

Early Learning Ventures EHS Service Plan

1302 Subpart G: Transition Services

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1302 Subpart G – Transition Services

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:

Child Care Partnership sites will collaborate with ELV Specialist and the child's parents to ensure 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. Child Care Partnership Specialists (CCPS) will be trained in supporting healthy transitions and expectations regarding communication between home and programs. Alliance CORE tracks each child's birthday and can generate a report. The Child Care Partnership Specialist should ensure that they schedule delivery of this report to themselves and the Child Care Partner to inform when the transition should begin. Once the transition period begins, the Child Care Partner should follow their program's transition policy 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. The ERSEA Service Plan outlines the option of extending the child's enrollment for an additional 4 months when necessary.

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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:

Six months prior to a child's third birthday (4th birthday for Family Child Care Homes), a transition planning conference will be scheduled with the parent and the Child Care Partnership Specialists to determine next steps for the family. By three months prior to the child's 3rd birthday (4th birthday for Family Child Care Homes), teacher, however best practice would include the director/owner and the designated Child Care Partnership Specialist. Child Care Partners follow their transition policies to complete the transition. During the transition period, if it becomes apparent that the plan needs to be modified, child care partners will update the current plan in collaboration with the family. Ongoing communication with the parent regarding their child's progress regarding transition activities should happen. All transition follow-up will be documented in Alliance CORE under Parent Communications. For a learning environment to learning environment transition at the same program, (i.e.: infant to toddler at the same program, please refer to the Child Care Partner's transition policy.)

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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

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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

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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, a center to FCCH, center to center or FCCH to FCCH. It could also include a county to county transition.)

Child Care Partnership Specialists (CCPS) support children and families transferring within the ELV QCCP 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 different programs (ex: routines, schedules, learning environments). Both sending & receiving CCPS meet for a child & family case review/plan before the child begins. If a child has an IFSP specialists will work with the family to ensure that the current service provider is notified and makes a plan to support. Provide families and child with closing activities such as: books related to transitions, establishing a goodbye routine, etc. Family and child will visit the new learning environment (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.

APPENDIX

Transition from Toddler Learning Environment to Preschool Learning Environment

The following is a guideline of best practices and processes to ensure a smooth transition:

- Children should begin transition 6 months prior to their 3rd birthday (4th birthday for family child care homes). The specialist will meet with the family to discuss potential transition options and complete the transition questionnaire form which can be found within the **Appendix of 1302 Subpart G- Transition Service Plan**
- Use information from ASQ and Teaching Strategies Gold to individualize lesson plans. Include activities that assist children in social emotional development, communication language/literacy skills, cognitive development, approaches to play/learning, and physical development/motor skills to ensure children will be ready to transition to preschool successfully.
- At 60 days prior to the child's final transition, the child's current teacher and the prospective teacher (if designated) will meet with child's parent/guardian to discuss the transition process. The transition form found in the appendix of 1302 Subpart G- Transition Service Plan will be completed with the family at this time.
- Specialist and teachers will maintain consistent communication with the family to inform them about child's progress. If the child is experiencing difficulties, the transition team will work to problem solve with the family as frequently as needed.
- The transition plan is modified to meet the needs of each individual child. If a child is not ready to transition to preschool by their third birthday, this modified plan will be clearly documented on the subsequent transition forms. Thirty days prior to a child's intended transition date, specialists can submit the transition form indicating the need for extended enrollment in EHS at the weekly ERSEA meeting.

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SAMPLE TRANSITION PROCESS - should be based on the child’s individual needs.

- **Week 1:** 1-2 days of 1 hour of play time and snack.
- **Week 2:** 2 days of 2 or more hours of play time and lunch. Invite the child’s family to join the new teacher and child for lunch.
- **Week 3:** 2 full mornings of play time with outdoor play and lunch. Once again invite family members.
- **Week 4:** 3 full mornings of play time with outdoor play, lunch, and nap time.
- **Week 5:** Child will begin full time in new classroom.

Things to discuss at 6 months (Specialist)	Things to discuss at 60 days (Teachers)	Things to discuss at 30 days
<p>Discuss the options being considered for the next learning experience</p> <p>Are any health issues needing to be addressed?</p> <p>Discuss any concerns family may have. Address as part of the plan. Include how changes will affect the family’s schedule, plans etc.</p> <p>Discuss IFSP and find out when the transition meeting is going to be</p> <p>Discuss Colorado Preschool Program and Universal Preschool Program (Launches 2023)</p>	<p>Schedule visits to preschool classroom (or other location) if possible. Parent should visit with or without the child if possible.</p> <p>Discuss any concerns family may have and address in transition plan.</p> <p>Collaborate to support family in preparing child for transition *i.e., regular schedules including sleep, potty training, etc.</p> <p>Begin to help child understand what routines and activities occur in classroom settings.</p>	<p>Consider what EHS records should be shared and with whom</p> <p>Update any written releases – make sure they are signed. (Director)</p> <p>Discuss any concerns family may have and address in transition plan.</p> <p>Discuss how child is handling visits and whether the child is ready for transition. Will the child benefit from more time in EHS?</p> <p>If child needs more transition time specialist will present transition plan in ERSEA</p>

Transition Questionnaire

(For use by CCPS six months prior to child's transition)

Child's Name: _____

Child's DOB: _____

Parent/Guardian: _____

Center Name: _____

Current Classroom: _____ ASQ Results _____

Please describe the ideal preschool experience you would like for your child

What excites you about your child's preschool transition?

What do you think might be challenging when you think about your child's transition?

Is there anything your specialist can do to support you during the transition?

Is there anything else you would like to share? _____

(Optional) Do you plan on applying for the Colorado Preschool Program? What questions do you have about the program?

Parent/Guardian Signature: _____

Date: _____

Parent/Guardian Signature (if two parents): _____

Date: _____

CCPS Signature _____

Date: _____

Transition Plan

(For use by Teacher 90 days prior to child's transition)

Child's Name: _____

Child's DOB: _____

Parent/Guardian Name: _____

Center Name: _____

Current Classroom: _____

ASQ Results _____

Summary points describing observation and assessment:

Include what staff and family can do to help prepare child for transition – be specific and detailed. **(continued on pg. 2)**

Strengths:	Needs support with: (toilet training, sharing, separating, etc.)
Updates from latest ASQ and/or ASQ SE:	Identified Needs: (developmental, behavioral, medical, physical social/emotional etc.)
Adjustment to typical activities or routines: (sleeping, eating/feeding, toileting, fears, etc.)	Other: (i.e., IFSP or other meetings to be attended, trainings to address health needs--asthma, feeding tubes--special adaptive materials/equipment needed etc.)

Family goal for transition:

Schedule for visiting new classroom:

	Week 1	Week 2	Week 3	Week 4
Day/Date				
Time:				

Accommodations Needed:

Briefly describe training needed for preschool teacher, if any:

IEP meeting date: _____

EHS staff to attend (Name): _____

Transition will occur:

- When child turns three and demonstrates he/she is developmentally ready to participate in a preschool classroom setting and an opening occurs in a preschool classroom. Date: _____
- When Part B (Child Find) evaluation is complete. Date: _____
- When needed extra support (staff, adaptive equipment, etc) can be obtained/introduced into potential setting. Date: _____
- Until special circumstances being experienced by child or family are resolved to make it logistically possible, safe or appropriate for a transition to a preschool classroom (homelessness/off bus route, living in DV shelter, family relocating to different community). Date: _____

Transition occurred:

- To a preschool classroom within the EHS CCP site
- Transition to Early Childhood Program with local Local Education Agency: _____
- Transition to other early care and education center: _____

Parent or Guardian's Signature: _____

Date: _____

Parent or Guardian's Signature: _____

Date: _____

EHS Teacher Signature: _____

Date: _____

CCPS Specialist Signature: _____

Date: _____

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Policy Council Approved: October 11, 2021

Governing Board Approved: October 20, 2021