The mission of the Office of Migrant Education is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migratory children, youth, agricultural workers, fishers, and their families.
AGENDA

- Office of Migrant Education (OME) Introduction
- Pennsylvania: Pre-K/Kindergarten Preparation Inventory
- Idaho: Preschool Learning Kits
- Colorado MEP Partnerships with Early Childhood Initiatives
- Migratory Parent Empowerment Consortium (MPEC)
- National Migrant and Seasonal Head Start Collaboration Office
- Discussion Questions
OME INTRODUCTION
EARLY CHILDHOOD

• Migrant Education Programs (MEPs) may serve migratory children ages birth – 21.

• States coordinate their MEP-funded early childhood programs with other available programs and services, such as Head Start and Migrant and Seasonal Head Start.

• Consortium Incentive Grants (CIGs) have developed resources, trainings, and tools which are available for use by all States:
  o Inspire and Innovate: Migratory Parent Coalition (I2MPACT)
  o Migratory Parent Empowerment Consortium (MPEC)

• Each presenter will share information on how the resources can be accessed and used.
PENNSYLVANIA –
PRE-K/KINDERGARTEN PREPARATION INVENTORY
PA’s Kindergarten Preparation Inventory (KPI)

OME’s Annual Director Meeting
Lysandra L. Alexander, Pennsylvania Department of Education
• Been at PDE for 16 years working in my current role of Program Coordinator for the PA-MEP.
• 20 years of experience in Education.
• Responsible for technical support to our biggest grantee, Millersville University.
• Point person to I2MPACT (Lead state) and iSOSY Consortia.
• Focus on PK and OSY services.
• State Lead on our new round of CNA/SDP.
Kindergarten Preparation Inventory

Domains:
- Mathematics
- English Language Arts
- Social and Emotional Development
- Health
- Wellness and Physical Development
- Approaches to Learning through Play

Tool Box

27 Questions/Caregivers KPI

Excel Spreadsheet

Caretaker portion available in 15 Languages!
KPI – WHAT?

Questionnaire
27 Questions
5 Key Learning Areas
Aligned to **PA Early Learning Standards**

All Tools available at: **www.education.pa.gov/migrant_education**
Each staff member has a toolbox!

Includes handouts and materials!
<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th># Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional Development</td>
<td>1 - Student responds positive to being separated from parents.</td>
</tr>
<tr>
<td></td>
<td>2 - Student identifies direct family members and their characteristics.</td>
</tr>
<tr>
<td></td>
<td>3 - Student identifies simple conflicts and solves them independently.</td>
</tr>
</tbody>
</table>
## KPI 101 – WHAT?

### Pennsylvania Learning Standards for Early Childhood – Pre-Kindergarten

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Strand</th>
<th>Standard Area</th>
<th>Indicator</th>
<th>Skill Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional Development – Student Interpersonal Skills</td>
<td>1 Self-Awareness and Self-Management</td>
<td>16.1.PK.A</td>
<td>Student responds positive to being separated from parents.</td>
<td>Self-Management</td>
</tr>
<tr>
<td></td>
<td>2 Establishing and Maintaining Relationships</td>
<td>16.2.PK.B</td>
<td>Student identifies direct family members and their characteristics.</td>
<td>Establishing Relationships</td>
</tr>
<tr>
<td></td>
<td>3 Establishing and Maintaining Relationships</td>
<td>16.2.PK.D</td>
<td>Student identifies simple conflicts and solves them independently.</td>
<td>Conflict Resolution</td>
</tr>
</tbody>
</table>
KPI - Skill Levels

(Y) = Yes, 20 of 27 skills mastered
(I) = In Progress, (10 to 19 of the 27 skills mastered)
(N) = Not Yet, (0 – 9 skills mastered)
N/A = Unknown = not yet determined or other reason not yet assessed
## KPI – Staff Reference Indicators

<table>
<thead>
<tr>
<th>Reference Sign</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌟</td>
<td>Dominant or non-language.</td>
</tr>
<tr>
<td>🟢</td>
<td>English Proficiency.</td>
</tr>
<tr>
<td>🟠</td>
<td>Has an attachment.</td>
</tr>
<tr>
<td>🌟</td>
<td>Can be family reported.</td>
</tr>
</tbody>
</table>
Who?
Every 4 and 5-year-old enrolled in the Migrant Education Program (MEP) that will enter Kindergarten the following year.

When?
1. Initial enrollment within the MEP
2. Before enrolling in Kindergarten
   A. EOSY
   B. EOS

If all 27 indicators are scored on the YES skill level – there is no need for the child to repeat the same inventory.
KPI– WHY?

- Identify Skill Development Progress

- Gather Information
- Design the Learning Environment
- Support Learning
- Support Instruction
- Engage Families
- Identify children who need additional services
## Tips for Providers and Families!

### Why Am I Talking

1. **Use Language**
2. **Explain what your are doing**
3. **Ask questions**

### I Play / Do it Together

1. **Do the task together**
2. **Explain what you both are doing**
3. **Have fun - it's okay if it's not perfect or gets messy**

### Resilience

1. **Short and Easy**
2. **Praise the process**
3. **Show and explain to others**

### Equity

- [Link to Pennsylvania Department of Education](https://www.education.pa.gov)

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**Pennsylvania Department of Education**
Questions/Comments

Lysandra Alexander
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For more information on Migrant Education please visit PDE’s website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.
IDAHO –
PRESCHOOL LEARNING KITS
Idaho Preschool Learning Kits

Jamie Garza
Enhancing PI Consortium Lessons

- The PI Consortium wrote the initial literacy, numeracy, and STEM lessons and piloted them.
- Idaho added additional literacy, math, STEM and social emotion learning lessons.
- Expanded kits included 6 books and all materials for the lessons.
- Idaho State MEP has provided 480 kits to districts.
Learning Kit Lesson Books

Training on the website:
• Videos modeling each lesson
• Scripts for lessons
• Training materials
• The Lesson Plan Book

Better prepared for Kindergarten.
COLORADO MEP
PARTNERSHIPS WITH EARLY CHILDHOOD INITIATIVES
Colorado MEP
Partnerships with Early Childhood Initiatives
Presented by
Noemi Aguilar
PI CIG Goals

• Expand the capacity of state and local MEPs to serve migrant PK children.

• Ensure that more services are provided to migrant 3–5-year-old children and that these children will demonstrate substantial and measurable educational gains.

• Disseminate evidence-based promising practices developed by PI to the national MEP community and other stakeholders.
Learning Kit Basics

Learning Kits included:

• 2-3 books
• 2 literacy/language lessons
• 2 math lessons
• Materials to carry-out the lessons
Introduce the book through a

**Book Walk, Book Talk**

1. Read the title and name the author
2. Give a brief introduction to the story in 3-5 sentences...
   • The main character is______.
   • He will______.
3. Make a predication with the student...
   • What do you think will happen to______?
   • What do you think will happen next?
   • Why do you think that?
Identify and describe shapes

Compose simple shapes to make larger shapes

After reading the book,

1. Provide students with foam shapes and a blank piece of paper.

2. Select different shapes with the student and discuss shape names and attributes.

3. Assist students with creating a character or scene from the book using the foam shapes and a piece of paper.
Lessons Learned: Learning Kits

• Set a **budget**
• Determine **children’s ages/age groups**
• Select awesome age-appropriate **books**
  • Assistance from local library specialist or preschool teacher
  • Rich language
  • Universal messages
• Determine interesting, interactive and age-appropriate **activities**
  • Know specific skills children need to work on
  • Can be used with different books
  • Can be easily taught to the parents
Migrant Student System of Support
The Migrant Student System of Support (MS3) is a collaboration aimed at bringing together organizations that serve migrant families in Colorado. The goal is to create a seamless system of support for children and youth from birth through their first year in college.

Through collaborative partnerships, our organizations work together to promote a greater understanding of each agency’s services and eligibility requirements and to support the success of migrant children, youth and families statewide.
Migrant Student System of Support:
Collaborating Partners/Programs

- BUENO-High School Equivalency Program
- BUENO-College Assistance Migrant Program
- Adams State University College Assistance Migrant Program
- Colorado State University-Pueblo College Assistance Migrant Program
- Metropolitan State University of Denver College Assistance Migrant Program
- Metropolitan State University of Denver Equity Assistance Center
- Otero Junior College Child Development Services
- Rocky Mountain Service Employment & Redevelopment/ECL Programs
- Colorado Department of Labor and Employment
- Colorado Department of Education Office of Migrant Education
- Mexican Consulate
Migrant Student System of Support: Collaborating Partners/Programs, Continued

- Southwest Migrant Education Program
- Northern Migrant Education Program
- Southeast Migrant Education Program
- Metro Migrant Education Program
- West Central Migrant Education Program
- Colorado Department of Human Services Refugee Services Program
- National Civilian Community Corp
- State Council for Parent Involvement in Education
- Colorado Department of Education Office of Early Learning and School Readiness
- Colorado State University
- Colorado State Forestry Service
- Colorado Department of Education Exceptional Student Services
Strengthen Partnerships Between Early Childhood Programs and Migrant Education Programs in Colorado
Creating Strong Partnerships

Need: 16% of Migrant Education program in Colorado serve families that do not attend any type early childhood program; strong partnerships would facilitate an increase in the participation of children three to five in early childhood programs.

Service Delivery Plan
Develop and strengthen collaboration and partnerships with community agencies that provide ECE services

- Participate in ongoing communication with Early Childhood Councils, Colorado Preschool Programs, Head Start and Migrant Head Start, Health and Human Services, and other ECE agencies in the community
- Develop MOUs with ECE agencies that work with migrant families
- Have a system in place for the referral process between the Migrant Education Program and local ECE agencies
- Encourage ECE programs to integrate the Migrant Occupational Survey into their enrollment process
Creating Strong Partnerships Cont.

We have established a systematic collaborations and connections with:

• Colorado Preschool Programs (Administer by school districts)
• Migrant Head Start and regular Head Start programs
• Early Childhood Councils
• Other informal early childhood programs
Creating Strong Partnerships: Accomplishments

- Use of CO MEP Occupational Survey in enrollment packets
- Shared Professional Development opportunities
- Family engagement collaboration opportunities
- Opportunity for MEP families to participate in kindergarten transition activities
- Statewide Recruitment efforts for ECE families
- Established Regional MOU’S between ECE Programs and CO MEP
Contact Information

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Jenny Lerner
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Colorado Migrant Education Program
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The goal of MPEC is to develop effective resources to facilitate the academic success of migratory students through parent involvement (with teacher & MEP staff assistance) in reading and mathematics.

All resources on www.migrantliteracynet.com are available at no cost for teachers, MEP staff, parents and students. Users create their own usernames and passwords.
Resources available for early childhood through the Migrant Literacy NET

Screeners to identify reading and math readiness needs

Parent activities for beginning readers in English and Spanish

Online tutorials targeting reading and math readiness needs
Resources available for early childhood through the Migrant Literacy NET, Continued

• Online reading and math screeners are designed to identify reading readiness and math readiness needs in English and Spanish

• Online tutorials in phonics (57 total) and in phonemic awareness (45 total) on the MLN target basic reading readiness skills in English and Spanish

• PreK to Grade 2 Math tutorials (28 total) will be available in June 2022 targeting number sense, basic patterns and basic addition and subtraction
Results
Sample of average gains in percent between pretest and posttest from 18 of the 102 reading readiness tutorials on the MLN

- Students have completed 2276 screeners targeting reading readiness on the MLN
- Students have completed 10,188 reading readiness tutorials on the MLN
- Students have completed 319 math readiness screeners on the MLN (field testing of math screeners was completed in 2021)
NATIONAL MIGRANT AND SEASONAL HEAD START COLLABORATION
SAME MISSION - SAME GOALS
Let’s Leverage Resources

Guadalupe Cuesta, Director of National Migrant and Seasonal Head Start Collaboration Office
Collaborate, Coordinate & Maximize Resources

• Recruitment of Families
  • 51% of MSHS return every season
  • 49% are new families in the area

• Case/Workload Management
  • Home visitations
  • Sharing in the empowerment of families
  • Assisting family’s integration into the community
  • Transitioning children and parents into public school system

• Data Sharing, i.e., child health, education, etc.

• Collaboration, Community Needs Assessments

• Education, Training and Technical Assistance (parents & staff)
  • Transitioning children and parents from MSHS to the Public School
MSHS Children will become Migrant Education Program Children... some day
GROUP DISCUSSION QUESTIONS
DISCUSSION QUESTIONS

• Are you considering using any of the early childhood resources described today?
• How do you network with other agencies within your State?
• How do you plan on networking with other agencies within your State?
THANK YOU

Benjamin Starr
Benjamin.Starr@ed.gov

RESULTS.ED.GOV