



# Developing a Successful Transition Program

**S**uccessful Transition Programs Are:

## Child-centered

Programs should meet the individual needs of the child and family. They should promote child functioning and minimize disruption of the family system.

## Parent/family oriented

A parent as the child's first teacher is critical to the process of transitioning. Parents should be involved as:

teachers (volunteers, learning activities);

learners (parent resource centers, meetings & workshops);

decision makers (informed consent, opinion surveys, advisors); and

advocates (for school activities, for public policy regarding children).

## Involve the stakeholders

involvement of staff from sending program, staff from receiving program, and parents/families is critical to successful programming

## Collaborative

Promoting interagency/program collaboration is essential. Systems should be responsive to the community and current reality of programs involved.

## Supported by administrators

Development of a program requires time and commitment. Mechanisms for training and technical assistance are essential.

## Different

There is not one right way. Various approaches to developing a transition system will work.

**A**ctivities found in successful programs include:

Parent Group Meeting/Training Sessions

Field Trips to school sites for children, staff and parents

Cross-training between early childhood center and kindergarten staff

Articulationn agreements with schools

Cross-transference of information (with parental permission)

Advocacy and follow-up with parents

Distribute a resource booklet which identifies and describes local preschool and elementary programs.

Survey family transition needs

Identify potential placements, special services, and transportation needs

Encourage parent volunteer efforts

Establish alumni parent support groups

Summer activity booklets

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For more information contact:



**The Center for Parent Involvement** (FCPI) was funded by the U.S. Department of Education; Goals 2000, Educate America Act from 1994-1999. Guided by an advisory board of parents and professionals, the FCPI's goal was to tap the power of parents.

The FCPI gathered information on parent needs, coordinated the information, and created a series of resources organized by theme, including fact sheets for parents and professionals, "Beyond the Basics" resources, and resource identification lists. Many of the resources have been translated into Spanish language versions, and every effort has been made to preserve the meaning and flavor of the original English documents. This series of materials provides a wealth of current information for both parents and providers; the complete set of resources can be obtained in PDF format on the Department of Child and Family Studies Website at [www.fmhi.usf.edu/cfs/dares/fcpi](http://www.fmhi.usf.edu/cfs/dares/fcpi). The staff of the FCPI are hopeful that their work will continue to help children get ready to learn for many years to come.

The series' themes include:

- Family Empowerment
- Parent Involvement
- Parenting Support
- School Readiness
- Violence in the Lives of Children
- Transition to Kindergarten

The Center was one component of a project led by Hillsborough County Center of Excellence in collaboration with the Department of Child & Family Studies at USF's de la Parte Institute and the Florida Children's Forum. Other project partners include HIPPIY (Home Instruction Program for Preschool Youngsters), Hillsborough County Head Start and Hillsborough County Even Start. For more information about these projects, call 813.974.4612.

Transition, Provider Tip Sheets, #3: Developing A Successful Transition Program

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