

Developing Transition Best Practices: A Planning Sheet for Early Childhood Programs

Elements	Example Activities	Possible Changes for Your Program	Next Steps, Who's Responsible, and Timeline
Start early and work throughout the year	Write Transition agreements between ECE and schools w/roles and responsibilities; Review and update agreements annually [see example inter-agency agreements]		
	Hold annual staff training/discussion focused on transition		
	Exchange information about school calendars with elementary schools/school districts early in the year.		
	Identify a clear leader/responsible person for transition policy & coordination with school system		
	Talk about transition issues with parents early in the pre-K year		
	Transition topics addressed during meetings and home visits throughout the year		
	Develop and fund a summer "ready for school" program, especially for children with challenging behaviors and/or ELL students		
	Communicate w/ parents after child has transition to K to 'check in'		
Build ECE-K Relationships, Communicate & Collaborate	Transfer names & records for all children; provide sufficient info about children's needs; consider developmental progress reports, "Dear K teacher" letters, child portfolios		
	Transition leader gathers key information from schools about registration dates, process, options, round-ups, orientations, etc.		
	Facilitate K teacher-ECE teacher exchange of information via annual meeting		
	K teachers visit ECE classrooms		
	ECE teachers visit K classrooms		
	ECE & K teachers communicate/discuss individual children (including but not limited to children in EI services)		
	ECE & K teachers exchange contact information		

Developing Transition Best Practices: A Planning Sheet for Early Childhood Programs

Elements	Example Activities	Possible Changes for Your Program	Next Steps, Who's Responsible, and Timeline
Support continuity across settings	ECE and K teachers use some consistent games, activities, etc.		
	ECE teachers and parents gradually increase level of structure and expectations of independence		
	K teachers integrate individualization and DAP		
	Ensure all ECE children are registered before the end of the ECE year		
	Talk to children about how K is different		
	Have Kindergarten practice week in ECE—set up classroom “like Kindergarten”		
	Have children write letters to future K teachers (add to portfolios)		
	Invite K teacher to talk to parent group about what K is like, what expectations are		
	Invite past or current ECE parents to speak to parent group about what K is like		
Involve parents in transition activities	Train/educate parents about school system and school-based resources; invite transitioned parent to speak to transitioning parents; identify parent “mentors” in elementary schools who can provide info to transitioning parents.		
	Empower parents to advocate for child’s needs within school system		
	Facilitate parent visits to K classrooms		
	Facilitate children visits to K classrooms		
	Help parents plan for start of K year, use “To Do” checklist		
	Facilitate parent communication with K school/teacher, and how to be involved in K/School; Do “Dear K teacher” letter		
	Educate/inform parents about K expectations, skills needed etc.		
	Have at least one transition-focused parent group meeting, ideally coordinated with school round up and registration		
	Help parents have one personal contact with the school		
	Help parents with registration in the spring—provide all needed materials for registration at the ECE setting		
	Facilitate parent-parent support for entering K		
Address parents’ cultural and personal issues that may influence their views of school, do “life history” interviews about school			

Developing Transition Best Practices: A Planning Sheet for Early Childhood Programs

Elements	Example Activities	Possible Changes for Your Program	Next Steps, Who's Responsible, and Timeline
Support children to have needed school readiness competencies	ECE teachers support academic/cognitive, social, emotional, and self-care competencies		
	ECE teachers and parents do individualized transition support plan for children with special needs		
	Ensure consistent, integrated mental health consultation services		
	Parents involved in strategies for supporting children's school readiness competencies		
	Work with school to ensure outreach from school and teachers prior to school year (letters from teacher, personal orientation or parent meetings)		
Ensure appropriate supports for ELL and their families	Ensure all transition materials provided by schools are available in Spanish or other needed languages		
	Identify supports and resources for ELL available in the school		
	Prepare parents for any gaps in ELL supports once child enters school		