

## Management of Transition Practices (Sending)

This section emphasizes the necessary systematic and structural components for the implementation of best transition practices.

	Best Practice <b>Emerging</b>	Best Practice <b>Progressing</b>	Best Practice <b>Achieved</b>
<b>Audience</b>	Transition practices are in place and are implemented for limited groups of children (i.e. those children with IEPs, children identified “at risk”).	In addition to transition practices offered to limited groups of children, some transition practices are offered to ALL children.	All available transition practices are offered to ALL children.
Current Practice:			
What’s working:			
What can be improved?			
Ideas for next steps:			
<b>Personnel</b>	Issues related to transition are handled by personnel as an add-on to other responsibilities.	Issues related to transition are handled by one person as a dedicated portion of their job responsibilities.	There is a designated Transition Coordinator and where applicable, one team leader at each partner location.
	Teachers volunteer time to engage in transition practices that extend beyond their job descriptions and typical work hours.	Incentives are provided for teachers to engage in transition practices that extend beyond their job descriptions and typical work hours.	Transition practices that extend beyond typical work hours are incorporated into and are compensated as part of teachers’ job descriptions.

	Best Practice <b>Emerging</b>	Best Practice <b>Progressing</b>	Best Practice <b>Achieved</b>
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			
<b>Transition Plan</b>	A written Transition Plan is present.	A written Transition Plan is current, is implemented, and is reviewed and updated periodically.	A written Transition Plan is current, is implemented and is reviewed and updated on an annual basis. Plan effectiveness is evaluated annually.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			

	Best Practice <b>Emerging</b>	Best Practice <b>Progressing</b>	Best Practice <b>Achieved</b>
<b>Data Collection</b>	Early Learning community collects and uses outcomes data to identify children who may be “at risk” for a difficult transition.	Early Learning community collects and uses outcomes data to identify children who may be “at risk” for a difficult transition and has a system in place to share this information with formal school partners.	Early Learning community collects and uses outcomes data to identify children who may be “at risk” for a difficult transition and offers intentional supports for these children BEFORE the transition occurs.
Current Practice:			
What’s working:			
What can be improved?			
Ideas for next steps			
<b>School registration</b>	Information on relevant school registrations are collected from partnering schools and are shared with families.	Early care representative participate in <u>some</u> kindergarten and formal school registrations throughout receiving district.	Early care representative participate in <u>most</u> kindergarten and formal school registrations throughout receiving districts.
Current Practice:			

	Best Practice <b>Emerging</b>	Best Practice <b>Progressing</b>	Best Practice <b>Achieved</b>
What's working:			
What can be improved?			
Ideas for next steps:			
<b>Resource Use</b>	Early care representative uses the PA Office of Child Development and Early Learning Transition Toolkit to plan and implement transition practices.	Early care representative uses the PA Office of Child Development and Early Learning Transition Toolkit to plan and implement transition practices and shares information from the toolkit with early learning personnel including pre-kindergarten teachers.	Early care representative uses the PA Office of Child Development and Early Learning Transition Toolkit to plan and implement transition practices and shares information from the toolkit with early learning personnel including pre-kindergarten teachers. Additional resources and information are sought by networking with other early learning and school district personnel.
Current Practice:			
What's working:			

	Best Practice <b>Emerging</b>	Best Practice <b>Progressing</b>	Best Practice <b>Achieved</b>
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).