Dual Language Learners Program Assessment (DLLPA)

10. Transition Services

> This section addresses the critical nature of support for DLL children and families as they transition through the process of lifelong learning and development. Effective communication in families' home languages and outreach to community stakeholders are important considerations.

Head Start Program Performance Standards

Consider your program's implementation of the following requirements. For **all program options**, do our family engagement services…

Transitions from Head Start to kindergarten, 45 CFR §1302.71

[…] (b) Family collaborations for transitions. (1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.
(2) At a minimum, such strategies and activities must: […]
(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; […]

Culturally and Linguistically Responsive Practices

Indicate your overall rating for the following culturally and linguistically responsive practices. For **all program options**, do our transition services…

	1	2	3	4	5	N/A
Include service plans that describe a variety of strategies to recruit, enroll, and welcome children and families from diverse cultures and languages in the area into our program?	○	○	○	○	○	○
Share information on the developmental progress of children who are DLLs in our program with the staff in the new educational settings or staff within our own program?	○	○	○	○	○	○
Offer ongoing support groups and training for our families on transition topics specific to children who are DLLs?	○	○	○	○	○	○
Engage our families of children who are DLLS in conversations about school readiness and discuss specific strategies our families can use to support their children's readiness for school?	○	○	○	○	○	○
Develop individual plans with each family for their child's transition from Early Head Start to Head Start or from Head Start to the next program that include language and cultural considerations?	○	○	○	○	○	○
Approach destination programs and arrange for our children who are DLLs and families to visit prior to transition?	○	○	○	○	○	○
Use the home language, when possible, to facilitate the transitions of children who are DLLs and their families during their arrivals and departures?	○	○	○	○	○	○

Support children's transition into and within our program by discussing classroom materials, the daily schedule, and basic rules of the classroom so that families may communicate this information with their child in their home language?   ○ ○ ○ ○ ○ ○

Help our families understand that the transition to academic use of English may take up to five years, and even though their child has learned some English, the child might still be placed in a bilingual or English as a Second Language (ESL) kindergarten as appropriate?   ○ ○ ○ ○ ○ ○

Develop memoranda of understanding with partners, such as local education liaisons, child care, and other early childhood programs, to ensure that our transition plans include strategies to support children who are DLLs?   ○ ○ ○ ○ ○ ○

Section 10. Transition Services section score _____

Resources Related to Transition Services

▸ Transitions

▸ Supporting Transitions: Resources for Building Collaboration

▸ Supporting Transitions: Working with Early Education Partners [PDF, 454KB]

▸ Supporting Transitions: Program Policies and Practices [PDF, 356KB]

▸ Informing the School of Your Intention to Enroll Your Child in a Private School at Public Expense

▸ Supporting Dual Language Learners with Classroom Schedules and Transitions