Continuous Quality Improvement in PA
Developing and Expanding Best Practice in Teaching and Learning (K1, K2, K4)
The purpose of this form is to provide information about initiatives that could support programs in addressing CQI after needs are identified though examination of relevant sources of evidence.

Title of activity/initiative:	**Transitioning Across the Continuum of Early Learning (TACEL)**
Purpose, goal and expected outcomes of the initiative. How is this activity important to program quality?	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.
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 X All Program Type: X All ☐ Head Start ☐ Early Head Start ☐ PA Pre-K Counts ☐ Early Intervention Providers ☐ School District ☐ PCHP ☐NFP ☐ Keystone Babies Child Care: X All ☐ STAR 1 ☐ STAR 2 ☐ STAR 3 ☐ STAR 4 ☐ Center ☐ Group ☐ Family
Website(s) for initiative	www.pdesas.org/OCDEL (transition tab found under Safe and Supportive Schools) www.pdesas.org : Safe and Supportive Schools element http://www.pakeys.org/pages/get.aspx?page=TransitionToolkit
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): _____ Notes:
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

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list all that apply	X Teachers X Assistant Teachers X All Staff X Parents X Board Members X Community Stakeholders X Children Is a component of the initiative that information be brought back to the program and intentionally shared with other s? X 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). http://www.gse.harvard.edu/hfrp/projects/fine/resources/research/bohan.html • National Center for Family and Community Connections with Schools http://www.sedl.org/connections/
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	Christine Behm Early Childhood Education Advisor 333 Market Street 6th floor PDE building Harrisburg, Pa 17126 Phone(717) 214-5704 cbehm@pa.gov

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