

Early Childhood Education Work Plan 2024-2025

Oregon Migrant Education Service Center

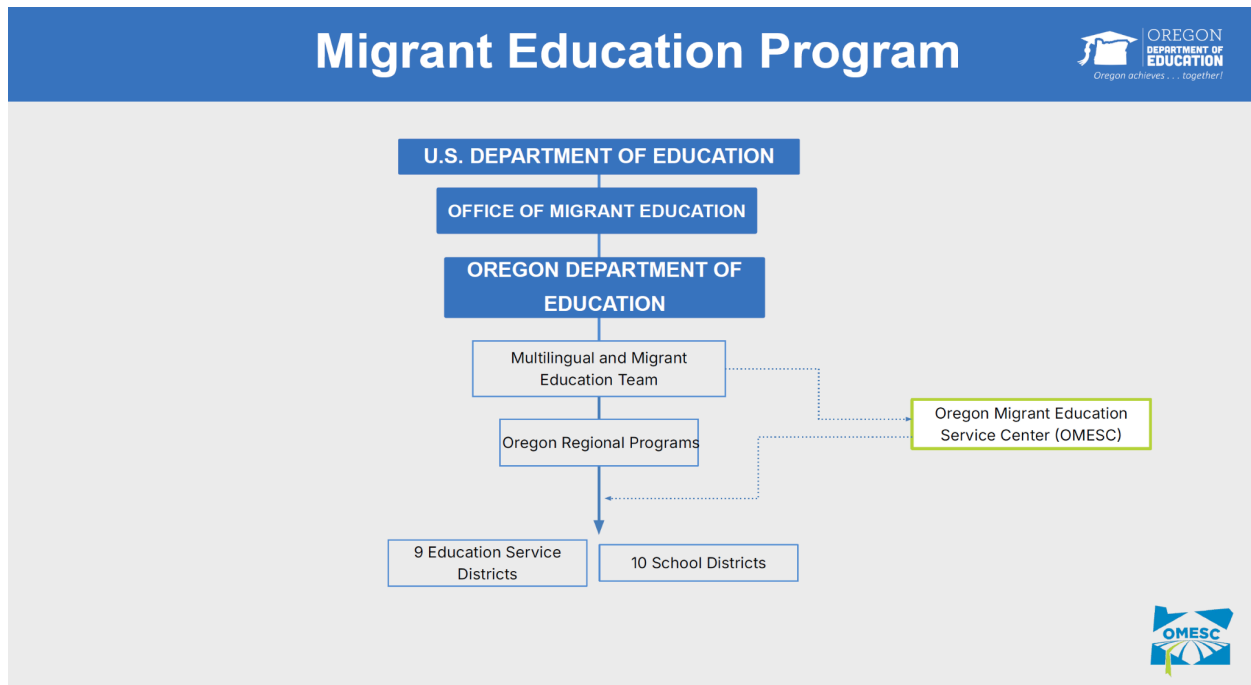


Early Childhood Education Work Plan 2024-2025



Mission:

The Oregon Migrant Education Service Center (OMESC), in collaboration with the Oregon Department of Education's Title I Part C Program, provides professional development, technical support, and program planning consistent with the needs of the regional programs serving eligible migrant students. These needs include, but are not limited to, Early Childhood Education, Graduation, Identification & Recruitment, Record Exchange, Family Engagement, Bi-national Programs, & Educational Best Practices.



Roles and Responsibilities of the ODE and OMESC:

The Oregon Department of Education (ODE) is responsible for the statewide coordination, funding, oversight, and policy direction of migrant education services. It works in partnership with the Oregon Migrant Education Service Center (OMESC) to

provide support, technical assistance, training, and resources to the 19 regional migrant education programs. ODE ensures that these programs are aligned with state and federal requirements, offers support for program improvement, and advocates for migrant students and families to ensure they receive equitable access to education and related services. OMESC, as a service center, often serves as technical support in specific areas between the ODE and the regional programs. ODE ensures that the regional programs are implementing educational services that meet both state and federal guidelines.

Purpose:

The purpose of the Early Childhood Education 2024-2025 Work Plan is to guide and support the local ECE Specialists to foster an environment that supports migrant families and students to develop foundational early childhood education skills for school success. The ECE specialists will receive training for these areas to have a supportive infrastructure will allow specialists to develop a community-based approach to providing families with the tools to actively engage families in their children's learning and empower the community to support Pre-K education for migrant children.

Background and Goal Overview:

The MEP Community was actively consulted and played a significant role in the development of the 2024-25 ECE Work Plan. The OMESC Early Childhood Specialist partnered with the Early Childhood Education Advocacy Committee (ECEAC) to address and define the priorities and updates needed for the 2024-25 year. The results from this partnership outlined the need for full day training on the initial Assessment tool. Ongoing training would be necessary to ensure staff is equipped to administer the updated tools. In 2023-24, the OMESC ECE specialist and ECE Advocacy Committee suggested and targeted the need for professional development in the area of social emotional learning, early literacy, home visiting, language development, accident insurance, play based learning and the role of parent/guardian involvement in children's education and

alignment with the Service Delivery Plan.

The Service Delivery Plan (SDP) includes five Goal Areas, Early childhood education is one that is focused on with corresponding subgoals, a principal strategy, multiple supporting strategies, and one MPO. These strategies offer regional MEPs a diverse range of options to effectively implement the Principal Strategy and achieve the MPO. The SDP will be supported through various formats, including monthly professional development sessions for Early Childhood Education (ECE) specialists, with a focus on equity and using the Oregon Early Literacy Framework to promote language development at home. ECE intervention strategies will prioritize family engagement, including workshops and one-on-one meetings to provide early learning strategies and kindergarten readiness resources. Additionally, the plan strengthens partnerships with agencies like Head Start to ensure early intervention referrals and emphasizes in-person visits for at-risk children, ensuring families receive linguistically appropriate resources and referrals tailored to their needs.

MEP staff provide both instructional and support services, offering targeted assistance and resources to migratory youth and their families throughout the year. The Oregon Department of Education (ODE) partners with the Oregon Migrant Education Service Center (OMESC) to support MEP staff with professional development, technical assistance, and program planning that meets the needs of regional programs serving eligible migrant students to meet goals and Measurable Program Outcomes serve as benchmarks for tracking progress

Goal Area 1.1 Early Learning and Support Services:

MEP Personnel and family liaisons will work to enhance services for eligible migratory pre-K children ages 3–5, aiming to increase both access to and utilization of MEP instructional and support services. Monthly Strategic Professional Development (PD) Participation Regional MEP staff will engage in monthly PD sessions focused on equity in early childhood education (ECE). These sessions will incorporate best practices to

implement local early childhood resources and engage with community agencies.

Key themes will include:

- ECE with an Equity Lens: Examining educational practices through an equitable framework.
- Anti-Bias Education in ECE: Addressing biases and fostering inclusivity.
- Culturally, Linguistically, and Developmentally Appropriate Practices in ECE: Strategies to support bilingualism and promote respectful cultural engagement.
- Understanding ECE vs. School Readiness: Clarifying the distinctions between early childhood education and school readiness.
- Oregon's Early Learning Standards: Familiarization with state-specific standards that guide early learning practices.
- Family Interviews and Preschool Partnerships: Employing family engagement and collaboration to identify individual children's needs.
- Differentiated Instruction and Support: Strategies for adapting instruction and services to meet diverse ECE needs.
- Birth Through Five Literacy Plan: Implementing a comprehensive approach to literacy development for children from birth to age five.

Goal Area 1.2 Family Engagement:

The ECE Component is designed to align with family engagement by offering evidence-based early childhood education workshops to support the development of the Service Delivery Plan. Migratory families with children ages 3–5 will have access to multilingual early learning resources and activities, including family workshops, parent events, and one-on-one meetings that focus on early learning strategies.

Regional MEP staff will partner with local and state organizations (including schools, districts, Department of Early Learning and Care (DELIC) programs, community-based organizations, early learning centers) to provide or connect families to family workshops

or seminars on themes including rights to translation and interpretation/civil rights, developing a student's primary language, strategies to support early learning at home, understanding the U.S. education system, transitioning into kindergarten, and social-emotional learning at home.

Workshops and Professional Development

Evidence-Base ECE Workshop Overview:

The monthly virtual workshops will be offering evidence-based professional development (PD) to migrant employees. Each month will target topics within capacity building, resources and specific guidance to help prepare our staff to better serve migratory students. This includes equitable practices and developmentally appropriate tactics. Workshops will provide evidence-based strategies that are in alignment with the ECE work plan and Service Delivery Plan (SDP) and ECE goals. These workshops will be focused on addressing the needs for migratory Pre-K children and their families to enhance family engagement outcomes and support services. The ultimate aim is to build the capacity of staff so that they can effectively create a positive impact on the development and educational experiences of migratory children and their families.

Key topics are but not limited to:

- Intake and Assessment Tools and Collect Feedback (surveys)
- Provide specialists with Resources and collaborate with community Partners
- ECE approach: Difference between ECE and School Readiness
- Early Childhood Education with an equity lens
- Anti-bias Education in ECE
- Culturally and linguistic developmentally appropriate practice in early childhood education. Responsive strategies for early learning (literature, art, exploration of the environment, and play) and resources in the community, and family engagement. As well as, workshops for families that includes locally-relevant

themes to support early learning, and language development in multilingual students

- Comprehensive screening in ECE and ECE Intervention Protocol
- Oregon's Early Learning Standards
- Oregon's Early Literacy Framework, and Birth Through Five Literacy Fund
- Designing culturally and linguistically relevant home-based and program-based instructional services in early childhood education
- Families' support for Transition between Pre-K and KG

Format: 120 minute Zoom Workshop

Schedule: Every first Wednesday of the Month

Target Audience: Region ECE Specialists

Onboarding of New ECE Specialists Overview:

This onboarding workshop for new Early Childhood Education (ECE) Specialists is designed to equip them with the essential knowledge, skills, and tools needed to effectively support migratory children and their families. The workshop's main objectives are to build a strong foundation for the new specialists, guide them in their roles, and foster collaboration with families and community partners. This comprehensive training promotes understanding, enhances their capabilities, and encourages effective collaboration with families and community partners. As well as, understand the outline of the primary functions and expectations of the ECE Specialist, including assessm

Workshop Goal:

The goal of this onboarding workshop for new Early Childhood Education (ECE) Specialists is to equip specialists with essential knowledge and skills to create a comprehensive support system where migrant children thrive academically and socially through an integrated network of support from our MEP personnel.

Key Topics:

- Migrant Education Program
- Requirements of Service Logs
- Role of ECE Specialists
- Service Delivery Plan
- Measurable Outcome Plans
- Available tools and Resources
- Comprehensive Needs Assessment

Format: Virtual

Schedule: ½ a day

Target Audience: New ECE Specialist

Title IC Office Hours:

The ECE Specialist will play a key role in supporting the Title IC office hours by leading dedicated breakout rooms focused on Early Childhood Education (ECE). This position involves facilitating open forums where participants can ask questions, share experiences, and engage in meaningful discussions to enhance their understanding of ECE practices and policies. Additionally, the ECE Specialist will contribute to the monthly progress memo by providing detailed narratives that outline key areas where regional programs are seeking support. This section will include reflections on these needs and a summary of the professional development opportunities planned to address them throughout the year. Through these efforts, the ECE Specialist will ensure that regional programs receive targeted guidance and resources that foster continuous growth and alignment with best practices in early childhood education.

Goal:

Identifying program needs and providing actionable insights, the ECE Specialist ensures that regional programs receive targeted guidance and resources. This approach fosters

continuous improvement, aligns practices with ECE best practices, for regions to and provide high-quality early childhood education.

Format: Virtual- Zoom

Schedule: Monthly- Every third Friday of the month from 10am-11am

Target Audience: ECE Specialists and Other MEP Staff

Early Childhood Education Coaching:

ECE coaching will be implemented to provide tailored continuous support guidance for specialists across 19 regions to foster collaboration and professional development. Sessions will follow with a creation of a detailed log that tracks each session, featuring a counter for each region to ensure comprehensive oversight. This log will document key information such as the date and time of meetings, topics discussed, recommendations made, and needs outlined in the Service Delivery Plan (SDP). Monitor progress and support targeted improvement, specifically towards goal areas 1.1 and 1.2 to of the SDP to maintain alignment with overall program objectives, the log will be linked to the monthly progress memo for consistent updates and evaluation.

Format: Phone, Email, Virtual

Schedule: Twice a year per Region

Target Audience: Regional ECE Specialists

- ***Coaching on the ECE Intervention Protocol and Alignment with SDP:***

The coaching sessions provide guidance for early childhood education specialists on supporting strategies aligned with SDP objectives. The meetings include MPO-related activities, with discussions aimed at analyzing successes and challenges. This documentation is also used to monitor feedback and ensure continuous improvement towards the SDP. Recommendations to have action plans to implement in the upcoming quarter.

- ***ECE Technical Assistance:***
 - Intake forms, service logs, and Development Tool

Continuous and comprehensive technical assistance will be provided to ECE Specialists through a combination of virtual meetings, phone call, and email support. This support may include, but is not limited to, answering questions specialists may have and offer guidance on how to implement tools presented. The goal is to ensure that all specialists have a clear understanding of the functionalities of these tools, can navigate them seamlessly, and are equipped to utilize the collected data for program improvement and informed decision-making. Such ongoing assistance will help maintain high standards of data accuracy and consistency that will have beneficial outcomes for the children and families served.

ECE Advocacy Subcommittee Meeting:

The ECE Specialist will be responsible for identifying learning needs and planning and facilitating meetings with the ECE Advocacy Subcommittee. These meetings will focus on collaborating to address professional development, enhance communication, and improve the effectiveness of early childhood education. The goal is to support MEP personnel in successfully implementing the SDP across Oregon.

Target Audience: MEP Staff and ECE Subcommittee

2024-2025 ECE Professional Development

OREGON MIGRANT EDUCATION PROGRAM

Early Childhood Education Professional Development Annual Schedule

Purpose:

Join us for a valuable opportunity to stay informed and enhance your professional development. Each month, we will cover the latest state and federal MEP guidance, updates, and requirements to ensure you are up-to-date with current practices. You will also have the chance to collaborate with other Early Childhood Education Specialists,

share insights, and learn about effective strategies for supporting children's development and growth. This is an excellent opportunity to build a community of practice, where we can learn from each other and strengthen our collective impact on early childhood education.

Additionally, we will follow a monthly workshop schedule that addresses early childhood education requirements and processes, linking them to the current SDP goals, particularly Goal Area 1.1 (Early Learning and Support Services) and Goal Area 1.2 (Pre-K Family Engagement). Recommended topics in alignment with these goals will be shared, ensuring that all sessions are relevant and actionable.

When:

First Wednesday of every month
 9:00 a.m. - 11:00 a.m. PST

Where:

Zoom link be sent out ECE specialist attendees

Description	Format/Duration
Evidence-Based ECE Workshops	Zoom (Virtual) Monthly 120 minutes
Onboarding of New Specialist	Zoom Half a Day
Title IC ECE Office Hours	Monthly Zoom 10am-11am
ECE Technical Assistance	Phone and Virtual Support Scheduled by Specialists (ongoing)
ECE Coaching on the ECE Intervention Protocol and Alignment with SDP	Zoom Twice a year 90 minutes

ECE Coaching	Zoom Minimum twice a year
ECE Advocacy Subcommittee Meeting	Zoom (Virtual)