

Transition from Part C to Part B

Application of Evidence Based Practices
to Support Continuous Improvement of
the Transition Process

Transition Toolbox

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In this section are tools that are useful for applying the evidence based practices available on transition. Application of evidence based practices is facilitated by the development of a Memorandum of Understanding (MOU) or Interagency Agreement between agencies that provide Part C and Part B services. A MOU articulates the responsibilities of the sending and receiving agencies. An example of a MOU is included in this section as well as tools to facilitate the continuous improvement of the transition process.

In this section of the packet the following materials on application of evidence-based practices are included:

- *Self Assessment for Early Childhood Transition Infrastructure*--This tool is designed to be a companion worksheet for use in conjunction with the publication, *Designing and Implementing Effective Transition Processes* referenced in the additional resources section below. The publication and worksheet are intended for use by state or local interagency teams to assess their current practices and identify improvement activities to enhance the infrastructure necessary to support successful transitions
- *Assessing Status of Transition Activities Worksheet*—This program self-assessment tool can be used to assess the current status of transition practices and activities in individual agencies.
- *Transition Practices Self-Assessment from Part C to Part B/619 Services*—This tool can be used to compile the information from the checklists and worksheets above to provide a framework for developing a transition action plan.
- *Program Transition Responsibilities Worksheet*—This form can be used as a transition action plan for agencies and individuals and provides information that can be included in a Memorandum of Understanding or an Interagency Agreement.
- An example of a Memorandum of Understanding on transition between sending and receiving agencies
- Roles in Transition: Head Start, Even Start, Private Preschool and Child Care Programs
- 90 Day Conference Sample Agenda
- Agency Sample Transition Brochure (separate PDF)
- Agency Sample transition exit survey (separate PDF)

Additional resources on application of evidence-based practices:

National Early Childhood Technical Assistance Center. (March 2008). *Designing and implementing effective transition processes*. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina. Available at <http://www.nectac.org/topics/transition/ectransitionta.asp>

Fink, D., Borgia, E., & Fowler, S.A. (1993). *Interagency agreements: Improving the transition process for young children with special needs and their families*. Champaign, IL: FACTS/LRE University of Illinois at Urbana-Champaign. Available at <http://facts.crc.uiuc.edu/facts1/facts1.html>



Self-Assessment for an Early Childhood Transition Infrastructure

Purpose: This self-assessment is designed to accompany the document *Designing and Implementing Effective Early Childhood Transition Processes (March 2008)* developed for the Early Childhood Transition Initiative about the components of an infrastructure necessary to support successful transitions for children and families from early intervention to other programs at age three. The items in the self-assessment instrument correspond directly to the components and elements presented in the document.

The self-assessment is intended to be used by an interagency state leadership team or by a team of individuals at the local level with regard to their own system or community. Based on discussions of their ratings, team members can identify practices to undertake in order to enhance areas that need work and reinforce areas of strength.

Directions: Each member of the team should complete his or her ratings independently by circling the number on the scale that corresponds to his/her perception of the current status of their transition infrastructure. Are their feelings better represented by the statement on the left or on the right? For each item in the self-assessment, the Transition Document provides a list of activities that further explains the item and can be referred to if anyone needs a better understanding of the intent of the item in the self-assessment.

Compile the responses; then compare and discuss the ratings to identify agreements or discrepancies in how team members view how well the infrastructure for transition has been developed and is functioning. A facilitator might be helpful to support these discussions, especially if there is no clear agreement among the team members. A facilitator could also assist the team to create a shared understanding, identify possible improvement activities and to assist with the development of a joint plan.

Referring to the Transition Document at this point will be helpful. The lists of potential evidences provide ideas for what might be done to improve the system, current practices, and/or team function and/or to validate that certain practices are already in place and contributing to effective transitions. In addition, the resources section in the appendix, organized by the eight major components, provides relevant resources and tools for implementing strategies and practices decided on by the team.

I. Content and Scope of Services

A. Families have access to a broad array of child developmental and educational services, supports, and/or settings to meet individual child and family needs.	1	2	3	4	5	Families lack access to a broad array of child developmental and educational services, supports, and/or settings to meet individual child and family needs.
B. Families have access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.	1	2	3	4	5	Families lack access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.
C. Families have access to a broad array of services to support their needs.	1	2	3	4	5	Families lack access to a broad array of services to support their needs.

II. Interagency Structure

A. We have an interagency entity(s) that has membership with the authority to influence agencies' transition policies and procedures.	1	2	3	4	5	We do not have an interagency entity (or entities) with authority to influence agencies' transition policies and procedures.
B. We have a shared philosophy that serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.	1	2	3	4	5	We do not have a shared philosophy that serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.
C. We have identified a primary contact person for transition within each program or agency at the state and local level (e.g., Part C, Section 619, LEA).	1	2	3	4	5	We do not have a primary contact person for transition within each program or agency at the state and local level (e.g., Part C, Section 619, LEA).

III. Interagency Communication & Relationships

A. We use effective, ongoing mechanisms for communication between and across agencies and programs.	1	2	3	4	5	We do not have effective, ongoing mechanisms for communication between and across agencies and programs.
B. Working relationships among agencies/programs and staff are effective.	1	2	3	4	5	Working relationships among agencies/programs and staff are not effective.
C. Parent organizations and family consumers meaningfully participate as partners in transition planning efforts at all levels.	1	2	3	4	5	Parent organizations and family consumers are not involved in transition planning efforts at any level.

IV. Interagency Agreements (IA/MOU/MOA)¹

A. We have an Interagency Agreement that provides clear statements of transition processes that are compliant with federal and state regulations.	1	2	3	4	5	We do not have an Interagency Agreement that provides clear statements of transition processes that are compliant with federal and state regulations.
B. The Interagency Agreement clearly assigns agency roles and responsibilities related to transition.	1	2	3	4	5	The Interagency Agreement does not clearly assign agency roles and responsibilities related to transition.
C. The Interagency Agreement specifies critical policies.	1	2	3	4	5	The Interagency Agreement is not specific about critical policies.
D. The format, content, and level of specificity of our state-level agreement serves as a model for local agreements.	1	2	3	4	5	Our state-level agreement has not been used as a model for local agreements.
E. We routinely review and revise our Interagency Agreement based on data and input from stakeholders.	1	2	3	4	5	We do not routinely review and revise our Interagency Agreement based on data and input from stakeholders.

¹ Interagency Agreement, Memorandum of Understanding, and Memorandum of Agreement are all used interchangeably under the meaning given in 34 CFR 303.523, and also may include documents of a similar nature at the local level.

V. Policy Alignment

A. Transition requirements and timelines are aligned across agencies.	1	2	3	4	5	Transition requirements and timelines are not aligned across agencies.
B. Curriculum development and expectations for child interventions and performance are delineated and aligned across agencies.	1	2	3	4	5	Curriculum development and expectations for child interventions and performance are not delineated and aligned across agencies.
C. Procedures for coordination of services are being implemented effectively.	1	2	3	4	5	Procedures for coordination of services are not being implemented effectively.
D. Mechanisms to minimize disruption in services before, during, and after transitions are developed.	1	2	3	4	5	Mechanisms to minimize disruption in services before, during, and after transitions have not been developed.

VI. Personnel Development, Staff Training and Resources

A. There are designated personnel or entities at state, regional and local levels who share responsibility for interagency training and TA.	1	2	3	4	5	We do not have designated personnel or entities at state, regional and local levels who share responsibility for interagency training and TA.
B. Agencies and programs jointly design, implement, and evaluate personnel development activities.	1	2	3	4	5	Agencies and programs do not jointly design, implement, and evaluate personnel development activities.
C. We involve parents in the design, implementation and evaluation of professional development.	1	2	3	4	5	We do not involve parents in the design, implementation and evaluation of professional development.
D. We have mechanisms at the local level to inform personnel development activities and promote networking and problem solving.	1	2	3	4	5	We do not have mechanisms at the local level to inform personnel development activities and promote networking and problem solving.
E. We use a variety of personnel development strategies to promote development of knowledge and skills over time.	1	2	3	4	5	We do not use a variety of personnel development strategies to promote development of knowledge and skills over time.
F. Programs require and support participation of cross agency representation at joint training activities.	1	2	3	4	5	Programs do not require and support participation of cross agency representation at joint training activities.

VII. Data System and Processes

A. The state data system has the capacity to collect necessary data to support effective transition within programs.	1	2	3	4	5	The state data system does not have the capacity to collect necessary data to support effective transition within programs.
B. Programs have protocols for data entry to support accurate and timely collection of data.	1	2	3	4	5	Programs do not have protocols for data entry to support accurate and timely collection of data.
C. We have protocols and procedures for data sharing across agencies that are clearly defined.	1	2	3	4	5	We do not have protocols and procedures for data sharing across agencies that are clearly defined.
D. We analyze and use transition data to improve performance across agencies and address interagency transition issues.	1	2	3	4	5	We do not analyze and use transition data to improve performance across agencies and address interagency transition issues.
E. We analyze and use data collected through monitoring regarding transition for decision-making within and across programs.	1	2	3	4	5	We do not analyze and use data collected through monitoring regarding transition for decision-making within and across programs.

VIII. Monitoring & Evaluation

A. State monitoring of federal and state transition requirements is aligned across agencies.	1	2	3	4	5	State monitoring of federal and state transition requirements is not aligned across agencies.
B. Interagency participation is an integral part of state monitoring activities.	1	2	3	4	5	Interagency participation is not an integral part of state monitoring activities.
C. Evaluation is an integral part of all components of the transition system.	1	2	3	4	5	Evaluation is not an integral part of all components of the transition system.

National Early Childhood Technical Assistance Center. (2008). *Self-assessment for an early childhood transition infrastructure*. Retrieved December 17, 2009, http://www.nectac.org/~pdfs/topics/transition/TransitionSelf_Assessment_09_15_08.pdf. Reprinted with permission.

Assessing Status of Transition Activities

Use the following chart to assess the current status of transition practices and activities in individual agencies. Indicate the status of each practice by placing a ✓ in the appropriate column. If a practice is in place (partially or as a standard practice) indicate how that practice is supported in your agency. If you don't know, leave the column blank.

Transition practice or activity	Individual agency status				Practice is supported through		
	Not in place	Partially in place	Standard practice ¹	Don't know	Written procedure or agreement	Technical or written guidance	Nothing in writing
1. Staff have key information about agencies and services available in the community.							
2. A single contact person for transition is identified from each agency.							
3. Broad-based transition activities and timelines are identified (e.g., open house, Child Find).							
4. Processes are in place for child- and family-based transition meetings.							
5. Processes are in place for enrollment and referral.							
6. Processes are in place for screenings and evaluations.							
7. Processes are in place for follow-up on children in transition.							
8. Processes are in place to ensure that staff and family members are actively involved in transition system design.							

¹Standard practice means that all staff in your agency or program regularly implement the activity or practice.

Tools for Transition in Early Childhood: A Step-by-Step Guide for Agencies, Teachers, and Families
by Beth S. Rous & Rena A. Hallam. Copyright © 2007 by Paul H. Brookes Publishing Co., Inc. All rights reserved.

9. Staff roles and responsibilities for transition activities are outlined.							
10. There is continuity in curriculum and child expectations.							
11. Methods are in place to support staff-to-staff communication.							
12. Information about children making a transition is shared.							
13. Individual transition plans are developed for each child and family.							
14. Children have opportunities to develop the entry-level skills they need to be successful in the receiving environment.							
15. Families are aware of the importance of transition planning and have the information they need to actively participate in transition planning with their child.							
16. Families participate as partners with staff in transition-planning activities.							
17. Families' needs related to transition are assessed and addressed.							
18. Families actively participate in gathering information about their child's growth and development.							
19. Families have information about additional resources and services to help them meet their specific child and family needs.							

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Transition Practices Self-Assessment From Part C to Part B/619 Services

Identify practices currently in place to support children and families as they transition from early intervention to early childhood special education.

List barriers that sometimes interfere with smooth, effective, and timely (IDEA compliant) transitions from early intervention to early childhood special education. Brainstorm at least 5 potential solutions to the barriers you have identified.

Select the one potential solution you believe has the best chance of bringing about positive change.

#1 Solution:

Identify the steps it will take to implement the solution, the responsible program/person, and the timelines for each step. Include available resources/supports as well as new resources/supports needed to implement action steps.

Step	Responsibility	Timeline
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Repeat this process for each solution identified in your brainstorming above.

Identify key personnel to include in drafting an interagency agreement to ensure action steps for each proposed solution will be implemented:

From Part C:

From Part B:

Decide who will be responsible for monitoring implementation/timelines:

From Part C:

From Part B:

When will you meet again to review/revise outcomes?

Who will gather and summarize transition data for the meeting?

From Part C:

From Part B:



Program Transition Responsibilities

The intent of federal legislation is to ensure continuity of services as children transition, at age three, from Part C Infant and Toddler Services to Part B Early Childhood Special Education services. To facilitate a smooth transition for an eligible child and their family, several activities should occur prior to, and following the change from Part C to Part B Services. An interagency agreement on general transition guidelines and funding procedures for the delivery of services should be developed to support the planning and process of transition at the local level.

Based on what you have learned about IDEA 04 regulations and what you already know about best practice in transition planning, identify activities that would need to be addressed in an interagency agreement supporting effective transitions from Part C to Part B.

Part C Infant Toddler Services Sending Program	Part B Preschool Services Receiving Program	Timelines

*Example: Transition Portion of a Comprehensive Interagency Agreement
Between Infant/Toddler Services and Preschool Education Services*

Memorandum of Understanding: Transition

between

Unified School District 888
Shannon Stewart, Early Childhood Coordinator (*Point of Contact*)
2601 Sunflower Drive
Harvest Plains, KS 66666
316-888-6440

and

Harvest Plains Infant Toddler Services
Leslie Manning, Coordinator (*Point of Contact*)
6920 Sunset Lane
Harvest Plains, KS 66666
316-888-0446

The purpose of this memorandum of understanding is to facilitate cooperation and collaboration that will support and assist families in the transition process within the Harvest Plains community. These guidelines will assist families, community agencies and service providers with the transition process and assure smooth, timely transitions for children with special needs who are served by these programs.

Common Goals: USD 888 and Harvest Plains Infant Toddler Services

1. To have both agencies meet their legal responsibilities according to the Individuals with Disabilities Education Improvement Act (IDEIA 2004).
2. To work together to ensure adequate funding is available for services during the transition period and to assist families in identifying and accessing additional supports as needed.
3. To work together as a team to share responsibilities for transition and support the families full and equal participation in team decision making.
4. To support families in evaluating an array of service options in the community to determine services that best meet the needs of their child and family.

5. To support families in understanding and identifying transition activities including the purpose, key players, and desired outcomes for child's transition, as well as skills and information they need to facilitate their child's smooth transition into the next environment.
6. To support staff members in fulfilling their roles and responsibilities in the transition process.
7. To support and assist families in determining the level of participation they desire in their child's transition process (a minimum level of participation would require parent permission to release information to the school district and initiate an initial evaluation).
8. To prepare and support children with special needs and their families by acquainting them with their future service providers and environments.
9. To provide follow-up activities related to transition to support families, children and service providers.
10. To have both the sending and receiving agencies evaluate and monitor the activities during and after the transition process.
11. To increase all participants' satisfaction with the transition process, their participation in it, and the results of the process.

Common Activities: USD 888 and Harvest Plains Infant Toddler Services

- I. Will meet at least annually to coordinate services. Either agency may request a meeting at any time during the year. Topics could include such items as service delivery options when a child has a late spring or summer birthday, funding for services during transition, information sharing for COSF ratings process, or review of staff and family satisfaction with transition process.
- II. Will maintain confidentiality. No confidential information will be shared among the agencies without written parental permission. In the event that parents do not give permission to release confidential information, only non-identifiable information will be shared between agencies.
- III. Will use the Transition Timelines (attached) to guide transition activities in accordance with IDEIA 2004.
- IV. Will assess the sending, receiving agencies' and family's satisfaction with the transition process through formal and informal processes.
- V. Will provide information about differences between the Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP) so families can be informed members of the team making the decision about which plan would be most appropriate for their child and/or family.
- VI. Will provide information about funding and service delivery options for those children who turn three in the late spring or summer, such as continued services

provided by Part C over the summer, or ESY provided by the district, either by its own staff or through contractual arrangements with Part C.

- VII. Will collaborate in the development of a transition plan which identifies options for the child and family, a contact person and activities to be completed during the transition process. The transition plan will include the process for completing the Child Outcomes Summary Form at time of exit from Part C if the child is found eligible for Part B services.

Sending Agency: Harvest Plains Infant Toddler Services

1. Will provide a list of students residing within the USD 888 boundaries at least quarterly. This list should include non-identifiable information including date of birth, general demographic information and a general description of child needs.
2. Will initiate the transition process, in collaboration with receiving agency. Educate families about the evaluation process and the continuum of services and placement options available through USD 888.
3. Will obtain family's permission to share relevant information with USD 888, including information regarding family and child services (i.e., Social and Rehabilitation Services, Mental Health, Head Start) not included in the Individual Family Service Plan (IFSP). Will provide copy of transition plan to USD 888, or provide written documentation to USD 888 in the event that the family chooses not to pursue transition.
4. Will assist families in contacting and scheduling visits to appropriate programs for their child including community programs.
5. Will participate in the assessment process, IEP/IFSP development and all meetings during the transition process at the families' request or desire. If Child Outcomes Summary Form (COSF) is not completed jointly with USD 888, provide KIDS number to allow USD 888 to access COSF Part C exit data.
6. With parent permission, will invite a representative from Head Start to the transition meeting if the child is eligible for Head Start services.
7. Will share informal/formal transition follow-up activities with receiving agency.

Receiving Agency: USD 888

1. Will participate in the transition process including evaluation, services, and placement options.
2. Will assure that families have been informed of their rights as related to special education services for their child and will provide a written copy.
3. Will ensure families receive written information regarding all existing options related to services, programs and transition activities available through USD 888, including the differences between an IFSP and IEP.

4. Assist families in scheduling visits to potential programs for their child with special needs and give families additional information about these programs at their request.
5. Participate in home, district, and community visits with families and sending agency, as appropriate.
6. Will obtain family's written permission to conduct an evaluation of their child to determine if they are eligible for special education services including the review of relevant evaluation and assessment information from sending agency, including IFSP and results of curriculum based assessment
7. With parent permission, invite Harvest Plains representative to the initial eligibility/IEP meeting for any child referred from Part C to Part B services.

Problems or concerns with any portion of this agreement should be referred to the below named individuals who have signed this agreement. This agreement will be reviewed yearly and changed, at that time, as appropriate.

Shannon Stewart, Early Childhood Coordinator, Unified School District 888 Date

Ben N. Charge, Director, Special Education, Unified School District 888 Date

Leslie Manning, Coordinator, Harvest Plains Infant Toddler Services Date

Wanda Dorite, Chair, Harvest Plains Infant Toddler Board of Directors Date

The following checklist can be used to assist teams in discussion of the various roles of team members. Team members can add and delete roles to meet the unique characteristics of the community. The checklist may be useful in development of community MOU.

Roles in Transition Process

EARLY INTERVENTION PROGRAM

Relevant early intervention program participants include:

Conference Participant	Role at the Conference
Parents (90-Day Conference cannot take place without the attendance of the parent.)	<ul style="list-style-type: none"> • Provide information to the meeting participants about their child and their child’s needs. • Guide team decisions regarding future settings and transition activities. • Give consent when appropriate.
Service Coordinator (Required to participate)	<ul style="list-style-type: none"> • Schedules the conference, invite participants, establish the agenda and facilitate the meeting. • Takes and disseminates notes regarding the meeting discussions and decisions. • Ensures that future activities are understood by all responsible parties. • Updates the child’s transition plan accordingly. • Ensures timely transmission of records, if not completed previously.
Early Intervention service providers as relevant to the child’s IFSP (i.e., PT, OT, SLP, nurse, DS, family counselor, etc.)	<ul style="list-style-type: none"> • Provide information regarding the child’s developmental status, present levels of performance, helpful modifications and adaptations to facilitate the child’s growth, development and participation in learning opportunities.
Other relevant service providers and agency representatives (i.e., New Mexico School for the Blind & Visually Impaired, New Mexico School for the Deaf, Children Youth & Families)	<ul style="list-style-type: none"> • Provide information to participants regarding services provided by their various agencies and how they will collaborate to ensure that the child’s successful participation in the new environment/setting(s).

Local Education Agency

Relevant early intervention program participants include.

Conference Participant	Role at the Conference
A district representative with knowledge of and authority to commit district resources	<ul style="list-style-type: none"> • Commits district resources needed to accommodate the child’s transition to a new setting. • Provides information about the program including services, eligibility requirements and the registration process. • If appropriate, determines the date for the IEP meeting.
Discipline specific ancillary staff as relevant to the child’s IFSP (i.e., PT, OT, SLP, nurse, social worker, etc.)	<ul style="list-style-type: none"> • Identify equipment and accommodations that may be needed to meet the child’s needs in the new setting enabling him/her to participate in the new setting. • Provide information about their role in supporting the child’s development and learning.
Preschool classroom teacher	<ul style="list-style-type: none"> • Provides information about the preschool program, daily activities and routines, and the general education curriculum. • If visits have not already taken place, arranges visits to the preschool to help acquaint the child and family to the new setting and daily routines.
Professionals qualified to review existing evaluation data	<ul style="list-style-type: none"> • Determine whether the child meets eligibility criteria for preschool special education services or needs further evaluation. • Share information with team about the evaluation and assessment process.

HEAD START, EVEN START, PRIVATE PRESCHOOL AND CHILDCARE PROGRAMS

Relevant Head Start, Private Preschool and Child Care Provider agency representatives include:

Conference Participant	Role at the Conference
Head Start, Even Start, childcare, private preschool program administrator	<ul style="list-style-type: none"> • Determines resources needed to accommodate the child’s unique needs in the Head Start/Even Start/childcare/private school setting. • Provides information about the program including services, eligibility criteria and the enrollment process. • Brings registration and enrollment packets and discuss and/or make decisions about the child’s enrollment in the Head Start/Even Start/childcare/private pre-school program.
Classroom teacher	<ul style="list-style-type: none"> • Provides information about the Head Start/Even Start/childcare/private preschool curriculum, schedules, daily routines and activities. • Communicates supports needed to serve the child appropriately in the Head Start/Even Start/childcare/private school classroom to the team. • If visits have not already taken place, arranges visits to help acquaint the child and family to the new setting and daily routines.

Adapted with permission from Preschool Network at the University of New Mexico Center for Development and Disabilities. (2008, February). *The 90-day transition conference: A guidance document*, 6-8. Retrieved December 17, 2009, from <http://cdd.unm.edu/ecspd/PDFs/resources/90-dayGuidance-Final%20Jan%2008.pdf>

This form can be used to help guide the agenda and provides space for note taking.

90 Day Conference

Sample Agenda

AGENDA ITEM	DISCUSSION NOTES AND COMMENTS	FOLLOW UP (PERSON RESPONSIBLE)
Introductions agenda review sign-in		
Family is invited to talk about their child		
Review options for placement & services	Child will transition to: Date:	
Records transfers (Parents provide copies of records generated outside the EI program. With parent consent, EI program provides list of records they have sent/are providing to receiving agencies.)		
Review of current evaluation and assessment information. Discussion of present levels of performance		
Discussion of eligibility for Part B services and/or need for further evaluations. (Schedule evaluation date(s), location and time if necessary.)		

AGENDA ITEM	DISCUSSION NOTES AND COMMENTS	FOLLOW UP (PERSON RESPONSIBLE)
Discussion of placement and where services will be provided		
Discussion of any further activities needed to be completed before child moves into new service setting (enrollment forms, immunizations, transportation issues, medical needs, etc.)		
Schedule IEP meeting date (unless further evaluations are scheduled) and who will participate		
Decide if there is a need for post transition follow-up		
Adjust IFSP transition plan accordingly.		

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