



The School Readiness Consortium is comprised of states and partnering entities dedicated to identifying best practices in preschool education, developing materials and implementing evidence-based strategies and processes to support and improve the education and preparedness of preschool-aged migrant children for Kindergarten. It will also focus on furnishing staff with strategies for the delivery of literacy and math services to young migrant children. Although there is a substantial body of research on the value of preschool education for all children, there are gaps in knowledge and implementation of effective methods for addressing the unique needs of preschool migratory children. A key focus of this Consortium Incentive Grant (CIG) will be on ways in which the Migrant Education Program (MEP) in its role as a supplementary program can support not only increased participation in structured preschools, but also promote promising approaches to engaging migrant parents in promoting their children's school readiness.

Long-term research generally concludes that there is evidence of better outcomes for students, especially those deemed "at-risk," who have participated in quality preschools versus children who have not. This bolsters the rationale for the creation of a School Readiness CIG because it should assist state MEPs with laying an educational foundation that will lead to improved migrant student performance on the reading, math and high school graduation GPRAs. In addition to the GPRAs, the majority of state MEPs have set preschool program improvement goals and growth targets as key elements of their state service delivery plans.

The School Readiness CIG will be implemented in three phases that are designed to build capacity and knowledge responsibly and incrementally:

### **Year One – Identification of Critical Priorities, Effective Methods and High Quality Resources**

**Year One** will be dedicated to asking CIG states to identify and select key priorities for improving preschool access, opportunities and policies for young migrant children. Participating states should invite an early childhood expert and parent involvement expert to join their core team. The first year will include the creation of **a clearinghouse for best practices** in methods and materials and identification of promising service delivery models for providing supplementary education and support to preschool-aged children and their families. The information compiled by the CIG will be categorized, periodically updated, and made available to the CIG MEPs **electronically via a newsletter** to enhance coordination of information between CIG states and partners, as well as with other CIGs whose work can contribute to improved Kindergarten readiness.

### **Year Two – Field Testing of Selected Methods, Strategies and Resources**

**Year Two** will build on the bank of strategies and resources developed during Year One. In addition, CIG states will identify and select a limited number of **best practices and service delivery models**



**that can be replicated and field tested** in their states. Examples of projects suitable for field testing might include: an iPad family literacy project, parent training modules, and development of meaningful partnerships with other Pre-K Centers. Suggested practices and models will be carefully analyzed to ensure that there is substantive evidence of success with migrant children and families. The School Readiness CIG team will accompany all recommendations with a detailed description of how a practice or model should be responsibly implemented in order to ensure that it has the desired impact. **CIG states will receive strategic support** to assist them with conducting their field tests and reporting results. Key activities from this year of field testing will be posted electronically in order to keep CIG members up to date on all CIG activities. CIG members will also meet periodically to share their successes and lessons learned.

### **Year Three – Evaluation of Efficacy of Promising Practices and Dissemination of Key Findings**

**Year Three** will be dedicated to disseminating promising practices, as well as evaluating the CIG work from Years One and Two. All CIG states will have results from the projects and/or strategies that they have chosen to field test in Year Two. It will be necessary to consider which practices hold the most promise and have demonstrated the best results with migrant children and families. Once these promising practices have been identified, the team will report on those and work on developing training modules and case studies that will assist other MEPs with replicating the featured strategies and models. A **website will be developed and made available to all MEPs** to disseminate promising practices, high quality resources and training modules.

To facilitate interstate coordination, the CIG states and partnering entities will ensure that products and practices developed through the collective efforts of the Consortium are shared with state MEPs to support improved preschool education for all eligible migrant children. In addition to items such as the **electronic newsletter** and **website** outlined above, deliverables will include: 1) a **literature review** on school readiness of migrant children; 2) **training modules** featuring strategies for working effectively with parents and families; 3) **developmental materials for parents** to use at home with their preschool children; and 4) **case studies of successful interstate collaborations** and between MEPs and other agencies. In addition to the Consortium project objective evaluation, this CIG will address the performance measures established by the GPRAs in reading and math. Specifically, migrant student achievement outcomes will be correlated with preschool participation to determine the program effects. Data will be compiled and submitted to the Office of Migrant Education.

For further information, contact the Director for the lead state of the School Readiness Consortium: Carmen Medina at [cmedina@pa.gov](mailto:cmedina@pa.gov) or at (717) 783-6464.