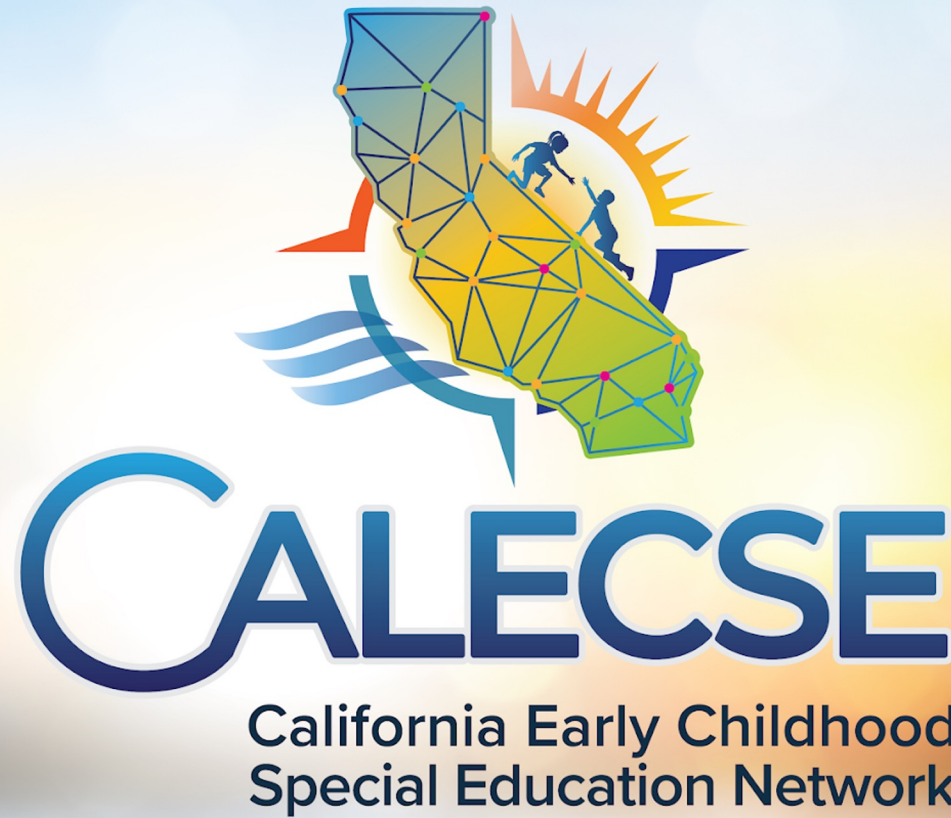




Early Education Interagency Collaboration

Tools for Reviewing and Updating Interagency Collaborations and Agreements

Focus Area: Part C to Part B Transitions

January 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
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CalECSE

California Early Childhood Special Education Network

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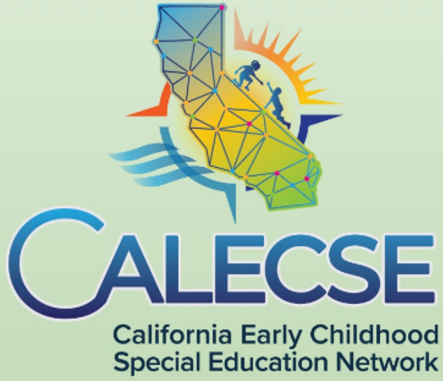
CalECSE.org



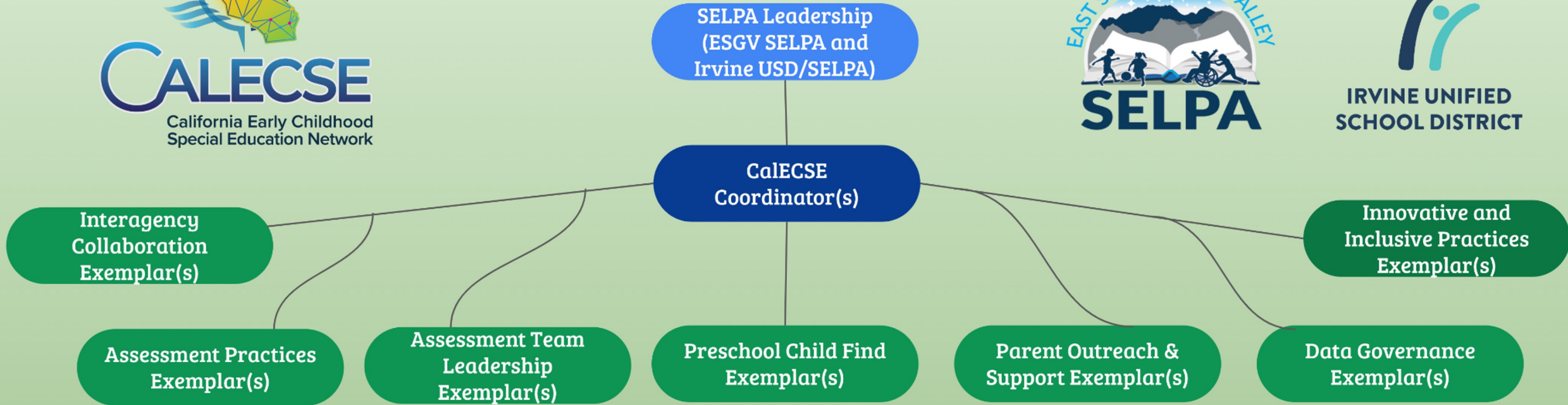
CalECSE is a new technical assistance project funded under the California Department of Education (CDE) that will support Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of IDEA Part C to 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 *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 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,
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Best Practices to Establishing Successful Regional Part C to Part B Transitions:

Tools for Reviewing and Updating Interagency
Collaborations and Agreements

Focus Area: Part C to Part B Transitions

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



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

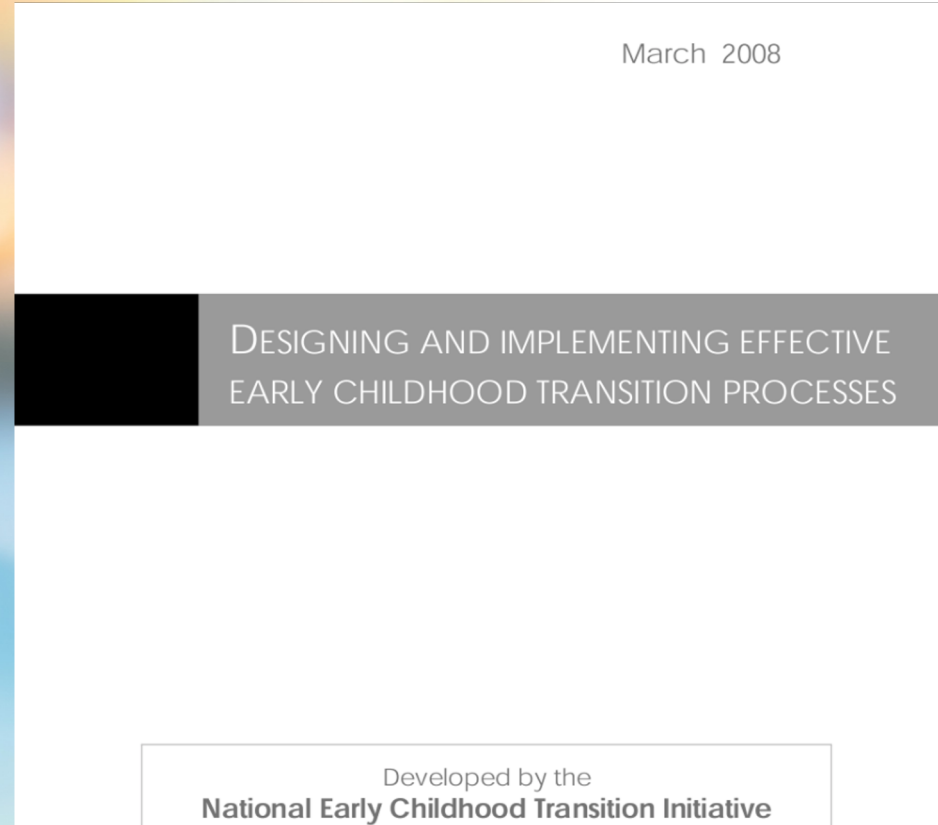
If eligible, IEP and services in place by 3rd birthday

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.

Collaborative Development

“No two collaborations will progress the exact same way.”

Designing and Implementing Effective Early Childhood Transition Processes



SOURCE: *National Early Childhood Transition Initiative
a collaborative partnership of National Early
Childhood Transition Center Regional Resource and
Federal Center Network National Early Childhood
Technical Assistance Center, 2008*

<https://ectacenter.org/~pdfs/topics/transition/ECTransitionPaper.pdf>

Conducting a Regional Self-Assessment

Self-Assessment for Early Childhood Transitions



A. Interagency Policies and Practices

B. Personnel Development and Training

C. Roles and Responsibilities

D. Strategies and Practices

8 Key Components

- 1. Content and Scope**
- 2. Interagency Structure**
- 3. Interagency Communication and Relationship**
- 4. Interagency Agreements (34 CFR 303.523)**
- 5. Policy Alignment and Continuity**
- 6. Personnel Development, Staff Training and Resources**
- 7. Data Systems and processes**
- 8. Monitoring and Evaluation**



A. Interagency Policies and Practices

Component	Evidence Statement	Response Type	Functioning Effectively	Needs Improvement	Not Yet Established
I. Content and Scope					
A. Families have access to a broad array of child developmental and educational services, supports, and/or settings to meet individual child and family needs.	Interagency agreements (IA) / memorandum of understanding (MOU) are up to date and include information about the specific linkages, resources and coordination efforts between and across services and supports for both children and families (i.e., both idea and other state level programs such as a home visiting program for at-risk populations).	AP	☐	☐	☐
B. Families have access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.	A centralized information/referral system is in place and used that includes a wide range of resources related to child health, well-being and overall development (e.g., 1-800 number or web site).	AP	☐	☐	☐
II. Interagency Structure					
A. An interagency entity (or entities) exists and has membership with the authority to influence agencies' transition policies and procedures.	The interagency group coordinates with the leadership in each respective agency.	AP	☐	☐	☐
B. A shared philosophy serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.	The vision and philosophy address child and family outcomes related to their preparation for and adjustment to transition.	APWP	☐	☐	☐
	Policies and procedures are clearly stated and reflect compliance with federal and state regulations and requirements. See 34 CFR §303.14 8	APWP	☐	☐	☐
	Policies and procedures clearly delineate program- specific responsibilities as compared to interagency responsibilities.	APWP	☐	☐	☐

III. Interagency Communication and Relationships

A. Effective and ongoing mechanisms for communication between and across agencies and programs are developed.	A shared vision and principles form the basis of communication, problem solving and decision making.	AP	☐	☐	☐
	Agency and interagency meetings are held to accomplish specific purposes, are attended by the most appropriate stakeholders, and result in decisions and mutually agreed upon actions.	AP	☐	☐	☐

IV. Interagency Agreements

A. The interagency agreement provides clear statements of transition processes in compliance with federal and state regulations.	A clear statement of values and philosophy to guide and support effective transitions for children and families is included.	AP	☐	☐	☐
B. Agency roles and responsibilities related to transition are clearly assigned.	Interagency agreements delineate steps of transition process and responsibilities of sending/receiving agencies.	AP	☐	☐	☐
	An interagency dispute resolution process is described with clear specification of re-negotiation procedures.	AP	☐	☐	☐
C. Critical policies are specified in the interagency agreement.	Fiscal and other resource responsibilities are delineated in detailed, easily understood, and accessible language.	AP	☐	☐	☐
	Accountability for the allocation and expenditure of resources is specified in the interagency agreement (34 CFR §303.523(b)).	AP	☐	☐	☐
D. Interagency agreements are routinely reviewed and revised based on data and input from stakeholders.	Interagency agreements are regularly reviewed to assess their functionality and effectiveness and are updated as needed.	AP	☐	☐	☐
	Interagency agreements are updated to reflect changes in federal and state law.	AP	☐	☐	☐
	Evaluation of effectiveness includes feedback from families.	AP	☐	☐	☐
	Interagency agreements are used at major agency planning events.	AP	☐	☐	☐

	Local interagency agreements are updated to reflect changes in federal and state law.	AP	☐	☐	☐
	Agencies have mechanisms for input into the functioning of the interagency agreement.	WP	☐	☐	☐
	Feedback and input from state and local staff regarding interagency agreement implementation are considered by the lead agency in the review process.	WP	☐	☐	☐

V. Policy Alignment and Continuity

A. Transition requirements and timelines are aligned across agencies.	Interagency agreements address any misalignment or incongruity between regulations, policies and practices among participating agencies, e.g., timelines, continuity of services during summer, funding gaps, and other special circumstances around a child's 3rd birthday.	AP	☐	☐	☐
	A transition manual that explains requirements and timelines is developed by all agencies and provided to parents.	AP	☐	☐	☐
	Agencies jointly plan and implement LEA notification requirements.	AP	☐	☐	☐
B. Mechanisms to minimize disruption in services before, during, and after transitions are developed.	Agencies consider funding overlap services during the 6 months prior to child's third birthday.	AP	☐	☐	☐

VI. Personnel Development, Staff Training, and Resources

A. Designated personnel or entities at state, regional and local levels share responsibility for interagency training and technical assistance.	Contracts and interagency agreements include agency roles and coordination responsibilities for personnel development activities.	AP	☐	☐	☐
B. Personnel development activities are jointly designed, implemented, and evaluated by agencies and programs involved.	An interagency advisory group, including representation by stakeholders such as family members and parent organizations informs personnel development design, implementation and evaluation.	AP	☐	☐	☐

VII. Data Systems and Processes

A. Protocols and procedures for data sharing across agencies are clearly defined.	Mechanisms are in place to share data across Parts C (Lead Agency) and B (LEA) (e.g., common identifier, data sharing protocol, common transition tracking form from referral and eligibility determination).	AP	☐	☐	☐
	Data sharing agreement (e.g., memorandum of understanding) addresses procedures related to sharing of data, confidentiality, notification, etc.)	AP	☐	☐	☐
	Guidance is publicly available that describes what data can be shared across Part C and Part B and the circumstances when data cannot be shared (e.g., Part B cannot share Part C data with other initiatives).	AP	☐	☐	☐
B. Data collected through monitoring regarding transition are analyzed and used for decision-making within and across programs.	Transition data is analyzed across agencies and with parent involvement.	AP	☐	☐	☐

VIII. Monitoring and Evaluation

A. Interagency participation is an integral part of state monitoring activities.	The monitoring by lead agency includes other agency involvement.	AP	☐	☐	☐
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TOTAL SCORES



Functioning
Effectively



Needs
Assistance



Not Yet
Established

B. Personnel Development and Training

Component	Evidence Statement	Response Type	Functioning Effectively	Needs Improvement	Not Yet Established
I. Content and Scope (No Related Elements)					
II. Interagency Structure (No Related Elements)					
III. Interagency Communication and Relationships (No Related Elements)					
IV. Interagency Agreements (No Related Elements)					
V. Policy Alignment and Congruence					
A. Transition requirements and timelines are aligned across agencies	Training evaluation and follow-up information demonstrates staff use referral and enrollment information to support families and children in transition.	AP	☐	☐	☐
B. Procedures for coordination of services are being implemented effectively.	Transition procedures include opportunities at different points in the transition process for families, children and providers to visit receiving agency programs.	AP	☐	☐	☐
	Parent orientation is jointly developed and provided at receiving program and agency sites.	AP	☐	☐	☐
VI. Personnel Development, Staff Training, and Resources					
A. Designated personnel or entities at state, regional and local levels share responsibility for interagency training and technical assistance.	The Part C CSPD plan includes partner input and addresses the need for an interagency and coordinated approach to identified transition issues.	AP	☐	☐	☐
B. Personnel development activities are jointly designed, implemented, and evaluated by agencies and programs involved.	Personnel development activities are provided reflecting the collaboration of Part C and Part B agencies and include other agencies as appropriate (e.g., head start, child care).	AP	☐	☐	☐
	Professional development activities teach providers to use culturally sensitive approaches to transition planning with families.	AP	☐	☐	☐
C. Parents are involved in the design, implementation and evaluation of personnel development.	Family members receive the training and support they need in order to participate effectively in designing and implementing personnel development activities.	AP	☐	☐	☐

Component	Evidence Statement	Response Type	Functioning Effectively	Needs Improvement	Not Yet Established
A. Personnel development activities are jointly designed, implemented, and evaluated by agencies and programs involved.	Personnel development activities are provided reflecting the collaboration of Part C and Part B agencies and include other agencies as appropriate (e.g., head start, child care).	AP	☐	☐	☐
	Professional development activities teach providers to use culturally sensitive approaches to transition planning with families.	AP	☐	☐	☐
B. Parents are involved in the design, implementation and evaluation of personnel development.	Family members receive the training and support they need in order to participate effectively in designing and implementing personnel development activities.	AP	☐	☐	☐
C. A variety of personnel development strategies are used to promote the development of knowledge and skills over time.	Information on effective transition practices and legal requirements is embedded in pre-service courses, practicum experiences and curricula.	AP	☐	☐	☐
	A variety of training and TA strategies are used, including coaching and mentoring.	AP	☐	☐	☐
	Staff orientation processes include the topic of transition.	WP	☐	☐	☐
VII. Data System and Processes (No Related Elements)					
VII. Monitoring Evaluation					
A. Evaluation is an integral part of all components of the transition system.	Training evaluation data demonstrate that staff have access to information and have used information to support families in transition.	WP	☐	☐	☐

Early Childhood Transition Worksheet





Early Childhood Transition Worksheet



KEY INFRASTRUCTURE COMPONENTS

STEPS IN TRANSITION TIMELINE	Interagency Structures, Relationships and Agreements <i>(coordinated, effective, common vision, joint planning, communication)</i>	Policy Alignment and Congruence <i>(appropriate, clear, delineated, coordinated, complimentary)</i>	Personnel Development and Training Resources <i>(collaborative, accessible, effective formats, family perspective, relevant)</i>	Data Systems and Processes <i>(understandable, complete, compatible, useful, valid, reliable)</i>	Monitoring and Evaluation Strategies <i>(sound, effective, useful, stakeholder involvement)</i>	Content and Scope of Services <i>(available, accessible, quality, individualized; directories for referrals)</i>
IFSP with Steps & Services <i>(e.g., initial discussions, content of IFSP transition plan)</i>						
Notification to LEA <i>(e.g., timeframe, content, data protocols, use by DOE)</i>						
Transition Conference <i>(e.g., invitation, attendance, timing, agenda)</i>						
Referral to LEA <i>(e.g., consent, definition, timing)</i>						
Initial Evaluation <i>(e.g., consent, tools, who)</i>						
Eligibility Determination <i>(e.g., criteria, who, when, reporting)</i>						
IEP Development <i>(e.g., invitation, attendance, timing, agenda, IEP outcomes)</i>						
Timely IEP Services <i>(e.g., consent for services, timeframe, inclusive settings)</i>						
Evaluation of Transition <i>(e.g., family satisfaction with implementation of plan; child preparation and adjustment)</i>						

STEPS IN TRANSITION TIMELINE

IFSP with Steps and Services *(e.g., Initial Discussion, Content of IFSP Transition Plan)*

Notification to LEA *(e.g., time frame, content, data protocols, use by LEA)*

Transition Conference *(e.g., invitation, attendance, timing, agenda)*

Referral to LEA *(e.g., consent, definition, timing)*

Initial Evaluation *(e.g., consent, tools, who)*

Eligibility Determination *(e.g., criteria, who, when, reporting)*

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Key Infrastructure Components

Interagency Structures, Relationships and Agreements

(coordinated, effective, common vision, joint planning, communication)

Policy Alignment and Congruence

(appropriate, clear, delineated, coordinated, complimentary)

Personnel Development and Training Resources

(collaborative, accessible, effective formats, family perspective, relevant)

Data Systems and Processes

(understandable, complete, compatible useful, valid, reliable)

Monitoring and Evaluation Strategies

(sound, effective, useful, stakeholder involvement)

Content and Scope of Services

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Early Childhood Transition Worksheet



KEY INFRASTRUCTURE COMPONENTS

STEPS IN TRANSITION TIMELINE	Interagency Structures, Relationships and Agreements <i>(coordinated, effective, common vision, joint planning, communication)</i>	Policy Alignment and Congruence <i>(appropriate, clear, delineated, coordinated, complimentary)</i>	Personnel Development and Training Resources <i>(collaborative, accessible, effective formats, family perspective, relevant)</i>	Data Systems and Processes <i>(understandable, complete, compatible, useful, valid, reliable)</i>	Monitoring and Evaluation Strategies <i>(sound, effective, useful, stakeholder involvement)</i>	Content and Scope of Services <i>(available, accessible, quality, individualized; directories for referrals)</i>
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Evaluation of Transition <i>(e.g., family satisfaction with implementation of plan; child preparation and adjustment)</i>						

Successes

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



Resources and Checklists:

[Designing and Implementing Effective Early Childhood Transition Processes](#)

[Eligibility, Services, and Policy Differences Between IDEA Part C and IDEA Part B](#)

[Practitioner Part C to B Checklist \(ECTA\)](#)

[Self-Assessment for Early Childhood Transitions](#)

[Early Childhood Transition Worksheet](#)





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