

Helping Migrant/ELL Parents Help their Children be Ready for Kindergarten

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Graduation Success tied to Preschool



- One of the best predictors towards migrant students graduating, is whether they are on benchmark on state reading and math assessments by third grade.
- If a child starts Kindergarten not ready to learn, (1-2 years behind), even though they progress a grade level each year, they will still be behind in 3rd grade.

Reading Fundamental



- A longitudinal study that looked at college students that were successful looked at many qualities: IQ, type of education system, poverty, social class, parent involvement, etc. There was one element that all successful students had. That one element was ... wait for it.....wait for it.... They were read to routinely before they started school.

What Research Tells Us



- Children with supportive home learning environments show increased literacy, better peer interactions, fewer behavior problems, and more motivation and persistence.

Fantuzzo, J., McWayne, C., & Perry, M. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *The School Psychology Review*, 33(4), 467-480.

Weiss, H., Caspe, & M., Lopez, M. E. (2006). *Family Involvement in Early Childhood Education. Family Involvement Makes a Difference*. Cambridge, MA: Harvard Family Research Project

What Research Tells Us



- Among the youngest children, daily parent-child reading prompts cognitive skills as well as early vocabulary gains that lead to more reading and vocabulary growth, a “snowballing” growth pattern.

H.A., Pan, B. A., Tamis-LeMonda, C. S. et al. (2006). Mother-child bookreading in low income families: Correlates and outcomes during the first three years of life. *Child Development* 77(4), 924-953.

What Research Tells Us



- Continued family engagement is important through the school years. Longitudinal studies show that high family involvement is associated with improved literacy skills for children growing up in low-income households and whose parents have limited formal education.

Dearing, E. Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families, *Journal of Educational Psychology*, 98, 653-664.

Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review*, 26(1), 39-62.

ALL Migrant Preschoolers Getting Services



- We needed to make sure that all our migrant students were receiving all the support possible to be ready to learn in Kindergarten. We focused on three areas: Coordination with Other Preschool Programs, Direct Services to Preschool Students and Support to Parents.



Coordination with Other Agencies



- The Oregon Department of Education already had a preschool data system that gave a Secure Student Identification (SSID) number to students. The data system took information from Head Start, Migrant Head Start, Oregon Childhood Development Coalition, (OCDC). What was missing was Oregon Migrant Preschoolers did not have SSID numbers. Once all migrant students are identified, we will be able to know which migrant students are already receiving instruction and who is missing.

Agreement with OCDC



- For the last few years an agreement has been developed between the Oregon Childhood Development Coalition (OCDC) and the Migrant Program. Practically every area that had a migrant program also had an OCDC program. Our agreement encourages at the very least that directors, parent involvement personnel and recruiters will meet regularly.

Preschool Services Provided



- The Migrant program provides a small preschool allocation is given to every program. It must be used to serve preschoolers. Some programs have school year programs, other add on classes to their summer school programs.



Preschool Services Provided



- Many programs work in collaboration with OCDC to either provide slots for students that do not qualify under their program, or to provide classes using their resources such as: facilities, busing, meals, etc.



State Kindergarten Assessment



- Starting in 2013-2014, the Oregon Department of Education has required that all Kindergarten students be given an assessment.
- The assessment is composed of three components: 1) after a month of school, the teacher will fill out a Child Behavior Rating Scale where a rubric will be filled out from one to five. A 3 minute reading assessment using easyCBM in English and 2 minutes in Spanish. A math assessment will be given as well.

State Kindergarten Assessment



- The 14-15 results just came out. In Approaches to Learning, Hispanics were 3.5 which was a little below average. In Numbers and Operations, Hispanics were 6.9 which was the lowest subgroup. In Early Literacy for English letter names (8.9) and sounds (2.8), Hispanics were the lowest by far. In Spanish letter names, Hispanics were the highest with an average of 3.0.

Providing Support to Parents



- At parent meetings around the state, many parents shared they wanted to help their children to be successful, but didn't know what expectations were expected in Kindergarten.
- With the help of Kindergarten teachers, we came up with a list of expectations that parents can work with their children. Common Core Standards will affect what is required in Kindergarten.



Group Sharing



- Meet in groups of 4-6 and share what your district is doing to promote Preschool services. Be ready to share out best ideas shared.



Documents Supporting Parents Working with their Children



- We developed a list of “Things Parents can do to Ensure their Children are Ready for Kindergarten”. The two main focus for parents are to: 1) Read daily with their children and 2) Having daily interactions with their children. We have this in English and Spanish.
- We also developed a list of skills that children should have by the time they start Kindergarten that parents can check off as children master them. This is also in English and Spanish.

Documents Supporting Parents Working with their Children



- Parents shared that they needed additional tools to check of skills. We developed a brochure in both languages. We want parents to read 10-15 minutes every day and then take the brochure and circle the skills that they know. Every day they should review the circled skills and add 1 or 2 new ones.

Closing



- Get in a circle and share “a-has” and what your district or area is doing to prepare preschool children for Kindergarten.



Final Goal.

Contact Information



- Questions??
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