

New York State Kindergarten Transition Summit

October 30, 2024

8:15 am – 9:00 am	Registration & Visit Resource Booths
9:15 am – 9:30 am	Welcome, Celebrate What's Working in New York Vanessa Threatte , Executive Director, NYS Council on Children and Families Nancy Hampton , Transition Coordinator, NYS Council on Children and Families
9:30 am – 10:45 am	<i>The Science of Early Development and Our Long-Term Success</i> Dan Wuori , Founder and President, Early Childhood Policy Solutions
11:00 am – 11:40 am	NYS Education Department Transition Toolkit NYS Education Department, Office of Early Learning, Associates in Instructional Services: Madison Ramnes * Brandon Orszulak * Samantha Chobot
11:40 am – 12:00 pm	Forming Local Transition Teams Patty Persell , NYS Head Start Collaboration Director, NYS Council on Children and Families
12:00 pm - 12:45 pm	Working Lunch: Team Action Planning with Local Partners
12:45 pm – 1:00 pm	Break & Visit Resource Booths
1:00 pm - 1:50 pm	<i>Involving Families in the Transition Process</i> Vanessa Vargas-Illidge , Staten Island Alliance for North Shore Children and Families
2:00 pm - 3:00 pm	Afternoon Breakout Sessions <ol style="list-style-type: none"> Navigating Transitions: Supporting Social & Emotional Development for Kindergarten Success in Home, Early Care and Learning Settings, and Teacher Preparation Programs [Osborn] Tracy Lyman, Special Education Faculty, Binghamton University Community Partners: How PBS Kids and Libraries can Support Parents, Children, and Teachers with Transitions [Sage II] Rachel Rosner, NYS Ready to Learn Statewide Partnerships Manager Tonia Burton, Children's Services Consultant, Monroe County Library System QUALITYstarsNY Supports Transitions [Fitzroy Conference Room] Kathy Moss, Quality Improvement Specialist, QUALITYstarsNY NYS Education Department, Office of Early Learning Panel Presentation on Resources and Toolkit Feedback [Ferris Grand Ballroom] Tina Rose-Turriglio, Associate in Instructional Services, NYS Education Department, Office of Early Learning Rachel Schlude, Assistant in Instructional Services, NYS Education Department, Office of Early Learning NYS Early Intervention Program Overview and Transition [Sage I] Karen Dwyer, Early Intervention Specialist, NYS Department of Health, Bureau of Early Intervention
3:10 pm – 3:30 pm	Closing, Action Steps, & Book Prizes!

Thank you for coming & for strengthening kindergarten transitions in your community.



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Council on Children
and Families

New York State Kindergarten Transition Summit

Resource Booths

1. **New York State Council on Children and Families (CCF)**

The mission of CCF is to strengthen New York State's system of care through cross-agency collaborations. CCF is a convener, innovator, and change agent among New York's health, education, and human services agencies, and a collaborative voice for children and families. The unique value of CCF is our ability to provide a comprehensive, cross-systems perspective critical for the development and implementation of strategies to promote the well-being of children and families.

2. **Pyramid Model for Supporting the Social and Emotional Competence of Infants and Young Children**

The Pyramid Model framework fosters the development of children's social and emotional skills, benefiting not only the children but also their families and the early childhood professionals who care for them. By promoting greater child engagement and reducing challenging behaviors, as well as offering comprehensive support (training, observations, and coaching), the Pyramid Model creates a more positive work environment. Through Pyramid Model's Professional Development Network, guidance on how the Pyramid Model can enhance your program's success and overall environment is available.

3. **QUALITYstarsNY**

QUALITYstarsNY - New York State's Quality Rating and Improvement System - for early childhood programs is pleased to support local Kindergarten Transitions. Please stop by our table to learn more about our program and who you can contact in your local area to support your planning efforts.

4. **New York State Department of Health Bureau of Early Intervention**

The Early Intervention Program is a statewide program that provides eligible children, birth to age three, who have diagnosed conditions and/or developmental delays, and their families with needed supports and services. Visit staff from the Bureau of Early Intervention at the information table to ask questions and learn more about the Early Intervention Program.

5. **New York State Office for People With Developmental Disabilities**

The New York State Office for People With Developmental Disabilities (OPWDD) provides and coordinates services for New Yorkers with developmental disabilities including intellectual disabilities, cerebral palsy, Down syndrome, autism spectrum disorders, Prader-Willi syndrome, and other neurological impairments.

6. **PBS KIDS**

Did you know that PBS KIDS isn't just for kids? Discover turnkey PBS KIDS resources for educators and families, enabling communities to better prepare our kids for success in school and in life. Public media is here to help, and we'd love to partner with you.

7. **New York State Department of Health (Saint Peter's Health Partners)**

The New York State Department of Health, through the Creating Healthy Schools and Communities public health initiative, is funding local organizations and county health departments to work with under-resourced communities statewide to increase opportunities for physical activity and access to nutritious food.

Turn over for information on more resource booths



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8. New York State Education Department Office of Early Learning

The Office of Early Learning (OEL) provides technical support for school districts in the development, implementation, and evaluation of programs and policies related to educating young students (PreK through third grade). OEL has several new resources including the Science Everywhere initiative, PreK Positive Behavior Briefs and tools to support teaching children with challenging behaviors, and an Early Learning Webinar series.

9. Hunger Solutions New York

Hunger Solutions New York is a statewide organization dedicated to alleviating hunger. Hunger Solutions promotes participation in federally funded nutrition assistance programs and raise awareness about the health, economic, and educational benefits of anti-hunger programs including the Child and Adult Care Food Program (CACFP), the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), the Summer Food Service Program (SFSP), and the Supplemental Nutrition Assistance Program (SNAP).

10. New York State Parenting Education Partnership

The New York State Parenting Education Partnership (NYSPEP) is a statewide coalition of parenting educators and state agencies working together to promote universal parenting education as a foundation for supporting children's healthy social-emotional development.

11. New York State Office of Children and Family Services

The New York State Office of Children and Family Services (OCFS) administers many programs, including family support, child care, and youth development to the promote the well-being of children and families.

12. Mental Health Association in New York State

The Mental Health Association in New York State (MHANYS) works to improve the lives of individuals, families, and communities in New York by raising mental health awareness and promoting wellness and recovery. Learn about the School Mental Health and Resource and Training Center that MHANYS leads.

13. Parent to Parent of NYS

Parent to Parent of NYS offers a supportive network of families to reduce isolation and empower those who care for people with developmental disabilities or special health care needs to navigate service systems and make informed decisions.

14. Early Care & Learning Council

The Early Care and Learning Council (ECLC) is a statewide organization that coordinates the 35 Child Resource Centers (CCRCs) across New York State. The CCRCs provide direct assistance to parents, child care providers, and employers in their communities.

15. Help Me Grow

Help Me Grow helps children reach their full potential by providing families with information on child development, milestones, parenting, fun activities, and connections to local services.

16. New York Association for the Education of Young Children

The New York Association for the Education of Young Children promotes excellence in early care and education services for New York State children and families, through education, advocacy, and the support of the profession.

17. **Dan Wuori** will have a table with books available for purchase ([The Daycare Myth: What We Get Wrong About Early Care and Education \(and What We Should Do About It\)](#)) and will be available for book signing during registration and the break.



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and Families



**Council on Children
and Families**

New York State Kindergarten Transition Summit

Vanessa Threatte
Executive Director,
NYS Council on Children and Families

OCTOBER 30, 2024



NYS Council on
Children and Families
presents ...



The Science of Early Development and Our Long-Term Success

Dan Wuori, Ph.D.
Founder and President,
Early Childhood Policy Solutions



NYSED Transition Toolkit

Tanya Amodio-Kovacs, Madison Ramnes,
Brandon Orszulak & Samantha Chobot
NYS Education Department, Office of Early Learning

Prekindergarten to Kindergarten Transition Toolkit

New York State Education Department
Office of Early Learning 

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THE OFFICE OF EARLY LEARNING (OEL)

- Provides direction and support to inform Statewide policies and programs related to best practices across PreK to Grade 3.
- Support LEAs in the provision of high-quality prekindergarten programming
- Guidance for Voluntary Registered Nursery Schools and Kindergartens
- Support early learning providers, school districts, and families
- Remains current with review of research to inform policies and practices related to early childhood education
- Monitors State-Administered Prekindergarten

LEADERSHIP

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UPK at a Glance

 **1.2 Billion**



659 School Districts

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6,000 + Three-Year-Old Students Served



1,700 + Collaborating Partners



119,000 + Four-Year-Old Students Served

PRESENTERS



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SAMANTHA CHOBOT
ASSISTANT
OFFICE OF EARLY
LEARNING



BRANDON ORSZULAK
ASSOCIATE
OFFICE OF EARLY
LEARNING



MADISON RAMNES
ASSOCIATE
OFFICE OF EARLY
LEARNING

Interactive Feedback

Is your program already implementing a plan to support children's transition from Prekindergarten to Kindergarten?

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Prekindergarten to Kindergarten Transition Toolkit

For Administrators and Educators



The transition toolkit is a vital resource for administrators and educators providing a structured approach to planning, implementing, and evaluating transition activities. It ensures that all stakeholders are prepared, engaged, and working collaboratively to support children's successful entry into kindergarten and ultimately promoting positive educational outcomes.

The Transition Toolkit

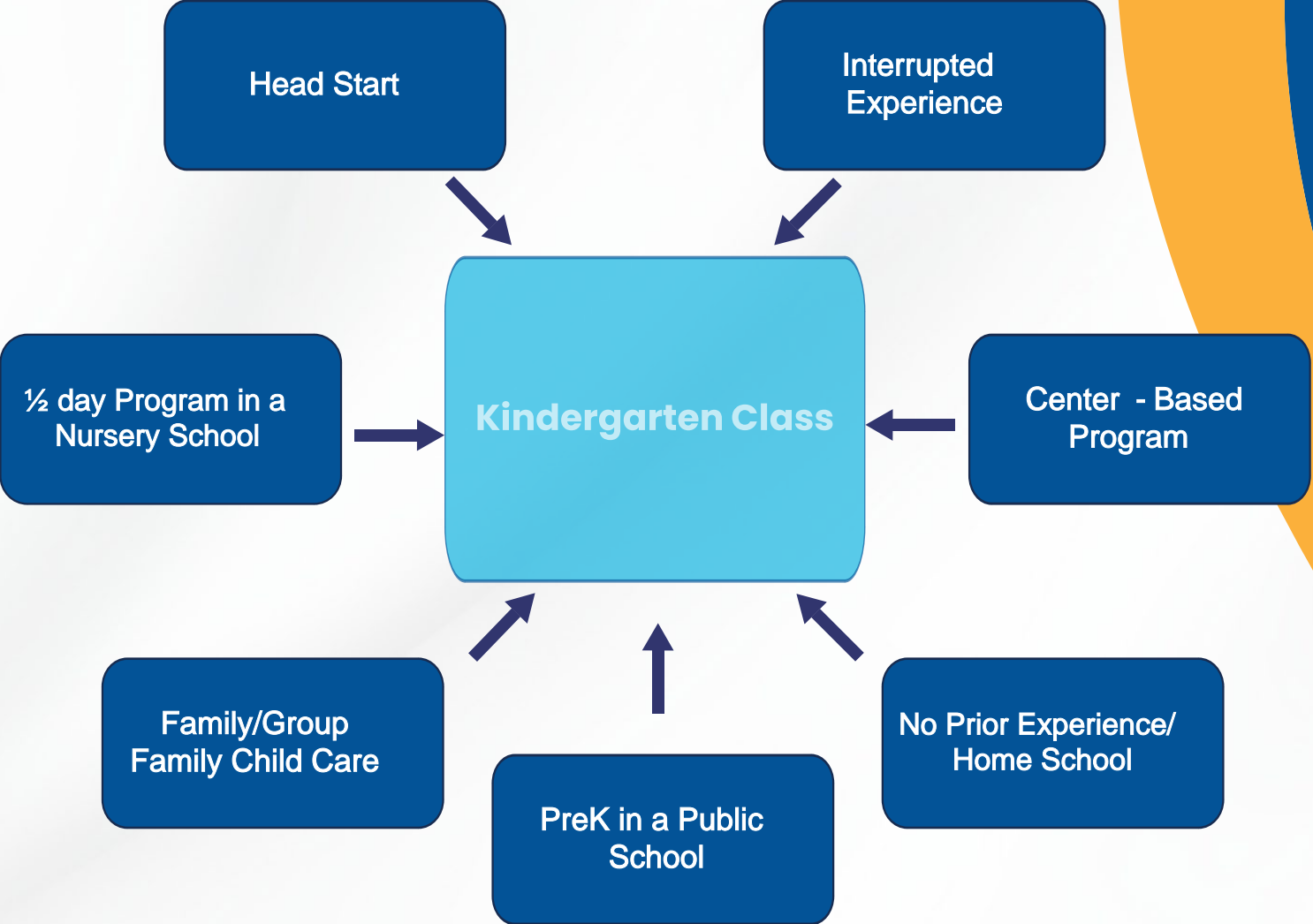
What is Included?

Contents

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Why Do Transitions Matter?



Fostering Connections

- Establishing Child - School Relationships



- Strengthening Family - School Relationships



- Nurturing Program - School Relationships



- Cultivating Community - School Relationships



Establishing A Transition Team



- ✓ Identify Transition Team Members
- ✓ Identify Team Members' Roles and Responsibilities
- ✓ Create and Implement the District's Comprehensive Plan



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Identifying Transition Team Members

- 1 Transition Coordinator
- 2 Prekindergarten Teacher
- 3 Kindergarten Teacher
- 4 School Administrator
- 5 School Counselor/Social Worker
- 6 Special Education Staff
- 7 ENL Staff
- 8 Family Members
- 9 Community Partners

Team Member Responsibilities

1

Transition Coordinator

Oversees the entire transition process and coordinates activities among the team.

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2

Prekindergarten Teacher

Provides insights on each child's developmental progress and needs.

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3

Kindergarten Teacher

Provides insights on the receiving of children transitioning into kindergarten and the preparation of the classroom.

Team Member Responsibilities

4

School Administrator

Provides leadership and support for the transition team.

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5

School Counselor/ Social Worker

Addresses the social and emotional needs of transitioning children and their families.

6

Special Education Staff

Support children with special needs during the transition process.

Team Member Responsibilities

7

ENL Staff

Offer expertise in supporting children who are dual language learners and their families.

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8

Family Members

Provide emotional support, foster routines, and prepare the child for the new school environment.

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9

Community Partners

Build connections within the community and the district.

Interactive Feedback

Who can you consider including in your transition team? If you already have a team in place, who would be a helpful addition?

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Developing a Transition Plan

1

Initial

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2

Planning

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3

Development

4

Implementation



Step 1 - Initial

- Establish the transition team and conduct an initial planning meeting
- Assess current practices if a transition plan is in place or assess needs of the district to develop a plan
- Create a schedule for meetings to begin work on the plan (bi-monthly, monthly etc.)



Step 2 - Planning

- Assign roles and responsibilities to team members using suggestions from previous pages
- Discuss and set goals and objectives for transition plan (see page 13 and appendix for printable transition tool)
- Develop a timeline for transition activities
- Initiate a communication plan for the transition team



Step 3 - Development

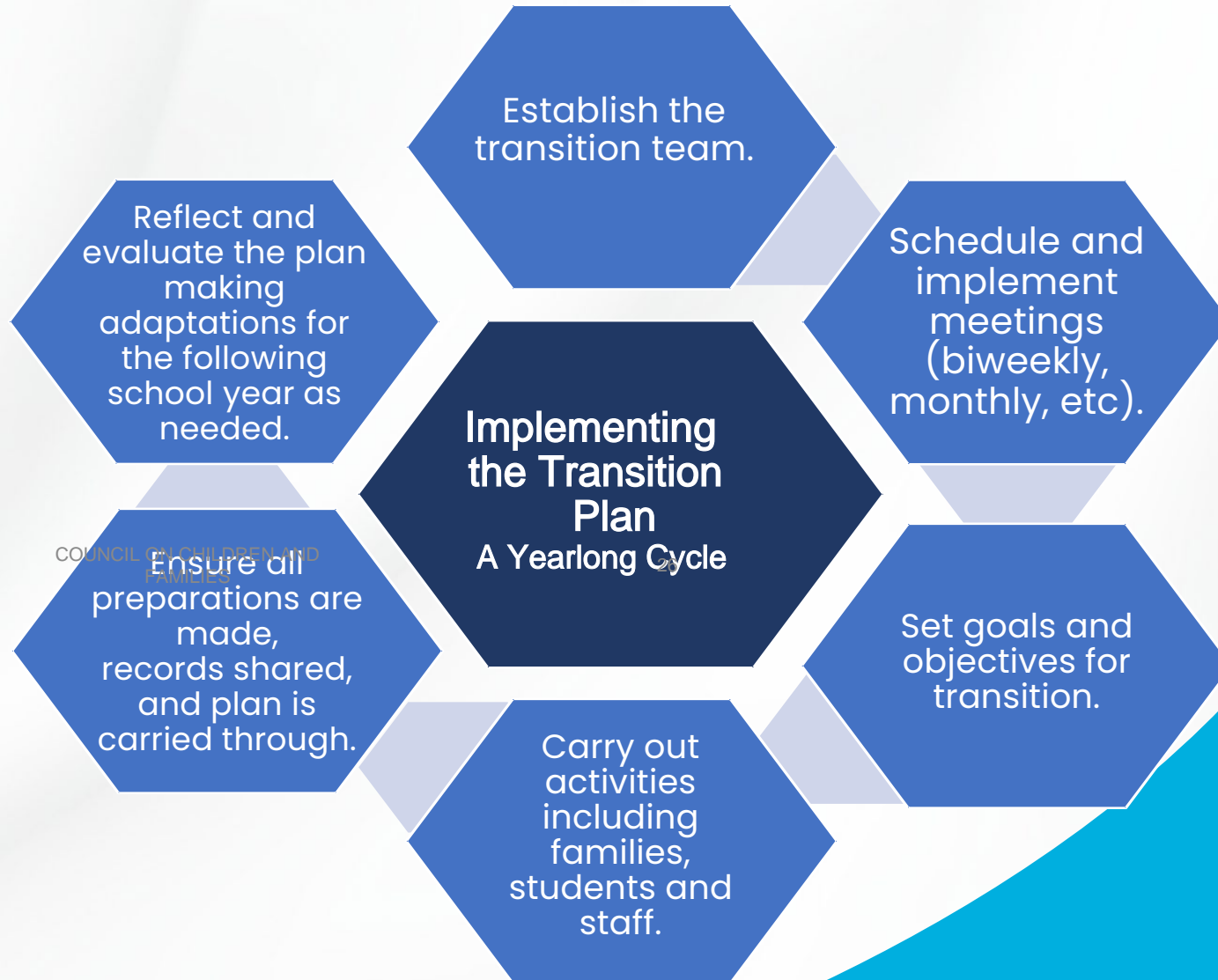
- Develop a district specific comprehensive transition plan. Use the tools in the appendix of this document or step by step and monthly suggestions.



Step 4- Implementation

- Begin comprehensive transition plan implementation
- Review and reflect on transition plan to monitor for continuous improvement
- Adjust and adapt plan as necessary

Implementation Plan



Setting Goals and Objectives

Goals

1. Ensure Continuity of Learning and Development
2. Foster Positive Relationships
3. Increase Family Engagement
4. Promote Child Readiness
5. Support Teachers and Staff



Setting Goals and Objectives



Objectives

- Align preschool and kindergarten curricula
- Create opportunities for children to meet teachers and peers
- Provide families with resources, workshops, and communication channels
- Assess and support each child's developmental needs
- Offer professional development and collaborative opportunities

Interactive Feedback

What is one area of your transition plan that could be improved to better serve children and families?

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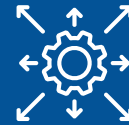
Reflection and Continuous Improvement of Plan



Monitoring and Tracking

- Progress Monitoring
- Data Collection

Tracking System
KINDergarten CHILDREN AND FAMILIES



Feedback

- Teacher
- Families
- Student

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Reflection and Continuous Improvement

- Data Analysis
- Reflective Meetings
- Sharing Best Practices
- Annual Reviews

Prekindergarten Learner Profile

CHILD PHOTO
HERE

PREKINDERGARTEN LEARNER PROFILE

Name: _____
First Last

Preferred Name: _____

Date of Birth (month/day/yyyy) _____

Language(s) spoken by child _____

FAMILY INFORMATION

FAMILY _____ Relationship to Child _____

FAMILY _____ Relationship to Child _____

Address _____
Street City State Zip

Phone _____ Email _____

STUDENT FAVORITES

Activity/Learning Center	Yes	No
Dramatic Play		
Blocks and Building		
Creative Arts		
Sensory		
Math		
Literacy		
Writing		
Science		

Program Favorite (time of day, small group, etc.)

SUMMARY OF DEVELOPMENTAL SKILLS

Skill	Yes	No	Developing
Interacts with a variety of materials and peers through play			
Identifies a problem and tries to solve it independently			
Modifies strategies to complete a task			
Use of fine motor skills			
Use of gross motor skills			
Exhibits self-help skills			
Ability to modify behaviors in different situations			
Transitions with minimal support between activities			
Interacts with other children			

CHILD'S STRENGTHS & AREAS IN NEED OF GROWTH

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Transition Team Sample Agenda

Transition Team Sample Agenda

Date: _____

Time: _____

Location: _____


Transition Team Member Facilitator: _____

Team Members in Attendance: _____

1. Welcome and Introductions (5-10 minutes)
 - Welcome and introduction of transition team members
 - Review of agenda and meeting objectives/goals.
2. Review of Previous Meeting Minutes (5 minutes)
 - Summary of last month's meeting minutes.
 - Follow-up on any unresolved items from last meeting.
3. Updates and Announcements (10-15 minutes)
 - School administration updates
 - Updates from transition team members.
4. Curriculum Alignment Discussion (20 minutes)
 - Review of current Pre-K curriculum and its alignment with kindergarten expectations.
 - Identification of any gaps or areas needing enhancement.
5. Student Transition Planning (20 minutes)
 - Review of transition plans for individual students, especially those with special needs or requiring extra support.
 - Review upcoming transition activities for students and staff.
6. Family Engagement Strategies (15 minutes)
 - Discussion on how to involve families in the transition process.
 - Planning for parent workshops or informational sessions, and home-based activities.
7. Professional Development Needs (10 minutes)
 - Identification of training and resources needed by teachers/team members to support student transitions.
8. Action Items and Next Steps (10 minutes)
 - Summary of decisions made and actions to be taken prior to next meeting.
 - Assignment of team member for each action item.
 - Setting the agenda for the next meeting.
9. Open Forum (5-10 minutes)
 - Opportunity for transition team members to raise any additional concerns or suggestions.
10. End of Meeting (5 minutes)
 - Recap of the meeting and thank you to all participants.
 - Confirm the date, time and location of next meeting.

Note: This agenda can be adjusted depending on the specific needs and focus areas of your team.

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End of the Year Family Survey

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End of Year Family Survey

Reflect on your child's prekindergarten year below. All answers are anonymous and will help us improve our programming.

Check the box if you agree, disagree or are neutral on the statements below.

Statement	Agree	Neutral	Disagree
My child enjoyed attending the prekindergarten program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is prepared for kindergarten socially.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is prepared for kindergarten academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child participated in transition activities to be ready for kindergarten during their school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child participated in transition activities to be ready for kindergarten outside of their school day with their family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What did you like best about the prekindergarten program or what could be improved?

What are you and your child most looking forward to in kindergarten?

Best of luck to you and your child/children for the upcoming school year and beyond!

Transition Tip Sheet

Prekindergarten to Kindergarten Transition Tip Sheet

As kids move from pre-K to kindergarten, they hit a crucial milestone, with excitement and challenges for students and families alike. A thorough transition plan is essential for success, supporting children, families, and educators, **relevant for both district and community based organizations.**



Year Long Best Practices

- Have a transition team in place including administrators, prekindergarten teachers and kindergarten teachers, and parent representatives
 - Provide targeted ongoing professional development aligned for both prekindergarten and kindergarten teachers
 - Ensure curriculum alignment from prekindergarten to kindergarten for consistency and coherence

📌 Fall Ideas:

- Survey families about needs and types of family activities they would like to participate in
- Coordinate prekindergarten to kindergarten classroom visits and vice versa
 - Ensure continuity in vocabulary and classroom management systems
 - Discuss expectations

📌 Spring Ideas:

- Share student data between prekindergarten and kindergarten teachers
 - Formal and informal assessment data
 - Information on emergent multilingual learners
 - Accommodations for students with disabilities
- Host informational session(s) for transition to kindergarten
 - Invite previous prekindergarten families in to serve on a panel and share their experiences
- Allow and encourage multiple visits by prekindergarten students to kindergarten classrooms

📌 Summer Ideas:

- Host an open house event for families and students to visit their classroom for the upcoming year
- Share resources to aide families with the transition to a new school year



Contact Us:

📞 518-474-5807
✉ oel@nysed.gov

Prekindergarten to Kindergarten Transition Resources



These websites and resources support educators in preparing children for the transition from prekindergarten to kindergarten. It includes websites and videos with insights, tips, and activities to ensure a successful transition. The content covers developmental milestones, transition strategies, and support for special education and multilingual learners. NYS ED does not endorse any of the links or resources shared below.

Websites and Resources

[Transitioning to Kindergarten](#)

[Collaborations, Connections and Six Steps to Success](#)

[NYS ED'S Planning Tool To Support Effective Transitions](#)

[Head Start- ECLKC- Transition to Kindergarten](#)

[Educators Supporting Successful Transitions- Video Links](#)

[Supporting Emergent Multilingual Learners Transitioning to Kindergarten](#)

[Family Focus- Getting Ready for School- Smooth and Successful Transitions](#)

Books to Share



Kindergarten Rocks!
by Katie Davis



I Am Too Absolutely Small for School
by Lauren Child



The Night Before Kindergarten
by Natasha Wing and Julie Durrell



Miss Bindergarten Gets Ready for Kindergarten
by Joseph Slate



Look out Kindergarten, Here I Come!
by Nancy Carlson

Office of Early Learning Resources

Resources (Birth - Grade 3)



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[Supporting Special Populations](#) →

[Professional Development](#) →

[Resources for Educators & Families](#) →

[Newsletters](#) →

Office of Early Learning Resources

RESOURCES



The Office of Early Learning's Website



Early Learning Video Series



Fiscal Guidance Webinar Series



Planning for High Quality Prekindergarten Instruction



Allocation Lists and Financial Forms



Prekindergarten Learning Standards

ON CHILDREN AND FAMILIES

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CONTACT US
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PreK Literacy Resources



Literacy Briefs and Webinar Recordings



Prekindergarten Learning Standards



Florida Center for Reading Research

Teaching Strategies



Teaching Strategies Webinars



Reach out and Read



Reading Rockets



Reading Universe



OSE Partnership



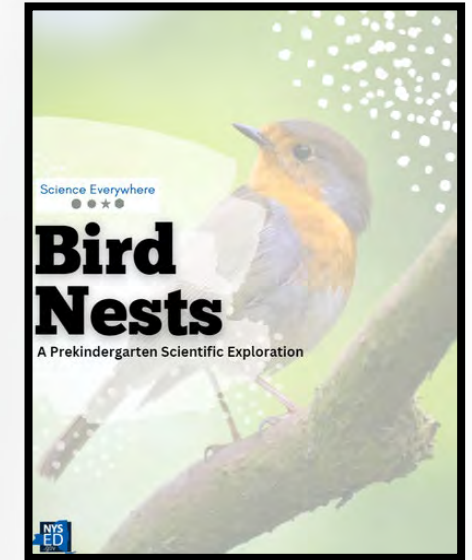
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Office of Early Learning Resources



SCIENCE EVERYWHERE

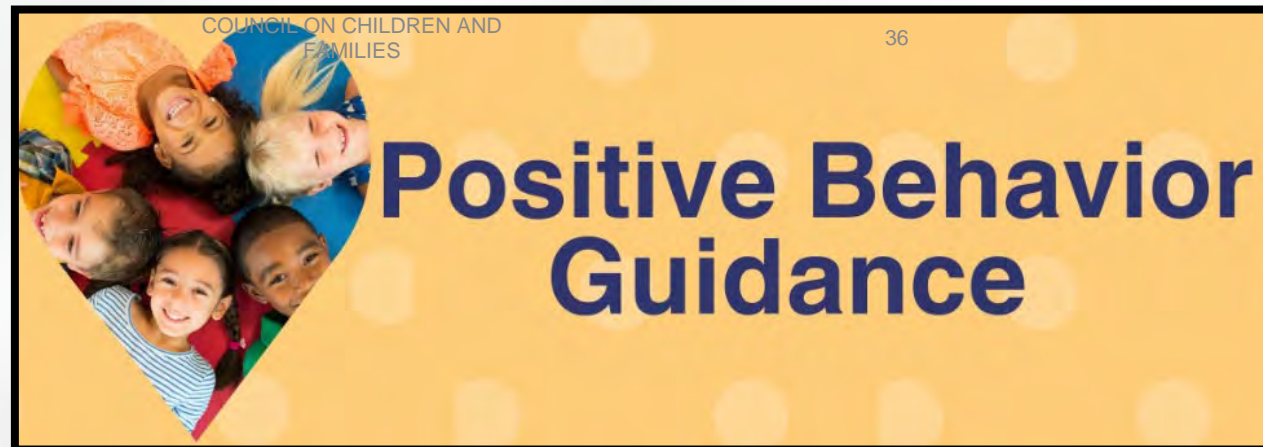
Prekindergarten Inquiry-Based Learning:
Nurturing a child's curiosity while instilling a life-long love of science.

The banner features a light blue background with a dark blue border. On the left is an illustration of a globe with orbital paths and a rocket. On the right is an illustration of two laboratory flasks. The text is centered in a bold, sans-serif font.

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Positive Behavior Guidance



The banner has a yellow background with a pattern of light-colored circles. On the left, there is a circular inset photograph of five diverse young children smiling. The text is centered in a bold, dark blue font.



Upcoming Webinars from the Office of Early Learning



Office of
Early
Learning

2024-2025

BEST PRACTICES IN PREKINDERGARTEN

WEBINAR SERIES

Click or scan the QR code next to each webinar to register.



SCIENCE EVERYWHERE
November 6, 2024 3:00-4:00pm

Science Everywhere is an initiative designed specifically for PreK students that emphasizes Inquiry-Based Learning. Spearheaded by NYSED's Office of Early Learning and Office of Cultural Education, the initiative aims to cultivate a love of science and nature in young children through hands-on learning while fostering important critical thinking and problem-solving skills.



FOSTERING POSITIVE BEHAVIOR IN PREK
February 5, 2025 3:00-4:00pm

Fostering Positive Behaviors in the Prekindergarten Classroom. Participants will delve deeper into the implementation of strategies used to address current challenging behaviors and further their understanding of how to build a positive learning environment.



SUPPORTING EMERGENT MULTILINGUAL LEARNERS IN PREK
March 5, 2025 3:00-4:00pm

Participants will learn about the importance of cultivating a culturally and linguistically responsive learning environment for Emergent Multilingual Learners (EML), identify practices that nurture language development for EML students, and hear examples of practical applications for supporting EML students from New York State school districts.



INCLUSION IN PREK: WHY IT MATTERS AND BEST PRACTICE
May 14, 2025 3:00-4:00pm

Learn why creating inclusive PreK classrooms benefits all children, explore best practices, and gain practical strategies to foster a welcoming and supportive learning environment for every child.



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For updates, please subscribe!



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OEL P-3 Newsletter



UPK Newsletter



Visit the Breakout Session

A Deeper Dive into the Prekindergarten to Kindergarten Transition Toolkit

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Reflection and Takeaways

- 1) What is one takeaway you have from today's presentation?
- 2) What is something your district could implement immediately?
- 3) What is something you would like to implement but might take some additional planning?



New York State Education Department
Office of Early Learning 

Contact Us:



518-474-5807



OEL@nysed.gov

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nysed.gov/early-learning





**Council on Children
and Families**

Forming Local Transition Teams

**Patty Persell, Early Childhood Policy Director &
NYS Head Start Collaboration Director
NYS Council on Children & Families**

OCTOBER 30, 2024

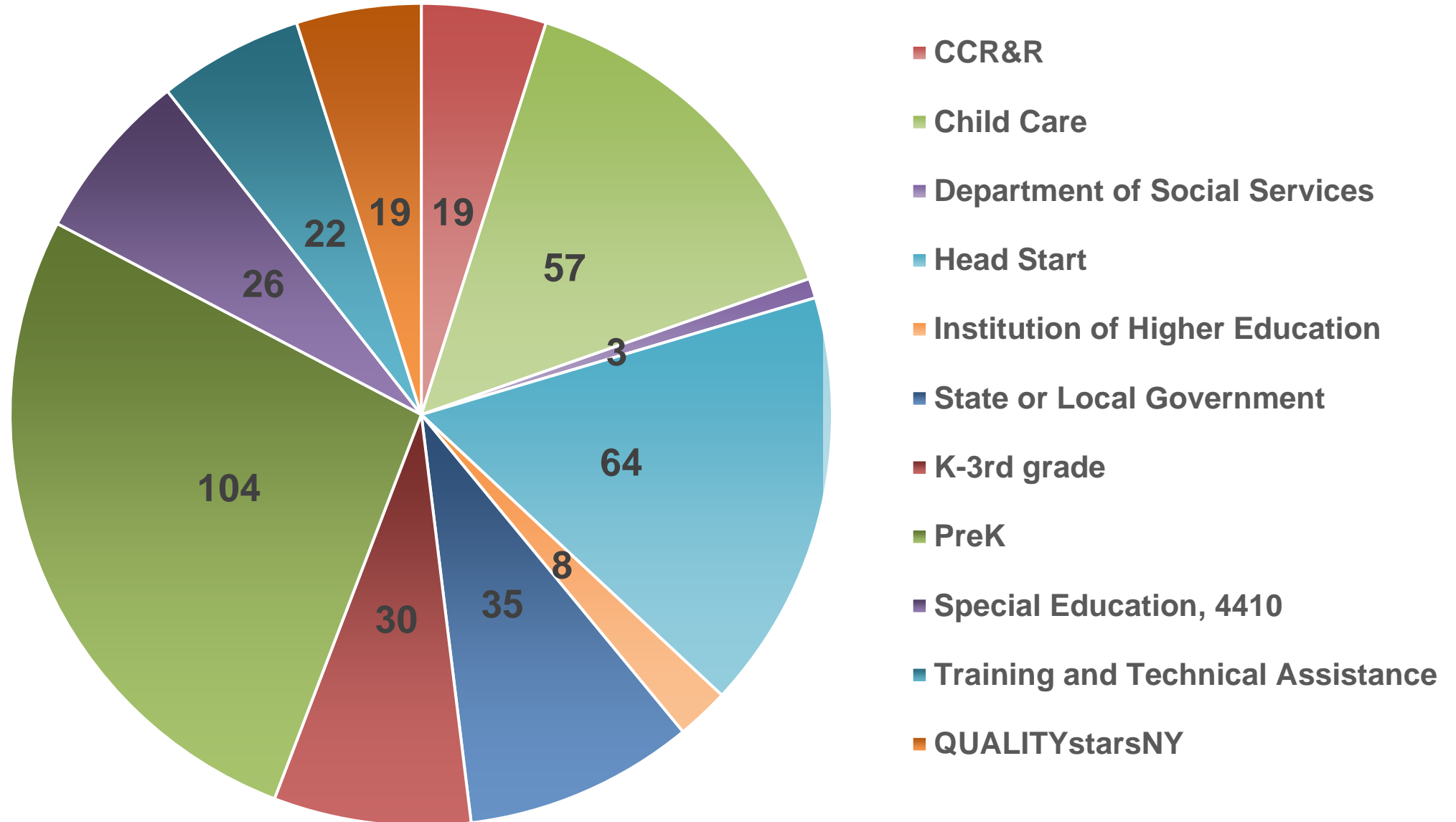
Kindergarten Transition

Reflection & Planning

Name: _____

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

Who's in the Room



Being “prepared” does not happen automatically



**If we set
transition goals,
we will know
where we are
headed...**

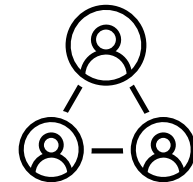


...and we will know when we get there.



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.

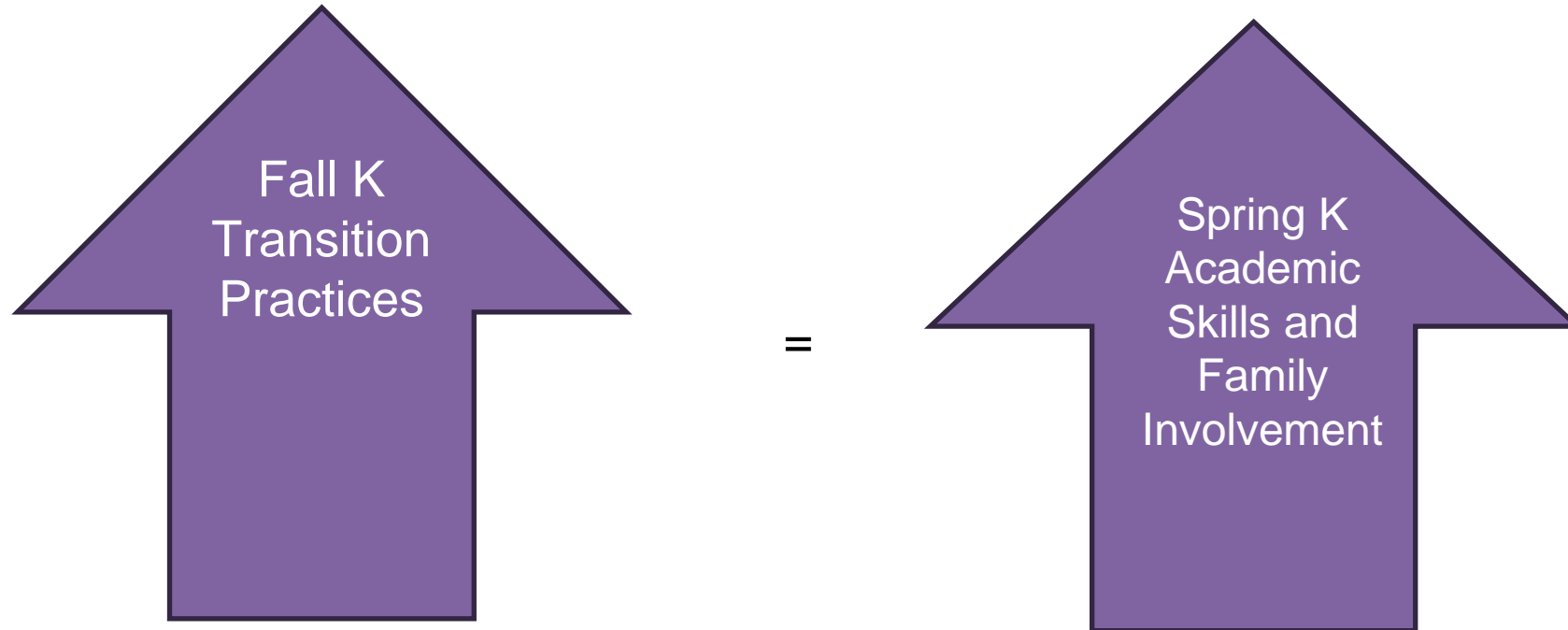


Transition Experiences Families Found Useful

Transition Activity	% of families who found the experience helpful
Had child visit a kindergarten	99%
Met with a preschool teacher	89%
Met with a 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 & Family Involvement in Child's Education

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



Even more benefits were found for families with low-income!

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

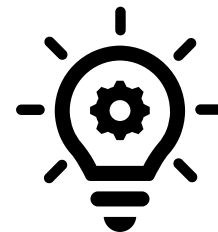
- Better relationships lead to enhanced child outcomes & better job satisfaction

Financially smart

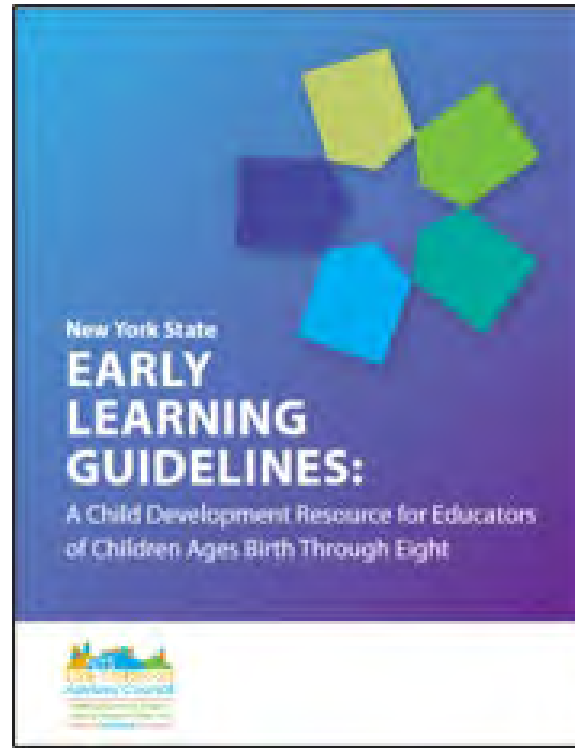
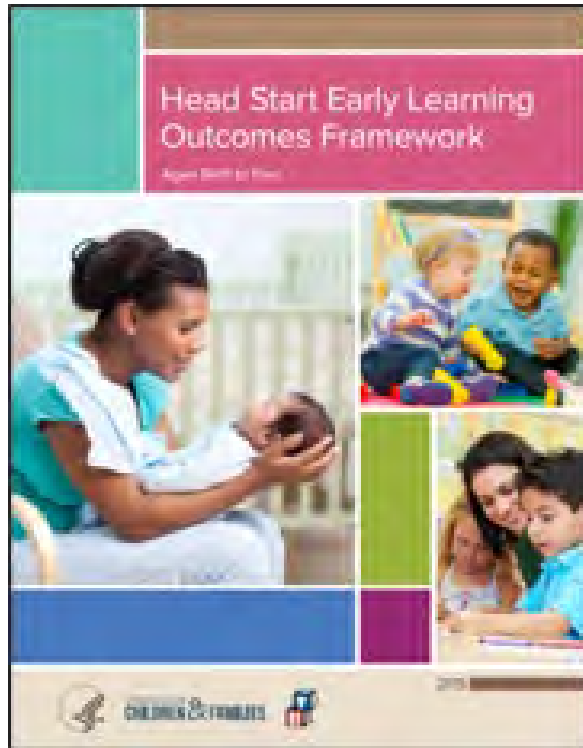
- Low investment, high yield

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 planning time today to help document small steps that can lead to even better child and family success for the children you serve.
- Select a breakout session to learn more.



Clear Alignment of State “Standards”



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 • 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 Representative		
FACE Center Representative		
4410 Director		
Family Child Care Representative		
Local Chapter of the Association for the Education of Young Children		
Librarian		
Local Law Enforcement		
Local Birth – Five Initiatives		
Health Clinic Representative		

Promising Practices

Parent Feedback Surveys

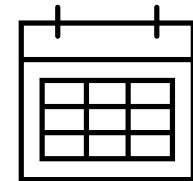
How are we doing?

(on both sides of the transition)



Year-Round Activities

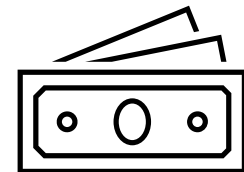
- Incoming kindergarten children invited to attend events at the school
- “Readiness” activities at public library over the summer
- A page on the school’s website of ideas for school readiness
- A way for families to provide feedback and ask questions



Money is Tight

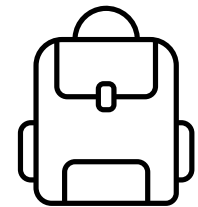
How about:

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



Promising Practices: Kindergarten Recruitment Efforts

- Door to door- involve parents in effort
- Neighborhood festivals
- TV and Radio Ads
- Local papers
- Church Bulletins
- Hospitals
- Laundromats/ Grocery Stores/ Hair Salons
- WIC Offices
- “Go where the parents are” in your community
- Local parks
- Facebook



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



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 by December 1?

Call 555-1234 to
register for Kindergarten, visit the
school and so much more!




Promising Practices

- In a prekindergarten classroom the children spend the last 2 weeks in June practicing:
 - **Using cafeteria trays at lunch time**
 - **Packing their own backpack to go home**
 - **Using a take home folder each day**
 - **Creating a profile from child for new teacher**



moving to kindergarten



(My Child's Profile)
Ask your child to make a picture of him/herself

ARTIST'S NAME: _____
Write your child's complete name as best as he/she can, or tell him to write it for you.

CHILD'S NAME _____

CHILD'S DATE OF BIRTH _____


TODAY'S DATE _____

It is important for adults in your child's life to be able to comfort him/her. What are the best ways to comfort your child when he/she becomes uncomfortable or upset?

What is your child's favorite book?

If your child attends/has attended child care, preschool, or Head Start, what were his/her experiences like there?

Where did your child attend?



PARENTS' NAMES _____

ADDRESS _____

E-MAIL _____


PHONE NUMBERS


HOME _____

MOBILE _____


WORK _____

OTHER _____





New York City Early Childhood Professional Development Institute
Developing Adults Working with Young Children



TELL US MORE...

1 Share Family Information
What are the languages spoken in your home? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies?

What are the languages spoken in your home? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies?

2 Share Health Information
What are the languages spoken in your home? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies?

What are the languages spoken in your home? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies?

3 Tell us more about your child's personality and interests
What are the languages spoken in your home? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies?

What are the languages spoken in your home? Do you have any special needs or health issues? Do you have any special interests or hobbies? Do you have any special needs or health issues? Do you have any special interests or hobbies?

Team Time

TABLE DISCUSSION: GUIDING QUESTIONS

1. Introduce yourself and where you work.
2. Are you already part of a local Kindergarten Transition Team?
3. What do you currently have in place to support transitions?
4. Share some local success stories.
5. Share some local challenges.
6. Will you form a local kindergarten transition team?

What Will **You** Do to Help Improve Transitions to Kindergarten?

- Who will you share it with when you get back to work?
- Who will you add to your local transition team?
- Take a moment to record some thoughts about what you want the future to look like.

Kindergarten Transition

Reflection & Planning

Name: _____

Transition Strengths:	Needs Attention		
New Strategies (Ideas)	Action Plan: Who? What? By when?		



Working Lunch

Tables with local partners

Team Action Planning

Success Involving Families in the Transition Process

Vanessa Vargas-Illidge
Early Childhood Collective Impact Manager
Early Childhood Professional Development Institute
Staten Island Alliance for North Shore Children and Families

Afternoon Breakout Sessions

1. **Navigating Transitions: Supporting Social & Emotional Development for Kindergarten Success in Home, Early Care and Learning Settings, and Teacher Preparation Programs:** Osborn
2. **Community Partners: How PBS Kids and Librarians can Support Parents, Children and Teachers with Transitions:** Sage II
3. **QUALITYstarsNY Supports Transitions:** Fitzroy Conference Room
4. **NYS Education Department, Office of Early Learning Panel Presentation on Resources and Toolkit Feedback:** Ferris Grand Ballroom
5. **NYS Early Intervention Program Overview and Transition:** Sage 1

A Deeper Dive into the Prekindergarten to Kindergarten Transition Toolkit

New York State Education Department
Office of Early Learning 🍎



Prekindergarten to Kindergarten Transition Toolkit

For Administrators and Educators



The transition toolkit is a vital resource for administrators and educators providing a structured approach to planning, implementing, and evaluating transition activities. It ensures that all stakeholders are prepared, engaged, and working collaboratively to support children's successful entry into kindergarten and ultimately promoting positive educational outcomes.

The Transition Toolkit

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



How to use this planning tool:

This tool can be used to create a transition plan. The first section provides an area to brainstorm a list of who will be on the transition team including district and community-based team members. It is important to identify a Transition Team Coordinator.

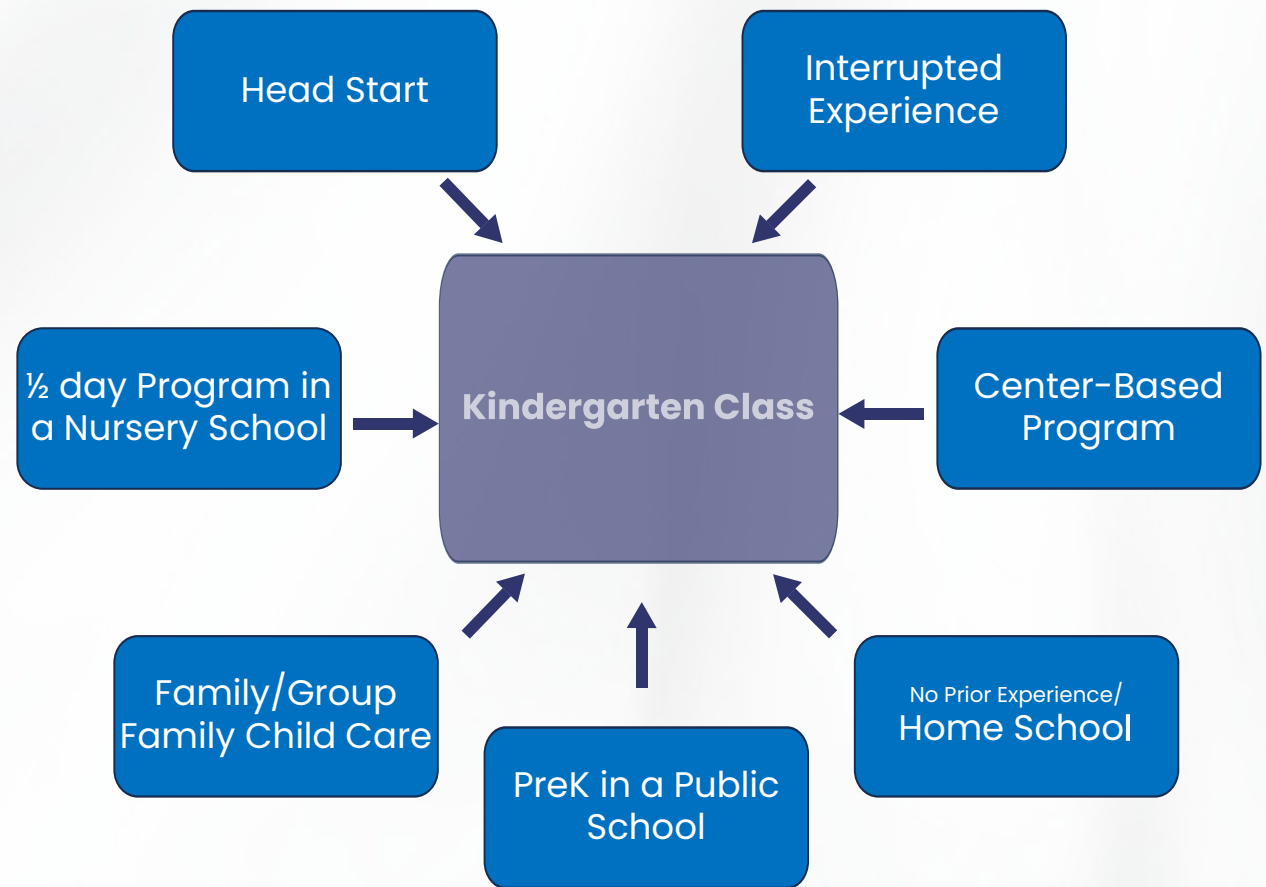
<p>List of School District Transition Team Members (may include prekindergarten and kindergarten teachers, building leaders or district administrators, school counselor or social worker, ENL staff, CPSE staff, and family members)</p>	<p>List of Community Based Transition Team Members (may include the local librarian, social service agency staff, health clinic staff, local housing authority staff, community-based organization teachers and staff, and early childhood program staff that do not provide prekindergarten instructional services with the district)</p>
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Setting Transition Goals & Objectives

This section of the tool allows the team to create transition goals and objectives. Below are potential goals and objectives to use as a baseline to create the plan.

<p>Potential Goals</p> <ul style="list-style-type: none"> • Ensure Continuity of Learning and Development • Foster Positive Relationships • Increase Family Engagement • Promote Child Readiness • Support Teachers and Staff 	<p>Our Goals</p>
<p>Potential Objectives</p> <ul style="list-style-type: none"> • Align preschool and kindergarten curricula and facilitate teacher collaboration to ensure a smooth academic transition for children. • Create opportunities for children to meet teachers and peers before transitioning to kindergarten to support relationship-building and social integration. • Provide families with resources, workshops, and communication channels to actively engage them in supporting their child's transition to kindergarten. • Assess and support each child's developmental needs through targeted activities that prepare them for the kindergarten environment. • Offer professional development and collaborative opportunities to ensure teachers are equipped with strategies to support children's transition to kindergarten. • Collaborate with CBO partners 	<p>Our Objectives</p>

Setting Transition Goals & Objectives for Districts



The Transition Toolkit

Developing & Evaluating the Transition Plan

This section provides the team with information to consider in developing and evaluating the plan. Read each item 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. Develop a timeline for implementation of activities and designate responsibilities.

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Set up the transition team, define goals and objectives, roles and duties, and kick off the initial planning phase.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Collaborate with local services and support agencies for potential partnerships.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Arrange meetings for the transition team and ensure alignment with school policies and objectives.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			

Developing & Evaluating the Transition Plan

This section provides the team with information to consider in developing and evaluating the plan. Read each item 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. Develop a timeline for implementation of activities and designate responsibilities.

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Allocate resources for transition tasks.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Evaluate transition plans and gather feedback for continuous improvements from team members, teachers, and families. Identify successes and areas of improvement.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Create a process for engaging families in the transition of their children to kindergarten that is clearly communicated within the community.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

Fostering Connections

- Establishing Child - School Relationships



- Strengthening Family - School Relationships



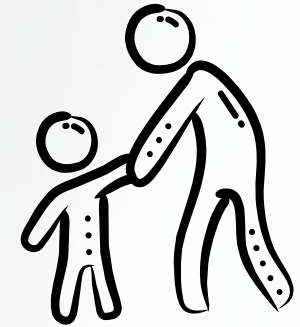
- Nurturing Program - School Relationships



- Cultivating Community - School Relationships





Establishing Child-School Relationships



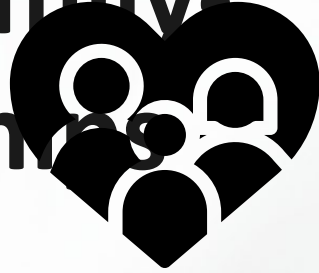
- **School tour & Classroom Visits:** Class trip to the school playground or new classroom.
- **Story time:** Visit the new school library for a story time session with the librarian or kindergarten teacher.
- **Welcome Art:** Have children create art projects such as self-portraits or family pictures to display in the new kindergarten classroom to help create a sense of ownership and belonging.

The Transition Toolkit for Districts

Establishing Child-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Integrate transition activities in the prekindergarten classroom into daily routines (for example, practicing open/closing food containers at lunch, talk/read stories about riding the bus, read stories about kindergarten, etc.).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May			
Provide opportunities for prekindergarten students to visit a kindergarten classroom. If an in-person trip is not possible, provide access to a virtual tour of the building including spaces the prekindergarten student may access as a kindergarten student such as the nurse, library, cafeteria, special area classrooms, etc.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May			
Invite kindergarten teachers to the prekindergarten classroom to meet incoming kindergarten students.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	April-May			

Establishing Child-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Schedule kindergarten orientation to orient students to their new classroom.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May			

Strengthening Family-School Relationships




- **Open House Events:** Host an open house event where children and their families can tour the school, visit classrooms, and meet teachers and staff.
- **Kindergarten Orientation:** Conduct orientation sessions for families to learn about the kindergarten curriculum, daily schedules, and how they can support their child's learning at home.
- **Interactive Workshops:** Organize fun workshops that include fun, hands-on activities for children and their families such as story time or arts and crafts and provide families with materials such as books, school supplies and information on routines and expectations.

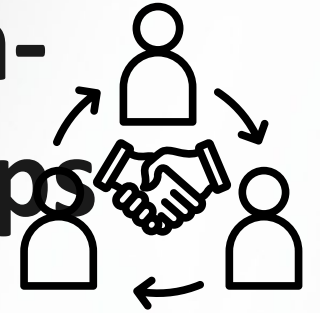


The Transition Toolkit for Districts

Strengthening Family-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Create a district process to obtain information from families about their child(ren) who are entering kindergarten, including the child's early childhood experiences.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Facilitate outreach and enrollment of children eligible for the kindergarten program.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Create a district process for obtaining and reviewing screening, assessment, special education (IEP's BIPS, etc.) and EML information for students who attended an early childhood program before kindergarten.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Establish a process to assist in the kindergarten placement of students identified as a student with disabilities.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			


Strengthening Family-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a process to assist in the kindergarten placement of students identified as an Emergent Multilingual Learner.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Create written communication to share with families about transition activities that support the culture, home languages, and reading levels of the families of incoming children.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	January			
Provide families with information about school routines, important dates, the kindergarten learning standards and curricula before the first day of kindergarten.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Spring			
Provide open house events, kindergarten orientation and/or interactive family/child workshops to provide opportunities to strengthen the family-school relationship.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

Nurturing Program-School Relationships



- **Child Profiles:** Create child profiles that include information about each child's strengths, interests and developmental progress to be shared with kindergarten teachers (see appendix for the Prekindergarten Learner Profile)
- **Data Sharing Agreements:** Establish data-sharing agreements between prekindergarten programs and kindergarten to ensure relevant information is transferred securely and effectively.
- **Transition Teams:** Establish teams consisting of prekindergarten and kindergarten teachers, school administrators, and various support staff to coordinate transition activities through regularly scheduled meetings.

The Transition Toolkit for Districts

Nurturing Program-School Relationships 					
Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Coordinate transition information sessions for staff from both district and CBO classrooms.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	February			
Provide training for staff on transition best practices, on supporting Students with Special Needs, and EML students entering the kindergarten classroom.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	March			
Provide opportunities for kindergarten teachers and prekindergarten teachers to visit each other's classrooms.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Create a prekindergarten learner profile that includes information about each child's strengths, interests and developmental progress to be shared with kindergarten teachers (see Appendix VI for an example).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	May-June			


Cultivating Community-School Relationships




- **Community Events** – Organize community events such as fairs and family fun days to bring families, school staff, and community members together.
- **Partnerships with Local Organizations:**
 - Library partnerships to offer story time sessions.
 - Healthcare providers to offer health screenings or informational sessions on health and wellness.
 - Nonprofit organizations that focus on early childhood education, family support, and community services to provide additional resources and programs.
- **Community Bulletin Boards:** Maintain bulletin boards in the school and around the community with information about upcoming vents, resources, and volunteer opportunities.



The Transition Toolkit for Districts

Cultivating Community School Relationships 

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of the names and locations of early childhood programs/providers in the district (non-public schools, nursery schools, family childcare programs, etc.) that serve children in the year prior to kindergarten entry with contact information.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Provide opportunities (such as emails and meetings) for staff from early childhood programs and kindergarten teachers and administrators to share information regarding effective transitions.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

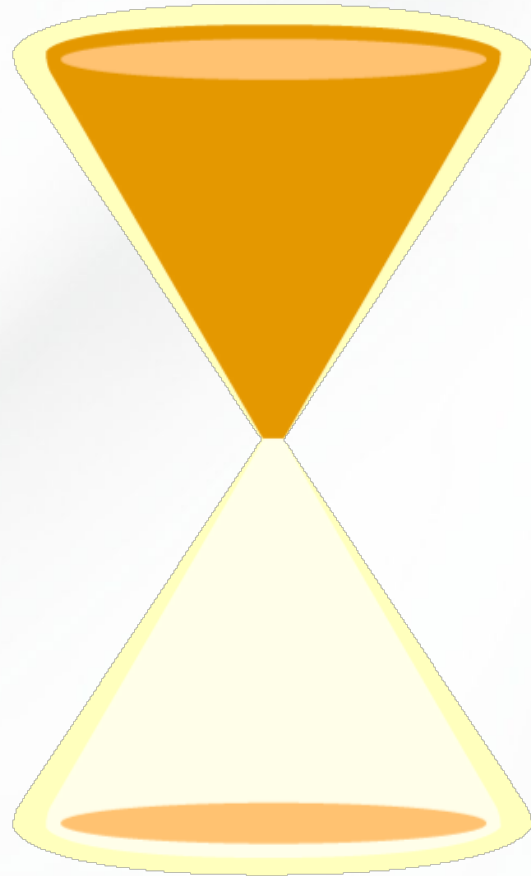
Cultivating Community School Relationships 

Transition Activity	Implementation Status	Suggested Timeline	Our Timeline	Team Member (s) Responsible for Task	Additional Notes
Establish a list of the names and locations of early childhood programs/providers in the district (non-public schools, nursery schools, family childcare programs, etc.) that serve children in the year prior to kindergarten entry with contact information.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			
Provide opportunities (such as emails and meetings) for staff from early childhood programs and kindergarten teachers and administrators to share information regarding effective transitions.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Ongoing			

Toolkit Review & Feedback



Workgroups



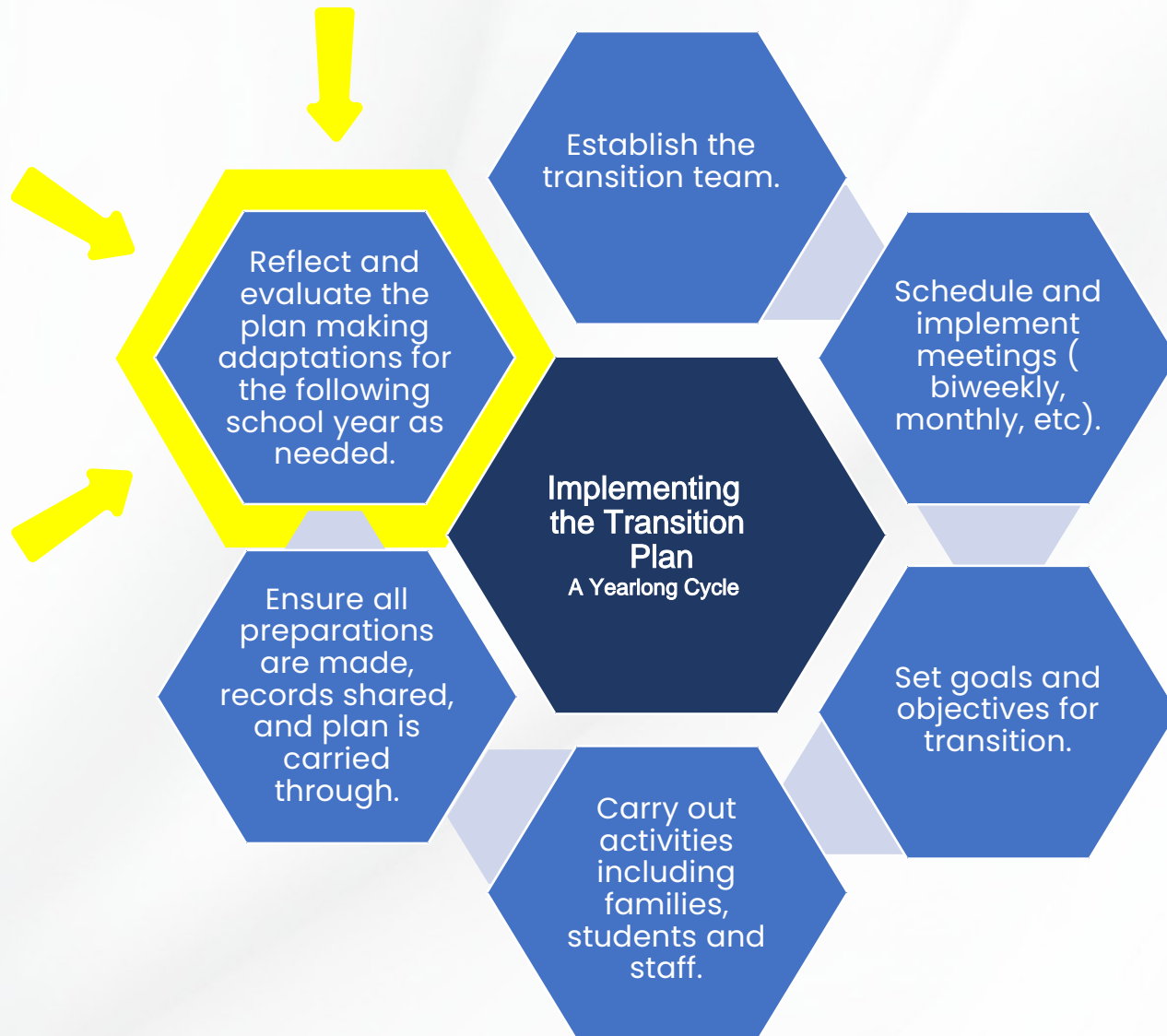
Group Share



What are 2 key takeaways your group gained from your review of the toolkit?



Reflect and Evaluate




Evaluating the Transition Plan

Reflection and Continuous Improvement of Plan

Setting up a transition plan from prekindergarten to kindergarten involves a reflective framework for continuous improvement, connecting prekindergarten programs with kindergarten classrooms. It focuses on monitoring, tracking, and feedback for adaptability and responsiveness. Please see the tool in the appendix to reflect on the transition programming and plan for continuous improvement of the plan.

Monitoring and Tracking of Data


 **Progress Monitoring:** Consistently assess students' academic, social, and emotional development using valid and reliable tools.

Data Collection: Record student progress from prekindergarten to kindergarten, encompassing attendance and academic performance.

Tracking: Evaluate the impact of curricula and teaching methods through the systematic tracking of collected data.

System Development: Establish a plan of action to facilitate data sharing agreements between prekindergarten and kindergarten programs to review effectiveness.


Feedback

 **Teacher Feedback:** Conduct meetings and conversations with prekindergarten and kindergarten teachers to collect insights on curriculum alignment, student readiness, and transition activity effectiveness.

Parent and Caregiver Feedback: Involve parents through surveys, meetings, and discussions to gain their viewpoints on the transition experience.

Student Feedback: Use techniques such as drawings and conversations to assess children's comfort levels and address any concerns they might have about the transition.

Reflection and Continuous Improvement

 **Data Analysis:** Regularly analyze prekindergarten student data to identify patterns and areas for improvement in programming.

Reflective Meetings: Hold meetings with transition team members to review and reflect on progress monitoring and assessment data. The team can provide feedback, identifying successes and areas for improvement.

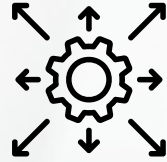
Sharing Best Practices: Share successful practices within and across schools and CBO locations to encourage ongoing learning.

Annual Review: Conduct a comprehensive annual review of the transition plan with the transition team to evaluate effectiveness, make adjustments to goals and objectives, and strive for continuous improvement of the plan.

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WHY?

Monitoring and Tracking of Data



Feedback



Reflection and Continuous Improvement



Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Office of Early Learning

Monitoring and Tracking of Data			
Progress Monitoring, Data Collection, Tracking and System Development	Progress	Comments	Updates to the current transition plan
Consistently assess students' academic, social, and emotional development using valid and reliable tools and teacher observations.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Record student progress from prekindergarten to kindergarten, encompassing attendance and academic performance.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Evaluate the impact of curricula and teaching methods through the systematic tracking of collected data.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Establish a mechanism to facilitate the exchange of vital information between prekindergarten classes and kindergarten programs.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		

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Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Office of Early Learning

Feedback			
Feedback: Teacher, Parent/Caregiver & Student	Progress	Comments	Updates to the current transition plan
Conduct surveys and focus groups with prekindergarten and kindergarten teachers to collect insights on curriculum alignment, student readiness, and transition activity effectiveness (see appendix).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Involve parents through surveys, meetings, and discussions to grasp their viewpoints on the transition experience.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Employ techniques such as drawings and guided conversations to assess children's comfort levels and address any concerns they might have about the transition.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		

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Prekindergarten to Kindergarten Transition Reflection and Continuous Improvement Planning Tool

Office of Early Learning

Reflection and Continuous Improvement			
Data Analysis, Reflective Meetings, Sharing Best Practices, Annual Review	Progress	Comments	Updates to the current transition plan
Regularly analyze prekindergarten student data to identify patterns and areas for improvement in programming.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Hold meetings with transition team members to review and reflect on progress monitoring and assessment data. The team can provide feedback, identifying successes and areas for improvement in programming.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Share successful practices and lessons learned within and across schools and CBO locations to encourage ongoing learning.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		
Conduct a comprehensive annual review of the transition plan with the transition team to evaluate effectiveness, make adjustments to goals and objectives, and strive for continuous improvement of the plan.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented		

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Additional Feedback



New York State Education Department
Office of Early Learning 🍏

Contact Us :



518-474-5807



OEL@nysed.gov



nysed.gov/early-learning





**2024 NYS Kindergarten
Transition Summit
Feedback Questionnaire**

Action Steps

- ✓ **Form your local KT Team**
- ✓ **Meet with your local KT Team**
- ✓ **Strengthen KT practices**
- ✓ **Share your progress with us**



**Council on Children
and Families**

The Science of Early Development and Our Long-Term Success

Dan Wuori, Ph.D.

Founder and President,
Early Childhood Policy Solutions

Strategic Advisor on Early Childhood,
Saul Zaentz Charitable Foundation



EARLY CHILDHOOD
POLICY SOLUTIONS

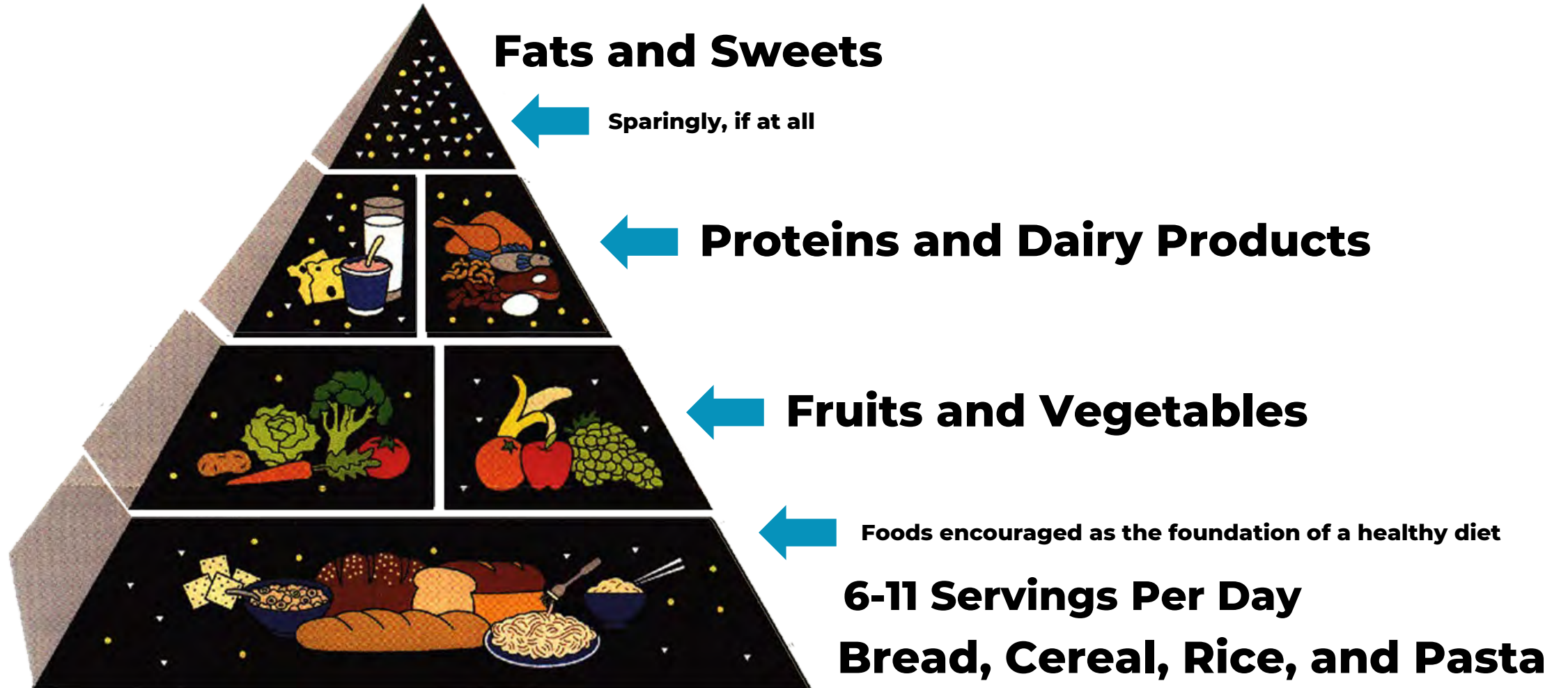


THE SAUL ZAENTZ
CHARITABLE FOUNDATION™

THE KINDERGARTEN TRANSITION IN CONTEXT:

- Often conceptualized as happening immediately before/after school entry.
- But let's begin with a broader view of both how child development and policy shape early school success.

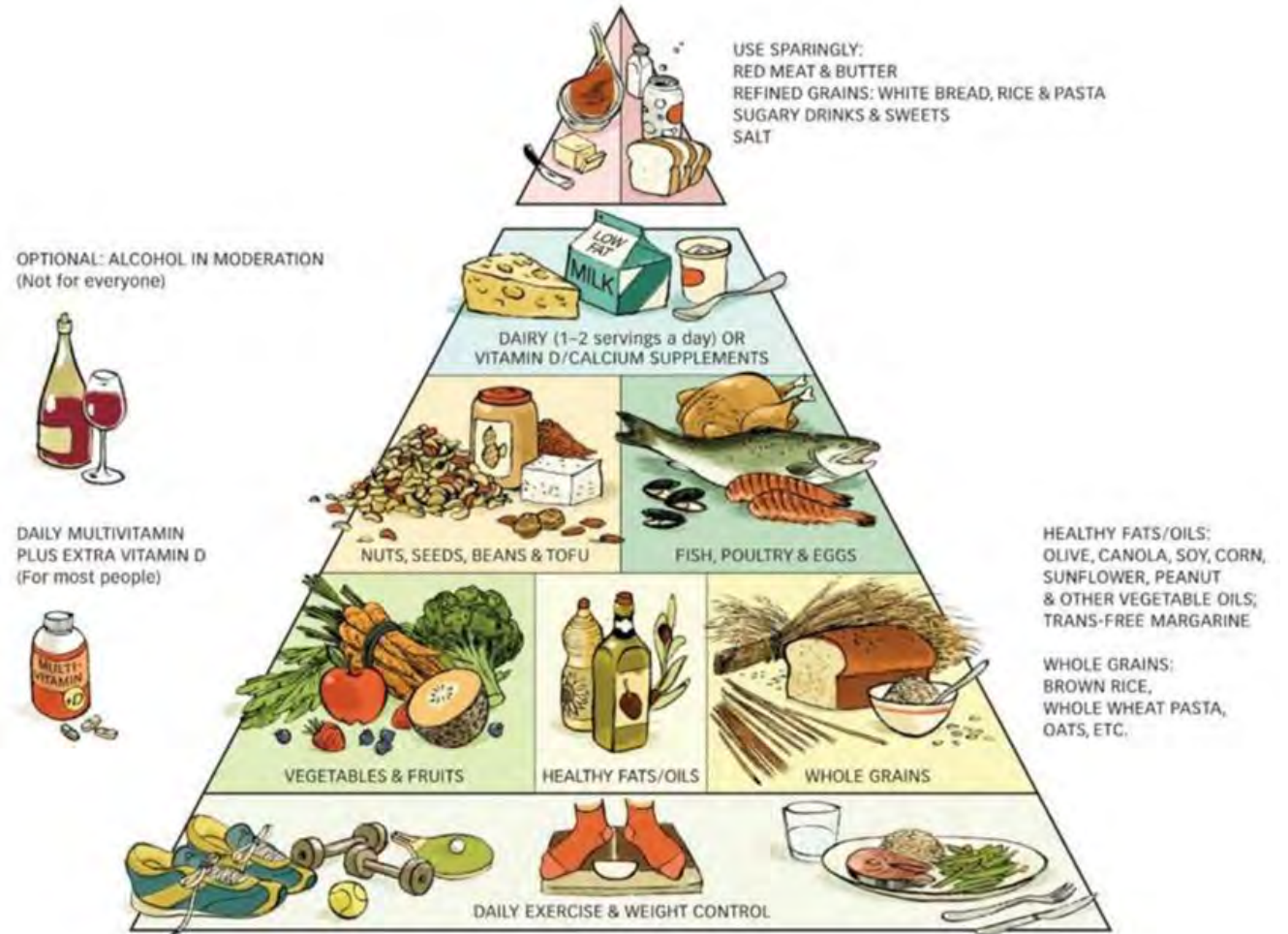
▶ 1992 USDA Food Pyramid



▶ 2008 Harvard Healthy Eating Pyramid

THE HEALTHY EATING PYRAMID

Department of Nutrition, Harvard School of Public Health

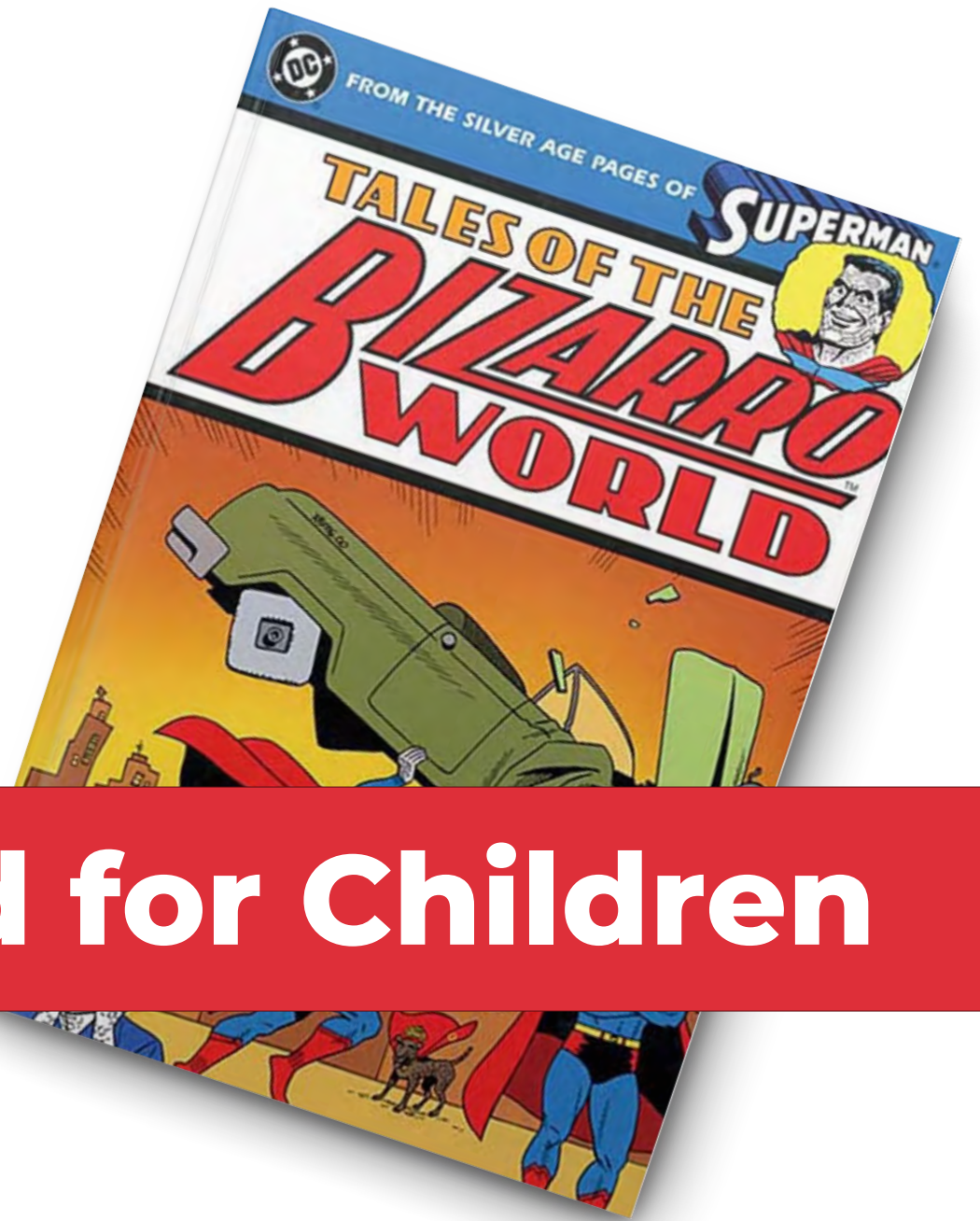
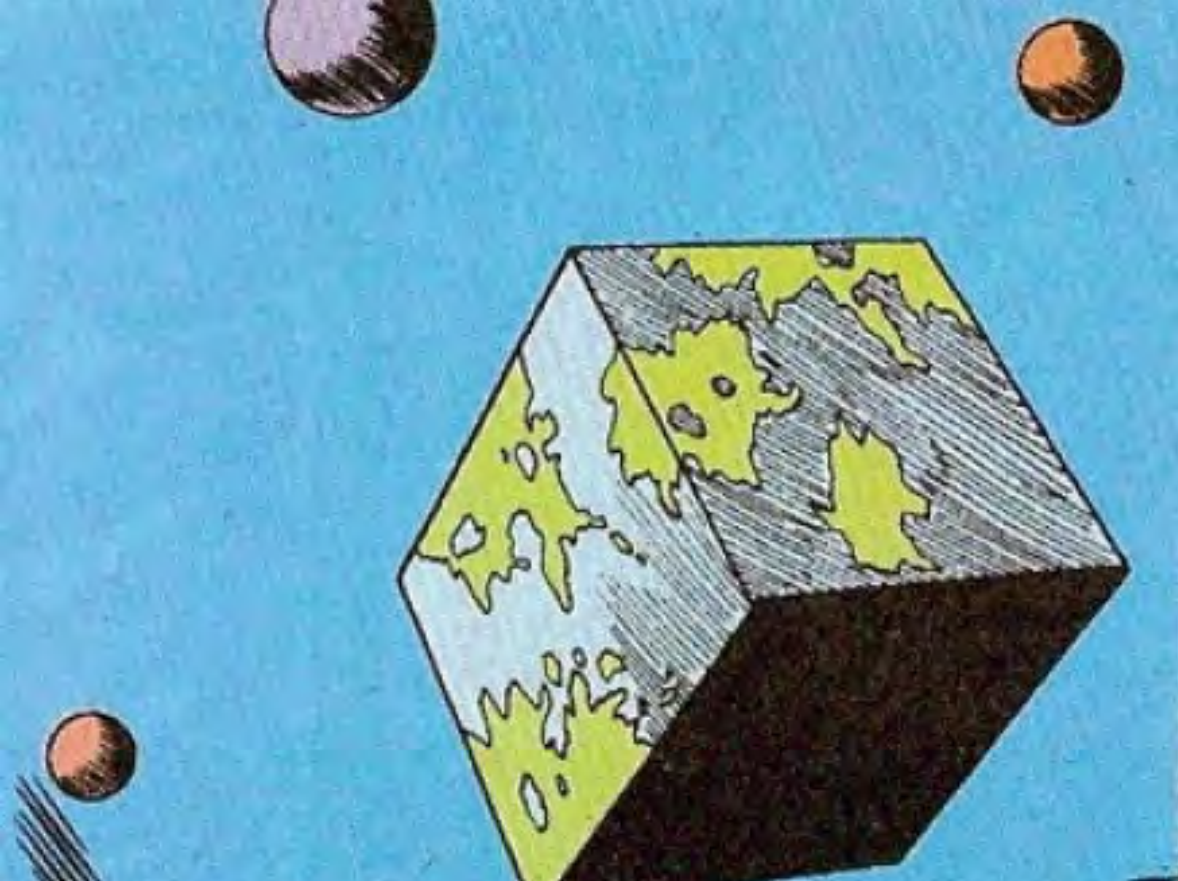


THE QUESTION:

Where else are we getting things boldly and catastrophically wrong?

Public Policy's Greatest Mismatch





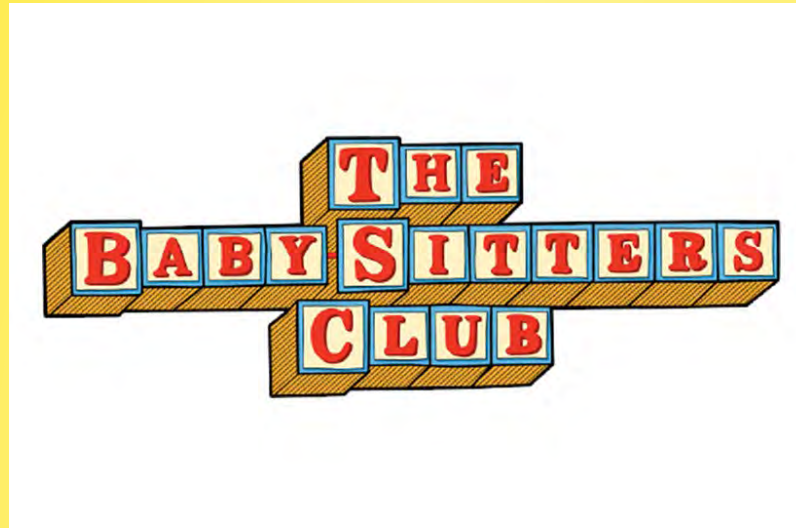
A Bizarro World for Children



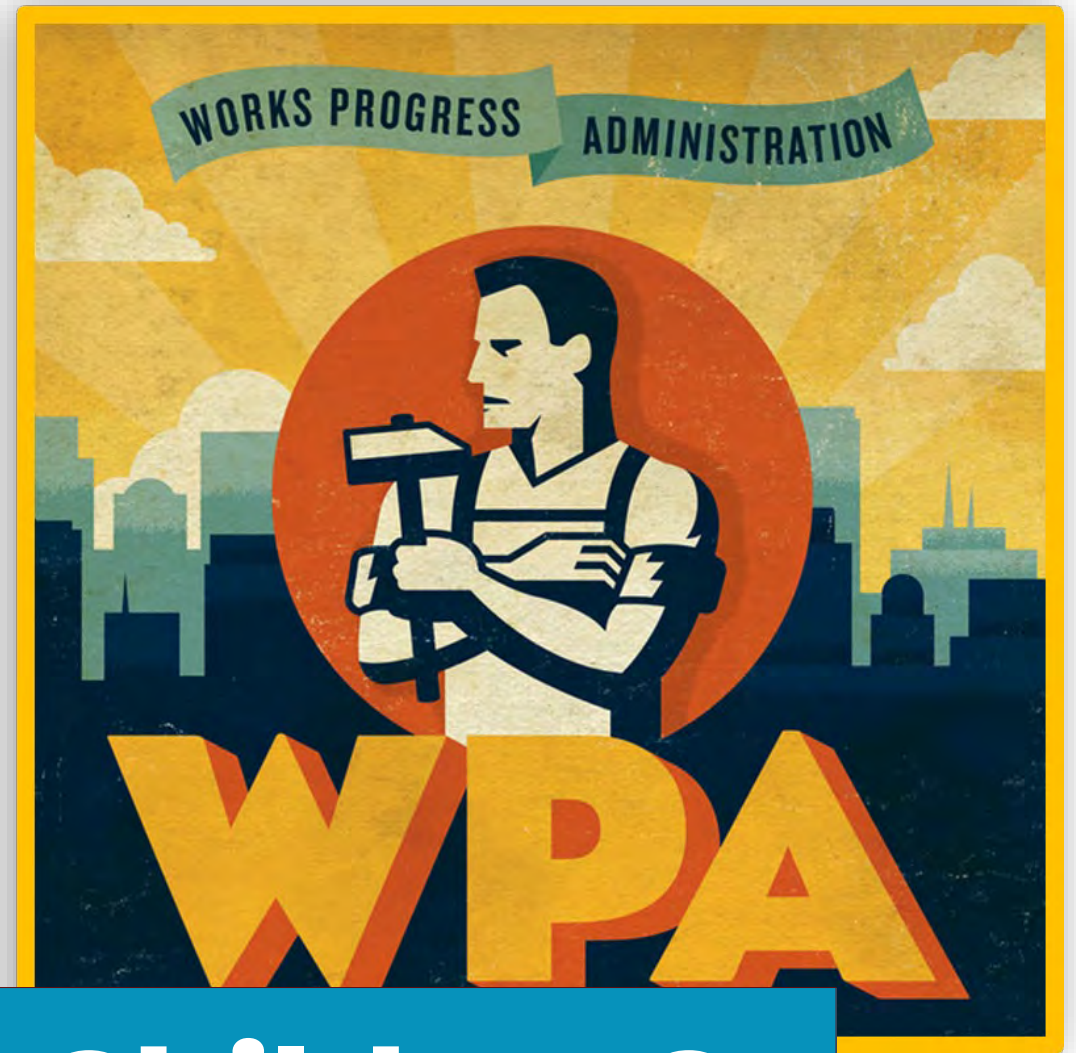
Ours is a Bizarro World in Which:

- 1 in 4 American women must return to work within two weeks after giving birth, interrupting the development of secure attachment.
- Those charged with the co-construction of children's brains are paid less – and in some cases substantially less – than those handing French fries through a window.
- Parents pay more for infant care than for in-state college tuition.
- Our public policy routinely serves to undermine, rather than promote, the stability of families and providers.
- Taxpayers are doomed to underwrite the long-term costs of inaction, rather than the lower costs of proactive investment.

The Daycare Myth: A Crisis of Understanding



**Emergency Nursery
School Program, 1935**



An Investment in Children?

Welfare to Work, 1996



An Investment in Children?

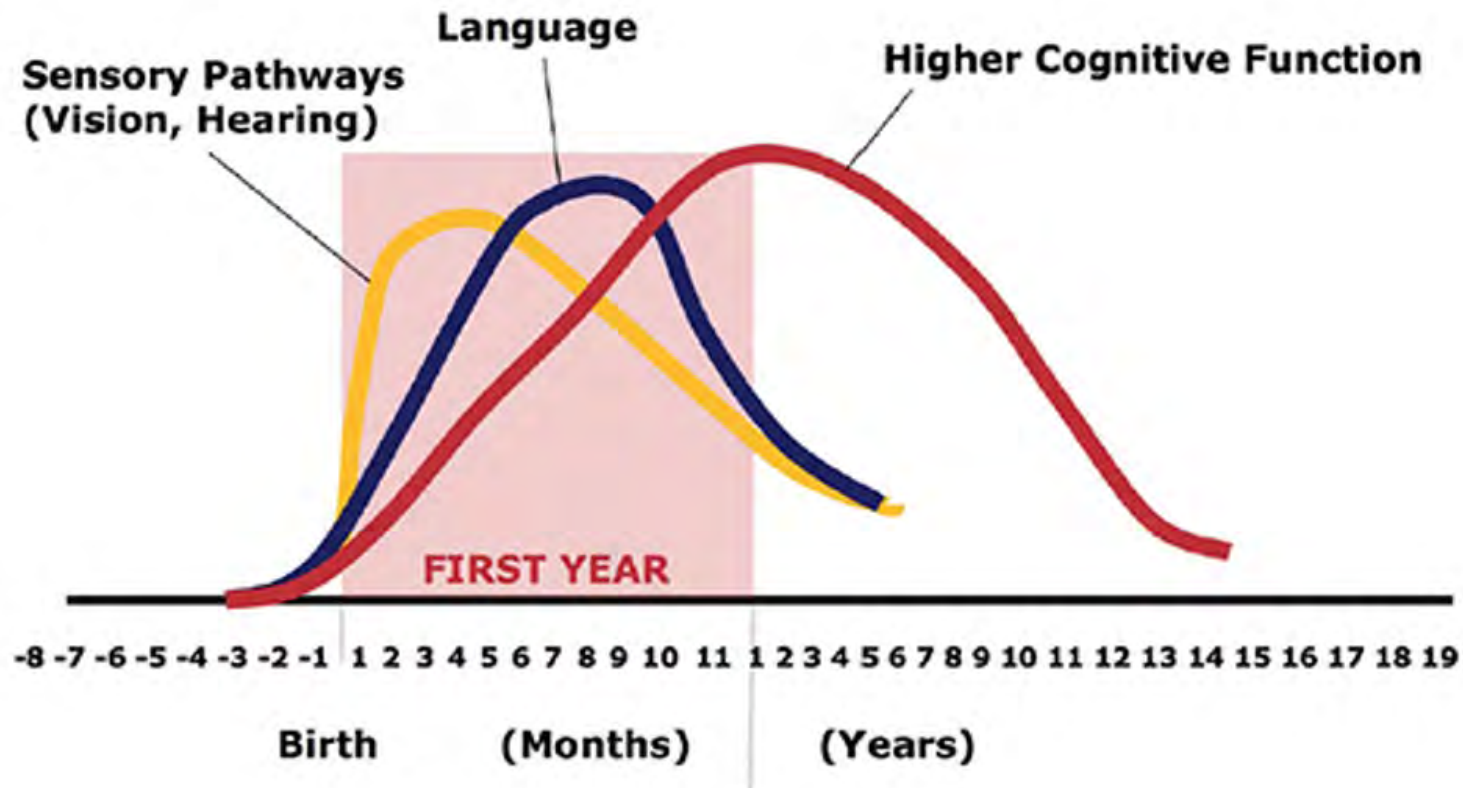
Welfare to Work



▶ A Crisis of Understanding

Human Brain Development

Neural Connections for Different Functions Develop Sequentially





**Ready to
Learn?**



▶ A Crisis of Understanding



Just when **does** learning (and thus a successful school transition) begin?







▶ A Crisis of Understanding







The 3 Simple Truths

1

Learning begins in utero and never stops.

2

The period from prenatal to three is a uniquely consequential window of human development during which the fundamental architecture of the brain is “wired.”

3

Optimal brain development is dependent on stable, nurturing relationships with highly engaged adults.

The Implications:

- All environments are learning environments.
- Early childhood classrooms are learning laboratories second only to the home in terms of their potential to shape our lifelong trajectories.
- The seeds of school success are planted long before we arrive at the schoolhouse door.



**Ready to
Learn?
SUCCEED!**



▶ What are we in the business of providing?

How we conceptualize early care and education has a direct bearing on its impact.

ARE WE:

PROVIDING CARE?

OR

OPTIMIZING HUMAN DEVELOPMENT?

▶ A Crisis of Understanding

LAS VEGAS REVIEW-JOURNAL

Home » Opinion » Editorials

EDITORIAL: Regulations caused Nevada's childcare desert



Ellen Schmidt/Las Vegas Review-Journal @ellenkschmidt

“There’s more. Child care for younger children is more expensive because Nevada requires one caregiver per four children under 9 months. Between 18 months and 3 years, the ratio increases to one caregiver per eight children. The limits on in-home day care are even stricter...

State and local officials hoping to expand the child care market should pay heed. A promising first step toward helping parents would be to re-examine the regulatory thicket to ensure it includes only rules that are truly necessary to ensure the safety and well-being of the kids involved.”

One of Parenting's Most Important Choices



**And who
pays the
cost?**

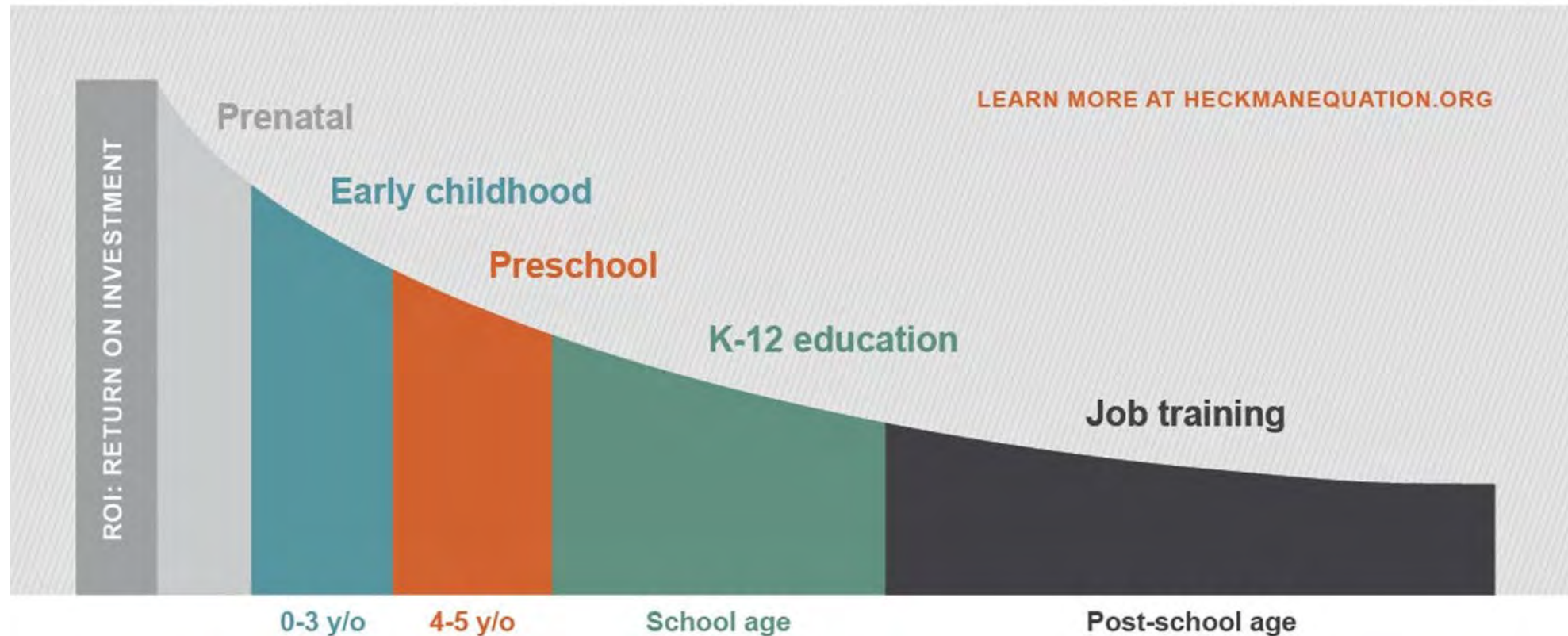


▶ A Crisis of Understanding

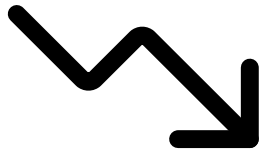


Return on Investment

Economic impact of investing in early childhood learning.



▶ A Crisis of Understanding



Early Childhood Investments Decrease:

- Remediation, grade level retention, special education
- Social service utilization
- Interactions with the criminal justice system



They Improve:

- Long-term academic achievement and high school graduation rates.
- Health outcomes
- Stable marriages
- Taxpaying ability

▶ A Crisis of Understanding

Rate of Return: Standard & Poor's 500

PERIOD	AVG. ANNUAL S&P 500 RETURN
5 years (2018-2022)	7.51%
10 years (2013-2022)	10.41%
20 years (2003-2022)	7.64%
30 years (1993-2022)	7.52%

Average Annual Rate of Return on High
Quality Early Childhood Programs
as calculated by Nobel Prize Winning
Economist James Heckman:

13.1%

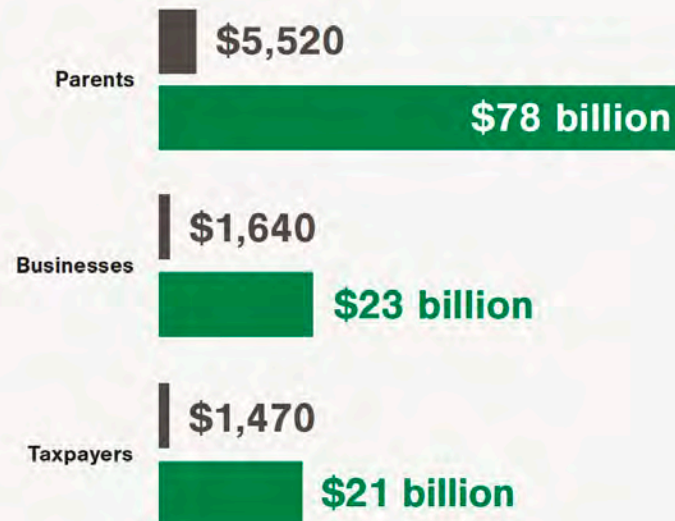
The Real Time Cost of Insufficient Infant-Toddler Care:

\$122 BILLION

The economic impacts of insufficient child care on parents, employers, and taxpayers

Insufficient care for children under the age of 3 costs individuals, businesses, and the country billions of dollars each year.

Annual aggregate economic burden each year a child is under age 3:



In Short:



▶ An Economic Crisis

CHILD CARE vs. COLLEGE TUITION

In 2017, the cost of **center-based care infant exceeded one-year's tuition and fees** at a four-year public college in 28 states and the District of Columbia.

ChildCare
Aware
OF AMERICA



The **10**
Business Types
With The Lowest
Profit Margin



▶ A Compensation Crisis



☰  CNBC

● WATCH LIVE

RESTAURANTS

McDonald's raises hourly wages for company-owned restaurants

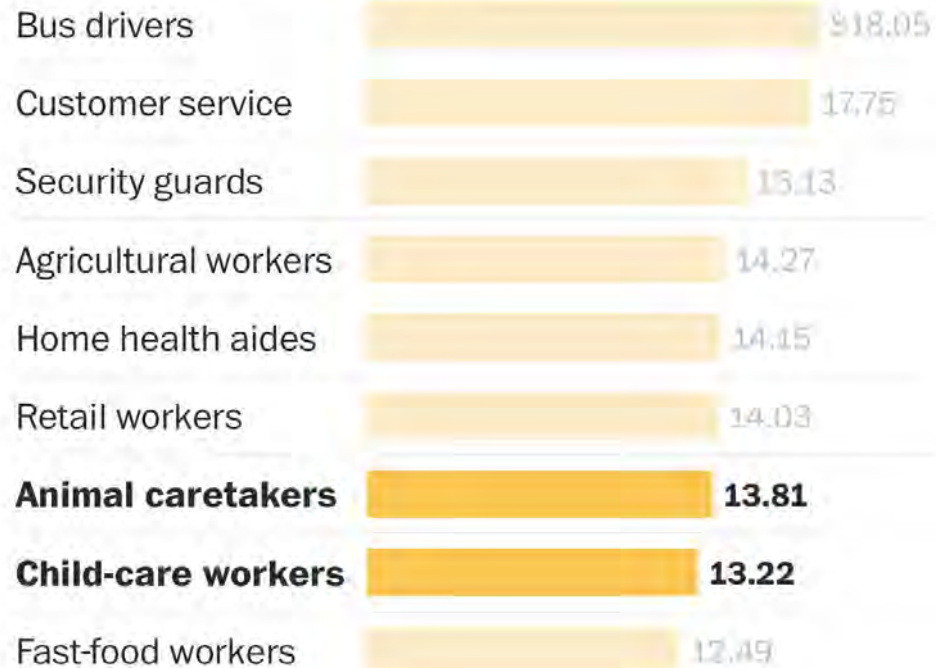
PUBLISHED THU, MAY 13 2021 8:05 AM EDT

UPDATED THU, MAY 13 2021 5:09 PM EDT

▶ A Compensation Crisis

Child-care workers make less than animal caretakers

Median hourly pay in 2021



Source: Bureau of Labor Statistics
THE WASHINGTON POST



\$13.81
+ 59¢



\$13.22

▶ A Compensation Crisis

Child Care Center Closes After 60 Years



88,300

**child care jobs lost
since February 2020**

91.6%

**of child care jobs today
compared to February 2020**

The Current Early Childhood Policy Pyramid

Quality Programs

Limited to the wealthy
and/or subsidized

Public Policy

- Premised on workforce participation of adults
- Focused primarily on the needs of low-income families
- Unwittingly exacerbates child care's precarious financial model
- Saddles taxpayers with incalculable long-term costs.

Early Childhood Education is:

- In accessible, unaffordable, unprofitable
- Premised on the low wages of women
- Seen as an individual responsibility in a badly broken marketplace

The Daycare Myth:

Care and education are widely understood as separate and distinct,
contradicting decades of brain science

A Two-Pronged Solution

1. Transformative Public Investment

2. Immediate Action

Transformative Public Investment

A “nanny state?”

Immediate Action

- 1. Eliminating areas of malpractice.**
- 2. Enacting proactive, common-sense reforms**

The Daycare Myth Leads to Malpractice in Our Public Policy

- **Overreliance on school districts to the detriment of the early childhood ecosystem.**
 - **Mixed in name only (MINO)**
 - **In Texas, 1% of school districts engaging in public-private partnerships, service 1% of children**

The Daycare Myth Leads to Malpractice in Our Public Policy

- **Market Rate Surveys to Set Subsidy Rates**
 - State and federal governments are actively undermining the stability of the early education marketplace.
 - 12 states under the 50th percentile. Delaware is lowest at 17th (infant) and 18th (preschool).
- **Basing reimbursement on attendance (vs. enrollment)**

The Daycare Myth Leads to Malpractice in Our Public Policy

- **Adjustment of ratios and acceptable age of teachers.**
- **Incentivizing on-site child care.**
- **Creation of increased demand, while disregarding inadequate supply**

Proactive, Common-Sense Reforms

- **SC's mixed-delivery Pre-K model**
- **Power to the Profession**
- **DC's ECE Pay Equity Fund**
- **MN's Parent Subsidies**
- **Subsidies for All* (NM, VT)**
- **CT Family Child Care Incubators**

The NEW Early Childhood Policy Pyramid

**Confused with
custodial care**

Early childhood supports are:

- A public good available to all children and families
 - High-quality, readily accessible, driven by parental choice and accommodating the needs of individual families
 - Funded comprehensively and proactively, yielding long-term savings to taxpayers, shrinking the size of government, and lessening adult dependence on social safety net programs
 - Delivered by a respected, well-trained, and professionally compensated workforce
-

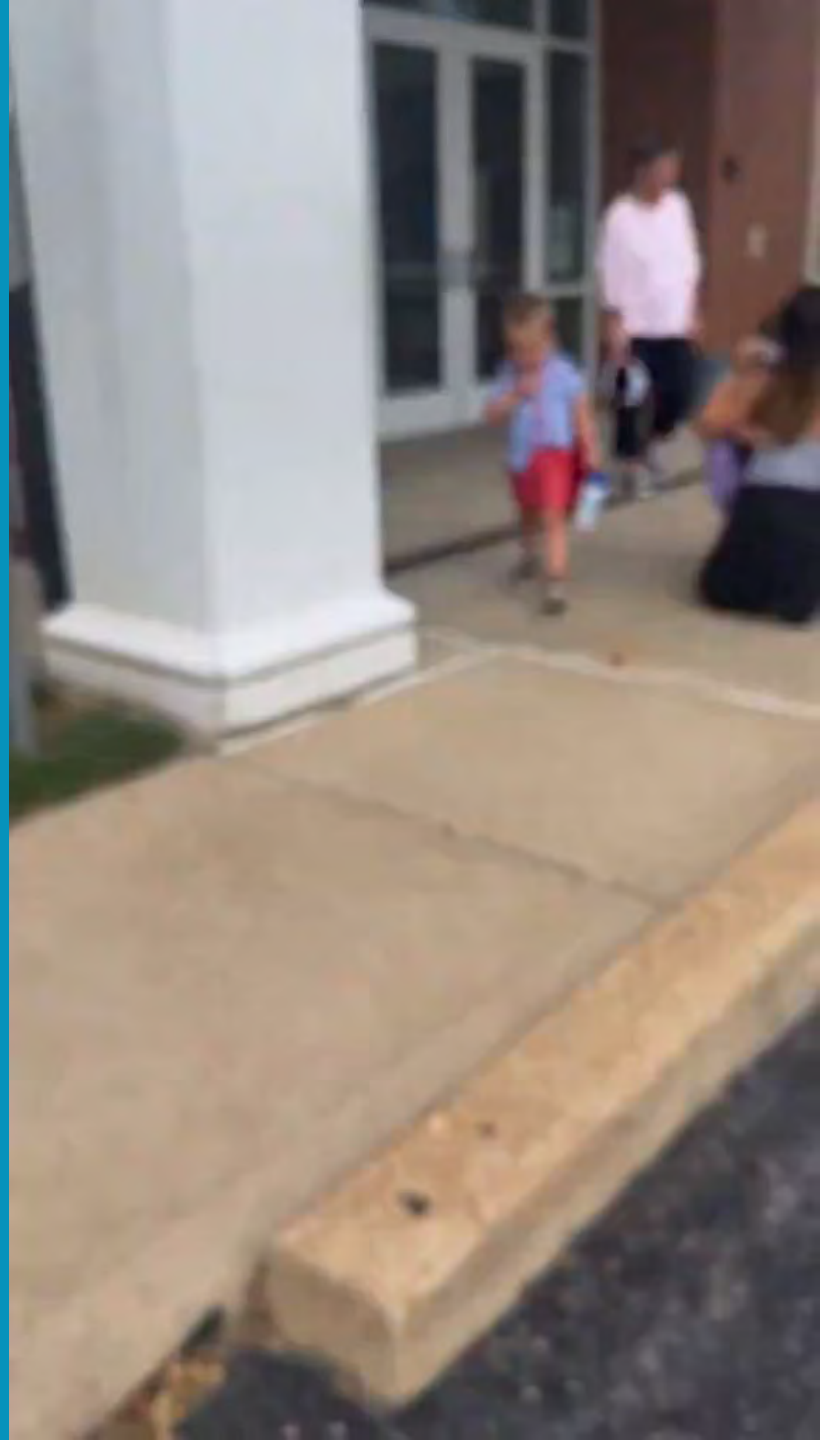
Widespread Public Recognition of the early years as humankind's most important window of development; early childhood classrooms understood as learning laboratories, second only to the home in their potential to shape academic and lifelong success.

Public Policy's Greatest Mismatch

“To know and not to act, is not to know.”

- Lao Tzu

**School
Readiness vs.
SCHOOL
Readiness**



THE LEAD UP TO SCHOOL

**Countdown to
Kindergarten**



SETTING THE TONE



Meet Isabella

November 1999

Young Children

The Journal of the National Association for the Education of Young Children



- Why do many EC educators believe in developmentally appropriate practice?
- Technology and young children
- Child care for school-age children

Isabella Tondi- Resta, M.D.

**Anatomic Pathology Chief Resident,
Hospital of the University of
Pennsylvania**



THE DAYCARE MYTH

Dan Wuori, Ph.D.



Available Now | www.DanWuori.com