Migrant Education and Early Learning

NC MEP Summit

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Each child is honored, respected, and empowered to achieve success in school and life.
Discussion Topics

• Importance of the Early Years
• LEA Administered Preschool Programs
• Transition to School
Importance of the Early Years
Brain Architecture

Birth

6 years

14 years
Important Connections are Made Prior to School-Entry

90% of brain growth occurs before kindergarten

Newborn brain size compared to that of a 6-year-old brain  
Newborn neural networks compared to networks of a 6-year-old

The Brain’s Ability to Change in Response to Experiences

Amount of Effort Such Change Requires

AGE

Birth 2 4 6 8 10 20 30 40 50 60 70
LEA Administered Programs

- Title I Preschool
- Exceptional Children/Developmental Day
- Head Start (also administered by Community Action, Govt., Churches, etc.)
- NC Pre-K (also administered by local Partnership for Children)
## NC Public Preschool Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Administered by LEA</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Preschool</td>
<td>Yes - optional</td>
<td>Contact LEA</td>
</tr>
<tr>
<td>Head Start</td>
<td>Sometimes</td>
<td>Contact LEA, Community Action Agency, etc.</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>Yes</td>
<td>Contact LEA</td>
</tr>
<tr>
<td>NC Pre-K</td>
<td>Yes or Local Partnership for Children</td>
<td>Contact LEA or local Partnership for Children</td>
</tr>
</tbody>
</table>
## Eligibility

<table>
<thead>
<tr>
<th>Program</th>
<th>Age of Child</th>
<th>Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Preschool</td>
<td>Typically 4 (Birth-School Age)</td>
<td>Educational Need</td>
</tr>
<tr>
<td>Head Start</td>
<td>Early HS 0-3 Preschool 3-5</td>
<td>Income &amp; Other Risk Factors</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>Beginning on 3rd Birthday</td>
<td>Diagnosed Disability</td>
</tr>
<tr>
<td>NC Pre-K</td>
<td>4 (by Aug. 31)</td>
<td>Income &amp; Other Risk Factors</td>
</tr>
</tbody>
</table>
Strategies for Serving Preschoolers

- Identify all preschool programs, both public and private (CCR&R Agencies)
- Create awareness of the needs of migratory families/young children
- Enlist the help of school personnel in identifying preschool-aged children
Strategies for Serving Preschoolers

- Initiate interagency communication and collaboration
- Reach out to families prior to enrollment and on an ongoing basis
• Challenges

• Strategies
Transition to School: What should families do?

• Help the child develop independence at home
• Focus on self-help skills
• Teach responsibility
• Develop and follow routines
• Read aloud
Transition to School: What should families do?

• Encourage the child to do meaningful literacy activities
• Acknowledge the child’s feelings
• When children have conflicts, teach instead of punish
• Talk to your child about the day
Literacy: Early Word Recognition

Children begin to...

• Recognize familiar words in environment
• Learn that letters make up words
• Learn that words have meaning
My Name is Important

Name Activities:
Emphasize the most important word

Katie Ann
Tasha
Jose
Children’s Names: Children “Sign”…

- Artwork
- Letters
- Belongings (books)
Familiar Words...”I can read!”
Tips for Families

• Start early
• Read it again…and again…and again
• Be patient
• Visit the library regularly
• Keep books and other reading materials accessible
• Create an awareness of written words
Tips for Families

- Choose books that reflect your child’s interests
- Have your child follow a recipe with you
- Limit screen time
- Continue reading to your child once they are independent readers
- Be a model
- Talk, sing, play, and read every day!
Why Read Together?

- Improves vocabulary and oral language skills
- Promotes a love of books
Talking While You Read

https://www.youtube.com/watch?v=ZeMpnLEh3Tc&list=PLP56SP4xkLxFzsdIzSu8b9mNOjVxlblxi&index=2&t=40s
When I Read To You

Reading to your child can be a special time to spend together. Tips when reading out loud to a child:

- Read to your child every day.
- Read about things your child is interested in and enjoys.
- Read at the same pace that you talk.
- Read with expression. Give different characters different voices. Change your voice to match how the character in the book feels.
- Reread books your child enjoys.
- Explain some words that your child may not understand.
- Read different types of things like poems, books that tell a story, and informational books (for example, factual books about volcanoes, weather, or animals).
- Read books that are too difficult for your child to read on his/her own.

Public Schools of North Carolina
When I Read To You

https://www.youtube.com/watch?v=EUavr7Rlu6M&list=PLP56SP4xkLxFzsdlzSu8b9mNOjVxlblxi&index=25&t=28s
Materials
Resource: The Ready Family

What is school readiness?

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not instantly “ready” or “not ready” for school. The skill and development are strongly influenced by their milieu and through their interactions with other people and environments before coming to school.

A family that is ready for their child to start school supports their child’s learning by preparing for kindergarten, reads daily with their child, and maintains a positive home-to-school connection.

Preparing for Kindergarten

A ready family means preparing for school including:
- Engaging in learning, reading, and thinking, making the most of other family activities.
- Preparing children for school through play and learning.
- How to Prepare Your Family for Kindergarten
- An Intervention for Kindergarten
- Supporting Your Child in Thinking

Reading Together

A ready family reads to their child. Reading together improves children’s vocabularies and oral language skills, which are important for learning to read. Reading together promotes a love of books.
- Reading: An Effective Way to Read to Preschoolers
- Make Books Your Younger Reader

Connecting Home and School

A ready family means encouraging children by providing a positive, family-oriented environment that supports learning. An environment that supports children in becoming active learners and increasing reading habits is essential.
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