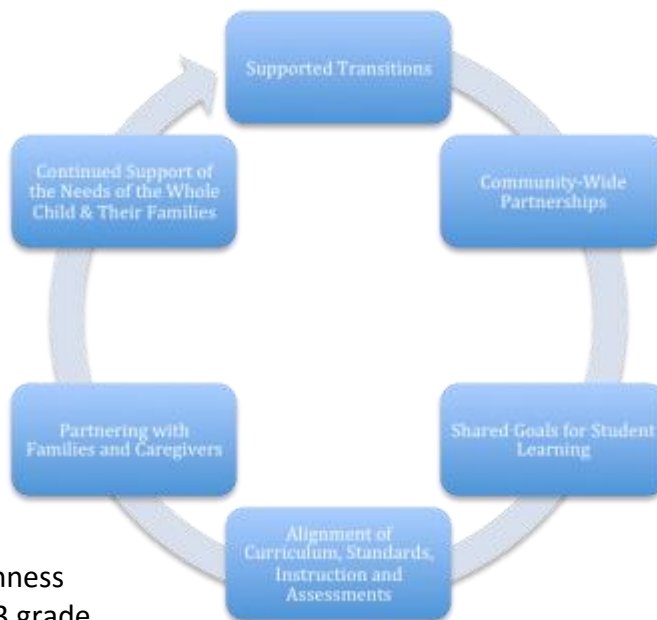


## Supported Transitions

**Goal:** Increased access to early childhood programs and smooth transitions that focus on the continuum provided to each child and sustain gains into early grades

### Critical Components:

- Community-wide partnerships allow B-3 teachers and leaders in school-based and community-based settings to plan for and develop the policies and procedures that facilitate student transitions from one age/grade level to the next.
- To facilitate seamless transitions from one age/grade level to the next, B-3 educators need to have a) shared goals and accountability for student learning; b) aligned standards, curriculum, instruction and assessment practices; c) a system to share data and information about students and families; and d) an openness to collaborate with educators across the B-3 grade span and in different settings (e.g., school-based, community-based).
- Students are not the only target of transition supports. Families/caregivers should be considered an important partner in the transition process as the changes in settings affects them as well. They need to be informed of classroom expectations and practices, policies and procedures, and how they can continue to be a partner in their children’s schooling.
- Transition supports should focus on the needs of the whole child and their families to include not just academic supports but also coordination and continuation of supports that students and families receive in their prior education setting (e.g., GED classes, social service referrals, health services).



**Common Strategies:** Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
District administrators and community partners build community partnerships and develop a data-informed system that tracks feeder and mobility patterns and family/community needs to plan transition activities and supports (e.g., shared	District administrators, community-based early childhood program administrators, service providers	<ul style="list-style-type: none"> <li>• Classroom and community-wide data is used to make informed decisions to develop policies and practices</li> <li>• Data is used to coordinate family and students supports as students move across the B-3 span</li> <li>• Common goals, curriculum, terminology, assessments, transition forms and processes are</li> </ul>

registration, shared data on student learning and developmental needs, shared services)		<p>developed for use across settings and age/grade levels</p> <ul style="list-style-type: none"> <li>• More efficient systems of education and services as duplication of services are reduced</li> <li>• Families and students experience fewer gaps in learning and supports</li> </ul>
B-3 teachers across school and community-based settings and grade levels collaborate to share information about students, learning expectations, classroom practices (e.g., share portfolios, PreK-K teacher meetings, classroom observations across age/grade levels)	B-3 school and community-based program leaders, B-3 teachers and support staff	<ul style="list-style-type: none"> <li>• Increased understanding and use of common goals, curriculum, and practices across B-3 classrooms; shared responsibility for student learning</li> <li>• Increased understanding and use of effective transition practices</li> <li>• Increased collaboration between B-3 teachers</li> <li>• Increased knowledge of students and efficient planning for learning and supports</li> <li>• Improved instruction</li> <li>• Improved quality of teacher-child interactions</li> <li>• Improved student learning and development outcomes (reduced achievement gaps); prevents fade out as students transition from one grade level or education setting to another</li> </ul>
B-3 school and community-based programs engage students and families in transition activities/events to share information about the expectations, classroom environments of the upcoming grade level (e.g., Kindergarten nights, classroom visits, teacher speaking events, Kindergarten Boot Camps)	B-3 school and community-based program leaders, B-3 teachers and support staff	<ul style="list-style-type: none"> <li>• Families have increased knowledge of learning expectations and classroom practices in the following grade level</li> <li>• Families feel welcomed in the school/program setting and more likely to be engaged as a partner in their children’s learning</li> <li>• Students understand the learning expectations and classroom practices in the following grade level</li> <li>• Improved teacher-child interactions</li> <li>• Students are familiar with classroom practices and are engaged in their learning</li> <li>• Improved student learning and development outcomes (reduced achievement gaps); prevents fade out as students transition from one grade level or education setting to another</li> </ul>

**Resources:**

- [Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten](#) (Harvard Family Research Project now the Global Family Research Project)
- [Promoting Seamless Transitions from Preschool to Kindergarten and Beyond](#) (Annenberg Institute for School Reform)
- [Bridging Worlds: Family Engagement in the Transition to Kindergarten](#) (Harvard Family Research Project)
- [What Principals and Administrators Can Do to Ready Their Schools to Support Kindergarten Transitions](#) (Education Northwest)