

Planning for Terrific Transitions

A Guide for Transition-to-School Teams



Trainer's Guide

Planning for Terrific Transitions: A Guide for Transition-to-School Teams




Trainer's Guide



Associated with the School of Education,
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Trainer Support Materials

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Introduction

Training Objectives

This training is designed to help learners improve their transition processes through more effective planning, implementation, and evaluation. By the end of training, participants should be able to

- Form a comprehensive transition team.
- Initiate a needs assessment process.
- Explain how to conduct a focus group.
- Initiate a transition plan.
- Explain their role in transition implementation.
- Plan for the evaluation of their transition goals and strategies.

For much of this training, participants work as teams, bringing their own transition issues and needs to the training. The work in class will center on a five-step transition improvement process that teams will use to begin improving their own transition systems. The process takes into account the unique challenges of collaborating with a diverse set of team members, including early childhood staff, elementary staff, and parents. Back on the job, teams will “pick up” where this training leaves off, continuing their transitions improvement work and completing each step in the process.

Although this training focuses on a transition improvement process, it does not fully address other skills and topics that are critical to the success of the process. This training does not train team-building skills, meeting management or group facilitation, communication or interpersonal skills, leadership, school readiness, or in-depth evaluation techniques. The trainer should encourage participants to seek additional professional development in these areas as an adjunct to this training.

Target Audience

This training is aimed at transition-to-school teams. It is strongly recommended that all school transition teams that attend training include representatives from each of the following groups:

- Early childhood education staff (e.g., school-based pre-K staff, Head Start and community-based child care teachers and directors, home-based care providers, family child care providers)
- Kindergarten teachers
- Kindergarten administrators
- Transition coordinators
- Parents

In order to best facilitate activities and group discussions, the recommended class size for this training is 25 participants. If needed, up to a maximum of 30 participants may attend.

Organization of the Training

There are five modules, or “sessions,” included in this training. Each session provides information gleaned from the transitions literature, opportunities for discussion, and practice exercises to help participants improve their transition programs on the job.

The first session, *Overview: The Transition Improvement Process*, is an introduction to transitions and an overview of the *Transition Improvement Process*—a systematic five-step process to help improve transitions.

After the overview, a working session begins in which teams initiate each step of the *Transition Improvement Process*. There are also opportunities for discussion as a large group. These working sessions are titled by step:

- Step 1: Round Out the Team
- Step 2: Assess the Situation
- Step 3: Plan the Work
- Steps 4 & 5: Work the Plan and Measure Up

By the end of training, participants will have several working documents to take back to the job for completion.

Here is a more detailed explanation of each session:

Overview: The Transition Improvement Process welcomes participants and overviews the training. Participants learn the importance of transitions, what effective transitions look like, and typical problems that may arise during transition planning. It also allows participants to reflect on the transition strategies they've used, potential problems to transition success, and possible solutions. **Duration: 2 hours**

Step 1: Round Out the Team establishes the importance of a comprehensive team as the foundation for the rest of the process. In this session, a decision-making process for forming a team is presented. Then, an example is given by describing in detail how a case study team went through this process to round out its team. This case study team is a hypothetical team that will be used to exemplify each step in the process throughout training. At the end of the session, participants are given time to form a "to-do" list by checking off the tasks they've completed in class and noting which must be finished back on the job to complete this step. **Duration: 1 hour, 15 minutes**

Step 2: Assess the Situation centers around the *Transition Assessment Worksheet*. A sample worksheet completed by the hypothetical case study team is used as

an example. Participants are given time to partially complete the first two parts of the *Transition Assessment Worksheet*. The session then introduces steps to conduct another type of assessment, the focus group. Participants will also learn how questions are generated for a focus group meeting. The session is concluded by asking participants to again consider what is left to do back on the job to complete Step 2.

Duration: 2 hours

Step 3: Plan the Work continues the case study via a sample *Transition Plan*. The link between goals, indicators, and needs is discussed. Then, instruction is given on writing goals and indicators and completing each column on the *Transition Plan* with at least one transition strategy. Participants are given a *Menu of Super Strategies and Terrific Tips* as one source of transition strategy ideas. Participants continue checking off what they've completed and noting their on-the-job "to-dos." **Duration: 2 hours**

Steps 4 & 5: Work the Plan and Measure Up provides guidelines for implementation and evaluation of the *Transition Plan*. Participants apply the guidelines to the remainder of the case study that, through a narrative description, explains the team's implementation and evaluation activities. The training concludes with a reflective activity and more planning of next steps once back on the job. **Duration: 1 hour**

Again, although this training centers on the *Transition Improvement Process*, the trainer should encourage participants to seek other skills that are critical to the success of the process (e.g., team building, meeting management or group facilitation, communication or interpersonal skills, leadership, school readiness, in-depth evaluation techniques).

Agenda

This training may be completed in either one day or one-and-a-half days. The following gives suggested agendas for both options.

Option 1: One Day

7:30–8:00	Breakfast
8:00–10:00	Overview: The Transition Improvement Process
10:00–10:15	Break
10:15–11:30	Step 1: Round Out the Team
11:30–12:30	Lunch
12:30–2:30	Step 2: Assess the Situation
2:30–2:45	Break
2:45–4:45	Step 3: Plan the Work
4:45–5:45	Steps 4 & 5: Work the Plan and Measure Up
5:45–6:00	Conclusion

Option 2: One-and-a Half-Days

Day 1

8:00–8:30	Breakfast
8:30–10:30	Overview: The Transition Improvement Process
10:30–10:45	Break
10:45–12:00	Step 1: Round Out the Team
12:00–1:00	Lunch
1:00–3:00	Step 2: Assess the Situation

Day 2

8:00–8:30	Breakfast
8:30–10:30	Step 3: Plan the Work
10:30–10:45	Break
10:45–11:45	Steps 4 & 5: Work the Plan and Measure Up
11:45–12:00	Conclusion

Training Materials

- The *Trainer’s Guide*
 - Tab 1: Trainer Support Materials includes the Acknowledgments page, an Introduction, and five scripted training sessions. For each session, guidance and support for the trainer include:
 - A “Materials” and “Preparation” list
 - A “Training at a Glance” table that summarizes what is covered in the session by topic, how it is to be facilitated, materials used per topic, and time per topic
 - The trainer’s script
 - Tab 2: Handouts
 - Tab 3: *Participant’s Guide*
- CD of Transparencies and Handouts

Trainer’s Instructions and Script

- The *Trainer’s Guide* provides complete instructions for how the trainer should facilitate the session. For example, it suggests the time each portion of training should take, tells the trainer when to use transparencies, and tells when to refer to handouts.
- Time is indicated at the beginning of each topic in. For example:


10 Minutes

This indicator should serve as a guideline for completing that topic.

- Transparencies are numbered consecutively from session to session.

Note: For the trainer's convenience, transparencies have been duplicated in a session if it is used more than once.

- Handouts are numbered consecutively from session to session.
- Script is indicated by a shaded bar to the left of the text as shown below. The trainer should not present the script verbatim unless the *Trainer's Guide* indicates, but all scripted points should be conveyed.

This is an example of "script." Script is information the trainer should present to the class.

Trainer Requirements

We recommend that this program be co-trained by two trainers, one from an early childhood setting and one from a school-based setting, as a model of partnership. Both trainers should be completely familiar with this entire program, and the two should work as a team to facilitate different sessions and activities.

Trainer Qualities. When selecting trainers for this program, consider candidates' levels of experience in the following areas:

- Experience with facilitating groups
- Experience as a public speaker or trainer
- Familiarity with the types of programs that children attend (e.g., Head Start, state pre-K, family child care) and with their experiences before transitioning into elementary school
- Experience with the transitions planning process and the development of action plans
- Understanding of what children and families experience upon entering school

Coordinating a Training Session

- Select a convenient location.
- Find out what resources are available on-site to support training (e.g., copy machine, AV equipment, screen area for overhead transparencies, adjustable lighting, technical support person).
- Make sure that parking is adequate and convenient.
- Ensure universal access for persons with special needs.
- Ensure that the size of the room is appropriate for the number of participants.
- Consider the comfort of the chairs available.
- Ensure that there is sufficient wall space for posting flipcharts.
- Ensure tape can be used on the walls.
- Be flexible in offering training times that make training more accessible for all potential attendees.
- If possible, provide child care. This will make the training more accessible for parents.
- Obtain the name of the facility contact person or on-site troubleshooter.
- When sending out information on the training, it is a good idea to include an information form to be returned in advance of training. This will provide the trainer with information about participants' experiences and expectations. The trainer should use this information to add appropriate examples and anecdotes to the script.
- Provide a map and directions to the training site to all participants.

Trainer Preparation

- Preparation for this training will take approximately 20 hours.
- First, read this entire *Introduction* and the suggested agendas. These will provide a good overview of the material.
- Next, read through the entire *Trainer's Guide*, along with all participant materials. Read all directions to all activities thoroughly and understand the key points to be made and exactly how each activity should be carried out.
- For additional preparation, read some of the material cited in *References & Resources Consulted* at the end of the *Trainer's Guide*, Steps 4 & 5.
- Highlight key points in the script. Make notes in the margins, including additional questions to ask participants, times to start and end activities, and anecdotes you may want to use.
- Rehearse the training session by session. It is recommended that trainers prepare for this program by reading and rehearsing the training at least three times before training. Pay close attention to the time required for the training and adjust your pace as needed.
- Prepare to use each of the suggested timesaving options listed under the heading "Making Adjustments" below. You should feel comfortable selecting the appropriate time-savers and using them as needed throughout training.
- In general, know each topic, focus on its purpose, feel free to share your own experiences, and be prepared to use all materials as intended.
- Be well enough prepared for training so that you do not have to hold the *Trainer's Guide* or read it word for word.
- Gather all supplies needed for training (see "Supplies").

Options

- For the training *Overview*, develop and distribute a handout that lists the acronyms specific to your state or community.
- In the training *Overview* session, be prepared to present to participants any relevant state or local mandates regarding transitions.
- On your version of handouts and *Participant's Guide* pages, record the *Trainer's Guide* page numbers on which they are first introduced.
- Read background information on the issues affecting transitions before training. See the *Additional Resources* listed in Tab 4 of the *Participant's Guide*.
- If you wish to give the case study team a name (such as the school district team members are from), feel free to do so and refer to it by name rather than as the case-study team throughout training.

Supplies

Specific materials needed for each session are listed in the "Materials" checklist and the "Training at a Glance" sections at the front of each session. The following supplies should also be available for training:

- Handouts and transparencies
- Sign-in sheet
- Evaluation forms
- Flipchart paper, stand, and markers
- Masking tape
- Pushpins
- Overhead projector and screen
- Extra projector bulb
- Pencils or pens
- Post-it notes

- Index cards
- Extension cord
- Correction tape or fluid
- Name tags
- Aspirin
- Egg timer

Site Preparation

- Arrange for coffee, water, and other refreshments to be available on the day of training.
- Post signs and directions to the training room. Make sure a receptionist knows where the training is being held, starting times, and ending times.
- Ensure that there are a sufficient number of *Participant's Guides* and handouts for each participant.
- Arrange seating using round or small rectangular tables, each containing one transition-to-school team of up to five people.
- Arrange two podiums (one per trainer) at the front of the room where trainers will stand to facilitate.
- Ensure all supplies are on hand in the training room (see “Supplies” above).

General Tips for Conducting Training

- Start on time.
- End on time.
- Supply refreshments.
- Stay focused and stick to the agenda.
- Do not cover part of an overhead transparency when presenting it.

- Remove any flipchart pages posted during a session, unless instructed in the script to keep them posted.
- Make sure all voices are heard. Watch for quiet members of the class and choose them to give opinions, discuss key points, and give answers to exercises.
- Define any technical terms you use. Avoid the use of jargon.
- Make minor adjustments as needed to the training without changing the training design. See “Making Adjustments” below for some ideas.

Specific Tips During Training

Tone

Create an empathetic, comfortable tone in training. Ensure participants' personal comfort (e.g., temperature, seating, refreshments, etc.), listen to everyone's ideas, encourage cooperation, empathize with participants' on-the-job and training challenges, appreciate the expertise of others, and be an active listener.

Trainer Style

Infuse humor whenever possible, exhibit flexibility, use an appropriate level of language for the audience, and draw on participants' experiences. To sustain attention, use “vocal variety” by changing pitches in your voice. Also, use a variety of gestures and move around from one area to another throughout the day. Do not stand in one position throughout training. Tune in to your own body language and the messages it may be sending (e.g., hands on your hips may be perceived as authoritative or combative; arms crossed may be a signal that you are not open to input).

Facilitating Discussions

- When asking the group questions, ask the question, then wait for volunteers to answer. If no one answers, ask the question in a slightly different way. If still no one volunteers, call on a participant. Distribute questions fairly among participants throughout training.
- Allow ample time for answering.
- Commend any participant's attempt to respond.

Summarizing Discussions

- Recognize when to bring discussion to a close.
- Help the class draw conclusions and solicit participant summaries when appropriate.
- Provide a link from the discussion to the session objectives.
- Suggest ways to apply learning to the job.
- Reflect on what was learned, and provide transition to the next topic.

Responding to Questions

During training, participants may raise questions to the trainer. Remember these points when responding:

- Plan answers for questions you think participants are likely to ask.
- Be honest. If you don't know the answer to a question, say so. Offer to find out the answer.
- Be open to challenges. Answer questions in a positive manner even when participants do not understand or agree with you.
- Use participants' words. Avoid reinterpreting their questions.
- Answer the question. Do not stray from the subject.

Making Adjustments

There is plenty of latitude for personal style, paraphrasing, and making minor adjustments depending on the needs of a particular class. The key, however, is to adjust without changing the objectives or the design of the training. Here's how to strike that balance:

Adjusting the Script

- Train the core content as is, such as facts, research findings, definitions, tasks, or steps.
- Use personal examples and experiences that relate to the subject matter.
- Use questioning techniques, such as the following, to engage the participants.
 - Open-ended questions that require more than a "yes" or "no" answer
 - Directed questions that are asked of participants who are likely to answer successfully
 - Overhead questions that are asked of the entire class and are answered by volunteers
 - Re-directed questions which are asked of the trainer initially but are then posed by the trainer to specific participants in class who can likely answer successfully
 - Reverse questions that are asked of the trainer and then supportively direct them back to the participant who posed the question, as the trainer encourages and guides the participant to arrive at an answer to his or her own question
- Conduct short reviews based on the needs of the class.
- Paraphrase the script in your own words without changing the content or the objectives, unless the script indicates to read a passage verbatim. Using your own words will help you establish and maintain your credibility.

- If you wish to give the case study team a name (such as the school district team members are from), feel free to do so and refer to it by name rather than as the case study team throughout training.

Adjusting the Practice Activities

- You may pair participants or divide them into groups differently than suggested in the *Trainer's Guide*, depending on the group size and needs of the class.
- If time is running short, you may use the appropriate timesaving options given under "Saving Time" below.

Personalizing the Materials

- Personalize flipcharts using graphics, color, or drawings.
- If possible after training, the trainers should type up any chart pages completed by the class participants (i.e., recorded discussions of team composition, needs assessment, and planning ideas) and distribute to the entire class. This will assist teams in completing the work they began in class and will help all participants recall the training content.

Saving Time

This training relies on a strict adherence to each session's time allotment in order to cover all of the material. Here are some general suggestions for maintaining the schedule:

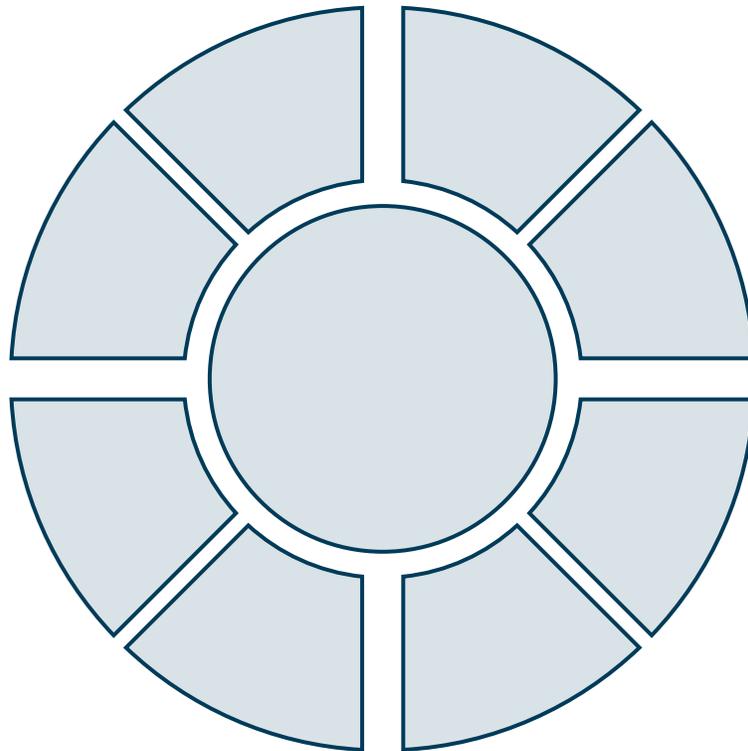
- Keep your mind focused on the main purpose and key instructional events of each session. This will help you move the training forward, stay on task, and stay on time.

- Limit discussions to only one or two contributions as often as possible.
- Inform participants of all time limits at the beginning of lectures and activities. Then, adhere to them strictly.
- Get into the habit of using an egg timer to time activities. The ticking sound may help you maintain attention to time.
- During activities, frequently inform participants of their time remaining as they work in small groups.

If time is running short during a lecture, discussion, or activity, the trainer should be prepared to select one of the following time-saving options as appropriate and use it:

- If time becomes very limited during a lecture/discussion, present any information intended for discussion. This will allow the trainer to maintain greater control over the time spent on the topic.
- Whenever the discussion becomes off-task or too lengthy, bring the discussion back to task by asking the group to move on in the interest of time. One strategy is to add the issue to a "parking lot." This will help table the issue but yet demonstrate to participants that they have been heard.
- Whenever participants "jump ahead" by discussing how to complete future steps in the *Transition Improvement Process* (whether they are in the large group or in their small groups), try to quickly intercede and tell participants that they will be covering the future subject matter a little later in the process. Encourage them to focus on the work at hand for the current step.
- Cut down on the time needed for exercises that ask participants to answer written questions by dividing the questions amongst them. That is, ask part of the class to answer some of the questions and the other part of the class to answer the remaining questions.

- If, during activities that require participants to complete a worksheet, you observe that some are not finishing in the allotted time, encourage the class to complete at least part of the worksheet in the remaining few minutes—enough to be able to contribute to the debriefing discussion. (For example, in Activity 4, *Self-Assessment*, if participants have not picked all six of their strategies, encourage them to at least pick one short-term strategy and one long-term strategy. They can then limit their work on barriers to only those strategies that they've chosen.)



Overview

The Transition Improvement Process



2 Hours

Overview Checklist

Preparation	Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare a chart page containing the agenda. (See sample below, and adjust time of day as needed for your schedule.) Option: Prepare an agenda handout. <input type="checkbox"/> Copy sufficient numbers of cards for Activity 2, <i>Definitions</i>. <input type="checkbox"/> Prepare a chart page entitled <i>Transition Improvement Process</i>, and list the following five steps. Place in clear view of participants. <ol style="list-style-type: none"> 1. Round Out the Team 2. Assess the Situation 3. Plan the Work 4. Work the Plan 5. Measure Up <input type="checkbox"/> Prepare a chart page labeled <i>Parking Lot</i>. <input type="checkbox"/> Prepare a handout of state and local mandates related to transition to kindergarten. <input type="checkbox"/> Distribute <i>Participant's Guides</i> and handouts to each seat before training. 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Participant's Guides</i>, one per participant <input type="checkbox"/> Prepared chart page and/or handout labeled <i>Agenda</i> <input type="checkbox"/> Prepared chart page, <i>Transition Improvement Process</i> <input type="checkbox"/> Tape to post chart pages and agenda to the walls <input type="checkbox"/> Chart paper and stand <input type="checkbox"/> Markers in a wide variety of colors <input type="checkbox"/> Overhead projector and screen <input type="checkbox"/> Scratch paper and pens/pencils <input type="checkbox"/> Timer or chime for timed activities <input type="checkbox"/> Transparencies 1–16 <input type="checkbox"/> Definitions cards, one per participant <input type="checkbox"/> <i>Participant's Guide</i> <ul style="list-style-type: none"> <input type="checkbox"/> Page 3, <i>What Successful Transition Looks Like</i> <input type="checkbox"/> Page 5, <i>Barrier Busters</i> <input type="checkbox"/> Handouts <ul style="list-style-type: none"> <input type="checkbox"/> Handout 1, <i>NCEDL Spotlights Transition to Kindergarten</i> <input type="checkbox"/> Handout 2, <i>Self-Assessment</i>

Information for agenda chart page or handout

This training may be completed in either one day or one-and-a-half days. The following gives suggested agendas for both options. Reproduce as applicable.

Option 1: One Day

Session	Duration	Possible Times
Breakfast	30 minutes	7:30–8:00
Overview	2 hours	8:00–10:00
BREAK	15 minutes	10:00–10:15
Step 1: Round Out the Team	1 hour, 15 minutes	10:15–11:30
LUNCH	1 hour	11:30–12:30
Step 2: Assess the Situation	2 hours	12:30–2:30
BREAK	15 minutes	2:30–2:45
Step 3: Plan the Work	2 hours	2:45–4:45
Steps 4 & 5: Work the Plan and Measure Up	1 hour	4:45–5:45
Conclusion	15 minutes	5:45–6:00

Option 2: One-and-a-Half Days

Day 1

Session	Duration	Possible Times
Breakfast	30 minutes	8:00–8:30
Overview	2 hours	8:30–10:30
BREAK	15 minutes	10:30–10:45
Step 1: Round Out the Team	1 hour, 15 minutes	10:45–12:00
LUNCH	1 hour	12:00–1:00
Step 2: Assess the Situation	2 hours	1:00–3:00

Day 2

Session	Duration	Possible Times
Step 3: Plan the Work	2 hours	8:30–10:30
BREAK	15 minutes	10:30–10:45
Steps 4 & 5: Work the Plan and Measure Up	1 hour	10:45–11:45
Conclusion	15 minutes	11:45–12:00

Training at a Glance

What & How	Materials	Time
<p>Lecture and Discussion Training Introduction</p> <p>Introductions Trainers introduce themselves. Participants introduce themselves. Training is introduced by explaining its focus (i.e., what participants can do locally, in collaborative teams, to improve transitions).</p> <p>Vision of Training Explain that the long-term vision of training is to help formalize teams and the transition improvement process.</p> <p>The 5 Steps Briefly overview the five-step process that will be presented in the training after the <i>Overview</i> session. Discuss how it compares to what participants are currently doing.</p> <p>Objectives Go over the objectives for the <i>Overview</i> session.</p> <p>Agenda Refer to the sessions, times, and breaks on the agenda.</p> <p>Housekeeping Discuss items such as bathroom locations, refreshments, and “parking lot” page for extraneous issues that arise throughout training.</p> <p>Participant’s Guide Go over the organization of the <i>Participant’s Guide</i>.</p>	<ul style="list-style-type: none"> ● Transparencies 1–4 ● Prepared agenda chart page and/or prepared agenda handout ● <i>Participant’s Guide</i> 	<p>20 minutes</p>

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What & How	Materials	Time
<p>Activity 1 Icebreaker</p> <p>Facilitate a popcorn activity where participants “pop up” and shout out an emotion they’ve felt during a time of transition and what helped. Link their experiences to children’s and families’ transitions. Discuss other changes children and families experience during transition to kindergarten.</p>	<ul style="list-style-type: none"> ● Transparency 5 ● Scratch paper ● Pens/pencils 	<p>10 minutes</p>
<p>Activity 2 Definitions</p> <p>Facilitate an activity where participants must match key terms to definitions while they mingle and introduce themselves. Participants should discuss how the terms relate to their own job experiences.</p>	<ul style="list-style-type: none"> ● Transparency 6 ● Tab 4, <i>Glossary</i> 	<p>15 minutes</p>
<p>Lecture and Discussion Importance of Transitions</p> <p>Transition Studies Present facts and findings that support the importance of transitions.</p> <p>Federal Mandates Explain how various legislative mandates affect transitions.</p>	<ul style="list-style-type: none"> ● Handout 1, <i>NCEDL Spotlight: Transition to Kindergarten</i> ● Transparencies 7–10 	<p>20 minutes</p>
<p>Activity 3 What Successful Transition Looks Like</p> <p>Facilitate an activity where participants read a story about a community’s efforts to ease transition. Discuss its keys to success. Introduce the target connections diagram as a representation of the collaboration necessary for success (i.e., one of the keys to success). Discuss desired outcomes for children, families, and staff.</p>	<ul style="list-style-type: none"> ● Transparencies 11–15 ● <i>Participant’s Guide</i> Page 3, <i>What Successful Transition Looks Like</i> 	<p>30 minutes</p>

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What & How	Materials	Time
<p>Activity 4 Self-Assessment</p> <p>Participants assess their own practices. Afterward, they identify six strategies (three short-term and three long-term) that they believe will have the most impact on desired outcomes. They also identify potential barriers to implementing their strategies and discuss ways to overcome the barriers.</p>	<ul style="list-style-type: none"> ● Handout 2, <i>Self-Assessment</i> ● <i>Participant's Guide</i> Page 5, <i>Barrier Busters</i> 	<p>20 minutes</p>
<p>Closing Review</p> <p>Additional Resources</p> <p>Present the idea that topics related to transitions may require additional reading and training, such as working in teams, cultural diversity, and involving families. Refer participants to Tab 4, <i>Additional Resources</i>.</p> <p>Next Steps</p> <p>Go over what participants will work on in each of the working sessions coming up next.</p>	<ul style="list-style-type: none"> ● Transparency 16 ● Chart page, <i>Transition Improvement Process</i> 	<p>5 minutes</p>
<p>Total: 2 hours</p>		

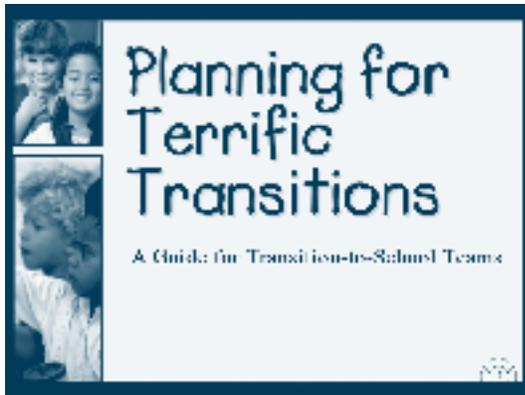
20 Minutes

Lecture and Discussion

Training Introduction

Introductions

Display Transparency 1, *Planning for Terrific Transitions*.



Introduce yourselves (trainers). Describe your professional roles and backgrounds.

Ask participants to introduce themselves (i.e., name, role) before you go any further.

Introduce the training by explaining that the focus of training is on what participants can do at the local level in transition-to-school teams to help smooth transitions for children and families.

Script

- Children and families experience many types of transitions. But we're here today to focus on how to help children and families with one particular type of transition: the transition from children's early childhood programs to kindergarten.
- Children may come to kindergarten from a variety of *early childhood education programs*. Throughout

training, when we use this term or use the acronym *ECE*, we mean

- Pre-K programs
- Preschools
- Family child care
- Child care
- Head Start
- Other early childhood education settings

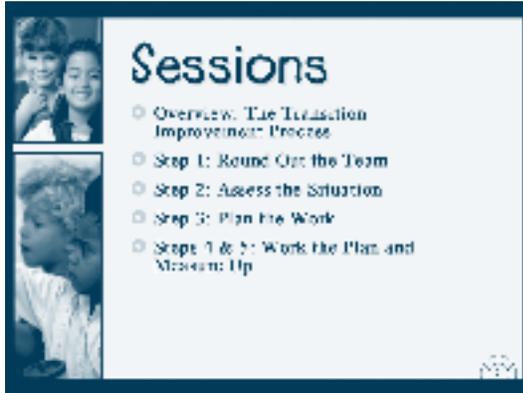
Throughout this training, we'll refer to these settings as *sending programs* or *feeder programs*.

People from all these ECE settings should be involved in transitions planning.

- There is a lot that can be done to improve children's transitions to kindergarten. Some improvements need to be made more systemically, like at the state or district level. But there is plenty that you can do at the local level.
- In this training, we'll focus on what you can do locally in what we'll call *transition-to-school teams* to improve transitions.
- When we say *transition-to-school teams*, we don't mean teams of school personnel, but teams that include representatives of all those involved in the transition to school—parents, children, elementary school staff, and representatives from early childhood programs (including child care, preschool, family child care, Head Start, and all other community-based programs).

Vision of Training

Display Transparency 2, *Sessions*.



Ask: How many of you have come today as part of a formal transition-to-school team?

Suggested Responses: (Some will be sitting in formalized teams, some will not).

Script

- If your team is not currently a “formalized” entity, our vision in this training is that you will become one. In fact, our vision is to help you apply a step-by-step process called the *Transition Improvement Process* that will help you form your teams, analyze your needs, plan strategies, implement your transition programs, and then evaluate your programs.
- Many of you already have informal systems in place to plan and implement transitions activities. This process formalizes planning and implementation by offering a step-by-step approach. Each step builds on the next.
- The transparency outlines the sessions we will complete in this training. Once we complete this overview, the remainder of the training will be a working session for you. We will take you through the five-step process. You will actually begin some of your transitions work and have work products by the end of training.

- What you don’t finish today you can complete back on the job, and you will be given instructions and tools to help you.

The 5 Steps

- Let me briefly overview the five steps now. We will be going into each of these in-depth in later sessions.
- The process begins with *Step 1: Round Out the Team*. This has to do with composing a strong team with a variety of viewpoints. In most cases, this means adding to the core team that already exists.
- *Step 2: Assess the Situation*. Here, teams are trying to figure out the “weak connections” in the current transition system and how to strengthen them using various needs assessment methods.
- In *Step 3: Plan the Work*, you will take what you’ve learned through assessment and plan a new set of transition strategies—with a focus on strengthening each of your target connections. You will also set transition goals and plan a year-round program of transition activities that will help you meet those goals.
- In *Step 4: Work the Plan*, the transition plan is implemented. Some team members will be responsible for actually implementing practices, while others will be responsible for overseeing and lending support to implementers.
- In *Step 5: Measure Up*, the team evaluates whether or not the transition goals and indicators you’ve identified have been achieved and how well the strategies are working. This requires selecting appropriate evaluation methods earlier—in the planning stage—then gathering all the data and looking at the results to determine if your goals have been met.

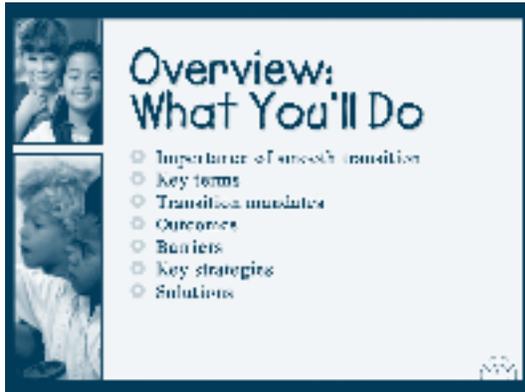
Ask: How does this process compare to the way you currently plan and implement transitions?

Suggested Responses:

- This is a more formal process.
- This process requires input from more people.
- These steps require more upfront thinking.
- We don't necessarily have assigned team members who are responsible to oversee implementation.
- We don't evaluate.

Objectives

Display Transparency 3, *Overview: What You'll Do*.



Script

Before we get into the five-step process, though, let's complete this overview. In this session, we'll cover some transition fundamentals. By the end of this overview, you will have several skills. You will be able to

- Explain why a smooth transition is important.
- Define key terms related to transitions.
- Explain the different types of transition mandates.

- Identify the outcomes of successful transitions.
- Identify barriers to effective transition planning/implementation.
- Identify key strategies for effective transitions.
- Given a challenge to effective transition planning and implementation, identify a solution.

Agenda

Refer participants to the agenda (handout or prepared chart page).

Script

- Your agenda shows when we will cover each session.
- It also shows when you can expect breaks and lunch.

Ask: What more can I tell you so you feel comfortable about what we're going to be doing in this training?

Housekeeping

Display Transparency 4, *Housekeeping*.



Before moving on, present any “housekeeping” items. Encourage an atmosphere of fun and learning today (e.g., the only dumb question is the one that is not asked!).

Refer participants to *Parking Lot* chart page and explain that this paper will be used to record any points/questions that require outside research or are outside the scope of the immediate discussion. These will be reviewed at the end of training.

Participant's Guide

Refer to the *Participant's Guide*.

Script

- Let's also take a look at your *Participant's Guide* now so that you are familiar with its contents. You will be using material in each of its tabs throughout the training.
- Look behind Tab 1: *Training Materials*. This contains information on the major topics that we will cover in each session.

- Behind Tab 2: *Case Study* are materials that describe how a hypothetical team carried out each step in the *Transition Improvement Process*. You will be using these after we complete this overview.
- Tab 3: *On-the-Job Tools* contains tools that you can use after training. These include a *Self-Assessment* to check how well your program supports transitions, *Instruction Sheets* (which are like checklists to help you complete each step in the *Transition Improvement Process*), Blank Forms which document your work throughout the *Transition Improvement Process*, and a Menu of transition strategy ideas.
- Tab 4: *References & Resources* contains a glossary and some other resources for your continued learning about topics related to transitions.

Transition to the icebreaker.

Script

- Let's do an icebreaker now.
- The icebreaker will help us appreciate why smoothing transitions for children is important from the child's perspective.

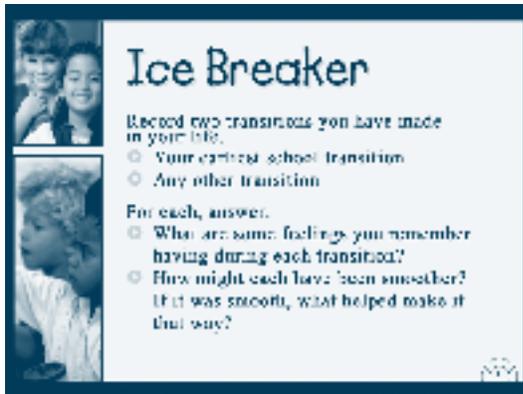
10 Minutes

Activity 1

Icebreaker

Materials

- Scratch paper and pens/pencils
- Transparency 5



Preparation

- None

Purpose

This activity helps participants get into a child-centered frame of mind and to appreciate the importance of transitions for children from an emotional point of view.

Directions

1. Display **Transparency 5, Ice Breaker**. Ask each participant to get out a sheet of paper and answer the two questions for each transition.
2. Allow about 4 minutes.
3. Invite participants to find a partner—someone they don't know, if possible—and share their answers with each other.

4. Conduct a popcorn activity. Allow 4 minutes:
 - Ask participants to visualize how popcorn pops as it begins heating up.
 - In this same “popcorn” fashion, ask participants to stand up, one at a time, and shout out an emotion they had during a time of transition. Record these on a flipchart.
 - After you have captured their emotions, ask participants to tell how transitions were made smoother or could have been made smoother. Record these on a flipchart.

Script

5. Ask and discuss for about 1 minute:

Ask: Do you think that children entering kindergarten experience these emotions?

Suggested Response: Yes.

Ask: Do we currently do all we can to help them through this transition?

Suggested Response: Probably not.

Ask: We've talked about some of the emotional changes children may experience during transition. What else changes for children when they go to kindergarten?

Suggested Responses: For young children, the transition to school is much more than simply changing buildings or settings; it means learning a new set of rules and behaviors, adjusting to a new peer group, and getting to know new teachers. In addition, children must learn to play and cooperate with other children, pay attention for longer

periods of time, and develop independent work habits.

Ask: What changes for families when their children go to kindergarten?

Suggested Responses:

For families, it means making sure that records and information about the child are transferred, meeting and communicating with teachers, attending school programs, and adapting to established school and district policies. It also means learning to trust new adults in their children’s life.

6. Conclude the activity.

Script

- Hopefully, this activity helped you to identify with children and families as they go through transition.
- The move from an early childhood education program to kindergarten is one of the most important—and stressful—moves a child will make. While it is an occasion for new opportunities and challenges, it is often a time of stress when the child and family are encountering new people and unfamiliar places. Moving from an environment where you feel safe and secure to one that is new and unfamiliar can be very uncomfortable.

- How educators handle the transition process lays the foundation and sets the tone for the future expectations and experiences.
- In this training, you are going to learn a process that will help you work as teams to provide continuity for children in the transition to kindergarten.
- Next, let’s begin your transition work by learning some basic terms and reflecting on your current transition programs.



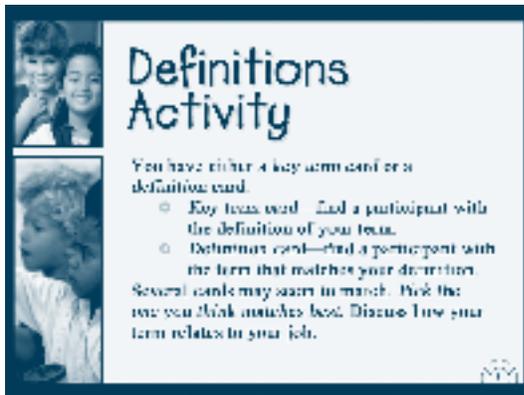
15 Minutes

Activity 2

Definitions

Materials

- Definitions cards
- Transparency 6
- Tab 4, *Glossary*



Preparation

- Ensure that there are 11 “key-term” cards and 11 “definitions” cards, for a total of 22 cards. (Each key-term card matches one definition card.)
- If there are fewer than 22 participants, make sure that you distribute matched sets. If there are more than 22 participants, copy additional pairs of cards as needed. If there is an uneven number of participants, you can include yourself in the activity.

Purpose

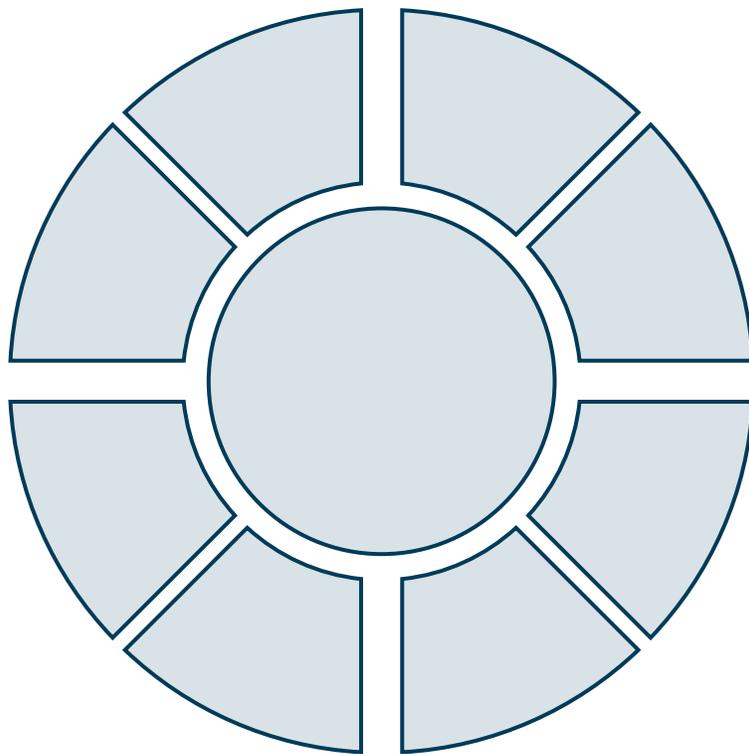
This activity helps participants become actively involved in the content and to learn key terms related to transitions.

Directions

1. Give each participant a key-term card or a definition card. Refer them to the directions on the transparency and emphasize that they should try to pick the best match possible.
2. Ask participants to circulate around the room and discuss their terms/definitions with others until they find the best match.
3. Ask the pairs to introduce themselves and discuss how the terms on their cards apply to their own work settings and job roles. For example, if the term is *transition planning*, the pair should discuss transition planning within their own programs and how they have taken part, if at all.
4. Allow 7 minutes for participants to make their matches and discuss their terms.
5. Debrief for 7 minutes. Ask pairs to re-introduce each other to the large group, read their terms and definitions to the class, and share how their terms relate to their partners’ job experiences. Option: In a large group, if time does not allow, ask only a few pairs to report to the large group.
6. Thank participants for participating. Refer them to the *Glossary* in Tab 4 of their *Participant’s Guide* for these and other definitions.
7. Transition to the next lecture.

Script

- You know some basic terms now, and we'll be coming back to each of these key concepts throughout the training.
- In the icebreaker, we learned that transitions are significant for children and families. We discussed how transition makes children feel and some of the various changes children and families go through during transition to kindergarten.
- Next, let's see what the experts say about why transitions are important.





Lecture and Discussion

Importance of Transitions

Transition Studies

Refer to *Participant’s Guide*, page 1, *Facts and Findings*, to make the following points:

- Clearly, the experts agree: Transition is important. Here are some findings that support that conclusion.
- Findings 1 and 2. With such a great percentage of kindergarten students experiencing transition problems, there is clearly a need for a comprehensive, integrated transition plan to ensure continuity and to give students the best possible chance of early success.
- Finding 3. Successful transition programs involve parents in the transition.
- Finding 4. Communication, parental involvement, and collaboration are important in transitions.
- Findings 5 and 6. Although much is known about the importance of transition practices, very few schools have a comprehensive plan that includes ongoing communication between kindergarten and early childhood staff, effective connections with parents and kids, and strong involvement with community projects that relate to transitions.

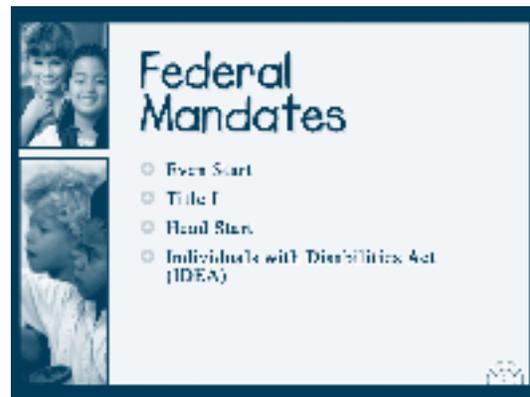
Distribute Handout 1, *NCEDL Spotlight: Transition to Kindergarten*.

Script

- This handout contains further research on transitions.
- It may be useful to you as you begin your more formalized transitions work and try to win the support of others.
- We’re not going to take time to look at this now, but you may keep this and read it after training.

Federal Mandates

Display Transparency 7, *Federal Mandates*.



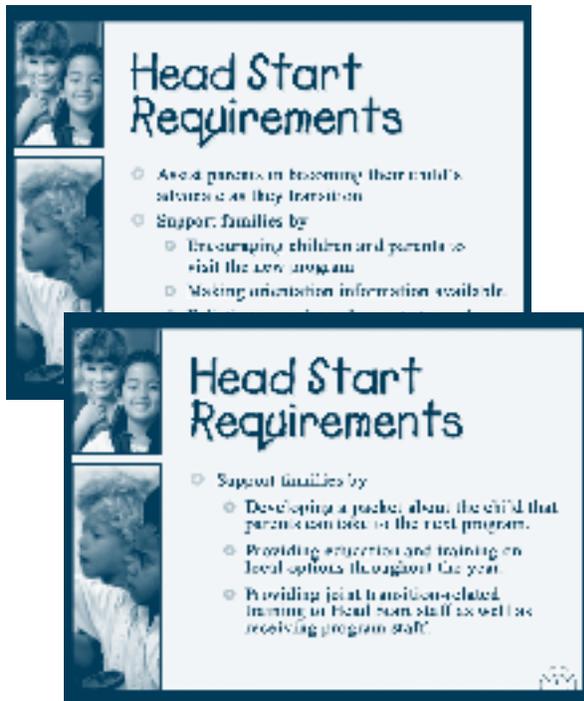
Script

- Preparing children for success in the future is a critical piece of the transition process. As a result, specific practices and requirements have been mandated through legislation that will help children and families as they make the move

to school. There are several key pieces of legislation that relate to children's transition.

- Even Start is mandated to coordinate their programs with other programs that are assisted through the No Child Left Behind Act. Linkages between schools and communities were strengthened through a requirement to provide stronger collaboration through both the application process and the implementation process.
- Title I, part of the No Child Left Behind Act, was originally enacted, as Chapter I, in 1965. It provides grants to allow local school districts to develop and operate programs designed to assist low-income students and their families. The legislation stipulates that each district must prepare a plan for the transition of each child from an early childhood education program to kindergarten. The primary goal has been to supply funds to schools serving low-income and educationally deprived students.

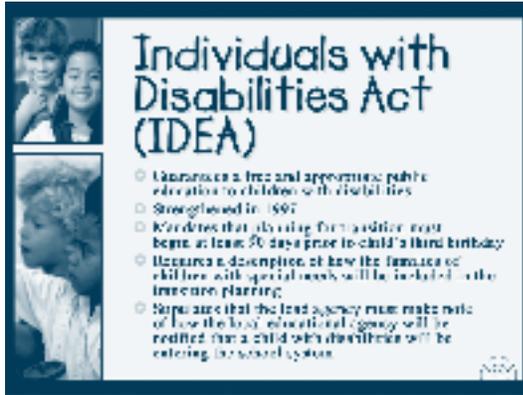
Display Transparencies 8–9, *Head Start Requirements.*



Script

- Head Start is a comprehensive child development program that has served low-income children and their families since 1965. Its goal is to increase school readiness for low-income children.
- Head Start is mandated to assist families and children as they move from home to Early Head Start or Head Start and from the Head Start setting to the elementary school setting.
- Head Start standards that are to be met are quite detailed. The Head Start performance standards state that the Head Start agency must assist parents in becoming their children's advocates as they transition from home to Early Head Start or Head Start, as well as when the children leave Head Start and enter elementary school.
- Children and families are to be supported during transitions. Some ways that Head Start does this is by:
 - Encouraging children and parents to visit the new program.
 - Making orientation information available.
 - Enlisting experienced parents to work with newly participating parents to provide support.
 - Developing a packet of information about the child that parents can take with them to the next program.
 - Providing education and training on local options, such as magnet schools, and how to access these options.
 - Encouraging activities and communication between Head Start staff members and their counterparts in the schools.
 - Providing joint transition-related training to Head Start staff as well as staff from settings where children will be attending next.

Display Transparency 10, *IDEA Requirements.*



Script

- Through the Individuals with Disabilities Act (IDEA), for more than 25 years, federal law has guaranteed a free and appropriate public education to children with disabilities. In 1997, reauthorization by the U.S. Congress strengthened this law.
- For special needs children, the federal law requires that planning for transition begin at least 90 days prior to the child’s third birthday. Some states require an even earlier intervention (Chandler, Fowler, Hadden, & Stahurski, 1995).
- Furthermore, the legislation states that the plans must include a description of how the families of these children will be included in the transition planning and how the lead agency will notify the local educational agency for the area where the child lives that this child will be entering the school system.

Distribute handout on state/local mandates, if you have one. Explain to participants that state/local mandates are more reasons why transitions are important.

Transition to the next activity.

Script

- We’ve been talking about why transition is important.
- Next, let’s read about a program that realized the importance of transitions and turned its transition system into a success story.
- As you will read, you will see that transition planning is more than just an orientation for rising kindergartners. It is an ongoing process involving staff from receiving and sending programs, parents, children, and the community. It requires a lot of communication and collaboration. In the end, though, there are great potential rewards for all involved.

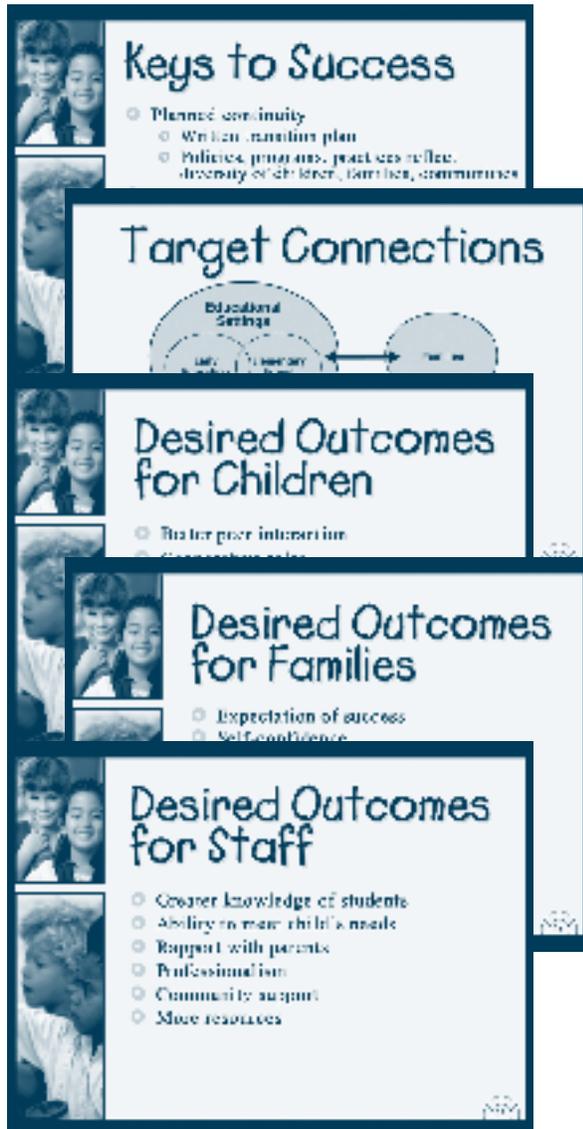
30 Minutes

Activity 3

What Successful Transition Looks Like

Materials

- *Participant's Guide* page 3, *What Successful Transition Looks Like*
- Transparencies 11–15
- Chart paper for each team
- Markers for each team



Preparation

- None

Purpose

Participants identify effective components of one community's approach to transitions. This will help them start organizing ideas about effective programs, and it will give the trainer a good idea of their current knowledge level.

Directions

1. Ask participants to work in their teams.
2. Refer them to *Participant's Guide* page 3, *What Successful Transition Looks Like*.
3. Ask them to read the pages and then discuss the questions that follow the story. Ask participants to record their answers on blank chart paper.
4. Allow 15 minutes.
5. Tell participants to keep their own personal "parking lot" of issues if systemic issues come up in the discussion that should be addressed back on the job.
6. Debrief: Ask groups to report out what they think the *keys to success* are, based on the story. (*Note:* Do not ask for desired outcomes yet. If participants begin reporting on desired outcomes at this point, ask them to hold these answers until you discuss outcomes next.) As they report, display **Transparency 11, *Keys to Success***. Go over any answers the participants didn't address. Allow 2 minutes.

7. When *collaboration* is mentioned as a key to success, introduce the *Target Connections Diagram* by displaying **Transparency 12, Target Connections**. Briefly orient participants to the diagram.

Script

- We will be working with this diagram throughout training, so this is a good place to introduce it because it represents collaboration amongst all parties.
- The diagram shows many of the different entities that influence a child's transition and that should collaborate. Each entity is included in a circle.
- All of the arrows indicate connection and influence between the different entities. However, the big arrows represent the connections that must exist in order for a smooth transition to occur. These are the connections we will target. If connections do not currently exist between some of these entities in your current transition system, then you will plan strategies designed to connect them.
- The child is at the center of this diagram—all our efforts are aimed at helping children make successful transitions.
- In the upper left corner of the diagram, there are two types of educational programs that influence a child's transition: early education programs (i.e., sending programs) and elementary schools (i.e., receiving programs). Remember: Early childhood education programs, or ECEs, include
 - Pre-K programs
 - Preschools
 - Family child care
 - Child care
 - Head Start
 - Other early childhood education settings

The diagram shows that these educational settings must not only connect with each other in order to smooth transitions but they must also connect with the child, the community, and the child's family.

- The diagram also shows that children should be connected with other children for a smooth transition.
 - This is a collaborative process where all partners' participation should be equal. Although these entities are separate on the diagram, this does not mean they conduct transition work separately from each other. They must connect and work together throughout the transitions process. It is a collaborative process.
8. Ask participants for the desired outcomes of transitions planning for *children*, based on what they've read. As they report, display **Transparency 13, Desired Outcomes for Children**. Go over any answers the participants didn't address. Allow 2 minutes.

Script

According to the literature, *children* who are able to make smooth transitions share some important abilities:

- Interact with peers in a positive and cooperative manner
 - Engage in make-believe involving cooperative roles
 - Join other children's play
 - Speak to peers directly
 - Focus their attention on others in group situations
 - Respond to the social overtures of others
 - Have greater self-confidence
9. Ask participants for the desired outcomes of transitions planning for *families*, based on what they've read. As they report, display **Transparency 14, Desired Outcomes for Families**. Go over any answers the participants didn't address. Allow 2 minutes.

Script

Families whose children make smooth transitions

- Tend to expect success for their children.
- Provide support and encouragement.
- Recognize the children's ability to complete tasks.
- Initiate opportunities for their children to interact with familiar and unfamiliar peers in large-group community settings.
- Gain confidence in their children's ability to succeed in new settings.
- Learn to communicate effectively with educational staff.
- Acquire greater knowledge and appreciation of the early childhood staff.
- Have a sense of pride and commitment in their ongoing involvement in the education of their children.

10. Ask participants for the desired outcomes of transitions planning for *staff*, based on what they've read. As they report, display **Transparency 15, *Desired Outcomes for Staff***. Go over any answers the participants didn't address. Allow 2 minutes.

Script

Teachers and other staff who prepare children to make smooth transitions

- Know the children more completely.
- Are better able to meet each child's needs.
- Establish good rapport with parents.
- Experience a renewed sense of professionalism as they reach out to young children and their families.
- Receive increased parental and community support.
- Gain more resources and a larger network of professional support.

11. Transition to the next activity.

Script

- We've seen what the Schoolboro County Children's Collaborative did to make its transition system work.
- In the next activity, you will get a chance to see how you stack up against the success story we just read about by taking a self-assessment.



Activity 4 Self-Assessment

Materials

- Handout 2, *Self-Assessment* (Note: There are two self-assessments: One for sending staff and one for receiving staff. They are very similar; those who do not align themselves with one organization or the other can choose to do one or both of them in reference to local programs.)
- *Participant's Guide*, page 5, *Barrier Busters*

Preparation

- Copy one self-assessment for each participant.

Purpose

- Participants examine their program's transition practices.
- Afterward, they identify six strategies (three short-term and three long-term) that they believe will have the most impact on the desired outcomes discussed earlier.
- They also identify barriers they might encounter when implementing transition strategies and discuss ways to overcome those barriers.

Directions

1. Distribute applicable self-assessments (sending program or receiving program) to each participant.

2. Explain the use of the assessment as follows:

Script

- This tool is for your use only and will not be turned in.
- Look through each item on the list and determine whether your program is doing it. Just quickly note your first impression; you can complete it more thoroughly after training.
- When you are finished, pick out three strategies that you are not currently doing (or not doing as well as you'd like) that you would like to start doing *immediately*. Record your corresponding numbers in the "Pick 6 to Improve" table at the end of your assessment under the column "Short Term." (Do not take time to write out all the verbiage of your chosen strategies, just their numbers.)
- Pick out three more strategies that you feel are *long-term* improvements that your team should consider. Record their corresponding numbers in the "Pick 6 to Improve" table at the end of your assessment under the column "Long Term."
- Complete the "Barriers" column by identifying at least one barrier you might face if and when your team implements each strategy.
- Do not complete the "Busters" column yet.

3. Allow 10 minutes for the self-assessment and barriers work.

4. Debrief the self-assessment part of the exercise.

Ask as many of the following questions as possible in 2 minutes:

- Would anyone like to share any insights they had as a result of this survey?
- How could you use this survey in your communities to build understanding and collaboration?
- How could families participate in providing feedback to programs about the items on the self-assessment?

5. Debrief the barriers part of the exercise for 3 minutes.

Ask volunteers to share their barriers.

Possible Responses:

- Traditions of separateness; tensions between school personnel and early childhood education program providers
- The belief that transitions are easy for children to make
- Turf wars among programs
- Differing philosophies
- Differences in funding, time, and other resource issues
- Mandates
- Past failures
- Difficulty in collaborating

6. **Ask** the large group for “barrier busters” or possible ways to overcome each barrier that participants share. Allow 3 minutes. Refer to *Participant’s Guide* page 5, *Barrier Busters*, as a resource for identifying ways to overcome barriers. They may adapt these or create their own.

7. Conclude.

Script

As you work through the five-step *Transition Improvement Process* in the rest of the training, keep in mind the strategies you’ve chosen, the possible barriers you might encounter, and the barrier busters we came up with.



Closing

Review

Script

- In this session, we introduced you to some fundamental transition concepts.
- You also got a chance to assess your transition effectiveness and begin thinking about ways to improve.
- Although there may be challenges along the way, you've also seen that there are plenty of strategies for overcoming them.

Additional Resources

Refer to *Participant's Guide*, Tab 4, *Additional Resources*.

Script

- One of the challenges you may face is how to work effectively within your teams. Although many of you have been involved in transition activities, you may not have as much experience working on a team.
- Being a part of a team can be very challenging, but it can also be very rewarding.
- The training you receive today will take you through a process for planning and implementation, but you may find that in order to be a truly effective team, you need some additional skills.

- In your *Participant's Guide*, we have identified some additional resources and references that can help you develop your “team work” knowledge and skill in the future.
- There are also references for special topics that might help with other transition challenges, such as embracing cultural diversity and involving families.

Next Steps

Display Transparency 16, *Transition Improvement Process Working Session*.

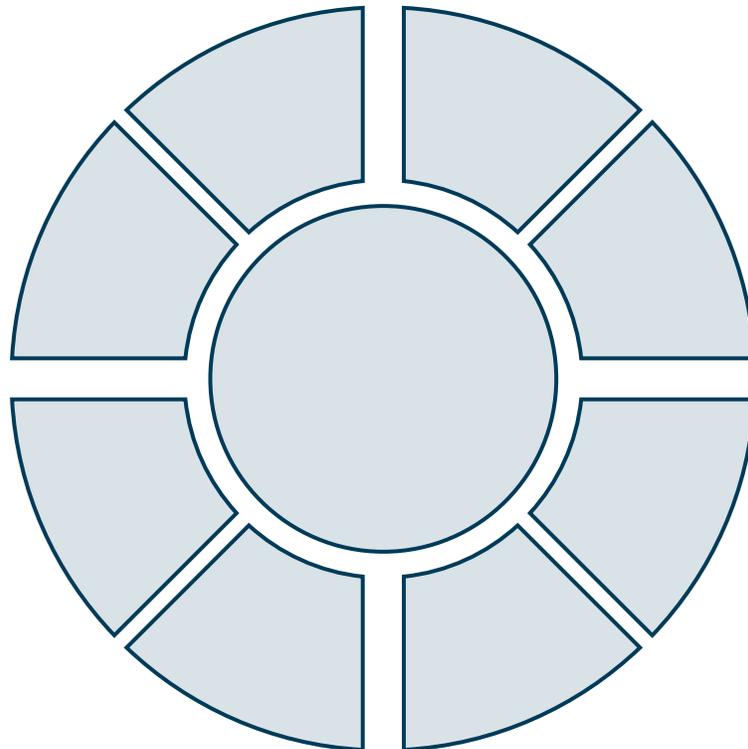


Script

- As we said earlier, after this overview we will begin a working session. Throughout the rest of the training, you will be working in teams to partially complete each step as it is

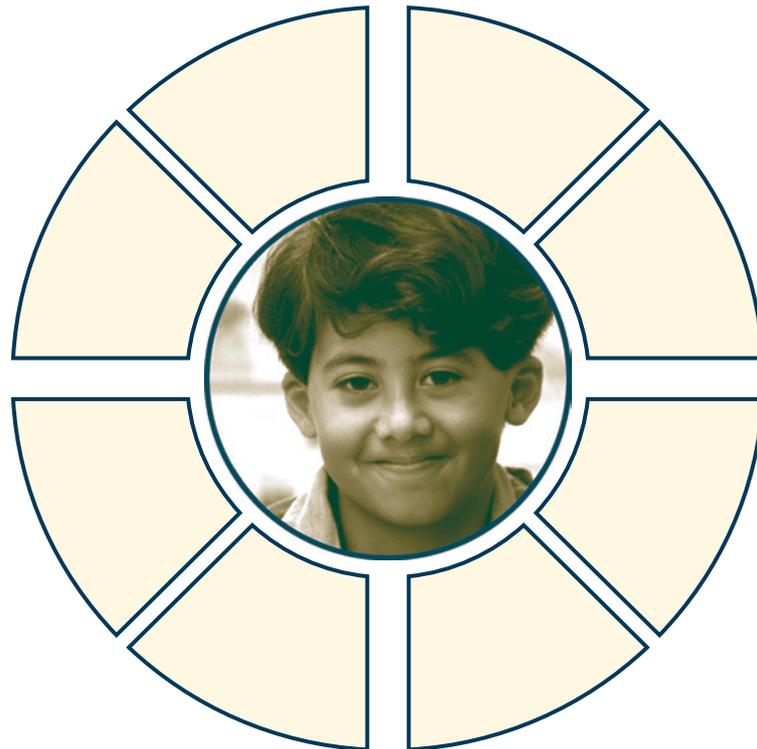
explained. You will leave training already beginning your transitions planning work. What you don't finish today, you complete back on the job.

- Step 1—You'll begin thinking about how you can round out your teams.
- Step 2—You'll begin a worksheet that gets the team thinking about your existing practices, those areas where no practices currently exist, and how to gather more information from other people about your needs.
- Step 3—You'll begin your *Transition Plan*, step-by-step.
- Steps 4 & 5—We'll overview some key points about how you can oversee implementation and evaluate your progress.
- All of these benefits will begin today in this working session for teams.
- Roll up your sleeves, because the working session is about to begin!



Step 1

Round Out the Team



1 hour, 15 minutes

Session Checklist

Preparation	Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare a chart page entitled <i>Step 1: Round Out the Team</i>, and include the following list of steps: 1. Review the list of recommended and optional team members. 2. Review the current team's roles and contributions. 3. Identify potential additions, their roles, and potential contributions. 4. Narrow the list by considering "best bets" and best representatives. 5. Narrow further by considering who'd be most effective. 6. Make your final selections (6–12 total). 7. Identify who will have authority over budget and resources. 8. Identify ways to overcome any barriers members may have. 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepared chart pages: <ul style="list-style-type: none"> <input type="checkbox"/> <i>Transition Improvement Process</i> <input type="checkbox"/> <i>Step 1: Round Out the Team</i> <input type="checkbox"/> Tape to post chart pages on the walls <input type="checkbox"/> Chart paper and stand <input type="checkbox"/> Markers (1 set) <input type="checkbox"/> Overhead projector and screen <input type="checkbox"/> Transparencies 17–22 <input type="checkbox"/> <i>Participant's Guide</i> <ul style="list-style-type: none"> <input type="checkbox"/> Page 8, <i>Step 1 Instructions</i> <input type="checkbox"/> Page 27, <i>Team Composition (Case Study's Step 1)</i>

Training at a Glance

What & How	Materials	Time
<p>Lecture and Discussion Introduction</p> <p>Objectives Present <i>Step 1</i> and the objectives.</p> <p>Instruction Sheets Introduce the <i>Instruction Sheets</i>. Explain their use. Direct participants to <i>Participant's Guide</i> Tab 3 to those that can be used on the job. Explain that they will also be included in Tab 1 to use during training.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Transition Improvement Process</i> ● Transparency 17 ● <i>Participant's Guide</i> Page 8, <i>Step 1 Instructions</i> 	<p>5 minutes</p>
<p>Lecture and Discussion Benefits and Challenges</p> <p>Benefits of Teamwork Ask teams who has added to the team and why or why not. Then ask why rounding out the team might help lay the foundation for future work. Show an overhead listing the advantages participants likely mentioned.</p>	<ul style="list-style-type: none"> ● Transparencies 18–20 ● <i>Participant's Guide</i> (Tab 2), page 27, <i>Team Composition (Case Study's Step 1)</i> 	<p>5 minutes</p>

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What & How	Materials	Time
<p>Lecture and Discussion Benefits and Challenges (Continued)</p> <p>Challenges of Teamwork Ask volunteers representing each type of group on a team to describe their contributions to their teams. Discuss the challenges of working with other team members when everyone comes from different authority levels and perspectives. Discuss ways to overcome the challenges.</p> <p>Case Study Re-introduce the case-study team. Transition to the activity to see how the case-study team members rounded out their team.</p>		
<p>Activity 5 Step 1: Round Out the Team—Case Study</p> <p>The purpose of this activity is to show an example of rounding out the team. Following the script verbatim, describe to the class how the hypothetical team followed each guideline on the <i>Step 1 Instructions</i> (which are also on a prepared chart page) to round out its team. Use the transparencies <i>Current Team</i> and <i>Additions</i> to show who was on the current team, who was identified as a potential candidate, and how the team narrowed the team according to best bets, best representatives, and likely effectiveness. Participants circle the case-study team’s final selections in their <i>Participant’s Guides</i>. Conclude by discussing how to engage culturally diverse team members.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Step 1: Round Out the Team</i> ● Transparencies 21–22 ● <i>Participant’s Guide</i> (Tab 2), page 27, <i>Team Composition (Case Study’s Step 1)</i> 	<p>30 minutes</p>

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What & How	Materials	Time
<p>Activity 6 Step 1: Round Out the Team</p> <p>Teams begin adding to their teams as done in the Activity 5 example. Encourage teams to chart their current teams as quickly as possible so they will have enough time to at least begin their additions. Conclude by getting feedback on the exercise and discussing ways to engage parents.</p>	<ul style="list-style-type: none"> ● Prepared chart page (hanging as a reference), <i>Step 1: Round Out the Team</i> ● Blank chart paper, markers, tape for each team ● <i>Participant's Guide</i> Page 8, <i>Step 1: Round Out the Team</i> 	<p>30 minutes</p>
<p>Closing</p> <p>Instruction Sheets</p> <p>Teams identify what still needs to be done to complete and formalize this step by checking off what was completed in class on the <i>Step 1 Instructions</i> sheet.</p> <p>Next Steps</p> <p>Ask participants how they think <i>Step 1</i> might lay the foundation for the next step.</p>	<ul style="list-style-type: none"> ● <i>Participant's Guide</i> Page 8, <i>Step 1 Instructions</i> 	<p>5 minutes</p>
<p>Total: 1 Hour, 15 Minutes</p>		



Lecture and Discussion

Introduction

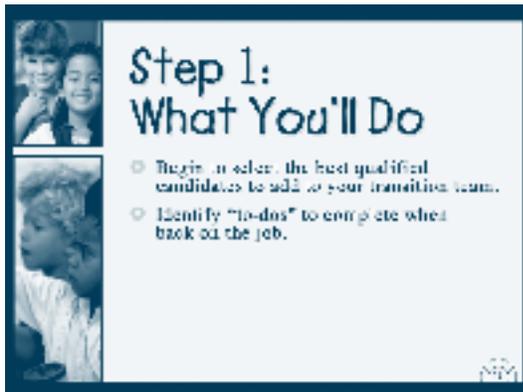
Refer to the prepared chart page, *Transition Improvement Process*. (This should still be hanging.)

Explain to participants that we will now focus on the first step in the process, *Step 1: Round Out the Team*.

Note: The pivotal instructional events of this session are the activities (i.e., Activity 5, *Step 1: Round Out the Team—Case Study* and Activity 6, *Step 1: Round Out the Team*). The introductory lecture and discussion should be covered in the allotted amount of time to leave sufficient time for the session’s activities.

Objectives

Display Transparency 17,
Step 1: What You’ll Do.



Script

- In this session, we will cover *Step 1: Round Out the Team*. You will:

- Begin to select the best-qualified candidates to add to your transition team.
- Identify what still needs to be done on the job to round out your team using your *Instruction Sheets*.

Instruction Sheets

Refer to *Participant’s Guide* page 8, *Step 1 Instructions*.

Script

- For each step in the *Transition Improvement Process*, we are going to give you an *Instruction Sheet*.
- These sheets are like “cheat sheets” or checklists or a set of guidelines that you can use on the job to help you complete each step in the process.
- You have a set of *Instruction Sheets* in Tab 3, *On-the-Job-Tools* to use back on the job.
- We will also be looking at these *Instruction Sheets* during training, so there will be one included at the beginning of each of the remaining sessions in your *Participant’s Guide*.
- You can take a look at the *Step 1 Instructions* now to get an idea of what is involved in rounding out your team.

5 Minutes

Lecture and Discussion Benefits and Challenges

Script

- While working in teams has many benefits, teamwork can also be challenging.
- Let's talk about these benefits and challenges for a moment.

Benefits of Teamwork

Script

Ask: Has anyone here considered adding to your team in the past? Why or why not?

Possible Responses:

- We did. We added a preschool parent and a child care teacher recently because we wanted more buy-in of our ideas throughout the early childhood community.
- We did not. We don't need any additional representation. We think we are already well rounded.

Script

Ask: How might rounding out your team help you down the road to better plan and implement transition activities?

Suggested Responses:

- A comprehensive team will broaden the perspective of the team because it encourages representation from all involved transition partners.

- A comprehensive team will better represent the needs of children, families, and all involved transition partners.
- A strong team will support the team's role and work hard to complete the job.
- A team that is knowledgeable of children's transition issues will help make planning and implementation more efficient.

Display Transparency 18, *Benefits of Step 1.*



Script

- The overhead lists many of the advantages you just mentioned.
- The way the team is composed now can actually determine how effective transitions will be later because you—the team—are the people who will set the wheels in motion.
- The team will be responsible for how well children in your program transition.
- That's why it's important to put together the best team possible.

Challenges of Teamwork

Display Transparency 19, *Team Members*.



Script

- We know that a well-rounded team is important because everyone can contribute different perspectives and resources.
- These differences, however, are the very things that can make teamwork challenging.
- Let's talk about how different contributions might present challenges as well as the benefits we just talked about.

Script

Ask a volunteer representing each of the different groups on the transparency, "Briefly, what is your contribution to the team?"

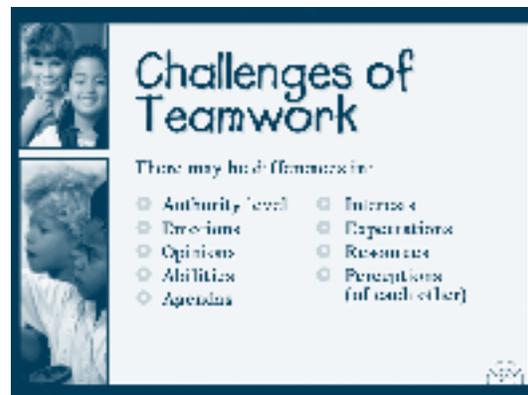
Suggested Responses:

- **Families** have the best information about their children's concerns, their strengths and weaknesses, their likes and dislikes, and their interests. They also can provide information about their own (adult) perceptions about the transition process or their own wishes and needs.
- **Feeder program staffs** vary in their philosophies, curriculum, and teaching strategies. Their relatively smaller size means that they are

often in touch with the culture and traditions of the neighborhoods in which they are located.

- **Kindergarten staffs** contribute by expressing expectations for kindergartners.
- **Administration** has a relatively greater ability to "make things happen" because of the funding it gets and its mandate to foster parental involvement in schools (under Title I).
- **Community representatives** can voice the concerns of the community and can help the team to reach a broader audience.

Display Transparency 20, *Challenges of Teamwork*.



Script

As listed on the transparency, team members might differ in terms of:

- Authority level
- Perceptions (of the other groups represented on the team)
- Emotions (e.g., parents dealing with feelings of anxiety and uneasiness as they transition children from early childhood experiences to school)
- Opinions
- Agendas
- Interests
- Expectations

- Resources
- Abilities

Script

Ask: How do you think the differences listed might present challenges to the team process?

Suggested Responses: There is the potential for tension between groups, power struggles, respect issues, lack of understanding, and imbalance of work distribution.

Script

Ask: Recall from the barrier buster exercise in the last session: What might you do to avoid the potential challenges of working on a team?

Suggested Responses:

- Arrange informal social events where team members can become better acquainted and get to know each other on a different level.
- Talk openly and honestly about tensions as they arise. Help team members understand each other's perspectives and interests.
- Form a mentoring system in which early child care staff pair with kindergarten teachers to build a stronger personal relationship.

Case Study

Script

- Forming a comprehensive, well-qualified team will help you with your transitions work down the road.
- While there are many benefits to formalizing the team, there are also many challenges, including the challenge of working together.
- Next, let's see how the case study team rounded out its team to best prepare for the challenges that lay ahead.

Display prepared chart page, *Step 1: Round Out the Team*, near the overhead transparency screen so that participants can view both the chart page and transparencies at the same time.

Refer participants to *Participant's Guide* (Tab 2), page 27, *Team Composition (Case Study's Step 1)*, which describes how the case study team completed *Step 1*.

Re-introduce the case study.

Script

- Your *Participant's Guide* introduces a hypothetical transition team that we will be following as a case study through each step of the transition improvement process.
- You'll see that this team rounded out its team following the instructions for *Step 1: Round Out the Team* listed on the chart page. We'll cover what they did next.

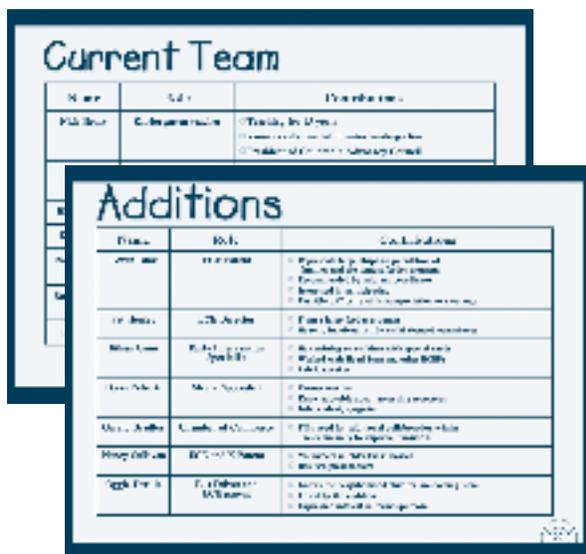


Activity 5

Step 1: Round Out the Team—Case Study

Materials

- Prepared chart page, *Step 1: Round Out the Team*
- Transparencies 21–22
- *Participant’s Guide* (Tab 2), page 27, *Team Composition (Case Study’s Step 1)*



Preparation

- If you haven’t already done so, display the prepared chart page near the overhead transparency screen so that participants can view both the chart page and transparencies at the same time.
- Prepare a chart page entitled *Step 1: Round Out the Team*, and include the following list of steps:
 1. Review the list of recommended and optional team members.

2. Review the current team’s roles and contributions.
3. Identify potential additions, their roles, and potential contributions.
4. Narrow the list by considering “best bets” and best representatives.
5. Narrow further by considering who’d be most effective.
6. Make your final selections (6–12 total).
7. Identify who will have authority over budget and resources.
8. Identify ways to overcome any barriers members may have.

Purpose

To see an example of *Step 1: Round Out the Team*.

Directions

1. Explain that you will now present an example that follows each guideline on the prepared chart page, which should by now be positioned near the transparency screen.
2. Refer to *Participant’s Guide*, page 27, *Team Composition (Case Study’s Step 1)*, and ask participants to follow along as you present this example.
3. Read the script for this activity verbatim to describe how the case-study team rounded out its team. Point out how the team followed each guideline for *Step 1* as listed on the prepared chart page.

4. Present Guideline 1. (Review the list of recommended and optional team members.)

Script

- This team took *Planning for Terrific Transitions Training*, so they still had their *Instruction Sheets* from training.
- They began by first reviewing the recommended and optional team members listed on the *Step 1 Instruction Sheet*. This is Guideline 1.

5. Display **Transparency 21, Current Team**. Present Guideline 2. (Review which roles are already represented on the team.) Read through the names, roles, and contributions on the transparency.

Script

- To complete Guideline 2, they reviewed which roles were already represented on the team by charting everyone's name, role, and contribution. These are on the transparency.
- The team designated the Transition Coordinator as the team leader who facilitated this process.
- Although we are showing their work on transparency, the case-study team members actually used chart paper to capture their work, which is what we recommend you do. Their current team is also given in your *Participant's Guide* on page 26, under Guideline 2.

6. Display **Transparency 22, Additions**. Present Guideline 3. (Record several names for potential additions.) Read through the names, roles, and contributions on the transparency.

Script

- To complete Guideline 3—record several names for potential additions—the team then brainstormed several potential additions and wrote them on another chart page, along with roles and potential contributions.

- Rachel Brooks again facilitated this discussion.
- You can see their work on the transparency. The names of the individuals they considered adding are also given in your *Participant's Guides* under Guideline 3.

7. Keep **Transparency 22, Additions** displayed. Present Guideline 4. (Narrow the list by considering “best bets” and best representatives.)

Script

- Guideline 4 asks that you begin narrowing your additions list.
- To carry out Guideline 4, the case-study team discussed how well each person would represent the population he or she was serving. Team members also talked about who was most likely to be interested.
- Specifically, Rachel posed several questions to the group and facilitated their discussion:
 - Of those on the recommended transition team list, who could serve on the team as a decision maker with authority over budget and resources?
 - Who might be an implementer later on?
 - Who has been actively involved with school improvement efforts in the past?
 - Who might be interested but may have barriers to participation?
 - Which feeder programs represent the kindergarten's largest feeder(s)?
 - Which parents reflect the diverse characteristics of the children they'd be representing in areas such as ethnicity and economic status?

- Look back under Guideline 2 on page 26 in your *Participant's Guide*. The team determined that someone was already on the team who could serve as a decision-maker with authority over budget and resources—the Vice Principal, Kathy Bond. Her name is bolded in your *Participant's Guides*.
- As the team identified individuals on the *Additions* lists who fit the remaining descriptions above, Rachel placed a small star next to their names.

8. Present Guideline 5. (Narrow the list even further to those candidates who would be most effective.)

Script

- To continue narrowing, Rachel facilitated discussion to figure out what personal qualities might make each candidate “most effective” on the team. This is Guideline 5. She asked the team who might be the most
 - Invested in children’s issues?
 - Effective interpersonal communicators?
 - Effective team players?
 - Open to change?
 - Able to recognize and accept differences amongst team members?
 - Clear about the group’s purpose?
 - Committed to the group?
 - Trusting and respectful?
 - Able to produce clear assignments and timelines for action?
 - Able to monitor his or her own work and the team’s functioning on an ongoing basis?
- Again, as the team identified individuals on the *Additions* list who fit the above descriptions, Rachel continued to place small stars next to their names.

9. Present Guideline 6. (Make your final selections, ensuring a team size of

6–12.) Ask participants to circle the final selections in their *Participant's Guide* when you present them.

Script

- Guideline 6 is making your final selections.
- After much consideration, the team chose three individuals to add to the team because overall they seemed to be the most likely to participate, the best representatives, and the most likely to be effective:
 - Gwen Diaz
 - Ethan Conn
 - Gerald Bradley
- Circle these individuals now in your *Participant's Guide*.
- As you can see, their additions consisted of one person who was missing from the “recommended” list (i.e., Gwen Diaz, the ECE parent) and two others from the “optional” list (Ethan Conn and Gerald Bradley, both community representatives).

10. Present Guideline 7. (Identify one individual with the authority to make decisions with regard to budget and resources.)

Script

- To follow Guideline 7, the team designated the Vice Principal, Kathy Bond, to be the person with the authority to make decisions with regard to budget and resources.
- Again, the Vice Principal was already on the current team.

11. Present Guideline 8. (For those candidates on the list who may be reluctant, identify possible ways to overcome their barriers.)

Script

- To follow Guideline 8, the team decided to assist Gwen Diaz with her transportation issues when the time came for meetings or other team activities.

- They discussed how they might be able to meet near the bus route Gwen Diaz uses or pick her up to attend meetings.

12. Discuss the end result of the team's efforts.

Script

- Finally, the team members felt confident that they had a team of the most qualified candidates.
- They felt that their team was comprehensive and balanced in terms of perspective, work initiative, and commitment to the team's purpose.
- They felt more prepared to face the challenges ahead.

13. Discuss how to involve culturally diverse team members.

Script

Ask: Let's talk for a moment about involving culturally diverse team members, like Gwen Diaz. How might you invite culturally diverse members to the team in order to reflect the characteristics of the children you're serving? Once they're on the team, how might you engage them, make them feel comfortable, and encourage full participation?

Suggested Responses:

- Arrange convenient times and locations.
- Establish an open-door policy for input.
- Learn about the cultures represented on the team by asking the individuals themselves or a community liaison (e.g., clergy) questions, such as: What are schools like in your country? What part do parents play in education there? What are the cultural values reflected in the education system?
- Eliminate cultural stereotyping from your thinking.

- Arrange for a translator for written material and/or meetings, if needed.

14. Present the benefit of involving a migrant coordinator.

Script

- If the school/district has a significant migrant population, then it may be a good idea to include a migrant coordinator from its area, if needed.
- The migrant education coordinator usually knows when families are expected to arrive in an area. He/she can also assist by providing translators so that families can have an active voice while serving on the transition team.
- In addition, they can help translate materials, such as Kindergarten Round-Up flyers, other registration information, and general school information in the home language of families.

15. Transition to the next activity.

Script

- Let's wrap up the example of rounding out the team so you can try it yourselves.
- Next, let's do another activity to give you a chance to begin rounding out your teams.



Activity 6

Step 1: Round Out the Team

Materials

- Blank chart pages, dark markers, and tape
- Prepared chart page, *Step 1: Round Out the Team*
- *Participant's Guide*, page 8, *Step 1*

Preparation

- Distribute two blank chart pages, dark markers, and tape to each team.
- Dim the transparency screen.

Purpose

To begin thinking about who to add to teams and why.

Directions

1. Dim the transparency screen for this activity, but keep prepared chart page *Step 1: Round Out the Team* displayed.
2. There may be individuals attending training who do not yet belong to a formalized team. If this occurs, try to configure them into teams by mixing local sending and receiving program representatives into work groups of five or six.
3. Ask teams to go through the process just presented through the case-study example to determine how to expand their teams. Tell participants to use their *Step 1 Instructions* on *Participant's Guide*,

page 8 as a guide to completing this step. The guidelines are also on the prepared chart page, *Step 1: Round Out the Team*.

4. Teams should complete a *Current Team* chart page and an *Additions* chart page as shown in the case-study transparencies.
5. Allow 20 minutes to complete as much of *Step 1* as possible. Encourage teams to chart their current teams as quickly as possible so they will have enough time to begin their additions.
6. When time is up, ask these teams to keep their chart pages for reference back on the job. Option: The trainer may type up these chart pages after training, label them, and distribute all notes to all teams. This will help participants to recall the content and different team configurations after training.
7. Allow 5 minutes for input.
Ask: How did that go? What did you find most challenging?
8. Take another 5 minutes to discuss involving parents.

Script

- In the last activity, we talked about engaging culturally diverse team members. Before we wrap up this activity, I want to briefly call your attention to involving parents on the team.
- Remember when we talked about how different team members come to the table with different emotions, opinions, and perceptions? Think about where parents are coming from.

Ask: What are some ideas for making parents feel comfortable and encouraging their contribution to the team?

Suggested Responses:

- Active participation in the planning and decision-making process.
- Make sure that family needs, insights, and opinions are represented on the transition team.
- Make sure that practices support the active involvement of families. For example, meeting times, child care arrangements, and meeting locations should accommodate the needs and circumstances of families.

9. Transition to the session closing.

Script

Ask: Does anyone have comments or questions about rounding out the team?

- You've seen an example and begun the process of rounding out your teams.
- Let's take a look back now at the *Step 1 Instructions* to figure out what still needs to be done.



Closing

Instruction Sheets

Refer to *Participant's Guide*, page 8, *Step 1 Instructions*.

Script

- Work together in your individual teams to determine what you still have left to do of *Step 1* once you return to the job.
- Look at the *Step 1 Instructions* on page 8 of the *Participant's Guide*.
- Check off which of the guidelines you have completed in class.
- Those that are not checked should be completed or formalized back on the job.

Next Steps

Script

- The next working session, *Step 2: Assess the Situation*, has to do with assessing your needs. You'll see that, in the needs assessment, the team tries to figure out what's working, what's not working, and what's missing in its current transition system.
- You'll come up with some good answers by putting your heads together, but you'll probably also be left with some questions. That's when you'll have to switch gears and gather more information from others who are not on the team, using methods such as focus groups, surveys, or interviews.
- Doing a good job on *Step 1: Round Out the Team* will help you do a good job on *Step 2: Assess the Situation*.

Script

Ask: How do you think *Step 1: Round Out the Team* might lay the foundation for the next step, needs assessment?

Suggested Responses:

- If viewpoints from many different transition partners are represented on the team, the team will get a better picture of what's working, what's not working, and what's missing.
- If the team is composed of members who are well informed about transition issues and how transitions "really" affect children and everyone involved, this will help the team figure out where problems currently exist. It will also help them to plan just the right transition strategies for their program and build strong ties between schools and all transition partners.
- If the team is composed of members who are hardworking and genuinely wish to help children and families, the team will cooperate and work hard together to plan and implement effective practices.

Transition to *Step 2: Assess the Situation*.

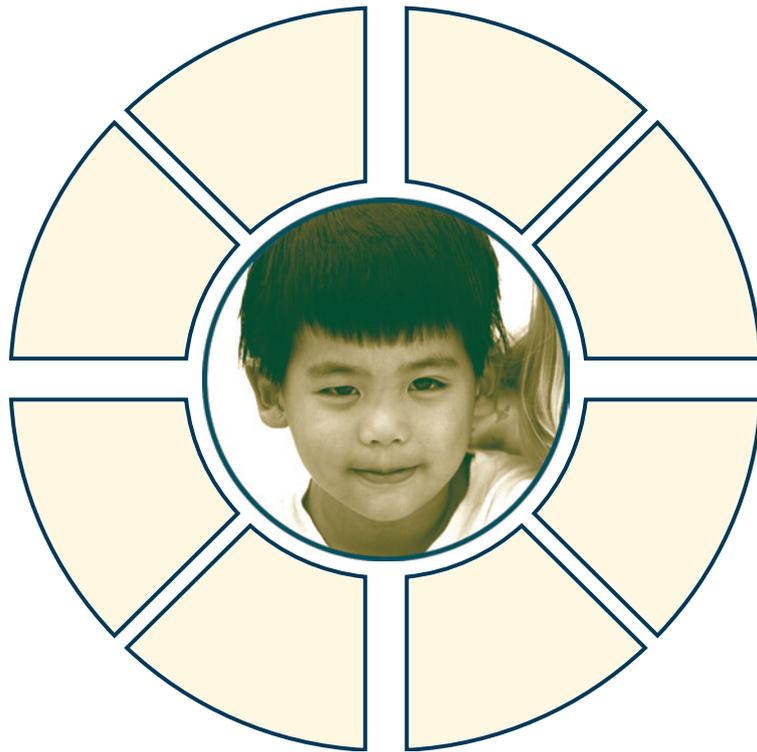
Script

- We'll learn more about this team in the next session, *Step 2: Assess the Situation*.
- In *Step 2*, you'll see how to identify your transition needs.

Ask: Are there any questions?

Step 2

Assess the Situation



2 Hours

Session Checklist

Preparation

- Prepare a chart page labeled *Target Connections Diagram*. Diagram the target connections model as given in the training *Overview*, except do not include any connecting lines.
- Prepare two horizontally-oriented chart pages labeled, *Part A: Current Practices* and *Part B: Disconnections*.
- Divide Part A into the following columns by recording the column titles at an upward angle (rather than horizontally) in order to fit them on the page. Option: For more space, tape together two chart pages labeled *Part A: Current Practices*, and record the following columns across the two pages:
 - Current Practice
 - Target Connection
 - What Works
 - What Doesn't Work
 - Possible Causes
 - Suggestions
 - Additional Information
- Divide Part B into the following columns:
 - Disconnections
 - Suggestions
 - Additional Information

Materials

- Prepared chart pages:
 - Transition Improvement Process*
 - Target Connection Diagram*
 - Part A: Current Practices*
 - Part B: Disconnections*
- Tape to post chart pages on the walls
- Chart paper and stand
- Markers (1 set)
- Overhead projector and screen
- Transparencies 23–36
- Participant's Guide* pages:
 - Page 10, *Step 2 Instructions*
 - Page 11, *Step 2 Instructions (Instructions for Conducting a Focus Group)*
 - Page 13, *Assessment Worksheet Columns*
 - Page 15, *Selecting Information Gathering Methods*
 - Page 16, *Designing a Questionnaire: Key Points to Remember*
 - Page 30, *Transition Assessment Worksheet (Case Study's Step 2)*
 - Tab 4, *References & Resources*
- Handouts:
 - Handout 3, *Transition Assessment Worksheet (Blank)*
 - Handout 4, *Menu of Super Transition Strategies and Terrific Tips*

Training at a Glance

What & How	Materials	Time
<p>Lecture and Discussion Introduction</p> <p>Objectives Present <i>Step 2</i> and the objectives.</p> <p>Instruction Sheets Introduce the <i>Step 2 Instructions</i> sheet. Ask participants to briefly read through it to get an idea of how to complete <i>Step 2</i>.</p> <p>Purpose of Needs Assessment Ask participants if they have ever been a part of a needs assessment and what its goal was. Point out the commonalities of all needs assessment and the specific goal of a transition needs assessment.</p> <p>Needs Assessment Participants Explain that <i>Step 2</i> first requires the input of the team, then others outside the team.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Transition Improvement Process</i> ● Transparencies 23–25 ● <i>Participant's Guide</i> Page 10, <i>Step 2 Instructions</i> 	5 minutes
<p>Lecture and Discussion Transition Assessment Worksheet</p> <p>Refer participants to the blank <i>Transition Assessment Worksheet</i> in the <i>Participant's Guide</i>. Explain its use.</p> <p>3 Parts Overview the three parts of the blank worksheet.</p> <p>Part A: Current Practices Ask participants to view the <i>Transition Assessment Worksheet</i> completed by the hypothetical case-study team as you briefly explain the type of information that goes in each column of Part A of the worksheet.</p>	<ul style="list-style-type: none"> ● Transparencies 26–29 ● Handout 3, <i>Transition Assessment Worksheet (Blank)</i> ● <i>Participant's Guide</i> (Tab 2), page 30, <i>Transition Assessment Worksheet (Case Study's Step 2)</i> ● Handout 4, <i>Menu of Super Transition Strategies and Terrific Tips</i> 	15 minutes

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What & How	Materials	Time
<p>Lecture and Discussion Transition Assessment Worksheet (Continued)</p> <p>Ask participants questions about the sample, which are embedded in the script, as each column is presented. Explain the concept of <i>target connections</i>, and show a transparency with the diagram/graphic when the target connections column is covered.</p> <p>Part B: Disconnections</p> <p>Explain the types of information that go into the Part B columns by asking participants scripted questions about the case-study’s Part B. Introduce the <i>Menu of Super Transition Strategies and Terrific Tips</i> as a tool for completing the second column of Part B (i.e., Suggestions). Help participants navigate through the Menu’s organization by asking them to find one specific entry.</p>		
<p>Activity 7 Transition Assessment Worksheet—Parts A and B</p> <p>Teams begin completing Part A and B of the <i>Transition Assessment Worksheet</i>. To get an idea of where the group’s practices are clustering, chart several teams’ practices on the prepared <i>Target Connections Diagram</i> by the targets they connect. (For example, it is expected that most practices connect schools with children and families, with few connections between schools and community.) Then ask two different teams to share their worksheet data on Parts A and B. Conclude by discussing the types of challenges teams might encounter as they work together on the assessment and how to overcome them.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Target Connections Diagram</i> ● Prepared chart page, <i>Part A: Current Practices</i> ● Prepared chart page, <i>Part B: Disconnections</i> ● Handout 3, <i>Transition Assessment Worksheet (Blank)</i> ● Transparency 30 ● <i>Participant’s Guide</i> Page 30, <i>Transition Assessment Worksheet (Case Study’s Step 2)</i> ● <i>Participant’s Guide</i> Page 13, <i>Assessment Worksheet Columns</i> ● Tape to hang chart pages 	<p>60 minutes</p>

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Continued from page 57

What & How	Materials	Time
<p>Lecture and Discussion Transition Assessment Worksheet</p> <p>Part C: Gathering Additional Information Explain that Part C consists of planning who to involve in further needs assessment and how.</p> <p>Input Group Explain what input groups are and what to consider when selecting candidates. Emphasize each member’s unique perspective. Refer participants to Part C of the <i>Transition Assessment Worksheet (Case Study’s Step 2)</i> and ask them why they think the Input Groups listed in Part C were chosen.</p> <p>Information Gathering Methods Differentiate between the four most common types of information gathering methods. Point out that there are others, but these are the most common. Refer to the <i>Participant’s Guide</i> for guidelines on using the different methods and for tips on designing a questionnaire. Once participants understand the usage of the different information gathering methods, refer again to Part C of the <i>Transition Assessment Worksheet (Case Study’s Step 2)</i> and ask them why they think the case-study team chose the methods listed. Point out the <i>Additional Resources</i> in Tab 4 of the <i>Participant’s Guide</i> if participants want to pursue further information on the subject of needs assessment.</p> <p>Focus Groups Transition to a more in-depth section on focus groups.</p>	<ul style="list-style-type: none"> ● Transparencies 31–33 ● <i>Participant’s Guide</i> Page 30, <i>Transition Assessment Worksheet (Case Study’s Step 2)</i> ● <i>Participant’s Guide</i> Page 15, <i>Selecting Information Gathering Methods</i> ● <i>Participant’s Guide</i> Page 16, <i>Designing a Questionnaire: Key Points to Remember</i> ● <i>Participant’s Guide</i> (Tab 4), <i>Additional Resources</i> 	<p>15 minutes</p>

Continued on page 59

Continued from page 58

What & How	Materials	Time
<p>Lecture and Discussion Focus Groups</p> <p>Ask participants about their previous experiences with focus groups. Refer participants to the section of the <i>Step 2 Instructions</i> that lists instructions for conducting focus groups.</p> <p>General Questions</p> <p>Give general questions that could be included in almost any focus group pertaining to children’s transitions.</p> <p>Specific Questions</p> <p>Present considerations for identifying what to ask in a focus group, given a particular group’s issues and characteristics. These questions will not necessarily be generalizable to any focus group.</p> <p>Team Time: Identifying Specific Questions</p> <p>Refer participants back to their <i>Transition Assessment Worksheets</i> they completed earlier. Direct them to the “Additional Information” columns in Part A and B. Ask them to work with their teams for a few moments to come up with a few specific questions for the focus group, where in-depth probing might be useful. They can use the space available on the last page of the <i>Transition Assessment Worksheet (Blank)</i> to record their questions.</p> <p>Getting the Most Out of the Focus Group</p> <p>Emphasize that systematic planning of focus group questions will help participants get the most out of a focus group.</p>	<ul style="list-style-type: none"> ● Transparencies 34–35 ● <i>Participant’s Guide</i> Page 11, <i>Step 2 Instructions</i> (Instructions for Conducting a Focus Group) 	<p>20 minutes</p>

Continued on page 60

Continued from page 59

What & How	Materials	Time
<p>Closing Instruction Sheets</p> <p>Teams identify what still needs to be done to complete and formalize this step by checking off what was completed in class on the <i>Step 2 Instructions</i> sheet.</p> <p>Review</p> <p>Review the objectives. Explain the upcoming working session.</p> <p>Next Steps</p> <p>Go over what participants will work on in each of the working sessions coming up next.</p>	<ul style="list-style-type: none"> ● <i>Participant's Guide</i> Page 10, <i>Step 2 Instructions</i> ● Transparency 36 	<p>5 minutes</p>
<p>Total: 2 Hours</p>		



Lecture and Discussion

Introduction

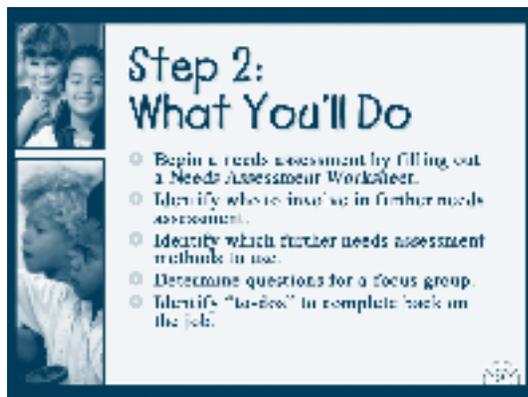
Refer to the prepared chart page, *Transition Improvement Process*. (This should still be hanging.)

Explain that we will now begin the second step in the process, *Step 2: Assess the Situation*.

- Determine a set of questions to ask a focus group.
- List what still needs to be done on the job to assess your transition situation.

Objectives

Display Transparency 23,
Step 2: What You'll Do.



Script

In this session, we will cover *Step 2: Assess the Situation*. You will

- Begin a needs assessment of your transition system by filling out a *Transition Assessment Worksheet* with your team in class.
- Identify whom to involve in further needs assessment.
- Identify which further needs assessment methods to use.

Instruction Sheets

Refer to *Participant's Guide*, page 10, *Step 2 Instructions*.

Script

- Your *Participant's Guide* contains a set of guidelines for completing *Step 2*.
- Briefly skim these instructions now to get an idea of how to “assess your situation.”
- We'll be using these instructions during this session of training.

Purpose of Needs Assessment

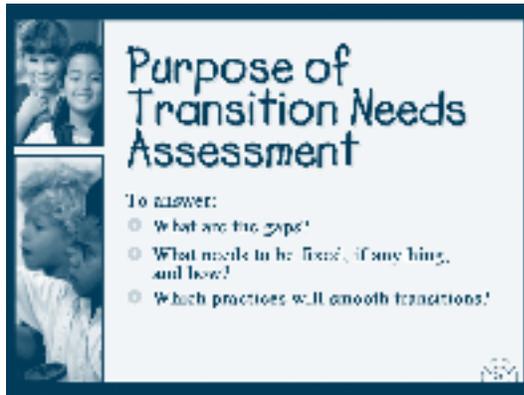
Script

Ask: Has anyone ever been a part of a needs assessment (related or unrelated to transitions)? What was its goal?

Suggested Responses:

- Yes. We tried to determine what the causes of problems were and how to fix them.
- Yes. We tried to determine the gaps and the best methods for filling those gaps.

Display Transparency 24, *Purpose of Transition Needs Assessment.*



Script

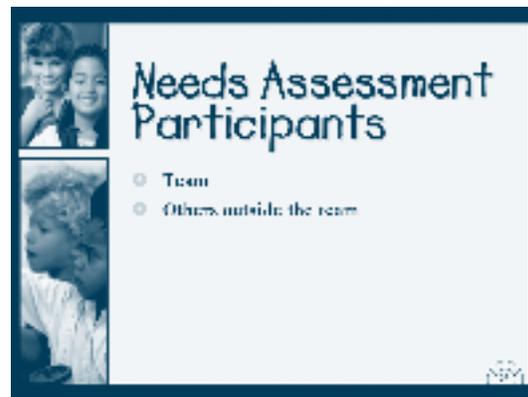
As you are pointing out, many needs assessments try to identify some type of gap, something that needs to be fixed, and how to fix it.

In the case of transition, the purpose of the needs assessment is to better understand the gaps in your current transition system and focus your team's planning work.

Ultimately, your goal is to figure out which practices to implement in order to create smooth transitions.

Needs Assessment Participants

Display Transparency 25, *Needs Assessment Participants.*



Script

- Assessing your transition situation first requires the input of the team, then others outside the team.
- The team begins with a series of discussions aimed at focusing the assessment. We will begin these discussions today.
- Then, the team seeks the input of others to ensure all representative voices are heard and the most effective transition practices are chosen.

15 Minutes

Lecture and Discussion

Transition Assessment Worksheet

Distribute Handout 3, *Transition Assessment Worksheet (Blank)*.

Script

- This worksheet is a tool to help your transition team get started with needs assessment and to document your discussions.
- It will probably take you several meetings to complete the worksheet.
- The case study team we introduced in *Step 1* completed this particular worksheet. Team members discussed their needs as a team before seeking any other input outside their team. We'll see their results momentarily.

3 Parts

Display Transparency 26, *3 Parts*.



Script

Look at your blank worksheet now. The worksheet is divided into three parts:

- Part A looks at your current transition practices—what's working, what's not—and suggestions for improvement. An important part of this worksheet is the last column, "Additional Information." This will help you later as you think about further information gathering outside the team.
- Part B looks at target connections with inadequate practices in place. Here, you will make suggestions for new practices. Notice the last column on this worksheet is "Additional Information." Again, this will be important later as you think about further information gathering outside the team.
- Part C helps you begin thinking about further information gathering: who to involve and how to collect the information.

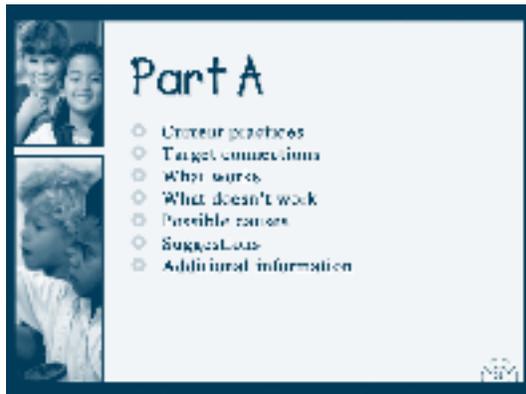
Part A: Current Practices

Refer to *Participant's Guide* (Tab 2), page 30, *Transition Assessment Worksheet (Case Study's Step 2)*.

Script

- Turn now to your case study. To complete *Step 2*, the case-study team completed this *Assessment Worksheet*.
- Viewing the case-study team's worksheet might help you understand the type of information that goes in each column of the worksheet.
- Let's begin with Part A.
- Each column has a heading that describes the type of information to record. Beneath each heading is subtext that also explains what type of information the worksheet calls for. So, if you get stuck and aren't sure what to write in each column, the subtext should help.

Display Transparency 27, Part A.



Note: This presentation of columns should go very quickly. Briefly introduce the types of information that go into each and, as scripted, point out the information in the case study as an example. Do not read the script below verbatim.

As you present each column, ask participants the questions embedded in the script below. These questions will help participants “digest” the case study and understand how all the information fits together.

Script

Current Practices

- Begin the worksheet by listing all of your current practices down this column.
- In the sample, the program listed four different practices: open house, kindergarten round up, letter, and orientation.

Target Connections

- For each practice, think about who is being targeted and record. We talked about target connections in the *Overview* section.

Ask: Who can recall the different types of target connections?

Suggested Responses: Child to child, child to school, families to school, school to school, community to school.

Display Transparency 28, *Target Connections.*



Script

- The transparency shows the target connections you just mentioned.
- In looking at the case-study example, this program primarily targeted children and families, with only one other connection, school to community, being represented for kindergarten round up. None of its current practices connect the school to other schools or children to other children.

What Works

- Now let's go over the "What Works" column. Here, teams discuss what is most effective about each practice. This is important so that you maintain these positive aspects of each practice.

Ask: What are some of the comments recorded down the case study's "What Works" column?

Possible Responses: Open house parents can come and go as they wish; round up nets about 75% of incoming kindergartners.

What Doesn't Work

- This column looks for a brief description of where the practice breaks down for children, families, schools, or whichever group the practice is aimed toward.
- Although it may be tempting here to record the "cause" of what's not working, save that for the next column. Here, it is important to clarify the effects on the groups being targeted. This will help identify real causes and make suggestions based on the real causes. Also, after you've improved the practices, you will know where to look for positive change.

Ask: Look at some of the comments recorded down the case-study team's "What Doesn't Work" column. How do team members' statements emphasize the people involved?

Suggested Responses: Talks about parents, teachers, and children.

Possible Causes

- Think about what might be causing the breakdowns by asking yourself: Why isn't this practice effective? What is the current effect of what they are doing?
- Sometimes it is also interesting to think about the reasons behind a cause—or the true source of a problem. These are sometimes called "root causes" and should be recorded as well.

- In the sample, one root cause listed regards kindergarten orientation (last row). The cause of the problems listed is that the orientation is held one or two nights before school starts. The reason for that may be that teachers are too busy preparing classrooms.
- Some people get confused about what goes in the "Possible Causes" column versus what goes in the "What Doesn't Work" column. Take a few moments and read down this program's "Possible Causes" column.

Ask: How are these different in your mind? What might help you to keep them straight?

Suggested Response: "What Doesn't Work" is an effect on children, parents, teachers, or other transition partners, whereas "Possible Causes" is the *reason* for the effect and the target of the suggested solutions for resolving the breakdowns.

Suggestions

- This column asks for suggestions for improving the practice.
- Here you are trying to address the causes and eliminate the breakdowns.

Ask: Look at the suggestions for improving open house programs. Could these suggestions help your own open house programs? How?

Ask: Read through the other suggestions. Have you incorporated any of these suggestions into your own transition practices? Which ones?

Additional Information

- This is an important column because it will help you later to decide on further needs assessment activities.
- Here ask yourself: What might help confirm the information we've discussed as a team? Who else would I like to talk with? What else would I like to know?

- In the sample, there are additional questions for families, administration, and teachers. Take a moment to read through their needs for more information.

Ask: What are one or two other questions they might want to ask of teachers and parents? Remember, you're trying to figure out what's wrong and how to improve it.

Suggested Responses:

- Parents—What other forms of communication might be helpful to keep them informed?
- Teachers—What are other barriers to making personal contact with parents? How can we overcome the barriers?

Ask: Are there any questions or comments about Part A?

Part B: Disconnections

Again, this presentation of columns should go very quickly. Briefly introduce the types of information that go into each, using the case study as an example.

Display Transparency 29, Part B.



Ask participants to turn the page to Part B of the *Assessment Worksheet*.

Script

- Where Part A focuses on practices that are currently being used, Part B focuses on those that either do not exist or are weak.
- Take a moment to look over the sample Part B.

Ask: Look down the first column. Why are those three entries listed?

Suggested Responses:

- In Part A of the sample, most of the practices targeted families and children. While these are important, the program of transition activities should be more comprehensive.
- What's missing then? In the sample, school-to-school and child-to-child connections are completely missing. The school-to-community connection is weak with only one practice targeting it. That's why these three "disconnections" are listed down the first column of Part B.

Distribute Handout 4, *Menu of Super Transition Strategies and Terrific Tips*.

Script

- The next column on the worksheet is the "Suggestions" column. This column focuses on new ideas and strategies for strengthening these missing and weak connections.
- Sometimes it's difficult to come up with ideas for new practices. The handout just distributed, *Menu of Super Transition Strategies and Terrific Tips*, is full of ideas for new transition practices.
- The *Menu* is organized by target connection. That is, it has a section on strategies to help connect children to children, schools to children, schools to families, schools to schools, and schools to the community.

- The suggestions listed in the second column of Part B have all come from the *Menu of Super Transition Strategies and Terrific Tips*. Let's find one of them now.

Refer to the last row's suggestion, "Buddy Program," which is intended to help strengthen the child-to-child connection.

Ask: Can you find the idea of Buddy Program within the *Menu*?

Help the class navigate through the *Menu of Super Transition Strategies and Terrific Tips* to find this idea in the children-to-children section. *Note:* It is one of the activities scheduled for March.

Explain the "Additional Information" column.

Script

- This column asks for the same information as it does in Part A: What more do you need to know and from whom do you need to gather this information in order to plan a new program of transitions?
- Take a moment to read the "Additional Information" column in Part B.

Summarize the lecture so far.

Script

- So far we've talked about Part A and Part B of the *Transition Assessment Worksheet*.

Ask: Do you see how these are tied together? You complete Part A to document your current practices, and then record what's missing in Part B.

Ask: Are there any questions or comments about this worksheet so far?

Transition to the activity.

Script

- Your working session will continue now by beginning this *Transition Assessment Worksheet* with your teams here in class.
- We'll start with Parts A and B. We'll cover Part C in a little while.

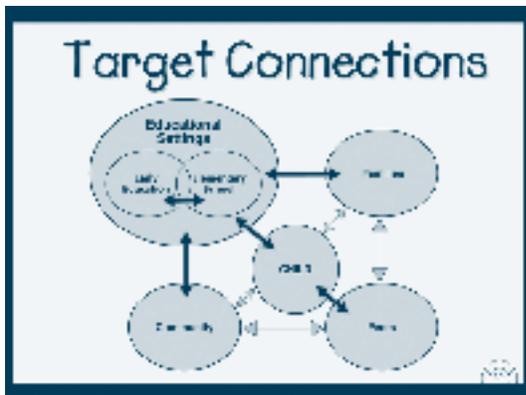
60 Minutes

Activity 7

Transition Assessment Worksheet: Parts A and B

Materials

- Prepared chart page, *Target Connection Diagram*
- Prepared chart page, *Part A: Current Practices*
- Prepared chart page, *Part B: Disconnections*
- Handout 3, *Transition Assessment Worksheet (Blank)*
- Transparency 30, *Target Connection Diagram*
- *Participant's Guide* page 30, *Transition Assessment Worksheet (Case Study's Step 2)*
- *Participant's Guide* page 13, *Assessment Worksheet Columns*



Preparation

- Prepare a chart page labeled *Target Connections Diagram*. Diagram the target connections model as given in the training *Overview*, except do not include any connecting lines.

- Prepare two chart pages to capture teams' work labeled *Part A: Current Practices* and *Part B: Disconnections*.

Divide Part A into the following columns by recording the column titles at an upward angle (rather than horizontally) in order to fit them on the page. Option: For more space, tape together two chart pages labeled *Part A: Current Practices*, and record the following columns across the two pages:

- Current Practice
- Target Connection
- What Works
- What Doesn't Work
- Possible Causes
- Suggestions
- Additional Information

Divide Part B into the following columns:

- Disconnections
- Suggestions
- Additional Information

Purpose

To begin work on the *Transition Assessment Worksheet*.

Directions

1. Tell participants that they'll now be completing the blank Handout 3,

Transition Assessment Worksheet (Blank) that was distributed earlier.

2. To help them fill out the worksheet, they can use either the case study's *Transition Assessment Worksheet on Participant's Guide* page 30 as a model or the guidelines for completing each column on *Participant's Guide* page 13, *Assessment Worksheet Columns*, whichever helps them more.

Part A

3. Ask teams to work in their small groups and list all of their current practices down the first column of Part A, then complete as much of the worksheet as possible in 15 minutes. They should work across each row rather than down the remaining columns.
4. Float amongst the teams to clarify instructions and provide guidance.
5. To debrief, tell participants that before sharing too much of their assessment worksheets, you'd like to first conduct an interesting exercise. You'd like to get an idea of where practices tend to cluster (i.e., which connections are supported more than others). Sharing these practices will allow participants to hear what other programs are doing, and the lines will provide a visual picture of how these practices connect the different partners. Take no more than 10 minutes for this part of the activity.
 - Ask several teams to present their lists of practices down the first column of Part A.
 - As each team presents its practices, ask team members to characterize the strength of each practice as either strong (i.e., effectively connects the involved partners) or weak (i.e., does not effectively connect the involved partners).
 - Represent the strength of each practice on the prepared chart, *Target Connections Diagram*, by drawing either a solid line or a dotted line between the target partners. Use the solid line to designate effective/strong practices and the dotted line

to show ineffective/weak practices. For example, if the practice tries to connect schools with schools and the practice has been effective, then a solid line should be drawn between the two school icons. You could potentially end up with several lines drawn between each type of connection.

- Point out to the class how practices (as represented by the lines) are either clustered around certain connections or disbursed evenly across all connections. Also point out which connections have the strongest practices versus which have the weakest practices and comment. This might suggest, in general, where most programs need to concentrate their efforts.
6. Ask one team to present what it has recorded for one practice across Part A of the *Transition Assessment Worksheet*. Record the team's responses on the prepared chart page, *Part A: Current Practices*. Allow 8 minutes to gather this input.

Option: If time permits, ask two teams to share their work and record. Note the similarities and differences between the two teams' answers. For example, point out where the target connections are the same or different and who connects with more partners, note the variety of strategies used, discuss how one team experiences breakdowns where the other does not, and review the different causes and suggestions for improvement that each team may be able to borrow from each other.

Part B

7. Display the diagram on **Transparency 30, Target Connections**. Refer participants to the diagram as this might help them complete Part B.
8. Ask participants to now complete Part B. Allow 15 minutes.
9. Float amongst the teams to clarify instructions and provide guidance.
10. Ask a different team to give its findings for Part B. Record on the prepared chart page, *Part B: Disconnections*. Allow 8 minutes to gather this input.

Option: Ask two different teams to share their work on Part B. Note the similarities and differences between the two worksheets. For example, point out where the disconnections are the same or different, discuss possible reasons why there are differences in disconnections, and review the different suggestions for improvement and additional information so that teams can borrow from each other.

11. Conclude that everyone's situation will be different, so everyone's needs assessment results will differ.
12. Thank participants for sharing their work.
13. Discuss the potential for teamwork challenges.

Script

Ask the large group: Were there any differences in opinion as you discussed what's not working, why it's not working, and what to do about it? How did you resolve your differences?

Suggested Responses: Yes, we had disagreements, but we

- Represented all opinions on the worksheet, even if the entire team did not agree.
- Showed respect for each person's opinion by encouraging each person to voice a viewpoint and by listening (rather than interrupting) as he or she spoke.
- Paid special attention to what the parents, teachers, and early childhood education representatives had to say because they are closest to the children.

14. Transition to the next part of the worksheet.

Script

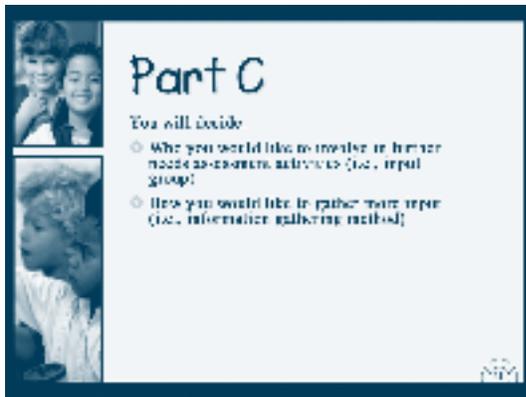
- We've covered Parts A and B of the *Assessment Worksheet*.
- Now let's talk about Part C, using the case study as an example.

15 Minutes

Lecture and Discussion Transition Assessment Worksheet

Part C: Gathering Additional Information

Display Transparency 31, *Part C*.



Refer to Part C of the *Transition Assessment Worksheet (Case Study's Step 2)* on *Participant's Guide* page 32.

Script

Part C asks the team to think through further information gathering activities. In Part C, you will identify

- Who you would like to involve in further needs assessment activities (i.e., input group).
- How you would like to gather more input (i.e., information gathering method).

Input Group

Display Transparency 32, *Input Group*.



Refer to the Part C heading, "Input Group."

Script

An input group is the group of people from whom you will collect additional information. You may bring them all together and ask them questions, as in a focus group. Or, you may ask questions in an interview or a mailed questionnaire.

When identifying the input group, consider candidates who can

- Give the team the additional information listed in Parts A and B of the *Assessment Worksheet*.
- Provide input on what children, families, and other transition partners experience during transition.
- Help the team understand why current practices might be breaking down.
- Offer suggestions for improvement.

- Help strengthen a currently weak connection.
- Best represent the population of children and families served by your program. (Note to the trainer: Today, many programs serve very diverse populations of children and families. In many instances, English often is not spoken or understood in the homes of these families. It will be important for team members to think about how they can reach out to these “hard-to-reach families.”)

Refer to the list of potential input group participants in the first column of the sample Part C. This is on *Participant’s Guide*, page 32. Emphasize that everyone on that list has unique input.

Script

- This list of input group participants is the same list as potential transition team members.
- Each person on the list, including janitors, cafeteria workers, and the like, will be able to provide unique insight into how children transition because each is able to talk with and/or observe children from a different vantage point.
- For example, the safety patrol may see and hear things that children do and say which the school principal may not. The safety patrol may be able to give important clues to how well transition practices are working or offer valid ideas for improvements.
- Now, take a minute to read through the case study’s *Transition Assessment Worksheet*’s Part C. See who was chosen for the input group.

Allow participants a minute to read through the sample *Transition Assessment Worksheet (Case Study)*, Part C, “Input Group.” This is on *Participant’s Guide*, page 32. Ask the following question to help participants connect Part C with Parts A and B and digest the information.

Script

Ask: Why do you think the input groups listed in Part C were chosen in this case study? How will the specific group members be able to make the contributions listed on the transparency?

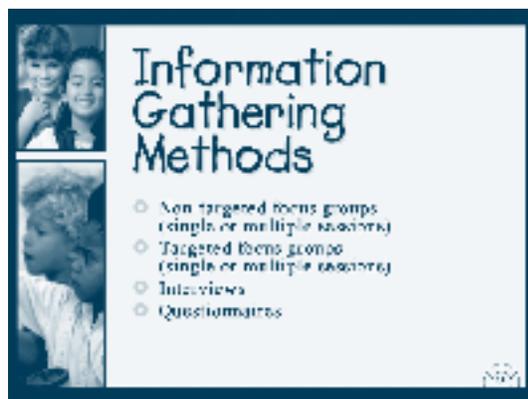
Suggested Responses: They listed these particular groups because they already stated that they need additional information from these parties in Parts A and B of the worksheet.

- They need information from the feeder programs to find out more about new practices they’re thinking of putting into place (to connect the “disconnections”).
- They need information from the kindergarten teachers, administrators, and families to ask about improving current practices.
- They need information from the community to find out about strengthening the school-community connection.
- They need to find out about the new strategies they’re considering to strengthen the child-child connections.

Emphasize that to complete Part C, participants must take all of the completed information in A and B into account as a whole.

Information Gathering Methods

Display Transparency 33, *Information Gathering Methods.*



Refer to the next page of the sample Part C under the heading, “Methods of Information Gathering.” This is on *Participant’s Guide* page 33.

Script

- When conducting a needs assessment, teams often rely on four types of information gathering methods: non-targeted focus groups, targeted focus groups, individual interviews, and questionnaires.
- However, these are not the only methods for gathering information. Certain situations warrant other methods, such as document review. But, for now, we will talk about the most common four.

Refer participants to *Participant’s Guide*, page 15, *Selecting Information Gathering Methods*. *Note:* When overviewing the four different information-gathering methods next, be sure to present when each is typically used.

Script

- This page contains detailed information on the use of each method. It is organized by method, common usage, advantages, and disadvantages.

- You can look through it as I quickly overview it.
- Non-targeted focus groups (single or multiple sessions)—These involve gathering a group of 8 to 12 people and focusing questions on one or more topics. These are best used when you want to gather in-depth information about one or two topics. You can think of it as a group interview.

Non-targeted simply means that the representation in the group is mixed, such as parents mixed with administrators and teachers, or community representatives and administrators.

You can either assemble one group in a “single” session or assemble several different groups over a series of “multiple” sessions.

- Targeted focus groups (single or multiple sessions)—The only difference here is that *targeted* means the representation in the group is the same, such as all kindergarten teachers or all pre-K parents or all parents (including pre-K and kindergarten). These are also best used when personal contact with a group is desired.
- Interviews—These are like focus groups, but usually only one person is interviewed at a time. In some cases, a small group consisting of two or three people at a time can also be interviewed. Interviews allow personal contact either face-to-face or over the phone.
- Questionnaires—These are written questions which you send out to respondents and ask them to fill out and send back. Usually questionnaires contain multiple-choice questions that are easy to tally, but they can contain open-ended questions if needed (these results, however, are much more difficult to summarize). Questionnaires are often used for very large groups when personal contact is not a priority.

Refer to *Participant's Guide* page 16, *Designing a Questionnaire: Key Points to Remember* for helpful tips on questionnaire construction.

Refer again to the case study's Part C heading, "Methods of Information Gathering," on the *Transition Assessment Worksheet (Case Study's Step 2)*. This is on *Participant's Guide*, page 33. Asking the following question will help participants process the usage of each information gathering method.

Script

Ask: Why do you think the methods listed in Part C were chosen, according to the usage, advantages, and disadvantages of each method?

Suggested Responses:

- Interviews were chosen for the pre-K directors because there are only three of them—too small a group for a focus group or a questionnaire.
- A single non-targeted focus group was chosen for representatives from sending and receiving programs. This will help see a range of perspectives and allow them to probe the various topics they plan to discuss.
- A single targeted focus group was chosen for kindergarten parent representatives because it is a large group and the session can focus solely on the views and needs of this group of parents.
- Interviews are appropriate for school administrators because it is a small group that will benefit from personal contact about important issues, such as implementation challenges.

Emphasize that teams must have their full teams in place and complete all of Parts A and B in order to make informed decisions on Part C.

Script

- On the last few pages of *Participant's Guide* (Tab 4), you will find *Additional Resources*.
- This contains more detailed information on needs assessment. Consult these resources as needed on the job.

Focus Groups

Transition to a more in-depth look at focus groups.

Script

- You've seen how the case-study team completed Parts A, B, and C of its *Transition Assessment Worksheet*. We've also talked a little about the different information gathering methods.
- Now let's focus on one of the methods used by the case-study team that you may also want to use to gather in-depth, qualitative information about transitions: focus groups.

20 Minutes

Lecture and Discussion

Focus Groups

Ask a few volunteers about their experiences with focus groups.

Script

- What is a focus-group experience you've had, either as a participant or a facilitator?
- What was effective or ineffective about the event?
- What did you learn through your experience that might be helpful for conducting a focus group on transitions?

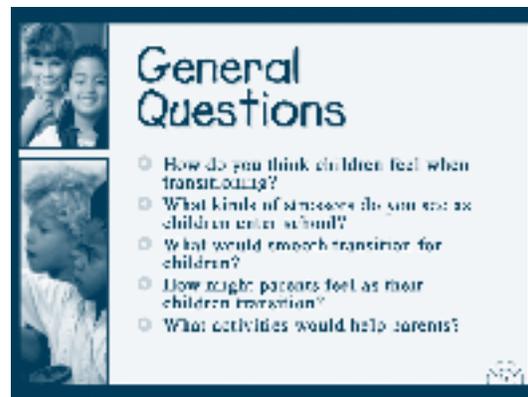
Refer to *Participant's Guide*, page 11, *Instructions for Conducting a Focus Group*.

Script

- The *Step 2 Instructions* page gives instructions for what to do to conduct a focus group.
- Most of these steps have to do with preparing for and running the meeting, but the “meat” of the focus group is in the questions you ask.
- Let's talk about what types of questions might be appropriate when focusing on transitions: some can be general questions, while others should be more specific to transition practices and the issues surrounding your particular transition system.

General Questions

Display Transparency 34, *General Questions*.



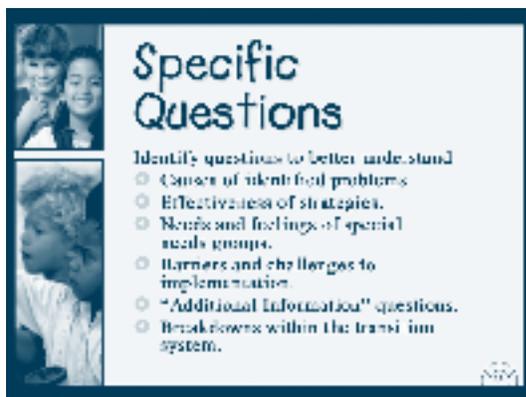
Script

The questions on the transparency could be included in almost any focus group pertaining to children's transitions, regardless of the particular issues or characteristics of the audience:

- How do you think children feel when they move from an early childhood education program into kindergarten or from home into kindergarten?
- What kinds of stressors do you observe among children as they enter school? What do you think creates that stress?
- What do you think would help create a smoother transition for children? What types of activities/strategies would be most helpful?
- How you think parents feel as their children move into kindergarten?
- What types of activities/strategies would be most helpful to parents?

Specific Questions

Display Transparency 35, *Specific Questions*



Script

- In addition to the general questions regarding children's and families' transitions into kindergarten, you should probe for more specific information regarding your current transition practices (e.g., problems and their causes, specific strategies, needs and feelings of special needs groups, implementation issues, other specific issues).
- Remember, the ultimate goal here is to figure out which practices to implement in order to smooth transitions.

Team Time: Identifying Specific Questions

Refer participants back to their (once blank) *Transition Assessment Worksheets* they began completing earlier. Direct them to the "Additional Information" columns in Parts A and B.

Script

- Look back at the *Transition Assessment Worksheets* you completed earlier. Look again at your "Additional Information" columns in Parts A and B.
- A focus group might be an appropriate way to gather some of this information where in-depth, qualitative probing is needed.
- Work with your teams for about 3 minutes to come up with at least two or three *specific* questions for the focus group. Consider the information you still need and where in-depth probing and personal contact might be useful.
- Use the space available on the last page of the *Transition Assessment Worksheet (Blank)* to record your questions.

Facilitate by asking the class to consider each prompt on **Transparency 35, *Specific Questions***.

Script

As shown on the transparency, identify questions that might help you better understand

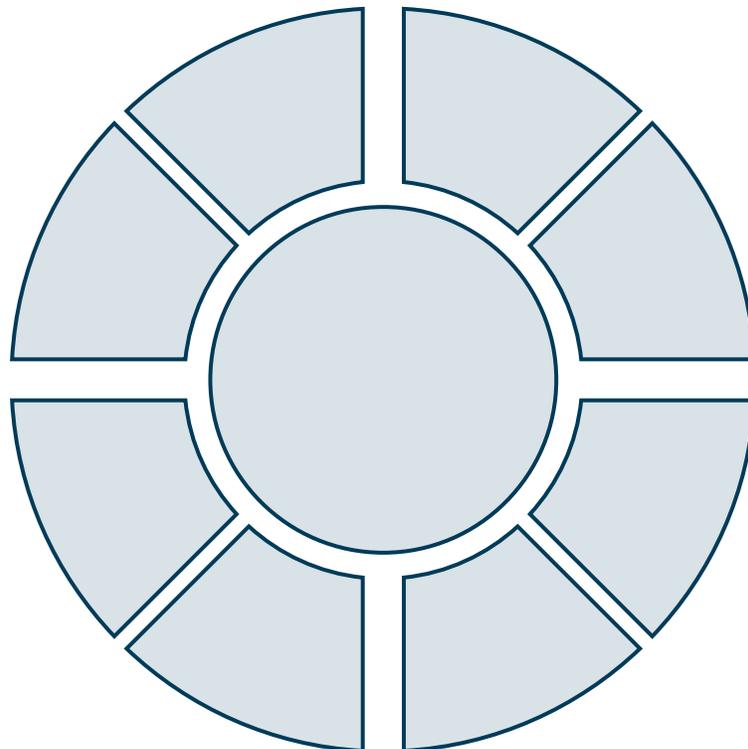
- The "Additional Information" lists in Parts A and B.
- Specific problems within the transition system and their causes.
- How specific strategies work now or would work if implemented.
- Needs and feelings of specific target groups.
- Specific implementation issues/barriers/challenges.

Ask one or two volunteer teams to share their questions. Record responses on a blank chart page.

Getting the Most Out of the Focus Group

Script

- These specific questions, along with the general questions we just talked about, become the set of questions this team can discuss at its focus group.
- Thinking through your questions systematically in this way will help you get the most out of a focus group. The focus group will help you understand the transition system and the experiences of everyone involved. Ultimately, this information will help you select transition strategies that will best address a program's needs.
- We've talked about the different ways to go about assessing your transition situation. Now let's close and identify which "to-dos" you still have left to complete on the job.





Closing

Instruction Sheets

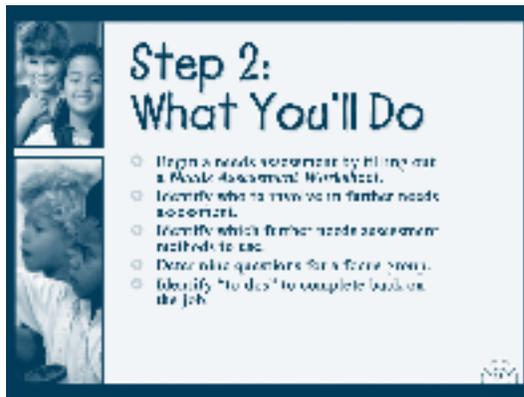
Refer to *Participant's Guide*, page 10, *Step 2 Instructions*.

Script

- Work together in your individual teams to determine what you still have left to do of *Step 2* once you return to the job.
- Look at the *Step 2 Instructions* on page 10 of the *Participant's Guide*.
- Check off which of the guidelines you have completed in class.
- Those that are not checked should be completed or formalized back on the job.

Review

Display Transparency 36, *Step 2: What You'll Do*.



Refer to the transparency as you recap *Step 2*.

Script

- In *Step 2: Assess the Situation*, you began assessing your needs—what's

working, what's not working, and what's missing in your current transition system.

- You thought through some further needs assessment activities you might want to use later on, and you created some questions you might want to ask in a focus group.

Next Steps

Script

Ask: How might needs assessment help you begin your *Transition Plan* in *Step 3*?

Suggested Responses:

- Needs assessment points the team in a direction.
- These findings show they should work on connecting pre-K and kindergarten programs.
- The team will now have a better idea which practices might help the different groups.
- In *Step 3: Plan the Work*, you'll take everything you learned through your needs assessment and begin to plan a new transition system.
- Like the assessment, you will approach the *Transition Plan* systematically, thinking through every aspect before moving on.

Ask: Before moving on, do you have any questions or comments, hopes, or concerns about the process so far?

Step 3

Plan the Work




2 Hours

Session Checklist

Preparation	Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Prepare a horizontally oriented chart page to capture one team’s <i>Transition Plan</i> work that contains the columns below. Provide enough space in each column according to the type of information to be recorded there (i.e., the smallest column should be “Indicator Number”; the largest column should be “Action Plan”). <input type="checkbox"/> Indicator Number <input type="checkbox"/> Transition Strategy <input type="checkbox"/> Action Plan <input type="checkbox"/> Evaluation Method 	<ul style="list-style-type: none"> <input type="checkbox"/> Prepared chart pages <ul style="list-style-type: none"> <input type="checkbox"/> <i>Transition Improvement Process</i> <input type="checkbox"/> <i>Transition Plan</i> <input type="checkbox"/> Masking tape to post chart pages to the walls <input type="checkbox"/> Chart paper and stand <input type="checkbox"/> Markers (1 set) <input type="checkbox"/> Overhead projector and screen <input type="checkbox"/> Transparencies 37–55 <input type="checkbox"/> <i>Participant’s Guide</i>: <ul style="list-style-type: none"> <input type="checkbox"/> Page 17, <i>Step 3 Instructions</i> <input type="checkbox"/> Page 19, <i>Transition Plan Columns</i> <input type="checkbox"/> Page 30, <i>Transition Assessment Worksheet (Case Study’s Step 2)</i> <input type="checkbox"/> Page 34, <i>Further Needs Assessment Findings (Case Study’s Step 2)</i> <input type="checkbox"/> Page 37, <i>Transition Plan (Case Study’s Step 3)</i> <input type="checkbox"/> Handouts: <ul style="list-style-type: none"> <input type="checkbox"/> Handout 3, <i>Transition Assessment Worksheet (Blank) (From Step 2)</i> <input type="checkbox"/> Handout 4, <i>Menu of Super Transition Strategies and Terrific Tips</i> <input type="checkbox"/> Handout 5, <i>Transition Plan (Blank)</i>

Training at a Glance

What & How	Materials	Time
<p>Lecture Introduction</p> <p>Transition Plan (Blank) Introduce the <i>Transition Plan</i> as the working document for this session.</p> <p>Objectives Present <i>Step 3</i> objectives.</p> <p>Instruction Sheets Ask participants to look through the guidelines for <i>Step 3</i> to get an even better idea of what they will be doing in this session.</p> <p>Funnel Effect Explain how the transition planning process, which involves analyzing needs and identifying goals, indicators, strategies, and individual responsibilities, is like a funnel in that you work from broad to narrow, less concrete to more concrete.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Transition Improvement Process</i> ● Transparencies 37–38 ● Handout 5, <i>Transition Plan (Blank)</i> ● <i>Participant's Guide</i>, page 17, <i>Step 3 Instructions</i> 	5 minutes
<p>Lecture and Discussion Goals and Indicators</p> <p>From Needs Assessment to Goals Explain that the needs identified through needs assessment will determine the goals you set. Present a set of considerations for analyzing the needs assessment data in order to focus goals.</p>	<ul style="list-style-type: none"> ● Transparencies 39–47 ● <i>Participant's Guide</i>, page 30, <i>Transition Assessment Worksheet (Case Study's Step 2)</i> ● <i>Participant's Guide</i>, page 34, <i>Further Needs Assessment Findings (Case Study's Step 2)</i> ● <i>Participant's Guide</i>, page 37, <i>Transition Plan (Case Study's Step 3)</i> 	

Continued on page 81

Continued from page 80

What & How	Materials	Time
<p>Lecture and Discussion Goals and Indicators (Continued)</p> <p>Case-Study Team’s Needs Assessment</p> <p>Review what the case-study team members recorded on their <i>Transition Assessment Worksheets</i> in terms of additional information still needed. Then, give the case-study team’s further needs assessment findings (what members did and what they found).</p> <p>Case-Study Team’s Needs and Goals</p> <p>Discuss the link between the case-study team’s needs and the pre-written goal on their sample <i>Transition Plan</i>.</p> <p>Writing Goals</p> <p>Give guidelines for writing goals and discuss examples.</p> <p>Writing Indicators</p> <p>Give guidelines for writing indicators and discuss examples.</p>	<ul style="list-style-type: none"> ● <i>Participant’s Guide, page 17, Step 3 Instructions</i> 	<p>30 minutes</p>
<p>Activity 8 Writing Goals and Indicators</p> <p>Teams begin the goals and indicators section of their <i>Transition Plan</i>. Discuss and critique one team’s work.</p>	<ul style="list-style-type: none"> ● <i>Participant’s Guide, page 17, Step 3 Instructions</i> ● <i>Handout 3, Transition Assessment Worksheet (Blank)</i> ● <i>Handout 5, Transition Plan (Blank)</i> 	<p>15 minutes</p>

Continued on page 82

Continued from page 81

What & How	Materials	Time
<p>Lecture and Discussion Transition Plan</p> <p>Completing the Transition Plan Takes Research</p> <p>Explain that while completing the <i>Transition Plan</i>, teams may decide that they need more information. Present sources of information.</p> <p>Transition Plan Columns</p> <p>Briefly cover the types of information that go in each column of the <i>Transition Plan</i>, using the case study as an example. Emphasize a “year-round” calendar of events, thorough action planning, research, and thinking through evaluation methods. Discuss the best evaluation methods given different indicators.</p> <p>Parent Involvement in Planning</p> <p>Discuss how parents can be included in the planning process.</p>	<ul style="list-style-type: none"> ● Transparencies 48–54 ● Handout 4, <i>Menu of Super Transitions Strategies and Terrific Tips</i> ● <i>Participant’s Guide</i>, page 37, <i>Transition Plan (Case Study’s Step 3)</i> ● <i>Participant’s Guide</i>, page 19, <i>Transition Plan Columns</i> 	<p>15 minutes</p>
<p>Activity 9 Completing a Transition Plan</p> <p>Teams continue working on the <i>Transition Plan</i> by filling out the columns on the worksheet. Chart and discuss one team’s work.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Transition Plan</i> ● Handout 4, <i>Menu of Super Strategies and Terrific Tips</i> ● Handout 5, <i>Transition Plan (Blank)</i> ● Dark markers 	<p>45 minutes</p>

Continued on page 83

Continued from page 82

What & How	Materials	Time
<p>Closing</p> <p>Review Review the “funnel” analogy explained at the beginning of the session. Start broad with needs and goals, and then narrow to more concrete indicators, strategies, and responsibilities. Review participants’ work in this session.</p> <p>Next Steps Explain the upcoming working session.</p> <p>Instruction Sheets Ask participants to check off which of the guidelines they have completed on the <i>Step 3 Instructions</i> sheet.</p>	<ul style="list-style-type: none"> ● Transparency 55 ● <i>Participant’s Guide</i>, page 17, <i>Step 3 Instructions</i> 	<p>5 minutes</p>
<p>Total: 2 Hours</p>		

20 Minutes

Lecture Introduction

Refer to the prepared chart page, *Transition Improvement Process*. (This should still be hanging.)

Explain that we will now begin the third step in the process, *Step 3: Plan the Work*.

Transition Plan (Blank)

Distribute and refer to Handout 5, *Transition Plan (Blank)*.

Script

- This *Transition Plan* will be your working document for this session. You'll begin filling it out.
- As in the last two sessions, you'll first see how the case-study team members completed theirs.

Objectives

Display Transparency 37, *Step 3: What You'll Do*.



Script

- Specifically, in this session you're going to:
- Write goals and indicators that reflect your needs on the *Transition Plan*.
 - Begin planning your transition strategies on the *Transition Plan*.
 - Identify “to-dos” for back on the job.

Instruction Sheets

Refer to *Participant's Guide*, page 17, *Step 3 Instructions*.

Script

- To get an even better idea of what you'll be doing in this session, look through the instruction sheet for *Step 3* on page 17 of your *Participant's Guide*.
- These are guidelines for the transition planning process, and we'll be using them in a few minutes.

Funnel Effect

Display Transparency 38, *Transition Planning: The Funnel Effect*.



Note: It is important to thoroughly explain this visual in order to later remind participants of where they are in the funnel as they work through this session's planning process.

Script

- You will see in this session that the process of transition planning is like a funnel.
- The process requires us to first think broadly. We move from the *needs* we identified during needs assessment to determining broad *goals*. Goals are not

necessarily specific, nor measurable. They simply help us identify an area and direction to go toward.

- The process then asks us to narrow in, like a funnel, on what we mean by our goals. This is where indicators come in. *Indicators* help to capture and describe the different aspects of the goal. These are specific, measurable statements. All of the indicators together help you determine whether or not you have achieved your goal. It will take several indicators to describe what a goal will “look like” when it is achieved.
- Further down, there are *strategies* or activities. These are concrete statements of what needs to happen in order to ensure that your indicators are met.
- Finally, we get even narrower and more specific in our *Transition Plan* when we talk about individual *responsibilities*—who does what.

Transition into the body of the session.

Script

- As we talk about needs, goals, indicators, strategies, and responsibilities in this session, think about going from broad to narrow, general to more specific, less concrete to more concrete. This visual may help.
- Let's begin first by talking about the link between needs (i.e., what we did in the last session) and goals.

20 Minutes

Lecture and Discussion Goals and Indicators

From Needs Assessment to Goals

Script

- Let's start at the top of the funnel at "Needs."
- I'll take you through how to get from needs to the next lower level on the funnel, "Goals."
- In the last session, we talked about needs assessment. Once you have completed your needs assessment and gathered all the information you think is important, you then have to look at it with a critical eye.
- You get from needs to goals by analyzing your needs assessment results. As you analyze your data, your needs will suggest the goals of your *Transition Plan*.

Display Transparency 39,
Analyzing Your Findings.



Script

Look through your needs assessment data as a team and consider:

- Where are the greatest areas of concern?
- Are there priorities that need to be addressed?
- Where would improvements make the greatest impact?
- Are there target connections that require attention?
- Are there themes within the results that point to goals we should set?
- Do transition activities occur year-round or are they concentrated at certain times of the year?

Case-Study Team's Needs Assessment

Refer to the *Transition Assessment Worksheet* on page 30 in the *Participant's Guide*.

Script

- Look back to the *Transition Assessment Worksheet* on page 30 in the *Participant's Guide*, which was covered in the last session, during *Step 2*.
- Let's take a look back at what the case-study team found through its needs assessment.
- Look back through Parts A and B of their *Transition Assessment Worksheet* under "Additional Information" (the

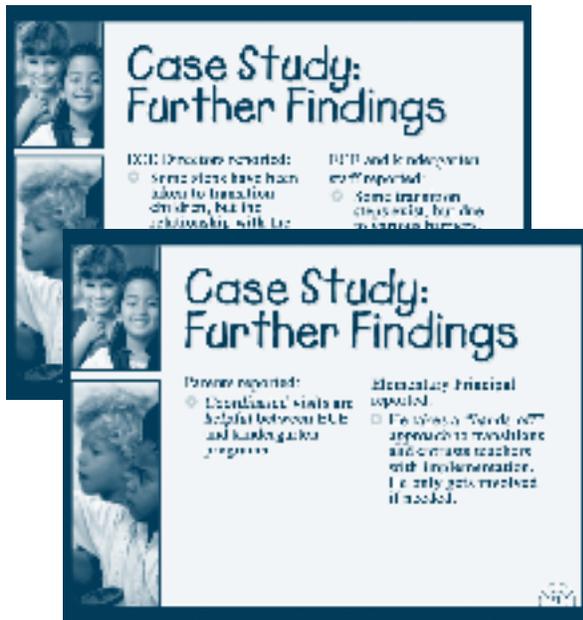
last column). You'll see that team members listed the types of additional information they still wanted to gather to get an even clearer picture of their needs.

Refer to *Participant's Guide*, page 34, *Further Needs Assessment Findings (Case Study's Step 2)*.

Script

- Now turn to page 34, *Further Needs Assessment Findings (Case Study's Step 2)*.
- The team members gathered more information. What they did and what they found are summarized in detail on the sheet you are looking at.
- Next, I will briefly summarize what they did to gather more information and what they found.

Display Transparencies 40 and 41, Case Study: Further Findings.



Explain what the case-study team did to collect further information.

Script

In their further needs assessment, team members:

- Conducted an interview of ECE directors.
- Sent out a questionnaire to ECE parents.
- Conducted multiple focus groups with ECE and kindergarten staff and kindergarten parents.
- Held an interview with the kindergarten principal.

Explain what the case-study team found through further information gathering.

Script

Let's go over what team members found through further needs assessment. Then you'll see how their needs and goals were linked. Their findings are summarized on the transparencies.

- **ECE Directors**
Found that they take steps to transition children and families, but this group believes that the ECE relationship with the elementary program is *less than collaborative*.
- **ECE and Kindergarten Staff**
Found that they take steps to transition children and families, but that they feel that there is *little formal collaboration* between ECE and kindergarten staff due to various types of barriers.
- **Parents**
Both sets of parents (the sending ECE parents surveyed via questionnaire and the kindergarten parents who attended the focus group) felt that the *coordinated visits were helpful* between ECE and kindergarten programs.
- **Elementary Principal**
Basically, he takes a "*hands-off*" approach to transitions and entrusts teachers with implementation. He sees himself as the person who initiates connections with other administrators.

Case-Study Team's Needs and Goals

Refer to the *Transition Plan (Case Study's Step 3)* on *Participant's Guide*, page 37.

Note: After giving the explanatory script below, be sure to ask the question that follows to help participants connect needs to goals. If participants do not immediately see the connection, guide them to consider the themes and patterns in the case-study team's needs assessment findings on Transparencies 40 and 41, *Case Study: Further Findings*.

Script

- We've talked a lot about the top of the case-study team's funnel—the “Needs” level. Remember, though, the members were trying to work down the funnel to get to goals.
- The case-study team analyzed its needs and then wrote three goals. The *Transition Plan* you're looking at now shows just one of the goals. Find the goal now at the top of the *Transition Plan* page.
- Like the case-study team, you, too, will probably identify more than one need. Therefore, you will probably have to identify more than one goal. A good rule of thumb is to limit your goals to between three and five. By limiting your focus to only a few top-priority goals, you will be able to concentrate your efforts and increase your chances of success. If you feel you need more than five goals, prioritize and focus on only the most important goals.
- Now let's talk about the link between the case-study team's needs and its goal.

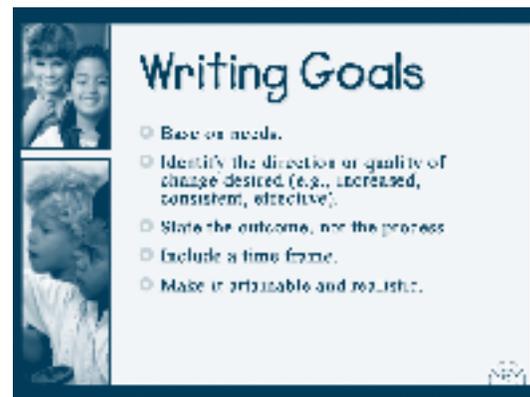
Ask: How are the team's needs assessment results (on Transparencies 40 and 41) linked to the goal at the top of its *Transition Plan (Case Study's Step 3)*? The goal on the *Plan* is “Effective coordination between early childhood education programs and public school.” In other words, what is the theme in the

team's needs findings and how did it point to its goal?

Suggested Responses: The theme in their findings is that the school-to-school connection is weak, specifically in the area of working together. This theme was summarized into the goal, “Effective coordination between early childhood education programs and public school by Fall 2003.”

Writing Goals

Display Transparency 42, *Writing Goals*.



Explain that the criteria for writing goals on the transparency are also listed in the *Participant's Guide*. Refer participants to the criteria under Guideline 3 of the *Step 3 Instructions* sheet, page 17.

Script

Now let's talk about the mechanics of writing a goal. To write a goal, use these criteria:

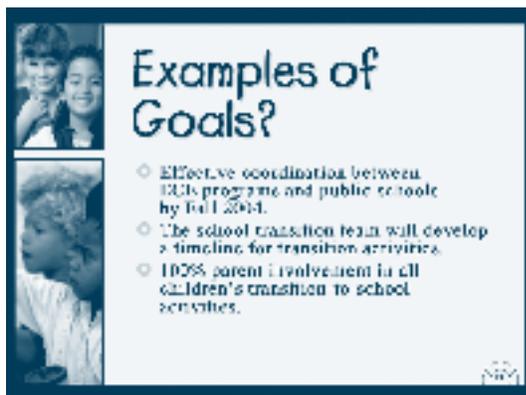
- Base your goal on the most important *needs* identified through needs assessment.
- Identify the *direction or quality of change* desired (e.g., increased, consistent, effective, positive). At this point, do not include percentages or other quantity data to make your goal

more specific—you will quantify your goal through indicators next.

- State the *outcome*, end results, or final product you wish to achieve, not the process or how you will achieve the outcome.
- Identify a *time frame* by which the goal should be achieved in the goal statement.
- Make the goal *attainable* and realistic.

This set of criteria is also given in your *Participant's Guide* on page 17, *Step 3 Instructions*, under Guideline 3.

Display Transparency 43, *Examples of Goals?*



Refer again to the criteria under Guideline 3 on the *Step 3 Instructions* sheet on page 17 of the *Participant's Guide*. Ask participants to use this set of criteria as they determine whether or not the goal statements on the transparencies are stated correctly. Make sure everyone is on this page before beginning the examples.

Note to the Instructor: When applying the criteria, here are some suggestions to keep in mind.

- If participants decide that an example is poor because it contains subjective or overly general terms, such as *effective* or *improved*, reiterate that goals are not necessarily measurable and should be stated broadly. Qualifiers such as *effective* or *improved* do not make a goal statement poor. These general terms will be made

more specific and objective through indicators next. For example, to specify indicators for a goal containing these terms, we might start by asking, “What do we mean by *effective*?” or “What does *improved* look like?” Indicators are measurable and more specific than goals. Do not cover the lesson on indicators at this point, but do let participants know that it’s alright if goals are broad and not necessarily measurable because indicators expand upon goals by making them more specific, measurable, and objective—which they will learn more about momentarily.

- Whenever participants correctly identify the poor examples on the transparencies, be sure to ask for alternate, improved statements that fit the criteria for writing goals.
- If participants do not mention the specific improved statements given in the script below, share these with the class to emphasize all the different ways that the same goal can be stated correctly.
- Participants may get confused between goals stated as a process versus goals stated as an outcome. Often, these sound similar. For example, a goal incorrectly stated as a process might sound like, “The team will develop a list.” A goal correctly stated as an outcome might sound like, “A list will be developed,” or “The team will have a list in place.” Although these sound similar, because they all include the word *will*, the first statement is saying what the team will *do* (a process), the second statement is saying what the product will *be* (an outcome), and the third statement is saying what product the team will *have* (also an outcome). Another way to think of outcome is as a product. To clarify the desired outcome, ask, “What is the product we desire? For example, is it *development* of a list or the list itself?” Sometimes the product is tangible, like a list; other times it may be intangible, like *coordination*. Record these different examples on chart paper and provide this explanation if confusion occurs between process and outcome.

Script

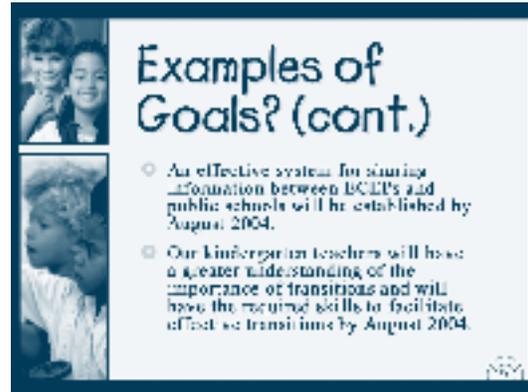
Ask: Assume that all of these examples on the transparency are based on needs identified through the needs assessment. Do they meet the other criteria for writing goals? If not, how could they be improved? Use the criteria under Guideline 3 of your *Step 3 Instructions* sheet to help you.

Suggested Responses:

- *Effective coordination between early childhood education programs and public schools by Fall 2004.* This is a good goal because it meets all the guidelines.
- *The school transition team will develop a timeline for transition activities.* This statement does include an implied direction of change in that no timeline existed before, but one will now be developed. It also sounds attainable enough. However, one problem is that it is stated as a process rather than an outcome. “Will develop” tells us what the team will *do* (process), not what will *be* as an end result of what they do (outcome). Another problem with this statement is that it does not include a time frame. Some alternate statements might be, “The school transition team has a timeline in place for upcoming transition activities by September 2003” or “A timeline for transition activities will be established by the school transition team by September 2003.”
- *100% parent involvement in all children’s transition-to-school activities.* This statement clearly states the outcome (i.e., parent involvement), and it includes a direction of change. However, would 100% be realistic for your school? Whether or not it’s realistic will vary from school to school. It is also not necessary to state a specific quantity of change, like a percentage, in a goal. In addition,

this statement is missing a target time frame. Perhaps a better way to state this goal would be, “Increased parental involvement in transition activities by September 2004.”

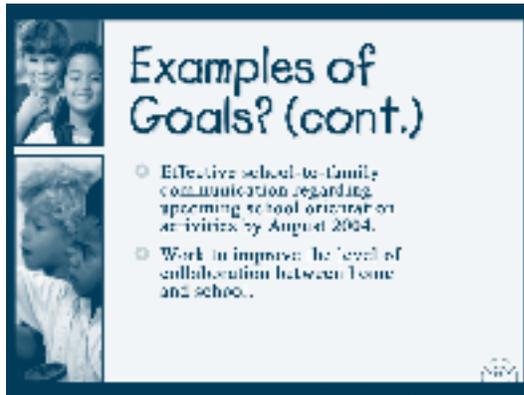
Display Transparency 44, *Examples of Goals?*



Script

- *An effective system for sharing information between ECE programs and public schools will be established by August 2004.* This is a good goal statement because it meets all the criteria. “Will be established” is not a process, it is an outcome. If it were stated, “ECEPs and public schools will establish,” this would describe the process they’d be using and would be incorrect.
- *Our kindergarten teachers will have a greater understanding of the importance of transitions and will have the required skills to facilitate effective transitions by August 2003.* This is a good goal statement. It identifies a direction of change (*greater understanding*) as well as a quality of change (*required skills*), and two outcomes are stated (*understanding and skills*); it also states a time frame that is reasonably attainable, as long as the teachers receive the necessary training in time to improve their skills and knowledge.

Display Transparency 45, *Examples of Goals?*

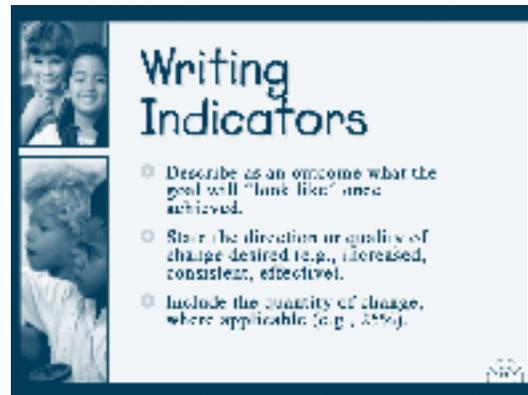


Script

- Effective school-to-family communication regarding upcoming school orientation activities by August 2003. This is a good goal statement because it meets all the criteria.
- Work to improve the level of collaboration between home and school. This is not a good goal, because it describes a process and does not include a time frame. A better statement might be, "Improved collaboration between home and school by June 2004."

Writing Indicators

Display Transparency 46, *Writing Indicators.*

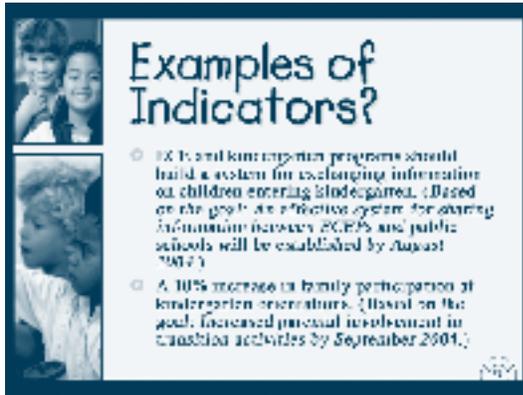


Script

We've talked about needs and goals. Now let's travel further down the transition planning funnel to indicators. Indicators describe the different aspects of a broad goal. It will probably take several indicators to describe your goal. Let's talk about the mechanics of writing indicators. To write an indicator:

- Describe as an outcome what the goal will "look like" once it has been achieved.
- State the direction or quality of change desired (e.g., increased, consistent, effective).
- Include the quantity of change, where applicable (e.g., 25%).

Display Transparency 47, Examples of Indicators?



Refer to the criteria under Guideline 4 on the *Step 3 Instructions* sheet on page 17 of the *Participant's Guide*. Ask participants to use this set of criteria as they determine whether or not the indicator statements on the transparencies are stated correctly. Be sure everyone is on this page before beginning the examples.

Script

- Early childhood education and kindergarten programs should build a system for exchanging information on children entering kindergarten. (Based on the goal: An effective system for sharing information between ECEPs and public schools will be established by August 2004.)*

This example does reflect the goal—it describes one way the information-sharing system will “look” once achieved (i.e., exchanging information about children). However, this is a poor example because it states what “should” be done rather than stating the final outcome. A better way of stating this indicator is, “Increased information-exchange about children entering kindergarten between sending and receiving programs.”

- A 10% increase in family participation at kindergarten orientations. (Based on the goal: Increased parental involvement in transition activities by September 2004.)* This indicator describes one way the goal will “look” once achieved (i.e., family participation at orientation), is stated as an outcome, and states a quantity and direction of change. This is an effective indicator.



15 Minutes

Activity 8

Writing Goals and Indicators

Materials

- Handout 3, *Transition Assessment Worksheet (Blank)*—This should have been started by teams in the last session.
- Handout 5, *Transition Plan (Blank)*
- *Participant's Guide*, page 17, *Step 3 Instructions*

Purpose

To begin writing goals and indicators on the teams' *Transition Plans*.

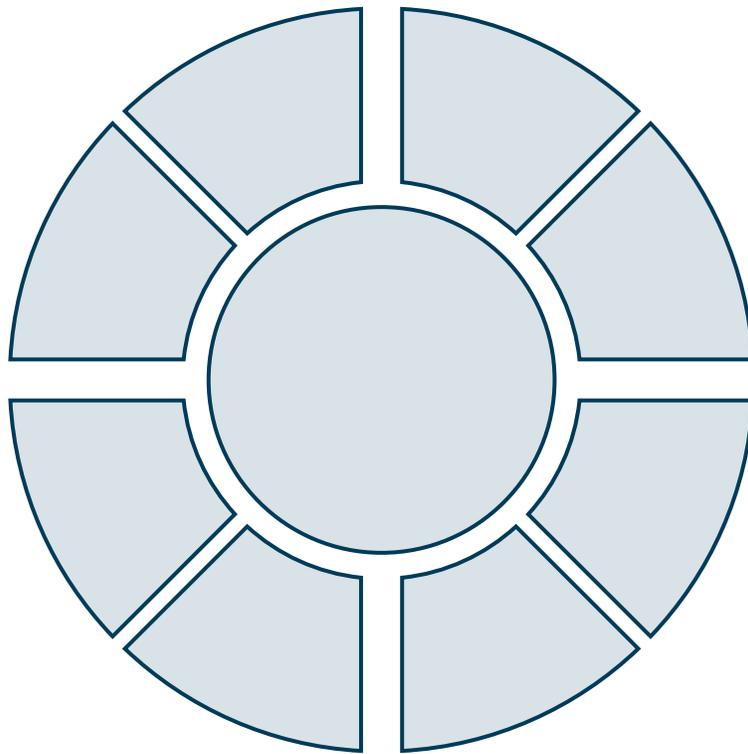
Directions

1. Tell the class: "Earlier, you began your needs assessment here in class. Although that was not a complete assessment on which to base your goals, you can begin to identify some patterns in the issues you discussed, and then write a goal and some indicators based on your most apparent needs.
2. Refer participants again to Guidelines 2, 3, and 4 on the *Step 3 Instructions* sheet on page 17 of the *Participant's Guide*. Ask them to use these guidelines during this activity.
3. Ask participants to take 10 minutes to do the following:
 - Review your earlier work on the *Transition Assessment Worksheet*. As you review your work, analyze your findings. Consider the questions under Guideline 2 of the *Step 3 Instructions* sheet on page 17 of the *Participant's Guide*.
 - After identifying some top-priority needs through analysis, write one goal on the blank *Transition Plan* to address your greatest area of concern. Use the criteria under Guideline 3 to write the goal.
 - Write at least two indicators for each goal. Use the criteria under Guideline 4.
4. Float amongst teams to provide guidance. Give participants a two-minute warning when time is almost up.
5. Debrief for about 5 minutes:
 - Ask for a team who has not yet presented in training to share its work. Team members should briefly summarize their needs analysis (i.e., patterns in their needs assessment findings), and then give their goal and indicators. Record.
 - The class should comment on how well the volunteer team summarized their needs assessment findings according to the criteria under Guideline 2 of the *Step 3 Instructions* sheet. The class should then critique their goals and indicators according to the criteria under Guidelines 3 and 4 on the *Step 3 Instructions* sheet.

6. Transition to the next lecture and discussion.

Script

- We've talked about needs, goals, and indicators on the transition planning funnel.
- Now, we'll get even more specific and talk about strategies and responsibilities: *how* we're going to meet our indicators, goals, and needs, and *who* is going to do it.
- Strategies and responsibilities will be recorded on the *Transition Plan* you just started filling out. Let's talk about the rest of this plan next.



15 Minutes

Lecture and Discussion Transition Plan

Completing the *Transition Plan* Takes Research

Script

- The columns on the *Transition Plan* ask you to plan strategies that will enable you to reach the indicators you have identified and achieve your goal.
- Today, you will have an opportunity to begin developing your *Transition Plan*. It may take you several meetings to finalize this plan. At different points, you may decide that you need more information before you can finalize the plan—perhaps about how to implement certain strategies, costs involved, or resources needed. You may have to do more research before completing each column.
- The purpose of your research is, ultimately, to decide which strategies will be most feasible and effective to implement.

Display Transparency 48, *Research*



Script

To complete your *Transition Plan*, you can research through

- Visiting other schools and programs.
- Searching the Internet.
- Reviewing professional journals and other professional materials.
- Reviewing the *Menu of Super Transition Strategies and Terrific Tips*. (You have the *Menu* from the last session. You can use this menu here, too, to complete the *Transition Plan*.)
- Seeking professional services.

Transition Plan Columns

Note: The presentation of columns below should go very quickly. Include the key points and case-study examples, but do not read the script verbatim. Where given, ask the embedded questions to help participants process how all of the information on the *Transition Plan* is connected.

This overview is also given in the *Participant's Guide*, page 19, *Transition Plan Columns*.

Script

Indicator Number

- Now let's take a closer look at the *Transition Plan* and how to complete it.
- Indicator Number is the first column.
- Each indicator should correspond to strategies that will help to accomplish the indicator.
- There may be more than one strategy per indicator.

Display Transparency 49, *Transition Strategy*.



Script

Transition Strategy

- This is the second column.
- Through your needs assessment here in class, you generated ideas for improving old transition strategies and incorporating new ones into

your system. If we went forward with further information gathering methods, like focus groups, we'd have even more ideas.

- All ideas from the needs assessment should be considered as options for the *Transition Plan*, but you do not have to use all of them—or even any of them. You may choose to consult the *Menu of Super Transitions Strategies and Terrific Tips* for different ideas or do more research to learn about other strategies.
- It is important not to limit yourself at this point. Include and plan as many transition strategies as you think might help improve transitions. Later, as you research costs and other resources, you might choose to revise your plan. But for now, do not judge your ideas until after you've done your research.
- After you record your strategies, look back over your list and observe where each strategy would occur throughout the year. Choose a slate of strategies that will be conducted throughout the year, rather than clustering around the beginning of the school year. You may have events that are concentrated at certain times of the year, but transitioning should be an ongoing process.
- Include a way to involve and accommodate a broad range of families.
- Include a plan for individualizing transitions for children. Although your goals may apply to all children, your indicators and strategies should be individualized for special needs populations. For example, if your goal is to increase involvement of parents, you might write an indicator specifying increased attendance of special needs families at planning meetings. You can then identify a strategy to help achieve the indicator, such as arrange for transportation or child care as needed to support each special needs parent's ability to attend planning meetings.

- Address implementation and other issues uncovered through the needs assessment.

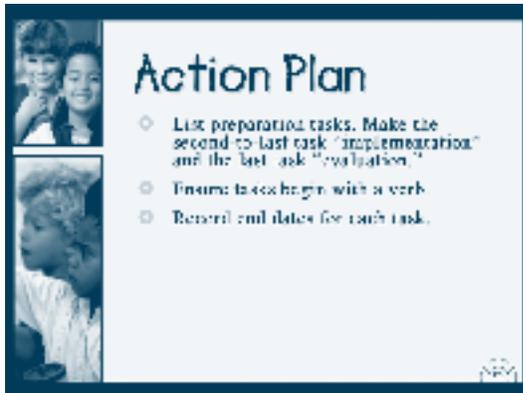
Script

Ask: Look on *Participant's Guide*, page 37, *Transition Plan (Case Study's Step 3)*. How do you think the first strategy on this sample *Transition Plan* will help support and reach Indicator 1?

Suggested Responses:

- By sharing information about each other's programs, they will gain a greater understanding of each other.
- Once they understand each other, they may integrate new policies or procedures to improve continuity for everyone involved.
- Getting to know each other professionally and personally improves relationships.

Display Transparency 50, *Action Plan*.



Refer to the "Action Plan" column of the *Transition Plan (Case Study's Step 3)* on *Participant's Guide*, page 37 as an example.

Script

Action Plan

- This is the third column.
- You may want to use a separate piece of paper to draft your action plan and then transfer your final to this worksheet.
- List the preparation tasks needed to implement the strategy. You can always go back and add tasks that you forgot along the way. The second to last task should always be to implement the strategy, and the last task should be to evaluate it.
- Make sure that each task begins with a verb so that it directly conveys what you need to "do" to complete it.
- Record end dates for each task. This requires several steps:
 - Note the number of full working days required to fully complete each task. The hard part here is to remember to include the time it will take to contact and coordinate with others. It may only take 15 minutes to write an agenda, but to share it with others, obtain feedback, revise it, and distribute it may take a whole work week.
 - Record the fixed end dates for the last two tasks (i.e., implement and evaluate the strategy).
 - Record due dates for all remaining tasks, taking into consideration the number of working school days on the calendar and any conflicting activities.
 - Double-check the timeline from the top down using a calendar.

Display Transparency 51, *Research.*

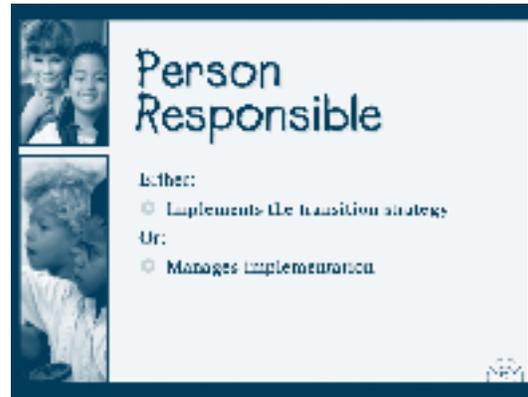


Script

Resources Needed

- This is the fourth column.
- As we said earlier, you may have to do some research to complete this column. But don't let constraints on resources inhibit the strategies you come up with initially. Record as many strategies as possible, and then do your research.
- Look at your strategy and each task it will require. Determine costs, personnel, and materials for each task. Record.
- You can research, as needed, through the following:
 - Other schools and programs
 - Internet
 - Professional journals and other industry materials
 - *Menu of Super Transition Strategies and Terrific Tips*
 - Professional services

Display Transparency 52, *Person Responsible.*

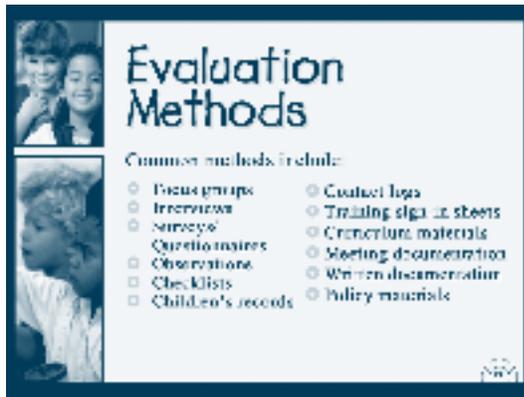


Script

Person Responsible

- This is the fifth column.
- The person responsible is the person on the team who will either
 - Implement the assigned transition strategy, or
 - Manage implementation of assigned strategies by delegating to others, managing the project, and monitoring progress.
- We'll talk more about this person's role in *Step 4: Work the Plan*.

Display Transparency 53, *Evaluation Methods.*



Script

Evaluation Method

- This is the last column.
- This is a description of how the indicator will be measured. This measurement will, in turn, help to confirm whether or not the strategy worked to achieve the indicators.
- Note that evaluation methods are listed for each indicator separately.
- Tools might include, to name only a few, focus groups, interviews, surveys, questionnaires, observations, checklists, children's records, contact logs, training sign-in sheets, meeting documentation, curriculum materials, and policy materials.
- It is important to obtain feedback from all of your stakeholders; however, it is critically important to gather feedback from families. This information will help teams identify the strengths and weaknesses in current transition efforts. One way to evaluate the effectiveness of your activities is to conduct a focus group with the children and families who have just completed their kindergarten year.

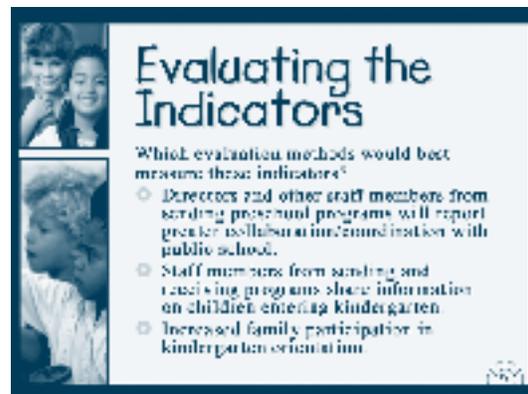
Script

- Look at the evaluation method in the first row of the *Transition Plan (Case Study's Step 3)*. The evaluation method recorded is "focus group with staff members who participated in training to determine their perceptions of training."

Ask: How do you think a focus group will help the case-study team measure the indicator (i.e., directors and other staff members from sending ECE programs report improved relationships with public school)?

Suggested Responses: They can ask staff questions that not only show if relationships have improved but also how and to what extent. A focus group enables you to probe a topic in more depth, so we can ask about various aspects of the relationship.

Display Transparency 54, *Evaluating the Indicators.*



Script

Ask: Which of the various evaluation methods would best measure the indicators on the transparency?

Suggested Responses:

- *Directors and other staff members from sending early childhood education programs will report greater collaboration/coordination with public school.* Focus groups, questionnaire.

- *Staff members from sending and receiving programs share information on children entering kindergarten.* Evaluation documentation could include student records, curriculum materials containing performance standards, calendars of joint information-exchange meetings, written policy containing standards of the new information-exchange system, survey of teachers on the system.
- *Increased family participation in kindergarten orientation.* Open house sign-in sheets.

Transition to a discussion about involving parents.

Script

- We've worked our way down the funnel and are almost ready to begin working on the rest of your *Transition Plan*.
- But before we get to that, let's think once again about how to involve parents in this process.

Parent Involvement in Planning

Script

Ask: Think back to all of the planning steps you've just learned about in this session—from writing goals to researching to choosing strategies and action planning. How involved do you think “parents” will be able to be in this planning process?

Suggested Responses: As involved as anyone else on the team, depending on their own interest level.

Ask: What are some ways to get parents more involved in planning?

Suggested Responses:

- Arrange informal social events to help parents and staff become acquainted on another level.
- Do not discount anything parents say.
- Acknowledge parental shyness. You can say something like, “We are all initially hesitant to say anything out loud because we think that what we say might not be of interest to the group. But that’s why we’re all here—to share ideas.”
- Offer professional development opportunities to help families become more informed about the specific transition issues in focus or other relevant topics, such as the following:
 - Meeting the needs of diverse families
 - Discipline and guidance
 - Early warning signs of delays and disabilities
 - Assessment and screening procedures
 - Involving families
 - Shared leadership
 - Evaluation
 - Team skills
- Include teachers and early childhood professionals with families in the learning activities to build relationships, eliminate an “us versus them” mentality, and encourage involvement.



45 Minutes

Activity 9

Completing a Transition Plan

Materials

- Handout 4, *Menu of Super Transition Strategies and Terrific Tips*
- Handout 5, *Transition Plan (Blank)*
- Prepared chart page, *Transition Plan*
- Dark markers

Preparation

Prepare a horizontally oriented chart page to capture one team's *Transition Plan* that contains the columns below. Provide enough space in each column for the type of information to be recorded there (i.e., the smallest column should be Indicator Number; the largest column should be Action Plan):

- Indicator Number
- Transition Strategy
- Action Plan
- Evaluation Method

Purpose

To continue working on the *Transition Plan*.

Directions

1. Ask participants to review the goals, indicators, and indicators they recorded earlier on the *Transition Plan (Blank)*.
2. Ask participants to select new strategies that will help achieve the goal they recorded earlier. They may use ideas of their own or ideas from the *Menu of Super Transition Strategies and Terrific Tips*.
3. Remind them to tie their evaluation methods to the indicators.
4. Allow 30 minutes to complete the *Transition Plan (Blank)* for one strategy. They do *not* have to record dates in the "Action Plan" column or complete the "Resources" or "Person Responsible" columns.
5. Take 15 minutes to debrief. Ask a team that has not yet presented to share its work. Record on the prepared chart page, *Transition Plan*.
6. Ask the class to critique the choice of transition strategy, the action plan, and evaluation method(s) using the following prompting questions:

Does the *strategy*

- Help achieve the indicator and goal?
- Occur at times other than the beginning of the year? (*Note:* It's alright if it occurs at the beginning of the year, but highlight those strategies that are planned throughout the year so as to encourage this practice as well.)
- Include a way to involve families?
- Accommodate a broad range of families?

- Include a plan for individualizing transitions for children?
- Address implementation and other issues uncovered through the needs assessment?

Does the *action plan*

- Contain tasks to prepare for, implement, and evaluate the strategy?
- Begin tasks with a verb?
- Contain time frames?

Will the *evaluation method*

- Be able to confirm that the strategy worked?
- Be able to measure the indicator?
- Be able to confirm that the indicator was achieved?

5 Minutes

Closing

Display Transparency 55, *Transition Planning: The Funnel Effect*.



Script

- In this session, you wrote goals and indicators that reflected your transition needs.
- You also began planning your transition strategies on the *Transition Plan*.
- Remember that the process of identifying goals, then indicators, then strategies, then responsibilities is like a funnel. We identify broad goals, which are not necessarily specific, nor necessarily measurable. They simply point us toward indicators. Indicators help to describe the different aspects of the goal. These are specific, measurable statements. Continuing down the funnel, we identify strategies that point to responsibilities.
- You'll finalize the goals, indicators, and strategies on the *Plan* back on the job. You'll begin implementation as soon as you've finalized the *Plan*. Some strategies will be used immediately, and some will be more long term.

Next Steps

- What's next? In *Step 4* you "work the plan." You implement the strategies that you've thought through very thoroughly in *Step 3*. You will have assigned someone to oversee implementation in an organized, well-coordinated fashion who will be accountable to report back progress. You'll have planned the evaluation system so you'll know how well you "measure up" based on indicator data.
- We don't have time to talk too much about implementation or evaluation, but in the next session, we will overview some key points about these important steps.
- **Ask:** Are there any further questions or comments about this session?

Instruction Sheets

Refer to *Participant's Guide*, page 17, *Step 3 Instructions*.

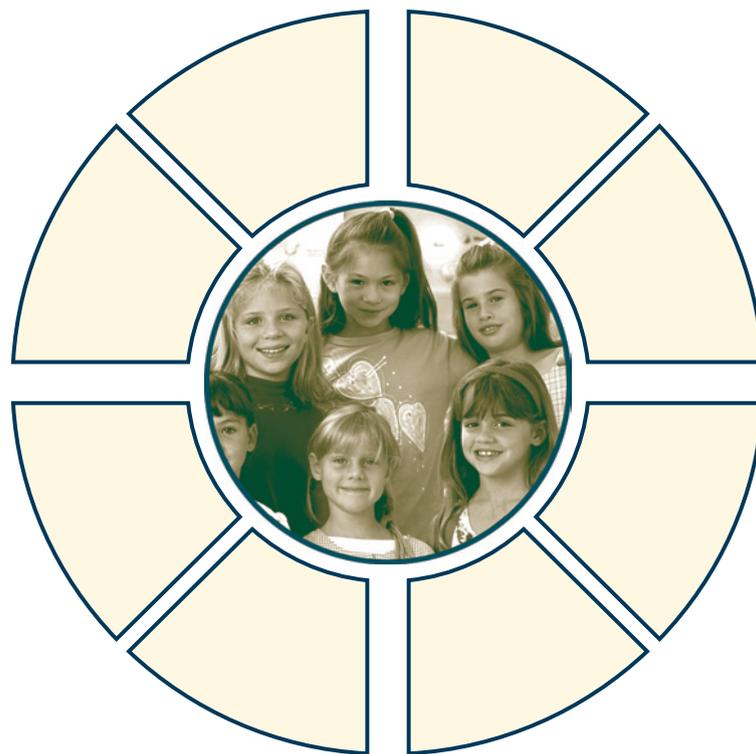
Script

- Work together in your individual teams to determine what you still have left to do of *Step 3* once you return to the job.
- Look at the *Step 3 Instructions* on page 17 of the *Participant's Guide*.
- Check off which of the guidelines you have completed in class.
- Those that are not checked should be completed or formalized back on the job.

Transition to *Steps 4 & 5: Work the Plan and Measure Up*.

Steps 4 & 5

Work the Plan and Measure Up




1 Hour

Session Checklist

Preparation	Materials
None	<ul style="list-style-type: none"> <input type="checkbox"/> Prepared chart page, <i>Transition Improvement Process</i> <input type="checkbox"/> Chart paper and stand <input type="checkbox"/> Markers (1 set) <input type="checkbox"/> Overhead projector and screen <input type="checkbox"/> Transparencies 56–63 <input type="checkbox"/> <i>Participant’s Guide</i> pages <ul style="list-style-type: none"> <input type="checkbox"/> Page 21, <i>Step 4 Instructions</i> <input type="checkbox"/> Page 23, <i>Implementation Progress Report Columns</i> <input type="checkbox"/> Page 24, <i>Step 5 Instructions</i> <input type="checkbox"/> Page 25, <i>Reflections</i> <input type="checkbox"/> Page 39, <i>Implementation Progress Report (Case Study’s Step 4)</i> <input type="checkbox"/> Page 40, <i>Evaluation (Case Study’s Step 5)</i> <input type="checkbox"/> Training feedback form, if available

Training at a Glance

What & How	Materials	Time
<p>Lecture Introduction</p> <p>Define implementation and evaluation. Emphasize the importance of <i>Steps 4 & 5</i>, even though we don't have much time to cover them today.</p> <p>Objectives Present the session objectives.</p>	<ul style="list-style-type: none"> ● Prepared chart page, <i>Transition Improvement Process</i> ● Transparency 56 	<p>5 minutes</p>
<p>Lecture and Discussion Implementation</p> <p>Individual Contributions Emphasize that implementation is both a team and an individual process. Explain first what individuals can do to contribute to implementation. Describe the difference between implementer tasks and manager tasks. Ask participants for background information and tasks they've completed as implementers and managers of implementation. Record.</p> <p>Instruction Sheets Introduce the implementation tasks listed on the <i>Step 4 Instructions</i> sheet and compare participants' experiences with the tasks on the sheet.</p> <p>Additional Skills Encourage members to pursue additional training and professional development opportunities to learn about the subjects that affect implementation.</p> <p>Team Contributions Explain that teams help keep implementation on track by meeting frequently and submitting progress reports.</p>	<ul style="list-style-type: none"> ● Transparencies 57–58 ● <i>Participant's Guide</i>, page 21, <i>Step 4 Instructions</i> ● <i>Participant's Guide</i>, page 23, <i>Implementation Progress Report Columns</i> 	<p>20 minutes</p>

Continued on page 107

Continued from page 106

What & How	Materials	Time
<p>Lecture and Discussion Implementation (Continued)</p> <p>Implementation Progress Report Review the concept that implementation is both an individual and team effort. Explain that this <i>Report</i> is one tool for helping teams do their work. Explain each column on the <i>Implementation Progress Report</i>. Emphasize how much of the information on this form comes from the <i>Transition Plan</i> learned in <i>Step 3</i>.</p>		
<p>Implementation Progress Report (Case Study) Introduce the case-study team's sample <i>Progress Report</i>. Ask participants questions about the content to help them review implementation tasks and what goes into each column of the report. Transition to evaluation.</p>	<ul style="list-style-type: none"> ● <i>Participant's Guide</i>, page 21, <i>Step 4 Instructions</i> ● <i>Participant's Guide</i>, page 39, <i>Implementation Progress Report (Case Study's Step 4)</i> 	
<p>Lecture and Discussion Evaluation</p> <p>Begin with the purpose of evaluation. Explain when to plan for evaluation and when to evaluate, depending on whether evaluation is focusing on final outcomes or progress.</p> <p>Evaluation Tasks Ask participants for tasks they've completed as part of an evaluation.</p> <p>Instruction Sheets Compare their experiences with the tasks on the <i>Step 5 Instructions</i> sheet.</p>	<ul style="list-style-type: none"> ● Transparencies 59–62 ● <i>Participant's Guide</i>, page 24, <i>Step 5 Instructions</i> ● <i>Participant's Guide</i>, page 40, <i>Evaluation (Case Study's Step 5)</i> 	

Continued on page 108

Continued from page 107

What & How	Materials	Time
<p>Lecture and Discussion Evaluation (Continued)</p> <p>Involvement of Families Ask participants about their evaluation experiences involving parents. Emphasize the importance of hearing from families.</p> <p>Evaluation (Case Study) Discuss how the case-study team’s evaluation activities compare to the evaluation tasks listed on the last two transparencies. Transition to the closing.</p>		20 minutes
<p>Activity 10 Closing</p> <p>The closing consists of a variety of activities to review training and think forward to next steps. Begin by reviewing the session objectives. Remind participants of their on-the-job tools. Then, review the training overall and give participants a chance to reflect by completing a <i>Reflections</i> worksheet. Look forward to next steps by asking teams to each form their own short-term “to-do” list to continue the process begun here in class—set a next meeting date, a general agenda for the meeting, and at least one or two other to-do’s which will help them get the ball rolling again back on the job. Get feedback on the session via a training feedback form, if available. Thank participants to close the training.</p>	<ul style="list-style-type: none"> ● Transparency 63 ● <i>Participant’s Guide</i>, page 25, <i>Reflections</i> ● Training feedback form, if available 	15 minutes
<p>Total: 1 Hour</p>		

5 Minutes

Lecture Introduction

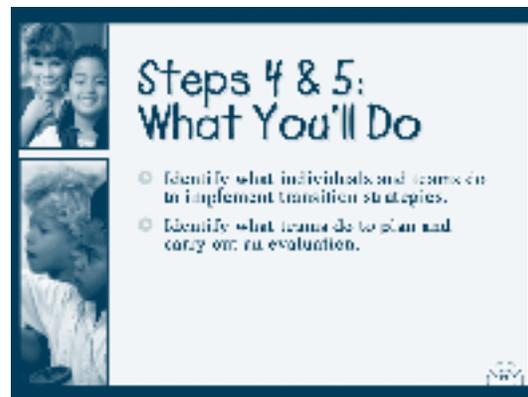
Refer to the prepared chart page, *Transition Improvement Process*. (This should still be hanging to show that we're at the end of the process.)

Script

- In this session, we will briefly overview *Step 4: Work the Plan* (implement) and *Step 5: Measure Up* (evaluate).
- *Implementation* means putting your *Transition Plan* to work, carrying out all the steps you've planned by the dates and within the costs specified.
- *Evaluation* is used to identify which indicators have been met, tell whether or not goals have been achieved, get a read on the effectiveness of each strategy, and decide which revisions to make to the *Transition Plan*. There is no way to objectively judge the effectiveness of the *Transition Plan* without evaluation. It is a critical part of the process that can have profound effects on children and their families.
- In this training, we've spent a lot of time working on the upfront analysis and planning stages. Although we do not have much time to spend on implementation and evaluation today, they are critical steps in this process.

Objectives

Display Transparency 56,
Steps 4 & 5: What You'll Do.



Script

You will

- Identify what individuals and teams do to implement transition strategies.
- Identify what teams do to plan and carry out an evaluation.

20 Minutes

Lecture and Discussion Implementation

Individual Contributions

Display Transparency 57,
Implementation.



Script

- Implementation is both an individual and a team effort. In this session, we'll talk both about what individuals can do and what teams can do to keep implementation on track.
- As an individual team member, you may either be responsible for implementing one or more strategies, or managing others as they carry out the strategies, or both.
- Some of you may already have experience with implementation. We'd like to hear about your experiences.

Ask about participants' *experiences*:

- Who has either implemented transition strategies or managed implementation (i.e., been in charge of others who have carried out the strategies) in the past?

- What were your challenges?
- What was your most outstanding success?

Ask about the *tasks* they completed.

- What types of tasks did you complete as an *implementer* or *manager*? (*Note: If no one has managed implementation, tell the class that they may take on that role in the future and will be learning about the management role in a moment.*)

Record tasks in two columns (one for implementers, one for managers) on chart paper.

Instruction Sheets

Refer to *Participant's Guide*, page 21, *Step 4 Instructions*.

Read the implementation and management tasks below verbatim while recalling the specific examples shared by the volunteers.

Script

Your instruction sheet lists some of the key implementer tasks, most of which we've just recorded from your experiences. As an *implementer*, you will complete tasks such as:

- Documenting on a calendar all action steps on the appropriate dates.
- Planning weekly tasks to complete each step.

- Completing implementation tasks weekly to keep in touch with the project.
- Overcoming barriers proactively and seeking advice from the team as needed.
- Reporting all problems that require a change on the *Transition Plan* to the team leader immediately.
- Submitting *Implementation Progress Reports* to the transition team leader.
- Meeting all deadlines, unless a change in date is approved.
- Preparing for evaluation.

Script

As a *manager* of other implementers, you will do things such as:

- Communicate with all implementers their assigned strategies, how they should work together, and how to communicate with each other.
- Record all steps, dates, and implementers' names on a calendar.
- Review the calendar frequently to see the upcoming weeks' and upcoming months' events.
- Communicate frequently with implementers, related partners, and families to ensure the action plan is followed according to the *Plan*, to make necessary adjustments to the *Plan*, and to ensure communication between all partners and families is being maintained.
- Collect evaluation data or oversee collection.
- Require implementers to submit periodic *Implementation Progress Reports* to you. Submit these, in turn, to the transition team leader.
- Attend transition team meetings at least every two months to discuss progress and challenges.
- Seek approval as needed to make adjustments to the *Transition Plan*.
- Prepare for evaluation.

Additional Skills

Script

- Implementers and managers of implementation each have different levels of knowledge on subjects that apply to implementation. In other words, they each “come to the table” with different capabilities.
- It may be important to encourage members to pursue additional training and professional development opportunities to learn about the subjects that affect implementation.
- For example, to improve identification of special needs children, one strategy might be to improve screening and assessment procedures for all ECE children. If an early childhood professional is responsible for implementing this strategy at his or her site, he or she may not be prepared to coordinate the program. This person would benefit by additional training in screening/assessment procedures.
- If implementation doesn't go well, one solution might be to offer those responsible professional development opportunities.

Remind participants of the *Additional Resources* behind Tab 4 of the *Participant's Guide*.

Team Contributions

Note: Be sure to emphasize that, while individuals carry out implementation tasks, the team as a whole contributes to implementation by meeting frequently (perhaps monthly or bi-monthly when getting started). Regular contact with all members helps the team keep its “finger on the pulse” of implementation. The *Implementation Progress Report* is a tool for checking the status of implementation.

Script

- As we mentioned earlier, implementation is both an individual and team effort.
- Individuals carry out the implementation and management tasks we just talked about.
- The team, on the other hand, meets at regularly scheduled, frequent meetings. The purpose of these meetings is to
 - Check strategy *progress*.
 - Discuss *challenges*.
 - Check the status of *deadlines and budget*.
 - Review each member’s *Implementation Progress Report*.
- The *Implementation Progress Report* is a tool a team can use to keep its finger on the pulse of the transition process.
- Anyone who has been assigned to implement or manage the implementation of any transition strategy—whether the person is a team leader or team member—should complete an *Implementation Progress Report* and submit it to the person next highest in supervision over the transition process. For example, team members would submit their reports to the team leader.
- Let’s take a look at a sample report now.

Implementation Progress Report

Display Transparency 58, *Implementation Progress Report*.



Script

- The *Implementation Progress Report* picks up where the *Transition Plan* left off. It is a report of what the team has been doing to carry out the steps on their *Transition Plan*.
- There is also a blank form for you to use in *Participant’s Guide* Tab 3.

Briefly explain each column on the *Implementation Progress Report (Case Study’s Step 4)*. An overview of what goes in each column is also included on *Participant’s Guide*, page 23, *Implementation Progress Report Columns*.

Script

Some of the information on the *Implementation Progress Report* is taken directly from the *Transition Plan*.

Goal

- A separate report should be completed for each goal.
- The goal and indicators are taken directly from the *Transition Plan* and are located at the top of the page.

Assigned Strategy

- This is taken directly from the “Transition Strategy” column on the *Transition Plan*.
- Include the end dates for each strategy.

Steps for Completing Strategy

- This is taken directly from the “Steps to Implement” column on the *Transition Plan*.
- Include the deadlines for each of these steps as well.

Dates Completed

- Here you are indicating the date you finished the step.
- It may be earlier than the deadline, after the deadline, or still a work in progress (in which case indicate).

Progress Since Last Report

- Give a brief summary of the major tasks you’ve completed to work toward or complete each step.
- Include any outcomes.

Challenges/Barriers/Changes to Implementation Plan

- Include a brief explanation of anything that has made implementation difficult or that may require a change in the *Transition Plan*.
- Challenges that have not been resolved may be shared with the team for input.
- Any changes to the *Transition Plan* must be approved by the team leader, so possible changes should be discussed at the team meeting.

Budgeted Cost

- This comes directly from the “Resources Needed” column on the *Transition Plan*.

Actual Cost to Date

- This is a tally of how much money you have spent as of the date of the report.

Implementation Progress Report (Case Study)

Refer to the *Implementation Progress Report (Case Study’s Step 4)* on *Participant’s Guide* page 39.

Note: Be sure to ask the embedded questions to help participants process the material presented.

Script

- Now let’s take a look at the case-study team’s report on *Participant’s Guide*, page 39.
- At the top of the report is the name of the team member submitting the report, Rachel Brooks. She’s the Transition Coordinator.
- Rachel’s assigned strategy was “Conduct joint training sessions with early childhood education and kindergarten staff” as indicated in the first column, first row.
- Read through the columns, “Steps for Completing the Strategy” and “Progress Since Last Report.”

Allow participants 1 minute to read the second and fourth columns on the *Implementation Progress Report (Case Study’s Step 4)*. These are labeled, “Steps for Completing the Strategy” and “Progress Since Last Report.”

Script

Ask: Based on the steps Rachel took and the progress she reported, was Rachel an implementer or a manager? How do you know?

Suggested Responses:

Rachel was both. She was an implementer who actually did the tasks according to her progress notes. But it appears as though Dan Brown assisted her, so we can assume she managed Dan’s work.

Ask: Take another look at the tasks on the *Step 4 Instructions* sheet on *Participant's Guide* page 21. Which of the “implementer’s” tasks did Rachel complete according to the information you are given in her progress report?

Suggested Responses:

- No—Documented all action steps on a calendar. (There is no evidence of this).
- No—Planned weekly tasks. (There is no evidence of this).
- Yes—Completed implementation tasks weekly.
- Yes—Overcame barriers proactively, seeking advice from the team as needed. (See fourth row, “Challenges.”)
- Yes—Reported problems that required a change on the *Transition Plan* to the team leader. (See fourth row, “Challenges” regarding change in date from March to April.)
- Yes—Submitted *Implementation Progress Reports* to transition team leader. (Entire report is evidence of this task.)
- Yes—Met all deadlines. (Compare end dates and dates completed.)
- Yes—Prepared for evaluation. (See last row.)

Transition to evaluation.

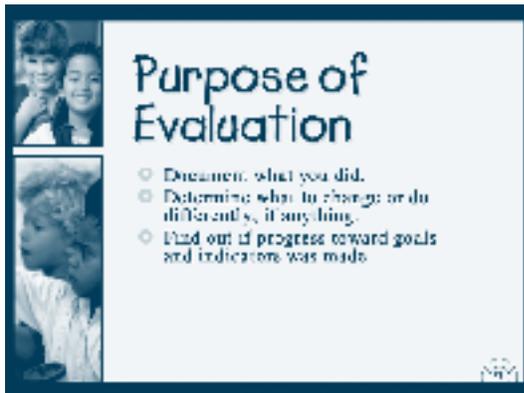
Script

- Once implementation is complete, you will want to determine if your efforts have been effective. This is when you begin your evaluation.
- Evaluation will help you determine if the strategy should be changed and if it helped to achieve the transition goals you’ve set. Let’s learn more about evaluation next.



Lecture and Discussion Evaluation

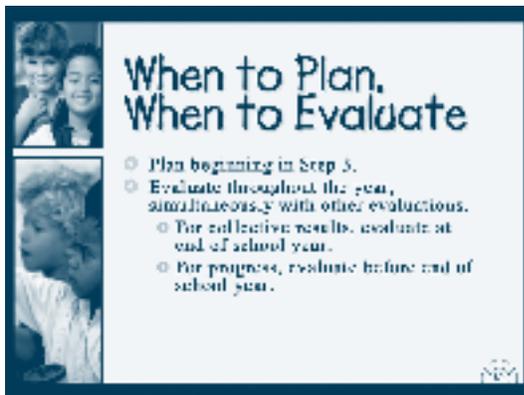
Display Transparency 59, *Purpose of Evaluation*



The purpose of evaluation is to

- Document what you did.
- Determine what to change or do differently, if anything.
- Find out if progress toward goals and indicators was made.

Display Transparency 60, *When to Plan, When to Evaluate*



Refer to page 37 in the *Participant's Guide, Transition Plan (Case Study's Step 3)*.

Script

● When to *Plan*

Although evaluating your work is the last step in the process after implementation, it is important to begin planning how to evaluate your work early in the process, back in *Step 3*. If you've done the planning work, evaluation will be less difficult because you've already identified "how" to evaluate on the *Transition Plan*. By the time you get to *Step 5: Measure Up*, you just need to collect the data.

Look back at page 37 in the *Participant's Guide, Transition Plan (Case Study's Step 3)*. Review for a minute the evaluation methods they planned in the last column of the *Plan*. Review the evaluation methods on all three pages.

● When to *Evaluate*

Evaluation of different goals and different strategies from the same *Transition Plan* may go on simultaneously throughout the year. In fact, evaluation of some goals and strategies may be going on while implementation of others is just beginning.

Some evaluations are better suited for the end of the year, if collective results cannot be gathered before then or if you are evaluating final outcomes. Other evaluations can take place before the end of the year, if you are looking at progress toward goals or how well implementation of the transition strategy is going.

Evaluation Tasks

Script

Ask: I'd like to hear about your evaluation *experiences*. What are some of your evaluation success stories and challenges?

Ask: What *tasks* did you complete in your part of the evaluation?

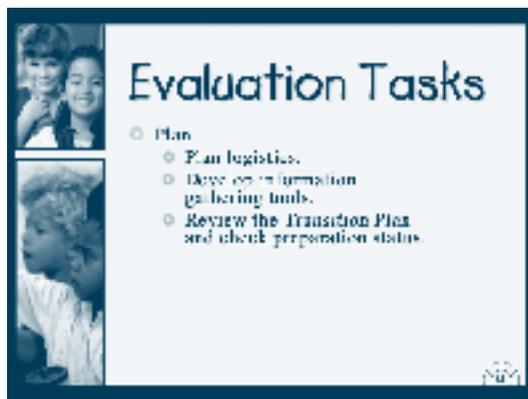
Instruction Sheets

Record the volunteers' tasks on chart paper. Then, refer to *Participant's Guide*, page 24, *Step 5 Instructions*.

Script

- Many of the tasks the volunteers just shared are those listed on your *Step 5 Instructions* sheet on *Participant's Guide*, page 24.
- Let's review those now to further familiarize you with what you'll be doing to evaluate your *Transition Plans*.

Display Transparency 61, *Evaluation Tasks*.



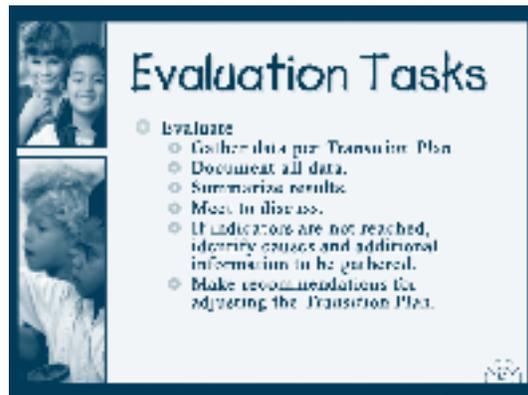
Read the evaluation tasks on the next two transparencies verbatim.

Script

To *prepare* for an evaluation

- Consider at the beginning of the process hiring an outside consultant with the expertise, time, and objectivity to set up the evaluation and summarize the results.
- Plan for evaluation logistics (e.g., correspondence, access to documentation, dates, times, places, facilitators).
- Develop information gathering tools as needed (e.g., sets of questions, surveys, sign-in sheets).
- As it becomes time to begin an evaluation, review the *Transition Plan* and the preparation that has been completed.

Display Transparency 62, *Evaluation Tasks*.



Script

To *carry out* an evaluation

- Gather data on the subjects outlined and use the evaluation methods given on the *Transition Plan*.
- Ensure all data is documented (e.g., verbal data should be recorded; written data, such as copies of children's records or sign-in sheets, should be secured).
- Summarize results. Again, you might consider hiring an outside consultant with the proper expertise in working with data to summarize the results.

- Meet as a team following each evaluation to share evaluation data and analyze results.
- If outcomes were not reached, identify possible causes and additional information to be gathered to verify causes.
- Adjust the *Transition Plan* as needed.

Involvement of Families

Script

Ask: We just heard from some of you about your evaluation experiences. Has anyone conducted an evaluation involving families? If so, how did you collect the information from them? Why did you feel it was important to hear from families?

Suggested Responses:

- Feedback from families is critically important to help teams identify the strengths and weaknesses in current transition efforts.
- One way to evaluate the effectiveness of your activities is to conduct a survey or focus group with the children and families who have just completed their kindergarten year.

Evaluation (Case Study)

Refer to *Participant's Guide*, page 40, *Evaluation (Case Study's Step 5)*. Allow participants 5 minutes to read the case study. Then display Transparency 61. For each task on the transparency, ask participants which ones the case-study team completed. Repeat for Transparency 62.

Script

Ask: Which of the evaluation tasks on the transparencies did the case-study team complete for their evaluation?

Suggested Responses:

All but one: "If outcomes were not reached, identify possible causes." This did not apply to them because their indicator was met (i.e., the relationships did improve).

Transition to the program closing.

Script

- That's all we're going to say about implementation and evaluation for now.
- We've gone through each of the five steps in the *Transition Improvement Process*. You have a real head start on some of your transitions work.
- Let's go ahead and wrap up the training. We have just a few minutes to review what you've learned and accomplished today.

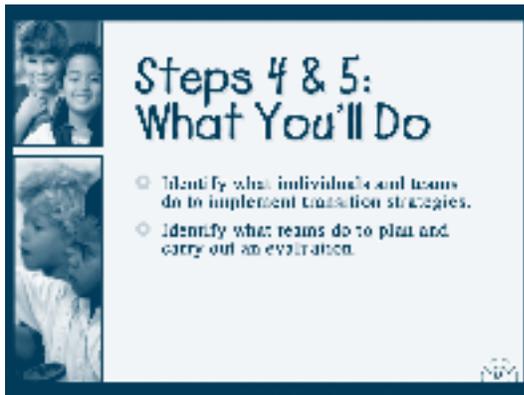
20 Minutes

Activity 10

Closing

Materials

- Transparency 63
- Chart paper and markers
- *Participant's Guide*, page 25, *Reflections*
- Training feedback form, if available



Preparation

- None

Purpose

To review the session, reflect back on the entire training, and think forward to next steps.

Directions

1. Display **Transparency 63, Steps 4 & 5: What You'll Do**. Refer to the transparency as you recap *Steps 4 & 5*.

Script

- In this session, we briefly talked about guidelines for implementing and evaluating.
- We saw how the case-study team implemented its strategies and finalized its transitions work with an evaluation.
- Please feel free to refer back to this case-study example as you begin your own *Transitions Improvement Process*.

2. Remind participants of their on-the-job tools.

Script

- You have not begun any of your implementation or evaluation tasks in class, so you cannot check any of the guidelines on your *Step 5 Instruction* sheets.
- But, Tab 3 includes a clean set of *Instruction Sheets*. The *Instruction Sheets* will help you get the ball rolling by doing some of the thinking for you. Think of them as a step-by-step guide or a checklist of tasks for each step in the process. They'll help jog your memory back on the job.
- Tab 3 also contains a blank *Self-Assessment*, the *Menu*, and all blank forms needed for the *Transition Improvement Process*.

3. Review the training overall.

Script

Let's take a quick look back at the overall training. As a result of this working session, you have begun several steps in the *Transitions Improvement Process*. You have

- Started rounding out your teams.
- Begun your needs assessment on the *Transition Assessment Worksheet*.
- Begun your *Transition Plan*.
- Started thinking about implementation and evaluation.

4. If time permits, conduct this *Reflections* exercise but be sure you have enough time to conduct the next exercise (#5 below). If there is not enough time for *Reflections*, move on to #5. Refer to *Participant's Guide*, page 25, *Reflections*.

Script

Now, take just 2 minutes to reflect on everything you've learned by answering the questions on the handout:

- What squares with my current thinking? What do I understand and agree with?
- What's still rolling around in my mind? What am I not sure about?
- What do I need to change?

5. Conduct a "To-Do List" activity. Ask each team to form its own short-term "to-do" list to continue the process begun here in class. Ask team members to set a next meeting date, a general focus or agenda for the meeting, and at least one or two other "to-dos" which will help them get the ball rolling again back on the job. Each should have names and dates attached. Allow 5 minutes. Then ask each team to report to the large group. Record each team's list. An example of some "to-dos" might be:

- Meet for lunch on August 18th. Agenda: (1) Generate strategies for gaining administration's support for this program. (2) Generate ideas for sending out a needs assessment questionnaire to the previous year's kindergarten parents on their transition experience and effectiveness of strategies used (Entire team).
- Send out a reminder for the meeting by August 10th (Mary).
- Generate potential questions for questionnaire and e-mail to Mary by August 10th (Entire team).

6. Distribute a training feedback form, if available. Designate a location for completed feedback forms.

Script

- Now we'd like to find out from you what you thought of this training.
- Please complete this form and turn it in when you're done.

7. Conclude.

Script

- We'd like to thank you all for your participation and hard work today.
- Good luck as you continue your transitions work.
- We hope this working session and your take-home tools have given you a head start.



Handouts

National Center for Early Development & Learning

Spotlight #35: March 2002

Transition to Kindergarten

This Spotlight is based on our policy brief “Transition to Kindergarten” written by Robert Pianta of the University of Virginia and Martha Cox of the University of North Carolina at Chapel Hill. In addition to UNC-Chapel Hill and UVA, the other NCEDL partner is the University of California at Los Angeles. The policy brief, as well as an accompanying two-page fact sheet are online under products at www.ncedl.org.

What policy changes are needed?

Strengthen bonds between preschools and elementary schools. Policies are needed that foster communication between preschools and elementary schools. Important topics for discussion include consistency in expectations and curriculum across programs. Such policies would greatly reduce the large shifts that occur in classroom quality, experiences and expectations for children between preschool and elementary school.

Require transition planning teams in localities. Such policies would mandate the formation of transition planning teams in localities involving school personnel, preschool staff, families, agency workers and community leaders. This collaboration would focus on better informing the public about preschool and early school opportunities for children, enhancing learning experiences for young children, and the development and

(See “Needed Policy” on reverse)

What are the issues?

The transition to formal schooling is a landmark event for millions of children, families, and educators. But recent research by NCEDL and others indicates that the transition practices commonly used in schools may not be well suited to the needs of children and families. There are several reasons why the transition to kindergarten and the early grades of school is important.

First, the early elementary years, particularly kindergarten, are important in establishing competencies critical to children’s school success and achievement. These competencies involve children’s social and academic skills as well as parents’ involvement in the education of their children.

Second, early childhood learning environments are quite different from traditional elementary school classroom settings. Early childhood settings provide support for both children and families, recognizing the very clear developmental differences between preschool-age children and school-age children. The entrance to kindergarten is a point of considerable change and transition for families, children and staff. It is precisely these differences that transition practices attempt to bridge and overcome.

Third, increasingly large amounts of public funds are now dedicated to educating young children with the intent of boosting their chances for success in elementary school and beyond. It is imperative to understand and shape the conditions under which public funds can be best used.

In addition, children’s experiences prior to kindergarten are different now than they were a generation ago:

- Kindergarten classes are larger and children have to deal with more children and more adults than in preschool.
- There is increasing emphasis on formal instruction and the acquisition of skills.
- Maturity demands are greater, such as sitting still for longer periods of time, self-control, and attention.
- Children usually ride the bus without parents and with bigger children for the first time.
- More children now attend preschool or are enrolled in non-familial care settings that give them experiences with peers and classroom-like environments.

For more information, contact Loyd Little at 919-966-0867 or e-mail loyd_little@unc.edu. Visit our website at www.ncedl.org.

***Needed policy changes
(continued from front)***

implementation of transition practices that smooth the shifts between preschool, home, and school.

Strengthen bonds between families and schools.

Require teacher-training in building partnerships with families, especially those from diverse ethnic and linguistic backgrounds. These and other professional development programs must be based on adult learning principles and the best available research about child development and learning.

Provide high-quality kindergarten classroom experiences for children.

Because all children enter formal schooling in kindergarten, policies must be developed and enacted that ensure that kindergarten programs are among the highest quality programs in a school. These policies should focus on lowering student-staff ratios, strengthening relationships between teachers and children, and teachers and parents, ensuring productive use of time in order to nurture children's learning, and providing young children with the opportunity to be taught by well-educated and well-trained staff.

What do we need to study?

Localities that provide high-quality transition practices in their communities. Such a large-scale study would document the policies and procedures used in transition planning and implementation. This “best practices in transition” study would provide a rich set of descriptions that can give rise to core principles to guide transition planning and implementation across the country in the years to come.

How kindergarten classroom environments contribute to the quality of transitions for children. Such a study could greatly enhance our knowledge about classroom practices that support successful transition into the critically important early years of elementary school.

Survey kindergarten teachers and teachers-in-training. This would help to better understand their knowledge and experience in transition planning, and results would provide much-needed information for teacher development, both inservice and preservice programs.

OERI • National Educational Research Centers

If you want to know more

Cost, Quality, and Child Outcomes Study Team. (1995). *Cost, quality, and child outcomes in child care centers public report*. Denver: Economics Department, University of Colorado-Denver.

Early, D., Pianta, R. C., & Cox, M. J. (1999). Kindergarten teachers and classrooms: A transition context. *Early Education and Development, 10*(1), 25–46.

Love, J. M., Logue, M. E., Trudeau, J. V., & Thayer, K. (1992). *Transitions to kindergarten in American schools* (Contract No. LC 88089001). Portsmouth, NH: US Department of Education.

Pianta, R. C., Cox, M. J., Early, D., & Taylor, L. (1999). Kindergarten teachers' practices related to the transition to school: Results of a national survey. *Elementary School Journal, 100*(1), 71–86.

Pianta, R. C., & Walsh, D. J. (1996). *High-Risk children in schools: Constructing sustaining relationships*. New York: Routledge.

Ramey, S. L., & Ramey, C. T. (1999). The transition to school for “at-risk” children. In R. C. Pianta & M. J. Cox, (Eds.), *The transition to kindergarten*, (pp. 217–251). Baltimore: Paul H. Brookes.

National Institute on Early Childhood Development and Education:
www.ed.gov/offices/OERI/ECI/

National Center for Early Development & Learning: **www.ncedl.org**

NCEDL is administratively housed at the University of North Carolina at Chapel Hill. In addition to UNC-CH, partners in NCEDL are the University of Virginia and the University of California at Los Angeles. This project is supported under the Education Research and Development Centers Program, PR/award number R307A960004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Opinions do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education <ed.gov/offices/OERI/ECI/>, the Office of Educational Research and Improvement, the U.S. Department of Education, or any other sponsoring organization. Permission is granted to reprint this Spotlight; please acknowledge NCEDL and the authors of the policy brief on which this Spotlight is based.

Self-Assessment for Sending Program Staff

Directions: You may use this checklist for individual reflection, to prompt group discussion, or as a way to track progress as you improve your transition practices. For each item, place an “X” next to the appropriate word to indicate whether you believe that example of best practice is followed by your program.

Sample Strategies for Maintaining Ongoing Communication Between Early Childhood Programs (ECP) and Kindergarten Staff

ECP and Kindergarten Staff

1. Get to know each other and share information about our programs. Yes Partially No
2. Work together to implement a formal plan for effective transitions. Yes Partially No
3. Provide accurate and unbiased information about programs. Yes Partially No
4. Respect each other and have an honest acceptance of each other’s professional roles. Yes Partially No
5. Periodically visit receiving programs to observe. Yes Partially No
6. Plan joint activities for registration, workshops, and other activities. Yes Partially No
7. Participate on each other’s policy advisory committees when possible. Yes Partially No
8. ECP staff assists in screening for kindergarten, as applicable. Yes Partially No
9. Discuss the transfer of specific records to the school while respecting parental rights to privacy. Yes Partially No

Sample Strategies for Preparing Children for Transition

We

10. Provide for a wider range of developmental interests and abilities than the chronological age range suggests. Yes Partially No
11. Design experiences to stimulate learning in all areas—physical, social, emotional, and intellectual. Yes Partially No
12. Plan activities that are responsive to individual differences in ability, interests, cultural backgrounds, and linguistic styles. Yes Partially No
13. Provide an environment in which children can learn through active exploration and interaction with concrete materials, adults, and other children. Yes Partially No
14. Organize the environment to allow children to select their own activities from a variety of choices. Yes Partially No
15. Organize the day so that children work individually or in small informal groups most of the time. Yes Partially No
16. Provide many opportunities for children to see how spoken and written language are related. Yes Partially No
17. Schedule visits to the new school for the children. Yes Partially No
18. Discuss new activities, schedules, rules, and bus routes to help the children feel comfortable and confident. Yes Partially No
19. Read books to the children about changes and moves. Yes Partially No
20. Invite children to express their feelings through dramatic play. Yes Partially No

21. Invite kindergarteners or older siblings to visit and talk about the change. __Yes __Partially __No
22. Make phone books so that children can keep in contact with their friends from ECP over the summer. __Yes __Partially __No
23. Encourage parents to provide activities that allow their children to make a greater variety of friends than just those that are in their ECP classroom. __Yes __Partially __No
24. Use both formal and informal times to talk to the children about kindergarten and allow them to express their feelings. __Yes __Partially __No
25. Have children dictate a letter to their new teacher, telling them what they've learned and what they look forward to learning the next year. __Yes __Partially __No
26. Keep a portfolio of each child's progress throughout the year. At the year's end, we share this book with each child and show him or her how much he or she has gained and grown. __Yes __Partially __No

Sample Strategies for Involving Parents in the Transition

We

27. Provide parents with information about the school their child may be attending. __Yes __Partially __No
28. Encourage parents to attend open house/back-to-school night. __Yes __Partially __No
29. Discuss child care options with working parents and provide information and referrals. __Yes __Partially __No
30. Invite kindergarten staff to come to a parents meeting at the ECP to provide an overview of the program and answer questions. __Yes __Partially __No
31. Discuss the transfer of records with parents and provide "release of information" forms. __Yes __Partially __No
32. Create a story about the new school for parents to read to their children. __Yes __Partially __No
33. Introduce parents to others with children attending the same school. __Yes __Partially __No
34. Discuss any changes in services available to parents. __Yes __Partially __No

Sample Strategies for Reaching Into the Community

We

35. Participate in community forums on kindergarten transitioning. __Yes __Partially __No
36. Participate in community-wide workshops for pre-K staff. __Yes __Partially __No
37. Organize an annual effort to identify books about being ready for "big school." __Yes __Partially __No

Self-Assessment for Sending Program Staff (continued)
“Pick 6” to Improve

Take a minute to reflect on how you answered the previous questions. Are there areas where you see a need for improvement? Are there areas where you currently don’t have any activities? You can use the space below to note some strategies you would like to use. A good way to start is to “Pick 6” new strategies (three to begin shortly and three that may take longer to institute).

<p><i>Choose 3 strategies to begin in the</i></p> <p>Short Term</p>
<p><i>Choose 3 strategies to begin in the</i></p> <p>Long Term</p>

Written and produced by the SERVE Regional Educational Laboratory

Barriers	Busters



Self-Assessment for Kindergarten Staff

Directions: You may use this checklist for individual reflection, to prompt group discussion, or as a way to track progress as you improve your transition practices. For each item, place an “X” next to the appropriate word to indicate whether you believe that example of best practice is followed by your program.

Sample Strategies for Maintaining Ongoing Communication Between ECP and Kindergarten Staff

ECP and Kindergarten Staff

1. Get to know each other and share information about our programs. Yes Partially No
2. Work together to implement a formal plan for effective transitions. Yes Partially No
3. Provide accurate and unbiased information about programs. Yes Partially No
4. Respect each other and have an honest acceptance of each other’s professional roles. Yes Partially No
5. Periodically visit each sending program to observe. Yes Partially No
6. Plan joint activities for registration, workshops, and other activities. Yes Partially No
7. Participate on each other’s policy advisory committees where possible. Yes Partially No
8. Conduct joint kindergarten screenings, as applicable. Yes Partially No
9. Discuss the transfer of specific records to the school while respecting parental rights to privacy. Yes Partially No

Sample Strategies for Preparing Children for Transition

We

10. Invite parents to visit the school with their children during the school year before the child starts kindergarten. Yes Partially No
11. Hold a back-to-school night in August prior to the beginning of school. Yes Partially No
12. Send a personal “letter from the teacher” to all new students in the late summer, welcoming them to kindergarten. Yes Partially No
13. Provide for a wider range of developmental interests and abilities than the chronological age range suggests. Yes Partially No
14. Compare types of activities among ECP programs and begin kindergarten with similar activities so children begin their kindergarten experiences with confidence. Yes Partially No
15. Design experiences to stimulate learning in all areas—physical, social, emotional, and intellectual. Yes Partially No
16. Plan activities that are responsive to individual differences in ability, interests, cultural backgrounds, and linguistic styles. Yes Partially No
17. Provide an environment in which children can learn through active exploration and interaction with concrete materials, adults, and other children. Yes Partially No
18. Organize the environment to allow children to select their own activities from a variety of choices. Yes Partially No

- 19. Read books to the children about changes and moves. __Yes __Partially __No
- 20. Invite children to express their feelings through dramatic play. __Yes __Partially __No
- 21. Invite kindergarteners or older siblings to visit and talk about the change. __Yes __Partially __No
- 22. Make phone books so that children can keep in contact with their friends from ECP over the summer. __Yes __Partially __No
- 23. Encourage parents to provide activities that allow their children to make a greater variety of friends than just those that are in their ECP classroom. __Yes __Partially __No
- 24. Use both formal and informal times to talk to the children about kindergarten and allow them to express their feelings. __Yes __Partially __No
- 25. Have children dictate a letter to their new teacher, telling them what they've learned and what they look forward to learning the next year. __Yes __Partially __No
- 26. Keep a portfolio of each child's progress throughout the year. At the year's end, we share this book with each child and show him or her how much he or she has gained and grown. __Yes __Partially __No

Sample Strategies for Involving Parents in the Transition

We

- 27. Provide parents with information about the school their child may be attending. __Yes __Partially __No
- 28. Encourage parents to attend open house/back-to-school night. __Yes __Partially __No
- 29. Discuss child care options with working parents and provide information and referrals. __Yes __Partially __No
- 30. Invite kindergarten staff to come to a parents meeting at the ECP to provide an overview of the program and answer questions. __Yes __Partially __No
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- 34. Discuss any changes in services available to parents. __Yes __Partially __No

Sample Strategies for Reaching Into the Community

We

- 35. Participate in community forums on kindergarten transitioning. __Yes __Partially __No
- 36. Participate in community-wide workshops for pre-K staff. __Yes __Partially __No
- 37. Organize an annual effort to identify books about being ready for "big school." __Yes __Partially __No



Self-Assessment for Kindergarten Staff (continued)
“Pick 6” To Improve

Take a minute to reflect on how you answered the previous questions. Are there areas where you see a need for improvement? Are there areas where you currently don’t have any activities? You can use the space below to note some strategies you would like to use. A good way to start is to “Pick 6” new strategies (three to begin shortly and three that may take longer to institute).

<p><i>Choose 3 strategies to begin in the</i></p> <p>Short Term</p>
<p><i>Choose 3 strategies to begin in the</i></p> <p>Long Term</p>

Barriers	Busters

Transition Assessment Worksheet

This three-part worksheet will help the transition team begin thinking about the gaps in the current transition system and focus the needs assessment.

Part A: Assessing Current Practices

Current Practice and Month It Occurs	Target Connection(s) <i>i.e., child to child, school to child, school to family, school to school, or school to community</i>	What Works <i>What is most effective about this practice?</i>	What Doesn't Work <i>Where does this practice break down for children, parent(s), teachers, others?</i>	Possible Cause(s) <i>If breakdowns exist, what are some possible reasons for them?</i>	Suggestion(s) <i>What are some suggestions for improving this practice?</i>	Additional Information <i>What might help to confirm the information you've gathered about this practice? Who else should you talk with? What else would you like to find out?</i>

(1 of 4)

Transition Assessment Worksheet (Continued)

Part B: Assessing the Disconnections

Disconnections <i>List the target connections with no or insufficient transition practices in place.</i>	Suggestions <i>What practices might help strengthen this connection?</i>	Additional Information <i>What might help to confirm your suggestions for improvement? Who else should you talk with? What else would you like to find out?</i>

(2 of 4)

Transition Assessment Worksheet (Continued)

Part C: Gathering Additional Information

Input Groups

Who can give you the “additional information” you listed in Parts A and B of this worksheet? The input group should include individuals who are best able to provide input on what children, families, and other transition partners experience during transition; to help you understand why current practices might be breaking down; and to offer suggestions for improvement. The input group also should be able to help strengthen currently weak connections.

Input groups may include the following:

- Kindergarten teachers
- Head Start representatives
- Kindergarten school administrators (e.g., principal, vice principal, curriculum specialist, transition coordinator)
- District representatives (e.g., federal program representative, early childhood coordinator, curriculum specialist)
- Parents or other family caregivers (e.g., grandparents, guardians)
- Private child care professionals (e.g., family child care provider)
- Representatives from pre-K initiatives
- Elementary school teachers
- Guidance counselors
- Librarians
- Other school personnel (e.g., cafeteria worker, bus driver, janitor, teacher’s aide, office staff, safety patrol, art teacher, PE teacher, after-school personnel, migrant coordinator)
- Older student
- Community representatives (e.g., health care representative, early intervention specialist, mental health professional, social worker, local business representative, local government representative)

List names and titles here (or attach a separate sheet):

Transition Assessment Worksheet (Continued)

Part C: (Continued)

Methods of Information Gathering

Consider the different types of information still needed (see Parts A and B of this worksheet under “Additional Information”). Then consider the input group selections (Part C, above). Given what you still need and from whom, determine the best method of information gathering.

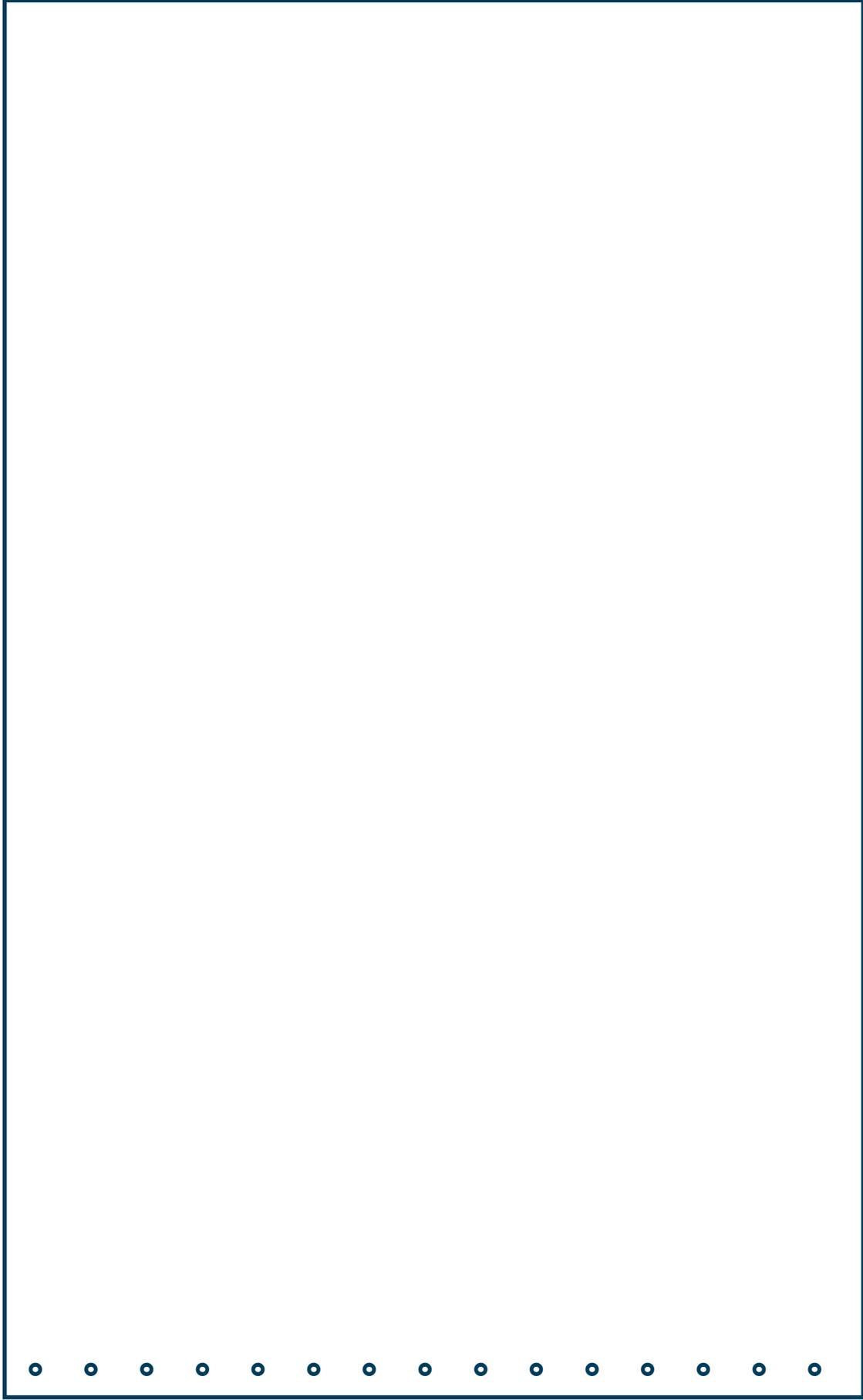
List method(s) to be used here (or attach). Briefly describe what information will be gathered with each method and how it will be gathered.

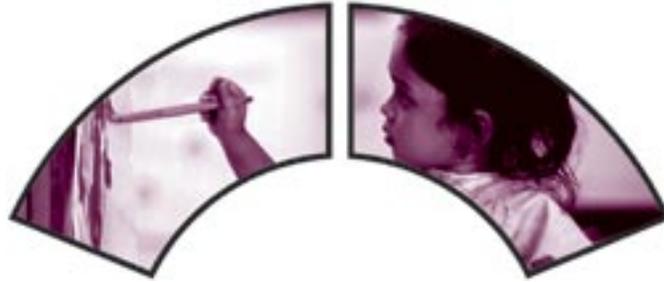
Different methods include:

- **Non-targeted focus groups (single or multiple sessions)**
 Best used when you need to tap into a range of attitudes and needs across groups and to probe a topic in more depth. Can be time-consuming to sift through information. Also may be difficult to pull group together.
- **Targeted focus groups (single or multiple sessions)**
 Gives you easy, reliable access to ideas, needs, and attitudes of a single group and enables you to probe a topic in more depth. Can be time-consuming to sift through information. Also may be difficult to pull group together.
- **Questionnaires**
 Allows you to cover many topics quickly and anonymously, but does not provide context or elaboration of responses. Often gets a poor response rate.
- **Interviews**
 Allows personal contact, but generally should interview one person at a time (and no more than three people). Can be time-consuming.

Specific Questions for a Focus Group

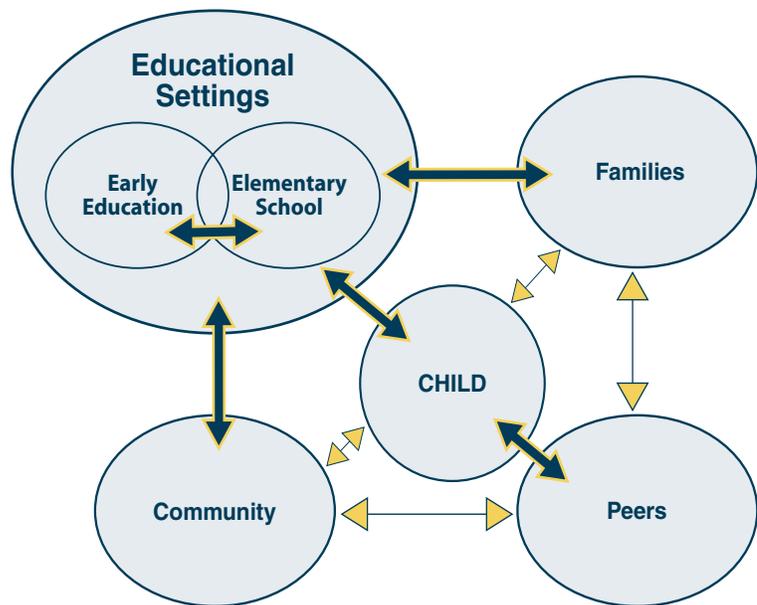
Look back at the Additional Information columns in Part A and Part B of this worksheet. Consider gathering some of this information through a focus group, where in-depth probing might be useful. List some possible questions you might want to ask of parents and staff at a focus group.





Menu of Super Transition Strategies & Terrific Tips

This menu is full of ideas for new transition practices. There are transition ideas that will strengthen schools' ties with children, families, the community, and other schools as well as help children connect with other children. Use this Menu as a resource for ideas to complete a Transition Plan, along with other resources such as other schools and programs, the Internet, professional journals, other industry materials, and your own experience. Note: The suggested months noted for conducting each of the activities in this menu are only suggestions. Many of the activities can be conducted at any point during the year.



Connecting Children to Children Will Help Smooth Transitions

By connecting children to their peers, you are providing another means of supporting transitions for children. Children begin to feel more comfortable in their new environment when they see some familiar faces, both of same-age peers and those peers that are a little older.

Transition Strategy	Month
Ask kindergarten children to prepare a journal about what happens in their room and to share it with preschool classes that will be moving up in the fall.	September
Encourage parents to provide activities that enable their children to make a greater variety of friends than just those that are in their preschool classroom. These can be sports activities, musical and dance activities, taking their child to the library, going to the local parks, etc.	September
Arrange for elementary school children from different cultures to be “pen pal buddies” with a child that will be entering school the next year from the same cultural background. They can share pictures, stories for the family to read in their home language, and other materials.	October
Have kindergarten children prepare a video about what it is like to be a kindergartener.	November
Create a puppet show about kindergarten. Allow the children to use the puppets to talk about their fears.	January
Invite a kindergarten child who previously attended your program to return to the preschool and talk about what it is like to go to elementary school. He or she could also share any rules that are different from the preschool. If possible, have the child share some examples of class work or photos.	March
Have a system in place for older children to “buddy up” with an incoming kindergarten child. Have the older child write or dictate a note in the spring to the preschooler. They can send notes, photos, drawings, etc. about the school prior to the child coming. Arrange for the older child to be an escort during open house or school visitation. Once the preschooler enters school, allow for some play time between the two children at recess or allow them to eat together. Some schools have “reading buddy” programs that continue the process. The reading buddy can read to the kindergarten child before nap time. This allows non-judgmental oral reading for the older child, and some special one-on-one for the younger child.	March
Take class photos near the end of school to give as goodbye gifts. Mount them on card stock and allow the children to decorate the “frames.”	April
When children who do not have English as a first language visit the school, have an older child that speaks the same language show the family around the school and spend some time with the younger child by playing a game or reading him or her a book.	April
Make phone books so that children can keep in contact with their friends from preschool over the summer. Copy name and numbers and have children decorate “phone book” covers. Obtain parental permission to share phone numbers.	May
Have summer playgroup sessions where incoming kindergarteners can meet new friends prior to coming to school. These can be fun days on the school playground or “parties” in the cafeteria.	June

Connecting Children to Schools Will Help Smooth Transitions

Children feel more connected when their school and preschool experiences are similar.

Transition Strategy	Month
<p>Help children create “Time Capsules” of their preschool experiences. You can use a shoebox or other storage type box. Have the children decorate their boxes and have a label printed out that says “_____’s Preschool (or Head Start) Treasures.” Have the children select favorite things they would like to go in their boxes—videos, photos, favorite drawings, souvenirs, etc. Tell the children to take their boxes home and look back at them when they want to think about preschool.</p>	<p>July or whenever children leave your program</p>
<p>Provide class lists early so that teachers, families, and children can begin to communicate. This list does not need to be considered final, but at least a core group can be assigned to each teacher.</p>	<p>As early as possible</p>
<p>Send a personal note or postcard welcoming each child as soon as your class list is assigned.</p>	<p>As early as possible</p>
<p>Define personal space for each child—a cubby, desk, bin, etc.—that is identified with his or her name or photo. Write an individual note to each child welcoming him or her to school. Place the notes in children’s cubbies.</p>	<p>August</p>
<p>Take a Polaroid or digital photo (or take film to a one-hour photo) of everyone on the first day of school and post it along with the children’s names, bus numbers, and favorite things to do.</p>	<p>August or September</p>
<p>Hold a “Back to School” pep rally.</p>	<p>August or September</p>
<p>Prepare a <i>Welcome to School</i> or <i>About Our School</i> book. Have photos of all the staff in the book, as well of photos of children as they participate in kindergarten activities. You can send this book to the feeder schools or you can have it available at the beginning of the school year.</p>	<p>August or earlier</p>
<p>Set up an area in your classroom with photos of parents and family. Allow children to “visit” their families throughout the day.</p>	<p>August</p>
<p>Turn the dramatic play area into a kindergarten classroom. If possible, borrow some materials from a local kindergarten to enhance the play experience. Post pictures of children getting on a bus, eating in the cafeteria, visiting the school library, and playing on the playground, in the gym, in the art room, or in different areas of the school.</p>	<p>December</p>
<p>Write a welcome note for each child to be placed in his or her cubby or on their desk on the first day of school.</p>	<p>August or September</p>
<p>Allow for staggered entrance into school. (1/3 come 1st day, next 1/3 the 2nd day, and final 1/3 the 3rd day of school. Last 2 days of the week have all the children come.)</p>	<p>August or September</p>
<p>Define a personal space for each child’s belongings labeled with the child’s name, photo, or drawing.</p>	<p>August or September</p>
<p>Help children feel comfortable and confident by listening to their fears and concerns and discussing them openly. Share your feelings about change with the children. Let them know that new things are hard for adults, too.</p>	<p>January</p>

Connecting Children to Schools Will Help Smooth Transitions (Continued)

Children feel more connected when their school and preschool experiences are similar.

Transition Strategy	Month
Preschools can practice kindergarten activities, rules, songs, or stories.	February
Develop portfolios for children with special needs. This serves as a way to introduce the child to the new teachers. Include the child's artwork, photographs of the child, and questionnaires completed by the families.	Ongoing
Use both formal and informal times to talk to the children about kindergarten. Ask questions such as, "What do you think kindergarten will be like? How will it be different from our class? How will kindergarten be the same as our class?" Write the answers on flip chart paper and review and add to them over time.	February
Use circle time to talk about growing up. Bring in materials from other classrooms that the children have outgrown—stacking rings, baby blocks, toddler pull toys, chubby crayons, etc. Talk about the fact that the children are learning newer skills and that they changed classrooms as they got older and started using more advanced materials. Ask children to remember things they couldn't do when they first came to preschool and can do now. Make predictions about what the children will be learning in kindergarten that they can't do now. Write these predictions on a chart and post them in the room.	April
Have a "kindergarten day" at the preschool. Plan for scheduled activities similar to those in a kindergarten room.	May
Have children dictate a letter to their new teacher and tell them what they've learned and what they look forward to the next year. If the name of the teacher is not known, simply write, "Dear kindergarten teacher."	May
Keep a portfolio of each child's progress throughout the year. At the year's end, share his or her portfolio with each child and show them how much they have gained and grown throughout the year.	May
Share your feelings about change with the children. Let them know that new things are hard for adults, too.	Ongoing

Connecting Families to Schools Will Help Smooth Transitions

How involved the family is in the child's education makes a big difference in the child's outcomes. Families and schools benefit from the mutual sharing of information.

Transition Strategy		Month
Make a calendar of special dates to share with families. This can include school holidays, special events, etc.	June	
Go on home visits. This lets you get to know the children and their families.	July or as soon as possible	
Conduct a family needs assessment. Make initial contact with the family and begin developing a plan for family support.	First two weeks of school	
Host a "Back to School" night for incoming kindergarten children and their families. The children can take part in sample activities, tour the school and a school bus, and meet other children who will be attending school there. Parents can meet other parents as well and possibly make connections for carpooling, etc.	August	
Consider having a "Staggered Start" of kindergarten where smaller groups of children attend the first day of school. This can be done by having 1/3 of the children for each of the first three days of school and all children on the other two days of the first week. This allows the teacher to have more individual time with each child. The teacher may want to have children come with their parents for the first hour or so. You can also have shorter days as well for the first week.	August	
Have a family picnic before school starts or just after school starts.	August or September	
Encourage parents to come and share how to operate any adaptive equipment that their child with special needs might require. This could be done before the first day of school so there is enough time to fully educate the teachers and allow some time to practice with the equipment.	August	
Encourage parents to volunteer at the elementary school as well as at the early childhood program.	September	
Survey parents of children with special needs to find out their opinions on the transition process. Encourage them to provide input on where improvements might be made.	September	
Invite future families to attend Fall Festival at your school. Talk to the PTA about providing postage for the invitations.	October	
Invite parents of special needs children to present to the local interagency coordinating council about what means of support would most benefit their families and what special transition concerns they are facing.	November	
Schools can create learning materials for children to use at home with the parent.	Throughout the year	
Provide a wide range of ways to gather information from families about their child with special needs. You can provide questionnaires, audiotapes, or videotapes that allow the families to provide information specific to their child's needs and the best way to address those needs.	January	

Connecting Families to Schools Will Help Smooth Transitions (Continued)

How involved the family is in the child's education makes a big difference in the child's outcomes. Families and schools benefit from the mutual sharing of information.

Transition Strategy	Month
Hold end-of-the-year parent-teacher conferences. Share transition efforts with the parents. If you are concerned that a particular child is very fearful about the impending change, invite the parents in to work on a specialized transition plan for that child.	February or later
Invite parents to PTA or PTO the year before their child attends the school.	March
Provide information to parents about the program their child will be attending. You should include the address, the phone number, the principal's name, dates scheduled for registration, and school hours.	April
Discuss the transferring of records to the kindergarten with the parents. Provide release of information forms to be signed by the parents.	April
Write a classroom story about the new school for parents to read to their children.	April
Discuss with parents any changes of services that will be occurring.	April
Have parents complete a Family Transition Questionnaire. A sample form can be found in the <i>Terrific Transitions: Ensuring Continuity of Services for Children and Their Families</i> publication. Pass the information on to the child's kindergarten teacher or school (with parental permission).	April
Discuss after-school child care options with working parents. Provide information and referral to appropriate after-school programs.	May
Have parents complete the Information About My Child form found in <i>Terrific Transitions: Ensuring Continuity of Services for Children and Their Families</i> publication. Gather the forms and deliver them to the schools that the children will be attending.	May
Have parents help their children create an <i>All About Me</i> book. Each child will share this with his or her new teacher and classmates.	May
Invite parents to bring a friend or other family member on visits to the preschool or elementary school. Many family members who are not comfortable with the English language find it easier if they aren't attending by themselves.	Ongoing
Encourage families to come for assistance if their child's fears about attending a new school seem out of proportion. Discussing these concerns with the school guidance counselor, the teacher, or the principal can be very helpful. After talking with the family, make any necessary referrals to other agencies (e.g., Child Mental Health) as quickly as possible to help facilitate the transition.	Ongoing
Schedule end-of-the-year individual conferences with families to share transition planning with them.	May

Connecting Schools to Schools Will Help Smooth Transitions

The connections between schools help children and their families as they transition to elementary school.

Transition Strategy	Month
Host an open house for staff from all child care centers and kindergarten classrooms. Have presentations about what their programs are like. Allow them to get acquainted with one another and to share materials they will be using during the next school year.	August
Make scrapbooks about your school or center and share them with other schools and centers.	August
Have one program (either preschool or elementary) host a “coffee and donuts” morning for program administrators in order to allow time for the programs to discuss ways of meeting the needs of diverse families. They can talk about the transition process and identify ways to improve it.	August
Conduct joint workshops and trainings throughout the year.	September
Plan for joint kindergarten registration days. These can be held at child care centers, Head Start centers, local family resource centers, etc. Preschool staff can assist the kindergarten staff with the registration process.	Ongoing
If there are school or child care newsletters sent out, send a copy to the other schools where you receive children from or send children to. This provides a constant update of activities and builds familiarity with each other’s programs.	Throughout the year
Develop photo albums of staff from each agency and provide copies to each other to help children and adults become familiar with faces they will be seeing.	Ongoing
Arrange for records to be shared between the early childhood setting and the kindergarten setting. This should only be done with written permission from parents. Items to be shared can include developmental checklists, behavior checklists, portfolios of children’s work, etc.	September
Host a joint program meeting between staff at the elementary school and staff at the local preschools. Play a game of “alphabet soup” where acronyms and terminology from different programs are matched.	October
Invite special visitors from the school to come to the preschools—librarian, principal, cafeteria workers, bus drivers, custodians, art teacher, physical education teacher, office workers—and have them conduct an activity with the children that relates to their function at the school.	March
For children that have special needs send the paperwork to the new school in plenty of time for the new teacher to be able to review the contents. You might highlight items that merit particular attention before the first day of school. Follow confidentiality guidelines when sharing information.	April
Design a program that teams up an early intervention teacher, a preschool teacher, and a kindergarten teacher and provides opportunities for joint training.	April
If children are prescreened for kindergarten, plan the screening to be held in conjunction with the preschool. This way, preschool staff can be present during the screening. This can also be done at the preschool site so that children will have a familiar setting for the screening.	May

Connecting Schools to Schools Will Help Smooth Transitions (Continued)

The connections between schools help children and their families as they transition to elementary school.

Transition Strategy		Month
If necessary, provide equipment and technical assistance in order for parents and caregivers to make a video about a child that will be moving to a new program. This is a great way to introduce the parents to the new teacher, to demonstrate how to operate any special equipment, and show the child at play.	Ongoing	
Have children dictate a letter to the preschool teacher to be sent to the kindergarten teacher. It should tell what they have learned and what they look forward to in kindergarten.	May	
Arrange for a school bus to visit the sending programs. Let children practice getting on and off the school bus (coping with steep steps, safety issues), and have the driver explain safety rules.	June or earlier	

Connecting Community to Schools Will Help Smooth Transitions

Ongoing collaboration is essential for building strong connections.

Transition Strategy	Month
With a family's permission, have the local paper do a community piece on how one child with special needs transitions into the regular school. Highlight the different community agencies that support this transition, and describe their roles in the transition plan.	August
Sponsor a full-page newspaper ad that lists the names of incoming kindergarteners and welcomes them to school.	September
Host community-wide workshops for kindergarten and preschool staff. Such topics as universal precautions, home visiting, behavior management, chronic illnesses, recognizing stress in children, etc.	Ongoing
Host a resource fair that highlights community services that are available for young children and could be of assistance to the early childhood programs.	September
Have the public library prepare a list of books that will be helpful in preparing children for kindergarten. If possible, arrange for a community volunteer to come and read the books from this list to the children throughout the children's preschool year.	October
Host community forums—half-day to all-day events that are attended by families and all agencies involved in early childhood (health department, social services, schools, child cares, family care homes, Head Start, etc.) The purpose is to raise community awareness around transition issues and to promote collaboration to address gaps. The forum can be guided by the following questions: What agencies provide early care and education services to young children and their families? How are community programs that serve young children alike and different? What are our expectations of children and how do these expectations differ? What do we do now as a community to prepare children and families for smooth transitions into kindergarten (including children with and without experience attending preschool, children with and without special needs, children with and without English as their first language)? How can we provide increased continuity of experiences and expectations for all young children and their families? (from Patricia Wesley's <i>Smooth Moves to Kindergarten</i>)	January
Host meetings and meals at local churches and businesses during the weeks before kindergarten registration. Describe the process and provide translations of written materials and interpreters when necessary.	March
Arrange for community-wide health screenings as a part of kindergarten round-up or registration.	April
Make special arrangements for community members to assist families that are non-English speaking. These community members can assist with providing special information and with completing forms.	April
Publish community event calendars.	Annually

Transition Plan

The Transition Plan is used both as a planning tool to plan year-round transition activities and as a management tool to help guide implementation.

Goal: Effective coordination between ECE programs and public school (i.e., school-to-school connections) by Fall 2003.

Indicator 1: Directors and other staff members from sending ECE programs report improved relationships with public school.

Indicator 2: There is consistency between program policies and practices that help create connections and smooth transitions for children entering school.

Indicator 3:

Indicator 4:

Indicator Number	Transition Strategy and End Date <i>Include the month the strategy will occur</i>	Action Plan (Steps and End Dates) <i>Include end dates for each step</i>	Resources Needed <i>After researching, list dollar amount, personnel, materials, etc.</i>	Person Responsible	Evaluation Method <i>Describe the source of information or document that will confirm effectiveness of strategies and achievement of indicators</i>

(1 of 3)

Transition Plan (Continued)

Indicator Number	Transition Strategy and End Date <i>Include the month the strategy will occur</i>	Action Plan (Steps and End Dates) <i>Include end dates for each step</i>	Resources Needed <i>After researching, list dollar amount, personnel, materials, etc.</i>	Person Responsible	Evaluation Method <i>Describe the source of information or document that will confirm effectiveness of strategies and achievement of indicators</i>

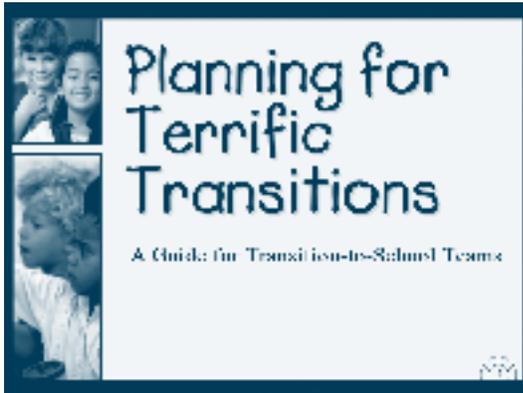
(2 of 3)

Transition Plan (Continued)

Indicator Number	Transition Strategy and End Date <i>Include the month the strategy will occur</i>	Action Plan (Steps and End Dates) <i>Include end dates for each step</i>	Resources Needed <i>After researching, list dollar amount, personnel, materials, etc.</i>	Person Responsible	Evaluation Method <i>Describe the source of information or document that will confirm effectiveness of strategies and achievement of indicators</i>

(3 of 3)

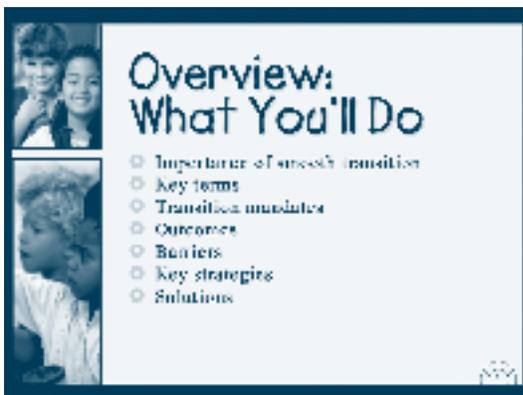
Transparencies



Transparency 1, *Planning for Terrific Transitions*



Transparency 2, *Sessions*



Transparency 3, *Overview: What You'll Do*

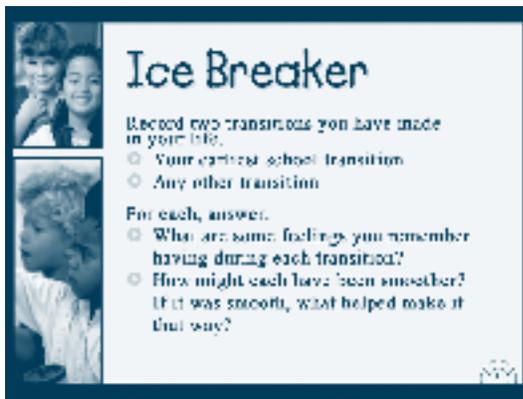


Housekeeping

- Phone call s
- Itinerary
- Check s
- Lunch
- Punctuality
- Sharing
- Parking lot
- Participant's Guide

Small images of two girls and a boy are on the left side of the transparency.

Transparency 4, *Housekeeping*



Ice Breaker

Recall two transitions you have made in your life.

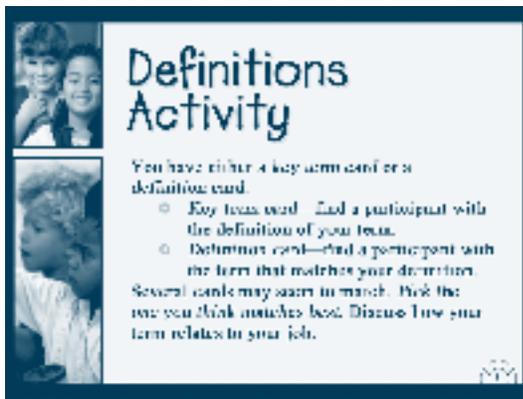
- Your earliest school transition
- Any other transition

For each, answer:

- What are some feelings you remember having during each transition?
- How might each have been smoother? If it was smooth, what helped make it that way?

Small images of two girls and a boy are on the left side of the transparency.

Transparency 5, *Ice Breaker*



Definitions Activity

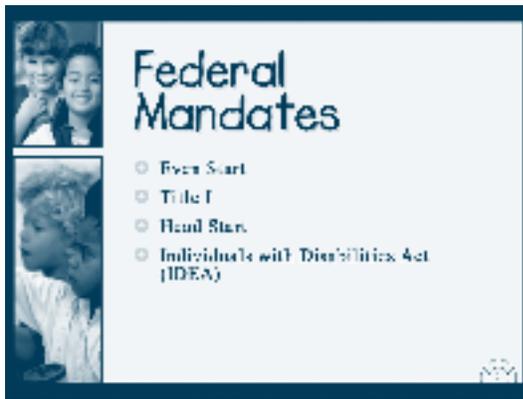
You have either a key term card or a definition card.

- Key term card—Find a participant with the definition of your term.
- Definition card—Find a participant with the term that matches your definition.

Several cards may seem to match. Pick the one you think matches best. Discuss how your term relates to your job.

Small images of two girls and a boy are on the left side of the transparency.

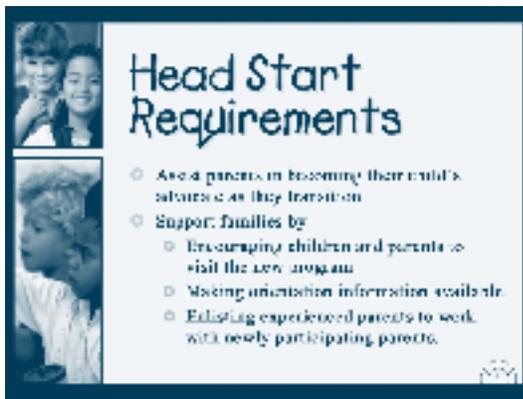
Transparency 6, *Definitions Activity*



Federal Mandates

- Even Start
- Title I
- Head Start
- Individuals with Disabilities Act (IDEA)

Transparency 7, Federal Mandates



Head Start Requirements

- Assist parents in becoming their child's advocate as they transition
- Support families by
 - Encouraging children and parents to visit the new program
 - Making orientation information available
 - Enlisting experienced parents to work with newly participating parents

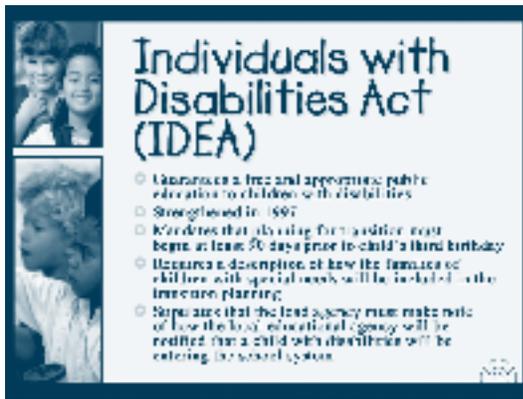
Transparency 8, Head Start Requirements



Head Start Requirements

- Support families by
 - Developing a packet about the child that parents can take to the next program
 - Providing education and training on local options throughout the year
 - Providing joint transition-related training to Head Start staff as well as receiving program staff

Transparency 9, Head Start Requirements



Individuals with Disabilities Act (IDEA)

- Guarantees a free and appropriate public education to children with disabilities
- Strengthened in 1997
- Requires that planning for a child's transition must begin at least 90 days prior to child's third birthday
- Requires a description of how the transition of children with special needs will be included in the transition planning
- Requires that the lead agency must make note of how the local educational agency will be notified that a child with disabilities will be entering the school system

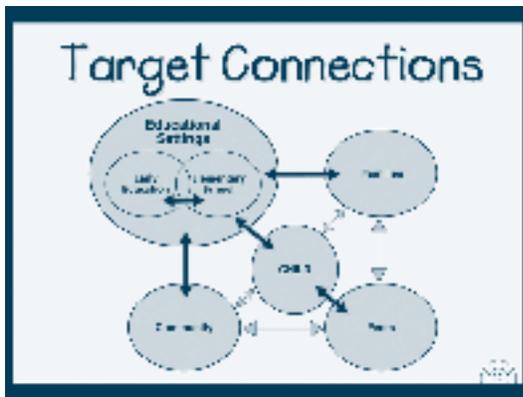
Transparency 10, *IDEA Requirements*



Keys to Success

- Planned continuity
 - Written transition plan
 - Polices, programs, practices reflect diversity of children, families, communities
- Collaboration among all parties
 - Preparation of children
 - Involvement of parents and families
 - Ongoing leadership and advocacy
 - Coordinated early development approach
 - Visible meetings between sending and receiving programs
- Developmentally appropriate practices

Transparency 11, *Keys to Success*



Transparency 12, *Target Connections*

Desired Outcomes for Children

- Foster peer interaction
- Cooperative roles
- Playing with others
- Speaking to peers
- Focus on others
- Self-confidence

Transparency 13, *Desired Outcomes for Children*

Desired Outcomes for Families

- Expectation of success
- Self-confidence
- Initiate opportunities for child
- Supportive and encouraging
- Communicative with staff
- Appreciative
- Sense of pride and commitment

Transparency 14, *Desired Outcomes for Families*

Desired Outcomes for Staff

- Greater knowledge of students
- Ability to meet child's needs
- Rapport with parents
- Professionalism
- Community support
- More resources

Transparency 15, *Desired Outcomes for Staff*

Transition Improvement Process Working Session

- Step 1: Round Out the Team
- Step 2: Assess the Situation
- Step 3: Plan the Work
- Step 4: Work the Plan
- Step 5: Measure Up

Transparency 16, *Transition Improvement Process Working Session*

Step 1: What You'll Do

- Begin to select the best qualified candidates to add to your transition team.
- Identify "to-dos" to complete when back on the job.

Transparency 17, *Step 1: What You'll Do*

Benefits of Step 1

A "rounded team"

- Has a broader perspective.
- Has the representation the needs of all transition partners.
- Strengthens its support system.
- Makes planning and implementation more efficient.
- Follows how effective transition will be.

Transparency 18, *Benefits of Step 1*

Team Members

- Families
- Leader program staff
- Kindergarten staff
- Administration
- Community representatives

Transparency 19, *Team Members*

Challenges of Teamwork

There may be differences in:

- Authority level
- Experience
- Opinions
- Abilities
- Agenda
- Interests
- Expectations
- Resources
- Perceptions (of each other)

Transparency 20, *Challenges of Teamwork*

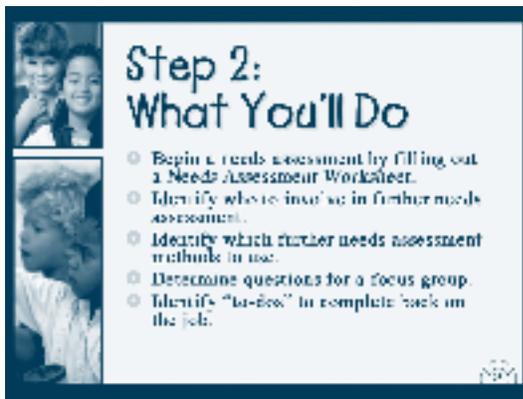
Current Team

Name	Role	Responsibilities
Michelle	Co-ordinator	○ Develops the agenda ○ Coordinates all of the meeting activities ○ Provides all of the necessary materials
David	Lead Meeting	○ Provides the agenda for the meeting ○ Provides all of the necessary materials for the meeting
Michelle	Co-ordinator	○ Provides all of the necessary materials
Emily	Facilitator	○ Facilitates the meeting
Michelle	Co-ordinator	○ Coordinates all of the meeting activities ○ Provides all of the necessary materials
Michelle	Co-ordinator	○ Provides all of the necessary materials
Michelle	Co-ordinator	○ Provides all of the necessary materials

Transparency 21, *Additions*

Function	Role	Contributions
Parent	Parent	<ul style="list-style-type: none"> Provide the background information of child and family history Provide the child's strengths Provide the child's interests Provide the child's special needs
Teacher	Teacher	<ul style="list-style-type: none"> Provide the child's current skills Provide the child's current level of independence
Specialist	Specialist	<ul style="list-style-type: none"> Provide the child's current level of skills Provide the child's current level of independence
Administrator	Administrator	<ul style="list-style-type: none"> Provide the child's current level of skills Provide the child's current level of independence
Community	Community	<ul style="list-style-type: none"> Provide the child's current level of skills Provide the child's current level of independence
Other	Other	<ul style="list-style-type: none"> Provide the child's current level of skills Provide the child's current level of independence

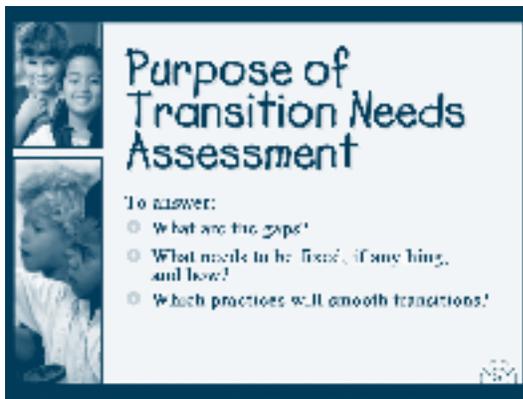
Transparency 22, Additions



**Step 2:
What You'll Do**

- Begin a needs assessment by filling out a Needs Assessment Worksheet.
- Identify who to involve in further needs assessment.
- Identify which further needs assessment methods to use.
- Determine questions for a focus group.
- Identify "to-dos" to complete tasks on the job.

Transparency 23, Step 2: What You'll Do

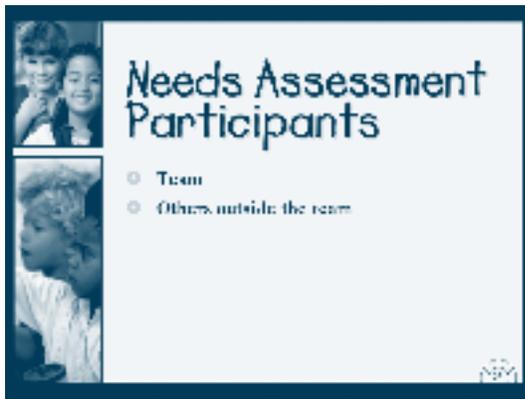


**Purpose of
Transition Needs
Assessment**

To answer:

- What are the gaps?
- What needs to be fixed, if anything, and how?
- Which practices will smooth transitions?

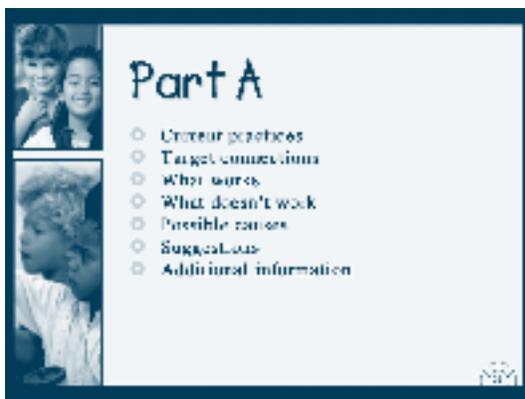
Transparency 24, Purpose of Transition Needs Assessment



Transparency 25, *Needs Assessment Participants*



Transparency 26, *3 Parts*



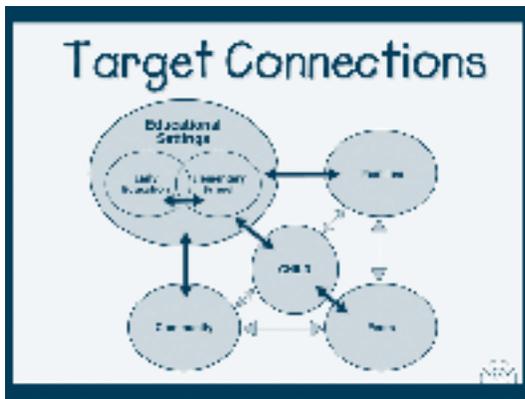
Transparency 27, *Part A*



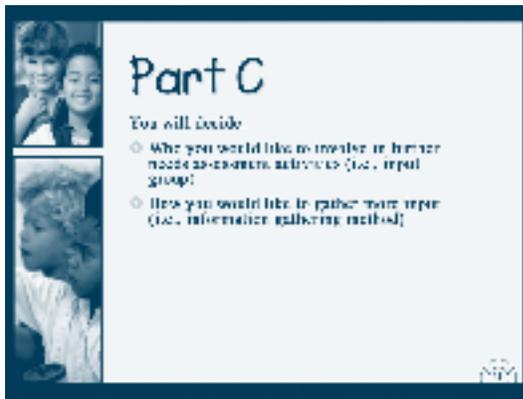
Transparency 28, *Target Connections*



Transparency 29, *Part B*



Transparency 30, *Target Connections*



Part C

You will decide

- Who you would like to involve in further needs assessment activities (i.e., input group)
- How you would like to gather more input (i.e., information gathering method)

Transparency 31, *Part C*

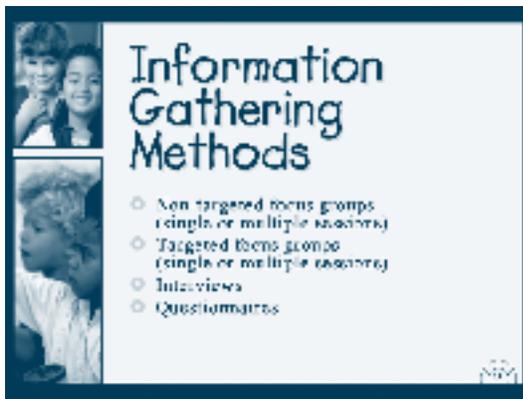


Input Group

Who can

- Give "additional information" from Items A and B?
- Provide input on what transition partners experience?
- Help team understand breakdowns?
- Other suggestions?
- Help simplify work constraints?
- How represent the diverse population around?

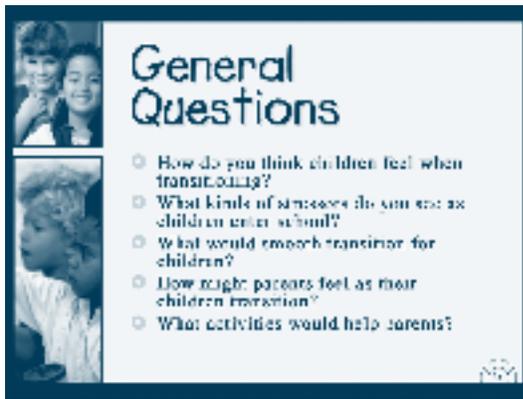
Transparency 32, *Input Groups*



Information Gathering Methods

- Non-targeted focus groups (single or multiple sessions)
- Targeted focus groups (single or multiple sessions)
- Interviews
- Questionnaires

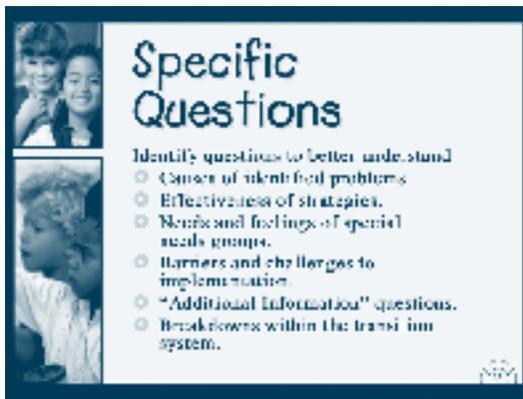
Transparency 33, *Information Gathering Methods*



General Questions

- How do you think children feel when transitioning?
- What kinds of strategies do you use as children enter school?
- What would smooth transition for children?
- How might parents feel as their children transition?
- What activities would help parents?

Transparency 34, *General Questions*

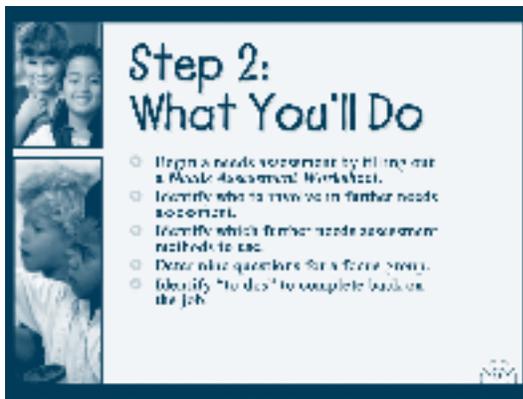


Specific Questions

Identify questions to better understand

- Causes of identified problems
- Effectiveness of strategies
- Needs and feelings of special needs groups
- Barriers and challenges to implementation
- "Additional Information" questions
- Breakdowns within the transition system

Transparency 35, *Specific Questions*



Step 2: What You'll Do

- Begin a needs assessment by filling out a Needs Assessment Worksheet.
- Identify who to involve in further needs assessment.
- Identify which further needs assessment methods to use.
- Determine questions for a focus group.
- Identify "to do's" to complete building the job.

Transparency 36, *Step 2: What You'll Do*

**Step 3:
What You'll Do**

- Write goals and indicators reflecting your needs on the Transition Plan.
- Design planning your transition strategies on the Transition Plan.
- Identify "to do's" to complete back on the job.

Transparency 37, *Step 3: What You'll Do*

**Transition Planning:
The Funnel Effect**

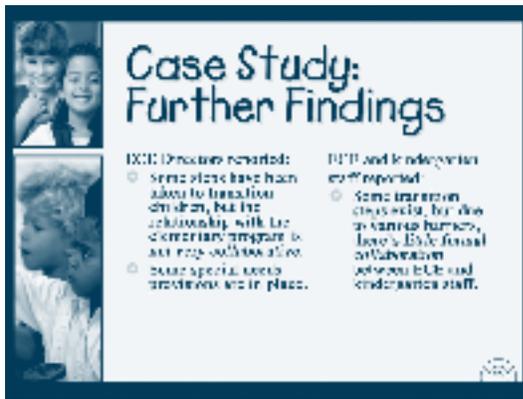
Needs
Goals
Indicators
Strategies
Responsibilities

Transparency 38, *Transition Planning: The Funnel Effect*

Analyzing Your Findings

- Where are the greatest areas of concern?
- Are there priorities that need to be addressed?
- Where would team members make the greatest findings?
- Are there any recommendations that require attention?
- Are there changes within the reasons that point to goals we should set?
- Do trends in activities occur year-to-year or are they concentrated at certain times of the year?

Transparency 39, *Analyzing Your Findings*



**Case Study:
Further Findings**

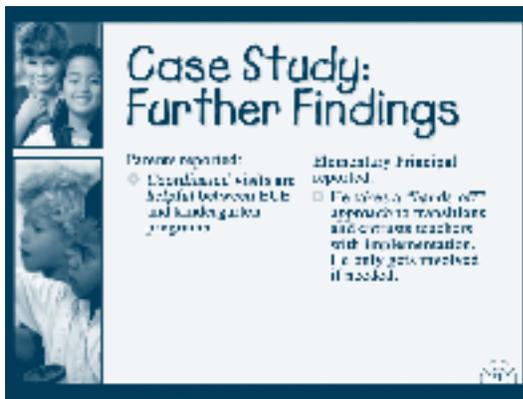
IECIE Director reported:

- Some plans have been added to transition children, but the collaboration with the elementary program is not yet fully in place.
- Some special needs treatment not in place.

IECIE and kindergarten staff reported:

- Some transition elements for the program have been implemented, but the collaboration between IECIE and kindergarten staff.

Transparency 40, *Case Study: Further Findings*



**Case Study:
Further Findings**

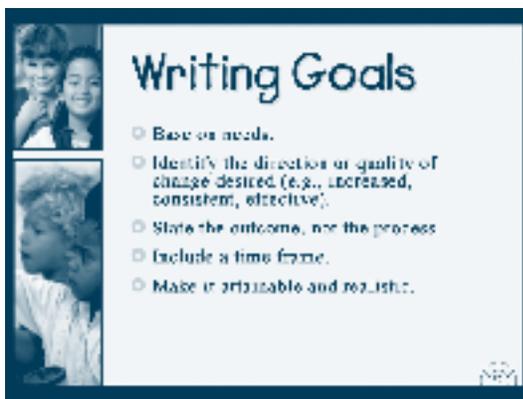
Primary reported:

- Communication goals are helpful between IECIE and kindergarten programs.

Elementary Principal reported:

- Facilities "Worked well" approach in transition and program teachers with implementation. If only get involved if needed.

Transparency 41, *Case Study: Further Findings*



Writing Goals

- Base on needs.
- Identify the direction or quality of change desired (e.g., increased, consistent, effective).
- State the outcome, not the process.
- Include a time frame.
- Make it measurable and realistic.

Transparency 42, *Writings Goals*

Examples of Goals?

- Effective coordination between BCLP programs and public schools by Fall 2004.
- The school transition team will develop a timeline for transition activities.
- 100% parent involvement in all children's transition to school activities.

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Transparency 43, *Examples of Goals?*

Examples of Goals? (cont.)

- An effective system for sharing information between BCLP's and public schools will be established by August 2004.
- Our kindergarten teachers will have a greater understanding of the importance of transitions and will have the required skills to facilitate effective transitions by August 2004.

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Transparency 44, *Example of Goals? (Continued)*

Examples of Goals? (cont.)

- Effective school-to-family communication regarding upcoming school orientation activities by August 2004.
- Work to improve the level of collaboration between home and school.

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Transparency 45, *Example of Goals? (Continued)*

Writing Indicators

- Describe as an outcome what the goal will "look like" once achieved.
- State the direction or quality of change desired (e.g., increased, consistent, effective).
- Include the quantity of change, where applicable (e.g., 85%).

Transparency 46, *Writing Indicators*

Examples of Indicators?

- ICL and kindergarten programs should build a system for exchanging information on children entering kindergarten. (Based on the goal: An effective system for sharing information between ECCEPs and public schools will be established by August 2002.)
- A 10% increase in family participation at kindergarten orientations. (Based on the goal: Increased parental involvement in transition activities by September 2001.)

Transparency 47, *Examples of Indicators?*

Research

To complete your Transition Plan, research through:

- Other schools and programs
- Internet
- Professional journals
- Menu of Super Transition Strategies and Terrific Tips
- Professional services

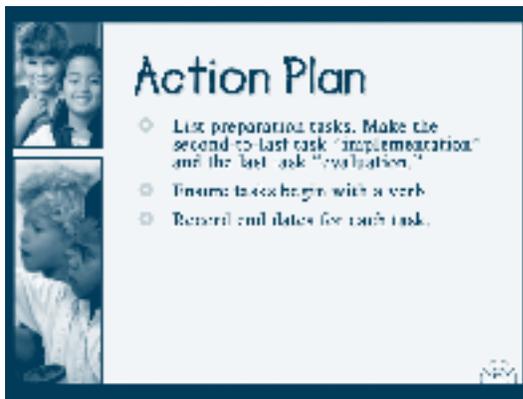
Transparency 48, *Research*



Transition Strategy

- Don't limit yourself.
- Spread throughout the year.
- Include a way to involve a broad range of families.
- Include a plan for individualizing transitions for children.
- Address implementation and other issues assessed through the needs assessment.

Transparency 49, *Transition Strategy*



Action Plan

- List preparatory tasks. Make the second to last task "implementation" and the last task "evaluation."
- Find time to exchange with a work.
- Research and dates for each task.

Transparency 50, *Action Plan*

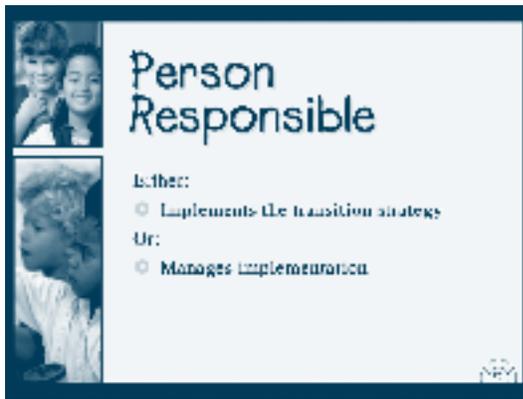


Research

Research resources through:

- Other schools and programs.
- Internet.
- Professional journals.
- Menu of Super Transition Strategies and Terrific Tips.
- Professional services.

Transparency 51, *Research*



Person Responsible

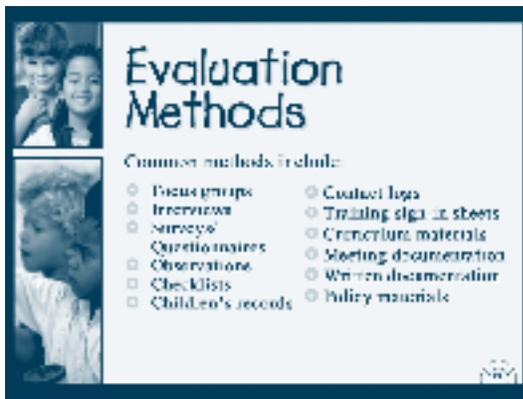
Either:

- Implements the transition strategy

Or:

- Manages implementation

Transparency 52, *Person Responsible*

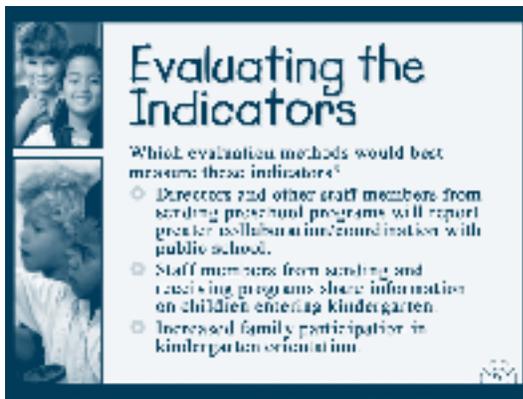


Evaluation Methods

Common methods include:

- Focus groups
- Interviews
- Surveys
- Questionnaires
- Observations
- Checklists
- Children's records
- Contact logs
- Training sign-in sheets
- Curriculum materials
- Meeting documentation
- Written documentation
- Policy materials

Transparency 53, *Evaluation Methods*



Evaluating the Indicators

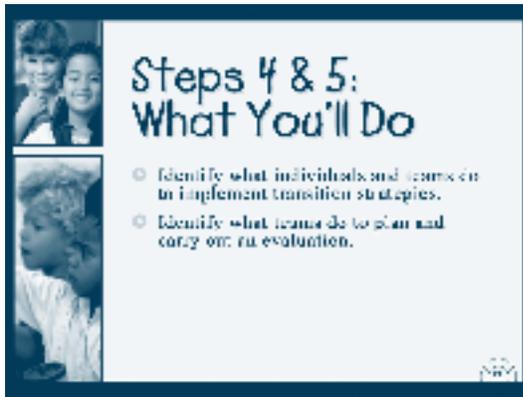
Which evaluation methods would best measure these indicators?

- Directors and other staff members from sending preschool programs will report greater collaboration/integration with public school.
- Staff members from sending and receiving programs share information on children entering kindergarten.
- Increased family participation in kindergarten orientation.

Transparency 54, *Evaluating the Indicators*



Transparency 55, *Transition Planning: The Funnel Effect*



Transparency 56, *Steps 4 & 5: What You'll Do*



Transparency 57, *Implementation*

Implementation Progress Report

- Goal
- Assigned Strategy
- Steps to Completing Strategy
- Dates Completed
- Progress Since Last Report
- Challenges/Barriers/Changes to the Implementation Plan
- Budgeted Cost
- Actual Cost to Date

Transparency 58, *Implementation Progress Report*

Purpose of Evaluation

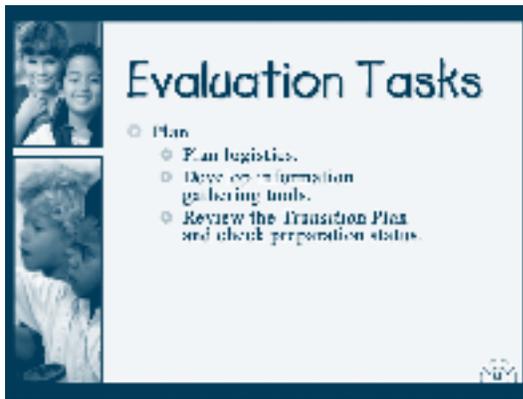
- Document what you did.
- Determine when to change or do differently, if anything.
- Find out if progress toward goals and indicators was made.

Transparency 59, *Purpose of Evaluation*

When to Plan, When to Evaluate

- Plan beginning in Step 5.
- Evaluate throughout the year, simultaneously with other evaluations.
 - For collective results, evaluate at end of school year.
 - For progress, evaluate before end of school year.

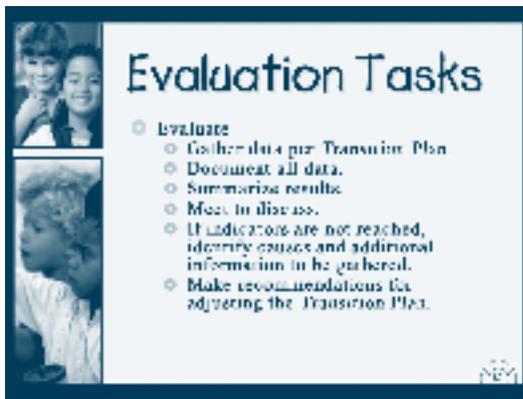
Transparency 60, *When to Plan, When to Evaluate*



Evaluation Tasks

- Plan
 - Plan logistics.
 - Have open transition gathering tools.
 - Review the Transition Plan and check preparation status.

Transparency 61, *Evaluation Tasks*



Evaluation Tasks

- Evaluate
 - Gather data per Transition Plan
 - Document all data.
 - Summarize results.
 - Meet to discuss.
 - If indicators are not reached, identify cause and additional information to be gathered.
 - Make recommendations for adjusting the Transition Plan.

Transparency 62, *Evaluation Tasks*



**Steps 4 & 5:
What You'll Do**

- Identify what individuals and teams do to implement transition strategies.
- Identify what teams do to plan and carry out an evaluation.

Transparency 63, *Steps 4 & 5: What You'll Do*



Participant's Guide



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About SERVE

The SERVE Center for Continuous Improvement at UNCG, under the leadership of Dr. Ludwig David van Broekhuizen, is an education organization with the mission to promote and support the continuous improvement of educational opportunities for all learners in the Southeast. The organization's commitment to continuous improvement is manifest in an applied research-to-practice model that drives all of its work. Building on research, professional wisdom, and craft knowledge, SERVE staff members develop tools, processes, and interventions designed to assist practitioners and policymakers with their work. SERVE's ultimate goal is to raise the level of student achievement in the region. Evaluation of the impact of these activities combined with input from stakeholders expands SERVE's knowledge base and informs future research.

This rigorous and practical approach to research and development is supported by an experienced staff strategically located throughout the region. This staff is highly skilled in providing needs assessment services, conducting applied research in schools, and developing processes, products, and programs that support educational improvement and increase student achievement. In the last three years, in addition to its basic research and development work with over 170 southeastern schools, SERVE staff provided technical assistance and training to more than 18,000 teachers and administrators across the region.

The SERVE Center is governed by a board of directors that includes the governors, chief state school officers, educators, legislators, and private sector leaders from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina.

SERVE's operational core is the Regional Educational Laboratory. Funded by the U.S. Department of Education's Institute of Education Sciences, the Regional Educational Laboratory for the Southeast is one of ten Laboratories providing research-based information and services to all 50 states and territories. These Laboratories form a nationwide education knowledge network, building a bank of information and resources shared and disseminated nationally and regionally to improve student achievement. SERVE's National Leadership Area, Expanded Learning Opportunities, focuses on improving student outcomes through the use of exemplary pre-K and extended-day programs.

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