



Early Childhood Transition Voices from the Field

Best Practices to Support Building Strong and Effective Partnerships

Did You Know?

Effective collaboration between early intervention service (EIS) providers and local education agency (LEA) early childhood special education teams is essential for ensuring smooth and seamless transitions for toddlers with disabilities from Part C (early intervention) services to Part B (early childhood special education) services, so they have timely access to appropriate services. (OSEP QA 24-01, 2023) ¹.

Effective collaboration is when individuals or teams work together in a way that maximizes the strengths and contributions of each member to achieve a common goal. It involves open communication, mutual respect, shared responsibility, and collective problem-solving. The key to effective collaboration is leveraging diverse skills and perspectives while maintaining a focus on the overall objective.



¹ [2023 Early Childhood Transition Questions and Answers](#)



Spotlight on Best Practices from the Field

Minute Man Arc Early Intervention has implemented a system of regular meetings and check-ins between EIS providers and LEAs to foster effective collaboration. Each fall, EIS transition specialists invite all LEAs to a group meeting, followed by individual annual meetings to review the school and EIS program schedules.

To ensure consistent communication, the EIS program sends notification and additional information via email and provides an updated email directory of EIS providers to the LEAs three times per year. Phone and text communication are also used to help schedule important meetings like transition conferences (TCs). Additionally, three times yearly, the EIS program director shares caseload grids with anonymized data and timelines for children in each district.

"This was a challenging partnership in the beginning. The key is communication, which in the past was scattered. Knowing there are so many factors outside of the two agency personnel, we had to ensure that there was more consistent communication between all parts of the system."

– Laurie Tobey-Freedman,
Program Director, Eliot EI

"Developing a relationship helped me and the EI provider feel comfortable sharing thoughts and ideas and going back and forth on final wording and components of the MOU." – Jill Pietro, Early Childhood Coordinator, Quaboag Regional School District

Quaboag Regional School District

has developed a Memorandum of Understanding (MOU) with their EIS program, which was built through a collaborative process involving multiple virtual meetings and careful clarification of timelines and responsibilities. **Everett Public Schools, Eliot Early Intervention**, and **Criterion Early Intervention** underscored the strength of their transition coordination system, which includes Google Calendar invitations, planned monthly meetings throughout the school year, and dedicated staff to oversee and manage roles during transition conferences.

Key Practices and Tips from the Field:

- Schedule meetings with new staff members to ensure they understand the transition process and timelines.
- Establish consistent, planned monthly meetings between EIS agencies and the LEA throughout the school year.
- Develop communication policies indicating when and how agencies will communicate with one another.
- Create an MOU with timelines and roles and responsibilities identified for both, EIS providers and LEA staff.

Tools and Resources:

- **Transition from Part C to Preschool**
- **2023 Early Childhood Transition Questions and Answers**
- **Guidance on Creating an Effective Memorandum of Understanding to Support High-Quality Inclusive Early Childhood Systems**
- **Transition Practitioner Practice Guide from ECTA**
- **Transition from Early Intervention Services to Part B Preschool Special Education Checklist**

