



Public Schools of North Carolina

Migrant Education and Early Learning

NC MEP Summit

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**OFFICE OF
EARLY LEARNING**



Office of Early Learning (Pre-K – Grade 3)
<http://www.ncpublicschools.org/earlylearning/>

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

Kindergarten Entry Assessment

Pre-K Exceptional Children, 619

Head Start-State Collaboration Office

Pre-K Title I

Early Learning Sensory Support



Discussion Topics

- Importance of the Early Years
- LEA Administered Preschool Programs
- Transition to School

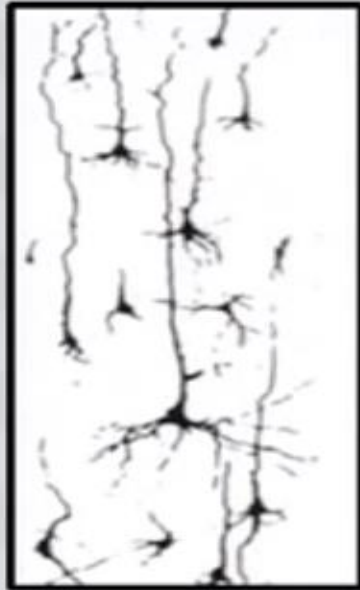


Importance of the Early Years



Brain Architecture

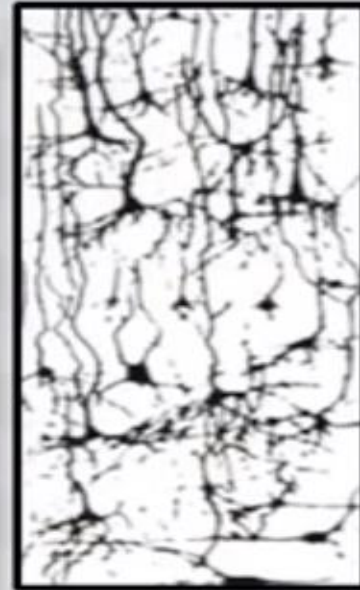
Birth



6 years

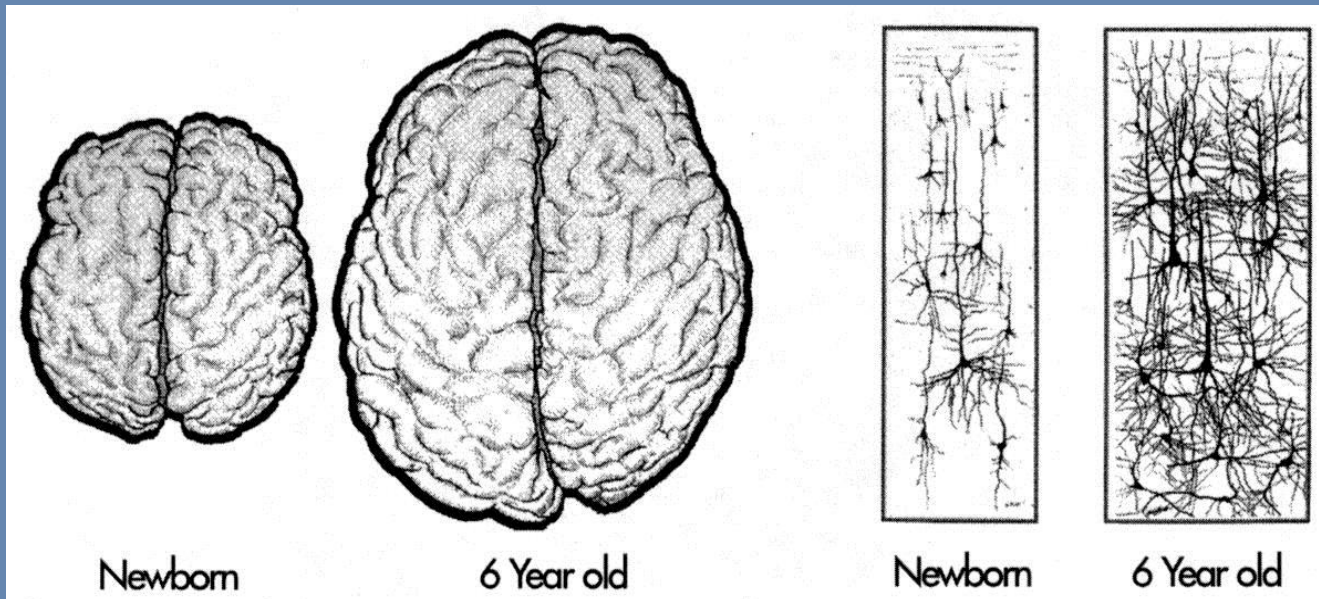


14 years



Important Connections are Made Prior to School-Entry

90% of brain growth occurs before kindergarten



Newborn

6 Year old

Newborn

6 Year old

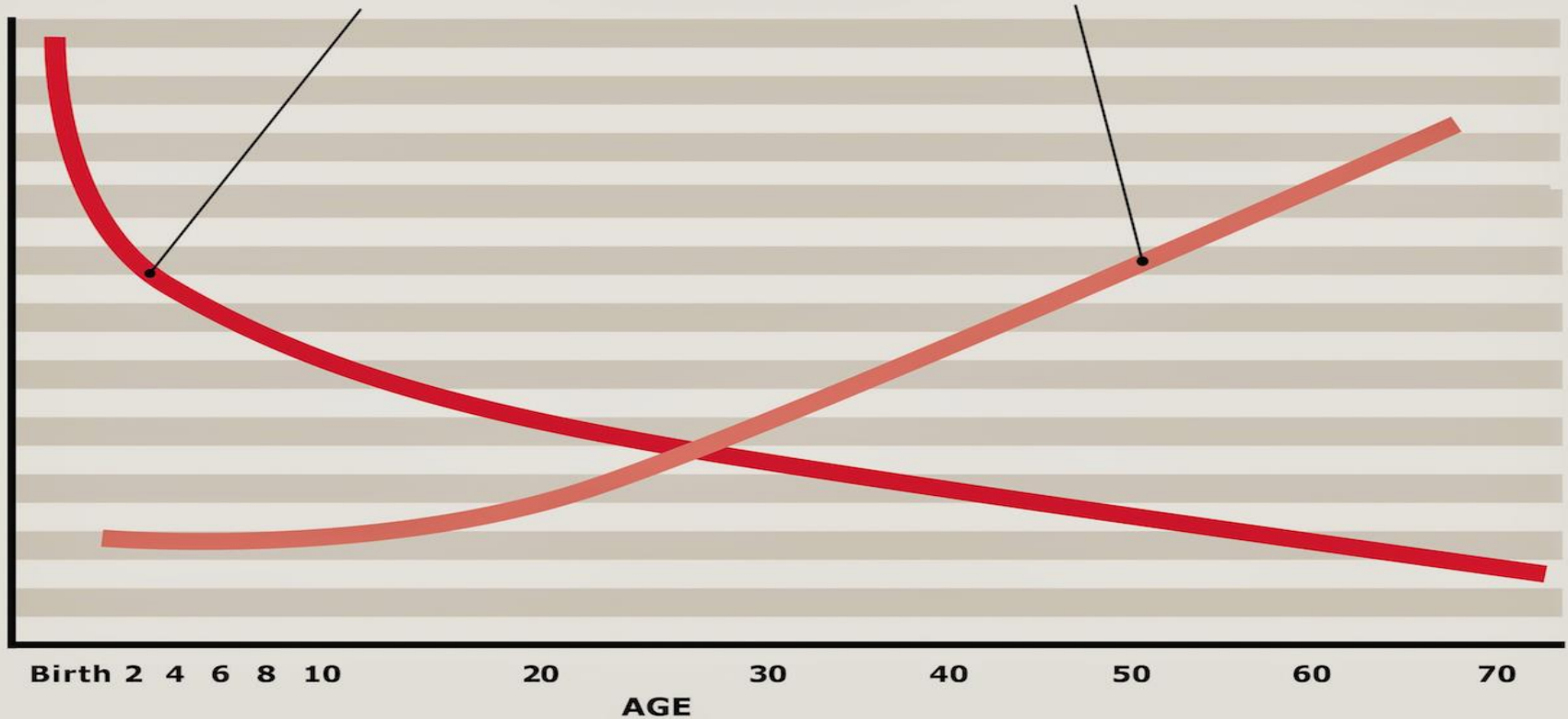
Newborn brain size compared to that of a 6-year-old brain

Newborn neural networks compared to networks of a 6-year-old

Source: Paul Lombroso, "Development of the cerebral cortex. VI. Growth Factors I." Journal of the American Academy of child and Adolescent Psychiatry 37(6): 674-675, 1998.

**The Brain's Ability to Change
in Response to Experiences**

**Amount of Effort
Such Change Requires**



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

Program	Administered by LEA	Contact Information
Title I Preschool	Yes - optional	Contact LEA
Head Start	Sometimes	Contact LEA, Community Action Agency, etc.
Exceptional Children	Yes	Contact LEA
NC Pre-K	Yes or Local Partnership for Children	Contact LEA or local Partnership for Children



Eligibility

Program	Age of Child	Eligibility
Title I Preschool	Typically 4 (Birth-School Age)	Educational Need
Head Start	Early HS 0-3 Preschool 3-5	Income & Other Risk Factors
Exceptional Children	Beginning on 3 rd Birthday	Diagnosed Disability
NC Pre-K	4 (by Aug. 31)	Income & Other Risk Factors



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=PLP56SP4xkLxFzsdIzSu8b9mNOjVxIbIxi&index=2&t=40s>

When I Read To You



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.

When I Read To You

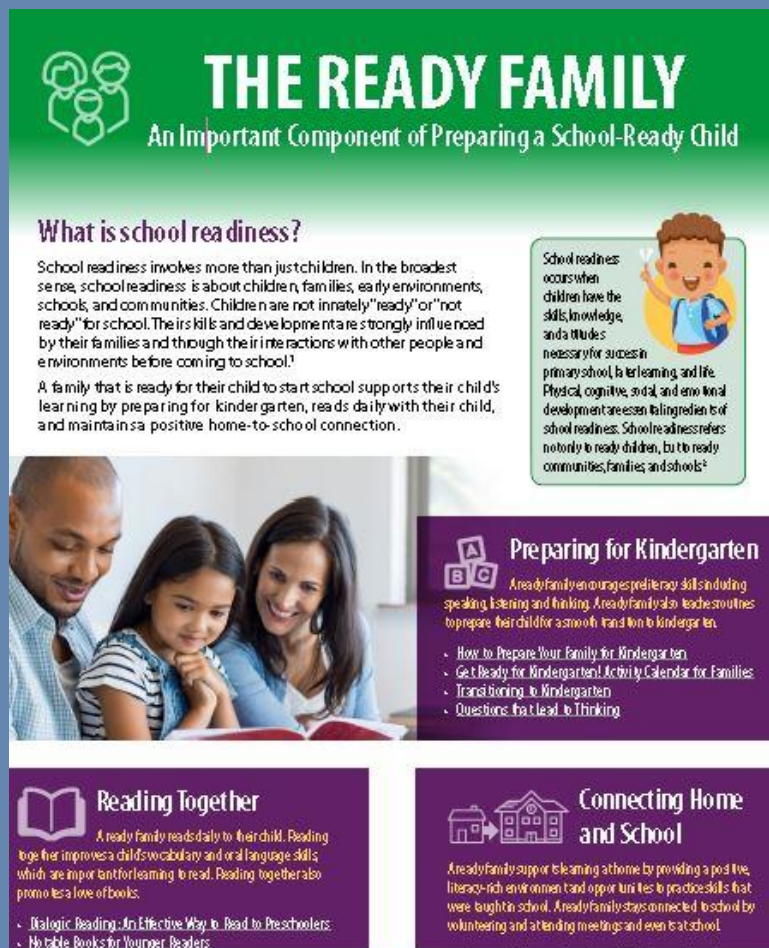


<https://www.youtube.com/watch?v=EUavr7Rlu6M&list=PLP56SP4xkLxFzsdIzSu8b9mNOjVxlbIxi&index=25&t=28s>

Materials



Resource: The Ready Family



THE READY FAMILY

An Important Component of Preparing a School-Ready Child

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 innately "ready" or "not ready" for school. Their skills and development are strongly influenced by their families 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.

School readiness occurs when children have the skills, knowledge, and attitudes necessary for success in primary school, in learning and life. Physical, cognitive, social, and emotional development are essential ingredients of school readiness. School readiness refers not only to ready children, but to ready communities, families, and schools.

Preparing for Kindergarten

A ready family encourages proficiency skills including speaking, listening and thinking. A ready family also teaches routines to prepare their child for a smooth transition to kindergarten.

- How to Prepare Your Family for Kindergarten
- Get Ready for Kindergarten! Activity Calendar for Families
- Transitioning to Kindergarten
- Questions that Lead to Thinking

Reading Together

A ready family reads daily to their child. Reading together improves a child's vocabulary and oral language skills, which are important for learning to read. Reading together also promotes a love of books.

- Dialogic Reading: An Effective Way to Read to Preschoolers
- Notable Books for Younger Readers

Connecting Home and School

A ready family supports learning at home by providing a positive, literacy-rich environment and opportunities to practice skills that were taught in school. A ready family stays connected to school by volunteering and attending meetings and even to school.

https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_SE_The_Ready_School_The_Ready_Family.pdf



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