

## ***Self-Assessment for an Early Childhood Transition Infrastructure***

***Purpose:*** This self-assessment is designed to accompany the document *Designing and Implementing Effective Early Childhood Transition Processes (March 2008)* developed for the Early Childhood Transition Initiative about the components of an infrastructure necessary to support successful transitions for children and families from early intervention to other programs at age three. The items in the self-assessment instrument correspond directly to the components and elements presented in the document.

The self-assessment is intended to be used by an interagency state leadership team or by a team of individuals at the local level with regard to their own system or community. Based on discussions of their ratings, team members can identify practices to undertake in order to enhance areas that need work and reinforce areas of strength.

***Directions:*** Each member of the team should complete his or her ratings independently by circling the number on the scale that corresponds to his/her perception of the current status of their transition infrastructure. Are their feelings better represented by the statement on the left or on the right? For each item in the self-assessment, the Transition Document provides a list of activities that further explains the item and can be referred to if anyone needs a better understanding of the intent of the item in the self-assessment.

Compile the responses; then compare and discuss the ratings to identify agreements or discrepancies in how team members view how well the infrastructure for transition has been developed and is functioning. A facilitator might be helpful to support these discussions, especially if there is no clear agreement among the team members. A facilitator could also assist the team to create a shared understanding, identify possible improvement activities and to assist with the development of a joint plan.

Referring to the Transition Document at this point will be helpful. The lists of potential evidences provide ideas for what might be done to improve the system, current practices, and/or team function and/or to validate that certain practices are already in place and contributing to effective transitions. In addition, the resources section in the appendix, organized by the eight major components, provides relevant resources and tools for implementing strategies and practices decided on by the team.

## I. Content and Scope of Services

A. Families have access to a broad array of child developmental and educational services, supports, and/or settings to meet individual child and family needs.	1	2	3	4	5	Families lack access to a broad array of child developmental and educational services, supports, and/or settings to meet individual child and family needs.
B. Families have access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.	1	2	3	4	5	Families lack access to a broad array of health and medical services to promote overall well-being in order to meet individual child and family needs.
C. Families have access to a broad array of services to support their needs.	1	2	3	4	5	Families lack access to a broad array of services to support their needs.

## II. Interagency Structure

A. We have an interagency entity(s) that has membership with the authority to influence agencies' transition policies and procedures.	1	2	3	4	5	We do not have an interagency entity (or entities) with authority to influence agencies' transition policies and procedures.
B. We have a shared philosophy that serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.	1	2	3	4	5	We do not have a shared philosophy that serves as a foundation for transition policies, procedures and the determination of responsibilities and actions.
C. We have identified a primary contact person for transition within each program or agency at the state and local level (e.g., Part C, Section 619, LEA).	1	2	3	4	5	We do not have a primary contact person for transition within each program or agency at the state and local level (e.g., Part C, Section 619, LEA).

### III. Interagency Communication & Relationships

A. We use effective, ongoing mechanisms for communication between and across agencies and programs.	1	2	3	4	5	We do not have effective, ongoing mechanisms for communication between and across agencies and programs.
B. Working relationships among agencies/programs and staff are effective.	1	2	3	4	5	Working relationships among agencies/programs and staff are not effective.
C. Parent organizations and family consumers meaningfully participate as partners in transition planning efforts at all levels.	1	2	3	4	5	Parent organizations and family consumers are not involved in transition planning efforts at any level.

### IV. Interagency Agreements (IA/MOU/MOA)<sup>1</sup>

A. We have an Interagency Agreement that provides clear statements of transition processes that are compliant with federal and state regulations.	1	2	3	4	5	We do not have an Interagency Agreement that provides clear statements of transition processes that are compliant with federal and state regulations.
B. The Interagency Agreement clearly assigns agency roles and responsibilities related to transition.	1	2	3	4	5	The Interagency Agreement does not clearly assign agency roles and responsibilities related to transition.
C. The Interagency Agreement specifies critical policies.	1	2	3	4	5	The Interagency Agreement is not specific about critical policies.
D. The format, content, and level of specificity of our state-level agreement serves as a model for local agreements.	1	2	3	4	5	Our state-level agreement has not been used as a model for local agreements.
E. We routinely review and revise our Interagency Agreement based on data and input from stakeholders.	1	2	3	4	5	We do not routinely review and revise our Interagency Agreement based on data and input from stakeholders.

<sup>1</sup> Interagency Agreement, Memorandum of Understanding, and Memorandum of Agreement are all used interchangeably under the meaning given in 34 CFR 303.523, and also may include documents of a similar nature at the local level.

## V. Policy Alignment

A. Transition requirements and timelines are aligned across agencies.	1	2	3	4	5	Transition requirements and timelines are not aligned across agencies.
B. Curriculum development and expectations for child interventions and performance are delineated and aligned across agencies.	1	2	3	4	5	Curriculum development and expectations for child interventions and performance are not delineated and aligned across agencies.
C. Procedures for coordination of services are being implemented effectively.	1	2	3	4	5	Procedures for coordination of services are not being implemented effectively.
D. Mechanisms to minimize disruption in services before, during, and after transitions are developed.	1	2	3	4	5	Mechanisms to minimize disruption in services before, during, and after transitions have not been developed.

## VI. Personnel Development, Staff Training and Resources

A. There are designated personnel or entities at state, regional and local levels who share responsibility for interagency training and TA.	1	2	3	4	5	We do not have designated personnel or entities at state, regional and local levels who share responsibility for interagency training and TA.
B. Agencies and programs jointly design, implement, and evaluate personnel development activities.	1	2	3	4	5	Agencies and programs do not jointly design, implement, and evaluate personnel development activities.
C. We involve parents in the design, implementation and evaluation of professional development.	1	2	3	4	5	We do not involve parents in the design, implementation and evaluation of professional development.
D. We have mechanisms at the local level to inform personnel development activities and promote networking and problem solving.	1	2	3	4	5	We do not have mechanisms at the local level to inform personnel development activities and promote networking and problem solving.
E. We use a variety of personnel development strategies to promote development of knowledge and skills over time.	1	2	3	4	5	We do not use a variety of personnel development strategies to promote development of knowledge and skills over time.
F. Programs require and support participation of cross agency representation at joint training activities.	1	2	3	4	5	Programs do not require and support participation of cross agency representation at joint training activities.

## VII. Data System and Processes

A. The state data system has the capacity to collect necessary data to support effective transition within programs.	1	2	3	4	5	The state data system does not have the capacity to collect necessary data to support effective transition within programs.
B. Programs have protocols for data entry to support accurate and timely collection of data.	1	2	3	4	5	Programs do not have protocols for data entry to support accurate and timely collection of data.
C. We have protocols and procedures for data sharing across agencies that are clearly defined.	1	2	3	4	5	We do not have protocols and procedures for data sharing across agencies that are clearly defined.
D. We analyze and use transition data to improve performance across agencies and address interagency transition issues.	1	2	3	4	5	We do not analyze and use transition data to improve performance across agencies and address interagency transition issues.
E. We analyze and use data collected through monitoring regarding transition for decision-making within and across programs.	1	2	3	4	5	We do not analyze and use data collected through monitoring regarding transition for decision-making within and across programs.

## VIII. Monitoring & Evaluation

A. State monitoring of federal and state transition requirements is aligned across agencies.	1	2	3	4	5	State monitoring of federal and state transition requirements is not aligned across agencies.
B. Interagency participation is an integral part of state monitoring activities.	1	2	3	4	5	Interagency participation is not an integral part of state monitoring activities.
C. Evaluation is an integral part of all components of the transition system.	1	2	3	4	5	Evaluation is not an integral part of all components of the transition system.

National Early Childhood Technical Assistance Center. (2008). *Self-assessment for an early childhood transition infrastructure*. Retrieved December 17, 2009, [http://www.nectac.org/~pdfs/topics/transition/TransitionSelf\\_Assessment\\_09\\_15\\_08.pdf](http://www.nectac.org/~pdfs/topics/transition/TransitionSelf_Assessment_09_15_08.pdf). Reprinted with permission.