



Blueprint for Zero to Five

Kindergarten Transition Materials

Developed by the *School Readiness* Transition Teams
Alabama Partnership for Children, 2007

Alabama Partnership for Children
Gail B. Piggott, Executive Director
1-866-711-4025 (For Zero To Five)
www.SmartStartAlabama.org

Blueprint for Zero to Five

Kindergarten Transition Plan

Mission: To implement an effective community-wide transition plan so that all children entering kindergarten have the best chance for success.

Goals:

- To maintain ongoing communication and cooperation between early learning and kindergarten staff
- To prepare children and families for the transition to kindergarten
- To provide program continuity through developmentally appropriate practice and common expectations for preschool and kindergarten

Components:

- ✓ Joint professional development opportunities with early learning and kindergarten teachers
- ✓ A preschool to kindergarten transition form used by parents and “sending programs” sent to kindergarten teachers prior to enrollment, including information about children’s early learning experiences
- ✓ A comprehensive strategy for reaching parents of preschoolers during the year before they will enter kindergarten, including visits among programs, parent open house and classroom visitation, field trips for sending programs, and parent orientation packet with all information about school enrollment requirements
- ✓ A common set of skills (PreK Checklist) widely distributed to early learning providers and parents that describes what will help children be successful in kindergarten
- ✓ A guide for parents about how they can assist in their child’s success in kindergarten
- ✓ A Preschool Calendar used by parents and preschool teachers that provides concrete activities and suggestions related to readiness
- ✓ A simple assessment to be used at kindergarten entry to assess readiness, developed from the PreK Checklist
- ✓ An on-going mechanism for continually updating the Transition Plan through regular feedback from parents, teachers, and advocates

“The best way to improve our schools is to improve the students sent to them.” -- James J. Heckman, Nobel laureate in economics, Wall Street Journal, January 2006.



Pre-K Skills for School Readiness

Though all children develop and learn differently, this is a guide that shows what children need to be successful in kindergarten

Health and Physical Development:

- uses a pencil or crayon to draw or copy and tries some letters
- has independent restroom and hygiene skills -- zips, buttons, ties, washes hands, and brushes teeth
- uses tools to color, cut, and paste
- demonstrates left to right progression
- shows sense of responsibility and keeps up with belongings
- gets at least 10 hours of sleep per night, and health needs met
- has plenty of opportunity to run, skip, jump, hop, and climb

Social and Emotional Development:

- listens to, understands, and follows simple 2-3 step directions
- understands conversation – takes turns talking
- understands personal space – keeps hands and feet to oneself
- can play/work in a group – shares, takes turns, and uses self control
- expresses a range of emotions, needs, wants, and feelings

Approaches Toward Learning:

- is curious – asks questions
- can stay with a self-chosen activity for 15 minutes
- can stay with a teacher-directed activity for 10 minutes
- uses a variety of strategies to problem-solve while learning
- initiates activities in the classroom

Language Development, Communication, General Knowledge:

- speaks in complete sentences
- tells first and last name, age and birthday, and recognizes first name printed
- knows parent's real first and last name, street address, and phone number
- shows awareness of the connection between letters and sounds
- identifies front of a book and looks at print from left to right
- listens to a story and can talk about it, answer questions
- tries "writing" to describe ideas and asks adults to write their stories
- recognizes and understands commonly used words (*mom, stop, dog, the, dad*), sings some songs, and recites some simple rhymes
- recognizes colors and shapes (6 basic colors, 5 basic shapes)
(*red, blue, green, yellow, white, black ---- circle, square, triangle, rectangle, oval*)
- counts to 10 and recognizes numbers 1 - 5



A Parent's Checklist For Helping A Child Succeed In Kindergarten

Parents are children's first and most important teachers and help set the tone for school success. Working with your school and your child's teachers, you can ensure a successful beginning when your child enters school in kindergarten. With your support and encouragement, your child learns that school is important and that you look forward to a successful and fun year!

- I make sure the school knows how to reach me during the day.
- I read and respond to the school letters sent home to parents and display the school calendar.
- I make sure we have routines for daily activities including bedtime, tooth-brushing, bathing, mealtimes, reading together, and talking about their daily activities.
- I let my child know that his learning is important and that I want him to do well.
- I have guidelines about how she should behave so that she can do her best.
- I limit the amount of TV and computer time and regulate the types of programs and games.
- I read with my child and help my child in a learning activity for at least 15 minutes each day.
- I see that my child gets:
 - 8-10 hours sleep on school nights
 - 5 servings of fruits and vegetables each day
 - at least an hour of active play each day
- I send my child to school in comfortable play clothes and label all clothing and belongings and help her learn to take care of her things.
- I show a positive attitude about school and show an interest in school projects.
- I make sure my child is at school every day and on time, unless he is sick.
- I make sure that my child has health insurance, regular health and dental checkups, and I follow up on any referrals and recommendations.
- I communicate regularly with my child's teacher about any special concerns, needs, or possible problems.



Kindergarten Entry Readiness Assessment

3 – Almost Always 2 – Sometimes 1 – Rarely

Health and Physical Development:

- 1 2 3 uses a pencil or crayon to draw or copy and tries writing letters
- 1 2 3 has independent restroom and hygiene skills – zips, buttons, ties, and
- 1 2 3 washes hands and brushes teeth
- 1 2 3 uses tools to color, 1 2 3 cut, and 1 2 3 paste
- 1 2 3 demonstrates left to right progression
- 1 2 3 appears to be well-rested and 1 2 3 is generally healthy
- 1 2 3 demonstrates ability to run, 1 2 3 hop, and 1 2 3 climb

Social and Emotional Development and Approaches to Learning:

- 1 2 3 shows sense of responsibility and keeps up with belongings
- 1 2 3 follows simple 2-3 step directions
- 1 2 3 understands conversation – takes turns talking
- 1 2 3 understands personal space – keeps hands and feet to oneself
- 1 2 3 can play/work in a group – shares, takes turns, and uses self control
- 1 2 3 expresses a range of emotions, needs, wants, and feelings
- 1 2 3 is curious – asks questions
- 1 2 3 can stay with a self-chosen activity for _____ minutes
- 1 2 3 can stay with a teacher-directed activity for 10 minutes
- 1 2 3 uses a variety of strategies to problem-solve while learning
- 1 2 3 initiates activities in the classroom

Language Development, Communication, General Knowledge:

- 1 2 3 speaks in complete sentences
- 1 2 3 tells first and last name, 1 2 3 age and birthday, and
- 1 2 3 recognizes first name printed
- 1 2 3 knows parent’s real first and last name, 1 2 3 street address, and
- 1 2 3 phone number
- 1 2 3 shows awareness of the connection between letters and sounds
- 1 2 3 identifies front of a book and looks at print from left to right
- 1 2 3 listens to a story and can talk about it, answer questions
- 1 2 3 tries “writing” to describe ideas and asks adults to write their stories
- 1 2 3 recognizes and understands commonly used words (*mom, stop, dog, the, dad*),
- 1 2 3 sings some songs, and recites some simple rhymes
- 1 2 3 recognizes colors (6 basic colors, *red, blue, green, yellow, white, black*)
- 1 2 3 and shapes (5 basic shapes, *circle, square, triangle, rectangle, oval*)
- 1 2 3 counts to 10 and
- 1 2 3 recognizes numerals 1 - 5



KINDERGARTEN TRANSITION INFORMATION

Child's Last Name: _____ First: _____ Birthday: ____/____/____

Home Address: _____

Elementary School Zone: _____

___ Boy ___ Girl Race: _____ Primary Language: _____

Preschool Program Attended: _____

half-day preschool licensed child care Head Start other: _____

Preschool Teacher Name: _____ Teacher Phone: _____

Preschool Curriculum/Approach Used: _____

How long at this program? ___ less than 1 year ___ 1 year ___ 2 years ___ 3 years

Special services child receives or received in past year (*check all that apply*):

___ Speech/language ___ OT/PT ___ Early Intervention ___ Counseling

Agency/agencies providing special services: _____

Child has been referred for special education services through the school: ___ Yes ___ No

Status of referral: _____

Health or development concerns (*that might limit participation in program activities*):

Strengths of this child: _____

Areas needing more development: _____

This child's family has: (*Note: N/A means not available, not applicable, not asked*)

attended parent meetings regularly	___ Yes	___ No	___ N/A
participated in program activities	___ Yes	___ No	___ N/A
volunteered in the classroom or for special events	___ Yes	___ No	___ N/A
communicated regularly by phone or notes	___ Yes	___ No	___ N/A
sent materials to support activities or events	___ Yes	___ No	___ N/A
participated in and welcomed home visits	___ Yes	___ No	___ N/A
followed up on any recommended referrals/concerns	___ Yes	___ No	___ N/A



All of us have different learning styles, but this is a snapshot of approaches to learning on a given day. When involved in classroom activities, this child is usually: (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> easily engaged in activities | <input type="checkbox"/> slow to engage in activities |
| <input type="checkbox"/> usually confident | <input type="checkbox"/> tentative |
| <input type="checkbox"/> playful and engaged | <input type="checkbox"/> withdrawn |
| <input type="checkbox"/> focused | <input type="checkbox"/> easily distracted |
| <input type="checkbox"/> persistent | <input type="checkbox"/> easily frustrated |
| <input type="checkbox"/> quick to respond | <input type="checkbox"/> needs extra time to respond |
| <input type="checkbox"/> talkative | <input type="checkbox"/> quiet |
| <input type="checkbox"/> transitions easily | <input type="checkbox"/> transitions are difficult |

When engaged in classroom activities, this child usually responds best when given which cues?
(These are ways to describe the three pathways to learning that children use; rank 1-3, with 1 the best choice).

- visual cues (what the child can see) auditory cues (what the child can hear)
- kinesthetic cues (hands-on, touch, movement, action)

Please share any additional information that would be helpful to better meet the needs of this child as he/she moves into Kindergarten:

Our goal is to provide a positive transition from preschool into Kindergarten. Parent or legal guardian signature here indicates permission for preschool staff to share this form and information with the school's Kindergarten staff regarding the child's needs and services received in preschool. We will share the following materials with the school (please initial):

developmental assessment health and immunization records portfolio of work

Printed Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date Signed: ____/____/____ Preschool Teacher: _____



Blueprint for Zero to Five – An Investment in Alabama’s Future

The *Blueprint for Zero to Five* is the result of the statewide Early Childhood Comprehensive Systems planning process through the Department of Public Health and is offered by the Alabama Partnership for Children as a comprehensive plan for reaching its mission. A broad-based group of service providers, advocates, community leaders, families, and other stakeholders participated in strategic planning sessions to develop a concise, comprehensive plan to ensure that every child has the opportunity to succeed. The process has been comprehensive and inclusive, building on work that has been done over the past several years. Over ten plans or sets of recommendations were compiled to determine common needs identified or interventions proposed – areas on which there is broad agreement. And, over a period of three years, statewide experts (both service providers and consumers) examined the “state of young children” in Alabama, defined what young children need to be ready for the rigors and opportunities of the K-12 school system, reviewed the research of proven interventions, identified existing programs and resources, and developed a structure for action planning using an indicators-based approach. Drawing from the *National School Readiness Indicators Initiative* (www.gettingready.org), Alabama’s plan has been adapted and is stated as a simple formula:

Ready Families + Ready Communities + Ready Services (Health and Early Education) + Ready Schools = Ready Children

Viewed as a structure for planning, funding, advocacy, accountability, and policy decisions, statewide support for the *Blueprint* as the comprehensive plan for children’s healthy development and school readiness results from state leadership, input from local service providers and parents, and a unified message about what young children need to develop optimally. 2008-2009 priorities identified by the state advisory committee are:

1) **READY FAMILIES in READY COMMUNITIES** – Parents and families play the most critical role in children’s healthy development. Mother’s limited educational level and being born to a single mother are two of the most powerful predictors of poor outcomes.

- A) Births to Teens and Single Mothers -- # of births to teens and % of births to unmarried women, % births to mothers with less than 12th grade education
- B) Child Abuse and Neglect – rate of substantiated child abuse and neglect
- C) Family Information and Resources -- % of families participating in a research-based parent support program

2) **READY SERVICES – HEALTH** – Access to health insurance and a medical home are necessary for children’s optimum development. This includes prenatal care, well-child check-ups and immunizations, and detection and treatment of illness and delays.

- A) Health Insurance -- % of children under age 6 without health insurance
- B) Medical Homes -- % of children who receive health care from a consistent health care provider
- C) Comprehensive Screenings -- % of children who receive periodic developmental screenings and appropriate referrals

3) **READY SERVICES – EARLY CARE AND EDUCATION** – Working families need access to dependable, high quality child care, and children benefit from developmentally appropriate programs with a commitment to high quality experiences.

- A) High Quality Child Care/Preschool Programs -- % of programs nationally accredited or demonstrating high quality through an objective measure (Star rating)
- B) Access to Child Care Subsidies -- % of subsidized child care need met (eligible vs. served)

4) **READY SCHOOLS** –The transition into Kindergarten and the first few grades often lay the foundation for success or failure in school.

- A) School Success – 1st grade retention rates; % with reading and language proficiency by Grade 3
- B) Transition Teams -- % of schools participating in community transition teams made up of child care, Head Start, kindergarten teachers



For additional information please visit www.SmartStartAlabama.org.
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