

Dear Participant,

This survey asks for information about the practices that you and your program or school use to support the transition to kindergarten. Your responses will help us understand the current use of practices as well as those for which you would like more information. We hope to use the information obtained from this questionnaire to develop resource guides for you and others working in this field. We will share the results during the Transition Summit on

\_\_\_\_\_ (Summit Date)

**1. How would you describe your current role (please select one)?:**

Early childhood educator

Kindergarten teacher

Elementary school teacher (non-kindergarten)

Early childhood administrator

K-12 administrator

Parent/Family member

Community member

Special education/population representative

Other \_\_\_\_\_

**2. If you selected "early childhood educator," do you work in a Head Start center?**

Yes

No

**3. If you are affiliated with a Head Start center, please indicate with which grantee/center you work?**

**4. If you selected "community member," what organization, if any, are you representing?**

**5. If you are attending this conference with a team, what is your team name?**

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(Team Name)

**6. List your experience and number of years as an early childhood educator:**

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**7. List your experience and number of years teaching kindergarten:**

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**8. List your experience and number of years teaching grade 1 or above:**

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**9. Have members of your community (*e.g., teachers, principals, librarians, etc.*) worked together in the past to develop a transition plan?**

Yes

No

**10. If Yes, please list the key players involved in developing that plan:**

The following are practices that might be used in preparing children for their transition to kindergarten. **Think about the transition practices used in your own community or school district.** For each of the listed below, select a response on the right that best matches the frequency of its use in your community/district during the past two academic years.

**11. Child–School Connections**

	Often	Sometimes	Seldom	Don't know
Arranged for a kindergarten teacher to talk to children before the start of kindergarten.				
Arranged for children to visit a kindergarten class, including support from interpreters for children who are dual language learners.				
Arranged time for children with disabilities to become familiar with the new classroom and school settings.				
Arranged time for children with disabilities to visit the elementary school playground.				
Arranged for children to meet future peers before the start of school.				
Arranged for children to meet their future kindergarten teacher before the start of school.				
Practiced kindergarten routines, such as carrying lunch trays.				
Read books and had conversations with children about what to expect in kindergarten, including visual cues and other supports for children who are dual language learners.				

## 12. Family–School Connections

Had families sign a release of information for sharing documents and records with elementary schools.

Talked to families about their transition concerns before the start of school.

Sent families information, in their home language(s), about school readiness and what to expect in kindergarten.

Provided support for families to gather documents and complete forms needed for kindergarten registration and entry.

Provided families with home learning activities and resources, in their home language(s), to prepare for kindergarten.

Notified families, in their home language(s), about upcoming kindergarten registration events.

Helped arrange home visits from kindergarten teachers before the start of school.

Suggested community resources (e.g., library programs, locations for immunizations and physicals) for families to access during the summer before kindergarten.

Connected families to other families in the elementary school.

Arranged for a kindergarten teacher to talk to parents before the start of kindergarten.

Often	Sometimes	Seldom	Don't know

### 13. Program–School Connections

Organized meetings and joint professional development opportunities between Head Start and elementary school education staff to collaborate during the transition process.

Shared data, family questionnaires, and other key child information between early childhood educators and kindergarten teachers.

Created a continuum of standards across preschool and kindergarten.

Collaborated between programs and elementary schools to create common understanding of kindergarten assessments and expectations.

Collaborated to plan any individual supports needed for children with disabilities throughout the transition and in the new school setting.

Arranged language learning services and any other necessary supports for children who are dual language learners.

Provided summer orientation activities involving multiple parties (e.g., preschool teachers, kindergarten teachers), such as a kindergarten camp.

Often	Sometimes	Seldom	Don't know

## 14. Community–School Connections

Organized meetings between Head Start leadership and community leaders or representatives from community organizations to collaborate on transition practices.

Invited local child and family support agencies to attend kindergarten registration and information events.

Worked with community organizations or service providers (e.g., social services, libraries, doctor’s offices) to distribute information about school readiness, kindergarten registration, and the transition process, in a variety of languages representative of those spoken by families in the community.

Ensured that early intervention services for children with disabilities continued smoothly between early childhood and kindergarten settings.

Often	Sometimes	Seldom	Don't know

Note to Facilitator: if you feel that questions other than those listed above will better suit your purpose, then the prompts and answer choices can be revised. Other possibilities include:

Sample prompt: \_\_\_\_\_

Please indicate who used these practices over the past two academic years.

Sample answers: \_\_\_\_\_

Sample prompt: \_\_\_\_\_

Please indicate how you feel about the following practices and what, if anything, you’d like to improve upon or know more about.

Sample answers: \_\_\_\_\_

**15. If you use other transition practices not listed above, please describe them here:**

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**16. What transition practices challenge you the most?**

**17. What barriers exist that make it difficult for you to implement transition practices?**

**18. Please share any additional comments here:**

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Thank you for participating!



**NATIONAL CENTER ON**  
Early Childhood Development, Teaching and Learning

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