

## State K-3 Policies

### Are there policies in place to guide the pre-K to kindergarten transition process?

September 2020

At least 23 states and the District of Columbia have policies in place to guide the pre-K to kindergarten transition process. There are variations in which entities must be involved in guiding this transition process; states have alternately created requirements for state education agencies, state boards of education, school districts, district boards of education, county-based teams, individual preschool and kindergarten programs, and chief state school officers.

The following information was gathered from state statutes and regulations only.

To view other data points, click [here](#).

STATE ▲	ARE THERE POLICIES IN PLACE TO GUIDE THE PRE-K TO KINDERGARTEN TRANSITION PROCESS?	CITATION
Alabama	Not specified in statute or regulation.	
Alaska	Not specified in statute or regulation.	
Arizona	Not specified in statute or regulation.	
Arkansas	Statute directs program design and networking efforts be made to ease the transition of children moving from one program or age grouping to another or to public school kindergartens. This provision must include individual needs assessments on each child, lesson plans and specific activities written into the program design. At a minimum, the transition plan shall involve parents and appropriate school district personnel.	Code Ark. R. 005.24.1-13

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California	School districts with early primary programs must provide educational continuity from preschool through kindergarten. Districts must establish connections with public preschool programs to establish a more effective transition from preschool to kindergarten; promote connections among early primary programs that provide before- and after-school services; and promote joint activities for teachers and administrators of public preschool programs in areas such as program planning and staff development training related to developmentally appropriate curriculum and assessment practices for young children.	Cal. Educ. Code § 8974
Colorado	Preschool and kindergarten individualized school readiness plans are required as part of the preschool to postsecondary alignment effort.	Colo. Rev. Stat. Ann. § 22-7-1014
Connecticut	Transition plans relating to oral language and pre-literacy proficiency for children between prekindergarten and kindergarten are required as part of the coordinated statewide reading plan for students in kindergarten to grade three. School readiness plans must include a transition plan for participating children from the school readiness program to kindergarten.	Conn. Gen. Stat. Ann. § 10-14v Conn. Gen. Stat. Ann. § 10-16q
Delaware	Not specified in statute or regulation.	
District of Columbia	The chancellor of the public schools is in charge of tracking and monitoring readiness progress in the early childhood populations and developing a plan for those who are not ready for entry and achievement.	D.C. Code § 38-755.03
Florida	Not specified in statute or regulation.	
Georgia	Not specified in statute or regulation.	
Hawaii	The executive office on early learning public prekindergarten program must partner with schools participating in the program to promote alignment between prekindergarten and elementary school programs and to support children and their families in making successful transitions from prekindergarten into kindergarten.	Haw. Rev. Stat. § 302L-7
Idaho	Not specified in statute or regulation.	
Illinois	The state board of education administers a grant program to conduct voluntary preschool educational programs. Grantees must enter into a memorandum of understanding with the appropriate local Head Start agency and must address plans for collaboration on communication and parent outreach for smooth transitions to kindergarten, among others.	105 Ill. Comp. Stat. Ann. 5/2-3.71

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Indiana	Not specified in statute or regulation.	
Iowa	Not specified in statute or regulation.	
Kansas	Not specified in statute or regulation.	
Kentucky	Not specified in statute or regulation.	
Louisiana	Not specified in statute or regulation.	
Maine	Public preschool programs must have a process in place to provide transitions to kindergarten, which must include links, by the elementary school, with other area Head Start and early childhood programs serving young children who will be entering kindergarten. Targeted funds are available to support the transition of children from preschool to public school programs. Local districts may elect to develop programs to facilitate the transition from preschool to public school.	Code Me. R. tit. 05-071 Ch. 124, § 13 Code Me. R. tit. 05-071 Ch. 7, § 2 Me. Rev. Stat. tit. 20-A § 4252
Maryland	Not specified in statute or regulation.	
Massachusetts	The department and board of early education and care must develop a joint policy on kindergarten transitions in consultation with the department and board of elementary and secondary education in order to ensure smooth transitions between home, family day care, center-based preschool, and public preschool. The department of early education and care must require every preschool program receiving funding from the state to develop a local transition plan consistent with the statewide policy plan.	Mass. Gen. Laws Ann. 15D § 13
Michigan	Not specified in statute or regulation.	
Minnesota	A district or group of districts may establish a school readiness program for transitioning children to kindergarten. School readiness programs must assess cognitive and language skills, engage families and teachers, and prepare children for the transition to kindergarten by aligning services with the state early childhood guidelines and the kindergarten standards.	Minn. Stat. Ann. § 124D.15

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Mississippi	Not specified in statute or regulation.	
Missouri	Not specified in statute or regulation.	
Montana	No, but professional educator preparation program standards for Early Childhood educators require that candidates create respectful, reciprocal relationships with families through home visits, parent-teacher conferences and family nights in addition to providing transition planning into and out of early childhood programs, including kindergarten.	MT ADC 10.58.531
Nebraska	School based prekindergarten programs are required to link the prekindergarten to the district's kindergarten/primary program through a written transition plan ensuring continuity, identification, and implementation of processes necessary to facilitate the transition of children. Districts must also include the prekindergarten program in the school improvement plan.	92 Neb. Admin. Code Ch. 11, 005
Nevada	Not specified in statute or regulation.	
New Hampshire	Not specified in statute or regulation.	
New Jersey	District boards of education must include transition initiatives in their preschool program plan.	
New Mexico	The Early Childhood Care and Education Council is charged with considering a system of seamless transition from parental care to early childhood programs to kindergarten.	N.M. Stat. Ann. § 32A-23A-5
New York	Schools operating a pre-kindergarten or kindergarten program must have procedures to actively engage parents or guardians. Parent engagement must including procedures to support transitions from prekindergarten to kindergarten and from kindergarten to elementary school.	N.Y. Comp. Codes R. & Regs. tit. 8, § 100.3
North Carolina	Not specified in statute or regulation.	
North Dakota	Not specified in statute or regulation.	
Ohio	Not specified in statute or regulation.	

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Oklahoma	Not specified in statute or regulation.	
Oregon	The Early Learning Kindergarten Readiness Partnership and Innovation Program provides grants to form partnerships that assist children in becoming ready for or being successful in kindergarten.	Or. Rev. Stat. Ann. § 336.101
Pennsylvania	Pre-kindergarten providers must develop and implement a plan to ensure a smooth and supportive transition for children leaving the PA Pre-K Counts Program and entering kindergarten.	22 Pa. Code § 405.48
Rhode Island	An Early Childhood Foundation was created in the department of elementary and secondary education to provide technical assistance and seed grants to local school districts in support of efforts to develop transition programs which create bridges for children and parents between preschool, kindergarten and the primary grades.	R.I. Gen. Laws Ann. § 45-49.1-1
South Carolina	Schools must establish programs to assist children and their parents with the transition between the various levels of schooling.	S.C. Code Ann. Regs. 43-267 S.C. Code Ann. § 59-139-10
South Dakota	Not specified in statute or regulations.	
Tennessee	In their applications to the department of education for pre-kindergarten funding, districts must include a plan for ensuring coordination between voluntary pre-kindergarten classrooms and elementary schools within the district, with the goal of ensuring that elementary grade instruction builds upon pre-kindergarten classroom experiences.	Tenn. Code Ann. § 49-6-105
Texas	Districts or open-enrollment charter schools offering prekindergarten programs must measure the preparation of each student for kindergarten during the first 60 days of school for reading and at least three developmental skills, including literacy.	19 Tex. Admin. Code § 102.1003
Utah	Statute specifies that, for the purposes of a grant program, a high quality school readiness program run by an eligible district or private provider must include a kindergarten transition plan. A kindergarten transition plan supports the smooth transition of a preschool student to kindergarten.	Utah Code Ann. § 35A-15-102 Utah Code Ann. § 35A-15-202
Vermont	Not specified in statute or regulations.	

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Virginia	Not specified in statute or regulation.	
Washington	Schools receiving support for full-day kindergarten must participate in kindergarten readiness activities with early learning providers and parents.	Wash. Rev. Code Ann. § 28A.150.315
West Virginia	Each county's collaborative early childhood team must have a written plan for transitioning children into Pre-K and out of Pre-k into kindergarten. The plan must include: an opportunity for children and their family to visit the setting they are transitioning into, supply written information to parents or guardians on pre-k or kindergarten registration and what to expect, an opportunity for teachers from each system to meet annually to discuss how to facilitate successful transitions, a system to transfer student data, and policies to transition children with IEPs. County collaborative early childhood team transition plans must utilize best practices for transition, including the Ready, Set, Go! WV School Readiness Framework.	W. Va. Code R. 126-28-10
Wisconsin	Not specified in statute or regulation.	
Wyoming	Not specified in statute or regulation.	