

# LEA Coordination and Transition Plan Components

## **Program Development**

The district coordination and transition plan must be developed with the input of Even Start, Head Start, Reading First, Early Reading First, and other preschool / childcare programs as well as parents, community, and LEA staff. Indicate who is on the planning team by agency and role. Establish meeting times, dates, places and include this information in the plan. The LEA should document planning efforts with a short written narrative. Maintain historical perspective of the plan by adding information each year while keeping summary information about the initial planning and subsequent years. A short profile of the community and school characteristics, demographics, and other pertinent information should be included to give the reader a sense of community and school factors impacting the plan.

Indicate desired outcomes for the plan in statement form or by crafting formal goals and objectives. The purpose of the plan should be evident. Profile information and a description of the local indicators used to evaluate the program.

## **Coordination and Communication**

List of the agencies and programs the district is coordinating with. Each district must coordinate with its local Head Start program. Give the specific name of the Head Start serving the district. Include Even Start, Reading First, Early Reading First, Birth to Three Connections, and Special Education 619 programs. The LEA must coordinate and include in its plan other preschool and childcare programs. Describe the coordination efforts with each of these agencies. Specify how the educational services provided by the district are linked with the services provided by local Head Start agencies and other early childhood programs.

Channels of communication must be established between school staff and their counterparts (including teachers, social workers, and health staff) in such Head Start agencies and other early childhood development programs to facilitate coordination of programs. Meetings must be

conducted involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs, to discuss the developmental and other needs of individual children, including children with disabilities. The plan should describe how staff visitations between the various programs are facilitated.

### **Transition Process**

A written transition plan must be in place to provide assistance for the transition of preschool-aged children into Kindergarten. This includes coordination with local and community child education and care agencies. The plan will document procedures, activities, means of communication, and agreements the district and early childhood agencies will follow. The plan must accommodate the needs of all four-year old children in the district and their families.

Describe the district's transition process to prepare four-year-old children and their families for kindergarten. Include transition plans for children with disabilities transitioning from one program to another. Sample activities and the approximate timeframe for these events should be listed in the plan.

Describe how the agencies have developed and implemented a systematic procedure for receiving records regarding children transitioning into kindergarten. These records must be transferred with parental consent. Records transfer is required for each transition. Early childhood records should be provided to the district. If the district conducts screenings, those screening results should be shared back with the early childhood agencies the child has transitioned from.

### **Professional Development**

The plan will describe how joint transition-related training will be organized. Participation of school staff, Head Start program staff, and other early childhood development program staff will participate in such joint training. Suggested topics of interest might include: developmentally appropriate practices, Early Learning Guidelines, and behavior intervention. Design and deliver training and education for parents across the community.

## **Parent Involvement and Education**

Parents must be involved in the development of the plan and ongoing evaluation of the program. Districts with Title I schools could include the district's Parent Involvement Policy and a sample of a School Parent compact. Establish continuity of parental involvement in early childhood programs into district activities. Family activities and conferences must be planned.

Parents must be provided assistance in interpreting test results. Assist parents in knowing what they can do to support their child's learning and development. Support parents as they transition their children into a formal school setting.

## **Evaluation**

The coordination and transition plan must be annually evaluated and revised as necessary. Indicate how the coordination and transition plan is annually evaluated. Surveys or checklists could be used to gather feedback from parents and agencies. Describe the evaluation process and criteria used. Indicate when the evaluation takes place. Evaluate the transition process and make adjustments as necessary.

All stakeholders must be involved in the evaluation process: parents, receiving agency, and sending agency. Indicate the names and positions of the evaluation team which must include, at a minimum: district staff, including at least one kindergarten and preschool teacher (if applicable), Head Start staff, representation of early childhood agencies in district (child care, private preschools, Early Reading First, Even Start, etc.), and parents (preferably at least one parent of a current four year old and one parent of a current kindergarten student).