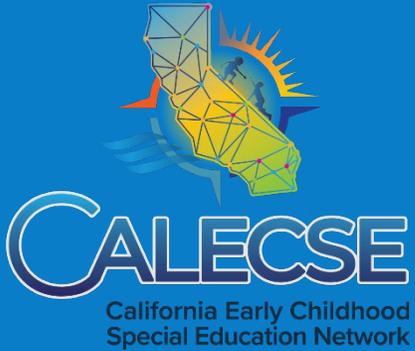




Back to Basics: Part C to Part B Transition Timelines for Regional Centers and Local Education Agencies

August 29, 2024



CaIECSE

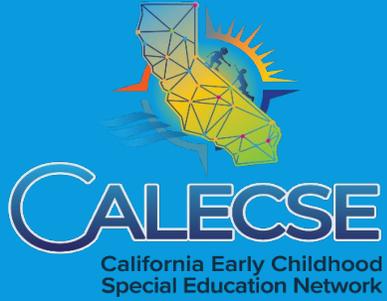
California Early Childhood Special Education Network

Funded by the CDE



Implementation Leadership

Co-Executive Director- Dr. Scott Turner, East San Gabriel Valley SELPA
Co-Executive Director-Melanie Hertig, Irvine Special Education/SELPA
Project Coordinator-Marion Springett, Saddleback Valley USD



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California Early Childhood Special Education Network

Funded by the CDE

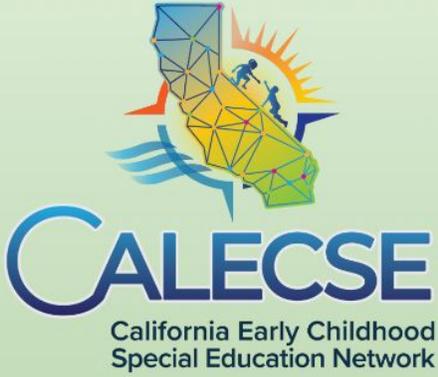
CaIECSE.org



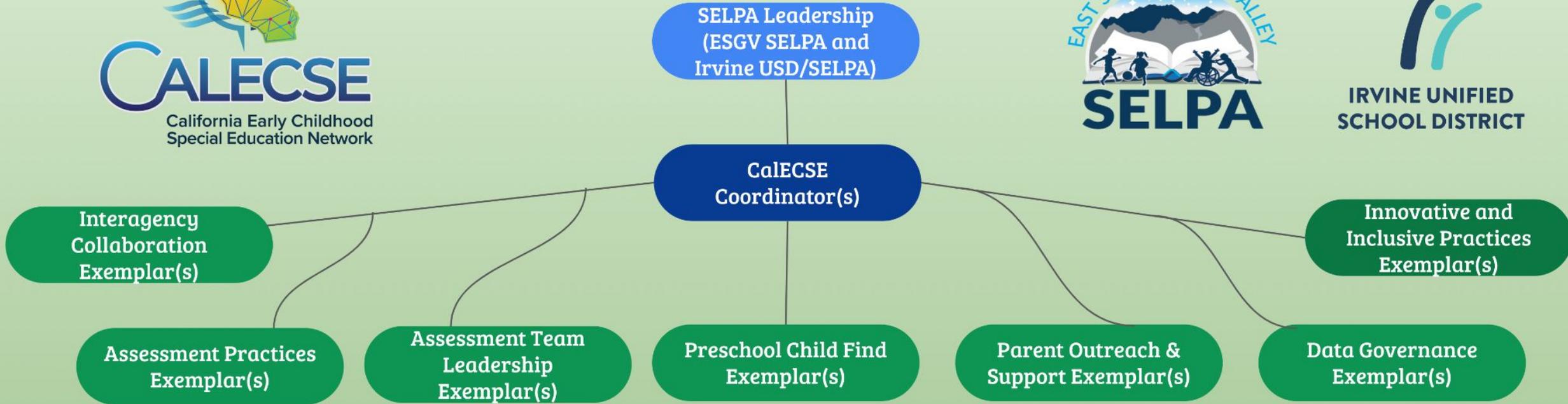
CaIECSE is a new technical assistance project funded under the California Department of Education (CDE) that will support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CaIECSE Network *leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CaIECSE Network is committed to *improving outcomes* for children and their families by *eliminating and addressing barriers* to successful transition for California's youngest children with disabilities.



CALECSE Network



Geographic Technical Assistance Facilitators/Leads

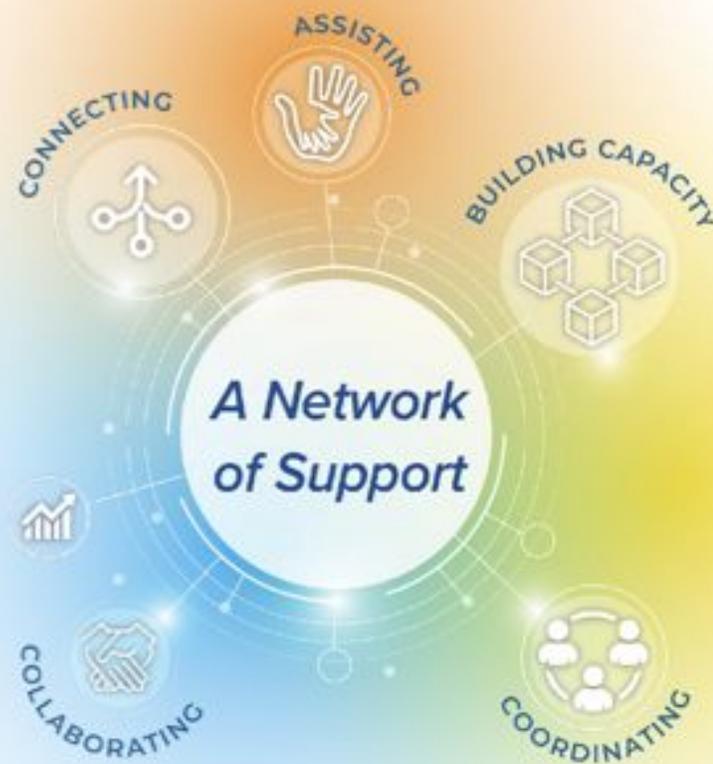
- TA 1
- TA 2
- TA 3
- TA 4
- TA 5
- TA 6
- TA 7
- TA 8
- TA 9
- TA 10
- TA 11

CalECSE Network Interagency Collaboration

**Lucia Garay, Interagency Collaboration
Exemplar Lead - LEA, CalECSE Network**

**Heather DiFede, Interagency Collaboration
Exemplar Lead - LEA, CalECSE Network**

**Sarah Franco, Interagency Collaboration
Exemplar Lead - Regional Center Agency,
CalECSE Network**



Required Timelines



Required Timelines for Part C to Part B Transitions

Referring children served by Part C, three or more months prior to their third birthday.

When late referrals and eligibility of children into Part C, result in late referrals to Part B.

✓ During the School Year



✓ During School Breaks



✓ Early Start eligibility 45-90 days before third birthday



✓ Early Start eligibility 1-44 days before third birthday



Referral Timelines

REQUIRED - Referral/Notification- Lead agency to Lead Education Agency (LEA) **no fewer than 90 days before the third birthday**

Must include Child's name & Date of Birth (DOB), and Parent contact info.

Parental consent not required

Transition Planning Conference – Lead agency & LEA with family **no fewer than 90 days, but not more than nine months before the third birthday**

Transition Plan - **no fewer than 90 days before the third birthday**

Parent consent is required for any information shared, beyond required notification Personally Identifiable Information (PII) from Part C to B

Determination of Part-B eligibility by age three

If eligible, Individualized Education Plan (IEP) and services in place by **third birthday**

IDEA's Regulations at Section 303.209 is titled "Transition to preschool and other programs" paragraph (b) Notification to the SEA and appropriate LEA; paragraph (c) Conference to discuss services; paragraph (d) Transition plan; paragraph (e) Transition conference and meeting to develop transition plan; paragraph (f) Applicability of transition requirements.

Referrals During Summer and School Breaks

- ✓ LEAs MUST accept and respond to **transition** referrals for all children, that may occur during the summer months or extended school breaks.
- ✓ Federal regulations require LEAs respond to all referrals within 15 calendar days, with an Assessment Plan or a Prior Written Notice that an assessment plan will not be completed and reasons.
- ✓ The parent has 15 days to respond to the assessment plan.
- ✓ LEAs may not defer **transition referral (initial Part B eligibility)** assessments and IEP meetings are not suspended because of school breaks [34 CFR Section 300.301(d)].



Recommendations to Address Referrals During Summer and School Breaks



- ✓ Communicate regularly with regional center/Part C LEAs to plan ahead for upcoming referrals and ensure assessments are done before school breaks or for staff to be available during the break.
- ✓ Hold transition conference early enough to allow time for the LEA evaluations and IEP to take place prior to the school break.

IEP Teams must consider Extended School Year (ESY) at each child's IEP meeting, including those who turn three during the
- ✓ LEA's summer break. Be proactive in sharing this information with parents.

Even if the IEP team determined that ESY services are not needed or parent prefers to delay start of services until the new
- ✓ school year, the IEP is considered "implemented" by the third birthday, as the meeting has been held, and any if appropriate services have been offered.

Children made eligible for Early Start (Part C) between 45 and 90 days prior to third birthday

✓ The Early Start (Part C) Lead Agency is required to:

- 
- ✓ Conduct initial evaluation and assessment for Part C
 - ✓ Hold initial Individualized Family Service Plan (IFSP) meeting, and develop IFSP, if eligible
 - ✓ Develop a transition plan with the appropriate steps and services
 - ✓ Provide notification to the Part B LEA
 - ✓ With parental consent, make a referral to the LEA (or assist the family to make contact with the LEA)
 - ✓ Transition conference MAY be conducted but is not required.

✓ The LEA (Part B) is required to:

- ✓ Ensure the initial evaluation under Part B is completed by the third birthday
- ✓ Develop an IEP by the third birthday if the child is determined eligible under part B even if ...
 - ... the 60-day timeline for conducting an initial evaluation expires after the third birthday
 - ... Part C provided notification and parental assistance to contact the LEA.
- ... There was no formal referral to Part B, yet child met Part C eligibility and has an IFSP.



Children made eligible for Early Start (Part C) between One (1) and 44 days prior to third birthday

✓ The Early Start (Part C) Lead Agency is required to:

- ✓ With parental consent, make a referral to the LEA, or assist the family in initiating contact with the LEA in the area where the toddler resides.

NOT REQUIRED to:

- Conduct initial evaluation and assessment for Part C eligibility
- Hold an initial IFSP meeting
- Develop a Transition Plan
- Hold a Transition Conference



✓ The LEA (Part B) is required to:

- ✓ Ensure the initial evaluation under Part B is completed by the third birthday
 - ✓ Develop an IEP by the third birthday if the child is determined eligible under part B even if ...
 - ... the 60-day timeline for conducting an initial evaluation expires after the third birthday
 - ... the child does not have an IFSP yet
- Part C provided the LEA:
- notification to Part B
 - parental assistance to contact the LEA

Part C to Part B Transition Tools

Best Practices and Useful Checklists

10 Best Practices to Successful Transitions

1. **Inform families about transitions**
2. **Know about the community resources available to families**
3. **Develop and annually review the interagency agreement**
4. **Plan for the transition with the family**
5. **Have a process in place for the referral and notification**
6. **Have a process for late referrals**
7. **Prepare for the transition conference**
8. **Plan ahead for summer and extended school breaks**
9. **Develop cross-agency understanding of the LEA eligibility assessment and IEP processes**
10. **Develop cross-agency understanding of the Lanterman assessment and IEP planning processes**



SOURCE: California Department of Developmental Services, Early Start Section and California Department of Education, Special Education Division. Effective Early Childhood Transitions: A Guide for Transition at Age Three-Early Start to Preschool. Sacramento: WestEd Center for Prevention and Early Intervention, 2013.



Early Start Coordinator's Transition Checklist*

Family-friendly practices no later than the IFSP meeting prior to the transition conference (may take place at the same time):

- Refer family to the family resource center (FRC) for family support services, with parent permission
- Emphasize that Early Start services terminate at three years of age

No later than 30 months:

- Notify the family (and others requested by the family) that a transition conference will occur no later than 90 days prior to the child's third birthday.
- Inform the family that the LEA will be invited to attend the transition conference.
- Inform families that they have the right to invite persons of their choice to the transition conference.
- Notify the LEA that a transition conference will occur no later than 90 days before the child's third birthday.
- Coordinate the transition conference location, date, and time with parents and the LEA.
- Inform the family that a notification/referral will be made to the LEA no later than 90 days before the child's third birthday.

Ninety days before the third birthday, or earlier at the discretion of all parties:

- Send a written meeting invitation to parent and LEA at least two days before the transition conference.
- Convene the transition conference.
- Document discussions and identify individual transition steps and services including:
 - family questions, concerns, priorities, and resources;
 - training to prepare families for future placements;
 - providing information about community services and resources;
 - steps and services to prepare a toddler for successful transition at age three;
 - steps to determine eligibility for LEA and continued regional center services at age three;
 - required assessments, timelines, and responsible parties;
 - possible program options at age three;
 - identification of persons responsible for convening the final IFSP review, initial IEP, and initial IPP meetings as appropriate;
 - eligible for LEA services, and IPP if the child is eligible for ongoing regional center services.
- Involve others requested by the family, such as the FRC, in the transition process.
- Send the LEA written notification/referral for the child (parent consent is not required).
- Include copies of evaluation and assessment reports, and the most recent IFSP in the referral packet, with parental consent.

By the third birthday

- Participate in the final IFSP review and initial IEP and IPP meetings, as appropriate.
- Provide referrals for community-based services, as appropriate.

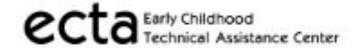
At three years

- Complete the required data reports
- Close Early Start file

*This checklist may be used to monitor the Early Start service coordinator's required transition responsibilities and related activities. Transition planning may begin as early as 27 months of age with the agreement of all involved parties, and the transition conference must be held no later than 90 days before the child's third birthday.
 Source: California Department of Developmental Services and California Department of Education. Effective Early Childhood Transitions. A guide for Transition at Age Three- Early Start to Preschool. Sacramento: A collaborative project of California Department of Developmental Services and California Department of Education. 2013



TRANSITION Checklist 2 of 3



Transition from Early Intervention Services to Part B Preschool Special Education Checklist

This checklist includes practices to support the transition of toddlers from early intervention services into preschool or preschool special education services. The main focus of these practices is activities implemented in collaboration with family members and preschool program practitioners that promote positive relationships and child and family preparation and

adjustment to new settings and services. The checklist indicators can be used to develop a transition plan to ensure a child's and family's smooth transition from early intervention to preschool. The checklist rating scale can be used for a self-evaluation to determine whether the transition practices were used prior to, during, and after the transition.

Practitioner: _____ Child: _____ Date: _____

| Please indicate which practice characteristics you were able to use as part of transitions for a child and family: | Seldom or never (0 - 25%) | Some of the time (25 - 50%) | As often as I can (50 - 75%) | Most of the time (75 - 100%) | Notes |
|---|------------------------------|--------------------------------|---------------------------------|---------------------------------|-------|
| 1. Practitioners provide opportunities for parents/family members to discuss services and supports they think their child might need in a preschool setting or program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. Parents/family members share their hopes, concerns, and ask questions about future programs and services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. Parents/family members are provided the information they need to participate and make informed decisions about a preschool transition | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. Practitioners from the sending and receiving programs communicate with parental permission and provide on-going support to parents/family members and their child as they adjust to new programs and settings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. Parents/family members and early intervention practitioners share information about the child's capabilities, preferences, interests and needs with the preschool staff with parental permission | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. Practitioners actively involve preschool/preschool special education staff in the transition plan for the transition from early intervention to preschool | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. Parents/family members are provided information about the legal requirements and process for eligibility for preschool and IEP development for preschool special education or other community-based preschool programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. Practitioners arrange for preschool program visitation by parents/family members and their child | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

This checklist is based upon the following DEC Recommended Practices: Transition 1, 2
 The DEC Recommended Practices are available at <http://dec-sp.ed.gov/recommendedpractices>
 Access this checklist and other products at <http://ectacenter.org/decrp>
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- ✓ **Ten Best Practices to Successful Transitions**
https://drive.google.com/file/d/1NLweJFnX5xMJ_yqIK5H6CkuzB0JXVZZy/view

- ✓ **Recorded session explaining the 10 Best Practices to Successful Transitions: Part 3: Leveraging and Expanding Interagency Collaborations and Communication (video):** <https://player.vimeo.com/video/981606250>

- ✓ **Early Start Coordinator Checklist**
<https://drive.google.com/file/d/1eP6ZWos2eAGIUu0UP3UrQtxHs23snk7w/view?usp=sharing>

- ✓ **Practitioner Checklist for Transitions from Early Start to Part B Services**
<https://drive.google.com/file/d/1NiJHQedBo-KSu4VqXvNYvwasV4PeBVnO/view?usp=sharing>

Reference Tools and Sample Forms

RESOURCES TO PLAN FOR TRANSITION TIMELINES*

Transition Timelines with details and responsibility assignments ((complete document clipped on this slide)

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://calecse.org/uploads/blogs/files/1709681911_Part%20C%20to%20Part%20B%20Transition%20At-A-Glance%20-%20Assessment%20Team%20Leadership.pdf

Referrals During School Breaks

<https://drive.google.com/file/d/1blUjMTOFzRHwvEczed9aUL5erqwRmDDt/view>

Transition Rules for Late Referrals

<https://drive.google.com/file/d/18l-iSm3rA4WsQWvHsbIDAbUezDo1u6y6/view>

* Transition requirements are applicable to ANY child who was referred to Early Start prior to their third birthday. This includes children who may have been referred so close to their third birthday that no Part C services, other than transition, were provided.



Part C to Part B Transition At-A-Glance Assessment Team Leadership

Purpose: Transitions occur for children and families across their lifespan. One major transition required within IDEA is when children turn 3 years old and transition out of Part C Early Intervention Programs into Part B Services for School-Aged Children. Families have procedural safeguards and protections that ensure they are fully informed about the process and options as their child is assessed for eligibility under Part B of the IDEA. Local LEAs have a requirement under the IDEA to ensure that 100% of the children receiving Part C services and found eligible for Part B, have Part B services in place by the child's third birthday.

| Timeline | Responsible Party | Action |
|--|----------------------------|--|
| At least 3 months and not more than 9 months prior to a child's 3rd birthday | Part C Service Coordinator | Transition Plan: The transition plan is part of the IFSP. The IFSP team (which includes the parent) must develop a transition plan including steps to exit from the Part C program, appropriate services as part of the IFSP, and a review of program options for the child once they turn 3. This can be developed at the transition conference, but may be developed anytime between 9 months and 90 days prior to the child's 3rd birthday. |
| At least 3 months and not more than 9 months prior to a child's 3rd birthday | Part C Service Coordinator | Referral: The local Regional Center/Part C Provider is required to make an official referral to the LEA in which a child resides, letting them know there is a child who is potentially eligible for Part B of the IDEA. This step must occur even if the parents do not want a transition conference or for detailed records to be released to the LEA. Referral does not require parent permission to provide the child's name, the child's date of birth, and the parents' contact information. |
| At least 3 months and not more than 9 months prior to a child's 3rd birthday | Part C Service Coordinator | Transition Conference: The Regional Center/Part C Provider must, with the permission of the parents, convene a transition conference to discuss current services and provide notice that their child may be eligible to receive services under Part B of IDEA. If a conference is convened, the Regional Center must invite an LEA representative to the transition conference. Whether or not an LEA representative attends, the Regional Center must conduct the transition conference and provide parents with information about Part B services (eligibility, timelines, and availability of special education and related services). |
| At least 3 months and not more than 9 months prior to a child's 3rd birthday | Part B LEA | Transition Conference: If invited, an LEA representative is required to participate in the transition conference. The LEA should cooperate with the Regional Center/Part C Provider to provide parents with information about Part B services (registration process, eligibility, timelines, and availability of special education and related services). |



Eligibility and Service Delivery Policies: Differences Between IDEA Part C and IDEA Part B

This document provides a snapshot overview of IDEA Part C and IDEA Part B policies in the following areas: Eligibility Criteria, Eligibility Determination, Types of Services, Service Settings, Service Recipients, Parental Rights, and System of Payments. It is intended as a resource to support transition between these programs for children who are deaf or hard of hearing.

| Topic | Part C | Part B |
|-----------------------------|--|--|
| Eligibility Criteria | <p>Each state must establish the criteria for eligibility. All states must include the following two categories in their eligibility criteria:</p> <ol style="list-style-type: none"> Is experiencing a developmental delay, as measured by appropriate diagnostic instruments, in one or more areas: <ol style="list-style-type: none"> Cognitive Physical or mental development Communication development Social development Adaptability Has a developmental condition that has a high probability of resulting in developmental delay. <p>Each state must establish the percentage of children to establish eligibility. The state also cannot result in developmental delay. States have the authority to establish an additional eligibility criterion for infants and toddlers with developmental conditions such as biological or environmental factors such as including respiratory distress, lack of oxygen, infection, nutrition</p> | <p>A child with a disability, under Part B of IDEA, means a child evaluated as having:</p> <ol style="list-style-type: none"> An intellectual disability, A hearing impairment (including deafness), A speech or language impairment, A physical impairment (including orthopedic impairment), A multiple disability, Deafness, Blindness, Other conditions. |

| Eligibility Criteria | Part C | Part B |
|----------------------|--|---|
| <i>Continued</i> | <p>a history of abuse or neglect, and being directly affected by illegal substance abuse or withdrawal symptoms resulting from prenatal drug exposure.</p> | <ol style="list-style-type: none"> Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance. Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. Multiple disabilities mean concomitant impairments (such as intellectual disability-blindness or intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. <p>For a child to be eligible for Part B services, the child must (1) have a disability (i.e., meet eligibility requirements) and (2) be in need of special education and related services. A team of qualified professionals and the parent of the child shall make the determination of eligibility and determine the educational needs of the child.</p> |

| Eligibility Determination | Part C | Part B |
|----------------------------------|--|---|
| Eligibility Determination | <p>Evaluation in Part C is defined as the process used by qualified personnel to determine a child's initial and continuing eligibility. The process must include:</p> <ol style="list-style-type: none"> Administration of an evaluation instrument; Taking into account the child's individual characteristics; Identifying functional strengths and needs: <ol style="list-style-type: none"> Communication Learning Physical Social Emotional Behavioral Gathering information from other sources; Reviewing other information. <p>It is important to use medical and educational information used to establish the child's educational needs. Assessment procedures to identify the child and concerns are used to establish the child's educational needs on the basis of the child's strengths and needs.</p> | <p>Evaluation in Part B is defined as the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The evaluation procedures must include:</p> <ol style="list-style-type: none"> Administration of an evaluation instrument; Taking into account the child's individual characteristics; Identifying functional strengths and needs: <ol style="list-style-type: none"> Communication Learning Physical Social Emotional Behavioral Gathering information from other sources; Reviewing other information. |
| Types of Services | <p>Part C services are developmental in nature and provided on an individualized, family-centered basis. Services identified in the regulations include, but are not limited to:</p> <ol style="list-style-type: none"> Assistive Technology Device and Services, Audiology, Family Training and Counseling Services, Health Services, Medical Services, Nursing Services, Nutrition Services, Occupational Therapy, Physical Therapy, Psychological Services, Service Coordination, Sign Language and Cued Language, Social Work Services, Special Instruction, Transportation and Related Services, Vision Services, and Speech/Language Therapy. | <p>Part B services are educational in nature and provided on an individualized basis. They are related to a child's measurable and annual goals, including academic and functional goals, that are designed to:</p> <ol style="list-style-type: none"> Meet the child's needs to enable the child to be involved in the general education curriculum. |
| Service Setting | <p>Part C requires that services provided to an eligible infant and toddler be provided in settings that are natural or typical for the same-aged infant or toddler without a disability. The regulatory term "natural environment" is used to define the implementation of services within the daily routine activities of the family and their community.</p> | <p>Part B services are provided in the least restrictive environment. This means that children with disabilities are educated with children who are not disabled to the maximum extent appropriate. Services are provided in settings that are natural or typical for the same-aged child.</p> |

| Service Recipients | Part C | Part B |
|---------------------------|---|--|
| Service Recipients | <p>In Part C, services are provided to each eligible child within the context of their family and caregivers. Services and supports that are identified in the family's Individualized Family Service Plan are based on the family's identified priorities and concerns for their child and must address the child's developmental needs.</p> | <p>In Part B, special education and related services are provided to each eligible student between the ages of 3 and 21. Special education and related services are determined by the child's IEP. Special education, related services, and supplementary aids and services are determined based on a child's functional and academic needs and should enable the child to be involved in and make progress in the general education curriculum or to participate in appropriate activities.</p> |
| Parental Rights | <p>Families in Part C have the same parental rights as families in Part B. In many states, Part C adopts the Part B safeguards. In all cases, families have the right of consent from referral through transition. Part C is a totally voluntary program on the part of parents.</p> | <p>Families in Part B have the same parental rights as families in Part C. In all cases, similar to Part C, families have the right of consent from initial evaluation to placement and provision of special education and related services to post-school transition or exit from special education.</p> |
| System of Payments | <p>Part C statute and regulations provide for a system of payment for Part C services. States must develop written policy that must be provided to all families that explains what, if any, responsibility the family has for supporting the costs of services through the use of public or private insurance or family fees.</p> | <p>Free appropriate public education, a provision in Part B, means that special education and related services:</p> <ol style="list-style-type: none"> Are provided at public expense under public supervision and direction, and without charge, Meet the standards of the State Educational Agency (SEA), Include an appropriate preschool, elementary school, or secondary school education in the State, and Are provided in conformity with an IEP. |

Reference:

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004).

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This document can be found on www.infanthearing.org/earlyintervention

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Sample Notification/Referral Letter to Local Education Agency

Date of Referral: _____

To: Contact Name: _____

LEA: _____

Address: _____

Contact Phone: _____

Re: _____

Email: _____

From: Contact Name: _____

Part C Service Agency: _____

Address: _____

Contact Phone: _____

Email: _____

This is a notification/referral for a child who resides in your school district and will soon be turning three years of age. As a child who currently receives Early Start services, he/she is potentially eligible for Part B services through the LEA at age three.

Child's Name: _____

Date of Birth: _____

Parent Name: _____

Parent Contact Information:

Address: _____

Contact Phone: _____

Email: _____

Languages Spoken by Child and Family:

Source: California Department of Developmental Services and California Department of Education. *Effective Early Childhood Transitions: A guide for Transition of Age Three-Early Start to Preschool*. Sacramento: A collaborative project of California Department of Developmental Services and California Department of Education. 2013.



Sample Notification/Referral Information Packet to Local Education Agency

This packet accompanies the referral for the child listed below, with parent consent*:

Date: _____

Regarding: _____

| Child's Name | Date of Birth |
|--------------|---------------|
| _____ | _____ |

To (Receiving Agency): _____

Agency Contact: _____

From (Sending Agency): _____

Service Coordinator/Agency Contact: _____

- _____ Most recent Individualized Family Services Plan, including Transition Plan
- _____ State of California School Immunization records (if available)
- _____ *Parent's signed consent to Exchange Additional Identifying Information Between Agencies

The following assessments, evaluations, and progress reports were completed recently (within the past six months) and are included in this packet. Additional assessments that are in process are noted below. Please contact the service coordinator to obtain additional information.

- Psychological/Developmental _____
- Speech and Language _____
- Occupational Therapy _____
- Behavioral _____
- Medical _____
- Audiological _____
- Vision/Optical _____
- Nursing/Nutrition _____
- Other _____

California Department of Developmental Services and California Department of Education. *Effective Early Childhood Transitions: A guide for Transition of Age Three-Early Start to Preschool*. Sacramento: A collaborative project of California Department of Developmental Services and California Department of Education. 2013.



Sample Notice of Transition Conference

Date: _____

Parent Name: _____

Address: _____

City/State/Zip: _____

Re: _____

DOB: _____

Dear Parent: _____ This is to confirm that our meeting is scheduled for:

| Date | Time | Location |
|-------|-------|----------|
| _____ | _____ | _____ |

The following people are invited to this meeting:

| Name | Agency | Title |
|-------|--------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

You may invite anyone else (family member, friend, advocate, other) that you would like to be involved in the Transition Conference. **If this time is no longer convenient for you, please contact me at _____ as soon as possible so that the meeting can be rescheduled.**

Sincerely, Service Coordinator
Cc: LEA Representative

California Department of Developmental Services and California Department of Education. *Effective Early Childhood Transitions: A guide for Transition of Age Three-Early Start to Preschool*. Sacramento: A collaborative project of California Department of Developmental Services and California Department of Education. 2013.



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- ✓ **Eligibility, Services, and Policy Differences Between IDEA Part C and IDEA Part B**

<https://drive.google.com/file/d/1JIDjkC1C3y0nofZPDsfO5cwqxLrJVer7/view>

- ✓ **Sample Notification Referral Letter to LEA**

https://drive.google.com/file/d/1TF1vvtBrSGUkK3PU6Yi2_-E5rIb6Dscj/view

- ✓ **Sample Notification**

[https://drive.google.com/file/d/1qTWGNsBh1TOqkG4SZLo1JZuYF5Hnznxw/viewReferral Info Packet to LEA.pdf](https://drive.google.com/file/d/1qTWGNsBh1TOqkG4SZLo1JZuYF5Hnznxw/viewReferral%20Info%20Packet%20to%20LEA.pdf)

- ✓ **Sample Notice of Transition Conference**

<https://drive.google.com/file/d/1r9OPFO8y4lolTxshBe60MNH1zbU7eHUp/view>



THANK YOU!



CALECSE

California Early Childhood
Special Education Network

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