

Kindergarten Transition Summit Orientation

March 12, 2019

Carondelet Hospitality Center, Latham NY

9:00am – 4:00pm

Time	Details
8:30am	Arrival and Coffee: Check-In, participants will be seated by area
9:00am- 9:15am	Welcome
9:15am – 12:00pm	<p>Summit Example</p> <ul style="list-style-type: none"> History of formal KT Summits in NY: Data & Overview SED Office of Early Learning Tool Best Practice Panel – State Level Example School District Administrator CCR&R Parent Teacher Head Start Other local initiatives and coalitions (home visiting, library, AEYC Chapter, etc.) Table Examples: each person shares something they are proud of/happy with in their transition practices, vote on one to share with the room.
12:00pm – 1:00pm	Working Lunch
1:00pm – 3:00pm	<p>Formation of Transition Teams</p> <ul style="list-style-type: none"> Community Summit Planning Team How will you facilitate local teams? Who Should Be Invited? How to form connections? Discussion Questions Pre- and Post- Questionnaires Planning Reflection Sheet
3:00pm – 3:50pm	<p>Funding Opportunity to Host Local KT Summit</p> <ul style="list-style-type: none"> Timeline Who can apply? How much money can we ask for? Deliverables and the Scope of Work Seed Money: local innovative ideas
3:50pm – 4:00pm	Next Steps

Kindergarten! ... here I come!



NYSB5 Grant

Kindergarten Transition Summit Planning

Kindergarten! ... here I come!



NYSB5 Grant

Kindergarten Transition Summit Planning

Welcome

March 12, 2019

What's in
Your
Folder?





NYS Birth through Five Project

NYS B5



Promoting equity and access to quality early childhood programs for all young children and families in NYS

Kristin Weller
Project Director



Council on Children
and Families

Our Vision

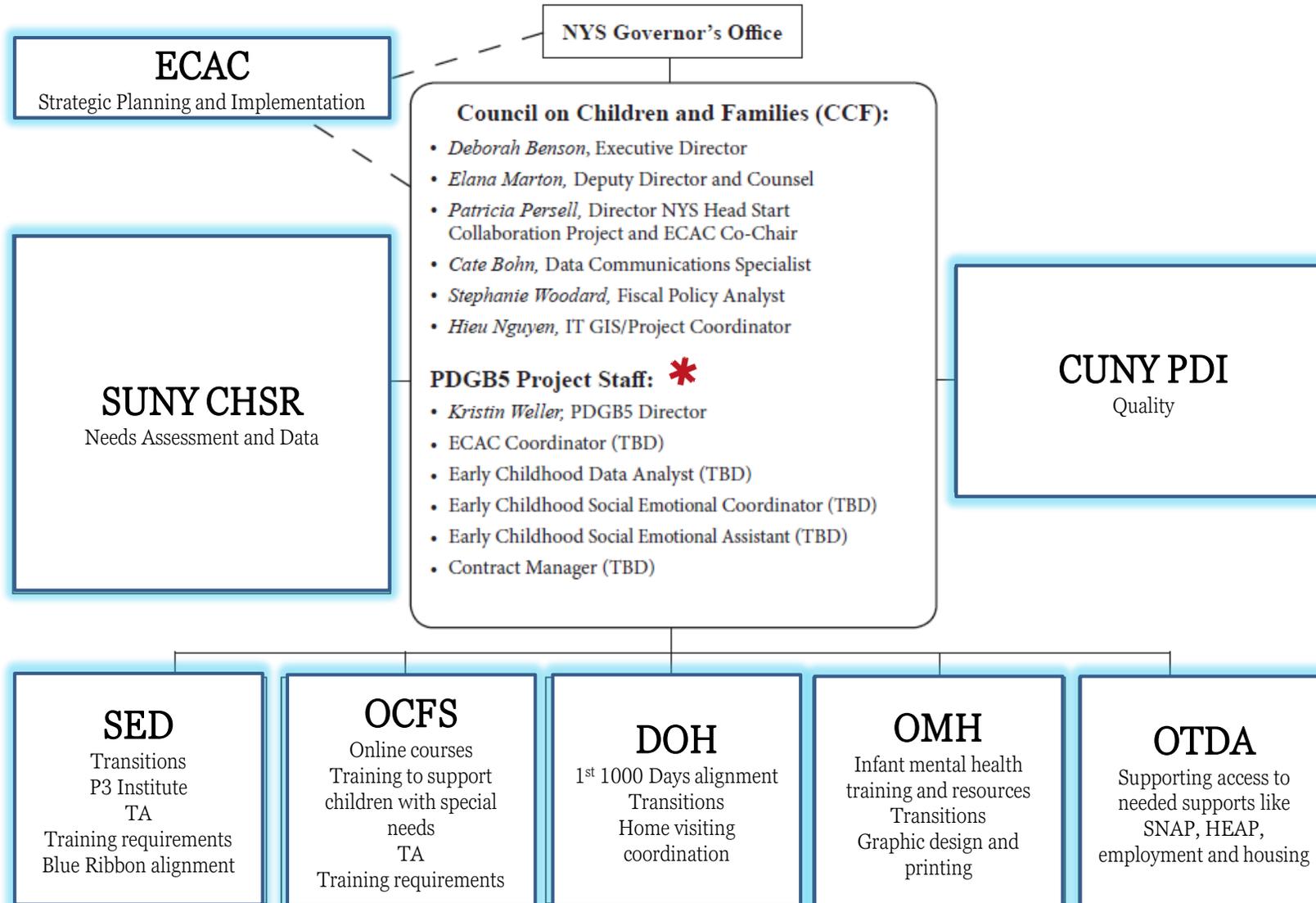
Every child in NY will be supported by a mixed-delivery system that is informed by parent voice and provides access to high quality, equitable and comprehensive early care and learning environments and services essential for healthy development and lifelong success.

Assessing need
Strengthening partnerships
Coordinating systems
Expanding parent choice and quality
Focusing on vulnerable populations to increase equity



Organizational Capacity

New York State Preschool Development Grant Birth Through 5



Changing Our System

IN order to change our system – we want to “shift the conditions that are holding a problem in place”

6 Components of Systems Change

Policies

Practices

Resource Flows

Relationships
and Connections

Power Dynamics

Mental
Models

Policies: Rules that guide us

Practices: Activities of an organization

Resource Flows: How money, people and information are distributed

Relationships: Communications between the people in the system – those with different view points

Power Dynamics - Decision making power and authority

Mental Models: Beliefs, assumptions, how we think

Kania, J., Kramer, M., Senge, P. (2018) FSG - The Waters of Systems Change

https://www.fsg.org/publications/water_of_systems_change

5 Project Activities

Activity 1: Needs Assessment ✓

Update or conduct a statewide birth through five needs assessment of the availability and quality of existing programs in NYS.

Activity 2: Strategic Plan

Update or develop a strategic plan that recommends collaboration, coordination and quality improvement activities among existing programs in the state and local educational agencies.

Activity 3: Parent Choice and Knowledge ✓

Maximize parent choice and knowledge about the NYS delivery system of existing programs and providers ensuring parents are provided information about the variety of early childhood care and education programs for children 0-5, promote involvement by parents in the development of their children.

5 Project Activities (continued)

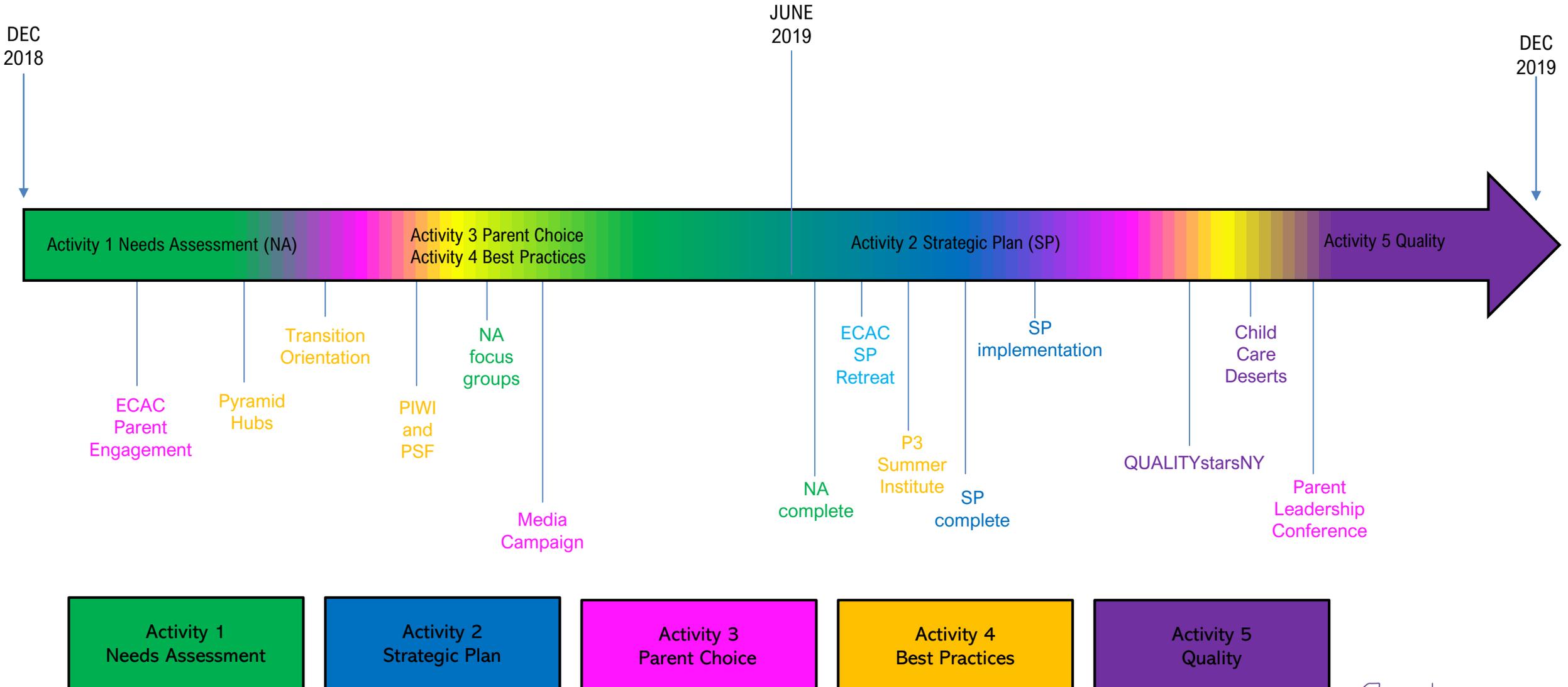
Activity 4: Sharing Best Practices ✓

Share best practices among early childhood care and education program providers in the State to increase collaboration and efficiency.

Activity 5: Improving Quality

Improve the quality of early childhood care and education programs in the state.

NYSB5 Timeline Dec 2018 - Dec 2019



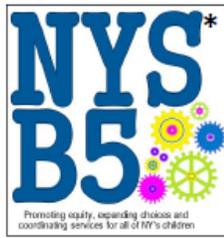
Activity 1
Needs Assessment

Activity 2
Strategic Plan

Activity 3
Parent Choice

Activity 4
Best Practices

Activity 5
Quality



NYS DOH

- Align NYSB5 with the First 1000 Days on Medicaid.
- Collaborate with NYSED to promote smooth transitions for children from Early Intervention services to preschool special education.
- Support home visiting coordination initiative.

NYS OMH

- Develop and implement regional in-person infant mental health foundational trainings for a broad audience as well as web-based trainings.
- Support transitions for young children from EI to CPSE to CSE.
- Printing and graphic design of NY early childhood guidance resources through the OMH Design Center.

OTDA

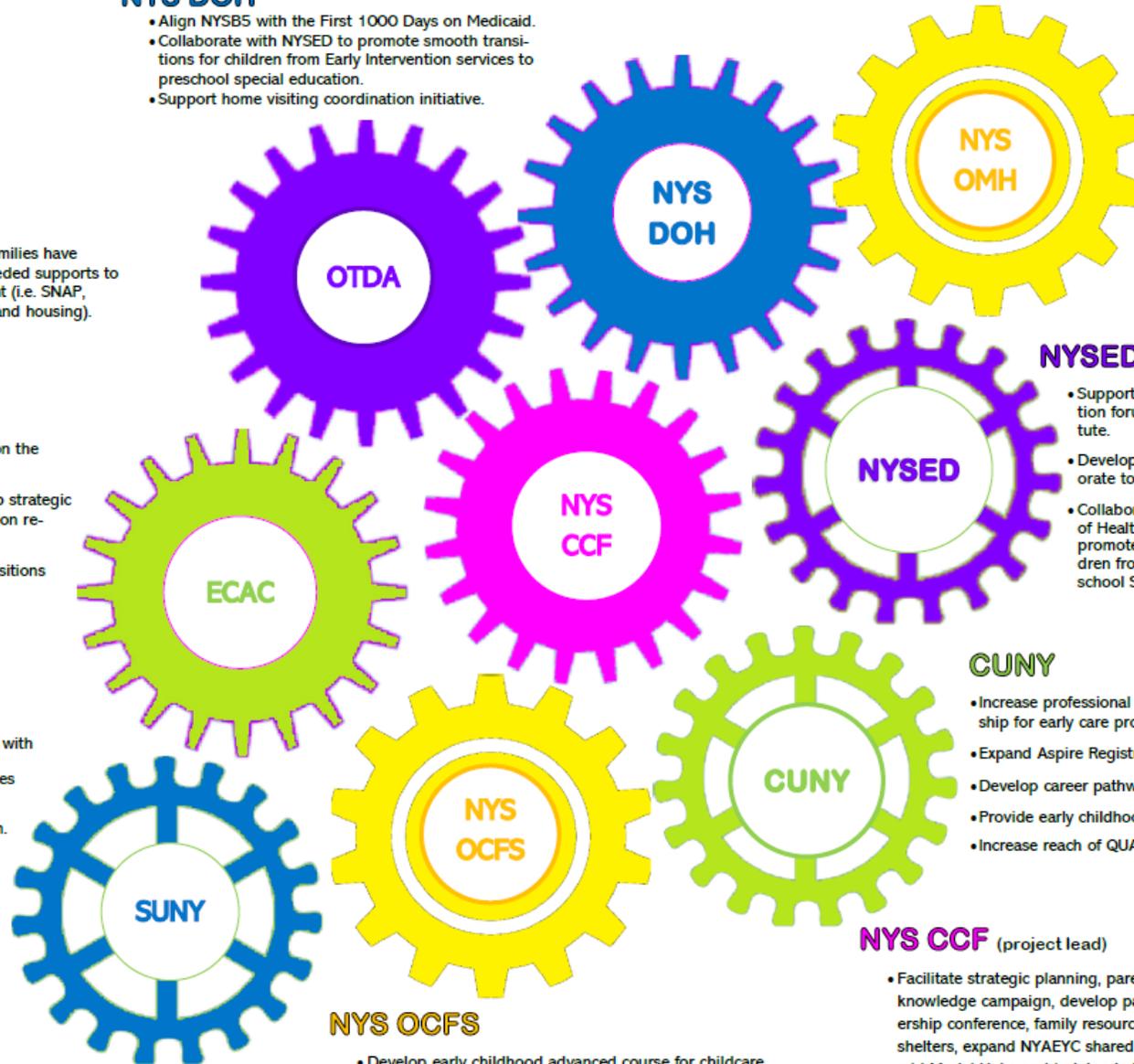
- Provide support to ensure families have knowledge and access to needed supports to promote healthy development (i.e. SNAP, HEAP, employment support and housing).

ECAC

- Invite parents to participate on the ECAC.
- Work with B5 staff to develop strategic plan and assign implementation responsibilities.
- Address how to improve transitions and integrate services.

SUNY

- Conduct comprehensive statewide needs assessment with input from a broad range of stakeholders including families and vulnerable populations.
- Develop online data platform.
- Advance efforts to build an early childhood integrated data system in NYS.
- Track progress in meeting project outcomes.



NYSED

- Support regional kindergarten transition forums and NYS P-3 Summer Institute.
- Develop parent choice PSA and collaborate to align NYS TA system.
- Collaborate with the NYS Department of Health Division of Family Health to promote smooth transitions for children from Early Intervention to Pre-school Special Education.

CUNY

- Increase professional development and leadership for early care providers.
- Expand Aspire Registry.
- Develop career pathway centers at CCRRs.
- Provide early childhood leadership mentoring.
- Increase reach of QUALITYstarsNY.

NYS OCFS

- Develop early childhood advanced course for childcare directors, web-based on demand training, e-learning opportunities and training to support children with special needs.

NYS CCF (project lead)

- Facilitate strategic planning, parent choice and knowledge campaign, develop parent portal, parent leadership conference, family resource navigators at homeless shelters, expand NYAEYC shared services platform, Pyramid Model Hubs and training in NYS, technical assistance coordination including ECMHC and behavioral support and convene Strengthening Protective Factors training and home visiting coordination..

*NYS Preschool Development Grant Birth through Five (February 2019)



NYSB5 Planned Activities

Activity 1 Needs Assessment

Activity 3 Parent Choice

Pyramid Model PSF
30 events scheduled – see website

Pyramid Model PIWI
4 events scheduled

ECAC Call for Parent Participation
March 2019

Talking is Teaching Media Campaign

Parent Portal Website
www.nysparentguide.org
www.msnavigator.org
www.nyschildcare.org

Activity 4 Best Practices

Pyramid Model Hub Kick-Off Orientation
March 6 and 7 2019

Kindergarten Transition Orientation
March 12

2019 NYAEYC Annual Conference
April 4-6, 2019

2019 HMG National Forum
May 6-8, 2019

NYS ECAC Membership Meeting
March, June and December 2019

Zero to Three National Conference
October 2-4, 2019

Contact

Kristin Weller
NYSB5 Project Director

kristin.weller@ccf.ny.gov

CCF website
www.ccf.ny.gov

Link to application
https://www.ccf.ny.gov/files/9815/4775/1818/NYS_PDGB5_Application.pdf





THE NATIONAL CENTER ON
Quality Teaching
and Learning



National & State Perspectives on the Importance of the Transition to Kindergarten: Building Connections for Success



NCQTL

Transitions Across the Lifespan



Transition = Change = Hard

What creates successful adjustment?

Information

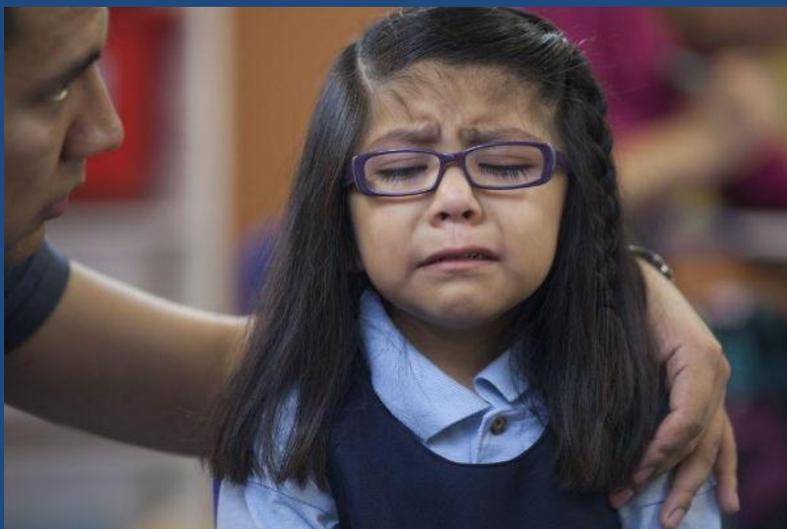
Relationships

Continuity/ Consistency

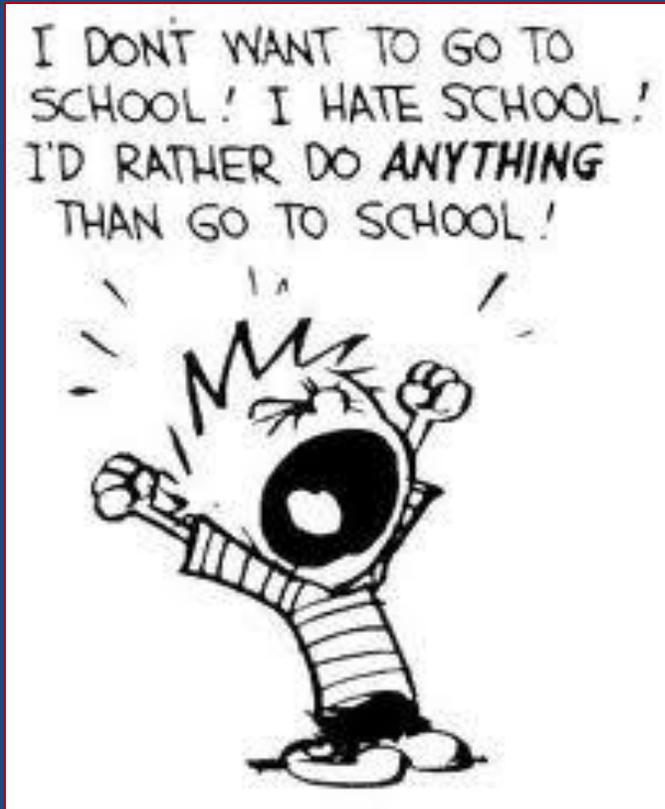


Children need our help to do this

First Day of Kindergarten



YouTube videos – either children or parents are crying



(No transition practices)



(Positive transition practices)

First Day of School

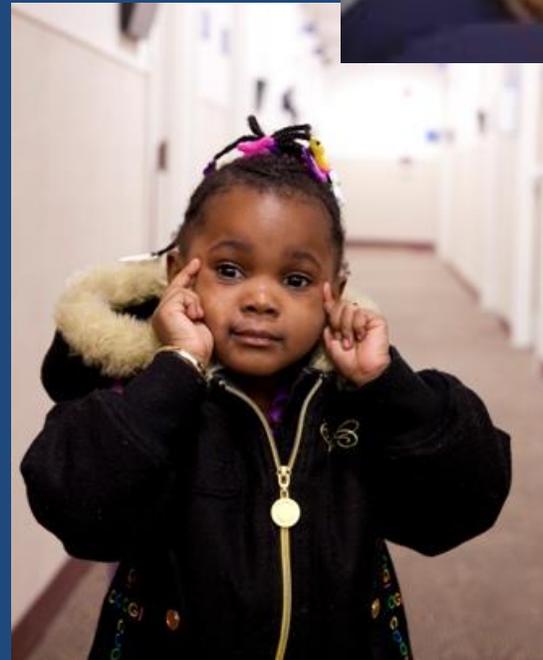
Early Experiences Matter



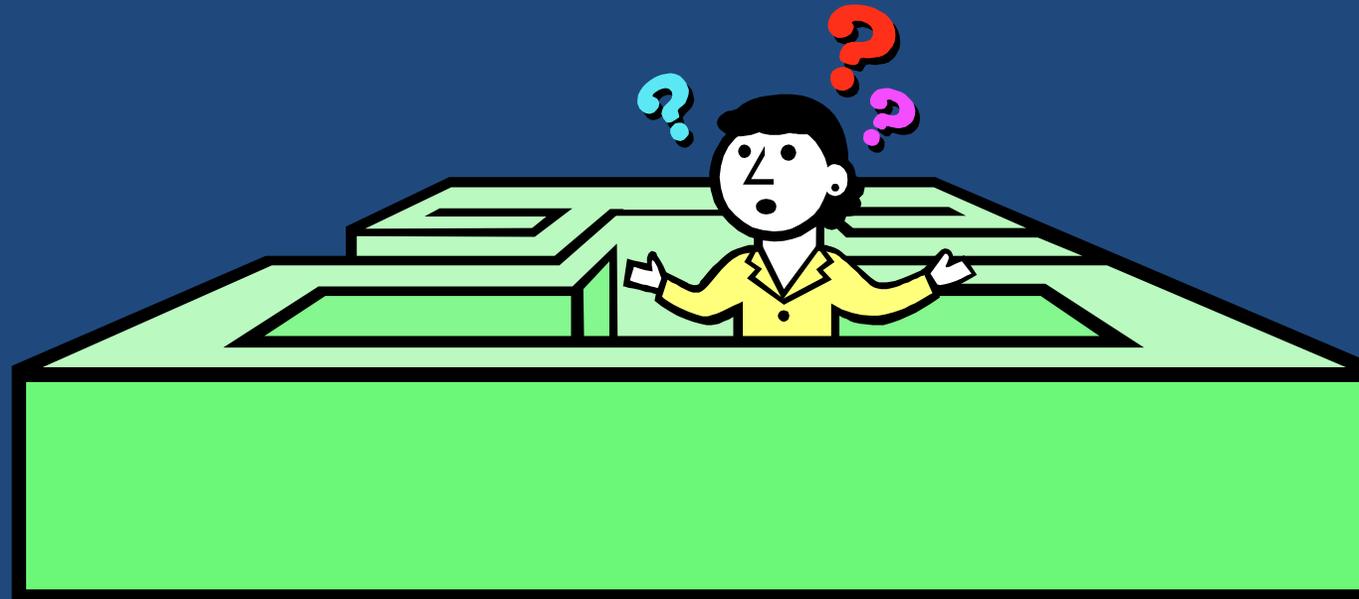
“Transition Practices” start long before the first day of school



Healthy Children are Ready to Learn



Being 'prepared' does
not happen automatically.





If we set
goals we
will know
where we
are
headed,



and we will know when we get there.

Transition Goals

- **Child goal:** To foster children's familiarity with the classroom setting and people within it.
- **Family goal:** To foster family collaboration and involvement with the school.
- **Community goal:** To facilitate the transition process within the community.
- **School goal:** To provide children with stable high quality classroom experiences, ready for each child.

Transition Experiences Families Found Useful

% of families who found the experience helpful

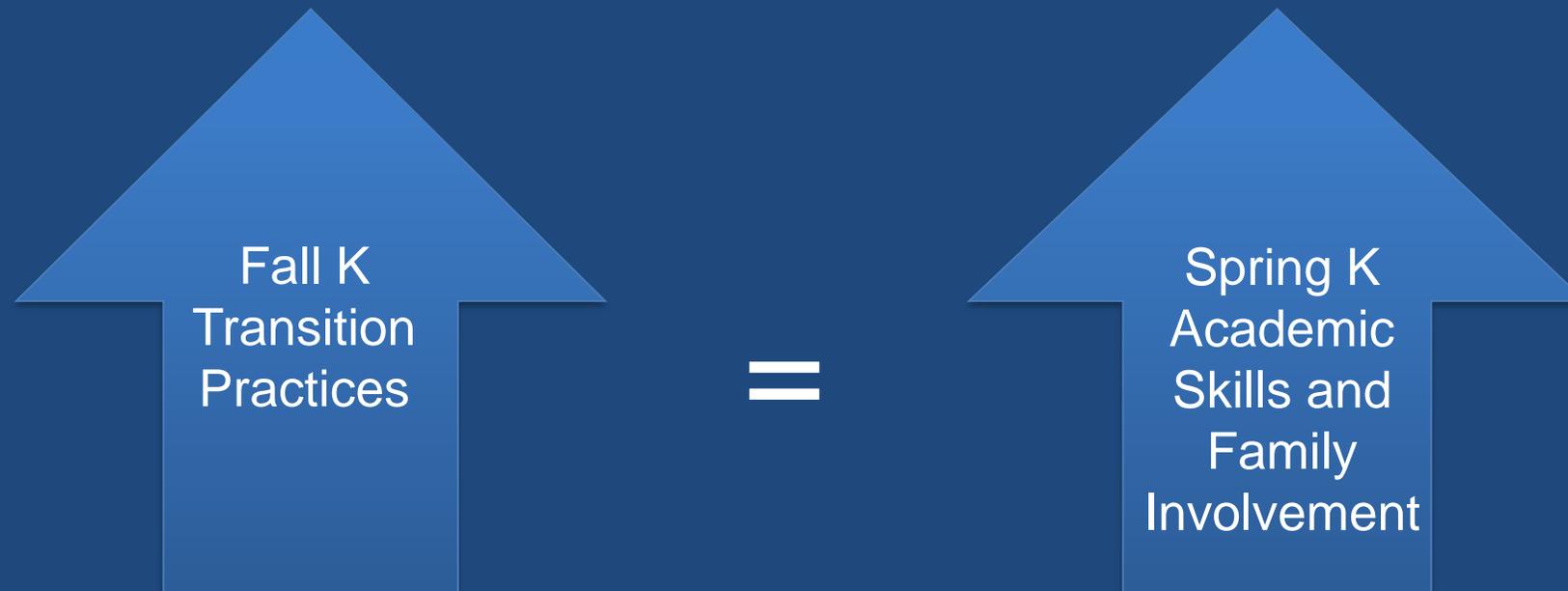
Transition Activity

• Had child visit a kindergarten	99%
• Met with a kindergarten teacher	89%
• Met with the principal	95%
• Took a tour of the school	100%
• Talked with preschool staff about kindergarten	99%
• Visited the kindergarten classroom	97%
• Talked with parents of child's new classmates	97%
• Participated in elementary school-wide activities	100%
• Met with child's anticipated kindergarten teacher	98%
• Attended an orientation to kindergarten	92%



Kindergarten Transition Practices are Associated with Academic Skills and Family Involvement in their Child's Education

- Early Childhood Longitudinal Study
 - 17,212 children, 992 schools



Even more benefits were found for children from low-income families

(Schulting, Malone & Dodge, 2005)

Children, Families and Elementary Schools Benefit from Connections

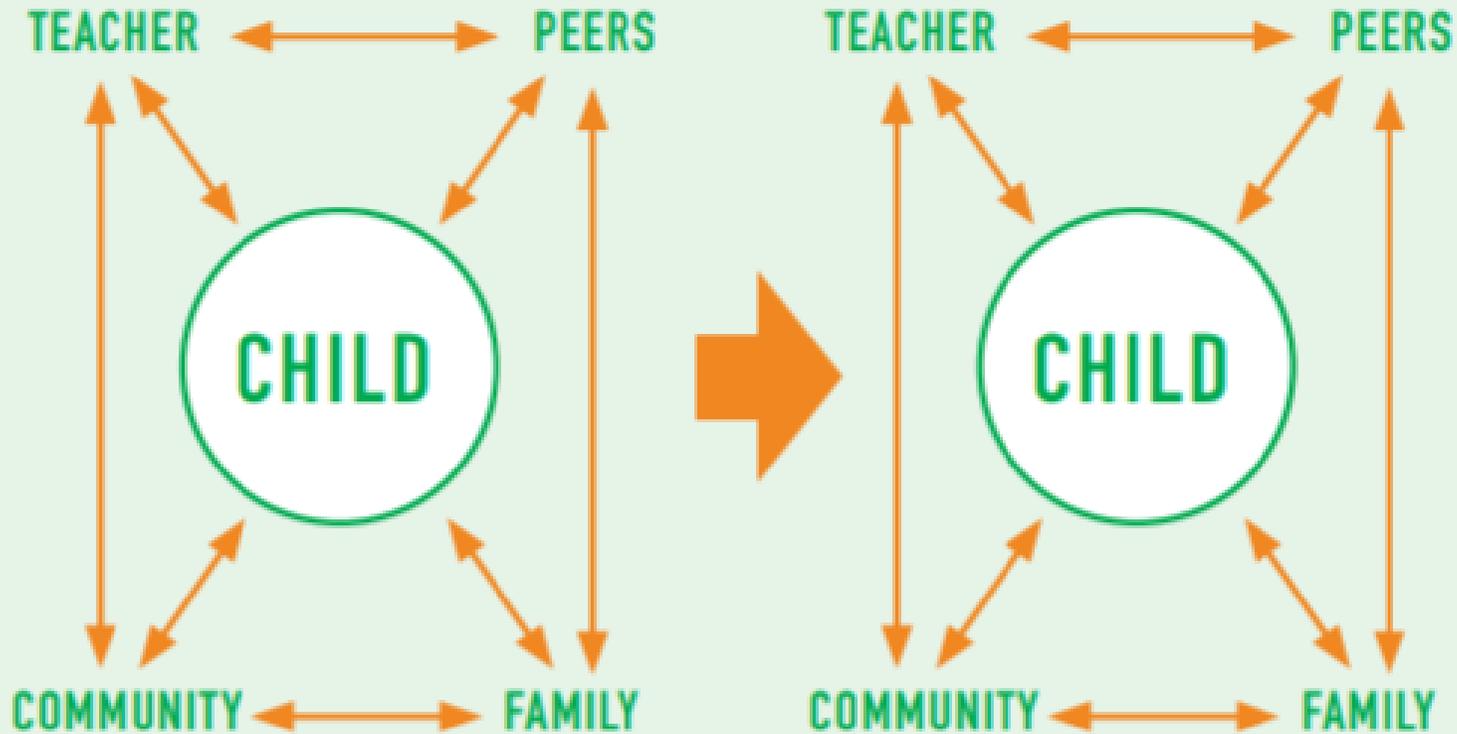
- **Children more socially ready**
 - *Helps them participate more academically*
- **Families more connected to school**
 - *Improved long-term student outcomes*
- **Teachers more prepared to support kids/families**
 - *Better relationships that lead to enhanced child outcomes, better job satisfaction*
- **Financially smart** - *Low investment, high yield*

N?

COLLABORATIVE APPROACH TO TRANSITIONS

EARLY EXPERIENCES

KINDERGARTEN



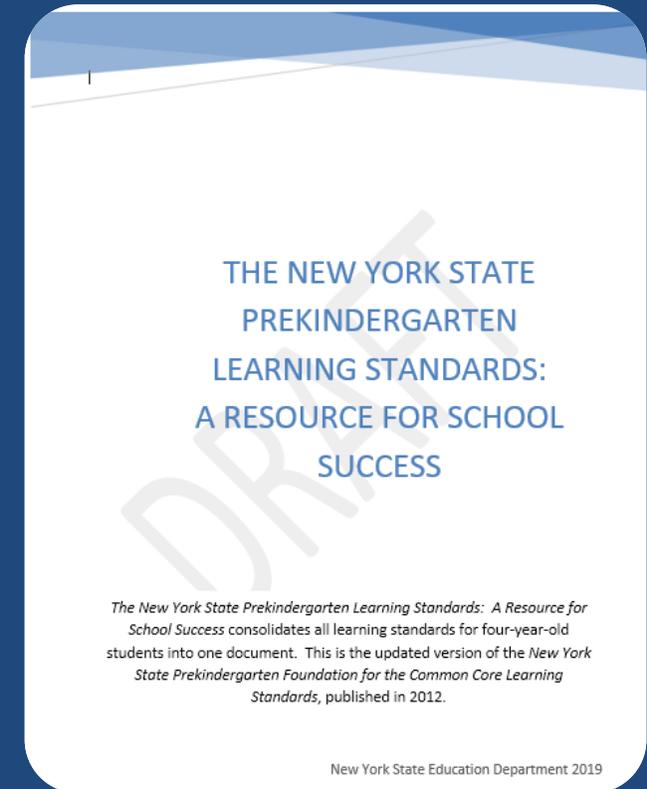
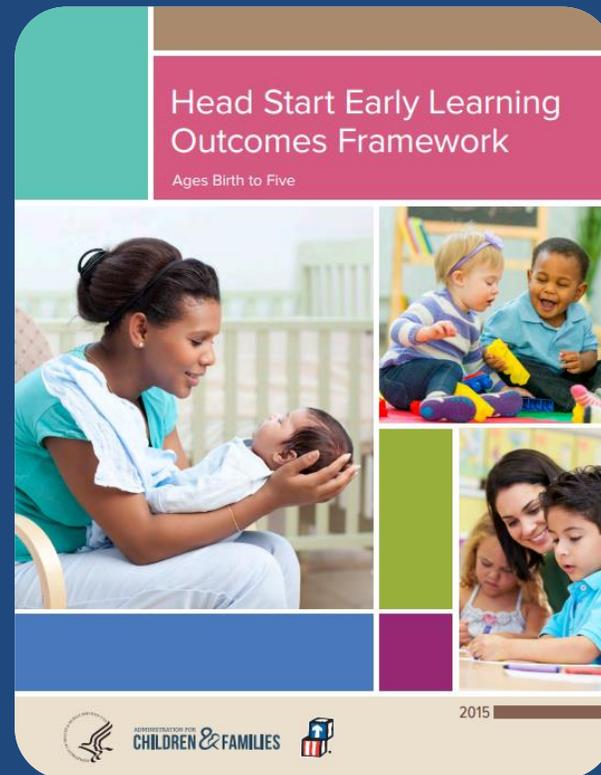
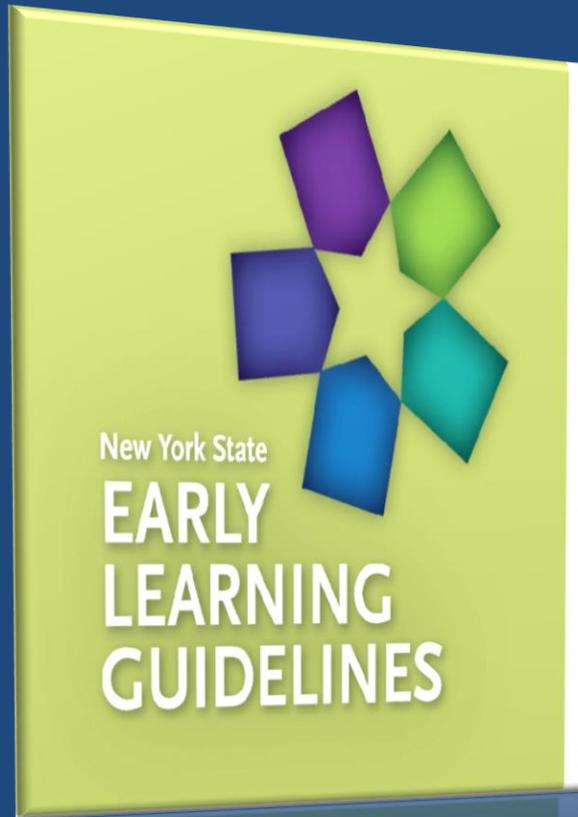
(Rimm-Kaufman & Pianta, 2000)

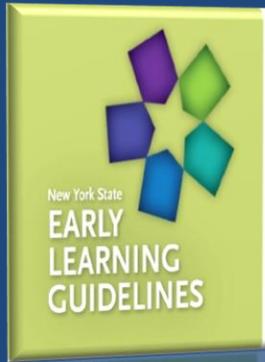
What Can You Do?

Some districts and their partners are known for strong transition practices, but there are always ways to make things even stronger.

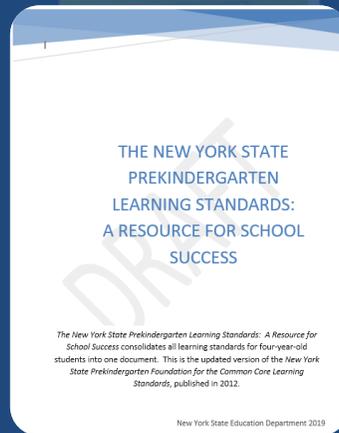
We have some planning time today to help document small steps that can lead to even better child and family success for the children you serve.

Clear Alignment of State “Standards”

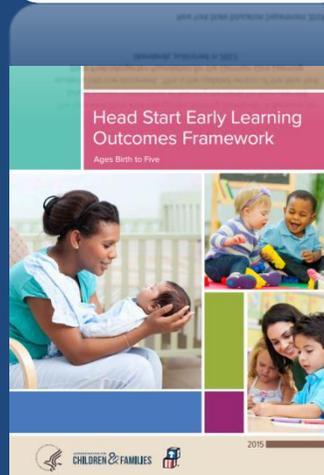




NYS Early Learning Guidelines show a developmental progression of typical child development, they are not a set of standards. They outline how children develop through each domain from birth to 5 years.



NYS Prekindergarten Learning Standards show a set of skills for children to know and be able to do at the end of the 4 year old preschool year.



Head Start Early Learning Outcomes Framework provide a description of the building blocks that national Head Start research finds most important for a child's school and long-term success.

Kindergarten Teachers were polled on the challenges for new kindergarteners

- Lacking social skills
- Classroom routines
- Building positive relationships with peers
- Self confidence
- More 'bullies'

The highest rates of suspension & expulsion are for children under 6 years old!

New York is Not Alone

National Study



- **Pre-K Expulsion Rate is Triple the Rate of Expulsion Among K-12 Students.**
- The prekindergarten expulsion rate was 6.7 per 1,000 prekindergarteners enrolled.

NYS Suspension and Expulsion Survey

- 1,200+ responses
- The results of the survey are very telling!



Survey Highlights

- Greatest percentage of responses were child care programs.
- Responses also received from PreK, Early Head Start, Head Start programs, Early Intervention programs and Family Child Care.
- **12% asked children to leave their program** (i.e., expelled children) over the past year.
 - 12 were infants
 - 38 were toddlers (1 to 2 years old)
 - 149 were preschoolers (3 to 5 years old)



State Goals

- Teachers, administrators and Parents will have the strategies necessary to support children when/if they present challenging behaviors.
- Suspension and Expulsion of children under 6 will be eliminated in New York.

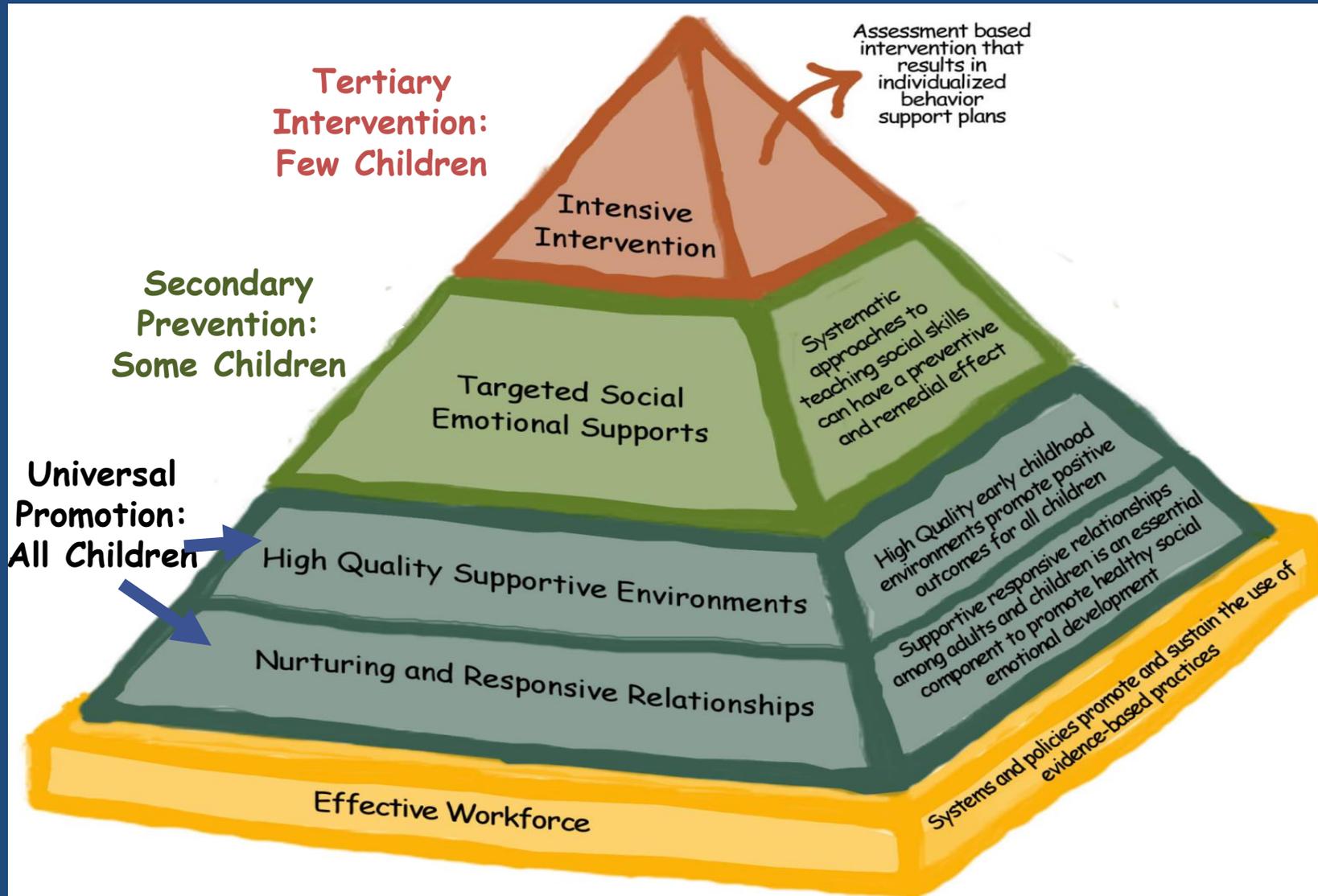
New York
Pyramid Model
State



Promoting Social & Emotional Competence in New York's Young Children

The Pyramid Model:

Promoting Social and Emotional Competence and Addressing Challenging Behavior



NYS Pyramid Model

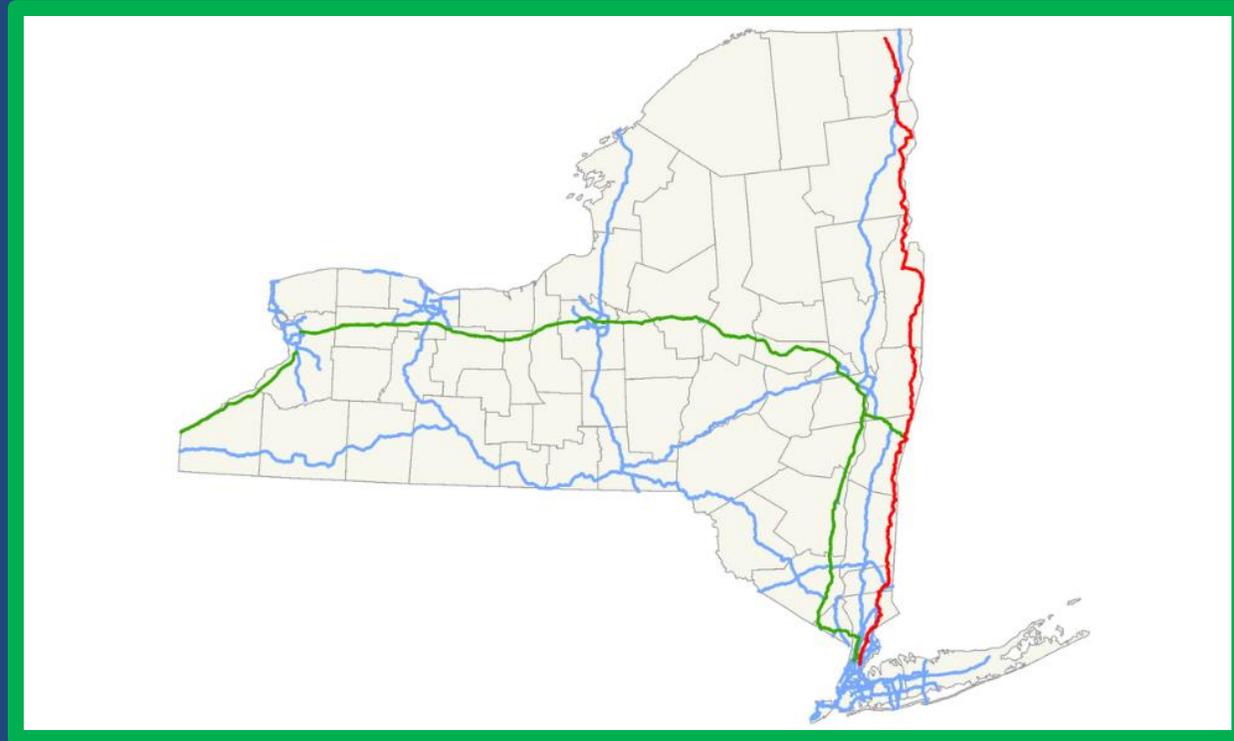
<http://www.nysecac.org/ecac-initiatives/pyramid-model/>

Or contact

Vicki.Robert@ccf.ny.gov

The Transition into Kindergarten:

Promising Practices from Across the State



Concrete Strategies for Stronger Transition Practices



Promising Practices

- **Transition Teams** at each school/
center/zone
 - Meet regularly with local child care providers, parent organizations, and other partners (like CCRR, library, museums, ECDC, institutions of higher education etc.)

Promising Practices

Parent Feedback Survey

How are we doing?
(on both sides of the transitions)



Open Activities

- Incoming K children invited to attend events at the school the year before
- “Readiness” activities at public library over the summer
- A page on the school’s website of ideas for school readiness for providers and parents, and dates for K screening & school visits
- A way for families to provide feedback and ask questions

Money is Tight

How about:

- Virtual bus ride instead of the real one
- Virtual meet the teachers and classroom tour with **YouTube** link
- Invite **incoming** kindergarteners to school-wide events the year before (spring fling, to play on the playground, education fair, book fair, other school activities already planned)

Promising Practices

Kindergarten recruitment efforts

- Door to door – involve parents in effort
- Neighborhood festivals
- TV & Radio ads
- Local papers
- Church bulletins
- Hospitals
- Laundromats/ Grocery Stores/ Hair Salons
- WIC offices
- “Go where the parents are” in your community

OTB

Dad: Did you know it is time to register your 5 year old for Kindergarten?



Recruitment Door Hanger

Sorry we missed you.

Register for Kindergarten

Call 555-1234

A free gift is waiting for you.

Are you 5 yet?



Is your child turning 5
before December 1?
Call 555-555 to register
for Kindergarten, visit
school and so much more!



One school added a note about
Kindergarten Registration to a
Chinese Restaurant's menu
(in 4 languages)

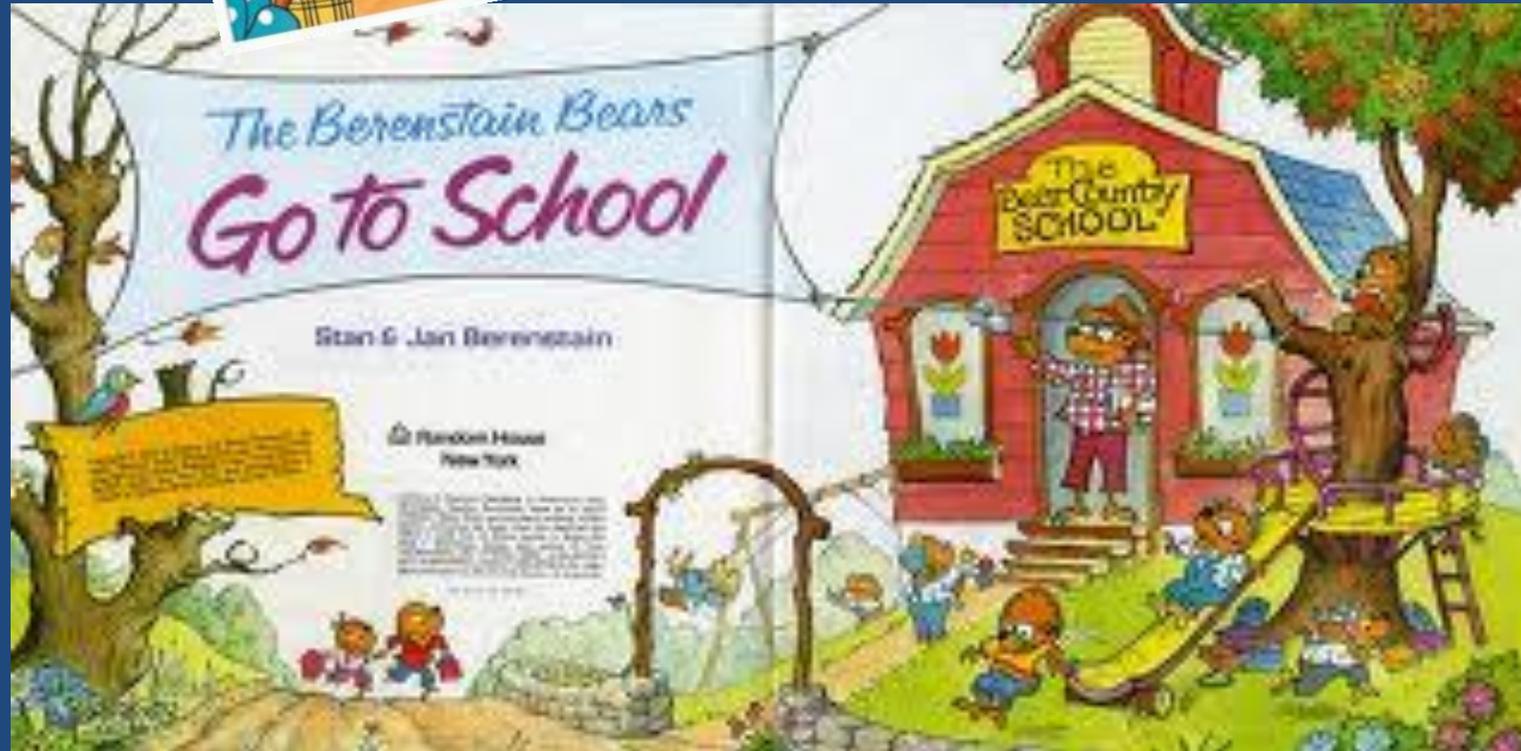
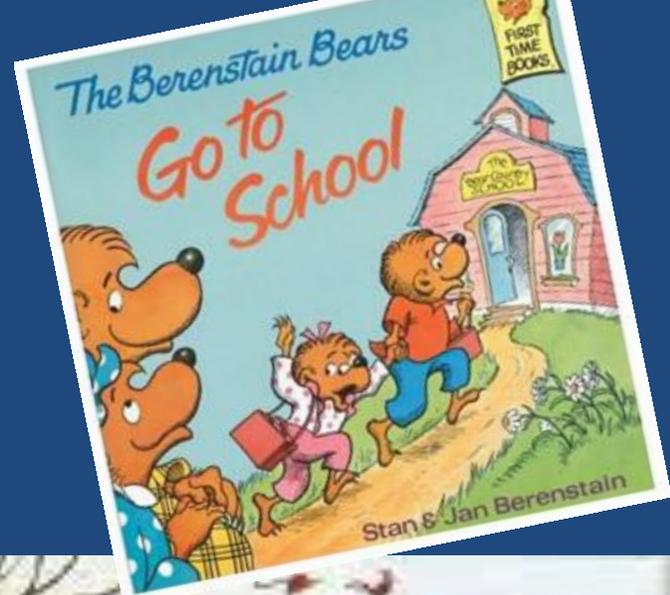


Promising Practices

In a **prekindergarten** classroom the children spend the last 2 weeks in June practicing:

- Lining up like Kindergarteners
- Using cafeteria trays at lunch time
- Packing their own backpack to go home
- Using a take-home folder each day



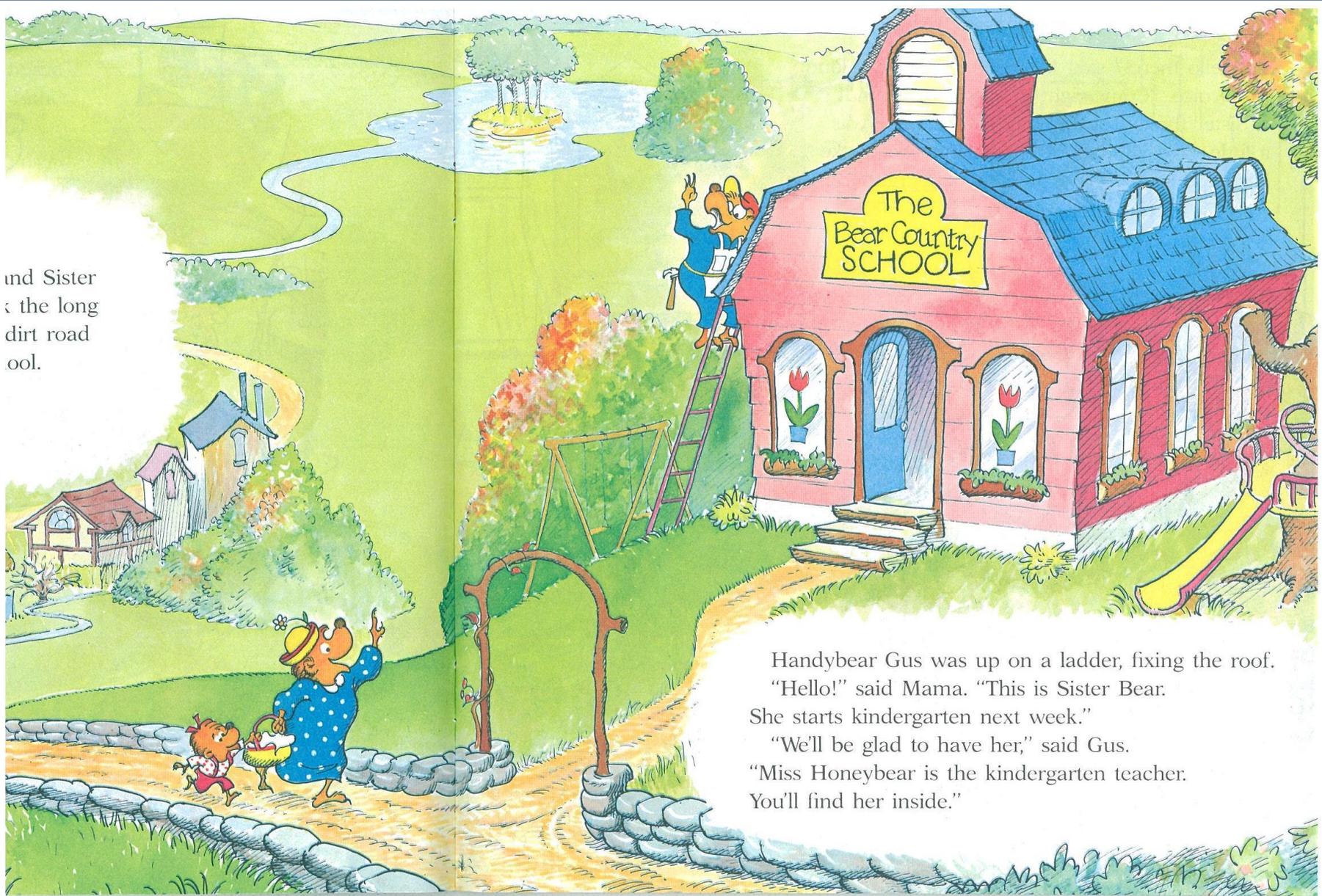




“What will school be like, Mama?” she asked at bedtime.

“You’ll find out tomorrow,” said Mama as she tucked Sister in and kissed her good night.

and Sister
the long
dirt road
ool.



Handybear Gus was up on a ladder, fixing the roof.
"Hello!" said Mama. "This is Sister Bear.
She starts kindergarten next week."
"We'll be glad to have her," said Gus.
"Miss Honeybear is the kindergarten teacher.
You'll find her inside."

“Hello there!” said Miss Honeybear in a loud, jolly voice. “Come right in and look around!”
Sister thought Miss Honeybear’s voice was a little scary. But she let Miss Honeybear take her hand and lead her into the kindergarten room.



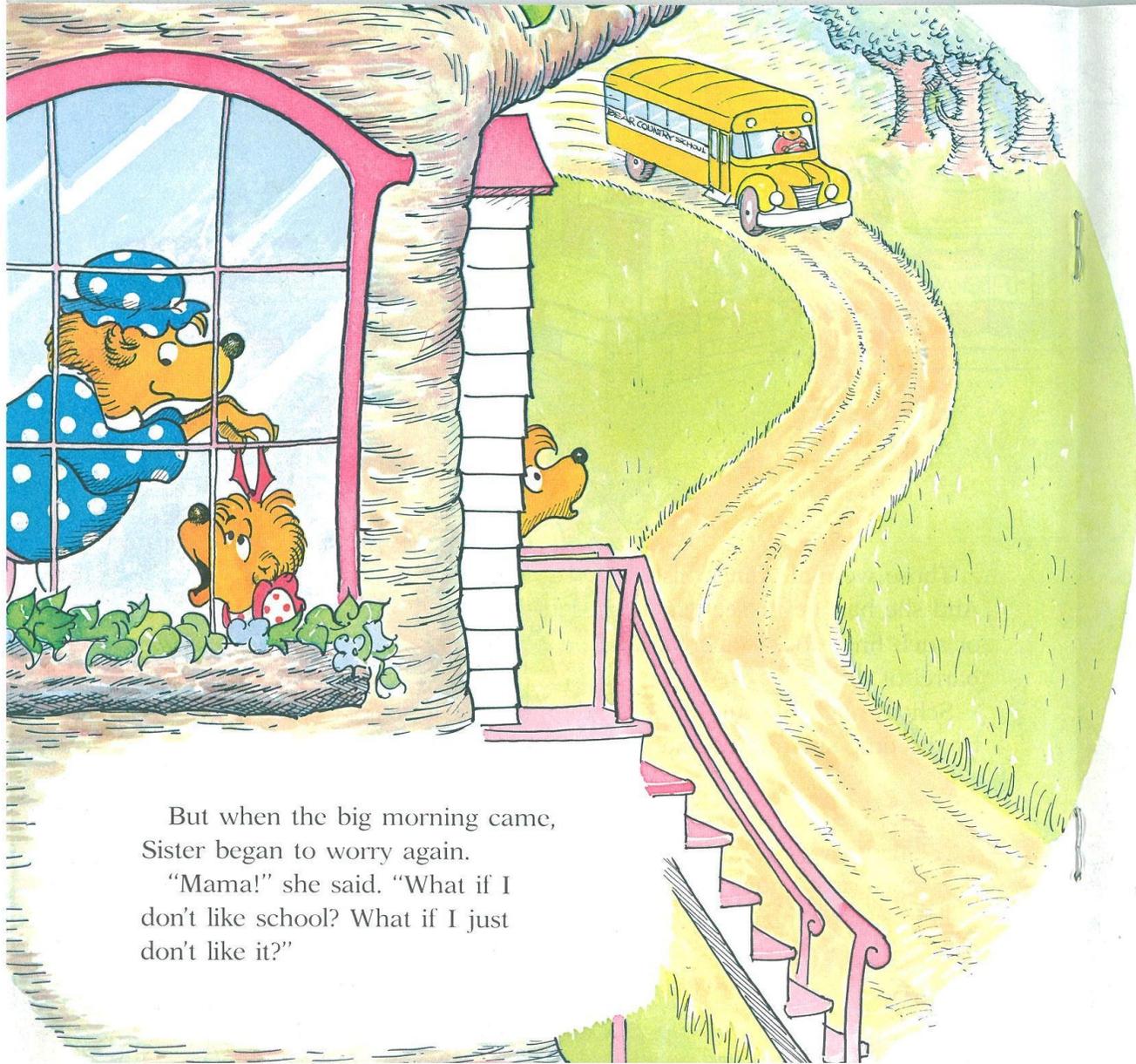
What a big frie
curtains and table
just right for som



“What do you *do* in kindergarten?”
Sister asked as they sat down for lunch.
“We read stories, sing songs, learn our
ABCs, paint pictures, play games, make things
out of clay, build with blocks—we *do lots*
of things!” said Miss Honeybear.

Those were all things Sister liked
And she had never seen such big
or such fine blocks. There was even
barrel of clay. . . .

School might be fun, after all, till
by the time she and Mama started



But when the big morning came,
Sister began to worry again.

"Mama!" she said. "What if I
don't like school? What if I just
don't like it?"

Just then the big ye
pulled up to the tree h
"Stop worrying!" sai
"School is fun. You'll l
let's get going or we'll
He grabbed her han



Every so often the bus stopped and more bears climbed on.

Most of them were excited like Brother. But some of the smaller ones were quiet like Sister.



The little bear who sat next to Sister began to look worried, so she smiled at him and held his hand.

Positive transition practices

No transition practices

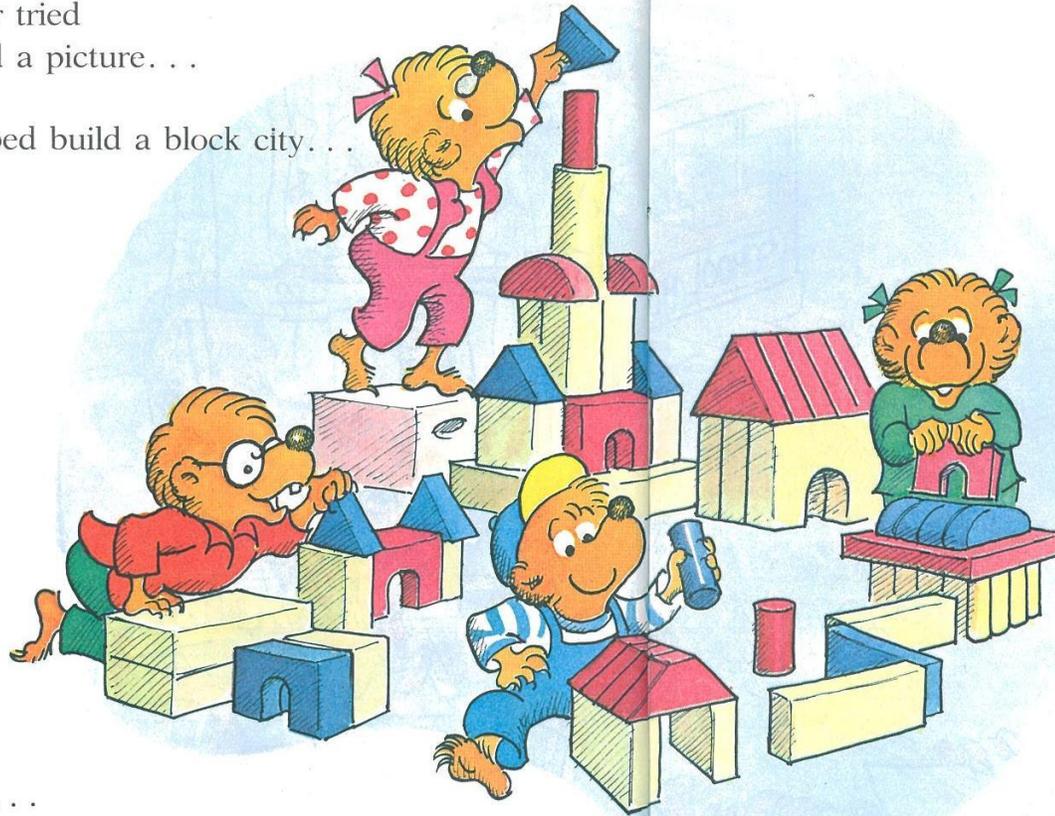




After the story, Sister tried
everything. She painted a picture. . .



helped build a block city. . .



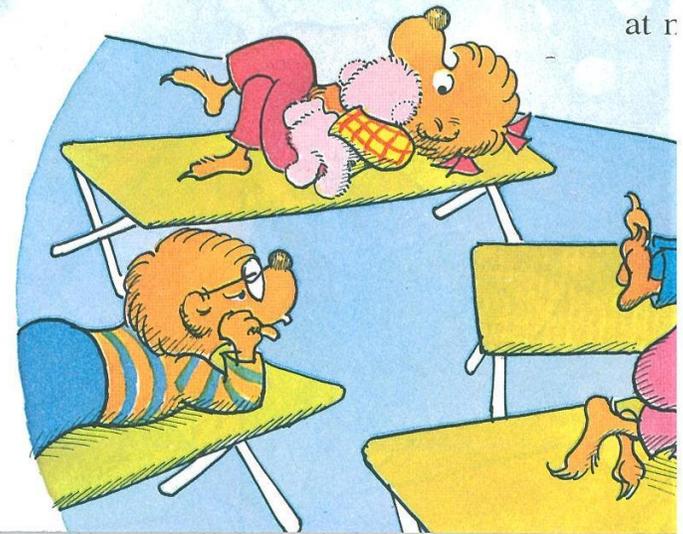
giant clay doughnut. . .

and looked at the books.



She ate all of the
honey at snack time.

and
at r





When she climbed off the bus with Brother at the end of the day, Sister was the excited one.

"Mama! Papa! Look what I did in school today!" she said, holding up her painting.

We each play a role in ensuring children are 'ready' for kindergarten and kindergarten is ready for each child.

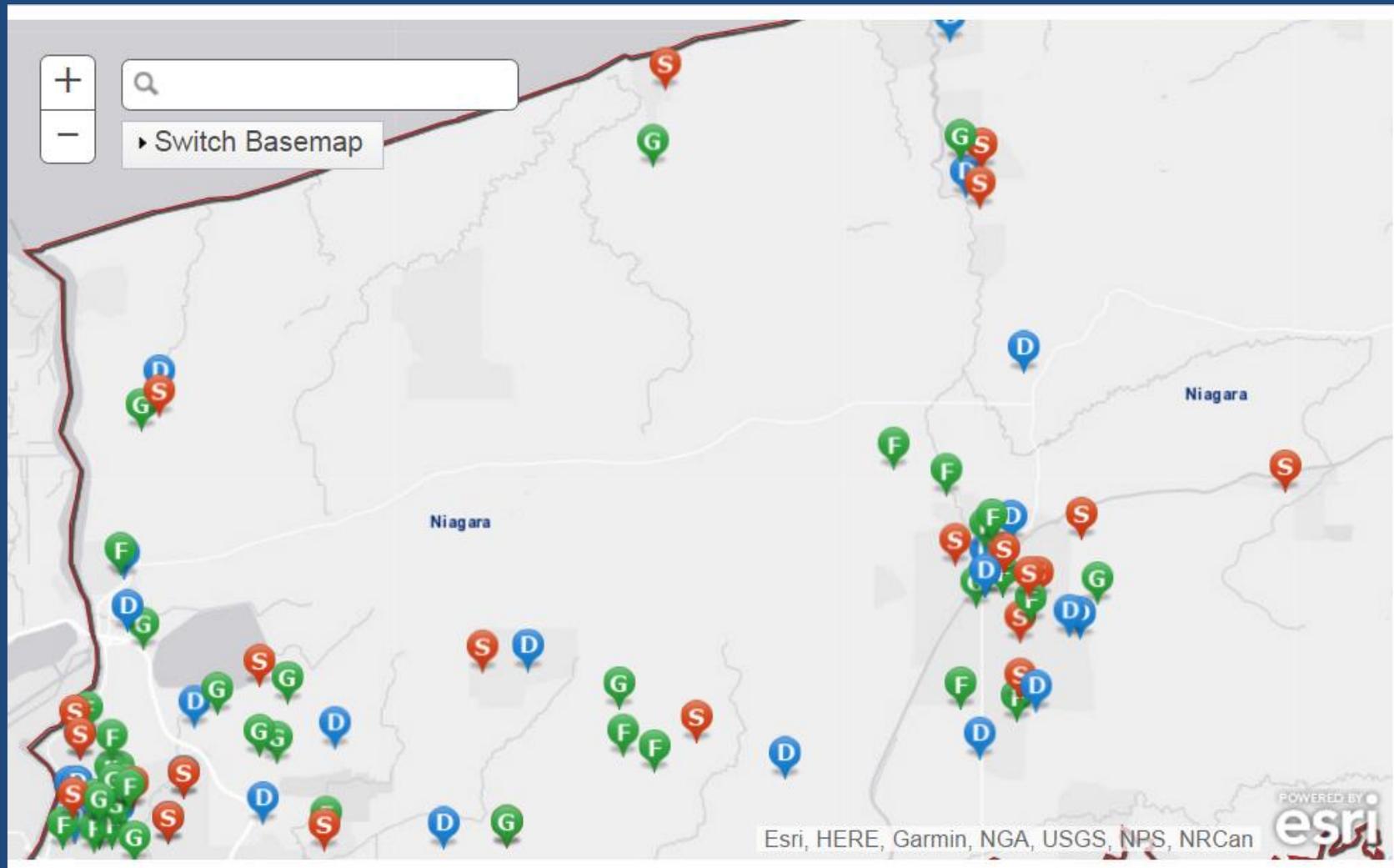


Transition Team

Who should be invited to join your transition team?

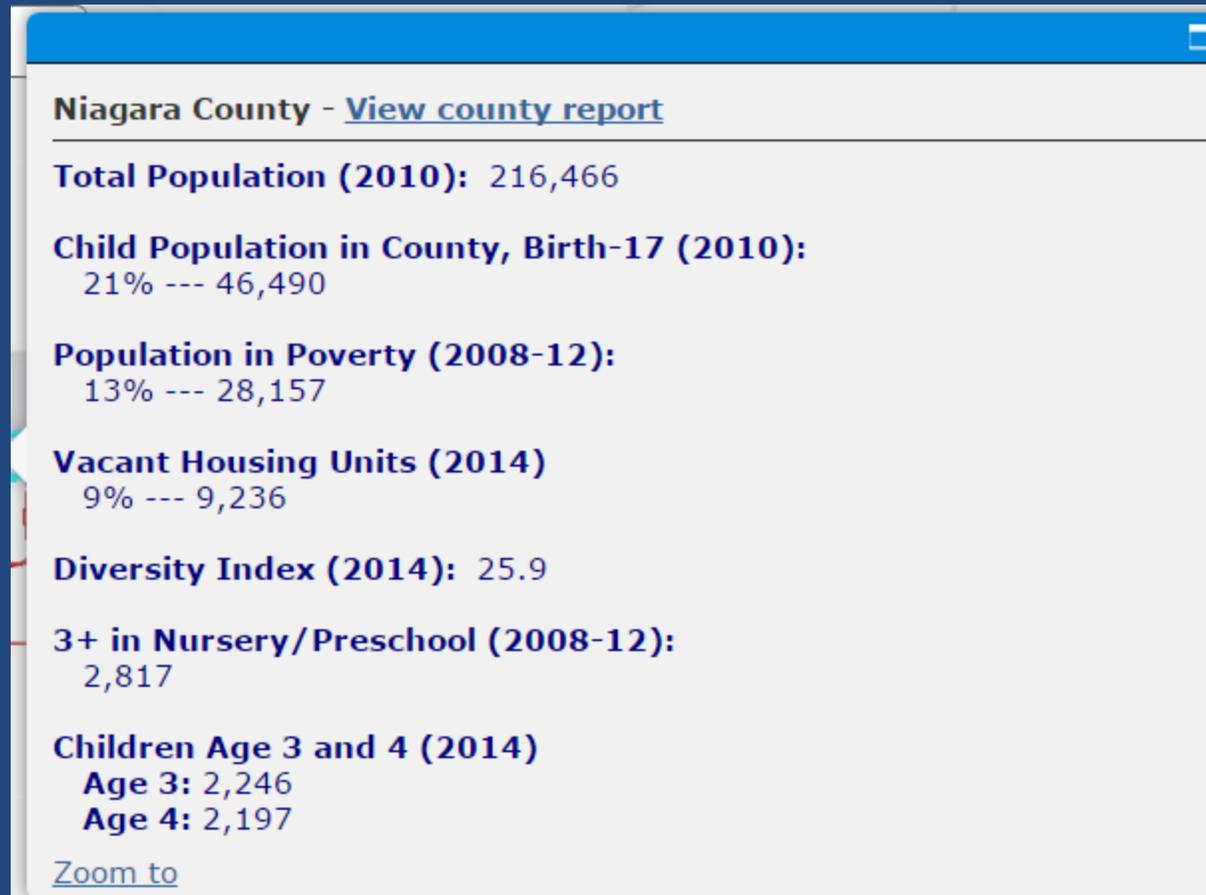
- Local School District
- Local Head Start
- Local Child Care Centers and Homes
- Local Library
- Local CCR&R
- Local Birth to Five Coalitions
- Other interested parties:
 - Hospitals
 - Law Enforcement

Who's in Your District?



http://www.nyskwic.org/data_tools/map_builder.cfm

Know who is in your zone: invite them to join your transition team



Niagara County - [View county report](#)

Total Population (2010): 216,466

Child Population in County, Birth-17 (2010):
21% --- 46,490

Population in Poverty (2008-12):
13% --- 28,157

Vacant Housing Units (2014)
9% --- 9,236

Diversity Index (2014): 25.9

3+ in Nursery/Preschool (2008-12):
2,817

Children Age 3 and 4 (2014)
Age 3: 2,246
Age 4: 2,197

[Zoom to](#)

What Will You do to Help Improve Transitions to Kindergarten?

- Take a moment to record some thoughts
- Who will you share it with when you get back to work?

What will you do when you get back?

- Use **The Reflection Form** to record your new ideas.
- What are your next steps when you meet with your Transition Team?
- Will your team consider applying for to host a KT Summit or for seed money for KT Activities for your team?
- Who do you need to talk with about your new ideas when you return to work?
- Who do you want to add to your Transition Team?

Kindergarten Transition Reflection & Planning

Transition Strengths:
Currently going well

Needs Attention

New Strategies

Action Plan:	Who?	What?	By when?

Ready



Not only with
a new
backpack,
ready on the
inside too!

The First Day of Kindergarten

Research slides provided by
Jennifer LoCasale-Crouch, Ph.D.
jl3d@virginia.edu



National Center
on Quality Teaching
and Learning

For more Information

Contact us at: ncqtl@uw.edu or 877-731-0764

New York Contact:

Patty Persell, New York State Head Start Collaboration Director

Patricia.persell@ccf.ny.gov

The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten



What is it?

An optional planning tool to determine how complete the school district's transition process from prekindergarten to kindergarten.



What does ESSA say?

“The Department supports school districts in facilitating successful P-12 transitions by encouraging the entire school community (district leadership, teachers, support service personnel, students, families, community partners, and other relevant stakeholders) to form collaborative transition teams that are an ongoing presence in each cohort’s P-12 academic experience. The transition team’s purpose is to ensure that the needs of each cohort of students are identified and met before, during, and after key transition points. Successful transition teams should begin planning two years before each transition point, and implement activities no later than one year before each transition point.”

Transition teams will:

- Be composed of decision-makers at both ends of each key transition point
- Reflect the diverse characteristics, circumstances, and needs of the district's community of learners and families
- Develop and implement whole group, small group, and individual outreach strategies to engage families – especially families whose circumstances do not provide for many opportunities to, or who are reluctant to, engage with the school community
- Continually analyze the strengths and weaknesses of various transition program components by surveying and collecting feedback from students, families, teachers, and other stakeholders”



Self-Assessment & Action Plan

- schools need comprehensive plan for supporting students & families as they enter K-12 system
- self-assessment helps evaluate the completeness of the plan
- may identify areas for improvement to ensure a positive start for all K students



How to Use the Tool

- Convene a self-assessment team
- Read each item carefully & discuss
- Select a rating of :
 - Implemented
 - In Process
 - Not Implemented
- List the evidence that supports the rating selected- for items rated not implemented develop a timeline and list of action steps for implementation



Overview of the Tool

- Part 1: Information About Early Childhood Programs
- Part 2: Information About Incoming Kindergarteners and Their Families
- Part 3: Family Engagement Plan and Activities



Using the Results

- Discuss current practice
- Look for ways to provide children with a better transition to school
- Identify areas of strength
- Identify areas of most immediate need.



Planning for Improvement

- Develop an Action Plan establishing measurable goals and objectives to improve Pre-K to K transitions
- Establish action steps and designate responsibilities and timeframe to ensure results



Questions???



Best Practices Panel

State Level examples of 'agencies' on a local Summit Panel:

- School District Administrator
- Child Care Resource and Referral Agency
- Parent who has gone through the transition
- Teachers (PreK, Head Start, Child Care, Kindergarten)
- Head Start Family Service Staff
- Other Local Important Partners (i.e. hospital, library, police etc)

**School District Administrator
played by:**

Dee Dwyer

**Child Care Resource & Referral Agency
played by:**

Abbe Hahn-Hook

Parent played by:

Avril Mills

Teacher Played by:

Hope Lesane

Hope Lesane, Former K Teacher & Pre-K Teacher

- Getting the most out of every Pre-K experience only happens when families, educators, caregivers and health care professionals leverage their relationships and knowledge of each child to support the transition from Pre-K to K.
- Relationships and Voice Matter!
- Accountability is not a one way street- shared ownership is important, from all involved parties.
- As a collective we can disrupt existing systemic barriers for families by increasing access to support choice, applications and requirements for all parents and children.



What are you, your community and your students ultimately aspiring to and why?

- Emotional Resilience
- Culturally Responsive Teaching
- Building Positive Relationships with Peers
- Self Confidence
- What are the methods I may adopt to help me achieve this vision?

▪ The highest rates of suspension and expulsion are in children under 5 years old!

**Head Start Staff
Played by:**

Patty Persell

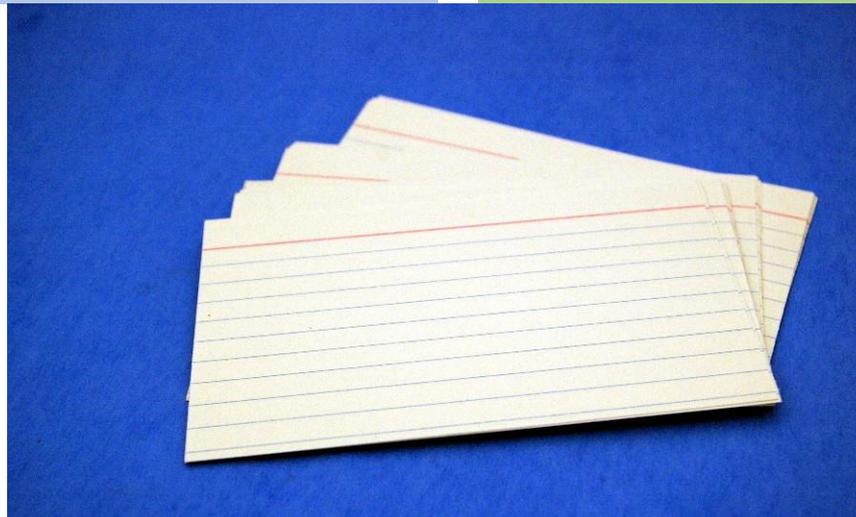
Other Important Local Partners

- Home Visiting Programs
- Libraries
- Hospital or Pediatric Practices
- Local Department of Social Services
- Parent Education Programs
- Fight Crime Invest in Kids
- Local Zero to Three
- Local NAEYC chapter
- Other early childhood initiatives:
 - Thrive By Five
 - Success By Six
 - Help Me Grow
 - and others in your area

Table Examples: Best Transition Practices

Go around the table and share a transition practice you are using that you are proud of.

Then pick the most innovative idea to share with the full group.



Working



The Formation of Transition Teams



Facilitating a Local Team



Who are the ECE
stakeholders in your
community?



What are the expectations
of the team members?

Planning a Summit

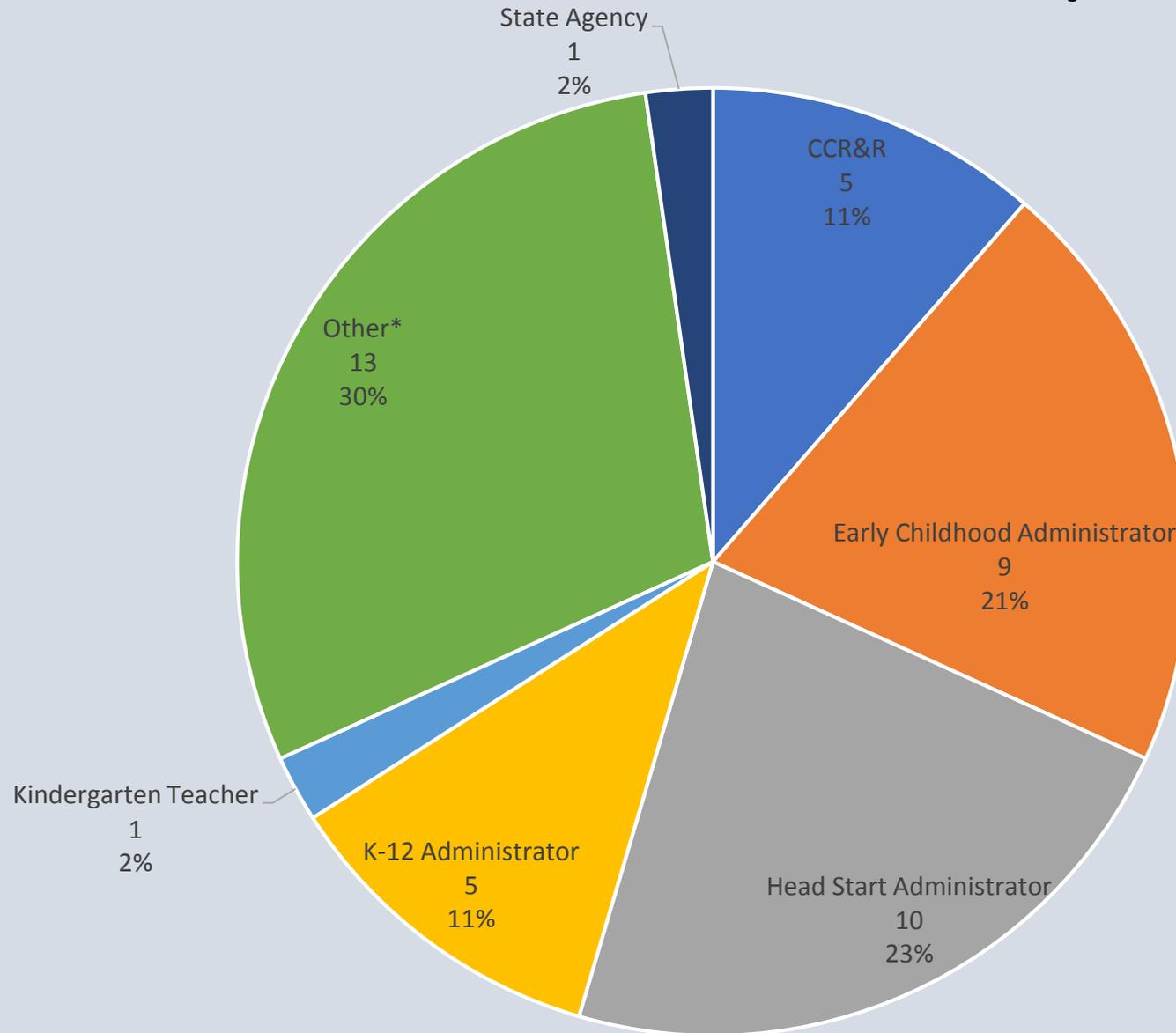
SELECT APPROPRIATE SPEAKERS

HALF DAY VS. FULL DAY

SUMMIT ANNOUNCEMENT

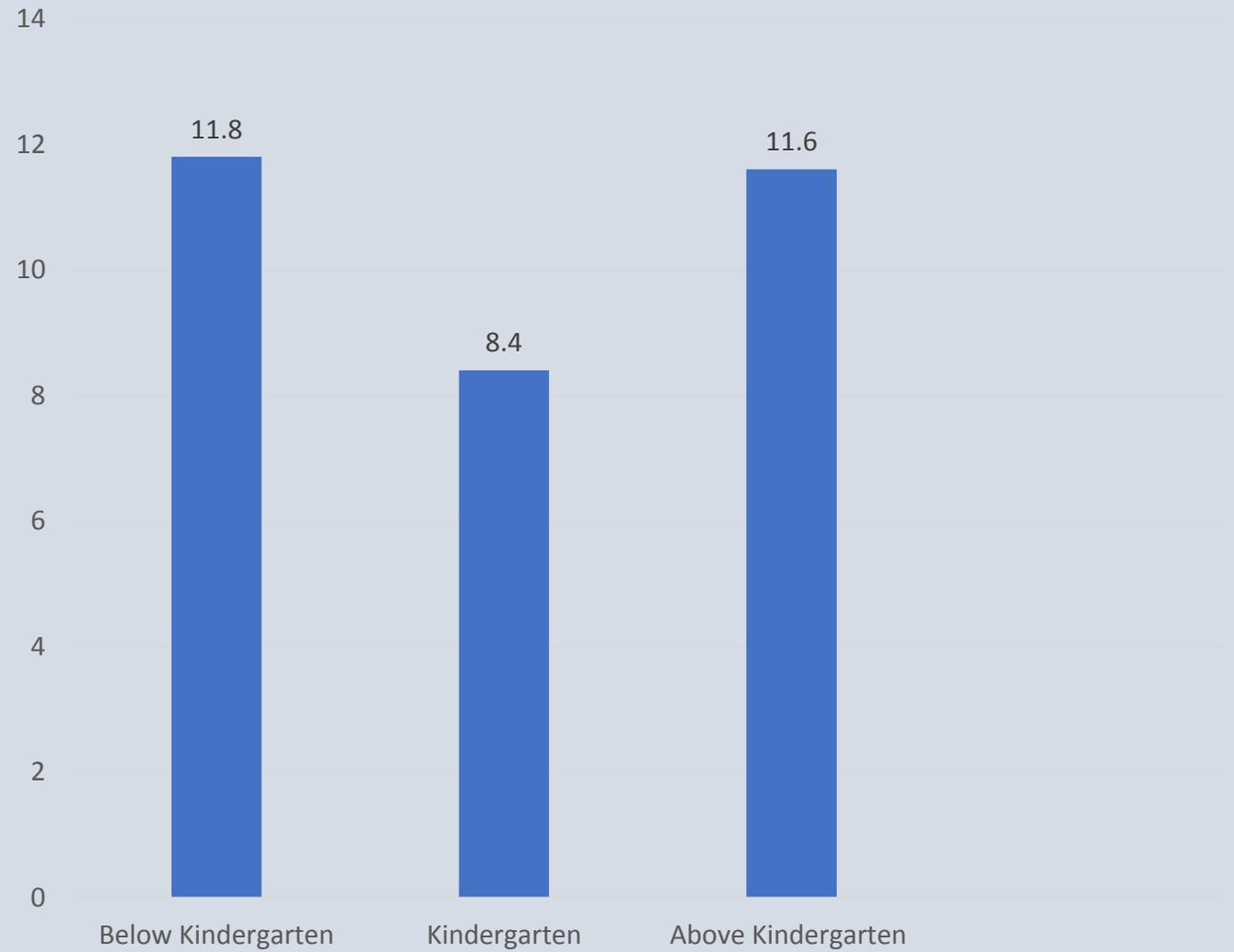
PRE-SUMMIT QUESTIONNAIRE

Current Role of Participants



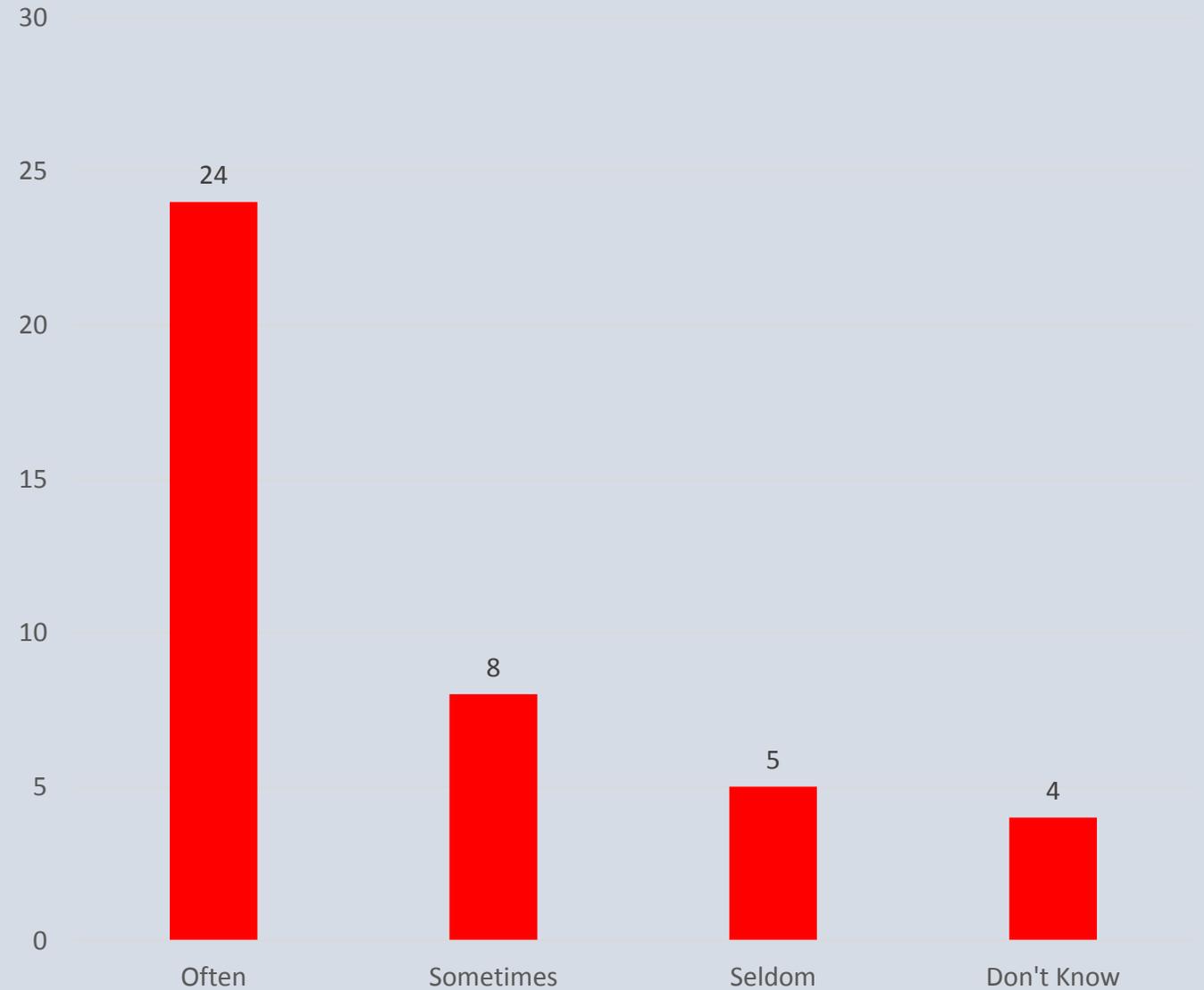
*Other includes Parent technical assistance, Family School Navigator, Community Schools Director, 3Pk-5 Principal, Early Literacy Coordinator, UPK Coordinator, Transition Coordinator, Parent Specialist for Family Engagement, Consultant with BOCES, Administrator for Ready for K, Education Director

Average Number of Years of Experience



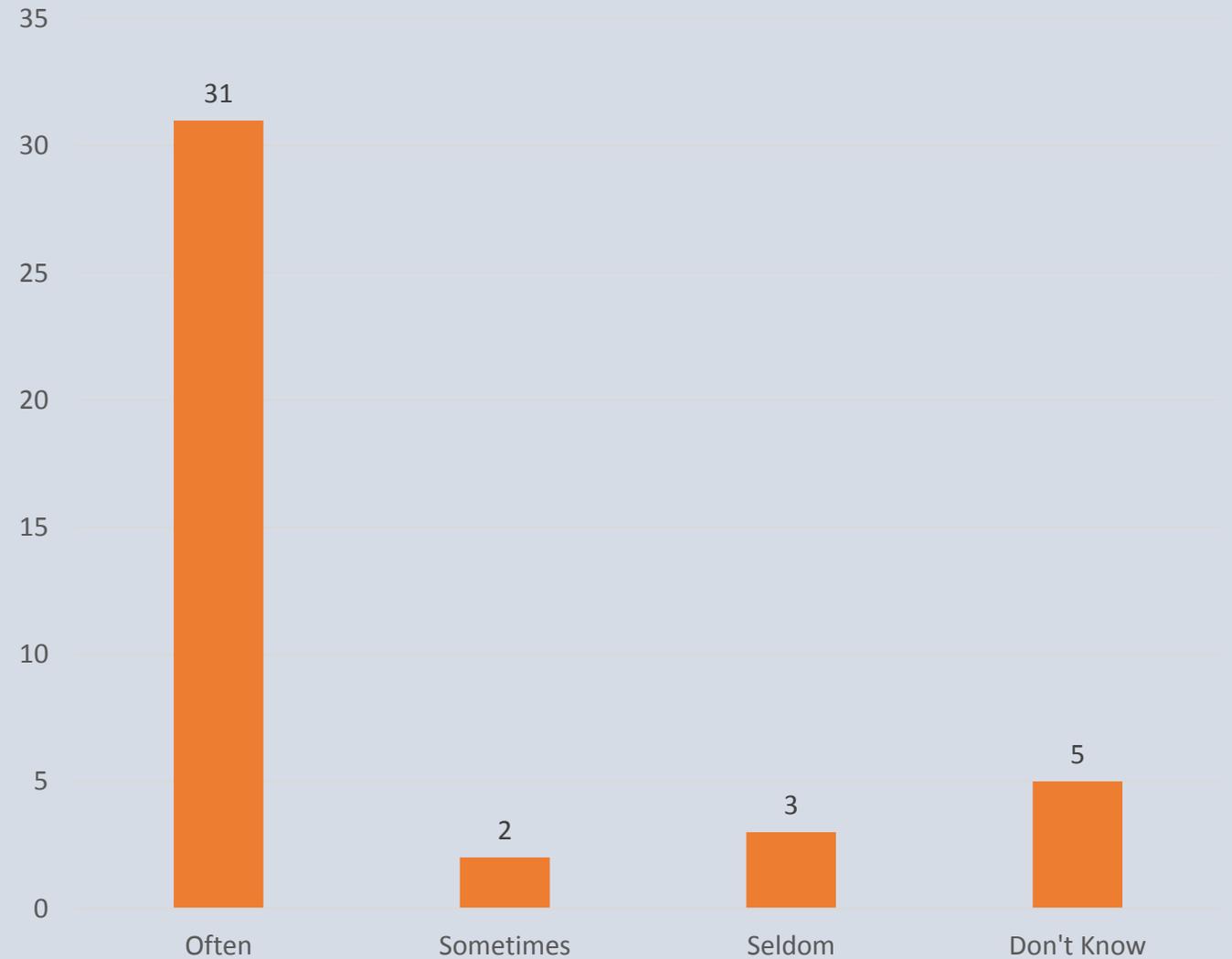
Child- School Connections

Arrange for children to visit a kindergarten class?



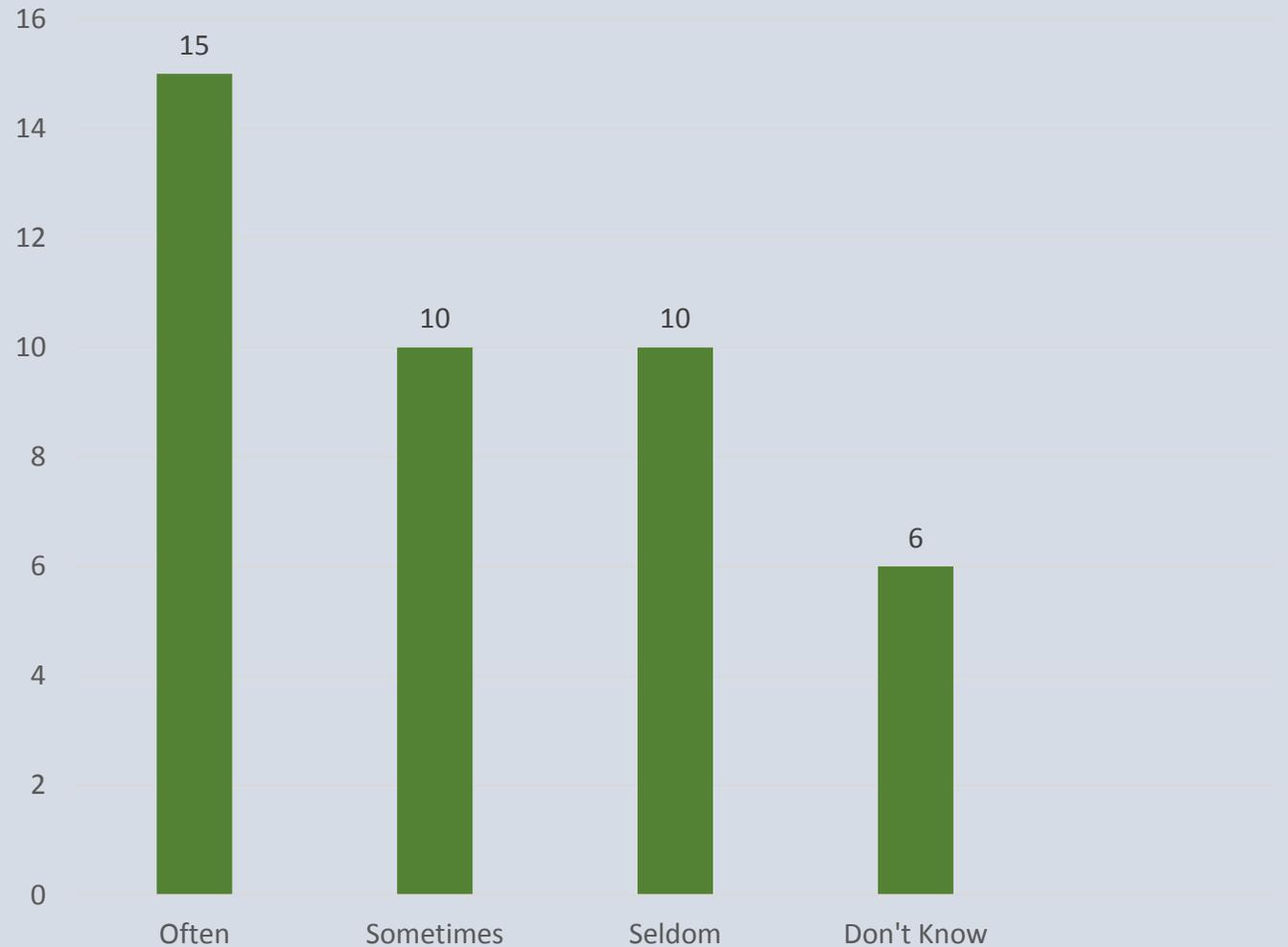
Family- School Connections

Sent families information on the expectations of kindergarten before the start of school....



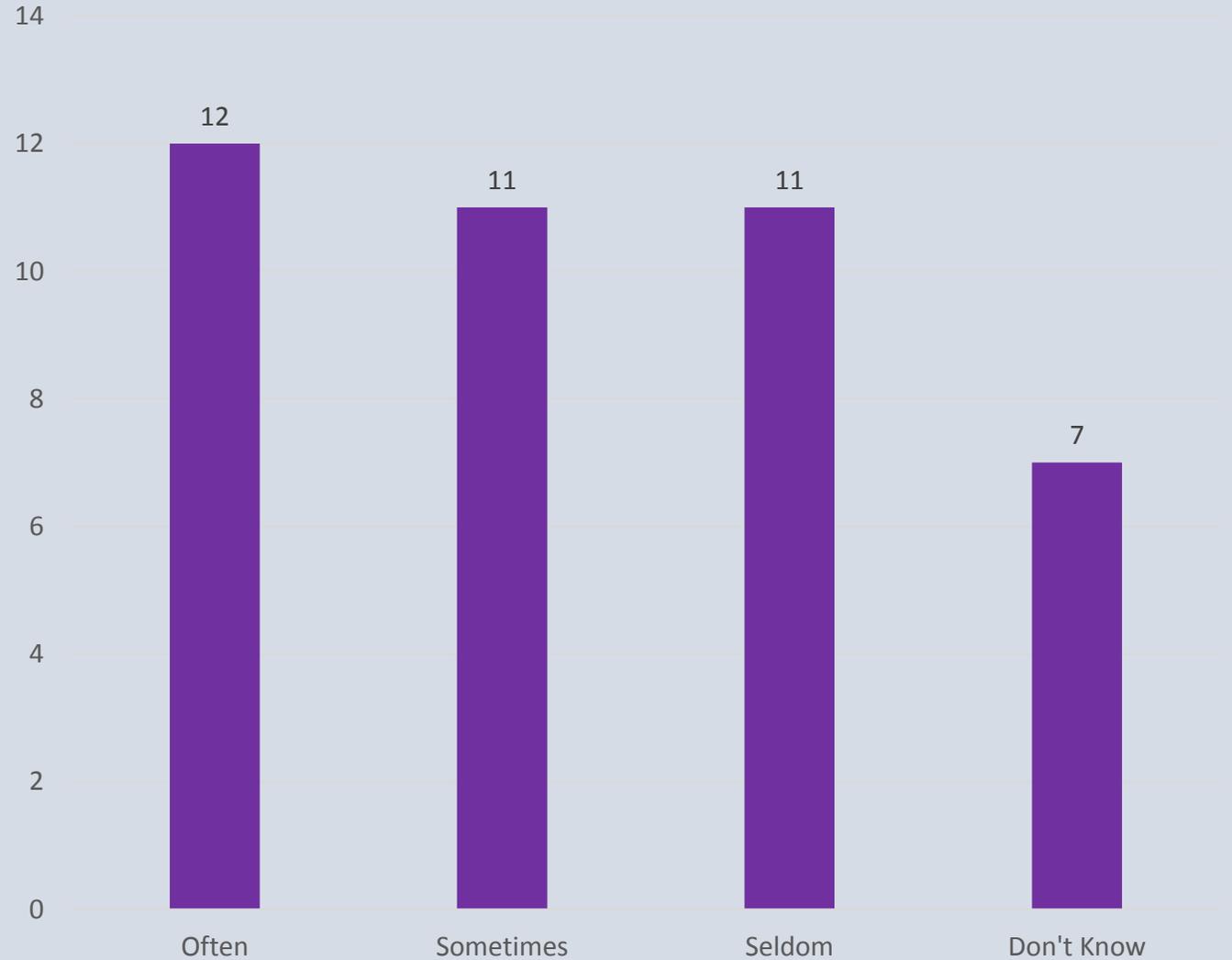
School- School Connections

Organized meetings among Head Start personnel, early childhood providers, and elementary school personnel to collaborate on transition practices.



Community-School Connections

Work with community organizations or service providers



Other Transition Practices

- School staff from Elementary Schools attend a parent group meeting to talk to parents and answer questions at our Head Start location
- Do a field trip to the school to see what it will look like and then teacher talks about what they saw that is similar to their current school
- Meetings with the district in regards to placement.
- The school district does hold a two to three day workshop where the incoming children and their parents can come to their school and learn a bit about what Kindergarten is all about
- Kindergarten Fairs, Kindergarten Brunch or Dinner informational times, Transition Packets, Principal Breakfast
- Transition Video played in all preschool Transitioning rooms
- Practice riding the school bus
- Parent to parent meet and greets sponsored by the PTA
- Special meetings for parents of children with medical issues
- Individual parent meetings with school principal or assistant principal

Challenging Transition Practices

- Working with several different school districts to find common ground
- Transportation- would like to get all UPK students to the elementary schools to see K class
- In recent years, having the opportunity for children to visit actual Kindergarten classes
- Coordinating with daycare providers regarding children not in a pre-school setting
- Parents unsure of where to send their children to kindergarten
- Communication with families around procedures for the transition to Kindergarten
- Collaborating with incoming Kindergartens to ensure a smooth transition and to make sure we have adequate expectations to prepare children for Kindergarten
- Getting the word out about early registration

Barriers to Implementing Transition Practices

- Each district and early childcare center having an unique set of rules and regulations that they have to follow- they are not always the same
- Finding appropriate times for all families to be able to attend
- More than one school in a district
- Identifying all families with newborn babies in any given school district
- Having enough community service providers to eliminate all barriers the child/family may be facing (i.e.- rural dental, primary, mental health, food, shelter, housing)
- Time and resources to get ALL community members involved to create a developmentally appropriate transition package for children and their families

During the Summit

- Provide handouts to the participants
- Share the agenda
- Plan for additional staff to help with logistics
- Use parts of the power point that fit your needs





Effective Transitions to Enhance School Readiness



THE NATIONAL CENTER ON
Quality Teaching
and Learning



WINTER 2014

PRESENTATION TOPICS

1. The state of school readiness
2. Why we are concerned about early transition experiences
3. The nature of the kindergarten transition
4. Conceptualizing effective transition
5. Transition connections
6. Building successful transition experiences
7. Alternate slides

TABLE DISCUSSION QUESTIONS

- Table Discussion 1



- Table Discussion 2



KINDERGARTEN TRANSITION REFLECTION & PLANNING



Kindergarten Transition Reflection & Planning

Transition Strengths:
Currently going well

Needs Attention

New Strategies

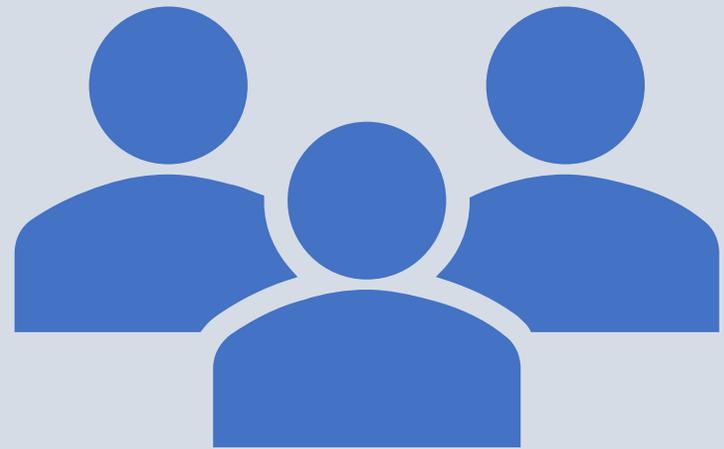
Action Plan:	Who?	What?	By when?

After the Summit

Create a Plan:

- Exchange emails
- Provide a post summit meeting

Post-summit feedback questionnaire



Words of Wisdom.....



<https://www.youtube.com/watch?v=AndlvkCm3hg>

KT Summit Hosting Opportunity

- **Timeline**
- **Who can apply?**
- **How much can we ask for?**
- **Scope of Work**
- **Seed Money for local transition team activities**

Application to Apply for Funding

- Applications due: 3/26/19 By NOON
- Award notifications: 4/1/19
- Questions: nysb5@ccf.ny.gov

- Application Link:

https://protect2.fireeye.com/url?k=0b3cca27-571f2dfc-0b3e3312-0cc47aa8c6e0-896019aec2f08ada&u=https://nysaeyc.formstack.com/forms/ktsa_2019

Thank you for
coming!



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Kindergarten Transition Summit Application
March 2019
NYSB5 funding

The NYS Council on Children and Families was recently awarded the Preschool Development Grant Birth through Five (NYSB5) from the Department of Health and Human Services. The grant highlights the importance of strengthening partnerships, coordinating services and expanding parent choice to ensure all children receive equitable and comprehensive services. One of the activities of this grant that serves to build local systems and increase parent choice relates to successful transition practices. Specifically, in 2019, this grant will support up to \$ \$10,125 each 4 regional Kindergarten Transition (KT) Summits to increase local coordination of services that support the early childhood community as well as support best transition practices.

Awardees will be tasked to:

- 1) Build a local KT Summit planning team of cross-sector partners including representatives of the local community and parent representatives.
- 2) Convene a regional KT Summit (up to at least 200 people) inviting local cross-sector transition teams that include: school district administrators, PreK and kindergarten teachers, CCRRs, special education providers, Head Start programs, CBOs, family childcare providers, child care centers, parent organizations, health care providers and local early childhood coalitions, etc.
- 3) Provide seed money to local organizations to support the development and support of KT teams in high-need areas of their region. The KT Summit needs to take place in 2019, and there needs to be time after the Summit to award local transition teams seed money to help them with their transition practices/events and innovative ideas or events.

Applicant Requirements

The application must be completed online.

Applicants must demonstrate a successful history of large event planning (up to 200 people), have established cross-sector partnerships and identified a core team of individuals able to work quickly and cooperatively to convene a local summit. Successful summits will include presentations on “how-to build a local transition team”, and other transition practices, guidance documents, pre- and post-evaluations and dynamic discussion. It is expected that summits will be promoted widely (e.g., via email, through existing early childhood groups, flyers, social media). A kit will be provided at the March 12th orientation, and electronically, that includes PowerPoints, handouts, resources, table discussions, sample agenda, etc.

Kindergarten Transition Summit Application
March 2019
NYSB5 funding

Application Questions:

Please provide responses to the following questions:

(Limit your response to a total of 1,000 words per question)

1. Describe your agencies history of successful implementation of large-scale events (at least 200 people).
2. What makes your agency the qualified agency to host the KT Summit in your area?
3. Who are members of your KT team? What agency or group do they represent? What are their roles on your Summit Planning Team?
4. How will you involve parents on your transition team?
5. Provide a project timeline from 4/1/19 – 12/1/19 for all award related activities (planning, hosting summit, follow up with local KT Teams, awarding of seed money).
6. Provide a detailed budget, along with a budget narrative that justifies expenses. Budget must include: the planning and conducting of the KT Summit for at least 200 people (exceptions for the number of people can be made for very rural areas), registration for the event, event space, presenters, speakers, printing of program and handouts, any media posts, books, materials, follow-up time for your staff to read applications and award (and pay) the seed money to local KT Teams, and to collect their outcomes after using the money.
7. Is your organization able to operate as a fiscal agent for this award? If not, who will be the fiscal agent?

Applications due: 3/26/19

Award notifications: 4/1/19

Questions: nysb5@ccf.ny.gov

Application Link:

https://protect2.fireeye.com/url?k=0b3cca27-571f2dfc-0b3e3312-0cc47aa8c6e0-896019aec2f08ada&u=https://nysaeyc.formstack.com/forms/ktsa_2019

Kindergarten Transition Summit Orientation

March 12, 2019

Presenter Biographies

Kristin Weller

NYS Council on Children and Families - B5 Grant Director

Kristin has been working for families and children for over 20 years. For several years, she worked in the brain injury field, first as a therapist working with families impacted by brain injury and then as the Director of Family Services at the Brain Injury Association of NYS. Kristin continued her work with families as a supervisor for a county wide home visiting program where she became a national peer reviewer for Healthy Families America (HFA), ensuring program adherence to the best practice standards. Kristin gained additional systems change experience as the Early Childhood Comprehensive Systems' Impact Project Coordinator, at the NYS Council on Children and Families (CCF), a project that supports the developmental health of young children by using a Collaborative Improvement and Innovation Network approach (ColIN) and community partnerships to improve outcomes. Most recently, Kristin became the Director of the NYS Preschool Development Birth through Five grant (NYSB5) that seeks to assess need, strengthen partnerships, coordinate services, expand parent choice and improve quality to ensure that all children in NYS receive equitable and comprehensive services. She holds a Bachelor of Arts degree in psychology and a Master's of Science degree in rehabilitation counseling and is a NYS Licensed Mental Health Counselor.

Dee Dwyer

NYS Education Department - Acting Director of Office of Early Learning /Supervisor of Education Programs

Dee has 43 years of experience in teaching and administration of early childhood programs in not-for-profit agencies and public schools. Her background includes 10 years at Head Start as a teacher and administrator and 10 years at the NYS Department of Social Services as a trainer, subsidy specialist and policy analyst. Dee joined the NYS Education Department as an Associate in Early Childhood Education in 1998 when the UPK program began. Currently, she supervises the Office of Early Learning that oversees Pre-K to Grade 3 initiatives.

Patty Persell

NYS Council on Children and Families - Director of the NYS Head Start Collaboration Project

Patty serves as the Director of the NYS Head Start Collaboration Project, and in 2015, she also was appointed as the Co-Chair of the Governor's Early Childhood Advisory Council (ECAC). In this latter capacity, she works to keep the Governor's office informed of the most current best practices and recommendations around young children's health, education, family engagement, social service and coordinated and responsive systems. Patty has a long history in early childhood education and Head Start. In the 1990s, she started teaching nursery school and then became the Education Coordinator for Albany County Head Start, and next became the Director of the Bank Street Head Start program in New York City. Patty earned a MS.Ed in Supervision and Administration from Bank Street College of Education and a MS in Early

Kindergarten Transition Summit Orientation

March 12, 2019

Presenter Biographies

Childhood Education from The College of Saint Rose. She holds NY State teacher certifications in Pre-Kindergarten, Kindergarten and Grades 1-6, and School Administrator/Supervisor.

Tina Rose-Turriglio

NYS Education Department, Associate in Instructional Services (N-6)

Tina holds an EdD and has vast experience in kindergarten transition. She has participated as a transition speaker at regional transition forums on Long Island and in Westchester and Niagara counties. Tina also has organized regional transition forums in Albany and Schenectady counties. Additionally, she has organized and provided professional learning with a team as part of a project between Albany City Schools, Albany Promise, and the Capital District Child Care Coordinating Council for early care providers serving children residing in the school district to ensure curriculum continuity. Prior to her work at the NYS Education Department, during her work at Albany County Head Start as an Education Coordinator, Tina developed partnerships with thirteen school districts that Head Start children were transitioning into and developed materials for families around the topic of transition.

Abbe Hahn Hook

Early Care & Learning Council, Director of Programs and Services

Early Care & Learning Council (ECLC) is a statewide organization that works to increase the quality, affordability and capacity of the early care and learning field and does so through training and technical assistance, data management and advocacy initiatives. Its programs are provided to and in partnership with New York's network of 35 local Child Care Resource & Referral programs. Abbe joined ECLC in 2000 as a trainer. Currently, as the Director of Programs and Services, she is chiefly responsible for managing and overseeing all activities related to the delivery of training, technical assistance and data collection by ECLC Staff for all CCR&R agencies. As the Director of Programs and Services, she also assists in the development and implementation of ECLC Membership services and benefits. Abbe holds a Bachelor's degree in Psychology with a concentration in Management and a Master's degree in Early Childhood Education. Abbe is a Certified PITC (the Program for Infant and Toddler Care) Trainer for Modules I-IV and holds a NY State Training and Technical Assistance Professional Credential.

Hope Lesane

Brooklyn Kindergarten Society, Board Committee Chair, and Early Childhood Consultant

Hope Lesane is the former Director of Early Childhood Initiatives at Teach For America, New York. At TFA, she founded the Early Childhood Education Initiative and created a talent pipeline and training institute specifically for teachers in community based programs. Hope also worked closely with the NYC Department of Education, CUNY Professional Development Institute, NYS Department of Health, NYS Head Start, Administration of Children's Services, The Day Care Council of NY and the NYS Early Childhood Advisory Council. She is now a consultant to a variety

Kindergarten Transition Summit Orientation

March 12, 2019

Presenter Biographies

of ECE organizations and provides guidance on change management, assessment and evaluation and develops strategies for innovation and problem solving. Hope has committed to working with the Office of Head Start, SED and other important stakeholders to support meaningful transitions for children and families from Pre-Kindergarten to Kindergarten. Hope has travelled around the state to work with teams at Pre-K to K transition summits, teacher/parent workshops and leadership meetings. Hope served as an early childhood teacher for eight years, and a Pre-K –Grade 5 instructional coach. Hope also serves on the CUNY Professional Development Institute's Early Childhood Leadership Initiative Advisory Board.

Avril Mills

New York Association for the Education of Young Children - Professional Development Coordinator

In Avril's role with New York Association for the Education of Young Children (NYAEYC), she oversees the development and implementation of the statewide credentials including, but not limited to the Children's Program Administrator Credential and Training and Technical Assistance Professional Credential. Avril has over 20 years of experience in the field of early care and learning. Her past experience includes roles as a director of a child care program, multi-site agency program director responsible for supervision, training and coaching that lead to national accreditation for all 6 sites.