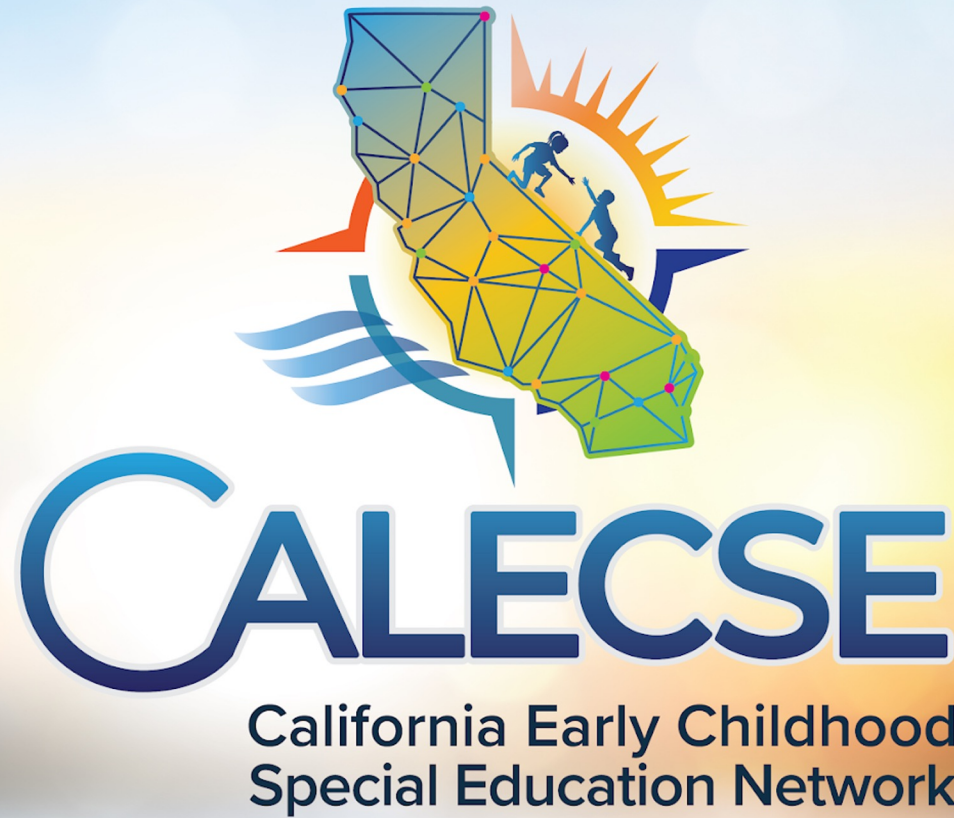




Best Practices to Establishing Successful Regional Part C to Part B Transitions

August 28, 2023



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



CalECSE

California Early Childhood Special Education Network

Funded by the CDE

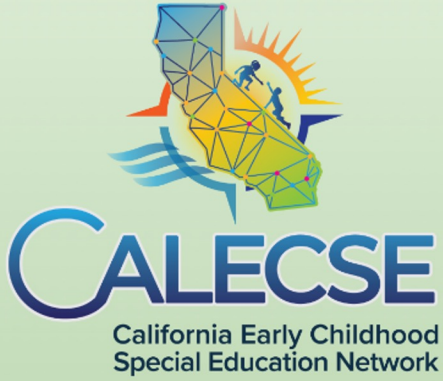
CalECSE.org



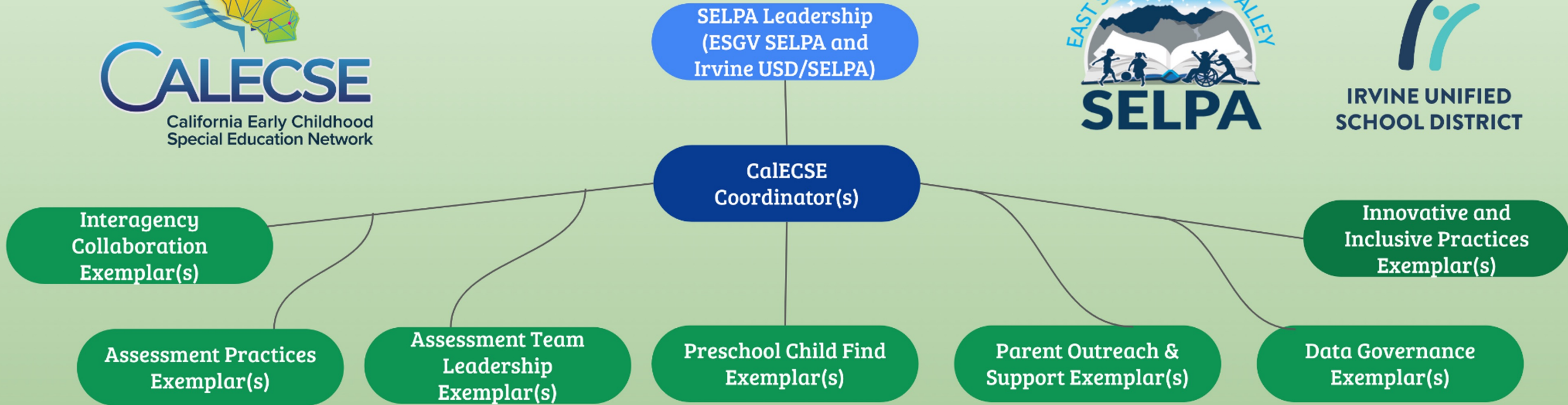
CalECSE is a new technical assistance project funded under the California Department of Education (CDE) that will support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to 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 CalECSE Network will *leverage collaboration amongst agencies, disseminate resources, highlight existing exemplar practices, and provide direct technical assistance* to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CalECSE 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



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**



Best Practices to Establishing Successful Regional Part C to Part B Transitions:

Leveraging and Expanding Interagency
Collaborations and Communications

Successes

The Interagency agreement is a culmination of a collaborative process that assists all agencies to achieve successful outcomes for children and families.



Requirements for Interagency Agreements

CCR Title 17. Public Health, Division 2. Health and Welfare Agency, Department of Developmental Services Regulations Chapter 2. Early Intervention Services, Subchapter 4. Service Coordination, Article 2. Interagency Agreements

(a)

(b)

(c)

(d)

(e)

(f)

(g)

(h)

(i)

(j)

(k)

(l)

(m)

(n)

(o)

(p)

(q)

(r)

(s)

(t)

(u)

(v)

(w)

(x)

(y)

(z)

(aa)

(ab)

(ac)

(ad)

(ae)

(af)

(ag)

(ah)

(ai)

(aj)

(ak)

(al)

(am)

(an)

(ao)

(ap)

(aq)

(ar)

(as)

(at)

(au)

(av)

(aw)

(ax)

(ay)

(az)

(ba)

(bb)

(bc)

(bd)

(be)

(bf)

(bg)

(bh)

(bi)

(bj)

(bk)

(bl)

(bm)

(bn)

(bo)

(bp)

(bq)

(br)

(bs)

(bt)

(bu)

(bv)

(bw)

(bx)

(by)

(bz)

(ca)

(cb)

(cc)

(cd)

(ce)

(cf)

(cg)

(ch)

(ci)

(cj)

(ck)

(cl)

(cm)

(cn)

(co)

(cp)

(cq)

(cr)

(cs)

(ct)

(cu)

(cv)

(cw)

(cx)

(cy)

(cz)

(da)

(db)

(dc)

(dd)

(de)

(df)

(dg)

(dh)

(di)

(dj)

(dk)

(dl)

(dm)

(dn)

(do)

(dp)

(dq)

(dr)

(ds)

(dt)

(du)

(dv)

(dw)

(dx)

(dy)

(dz)

(ea)

(eb)

(ec)

(ed)

(ee)

(ef)

(eg)

(eh)

(ei)

(ej)

(ek)

(el)

(em)

(en)

(eo)

(ep)

(eq)

(er)

(es)

(et)

(eu)

(ev)

(ew)

(ex)

(ey)

(ez)

(fa)

(fb)

(fc)

(fd)

(fe)

(ff)

(fg)

(fh)

(fi)

(fj)

(fk)

(fl)

(fm)

(fn)

(fo)

(fp)

(fq)

(fr)

(fs)

(ft)

(fu)

(fv)

(fw)

(fx)

(fy)

(fz)

(ga)

(gb)

(gc)

(gd)

(ge)

(gf)

(gg)

(gh)

(gi)

(gj)

(gk)

(gl)

(gm)

(gn)

(go)

(gp)

(gq)

(gr)

(gs)

(gt)

(gu)

(gv)

(gw)

(gx)

(gy)

(gz)

(ha)

(hb)

(hc)

(hd)

(he)

(hf)

(hg)

(hh)

(hi)

(hj)

(hk)

(hl)

(hm)

(hn)

(ho)

(hp)

(hq)

(hr)

(hs)

(ht)

(hu)

(hv)

(hw)

(hx)

(hy)

(hz)

(ia)

(ib)

(ic)

(id)

(ie)

(if)

(ig)

(ih)

(ii)

(ij)

(ik)

(il)

(im)

(in)

(io)

(ip)

(iq)

(ir)

(is)

(it)

(iu)

(iv)

(iw)

(ix)

(iy)

(iz)

(ja)

(jb)

(jc)

(jd)

(je)

(jf)

(jg)

(jh)

(ji)

(jj)

(jk)

(jl)

(jm)

(jn)

(jo)

(jp)

(jq)

(jr)

(js)

(jt)

(ju)

(jv)

(jw)

(jx)

(jy)

(jz)

(ka)

(kb)

(kc)

(kd)

(ke)

(kf)

(kg)

(kh)

(ki)

(kj)

(kk)

(kl)

(km)

(kn)

(ko)

(kp)

(kq)

(kr)

(ks)

(kt)

(ku)

(kv)

(kw)

(kx)

(ky)

(kz)

(la)

(lb)

(lc)

(ld)

(le)

(lf)

(lg)

(lh)

(li)

(lj)

(lk)

(ll)

(lm)

(ln)

(lo)

(lp)

(lq)

(lr)

(ls)

(lt)

(lu)

Challenges

State Performance Plan /Annual Performance Report INDICATOR 12

- Development of a Transition Plan
- Timely Transitions with notification to the LEA
- Transition Conference

Session 1: Jan.30, 2023

- ✓ Timely REFERRALS
- ✓ Summer REFERRALS
- ✓ Variety in Part-C providers (RC, LEA/COE)
- ✓ Tracking referral timelines collaboratively
- ✓ Agreement on when consent is required
- ✓ Interagency collaborative processes



Session 2: Apr.24, 2023

- ✓ ENROLLMENT in Part B
for evaluation
for services
- ✓ Data system Enrollment: CALPADS
CDDS / Regional Centers
- ✓ Collaboration regarding enrollment
LEA required electronic enrollment
Support for families to enroll
Summer and late transitions

REFERRAL TIMELINES

REQUIRED - Referral/Notification- Lead agency to LEA no fewer than 90 days before the 3rd birthday

Must include Child's name & 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 9 months before the 3rd birthday

Transition Plan - no fewer than 90 days before the 3rd birthday

Parent consent is required for any information shared, beyond required notification PII from Part C to B

Determination of Part-B eligibility by age 3

If eligible, IEP and services in place by 3rd birthday

IDEA's Regulations at Section 303.209 is titled "Transition to preschool and other programs" and has the following italicized lead-ins to its paragraphs: 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.

Data Points Required During the Transition Process



Tension develops and is maintained when interagency communication does not include **INTENTIONAL** and **STRUCTURED CONVERSATIONS** to truly understand each other's reporting and accountability systems and needs.

Developing a **SHARED UNDERSTANDING** between Part C and receiving the Part B LEA, focused on developing **PROCEDURES THAT MUTUALLY BENEFIT BOTH AGENCIES' REPORTING NEEDS**, is a worthy time investment.

Regional Center Data Reporting



CALECSE
California Early Childhood
Special Education Network

- ✓ **Regional Centers transmit electronic data via the CDDS Early Start Report (ERS) system to CDDS**
- ✓ **CDDS utilizes data on the report to measure if transition timelines were met**
- ✓ **Regional Centers are expected to meet 100% compliance on required/collected transition data points.**
- ✓ **Each Regional Center selects its own local data management system to manage client records (IFSP/IPP, services, etc.). One of the most common ones is SANDIS**

Required Transition Data:

- Parent agreement to transition conference with LEA (yes/no)
- IFSP contains transition steps and services (yes/no)
- Referral date to LEA as potentially eligible
- Date of Transition Planning Conference
- SELPA/LEA attendance at Transition Planning Conference (yes/no)
- SELPA/LEA name
- If not referred to Part B, non-referral code (declined, unable to contact, etc.)
- Final disposition at age 3 (unable to contact, transfer to another RC, Part B eligible, no referral, out of state, exit prior to age 3, withdrawal, administrative close, etc.)



LEA Data Reporting

- ✓ LEAs transmit data to CDE through CALPADS
- ✓ CDE utilizes data submitted data to measure if transition timelines were met
- ✓ LEAs are expected to meet 100% compliance on required/collected transition data points.
- ✓ Each SELPA selects its own local special education data management system. One of the most common ones is SEIS

Required Transition Data:

- Demographic information
- Referral date to LEA
- Date of Parent Consent to Evaluation
- Date of Meeting
- Outcome of Initial Part B evaluation (eligible, not eligible, declined)
- Eligibility category
- Placement information
- Detailed information on services offered, if eligible



Successful Part C to B Interagency Collaborations & Agreements

- Collaborative development
- Include agreed-upon processes for each transition step
- Include all education partner agencies in all discussions
- Focus on function over form or format of the agreement
- Remain family-centric
- Have processes to develop consensus on each item/element
- Consider limitations and challenge status-quo
- Have an allocated time commitment to discuss, collaborate, & develop
- Commitment to annual review/revision and cyclic staff training on the agreement



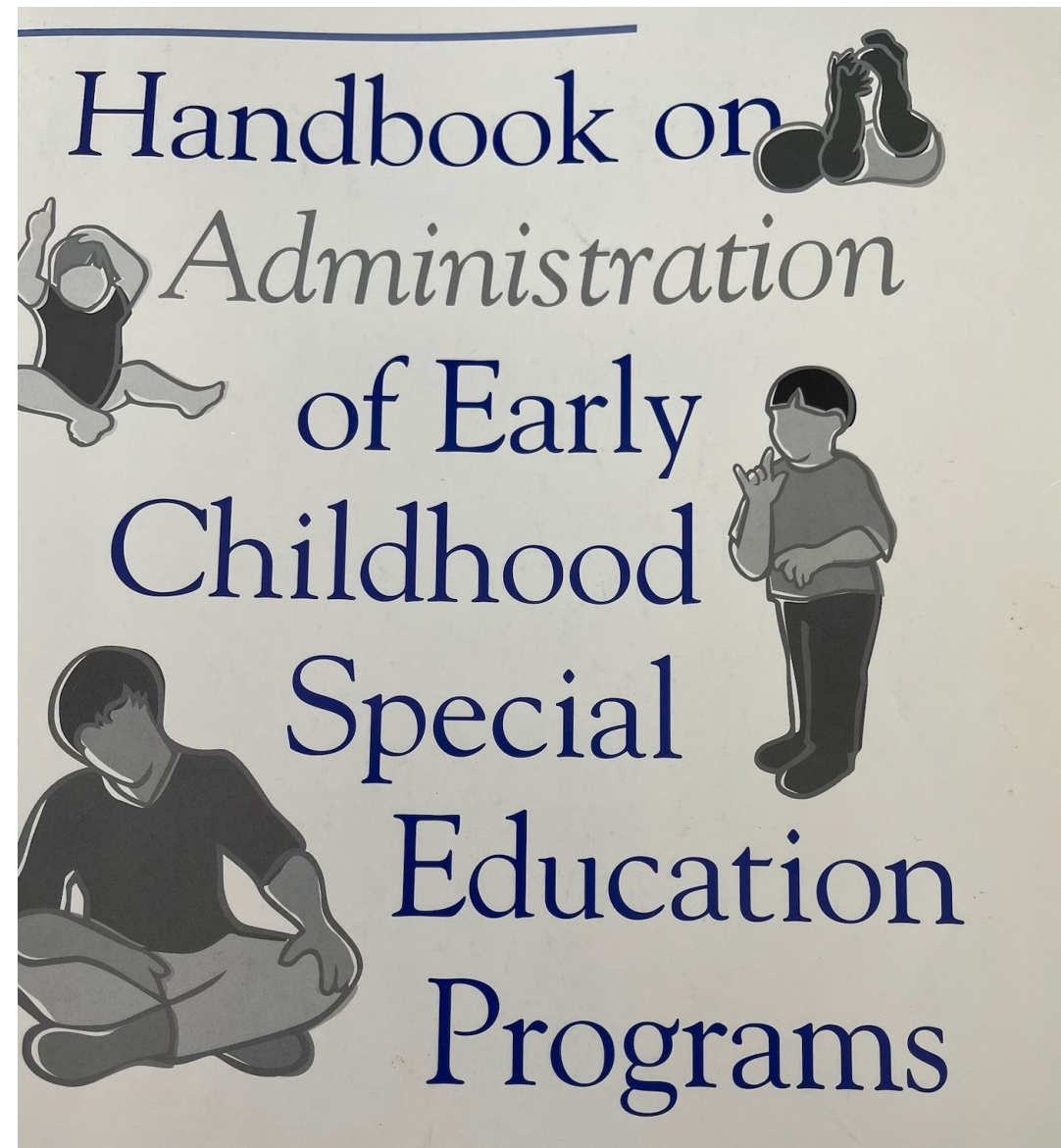
10 Best Practices to Establishing Successful Regional Part C to Part B Transitions



Effective Early Childhood Transition

A GUIDE FOR
Transition at Age Three
Early Start to Preschool

A COLLABORATIVE PROJECT OF THE
California Department of Developmental Services
and the California Department of Education



1. Inform Families About Transitions



WHEN: At intake and throughout Early Start eligibility

- ✓ It is presented to families as a critical program component during the earliest introduction to Early Start services.
- ✓ Service coordinators need a clear understanding of the locally agreed-upon transition procedures and community resources that are available to families.
- ✓ Families need to understand that they are part of a collaborative partnership.
- ✓ Local family resource centers (FRC's) can provide support, information and opportunities for families to talk with other parents who are knowledgeable about transitions.

***TRANSITION INVOLVES PREPARATION, PLANNING, AND IMPLEMENTATION,
AND IT BEGINS AT THE INITIAL VISIT WITH THE FAMILY***

2. Know About Community Resources Available to Families



WHEN: At intake, throughout Early Start eligibility, and during the transition process

- ✓ Each type of program has unique eligibility requirements (preschool / child care, medical, recreation, etc.)
- ✓ Service Coordinators need to have this information readily available to assist families in exploring services and supports
- ✓ Each county has a Child Care Resource and Referral (R&R) Agency that can provide a list of available child care and preschool programs (State-funded, Head Start, or Private, and how to access child care vouchers)
- ✓ Other community services may be provided through city/county parks and recreation programs, YMCA, community libraries, community centers and faith based organizations

ENSURE THAT AGENCY PERSONNEL HAVE INFORMATION ABOUT OTHER AGENCIES AND AVAILABLE SERVICES IN THE COMMUNITY

3. Develop and Annually Review the Interagency Agreement



WHEN: Annually, between the regional center and the special education local plan area

- ✓ Provide agencies the opportunity to identify what is working and what changes are needed to improve practices and procedures.
- ✓ Change interagency procedures if they are no longer effective, negotiating changes between both parties.
- ✓ Early Start and Part B LEA create and review locally developed transition materials, updating them as necessary.
- ✓ Work across agencies to provide interagency trainings for all programs involved in the transition process.

THE INTERAGENCY AGREEMENT IS A CULMINATION OF A COLLABORATIVE PROCESS THAT ASSISTS ALL AGENCIES TO ACHIEVE SUCCESSFUL OUTCOMES FOR CHILDREN AND FAMILIES.

4. Planning for Transition with The Family



WHEN: The child is between 24 and 36 months of age

- ✓ The conference may occur up to 9 months before the child's 3rd birthday. Work with the LEA to establish a range of dates/times to present to families for their transition conference meeting.
- ✓ Inform families of the requirement to notify the LEA / referral for Part B services as a federal requirement (no later than 90 days before the 3rd birthday).
- ✓ The service coordinator makes arrangements for the transition meeting and for inviting the LEA representative.
- ✓ The family may decline the transition conference with the LEA. If this occurs, the service coordinator documents it on the transition IFSP.

“Planning, is bringing the future into the present so you can do something about it now”

Alan Lakein

5. Have Processes in Place for Notification and Referral



WHEN: No later than 90- days before the child's third birthday

- ✓ Identify the LEA contacts for Part B notification/referral and create a list of names and contact information.
- ✓ Assign a single point of contact from each agency to support transition activities.
- ✓ Establish a process of communication and documentation between the sending and receiving agencies regarding the written notification of referral, placed in the child's record.
- ✓ Maintain contact between the Early Start service coordinator and the LEA preschool representative through out the process.

**CREATE AND MAINTAIN POSITIVE WORKING RELATIONSHIPS
BETWEEN EARLY START AND LEA PERSONNEL**

6. Have a Process for Late Referrals



WHEN: Less than 90- days before the child's third birthday

- ✓ Early Start responsibilities between 90 and 45 days prior to 3rd birthday: initial evaluation, initial IFSP, transition plan, and notification/referral to LEA. It is best practice (not required) to do the same between 1 and 44 days prior to 3rd birthday
- ✓ Early Start is required to make a referral to the LEA with parents consent or to assist the parent in making contact. A transition conference may be conducted but is not required if referred to Early Start between 1 and 44 days prior to 3rd birthday: same as above
- ✓ The LEA is responsible to complete an evaluation and develop an IEP by the child's 3rd birthday even if the 60-day timeline for conducting an initial evaluation would expire after the child's 3rd birthday.

**ESTABLISH LOCAL PROCEDURES BETWEEN EARLY START AND THE LEA TO RESPOND TO LATE REFERRALS,
AS PART OF THE INTERAGENCY AGREEMENT.**

7. Prepare for the Transition Conference

WHEN: No fewer than 90 days, and at the discretion of all parties, not more than 9 months before the child's third birthday.

- ✓ The transition plan is part of the IFSP and not a separate process.
- ✓ Required attendance: parents, service coordinator, service providers, and representatives from each affected LEA.
- ✓ The LEA representative must be prepared to answer questions and explain the assessment process, timelines, eligibility determination, the IEP process and potential services and supports.
- ✓ The transition plan must include steps to prepare the toddler for for changes in service delivery at age 3.

The purpose of the transition plan is to ensure a comprehensive and thoughtful transition process that is individually designed to meet the needs of the child and family

8. Plan for Summer and Extended Breaks

WHEN: By the child's third birthday

- ✓ The LEA must hold the IEP meeting on or before the child's third birthday, even if the LEA program is not in session when the birthday occurs.
- ✓ It is recommended the transition conference be scheduled early enough so all evaluation assessments are completed by the child's third birthday.
- ✓ For children who turn 3 during the summer, extended school year (ESY) services must be considered.
- ✓ Early Start and LEA personnel should be proactive in providing parents with information, calendars and resources.

FEDERAL REGULATIONS REQUIRE THAT LEAs MUST RESPOND TO ALL INITIAL REFERRALS WITHIN 15 CALENDAR DAYS WITH AN ASSESSMENT PLAN OR PRIOR WRITTEN NOTICE THAT AN ASSESSMENT PLAN WILL NOT BE COMPLETED AND REASONS

9. Develop Cross-agency Understanding of LEA Eligibility Assessments and IEP Planning Processes



WHEN: By the child's third birthday

- ✓ Evaluations and assessments must take into consideration the family's primary language.
- ✓ The LEA must review and consider current IFSP, existing assessment data completed by Early Start, medical records, outside assessments and program reports completed by Early Start service providers.
- ✓ IEP team participants must include: parents, Early Start service coordinator (at parent's request), regular education teacher, persons with knowledge of the child's abilities and needs, and persons who can interpret evaluation results.

IDEA PART B REQUIRES THAT SERVICES BE PROVIDED IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE) THAT WILL ALLOW THE CHILD TO BENEFIT FROM HIS OR HER PROGRAM. LRE MEANS THAT TO THE MAXIMUM EXTENT THAT IS APPROPRIATE, THE CHILD WILL BE EDUCATED IN REGULAR EDUCATION SETTINGS WITH CHILDREN WHO DO NOT HAVE DISABILITIES.

10. Develop Cross-agency Understanding of Lanterman Eligibility Assessments and IPP Planning Processes



WHEN: At three years of age

- ✓ Early Start service coordinators discuss Lanterman eligibility with families throughout Early Start services.
- ✓ The regional center will evaluate the child to determine eligibility: A child must have a developmental disability (intellectual disability, cerebral palsy, epilepsy, and autism), or a condition that is found to be closely related to an intellectual disability or to require treatment similar to that required for individuals with intellectual disabilities that originated before age 18. In addition, the child must have a significant impairment in three or more of the seven areas of major life activity
- ✓ With parent permission, provide the LEA with a copy of the IPP, as appropriate, and invite the new service coordinator to attend the final IFSP and initial IEP meetings.

INITIATE LANTERMAN ELIGIBILITY DETERMINATION EARLY, WITH PARENT CONSENT, TO DETERMINE ELIGIBILITY FOR ONGOING REGIONAL CENTER SERVICES TO MEET TIMELINES

Assessing Collaboration Readiness



*“Change
happens
at the
Speed of
Trust.”*

Old adage

Assessing Team Communications



- Likert Scale
- 13 items
- Is specific to communications within each agency
- If developed as a single cross-agency electronic survey, additional items can be locally developed to identify agency (LEA/ RC/FRC) and level of responder (top management/mid management/direct family contact/service provider)
- Results can be sorted by agency type and openly shared across agency leaders planning the collaborative process

Assessing Team Problem Solving/Creativity



- Likert Scale
- 10 items
- Survey instructions should specify if the responder is answering to problem solving practices within their own agency or across agencies.
- Additional items can be locally developed to identify agency (LEA/ RC/FRC) and level of responder (top management/mid management/direct family contact/service provider)
- Visual representation of cross-agency strengths and areas of growth as a collaborative group, can be shared back with all participating cross-agency staff

Assessing “Teamness”



- Likert Scale
- 18 items
- Survey instructions should specify if the responder is answering to problem solving practices within their own agency or across agencies.
- Survey instructions should be on the ‘teamness’ specific to cross-agency collaboration during the transition process with families.
- Some of the elements this survey addresses are: cooperation, mutual respect, trust, support, commitment, identification, leadership, and creativity

Online Resources:

[10 Best Practices to Successful Transitions](#)

[Teamness Assessment Scale](#)

[Team Communications Assessment Scale](#)

[Rating Scale to Assess Team Problem-Solving and Creativity](#)





CALECSE

California Early Childhood
Special Education Network

Contact Us!



CALECSE

California Early Childhood
Special Education Network

MARION SPRINGETT

Project Coordinator

(626) 966-1679 (P)

(626) 339-0027 (F)

mspringett@calecse.org

1400 Ranger Dr.

Covina, CA 91722

calecse.org