



Early Childhood Transition Voices from the Field

Did You Know?

Part B Indicator 12 measures the percentage of children referred by Part C before age 3 who are found eligible for Part B and have an Individualized Education Program (IEP) developed and implemented by their third birthday. As a compliance indicator, the performance target for Indicator B12 is 100%. To support this transition, Part C is required to measure the percentage of toddlers exiting early intervention who receive timely transition planning, including developing an IFSP with transition steps and services at least 90 days (and up to nine months, if agreed upon) before the child's third birthday; notifying the state and local education agencies at least 90 days prior to the third birthday for children potentially eligible for Part B services; and holding a transition conference with the family's approval within that same 90-day to nine-month timeframe.

To be eligible for Part B 619 funding, states must have policies and procedures ensuring that "children participating in early intervention programs under Part C and who will participate in preschool programs" experience a seamless transition.

While Local Education Agencies (LEAs) are required to report data for Indicator B12, effective transitions also depend on strong collaboration with Early Intervention Services (EIS) programs. Each agency should establish systems to gather data, track progress, identify challenges, and collaborate to address any obstacles throughout the transition process for children and their families.





Spotlight on Best Practices from the Field

The collaboration between **Lowell Public Schools** and the **Thom Anne Sullivan Center** exemplifies a strong, respectful partnership focused on effective data collection for Indicators C8 and B12. Their work is grounded in mutual respect, flexibility, and a shared commitment to doing what's best for children. They hold regular monthly meetings that, while consistent, remain flexible to accommodate the varying responsibilities of both teams. These meetings often center on the individual needs of families and children, ensuring a child-centered approach. A key element of their collaboration is the use of tools—specifically, an electronic referral form using Google Forms linked to Sheets—which provides a visual and accessible way to track timelines, consent status, and progress throughout each step of the transition process. The use of this tool has not only supported compliance but also driven improvements, such as the creation of online tracking tools and internal monitoring systems that prompt timely referrals and process adjustments. The Google Sheet is accessible by Part B key personnel only to track data to support transition. Data is reviewed with Part C at the monthly meetings. When challenges arise in data collection, both teams engage in proactive problem-solving, continuously evolving their systems to strengthen coordination and improve outcomes for children transitioning from Part C to Part B services.

LEA and EIS providers are responsible for collecting and storing data in a secure manner that protects the confidentiality of children and families, in compliance with all applicable state and federal privacy regulations.

Key Practices and Tips from the Field:

- Open communication supports smooth data collection through the transition process. EIS programs can sometimes provide projections of incoming potentially eligible children, which helps LEAs consider staffing and support needs.
- Using a shared tracking sheet helps to streamline Part C to Part B transitions by enhancing accountability, improving communication, and supporting data-driven decisions through the identification of trends and challenges.

Tools and Resources:

- **Transition from Part C to Preschool**
- **Resources to Support Successful Transition**
- **DaSy Data Collection Resources for IDEA Part C Indicator 12**
- **DESE Indicator 12: Early Childhood Transition**

