

**Summary of County Plans Resulting from  
Early Childhood Collaborative Team Training on Effective Practices for Early Childhood Transition Birth Through Five Years  
Sponsored by the WV Early Childhood Transition Steering Committee**

**Background:**

In 2008-09, the WV Early Childhood Transition Steering Committee is sponsoring Early Childhood Collaborative Team Training on Effective Practices for Early Childhood Transition Birth Through Five Years. County teams participating included representation from:

1. WV Birth To Three
2. Public Schools Preschool Special Education
3. Public Schools Universal Pre-K
4. Head Start if appropriate to that county
5. Child Care if appropriate to that county
6. Other team members appropriate to that county such as individuals/agencies involved in early childhood services and transitions in your county, e.g., parent(s); Parent Education Resource Centers; Parents as Teachers; public school Title I or other early childhood programs; Early Head Start; Family Resource Networks; Starting Points.

**Training Outcomes:**

As a result of this training, Early Childhood Collaborative Teams will have:

1. An awareness of strategies for improving the quality of their transition practices for all children age birth through five years.
2. Resources to support them in implementing these strategies
3. A plan for addressing 1 or more county priorities for the coming year to improve transition quality

**Summary of County Plans:**

Training addressed research-based effective transition practices and resources related to the following transition components:

1. Interagency Structure
2. Communication & Relationships (including staff & families)
3. Program Continuity & Alignment
4. Child & Family Preparation & Adjustment

County teams were asked to assess their local needs on 21 indicators related to these 4 components identified through research of the National Early Childhood Transition Center's *Preliminary Listing of Standard Practices and Supporting Strategies* developed by Beth Rous, 2007. These indicators are:

1. Staff know key information about a broad array of agencies and services available within the community.
2. A primary contact person for transition is identified within each program or agency.
3. Community and program-wide transition activities and timelines are identified.
4. Individual child and family transition meetings are conducted.
5. Referral processes and timelines are clearly specified.
6. Enrollment processes and timelines are clearly specified.
7. Program eligibility processes and timelines are clearly delineated.
8. Staff follow-up on children after transition to support their adjustment.
9. Staff and family members are actively involved in the design of transition processes and systems.
10. Staff roles and responsibilities for transition activities are clearly delineated.
11. Conscious and transparent connections are made between curricula and child expectations across programs/ environments.
12. Methods are in place to support staff-to-staff communication both within and across programs.
13. Transition team members share appropriate information about each child making a transition.
14. Transition plans are developed that include individual activities for each child and family.
15. Children have opportunities to develop and practice skills they need to be successful in the next environment.
16. Families are aware of the importance of transition planning and have information they need to actively participate in transition planning with their child.
17. Families meaningfully participate as partners with staff in program and community-wide transition planning efforts.
18. Families' needs related to transition are assessed and addressed.
19. Families have information about and are linked with resources and services to help them meet their specific child and family needs.
20. Families actively participate in gathering information about their child's growth and development.
21. Agencies develop formal mechanisms to minimize disruptions in services before, during and after the transition of the child and family.

Teams were then asked to develop plans to address one or more of the 4 transition components based on the results of this needs assessment. Each plan identified the team's priority(ies) and (1) what steps will you take, (2) who is responsible, (3) timelines for steps, (4) resources you'll use and (5) how you'll evaluate if effective. A summary of plans follow that were an outcome of the training that took place on October 22, 2008 in Charleston, WV, on April 21, 2009 in Morgantown and on April 23, 2009 in Martinsburg.

<b>Interagency Structure</b>	<b>Communication &amp; Relationships (staff &amp; families)</b>	<b>Program Continuity &amp; Alignment</b>	<b>Child &amp; Family Preparation &amp; Adjustment</b>
<p><u>County:</u> Wayne  <u>Plan Summary:</u> Develop procedures and systematic methods for disseminating information to all stakeholders.</p>	<p><u>County:</u> Boone  <u>Plan Summary:</u> Transitions for next year:  1. August - Letter home to family  2. 1st day of school - help transition last year's students  3. 1st week of school - home visits  4. next 2 weeks - alternate students</p>	<p><u>County:</u> Fayette  <u>Plan Summary:</u>  1. With support and input from stakeholders, provide training focusing on curriculum and continuity providing linkage from Prek content standards to kindergarten content standards emphasizing readiness to learn.  2. Share a training on Creative Curriculum with the Prek and Kindergarten teachers so the K teachers will know where the children come from.  3. Schedule a meeting or training to share content standards.  4. Work on a county-wide plan to transition into kindergarten.</p>	<p><u>Counties:</u> Mercer and Summers Counties  <u>Plan Summary:</u> Increase parent participation by:  1. Distributing more information/ PR  2. Personal invitations and contacts  3. Make parents feel valued  4. Let the children make invitations  5. Include children</p>
<p><u>County:</u> Jackson  <u>Plan Summary:</u> Improve interagency communication and information dissemination regarding eligibility, program requirements, and availability of resources through reconvening Tadpole (early childhood collaborative team) meetings and develop a user-friendly document to define/ describe placement options for parents of preschoolers.</p>	<p><u>County:</u> Putnam  <u>Plan Summary:</u> Community Services Awareness (Birth-5):  1. Compile example forms  2. Develop county team forms  3. Invite county providers to attend county meet to share information</p>	<p><u>County:</u> Wood  <u>Plan Summary:</u> Applicable to this Transition Component and also to Child &amp; Family Preparation &amp; Adjustment  1. Develop packet of materials/ information  <ul style="list-style-type: none"> <li>• B-3 will contribute pamphlets with basic information on developmental stages.</li> <li>• Applications for certified birth certificate</li> <li>• Listing of required immunizations</li> <li>• Services available from PERC</li> <li>• FRN community Resources</li> </ul> 2. Develop/orchestrate a week long transition from Prek to K</p>	<p><u>County:</u> Lincoln  <u>Plan Summary:</u> We want all parents to be more knowledgeable of what preschool classrooms have to offer their child. (Make video/DVD about classrooms across the county.)  1. Use local high school students as well as classroom children and Marshall University student to make video for WVBTT Service Coordinators  2. Place in county-specific locations so that more families will become aware of what classroom settings are like.</p>

		for month of April to synchronize large number of school sites transitioning. Develop timelines and framework to ensure teachers can effectively visit an example of next type of classroom.	
<p><u>County: Pleasants</u>  <u>Plan Summary:</u>  1. Develop universal application process  2. Devise point system for child placement</p>	<p><u>County: Hardy</u>  <u>Plan Summary:</u> Kiddie Fair</p>	<p><u>County: Marion</u>  <u>Plan Summary:</u> Enhance pre-K to K transition</p>	<p><u>County: Putnam</u>  <u>Plan Summary:</u> Home visits prior to school beginning  1. Train Head Start family service specialist to providers/ collaborators on how to make home visits  2. Training could take place during summer/ July  3. Visits would take place in August/ September</p>
<p><u>County: Monongalia</u>  <u>Plan Summary:</u> Add the Tadpole transition component to the structure</p>		<p><u>County: Berkeley</u>  <u>Plan Summary:</u> Include schools with NO PreK program in AIT PreK/K Transition Meetings</p>	<p><u>County: Raleigh</u>  <u>Plan Summary:</u> Provide a universal packet to all schools, Head Start, child cares, etc. for kindergarten enrollment</p>
<p><u>County: Jefferson</u>  <u>Plan Summary:</u> Resume monthly meetings</p>			<p><u>County: Clay</u>  <u>Plan Summary:</u>  1. Create a questionnaire to check the effectiveness of transitions from Prek  2. Create a questionnaire to check the effectiveness of transitions from Birth to 3.  3. Communicate with other providers through transition.</p>
			<p><u>County: Taylor</u>  <u>Plan Summary:</u> Make sure that parents of all incoming preschool students are made familiar with the PK curriculum.</p>

			<ol style="list-style-type: none"> <li>1. Give the ELS-F at 90 day face-to-face meeting</li> <li>2. Have the OLS-F available at the 1<sup>st</sup> home visit by the Family Resource Coordinator</li> <li>3. Strengthen the review of the ELS-F at the beginning of the year open house.</li> </ol>
			<p><u>County:</u> Hardy  <u>Plan Summary:</u> Transition follow-up</p>
			<p><u>County:</u> Mineral  <u>Plan Summary:</u></p> <ol style="list-style-type: none"> <li>1. RAU 8 will look into developing a transition survey for BTT families for Region 8 and share results with each county Pre-K/Head Start.</li> <li>2. The Pre-K Head Start program will add questions to the existing Parent Survey re: the effectiveness of our program's transition in and out of the program.</li> <li>3. We plan to include BTT, Pre-K/Head Start and K staff in staff development at summer academy to share curricula and child expectations across programs.</li> </ol>