



Funded by the California Department of Education (CDE),
Special Education Division

Staff Orientation Training Materials on Part C to Part B Transitions
September 22, 2025



CalECSE

California Early Childhood Special Education Network



Funded by the CDE

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CalECSE

California Early Childhood Special Education Network
Funded by the CDE



<https://www.calecse.org>

CalECSE is a technical assistance project funded under the California Department of Education (CDE) that supports 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.

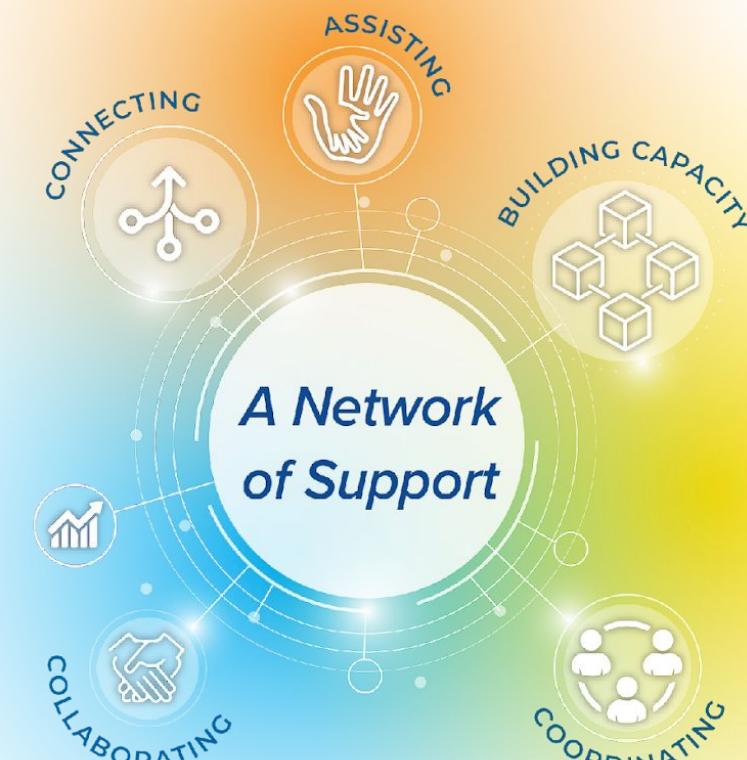
Today's Presenters

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Trainer of Trainers Session

- Office Hours—will be offered September 26, 2025 from 12:00 -12:30 p.m., providing more individualized support in the local customization and implementation of this tool
- The following will be available at CalECSE.org following this presentation:
 - a recording of this session
 - the customizable presentation template starting on the next slide

Directions for Use

This presentation template is designed to support Regional Centers and Local Education Agencies (LEAs) in staff training on transitions from IDEA Part C to Part B. It is a free resource created by the California Early Childhood Special Education (CAECSE) a technical assistance project, funded by the California Department of Education (CDE). CAECSE supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPAs), 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.

This presentation template is customizable, recognizing the diversity of our special education service regions across the state. Certain slides include highlighted fields indicating where local information/context should be inserted. Recommendations and activities are provided as suggestions and should also be adapted to your specific context. Where the slides need to be customized for local information, you will see an “edit” icon. This should be removed once it has been completed with your local information.

For guidance on the use of this template and how this content applies to your county/region, please contact us at CAECSE.org

Getting to Know Our County/Region Cross Agency Part C and Part B Partners

History of Early Intervention Services



California's Early Intervention System Developed Over Many Years

		Before 1980	1980	1983	1985 - 1987	1993 - Current
Schools	Legacy Program	61 districts fund early intervention with local property tax revenues.	State backfills 61 districts for revenue lost due to Proposition 13.		State funds additional 36 districts to provide early intervention.	State continues funding 97 districts to serve any eligible child.
Regional Centers	HVO Program					State requires schools to serve all children with only HVO impairments.
Regional Centers	Early Start			State funds regional centers to serve "at-risk" infants and toddlers.		State requires regional centers to serve all eligible infants and toddlers not served by schools.

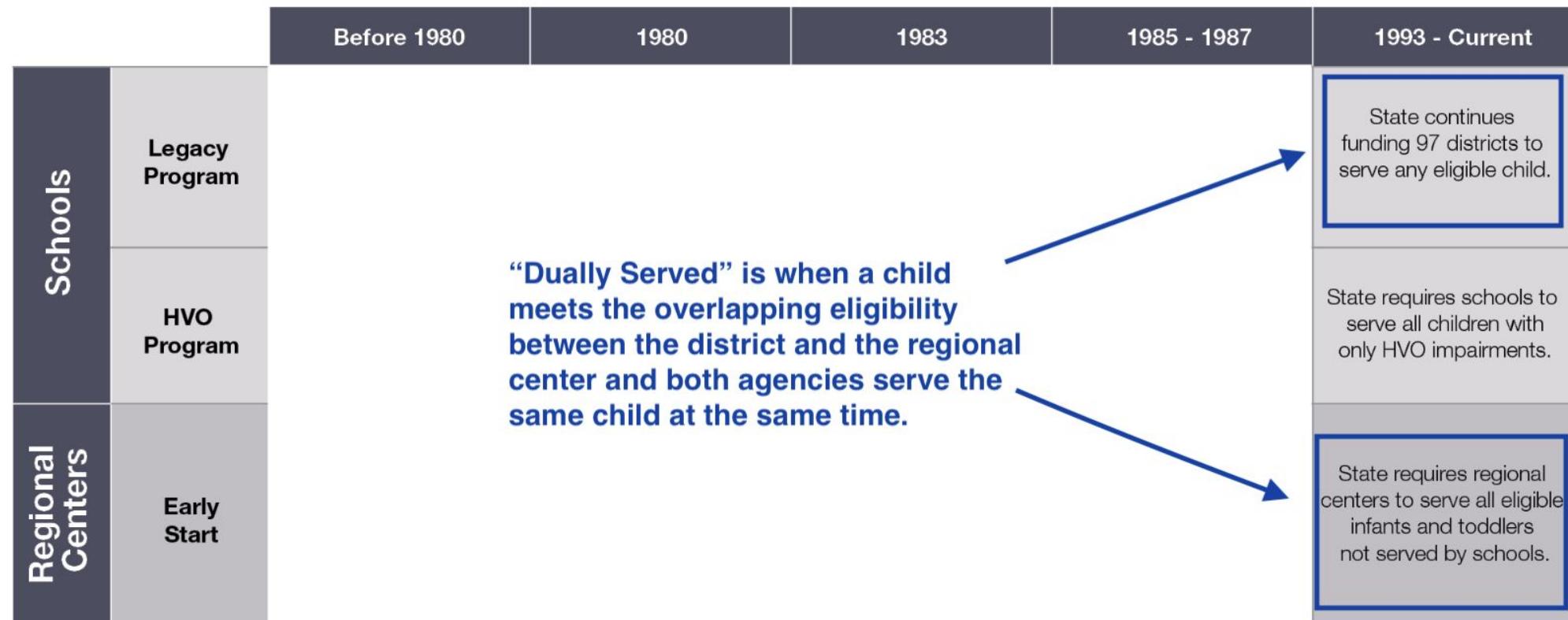
HVO = hearing, visual, or orthopedic impairments.



History of Early Intervention Services



California's Early Intervention System Developed Over Many Years



HVO = hearing, visual, or orthopedic impairments.



Identifying Regional Part C to Part B Transition Partners



Region/County without a Legacy Program

Note: Children in Part C are served either by a Regional Center or an LEA HVO/SLI program

PartC California Early Start	Sender of Transition Referrals	Possible Regional Configurations	Recipient of Transition Referrals	Part B School Special Education
	Regional Centers	<p>One Regional Center serves children in one SELPA</p> <p>One Regional Center serves children in various SELPAs</p> <p>More than one Regional Center serves children within one SELPA</p>		
	HVO/SLI Programs	<p>Through local agreements, the HVO/SLI program is operated by one LEA for all children in a specific geographic area (SELPA/region)</p> <p>The HVO/SLI program is operated by the same district that will assess for Part B eligibility</p>	School District of Child's Residence	

HVO = hearing, vision, or orthopedic impairments

SLI = Slightly Low Incidence

Identifying Regional Part C to Part B Transition Partners



Region/County with a Legacy Program

Note: Children in Part C are served by an LEA HVO/SLI program, a Regional Center, or dually served by a Regional Center and a Legacy LEA IDEA Part C program

Part C	Sender of Transition Referrals	Possible Regional Configurations	Recipient of Transition Referrals	Part B
California Early Start	Regional Centers	<p>One Regional Center serves and transitions children residing in a single SELPA</p> <p>One Regional Center serves and transitions children residing in various SELPAs</p> <p>More than one Regional Center serves and transitions children residing in a single SELPA</p>		
HVO /SLI Programs HVO=hearing, vision, or orthopedic impairments SLI = Solely Low Incidence		<p>Through local agreements, the HVO/SLI program is operated by one LEA for all children in a specific geographic area (SELPA/region)</p> <p>The HVO/SLI program is operated by the same district that will assess for Part B eligibility</p>	School District of Child's Residence	
	Regional Center "Legacy Programs" are sometimes referred to as "Funded Capacity Part C programs"	<p>The "Legacy Program" LEA and Regional Center "Dually Serve" children, yet the Regional Center maintains Service Coordination and responsibility for all Part C to Part B transition activities and documentation for "Dually Served" children</p> <p>Through local agreement, the "Legacy Program" LEA maintains all responsibility for Service Coordination and responsibility of all Part C to Part B transition activities and documentation for "Dually Served" children</p> <p>Based on historical funding models and local agreements, the LEA "Legacy Program" may serve more than one SELPA or a regional configuration that does not align to current SELPA geographic service areas.</p>		

Our Local Part C to Part B Transition Landscape

Transitions from Solely Low Incidence(SLI) Part C

- Our LEA (does/does not) operate its own Part C Solely Low Incidence (SLI) program
- Our infants and toddlers (do/do not) attend a regional program serving children residing in various LEAs
 - Our regional Part C SLI program name is _____ and includes children from the following LEAs:
 - _____
 - _____
 - The regional LEA Part C SLI program contact for transitions from Part C to Part B is
 - _____

Transitions from Regional Center/ Early Start

- The Regional Center (or Centers) that transition children from Part C into Part B at our LEA is/are:
 - _____
- The Regional Center Early Start program Part C contact for transitions to our LEA is:
 - _____



Our Local Part C to Part B Transition Landscape (continued)

Transitions from LEA Part C “Legacy” programs

- There (is/is not) a “Legacy” Part C program operated by an LEA in our region
 - Our regional “Legacy” LEA Part C program name is _____ and includes children from the following LEAs:
 - _____
 - _____
- If there are infants and toddlers residing in our LEA who are dually served in Part C by both the Regional Center and a “Legacy” LEA Part C program, _____ is the lead agency responsible for communicating transitions to Part B LEAs.
 - This is their contact information _____



Transition Communication to LEA Part B

- When Early Start/Part C programs contact our LEA making transition to Part B referrals and for other transition coordination activities, they contact us via email at _____ (general email established to manage transitions) or this phone number _____

Our Local Part C to Part B Transition Landscape (continued)

Transitions from Regional Center/ Early Start

- Our Regional Center transitions children to the following LEAs for Part B:

- List each LEA and contact information for transition referrals and coordination of required transition activities*
- _____ Contact: _____

Transitions from Regional LEA Part C Solely Low Incidence (SLI) programs

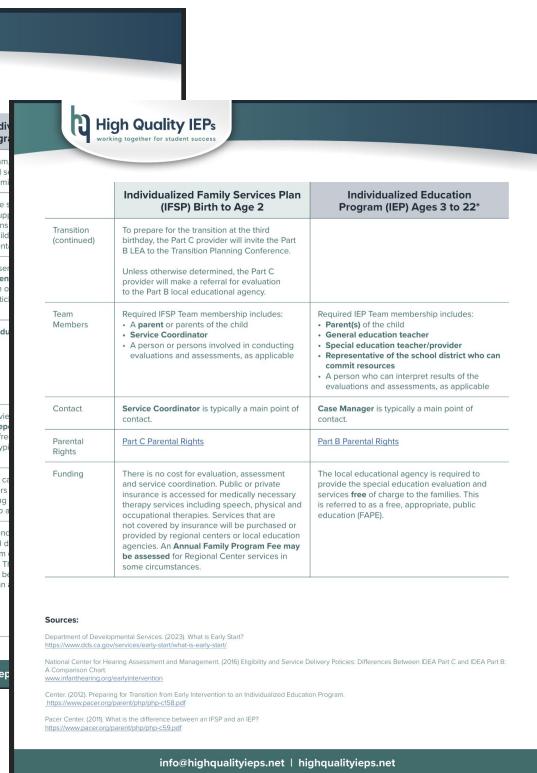
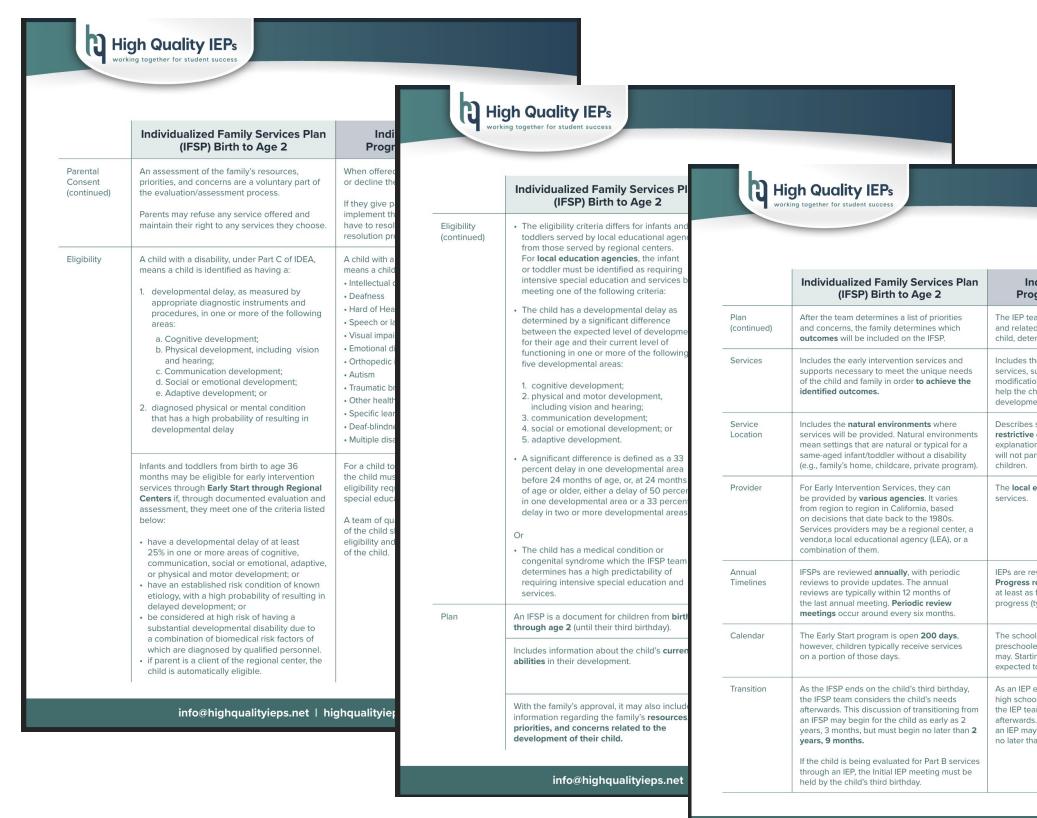
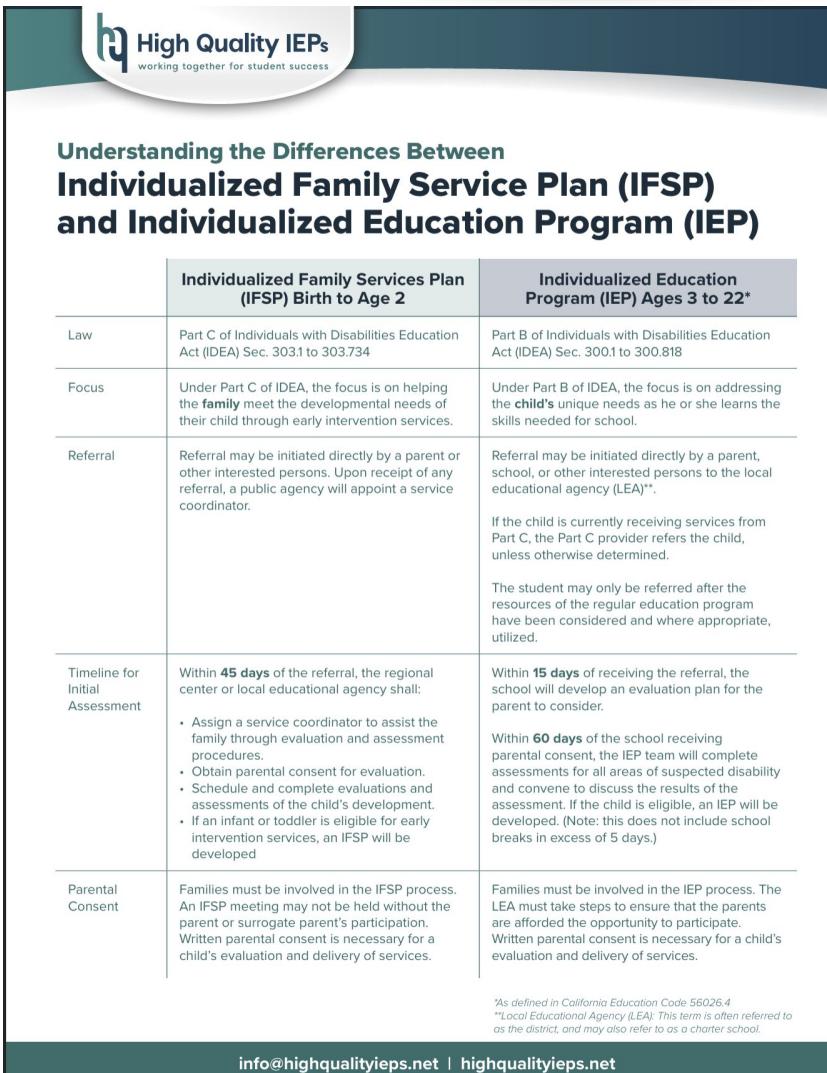
- Our Regional LEA Part C SLI program transitions children to the following LEAs for Part B:

- List each LEA and contact information for transition referrals and coordination of required transition activities*
- _____ Contact: _____

*Transition activities include but are not limited to notification, referral, information releases, transition planning conference attendance, and information sharing during assessment processes



Understanding the Differences Between Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP)



Source for this information can be accessed at:

<https://highqualityeps.net/uploads/documents/171451181ference%20btwn%20IFSP%20vs%20IEP%20Compliant.pdf>

**As defined in California Education Code 56026.4
**Local Educational Agency (LEA): This term is often referred to as the district, and may also refer to as a charter school.*

info@highqualityieps.net | highqualityieps.net

Referral and Transition Timelines

Referral Timelines from Part C to Part B



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



Must include child's name & date of birth (DOB), and parent contact for this directory information.

Parent consent is not required.

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



Parental consent is required before any Personally Identifiable Information (PII) is shared. PII is information beyond the directory information that is part of the required notification.

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



Determination of Part B eligibility by third birthday



Transition Rules for Late Referrals



- Transition to Part B from Part C typically occurs 90+ days from the child's third birthday
- In some cases, the child is not referred to Part C until closer to the child's third birthday, which triggers different "late referral" processes from Part C to Part B, depending on when the child is referred to Part C:
 - between 45 and 90 days prior to the third birthday
 - between one and 44 days prior to the third birthday

Transition Rules for Late Referrals 45 to 90 Days Prior to Third Birthday



For a child referred to Early Start (Part C) between 45 and 90 days prior to the third birthday

Part C is required to:

- Assess and determine eligibility
- Hold and develop an initial Individualized Family Service Plan (IFSP), if eligible
- Develop a transition plan with appropriate steps
- Make referral to LEA (with parent consent), or assist family in contacting the Part B LEA
- Transition conference is recommended but not required

Part B is required to:

- Ensure initial evaluation for Part B is completed by third birthday
- Develop an IEP by the child's third birthday if the child is determined eligible (even if the 60-day timeline for conducting initial evaluations expires after the third birthday)

Source for this information can be accessed at:

<https://calecse.org/uploads/compliance/Transition%20Rules%20For%20Late%20Referrals%2001.pdf>

Transition Rules for Late Referrals One to 44 days Prior to Third Birthday



For a child referred to Early Start (Part C) between one and 44 days prior to the third birthday

Part C is required to:

- Make referral to LEA (with parent consent), or assist family in contacting the Part B LEA for the area where the toddler resides
- Not required: initial evaluation and assessment, initial IFSP meeting, transition plan, transition conference

Part B is required to:

- Ensure initial evaluation for Part B is completed by third birthday
- Develop an IEP by the child's third birthday if the child is determined eligible (even if the 60-day timeline for conducting initial evaluations expires after the third birthday)

Source for this information can be accessed at:

<https://calecse.org/uploads/compliance/Transition%20Rules%20For%20Late%20Referrals%2001.pdf>

Best Practices for Handling Late Referrals



Best Practices for Part C

- Hold quarterly transition meetings between Part C and Part B partners to identify number of children who are being regularly served by Part C and will transition to Part B each quarter.
- Develop specific procedures for Part C to immediately contact the specific Part B LEA partner with a late referral as soon as possible after Part C receives a late referral (90-45 days before the third birthday).



Best Practices for Handling Late Referrals



Best Practices for Part B

- Develop specific procedures for Part C to complete information releases and contact Part B regarding the transition for a late referral received by Part C between one and 44 days before the third birthday. Include procedures for assisting parents in contacting the appropriate LEA Part B.
- Develop procedures for Part B to handle late referrals and complete assessments and IEPs, if eligible, before children's third birthdays.
- Develop processes for Part B to manage workloads to include addressing late referrals referred during school breaks.

Best Practices for Handling Late Referrals



Best Interagency Collaborative Practices Across Part C and Part B

- Develop specific procedures for Part C to complete information releases and contact Part B regarding the transition for a late referral received by Part C between one and 44 days before the third birthday. Include procedures for assisting parents in contacting the appropriate LEA Part B.
- Communicate openly about each others' internal procedures in handling both types of late referrals



Referrals During Summer and School Breaks



- Part B LEAs must accept and respond to initial referrals from Part C providers, for all children, that may occur during the summer months or extended school breaks.
- Federal regulations require that Part B LEAs respond to all initial referrals from Part C within 15 calendar days, with an assessment plan or a prior written notice that an assessment will not be completed and the reasons.
- The parent has 15 days to respond to the assessment plan or letter.
- Part B LEAs may not defer initial assessments for children transitioning from Part C and IEP meetings are not to be suspended because of a school break [34 CFR Section 300.301(d)].

Recommendations for Smooth Referrals During Summer and School Breaks



Recommendation for Part C:

Notify the LEA, make the referral and hold the transition conference early enough to allow time for LEA evaluations and IEP meetings to take place prior to the school breaks.

Recommendation for Part B:

Communicate school break schedules with Part C providers and proactively share availability to attend IFSP Transition Planning Conferences to explain your district process when third birthdays fall on school breaks.



Referral Tools, Resources and Forms



- Regional Centers and LEAs have separate data management systems.
- Our Regional Center's data system for IFSPs is [\[REDACTED\]](#)
 - Our LEA's data system for IFSPs (Part C LEA "Legacy" and SLI programs) is [\[REDACTED\]](#)
 - Our Part B LEA data system for IEPs is [\[REDACTED\]](#)
- Jointly developed regional referral/transition forms can be accessed here [\[REDACTED\]](#)
- Part C staff may find information about required Part B school enrollment documentation for parents here (link to school district webpage(s))
 - [\(LEA webpage\)](#)
 - [\(LEA webpage\)](#)



Part C to Part B Transition Personnel Roles and Responsibilities

Transition Checklist for Part C Staff



 **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.

This resource is for Early Start Coordinators (Regional Center or the LEA if the child is SLI). It includes tasks that need to be completed at each stage of transition starting when the child is 30 months through their third birthday.

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.

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Early Start Coordinator's Transition Checklist available at:

<https://calecse.org/uploads/compliance/Early%20Start%20Coordinator's%20Transition%20Checklist%2001.pdf>

Transition Checklist for Part B Staff



This resource includes timelines, person (role) responsible for required activities, and descriptions of actions required at each step.

Part C to Part B Transition At-A-Glance Assessment Team Leadership		
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).
Following referral from Part C and prior to any Part B Action	Part B LEA	Prior Written Notice/Procedural Safeguards/Assessment Plan: When an LEA receives an official referral, the LEA is required to respond within 15 calendar days of receipt. This step must occur whether or not a transition conference is convened by the Regional Center or an LEA representative attends the transition conference. Regardless of the LEAs action they must provide the parent(s)/guardian(s) with the Notice of Procedural Safeguards within 15 calendar days. If an LEA determines the child may be in need of special education services, the LEA must also provide the parent(s)/guardian(s) with prior written notice and provide a proposed assessment plan for the Part B Assessment. If the LEA determines, based on existing evidence, that the child is not a child who may be in need of special education, the LEA must provide the parents with prior written notice explaining why the LEA will not conduct an evaluation and the information that was used as the basis for the decision. Prior written notice must be provided within 15 calendar days.
By a child's 3rd birthday	Part B LEA	Initial Evaluation Completed: The LEA must have an assessment complete and, if eligible, an IEP in effect by a child's 3rd birthday. If a child's 3rd birthday occurs during the summer, the child's IEP team must determine the date when services will begin, which may not be later than the beginning of the school year following the child's 3rd birthday. The 3rd birthday timeline supersedes the 60-day assessment timeline for an assessment, when 60 days would occur past a child's 3rd birthday. In addition, the IEP team should consider the exit reports from the Part C service providers as part of their Assessment process and eligibility determination.
At the IEP meeting	Part B LEA	IEP Meeting: The LEA must, at the request of the parent, invite a Regional Center representative to the IEP meeting.

Part C to Part B Transition At-a-Glance. Document may be found at:

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

Transition Collaborative Practices Checklist for Part C and Part B



TRANSITION Checklist 2 of 3

ecta Early Childhood Technical Assistance Center

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-sped.org/recommendedpractices>
Access this checklist and other products at <http://ectacenter.org/decpr>
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- Checklist developed by the Early Childhood Technical Assistance Center (ECTA) based on the Council for Exceptional Children (CEC) Division for Early Childhood (DEC) Recommended Practices on transition
- Can be used for self-evaluation to determine whether the transition practices are implemented collaboratively and include the families
- It is focused on the intent of the requirements
- The checklist indicators may be useful in enhancing Part C and Part B practitioners' joint focus on the development of an individualized, meaningful and smooth transition plan with families

Transition from Early Intervention Services to Part B Preschool Special Education Checklist. Checklist available at:

<https://calecse.org/uploads/compliance/Transition%20from%20Early%20Intervention%20Services%20to%20Part%20B%20Preschool%20Special%20Education%20Checklist%2001.pdf>

Family -Focused Successful Interagency Communications and Collaboration



To increase Family–focused interagency collaboration:

- Part B LEAs can simplify how families and Part C staff contact them:
 - Generic email or phone number where all LEA “intake/transition team” staff check for messages
 - Avoid person–specific emails and phone numbers, in case of staff turn–over during the transition process
- Regional Centers and LEAs serving Part C SLI eligible children: meet with each receiving Part B LEA to learn and annually review the Part B intake processes of each district. This allows the Part C Service Coordinators to support parents through the transition process.
- The Regional Center and the LEAs/Districts/SELPAs:
 - Have an established protocol on who to call when issues need to be resolved
 - Hold joint trainings to review and discuss operational transition process agreements
 - Hold regularly scheduled meetings, maintaining open communications between practitioners

Reflection and Discussion: Which of these practices are in place in our county/region?

Interagency Staff-level Communications: School Enrollment and Child Care Needs



Part C and Part B counterparts working together with a family intentionally communicate to develop mutual understanding and seamless collaboration through the transition process specific to:

School Enrollment

- Have a plan to support families in completing required paperwork for the LEA, specific to :
 - The transition and eligibility assessment process
 - School Enrollment and registration, based on the offer of services, location on the IEP and electronic school registration, if applicable.

Co-enrollment:

- Part C Service Coordinators and the LEA transition intake team have an understanding on who will assist families identify and connect with Head Start or California State Preschool Program (CSPP) for enrollment when families are eligible for additional general education preschool subsidized services. Part C Service Coordinators and the LEA transition intake team and address the following scenarios with families, as applicable:
 - The IEP offers services in the Least Restrictive Environment within these settings
 - Independent of the IEP, the family wishes to access additional early learning opportunities for their child through subsidized care

Child Care for Working Parents:

- Part C Service Coordinators and the LEA transition intake team have an understanding on who will assist families identify and connect with the local Child Care Resource and Referral (R&R) Agency in their area and guide the family to request an “Enhanced Referral” that addresses the family’s child care needs. The contact agency for our local R&R can be searched by zip code here: <https://rrnetwork.org/>

Reflection and
Discussion: Which of
these practices are in
place in our region?

Interagency Staff-level Communications

Late Referrals



Developing a common understanding about late referrals

- A Late referral occurs when a child being referred to Part C 90 or less days prior to their third birthday, also resulting in a late transition referral into Part B.
- This situation places workload stress on both Part C and Part B staff.
- Part C and Part B transition required activities, including eligibility assessments and IEPs must also be completed by the child's third birthday whenever a child is referred "late" into Part C.

Reflection and Discussion:
What regularly scheduled
regional interagency
collaboration meetings on
transitions occur in our region?
Who leads them?

Understanding our collective responsibilities to address late referrals

- When receiving a late referral into Part C, Part C staff should never tell parents to wait and instead, contact the Part B LEA after their child's 3rd birthday, in order to avoid processing the late referral into Part C and transition to Part B according to timelines for Part B LEAs.
- Regions should dedicate time that is calendared annually to jointly review communications and procedures in addressing late referrals.
- Part B LEAs communicate their specific enrollment requirements such as immunization records and residency verification, to their Part C counterparts, so they can support families gather and present the information to the LEA in a timely manner.

Interagency Staff-level Communications

Summer Birthdays



Regardless of when school breaks occur, children who transition to Part B from Part C must have their eligibility assessment and IEP, if applicable, in place prior to their third birthday. Summer birthdays present a challenge because of the longer school break for Part B staff.

Reflection and Discussion: Which of the following procedures to address Summer birthdays are in place in our region? Who leads the collaboration and communication?

- Part B holds IEPs for children with summer birthdays, *before* the child's third birthday and indicate a service start date on the child's third birthday.
- Part B annually shares their school calendar with Part C.
- Part B proactively communicates to Part C of any changes to transition-related communications or alternate schedules during school breaks.
- Part B and Part C have a working agreement on how to refer children with summer birthdays. This can include referring them on an earlier timeline.
- Part C regularly reviews their enrollment and notifies Part B of possible number of summer birthday referrals, up to nine months ahead of the school's summer break.

Staff Contacts and Directories



Directory information for our Part B LEA transition support staff:

- Regional Center Early Start administrator/ IDEA specialist assigned to our LEA: _____
- Regional Center Program Manager assigned to staff serving children in our LEA: _____
- Other Regional Center staff assigned to work with families in our LEA's attendance area (Service Coordinators, vendors, etc.):
 - _____
 - _____
 - _____
- Regional Part C LEA serving SLI eligible children in our LEA: _____
- Our LEA student/special education management and information system log-in/link where we enter transition, assessment and initial IEP information: _____
- Local Family Empowerment Center (FEC) &/or Family Resource Center (FRC): _____ (find your local FEC/FRC here: https://www.seedsofpartnership.org/FEC_contacts.html)



Staff Contacts and Directories



Directory information for our Part C staff:

- Interactive map to find the school district of residence based on the child's home address:
<https://gis.data.ca.gov/maps/CDEGIS::california-public-schools-and-districts-map/explore?location=32.647046%2C-116.972099%2C11.64&path=>
- LEAs in our Part C service area, preferred email/phone and primary contact (name), for receiving Part C referrals and transition information:
 - LEA: _____ Email: _____ Phone: _____ Contact Person: _____
 - LEA: _____ Email: _____ Phone: _____ Contact Person: _____
 - LEA: _____ Email: _____ Phone: _____ Contact Person: _____
 - LEA: _____ Email: _____ Phone: _____ Contact Person: _____
- Regional Center/LEA Part C client/student management and information system log-in/link and assistance helpline, to enter all transition and IFSP required information: _____
- Local Family Empowerment Center (FEC) / Family Resource Center (FRC): _____ (find your local FEC/FRC here: https://www.seedsofpartnership.org/FEC_contacts.html)



Our Region's Part C to Part B Transition Policies

Interagency Agreements



Regional Centers and LEAs are legally required to develop and maintain local interagency agreements to be dated, signed and reviewed annually.

The local interagency agreements must include, but are not limited to, the following elements specific to transitions from Part C to Part B:

- Specific procedures for coordinating referrals for evaluation and assessment
- Procedures for the timely exchange of information between LEA and regional center
- Mechanism for ensuring the availability of contacts at LEAs and regional centers at all times during the year
- Transition planning procedures which begin at least six months prior to a toddler's third birthday
- Procedures for resolving disputes between regional centers and LEAs

Our local agreements may be found here: _____ (link to web location or specify location where staff may review the most recent signed agreement)



Our Local Collaborative Processes and Procedures



- Interagency Information Exchange procedures (Part C LEA to Part B LEA, and Part C Regional Center to Part B LEA)
 - We have/do not have a jointly-developed regional information release form for Part C to Part B transitions
 - Parent release forms may be found here: _____ (insert links here for Part C and Part B information release forms)
 - We typically send/receive the signed information release forms at _____ (indicate step in the transition process when this happens in your region)
 - Referrals from Part C do not require parent consent to share directory information: child's name, date of birth and parent names/contacts with Part B
 - Additional information sharing beyond directory information, does require signed parent consent
- Documenting Referrals
 - These are the steps Part C staff follow for sending and documenting referrals to Part B:
 -
 -
 -
 -
 -
 -
 - These are the steps Part B staff follow to document and confirm receipt of a referral from Part C:
 -
 -
 -
 -
 -
 -



Our Local Collaborative Processes and Procedures



- Late referrals
 - We have/do not have agreed-upon interagency operating procedures regarding late referrals to Part C, resulting in late referrals to Part B (if your region has written procedures, insert link to location where these may be found,)
 - We have/do not have internal (agency specific) operating procedures regarding late referrals (insert link to location where these may be found, for staff reference)
- Part B staff role in the Transition Planning Conference (TPC)
 - Part C is required to invite Part B to the Transition Planning Conference (TPC)
 - Our Part B staff is prepared to share the following information at the TPC, or provide it to the Part C service provider if Part B cannot attend:
 - School calendar (insert link)
 - The LEA's initial evaluation process and expected timelines
<https://drive.google.com/file/d/1KGAI53IiwdNEsMwf7bqI9DcLvmILicej/view>
 - Explanation of the importance of completing and returning paperwork in a timely manner
 - Information about interpreter services to be secured, if needed, during the initial evaluation and IEP processes
 - List of required documents for school enrollment such as birth certificates, immunization records, etc.
 - add others based on local practices



Our Local Collaborative Processes and Procedures

- Interpreter Services
 - Part C is responsible for providing interpreter services through all IFSP meetings and services, including transition meetings and activities on the child's Transition Plan, included on the IFSP
 - Part B is responsible for providing interpreters during the assessment process and initial IEP meeting
- Agency-specific information on how and where to request interpreter services
 - Regional Center: _____
 - LEA: _____



Discussion: Local Collaborative Processes and Procedures

- Addressing communication specific to health needs
 - Part C includes information about the child's health needs in communications with Part B once parent signed information release is in place.
 - If Part C identifies with the family, any health needs such as medications, and medical procedures (e.g., catheterization, tube feeding, oxygen use, life-threatening allergies) the IEP team at the LEA needs to consider. Additional steps are taken to make sure Part B is in receipt of this information as soon as possible, following the referral and the Transition Planning Conference (TPC).
 - Part B makes an additional effort to attend the (TPC) to capture parent concerns and address any additional information releases the LEA might need to access information from medical specialists during the assessment process.
 - If specialized medical procedures are identified on the IEP, Part B transition and initial IEP staff contact: _____ (insert LEA contact for school nurse/nursing services) to make arrangements for specialized health services to be in place on the child's first day of Part B services



Discussion: Local Collaborative Processes and Procedures



- Specialized equipment
 - Children who have Low Incidence (LI) disabilities may need LEA-provided specialized equipment to benefit from the education program.
 - If a child had specialized equipment in the LEA Part C program, we have/do not have procedures to transfer the equipment to the Part B program, if the IEP determines it necessary in the school setting. Equipment transfer procedures and forms may be accessed here: (include link)
 - Part B LEA forms and procedures to order specialized equipment for children qualifying for LI equipment in the school setting may be found here: _____
 - Part B has procedures in place to secure the necessary specialized equipment on the child's first day of services in Part B
 - In our LEA, _____ (contact person and email) coordinates ordering and management of LI equipment
 - In our LEA, _____ (staff role) supports the teacher in the appropriate use of the LI equipment assigned to each child

Transition Basics—CalECSE resources



Part C To B Transition Basics For Staff

Referral Timelines. A document outlining referral timelines can be accessed here: <https://sites.ed.gov/idearegs/crc/303.209>

REQUIRED – Referral Notification: Lead agency to Local Education Agency (LEA) no later than 90 days before the third birthday

Transition Plan – no later than 90 days before the third birthday

Individualized Education Program (IEP) review by third birthday

Most inclusive setting with a day of care, EOB, and parent contact with the directory information

Parent contact is required before any Part C service is provided. Individualized Education Program (IEP) review is required before any Part C service is provided. Individualized Education Program (IEP) review is required before any Part C service is provided.

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

Determination of Part B eligibility by third birthday

Getting to know your cross-agency partners in Part C to Part B Transitions:

- 1 Do you know who your cross-agency partners are for the LEA and Regional Center for Parts C and Part B and how to contact them?
- 2 Part B staff: Confirm you understand the requirements of Part C Solely Low Incidence services and Part B services for Part C to Part B Transitions.
- 3 Set up a meeting with your region's current Part C to Part B Interagency Agreement (IA) to discuss your Interagency Agreement practices and identify colleagues as a meet-and-greet contact for your region's current Part C to Part B transition practices.

IDEA Part C to Part B required timelines, processes, best practices, and useful tools. (Each link can be accessed by clicking on the blue underlined text.)

Requirements	Best Practices	Tools and Templates
• Required Part C to Part B Transition Timeline	• Send Notifications/Referral Letter to Part B	• Sample Notifications/Referral Letter to Part B
• Transition Rules for Late Referrals	• Send Notifications/Referral Information Preferred to LEA	• Sample Notifications/Referral Information Preferred to LEA
• Referrals During Summer and School Breaks	• Sample Notice of Transition Conference	• Sample Notice of Transition Conference
• Understanding the Differences Between Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP)		

Requirements Best Practices Tools and Templates

1 Do you know who your cross-agency partners are for the Local Education Agency (LEA) and Regional Center for Part C to Part B and how to contact them?

2 Conduct research to identify and contact them with an introduction.

3 Organize a leadership meet-and-greet to review your region's current Part C to Part B transition practices

4 Locate and read the most current version of your Interagency Agreement.

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Transition Basics for Administrators

Getting to know your cross-agency partners in Part C to Part B Transitions:

- 1 Do you know who your cross-agency partners are for the Local Education Agency (LEA) and Regional Center for Part C to Part B and how to contact them?
- 2 Conduct research to identify and contact them with an introduction.
- 3 Organize a leadership meet-and-greet to review your region's current Part C to Part B transition practices

Getting to know all about (IDEA) Part C to Part B required timelines and processes. Each resource can be accessed by clicking on the blue underlined text below.

Requirements	Best Practices	Tools and Templates
• Required Part C to Part B Transition Timeline	• Successful Interagency Communication	• Sample Notifications/Referral Information Packet to LEA
• Transition Rules for Late Referrals	• Transition Conceptual Framework	• Sample Notice of Transition Conference
• Referrals During Summer and School Breaks	• Make Plans to Review/Revise/Develop Interagency Agreements	• Sample Notice of Transition Conference
• Understanding the Differences Between Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP)	• Understanding the Requirements for Interagency Agreements	• Practice/Checklist for Transitions from Early Start to Part B Schools
• Become familiar with data requirements collected on Transition and Transition-related activities	• Make Plans to Review/Revise/Develop Interagency Agreements (guiding protocol)	
• Early Childhood Transition: Indicator IV State Presentation		
• Indicator IV Recorded Presentation		

Requirements Best Practices Tools and Templates

1 Do you know who your cross-agency partners are for the Local Education Agency (LEA) and Regional Center for Part C to Part B and how to contact them?

2 Conduct research to identify and contact them with an introduction.

3 Organize a leadership meet-and-greet to review your region's current Part C to Part B transition practices

4 Locate and read the most current version of your Interagency Agreement.

5 Make Plans to Review/Revise/Develop Interagency Agreements

6 Understanding the Requirements for Interagency Agreements

7 Practice/Checklist for Transitions from Early Start to Part B Schools

8 Make Plans to Review/Revise/Develop Interagency Agreements (guiding protocol)

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CalECSE developed the following one-page resources specifically for staff and administrators new to Part C and transition to Part B, part B service providers and parents new to the transition process:

- Part C to Part B Basics for Staff
- Transition Basics for Administrators
- Part C to Part B Transition Resources for Families
- Learning and Orientation Checklist for New Regional Center Staff: Part C to Part B Transitions

These quick-reference resources may be accessed here:
<https://calecse.org/support/interagency-collaboration>

Learning and Orientation Checklist for New Regional Center Staff: Part C to Part B Transitions

I have attended the Regional Center transition training. Date: _____

I have an a-glance printed or electronic document to reference such as this [Transition Timeline](#) and any additional timelines or information exchange procedures between the regional center and the Part B Local Education Agency (LEA) receiving services.

I have attended a training to familiarize myself with the Interagency Agreement between the regional center and LEA, specific to Part C to Part B Transitions and am familiar with the Interagency agreement's required activities and responsibilities.

I was provided a brief and explanation of my roles and responsibilities as I support each family/client through the Part C to Part B transition process, including responsibilities and timelines on how to handle the transition to Part B when we have late referrals into Part C and how our agencies have agreed to handle transition for children with birthdays that occur during school summer break.

I have a list of the school districts and Special Education Local Plan Areas (SELPA) (if applicable) to which our Early Start clients will be referred at transition, and know how to locate the appropriate school contact, based on families' addresses.

I was given our Regional Center's agreed-upon procedures for contacting the school district(s) to schedule the Transition Planning Conference (TPC) and was provided the appropriate contact information preferred by Part B (email, phone, google calendar, etc.).

I was given my Regional Center's agreed-upon procedures for exchanging/sharing information with the receiving Part B education agency/school.

I know to contact my Program Manager/supervisor as soon as any interagency communication issues arise, so they can be addressed promptly.

I received specific training on our Regional Center's internal process to submit transition notifications in a timely manner.

I received specific training on our Regional Center's internal process to document transition activities, required dates, how to develop a Transition Plan, and documenting it within an Individualized Family Service Plan (IFSP).

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Part C to Part B Transition Resources for Families

The California Early Childhood Special Education (CalECSE) Network provides links to the following documents and resources made available by Next Quality (NQ), a local project funded by the California Department of Education (CDE). These resources were developed for parents/families preparing to transition from Part C to Part B and are available in various languages. Each resource can be accessed by clicking on the blue underlined text below.

Parent Checklist to Help Families Prepare Plan for the Transition from Individuals with Disabilities Education Act (IDEA) Part C to Part B Transitions

ENGLISH [IDEA Transition: Part C to B \(IDEA Transition Checklist Early Childhood\)](#)

SPANISH [Preparación para la transición de la Parte C a la Parte B con la lista de verificación de transición de IDEA](#)

ARABIC [الخطوات التي يجب اتخاذها قبل الانتقال من المرحلة الثالثة إلى المرحلة الثانية \(الخطوات المهمة قبل الانتقال من المرحلة الثالثة إلى المرحلة الثانية\)](#)

VIETNAMESE [Hướng Dẫn Chuẩn bị Hoàn Thành Điều Khiển Từ Phản C Sang Phản B](#)

MANDARIN [IDEA C部分到B部分过渡准备清单 \(Mandarin\)](#)

Understanding the Differences Between Individualized Family Service Plans (IFSP) (Prior to Third Birthday) and Individualized Education Program (IEP) (Starting at Age 3)

ENGLISH [Understanding the Differences Between Individualized Family Service Plan \(IFSP\) and Individualized Education Program \(IEP\)](#)

SPANISH [Comprender las diferencias entre Plan de Servicio Familiar Individualizado \(IFSP\) y Programa de Educación Individualizada \(IEP\)](#)

ARABIC [فهم الاختلافات بين الخطة الفردية لخدمات العائلة \(IFSP\) والخطة الفردية للتعليم \(IEP\)](#)

VIETNAMESE [Hỗn Hợp So Sánh Một Số Điểm Khác Nhau Giữa Hộ Mẫu Dịch Vụ Gia Đình \(IFSP\) và Hộ Mẫu Giáo Dục \(IEP\)](#)

MANDARIN [理解个别化家庭服务计划 \(IFSP\) 与个别化教育计划 \(IEP\) 之间的差异 \(Mandarin\)](#)

Special Education Timelines

ENGLISH [Special Education Timelines](#)

SPANISH [Siguientes pasos para la transición en California \(Spanish\)](#)

ARABIC [الخطوات التالية لـ التحويل في كاليفورنيا \(Arabic\)](#)

VIETNAMESE [Tính Trong Hết Các Bước Đầu Bắt Đầu California \(Vietnamese\)](#)

MANDARIN [加州的下一步骤 \(Mandarin\)](#)

IEP Tip Sheet for Parents/IEP Overview

ENGLISH [IEP Tip Sheet for Parents](#)

SPANISH [Consejos Claves Sobre los Programas Individualizados para Padres](#)

ARABIC [نصائح ملخصة حول برامج التعليم المخصص للأباء \(Arabic\)](#)

VIETNAMESE [Tinhte Nhac Nhien Ve Iep \(Vietnamese\)](#)

MANDARIN [加州个别化教育程序 \(IEP\) 指南 \(Mandarin\)](#)

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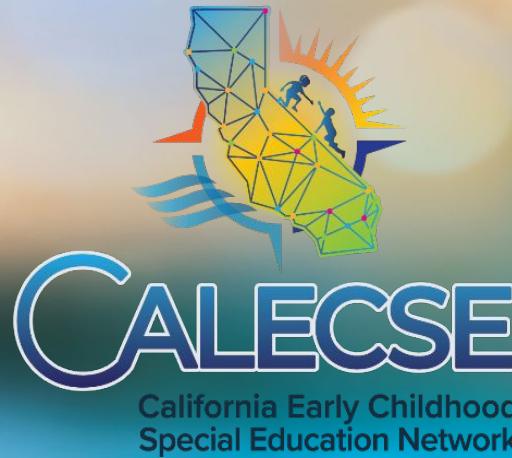
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This will be an opportunity for questions and answers specifically to support your use of this presentation template.



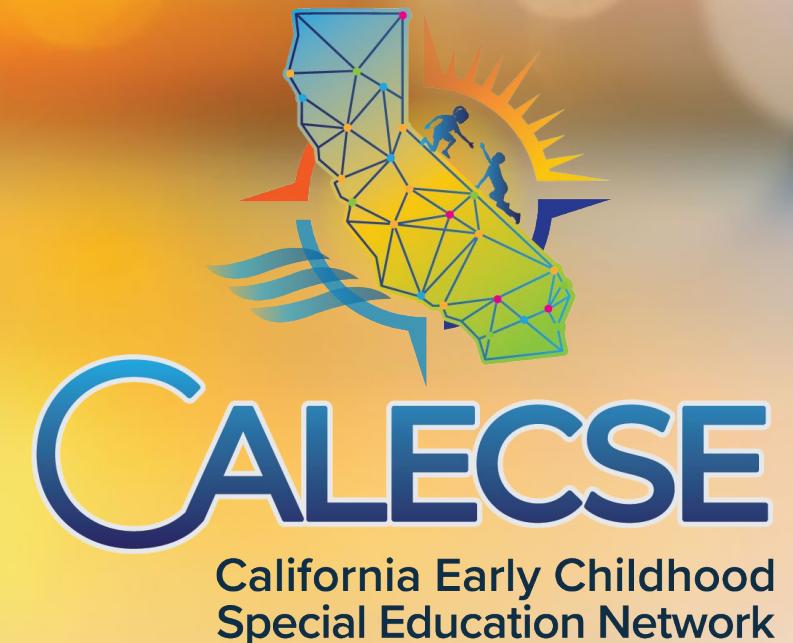
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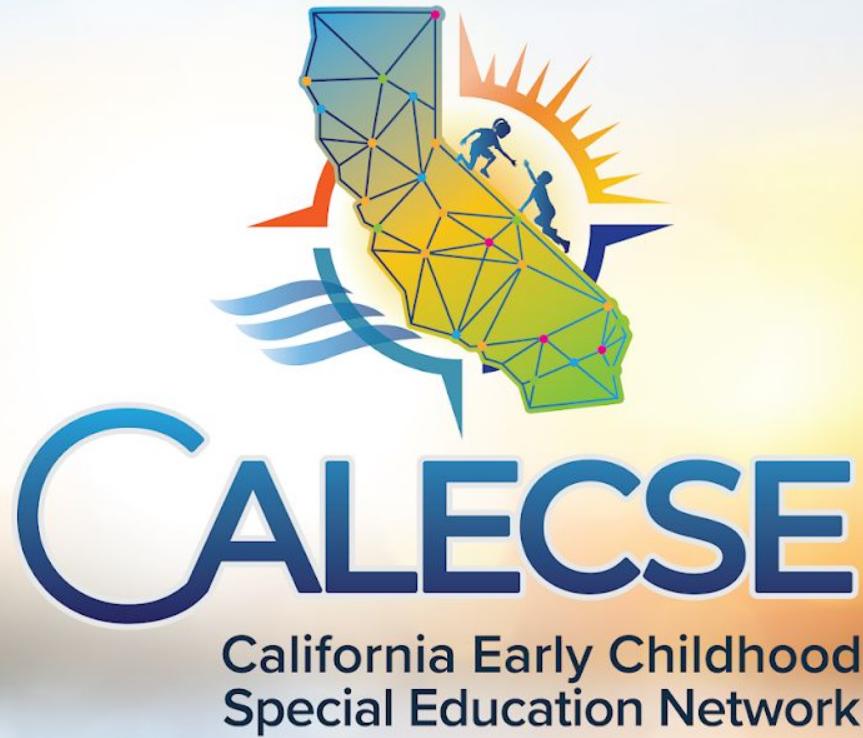
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Find our full line-up of no-cost trainings at:

<https://www.calecse.org/news-resources/intentional-practices-meaningful-impact>

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