

Welcome to Public School:
Building High-Quality Transitions to Kindergarten

A Guide for Training Facilitation

This document serves as a tool to guide facilitators in using the kindergarten transitions training modules. This guide can be utilized to support training with small or large groups or for ongoing professional learning communities.



Training Overview: These modules were created to bring a universal understanding to our early childhood educators, administrators, care providers and community members about the importance of high-quality transition plans and activities as children move into our public schools. The concepts presented in the learning modules are designed to support educators and partnering providers in offering aligned transition processes for children and families.

Goal: As a result of utilizing these training modules, educators, providers, families and community members will gain a full understanding of the importance of positive transitions into kindergarten. The tools within this document and the content within the modules will lend a clear vision for building transition teams and plans to ensure equity for students, participation from the community and understanding about various aspects of transitions for all stakeholders .

Training Organization: This professional development training series is organized into 4 modules, listed here:

Module 1: An Overview of Kindergarten Transitions

Module 2: Student and Family Engagement

Module 3: Engaging with Your Community

Module 4: Being "School Ready"; Building Transition Teams and Plans

How to Use This Document: This facilitator guide offers scripts and notes for each module to promote a deeper dive into the information presented on each slide. Options for discussion points and activities to enable participant engagement during the modules are offered. Each group of participants, similar to their schools and communities, will be different, so please use this document to guide conversation and understanding, while keeping in mind your specific school and community needs. It will be important to review the slides and talking points prior to sessions in order to add examples that are already occurring in your school and/or community or about which participants are interested in knowing more

Delivery: Facilitators should review the modules and speaking notes prior to conducting the training. Activities should be chosen with understanding of who is included in the training, and with school and community needs in mind.

Please note that some slides are animated within the presentation, and information will appear separately, upon each mouse click. These slides are noted with an * within this guide.

Time Frame: This training series consists of the 4 modules listed above. Each module is estimated to take approximately one hour to complete, though this will depend on the number of participants, time invested in activities throughout the modules, and opportunity for discussion and questions to build shared understanding.

Participants: Participants who may benefit from these modules include public school educators and administrators, families, caregivers, community childcare and preschool providers, community members and other stakeholders who will play a role in developing transition plans and carrying out transition activities.

Materials: Materials needed for the training include internet access for viewing the modules (including speakers for broadcasting audio), the facilitator guide, paper and writing tools, and specific activity materials found within this guide. Documents within the modules should be printed and shared with participants in order to fully engage in the topic. These are noted throughout the training.

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Module 1: An Overview of Kindergarten Transitions

Introduction and Overview – Slide #1

**Welcome to Public School:
Building High-Quality Transitions**

Module 1:
An Overview of Kindergarten Transitions

Maine Department of Education
Maine Department of Health and Human Services
Maine Children's Cabinet

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Department of Health and Human Services
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Policy Innovation
and the Future

Introduce module and provide overview: In this module we work to develop a universal and shared understanding of what transition to kindergarten means to students, families, educators and community providers. You will review research documenting the importance of high-quality transitions and child outcomes, as well as graphics depicting the components in the process of building stakeholder involvement. Module 1 provides an overview to support engagement in the three modules that follow.

Objectives – Slide #2

Objectives

- Develop a shared understanding of the transition to kindergarten
- Establish the importance of kindergarten transition
- Identify key components for effective kindergarten transition processes
- Gain an understanding of the available training modules in this series and the topics to be addressed





Highlight each module objective:

- Develop a shared understanding of the transition to kindergarten
- Establish the importance of kindergarten transition
- Identify key components for effective kindergarten transition processes
- Gain an understanding of the available training modules in this series and the topics to be addressed

Training facilitators should discuss any additional objectives specific to your school administrative unit, educators, families and/or community.

Quote – Slide #3

Transition refers to the **process** of a child moving from one program or setting to another. When children make the transition from **preschool** to **elementary school**, they must **adjust** to new settings and situations — including new **rules** and **expectations**, new **ways of learning**, new **relationships** with peers and adults, and new **physical surroundings**. Yet there is a **persistent gap** in the transition between preschool to kindergarten.
(Dunlap & Fabian, 2007)



Ask a participant to read this quote out loud. Ask participants if they were struck by any words or terms within the quote.

Discussion prompt: Think about the word “must” in the quote here; **MUST** children adjust? What happens if they have a hard time adjusting? How can we have plans in place to ease that adjustment?

The Benefits – Slide #4

Benefits of Transition Processes

Multiple large-scale research studies have found transition activities beneficial.

- Higher ratings of social emotional competence and reduced stress at the beginning of the school year
- Improved academic growth in kindergarten and increased family involvement over the year
- Stronger benefits for children living in poverty

(Schulting, Malone & Dodge, 2005; and LoCasale-Crouch, Mashburn, Downer & Pianta, 2008)

When children experience discontinuities between early learning programs and kindergarten, they may be at greater risk for academic failure and social adjustment problems (Conyer, Reynolds, & Ou, 2003).



The transition from early learning settings to kindergarten is an important event in children's lives and can be challenging for those who are not prepared for the adjustment. Multiple large-scale research studies, including those by Schulting, Malone & Dodge, 2005; and LoCasale-Crouch, Mashburn, Downer & Pianta, 2008, have found that the more transition activities which are provided to children and families (such as visiting the new setting, or forming a relationship with a new teacher before schools starts) are associated with the following gains in kindergarten:

- Higher ratings of social emotional competence and reduced stress at the beginning of the school year.
- Improved academic growth with kindergarten students and increased family involvement over the year.
- Stronger benefits for children living in poverty.

It is important to note that "when children experience discontinuities between early learning programs and kindergarten, they may be at greater risk for academic failure and social adjustment problems" (Conyer, Reynolds, & Ou, 2003).

Therefore, building and implementing a plan for seamless transition from the early learning environment to kindergarten can make a significant difference for children's on-going school success.

Resource: [ttk-collab-connect-6-steps-success.pdf](#)

Guiding Document – Slide #5

Guiding Documents
“Preparing A School-Ready Child” Series

PREPARING A SCHOOL-READY CHILD
“Children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success.”

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not and cannot be “ready” or “not ready” for school on their own. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.

The ready child
• has been well cared for physically, socially with others, has a positive self-perception, has the ability to understand the emotions of others, and can interpret and express feelings.
• approaches learning with enthusiasm and curiosity, has developed language and learning skills, and has cognitive skills and general knowledge, and
• is prepared to learn successfully in school.

The ready school
• uses curriculum in kindergarten and the early grades that builds on prior learning, takes into account individual differences in language, culture, and prior experience, and employs teachers who know how to teach young children and have the resources to do so.

The ready family
• supports children in their learning and through transition to kindergarten,
• reads to their children daily, and
• continues to engage in their child’s learning through the school years.

The ready community
• helps ensure that children have access to health care, immunizations, and nutrition,
• helps ensure that families have access to healthy early childcare and education, and
• provides resources and activities that support families and promote school readiness.

Source: Institution of Education Sciences (IES)

The guiding document series used throughout the Kindergarten Transition modules follow the documents presented by the Institute for Education Sciences (IES). The overarching document is [“Preparing a School Ready Child”](#) pdf.

We often look at kindergarten readiness as children being ready with academic, social, and self-help skills, which is a large piece. In this series, we also look at schools being ready for their incoming students, as well as families being ready for the transitions of their children, and the community supports that play important parts! IES produced a 4-part series of one-page information sheets; we will be looking at these throughout this training series.

Why is this transition important – Slide #6

Why is this Transition so important?

The **child** and their **family** are adjusting to new settings and situations, such as:

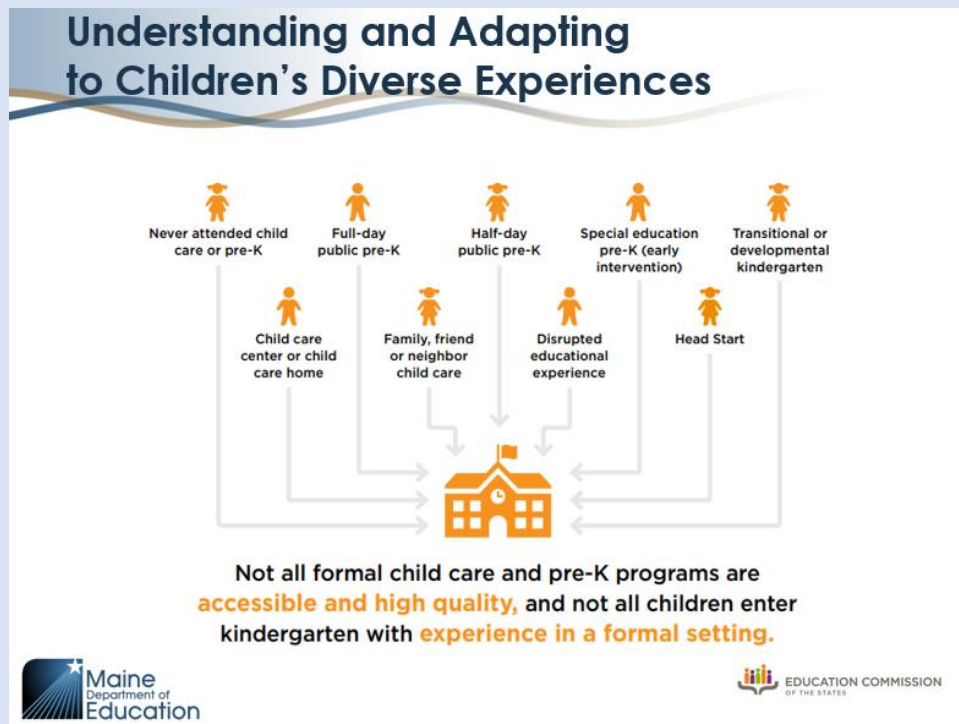
- New school and physical surroundings
- New rules and expectations
- New ways of learning
- New relationships with peers and adults
- New schedules
- First time on bus

Adequate transition time and activities should be provided to the child and their family as they adjust to new settings.



One of the first major transitions in a child and their family's lives is the transition from preschool to elementary school. When children make the transition from preschool to elementary school, they must adjust to new settings and situations — including rules and expectations, ways of learning, building relationships with peers and adults, and new physical surroundings. Let's explore some different ways we can support children and families to make these changes less stressful.

Understanding Children's Diverse Experiences – Slide #7



It is valuable to understand that each child comes into the kindergarten transition with different experiences. Some have never attended a program outside of their home, others will have had one or two years of a preschool program, and others will be coming from the pre-k classroom across the hall. When we work to understand the importance of the transition period into kindergarten, we look at the years prior to students entering kindergarten, and build a framework to support all students and families, regardless of background and experiences, by offering family-focused activities.

Sources (Links in appendices):

- [State Policies to Enhance Transitions into Kindergarten](#): ECS Policy Guide
- [National P-3 Center](#)

Advice from Kindergartners: Video and Activity – Slide #8



This video runs for 2 minutes, 11 seconds.

Divide participants into 3 or 4 small groups (depending on group size, you may want to pair them in groups of 2). Read them the discussion questions:

- What emotions did the children in this video display?
- How do we, as educators, validate these emotions?

After watching the video, ask each group to discuss and answer the questions for 3 to 4 minutes. Bring the group back together and ask each group to share their thoughts.

- Optional discussion question for the large group:
 - What are the activities we could engage children in, during their pre-k year, to help promote positive emotions related to transitions?
 - Are we, as educators, seeing the first days and weeks of school through the perspectives of our students?

The following are ideas that you can use to lead or deepen the conversation:

- Visits to K classrooms
- Have current K students write a letter or make a video about entering K
- Have a parent night with pre-k and k teachers and children (current and future)
- Have current K students visit the pre-k classroom
- Set up a coffee talk with current k parents and pre-k parents with a facilitator from the school or transition team
- Offer play and learn group opportunities for children and caregivers

Schools & Communities Work Together

Schools and their **communities** have an important role to play as well—they:

- Provide **continuity** between Early Education and care and elementary school programs
- Are **committed** to the success of the children and families within their community
- Build **relationships with** and **understanding** of the children and families that are entering their programs
- Meet children and families where they are, and work to **engage, teach** and **enjoy** the school journey, while building a partnership



This slide is a bulleted list that notes the important roles schools AND communities **play** in the kindergarten transition process. Take time for questions from participants around the roles of each if they arise.

Break participants into small groups. Assign each group a bullet point. Give them 2-3 minutes to discuss strategies that the school and community are currently using to accomplish the role. Come together and have one group member report out. Save the list of ideas for use in module 4.

Intentional Transition Practices – Slides #10

Intentional Transition Practices

Intentional Transition Practices support children and families:

- In understanding the transition to kindergarten and what they should expect
- To engage in the school community
- In reducing the likelihood that children fall behind socially and academically early in life



 Maine
Department of
Education

What are intentional transition practices, and why are they important? Slide #10 explores how being intentional about transition activities and plans support children and families.

Ask participants to discuss what transition practices and activities support children and families in these ways.

Discussion prompts:

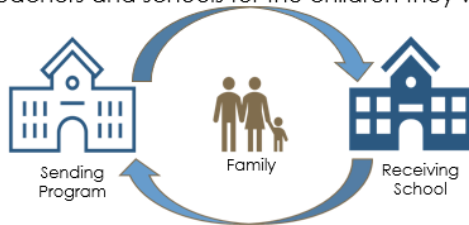
- Having children and families meet educators, see the classroom prior to the first day of school
- Ensuring that families receive school and classroom schedule, volunteer and parent group information and other important information, in their home language
- Intentional transition practices provide equity in the transition process for all children, families, and educators.

Intentional Transition Practices – Slides #11

Intentional Transition Practices

Intentional Transition Practices support educators and providers to:

- Prioritize coordination between the sending program and the receiving school, including each attending IEP transitional meetings;
- Encourage preschool and kindergarten teachers to work together to engage parents and caregivers;
- Ensure regular communication about children's progress, including the child's assessment data, which:
- Prepare teachers and schools for the children they will receive



Slide #11 focuses on the intentionality of coordination between sending providers/programs and receiving schools

Why is this encouraged? This alignment enables teachers and programs to be prepared for the children they will be receiving by understanding the children's individual progress and goals, including children with current IEPs and children without. Parents and caregivers also play a critical role in the process and are more likely to be engaged in the transition process when providers and educators are working together with a shared understanding.

Key Components of High-Quality Transition Practices

School readiness involves more than just children, school readiness is about Ready...

Schools, families and communities working together toward successful transitions for children into a public-school classroom.

This works best when an inclusive and collaborative **transition team** is formed

And

District and school-wide, year-long, **transition plans** are built, as well as individual child and family transition plans



Read the slide about the components of high-quality transition practices.

Going forward in our training series, modules 2 and 3, we will be looking at how families, schools and communities work together to become Ready. Module 4, we will begin to dive deeper into building a high-quality transition team and plan, to bring the learning all together.

Quote – Slide #13



Ask a participant to read this quote out loud.

As we discussed in earlier slides, it is important that we, as educators, understand that children's experiences prior to entering kindergarten shape their development and skills – we will look closer at this in Module 3.

Here are some examples of children's prior experiences that they bring into the classroom that we, as educators, need to be mindful of when children enter our schools and classrooms:

- Home language
- Cultural Differences
- Socio-economic differences
- Group care and classes attended
- Community and family experiences

Quote: A Systems Lens – Slide #14



**Using a systems lens,
communities can
address and improve
kindergarten transitions
for all students.**
-Bornfreund et al.



The stakeholders concerned about high-quality transitions include community programs, families, providers, and schools who work together to build systems that ensure transitions are equitable and that all students and families are getting what they need. Let's explore this more as we move on.

A Systems Lens – Slide #15

A Systems Lens for Transitioning into Kindergarten

Acknowledging the complex nature of transition processes will enable:

- State policymakers, from state departments of education and health and human services agencies, governors' offices and state boards of education, to play a role in providing technical assistance to schools and programs, to enable successful transitions for young children.
- Relationships, collaborations, and partnerships across the community.
- The necessary time and energy from school leaders well before children enter their building.



As we work toward a shared understanding of the importance of the process of planning and following through with high-quality kindergarten transitions, we need to look at all who are part of that system. From State departments who work to provide professional development and technical assistance to providers and public SAUs, to building strong and reciprocal relationships within the community and across providers to the time and energy of school leaders and transition team members put in prior to new kindergarten students enter the classroom for their first day of school. When everyone works together, there can be more opportunity for children and families to engage in high-quality kindergarten transitions, and years of school success.

Ensure Equitable Transitions

A systems lens can help provide diverse and effective supports for all children, including children:

- with diverse backgrounds and experiences
- From under-resourced families
- experiencing homelessness
- with disabilities
- experiencing adverse childhood experiences or other trauma
- experiencing chronic stress
- who are dual language learners



Using a shared systems lens, school, community, and state leaders can address and improve kindergarten transitions for all students. Currently, many children have inequitable experiences from the start. Making the transition equitable means providing effective supports for children from low-income communities, children experiencing homelessness, children with disabilities, children experiencing adverse childhood experiences or other trauma and chronic stress, and dual language learners (children who are learning both their home language and English). It is important that the transition into kindergarten supports all students, and their families, in an equitable and comprehensive manner.

Quote – Slide #17

From a holistic perspective, transition into kindergarten necessitates a focus on the social, emotional and health needs of children and families; the culture in a community and in individual schools; and the resources available to support individual children, family members, teachers and school leaders. -Bornfreund et al.



When we think about the importance of a universal understanding of high-quality kindergarten transition, these are the qualities we are looking for:

- Focus on Social Emotional and health needs of children and families
- Attention to school and community culture
- Availability of resources for all stakeholders, including families, children, teachers, providers, and school leaders

We will take a closer look at all these qualities in the upcoming modules.

A Look Ahead: Following Modules – Slide #18

Welcome to Public School: Building High-Quality Transitions

Module 2 Student and Family Engagement

- [The Ready Child](#)
- [The Ready Family](#)

Module 3 School and Community Engagement

- [The Ready Community](#)

Module 4 Building Transition Teams and Plans

- [The Ready School](#)



Today's module, an Overview of Transitions to Kindergarten, will be followed up with three more sessions (*list dates and times here*). Module 2 focuses on children and families: the roles that they play and the supports that we need to ensure they have. In module 3 we will take a closer look at the alignment and relationships between our school, and our community. Finally, module 4 brings us to developing a strong leadership team around transitions, and a transition plan that ensures high-quality practice and equity.

Questions, thoughts, discussions – Slide #19

Questions?

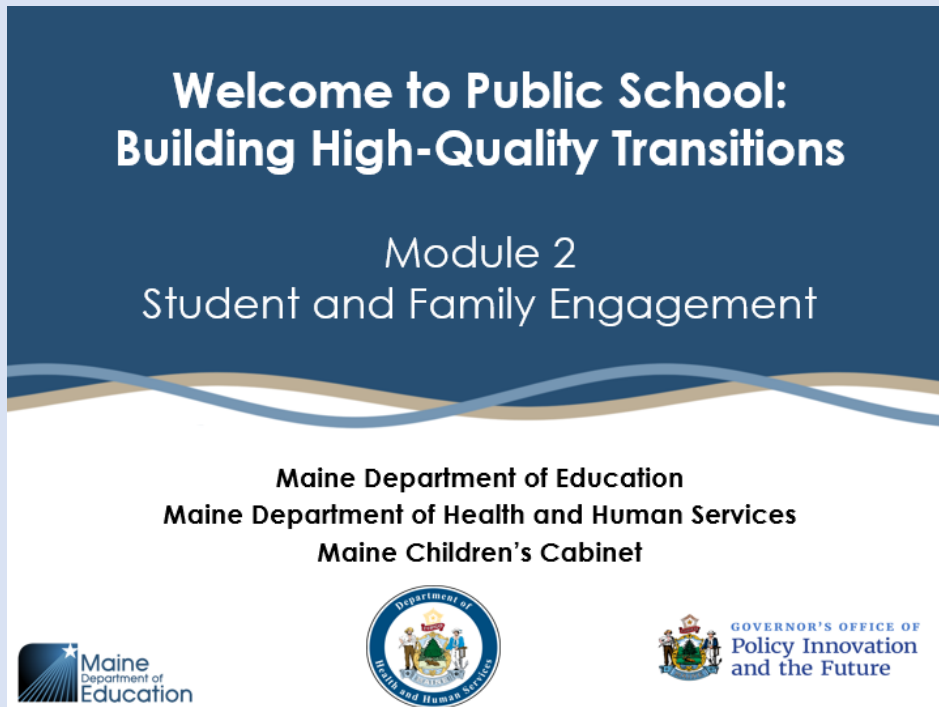
Thoughts?

Digging
Deeper...



Module 2: Student and Family Engagement

Introduction and Overview – Slide #1



The slide features a dark blue header with white text. Below the header is a white section with a decorative wavy line in blue and gold. The text in the white section lists the participating organizations: Maine Department of Education, Maine Department of Health and Human Services, and Maine Children's Cabinet. At the bottom, there are three logos: the Maine Department of Education logo, the Department of Health and Human Services seal, and the Governor's Office of Policy Innovation and the Future logo.

**Welcome to Public School:
Building High-Quality Transitions**

Module 2
Student and Family Engagement

Maine Department of Education
Maine Department of Health and Human Services
Maine Children's Cabinet

Maine Department of Education
Department of Health and Human Services
GOVERNOR'S OFFICE OF
Policy Innovation
and the Future

Welcome attendees and introduce the session: Module #2 focuses on the Ready Family and the Ready Child, using support documents from the Institution of Education Sciences (IES) series about *Preparing a School Ready Child*, as introduced in module #1.

The goal of Module #2 is to gain or expand knowledge of collaboration with parents and caregivers during the year prior to students entering kindergarten, build meaningful family engagement strategies through the transition process and understand children's individual development. Module #2 also looks at the school ready child through a health, executive function and developmental domain lens, encouraging **educators and schools** to be **ready** for each child, not just children being ready for the school or classroom.

Objectives – Slide #2

Objectives

- Understand the importance of collaborating with families prior to the kindergarten entry year.
- Understand how to establish meaningful home-school connections to build strong family engagement in the transition process.
- Identify aspects of transitions related to health, executive functioning and other development in children, and gain an ability to share with parents and caregivers.



- Highlight each module objective: Understand the importance of collaborating with families prior to the kindergarten entry year.
- Understand how to establish meaningful home-school connections to build strong family engagement in the transition process.
- Identify aspects of transitions related to health, executive functioning, and other development in children, and gain an ability to share with parents and caregivers.

Training facilitators should discuss any additional objectives specific to your school administrative unit, educators, families and/or community.

Quote – Slide #3

Are they 'Ready'?

**Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.
(Maxwell & Clifford 2004)**



This quote captures a foundational understanding related to kindergarten transitions. Read it aloud, or have a participant read it. Then take a moment to have participants think about the quote's meaning. As we saw in module #1, children come to kindergarten from different experiences: private or public preschool programs, center-based or family-based childcares, or no formal preschool/childcare experience at all! Children and their families are all very different – home experiences vary, community experiences vary, activities vary – all of these differences play a part in shaping each child who will enroll in your classroom in the fall – making each child, and family, unique.

The Ready Family – Slide #4

Resource

The Ready Family

A ready family supports learning at home by providing a positive, literacy-rich environment and opportunities to practice skills that were taught in school. A ready family stays connected to school by volunteering and attending meetings and events at school.

THE READY FAMILY
An Important Component of Preparing a School-Ready Child

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not usually "ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.
A family that is ready for their child to start school supports their child's learning by preparing for kindergarten, reads daily with their child, and maintains a positive home-to-school connection.

Preparing for Kindergarten
A ready family encourages literacy skills, including reading, listening, and thinking. A ready family also helps children to prepare for school by creating a positive home-to-school connection.
• Move to Prepare Your Family for Kindergarten
• Get Ready for Kindergarten: Activity Calendar for Families
• Transitioning to Kindergarten
• Questions that Lead to Learning

Reading Together
A ready family reads daily to their child. Reading together improves a child's vocabulary and oral language skills, which are essential for learning to read. Reading together also provides a time of bonding.
• Reading: Reading: An Effective Way to Bond in Preschool
• Notable Books for Preschool Readers
• Book Talk 26: Making Reading a Regular Routine

Connecting Home and School
A ready family supports learning at home by providing a positive, literacy-rich environment and opportunities to practice skills that were taught in school. A ready family stays connected to school by volunteering and attending meetings and events at school.
• Volunteering: Supporting Your Child's Learning Development at Home
• Reading Together: Reading: The Home Connection
• Learning Together at Home: Part 1 & 2
• Book Talk 26: Making Reading a Regular Routine
• Reading Literacy
• Empowering Parents

Educator Resources

Source: Institute of Education Sciences (IES)


Please print this document for each participant to look at during this slide.

The second document from the Institute for Education Sciences (IES) is [the Ready Family](#). This document helps explore ways a family can be ready for their child to make the transition into kindergarten. It also considers ways that families connect with schools, and how educators and transition team members can work with families to engage them in the process of the transition and in supporting learning at home.

Building Bridges Video – Slide #5


Video

Watch this video from the Head Start ECLKC website related to families and how they engage and feel about kindergarten transitions for their children.



VIDEO: Building Bridges
Families Engaging in the Transition to Kindergarten

While you are watching, write down some parent and/or caregiver emotions that you notice and key take-aways for building relationships with families and caregivers.



Ask participants to think about their own feelings and emotions when they have experienced a life transition for themselves, or their own children.

Click on the video image to play this video from the Head Start ECLKC site.

(video link: <https://view.vzaar.com/21342376/player?apiOn=true&GAOn=true>)

The video runs just over 8 minutes; depending on the time you have, you can watch the whole video, or stop around the 5 minute mark. While watching, ask participants to write a list of observations about parent and caregiver emotions, tools used by educators and parents that address these emotions and other important aspects of kindergarten transitions from the perspective of parents, caregivers and educators. Have them save their lists and thoughts to visit later.

There is also a link to the video in the appendices of this guide.

Collaborating with Families

When children transition into new programs they are navigating the following for the first time:

- New schools and physical surroundings
- Change in rules and expectations
- Different ways of learning
- Engaging in relationships with new peers and adults
- Many changes in schedules
- Enrollment procedures

Think about how you have felt when making a life transition for either yourself or your child...



Recall from the video the emotions parents and caregivers shared. Families and their children experience many different feelings related to this milestone.

They will be navigating the following, and many other, "firsts":

1. A new and possibly unfamiliar school building
2. Different rules and expectations for children, and for adults (drop off, drop in, receiving information, communication with the school and teachers)
3. Ways of learning – students may have transitioned from a childcare, daycare, family setting
4. Relationships – not only with classroom teacher, but new service providers, office staff, bus drivers, other families
5. Schedules: daily, weekly, monthly, and yearly
6. Enrollment procedures that may be much more involved than that of their current childcare or preschool program

Relationship Building – Slide #7

Relationship Building

Building **positive relationships** with families and caregivers during the year prior to their children transitioning into kindergarten can help **alleviate** anxiety.

Establishing these **relationships** and understanding the **unique needs** each family has prior to entering kindergarten, enables you to be **intentional** in your transition planning.



Read the slide out loud.

Choose one of the following discussion points and discuss thoughts in a large group.

- What are ways that you currently work to build relationships with new families prior to the K entry year (pre-k year)?
- List some strategies that you use with families to understand the uniqueness of each family.

In module 4, participants will discuss intentional year-long transition plans and activities; encourage participants to keep thoughts and observations from this session handy to revisit. You may want to assign a note taker to gather the ideas discussed.

Quote from a Maine Parent – Slide #8

Quote From a Maine Parent

"Establishing a strong connection including great foundational relationships with adults and positive interactions with children and teachers is crucial. This means looking into ways of supporting children and establishing routines, communication for the appropriate development of ALL children, and supporting parents in understanding what their role is DAILY in their child's life. Parents need to know the dynamic works between themselves and teachers, and how this fosters a relationship with the child's school and the experience they will have. This positive relationship helps grow a love and respect of learning."

-Quote from Parent & Caregiver Survey from a Maine Parent.




Read the quote from a Maine parent out loud and give 1 minute for independent thinking about what is being said here about relationship building. Then move on to the next slide.

Why are these Relationships so Important? -Slide 9*

Why are these Relationships so Important?

- Families will be more likely to **engage** with the school when they feel familiar with the setting
- Families will have **access** to information well before-hand around enrollment, schedule and other items
- Families and children will understand that school and education is **important**, and feel **welcome** into the school community

Connecting with families also happens when educators connect with community providers such as private and family childcare and preschool centers & Head Start programs. We will dig deeper into these connections in Module 3



**This slide is animated*

After reading the title of this slide to pose the question, bring each bullet point up separately and read aloud (the slide is animated in order for this to happen).

Take 2-3 minutes for the following discussion questions that will deepen participants' thinking.

Discussion questions: In our roles as educators, how do we:


- Work to help parents and providers feel welcome in our schools and classrooms?
- Ensure that parents understand and feel comfortable communicating with educators and school staff?
- Provide parents and caregivers with easy and equitable access to information about the transition process?

Fostering the Home-School Connection

Having a strong family relationship with the school can yield positive long-term outcomes for children (Pianta & Kraft-Sayre,2000).

In fostering a strong home school connection, the goal is to increase family collaboration and engagement with the sending program and the receiving program or school.

The following slides give examples of intentional pieces of transition planning. We will look closely at year-long transition planning in Module #4





One area of importance in fostering the home and school connection involves family engagement. There are many changes for families and children when they enter public schools. For example, children are often transported by bus so that parents are not dropping off and picking up students daily. This limits the opportunities that families may have had in preschool or child care to engage with teachers and caregivers. The next few slides offer ways that educators can build relationships with families to keep connections strong.

Fostering Home-School Connections – Slide #11*

Fostering Home-School Connections

- Visit the family in their home and learn about the family and child interests, culture, and values
- Invite families into the school to visit classroom and tour the school
- Meet with families and conduct Transition Interviews, or ask them to complete "get to know us" forms
- Workshops and networking for parents of young children

"Building relationships is huge and guides all that I do everyday; family, children, staff – relationships are key!" –Quote from Maine Public Pre-K Teacher



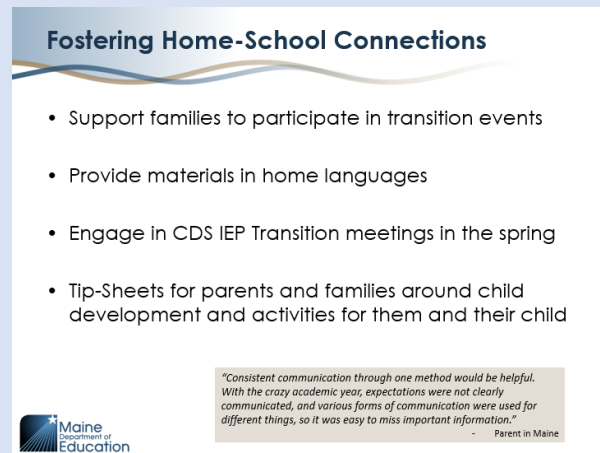
**This slide is animated*

Read the quote from a Maine public pre-k teacher aloud (found at the bottom of the slide).

When reading the bullet points from the slides, use these notes to more fully explain each idea for building connections (slide 10)

- Home Visits
 - Great way to connect with the family, in their comfort area. Conversations around child strengths, and any parental concerns, values, cultures, their vision for their child as they enter school
- Hold school tours and times when families can visit the classroom and meet teachers and other staff
- Review the Family [Interview sample](#) in the appendices as a group, or review a form that is already used in your program:
 - Are there questions to add, or change, when thinking about your students, families and/or community?
- Workshop ideas for families and caregivers:
 - Former and current K parents could guide
 - Coffee talk – parents and caregivers making connections with school staff, current and former parents
 - PTA, Boosters, school parent groups could lead or be introduced with information around how and why to get involved
 - Talk about how parents and caregivers could become involved with the school going forward
 - Informational sessions around child development or a simple Q and A session for incoming parents
 - Reading outing in collaboration with a local or school library
- Sessions for families on what to expect for the upcoming year:
 - Dates for registration/enrollment guidelines, including documents needed
 - Kindergarten orientation activities
 - Open houses held the receiving school

Fostering Home-School Connections – Slide #12*




Fostering Home-School Connections

- Support families to participate in transition events
- Provide materials in home languages
- Engage in CDS IEP Transition meetings in the spring
- Tip-Sheets for parents and families around child development and activities for them and their child

"Consistent communication through one method would be helpful. With the crazy academic year, expectations were not clearly communicated, and various forms of communication were used for different things, so it was easy to miss important information."

Parent in Maine



*This slide is animated

Read the quote from a Maine parent aloud on the bottom of the slide; this slide is animated so that quote will appear first

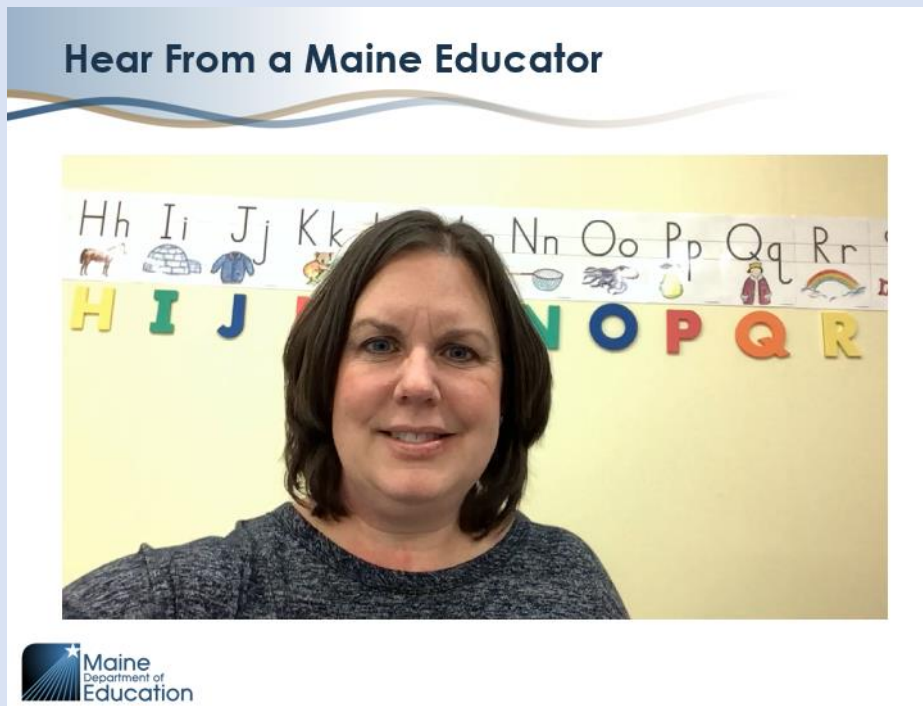
How do we have consistent communication? (When bringing up each bullet point, add the following:

- Support families to participate in transition events:
 - Offer events at different times during the day/evening
 - Offer online events and gatherings
 - Provide childcare
- Materials in home language
 - Offer interpreters, as needed
- IEP Transition meeting:
 - Connect families of children with IEPs with their children's new special education teachers and ensure everyone understands the children's goals; this is an important transition meeting that enables families to advocate for their children and gives preschool teachers, service providers and public-school educators the chance to discuss current strategies and ongoing supports to ensure the child's success in the transition, and in school
 - TIP SHEETS can be found on our webpages in the Parent and Caregiver tab, and through the link in the appendices

Optional Discussion Points:

- Are educators currently using similar approaches – ask them to share.
- How are educators getting forms and informational sheets to families, and are families completing the forms?
- Are there discussions with families about their answers to get to know the family and child better?

Video: Hear From a Maine Educator -Slide #13



Watch this video from a Maine public pre-k teacher; slide 14 has an activity that follows.

3-2-1 Activity – Slide #14

3-2-1 Activity

Take 2 minutes to think about and write down the following:

3- Emotions that you would like to help cultivate with families during transition to kindergarten

2 – Examples of current strategies you use to promote positive emotions for families during transition to kindergarten

1 – New strategy learned from this module that you would like to incorporate into your work.



After discussion from slides 11 & 12, and the video on slide 13, ask each participant to use a piece of paper to complete the 3-2-1 Activity. Depending on the time you have, you can choose to discuss these in small groups, or as a large group.

Ask participants to save this activity for transition plan building in module 4.

The Ready Child Guiding Document – Slide #15

Resource



The Ready Child

School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, later learning, and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools. (Head Start, <https://ealca.ohs.acf.hhs.gov/school-readiness>, retrieved January 12, 2018)

Source: Institution of Education Sciences (IES)




You may want to print this document for each participant to look at during this slide

The third document from Institute for Education Science (IES) is [the Ready Child](#). This document points out the importance of a child being “school ready”, but what does this mean? It is important to note that children are learning skills on a developmental continuum. They do not all develop at the same rate. Children are working on social emotional, physical, and cognitive skills – all at the same time. Children ready for school have the skills to attend and engage with activities and people, but some children are still learning these skills, and they are age ready for the transition into kindergarten. Educators must be ready and able to meet each child where they are in their development, understand next steps in that development and plan activities to enable the child to be successful in meeting individual goals.

The Ready Child – Slide #16*

The Ready Child



There are many foundational skills that children develop prior to kindergarten entry

- Displays social and emotional skills, including:
 - interacting socially with others
 - Showing positive self-perception
 - beginning to understand the emotions of others
 - Has an ability to interpret and express feeling
- Approaches learning with enthusiasm and curiosity
- Exhibits foundational language and listening skills
- Presents with foundational cognition skills and general knowledge
- Shows an eagerness for learning

We want to look at the whole child, upon their transition into kindergarten, to support every aspect of development and meet each child where they are.



**This slide is animated*

Read opening line; invite large group discussion of examples of how children show us these foundational skills, as you bring each animated bullet point. If delivering virtual training, consider using the chat box to share ideas.

Discuss the whole child concept located in the blue box on the side of the slide (it is animated and will appear after the final bullet point).

Ask participants to give examples of what focusing on the 'whole child' means, using the following ideas to prompt the conversation, as needed:

- Engaging in all domains of development for each child
- Meeting each child where they are developmentally when they come into the classroom
- Incorporating family and home culture
- Monitoring health and wellness

Milestones are More Than Academics – Slide #17

Milestones are More Than Academics...

There are multiple milestones in childhood development that can lead to successful transitions. Talking with parents and caregivers about their children's skills in the following areas can enable us to meet children where they are, and guide next steps:

- Demonstrating a curiosity or interest in learning new things
- Being able to explore new things through their senses
- Taking turns and cooperating with peers
- Speaking with and listening to peers and adults
- Following instructions
- Communicating how they're feeling
- Empathizing with other children
- Controlling impulses
- Paying attention
- Limiting disruptive behaviors



Children with these skills are more ready to learn upon their transition into kindergarten. We often think that academic milestones are the most important when children enter K, but early educators know that children who lack these important executive functioning skills may have difficulty benefitting from instruction focused on academics.

Optional discussion points: As educators, how do we:

- Know if children come to us with these skills?
- Understand upon kindergarten entry the skills children come to us with?
- Build upon these skills and milestones to ensure that our students have the tools to be ready to learn?


Optional Activity:

The MOOSE project includes an [Early Learning Foundational Skills module](#). Have participants review this and discuss the progression of children on the continuum. If there is time, this can be done as a whole group, in small groups or pairs, or as on time away from the training.

Partnering with Families to Foster Healthy Children – Slide #18

Partnering with Families to Foster Healthy Children

Resource:
Healthy Children Are Ready to Learn



HEALTHY CHILDREN ARE READY TO LEARN

Introduction
Health concerns to school readiness begin before a child enters school. Healthy development continues to support learning throughout childhood and into life. "Health is the earliest path—essentially beginning with the future mother's health before the in-utero program—sets the groundwork for a lifetime of well-being."

School Readiness Begins with Health

Physical Health
Children who receive ongoing health care have better attendance and are more engaged in learning. Consistent attendance helps children prepare for school. Routines such as handwashing and coughing into the elbow help children stay healthy and avoid illness.

Oral Health Children with healthy teeth are better able to eat, speak, and focus on learning, and dental professionals help make sure that children have healthy teeth.


Nutrition Good nutrition is essential for children's brain development. Children who have access to nutritious food have energy to talk, play and learn together.

Physical Activity and Motor Development Staying active benefits young children's physical and cognitive development. Activities that get children moving build motor skills that are used for reading, writing, and using tools.

Sleep and Rest When children get enough sleep, they can pay attention, remember what they learn, and manage their feelings. When program schedule times for a nap, rest or quiet activities, children are better on learning.

Perceptual Development When children use their senses to explore, it helps them learn about the world around them. A child's ability to see and hear affects their reading, writing, and speech and language skills. Sensory screening helps identify children who may need vision or hearing support.

Source: National Center on Early Childhood Health and Wellness



You may want to print this document for each participant to look at during this slide, by clicking this [link](#), or finding the document in the appendices.

This resource from the federal Head Start office outlines how and why school readiness begins with health. PRINT the resource and give participants a few minutes to review; then as a group proceed to slide 18, with discussion questions.

Healthy Children are Ready to Learn – Slide #19

Healthy Children are Ready to Learn

Along with development, child health is a very important piece of a child being ready to learn.

Meeting these basic needs enhances engagement in learning and fosters better attendance at school:

- ✓ Physical Health
- ✓ Oral Health
- ✓ Mental Health
- ✓ Nutritional Health

When families have access to and understanding of these pieces, children have the opportunity for school success.



We will talk more about supporting families with access and understanding around resources in Module #3: The Ready School and Community

As a program, consider the following questions and possible action steps.

- How does health affect school readiness?
- How do you know that children are healthy and ready to learn? What data do you use?
- How do you communicate that connection between children's health and learning outcomes to staff and families?
- How do you screen for and manage health concerns that may impact school success?
- How do you address children's health status when planning and conducting ongoing child assessment?
- How do you make use of community resources to support children's ongoing health and wellness?

Resource: <https://eclck.ohs.hhs.gov/school-readiness/article/healthy-children-are-ready-to-learn>

How Can We Foster the Ready Child?

In the year prior to kindergarten enrollment, we can help parents and caregivers strengthen their child's abilities by:

- Providing tip-sheets about development and milestones
- Connecting families with community resources, including physician's offices, mental health services
- Including workshops, and other community informational sessions, in your yearly transition plan
- Including a health history piece in your family interview



Read this recap of what we have learned in this module around supporting families and children to be prepared for entry to kindergarten.

Tying It All Together – Slide #21

Tying It All Together

Take some time now, to discuss with your team, or write down your own thoughts regarding the information in today's session:

- ❖ What emotions play a part in transitions for adults and children? How can we work to alleviate negatives and build positives?
- ❖ When thinking about building relationships with families, what are some important things to do/remember?
- ❖ What are some developmental milestones that should be discussed around children entering kindergarten?

Save these thoughts – we will come back to them in Module 4



Ask participants in their small groups to discuss these questions, and write down their thoughts. Be sure to save this work for transition plan building work in module 4.

For More Information – Slide #22

For More Information

**Head to the Maine Department of Education's
Transitioning into Kindergarten webpages**

Resources for Providers

Resources for Educators

Transition Plan templates

Information and tip-sheets for sharing with families

Link:
www.maine.gov/doe/learning/earlychildhood/transitions

Successful coordination between preschool and kindergarten helps to lay the groundwork for a child's positive school experience. This slide gives you the link to the Maine Department of Education Transitions website where you will find resources, videos and information for parents & caregivers, and educators & providers, to help build high-quality transitions for all entities.

Overview of Modules – Slide #23

Welcome to Public School: Building High-Quality Transitions

Module 2 Student and Family Engagement

- [The Ready Child](#)
- [The Ready Family](#)

Module 3 School and Community Engagement

- [The Ready School](#)
- [The Ready Community](#)

Module 4 Building Transition Teams and Plans



Today's module, Student and Family Engagement, will be followed up with two more sessions (***list dates and times here***). Module 3 focuses on taking a closer look at the alignment and relationships between our schools and communities, and in Module 4 we will start building our transition teams and plans.

Questions, Thoughts and Discussion Time – Slide #24

Questions?

Thoughts?

Digging
Deeper...



Module 3: Engaging with Your Community


Overview – Slide #1



**Welcome to Public School:
Building High-Quality Transitions**

Module 3
Engaging with Your Community

Maine Department of Education
Maine Department of Health and Human Services
Maine Children's Cabinet



  

Introduce the session: Module 3 is about the importance of community engagement when building transition teams and high-quality experiences for children and their families. With a focus on a ready community, we will explore how to engage within your community, looking at leaders as partners in building transition teams and working together with other preschool and childcare educators in your community.

Objectives – Slide #2

Objectives

- Build an understanding of the different connections across a community that help strengthen transitions
- Gain knowledge around community and school resources that can help establish strong home-school connections
- Establish an understanding of building relationships and alignment with sending programs, such as Head Start, private and family childcare, and community preschool programs



Highlight each module objective:

- Build an understanding of the different connections across a community that help strengthen transitions
- Gain knowledge around community and school resources that can help establish strong home-school connections
- Establish an understanding of building relationships and alignment with sending programs, such as Head Start, private and family childcare, and community preschool programs

Training facilitators should discuss any additional objectives specific to your school administrative unit, educators, families and/or community.

Quote – Slide #3

School readiness involves more than just children. School readiness is about children, families, early environments, schools, and communities. - Maxwell & Clifford 2004



Have a participant read this quote out loud to the group. Take a moment to have everyone think about what it means to have all the entities listed be part of a child's school readiness. Work in the large group to form a list of how each entity in the quote can be involved in school readiness. Use the following discussion points as prompts:

- At home, families engage in reading, playing, learning individual skills such as dressing, table setting, cleaning up after play, etc.
- Environments teach children how to be a positive member of a community, socially accepted practices (such as being quiet in a library, walking in the grocery store, etc.)
- Schools and childcare programs work with families around the child's development and learning, including sharing home-school activities toward development, health, and other important resources
- Communities offer play and learn groups, library hours, resources for families and other avenues of social and physical activities (community centers, family dinner activities, playgrounds, etc.)

Research Shows: Transition to Kindergarten – TTK – Slide #4*

What Research Shows Us...

- When children experience discontinuities between early learning programs and kindergarten, they may be at greater risk for academic failure and social adjustment problems (Conver, Reynold & Ou, 2003)
- Research using a nationally representative sample found that a simple increase in TTK practices predicted prosocial behavior in kindergarten (Cook & Coley, 2017).
- One study of TTK efforts found that the only practices significantly linked to children's outcomes were in-person meetings between Head Start and kindergarten teachers (Cook & Coley, 2019).
- Time-intensive strategies, such as shared professional learning among ECE and kindergarten teachers, have been found to be the least common strategies enacted (Little et al., 2016).

Transition to Kindergarten (TTK)



* slide #4 is animated

Slide 4 presents research supporting why a focus on kindergarten transition is very important for young children. Give participants 2 minutes to read through the highlights.

Reflection and Something New – Slide #5


Reflection and Something New

Use this Notes Page as a tool for capturing ideas and main thoughts on the video in the next slide and take note of ideas for new transition practices that would be helpful to families in your community.

NOTES PAGE
VIDEO: EDUCATORS SUPPORTING SUCCESSFUL TRANSITIONS TO KINDERGARTEN (ECLC)
WRITE:

LISTEN FOR IDEAS AND STRATEGIES TO TAKE NOTE OF THAT MIGHT OFFER YOUR COMMUNITY IDEAS FOR IDENTIFYING NEW TRANSITION PRACTICES THAT WOULD BE HELPFUL TO FAMILIES. BE PREPARED TO DISCUSS THE NOTES YOU HAVE TAKEN.

SHARE INFORMATION	BUILD POSITIVE RELATIONSHIP
PREPARE CHILDREN FOR WHAT TO EXPECT	GET TO KNOW THE UNIQUE STRENGTHS OF FAMILIES
COMMUNICATE WITH FAMILIES IN THEIR HOME LANGUAGES	PARTNER WITH RECEIVING ELEMENTARY SCHOOLS
SHARE DATA WITH FAMILIES AND RECEIVING ELEMENTARY SCHOOLS	
MEANING BEYOND CLASS	
PARTICIPATE IN JOINT PROFESSIONAL DEVELOPMENT	
PARTNER AROUND YEAR-LONG TRANSITION ACTIVITIES	
SUPPORT KINDERGARTEN READINESS WITH CURRICULUM AND ASSESSMENTS THAT SUPPORT KINDERGARTEN READINESS	



Print and distribute this [worksheet](#) to your participants, found in the appendices. This worksheet will be used as you watch the video on the following slide. The prompts will allow participants to think about the information they are gaining in the video.

Optional activity:

Have participants break into pairs or small groups to discuss their thoughts and notes. Be sure to have them save this activity for transition team and plan building in module 4.

Video Activity – Slide #6

Video Activity



This video is from Head Start; while you are watching, use the Notes Page to capture ideas for collaborating with sending community providers.



Introduce the video: This is a Head Start video discussing the collaboration of the sending program (Head Start, in this video) with receiving schools, but these collaborations should take place with all sending and receiving schools. Use the Notes Page worksheet as you watch the video.

Play the video by clicking your control (Ctrl) button and double clicking on the image. Here is the [link](#).

Overarching Document: The Ready Community – Slide #7

Overarching Document

The Ready Community

A community that is ready to support its children ensures access to health care, provides quality childcare and early education, and invests in resources for families. –IES

Source: Institution of Education Sciences (IES)

Please print this out for participants to review: [Link](#)

The fourth document from the Institute for Education Science (IES) is [the Ready Community](#). Read the paragraph on the left of the slide. These are ways that each community can support children and families toward successful kindergarten transitions, and a successful school career. We will learn how to engage with our communities around these topics.

Building a Collaborative Framework – Slide #8

Building a Collaborative Framework...

Consider the settings, environments, and people that are all interconnected in the child's life, as they transition from an early learning program or home setting to kindergarten; these might include:

Families and
Caregivers

Childcare centers
& Providers

Public or
private schools

Recreational
Centers &
Programs

Local
Playgroups

All of these pieces of a child's community are an important part of their world, and the experiences they bring with them.



Thinking about the experiences children bring with them as they transition into kindergarten, their community helps to shape these experiences, giving each child and family a unique background. Referencing the lists built earlier, ask participants: Are there other settings in your community through which children have experiences?

Ideas to share

- Dance studio
- Religious programs/churches
- Family childcare settings
- Community Centers

Who Are Your Community Partners? – Slide #9*

Who Are Your Community Partners?

Each community encompasses their own unique partners. Take a moment and create a list of entities in your own school's community who may become beneficial partners, with a few reasons explaining your thoughts.

Here are some you may or may not have considered:

- ✓ Healthcare providers (medical/dental)
- ✓ Community organizations that the child/family interacts with
- ✓ Sending childcare/preschool program
- ✓ Grocery stores and restaurants
- ✓ Library
- ✓ YMCA/Community Centers, public pool or playground
- ✓ Children's Museum
- ✓ Houses of Worship
- ✓ Cultural Organizations



*This slide is animated

Community partners will also add value to your transition team. Ask participants to make a list, in small groups, of possible partners within your community; we will discuss this fully in module 4, please hold onto your list for later! The checklist is animated, bring up one at a time as possibilities that may or may not have been considered by participants.

Community Connections – Slide #10

Community Connections



Building strong community connections enables:

- Continuity through the transition process
 - Support for outreach
 - Cohesive services



 Maine
Department of
Education

Why are making connections throughout the community important? Stronger partnerships enhance our schools in so many ways.

Explain each bullet point further with the following:

- Continuity through the transition process through the utilization of community and school resources and programs
- Supporting outreach to families who may be more rural and have less connectivity, who do not use community programs, or who may have had a negative school experience themselves, making these families more challenging to connect with
- Cohesive services for families and children including health services, food pantries and programming outside of school for children

Activity: How Might We Engage Our Community Partners?

Slides 11 & 12*



How Might We Engage Our Community?

ACTIVITY:

Choose two or three potential partners from your list and brainstorm about **how** they could support your school/district around reaching out to incoming families, connecting families with resources and/or providing space for gatherings for incoming children and families.

How Do We Engage Our Partners?

Let's share some of the ideas for partnering in your community.

And other ideas:

- Hang posters at local businesses can inform families of contact information and important dates around enrollment
- Host collaborative transition events in the community, such as play and learn groups at a community center or library story hour
- Work with a retail or grocery store to distribute pamphlets that include school supply lists, contact information and/or important dates
- Engage with private and family childcares and center-based care centers
- Collaborate with community agencies that work with families to distribute information.

 Maine
Department of
Education

Slide #12 is animated

Slide #11:

Thinking about the points from slides 11 and 12, have participants work separately, in pairs or as a group, for 3 minutes to form a list using the guidance in slide #11 – remember to hold on to this work for use in module 4.

Slide #12:

Ask participants to share their thoughts from the activity on slide 12.

As you read the bullet points on slide #13, use the following information to expand on each point (numbers correlate with bullet point order):

1. Working with businesses in various parts of town, and those that families may frequent (such as grocery stores, thrift shops and restaurants) ensures that the information is out in the community and may be more visible
2. Hosting collaborative community events is a great opportunity for families and children to meet one another, possibly forming relationships and supports prior to transitioning into school
3. Local stores that sell supplies can offer the lists to families, or others who may want to donate
4. Engaging with early care and education programs help families and children learn new information around public school, while being in a familiar setting
5. Community Agencies that work with families include: Families CAN! Healthy Kids, United Way, Community Action Program (CAP) agencies

Healthy Family, Healthy Child – Slide #13

Healthy Family, Healthy Child

Schools and communities that are ready to support children...

- Understand that children's health and well-being can affect learning
 - Help ensure Access to Health Care
 - Invest in Resources for Families
- Provide Access to Quality Childcare and Early Education



Read the slide aloud: Children and families that have access to these services and resources are more ready to learn and be engaged.

Optional Discussion points:

- Are these resources readily available to families in your community? If not, how might the resources be accessed?

Relationship between Education and Health – Slide #14

School readiness is enhanced by positive early childhood conditions—e.g., fetal wellbeing, social-emotional development, family socioeconomic status, neighborhood socioeconomic status, and early childhood education—but some of these same assets also appear to be vital to the health and development of children and their future risk of adopting unhealthy behaviors and adult diseases.

-<https://societyhealth.vcu.edu/work/the-projects/why-education-matters-to-health-exploring-the-causes.html>

The relationship between education and health is never a simple one. Poor health not only results from lower educational attainment, but it can also cause educational setbacks and interfere with schooling.

-<https://societyhealth.vcu.edu/work/the-projects/why-education-matters-to-health-exploring-the-causes.html>

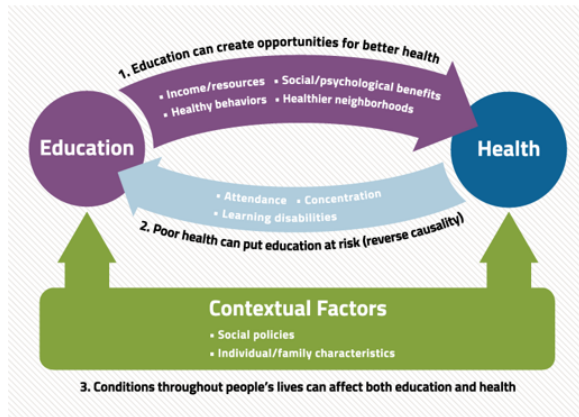


Image credit: <https://societyhealth.vcu.edu/work/the-projects/why-education-matters-to-health-exploring-the-causes.html>

Communities may offer partnerships with schools around dental cleanings and/or vaccination clinics held at the school, as well as sharing certain information between the pediatrician's office and the school (with proper confidentiality and release forms signed by parents and caregivers)

Health and Learning Connection – Slide #15

Health and Learning Connection

- How do you know that children are healthy and ready to learn? What data do you use?
- How do you communicate the connection between children's health and learning outcomes to staff and families?
- How do you screen for and manage health concerns that impact school success?
- How do you make use of community resources to support children's ongoing health and wellness?



Let's read and discuss these questions separately in the large group and see what we, are already doing to help ensure the health and learning connection for our students. Take approximately 5 minutes total to help make the connections. Use the examples below that correlate to each bullet point:

- Collection of immunization records, visual health checks and conversations with parents and caregivers
- Possible discussions (phone or in person) with parents, workshops for parents and information in newsletters
- Hearing and vision screenings, visual health checks
- Outgoing information on community resources and schedules, weekend backpack/food pantry program, family needs assessments

Activity: The Ready Community Invests in Resources for Families Slide #16

The Ready Community Invests in Resources for Families

- A ready community invests in resources and activities that support families and promote school readiness.
- It is important for communities to support families so that children enter school with a firm foundation for learning.
- It is critical that communities support schools, so they are ready to meet the needs of children.

Quick activity: Brainstorm 1-3 ideas about how your community and school partner around resources for families

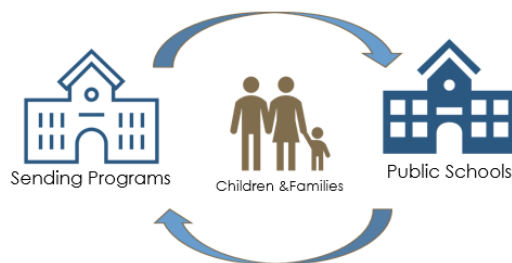


Read the slide, and have participants complete the quick activity in the colored box.

Community ECE Provider Partnerships

One of the most important Community Partners you will have may be the sending preschool and childcare programs. These may include:

- Private Preschool and childcare centers
- Head Start Programs
- Family/in home childcare



Visual by Tara Ferriter

Partnering with these local early care and education providers is important in so many ways.

These programs may include:

- Private preschool and childcare centers
- Head Start programs
- Family and in-home childcare programs
- And others that could be specific to your community

The next few slides we will dig a little deeper.

Developing Relationships: Sending Programs and Receiving Schools
Slide #18

**Developing Relationships:
Sending Program - Receiving School**

- Working together to identify information that becomes part of transition packets that follow children to school
- Sharing of assessment information (skill inventory)
- Collaborating on needs, culture and interests unique to each family and child
- Informing parents and caregivers can support families in engaging in transition activities with shared scheduling and information between programs



When sending programs, such as private or family childcare programs, and public pre-k programs, and public schools who are receiving kindergarten students work together, children and families are supported throughout the pre-k year and well into the kindergarten year.

The items on this slide give examples of how educators and caregivers can support each other across programs to strengthen the transitions for children and their families (Read each bullet point) The next slide outlines these benefits more clearly.

What Are the Benefits? Slide #19

What are the Benefits?




- 1) Working together provides continuity
- 2) Sharing of children's assessments informs schools
- 3) Alignment of activities within programs
- 4) Shared professional development



On the slide prior, we discussed how providers and schools can work together throughout the year. But, why is this important? Read the following information that correlates with the list on the slide:

1. Sharing information about children's skills, personality and behaviors can enable k teachers to understand the children who will be enrolling in their classrooms, providing the opportunity to be more prepared with supports and strategies as needed
2. Focus on children's essential skill development across all developmental domains with programs and families within those programs can help children be more prepared upon entering kindergarten. Sharing children's assessments from their previous program enables educators and schools to be ready to receive all children.
3. Looking at routines, practices between community programs and k classrooms, such as recess and meals in the cafeteria, may be talked about or practiced with children prior to their transition giving them an opportunity to become familiar with changes – this lends to a smoother transition!
4. Shared professional development around transition practices, family engagement, child development, and shared assessments, to name a few, can build the bond between sending programs and receiving programs and benefit not only educators and providers, but families and children

Tying It All Together – Slide #20



Tying It All Together

Transitions can be strengthened when public schools reach out to their community.

Working with private and community caregivers, including preschools, childcares, family childcares, faith-based preschools and Head Start programs, information is shared to inform educators and enable families and children to have successful transitions.

Read the slide to tie the module learning together and then move on to the FMI and Question and Discussion slide

For More Information – Slide #21

For More Information

**Head to the Maine Department of Education's
Transitioning into Kindergarten webpages**


Resources for Providers

Resources for Educators

Transition Plan templates

Information and tip-sheets for sharing with families

Link:
www.maine.gov/doe/learning/earlychildhood/transitions

 Maine Department of Education

Successful coordination between preschool and kindergarten helps to lay the groundwork for a child's positive school experience. This slide provides the link to our Maine Department of Education Transitions website where you will find resources, videos and information for parents & caregivers, and educators & providers, to help build high-quality transitions for all entities.

Overview of Modules – Slide #22

Welcome to Public School: Building High-Quality Transitions

Module 2 Student and Family Engagement

- [The Ready Child](#)
- [The Ready Family](#)

Module 3 School and Community Engagement

- [The Ready Community](#)

Module 4 Building Transition Teams and Plans

- [The Ready School](#)



Today's module, Engaging Your Community, will be followed up with one final training session (***list dates and times here***). Module 4 brings us to developing a strong leadership team around transitions, and a year-long, high-quality, transition plan that ensures best practice and equity.

Questions, Thoughts and Discussion Time – Slide #23

Questions?

Thoughts?

Digging
Deeper...




Module 4: Being “School Ready”; Building Transition Teams and Plans

Overview – Slide #1

**Welcome to Public School:
Building High-Quality Transitions**

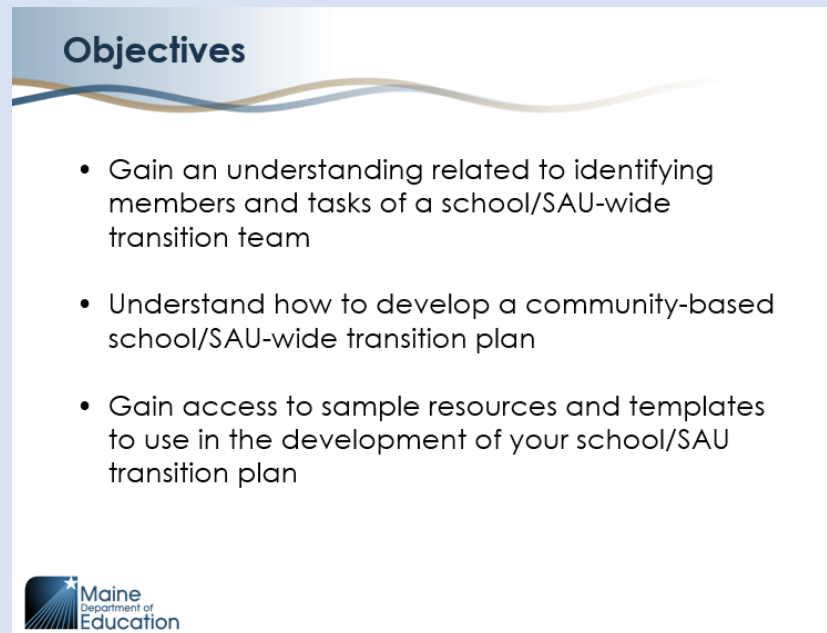
Module 4
Being “School Ready”
Building Transition Teams and Plans

**Maine Department of Education
Maine Department of Health and Human Services
Maine Children's Cabinet**


Now that we have built an understanding around the transition to kindregarten, and importance of a collaborative approach across everyone involved, it is time to start to consider how to form a strong transition team, and how to build a year-long transition plan.

Objectives – Slide #2



Objectives

- Gain an understanding related to identifying members and tasks of a school/SAU-wide transition team
- Understand how to develop a community-based school/SAU-wide transition plan
- Gain access to sample resources and templates to use in the development of your school/SAU transition plan

 Maine
Department of
Education

Highlight each module objective:

- Gain an understanding related to identifying members and tasks of a school/SAU-wide transition team
- Understand how to develop a community-based school/SAU-wide transition plan
- Gain access to sample resources and templates to use in the development of your school/SAU transition plan

Training facilitators should discuss any additional objectives specific to your school administrative unit, educators, families and/or community.

The Importance of Transition Plans – Slide #3

The Importance of Transition Plans

Research has found that effective transition strategies can promote teachers increased self-efficacy, increased knowledge about transitions and child development needs, increased use of transition practices, improved teacher-child relationships, increased engagement with families, and decreased stress levels

(e.g., Arneson, 2016; Gooden & Rous, 2018; Pears, 2018; Schulting, 2009).

Therefore, building and implementing a plan for seamless transition from the early learning environment to kindergarten can make a significant difference for children's on-going school success AND teacher success!




Transition plans, and the teams who build and carry them out, provide a level of involvement from children, families, educators, and community.

Resources: The Ready School Document – Slide #4


Resource

THE READY SCHOOL

“An elementary school that is ready to receive kindergarten students is prepared to deliver evidence-based instruction, hire and continually train knowledgeable teachers and principals, and be culturally responsive of all its students.” -IES




Source: Institution of Education Sciences (IES)



Please print this document out for participants from this [link](#).

The final document from IES is the Ready School. Read the paragraph on the left of the slide. A school that is “ready” has a transition team in place, as well as a detailed transition plan, and goals to help inform follow through.

Points to Ponder: Is Your School Ready? Slide #5



Points to Ponder...

- Creating connections to facilitate a successful transition to kindergarten requires focused effort and leadership.
- Transition work is most effective when strong relationships and valuable partnerships that link children, families, schools, early childhood programs, and the community, are established before kindergarten starts.

Is your school READY?

Read this slide aloud to participants and give them a moment to consider; then ask:

Is your school ready?

Six Steps to Strong Transition Planning – Slide #6



Prior to your training you will need to print out this [transition plan sample](#) from the National Head Start website, or utilize this document found on pages 28-36 of the [State of Alabama Transition to Kindergarten Toolkit](#), and share it with your team (you may want more than one copy); as we work through the 6 steps to transition planning, use this document as a draft to guide your work.

These are the steps that we work through while building our transition plan:

Step 1: Develop a transition team

Step 2: Assess current transition activities

Step 3: Identify specific goals around transition

Step 4: Build out the transition plan

Step 5: Identify effective data and evidence

Step 6: Implement the plan, and ongoing evaluation of the plan

This module will explore each step with greater detail to support building strong transition teams, and high-quality transition plans for SAUs, providers, and families.

Step 1: Developing a Transition Team – Slide #7

Step #1: Developing a Transition Team

- The first consideration for step #1 is to identify the key leaders in your community, including leaders who:
 - have the competence and ability to direct resources, focus attention, and make important policy decisions
 - are motivating for teachers and families
 - are key in community partnerships and in the school
 - can lead from a culturally responsive place, and are knowledgeable in diversity, equity, and inclusion



When developing a transition team, we look to leaders not only in the school community, but we want to bring in leaders who can help strengthen those relationships, and work toward linking all entities. Read through each point on the slide:

Giving about 2 minutes, ask participants to review their lists of potential community partners from Module 3 and circle the ones who fall into this identification list. Are there other potential partners in your community who were not on original lists, but should be added now? Add these potential partners to your sample plan document.

Developing the Team – Slide #8*

Developing the Team

Transition Teams are community specific and depend on people and resources.

The slide features seven distinct icons arranged in two rows. The top row includes: 'School and provider leaders' (a group of people around a whiteboard), 'Special Educators' (a woman with a child), and 'Family Engagement Specialists' (two men talking). The bottom row includes: 'Parents and Caregivers' (a man and woman), 'School Counselors' (a man at a laptop), 'Community Health Personnel' (two doctors in a circle), and 'Other Community Leaders' (a group around a table with a 'PLAN' sign). The Maine Department of Education logo is in the bottom left corner.

*This Slide is Animated

Here are the potential members:

- Receiving and sending program leadership and educators
- Special Educators
- Family engagement specialists
- Parents and caregivers
- School counselors
- Health personnel from the community
- Other key community stakeholders that ensure a diverse group of educators, providers, and community members

As a group, use your lists of potential community partners from module 3, consider who would be a good fit on your transition team, and who may have been left off that list. Depending on school and community size, you may want to consider 5-10 members to invite to become part of your Transition Team.

Outreach and Invitation – Slide #9

Outreach and Invitation

Once you have established a list of key transition team members:

- Reach out and provide introductions
- Schedule an informational session to discuss the transition team and their involvement
- Provide a timeline for perspective team members that outlines date for invitation acceptance, first meeting date, and future expectations and obligations



Once you have your potential team members, it is time to reach out. Begin with an introduction of yourselves, and a short introduction of the project at hand, finishing with an invitation to join this important and exciting project.

Schedule an information session around the tasks of the transition team: building the plan, facilitating activities, and reworking the plan as needed. This can be a face-to-face or Zoom/Meets session, depending on group size and comfort level.

You will want to provide an anticipated expectation of obligations for the team member, as well as a time/date-limit for acceptance of the invitation, and have a first team meeting date tentatively scheduled.

Identifying a Transition Coordinator – Slide #10

Consider Identifying a Transition Coordinator

Possible Roles for the Transition Coordinator include:

- Track timelines for the Transition Team and Transition Plan
- Schedule and lead transition meetings, events, and activities
- Act as a parent liaison who ensures the most vulnerable families and children receive targeted attention



The consideration of a Transition Coordinator is not only to keep the team on task, but also to ensure that timelines are being met and high-quality aspects are being utilized. The Coordinator may be the transition team leader. He/she should also be comfortable being a parent liaison, ensuring that all families have outreach and information.

Responsibilities of the Transition Team – Slide #11*



*This Slide is Animated

These are a few of the tasks that the transition team could focus on. Your specific community and school may include these or others. Read through each task as it comes on the screen.

The transition team should first make an effort to build a team meeting schedule that occurs at regular intervals. Recognize that building the transition plan will happen in steps, and over time. Meeting at regular intervals allows the team to come together consistently in order to evaluate data, measure goals and consider if plan activities are supporting the goals or need to be reconsidered.. We will look at potential barriers to be mindful of later in the session.

Step 2: Assess Current Transitions Activities – Slides # 12

Step 2: Assess Current Transition Activities

- What is currently happening to support kindergarten transitions in the school/district?
- How well is information being shared?
- Are relationships with families, community and schools intentionally fostered?
- Is communication across settings effective?



As you read the questions on slide 12, ask participants to consider each question as they think about their current transition activities and process. Then move to the group activity on slide 13.

Assess Current Transitions Activities – Slides # 13*

Assess Current Transition Activities

Take two minutes with your team and write down 2-3 transition activities that are already happening in your school.

Did you consider...

- Recalling our activity from Module 2, are current activities supportive of building strong relationships, helping families work through emotions and understanding developmental milestones?
- What needs attention? Are there resources not being utilized?
 - Are there actions that need to be built into the plan that will support transition processes more effectively?



*Slide #13 is Animated

This is a time to discuss thoughts from slide 12 on current transition activities. Read through the slide for the group activity.


Ask participants to review their notes about the transition practices discussed in the first 3 modules. Have participants work as a team to answer these questions, and add them to your sample plan. These questions will be considered by the transition team when working to build a high-quality plan – so notes here today will be important to keep and share.

What Is Working: Quote from a Maine Parent – Slide #14

What is Already Working?

“Meetings in-person (or via zoom) in the spring ahead of in-school screening to introduce key school administrators, teachers, and staff, introduce parents to the routines and schedules, and have families meet other families and children who are also transitioning into kindergarten, has been great and helpful! CDS and school IEP K transition meeting was key (if overwhelming-20+ people in a room!) Ride-the-bus & classroom meet & greet for family in late August right before school starting up was great.”

• Quote from a Maine Parent



From a survey of Maine parents and caregivers, one parent noted (read quote):

Open the floor for discussion around the following prompts, while working to incorporate these activities and new activities into your sample plan:

- List some positive activities that this parent found helpful.
- When thinking about these activities, what can you change or add to them to be more intentional and more engaging?
- The parent mentions that the IEP transition meeting for their child was overwhelming. What strategies could you engage the parent in prior to the meeting to make it more understood and comfortable?

Step 3: Identify S.M.A.R.T. Goals – Slide #15*

Step 3: Identify S.M.A.R.T. Goals

- S** Specific: What will it accomplish & who is involved?
- M** Measurable: Can you track progress & know when it is accomplished?
- A** Achievable: Are there constraints & is this achievable?
- R** Relevant: Is this worthwhile & match our needs?
- T** Time Bound: What does the timeline look like?

Year-Long Transition Plan Goals may include:

- Meet with 100% of private ECE programs
- Screen 100% of incoming students
- Change student and family identification timeline
- Begin family identification/outreach in fall
- Begin family nights with 50% of families in fall

Maine Department of Education

*This slide is animated

In building your high-quality transition plan, utilize S.M.A.R.T. Goals to ensure that the team is on the same page around answering the questions listed here. The team will want to utilize their goals to guide plan implementation and evaluation for continuous improvement.

The arrows at the bottom are examples of goals that a year-long transition plan for students and families may include. Activities will be added to the transition plan, to support timeline and measurable outcomes.

Using the strategy planning notes from modules #1 and #2, have participants work as a team to develop goals and supporting activities, and add these goals to your sample plan.

Step 4: Build Out the Transition Plan – Slide #16

Step #4: Build Out the Transition Plan

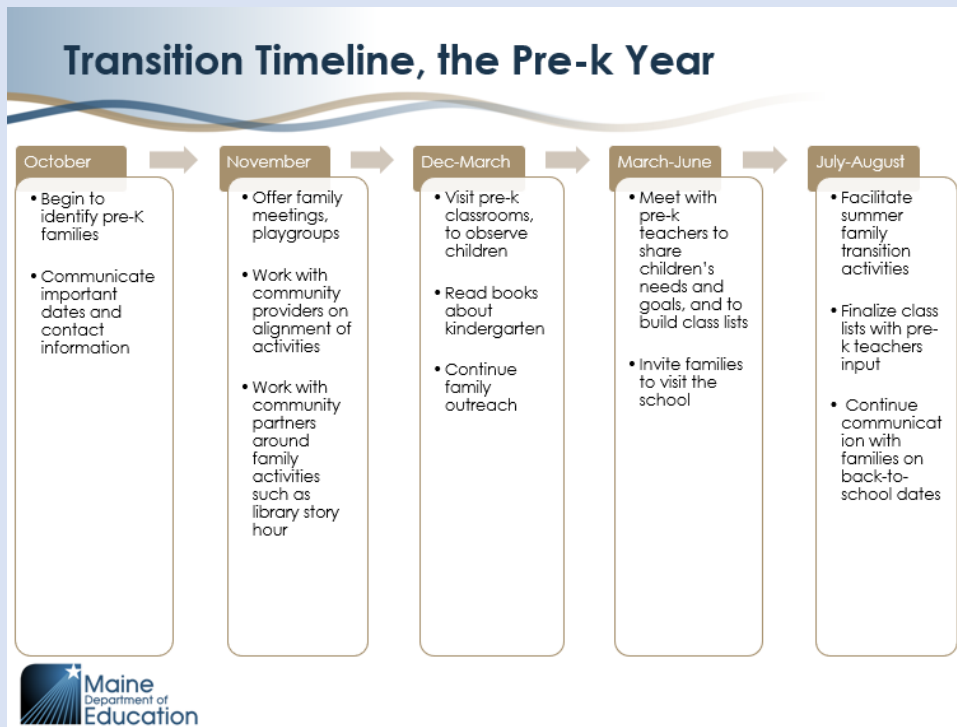
Now that you have current practices and goals identified, it is time to build out the year-long transition plan with activities to support families, children, providers and educators.

The next couple of slides look closely at the yearly timelines, and then we will follow up with some planning questions, as you build out your plan.



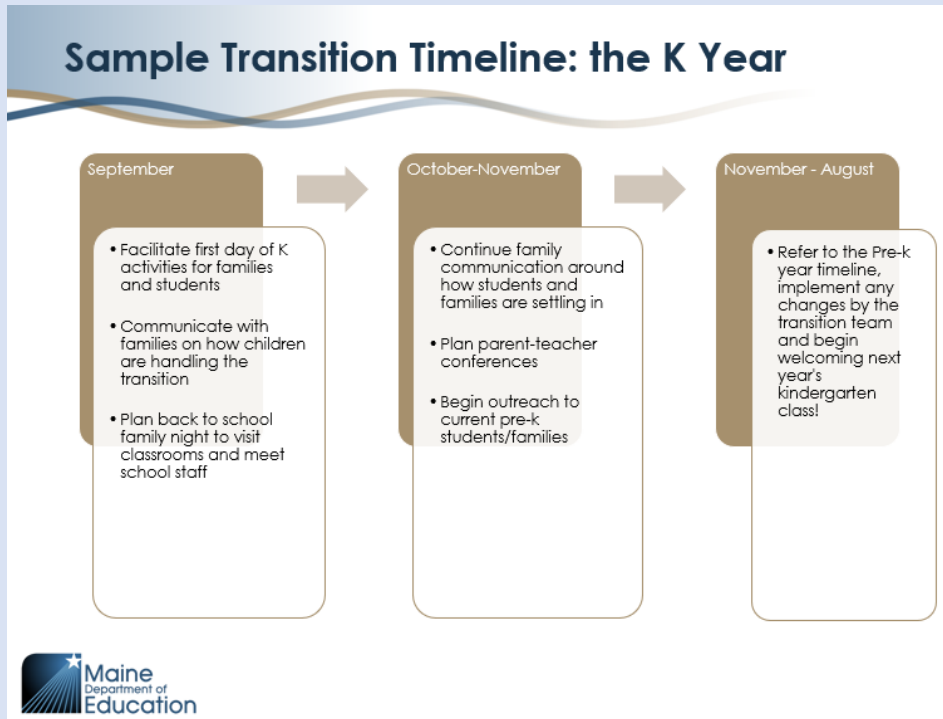
Read through the slide. The next two slides contain samples of year-long transition plan timelines, first across the Pre-K year, and then into the K year. These will be used when you are writing your plan.

Sample Timeline: The Pre-K Year – Slide #17



This is an example of a year-long transition plan. Starting late fall of the pre-k year, we work to identify and engage parents, set up family and child meetings and activities throughout the year, work toward getting enrollment and screening information out to families, and so on. A timeline is way to incorporate and keep track of activities and can be used to collect data on what is working, and what may need to be revisited.

Sample Transition Plan: The K Year– Slide #18



Transitions do not end when the child enters kindergarten. Families need to feel welcomed and part of the school, well into the school year and beyond. This sample timeline follows the children into kindergarten to ensure that families remain engaged and connected to their child's classroom, to the school, and the community.

Common Barriers – Slide #19

Common Barriers

As with all things, there are common barriers to be mindful of.

Think about how you will:

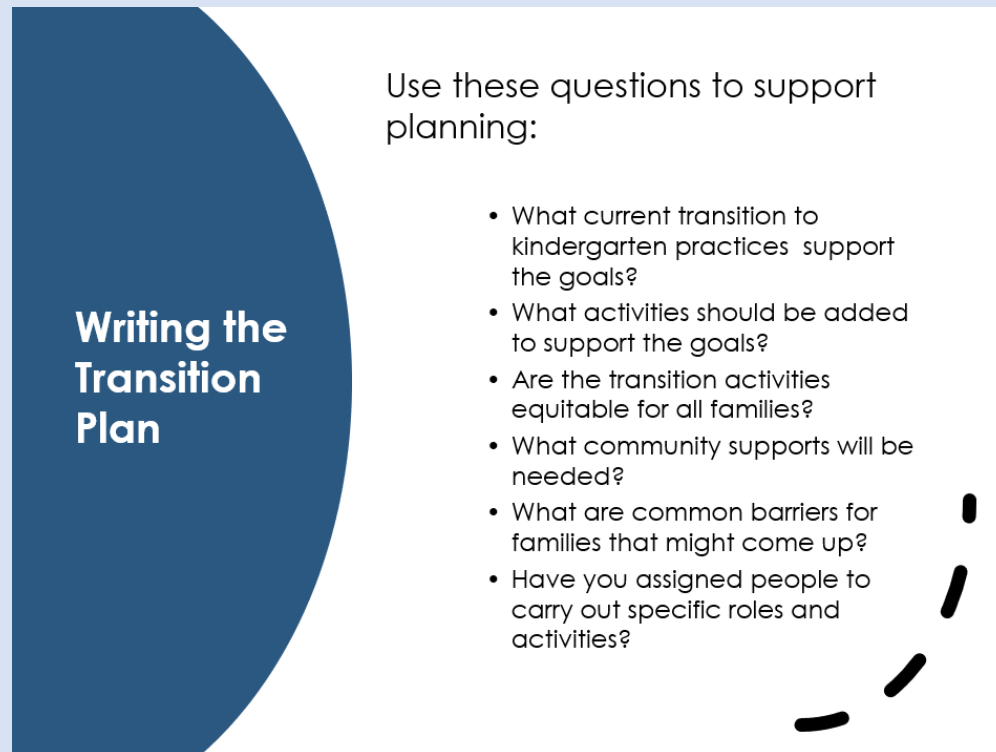
- Support families who may be unable to attend scheduled activities due to work, childcare needs, lack of transportation, or other factors;
- Identify and make connections with Immigrant, rural and migrant families in your community;
- Work with educators around scheduled time of activities;
- Share transition plans so that everyone understands their role and the importance of planned activities;
- Have clear and consistent communication focused on all aspects of the plan, including dates and times, to all stakeholders;
- Consider home visiting and support educators around safety factors



When building a school or district-wide transition plan, these are the things you will need to consider – these points correlate with the bullets on the slide in order to describe each point on the slide:

1. Think about securing transportation for families, holding meetings at various times of the day, in different areas of the community and offering childcare services for younger siblings
2. Some families may need individual outreach (due to lack of connectivity), interpretation services, and other resources offered within the community to enable them to engage
3. Important summer or evening transition activities might be asking teachers for more time out of their schedules, be mindful of this
4. Clear communication with all team members, and supporting partners/staff is important for the plan to be carried out smoothly, in turn bringing clarity and ease of the transition to children, families and educators
5. Getting information out in a timely fashion so that parents and caregivers can engage and participate; recall our community partners and their roles here –
6. Home visiting is a great way to meet families, caregivers, and children initially; meeting them in their spaces can help parents to engage who may otherwise not be able to and put them at ease in their own homes when meeting educators and sharing child and family information. Training and safety measures should always be put into place around home visits.

Writing the Transition Plan – Slide #20



Writing the Transition Plan

Use these questions to support planning:

- What current transition to kindergarten practices support the goals?
- What activities should be added to support the goals?
- Are the transition activities equitable for all families?
- What community supports will be needed?
- What are common barriers for families that might come up?
- Have you assigned people to carry out specific roles and activities?

It is time to take a few minutes and work on the year-long transition plan. Use these questions to guide activity planning as participants work together to build the plan out.

Step 5: Identify Data Sources– Slide #21

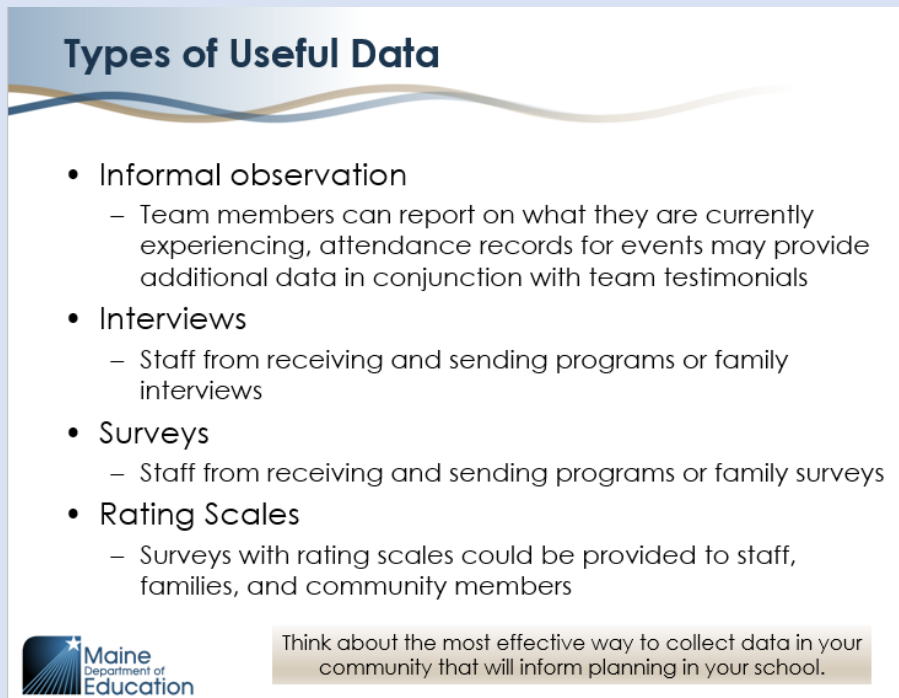
Step 5: Identify Data Sources

- The goal for this step is for the transition team to identify or create a data collection process to evaluate plan implementation.
 - What data do you already have?
 - What data do you need and how can it be collected?
- Data will be used to evaluate transition activities to determine how the plan is working and future next steps.




As the team thinks about measuring outcomes of its transition plan, it should consider what to measure, and how to best to do this. What information can be collected to meet the goals of the transition plan? Is this already being collected, or does the team need to consider how to collect new information and feedback?

Types of Useful Data – Slide #22



Types of Useful Data

- **Informal observation**
 - Team members can report on what they are currently experiencing, attendance records for events may provide additional data in conjunction with team testimonials
- **Interviews**
 - Staff from receiving and sending programs or family interviews
- **Surveys**
 - Staff from receiving and sending programs or family surveys
- **Rating Scales**
 - Surveys with rating scales could be provided to staff, families, and community members

 Think about the most effective way to collect data in your community that will inform planning in your school.

This slide lists different methods that can be utilized to collect meaningful data. Are there pros and cons to each method? The team can look at these methods after considering what data is needed to continue to inform the plan, and then decide which method is best for collecting the information.

Take 2-3 minutes as a large group to consider what data sources are already being utilized, and think about other sources around the goals that you could incorporate. Add these to your sample transition plan.

Step 6: Implementation and Evaluation – Slide #23*

Step 6: Implementation and Evaluation

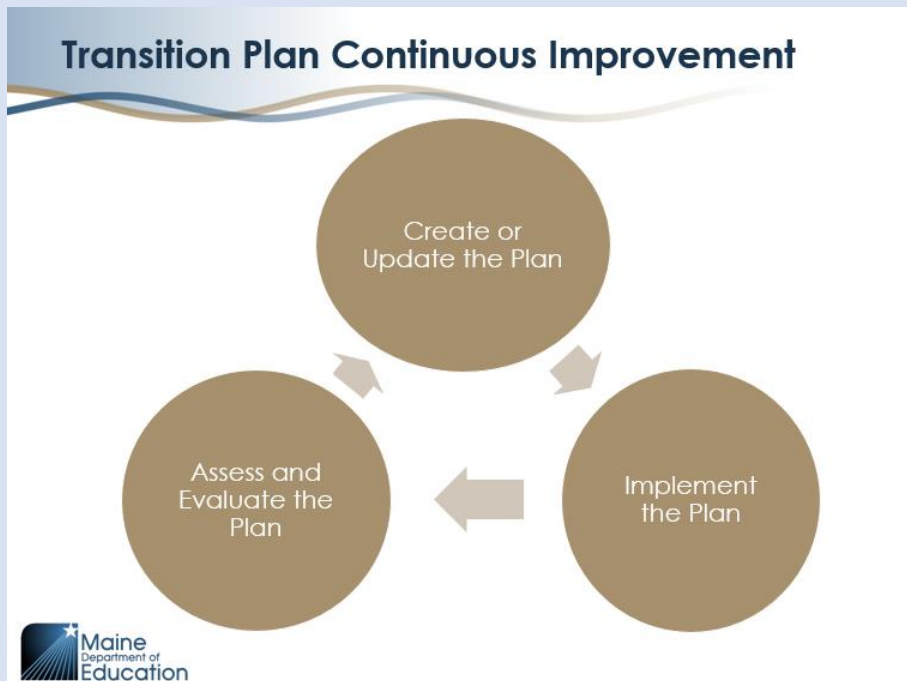
- Once the goals and activities are identified, timelines are established, measurement tools agreed upon, and roles are distributed, the plan can be implemented
- Schedule regular follow-up meetings to track progress and review the plan
- The data will tell a story about the community needs and will inform the team when goals need to be modified and activities changed to support the goals



*Slide #23 is animated.

Once the plan is built, it is ready to be implemented, following the timeline that was built out. Read through the tips on this slide: as a group discuss how often progress should be tracked, schedule follow up meetings and plan review times.

Continuous Improvement – Slide #24



An effective transition plan will be ongoing and continually implemented, evaluated, and updated. The team will continue to update the goals based on current needs and data, and will be continually improving and adjusting their processes to ensure kindergarten transitions become more and more supportive in their community

Updating and Communicating – Slide #25

Updating and Communicating

- Update the plan
 - Do timelines and deadlines need to be adjusted?
 - How will each new goal/action be measured?
 - Are assigned roles working?
- Communicate the updated plan and it's intended outcomes to all stakeholders, so they know their roles and why it is important that they participate.
 - Don't forget to include families, teachers, paraeducators, office staff, kitchen staff, cleaning staff, PTO, community organizations, or anyone that may be impacted by the plan.
 - People are so much more cooperative when they understand the benefits of their efforts.



*This slide is animated

When building transition plans, it is important to utilize the data collected to ensure that the plan is being upheld and continues to incorporate all aspects that the team has determined is important.

Communicating the plan, and updates to the plan, in a timely fashion ensures that all stakeholders are understanding the process and are on the same page. Demonstrating the reason for changes, descriptions of what is working and if any aspects need to be addressed or readdressed is also important to communicate to all.

For More Information – Slide #26

For More Information

**Head to the Maine Department of Education's
Transitioning into Kindergarten webpages**


Resources for Providers

Resources for Educators

Transition Plan templates

Information and tip-sheets for sharing with families

Link:
www.maine.gov/doe/learning/earlychildhood/transitions

 Maine Department of Education

Successful coordination between preschool and kindergarten helps to lay the groundwork for a child's positive school experience. This slide gives you the link to our Maine Department of Education Transitions website where you will find resources, videos and information for parents & caregivers, and educators & providers, to help build high-quality transitions for all entities.

Questions, Thoughts, Digging Deeper – Slide #27

Questions?
Thoughts?
Digging
Deeper...



Thank you for your commitment to the children and families of Maine.



Use this time for participant questions, thoughts and discussion on the information learned in the 4 modules. Utilize the activity note sheets to dig deeper.

Appendices

Documents

tk-collab-connect-6-steps-success.pdf (Module 1)

Overarching Document Series links from the Institution of Education Sciences (IES):

[Preparing a School Ready Child](#) (Module 1)

PREPARING A SCHOOL-READY CHILD
"Children who enter kindergarten ready to meet its academic, social, and emotional demands are more likely to achieve later academic and life success."

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not "naturally ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.

The ready child
• Has been well cared for physically, interacts socially with others, has a positive perception, has the ability to understand the emotions of others, and can tolerate and express frustration.
• Approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognitive skills and general knowledge, and
• Is prepared to learn successfully in school.

The ready school
• Some contribute to kindergarten and are early grades that builds on prior learning.
• Have well-developed individual differences in language, culture, and prior experience, and
• Employ practices and strategies that reach primary children and have the resources to do so.

The ready family
• Supports children in their learning and thought transition to kindergarten.
• Meets the child's daily need.
• Continues to engage in their child's learning through the school years.

The ready community
• Helps ensure that children have access to healthy care, immunizations, and nutrition.
• Helps ensure that families have access to quality early childhood education, and
• Invests in resources and activities that support families and promote school readiness.

[The Ready Family](#) (Module 2)

THE READY FAMILY
An Important Component of Preparing a School-Ready Child

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not "naturally ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.

Preparing for Kindergarten
• Know to Prepare Your Family for Kindergarten
• Get Ready for Kindergarten Activity Calendar for Families
• Supporting in Kindergarten
• Supporting that child in thinking

Reading Together
• A ready family reads daily to their child. Reading together supports the child's vocabulary and language skills, which are important for learning to read. Reading together also provides a fun activity.
• Develop Reading Habits: Read to Your Child
• Readable Books for Young Readers
• Just Say It: Aids Reading a Targeted Student

Connecting Home and School
• A ready family supports learning at home by providing positive, ongoing development and opportunities for practice that are meaningful to school. A ready family is connected to school by participating and sharing language and interests at school.
• Informatics Supporting the Child's Learning Development at Home
• Reading Books, Tapes, The Internet
• Library Program at Home, PALS II
• Get Ready to Read! Play Space for Kids and Families in Reading Classrooms
• Empowering Parents

[The Ready Child](#) (Module 2)

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Exhibits Physical Health and Emotional Well-Being
• Has been well cared for physically, interacts socially with others, has a positive perception, has the ability to understand the emotions of others, and can tolerate and express frustration.
• Approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognitive skills and general knowledge, and
• Is prepared to learn successfully in school.

Displays Skills in General Knowledge, Language, Cognitive, and Memory
• Approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognitive skills and general knowledge, and
• Is prepared to learn successfully in school.

Demonstrates Curiosity and Confidence to Learn in School
• Approaches learning with enthusiasm and curiosity, has developed language and listening skills, and has cognitive skills and general knowledge, and
• Is prepared to learn successfully in school.

[The Ready Community](#) (Module 3)

THE READY COMMUNITY
An Important Component of Preparing a School-Ready Child

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not "naturally ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.

Ensures Access to Health Care
• A ready community also ensures that children have access to quality early childhood education, and
• Invests in resources and activities that support families and promote school readiness.

Provides Access to Quality Childcare and Early Education
• A ready community also ensures that children have access to quality early childhood education, and
• Invests in resources and activities that support families and promote school readiness.

[The Ready School](#) (Module 4)

THE READY SCHOOL
An Important Component of Preparing a School-Ready Child

What is school readiness?
School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not "naturally ready" or "not ready" for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.

Evidence-Based Instruction
• A ready school also ensures that children have access to quality early childhood education, and
• Invests in resources and activities that support families and promote school readiness.

Well-Trained Teachers and Leaders
• A ready school also ensures that children have access to quality early childhood education, and
• Invests in resources and activities that support families and promote school readiness.

Culturally Responsive Staff
• A ready school also ensures that children have access to quality early childhood education, and
• Invests in resources and activities that support families and promote school readiness.

[“Activities to Help Your Child Be School Ready” \(module 2\) Parent tip sheet](#)

[Sample of “Family interview/getting to know you form” \(module 2\)](#)

[Healthy Children are Ready to Learn \(document, module 2\)](#)



[Reflection and Something New Activity Notes Page \(Module 3\)](#)

NOTES PAGE

VIDEO: EDUCATORS SUPPORTING SUCCESSFUL TRANSITIONS TO KINDERGARTEN (ECLKC WEBSITE)

LISTEN FOR IDEAS AND STRATEGIES TO TAKE NOTE OF THAT MIGHT OFFER YOUR COMMUNITY IDEAS FOR IDENTIFYING NEW TRANSITION PRACTICES THAT WOULD BE HELPFUL TO FAMILIES. BE PREPARED TO DISCUSS THE NOTES YOU HAVE TAKEN.

<p style="text-align: center;">SHARE INFORMATION</p> <p>PREPARE CHILDREN FOR WHAT TO EXPECT:</p> <p>COMMUNICATE WITH FAMILIES IN THEIR HOME LANGUAGES:</p> <p>SHARE DATA WITH FAMILIES AND RECEIVING ELEMENTARY SCHOOLS</p>	<p style="text-align: center;">BUILD POSITIVE RELATIONSHIPS</p> <p>GET TO KNOW THE UNIQUE STRENGTHS OF FAMILIES:</p> <p>PARTNER WITH RECEIVING ELEMENTARY SCHOOLS:</p>
<p style="text-align: center;">ALIGNING PROGRAMS</p> <p>PARTICIPATE IN JOINT PROFESSIONAL DEVELOPMENT:</p> <p>PARTNER AROUND YEAR-LONG TRANSITION ACTIVITIES:</p> <p>SUPPORT KINDERGARTEN READINESS WITH CURRICULUM AND ASSESSMENTS THAT SUPPORT KINDERGARTEN READINESS:</p>	

[Transition to Kindergarten Sample Transition Plan Form](#) – Office of Head Start
(Module 4)

Videos

[Advice from Kindergartners](#) (Module 1)

[Building Bridges Head Start Family-Kindergarten Transition Video](#) (Module 2)

[Tips From a Maine Educator](#) (Module 2)

[Building Bridges Head Start – Educators Supporting Kindergarten Transitions](#)
(Module 3)

Web Resources

[MOOSE Early Learning Foundational Skills Module](#) (Module 2) Modules for parents, caregivers, educators, and providers outlining children's developmental continuum in all domains with examples and resources

[Alabama Transition Toolkit](#) (Module 4) This kit provides **sample transition plans, student information plans, transition team building worksheets** and other valuable information and worksheets to guide your process

<http://www.maine.gov/doe/learning/earlychildhood/transitions>

Maine DOE Transitions website: here you will find resources and information for Parents & Caregivers as well as Educators & Providers (all modules)

[State Policies to Enhance Transitions Into Kindergarten](#)

[Transitions and Alignment from Preschool to Kindergarten](#)

The Education Commission of the states has put together the *Transitions and Alignment from Preschool to Kindergarten* report sharing some of the promising evidence-based practices to help states and communities create processes for supporting families through a more seamless and coordinated transition into kindergarten to reduce stress and set the child up for future success.

Transitions and Alignment from Preschool to Kindergarten:

[National P-3 Center](#) Online resource offering research, information and resources around early childhood and kindergarten transitions

Resources

Conyer, L. M., Reynolds, A. J., & Ou, S. R. (2003). The effect of early childhood intervention on subsequent special education services: Findings from the Chicago child-parent centers. *Educational Evaluation and Policy Analysis*, 25(1), 75-95

(2021). Smart goals: How to make your goals achievable.
https://www.mindtools.com/pages/main/newMN_HTE.htm#Goal%20Setting



*Add to resource page: NCQTL. *Transition to kindergarten: transition and alignment summit guide*. 2014.