

## Overview: Comparison of Part C and Part B

	Part C	Part B
<b>Goals</b>	The focus is on supporting the family to meet the developmental needs of their child with a delay or disability.	The focus is on the child and his/her educational needs.
<b>Age</b>	Covers children birth through age 2; eligibility determined by medical condition or by significant delay in development.	Covers children age 3-21; eligibility determined by specific categories of disability or, for 3 & 4 year-olds, but significant developmental delays.
<b>Service Coordination</b>	Each eligible infant or toddler and their family must be provided with one service coordinator.	Under special education law, there is no requirement that a service coordinator be designated for a child and their family.
<b>Services</b>	Services and supports are documented in an IFSP (Individual Family Service Plan); services and supports may be provided by a variety of agencies.	Special education and related services are documented in an IEP (Individual Education Plan); all services are the responsibility of the local school district.
<b>Delivery of Services</b>	Requires services and supports to be provided in “natural environments.”	Requires special education and related services to be provided in “least restrictive environment”
<b>Fees</b>	Families may be assessed fees for services and supports based on ability to pay; state department of education is the “payor of last resort.”	Special education and related services are provided at no cost to the child, i.e. “Free Appropriate Public Education.”
<b>Recipient of Services</b>	Recipients of services and supports may be the infant/toddler and/or the child’s family.	Recipient of special education and related services is the child only.
<b>Assessment</b>	Parents may obtain their own assessment at their own expense when they disagree with the assessment results or the appropriateness of the assessment used.	Parents may obtain an independent educational evaluation (IEE) at school district expense if they disagree with the accuracy or appropriateness of the school district’s assessment unless the district requests a due process hearing to prove the accuracy or the appropriateness of its assessment.
<b>Dispute Resolution</b>	Dispute resolution through administrative complaint process, mediation or due process hearing; after using these, parents may file a civil court action, but are not entitled to recover their attorney’s fees and costs.	Dispute resolution available through all of the same processes as Part C; attorney’s fees incurred for due process hearing or civil action may be awarded to parents under certain circumstances.
<b>Procedural Safeguards</b>	Procedural safeguards include prior written notice of meetings, etc., confidentiality of information, right to decline some services or supports without jeopardizing others, transition planning, right to examine agency records related to the child and obtain copies at reasonable cost, written consent before assessment or initiation of services and supports, right to have outside evaluation obtained at parent expense be considered by IFSP team and included in child’s records.	Procedural safeguards include prior written notice of meetings, etc., confidentiality of information, right to examine school district records related to child and obtain copies at reasonable cost, written consent required before initial assessment and placement, extended school year services if child requires them, transition planning, right to decline a service on the IEP without jeopardizing other services, right to have outside evaluations obtained at parent expenses considered by IEP team and included in child’s record.

Taken and adapted from: Long, M.J. (Ed.). (1999). *First Steps to Discovery: A Parent Guide to Colorado's Early Childhood Services Under Parts C and B of the Individuals with Disabilities Education Act*. Denver: The Legal Center.