

EHS Center-Based Conferences and Program Transition Services

Head Start Performance Standards

§ 1302.33 (b)

§ 1302.34 (a) (b) (1) (2) (3) (4)

§ 1302.70

§ 1302.71

§ 1302.72

Policy

Community Action Head Start requires Teachers to conduct conferences every quarter the child is enrolled or as outlined in the appropriate version of the **Home Visit and Conference Timelines for Later Enrolling Children**. Staff will maintain the ordinal number of the conference event, regardless of when the conference occurs. For example, if a child begins in February, the 1st conference will be in April; the 2nd in May; and the 3rd will be the Transition Conference at the end of the program year.

Community Action uses **My Teaching Strategies™** (TSG) to document observations and evaluate the developmental level of each child. At the end of each quarter, Teachers complete assessments by selecting the developmental level for each child on the continuum of “widely held expectations” for typically developing children of their age. Teachers then create the TSG Report Card, which tells parent(s)/guardian(s) if their child is Progressing Toward Expectations; Meeting Expectations; or Exceeding Expectations for their age. Parent(s)/Guardian(s) are asked to provide additional insight and information regarding the child’s strengths, interests and areas of concern to empower them as the child’s first teacher and actively involve them in planning for their child’s education and development.

Teachers will conduct a Transition Conference for every child who will be **3 years old on or before Sept.1** of the next program year. To facilitate transitions between EHS and Head Start (HS), Teachers will initiate transition planning at the first home visit. Transition planning will be noted on the home visit record and in the communication log as appropriate. Staff must review additional transition information in each Home Visit and Conference, except in the Spring quarter (in which the conference is a brief check in because the Transition Conference is usually within the next 6 weeks). Staff will conduct a Transition Conference for all children transitioning out of Early Head Start to another program model or out of Community Action Head Start at the end of the program year.

If a child leaves the program during the school year, every effort will be made to schedule a Transition Conference before the child’s last day in the program.

For children with special needs, see the **Transition for Children with Special Needs Policy and Procedure** for additional requirements.

All conferences will be documented in ChildPlus under the education tab with the date of the conference. Teachers will attach a copy of the Report Card with supporting observations to the conference event.

Forms Referenced:

[DRDP Parent Report-TSG Report Card Comments Handout

Supporting Transitions Early Educators Partnering with Families

Parent-Home Visitor or Teacher or Home Visitor Conference form, Emergency Contact,

EHS Planning Form for Children Transitioning to Other Preschool Programs,

Strengths and Needs Assessment and Family Partnership Agreement, Home Visit and Conference Timelines for Later Enrolling Children (versions for each program model)]

Procedure

Community Action center-based classrooms use TSG to document observations and assess the developmental level and progress of each child. Parent(s)/Guardian(s) are asked to provide additional insight and information regarding the child's strengths, interests, and areas of concern to empower them as the child's first teacher and actively involve them in planning for their child's education and development.

Teachers will complete assessments in the Fall, Winter, Spring and Summer cycles. Refer to the **FDY Timeline for Home Visits and Conferences for Later Enrolling Children in Center-Based Programs** form when scheduling Home Visits for children who start after September of the program year. After completing assessments, Teachers will complete a conference with the family following each quarterly checkpoint assessment of children's development and progress. The **TSG Report Card** is created after each checkpoint cycle.

For the Fall and Summer conferences, Teachers will schedule time to meet with the family at the center. Teachers will offer to reschedule in the event the previously scheduled conference cannot take place. However, if rescheduling creates a hardship for the family or circumstances are such that the situation will not be resolved in a week or two, or the family is unable to meet in-person at any time in any location, **with approval from their direct supervisor**, the conference may be completed virtually or, as a last resort, by phone. Staff must document the reason for the virtual or phone conference. See **Center-based Home Visit Policy and Procedure** for guidelines regarding frequent cancellations.

In the Spring quarter, EHS Teachers will provide parents with a copy of the current Report Card at pick up or drop off following the completion of Spring assessments and invite parents to contact them with any questions or concerns they may have. Following each Conference, TSG report will be added as an Attachment in the Education Module of ChildPlus. See the ChildPlus Training Portal for information about adding the attachment.

At the first home visit, Teachers will begin transition planning with the family for every child who will be 3 years old on or before September 1st of the next program year. Staff will ask if the family wishes to enroll the child in the Community Action Head Start program or will be transitioning to another early childhood education program for the following year. Regardless of where the child will be going, at each subsequent conference, Staff will use **Supporting Transitions Early Educators Partnering with Families** handout as a guide to continue developing the Transition Plan as outlined below and document progress on the **Home Visit Record** or Communication Log in ChildPlus as appropriate.

For **all** children who will be transitioning **out** of Community Action Head Start to another early childhood program, Teachers will initiate the **EHS Planning Form for Children Transitioning to Other Preschool Programs** to track transition planning information at least six months prior to a child's third birthday or parent release date. A copy of the form will be kept in the child's file until the transition conference is completed. The transition plan will be reviewed and updated at each conference to reflect all completed steps and any remaining action items.

Conferences will be conducted in person whenever possible. If, when confirming the conference, circumstances make an in-person conference ill advised, Teachers will offer to reschedule. After two consecutive cancellations by the family and/or an interpreter for a scheduled conference, please contact the Education Services Supervisor for support. Document the reason for all missed, rescheduled, or cancelled appointments and all efforts to overcome the barriers in ChildPlus. If scheduling issues prevent in-person conferences in the center, the home, or alternative location, the conference may be conducted virtually or, as the last resort, by phone, **with prior approval** from the Program Area Supervisor or Education Services Supervisor.

Forms Referenced:

[DRDP Parent Report-TSG Report Card Comments Handout
Supporting Transitions Early Educators Partnering with Families
Parent-Home Visitor or Teacher or Home Visitor Conference form, Emergency Contact,
EHS Planning Form for Children Transitioning to Other Preschool Programs,
Strengths and Needs Assessment and Family Partnership Agreement, Home Visit and Conference Timelines for Later Enrolling Children (versions for each program model)]

Fall Quarter-1st Conference

After the first checkpoint cycle, the Teacher will create the TSG Report Card.

To create a TSG Report Card:

- From TSG Reports, select Report Card
- Select the appropriate Checkpoint Period
- After selecting the appropriate classroom and child (children), select the desired quarter.
- Select All in the Social Emotional, Physical, Language, Cognitive, Literacy and Math domains.
 - Deselect All in the Spanish Language and Literacy Domains, Science and Technology, Social Studies and The Arts domains.
- Be sure the box for “Include ‘Not Yet’ Ratings remains Unchecked.
- Select English as the language to print the report.
- Click on Generate Report.
- Add some comments in order to save the report. It may be as simple as “Add Comments” to save the report for later editing. The report will not be saved until comments are added. Staff will edit the comment section to include information from the parents regarding their child’s progress after the conference.
- Print the form in English. For Spanish speaking families, another copy in Spanish may be printed for their records.

To print observations supporting the assessment of a child’s progress:

- Click on the Assess icon.
- Click on Filter Documentation.
- Select the site, class, staff member and the child to print the desired observations.
- Select the Checkpoint Period and then Filter Documentation.
- Teachers may Select ALL or check the boxes next to the specific observations to share. Then click on Print Documentation
 - Group observations list all the children observed, so they may **not** be included until they have been individualized.
 - **Before printing photo observations:** Check the consent form for permission to share another child’s picture. If any parents did not consent to **any** photos, staff must remove any photos which include their child before printing another child’s observation print out.
 - If any parent(s)/guardian(s) did not consent to publicity photos, staff **must** ask permission from those parent(s)/guardian(s) before including photos of their child in someone else’s observation print out.
- For children enrolled following the completion of checkpoints *and more than five weeks before the next checkpoint cycle*, the alternate **Parent-Home Visitor or Teacher or Home Visitor Conference Form**, with supporting observations, will be used instead. When using the alternative **Parent-Home Visitor or Teacher Conference Form**, follow the same procedures for printing observations and documenting the conference.

Forms Referenced:

[DRDP Parent Report-TSG Report Card Comments Handout

Supporting Transitions Early Educators Partnering with Families

Parent-Home Visitor or Teacher or Home Visitor Conference form, Emergency Contact,

EHS Planning Form for Children Transitioning to Other Preschool Programs,

Strengths and Needs Assessment and Family Partnership Agreement, Home Visit and Conference Timelines for Later Enrolling Children (versions for each program model)]

Preparing for the Conference

Teachers will contact the parent(s)/guardian(s) in person or by phone two to seven days in advance to schedule the conference. Teachers will bring the following items to the conference:

- The TSG Report Card and printed observations.
- Portfolio work samples.
- **Emergency Contact** form to review and update as needed.
- The **Strengths and Needs Assessment and Family Partnership Agreement** form (the same form in which the Preliminary Assessment of the Strengths and Needs portion was completed at the home visit)
- Teachers will bring the most recent ASQ and ASQ-SE results if they were not reviewed at the last home visit.

Teachers will call the family a day or two before the scheduled conference to confirm the date and time. In the event of a second cancellation, Teachers will contact the Education Services Supervisor for support. See the bottom of pg. 2 for more information.

The Conference

The Teacher will:

- Review the TSG Report Card and observations with the parent(s)/guardian(s) and discuss the child's strengths and areas needing support. Ask the family for their observations and input regarding the child's abilities. Document their comments on the bottom of the form. If they have not already done so, the Teachers will review the most recent ASQ and ASQ-SE results at the conference.
- Together with the parent(s)/guardian(s), identify two education goals for the child and record them in the Comments section of the TSG Report Card.
 - See **Individualizing Policy and Procedure** for guidelines regarding establishing individual education goals, planning to support those goals, follow up with parent(s)/guardian(s) and documentation of progress.
- Brainstorm with families to create a list of ideas to support the child's continuing develop toward achieving the goals the parent(s)/guardian(s) can do with their child at home as well as a list of ideas for experiences and activities to do in the classroom.
- Include a short paragraph about the child's education goal as discussed at the parent(s)/guardian(s) conference. **Example:** "Mom says Jonathan likes to draw with crayons on the wall. We came up with the idea to cut open paper grocery sacks and tape them to a portion of the wall, so Jonathan has a defined space to color. She also said he loves to dump water from cup to cup in the bath. He really likes to help her make tortillas. He will do both activities for a very long time, and he is really relaxed and calm during and after cooking and bathing."
 - Use sentences or bullet points to include information about what the child enjoys or finds calming.
- For children with behavioral concerns, include sentences or bullet points to provide information about strategies which help the child succeed, if appropriate. See the **DRDP Parent Report-TSG Report Card Comments Handout** for additional guidance in writing the comments.
- Check for spelling and grammatical errors in all content areas of the Report Card and observations.
- Print a copy of the revised form. Sign it and give it to the parent(s)/guardian(s).

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Transition Services

- Review the **Listen section** of Supporting Transitions Early Educators Partnering with Families (pg. 1) with families. Add notes to the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs as appropriate.
 - Staff will document planning updates on the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs every time there is new information, such as the family began visiting the new classroom.
 - Staff will create the Transition Event. Make the status to “Continue to Monitor”. In the notes box, use the clock to enter the name, date, and time. In the notes section, write “See notes on Report Card Attachment” and save the event.

For children with an IFSP, see **Transition for Children with Special Needs Policy and Procedure**.

Family Partnership Agreement:

- Introduce and complete the Family Partnership Agreement on the same Strengths and Needs Assessment and Family Partnership Agreement form in which the Preliminary Assessment of the Strengths and Needs portion was completed previously. See the **Family Partnership Agreement Family Goals and Plans Policy and Procedure** for guidance in completing the family goal setting process.

Documenting the Conference:

- Create the 1st Conference Event, except when following the Timeline for Home Visits and Conferences for Later Enrolling Children.
- Attach a copy of the TSG Report Card along with the observations to the conference event, after which the original may be given to the family or shredded. The attachment type is **Parent Conference Documentation**. In the description, enter “Report Card” (or the name of the form/documentation added. i.e. Parent Teacher or Home Visitor Conference form”).
 - For children turning **3 years old on or before 9/1**, open the Transition Event. In the notes section, write “See notes on Report Card Attachment” and save the event.
 - If the child is withdrawing early, and this is the Transition Conference, open the Transition Event, change the status to “Complete”. In the notes box, use the clock to enter the name, date and time. In the notes section, write “See notes on Report Card Attachment. Transition planning complete” and save the event.

See the Education Module in the ChildPlus Training Module for step-by-step instructions:

<https://communityaction701.sharepoint.com/sites/ChildPlusTrainingPortal/SitePages/Education-Module.aspx>.

See **Individualizing Policy and Procedure** for guidelines regarding establishing individual education goals, planning to support those goals, follow up with parent(s)/guardian(s) and documentation.

Winter Quarter-2nd Home Visit and 2nd Conference

Preparing for the Home Visit/Conference:

Create the TSG Report Card and print observations as before. Teachers will call 2-7 days in advance to schedule a Home Visit.

The Conference portion of the Home Visit:

Forms Referenced:

[DRDP Parent Report-TSG Report Card Comments Handout
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Strengths and Needs Assessment and Family Partnership Agreement, Home Visit and Conference Timelines for Later Enrolling Children (versions for each program model)]

- Review the Report Card and observations as before. Document the parent(s)/guardian(s) observations and comments about the child's progress and interest in the activities they have been doing at home to support those goals on the conference form.
- Update the child's progress regarding the educational goals with a clear indicator of the status of each goal. For example, the goal 'continuing', 'progressing' or 'complete' or the goal 'needs more time', 'going well' or 'met'.
- Set a new educational goal if the child has completed a previously set goal and develop a list of activities to support this goal as before. For children with an IFSP, at least one goal must align with the goals on the IFSP.
- After the conference, add parent comments to the comment section of the Report Card as before.

Transition Services

- For families who wish to continue into Community Action Head Start, an application for the Head Start will be completed with the family.
- Review the **Share** section of Supporting Transitions Early Educators Partnering with Families (pg. 2) with families. Add notes to the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs as appropriate.
- Staff will document planning updates on the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs every time there is new information, such as the family began visiting the new classroom.

For children with an IFSP, see **Transition for Children with Special Needs Policy and Procedure**.

Family Partnership Agreement:

- Complete the Mid-Year Assessment of the Strengths and Needs Assessment form. Review and update the status of the family goals on the Family Partnership Agreement. See the Family Partnership Agreement Family Goals and Plans Policy and Procedure for guidance in documenting the updated information.

Documenting the Home Visit/Conference

Document as before on page 5 of this document, with the exception of the Transition Event. No additional documentation is needed for the Transition Event unless:

- If the child is withdrawing early, and this is the Transition Conference, open the Transition Event, change the status to "Complete". In the notes box, use the clock to enter the name, date and time. In the notes section, write "See notes on Report Card Attachment. Transition planning complete" and save the event.

Spring Quarter-3rd Conference

This is typically the 3rd conference for most children. It is the "**Transition Conference**" for Part Day and This is typically the 3rd conference for most children. Prepare the Report Card and observations, including updates on the child's progress toward the educational goals as before.

Give the documents to the parents to review at home and offer to answer any questions they may have. This is a brief update before the last conference of the program year in a few weeks.

Transition Services

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- If the application for Community Action Head Start is denied, staff will initiate the EHS Planning Form for Children Transitioning to Other Preschool Programs and add all current and future transition plans to this document.
- Review and make any updates to the plan as needed.
 - Staff will document planning updates on the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs every time there is new information, such as the family began visiting the new classroom.

Documenting the Conference

Document as before on page 5 of this document, with the exception of the Transition Event. No additional documentation is needed for the Transition Event unless:

- If the child is withdrawing early, and this is the Transition Conference, open the Transition Event, change the status to “Complete”. In the notes box, use the clock to enter the name, date and time. In the notes section, write “See notes on Report Card Attachment. Transition planning complete” and save the event.

Summer Quarter-4th Conference or Transition Conference

This is typically the 4th conference for most children. This is the “**Transition Conference**” as it is near the end of the program year.

- Prepare the Parent Report and observations as before.
- Ask the family for their observations and assessments of the child. Document the parent(s)/guardian(s) comments about the child’s progress and interest in the activities they have been doing at home to support those goals on the conference form.
- Update the child’s progress regarding the educational goals with a clear indicator of the status of each goal. For example, the goal ‘continuing’, ‘progressing’ or ‘complete’ or the goal ‘needs more time’, ‘going well’ or ‘met’.
- Update progress on the educational goals. Give the families ideas for activities to continue their child’s learning and development until the new program year begins.
- Teachers may support parent(s)/guardian(s) in completing the Employment Related Day Care (ERDC) application, as necessary. ERDC is required to qualify for the Full Day Full Year program.

Family Services

- Review and update the status of the family goals on the Family Partnership Agreement. See the Family Partnership Agreement Family Goals and Plans Policy and Procedure for guidance in documenting the family goal setting.

Transition Services

- Review the **Plan** section of Supporting Transitions Early Educators Partnering with Families (pgs. 3-4) with families. Add notes to the Home Visit Record, ChildPlus communication log or EHS Planning Form for Children Transitioning to Other Preschool Programs as appropriate.

For children with an IFSP, see **Transition for Children with Special Needs Policy and Procedure**.

Forms Referenced:

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Strengths and Needs Assessment and Family Partnership Agreement, Home Visit and Conference Timelines for Later Enrolling Children (versions for each program model)]



Documenting the Conference

- Document as before on page 5 of this document, with the exception of the Transition Event. open the Transition Event. Change the status to “Complete”. In the notes box, use the clock to enter the name, date and time. In the notes section, write “See notes on the Conference attachment. Transition planning complete” and save the event.

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