



**Florida Migrant Education Program
Preschool Task Force**



**10:00 – 11:00 am
August 25, 2017**

Meeting Notes

In attendance:

Task Force Member	Department
Dr. Dinh Nguyen	Florida Department of Education Migrant Education Program (FMEP)
Andrew Baldwin	Polk County MEP
Lilli Copp	Head Start Collaboration Office – Office of Early Learning (OEL)
Margot Di Salvo	Florida Identification & Recruitment (ID&R) Office
Lucia Esquivel	Panhandle Area Educational Consortium (PAEC)
Matti Garcia Friedt	Polk County Preschool Programs
Dr. Tara Huls	Voluntary Prekindergarten (VPK) – OEL
Carol Mayo	Hillsborough County MEP
Julie McLeod	Hillsborough County Schools
Dr. Ray Melecio	Florida ID&R Office
Dr. Barbara Mundy	Hendry County MEP
Enjoli Wynn	FMEP

Not present – Maria Pouncey (PAEC), Sophia Han (Department of Teaching and Learning – University of South Florida), and Lizaida Ramos (Myakka Center – East Coast Migrant Head Start)

Opening -

The virtual meeting began promptly at 10:00 am; Margot Di Salvo welcomed everyone. She shared that staff from the Office of Migrant Education had conducted a monitoring visit to the state earlier in the summer and that the staff was especially pleased with the positive efforts from the Task Force (TF). Dr. Nguyen followed with opening remarks from the state Migrant Education Program (MEP) office. Dr. Nguyen made a point to thank the group for all the work that has already been accomplished and mentioned how he is looking forward to hearing more good news from the TF.

Field Test Outcomes -

Each member state of the Preschool Initiative Consortium Incentive Grant (PI CIG) was expected to field test four high quality instructional materials and/or assessment instruments. Two districts, Hillsborough and Hendry, represented Florida in these efforts. Carol Mayo shared outcomes from Hillsborough County.

Hillsborough field tested D.L.M. Early Learning Childhood Express, a comprehensive child-centered curriculum, and Invention Playground, an enrichment program. Carol Mayo focused on two outcomes.

- Invention Playground proved to be less effective than expected. The STEM-based supplemental program was not sufficient to enrich the summer program and adjustments had to be made to the daily schedule. Carol felt the product was too costly to consider using again.
- Instructional resources chosen for the field test were expected to have a parent engagement component. Carol reflected on this and feels this is one area where the district MEP can improve. The field-test exercise brought to light that the district should plan out parent engagement opportunities with the same level of attention as choosing the instructional resources.

Several other Task Force (TF) members discussed how parents are included in summer programming. Matti Garcia Friedt mentioned that Polk County prekindergarten (pre-k) teachers communicate with parents on a daily basis. Lucia Esquivel shared similar practices for PAEC. Lucia added that the parent engagement component can often be challenging because parents work long hours during the summer. Despite this, service providers attempt to engage parents during home visits.

Barbara Mundy appreciated Carol's honest reflections and agreed that more can be done to increase actual parent engagement. Barbara also mentioned that one of the materials they field tested, Kindervention (an emergent reading program), included daily take home notes for parents.

Tara Huls offered a couple of suggestions on how to incorporate parent engagement opportunities into summer programming. One example is a model used by Seminole County that involves a planned pre-k playground event. Parents are invited to bring their children and teachers participate to offer instruction to the parents. Tara also talked about taking advantage of events such as a crop share or food distribution day to plan parent engagement activities. She mentioned that these events are also excellent opportunities for recruiting new families to the program.

The lively discussion was a good indication that going through the exercise of conducting the field tests proved to be a positive learning experience.

Increase District and State-Level Collaboration -

Prior to former TF member Chandra Hayes' departure from the MEP, she and Margot Di Salvo had been discussing how the program could increase collaboration opportunities that result in improving migrant pre-k services. One idea they had was to use the MEP's bimonthly coordinators' conference call as a platform to showcase successful collaboration models. Margot pointed out that Polk County already serves as a good example. The district MEP has a strong working relationship with the Polk Preschool Programs. This is evidenced by the fact that both Andrew Baldwin (Polk MEP Coordinator) and Matti (Preschool Programs VPK/Title I PK Director) are members of the TF.

Dr. Nguyen concurred with the idea adding a new segment to the bimonthly call to showcase collaboration efforts. Margot asked Andy and Matti for permission to showcase Polk County's efforts in the next call – they both agreed.

- **Action Item** – The next coordinators' call is scheduled for October 25, 2017. Margot will get in touch with Andy and Matti prior to the call to plan out what will be shared during the call. Plans will be sent to the state MEP for approval.

“Starting Out Right” -

Margot explained that copies of the book, *Starting Out Right, A Guide to Promoting Children's Reading Success*, were purchased at the end of year one of the PI CIG for the purpose of providing these as a tool for service providers to migrant pre-k during home visits. The book could also be used by pre-k teachers to supplement instruction. Margot continued to explain the purchase was made based on the recommendation by the PI CIG coordinator, Michele Cheney. Prior to the virtual meeting, each TF member received a copy. The group was asked to come prepared to discuss the book. Several in group were already familiar with the book and have used it often in the past.

- Lilli Copp appreciates its simple approach, its appeal to parents, and the useful tips for teaching emergent readers.
- Matti has used it to guide professional development training events in her department.
- Carol said ideas from the book can be used during parent involvement activities.
- Andy suggested creating a calendar with daily tips taken from the book.

The book provides a list of the “100 Great Picture Books” (compiled by the New York Public Library). Several in the group commented that the list includes many culturally sensitive books

and asked if the list could be added to the Office of Early Learning (OEL) website. Tara explained that office is currently revamping the website. She asked the group to send her any suggestions for changes to the website.

Margot told the group that the ID&R Office has several more copies that can be shared with districts outside of the TF. The group began to brainstorm the idea of developing a quick reference sheet with either a leading question or statement that a practitioner could use as a guide to find specific topic/items in the book. Margot said that she would make the first attempt to develop the reference sheet.

- **Action Item** – TF member should email Tara if they have suggestions for changes to the OEL website including where the 100 picture books list should be added (i.e., parent resources and/or provider resources).
- **Action Item** – Margot will report back to the TF the development of the reference sheet for the “Starting Out Right” book.

Reflections on Participation in the PI CIG -

As a member state, the Florida MEP is expected to complete a reporting form at the conclusion of year two of the CIG, which ends on September 30, 2017. In an effort to capture the impact the TF has made on migrant pre-k services in the state, Margot asked the group to reflect on four guiding questions.

1. List **successes** that resulted from your district’s participation in the PI Pre-K Task Force.
2. Share **outcomes** from participating in the PI Pre-K Task Force.
3. Describe **lessons learned** as a result of PI Pre-K Task Force activities and participation.
4. Is there anything else you would like to add?

The group was asked to submit their responses to Margot; these will then be incorporated into the state report.

- **Action Item** – TF members should email the reflections responses to Margot no later than September 8, 2017. Districts with more than one person on the TF (Hillsborough and PAEC) only need to complete one form.

Other Business -

Margot asked if anyone would like to share news about how their summer migrant pre-k program went. Barbara was excited to share that the Hendry County opened two new pre-k units in the remote area of Montura. Two certified teachers, two paraprofessionals, and one additional helper provide instruction. Despite having to overcome several logistical challenges, Barbara was happy to say the children enjoyed the new facilities tremendously and added that she was

scheduled to meet with a local journalist about writing a story for the local community. Margot asked Barbara to please forward the piece once it is completed so that it can be shared with the PI CIG and possibly post it on the PI CIG Clearinghouse website.

Next Steps -

Margot explained that the August 25 virtual meeting would mark the end of the year-two activities for the TF. The group did not discuss definitive plans for the next meeting (first meeting for year three). However, Margot shared dates for the CIG Dissemination Event, which will be the week of September 17-14, 2018 in Clearwater, FL. As the host state, Margot said the group will likely have a role in the planning of this event. She said more information will be passed on to the group as it becomes available.

Dr. Nguyen once again thanked the group for all their hard work and their dedication to providing quality services to migrant pre-k students and their families.

The meeting adjourned at 11:00 am.