consider targeted professional development in three areas: (1) deepening instructional interactions that support concept development and language modeling, (2) strengthening print and early writing opportunities, particularly in public school sites, and (3) enhancing supports for dual language learners through bilingual staffing, multilingual materials, and culturally responsive teaching practices. The program also remained well structured, with meaningful variation in how public and private sites organized learning time. Overall, these findings indicate that Georgia's Rising Kindergarten STP continues to deliver high-quality, supportive learning environments while identifying specific, actionable areas where instructional and language-literacy supports could be strengthened.

Appendix A

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Appendix B

Analysis Details for Research Questions

To examine research question 1, we calculated means and standard deviations for all CLASS domains and Dimensions and for ELLCO subsections and composite scores. Next, for research question 2, regression analyses examined whether there were differences in CLASS domains and ELLCO composites by site, classroom, and teacher characteristics (See Appendices E and F). Regression models allow for isolating the effect of one variable while controlling for all other factors examined in the statistical model. If differences were examined in the broader domain/composite scores, regression models probed further into the CLASS dimensions or ELLCO subsections to understand drivers of the effects.

To examine research question 3 and 4, qualitative data from each open-ended survey question were inductively coded and collapsed into themes using NVivo. Themes were compared across participants (teachers, coaches, and directors) in a series of analytic memos (Marshall & Rossman, 2014) to identify patterns. Details of the qualitative analysis to address research questions 3 and 4 can be found in Appendix B.

Appendix C

Sample Descriptive Statistics

	<i>M / %</i>	<i>(SD)</i>
Program Characteristics		
Regions		
Central East	18%	
Central West	17%	
Northeast	17%	
Northwest	16%	
Southeast	14%	
Southwest	18%	
Site Type		
Private	72%	
Public	28%	
Classroom Characteristics		
Class Size	12.22	(2.27)
Proportion of Boys	0.51	(0.15)
Proportion of Children with Identified Disabilities	0.09	(0.12)
Proportion of ELLs	0.18	0.26
Teacher Characteristics		
Certified Teacher	71%	
Provisional	9%	
Induction	11%	
Professional	17%	
Advanced/Lead	30%	
Birth-Kindergarten Certification	33%	
Elementary Education Certification	43%	
Multiple Certifications	11%	
Proficient in a second language	18%	
Total Teaching Experience	19.81	(9.75)
Birth – Kindergarten Teaching Experience	17.17	(9.76)

Appendix D

Classroom Quality Descriptive Statistics (*N* = 118)

	Mean (SD)
ELLCO	
General Classroom Environment Subscale	3.87 (0.60)
1. Classroom Structure	4.38 (0.56)
2. Curriculum	3.37 (0.77)
Language and Literacy Subscale	3.19 (0.62)
3. Language Environment	3.28 (0.73)
4. Books and Book Reading	3.54 (0.82)
5. Print and Early Writing	2.76 (0.86)
CLASS	
Emotional Support	6.11 (0.57)
Positive Climate	6.29 (0.84)
Negative Climate (reverse scored)	6.86 (0.33)
Educator Sensitivity	6.42 (0.74)
Regard for Child Perspectives	4.86 (1.04)
Classroom Organization	6.28 (0.64)
Behavior Management	6.33 (0.80)
Productivity	6.54 (0.54)
Instructional Learning Formats	5.95 (0.86)
Instructional Support	2.70 (0.51)
Concept Development	2.76 (0.71)
Quality of Feedback	2.52 (0.62)
Language Modeling	2.80 (0.69)

Appendix D (continued)**Classroom Quality Descriptive Statistics (N = 118)**

	Mean (SD)
CLASS	
Proportion of Cycles in Activity Settings	
Centers	0.36 (0.20)
Independent	0.04 (0.11)
Transitions	0.98 (0.12)
Small Group	0.24 (0.17)
Whole Group	0.58 (0.22)
Proportion of Time in Content Areas	
Arts	0.35 (0.22)
Literacy	0.65 (0.23)
Math	0.28 (0.21)
Science	0.23 (0.21)
Social Studies	0.27 (0.18)
Social Emotional	0.04 (0.09)
No Content	0.02 (0.07)
Engagement Level in Content Areas	
Arts	1.05 (0.43)
Literacy	1.36 (0.50)
Math	0.93 (0.45)
Science	0.83 (0.44)
Social Studies	0.78 (0.33)
Social Emotional	0.57 (0.25)

Appendix E

Regression models examining differences in CLASS Domain Scores

	CLASS Emotional Support			CLASS Classroom Organization			CLASS Instructional Support		
	β	(SE)	<i>p</i>	β	SE	<i>p</i>	β	SE	<i>p</i>
Intercept	0	0.38	***	0	0.43	***	0	0.34	***
Class Size	0.12	0.02		0.04	0.03		0.10	0.02	
Proportion of boys	-0.18	0.39	+	-0.08	0.44		-0.04	0.35	
Proportion of ELLs	-0.07	0.25		0.03	0.28		-0.25	0.23	*
Proportion of Children with Disabilities	-0.12	0.47		-0.17	0.53	+	-0.08	0.43	
Rural	0.16	0.15		0.09	0.17		0.03	0.14	
Private Site	0.06	0.13		0.04	0.15		-0.05	0.12	
Master's Degree or Higher	-0.03	0.12		0.09	0.13		-0.01	0.11	
Years of BK Teaching Experience	0.12	0.006		0.17	0.007	+	0.12	0.005	

Note. + $p \leq 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

Coefficients were standardized to have a Mean of zero and a standard deviation of one, so all regression analysis results can be interpreted as effect sizes which show the strength or size of results. In social science research, an effect size is considered small if it falls between 0.10 and 0.30, moderate if it is between 0.30 and 0.50, and large if it is greater than 0.50 (Cohen, 1988, 1992).

Appendix F

Regression models predicting CLASS Instructional Support dimensions.

	CLASS Concept Development			CLASS Quality of Feedback			CLASS Language Modeling		
	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>
Intercept	0	0.46	***	0	0.41	***	0	0.47	***
Class Size	0.19	0.03	+	0.005	0.03		0.03	0.03	
Proportion of boys	-0.13	0.47		-0.06	0.42		0.11	0.49	
Proportion of ELLs	-0.20	0.30	+	-0.21	0.27	*	-0.17	0.31	+
Proportion of Children with Disabilities	-0.03	0.58		-0.07	0.51		-0.09	0.59	
Rural	0.10	0.19		0.08	0.17		-0.10	0.19	
Private Site	-0.04	0.16		-0.09	0.14		0.01	0.17	
Master's Degree or Higher	0.08	0.14		-0.06	0.13		-0.05	0.15	
Years of BK Teaching Experience	0.03	0.007		0.13	0.006		0.13	0.007	

Note. + $p \leq 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

Appendix G

Regression models predicting Activity Settings Items

Table G1. Proportion of *cycles* in Activity Settings

	Centers			Small Group			Whole Group		
	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>
Intercept	0	0.13	*	0	0.11	**	0	0.13	***
Class Size	0.11	0.01		-0.08	0.008		-0.13	0.009	
Proportion of boys	-0.16	0.13	+	0.04	0.12		0.07	0.14	
Proportion of ELLs	-0.01	0.08		0.06	0.07		-0.02	0.09	
Proportion of Children with Disabilities	-0.13	0.16		-0.05	0.14		0.22	0.17	*
Rural	-0.03	0.05		0.13	0.05		-0.18	0.05	+
Private Site	0.31	0.04	**	-0.14	0.04		-0.38	0.05	***
Master's Degree or Higher	-0.06	0.04		0.05	0.04		0.04	0.04	
Years of BK Teaching Experience	0.11	0.002		-0.06	0.002		0.005	0.002	

Note. + $p \leq 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

Table G2. Proportion of *time* in content areas

	Arts			Literacy			Math			Science			Social Studies		
	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>	β	<i>SE</i>	<i>p</i>
Intercept	0	0.14		0	0.15	**	0	0.14		0	0.13		0	0.11	
Class Size	0.21	0.01	*	0.15	0.01		0.03	0.01		0.005	0.009		0.25	0.008	*
Proportion of boys	-0.09	0.15		-0.05	0.15		-0.04	0.14		-0.001	0.13		-0.10	0.12	
Proportion of English Language Learners	0.08	0.09		-0.04	0.10		0.001	0.09		-0.11	0.09		-0.14	0.08	
Proportion of Children with Disabilities	-0.11	0.18		0.17	0.19	+	-0.13	0.17		-0.08	0.16		-0.05	0.14	
Rural	0.03	0.06		0.05	0.06		0.01	0.06		-0.16	0.05		0.001	0.05	
Private Site	-0.11	0.05		-0.07	0.05		0.18	0.05	+	0.22	0.05	*	0.29	0.04	**
Master's Degree or Higher	-0.03	0.04		0.04	0.04		0.05	0.04		-0.13	0.04		-0.08	0.04	
Years of BK Teaching Experience	-0.11	0.002		0.05	0.002		-0.004	0.002		0.14	0.002		0.06	0.002	

Note. + $p \leq 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

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Table G3. Level of engagement in content areas

	Arts			Literacy			Math			Science			Social Studies		
	β	SE	p	β	SE	p	β	SE	p	β	SE	p	β	SE	p
Intercept	0	0.30	*	0	0.33	*	0	0.33	*	0	0.36		0	0.26	
Class Size	0.16	0.02		0.21	0.02	*	0.06	0.02		-0.12	0.02		0.17	0.02	
Proportion of boys	0.01	0.32		-0.13	0.34		-0.08	0.32		0.21	0.34	+	-0.02	0.26	
Proportion of English Language Learners	0.08	0.21		-0.16	0.22		-0.01	0.22		-0.07	0.28		-0.10	0.17	
Proportion of Children with Disabilities	-0.09	0.42		0.11	0.41		-0.07	0.42		-0.21	0.40	+	-0.09	0.32	
Rural	-0.001	0.12		0.04	0.14		-0.10	0.13		0.002	0.15		0.04	0.10	
Private Site	-0.06	0.11		0.007	0.12		0.20	0.12		0.16	0.13		0.15	0.10	
Master's Degree or Higher	-0.14	0.09		-0.002	0.10		0.11	0.10	+	-0.05	0.11		-0.10	0.08	
Years of BK Teaching Experience	-0.008	0.005		0.07	0.005		-0.09	0.005		0.27	0.006	*	0.09	0.004	

Note. + $p \leq 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

Appendix H

Regression Models Predicting Differences in ELLCO Subscale Scores

	ELLCO General Classroom Environment			ELLCO Language and Literacy		
	β	SE	<i>p</i>	β	SE	<i>p</i>
Intercept	0	0.36	***	0	0.41	***
Class Size	0.20	0.02	*	0.07	0.03	
Proportion of boys	-0.25	-0.37	**	-0.14	0.42	
Proportion of English Language Learners	-0.20	0.24	*	-0.17	0.27	+
Proportion of Children with Disabilities	-0.04	0.45		-0.11	0.51	
Rural	0.16	0.15		0.06	0.17	
Private Site	0.19	0.13		0.16	0.14	
Master's Degree or Higher	-0.04	0.11		0.01	0.13	
Years of BK Teaching Experience	-0.004	0.006		0.09	0.006	

Note. + $p \leq 0.1$, * $p \leq 0.05$, ** $p \leq 0.01$, *** $p \leq 0.001$

Appendix I

Regression Models Probing ELLCO sections.

	ELLCO General Classroom Environment						ELLCO Language and Literacy								
	Classroom Structure			Curriculum			Language Environment			Books and Books Reading			Print & Early Writing		
	β	SE	<i>p</i>	β	SE	<i>p</i>	β	SE	<i>p</i>	β	SE	<i>p</i>	β	SE	<i>p</i>
Intercept	0	0.33	***	0	0.48	***	0	0.47	***	0	0.53	***	0	0.55	***
Class Size	0.20	0.02	*	0.17	0.03	+	0.05	0.03		0.16	0.04		-0.04	0.04	
Proportion of boys	-0.19	0.34	+	-0.25	0.49	*	-0.15	0.49		-0.08	0.55		-0.10	0.56	
Proportion of English Language Learners	-0.21	0.22	*	-0.17	0.31	+	-0.31	0.31	**	-0.04	0.35		-0.07	0.36	
Proportion of Children with Disabilities	-0.04	0.42		-0.03	0.59		-0.003	0.59		0.07	0.66		-0.29	0.68	**
Rural	0.21	0.14		0.10	0.19		-0.15	0.19		0.18	0.22	+	0.09	0.22	
Private Site	0.13	0.12		0.20	0.17	+	-0.01	0.17		0.13	0.19		0.22	0.19	*
Master's Degree or Higher	-0.004	0.10		-0.07	0.15		-0.002	0.15		0.02	0.16		0.01	0.17	
Years of BK Teaching Experience	0.02	0.005		-0.02	0.007		0.06	0.007		-0.05	0.008		0.19	0.05	

Appendix J

Kindergarten STP Classroom Assessment Scoring System Domain Scores from Previous Evaluation Studies.

	Sample Size	Emotional Support	Classroom Organization	Instructional Support
Evaluation Findings from Georgia's 2010 Pre-K Summer Transition Program (Maxwell et al., 2011)	58 classes	5.3	5.0	2.5
Evaluation Findings from Georgia's 2013 Summer Transition Program Study (Early et al., 2014)	40 classes	6.0 0% low 7% moderate 93% high	5.9 0% low 7% moderate 93% high	2.6 74% low 23% moderate 3% high
Evaluation Findings from Georgia's 2014 Rising Kindergarten and Rising Pre-Kindergarten Summer Transition Programs (Early et al., 2015)	62 classes	6.1 0% low 2% moderate 98% high	6.1 0% low 4% moderate 96% high	3.5 26% low 72% moderate 2% high
2025 Rising Kindergarten STP Study (current study) ^a	118 classes	6.1 0% low 5% moderate 95% high	6.3 0% low 4% moderate 96% high	2.7 28% low 72% moderate 0% high

^aNote. The 2025 study used the CLASS version 2 (Teachstone, 2022).