TRANSITION PLAN

EARLY CHILDHOOD EDUCATION

Step 1: Identify committee team members and their affiliation, designate a leader, and discuss committee transition goals

Committee Members   Affiliation

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Designated Leader:_____

Transition Committee Goals:

1. _____

2. _____

3. _____

4. _____

5. _____

Step 2: Complete matrix with current transition activities practiced in your community, deciding what type of connection it fosters and the focus of the activity. You may have some blank boxes.

Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
Child-School			
Family-School			

Type of Connection	Sharing Information	Building Relational Supports	Fostering Continuity Between Settings
School-School			
School-Community			

Step 3: Based on your goals and activities you have identified, brainstorm up to four activities that could either address areas in need or intensify areas already focused on. Consider the type of connection, type of activity, when in the year they would occur, who needs to be involved to make them happen, possible barriers and who is responsible for follow-up.

Type of connection and type of activity	Transition Activity	When does activity occur?	Who needs to be Involved?	Potential Barriers	Who is responsible for follow-up?

Step 4: From the activities identified, choose one and develop a detailed timeline

Individual Transition Activity Timeline for:_____

Date to be Initiated	Activity	Who is Responsible	Feedback

Transition Activity Ideas by Connection

Type of connection	Transition Activity
Child-School	• Establish a connection between the preschool child and kindergarten teacher • Create a connection between the child and the kindergarten using special school functions • Have children practice kindergarten rituals in preschool • Incorporate preschool activities into the kindergarten year • Encourage the preschool teachers to stay in contact with their former students • Encourage kindergarten support staff to visit preschool children • Spring kindergarten orientation for preschool children • Establish peer connections within the preschool class • Establish connections with peers who will be in kindergarten • Establish preschool peer connections with kindergarten peers
Family-School	• Contact families during first few days of preschool and kindergarten • Assess family needs • Maintain periodic contact with the family • Connect the family to community resources • Encourage family participation in home learning activities • Encourage family participation in the classroom and at school events • Regular family meetings • Family meetings about transition issues • Sharing of information about individual children among the family, preschool teacher and kindergarten teacher • Newsletter and resource materials • Send letters home • Two way communication set-up • Spring orientation about kindergarten for pre-k families • Individual meetings between teachers and families • Parent orientation after preschool and kindergarten start
School-School	• Foster inter-school collaboration about programs and classroom practices • Pre-k teacher visits kindergarten classroom • Kindergarten teacher visits pre-k classroom • Pre-k and kindergarten personnel communicate about curriculum • Pre-k and kindergarten teacher connect about a specific child • Share written records • Align curriculum • Align early learning standards
Community	• Build useful policies related to transition • Identify and communicate community expectations for children • Establish policy coordination through inter-agency connections • Establish child-specific coordination through inter-agency connections • Add other community members to the transition team (e.g., pediatricians, pastors, media, etc.)