

The background of the slide features dark silhouettes of several people, including a child and an adult, gathered around a large book. The scene is dimly lit, with the primary light source being the text and the book itself. The overall mood is educational and focused.

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*From Early Intervention to  
Early Childhood Special Education*

**November 12, 2025**

**Presented by: Early Intervention for ME**



# Presenter Information



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# Presentation Objectives

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- Provide participants with an overview of the transition from Part C, Early Intervention to Part B 619, Early Childhood Special Education.
- Discuss best practices that can guide transition collaboration between Maine's early intervention system and local school districts.



# Agenda Topics

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1. Overview of Transition from Part C to Part B
2. Child Find: Referral from Part C
3. Timeline of Transition Process
4. Data Reporting
5. Additional Details (for reference)



# Transition from Early Intervention Potentially into Early Childhood Special Education

- IDEA requires that states facilitate a smooth transition from early intervention potentially into early childhood special education.
- All children enrolled in early intervention are considered potentially eligible for Part B early childhood special education.



# Primary Differences Between Early Intervention and Special Education

Primary Differences	Early Intervention – Part C of IDEA	Special Education – Part B of IDEA
Federal law section	Part C (Individuals with Disabilities Education Act)	Part B (Individuals with Disabilities Education Act)
Ages served	Birth to third birthday (0–2 years)	Ages 3 up to 22
Primary service location	Natural environment (typically home or childcare)	Educational environment (typically school)
Governing document	IFSP – Individualized Family Service Plan	IEP – Individualized Education Program
Eligibility criteria	Developmental delay, established condition with high probability of delay, or informed clinical opinion	One of 13 specific disability categories
Duration of plan	Written for 12 months	Written for the school year
Review schedule	Reviewed at least every 6 months (or more often if requested)	Reviewed annually (or more often if requested by team members)

# Child Find

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Children referred to early childhood special education from early intervention receive certain benefits as a child transitioning from early intervention, such as:

- Support through the transition from the child's early intervention team
- Ensuring that their IEP is written before their third birthday, if they are eligible for special education



# Transition Activities Timeline

2 years  
3 months

Formal transition process may begin after the child reaches the age of 2 years and 3 months.

2 years  
9 months

Transition Conference must be held prior to the child reaching the age of 2 years and 9 months (3 months before the third birthday).

3 years old

Eligibility must be determined, and eligible children's IEP must be written and implemented (or ready to implement) by the child's third birthday.

# Transition Process – Required Meetings

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Transition  
Conference



IEP Referral  
Meeting



IEP Eligibility  
Meeting

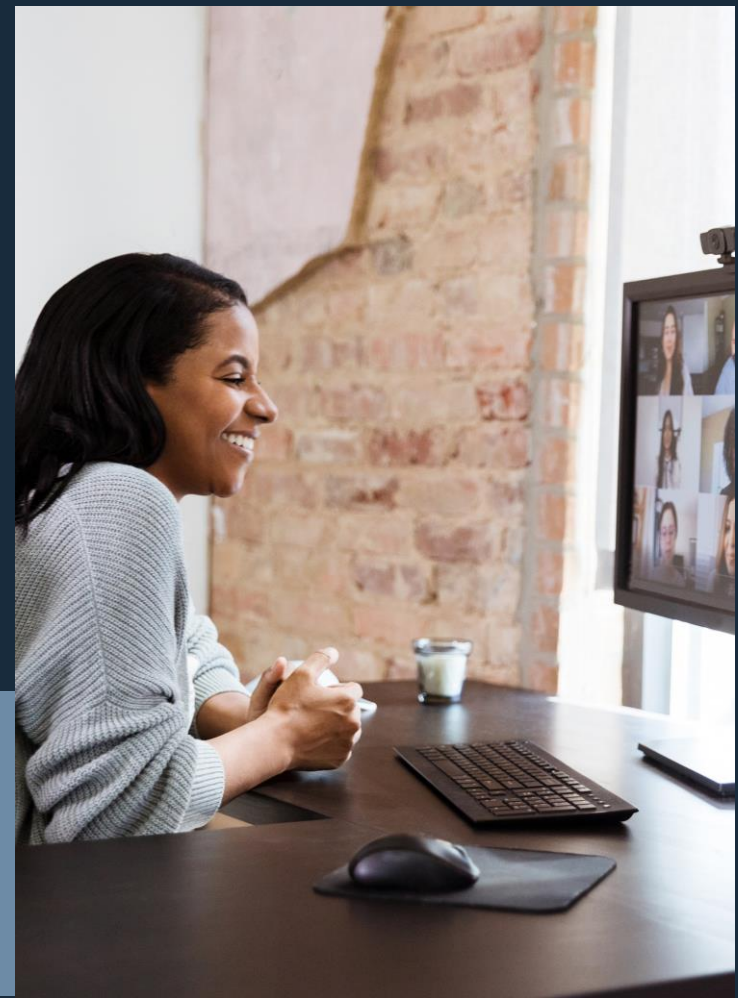
# Transition Conference

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Each affected SAU will participate in transition conferences arranged by Early Intervention for ME / Part C (CDS).

Early Intervention for ME must provide Advance Written Notice of the transition conference to the family and other participants, which includes the LEA, early enough before the meeting date to ensure that they will be able to attend.

34 C.F.R. § 300.124(c), 34 C.F.R. § 303.209(c)(1), 34 C.F.R. § 303.342(d)(2)



# Transition Conference

## Early Intervention for ME (Part C) Responsibilities

Convene Transition Conference (between 2.3 and 2.9 years of age)

Introduce family to LEA/SIEU

## Part B 619 LEA/SIEU Responsibilities

Attend Transition Conference and share information about Part B services & process for determining eligibility

Provide Procedural Safeguards and information about next steps



# IEP Referral Meeting

## Early Intervention for ME (Part C) Responsibilities

Attend IEP meetings

Share information about Part C's engagement with child and family

## Part B 619 LEA/SIEU Responsibilities

Ensure mutually agreed upon time & place for IEP meeting

Provide parent with 7 days Advance Written Notice of meeting

Invite Early Intervention for ME representative

Review child's present levels of performance, current IFSP, etc



# Holding the Transition Conference & IEP Referral Meeting Consecutively

- Holding these two meetings consecutively can help facilitate a smooth transition & ease scheduling burdens for families and systems.
- Despite being held consecutively, view as two separate meetings.
- As such, both early intervention & early childhood special education must send separate Advance Written Notices.



# Eligibility Determination by IEP Team

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In order to determine eligibility for (Part B) early childhood special education, the IEP team must:

## *Consider the IFSP*

- The IEP team must consider the child's present levels of strengths and needs (including the information on the IFSP), and additional information, to determine eligibility.

## *Eligibility Observation*

- An eligibility observation must be completed that considers current teacher and supportive service provider observations.

## *Adverse Effect*

- Discovering the impact of the disability on the child's educational performance is a crucial component of determining eligibility.



# Steps to Eligibility

## Early Intervention for ME (Part C) Responsibilities

Continue early intervention until the child's third birthday

Ongoing communication with the IEP team

## Part B 619 LEA/SIEU Responsibilities

Seek parental consent for evaluation

Evaluations are completed

Reconvene the IEP Team



# IEP Eligibility Meeting Responsibilities

## Responsibilities of the LEA/SIEU include

Ensure that a mutually agreed upon time and place for the meeting is determined.

Provide the parent / guardian with 7 days Advance Written Notice of the upcoming meeting.

Invite the Early Intervention for ME representative(s) with the parents' verbal approval.

Review the evaluation results, areas of concern and determine eligibility for Part B early childhood special education. If the child is eligible, draft the child's IEP.

Seek parental consent to provide special education services.

# Placement

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- The child must receive their special education services in the least restrictive environment among a continuum of educational placements, where the child has the opportunity to learn from typically developing peers and practice skills in the context in which they are needed.

# IEP Eligibility Meeting

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Upon review of the evaluation results, the responsibilities of the LEA/SIEU include:

If child is **found eligible** for Part B preschool special education services, the IEP team:



Completes the IEP by developing IEP goals and determining the frequency /intensity of services.

If the child is **not found eligible** for Part B preschool special education services, the IEP team:



Provides the parent/guardian with prior written notice explaining finding and procedural safeguards.



## Data Reporting

Indicator	Requirement
C8 (c)	The transition conference must be held before the child reaches the age of 2 years and 9 months (in general).
B6	Preschool Environments (LRE)
B7	Child [Preschool] Outcomes Summary (COS)
B11	Child Find: % of children evaluated within 60 [calendar] days of parental consent
B12	Early Childhood Transition: % of children referred by Part C prior to age 3 who are found Part B eligible with an IEP implemented by their 3 <sup>rd</sup> birthday

# Late Referrals to Part C

When children are referred to early intervention (Part C) as they are approaching age 3, there are different program and reporting requirements for the IDEA Part C and Part B Programs depending on the age of the child being referred.



The requirements for these “late referrals” vary for three distinct ranges of days before the child’s third birthday: less than 45 days, between 46 and 90 days, and between 91 and 135 days.





# IEP By Three

By the time the child reaches age 3, an Individualized Education Program (IEP) must be developed and implemented for the child (if the child is determined eligible for Part B).

Since IEP implementation is not required to occur outside of the regular school year, an IEP written during the summer before the child's third birthday can be implemented at the beginning of the next school year.



# Questions

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# Additional Details

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On the following slides



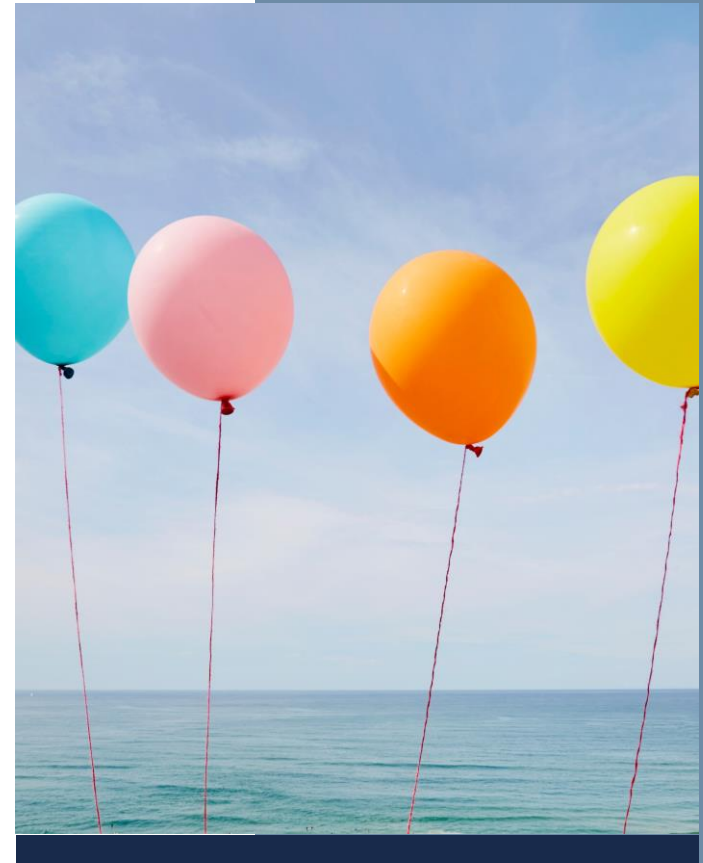
# Summer Birthdays

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FAPE must be available to all children residing in the State between the ages of 3 and 22. Each State must ensure that: (i) the obligation to make FAPE available to each eligible child residing in the State begins no later than the child's third birthday;

IDEA requires that a child referred from EI for ME be evaluated and FAPE provided by the child's third birthday. This may necessitate the SAU to conduct evaluations and develop IEPs over the summer.

Since IEP implementation is not required to occur outside of the regular school year, an IEP written in the summer can be implemented at the beginning of the next school year.



34 C.F.R. § 300.101

## Late Referrals to Part C (<135 days of child's 3rd birthday)

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For children referred to early intervention less than 135 days before their third birthday, there is a chance that the early intervention team cannot determine eligibility prior to the due date of the child's transition conference.



If the transition conference is not held more than 3 months (90 days) before the child's third birthday, the early childhood special education IEP team must implement an eligible child's IEP as soon as possible.



# Late Referrals to Part C (<90 days of child's 3rd birthday)

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Early Intervention for ME is not required to hold a transition conference for children referred to early intervention less than 90 days before their third birthday.



If there is not sufficient time for the early childhood special education team to determine eligibility and write an IEP prior to a child's third birthday, this process must occur as soon as possible.



# Late Referrals to Part C (<45 days of child's 3rd birthday)

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When children are referred to Part C within 45 days of their third birthday:

- Child is not considered served by Part C.
  - Transition conference is not required.
  - The child may be referred directly to SAU.
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- Referral may be re-routed to the SAU by the caregiver or original referral source.
  - Part C may assist the family in contacting the SAU with caregiver consent.



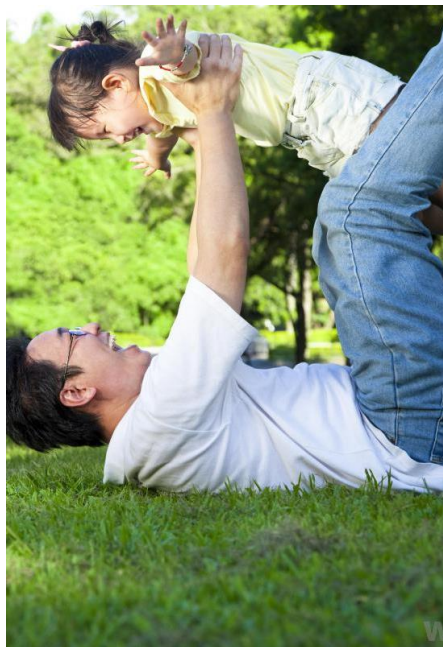
# Strategies

## *to ensure a smooth transition*

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### Collaboration

- Work together with the child's early intervention team & the CDS Service & Support Hubs
- Partner with early childhood programs



After the Transition Conference, early intervention services continue until the day before the child's third birthday.

Subsequent meetings (the IEP Referral Meeting & IEP Eligibility Meeting) in the transition process are led by Part B early childhood special education teams.

# Child Outcomes Summary

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## Critical Documentation

- Completed at exit and intake for children enrolled in early intervention and early childhood special education
- Considers multiple data sources
- Incorporates many perspectives



The COS process is a team decision-making process involving discussion about the child's functioning across settings and situations by those who know the child best, such as family members and practitioners. The COS process provides a consistent way for teams to rate a child's functioning relative to age-expected behavior at a specific point in time.



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## Contact

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