

All In For 
Kansas Kids

KINDERGARTEN TRANSITIONS TOOLKIT

Kansas Early Childhood Advisory Council

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Kindergarten Transitions Toolkit

from the Kansas Early Childhood Advisory Council

About this Toolkit

Importance of Transition Planning

The transition into kindergarten is a critical milestone for children, families, and staff. A smooth transition helps kindergarten staff meet the individual needs of children.

Successful collaboration around smooth transitions should engage the wide variety of stakeholders in a community who support young children and their families. A defined, sustainable kindergarten transition plan guides this collaboration and begins with crafting and committing to a Memorandum of Understanding (MOU). The Kansas Early Childhood Advisory Council recommends that all communities in Kansas engage in an intentional, active planning process for transitions to kindergarten.

What's inside?

- Benefits of Transition Planning
- MOU WorkPlan Template
- MOU Template
- Example milestones, data sharing activities, and potential partners for your community's Kindergarten Transitions MOU

This Kindergarten Transitions toolkit may be used as a starting point for communities to adopt or adapt as needed to fit their local goals.

You can find [editable versions of the tools in this kit online at the Children's Cabinet website: kschildrenscabinet.org](https://kschildrenscabinet.org)

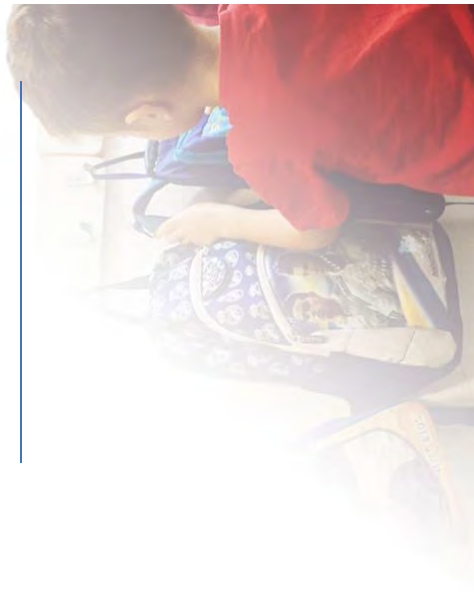


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Create a local transition team in your community!

To get started, visit the Children's Cabinet website: [Kindergarten Transitions Toolkit](#)

A defined, sustainable kindergarten transition plan benefits the entire community.



Benefits of planning for Kindergarten transitions	Family	Child	School	Community	Early Learning
Reduces stress at the beginning of the year	✓	✓	✓		✓
Improves academic growth in kindergarten		✓	✓		
Yields positive long-term outcomes for children	✓	✓	✓	✓	✓
Encourages clear expectations for children's kindergarten readiness	✓	✓	✓		✓
Supports children who are dual language learners	✓	✓	✓	✓	✓
Provides stronger benefits for children living in poverty	✓	✓	✓	✓	
Supports children with special needs and IEPs/accessibility	✓	✓	✓	✓	✓
Promotes consistent services for children	✓	✓	✓	✓	✓
Encourages family engagement and leadership	✓	✓	✓	✓	✓
Supports shared professional development		✓	✓		✓
Encourages shared teaching strategies	✓	✓	✓	✓	✓
Supports public/private school accreditation standards			✓	✓	
Supports Kansas early learning program's Links to Quality standards				✓	✓
Promotes healthy development of children	✓	✓		✓	✓
Strengthens positive relationships and engagement	✓	✓	✓	✓	✓
Encourages effective data sharing/access	✓		✓		✓
Encourages community driven planning	✓	✓	✓	✓	✓

This worksheet is designed to be used digitally and will grow with your entries.

Kindergarten Transitions - WorkPlan Template



Plan	Plan Components	Step 1 Roles and Responsibilities List team members, their roles, and responsibilities	Step 2 Activities and Milestones List activities & outputs/milestones- See Appendix. Can include data sharing plan	Step 3 Other Potential Partners List other agencies or individuals that may be involved. See Appendix.	Step 4 Timelines and Duration Identify timelines for each activity.
	[Component 1]				
	[Component 2]				
	[Component 3]				
	[Component 4]				
	[Component 5]				
	[Insert new rows above as needed]				

Outcomes	Activities	Step 1 Outcomes By Activity What changes will you expect to see?	Step 2 Desired Benefits of Outcomes What benefits do you expect as a result of these changes?	Step 3 Evaluate Outcomes How will the outcomes be evaluated?	Step 4 Unexpected Outcomes Can you identify any unexpected outcomes?
	[Activity 1]				
	[Activity 2]				
	[Activity 3]				
	[Activity 4]				
	[Activity 5]				
	[Insert new rows above as needed]				

MEMORANDUM OF UNDERSTANDING

BETWEEN
XXXXXXX
AND
XXXXXXX

This understanding is made and entered into this ## day of Month, Year by and between [agency/district/program name], whose address is [address], hereinafter referred to as ["acronym"] and agency/district/program name, whose address is [address], hereinafter referred to as ["acronym"].

This Memorandum of Understanding (MOU), or collaborative agreement, outlines expectations and guidelines for working in partnership. [Explain why: *The purpose of this document is to build community partnerships among elementary schools, early childhood care and education providers, and other identified partners to ensure smooth transitions to Pre-K and Kindergarten*]. It is co-authored by individuals representing the agencies/districts/programs involved.

1. SCOPE OF WORK

- A. PURPOSE – [Describe the purpose of the collaboration in detail.]
- B. WAYS OF WORKING TOGETHER – [Outline the processes you will use to work together. Collaborative work frequently fails due to unclear processes for making decisions and managing work that involves shared, and at times overlapping, tasks and responsibilities.]

Components include:

- Management structures
- Decision-making protocols
- Mechanisms for communicating
- Technology usage (e.g., housing materials, video conferencing, webinars, collaborative workspaces, learning platforms)

- C. ROLES AND RESPONSIBILITIES – [List the roles and responsibilities of the participants. Clarity about roles helps participants understand their responsibilities, holds them accountable for their commitments, and limits duplication of effort. It is possible that you may add additional staff after the MOU has been signed and the work has commenced. Outline expectations for adding new projects or staff (e.g., whether you

would allow activities to be adapted) to avoid misunderstandings.]

- D. **ACTIVITIES AND OUTPUTS/MILESTONES** – [Describe the activities you will conduct in a fair amount of detail, including steps within each activity. It takes a lot of work to iron out all the details at the outset, but comprehensive early planning makes it much more likely that you will be successful. Also describe anticipated outputs, such as materials produced, number of people served, or number of trainings provided. This will help you establish milestones that can be used to track progress in implementing activities. See *Appendix* for examples.]
- E. **DATA SHARING** – [Describe data from each partner which supports the transition process. What items are needed and how it will be used and shared? See *Appendix* for examples.]
- F. **TIMELINES AND DURATION** – [Establish timelines for each activity and for the duration of the collaborative agreement. The duration will vary depending on the intensity of the work. Some may be planned for a single year, while others may require several years.]
- G. **OTHER POTENTIAL PARTNERS** – [Identify other likely partners. Although not signers to the MOU, other agencies, districts, programs, and individuals may be involved in your collaborative activities. These could include:
- Recipients (families/children)
 - Organizations and individuals who will help you implement activities. You may not know when you develop the MOU who all the partners will be, just be sure to include as much detail as possible.]
- H. **RESOURCE COMMITMENTS** – [Determine the resources that will be provided by participants:
- Time and staffing
 - Financial
 - Other (e.g., technology platforms, materials) This area will likely require work with each participant’s home agency to determine mechanisms and requirements for such things as shared funding, budgeting, and subcontracts.]

2. TERM OF AGREEMENT

This Agreement shall commence on [Beginning Date] and continue through [Ending Date], with [TBD] additional [TBD (numeric TBD)] year renewal(s) by written mutual consent. (If renewal option is not desired, then delete the reference to one.)

3. COMPENSATION, PAYMENT AND FUNDING:

[Identify pricing and payment structure, if applicable.]

4. TERMINATION

Either party may terminate this MOU with [Number] days written notice. [or other terms agreed upon]

5. REPORTING REQUIREMENTS

[Define the desired outcomes of the work and how you will evaluate them:

- What changes will you expect to see?
- What benefits do you expect from the collaboration?
- How will the outcomes be evaluated (e.g., survey, interview, observation)? Choose evaluation methods carefully. Evaluation can have a significant impact on time and fiscal resources. Be sure to balance what you need and want to collect with your available resources.]

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed by their duly authorized official or officers.

XXXXXXXX (agency/district/program)

XXXXXXXX (agency/district/program)

Agency Head Date

Title

Agency Head Date

Title

Appendix

Activities/Milestones Examples

Shared Professional Development
Professional Learning Teams across programs
Family and Student Transition/Orientation
Curricular/Assessment Alignment
Resources and Support for Parents and Early Childhood Stakeholders
Resources and Support for Students
Family Engagement Activities
Teacher Visits across programs
Shared Roundups or Health Fairs
Shared Home Visits
Shared Behavior Management Model
Play and Learn Groups across programs
Transition Camp

Data Sharing Examples

Signed Family Consent may be required for sharing student level data

- Child ID
- Academic Scores
- Screening and Assessment results, including Ages and Stages Questionnaire
- Health Records
- Individual Learning Styles/Interests/Motivators/Likes-Dislikes
- IEP/IFSP
- Positive Behavior Management Strategies
- Family/Caregiver Dynamics and Contact Information

Potential Partner Examples (not limited to)

School Districts
Head Start Programs
Pre-Schools
Childcare Providers
Parents/Caretakers
Health Providers/Health Department
Mental Health Providers
Local Businesses
Local Resource and Referral Agency
Local Library
Child and Family Community Groups
Higher Education Resources
Faith Based Organizations
Private Schools