

## School in Community

Adults can support young children’s successful transition to formal schooling by viewing the transition as a collaborative process that happens over time. “Transition has to be understood in terms of the settings that contribute to child development (e.g., family, classroom, community) and the connections and relationships among these settings at any given time and across time.” (Pianta & Kraft-Sayre, 2003). This section emphasizes practices which connect programs and services which touch the lives of children and family to provide a seamless system of early education. Linkages between school and these multiple partners provide access to resources and information that can enhance the outcomes of the transition process.

|   | Best Practice Emerging   | Best Practice Progressing   | Best Practice Achieved   |
|---|--|---|--|
| <b>Participation in Community Transition Team</b> | A school district representative is involved in a community transition team. | A school district representative is involved in a community transition team and a district level transition team has been formed. | A school district representative is involved in a community transition team and a district level transition team has been formed which includes representation of key stakeholders including but not limited to family members, local early education providers, and other community partners. |
| Current Practice:                                 |  |   |  |
| What’s working:                                   |  |   |  |
| What can be improved?                             |  |   |  |
| Ideas for next steps:                             |  |   |  |

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|--|--|---|--|
| <b>Partnerships</b>                    | Aware of and communicates with community partners serving children who will transition into school.  | Establishes intentional links to community partners, such as use of school building for community events, partner with community partners for screenings and education, houses a community pre-K and/or after school programming. | School functions a community hub. For example school is open after normal school hours for community events, school houses health services and other community services. |
| Current Practice:                      |  |   |  |
| What's working:                        |  |   |  |
| What can be improved?                  |  |   |  |
| Ideas for next steps:                  |  |   |  |
| <b>Promotion of Quality Early Care</b> | District personnel and/or teachers are aware early care programs in their community which participate in quality initiatives (STARS, Pre K Counts, Head Start, Early Intervention, etc.) and share written information about quality early care. | District personnel, schools, and/or teachers participate in events which promote quality early education.   | District personnel, schools, and/or teachers partner with community agencies to develop events which promote quality early education.                                    |

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| Current Practice:     |
| What's working:       |
| What can be improved? |
| Ideas for next steps: |

Companion resources can be found at [www.pakeys.org](http://www.pakeys.org). or at [www.pdesas.org](http://www.pdesas.org)