



Supporting Families Through the Transition Process:

Working Together for a Smooth Process

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NEW MEXICO

Early Childhood

Education & Care Department



Agenda

- Reviewing Part C's Transition Requirements
- Understanding the Transition Process
- Clarifying the roles of Part C and Part B, Section 619





Part C:
Under
three



Part B
619:
Three to
five



Part B
611:
Five to
22

IDEA Part C in New Mexico

Eligibility

- **Developmental Delay or Established Condition**
 - **25% Developmental Delay** in one or more area of development based on the Infant Toddler Developmental Assessment (IDA)
 - Diagnosis of a **medical condition** that presents a **high likelihood of causing developmental delay**
- **Risk Factors**
 - Biological or medical condition that presents and elevated risk for developmental delay
 - Environmental factor that presents an elevated risk for developmental delay





Office of Special Education Programs (OSEP) Indicator 8

As part of our State Performance Plan (SPP)/Annual Performance Report (APR), FIT must report its compliance on transition steps and supports, which, for Part C, is OSEP Indicator 8.

OSEP Indicator 8A: Transition Plan

- Beginning at the initial Individualized Family Service Plan (IFSP), we begin talking to the family about transition, even if the child is only two months old.
- Then, on or before the child's second birthday, we create a written plan for transition steps and supports. The plan includes discussing both special and general education options, plans for visiting programs, and coordination with the Lead Education Agency if the family is interested in a special education evaluation.
- This plan is finalized at least 90 days but not more than nine months prior to the child's third birthday.



OSEP Indicator 8B: Notification to the Lead Education Agency (LEA)

- OSEP also requires Part C systems to notify the Local Education Agency and the State Education Agency about children who are turning three and are ***potentially eligible*** for Part B, Section 619 services.
- State Level
 - The Part C Coordinator sends a list of children to the Part B, Section 619 Coordinator who are turning three in the coming months each quarter.
- Local Level
 - Each EIS program sends a list of children to the LEA at a cadence spelled out in their MOU with the LEA.



OSEP Indicator 8C: Transition Conference

- Part C is ***required*** to coordinate a Transition Conference no less than 90 days and no more than nine months prior to a child's third birthday.
- The purpose of the Transition Conference is to provide the family the opportunity to meet with the LEA, ask questions about evaluation, Part B 619 services, and the Individualized Education Plan (IEP) process.



FIT Core Beliefs

Babies and toddlers learn best within the contexts of family and caregiver relationships.

A family's expertise on their child is of equal importance to a practitioner's expertise on child development.

With the right supports, all families can meet their child's developmental needs.

There is no such thing as a baby, there is a baby and someone.

—Donald Winnicott

ALL Children Transition

Children NOT
Potentially
Eligible for
Part B
Services

At Risk Categories

Requires IFSP Transition Plan

Explore Community Options

Requires close collaboration
between family, Part C and
community partners

Children
Potentially
Eligible for
Part B
Services

Developmental Delay or
Diagnosed Condition

Requires IFSP Transition Plan

Explore School Based AND
Community Options

Requires close collaboration
between family, Part C, Part
B, and community partners



Transition Process for Potentially Eligible Children

- It is a highly interdependent process.
- Part C and Part B both have a role to play.
- The process breaks down if either party isn't fulfilling their responsibilities.



Transition Process for Non-Eligible Children

- Families should still receive support around the transition process.
- Transition planning on the IFSP will still occur.
- The team will support the family in exploring community options for transition.





This is routine for you, but it is new and scary for the families you work with.

Transition Plan Part 1

Transition Plan - Part 1 *(Completed at Initial IFSP)*

Date of Initial IFSP:

- Family is informed that FIT services end on the child's 3rd birthday and that the Family Service Coordinator (FSC) will support the family through the transition process.
- The FSC reviews with the family the transition timelines and transition options including preschool and other early care and learning options in the community. FSC inquires about family preferences and priorities for the future.

Notes:

- The depth of this conversation will depend on the child's age.
- Take cues from the family about how deep to dive.
- The Family Handbook is a helpful tool.

Transition Plan Part 2

- How will each transition option address caregiver concerns?
- How will each option support their child's overall development?
- How can Part B support school readiness for potentially eligible children?

Transition Plan - Part 2 (<i>Initiated before child is 24 months</i>) Date Part 2 Initiated:		
Transition Process Action Steps and Persons Responsible	Projected date of completion	Date Completed
The FSC reviews with the family the early childhood transition options in the community, including preschools, Head Start, private therapies and other learning opportunities. The FSC discusses the eligibility determination process for each program. Notes:		
The FSC provides the family with contact information for community transition options and facilitates visits to these programs. Notes:		
The FSC reviews with the family the <u>FIT rights and safeguards</u> in the <i>Procedural Safeguards</i> handout. FSC ensures family has a copy of rights. Notes:		
If the child is potentially eligible for public school services, the FSC completes the <i>Transition Referral form</i> with parent signature and sends it to the school district <u>at least 60 days before the Transition Conference</u> . Notes:		
The FSC will schedule the <i>Transition Conference</i> in collaboration with the family and transition partners. FSC discusses with the family which agencies/programs and people should be invited (e.g., school district, NMSBVI, NMSD, Head Start, community preschool). Notes:		
When a Transition Conference is scheduled with the school district for children who are potentially eligible, the FSC completes the <i>Transition Assessment Summary Form</i> with the family and providers and sends it to the school district <u>at least 30 days before the Transition Conference</u> . <ul style="list-style-type: none"> • <i>The FSC sends copies of current assessments (incl. ECEP evaluations), IFSP and most current ECO documents with parent Signature on assessment summary form. (Assessments must be current within 6 months of the Transition Conference date.)</i> Notes:		



Talk Early and Often!

- This is not a decision that can be made in one meeting.
- The transition conversation needs to happen early and often, with all members of the team.
- Each member of the team helps the family process information in a different way.





Transition Plan Part 2, Continued

- Complete the assessment promptly.
- Provide the information for the TAS form within the allotted timeframe.
- Ensure the information on the TAS form is accurate and thorough.

<p>When a Transition Conference is scheduled with the school district for children who are potentially eligible, the FSC completes the <i>Transition Assessment Summary Form</i> with the family and providers and sends it to the school district <u>at least 30 days before the Transition Conference</u>.</p> <ul style="list-style-type: none"> • <i>The FSC sends copies of current assessments (incl. ECEP evaluations), IFSP and most current ECO documents with parent Signature on assessment summary form. (Assessments must be current within 6 months of the Transition Conference date.)</i> <p>Notes:</p> <p>The FSC sends the written <i>Transition Conference Invitation</i> to the school district and transition partners <u>at least 30 days before the Transition Conference</u>. In addition to the school district, the written invitation is required to be sent to NMSBVI, NMSD, and Head Start (if these are possible placements for transition).</p> <p>Notes:</p>		
<p>The FSC completes a <i>FIT Prior Written Notice</i> with the family <u>at least 5 days before the Transition Conference</u>.</p>		
<p>Based on transition discussions, the family would like the child to transition to:</p>		
<p>The FSC and family review health information related to the child’s transition, including <u>vision and hearing</u> screening/concerns (which should be current within 6 months of the Transition Conference date).</p> <p>Notes:</p>		
<p>The FSC and family consider other questions or concerns that need to be addressed at the Transition Conference (i.e., transportation, equipment, information, resources).</p> <p>Notes:</p>		



Completing the Transition Assessment Summary (TAS)





Preparing for Kaylyn's Transition



3rd Birthday:
April 14, 2025

Transition Conference Due:
January 14, 2025
Scheduled: January 5, 2025

TAS Due:
December 6, 2024

TTCM to Update TAS:
November 15, 2024

Home Visit to Gather Updated
Information:
November 1, 2024



Expectations for the TAS

- The narrative should enable an unfamiliar adult to “paint a picture” of the child in their mind.
- The entire IFSP team should collaborate.
- Ensure that families understand the information on the form.



Transition Plan Part 3

- Attend the Transition Conference to provide additional information about the child.
- Build caregiver confidence in explaining their child's developmental status.
- Help families evaluate how Part B and other community transition options can support their child.

Transition Plan - Part 3 (Completed at the Transition Conference) **Date Part 3 Completed:**

If Transition Plan-Part 3 and Transition Conference completed less than 90 days before the child's third birthday:

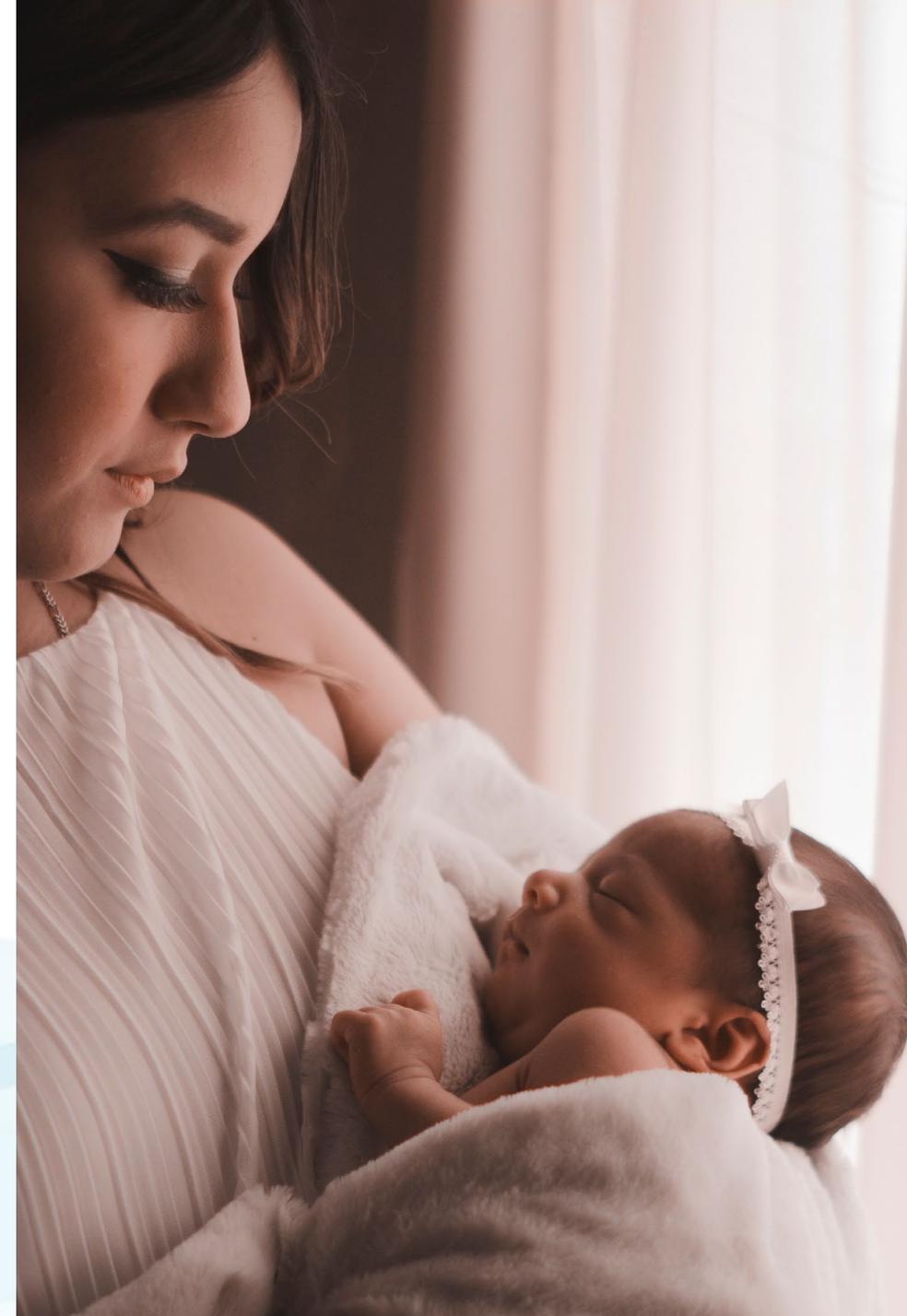
- Child was determined eligible for FIT services less than 90 days before child's 3rd birthday
 Family Reason: _____ Agency Reason: _____

Transition Process Action Steps and Persons Responsible	Projected date of completion	Date Completed
The FSC asks the family and IFSP team to review child's strengths and needs, including recent assessment information. Notes:		
The FSC asks the school and/or other program representatives to share service options and settings and explain the terms "inclusive setting" and "least restrictive environment". <ul style="list-style-type: none"> • Remember: If child is <u>not</u> going to a school program, discuss other service options available, including community preschool, private therapy, etc. Notes:		
If the meeting is with the local school district, the FSC <u>asks the school representative to:</u>		Check if completed
1. Explain/provide the family with a copy of IDEA Part B rights and procedural safeguards.		<input type="checkbox"/> Y <input type="checkbox"/> N
2. Explain the Part B eligibility determination process and ask parent to sign consent, if parent is ready.		<input type="checkbox"/> Y <input type="checkbox"/> N
3. Explain the next steps in the process including the Eligibility Determination Team (EDT) meeting and Individual Education Plan (IEP) Meeting.		<input type="checkbox"/> Y <input type="checkbox"/> N
4. Explain that the family can choose who they want to invite to EDT and IEP meetings.		<input type="checkbox"/> Y <input type="checkbox"/> N
If any of the above not completed, when will steps be completed? _____		

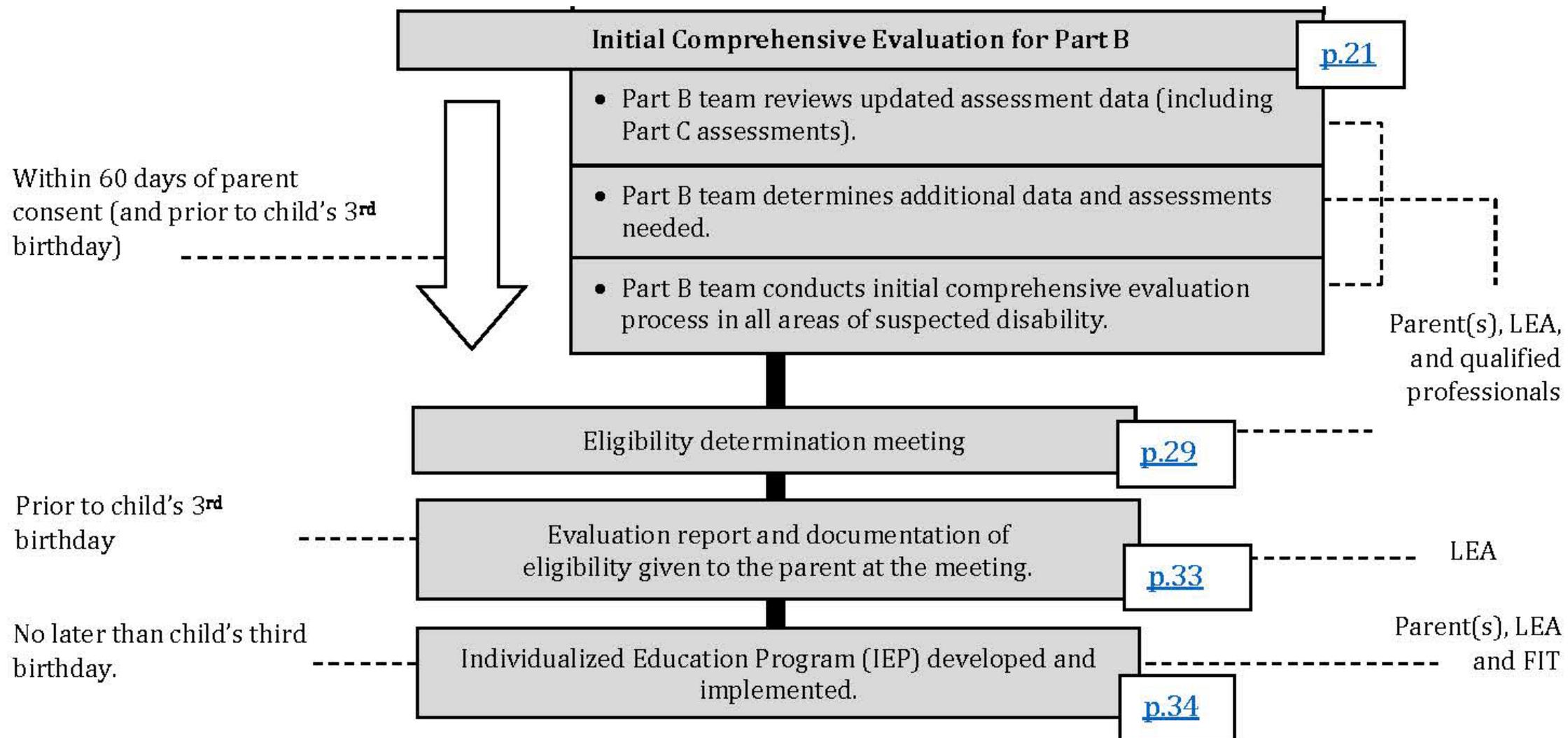


Helping Families Digest

- How did the LEA information fit with what you expected to hear?
- How are you feeling about your transition options since having your transition conference?
- What additional information do you need to decide where you would like her to transition?



Understanding the Part B Process



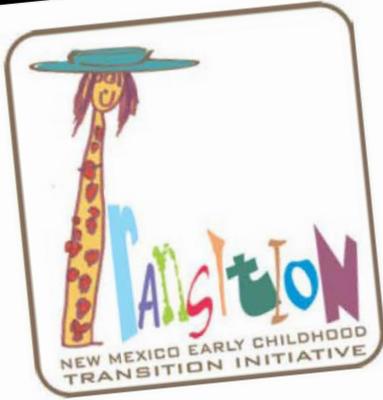
Supporting Hesitant Families

- Transitioning to Part B can be scary for families.
- When families decline Part B and reconsider later, it can cause a lapse in services.
- The more families understand Part B, the more likely they are to explore the option.
- ALL members of the IFSP team should discuss the potential benefits of Part B services.

Supporting Transitions to Preschool for Young Children with Disabilities

Supporting Transitions to Preschool for Young Children with Disabilities

Under The Individuals with Disabilities Education Act (IDEA)



EARLY INTERVENTION (IDEA Part C) and PRESCHOOL SPECIAL EDUCATION (IDEA Part B)

What's the Difference?

IDEA Part C Early Intervention	IDEA Part B Specialized Supports & Services
Services through Part C- early intervention continue year-round.	Services provided by special education are provided during the school year. For services to be provided for an Extended School Year (ESY) during the summer there must be a documented need identified on the IEP.
Services are family-centered through an Individualized Family Service Plan (IFSP).	Services are child-centered with emphasis on academic, functional and educational performance through an Individualized Education Plan (IEP).
Services are provided in home/day routines, activities, and settings.	All educational placements and services must be provided in the Least Restrictive Environment (LRE) that is appropriate to each child's needs.
Services as allowable under 34CFR§303.	Related services as allowable under 34CFR§300.
Public and/or private schools may be billed for all services under the state Bill 589. Health care services are provided at no cost to families. Health care services are provided at no cost to families.	Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Services are provided at public expense and without charge to families. All placement decisions are made by the IEP TEAM.
Services are provided at no cost to families.	<ul style="list-style-type: none"> • NM PreK • Head Start • 619 Preschool Program • State-Supported Schools: <ul style="list-style-type: none"> • NMSD and NMSBVI • Other placements as determined by IEP Team.

The FOCUS Essential Elements of Quality Preschool Curriculum Framework Model for Supporting Social Emotional Learning in Infants and Young Children



Activity: Part C Myths and Facts

Let's test our knowledge of some common myths and facts!



Myth or Fact

Every child enrolled in FIT *MUST* receive an evaluation for Preschool Special Education services, according to OSEP Part C requirements.

- **MYTH**
- *The only children who MUST receive a Part B evaluation are children who are potentially eligible for Part B and whose parents have consented to the evaluation.*





Myth or Fact

Families cannot receive a Preschool Special Education evaluation if they don't attend the Transition Conference or decline the required conference.

- **MYTH**
- *Families may still proceed with C to B Transition steps, even if they choose not to have a Transition Conference*



Myth or Fact

FIT Providers are required, by ECECD policy, to adhere to the deadlines listed in the Part C to Part B Transition Manual.

- **FACT**
- *Although OSEP does not measure states on the steps to get to all parts of Indicator C8, FIT requires that providers adhere to the transition state policy as outlined in the document referenced above*



Questions?





Contact Us

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