Coordinating & Collaborating for Success: Changing Outcomes for Migrant Preschoolers

Preschool Initiative NASDME 2017
Opening Activity

Turn and talk to someone next to you –

*When serving your migrant pre-kindergarten (PK) kids:*

- Name 3 organizations that you coordinate and/or collaborate with
- Name 3 ways that you coordinate and/or collaborate with those agencies/entities
General Preschool Initiative (PI) Overview
PI Goals

1. Expand the capacity of state and local MEPs to serve migrant Pre-kindergarten (PK) children.

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

3. Disseminate evidence-based practices to the national MEP community and other stakeholders.
Year 1: Coordination & Collaboration

- Conduct at least one Town Hall Meeting of various PK service providers and key stakeholders to better understand what each can provide

- Strengthen coordination and collaboration efforts with other PK providers and stakeholders

- Create or strengthen infrastructures to better support increased/enhanced coordination and collaboration efforts
Year 2: Resources & Materials Review

• Analyze program and student data to determine instructional and assessment needs.

• Collect information and data on instructional resources and assessments to determine their efficacy and effectiveness.

• Share information about the PK resources available and used by PI member states.
Year 3: Information Dissemination

- Conduct a case study
- Participate in “Train the Trainers” events (face to face and virtual)
- Engage in the Dissemination Event (PI, GOSOSY, IRRC)-Clearwater, FL Sept. 2018
Helping to improve the school readiness of migrant preschool children and to strengthen parent engagement in early learning.

Preschool Initiative (PI) is funded through a Consortium Incentive Grant (CIG) from the U.S. Department of Education’s Office of Migrant Education (OME). Our goals are to expand the capacity of state and local Migrant Education Programs (MEPs) to serve migrant preschool children; ensure that more services are provided to migrant 3-5 year-old children and that these children demonstrate substantial and measurable
Migrant Staff and Parent Surveys
Migrant staff and parent surveys

When considering how to improve services and pathways for preschool-aged children, it is essential to first know the existing landscapes that migrant children and families are currently trying to navigate.

This includes knowing how accessible preschool programs are for our migrant families and what, if any, barriers exist for families who may want to enroll their child in a preschool program.
Staff Survey

The staff survey is designed to gather information from MEP staff regarding the types of programs that exist for children in a town/city/region/state. The staff survey also collects information on why MEP staff believe families may not be accessing preschool and how many migrant students they believe attend a preschool program before entering kindergarten.

Preschool Access

Staff Survey

The national Migrant Education Program School Readiness Consortium Incentive Grant group, the Preschool initiative, created this staff survey for local, regional, and/or state migrant programs to use to gather additional information about potential issues or barriers that prevent migrant families from accessing early learning programs and opportunities.

(Programs using this survey should insert specific instructions here for completing and submitting the survey. Complete by [date]. Submit to [ ])

1. What district or county do you work in?

2. What types of preschool/early learning programs are available to migrant preschool children in your district/area? Choose all that apply.

- Head Start
- Migrant Head Start
- Family Literacy
- State funded preschool
- Day time child care programs
- Summer school programs
- Evening hours child care
- District funded preschool
- District funded special-education preschool
- Private pay preschool
- Faith-based preschool
- Early Head Start
- Early Intervention
- MEP-run daycare
- Other

3. When migrant children are not enrolled in a preschool program, what do you feel are the primary causes? Please select the top four reasons:

- The hours do not meet parent’s needs (need extended day programs)
- Cost (too expensive)
- The location(s) is/are inconvenient/transportation is an issue
- Parents are unsure of the quality of the program
- The program does not offer services for child’s special needs (physical, cognitive, emotional)
- There are language barriers with the staff
- Parents don’t know where to get information about early childhood program options

4. What percentage of migrant children ages 3-5 have attended preschool prior to enrolling in kindergarten in your district/area?

- Less than 10%
- 10% - 25%
- 25%-40%
- 40%-60%
- 60% - 80%
- 80% or more
- Do not know/do not collect that data

5. Comments or suggestions you would like to share regarding migrant preschool education in your district/area:

(Programs using this survey should decide if they would like to include a space here to capture the name of the person completing the survey and the date)
Washington State Results

Available Preschool Options:
- Head Start
- Migrant Head Start
- State funded preschool
- Faith-based preschool
- Early Intervention
- Daytime Child Care
- Summer school programs

Causes for not accessing preschool:
- Hours
- Cost
- Location
- Lack of info
- Language barrier
- Program quality

Percent of migrant children who attend preschool:
- <10%
- 10%-25%
- 25%-40%
- 40%-60%
- 60%-80%
- 80% +
Parent Survey

The parent survey is intended to gather information on what types of programs families would like to send their child to, whether or not children are currently enrolled in a program, what problems a parent may have had in trying to enroll their child and, if they left a program, why (moving, expulsion).

In Washington State the parent survey is currently being administered by MEP recruiters.

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Parent/Caregiver Survey Questions

We would like your opinion on preschool access for migrant children ages 3-5 who are not in kindergarten. This information will be used to help determine if additional support is needed to increase migrant children’s participation in preschool programs prior to entering kindergarten.

1. What is the age of the preschool child living in your home? Choose all that apply if there is more than one preschool child living in the home.
   - [ ] 0-2 years old
   - [ ] 3-4 years old
   - [ ] 5-6 years old

2. What types of preschool programs do you want or need for your child? Choose all that apply.
   - [ ] I do not want or need any preschool programs OR
   - [ ] Day time program (approx. 8am-6pm)
   - [ ] Evening program
   - [ ] Before-school program
   - [ ] After-school program
   - [ ] Before-school program AND after-school
   - [ ] Summer program
   - [ ] Other (please explain)

3. Is your child currently enrolled in a preschool program? [ ] Yes [ ] No

4. If your child left a preschool program in the past year, what was the reason for that change? Choose all that apply.
   - [ ] I have not changed programs within the past year OR
   - [ ] Cost
   - [ ] Moved/relocated
   - [ ] Transportation
   - [ ] My work schedule changed
   - [ ] I wanted a program that was more academic
   - [ ] The program ended/closed
   - [ ] My child or I did not like the program
   - [ ] A better program became available
   - [ ] My child was no longer eligible for assistance
   - [ ] My child was too old to qualify
   - [ ] I wanted my child to stay at home
   - [ ] My child was asked to leave (please explain why)

5. Did you have any of the following problems when searching for a preschool program? Choose all that apply.
   - [ ] I did not have any problem
   - [ ] The hours did not meet my family’s needs
   - [ ] The location was inconvenient
   - [ ] I was unsure of the quality of the program
   - [ ] The program was full
   - [ ] It was too expensive
   - [ ] Transportation was an issue
   - [ ] There were language barriers with the staff
   - [ ] I could not find anyone to take care of my child
   - [ ] No programs were available in my area
   - [ ] The program did not offer services for the special needs of my child
   - [ ] I did not know where to find information about preschool programs
   - [ ] Other (please explain)

6. I would like more information about the following. Choose all that apply.
   - [ ] How to help my child prepare for kindergarten
   - [ ] What my child should know and be able to do by kindergarten
   - [ ] Information on where preschool or child care programs are available in my area
   - [ ] How to receive books, crayons, paper, etc.
   - [ ] Services the Migrant Education Program will be able to provide
   - [ ] Available resources for my children in the area
   - [ ] Other (please explain)


Parent/caregiver name and date (optional):
What we have heard from parents:

• No spots available- Head Start and State-funded preschool programs are already full when they go to enroll their child.
• Cost is prohibitive- families cannot afford the cost of private-pay preschool or child care and their seasonal employment prevents them from obtaining State assistance.
• Language and transportation are huge barriers.
• Family, friend and neighbor care becomes the most viable option.
When there are disconnects

• Discovering that there are disconnects between what we perceive and what the current reality is allows us to change course. We can use that information to change current pathways and improve preschool access for migrant children.

• It is when those disconnects remain undiscovered that children and families continue to struggle accessing programs and children continue to go unserved.
Examples of disconnects…

• Prioritizing migrant children in Head Start enrollment;
• Working with our State early learning system to advocate for delayed entry slots for migrant children in State-funded preschool programs;
• Working with systems like 211 to ensure families are getting referred to both MEP and local Head Start/preschool programs;
• Ensuring that recruiters are current on what programs exist for families and that they are sharing that information with families as well as providing information on how to enroll into those programs.
Purpose & Function

**Who?** Service providers and key stakeholders

**Why?**

- To share information on:
  - Services
  - Challenges
  - Solutions
- To establish new or enhanced ways to coordinate and collaborate more strategically
- To increase access to services for the migrant Pre-kindergarten (PK) students
Materials/Approaches

• PI developed materials
  • Introductions/organization overview
  • Roundtable discussions on specific topics
  • Networking & next steps

• Task Force – FL
  • Meets annually: 1 face to face; 2-3 virtual
  • Problem solve; resource development; carry out PI work

• CNA-GA
  • Town Hall was conducted in concert with the CNA meeting

• Selected needs & solutions identified at TH are intended to be part of Service Delivery Plan
Washington

Abstract
The Preschool Initiative Consortium Incentive Grant (PI CIG) member states were asked to convene Town Hall meetings in year one of the grant. The purpose of the Town Hall meetings was to provide service providers and key stakeholders an opportunity to come together to not only share challenges and solutions, but to embark on a new or refined endeavor to coordinate and collaborate more strategically. The goal of these meetings is optimizing access to services for the migrant Pre-kindergarten (PK) students (three- to five-year-olds).

As a product of those meetings, new collaborations have been made among community agencies. Existing collaborations have also been strengthened and given a renewed focus. Specific strategies and goals have been identified for migrant PK students, parents, and service providers.
Outcomes

• Additional stakeholder meetings
• Improved infrastructures-establishment of leadership teams across agencies
• Coordinated professional development activities
• Joint planning of/participation in parent activities
• Specific problem-solving to increase migrant students’ access to services
• Development of materials/resources (service provider directory; parent pamphlet)
Essential Steps in Early Learning Coordination and Collaboration that Support Migrant Preschool Children
Needs of Migrant Preschoolers

• Migrant preschool-aged students are in need of high quality early learning opportunities. Preschool-aged students who do not benefit from early learning experiences are often at risk for entering kindergarten behind their peers.

• Washington State kindergarten entry data shows what we suspect to be true in all states: that Migrant preschool-aged children are entering kindergarten with large opportunity gaps.
State WaKIDS 2015-16 Data

Percentage of Students Entering Kindergarten Who Demonstrate Skills Characteristic of Entering Kindergarteners

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>Migrant Students</th>
<th>Limited English</th>
<th>Low Income</th>
<th>Hispanic</th>
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<tbody>
<tr>
<td>Social Emotional</td>
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<td>63.7</td>
<td>69</td>
<td>68.1</td>
<td>70</td>
<td>75.2</td>
<td>66.8</td>
<td>68.7</td>
</tr>
<tr>
<td>Language</td>
<td>73.9</td>
<td>54.9</td>
<td>61.4</td>
<td>72.3</td>
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<td>84.7</td>
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<td>Literacy</td>
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<td>54.4</td>
<td>73.2</td>
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<td>87</td>
<td>81.4</td>
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<tr>
<td>Physical</td>
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<td>74.2</td>
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<tr>
<td>Cognitive</td>
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Need for Collaboration

• Entities that interact with migrant students and families often don’t interact with each other.

• Educational agencies, health agencies, and social services agencies all work with migrant families, but without any coordination the results are duplication or gaps in services.

• As part of the Consortium, Florida is an example of a state that has begun to develop a task force to look at the state of services to migrant preschoolers.
Florida’s Early Learning Task Force

• The Florida Early Learning Task Force (TF) is comprised of state and local MEP staff as well as representatives from partner agencies such as Migrant Head Start.

• The Task Force works together to support the unique needs of the migrant preschoolers in the State of Florida.

• One example of the collaborative work the Task Force is undertaking is developing a checklist for parents of preschoolers who move outside of Florida each year. The checklist is designed for parents to help them determine types of preschool services that are going to be effective for their child and helps parents feel prepared to advocate for their children.
Purpose of the Coordination and Collaboration Document

- The Early Learning Coordination and Collaboration Action Plan Template is intended to support states and local education agencies (LEAs) in creating a path forward toward robust, outcome-driven collaboration and coordination of services.
- This is a step-by-step guide to improving collaboration and coordination among service providers.
The Early Learning Collaboration document breaks down collaboration types at five levels from basic to advanced.
Support Early Learning Collaboration Through Integrated Coordination
All stakeholders work together in an integrated manner to ensure that strong partnerships are in place to support migrant preschool children. High quality school readiness and transitions practices are in place for migrant families and children, with common action plan work taking place across a state. Data shows increases in school readiness for migrant preschool children. Stakeholders are connected and leveraging resources from a national to local level.

Level 5

Support Early Learning Collaboration Through Local to National Collaboration and Action
Entities ensure that districts, early learning partners and community partners are strongly connected and working together to build on existing action plans. Efforts and information move smoothly between state and local work groups. Information is shared at a national level. Data is shared and examined regularly. Action plans are updated based upon new data finding. Regional organizations help local entities link to established school readiness resources, including the Preschool Initiative Clearinghouse.

Level 4

Support Early Learning Collaboration Through Unified Action and Leveraged Resources
Entities work together (community, district, early learning, governmental, state) to develop and implement collaboration strategies such as shared professional development and shared data. Examination of data occurs to determine need and inform action plans for improving school readiness. Members are able to borrow and leverage resources from other members to increase the overall capacity of the work.

Level 3

Support Early Learning Collaboration by Building Capacity
Local/regional/state or national entities connect regularly and have strong working relationships with partners (community, district, early learning, governmental) who can assist with early learning collaboration. All partners know the roles and responsibilities of the other partner organizations and agencies involved. Partners agree to work together towards the common cause of increasing activities that support migrant preschool children.

Level 2

Support Early Learning Collaboration Through Meetings
Organizations come together at gatherings (local, regional, state or national level) to share strategies and actions they are doing individually that support school districts, early learning programs and child care providers who serve migrant preschool children.

Level 1
<table>
<thead>
<tr>
<th><strong>Level 1</strong></th>
<th><strong>Support Early Learning Collaboration Through Meetings</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration Type:</strong></td>
<td><strong>Example Strategy:</strong> Come together as a collaborative group with a common interest and investment in supporting migrant preschool children and their families. Share strategies and actions.</td>
</tr>
</tbody>
</table>
| Local Collaborations: | - Identify stakeholders; define these stakeholders broadly as organizations that serve migrant children, youth, families, parents, and grandparents (early learning programs, school districts, health care providers, local human services, libraries, churches).  
- Identify service organizations that may be interested in collaborating (Kiwanis, Rotary).  
- Identify local growers and agricultural organizations that may be interested in collaborating.  
- Meet regularly, ensuring that all partners are informed of supports that are in place for migrant preschool children and their families. |
| Regional Collaborations: | - Identify stakeholders; including those that have a regional impact (coalitions, regional service organizations).  
- Engage school and community-based partners.  
- Determine how regional collaborations will be informed and influenced by local, state, and national action.  
- Meet regularly, ensuring that all partners are informed of supports that are in place for migrant preschool children and their families. |
| State Collaborations: | - Identify stakeholders; including those that have state-level influence and impact on policies and educational practices.  
- Convene school readiness “task force” team that address statewide readiness issues with a specific lens on migrant students.  
- Determine how regional collaborations will be informed and influenced by local, state, and national action.  
- Meet regularly, ensuring that all partners are informed of supports that are in place for migrant preschool children and their families. |
| National Collaborations: | - Identify stakeholders (Head Start, NAEYC, CDC, Affordable Health Care); including states that represent low-high populations of migrant students and low-high levels of quality programming and supports for migrant children and families.  
- Determine how national collaborations can inform and influence local and state action.  
- Meet once per year, ensuring that all partners are informed of supports that are in place for migrant preschool children and their families. |
**Action Plan Template**

If your group has determined that you are at a Level 1 in collaboration practices, next decide whether you are at a “Developing, Approaching or Meeting” stage for Level 1. Provide evidence or examples of your current practice and list next steps.

<table>
<thead>
<tr>
<th>Activity Description: Developing</th>
<th>Activity Description: Approaching</th>
<th>Activity Description: Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few stakeholders have been identified and periodic meetings are taking place but several types of potential stakeholders (early learning programs, school districts, health care providers, local human services, libraries, churches, services organizations, growers) are absent or not participating currently.</td>
<td>Regular meetings are taking place but several types of potential stakeholders are not participating currently or all stakeholders are participating but meetings are not currently happening on a regular basis.</td>
<td>A majority of potential stakeholders are participating in regularly occurring meetings.</td>
</tr>
</tbody>
</table>

List Evidence and Examples

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List Next Steps

List Next Steps

List Next Steps

**Review and Planning Tool**
<table>
<thead>
<tr>
<th>Level 2</th>
<th>Support Early Learning Collaboration by Building Capacity</th>
</tr>
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<tbody>
<tr>
<td><strong>Collaboration Type:</strong></td>
<td>Example Strategy: Create a shared vision and mutual accountability in promoting actions that support migrant preschool children and their families.</td>
</tr>
</tbody>
</table>
| **Local Collaborations:** | - Understand each stakeholder’s role in supporting collaboration efforts.  
- Stakeholders keep each other informed about struggles and successes of migrant children and families in the local area.  
- Agreed actions are taken to further support children and families, with cross-sector partnerships occurring to support those actions.  
- Collaborate with and promote local programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
| **Regional Collaborations:** | - Understand each stakeholder’s role in supporting collaboration efforts.  
- Regional stakeholder’s share common and unique struggles and successes of migrant children and families that are representative of their local area.  
- Host collaborative trainings and conference, encourage multi-program walk-throughs that allow for observations of curriculum planning and implementation.  
- Agreed actions are taken that unite a region in similar work that best support migrant children and families.  
- Collaborate with coalitions or other programs that may already be supporting programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
| **State Collaborations:** | - Understand each stakeholder’s role in supporting collaboration efforts that reach across the state.  
- Identify struggles and successes of migrant children and families, and pockets in the state where efforts should be focused.  
- Host collaborative trainings and conference, encourage multi-program walk-throughs that allow for observations of curriculum planning and implementation.  
- Work closely with regional and local entities to ensure actions are supportive of communities and that communities have access to resources that can help support state action.  
- Advocate for programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
| **National Collaborations:** | - Understand each states role in supporting collaboration efforts that have national impact.  
- Identify struggles and successes of migrant children and families, and pockets in the nation where efforts should be focused.  
- Work closely with state level education agencies and policy makers to ensure actions are well supported, well received, and are supportive of work already taking place within a state.  
- Help fund programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
<table>
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<tr>
<th>Level 3</th>
<th>Support Early Learning Collaboration Through Unified Action and Leveraged Resources</th>
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<tr>
<td><strong>Collaboration Type:</strong></td>
<td><strong>Example:</strong> Stakeholders work together to develop collaborative strategies based on shared examination of data and shared identification of action items. Resources are leveraged and combined to further promote collective action.</td>
</tr>
</tbody>
</table>
| **Local Collaborations:** | - Examine data to develop shared understandings and identify crucial areas of action as it relates to early learning, school readiness and family connection for migrant preschool-aged children and their families.  
  - Develop a plan of action that includes school readiness and PreK-12 pathways, and develop common messaging that supports areas of need.  
  - Connect with community partners and early learning programs to understand critical issues for migrant preschoolers as it relates to early learning and school readiness.  
  - All stakeholders work together to leverage and share resources.  
  - Work as a local community to ensure pathways exist for migrant preschool children to access quality preschool and that pathways exist for migrant families to easily access resources. |
| **Regional Collaborations:** | - Examine local and regional data to develop shared understandings and identify crucial areas of action as it relates to early learning, school readiness and family connection for migrant preschool-aged children and their families.  
  - Develop a plan of action that includes school readiness and PreK-12 Pathways, and supports areas of need across a region, develop a common message around the work that can be shared at both a state and local level.  
  - Connect with local and state entities to better understand critical issues for migrant preschoolers as it relates to early learning and school readiness.  
  - Connect regional entities (both community and LEA) to support students as they move within a state.  
  - All stakeholders work together to leverage resources that can be shared at both a local and regional level. |
| **State Collaborations:** | - Examine regional and state data to develop shared understandings and crucial areas of action around the state.  
  - Develop a statewide plan of action that includes school readiness and PreK-12 Pathways, and develop common messaging around the work.  
  - Connect with regional entities to better understand critical issues for migrant preschoolers as it relates to early learning and school readiness.  
  - Connect across states (both community-based programs and LEA) to support students as they travel across states to ensure students and families are immediately welcomed and connected to resources.  
  - All stakeholders work together to leverage resources that move the entire state forward in a unified plan of action. |
| **National Collaborations:** | - Examine state data to develop shared understandings and crucial areas of action around the nation.  
  - Develop a national plan of action that includes school readiness and PreK-12 Pathways, and common messaging around the work.  
  - Connect with state and regional entities to better understand critical issues for migrant preschoolers as it relates to early learning and school readiness.  
  - Improve national databases such as MSIX to ensure PreK-12 pathways exist.  
  - All stakeholders work together to leverage resources and policies that move the entire nation forward in a unified plan of action. Ensure action plans are supportive of state needs and existing state resources. |
What have we been doing in Washington State?

• The collaboration guide has helped us think strategically about our partnerships. Who is at the table? Who needs to be at the table?

• Our collaborative work is mostly functioning in Stage 2 to early Stage 3 and we have been able to work with our partners to further some of our outreach capacity when connecting with migrant families that have preschool-aged children.

• We have been able to use the partnership work to drastically raise the awareness level of our migrant preschool-aged children and their needs. This has resulted in:
  • State early learning coordinators focusing on migrant preschool children and providing additional services to them such as Kaleidoscope Play and Learn Groups;
  • School readiness as part of our new State Service Delivery Plan;
What have we been doing in Washington State?

- Community programs helping us identify and find migrant preschool-aged children;
- Some preschool programs prioritizing enrollment of migrant preschool children;
- Districts providing additional outreach to preschool-aged children;
- Districts providing more training to preschool teachers and including community preschool partners in those trainings; and
- More training options to preschool and child care providers who serve migrant children.
- We are in the process of developing an ongoing think tank group that is comprised of our district, community, and our regional early learning coalition to come together and create pathways for migrant, ELL, and Native American preschoolers that will increase school readiness outcomes for these children.
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<td><strong>Example Strategy:</strong> Create a shared vision and mutual accountability in promoting actions that support migrant preschool children and their families.</td>
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</table>
| **Local Collaborations:** | - Understand each stakeholder’s role in supporting collaboration efforts.  
- Stakeholders keep each other informed about struggles and successes of migrant children and families in the local area.  
- Agreed actions are taken to further support children and families, with cross-sector partnerships occurring to support those actions.  
- Collaborate with and promote local programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
| **Regional Collaborations:** | - Understand each stakeholder’s role in supporting collaboration efforts.  
- Regional stakeholder’s share common and unique struggles and successes of migrant children and families that are representative of their local area.  
- Host collaborative trainings and conference, encourage multi-program walk-throughs that allow for observations of curriculum planning and implementation.  
- Agreed actions are taken that unite a region in similar work that best support migrant children and families.  
- Collaborate with coalitions or other programs that may already be supporting programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
| **State Collaborations:** | - Understand each stakeholder’s role in supporting collaboration efforts that reach across the state.  
- Identify struggles and successes of migrant children and families, and pockets in the state where efforts should be focused.  
- Host collaborative trainings and conference, encourage multi-program walk-throughs that allow for observations of curriculum planning and implementation.  
- Work closely with regional and local entities to ensure actions are supportive of communities and that communities have access to resources that can help support state action.  
- Advocate for programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
| **National Collaborations:** | - Understand each state’s role in supporting collaboration efforts that have national impact.  
- Identify struggles and successes of migrant children and families, and pockets in the nation where efforts should be focused.  
- Work closely with state level education agencies and policy makers to ensure actions are well supported, well received, and are supportive of work already taking place within a state.  
- Help fund programs such as ACES that help to support the social and psychological needs of students who are highly mobile, living in poverty, and may also be experiencing varying levels of trauma. |
What data results have we seen from this collaboration?

Identification of migrant preschool-aged children;

- 2014-2015 - 2,710 three to five-year-old children identified
- 2015-2016 - 3,398 three to five-year-old children identified
- 2016-2017 (as of April 5th) - 2,841 three to five-year-old children identified

Image used with permission from the book *The Growing Season*, photos by Gary Harwood, text by David Hassler, published by Kent State University Press
ESD 105 WaKIDS 2015-16 Data

Percentage of Students Entering Kindergarten Who Demonstrate Skills Characteristic of Entering Kindergarteners

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<tr>
<th></th>
<th>All Students</th>
<th>Migrant Students</th>
<th>Migrant ELL</th>
<th>Limited English</th>
<th>Low Income</th>
<th>Hispanic</th>
<th>White</th>
<th>Native American</th>
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Appendix:
Resources that can help promote the work


Questions?
Closing
# PI Presentation Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Cheney</td>
<td>Preschool Initiative (PI) Coordinator</td>
<td><a href="mailto:Michele.Cheney@escmail.org">Michele.Cheney@escmail.org</a> 910.399.1695</td>
</tr>
<tr>
<td>Lexi Catlin</td>
<td>Migrant Ed. Preschool Coordinator, WA</td>
<td><a href="mailto:lexi.catlin@esd105.org">lexi.catlin@esd105.org</a> 509-834-6803</td>
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