1302 Subpart G: Transition Services

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1302.70 Transitions from Early Head Start

Performance Standard:

*Implementing Transition Services 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.

*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:

- 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, 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,

- Transitions the child into Head Start 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.

Policy and Procedures:
ELV staff and the Child Care Partnership site will collaborate to ensure every child and family experiences a smooth transition between EHS and preschool. Transition planning will take into account each child and family’s individual needs and support parents in their role as their child’s primary teacher. All Child Care Partnership Specialists (CCPS) will be trained in supporting healthy transitions and expectations regarding communication between home and programs. Alliance CORE tracks children’s birthday and will generate a report that can be delivered using scheduled reporting to alert designated Child Care Partnership Specialist and the Child Care Partner that the transition should begin. Child Care Partners would then follow their program’s transition plan outlined within their policies and procedures to complete the transition. In the case of children with special needs, the child care partner will work closely with the current service provider and the parent to develop a transition plan that will meet each individual child’s needs.
1302.70 Transitions from Early Head Start

Performance Standard:

*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.

*Early Head Start and Head Start collaboration.* Early Head Start and Head Start programs must work together to maximize enrollment transitions from Early Head Start to Head Start, consistent with the eligibility provisions in subpart A, and promote successful transitions through collaboration and communication.

*Transition services for children with an IFSP.* A program must provide additional transition services for children with an IFSP. This includes allowing children with special needs additional time to transition into their new classroom as necessary.

Policy and Procedures:

A transition planning conference will be scheduled with the parent, the teacher, the director/owner and the designated Child Care Partnership Specialist (when available) to initiate the transition plan 6 months prior to the child’s transition. Child Care Partners would follow their transition plan outlined within their policies and procedures to complete the transition. If the transition plan needs to be modified, please update the current plan and communicate the change with the family. Ongoing communication will be conducted with the parent about their progress regarding transition activities and if any changes need to occur. All transition follow up will be documented in Alliance CORE. For a classroom to classroom transition at the same program, (ie: Infant-Toddler at Caring Kids (Garfield County), please refer to Child Care Partner’s transition policy.)
1302.71 Transitions from Head Start to Kindergarten

Performance Standard:

Implementing Transition Strategies and Practices - A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.

Family Collaborations for Transitions - 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.

At a minimum, such strategies and activities must:

- Help parents understand their child’s progress during Head Start;
- Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child;
- 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; and,
- Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children’s education.

Policy and Procedures:

Not Applicable
1302.71 Transitions from Head Start to Kindergarten

Performance Standard:

Community Collaborations for Transitions - A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.

At a minimum, such strategies and activities must include:

- Coordination with schools or other appropriate agencies to ensure children’s relevant records are transferred to the school or next placement in which a child will enroll, consistent with privacy requirements in subpart C of part 1303;

- Communication between appropriate staff and their counterparts in the schools to facilitate continuity of learning and development, consistent with privacy requirements in subpart C of part 1303; and,

- Participation, as possible, for joint training and professional development activities for Head Start and kindergarten teachers and staff.

- A program that does not operate during the summer must collaborate with school districts to determine the availability of summer school programming for children who will be entering kindergarten and work with parents and school districts to enroll children in such programs, as appropriate.

Learning Environment Activities - A program must implement strategies and activities in the learning environment that promote successful transitions to kindergarten for enrolled children, and at a minimum, include approaches that familiarize children with the transition to kindergarten and foster confidence about such transition.

Transition Services for Children with an IEP - A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F.

Policy and Procedures:

Not Applicable
1302.72 Transitions Between Programs

Performance Standard:

For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.

A program that serves children whose families have decided to transition them to other early education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in 1302.71(b) and (c)(1) and (2), as practicable and appropriate.

Policy and Procedures:

Transfers are defined as a request to move from one program to another, within the ELV QCCP network. Examples of this may include within a county, for example: Wishes and Dreams (center) to Country Care (FCCH), Cribs to Crayons (center) to Rising Star (center) or Bernice Martinez (FCCH) to DeeDee Overton (FCCH). It could also include from county to county, for example: Kinderkirk (Pueblo) to Cribs to Crayons (Arapahoe). Child Care Partnership Specialists (CCPS) support children and families transferring within the ELV QCCP program from program to program. The child’s current CCPS and the receiving CCPS should meet with the family to complete or update paperwork and discuss similarities & differences in the receiving school/program (ex: routines, schedules, class environments). Both sending & receiving staff members meet for a child & family case review/plan before the child begins the new program. If a child has an IEP/IFSP specialists will work with the family to ensure that the current service provider is notified and can make a plan to support those needs. Provide families and child with closing activities such as: books to read related to changes, establish a goodbye routine, etc.... Family and child visit the new classroom together (when possible). Child records will be transferred to receiving school/program as authorized. The transition will be brought to the weekly ERSEA meeting. If the new Child Care Partner is within their contract range, the child will immediately be transitioned to the new program. If the transitioning program is at their contract maximum, child will be placed back on the wait list (a new selection criteria will be completed) and enrollment will occur when there is slot availability at the Child Care Partner site.