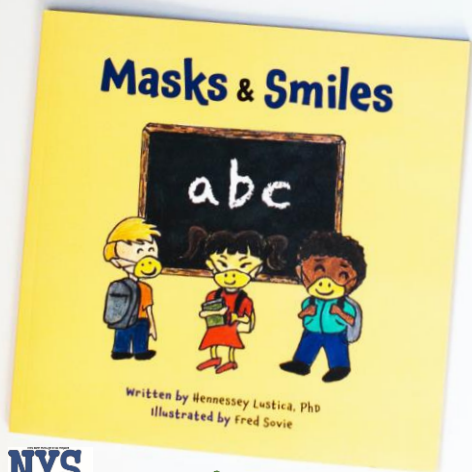


Masks and smiles: *virtual* KINDERGARTEN TRANSITION SUMMIT

Wednesday October 28th, 2020
8:30 a.m. – 12:00 p.m.
or 12:30 p.m. – 4:00 p.m.

To register, please click this link:

https://albany.az1.qualtrics.com/jfe/form/SV_egtXoOTx9CIVLL



Agenda:

Plenary I:

Community Schools Concept

Patty Persell

NYS Council on Children and Families

Tina Rose Turriglio

NYSED Office of Early Learning

Breakout Session I

Scanning the Tools

Plenary II:

Masks & Smiles Read-A-Loud

Virtual Transition Team Panel

Welcome to Kindergarten Video

Breakout Session III

Team Time with Transition Tools

Closure

Sharing of One Idea

Completion of Survey



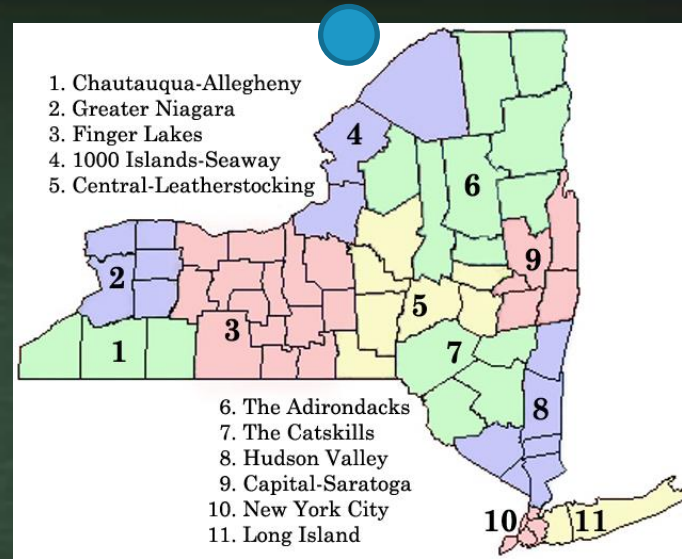
WELCOME!

WE WILL
START
SOON!

1. Click on participants
2. Next, find yourself
3. Click on "more" and then "rename"
4. Enter your region number followed by your name

Participants from the Finger Lakes: Please enter your county followed by your name

Example: "3 Jay Roscup"





Dee Dwyer

Honoring and Remembering
a Champion for Childhood
as a time for
play, growth, imagination and wonder.

Today's Agenda:

SEGMENT I - The WHY

- Jay Roscup - Community Schools Concept
- Patty Persell - NYS Council on Children and Families
- Tina Rose Turriglio - NYSED Office of Early Learning
- Break & Team Time for Scanning the Tools

SEGMENT II - The WHO

- Virtual Transition Team Panel
- Break & Team Time for Completing Your Team

SEGMENT III - The HOW & the WHAT

- *Masks & Smiles* Read-A-Loud
- Welcome to Kindergarten Video
- Team Time for Using the Tools
- Sharing Out: One Great Idea from Your Team
- Seed Money & Next Steps
- Feedback Survey



Kindergarten

Questionnaire:

- March to September
- Paper or Online
- Completed by person registering
- Resource available - please make your own!





WAYNE COUNTY 2019 KINDERGARTEN QUESTIONNAIRE

BUILDING
RESPONSE
RANGE

QUESTIONS ASKED

HIGH
59%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WHO CANNOT USUALLY CALM DOWN WITH 15 MINUTES OF EXCITING ACTIVITY.

LOW
10.7%

HIGH
29.6%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WITH NO ACCESS TO INTERNET OTHER THAN CELL PHONE.

LOW
3.9%

HIGH
23.3%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WHO DO NOT PLAY WELL WITH OTHER CHILDREN.

LOW
0%

HIGH
21.7%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WHO CANNOT BUTTON OR ZIP THEIR OWN CLOTHING.

LOW
0%



THESE FIGURES ARE FOR 376 CHILDREN BEING REGISTERED FOR KINDERGARTEN IN EIGHT PUBLIC SCHOOLS IN WAYNE COUNTY IN 2019. ANSWERS ARE FROM THE ADULT REGISTERING THE CHILD.



WAYNE COUNTY 2019 KINDERGARTEN QUESTIONNAIRE

BUILDING
RESPONSE
RANGE

QUESTIONS ASKED

HIGH
25.1%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WHO MOVED TWO OR MORE MOVES IN PAST FIVE YEARS.

LOW
13.7%

HIGH
14.1%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WHO DID NOT ATTEND ANY PRE-SCHOOL PROGRAM.

LOW
0%

HIGH
18.3%

PROPORTION OF IN COMING KINDERGARTEN STUDENTS WITH TWO OR MORE ADVERSE CHILDHOOD EXPERIENCES (ACE) AS REPORTED BY PARENT/GUARDIAN.

LOW
4.3%

HIGH
51.4%

PROPORTION OF INCOMING KINDERGARTEN STUDENTS WHO WERE SELDOM OR NEVER READ TO BY AN ADULT.

LOW
14.2%



THESE FIGURES ARE FOR 376 CHILDREN BEING REGISTERED FOR KINDERGARTEN IN EIGHT PUBLIC SCHOOLS IN WAYNE COUNTY IN 2019. ANSWERS ARE FROM THE ADULT REGISTERING THE CHILD.



ARCH



ATTACHMENT

Youth and families that feel supported and connected.

REGULATION

Youth and families who have built self-regulation skills to cope with emotions and stress.

COLLABORATION



COMPETENCY

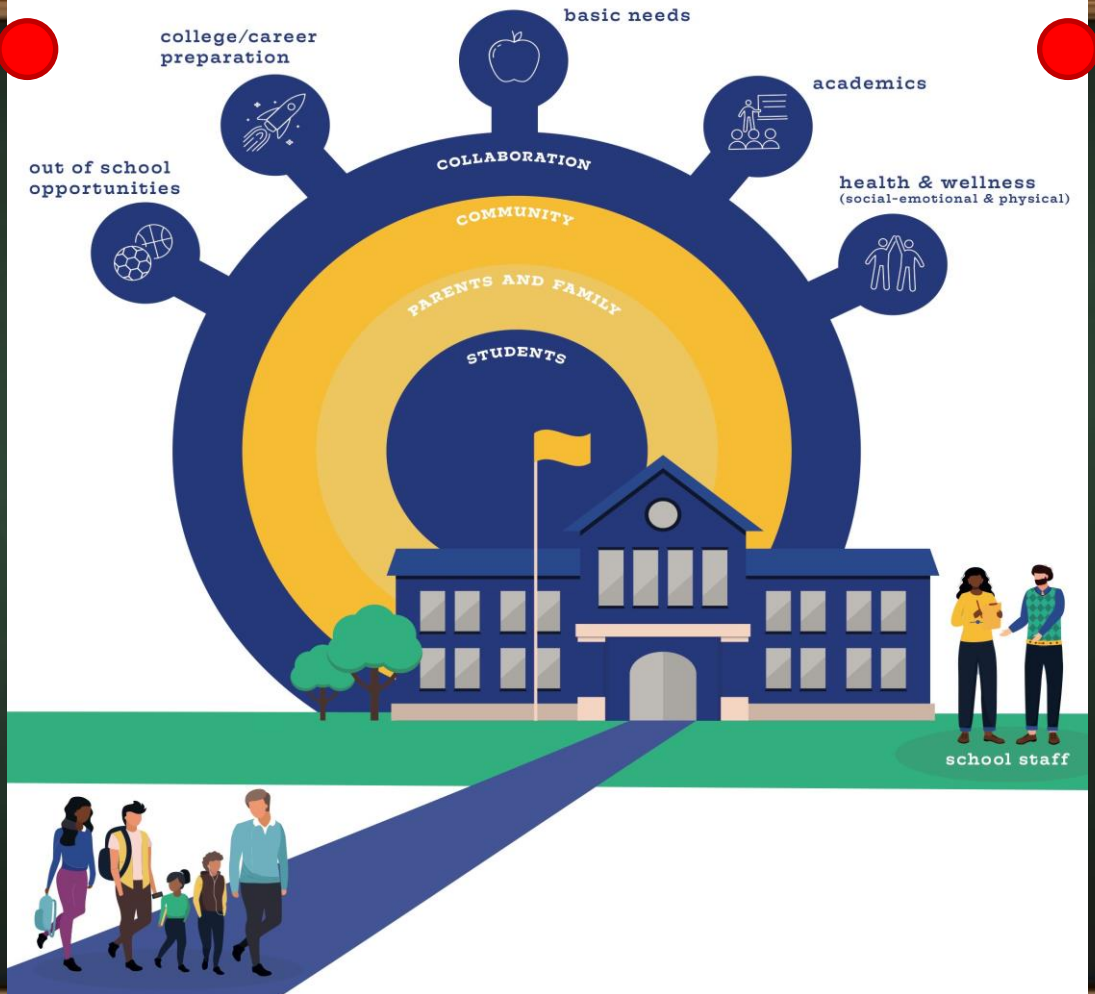
Youth and families who have competencies in academics and skills built for careers and personal growth (academic & life skills).

HEALTH

Youth and families with improved health and wellness.

LEARN MORE AT [FLXCOMMUNITYSCHOOLS.ORG](https://www.flxcommunityschools.org)





college/career preparation

basic needs

academics

out of school opportunities

health & wellness
(social-emotional & physical)

COLLABORATION

COMMUNITY

PARENTS AND FAMILY

STUDENTS

school staff

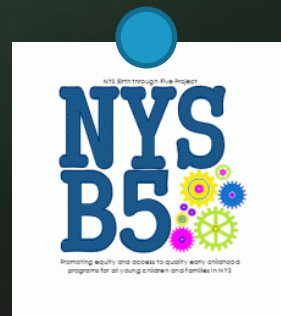
Team Time Leader: Nancy Hampton

Transition Coordinator
nancy.hampton@ccf.ny.gov



NEW YORK
STATE OF
OPPORTUNITY.

**Council on Children
and Families**



Patty Persell

New York State Head Start Collaboration Director
NYS Council on Children and Families

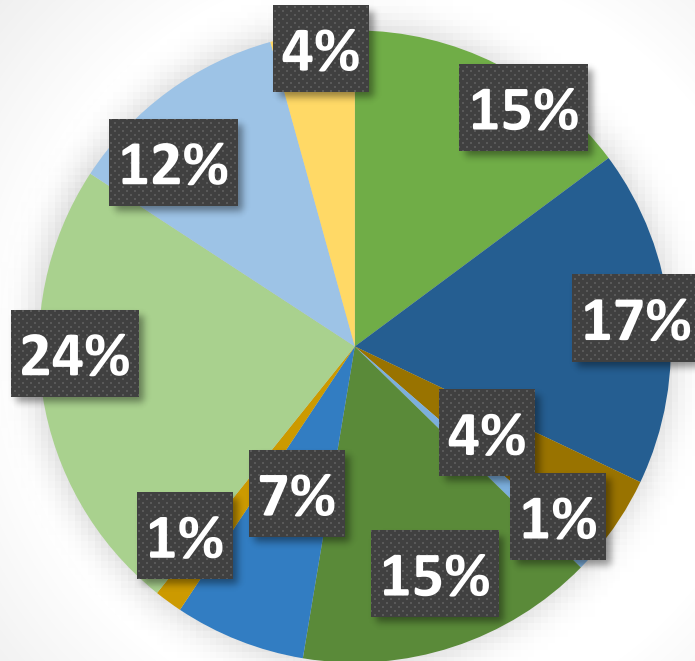


NEW YORK
STATE OF
OPPORTUNITY™

**Council on Children
and Families**



Who's in the "Room"



- Child Care
- Head Start
- Child Care Resource and Referral
- Family Child Care
- K-12 Administrator
- Kindergarten Teacher



THE NATIONAL CENTER ON
Quality Teaching
and Learning



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



NCQTL

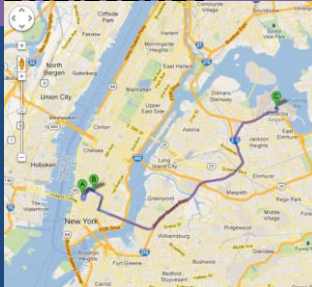
Transitions Across the Lifespan



Transition = **Change** = Hard

What creates successful adjustment?

**Information
Consistency**



Relationships

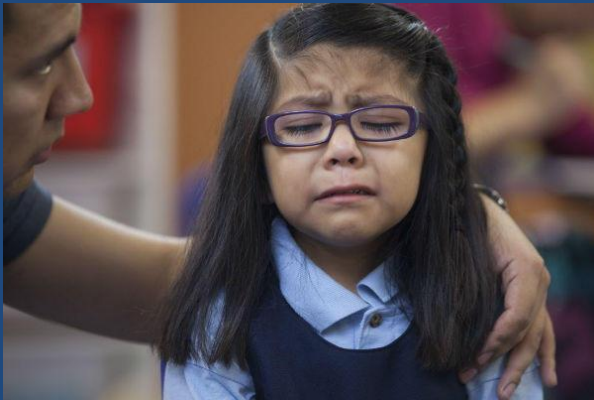


Continuity/



Children need our help to do this

First Day of Kindergarten



YouTube videos – either children or parents are crying

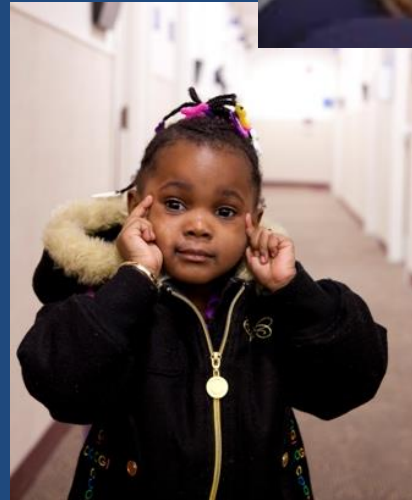
Early Experiences Matter



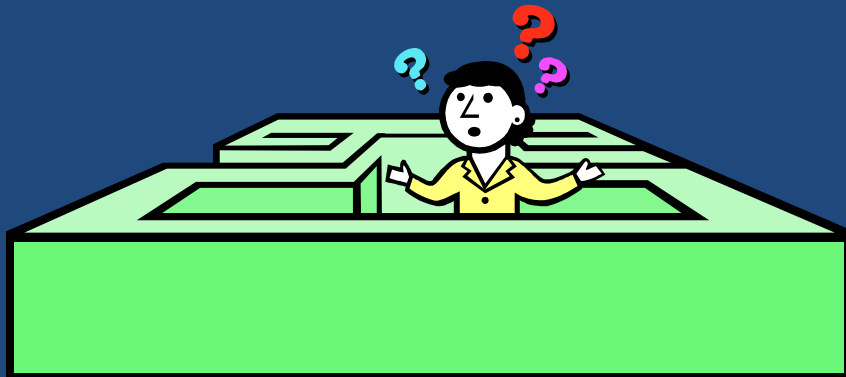
“Transition Practices” start long before the first day of school



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

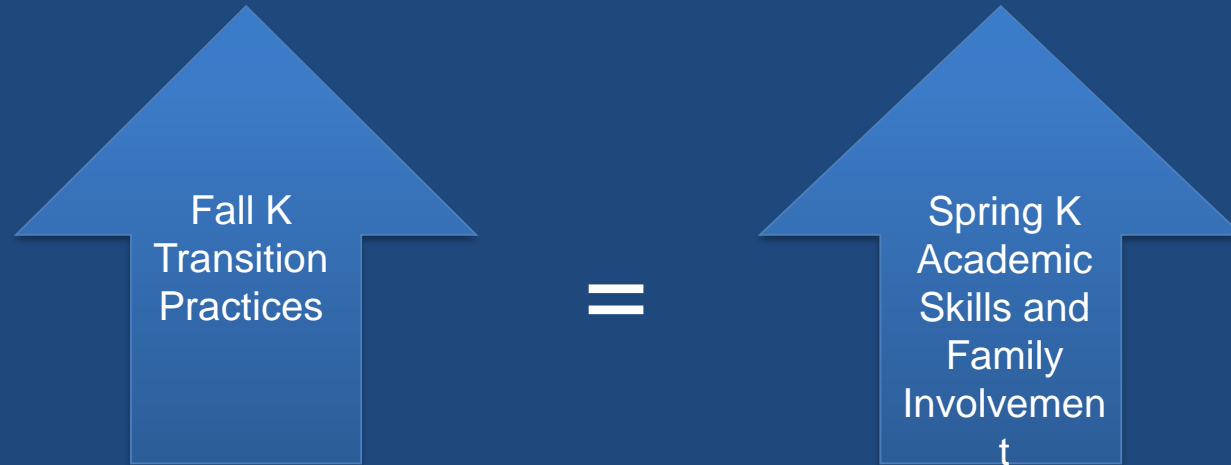
% of families who found the experience helpful

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)

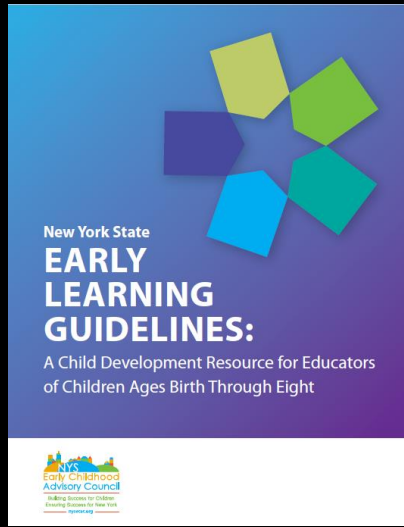
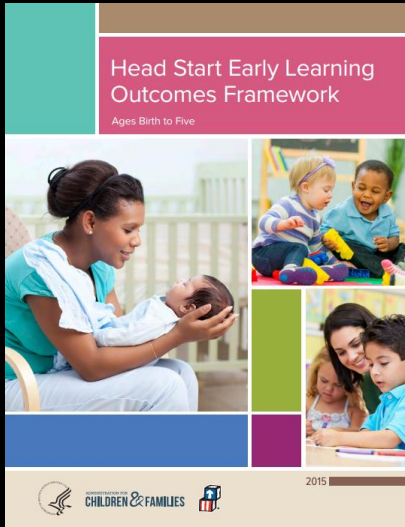
Children, Families and Elementary Schools Benefit from Connections

- **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*

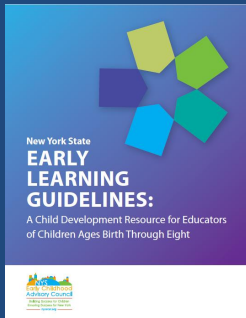
What Can You Do?

Some districts and their community partners are known for strong transition practices, and 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.



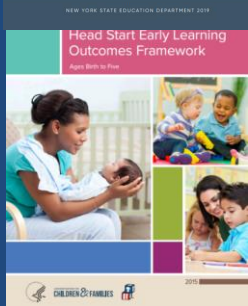
Clear Alignment of State “Standards”



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 8 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.

Head Start Early Learning Outcomes Framework	NYS Early Learning Guidelines	NYS Prekindergarten Learning Standards: A Resource for School Success
Physical Development & Health	Well-Being, Health and Motor Development	Physical Development & Health
Social & Emotional Development	Social & Emotional Development	Social & Emotional Learning
Approaches to Learning	Approaches to Learning	Approaches to Learning
Cognition, Mathematics Development, Scientific Reasoning	Cognitive Development	Cognition & Knowledge: Mathematics, Scientific, Logic and Reasoning, Social Studies, Creativity & Technology
Language, Communication, and Literacy	Communication, Language, and Literacy	Language, Literacy, and Communication
English Language Learning is embedded throughout all domains		

The Missing Pieces

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

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

New York Is not Alone

National Study



- **PreK Expulsion Rate is Triple the Rate of Expulsion Among K-12 Students (combined)**
- 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!



We have a solution!

New York
Pyramid Model
State



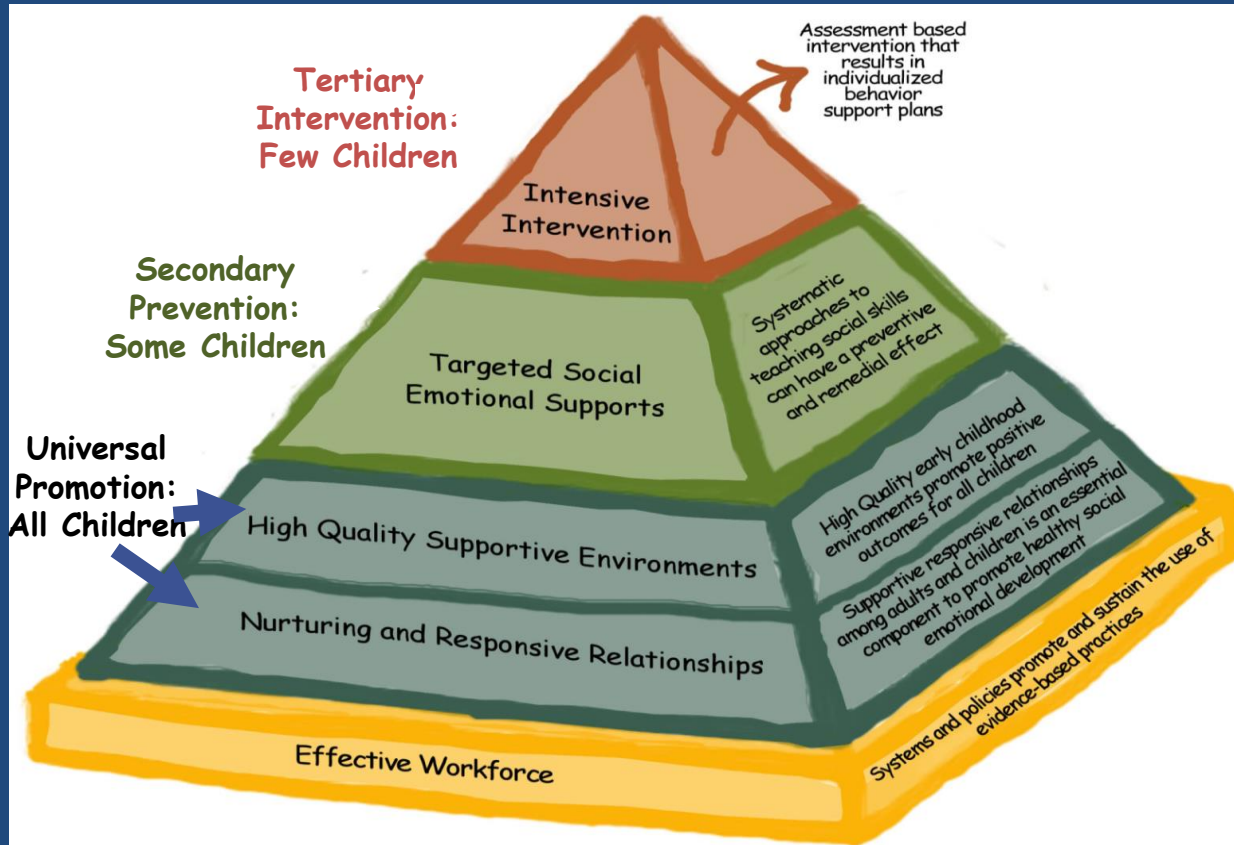
Promoting Social & Emotional Competence in New York's Young Children

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.

The Pyramid Model:

Promoting Social and Emotional Competence and Addressing Challenging Behavior



Concrete Strategies for Stronger Transition Practices



Promising Practices

Transition Teams

at each school/ center/zone

Team Meets regularly

School Districts, Head Start, Local child care providers, parent organizations, and regional partners: CCRR, NYAEYC chapter, library, museums, FACES, institutions of higher education, and others.

Promising Practices

- **Parent Feedback Surveys**

How are we doing?

(on both sides of the transitions)



Year-Round Activities

- Incoming K children invited to attend events at the school
- “Readiness” activities at public library over the summer
- A page on the school’s website of ideas for school readiness
- 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)

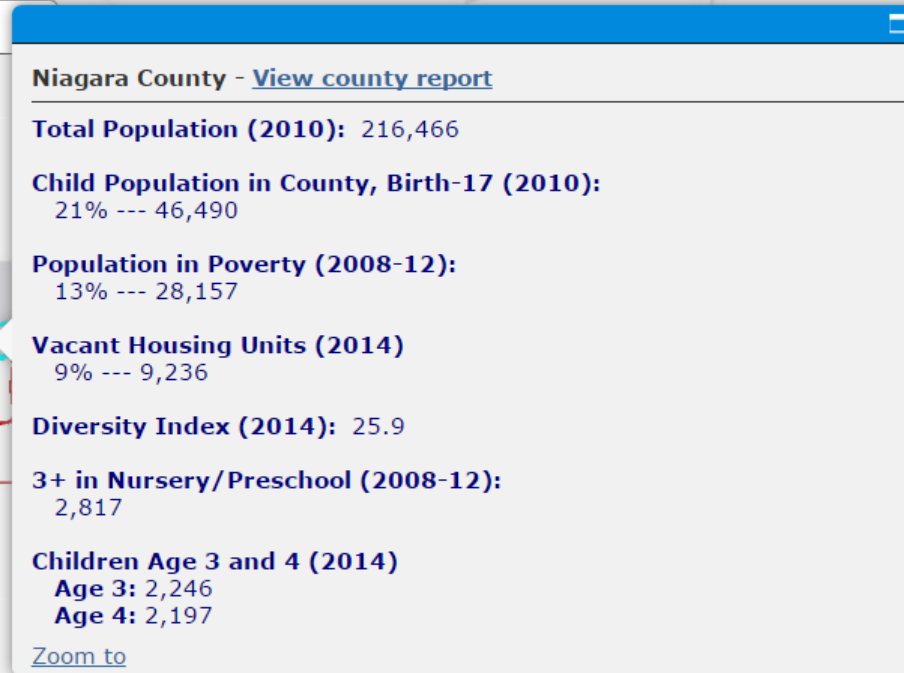


Promising Practices

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

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](#)

Who's in Your District?

NYS Child Care, After School, and Home Visiting Progra...

Visit the NYS Parent Portal



Welcome

Instructions

Locate Child Care Programs

Locate After School Programs

Locate Home Visiting Programs



Locate child care, after school, and home visiting programs near you.

NOTE:

Some child care providers may have chosen not to share information. Please check with the regional office in your area to confirm a program's licensed or registered status. Use the "Need Help Locating Child Care?" tab for personalized assistance locating child care and find out if you're eligible for financial assistance.

For additional information on home visiting in your community, please check with your county health department.



<https://nysccf.maps.arcgis.com/apps/MapSeries/index.html?appid=bde3bc9d78e84ce193abfbe297dcb0ac>

Care, After School, and Home Visiting Progra...

Visit the NYS Parent Portal [f](#) [t](#) [l](#)

Instructions

Locate Child Care Programs

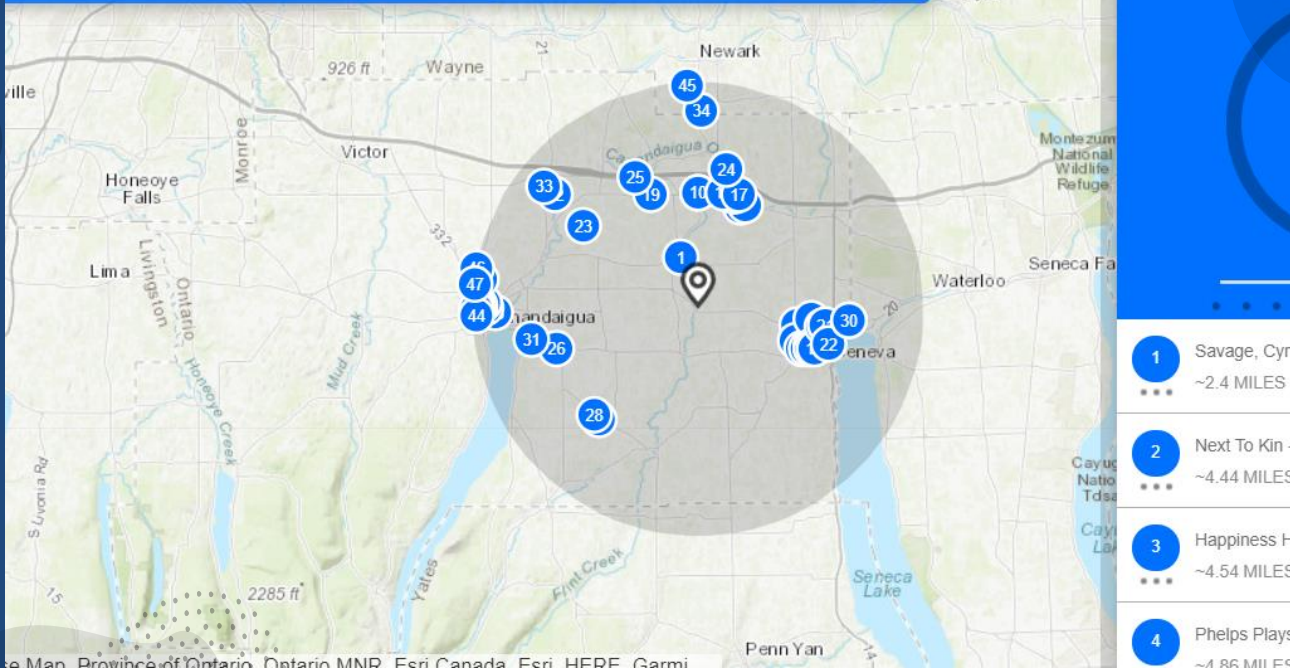
Locate After School Programs

Locate Home Visiting Programs



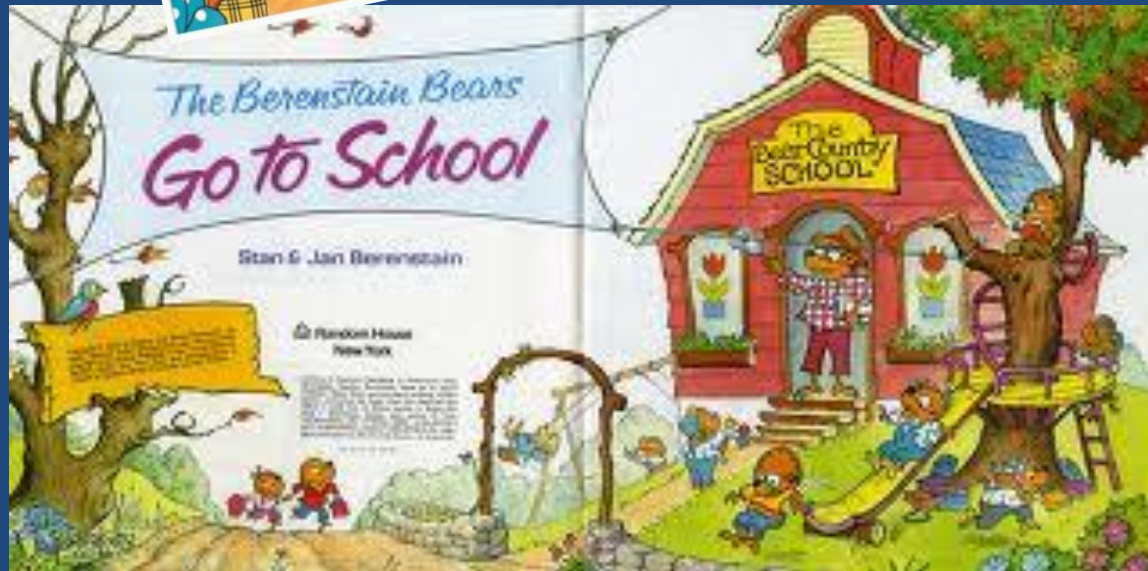
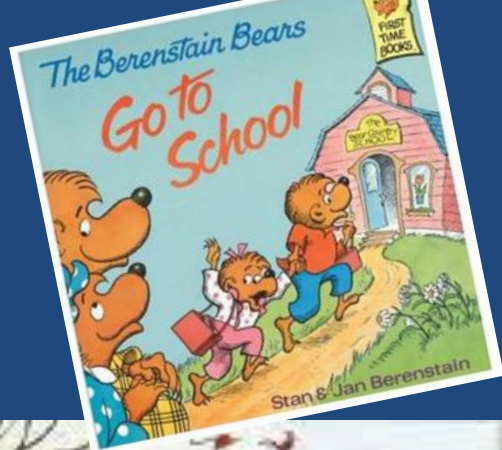
Address Near Desired Program Location

seneca castle, ny











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

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?

Kindergarten Transition Reflection & Planning	
Transition Strengths: Currently going well	Needs Attention
<u>New Strategies</u>	Action Plan: Who? What? By when?

Name: _____

New York State Head Start Collaboration Office 2018

What will you do after today?

Did you join
a KT Team
today?

Local Kindergarten Transition Team Planner

Name of Transition TEAM: _____

Possible Transition Team Members	Name and Role	Contact Information
School District		
- Superintendent		
- CPSE Chair or Rep		
- K Teacher		
- Prek Teacher		
- Principal		
- Transition Coordinator		
- Nurse		
- Other		
Head Start		
- Administrator		
- Teacher		
- Health Coordinator		
- Transition/ Education Coordinator		
- Parent		
- Other		
Child Care Resource and Referral Agency		
Parent Representative		
QUALITYstarsNY Specialist		
Child Care Directors		
410 Director		
Family Child Care Rep		
Local AEYC Chapter		
Librarian		
Local Law Enforcement		
Local Birth – Five Initiatives		

Ready

- Not only with a new backpack
- Ready on the inside too!



The First Day of
Kindergarten

Some Slides 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

Tina Rose Turriglio

Associate in Instructional Services

NYSED Office of Early Learning



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



What is it the NYSED Planning To Support Effective Transitions?

An optional planning tool to that can be used to reflect on how complete the school district's or CBO's process for transition is from prekindergarten to kindergarten.



District Version

Revised 2/13/2020



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

Considerations for an effective transition plan:

Building relationships, partnering and collaboration are extremely important to facilitate the transition of prekindergarten students to kindergarten. This is a time of great change for children, parents, families and schools in which new relationships, new expectations and new competencies are being developed. The local school district should have a comprehensive plan for supporting its newest incoming students and their families as they transition into a K-12 system. This planning tool will help to determine how complete your school district's prekindergarten to kindergarten transition plan is. It may signal areas for improvement for your district to work on to ensure a positive start for young children in the school community. Transition planning should become a part of the ongoing P3 process in the district.

How to use this planning tool:

Read each element carefully and indicate how strongly your district considers it as part of the district transitions plan. Place a checkmark in the box indicating not implemented, in process, or implemented. Describe the implementation status for each of the program standards. For those program standards not in process, does the district have a plan and timeline for implementation?

List of School District Transition Team Members	List of Community Based Transition Team Members

Community Based Organization

Revised 2/13/2020



The New York State Education Department's Planning Tool to Support Effective Transitions from Prekindergarten to Kindergarten for Community-Based Organizations

Considerations for an effective transition plan:

Building relationships, partnering and collaboration are extremely important to facilitate the transition of prekindergarten students to kindergarten. This is a time of great change for children, parents, families and schools in which new relationships, new expectations and new competencies are being developed. Early childhood programs serving four-year-old children should have a plan for supporting children and their families as they transition into the K-12 system. This planning tool will help to determine how your program can support the prekindergarten to kindergarten transition.

How to use this planning tool:

Read each element carefully and indicate how strongly your program considers it as part of the kindergarten transition plan. Place a checkmark in the box indicating not implemented, in process, or implemented. Describe the implementation status for each of the program standards. For those program standards not in process, is there a plan and timeline for implementation?

List of CBO Transition Team Members	List of Community Transition Team Members (to include district staff)

Defining a Child's Prekindergarten Experience

- Nursery School
- Head Start Program
- Prekindergarten at their school district
- Early Care & Learning Program
- Home with a parent
- Care with an extended family member
- Participation in a Home Visiting Program



Bridging Practices.....



What does the NYS ESSA plan 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 should be :

- 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”



How to Use the Tool

- Convene a self-assessment team
- Read each item carefully & discuss
- Select a rating of :
 - Implemented
 - In Process
 - Not Implemented
- Implementation status



How to Use the Planning Tools

How to use this planning tool:

Read each element carefully and indicate how strongly your district considers it as part of the district transitions plan. Place a checkmark in the box indicating not implemented, in process, or implemented. Describe the implementation status for each of the program standards. For those program standards not in process, does the district have a plan and timeline for implementation?

List of School District Transition Team Members	List of Community Based Transition Team Members

District Version

District tool captures the following:

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



Part 1: Information About Early Childhood Programs

Transition Activity	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what the district has in place to meet the criteria.
District personnel know the names and locations of early childhood programs/providers in the district that serve children in the year prior to kindergarten entry and have established a contact at each site.				
District has contacts with local libraries, housing authorities, adult education providers, job training providers, early childhood special education providers, English language learner support programs, etc. (knowledge of programs supporting families helps locate children).				
District provides opportunities (such as emails and meetings) for directors and teachers from programs serving children in the year prior to kindergarten entry and kindergarten teachers and administrators to share information regarding effective transitions.				

Part 2: Information About Incoming Kindergarteners and Their Families

Transition Activity	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what the district has in place to meet the criteria.
District personnel know the names and locations of early childhood programs/providers in the district that serve children in the year prior to kindergarten entry and have established a contact at each site.				
District has contacts with local libraries, housing authorities, adult education providers, job training providers, early childhood special education providers, English language learner support programs, etc. (knowledge of programs supporting families helps locate children).				
District provides opportunities (such as emails and meetings) for directors and teachers from programs serving children in the year prior to kindergarten entry and kindergarten teachers and administrators to share information regarding effective transitions.				

Part 3: Family Engagement Plan and Activities

Transition Activity	Not Implemented	In Process	Implemented	Implementation Status Describe what the district has in place to meet the criteria.
Communications from the district are written to support the culture, home languages, and reading levels of the families of incoming children.				
The district has process and procedures for engaging parents and families in the transition of their children to kindergarten that are clearly communicated within the community.				
Families are provided the opportunity to learn about district/school routines, the school calendar, the kindergarten learning standards and curricula before the first day of kindergarten.				
Families and their kindergarten student can meet school staff before the first day of kindergarten either in person or by virtual experiences such as a classroom tour, a ride on the bus, and/or a school tour.				
District has procedures to facilitate outreach and enrollment of children eligible for the district's kindergarten program.				

Community Based Organization Version

CBO tool captures the following:

- Part 1: Information About School Districts
- Part 2: Information About Kindergarteners
- Part 3: Family Engagement Plan and Activities



Part 1: Information About School Districts

Program Standard	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what is in place to meet the criteria.
Program personnel know the names and locations of public schools for the children served in the program and have established a contact at each to support the transition to kindergarten.				
The program supports opportunities (such as emails and meetings) for directors and teachers from programs serving children in the year prior to kindergarten entry and kindergarten teachers and administrators to share information regarding effective transitions.				

Part 2: Information About Kindergarteners

Program Standard	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what is in place to meet the criteria.
The program provides information to families about the school district kindergarten program their child would attend (i.e. registration flyer).				
The program has a procedure in place for sharing relevant screening and assessment information on children who attended the early childhood program with children's school districts prior to kindergarten entry.				

Part 3: Family Engagement Plan and Activities

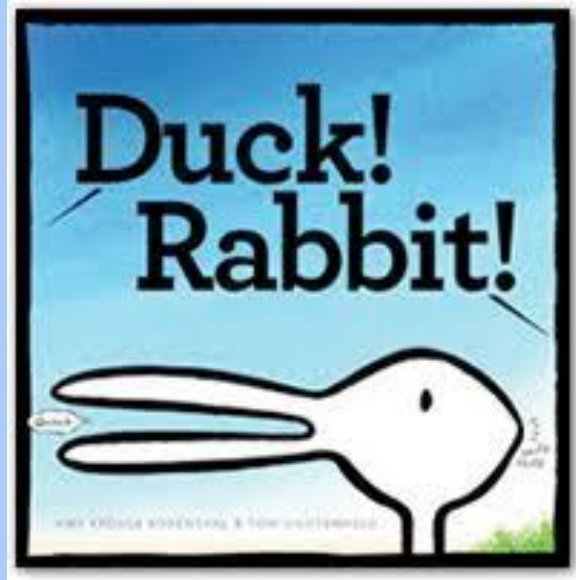
Program Standard	Not Implemented	In Process	Implemented	<u>Implementation Status</u> Describe what is in place to meet the criteria.
The program supports families and their children by providing opportunities for school district staff to visit the program for transition engagement opportunities.				
The program has procedures to facilitate outreach to districts and support the enrollment of children eligible for the kindergarten program.				

Using the Results

- Discuss current practice
- Look for ways to provide children & families with a stronger transition experience
- Identify areas of strength
- Identify areas of most immediate need



Perspective Taking.....



Additional Resource for Families

Family Focus

Insert District Name Here Building a Foundation for School Success

Getting Ready for School

Smooth and Successful Transitions

Transitioning from one early childhood setting to another or starting school in a formal setting for the first time can be overwhelming for both children and adults. Meeting new people, adjusting to a new routine and classroom environment can make children excited, anxious, or nervous. Whether your child is transitioning into a prekindergarten program or to kindergarten, it is important to talk with them and prepare them and yourself for the new experience. Having a plan and being prepared before the first day of school can help lessen the anxiety and pressure around the first day of school.

Use this checklist to help you get your child ready for the transition:

- Read books about going to prekindergarten/kindergarten.
- Set up a time to visit the new program and teacher.
- Talk with your child about the new routine. Include how your child will get to the new program and who will be dropping off and picking them up.
- Let your child know whether any friends that will be attending the new program.
- Provide opportunities for your child to ask questions about school.
- Talk about how your routine will be changing. For example, if you need to leave home earlier and bedtime will change, talk about the change.
- Practice saying the name of your child's new teacher with your child.
- Before the first day, help your child pack their backpack and/or lunchbox. Help them choose what they will wear on the first day of school and lay it out the night before.

Use this checklist to help prepare you for the transition:

- Contact the school for registration information and secure all necessary documents for registering your child.
- Make an appointment to tour the school or classroom before the first day of school.
- Start a calendar to keep track of important dates such as orientation, open house, the first day of school, etc.
- Plan how your child will get to and from school each day. For example, if they are riding the bus, where will they get off, who will meet them, etc.
- Prepare yourself for the first day of school. Support your child while keeping your own emotions in check (if you are worried or concerned try not to let those emotions show).
- Ask your child how the first day of school went. Talk about the routine, new friends, what was interesting, and what was learned.
- Check your child's backpack daily once school begins.

Books for Children Transitioning to Preschool

- *What to Expect at Preschool* by Heidi Murkoff
- *The Night Before Preschool* by Natasha Wing
- *Maisy Goes to Preschool* by Lucy Cousins
- *The Kissing Hand* by Audrey Penn
- *Llama Llama Misses Mama* by Anna Dewdney

Books for Children Transitioning to Kindergarten

- *When You Go to Kindergarten* by James Howe
- *Look Out Kindergarten Here!* Come by Nancy Carlson
- *Kindergarten ABC* by Jacqueline Rogers
- *Miss Bindergarten Gets ready for Kindergarten* by Joseph Slate
- *Monkey Not ready for Kindergarten* by Marc Brown

Resources for Families

[A Parent's Guide to a Successful Kindergarten Transition \(NEA\)](#)


National PTA in partnership with the National Education Association produced several [Family Guides](#) preparing children for their new learning adventure as they transition to kindergarten and beyond in "Starting Off Kindergarten Right" and "Preparing Your Child for School." These guides are also available [in Spanish](#).

[Special Education: From Pre-K to Graduation and Beyond \(National PTA\)](#)

Sesame Street produced "[Sesame Family, Kindergarten Here We Come!](#)" which includes a Sesame Street themed backpack Parent Guide with videos and hands-on materials to help guide parents with their transition discussions with children

[Head Start's website](#) includes a video made about the transition to kindergarten from the perspective of children and an activity calendar for families.

[Count Down to Kindergarten](#) is a website with several resources for families including 10 Steps for a [First Trip to School](#) and [What Makes a Good Kindergarten](#).

New York State
EDUCATION DEPARTMENT
Knowledge • Skills • Opportunity

Questions???



Nancy Hampton

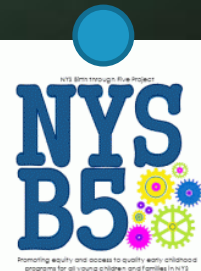
Transition Coordinator

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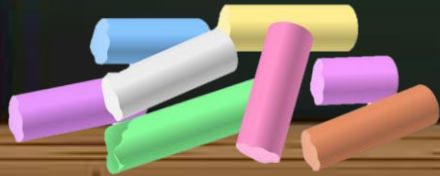
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**Council on Children
and Families**





Break & Team Time! Scanning the Tools



Nancy Hampton
Transition Coordinator

Team Time 1 - Scanning the Tools

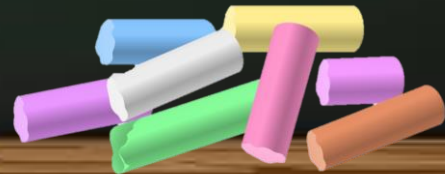
You Have 20 minutes to do **two** things:

1. Take a break ☺ Please return on time.

2. Make sure you have the tools ready from agenda

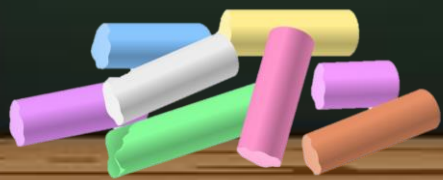
- **Planning Tool for Effective Transitions**
- **Local Kindergarten Transition Team Planner**

Virtual Transition Team Panel





Break
&
Team Time!
Completing Your Team



Nancy Hampton
Transition Coordinator

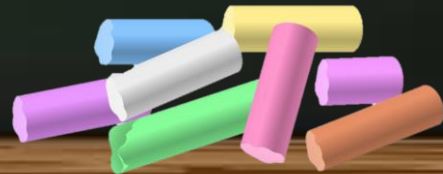
Team Time 2

Local Kindergarten Transition Team Planner

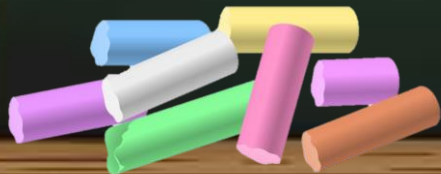
Name of Transition TEAM: _____

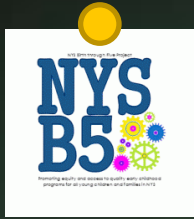
Possible Transition Team Members	Name and Role	Contact Information
School District <ul style="list-style-type: none">- Superintendent- CPSE Chair or Rep- K Teacher- Prek Teacher- Principal- Transition Coordinator- Nurse- Other		
Head Start <ul style="list-style-type: none">- Administrator- Teacher- Health Coordinator- Transition/ Education Coordinator- Parent- Other		
Child Care Resource and Referral Agency		
Parent Representative		
QUALITYstarsNY Specialist		
Child Care Directors		
4410 Director		

Masks & Smiles
Read-A-Loud



Welcome
To
Kindergarten
Video

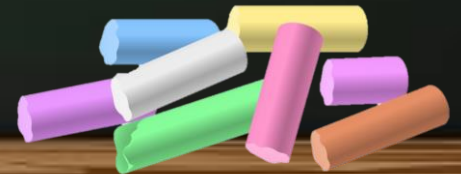




Team Time!

Using the Tools

Nancy Hampton
Transition Coordinator

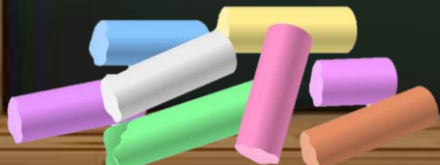


Kindergarten Transition Reflection & Planning

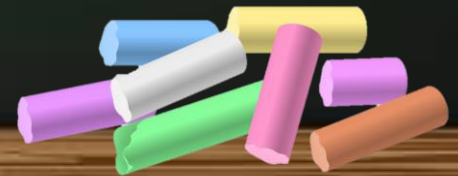
Transition Strengths: Currently going well	Needs Attention			
New Strategies (ideas)	Action Plan:	Who?	What?	By when?

Team
Time 3

Sharing Out: One Great Idea from Your Team



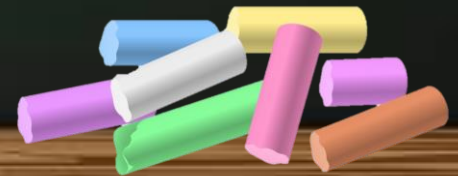
Seed Money
&
Next Steps



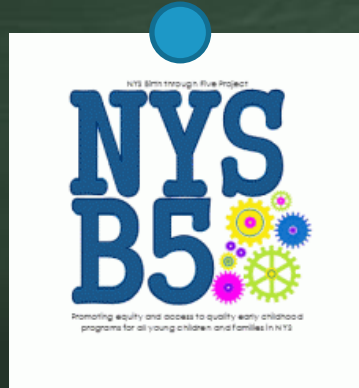
KT Seed Money Funding Opportunity

- By attending this summit, you are eligible to apply for funding for your Kindergarten Transition Team to implement innovative kindergarten transition strategies in your community
- The Local Kindergarten Transition Team Planner will be required along with a description of your KT project and a budget
- There will be one award for \$1,500
- We expect more funding to be available in January 2021, so apply now!
- The application is due by November 18, 2020.

Feedback Survey!
Link in Agenda & Chat!



Thank you!



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Jay Roscup

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