



Subpart G

Transition Services

Standard Operating Procedures

*Aligned with the 2017 Head Start
Program Performance Standards
(Standards 1302.70 - 1302.72)*

Revision 12/8/2020

**Aligned
w/HSPPS**

8/1/17

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SUBPART G – TRANSITION SERVICES

OVERVIEW

CSNT Head Start/Early Head Start transitions children into and out of the Program on a regular basis. Family Service workers work with families to assist them in gathering all of the information that they will need to come into the program and to transition their children into other programs, as needed.

TRANSITION FROM EARLY HEAD START. (Standard 1302.70)

(a) Implementing transition strategies 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.

(b) 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:

(1) 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,

(2) 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.

(c) 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.

(d) Early Head Start and Head Start collaboration. Early Head Start and Head Start program 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

(e) Transition services for children with an IFSP. A program must provide additional transition services for children with an IFSP, at a minimum, as described in subpart F of this part.

PROCEDURE

1. The Early Head Start Program will begin the transition of children out of the Early Head Start Program 6 months prior to their third birthday.
2. This process will include the Family Service Worker, the teacher, and the parent.
3. The Early Head Start Program will assist the parent in deciding what is best for their child when transitioning to a new early education program based on information gathered while the child was in Early Head Start.
4. Family Service will schedule a transition meeting with the parent.
5. The child will be allowed to remain in Early Head Start until they are able to transition into the selected early education program or they are eligible to attend the Early Childhood Education Program provided by the local education agency. In Texas, the child must be three-years-old by September 1 to be eligible for the early childhood program at the local school district.

TRANSITION FROM HEAD START to Kindergarten. (Standard 1302.71)

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.

(a) Family collaborations for transition.

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:
 - (i) Help parents understand their child's progress during Head Start;
 - (ii) 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 children.
 - (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 to participate in language instruction educations program; and

- (iv) 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.

(b) Community collaborations for transitions.

(1) 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 transition to kindergarten for children, their families, and the elementary schools.

(2) At minimum, such strategies and activities must include;

- (i) Coordination with schools or other appropriate agencies to ensure child'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 of this chapter;

- (ii) 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 of this chapter; and,

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

(3) 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 schools districts to enroll children in such programs, as appropriate.

(c) **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.

(d) Transition services for children with IEP. A program must provide additional transition services for children with an IEP, at a minimum, as described in subpart F of this part.

PROCEDURE

1. Each child that is scheduled to go to kindergarten at the end of school with begin transition activities that will prepare them for kindergarten. **(See Transition Plan)**
2. Each child receives a transition packet at the end of each school year that contains information to be used in the summer to continue the child's education.
3. Family Service staff ensures that the final parent meeting contains information about that transition of their child to kindergarten.
4. Students on standalone campuses complete a field trip to the receiving ISD in April/May of the school year.
5. Kindergarten teachers, when available, are in attendance at Parent's Transition Meeting to provide information about kindergarten.
6. On-going communication between campus staff and ISD staff throughout the year regarding child's records.
7. Final Parent/Teacher Conference discuss the child's readiness to transition into the kindergarten classroom.
8. CSNT follows all privacy requirements as defined in subpart C of part 1303.

TRANSITIONS BETWEEN PROGRAMS (Standard 1302.72)

(a) 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 transition 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.

(b) A program that services children who families have decided to transition them to other early education program, 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.

(c) A Migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or,

if applicable, Early Head Start programs for families and children moving out of the community in which they are currently served.

PROCEDURE

1. CSNT works with parents that are moving out of our service area to ensure that a local Head Start program has all needed information. If a Head Start program is not available Family Service Workers assist parents with finding another early education program.
2. CSNT works with local pre-kindergarten and other early education centers that our students may transition to for the year prior to kindergarten.

Subpart H – Services to Enrolled Pregnant Women

ENROLLED PREGNANT WOMEN (Standard 1302.80)

Reference the Performance Standard Requirements for Pregnant Women. Not applicable to CSNT Head Start/Early Head Start.

Prenatal and postpartum information, education, and services (Standard 1302.81)

Reference the Performance Standard Requirements for Pregnant Women. Not applicable to CSNT Head Start/Early Head Start.

Family partnership services for enrolled pregnant women (Standard 1302.82)

Reference the Performance Standard Requirements for Pregnant Women. Not applicable to CSNT Head Start/Early Head Start.