

# The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten for Community-Based Organizations

*This tool can be used to create a transition plan. The first section provides an area to brainstorm a list of who will be on the transition team including district and community-based team members. It is important to identify a Transition Team Coordinator.*

<p>List of CBO Transition Team Members</p> <p>(may include CBO Prekindergarten teachers, administrators, or family members)</p>	<p>List of Community Transition Team Members (may include district Prekindergarten and Kindergarten teachers, families of Prekindergarten students, building leaders or administrators of school districts the Prekindergarten children will transition into, the local librarian, social service agency staff, health clinic staff, etc.)</p>

## Setting Transition Goals & Objectives

*This section of the tool allows the team to create transition goals and objectives. Below are potential goals and objectives to use as a baseline to create the plan.*

Potential Goals	Our Goals
<ul style="list-style-type: none"> <li>• Ensure Continuity of Learning and Development</li> <li>• Foster Positive Relationships</li> <li>• Increase Family Engagement</li> <li>• Promote Child Readiness</li> <li>• Support Teachers and Staff</li> </ul>	
Potential Objectives	Our Objectives
<ul style="list-style-type: none"> <li>• Align preschool and Kindergarten curricula and facilitate teacher collaboration to ensure a smooth academic transition for children.</li> <li>• Create opportunities for children to meet teachers and peers before transitioning to Kindergarten to support relationship-building and social integration.</li> <li>• Provide families with resources, workshops, and communication channels to actively engage them in supporting their child's transition to Kindergarten.</li> <li>• Assess and support each child's developmental needs through targeted activities that prepare them for the Kindergarten environment.</li> <li>• Offer professional development and collaborative opportunities to ensure teachers are equipped with strategies to support children's transition to Kindergarten.</li> </ul>	

# Developing & Evaluating the Transition Plan

*This section provides the team with information to consider in developing and evaluating the plan. Read each item carefully and indicate its implementation status. Next, develop a timeline for implementation of activities and designate responsibilities.*

Transition Team Planning Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Set up the transition team, define roles and duties, and kick off the initial planning phase.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Collaborate with local school districts, and support agencies for potential partnerships.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Arrange meetings for the transition team and ensure alignment with school policies and objectives.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Allocate resources for transition tasks.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			

# Developing & Evaluating the Transition Plan (Continued)

Transition Team Planning Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Evaluate transition plans and gather feedback for continuous improvement from team members, teachers, and families. Identify successes and areas of improvement.	<div><input type="checkbox"/> Not Started</div> <div><input type="checkbox"/> Emerging</div> <div><input type="checkbox"/> Implemented</div>	Ongoing			

# Cultivating Community School Relationships



Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of the names and locations of public schools for the Prekindergarten children served in the program with contact information at each.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Fall			
Provide opportunities (such as emails and meetings) for staff from early childhood programs and Kindergarten teachers and administrators to share information regarding effective transitions.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Ongoing			
Hold a community fair where community-based programs come together to provide information about services for families. Invite districts that serve enrolled students to come to set up tables to share registration materials with families.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Spring			

# Strengthening Family–School Relationships



Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Reach out to districts to facilitate support for families in the enrollment of children eligible for the Kindergarten program.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	January			
Provide information to families about the school district Kindergarten program their child will attend (e.g., registration flyers, open house notices, etc.).	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Fall			
Organize family workshops on preparing for Kindergarten.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Spring			

# Establishing Child-School Relationships



Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Integrate transition activities in the Prekindergarten classroom into daily routines (for example, practicing open/closing food containers at lunch, talk/read stories about riding the bus, read stories about Kindergarten, etc.).	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May-June			
When feasible, visit a Kindergarten classroom. If an in-person trip is not possible, take a virtual tour of the building including spaces the Prekindergarten student may access as a Kindergarten student such as the nurse, cafeteria, special area classrooms, etc.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May-June			
Invite Kindergarten teachers to the Prekindergarten classroom to meet incoming Kindergarten students.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	May-June			

# Nurturing Program–School Relationships



Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Coordinate transition information sessions for staff from both district and CBO classrooms.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	February			
Provide training for staff on transition best practices, supporting students with special needs and EML learners that are transitioning into the Kindergarten classroom.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	March			
Provide information to Prekindergarten and Kindergarten teachers on the vertical alignment of Prekindergarten and Kindergarten standards.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Ongoing			
Provide opportunities for Kindergarten teachers to visit Prekindergarten classrooms.	<input type="checkbox"/> Not Started <input type="checkbox"/> Emerging <input type="checkbox"/> Implemented	Ongoing			

# Nurturing Program-School Relationships (Continued)



Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Create a Prekindergarten learner profile that includes information about each child's strengths, interests and developmental progress to be shared with Kindergarten teachers (see Appendix D).	<input type="checkbox"/> Not Started  <input type="checkbox"/> Emerging  <input type="checkbox"/> Implemented	May-June			
Share developmental records, assessments, special education (IEP's, BIPS, etc.) and EML information with Kindergarten teachers.	<input type="checkbox"/> Not Started  <input type="checkbox"/> Emerging  <input type="checkbox"/> Implemented	May-June			
Reach out to the school district to see if there are opportunities for Prekindergarten students to learn more about Kindergarten. For example, Kindergarten classrooms share what they enjoy most about school. Consider virtual options.	<input type="checkbox"/> Not Started  <input type="checkbox"/> Emerging  <input type="checkbox"/> Implemented	May-June			