



**ANNOUNCEMENT: ELS/MIECHV - 15 #14; ELS/NFP - 15 #14  
OFFICE OF CHILD DEVELOPMENT & EARLY LEARNING**

**ISSUED DATE: November 5, 2015**

**EFFECTIVE DATE: July 1, 2015**

**SUBJECT: Child/ Family Transition Plans**

**TO: Maternal, Infant and Early Childhood Home Visiting Subrecipients (Chief Authorized Office, Fiscal Contact and Program Contact); Pennsylvania Nurse-Family Partnership Subrecipients**

**FROM: Michelle Figlar, Deputy Secretary, OCDEL**

A handwritten signature in cursive script that reads "Michelle Figlar".

**PURPOSE**

To provide Maternal, Infant and Early Childhood Home Visiting (MIECHV) and Pennsylvania Nurse-Family Partnership (NFP) subrecipients with the Office of Child Development and Early Learning (OCDEL) policies on written transition plans.

**BACKGROUND**

To ensure MIECHV and Pennsylvania NFP subrecipients are meeting goals, OCDEL has established policies on written transition plans.

**DISCUSSION**

Effective July 1, 2015, all subrecipients will be required to include written transition plans for each child or parent served by the home visiting agency and model with MIECHV or Pennsylvania NFP program funds. Transition planning should occur at a minimum of 6 months prior to the date program model services will end for the child and family **written** transition plans:

- a) Ensure families are aware of timelines for program registration, policies and practices related to transition for children receiving early intervention services.
- b) Provide specific information to families about what they can expect at the next step within early care, community and/or school settings.

**Comments and questions regarding this announcement should be directed to your designated infant toddler specialist**

- c) Support and encourage families who anticipate a more challenging transition with more specific resources to assist in preparing for the transition.
- d) Allow for collaboration with receiving programs/classrooms to share information on curriculum, instructional strategies used in the program, and transition supports provided.
- e) Set clear written expectations and ensure that staff has an understanding of their roles in supporting transitioning adults and children into, within, and out of the program.

**Transition plans should consist of:**

- a) A review of available options available to the family within the community they live in;
- b) Review of any critical deadlines for registration;
- c) Support in obtaining and completing applications for targeted programs;
- d) Discussion regarding consent to exchange information with the program the family is seeking to enroll the child into;
- e) Review of the child's current health status and the need to obtain immunizations or a physical in order to enroll in the next setting;
- f) Designation within the plan of expectations of what the parent will be responsible for completing and what the staff will complete and when;
- g) Invite receiving early learning program personnel to review program registration and attendance policies with families;
- h) In the event the family is not interested in a formal program for their next steps, or if they may not be eligible, provision of community or electronic resources families can access independently;
- i) Support and encouragement parent in next steps, such as careers or schools; and
- j) Other supports as determined locally.

**NEXT STEPS**

- Subrecipients should ensure policies exist for transition planning.
- Subrecipients should ensure written documentation is being kept of transition planning and execution.
- Subrecipients should ensure that transition plans are being implemented.

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