

Subpart G — Transition Services

§1302.70 Transitions from Early Head Start.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.70 (a) (b) (c)	D/MH Coord.	D/MH Coord. & Teachers	Fall -Spring or Ongoing	Transition Packet

(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.

For children transitioning to another program from PACT, the family will receive a packet of information according to the transition plan. The children are also given an opportunity to visit their new setting, meet the Teacher, and more.

Information is available from the Disabilities/Mental Health Services Coordinator and the Education Supervisors on how parents can foster the development of their child with disabilities. Information may also be found on the PACT website. PACT staff will try to make information available upon request.

During Intake, Early Head Start teachers identify children who will be turning 30 months during this program year.

Early Head Start

If child is transitioning from EHS Home-Based to HS Center-Based, the EHS teacher should arrange for the child and family to attend/visit the HS classroom the child is likely to transition into. This visit should take place in Spring of the school year before the child will transition. Early Head Start teachers contact the child’s Special Services providers routinely (at least every three months) to discuss goals, placement, accomplishments, and concerns, if applicable.

EHS teachers will arrange a visit to a preschool classroom for child and teacher or child and parent to visit. The arrangements will be scheduled during the months of April – July, depending on the preschool classroom schedule.

Provider contacts, which include EC and CFC, DTs, PTs, OTs, Sp/L Therapists, etc. will be documented and sent to the Disabilities/Mental Health Coordinator via the Disabilities/Mental Health Progress Report or email. The Disabilities/Mental Health Services Coordinator will also keep in contact with Early Intervention/Child & Family Connections via LIC meetings, and other personal contact.

EHS families remain in EHS until they are eligible to transition into Head Start. At that time a new application will be completed to determine eligibility. For EHS children turning three years old before December 1, a Head Start Application will be completed in the spring recruitment season. Priority for HS selection is given to income eligible children previously enrolled in EHS.

Staff have a Packet available to do with every parent of a child who is transitioning. The packet includes information on development and expectations and is reviewed over a period of time.

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1302.70 (d) (e)	D/MH Coord.	D/MH Coord. & Teachers	Fall to Spring or Ongoing	Transition Packet

(d) 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.

(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.

PACT has agreements with both CFCs (Child and Family Connections) in their 8 county area. Both CFCs work with PACT to identify children who need services. PACT requests copies of IFSPs and related reports and in turn the CFC sends PACT copies.

Children with disabilities will be transitioned in the same manner as all other children in the PACT program. Staff will attend staffings of incoming enrollees whenever possible and also those of non-re-enrolling children.

§1302.71 Transitions from Head Start to kindergarten.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.71(a)	D/MH & Health Coord.	D/MH Coord. & Teachers	Fall to Spring or Ongoing	Transition Packet

(a) 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 Transition Packet with materials for parents is started in the fall of the child’s 3rd year and a variety of exercises are done with the parent to prepare them and their child for their new setting.

The Transition Packet is introduced at the beginning of the year. The teachers follow the timeline listed on the Transition Plan Checklist. Information from the Transition Packet is discussed with parents on scheduled intervals throughout the program year during home visits or parent conferences. Teachers will devote a portion of their home-visit or parent/teacher conferences to discuss kindergarten readiness and to discuss handouts in the Transition Packet. The teacher will retain the Transition Packet throughout the program year and give it to the family at the last visit. The teachers will individualize the needs of each family when selecting the handouts available in the packet. Teachers may request additional handouts to meet the individual needs of families by contacting the Education or Disabilities/Mental Health Coordinators. During April/May home visit or parent/teacher conference the teacher will complete the packet and give it to the parent(s).

The teachers use the Transition Checklist and the HVR or ECR to document that the individual Early Head Start or Head Start children’s relevant records were provided to families. The families will be encouraged to share the records with the school or with the next placement in which a child will enroll.

Head Start

Teachers identify kindergarten eligible children and discuss the importance of parent involvement in their child’s academic success. Teachers use the handouts in the Transition Packet throughout the year to teach parents strategies for maintaining parent involvement as their child transitions from Head Start to Kindergarten.

All parents of children going to kindergarten or other program placement will receive information from the Head Start Transition Packet which gives parents specific information. The packet covers information the parent needs to be able to participate effectively in parent/teacher conferences and meetings. The Transition Checklist and packet guides teachers to assist parents in becoming their children’s advocate. Head Start Teachers help parents understand how the Head Start Child Development and Early Learning Framework is aligned with the Illinois Early Learning Standards. The teachers assist parents with the identification of their local school district, kindergarten classroom location and school personnel.

Parents who speak a language other than English will be provided an interpreter, whenever possible. The Transition Packet is translated for Spanish speaking families.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.71(b)	D/MH & Health Coord.	D/MH Coord. & Teachers	Fall to Spring or Ongoing	Transition Packet

(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:

- (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 child;**
- (iii) 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;**
- (iv) 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,**
- (v) 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.**

Parents Review their children’s assessments routinely with their children’s teachers, and the packet for Transitions also addresses information on self-advocating for their child. This includes advice for Parent/Teacher Conferences, forms for identifying school and school-related personnel, and more.

Teachers use the handouts in the Transition Packet to teach parents strategies for maintaining parent involvement as their child transitions from Early Head Start to Head Start or other program placement. EHS children transitioning into Head Start will have the opportunity to visit their potential classroom in advance of placement, or to attend socialization. All parents of children, who will turn three years of age by the end of August, will receive information from the Early Head Start Transition Packet which gives parents specific information related to placement choices.

A brief overview of parent’s rights and responsibilities is provided in the Kindergarten Transition Packet and PACT also keeps Parents Rights and Responsibilities books and DVDs available for parents to use or keep.

Teachers review and discuss Parent’s Rights and Responsibilities and role-play Parent/Teacher Conferences if the parent desires (using the Transition Packet information). Parents are provided information about their local school district, school personnel, etc. Parents are encouraged to attend their child’s kindergarten classroom field trip, kindergarten registration, and kindergarten information meeting, etc. Head Start Parent/Teacher Conferences and home visits will also serve as models for parent/teacher conferencing.

See Transitions Packet

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1302.71(c)	D/MH & Health Coord.	D/MH Coord. & Teachers	Fall to Spring or Ongoing	Transition Packet

(c) 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 transitions to kindergarten for children, their families, and the elementary school.

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

- (i) 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 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 school districts to enroll children in such programs, as appropriate.

PACT has agreements with two CFCs and with the schools to coordinate efforts to transition children.

The Health Coordinator completes a Health Summary Report for each transitioning child. An individualized computer report of all health screenings are provided to the Home Based and Center Based teachers. The teachers review and leave the computer reports with the parents. Attached to this report is a copy of the birth certificate, physical and dental exam and immunization record if these exams are within the timeline for school acceptance (1 year before school starts). These health records are provided to parents to take to school when they attend kindergarten round up, registration, or to take to their end-of-year staffing, if applicable.

The education records include the Family Conference Report and children’s portfolio. These records are reviewed and given to families near the end of each program year. The families are encouraged to share their children’s developmental progress and abilities using their Family Conference Report and portfolio with their next program placement.

Teachers are in contact with school personnel when planning Kindergarten Transition activities. PACT will ensure that families of children approaching their third birthday will receive services for making the transition into Head Start or local Preschool. The EHS Teachers use Child Plus Report 2530 to ensure transition planning begins at 30 months of age.

Joint training is written as an option on the collaborative agreements we have with both CFCs and with the schools.

Teachers will communicate with the schools/kindergarten and gather information on any existing summer programs and relay that information to parents.

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1302.71(d)	D/MH Coord.	D/MH Coord. & Teachers	Fall to Spring or Ongoing	Transition Packet

(d) 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.

Teachers are required to schedule Kindergarten visits or other activities to promote the transitioning experience. A page called Transition Activities Suggestions is included in the Kindergarten Transition packet and it gives staff a list of ideas for assisting the family with moving on to Kindergarten.

The Education Coordinator and/or Disabilities/Mental Health Coordinator can provide additional handouts and information on advocacy and transition for parents to use before and during transition from Head Start to elementary school, preschool programs, or other childcare setting and into Head Start from home or another program.

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1302.71(e)	D/MH Coord.	D/MH Coord. & Teachers	Fall to Spring or Ongoing	Transition Packet

(e) 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 of this part.

See part F. Staff will attend IEP and IEP Review meetings and participate in transition decisions.

Teachers, Family Advocates, if needed, and the Disabilities/Mental Health Services Coordinator participate in IEP Meetings staffings on children who have special needs whenever possible, and also attend and participate in IFSP/0-3 staffings into Head Start, when aware of them. (See Subpart F)

Parents are welcomed to staff meetings which have speakers examining families’ rights under IDEA. They also have access to copies of their rights and responsibilities from the brochure check out area and in their *Transition Activity Packet*. A publication and a DVD called Educational Rights and Responsibilities: Understanding Special Education in Illinois, prepared by ISBE (Illinois State Board of Education Special Education and Support Services), is also available to help parents learn about the referral process and self-advocacy, etc. The Disabilities/Mental Health Services Coordinator, along with other staff, will endeavor to help build parent’s confidence, skills, and knowledge in accessing resources and advocating to meet the specific needs of their children. The Disabilities/Mental Health Services Coordinator and relevant staff, will try to help parents understand that their active participation is important in helping their children overcome or lessen the effects of disabilities and to develop to their full potential. Also available to all parents in the referral process or who already have children who are diagnosed with special needs is the Welcome to Holland booklet which clarifies many terms a parent might encounter, along with tips for the evaluation and staffing, and more. Articles may be on the PACT website which also assists parents with information on speaking on behalf of their children and their needs.

§1302.72 Transitions between programs.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.72	D/MH Coord.	D/MH Coord., Teachers, FA’s	Fall to Spring or Ongoing	Transition Packet

(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 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.

The Disabilities/Mental Health Services Coordinator keeps files and updates files as needed on agencies, providers, and resources relevant to the special needs of children with disabilities and their families, as well as non-diagnosed children. These files and resources are available to staff and Head Start families for use as needed. The Disabilities/Mental Health Services Coordinator can provide information to families with particular needs. Materials can be requested by teachers or families. Collaboration is also in place by PACT’s involvement with their Local Early Intervention Councils.

The Disabilities/Mental Health Services Coordinator is equipped in most instances to make referrals to groups for parents of children with similar disabilities where families (parents and children) can get helpful peer support. A list of Parent & Family Support entities currently exists is in the Welcome to Holland booklet (available from the Disabilities/Mental Health Services Coordinator). Referrals are also made upon request or as needs are identified.

See 1302.33 (a)(2)(iii)

(b) 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.

Teachers help parents set weekly goals on all program children. These goals are selected and executed individually by the family at home each week. Teachers help provide additional materials as needed and can request special items from the Disabilities/Mental Health Services Coordinator for use in the home by children with special needs.

Parents are also welcomed and encouraged to visit PACT classrooms and socialization sites. They are given an opportunity to serve as a classroom or socialization aide and to aide on bus or field trips. Parents are encouraged to visit their child's Early Childhood classroom site and observe in both small and large groups. Parents have full participation in all home visits from planning, to incorporating the plan into the visit.

The packet covers information the parent needs to be able to participate effectively in parent/teacher conferences and meetings. The Transition Checklist and packet guides teachers to assist parents in becoming their child's advocate. Early Head Start Teachers help parents understand how the HS Child Development and Early Learning Framework is aligned with the Illinois Early Learning Standards. The teachers assist parents with the identification of their local preschool and/or childcare location and personnel.

During parent/teacher conference or home visit, teachers discuss children's educational, developmental, and other needs of the individual children, using the Family Conference Report and portfolio. The summary of their child's progress and needs are documented on the Family Conference Report.

Parents who speak a language other than English will be provided an interpreter, whenever possible. The Transition Packet is translated for Spanish speaking families.

Parents are provided their children's developmental progress and abilities at the end of the school year to be shared with their preschool teacher. The records include, but not limited to, Family Conference Report and Portfolio Collection, Health Summary, etc. If additional information is needed by the preschool or child care for registration, the teacher will be available to assist the parents as their child transitions from Early Head Start to their next placement.

The Principal and/or Preschool Directors at each elementary school in our service area are contacted as needed by the Disabilities/Mental Health Coordinator either personally, by phone, or by letter, to discuss or update kindergarten expectations and transition practices to initiate joint transition-related training for Early Head Start, Head Start staff and other early education staff.

Families and Centers will arrange a variety of transition activities at each Center. These activities may include:

- Family Event activity to discuss the developmental progress and abilities needed by children entering kindergarten
- Local kindergarten teachers discussing kindergarten expectations
- School personnel Q & A about kindergarten round-up, screening dates, or school readiness information
- Kindergarten visit/field trip
- Screening of kindergarten eligible children for placement purposes
- Book reading by school personnel
- Opportunities for kindergarten bound children and families to participate in lunch service or morning assembly to prepare for the next school year.

Families with limited English are provided a packet which contains similar contents to the Transition Packet. The Teacher reviews the materials with the parent, using an interpreter if needed. Should a family of another language with limited English proficiency enroll the use of material and dissemination of them will be addressed on an individual basis.

The transition process will include written and verbal information to the parent describing services available. Health and Developmental Records will follow each child into their Preschool placement. EHS and HS teachers will attend all relevant meetings involving placement and transitioning practices, when possible.

(c) A migrant or seasonal Head Start program must undertake efforts to support effective transitions to other migrant or seasonal Head Start or, if appropriate, Early Head Start or Head Start programs for families and children moving out of the community in which they are currently served.

NA