

# Transition of Young Children from Part C to Part B

*Understanding your Responsibility*



# Do you know:



- Federal and state **regulations** that pertain to transition from Part C to Part B?
- **New Mexico's timeline** for transition?

# Do you know:

- You are member of a regional transition team?
- You have a role & responsibilities to this team?
- Your district has signed an MOU with members of your team?
- What is contained in this MOU?
- This MOU is part of your application to the state for funding in the spring?



# What about Transition Teams?

- Each school district is part of a Transition Team
- Teams improve district's system of transitioning children and families from Part C to Part B



# 31 Community Based Transition Teams

- Each team has a coach
  - Family Infant Toddler Program (FIT)
  - Local Education Agency (LEA)
  - Regional Education Cooperation (REC)
  - State Supported Schools
- Team meetings are ongoing over time

- Teams support parent involvement
  - Head Start
  - The BIE FACE Programs
  - Family Members
  - Parent Organizations (PRO, EPICS)

- Each team develops a community MOU





# Who is on my Transition Team?



## NM EARLY CHILDHOOD TRANSITION INITIATIVE COMMUNITY-BASED TRANSITION TEAMS

Status as of 8/01/18  
(31 Transition Teams)



The table below is a listing of the community-based transition teams in New Mexico. Also listed is the designated coach and team leader for each team. Teams are comprised of representatives from:

- The Family Infant Toddler Program (FIT)
- The Local Education Agency (LEA) or school district(s) within the service area of the FIT Provider
- The Regional Education Cooperation (REC) serving that school district, where applicable
- The Head Start grantee serving that area
- The Bureau of Indian Education (BIE) Family and Child Education (FACE) programs
- The NM School for the Blind and Visually Impaired (NMSBVI)
- The NM School for the Deaf (NMSD)
- The Children Youth and Families Department (CYFD) Training and Technical Assistance Programs (TTAPS)
- Parents Reaching Out (PRO) and Education for Parents of Indian Children with Special Needs (EPICS)
- Family Members

FIT PROVIDER	LEA REC	OTHER PARTNERS	COACH INFO	TEAM LEADER INFO
<b>BRIDGE BUILDERS TRANSITION TEAM</b>				
Life Quest NMSBVI NMSD	Cobre Silver	El Grito Head Start TTAP- WNMU PRO	Cathie Koss – PSN/ECN 505-328-7843 <a href="mailto:cathiekoss@salud.unm.edu">cathiekoss@salud.unm.edu</a>	Rotating
<b>CATRON COUNTY PRESCHOOL TRANSITION TEAM</b>				
Life Quest NMSBVI NMSD	Reserve Quemado REC 10 REC 5	Mid West CAP Head Start TTAP- WNMU PRO	Sandra Coleman – CREC Phone: 505-889-3412 or 505-810 -7137 <a href="mailto:scoleman@crecnm.org">scoleman@crecnm.org</a>	Jolene Delgado Phone: 575-533-6242 <a href="mailto:idelgado@reserveschools.com">idelgado@reserveschools.com</a>
<b>CHILDREN ONWARD</b>				
PMS-Roundtree Growing In Beauty NMSBVI NMSD	Aztec Bloomfield Central Farmington	PMS Head Start Shiprock Head Start TTAP UNM/TAOS PRO EPICS	Michelle Staley – ECN/CDD Phone: 505-272-6511 <a href="mailto:mstaley@salud.unm.edu">mstaley@salud.unm.edu</a>	Jessica Henderson - FIT Phone: 505-564-6903 <a href="mailto:jessica_henderson@pmsnm.org">jessica_henderson@pmsnm.org</a>
<b>CIBOLA COUNTY EARLY CHILDHOOD TRANSITION TEAM</b>				
La Vida Laguna Pueblo NAPPR Growing In Beauty NMSBVI NMSD	Grants-Cibola	Mid West CAP Head Start Laguna Pueblo Head Start/EHS Acoma Pueblo Head Start Crownpoint Head Start BIE FACE TTAP-UNM/TAOS PRO EPICS	Michelle Staley – ECN/CDD Phone: 505-272- 6511 <a href="mailto:mstaley@salud.unm.edu">mstaley@salud.unm.edu</a>	D'Leese Jones - LEA Phone: 505-285-2645 <a href="mailto:djones@gccscc">djones@gccscc</a>

<http://www.cdd.unm.edu/ecIn/Transition/transitionTeamsMOU.html>

# State Transition MOU

## MEMORANDUM OF UNDERSTANDING CONCERNING THE TRANSITION OF CHILDREN BETWEEN NEW MEXICO DEPARTMENT OF HEALTH, NEW MEXICO PUBLIC EDUCATION DEPARTMENT

This Memorandum of Understanding is made and entered into among the New Mexico Public Education Department, hereinafter referred to as the "PED" and the New Mexico Department of Health, hereinafter referred to as the "DOH".

Purpose: To facilitate a smooth and effective transition for eligible children and families. For PED and DOH to collaborate in order to ensure compliance with federal and state laws and regulations.

WHEREAS, the State of New Mexico participates in the Individuals with Disabilities Education Act (IDEA), hereinafter referred to as the "Act";

WHEREAS, the PED is responsible for the implementation of Part B under the Act and ensuring that a Free Appropriate Public Education (FAPE) is available to all IDEA eligible children with disabilities age three years through twenty one years;

WHEREAS, the DOH is the lead agency for implementing Part C under the Act and ensuring access to early intervention services for all eligible children;

WHEREAS, the federal regulations for Part B, "Assistance to States for the Education of Children with Disabilities" 34 CFR Part 300, Final Regulations dated August 14, 2006, require in section 300.124:

**Transition of children from Part C to preschool programs.**

"The State must have in effect policies and procedures to ensure that-


(a) Children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act

# Transition MOUs

- Promote smooth transitions for young children
- Tied to funding at the LEA level
- Agreed upon transition processes
- Clarification of roles
- Defined timelines



# Transition MOUs



CENTER for DEVELOPMENT and DISABILITY

A University Center for Excellence in Developmental Disabilities Education, Research and Service

## Early Childhood Learning Network

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[Early Childhood Learning Network](#)

- Early Childhood Network
- Family Child Care Visiting
- FIT Training & Resource Portal
- Home Visiting Training
- New Mexico Early Childhood Transition**

- New Mexico Early Childhood Transition
- Community Based Transition Teams**
- Forms To Support Transition
- Partner Links
- Preschool Readiness
- Transition Resources
- Transition Training Activities
- Contact Us

PED FOCUS

- Preschool Network
- Quality Childcare for All
- Contact Us


[UNM](#) > [CDD](#) > [ECLN](#) > [New Mexico Early Childhood Transition](#) > Community Based Transition Teams

### Community Based Transition Teams

- [Roles and Responsibilities](#)
- [List of Teams and Coaches](#)

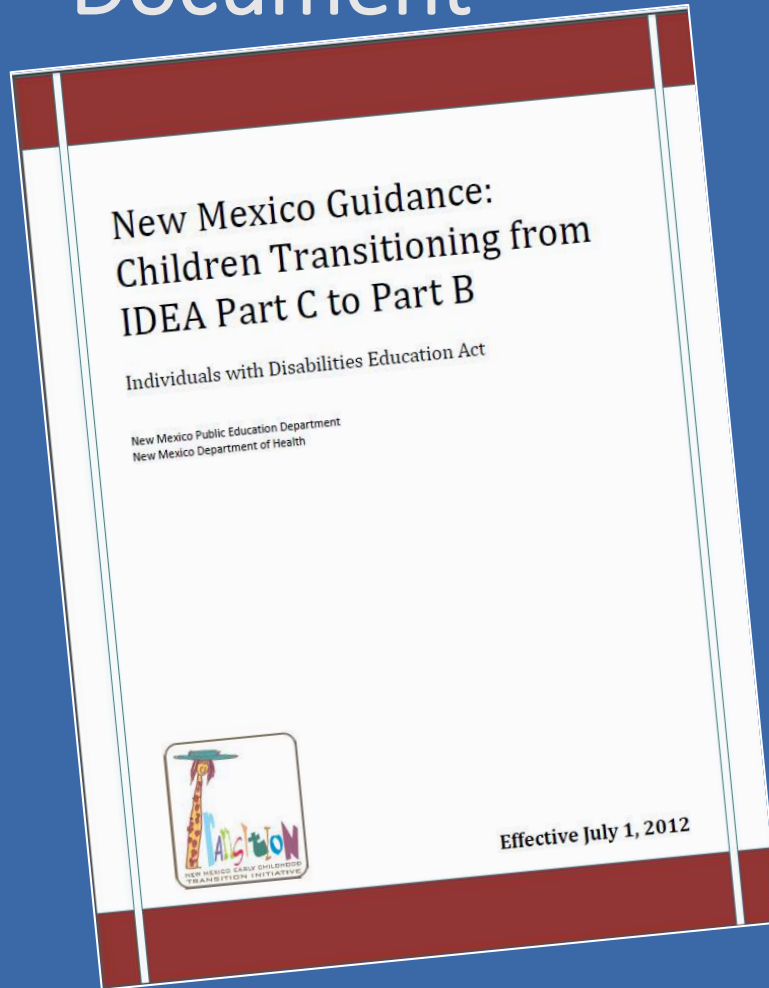
### COMPLETED MEMORANDA OF UNDERSTANDING (MOU)

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- [Children Onward](#)
- [Cibola County](#)
- [Colfax County](#)
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- [Gadsden](#)
- [Hatch](#)
- [Hidalgo County](#)
- [La Mariposa](#)
- [Las Cruces](#)
- [Lea County](#)
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- [Metro](#)
- [Moriarty-Edgewood-Estancia-Mountainair](#)
- [Nizhoni Network](#)
- [Northeastern](#)
- [Northern](#)
- [Otero County](#)
- [Region IX](#)
- [Roswell](#)

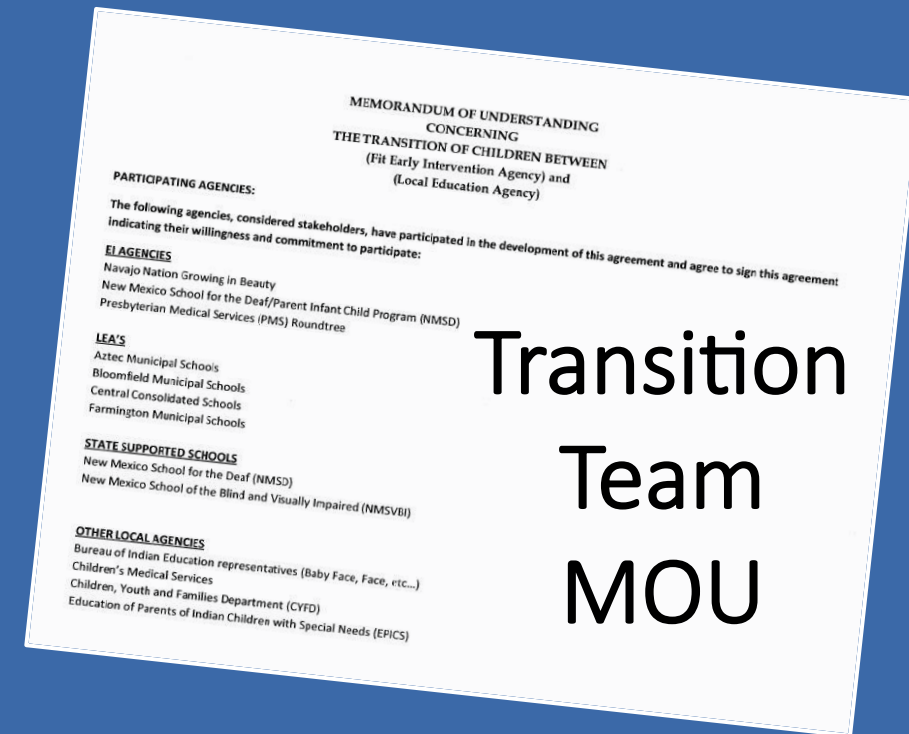
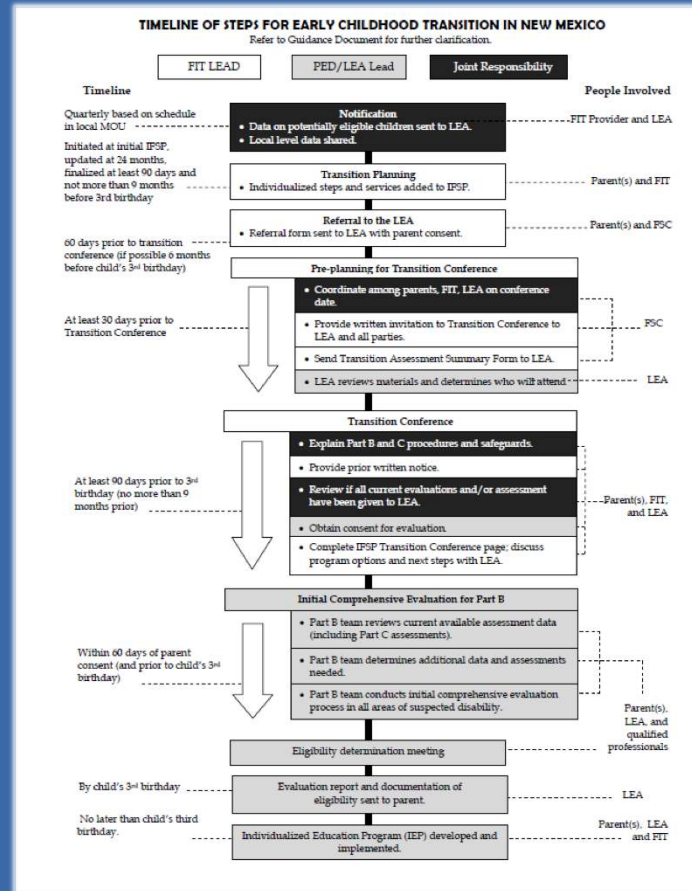


<http://www.cdd.unm.edu/ecln/Transition/transitionTeamsMOU.html>

# Guidance Document



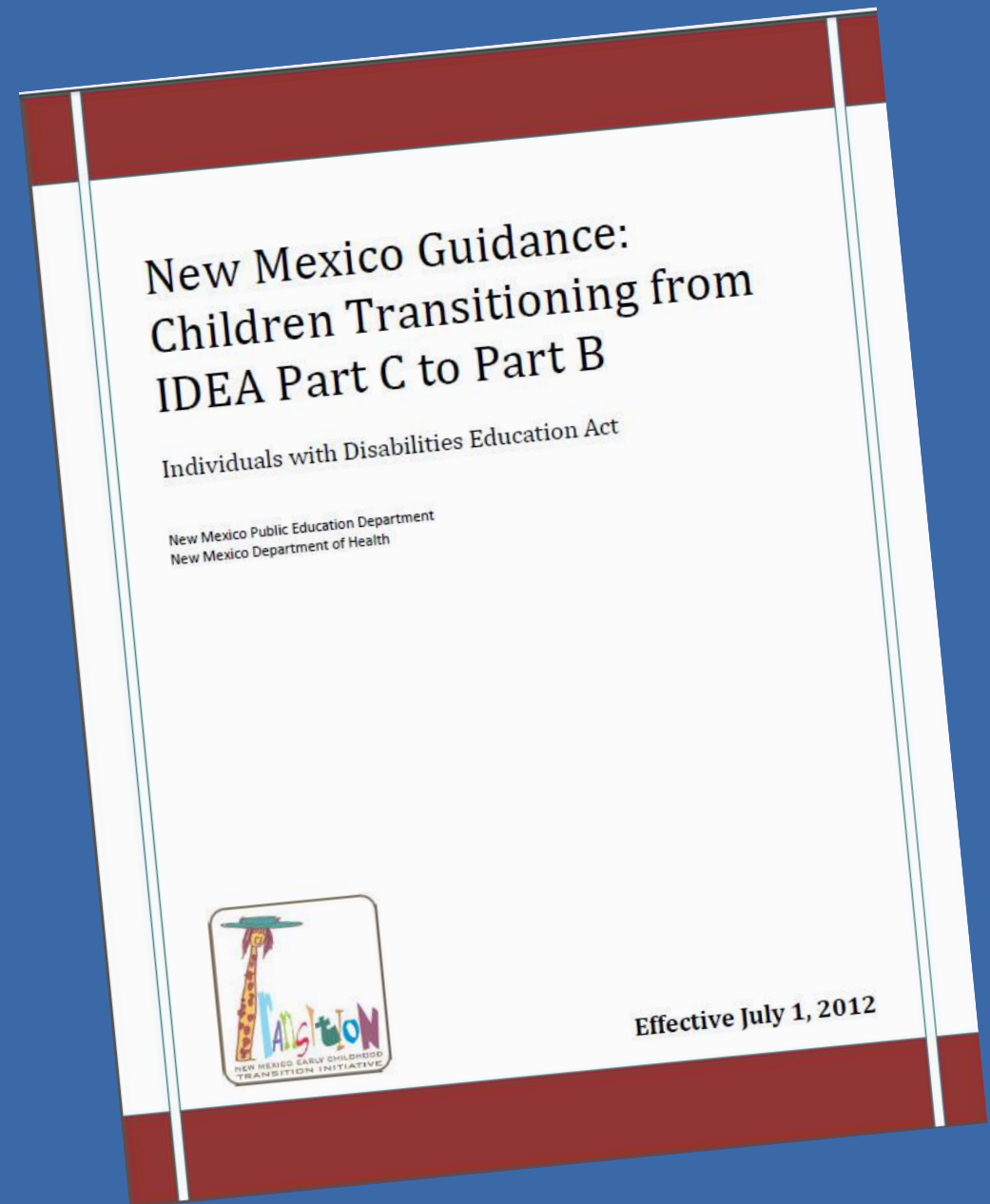
# Transition Timeline



## Transition Team MOU

“Must Have” Resources

All federal and state Regulations pertaining to the transition of young children from Part C to Part B programs in New Mexico are included in this document.





(ii) Subject to paragraph (b) (2) of this section, if the lead agency determines that the toddler is eligible for early intervention services under Part C of the Act more than 45 but less than 90 days before that toddler's third birthday and if that toddler may be eligible for preschool services under part B of the Act, the lead agency, as soon as possible after determining the child's eligibility, notifies the SEA and the LEA for the area in which the toddler with a disability resides that the toddler on his or her third birthday will reach the age of eligibility for services under Part B of the Act, as determined in accordance with State law; or

(iii) Subject to paragraph (b) (2) of this section, if a toddler is referred to the lead agency fewer than 45 days before that toddler's third birthday and that toddler may be eligible for preschool services under part B of the Act, the lead agency, with parental consent required under §303.414, refers the toddler to the SEA and the LEA for the area in which the toddler resides; but, the lead agency is not required to conduct an evaluation, assessment, or an initial IFSP meeting under these circumstances.

#### State Rules

##### 7.30.8.13 TRANSITION (B)(1)

The FIT program shall provide notification to the public education department, special education bureau, of all potentially eligible children statewide who will be turning three years old in the following twelve month period. (2) The early intervention provider agency shall notify the LEA of all potentially eligible children residing in their district who will turn three years old in the following twelve month period. This will allow the LEA to conduct effective program planning.

(3) The notification from the early intervention provider agency to the LEA shall:

(a) include children who are potentially eligible for preschool special education services under the Individuals with Disabilities Education Act (IDEA) Part B; potentially eligible children are those children who are eligible under the developmental delay or established condition categories;

(b) include the child's name, date of birth, and contact information for the parent(s);

(c) be provided at least quarterly in accordance with the process determined in the local transition agreement; and (d) be provided not fewer than 90 days before the third birthday of each child who is potentially eligible for IDEA Part B.

##### 6.31.2.11 (A) (5) (a)

Each LEA shall survey Part C programs within its educational jurisdiction in its child find efforts to identify children who will be eligible to enter the LEA's Part B preschool program in future years.

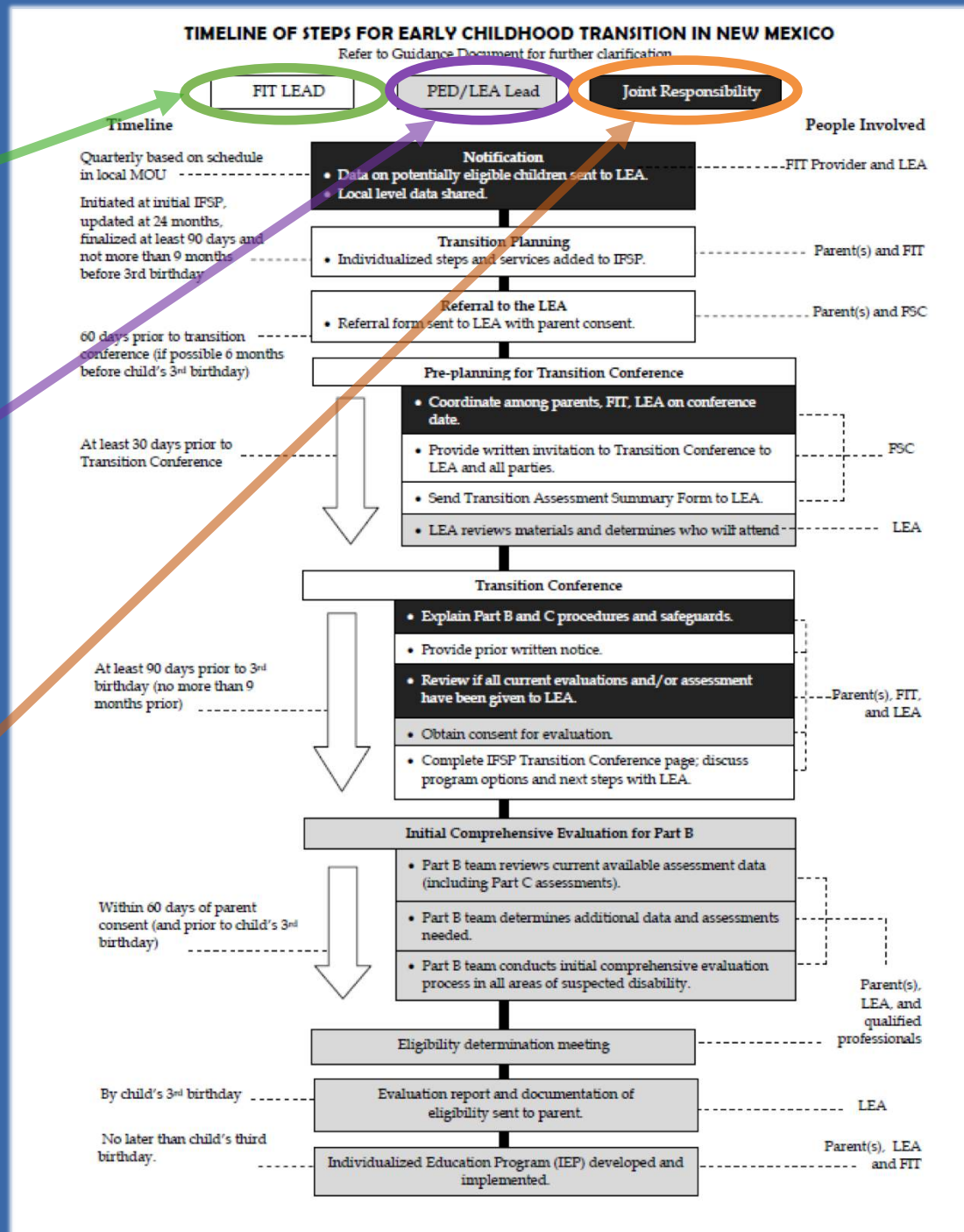


# Inside the NM Guidance Document...

Part C  
Responsibilities

Part B  
Responsibilities

Both Part C & B  
Responsibilities



Timeline  
of  
Transition  
Steps





# Part B SPP/APR Indicators

- Indicator 11 Child Find:

% of children evaluated within 60

days of district receiving parental  
consent for initial evaluation



# Part B SPP/APR Indicators

- Indicator 12 Effective Transition:  
% of children referred by Part C prior to age 3, who are found eligible for Part B and who have an IEP developed and implemented by their 3<sup>rd</sup> birthday



Notification

Potentially eligible  
children transitioning  
within next 12 months

&  
Referral

60 days prior to  
Transition  
Conference



# Late Referrals

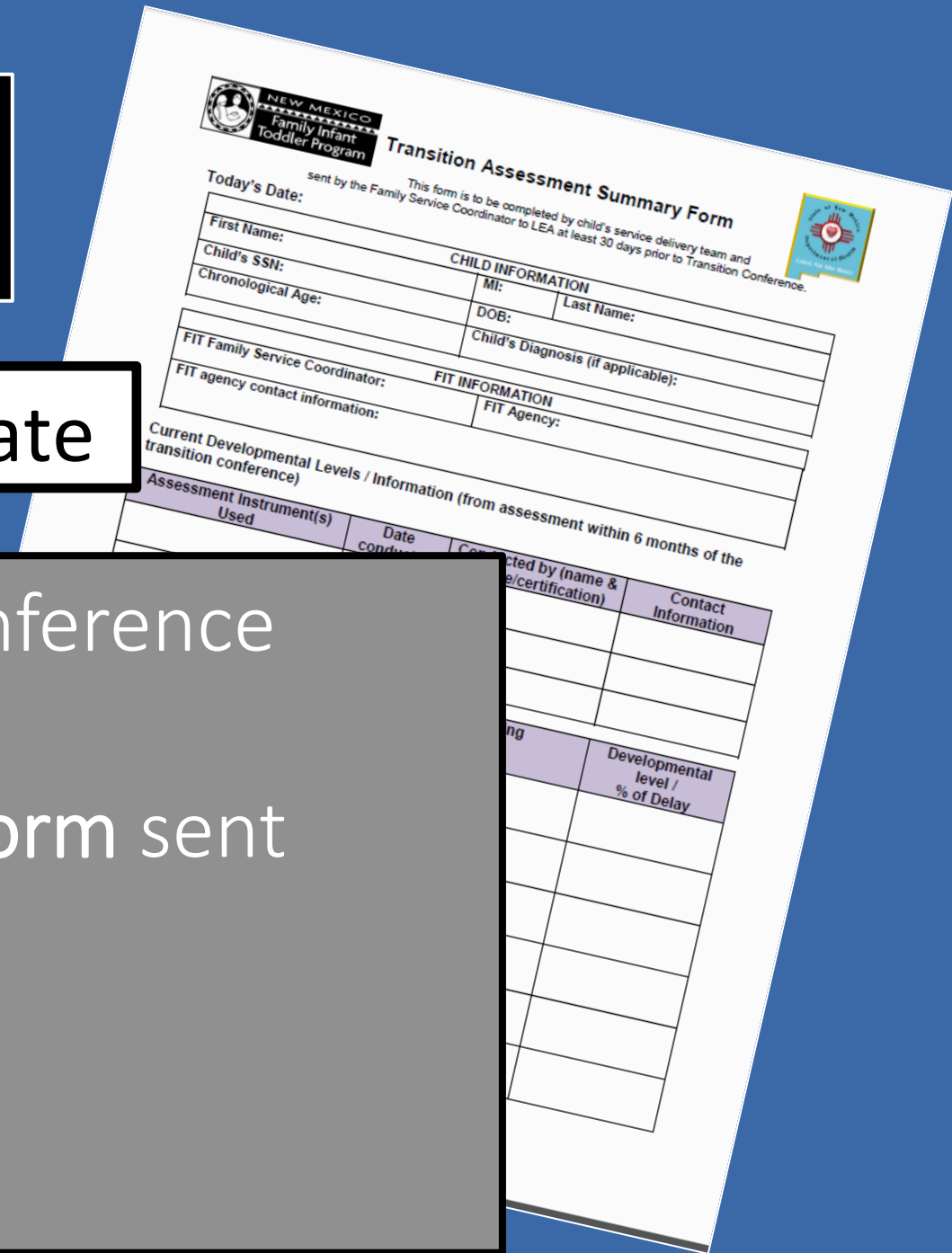




# Pre-Planning for Transition Conference

(EI) Coordinate conference date

- Written invitation to Transition Conference to all invitees (EI)
- Transition Assessment Summary Form sent to LEA (EI)
- LEA team reviews materials and decides who will attend (LEA)



The image shows a 'Transition Assessment Summary Form' from the New Mexico Family Infant Toddler Program. The form is titled 'Transition Assessment Summary Form' and includes a logo for the New Mexico Department of Health. It contains several sections for data entry:

- Today's Date:** A field for the date of the assessment.
- CHILD INFORMATION:** Fields for First Name, Child's SSN, Chronological Age, MI, DOB, Last Name, and Child's Diagnosis (if applicable).
- FIT INFORMATION:** Fields for FIT Family Service Coordinator, FIT agency contact information, and FIT Agency.
- Current Developmental Levels / Information (from assessment within 6 months of the transition conference):** A table with columns for 'Assessment Instrument(s) Used', 'Date conducted', 'Completed by (name & certification)', 'Contact Information', and 'Developmental level / % of Delay'.



# Part C Information



## Transition Assessment Summary Form



This form is to be completed by child's service delivery team and sent by the Family Service Coordinator to LEA at least 30 days prior to Transition Conference.

Today's Date:

CHILD INFORMATION		
First Name:	MI:	Last Name:
Child's SSN:	DOB:	
Chronological Age:	Child's Diagnosis (if applicable):	

FIT INFORMATION	
FIT Family Service Coordinator:	FIT Agency:
FIT agency contact information:	

Current Developmental Levels / Information (from assessment within 6 months of the transition conference)

Assessment Instrument(s) Used	Date conducted	Conducted by (name & license/certification)	Contact Information

Domain	Description of child's functioning	Developmental level / % of Delay
Communication (Receptive & Expressive)		
Fine Motor		
Gross Motor		
Adaptive/ Self Help		
Cognitive		
Social/Emotional		
School Readiness- (Pre-literacy / Pre-numeracy)		

# Transition Assessment Summary Form

Designed to:

- Provide overall picture of a child's skills, both strengths & areas of concern
- Offer assessment information in all developmental domains, including age-ranges &, if applicable, percentages of delay





# Transition conference



# Parent Consent

Before any evaluation is conducted, the child's parent **MUST** provide informed, written consent...and it *may be obtained at the Transition Conference.*



Evaluation is defined as  
“procedures used to determine  
whether a child has a disability and  
the nature and extent of special  
education related services that the  
child needs.”





# Initial Evaluation for Part B



- Review of current assessment information from Part C
- Determine additional data needed
- Conduct initial evaluation process

# Eligibility Determination

- Multiple sources
- Data less than 6 months old
- FIT notification of eligibility of child



# Review of Existing Evaluation Data (REED)

- Information, assessment & evaluations provided by parents
- Information provided by FIT
- Information gathered through use of assessment tools, parent interviews, & observation



# Review of Existing Evaluation Data (REED)

**Review of Existing Evaluation Data (REED)**

District: \_\_\_\_\_

Address: \_\_\_\_\_

☐ Initial Evaluation ☐ Re-Evaluation ☐ Other: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Child's Name	Last:	Child ID #:	Date of Birth:	Grade:	First:	Middle Initial:	School:	Phone:
Parent/Guardian:			Address:		City, State, ZIP:			
Suspected Disability(ies) or Disability(ies):								
REVIEW OF EXISTING EVALUATION DATA								
Review and describe the following information as applicable. Identify the data source for all information reviewed.								
Reminder: Teams should consider evaluation data, as appropriate, to provide information about the student in all of the following areas: Present Level of Academic Achievement and Functional Performance, Adaptive Behavior Skills, Cognitive Ability, Social/Emotional/Behavior, Speech/Language/Communication, Physical, Transition, and Assistive Technology.								
Check if Addressed	Information	Data Source	Filled Description of Information					
	Evaluations and information provided by parents.							
	Evaluation(s) conducted by the district including current classroom-based, local, or state assessments; and classroom-based observations.							
	Teacher and related service provider(s) observations.							
	Evaluations provided by outside agency(ies).							
	Other :							
	Other :							
	Other :							
Review of Input From Parent								

# If the LEA determines...

- Sufficient data exists, it is not necessary for LEA evaluation teams to perform additional assessments as part of the initial evaluation process
- The data is not sufficient, LEA evaluations teams are responsible for gathering that information, administering any needed assessments & other evaluation measures



# Part B Preschool Initial Evaluation Checklist

Part B Preschool Initial Evaluation Checklist	
Activity	Accomplished
Provided parent with Prior Written Notice in their native language	
Provided parent with procedural safeguards in their native language	
Obtained written informed parental consent for evaluation	
A group of qualified professionals reviewed existing data (see checklist below)	
Lack of appropriate instruction and limited English proficiency were ruled out as factors	
Parents had input into identifying what additional data, if any were needed to determine whether the child is a child with a disability and the child's educational needs	
Followed T.E.A.M. guidelines in area of suspected disability	
The group determined that the data reviewed is sufficient to meet IDEA requirements and to make the determinations needed and has notified the child's parents of that determination and their right to request assessment	
The group determined that there is not enough data available to make the determinations needed	
If additional data is needed , assessments were administered and information was gathered following the T.E.A.M. guidelines in order to produce needed data	
Initial evaluation completed within 60 days of obtaining parental consent for evaluation	
A group of qualified professionals and the parent determined whether the child is a child with a disability in a specific disability category (autism deaf-blindness, etc.) and who by reason thereof, is in need of special education and related services	
Provided a copy of the evaluation report and the documentation of determination of eligibility to the parent and with parental consent to the FIT program	

# Individualized Education Program (IEP) Developed



In place by child's  
3<sup>rd</sup> birthday

# Tips for Successful Transition

- Designated staff to ensure procedures and timelines are met!
- Adjusted contracts for diagnosticians therapists & IEP staff



# Tips for Successful Transition



- Dates/times set aside for summer transitions



# Where do I find Resources?

NM Early Childhood Initiative Transition Website

<http://cdd.unm.edu/ecspd/Transition>

NM PED SEB Website

<http://www.ped.state.nm.us/SEB/technical/index.html>

NM DOH FIT Website

<http://archive.nmhealth.org/ddsd/nmfit/Providers/Transition.htm#Section1>



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- PED FOCUS
  - Preschool Network
  - Quality Childcare for All
- Contact Us



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New Mexico Early Childhood Transition

The mission of theNew Mexico Early Childhood Transition Initiativeis to support community teams in developing and/or improving their system of transitioning children and families from early intervention services to other services and supports.  
Our vision is that all children and families will experience a smooth and effective transition as a result of collaborative intentional community planning.

Transition Team Meeting Schedule - 2016

Bridge Builders Silver/Cobre		Consultant: Cathie Koss
Date	Time	Location
09/19/2016	12-1PM	TBD
10/10/2016	12-1PM	TBD
01/25/2017	12-1PM	TBD
05/03/2017	12-1PM	TBD
Bridge to Success Roswell Team: Roswell/Dexter/Hagerman/Lake Arthur		Consultant: Cathy Riley
Date	Time	Location
09/20/2016	1-3PM	Roswell Special Ed Office 300 N
01/24/2017	1-3PM	Kentucky Room 208
04/18/2017	1-3PM	TBD Dexter
Catron County Reserve/Quemado/REC10/REC5		Consultant: Sandra Coleman
Date	Time	Location

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Resources

Transition Teams/MOU Library

Preschool Readiness

Partner Links

Forms To Support Transition

Transition Training

Transition Resources



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- [List of Teams and Coaches](#)

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- [Los Pasos](#)
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- [Metro](#)
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## Transition Resources

[Click here for Training Information and Materials](#)

## TRANSITION DOCUMENTS

- [NM Guidance: Children Transitioning from IDEA Part C to IDEA Part B](#) (revised 11/2012)
- [Steps for Early Childhood Transition Flow Chart](#) (revised 11/2012)
- [NM State MOU](#) (2013)

## TRANSITION REFERENCES AND TOOLS

- [TEAM \(Technical Evaluation and Assessment Manual\). 2011](#)
- [Transition Team Tool Kit](#)
- [Transition Team Workbook](#)
- [Transition Organizational Chart](#)
- [Acronyms](#)
- [Tip Sheets](#)
  - [Partnership Tip Sheet](#)
  - [Early Childhood Transition Planning Tip Sheet](#)
  - [Early Childhood Transition MOU Tip Sheet](#)
  - [Early Childhood Transition Teams Tip Sheet](#)
  - [Explanation of Early Childhood Transition Terms Tip Sheet](#)
  - [Early Childhood Transition Conference Tip Sheet](#)

## TRANSITION VIDEO (APPROX. 30 MINUTES; ENGLISH OR SPANISH)

- [Next Steps: Transitioning from Early Intervention Services](#)
- [Proximos Pasos: Transición de los Servicios Intervención Temprana](#)

## STEERING COMMITTEE INFORMATION

• [Transition Steering Committee Members and Contact Information](#)

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[Webinar Recordings](#)

[New Coordinator Resources](#)



# Questions?



# Contact Information

- Catherine Quick, PED - SEB 619 Coordinator  
(505) 827-6561, [Catherine.quick@state.nm.us](mailto:Catherine.quick@state.nm.us)
- Sbicca Brodeur, DoH - FIT Transition Lead  
(505) 841-5541, [sbicca.brodeur@state.nm.us](mailto:sbicca.brodeur@state.nm.us)
- Sandy Drangmeister, UNM CDD, NM Transition Coordinator  
(505) 917-6044, [sdrangmeister@salud.unm.edu](mailto:sdrangmeister@salud.unm.edu)

**NM Public Education Department**

