

PRODUCING PURPOSEFUL TRANSITIONS FOR INFANTS AND TODDLERS

(ERSEA)

EARLY CHILDHOOD INSTITUTE
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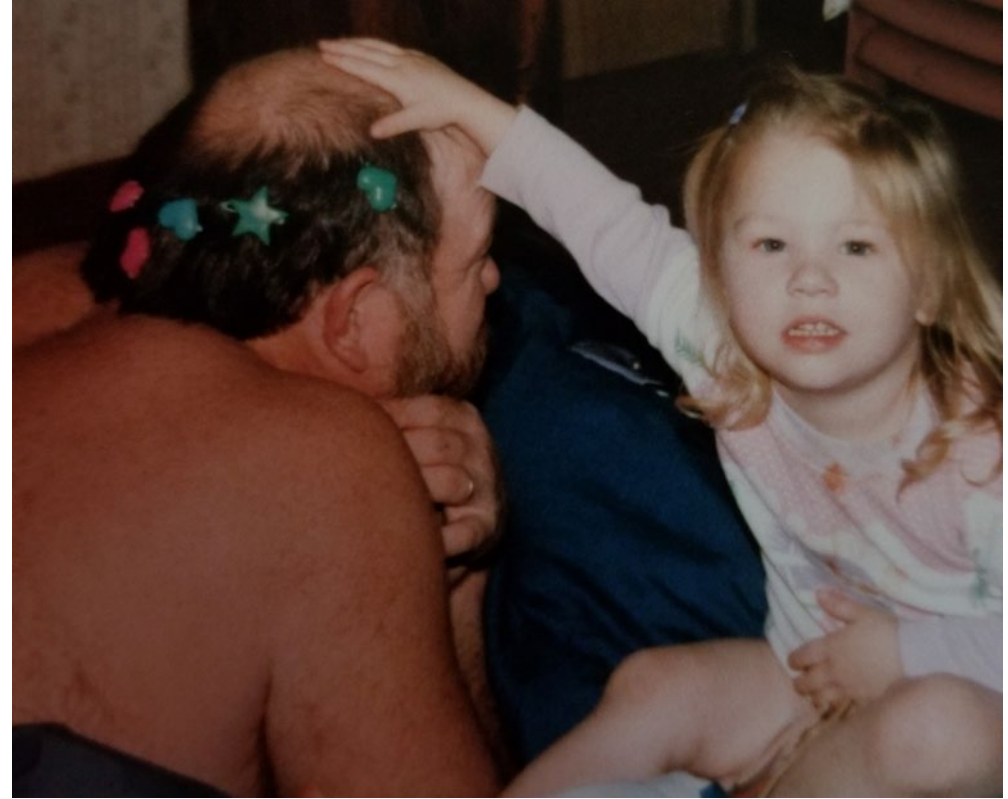


Session Objectives

- Define terms used in today's session
- Review Head Start Program Performance Standards & Kentucky Standards of Practice related to transitions
- Discuss aspects of successful and purposeful transitions
- Create a Plan of Action for Transitions to take back to your institution

Presenter: Jasmine Exum

- I am a Head Start kid!
- ECE since 2006, predominately with infants and toddlers
- Bachelor's degrees in Psychology & Human Services
- Master's degree in IECE
- OVEC Head Start since 2017
- Credentialed Trainer since 2018



My Head Start Program



Ohio Valley Educational Cooperative is a consortium of 14 school districts founded in 1976. OVEC became a Head Start grant recipient in 1990 and has since expanded Head Start services to 10 counties in and around Shelby County.

We have the ability to serve approximately 950 children in nearly 30 sites with our 3 grants and variety of service models.

Definitions & Acronyms

- Transition-when a child changes programs or classrooms
- Visitation-visits to prepare for a formal transition
- Infant- child under 12 months of age
- Toddler- child between 12 & 36 months of age
- EHS- Early Head Start- birth to 3
- HSP- Head Start Preschool- formerly “Head Start”, age 3+
- Head Start- All EHS & HSP

Initial Program Self Assessment

Take a few moments before we begin to complete
Worksheet #1

This is for your personal reference, so just go with
your first impression

Quotes to Set the Tone

"You cannot solve a problem with the same level of thinking that created it." -Albert Einstein.

"If you don't like something, change it. If you can't change it, change your attitude." -Maya Angelou

Kentucky Standards of Practice

Title #	525
Category	Programming
Title	Infant/Toddler Combined with Older Children
Child Care Regulation Text	<p>922 KAR 2:120. Section 5. Infant and Toddler Play Requirements.</p> <p>(3) Except in accordance with subsection (4) of this section or Section 2(2)(c) of this administrative regulation, an infant or toddler under twenty-four (24) months of age shall not participate in an activity with an older child for more than one (1) hour per day.</p> <p>(4) If a toddler is developmentally appropriate for a transition to a preschool age group, a toddler may participate in an activity with an older child for more than one (1) hour per day if:</p> <ul style="list-style-type: none">(a) Space for the toddler is available in the preschool-age group;(b) The staff-to-child ratios and group sizes are maintained based on the age of the youngest child;(c) The center has a procedure for listing a transitioning toddler on attendance records, including a specific day and time the toddler is with either age group; and(d) The child care center has obtained the signature and approval of the toddler's parent on the toddler's transition plan.

Kentucky Standards of Practice

Regulated Child Care Survey Method

Review documentation, interview, and observe to determine compliance. Review the planned program and daily schedule to verify compliance if not observed during inspection.

Infants and toddlers can be combined all day. However, infants and toddlers can only be combined with older children for no more than one (1) hour per day except as allowed in 922 KAR 2:120 Section 5.

Early Head Start is one program that mixes age groups from birth to 3 years. These programs are approved to operate in this manner; however, they must still meet the requirements of the regulation. The children may be in the same classroom but kept in separate areas and function as separate groups.

Interview to determine if the center has transitioning toddlers, if not observed. Review the center's procedures and the transitioning toddler's file for documentation compliance. Review attendance records to assure that transitioning toddlers are accounted for appropriately.

Head Start Program Performance Standards (HSPPS)

Subpart G — Transition Services §1302.70 Transitions from Early Head Start

(a) Implementing transition strategies and practices. An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start.

(b) Timing for transitions. To ensure the most appropriate placement and service following participation in Early Head Start, such programs must, at least six months prior to each child's third birthday, implement transition planning for each child and family that:

Head Start Program Performance Standards (HSPPS)

(1) Takes into account the child's developmental level and health and disability status, progress made by the child and family while in Early Head Start, current and changing family circumstances and, the availability of Head Start Preschool, other public pre-kindergarten, and other early education and child development services in the community that will meet the needs of the child and family; and

(2) Transitions the child into Head Start Preschool or another program as soon as possible after the child's third birthday but permits the child to remain in Early Head Start for a limited number of additional months following the child's third birthday if necessary for an appropriate transition.

Head Start Program Performance Standards (HSPPS)

(c) Family collaborations. A program must collaborate with parents of Early Head Start children to implement strategies and activities that support successful transitions from Early Head Start and, at a minimum, provide information about the child's progress during the program year and provide strategies for parents to continue their involvement in and advocacy for the education and development of their child.

(d) Early Head Start and Head Start Preschool collaboration. Early Head Start and Head Start Preschool programs must work together to maximize enrollment transitions from Early Head Start to Head Start Preschool, consistent with the eligibility provisions in subpart A of this part, and promote successful transitions through collaboration and communication.

(e) Transition services for children with an IFSP. A program must provide additional transition services for children with an IFSP, at a minimum, as described in subpart F of this part.

Ratios

HSPPS 1302.21 (b) (1): Where state or local licensing requirements are more stringent than the teacher-child ratios and group size specifications in this section, a program must meet the stricter requirements.

KY ALL STARS: Maintains National Association for the Education of Young Children (NAEYC) staff-to-child ratios and group size requirements.

Age Category	Ratio	Maximum Class Size*
Infant (Birth–15 months)	1:4	8
Toddler/Two (12–36 months)	1:6	12
Preschool (30 months–5 years)	1:10	20
Kindergarten (Enrolled in any public or private kindergarten)	1:12	24
**School-Age (Kindergarten- third grade)	1:15	30

Key Points of Standards for Transitions

KY SoP

- Toddlers under 24 months cannot participate in activities with older children for more than 1 hour per day
- EHS “exception” for mixed ages from birth – 3 years
- Transition plans for EHS to visit in HSP or other 3+ program
- Ratios must be maintained for youngest child in the group
- Documentation of when a child moves from one group to another

HSPPS

- Make a plan at or before 30 months
- Consider all developmental aspects of child
- Be aware of and consider family dynamics
- Have a policy for extended time in EHS after 3rd birthday

Additional Considerations for Transitions

ITERS age groups

CACFP nutritional guidelines

External services needed or being received

Others?

Where do we start? With “The Head Start Approach”!

- Children and families come first.
- All people are included and respected.
- Children’s basic needs are met, and their ideas and interests are important.
- School readiness includes academic, social, and emotional skills for children, advocacy for parents, and kindergarten partnerships.
- Families are valued partners and can receive assistance with their goals and basic needs.

Policy and Procedure should match

- What a company policy says and how it is executed should not be two different procedures.
- If your program doesn't have clear guidelines for transitions, perhaps some could be created.
- Don't wait until the deadline to begin! Sometimes it can be overwhelming to look at "future enrollment" plans, but transition planning is a good place to begin.
- Set clear deadlines and/or time frames in which to complete transition plans so that they aren't missed.
- Be careful not to waste time "over planning" too early in the process.

Conversations begin with staff and families

- At what ages do children in your program need a plan in place?
- Who is the main person responsible for beginning the conversation about a child's transition? Are they the same person who tracks WHEN the conversation should begin?
- Ensure that all relevant parties are involved in the conversation, even if it is just a simple yes/no that you require from them.
- Give teachers, parents, and other relevant parties a chance to discuss the care of the child before visitation and/or transitions begin.
- Once families are looped into the conversation, give them options rather than ultimatums. They may also need time to process the idea of their little one moving.
- Get your signatures and update the plan with additional or more specific data as the transition approaches, if appropriate.

The best laid plans...

- Plans are just that: what you PLAN to do. Remember to hold space for the unexpected.
- Once a plan has been created and a transition is imminent, give a written summary of relevant information (such as a visitation schedule) to all of those involved
 - Current Classroom staff
 - Future Classroom staff (if applicable)
 - Family
 - External service providers, if appropriate
- If you implement any new strategies or procedures, give time for the kinks to get worked out, but don't be afraid to revise and adjust as time goes on.

Let's Review

Take a few moments to complete worksheet #2 if you'd like

Are there any questions?

Take Action

What is one piece of information you learned today that you will commit to using?

OR

What is one change you will attempt to implement in your program?

Closing Thoughts

"I love being wrong because that means in that instant, I learned something new that day."

–Neil deGrasse Tyson

References

- Child Care Aware of Kentucky Standards of Practice
 - <https://www.childcareawareky.org/wp-content/uploads/2023/02/Licensed-Child-Care-SOP-7.21.22.1.23.pdf>
- ECLKC/Head Start
 - <https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>
- Kentucky ALL STARS
 - <https://www.chfs.ky.gov/agencies/dcbs/dcc/Documents/DCC431AllSTARStandardsOfQuality.pdf>
- NAEYC
 - https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/staff_child_ratio_0.pdf

Contact Information

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