

School in Community (Sending)

Early learning communities 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
Participation in County Transition Team	An Early Learning Community representative is involved in a community-wide transition team.	An Early Learning Community representative is involved in a community-wide transition team and an internal; program level transition team has been formed.	An Early Learning Community representative is involved in a community-wide transition team and a program level transition team has been formed which includes representation of key stakeholders including but not limited to family members, multiple early education providers, and other community partners.
Current Practice:			
What’s working:			
What can be improved?			
Ideas for next steps:			

Partnerships	The early learning program is aware of, communicates, and shares information about and with community partners serving children who will transition into school.	The early learning program is aware of and refers families to community partners providing supportive services to children transitioning into formal school settings. (Hearing & vision screenings, Occupational therapy, Immunizations, etc.)	The early learning program establishes intentional links with community partners to provide school based screenings and education, and other supportive services.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			

Companion resources can be found at www.pdesas.org or at www.pakeys.org.