

MISSION

The variety and quality of experiences during the first eight years of life provide the essential foundation for each child's future success. The purpose of this resource is to ensure continuity of practice among families, educators, and community partners that leads to optimal conditions for learning.

GOAL

Professionals and stakeholders will understand and implement research-based, developmentally appropriate practices; ensuring alignment birth through third grade.

STAKEHOLDERS

Children, Families, Community Partners, District Administrators, Principals/Site Administrators, Teaching Team, Child Care Providers, Service Providers, Higher Education.

BIRTH TO THIRD GRADE ALIGNMENT TARGET

Knowing about Child Development and Learning

It is essential that the school, community, and families embrace the birth to third grade learning continuum that builds a strong foundation of supports for children with a deeper understanding of appropriate teaching practices to help children be engaged and successful learners.

Knowing What Is Individually Appropriate

Understanding what children know and can do, how they process information, solve problems, and how they interact with other children and adults, guides student learning and growth along the birth to third grade learning continuum.

Knowing What Is Culturally Appropriate

Educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units" (NAEYC 1995, 2)

School is defined as: any early care setting aimed at supporting child's development in education that is outside of the immediate family. May include: Early On, child care, and preschool.

Teacher is defined as: any individual trained in supporting children's development.

Example Implementation Indicators

Families:
Participation in transition activities prior to the school year is strongly associated with children's self confidence, liking of school, and overall happiness in kindergarten. (Hubble, Plantz, Condelli, Barrett, 1987)
Families who are engaged is vital to school success. (MDE Toolkit)

Healthy relationships build a strong foundation for physical, cognitive, emotional, and social development.

Families are aware of and engage in local events around the importance of early childhood experiences.

Data Collection and Analysis Options

Utilize the Family Engagement Inventory to determine areas that need improvement. (see Resources for direct link)

Systematic approach to collecting developmental screening data community wide to support children's development.

A data-shared method to keep families informed of child's developmental and academic progress

Annual review of the transition plan to evaluate and refine for continuous improvement.

Minutes from transition meetings.

Evidence

Prior to Kindergarten Entry

Documented evidence that information on kindergarten readiness is promoted long before school entry, and families and children are given opportunities to visit the school.

Documented evidence that school events (open house, kindergarten round up, parent meetings) are held at times convenient for working families.

Documentation that transition to kindergarten resources are provided, and parents are able to access information in multiple ways.

Resources

[Family Engagement Inventory](#) (see [Transitioning to Kindergarten p.8](#))

[Family and Community Engagement - Dept. of Ed.](#)

[Conscious Discipline](#)

[Love and Logic](#)

[Easing First Day Jitters: Strategies for Successful Home to School Transitions](#)

[13 Tips for Starting Preschool](#)

[Program Quality Assessment-Revised \(PQA-R\) for Preschool programs](#)

Transitions: PreK to K—continued

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
<p>Communities: When families, communities, and schools work together, students are more successful and the entire community benefits. (US Dept. of Ed)</p> <p>Linking community resources to support families and children in a successful Prek to K transition.</p> <p>Children’s prior early childhood care and education includes emotionally supportive and cognitively stimulating care.</p> <p>Use data to inform decisions regarding programming effectiveness, child development, and transition plan success.</p> <p>Collaborate and advocate with families and schools around the importance of early childhood experiences.</p> <p>School: Comprehensive services and family support to children prior to school entry will better prepare many children for school’s expectations. (NAEYC 1995, 3)</p> <p>High quality, transition plans that include preschool staff, child care providers, school staff, families and communities creates a shared vision for school success.</p> <p>Ongoing, intentional, and meaningful engagement with families is at the core of the bi-directional home to child care/preschool relationships and leads to shared goals that benefit the child.</p>	<p>Feedback surveys from stakeholders (parents, teachers, K & Preschool, administrators) reviewed annually</p> <p>Collect and analyze children’s prior care data from the Michigan Kindergarten Entry Observation (MKEO)</p> <p>Prek-K staff discuss and analyze Kindergarten Readiness Assessment to strengthen prek-k transition.</p> <p>A data-shared method to inform kindergarten staff of the child’s developmental and academic progress (i.e. developmental screener, child outcome, etc.)</p>	<p>Professional development documentation supports school staff and early childhood providers meet and have shared professional development A written process exist as evidence that school staff is prepared for every child upon entry, and has a plan in place to communicate any special needs students may have prior to school entry.</p> <p>The school has a process for gathering information from families regarding home cultures.</p> <p>Documentation that language translators are available to assist families, and written materials in other languages are provided if needed.</p> <p>Staff and administrators understand and can clearly articulate the importance of learning and experiences prior to school entry and how a smooth transition into kindergarten is essential.</p> <p>Documentation that families are provided with information on what they can do at home to prepare their child for kindergarten.</p> <p>Common enrollment documentation shared across Prek-K programs, eliminating duplication.</p> <p><u>Transition to kindergarten plan</u></p> <p>There is a collaborative team of parents, teachers, administrators, and community staff that meets regularly to develop and implement a transition to kindergarten plan.</p>	<p><u>Classroom Scoring Assessment System (CLASS)</u></p> <p><u>Inclusive Classroom Profile Introduction Webinar</u></p> <p><u>GSRP Transition Plan</u></p> <p><u>Transitions from Head Start to Kindergarten</u></p> <p><u>My Child in Special Education is Transitioning from Preschool to Kindergarten</u></p> <p><u>Social Emotional Health & School Readiness</u></p> <p><u>Transition to Kindergarten Parent Guides</u></p> <p><u>Saying Goodbye to Preschool and Hello to Kindergarten</u></p> <p><u>Collaborating for Success - Family Engagement Toolkit</u></p> <p><u>Transitioning to Kindergarten: A Toolkit for Early Childhood Educators</u></p> <p><u>HS/ECLKC Transition to Kindergarten Resources</u></p> <p><u>What Parents Want in School Communication</u></p> <p><u>Engaging Families</u></p> <p><u>Kansas Family Partnership Standards</u></p>

Transitions: PreK to K—continued

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
<p>Effective family engagement also facilitates the safety, trust, encouragement, and caring that affect the well-being of both the child and the family.</p> <p>Engaging families as partners in their child’s development is vital to school success.</p> <p>Cross grade level meetings and professional development between early childhood professionals and Kindergarten district staff to ensure a vertical alignment.</p> <p>Communicate, engage and provide opportunities on sharing the importance of early childhood experiences.</p>		<p>There is someone assigned to ensure timelines are met and the planned transition activities are completed. There is documentation that the transition plan is reviewed, evaluated, and refined regularly.</p> <p style="text-align: center;"><u>Beginning of Kindergarten</u></p> <p>The school has a documented system of screening all incoming kindergarteners. Screening results are communicated with families in a timely manner.</p> <p>Data is used to provide educational supports to students in need early in the school year.</p> <p>Documentation that administrators and school staff educate families on the child development stages. Parents are informed where their child is on the trajectory, and how collaboration contributes to success.</p> <p>Schools have a written process of linking families to the resource they need. All staff has knowledge of the community based services and resources available for families.</p> <p>Evidence that schools are ready for children by providing a welcoming environment, and the learning environment is designed to meet the needs of all young learners.</p>	

Transitions: PreK to K—continued

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
		<p>A written social emotional plan and supports are in place to help every student adjust to the school environment.</p> <p>Documentation that multiple methods are used for open communication between school and home.</p> <p>Documented evidence that families are provided with opportunities to volunteer and be involved in their child's learning and the school community.</p>	