

Early Childhood Transition Practice and Strategies Needs Assessment

County: _____

All transitions Infant and Toddler to Preschool Transition Preschool to Kindergarten Transition

Scale: 1 = Not in place in any way; 2 = Partially in place but not systemically; 3 = In place systemically on paper with some effective practice; 4 = In place systemically on paper with effective practice in many instances; 5 = In place systemically on paper with consistent effective practice.

Practice	Rating	Comments
1. A primary contact person for transition is identified within each program or agency.	1 2 3 4 5	
2. Community and program-wide transition activities and timelines are identified.	1 2 3 4 5	
3. Referral processes and timelines are clearly specified.	1 2 3 4 5	
4. Enrollment processes and timelines are clearly specified.	1 2 3 4 5	
5. Program eligibility processes and timelines are clearly delineated.	1 2 3 4 5	
6. Agencies develop formal mechanisms to minimize disruptions in services before, during and after the transition of the child and family.	1 2 3 4 5	
7. Staff and family members are actively involved in the design of transition processes and systems.	1 2 3 4 5	
8. Families meaningfully participate as partners with staff in program and community-wide transition planning efforts.	1 2 3 4 5	
9. Conscious and transparent connections are made between curricula and child expectations across programs/ environments.	1 2 3 4 5	
10. Transition plans are developed that include individual activities for each child and family.	1 2 3 4 5	

Practice	Rating	Comments
11. Children have opportunities to develop and practice skills they need to be successful in the next environment.	1 2 3 4 5	
12. Methods are in place to support staff-to-staff communication both within and across programs.	1 2 3 4 5	
13. Staff roles and responsibilities for transition activities are clearly delineated.	1 2 3 4 5	
14. Staff know key information about a broad array of agencies and services available within the community.	1 2 3 4 5	
15. Individual child and family transition meetings are conducted.	1 2 3 4 5	
16. Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.	1 2 3 4 5	
17. Families' needs related to transition are assessed and addressed.	1 2 3 4 5	
18. Families have information about and are linked with resources and services to help them meet their specific child and family needs.	1 2 3 4 5	
19. Families actively participate in gathering information about their child's growth and development.	1 2 3 4 5	
20. Transition team members share appropriate information about each child making a transition.	1 2 3 4 5	
21. Staff follow-up on children after transition to support their adjustment.	1 2 3 4 5	

Based on the National Early Childhood Transition Center's *Recommended Practices and Strategies* developed by McCormick, Cox, Rous, Hallam, Stricklin & Nowak (2008).