



INTRODUCTION TO THE TRANSITION TO KINDERGARTEN

RHODE ISLAND DEPARTMENT OF EDUCATION

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EDC at a Glance

Advancing lasting solutions to improve education, promote health, and expand economic opportunity.



Founded
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1,300 employees; 80 in Early Childhood and Elementary School Education and Care

GLOBAL REACH

80 countries

50 states in the U.S



Agenda

- Why focus on the Transition to Kindergarten?
- How to develop an effective, comprehensive approach
- Support for your community's transition team

THE FUNDAMENTAL CHALLENGE OF POVERTY

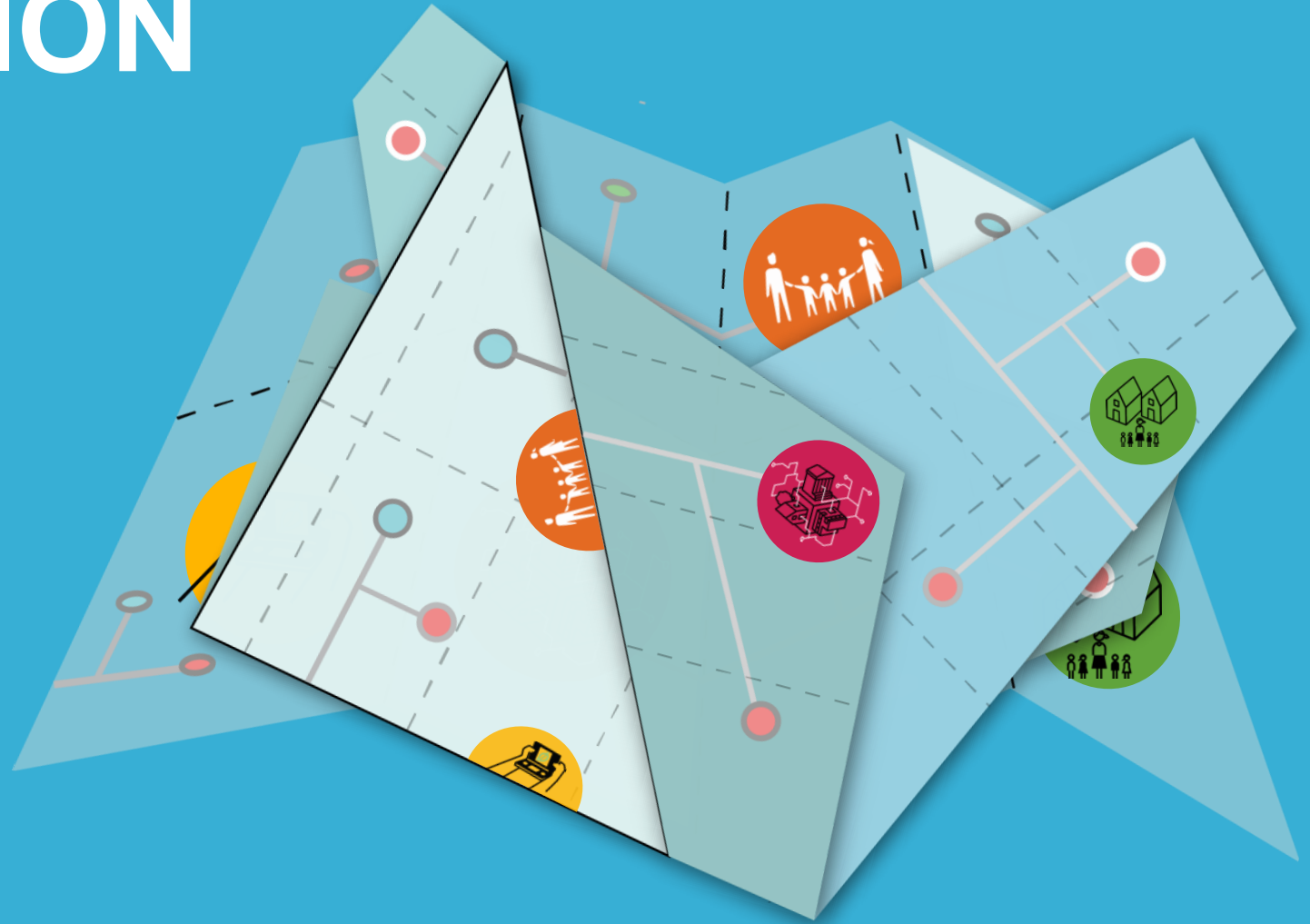


45% of U.S. children under 6
live in low-income families

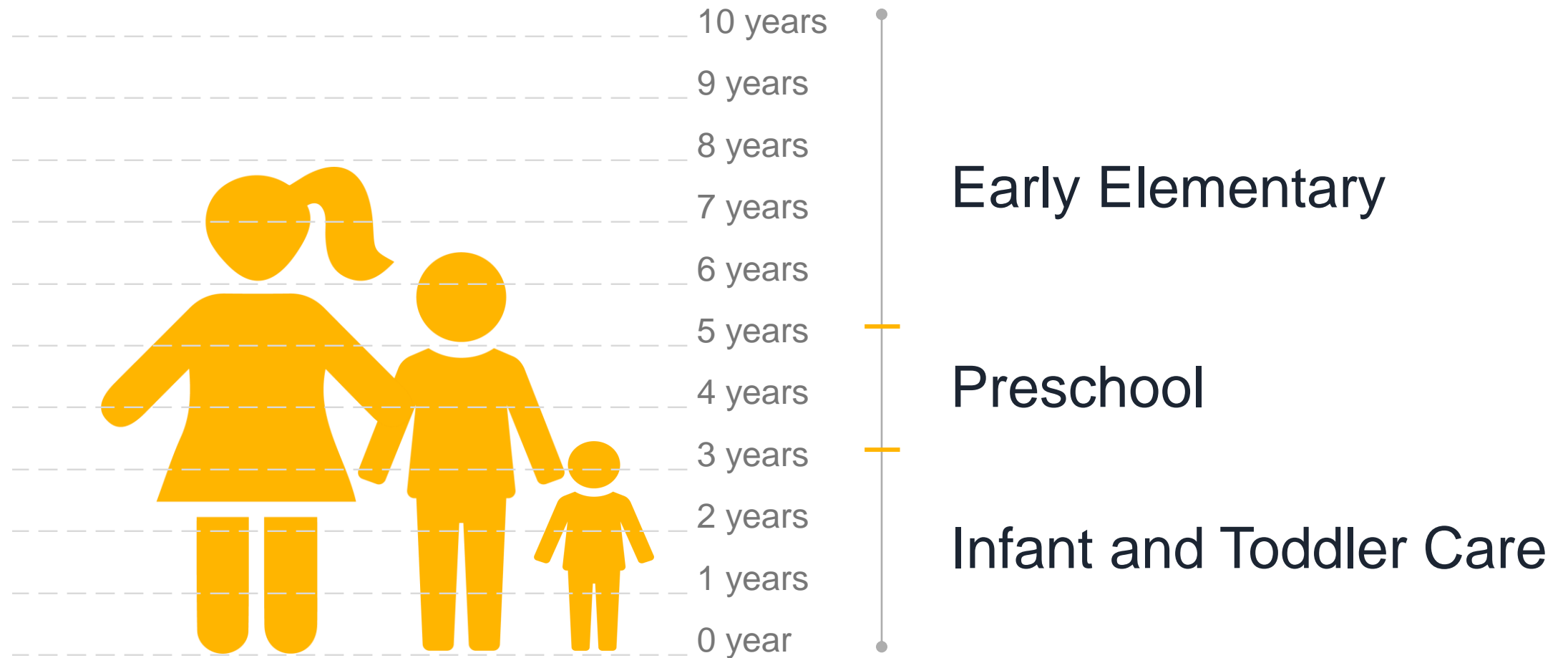
The full achievement gap is present
when children enter kindergarten

Barrier to Improvement: FRAGMENTATION

- 0-5 / K-12
- Education / Health
Social Services
- Public / Private



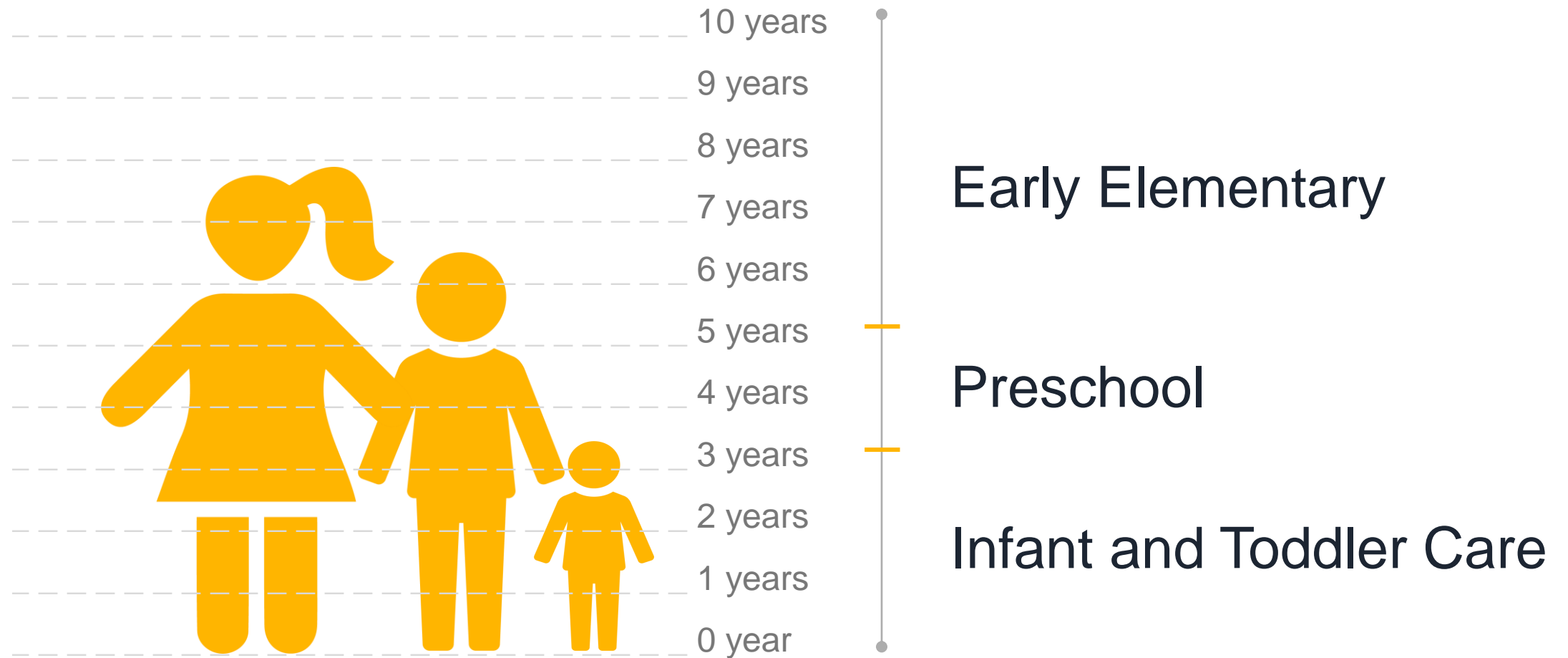
The Early Childhood—Elementary School Continuum



Community Schools and Comprehensive Services



The Early Childhood—Elementary School Continuum





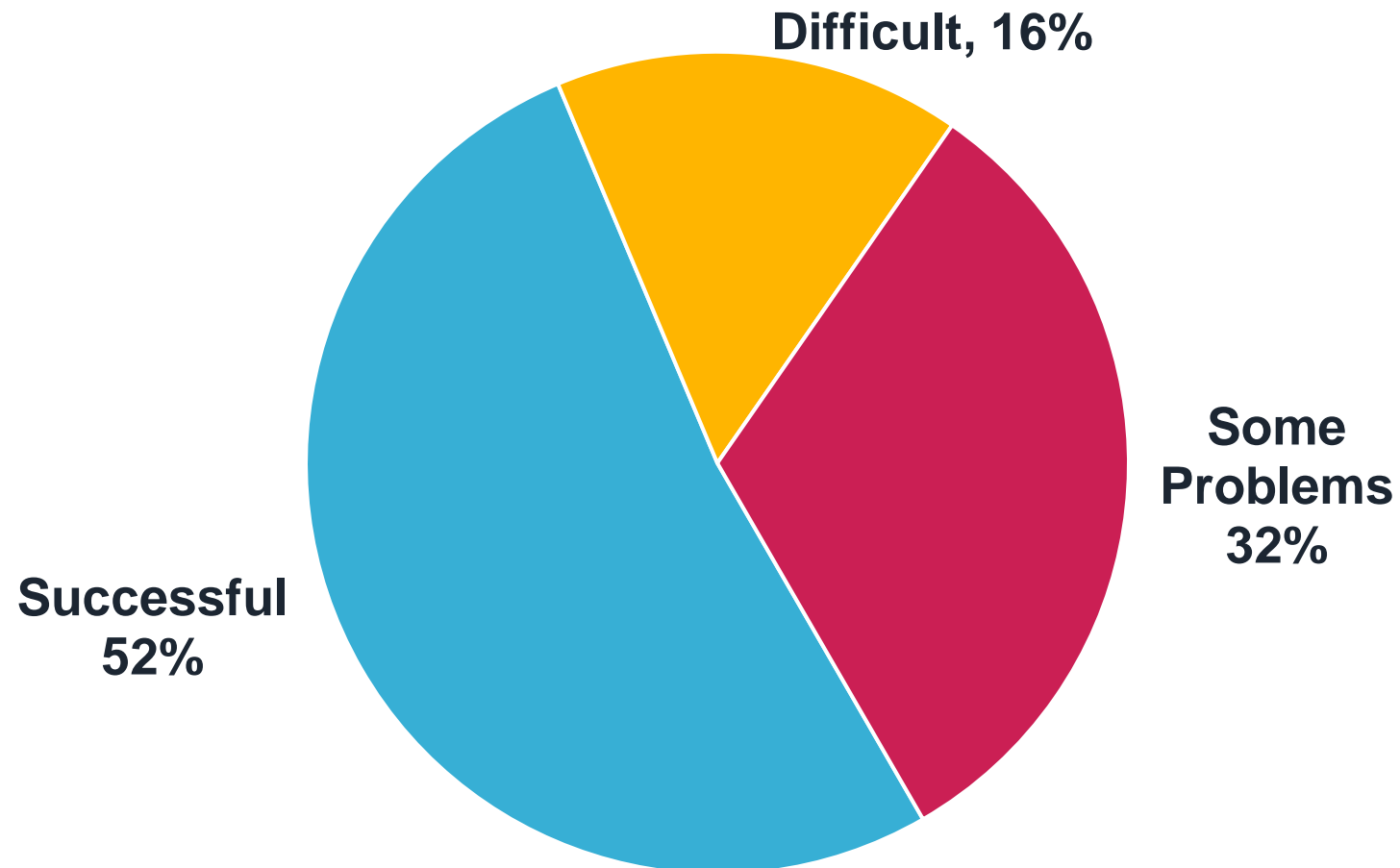
Supporting an Effective Transition to Kindergarten



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning

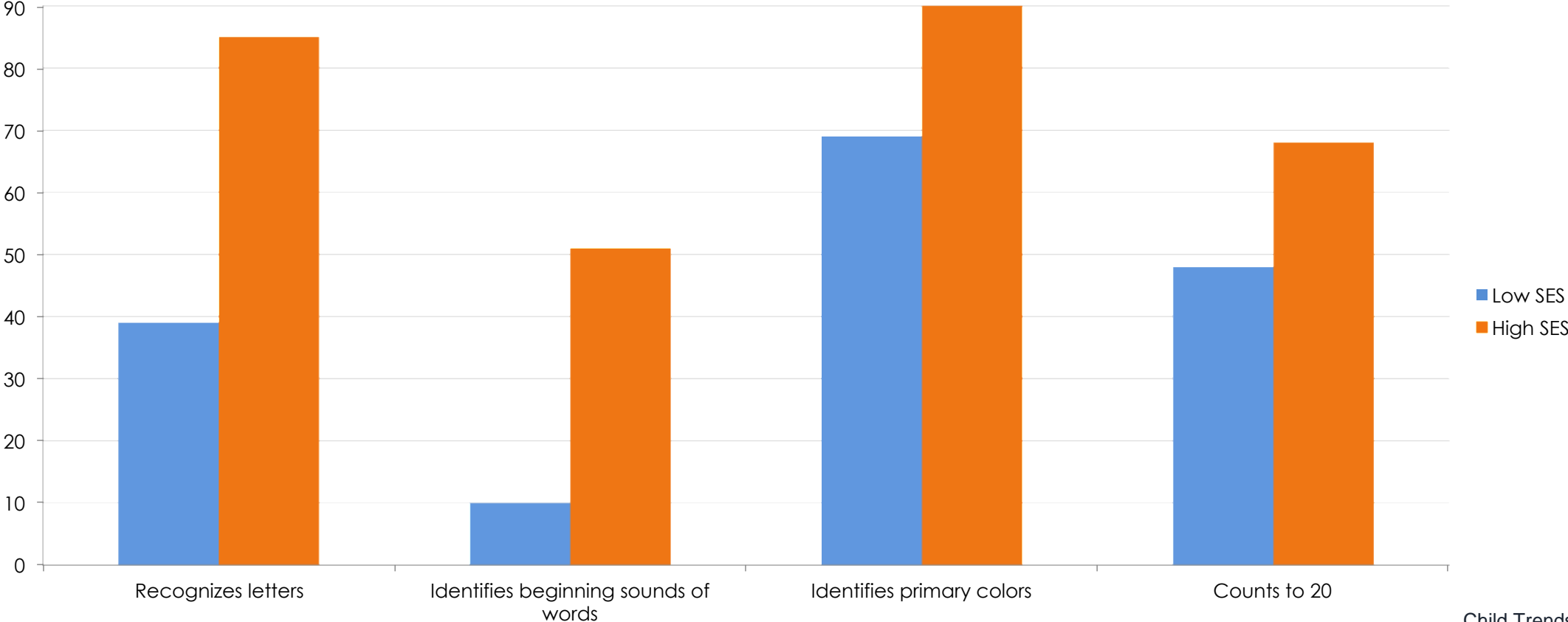
How Successfully are Children Starting Kindergarten?



Rimm-Kaufman, Pianta, & Cox, 2000

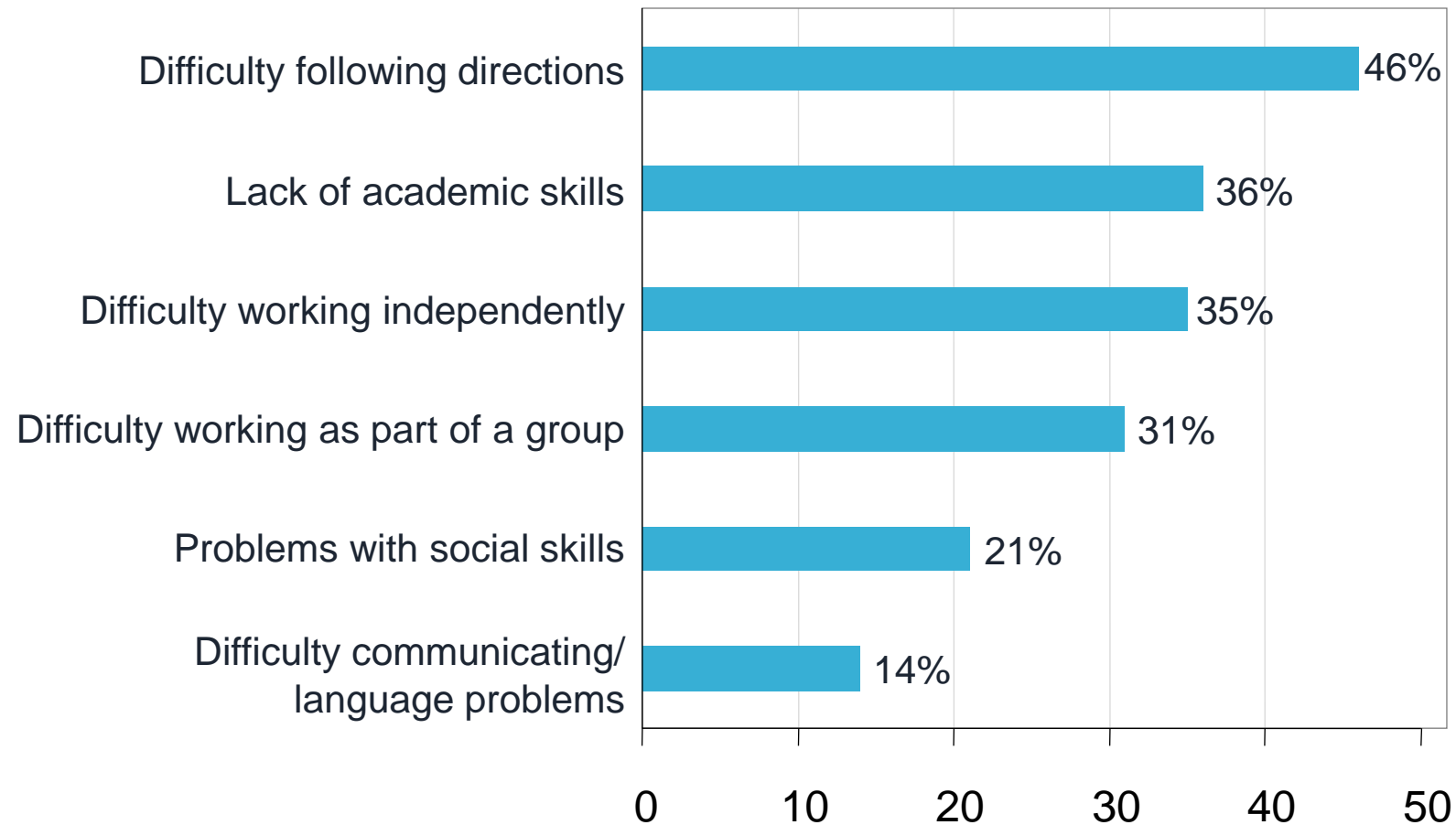
Disparities by Kindergarten

Percent of Kindergarteners Passing Proficiency Levels in Fall



Child Trends, 2010

Teachers say “half my class or more” exhibit these problems entering kindergarten:



Rimm-Kaufman, Pianta, & Cox, 2000

Early School Experiences Matter

Kindergarten teacher–child relationships predict:

- Academic and behavior outcomes through eighth grade, particularly for children with behavior problems in kindergarten.

Early School Experiences Matter

Kindergarten family involvement is associated with:

- More cooperative, self-controlled, and socially engaged children.
- Lower rates of high school dropout, increased on-time high school completion, and higher grade completed.
- Higher achievement in language and math, and higher ratings on peer interactions.

McWayne, et al., 2004; Barnard, 2004; and Rimm-Kaufman, et al., 2003

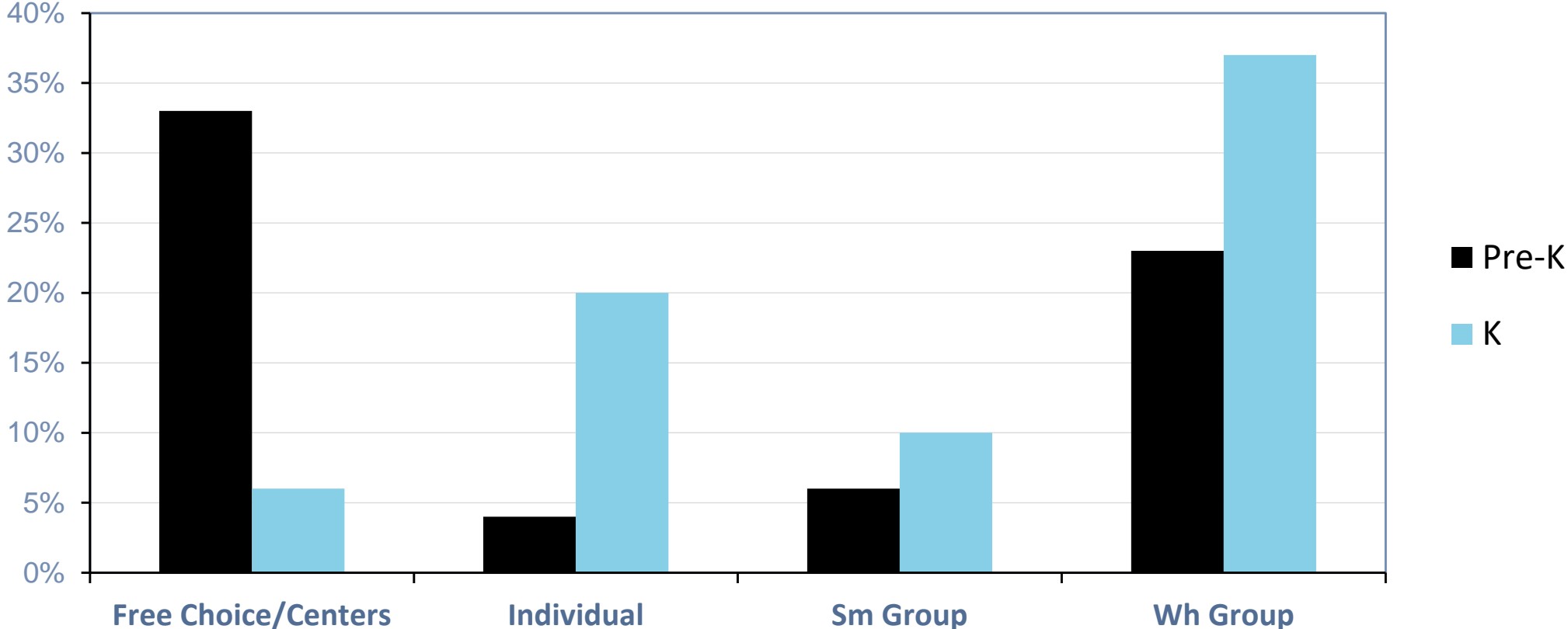
Kindergarten Changes

- Changes in academic demands and curricula
- Less family connection with school
- Complexity of social environment (peers and adults)
- Less time with teacher(s)



Pianta & Kraft-Sayre, 2003

Preschool vs. Kindergarten



LaParo et al., 2009

Transition Activities and Positive Outcomes



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At the beginning of kindergarten:

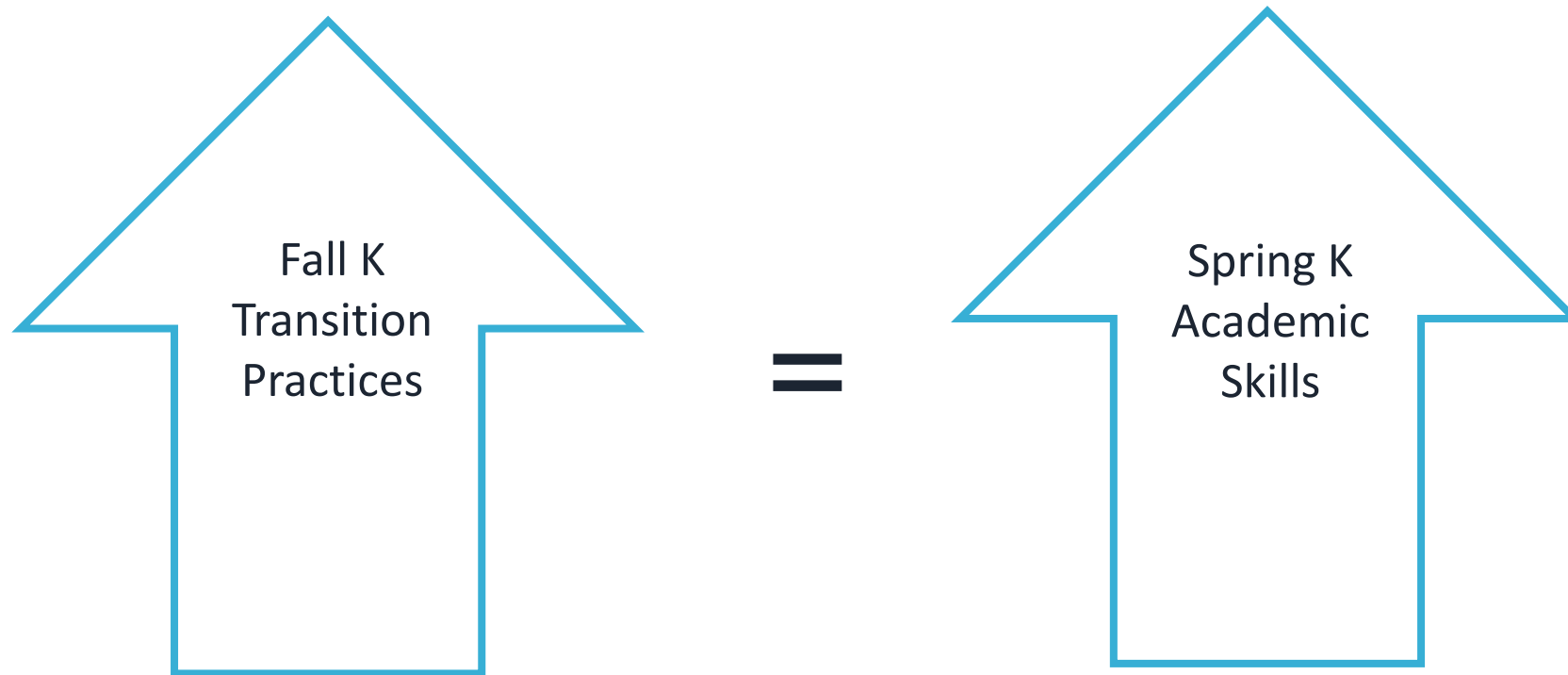
- Greater frustration tolerance
- Better social skills
- Fewer conduct problems
- Fewer learning problems
- More positive approaches to learning

NCEDL, 1,000 children, 250 schools

Transition Practices and School Success

Early Childhood Longitudinal Study

17, 212 children, 992 schools



Schulting, Malone, & Dodge, 2005

Transitions Across the Lifespan

- Becoming a new parent
- Going to (or back to) college
- Moving to a new town
- Starting a new job
- Experiencing an empty nest
- Retiring from a career
- Getting married

Fostering Successful Adjustment

- Information
- Relationships
- Alignment



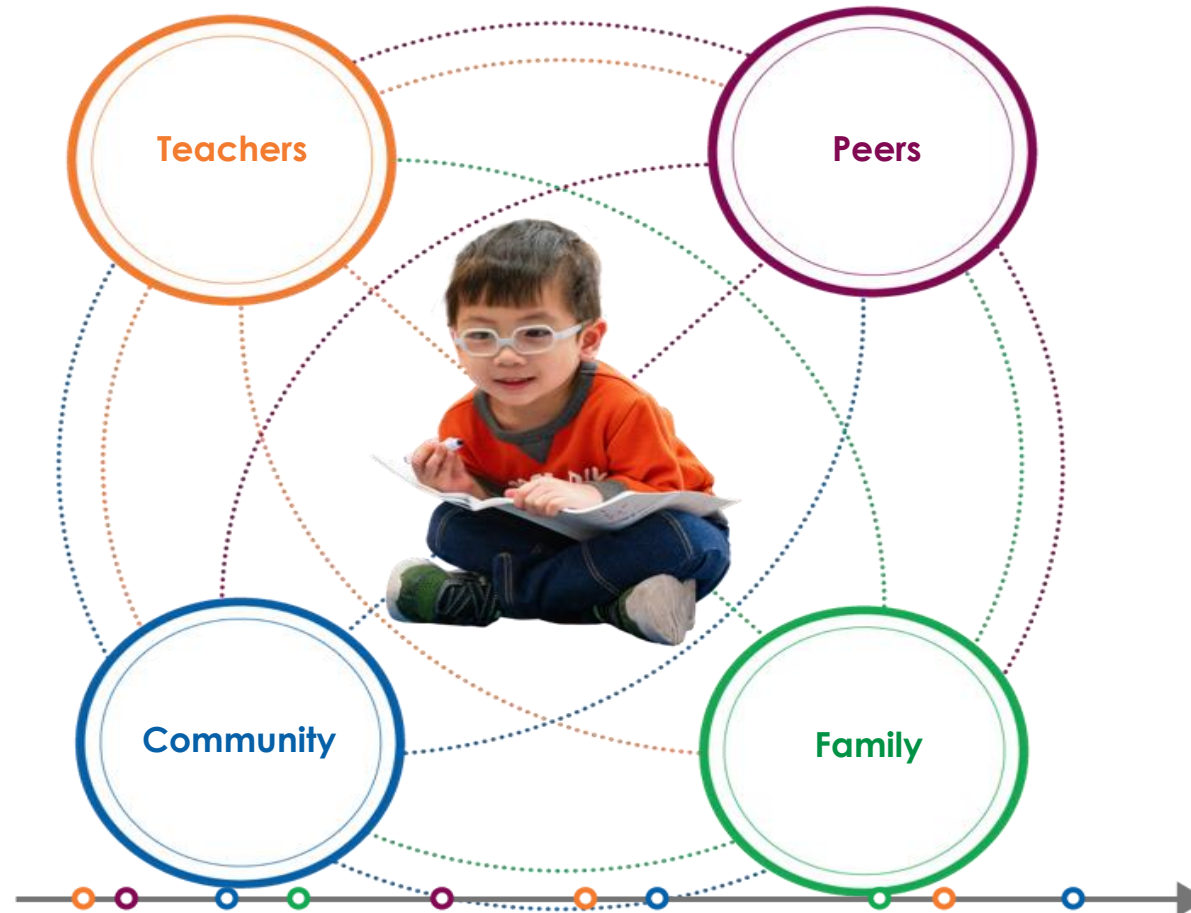
Successful
Adjustment

School Readiness and Transition

INADEQUATE VIEW



When Connections are the Focus



Early Experiences

Kindergarten

The changing dynamics of these relationships during transitions influence child outcomes.

Rimm-Kaufman & Pianta, 2000

What does school readiness mean?

“The Head Start approach to school readiness means that **children** are ready for school, **families** are ready to support their children’s learning, and **schools** are ready for children.”



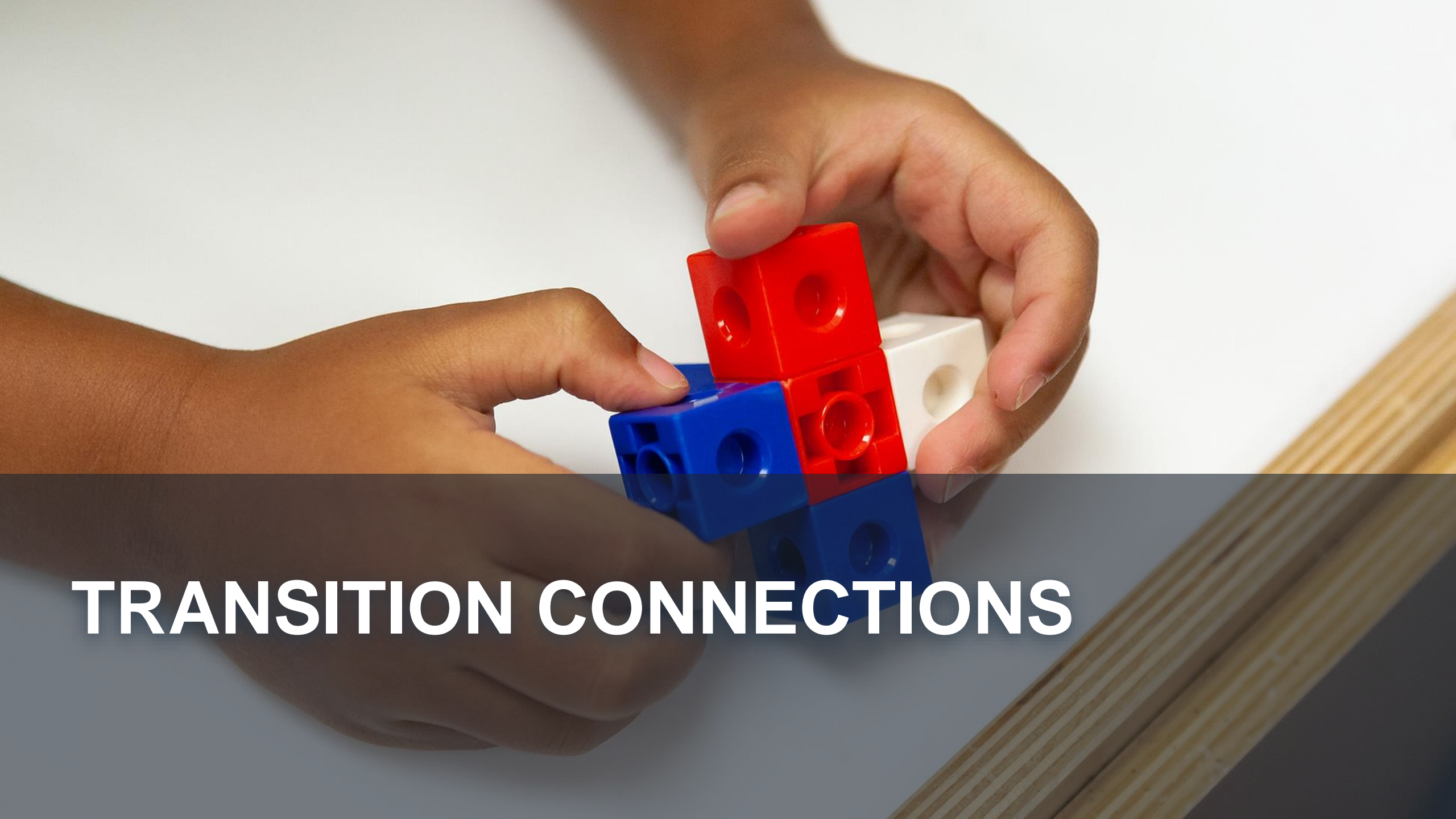
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Head Start, 2011



TRANSITION CONNECTIONS

Transition Connections

Child–School

To foster children’s familiarity with the classroom setting and people

Family–School

To foster family collaboration and engagement with the school

Program–School

To provide children with stable, high quality classroom experiences

Community–School

To facilitate the transition process within the community

Child–School Connections

Goal: To foster children’s familiarity with the classroom setting and those people within it. This serves to:

- Increase comfort.
- Decrease anxiety.
- Build teacher–child relationships.

Family–School Connections

Goal: To foster family collaboration and engagement with the school and the transition process. This is the context to:

- Share information about individual children.
- Familiarize parents with school routines.

Sample Activities from Rhode Island

- Transition videos
- Transition booklets
- Year-long calendars
- Community events
 - Breakfasts
 - Spaghetti dinners
 - Fairs
 - Registration included
- Summer programs
- Spring orientation and calendar of summer activities
- Transition forms
 - Form
 - Process for sharing
- Online registration
- K registration posters
- Robo calls
- Family surveys

Ready Freddy (readyfreddy.org)

- Kindergarten transition teams
 - Transition events (spring)
 - Kindergarten kick-off
 - Kindergarten Club (6 sessions)
 - Kindergarten outreach
 - Kindergarten attendance strategies
- See **Toolkits**, especially the **Team Handbook**

Program–School Connections

Goal: To provide children with stable high quality classroom experiences and to increase consistency across contexts through alignment of:

- Routines
- Curricula
- Learning standards
- Assessments

Transition Activities for Teachers

	Preschool teachers	Kindergarten teachers
Transition activity	Percent who found the activity helpful	Percent who found the activity helpful
Preschool children visiting their kindergarten classroom	100	96
Preschool teachers visiting a kindergarten classroom	100	100
Holding an elementary school-wide activity with preschool children	83	100
Having a spring orientation about kindergarten for parents of preschool children	100	100
Having an individual meeting between a teacher and a parent of the preschool child	100	100
Sharing written records	100	100

Pianta et al., 1999

Community–School Connections

Goal: To facilitate the transition process within the community by:


- Getting the word out.
- Providing resources where they are needed.

<https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

U.S. Department of Health & Human Services & Administration for Children & Families

HEAD START | ECLKC
Early Childhood Learning & Knowledge Center

View the Latest Coronavirus Disease 2019 (COVID-19) Updates from the Office of Head Start »



Transitions

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Transition to Kindergarten

Two Excellent Transition to Kindergarten Resources

- **Collaborations, Connections, and Six Steps to Success**
 - <https://eclkc.ohs.acf.hhs.gov/publication/collaborations-connections-six-steps-success>
- **Leadership Practices for Successful Transitions to Kindergarten**
 - <https://eclkc.ohs.acf.hhs.gov/publication/leadership-practices-successful-transitions-kindergarten>

Six Steps for Transition Planning

1. Assess your partnerships.
2. Identify the goals of the team around transition and alignment.
3. Assess what is happening now.
4. Identify data to support these practices.
5. Plan and prioritize.
6. Implement and evaluate.

Transition to Kindergarten Toolkit

1. Flyer and agenda
2. **Six Steps to Transition Planning Guide**
3. **Summit slide deck**
4. *Planning the Transition to Kindergarten: Why It Matters*
5. ***Six Steps to Success* article**
6. **Transition Ideas by Connection**
7. **Transition plan template**
8. RI Case Studies and Lessons Learned
9. Family Engagement in the Transition to Kindergarten; Special Education
10. Integrating Attendance into the Transition to Kindergarten

2021 Transition Team Support

Support

- Summit series: 5 meetings
- Team coaching
- Cohort of communities
- Small grants to cover team participation

Goal and Expectations

- Goal: Develop and begin implementing a transition plan
- Stakeholder commitment
- District as fiscal sponsor
- Summer session
- 2 community events
- Monthly team meetings



THANK YOU

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