

NYSB5 TA Alignment Summit Nov. 20, 2019 Parking Lot Questions

1. Q. Aside from promoting direct provider training, is there training at a systematic level to promote a “birth-five” aware culture at an agency/organization level? (including supervision)?

A. There is a lot of information on the Head Start website about promoting the birth through five approach in an early childhood program. <https://eclkc.ohs.acf.hhs.gov/>

2. Q. What work/initiative, if any, does ECAC have to promote skill/knowledge enhancement in higher learning for teachers, clinicians...everyone, regarding social emotional/birth-five/development?

A. The Core Body of Knowledge <http://www.nysecac.org/resources>

NYS Pyramid Model <http://www.nysecac.org/contact/pyramid-model>

New York State Association for Infant Mental Health endorsement found here <http://www.nsaimh.org/what-is-the-nys-imh-endorsement/>

Early Intervention Questions:

3. Q. For EI, can child care providers refer children to EI?

A. Yes, child care providers may refer children to the Early Intervention Program unless the parent objects and does not wish to proceed with the referral.

4. Q. Does the EI program support the use of the DC:0-5? If not, what recommendations does DOH have regarding the support of relational diagnostics?

A. The DC: 0-5 system is not currently utilized by public and private payers. However, the Bureau of Early Intervention (BEI) has engaged in conversations about DC:0-5 implementation in other states and is following the progress of this diagnostic classification system related to recognition by various public and private payers. The Early Intervention Program (EIP) is supportive of ensuring that infants and toddlers and their families receive comprehensive multidisciplinary evaluations (MDEs) and services, which include the families' concerns, priorities, and resources, to support their physical and behavioral health needs. All Early Intervention (EI) evaluations and services are delivered in the individualized context of the child and family. The EIP is using a multifaceted approach to achieve this goal. One EIP focus area is on improving use of the voluntary family assessment as part of the MDE, to further enhance our ability to address the needs of families of infants and toddlers with developmental delays. Meeting the social-emotional development needs of infants and toddlers is a priority, as evidenced through the Department's guidance document on that topic and a social-emotional web-based training currently in development. Additionally, the Bureau of Early Intervention's (BEI's) Statewide Systemic Improvement Project has the goal of improving family-

centeredness in the EIP. BEI is also working toward inclusion of additional mental health practitioners as approved EI providers.

5. Q. Is there talk of separating out expressive and receptive language for EI eligibility? Why wait until 3 years + if they have expressive limitations but not receptive?

A. Eligibility for the Early Intervention Program (EIP) is based on a delay in the entire domain, rather than a selected portion. EIP evaluators must provide a total domain result for each domain, including the communication domain, when determining eligibility for the EIP. See EIP regulations Section 69-4.23, for initial and continuing eligibility criteria.

New York State Early Intervention Program Regulations:

<https://regs.health.ny.gov/book/export/html/48709>

State Education Department Questions:

6. Q. For SED: information on voluntary registration of nursery schools-how do we find out more?

A. Information for the voluntary registration of nursery school programs can be found on the New York State Education Departments Office of Early Learning home page located at <http://www.p12.nysed.gov/earlylearning/>. Click on the [Nursery School](#)

tab located at the top to learn more about the process for registration and a current list of registered nursery school programs.

7. Q. Who is the Culturally Responsive Educator in the Regional Partnership? Can that contact be shared?

A. A Culturally Responsive Educator is a staff position within the Office of Special Educations Regional Partnership Center. The Culturally Responsive Educator will provide training and technical assistance that informs the relationship between teaching, learning, and cultural context, as well as training related to effective instructional programs and practices for students who are bilingual/English language learners with suspected or identified disabilities. At this point in time, not all Regional Partnership Centers are fully staffed. If you would like the contact information of the Regional Partnership Center in a specific region, please email your request to speced@nysed.gov

8. Q. Where are the FACE Centers located and what TA will they provide?

A. There are 14 Early Childhood Family and Community Engagement (FACE) Centers, and each serves a designated region of the State:

- Long Island
- Lower Hudson
- Mid-Hudson
- Capital District/North Country

- South
- Central
- Mid-State
- Mid-West
- West
- Brooklyn
- Bronx
- Manhattan
- Queens
- Staten Island

There are also 14 School-Age FACE Centers, each serving a designated region of the State:

- Long Island
- Hudson Valley
- Capital District
- North Country
- South
- Central
- Mid-State
- Mid-West
- West

- Brooklyn
- Bronx
- Manhattan
- Queens
- Staten Island

The Early Childhood and School-age FACE Centers will work collaboratively with the Regional Partnership Centers to provide technical assistance and professional development that will promote meaningful family involvement within the educational system, build collaborative community relationships, and provide information and training about available service options and delivery systems for children from birth-5 and students age 5-21.

Stakeholders for the Early Childhood FACE Centers include families of children age birth-5 as well as community members and staff of programs and early childhood settings where preschool students with disabilities are served. Stakeholders for the School-Age FACE Centers include families of students age 5-21 as well as community members and staff of public-school districts, approved private day and residential schools, Special Act schools, State-supported, and State-operated schools.

Kindergarten Transition Questions:

9. Q. Are there any Kindergarten Summits planned in the NYC area?

A. At this time, we do not have any KT Summits planned, but with the goal of adding 10 new Kindergarten Transition Summits in 2020, we anticipate there will be one planned for the NYC area.

10. Q. I would like to know more about the Kindergarten Summits. What exactly happens at one of those events? Is there one planned for January or February?

A. Here is the link to the NYSB5 webpage:

<https://www.ccf.ny.gov/council-initiatives/nysb5/>

The link gives you an overview of the Kindergarten Transition Summits including the locations and agendas from the ones that took place in 2019. We are very excited to have more summits take place in 2020.

Additional Helpful Resources:

<https://eclkc.ohs.acf.hhs.gov/>

Family Focus: Getting Ready for School, Tip sheet for Families

<http://www.p12.nysed.gov/earlylearning/parentresources/home.html>

Miscellaneous Questions:

11. Q. Can we get slides from various presenters?

A. Yes. Please see the link to our NYSB5 website at nysb5@ccf.ny.gov

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12. Q. A suggestion for NYSB5: A great campaign could be “Family Meals is Teaching”

Participant Comment: Would love to see the issue of chronic hunger/food insecurity to become a part of these conversations that we attend to with Training/TA in childhood. The impact of hunger in our kids/families is devastating. Over 2.4 million NYS residents are food insecure.

A. Hunger Solutions New York: <https://hungersolutionsny.org>