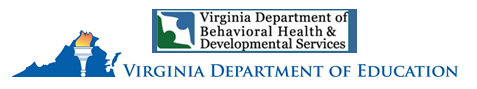
**Working Together: A Framework for Effective Transitions from**

**Part C to Part B**

**Presentation Guide**

**A Guide for Transition from C to B to Promote Collaboration and Working Together to Support Families and Children**



This presentation guide was created to accompany the recorded webinar “Working Together: A Framework for Effective Transitions from Part C to Part B”.

Representatives from local Early Intervention Programs and Local Education Agencies should view the webinar together. Throughout the webinar there are stop signs to indicate when to pause the presentation and refer to the Presentation Guide. Use the Presentation Guide to review recommended practices, facilitate discussion, and document responses. Information documented in the presentation guide can be used as a resource to strengthen working relationships, develop and improve transition processes and revise interagency agreements.

# Getting Started

## What Makes the Transition Process Work?

1. What persons and agencies need to be included in the transition process? List persons by role and name. Click or tap here to enter text.
2. What is going well with the transition process? Click or tap here to enter text.
3. What is in need of improvement? Click or tap here to enter text.

# What Makes the Transition Process Work?

## Review your Responses

* Review your list of persons and agencies that need to be included in the transition process.
  + Did you include the child?
  + Family members?
  + School or ITC agency staff?
  + Community members?
  + State staff?
  + Who might you want to add?
* What do you think contributes to successes and what is going well?
* What contributes to the difficulties and areas in need of improvement?

# Agency Collaboration

## Recommended Practices:

* Create and maintain positive working relationships between Early Intervention and LEA personnel.
* Assign a single contact person at each agency to support transition activities.
* Have multiple ways to contact the person such as email AND phone. Determine the best way to contact the person over the summer months.
* Meet annually to discuss the transition process and identify any areas in need of improvement.
* In the event there is staff turnover, notify the other agency and let him/her know who the new person is.
* Inform the other agency of key regulations and procedures that impact the transition process**.**

# Discussion Questions:

1. Do you have a single contact person at each agency to support transition activities? If so, who are they? If not how can you establish one? Click or tap here to enter text.
2. What is the contact information for the designated single contact (email, cell phone, work phone, etc.)?
3. Early Intervention: Click or tap here to enter text.
4. Local Education Agency: Click or tap here to enter text.
5. Best way to reach LEA contact during summer months: Click or tap here to enter text.
6. How can you ensure annual meetings occur to discuss the transition process and identify any areas in need of improvement? Click or tap here to enter text.
7. How are agencies notified of staff changes? Click or tap here to enter text.
8. How do you ensure the other agency is informed of key regulations and procedures that impact the transition process? Click or tap here to enter text.

# Interagency Agreement

## Recommended Practices:

* Develop an agreement through an interagency approach between representatives from Early Intervention programs and LEA programs regarding transition practices. This provides agencies the opportunity to identify what is working and what changes are needed to improve practices and procedures. This may include but is not limited to:
  + - clear definition of roles and responsibilities for transition;
    - definition of EI & LEA timelines
    - procedures for notification/referral, including late referrals;
    - procedures to coordinate the exchange of information between agencies;
    - procedures for children whose third birthdays occur during school breaks;
    - procedures for invitation to the Transition Conference, including timing and location; and
    - responsibilities for attending the transition conference.
* Review and update the interagency agreement at a minimum, every other year.
* Change interagency procedures if they are no longer effective. Changes are negotiated between the parties involved.

## Discussion Questions:

1. Review the list of topics to be included in the interagency agreement. Click or tap here to enter text.
2. Which ones are not included in your current agreement and need to be added? Click or tap here to enter text.
3. What needs to be updated or changed to reflect your procedures? Click or tap here to enter text.
4. What is your current process for reviewing and updating the agreement? Is it reviewed a minimum of every other year? If not, how can you ensure this occurs? Click or tap here to enter text.
5. How can you ensure changes to the agreement occur when needed? Click or tap here to enter text.

# Prepare for the Transition

## Recommended Practices:

* Inform families that EI serves infants and toddlers birth to age three and that ECSE serves children ages two through five.
* Explain to the family that transition is a process and not a single event.
* Provide families with transition information in a variety of ways—for example, in writing, through discussion, with trainings, videos, and/or brochures. Document in the child’s record how the information was provided.
* Explain to the family differences in eligibility criteria between EI and ECSE.
* Part B, educate Part C on criteria for eligibility for special education and related services.
* Part B, let Part C know if you offer rolling admission for children who turn 2 after September 30 or if you make changes to your policy or practice.

## Discussion Questions:

1. How are families provided with transition information (discussion, trainings, videos, brochures, etc.)? What new resources need to be developed or accessed? Click or tap here to enter text.
2. How are families made aware of the differences in eligibility criteria for EI and ECSE? Click or tap here to enter text.
3. How does Part B currently education Part C on criteria for eligibility for special education and related services? Click or tap here to enter text.
4. How can these education processes be improved? Click or tap here to enter text.
5. How is Part C made aware if Part B offers rolling admission for children who turn 2 after September 30 or makes changes to policy or practice? Click or tap here to enter text.

# Identify All Transition Options

## Recommended Practices:

* Research and maintain current information regarding various program and service options available for children at age three and their families.
* Create a mechanism for sharing information about community-wide activities and events with each other and families.
* Compile and maintain an up-to-date list of community resources with contacts, eligibility requirements, and enrollment procedures to provide to families.

Discussion Questions:

1. How do you share information about community-wide activities and events with each other and families? Click or tap here to enter text.
2. How can this process be improved? Click or tap here to enter text.
3. What is your current process for compiling and maintaining an up-to-date list of community resources with contact, eligibility requirements, and enrollment procedures to provide to families? Click or tap here to enter text.
4. How can this process be improved? Click or tap here to enter text.

# Part B Service Delivery

## Recommended Practices:

* Part C, explain to the family the option to transition to Part B at age two or three.
* Explain to the family differences in eligibility criteria between EI and ECSE.
* Suggest families attend a Transition Conference prior to notification/referral so families can learn more about the services offered by the LEA and make an informed decision as to whether to refer and when. (Part B cannot require conference prior to notification)
* Part B, educate Part C on the services and placements offered in the LEA. In the event something changes, be sure to let Part C know. This not only informs Part C of the change, but is also an opportunity to educate Part C on the factors considered when determining placement options.

## Discussion Questions:

1. How does EI make families aware of the option to transition at age 2 or 3? Click or tap here to enter text.
2. How are families made aware of the differences in eligibility criteria between EI and ECSE? Click or tap here to enter text.
3. How does EI encourage families to attend a transition conference in order to make informed decisions regarding transition options? Click or tap here to enter text.
4. How does Part B educate Part C on the services and placements offered in the LEA? Click or tap here to enter text.
5. How is Part C notified when changes occur? Click or tap here to enter text.

# Transition Conference

## Recommended Practices:

* Encourage families to invite persons of their choice, such as other family members or a family resource center parent, to attend their transition conference.
* In the event that the family declines the transition conference with the LEA document the family’s preference in the IFSP and notify the LEA.
* Work with the LEA to establish a range of dates and times or to designate a specific day of the month (e.g., third Tuesday) for the transition conference.
* Establish time slots for the transition conference prior to extended breaks in the LEA program (e.g., summer months).
* Bring all necessary documents including parent consent forms to the meeting in case they are needed.
* Determine participant roles and responsibilities for sharing transition information.
* Explain all components of referral and evaluation.
* Part B, provide written material on LEA services, assessment procedures, and Part B Eligibility criteria. Create locally developed transition materials and update them as necessary.
* Provide families with useful Websites, brochures, and other resources.
* Part B, do not treat the Transition Conference as a school based team meeting to determine whether the child should be evaluated.

## Discussion Questions:

1. What is your current process for scheduling transition conferences? Click or tap here to enter text.
2. How are breaks such as summer accounted for in the scheduling process? Click or tap here to enter text.
3. How could your current process for scheduling transition conferences be improved to support participation from all parties (family, EI, LEA)? Click or tap here to enter text.
4. Who is responsible for sharing what information during the transition conference? Click or tap here to enter text.
5. What written materials and resources does Part B share about ECSE? What additional materials or resources are needed? Click or tap here to enter text.

# Notification/Referral

## Recommended Practices:

* Part C, educate Part B on regulations and procedures regarding notification/referral requirements, including what is meant by “potentially eligible”.
* Identify the LEA contacts for Part B notification/referral.
* Identify the EI contact who is responsible for sending notification/referral.
* Establish a process of communication between the sending and receiving agencies regarding the notification/referral. Ensure that the process is in writing (local agreement).
* Include documentation of the notification/referral in the child’s record.
* Have a process in place to ensure a referral is sent and received in a manner that is secure and timely.
* As part of the process, the LEA is to confirm receipt of notification.
* For each child referred, identify the EI service coordinator.
* Part B, maintain contact with the Early Intervention service coordinator throughout the notification/referral process.
* Notify LEA if the family changed their mind or if it was a late referral to EI.
* When there are a large number of children being referred to an LEA, consider an earlier timeline to send the notification/referral.

## Discussion Questions:

1. Who is the LEA contact (or contacts) to receive the notification/referral? Click or tap here to enter text.
2. Who is the EI contact responsible for sending the notification/referral? Click or tap here to enter text.
3. What is your process for making the referral? Click or tap here to enter text.
4. How do you ensure a referral is sent and received in a manner that is secure and timely? Click or tap here to enter text.
5. How does the LEA confirm receipt of the notification/referral? Click or tap here to enter text.
6. How is the LEA made aware of the EI service coordinator for the referred child? Click or tap here to enter text.
7. How do you maintain contact throughout the notification/referral process? Click or tap here to enter text.
8. How does EI inform the LEA if the family opted out of notification then changed their mind or the child was a late referral to EI? Click or tap here to enter text.
9. How can you best accommodate large numbers of children being referred? Click or tap here to enter text.

# Late Referrals

## Recommended Practices:

* Know the Regulations regarding what is / is not considered notification from Part C.
* Establish local procedures between Early Intervention and the LEA to respond to late referrals to Part C as part of the interagency agreement.
  + Include processes to communicate between agencies quickly.
* Plan and conduct joint evaluations between Early Intervention and LEAs when feasible to do so.
* Part C, when there is a late referral, let the LEA know why it is late. If it is an exception provided by OSEP both agencies will be aware. If the reason is due to human error, discuss the issue and determine how to resolve the issue immediately.

## Discussion Questions:

1. What are your procedures regarding late referrals? Click or tap here to enter text.
2. How can these procedures be improved? Click or tap here to enter text.
3. What is your process for conducting joint evaluations when feasible? Click or tap here to enter text.
4. How does Part C make Part B aware of the reason a referral is late? Click or tap here to enter text.
5. If late referrals are due to human error, how can issues be quickly discussed and resolved? Click or tap here to enter text.

# Summer

## Recommended Practices:

* Work together to hold transition conferences and make referrals for children with summer birthdays prior to the date when the LEA begins an extended program break when possible.
* Establish time slots for meetings and transition conferences prior to extended breaks in the LEA program.
* Coordinate transition conferences and referral dates for children with summer birthdays.
* Work with the families of children who have summer birthdays to ensure that they can accommodate attendance at the meeting, working around potential summer or holiday travel.
* Part B, notify Part C of any changes to operations, including the person receiving and responding to the notification/referral over extended breaks.

## Discussion Questions:

1. What are your processes regarding children with summer birthdays? Click or tap here to enter text.
2. How can these processes be improved? Click or tap here to enter text.
3. What are the changes to the system for notification/referral and the process of scheduling transition conferences for summer and other extended school breaks? Click or tap here to enter text.

# Eligibility and IEP Development

## Recommended Practices:

* Part C, with parental consent, provide assessment information and the IFSP to be considered during Eligibility and IEP development.
* Part B, communicate with the family throughout the assessment process to prepare them for the initial IEP meeting.
* Part C, stay in contact with LEA representative throughout the assessment process and offer assistance if needed.
* At family request, EI is invited to the Eligibility and IEP meetings.

## Discussion Questions:

1. What information is sent to Part B with parental consent? What additional information is needed or would be helpful? Click or tap here to enter text.
2. How does Part B communicate with the family throughout the assessment process? Click or tap here to enter text.
3. How does Part C stay in contact with the LEA representative throughout the assessment process? Click or tap here to enter text.
4. How are families informed that EI can be invited to Eligibility and IEP meetings? Click or tap here to enter text.

## Review and Revise Your Interagency Agreement

* Compare the discussion responses documented in this Presentation Guide to the procedures established in your Interagency Agreement.
* What needs to be added?
* What needs to be updated or changed?