

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # S419A150008

Grants.gov Tracking#: GRANT11761034

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/14/2014"/>	4. Applicant Identifier: <input type="text" value="NA"/>
--	---

5a. Federal Entity Identifier: <input type="text" value="NA"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="NA"/>
---	--

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Mississippi Department of Education"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="64-6000758"/>	* c. Organizational DUNS: <input type="text" value="8093996940000"/>

d. Address:

* Street1: <input type="text" value="359 North West Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Jackson"/>
County/Parish: <input type="text" value="Hinds"/>
* State: <input type="text" value="MS: Mississippi"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip/Postal Code: <input type="text" value="39201-1502"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Elementary Education"/>	Division Name: <input type="text"/>
--	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Nathan"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Oakley"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Director of Elementary Education"/>	

Organizational Affiliation: <input type="text" value="Mississippi Department of Education"/>
--

* Telephone Number: <input type="text" value="601-359-2586"/>	Fax Number: <input type="text" value="601-359-2040"/>
---	---

* Email: <input type="text" value="noakley@doe.k12.ms.us"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-001

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number: S4.419A

13. Competition Identification Number:

S4 419A2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

Mississippi's Preschool Development Grant Application

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="60,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color, or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Nathan Oakley</p>	<p>TITLE</p> <p>Director of Elementary Education</p>
<p>APPLICANT ORGANIZATION</p> <p>Mississippi Department of Education</p>	<p>DATE SUBMITTED</p> <p>10/14/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="United States Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419A150008

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA-Statement.pdf

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Requirements

The Mississippi Department of Education (MDE) has a nondiscrimination policy, and will take actions outlined below, to ensure equitable access to, and participation in, the Federally-assisted Preschool Development Grant for students, teachers, and other program beneficiaries with special needs. The MDE is an Equal Opportunity/Affirmative Action Employer and does not discriminate on the basis of race, color, religion, sex, age, disability, marital status, national origin, or veteran's status in employment or provision of services.

Each preschool collaborative funded under this grant will identify a director who is responsible for developing partnerships with local service providers to help parents access relevant services, including enrolling their children in the preK program. Directors will especially target hard-to-reach families, such as migrant, homeless, English learners, children in the child welfare system, children in rural or tribal areas, and military families to encourage their participation. For their family engagement duties, these directors will receive support from MDE's Family Engagement Coordinator.

Furthermore, each preK teacher will attend a meeting with Kindergarten teachers to discuss the transition of each child to Kindergarten, including any special services provided to each child.

Providers will facilitate opportunities for a child's family to talk with Kindergarten staff about the special needs of their child and/or details about special meals, transportation, and special services available.

A teaching strategies document is under development to provide guidance for supporting children at a range of developmental levels, including suggested adaptations, accommodations, and modifications for children with disabilities and supports for instructing English Language Learners. A range of assessment strategies that incorporate developmentally appropriate and authentic assessment practices will also be provided, guiding early childhood educators to use observations and performance-based tasks to determine mastery of the standard.

With support from both the MDE Office of Federal Programs and the Office of Special Education, the Office of Early Childhood Education will ensure equitable access to programs for all students.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Mississippi Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.

* First Name: Nathan

Middle Name:

* Last Name: Oakley

Suffix:

* Title: Director of Elementary Education

* SIGNATURE: Nathan Oakley

* DATE: 10/14/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design, including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Mississippi's application proposes tripling the number of children in the state's high-quality preK program; improving the quality of preK educators through training and professional development; increasing the number of highly qualified preK educators and ensuring comparable pay; developing greater state capacity for implementing program standards; implementing a comprehensive early learning assessment system; providing families of eligible children access to services essential to engagement; and strengthening the coordination programs serving children birth through third grade. MDE's objectives are as follows: **Objective 1: Revise the current teacher requirements.** **Activities:** (1) Convene Early Childhood Education Task Force to establish a list of essential knowledge and skills, (2) Submit recommendations to Licensure Commission for approval and (3) Upon approval, provide guidance to all teacher preparation programs. **Objective 2: Develop and adopt a process for approving coursework based on standards aligned with the approved list of knowledge and skills.** **Activities:** (1) Utilize the task force-created list of essential knowledge and skills, (2) Develop and adopt an official coursework review process. (3) Develop a list of pre-approved courses at each Mississippi college or university. **Objective 3: Develop and adopt a process for approving training programs.** **Activities** (1) Adopt a process for approving training programs, (2) Approve training programs that meet the standards, (3) Work with the Early Years Network to approve the PreK Credential, (4) Create a Teacher Summer Institute. **Objective 4: Examine whether to promote, amend, or eliminate any preK license as well as whether and how to encourage one or more universities to offer the B-K program.** **Activities:** (1) Conduct a needs assessment, (2) Convene Task Force to analyze results and make a recommendation, (3) Partner with higher education officials to determine the feasibility degree programs that support license. **Objective 5: Develop and implement a professional development plan for collaboratives.** **Activities:** (1) Collaborate with the Early Years Network to determine professional development needs, (2) Create a professional development plan for preK teachers, (3) Hire regional coaches. **Objective 6: Increase the number of teachers becoming a "master teacher" and encourage collaboratives to use them as part of professional learning communities.** **Activities:** (1) Determine process for tracking teachers meeting the master teacher qualification, (2) Ensure each collaborative has at least 1 master teacher, (3) Support collaboratives in utilizing master teachers for professional development, (4) Encourage master teachers to achieve National Board Certification. **Objective 7: Examine the appropriateness of using the Praxis II alone to earn a preK license or supplemental endorsement.** **Activities:** (1) Convene Task Force to examine issues pertaining to early childhood education degrees, (2) Submit recommendations to Licensure Commission, (3) Implement a transition plan. **Objective 8: Increase the pool of highly qualified preK personnel.** **Activities:** (1) Provide support to the (T.E.A.C.H.) program, (2) Provide scholarships to the Early Years Network's PreK Credential, (3) Provide stipends to the Summer Training

Institute, (4) Publicize supports. **Objective 9: Ensure comparable pay for preK educators in grant-funded classrooms.** **Activities:** (1) Provide salary subsidies for grant-funded programs. **Objective 10: Revise the Guidelines to meet all the requirements of the Preschool Development Grant and implement a transition plan.** **Activities:** (1) Review and revise the Guidelines to align with grant, (2) Establish a Committee of Practitioners to review proposed Guidelines, (3) Adopt the revised Guidelines. **Objective 11: Staff an Office of Early Childhood Education at MDE.** **Activities:** (1) Hire staff. **Objective 12: Adopt and implement a CELAS.** **Activities** (1) Procure tools to fulfill the remaining components of a CELAS, (2) Provide the tools for no cost to grant-funded and state-funded collaboratives, (3) Provide training and technical assistance. **Objective 13: With MDE and Early Years Network support, collaboratives will leverage existing services and resources to provide parents the five essentials of family engagement.** **Activities:** (1) Complete a needs assessment of local community resources, (2) Require collaboratives to hire a Director of the Collaborative, (3) Identify and leverage local partners who can provide the five essentials family engagement, (4) Establish a parent advisory committee. **Objective 14: Develop a stronger partnership between MDE's Office of Early Childhood Education, MDHS's DECCD, MDHS's Foundations for Families Unit, and Excel by 5.** **Activities:** (1) Establish meetings, (2) Establish clear, mutually agreeable goals for coordination of tasks, (3) Coordinate program services, (4) Use the results of the needs assessment to coordinate services. MDE expects all state- and grant-funded preK programs to demonstrate the following outcomes: (1) By 2018-2019, 75% of children in the state preK program will enter Kindergarten ready to succeed in school, (2) 50% of students in a selected high-need community will have access to high-quality preK programs, (3) PreK programs will receive support to increase classroom quality, (4) High-quality preK programs will increase their collaboration with other early childhood education programs and related services. MDE plans to coordinate with the following organizations: Center for the Advancement of Youth; Early Years Network, Mississippi State Extension; MS Department of Human Services; MS Head Start Association, MS Head Start Collaboration Office; MS State Department of Health; National Strategic Planning & Analysis Research Center, MDE Offices of Early Childhood Education, Elementary Education (K-5), Federal Programs, Professional Development, Special Education; and State Early Childhood Advisory Council. The following is a list of school districts/nonprofit subgrantees: Ocean Springs, Okolona, Moss Point, Agape/Canton, Hazlehurst City, South Pike, Leake, Lumberton, Jackson Public, Meridian, Clarksdale, North Panola, Yazoo City, Greenwood, Forest Municipal, Picayune, Nettleton, Poplarville Separate, South Panola, Columbia, Vicksburg- Warren, Starkville/Oktibbeha, Humphreys, Holmes, Perry, Quitman Co., Prek4ward/Gulfport/Harrison, Claiborne, Marshall, Sunflower, Wayne, Simpson, Quitman Municipal, Greene, Cleveland, Hancock, Itawamba, Pontotoc Co., and Lamar.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.



Preschool Development Grant

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NOTE: For a listing of acronyms and definitions, please see *Appendix Q*.

A. Executive Summary

The Mississippi Department of Education (MDE) is very proud to present this application for review on behalf of Mississippi. The state plan that follows advances Mississippi's current efforts in early childhood while deepening partnerships across programs serving children birth through third grade. Highlights of Mississippi's state plan include:

- ✓ Tripling the number of children in the state's high-quality preK program;
- ✓ Improving the quality of preK educators through training and professional development;
- ✓ Increasing the number of highly qualified preK educators and ensuring comparable pay;
- ✓ Developing greater state capacity for implementing program standards;
- ✓ Implementing a Comprehensive Early Learning Assessment System (CELAS);
- ✓ Providing families of eligible children access to services essential to engagement; and
- ✓ Strengthening the coordination of state and local programs serving children birth through third grade.

(1) How Our Plan Builds on the State's Progress

Mississippi's application represents a new hope for children in Mississippi to enter Kindergarten ready to learn. The 2013 passage of Mississippi's landmark *Early Learning Collaborative Act (ELCA)*, which established Mississippi's first state-funded preK program, has set the stage for Mississippi to excel with this opportunity. The state's Preschool Development Grant (PDG) plan expands the state's current collaborative delivery model to 34 new communities and expands the model's reach within 5 of the current 11 collaborative communities. In all, Mississippi will be able to reach 45 communities with high-quality preK.

This grant also builds on the recent progress of other partners in the early childhood sector by coordinating and leveraging state and local resources. As a result of this opportunity, Mississippi will launch a deeper partnership between the MDE, which administers the preK program, and the Mississippi Department of Human Services (MDHS), which administers Child Care Development Block Grant (CCDBG), the federal home visiting program, and the federal Families First program. The MDE, the lead agency for this application, will also continue to support the goals and state plan of the State Early Childhood Advisory Council (SECAC), a Governor's stakeholder council of diverse early childhood representatives.

(2) Subgrants in One or More High-Need Communities

Mississippi will make subgrants to 39 high-need communities. Mississippi selected these communities, which are predominantly rural, for their poverty rate, lack of access to high-quality preK options, and the percentage of children scoring below proficiency on the state's third grade reading assessment. With grant funding, selected communities will increase their access to high-quality preK to at least 30%; some communities will reach nearly 100% access. For more information about these high-need communities, please see Section D and *Appendix A*.

(3) Plans to Increase the Number and Percentage of Eligible Children Served

Mississippi's plan will triple the number and percentage of eligible children served by the state's high-quality preK program by focusing grant dollars on the creation of new, high-quality preK seats. By the end of the grant period, Mississippi will increase the number of children served from 1,744 a year to 5,119 a year and the percent of children served from 4.3% (FY 2015) to 12.6% (FY2019). Concurrently, Mississippi will raise the required level of quality in Title I- and district-funded preK classrooms in public schools to the level of quality required in this grant in order to serve an additional 10.6% of children in high-quality preK. Combining state and district efforts with the 40% of children served in Head Start, a total of 63.2% of children a year in Mississippi will have access to high-quality preK programs by the end of the grant period. For more information about the number and percentage of eligible children to be served, please see Section D and *Table A*.

(4) Meeting the Definition of High-Quality Preschool Programs

Mississippi's state law sets one of the highest standards in the country for state-funded preK programs. As a result, Mississippi is fully ready to meet this grant's definition of high-quality preschool programs. For more information about how Mississippi's current program meets the definition of high-quality, please see Section B. For information about how Mississippi's new collaboratives will meet this definition, please see Section E and *Appendix B, Exhibits 1 and 2*.

(5) Our Kindergarten-Entry School Readiness Expectation

Mississippi preK children need to enter school ready to learn. Our top goal is for at least 75% of children in the state preK program to meet Mississippi's school readiness definition upon Kindergarten entry, as measured by the Mississippi Kindergarten Readiness Assessment. This would be an ambitious increase of 40 percentage points from baseline data in 2014-2015. Mississippi currently assesses children at Kindergarten entry in two of the five Essential

Domains for School Readiness and has set a target score for these domains that represents 70% mastery of knowledge and skills critical to early literacy and early numeracy. Through this grant, Mississippi will develop a CELAS that adds the remaining domains to our Kindergarten-entry assessment, and Mississippi will set a target score for each additional domain. See page 39 for more information about the planned CELAS and page 46 for more information about the state's program outcomes.

(6) Support from Stakeholders

The SECAC, state legislators, business leaders, parent and community organizations, and early childhood associations have coalesced around the importance of increasing access to high quality early learning opportunities for all of Mississippi's children. For a complete list of letters of support and a list of individuals involved in grant development, see *Appendix C*.

(7) Allocation of Funds

A. State-Level Infrastructure

Mississippi plans to invest no more than 30% of this grant in state-level infrastructure and quality improvements to strengthen its capacity to deliver and increase access to high-quality preK. Mississippi will make investments in four key areas: human capital, program standards, a CELAS, and parent and family engagement. For more information about these plans, see Section C.

B. Subgrants to Early Learning Providers

All collaboratives will begin serving children in the first year and will reach full capacity by the end of the second year. Mississippi will subgrant approximately 70% of its funds over the four-year grant period to the selected collaboratives. Through a new Family Engagement Coordinator in the Office of Early Childhood Education (OECE), MDE will support each collaborative in culturally and linguistically appropriate outreach and communication efforts in order to ensure that all families, including those who are isolated or otherwise hard to reach, are informed of the opportunity and encouraged to enroll their children in available programs. Each collaborative will also hire a full-time Director of the Collaborative, who among other significant duties, will work with the state's Family Engagement Coordinator and implement a robust family and parent engagement plan, as described on page 41. For more information about these subgrants, see Section D and *Table A*.

B. Commitment to High-Quality Preschool Programs

Mississippi has a strong state commitment to high-quality preschool programs. This section demonstrates Mississippi's strong commitment and current capacity to deliver and increase access to high-quality preschool.

(1) State Early Learning and Development Standards

The *Mississippi Early Learning Guidelines for Infants and Toddlers* (2010) and the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* (2013) and *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* (2013) form the foundation of the state's Early Learning and Development Standards. In an effort to provide teachers with instructional support, MDE is currently developing the *Mississippi Teaching Strategies for Classrooms Serving Four-Year-Old Children* (Teaching Strategies) as an indispensable companion to the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* (ELS4). These strategies were written with the teacher in mind and include examples of things teachers should say and do as well as planning ideas. In addition, this companion piece includes examples of what children should say and do to exhibit mastery of the standards. **Together, the *Mississippi Early Learning Guidelines for Infants and Toddlers*, the *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children*, and the ELS4 and accompanying Teaching Strategies meet this grant's definition of Early Learning and Development Standards.**

First, Mississippi's Early Learning and Development Standards describe what children from birth to Kindergarten entry should know and be able to do and their disposition toward learning.

Second, the standards are age-appropriate; they connect and build across each age to prepare children for school entry at Kindergarten. The standards are also appropriate for English Language Learners and students with disabilities or developmental delays. The Teaching Strategies in particular support teachers in understanding and implementing the ELS4 in an appropriate manner for these populations. The document provides guidance for supporting children at a range of developmental levels, including suggested adaptations, accommodations, and modifications for children with disabilities and supports for instructing English Language Learners. A range of assessment strategies that incorporate developmentally appropriate and authentic assessment practices is also provided, guiding early childhood educators to use observations and performance-based tasks to determine mastery of the standard.

Third, the standards at every age level address a variety of domains, including language and literacy, general knowledge and cognition, physical development, social-emotional development, and approaches to learning. PreK classrooms in Mississippi implement the ELS4, which, like all the standards, cover all of the Essential Domains of School Readiness. In the table below, we show each of the five Essential Domains of School Readiness cross-referenced with the eight domains of the ELS4.

Essential Domain of School Readiness	MS ELS4 Domain
Language and Literacy Development	<ul style="list-style-type: none"> English Language Arts
Cognition and General Knowledge	<ul style="list-style-type: none"> Mathematics Science Social Studies
Approaches Toward Learning	<ul style="list-style-type: none"> Approaches to Learning Creative Expression
Physical Well-Being and Motor Development	<ul style="list-style-type: none"> Physical Development
Social-Emotional	<ul style="list-style-type: none"> Social and Emotional Development

Finally, Mississippi’s Early Learning and Development Standards are universally designed and developmentally, culturally, and linguistically appropriate. The standards are written broadly in order to capture what children should know and be able to do but not how they should master or demonstrate the skills.

(2) Financial Investment and Number and Percentage of Children Served

Mississippi first began investing in a state-funded preK program in FY2014 after the passage of the *ELCA*. (Children were not served with state funds in FY2011, FY2012, and FY2013.) In both FY2014 and FY2015, the Mississippi Legislature appropriated \$ (b) to the state’s preK program. MDE, the state agency tasked with administering the preK program, is allowed to reserve up to 5% of the annual appropriation—or \$ (b)(4) of a S (b) appropriation—for administrative costs. Because the program was being developed and implemented for most of FY2014, much of the FY2014 appropriation carried forward into the FY2015 fiscal year, an allowance of the law that is not common for state appropriations. Approved programs spent FY2014 dollars on readying new classrooms as well as upgrading services for any classrooms they had prior to the state program. In total, (b) children were served in FY2014, or (b)% of the

state's four-year-olds. Of four-year-old children at or below 200% of the federal poverty line, an estimated [redacted] % were served in the state-funded program in FY2014. In FY2015, approved programs ramped up to full capacity and are now serving a total of [redacted] children, or [redacted] % of Mississippi's four-year-olds. An estimated [redacted] % of Mississippi's four-year-olds at or above 200% of the federal poverty line are currently being served. Please see *Table B* for additional information.

The Legislature also enacted a 1:1 state tax credit for individuals or businesses who donate to approved state-funded preK programs. This tax credit is capped at the amount of the annual appropriation—\$[redacted] each year for FY2014 and FY2015. Efforts to advertise the tax credit began in earnest in Spring 2014, and approved programs have encouraged local supporters to donate and claim the credit. Donation amounts for FY2014 will not be available until after donors file their 2014 state taxes in 2015. In total, this means Mississippi could spend up to \$[redacted] on preK in FY2015.

(3) Enacted and Pending Legislation

For the past ten years, Mississippi has worked hard to improve the quality of early learning experiences for children birth to age five. In 2006, the Mississippi Legislature passed the *Mississippi Education Reform Act of 2006*, which established the state's first Child Care Resource and Referral System as well as Mississippi's first program to help early learning providers climb a ladder of quality standards. In 2007, the Mississippi Legislature established the Early Learning Collaborative (ELC) Fund to provide grants to collaborations among public school districts, private childcare centers, and Head Start agencies. These local collaborations were charged with designing and implementing "mutually agreeable" early education service delivery models. Regulations governing the distribution of funds, including the program standards of collaborations, were to be written by a new state-level early childhood council. Unfortunately, the Legislature did not appropriate monies at that time for the ELC Fund, resulting in the regulations not being completed or distributed to the public.

The passage of the *ELCA* heralded a new day for increasing access to high-quality preK in the state of Mississippi. The *ELCA* established and funded Mississippi's first state preK program for four-year-olds. An amended and improved version of the 2007 ELC Fund, the *ELCA* provides state funds for preK providers, regardless of setting, who agree to meet state program standards that are based on the National Institute for Early Education Research's (NIEER)

Quality Standards. Mississippi's very strong commitment to quality is clearly demonstrated by this decision to begin the program at the highest level of quality. The state's strategy is to start with very high quality in a small number of communities and increase access over time through a system of phased-in state funding. The *ELCA* calls for three phases of funding over a fifteen-year period. The first phase, set to last for three to five years, began with the passage of the law and the first appropriation of \$(b) .

As its title suggests—and like the ELC Fund legislation before it—the *ELCA* is based on a collaborative delivery model. PreK providers on a local level must form an ELC, which is a district or county-wide council that must include, at a minimum, a local school district and a Head Start, if one is available. Collaboratives may also include private and/or parochial schools and licensed private childcare centers. The authors of the *ELCA* chose a collaborative model for preK for a number of reasons, but the largest among these is that collaboration makes preK possible in Mississippi. Coordination between preschool programs has been a challenge in the past. The *ELCA* recognized this reality by stating, “There exists a patchwork of preKindergarten entities but no coordination of services” (Miss. Code Ann. § 37-21-51(2)(d)). Collaborative delivery preK resets the playing field by enabling all programs to participate and prosper, provided they meet state program standards. By building on the existing early learning service delivery infrastructure and leveraging the strengths of each partner, collaboration increases access to high-quality preK while simultaneously affording parents the highest degree of choice for programs.

To signal the importance of quality and access provided through collaboration, the *ELCA* called for the first collaboratives to demonstrate existing capacity, commitment, and need. To demonstrate capacity and commitment, collaboratives had to show “evidence of existing strong local collaborations of early education stakeholders” (Miss. Code Ann. § 37-21-51(3)(h)(vi)). The legislation defined “need” as low academic achievement and the number and percentage of children without quality preK options, yet another sign of Mississippi's commitment to increasing access. MDE conducted a competitive application process in September 2013, and 11 collaboratives were awarded funds in December 2013. Collaboratives began serving children at full capacity in August 2014.

Legislation is not Mississippi's only demonstration of its commitment to increasing access to high-quality preK. The *Mississippi Early Learning Guidelines for Four-Year-Old Children*

(Guidelines) are the state's regulatory program standards for collaboratives approved and funded under the state program as well as any preK classroom in a public school setting. While optional for private childcare and Head Start classrooms not participating in the state-funded program, the Guidelines set the bar for all classrooms serving four-year-olds in Mississippi. Since the passage of the *ELCA*, the Guidelines have been under revision in order to align them with the law. Part of this revision will require all public school classrooms to meet the same gold standard for quality as required in the state-funded preK program, regardless of whether those classrooms are supported by state program funds. This move brings Mississippi closer to guaranteeing that access to public school preK means access to high-quality preK. With (b) % of Mississippi's four-year-olds in public school preK, this move will more than triple the number of children in programs meeting the definition of high-quality preK ((% of children in collaboratives plus (b) % of public school children for a total of (b) % (FY2015)) prior to any increase in access made possible through the PDG. The updated Guidelines are expected to be adopted following the state's public comment process in December 2014.

(4) Quality of Existing State-Funded Early Learning Programs

A. Components of a High-Quality Preschool Program

Mississippi's *ELCA* was designed to meet all 10 of the Quality Standards established by the NIEER. NIEER's 10 Standards—and, therefore, Mississippi's—are highly aligned with this grant's components for a high-quality preschool program. Furthermore, Mississippi's preK law and associated regulations require state-funded programs to exceed the NIEER standards in key areas that match the additional components of a high-quality preschool program. All programs receiving state preK funds, regardless of setting, must meet these requirements. **As a result, Mississippi's state-funded preK programs as a matter of law and policy already meet nearly all of the components of a high-quality preschool program as defined by this grant.** In *Appendix D*, we provide a table of the components of high-quality preschool programs, as defined by the grant, alongside Mississippi's current requirements, as explained below. All collaboratives funded as a result of this grant will meet all state requirements for preK programs as well as this grant's requirements.

I. High staff qualifications

Mississippi's teacher requirements are one of the jewels of the *ELCA*. The teacher and assistant teacher criteria satisfy both the NIEER standards as well as the requirements of this grant.

- Teachers: All Mississippi preK teachers must have a bachelor's degree (BA) and specialized training in early childhood education (ECE). Mississippi adopted the NIEER definition of "specialized training" which is 1) a degree in ECE, child development, or the equivalent or 2) a degree in any field and at least 12 hours of ECE coursework or the equivalent. This second route to satisfy the specialized training requirement is intended for both alternate route teachers as well as other education majors who want to teach preK. Teachers in a public school setting must also hold a valid license to teach preK.
- Assistant Teachers: Mississippi is particularly proud of the preK assistant teacher criteria because the criteria are more rigorous than the current criteria for paraprofessionals who serve grades K-3. Paraprofessionals in grades K-3 must be "highly qualified" as required by the *Elementary and Secondary Education Act*, which means that as long as they have 48 hours of community college coursework, an associate's degree (AA) in any field, or a high school diploma with a passing score on the ACT WorkKeys, they can serve as an assistant in a K-3 classroom. Assistant teachers serving in the collaboratives must have not only an AA but also possess specialized training, which the legislation defines as an AA in ECE or an AA in any field and a Child Development Associate (CDA), Montessori certification, or the equivalent. By meeting these higher standards, all assistant teachers in the collaboratives will exceed the state's definition of a highly qualified assistant teacher.
- Master Teachers: Mississippi's early childhood advocates and the authors of the *ELCA* felt very strongly that preK should model best practices in professional learning and development for educators, including professional learning communities and a career ladder for educators. The master teacher qualifications are for exemplary early childhood educators. When writing the *ELCA*, the authors believed master teachers could serve as the cornerstone of professional learning communities within early childhood settings by modeling for other teachers excellence in the preK classroom. Master teachers must meet the qualifications of a teacher and have demonstrated effectiveness as a preK teacher, which can mean a rating of highly

effective on a state teacher evaluation or a record of raising the achievement of preK students.

This grant will support MDE's efforts to further strengthen the training and licensure requirements for personnel as well as increase the number of teachers, assistant teachers, and master teachers meeting the criteria. Section C, beginning on page 24, describes these plans.

II. High-quality professional development

The authors of the *ELCA* believed the collaboratives would be an ideal structure for encouraging true professional learning communities for preK teachers. To this end, the *ELCA* tasks each collaborative's Lead Partner with "facilitat[ing] a professional learning community for the teachers in the preKindergarten program" (Miss. Code Ann. § 37-21-51(1)(d)). The *ELCA* further requires collaboratives to provide "at least fifteen (15) hours of annual professional development for program instructional staff, including professional development in early literacy" (Miss. Code Ann. § 37-21-51(3)(d)(iv)). All of the current collaboratives have working professional learning communities in which collaborative partners participate in joint professional development, including workshops and coaching.

To support the collaboratives as well as any district with a preK classroom, MDE conducts regional Early Childhood *Language Essentials for Teachers of Reading and Spelling (LETRS)* training to help educators understand how preK students learn the early literacy and language skills shown in research to be critical for later success. The program provides descriptions of the development of language and literacy in ways that create a deeper understanding of these important processes while offering practical strategies for building these skills in young children. Early Childhood *LETRS* is appropriate for early childhood educators working with preK and Kindergarten children as well as early elementary children experiencing difficulty with the literacy process. It is also appropriate for early care and education providers working with three-year-old children who are interested in enhancing their own interactions with the children in their care.

Additionally, the Mississippi Head Start Association, in conjunction with sponsoring partners, MDE, the MDHS, the Center for Enhancing Early Learning Outcomes, the Alliance for Early Success, and the Council of Chief State School Officers hosted the Mississippi Early Childhood Conference (MECC) in July 2014. Through sponsorship, MDE paid the registration fee for each collaborative to send ten people to the conference. The purpose of the conference

was to provide an opportunity for teachers, administrators, childcare providers, parents, community partners, policymakers, and business leaders to participate in professional development designed to improve learning and outcomes for young children birth through third grade in Mississippi. Conference attendees exchanged ideas and information about building a comprehensive system for early childhood care and education, providing high-quality early childhood programs and services, preparing children to enter school ready to learn, and supporting healthy families.

MDE also recently hired (b)(7)(C) early childhood Professional Development Coordinators through a partnership with the Regional Education Service Agency at the University of Mississippi. These (b)(7)(C) Coordinators provide early childhood support to districts, collaboratives, childcare centers, and Head Start in the form of on-site technical assistance and on-demand workshops for at least (b)(7)(C) teachers at a time. Grant funds will build upon the work of these Coordinators by providing each collaborative—state and grant-funded—with access to an Early Childhood Instructional Coach who can provide individual coaching and mentoring as well as small-group professional development, modeling, and technical assistance. See detailed plans for these instructional coaches on page 29.

Finally, all collaboratives as well as every early learning provider statewide have access to the Early Years Network. The Early Years Network houses Mississippi's Child Care Resource & Referral Network (MSCCR&R) and a professional development, training, and technical assistance system funded by the MDHS. The Early Years Network offers scheduled trainings for childcare providers and licensed teachers in all corners of the state as well as on-demand trainings for groups of 10 or more. Continuing education units (C.E.U.s) or contact hours are offered for each of their trainings. Through this grant, MDE will work with the Early Years Network to coordinate professional development and maximize resources. Please see Section C, page 29, for more information.

III. Child ratio of 10 to 1

The *ELCA* mandates a child ratio of 10 to 1 (Miss. Code Ann. § 37-21-51(3)(d)(viii)).

IV. Class size of 20 with highly qualified teacher

The *ELCA* requires “teacher/child ratios of one (1) adult for every ten (10) children with a maximum of twenty (20) children per classroom and a minimum of five (5) children per classroom” (Miss. Code Ann. § 37-21-51(3)(d)(viii)). The Guidelines further specify that one

adult in a classroom of 10 must be a teacher, but the second adult in a classroom of 20 may be an assistant teacher. As described on page 9, the *ELCA* defines both “teacher” and “assistant teacher” as meeting this grant’s definition of “highly qualified.”

V. A Full-Day program

The *ELCA* allows programs to be full day or half day (MS Code § 37-21-51(3)(d)(xiii)). A full-day program is defined as a program that serves children for at least 1,080 instructional hours per school year. A half-day program must provide at least 540 instructional hours per school year. Full-day programs are funded at the full state match of \$(b)(4) with a 1:1 local match for a total of \$(b)(4) per child, while half-day programs are funded at half the state match at \$(b)(4) with a 1:1 local match for a total of \$(b)(4) per child.

Mississippi allows both half- and full-day programs because Mississippi’s state-funded preK program is not income-based – children from any economic level can participate. Research indicates that full-day programs are especially beneficial for children from low-income backgrounds, but half-day programs might be just as effective for upper-income children (Gormley, Gayer, Phillips & Dawson, 2005, p.880). The *ELCA* allows each early learning provider to craft a program that best meets the needs of the population the provider serves. Many collaboratives meet the required local match with income-based program dollars, such as Title I or Head Start funds. All of the participating providers, as a result, are operating programs that last at least 5 hours a day to provide the best experience for the children being served.

In keeping with both research and the requirements of this grant, Mississippi is committed to funding only full-day programs with PDG funds.

VI. Inclusion of children with disabilities

The *ECLA* requires every collaborative to have “plans to serve children with disabilities as indicated under IDEA” (Miss. Code Ann. § 37-21-51(3)(d)(xii)). During 2014-2015, almost (b)(6)% of state-funded collaborative students are students with disabilities. This equals the statewide four-year average of four-year-olds with disabilities served. Furthermore, all providers “must comply with the antidiscrimination requirements applicable to public schools” (Miss. Code Ann. § 37-21-51(3)(d)). This means that “a preKindergarten provider may not discriminate against a parent or child, including the refusal to admit a child for enrollment in the preKindergarten program, in violation of these anti-discrimination requirements” (Miss. Code Ann. § 37-21-51(3)(d)). With grants funds, Mississippi is committed to serving a percentage of children with

disabilities that meets or exceeds the statewide four-year average of children with disabilities served.

VII. Responsive instruction, evidence-based curricula, and aligned learning environments

The ELS4 and the Guidelines are very clear on what developmentally appropriate instruction and learning environments should look like in the preK classroom. The ELS4 state, “Education and brain research conducted over the past few decades support a play-based classroom environment for four-year-olds that promotes engagement and interaction, as well as social, emotional, and physical development in children. Young children learn best when classroom environments support active engagement with meaningful materials, social interaction, emotional needs, and physical development.” The Guidelines specifically require at least 120 minutes of instruction each day to take place in learning centers.

Instruction in the collaboratives is also culturally responsive. Instruction is teacher-facilitated but student-centered; state-funded collaboratives signed assurances agreeing to “balance teacher- and child-directed learning in whole-group, small group and individualized settings with adults and peers, active and quiet learning, direct instruction and play.” The Guidelines require the collaboratives to offer parents and families a chance to engage with instruction through classroom volunteer opportunities. The Teaching Strategies will further support educators in providing responsive instruction.

Finally, the *ELCA* requires “the use of a research-based curriculum that is designed to prepare students to be ready for Kindergarten, with emphasis in early literacy, and is aligned with the comprehensive early learning standards” (Miss. Code Ann. § 37-21-51(3)(d)(vi)). A “research-based curriculum” is defined as “an age-appropriate curriculum that is based on the findings of current research and has been found to be effective in improving student learning” (Miss. Code Ann. § 37-21-51(1)(f)). All of the state-funded collaboratives are using research-based curricula, as will grant-funded collaboratives.

VIII. Individualized accommodations and supports

Mississippi’s collaboratives provide inclusive regular education settings for children with disabilities. All children with disabilities who participate in the collaboratives have an Individualized Education Plan (IEP) developed to address their specific needs. Each child’s IEP Committee, which may include their collaborative early childhood educator, develops and provides instructional accommodations and supports as needed.

To support the capacity of early childhood educators to promote the engagement of young children with disabilities in the collaboratives and other regular early childhood settings, the Office of Special Education (OSE) at MDE has provided workshops and regional training for developmentally appropriate and inclusive early childhood special education and the use of itinerant service delivery to promote inclusion. During the MECC, early childhood educators participated in workshops designed to increase their skills in the provision of inclusive instruction and the development and delivery of individualized accommodations and supports using the adaptation hierarchy outlined in *CARA's Kit: Creating Adaptations for Routines and Activities* as well as the provision of behavioral supports for children with challenging behaviors. Lastly, all early childhood educators have access to resources for promoting inclusive environments and positive early childhood outcomes on the OSE's early childhood webpages.

The Teaching Strategies document also describes how to accommodate all learners in reaching the standards by differentiating instruction. Like the state-funded collaboratives, all grant-funded collaboratives will provide individual accommodations and supports to participating children.

IX. K-12-comparable salaries

The *ELCA* does not make specific reference to minimum compensation levels for any category of employee. However, all preK teachers in public school settings, including those in blended Head Start classrooms in public school settings, are paid on the state minimum salary scale like any other K-12 certified teacher. For this reason, we believe Mississippi partially meets this component. If awarded this grant, Mississippi is committed to ensuring that all preK teachers and assistants in classrooms supported by this grant—regardless of setting—receive compensation comparable to that of local K-12 instructional staff. Plans to address this component are presented in Section C on page 35.

X. Program evaluation

Mississippi's preK program has accountability at every level. For provider-level accountability, the *ELCA* directs MDE to "evaluate the effectiveness of each early childhood collaborative and each preKindergarten provider" (Miss. Code Ann. § 37-21-51(3)(c)(iv)). As part of this evaluation, MDE "shall adopt a minimum rate of readiness that each preKindergarten provider must meet in order to remain eligible for preKindergarten program funds" if MDE

“adopts a statewide Kindergarten screening that assesses the readiness of each student for Kindergarten” (Miss. Code Ann. § 37-21-51(3)(c)(iv)).

As a consequence of the *Literacy-Based Promotion Act of 2013 (LBPA)*, MDE adopted the Mississippi K-3 Assessment Support System (MKAS²), which includes a K-entry assessment for two of the Essential Domains of School Readiness. On the K-entry assessment, MDE recommends a scale score that is indicative of mastery of knowledge and skills in the areas of early literacy and early numeracy at or above 70%. MDE has not yet set the minimum rate of readiness for program accountability. MDE has plans to add more tools to the K-entry assessment to measure all the domains (see page 39). Furthermore, MDE must conduct monitoring activities, including a site visit, to ensure that programs meet all legal and regulatory requirements.

MDE is also accountable for its administration of the program. MDE is required to “make an annual report to the Legislature and the Governor regarding the effectiveness of the program” (Miss. Code Ann. § 37-21-51(3)(g)). The PEER Committee, which is the Mississippi Legislature’s Joint Committee on Performance Evaluation and Expenditure Review, is instructed to “review those reports [provided by MDE] and other program data and submit an independent evaluation of program operation and effectiveness to the Legislature and the Governor on or before October 1 of the calendar year before the beginning of the next phased-in period of funding” (Miss. Code Ann. § 37-21-51(3)(g)). The *ELCA* sets forth three phases of funding, with each phase lasting three to five years. The first phase began in FY2014.

With grant funds, MDE will improve support for program evaluation. Please see the following pages for more information: page 36 for monitoring staff, page 39 for the proposed CELAS, page 43 and *Appendix E* for the monitoring tool, page 46 for program outcomes, and page 49 for measuring school readiness.

XI. On-site or accessible Comprehensive Services

The *ELCA* requires collaboratives to provide a variety of comprehensive services to children and their families, noted below.

a. Screenings and/or referrals for hearing, vision, dental, health (including mental health), and development

Due to the *ELCA*, all collaboratives must have “plans to screen and/or refer children for vision, hearing and other health issues” (Miss. Code Ann. § 37-21-51(3)(d)(x)). All children who

participate in the collaboratives are provided health screenings by partnering local medical personnel. In addition to health screenings, the collaboratives are piloting the use of the *Ages & Stages Questionnaires, Third Edition* (ASQ-3) for developmental screening and the *ASQ:Social-Emotional* (ASQ:SE) for social-emotional screening. All children identified through the ASQ-3 are referred to the partnering school district which will convene a multidisciplinary evaluation team to review the information and determine the need for a comprehensive evaluation for special education and/or provide recommendations for supports and available services, as needed. In addition, children identified through the ASQ:SE as potentially needing behavioral and/or mental health services may be referred to local community mental health partners and/or the Center for the Advancement of Youth (CAY) at the University of Mississippi Medical Center as part of a new partnership. The CAY plans to assist children with the needed referrals for any delay. Children in a collaborative will not have to wait six months for an appointment as the general public would. The Executive Director of the CAY has also made a personal commitment to the collaboratives to offer the parents a second opinion if the parents feel their pediatrician is unable to meet the needs of their child. This partnership with CAY will extend to the grant-funded collaboratives as well.

b. Culturally and linguistically responsive family engagement opportunities

The *ELCA* requires collaboratives to provide parent involvement opportunities (Miss. Code Ann. § 37-21-51(3)(d)(xi)) and to produce and distribute an information guide featuring a profile of each participating partner in which the parent may enroll a child (Miss. Code Ann. § 37-21-51(3)(e)). MDE prescribes the information to be included in each profile as well as the format of the guide. All guides must be provided in the relevant languages of eligible children. At a minimum, the *ELCA* requires each profile to include the “provider’s services, curriculum, instructor credentials, and instructor-to-student ratio.” Furthermore, each collaborative signed assurances agreeing to do the following:

- Grant parents access to the program at all times that their children are present and offer opportunities to involve parents in the program’s activities;
- Provide parents with opportunities to communicate informally with teachers each day about their child’s development and learning;

- Inform parents of their opportunity to participate in the preK program offered by participating providers to help them choose a program that will prepare their child for success in school;
- Provide written reports to parents about their children's individual development based on program assessment results at least three times per program year; and
- Provide parents a satisfaction survey at least once each year to allow them an opportunity to assess program quality.

The Guidelines further require programs to

- Distribute a program handbook: Each preK program must develop and distribute a parent handbook that addresses the program's philosophy, goals, and specific information unique to the program (e.g. curriculum, credentials, and assessments). This handbook must be provided in the home languages of participating children.
- Conduct parent conferences three times per year: Each preK program is required to hold teacher/parent conferences at least three times during the preK year to inform parents or guardians of their child's progress and to solicit the parent or guardian's input on their child's development. If documented attempts to meet with parents or other responsible persons fail, telephone conferences can be substituted.
- Encourage volunteer participation: Each preK program is responsible for encouraging parents, guardians, and community members to participate in various activities such as developing learning games for home or classroom use, sharing information with the class about their work skills or profession, or sharing their talents through conducting music and/or art activities. Volunteers are not allowed to be in the classroom without a teacher or assistant teacher present and cannot be used to meet the minimum adult-to-child ratio.

In an effort to deepen the ability of all collaboratives to engage parents in culturally and linguistically responsive ways, MDE will invest grant funds in hiring a Family Engagement Coordinator who will work with each grant-funded collaborative's Director to guarantee parents of children in each collaborative have access to five essential engagement resources: a parent resource room, library books, parent education classes, a parent navigator, and twice-a-year home visiting. For more information, please see page 41.

c. Nutrition services

All collaboratives must provide “at least one (1) meal meeting state and federal nutrition guidelines for young children” to comply with the *ELCA* (Miss. Code Ann. § 37-21-51(3)(d)(ix)). “Federal nutrition guidelines” directly refer to the USDA Child and Adult Care Food Program guidelines. Furthermore, the Physical Development domain of the ELS4 addresses nutrition education for children.

d. Services coordinated with LEAs and early intervention service providers and other entities providing services under Part C and Section 619 of Part B of IDEA

Mississippi’s current preK program serves only four-year-old children. As such, any children eligible for Part C services have already exited by transitioning to Part B 619 services or to other community-based support programs. However, each collaborative has at least one school district partner who works with the Head Start and private childcare partners to conduct mass screenings according to Child Find requirements. The school district partner also serves eligible children with disabilities in early childhood special education programs housed in the school district or through itinerant services provided in inclusive Head Start and private childcare programs. To promote inclusive practices, the OSE has recently selected a toolkit of resources to be provided to collaborative partners serving children with disabilities. These resources will be partnered with training opportunities, individualized technical assistance, and additional guidance materials to support the collaborative partners’ capacity to accommodate children with disabilities.

e. Physical activity services

Mississippi requires all programs to provide physical activity services for children. Collaboratives must follow both the ELS4 and the Guidelines in this area. Physical Development is one of the 8 domains of the ELS4. The Physical Development domain lists 17 standards across the three sub-domains of Gross Motor; Fine Motor; and Self-Care, Health, and Safety. The Guidelines meet several of the recommendations of the Institute of Medicine for physical development. The Guidelines call for a minimum of 40 and a maximum of 60 minutes of physical activity per day for children. Furthermore, Mississippi requires at least 120 minutes a day of instruction to take place in learning centers, a further opportunity for light or moderate activity that is integrated with a child’s cognitive and social development. Many of the suggestions in the Teaching Strategies call for teachers to provide structured and unstructured physical activities along with modeling and participating in activities with children. Each

program must have a designated area for supervised outdoor play that ensures safety, has defined boundaries, and contains developmentally appropriate equipment and landscaping. All play equipment must meet the regulations in the *Public Playground Handbook* by the U.S. Consumer Product Safety Commission. The OSE is also in the process of providing a list of suggested resources for the Teaching Strategies to help collaboratives accommodate children with disabilities during physical activities.

As part of this grant, MDE has plans to further revise and strengthen the Guidelines (see page 36) and will include revisions to physical activity services to fully meet all of the Institute of Medicine's recommendations. All children in grant-funded collaboratives will receive physical activity services.

f. Partnerships with and linkages to community services to enhance family well-being

Every collaborative is allowed to include on their council "agencies or other organizations that work with young children and their families...to provide resources and coordination even if those agencies or organizations are not preKindergarten providers" (Miss. Code Ann. § 37-21-51(1)(b)). This provision was made to enable community service providers to integrate their work with the collaboratives and offer support to participating families.

This grant proposes a deeper relationship between collaboratives and community service providers to enhance family well-being. See page 41 and page 62 for more information.

g. On-site coordination of services

Nearly all comprehensive services provided as part of the collaboratives are provided on site. The same will be true of grant-funded collaboratives.

XII. Evidence-based health and safety standards.

Because Mississippi's preK program includes all types of early learning providers, preK programs must meet common health and safety standards within the *ELCA* and the Guidelines as well as the standards set by each provider's licensing authority.

- For ALL state-funded preK programs: All state-funded preK programs must meet the child-teacher ratio and maximum class size requirements found in the *ELCA* (see page 11 above).
- For public schools: The accreditation process for public schools establishes the evidence-based health and safety standards all public schools must abide by.
- For Head Start: Head Start programs have the most comprehensive set of health and safety standards to follow. First, all Head Start programs housed within a school must meet the

health and safety standards followed by all public schools. Head Start programs operating at an independent site must be licensed under Mississippi's childcare licensure program.

Finally, all Head Start centers also must abide by the evidence-based Head Start Performance Standards unless a related state standard is higher.

- For private childcare: Only licensed private childcare providers may participate in Mississippi's state-funded program. In Mississippi, licensure is only available for center-based childcare (any childcare that serves five or more children). By state law, the Mississippi State Department of Health (MSDH) is responsible for all health and safety licensure and enforcement. Childcare regulations cover such things as licensure; facilities; personnel requirements; program of activities; equipment; health, hygiene, and safety; nutrition; discipline and guidance; transportation; and children with special needs. Over the years, MSDH has increased the expectations of licensed childcare facilities. Today, nutrition standards exceed national standards. Meals and vending services meet the standards from MDE's Office of Healthy Schools as well as USDA Food and Nutrition Service guidelines. The playground standards meet the standards of the *Public Playground Handbook* by the U.S. Consumer Product Safety Commission. Child Care Aware reports that Mississippi's health and safety standards address all 10 of their basic standards.

B. Compliance with Program Standards

At the heart of any preK program is its program standards, which MDE refers to as the Guidelines. The Guidelines are undergoing revision to match the requirements for preK established in the *ELCA*. Mississippi requires all state-funded programs to abide by the Guidelines, regardless of provider type or licensing authority. The *ELCA* grants MDE the authority to make and enforce program standards, which the law refers to as "program criteria," by stating that MDE "may add program criteria not inconsistent with these requirements [specified in the law] and shall develop policies and procedures to implement and enforce these criteria" (Miss. Code Ann. § 37-21-51(3)(d)). MDE's primary mechanism to ensure compliance is through program monitoring, discussed below. All grant-funded collaboratives will abide by the Guidelines in addition to the grant requirements.

C. Support for Program Monitoring and Improvement

The *ELCA* grants authority for "implementation, monitoring and evaluation of the voluntary preKindergarten program, including awards and the application process" to MDE (Miss. Code

Ann. § 37-21-51(3)(c)). MDE is instructed to “establish monitoring policies and procedures that, at a minimum, will include at least one (1) site visit a year” and to “provide technical assistance to collaboratives and their providers to improve the quality of preKindergarten programs” (Miss. Code Ann. § 37-21-51(3)(c)(ii-iii)). The current version of the monitoring tool (*Appendix E*) that MDE has instituted for the collaboratives calls for site visits three times a year. A technical assistance plan flows from this monitoring tool. The monitoring tool is based on the *ELCA* and the Guidelines.

MDE is also developing state capacity for assessing classrooms on the *Classroom Assessment Scoring System* (CLASS) tool, which measures adult-child interactions. MDE has paid for staff as well as representatives from all the collaboratives to go through CLASS training in order to support collaboratives in understanding their strengths and weaknesses by using the CLASS tool.

(5) Coordination of Preschool Programs

A. Collaborative Model for State-Funded PreK

The central tenet of Mississippi’s preK law is not merely coordination but collaboration among preK providers, as described on page 6. Collaboration strengthens preK in Mississippi in part by allowing the state to leverage all current financial and human resources in early learning. Approved collaboratives enthusiastically embraced the spirit of collaboration written into the *ELCA*. Of the 11 approved collaboratives,

- ALL 11 include one or more school districts;
- 10 include 1 or more Head Start centers;
- 6 include 1 or more private childcare centers; and
- 1 includes 1 or more private or parochial schools.

B. Coordination with Title I

Of the 11 collaboratives that include one or more school districts, 6 collaboratives have participating school districts with preK classrooms funded partially or totally by Title I. These school districts are supplementing their state-funded dollars with Title I dollars in order to increase preK access.

C. Coordination with Head Start

Head Start programs have been an integral part of Mississippi’s state-funded program from the beginning. The Mississippi Head Start Association as well as the Head Start Collaboration

Office were champions of the *ELCA* from its earliest days and worked to ensure that the legislation would enhance the work of Head Start in Mississippi. Mississippi is especially proud of the partnership between the state-funded preK program and Head Start because it allows the state to maximize available resources to enhance early learning opportunities for Mississippi's most vulnerable children.

D. Coordination with Part C and Section 619 of Part B of IDEA

See *Services coordinated with LEAs and early intervention service providers and other entities providing services under Part C and Section 619 of Part B of IDEA* on page 18.

E. Coordination with the CCDBG

Childcare centers are allowed to match state funds with parent tuition dollars as well as the childcare certificates provided through CCDBG. (Since grant-funded seats must be at no cost to parents, CCDBG certificates requiring a parent contribution cannot be used.) Collaboration with the Early Years Network, which is funded by CCDBG's 1% Quality Enhancement dollars through the MDHS, is also underway. The Early Years Network will be an integral partner in providing training and professional development to preK personnel in state- and grant-funded collaboratives. The Early Years Network will also provide assistance with efforts to strengthen the availability of community-level resources for families and to align programs birth through third grade. See pages 41 and 62.

F. Coordination with the SECAC

The *ELCA* encourages collaboration both locally through the collaboratives and at a state level through Mississippi's SECAC. Then-Governor Haley Barbour first established the SECAC by Executive Order in 2009, and the *ELCA* codified it. The SECAC is a Governor's stakeholder council required by the 2007 re-authorization of the *Head Start Act*. Members of the SECAC represent a wide variety of early childhood perspectives including state agencies serving young children, school districts, higher education, childcare providers, Head Start, special education professionals, and other early childhood advocates. By placing the SECAC into law, the *ELCA* ensured that stakeholder voices would continue to influence early childhood in Mississippi. This action also signaled the Legislature's strong desire for Mississippi to develop a coordinated system of early childhood care and education and "to promote high standards for all programs serving preschool children and their families in Mississippi," as stated in Miss. Code Ann. § 37-21-51.

The *ELCA* prioritized the first duty of the SECAC as “assist[ing] the State Department of Education with the implementation of the *Early Learning Collaborative Act of 2013*” (Miss. Code Ann. § 37-21-53(1)). SECAC appointed a special liaison to MDE to support the initial stages of development of the collaboratives in 2013. Members of SECAC further assisted in the selection of the first collaboratives. Carey Wright, Mississippi’s State Superintendent, sits on the SECAC as well as two members of the State Board of Education. A letter of support from SECAC is attached.

(6) Coordination of Early Learning Services

The *ELCA* recognized not only a need for collaboration and coordination among early learning providers on a state and local level but also a need for collaboration and coordination between providers and other sectors (health, mental health, social service, and business and workforce development) that support young children. At a local level, the *ELCA* states that collaboratives can include on their council “agencies or other organizations that work with young children and their families...to provide resources and coordination even if those agencies or organizations are not preKindergarten providers” (Miss. Code Ann. § 37-21-51(1)(b)). On a state-level, this work is coordinated through the SECAC, which contains representatives from all of the agencies that serve young children, including the MSDH, the Mississippi Department of Mental Health, and the MDHS. Additionally, grantees are required to serve students with disabilities as identified under the *Individuals with Disabilities Education Act (IDEA)*.

This grant deepens the work of coordination of early learning services by helping each selected high-needs community identify and strengthen family-centered resources and by strengthening state-level collaboration between MDE and the MDHS, as described on page 41 and 62, respectively.

C. Ensuring Quality in Preschool Programs

Mississippi has developed an ambitious and achievable plan to ensure program quality. This section describes how this plan will make infrastructure and quality improvements, support monitoring and continuous improvement of funded programs, and improve the state’s measurement of Kindergarten readiness.

(1) State-Level Infrastructure and Quality Improvements

Mississippi plans to invest no more than 30% of this grant in state-level infrastructure and quality improvements to strengthen its capacity to deliver and increase access to high-quality preK. After discussions with MDE preK staff and stakeholders to determine critical needs and after reviewing the grant requirements, Mississippi has chosen make investments in four areas: human capital (from the Selection Criteria, items (e) and (f)), program standards (item (a)), a Comprehensive Early Learning Assessment System (item (h)), and parent and family engagement (item (i)).

A. Human Capital for PreK Programs (Selection Criteria (C)(1)(e) and (C)(1)(f))

Mississippi's greatest need is in the area of human capital for preK programs. Without highly qualified personnel, preK cannot begin to fulfill its promise to help children enter school ready to learn. Ensuring that Mississippi has enough qualified personnel to meet the demand will require improvements to teacher early education training programs and professional development, upgrades to teacher licensure requirements, and attention to the cross-cutting issues of the availability of qualified personnel and their pay.

I. Improving teacher early education training programs and professional development

Throughout the last year of implementation of the *ELCA*, Mississippi has identified four ways that MDE must improve the pre-service training programs that prepare early childhood teachers and two ways MDE can better support the professional development of in-service teachers.

a. Ensuring Consistency in University-Based Teacher Preparation Programs

Having a state-funded preK program in Mississippi may be new, but university-based teacher preparation programs for early childhood are not. Five Mississippi universities (see *Appendix F* for a matrix) offer bachelor's or master's degree programs in ECE, child development, or similar fields that result in Mississippi's PreK-Kindergarten license. For teachers with a K-3, K-4, or K-6 standard license who want to add an endorsement in ECE, two universities offer approved programs for the PreK-K supplemental endorsement and four offer programs for the Nursery-Grade 1 (N-1) supplemental endorsement. Two universities also offer a bachelor's degree program that can fulfill the requirements of the N-1 endorsement. Since supplemental endorsements can only be added to an existing standard license, teachers receiving a bachelor's

degree that fulfills the N-1 endorsement must also fulfill the requirements for a K-3, K-4, or K-6 license in order to become fully certified to teach.

While the wide variety of approved teacher preparation programs for aspiring preK teachers is a strength for Mississippi, MDE has not set curricular requirements for any of these programs. This lack of standards leads to varying knowledge and skills among graduates and, eventually, licensed teachers.

GOAL 1: Based on current professional standards, revise current requirements to include essential knowledge and skills required for 1) bachelor's or master's degree programs resulting in the PreK-K license, 2) supplemental endorsement programs resulting in the PreK-K supplemental endorsement, and 3) bachelor's degree and supplemental endorsement programs resulting in the N-1 supplemental endorsement.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, and Fiscal Manager, OECE, MDE; Chair of SECAC; Chief Academic Officer, MDE; Director of the Office of Educator Effectiveness, MDE; Deans of Colleges of Education; and a representative from the Commission on Teacher and Administrator Education, Certification, and Licensure and Development (Licensure Commission)

Beginning Date: June 2015 **Ending Date:** July 2015

Associated Funding: PDG (\$22,635)

ACTION 1: Convene an Early Childhood Education Task Force—MDE will convene an expert panel of up to 15 early childhood practitioners, researchers, special education professionals, licensure personnel, higher education officials, and advocates. The SECAC already has a 12-person Professional Development and Workforce Committee whose goal is to “promote consistent and high-quality professional development opportunities for all Mississippi early childhood educators to assist with career planning and improve instruction for early childhood programs [serving children].” Carey Wright, Mississippi’s State Superintendent of Education, is a member of this committee. The SECAC committee has not addressed this issue, but since its goal is related, the MDE task force will include SECAC representation to ensure alignment between the task force’s work and the SECAC committee’s work. The task force will have at least 4 representatives from the SECAC committee, including the chair.

The task force will have several duties related to human capital in the early childhood teacher workforce. The first duty will be to establish the list of essential knowledge and skills for each

degree or supplemental endorsement program. As part of this development, the task force will especially consider the knowledge and skills required of preK teachers to engage in scientifically based reading instruction. The other duties of the task force having to do with licensure issues flow from this first body of work and are described on pages 28 and 32.

ACTION 2: Submit the task force's recommendations to the Licensure Commission for approval—MDE's official procedure to adopt changes to approved teacher preparation programs requires the Commission to vote to approve changes.

ACTION 3: Upon recommendations being approved by the Licensure Commission, provide guidance to all teacher preparation programs related to new requirements aligned to standards—MDE will review and re-approve programs that prepare candidates to master all required knowledge and skills and will decline to re-approve programs that cannot meet these standards.

b. Approving Coursework for Meeting the "Specialized Training" Requirement

The *ELCA* allows teachers holding a bachelor's degree who did not major in an early childhood field to take 12 hours of specialized coursework to become a preK teacher. During the first year of implementation of the *ELCA*, MDE did not have a formal process or standards for approving coursework. Instead, it approved any course offered as part of an approved early childhood degree program. Courses outside of approved programs were accepted on a case-by-case basis, according to the professional judgment of MDE program staff after reading submitted course descriptions. As the preK program grows, the lack of formal standards for course approval as well as a formal process could lead to inconsistency in what courses are approved; it also introduces an element of uncertainty for teachers seeking to become qualified through this pathway.

GOAL 2: Develop and adopt a process for approving coursework based on standards aligned with the approved list of knowledge and skills.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, and Fiscal Manager, OECE, MDE; Chief Academic Officer, MDE; and Director of the Office of Educator Effectiveness, MDE

Beginning Date: June 2015 **Ending Date:** July 2016

Associated Funding: PDG (see Goal 11)

ACTION 1: Use the task force-created list of essential knowledge and skills for early childhood educators to develop standards that coursework must align to in order for a course to count

towards the 12 hours—MDE program staff will take the adopted work of the task force and will create professional standards for coursework. These standards will be approved through MDE’s internal process for policy adoption, which includes Board approval and public comment.

ACTION 2: Develop and adopt an official coursework review process that incorporates the course standards—MDE program staff will create a process for reviewing and approving courses using a standards-based rubric. This process will be approved through MDE’s internal process for policy adoption...

ACTION 3: Develop a list of pre-approved courses at each Mississippi college or university—Once MDE has adopted standards and a review process, MDE program staff will develop a list of pre-approved courses that teachers may select from to meet this requirement. Approved courses from Mississippi teacher preparation programs resulting in an early childhood license or supplemental endorsement will be included as well as any course submitted and approved from a non-preparation program. This list will be available online for teachers to reference.

c. Developing and Approving Non-Degree Training Programs

In addition to permitting non-ECE bachelor’s degree holders to complete 12 hours of ECE coursework, the *ELCA* grants MDE the authority to approve training experiences equivalent to 12 hours of coursework as an alternate pathway to meeting the teacher criteria. Currently, however, MDE has not approved a non-degree training program equivalent to 12 hours; the only persons who have been able to utilize the equivalency pathway are those who have taken the Education of Young Children Praxis II, as described on page 32. Having approved training programs is important to quickly increasing the number of qualified personnel by enabling current licensed teachers to meet the teacher criteria without additional years of schooling.

The fact that there are no training programs that have requested approval does not mean that such training programs do not exist. Currently, the most promising avenue for a non-degree training program is the Early Years Network’s PreK Credential. This credential is intended for bachelor’s degreed persons who may not have expertise in early childhood but will be working in classrooms. Alternate route programs may choose to add components to their summer training experiences to qualify them as well. The more options teachers have, the greater likelihood that collaboratives will be able to meet the requirements.

GOAL 3: Develop and adopt a process for approving training programs.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, and Fiscal Manager, OECE, MDE; Director of the Early Years Network; Chief Academic Officer, MDE; and Director of the Office of Educator Effectiveness, MDE

Beginning Date: August 2015 **Ending Date:** August 2016

Associated Funding: PDG (\$1,210,380)

ACTION 1: Adopt a process for approving training programs—MDE program staff will develop a process for approving training programs based on the knowledge and skills required for all preK teachers. They will then work to adopt the process through official channels at MDE.

ACTION 2: Approve training programs that meet the standards—MDE will open a Request for Application to allow training programs to submit materials to have their program approved.

ACTION 3: Work with the Early Years Network to approve the PreK Credential MDE will partner with the Early Years Network to approve a version of the PreK Credential for teachers with an elementary education license who need specialized training in early childhood.

ACTION 4: Create a Teacher Summer Institute—MDE will develop and implement a four-week Teacher Summer Institute to provide licensed elementary teachers with the knowledge and skills needed to successfully teach preK and achieve effective outcomes for children. The four-week institute will require participants to participate in a minimum of 160 contact hours.

d. Special Education Programs for Early Childhood Education

In 2001, MDE approved the Special Education Birth to Kindergarten (B-K) Early Intervention license for special education teachers hoping to specialize in early childhood special education. Mississippi's traditional special education license for school-age children with mild/moderate disabilities allows a teacher to teach K-12. The Special Education B-K license was meant to address the need for qualified instructors to serve in the Part C program as well as to serve in the Part B 619 program in early childhood special education classrooms or to provide itinerant services. Initially, one program—an interdisciplinary master's degree in Child and Family Studies with an emphasis in special education and early childhood offered at the University of Southern Mississippi—was developed to provide a degree pathway to attain the Special Education B-K license. Unfortunately, due to the economic downturn and lower post-secondary enrollment in this program, the University of Southern Mississippi dropped the existing program. Currently, the nearest available comparable program is located in an adjacent state at the University of New Orleans in Louisiana.

GOAL 4: Examine whether to promote, amend, or eliminate any preK license as well as whether and how to encourage one or more universities to offer the B-K program.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, and Fiscal Manager, OECE, MDE; Chair of SECAC; Chief Academic Officer, MDE; Director of the Office of Educator Effectiveness, MDE; Director of the OSE, MDE; Deans of Colleges of Education; and a representative from the Licensure Commission .

Beginning Date: January 2015 . **Ending Date:** July 2017.

Associated Funding: PDG (\$22,635)

ACTION 1: Conduct a needs assessment—MDE preK staff, in conjunction with the MDE OSE, will conduct a needs assessment to determine 1) the current supply and demand for the license, 2) the circumstances under which this license would be preferred or required, according to policy or practice, and 3) whether to keep the license as is or to change it to a preK-3 license, for example.

ACTION 2: Convene an Early Childhood Education Task Force—MDE will ask the task force (see page 25 for its composition) to analyze the results of the needs assessment and make a recommendation to MDE for promoting, amending, or eliminating this license and whether and how to support the creation of an in-state program that can result in this license.

ACTION 3: Partner with higher education officials, if applicable—If the task force recommends keeping this license in any form, MDE will reach out to higher education officials to determine the feasibility of reviving degree programs that can support the license.

e. Professional Development for Early Childhood Educators

The current state-funded collaboratives as well as districts with Title I-funded preK frequently ask for support with professional development. MDE recently answered this call by hiring two Professional Development Coordinators exclusively for preK. These coordinators provide any school district or collaborative with on-demand workshops or training. MDE has also paid for all of the collaboratives as well as K-3 teachers to attend *LETRS* training.

Nonetheless, collaboratives have reported a desire for more professional development on such topics as using the standards, understanding developmentally appropriate and differentiated instruction, using practices for students with disabilities and English language learners, using assessments, using data, implementing response to intervention, communicating with parents and

the public, working with program operations and sustainability, leading professional learning communities, and addressing the five components of reading.

GOAL 5: Develop and implement a professional development plan for collaboratives.

Person Responsible: Director of the OECE (Lead), Early Childhood Coordinator, Fiscal Manager, and Family Engagement Coordinator, OECE, MDE; Chief Academic Officer, MDE; and Director of the Early Years Network

Beginning Date: June 2015 ... **Ending Date:** July 2016.

Associated Funding: PDG (\$6,210,627)

ACTION 1: Collaborate with the Early Years Network—MDE will collaborate with the Early Years Network which provides statewide training on Mississippi’s Early Learning and Development Standards as well as other early childhood topics. MDE will work with the Early Years Network to determine what needs in the professional development framework still exist, especially for licensed personnel, and what the appropriate role is for both the Early Years Network and MDE in providing professional development for the collaboratives.

ACTION 2: Create a professional development plan for preK teachers—MDE program staff will design professional development programs that complement the existing work of the Early Years Network, including providing professional development to all educational and skill levels of early childhood personnel.

ACTION 3: Hire regional coaches The cornerstone of technical assistance and professional development for preK collaboratives will be 15 regional Early Childhood Instructional Coaches hired through Mississippi’s six Regional Education Service Agencies; these coaches will complement the work of the two early childhood Professional Development Coordinators. The Early Childhood Instructional Coaches will provide coaching, mentoring, technical assistance, and professional development to all preK collaborative classrooms. Areas of technical assistance may include focused training around creating and operating professional learning communities, setting up preK classrooms, and managing healthy collaborative relationships across early learning providers. They will also train each collaborative’s master teachers to take on some of the coaching and mentoring duties to build the collaborative’s internal capacity to on-board new teachers and develop novice and mid-career teachers. These coaches will be managed by an MDE-based Early Childhood Coordinator.

f. Encouraging the Use of Master Teachers

One of the unique aspects of the *ELCA* is its choice to define a new category of instructor called “master teacher.” As described in Section B, master teachers must have demonstrated effectiveness in ECE. The master teacher qualification creates a natural career ladder for early educators. Moreover, master teachers are perfectly positioned to coach their peers through professional learning communities, which every collaborative must have due to the *ELCA*.

Though site visits have revealed three collaboratives are intentionally using master teachers, MDE has not yet developed a mechanism for tracking the number of master teachers employed by the collaboratives, nor does MDE know systematically how these teachers are utilized or paid. Furthermore, the *ELCA* did not tie the master teacher qualification to a specific pay scale or bonus. Currently, the only non-degree pay bonus afforded teachers is the \$6,000 annual supplement available to teachers who earn National Board Certification. Despite the large number of Mississippi teachers with an early childhood National Board Certification, it is unclear how many, if any, teach preK.

GOAL 6: Increase the number of teachers becoming a “master teacher” and encourage collaboratives to use them as part of professional learning communities.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, Early Childhood Coordinator, and Fiscal Manager, OECE, MDE; and Director of the Office of Educator Effectiveness, MDE

Beginning Date: August 2015 **Ending Date:** December 2015

Associated Funding: PDG (\$91,200)

ACTION 1: Determine a process for tracking teachers meeting the master teacher qualification—
MDE preK staff will work with the Office of Educator Effectiveness to determine the best way to track teachers who meet the master teacher qualification.

ACTION 2: Ensure each collaborative has at least 1 master teacher—Once MDE has a method for tracking master teachers, MDE preK staff will work to ensure that each collaborative has at least one master teacher.

ACTION 3: Support collaboratives in utilizing master teachers for professional development, including model classrooms and coaching—MDE will leverage the new regional Early Childhood Instructional Coaches (described on page 30) to train master teachers to become leaders within each collaborative’s professional learning community (PLC). This will extend the

availability of coaching and mentoring services as well as provide on-site model classrooms in each collaborative.

ACTION 4: Encourage master teachers to achieve National Board Certification MDE will subsidize the cost of completing National Board Certification for up to 33 public school teachers meeting the master teacher definition in the collaboratives. By becoming National Board Certified, public school teachers can receive an additional \$6,000 salary supplement paid for by the state. Each collaborative will be eligible for one teacher subsidy.

II. Upgrading preschool teacher licensure requirements

Mississippi is very proud that the teacher education requirements set forth in the *ELCA* directly mirror the requirements in this grant's definition of "highly qualified" personnel (see page 9 for a detailed discussion of staff qualifications). Consequently, Mississippi will not need to change its education requirements. Mississippi is instead ready to use this opportunity to examine its licensure requirements for preK teachers to ensure that all licensed preK teachers in Mississippi are subject-matter experts in early childhood.

a. Requirements for the PreK-K License and Supplemental Endorsement

In Mississippi, all preK teachers in public school settings must be licensed in addition to meeting education requirements. Due to a shortage of licensed preK teachers, MDE allowed teachers with a K-3, K-4, or K-6 license to take and pass the Education of Young Children Praxis II in order to get the PreK-K endorsement. They also allowed alternate route teachers to take and pass this same Praxis II in order to get the standard PreK-K license. Essentially, this means that MDE deemed passage of the Education of Young Children Praxis II as the equivalent of "12 hours of specialized training" that is required as part of the *ELCA* for any preK teacher not holding a bachelor's degree in ECE.

Many in the early childhood community found this decision controversial because there was no hands-on early childhood training required for these teachers. However, allowing elementary education teachers to take and pass the Education of Young Children Praxis II was the only way that many school districts could fill their open positions. Because the state did not fund preK for so many years, aspiring early childhood teachers instead majored in elementary education and took jobs teaching K-3. According to their university transcripts, these teachers may have had 9 hours of coursework in early childhood but not a full 12—oftentimes because a full complement of early childhood courses was not offered by universities in a state with no state-funded preK.

program. Allowing these teachers to take and pass a subject-matter test helped them demonstrate their knowledge of the early childhood classroom without requiring them to return to a university for additional hours.

This allowance was also critical to alternate route teachers. Typically, Mississippi's alternate route teachers prove their subject-matter competence solely by the passage of an assessment without the need for additional hands-on training experiences or coursework. The passage of the law in late spring 2013 did not give programs such as Teach For America much time to adapt summer training experiences to include the equivalent of 12 hours of early childhood coursework or for MDE to develop a process to approve those training experiences as equivalent.

Considering this context, MDE's decision was the most logical in the short-term. Nonetheless, Mississippi is committed to ensuring that all preK teachers are true early childhood experts.

GOAL 7: Examine the appropriateness of using the Praxis II alone to earn a preK license or supplemental endorsement and implement the decision.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, and Fiscal Manager, OECE, MDE; Chair of SECAC; Chief Academic Officer, MDE; Director of the Office of Educator Effectiveness, MDE; Deans of Colleges of Education; and a representative from the Licensure Commission

Beginning Date: June 2015 . . . **Ending Date:** July 2015

Associated Funding: PDG (\$22,635)

ACTION 1: Convene an Early Childhood Education Task Force—The third major task for MDE's task force (see page 25 for its composition) will be to examine the issue of allowing teachers without an ECE degree to use passage of the Praxis II alone to earn a preK license or supplemental endorsement. The panel will specifically be tasked with reviewing available research on the issue, studying the impact of different options, and recommending a course of action. The panel will be required to ensure their recommendation accommodates alternate route teachers.

ACTION 2: Submit the Task Force's recommendation to the Licensure Commission, as needed—MDE will follow protocol to adopt any recommendation from the task force.

ACTION 3: Implement a transition plan—If the policy decision requires teachers currently licensed to upgrade their credentials, MDE will develop and implement a transition plan for affected teachers.

III. Cross-Cutting Issues

There are two cross-cutting human capital issues that deeply impact preK that we hope to address with the grant: increasing the pool of highly qualified personnel and ensuring comparable pay for grant-funded preK personnel, regardless of setting.

a. Increasing the Pool of Highly Qualified Personnel

Over the last year, MDE and the 11 approved state-funded collaboratives have worked extremely hard to make preK a reality. Repeatedly, collaboratives report their largest challenge is finding qualified individuals to fill teacher and assistant teacher positions, including the positions in public schools which require a license in addition to the education requirements. While this grant is an unprecedented opportunity to expand state-funded preK, new collaboratives are likely to exacerbate the shortage of qualified preK teachers.

Additionally, prior to this grant, MDE made plans to require all preK personnel in public school classrooms (including Title I-, district-, or grant-funded preK classrooms) to meet the qualifications for state-funded collaborative personnel. The proposed timeline for this transition requires all teachers and assistant teachers to meet the qualifications by the 2017-2018 school year.

Taken together, these circumstances reveal a deep need to support both aspiring preK teachers as well as current educators who need to transition to higher qualifications.

GOAL 8: Increase the pool of highly qualified preK personnel by 1) supporting aspiring preK teachers and 2) supporting current educators in meeting the new requirements.

Person Responsible: Director of the OECE (Lead), Early Childhood Coordinator, and the Policy and Communications Director, OECE, MDE; Coordinator of the T.E.A.C.H. program; and the Director of the Early Years Network

Beginning Date: July 2015 **Ending Date:** October 2015

Associated Funding: PDG (\$1,051,718) and Office of Elementary Education K-5 (OEEK-5)

ACTION 1: Provide support to the Teacher Education and Compensation Helps (T.E.A.C.H.) program for eligible educators—Mississippi’s T.E.A.C.H. program provides scholarships to current early childhood educators seeking to improve their credentials by earning an associate’s

(AA) or bachelor's (BA) degree in the field of ECE. Mississippi would support the T.E.A.C.H. program to help aspiring assistant teachers gain their AA or current assistant teachers gain their BA in exchange for agreeing to work in a high-quality preK environment for a period of years.

ACTION 2: Provide scholarships to the Early Years Network's PreK Credential If MDE approves the Early Years Network's PreK Credential, MDE will provide scholarships for current K-3, K-4, or K-6 licensed teachers seeking to become qualified in preK.

ACTION 3: Provide stipends to the Summer Training Institute—MDE will provide 275 stipends (125 in Year 1, 100 in Year 2, 25 in Years 3 and 4) for licensed elementary education teachers to attend the Summer Training Institute.

ACTION 4: Publicize supports—MDE program staff will design communications materials to publicize the programs helping teachers transition to the new requirements.

b. Ensuring Comparable Pay for PreK Personnel, Regardless of Setting

Pay differentials across settings is one of the fundamental barriers to quality in the early childhood sector. PreK teachers in public schools are guaranteed pay based on the state minimum salary scale like all other public school teachers; for a first-year teacher with a bachelor's degree, the minimum salary is \$33,390. Salaries grow based on years of experience and degrees, and districts can add a local supplement as well. However, on average, pay in Head Start and childcare is considerably less for a full-time lead teacher. The average salary for a full-time Mississippi Head Start teacher regardless of degrees or years of experience is approximately \$20,000. Each Head Start grantee (Mississippi has 18 grantees) sets its own salary scale. Pay in childcare is often even lower—frequently only minimum wage regardless of qualifications.

Mississippi mandates no minimum salary *scale* for public school assistant teachers, only a minimum annual salary; by law, assistant teachers can make a minimum of \$12,500 for 187 days of work. In some instances, Head Start assistant teachers make more than assistant teachers in the public schools. Depending on the size of a childcare facility, centers may not need to employ assistants at the preK level, but if they do, they would pay the federal minimum wage of \$7.25 an hour.

GOAL 9: Ensure comparable pay for preK educators in grant-funded classrooms.

Person Responsible: Director of the OECE (LEAD and Fiscal Manager, OECE, MDE; and Chief Academic Officer, MDE)

Beginning Date: June 2015 **Ending Date:** July 2019

Associated Funding: PDG (\$4,211,836)

ACTION 1: Provide salary subsidies for grant-funded programs—Mississippi has chosen to invest some infrastructure funds in subsidies to participating Head Start and childcare providers to level up teacher salaries to at least the minimum salary for a first-year public school teacher with a bachelor’s degree. In order to guarantee a minimum salary for all assistant teachers in grant-funded classrooms, Mississippi will make it a requirement that assistant teachers make at least \$8.36 an hour, which is the hourly wage of a public school assistant teacher who works 187 days for \$12,500. Subsidies will be as follows:

- Teacher—The subsidy amount will be the difference between the program’s teacher salary for the year prior to participation and the current year’s state minimum salary for a first-year public school teacher with a bachelor’s degree.
- Assistant Teacher The subsidy amount will be the difference between the program’s assistant teacher hourly wage for the year prior to participation and \$8.36 an hour.

Subsidies will decrease over the four years of the grant according to the timetable below:

Year 1	Year 2	Year 3	Year 4
100%	75%	50%	25%

B. Implementing Program Standards

At the heart of any preK program is its standards, which MDE refers to as the Guidelines. The Guidelines are undergoing revision to match the requirements for preK established in the *ELCA*. Even after that planned revision, however, the grant will require additional changes to the Guidelines. For example, the grant requires the Guidelines to include a CELAS, which Mississippi does not have for preK. At a minimum, the Guidelines must include Early Learning Standards, a CELAS, Workforce Qualifications, Family Engagement, Health and Safety Requirements, and Data Practices. This grant has also revealed a need for more specific standards for physical activity services as well as more clarity around health and safety standards. All changes to the Guidelines must go through Mississippi’s process for public comment.

GOAL 10: Revise the Guidelines to meet all the requirements of the PDG and implement a transition plan.

Person Responsible: Director of the OECE (Lead) and Policy and Communications Director, OECE, MDE

Beginning Date: July 2015 **Ending Date:** October 2015

Associated Funding: PDG (see Goal 11) and OEEK-5

ACTION 1: Review and revise the Guidelines MDE program staff will review and revise the Guidelines to align them to the grant.

ACTION 2: Establish a Committee of Practitioners to review the proposed Guidelines—MDE will convene a committee of practitioners to review the proposed Guidelines and provide feedback. MDE will make additional revisions, as necessary.

ACTION 3: Adopt the revised Guidelines—MDE program staff will follow the official policy adoption process, including presenting to State Board of Education for approval and submitting the Guidelines for public comment.

In addition to revising the Guidelines, MDE recognizes a need to hire additional program staff to support collaboratives as they implement the Guidelines. Currently, preK capacity at the Department consists of one full-time program staff person split between three program areas, one contractual employee, and two early childhood Professional Development Coordinators. The lack of staff capacity has been an ongoing challenge over the last year. Staff are called upon to administer the program, to provide technical assistance to preK programs, to monitor and evaluate preK programs, and, when necessary, to take corrective action against the programs. The *ELCA* granted MDE the ability to reserve % of program funds to defray these costs. With a \$ appropriation, MDE could only reserve \$ to cover all of these duties. Despite the Herculean efforts of staff, there are still many less hands than tasks.

When Carey Wright became State Superintendent in November 2013, she made early childhood a priority. Under her leadership, the Department has been reorganized to support a new OECE, and MDE is now in the process of filling the position. This position will be funded through existing state resources and will be dedicated solely to preK. MDE hopes to have this leader in place by the end of the calendar year. The Director of the OECE will be well-poised to develop the Department's capacity to support the preK program.

GOAL 11: Staff an OECE at MDE.

Person Responsible: Director of the OECE (Lead) and Chief Academic Officer, MDE

Beginning Date: January 2015 **Ending Date:** June 2015

Associated Funding: PDG (\$3,101,086) and OEEK-5

ACTION 1: Hire staff—MDE has developed an organizational chart for the OECE that contains the minimum positions necessary for the smooth operation of the preK program (see *Appendix G*). Grant-funded positions represented on this organizational chart are described below:

- Monitoring and Evaluation Coordinator This person would lead program monitoring and evaluation of collaboratives and their partners, including a staff of program monitors. Together, this person and the staff of monitors would conduct the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. The Coordinator will use data from program monitoring and the SLDS as needed and will interface with the staff at the data clearinghouse for the SLDS for data requests.
- Program Accountability Monitor A Program Accountability Monitor will conduct the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. MDE plans to hire a team of 3 Program Accountability Monitors.
- Policy and Communications Coordinator—This person will create and implement policy for the Office, including helping to determine the implications of state laws and managing the ECE Task Force. He/she will develop communications materials to explain policy and grant specifications; coordinate and create publications related to early childhood, such as a monthly newsletter; and revise and update the early childhood webpage, including posting collaborative and state accomplishments and resources.
- Fiscal Manager—This person will manage the financial aspects of the grant, including compliance, accountability, and subgrants. He/she will manage contracts, meeting logistics, budget requests and modifications, reimbursements, and invoices.
- Early Childhood Coordinator—This person will oversee the regional Early Childhood Instructional Coaches, coordinate professional development and training for the coaches, and work collaboratively with Lead Partners to ensure all the technical assistance needs of the collaboratives are met.
- Family Engagement Coordinator—This person will provide technical assistance to collaboratives specifically related to family engagement. This assistance will include

supporting collaboratives as they meet the requirements in the Guidelines for family engagement and facilitating alignment of local resources birth to third grade for families.

C. Implementing a CELAS

After examining what the grant requires of the state's program standards, MDE has determined that Mississippi does not yet meet the definition of having a CELAS. The grant's definition of a CELAS includes 5 measures: screening measures, formative assessments, measures of environmental quality, measures of adult-child interaction, and a K-entry assessment that covers all five Essential Domains of School Readiness. Mississippi has the following elements of a CELAS:

- Screening Measures: Although Mississippi has no formally adopted screener for all preK programs, Mississippi is piloting *Ages and Stages* with the collaboratives this year as a possible developmental screener. MDE is partnering with the University of Mississippi Medical Center's CAY for the referral component of *Ages and Stages* with the support of the Bower Foundation and the Center for Mississippi Health Policy.
- Measures of Environmental Quality and Measures of Adult-Child Interaction: Mississippi requires childcare centers participating in collaboratives to "select and utilize a nationally recognized assessment tool, approved by the State Department of Education, designed to document classroom quality" (Miss. Code Ann. § 37-21-51(3)(d)). The approved list allows centers to use either an environmental quality assessment *or* an adult-child interaction assessment. Some of the collaboratives are using CLASS, some are using the *Early Childhood Environmental Rating Scale (ECERS)*, and one is using *Early Language and Literacy Classroom Observation (ELLCO)*. (See *Appendix H* for the approved list.) Due to federal requirements, all Head Starts in Mississippi use CLASS.
- K-Entry Assessment: Mississippi's preK program currently has a K-entry assessment that only covers 2 domains (language and literacy, and general knowledge and cognition).

Mississippi does not wish to abandon its current K-entry assessment. Mississippi will adopt as comprehensive a tool as possible that has a screening and formative assessment component and that can complement the current K-entry assessment by supplying the remaining domains. The Environmental Quality and Adult-Child Interaction measures will likely be stand-alone tools as there is not a comprehensive tool currently in the market.

GOAL 12: Adopt and implement a CELAS.

Person Responsible: Director of the OECE (Lead), Policy and Communications Director, and Monitoring and Evaluation Coordinator, OECE, MDE; the Director of the Office of Student Assessment, MDE; and Chief Academic Officer, MDE.

Beginning Date: June 2015 . . . **Ending Date:** July 2015.

Associated Funding: PDG (\$1,140,275)

ACTION 1: Procure a tool or tools to fulfill the remaining components of a CELAS—MDE will develop and open a Request for Proposals (RFP) process to select the remaining components of a CELAS. This RFP process will allow vendors to submit one or more tools for the screening measures, formative assessments, and remaining K-entry assessment domains. The preliminary specifications for the student assessment tools are as follows:

- Ease of implementation;
- Data capabilities (electronic collection);
- Appropriateness for a range of ages (Birth-6) and abilities, including children at risk of school failure;
- Appropriateness for students with disabilities, including children with hearing impairments, visual impairments, and significant cognitive disabilities;
- Appropriateness for children who are English language learners;
- Validity and reliability;
- Length of administration;
- Alignment with the Head Start standards for assessments;
- Curricular connections; and
- Alignment with the ELS4.

ACTION 2: Provide the tools free of charge to grant-funded and state-funded collaboratives—MDE plans to provide the tool or tools selected free of charge to participating collaboratives. MDE will also provide the existing MKAS² components free of charge to the grant-funded collaboratives, including 5 tablets for testing per 20 children.

ACTION 3: Provide training and technical assistance in implementation—The regional coaches will provide training and technical assistance to the collaboratives in implementing the CELAS, including how to use the data generated by the tools to drive instruction.

D. Parent and Family Engagement

Parent and family engagement is a key component of any early childhood program. By law, Mississippi’s state-funded collaboratives must provide “parent involvement opportunities” to parents and families whose children participate in the program. (See more information on current parent and family engagement requirements on page 16.) All grant-funded collaboratives will also provide these opportunities to parents and families as well.

On September 16, 2014, Mississippi convened a stakeholder group with representatives from childcare, SECAC, Head Start, non-profits, institutions of higher learning, MDHS, Mississippi Building Blocks, and Parents for Public Schools to provide input for the grant, especially what resources all collaboratives should offer to parents and families as part of a coherent engagement strategy. This conversation elicited five essentials of engagement for parents and families: home visiting at least twice a year, a parent resource room, access to library books, once-a-month parenting classes, and a parent liaison or “navigator” to help connect parents to resources. Together, these five essentials will help families build protective factors and help parents support their children’s learning at home.

Although the provider may vary community to community, many of Mississippi’s communities already have several programs working to provide one or more of these essentials to local families. Listed below are the major programs providing these essentials that operate in Mississippi; a map with greater detail is provided in *Appendix I*.

	Home Visiting	Parent Resource Room	Library Books	Parenting Classes	Parent Liaisons/ Navigators
Early Years Network		X	X	X	X
Healthy Homes Mississippi	X				
Families First Resource Centers		X		X	
Dolly Parton			X		

Imagination Library.					
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By coordinating with other sectors in the state, families would have a differentiated number of nearby programs available. The Early Years Network provides resource centers to families in 16 locations throughout the state. In addition to these resource centers, the Network provides 2 mobile resource centers that are able to travel to requested areas not within a close geographical radius of one of the 16 resource center locations. The MDHS partners with Families First of Mississippi, which includes 2 family resource centers. Each of these resource centers loans materials and books to families and also serves as a meeting space for classes and other programming opportunities.

Some communities also have extensive local efforts. First Regional Library System, which serves five counties in Northwest Mississippi, has a mobile library unit as does the City of Petal. Monroe County, due to the efforts of the Gilmore Early Learning Initiative, has impressive resources for parents including a parent resource room, parenting classes, and access to library books. Starkville’s Emerson Family School offers a parent resource rooms, parenting classes, and access to library books as well. Many school districts offer parent resource rooms, parenting classes, and parent liaisons. Head Start centers are all required to conduct twice-a-year home visiting as well as to offer parenting classes and parent liaisons.

GOAL 13: With the help of MDE and the Early Years Network, collaboratives will leverage existing services and resources to provide parents these five essentials.

Person Responsible: Director of the OECE (Lead) and Family Engagement Coordinator, OECE, MDE; Chief Academic Officer, MDE; Director of the Office of Federal Programs (OFP), MDE; and the Director of the Office of Professional Development (OPD); and the Director of the Early Years Network

Beginning Date: June 2015 . **Ending Date:** December 2015

Associated Funding: PDG (\$60,000)

ACTION 1: Complete a needs assessment of local resources within each collaborative community—The Early Years Network has volunteered to conduct a needs assessment using the Excel by 5 tool in every selected high-needs community to identify each community’s available resources for families. (For communities that have already completed a comprehensive local needs assessment, those assessment results will be used.) Excel by 5 is a Mississippi nonprofit

that developed a first-of-its-kind “community-based certification designed to improve a child’s overall well-being by age five.” The program’s free needs assessment tool is based on key elements for family and parent support as well as community involvement and health and safety. Each element is paired with indicators to help communities discover their strengths as well as the ways in which they can better support families with young children. The information elicited will describe a community’s relevant resources, nonprofit organizations, civic groups, human services, family resource and education centers, local education entities, and local health care.

ACTION 2: Require collaboratives to hire a Director of the Collaborative—Each collaborative will use some of its funding to hire a full-time Director of the Collaborative. This person will be responsible for communications, serving as the liaison between MDE and the collaborative, and developing partnerships with local service providers to help parents access relevant services, including enrolling their children in the preK program. Directors will especially target hard-to-reach families, such as migrant, homeless, English learners, children in the child welfare system, children in rural or tribal areas, and military families to encourage their participation. For their family engagement duties, these Directors will receive support from MDE’s Family Engagement Coordinator.

ACTION 3: Identify and leverage local partners who can provide the five essentials—MDE’s Family Engagement Coordinator will support the local Directors in using the results of their needs assessment to form partnerships with local service providers already providing one or more of the five essentials.

ACTION 4: Establish a parent advisory committee—Local Directors with support from MDE will establish a parent advisory committee for their collaborative that can provide feedback on the effectiveness and parent-friendliness of the preK program as well as the parent experience in accessing the five essentials.

(2) Monitoring and Supporting Continuous Improvement

A. Capacity to Measure Preschool Quality

MDE has the capacity to measure preschool quality and drive state and local continuous program improvement efforts. Mississippi has a current K-entry assessment that measures 2 of the Domains of Essential School Readiness. Mississippi has specific plans to use grant funds to develop a CELAS, including the remaining domains on the K-entry assessment, that will further measure preschool quality and provide data for driving improvement plans (see page 39).

Mississippi is also piloting a monitoring protocol to help local providers improve. This monitoring protocol will continue to be refined over the course of this year and will be in place for the grant-funded preK programs. See *Appendix E* for a copy of the monitoring tool. Finally, as a condition of state funds, all programs must conduct a parent satisfaction survey at least once each year to allow parents an opportunity to assess program quality. The results are used to inform program improvements as well as identify areas of needed technical assistance. Grant-funded programs will also be required to conduct a parent satisfaction survey.

B. Statewide Longitudinal Data System (SLDS) Tracking Students Preschool through Third Grade

Mississippi has developed and implemented one of the most comprehensive SLDS in the country, known in Mississippi as LifeTracks. One of its main features is that it captures and maps early childhood programs (programs serving children ages 0-5) housed in different state agencies. The data collected from the grant-funded collaboratives will be captured and mapped into the SLDS in the same way as existing data.

LifeTracks includes data from multiple state agencies and entities, allowing stakeholders and policymakers to address relevant policy questions to better understand the progress and outcomes of programs across education and workforce sectors. In July 2013, legislation went into effect for the governance of the SLDS. The legislation created a governing board charged with providing leadership and promulgation of rules and regulations for the SLDS in Mississippi. The board is comprised of representatives from the education sector (private childcare programs, Head Start, K12, community colleges, public universities) and workforce sector along with other health and human services partners. SECAC is also represented on this board. The board selected the National Strategic Planning & Analysis Research Center (nSPARC) at Mississippi State University to be home to the state data clearinghouse—the entity that manages the collection, management, and security of data for the board.

At this writing, the state has identified and mapped early childhood programs and data fields. Data for early childhood programs/services have been received from Head Start, the MDHS, and MDE; data receipt is in progress from the MSDH and the Mississippi Division of Medicaid.

The SECAC has also established a Data Committee to “build a robust early childhood data system that will strategically align data to help inform decisions and support continuous improvement of Mississippi’s early childhood system.” The Data Committee is chaired by the

director of nSPARC and has a clear workplan to ensure the early childhood component of LifeTracks functions efficiently and effectively as a data management and analysis tool and is user-friendly for key stakeholders. The SECAC Data Committee is charged with ensuring that the early childhood component of the SLDS meets the 10 ECE Fundamentals as suggested by the Early Childhood Data Collaborative (see *Appendix J*). MDE will work through the SECAC to support the progress of LifeTracks and will use the system as part of program monitoring and evaluation.

Summarized below is how LifeTracks meets the requirements of this grant application:

I. A unique statewide child identifier

The SLDS creates a unique statewide identifier for all system data. Specifically, a 10-digit unique identification number (ID10) is created at random using a hardware-based true random number generator that replaces the social security number (SSN) and becomes the common link allowing all data in the SLDS to be connected across different points in time. This is applied to all data contributed to the SLDS.

II. A unique statewide early childhood educator identifier

As with student data, the SLDS creates a unique statewide identifier for educator data. Specifically, a 10-digit unique identification number (ID10) is created at random using a hardware based true random number generator that replaces the SSN and becomes the common link allowing all data in the SLDS to be connected across different points in time. This is applied to all data contributed to the SLDS.

III. A unique program site identifier

Existing program site identifiers assigned by the data contributor are maintained in the SLDS.

IV. Child and family demographic information

The SLDS currently contains demographic and family information from a subset of early childhood programs in the state provided by contributors such as the Department of Human Services, the Mississippi Head Start Association, and MDE.

V. Early childhood educator demographic information

The SLDS currently contains early childhood educator information from a subset of early childhood programs in the state provided by contributors such as the Department of Human Services and MDE.

VI. Program-level data

The SLDS currently contains information collected as part of Mississippi's Quality Rating and Improvement System. Any additional data points can be captured in the system as needed.

VII. Child-level program participation and attendance data.

The SLDS has the capacity to integrate early childhood child-level program participation and attendance data. The system currently collects program and attendance data for the public PK-12 system.

C. Measurable Program Outcomes, Including School Readiness

Mississippi's voluntary preK program—whether funded by existing state dollars or new federal grant dollars—is intended to **increase access to high-quality preK programs for four-year-old children**. MDE expects all state- and grant-funded preK programs to accomplish and demonstrate the following outcomes:

OUTCOME 1: By 2018-2019, 75% of children in the state preK program will enter Kindergarten ready to succeed in school.

- PreK programs will yield data that will provide MDE, parents, teachers, and early childhood providers with an understanding of what children know and are able to do upon entering kindergarten in each of the Essential Domains of School Readiness.
- PreK programs will implement consistent and appropriate learning targets for children and demonstrate progress toward achieving these targets.

MEASUREMENT:

Data: Currently, the MKAS², which includes Mississippi's K-entry assessment, measures two of the five Essential Domains of School Readiness (see C.(3) Measuring School Readiness upon Kindergarten Entry below as well as *Appendix K* for more information). Mississippi has set a target score on the MKAS² for what constitutes a "ready" Kindergartner (530 upon K-entry or 498 upon preK exit). Assessment data from the 2014-2015 K-entry assessment reveals that only 35% of Mississippi Kindergarten students met the readiness benchmark. Mississippi's plan to increase this rate to 75% for children in the preK program by the end of the grant term is an ambitious goal. As Mississippi develops its K-entry assessment through this grant to include all five domains (see page 39 for more information), Mississippi will set further targets for what constitutes readiness in those additional domains.

Consistent learning targets: The CELAS will approve formative components that can be used to measure a child's progress in meeting early learning standards throughout the year.

ACCOUNTABILITY:

Data: By law, Mississippi requires all preK programs to meet a minimum rate of readiness on the state assessment for school readiness of Kindergarten children in order to maintain their participation in the program. In other words, a minimum percentage of children from each state-funded preK provider must meet the state's definition of school readiness at Kindergarten entry. Though Mississippi has set a target score for readiness, it has not yet set the minimum rate of readiness that programs must meet in order to continue to receive state funds. MDE has plans to set this minimum rate of readiness for current state-funded preK programs to ensure that programs can prepare at least 75% of children to be ready by Kindergarten. Mississippi will also set a minimum rate of readiness for additional domains once they are added to Mississippi's planned Comprehensive Early Learning Assessment System.

Consistent learning targets: Student progress will be communicated to parents throughout the year and used to inform developmentally appropriate instruction.

OUTCOME 2: 50% of students in a selected high-need community will have access to high-quality preK programs.

- PreK programs will use curricula that are research-based and aligned with Mississippi's ELS4.
- PreK programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation.
- Families will have access to information about preK program quality.

MEASUREMENT:

Access to quality: Using preK capacity in publicly funded programs—school district programs (both federally funded and locally funded), Head Start, and state-funded collaborative programs—as the numerator and Kindergarten enrollment as the denominator, Mississippi calculated an “access percentage” for each selected high-need community (see Section D, beginning on page 53). Mississippi will measure the access percentage in each selected high-need community before the grant begins and at the end of the grant term to determine whether at least 50% of children in each selected high-need community have access to high-quality preK.

Research-based and aligned curricula: Both state- and grant-funded collaboratives must use research-based curricula aligned to ELS4. Program monitoring will measure compliance with this requirement.

Integrated and effective system: MDE will measure the effectiveness of each collaborative through the program monitoring tool.

Access to information: Each state-funded collaborative is required to provide parents with an information guide featuring a profile of each participating partner in which the parent may enroll a child. MDE prescribes the information to be included in each profile as well as the format of the guide. All guides must be provided in the relevant languages of eligible children. At a minimum, the *ELCA* requires each profile to include the “provider’s services, curriculum, instructor credentials, and instructor-to-student ratio.” The new grant-funded collaboratives will follow this same procedure. Program monitoring will measure compliance with this requirement.

ACCOUNTABILITY: To ensure access to quality, use of research-based and aligned curricula, an integrated and effective system, and access to information, MDE may require changes in curricula, provide technical assistance, or take corrective action as needed, including the removal of the grant.

OUTCOME 3: PreK programs will receive resources and support to increase classroom quality. (Once a baseline is established in May 2015, each program will improve quality by 10% each year.)

- PreK programs will yield data that will be used by MDE and the collaboratives to improve the quality of classroom instruction and determine interventions and services students need.

MEASUREMENT: The *ECLA* requires all childcare centers who participate in the state-funded program to adopt and implement a “nationally recognized assessment tool, approved by the State Department of Education, designed to document classroom quality.” This tool must be fully implemented no later than July 1, 2016. MDE developed a list of approved tools (see *Appendix H*) but has yet to set the cut scores required on each instrument to demonstrate quality. The grant-funded collaboratives will have to implement both a Measure of Environmental Quality and a Measure of Adult-Child Interaction for all participating partners, not just childcare centers, as part of Mississippi’s new CELAS. MDE will set a minimum level of quality on any selected measures.

ACCOUNTABILITY: MDE use the results of program quality measures to provide technical assistance as needed and to make decisions related to the necessity of corrective action and/or the removal of the grant.

OUTCOME 4: High-quality preK programs will increase their collaboration with other early childhood education programs and related services.

MEASUREMENT: The Wilder Collaboration Factor Inventory will be used to assess improved collaboration by measuring factors that are indicative of successful collaborative partnerships.

ACCOUNTABILITY: MDE will provide technical assistance to and require corrective action from collaboratives that face challenges in their collaborations with other ECE programs.

(3) Measuring School Readiness upon Kindergarten Entry .

In 2013, the Mississippi Legislature passed the *LBPA*. This new law places an emphasis on grade-level reading skills for students, particularly as they progress through grades K-3. A student scoring at the lowest achievement level in reading beginning in the 2014-2015 school year on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion. To provide students the greatest chance of success by the end of third grade, teachers must have evidence on which to base their instruction, and parents must have a method to track their children's progress over time. For both teachers and parents, knowing what knowledge and skills children have upon school entry is particularly important to readying students for this "gate" at third grade.

When the law passed in 2013, Mississippi did not then have a statewide K-entry assessment nor did the state have comparable end-of-year assessments from K-2. (The state assessment begins in grade 3.) Recognizing this deficiency, Mississippi opened a RFP process to select a suite of assessments that could measure students upon Kindergarten entry and at the end of each year from Kindergarten through third grade. Through the RFP process, Mississippi selected a suite of assessments from Renaissance Learning. These assessments are now known as the MKAS². Star Early Literacy from the MKAS² serves as Mississippi's Kindergarten-entry assessment; it is designed to measure the readiness of Kindergarten students based upon the ELS4. MDE has a dedicated webpage with a wealth of resources, including the K-Readiness Implementation Guide (see *Appendix K*) as well as recorded webinars, sample items, frequently asked questions, and supports for parents.

MDE defined school readiness as a Star Early Literacy scale score of 530 at the beginning of Kindergarten or a score of 498 at the end of preK. The end-of-preK score is indicative of mastery of knowledge and skills in the area of early literacy and early numeracy at or above 70%. The recommended scale score is not a required score for students to enroll in Kindergarten. The K-entry results will help educators drive instruction as well as identify and support those students who may need additional intervention as quickly as possible.

Currently, the MKAS² measures two of the five Essential Domains of School Readiness—language and literacy, and general knowledge and cognition (specifically, numeracy skills). As we propose on page 39, Mississippi is committed to using grant funds to supplement its K-entry assessment with an additional tool to measure all five Essential Domains of School Readiness. This plan will ensure that all children who enter public school Kindergarten will be assessed within the first few months of their admission to school on all five domains for the purpose of instructional planning, including targeting supports to children.

D. Expanding High-Quality Preschool Programs in Each High-Need

Community

(1) Selected High-Need Communities

Mississippi has selected 39 high-need communities to participate in this grant through the formal process described in (3) Outreach to and the Selection Process for Subgrantees on page 51. Each community has greater than 40% of its students who are at or below 185% of the federal poverty level, with a range of 42.6% to 100% and an average percentage of 83.6%. Of the 39 communities, 32 qualify for the Rural and Low-Income Schools Program, and 6 do not. One community contains two school districts, one of which qualifies and one does not. *Appendix A* provides detailed information about each high-needs community including the community's rate of students at or below 185% of the federal poverty line, the percentage of children scoring below proficient on the state's third grade reading assessment, and Kindergarten enrollment.

(2) How Each High-Needs Community is Currently Underserved

As part of the selection formula for high-need communities (described below), Mississippi considered how much access four-year-olds in the community have to high-quality preschool programs, which Mississippi defined as access to publicly funded preK, including state-funded collaborative classrooms, school district-operated classrooms, or Head Start. Selected

communities ranged from 9% to more than 90% access to high-quality preK, with an average of 56% access. *Appendix A* provides detailed information about each high-needs community including the number and percentage of children in publicly funded preK programs, including the state program.

(3) Outreach to and the Selection Process for Subgrantees

A. Outreach

MDE conducted several outreach activities to potential subgrantees from high-need communities. Because Mississippi recently passed preK legislation, our communities were primed to take advantage of this opportunity. These outreach activities yielded 41 submissions from 39 unique communities over two rounds of selection.

I. Emails to Stakeholders

MDE crafted a “Notice of Request for Consideration” (RFC) email to advise stakeholders in high-need communities of the opportunity to participate in Mississippi’s grant application. This email was sent on September 15, 2014, to all of Mississippi’s School Superintendents, Curriculum Coordinators, Federal Programs Directors, and Special Education Directors; all of the Head Start programs; all the contact persons for every licensed childcare center in Mississippi; and all of the Lead Partners for Mississippi’s state-funded preK collaboratives. It was further distributed by email to the Early Childhood Listserv that is open to any person interested in early childhood who signs up on the MDE website.

After the first selection process resulted in remaining seats, Mississippi conducted further email outreach on September 29, 2014, to the same groups of stakeholders to advertise a second round.

II. Webinar

In the “Notice of RFC,” MDE advertised a webinar for interested communities. This webinar took place on September 17, 2014. Its purpose was to explain the grant opportunity as well as to communicate how to submit a RFC and how communities would be ranked. The webinar was posted online for interested parties who were not able to attend, and a link was emailed to all of the stakeholders who were invited to participate in the webinar.

III. Follow-Up with Rejected Round 1 Applicants and Underrepresented Communities

MDE chose to hold a second round of selection after the first round did not exhaust all available funds. MDE made personal phone calls to applicants from the first round who were

rejected due to eligibility issues (3 in total) or completeness issues (6 in total) to explain why they were rejected and encourage them to re-submit a corrected RFC in the second round. MDE also made personal phone calls to school districts in an area of the state not represented in the first round to ensure that they received the information and to inquire as to whether they had any questions about the process.

B. Selection Process

Mississippi developed and executed a formal selection process for subgrantees from high-need communities. This selection process included four steps: receiving RFCs from collaboratives, ranking collaboratives by selection criteria, accepting collaboratives in order of their rank, and notifying accepted collaboratives. Although MDE held two selection rounds due to additional capacity to serve children after the first round, both rounds followed the same process.

I. Step One: Requests for Consideration

Through the outreach process described above, MDE opened a window to receive RFCs from subgrantees representing high-needs communities.

a. Requirements for PreK Collaboratives

PreK providers interested in creating new classrooms or opening new seats in existing classrooms were required to form an ELC as defined in state law. Applicants were required to include in their collaborative 1) a school district AND 2) a Head Start, if one was available. Applicants also could include private and/or parochial schools, licensed childcare centers, and nonprofits. A preK collaborative had to submit the RFC to MDE via a Lead Partner, who would serve as the subgrantee of the grant. (Mississippi refers to subgrantees as “Lead Partners” in order to maintain consistency in terminology between this new preK opportunity and our state-funded program.) The Lead Partner had to be a school district or a nonprofit. Up to 20% of preK collaboratives were allowed to have nonprofit lead partners.

b. Requirements for the RFC

MDE asked collaboratives, each represented by a Lead Partner, to submit an RFC composed of five forms (see *Appendix L*). These forms sought contact information, the number and percentage of current and proposed children served, documentation of a commitment to abide by the requirements of the grant, evidence of the collaborative’s commitment to high-quality preK, and a brief plan for matching funds and sustaining the program post-grant.

IV. Step Two: Ranking PreK Collaboratives

a. Completeness and Eligibility

MDE first examined all the RFCs that were submitted by the deadline for their completeness and eligibility. RFCs were considered complete if all the required information was provided. Any RFCs containing incomplete or inaccurate information were eliminated. RFCs were considered eligible if they met the following requirements:

- **Composition:** PreK collaboratives must include a school district and a Head Start, if one is available. PreK collaboratives also may include private and/or parochial schools, licensed childcare centers, and nonprofits.
- **Lead Partner:** A preK collaborative must identify a Lead Partner to serve as the subgrantee of the grant. The Lead Partner must be a school district or a nonprofit. Up to 20% of accepted collaboratives may be led by nonprofits.

Of the 29 Round 1 submissions, 18 were both complete and eligible; 5 submissions were ineligible and 6 submissions were incomplete. All 18 Round 1 collaboratives passing the completeness and eligibility check were ranked.

Of the 25 Round 2 submissions, 13 were initially deemed complete and eligible; 1 submission was ineligible, and 11 were incomplete. All of the on time but incomplete Round 2 submissions were allowed to submit completed information because of additional funds. Of the 11 incomplete applications, 10 submitted completed information. In total, 23 were deemed eligible and complete.

13 of the 23 complete and eligible Round 2 submissions were new. 6 were Round 1 incomplete submissions re-submitted as complete. 4 were previously ineligible submissions re-submitted and deemed eligible. (One of these applicants joined an accepted Round 1 collaborative, and the other 3 applicants added a partner to become eligible.) Because one of the Round 2 collaboratives was merely an expansion of the Round 1 collaboratives, only 21 Round 2 collaboratives passing the completeness and eligibility check were ranked.

b. Formula Variables for Selection of High-Need Communities

Instead of running a RFP that may have benefitted more resourced communities, MDE chose to develop a formula for selecting communities through an RFC. MDE chose formula variables that aligned closely with the overall goal of the grant to expand access to high-quality preK programs to children at or below 200% of the poverty line and to align opportunities for those

children across a birth-to-third-grade continuum. As a result, the variables chosen were as follows:

- Poverty: “Poverty” is defined as the percentage of children qualifying for free or reduced lunch districtwide in the 2013-2014 school-year. Although this data only captures students at or below 185% of the federal poverty line, there was no data source available for children at or below 200% of the federal poverty line at the school district level. Children between 185% of poverty and 200% of poverty will still be eligible to participate, but the 185% of poverty figure has been used to prioritize communities.
- Access: “Access” means the number and percentage of four-year-old children without access to high-quality preK options. MDE determined an access percentage for each district using the following formula:
 - Numerator: MDE used as the numerator the number of public school (Title I-funded, district-funded, state-funded) or Head Start seats in 2014-2015. MDE recognizes that this may be an underestimate of capacity due to the fact that high-quality private childcare seats were not included. However, due to the difficulty of determining the number of high-quality private childcare seats as defined in this grant in each school district, MDE chose to use public school and Head Start capacity to provide a general, conservative estimate.
 - Denominator: For the denominator, MDE used the district’s Kindergarten enrollment from 2013-2014 as a proxy for a district’s four-year-old population.
- Percent Reading Below Proficient: “Percent reading below proficient” is defined as the percentage of children districtwide scoring in the minimal or basic categories on the third grade MCT2 administered in 2012-2013. MDE used prior year data due to the fact that 2013-2014 data has not been officially approved as well as the fact that 2013-2014 was a transition year from the former to the new Mississippi Curriculum Frameworks.

c. Formula for Ranking

Rather than giving each criterion a weight, the MDE chose to rank order the collaboratives. A detailed example in *Appendix M* describes the ranking process.

V. Step Three: Accepting PreK Collaboratives

MDE accepted preK collaboratives in the order of their ranking number after establishing a firm estimate of available seats.

a. *Estimating Available Seats*

MDE estimated that grant funds will allow preK collaboratives to create approximately 3,375 seats. MDE used the following methodology to reach this estimate:

- Available funds: Mississippi is eligible for \$15M per year and at least 65% of these funds must be used for direct services. Mississippi has budgeted for \$10.5M of its funds to go to direct services; this is approximately 70% of grant funds.
- Cost per child: Mississippi used a cost-per-child estimate based on the 2013 Head Start per-child cost in Mississippi. This cost estimate is \$6,222.
- Cost per child less the local match: Mississippi estimated that participating preK collaboratives will make a 1:1 match, meaning the grant-funded per-child cost would be \$(b)(4), except in Year 1 when collaboratives serving children will make a (b)(4)% match.
- Total number of children served: Using the cost-per-child estimate of \$(b) and a total available funds estimate of \$10.5M per year, Mississippi expects to serve approximately 3,375 students with grant funds.

b. *Accepting PreK Collaboratives*

Including both rounds, MDE accepted 39 of 39 complete and eligible collaboratives. MDE allowed up to 20% of accepted preK collaboratives to have nonprofit Lead Partners. Of 39 accepted collaboratives, only 2 have a non-profit lead partner.

VI. Step Four: Notification

MDE notified the first round of preK collaborative applicants of preliminary acceptance in writing on September 26, 2014; the second round of collaboratives were preliminarily accepted on October 2, 2014. Accepted collaboratives were provided a Model Memorandum of Understanding (MOU) that will serve as the basis for the future MOU. The Model MOU (see *Appendix B*) included only the most basic requirements of the grant, such as the requirement that all seats created meet the grant's definition of high quality. If Mississippi is awarded a grant, preK collaboratives must submit a signed copy of the finalized MOU within 180 days to receive grant funds. If the MOU is not submitted by the deadline, MDE will accept the next eligible collaborative on the waiting list, which is composed of collaboratives that inquired after the deadline.

(4) Subgrants to Implement and Sustain Voluntary, High-Quality Preschool Programs

A. Targets for the Number and Percentage of Additional Eligible Children to Be Served

At maximum capacity, Mississippi plans to serve 3,375 children each year (see *Table A*). We estimate that at least 70% of total additional eligible children will be served in the first year. By the end of the second year, all programs will be at full capacity, as follows:

Year	1	2	3	4
Number	2,425	3,375	3,375	3,375
Percentage	70%	100%	100%	100%

B. Ambitious Expansion of New Slots

Mississippi is investing all of its subgrants in ambitious expansion of new slots. **With grant funds, Mississippi will be able to triple the number of children served in the state’s high-quality preschool program.** Currently, 11 collaboratives serve 1,744 four-year-olds, or approximately 4.3% of the state’s four-year-olds. This grant will enable Mississippi to expand the program to 34 additional communities and grow collaboratives within 5 current communities (39 total communities) to serve approximately 3,375 new children, an additional 8.3% of children. Together, state- and grant-funded collaboratives will serve approximately (b) % of four-year-olds in Mississippi. Adding other public school preK classrooms ((b)(4) %) and Head Start ((b) %), Mississippi will serve an estimated ((b)(4) %) of its four-year-olds in voluntary, high-quality preK programs at no cost to participating families.

(5) Sustaining Programs after the Grant Period

As part of their RFC, each proposed collaborative submitted to MDE a tentative plan for providing a local match of these grant funds as well as a tentative sustainability plan. Collaboratives are planning to use a variety of funding sources to sustain their programs beyond the grant period. While 79% (31 of 39) of collaboratives indicated that federal Title I funds would be used for sustainability, (b)(4) % ((b)(4) of 39) also included local funds in their plans. Head Start funds ((b)(4) % of collaboratives), private funds ((b)(4) % of collaboratives), and state funds ((b)(4) % of collaboratives) were included in sustainability plans as well. See *Appendix N* for a sustainability chart and table. See also page 72 for more information on the state’s sustainability plans.

E. Collaborating with Each Subgrantee and Ensuring Strong Partnerships

Each collaborative, led by a Lead Partner, will sign a comprehensive MOU with MDE to ensure a strong partnership not only among the partners in a collaborative but between the

collaborative and MDE. This section describes the relationship between the state and the collaboratives that will be reflected in the finalized MOU.

(1) Roles and Responsibilities of the State and Subgrantees

Mississippi's MOU (see sample *Appendix B*) will describe in detail the roles, responsibilities, and requirements of MDE and Lead Partners as well as each participating Early Learning Provider. In general, the State will administer the preK program, provide technical assistance to collaboratives, and monitor and collaboratives. Collaboratives will provide direct services to children and their families. Lead Partners will serve as the fiscal agent, facilitate the PLC, convene collaborative council meetings, engage partners, make reports to MDE, and expend funds according to an approved plan and Office of Management and Budget (OMB) Circular A-87 cost principles.

(2) Implementing High-Quality Preschool Programs through Subgrantees

Mississippi will extend the collaborative model, as described in Section B, to 34 new communities and will expand the reach of current collaboratives in 5 additional communities through these grant funds. Subgrantees, or Lead Partners in Mississippi's terms, work with a minimum of one and a maximum of eight partners to provide high-quality preK programs. In their RFC, each Lead Partner provided evidence of its existing commitment to high-quality preK. Collaboratives also listed the number of existing four-year-old children each partner served (see *Appendix A, Appendix O*).

The MOU describes state-specific requirements for all collaboratives in Exhibit 1 as well as the grant-defined components of a high-quality preschool program in Exhibit 2. Please see the Model MOU in *Appendix B* for more information.

(3) Minimizing Local Administrative Costs

Each collaborative will aim to minimize local administrative costs by having one Lead Partner serve as the fiscal agent for the whole collaborative. Each Lead Partner will reimburse partners according to the collaborative's approved expenditures, which must be reasonable, necessary, and program-related.

(4) Monitoring Early Learning Providers

The State will manage program monitoring for collaboratives as a whole as well as each participating partner. These program monitoring duties are described in the Model MOU as well as in many sections in this application: for monitoring staff, see page 36; for the CELAS, see

page 39; for measuring program quality, see page 43; for the SLDS, see 44; and for program outcomes, see page 46. In addition, Lead Partners will perform the following monitoring duties:

1. Ensure the Collaborative adopts and implements curriculum and assessments that align with the *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children*;
2. Convene ELC council meetings to ensure that partners focus on expanding enrollment capacity and inclusion opportunities for children with disabilities;
3. Ensure that the provisions contained in the MOU are carried out in an efficient and effective manner; and
4. Report annually to MDE regarding the Collaborative's progress in meeting the objectives and annual targets described in the partnership's accountability plan.

(5) Coordinating Plans Related to Program Components

MDE will work with the director of each collaborative to coordinate plans related to program components, which include, but are not limited to, assessments (page 39), data sharing (page 44), instructional tools, family engagement (page 41), cross-sector and comprehensive services efforts (page 61), professional development (page 29), and workforce and leadership development (page 31). Lead Partners, through their collaborative council, will coordinate a collaborative's plans on the program level.

(6) Coordinating, But Not Supplanting, Existing Services for Preschool-Aged Children

The collaborative model is an excellent strategy for expanding the number of high-quality seats without supplanting existing services for four-year-old children. With a comprehensive community plan, collaboratives ensure that new children are served rather than simply serving the same students through a different provider. State law prohibits collaboratives from causing a reduction in the number of children served by Head Start (Miss. Code Ann. § 37-21-51(3)(b)). Collaboratives will leverage all available resources in order to meet their match. By braiding funds in this way, collaboratives can extend the impact of all of their resources in order to serve more children.

(7) Integrating with Economically Diverse, Inclusive Settings

The collaborative model allows providers to design programs that best meet the needs of the communities that they serve. For communities with economically diverse populations, this means the ability to provide economically diverse settings by adding grant-funded seats to

existing classrooms. Collaboratives will utilize their community needs assessment to ensure high-quality preK programs serve the needs of children and families in their community (page 41). The state-level quality improvements will affect all children in preK in Mississippi through preK personnel training and professional development (page 24), the CELAS (page 39), and the revised Guidelines (page 36).

(8) How the Subgrantee Will Deliver High-Quality Preschool Programs to Eligible Children

Each Lead Partner and its collaborative will ensure eligible children receive high-quality preK through their programs as described in great detail in Section B, beginning on page 4. All collaboratives will serve students with disabilities (page 12) and provide individualized accommodations and supports to all students (page 13). Collaboratives will provide culturally and linguistically responsive instruction (page 13) and family engagement (page 16 and page 41) for all populations, especially hard-to-reach families.

(9) Culturally and Linguistically Responsive Outreach and Communication Efforts

As part of the new OECE, MDE will hire a Family Engagement Coordinator and a Policy and Communications Director. Collaboratives will also be required to hire a full-time director to manage aspects of the grant, including outreach and communications. This local director will have a variety of duties, including to enroll children from families with eligible children, including hard-to-reach children. Activities may include, but not be limited to, parent nights, press releases, community notices to local media, distribution of information through community partners and service providers, and social media campaigns. Outreach efforts will take into consideration the culture of communities being served to find culturally relevant means of communication. Finally, each collaborative's school district partner will ensure that all parent documents are translated into the relevant languages of eligible children. See page 41 for more information on Mississippi's parent and family engagement plans.

(10) Strong Partnerships between Each Subgrantee and LEAs or Other Early Learning Providers

The collaborative model requires at least two partners. A school district and a Head Start, if one is available, must be members of a collaborative. Collaboratives may also include private and/or parochial schools as well as private childcare centers. Due to the collaborative model, every Lead Partner (95% of whom are school districts) has a very strong relationship with other

early learning providers, including Head Start. This section briefly describes how Lead Partners and their partners through the collaborative model will help children successfully transition from preK to Kindergarten as well as collaborate amongst themselves and with others to provide high-quality preK.

A. Successful Transitions from Preschool into Kindergarten

Each collaborative will engage in mandatory transition activities to help children successfully transition from preK to Kindergarten. Some activities, like Kindergarten visits, will be open to any early learning provider in the community, regardless of their participation in the collaborative. For detailed information about these mandatory activities, please see page 65.

B. Coordinating and Collaborating with LEAs or Other Early Learning Providers

I. Providing opportunities for early educators to participate in professional development

As in the state program, each new collaborative will operate a PLC led by its Lead Partner. These PLCs will be supported by the Regional Early Childhood Instructional Coaches as well as the master teachers in each collaborative. Furthermore, collaboratives will have access to the two early childhood Professional Development Coordinators for on-demand workshops. PLCs will provide preK teachers and assistants with professional development on many early childhood topics, including, but not limited to, Mississippi's ELS4 and how they connect to the K-12 standards, assessments, curricula, and family and community engagement.

II. Providing Comprehensive Services and coordinating with other community partners to ensure families' access to needed supports

All collaboratives must provide Comprehensive Services to participating children. These services are described in the MOU. (see *Appendix B*).

III. Supporting full inclusion of Eligible Children with disabilities and developmental delays

All providers must "serve children with disabilities as identified under the *IDEA*." Providers are also required to "utilize instructional strategies that take into account prior experience, maturation rates, and developmental delays or disabilities." Lead Partners, furthermore, must "convene Preschool Collaborative council meetings to ensure that partners focus on expanding enrollment capacity and inclusion opportunities for children with disabilities."

IV. Supporting the inclusion of children who may be in need of additional supports

Collaboratives will provide comprehensive services to all children, including hard-to-reach children (see page 15).

V. Ensuring that High-Quality Preschool Programs have age-appropriate facilities to meet the needs of Eligible Children

All providers within the collaboratives must have age-appropriate facilities for all participating children. Collaboratives must meet the MDE Guidelines for facilities as well as the facilities requirements of each provider's licensing authority. Lead Partners and other collaborative members will have to certify the appropriateness of their facilities as part of the MOU. MDE's team of monitors, led by the Monitoring and Evaluation Coordinator, will conduct site visits to collaboratives to determine that the Guidelines are maintained. Any provider out of compliance may lose their ability to participate in the program.

VI. Developing and implementing a systematic procedure for sharing data and other records consistent with Federal and State law

Collaboratives' data will become part of LifeTracks, Mississippi's SLDS. See page 44 for more information on the SLDS.

VII. Utilizing community-based learning resources

Through a partnership with the Early Years Network, each selected high-needs community will undergo a needs assessment to determine what local resources are available to young children and their families, including such resources as libraries, arts and arts education programs, and family literacy programs. These resources will be leveraged to support each collaborative's efforts in parent and family engagement as well as to align programs serving young children from birth through five. For more information about the needs assessment and its role in parent and family engagement, see page 41. For more information about how the needs assessment will be used to align programs serving young children from birth through age five, see page 62.

F. Alignment within a Birth through Third Grade Continuum

Mississippi's collaborative model for preK strengthens ties across the early childhood sector serving four-year-olds so that communities can work in a coherent and coordinated fashion to serve all children. Equally important, however, is for Mississippi to work to align programs birth through five so that children can experience a seamless transition from services prior to preK through the four-year-old program year and then onto formal school at Kindergarten. In this

section, Mississippi outlines how it will work to improve transitions and alignment between preK and programs serving children birth through five as well as between preK and K-3.

(1) Aligning Birth to Five Programs

A. Coordinating with other early education and care programs and childcare family service providers

Mississippi has no shortage of state and local programs dedicated to early education and care. A 2012 study by SECAC reports that there are 254 programs in Mississippi serving young children through direct service, informational resources, federal or state funding, program evaluation and training, coordination, and/or advocacy. The problem, which led SECAC to commission the report, is a lack of coordination among these programs on a state or local level. Mississippi proposes two goals in this section to strengthen coordination between the preK program and other early education and care programs to support a strong continuum of learning for children birth through five: 1) greater state-level coordination between MDE and the MDHS and 2) using the Excel by 5 needs assessment in each selected high-needs community to facilitate better coordination of all services for children birth through five.

On a state-level, the largest entity serving child birth through five is MDHS. The desire for greater coordination among the many training, resource, and technical assistance programs for early care providers including family service providers funded by the Division of Early Childhood Care and Development (DECCD) at the MDHS recently led to the creation of the Early Years Network. This coordinated model is a great asset to Mississippi as it gives local providers a one-stop shop for services. Furthermore, DECCD is the office that writes and manages the official state plan for CCDBG, which funds both quality programs as well as direct supports to working parents in the form of childcare certificates. MDHS also houses the Foundations for Families Unit, which provides resources to Families First centers across Mississippi and supports home visiting through its Healthy Homes Mississippi program. Finally, MDHS subgrants funds to the MSDH to perform childcare licensure duties.

As both the state-funded preK program and MDE's efforts to establish an OECE are new, there has not previously been a natural way for the two agencies to partner other than through the SECAC. From a state-level, a desire for stronger partnership between the two agencies exists, and would go a long way to ensuring coordination, especially during transitions, between the

ongoing programs and services provided through MDHS for children birth through age five and the preK program.

GOAL 14: Develop a stronger partnership between MDE's OECE, MDHS's DECCD, MDHS's Foundations for Families Unit, and Excel by 5.

ACTION 1: Establish regular coordination meetings between the three office leaders and relevant staff or contracted providers—The Director of the OECE and relevant staff will meet at least quarterly with the leader and relevant staff or contractors from MDHS's DECCD and Foundations for Families Unit. These meetings will be to leverage resources, align processes, coordinate programs and services, reduce duplication of effort, and strengthen the quality of all state and federally funded programs serving young children. The agencies will also learn about each office's efforts and provide program status updates.

ACTION 2: Establish clear, mutually agreeable goals for coordination of specific tasks At the initial meeting of the three offices, staff will begin developing clear, mutually agreeable goals for coordination of specific tasks. For example, the offices may choose to align paperwork, monitoring visits, and evaluation of early education providers when state or federally funded programs overlap to eliminate duplication of effort. Alignment tasks may include jointly conducting monitoring or evaluation visits, developing and using common forms or other paperwork, and sharing compliance or other data across agencies, including through LifeTracks if possible, to reduce the number of agencies seeking similar information. Such work could be especially beneficial for licensed childcare centers who participate in collaboratives so that they do not have to undergo multiple assessments for licensure, program evaluation for preK, and for their quality rating, if they participate.

ACTION 3: Coordinate program services, especially as it relates to transitions of children between programs—The three offices will work to better coordinate preK with existing programs and services offered by MDHS. Much of this work will be coordinating between preK and the Early Years Network. However, more coordination between CCDBG and preK would undoubtedly strengthen all programs and enable better access to programs on a local level. Coordination between the Foundations for Families Unit and MDE would further extend access within the Birth to Third Grade Alignment.

ACTION 4: Use the results of the Excel by 5 needs assessment to facilitate greater coordination of services in each high-needs community—At a local level, coordination of programs exists or

does not exist depending on the hard work of each local community. Excel by 5, a statewide nonprofit recently brought under the umbrella of the Early Years Network, has perhaps done more than any other organization to help local communities identify and coordinate programs serving children birth through five. Excel by 5's primary program is to help communities strength their ability to prepare children for school by becoming a certified early childhood community, which means the community meets certain indicators around parent and family support, community involvement, early care and education resources, and health and safety. (b)(4) of Mississippi's current () state-funded collaboratives have gone through the Excel by 5 certification process in order to develop the foundation on which their collaborative now sits. In order to provide the 5 essentials to parents as described on page 41, Mississippi proposed using the Excel by 5 needs assessment in each high-needs community. The comprehensiveness of the needs assessment will result in more information than simply the availability of programs to fulfill the 5 essentials, making it the perfect springboard for facilitating greater coordination of all programs birth through five.

B. Preventing a diminution of programs serving children from birth through age five

Because the collaborative model enables all providers to participate in the preK system, each type of provider benefits. For childcare centers who typically serve children from birth to five, one of collaboration's greatest benefits is that participation helps them remain financially viable by continuing to serve four-year-old children. (b)(4) of the (b)(4) state-funded collaboratives contain private childcare centers; all of these contain at least three or more private childcare partners. Overall, (b)(4)% of the partners in the program are private childcare centers.

The proposed new collaboratives also include private childcare partners. () of the () include one or more private childcare partners. A total of () private childcare partners have proposed to serve ()% of the eligible children. Over time, Mississippi hopes that more private childcare partners will join collaboratives as more providers learn about the collaboratives and as funds increase.

(2) Aligning Kindergarten through Third Grade Programs

A. Ensuring the Kindergarten Readiness of Eligible Children

Mississippi's Kindergarten Readiness Implementation Plan calls for all children to be ready for Kindergarten, especially in the areas of early literacy and numeracy (see page 49 for more about Mississippi's definition of readiness). Mississippi's preK program is the primary activity

that MDE is engaged in to ensure the Kindergarten readiness of eligible children. Through this grant, Mississippi will triple the number of children in the state's high-quality preK program from 4.3% to 12.6%.

B. Sustaining the Gains of Eligible Children

Mississippi has a clear plan to sustain the gains of eligible children through promoting collaboration between preK and Kindergarten teachers, expanding access to full-day Kindergarten, and increasing the percentage of children able to read and do math at grade level by the end of third grade.

I. Promoting collaboration between preschool and Kindergarten teachers

Firstly, each collaborative will offer joint professional development opportunities to preK and Kindergarten teachers. This professional development will be led by the early childhood Professional Development Coordinators, the Early Childhood Instructional Coaches, or literacy coaches, if available. All early learning providers in a community will be invited to this professional development, not only providers participating in collaboratives.

Secondly, each collaborative will implement **mandatory transition activities** to ensure that children successfully and smoothly transition to Kindergarten. These mandatory transition activities are as follows:

1. Each preK teacher will attend a meeting with Kindergarten teachers to discuss the transition of each child to Kindergarten, including any special services provided to each child.
2. MDE will provide a community workshop for Kindergarten and preK staff as well as any local Early Learning Provider not in the collaborative who wishes to join to discuss strategies and modifications for transition activities.
3. Providers and teachers will arrange for preK children to visit their future teachers' classrooms.
4. Teachers and other providers will visit the receiving program to strengthen their understanding of the continuum of services for their children.
5. Providers will facilitate opportunities for a child's family to talk with Kindergarten staff about the special needs of their child and/or details about special meals, transportation, and special services available.
6. Preschool teachers will collaborate with Kindergarten teachers to prepare a Frequently Asked Questions document that will inform and educate families on all possible Kindergarten

options and the procedures and expectations of the Kindergarten programs. MDE will prepare a template for this document.

7. Providers will ensure that a child's records promptly follow him/her to the new program.

II. Expanding access to full-day Kindergarten

Mississippi has required school districts providing Kindergarten to operate a full-day program since the passage of Mississippi's *Education Reform Act of 1982*. In 1996, the Mississippi Legislature required all school districts to provide Kindergarten. **As a result of these two laws, every child has the option of attending full-day public Kindergarten in Mississippi.**

However, since 1982, Kindergarten enrollment and attendance has been voluntary; despite consistent advocacy by the early childhood community to change the law, the compulsory school age in Mississippi remains at age 6. Families, however, have made their preference very clear. Nearly 99% of children in Mississippi enroll in either public or private Kindergarten by choice, according to Census estimates.

While Kindergarten enrollment rates show that parents clearly value Kindergarten, children at the Kindergarten level, especially low-income children, often have poor attendance, and school attendance officers, who focus on the attendance of compulsory school-age children, have been unable to intervene. Recognizing the deep, negative impact of poor school attendance on achievement, the 2014 Mississippi Legislature, as part of the *LBPA*, made Kindergarten attendance mandatory if a parent voluntarily enrolls the child. This will give school attendance officers the ability to intervene when children are chronically absent. This important change ensures all children will receive even greater access to the benefits of ECE.

III. Increasing the percentage of children who are able to read and do math at grade level by the end of third grade.

When the Legislature passed the *LBPA* in 2013, it also appropriated \$ (b)
/s/ to the MDE to support implementation. MDE has placed much of this appropriation into focused professional development in the area of K-3 literacy and into literacy coaches to provide direct support to target schools. Literacy Coaches work with the MDE to coordinate the *LBPA* and provide appropriate services to schools so that there can be a cohesive, sustained, intensive and classroom-focused approach that is rigorous, engaging, and relevant for students. Literacy Coaches provide a non-threatening, open, professional, and collaborative working relationship

with district-level school personnel, school-based literacy coaches, principals and teachers. They are required to effectively identify the needs of assigned schools in order to prioritize, schedule, organize, and provide technical assistance so that students in assigned schools achieve grade-level reading by the end of 3rd grade.

Literacy coaches provide a variety of services to target schools, including modeling research-based best practices in reading instruction; providing professional development around the 5 key components of reading; conducting learning walks or classroom walk-throughs; and coaching teachers in transforming literacy instruction in the preK and Kindergarten through third grade classroom.

Schools are selected based on third grade proficiency scores in the area of reading. Schools with the highest percentage of students below proficient were assigned a Literacy Coach. The formula MDE used to target literacy schools and the formula that it used to identify high-need communities to be served by the PDG overlap in the key area of the percent of children scoring below proficient on the third grade reading exam. Due to the similar criteria, there is a high-degree of overlap between literacy target schools and our proposed preK collaboratives. Of the 68 literacy target schools, 38 are in districts partnering in 8 of our proposed preK collaboratives.

Finally, MDE provides an elementary mathematics Professional Development Coordinator and two early childhood Professional Development Coordinators who can support preK and elementary mathematics teachers.

C. Sustaining Parent and Family Engagement

Stakeholders clearly communicated the vital role that parent liaisons or “navigators” can play in smoothing transitions for children and families as children move from early childhood programs into grade school. Mississippi has a robust plan to provide parents in each selected high-needs community with access to a parent navigator. Please see page 16 and page 41 for more information.

D. Aligning Policies and Infrastructure

The Mississippi SECAC has established a state plan for promoting a “higher-quality early childhood system that will meet the educational and developmental needs of Mississippi’s children.” To this end, the SECAC adopted six systems-building goals (see *Appendix P*) and created committees to support each of these goals. These committees perfectly match the five policy and infrastructure areas that should be aligned birth to third grade. This section describes

how each SECAC committee's work meets the need for aligning policies and infrastructure in the relevant area. As a member of SECAC, MDE supports the ongoing work of the SECAC committees and will continue to do so during the grant term.

I. Child learning standards and expectations

While MDE is responsible for developing and amending the state's Early Learning and Development Standards from birth through K-entry, SECAC's Standards Committee has a stated goal to "improve and expand [the] use of statewide early childhood standards that are aligned with K-3 standards and serve as the basis for all early childhood programs in Mississippi." The committee has undertaken to ensure that Early Learning Providers and parents know of and understand the standards. The committee is also trying to increase the number of providers using standards-aligned checklists throughout the year to track the progress of students in mastering the standards. Finally, the committee is working to establish a template for a student "report card" that will enable providers to communicate to Kindergarten teachers a student's mastery of the standards upon exit from preK.

II. Teacher preparation, credentials, and workforce competencies

The SECAC's Professional Development and Workforce Committee, which is chaired by the Director of the Early Years Network, supports SECAC's goal to "promote consistent and high-quality professional development opportunities for all Mississippi early childhood educators to assist with career planning and improve instruction for early childhood programs." The Workforce Committee is engaged in work that is highly relevant to increasing the number of people who meet the state's rigorous teacher qualifications for preK, a goal of the infrastructure-building activities of this application. As described on page 25, members of this committee will be integrated into MDE's ECE Task Force to ensure alignment between the Task Force's activities and the Workforce Committee's ongoing activities.

The Committee's current work goals are to develop and implement a workforce needs assessment within the next year as well as improve the alignment of credentialing between the 2- and 4-year credentialing programs. Both of these goals support and complement the work of this application. Firstly, the workforce needs assessment will inform the collaboration between the Early Years Network and MDE in the area of professional development, as described on page 30. Secondly, the alignment of credentialing between the 2- and 4-year credentialing programs

could dramatically expand the number of early childhood professionals able to upgrade their qualifications to meet those in the *ELCA*.

At the 2-year level, there are two early childhood pathways. The first is the ECE Technology associate's degree. The Technology degree is considered a technical, or non-academic track, program and is intended for persons not continuing their education at a four-year school. The program requirements for this degree are aligned across all of the community colleges, and all but three of the fifteen community colleges in the state offer the degree. Both of these facts make this degree a strong plus for Mississippi's early childhood sector.

The second pathway is for early childhood students who take their non-major core curriculum courses at a community college and transfer to a four-year school to complete their bachelor's degree. Because the academic track students do not take their major courses at the community college level, they are covered under existing articulation agreements between two- and four-year schools.

The problem arises when persons pursuing the ECE Technology degree choose to continue their education at a four-year school. Universities may take all, some, or none of the credits, depending on the university. This is because the community colleges typically do not have articulation agreements with the four-year schools for technical degrees, including this degree. As the Committee works to develop these agreements, MDE will support them in whatever way necessary.

III. CELAS

As the lead agency for preK programs, MDE will be the lead agency responsible for the CELAS. However, MDE will work in partnership with SECAC, which has two committees that touch on aspects of a Comprehensive Early Learning Assessment System—the K-Entry Assessment Committee and the Quality Committee.

The K-Entry Assessment Committee is charged with helping SECAC meet its goal to “improve knowledge among early elementary teachers, early childhood programs, parents and policy-makers on the implications for child outcomes on the statewide Kindergarten assessment.” Dr. Wright, Mississippi's State Superintendent, chairs this committee with a member of the State Board of Education and the SECAC. The committee is focused on developing and providing parent resources, analyzing the implications of assessment results, and developing a professional development plan for helping teachers use the data. Partnership with

this committee will be especially vital in helping the early childhood community and the public understand and acclimate to additional assessment tools to measure the remaining three Domains of Essential School Readiness.

The Quality Committee helps the SECAC meet its goal to “revise and expand use of the state’s Quality Rating System at scale to provide centers the assistance they need to promote quality improvements statewide and improve access to quality early childhood programs for high-needs children.” This committee is co-chaired by a member of the State Board of Education who also sits on SECAC and the Executive Director of the MDHS. The current iteration of Mississippi’s Quality Rating and Improvement System (QRIS) includes the *ECERS*, which is a Measure of Environmental Quality. MDHS, the agency which manages Mississippi’s QRIS, is beginning the process of revising the current QRIS and has contracted with the Frank Porter Graham Institute at the University of North Carolina to lead this work, first by conducting listening sessions with licensed childcare centers. The revision process will begin in earnest following these listening sessions and last approximately 8-9 months, with a final product available by Summer 2016. SECAC’s Quality Committee has also recently travelled the state listening to childcare providers about their experiences with QRIS and their feedback for its revision. As the planned revision goes forward, MDE will work to ensure alignment between assessments required as part of the CELAS and QRIS to avoid duplication of effort or the over-assessment of centers or children.

IV. Data systems

The Data Systems Committee supports SECAC’s goal to “build a robust early childhood data system that will collect key data to help inform decisions and support continuous improvement of Mississippi’s early childhood system.” Chaired by the director of the SLDS’s data clearinghouse, the Data Systems Committee is primarily working to ensure a strong birth-to-five data component that will connect to the SLDS. Ongoing work is captured on page 44.

V. Family engagement strategies

The Stakeholder Engagement and Community Partnerships Committee supports SECAC’s goal to “integrate family and community engagement, parenting support and community partnerships throughout the early childhood system.” The committee will develop a public early childhood learning and knowledge portal for Mississippi based on Head Start’s Early Childhood Learning and Knowledge Center to promote available resources and improve engagement,

access, and awareness. The committee will also design and develop an outreach campaign to inform the public of early care and learning issues in the state of Mississippi, with a specific goal to engage teen parents, parents of children with exceptionalities, English language learners, and home school and homeless families.

G. Budget and Sustainability

(1) Use Grant Funds to Serve Eligible Children

Approximately $\frac{(b)}{y}$ % of Mississippi's grant funds (a total of \$(b)(4) over 4 years) will pay for (b)(4) new program seats for eligible children at a per child cost of \$(b)(4), with the grant funding half and the local program funding half. After careful deliberation, Mississippi elected to use Mississippi Head Start's 2013 per child cost figure as the projected per child cost for the new collaboratives. Mississippi reached this decision after reviewing all of the requirements of this grant and concluding the state's current per child amount of \$(b)(4) is not adequate. Mississippi's \$(b) per child cost is intended to defray instructional expenses only for programs that can already cover their fixed costs; consequently, the Mississippi per child cost does not include funds for expenses such as transportation or even facilities maintenance. The higher per child cost reflects a desire to cover all expenses incurred by preK programs, especially items such as transportation that are critical to providing access to children at or below 200% of the federal poverty line. Please see the budget narrative and budget tables for more information.

(2) Coordinate the Use of Existing Funds

All collaboratives funded through the grant will be required to make a 1:1 match, except in the first year which requires a $\frac{(b)}{x}$ % match. Many of the collaboratives will make this match all available resources. By using these dollars as a match, collaboratives can extend the reach of their current programs without reducing children served because the same dollar can now serve twice as many children.

(3) Sustain the High-Quality Preschool Programs Supported by this Grant

Though sustainability is always a challenge with new programs, Mississippi has developed a strong plan for sustainability at the state and program level. At the state-level, Mississippi designed infrastructure investments that are primarily one-time costs. Of the infrastructure investments, salary subsidies to programs, National Board Certification subsidies, the Teacher Summer Institute expenses, and the Task Force expenses will all phase out over the course of the grant. CELAS expenses are partially one-time costs for technology upgrades and train-the-trainer costs for staff to use assessment tools and partially on-going maintenance costs for additional children assessed. MDE will look to shift current state and federal resources, as well as leveraging the resources of state agency partners who may use the same assessments, to continue to support these costs. MDE staff capacity and the Early Childhood Instructional Coaches will

be on-going expenses. In total, on-going expenses will cost the state \$(b)(4) annually. Although some of these expenses could be covered through smart budgeting within the Department, increasing state dollars for preK is a high-priority for MDE to help support state and local investments. If the project is successful at achieving the goals of this grant, Mississippi is optimistic that we will receive broad support from the state. State Superintendent Carey Wright is also convening philanthropic leaders to start a foundation to support ECE in Mississippi. Her initial efforts have met with interest and plans are developing to launch this foundation.

On the local program side, Mississippi's decision to require a 1:1 match from the very beginning builds sustainability into the model. Furthermore, every proposed collaborative was required to describe in their RFC a tentative plan for sustaining their preK program after the grant term ends. Please see page 56 for more information about how collaboratives plan to sustain their programs.

Competitive Preference Priority 1

The state has allocated additional funding in FY2015 in the amount of \$(b)(4) to support literacy efforts. In ECE, \$(b)(4) of these funds have supported projects such as MKAS², Early Childhood *LETRS*, and 2 early childhood Professional Development Coordinators. Together with *ELCA* funds, this new funding is being used to support a continuum of services for students. Finally, many collaboratives reported a plan to utilize local funds as part of their 1:1 match. See *Appendix N* for the sustainability chart and table.

Competitive Preference Priority 2

Mississippi has a clear plan to coordinate services for children birth through third grade. MDE will collaborate with other agencies and programs within the state to provide comprehensive services that are both educational and non-educational in nature. Specifically, MDE's coordination of services will target programs that increase parent engagement and support, professional development for teachers, and infant and toddler early care and education. Collaboratives will ensure home visiting programming and will be overseen by the Family Engagement Coordinator in the OECE. In Mississippi, kindergarten is a full-day program. Please see Section F on page 61 for more information.

Competitive Preference Priority 3

Mississippi will use more than the 50% of grant funds required for Competitive Preference Priority 2 for new preK seats. All of the subgranted funds ((b)(1) % of Mississippi's total grant) will support new, high-quality preK seats to eligible children. This investment will triple the number of children served in the state's preK program. For more information about the number of additional children served, see page 56 and page 72.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Non Responsive

**MISSISSIPPI DEPARTMENT OF EDUCATION
PRESCHOOL DEVELOPMENT GRANTS – DEVELOPMENT GRANT
SUBGRANT AGREEMENT**

This Subgrant Agreement (“Agreement”) is entered into by and between the Mississippi Department of Education (“MDE”) and _____ (“Subgrantee”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State of Mississippi in its implementation of an approved Preschool Development Grants – Development Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this Agreement;
- 3) Is familiar with the State’s Preschool Development Grants--Development Grants application and is supportive of and committed to working on all applicable portions of the Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Development Grants – Development Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants – Development Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting MDE in implementing the tasks and activities described in the State’s Preschool Development Grants--Development Grants application, the Subgrantee will:

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants-- Development Grants plan) and with the Subgrantee’s Budget included in Exhibit III of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants--Development Grants;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws;

- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State-Funded Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 11) Minimize local administrative costs; and
- 12) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. MDE RESPONSIBILITIES

In assisting the Subgrantee in implementing their tasks and activities described in the Preschool Development Grants – Development Grants application, MDE will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants – Development Grants funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products;
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants – Development Grants project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing;
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) MDE and the Subgrantee will implement the State's plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) MDE and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Development Grants;
- 3) These key contacts from MDE and the Subgrantee will maintain frequent communication to facilitate cooperation under this Agreement, consistent with the State Plan and governance structure.
- 4) MDE and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) MDE and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Development Grants, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) MDE and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) MDE and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and
- 8) MDE and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B.

of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If MDE determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, MDE will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between MDE and the Subgrantee, or initiating such enforcement measures as are available to MDE, under applicable State or Federal law.

III. PAYMENT AND UTILIZATION OF FUNDS

A. Subgrantee hereby agrees to utilize funds and perform the specified services in accordance with the Sections I and II hereinabove and Exhibit 1 attached hereto and incorporated herein by reference, in a proper, workmanlike, and dignified manner; represents that that Subgrantee is able to and will perform the specified services in a manner acceptable to MDE; and agrees to make all additions, deletions and/or changes that may be required by MDE, as a condition precedent to the acceptance of such specified services by MDE.

B. As full consideration for the specified responsibilities to be performed under this Grant, and for all rights, properties, and privileges vested in MDE by the terms of this subgrant, including the release of MDE, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this subgrant in perpetuity, MDE agrees to pay Subgrantee:

An Amount Not to Exceed \$ _____, shall be paid on a reimbursement basis. School Districts shall request reimbursement through the School Payment System (SPS). Non-school districts shall submit the Request for Funds form. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

IV. TERMS AND CONDITIONS.

A. Based upon the Internal Revenue Code, Subgrantee has been classified as an independent grantee and assumes all responsibility for reporting any earnings to Federal and State authorities where required by law and paying such taxes as may be required thereon. The Subgrantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the Subgrantee with respect to third parties shall be binding on the MDE.

B. Subgrantee agrees that all new materials or processes developed, all inventions, new instructional concepts, techniques, scripts and/or work products created, devised, or produced under, or in the performance of, this agreement shall be and are the exclusive property of MDE, in perpetuity.

C. Subgrantee retains the right to materials used in the performance of the subgrant, which was developed by Subgrantee with non-MDE funds. The MDE is granted non-exclusive license to copy the materials for use within the State of Mississippi.

D. Subgrantee hereby expressly releases MDE, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors from any liability from any and all privacy, defamation of other claims, demands, injuries, damages and losses of whatsoever nature and character alleged to be

caused by or arising out of, directly or indirectly, the matters, acts, circumstances and participation covered by this Agreement.

E. If, for any reason, Subgrantee fails to perform the Specified Services described above to the satisfaction of MDE, MDE may terminate this Agreement immediately on written notice to Subgrantee and Subgrantee shall be entitled to receive just and equitable compensation for any Specified Services completed or performed prior to termination of this Agreement, as determined by MDE. Furthermore, MDE or the Subgrantee may terminate this Agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof.

F. This Agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this Agreement, and must be confirmed in writing through MDE grant modification procedures.

G. The Subgrantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this Agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Subgrantee's related to Subgrantee's charges and performance under this Grant. Such records shall be kept by Subgrantee for a period of five (5) years after final payment under this Agreement, unless the MDE authorizes their earlier disposition. The Subgrantee agrees to refund to the MDE any over-payments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

H. The Subgrantee shall comply with any and all applicable laws, statutes, ordinances, rules, regulations, policies, procedures and directives of the United States, the State of Mississippi and any political or administrative subdivision thereof, including, but not limited to: the American with Disabilities Act, the Rehabilitation Act and any other requirements that may affect the performance of the obligations under this agreement. The Subgrantee assures that it possesses legal authority to apply for and receive funds under this agreement.

I. Subgrantee shall undertake and complete performance of the Specified Services referred to in Sections I and II hereof and Exhibit I attached hereto, within the period beginning _____ and ending no later than _____.

J. It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Subgrantee, to reduce the amount of funds payable to the Subgrantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

K. The Subgrantee agrees to carry out Specified Services outlined in this Agreement in accordance with all provisions included herein.

EXHIBIT I. Subgrantee Scope of Work

The Lead Partner will follow the guidelines and requirements for supporting and facilitating the implementation of a voluntary PreK program as specified in the Preschool Development Grant by assuring to do the following:

1. Serve as the fiscal agent and Subgrantee for the Preschool Collaborative;
2. Disburse funds according to the Collaborative's approved application;
3. Facilitate a professional learning community for teachers in the PreK program;
4. Lead the Collaborative;
5. Ensure the Collaborative adopts and implements curriculum and assessments that align with the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children;
6. Convene Preschool Collaborative council meetings to ensure that partners focus on expanding enrollment capacity and inclusion opportunities for children with disabilities;
7. Provide access to program records, quarterly reports, and final reports;
8. Maintain confidentiality for programs and families;
9. Maintain all records and any documentation required;
10. Submit accurate information to the Mississippi Department of Education (MDE) in a timely manner;
11. Engage all required partners included in the application;
12. Ensure that the provisions contained in the agreement are carried out in an efficient and effective manner;
13. Report annually to the MDE regarding the Collaborative's progress in meeting the objectives and annual targets described in the partnership's accountability plan; and
14. Expend funds, not to exceed the per child amount allocated, that supports the number of students served during the grant period by the Collaborative.

Each Participating Early Learning Provider will assure to do the following:

1. Implement the requirements of the Preschool Development Grant with fidelity;
2. Leverage and share resources, as articulated in the Scope of Work, to develop a coordinated system of early childhood care and education;
3. Maintain records of active participation of community involvement at the local, regional, or state level including, but not limited to, boards, civic organizations, professional memberships, and Head Start Policy Councils (if applicable to the proposal);
4. Collaborate in order to improve the quality and/or increase the number of PreK programs and services available to four-year-old children;
5. Offer voluntary participation in the PreK program to children who have reached four years of age by September 1 of a school year;
6. Employ master teachers, teachers, and assistant teachers that meet the guidelines in Mississippi Code Section 37-21-3 for classrooms providing instruction to children during the hours of the PreK program;
7. Meet the definition of high-quality preschool program, as outlined in Exhibit II, on the first day of grant-funded service to students, and no later than the end of year 2 of the grant;

8. Maintain one (1) qualified adult for every ten (10) children, with a maximum of twenty (20) children per classroom and a minimum of five (5) children per classroom;
9. Use a research-based curriculum, with an emphasis in early literacy, that is designed to prepare students to be ready for Kindergarten and is aligned with the Early Learning Standards;
10. Use the Early Learning Standards adopted by the MDE;
11. Use age-appropriate child assessments that are aligned to the Early Learning Standards;
12. Utilize instructional strategies that take into account prior experience, maturation rates, and developmental delays or disabilities;
13. Offer opportunities to address all domains of children's development and learning;
14. Balance teacher- and child-directed learning in whole-group, small group and individualized settings with adults and peers, active and quiet learning, direct instruction and play;
15. Provide at least one (1) meal daily that meets state and federal nutrition guidelines for young children;
16. Screen and/or refer children for vision, hearing, and other health issues;
17. Grant parents access to the program at all times that their children are present and offer opportunities to involve parents in the program's activities;
18. Provide parents with opportunities to communicate informally with teachers each day about their child's development and learning;
19. Inform parents of their opportunity to participate in the PreK program offered by participating providers to help them choose a program that will prepare their child for success in school;
20. Provide written reports to parents about their children's individual development based on program assessment results at least three times per program year;
21. Provide parents a satisfaction survey at least once each year to allow them an opportunity to assess program quality;
22. Serve children with disabilities as identified under the Individuals with Disabilities Education Act (IDEA);
23. Operate within the school year schedule of the participating school district (no less than one thousand eighty (1,080) instructional hours per school year);
24. Utilize a national recognized program quality assessment tool;
25. Follow the same antidiscrimination requirements as public schools;
26. Use state funds to administer, implement, monitor and evaluate preK programs as outlined in budget summary and budget narrative;
27. Assess the needs of early childhood workforce to effectively support skill improvement;
28. Collect and report baseline data for existing workforce, including but not limited to teacher qualifications, credentials, annual professional development activities, and staff retention;
29. Use education, credentialing, and performance data to develop systematic approaches to strengthen skills and raise credentials, including use of online distance learning opportunities, mentorship, coaching, and consulting;
30. Collect, use, and report results of students' progress to improve the quality of instructional services received by children;
31. Participate in at least fifteen (15) hours of professional development annually;
32. Match all state dollars on a one-to-one basis at the local level;
33. Adhere to established monitoring policies and procedures; and
34. Participate in all technical assistance meetings required by MDE.

EXHIBIT II. Definition of High-Quality Preschool Program

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- ... (b) High-quality professional development for all staff;
- ... (c) A child-to-instructional staff ratio of no more than 10 to 1;
- ... (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- ... (e) A Full-Day program;
- ... (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- ... (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- ... (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- ... (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- ... (j) Program evaluation to ensure continuous improvement;
- ... (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- ... (l) Evidence-based health and safety standards.

Commitment Form

Statement of Commitment from Collaborative:

Humphreys County School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor’s degree in early childhood education or a bachelor’s degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Humphreys County Schools	Elliot Wheeler	(b)(6)
Riven Oak Head Start	Majorie Holton	

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Leah Ward

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Commitment Form

Statement of Commitment from Collaborative:

Municipal Separate School District Pre-K Colla

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Okolona Municipal Separate School District	Dexter Green	(b)(6)
Mississippi Action for Progress Head Start	Dorothy Foster	

Commitment Form

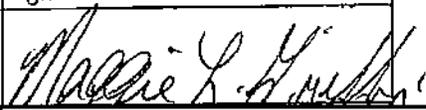
Statement of Commitment from Collaborative:

Moss Point School District Early Learning Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Moss Point School District	Dr. Maggie L. Griffin, Superintendent	
Jackson County Civic Action	Diann Payne, Executive Director	(b)(6)
Jackson County Civic Action	Vanessa Gibson, Head Start Director	

Statement of Commitment from Collaborative:

JACKSON COUNTY CIVIC ACTION

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
JACKSON COUNTY CIVIC ACTION	DIANN PAYNE, EXECUTIVE DIRECTOR	(b)(6)
JACKSON COUNTY CIVIC ACTION	VANESSA GIBSON, HEAD START DIRECTOR	

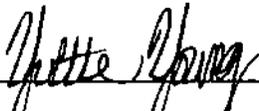
Statement of Commitment from Collaborative:

Friends of Children of Mississippi

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Leake County School District	Yvette Young Assistant Superintendent	
Friends of Children of Mississippi, Inc.	Deputy/Early Head Start Director, Cathy Gaston, Ph.D.	(b)(6)

Statement of Commitment from Collaborative:

Claiborne County School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Claiborne County School District	Dr. Jayne Sargent	(b)(6)
Mississippi Action for Progress	Dr. Dorothy Foster	

Commitment Form

Statement of Commitment from Collaborative:

Claiborne County School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Claiborne County School District		(b)(6)
Mississippi Action for Progress	Dr. Dorothy Foster	

Statement of Commitment from Collaborative:

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Canton Public School District	Ike Haynes	(b)(6)
Agape Community Development	Margaret Chapman	

Statement of Commitment from Collaborative:

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Friends of Children of Mississippi, Inc.	Deputy/EHS Director, Cathy Gaston, Ph.D.	(b)(6)

Statement of Commitment from Collaborative:

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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Name of Partner	Name of Authorized Representative	Signature
Hazlehurst City School District	Ms. Lynette Banks	(b)(6)
Friends of Children of Mississippi Inc. Mt. Sinai HeadStart Center	Dr. Marvin Hogan	

Statement of Commitment from Collaborative:

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
South Pike School	Dr. Estes Taplin	(b)(6)
Pearl River Valley Opportunities, Inc	Dr. John Hales	

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of the state of Maryland, including the requirements of the Maryland State Department of Education (MSDE) regarding the definition of high-quality preschool program. We recognize that if Maryland is awarded funding, we must submit a statement of intent (SOI) to participate and that the SOI will include more details.

High-Quality Preschool PROGRAM means an early learning program that includes structural elements that are evidence-based and rigorously recognized as important for ensuring:

- (a) Staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistant with appropriate credentials;

- (d) Program evaluation to ensure continuous improvement;
- (e) On-site or accessible comprehensive services for children and community that promote families' access to services that support their children's learning.

Name of Partner	Name of Author and Representative	Signature
[Redacted]	[Redacted]	(b)(6)
[Redacted]	[Redacted]	[Redacted]

Statement of Commitment from Collaborative:

Jackson Public Schools

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Jackson Public Schools	Dr. Abby D. Webley	(b)(6)
Hinds County Human Resource Agency (HCHRA)	Dr. Maurice Williams	

Statement of Commitment from Collaborative:

Holmes County PreK Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Holmes County School District	Powell Rucker	(b)(6)
CMI - Headstart	Pamela Gary	

Commitment Form

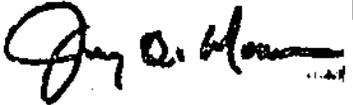
Statement of Commitment from Collaborative:

ICS Headstart

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Marshall County School District	Jerry O. Moore, Superintendent	
ICS HeadStart	Eloise McClinton, ICS Director	(b)(6)

Statement of Commitment from Collaborative:

Meridian Public School Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Meridian Public School District	Kelli M. Speed	(b)(6)
Mississippi Action for Progress	Dr. Dorothy Foster	

Statement of Commitment from Collaborative:

Meridian Public School Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
MS Action for Progress, inc.	Dr. Dorothy S. Foster, COO	(b)(6)

Commitment Form

Statement of Commitment from Collaborative:

Sunflower County Early Learning Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Sunflower County Consolidated School District	Dr. Debra Dace, Superintendent	
Save the Children, Inc.	Mrs. Judith Jerald, Senior Director of Head Start and Early Childhood Programs	(b)(6)

Statement of Commitment from Collaborative:

Clarksdale Early Learning Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Clarksdale Municipal School District	Toya Harrell-Matthews	(b)(6)
Coahoma Opportunities, Inc.	Kathy McDougal	

Statement of Commitment from Collaborative:

Quitman County Early Learning Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Quitman County School District	Brenda Hopson	(b)(6)
Quitman County Head Start	Sylvia Lantern	

Statement of Commitment from Collaborative:

North Panola-ICS Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
North Panola School District	Mr. Cedric Richardson	(b)(6)
ICS Headstart	Mrs. Eloise McClinton	

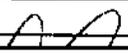
Statement of Commitment from Collaborative:

Yazoo City Municipal School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Yazoo City Municipal School District	Arthur Carlidge, Ed.D.	 (b)(6)
Yazoo City Head Start Center	Dorothy S. Foster, Ed. D.	

Commitment Form

Statement of Commitment from Collaborative:

Greenwood Public School

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
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- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Greenwood Public School District	Dr. Montrell Greene, Superintendent, 401 Howard Street Greenwood, MS. 38930 662-455-7400	
Greenwood Public School District	Mrs. Mary Brown, Asst. Superintendent of Curriculum, 401 Howard Street Greenwood, MS. 38930, 662-455-7400	

Commitment Form

Statement of Commitment from Collaborative:

Forest Elem. School / MAP Pre-k

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's-degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
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- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Forest Elementary School Forest, MS	Stacy Crosby	(b)(6)
Head Start MAP of Forest, MS	Dr. Dorothy S. Foster, COO for MAP	

Commitment Form

Statement of Commitment from Collaborative:

Friends of Children of Mississippi, Inc.

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
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- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Wayne County School District	R.P. Staten, Deputy Superintendent	
Friends of Children of Mississippi, Inc.	Dr. Marvin Hogan, Executive Director	(b)(6)

Statement of Commitment from Collaborative:

PCSD Consolodated Pre-K Program

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

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- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
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- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Beaumont Elementary School	Ms. Fina Hence	(b)(6)
New Augusta Elementary School	Mr. Kevin Britt	

Commitment Form

Statement of Commitment from Collaborative:

Picayune School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Picayune School District	Mr. Dean Shaw, Superintendent	
MAP, Inc.	Dr. Dorothy Foster, Chief Operating Officer	(b)(6)

Statement of Commitment from Collaborative:

Nettleton Early Childhood Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Nettleton School District	Michael Cates, Superintendent - Nettleton School District	
Nettleton Head Start	Dr. Dorothy Foster, Chief Operating Office Mississippi Action For Progress	(b)(6)

Statement of Commitment from Collaborative:

Poplarville Pre-K

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Poplarville School District	Carl Merritt	(b)(6)
Excel by 5	Carolyn Tedford	

to interpret, implement, and evaluate special or other services, approaches, programs, including the definition of a high-quality preschool program. We recognize that all Mississippi counties are invited to request sign a Statements of Commitment Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum:

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
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- (l) Evidence-based health and safety standards

Name of Partner	Name of Authorized Representative	Signature
Simpson County School District	Glenn Harris, Superintendent	
Five County Child Development (Head Start)	Jonathan Bines, Director	(b)(6)

Statement of Commitment from Collaborative:

South Panola School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

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- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
South Panola School District	Tim Wilder	(b)(6)
Batesville Head Start	Eloise McClinton, Executive Director	

Statement of Commitment from Collaborative:

South Panola School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
South Panola School District	Tim Wilder	
Batesville Head Start	Eloise McClinton, Executive Director	(b)(6)

Statement of Commitment from Collaborative:

Columbia Early Learning Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

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- (c) A child-to-instructional staff ratio of no more than 10 to 1;
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- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
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- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Columbia School District	Marietta W. James, Ed.D.	(b)(6)
PRVO Head Start	John E. Hales	

Statement of Commitment from Collaborative:

Vicksburg Warren School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Vicksburg Warren School District	Chad Shealy	(b)(6)
Kiddle City Day Care and Learning Center	Ruth Lowe	(b)(6)

Commitment Form

Statement of Commitment from Collaborative: Starkville-Oktibbeha PreK Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Starkville School District	Dr. Lewis Holloway, Superintendent	

Oktribbeha County School District	Dr. Margie Pulley, Conservator
Oktribbeha County ICS Head Start	Eloise Phillips McClinton

(b)(6)

Statement of Commitment from Collaborative:

Gulf Coast Early Childhood Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (e) A Full-Day program;
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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
ESO, Inc's South MS PreK4Ward	Cynthia Minton Walker, Project Director	(b)(6)
Harrison County School District	Henry Arledge, Superintendent	

Gulfport School District	Glen East, Superintendent	<i>Glen V. East</i>
Gulf Coast Community Action Agency, Head Start	Barbara Coatney, Director	(b)(6)
Gulfport Academy Child Care Center	Heather Williams, Director	
3 Rivers Academy Child Care	Linda <i>Linda P. ...</i>	
Kids Quest	Jessica Fonte	

Commitment Form

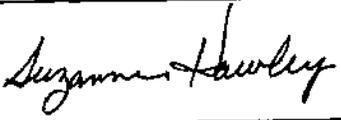
Statement of Commitment from Collaborative:

Clarke County Early Learning Partnership

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Quitman School District	Suzanne Hawley, Superintendent	
Friends of Children of MS Manuel Goff Head Start Center	Marvin Hogan, Director	(b)(6)

Greene County Pre-K

Statement of Commitment from Collaborative:

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Friends of Children of Miss. Inc.	Dr. Marvin Hogan Executive Director	(b)(6)
Greene County School District	Richard Fleming, Superintendent of Education	

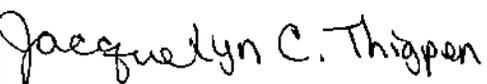
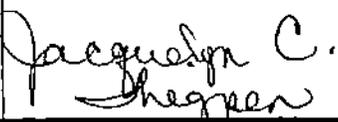
Commitment Form

Statement of Commitment from Collaborative:

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Name of Partner	Name of Authorized Representative	Signature
Cleveland School District	 Dr. Jacquelyn C. Thigpen, Superintendent	
Bolivar County Head Start	<div style="border: 1px solid black; width: 250px; height: 30px; margin-bottom: 5px;"></div> (b)(6) Mrs. Elnora Littleton, Executive Director	<div style="border: 1px solid black; width: 250px; height: 30px; margin-bottom: 5px;"></div> (b)(6)

Commitment Form

Statement of Commitment from Collaborative:

Hancock County Early Learning

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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Name of Partner	Name of Authorized Representative	Signature
Hancock County School District	Alan Dedeaux	(b)(6)
MAP Head Start	Dr. Dorothy Foster	

Commitment Form

Statement of Commitment from Collaborative:

Itawamba County School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

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- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
M.A.P.	Dr. Dorothy Foster	(b)(6)
Itawamba County Schools	Michael Nanney	

Commitment Form

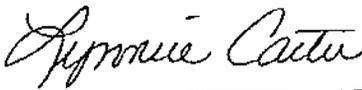
Statement of Commitment from Collaborative:

Pontotoc County Early Learning Collaborative

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
Pontotoc County School District	Lynnice Carter, Assistant Superintendent	
Ecru Head Start Center	Dorothy Foster, COO	(b)(6)

Commitment Form

Pontotoc Head Start Center	Dorothy Foster, COO	(b)(6)
Circle of Friends I	Julie Mapp, Owner	
Circle of Friends II	Twana Payne, Owner	
The Kangaroo's Pouch	Christi Littlejohn, Owner	

Commitment Form

Statement of Commitment from Collaborative:

Lamar County School District

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
USM / Early Connections	Dr. Jane Siders	(b)(6)
Pearl River Valley Opportunity Head Start	John E. Hales	

Statement of Commitment from Collaborative:

JACKSON COUNTY CIVIC ACTION

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature
JACKSON COUNTY CIVIC ACTION	DIANN PAYNE, EXECUTIVE DIRECTOR	(b)(6)
JACKSON COUNTY CIVIC ACTION	VANESSA GIBSON, HEAD START DIRECTOR	

INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

<p>Does the State have an Indirect Cost Rate Agreement approved by the Federal government?</p> <p>YES <input checked="" type="checkbox"/> NO</p> <p>If yes to question 1, please provide the following information:</p> <p>Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy): From: <u>07/01/2013</u> To: <u>06/30/2014</u></p> <p>Approving Federal agency: <input checked="" type="checkbox"/> ED <input type="checkbox"/> HHS <input type="checkbox"/> Other (Please specify agency): _____</p>

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.



MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Education

October 13, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the State of Mississippi, I am pleased to submit our Preschool Development Grant application for your consideration, along with enthusiastic letters of support from a broad spectrum of stakeholders. The State Early Childhood Advisory Council, state legislators, business leaders, parent and community organizations, and early childhood associations have coalesced around the importance of increasing access to high quality early learning opportunities for all of Mississippi's children.

The Preschool Development Grant will enable the Mississippi Department of Education to develop the infrastructure needed to support high quality preschool programs and provide more children access to these programs. The 2014 Mississippi Kids Count report offers compelling evidence supporting the need for greater access to high quality preschool programs, with 21,000 children in our state not attending preschool.

The Preschool Development Grant competition comes at an opportune time for our state. In 2013, the State Legislature passed the Early Learning Collaborative Act (ELCA), which represents Mississippi's first investment in a state-funded voluntary prekindergarten program. Mississippi's Early Learning Collaborative Act is delivered through a system of strong partnerships with schools, licensed childcare centers, non-profits, and Head Start programs working hand in hand to maximize resources.

Many of Mississippi's ELCA requirements mirror key components of the Preschool Development Grant, including access to high quality preschool, staff qualifications, developmentally appropriate research-based curricula, and high quality professional development.

As evidenced by the letters of support that accompany our application, it is clear that momentum is high, and the Mississippi Department of Education is poised to take the next step. We are excited about the future of early childhood in our state.

Sincerely,

A handwritten signature in black ink, reading "Carey M. Wright". The signature is written in a cursive, flowing style.

Carey M. Wright, Ed.D.
State Superintendent of Education



Preschool Development Grant Letters of Support

1. Governor Phil Bryant
2. State Early Childhood Advisory Council of Mississippi
3. State Representative Toby Barker
4. State Representative John Moore
5. Senator Brice Wiggins
6. Senator Gray Tollison
7. Baby Steps, Inc.
8. Children's Healthcare of Mississippi
9. Early Years Network
10. Excel By Five
11. Gilmore Foundation, Inc.
12. Mississippi Association of Grantmakers
13. Mississippi Department of Human Services
14. Mississippi Economic Council
15. Mississippi First
16. Mississippi Kids Count
17. Mississippi Manufacturers Association
18. Mississippi Professional Educators
19. National Board for Professional Teaching Standards
20. National Strategic Planning & Analysis Research Center
21. Parents' Campaign
22. Parents for Public Schools
23. The Bower Foundation
24. The Family Resource Center of Northeast Mississippi
25. The Kangaroo's Pouch Child Care and Learning Center, Inc.



PHIL BRYANT
GOVERNOR

October 14, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the state of Mississippi, I would like to express support for the Preschool Development Grant funded by the U.S. Department of Education and the U.S. Department of Health and Human Services. We must ensure that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

Since 2007, all of the state's Early Learning and Development stakeholder groups, from state and local governments to foundations and private companies have invested in the state's early learning efforts. Such groups, like the more than 7,000 members of the Mississippi Economic Council and nationally respected business leaders like Jim Barksdale, have helped support the state's efforts to improve the educational system.

Business leaders raised \$8 million to fund early childhood education research entitled Mississippi Building Blocks (MBB). The program focuses on literacy and quality measures in the selected preschool programs across Mississippi. With approximately 1600 private childcare businesses in our state, it is critical to help focus efforts on supporting services to locations these students are enrolled. The positive student outcomes of the MBB research findings led to the state funding of an additional (b)(4) dollars for MBB and the PreK Collaborative program at (b)(4) per year. The State Early Childhood Council (SECAC) is building the continued plan for increasing high quality services to prepare our children as outlined in the application.

The bold legislation passed in the past two years is aimed at improving student outcomes. The increased responsibility on educators and the Mississippi Department of Education will help many students upon implementation. The State of Mississippi looks forward to working with all involved parties to help build upon the comprehensive vision of improved services for children and families.

Sincerely,

A handwritten signature in black ink that reads "Phil Bryant".

Phil Bryant
GOVERNOR

October 9, 2014

Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

Please accept this letter as support for the Mississippi Preschool Development Grant Proposal on behalf of The State Early Childhood Advisory Council (SECAC). For over two decades, the state has made considerable investment for the delivery of high quality early childhood programs and services. Significant pieces of legislation have been passed as a clear commitment to continuing improvement of programs and services delivered through childcare providers, Head Start, and certain school districts.

Given limited resources, the state has learned how to partner, leverage, and align activities in a strategic way. SECAC's adoption of a six goal strategic framework for the development and establishment of an integrated early childhood system ideally embodies the spirit of partnering, leveraging, and aligning resources for the betterment of the state. Like never before, the state has been able to bring so many different groups together to push for a single strategic approach to guide our collective efforts for promoting high quality early childhood programs and services and for establishing practices for continuous improvement for all parties involved in the delivery system. Our Board is total in support of all initiatives that build upon this approach.

As a 24 member Board, comprised of state agency leads, early childhood advocates, and most importantly, early childhood providers, has unanimously voted to strongly and enthusiastically support the state's proposal. We are committed to play an active role in implementing policies and programs that will support the success of our young population.

Sincerely,
(b)(6)
Ricky Boggan
Chair, SECAC

HOUSE OF REPRESENTATIVES



STATE OF MISSISSIPPI

TOBY BARKER
District 102
Forrest and Lamar Counties
409 South 21st Avenue
Hattiesburg, Mississippi 39401

Cell (601) 307-3802
tbarker@house.ms.gov
www.tobybarker.com

COMMITTEE ASSIGNMENTS:
Public Health and
Human Services, Vice Chairman
Appropriations, Secretary
Educator
Medicaid
Public Property
Universities and Colleges

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

01 October 2014

Dear Secretary Duncan:

It is my pleasure to write to you to express my highest support for Mississippi's application for the U.S. Department of Education *Preschool Development Grant*. *This funding would be invaluable to Mississippi, allowing us to improve access to high-quality early learning programs for children in our state.*

I strongly supported Mississippi's first steps in developing high-quality early childhood education programs through our Early Learning Collaboratives, which currently serve 4 percent of 4-year-olds in the state. These collaboratives include partners from Head Start programs, public school districts, parochial schools, and community organizations.

The demand for high-quality preschool in Mississippi has grown tremendously over recent years. However, with limited funds, the state was able to fund only one third of applicants who qualified for the Early Learning Collaborative funds. Support from the ED would open 3,100 new preschool seats for children living in poverty.

The state is also looking closely at how to more effectively engage parents and families to support educational outcomes and how to ensure that a strong continuum of services exists for students from birth through preschool years and further into the elementary school setting.

I appreciate the opportunity to assist in the state's plan to develop an early childhood system that provides the highest quality services and environment for all children, especially those with high needs. I applaud the Mississippi Department of Education's (MDE) efforts to expand access to high-quality early learning programs for the boys and girls of our state. I will be proud to do what I can to support this worthy effort.

Again, I strongly encourage our state's efforts to receive this grant, and I look forward to continued partnership with MDE as we work to serve the children of Mississippi.

Sincerely,

A handwritten signature in black ink, appearing to read "Toby Barker".

Toby Barker
State Representative – House District 102
Mississippi House of Representatives

HOUSE OF REPRESENTATIVES



JOHN L. MOORE
District 60
Rankin and Simpson Counties
P.O. Box 20
Brandon, Mississippi 39043

Ph (601) 946-5833
jmoore@house.ms.gov

STATE OF MISSISSIPPI

COMMITTEE ASSIGNMENTS:

Education, Chairman
Appropriations
Gaming
Insurance
Judiciary B
Judiciary En Banc
Legislative Budget Committee
Rules

October 1, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I enthusiastically support Mississippi's application to receive funding under U.S. Department of Education's Preschool Development Grant program. This opportunity would allow a state with limited funds to develop a much needed infrastructure for high-quality preschool in Mississippi. Additionally, the state would be able to create new preschool seats in a number of impoverished communities with limited access to quality preschool programs.

Through a collaborative model that includes public school districts, Head Start programs, as well as nonprofits, parochial schools, and licensed childcare centers, Mississippi is working to enhance early educational opportunities for some of our early learners. The state is also looking closely at how to more effectively engage parents and families to support educational outcomes and how to ensure that a strong continuum of services exists for students from birth through preschool years and further into the elementary school setting.

I appreciate the opportunity to assist in the state's plan to develop an early childhood system that provides the highest quality services and environment for all children, especially those with high needs. I approve of the Mississippi Department of Education's (MDE) efforts to expand access to high-quality early learning programs for the boys and girls of our state. Long-lasting improvements only occur with everyone working together toward a common goal. I will be proud to do what I can to support this worthy effort.

Again, I strongly encourage our state's effort to receive this grant, and I look forward to continued partnership with MDE as we work to serve the children of Mississippi.

Sincerely,

A handwritten signature in black ink that reads "John L. Moore".

John L. Moore, Mississippi House Education Chairman



Mississippi State Senate

SENATOR BRICE WIGGINS

52nd District

Jackson County

Post Office Box 1018

Jackson, Mississippi 39215-1018

October 2, 2014

Phone: (601) 359-3232
Fax: (601) 359-5957
BWiggins@ssenate.ms.gov
www.bricewiggins.com

COMMITTEE ASSIGNMENTS:

Ports and Marine Resources, Chairman
Appropriations
Congressional Redistricting
Corrections
Education
Environmental Protection, Conservation and Water Resources
Judiciary, Division B
Legislative Reapportionment
Public Health and Welfare

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I firmly support Mississippi's application to receive funding under the U.S. Department of Education Preschool Development Grant program. In just three years, Mississippi has made transformative strides in bringing high quality early education to its citizens. In particular, the bipartisan passage of the Early Learning Collaborative Act of 2013 which is the first state supported pre-k in the history of Mississippi. This grant would greatly expand opportunities for children in need to access high-quality prekindergarten programs.

Early childhood education is a top priority for me and other state leaders, as we have seen the difference early education programs can make. High-quality preschool programs play a critical role in closing the achievement gap while raising achievement for all learners.

The demand for high-quality preschool in Mississippi has grown tremendously over recent years, and the state's limited resources do not meet this demand. The demand has only skyrocketed since the passage of the Early Learning Collaborative Act. Funds from the U.S. Department of Education would enable the state to significantly increase the number of preschool seats for children in poverty.

Mississippi's new Early Learning Collaboratives have formed the foundation upon which the state can build a high-quality and wide-reaching preschool program system. Through the collaboratives, local communities receive state dollars to establish and expand successful early childhood education programs. Further, groups as diverse as Head Start, local industry, statewide nonprofits, public schools, parochial schools low performing districts, private and public childcare centers can participate in the collaboratives. Additionally, incentives are in place for private companies to contribute to the collaboratives. It should be noted that the act meets all benchmarks as established by NIEER.

I enthusiastically support the Mississippi Department of Education's (MDE) efforts to receive this grant to develop the state's early learning system and to expand access to high-quality early childhood education programs. Preparing children at an early age for school will have a transformative impact on Mississippi's children in Kindergarten and beyond.

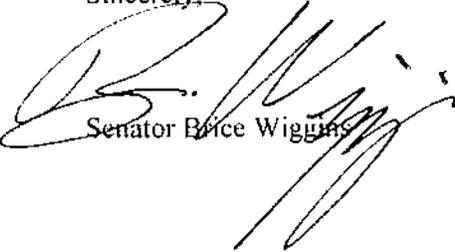
PR/Award # S419A150008

New Capitol: Post Office Box 1018 • Jackson, Mississippi 39215-1018 • 601-359-3232 • 601-359-5957 (Fax)

Arne Duncan, Secretary
United States Department of Education
October 2, 2014
Page 2

Long-lasting improvements only occur with everyone working together toward a common goal. I look forward to continued partnership with the MDE to serve the children of Mississippi.

Sincerely,



Senator Bruce Wiggins

BW/mpa

Mississippi State Senate

JACKSON

COMMITTEE ASSIGNMENTS:

Education, Chairman
Executive Contingent Fund, Vice-Chairman
Compilation, Revision and Publication
Constitution
Finance
Judiciary, Division B
Public Health and Welfare
Wildlife, Fisheries and Parks

SENATOR GRAY TOLLISON

9th District
Lafayette-Tallahatchie-Yalobusha Counties
P.O. Box 1216, Oxford, MS 38655
662-234-7070 • 662-234-7095 (Fax)

October 1, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I would like to express my strong support for Mississippi's application for the U.S. Department of Education Preschool Development Grant. This funding would enable Mississippi to significantly expand access to high-quality preschool for children in need.

Mississippi has already taken the step of developing high-quality early childhood education programs through our Early Learning Collaboratives, which currently serve 4% of 4-year-olds in the state. These collaboratives include partners from Head Start programs, public school districts, parochial schools, and community organizations.

The demand for high-quality preschool in Mississippi is great. The state was able to fund only one third of applicants who qualified for the Early Learning Collaborative funds. Support from the ED would open 3,100 new preschool seats for children living in poverty.

Our state faces immense challenges in closing the achievement gap between our economically disadvantaged children and those who have had the opportunity for early learning. Helping all children in the state get a strong start in their education is a top priority for me and the state's education leaders.

Again, I strongly support Mississippi's effort to receive this grant to expand opportunities for children to access high-quality preschool programs. I look forward to continued partnerships to serve the children of Mississippi.

Regards,



Senator Gray Tollison
Chair, Senate Education Committee
Mississippi State Senate



Steps

Empowering Parents

October 6, 2014

Department of Education
Department of Health and Human Services

To whom it may concern:

It is my pleasure to write a letter in support of the Pre-K Development Grant proposal being submitted to the U.S. Department of Education and Department of Health and Human Services by the State of Mississippi Department of Education.

Founded in 2004, by the late Washington Post columnist William Raspberry, an Okolona, MS native, BabySteps, Inc. is a parents-centered poverty reducing program that transforms the homes of our participants into learning environments. The program gives participants and their children a sense of the life changing value of education and teaches parents what they can do, at home and in small groups, to help children achieve academically. Established in Okolona, the program has had a positive effect on approximately 200 local families and their children. It has been made possible by the generous founding support of Mr. Raspberry, Mississippi Department of Education, local area funders in northeast Mississippi and a major multi-year grant from the W. K. Kellogg Foundation administered through the CREATE Foundation, Tupelo, Mississippi's regional community foundation.

In 2006, the Mississippi Department of Education made the decision to financially support the work of BabySteps. Funds received from the MDE made it possible for BabySteps to continue and expand services to low-income families of pre-school children and raise the profile of early learning issues. This early backing was essential in establishing BabySteps as a vital component in the growth of parent engagement and the support of early learning in the Okolona community.

A "quality" preschool program must include a strong parent engagement component. BabySteps specializes in "empowering parents". For more than a decade we have helped parents understand the importance of their role as their child's first and most influential teacher. In cooperation with the Okolona Municipal Separate School District Pre-K Collaborative, BabySteps will provide bi-weekly home visits, bi-weekly parent training sessions and coordinate volunteer opportunities for parents to give back to their child's Head Start program. These services, which are free for participating families, will be provided through a combination of fifty percent in-kind contribution and fifty percent compensation from the MDE Pre-K Development grant, if awarded.



Steps

Empowering Parents

In December 2013, the Mississippi Department of Education announced the first ever Early Learning Collaborative grants to be awarded in the state of Mississippi in support of quality pre-k programs. Through this effort the state was able to support and facilitate the implementation of voluntary pre-kindergarten programs for a three-year period. Even with the Early Learning Collaborative Act, fewer than six percent of the state's four year old population will have access to excellent early learning programs. The Pre-K Development grant provides a similar opportunity for a much greater number of children targeting the most economically and academically challenged communities in Mississippi. This four- year commitment will aid the development and expansion of quality learning opportunities and put our pre-kindergarten children most at risk for educational failure on a positive trajectory for future success.

BabySteps, Inc. fully endorses the Pre-K Development Grant proposal being put forth by the Mississippi Department of Education.

Sincerely,

Leah Ward

Leah Ward
President, BabySteps, Inc.



October 6, 2014

Dear U.S. Departments of Health and Human Services and Education,

As the Executive Director of the Early Years Network, I am happy to write a letter of support for Mississippi's application for the Preschool Development Grants. The importance of continuous high quality early education cannot be understated.

Mississippi is well known for its challenges from high infant mortality rates to low high school graduation rates. These problems are not unrelated. Being a high poverty state, many of Mississippi's children and families do not access the critical services vital to their success. We know the answer to improving this scenario is integrated services working with both children, families, and communities starting at birth and continuing the support.

As the quality assessment and rating arm of the state, the Early Years Network is proud to support this application which requires high quality preschool classrooms available at the very private, parochial, licensed child care, school district and Head Start centers we currently serve through technical assistance, training, and provider credentialing. The desire for quality is strong with these early care and education professionals, and this grant would provide the resources to sustain quality across the state. We know the Mississippi Department of Education would capitalize on the existing network of early care and education programs and services including our parenting education programs and resource and referral sites to provide the best care possible.

The Mississippi Department of Education has an ideal position to enact this program. Not only do they know the importance of reaching more children before they begin their primary education, they have K-12 school systems with both the established community relations and necessary infrastructure to unite the early childhood community in our common goal. We are excited to see the current investments Mississippi is making in its children receive the much needed federal support.

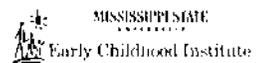
Sincerely,

(b)(6)

Louise E. Davis, Ph.D.
Executive Director, Early Years Network
Extension Professor, Mississippi State University Extension Service



Quality Stars





109 Executive Drive, Suite 1
Madison, MS

October 9, 2014

Dr. Carey Wright
Mississippi Department of Education
359 North West Street Suite 313
P.O Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

Excel By 5 is pleased to add its support for the Mississippi Department of Education's application for the Preschool Development Grant. Funds from this proposal will help our state increase the number of voluntary, high-quality preschool programs for low-income families and will provide for much needed state-level infrastructure building that is directly related to the provision of preschool.

Excel By 5, Inc. is a Mississippi nonprofit 501(c)3 organization. The work of assisting communities to meet criteria to become Excel By 5 certified began in late 2004 with the selection of four Mississippi pilot communities. Over the last ten years, rapid growth has occurred with 35 communities currently working toward Excel By 5 certification. Coalitions work in each community to reach the goal of all its children entering school healthy, happy and ready to succeed.

The need for more high-quality preschool programs has been identified in these Excel By 5 communities. With the framework of Excel By 5 providing support for Head Start, private and school-based preschool programs, these child-friendly communities are well-positioned to be strong partners in this proposal.

We look forward to working with you in your efforts to increase quality preschool opportunities for Mississippi's children and to offering support at the community level.

Sincerely,

(b)(6)

Nadine Coleman, President
Excel By 5 Board of Directors



Gilmore Foundation, Inc.

203 Gilmore Drive
Amory, MS 38821

Executive Director
Danny Spreitler

Office 662-257-2395
Fax 662-257-0719

www.gilmorefoundation.org

7 October, 2014

The Board of Directors of the Gilmore Foundation, Inc. expresses its support for Mississippi's participation in the Preschool Development Grant application and the plan developed by the Mississippi Department of Education in collaboration with the state's education and early childcare communities.

We not only strongly support Mississippi's participation but we would also express our intent to continue to devote our resources to the funding of high quality preschools in collaboration with the Mississippi Department of Education. To date our \$16 million investment in the future of our youngest children has reaped benefits beyond our expectations. We are proud to have Dr. Carey Wright and the team at the Mississippi Department of Education as our partner. The journey ahead is long but the strategy of success laid out within the grant application is one that will benefit Mississippi's children far into the future.

(b)(6)

Charles H. Hester
Chairman
Board of Directors
Gilmore Foundation, Inc.

(b)(6)

Danny J. Spreitler
Executive Director
Gilmore Foundation, Inc.



Association of Grantmakers



October 2, 2014

Dr. Carey Wright
Mississippi Department of Education
359 N. West Street
Jackson, Mississippi 39201

Dear Dr. Wright,

This letter is to express the support of the Mississippi Association of Grantmakers (MAG) for the Preschool Development Grant proposal you are submitting to the U.S. Department of Education.

The thirty five members of the Mississippi Association of Grantmakers are all foundations in Mississippi that give grants to support nonprofits and other organizations in our state. Most of the members of MAG have some focus on education. We recognize the importance of supporting preschool programs for children, especially those from low and moderate-income families. If those children receive the high quality early education they deserve and that their higher-income neighbors receive, their success in school will give them equal opportunities for a bright future.

We members of MAG have confidence in our Mississippi Department of Education, especially now that you are at the helm. Your belief in and commitment to our children has the potential to change their lives and to have a major economic impact on our state.

We look forward to working with you on this initiative.

Sincerely,

(b)(6)

Carol B. Penick, President
Mississippi Association of Grantmakers

(b)(6)

Sammy Moon, Coordinator
Mississippi Association of Grantmakers



STATE OF MISSISSIPPI
Phil Bryant, Governor
DEPARTMENT OF HUMAN SERVICES
Richard A. Berry, Executive Director

October 9, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I want to express my strong support for Mississippi's application to receive funding under the U.S. Department of Education's Preschool Development Grant program. This funding would allow a state with limited funds to create new preschool seats in a number of impoverished communities with limited access to quality preschool programs.

Through the state's Early Learning Collaboratives, which include public school districts, Head Start programs, nonprofits, parochial schools, and licensed childcare centers, Mississippi is working to enhance early educational opportunities for preschool children. The state is also working to more effectively engage parents and families to ensure that a strong continuum of services exists for children from birth through preschool and into the elementary school years.

The demand for high-quality preschool in Mississippi has grown tremendously in recent years, and the state's limited resources do not meet this demand. Funds from the U.S. Department of Education would enable the state to significantly increase the number of preschool seats for children in need.

I enthusiastically support the Mississippi Department of Education's (MDE) efforts to expand access to high-quality early learning programs for the children of our state. Preparing children at an early age for school will have a great impact on Mississippi's children throughout their education.

Preschool Development Grant

October 9, 2014

Page 2

Again, I strongly encourage our state's effort to receive this grant, and I look forward to a continued partnership with MDE as we work to serve the children of Mississippi. Should you have questions or need additional information, please feel free to contact me directly at richard.berry@mdhs.ms.gov or my deputy John Davis at john.davis@mdhs.ms.gov.

Respectfully,

(b)(6)

Richard A. Berry
Executive Director
Mississippi Department of Human Services

RB:jd

pc: Dr. Carey Wright, State Superintendent of Education

Blake Wilson
President & CEO
Mississippi Economic Council
bwilson@mec.ms



October 14, 2014

Dr. Carey Wright
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

The Mississippi Economic Council, the State Chamber of Commerce, supports increasing preschool educational opportunities for students in Mississippi. MEC, thanks to the leadership of our member companies, has long supported and encouraged the development of preschool education programs throughout the state.

Research shows it is vitally important for children be exposed to educational opportunities early because so much of a child's vocabulary is developed during the time from birth through three years of age. We must continue to look for ways to provide high-quality preschool programs, especially for children from low and moderate income families.

MEC applauds the Mississippi Department of Education for its Preschool Development Grant application. By using existing programs as a model to form the collaborative, aligning home-visiting programs with pre-school, and engaging state-level parent groups, MDE will have a far-reaching positive impact on children in our state.

For example, with additional funding, such programs as Mississippi Building Blocks can be even further developed. MBB, which operates with low overhead, provides a boost in professionalism through the existing childcare delivery system. It has been broadly supported by corporate leaders, who provided the initial pilot funding for the program.

Early childhood education is a crucial component in assuring a quality education for our children and making sure we are putting Mississippi in the place of greatest opportunity.

Sincerely,

(b)(6)

Blake A. Wilson
President & CEO

MISSISSIPPI ECONOMIC COUNCIL – THE STATE CHAMBER OF COMMERCE
M.B. Swayze Educational Foundation Leadership Mississippi STAR Student/Teacher Awards
Affiliates: Public Education Forum of Mississippi Mississippi Scholars
P.O. Box 23276, Jackson, MS 39225-3276 248 E. Capitol Street, Suite 940, Jackson, MS 39201
601-969-0022/1-800-748-7626 FAX: 601-353-0247/1-888-717-2809 www.mec.ms

MISSISSIPPI FIRST

Rachel Canter, Executive Director
125 South Congress Street
Suite 1510
Jackson, MS 39201

October 13, 2014

Dear Preschool Development Grant Selection Committee:

As one of the lead policy advisors on the *Early Learning Collaborative Act of 2013*, the law establishing Mississippi's first investment in preKindergarten, Mississippi First wants to express our full support for the state's proposal to increase access to high-quality preK programs. The proposal dramatically expands access, improves quality, and strengthens the coordination of early childhood programs for children across Mississippi.

As a 501c3 policy and advocacy nonprofit, Mississippi First is deeply committed to championing transformative education policy solutions in the state of Mississippi. Since 2009, we have been leading advocates for high-quality, state-funded preK, and we authored a policy brief emphasizing the collaborative delivery model for preK in Mississippi, which serves as the basis for the state's preK law. Currently, we provide technical assistance to the Mississippi Department of Education (MDE) as they implement the law, and we have worked closely with MDE to develop this proposal.

The expansion of high-quality preK in Mississippi is one of the most important improvements we can make to our education system. The research on early education is conclusive in stating that students with access to high-quality learning experiences prior to Kindergarten fare better in school and beyond. In our policy brief, *Leaving Last in Line*, Mississippi First advocated for a state-funded program that meets each of the 10 research-based Quality Standards recommended by the National Institute of Early Education Research (NIEER). The *Early Learning Collaborative Act of 2013* requires all state-funded programs to meet all ten NIEER benchmarks. The expansion of the state's preK program as it is written in this proposal means not only increasing access to preK seats but more exposure to high-quality preK programs for Mississippi families.

Mississippi First is committed to continuing our collaborative partnership with MDE, offering support, and providing technical assistance as they implement the *Early Learning Collaborative Act of 2013*. The state's proposal to expand its preK program has our enthusiastic support.

(b)(6)

Rachel Canter, Executive Director



MISSISSIPPI KIDS COUNT
Social Science Research Center
Family and Children Research Unit
P.O. Box 5287
Mississippi State, MS 39762
Home Page: kidscount.ssrc.msstate.edu

October 7, 2014

Dr. Carey Wright, State Superintendent
Mississippi Department of Education
359 North West Street
P.O. Box 771
Jackson, MS. 39205-0711

Dear Dr. Wright,

It is very encouraging that the Mississippi State Department of Education (MDE) will be submitting an application via the State of Mississippi for a Preschool Development Grant, being funded via the U.S. Department of Education.

Given the rankings of Mississippi's children on various domains (education, health, economic well-being and community), expanding a high quality Pre-K program is integral to changing the trajectory of Mississippi's children on a number of areas. As you know, Mississippi KIDS COUNT conducted the state's first ever kindergarten teachers survey in Spring, 2013. Key findings of that survey reinforced the dismal ranking of Mississippi's youngest children and included the following key findings as reported by kindergarten teachers:

- Many children are not school ready (41% of their students were not adequately prepared and included lack of basic skills such as name, color, and shape recognition and fine motor skills). Teachers also reported this as their top challenge.
- Seventy-one percent of the teachers had at least one child in their classroom repeating kindergarten.
- Teachers reported that one-third of their students did not have significant adult involvement in their lives.

Of the state's approximate 44,000 four year old children, we have thousands of children who are not attending Pre-K programs. The passage of Mississippi's Early Learning Collaborative Act of 2013 was clearly a step in the right direction, allowing approximately 2,000 children to be served via the Pre-K collaborative programs across Mississippi. By obtaining the Preschool Development Grant, coupled with potential for increased funding for the state-funded Pre-K, the numbers of children being served via quality programs can be greatly enhanced. By doing so, we can begin making differences in the lives of our children.

Additionally, the current developmental and social & emotional assessments being conducted among the current Pre-K Collaborative Programs holds great promise for identifying and intervening earlier among the 4 year old children enrolled in these classes. This level of cooperation and involvement among the University of Mississippi Medical Center's Center for the Advancement of Youth, the Mississippi Department of Education and Mississippi State University's Social Science Research Center-Family & Children Research Unit, funded by

the Center for Mississippi Health Policy is an example of how various entities are working together on behalf of improving children's outcomes. This pilot study is very timely, in light of the Pre-K Developmental Grant, where we will hopefully take this to scale, with the lessons learned from the pilot study. Having the ability to track these children over time, beginning with their Pre-K experience is unprecedented within the state of Mississippi, with state-funded Pre-K collaborative programs.

We, here at Mississippi KIDS COUNT and the Family & Children Research Unit of Mississippi State University's Social Science Research Center, stand ready to be of assistance in the work going forward, particularly in reference to data analyses and program evaluation.

Best regards,

(b)(6)

Linda H. Southward, Ph.D.
Director, MS KIDS COUNT and
Coordinator, Family & Children Research Unit
Social Science Research Center



Mississippi Manufacturers Association

October 10, 2014

Deborah S. Delisle, Assistant Secretary
Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I would like to express support for Mississippi's Preschool Development Grant application. This grant opportunity would allow for preschool infrastructure development at the state level and the creation of new preschool seats in a number of high-needs communities that currently have limited access to quality preschool programs.

Mississippi is approaching the creation of new seats for voluntary preschool through a collaborative model that includes a number of stakeholders within each community – public school districts, Head Start programs, as well as nonprofits, parochial schools, and licensed childcare centers. As a part of the grant, Mississippi will focus efforts on early childhood educator licensure, professional development, parent engagement, and a seamless continuum of services for students progressing from preschool through the elementary school setting. All of these components are critical to improving outcomes for our students.

We work together to build a strong future for our youngest learners. I stand behind Mississippi's application and respectfully ask that you consider funding.

Sincerely,

(b)(6)



Jay C. Moon, CEcD, FM, HLM
President & CEO, Mississippi Manufacturers Association
Chairman, State Workforce Investment Board
Chairman, State Longitudinal Data System



MISSISSIPPI PROFESSIONAL EDUCATORS

222 N. President Street, Suite 100 • P.O. Box 22550 • Jackson, MS 39225-2550
601.355.5517 • 800.523.0269 • FAX 601.355.5519 • www.mpe.org

October 7, 2014

Dr. Carey Wright, State Superintendent of Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for the State of Mississippi's application for a Preschool Development Grant. This grant will provide an invaluable opportunity for thousands of our state's youngest learners.

The Preschool Development Grant will allow our state to continue to enhance its pre-K infrastructure, as well as to provide up to 3,100 new pre-K seats throughout the state. In their daily work with Mississippi students, MPE members experience first-hand the difference that quality early childhood education makes on a student's school readiness and academic achievement. Our members have repeatedly identified early childhood education as a policy issue of most importance for the success of our state and its students. Of those members participating in our fall 2013 membership survey, 84.7% indicated that Mississippi should continue investing in quality pre-K programs.

Founded in 1979, MPE is Mississippi's premier and largest professional organization for educators. MPE serves more than 12,600 teachers, administrators and support personnel in pre-K through graduate education in both public and private institutions. As educators, our members are dedicated to mastering the science and art of teaching with constant awareness of educational research, trends, and best practices that will enable them to support and encourage their colleagues and their students.

MPE is committed to supporting a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those children in poverty and with little access to preschool. A high-quality preschool experience will benefit not only the preschool students, but their families and our state, as well. MPE strongly supports Mississippi's application for a Preschool Development Grant.

Sincerely,

(b)(6)

Kelly L. Riley
Executive Director

October 10, 2014

Dr. Carey Wright
State Superintendent of Education
Mississippi Department of Education
359 North West Street
Jackson, MS 39201

Dear Dr. Wright:

The National Board for Professional Teaching Standards is pleased to support the State of Mississippi's application for a Preschool Development Grant from the U.S. Department of Education. Increasing the number of Mississippi children able to attend high-quality preschool programs is a vital part of preparing these students to be successful throughout their school years.

As a part of this work, I am pleased to know that you will be working to attract and retain accomplished teachers to these programs. Given the evidence on the impact of quality teaching on student learning, improving the capacity of the state's preschool teachers will prepare their students for success in school and beyond. Mississippi has a significant and growing number of National Board Certified Teachers, in large part due to the state's investment in incentives and supports. Of particular relevance is the state's effort, in partnership with the National Board, to grow the number of Board certified teachers in early childhood literacy. This grant would complement that effort, accelerating the growth of accomplished teaching in students' early school experiences.

The National Board is eager to assist Mississippi's efforts to elevate the practices of Preschool teachers in your state and looks forward to supporting your work to bring the most accomplished teachers to Mississippi's youngest and most high needs students should you be awarded one of the grants.

Sincerely,

(b)(6)

Ron Thorpe
President and CEO



October 13, 2014

Dear Dr. Wright:

I write to express the support of the National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University (MSU) to the collaborative efforts you and your agency are engaging in through submitting a Preschool Development Grant application. nSPARC serves as the state data clearinghouse for Mississippi's Statewide Longitudinal Data System (SLDS), commonly known as LifeTracks, and has been involved in a broad range of activities aimed at enhancing and improving education and workforce outcomes in Mississippi. We have had very successful partnerships throughout the state in promoting the SLDS as the system for providing data elements essential to efforts like this. nSPARC is able to provide nuanced, sophisticated longitudinal data tracking and analysis for education- and workforce-related projects. Over the past decade for both state and national projects, we have linked data, tracked investments, and measured outcomes across education and workforce programs and services to provide timely and accurate information. We are fully confident that our experience and expertise will help support the goals of your application for a Preschool Development Grant.

We look forward to working with you and your agency.

Sincerely,

(b)(6)

(b)(6)

Domenico "Mimmo" Parisi
Professor and Director

PARENTS' CAMPAIGN

Better Schools Brighter Future

October 7, 2014

Dr. Carey M. Wright
State Superintendent of Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205

Dear Dr. Wright:

The Parents' Campaign enthusiastically endorses the plan set forth in Mississippi's Preschool Development Grant proposal. Mississippi children are starting kindergarten too far behind. The goals and strategies outlined in your plan promise the jumpstart they need to be successful.

Never before have the stakes been higher for our state's youngest learners. With the full implementation of the Common Core State Standards underway, and with the "third grade literacy gate" looming, it is essential that Mississippi children get a high quality early learning experience if they are to have a good chance of success in school and in life.

We at The Parents' Campaign are particularly pleased with the focus on parental engagement. We know that parents are a child's first and most influential teachers, and we pledge to do all we can to facilitate their involvement and ensure that developmentally appropriate learning is supported and reinforced in the home.

The more than 63,000 parents, community leaders, and educators who are members of The Parents' Campaign have made clear their commitment to improving the quality of early care and learning programs in Mississippi. They understand the correlation between excellent early learning experiences and success throughout life, and they believe that Mississippi children deserve nothing less. Additionally, they have proven their willingness to pick up the phone and urge their legislators to invest state dollars where they will get the best return: in high quality early childhood development and learning.

Mississippi's business community has, likewise, proven its commitment to bettering the early learning experiences of our state's children. And a diverse array of advocacy organizations has coalesced to lobby for an increased focus on strong preschool programs. Statewide, support for a high quality early learning system is strong.

Page 2, Dr. Carey Wright

The good news is that, because we are a small state with a well-connected early learning community, relatively little funding can go a long way when focused well. Your plan as outlined in the Preschool Development Grant proposal has great potential to extend the reach of our state's investment, to improve more early learning programs than could be addressed solely with state funds, and to get more children on a better life trajectory in fairly short order.

Time is of the essence; Mississippi children cannot wait. Too many lives have been wasted already, and too many still hang in the balance.

Thank you for your commitment to improving the lives of Mississippi's children. We at The Parents' Campaign stand ready and willing to do our part to advance the initiatives laid out in your plan.

Sincerely,

(b)(6)

Nancy Loomis
Executive Director



October 1, 2014

National Office

125 South Congress Street
Suite 121B
Jackson, MS 39201

601 969 6936
800-880-1277
FAX 601-397-6132
www.parents4publicschools.org

Dear Sir or Madam:

As the Director of Programs for Parents for Public Schools[®], Inc. (PPS) I am writing in support of the Mississippi Department of Education's (MDE) Preschool Development Funds grant. This development grant would enable Mississippi to make significant improvements in the early childhood educational opportunities and provide much needed support to our at-risk children.

I am very impressed with the planning process Dr. Wright and her staff had to build support of all the statewide community and education groups that will contribute in some way to the success of the program.

One of Mississippi's greatest weaknesses in our early childhood education programs is the patchwork of preschools across the state. Dr. Wright has designed a program that will incorporate the needs of those preschools, develop effective and efficient ways to provide the high quality early childhood that our state needs and raise the expectations of what quality preschool programs can be.

PPS is a Mississippi-based organization that helps prepare parents and community members to understand how to be collaborative partners in creating a culture of learning in a school. PPS understands that including parents and community members as a part of the school culture ensures a shared commitment to the goals and objectives of improving academic performance. Families and communities are an integral component of a student's life. By building a support system of informed families and engaged community members, the school creates a sustainable structure that will support change, work to improve the capacity of the team, and contribute valuable insights to the school improvement process.

PPS commits our statewide organization of parent coaches and parent advocates to partner with MDE to connect parents and community members to the information and opportunities that this grant will provide. We strongly support the grant and will do whatever is asked of us to help in any way that we can.

We strongly encourage your approval of this grant request, knowing full well that the program will be fully supported by parents, teachers and community members. We also recognize the leadership at MDE and know they are committed to and capable of making this a successful program.

Sincerely,

(b)(6)

Nita Rudy
Director of Programs

Anne Foster
Executive Director

DIRECTORS

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President
Columbia, MO

Josette Ayers
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578 Highland Colony Parkway
Suite 120
Ridgeland, MS 39157

601.607.3163
bowerfoundation.org



October 6, 2014

Carey M. Wright, Ed.D.
State Superintendent of Education
MS Department of Education
Post Office Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

I am pleased to offer my support of the MS Department of Education's application for the U. S. Departments of Education and Health and Human Services Preschool Development Grants. The Bower Foundation is committed to the promotion of fundamental improvements in the health status of Mississippians and we believe a strong, coordinated effort can have a tremendous impact on the wellbeing of our children.

The Bower Foundation is excited about the funding opportunity to develop high-quality preschool programs for children from low- and moderate-income families in Mississippi. We have worked closely with the MS Department of Education since 2004 to create opportunities for school districts to improve the lives of their students in order to increase academic achievement. We will continue our efforts and build upon the opportunities afforded the state through funding from the U. S. Departments of Education and Health and Human Services.

I look forward to our continued relationship to improve the health and academic success of Mississippi's children.

Sincerely,

(b)(6)

Anne B. Travis
CEO

ABT:jb



The Family Resource Center of Northeast Mississippi

October 6, 2014

Jill Dent, Ph.D.
Mississippi Department of Education
Office of Curriculum and Instruction
Central High School Building
359 Northwest Street, Suite 313
PO Box 771
Jackson, MS 39205

Dear Dr. Dent,

On behalf of the Family Resource Center of Northeast Mississippi (FRC), a NCA accredited Children's Advocacy Center and a Families First, serving families in 46 out of the 82 counties in Mississippi, I would like to offer a letter of support for the Mississippi Department of Education's application for the Preschool Development Funds Grant.

The FRC is a 501(c)3 and approximately 80% of our families are at or below 200% of the federal poverty level. The FRC focuses on providing services needed to promote the safety, permanency and well-being of children and families through Peer Mentoring Programs, Parenting Education, Abstinence and Youth Development, Responsible Fatherhood Education, Anger Management and GED Classes with child care for parents attending the classes. In addition the FRC Staff provides staff development for the MS Department of Human Services, local school districts and Head Start Programs. The Children's Advocacy Center provides forensic interviews, court preparation for children when applicable, trauma therapy and family and individual counseling.

As a retired elementary teacher, administrator and community college instructor, I have seen firsthand the need for preschool education in our state. We are without a doubt, leading the nation in children living in poverty, obesity and teenage pregnancies. The only solution to lowering these statistics is to provide education at a lower level to more children and families in our state.

We look forward to collaborating with The Mississippi Department of Education in fulfilling the requirements of the Preschool Development Funds Grant and being an instrumental partner in the implementation of the program. The FRC is very excited about the strong possibility of the much needed expansion in the state for our four year old children.

Sincerely,

(b)(6)

Christi Antillon-Webb
Executive Director
Family Resource Center of Northeast Mississippi

425 Mainzina Street • Tupelo, Mississippi 38804 • Phone (662) 844-0013

Toll Free 1-888-421-0355 • Fax (662) 844-0560 • www.frcnms.org

*The Kangaroo's Pouch
Child Care and Learning Center, Inc.
"A Mississippi 4-Star Quality Center"
Christi Littlejohn, Nationally Credentialed Director
135 Inzer Street Pontotoc, MS 38863
Email: greatchildcare@bellsouth.net
Phone: 662-489-1586 Fax: 662-489-6244*

October 6, 2014

To Whom it May Concern,

I understand that the state of Mississippi is applying for funds to be used in increasing and improving early childhood education programs. Currently, Mississippi only offers Pre-Kindergarten education in a few public schools. Headstarts and private early care and education programs are also available. A great need exists in our state, not only for a greater number of programs, but for greater quality and more availability in the existing programs. I believe that the foundation for all success and leadership ability is formed in the first years of life--from birth through age 5 therefore placing an enormous responsibility on all branches of our education system to provide the service and challenge necessary to form that foundation. Of course, a price tag is always attached to increased or improved services. This grant would be extremely beneficial in implementing our growth plan. I hope you will consider the great need we have in our state as decisions are reached. Any and all awards would be greatly appreciated and will be put to use to directly benefit the young children of our great state.

Thank you for your time and consideration.

Christi Littlejohn, Baed, NCD
Mrs. Christi Littlejohn
Director

APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

#	Attachment Title	Relevant Selection Criterion
App. A	Ranked List with Collaborative Information.	(D)(1)(a).
App. B	Model Memorandum of Understanding.	(A)(4)
App. C	Letters of Support and Individual Stakeholders	(A)(6)
App. D	High Quality Citations	(B)(4)
App. E	Monitoring Tool	(C)(2)(a).
App. F	Mississippi Postsecondary Programs	(C)(1)(f)
App. G	Organizational Chart	(C)(1)(b).
App. H	Quality Measures	(C)(1)(h), (C)(2)(c).
App. I	Resource Map	(C)(1)(i).
App. J	Early Childhood Data Collaborative 10 Fundamentals	(C)(2)(b)
App. K	Kindergarten Readiness Assessment Implementation Guide	(A)(5), (C)(2)(c), (C)(3)
App. L	Request for Consideration	(D)(1)(a)
App. M	Ranking Example	(D)(1)(a)
App. N	Sustainability Chart	(D)(5), (G)(3).
App. O	Collaboratives and Partners	(D)(1)(a)
App. P	State Early Childhood Advisory Council Goals	(F)(2)(d)
App. Q	Acronyms and Definitions	

Rank	District Name	185% of PL	Poverty Band	School District	Head Start Students	K Enrollment	% ACCESS	Access Tier	Below Prof	Proposed	Total Access
1	HUMPHREYS CO SCHOOL DIST	98.13	A	0	44	207	21%	1	44%	36	39%
2	OKOLONA SEPARATE SCHOOL DIST	100	A	0	20	58	34%	2	84%	20	69%
3	MOSS POINT SEPARATE SCHOOL DIST	90.97	A	0	86	189	46%	2	59%	120	109%
4	LEAKE CO SCHOOL DIST	87.59	A	0	141	291	48%	2	60%	80	76%
5	CLAIBORNE CO SCHOOL DIST	100	A	40	57	150	65%	3	41%	87	123%
6	AGAPE/CANTON PUBLIC SCHOOL DIST	98.46	A	0	241	361	67%	3	61%	200	122%
7	HAZLEHURST CITY SCHOOL DISTRICT	96.19	A	40	60	164	61%	3	61%	60	98%
8	SOUTH PIKE SCHOOL DIST	94.29	A	0	97	135	72%	3	64%	60	116%
9	LUMBERTON PUBLIC SCHOOL DISTRICT	92.69	A	0	40	65	62%	3	65%	20	92%
10	JACKSON PUBLIC SCHOOL DIST	90.62	A	590	884	2586	57%	3	50%	200	65%
11	HOLMES CO SCHOOL DIST	89.92	A	15	123	257	54%	3	61%	50	73%
12	MARSHALL CO SCHOOL DIST	88.41	A	0	159	314	51%	3	65%	20	57%
13	MERIDIAN PUBLIC SCHOOL DIST	86.24	A	193	189	633	60%	3	59%	80	73%
14	SUNFLOWER CO SCHOOL DIST	100	A	0	304	386	79%	4	57%	200	131%
15	CLARKSDALE MUNICIPAL SCHOOL DIST	95.25	A	85	205	290	100%	4	54%	70	124%
16	QUITMAN CO SCHOOL DIST	100	A	35	125	104	154%	5	53%	25	178%
17	NORTH PANOLA SCHOOLS	97.02	A	4	252	172	149%	5	51%	34	169%
18	YAZOO CITY MUNICIPAL SCHOOL DIST	96.91	A	20	267	255	113%	5	81%	80	144%
19	GREENWOOD PUBLIC SCHOOL DISTRICT	95.3	A	75	215	244	119%	5	43%	160	184%
20	FOREST MUNICIPAL SCHOOL DIST	91.15	A	40	175	175	123%	5	63%	40	146%
21	WAYNE CO SCHOOL DIST	83.33	B	10	10	321	6%	1	48%	80	31%
22	PERRY CO SCHOOL DIST	80.15	B	44	39	119	0%	1	48%	30	95%
23	PICAYUNE SCHOOL DIST	76.42	B	40		307	13%	1	54%	60	33%
24	NETTLETON SCHOOL DIST	73.41	B	0	17	105	16%	1	57%	20	35%
25	POPLARVILLE SEPARATE SCHOOL DIST	70.99	B	0	34	156	22%	1	53%	40	47%
26	SIMPSON CO SCHOOL DIST	83.5	B	0	128	394	32%	2	56%	92	56%
27	SOUTH PANOLA SCHOOL DISTRICT	80.84	B	0	126	387	33%	2	36%	40	43%
28	COLUMBIA SCHOOL DISTRICT	76.89	B	8	40	161	30%	2	48%	40	55%
29	VICKSBURG WARREN SCHOOL DIST	76.41	B	123	131	767	33%	2	39%	160	54%
30	STARKVILLE/OKTIBBEHA SCHOOL DISTRICT CONS	72.27	B	40	152	467	41%	2	46%	80	58%
31	PREK4WARD/GULFPORT/HARRISON SCHOOL DIST	70.64	B	60	550	1868	33%	2	42%	200	43%
32	QUITMAN SCHOOL DIST	81.81	B	71	40	180	62%	3	57%	20	73%
33	GREENE COUNTY SCHOOL DISTRICT	78.11	B	60	70	201	65%	3	53%	120	124%
34	CLEVELAND SCHOOL DIST	76.57	B	100	207	335	92%	4	49%	128	130%
35	HANCOCK CO SCHOOL DIST	69.48	C	0	20	382	5%	1	37%	100	31%
36	ITAWAMBA CO SCHOOL DIST	65.58	C	0	126	345	37%	2	41%	40	48%
37	PONTOTOC CO SCHOOL DIST	63.6	C	47	42	295	30%	2	39%	100	64%
38	LAMAR COUNTY SCHOOL DISTRICT	50.52	D	20	60	860	9%	1	32%	174	30%
39	OCEAN SPRINGS SCHOOL DIST	42.6	D	0	96	416	23%	1	26%	200	71%

**MISSISSIPPI DEPARTMENT OF EDUCATION
PRESCHOOL DEVELOPMENT GRANTS – DEVELOPMENT GRANT
SUBGRANT AGREEMENT**

This Subgrant Agreement (“Agreement”) is entered into by and between the Mississippi Department of Education (“MDE”) and _____ (“Subgrantee”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State of Mississippi in its implementation of an approved Preschool Development Grants – Development Grant.

I. ASSURANCES

The Subgrantee hereby certifies and represents that it:

- 1) Agrees to implement those portions of the State Plan indicated in Exhibit I.
- 2) Has all requisite power and authority to execute and fulfill the terms of this Agreement;
- 3) Is familiar with the State’s Preschool Development Grants--Development Grants application and is supportive of and committed to working on all applicable portions of the Plan;
- 4) Will implement the Scope of Work in Exhibit I consistent with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Subgrantee is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the terms of the Preschool Development Grants – Development Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants – Development Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the suspension and debarment regulations in 2 CFR Part 3485.

II. PROJECT ADMINISTRATION

A. SUBGRANTEE RESPONSIBILITIES

In assisting MDE in implementing the tasks and activities described in the State’s Preschool Development Grants--Development Grants application, the Subgrantee will:

- 1) Implement the Subgrantee Scope of Work as identified in Exhibit I of this agreement;
- 2) Make arrangements for High-Quality Preschool programs to be provided by Early Learning Providers and will appropriately monitor such entities;
- 3) Abide by the State’s Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Subgrantee is using to achieve the outcomes in the Preschool Development Grants--Development Grants plan) and with the Subgrantee’s Budget included in Exhibit III of this agreement;
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education (“ED”), or by the U.S. Department of Health and Human Services (“HHS”);
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants--Development Grants;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws;

- 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State-Funded Preschool Programs;
- 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education;
- 11) Minimize local administrative costs; and
- 12) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

B. MDE RESPONSIBILITIES

In assisting the Subgrantee in implementing their tasks and activities described in the Preschool Development Grants – Development Grants application, MDE will:

- 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work, as identified in Exhibit I of this agreement;
- 2) Award in a timely manner the portion of Preschool Development Grants – Development Grants funds designated for the Subgrantee in the Plan during the course of the project period and in accordance with the Subgrantee Scope of Work, as identified in Exhibit I, and in accordance with the Subgrantee's Budget, as identified in Exhibit II;
- 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products; ..
- 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants – Development Grants project and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing; ..
- 5) Facilitate coordination across Subgrantees necessary to implement the State Plan;
- 6) Identify sources of technical assistance for the project; and
- 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

C. JOINT RESPONSIBILITIES

- 1) MDE and the Subgrantee will implement the State's plan consistent with the description of the roles and responsibilities outlined in the State's application and in the Scope of Work in Exhibit I;
- 2) MDE and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Development Grants;
- 3) These key contacts from MDE and the Subgrantee will maintain frequent communication to facilitate cooperation under this Agreement, consistent with the State Plan and governance structure.
- 4) MDE and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period;
- 5) MDE and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grants--Development Grants, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications;
- 6) MDE and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute;
- 7) MDE and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and.
- 8) MDE and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B

of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

D. STATE RECOURSE IN THE EVENT OF SUBGRANTEE'S FAILURE TO PERFORM

If MDE determines that the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, MDE will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between MDE and the Subgrantee, or initiating such enforcement measures as are available to MDE, under applicable State or Federal law.

III. PAYMENT AND UTILIZATION OF FUNDS.

A. Subgrantee hereby agrees to utilize funds and perform the specified services in accordance with the Sections I and II hereinabove and Exhibit 1 attached hereto and incorporated herein by reference, in a proper, workmanlike, and dignified manner; represents that that Subgrantee is able to and will perform the specified services in a manner acceptable to MDE; and agrees to make all additions, deletions and/or changes that may be required by MDE, as a condition precedent to the acceptance of such specified services by MDE.

B. As full consideration for the specified responsibilities to be performed under this Grant, and for all rights, properties, and privileges vested in MDE by the terms of this subgrant, including the release of MDE, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this subgrant in perpetuity, MDE agrees to pay Subgrantee:

An Amount Not to Exceed \$ _____, shall be paid on a reimbursement basis. School Districts shall request reimbursement through the School Payment System (SPS). Non-school districts shall submit the Request for Funds form. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

IV. TERMS AND CONDITIONS.

A. Based upon the Internal Revenue Code, Subgrantee has been classified as an independent grantee and assumes all responsibility for reporting any earnings to Federal and State authorities where required by law and paying such taxes as may be required thereon. The Subgrantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the Subgrantee with respect to third parties shall be binding on the MDE.

B. Subgrantee agrees that all new materials or processes developed, all inventions, new instructional concepts, techniques, scripts and/or work products created, devised, or produced under, or in the performance of, this agreement shall be and are the exclusive property of MDE, in perpetuity.

C. Subgrantee retains the right to materials used in the performance of the subgrant, which was developed by Subgrantee with non-MDE funds. The MDE is granted non-exclusive license to copy the materials for use within the State of Mississippi.

D. Subgrantee hereby expressly releases MDE, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors from any liability from any and all privacy, defamation of other claims, demands, injuries, damages and losses of whatsoever nature and character alleged to be

caused by or arising out of, directly or indirectly, the matters, acts, circumstances and participation covered by this Agreement.

E. If, for any reason, Subgrantee fails to perform the Specified Services described above to the satisfaction of MDE, MDE may terminate this Agreement immediately on written notice to Subgrantee and Subgrantee shall be entitled to receive just and equitable compensation for any Specified Services completed or performed prior to termination of this Agreement, as determined by MDE. Furthermore, MDE or the Subgrantee may terminate this Agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof.

F. This Agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this Agreement, and must be confirmed in writing through MDE grant modification procedures.

G. The Subgrantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this Agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Subgrantee's related to Subgrantee's charges and performance under this Grant. Such records shall be kept by Subgrantee for a period of five (5) years after final payment under this Agreement, unless the MDE authorizes their earlier disposition. The Subgrantee agrees to refund to the MDE any over-payments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

H. The Subgrantee shall comply with any and all applicable laws, statutes, ordinances, rules, regulations, policies, procedures and directives of the United States, the State of Mississippi and any political or administrative subdivision thereof, including, but not limited to: the American with Disabilities Act, the Rehabilitation Act and any other requirements that may affect the performance of the obligations under this agreement. The Subgrantee assures that it possesses legal authority to apply for and receive funds under this agreement.

I. Subgrantee shall undertake and complete performance of the Specified Services referred to in Sections I and II hereof and Exhibit I attached hereto, within the period beginning _____ and ending no later than _____.

J. It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Subgrantee, to reduce the amount of funds payable to the Subgrantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

K. The Subgrantee agrees to carry out Specified Services outlined in this Agreement in accordance with all provisions included herein.

EXHIBIT I. Subgrantee Scope of Work

The Lead Partner will follow the guidelines and requirements for supporting and facilitating the implementation of a voluntary PreK program as specified in the Preschool Development Grant by assuring to do the following:

1. Serve as the fiscal agent and Subgrantee for the Preschool Collaborative;
2. Disburse funds according to the Collaborative's approved application;
3. Facilitate a professional learning community for teachers in the PreK program;
4. Lead the Collaborative;
5. Ensure the Collaborative adopts and implements curriculum and assessments that align with the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children;
6. Convene Preschool Collaborative council meetings to ensure that partners focus on expanding enrollment capacity and inclusion opportunities for children with disabilities;
7. Provide access to program records, quarterly reports, and final reports;
8. Maintain confidentiality for programs and families;
9. Maintain all records and any documentation required;
10. Submit accurate information to the Mississippi Department of Education (MDE) in a timely manner;
11. Engage all required partners included in the application;
12. Ensure that the provisions contained in the agreement are carried out in an efficient and effective manner;
13. Report annually to the MDE regarding the Collaborative's progress in meeting the objectives and annual targets described in the partnership's accountability plan; and
14. Expend funds, not to exceed the per child amount allocated, that supports the number of students served during the grant period by the Collaborative.

Each Participating Early Learning Provider will assure to do the following:

1. Implement the requirements of the Preschool Development Grant with fidelity;
2. Leverage and share resources, as articulated in the Scope of Work, to develop a coordinated system of early childhood care and education;
3. Maintain records of active participation of community involvement at the local, regional, or state level including, but not limited to, boards, civic organizations, professional memberships, and Head Start Policy Councils (if applicable to the proposal);
4. Collaborate in order to improve the quality and/or increase the number of PreK programs and services available to four-year-old children;
5. Offer voluntary participation in the PreK program to children who have reached four years of age by September 1 of a school year;
6. Employ master teachers, teachers, and assistant teachers that meet the guidelines in Mississippi Code Section 37-21-3 for classrooms providing instruction to children during the hours of the PreK program;
7. Meet the definition of high-quality preschool program, as outlined in Exhibit II, on the first day of grant-funded service to students, and no later than the end of year 2 of the grant;

8. Maintain one (1) qualified adult for every ten (10) children, with a maximum of twenty (20) children per classroom and a minimum of five (5) children per classroom;
9. Use a research-based curriculum, with an emphasis in early literacy, that is designed to prepare students to be ready for Kindergarten and is aligned with the Early Learning Standards;
10. Use the Early Learning Standards adopted by the MDE;
11. Use age-appropriate child assessments that are aligned to the Early Learning Standards;
12. Utilize instructional strategies that take into account prior experience, maturation rates, and developmental delays or disabilities;
13. Offer opportunities to address all domains of children's development and learning;
14. Balance teacher- and child-directed learning in whole-group, small group and individualized settings with adults and peers, active and quiet learning, direct instruction and play;
15. Provide at least one (1) meal daily that meets state and federal nutrition guidelines for young children;
16. Screen and/or refer children for vision, hearing, and other health issues;
17. Grant parents access to the program at all times that their children are present and offer opportunities to involve parents in the program's activities;
18. Provide parents with opportunities to communicate informally with teachers each day about their child's development and learning;
19. Inform parents of their opportunity to participate in the PreK program offered by participating providers to help them choose a program that will prepare their child for success in school;
20. Provide written reports to parents about their children's individual development based on program assessment results at least three times per program year;
21. Provide parents a satisfaction survey at least once each year to allow them an opportunity to assess program quality;
22. Serve children with disabilities as identified under the Individuals with Disabilities Education Act (IDEA);
23. Operate within the school year schedule of the participating school district (no less than one thousand eighty (1,080) instructional hours per school year);
24. Utilize a national recognized program quality assessment tool;
25. Follow the same antidiscrimination requirements as public schools;
26. Use state funds to administer, implement, monitor and evaluate preK programs as outlined in budget summary and budget narrative;
27. Assess the needs of early childhood workforce to effectively support skill improvement;
28. Collect and report baseline data for existing workforce, including but not limited to teacher qualifications, credentials, annual professional development activities, and staff retention;
29. Use education, credentialing, and performance data to develop systematic approaches to strengthen skills and raise credentials, including use of online distance learning opportunities, mentorship, coaching, and consulting;
30. Collect, use, and report results of students' progress to improve the quality of instructional services received by children;
31. Participate in at least fifteen (15) hours of professional development annually;
32. Match all state dollars on a one-to-one basis at the local level;
33. Adhere to established monitoring policies and procedures; and
34. Participate in all technical assistance meetings required by MDE.

EXHIBIT II. Definition of High-Quality Preschool Program

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- ... (b) High-quality professional development for all staff;
- ... (c) A child-to-instructional staff ratio of no more than 10 to 1;
- ... (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- ... (e) A Full-Day program;
- ... (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- ... (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- ... (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- ... (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- ... (j) Program evaluation to ensure continuous improvement;
- ... (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- ... (l) Evidence-based health and safety standards.



MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Education

October 13, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the State of Mississippi, I am pleased to submit our Preschool Development Grant application for your consideration, along with enthusiastic letters of support from a broad spectrum of stakeholders. The State Early Childhood Advisory Council, state legislators, business leaders, parent and community organizations, and early childhood associations have coalesced around the importance of increasing access to high quality early learning opportunities for all of Mississippi's children.

The Preschool Development Grant will enable the Mississippi Department of Education to develop the infrastructure needed to support high quality preschool programs and provide more children access to these programs. The 2014 Mississippi Kids Count report offers compelling evidence supporting the need for greater access to high quality preschool programs, with 21,000 children in our state not attending preschool.

The Preschool Development Grant competition comes at an opportune time for our state. In 2013, the State Legislature passed the Early Learning Collaborative Act (ELCA), which represents Mississippi's first investment in a state-funded voluntary prekindergarten program. Mississippi's Early Learning Collaborative Act is delivered through a system of strong partnerships with schools, licensed childcare centers, non-profits, and Head Start programs working hand in hand to maximize resources.

Many of Mississippi's ELCA requirements mirror key components of the Preschool Development Grant, including access to high quality preschool, staff qualifications, developmentally appropriate research-based curricula, and high quality professional development.

As evidenced by the letters of support that accompany our application, it is clear that momentum is high, and the Mississippi Department of Education is poised to take the next step. We are excited about the future of early childhood in our state.

Sincerely,

A handwritten signature in black ink, reading "Carey M. Wright". The signature is written in a cursive style with a large, prominent initial "C".

Carey M. Wright, Ed.D.
State Superintendent of Education



Preschool Development Grant Letters of Support

1. Governor Phil Bryant
2. State Early Childhood Advisory Council of Mississippi
3. State Representative Toby Barker
4. State Representative John Moore
5. Senator Brice Wiggins
6. Senator Gray Tollison
7. Baby Steps, Inc.
8. Children's Healthcare of Mississippi
9. Early Years Network
10. Excel By Five
11. Gilmore Foundation, Inc.
12. Mississippi Association of Grantmakers
13. Mississippi Department of Human Services
14. Mississippi Economic Council
15. Mississippi First
16. Mississippi Kids Count
17. Mississippi Manufacturers Association
18. Mississippi Professional Educators
19. National Board for Professional Teaching Standards
20. National Strategic Planning & Analysis Research Center
21. Parents' Campaign
22. Parents for Public Schools
23. The Bower Foundation
24. The Family Resource Center of Northeast Mississippi
25. The Kangaroo's Pouch Child Care and Learning Center, Inc.



PHIL BRYANT
GOVERNOR

October 14, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the state of Mississippi, I would like to express support for the Preschool Development Grant funded by the U.S. Department of Education and the U.S. Department of Health and Human Services. We must ensure that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

Since 2007, all of the state's Early Learning and Development stakeholder groups, from state and local governments to foundations and private companies have invested in the state's early learning efforts. Such groups, like the more than 7,000 members of the Mississippi Economic Council and nationally respected business leaders like Jim Barksdale, have helped support the state's efforts to improve the educational system.

Business leaders raised \$8 million to fund early childhood education research entitled Mississippi Building Blocks (MBB). The program focuses on literacy and quality measures in the selected preschool programs across Mississippi. With approximately 1600 private childcare businesses in our state, it is critical to help focus efforts on supporting services to locations these students are enrolled. The positive student outcomes of the MBB research findings led to the state funding of an additional (b)(4) dollars for MBB and the PreK Collaborative program at (b)(4) per year. The State Early Childhood Council (SECAC) is building the continued plan for increasing high quality services to prepare our children as outlined in the application.

The bold legislation passed in the past two years is aimed at improving student outcomes. The increased responsibility on educators and the Mississippi Department of Education will help many students upon implementation. The State of Mississippi looks forward to working with all involved parties to help build upon the comprehensive vision of improved services for children and families.

Sincerely,

Phil Bryant
GOVERNOR

October 9, 2014

Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

Please accept this letter as support for the Mississippi Preschool Development Grant Proposal on behalf of The State Early Childhood Advisory Council (SECAC). For over two decades, the state has made considerable investment for the delivery of high quality early childhood programs and services. Significant pieces of legislation have been passed as a clear commitment to continuing improvement of programs and services delivered through childcare providers, Head Start, and certain school districts.

Given limited resources, the state has learned how to partner, leverage, and align activities in a strategic way. SECAC's adoption of a six goal strategic framework for the development and establishment of an integrated early childhood system ideally embodies the spirit of partnering, leveraging, and aligning resources for the betterment of the state. Like never before, the state has been able to bring so many different groups together to push for a single strategic approach to guide our collective efforts for promoting high quality early childhood programs and services and for establishing practices for continuous improvement for all parties involved in the delivery system. Our Board is total in support of all initiatives that build upon this approach.

As a 24 member Board, comprised of state agency leads, early childhood advocates, and most importantly, early childhood providers, has unanimously voted to strongly and enthusiastically support the state's proposal. We are committed to play an active role in implementing policies and programs that will support the success of our young population.

Sincerely,

(b)(6)

Ricky Boggan
Chair, SECAC

(b)(6)



STATE OF MISSISSIPPI

TOBY BARKER
 District 102
 Forrest and Lamar Counties
 409 South 21st Avenue
 Hattiesburg, Mississippi 39401

Cell (601) 307-3802
 tbarker@house.ms.gov
 www.tobybarker.com

COMMITTEE ASSIGNMENTS:
 Public Health and
 Human Services, Vice Chairman
 Appropriations, Secretary
 Educator
 Medicaid
 Public Property
 Universities and Colleges

Arne Duncan, Secretary
 United States Department of Education
 400 Maryland Avenue SW
 Washington, DC 20202

01 October 2014

Dear Secretary Duncan:

It is my pleasure to write to you to express my highest support for Mississippi's application for the U.S. Department of Education *Preschool Development Grant*. *This funding would be invaluable to Mississippi, allowing us to improve access to high-quality early learning programs for children in our state.*

I strongly supported Mississippi's first steps in developing high-quality early childhood education programs through our Early Learning Collaboratives, which currently serve 4 percent of 4-year-olds in the state. These collaboratives include partners from Head Start programs, public school districts, parochial schools, and community organizations.

The demand for high-quality preschool in Mississippi has grown tremendously over recent years. However, with limited funds, the state was able to fund only one third of applicants who qualified for the Early Learning Collaborative funds. Support from the ED would open 3,100 new preschool seats for children living in poverty.

The state is also looking closely at how to more effectively engage parents and families to support educational outcomes and how to ensure that a strong continuum of services exists for students from birth through preschool years and further into the elementary school setting.

I appreciate the opportunity to assist in the state's plan to develop an early childhood system that provides the highest quality services and environment for all children, especially those with high needs. I applaud the Mississippi Department of Education's (MDE) efforts to expand access to high-quality early learning programs for the boys and girls of our state. I will be proud to do what I can to support this worthy effort.

Again, I strongly encourage our state's efforts to receive this grant, and I look forward to continued partnership with MDE as we work to serve the children of Mississippi.

Sincerely,

Toby Barker

State Representative – House District 102
 Mississippi House of Representatives

HOUSE OF REPRESENTATIVES



STATE OF MISSISSIPPI

JOHN L. MOORE
 District 60
 Rankin and Simpson Counties
 P.O. Box 20
 Brandon, Mississippi 39043

Ph (601) 946-5833
 jmoore@house.ms.gov

COMMITTEE ASSIGNMENTS:

Education, Chairman
 Appropriations
 Gaming
 Insurance
 Judiciary B
 Judiciary En Banc
 Legislative Budget Committee
 Rules

October 1, 2014

Arne Duncan, Secretary
 United States Department of Education
 400 Maryland Avenue SW
 Washington, DC 20202

Dear Secretary Duncan:

I enthusiastically support Mississippi's application to receive funding under U.S. Department of Education's Preschool Development Grant program. This opportunity would allow a state with limited funds to develop a much needed infrastructure for high-quality preschool in Mississippi. Additionally, the state would be able to create new preschool seats in a number of impoverished communities with limited access to quality preschool programs.

Through a collaborative model that includes public school districts, Head Start programs, as well as nonprofits, parochial schools, and licensed childcare centers, Mississippi is working to enhance early educational opportunities for some of our early learners. The state is also looking closely at how to more effectively engage parents and families to support educational outcomes and how to ensure that a strong continuum of services exists for students from birth through preschool years and further into the elementary school setting.

I appreciate the opportunity to assist in the state's plan to develop an early childhood system that provides the highest quality services and environment for all children, especially those with high needs. I approve of the Mississippi Department of Education's (MDE) efforts to expand access to high-quality early learning programs for the boys and girls of our state. Long-lasting improvements only occur with everyone working together toward a common goal. I will be proud to do what I can to support this worthy effort.

Again, I strongly encourage our state's effort to receive this grant, and I look forward to continued partnership with MDE as we work to serve the children of Mississippi.

Sincerely,

A handwritten signature in black ink that reads "John L. Moore".

John L. Moore, Mississippi House Education Chairman



Mississippi State Senate

SENATOR BRICE WIGGINS

52nd District

Jackson County

Post Office Box 1018

Jackson, Mississippi 39215-1018

October 2, 2014

Phone: (601) 359-3232
 Fax: (601) 359-5957
 BWiggins@state.ms.gov
 www.bricewiggins.com

COMMITTEE ASSIGNMENTS:

Ports and Marine Resources, Chairman
 Appropriations
 Congressional Redistricting
 Corrections
 Education
 Environmental Protection, Conservation and Water Resources
 Judiciary, Division B
 Legislative Reapportionment
 Public Health and Welfare

Arne Duncan, Secretary
 United States Department of Education
 400 Maryland Avenue SW
 Washington, DC 20202

Dear Secretary Duncan:

I firmly support Mississippi's application to receive funding under the U.S. Department of Education Preschool Development Grant program. In just three years, Mississippi has made transformative strides in bringing high quality early education to its citizens. In particular, the bipartisan passage of the Early Learning Collaborative Act of 2013 which is the first state supported pre-k in the history of Mississippi. This grant would greatly expand opportunities for children in need to access high-quality prekindergarten programs.

Early childhood education is a top priority for me and other state leaders, as we have seen the difference early education programs can make. High-quality preschool programs play a critical role in closing the achievement gap while raising achievement for all learners.

The demand for high-quality preschool in Mississippi has grown tremendously over recent years, and the state's limited resources do not meet this demand. The demand has only skyrocketed since the passage of the Early Learning Collaborative Act. Funds from the U.S. Department of Education would enable the state to significantly increase the number of preschool seats for children in poverty.

Mississippi's new Early Learning Collaboratives have formed the foundation upon which the state can build a high-quality and wide-reaching preschool program system. Through the collaboratives, local communities receive state dollars to establish and expand successful early childhood education programs. Further, groups as diverse as Head Start, local industry, statewide nonprofits, public schools, parochial schools low performing districts, private and public childcare centers can participate in the collaboratives. Additionally, incentives are in place for private companies to contribute to the collaboratives. It should be noted that the act meets all benchmarks as established by NIEER.

I enthusiastically support the Mississippi Department of Education's (MDE) efforts to receive this grant to develop the state's early learning system and to expand access to high-quality early childhood education programs. Preparing children at an early age for school will have a transformative impact on Mississippi's children in Kindergarten and beyond.

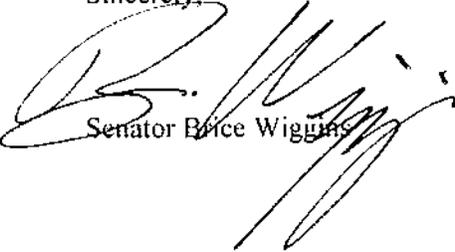
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New Capitol: Post Office Box 1018 • Jackson, Mississippi 39215-1018 • 601-359-3232 • 601-359-5957 (Fax)

Arne Duncan, Secretary
United States Department of Education
October 2, 2014
Page 2

Long-lasting improvements only occur with everyone working together toward a common goal. I look forward to continued partnership with the MDE to serve the children of Mississippi.

Sincerely,



Senator Bruce Wiggins

BW/mpa

Mississippi State Senate

JACKSON

COMMITTEE ASSIGNMENTS:

Education, Chairman
Executive Contingent Fund, Vice-Chairman
Compilation, Revision and Publication
Constitution
Finance
Judiciary, Division B
Public Health and Welfare
Wildlife, Fisheries and Parks

SENATOR GRAY TOLLISON

9th District
Lafayette-Tallahatchie-Yalobusha Counties
P.O. Box 1216, Oxford, MS 38655
662-234-7070 • 662-234-7095 (Fax)

October 1, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I would like to express my strong support for Mississippi's application for the U.S. Department of Education Preschool Development Grant. This funding would enable Mississippi to significantly expand access to high-quality preschool for children in need.

Mississippi has already taken the step of developing high-quality early childhood education programs through our Early Learning Collaboratives, which currently serve 4% of 4-year-olds in the state. These collaboratives include partners from Head Start programs, public school districts, parochial schools, and community organizations.

The demand for high-quality preschool in Mississippi is great. The state was able to fund only one third of applicants who qualified for the Early Learning Collaborative funds. Support from the ED would open 3,100 new preschool seats for children living in poverty.

Our state faces immense challenges in closing the achievement gap between our economically disadvantaged children and those who have had the opportunity for early learning. Helping all children in the state get a strong start in their education is a top priority for me and the state's education leaders.

Again, I strongly support Mississippi's effort to receive this grant to expand opportunities for children to access high-quality preschool programs. I look forward to continued partnerships to serve the children of Mississippi.

Regards,



Senator Gray Tollison
Chair, Senate Education Committee
Mississippi State Senate



Steps

Empowering Parents

October 6, 2014

Department of Education
Department of Health and Human Services

To whom it may concern:

It is my pleasure to write a letter in support of the Pre-K Development Grant proposal being submitted to the U.S. Department of Education and Department of Health and Human Services by the State of Mississippi Department of Education.

Founded in 2004, by the late Washington Post columnist William Raspberry, an Okolona, MS native, BabySteps, Inc. is a parents-centered poverty reducing program that transforms the homes of our participants into learning environments. The program gives participants and their children a sense of the life changing value of education and teaches parents what they can do, at home and in small groups, to help children achieve academically. Established in Okolona, the program has had a positive effect on approximately 200 local families and their children. It has been made possible by the generous founding support of Mr. Raspberry, Mississippi Department of Education, local area funders in northeast Mississippi and a major multi-year grant from the W. K. Kellogg Foundation administered through the CREATE Foundation, Tupelo, Mississippi's regional community foundation.

In 2006, the Mississippi Department of Education made the decision to financially support the work of BabySteps. Funds received from the MDE made it possible for BabySteps to continue and expand services to low-income families of pre-school children and raise the profile of early learning issues. This early backing was essential in establishing BabySteps as a vital component in the growth of parent engagement and the support of early learning in the Okolona community.

A "quality" preschool program must include a strong parent engagement component. BabySteps specializes in "empowering parents". For more than a decade we have helped parents understand the importance of their role as their child's first and most influential teacher. In cooperation with the Okolona Municipal Separate School District Pre-K Collaborative, BabySteps will provide bi-weekly home visits, bi-weekly parent training sessions and coordinate volunteer opportunities for parents to give back to their child's Head Start program. These services, which are free for participating families, will be provided through a combination of fifty percent in-kind contribution and fifty percent compensation from the MDE Pre-K Development grant, if awarded.



Steps

Empowering Parents

In December 2013, the Mississippi Department of Education announced the first ever Early Learning Collaborative grants to be awarded in the state of Mississippi in support of quality pre-k programs. Through this effort the state was able to support and facilitate the implementation of voluntary pre-kindergarten programs for a three-year period. Even with the Early Learning Collaborative Act, fewer than six percent of the state's four year old population will have access to excellent early learning programs. The Pre-K Development grant provides a similar opportunity for a much greater number of children targeting the most economically and academically challenged communities in Mississippi. This four- year commitment will aid the development and expansion of quality learning opportunities and put our pre-kindergarten children most at risk for educational failure on a positive trajectory for future success.

BabySteps, Inc. fully endorses the Pre-K Development Grant proposal being put forth by the Mississippi Department of Education.

Sincerely,

Leah Ward

Leah Ward
President, BabySteps, Inc.



October 6, 2014

Dear U.S. Departments of Health and Human Services and Education,

As the Executive Director of the Early Years Network, I am happy to write a letter of support for Mississippi's application for the Preschool Development Grants. The importance of continuous high quality early education cannot be understated.

Mississippi is well known for its challenges from high infant mortality rates to low high school graduation rates. These problems are not unrelated. Being a high poverty state, many of Mississippi's children and families do not access the critical services vital to their success. We know the answer to improving this scenario is integrated services working with both children, families, and communities starting at birth and continuing the support.

As the quality assessment and rating arm of the state, the Early Years Network is proud to support this application which requires high quality preschool classrooms available at the very private, parochial, licensed child care, school district and Head Start centers we currently serve through technical assistance, training, and provider credentialing. The desire for quality is strong with these early care and education professionals, and this grant would provide the resources to sustain quality across the state. We know the Mississippi Department of Education would capitalize on the existing network of early care and education programs and services including our parenting education programs and resource and referral sites to provide the best care possible.

The Mississippi Department of Education has an ideal position to enact this program. Not only do they know the importance of reaching more children before they begin their primary education, they have K-12 school systems with both the established community relations and necessary infrastructure to unite the early childhood community in our common goal. We are excited to see the current investments Mississippi is making in its children receive the much needed federal support.

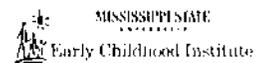
Sincerely,

(b)(6)

Louise E. Davis, Ph.D.
Executive Director, Early Years Network
Extension Professor, Mississippi State University Extension Service



Quality Stars





109 Executive Drive, Suite 1
Madison, MS

October 9, 2014

Dr. Carey Wright
Mississippi Department of Education
359 North West Street Suite 313
P.O Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

Excel By 5 is pleased to add its support for the Mississippi Department of Education's application for the Preschool Development Grant. Funds from this proposal will help our state increase the number of voluntary, high-quality preschool programs for low-income families and will provide for much needed state-level infrastructure building that is directly related to the provision of preschool.

Excel By 5, Inc. is a Mississippi nonprofit 501(c)3 organization. The work of assisting communities to meet criteria to become Excel By 5 certified began in late 2004 with the selection of four Mississippi pilot communities. Over the last ten years, rapid growth has occurred with 35 communities currently working toward Excel By 5 certification. Coalitions work in each community to reach the goal of all its children entering school healthy, happy and ready to succeed.

The need for more high-quality preschool programs has been identified in these Excel By 5 communities. With the framework of Excel By 5 providing support for Head Start, private and school-based preschool programs, these child-friendly communities are well-positioned to be strong partners in this proposal.

We look forward to working with you in your efforts to increase quality preschool opportunities for Mississippi's children and to offering support at the community level.

Sincerely,

(b)(6)

Nadine Coleman, President
Excel By 5 Board of Directors



Gilmore Foundation, Inc.

203 Gilmore Drive
Amory, MS 38821

Appendix C

Executive Director
Danny Spreitler

Office 662-257-2395
Fax 662-257-0719

www.gilmorefoundation.org

7 October, 2014

The Board of Directors of the Gilmore Foundation, Inc. expresses its support for Mississippi's participation in the Preschool Development Grant application and the plan developed by the Mississippi Department of Education in collaboration with the state's education and early childcare communities.

We not only strongly support Mississippi's participation but we would also express our intent to continue to devote our resources to the funding of high quality preschools in collaboration with the Mississippi Department of Education. To date our \$16 million investment in the future of our youngest children has reaped benefits beyond our expectations. We are proud to have Dr. Carey Wright and the team at the Mississippi Department of Education as our partner. The journey ahead is long but the strategy of success laid out within the grant application is one that will benefit Mississippi's children far into the future.

(b)(6)

Charles H. Hester
Chairman
Board of Directors
Gilmore Foundation, Inc.

(b)(6)

Danny J. Spreitler
Executive Director
Gilmore Foundation, Inc.



Association of Grantmakers



October 2, 2014

Dr. Carey Wright
Mississippi Department of Education
359 N. West Street
Jackson, Mississippi 39201

Dear Dr. Wright,

This letter is to express the support of the Mississippi Association of Grantmakers (MAG) for the Preschool Development Grant proposal you are submitting to the U.S. Department of Education.

The thirty five members of the Mississippi Association of Grantmakers are all foundations in Mississippi that give grants to support nonprofits and other organizations in our state. Most of the members of MAG have some focus on education. We recognize the importance of supporting preschool programs for children, especially those from low and moderate-income families. If those children receive the high quality early education they deserve and that their higher-income neighbors receive, their success in school will give them equal opportunities for a bright future.

We members of MAG have confidence in our Mississippi Department of Education, especially now that you are at the helm. Your belief in and commitment to our children has the potential to change their lives and to have a major economic impact on our state.

We look forward to working with you on this initiative.

Sincerely,

(b)(6)

Carol B. Penick, President
Mississippi Association of Grantmakers

(b)(6)

Sammy Moon, Coordinator
Mississippi Association of Grantmakers



STATE OF MISSISSIPPI
Phil Bryant, Governor
DEPARTMENT OF HUMAN SERVICES
Richard A. Berry, Executive Director

October 9, 2014

Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

I want to express my strong support for Mississippi's application to receive funding under the U.S. Department of Education's Preschool Development Grant program. This funding would allow a state with limited funds to create new preschool seats in a number of impoverished communities with limited access to quality preschool programs.

Through the state's Early Learning Collaboratives, which include public school districts, Head Start programs, nonprofits, parochial schools, and licensed childcare centers, Mississippi is working to enhance early educational opportunities for preschool children. The state is also working to more effectively engage parents and families to ensure that a strong continuum of services exists for children from birth through preschool and into the elementary school years.

The demand for high-quality preschool in Mississippi has grown tremendously in recent years, and the state's limited resources do not meet this demand. Funds from the U.S. Department of Education would enable the state to significantly increase the number of preschool seats for children in need.

I enthusiastically support the Mississippi Department of Education's (MDE) efforts to expand access to high-quality early learning programs for the children of our state. Preparing children at an early age for school will have a great impact on Mississippi's children throughout their education.

Preschool Development Grant
October 9, 2014
Page 2

Again, I strongly encourage our state's effort to receive this grant, and I look forward to a continued partnership with MDE as we work to serve the children of Mississippi. Should you have questions or need additional information, please feel free to contact me directly at richard.berry@mdhs.ms.gov or my deputy John Davis at john.davis@mdhs.ms.gov.

Respectfully,

(b)(6)

Richard A. Berry
Executive Director
Mississippi Department of Human Services

RB:jd

pc: Dr. Carey Wright, State Superintendent of Education

Advocacy

Research

Resources

Leadership

Blake Wilson
President & CEO
Mississippi Economic Council
bwilson@mec.ms



October 14, 2014

Dr. Carey Wright
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

The Mississippi Economic Council, the State Chamber of Commerce, supports increasing preschool educational opportunities for students in Mississippi. MEC, thanks to the leadership of our member companies, has long supported and encouraged the development of preschool education programs throughout the state.

Research shows it is vitally important for children be exposed to educational opportunities early because so much of a child's vocabulary is developed during the time from birth through three years of age. We must continue to look for ways to provide high-quality preschool programs, especially for children from low and moderate income families.

MEC applauds the Mississippi Department of Education for its Preschool Development Grant application. By using existing programs as a model to form the collaborative, aligning home-visiting programs with pre-school, and engaging state-level parent groups, MDE will have a far-reaching positive impact on children in our state.

For example, with additional funding, such programs as Mississippi Building Blocks can be even further developed. MBB, which operates with low overhead, provides a boost in professionalism through the existing childcare delivery system. It has been broadly supported by corporate leaders, who provided the initial pilot funding for the program.

Early childhood education is a crucial component in assuring a quality education for our children and making sure we are putting Mississippi in the place of greatest opportunity.

Sincerely,

(b)(6)

Blake A. Wilson
President & CEO

MISSISSIPPI ECONOMIC COUNCIL – THE STATE CHAMBER OF COMMERCE
M.B. Swayze Educational Foundation Leadership Mississippi STAR Student /Teacher Awards
Affiliates: Public Education Forum of Mississippi Mississippi Scholars
P.O. Box 23276, Jackson, MS 39225-3276 248 E. Capitol Street, Suite 940, Jackson, MS 39201
601-969-0022/1-800-748-7626 FAX: 601-353-0247/1-888-717-2809 www.mec.ms

MISSISSIPPI FIRST

Rachel Canter, Executive Director
125 South Congress Street
Suite 1510
Jackson, MS 39201

October 13, 2014

Dear Preschool Development Grant Selection Committee:

As one of the lead policy advisors on the *Early Learning Collaborative Act of 2013*, the law establishing Mississippi's first investment in preKindergarten, Mississippi First wants to express our full support for the state's proposal to increase access to high-quality preK programs. The proposal dramatically expands access, improves quality, and strengthens the coordination of early childhood programs for children across Mississippi.

As a 501c3 policy and advocacy nonprofit, Mississippi First is deeply committed to championing transformative education policy solutions in the state of Mississippi. Since 2009, we have been leading advocates for high-quality, state-funded preK, and we authored a policy brief emphasizing the collaborative delivery model for preK in Mississippi, which serves as the basis for the state's preK law. Currently, we provide technical assistance to the Mississippi Department of Education (MDE) as they implement the law, and we have worked closely with MDE to develop this proposal.

The expansion of high-quality preK in Mississippi is one of the most important improvements we can make to our education system. The research on early education is conclusive in stating that students with access to high-quality learning experiences prior to Kindergarten fare better in school and beyond. In our policy brief, *Leaving Last in Line*, Mississippi First advocated for a state-funded program that meets each of the 10 research-based Quality Standards recommended by the National Institute of Early Education Research (NIEER). The *Early Learning Collaborative Act of 2013* requires all state-funded programs to meet all ten NIEER benchmarks. The expansion of the state's preK program as it is written in this proposal means not only increasing access to preK seats but more exposure to high-quality preK programs for Mississippi families.

Mississippi First is committed to continuing our collaborative partnership with MDE, offering support, and providing technical assistance as they implement the *Early Learning Collaborative Act of 2013*. The state's proposal to expand its preK program has our enthusiastic support.

(b)(6)

Rachel Canter, Executive Director



MISSISSIPPI KIDS COUNT
 Social Science Research Center
 Family and Children Research Unit
 P.O. Box 5287
 Mississippi State, MS 39762
 Home Page: kidscount.ssrc.msstate.edu

October 7, 2014

Dr. Carey Wright, State Superintendent
 Mississippi Department of Education
 359 North West Street
 P.O. Box 771
 Jackson, MS. 39205-0711

Dear Dr. Wright,

It is very encouraging that the Mississippi State Department of Education (MDE) will be submitting an application via the State of Mississippi for a Preschool Development Grant, being funded via the U.S. Department of Education.

Given the rankings of Mississippi's children on various domains (education, health, economic well-being and community), expanding a high quality Pre-K program is integral to changing the trajectory of Mississippi's children on a number of areas. As you know, Mississippi KIDS COUNT conducted the state's first ever kindergarten teachers survey in Spring, 2013. Key findings of that survey reinforced the dismal ranking of Mississippi's youngest children and included the following key findings as reported by kindergarten teachers:

- Many children are not school ready (41% of their students were not adequately prepared and included lack of basic skills such as name, color, and shape recognition and fine motor skills). Teachers also reported this as their top challenge.
- Seventy-one percent of the teachers had at least one child in their classroom repeating kindergarten.
- Teachers reported that one-third of their students did not have significant adult involvement in their lives.

Of the state's approximate 44,000 four year old children, we have thousands of children who are not attending Pre-K programs. The passage of Mississippi's Early Learning Collaborative Act of 2013 was clearly a step in the right direction, allowing approximately 2,000 children to be served via the Pre-K collaborative programs across Mississippi. By obtaining the Preschool Development Grant, coupled with potential for increased funding for the state-funded Pre-K, the numbers of children being served via quality programs can be greatly enhanced. By doing so, we can begin making differences in the lives of our children.

Additionally, the current developmental and social & emotional assessments being conducted among the current Pre-K Collaborative Programs holds great promise for identifying and intervening earlier among the 4 year old children enrolled in these classes. This level of cooperation and involvement among the University of Mississippi Medical Center's Center for the Advancement of Youth, the Mississippi Department of Education and Mississippi State University's Social Science Research Center-Family & Children Research Unit, funded by

the Center for Mississippi Health Policy is an example of how various entities are working together on behalf of improving children's outcomes. This pilot study is very timely, in light of the Pre-K Developmental Grant, where we will hopefully take this to scale, with the lessons learned from the pilot study. Having the ability to track these children over time, beginning with their Pre-K experience is unprecedented within the state of Mississippi, with state-funded Pre-K collaborative programs.

We, here at Mississippi KIDS COUNT and the Family & Children Research Unit of Mississippi State University's Social Science Research Center, stand ready to be of assistance in the work going forward, particularly in reference to data analyses and program evaluation.

Best regards,

(b)(6)

Linda H. Southward, Ph.D.
Director, MS KIDS COUNT and
Coordinator, Family & Children Research Unit
Social Science Research Center



Mississippi Manufacturers Association

October 10, 2014

Deborah S. Delisle, Assistant Secretary
Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Assistant Secretary Delisle:

I would like to express support for Mississippi's Preschool Development Grant application. This grant opportunity would allow for preschool infrastructure development at the state level and the creation of new preschool seats in a number of high-needs communities that currently have limited access to quality preschool programs.

Mississippi is approaching the creation of new seats for voluntary preschool through a collaborative model that includes a number of stakeholders within each community – public school districts, Head Start programs, as well as nonprofits, parochial schools, and licensed childcare centers. As a part of the grant, Mississippi will focus efforts on early childhood educator licensure, professional development, parent engagement, and a seamless continuum of services for students progressing from preschool through the elementary school setting. All of these components are critical to improving outcomes for our students.

We work together to build a strong future for our youngest learners. I stand behind Mississippi's application and respectfully ask that you consider funding.

Sincerely, (b)(6)

(b)(6)

Jay C. Moon, CEcD, FM, FLM
President & CEO, Mississippi Manufacturers Association
Chairman, State Workforce Investment Board
Chairman, State Longitudinal Data System



MISSISSIPPI PROFESSIONAL EDUCATORS

222 N. President Street, Suite 100 • P.O. Box 22550 • Jackson, MS 39225-2550
601.355.5517 • 800.523.0269 • FAX 601.355.5519 • www.mpe.org

October 7, 2014

Dr. Carey Wright, State Superintendent of Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for the State of Mississippi's application for a Preschool Development Grant. This grant will provide an invaluable opportunity for thousands of our state's youngest learners.

The Preschool Development Grant will allow our state to continue to enhance its pre-K infrastructure, as well as to provide up to 3,100 new pre-K seats throughout the state. In their daily work with Mississippi students, MPE members experience first-hand the difference that quality early childhood education makes on a student's school readiness and academic achievement. Our members have repeatedly identified early childhood education as a policy issue of most importance for the success of our state and its students. Of those members participating in our fall 2013 membership survey, 84.7% indicated that Mississippi should continue investing in quality pre-K programs.

Founded in 1979, MPE is Mississippi's premier and largest professional organization for educators. MPE serves more than 12,600 teachers, administrators and support personnel in pre-K through graduate education in both public and private institutions. As educators, our members are dedicated to mastering the science and art of teaching with constant awareness of educational research, trends, and best practices that will enable them to support and encourage their colleagues and their students.

MPE is committed to supporting a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those children in poverty and with little access to preschool. A high-quality preschool experience will benefit not only the preschool students, but their families and our state, as well. MPE strongly supports Mississippi's application for a Preschool Development Grant.

Sincerely,

(b)(6)

(b)(6)

Kelly L. Riley
Executive Director

October 10, 2014

Dr. Carey Wright
State Superintendent of Education
Mississippi Department of Education
359 North West Street
Jackson, MS 39201

Dear Dr. Wright:

The National Board for Professional Teaching Standards is pleased to support the State of Mississippi's application for a Preschool Development Grant from the U.S. Department of Education. Increasing the number of Mississippi children able to attend high-quality preschool programs is a vital part of preparing these students to be successful throughout their school years.

As a part of this work, I am pleased to know that you will be working to attract and retain accomplished teachers to these programs. Given the evidence on the impact of quality teaching on student learning, improving the capacity of the state's preschool teachers will prepare their students for success in school and beyond. Mississippi has a significant and growing number of National Board Certified Teachers, in large part due to the state's investment in incentives and supports. Of particular relevance is the state's effort, in partnership with the National Board, to grow the number of Board certified teachers in early childhood literacy. This grant would complement that effort, accelerating the growth of accomplished teaching in students' early school experiences.

The National Board is eager to assist Mississippi's efforts to elevate the practices of Preschool teachers in your state and looks forward to supporting your work to bring the most accomplished teachers to Mississippi's youngest and most high needs students should you be awarded one of the grants.

Sincerely,

(b)(6)

Ron Thorpe
President and CEO



October 13, 2014

Dear Dr. Wright:

I write to express the support of the National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University (MSU) to the collaborative efforts you and your agency are engaging in through submitting a Preschool Development Grant application. nSPARC serves as the state data clearinghouse for Mississippi's Statewide Longitudinal Data System (SLDS), commonly known as LifeTracks, and has been involved in a broad range of activities aimed at enhancing and improving education and workforce outcomes in Mississippi. We have had very successful partnerships throughout the state in promoting the SLDS as the system for providing data elements essential to efforts like this. nSPARC is able to provide nuanced, sophisticated longitudinal data tracking and analysis for education- and workforce-related projects. Over the past decade for both state and national projects, we have linked data, tracked investments, and measured outcomes across education and workforce programs and services to provide timely and accurate information. We are fully confident that our experience and expertise will help support the goals of your application for a Preschool Development Grant.

We look forward to working with you and your agency.

Sincerely,

(b)(6)

(b)(6)

Domenico "Mimmo" Parisi
Professor and Director

PARENTS' CAMPAIGN

Better Schools Brighter Future

October 7, 2014

Dr. Carey M. Wright
State Superintendent of Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205

Dear Dr. Wright:

The Parents' Campaign enthusiastically endorses the plan set forth in Mississippi's Preschool Development Grant proposal. Mississippi children are starting kindergarten too far behind. The goals and strategies outlined in your plan promise the jumpstart they need to be successful.

Never before have the stakes been higher for our state's youngest learners. With the full implementation of the Common Core State Standards underway, and with the "third grade literacy gate" looming, it is essential that Mississippi children get a high quality early learning experience if they are to have a good chance of success in school and in life.

We at The Parents' Campaign are particularly pleased with the focus on parental engagement. We know that parents are a child's first and most influential teachers, and we pledge to do all we can to facilitate their involvement and ensure that developmentally appropriate learning is supported and reinforced in the home.

The more than 63,000 parents, community leaders, and educators who are members of The Parents' Campaign have made clear their commitment to improving the quality of early care and learning programs in Mississippi. They understand the correlation between excellent early learning experiences and success throughout life, and they believe that Mississippi children deserve nothing less. Additionally, they have proven their willingness to pick up the phone and urge their legislators to invest state dollars where they will get the best return: in high quality early childhood development and learning.

Mississippi's business community has, likewise, proven its commitment to bettering the early learning experiences of our state's children. And a diverse array of advocacy organizations has coalesced to lobby for an increased focus on strong preschool programs. Statewide, support for a high quality early learning system is strong.

Page 2, Dr. Carey Wright

The good news is that, because we are a small state with a well-connected early learning community, relatively little funding can go a long way when focused well. Your plan as outlined in the Preschool Development Grant proposal has great potential to extend the reach of our state's investment, to improve more early learning programs than could be addressed solely with state funds, and to get more children on a better life trajectory in fairly short order.

Time is of the essence; Mississippi children cannot wait. Too many lives have been wasted already, and too many still hang in the balance.

Thank you for your commitment to improving the lives of Mississippi's children. We at The Parents' Campaign stand ready and willing to do our part to advance the initiatives laid out in your plan.

Sincerely,

(b)(6)

(b)(6)

Nancy Loomie
Executive Director



October 1, 2014

National Office

125 South Congress Street
Suite 121B
Jackson, MS 39201
601 969 6936
800-880-1227
FAX 601-397-6132
www.parents4publicschools.org

Dear Sir or Madam:

As the Director of Programs for Parents for Public Schools[®], Inc. (PPS) I am writing in support of the Mississippi Department of Education's (MDE) Preschool Development Funds grant. This development grant would enable Mississippi to make significant improvements in the early childhood educational opportunities and provide much needed support to our at-risk children.

I am very impressed with the planning process Dr. Wright and her staff had to build support of all the statewide community and education groups that will contribute in some way to the success of the program.

One of Mississippi's greatest weaknesses in our early childhood education programs is the patchwork of preschools across the state. Dr. Wright has designed a program that will incorporate the needs of those preschools, develop effective and efficient ways to provide the high quality early childhood that our state needs and raise the expectations of what quality preschool programs can be.

PPS is a Mississippi-based organization that helps prepare parents and community members to understand how to be collaborative partners in creating a culture of learning in a school. PPS understands that including parents and community members as a part of the school culture ensures a shared commitment to the goals and objectives of improving academic performance. Families and communities are an integral component of a student's life. By building a support system of informed families and engaged community members, the school creates a sustainable structure that will support change, work to improve the capacity of the team, and contribute valuable insights to the school improvement process.

PPS commits our statewide organization of parent coaches and parent advocates to partner with MDE to connect parents and community members to the information and opportunities that this grant will provide. We strongly support the grant and will do whatever is asked of us to help in any way that we can.

We strongly encourage your approval of this grant request, knowing full well that the program will be fully supported by parents, teachers and community members. We also recognize the leadership at MDE and know they are committed to and capable of making this a successful program.

Sincerely,

(b)(6)

Nita Rudy
Director of Programs

Anne Foster
Executive Director

DIRECTORS

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Suite 120
Ridgeland, MS 39157

601.607.3163
bowerfoundation.org



October 6, 2014

Carey M. Wright, Ed.D.
State Superintendent of Education
MS Department of Education
Post Office Box 771
Jackson, MS 39205-0771

Dear Dr. Wright:

I am pleased to offer my support of the MS Department of Education's application for the U. S. Departments of Education and Health and Human Services Preschool Development Grants. The Bower Foundation is committed to the promotion of fundamental improvements in the health status of Mississippians and we believe a strong, coordinated effort can have a tremendous impact on the wellbeing of our children.

The Bower Foundation is excited about the funding opportunity to develop high-quality preschool programs for children from low- and moderate-income families in Mississippi. We have worked closely with the MS Department of Education since 2004 to create opportunities for school districts to improve the lives of their students in order to increase academic achievement. We will continue our efforts and build upon the opportunities afforded the state through funding from the U. S. Departments of Education and Health and Human Services.

I look forward to our continued relationship to improve the health and academic success of Mississippi's children.

Sincerely,

(b)(6)

Anne B. Travis
CEO

ABT:jb



The Family Resource Center of Northeast Mississippi

October 6, 2014

Jill Dent, Ph.D.
Mississippi Department of Education
Office of Curriculum and Instruction
Central High School Building
359 Northwest Street, Suite 313
PO Box 771
Jackson, MS 39205

Dear Dr. Dent,

On behalf of the Family Resource Center of Northeast Mississippi (FRC), a NCA accredited Children's Advocacy Center and a Families First, serving families in 46 out of the 82 counties in Mississippi, I would like to offer a letter of support for the Mississippi Department of Education's application for the Preschool Development Funds Grant.

The FRC is a 501(c)3 and approximately 80% of our families are at or below 200% of the federal poverty level. The FRC focuses on providing services needed to promote the safety, permanency and well-being of children and families through Peer Mentoring Programs, Parenting Education, Abstinence and Youth Development, Responsible Fatherhood Education, Anger Management and GED Classes with child care for parents attending the classes. In addition the FRC Staff provides staff development for the MS Department of Human Services, local school districts and Head Start Programs. The Children's Advocacy Center provides forensic interviews, court preparation for children when applicable, trauma therapy and family and individual counseling.

As a retired elementary teacher, administrator and community college instructor, I have seen firsthand the need for preschool education in our state. We are without a doubt, leading the nation in children living in poverty, obesity and teenage pregnancies. The only solution to lowering these statistics is to provide education at a lower level to more children and families in our state.

We look forward to collaborating with The Mississippi Department of Education in fulfilling the requirements of the Preschool Development Funds Grant and being an instrumental partner in the implementation of the program. The FRC is very excited about the strong possibility of the much needed expansion in the state for our four year old children.

Sincerely,

(b)(6)

Christi Antillon-Webb
Executive Director
Family Resource Center of Northeast Mississippi

425 Mainzina Street • Tupelo, Mississippi 38804 • Phone (662) 844-0013

Toll Free 1-888-421-0355 • Fax (662) 844-0560 • www.frcnms.org

*The Kangaroo's Pouch
Child Care and Learning Center, Inc.
"A Mississippi 4-Star Quality Center"
Christi Littlejohn, Nationally Credentialed Director
135 Inzer Street Pontotoc, MS 38863
Email: greatchildcare@bellsouth.net
Phone: 662-489-1586 Fax: 662-489-6244*

October 6, 2014

To Whom it May Concern,

I understand that the state of Mississippi is applying for funds to be used in increasing and improving early childhood education programs. Currently, Mississippi only offers Pre-Kindergarten education in a few public schools. Headstarts and private early care and education programs are also available. A great need exists in our state, not only for a greater number of programs, but for greater quality and more availability in the existing programs. I believe that the foundation for all success and leadership ability is formed in the first years of life--from birth through age 5 therefore placing an enormous responsibility on all branches of our education system to provide the service and challenge necessary to form that foundation. Of course, a price tag is always attached to increased or improved services. This grant would be extremely beneficial in implementing our growth plan. I hope you will consider the great need we have in our state as decisions are reached. Any and all awards would be greatly appreciated and will be put to use to directly benefit the young children of our great state.

Thank you for your time and consideration.

Christi Littlejohn, Baed, NCD
Mrs. Christi Littlejohn
Director

Preschool Development Grant Stakeholder Involvement

PRESCHOOL DEVELOPMENT GRANT EFFORT

- Sonya Amis (MDE Director of Educational Accountability)
- Richard Baliko (MDE Educator-in-Residence)
- Kim Benton (MDE Chief Academic Officer)
- Kymyona Burk (MDE State Literacy Coordinator)
- Gretchen Cagle (MDE Special Education Director)
- Stacy Callendar (MDE Special Education 619 Coordinator)
- Rachel Canter (Executive Director, Mississippi First)
- Marcus Cheeks (MDE Federal Programs Director)
- Jill Dent (MDE Early Childhood Collaborative Coordinator)
- Dale Dieckman (MDE Office of Healthy Schools)
- Donna Hales (MDE Office of Procurement)
- James Hart (MDE Director of Accounting)
- Christye Hayes (MDE Coordinator of Professional Development of Early Childhood)
- Brittany Herrington (MDE Coordinator of Professional Development of Early Childhood)
- Joel Jones (MDE Special Counsel)
- Robin Lemonis (MDE Early Childhood Director)
- Nathan Oakley (MDE Director of Elementary Education)
- Mimmo Parisi (National Strategic Planning and Research Center)
- Christine Philley (MDE Office of Child Nutrition)
- Quentin Ransburg (MDE Office of Reporting)
- Linda Reeves (MDE Office of School Improvement)
- Linda Southward (Social Science Research Center)
- Holly Spivey (Governor's Office, Executive Director, Head Start Collaboration Office / SECAC)
- Tenette Smith (MDE Assistant State Literacy Coordinator)
- Nita Thompson (Executive Director, Head Start Association / SECAC)
- Adrienne Williams (MDE Federal Programs)
- Carey Wright (MDE Superintendent of Education / SECAC)

STAKEHOLDER FEEDBACK MEETING – SEPTEMBER 16, 2014

- Rhea Williams-Bishop (Center for Education Innovation / SECAC)
- Lynn Black (Lil' Leap Academy)
- Louise Davis (MSU Extension Service Childcare Resource and Referral Program / SECAC)
- Laura Dickson (Department of Human Services)
- Jeff Leffler (USM, Director of Mississippi Early Childhood Association)
- April May (Mississippi Building Blocks / SECAC)
- Tanya Nelson (Corinth-Alcorn-Prentiss Collaborative)
- Hazel Randall (Institute of Community Services Head Start)
- Nita Rudy (Parents for Public Schools)
- Christi Webb (Executive Director, Families First Resource Center of Northeast Mississippi)

Preschool Development Grant Stakeholder Involvement

CONTINUUM MEETING – SEPTEMBER 23, 2014

- Kymyona Burk (MDE State Literacy Coordinator)
- Gretchen Cagle (MDE Special Education Director)
- Louise Davis (MSU Extension Service Childcare Resource and Referral Program / SECAC)
- Jill Dent (MDE Early Childhood Collaborative Coordinator)
- Annjo Lemons (early childhood advocate)
- Tenette Smith (MDE Assistant State Literacy Coordinator)
- Holly Spivey (Governor's Office, Executive Director, Head Start Collaboration Office / SECAC)

- *Laura Dickson (Department of Human Services)
- *Cathy Grace (Gilmore Early Learning Collaborative)
- *Fanesia Johnson (Bolivar County Community Action Agency)
- *James Keeton (University of Mississippi Medical Center)
- *Elnora Littleton (Bolivar County Community Action Agency)
- *Sandra Parks (Department of Mental Health / SECAC)
- *Kristi Plotner (Medicaid)
- *Tina Routh (Mississippi Band of Choctaw Indians / SECAC)
- *Eunice Short (Department of Mental Health Part C)
- *Adrienne Williams (MDE Office of Federal Programs)

*NOTE: invited but unable to attend

EXTERNAL REVIEW OF DRAFT PROPOSAL – OCTOBER 2, 2014

- Tanya Bradley (MDE Office of Special Education)
- Joan Butler (Starkville School District)
- Jennifer Calvert (Calvert's ABC Preschool and Nursery)
- Nadine Coleman (Petal Early Learning Collaborative)
- Michael Cormack (Barksdale Reading Institute)
- Laura Dickson (Department of Human Services)
- Trecina Green (MDE Associate Superintendent for Professional Development)
- Annjo Lemons (early childhood advocate)
- Jane Siders (USM Early Connections)
- Linda Southward (Social Science Research Center)
- Nita Thompson (Executive Director, Head Start Association / SECAC)
- State Board of Education – membership listed below
- State Early Childhood Advisory Council (SECAC) of Mississippi – membership listed below

COLLABORATION MEETING – OCTOBER 9, 2014

- Robin Lemonis (MDE Early Childhood Director)
- Laura Dickson (Department of Human Services)
- Walley Nailor (Department of Human Services)
- Vera Butler (Department of Human Services)

Preschool Development Grant Stakeholder Involvement

STATE BOARD OF EDUCATION MEMBERS

- Rosemary Aultman
- Kami Bumgarner
- Johnny Franklin
- O. Wayne Gann
- William Jones
- John Kelly, Chair
- Richard Morrison, Vice-Chair
- Charles McClelland
- Danny Spreitler

SECAC MEMBERS

- Rickey Berry
- Vickey Berryman
- Rhea Williams-Bishop
- Ricky Boggan
- Annie Crudup
- Dr. Mary Currier
- Margarette Davenport
- Louise Davis
- Johnny Franklin
- Jessalyn Harper
- Juanita Johnson
- Jenny Kern
- April May
- Jennifer McNeal
- Lora Mederos
- Mimmo Parisi
- Sandra Parks
- Tina Routh
- Marcie Skelton
- Laurie Smith
- Holly Spivey
- Danny Spreitler
- Jenny Sturgis
- Nita Thompson
- Carolyn Willis
- Carcy Wright

High-Quality Component	Mississippi Requirement
(I) High staff qualifications	✓ MET Citation: § 37-21-3
(II) High-quality professional development	✓ MET Citation: § 37-21-51(3)(d)(iv)
(III) Child ratio of 10:1	✓ MET Citation: § 37-21-51(3)(d)(viii)
(IV) Class size of 20	✓ MET Citation: § 37-21-51(3)(d)(viii)
(V) A Full-Day program	✓ MET* Citation: § 37-21-51(3)(d)(viii)
(VI) Inclusion of children with disabilities	✓ MET Citation: § 37-21-51(3)(d)(xiii)
(VII) Responsive instruction and evidence-based curricula, and learning environments	✓ MET Citation: § 37-21-51(3)(d)(vi); § 37-21-51(1)(f)
(VIII) Individualized accommodations and supports	✓ MET Citation: § 37-21-51(3)(d)(xii); § 37-21-51(3)(d)(xiv)(b)
(IX) K-12-comparable salaries	➤ PARTIALLY MET Citation: § 37-21-51(3)(f)
(X) Program evaluation	✓ MET Citation: § 37-21-51(3)(c)(iv)
(XI) Comprehensive Services	✓ MET Citation: § 37-21-51(3)(d)(x)
(XII) Evidence-based health and safety standards	✓ MET Citation: § 37-21-51(3)(d)(xiv)

*While state law allows for half-day programs, all grant-funded programs will meet the full-day requirement.



Program and Fiscal Monitoring of Pre-K Early Learning Collaborative

Evaluation Procedures 2013-2014

Issue Date: January 22, 2014

**Contact: Robin Lemonis
Telephone: (601) 359-2586
Fax: (601) 359-2040**

Early Learning Collaborative Name:			
Lead Partner Contact:		Position/Title:	
E-mail:	Phone:	Fax:	
Pre-K Center Name:		Pre-K Provider Contact:	
Address:		<input type="checkbox"/> Number of Certified Lead Teachers Employed at Pre-K Center	
<input type="checkbox"/> Number of Students Served at Pre-K Center		<input type="checkbox"/> Number of Assistant Teachers Employed at Pre-K Center	
DOCUMENTATION MUST BE ATTACHED WHEN INDICATED			
Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Enrollment and Age Eligibility			
1. Program participation is voluntary for families. Note: Possible source of evidence includes program brochure.			
2. Attendance is verified daily. Note: Possible source of evidence includes daily attendance records.			
3. All children will have reached four years of age by September 1 of a school year. Note: Possible source of evidence includes student birth certificates on file.			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Daily Schedule			
<p>1. Schedule includes written daily and weekly classroom plan with:</p> <ul style="list-style-type: none"> ... identified learning objectives ... activities ... documentation of children's learning <p>Note: Possible source of evidence includes copy of daily schedule and weekly schedule, lesson plans, etc.</p>			
<p>2. Schedule reflects adequate time each week for teachers to be away from children to plan the curriculum, review assessment results, complete necessary paperwork, and participate in professional development.</p> <p>Note: Possible source of evidence includes master schedule, weekly schedule, or daily schedule</p>			
<p>8. Program Calendar indicates ... Full Day ... Half-Day</p> <ul style="list-style-type: none"> ... <input type="text"/> ... Number of children served during the full day ... <input type="text"/> ... Number of children served half-day <p>Note: Possible source of evidence includes a copy of the school calendar and class roster</p>			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Qualified Staff			
<p>1. <u>Master teacher</u> or any other employee or consultant meets the guidelines in Mississippi Code Section 37-21-3 .</p> <ul style="list-style-type: none"> meets the qualifications teacher holds a valid, current state teaching license by the Mississippi Department of Education demonstrates effectiveness as an early childhood educator by a rating of highly effective on a state evaluation of teaching, if available, or with evidence of raising outcomes of Pre-K students possesses a minimum of a bachelor's degree in early childhood education, child development, or an equivalent field possesses a bachelor's degree in any field as well as have at least twelve (12) credit hours of coursework in early childhood education, child development, or an equivalent field approved by an institution granting a bachelor's degree in early childhood education, child development, or an equivalent field; or possesses a bachelor's degree in any field as well as have completed a specialized early childhood training program deemed equivalent by the Mississippi Department of Education to twelve (12) hour of approved coursework <p>Note: Possible source of evidence includes copy of the teacher's degree, official copy of transcript, and certificate of completion from the early childhood training program, state test scores and SOARS evaluation.</p>			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
<p>2. <u>Classroom teacher</u> meets the guidelines in Mississippi Code Section 37-21-3</p> <ul style="list-style-type: none"> possesses a minimum of a bachelor's degree in early childhood education, child development, or an equivalent field possesses a bachelor's degree in any field as well as have at least twelve (12) credit hours of coursework in early childhood education, child development, or an equivalent field approved by an institution granting a bachelor's degree in early childhood education, child development, or an equivalent field; or possesses a bachelor's degree in any field as well as have completed a specialized early childhood training program deemed equivalent by the Mississippi Department of Education to twelve (12) hour of approved coursework <p>Note: Possible source of evidence includes copy of the teacher's degree, official copy of transcript, and certificate of completion from the early childhood training program.</p>			
<p>3. <u>Assistant teacher</u> meets the guidelines in Mississippi Code Section 37-21-3</p> <ul style="list-style-type: none"> possesses an associate's degree in early childhood education, child development, or an equivalent field; or possesses an associate's degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification <p>Note: Possible source of evidence includes copy of the teacher's degree, official copy of transcript, or certificate of completion from the early childhood training program.</p>			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Teacher-Child Ratio			
1. Classroom includes no more than (20) children. Note: Possible source of evidence includes copy of the class roster			
2. Classroom includes a minimum of at least five (5) children. Note: Possible source of evidence includes copy of the class roster			
3. Staff-child ratio reflects one (1) qualified adult for every ten (10) children. Note: Possible source of evidence includes copy of the class roster.			
4. Classroom has at least one qualified teacher providing instruction to children during the hours of the Pre-K program. Note: Possible source of evidence includes copy of the class roster and teacher directory/employee schedules.			
Professional Development			
All instructional staff receives at least fifteen (15) hours of professional development annually. Note: Possible source of evidence includes professional development brochure, agendas, sign-in sheets, CEU certificates, contact hour certificates			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Early Learning Standards			
<p>1. Program integrates and uses the MDE <i>Early Learning Standards for Classrooms Serving Four-Year-Old Children</i>.</p> <p>Note: Possible source of evidence includes lesson plans.</p>			
<p>2. Opportunities presented address all domains of children’s development and learning.</p> <p>English Language Arts (ELA) – What children should understand, create, communicate, and be able to do.</p> <p>Mathematics – What children should understand and be able to do.</p> <p>Approaches to Learning – How Children become involved in learning and acquiring knowledge through play, curiosity and initiative, persistence and attentiveness, and problem- solving.</p> <p>Social and Emotional Development – The emotional competence and ability to form positive relationships that give meaning to children’s experiences in the home, school, and larger community.</p> <p>Science – What children need to know and understand about their world and how they apply what they know.</p> <p>Physical Development – Children’s ability to demonstrate and understanding of physical health activities and ability to participate in daily activities.</p> <p>Creative Expression– Children’s ability to participate in daily activities that demonstrate understanding through the use of music, dance and movement, dramatic play and visual arts.</p> <p>Social Studies – Children’s ability to understand about their family, community, and individual rights and responsibilities as well as the importance of history, people and environment.</p> <p>Note: Possible source of evidence includes lesson plans, master schedule, etc</p>			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
<p>3. Combinations of teacher- and child-directed learning activities are provided...</p> <ul style="list-style-type: none"> ... Whole-group opportunities ... Small-group and individualized settings with adults and peers ... Daily activities include a combination of active and quiet learning opportunities ... Daily instruction includes direct instruction and play. <p>Note: Possible source of evidence include lesson plans, master schedule, etc.</p>			
<p>Research-Based Curriculum</p>			
<p>1. Pre-K program uses a research-based curriculum that is designed to prepare students to be ready for Kindergarten...</p> <p>Note: Possible source of evidence includes a description of the curriculum documents</p>			
<p>Age-Appropriate Assessments</p>			
<p>Pre-K program uses age-appropriate assessments that are aligned to the MDE <i>Early Learning Standards for Classrooms Serving Four-Year-Old Children</i></p> <p>Note: Possible source of evidence includes a description of the assessments</p>			
<p>Meals</p>			
<p>At least one (1) daily meal is provided that meets state and federal nutrition guidelines for young children.</p> <p>Note: Possible source of evidence includes lunch menu, budget expenditures, etc.</p>			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Health Screenings			
<p>All children were screened and/or referred for vision, hearing, and other health issues.</p> <p>Note: Possible source of evidence includes notification to parents and schedule of screenings</p>			
Parent Involvement and Notification			
<p>1. Parents have access to understandable information to assist them in selecting a program that will prepare their child for success in school.</p> <p>Note: Possible source of evidence includes Parent Brochure</p>			
<p>2. Written plan to involve parents in the program's activities</p> <ul style="list-style-type: none"> parents are informed of their opportunity to participate in the Pre-K Program parents have opportunities to communicate informally with teachers daily about their child's development and learning parents have access to the program at all times that their children are present parents have opportunities to participate in learning activities with their children <p>Note: Possible source of evidence includes parent involvement policy, email correspondences, progress reports, schedule of parent-teacher conferences, phone log summary</p>			
<p>3. Parents receive written reports about their children's individual development based on program assessment results at least three times per program year.</p> <p>Note: Possible source of evidence includes copies of progress reports and schedule of reporting to parents</p>			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
4. Parents have a role in assessing program quality by responding to a satisfaction survey at least once each year. Note: Possible source of evidence includes notification to parents, copies of the survey and survey results			
5. ... Provides profiles of participating Pre-K programs in a format designed by MDE. Note: Possible source of evidence includes notification to parents.			
Children with Disabilities			
Written Plan to serve students with disabilities Note: Possible source of evidence includes notification to parents and schedule of screenings			
Instructional Hours			
1. Pre-K program operates within the school year schedule of the participating school district. must provide no less than five hundred forty (540) instructional hours per school year for half-day programs one thousand eighty (1,080) instructional hours per school year for full-day programs Note: Possible source of evidence includes calendar and schedule containing the start and end time of the school day			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Enrollment Coordination			
Coordinates with the Head Start agencies in local areas so as not to cause a reduction in the number of students served by Head Start Program Note: Possible source of evidence includes agendas, meeting dates, agendas, summary of visits, email exchanges, referrals to Head Start programs			
Kindergarten Readiness Assessment			
Children participating in the Pre-K program are assessed using the Kindergarten Readiness Assessment that has been adopted by the State Board of Education Note: Possible source of evidence include assessment reports indicating that all students were assessed			
Anti-discrimination			
Program follows the same antidiscrimination requirements as public schools. Note: Possible source of evidence includes non-discrimination policy			
Budget			
1. State funds are used to administer, implement, monitor and evaluate Pre-K programs. Note: Possible source of evidence includes copy budget			
2. All expenses are allowable Note: Possible source of evidence includes copies of invoices for expenditures			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
Matching Funds Requirement			
<p>State dollars are matched on a one-to-one basis at the local level.</p> <p>Note: Possible source of evidence includes fair market values, donations, facility costs, professional development invoices, etc.</p>			
B. Childcare Center Programs and Assessments			
<p>1. Meets state childcare licensure requirements unless specifically exempted under Section 43-20-5 Mississippi Code of 1972.</p> <p>Note: Possible source of evidence includes copy of license</p>			
<p>2. Utilizes a nationally recognized program quality assessment tool, approved by the Mississippi Department of Education, designed to document classroom quality</p> <ul style="list-style-type: none"> .. Classroom Assessment Scoring System™ (CLASS™) .. Early Childhood Environment Rating Scale- Revised (ECERS-R) .. Family Child Care Environment Rating Scale-Revised (FCCERS-R) .. Preschool Program Quality Assessment (PQA) .. Family Child Care Program Quality Assessment (PQA-FCC) .. Early Language and Literacy Classroom Observation (ELLCO) .. Child/Home Early Language and Literacy Observation (CHELLO) <p style="text-align: center;">OR</p> <p>Provides the following supporting documentation:</p> <ul style="list-style-type: none"> Technical quality of the assessment tool (measures of reliability and validity); Program components that the quality assessment measures (characteristics of the learning environment, interactions between adults and children, curriculum and activities, parent engagement, classroom climate, and related areas); and Purpose of the assessment tool (support learning, identify special needs, and evaluate and monitor programs) 			

Collaborative evaluation requirements include the following components:	Full Documentation	Observed with Partial Documentation	Observed but No Documentation
2. Meets the minimum score on the program quality assessment tool indicator. Note: Must be in compliance by July 1, 2016.			

LEGEND:
 B BACHELOR'S
 M MASTER'S
 S SPECIALIST
 D DOCTORAL
 X SUPPLEMENTAL ENDORSEMENT
 RNA REGIONALLY & NATIONALLY ACCREDITED (NCATE/CAEP/SACS) INSTITUTION
 RA REGIONALLY ACCREDITED (SACS) & STATE APPROVED (MDE) PROGRAM
 EPP EDUCATOR PREPARATION PROVIDER

PROGRAM	(ASU) Alcorn State University	(BU) Belhaven University	(BMC) Blue Mountain College	(DSU) Delta State University	(JSU) Jackson State University	(MLC) Millsaps College	(MC) Mississippi College	(MSU) Mississippi State University	(MUW) Mississippi Univ for Women	(MVSU) Mississippi Valley State Univ	(RC) Rust College	(TC) Tougaloo College	(UM/Ole. Miss) University of Mississippi	(USM) Univ of Southern Mississippi	(WCU) William Carey University
EPP ACCREDITATIONS & APPROVAL	RNA	RA	RA	RNA	RNA	RNA	RNA	RNA	RNA	RNA	RA	RA	RNA	RNA	RNA
ADMINISTRATION (K-12)				M/S/D	M/S/D		M/S/D	M/S/D	M				M/S/D	M/S/D	M
AGRICULTURE	B/M/X							B/M/X							
ART				B/M	M	B/X	B/M	M	B			B		B/M	B/M
ATHLETIC ADMINISTRATION							M								M
AUDIOLOGY									M						D
BIOLOGY/BIOLOGICAL SCIENCE	B/M/X		B	B	M	B/X	B/M	B/M/S/D	B	B/X	B	B	B/M/S/D	B/M	B/M
BUSINESS EDUCATION	B/M/X				M		B/M	B/M/X			B			B	
CHEMISTRY	B/M/S/D/X			B	M	B/X	B	B/M/S/D	B	X		B	B/M/S/D	B	
CHILD DEVELOPMENT	X			B	B/M			B/X				B		M/S	
COMPREHENSIVE HEALTH K-12								X	X				X		
COMPUTER APPLICATIONS	X	X	X	X	X		X	X	X				X	X	
COMPUTER/TECH EDUCATION	X						B/M							X	
COOPERATIVE EDUCATION								X						X	
DANCE EDUCATION														B	
DRIVER'S EDUCATION					X		X	X						X	
DYSLEXIA THERAPY							M							M	M
ELEMENTARY K-3	B/M/S/D	X	B		B/M/D			B/M/S/D	B	B	B	B			
ELEMENTARY K-6	B	B/M	B/M	B/M/S/D	B/M/S	B	B/M/S	B/M/S/D	B	B/M	B	B	B/M/S/D	B/M/S/D	B/M/S
ENGLISH	B/M/X	B	B	B/M	B/M/S	B/X	B/M	B/M/S/D	B	B/X	B	B	B/M/S/D	B/X	B/M
ENGLISH AS SECOND LANGUAGE					X		M/X	X					S/D/X	M/X	
FAMILY & CONSUMER SCI/HOME ECO	B/M/X							B/X	B						
FRENCH				B	B/M		X	B/M/S/D						B/X	
GENERAL SCIENCE	X						X	X	X		X				
GIFTED EDUCATION	X				X		X	X	M				X	M/S/D/X	M/X

LEGEND:
 B BACHELOR'S
 M MASTER'S
 S SPECIALIST
 D DOCTORAL
 X SUPPLEMENTAL ENDORSEMENT
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 RA REGIONALLY ACCREDITED (SACS) & STATE APPROVED (MDE) PROGRAM
 EPP EDUCATOR PREPARATION PROVIDER

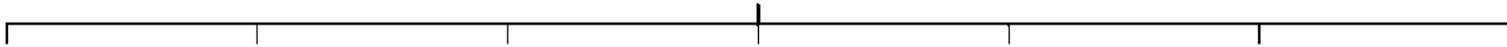
PROGRAM	Alcorn State University (ASU)	Belhaven University (BU)	Blue Mountain College (BMC)	Delta State University (DSU)	Jackson State University (JSU)	Millsaps College (MLC)	Mississippi College (MC)	Mississippi State University (MSU)	Mississippi Univ for Women (MUW)	Mississippi Valley State Univ (MVSU)	Rust College (RC)	Tougaloo College (TC)	University of Mississippi (UM/Ole. Miss)	Univ of Southern Mississippi (USM)	William Carey University (WCU)
EPP ACCREDITATIONS & APPROVAL	RNA	RA	RA	RNA	RNA	RNA	RNA	RNA	RNA	RNA	RA	RA	RNA	RNA	RNA
GUIDANCE & COUNSELING (SCHOOL)	M			M/S/D	M/S		M/S	M/S/D					M/S/D	M	M
HEALTH EDUCATION	X			X	B/X		X	X	X					X	X
HEARING IMPAIRED					X									B/M	
INSTRUCTIONAL TECHNOLOGY								M/S/D						B/M/D	
LATIN						B/X									
LIBRARY MEDIA SPECIALIST			X	S										B/M/S/D	
MASTER OF ARTS IN TEACHING	M	M		M	M		M	M	M	M			M	M	M
MASTER OF SECONDARY EDUCATION		M		M	M/S			M						M/S/D	M
MATHEMATICS	B/M	B	B	B	B/M	BX	B/M	B/M/S/D	B	B/X	B	B	B/M/S/D	B/X	M
MUSIC ED CHORAL K-12	B/X	B		B	B/M	B	B/M	B/X	B	B/X		B	B/M	B/M/D	M
MUSIC ED INSTRUMENTAL K-12	B/X	B	B	B	B/M		B/M	B/X	B	B/X		B	B/M	B/M/D	M
NURSERY - GRADE 1	X	X						B/X		X				B	
PHYSICAL EDUCATION K-12	B/M/X		B	B/M	B/M		B	B/M/X	B	B		B		B/M	B
PHYSICAL SCIENCE	X		X		B		X	X	X	X				X	
PHYSICS	B/M				B	B/X	X	B/M/S/D	B			B	B/M/S/D	B	
PSYCHOMETRY					M/S			M							M
READING K-12	X	M	M	X	X	X	X	S/D/X	M/X	X		X	M/S	M/S/X	X
SCHOOL PSYCHOLOGY SPECIALIST			M					S/D					D	D	
SCIENCE EDUCATION					B	B				B/X				M/D	
SOCIAL SCIENCE	X		B	B/M						B/X	B				
SOCIAL STUDIES	B/M	B		B	B/M/S	B/X	B/M	B/M/S/D	B			B	B/M/S/D/X	B	
SPANISH			B	B	B/M	B/X	X	B/M/S/D	B					B/X	
SPED-EMOTIONAL DISABILITY	B/M/X				B/M/S	X		M/S/X		M/X		X	B/M/S/D/X	M/S/D/X	M/X
SPED-MILDLY/MOD DISABILITY 7-12	X		X		X	X	X	X	X	X		B		X	

PROGRAM	(ASU) Alcorn State University	(BU) Belhaven University	(BMC) Blue Mountain College	(DSU) Delta State University	(JSU) Jackson State University	(MLC) Millsaps College	(MC) Mississippi College	(MSU) Mississippi State University	(MUW) Mississippi Univ for Women	(MVSU) Mississippi Valley State Univ	(RC) Rust College	(TC) Tougaloo College	(UM/Ole Miss) University of Mississippi	(USM) Univ of Southern Mississippi	(WCU) William Carey University
EPP ACCREDITATIONS & APPROVAL	RNA	RA	RA	RNA	RNA	RNA	RNA	RNA	RNA	RNA	RA	RA	RNA	RNA	RNA
SPED-MILDLY/MOD DISABILITY K-12	M/X		X	M/X	B/M/S	X	B	B/M/S		M/X				B/M/S/D/X	M/X
SPED-MILDLY/MOD DISABILITY K-6	X	X	X	M/X	X	X	X	B/M/S/D	X	X		B			
SPED-SEVERE/PROFOUND		X		X				X					B/M/S/D/X	M/S/D/X	X
SPED-VISUALLY IMPAIRED					X										
SPEECH COMMUNICATION					B/M			B/M/S/D							B
SPEECH LANGUAGE PATHOLOGY					M			M	M				M	M	
TECHNOLOGY EDUCATION	B/M/X				B/M/S			B/M/S/D/X					X	M/S/X	B/M
THEATRE/DRAMA						B/X									
TRADE/TECHNICAL	B														
VOCATIONAL CHILD CARE	X							X							
VOCATIONAL FAMILY & CONSUMER SCIENCE	X							X						X	
VOCATIONAL GUIDANCE								*	X						

Note: Perspective students should check the individual institutions to ensure that the content area they select for a masters' program is offered through a traditional preparation program leading to "AA" certification or an alternate route program that leads to an initial "A" level teacher license; the MAT for MS Teacher Corp is offered at UM only.

** A three-year vocational guidance counselor endorsement is available to MC school guidance and counsel graduates who hold a five-year guidance and counseling educator license (MC only).*

Organizational Structure – Office of Early Childhood Education





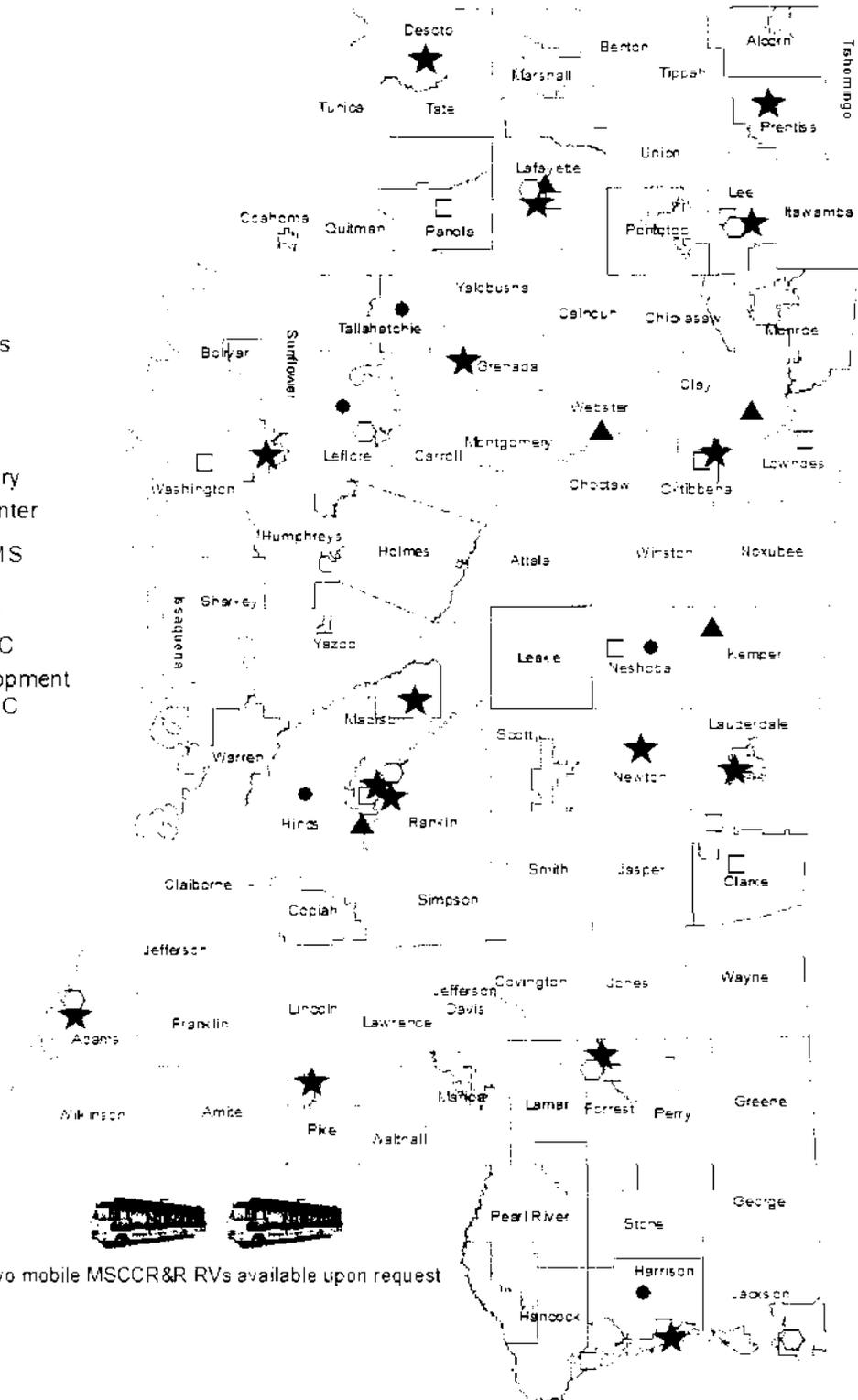
Approved List of Quality Classroom Measures for Participating Childcare Centers

The following are nationally recognized assessment tools designed to document classroom quality from which participating childcare centers may select. It has been determined that each tool satisfies the technical criteria for validity and reliability.

- Classroom Assessment Scoring System™ (CLASS™)
- Early Childhood Environment Rating Scale- Revised (ECERS-R)
- Family Child Care Environment Rating Scale-Revised (FCCERS-R)
- Preschool Program Quality Assessment (PQA)
- Family Child Care Program Quality Assessment (PQA-FCC)
- Early Language and Literacy Classroom Observation (ELLCO)
- Child/Home Early Language and Literacy Observation (CHELLO)

Mississippi Early Learning Collaboratives

- Extension Parent Education Trainers
- ▲ Parent Navigator
- ★ MSCCR&R Site
- Dolly Parton Imagination Library
- Families First Center
- Healthy Homes MS
- Expanding ELC (State & Federal)
- State Funded ELC
- Preschool Development Grant Funded ELC



The Early Childhood Data Collaborative (ECDC)
10 Early Childhood Education (ECE) Fundamentals

After identifying the critical policy questions confronting state policymakers, the ECDC identified 10 Fundamentals of coordinated state ECE data systems.

The 10 Fundamentals allow stakeholders to better understand the relationships among children, program sites and ECE workforce characteristics over time. In addition to collecting data, coordinated data systems have the capabilities to link select information longitudinally and with other key programs. A governance structure manages data collection and use, and states have transparent privacy protections and security practices and policies.

These ECE Fundamentals are the backbone of the data systems, but based on a state's unique interests and political realities, state stakeholders may choose to include additional information and capabilities.

1. Unique statewide child identifier
2. Child-level demographic and program participation information
3. Child-level data on development
4. Ability to link child-level data with K-12 and other key data systems
5. Unique program site identifier with the ability to link with children and the ECE workforce
6. Program site data on the structure, quality and work environment
7. Unique ECE workforce identifier with ability to link with program sites and children
8. Individual ECE workforce demographics, including education, and professional development information
9. State governance body to manage data collection and use
10. Transparent privacy protection and security practices and policies



Kindergarten Readiness Assessment

Implementation Plan

Kindergarten Readiness Definition

At the beginning of kindergarten, it is expected that children will demonstrate knowledge and skills in the areas of early literacy and early numeracy, as objectively measured by a score in the Late Emergent level with a scale score of (TBD*) or above on the state approved Kindergarten Readiness Assessment Instrument, Star Early Literacy and Numeracy.

* In accordance with nationally recognized psychometric standards, the scale score will be determined through a rigorous standard setting process in August 2014.

In the *Mississippi Early Learning Guidelines for Four-Year-Old Children* (2006), an optional sample checklist is provided for each Pre-K provider to assess the objectives and competencies for each area of development three times a year. Revisions to the *Mississippi Early Learning Guidelines for Four-Year-Old Children* are scheduled to be released in the fall of 2014. An optional checklist will be available for districts interested in measuring developmentally appropriate kindergarten readiness in the additional six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

NOTE: In September 2014, the State Board of Education approved a score of 530 at the beginning of kindergarten or a score of 498 at the end of 4-year-old preschool.

Star Early Literacy

As a part of the Mississippi K-3 Assessment Support System (MKAS²), the Kindergarten Readiness Assessment is designed to measure how well Pre-K programs prepare four-year-olds to be ready for kindergarten based upon the Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children. The Kindergarten Readiness Assessment data will provide parents, teachers, and early childhood providers with an understanding of what children know and are able to do upon entering Kindergarten. Assessment data will also be used to help improve the quality of classroom instruction and determine interventions and services that students need.

Key Domains Assessed

- **Reading Foundational Skills:** Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency
- **Language:** Vocabulary Acquisition and Use
- **Numbers and Operations:** Counting and Cardinality, Operations and Algebraic Thinking, and Measurement and Data

Sub-Domains Assessed

- Alphabetic Principle
- Concept of Word
- Visual Discrimination
- Phonemic Awareness
- Phonics
- Structural Analysis
- Vocabulary
- Sentence-Level Comprehension
- Paragraph-Level
- Early Numeracy

Available Reports

- **K-Instructional Planning Report** – provides the student’s scaled score, date the test was taken, and a list of suggested skills that the student should practice
- **MKAS² SEL Student Score Report** – displays the student’s scaled score along with their score in each sub-domain
- **MKAS² SEL Parent Report** – provides the student’s scaled score and gives a list of skills that parents can work on with their child at home
- **MKAS² SEL Score Summary Report** – supplies a class, grade level, or school level report showing the students’ scores
- **Student Enrollment Report** – shows all students enrolled in the MKAS² site along with their MSIS numbers
- **Participation Report** – shows test activity and which students have or have not tested

Data Collection for Pre-K and Kindergarten Readiness Assessment

- **Kindergarten and Public School Pre-K** – daily data files uploaded into MSIS for district and MDE review and reporting
- **Non-public Pre-K** – daily reports available through the MKAS² State Portal for collaboratives

Timeline for Kindergarten Readiness Assessment (MKAS² Component 2)

Dates	Activity Description
August 11 – September 19, 2014	K-Readiness Pretest/Universal Screener Window
April 9 – May 13, 2015	Pre-K and Kindergarten Post-Test Window

Planned Professional Development

Monthly District Test Coordinator Webinar Updates (Second Tuesday of each month – 9:30a)

- July 8, 2014
- August 12, 2014
- September 9, 2014
- October 14, 2014
- November 11, 2014
- December 9, 2014
- January 13, 2015
- February 10, 2015
- March 10, 2015
- April 14, 2015
- May 12, 2015
- June 9, 2015

Initial Webinar for K-3 Administrators and District Test Coordinators (July 24, 2014 – 10:00a)

- Define Kindergarten Readiness
- Navigating the MKAS² State Portal
- Assessing Kindergarten Readiness with Star Early Literacy
- Administering the Assessment
- Literacy Classification
- Accessing and Understanding Reports
- Available resources through MDE to support MKAS²
- Available resources through Renaissance Learning
- Test Security Process

Initial Webinar for Teachers in Public Schools and Collaboratives (August 8, 2014 – 10:00a)

- Define Kindergarten Readiness
- Navigating the MKAS² State Portal
- Assessing Kindergarten Readiness with Star Early Literacy
- Administering the Assessment
- Literacy Classification
- Accessing and Understanding Reports
- Available resources through MDE to support MKAS²
- Available resources through Renaissance Learning
- Test Security Process

Planned Follow-up Webinar for K-3 Administrators, District Test Coordinators, and Teachers in Public Schools and Collaboratives (October 7, 2014 – 10:00a)

- Understanding score reports
- Making decisions based on assessment results

Planned Follow-up Training for District Test Coordinators (September 3-4, 2014)

- Assessing student transfer into district
- Accessing and Understanding Reports
- Using the data to make instructional decisions

Planned Follow-up Training for District Test Coordinators (February 9-13, 2015)

- End of Year Post Test
- Reviewing Reports
- Measuring Growth

Note: All training sessions will be recorded and made available on the MDE OSA and C&I website for additional review.

Communication/Technical Assistance

Organization	Point of Contact
MDE	Public Pre-K and Kindergarten: Richard Baliko, Student Assessment (rbaliko@mde.k12.ms.us / 601.359.3052) Early Learning Collaboratives: Robin Lemonis, Curriculum & Instruction (rlemonis@mde.k12.ms.us / 601.359.2586)
School District	District Test Coordinator
School	School Test Coordinator
Renaissance Learning	Customer Support (800.338.4204)

Resources Available Through MDE Website

- [K-Readiness Pilot Test Administrator Manual](#)
- [Introduction to Computer Use](#)
- [Kindergarten Literacy Readiness Indicators](#)
- [Pre-K and Kindergarten Reading Activities](#)
- [Star Early Literacy Pretest Instructions](#)
- [K-Readiness Practice Page](#)
- [K-Readiness Webinars](#)
- [STAR Early Literacy Video](#)
- [Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children](#)

Note: To access all of the above resources, please visit www.mde.k12.ms.us/mkas2.

Renaissance Learning Resources

The following resources are available to **all** schools through the **MKAS² State Portal**.

Resource	Description
Student Score Report	Provides student's scaled score and sub-domain scores
Instructional Planning Report	Provides the student's scaled score and identifies skills to be addressed
Parent Report	Provides student's scaled score and a list of reading exercises for parents to work on with their child

The following **additional** resources are available to **Renaissance Place subscribers**.

Resource	Description
Growth Report	Includes Student Growth Percentiles and calculates the change between two test scores
Growth Proficiency Chart	Reveals relative growth that can be used to identify and transfer best practices among classrooms and schools
State Standards Report	Provides an estimated mastery range of scaled scores and understanding of each common core standard
Annual Progress Report	Monitors trends to help adjust instruction at the classroom or student level
Diagnostic Report	Displays student's scaled score and sub-domain scores

Instructions

Please complete each tab according to the following guidelines.

Contact Information Form

Please list all requested information for each member of the collaborative. List the Lead Partner on line 1.

Children Served Table

General Instructions

Only complete the cells highlighted in yellow. All of the other cells are locked. The gray cells will automatically calculate based on your entries in the yellow cells.

Name of Partner

In this column, enter the name of each partner according to the partner's type. You DO NOT have to use all of the rows. You MUST have at least 1 school district and 1 Head Start. If you need more spaces for a particular type of partner, please contact earlychildhood@mde.k12.ms.us for an expanded version of this spreadsheet.

Current Number of Children and Classrooms Served

In this column, enter the current number of four-year-old children and the current number of classrooms served in a full-day program by each named partner. For public schools, please enter your figures according to funding source. If a child/classroom in a public school is served with multiple funding sources, please divide your figures accordingly. For example, for a classroom of 20 that is paid for half by Title I and half by district funds, enter the following: on the Title I-funded line, 10 children and .5 classrooms, and for the district-funded line, 10 children and .5 classrooms. **Be careful not to double-count children served or classrooms.** A blended Head Start classroom should not be counted as both a Head Start classroom and as a public school classroom. The classroom should either be divided as in the example above or assigned to one provider or the other.

Proposed Number of Children and Classrooms Served

In this column, enter the proposed number of four-year-old children and the proposed number of classrooms that will be served by grant funds for each named partner. No collaborative may propose to serve more than 200 children.

Total Served

This column will automatically calculate based on your other answers.

Commitment Form

An authorized representative from all named partners should sign this form.

Commitment

Please complete the text boxes provided to describe the collaborative's evidence of commitment to preK.

Sustainability

Please complete the text box to describe how your collaborative plans to meet the 1:1 matching requirement as well as how the collaborative envisions sustaining the program once grant funds end.

Name of Collaborative:

	Name of Partner	Provider Type	Contact Person	Mailing Address	Phone Number	Email
Lead Partner						
1						
Additional Partners						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Name of Collaborative:

Name of Partner	Partner Type	CURRENT		PROPOSED		TOTAL SERVED	
		Number of Children Served	Number of Classrooms	Number of Children Served	Number of Classrooms	Number of Children Served	Number of Classrooms
	Public School District [1]	0	0			0	0
	Title I-funded						
	District-funded						
	State-funded						
	Public School District [2]	0	0			0	0
	Title I-funded						
	District-funded						
	State-funded						
	Public School District [3]	0	0			0	0
	Title I-funded						
	District-funded						
	State-funded						
	Head Start Center [1]					0	0
	Head Start Center [2]					0	0
	Head Start Center [3]					0	0
	Private Childcare Center [1]					0	0
	Private Childcare Center [2]					0	0
	Private Childcare Center [3]					0	0
	Private Childcare Center [4]					0	0
	Private Childcare Center [5]					0	0
	Private Childcare Center [6]					0	0
	Private Childcare Center [7]					0	0
TOTAL		0	0	0	0	0	0

Statement of Commitment from Collaborative:

We, the undersigned partners, commit to abide by all rules, regulations, and requirements of Mississippi's Preschool Development Grant (84.419A) application, including meeting the definition of a high-quality preschool program. We recognize that if Mississippi is awarded funded, we must sign a Memorandum of Understanding (MOU) to participate and that the MOU will include more detailed requirements.

High-Quality Preschool Program means an early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum--

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with one teacher and one assistant with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
- (g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;
- (h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
- (i) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
- (j) Program evaluation to ensure continuous improvement;
- (k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and
- (l) Evidence-based health and safety standards.

Name of Partner	Name of Authorized Representative	Signature

Name of Collaborative:

Evidence of Commitment

Please provide your answer within this space.

Name of Collaborative:

Matching Funds and Sustainability

Please provide your answer within this space.

Selection Process for Preschool Awards

BACKGROUND

Mississippi has an opportunity to win \$15M per year for four years in federal funding to support the expansion of our new state preschool program. The Mississippi Department of Education is writing the federal grant application on behalf of the state. The application has very specific requirements as to how Mississippi may use the funds:

- No more than 35% of funds may be used for state-level infrastructure, such as monitoring and oversight, administration, technical assistance, etc.
- At least 65% of funds must be used to support *new*, high-quality preschool classrooms and seats, or to raise the quality of *existing* preschool classrooms and seats. ***Mississippi has chosen to apply for funds to open access to new, high-quality preschool classrooms and seats.***
- All children served by grant funds must be at or below 200% of the federal poverty line.

In order to increase the likelihood Mississippi will be funded, Mississippi is identifying high-need communities for inclusion in the application.

This document explains:

- 1) how preschool collaborative teams may apply for inclusion in the application and
- 2) the process the Mississippi Department of Education will use to determine which proposed collaborative teams will be selected.

Submission of
Request for
Consideration

Ranking of
Collaboratives

Acceptance of
Collaboratives

Notification of
Acceptance

STEP ONE: SUBMISSION OF REQUEST FOR CONSIDERATION

Preschool collaborative teams may submit to the Mississippi Department of Education a Request for Consideration via a Lead Partner.

Requirements for Preschool Collaboratives

- Preschool collaboratives MUST include 1) a school district AND 2) a Head Start, if one is available. Preschool collaboratives also may include private and/or parochial schools, licensed childcare centers, and nonprofits.
- A preschool collaborative must identify a Lead Partner to serve as the Subgrantee of the grant. The Lead Partner must be a school district or a nonprofit. Up to 20% of preschool collaboratives may have nonprofit lead partners.
- Grant funding can only be used for NEW seats or classrooms.
- Collaboratives may not propose to serve more than 200 children.
- All seats must meet the definition of high-quality preschool programs.

Requirements for the Request for Consideration

Requests for consideration must include the following:

1. **Contact Information Form:** This form requires the name and contact information of all participating partners.
2. **Current and Proposed Children Served Table:** This table requires the number of current and proposed 4-year-old students and classrooms to be served by all named partners.
3. **Signed Commitment Form:** This signature form requires all the named partners to agree abide by the definition of high-quality preschool if awarded funds. It must be signed by an authorized representative of each partner.
4. **Evidence of Commitment to High-Quality Preschool:** The collaborative must submit a brief (1-2 page) narrative describing the collaborative's commitment to high-quality preschool. The preschool collaborative may demonstrate this commitment by describing
 - a. Excel by 5 participation;
 - b. An established early learning council;
 - c. Documentation of on-going collaboration between partners;
 - d. Previous collaborative application;
 - e. Blended Head Start classrooms; or
 - f. Other evidence of commitment, such as a Head Start-LEA agreement or evidence of child care provider participation in school district professional development.
5. **Plan for Matching Funds and Sustainability:** The preschool collaborative must submit a brief (1-2) page narrative describing the preschool collaborative's plan to secure matching funds as well as its tentative plan for sustaining the collaborative at the conclusion of the grant period.

STEP TWO: RANKING OF PRESCHOOL COLLABORATIVES

After a completeness and eligibility check, preschool collaboratives submitting a request for consideration by the deadline will be ranked by the selection criteria for high-need communities.

Completeness and Eligibility Check

The Mississippi Department of Education will only consider complete requests for consideration from eligible preschool collaboratives.

1. Complete

Requests for consideration will be deemed complete if all the required information is provided. MDE reserves the right to remove from consideration any request containing false or misleading information.

2. Eligible

Preschool collaboratives will be considered eligible if they meet the following requirements:

- a. **Composition:** Preschool collaboratives must include a school district and a Head Start. Preschool collaboratives also may include private and/or parochial schools, licensed childcare centers, and nonprofits.
- b. **Lead Partner:** A preschool collaborative must identify a Lead Partner to serve as the Subgrantee of the grant. The Lead Partner must be a school district or a nonprofit.

Selection Criteria for High-Need Communities

A “high-need” community is a high-poverty, low-access community in which children struggle to attain proficiency in reading by the third grade. To identify these communities, the Mississippi Department of Education has developed the following grant-aligned selection criteria:

1. Poverty

“Poverty” is defined as the percentage of children qualifying for free or reduced lunch districtwide.

- Preschool collaboratives will be assigned to a “poverty band” based on their percentage of poverty. These bands are as follows: Band A—85-100% poverty; Band B—70-84% poverty; Band C—55-69% poverty, Band D—40-54% poverty, and Band E—less than 40% poverty.

2. Access

“Access” means the number and percentage of four-year-old children without access to high-quality preschool options. MDE will determine an access percentage for each district using the following formula:

- a. **Numerator:** The number of high-quality preschool seats is defined as the number of public school (Title I-funded, district-funded, state-funded) or Head Start seats in 2014-2015.
 - b. **Denominator:** As a proxy for a district's four-year-old population, MDE will use the district's kindergarten enrollment from 2013-2014.
- Preschool collaboratives will be assigned an "access tier" according to their level of access, as follows: Tier 1—0-25% access; Tier 2—26-50% access; Tier 3—51-75% access; Tier 4—76-100% access.

3. Percent Reading Below Proficient

"Percent reading below proficient" is defined as the percentage of children districtwide scoring in the minimal or basic categories on the third grade MCT2 administered in 2012-2013.

Methodology for Ranking According to Criteria

The preschool collaboratives will first be ranked by the top two criteria (poverty and access) and then by each subsequent criteria (percent reading below proficient). *An example of this ranking is provided at the end of this document.*

1. **Poverty Band:** Preschool collaboratives will be ranked according to their poverty band with Band A collaboratives first and Band E collaboratives last. This means collaboratives with poverty rates in the 85-100% range (Band A) will be ranked highest and collaboratives with less than 40% poverty (Band E) will be ranked lowest.
2. **Access Tier:** Collaboratives will then be ranked according to access tier with Tier 1 collaboratives first and Tier 4 collaboratives last. This means collaboratives with an access percentage in the 0-25% range (Tier 1) will be ranked highest and collaboratives with an access percentage in the 76-100% range (Tier 4) will be ranked lowest.
3. **Poverty Rates and Access Percentage:** Collaboratives will be ranked within their poverty band and access tiers by their actual poverty rates and access percentage: higher poverty rates will be ranked higher; lower access rates will be ranked higher.
4. **Percent Below Proficient:** Preschool collaboratives will be ranked from the collaborative with the highest percent reading below proficient to collaboratives with the lowest percent reading below proficient (a collaborative with a percent reading below proficient closer to 100% will be ranked higher).
5. **Numbering by Band and Tier:** Once the ordering is complete, preschool collaboratives will be assigned a ranking number as follows: beginning with the highest-poverty band (Band A), MDE will number collaboratives in Tiers 1 and 2. Once all of the Tier 1 and 2 collaboratives from Band A are numbered, MDE will number Tier 1 and 2 collaboratives from the Band B. MDE will repeat this process (Tier 1 and 2 collaboratives from Bands C and D, and then Tier 3 and 4 collaboratives from Bands A, B, C, and D, and E) until all collaboratives are assigned a ranking number.

STEP THREE: ACCEPTANCE OF PRESCHOOL COLLABORATIVES

MDE will accept preschool collaboratives in the order of their ranking until estimated available seats are exhausted. Up to 20% of accepted preschool collaboratives may have nonprofit Lead Partners.

Estimating Available Seats

MDE estimates funds will allow preschool collaboratives to create approximately (b)(4) seats. MDE used the following methodology to reach this estimate:

1. **Available funds:** Mississippi is eligible for \$(b)(4) per year and at least (b)(4)% of these funds must be used for direct services. This means that at least (b)(4) per year must be used for direct services.
2. **Cost per child:** Mississippi will use a cost-per-child estimate based on the 2013 Head Start per-child cost in Mississippi. This cost estimate is \$(b)(4).
3. **Cost per child less the local match:** Mississippi estimates that participating preschool collaboratives will make a 1:1 match, meaning the grant-funded per-child cost would be \$(b)(4).
4. **Total number of children served:** Using the cost-per-child estimate of \$(b)(4) and a total available funds estimate of \$(b)(4), Mississippi expects to serve approximately (b)(4) students with grant funds.

Accepting Preschool Collaboratives

MDE will grant seats to collaboratives according to their ranking until the number of seats proposed by the accepted collaboratives reaches the limit of (b)(4) seats. *Please see the example at this end of this document for more explanation.*

- If MDE reaches the (b)(4)% threshold for nonprofits before seats and funds are exhausted, MDE will contact the preschool collaborative and determine whether the collaborative would agree to allow the local school district to serve as the Lead Partner.

STEP FOUR: NOTIFICATION

MDE will notify accepted preschool collaboratives in writing by September 26, 2014.

- Accepted preschool collaboratives will not have to sign a Memorandum of Understanding (MOU) prior to the submission of the grant on October 14. Instead, collaboratives will be provided a Model MOU that will serve as the basis for the future MOU. The Model MOU will not include all of the requirements of the grant but will include basic information about the grant.
- If Mississippi wins the grant competition, preschool collaboratives must submit a signed MOU within 180 days to receive grant funds. If the MOU is not submitted by the deadline, MDE will accept the next eligible collaborative.

EXAMPLE

Imagine that 20 districts with the following data apply. You represent the Golf Preschool Collaborative.

Collaborative	Poverty	Poverty Band	Access	Access Tier	% Below Prof
Alpha	95	A	3%	1	54%
Bravo	61	C	54%	3	35%
Charlie	100	A	65%	3	69%
Delta	62	C	80%	4	24%
Echo	83	B	44%	2	57%
Foxtrot	68	C	40%	3	24%
Golf	82	B	18%	1	38%
Hotel	92	A	71%	3	57%
India	68	C	40%	2	41%
Juliet	52	D	66%	3	22%
Kilo	82	B	18%	1	53%
Lima	80	B	64%	3	31%
Mike	98	A	70%	3	61%
November	90	A	47%	2	48%
Oscar	82	B	18%	1	46%
Papa	68	C	79%	4	31%
Quebec	100	A	37%	2	41%
Romeo	95	A	3%	1	61%
Sierra	100	A	10%	1	61%
Tango	77	B	27%	2	49%

First, we will sort by poverty band (from A to E) then by access tier (from 1 to 4). Golf is now 9th on the list, tied with Kilo and Oscar.

Collaborative	Poverty	Poverty Band	Access	Access Tier	% Below Prof
Alpha	95	A	3%	1	54%
Romeo	95	A	3%	1	61%
Sierra	100	A	10%	1	61%
November	90	A	47%	2	48%
Quebec	100	A	37%	2	41%
Charlie	100	A	65%	3	69%
Hotel	92	A	71%	3	57%
Mike	98	A	70%	3	61%
Golf	82	B	18%	1	38%
Kilo	82	B	18%	1	53%
Oscar	82	B	18%	1	46%
Echo	83	B	44%	2	57%
Tango	77	B	27%	2	49%
Lima	80	B	64%	3	31%
India	68	C	40%	2	41%
Bravo	61	C	54%	3	35%
Foxtrot	68	C	40%	3	24%
Delta	62	C	80%	4	24%
Papa	68	C	79%	4	31%
Juliet	52	D	66%	3	22%

Next, within each poverty band and access tier, we sort by the actual poverty rate and the actual access percentage. This does not change Golf's position at all because it was already first in Band B and Tier 1. At the top of the list, though, Sierra and Romeo jumped ahead of Alpha.

Collaborative	Poverty	Poverty Band	Access	Access Tier	% Below Prof
Sierra	100	A	10%	1	61%
Romeo	95	A	3%	1	61%
Alpha	95	A	3%	1	54%
Quebec	100	A	37%	2	41%
November	90	A	47%	2	48%
Charlie	100	A	65%	3	69%
Mike	98	A	70%	3	61%
Hotel	92	A	71%	3	57%
Golf	82	B	18%	1	38%
Kilo	82	B	18%	1	53%
Oscar	82	B	18%	1	46%
Echo	83	B	44%	2	57%
Tango	77	B	27%	2	49%
Lima	80	B	64%	3	31%
India	68	C	40%	2	41%
Foxtrot	68	C	40%	3	24%
Bravo	61	C	54%	3	35%
Papa	68	C	79%	4	31%
Delta	62	C	80%	4	24%
Juliet	52	D	66%	3	22%

Finally, we sort by "% Below Proficient" from highest to lowest. Kilo has now jumped ahead of Golf because Kilo's percentage of students below proficient was higher.

Collaborative	Poverty	Poverty Band	Access	Access Tier	% Below Prof
Sierra	100	A	10%	1	61%
Romeo	95	A	3%	1	61%
Alpha	95	A	3%	1	54%
Quebec	100	A	37%	2	41%
November	90	A	47%	2	48%
Charlie	100	A	65%	3	69%
Mike	98	A	70%	3	61%
Hotel	92	A	71%	3	57%
Kilo	82	B	18%	1	53%
Golf	82	B	18%	1	38%
Oscar	82	B	18%	1	46%
Echo	83	B	44%	2	57%
Tango	77	B	27%	2	49%
Lima	80	B	64%	3	31%
India	68	C	40%	2	41%
Foxtrot	68	C	40%	3	24%
Bravo	61	C	54%	3	35%
Papa	68	C	79%	4	31%
Delta	62	C	80%	4	24%
Juliet	52	D	66%	3	22%

Now that we have ordered the list according to the selection criteria, we can apply the final ranking rule. We are looking for the highest-poverty, lowest-access collaboratives. As a result, we will go in the order of their ranking *according to what poverty band and access tier they fall into*. This means we will start with the A1s and A2s then move to the B1s and B2s, the C1s and C2s, and the D1s and D2s. Then we will move

to the A3s and A4s, the B3s and B4s, the C3s and C4s, and finally the D3s and D4s. Golf is now ranked number 7 on the list.

Rank	Collaborative	Poverty Band	Access Tier	Proposed Seats
1	Sierra	A	1	(b)(4)
2	Romeo	A	1	
3	Alpha	A	1	
4	Quebec	A	2	
5	November	A	2	
12	Charlie	A	3	
13	Mike	A	3	
14	Hotel	A	3	
6	Kilo	B	1	
7	Golf	B	1	
8	Oscar	B	1	
9	Echo	B	2	
10	Tango	B	2	
15	Lima	B	3	
11	India	C	2	
16	Foxtrot	C	3	
17	Bravo	C	3	
18	Papa	C	4	
19	Delta	C	4	
20	Juliet	D	3	

Re-ordering by ranking number, the list is as follows:

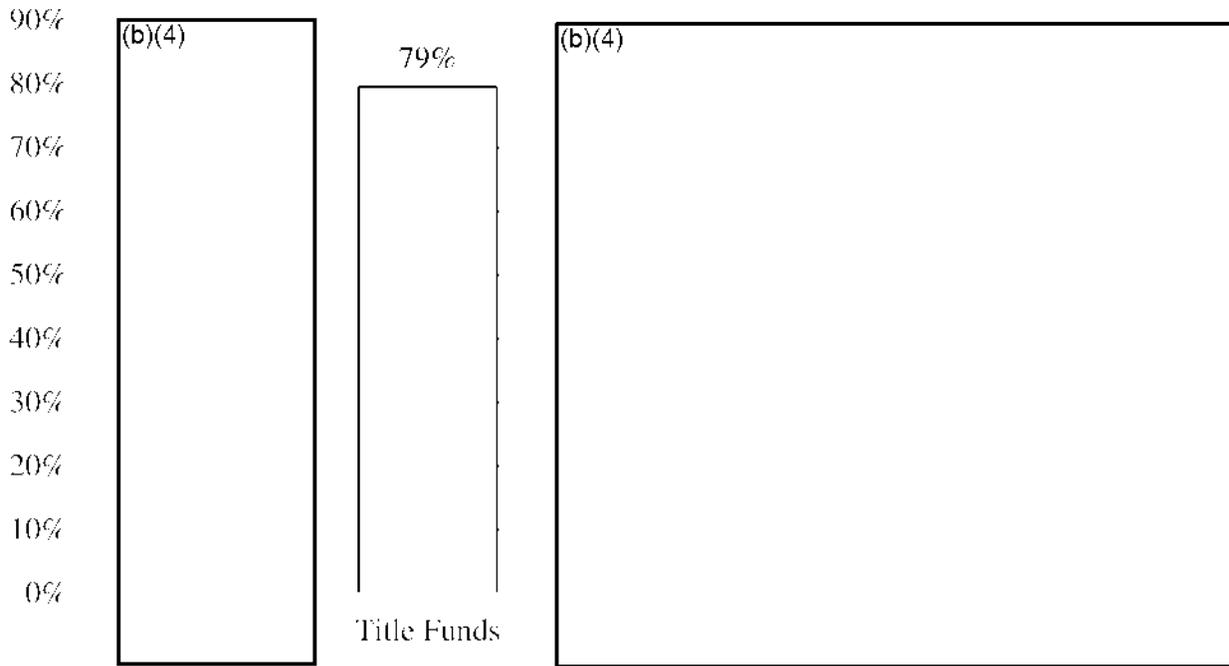
Rank	Collaborative	Poverty Band	Access Tier	Proposed Seats
1	Sierra	A	1	(b)(4)
2	Romeo	A	1	
3	Alpha	A	1	
4	Quebec	A	2	
5	November	A	2	
6	Kilo	B	1	
7	Golf	B	1	
8	Oscar	B	1	
9	Echo	B	2	
10	Tango	B	2	
11	India	C	2	
12	Charlie	A	3	
13	Mike	A	3	
14	Hotel	A	3	
15	Lima	B	3	
16	Foxtrot	C	3	
17	Bravo	C	3	
18	Papa	C	4	
19	Delta	C	4	
20	Juliet	D	3	

Let's assume that we have (b)(1) seats to allocate. We would first accept Sierra's (1) seats, leaving us with (b)(1) more seats to allocate ((b)(4)). We can then move down the list and accept Romeo ((1)), Alpha ((1)), Quebec ((b)), November ((b)), Kilo ((1)), and Golf ((1)). The waiting list becomes Oscar, Echo, Tango, India, Charlie, Mike, Hotel, Lima, Foxtrot, Bravo, Papa, Delta, and Juliet.

Accepted	Collaborative	Poverty Band	Access Tier	Proposed Seats	
1	Sierra	A	1	(b)(4)	
2	Romeo	A	1		
3	Alpha	A	1		
4	Quebec	A	2		
5	November	A	2		
6	Kilo	B	1		
7	Golf	B	1		
Waiting List					
1	Oscar	B	1		
2	Echo	B	2		
3	Tango	B	2		
4	India	C	2		
5	Charlie	A	3		
6	Mike	A	3		
7	Hotel	A	3		
8	Lima	B	3		
9	Foxtrot	C	3		
10	Bravo	C	3		
11	Papa	C	4		
12	Delta	C	4		
13	Juliet	D	3		

The MDE expects to grant approximately (b)(4) seats. The number of collaboratives funded will depend on the number of collaboratives that apply and how many children they propose to serve. Collaboratives may not propose to serve more than 200 children.

Projected Funding Sources for Collaborative Program Sustainability



Preschool collaboratives are planning to use a variety of funding sources to sustain their programs beyond the grant period. While 79% (31 of 39) collaboratives indicated that federal funds would be used for sustainability, 59% (23 of 39) also included local funds in their plans. Head Start funds, private funds, and state funds were also included in sustainability plans submitted by a smaller percentage of the collaboratives.

Collaborative/District Name	Students to be Served	Literacy Target School in District	POTENTIAL FUNDING SOURCES				
			Head Start	Title Funds	Local Funds	State Funds	Private Funds
Canton Public School District	200	x	(b)(4)	x	(b)(4)		
Claiborne County School District	87			x			
Clarksdale School District	70	x		x			
Cleveland School District	128	x		x			
Columbia School District	40			x			
Forest Municipal School District	40			x			
Greene County School District	120	x					
Greenwood Public School District	160	x		x			
PreK4Ward/Gulfport/Harrison School District	200						
Hancock County School District	100			x			
Hazlehurst City School District	60	x		x			
Holmes County School District	50	x		x			
Humphreys County School District	36						
Itawamba County School District	40			x			
Jackson Public School District	200	x		x			
Lamar County School District	174						
Leake County School District	80			x			
Lumberton Public School District	20			x			
Marshall County School District	20	x		x			
Meridian Public School District	80	x		x			
Moss Point School District	120		x				
Nettleton School District	20						
North Panola Schools	34	x					

Collaborative/District Name	Students to be Served	Literacy Target School in District	POTENTIAL FUNDING SOURCES				
			Head Start	Title Funds	Local Funds	State Funds	Private Funds
Ocean Springs School District	200		(b)(4)	x	(b)(4)		
Okolona Separate School District	20	x		x			
Perry County School District	30	x		x			
Picayune School District	60			x			
Pontotoc County School District	100						
Poplarville Separate School District	40			x			
Quitman County School District	25			x			
Quitman School District	20			x			
Simpson County School District	92						
South Panola School District	40			x			
South Pike School District	60	x		x			
Starkville School District Consolidated	80			x			
Sunflower County School District	200	x		x			
Vicksburg Warren School District	160	x		x			
Wayne County School District	80			x			
Yazoo City Municipal School District	80	x		x			
		Literacy Target School in District		Title Funds			
Percentages	(b)(4)			79%			
Totals				31			

PROJECTED PRESCHOOL COLLABORATIVE MEMBERSHIP

PRESCHOOL COLLABORATIVE	Students Proposed	# LEA	Students @ LEA	# Head Start	Students @ HeadStart	# Private Providers	Students @ Private Providers	# Non Profit	Students @ NonProfit
CANTON PUBLIC SCHOOL DIST *	(b)(4)								
CLAIBORNE CO SCHOOL DIST									
CLARKSDALE MUNICIPAL SCHOOL DIST									
CLEVELAND SCHOOL DIST									
COLUMBIA SCHOOL DISTRICT									
FOREST MUNICIPAL SCHOOL DIST									
GREENE COUNTY SCHOOL DISTRICT									
GREENWOOD PUBLIC SCHOOL DISTRICT									
PREK4WARD/GULFPORT/HARRISON SCHOOL DIST									
HANCOCK CO SCHOOL DIST *									
HAZLEHURST CITY SCHOOL DISTRICT									
HOLMES CO SCHOOL DIST									
HUMPHREYS CO SCHOOL DIST									
ITAWAMBA CO SCHOOL DIST									
JACKSON PUBLIC SCHOOL DIST									
LAMAR COUNTY SCHOOL DISTRICT									
LEAKE CO SCHOOL DIST									
LUMBERTON PUBLIC SCHOOL DISTRICT									
MARSHALL CO SCHOOL DIST									
MERIDIAN PUBLIC SCHOOL DIST									
MOSS POINT SEPARATE SCHOOL DIST									
NETTLETON SCHOOL DIST									
NORTH PANOLA SCHOOLS									

*non-profit runs the private provider(s)

PR/Award # S419A15008

PROJECTED PRESCHOOL COLLABORATIVE MEMBERSHIP

PRESCHOOL COLLABORATIVE	Students Proposed	# LEA	Students @ LEA	# Head Start	Students @ HeadStart	# Private Providers	Students @ Private Providers	# Non Profit	Students @ NonProfit									
OCEAN SPRINGS SCHOOL DIST	(b)(4)																	
OKOLONA SEPARATE SCHOOL DIST																		
PERRY CO SCHOOL DIST																		
PICAYUNE SCHOOL DIST																		
PONTOTOC CO SCHOOL DIST																		
POPLARVILLE SEPARATE SCHOOL DIST																		
QUITMAN CO SCHOOL DIST																		
QUITMAN SCHOOL DIST																		
SIMPSON CO SCHOOL DIST																		
SOUTH PANOLA SCHOOL DISTRICT																		
SOUTH PIKE SCHOOL DIST																		
STARKVILLE / OKTIBBEHA SCHOOL DISTRICT																		
SUNFLOWER CO SCHOOL DIST																		
VICKSBURG WARREN SCHOOL DIST																		
WAYNE CO SCHOOL DIST																		
YAZOO CITY MUNICIPAL SCHOOL DIST																		
TOTAL NUMBERS																		
PERCENTAGE OF PARTNERS																		
PERCENTAGE OF STUDENTS																		

*non-profit runs the private provider(s)

PR/Award # S419A15008

Goals of the State Early Childhood Advisory Council of Mississippi (SECAC)

Goal 1: Improve & Expand Use of Standards

- Improve and expand use of statewide EC standards that are aligned with K-3 standards and serve as the basis for all EC programs in Mississippi.

Goal 2: Revise & Expand Use of a Quality Rating System

- Revise and expand use of state's Quality Rating System at scale to provide centers the assistance they need to promote quality improvements statewide and improve access to quality EC programs for high-needs children.

Goal 3: Promote High Quality Professional Development & Workforce Development

- Promote consistent and high-quality professional development opportunities for all Mississippi EC educators to assist with career planning and improve instruction for EC programs.

Goal 4: Increase the use of a High Quality Kindergarten Readiness Assessment

- Improve knowledge among early elementary teachers, EC programs, parents and policy-makers on the implications for child outcomes on the statewide kindergarten assessment.

Goal 5: Improve Stakeholder Engagement and Community Partnerships

- Integrate family and community engagement, parenting support and community partnerships throughout the EC system.

Goal 6: Build an Early Childhood Data System

- Build a robust EC data system that will collect key data to help inform decisions and support continuous improvement of Mississippi's EC system.

**Mississippi's Preschool Development Grant Application
Acronyms and Definitions**

Acronym	Full Term
B-K	Birth to Kindergarten
CAY	Center for the Advancement of Youth
CCDBG	Child Care and Development Block Grant
CDA	Child Development Associate
CELAS	Comprehensive Early Learning Assessment System
CLASS	Classroom Assessment Scoring System
ECERS	Early Childhood Environmental Rating Scale
DECCD	Division of Early Childhood Care & Development, Mississippi Department of Human Services
ELC	Early Learning Collaborative
ELCA	Early Learning Collaborative Act of 2013
ELLCO	Early Language and Literacy Classroom Observation
ELS	Early Learning Standards
ELS4	Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
ID10	10-digit unique identification number
IDEA	Individuals with Disabilities Education Act
LBPA	Literacy-Based Promotion Act of 2013
MDE	Mississippi Department of Education
MDHS	Mississippi Department of Human Services
MECC	Mississippi Early Childhood Conference
MKAS ²	Mississippi K-3 Assessment Support System
MOU	Memorandum of Understanding
MSDH	Mississippi State Department of Health
nSPARC	National Strategic Planning & Analysis Research Center, Mississippi State University
NIEER	National Institute for Early Education Research
OECE	Office of Early Childhood Education, Mississippi Department of Education

Acronym	Full Term
OEEK-5	Office of Elementary Education (K-5), Mississippi Department of Education
OFP	Office of Federal Programs, Mississippi Department of Education
OMB	Office of Management and Budget, United States Government
OPD	Office of Professional Development, Mississippi Department of Education
OSE	Office of Special Education, Mississippi Department of Education
PDG	Preschool Development Grant
PLC	Professional Learning Community
QRIS	Mississippi Quality Rating Improvement System
RFC	Request for Consideration
RFP	Request for Proposals
SECAC	State Early Childhood Advisory Council
SLDS	Statewide Longitudinal Data System
SSN	Social Security Number

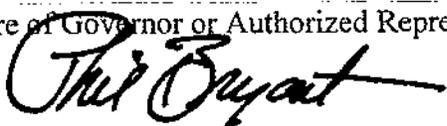
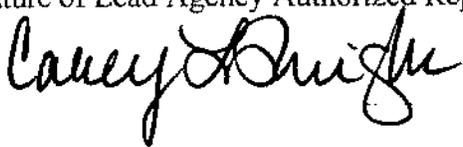
Copy this form as a separate word document and save as a PDF document and then upload to Grants.gov under Part 5: Other Attachments Form Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-I.L.L., "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Phil Bryant	
Signature: 	Date: 10-14-14

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419A)

Legal Name of Applicant (Office of the Governor): Governor Phil Bryant	Applicant's Mailing Address: P.O. Box 139 Jackson, MS 39205
Employer Identification Number: 64-6000766	Organizational DUNS: 809399678:
Lead Agency: Mississippi Dept. of Education Contact Name: Nathan Oakley <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 601-359-2586 Lead Agency Contact Email Address: <u>noakley@mde.k12.ms.us</u>
Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i>	
To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Governor or Authorized Representative of the Governor (Printed Name): Phil Bryant	Telephone: 601-359-3150
Signature of Governor or Authorized Representative of the Governor: 	Date: 10-14-14
Lead Agency Authorized Representative (Printed Name): Carey Wright	Agency Name: Mississippi Dept. of Education
Signature of Lead Agency Authorized Representative: 	Date: 10/10/14

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

YEAR-1 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
1. Personnel: Goal 5 Action 3, Goal 11 Action 1		\$. 514,583
Salary for 15 Early Childhood Coaches (job-embedded instructional support) (June 2015 - September 2015) @ \$55,000 / year: These 100% FTE individuals will provide individual coaching and mentoring for early childhood educators within the collaboratives, as well as small group professional development, modeling, and technical assistance.	\$. 275,000	
Salary - Policy and Communications Coordinator (March 2015 - September 2015) @ \$65,000 / year: This 100% FTE person will create and implement policy for the Office, including helping determine the implications of state laws and managing the Early Childhood Education Task Force. He/she will develop communications materials to explain policy and grant specifications; coordinate and create publications related to early childhood such as a monthly newsletter; and revise and update the early childhood webpage, including posting collaborative and state accomplishments and resources.	\$ 37,917	
Salary - Monitoring and Evaluation Coordinator (March 2015 - September 2015) @ \$65,000 / year: This 100% FTE person will lead program monitoring and evaluation of collaboratives and their partners, including the staff of program monitors. Together this person and his/her staff of monitors will conduct the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. He/she will use data from program monitoring and the Statewide Longitudinal Data System (SLDS) as needed and will interface with the staff at the data clearinghouse for the SLDS for data requests.	\$ 37,917	
Salary - Fiscal Manager (March 2015 - September 2015) @ \$65,000 / year: This 100% FTE person will manage the financial aspects of the grant, including compliance, accountability, and subgrants. He/she will manage contracts, meeting logistics, budget requests and modifications, reimbursements, and invoices.	\$ 37,917	
Salary - Family Engagement Coordinator (March 2015 - September 2015) @ \$65,000 / year: This 100% FTE person will provide technical assistance to collaboratives specifically related to family engagement. This assistance will include supporting collaboratives as they meet the requirements in the MDE Guidelines for family engagement and facilitating alignment of local resources birth to third grade for families.	\$ 37,917	
Salary - Early Childhood Coordinator (February 2015 - September 2015) @ \$70,000 / year: This 100% FTE person will oversee the regional preK coaches, coordinate professional development and training for the coaches, and work collaboratively with lead partners to ensure all the technical assistance needs of the collaboratives are met.	\$ 46,667	
Salary for 3 Program Accountability Monitors (July 2015 - September 2015) @ \$55,000 / year: A Program Accountability Monitor will monitor the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. MDE plans to hire a team of 3 100% FTE Program Monitors.	\$ 141,350	
2. Fringe Benefits: 33.75% of salary costs for all positions described above (7.65% Social Security, 15.75% retirement, plus workers' compensation and health insurance): Goal 5 Action 3, Goal 11 Action 1		\$. 173,672
Fringe for 15 Early Childhood Coaches (job-embedded instructional support) (June 2015 - September 2015)	\$ 92,813	
Fringe - Policy and Communications (Seven months: March 2015 - September 2015)	\$ 12,797	

YEAR-1 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
Fringe - Monitoring and Evaluation Coordinator (March 2015 - September 2015)	\$ 12,797	
Fringe - Fiscal Manager (March 2015 - September 2015)	\$ 12,797	
Fringe - Family Engagement Coordinator (March 2015 - September 2015)	\$ 12,797	
Fringe - Early Childhood Coordinator (February 2015 - September 2015)	\$ 15,750	
Fringe for 3 Program Accountability Monitors (July 2015 - September 2015)	\$ 13,922	
3. Travel		\$ 447,460
Task Force Lodging (6 nights @ \$150 * 15 people): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 13,500	
Task Force Meals Related to Travel (6 days @ \$41 * 15 people): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 3,690	
Task Force Mileage (6 trips @ 200 miles @ \$.56/mile * 15 people): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 10,080	
Early Childhood Personnel Lodging (monitoring, training, technical assistance): (30 nights @ \$120 * 19 people): Goal 5 Action 3, Goal 11 Action 1	\$ 68,400	
Early Childhood Personnel Meals Related to Travel (monitoring, training, technical assistance): (30 days @ \$41 * 19 people): Goal 5 Action 3, Goal 11 Action 1	\$ 23,370	
Early Childhood Personnel Mileage (monitoring, training, technical assistance) (40 trips @ 100 miles @ \$.56/mile * 15 people) + (30 trips @ 150 miles @ \$.56/mile * 15 people): Goal 5 Action 3	\$ 71,400	
Teacher Summer Institute Lodging (16 nights @ \$150 * 60 people): Goal 3 Action 4	\$ 144,000	
Teacher Summer Institute Meals Related to Travel (20 days @ \$41 * 75 people): Goal 3 Action 4	\$ 61,500	
Teacher Summer Institute Mileage (4 trips @ 200 miles @ \$0.56/mile * 40 vehicles) + (20 trips @ 100 miles * \$0.56/mile * 30 vehicles): Goal 3 Action 4	\$ 51,520	
4. Equipment		\$ 381,550
(23) Laptop/Desktop Computers for Early Childhood Personnel (monitoring, training, technical assistance) (23 @ \$1500): Goal 5 Action 3, Goal 11 Action 1	\$ 34,500	
(17) LCD Projectors for Early Childhood Personnel (17 @ \$350): Goal 5 Action 3, Goal 11 Action 1	\$ 5,950	
(18) Portable Printers for Early Childhood Personnel (18 @ \$250): Goal 5 Action 3, Goal 11 Action 1	\$ 4,500	
(840) tablet devices (1 for every 5 children) (84 @ \$400): Goal 12 Action 1	\$ 336,600	
5. Supplies		\$ 40,000
Early Childhood Coach Supplies for 15 Coaches (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): (15 Coaches @ \$1,300, based on prior coaching materials purchases): Goal 5 Action 3	\$ 19,500	

YEAR-1 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
Professional Development Supplies (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 3, Goal 11 Action 1	\$ 5,000	
Parent Engagement Meeting Supplies (books, printed materials, office supplies for at-home activities): Goal 13	\$ 13,000	
Teacher Summer Institute Supplies for 125 Teachers (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 3 Action 4	\$ 15,000	
6.. Contractual		\$ 571,284
External Expertise for Task Force (Policy Development, Credentialing, Literacy Exam, EHL Program Review) (3 people * 6 days @ 1,000/day): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 18,000	
T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood (early childhood education scholarship program) (20 people @ \$6,066 estimated cost): Goal 8 Action 1	\$ 125,000	
Professional Development (multiple facilities, CEU processing, registration, equipment rental). (\$2,750/day * 10 days): Goal 5	\$ 27,500	
4-Week Teacher Summer Institutes (multiple facilities, CEU processing, registration, equipment rental) (\$2,750/day * 2 sites * 20 days): Goal 3 Action 4	\$ 110,000	
Printing - 4-Week Teacher Summer Institute Materials (\$120 per person, based on prior materials costs): Goal 3 Action 4	\$ 16,800	
Trainers for Teacher Summer Institute (2 trainers * 20 days @ \$750/day): Goal 3 Action 4	\$ 30,000	
Contractual Training for Professional Development Sessions for Early Childhood Teachers and Administrators (100 days @ \$750/day): Goal 5	\$ 75,000	
Development of Teacher Summer Institute Materials (4 people * 30 days @ \$750/day): Goal 3 Action 4	\$ 90,000	
Kindergarten Readiness Assessment, Universal Screener, and Diagnostic Assessment (5,466 students @ \$14.45 each): MDE will develop and open a Request for Proposals (RFP) process to select the remaining components of a Comprehensive Early Learning Assessment System: Goal 12	\$ 78,984	
7. Training Stipends		\$ 250,781
125 Preschool Teacher Stipends for 4-Week Teacher Summer Institute (125 people @ \$75/day + 33.75% fringe): Goal 3 Action 3	\$ 250,781	
8.. Other		\$ 2,008,832
100% Salary/Fringe Differential for Head Start and Private Providers (SY2015-2016) (100% of 92 @ \$10,000 + 19 @ \$15,500 + 82 @ \$1,000 + 19 @ \$2,000 + all @ 33.75% fringe): funding will not pay full salaries, but will address the differential in pay across providers. Goal 9 Action 1	\$ 1,884,734	
(33) National Board for Professional Teaching Standards Initial Certification (33 @ \$1,900): Goal 6 Action 4	\$ 62,700	
Comprehensive Early Learning Assessment System (3366 students @ \$3 + 169 class child measurement kits @ \$1,000 + \$33,000 quality classroom measures training): Goal 10 Action 1	\$ 301,398	
External Grant Evaluation	\$ 60,000	

YEAR-1 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
YEAR-1 TOTAL DIRECT COST	\$ 4,388,162	\$ 4,388,162
YEAR-1 TOTAL INDIRECT COST	\$ 88,315	
YEAR-1 TOTAL DIRECT + INDIRECT COST	\$ 4,476,477	
SUBGRANTS (70%): Collaboratives will deliver high-quality programs from day 1, and will meet the requirements to be set forth in the MOU and Scope of Work: Outcome 1, Outcome 2, Outcome 3, Outcome 4	\$ 10,498,523	
USDE TRAINING SET-ASIDE	\$ 25,000	
TOTAL YEAR-1 BUDGET	\$ 15,000,000	
<p>The state will follow state purchasing laws set forth in Miss. Code Ann. 37-7-1 et. al., and procurement procedures detailed under 34 CFR Part 80.36.</p>		

YEAR-2 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
1. Personnel: Goal 5 Action 3, Goal 11 Action 1		\$ 1,320,000
Salary for 15 Early Childhood Coaches (job-embedded instructional support) @ \$55,000 / year: These 100% FTE individuals will provide individual coaching and mentoring for early childhood educators within the collaboratives, as well as small group professional development, modeling, and technical assistance.	\$ 825,000	
Salary - Policy and Communications Coordinator @ \$65,000 / year: This 100% FTE person will create and implement policy for the Office, including helping determine the implications of state laws and managing the Early Childhood Education Task Force. He/she will develop communications materials to explain policy and grant specifications; coordinate and create publications related to early childhood such as a monthly newsletter; and revise and update the early childhood webpage, including posting collaborative and state accomplishments and resources.	\$ 65,000	
Salary - Monitoring and Evaluation Coordinator @ \$65,000 / year: This 100% FTE person will lead program monitoring and evaluation of collaboratives and their partners, including the staff of program monitors. Together this person and his/her staff of monitors will conduct the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. He/she will use data from program monitoring and the Statewide Longitudinal Data System (SLDS) as needed and will interface with the staff at the data clearinghouse for the SLDS for data requests.	\$ 65,000	
Salary - Fiscal Manager @ \$65,000 / year: This 100% FTE person will manage the financial aspects of the grant, including compliance, accountability, and subgrants. He/she will manage contracts, meeting logistics, budget requests and modifications, reimbursements, and invoices.	\$ 65,000	
Salary - Family Engagement Coordinator @ \$65,000 / year: This 100% FTE person will provide technical assistance to collaboratives specifically related to family engagement. This assistance will include supporting collaboratives as they meet the requirements in the MDE Guidelines for family engagement and facilitating alignment of local resources birth to third grade for families.	\$ 65,000	
Salary - Early Childhood Coordinator @ \$70,000 / year: This 100% FTE person will oversee the regional preK coaches, coordinate professional development and training for the coaches, and work collaboratively with lead partners to ensure all the technical assistance needs of the collaboratives are met.	\$ 70,000	
Salary for 3 Program Accountability Monitors @ \$55,000 / year: A Program Accountability Monitor will monitor the assessments for the selected Measure of Environmental Quality and Measure of Adult Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. MDE plans to hire a team of 3 100% FTE Program Monitors.	\$ 165,000	
2. Fringe Benefits: 33.75% of salary costs for all positions described above (7.65% Social Security, 15.75% retirement, plus workers' compensation and health insurance): Goal 5 Action 3, Goal 11 Action 1		\$ 445,500
Fringe for 15 Early Childhood Coaches (job embedded instructional support)	\$ 278,438	
Fringe - Policy and Communications	\$ 21,938	
Fringe - Monitoring and Evaluation Coordinator	\$ 21,938	

YEAR-2 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
Fringe - Fiscal Manager	\$ 21,938	
Fringe - Family Engagement Coordinator	\$ 21,938	
Fringe - Early Childhood Coordinator	\$ 23,625	
Fringe for 3 Program Accountability Monitors	\$ 55,688	
3.. Travel		\$ 453,315
Task Force Lodging (3 nights @ \$150 * 15 people): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 6,750	
Task Force Meals Related to Travel (3 days @ \$41 * 15 people): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 1,845	
Task Force Mileage (3 trips @ 200 miles @ \$.56/mile * 15 people): Goal 1 Action 1; Goal 4 Action 2; Goal 7 Action 1; Goal 10 Action 1	\$ 5,040	
Early Childhood Personnel Lodging (monitoring, training, technical assistance): (35 nights @ \$120 * 13 people): Goal 5 Action 3, Goal 11 Action 1	\$ 179,800	
Early Childhood Personnel Meals Related to Travel (monitoring, training, technical assistance): (40 days @ \$41 * 19 people): Goal 5 Action 3, Goal 11 Action 1	\$ 31,160	
Early Childhood Personnel Mileage (monitoring, training, technical assistance): (40 trips @ 100 miles @ \$.56/mile * 15 people) + (30 trips @ 150 miles @ \$.56/mile * 15 people): Goal 5 Action 3	\$ 95,760	
Teacher Summer Institute Lodging (16 nights @ \$150 * 60 people): Goal 3 Action 4	\$ 144,000	
Teacher Summer Institute Meals Related to Travel (20 days @ \$41 * 60 people): Goal 3 Action 4	\$ 49,200	
Teacher Summer Institute Mileage (4 trips @ 200 miles @ \$.56/mile * 40 vehicles) + (20 trips @ 65 miles @ \$.56/mile * 30 vehicles): Goal 3 Action 4	\$ 39,760	
4. Equipment		\$ 16,830
Equipment replacement (42 tablets @ \$400): Goal 12 Action 1	\$ 16,830	
5.. Supplies		\$ 40,000
Early Childhood Coach Supplies for 15 Coaches (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.) (15 Coaches @ \$1,000, based on prior coaching materials purchases): Goal 5 Action 3	\$ 15,000	
Professional Development Supplies (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 5, Goal 11 Action 1	\$ 15,000	
Parent Engagement Meeting Supplies (books, printed materials, office supplies for at-home activities): Goal 13	\$ 10,000	
Teacher Summer Institute Supplies for 125 Teachers (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 3 Action 4	\$ 10,000	

YEAR-2 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
6. Contractual		\$ 463,784
External Expertise for Task Force (Policy Development, Credentialing, Literacy Exam, LML Program Review) (3 people * 3 days @ 1,000/day): Goal 1 Action 1; Goal 4 Action 3; Goal 7 Action 1; Goal 10 Action 1	\$ 9,000	
T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood (early childhood education scholarship program). (25 people @ \$6,066 estimated cost): Goal 8 Action 1	\$ 125,000	
Professional Development (multiple facilities, CEU processing, registration, equipment rental). (28 days @ \$2500/day): Goal 5	\$ 70,000	
4-Week Teacher Summer Institutes (multiple facilities, CEU processing, registration, equipment rental) (\$2,750/day * 2 sites * 20 days): Goal 3 Action 4	\$ 110,000	
Printing - 4-Week Teacher Summer Institute Materials (\$120 per person, based on prior materials costs): Goal 3 Action 4	\$ 16,800	
Trainers for Teacher Summer Institute (3 trainers * 20 days @ \$750/day): Goal 3 Action 4	\$ 30,000	
Contractual Training for Professional Development Sessions for Early Childhood Teachers and Administrators (20 days @ \$750/day): Goal 3	\$ 15,000	
Revision to Teacher Summer Institute Materials (4 people * 3 days @ \$750/day): Goal 3 Action 4	\$ 9,000	
Kindergarten Readiness Assessment, Universal Screener, and Diagnostic Assessment (5,466 students @ \$14.45 each): MDE will develop and open a Request for Proposals (RFP) process to select the remaining components of a Comprehensive Early Learning Assessment System: Goal 12	\$ 78,984	
7. Training Stipends		\$ 200,625
100 Preschool Teacher Stipends for 4-Week Teacher Summer Institute (100 people @ \$75/day + 33.75% fringe): Goal 3 Action 3	\$ 200,625	
8. Other		\$ 1,401,492
75% Salary/Fringe Differential for Head Start and Private Providers (SY2015-2016) (75% of 82 @ \$10,000 + 19 @ \$15,500 - 82 @ \$1,900 + 19 @ \$2,000 - a.l. + 33.75% fringe): Funding will not pay full salaries, but will address the differential in pay across providers. Goal 9 Action 1	\$ 1,263,551	
(5) National Board for Professional Teaching Standards Initial Certification (5 @ \$1,900): Goal 6 Action 4	\$ 9,500	
Comprehensive Early Learning Assessment System (3366 students @ \$3 + 35 class child measurement kits @ \$1,000 + \$23,000 quality classroom measures training): Goal 12 Action 1	\$ 68,441	
External Grant Evaluation	\$ 60,000	
YEAR-2 TOTAL DIRECT COST	\$ 4,341,546	\$ 4,341,546
YEAR-2 TOTAL INDIRECT COST	\$ 132,762	
YEAR-2 TOTAL DIRECT + INDIRECT COST	\$ 4,474,308	
SUBGRANTS (70%): Collaboratives will deliver high-quality programs from day 1, and will meet the requirements to be set forth in the MOU and Scope of Work: Outcome 1, Outcome 2, Outcome 3, Outcome 4	\$ 10,500,692	

YEAR-2 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
USDE TRAINING SET-ASIDE	\$ 25,000	
TOTAL YEAR-2 BUDGET	\$ 15,000,000	

The state will follow state purchasing laws set forth in Miss. Code Ann. 37-7-1 et. al., and procurement procedures detailed under 34 CFR Part 80.36.

YEAR-3 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
1. Personnel: Goal 5 Action 3, Goal 11 Action 1		\$ 1,320,000
Salary for 15 Early Childhood Coaches (job-embedded instructional support) @ \$55,000 / year: These 100% FTE individuals will provide individual coaching and mentoring for early childhood educators within the collaboratives, as well as small group professional development, modeling, and technical assistance.	\$ 825,000	
Salary - Policy and Communications Coordinator @ \$65,000 / year: This 100% FTE person will create and implement policy for the Office, including helping determine the implications of state laws and managing the Early Childhood Education Task Force. He/she will develop communications materials to explain policy and grant specifications; coordinate and create publications related to early childhood such as a monthly newsletter; and revise and update the early childhood webpage, including posting collaborative and state accomplishments and resources.	\$ 65,000	
Salary - Monitoring and Evaluation Coordinator @ \$65,000 / year: This 100% FTE person will lead program monitoring and evaluation of collaboratives and their partners, including the staff of program monitors. Together this person and his/her staff of monitors will conduct the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. He/she will use data from program monitoring and the Statewide Longitudinal Data System (SLDS) as needed and will interface with the staff at the data clearinghouse for the SLDS for data requests.	\$ 65,000	
Salary - Fiscal Manager @ \$65,000 / year: This 100% FTE person will manage the financial aspects of the grant, including compliance, accountability, and subgrants. He/she will manage contracts, meeting logistics, budget requests and modifications, reimbursements, and invoices.	\$ 65,000	
Salary - Family Engagement Coordinator @ \$65,000 / year: This 100% FTE person will provide technical assistance to collaboratives specifically related to family engagement. This assistance will include supporting collaboratives as they meet the requirements in the MDE Guidelines for family engagement and facilitating alignment of local resources birth to third grade for families.	\$ 65,000	
Salary - Early Childhood Coordinator @ \$70,000 / year: This 100% FTE person will oversee the regional preK coaches, coordinate professional development and training for the coaches, and work collaboratively with lead partners to ensure all the technical assistance needs of the collaboratives are met.	\$ 70,000	
Salary for 3 Program Accountability Monitors @ \$55,000 / year: A Program Accountability Monitor will monitor the assessments for the selected Measure of Environmental Quality and Measure of Adult Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. MDE plans to hire a team of 3 100% FTE Program Monitors.	\$ 165,000	
2. Fringe Benefits: 33.75% of salary costs for all positions described above (7.65% Social Security, 15.75% retirement, plus workers' compensation and health insurance): Goal 5 Action 3, Goal 11 Action 1		\$ 445,500
Fringe for 15 Early Childhood Coaches (job embedded instructional support)	\$ 278,438	
Fringe - Policy and Communications	\$ 21,938	
Fringe - Monitoring and Evaluation Coordinator	\$ 21,938	

YEAR-3 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
Fringe - Fiscal Manager	\$ 21,938	
Fringe - Family Engagement Coordinator	\$ 21,938	
Fringe - Early Childhood Coordinator	\$ 23,625	
Fringe For 3 Program Accountability Monitors	\$ 55,688	
3. Travel		\$ 694,966
Early Childhood Personnel Lodging (monitoring, training, technical assistance): (75 nights @ \$120 * 19 people): Goal 5 Action 3, Goal 11 Action 1	\$ 171,000	
Early Childhood Personnel Meals Related to Travel (monitoring, training, technical assistance) (62 days @ \$41 * 23 people): Goal 5 Action 3, Goal 11 Action 1	\$ 58,466	
Early Childhood Personnel Mileage (monitoring, training, technical assistance) (135 trips @ 100 miles @ \$.56/mile * 23 people) + (75 trips @ 200 miles @ \$.56/mile * 23 people): Goal 5 Action 3	\$ 367,080	
Teacher Summer Institute Lodging (16 nights @ \$150 * 23 people): Goal 3 Action 4	\$ 60,000	
Teacher Summer Institute Meals Related to Travel (20 days @ \$41 * 25 people): Goal 3 Action 4	\$ 20,500	
Teacher Summer Institute Mileage (4 trips @ 200 miles @ \$0.56/mile * 15 vehicles) + (20 trips @ 100 miles * \$0.56/mile * 10 vehicles): Goal 3 Action 4	\$ 17,900	
4. Equipment		\$ 37,860
(2) Replacement Laptop/Desktop Computer (2 @ \$1,900): Goal 5 Action 3, Goal 11 Action 1	\$ 3,800	
(2) Replacement LCD Projector (2 @ \$350): Goal 5 Action 3, Goal 11 Action 1	\$ 700	
(2) Replacement Portable Printer (2 @ \$250): Goal 5 Action 3, Goal 11 Action 1	\$ 500	
Equipment replacement (42 tablets @ \$400): Goal 12 Action 1	\$ 33,660	
5. Supplies		\$ 36,500
Early Childhood Coach Supplies for 15 Coaches (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.) (15 Coaches @ \$1,000, based on prior coaching materials purchases): Goal 5 Action 3	\$ 15,000	
Professional Development Supplies (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 5, Goal 11 Action 1	\$ 15,000	
Parent Engagement Meeting Supplies (books, printed materials, office supplies for at-home activities): Goal 13	\$ 15,000	
Teacher Summer Institute Supplies for 23 Teachers (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 3 Action 4	\$ 1,500	

YEAR-3 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
6. Contractual		\$ 767,964
T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood (early childhood education scholarship program) (20 people @ \$6,066 estimated cost): Goal 8 Action 1	\$ 125,000	
Professional Development (multiple facilities, CEU processing, registration, equipment rental) (\$2,750/day * 4 sites * 10 days): Goal 5	\$ 110,000	
4-Week Teacher Summer Institutes (multiple facilities, CEU processing, registration, equipment rental) (20 days @ \$1,300/day): Goal 3 Action 4	\$ 26,000	
Printing - 4-Week Teacher Summer Institute Materials: Goal 3 Action 4	\$ 1,980	
Trainers for Teacher Summer Institute (20 days @ \$750): Goal 3 Action 4	\$ 15,000	
Contractual Training for Professional Development Sessions for Early Childhood Teachers and Administrators (540 days @ \$750/day): Goal 5	\$ 405,000	
Revision to Teacher Summer Institute Materials (4 people * 2 days @ \$750/day): Goal 3 Action 4	\$ 6,000	
Kindergarten Readiness Assessment, Universal Screener, and Diagnostic Assessment (5,466 students @ \$14.45 each): MDE will develop and open a Request for Proposals (RFP) process to select the remaining components of a Comprehensive Early Learning Assessment System: Goal 12	\$ 78,984	
7. Training Stipends		\$ 50,156
(25) Preschool Teacher Stipends for 4-Week Teacher Summer Institute (25 people @ \$75/day + 33.75% fringe): Goal 8 Action 3	\$ 50,156	
8. Other		\$ 980,308
50% Salary/fringe differential for Head Start and Private Providers (SY2015-2016). (50% of 80 @ \$10,000 + 19 @ \$15,500 - 82 @ \$1,000 + 19 @ \$2,000 - all + 33.75% fringe): Funding will not pay full salaries, but will address the differential in pay across providers. Goal 9 Action 1	\$ 842,367	
(5) National Board for Professional Teaching Standards Initial Certification (5 @ \$1,900): Goal 6 Action 4	\$ 9,500	
Comprehensive Early Learning Assessment System (3366 students @ \$31.35 class child measurement kits @ \$1,000 + \$23,000 quality classroom measures training): Goal 12 Action 1	\$ 68,441	
External Grant Evaluation	\$ 60,000	
YEAR-3 TOTAL DIRECT COST	\$ 4,333,254	\$ 4,333,254
YEAR-3 TOTAL INDIRECT COST	\$ 141,106	\$ 141,106
YEAR-3 TOTAL DIRECT + INDIRECT COST	\$ 4,474,360	\$ 4,474,360
SUBGRANTS (70%): Collaboratives will deliver high-quality programs from day 1, and will meet the requirements to be set forth in the MOU and Scope of Work: Outcome 1, Outcome 2, Outcome 3, Outcome 4	\$ 10,500,640	\$ 10,500,640
USDE TRAINING SET-ASIDE	\$ 25,000	

YEAR-3 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
TOTAL YEAR-3 BUDGET	\$ 15,000,000	\$ 15,000,000
<p>The state will follow state purchasing laws set forth in Miss. Code Ann. 37-7-1, et. al., and procurement procedures detailed under 34 CFR Part 80.36.</p>		

YEAR-4 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
1. Personnel: Goal 5 Action 3, Goal 11 Action 1		\$ 1,320,000
Salary for 15 Early Childhood Coaches (job-embedded instructional support). @ \$55,000 / year: These 100% FTE individuals will provide individual coaching and mentoring for early childhood educators within the collaboratives, as well as small group professional development, modeling, and technical assistance.	\$ 825,000	
Salary - Policy and Communications Coordinator @ \$65,000 / year: This 100% FTE person will create and implement policy for the Office, including helping determine the implications of state laws and managing the Early Childhood Education Task Force. He/she will develop communications materials to explain policy and grant specifications; coordinate and create publications related to early childhood such as a monthly newsletter; and revise and update the early childhood webpage, including posting collaborative and state accomplishments and resources.	\$ 65,000	
Salary - Monitoring and Evaluation Coordinator @ \$65,000 / year: This 100% FTE person will lead program monitoring and evaluation of collaboratives and their partners, including the staff of program monitors. Together this person and his/her staff of monitors will conduct the assessments for the selected Measure of Environmental Quality and Measure of Adult-Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. He/she will use data from program monitoring and the Statewide Longitudinal Data System (SLDS) as needed and will interface with the staff at the data clearinghouse for the SLDS for data requests.	\$ 65,000	
Salary - Fiscal Manager @ \$65,000 / year: This 100% FTE person will manage the financial aspects of the grant, including compliance, accountability, and subgrants. He/she will manage contracts, meeting logistics, budget requests and modifications, reimbursements, and invoices.	\$ 65,000	
Salary - Family Engagement Coordinator @ \$65,000 / year: This 100% FTE person will provide technical assistance to collaboratives specifically related to family engagement. This assistance will include supporting collaboratives as they meet the requirements in the MDE Guidelines for family engagement and facilitating alignment of local resources birth to third grade for families.	\$ 65,000	
Salary - Early Childhood Coordinator @ \$70,000 / year: This 100% FTE person will oversee the regional preK coaches, coordinate professional development and training for the coaches, and work collaboratively with lead partners to ensure all the technical assistance needs of the collaboratives are met.	\$ 70,000	
Salary for 3 Program Accountability Monitors @ \$55,000 / year: A Program Accountability Monitor will monitor the assessments for the selected Measure of Environmental Quality and Measure of Adult Child Interaction, complete site visits using the monitoring tool, and analyze results to create and implement action plans for individualized program goals or corrective action plans. MDE plans to hire a team of 3 100% FTE Program Monitors.	\$ 165,000	
2. Fringe Benefits: 33.75% of salary costs for all positions described above (7.65% Social Security, 15.75% retirement, plus workers' compensation and health insurance): Goal 5 Action 3, Goal 11 Action 1		\$ 445,500
Fringe for 15 Early Childhood Coaches (job embedded instructional support)	\$ 278,438	
Fringe - Policy and Communications	\$ 21,938	
Fringe - Monitoring and Evaluation Coordinator	\$ 21,938	

YEAR-4 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
Fringe - Fiscal Manager	\$ 21,938	
Fringe - Family Engagement Coordinator	\$ 21,938	
Fringe - Early Childhood Coordinator	\$ 23,625	
Fringe for 3 Program Accountability Monitors	\$ 55,688	
3. Travel		\$ 693,080
Early Childhood Personnel Lodging (monitoring, training, technical assistance): (75 nights @ \$120 * 13 people): Goal 5 Action 3, Goal 11 Action 1	\$ 171,000	
Early Childhood Personnel Meals Related to Travel (monitoring, training, technical assistance) (60 days @ \$41 * 23 people): Goal 5 Action 3, Goal 11 Action 1	\$ 56,580	
Early Childhood Personnel Mileage (monitoring, training, technical assistance) (135 trips @ 100 miles @ \$.56/mile * 23 people) + (75 trips @ 200 miles @ \$.56/mile * 23 people): Goal 5 Action 3	\$ 367,080	
Teacher Summer Institute Lodging (16 nights @ \$150 * 23 people): Goal 3 Action 4	\$ 60,000	
Teacher Summer Institute Meals Related to Travel (20 days @ \$41 * 23 people): Goal 3 Action 4	\$ 20,500	
Teacher Summer Institute Mileage (4 trips @ 200 miles @ \$.56/mile * 15 vehicles) + (20 trips @ 100 miles * \$.56/mile * 10 vehicles): Goal 3 Action 4	\$ 17,980	
4. Equipment		\$ 37,860
(2) Replacement Laptop/Desktop Computer (2 @ \$1,500): Goal 5 Action 3, Goal 11 Action 1	\$ 3,000	
(2) Replacement LCD Projector (2 @ \$350): Goal 5 Action 3, Goal 11 Action 1	\$ 700	
(2) Replacement Portable Printer (2 @ \$250): Goal 5 Action 3, Goal 11 Action 1	\$ 500	
Equipment replacement (42 tablets @ \$400): Goal 12 Action 1	\$ 33,660	
5. Supplies		\$ 36,500
Early Childhood Coach Supplies for 15 Coaches (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): (15 Coaches @ \$1,000, based on prior coaching materials purchases): Goal 5 Action 3	\$ 15,000	
Professional Development Supplies (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 5, Goal 11 Action 1	\$ 5,000	
Parent Engagement Meeting Supplies (books, printed materials, office supplies for at-home activities): Goal 13	\$ 15,000	
Teacher Summer Institute Supplies for 23 Teachers (markers, chart paper, literacy / math manipulative sets, Post-it notes, file folders, pens, pencils, stapler, scissors, notepads, planners, rolling crates, etc.): Goal 3 Action 4	\$ 1,500	

YEAR-4 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
6. Contractual		\$ 1,182,964
T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood (early childhood education scholarship program) (20 people @ \$6,066 estimated cost): Goal 8 Action 1	\$ 125,000	
Professional Development (multiple facilities, CEU processing, registration, equipment rental) (\$2,750/day * 4 sites * 10 days): Goal 5	\$ 110,000	
4-Week Teacher Summer Institutes (multiple facilities, CEU processing, registration, equipment rental) (20 days @ \$1,300/day): Goal 3 Action 4	\$ 26,000	
Printing - 4-Week Teacher Summer Institute Materials: Goal 3 Action 4	\$ 1,980	
Trainers for Teacher Summer Institute (20 days @ \$750): Goal 3 Action 4	\$ 15,000	
Contractual Training for Professional Development Sessions for Early Childhood Teachers and Administrators (266 days @ \$750): Goal 5	\$ 200,000	
Contractual Technical Assistance Support and Services for Collaboratives (contractual staffing for SY2018-2019) (9 people * 137 days @ \$350/day): Goal 3 Action 3, Goal 11 Action 1	\$ 620,000	
Revision to Teacher Summer Institute Materials (4 people * 2 days @ \$750/day): Goal 3 Action 4	\$ 6,000	
Kindergarten Readiness Assessment, Universal Screener, and Diagnostic Assessment (5,466 students @ \$14.45 each): MDE will develop and open a Request for Proposals (RFP) process to select the remaining components of a Comprehensive Early Learning Assessment System: Goal 12	\$ 78,984	
7. Training Stipends		\$ 50,156
(25) Preschool Teacher Stipends for 4-Week Teacher Summer Institute (25 people @ \$75/day + 33.75% fringe): Goal 8 Action 3	\$ 50,156	
8. Other		\$ 555,993
25% Salary/Fringe Differential for Head Start and Private Providers (SY2015-2016) (25% of 82 @ \$10,000 + 19 @ \$15,500 - 82 @ \$1,000 + 19 @ \$2,000 - a.l + 33.75% fringe): Funding will not pay full salaries, but will address the differential in pay across providers. Goal 9 Action 1	\$ 421,184	
(5) National Board for Professional Teaching Standards Initial Certification (5 @ \$1,900): Goal 6 Action 4	\$ 9,500	
Comprehensive Early Learning Assessment System (3366 students @ \$3 + 32 class child measurement kits @ \$1,000 + \$23,000 quality classroom measures training): Goal 12 Action 1	\$ 65,309	
External Grant Evaluation	\$ 60,000	
YEAR-4 TOTAL DIRECT COST	\$ 4,322,053	\$ 4,322,053
YEAR-4 TOTAL INDIRECT COST	\$ 154,562	\$ 154,562
YEAR-4 TOTAL DIRECT + INDIRECT COST	\$ 4,476,615	\$ 4,476,615
SUBGRANTS (70%): Collaboratives will deliver high-quality programs from day 1, and will meet the requirements to be set forth in the MOU and Scope of Work: Outcome 1, Outcome 2, Outcome 3, Outcome 4	\$ 10,498,385	\$ 10,498,385

YEAR-4 EXPENSES	LINE ITEM AMOUNT	CATEGORY TOTAL
USDE TRAINING SET-ASIDE	\$ 25,000	\$ 25,000
TOTAL AWARD	\$ 15,000,000	\$ 15,000,000

The state will follow state purchasing laws set forth in Miss. Code Ann. 37-7-1 et al., and procurement procedures detailed under 34 CFR Part 80.36.

SUBGRANTEE SAMPLE BUDGET: This is a sample of what a budget might look like for a collaborative of 200 students.	LINE ITEM AMOUNT	CATEGORY TOTAL	
(b)(4)			

SUBGRANTEE SAMPLE BUDGET: This is a sample of what a budget might look like for a collaborative of 200 students.	LINE ITEM AMOUNT	CATEGORY TOTAL	
(b)(4)			

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Mississippi Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Mississippi Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Nathan		Cakley	

Address:

Street1:	359 North West Street
Street2:	
City:	Jackson
County:	Hinds
State:	MS: Mississippi
Zip Code:	39201-1502
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
601 359 2586	601 359 2040

Email Address:

ncakley@ndc.k12.ms.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

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No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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