



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools

FROM: Desi D. Nesmith, Chief Turnaround Officer *DDN*

DATE: June 21, 2018

SUBJECT: ESSA Student Transition Resources – PreK to Kindergarten

As part of Connecticut’s *Next Generation Student Supports*, we are developing powerful strategies and resources for local education agencies (LEAs) to better support students during *critical transition points* across the continuum from preschool through grade 12.

Critical Transition Points include:

- Transition Point 1: Early Childhood Care/Education to Kindergarten
- Transition Point 2: Elementary to Middle School
- Transition Point 3: Elementary/Middle School to High School
- Transition Point 4: High School to Post-Secondary Education/Training or Workforce

The department, in partnership with the Connecticut Office of Early Childhood and key stakeholders, and with instrumental support from Education Counsel, has developed resources for *student transition from early childhood care/education to elementary school*. These resources include:

1. **[The Early Childhood Landscape Analysis Tool for Connecticut Schools and Districts](#)**

Effective transition planning requires elementary leaders and educators to analyze the “landscape” of early childhood care and education in their community. Through a data framework, this tool helps district and school leaders, to better understand their students/families and subsequently respond to their needs.

2. **[Transitioning to Kindergarten: the Why, What, and How of this Important Milestone for Connecticut Students](#)**

This PreK to Kindergarten best practices guide outlines why transition points are critical for continued success and unpacks five core values of effective transitions. It outlines critical pre-transition activities, necessary collaboration between providers, teachers, leaders and families and identifies core transition activities based on best practices. It also includes guidance on professional development opportunities, developing family partnerships, leveraging existing resources, and the key components of effective communication before, during and after the PreK to Kindergarten transition.

3. **[The Connecticut State Department of Education’s Evidence-Based Guide for Early Learning](#)**

This guide represents the department’s “first, best effort” in providing schools and districts with evidence-based practices, endorsed by the CSDE, for (1) building evidence-based early learning systems (age three to grade three); (2) designing and implementing developmentally appropriate instructional practices; (3) capitalizing on high impact and early childhood aligned professional learning for elementary educators; and developing extended learning opportunities that include two-way relationships and enhanced communication with families and the community.

If you have any questions, please contact Lisa Lamenzo at 860-713-6739 or by e-mail: lisa.lamenzo@ct.gov or Andrea Brinnel at 860-713-6941 or by e-mail: andrea.brinnel@ct.gov.

DDN:llg