This dissertation studied the transitional experience of home-schooled students in central/south central rural Missouri whose families decided to place them into the public school setting. Since the public school environment is markedly different from the home school setting, there was the assumption that home-schooled students would have transitional needs that could be addressed by the public school in order to help these students adapt better to their new educational setting. Families who had home schooled and then sent their children to public school were identified and interviewed. Pedagogical and ideological reasons for home schooling and then for sending students to public school were addressed. Additional information provided feedback on the transitional experience and what parents and public schools could do to make the segue between home and public education smoother. Results indicated that the number one issue that prevented home-schooled students from experiencing a smooth transition to public school was the negative perceptions by public school personnel. Participants acknowledged the need for both home school families and public school officials to be tolerant and understanding of each other. Participants presented several practical ideas that would benefit public school perception and reception of home-schooled students into public education.