

## Collaborative Procedures For Transitions into and out of the WV Pre-K System

**Collaborative Team Name:**

**Date of Adoption:**

**Applicable Agencies with Transition Contacts:**

Agency:

Contact Person Relevant to These Procedures:

Contact Information:

**Procedures Overview:** These procedures apply generically to ALL children transitioning into and out of the WV Pre-K System. They are based on WV Board of Education Policy 2525 and the WV Early Childhood Transition Checklist developed by the WV Early Childhood Transition Steering Committee and required by Policy 2525. In addition to these procedures that apply to ALL children, the team has developed procedures to address the unique needs of children with disabilities or who are suspected of having disabilities and for children who are eligible for Head Start. These additional procedures are not reflected below but rather will be used to augment the procedures contained in this document.

<b>Procedures/Activities For Transitioning Into the Pre-K System</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Resources &amp; Forms</b>
Procedures/activities for providing parents with written information on programs and/or services including enrollment requirements and registration are:			
Procedures/activities for communicating with agency staff to facilitate continuity of curricula, programming and/or services are:			
Procedures/activities for providing transition related training to prepare staff to follow appropriate procedures and to support children and families in the transition process are:			
Procedures/activities for providing an opportunity for staff in sending and receiving programs to meet at least annually to discuss how to facilitate successful transitions and curricula continuity are:			
Procedures/activities for providing training for parents regarding the transition process and future options in a way that includes interagency partners in the training are:			
Procedures/activities for involving parents in transition planning to advocate for children and communicate with personnel in next environment are:			
Procedures/activities for planning activities to prepare child for next environment are:			

Procedures/activities for providing options for visits to the next environment(s) by children, families, and staff are:			
Procedures/activities for coordinating with other agencies to transfer relevant records to the next placement are:			
Procedures/activities for releasing demographic information, screening evaluation and assessment data to the receiving agency/program with parental permission as necessary in order to assist that agency/program in meeting the individuals needs of each child are:			
Procedures/activities for designing programs that, to the maximum extent possible, minimize the number of settings in which a child receives education and care services are listed below. This includes giving parents/guardians options to enroll their child in a program that meets the needs of the family and supports consistency and continuity for the child.			

<b>Procedures/Activities For Transitioning Out of the Pre-K System</b>	<b>Person(s) Responsible</b>	<b>Timelines</b>	<b>Resources &amp; Forms</b>
Procedures/activities for providing parents with written information on programs and/or services including enrollment requirements and registration are:			
Procedures/activities for communicating with agency staff to facilitate continuity of curricula, programming and/or services are:			
Procedures/activities for providing transition related training to prepare staff to follow appropriate procedures and to support children and families in the transition process are:			
Procedures/activities for providing an opportunity for staff in sending and receiving programs to meet at least annually to discuss how to facilitate successful transitions and curricula continuity are:			
Procedures/activities for providing training for parents regarding the transition process and future options in a way that includes interagency partners in the training are:			
Procedures/activities for involving parents in transition planning to advocate for children and communicate with personnel in next environment are:			

Procedures/activities for planning activities to prepare child for next environment are:			
Procedures/activities for providing options for visits to the next environment(s) by children, families, and staff are:			
Procedures/activities for coordinating with other agencies to transfer relevant records to the next placement are:			
Procedures/activities for releasing demographic information, screening evaluation and assessment data to the receiving agency/program with parental permission as necessary in order to assist that agency/program in meeting the individuals needs of each child are:			

**Procedures Monitoring and Evaluation:**

1. Place in each child’s record the section of the WV Early Childhood Transition Checklist applicable to that child. Use the checklist to monitor completion of transition activities.
2. Annually, the team will survey families who have transitioned into and out of the Pre-K program regarding:
  - their knowledge and skills related to the transition process and procedures
  - the degree to which procedures were implemented with them
  - the degree to which they found these procedures helpful to children to help them prepare for and/or adjust to the next environment – procedures they liked and suggestions for improvements
  - the degree to which they found these procedures helpful to them as families – procedures they liked and suggestions for improvements
3. Annually, the team will survey staff who have been involved in the transition of children into and out of the Pre-K program regarding:
  - their knowledge and skills related to the transition process and procedures
  - the degree to which procedures were implemented with and by them
  - the degree to which they found these procedures helpful to children to help them prepare for and/or adjust to the next environment – procedures they liked and suggestions for improvements
  - the degree to which they found these procedures helpful to families – procedures they liked and suggestions for improvements
4. Annually, the team will use information resulting from the 3 procedures above to determine the degree to which procedures were implemented and their effectiveness. Based on this analysis, strategies will be developed for improvement as needed.

**TOOLBAR FOR WV PRE-K TRANSITION PROCEDURES TEMPLATE SAMPLE**  
**Click the buttons below to access instructions and resources for agreement development.**

- **How to use this template sample** – This provides a sample using the Collaborative Procedures Template for the development of Collaborative Procedures For Transitions into and out of the WV Pre-K System. Purposes of this sample are:
  1. To illustrate how teams can take information from the interagency agreement template and use it as the basis for collaborative procedures development for any collaboration area.
  2. To provide an actual starting point for the development of Collaborative Procedures For Transitions into and out of the WV Pre-K System. That is, “core” information is provided reflecting state requirements that the team can then further develop to meet local needs.
 Another resource on the CD-ROM, the Agreement Template Toolbar, provides a Word Search Tool to search resources, legal requirements and websites to help with agreement AND procedures development. In most instances, it will be necessary to use this CD-ROM in a computer that is connected to the internet in order to access resources.
- **Title** – Use this or a similar title to reflect the collaboration area/subarea addressed by these procedures.
- **Collaborative Team Name** – Enter the team’s name.
- **Date of Adoption** – Enter the date on which the team adopts these procedures.
- **Applicable Agencies** - List here the agencies for which these procedures are applicable and the relevant agency contact person with contact information. Copy and paste the headings under this item and enter appropriate information for each applicable agency. Depending on which organizations are represented in the team, applicable agencies may be the full team OR a subset of the overall collaborative team.
- **Procedures Overview** – Adapt this procedures background information as needed to make relevant to the local team and to assist the user in understanding how to implement these procedures/activities.
- **Procedures/Activities** – **Applicable statements have been taken from the interagency agreement template related to the collaboration area of Transition and Continuity and the subarea of Transitions into and out of the WV Pre-K System.** These statements have been inserted as the lead-in for specific procedures/activities the team will undertake. The team can adapt the wording that is provided here; however, the team must address the concepts in all of these statements as they reflect state requirements. The team can add other procedures/activities. Listing procedures/activities in this manner provides the team an opportunity to integrate into one cohesive, collaborative set of procedures:
  - What they are legally required to do as individual agencies
  - Activities that reflect effective practice.
- **Person(s) Responsible** – For each step, identify the agency and job title responsible.
- **Timelines** – For each step, identify when it must be implemented.

- **Resources and Forms** - For each step, identify any applicable forms the collaborative team will use. These may be forms required by the state or federal government or locally developed collaborative forms developed to support this policy and procedure.
- **Procedures Monitoring and Evaluation** - Identify here how the interagency collaborative team will:
  - Monitor the policy and procedures to ensure they are being implemented correctly
  - Evaluate policy and procedures implementation to determine if these are producing the kinds of outcomes we want
  - Use monitoring and evaluation information to develop strategies to address any identified needs, e.g., staff or parent training related to the policies, improved data collection, revising or further clarifying procedures and forms, etc.