

**REGION 14 EDUCATION SERVICE CENTER  
HEAD START OPERATIONAL PLAN  
COMMUNITY PARTNERSHIPS**

<b>STANDARD</b>	<b>OBJECTIVE</b>	<b>SPECIFIC TASKS/ACTIVITIES</b>	<b>PERSON RESPONSIBLE</b>	<b>TARGET DATE</b>	<b>REFERENCE EVALUATION</b>
1304.41(a)(1)	Community partnerships. (a) Partnerships (a)(1) Grantee and delegate agencies must take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies. Documentation must be maintained to reflect the level of effort undertaken to establish community partnerships. (see 45 CFR 1304.51 for additional planning requirements).	P & P 1304.41 (a)(b)	<b>FCPC/CPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)	(a)(2) Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Early Head Start and Head Start programs respond to community needs, including:	P & P 1304.41 (a)(b)	<b>FCPC/CPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(i)	(a)(2)(i) Health care providers, such as clinics, physicians, dentists, and other health professionals;	P & P 1304.41 (a)(b)	<b>FCPC/CPC/HC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(ii)	(a)(2)(ii) Mental Health providers	P & P 1304.41 (a)(b)	<b>FCPC/MHC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(iii)	(a)(2)(iii) Nutritional service providers	P & P 1304.41 (a)(b)	<b>NC/HNC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(iv)	(a)(2)(iv) Individuals and agencies that provide services to children with disabilities and their families (see CFR 1308.4 for specific service requirements);	P & P 1304.41 (a)(b)	<b>DC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(v)	(a)(2)(v) Family preservation and support services;	P & P 1304.41 (a)(b)	<b>MHC/FCPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(vi)	(a)(2)(vi) Child protective services and any other agency to which child abuse must be reported under State or Tribal law;	P & P 1304.41 (a)(b)	<b>MHC/FCPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(vii)	(a)(2)(vii) Local elementary schools and other educational and cultural institutions, such as libraries and museums, for both children and families;	P & P 1304.41 (a)(b)	<b>CPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(2)(viii)	(a)(2)(viii) Providers of child care services; and	P & P 1304.41 (a)(b)	<b>FCPC/CPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)

1304.41(a)(2)(ix)	(a)(2)(ix) Any other organizations or businesses that may provide support and resources to families.	P & P 1304.41 (a)(b)	<b>FCPC/CPC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(3)	(a)(3) Grantee and delegate agencies must perform outreach to encourage volunteers from the community to participate in Early Head Start and Head Start programs.	P & P 1304.41 (a)(b)	<b>CPC/EPIC/PIC</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(a)(4)	(a)(4) To enable the effective participation of children with disabilities and their families, grantee and delegate agencies must make specific efforts to develop interagency agreements with local education agencies (LEAs) and other agencies within the grantee and other agencies within the grantee and delegate agency's service area (see 45 CFR 1308.4(h) for specific requirements	P & P 1304.41 (a)(b)	<b>DC/HSD</b> P & P 1304.41 (a)(b)	September-August	P & P 1304.41 (a)(b)
1304.41(b)	(b) Advisory committees. Each grantee directly operating an Early Head Start or Head Start program, and each delegate agency, must establish and maintain a Health Services Advisory Committee which includes professionals and volunteers from the community. Grantee and delegate agencies also must establish and maintain such other service advisory committees as they deem appropriate to address program service issues such as community partnerships and to help agencies respond to community needs.	P & P 1304.41 (a)(b)	<b>HNC-HSAC</b> <b>FCPC/CPC-CPCComm.</b> P & P 1304.41 (a)(b)	August-September	P & P 1304.41 (a)(b)
1304.41(c)(1)	(c) Transition services. (c)(1) Grantee and delegate agencies must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into Early Head Start or Head Start and from Head Start into elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or other child care settings. These procedures must include:	P & P 1304.41 (c)1 P & P 1304.41 (c)1(ehs)	<b>COEC/DC</b> P & P 1304.41 (c)1 P & P 1304.41 (c)1(ehs)	August-September	P & P 1304.41 (c)1 P & P 1304.41 (c)1(ehs)
1304.41(c)(1)(i)	(c)(1)(i) Coordinating with the schools or other agencies to ensure that individual Early Head Start or Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to Early Head Start or Head Start;	P & P 1304.41 (c)1 P & P 1304.41 (c)1(ehs)	<b>COEC/DC</b> P & P 1304.41 (c)1 P & P 1304.41 (c)1(ehs)	August-September	P & P 1304.41 (c)1 P & P 1304.41 (c)1(ehs)
1304.41(c)(1)(ii)	(c)(1)(ii) Outreach to encourage communication between Early Head Start or Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of programming.	P & P 1304.41 (c)1 ii P & P 1304.41 (c)1 ii(ehs)	<b>COEC/DC</b> P & P 1304.41 (c)1 ii P & P 1304.41 (c)1ii(ehs)	September-August	P & P 1304.41 (c)1 ii P & P 1304.41 (c)1 ii (ehs)

1304.41(c)(1)(iii)	(c)(1)(iii) Initiating meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities or individual children; and	P & P 1304.41 (c)1 iii P & P 1304.41 (c)1 iii(ehs)	<b>COEC/DC/ISD Staff</b> P & P 1304.41 (c)1 ii P & P 1304.41 (c)1ii(ehs)	April-September 6 months before child's 3rd birthday (ehs)	P & P 1304.41 (c)1 iii P & P 1304.41 (c)1 iii (ehs)
1304.41(c)(1)(iv)	(c)(1)(iv) Initiating joint transition-related training for Early Head Start or Head Start staff, and school or other child development staff.	P & P 1304.41 (c)1 iv P & P 1304.41 (c)1 iv(ehs)	<b>COEC/DC</b> P & P 1304.41 (c)1 iv P & P 1304.41 (c)1iv(ehs)	September-August	P & P 1304.41 (c)1 iv P & P 1304.41 (c)1 iv (ehs)
1304.41(c)(2)	(c)(2) To ensure the most appropriate placement and services following participation in Early Head Start, transition planning must be undertaken for each child and family at least six months prior to the child's third birthday. The process must take into account: The child's health status and developmental level, progress made by the child and family while in Early Head Start, current and changing family circumstances, and the availability of Head Start and other child development or child care services in the community. As appropriate, a child may remain in Early Head Start, following his or her third birthday, for additional months until he or she can transition into Head Start or another program.	Collaborate with Early Childhood Intervention, Head Start and other agencies in which the child is involved to assist in the transition to ensure proper placement.	<b>COEC/DC/HST ESC/ ISD STAFF</b>	September-August 6 months before child's 3rd birthday (ehs)	Contact Log, Transition Form
1304.41(c)(3)	(c)(3) See 45 CFR 1304.40(h) for additional requirements related to parental participation in their child's transition to and from Early Head Start or Head Start.	Discuss child's developmental progress and anticipated educational needs with parents. Encourage parents to be active participants in transitioning. Encourage parents to volunteer in the classroom. Give parents consideration for employment when a HST position is available and the parent is qualified for the position. Place	<b>COEC/DC/HST ESC/ ISD STAFF</b>	September-August	Contact Log, Transition Form

**HEAD START PROCEDURES FOR:  
COMMUNITY PARTNERSHIPS AND ADVISORY COMMITTEES  
COMPONENT: CENTER FOR YOUNG LEARNERS**

**1.0 Scope: Head Start Standard 1304.41 (a) (b) concerning Community Partnerships and Advisory Committees.**

**2.0 Responsibility:**

- 2.1 Family Community Partnership Consultant (FCPC)
- 2.2 Community Partnership Consultant (CPC)
- 2.3 Disability Consultant (DC)
- 2.4 Mental Health Consultant (MHC)
- 2.5 Health Consultant (HC)
- 2.6 Nutrition Consultant (NC)
- 2.7 Head Start Director (HSD)
- 2.8 Child Outcomes Education Consultant (COEC)
- 2.9 Parent Involvement Consultant (PIC)
- 2.10 Head Start Advisory Committee (HSAC)
- 2.11 Head Start ESC/ISD Staff
- 2.12 Parents

**3.0 Resources:**

- 3.1 Community Resource Directory

**4.0 Procedures:**

- 4.1 ESC Staff will encourage communication, cooperation, and the sharing of information among Head Start parents, professionals, community volunteers and agencies through contacts and providing opportunities for Head Start Advisory Committees and Community Partnership meetings.
- 4.2 ESC staff will contact community resources and social services agencies in order to form collaborative partnerships and contract for services, as needed.
- 4.3 ESC staff will ensure that confidentiality procedures are practical and maintained.
- 4.4 Establish ongoing collaboration with community organizations to promote access to community services responsive to children and families.
  - 4.4.1 Agencies and Organizations: 211, Catholic Family Services, local ministerial Alliances, Community Action Program, Salvation Army, & Community Resource Directory for a list of additional agencies.
- 4.5 Establish Community Partnership Agreements and contract with community healthcare providers, community mental health providers, nutritional service providers, individuals and agencies that provide services to children with disabilities and their families, family preservation and support services, and organization or businesses that may supply support and resources to families.

**HEAD START PROCEDURES FOR:  
COMMUNITY PARTNERSHIPS AND ADVISORY COMMITTEES  
COMPONENT: CENTER FOR YOUNG LEARNERS**

- 4.5.1 Organizations may include: WIC, TX Health Department, Department of HHS, Betty Hardwick Center MHMR, Early Childhood Intervention, West Texas Rehabilitation Center, Hendricks Center for Rehabilitation, Shared Service Arrangement Agencies, 211, Catholic Family Services, and local Ministerial Alliances, Child Protective Services, local law enforcement agencies, local elementary schools, libraries, museums, childcare providers , Child Care Associates, local child care centers, and Community Action Program.
- 4.6 Participate in Community Resource Collaboration Groups and network with other community organizations.
- 4.7 Perform outreach to encourage volunteers from the community to participate in HST programs through flyers, brochures, and meeting attendance.
- 4.8 ESC Head Start staff will enable effective participation of children with disabilities by establishing interagency agreement with local education agencies, shared service arrangement agencies, etc.

**5.0 Associated Documents:**

- 5.1 Contact Logs

**6.0 Record Retention Table:**

<b>Identification</b>	<b>Format</b>	<b>Storage</b>	<b>Retention</b>	<b>Disposition</b>	<b>Protection</b>
Community Partnership Agreements	Print	Filing Cabinet	7 years	Shredded	ESC Office
Community Partner Contracts	Print	Filing Cabinet	7 years	Shredded	ESC Office

**7.0 Monitoring:**

- 7.1 Quarterly review

**8.0 Revision History:**

<b>Date:</b>	<b>Revision#</b>	<b>Description of Revision</b>
6-2006		
8-2009		Reviewed & Revised as needed

**HEAD START PROCEDURES FOR:  
TRANSITION SERVICES  
COMPONENT: CENTER FOR YOUNG LEARNERS**

- 1.0 **Scope:** Head Start Standard 1304.41 (c) (1) concerning Transition Procedures and coordinating with the schools or other agencies to ensure that Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements.
  
- 2.0 **Responsibility:**
  - 2.1 Family Service Worker
  - 2.2 Community Partnership Consultant
  - 2.3 Classroom Staff
  
- 3.0 **Resources:**
  - 3.1 Transition Process
  
- 4.0 **Procedures:**
  - 4.1 Each child's permanent file is kept in the school records and is available to parents, personnel, and teachers.
  - 4.2 IEP recommendations are provided to the next teacher through the Special Education Co-Ops.
  - 4.3 The teacher for next year is invited to the ARD committee meeting for input.
  - 4.4 A Head Start Child's Record Envelope will be provided to parents of children that are leaving the Head Start program.
    - 4.4.1 Teachers may put the transition information from the envelope in the child's portfolio that is given to the parent at the end of the year.
  - 4.5 The envelope will include a copy of the final Creative Curriculum.net Individual Child Profile and the Parent Transition Interview.
  - 4.6 Parents are given instructions to give the Head Start Child's Record Envelope to the teacher that the child will have at his/her next placement.
  - 4.7 To show the child's yearly progress, the Creative Curriculum.net Individual Child Profile may be placed in the child's school permanent record file.
  - 4.8 If a Head Start IEP was developed, it will be given (with parental permission) to the next year's teacher by the Head Start Disabilities Consultant.
  - 4.9 With parental permission, Head Start will obtain information from agencies that previously served the child.
    - 4.9.1 This information may also be shared, with parental permission, to the next year's classroom staff.
  
- 5.0 **Associated Documents:**
  - 5.1 Creative Curriculum Individual Child Profile

**HEAD START PROCEDURES FOR:  
TRANSITION SERVICES  
COMPONENT: CENTER FOR YOUNG LEARNERS**

**6.0 Record Retention Table:**

<b>Identification</b>	<b>Format</b>	<b>Storage</b>	<b>Retention</b>	<b>Disposition</b>	<b>Protection</b>
Parent Transitioning Interview	Print	Filing Cabinet	7 years	Shredded	ESC Office
	Print	Filing Cabinet	7 years	Shredded	ESC Office

**7.0 Monitoring:**

7.1 Quarterly review

**8.0 Revision History:**

<b>Date:</b>	<b>Revision#</b>	<b>Description of Revision</b>
6-2006		
8-2009		Reviewed & Revised as needed

**EARLY HEAD START PROCEDURES FOR:  
TRANSITION SERVICES  
COMPONENT: CENTER FOR YOUNG LEARNERS**

**1.0 Scope: Head Start Standard 1304.41 (c) (1) concerning Transition Procedures and coordinating with the schools or other agencies to ensure that Early Head Start children’s relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements.**

**2.0 Responsibility:**

- 2.1 Family Service Worker
- 2.2 Community Partnership Consultant (CPC)
- 2.3 Classroom Staff
- 2.4 Disability Consultant (DC)
- 2.5 Parents

**3.0 Resources:**

- 3.1 Transition Process

**4.0 Procedures:**

- 4.1 Each child’s permanent file is kept in the school records and is available to parents, personnel, and teachers.
- 4.2 IEP recommendations are provided to the next teacher through the Special Education Co-Ops.
- 4.3 An Early Head Start Child’s Record Envelope will be provided to parents of children that are leaving the Early Head Start program.
- 4.4 The envelope will include a copy of the final Creative Curriculum.net Individual Child Profile and the Parent Transition Interview.
- 4.5 Parents are given instructions to give the Early Head Start Child’s Record Envelope to the teacher that the child will have at his/her next placement.
- 4.6 If a Head Start IEP was developed, it will be given (with parental permission) to the next year’s teacher by the Head Start Disabilities Consultant.
- 4.7 With parental permission, Head Start will obtain information from agencies that previously served the child.
  - 4.7.1 This information may also be shared, with parental permission, to the next year’s classroom staff.

**5.0 Associated Documents:**

- 5.1 Creative Curriculum Individual Child Profile

**6.0 Record Retention Table:**

<b>Identification</b>	<b>Format</b>	<b>Storage</b>	<b>Retention</b>	<b>Disposition</b>	<b>Protection</b>
Parent Transitioning Interview	Print	Filing Cabinet	7 years	Shredded	ESC Office

**7.0 Monitoring:**

- 7.1 Quarterly Review

**EARLY HEAD START PROCEDURES FOR:  
TRANSITION SERVICES  
COMPONENT: CENTER FOR YOUNG LEARNERS**

**8.0 Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed & Revised as needed

**HEAD START PROCEDURES FOR:  
TRANSITION OUTREACH  
COMPONENT: CENTER FOR YOUNG LEARNERS**

1.0 **Scope:** Head Start Standard 1304.41 (c) (1)(ii) concerning Transition Procedures and the outreach to encourage communication between Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of programming.

2.0 **Responsibility:**

- 2.1 Disabilities Consultant
- 2.2 Child Outcomes Education Consultant
- 2.3 Head Start /I.S.D. Staff
- 2.4 Parents

3.0 **Resources:**

- 3.1 Transition Process

4.0 **Procedures:**

- 4.1 Because children will be continuing from Head Start to Kindergarten in the same school setting, continuity is ensured.
- 4.2 For children receiving special services as a child with a disability, continuity is insured through the ARD Process.
- 4.3 The Region 14 ESC Head Start Brochure as well as a letter inviting them to consider Head Start as a placement, is shared with schools, ECI, SSA, and other agencies.
- 4.4 Information newsletters are distributed to school administrators.

5.0 **Associated Documents:**

- 5.1 Head Start Brochure
- 5.2 Newsletters
- 5.3 Letters to ECI, SSA, and other agencies

6.0 **Record Retention Table:**

Identification	Format	Storage	Retention	Disposition	Protection

7.0 **Monitoring:**

- 7.1 Quarterly review

8.0 **Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed & Revised as needed

**EARLY HEAD START PROCEDURES FOR:  
TRANSITION OUTREACH  
COMPONENT: CENTER FOR YOUNG LEARNERS**

1.0 **Scope:** Head Start Standard 1304.41 (c) (1)(ii) concerning Transition Procedures and the outreach to encourage communication between Early Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers, and health staff to facilitate continuity of programming.

2.0 **Responsibility:**

- 2.1 Disability Consultant
- 2.2 Child Outcomes Education Consultant
- 2.3 Head Start/ISD Staff
- 2.4 Parents

3.0 **Resources:**

- 3.1 Transition Process

4.0 **Procedures:**

- 4.1 For children receiving special services as a child with a disability, continuity is insured through the ARD Process.
- 4.2 The Region 14 ESC Head Start Brochure as well as a letter inviting them to consider Head Start as a placement, is shared with schools, ECI's, SSA's, and other agencies.
- 4.3 Information newsletters are distributed to school administrators.

5.0 **Associated Documents:**

- 5.1 Head Start Brochure
- 5.2 Newsletters
- 5.3 Letter's to ECI, SSA, and other agencies

6.0 **Record Retention Table:**

Identification	Format	Storage	Retention	Disposition	Protection

7.0 **Monitoring:**

- 7.1 Quarterly review

8.0 **Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed and Revised as needed

**HEAD START PROCEDURES FOR:  
INITIATING TRANSITION MEETINGS  
COMPONENT: CENTER FOR YOUNG LEARNERS**

- 1.0 **Scope:** Head Start Standard 1304.41 (c) (1)(iii) concerning Transition Procedures and initiating meetings involving Head Start teachers and parents and kindergarten school teachers to discuss the developmental progress and abilities of individual children.
- 2.0 **Responsibility:**
- 2.1 Family Service Worker
  - 2.2 Community Partnership Consultant
  - 2.3 Head Start I.S.D. Staff & Administrators
  - 2.4 Child Outcomes Education Consultant (COEC)
  - 2.5 Disabilities Consultant (DC)
  - 2.6 Parents
- 3.0 **Resources:**
- 3.1 Transition Process
- 4.0 **Procedures:**
- 4.1 Transition into Head Start from other Programs
    - 4.1.1 As soon as a parent is identified through referral or the registration process, the teacher meets and discusses with the parent any questions they may have as registration forms are completed.
    - 4.1.2 Orientation training is provided to parents shortly following enrollment.
    - 4.1.3 Based on information in applications or referrals from another agency, the Family Service Worker or teacher requests any additional information (with parental release) which the teacher or Head Start Disabilities Consultant feels will be helpful from other agencies who have provided services for this child.
  - 4.2 Transition from Head Start to Kindergarten
    - 4.2.1 During the final Home Visit, teacher involves parents in planning for the next year transition through completion of the Parent Transition Interview.
      - 4.2.1.1 Teacher records concerns and wishes of the parents on the form.
      - 4.2.1.2 Teacher encourages parents to take active role in discussing developmental progress of their children.
      - 4.2.1.3 Teacher encourages parents to initiate meetings with teachers to discuss their child's progress and abilities.
    - 4.2.2 The teacher reviews the school procedures for transitioning which includes a visit to the classroom for the next year.

**HEAD START PROCEDURES FOR:  
INITIATING TRANSITION MEETINGS  
COMPONENT: CENTER FOR YOUNG LEARNERS**

4.2.2.1 If a teacher has been assigned for the next school year, the Head Start teacher will suggest and assist in setting up a meeting at the new classroom.

4.2.3 Schools will hold Parent Meeting Orientation prior to the beginning of the school year to cover issues of concern to parents and give parents the opportunity to meet the new teacher and see the Kindergarten classroom.

4.2.4 Parents are provided a Head Start Child's Records Envelope containing a copy of the Creative Curriculum.net Individual Child Profile (final checkpoint) and the Parent Transition Interview form.

4.2.4.1 The parent will be encouraged to provide this envelope to their child's teacher for the next year.

**5.0 Associated Documents:**

5.1 Creative Curriculum Individual Child Profile

**6.0 Record Retention Table:**

Identification	Format	Storage	Retention	Disposition	Protection

**7.0 Monitoring:**

7.1 Quarterly review

**8.0 Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed & Revised as needed

**EARLY HEAD START PROCEDURES FOR:  
INITIATING TRANSITION MEETINGS  
COMPONENT: CENTER FOR YOUNG LEARNERS**

1.0 **Scope:** Head Start Standard 1304.41 (c) (1)(iii) concerning Transition Procedures and initiating meetings involving Early Head Start teachers and parents and Head Start/Pre-Kindergarten teachers to discuss the developmental progress and abilities of individual children.

2.0 **Responsibility:**

- 2.1 Family Service Worker
- 2.2 Community Partnership Consultant
- 2.3 ISD Staff and Administrators
- 2.4 Child Outcomes Education Consultant (COEC)
- 2.5 Disability Consultant (DC)
- 2.6 Parents

3.0 **Resources:**

- 3.1 Transition Process

4.0 **Procedures:**

- 4.1 Transition into Early Head Start from other Programs
  - 4.1.1 As soon as a parent is identified through referral or the registration process, the teacher meets and discusses with the parent any questions they may have as registration forms are completed.
  - 4.1.2 Orientation training is provided to parents shortly following enrollment.
  - 4.1.3 Based on information in applications or referrals from another agency, the Family Service Worker or teacher requests any additional information (with parental release) which the teacher or Head Start Disabilities Consultant feels will be helpful from other agencies who have provided services for this child.
- 4.2 Transition from Early Head Start to Head Start or Pre-Kindergarten
  - 4.2.1 During the final Home Visit, teacher involves parents in planning for the next year transition through completion of the Parent Transition Interview.
    - 4.2.1.1 Teacher records concerns and wishes of the parents on the form.
    - 4.2.1.2 Teacher encourages parents to take active role in discussing developmental progress of their children.
    - 4.2.1.3 Teacher encourages parents to initiate meetings with teachers to discuss their child's progress and abilities.
  - 4.2.2 The teacher reviews the school procedures for transitioning which includes a visit to the classroom for the next year.

**EARLY HEAD START PROCEDURES FOR:  
INITIATING TRANSITION MEETINGS  
COMPONENT: CENTER FOR YOUNG LEARNERS**

4.2.2.1 Parents will be encouraged to make an appointment with the Family Service Worker to fill out an application for Head Start.

4.2.3 Schools will hold Parent Meeting Orientation prior to the beginning of the school year to cover issues of concern to parents and give parents the opportunity to meet the new teacher and see the Kindergarten classroom.

4.2.4 Parents are provided a Head Start Child's Records Envelope containing a copy of the Creative Curriculum.net Individual Child Profile (final checkpoint) and the Parent Transition Interview form.

4.2.4.1 The parent will be encouraged to provide this envelope to their child's teacher or caregiver for the next year.

**5.0 Associated Documents:**

5.1 Creative Curriculum Individual Child Profile

**6.0 Record Retention Table:**

Identification	Format	Storage	Retention	Disposition	Protection

**7.0 Monitoring:**

7.1 Quarterly review

**8.0 Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed & Revised as needed

**HEAD START PROCEDURES FOR:  
INITIATING JOINT TRANSITION TRAININGS  
COMPONENT: CENTER FOR YOUNG LEARNERS**

**1.0 Scope: Head Start Standard 1304.41 (c) (1) (iv) concerning Transition Procedures and initiating joint transition related training.**

**2.0 Responsibility:**

- 2.1 Family Service Worker
- 2.2 Community Partnership Consultant
- 2.3 Classroom Staff
- 2.4 Parents
- 2.5 ESC Head Start Staff

**3.0 Resources:**

- 3.1 Training Plan

**4.0 Procedures:**

- 4.1 Parents receive information at registration about their child in the Head Start Program.
- 4.2 Shortly following the beginning of the school year, an Orientation to Head Start is provided to parents through the ESC staff.
- 4.3 A handbook for Head Start is reviewed with the parents and parents receive their own individual copy.
- 4.4 Teachers receive a classroom notebook and training on the Transition process during the Pre School Head Start Orientation.
- 4.5 Head Start agreements with ECI and SSA include a statement of joint trainings.
- 4.6 ESC Head Start Staff will collaborate with ESC Early Childhood Consultant, Child Care Agencies, and local school districts in workshops such as Building Bridges.

**5.0 Associated Documents:**

- 5.1 Attendance Rosters

**6.0 Record Retention Table:**

Identification	Format	Storage	Retention	Disposition	Protection
Attendance Rosters	Paper	Training binder	7 years	Shred	Locked office at ESC

**7.0 Monitoring:**

- 7.1 Quarterly review

**8.0 Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed & Revised as needed

**EARLY HEAD START PROCEDURES FOR:  
INITIATING JOINT TRANSITION TRAININGS  
COMPONENT: CENTER FOR YOUNG LEARNERS**

1.0 **Scope:** Head Start Standard 1304.41 (c) (1) (iv) concerning Early Head Start Transition Procedures and initiating joint transition related training.

2.0 **Responsibility:**

- 2.1 Family Service Worker
- 2.2 Community Partnership Consultant
- 2.3 Classroom Staff
- 2.4 Parents
- 2.5 ESC Staff

3.0 **Resources:**

- 3.1 Training Plan

4.0 **Procedures:**

- 4.1 Parents receive information at registration about their child in the Early Head Start Program.
- 4.2 Shortly following the beginning of the school year, an Orientation to Early Head Start is provided to parents through the ESC staff.
- 4.3 A handbook for Early Head Start is reviewed with the parents and parents receive their own individual copy.
- 4.4 Teachers receive a classroom notebook and training on the Transition process during the Head Start/Early Head Start Orientation.
- 4.5 Early Head Start agreements with ECI's and SSA's include a statement of joint trainings.
- 4.6 ESC Staff will collaborate with ESC 14, Early Childhood, and local school districts in workshops such as Building Bridges.

5.0 **Associated Documents:**

- 5.1 Attendance Rosters

6.0 **Record Retention Table:**

Identification	Format	Storage	Retention	Disposition	Protection
Attendance Rosters	Paper	Training binder	7 years	Shred	Locked office at ESC

7.0 **Monitoring:**

- 7.1 Quarterly review

8.0 **Revision History:**

Date:	Revision#	Description of Revision
6-2006		
8-2009		Reviewed & Revised as needed