

# Michigan's Preschool Development Grant



## Introduction

In 2021, the Michigan Department of Education, through the Preschool Development Grant (PDG), sought to:

- Broaden the knowledge of what transitions in home visiting for families look like,
- What supports and strategies were critical for successful transitions, and
- What types of supports and strategies would more fully support families as they transition from one home visiting program to another or as they transition from a home visiting program to an early childhood education setting.

Part of this effort involved implementing the PDG Home Visiting Transitions Mini QI Learning Collaborative which engaged local level teams of home visiting providers or Local Leadership Groups (LLG) in testing strategies that were supportive to smooth transitions.

## Who Was Involved?

- **Healthy Families District Health Department #10** - A Healthy Families America Affiliate.
- **Oakland County Local Leadership Group (LLG)** - A collaborative of multiple home visiting and early childhood partners.
- **Ottawa County Maternal Infant Health Program (MIHP)** - A collaboration between the MIHP program and the Parents as Teachers local home visiting program.



## Collaborative Aim

By December 30, 2022, participants in the PDG Home Visiting Transitions Learning Collaborative will improve transitions for families through testing small changes supported by a MPHI Quality Improvement Coach and each other.

## Progress Made Towards Aim

Each team was successful in their PDSA cycles choosing to either adopt the strategy as tested or to adapt the tested strategy based upon their learnings during the cycle.



## KEY STRATEGIES TESTED

- Utilize program-level guidance based on best practices/model elements to support transitions (when to start the conversation, how often to discuss, what to consider, etc.) and revisit guidance annually with team for revisions.
- Develop resources such as transition plan templates, written guidance on preparing families for transition, recommendations for the timing and content of transition conversations, and transition training that support a more consistent, supportive transition process for families.
- Ensure home visitors are knowledgeable of the eligibility requirements for other programs/resources.
- Develop and utilize a system to refer families to other home visiting programs.
- Utilize co-visit strategy to increase comfort of family for transition.



## A FEW KEY LESSONS LEARNED

- Families want to know about available options and benefit from collaborative support during transition between programs.
- Families value the transition strategy of co-visits to introduce and increase comfort with the new home visitor.
- Families appreciate having activities and guidance on preparing their child for school entry when there is a gap between program exit and school year.
- Programs do not usually collect feedback post exit on family transition experiences, feedback is usually limited to satisfaction with program during service.
- Programs need funding to support investing in cross program collaborations necessary for supported transitions.
- Programs often do not have transition guidance for staff or families in place.
- Programs have stretched capacity or funding that result in little time to invest in curating a list of the full array of transition options for families.