



THE NATIONAL CENTER ON
Quality Teaching
and Learning



National & State Perspectives on the Importance of the Transition to Kindergarten: Building Connections for Success



NCQTL

Transitions Across the Lifespan



Transition = Change = Hard

What creates successful adjustment?

Information

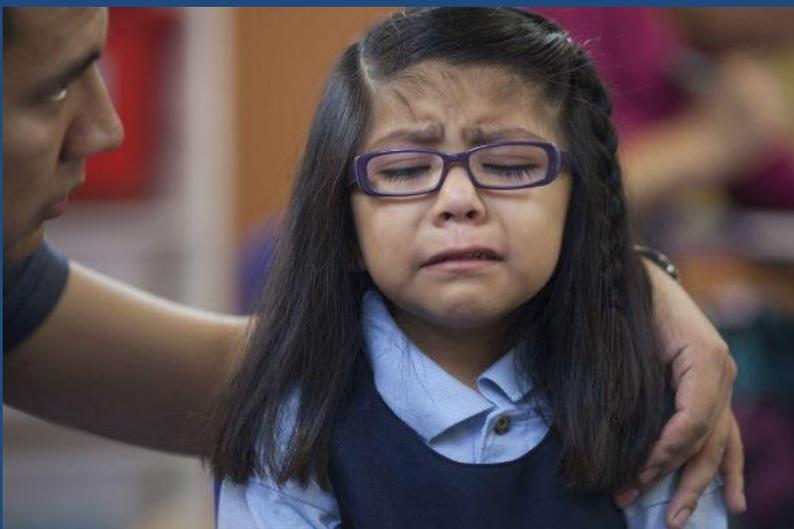
Relationships

Continuity/ Consistency

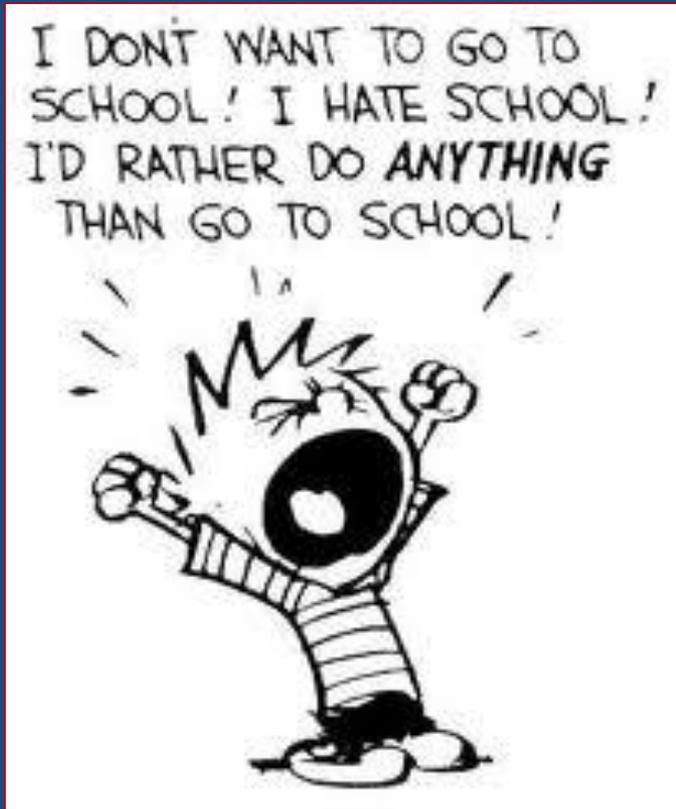


Children need our help to do this

First Day of Kindergarten



YouTube videos – either children or parents are crying



(No transition practices)



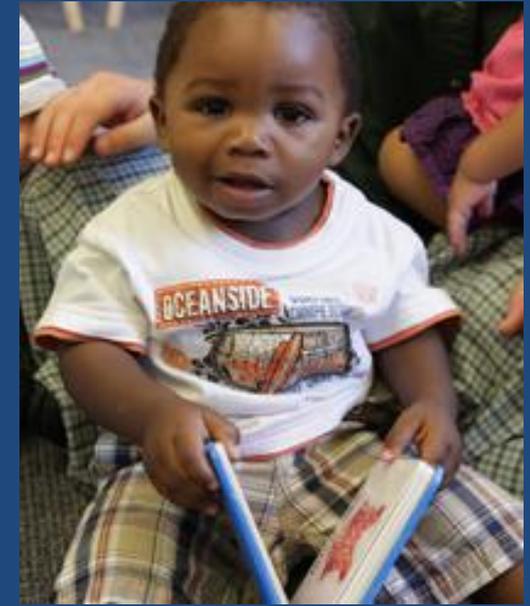
(Positive transition practices)

First Day of School

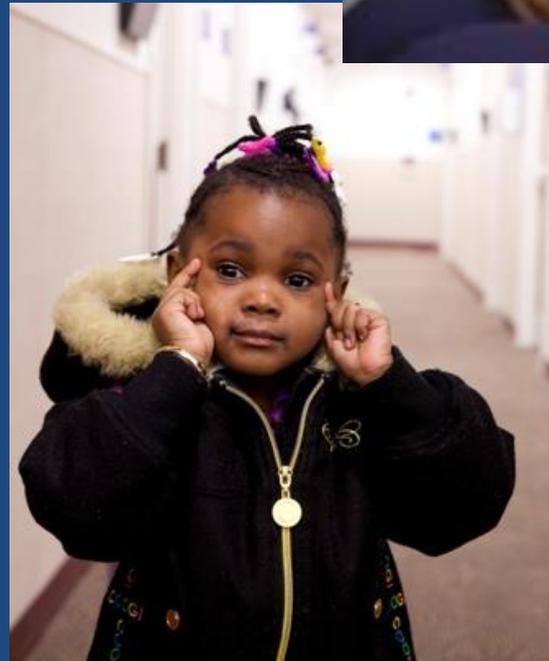
Early Experiences Matter



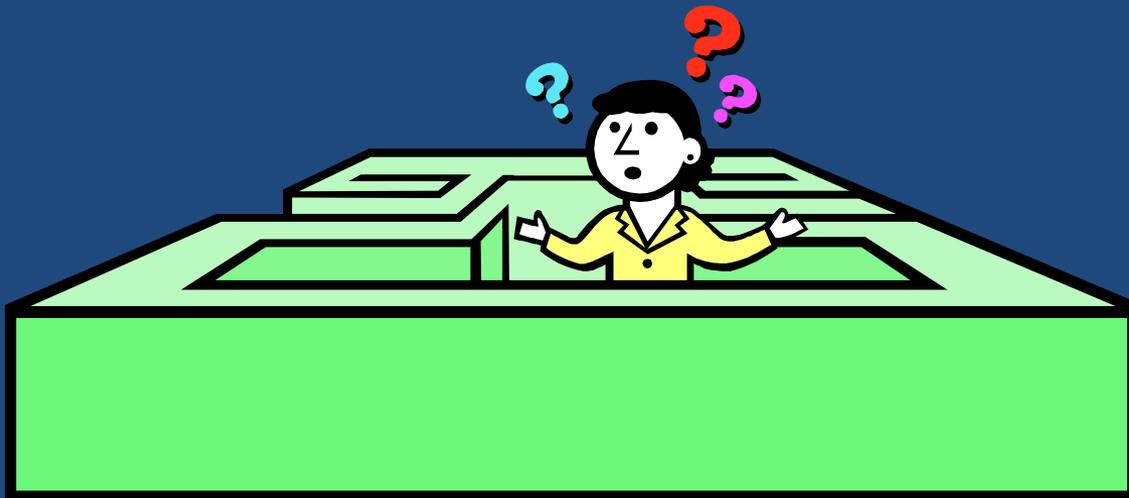
“Transition Practices” start long before the first day of school



Healthy Children are Ready to Learn



Being 'prepared' does not happen automatically.





If we set
goals we
will know
where we
are
headed,



and we will know when we get there.

Transition Goals

- **Child goal:** To foster children's familiarity with the classroom setting and people within it.
- **Family goal:** To foster family collaboration and involvement with the school.
- **Community goal:** To facilitate the transition process within the community.
- **School goal:** To provide children with stable high quality classroom experiences, ready for each child.

Transition Experiences Families Found Useful

% of families who found the experience helpful

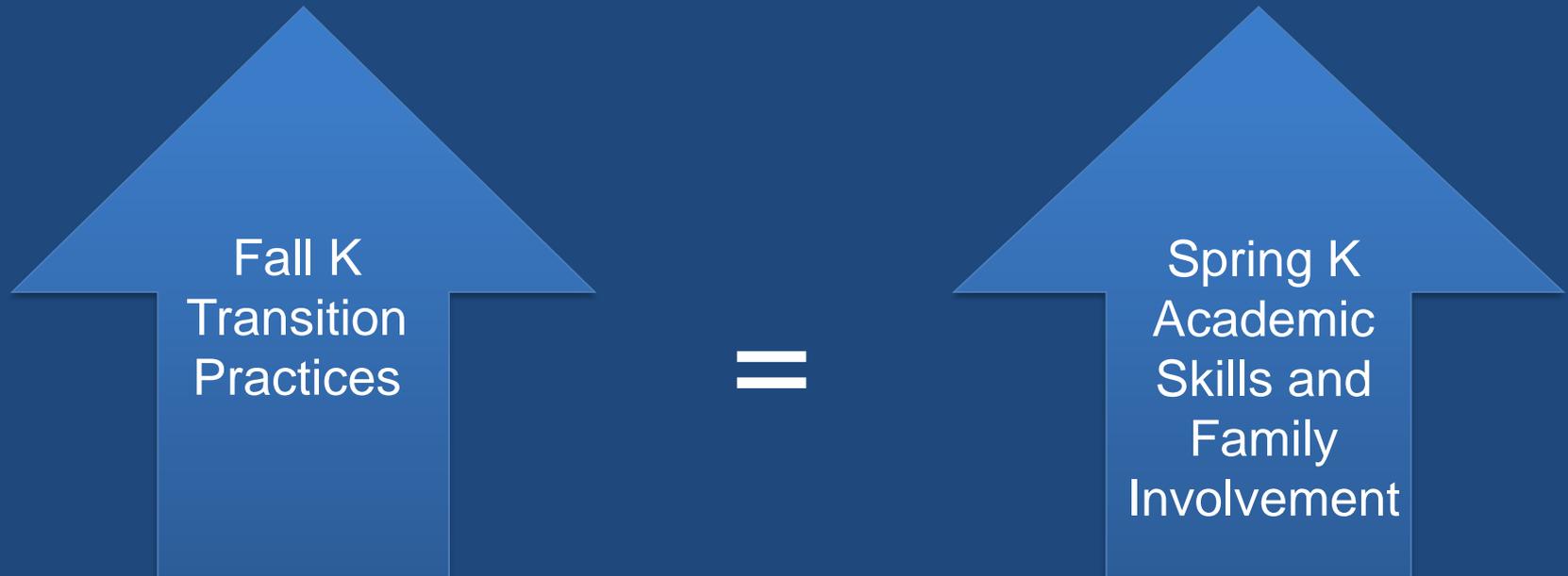
Transition Activity

• Had child visit a kindergarten	99%
• Met with a kindergarten teacher	89%
• Met with the principal	95%
• Took a tour of the school	100%
• Talked with preschool staff about kindergarten	99%
• Visited the kindergarten classroom	97%
• Talked with parents of child's new classmates	97%
• Participated in elementary school-wide activities	100%
• Met with child's anticipated kindergarten teacher	98%
• Attended an orientation to kindergarten	92%



Kindergarten Transition Practices are Associated with Academic Skills and Family Involvement in their Child's Education

- Early Childhood Longitudinal Study
 - 17,212 children, 992 schools



Even more benefits were found for children from low-income families

(Schulting, Malone & Dodge, 2005)

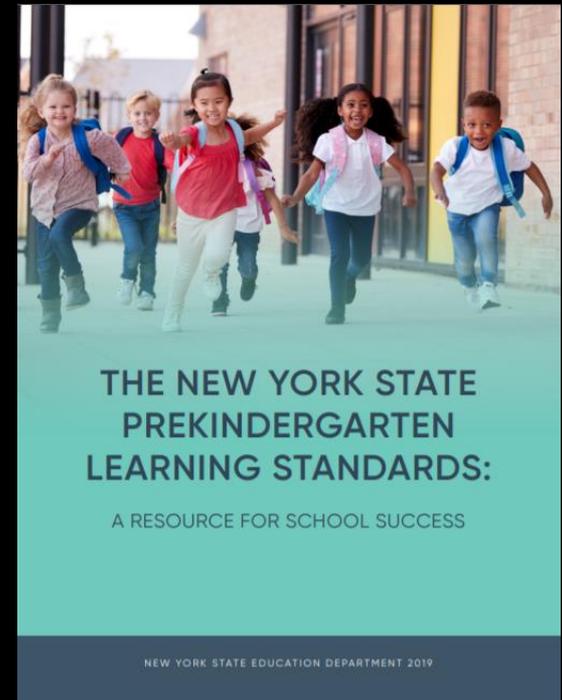
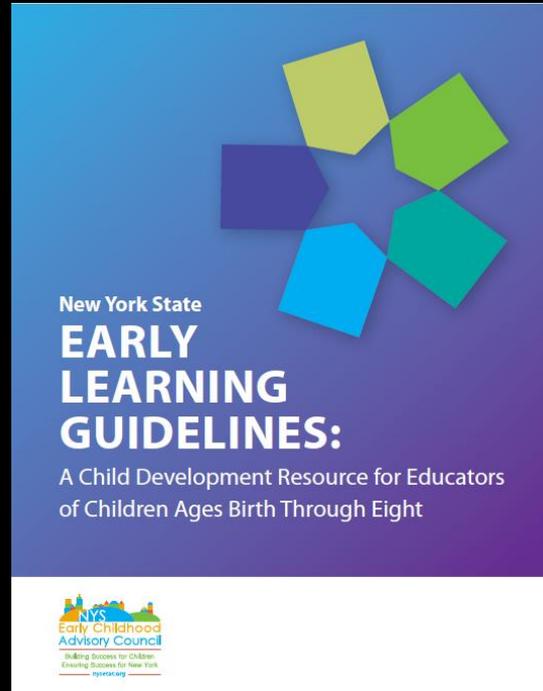
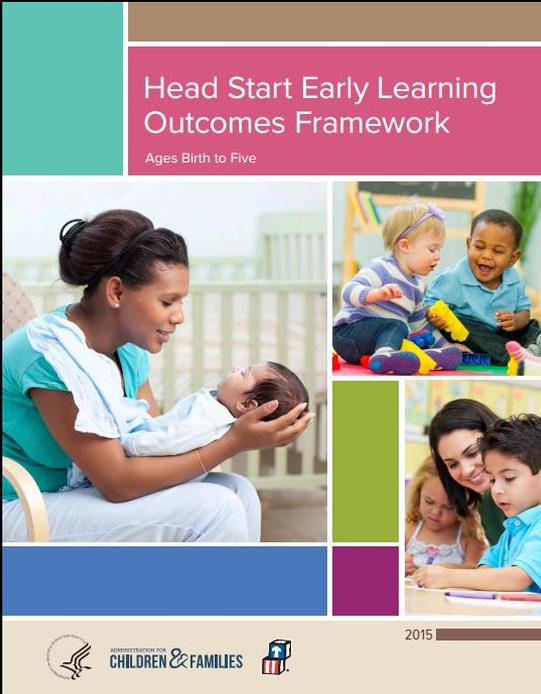
Children, Families and Elementary Schools Benefit from Connections

- **Children more socially ready**
 - *Helps them participate more academically*
- **Families more connected to school**
 - *Improved long-term student outcomes*
- **Teachers more prepared to support kids/families**
 - *Better relationships that lead to enhanced child outcomes, better job satisfaction*
- **Financially smart** - *Low investment, high yield*

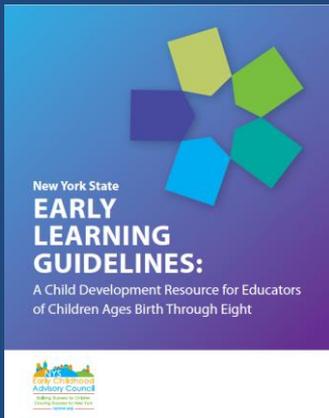
What Can You Do?

Some districts and their community partners are known for strong transition practices, and there are always ways to make things even stronger.

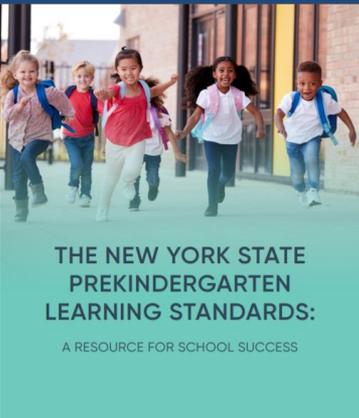
We have some planning time today to help document small steps that can lead to even better child and family success for the children you serve.



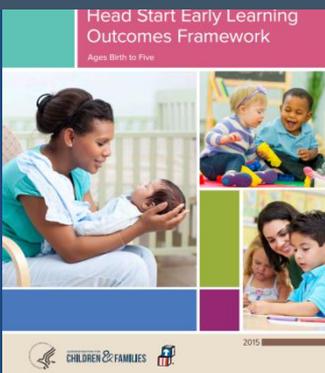
Clear Alignment of State “Standards”



NYS Early Learning Guidelines show a developmental progression of typical child development, they are not a set of standards. They outline how children develop through each domain from birth to 8 years.



NYS Prekindergarten Learning Standards show a set of skills for children to know and be able to do at the end of the 4 year old preschool year.



Head Start Early Learning Outcomes Framework provide a description of the building blocks that national Head Start research finds most important for a child's school and long-term success.

Head Start Early Learning Outcomes Framework	NYS Early Learning Guidelines	NYS Prekindergarten Learning Standards: A Resource for School Success
Physical Development & Health	Well-Being, Health and Motor Development	Physical Development & Health
Social & Emotional Development	Social & Emotional Development	Social & Emotional Learning
Approaches to Learning	Approaches to Learning	Approaches to Learning
Cognition, Mathematics Development, Scientific Reasoning	Cognitive Development	Cognition & Knowledge: Mathematics, Scientific, Logic and Reasoning, Social Studies, Creativity & Technology
Language, Communication, and Literacy	Communication, Language, and Literacy	Language, Literacy, and Communication
English Language Learning is embedded throughout all domains		

The Missing Pieces

- Lacking social skills
 - Classroom management
 - Building positive relationships with peers
 - Self confidence
 - More 'bullies'
- The highest rates of suspension and expulsion are in children under 5 years old!

New York Is not Alone

National Study



- **PreK Expulsion Rate is Triple the Rate of Expulsion Among K-12 Students (combined)**
- The prekindergarten expulsion rate was 6.7 per 1,000 prekindergarteners enrolled.

NYS Suspension and Expulsion Survey

- 1,200+ responses
- The results of the survey are very telling!



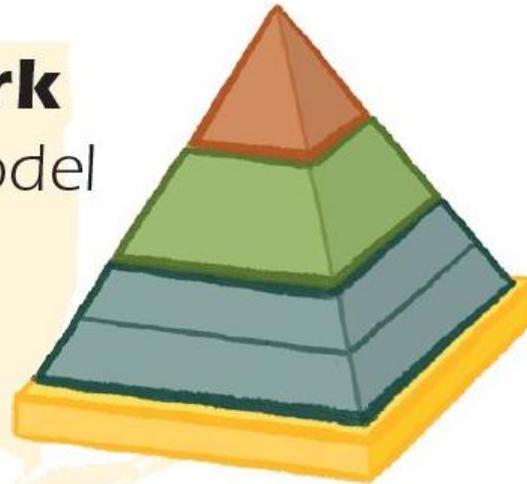
Survey Highlights

- Greatest percentage of responses were child care programs.
- Responses also received from PreK, Early Head Start, Head Start programs, Early Intervention programs and Family Child Care.
- **12% asked children to leave their program** (i.e., expelled children) over the past year.
 - 12 were infants
 - 38 were toddlers (1 to 2 years old)
 - 149 were preschoolers (3 to 5 years old)



We have a solution!

New York
Pyramid Model
State



Promoting Social & Emotional Competence in New York's Young Children

State Goals

- Teachers, administrators and Parents will have the strategies necessary to support children when/if they present challenging behaviors.
- Suspension and Expulsion of children under 6 will be eliminated in New York.