



Keep the Flow: 12 Moves to Smooth Transitions from Part C to Part B



KSDE SETS Summer Leadership 2025

Kansas leads the world in the success of each student.

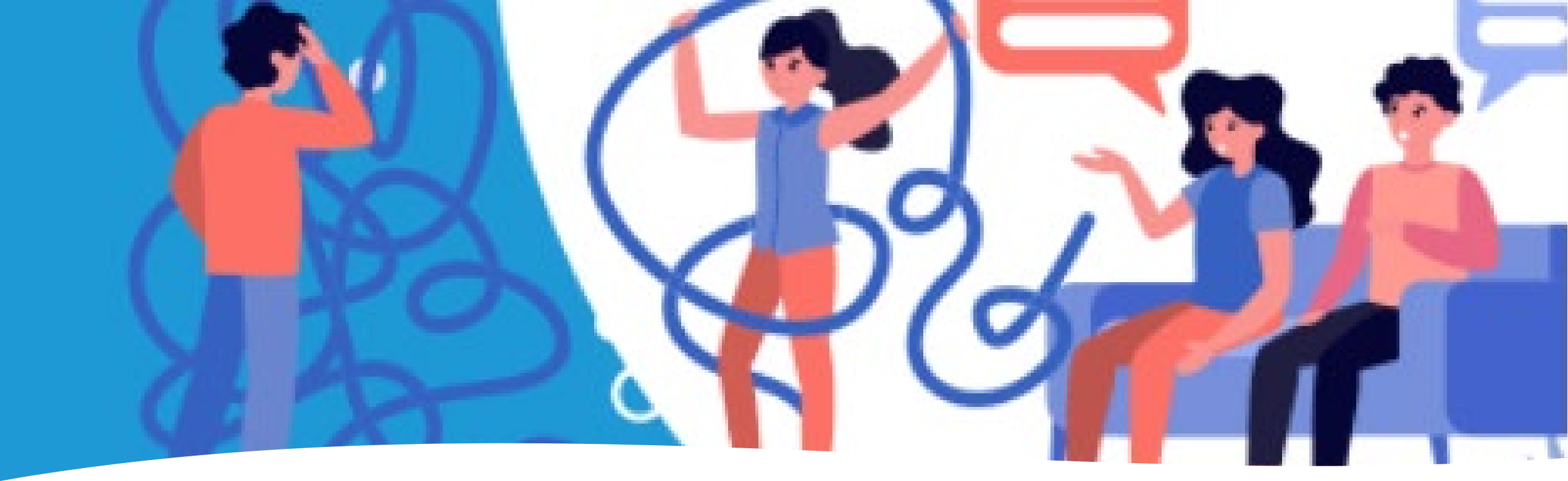
Objectives

- Requirements and responsibilities of both Part C and Part B
- Communication between Part C and Part B
- Memorandum Of Understanding (MOU)
- Discuss common challenges and frequently asked questions
- Resources





#1 There is a Transitions MOU



C to B MOU

Memorandum of
Understanding

Written interagency/intra agency agreement
to provide guidelines and information
regarding how Part C to B will work together
to support the transition process



C to B Memorandum of Understanding (MOU)

- Include specific language around actions, roles, and responsibilities of each agency
- Formal and informal lines of communication should be maintained within and between agencies
- MOUs should be reviewed on a regular basis (e.g., annually)
- Accuracy of information and compliance with regulations is a must (KSDE and KDHE can assist.)
- [MOU worksheet](#) to support writing or updating an effective MOU





#2 Utilize CBER Effectively

Part C to Part B Electronic Referral System (CBER)

- Check regularly and accept referrals
 - Designate person responsible
 - Put it on the calendar
- [CBER Part B User Guide](#)





#3 The family understands their rights and options

Part C and Part B Comparisons

Basic Differences Come From Different Underlying Goals:

Goal of Part C:

To enhance
family's capacity
to support their
children

Goal of Part B:

To support a
child's access to
the general
curriculum

(KELS progress)



Part C Services and Location



- **Family Focused Support:**

- Individualized Family Service Plan (IFSP)
- Services based on family priorities
- Statewide use of the Primary Service Provider Approach to Teaming Model
- Family Service Coordination

- **Natural Environment:**

- Home
- Community
- During actual routines and activities

- **Part C services end on child's 3rd birthday.**

Part B Services and Location

- Individual Child's Needs
- Services provided to enable the child:
 - To advance appropriately toward attaining the annual goals
 - To be involved in and make progress in the general education curriculum
 - To participate in extracurricular and other nonacademic activities
 - To be educated and participate with their nondisabled peers to the maximum extent appropriate



Information Shared in Transition



Information families might like to know about their school district services:

- Enrollment requirements
- ECSE team profiles
- School district calendar
- Resources for families
- Glossary of terms

Step Ahead at Age 3: A Transitions Guide for Families





#4 An effective transition conference occurs

Roles during Transition Conference

Part C:

Transition conferences are considered a Part C Meeting:

- Schedules the meeting with family and Part B representative at an agreed upon meeting time and location that is convenient for the family
- Facilitates the meeting to ensure all required components are met
- Starts meeting with allowing the family to share about their child
- Prepares with the family for the meeting and follows up with family throughout the transition process
- Works with the family to identify what other participants are needed

Part B:

- **Must** attend the meeting
- Shares information about Part B eligibility definitions
- Shares information about special education and related services
- Shares about the steps to determine eligibility for Part B services



Evidence-Based Transition Practices

- Family-centered approach/involvement in planning that promotes continuity of experiences
- Providing clear, understandable, and accurate information
- Fostering relationships
- Interagency agreements and communication
- Ongoing family support over time

Retrieved from the [Early Childhood Personnel Center Standard 3 Professional Development Guides](#)



Elements of Transition Planning

- Relationship-building across community partners
- Service providers help families understand differences between C to B programs
- Ensuring the transition timelines allow families the ability to process decisions
- Provide rights/responsibilities to families so they can make informed choices
- Families choose who they want to invite to IEP
 - *Part C Family Service Provider
- Include explicit steps to exit the program

Adapted from the [Early Childhood Personnel Center Standard 3 Professional Development Guides](#)



Transition Planning

- Unique strengths, learning styles, special needs, and family context are always considered
- Changes in services: different eligibility and system requirements
- Supports child development without loss of or interruptions in needed services
- Opportunities developed for children to become familiar and comfortable with new services and settings

Adapted from the [Early Childhood Personnel Center Standard 3 Professional Development Guides](#)





#5 Ongoing Communication

DEC Recommend Practices – Transition

- **TR1.** Practitioners in sending and receiving programs exchange information before, during, and after transition about practices most likely to support the child's successful adjustment and positive outcomes.
- **TR2.** Practitioners use a variety of planned and timely strategies with the child and family before, during, and after the transition to support successful adjustment and positive outcomes for both the child and family.
- At the national level – CEC and DEC standards
- At the state level – Standards contain both knowledge and skill demonstration





#6 LEA reviews current information and gathers family input

Review of Existing Data

Part B should complete an initial review of existing data* and get caregiver input to determine what, if any, information will need to be collected through evaluation to determine eligibility. Part C teams have valuable information that should be considered during the review. Once the review of existing data is completed, prior written notice is provided to the parents outlining what new evaluation information the team proposes to collect.

**Caregiver must provide written consent for the data to be shared.*





#7 Family understands their rights to an evaluation

Evaluation Process: Eligibility Criteria



- **Part C:**

- Developmental Delay
- Established Risk
- Informed Clinical Opinion

- **Part B: Two-Prong Test:**

- Prong 1: The child has an exceptionality
 - Eligibility Indicators
- Prong 2: Child needs special education and/or related services to access education



#8 A timely comprehensive evaluation

Timely Comprehensive Evaluation

Allow for adequate time for an IEP to be in place by the 3rd birthday if needed and the family and service providers are prepared for implementation.

Allow for delays and plan ahead.

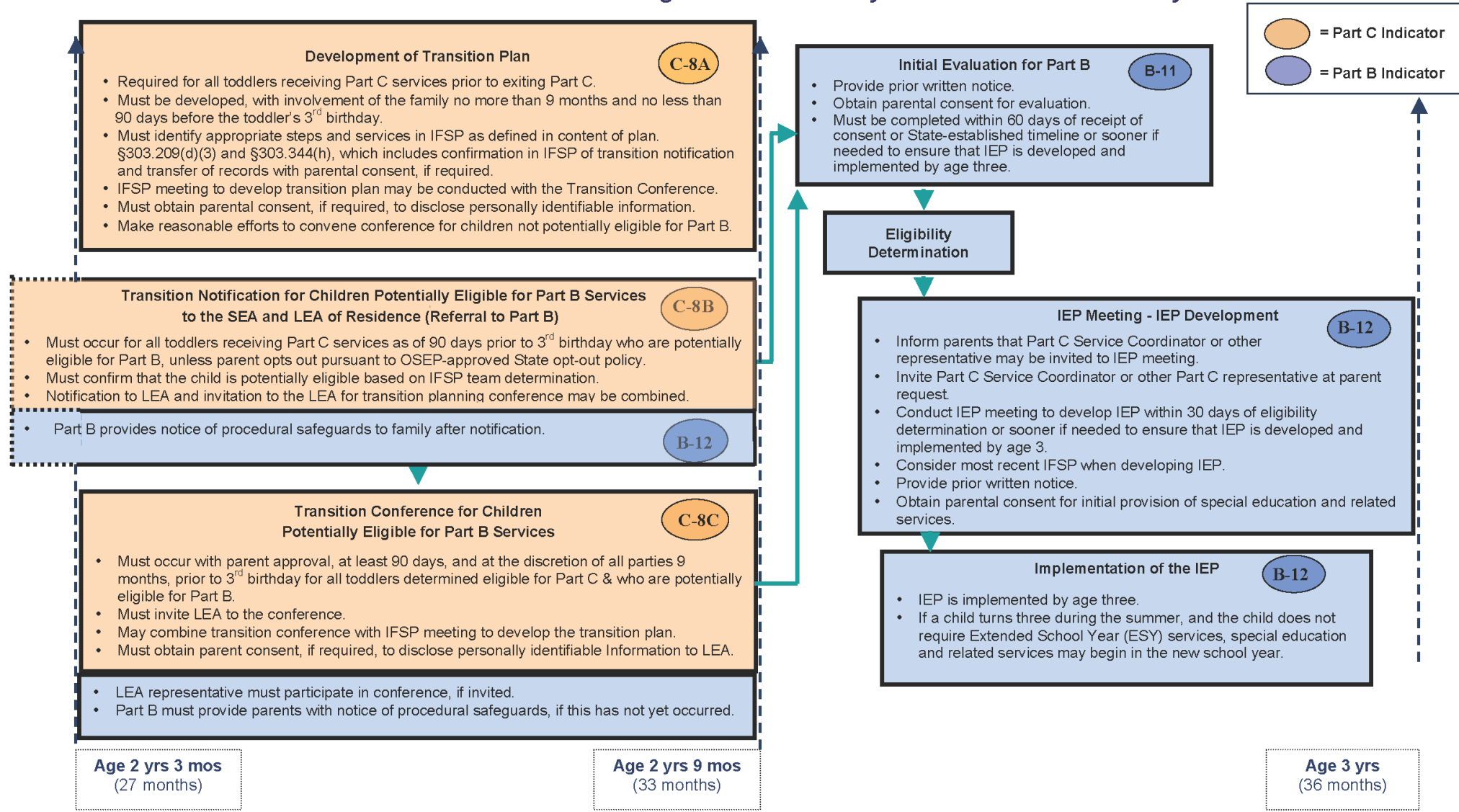
Families need time to make plans.

***If no evaluation is needed - a sound rationale and supporting evidence for this team decision.**



Part C to Part B Early Childhood Transition Timeline for SPP/APR Indicators C-8A, 8B, 8C, B-11 and B-12

For Part C Children Determined Eligible at least 90 Days Prior to Their 3rd Birthday



Developed by NECTAC in collaboration with the Early Childhood Transition Workgroup of the RRCP General Supervision Priority Team and the Office of Special Education Programs (OSEP), September, 2012



Collection of Assessment Data

- Instruments or tools that may be used include:
 - Record review
 - Interviews with families
 - Part C or service provider information
 - Child observations
 - Curriculum-based assessments (CBA)
 - Formal or informal tests, etc.
 - Standardized/Norm referenced assessments are not required
- Children should not be screened prior to beginning an evaluation.
- Instruments and processes used should be based on the needs of the individual child.



Late Referrals

- 90 days to 45 days before the child's 3rd birthday:
 - Responsibilities change after 90 days
 - Part B not held to Indicator 12
 - Part C must determine eligibility before referral to Part B
 - Communication during these late referrals to Part C is key
- 45 days and later:
 - Part C is no longer responsible for evaluation
 - Part C can refer to Part B with parent's permission





#9 Eligibility is determined by the IEP team using the 2-prong test

IEP Team decision



- The family understand the two-prong test prior to the evaluation.
- Two-Prong test
 - The child has an exceptionality ([eligibility indicators](#))
 - The child needs special education and/or related services to access education.
- No predetermination – it's a team decision





#10 The IEP team works collaboratively

Initial IEP Team Meeting

The purpose of the IEP is to ensure that the student receives the appropriate educational support and services tailored to their unique needs, strengths, and challenges so the child can continue progressing. *Consider the Kansas Early Learning Standards (KELS).*

- Prior to the 3rd birthday
- Family may invite anyone
- Part C Family Service Provider should be invited*
 - **Included in IEP reviews moving forward*
- Interpreter
- No predetermination
- Continuum of Services
 - [Kansas Preschool Revenue Calculator and Budget Template](#) may be useful in local planning.
- Provide the family with a copy of the IEP when they leave – at least a draft.



IEP Team Meeting

- Individualized supports and goals
- FAPE – Free Appropriate Public Education
- LRE – Least Restrictive Environment
- Problem solving/solution seeking
- Transportation should be considered





#11 An effective IEP is completed before the child's 3rd birthday

IEP Implementation

- The IEP is implemented within 10 school days of determination.
- The IEP is in place by the 3rd birthday.
- The family and service providers are prepared for implementation.
- Planning allows for unexpected delays so all timelines can be met, and the family has time to plan for services.
- Part C is completing their requirement to support the family as they transition to a new program.

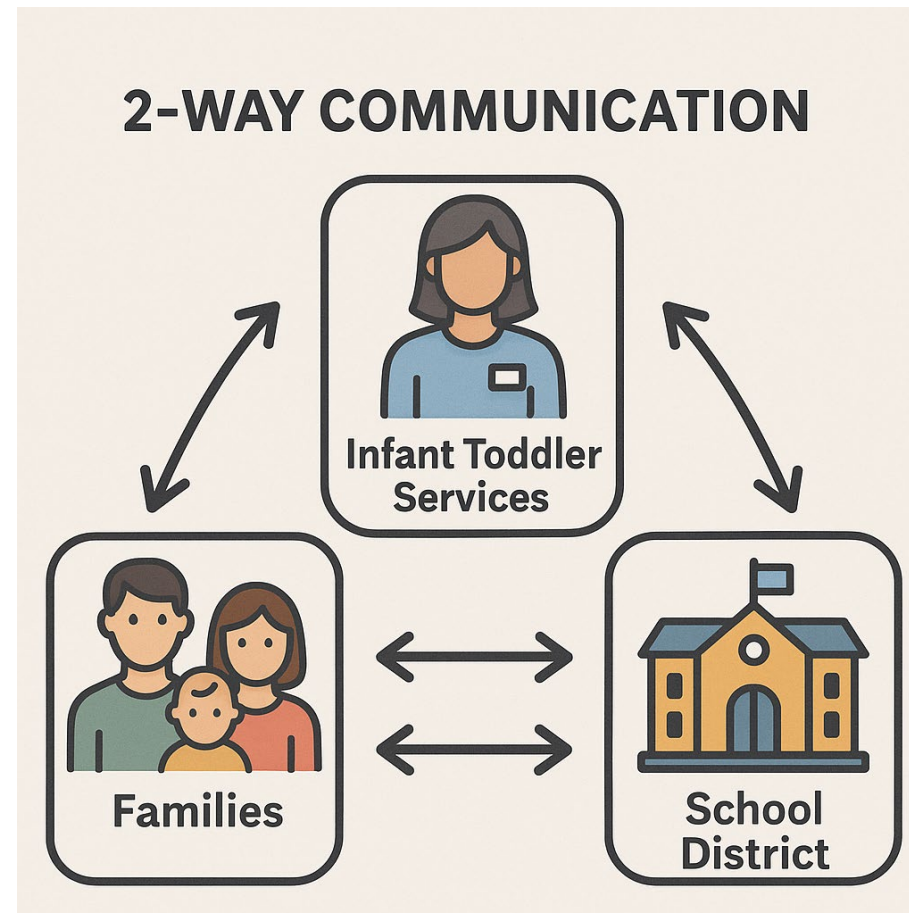




#12 The Transition MOU is reviewed regularly (MOU Worksheet Link)

Role of an MOU

- Communication channels and clear roles will lead to smooth transitions for families and children....and staff.
- Your MOU outlines the formal and informal communication and tasks.
 - Who
 - What
 - When
 - How
- This clarity creates a trusting professional relationship.





Frequently Asked Questions and Common Challenges

Updated Kansas Early Childhood Transition from IDEA Part C to Part B FAQs

- Updated based on [Nix Letter](#) and federal [Office of Special Education Programs 2023 Early Childhood Transition Questions and Answers](#)
- Headings
- Part C to Part B Electronic Referral System (CBER)
- Guidance for serving children who are lost to contact, children who are migrant or experiencing homelessness
- Transition Conferences
- Part B options & responsibilities during transition and eligibility determination
- Part C being invited to the IEP conference (with parent permission)



Questions?



Resources



Additional Resources

- [KSDE TASN Early Childhood Special Education: Indicator 12](#)
 - Kansas Indicator 12 FAQs
 - [Kansas Special Education Process Handbook](#)
- Federal Resources:
 - [Nix Letter](#)
 - [Office of Special Education Programs 2023 Early Childhood Transition Questions and Answers](#)
- [Division for Early Childhood \(DEC\) Recommended Practices](#)
- [Early Childhood Technical Assistance Center \(ECTA\) Practices Improvement Tools: Transitions](#)
- [Council for Exceptional Children Initial Practice-Based Standards for EI/ECSE](#)
- [Kansas Inservice Training System \(KITS\): Transition C to B](#)
- [Kansas IDEA Part C Procedure Manual](#)
- [MOU Worksheet](#)



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