



## Florida Migrant Education Program Preschool Task Force Meeting

Florida Hotel & Conference Center  
Orlando, FL  
February 28, 2018

### Notes

#### ATTENDANCE

##### Task Force Members

Andrew Baldwin, Polk County Migrant Education Program (MEP)

Margot Di Salvo, Identification & Recruitment (ID&R) Office

Matti Friedt, Polk County Office of Early Learning

Dr. Tara Huls, Florida Department of Education, Office of Early Learning (OEL)

Carol Mayo, Hillsborough County MEP

Julie McLeod, Hillsborough County Public Schools

Dr. Ray Melecio, ID&R Office

Dr. Barbara Mundy, Hendry County MEP

Dr. Maria Pouncey, Panhandle Area Educational Consortium (PAEC)

##### Invited Guest

Angel Casiano, East Coast Migrant Head Start Project (ECMHSP)

Javier Gonzalez, ECMHSP

Patti Kingery, ECMHSP

Sue Thomas, ECMHSP

Dr. Jose Villa, ECMHSP

#### INTRODUCTIONS

The meeting began promptly at 1:00 pm. Task Force (TF) members were asked to introduce themselves and the district they represent. Key staff from East Coast Migrant Head Start Project were invited to the meeting for the purpose of increasing collaboration efforts. Dr. Villa mentioned that ECMHSP is looking to improve recruitment strategies and increase enrollment in the districts they serve in Florida.

During this segment of the meeting, the Preschool Initiative Coordinator, Michele Cheney, joined the group via video conferencing. Michele expressed how pleased the consortium is with the task force model Florida adopted and said all member states will be asked to follow this model during the next grant-funding cycle.

The group took a few moments to review the consortium Clearinghouse website. Matti Friedt suggested adding a page to that provides information and links to resources on cultural awareness.

### **PRESCHOOL INITIATIVE (PI) CONSORTIUM PERFORMANCE MEASURES**

Margot Di Salvo explained three of the performance measures the PI expects member states to address in this third year of the consortium.

**Goal 3, PM 3.a:** Between baseline and Year 3, there is an increase of 15% in the percentage of identified migrant PK children ages 3-5 who receive PK services in member states.

- Florida reported a 7% increase from 2014-15 School Year (SY) to 2015-16 in the percent of migrant preschool children (ages 3-5) that were identified and served (60% to 67%). The state has not submitted data for 2016-17 SY.
  - *Action Item* – Margot explained to the group that she would inquire about the missing data with the state MEP office.

**Goal 3, PM 3.c:** By the end of Program Year 3, 75% of migrant PK children demonstrate mastery on a state-aligned school readiness assessment of pre-literacy.

**Goal 3, PM 3.d:** By the end of Program Year 3, 75% of migrant PK children demonstrate mastery on a state-aligned school readiness assessment of pre-math.

- Florida has not been able to report any pre-literacy or pre-math data for 2014-15, 2015-16, and 2016-17 SY due to challenges in teasing out migrant student school readiness data from the assessments administered in Voluntary Public School (VPK) facilities.
- Attempts to obtain migrant-specific data for kindergarten students that receive the Florida Kindergarten Readiness Screener (FLKRS) has also been unsuccessful.
- Dr. Villa said their program should be able provide data for migrant pre-k children they serve in Florida. Sue Thomas and Patti Kingery concurred and said they will work with the task force to pull the data.
- Dr. Tara Huls and Julie McLeod also indicated that OEL may be able to pull FLKRS data from Survey 5 reports.
  - *Action Item* – Margot will follow up with ECMHSP to obtain relevant data.
  - *Action Item* – Margot will work with Julie and OEL to obtain relevant data.



## PI YEAR 3 ASSIGNMENT

Margot provided an overview of an assignment the PI has tasked each member state to complete by August 1, 2018. A description of the assignment–Case Study–was handed out to the group. As the description explains:

The purpose of the case study is for each state to review and analyze a particular program problem, solution, and outcomes [related to migrant pre-k services] as well as share the experiences with other PI states.

The subject of the case study may be associated with a problem that was already identified and addressed by the MEP. Margot discussed with the group the possibility of highlighting the challenge that Hendry County faced with providing services to migrant pre-k in the most remote areas of the district.

A decision on choosing a specific subject for the case study was not reached at the meeting.

## COLLABORATION – MEP – HEAD START – VPK

The group was purposely split in order to facilitate small group discussion on how collaboration efforts could improve among the programs that serve the migrant community. The opportunity to engage in thoughtful conversation produced a number of practical measures the MEP could consider adopting or adapting.

- Javier Gonzalez shared a mobile phone app that the ECMHSP helped develop for the Migrant and Seasonal Head Start (MSHS). The *About This Site* page describes, “The Locator provides contact information like names, addresses, phone numbers, and websites. It also includes a map to indicate the locations of each MSHS and Health Center.”

The group discussed how the MEP could leverage the information to help the families they serve in their respective districts.

- Tara talked about increasing communication and data sharing by assigning a unique ID for each child that applies for enrollment in any VPK center and that stays with the child as he/she transitions into Kindergarten through 12<sup>th</sup> grade.
- Florida Health already has in place an online system where parents and schools can go to track children’s immunization records. As with the MSHS app, this is information the MEP can share with their families.
- Several TF members discussed current research being conducted at the University of South Florida (USF) Rightpath Research and Innovation Center. Their website states the primary mission is, “to employ cutting edge research methods to develop, evaluate, and disseminate tools, strategies, and



programs that evaluate achievement of vulnerable children.”

Margot thanked the group for the good information. She recommended that some of these could be shared during the bimonthly coordinators’ call.

- *Action Item* – Margot will ask Dr. Nguyen if these items in future bimonthly coordinators’ calls.

### **CNA/SDP UPDATE**

The FMEP is in the process of revising the Comprehensive Needs Assessment and Service Delivery Plan. The TF received the list of concern statements and solutions for School Readiness. The group was asked to take these with them to review and report back their feedback, which will be shared with Needs Assessment Committee.

- *Action Item* – Margot will follow up with TF members individually to collect feedback.

### **PROPOSE DATE(S) FOR VIRTUAL MEETING**

A scheduling poll will be sent to the group with potential dates for the next meeting, which will be conducted virtually.

Margot thanked the group for all their contributions to the discussions. The meeting was adjourned at 4:30 pm.

