## Transitioning Across the Continuum of Early Learning (TACEL)

The purpose of TACEL is to “tackle” issues of school readiness, family engagement, and child outcomes. TACEL is important to program quality because intentional focus on providing effective transitions positively impacts continuing student achievement. Another goal of positive transitions is to maintain positive outcomes of high quality settings over time.

### Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?
- Research briefs of best transition practices
- Research-based materials, professional development and resources to support best transition practices across the early learning continuum.
- County-based support through LEARN teams

### Description of initiative and any component parts (Technical assistance available, professional development, program assessment inventories, etc.)
- Research briefs of best transition practices
- Research-based materials, professional development and resources to support best transition practices across the early learning continuum.
- County-based support through LEARN teams

### Program eligibility criteria or recommended programs for initiative
- Age Group Serving: □ Infant/Toddler □ Pre-K □ SACC □ All
- Program Type: □ All
- □ Head Start □ Early Head Start □ PA Pre-K Counts
- □ Early Intervention Providers □ School District
- □ PCHP □ NFP □ Keystone Babies
- Child Care: □ All
- □ STAR 1 □ STAR 2 □ STAR 3 □ STAR 4
- □ Center □ Group □ Family

### Website(s) for initiative
- [www.pdesas.org/OCDEL](http://www.pdesas.org/OCDEL) (transition tab found under Safe and Supportive Schools)
- [www.pdesas.org](http://www.pdesas.org): Safe and Supportive Schools element

### Identify focus areas the initiative addresses
- X Administrative Competencies
- X Best Practice in Teaching and Learning
- X Cultural Competence and Supporting Diversity
- X Engaging Families
- □ Healthy Children/Families/Practitioners
- □ Social Emotional Competence and Challenging Behavior
- X Other (list): School and Community Partnerships
- □ Other (list): ______________________________

### Other initiatives, resources, organizations or professional development that support or enhance the initiative
- Standard Aligned System (common language/ expectations among continuum of early education settings)
- Family Engagement Initiatives

### Audiences for direct participation in the initiative
- X Directors
- X Management/Leadership Teams
### list all that apply

- Teachers
- Assistant Teachers
- All Staff
- Parents
- Board Members
- Community Stakeholders
- Children

Is a component of the initiative that information be brought back to the program and intentionally shared with other s?

- Yes
- Not necessarily

Notes:
LEARN team coordinators

### Research or national context to support the initiative

- Harvard Family Research Project: School Transition Study (K-grade 5).
- National Center for Family and Community Connections with Schools

### Keystone STARS or Program Standards addressed and CBK Topic Codes (if applicable)

- Prek Counts: Guidelines p. 32, section J.
- Announcement ELS-PKC-07#22
- Head Start Performance Standards p. 240-241
- STARS Performance Standards p.9
- Title I
- CBK: K2 TP 11, K3 TP 31 and 34

### Other clarification or information about the activity

Materials, resources, professional development that are currently available deal primarily with the transition to Kindergarten. Available materials are currently undergoing revisions and additions to stress a more comprehensive approach to transition including consideration across the early learning continuum (birth through age 8).

### Contact person for questions about this Initiative

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