Birth to Three Transition Toolkit

Mission
The variety and quality of experiences during the first eight years of life provide the essential foundation for each child's future success. The purpose of this resource is to promote continuity of practice among families, educators, and community partners that leads to optimal conditions for learning.

GOAL
Professionals and stakeholders will understand and implement research- based, developmentally appropriate practices; ensuring alignment birth through third grade.

STAKEHOLDERS
Children, Families, Community Partners, District Administrators, Principals/Site Administrators, Teaching Teams, Child Care Providers, Service Providers, Higher Education
Target Audience of Document: Early Childhood Educators and Early Care & Education Providers.

BIRTH TO THIRD GRADE ALIGNMENT TARGET		
Knowing about Child Development and Learning	**Knowing What Is Individually Appropriate**	**Knowing What Is Culturally Appropriate**
It is essential that the school, community, and families embrace the birth to third grade learning continuum that builds a strong foundation of supports for children with a deeper understanding of appropriate teaching practices to help children be engaged and successful learners.	Understanding what children know and can do, how they process information, solve problems, and how they interact with other children and adults, guides student learning and growth along the birth to third grade learning continuum.	Educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units. (NAEYC 1995, 2)

Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
Transition is a process that occurs over time and involves preparing children and families to adjust to new settings once Early On ends when a child reaches 36 months of age. The process includes transition planning and/or conferences, data gathering and decision making, and potential transition services, and must take place when the child is between 27 and 33 months of age.	Definitions / Explanations on what data collection and analysis means	What tells us that we have the component indicator in place?	Organize individual links by either family or program category - currently in bold)

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Transition Planning **Child**: Individualized supports for all children that are culturally aware and based on strengths and needs ● Opportunities to practice skills across developmental domains that are necessary to be successful in the next environment. ● Individualized supports regarding identified needs ● Established routines and familiarity with program elements ● Close positive relationships with teacher and school personnel	**Transition Planning** **Child**: When a child is leaving Early On because the child is turning 3, the family and service coordinator will look at what should happen next for the child. Plans will be made for the transition from Early On when the child is between 27 and 33 months old. **Prior Written Notice (PWN)** Local District must propose to begin or change the identification, evaluation, or educational placement or refuse to change identification, evaluation or educational placement. **PWN includes:** -the action proposed/refused -explanation of why the district is proposing/refusing the action -description of evaluation/assessment/procedure the district is considering -other options considered by the IEP team and reasons not selected.	**Transition Planning** **Child:** Transition checklist ● Classroom assessment tools that measure developmentally appropriate practices of environment and teaching practices ● Staff evaluation plan that measures interactions with students and families ● Child evaluation and assessment policies and practices that measure child's development including independence, self help, and social interactions	**Transition Planning** Part B Part C Transition Leaving Part C IDEA MI Family Guidebook Michigan Alliance for Families Transition Flowchart Special Needs Resources: Friendship CIrcle Blog Emotional Support for Families during Transitions Center for Parent Information & Resources Family Resources Parent Advocacy **Inclusion opportunities in community-based preschools** Family guide to inclusion Inclusion classroom profile

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Transition Planning **Family:** Involved families who have positive collaborative relationships with provider/program. ● Prepared for changes in roles and routines ● Provided family centered information and supports ● Range of culturally and linguistically responsive supports available **Program:** A supportive infrastructure with continuity and alignment between sending and receiving programs ● Developmentally appropriate services ● A transition team that includes the family ● Clear communication and expectations between programs and families ● Varied opportunities to foster family-school connections	**Transition Planning** **Family:** ●Connected to other families who can offer advice and support ●Understand their rights and the safeguards that protect their rights under the law ●Identify the best goals and actions to meet their child's and family's needs ●Talk about their child's needs with receiving caregivers **Program:** ● Measures & discusses growth using Child Outcomes based on assessment data and parent input in 1)Positive social & emotional skills 2) Acquisition and Use of Knowledge and Skills 3) Use of appropriate behaviors to meet their needs ● Discusses steps and timeline to develop an Individualized Education Plan (IEP) if child is eligible for special education	**Transition Planning** **Family:** Formal notices and policies in place as evidenced by: ● Interagency or intra agency agreements ● formal communication plan ● transition handbook ● community resource guide ● culturally and linguistically appropriate materials and approach **Program:** *Joint Professional Learning with all early childhood cohorts 0-5: ● aligning outcomes for home visiting, early care & education , and early intervention ● Understanding of procedural safeguards for Part C and Part B of IDEA	**Transition Planning** **Part C/B:** *Check your local Great Start Collaborative for local Parent Coalition information Michigan Great Start Collaboratives **NAEYC:** Reducing Challenging Behaviors during Transitions: Strategies for Early Childhood Educators to Share with Parents **Head Start:** Supporting Transitions: Early Educators Partnering with Families Supporting Transitions: Program Policies and Practices Supporting Transitions: Using Child Development as a Guide

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Transition Planning **Program:** ● Formal and informal mechanisms to connect all stakeholders ● An identified contact person to facilitate transition within the program/agency ● A timely transition plan that identifies strengths, needs, timelines, and assessment	**Transition Planning** **Program:** ● Establishes strong team collaboration between sending and receiving programs: Effectively working with EC professionals ● Establishes supportive interactions between child and staff, a welcoming environment, and shares regular routines with children/families		**Transition Planning** **Program:** Supporting Transitions: Working with Early Education Partners Early Head Start Transition Think Babies Michigan National Head Start Association Hope Starts Here: Detroit Resource Center on the Social and Emotional Foundations for Early Learning

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Transition Decision Making & Data/ Information Gathering **Family:** Engaged families who are actively involved in all aspects of the decision making process • Provides information regarding child strengths and needs in the assessment process. • Allowed to visit schools and/or programs • Encouraged to bring other voices to the table **Program:** • Initiates planning process as close to 27 months as possible • Knowledgeable of community resources and how to access them • Help children and families develop advocacy skills by encouraging clarifying questions.	**Transition Decision Making & Data/Information Gathering** **Family:** • Share their dreams and goals for their child to ensure it is child-centered • Seek support from other families, professionals, or care takers in decision-making process **Program:** • Gathers informed consent, or written permission, from parent to evaluate their child's functional performance • Collects data in manner that takes into account cultural and linguistic components	**Transition Decision Making & Data/Information Gathering** **Family:** Child and family visit programs as needed Established family to family support groups and a mechanism to inform/invite parents **Program:** • Transition checklist is utilized • Service Coordinator informs families of their rights and procedural safeguards (Sect. 303.34 IDEA Part C) and checks for understanding Early On Prior Written Notice: Birth to Three Years	**Transition Decision Making & Data/Information Gathering** Every Child Succeeds Act of 2015 Transitions for Children and Youth AOTA Early Childhood Transitions Transition Handbook Early Childhood Transition Guidebook Early On Transition Manual Part C Early Intervention Program infants & toddlers Transition checklist Supporting Transitions Conscious Discipline

Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
Transition Decision Making & Data/ Information Gathering Continued **Program:** • Identify how to evaluate and/or progress monitor child's success with both family and staff • Information gathering & assessment data collected from all Early Childhood practitioners. • Communication that is Individualized for families that empowers family voice & supports informed consent.			**Transition Decision Making & Data/ Information Gathering Continued** Partnerships for Action , Voices for Empowerment Peak Parent Center DODEA Special Education Series Indicator Data Collection and Reporting (North Carolina) Birth to Five Assessment Model (Maryland Gathering and Giving Information with Families Sharing Information with families Classroom Assessment Scoring System (CLASS)

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Family: Considered a valued member of the transition process - Identify potential options for where services may be offered when the child leaves Part C. - Positive working relationships with service providers. - Individualized forms of communication that supports families are empowered with family voice & informed consent	**Family:** Seeks to understand all available options for where their child may receive services next, and makes informed family decisions	**Family:** Family priorities are reflected in transition plan and service options	Social Emotional Health & School Readiness What Works Briefs: Summaries of Effective Practices for Supporting Children's Social-Emotional Development and Preventing Challenging Behaviors. Center on the Social and Emotional Foundations for Early Learning Family Tools

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Program: Informal and formal communication and cooperation that promotes continuity and alignment between sending and receiving programs - Facilitate skill development child needs for participation in receiving program, especially social-emotional skills. - Create opportunities for student success. - Coach families on new program expectations - Minimize disruption of services between programs - Support child's participation and engagement by implementing plans for accommodations, adaptations, and equipment/technology needs - Follow up after transition to support adjustment - Connected to community resources, including health care, for comprehensive service plan	**Program:** - Early intervention services are funded through IDEA Part C and do not continue after age 3. Local school districts are responsible for special education preschool if the child qualifies. - Consider the options as a sending/receiving team for early care & education programming depending on a child's needs and strengths: - Public Funded Preschool (if eligible Head Start or Great Start Readiness Program) - Private preschool (parent pay) - Special services - No program - Neighborhood/church playgroup - Parks and recreation programs	**Program:** - Interagency agreements are in place for data sharing - Communication materials or strategies exist to share program expectations with parents - No (or minimal) gaps in services between the end of Part C and the beginning of the new placement - Compliant on Part C transition indicators (8A and 8C) - Compliant on Indicator B12 (Timely initial IEP)	[Social Emotional Health & School Readiness](#) [What Works Briefs:](#) Summaries of Effective Practices for Supporting Children's Social-Emotional Development and Preventing Challenging Behaviors. [State of MI Early On State Plan](#)