

## Guidelines for Transition from Early Intervention (Part C) Services to Preschool (Part B) Services\*

\*NOTE: These are suggested guidelines. Each Community Centered Board (CCB) and Administrative Unit (AU) should have their own specific Interagency Operating Agreement that delineates processes, procedures and responsibilities. Federal and/or State requirements regarding transition are in bold.

<b>Transition Guidelines Roles and Responsibilities</b>			
<b>Timelines</b>	<b>Family</b>	<b>CCB – Service Coordinator and Providers</b>	<b>AU Staff</b>
<p><b>Initial IFSP</b> <i>(Preliminary discussions about transition should begin with the initial IFSP)</i></p>	<ul style="list-style-type: none"> <li>• Discuss questions and priorities regarding transition with service coordinator.</li> <li>• Talk to other parents about preschool (Part B) services.</li> <li>• Share preferences regarding options for transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Coordinator –                             <ul style="list-style-type: none"> <li>○ Initiate discussions about transition with the family and what those transitions might be in the future.</li> <li>○ Begin to provide the family with information to assist in the transition process as appropriate.</li> </ul> </li> <li>• Provider(s) –                             <ul style="list-style-type: none"> <li>○ Begin discussions with family about developmental issues that should be considered at time of transition (e.g., equipment needs, strategies for preparing a child, etc.).</li> <li>○ Document ongoing assessment of child’s progress through Results Matter online system so that current information will be available to support the transition process and assist the family in considering transition options.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• If child is 2 years or older at time of initial IFSP, participate in the discussion of transition and possible options regarding preschool (Part B) services as part of the initial IFSP development.</li> <li>• Provide written documentation of preschool service options for service coordinators to use in discussions with families when AU cannot be present.</li> </ul>
<p><b>9-12 Months prior to a Child’s 3<sup>rd</sup> Birthday</b></p>	<ul style="list-style-type: none"> <li>• Become familiar with eligibility criteria and evaluation procedures for preschool (Part B) services.</li> <li>• Learn similarities and differences between early intervention and preschool</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CCB – Provide notification to AU of children who are potentially eligible for preschool (Part B) preschool services and transitioning</b> in the upcoming 9-12 months.</li> <li>• Service Coordinator –                             <ul style="list-style-type: none"> <li>○ Provide information to the family about</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Review AU options for preschool (Part B) services with the early intervention service coordinator.</li> <li>• Review data reports from the CCB regarding numbers of children transitioning in order to prepare for placement and services.</li> </ul>

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	<p>(Part B) services.</p> <ul style="list-style-type: none"> <li>• Decide on priorities for their child’s transition at 3 years of age.</li> <li>• Review early intervention records to determine information to be sent to AU.</li> </ul>	<p>Part B eligibility criteria &amp; procedures.</p> <ul style="list-style-type: none"> <li>○ Provide information to family regarding similarities and differences between early intervention services and preschool (Part B) services, as well as between the Individualized Family Service Plan (IFSP) and Individual Education Plan (IEP) process.</li> <li>○ Go through a child’s early intervention record with the family and note information that will be shared along with possible transition options.</li> <li>○ Discuss/present possible options to family for transition (i.e., Part B preschool, Head Start, private preschool, private therapy services, Family Support Services, etc.).</li> <li>○ Document the family priorities regarding transition.</li> <li>○ Identify any additional information needed by the family, service coordinator and/or AU to support transition at this point.</li> <li>• Provider(s) – <ul style="list-style-type: none"> <li>○ Continue to document ongoing assessment of the child’s progress in the Results Matter online system.</li> </ul> </li> </ul>	
<b>6-9 Months prior to a Child’s 3<sup>rd</sup> Birthday</b>	<ul style="list-style-type: none"> <li>• Sign consent to release information to AU and/or other community agencies as</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CCB – Ensure that the AU has received notification of all children who are potentially eligible for transitioning and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review child and family information, including the current IFSP and ongoing assessment data,</li> </ul>

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	<p>appropriate (i.e., Head Start, local preschool, private agency, etc.).</p> <ul style="list-style-type: none"> <li>• Visit and/or get information on preschool options in the community for the child.</li> <li>• Discuss potential transition challenges for child with early intervention providers and service coordinator.</li> </ul>	<p><b>preschool (Part B) services.</b></p> <ul style="list-style-type: none"> <li>• Service Coordinator –               <ul style="list-style-type: none"> <li>○ Begin development of a <b>Transition Plan in the IFSP and document appropriate activities</b> (this may occur anytime between 3-12 months prior to a child’s 3<sup>rd</sup> birthday, depending on the child and family needs and priorities).</li> <li>○ Ensure that appropriate <b>consents to release information documents</b> are in place for the transition process to continue.</li> <li>○ Forward child and family information to the appropriate AU, with the family’s consent. This should include:                   <ul style="list-style-type: none"> <li>▪ Current IFSP</li> <li>▪ Current ongoing assessment reports</li> <li>▪ Current intervention notes</li> <li>▪ Other information pertinent to transition</li> </ul> </li> <li>○ Identify a contact person at the AU and provide the family with the name and phone number.</li> <li>○ Assist the family in visiting various public and private programs that may be options and in getting additional information as needed.</li> </ul> </li> <li>• Provider(s) –</li> </ul>	<p>received from early intervention service coordinator and identify additional information needed in order to plan for the Part B eligibility evaluation</p> <ul style="list-style-type: none"> <li>• Support family in gaining information on preschool service options as appropriate.</li> <li>• Participate in the transition planning, as appropriate</li> <li>• Provide the family (if they chose) with contact information of other family members who have preschoolers in the AU’s program who are willing to be contacted.</li> </ul>

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		<ul style="list-style-type: none"> <li>○ Support a family to consider different transition options as appropriate and to help them evaluate the appropriateness of the new settings for their child.</li> <li>○ Continue to document ongoing assessment of a child’s progress in the Results Matter online system.</li> <li>○ When appropriate, begin having discussions with the AU about a child who may be eligible for Extended School Year (ESY) services.</li> </ul>	
<b>3-6 Months prior to a Child’s 3<sup>rd</sup> Birthday</b>	<ul style="list-style-type: none"> <li>● Sign consent for Part B evaluation at the time of the evaluation.</li> <li>● Communicate with the AU as needed regarding the Part B evaluation and eligibility process.</li> </ul>	<ul style="list-style-type: none"> <li>● Service Coordinator- <ul style="list-style-type: none"> <li>○ Collaborate with the AU in arranging the Part B evaluation.</li> <li>○ With parental consent, send a complete copy of the child’s most current IFSP, including updated ongoing assessment data and notes to the AU.</li> <li>○ Update the transition plan, as appropriate.</li> </ul> </li> </ul>	<p>Prior to the Part B eligibility evaluation:</p> <ul style="list-style-type: none"> <li>● Review the current IFSP, ongoing assessment information, and any other information provided by the early intervention system.</li> <li>● Plan the Part B eligibility evaluation process (what further information is needed, what methods will be used, who needs to participate, etc.).</li> <li>● Discuss with the family the purpose and process of the evaluation &amp; schedule the date, time &amp; location.</li> <li>● <b>Provide written notification with the date, time, and location of the evaluation to the family and service coordinator.</b></li> </ul> <p>At the time of evaluation:</p> <ul style="list-style-type: none"> <li>● <b>Obtain written informed</b></li> </ul>

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			<p><b>parental consent.</b></p> <ul style="list-style-type: none"> <li>• <b>Provide and explain to the family their procedural safeguards in their native language.</b></li> <li>• Determine eligibility or ineligibility for preschool (Part B) services.</li> <li>• If eligible, develop an IEP and discuss preschool services for the child OR set a date for the initial IEP development.</li> <li>• If ineligible provide the family with information about other community programs and resources that may be available for the child and family.</li> <li>• Provide the family with contact information from the AU in order to address any follow up questions/concerns the family may have.</li> </ul>
<p><b>At least 90 Days prior to a Child’s 3<sup>rd</sup> Birthday</b></p>	<ul style="list-style-type: none"> <li>• Attend the transition conference and provide concerns and priorities regarding child.</li> <li>• Provide the AU with any additional information that may be pertinent to their child’s transition (i.e., doctor reports, private therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Service Coordinator – <ul style="list-style-type: none"> <li>○ <b>Ensure the transition conference is held and the transition plan in the IFSP is developed no later than 90 days prior to a child’s 3<sup>rd</sup> birthday.</b> The transition plan should address steps and services needed to ensure that the child’s transition from early intervention to Part B (or other preschool) services is smooth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate with the family and service coordinator in the development of a transition plan.</b> The transition plan should address strategies needed to ensure that a child’s transition from early intervention to Part B (or other preschool) services is smooth and timely</li> </ul>

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	reports, parent observations, etc.).	<p>and timely.</p> <ul style="list-style-type: none"> <li>○ <b>Provide written notice to a family</b>, the AU and/or any other potential preschool/program personnel <b>of the scheduled transition conference.</b></li> <li>○ Provide AU with updated copies of ongoing assessment completed by current providers for child and family, <b>with family consent.</b></li> <li>○ Continue to provide information to the family regarding the transition process.</li> <li>○ Review appropriate procedural safeguards with the family at the time of the transition conference.</li> </ul> <ul style="list-style-type: none"> <li>● Provider(s) – <ul style="list-style-type: none"> <li>○ Ensure current ongoing assessment information is available through the Results Matter online system for the AU or others involved with the transition.</li> <li>○ <b>Participate in the development of a transition plan with the family</b>, AU and/or other appropriate persons.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Determine any additional information needed for transition and discuss with the family and service coordinator.</li> </ul>
<b>From the Point a Transition Plan is Developed to a Child’s 3<sup>rd</sup> Birthday</b>	<ul style="list-style-type: none"> <li>● Discuss any changes in the child or family situation with service coordinator.</li> <li>● Work with providers to continue addressing transition needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Service Coordinator – <ul style="list-style-type: none"> <li>○ Follow-up with strategies included in transition plan.</li> <li>○ Forward any additional ongoing assessments and/or reports to the AU, with family consent.</li> <li>○ Work with the family and the AU to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Follow-up with any strategies from the transition plan for which the AU is responsible.</li> <li>● Review any additional ongoing assessment information received.</li> <li>● If the IEP was not developed at the time of eligibility determination,</li> </ul>

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		<p>identify those whom the family would like to have attend/participate in the IEP meeting, i.e., service coordinator, current early intervention providers, caregivers, other parents, etc.</p> <ul style="list-style-type: none"> <li>○ Follow-up with the family as needed and according to the transition plan.</li> <li>○ Ensure that exit status data is provided according to the CCB’s process for data collection.</li> <li>● Provider(s) – <ul style="list-style-type: none"> <li>○ Continue to implement steps and services within the transition plan, as identified and follow-up with the service coordinator and AU regarding any additional or new issues not addressed in the transition plan.</li> <li>○ <b>Ensure completion of exit data into the Results Matter online assessment system.</b></li> </ul> </li> </ul>	<p>then <b>develop the IEP, with the family and any others the parent requests by the child’s 3<sup>rd</sup> birthday and ensure that Part B procedural safeguards and family rights are explained clearly to the family and in their native language.</b></p> <ul style="list-style-type: none"> <li>● Schedule actual start date for preschool (Part B) services with family and IEP Team.</li> </ul>

**BOLD** Items = Federal and/or State Requirements