



Early Childhood Transition Voices from the Field

Best Practices to Support the Transition Conference

Did You Know?

A transition conference (TC), formerly referred to as the transition planning conference (TPC), occurs for a child exiting Part C who is potentially eligible for Part B preschool services. With the family's approval, the Early Intervention Services (EIS) agency convenes a conference bringing together the EIS agency, the family, and the school district or local education agency (LEA) no fewer than 90 days and at the discretion of all parties, not more than 9 months before the toddler's third birthday.

The purpose of the TC is to provide the family with information about Part B preschool services, revise the transition plan as needed, inform parental decision-making, discuss the difference in scope between Part C and Part B, including how Part C services and supports are child and family centered while Part B services are student-specific with parent involvement.¹

The LEA is required to participate in the TC arranged by the EIS agency. Failure to do may hinder the LEA's ability to fulfill its Part B responsibilities including ensuring that an Individualized Education Program (IEP) is developed and implemented by the child's third birthday, if the child is eligible.¹

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



Spotlight on Best Practices from the Field

Saugus Public School collaborates with EIS agencies in the district to coordinate transition efforts. Together they have developed guidelines for scheduling TCs to ensure the presence of all participants. Typically, an LEA representative participates in most of the TCs held in the family's home alongside the EIS program. During these conferences, the LEA provides families with resource packets to help parents work on skills at home, fostering a better understanding of school expectations. When appropriate, the LEA representative administers a Brigance Screener to support the eligibility determination process and provides consent for the evaluation during the conference. Following the meeting the parents are added to an email distribution list to receive a monthly newsletter with district updates. This approach helps build strong relationships and initiates conversation about school expectations. **Somerset Public School** utilizes a transition planning form during the TC, completing as much as possible beforehand. Following the conference a follow up email is sent to the family, including the registration link and consent forms, to initiate the registration and eligibility determination processes. **Ludlow Public School** has a dedicated full-time staff focusing on supporting transitions. During the TC, the LEA takes time to explain the difference between Early Intervention (EI) and school based services to the family. Typically, the LEA concludes the meeting with a mutual agreement on assessment areas and details to include in the consent process. Additionally, the LEA guides the family through the registration process and proof of residency requirements, aiming to gather the necessary documentation during the conference. **Northampton PS and REACH EIS agency** maintain a strong partnership, ensuring a seamless transition process for children and families. Before the TC, EI families are invited to participate in REACH playgroups hosted at the school.

"We try to keep the conference very casual and friendly - the goal is to learn more about the child and family. Helps me remember this is a child that we get to help and improve their lives along the way."

"We take the scores from EI - this helps us compare apples to apples - and respects that their scores are reliable and valid."

The LEA offers district-wide parent workshops and extends invitations to EI families. To foster connections, the LEA Pre-Kindergarten Coordinator attends an annual EIS program staff meeting to make introductions and answer questions about school services. Regular biweekly meetings between the LEA and EIS agency provide an opportunity to check in and address any emerging issues. Mutual respect between the two agencies reinforces their collaborative roles in supporting the child and family. The LEA incorporates EIS program evaluation scores into the eligibility determination process and prioritizes attending TCs in the family's home. This approach not only strengthens the relationship with the family but also deepens the bond with the EIS program, enabling both agencies to work together effectively and provide a positive experience for families.

Key Practices and Tips from the Field:

- LEA participates in the TC at the family's home alongside the EIS provider, providing a resource packet to help parents work on skills at home, fostering a relationship with the school.
- EIS program and LEA collaborate to coordinate transition efforts by developing guidelines for scheduling TCs to ensure the presence of all participants.
- LEAs and EIS agencies develop and maintain a strong partnership, ensuring a seamless transition process for children and families.

Tools and Resources:

- [Transition from Part C to Preschool](#)
- [2023 Early Childhood Transition Questions and Answers](#)
- [Transition Planning Conference \(TPC\) Talking Points](#)
- [Early Childhood Transition: Best Practices](#)

