



Frequently Asked Questions

Preschool Transition

Q1: WHAT DOES “IN-BY-3,” EARLY INTERVENTION TRANSITIONS, TRANSITION FROM PART C TO PART B, AND/OR PRESCHOOL TRANSITION MEAN?	2
Q2: WHY DO CHILDREN WHO WERE SERVED IN PART C (AZEIP) MUST BE “IN-BY-3”?	2
Q3: WHAT IS THE DIFFERENCE BETWEEN A CHILD WHO IS “REFERRED FOR TRANSITION” FROM AZEIP AND A CHILD WHO IS “REFERRED” FROM AZEIP?	2
Q4: IF A CHILD IS REFERRED FOR TRANSITION BY AZEIP DURING THE CURRENT REPORTING YEAR BUT DOES NOT HAVE HIS OR HER THIRD BIRTHDAY UNTIL THE NEXT REPORTING YEAR, HOW SHOULD THIS CHILD BE REPORTED?	2
Q5: HOW DO WE REPORT PRESCHOOLERS WHO DID NOT HAVE AN IEP WRITTEN BY THEIR THIRD BIRTHDAY?.....	3
Q6: WHAT HAPPENS IF WE DO NOT MEET THE 100% REQUIREMENT FOR TRANSITIONS FROM PART C TO PART B (IN-BY-3)?	3
Q7: WHY ARE CHILDREN WHO DID NOT PASS THE HEARING AND/OR VISION SCREENING CONSIDERED “NOT DEDUCTIBLE”?	3
Q8: WHY ARE CHILDREN WHO ARE COUNTED AS LATE REFERRALS FROM PART C CONSIDERED “NOT DEDUCTIBLE”?	3
Q9: IF A PRESCHOOLER IS VOUCHERED TO ARIZONA STATE SCHOOL FOR THE DEAF AND THE BLIND (ASDB), WHO IS RESPONSIBLE FOR REPORTING ON THE STUDENT’S TRANSITION FROM PART C TO PART B?.....	4



Exceptional Student Services

Q1: WHAT DOES “IN-BY-3,” EARLY INTERVENTION TRANSITIONS, TRANSITION FROM PART C TO PART B, AND/OR PRESCHOOL TRANSITION MEAN?

The Individuals with Disabilities Education Act (IDEA), for both Part C/Arizona Early Intervention Program (AzEIP) and Part B/Preschool Special Education Programs, requires that schools offer FAPE to children participating in Part C (AzEIP) that will transition to Part B preschool programs by their 3rd birthday. If the child is eligible, an individualized education program (IEP) must be developed and implemented by the child’s third birthday (date the IEP is written). If the child is found ineligible for Part B services, a prior written notice (PWN) must be provided to the parents by the child’s 3rd birthday. Because of decisions made by the IEP team (including the parent), the child may have a start date that is after the date the IEP is written (e.g., children with summer birthdays would start when school begins, or parents might choose a later start date). As with all IEPs, extended school year (ESY) services must be considered.

Q2: WHY DO CHILDREN WHO WERE SERVED IN PART C (AZEIP) MUST BE “IN-BY-3”?

Children identified with special education needs and served under Part C of IDEA between the ages of birth to three should not have an interruption in services during this particularly important developmental time. Families who have children with disabilities are under increased stress and should experience a smooth transition in services for their children. The Part B State Performance Plan (SPP) requires 100% compliance for “In-by-3,” which is best for children and families.

Q3: WHAT IS THE DIFFERENCE BETWEEN A CHILD WHO IS “REFERRED FOR TRANSITION” FROM AZEIP AND A CHILD WHO IS “REFERRED” FROM AZEIP?

Only children who were found eligible by AzEIP services up to age 2.9 and “referred for transition” are required to be “In-by-3” (When the public education agency (PEA) receives the PEA Notification Referral Form this is considered the “point of referral” and the PEA is required to provide PWN for referral and Procedural Safeguards. If this occurs during the transition conference, the PEA should be prepared to begin the review/collection of existing data.) Children who are eligible for AzEIP services between 2.9 and 2.10½ are counted by districts as late referrals to Part C (deductible or not counted against the school district’s 100% requirement). Children who are found eligible for Part C services between the ages of 2.10½ and 3.0 should be counted as child find/regular referrals and are not included in the number of children transitioning in Row 1. A child find referral gives the district 45 days to screen and 60 days to determine eligibility from consent to evaluate.

Q4: IF A CHILD IS REFERRED FOR TRANSITION BY AZEIP DURING THE CURRENT REPORTING YEAR BUT DOES NOT HAVE HIS OR HER THIRD BIRTHDAY UNTIL THE NEXT REPORTING YEAR, HOW SHOULD THIS CHILD BE REPORTED?

When reporting AzEIP referrals in Row 1, only include those children who have reached their third birthday during the fiscal year (on or after July 1 and on or before June 30 of the fiscal reporting year).



Exceptional Student Services

Q5: HOW DO WE REPORT PRESCHOOLERS WHO DID NOT HAVE AN IEP WRITTEN BY THEIR THIRD BIRTHDAY?

Report each child by state student ID (SSID) or a unique student ID (to develop a unique student ID that avoids duplication, use the child's initials and a combination of letters and numbers up to 10 characters in length), the reason the IEPs were late, and the number of days after the third birthday the IEPs were developed. Only children who were late referrals to Part C (e.g., children who were found eligible for AZEIP services between the ages of 2.9 and 2.10 ½) or who were impacted by parent/child unavailability will be deducted from the formula, which calculates the percentage of children who were "In-by-3." Count each child under one reason only. You should issue an AZEIP alert for any late referrals from Part C that were due to service coordinator delay. Send an email to C2BInbox@azed.gov with the child's name, date of birth, and explanation/timelines for the late referral from Part C.

Q6: WHAT HAPPENS IF WE DO NOT MEET THE 100% REQUIREMENT FOR TRANSITIONS FROM PART C TO PART B (IN-BY-3)?

PEA must submit written procedures (developed and agreed upon with their service coordinators) to the Arizona Department of Education/Early Childhood Special Education (ADE/ECSE). They must also submit a tracking database showing three consecutive months of 100% In-by-3 data, beginning no earlier than July 1st of that year. Further verification of the correction of non-compliance requires submission of the front page of the IEP for all children reported in your transition data that shows the date of birth and the IEP date (or alternately, the PWN showing the date non-eligibility was determined) to ADE/ECSE. It is suggested that all districts keep this front page of the IEP (or PWN for non-eligible children) in a separate file for corrective action or random audits.

Q7: WHY ARE CHILDREN WHO DID NOT PASS THE HEARING AND/OR VISION SCREENING CONSIDERED "NOT DEDUCTIBLE"?

The Office of Special Education Programs (OSEP) has determined that delays caused by not passing a vision and/or hearing screening are not acceptable reasons to deduct a student from the formula for the SPP/Annual Performance Report (APR). IDEA regulations require a smooth transition, which means there should be no interruption in services. The process should begin early enough for vision and hearing follow-ups to take place.

Q8: WHY ARE CHILDREN WHO ARE COUNTED AS LATE REFERRALS FROM PART C CONSIDERED "NOT DEDUCTIBLE"?

OSEP does not allow late referrals from Part C to be deducted from the SPP/APR. The expectation is that Part C and Preschool Programs will work together for seamless transitions. A district must send an alert to C2BInbox@azed.gov if a late referral is received from Part C that is due to Service Coordinator Delay.



Exceptional Student Services

Q9: IF A PRESCHOOLER IS VOUCHERED TO ARIZONA STATE SCHOOL FOR THE DEAF AND THE BLIND (ASDB), WHO IS RESPONSIBLE FOR REPORTING ON THE STUDENT'S TRANSITION FROM PART C TO PART B?

As the DOR, PEAs who voucher preschool students to ASDB (through regional cooperatives or fee-for-service) are responsible for reporting preschool transition data for their students. The home school district receives the referral from AzEIP and is ultimately responsible for the IEPs of their students.

Do not include students attending ASDB campus sites; this includes the Tucson campus and Phoenix Day School for the Deaf or any ASDB site listed on this page: <https://www.azed.gov/specialeducation/state-institutions>

Refer to the [ASDB Student Reporting](#) resource.