

**Transitions Vision Six-Month Work Plan
XX Month–XX Month**

The purpose of this work plan is to create a path for transitions teams to assess their current transitions policies, create plans for improvement, and evaluate how the new plans are working throughout the course of the year and in the years after implementation. Effective transitions plans center around (1) alignment, coordination, and collaboration; (2) transitions planning and direct support; (3) guidance, evaluation, and resources. Planning should be a year-long, continuous process.

1. Assess current transitions policies and practice				October–November	
Key Activities	Date to Complete	Person(s) Responsible	Critical Partners Needed	Resources Needed	Status (with date)
Gather current examples of work/data at the state and local levels that support kindergarten transitions					
Create/customize self-assessment to needs of county/district					
Disseminate self-assessment to team members					
Complete self-assessment of current transitions activities					

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Analyze available data and resources: absenteeism, suspension/expulsion rates, MOU/MOA, enrollment policies for pre-K/K (can children stay at their school for K?), availability of mixed delivery for pre-K, training (PD, certification opportunities, and teacher training programs available for pre-K/K/1 educators)					
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2. Determine who should help design policy				November–December	
Key Activities	Date to Complete	Person(s) Responsible	Critical Partners Needed	Resources Needed	Status (include date)
Hold introductory meeting(s)					
Survey participants regarding interest in team					
Establish regular meetings of transitions team					
Establish roles of team members: for example, subcommittee, data, outreach, implementation					

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Determine gaps in team and consider who/what role could potentially fill the gaps, and when the right time to engage/make that ask would be					
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3. Create a plan for improvement				December–January	
Key Activities	Date to Complete	Person(s) Responsible	Critical Partners Needed	Resources Needed	Status (include date)
Brainstorm potential actions to take using these three categories: (1) alignment, coordination, and collaboration 2) transitions planning and direct support (3) guidance, evaluation, and resources					
Identify multiple points throughout the year for transitions support to occur, not just the beginning of the school year. How can transitions supports create an ongoing culture of relationship building, collaboration, and feedback loops to improve future iterations?					

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4. Decide on strategies to adopt and funding streams to support them					January–February
Key Activities	Date to Complete	Person(s) Responsible	Critical Partners Needed	Resources Needed	Status (include date)
Establish shared baselines to prioritize ideas and initiatives generated through the planning process					
Create a tool or framework to analyze proposals for policy change					
Create a process for conducting a cost-benefit analysis of any proposed policies. How can diverse viewpoints be included in a shared framework/set of goals?					
Determine the existing capacity and responsibilities of school district and community partners, and determine which funding streams are in place that can be repurposed or expanded to explicitly support transitions					

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Map out how individual activities support better transitions for children, families, and educators					
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5. Develop a timeline for implementation				February–March	
Key Activities	Date to Complete	Person(s) Responsible	Critical Partners Needed	Resources Needed	Status (include date)
Create a timeline for implementing transitions activities with flexibility to respond to new funding streams that may arise, new information from data, and other local challenges (states should have a more rigid timeline to communicate consistent deadlines for things like grant applications to local teams)					
Develop clear leaders of workstreams and make sure the entire team knows who is assigned what responsibilities					
Implement activities based on connections between child-school, family-school, program-school and					

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community-school, and on vertical alignment within schools					
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6. Evaluate success and make changes as needed					March–April
Key Activities	Date to Complete	Person(s) Responsible	Critical Partners Needed	Resources Needed	Status (include date)
Review data reporting and collection systems as a component of the self-assessment completed in step 1 (study and update policies based on findings)					
Determine what data need to be collected to evaluate success of new transitions activities					
Determine state and local accountability and research staff at early childhood and K–12 agencies, and partner for technical assistance with evaluation					
Ensure that data are disaggregated by race, gender, primary language, and socioeconomic and disability					

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status to ensure disparities in access or outcomes are identified					
Set up evaluation and information-sharing mechanisms through the state department of education after implementation					