Sandy
Good morning everyone. Welcome to this webinar on Planning for Successful Transitions. My name is Sandy Drangmeister and I serve as the NM Early Childhood Transition Coordinator. With me here today are Transition Leads, Sbicca Brodeur, Regional Manager for the Dept. of Health Family Infant Toddler Program, Cindy Faris, Infant Toddler Coordinator with NMSBVI and Lorraine Crespin, Regional Supervisor of the Parent Infant Child Program, with NMSD. Ida Tewa, 619 Coordinator with the Public Education Special Education Bureau was not able to be here today but encourages anyone who has any question regarding Part B’s role in the transition process to call her or send her an email and she will respond to your questions.(we will have Ida’s email address posted at the end of the webinar) Also, with us today is Betty Lansdowne with the UNM CDD Preschool Network Program. The Preschool Network provides support and technical assistance to public preschool programs for children with special needs and their community partners statewide.

Before we go any further, I would like to make sure that everyone is hearing us ok. If you’re having any trouble, please let us know by typing in the chat box in the lower right corner of your computer screen...and we can have some one assist you.

If you’d like to ask questions during today’s webinar, please type those questions in the chat box as well. After a review of the questions, Part C and Part B will answer the questions and they will then be posted on the Transition website.

Also, if you have topic suggestions for any future transition webinars, please type those suggestions in the chat box!
Sandy

Today, most families of young children use and move between different types of early childhood services – like Head Start, Early Head Start, private child care, home school, public preschool, or kindergarten. Moving between and among these various programs is often what we refer to as ‘transition’.

Today we are focusing on how to help children and families with the transition of children from early intervention programs (Part C) to public preschool special education (Part B) or other options.
Sandy

The Individuals with Disabilities Education Act (IDEA) provides regulations that help guide the coordination of services for young children, birth through five, including the transition from Part C to Part B.

Most importantly and what we all strive for is that children and families experience smooth transitions from early intervention services to preschool special education and/or other options.

IDEA and state regulations provide guidance that by the 3rd birthday of a child who qualifies for Part B services, an IEP has been developed and implemented.

The IEP team including the family will determine what the IEP start date will be.
IDEA Transition Requirements

34 CFR 300.124

Each state must ensure that:

• Each local education agency (LEA) will participate in transition planning conferences arranged by the designated lead EI agency
• Families will be included in the transition planning for their children 7.30.8.13(C) and 34CFR Sec 303.209(d)

Sandy

IDEA also provides guidance that LEAs (or school districts) participate in transition planning conferences that have been arranged by the lead EI agency.

Smooth transitions are our goal and including families from the very beginning in transition planning and communication is the key.

Attending the conference is one of the best ways for the LEA to be participating in transition early on.

Occasionally we hear of families who aren’t sure that they want the LEA (future school) present at the transition conference. Often, once the family learns (Family Service Coordinator explains to the family) that just because the LEA is present at the conference does not, by any means, indicate that the family has decided that their child will attend special education at the public school. It does provide an opportunity for the family to learn what their options are and to hear from the school what services might be provided and also get to know some staff from the school that their child will eventually transition to whether it is within Special Education or not.
Sandy

So let’s take a quick poll so that together we can see who is attending today’s webinar. We hear regularly from Part B and Part C from around the state but if you will check whether you are a representative from Part B, Part C or perhaps another agency involved in the transition planning for young children and families, like Head Start, Early Head Start or private preschool we can all know who is present today.

Ok, we’ll go ahead and close the poll…. As you can see we have a good representation from part b, part c and even a few other agencies. It also looks like we have ____ from down south and some folks from the northern part of NM as well. Thank you all for your dedication to the transition process and willingness to collaborate with one another!
Sbicca
We all know that kids grow fast, and the time goes by quickly! Early intervention (Part C of IDEA) is designed for children from birth up to age three. Because a child will not be receiving services through Part C after the child’s 3rd birthday, it is important to plan early. At age 3, services through Early Intervention end and if a child qualifies for continued services he or she may transition to public preschool special education or the child may transition to other services.

Because kids grow fast... and we all know the time flies by, it’s very important that we all plan ahead so that each child’s transition is smooth.
Preparing families for transition out of Infant-Toddler Program Services begins as early as the first contact with each family and letting families know that it is a birth through age 3 program. Staff members from the Infant-Toddler Program explain to each parent that the Infant-Toddler Program serves children and families until each child’s third birthday. The parents will decide what services and/or programs they want to pursue for their child after the age of three. The Early Intervention Service Coordinator can help the family plan for the changes that will take place in the future.

For children enrolled in the Infant-Toddler Program, formal steps preparing for transition must occur for EACH child. There may be several discussions about issues, concerns, needs, and opportunities in preparation for the meetings and activities of transition.
Sandy

Hopefully all of you are familiar with the NM Guidance Document. But just in case we’d like to highlight this assistive tool for the Transition process. The Special Education Bureau of the NM Public Education Department, the NM Department of Health Family Infant Toddler Program, and the Center for Development and Disability at the University of New Mexico collaborated and produced this Guidance document on Children Transitioning from IDEA Part C to Part B.

It is important as we plan for each child’s transition that staff at every level - from Special Education Directors, Early Intervention Coordinators, Diagnosticians, teachers, developmental specialists, therapists, IEP coordinators, school principals, etc. are aware of the federal and state regulations that guide the transition process. The Guidance Document provides comprehensive information on the roles and responsibilities for each step of the transition process.

The state reports to the Office of Special Education Programs (OSEP) on a number of indicators including indicators on transition from Part C to Part B. Part C has indicators they report on and Part B has indicators that they report on. The data is collected by each state on these indicators and is used for the State Annual Performance Report (APR) and given to OSEP (Office of Special Education Programs) at the federal level.
Each section of the guidance is presented in Question and Answer format followed by discussion and regulatory references. The discussions clarify the regulatory references and provides additional information about evidence-based & field tested practices that have shown to be effective.

So if you’ve wondered about a step in the transition process, chances are you’ll find your answer right here in the guidance.
Sandy
The NM Guidance document and previously recorded transition webinars, current forms, and other resources are posted on the NM Early Childhood Transition website along with information on transition teams and copies of transition team MOUs.

The NM Early Childhood Initiative Transition website serves as a resource for both FIT, LEAs and partners.

The NM Guidance document can also be found at the NM Public Education, Special Education Bureau and NM DoH FIT Websites.

Also, a recording of this webinar will be available on the Transition website following today’s broadcast so you will be able to access the information there as well.
Sandy

Included in the NM Guidance document is the Transition Timeline. The timeline (often referred to as the Transition flow chart) provides a quick reference that can be used as a tool in describing the transition process.

At the top of the timeline are three boxes...each color coded so that throughout the timeline you can identify who the responsible party is for each section.

The specific timelines are listed to the left of the flow chart.

On the center are the specific steps required in the transition process. The Steps are color coded indicating which agency has the lead.

The people involved in the process are indicated on the right of the flow chart.

We strongly encourage all staff to have this chart available as a quick reference as they focus on transition and help families prepare for their child’s transition.

If you are going to have just one piece of the Guidance document with you, please make sure you have the transition timeline!
Sbicca

This is a snapshot from page 6 of the NM Transition Guidance Document. You can see here that the role of the Family Service Coordinator is outlined.

Transition Planning begins at the first meeting with the family. This may be an informal conversation, as the Family Service Coordinator explains to the family that their child will be receiving services through the early intervention program until the child turn 3...at which time the child will transition out of EI and into Public Preschool special education and/or other options. This early conversation helps to plant the seed that Family Service Coordinators can build on with each visit.

The Transition Plan will be initiated at the child’s initial IFSP meeting. When the child turns 24 months the Transition plan is updated to include documentation that the family service coordinator has informed the parents of the early childhood transition options (like, Part B preschool special education, Head Start, childcare centers, private preschools or other community based settings) for their child and assists them in visiting any of these settings.

The Family Service Coordinator will also document when the child will transition.
Sbicca
Whether a child is at risk or not, each child and family will be supported through the transition process.
A key element to successful transition is for both FIT and the LEA to have transition systems in place for tracking activity and as a check and balance.

The family service coordinator can support transition planning by ensuring that all partners/provider agencies that are involved on the current IFSP are included in all communication regarding the child’s transition and that the transition process begins as early as possible this allowing all partners to be part of the transition process.

This not only supports planning, but models for the family the importance of communication at all levels to assure a timely transition process.

For FIT staff, tracking each child’s 3rd birthday, prior written notice dates, invitation dates, transition conferences, IFSP, transition planning and conference, etc. will support efforts of ensuring that every child eligible is able to start school on their third birthday. Support all involved staff in keeping the FIT KIDS Transition Section of the data base current.
Betty

For the LEA staff, tracking each referred child’s 3rd birthday, transition conference dates, consent for evaluation dates, prior written notice dates, invitations to other partners, Eligibility determination, IEP development, etc. to make sure that everything is complete in order for each child to begin school on their third birthday.

PSN has developed a tracking sheet to support this effort. If you would like assistance with developing systems, you may contact your TTA provider from either ECN or PSN and we can assist you.
Polling Time

Do you have a person designated at your site who oversees the transition process?

☐ Yes
☐ No
☐ I’m not sure
**Betty**
Every agency needs a system that has knowledgeable people in place to ensure that all transition activities are happening in a timely and effective way.

Have a specific person or persons (in both the FIT agency and the LEA) take on the responsibility of providing oversight of early childhood transition. This lead person would ensure that all transition procedures are followed, timelines are met, forms are filled out correctly, etc.
The family service coordinator can support transition planning by making sure that all partners/provider agencies that are involved on the current IFSP have their information on the Assessment Summary Form and are invited to the transition conference. This will include communication with the LEA staff, the Parents, state supported school staff, Head Start staff, early care staff and any other provider agency staff.

This not only supports planning, but models for the family the importance of communication at all levels to assure timely transition processes.

As a family service coordinator the more we can emphasize good communication from the beginning the more likely the family will continue to advocate for good communication as their child transitions throughout their life.
Sbicca

Including representatives from state supported schools as part of the team and in the loop of communication if you have a child who has a visual impairment or is deaf or hard of hearing is critical to smooth transitions.

Cindy and Lorraine are now going to share how each of their schools’ staff can help support the child, family and team with the child’s transition and how you can get connected with their support.
The transitions between early intervention and preschool services, and later preschool and kindergarten, are emotional for all parents as they watch their little ones grow. Add a disability such as hearing loss, and these emotions are magnified. Issues associated with the disability intertwined with the responsibility of making the right choices for their children's future often results in a time of uncertainty that is exacerbated by an education process that can seem unwelcoming.
Impact of Vision on Developmental Domains

• Assess how vision impacts developmental domains

• Provide information on how vision impacts movement and safety
Vision Specific Assessment Information

• Assessment information from the Oregon Project for preschool children who are blind or visually impaired (birth to six)

• Vision, Compensatory, Fine and Gross Motor, Cognitive, Language, Social, Self Help
Transition Functional Vision Evaluation

- Documentation of vision impact on learning
- Documentation of eligibility for continuing vision services
- Recommendations for orientation and mobility services
- Recommendations for literacy, sensory, independence, safety
Recommendations for Preschool Services

- Provide information about placement options
- Learning media assessment and braille form for schools
- Document need for vision services in preschool
- Document safety issues for orientation & mobility
NMSBVI Follow up

- NMSBVI Staff will
  - Follow up with child at the new placement
    - Service Coordinator must add the planned follow up to the child's the IFSP

Cindy
There are many ways NMSD can help with Transition

- One way is to provide assistance regarding the Addendum for Students Who Are Deaf or Hard of Hearing Communications Considerations document that is required by PED.
Transition for Deaf or Hard of Hearing Children Can Be Complex--Involving a Range of Placement Options

Who's Who and When

TRANSITION

FIT to LEA
FIT to NMSD
FIT or EHD to "Other"
EHD to NMSD
EHD to LEA

"Other" placements may include private schools, charter/charter, both, Direct Service Provider, EHD, NMSD, EHD

e.g., High School CTE

NMSD Staff Can Assist in Explaining Options for Children and Families

Lorraine
Accessing NMSD Expertise is Required by DOH

PROTOCOL FOR ACCESSING SPECIALIZED EARLY INTERVENTION AND OR COMPREHENSIVE EARLY INTERVENTION SERVICES FOR CHILDREN BORN 3-9 MONTHS AND AT RISK FOR IDENTIFIED WITH A HEARING LOSS

Only those children who are born 3-9 months old and at risk for identified with a hearing loss.

Regional Consultative Contacts:

<table>
<thead>
<tr>
<th>Region</th>
<th>Consultant</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>Lorraine Cray</td>
<td>505-337-7862</td>
<td><a href="mailto:lorraine.cray@nmhealth.org">lorraine.cray@nmhealth.org</a></td>
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</tr>
<tr>
<td>Northeast</td>
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<td><a href="mailto:rosa.lombarde@nmhealth.org">rosa.lombarde@nmhealth.org</a></td>
</tr>
</tbody>
</table>

For information or help in completing Regional Consultative:

Deanna Green, Early Intervention Program Director at 505-374-5400 or deanna.green@nmhealth.org.
Please call us—
We are here to help and there is a Regional Supervisor from our agency in your area

Lorraine
Sbicca

Smooth and effective transitions may be challenging when children are referred to the Infant-Toddler Program after 2 years, 9 months of age. Gathering all the necessary information and conducting the evaluation and assessments should be viewed as a team effort in order to provide services in a timely fashion. Also, knowing that these late referrals do happen, call/connect/communicate with the LEA so they can begin planning as well.

For children referred to the FIT program fewer than 45 days before the child’s third birthday, the EI...page 9

Betty

While late referrals make smooth transitions challenging, we know they happen and LEA staff need to be prepared for those children that begin FIT services late and will need to transition out of FIT into other services and supports quickly. Coordination between FIT and the LEA is essential. Have a plan of action in place to address these late referrals that will maximize everyone’s efforts and decrease the stress of needing to accomplish a lot of work in a short amount of time.
Sbicca
Just like late referrals….summer birthdays and extended school years happen and we need to be prepared for them.

For a child turning 3 in the summer, FIT will need to plan early with the districts and not wait until April or May which are busy time for districts. You may be looking at February and/or March to set up conferences for children who have summer birthdays.

Another option may be to see if schools have someone available during the summer months who can assist with transition planning, conferences, and the transition process. Keep in mind that many families schedule vacations during the summer months, so keep communication on going with the family and the LEA as you plan for transition.

LEAs are more available to attend conferences if planning occurs early!

Planning is so important and crucial to ensure that children get to start school on the first day of school.
Betty
Some districts have found a successful strategy is to have staff available on a limited basis through the summer. This includes having 10 month contracts for LEA staff that. The staff may work 9 months, keeping the same number of employment/contract days – some of these contract days worked over the summer rather than all of the days worked during the school year, (explore options with your HR department)

Knowing that no matter how far in advance you plan, there may always be late referrals and times when there’s a need to have a transition conference in a very quick time frame, some school districts have prescheduled days set aside at the beginning and end of the school year so that there are meeting spaces and meeting times and to address last minute and summer transitions immediately upon their return to work or prior to going on summer break.
Sbicca
For children who were turning 3 over the summer but had their conferences prior to the summer, both FIT and LEA staff will need to follow up to make sure that the child’s services began as stated in their IEP.

The FIT staff will need to know when LEA staff will be returning to school following the summer break to follow up on the status of any children that may need more follow through on the transition process.
Sbicca

Another reminder that LEAs need to attend the transition conference and just because the LEA is present at the transition conference does not mean that the family has decided that their child will be receiving services from the LEA (Part B). The point of going through the transition process is for the family to see if their child is eligible or not eligible for Part B services.

It does provide an opportunity for the family to hear about what services may be available to their child if they do decide to transition to the LEA and it also provides an opportunity for the family to meet school personnel and make a connection with the school that their child will eventually be attending whether in preschool special education or regular education.

FIT staff need to encourage full participation of all people involved on the child’s IFSP. FIT staff will continue to hold the conference in order to meet their required timelines.
Sandy
As an EI agency, have you ever wondered if you or your agency sent the Notification or Assessment Summary Form to the LEA? Or you haven’t heard back from the LEA as to whether they received your notification?

Or maybe you’re from an LEA... have your ever wondered if the EI agency has sent their Notification to you? Or if a reply was sent back to the EI agency letting them know that you received Notification or an Assessment Summary Form?

These are some of the situations that I’ve been hearing about at Transition Team meetings that I’ve attended recently.

...so if these scenarios sound familiar or if you have questions about each agency’s responsibilities in your area of the state, please look at your Memorandum of Understanding (MOU) as this will outline how the process should be working. You can ask your supervisor to see a copy of the MOU or you may go to the Transition Initiative website where we have copies of the signed MOUs posted in the MOU Library.

If you still have questions, about the status on some portion of the Transition process...please communicate with each other! Pick up the phone, send an email, follow up!!! We are all part of a team working together and if we can be comfortable in communicating with each other, we can help to eliminate errors and glitches with the transition process.
Let’s work together to ensure a smooth transition for the child!
Sandy

Other important ingredients beyond good communication include mutual respect and understanding of another’s perspective, whether we’re talking about the parents, Early intervention staff, school staff or other persons involved in the transition process. When parents and professionals work together, the result is a positive transition experience and also serves as a model for future transitions.
Polling Time

Do you know where to go to for Transition questions, webinars and resources?

- Yes
- No
- I’m not sure

Where to go?
Sandy

As we said earlier, the NM Transition Initiative website is a great resource for transition information. Questions from previous transition webinars as well as recordings from those webinars are posted on this site.

This is a screen shot of the current transition website. The website will have a new look soon....but we wanted you to see where the recorded webinars are posted and also other transition information can be accessed. The link as listed here, will remain the same.

We will be collecting the questions you have posed today and the answers will be posted here as well.

This webinar has been recorded and will be posted here and available for any of your staff that could not participate today.
Sandy
Here are the links to the

NM Public Education, Special Education Bureau and NM DoH FIT websites where you will find additional transition resources.
Sandy

If you have any questions in the future, or would like additional support, here is our contact information. Please contact us and let us know if and how we can help, or if you have suggestions on future Transition webinar topics. The next Transition webinar will be on December 10th from 9-10am. We will look at the suggestions you have typed in the chat are and also what we’ve been hearing from some of you in the field.

Thank you again for taking the time to join us today...and thank you for the great ideas for future webinars....have a great day!