Essential Steps in Early Learning Coordination and Collaboration that Support Migrant Preschool Children

Level 4: Supporting Early Learning and Collaboration Through Local to National Collaboration and Action
Prepare for Webinar 4

Watch the Level 3 Webinar

Have a copy of the Coordination and Collaboration guide
Levels of Collaboration

- Support Early Learning Collaboration by Building Capacity
- Support Early Learning Collaboration through Unified Action and Leveraged Resources
- Support Early Learning Collaboration through Local to National Collaboration and Action
- Support Early Learning Collaboration through Integrated Coordination
Planning for Collaboration
## Action Plan Template

### Level 4

<table>
<thead>
<tr>
<th><strong>Collaboration Type:</strong></th>
<th><strong>Support Early Learning Collaboration Through Local to National Collaboration and Action</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example Strategy:</strong></td>
<td>Stakeholders use data and leveraged resources to build on existing action plans. School readiness efforts are in place for migrant preschool children and information and resources move smoothly between state and local groups.</td>
</tr>
</tbody>
</table>
| **Local Collaborations:** | - Examine data and identify areas of success or continued need as it relates to existing action plans. State groups are kept current on local progress.  
  - Data loops exist between schools and early learning programs. Data systems and records exchange agreements exist to support migrant students beyond kindergarten.  
  - Ensure districts and early learning partners are working together on school readiness goals/actions for migrant preschoolers.  
  - High quality transition plans are in place that support the unique needs of migrant preschoolers and their families.  
  - Community organizations and service organizations are aware of the unique needs of migrant families and contribute resources to promoting better equity and access for those families.  
  - PreK to 12 Pathways exist for migrant students that include local to state agreements on partial credits for courses, graduation policies, and equitable representation in highly capable courses. |
| **Regional Collaborations:** | - Examine data and identify areas of success or continued need as it relates to existing action plans. Local and state stakeholders participate in action plan updates.  
  - Data loops exist between schools and early learning programs; regional entities host data events that encourage the collaborative examination of that data. Data systems and records exchange agreements exist to support migrant students beyond kindergarten.  
  - Districts and early learning partners across a region are working together on school readiness goals/actions for migrant preschoolers.  
  - High quality transition plans are in place across a region that support the unique needs of migrant preschoolers and their families.  
  - Regional entities work with local entities to help in continuing to leverage resources.  
  - PreK to 12 Pathways exist for migrant students that include local to state agreements on partial credits for courses, graduation policies, and equitable representation in highly capable courses. |
| **State Collaborations:** | - Examine state and regional data and identify areas of success or continued need as it relates to existing action plans. Ensure state action plans are connected and supportive of regional and local action plans.  
  - Support regional and local entities (resources, venues) as they host data events that encourage the collaborative examination of that data. Encourage the use of data systems and records exchange agreements exist to support migrant students beyond kindergarten.  
  - Statewide school readiness goals/action plans exist for migrant preschoolers.  
  - Statewide high quality transition plans are in place that support the unique needs of migrant preschoolers and their families.  
  - State agreements exist regarding PreK-12 pathways that include statewide agreements on partial credits for courses, graduation policies, and equitable representation in highly capable courses. |
| **National Collaborations:** | - Examine state data and identify areas of success or continued need as it relates to existing action plans.  
  - National groups are highly aware of levels of action that exist from local to state.  
  - Statewide school readiness goals/action plans/transition plans are shared at national events.  
  - Resources continue to be provided to states as states continue work on action plan items. |
Examining Data
## Sample Action Plan Template

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<tr>
<th>Activity Description: Developing</th>
<th>Activity Description: Approaching</th>
<th>Activity Description: Meeting</th>
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<td>Regular examination of data occurs that includes data loops between grade levels and programs such as early learning and kindergarten. Data systems and records exchange agreements exist that support students from preschool through grade 12. School readiness goals are defined that include high quality transition practices. Local to state agreements exist on partial credits, graduation practices, and equitable representation of migrant students in highly capable courses. Information is regularly shared out to the community.</td>
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</table>

### List Evidence and Examples

Our regional group has been able to work with many school districts and their preschool partners to help them establish data loops. Preschool programs send their data to the school districts that will be the receiving kindergarten district. Those districts then send data back to preschools during the year so preschool programs can see how students are doing that came from their program. Quality transition plans from preschool to kindergarten allow migrant families to have individual meetings with kindergarten teachers prior to the start of the year. More migrant preschoolers have access to early learning due to PreK-12 pathway.

### List Next Steps

Continue working with community organizations to help with identification and support of migrant preschoolers. K-12 pathway continues to expand to ensure migrant students are getting quality parent-teacher conferences as well as to ensure more students are having the opportunity to participate in college-level courses or AP courses.
## Activity Plan Template

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**List Next Steps**

Continue working with community organizations to help with identification and support of migrant preschoolers. K-12 pathway continues to expand to ensure migrant students are getting quality parent-teacher conferences as well as to ensure more students are having the opportunity to participate in college-level courses or AP courses.
Ultimately the goal is to support the positive outcomes for migratory students and families.
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