

Race to the Top



Application for initial funding
CFDA Number 84.412

EARLY LEARNING CHALLENGE

Appendix Attachments



submitted by:

State of Mississippi

To the reviewer: Due to the number of letters of support we have received, many documents and evidence are referenced in footnotes as hyperlinks throughout the document and will not be included in the appendices, in order to respect the recommended page limits for the appendix.

Reference	Attachment Title	Relevant Selection Criteria	Number of Pages for Attachment
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Selection A			
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A-2	Head Start Family and Community Engagement Framework	A(1)(d)	22
A-3	Mississippi Board for Community Colleges MOU	A(2), A(3), A(4), B(1), D(1), D(2), E(2)	6
A-4	Mississippi Department of Education MOU	A(2), A(3), A(4), B(1), B(2), B(3), B(4), B(5), C(3), C(4), D(1), D(2), E(1), E(2)	6
A-5	Mississippi Department of Human Services MOU	A(2), A(3), A(4), B(1), B(2), B(3), B(4), B(5), C(3), E(2)	6
A-6	Mississippi Institutions of Higher Learning MOU	A(2), A(3), A(4), B(1), D(1), D(2), E(2)	6
A-7	Mississippi State Department of Health MOU	A(2), A(3), A(4), B(1), B(2), B(3), B(4), B(5), C(3), D(1), E(2)	6
A-8	National Strategic Planning & Analysis Research Center at Mississippi State University MOU	A(2), A(3), A(4), B(1), B(2), D(2), E(1), E(2)	6

Reference	Attachment Title	Relevant Selection Criteria	Number of Pages for Attachment
A-9	Office of Governor MOU	A(1), A(2), A(3), A(4), B(1), B(2), B(3), B(4), B(5), C(1), C(2), C(3), C(4), D(1), D(2), E(1), E(2)	2
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A-12	LETTERS OF SUPPORT (95)	A(3)	81
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A-12b	<i>Businesses (2)</i>	A(3)	2
A-12c	<i>Elected Representatives (7)</i>	A(3)	7
A-12d	<i>Foundations(1)</i>	A(3)	1
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Selection B			
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State of Mississippi Workforce Efforts - 2013

A 2013 publication¹ ranked Mississippi among the top states with the greatest growth potential. That Mississippi has great potential is not new news. How the state tapped into and capitalized on its potential is news to many who are used to seeing Mississippi at the bottom of the barrel. Almost ten years ago, Mississippi recognized that in order to take full advantage of its economic potential it needed to transform its workforce system since people were its most valuable resource. The overall strategy was to identify, promote, and implement practices that operate on both the supply and demand side of the economy and reflect regional differences and needs. The state's commitment was clear: To improve the quality of life in Mississippi, it needed to focus on practices that its workforce needs while creating access to good jobs for workers across the state and local regions. To this end, the state set out to reform its fragmented and inefficient workforce system.

The legislature passed the "Mississippi Comprehensive Workforce Training and Education Consolidation Act of 2004" that aligned resources and structures to effectively and efficiently meet the demands of employers and job seekers. The act also created the State Workforce Investment Board (www.swib.ms.gov), with the objective of merging multiple boards into one. The act also provided the authority and blueprint to: (1) align missions and policies across agencies, (2) reduce duplications and streamline workforce activities, (3) direct and redirect workforce activities to maximize and leverage different funding streams toward meeting the demand for the jobs of the future, and (4) improve job skills while creating opportunities for accessing good jobs.

The state provided clear leadership to forge public-private partnerships. The Mississippi Economic Council developed "Blueprint Mississippi" the pathway to progress. The state also partnered with industry in conjunction with the Mississippi Manufacturers Association (MMA). The state created PriorityOne, an initiative that puts the main state economic development agency and all local economic development entities in direct contact with businesses across the state.

Mississippi created the Online Employment Services System (OESS) to allow job seekers and businesses to have access to services, training, and educational programs anywhere and anytime. The system also allows for aligning resources and programs within and across workforce and education sectors in the state. This system replaced siloed and independent systems with a single integrated one that is now being touted as a model for the country.

The state also recognized that what cannot be measured cannot be effectively managed and worked with the State Workforce Investment Board (SWIB) to create a performance-based workforce system. Specifically, the board was charged with creating a system that both tracks workforce training progress across agencies and funding streams and identifies best practices in the design, implementation, and delivery of workforce initiatives in the state and across local

¹ Rich States, Poor States, 6th Edition By Arthur B. Laffer, Stephen Moore and Jonathan Williams 2013 (<http://www.alec.org/publications/rich-states-poor-states/>)

regions. This was accomplished in four major steps. First, the board shifted the culture of workforce practices from program- to problem-oriented. Second, it created interagency trust to overcome the limitations of operating under “silos” designed to protect turf. Third, it developed common performance measures to gauge the extent to which workforce initiatives assisted in: (1) obtaining jobs, (2) retaining jobs, (3) improving jobs, and (4) meeting the demands of businesses. Fourth, the board created an infrastructure for interagency data sharing using the data warehouse model that has become fully integrated into LifeTracks.

The state recognizes that the realization and implementation of innovative ideas requires high caliber scientific and technical expertise. The state, in collaboration with Mississippi State University, created the National Strategic Planning and Analysis Research Center (nSPARC) to tap into scientific expertise for research, software development, data security and safety, data management and analysis, and strategic planning for program implementation.

In sum, the state has positioned itself to promote more and better jobs and to better manage limited resources while continuing to invest in human capital development. Prior to the recession, from 2004 to 2008, the state created more than 40,000 new jobs. As a result, the state was better able to weather the recession and, in fact, continues to attract high-performance jobs to the state. A prime example of how the reformed workforce system in Mississippi is pushing the state forward in a more competitive way is Yokohama, one of the most impressive economic development stories in the country that will provide more than 2,000 direct jobs in Mississippi over the next three years.

By: Senator(s) Wiggins, Tollison, Burton,
Butler (36th), Dawkins, Hale, Horhn, Jackson
(11th), Jordan, Montgomery, Stone

To: Education;
Appropriations

SENATE BILL NO. 2395
(As Sent to Governor)

1 AN ACT TO AUTHORIZE AND DIRECT THE STATE DEPARTMENT OF
2 EDUCATION TO IMPLEMENT A PREKINDERGARTEN PROGRAM IN THE STATE OF
3 MISSISSIPPI ON A PHASED-IN BASIS; TO AMEND SECTION 37-21-51,
4 MISSISSIPPI CODE OF 1972, TO TRANSFER THE DUTIES AND
5 RESPONSIBILITIES OF THE DEPARTMENT OF HUMAN SERVICES RELATIVE TO
6 THE "EARLY LEARNING COLLABORATIVE ACT" TO THE STATE DEPARTMENT OF
7 EDUCATION, TO REDESIGNATE THE PREKINDERGARTEN PROGRAM AS THE
8 "EARLY LEARNING COLLABORATIVE ACT OF 2013," TO COMMIT FUNDING OF
9 THE "EARLY LEARNING COLLABORATIVE ACT OF 2013" ON A PHASED-IN
10 BASIS; TO AMEND SECTION 37-21-53, MISSISSIPPI CODE OF 1972, TO
11 DESIGNATE THE STATE EARLY CHILDHOOD ADVISORY COUNCIL (SECAC) IN
12 THE OFFICE OF THE GOVERNOR TO ASSIST THE STATE DEPARTMENT OF
13 EDUCATION IN IMPLEMENTING THE "EARLY LEARNING COLLABORATIVE ACT OF
14 2013" PURSUANT TO FEDERAL LAW; TO AMEND SECTION 37-7-301,
15 MISSISSIPPI CODE OF 1972, TO AUTHORIZE LOCAL SCHOOL DISTRICTS TO
16 IMPLEMENT THE "EARLY LEARNING COLLABORATIVE ACT OF 2013"; TO AMEND
17 SECTIONS 37-21-3 AND 37-21-5, MISSISSIPPI CODE OF 1972, TO PROVIDE
18 QUALIFICATIONS FOR STATE OR FEDERAL FUNDED EARLY CHILDHOOD
19 EDUCATION PROGRAM PERSONNEL; TO PROVIDE FOR A STATE INCOME TAX
20 CREDIT FOR CONTRIBUTIONS TO QUALIFIED PREKINDERGARTEN PROGRAMS; TO
21 REPEAL SECTION 37-21-55, MISSISSIPPI CODE OF 1972, WHICH
22 ESTABLISHES THE EARLY CHILDHOOD SERVICES ADVISORY COMMITTEE; AND
23 FOR RELATED PURPOSES.

24 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

25 **SECTION 1.** Section 37-21-51, Mississippi Code of 1972, is
26 amended as follows:

27 37-21-51. (1) As used in * * * Section 37-21-51 * * *:



28 (a) "Preschool or prekindergarten children" means any
29 children who have not entered kindergarten but will have obtained
30 four (4) years of age on or before September 1 of a school year.

31 (b) An "early learning collaborative" is a district or
32 countywide council that writes and submits an application to
33 participate in the voluntary prekindergarten program. An early
34 learning collaborative is comprised, at a minimum, of a public
35 school district and/or a local Head Start affiliate if in
36 existence, private or parochial schools, or one or more licensed
37 child care centers. Agencies or other organizations that work
38 with young children and their families may also participate in the
39 collaborative to provide resources and coordination even if those
40 agencies or organizations are not prekindergarten providers.

41 (c) A "prekindergarten provider" is a public, private
42 or parochial school, licensed child care center or Head Start
43 center that serves prekindergarten children and participates in
44 the voluntary prekindergarten program.

45 (d) A "lead partner" is a public school district or
46 other nonprofit entity with the instructional expertise and
47 operational capacity to manage the early learning collaborative's
48 prekindergarten program as described in the collaborative's
49 approved application for funds. The lead partner serves as the
50 fiscal agent for the collaborative and shall disburse awarded
51 funds in accordance with the collaborative's approved application.
52 The lead partner must facilitate a professional learning community



53 for the teachers in the prekindergarten program and lead the
54 collaborative. The lead partner ensures that the collaborative
55 adopts and implements curriculum and assessments that align with
56 the comprehensive early learning standards. The public school
57 district shall be the lead partner if no other qualifying lead
58 partner is selected.

59 (e) "Comprehensive early learning standards" are
60 standards adopted by the State Board of Education that address the
61 highest level of fundamental domains of early learning to include,
62 but not be limited to, physical well-being and motor development,
63 social/emotional development, approaches toward learning, language
64 development and cognition and general knowledge. The
65 comprehensive early learning standards shall also include
66 standards for emergent literacy skills, including oral
67 communication, knowledge of print and letters, phonological and
68 phonemic awareness, and vocabulary and comprehension development.

69 (f) A "research-based curriculum" is an age-appropriate
70 curriculum that is based on the findings of current research and
71 has been found to be effective in improving student learning.

72 (2) To ensure that all children have access to quality early
73 childhood education and development services, the Legislature
74 finds and declares the following:

75 (a) Parents have the primary duty to educate their
76 young preschool children;



77 (b) The State of Mississippi can assist and educate
78 parents in their role as the primary caregivers and educators of
79 young preschool children; * * *

80 (c) There is a need to explore innovative approaches
81 and strategies for aiding parents and families in the education
82 and development of young preschool children * * *; and

83 (d) There exists a patchwork of prekindergarten
84 entities but no coordination of services and there needs to be a
85 coordination of these services.

86 (3) (a) This subsection shall be known and may be cited as
87 the "Early Learning Collaborative Act of * * * 2013."

88 (b) Effective with the 2013-2014 school year, the
89 Mississippi State Department of * * * Education shall * * *
90 establish a voluntary * * * prekindergarten program, which shall
91 be a collaboration among the entities providing prekindergarten
92 programs including Head Start, licensed child care facilities and
93 licensed public, parochial and private school prekindergarten
94 programs. This program shall be implemented no later than the
95 2014-2015 school year. Enrollment in the * * * prekindergarten
96 program shall be coordinated with the Head Start agencies in the
97 local areas and shall not be permitted to cause a reduction in
98 children served by the Head Start program. Under this program,
99 eligible entities may submit an application for funds to (i)
100 defray the cost of additional and/or more qualified teaching
101 staff, appropriate educational materials and equipment and to



102 improve the quality of educational experiences offered to
103 four-year-old children in * * * early care and education programs,
104 and/or to (ii) extend developmentally appropriate education
105 services at such * * * programs currently serving four-year-old
106 children to include practices of high quality instruction, and to
107 (iii) administer, implement, monitor and evaluate the programs,
108 and to (iv) defray the cost of professional development and
109 age-appropriate child assessment. * * *

110 (c) Subject to the availability of funds appropriated
111 therefor, the State Department of * * * Education shall * * *
112 administer the implementation, monitoring and evaluation of the
113 voluntary prekindergarten program, including awards and the
114 application process.

115 (i) The department shall establish a rigorous and
116 transparent application process for the awarding of funds. Lead
117 partners shall submit the applications on behalf of their early
118 learning collaborative.

119 (ii) The department will establish monitoring
120 policies and procedures that, at a minimum, will include at least
121 one (1) site visit a year.

122 (iii) The department will provide technical
123 assistance to collaboratives and their providers to improve the
124 quality of prekindergarten programs.

125 (iv) The department will evaluate the
126 effectiveness of each early childhood collaborative and each



127 prekindergarten provider. If the State Department of Education
128 adopts a statewide kindergarten screening that assesses the
129 readiness of each student for kindergarten, the State Department
130 of Education shall adopt a minimum rate of readiness that each
131 prekindergarten provider must meet in order to remain eligible for
132 prekindergarten program funds. Each parent who enrolls his or her
133 child in the prekindergarten program must submit the child for the
134 statewide kindergarten screening, regardless of whether the child
135 is admitted to kindergarten in a public school.

136 (d) * * * Prekindergarten program funds shall be
137 awarded to early childhood collaboratives whose proposed programs
138 meet the program criteria. The criteria shall include:

139 (i) Voluntary enrollment of children; * * *

140 (ii) Collaboration among prekindergarten providers
141 and other early childhood programs through the establishment of an
142 early learning collaborative;

143 (iii) Qualifications of master teachers, teachers
144 and assistants, which must conform to guidelines in Section
145 37-21-3;

146 (iv) At least fifteen (15) hours of annual
147 professional development for program instructional staff,
148 including professional development in early literacy;

149 (v) The use of state-adopted comprehensive early
150 learning standards;



151 (vi) The use of a research-based curriculum that
152 is designed to prepare students to be ready for kindergarten, with
153 emphasis in early literacy, and is aligned with the comprehensive
154 early learning standards;

155 (vii) The use of age-appropriate assessments
156 aligned to the comprehensive early learning standards;

157 (viii) Teacher/child ratios of one (1) adult for
158 every ten (10) children with a maximum of twenty (20) children per
159 classroom and a minimum of five (5) children per classroom;

160 (ix) The provision of at least one (1) meal
161 meeting state and federal nutrition guidelines for young children;

162 (x) Plans to screen and/or refer children for
163 vision, hearing and other health issues;

164 (xi) Parent involvement opportunities;

165 (xii) Plans to serve children with disabilities as
166 indicated under IDEA;

167 (xiii) The number of instructional hours to be
168 provided, which shall equal no less than five hundred forty (540)
169 instructional hours per school year for half-day programs and one
170 thousand eighty (1,080) instructional hours per school year for
171 full-day programs; and

172 (xiv) A budget detailing the use of funds for
173 allowed expenses.

174 Participating child care centers shall: (a) meet state child
175 care facility licensure requirements unless exempted under Section



176 43-20-5, Mississippi Code of 1972, and (b) select and utilize a
177 nationally recognized assessment tool, approved by the State
178 Department of Education, designed to document classroom quality,
179 which must be in place not later than July 1, 2016, as certified
180 by the State Department of Education.

181 Within the prekindergarten program, a prekindergarten
182 provider must comply with the antidiscrimination requirements
183 applicable to public schools. A prekindergarten provider may not
184 discriminate against a parent or child, including the refusal to
185 admit a child for enrollment in the prekindergarten program, in
186 violation of these antidiscrimination requirements. However, a
187 prekindergarten provider may refuse to admit a child based on the
188 provider's standard eligibility guidelines, provided that these
189 guidelines do not violate the antidiscrimination requirements.
190 Consistent with the Legislature's recognition of the primacy of a
191 parent's role in the education of a preschool-age child and the
192 related recognition of the state in assisting and educating
193 parents in that role, if the State Department of Education adopts
194 a statewide kindergarten screening that assesses the readiness of
195 each student for kindergarten, the State Department of Education
196 shall recognize each child's unique pattern of development when
197 adopting a minimum rate of readiness that prekindergarten
198 providers must meet in order to remain eligible for
199 prekindergarten program funds. Each parent who enrolls his or her
200 child in the prekindergarten program may submit the child for the



201 statewide kindergarten screening, regardless of whether the child
202 is admitted to kindergarten in a public school.

203 The State Department of Education may add program criteria
204 not inconsistent with these requirements and shall develop
205 policies and procedures to implement and enforce these criteria.

206 (e) The State Department of Education shall ensure that
207 early learning collaboratives provide each parent enrolling a
208 child in the voluntary prekindergarten program with a profile of
209 every prekindergarten provider participating in the
210 collaborative's geographic catchment area. The State Department
211 of Education shall prescribe the information to be included in
212 each profile as well as the format of the profiles. At a minimum,
213 the profiles must include the prekindergarten provider's services,
214 curriculum, instructor credentials and instructor-to-student
215 ratio.

216 (* * * f) * * * A teacher, assistant teacher or other
217 employee whose salary and fringe benefits are paid from * * *
218 state funds under this act shall * * * only be * * * classified as
219 a state or local school district * * * employee * * * eligible for
220 state health insurance benefits or membership in the Public
221 Employees' Retirement System, if the person's employer is already
222 an agency or instrumentality of the state, such as a school
223 district, and the employee would be eligible for such benefits in
224 the normal course of business.



225 (* * *g) * * * Funding shall be provided * * * for
226 this program beginning with the * * * 2014 fiscal year subject to
227 appropriation by the Legislature as provided in paragraph (h) of
228 this subsection. The department shall make an annual report to
229 the Legislature and the Governor regarding the effectiveness of
230 the program. The PEER Committee shall review those reports and
231 other program data and submit an independent evaluation of program
232 operation and effectiveness to the Legislature and the Governor on
233 or before October 1 of the calendar year before the beginning of
234 the next phased-in period of funding.

235 (* * *h) (i) The Legislature shall appropriate funds
236 to implement the Early Education Collaborative Act of 2013 on a
237 phased-in basis as follows:

238 1. The first phase shall be based on an
239 annual state appropriation of not more than Eight Million Dollars
240 (\$8,000,000.00) and shall serve approximately three thousand five
241 hundred (3,500) children through five (5) to eight (8) early
242 learning collaboratives and their prekindergarten providers;

243 2. The second phase shall be based on an
244 annual state appropriation of not more than Sixteen Million
245 Dollars (\$16,000,000.00) and shall serve approximately seven
246 thousand (7,000) children through ten (10) to fifteen (15) early
247 learning collaboratives and their prekindergarten providers;

248 3. The third phase shall be based on an
249 annual state appropriation of not more than Thirty-three Million



250 Nine Hundred Fifty Thousand Dollars (\$33,950,000.00) and shall
251 serve approximately fifteen thousand (15,000) children through
252 twenty (20) to twenty-five (25) early learning collaboratives and
253 their prekindergarten providers.

254 (ii) Future phases shall be based on interest in
255 the program and the effectiveness of the program as determined by
256 the school readiness of participants. Each phase shall last for
257 at least three (3) years but no more than five (5) years. The
258 State Department of Education shall determine when to move to a
259 new phase of the program, within the timeline provided herein.

260 (iii) Funding shall be provided to early learning
261 collaboratives on the basis of Two Thousand One Hundred Fifty
262 Dollars (\$2,150.00) per student in a full-day program and One
263 Thousand Seventy-five Dollars (\$1,075.00) per student in a
264 half-day program proposed in the collaborative's approved
265 application. Once an early learning collaborative's plan is
266 approved and funded, the collaborative and/or its prekindergarten
267 providers shall receive funds on an ongoing basis unless the
268 collaborative and/or its prekindergarten providers no longer meet
269 the criteria to participate in the program.

270 (iv) Early learning collaboratives shall match
271 state funds on a 1:1 basis. Local matching funds may include
272 local tax dollars, federal dollars as allowed, parent tuition,
273 philanthropic contributions, or in-kind donations of facilities,



274 equipment and services required as part of the program such as
275 food service or health screenings.

276 (v) The State Department of Education shall
277 reserve no more than five percent (5%) of the appropriation in any
278 year for administrative costs. Funds remaining after awards to
279 early learning collaboratives and the department's administrative
280 needs are met may be carried over in the following year. In the
281 first year of implementation of the program, the department may
282 delay the awarding of funds until the 2014-2015 school year should
283 time not be sufficient to establish the program's operation prior
284 to the 2013-2014 school year.

285 (vi) In the initial phase of implementation, the
286 State Department of Education shall award state funds under the
287 Early Learning Collaborative Act of 2013 based on a community's
288 capacity, commitment and need. To determine capacity, commitment
289 and need, the State Department of Education shall require evidence
290 of existing strong local collaborations of early education
291 stakeholders. Such evidence shall include, but not be limited to,
292 collaborations resulting from any of the following:

- 293 1. Participation in Excel By 5;
294 2. Participation in supporting Partnerships
295 to Assure Ready Kids (SPARK);
296 3. Participation in the Gilmore Early
297 Learning Initiative (GELI); or



298 4. Participation in the Mississippi Building
299 Blocks.

300 In determining community need, the department shall consider
301 low academic achievement within the public school districts
302 participating in an applicant early learning collaborative and the
303 number and percentage of children without quality prekindergarten
304 options.

305 (vii) All authority granted to the State
306 Department of Education to establish program rules is subject to
307 the public processes established in the provisions of the
308 Mississippi Administrative Procedures Law, including, but not
309 limited to, filing notice of the proposed rules, public hearings
310 and any economic impact statement with the Office of the Secretary
311 of State before presenting such information to the State Board of
312 Education for final approval.

313 **SECTION 2.** Section 37-21-53, Mississippi Code of 1972, is
314 amended as follows:

315 37-21-53. (1) The * * * State Early Childhood Advisory
316 Council (SECAC), located in the Office of the Governor, is * * *
317 (a) to assist the State Department of Education with the
318 implementation of the Early Learning Collaborative Act of 2013,
319 (b) to ensure coordination among the various agencies and programs
320 servng preschool children in order to support school district's
321 efforts to achieve the goal of readiness to start school, (c) to
322 facilitate communication, cooperation and maximum use of resources



323 and to promote high standards for all programs serving preschool
324 children and their families in Mississippi, (d) to serve as the
325 designated council for early childhood education and care pursuant
326 to federal Public Law 110-134, and (e) to carry out any
327 responsibilities assigned to SECAC by the Governor and/or by
328 applicable federal law.

329 (2) The membership of the * * * State Early Childhood
330 Advisory Council (SECAC) in accordance with Public Law 110-134,
331 shall include the following members to be appointed by the
332 Governor:

333 (a) * * * A representative of the Mississippi
334 Department of Human Services;

335 (b) * * * A representative of the Mississippi
336 Department of Education;

337 (c) * * * A representative of local educational
338 agencies;

339 (d) * * * A representative of Mississippi Institutions
340 of Higher Education;

341 (e) * * * A representative of local providers of early
342 childhood education and care services from each congressional
343 district;

344 (f) * * * A representative from Head Start agencies
345 located in the state, including Indian Head Start programs and
346 migrant and seasonal Head Start programs as available;



347 (g) * * * The State Director of Head Start
348 Collaboration;

349 (h) * * * The Part C Coordinator and/or the Section 619
350 Coordinator of programs under the Individuals with Disabilities
351 Education Act (20 USC 1419, 1431 et seq.);

352 (i) * * * A representative of the Mississippi
353 Department of Health;

354 (j) A representative of the Mississippi Department of
355 Mental Health; and

356 (k) Representatives of other entities deemed relevant
357 by the Governor.

358 * * *

359 **SECTION 3.** Section 37-7-301, Mississippi Code of 1972, is
360 amended as follows:

361 37-7-301. The school boards of all school districts shall
362 have the following powers, authority and duties in addition to all
363 others imposed or granted by law, to wit:

364 (a) To organize and operate the schools of the district
365 and to make such division between the high school grades and
366 elementary grades as, in their judgment, will serve the best
367 interests of the school;

368 (b) To introduce public school music, art, manual
369 training and other special subjects into either the elementary or
370 high school grades, as the board shall deem proper;



371 (c) To be the custodians of real and personal school
372 property and to manage, control and care for same, both during the
373 school term and during vacation;

374 (d) To have responsibility for the erection, repairing
375 and equipping of school facilities and the making of necessary
376 school improvements;

377 (e) To suspend or to expel a pupil or to change the
378 placement of a pupil to the school district's alternative school
379 or homebound program for misconduct in the school or on school
380 property, as defined in Section 37-11-29, on the road to and from
381 school, or at any school-related activity or event, or for conduct
382 occurring on property other than school property or other than at
383 a school-related activity or event when such conduct by a pupil,
384 in the determination of the school superintendent or principal,
385 renders that pupil's presence in the classroom a disruption to the
386 educational environment of the school or a detriment to the best
387 interest and welfare of the pupils and teacher of such class as a
388 whole, and to delegate such authority to the appropriate officials
389 of the school district;

390 (f) To visit schools in the district, in their
391 discretion, in a body for the purpose of determining what can be
392 done for the improvement of the school in a general way;

393 (g) To support, within reasonable limits, the
394 superintendent, principal and teachers where necessary for the
395 proper discipline of the school;



396 (h) To exclude from the schools students with what
397 appears to be infectious or contagious diseases; provided,
398 however, such student may be allowed to return to school upon
399 presenting a certificate from a public health officer, duly
400 licensed physician or nurse practitioner that the student is free
401 from such disease;

402 (i) To require those vaccinations specified by the
403 State Health Officer as provided in Section 41-23-37;

404 (j) To see that all necessary utilities and services
405 are provided in the schools at all times when same are needed;

406 (k) To authorize the use of the school buildings and
407 grounds for the holding of public meetings and gatherings of the
408 people under such regulations as may be prescribed by said board;

409 (l) To prescribe and enforce rules and regulations not
410 inconsistent with law or with the regulations of the State Board
411 of Education for their own government and for the government of
412 the schools, and to transact their business at regular and special
413 meetings called and held in the manner provided by law;

414 (m) To maintain and operate all of the schools under
415 their control for such length of time during the year as may be
416 required;

417 (n) To enforce in the schools the courses of study and
418 the use of the textbooks prescribed by the proper authorities;

419 (o) To make orders directed to the superintendent of
420 schools for the issuance of pay certificates for lawful purposes



421 on any available funds of the district and to have full control of
422 the receipt, distribution, allotment and disbursement of all funds
423 provided for the support and operation of the schools of such
424 school district whether such funds be derived from state
425 appropriations, local ad valorem tax collections, or otherwise.
426 The local school board shall be authorized and empowered to
427 promulgate rules and regulations that specify the types of claims
428 and set limits of the dollar amount for payment of claims by the
429 superintendent of schools to be ratified by the board at the next
430 regularly scheduled meeting after payment has been made;

431 (p) To select all school district personnel in the
432 manner provided by law, and to provide for such employee fringe
433 benefit programs, including accident reimbursement plans, as may
434 be deemed necessary and appropriate by the board;

435 (q) To provide athletic programs and other school
436 activities and to regulate the establishment and operation of such
437 programs and activities;

438 (r) To join, in their discretion, any association of
439 school boards and other public school-related organizations, and
440 to pay from local funds other than minimum foundation funds, any
441 membership dues;

442 (s) To expend local school activity funds, or other
443 available school district funds, other than minimum education
444 program funds, for the purposes prescribed under this paragraph.

445 "Activity funds" shall mean all funds received by school officials



446 in all school districts paid or collected to participate in any
447 school activity, such activity being part of the school program
448 and partially financed with public funds or supplemented by public
449 funds. The term "activity funds" shall not include any funds
450 raised and/or expended by any organization unless commingled in a
451 bank account with existing activity funds, regardless of whether
452 the funds were raised by school employees or received by school
453 employees during school hours or using school facilities, and
454 regardless of whether a school employee exercises influence over
455 the expenditure or disposition of such funds. Organizations shall
456 not be required to make any payment to any school for the use of
457 any school facility if, in the discretion of the local school
458 governing board, the organization's function shall be deemed to be
459 beneficial to the official or extracurricular programs of the
460 school. For the purposes of this provision, the term
461 "organization" shall not include any organization subject to the
462 control of the local school governing board. Activity funds may
463 only be expended for any necessary expenses or travel costs,
464 including advances, incurred by students and their chaperons in
465 attending any in-state or out-of-state school-related programs,
466 conventions or seminars and/or any commodities, equipment, travel
467 expenses, purchased services or school supplies which the local
468 school governing board, in its discretion, shall deem beneficial
469 to the official or extracurricular programs of the district,
470 including items which may subsequently become the personal



471 property of individuals, including yearbooks, athletic apparel,
472 book covers and trophies. Activity funds may be used to pay
473 travel expenses of school district personnel. The local school
474 governing board shall be authorized and empowered to promulgate
475 rules and regulations specifically designating for what purposes
476 school activity funds may be expended. The local school governing
477 board shall provide (i) that such school activity funds shall be
478 maintained and expended by the principal of the school generating
479 the funds in individual bank accounts, or (ii) that such school
480 activity funds shall be maintained and expended by the
481 superintendent of schools in a central depository approved by the
482 board. The local school governing board shall provide that such
483 school activity funds be audited as part of the annual audit
484 required in Section 37-9-18. The State Department of Education
485 shall prescribe a uniform system of accounting and financial
486 reporting for all school activity fund transactions;

487 (t) To contract, on a shared savings, lease or
488 lease-purchase basis, for energy efficiency services and/or
489 equipment as provided for in Section 31-7-14, not to exceed ten
490 (10) years;

491 (u) To maintain accounts and issue pay certificates on
492 school food service bank accounts;

493 (v) (i) To lease a school building from an individual,
494 partnership, nonprofit corporation or a private for-profit
495 corporation for the use of such school district, and to expend



496 funds therefor as may be available from any nonminimum program
497 sources. The school board of the school district desiring to
498 lease a school building shall declare by resolution that a need
499 exists for a school building and that the school district cannot
500 provide the necessary funds to pay the cost or its proportionate
501 share of the cost of a school building required to meet the
502 present needs. The resolution so adopted by the school board
503 shall be published once each week for three (3) consecutive weeks
504 in a newspaper having a general circulation in the school district
505 involved, with the first publication thereof to be made not less
506 than thirty (30) days prior to the date upon which the school
507 board is to act on the question of leasing a school building. If
508 no petition requesting an election is filed prior to such meeting
509 as hereinafter provided, then the school board may, by resolution
510 spread upon its minutes, proceed to lease a school building. If
511 at any time prior to said meeting a petition signed by not less
512 than twenty percent (20%) or fifteen hundred (1500), whichever is
513 less, of the qualified electors of the school district involved
514 shall be filed with the school board requesting that an election
515 be called on the question, then the school board shall, not later
516 than the next regular meeting, adopt a resolution calling an
517 election to be held within such school district upon the question
518 of authorizing the school board to lease a school building. Such
519 election shall be called and held, and notice thereof shall be
520 given, in the same manner for elections upon the questions of the



521 issuance of the bonds of school districts, and the results thereof
522 shall be certified to the school board. If at least three-fifths
523 (3/5) of the qualified electors of the school district who voted
524 in such election shall vote in favor of the leasing of a school
525 building, then the school board shall proceed to lease a school
526 building. The term of the lease contract shall not exceed twenty
527 (20) years, and the total cost of such lease shall be either the
528 amount of the lowest and best bid accepted by the school board
529 after advertisement for bids or an amount not to exceed the
530 current fair market value of the lease as determined by the
531 averaging of at least two (2) appraisals by certified general
532 appraisers licensed by the State of Mississippi. The term "school
533 building" as used in this paragraph (v) (i) shall be construed to
534 mean any building or buildings used for classroom purposes in
535 connection with the operation of schools and shall include the
536 site therefor, necessary support facilities, and the equipment
537 thereof and appurtenances thereto such as heating facilities,
538 water supply, sewage disposal, landscaping, walks, drives and
539 playgrounds. The term "lease" as used in this paragraph (v) (i)
540 may include a lease/purchase contract;

541 (ii) If two (2) or more school districts propose
542 to enter into a lease contract jointly, then joint meetings of the
543 school boards having control may be held but no action taken shall
544 be binding on any such school district unless the question of
545 leasing a school building is approved in each participating school



546 district under the procedure hereinabove set forth in paragraph
547 (v) (i). All of the provisions of paragraph (v) (i) regarding the
548 term and amount of the lease contract shall apply to the school
549 boards of school districts acting jointly. Any lease contract
550 executed by two (2) or more school districts as joint lessees
551 shall set out the amount of the aggregate lease rental to be paid
552 by each, which may be agreed upon, but there shall be no right of
553 occupancy by any lessee unless the aggregate rental is paid as
554 stipulated in the lease contract. All rights of joint lessees
555 under the lease contract shall be in proportion to the amount of
556 lease rental paid by each;

557 (w) To employ all noninstructional and noncertificated
558 employees and fix the duties and compensation of such personnel
559 deemed necessary pursuant to the recommendation of the
560 superintendent of schools;

561 (x) To employ and fix the duties and compensation of
562 such legal counsel as deemed necessary;

563 (y) Subject to rules and regulations of the State Board
564 of Education, to purchase, own and operate trucks, vans and other
565 motor vehicles, which shall bear the proper identification
566 required by law;

567 (z) To expend funds for the payment of substitute
568 teachers and to adopt reasonable regulations for the employment
569 and compensation of such substitute teachers;



570 (aa) To acquire in its own name by purchase all real
571 property which shall be necessary and desirable in connection with
572 the construction, renovation or improvement of any public school
573 building or structure. Whenever the purchase price for such real
574 property is greater than Fifty Thousand Dollars (\$50,000.00), the
575 school board shall not purchase the property for an amount
576 exceeding the fair market value of such property as determined by
577 the average of at least two (2) independent appraisals by
578 certified general appraisers licensed by the State of Mississippi.
579 If the board shall be unable to agree with the owner of any such
580 real property in connection with any such project, the board shall
581 have the power and authority to acquire any such real property by
582 condemnation proceedings pursuant to Section 11-27-1 et seq.,
583 Mississippi Code of 1972, and for such purpose, the right of
584 eminent domain is hereby conferred upon and vested in said board.
585 Provided further, that the local school board is authorized to
586 grant an easement for ingress and egress over sixteenth section
587 land or lieu land in exchange for a similar easement upon
588 adjoining land where the exchange of easements affords substantial
589 benefit to the sixteenth section land; provided, however, the
590 exchange must be based upon values as determined by a competent
591 appraiser, with any differential in value to be adjusted by cash
592 payment. Any easement rights granted over sixteenth section land
593 under such authority shall terminate when the easement ceases to
594 be used for its stated purpose. No sixteenth section or lieu land



595 which is subject to an existing lease shall be burdened by any
596 such easement except by consent of the lessee or unless the school
597 district shall acquire the unexpired leasehold interest affected
598 by the easement;

599 (bb) To charge reasonable fees related to the
600 educational programs of the district, in the manner prescribed in
601 Section 37-7-335;

602 (cc) Subject to rules and regulations of the State
603 Board of Education, to purchase relocatable classrooms for the use
604 of such school district, in the manner prescribed in Section
605 37-1-13;

606 (dd) Enter into contracts or agreements with other
607 school districts, political subdivisions or governmental entities
608 to carry out one or more of the powers or duties of the school
609 board, or to allow more efficient utilization of limited resources
610 for providing services to the public;

611 (ee) To provide for in-service training for employees
612 of the district;

613 (ff) As part of their duties to prescribe the use of
614 textbooks, to provide that parents and legal guardians shall be
615 responsible for the textbooks and for the compensation to the
616 school district for any books which are not returned to the proper
617 schools upon the withdrawal of their dependent child. If a
618 textbook is lost or not returned by any student who drops out of
619 the public school district, the parent or legal guardian shall



620 also compensate the school district for the fair market value of
621 the textbooks;

622 (gg) To conduct fund-raising activities on behalf of
623 the school district that the local school board, in its
624 discretion, deems appropriate or beneficial to the official or
625 extracurricular programs of the district; provided that:

626 (i) Any proceeds of the fund-raising activities
627 shall be treated as "activity funds" and shall be accounted for as
628 are other activity funds under this section; and

629 (ii) Fund-raising activities conducted or
630 authorized by the board for the sale of school pictures, the
631 rental of caps and gowns or the sale of graduation invitations for
632 which the school board receives a commission, rebate or fee shall
633 contain a disclosure statement advising that a portion of the
634 proceeds of the sales or rentals shall be contributed to the
635 student activity fund;

636 (hh) To allow individual lessons for music, art and
637 other curriculum-related activities for academic credit or
638 nonacademic credit during school hours and using school equipment
639 and facilities, subject to uniform rules and regulations adopted
640 by the school board;

641 (ii) To charge reasonable fees for participating in an
642 extracurricular activity for academic or nonacademic credit for
643 necessary and required equipment such as safety equipment, band
644 instruments and uniforms;



645 (jj) To conduct or participate in any fund-raising
646 activities on behalf of or in connection with a tax-exempt
647 charitable organization;

648 (kk) To exercise such powers as may be reasonably
649 necessary to carry out the provisions of this section;

650 (ll) To expend funds for the services of nonprofit arts
651 organizations or other such nonprofit organizations who provide
652 performances or other services for the students of the school
653 district;

654 (mm) To expend federal No Child Left Behind Act funds,
655 or any other available funds that are expressly designated and
656 authorized for that use, to pay training, educational expenses,
657 salary incentives and salary supplements to employees of local
658 school districts; except that incentives shall not be considered
659 part of the local supplement as defined in Section 37-151-5(o),
660 nor shall incentives be considered part of the local supplement
661 paid to an individual teacher for the purposes of Section
662 37-19-7(1). Mississippi Adequate Education Program funds or any
663 other state funds may not be used for salary incentives or salary
664 supplements as provided in this paragraph (mm);

665 (nn) To use any available funds, not appropriated or
666 designated for any other purpose, for reimbursement to the
667 state-licensed employees from both in state and out of state, who
668 enter into a contract for employment in a school district, for the
669 expense of moving when the employment necessitates the relocation



670 of the licensed employee to a different geographical area than
671 that in which the licensed employee resides before entering into
672 the contract. The reimbursement shall not exceed One Thousand
673 Dollars (\$1,000.00) for the documented actual expenses incurred in
674 the course of relocating, including the expense of any
675 professional moving company or persons employed to assist with the
676 move, rented moving vehicles or equipment, mileage in the amount
677 authorized for county and municipal employees under Section
678 25-3-41 if the licensed employee used his personal vehicle or
679 vehicles for the move, meals and such other expenses associated
680 with the relocation. No licensed employee may be reimbursed for
681 moving expenses under this section on more than one (1) occasion
682 by the same school district. Nothing in this section shall be
683 construed to require the actual residence to which the licensed
684 employee relocates to be within the boundaries of the school
685 district that has executed a contract for employment in order for
686 the licensed employee to be eligible for reimbursement for the
687 moving expenses. However, the licensed employee must relocate
688 within the boundaries of the State of Mississippi. Any individual
689 receiving relocation assistance through the Critical Teacher
690 Shortage Act as provided in Section 37-159-5 shall not be eligible
691 to receive additional relocation funds as authorized in this
692 paragraph;

693 (oo) To use any available funds, not appropriated or
694 designated for any other purpose, to reimburse persons who



695 interview for employment as a licensed employee with the district
696 for the mileage and other actual expenses incurred in the course
697 of travel to and from the interview at the rate authorized for
698 county and municipal employees under Section 25-3-41;

699 (pp) Consistent with the report of the Task Force to
700 Conduct a Best Financial Management Practices Review, to improve
701 school district management and use of resources and identify cost
702 savings as established in Section 8 of Chapter 610, Laws of 2002,
703 local school boards are encouraged to conduct independent reviews
704 of the management and efficiency of schools and school districts.
705 Such management and efficiency reviews shall provide state and
706 local officials and the public with the following:

- 707 (i) An assessment of a school district's
708 governance and organizational structure;
- 709 (ii) An assessment of the school district's
710 financial and personnel management;
- 711 (iii) An assessment of revenue levels and sources;
- 712 (iv) An assessment of facilities utilization,
713 planning and maintenance;
- 714 (v) An assessment of food services, transportation
715 and safety/security systems;
- 716 (vi) An assessment of instructional and
717 administrative technology;



718 (vii) A review of the instructional management and
719 the efficiency and effectiveness of existing instructional
720 programs; and

721 (viii) Recommended methods for increasing
722 efficiency and effectiveness in providing educational services to
723 the public;

724 (qq) To enter into agreements with other local school
725 boards for the establishment of an educational service agency
726 (ESA) to provide for the cooperative needs of the region in which
727 the school district is located, as provided in Section 37-7-345;

728 (rr) To implement a financial literacy program for
729 students in Grades 10 and 11. The board may review the national
730 programs and obtain free literature from various nationally
731 recognized programs. After review of the different programs, the
732 board may certify a program that is most appropriate for the
733 school districts' needs. If a district implements a financial
734 literacy program, then any student in Grade 10 or 11 may
735 participate in the program. The financial literacy program shall
736 include, but is not limited to, instruction in the same areas of
737 personal business and finance as required under Section
738 37-1-3(2) (b). The school board may coordinate with volunteer
739 teachers from local community organizations, including, but not
740 limited to, the following: United States Department of
741 Agriculture Rural Development, United States Department of Housing
742 and Urban Development, Junior Achievement, bankers and other



743 nonprofit organizations. Nothing in this paragraph shall be
744 construed as to require school boards to implement a financial
745 literacy program;

746 (ss) To collaborate with the State Board of Education,
747 Community Action Agencies or the Department of Human Services to
748 develop and implement a voluntary program to provide services for
749 a prekindergarten program that addresses the cognitive, social,
750 and emotional needs of four-year-old and three-year-old children.
751 The school board may utilize any source of available revenue to
752 fund the voluntary program * * *. Effective with the 2013-2014
753 school year, to implement voluntary prekindergarten programs under
754 the Early Learning Collaborative Act of 2013 pursuant to state
755 funds awarded by the State Department of Education on a matching
756 basis;

757 (tt) With respect to any lawful, written obligation of
758 a school district, including, but not limited to, leases
759 (excluding leases of sixteenth section public school trust land),
760 bonds, notes, or other agreement, to agree in writing with the
761 obligee that the Department of Revenue or any state agency,
762 department or commission created under state law may:

763 (i) Withhold all or any part (as agreed by the
764 school board) of any monies which such local school board is
765 entitled to receive from time to time under any law and which is
766 in the possession of the Department of Revenue, or any state
767 agency, department or commission created under state law; and



768 (ii) Pay the same over to any financial
769 institution, trustee or other obligee, as directed in writing by
770 the school board, to satisfy all or part of such obligation of the
771 school district.

772 The school board may make such written agreement to withhold
773 and transfer funds irrevocable for the term of the written
774 obligation and may include in the written agreement any other
775 terms and provisions acceptable to the school board. If the
776 school board files a copy of such written agreement with the
777 Department of Revenue, or any state agency, department or
778 commission created under state law then the Department of Revenue
779 or any state agency, department or commission created under state
780 law shall immediately make the withholdings provided in such
781 agreement from the amounts due the local school board and shall
782 continue to pay the same over to such financial institution,
783 trustee or obligee for the term of the agreement.

784 This paragraph (tt) shall not grant any extra authority to a
785 school board to issue debt in any amount exceeding statutory
786 limitations on assessed value of taxable property within such
787 school district or the statutory limitations on debt maturities,
788 and shall not grant any extra authority to impose, levy or collect
789 a tax which is not otherwise expressly provided for, and shall not
790 be construed to apply to sixteenth section public school trust
791 land;



792 (uu) With respect to any matter or transaction that is
793 competitively bid by a school district, to accept from any bidder
794 as a good-faith deposit or bid bond or bid surety, the same type
795 of good-faith deposit or bid bond or bid surety that may be
796 accepted by the state or any other political subdivision on
797 similar competitively bid matters or transactions. This paragraph
798 (uu) shall not be construed to apply to sixteenth section public
799 school trust land. The school board may authorize the investment
800 of any school district funds in the same kind and manner of
801 investments, including pooled investments, as any other political
802 subdivision, including community hospitals;

803 (vv) To utilize the alternate method for the conveyance
804 or exchange of unused school buildings and/or land, reserving a
805 partial or other undivided interest in the property, as
806 specifically authorized and provided in Section 37-7-485,
807 Mississippi Code of 1972;

808 (ww) To delegate, privatize or otherwise enter into a
809 contract with private entities for the operation of any and all
810 functions of nonacademic school process, procedures and operations
811 including, but not limited to, cafeteria workers, janitorial
812 services, transportation, professional development, achievement
813 and instructional consulting services materials and products,
814 purchasing cooperatives, insurance, business manager services,
815 auditing and accounting services, school safety/risk prevention,
816 data processing and student records, and other staff services;



817 however, the authority under this paragraph does not apply to the
818 leasing, management or operation of sixteenth section lands.
819 Local school districts, working through their regional education
820 service agency, are encouraged to enter into buying consortia with
821 other member districts for the purposes of more efficient use of
822 state resources as described in Section 37-7-345;

823 (xx) To partner with entities, organizations and
824 corporations for the purpose of benefiting the school district;

825 (yy) To borrow funds from the Rural Economic
826 Development Authority for the maintenance of school buildings;

827 (zz) To fund and operate voluntary early childhood
828 education programs, defined as programs for children less than
829 five (5) years of age on or before September 1, and to use any
830 source of revenue for such early childhood education programs.

831 Such programs shall not conflict with the Early Learning
832 Collaborative Act of * * * 2013;

833 (aaa) To issue and provide for the use of procurement
834 cards by school board members, superintendents and licensed school
835 personnel consistent with the rules and regulations of the
836 Mississippi Department of Finance and Administration under Section
837 31-7-9; and

838 (bbb) To conduct an annual comprehensive evaluation of
839 the superintendent of schools consistent with the assessment
840 components of paragraph (pp) of this section and the assessment
841 benchmarks established by the Mississippi School Board Association



842 to evaluate the success the superintendent has attained in meeting
843 district goals and objectives, the superintendent's leadership
844 skill and whether or not the superintendent has established
845 appropriate standards for performance, is monitoring success and
846 is using data for improvement.

847 **SECTION 4.** Section 37-21-3, Mississippi Code of 1972, is
848 amended as follows:

849 37-21-3. No person shall act in the capacity of master
850 teacher, teacher or assistant teacher * * * in any federal or
851 state-funded program of early childhood education or " * * * Head
852 Start," or perform any of the functions, duties or powers of the
853 same, unless that person shall be qualified in the following
854 manner:

855 (a) A * * * master teacher or any other employee or
856 consultant receiving a salary or fee equivalent to that of a * * *
857 master teacher * * * shall * * * meet the qualifications of a
858 teacher in this section, including the requirement that a teacher
859 may be required to hold a state teaching license by the State
860 Department of Education, and have demonstrated effectiveness as an
861 early childhood educator. Effectiveness as an early childhood
862 educator may be demonstrated by a rating of highly effective on a
863 state evaluation of teaching, if available, or with evidence that
864 the teacher has a record of raising the achievement outcomes of
865 prekindergarten students.



866 (b) A teacher shall possess a * * * bachelor's degree
867 in early childhood education, child development, or an equivalent
868 field. A teacher may also possess a bachelor's degree in any
869 field as well as have at least twelve (12) credit hours of
870 coursework in early childhood education, child development, or an
871 equivalent field approved by an institution granting a bachelor's
872 degree in the early childhood education, child development, or an
873 equivalent field; or have a bachelor's degree in any field as well
874 as have completed a specialized early childhood training program
875 deemed equivalent by the State Department of Education to twelve
876 (12) hours of approved coursework.

877 (c) An assistant teacher shall possess * * * an
878 associate's degree in early childhood education, child
879 development, or an equivalent field; or an associate's degree in
880 any field and a Child Development Associate credential, a
881 Montessori certification, or an equivalent certification. Public
882 school assistant teachers in the voluntary prekindergarten program
883 established by the Early Learning Collaborative Act of 2013 may be
884 required by the State Department of Education to meet the
885 definition of a highly qualified paraprofessional in addition to
886 these requirements.

887 * * *

888 The State Department of Education shall adopt any necessary
889 rules, policies or procedures to implement this section.



890 **SECTION 5.** Section 37-21-5, Mississippi Code of 1972, is
891 amended as follows:

892 37-21-5. The * * * State Department of Education of the
893 State of Mississippi is vested with the authority to enforce the
894 provisions of Sections 37-21-1 through 37-21-5. The * * *
895 department shall have the authority to make investigations and to
896 require such proof of qualification as may be necessary for the
897 enforcement of Sections 37-21-1 through 37-21-5. * * *

898 **SECTION 6.** This section shall be codified in Title 27,
899 Chapter 7 of the Mississippi Code of 1972, as follows:

900 (1) There shall be allowed as a credit against the tax
901 imposed by Section 27-7-5 the amount of the qualified
902 prekindergarten program support contributions paid to approved
903 providers, lead partners or collaboratives, not to exceed One
904 Million Dollars (\$1,000,000.00), by any individual, corporation or
905 other entity having taxable income under the laws of this state
906 during calendar year 2013 or during any calendar year thereafter.
907 In order to qualify for a tax credit, such contributions may
908 support the local match requirement of approved providers, lead
909 partners or collaboratives as is necessary to match
910 state-appropriated funds, and any such providers, lead partners or
911 collaboratives shall be approved by the State Department of
912 Education.

913 (2) Any unused portion of the credit may be carried forward
914 for three (3) tax years.



915 (3) Any prekindergarten program support contribution shall
916 be verified by submission to the Mississippi Department of Revenue
917 of a copy of the receipt provided to the donor taxpayer by the
918 prekindergarten program recipient or such other written
919 verification as may be required by the Department of Revenue.

920 (4) The maximum amount of donations accepted by the
921 Department of Revenue in calendar year 2014 shall not exceed Eight
922 Million Dollars (\$8,000,000.00), in calendar year 2015 shall not
923 exceed Fifteen Million Dollars (\$15,000,000.00), and in calendar
924 year 2016 and calendar years thereafter shall not exceed
925 Thirty-two Million Dollars (\$32,000,000.00), or what is
926 appropriated by the Legislature to fund this act each year.

927 (5) The Mississippi Department of Revenue shall promulgate
928 rules necessary to effectuate the purposes of this act. Such
929 rules shall include a means of informing the public of the
930 existence of the prekindergarten support program and the
931 application process for provider, lead partner and collaborative
932 candidates.

933 **SECTION 7.** Section 37-21-55, Mississippi Code of 1972, which
934 establishes the Early Childhood Services Advisory Committee, is
935 hereby repealed.

936 **SECTION 8.** This act shall take effect and be in force from
937 and after July 1, 2013.





THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

PROMOTING FAMILY ENGAGEMENT
AND SCHOOL READINESS,
FROM PRENATAL TO AGE 8

U.S. Department of Health
and Human Services
Administration for Children
and Families
Office of Head Start



THE NATIONAL CENTER ON
**Parent, Family, and
Community**

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DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
370 L'Enfant Promenade, S.W.
Washington, D.C. 20447

August 15, 2011

Dear Head Start Colleagues,

I am pleased to introduce the Head Start Parent, Family and Community Engagement (PFCE) Framework, the first of its kind. The Parent, Family and Community Engagement Framework provides programs with a research based, organizational guide for implementing relevant Head Start Program Performance Standards. The PFCE Framework marks the beginning of a new wave of technical assistance resources that will be made available to programs in the coming year through the National Center on Parent, Family and Community Engagement.

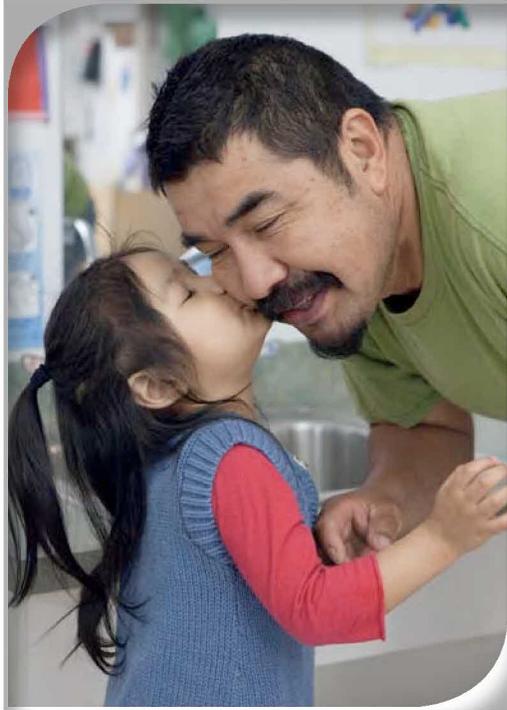
Because supporting children's school readiness is an ongoing partnership between staff and families, the PFCE Framework is a tool that all staff and families can use. I invite you to review this valuable resource and to consider ways to improve and promote parent and family engagement in your program. The PFCE Framework can be used in program-wide strategic planning, program design and management, systems of continuous improvement, professional development for staff, and with governing bodies and parent groups. It can be used to help improve program services or to inform community partners about Head Start parent and family engagement goals and the importance of those goals for school readiness.

Families play a critical role in helping their children be ready for school and for a lifetime of academic success, and Head Start and Early Head Start programs are valuable partners with families in this endeavor. Head Start Parent Involvement has continually evolved since its inception in 1965. The Head Start Parent, Family and Community Engagement Framework begins the next chapter in Head Start's long history of leading the field in engaging families and supporting children's ongoing learning and development.

Thank you for the work you do every day for children and families.

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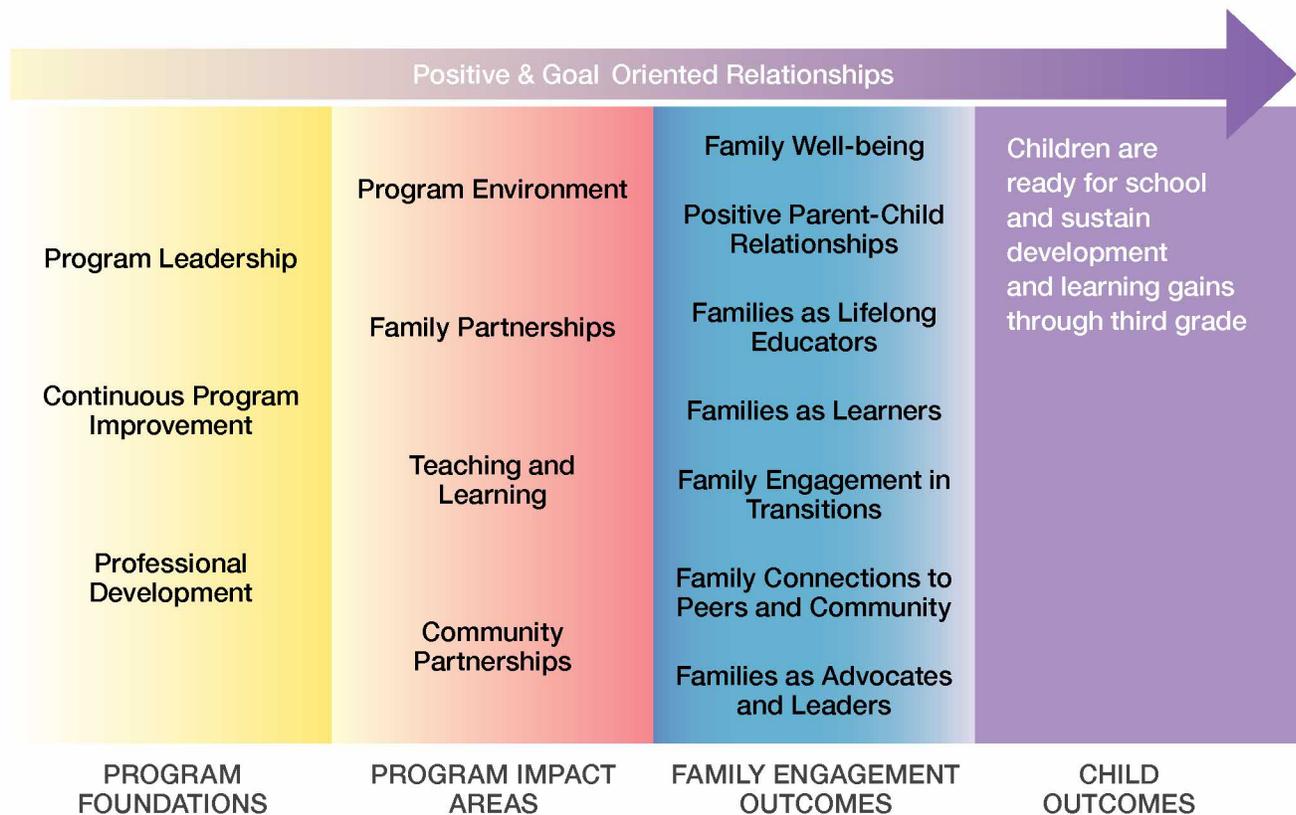


THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK ENGAGING FAMILIES—PRENATAL TO AGE 8

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children’s learning and development.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



The first section of the PFCE Framework outlines the importance of a systemic, integrated and comprehensive approach to family engagement. Next, the PFCE Framework discusses parent and family engagement activities in the context of Program Foundations and Program Impact Areas. Essentially, when parent and family engagement activities are systemic and integrated across Program Foundations and Program Impact Areas, family engagement outcomes are achieved. The PFCE Framework goes on to describe seven Parent and Family Engagement Outcomes. For each of the seven outcomes, a definition is given, and examples of Program Foundations strategies and Program Impact Area strategies are provided. In addition, there are examples of family progress for each outcome area. Finally, the PFCE Framework includes ideas for how programs might use this document.

A SYSTEMIC, INTEGRATED AND COMPREHENSIVE APPROACH

Because parent, family, and community engagement practices cross into different service areas, PFCE goals, plans and activities must be



systemic, integrated, and comprehensive across the entire HS/EHS organization.

By systemic, we mean that parent, family, and community engagement is anchored in leadership priorities, program management, continuous improvement systems, and staff development. By integrated we mean that by carrying out PFCE activities throughout the entire organization, programs are much more likely to make the kind of family engagement progress that best supports child outcomes. For example, directors, teachers, assistant teachers, family support staff, home visitors, and health and disabilities staff, all play a role in engaging families and supporting school readiness. By comprehensive, we mean that staff consider the strengths, interests and needs of each child and family, and connect families with services and resources to achieve their goals.

The PFCE Framework builds on many years of parent involvement in Head Start. For example, parent decision-making has always been an important part of parent involvement in Head Start. The PFCE Framework builds on this tradition and suggests that in many circumstances parent input (from parents who participate in policy council and parent committees as well as parents who do not) could be used in a systemic and integrated way. Further, program activities that promote family involvement have always been an important part of parent and family engagement in Head Start. Programs are more likely to make progress in achieving family engagement and school readiness goals, when these activities are tied to a systemic and integrated approach.

PROGRAM FOUNDATIONS

Head Start and Early Head Start organizations need strong foundations to make the kind of progress that leads to lasting change for families and enduring progress for children. The foundations for successful

parent and family engagement include the following: Program Leadership, Continuous Improvement and Professional Development of all staff.

PROGRAM LEADERSHIP *The director, the governing board, policy council, parent committees and management teams determine the way that Head Start and Early Head Start programs engage parents, families, and the community.* To begin, program leadership sets a clear vision and ambitious goals for PFCE. Program leadership makes sure that program systems (such as communication and human resources) integrate practices that help parent and family engagement to flourish. Leadership outlines strategic plans that bring systems, people, and activities together in a way that values staff and enhances parent and family engagement in the program.

CONTINUOUS IMPROVEMENT *Leadership is committed to continuously improving systems and activities to engage and support parents and families.* With a strategic PFCE vision and goals set by program leadership, programs can conduct staff and parent surveys and use data from surveys, intakes, assessments and family partnership processes to set benchmarks. From there, staff can review reports, assess program progress, make decisions, and change or refine PFCE goals and actions.

PROFESSIONAL DEVELOPMENT *PFCE training is important to all staff, but their professional development will focus uniquely around their roles in the program.* To have a solid foundation for achieving family engagement outcomes, professional development plans should be comprehensive and include training, supervision, recognition, and information about career options. Giving staff members regular opportunities to come together as a “community of learners” helps them find mutual support and ideas for turning training and information into action. It also helps them gain new insights from working in cross-service area teams, such as teaching, family services, and home visiting.



PROGRAM IMPACT AREAS

With a solid PFCE foundation in place, program leadership and staff are set to work in partnership with parents, families, and the community on activities that promote family engagement and work toward family goals. To do this, programs align PFCE strategies across four impact areas: Program Environment, Teaching and Learning, Family Partnerships, and Community Partnerships.

PROGRAM ENVIRONMENT *Families feel welcomed, valued, and respected by program staff.* To make an impact on program environment, program leadership supports all staff to build relationships, both with each other and with families and communities. Staff and families work together to set expectations and support family goals and children’s learning and development in culturally and



linguistically responsive ways. Two-way communication and relationship building with families are adapted to meet changing family and community circumstances. In addition, opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

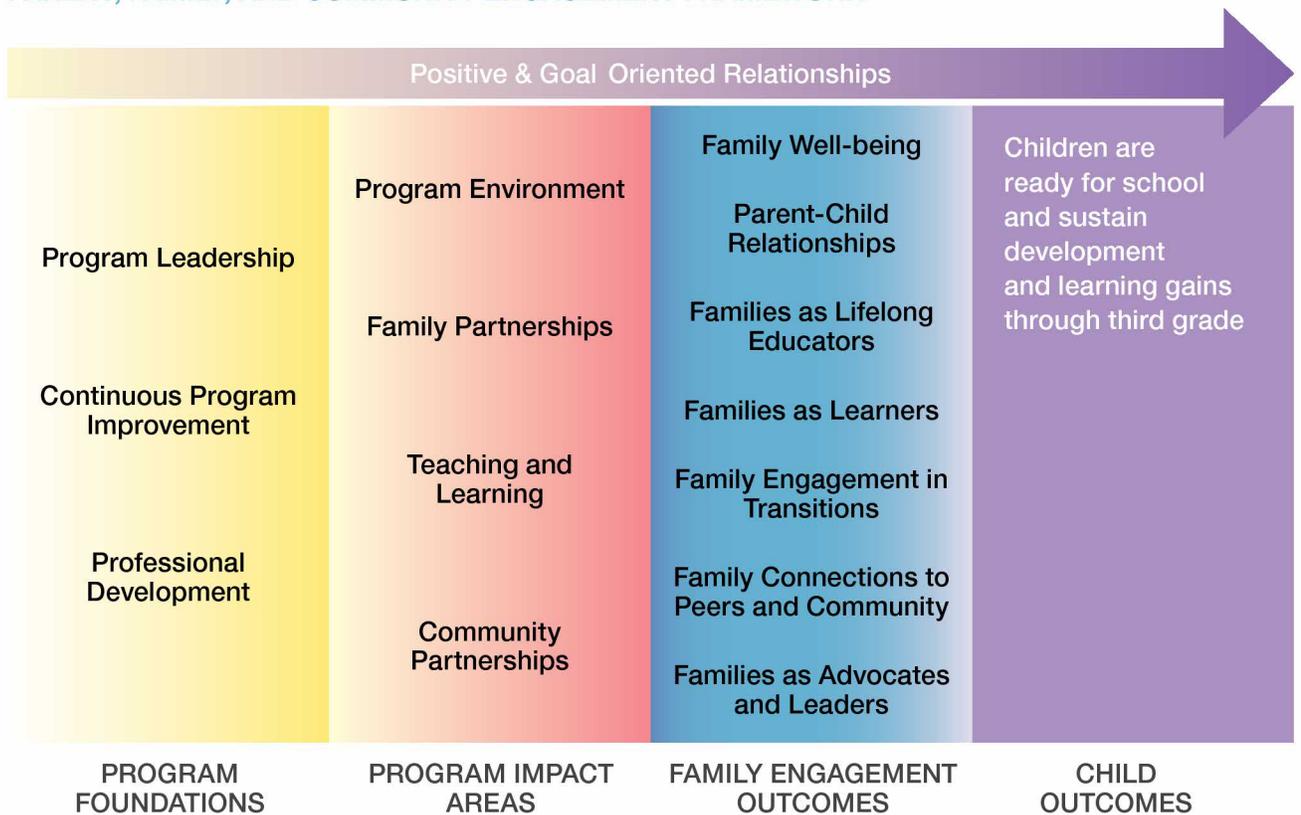
FAMILY PARTNERSHIPS *Families work with staff to identify and achieve their goals and aspirations.* To make an impact in the area of family partnerships, staff and families build ongoing, respectful and goal-oriented relationships. This means identifying and acting on family goals and aspirations and using program and community supports and resources to promote progress on family and child development goals.

TEACHING AND LEARNING *Families are engaged as equal partners in their children’s learning and*

development. To make an impact in engaging families as equal partners in children’s learning and development, staff and families work together to build strong relationships that support information sharing with each other about children’s learning and developmental progress. Programs ensure that families have access to information about their child and that the information is understandable and meaningful. Parents share their knowledge about their child’s interests and progress at home, and together staff and families use this information to set and work toward goals for the child in the classroom, home, and community.

COMMUNITY PARTNERSHIPS *Communities support families’ interests and needs and encourage parent and family engagement in children’s learning.* To make an impact in the area of community partnerships, staff and families collaborate with community, health,

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK



mental health, social service, and school partners to build peer networks, link families and children to needed services, and support successful transitions for children and families.

PARENT AND FAMILY ENGAGEMENT OUTCOMES

Programs are more likely to achieve family engagement outcomes when PFCE foundations are in place and PFCE activities are occurring across impact areas. Parent and Family Engagement (PFE) Outcomes will support promising child outcomes such as enhanced school readiness skills, sustained learning, and developmental gains across early childhood education and into elementary school.

The PFE Outcomes include examples of program

strategies that are informed by both research and performance standards. This is not an exhaustive list of strategies. The assumption is that program strategies are locally and individually tailored. For example, program strategies would be individualized based on culture and language and different parent strengths, challenges, and perspectives — including those of fathers, mothers, grandparents, kith and kinship caregivers, LGBT parents, expectant parents, teen parents, guardians and others.

While all of the PFE Outcomes are relevant for each program, not all of the PFE Outcomes are relevant for each family. This means that while there are examples of progress for families included here, each family’s HS/EHS experience is uniquely determined by their own interests, needs and goals

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.



they have for themselves and their children. It starts with meeting families where they are, engaging families in the opportunities and experiences they choose, and deciding what progress would mean together. It means recognizing barriers to progress and figuring out ways to deal with them. For example, what is the quality of program

partnerships with particular community agencies that might be useful connections for families? How much adversity are families facing? Are families meeting basic needs, having income and employment difficulties, or facing homelessness, depression, or family violence? What are the types of services and resources available (or not available) in the community that can help families? Progress is something that programs and families can define and determine together.

The following section includes examples of strategies for each PFE Outcome. Specifically, each outcome includes:

- the defined parent and family engagement outcome;
- examples of program strategies related to the PFCE Framework Foundations;
- examples of program strategies related to the PFCE Framework Impact Areas; and
- examples of progress for families.

1. Family Well-being

Parents and families are safe, healthy, and have increased financial security.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to family well-being.
- Incorporate goals related to family well-being into agency work plans and strategic planning.
- Ensure staff members have appropriate training and supervision and manageable caseloads.
- Develop relationships with community members and community organizations that support families' interests and needs.
- Promote cross-service area teamwork.
- Contract or hire a mental health consultant with appropriate credentials and experience to be a resource for staff and program needs around family well-being.

CONTINUOUS IMPROVEMENT

- Use the community assessment and self assessment surveys, the family partnership process, team meetings, and other tools to understand community and family needs and interests.
- Review individual and system-wide family successes, helpful referrals and effective staff practices to evaluate family services.
- Collect data for individual families and aggregate it so that programs can review the effectiveness of family services.

PROFESSIONAL DEVELOPMENT

- Develop knowledge of relationship building that is grounded in cross-cultural responsiveness and strengths-based perspectives.
- Gain knowledge about mental health, child development and a variety of parenting practices, including unique ways to engage fathers.
- Develop knowledge and skill in supporting families around financial literacy and financial stability.
- Reflect on daily practice and personal experience to increase self awareness and effective relationship-building with families.
- Develop knowledge of professional ethics around confidentiality, boundaries and self-determination.
- Develop skill in coordination and collaboration with community partners.

PROGRAM ENVIRONMENT

- Welcome all families—and all family structures, sizes and arrangements.
- Initiate relationships with families that are receptive, responsive and respectful.
- Include family-friendly spaces with pictures and materials that affirm and welcome all families.
- Engage in honest dialogue with families about their expectations and staff/program objectives.

FAMILY PARTNERSHIPS

- Use family partnership assessments as a tool for relationship building and as a basis for ongoing individualized family services.
- Help families identify their interests, articulate their strengths and needs and accomplish and/or develop goals.
- Use goal-oriented home visits to establish relationships with families and to identify and support their interests and needs through the family partnership process.
- Assist families in using resources and systems of support regularly and continuously over a period of time.

TEACHING AND LEARNING

- Participate in cross-service area teams and program meetings to ensure that information about services related to family and child well-being can inform teaching.

COMMUNITY PARTNERSHIPS

- Link families with support systems and resources and conduct purposeful follow up to determine their effectiveness.
- Participate in community meetings and initiatives that increase program capacity to respond to the needs and interests of families.

1. Family Well-being *(continued)*

Parents and families are safe, healthy, and have increased financial security.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Have considered the benefits of participating in different program services and/or activities.
- Developed relationships with staff that are helpful in supporting the goals they have established for themselves and their children.
- Identified their individual family strengths to cope with difficulties and overcome adversity.
- Gained confidence to address any family specific needs and/or interests related to:
 - ◆ Safety
 - ◆ Housing stability
 - ◆ Health and mental health
 - ◆ Employment and job skills development
 - ◆ Budget and finances, financial literacy
 - ◆ Safety
- Accessed resources and systems of support that meet family interests, needs and goals.

2. Positive Parent-child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to supporting positive parent-child relationships.
- Incorporate goals related to positive parent-child relationships into agency work plans and strategic planning.
- Ensure staff members have appropriate training, effective supervision, and manageable caseloads to support families and their relationships with their infants, toddlers and preschool age children.
- Promote cross-service area teamwork.

CONTINUOUS IMPROVEMENT

- Use self assessments, related surveys and ongoing conversations with families to reflect on staff relationships with families and identify areas for improvement.
- Use self assessments and related surveys to better understand participants’ parenting practices, and use this information to improve parenting education and parenting supports.

PROFESSIONAL DEVELOPMENT

- Gain knowledge about:
 - ◆ the needs of prenatal and postnatal pregnant women and their families;
 - ◆ the needs of parents who are parenting a child with a disability;
 - ◆ unique ways to engage fathers;
 - ◆ how mental health and wellness affects families;
 - ◆ communication styles and relationship building;
 - ◆ child development;
 - ◆ the effect of trauma on parent-child relationships; and
 - ◆ a variety of parenting practices.

2. Positive Parent-child Relationships *(continued)*

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

PROGRAM ENVIRONMENT

- Hold the child and family in high regard and partner effectively with different groups of parents.
- Provide opportunities that support parents’ needs to connect with other parents for reflection, information, ideas and support.
- Support parent-child relationships in a way that values the culture and language of the family and recognizes how different cultural influences may influence family development.

FAMILY PARTNERSHIPS

- Provide opportunities for parents to learn about expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.
- Help families identify appropriate practices that complement the stages of their developing child.
- Support parents and families in ensuring the health and safety of their infants, toddlers and preschoolers.
- Support a father’s efforts to connect with and be responsible for his child at all ages and stages of development.
- Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.
- Foster strong co-parenting relationships as appropriate.

TEACHING AND LEARNING

- Engage with parents as equal partners in learning about their child while acknowledging parents’ premier role as their child’s first teacher.
- Foster meaningful, reciprocal relationships between mother and child, and father and child in a manner that is both culturally receptive and responsive.
- Talk together with families about the child’s signals in ways that help families explore these signals and understand and respond to their child’s behavior.
- Work together with families to help children overcome behavioral challenges.

COMMUNITY PARTNERSHIPS

- Engage community partners to help support the needs and goals of pregnant and expectant families and new parents.
- Engage community partners to help support the needs of families who are parenting during stressful and challenging times.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Gained knowledge and experience around expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.
- Learned new ways to ensure the health and safety of their developing child.
- Gained knowledge about their children’s social, emotional and cognitive development in the context of community and culture.
- Learned new ways to understand and respond to their child’s behavior.
- Used positive parenting practices—such as attachment and nurturing relationships—that complement the stages of their child’s development.
- Reflected on parenting experiences, practices and new strategies.

3. Families as Lifelong Educators

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP	<ul style="list-style-type: none">■ Ensure that systems, supports and resources are in place to address professional development and continuous improvement, program environment and partnerships related to families as lifelong educators.■ Incorporate goals related to families as lifelong educators into agency work plans and strategic planning.■ Collaborate with school systems to support and empower families in their continued role as their child's lifelong educators.■ Promote cross-service area teamwork.
CONTINUOUS IMPROVEMENT	<ul style="list-style-type: none">■ Use self assessments, related surveys and staff service integration meetings to better understand the effectiveness of family-staff relationships with respect to teaching and learning.■ Use information from the self assessment and related surveys to improve staff-family relationships and to strengthen family literacy practices.
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none">■ Include teachers/teachers' assistants in parenting education sessions so parents and teachers can share information about child learning and development, and program curriculum.
PROGRAM ENVIRONMENT	<ul style="list-style-type: none">■ Welcome families to observe and participate in their child's classroom (or home-based) activities.■ Support and encourage parents to share tips on everyday learning practices with staff and other families.
FAMILY PARTNERSHIPS	<ul style="list-style-type: none">■ Support relationships between parents and their children as part of the foundation for interactions around early learning.■ Provide opportunities and support parents in working toward their own literacy goals.
TEACHING AND LEARNING	<ul style="list-style-type: none">■ Consistently connect with families to gather child information and parent observations to inform teaching.■ Share information about children's social, emotional, and cognitive development and the importance of the home language (with families of children who are dual language learners).■ Share information about approaches that promote child outcomes outlined in the Head Start Child Development and Early Learning Framework.■ Engage parents in conversations where child assessment data is shared and parents learn about children's progress.■ Use a database/management information system that is accessible to families and that assists teachers in sharing child assessment information in an understandable, family-friendly format.
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none">■ Support family experiences with community resources that support children's learning and development, such as libraries and museums.■ Share information with families about resources and services for children with disabilities.

3. Families as Lifelong Educators *(continued)*

Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Shared their knowledge of their children with program and teaching staff to inform teaching and learning.
- Identified their talents and strengths as parents and educators of their children.
- Enjoyed and celebrated their child’s learning and developmental accomplishments.
- Learned more about the social-emotional development of their infants and toddlers.
- Learned about the value of the primary language for children’s development and long-term academic success (for parents of dual language learners).
- Partnered with teachers/assistant teachers and used different approaches in the program, home and/or community that supported the essential learning outlined in the Head Start Child Development and Early Learning Framework.
- Learned about options for acquiring services and supports for their child’s learning, developmental, or behavioral challenges.
- Gained confidence and competence in voicing, acting on, and achieving lifelong learning goals for their children.

4. Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment and partnerships related to families learning goals for themselves and their children.
- Incorporate goals related to family learning into agency work plans and strategic planning.
- Form agreements with education entities and organizations that support staff and families’ education and training goals.

CONTINUOUS IMPROVEMENT

- Use community assessments, self assessments, family partnership agreements and related surveys on education and training services in the program and community to understand opportunities and challenges.
- Use information from community assessments, self assessments and related surveys to improve family options for GED, training, certificate, and degree programs.

PROFESSIONAL DEVELOPMENT

- Create “learning communities” for staff.
- Develop staff skills to support families in meeting their learning goals.
- Develop knowledge about different kinds of education and training opportunities available to families.
- Prepare staff to engage parents in meaningful and creative ways in parent meetings and trainings.

4. Families as Learners *(continued)*

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

- PROGRAM ENVIRONMENT**
- Welcome and support families as learners.
 - Make information available that supports parents' personal growth and career development.
 - Ensure that parent meetings and trainings are announced routinely, that announcements are inviting, and that language is not a barrier to parent participation.
 - Provide opportunities for families to connect with other families in the program or community that are working to achieve similar learning/educational goals.

- FAMILY PARTNERSHIPS**
- Use the family partnership process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc).
 - Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training.
 - Invite past program parents and community volunteers to share their educational and career experiences with families.
 - Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career or life goals.

- TEACHING AND LEARNING**
- Support parents as learners in parenting education programs that help parents learn more about their child's learning, development and behavior.
 - Support family literacy activities between parents and children.
 - Encourage families to observe and participate in child learning and development during home visits and in classrooms.

- COMMUNITY PARTNERSHIPS**
- Link families to community resources for internships, volunteer activities and other experiences that expand their knowledge and skills and build on their career interests.
 - Form partnerships with educational resources in the community and beyond, including higher education institutions, to support families' learning interests and educational goals.
 - Form partnerships with adult educators who creatively enhance education and training opportunities for families.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Identified their strengths as learners, and reflected on their parenting, career and life interests.
- Learned about experiences, training and educational opportunities that relate to their interests.
- Set learning goals that aligned with their interests and career aspirations.
- Enrolled in courses or training programs that led toward GED, certifications and/or other degrees.
- Participated in learning experiences that supported their parenting, career or life goals.
- Considered goals related to volunteer and employment options with Head Start and Early Head Start programs.

5. Family Engagement in Transitions

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that systems, supports and resources are in place to address professional development, continuous improvement and partnerships related to child and family transitions.
- Establish ongoing communications and Memorandas of Understanding between Head Start and the local educational agencies.

CONTINUOUS IMPROVEMENT

- Use the self assessment process, related surveys and K-12 data sources (where possible) to review transition activities and to better understand opportunities and challenges.
- Use information from the self assessment, related surveys and other data sources to improve transition practices with families and community partners.

PROFESSIONAL DEVELOPMENT

- Conduct joint transition trainings across EHS/HS and local educational agencies.
- Gain understanding about the realities public schools face and acknowledge both constraints and opportunities in building local partnerships (differences in policy, regulations, budgets, organizational design, etc).

PROGRAM ENVIRONMENT

- Welcome and engage families as partners in transition planning.
- Create a culture of supporting families during transitions as they are the key to creating continuity for children.
- Help families identify and understand quality criteria in early childhood settings as children make transitions from prenatal to postnatal services, new service options, new classrooms, or new home visitors.

FAMILY PARTNERSHIPS

- Use the family partnership process to help families develop transition plans for themselves and their children.
- Provide families with information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of K-12 instruction and training about how to deal with disagreements between parent and teacher).
- Ensure families know about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).

TEACHING AND LEARNING

- Ensure families have ongoing opportunities to discuss their observations and concerns about their child’s strengths and challenges prior to transitions from EHS to HS and HS to K-12.
- Share information about activities and everyday interactions with children that promote school readiness as outlined by the Head Start Child Development and Early Learning Framework.
- Ensure families have ongoing opportunities to discuss child assessment data so that families are prepared to initiate and/or participate in similar discussions with teachers in K-12.
- Provide families with information about child development and the impact of transitions on children across early childhood and school settings.

COMMUNITY PARTNERSHIPS

- Coordinate services for children and families leaving Head Start through program-school partnerships.
- Provide advocacy training and opportunities for families to develop and use advocacy skills in the context of their child’s lifelong learning.

5. Family Engagement in Transitions *(continued)*

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Gained understanding of the social and emotional impacts of transitions on children.
- Learned about their role in creating continuity for children as they transition into kindergarten.
- Learned about the culture, norms and opportunities of their child’s future early care and education settings.
- Anticipated and recognized their child’s adaptive needs as changes and transitions occurred in early childhood education and school settings.
- Learned about how everyday interactions with preschool children are opportunities to promote school readiness as outlined in the Head Start Child Development and Early Learning Framework.
- Learned about their rights under federal and state laws, such as their rights under the Individuals with Disabilities Education Act (IDEA).
- Built upon their strengths as program/school advocates through participation in program supported transition activities.
- Accessed information about existing local parent-to-parent organizations, family peer networks, and parent-initiated school-community efforts in order to continue engagement in new settings.

6. Family Connections to Peers and Community

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP	<ul style="list-style-type: none">■ Ensure that systems and staff development facilitate opportunities for parents to develop relationships with their peers through meetings, trainings, support groups, mentoring programs or community referrals.■ Incorporate goals related to family connections to peers and community into agency work plans and strategic planning.
CONTINUOUS IMPROVEMENT	<ul style="list-style-type: none">■ Use the community assessment, self assessments, related surveys and ongoing relationships with families to understand the opportunities and challenges related to parent connections, peers, and community.■ Use information from community assessment, self assessments and related surveys to improve practices related to parent connections, peers and community.
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none">■ Conduct staff training on facilitating peer activities that help parents and families:<ul style="list-style-type: none">◆ enhance parent-child relationships;◆ strengthen their role as educators;◆ reflect and set learning goals;◆ learn about transitions; and◆ encourage parent leadership and advocacy.

6. Family Connections to Peers and Community *(continued)*

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

PROGRAM ENVIRONMENT	<ul style="list-style-type: none">■ Create safe and respectful environments where parents can lead and learn from each other and ask for the kinds of information that they find helpful as individuals and members of a group.■ Provide space and resources, if necessary, for monthly events chaired by parents, for parents.
FAMILY PARTNERSHIPS	<ul style="list-style-type: none">■ Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children’s special needs).■ Talk with parents about the formal and informal social networks (support, amusement, help, education, etc) they have and explore interests or needs in forming new (or renewed) social connections.■ Individualize opportunities for peer-to-peer connections for different groups of parents (e.g., fathers or grandparents).■ Support parents interests and goals with skill-building volunteer opportunities in the program and community.
TEACHING AND LEARNING	<ul style="list-style-type: none">■ Encourage parent-to-parent support when participating in parent meetings about children’s learning and development.
COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none">■ Collaborate with community organizations that share parents’ concerns and interests.■ Link families with meaningful support networks, peer-to-peer groups, and volunteer opportunities in the community.

EXAMPLES OF PROGRESS—PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Connected with other parents and families to exchange knowledge and resources.
- Engaged in problem-solving and decision-making with staff, parents and families.
- Experienced the personal value of relationships, connections and experiences in the program and community.
- Developed a sense of self-efficacy through parent-to-parent experiences that support mothers, fathers, and other parenting caregivers in their relationships with one another.
- Gained a sense of empowerment through the validation that comes with peer-to-peer shared experiences.
- Volunteered in the program or in other community-based organizations.

7. Families as Advocates and Leaders

Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children’s development and learning experiences.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

PROGRAM LEADERSHIP

- Ensure that parents’ opinions are heard and included in the program planning processes (e.g., policy council and parent committees, etc.).
- Ensure that systems and supports are in place to address professional development, continuous improvement, program environment and partnerships related to engaging families as advocates and leaders.
- Incorporate goals related to family advocacy and leadership into agency work plans and strategic planning.

CONTINUOUS IMPROVEMENT

- Conduct regular assessments on parent leadership and advocacy experiences to understand opportunities and challenges.
- Use related assessment data to improve practices related to parent leadership and advocacy.

PROFESSIONAL DEVELOPMENT

- Provide training on the multicultural principles, leadership development, and advocacy for staff and families.

PROGRAM ENVIRONMENT

- Create an environment that welcomes and affirms parent leadership and advocacy in the program.
- Work with parents to arrive at agreed upon understandings of how to partner and how to collaborate with each other within the program.

FAMILY PARTNERSHIPS

- Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community.
- Share information with families about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start.

COMMUNITY PARTNERSHIPS

- Provide parent mentoring opportunities that could include staff, alumni parents/families, elders, and professionals in the community to serve as a resource and support for parent leadership development.
- Partner with parents to engage advocacy groups that work on issues related to child, family and community needs.
- Form partnerships with parent-to-parent organizations or other K-12 parent groups to facilitate connections for HS/EHS families.

EXAMPLES OF PROGRESS – PARENT AND FAMILY PERSPECTIVES

PARENTS AND FAMILIES:

- Learned about their opportunities to engage in leadership and /or advocacy activities (eg. policy council).
- Built upon their strengths as leaders and/or advocates through parent-initiated participation in program-supported activities such as advocacy and leadership trainings, parent committees, policy councils, etc.
- Accessed information about existing parent-to-parent organizations, family peer networks and/or parent-initiated school-community efforts in order to continue to be leaders/advocates in the community and as their children transition into kindergarten.



THE PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK: SUMMARY AND USES

Regardless of the particular strategies that programs and families choose, the necessary ingredients for program success must include a commitment toward goal-directed, positive, culturally responsive and respectful relationships with families and a system-wide, integrated, and comprehensive parent, family, and community engagement approach.

The PFCE framework can be used in program-wide strategic planning, program design and management, continuous improvement systems, professional development for staff and governing bodies, and program approaches to providing services. It can be used to inform community partners about Head Start parent and family engagement goals and the importance of those goals



for school readiness. It lays the groundwork for the development of future parent and family engagement training and technical assistance materials for Head Start and Early Head Start programs that will be made available through the National Center on Parent, Family, and Community Engagement. ■

APPENDIX

RELATED ORGANIZATIONAL RESEARCH TO SUPPORT THE PFCE FRAMEWORK

Over the last decade, an important body of research in several fields makes the case for a systemic approach to interventions for children and families. This approach seeks to change several important elements in the way a program or organization works. Findings from the research suggest that programs with strong leadership and a supportive work environment create the conditions for effective staff practices and relationships with children and families. Effective programs do not operate in isolation. They depend on the support and resources of their communities in order to achieve the desired outcomes for children and families. Like an orchestra, several instruments of change must work together to produce the desired result.

RELATED PARENT AND FAMILY ENGAGEMENT OUTCOMES RESEARCH

The body of research that focuses on parent and family engagement as key contributors to family well-being and child success has grown significantly since the creation of Head Start in 1965. In order to highlight the significance of this research across the seven family engagement outcomes, the National Center on Parent, Family, and Community Engagement (NCPFCE) will be developing a series of materials that describe this multidisciplinary research base and its implications for implementing system wide practices that are considered evidence-based, evidence-informed, or best practices. In addition, the research support for building parent and family engagement and community partnerships that enhance children's early learning and developmental outcomes will be part of the NCPFCE program readiness guide for parent, family, and community engagement.

**RACE TO THE TOP-EARLY LEARNING CHALLENGE
PARTICIPATING STATE AGENCY
MODEL MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Mississippi Office of the Governor / State Early Childhood Advisory Council of Mississippi (“Lead Agency”) and Mississippi Board for Community Colleges (“Participating State Agency”). 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 in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, 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. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency'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 Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 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 RTT-ELC grant;
- 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.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project

plans and products;

- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

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

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

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

--	--

Print Name

Title

Authorized Representative of Participating State Agency:

(b)(6)

--	--

Print Name

Title

EXHIBIT I – Mississippi Board for Community Colleges Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> ● <i>State-funded preschool</i> ● <i>IDEA preschool special ed</i> ● <i>Head Start Collab Office</i> 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> ● <i>Head Start Collab Office</i> 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(2)	Board of Community Colleges	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for monitoring state progress toward meeting collective goals
(A)(3)	Board of Community Colleges	<ul style="list-style-type: none"> ● Participate as member on SECAC and support its oversight and efforts to implementing state’s Early Learning goals and the RTT ELC grant ● Coordinate the statewide alignment of professional development credentialing for Early Learning workforce
(A)(4)	Board of Community Colleges	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	Board of Community Colleges	<ul style="list-style-type: none"> ● Provide support as needed on the revision of the state’s TQRIS ● Participate in all TQRIS Advisory Committees
(D)(1)	Board of Community Colleges	<ul style="list-style-type: none"> ● Provide leadership role to develop incentive plan for all Community Colleges with ECE certification programs to achieve NAEYC accreditation ● Provide supportive role to IHL for aligning the state’s various ECE credential programs

		with an unified state ECE career lattice
(D)(2)	Board of Community Colleges	<ul style="list-style-type: none"> ● Facilitate the professional development opportunities for early childhood educators in improving their knowledge, skills and abilities as needed ● Provide available data to the state's early learning state system to support the understanding and identification of high quality professional development programs
(E)(2)	Board of Community Colleges	<ul style="list-style-type: none"> ● Support the data collection efforts for the state early learning data system to improve instruction, practices, services and policies

(b)(6)

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PARTICIPATING STATE AGENCY
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I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, 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. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
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- 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 RTT-ELC grant;
- 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.

B. LEAD AGENCY RESPONSIBILITIES

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- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project

plans and products;

- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

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

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

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

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This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Authorized Representative of Participating State Agency:

(b)(6)

EXHIBIT I – Mississippi Department of Human Services Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</p>	<ul style="list-style-type: none"> ● State-funded preschool ● IDEA preschool special ed ● Head Start Collab Office 	<p>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</p>
	<ul style="list-style-type: none"> ● Head Start Collab Office 	<p>Responsible for cross-walking Head Start performance standards with the new Program Standards</p>
(A)(2)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for monitoring state progress toward meeting collective goals
(A)(3)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Continue leadership role on SECAC and support its oversight and efforts to implementing state’s Early Learning goals and the RTT ELC grant ● Support the statewide alignment of professional development programs for Early Learning programs
(A)(4)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	MDHS (CCDF, TQRIS, Infant and Toddler)	<ul style="list-style-type: none"> ● Provide leadership role with revising the state’s TQRIS ● Provide leadership role with aligning the state infant and toddler guidelines with Early Learning Standards ● Facilitate all TQRIS Advisory Committee meetings
(B)(2)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Support the participation of all state funded pre-K programs in the state TQRIS ● Support the state goals for promoting

		statewide participation in the TQRIS
(B)(3)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Support and provide feedback on plans for TQRIS measurement and evaluations
(B)(4)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Provide leadership role with outreach effort to families and communities on the benefits of TQRIS
(B)(5)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Support the efforts for validation and testing for effectiveness of the TQRIS
(C)(3)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Implement program for an Infant toddler specialist in each quadrant of state to work with multiple centers on TQRIS standards ● Support the development of materials and training about the revised Early Learning Development standards and their alignment with health, behavioral, and development needs ● Participate in the routine revision of the state's Early Learning standards to ensure quality and appropriateness for children's health and safety issues
(E)(2)	MDHS (CCDF, TQRIS)	<ul style="list-style-type: none"> ● Support the data collection efforts for the state early learning data system to improve instruction, practices, services and policies

(b)(6)

Signature (Authorized Representative of Lead Agency)

Date

(b)(6)

Signature (Authorized Representative of Participating State Agency) Date

**RACE TO THE TOP-EARLY LEARNING CHALLENGE
PARTICIPATING STATE AGENCY
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- 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 RTT-ELC grant;
- 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.

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

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Authorized Representative of Participating State Agency:

(b)(6)

EXHIBIT I –Mississippi State Department of Health Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> ● State-funded preschool ● IDEA preschool special ed ● Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> ● Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(2)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for monitoring state progress toward meeting collective goals
(A)(3)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Continue leadership role on SECAC and support its oversight and efforts to implementing state’s Early Learning goals and the RTT ELC grant ● Support the statewide alignment of professional development programs for Early Learning programs
(A)(4)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Provide leadership role with aligning the state infant and toddler guidelines with Early Learning Standards
(B)(2)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Support the state goals for promoting participation in the TQRIS
(B)(3)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Support and provide feedback for TQRIS measurements and evaluations

(B)(4)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Support DHS in the TQRIS effort for outreach to families and communities
(B)(5)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Support the efforts for validation and testing for effectiveness of the TQRIS
(C)(3)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Support the development of materials and training about the revised Early Learning Development standards and their alignment with health, behavioral, and development needs
(D)(1)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Participate as members of the Professional Development Advisory committee to align in expand the Mississippi early educator credential
(E)(2)	MSDH (Registration and Licensure)	<ul style="list-style-type: none"> ● Support the data collection efforts for the state early learning data system to improve instruction, practices, services and policies

(b)(6)

Signature (*Authorized Representative of Lead Agency*)

Date

(b)(6)

Signature (*Authorized Representative of Participating State Agency*)

Date

**RACE TO THE TOP-EARLY LEARNING CHALLENGE
PARTICIPATING STATE AGENCY
MODEL MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Mississippi Office of the Governor / State Early Childhood Advisory Council of Mississippi (“Lead Agency”) and Mississippi Department of Education (“Participating State Agency”). 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 in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, 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. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency'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 Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 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 RTT-ELC grant;
- 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.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;

- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

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

In the event a difference of opinion between the signature parties related to service responsibilities or other matters related to the implementation of this Agreement, the parties agree that the State division or program directors, within ten (10) days from receipt of a complaint, will review the issues and develop recommendations for resolution. If resolution is not achieved at the State division or program director level, the issue will be referred to the agency heads of the Office of the Governor and the Mississippi Department of Education within five (5) business days of the meeting to reach a determination on the matter.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

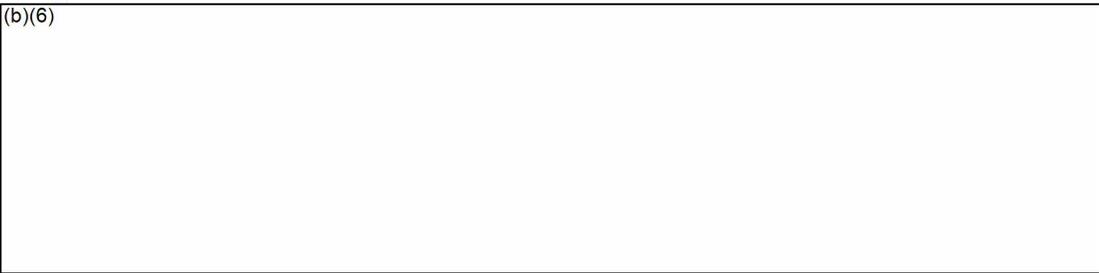
IV. DURATION

This Memorandum of Understanding shall become effective (a) after the execution of this agreement by both parties and (b) after the Race to the Top-Early Learning Challenge grant is received by the State and shall terminate upon the expiration of the Race to the Top-Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

A large rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating that the signature and name of the authorized representative of the lead agency have been redacted.

Authorized Representative of Participating State Agency:

(b)(6)

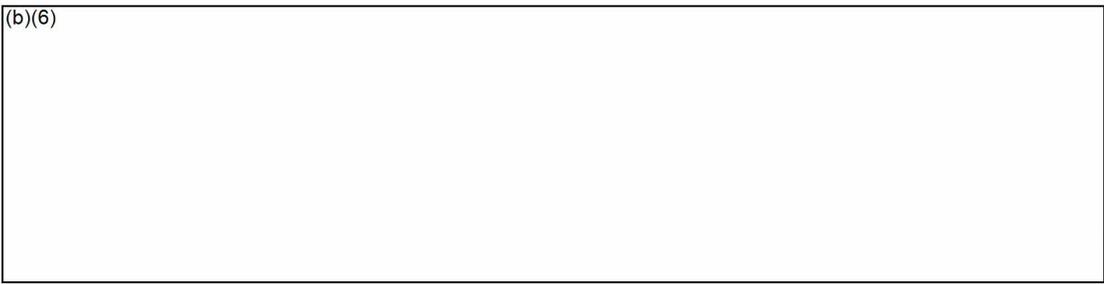
A large rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating that the signature and name of the authorized representative of the participating state agency have been redacted.

EXHIBIT I – Mississippi Department of Education Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> ● State-funded preschool ● IDEA preschool special ed ● Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> ● Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(2)	MDE (Special Education Office, Professional Development, State funded-preK)	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for monitoring state progress toward meeting collective goals
(A)(3)	MDE (Special Education Office, Professional Development, State funded-preK)	<ul style="list-style-type: none"> ● Continue leadership role on SECAC and support its oversight and efforts to implementing state’s Early Learning goals and the RTT ELC grant ● Coordinate the statewide alignment of professional development programs for Early Learning programs
(A)(4)	MDE (Special Education Office, Professional Development, State funded-preK)	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	MDE (Special Education Office, Professional Development, State funded-preK)	<ul style="list-style-type: none"> ● Provide support as needed on the revision of the state’s TQRIS ● Participate in all TQRIS Advisory Committees

(B)(2)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Support the participation of all state funded pre-K programs in the state TQRIS ● Support the state goals for promoting participation in the TQRIS
(B)(3)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Oversee contracts for TQRIS measurements and evaluations
(B)(4)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Support DHS in the TQRIS effort for outreach to families and communities
(B)(5)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Oversee contracts for validation and testing the effectiveness of the TQRIS
(C)(3)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Responsible for developing materials and training about the revised Early Learning Development standards and their alignment with health, behavioral, and development needs ● Oversee the routine revision of the state's Early Learning standards to ensure quality and appropriateness for children's health and safety issues
(C)(4)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Create "readiness teams" that include stakeholders in the elementary school communities of greatest need
(D)(1)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Participate as members of the Professional Development Advisory committee to align in expand the Mississippi early educator credential
(D)(2)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Facilitate the professional development opportunities for early childhood educators in improving their knowledge, skills and abilities and educational attainment
(E)(1)	Mississippi Department of Education	<ul style="list-style-type: none"> ● Facilitate the rollout for the statewide Kindergarten Entry Assessment

(E)(2)	Mississippi Department of Education	● Support the data collection efforts as allowed by applicable state laws and policies and federal law and regulations for the state early learning data system to improve instruction, practices, services and policies
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(b)(6)

Signature (*Authorized Representative of Lead Agency*)

Date

(b)(6)

Signature (*Authorized Representative of Participating State Agency*)

Date

**RACE TO THE TOP-EARLY LEARNING CHALLENGE
PARTICIPATING STATE AGENCY
MODEL MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the Mississippi Office of the Governor / State Early Childhood Advisory Council of Mississippi (“Lead Agency”) and Mississippi Institutions of Higher Learning (“Participating State Agency”). 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 in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, 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. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency'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 Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 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 RTT-ELC grant;
- 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.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project

plans and products;

- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

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

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

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Laurie J. Smith 10-15-13
Signature Date

Laurie J. Smith Exec. Director - SECAC
Print Name Title

Authorized Representative of Participating State Agency:

Hank M. Bounds 10/15/13
Signature Date

Hank M. Bounds Commissioner
Print Name Title

EXHIBIT I – Mississippi Institutions of Higher Learning Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p><i>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i></p>	<ul style="list-style-type: none"> ● <i>State-funded preschool</i> ● <i>IDEA preschool special ed</i> ● <i>Head Start Collab Office</i> 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p>
	<ul style="list-style-type: none"> ● <i>Head Start Collab Office</i> 	<p><i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i></p>
(A)(2)	IHL	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for participating in monitoring state progress toward meeting collective goals
(A)(3)	IHL	<ul style="list-style-type: none"> ● Participate as member on SECAC and support its oversight and efforts to implementing state’s Early Learning goals and the RTT ELC grant ● Coordinate the statewide alignment of professional development credentialing for Early Learning workforce
(A)(4)	IHL	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	IHL	<ul style="list-style-type: none"> ● Provide support as needed on the revision of the state’s TQRIS ● Participate in all TQRIS Advisory Committees
(D)(1)	IHL	<ul style="list-style-type: none"> ● Provide leadership role to align the state’s various ECE credential programs with an unified state ECE career lattice
(D)(2)	IHL	<ul style="list-style-type: none"> ● Facilitate the professional development opportunities for early childhood educators in

		improving their knowledge, skills and abilities • Provide available data to the state's early learning state system to support the understanding and identification of high quality professional development programs
(E)(2)	IHL	• Support the data collection efforts for the state early learning data system to improve instruction, practices, services and policies

(b)(6)

Signature (*Authorized Representative of Lead Agency*) Date

(b)(6)

Signature (*Authorized Representative of Participating State Agency*) Date

**RACE TO THE TOP-EARLY LEARNING CHALLENGE
PARTICIPATING STATE AGENCY
MODEL MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”) is entered into by and between the State Early Childhood Advisory Council of Mississippi (“Lead Agency”) and Mississippi State University, for and on behalf of its National Strategic Planning & Analysis Research Center (“Participating State Agency”). 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 in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, 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. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency'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 Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 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 RTT-ELC grant;
- 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.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with the Participating State Agency and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;

- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

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

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

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

(b)(6)

Authorized Representative of Participating State Agency:

(b)(6)

EXHIBIT I – National Strategic Planning & Analysis Research Center Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p>
(A)(2)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Responsible for articulation of state’s Early Learning goals • Responsible for monitoring state progress toward meeting collective goals
(A)(3)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Participate as member on SECAC and support its oversight and efforts to implementing state’s Early Learning goals and the RTT ELC grant • Coordinate the statewide alignment of early learning data to improve state understanding of improving child outcomes
(A)(4)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Responsible for feedback on the SECAC sustainability plan
(B)(1)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Provide support as needed on the revision of the state’s TQRIS
(B)(2)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Provide data and policy analysis on progress toward meeting statewide participation in TQRIS
(D)(2)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Conduct relevant workforce studies understanding the quality of the progress toward a high quality early childhood educator workforce • Provide data and policy analysis on progress toward meeting statewide participation in TQRIS
(E)(1)	National Strategic Planning & Analysis Research Center (nSPARC)	<ul style="list-style-type: none"> • Collect all relevant data for understanding the status of children’s learning and development at kindergarten entry
(E)(2)	National Strategic Planning &	<ul style="list-style-type: none"> • Responsible for uniform data collection and

Selection Criterion	Participating Party	Type of Participation
	Analysis Research Center (nSPARC)	easy entry from all Participating State Agencies and participating programs <ul style="list-style-type: none"> • Provide reports to identified stakeholders in the application (parents, agencies, centers) on feedback for progress toward meeting state goals on reporting the progress of improving child outcomes and improving the quality of early learning centers

(b)(6)

Signature *(Authorized Representative of Participating State Agency)* Date

EXHIBIT I – Mississippi Office of the Governor Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p><i>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i></p>	<ul style="list-style-type: none"> ● <i>State-funded preschool</i> ● <i>IDEA preschool special ed</i> ● <i>Head Start Collab Office</i> 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p>
	<ul style="list-style-type: none"> ● <i>Head Start Collab Office</i> 	<p><i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i></p>
(A)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for oversight and monitoring of Participating State Agency progress toward meeting goals
(A)(3)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Lead the RTT-ELC Coordinating Team ● Provide dispute resolution policies for grant and policy implementation ● Support and foster collaboration among key agencies and organizations to meet MS’s RTTELC goals ● Oversight of change management report and performance management integration ● Lead effort on creating sustainability plan
(A)(4)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide oversight and support as needed on the revision of the state’s TQRIS ● Participate in all TQRIS Advisory Committees
(B)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(2) selection criteria

(B)(3)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(3) selection criteria
(B)(4)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(4) selection criteria ● Support outreach and promotion of TQRIS
(B)(5)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(5) selection criteria
(C)(3)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to C(3) selection criteria
(C)(4)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to C(4) selection criteria
(D)(1)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to D(1) selection criteria
(D)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to D(2) selection criteria
(E)(1)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to E(1) selection criteria
(E)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to E(2) selection criteria ● Serve on state's SLDS Governance board

(b)(6)

Signature (Authorized Representative of Head Start Collaborative) Date

For the tasks and activities listed here, the State Early Childhood Advisory Council of Mississippi is both the Lead Agency and the Participating State Agency; therefore, no MOU is needed. The Head Start Collaboration office is also located in the Office of Governor. Authorized representatives from both organizations have signed this scope of work, which has been included for information purposes only.

EXHIBIT I – Mississippi Office of the Governor Scope of Work

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<p><i>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i></p>	<ul style="list-style-type: none"> ● <i>State-funded preschool</i> ● <i>IDEA preschool special ed</i> ● <i>Head Start Collab Office</i> 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p>
	<ul style="list-style-type: none"> ● <i>Head Start Collab Office</i> 	<p><i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i></p>
(A)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Responsible for articulation of state’s Early Learning goals ● Responsible for oversight and monitoring of Participating State Agency progress toward meeting goals
(A)(3)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Lead the RTT-ELC Coordinating Team ● Provide dispute resolution policies for grant and policy implementation ● Support and foster collaboration among key agencies and organizations to meet MS’s RTTELC goals ● Oversight of change management report and performance management integration ● Lead effort on creating sustainability plan
(A)(4)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Responsible for feedback on the SECAC sustainability plan
(B)(1)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide oversight and support as needed on the revision of the state’s TQRIS ● Participate in all TQRIS Advisory Committees
(B)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(2) selection criteria

(B)(3)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(3) selection criteria
(B)(4)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(4) selection criteria ● Support outreach and promotion of TQRIS
(B)(5)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to B(5) selection criteria
(C)(3)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to C(3) selection criteria
(C)(4)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to C(4) selection criteria
(D)(1)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to D(1) selection criteria
(D)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to D(2) selection criteria
(E)(1)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to E(1) selection criteria
(E)(2)	Office of the Governor (SECAC and Head Start Collaboration Office)	<ul style="list-style-type: none"> ● Provide advice and support to all projects relating to E(2) selection criteria ● Serve on state's SLDS Governance board

(b)(6)

Signature (Authorized Representative of Head Start Collaborative) Date

For the tasks and activities listed here, the State Early Childhood Advisory Council of Mississippi is both the Lead Agency and the Participating State Agency; therefore, no MOU is needed. The Head Start Collaboration office is also located in the Office of Governor. Authorized representatives from both organizations have signed this scope of work, which has been included for information purposes only.

Early Learning & Development (ELD) State Leadership



RTT-ELC & ELD Key Strategies



ELD Providers & Recipients of Strategic Products



“ONE MISSISSIPPI”

Mississippi’s Statewide Plan for Reforming the Early Learning System



“One Mississippi... Two...” Stakeholders across the state are counting our steps towards a higher quality Early Learning and Development System that will meet the educational and developmental needs of Mississippi’s children, laying the foundation that will prepare them to become responsible parents, highly respected professionals, and outstanding citizens.

The “One Mississippi” State Plan provides a comprehensive vision for improving child outcomes. In order to provide adequate supports for the whole child (health, social and emotional development, language, cognition, learning style), we must focus on the full range of influences that affect that child throughout the course of the day (home life, community engagement, center or location of learning, educator influence). The five goals of “One Mississippi” comprise this comprehensive approach. Statewide, stakeholders from both the public and private sectors are on board and excited to meet this critical challenge and are working collaboratively to achieve the five goals of “One Mississippi” in order to build the ELD system our children need and deserve.



“ONE MS” GOALS

- GOAL 1:** Support statewide implementation of **early learning standards** that are aligned with K-3 standards and serve as the basis for all early learning programs in Mississippi
- GOAL 2:** Revise and expand state’s **revised TQRIS system** at scale to promote quality improvements statewide and improve access to quality for high-needs children
- GOAL 3:** Promote consistent and high-quality **professional development opportunities** for all Mississippi early educators to improve instruction for early learning programs
- GOAL 4:** Improve professional knowledge on the implications for child outcomes among early elementary teachers, early learning programs, parents, and policy-makers on the **statewide kindergarten entry assessment**
- GOAL 5:** Integrate **family and community engagement, and parenting support** throughout the early learning system

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN™



Mississippi Chapter

Mississippi Chapter

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E-mail: msaap@integrity.com

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www.aap.org

October 8, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The MS Chapter of the American Academy of Pediatrics is pleased to lend its support to the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant.

It is important that our state work towards strengthening the quality of early learning and development programs in Mississippi. The MS Chapter AAP appreciates the opportunity to support the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. Long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Best wishes with your grant submission. If we can be of assistance, feel free to contact us.

Sincerely, /

(b)(6)

Chapter President



Black Alliance for Educational Options
1888 Main Street Suite C #358
Madison, MS 30110
C: 601-918-5605
O: 800-886-2947
f: 601-510-9392

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Black Alliance for Educational Options supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

The mission of the Black Alliance for Educational Options is to increase access to high-quality educational options for Black children by actively supporting transformational education reform initiatives and parental choice policies that empower low-income and working-class Black families. Additionally, our organizations seeks to promote high-quality educational Options for parents, protect parental choice programs, and to promote new parent choice programs.

The Black Alliance for Educational Options appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

Mississippi State Director
Black Alliance for Educational Options



October 9, 2013

PO BOX 257
Stoneville, Mississippi
38776-0257



Phone (662) 686-3350
Fax (662) 686-3378

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Delta Council is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi and especially areas with high needs like the Mississippi Delta. Delta Council appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially targeting high-needs children and encompassing strong outcomes measurements.

We support the State's efforts to bring meaningful change in our early education system and applaud the work that has already been done around the State of Mississippi, such as efforts in our region like the Indianola Promise Community. We recognize that long-lasting improvements only occur with everyone working together toward a common goal.

Again, we strongly support our State's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)

(b)(6) Chairman

Delta Council Development Department

Gibb Steele, *Greenville*
President

Vice Presidents

Michael Aguzzi, *Cleveland*
Richy Bibb, *Tunica*
Thomas Edwards, *Ruleville*

John Pittman, *Greenwood, Treasurer*
Chip Morgan, *Executive Vice President*

Paul Hollis, *Anguilla*
Irene Long, *Indianola*
Charles McClintock, *Holly Bluff*



October 9, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Delta Health Alliance supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Our programs have included the Indianola Promise School, Imagination Library, Parents As Teachers-Home Visitation Program (formerly MIHOW) and USDA/Health Sprouts. These programs have resulted in positive outcomes for many young children in the Mississippi Delta.

Imagination Library

- 5,674 children graduated from the program
- 239,404 books provided (average 40 books per child)
- Significant results~75% of IL families read **MORE** to their children
- The *lower* the family income, the *greater* impact on frequency
- Imagination Library children scored significantly higher on letter recognition and kindergarten readiness and Studies show 5:1 return on investment

Parents As Teachers/Home Visitation

- 12.7% of mothers enrolled in the Home Visitation program in Leflore, Sunflower and Washington counties had a premature birth as compared to the 14.7% to 19% for the counties as a whole
- First year cost of a premature baby is \$58,315 compared to \$3,966 for a healthy child (March of Dimes)
- If these programs are able to sustain a 16.7% decrease in premature births in these Delta counties, the program can generate cost savings of approximately \$3.37 million per year

DHA values this opportunity to work with the state and Governor Bryant to plan and develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We strongly and enthusiastically support the state's proposal. DHA is committed to participate in an active role in implementing policies and programs that will support the success of our young population.

Sincerely,

(b)(6)

President & CEO



16 October 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Mission Readiness is a member organization made up of more than 400 retired admirals and generals, 11 of whom live in Mississippi. The members of Mission: Readiness are dedicated to improving children's early education so they can be prepared for school and progress successfully, and then be qualified to serve our country's military if that is the path they choose.

Last year, we were grateful for your participation in our press conference as we worked very hard with many in the state to help obtain funding from the Legislature for the preK collaborative grant program and for Mississippi Building Blocks.

We fully support the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. If we are to have a strong military in the future, we must provide quality educational opportunities now. Mississippi needs all the help it can get to dramatically accelerate state efforts in support of these commitments.

Mission: Readiness appreciates the opportunity to support the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We hope you will seriously consider the state's proposal. High-quality early childhood education is critical to the future viability of Mississippi and our nation's defense.

Sincerely,

(b)(6)

National Director

1212 New York Avenue, NW, Suite 300
Washington, DC 20005

202.464.5224

MissionReadiness.org



the center for
education innovation

October 2, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The (Mississippi) Center for Education Innovation (MS)CEI supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services as outlined in the RTT-ELCG. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Some of our programs and activities include: leading the MS Learning Lab in the development of the "Learning Can't Wait Campaign" which provided much of the catalysis that moved the legislative action, introduction of shared services to the state, and administration of the Allies for Quality Care program. Additionally, we have developed services, technical assistance, and guidance to the Mississippi Department of Education for the adoption of a standard kindergarten assessment, as well as work with them in the development of early learning standards and guidelines to be used by professionals working in the child development and early learning professions.

(MS)CEI appreciates the opportunity to help formalize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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.

(b)(6)

October 8, 2013

Mississippi Early Childhood Association
P. O. Box 13563
Jackson, MS 39236

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Mississippi Early Childhood Association supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Having just celebrated our 60th anniversary as an Early Childhood advocacy organization, we are constantly searching for ways to support and encourage those who care for our youngest citizens. We strive to increase the knowledge and understanding of members through a variety of educational means and bring the relevant issues about the needs of young children to the attention of the public. Presently we have over 1000 professionals working in every aspect of early education as members of MsECA. MsECA is an affiliate of the Southern Early Childhood Association, an organization of over 21,000 members from 13 states.

Mississippi Early Childhood Association appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

(b)(6) President

Mississippi Early Childhood Association

Mississippi Head Start Collaboration Office



The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Mississippi Head Start Collaboration Office supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

The Mississippi Head Start Collaboration Office appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

(b)(6)

Director
Mississippi Head Start Collaboration Office
Office of Governor Phil Bryant



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 9, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

On behalf of the Mississippi Professional Educators (MPE), I am pleased to offer our support for the State of Mississippi's application to the Race to the Top – Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, Mississippi children of all needs can have access to high-quality early education.

Founded in 1979, MPE is Mississippi's premier and largest professional organization for educators. MPE serves more than 11,500 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. They do this to provide Mississippi students a quality education in safe and respectful environments.

In their daily work with Mississippi students, MPE members experience first-hand the difference that quality early childhood education makes on school readiness and academic achievement. In recent surveys of our membership, early childhood education has repeatedly been identified as a policy issue of most importance for the success of our state and its students. For example, 83% of those members participating in our February 2012 survey supported Blueprint Mississippi's recommendation to create a quality early childhood education and development system.

MPE is committed to supporting Mississippi's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand our state's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond. We strongly support Mississippi's proposal.

Sincerely,

(b)(6)

Executive Director

PARENTS' CAMPAIGN

Better Schools  Brighter Future

October 9, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Parents' Campaign enthusiastically endorses the plan set forth in Mississippi's Race to the Top-Early Learning Challenge (RTT-ELC) grant proposal. Our state is at a critical juncture; the goals and strategies outlined in your plan will allow us to capitalize on the momentum established in the 2013 Legislative Session and to maximize our leverage of the business community's strong support for high quality early learning experiences.

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. Our members are delighted that their efforts were rewarded in the 2013 Legislative Session, when a healthy percent of new money was dedicated to improving our state's pre-kindergarten programs.

Mississippi's business community has, likewise, proven its commitment to bettering the early learning experiences of our state's children. So confident were our corporate leaders that a strong early learning system would change the course of education and workforce readiness in Mississippi, that they invested millions of their own, private dollars in a research project to identify the most efficient and effective means of improving early learning in our state. As you know, that project, Mississippi Building Blocks (MBB), has been wildly successful, establishing the proof points needed to drive real change in Mississippi's early learning programs and improving dramatically the outcomes of hundreds of children involved in the project. It is significant that the Mississippi Legislature embraced your support of this effort and awarded \$3-million in state funding to

move MBB from a privately funded project to a state-funded program imbedded in a comprehensive, statewide early learning system.

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 RTT-ELC grant proposal accomplishes that goal, and it 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; too many still hang in the balance.

Thank you for your commitment to improving the lives of Mississippi's youngest citizens. 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)

Executive Director



Entergy Mississippi, Inc.
Electric 308
308 East Pearl Street, Suite 700
P.O. Box 1640
Jackson, MS 39215-1640
Tel: 601 969 2670
Fax: 601 969 2400

Haley R. Fisackerly
President and
Chief Executive Officer

October 10, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Entergy Mississippi supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. If we are to have a strong workforce in the future, we must begin to provide quality educational opportunities as early as possible.

Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. We have supported those efforts in a number of ways, including, for example, our support of Mississippi Building Blocks, Excel by Five and other projects. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Entergy Mississippi appreciates the opportunity to support the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We strongly and enthusiastically support the state's proposal. This is critical to the future viability of our workforce and our economy.

Sincerely,

(b)(6)





Blake A. Wilson
President & CEO

bwilson@mec.ms

October 14, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

SUBJ: RACE TO THE TOP EARLY LEARNING CHALLENGE GRANT (RTT ELC)

Dear Governor Bryant:

The Mississippi Economic Council, The State Chamber of Commerce since 2004 has supported improvement in early childhood education approaches as a key goal of Blueprint Mississippi, our long-range private-sector led economic development initiative for the future of our state.

We also appreciate your efforts, first as Lt. Governor and now as Governor, to improve our state's approaches to early childhood education, as well as your work to systematically year after year provide greater rigor, accountability and success in our K-12 system, our community colleges and our institutions of higher learning.

Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments, because dollars spent wisely on early childhood education will continue to pay dividends over the entire educational careers of our students.

The Mississippi Economic Council has long supported the approaches outlined in the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

MEC is particularly supportive of the Mississippi Building Blocks program, which provides an excellent public/private partnership approach for moving early learning forward. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We strongly and enthusiastically support the state's proposal. This is vital to the future viability of our workforce and our economy. Thank you and your staff for your outstanding leadership in this important area.

Sincerely,

(b)(6)

MISSISSIPPI ECONOMIC COUNCIL, INC.

(b)(6)

HISTORIC
STARKVILLE
MISSISSIPPI'S COLLEGE TOWN

THE CITY OF STARKVILLE

Mayor's Office

CITY HALL,

101 EAST LAMPKIN STREET
STARKVILLE, MISSISSIPPI 39759

Phone: 662-323-4583, ext. 100

Fax 662-324-4015

**Parker Wiseman,
Mayor**

October 14, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The City of Starkville supports the goal of strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

The City of Starkville appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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.

(b)(6)

Mayor, City of Starkville

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



RECEIVED

OCT 14 2013

GOVERNOR'S OFFICE

STATE OF MISSISSIPPI

COMMITTEE ASSIGNMENTS:

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

October 8, 2013

The Honorable Phil Bryant
Governor of Mississippi
Post Office Box 139
Jackson, MS 39205-0139

Dear Governor Bryant:

With this letter, as Chairman of the Education Committee of the Mississippi House of Representatives, I wish to express my support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, I truly believe that children of all needs can have access to high-quality early education.

As House Education Chairman, I feel that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. I believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, I strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. I look forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)

Gregg Harper
Congress of the United States
Third District, Mississippi

307 Cannon House Office Building • Washington, DC 20515 • 202-225-5031

RECEIVED

OCT 14 2013

GOVERNOR'S OFFICE

October 3, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

As the U.S. Representative for the Third Congressional District of Mississippi, I am pleased to express my support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC).

Research shows that investing in high quality early care, education programs, and services yields high returns for young children, and eventually for older patients as well. Some of the benefits include: improving young children's health, social, emotional and cognitive outcomes; enhancing school readiness; helping close the school readiness gap between children with high needs and their peers at the time they enter kindergarten.

With one third of children in Mississippi still living in poverty and equally large numbers not having access to quality early care and education, I feel it is imperative to support the State's efforts in winning the RTT-ELC grant.

Because of the potential dramatic impact on our young population, I respectfully request the careful consideration of this application for the State of Mississippi.

Sincerely,

(b)(6)

Member of Congress

DISTRICT OFFICES

PEARL
2507-A OLD BRANDON ROAD
PEARL, MS 39208
601.932.2410

MERIDIAN
1901 FRONT STREET, SUITE A
MERIDIAN, MS 39301
601.693.6691

STARKVILLE
1 RESEARCH BOULEVARD, SUITE 206
STARKVILLE, MS 39759
662.324.0007

BROOKHAVEN
230 SOUTH WHITWORTH STREET
BROOKHAVEN, MS 39601
601.823.3400



State of Mississippi
Office of the Lieutenant Governor
TATE REEVES
Lieutenant Governor

October 10, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

I support the State of Mississippi's application for the Race to the Top – Early Learning Challenge Grant (RTT-ELC). Efforts to strengthen Mississippi's early childhood education programs are essential to the continued success of the state's workforce.

In Mississippi, far too many children enter kindergarten unprepared. This year, the state took its first real steps to improve early childhood education through public and private efforts. With strong support from both the business sector and educators, the Legislature passed a program to encourage local communities to invest in early childhood education, along with the state. Earning this Race to the Top – Early Learning Challenge Grant will be invaluable to the state's efforts to educate all children and build a stronger workforce.

Again, I support the effort of state education leaders to obtain this Race to the Top grant. I look forward to seeing the positive impact this program can have on Mississippi's future.

Sincerely,

(b)(6)

Lieutenant Governor



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 8, 2013

The Honorable Phil Bryant
Governor of Mississippi
Post Office Box 139
Jackson, MS 39205

Dear Governor Bryant:

I am pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of utmost importance for Mississippi to work towards strengthening the quality of early learning and development programs. I appreciate the opportunity to help bring the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs, to fruition.

I strongly support the State's efforts to change our early education system in a meaningful way. It has been my experience that long-lasting improvements occur only when everyone is working together toward a common goal. I am committed to assisting the State in carrying out the work described in this application.

Again, I fully endorse the state's effort to win this grant and to start implementing the plan to close the school readiness gap between high need and other young children. I wish you and your office the best of luck in succeeding with the State's grant submission.

(b)(6)



(b)(6)

(b)(6)

COMMITTEE ON
AGRICULTURE, NUTRITION,
AND FORESTRY
RANKING MEMBER

COMMITTEE ON
APPROPRIATIONS

COMMITTEE ON
RULES AND
ADMINISTRATION

United States Senate

(b)(6)

(b)(6)

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing in support of the State of Mississippi's application for the Race to the Top-Early Learning Challenge Grant.

This proposal is an important component to help accelerate educational reforms needed to ensure a future of quality educational opportunities for all Mississippi students, many of whom come from economically-disadvantaged homes and often lack access to high-quality early learning and development programs. The comprehensive agenda outlined in the state's plan signals a deep commitment among our state leaders to integrate, align and coordinate resources to reduce inefficiency and strengthen early education programs. I believe this grant will give Mississippi an opportunity to achieve its goal of providing every child with access to high-quality early learning and development programs.

Thank you for your attention to this matter. Please let me know if I can be of further assistance.

Sincerely

(b)(6)

United States Senator

(b)(6)

(b)(6)

(b)(6)

ARMED SERVICES
BUDGET
COMMERCE, SCIENCE AND TRANSPORTATION
ENVIRONMENT AND PUBLIC WORKS

United States Senate

(b)(6)

(b)(6)

The Honorable Arne Duncan
Secretary Of Education
400 Maryland Avenue, Sw
Washington, D.C. 20202-0001

Dear Secretary Duncan,

I would like to express my support for the State of Mississippi's application for a Race to the Top-Early Learning Challenge (RTT-ELC) grant.

Mississippi's educators and leaders have made great progress in recent years to address the needs of early childhood education in our state, and I am a long-time supporter of successful early learning programs. An RTT-ELC grant will equip Mississippi with the resources to advance a unified effort to close the school-readiness gap and increase the likelihood of academic success for all children in our state. I am confident that this grant will support Mississippi's ongoing initiatives to work with communities and parents to develop high-quality professional development opportunities and expand uniform early learning standards.

I hope that you will give Mississippi's application every consideration. Should additional information be required from my office, please contact Jennifer Schmidt of my staff at (228) 604-2383.

With best wishes, I am

Sincerely yours,

(b)(6)

(b)(6)

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

C spire supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. If we are to have a strong workforce in the future, we must begin to provide quality educational opportunities as early as possible. This is why c spire has supported Mississippi Building Blocks over the years. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate the state's efforts.

C spire appreciates the opportunity to support plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We strongly and enthusiastically support the state's proposal. This is critical to the future viability of our workforce and our economy.

Sincerely,

(b)(6)

Director, C Spire Foundation

THE PHIL HARDIN FOUNDATION

DEDICATED TO SERVING EDUCATION IN MISSISSIPPI

The Honorable Phil Bryant
Governor of Mississippi
PO Box 139
Jackson, MS 39205

Board of Directors

(b)(6)

President and Chairman

(b)(6)

Senior Vice President

(b)(6)

*Secretary
and
General Counsel*

(b)(6)

Treasurer

(b)(6)

*Vice President
of Investments*

(b)(6)

(b)(6)

Chief Executive Officer

Dear Governor Bryant,

This letter is to express the support of the Phil Hardin Foundation for submission of the RTT-ELC grant that will help solidify and expand your efforts in the areas of young children's health, social emotional and cognitive outcomes, and improving programs for school-readiness among entering kindergartens. As you know the Phil Hardin Foundation has supported early childhood education since its inception nearly 50 years ago. But it has been an uphill battle due to the lack of funding available in our state.

Our long-time support of the Early Childhood Institute at Mississippi State University, Dyslexia Training at your own Mississippi College and the more recent Mississippi Building Blocks have all led to recognition by our state legislature that early childhood funding is a necessity if we are to improve the health, well-being and education of our children.

The Phil Hardin Foundation has been a supporter of your efforts and that of our legislature, and public and private initiatives to improve the lives of our children. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in kindergarten and beyond.

We are committed to play an active role in implementing policies and programs that will support the success of our young children and their families.

Sincerely,

(b)(6)

(b)(6)

CEO



ALCORN STATE UNIVERSITY
OFFICE OF THE PRESIDENT

LORMAN | NATCHEZ | VICKSBURG

October 9, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Alcorn State University is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. While our primary commitment is to higher education, we realize the importance of ensuring access to the best possible education for youngest learners among us here in Mississippi. Alcorn State University appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. Through our education programs, outreach services, and working closely with state education agencies and other education advocacy groups, we would be delighted to assist the State in carrying out the work described in this application.

Our commitment is unwavering. We strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. You have our very best wishes for a successfully funded grant.

Sincerely,

(b)(6)

18th President



Coahoma Community College
3240 Friars Point Road Clarksdale, Mississippi 38614
662-621-4101

OFFICE OF THE PRESIDENT

October 7, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Coahoma Community College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. *[Insert your organization's/institute's/agency's name]* appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

(b)(6)

President

(b)(6)

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, Delta State University's College of Education and Human Sciences wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we truly believe that children of all needs can have access to high-quality early education.

Delta State University's College of Education and Human Sciences feels that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish.

(b)(6)



October 4, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Copiah-Lincoln Community College supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Some of our programs at Copiah-Lincoln Community College include specific training programs to prepare students for a professional career in the field of early childhood education spanning a variety of career options. Instructional programs include classroom instruction and supervised laboratory or work experience. Students develop competencies that enable them to provide services, to teach, and to guide young children as related to various early childhood professions. The College also has plans to construct a new 8,000 square foot instructional building designed to support the early childhood education technology program at Co-Lin.

Copiah-Lincoln Community College appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

Wesson Campus
PO Box 649
Wesson, MS 39191
Telephone: 601-643-5101

Natchez Campus
11 Co-Lin Circle
Natchez, MS 39120
Telephone: 601-442-9111

Simpson County Center
151 Co-Lin Drive
Mendenhall, MS 39114
Telephone: 601-849-5149

Copiah-Lincoln Community College

• • •

We 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)

President



Mississippi Valley State University

08 October 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Department of Education at Mississippi Valley State University supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Some of our programs include a Bachelor of Science Degree in Early Childhood Education (non-teaching). This program was developed to offer course work and certification for private daycare and Head Start Centers in the Mississippi Delta. The Department also houses the Institute for Effective Teaching Practices (IETP) which offers an array of professional development opportunities for P-12, private daycare and Head Start. Participants are able to acquire CEU and SEMI credits through face-to-face and online workshops that are offered on weekends and weekdays as requested. IETP offers workshops on the MVSU campus, Greenwood, GHEC in Greenville and other location by request.

Additionally, we have developed services for children ages 2-4 years in our Child Development Center (CDC) located on the MVSU campus in the L.S. Rogers Building. The CDC offers a laboratory in which students majoring in Early Childhood Education may observe, participate, and study under the supervision of University faculty personnel. The purpose of the Center is to create a place where children are the same age and where the furniture, equipment, toys and atmosphere are conducive to the child's needs. The Center supplements the home by providing an environment in which the child may develop physically, mentally, emotionally, and socially under the guidance of a qualified teacher.

Mississippi Valley State University's Department of Education appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

Chair



HINDS COMMUNITY COLLEGE

P.O. Box 1100 • Raymond, Mississippi 39154-1100
601.857.3240 • Fax: 601.857.3518

OFFICE OF THE PRESIDENT

October 3, 2013

The Honorable Phil Bryant
Governor of Mississippi
PO Box 139
Jackson, MS 39205

Dear Governor Bryant:

Hinds Community College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. Hinds Community College appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)





HOLMES COMMUNITY COLLEGE

GRENADA • GOODMAN • RIDGELAND

October 4, 2013

P. O. Box 369
Goodman, MS 39079
662-472-2312

Glenn F. Boyce
President

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Holmes Community College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. Holmes appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)





ITAWAMBA COMMUNITY COLLEGE

Office of the President

October 4, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

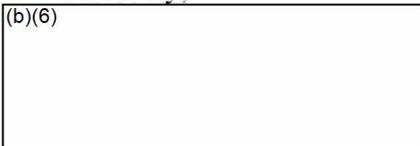
Itawamba Community College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. ICC appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

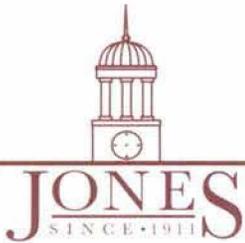
Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)



President



The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Jones County Junior College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. Jones County Junior College appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)

President



MERIDIAN COMMUNITY COLLEGE

Nine Ten Highway 19 North • Meridian, MS 39307-5890

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, Meridian Community College wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we truly believe that children of all needs can have access to high-quality early education.

Meridian Community College feels that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)

President



The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Mississippi Delta Community College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. Mississippi Delta appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)

President

OFFICE OF THE PRESIDENT

P. O. Box 668 • Moorhead, Mississippi 38761 • 662-246-6301 • Fax 662-246-6321 • www.msdelta.edu

(b)(6)

"We make a positive difference
in people's lives every day."



www.mgccc.edu

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Jackson and George Counties

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October 9, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Mississippi Gulf Coast Community College is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. Mississippi Gulf Coast Community College appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)

President

Community Campus/
Advanced Manufacturing
and Technology Center
10298 Espress Drive
Gulfport, MS 39501
228-897-4360

Jackson County Campus
Highway 90/Vandover Rd.
P.O. Box 100
Gautier, MS 39553
228-497-9602

Jefferson Davis Campus
2226 Switzer Rd.
Gulfport, MS 39507-3896
228-896-3355

Keesler Center
P.O. Box 5008
Keesler AFB, MS 39534
228-432-7198

West Harrison
County Center
21500 B Street
Long Beach, MS 39560
228-868-6057

Perkinston Campus
Highway 49 South
P.O. Box 548
Perkinston, MS 39573
601-926-5211

George County Center
P.O. Box 77
Lucedale, MS 39452
601-947-4201

October 8, 2013

www.muw.edu

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, Mississippi University for Women wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we truly believe that children of all needs can have access to high-quality early education.

Mississippi University for Women feels that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we strongly support our state's effort to obtain this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)

President



MISSISSIPPI STATE
UNIVERSITY

Office of the President

October 4, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

Mississippi State University is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. We devote much attention and resources at MSU to support early learning and development programs because of their importance in strengthening education in our state. Funding in this grant will provide additional support in efforts to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

Partnerships and teamwork are essential if long-lasting improvements are to be successful, and Mississippi State University is proud to be part of the team in pursuit of this goal. We look forward to the opportunity to work with you on this initiative.

Sincerely, /

(b)(6)

President



MISSISSIPPI STATE
UNIVERSITY™

COLLEGE OF EDUCATION
Office of the Dean

Box 9710
Mississippi State, MS 39762

(662) 325-3717
Fax: (662) 325-8784

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, the College of Education at Mississippi State University wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment in the state, we truly believe that children of all needs can have access to high-quality early education.

The College of Education believes that it is important for the RTT-ELC application to reflect the strong partnerships that propel our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. It is our belief that this grant can move Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. The College of Education looks forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)

(b)(6) Dean



PEARL RIVER COMMUNITY COLLEGE
MISSISSIPPI'S PIONEER COMMUNITY COLLEGE

October 3, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

One of the most compelling issues facing our state is the improvement of our efforts to support early childhood learning programs. The national research on this issue is clear as to the difference this one issue can make, not only in our educational system, but for our general society as well. If we are to truly make a difference in our efforts to improve our state for future generations, the development of a comprehensive and coordinated statewide system of early childhood education is imperative.

Please know that Pearl River Community College supports your efforts to make significant and meaningful change in Mississippi's early childhood education services. You will find our institution to be a willing partner in this effort.

This letter will indicate that Pearl River Community College endorses and supports your efforts to seek grant funding for closing the gap that exists in school readiness in our children. It is with great appreciation and respect for your efforts to make a difference for our state's future thru improving our system of early childhood education that this letter of endorsement is submitted.

Best wishes for much success with your efforts.

Sincerely,

(b)(6)



President



October 8, 2013

The Honorable Phil Bryant
Governor of Mississippi
Post Office Box 139
Jackson, MS 39205

Dear Governor Bryant:

The University of Mississippi is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. It is of imperative importance to work towards strengthening the quality of early learning and development programs in Mississippi. The University of Mississippi appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs.

We support the State's efforts to bring meaningful change in our early education system. We recognize that long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist the State in carrying out the work described in this application.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We wish your office the best of luck in succeeding with your grant submission.

Sincerely,

(b)(6)

Chancellor

CC: (b)(6)



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of the President

118 College Drive #5001
Hattiesburg, MS 39406-0001
Tel: 601.266.5001
Fax: 601.266.5756

October 9, 2013

(b)(6)

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

I am pleased to extend The University of Southern Mississippi's full support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). We are committed to ensuring student success at all levels, and this grant will undoubtedly promote continued investment in young people while fostering state-wide partnerships that meet the needs of all children in gaining access to high-quality early education.

As a public research university, USM strives to provide advanced educational opportunities for all Mississippi residents. As educators, we understand the critical role that early learning and development programs play in preparing students for college. As a community partner, we know the importance of collective outreach efforts and the impact that strong partnerships produce. Finally, as an institution, we understand the challenge of finding adequate resources to meet educational standards, especially those customized to children with special needs.

However, we also know that when we partner, we can facilitate the achievement of ambitious goals. Therefore, we believe that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development, and we believe this grant can advance Mississippi's dream of serving all children with high-quality learning and development programs.

The University of Southern Mississippi strongly supports our state's effort to win this grant and to implement strategies to close the school readiness gap between high need and other young children. We look forward to continuing our support of this endeavor to advance the future of Mississippi's children.

Sincerely,

(b)(6)

President

James L. Barksdale

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

I am writing to express my enthusiastic support for the early childhood education work that your office is doing. As you and I have discussed on numerous occasions, Mississippi has got to strengthen the quality and accessibility of early learning programs. Otherwise, too many children show up for kindergarten unprepared, not at the starting line.

Critical to this effort is the implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant.

The Barksdale Reading Institute, which I have funded since 2000, has been heavily involved in this work for the past 13 years. BRI has implemented pre-K classrooms in the schools with which it has been working, it has worked with parents to strengthen their emphasis on preK support with their children, it has funded the Between the Lions curriculum that is in place in Mississippi Building Blocks classrooms and in others. I do believe that obtaining the RTT-ELC grant, which could expand significantly the MBB work, would be a huge step forward.

I hope that we are successful in this grant application. It could be a great boost for the state and give us the momentum to carry forward the good work that you have begun.

All the best,

(b)(6)



MISSISSIPPI DEPARTMENT *of* EMPLOYMENT SECURITY

OFFICE OF THE GOVERNOR

(b)(6)

EXECUTIVE DIRECTOR

October 8, 2013

Governor Phil Bryant
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

I understand that Mississippi is applying for the Race to the Top-Early Learning Challenge Grant. Among the partnerships available to support the commitment of our state to early learning is the State Longitudinal Data Study, known as LifeTracks.

As you know, LifeTracks combines data from all across state government, including the Mississippi Department of Employment Security, and from a number of other sources to create a powerful tool that provides reliable information and penetrating analysis to policy makers. Regarding early education, LifeTracks can serve as the mechanism for coordinating and aligning early childhood programs across state agencies, such as the Departments of Human Service, Health, and Education. In that regard, LifeTracks is designed to reduce duplication and line up programs with common goals.

In addition, LifeTracks can be used to identify qualified teachers for this early learning initiative. LifeTracks can even enable policy makers to forecast how many early learning teachers our colleges and universities will graduate in the future. That ability to see into the future will also aid in the recruitment of qualified teachers.

In these and other ways, LifeTracks can be the foundation for providing a better education to Mississippi students, which will improve the quality of the workforce in our state.

Sincerely,

(b)

(b)(6)

Executive Director

(b)(6)

Wee Care Nurseries and Learning Center, Inc.

(b)(6)

To The Honorable Phil Bryant,
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Sir,

As a participating child care center in Mississippi Building Blocks, I can sincerely say that this program has found what works when it comes to early childhood literacy. The Race to the top-Early Learning Challenge Grant would allow this agency to provide the necessary training needed to those working in early learning centers. It is a proven fact that if teachers are prepared, the students will be prepared.

The RTT-ELC proposal will strengthen Mississippi's increasing investment in early learning and development and help expand the Quality Rating System for early childhood care providers. The Governor's efforts are enthusiastically supported as he pushes to improve our early child care system for all young children in Mississippi. It will be our pleasure to work together with all early childhood stakeholders to put our children on a path of academic excellence.

(b)(6)

Owner, Executive Director



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

October 15, 2012

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, the Mississippi Department of Human Services wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we truly believe that children of all needs can have access to high-quality early education.

The Mississippi Department of Human Services feels that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. The Agency looks forward to extensive conversations for implementation planning to accomplish what is best for the children in state. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)





MISSISSIPPI

COMMUNITY COLLEGE BOARD

3825 Ridgewood Road • Jackson, MS 39211 • Phone: (601) 432-6518 • Fax: (601) 432-6363

October 3, 2013

The Honorable Phil Bryant
Governor of Mississippi
Post Office Box 139
Jackson, Mississippi 39205

Dear Governor Bryant:

I am writing to express the Mississippi Community College Board's (MCCB) support for Mississippi's application to the Race to the Top- Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we believe that children of all backgrounds can have increased access to high-quality, early education.

The MCCB believes that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, the MCCB strongly supports our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish, with the help of this important grant.

Sincerely,

(b)(6)

MCCB Executive Director



**STATE OF MISSISSIPPI
DEPARTMENT OF EDUCATION**

Lynn J. House, Ph.D.
Interim State Superintendent of Education

October 11, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Mississippi Department of Education (MDE) is pleased to support the State of Mississippi's application for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. Our agency recognizes the importance of work towards strengthening the quality of early learning and development programs in Mississippi.

The state faces immense challenges in closing the achievement gap between our economically disadvantaged children and other children who have had the opportunity for early learning. We believe that preparing children at an early age for school will have a transformative impact on Mississippi's children in Kindergarten and beyond. Funding from the RTT-ELC grant will dramatically accelerate state efforts to implement a comprehensive and coordinated early childhood system.

The MDE appreciates 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. We support the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. We applaud the state's efforts to bring meaningful change in our early education system. Long-lasting improvements only occur with everyone working together toward a common goal. We will be proud to assist in carrying out the work described in this application.

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

Sincerely,

(b)(6)

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Interim State Superintendent of Education

(b)(6)

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State Superintendent of Education Designee



The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, the National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we truly believe that children of all needs can have access to high-quality early education.

nSPARC feels that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. These partnerships are clearly reflected in the monumental effort the state undertook to build the Mississippi Lifetracks data clearinghouse and online portal. This system integrates data from the Mississippi education and workforce systems, including agencies on the front lines of early childhood development and education such as Head Start, Department of Health, Department of Human Services, and Department of Education. The system is now actively used as a tool to provide longitudinal and cross-agency information to help guide programmatic development based on real data. To be sure, this grant can build on what works in Mississippi: a data-driven approach based on successful inter-agency partnerships.

Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)

Director, nSPARC

October 13, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

It is great enthusiasm that I write to support the Race to the Top-Early Learning Challenge (RTT-ELC) grant submission from the state of Mississippi. Over the last five years, I have seen leaders from the private sector, public sector and nonprofit sector all come together to steadily build an early education system, with a particular emphasis on low-income families, that prepares children to succeed in kindergarten and beyond. Mississippi's proposal for the RTT-ELC grant builds on this collective effort and carries with it the potential to take many of the gains to scale.

The Mississippi Economic Policy Center (MEPC) is a nonprofit, nonpartisan organization that conducts independent research on public policy issues affecting working Mississippians. Through public outreach, policy maker education and engaging the media, MEPC uses its analysis to ensure that the needs of low and moderate-income Mississippians, in particular, are considered in the development and implementation of public policy with the ultimate goal of improving access to economic opportunity. Over the last several years, MEPC has actively participated in efforts to expand access to child care and early education for low-income children.

MEPC is also an initiative of the Hope Enterprise Corporation (HOPE). HOPE is a community development finance institution, credit union and policy center that works to improve the quality of life for low-income and low-wealth residents of the Mid-South by expanding access to high quality and affordable financial services. Since HOPE was incorporated twenty years ago, it has lent millions of dollars to dozens of child care centers through its community development lending.

With this background and experience in mind, MEPC is grateful for the opportunity to participate in the formulation of the RTT-ELC grant proposal. The leadership extended by the Office of the Governor has been particularly impressive in its ability to bring a diverse and extensive group of early childhood stakeholders together around a bold, achievable and common goal. Funding from the RTT-ELC will expand the state's infrastructure to implement a high quality, comprehensive and coordinated early education system for all children – particularly those that live in families and communities of economic distress.

As mentioned earlier, MEPC strongly supports the state's proposal and will continue to work towards the success of the state's low-income children. If you have any questions about this recommendation, please feel free to contact me at (b)(6) or via e-mail at (b)(6)

Sincerely,

(b)(6)

Director



**MISSISSIPPI STATE
UNIVERSITY**

SOCIAL SCIENCE RESEARCH CENTER
www.ssrc.msstate.edu

October 9, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Family and Children Research Unit (FCRU), a division of MSU's Social Science Research Center, is pleased to learn that the State of Mississippi is applying for the Race to the Top-Early Learning Challenge (RTT-ELC) grant. The FCRU conducts research on issues affecting the health, safety and well-being of children and their families. The FCRU is a research and development clearinghouse for children's issues in the state of Mississippi. In particular, our Mississippi KIDS COUNT program is the leading resource for comprehensive data and information on Mississippi's children.

Some of our more recent research projects at the FCRU reflect our commitment to gather and present data on topics relating to the well-being of Mississippi children. These include an in depth investigation into the childhood obesity problem through participation in an assessment of the impact of the Mississippi Healthy Student's Act, directed by the Center for Mississippi Health Policy. This study is currently in its fifth year. Also, a two year study, funded by the Blue Cross and Blue Shield of Mississippi Foundation, is in the process of determining the impact of the Project Fit America program on the health of students.

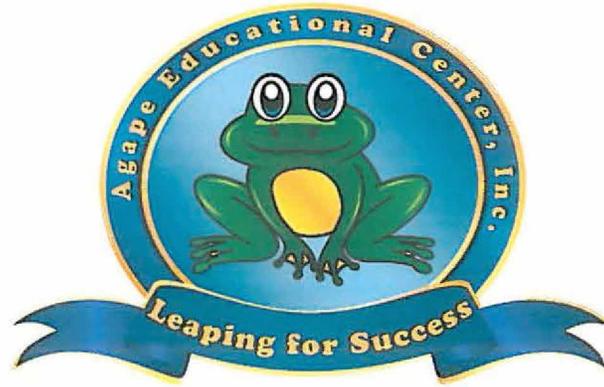
On the subject of early childhood education in particular, in November MS KIDS COUNT will be releasing findings from Mississippi's first ever statewide survey of kindergarten teachers on school readiness in our report, *Ready or Not? Mississippi Kindergarten Teachers Reveal "State" of School Readiness*. The findings of this research reinforce the importance of investing in a comprehensive early childhood care and education system.

The Family and Children Research Unit appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond. The FCRU stands ready to help with any data, research and evaluation needs of the RTT-ELC work.

Sincerely,

(b)(6)

Coordinator, Family and Children Research Unit
Coordinator, MS KIDS COUNT



AGAPE EDUCATIONAL & COMMUNITY DEVELOPMENT CENTER

315 Garrett Street * P.O. Box 502
Canton, MS 39046
(601) 859-8868

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

This letter is written to show support for the "Race to the Top Early Learning Challenge Grant, and its effort to improve the quality for early learning centers. At Agape we feel that all childcare centers in the state of Mississippi should have access to wonderful programs. The state of Mississippi as a whole would benefit by having a statewide program, because it prepares our children for high quality kindergarten assessments. It also would be informative for early learning centers, teachers, and parents.

I strongly support the Governor's application for early care and program's accessible to all young children.

(b)(6)

Director

PETAL SCHOOL DISTRICT

www.petalschools.com

DISTRICT STAFF

Dr. John A. Buchanan
Superintendent

Stephanie Brewer
Assistant Superintendent

Dede Smith
Assistant Superintendent

Shannon Anderson
Director of Special Services

Marcus Boyles
Athletic Director and
Head Football Coach

Nadine Coleman
Director of Center for
Families and Children

Daniel M. Dillistone
Director of Child Nutrition

Walter Farris
Director of Maintenance

Robin Kinsey
Police Chief

Bill Lott
Transportation Administrator

Dr. Leisha Mohn
Director of Student Assessment
and College/Career Readiness

John Rector
Director of Technology

Margaret Tynes
Director of Human Resources
and Federal Programs

William Wheat
Chief Financial Officer

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Petal School District Center for Families and Children supports the goals for early learning reform your office has set to strengthen the quality, availability and outcomes of early learning development programs and services. Over the past five years, the private sector, foundations, nonprofits, communities and the State have committed to invest in pre-K education through efforts to improve young children's health, social emotional and cognitive outcomes, or to improve the quality of programs for school-readiness among entering kindergarteners. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

The Center for Families and Children serves as a "one-stop" support center for families in the Petal and surrounding area and is the "hub" of early childhood efforts in the city. The Center has led the way in creating a model that begins at birth and engages multiple systems to wrap supports around Petal's children and their families.

As Mississippi's first certified Excel By 5 (early childhood) community, Petal looks forward to the possibilities of expanding work in our community and across our state to improve the outcomes of our children. By building a continuum of early care and education from birth to third grade in our community, we are closing the achievement gap for our most at-risk population. The use of the Early Development Instrument (EDI) has proven to be a key component in directing the Excel By 5 community coalition's efforts to address the "whole" child including emotional maturity, social competence, physical health and well-being, language and cognitive skills and communication skills and general knowledge.

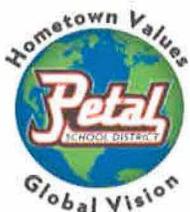
We are committed to play an active role in implementing policies and programs that will support the success of Mississippi's young children.

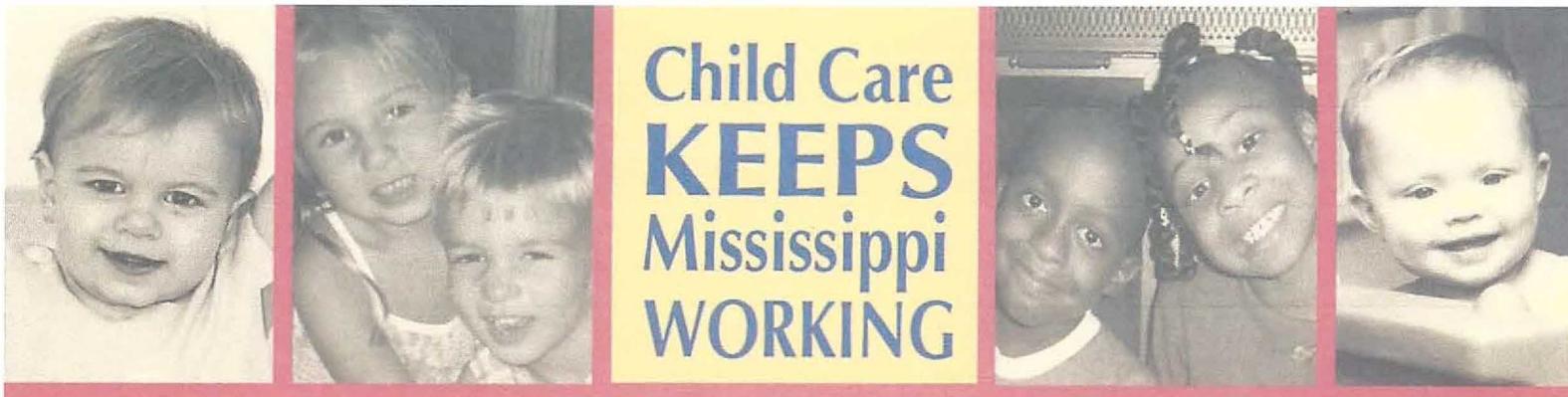
Sincerely,

(b)(6)

Director of Center for Families and Children

**CENTER FOR FAMILIES
AND CHILDREN**
P. O. Drawer 523
201 West Central Avenue
Petal, MS 39465
Phone: 601-584-4704
Fax: 601-544-8358
Cell: 601-549-8688





Child Care
KEEPS
Mississippi
WORKING

October 5, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Delta Licensed Providers represents more than one-hundred licensed child care providers in seven counties of the poorest region in the Nation – the Mississippi Delta. Accordingly, we speak with authority to the daily chaos imposed on young lives and families by extreme poverty. As the work force support system sprung of the Personal Responsibility and Work Opportunity Act, more commonly known as Welfare Reform, we have intimate knowledge of the needs for viable child care infrastructure and child care assistance to support entry level employment of low-income families as well as intimate knowledge of the educational, social, emotional, and health needs of the children from low-income homes.

Fortunately, due to your support and the State's recent investment in Mississippi Building Blocks (MBB), many of our members are now voluntarily participating in the Building Blocks Preschool Collaborative Model which provides technical assistance and the materials needed to better address the needs of the children in our care and ensure they enter kindergarten with the skills, knowledge, and dispositions toward learning they need to be successful.

The State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) comes at no better time to begin the thought provoking work to develop a blueprint to *expand* full year, full day Building Blocks early learning programs with far greater reach into the targeted population in rural communities at the front end of the state's increasing investment in pre-kindergarten education through increased costs per child reimbursement fees, quality improvement grants to providers, educational stipends or bonuses, ongoing professional development and accountable technical assistance.

Extremely important to us is the opportunity the Race to the Top-Early Learning Challenge Grant provides to appoint a lead agency and Early Learning Program Coordinator cognizant of the well documented correlation between the achievement gap and the economic gap and the unique position the Welfare Reform work force child care provider holds to enable and encourage low-income *families' potential to thrive* through high quality early learning programs for all children *ages zero to five* in environments also meeting the operating schedule and needs *supporting a parental work component*.

We are excited about the RTT-ELC goal to identify an improved measure of quality acceptable to self-employed child care providers and hold fast to the RTT-ELC goal that validation of outcomes will always guide our success. We can only imagine *all* the possibilities a successfully funded application may afford!

(b)(6)

(b)(6) President

Delta Licensed Providers

211 West President Avenue Greenwood, Mississippi 38930
(662)458-8732 Email: (b)(6)



Mississippi Head Start Association

Executive Office

921 North Congress ~ Jackson, Ms 39202 ~ 601.969.6979 p ~ 601.969.6728 f

October 5, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The nineteen (19) grantees that comprise the Mississippi Head Start/Early Head Association (MHSA) are proud to support the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

For more than four decades, the Head Start programs across the state had partnered with others in the state to develop and implement high quality, comprehensive service to low income and at-risk families. Additionally, we have worked to try to develop a seamless system of service to improve child and family outcomes and see the goals of this grant as helping us achieve that effort.

The Mississippi Head Start Association appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond. We 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)

President, MHSA



EARLY ENCOUNTERS
PRESCHOOL AND LEARNING CENTER
2420 Hardy Street
Hattiesburg, MS 39401
601-544-1591

earlyencounters@parkwayheights.org

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of Early Encounters Preschool and Learning Center in Hattiesburg, MS. We have a diverse group of students that all deserve the opportunity to have high quality child care. We have participated in several programs that have been offered by different organizations which include, Mississippi Building Blocks, Quality Rating Improvement System, Mississippi Child Care Resource and Referral, and Project Prepare. All programs have helped my teachers and staff in providing early childhood best practices and helping us to implement the skills that were taught effectively.

I believe that the programs have been beneficial for my children and staff but I understand that we need more here in Mississippi. The proposal builds upon Mississippi's increasing investment in pre-kindergarten education and the expansion of the Quality Rating System for early childhood care providers. I strongly support the Governor's application for early care and education programs accessible to all young children.

I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the proposed efforts to improve the quality of early learning and development and close the achievement gap for children with high needs. I wish the State the best of luck in winning the grant.

Sincerely,

(b)(6)

(b)(6)

Director



Hazlehurst United Methodist Church Day Care
127 Caldwell Drive
P.O. Box 725
Hazlehurst, MS 39083
601.894.8569

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of Hazlehurst United Methodist Church Day Care in Hazlehurst, MS. We have a diverse group of students that all deserve the opportunity to have high quality child care. We have participated in several programs that have been offered by different organizations which include, Mississippi Building Blocks, Quality Rating Improvement System, and collaboration with Friends of Children. All programs have helped my teachers and staff in providing early childhood best practices and helping us to implement the skills that were taught effectively.

I believe that the programs have been beneficial for my children and staff but I understand that we need more here in Mississippi. The proposal builds upon Mississippi's increasing investment in pre-kindergarten education and the expansion of the Quality Rating System for early childhood care providers. I strongly support the Governor's application for early care and education programs accessible to all young children.

I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the proposed efforts to improve the quality of early learning and development and close the achievement gap for children with high needs. I wish the State the best of luck in winning the grant.

Sincerely,

(b)(6)

Child Care Director



H.O.B's Child Development Center/Judy's Kids
305 George Street
Greenwood, MS 38930
662.453.4584

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of H.O.B's Child Development Center/Judy's Kids in Greenwood, MS. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development in Mississippi.

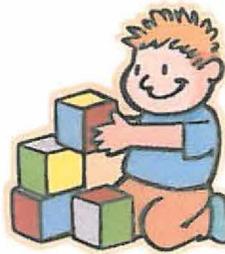
Early Childhood Education is a key component that was designed to improve the quality of education. Agencies such as Mississippi Building Blocks, Low Child Care Initiative, and Partners for Quality Care can help improve children's school readiness and achievements in early learning year and decrease grade retention. Programs of this caliber also help to enhance the qualities of teachers as well, by providing them with technical assistants that demonstrate correct developmental appropriate practices.

Through these programs, my center has learned to help children learn in a creative environment in a imaginative manner. With the help from the State and its efforts to get this grant, programs will be able grow and help more early childhood providers.

I support the Governor's application for early care and education programs accessible to all young children. We wish the State the best of luck in winning the grant!

(b)(6)

H.O.B's Child Development Center/Judy's Kids
Child Care Director



Little Angels Day Care

1012 Roy Street, P.O.Box 5 Moorhead, MS Phone 662-246-5328 Fax 662-246-8407

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the child care director of Lil Angels Day Care. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development in Mississippi.

The time is now for Mississippi to join other states in the effort to show that early childhood education matters. Mississippi will have the opportunity to show the world that we can do more with our children, if we start them off on the right foot early. We as child care directors want what is best for the children in our care. The grant will not only show us that the State is willing to make a difference in the lives of children but that existing programs such as Mississippi Building Blocks and the Quality Rating and Improvement System can expand its efforts to continue to offer the services that they render.

I support the Governor's application for early care and education programs accessible to all young children. We wish the State the best of luck in winning the grant!

Sincerely,

(b)(6)

Lil Angels Day Care
Child Care Director



Mississippi Families as Allies For Children's Mental Health, Inc.

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Families as Allies supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. We have appreciated the State's efforts over the past five years to invest in pre-K education and its commitment to improve young children's physical, social-emotional and cognitive well-being. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will accelerate state efforts in support of these commitments.

Our organization has worked on a comprehensive, collaborative initiative over the past 15 months to examine how Mississippi's System of Care for children's mental health can be expanded and improved to better respond to children birth to 5 with mental health challenges (or at risk for them) and their families. We have some very good focus data and a strategic plan for implementation that has received local and national recognition and support. Laura Smith, LMSW, is overseeing the project. We look forward to working in partnership with you to insure that all of Mississippi's children have the support they need to succeed in school and live meaningful and productive lives.

We support the state's commitment to this initiative. We look forward to playing an active role in implementing policies and programs that will support the success of our young population.

Sincerely,

(b)(6)

Executive Director

840 East River Place, Suite 500 Jackson, MS 39202

Telephone: 601-355-0915 Toll-free: 1-800-833-9671 Facsimile: 601-355-0919

Email: (b)(6) Website: www.msfaacmh.org

A State Organization of the National Federation of Families for Children's Mental Health



Mother Goose Christian Learning Center
6543 Watkins Drive
Jackson, MS 39213
601.981.4678
Mothergoose6543@yahoo.com



The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of Mother Goose Christian School in Jackson, MS. We have a great group of students that all deserve the opportunity to have high quality child care. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the proposed efforts to improve the quality of early learning and development and close the achievement gap for children with high needs.

We have had the pleasure of being involved in a few programs offered by different organizations. I believe that the programs have been beneficial for my children and staff but I know that we need more in Mississippi.

The proposal builds upon Mississippi's increasing investment in pre-kindergarten education and the expansion of the Quality Rating System for early childhood care providers. This grant will also enable programs such as Mississippi Building Blocks to continue to offer high-quality professional development opportunities to improve instruction in early learning programs.

I strongly support the Governor's application for early care and education programs accessible to all young children. Good luck in winning the grant that will only move Mississippi forward!

Sincerely,

(b)(6)

Child Care Director



OFFICE OF THE TRIBAL CHIEF PHYLISS J. ANDERSON
101 Industrial Road • Post Office Box 6010 • Choctaw, Mississippi 39350
Phone: (601) 656-5251 • Fax: (601) 656-7333

Steven M. Grice, Ph.D.
Associate Director
National Strategic Planning & Analysis Research Center
Mississippi State University
P.O. Box 6027, Miss. State, MS 39762

15 OCT 13

Dear Dr. Grice:

As Tribal Chief of the Mississippi Band of Choctaw Indians, I am indeed pleased to submit this letter of support and encouragement as the State of Mississippi seeks Federal funding from the U.S. Department of Education and Department of Health and Human Services to participate in the Race to the Top- Early Learning Challenge Grant opportunity. This initiative is of particular importance to the Tribe's Department of Early Childhood Education, wherein we currently serve 206 Choctaw children in Head Start; 64 in Early Head Start, and an additional 280 in Early Childhood Education, including Infant and Toddler. We are in immediate need of strengthening professional training opportunities for Choctaw teachers to better prepare them as educators of young Tribal members. We are engaged in ongoing efforts to provide a larger number of certified Choctaw teachers within our Division of Education that includes early childhood learning and preparation for success in kindergarten and beyond. The Race to the Top Early Learning Challenge Grant opportunity will provide the necessary resources for the Mississippi Band of Choctaw Indians to benefit from not only teacher preparedness, but parent training as well, to fortify young parents' skills as their children's first teachers.

The Tribe operates Early Head Start, Head Start, and Infant and Toddler programs Reservation-wide, currently serving 550 Choctaw students. We operate seven permanent, full-time Early Childhood Education Centers, all of which are located in rural, east central Mississippi. All of our Centers are fully accredited, licensed, and certified. We seek to improve the quality of our Head Start teacher-training and educational standards in order to better prepare students to meet Kindergarten-through-third-grade standards. Most of our students later matriculate into the Choctaw Tribal School System, which is directly operated by our Tribal government, and is one of the largest unified Tribal school systems in the United States, with currently 2,154 students enrolled in K-12.

The Race to the Top-Early Learning Challenge program will increase the Tribe's capacity, through State assistance, to improve the quality of early learning and development and close the achievement gap for the many Choctaw children who have high levels of unmet needs. Many young Choctaw children come from socioeconomically disadvantaged households. The Mississippi Band of Choctaw Indians is a Federally-recognized tribe whose over 10,500 members mostly reside on a 35,000 acre reservation of "checkerboard" lands, scattered over eight counties in rural east central Mississippi. The tribal population is a young and growing one

of mostly full-blood, Choctaw-language-speaking members. Fifty percent (50%) of the tribe is aged 25 and younger; and the annual growth rate is one percent.

Choctaws in rural Mississippi have low incomes. The following is a review of 2010 poverty rates as indicated in the 2010 US Census, and 2010 median household income and per capita income levels:

Choctaw Indian Reservation:	Poverty Rate.....	29.9%
Indian Country:	Poverty Rate.....	29.5%
Mississippi:	Poverty Rate.....	21.6%
U.S.:	Poverty Rate.....	14.3%
Choctaw Reservation:	Median Household Income...	\$32,604
Mississippi:	Median Household Income...	\$36,851
U.S.:	Median Household Income...	\$50,046
Choctaw Reservation:	Per Capita Income....	\$11,303
Indian Country:	Per Capita Income....	\$16,180
Mississippi:	Per Capita Income....	\$19,096
U.S.:	Per Capita Income....	\$26,059

Educational attainment levels on the Choctaw Indian Reservation roughly parallel state and national averages, as indicated below, with data obtained from the 2010 US Census and the 2011 American Community Survey. However, the Choctaw rate of graduation in a normal, 4-year high school classroom setting is a very low 51%, with 38.3% completing their GED or a special education certificate.

Choctaw:	High School graduate.....	89.3% (GED and diploma recipients)
Indian Country:	High School graduate.....	78.9%
Mississippi:	High School graduate.....	80.3%
U.S.:	High School graduate.....	85.9%

In 2010, only 7% of Choctaws over the age of 25 had a bachelor’s degree versus 13.3% for Native Americans in the U.S. over age 25 with bachelor’s degrees, and 28.5% for the overall U.S. having bachelor’s degrees.

The Race to the Top program’s resources directly parallel the Tribally-identified needs of so many of our youngest citizens: improving early learning and development for young children by supporting States' efforts to increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers enrolled in high-

quality early learning and development programs; and designing and implementing an integrated system of high-quality early learning and development programs and services.

Thank you for accepting our Tribe's letter of support as the State of Mississippi seeks Race to the Top funding that is vitally important to our 550 Choctaw preschoolers.

Sincerely,

(b)(6)

Chief (b)(6)

Nazareth Day Care Center
P.O. Box 365/ 611 Dixie Ave.
Mendenhall, MS 39114
Phone 601.847.0551 Fax 601.847.0577
Email: nazarethbapt1st@bellsouth.net

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of Nazareth Day Care Center. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development and to help close the gap for children that are not able to get the quality care.

Children in my center are welcomed with smiling faces and warm kind teachers. I feel that each child all over the state of Mississippi should have the opportunity to not only have a warm and caring environment. They should also have an environment that will teach them skills and lessons that will benefit them on the road for success.

I am in full support of the grant proposal. The proposal builds upon Mississippi's increasing efforts of providing early childhood care and it will add a scale a high-quality kindergarten assessment that informs early elementary teachers, early learning programs and parents. I strongly support the Governor's application for early care and education programs accessible to all young children.

Sincerely,

(b)(6)

Child Care Director

"Suffer the little children to come unto me," Matt 19:14

"This is an Equal Opportunity Employer, Provider"

The Kangaroo's Pouch Children's Center
135 Inzer Street
Pontotoc, MS 38863
Phone 662-489-1586 Fax 662-489-6244
Email: gretchildcare@bellsouth.net

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am writing in support of the State of Mississippi's application to Race to the Top-Early Learning Challenge Grant (RTT-ELC) and any efforts to improve the quality of early learning and development. Our state very much needs to help close the gap for children that are not able to get the quality care and a solid foundation for learning and success!

Having worked with young children in our state for the past 27 years, I have seen time and time again the difference that quality care and environments make in the lifelong success of a child. Our children in Mississippi deserve to have every opportunity to grow, develop and succeed. That success will provide for a bright future for our state and future leaders. Mississippi has seen so many positive changes in the recent months concerning early care and education. We need to continue that trend to, as our center motto states, "be the very best we can be".

I strongly support the Governor's application.

Sincerely,

(b)(6)

Nationally Credentialed Child Care Director

(b)(6)

The Kangaroo's Pouch Child Care
and Learning Center, Inc.

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it's the only thing that ever has. —Margaret Mead

6285 Ridgewood Dr. Horn Lake, Mississippi 38637



www.mitikids.com

October 15, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

I am the director of MITI Kids Child Care and Learning Center. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development and to help close the gap for children that are not able to get the quality care.

Children in my center are welcomed with smiling faces and compassionate teachers. I am a strong advocate for children who reside in the great state of Mississippi and firmly believe that every child should have the opportunity to not only have a warm and caring environment, but also have an environment that will teach them skills and lessons that will benefit them on the road for success.

I am in full support of the grant proposal. The proposal builds upon Mississippi's increasing efforts of providing early childhood care and it will add a scale a high-quality kindergarten assessment that informs early elementary teachers, early learning programs and parents. I strongly support the Governor's application for early care and education programs accessible to all young children.

Sincerely,

(b)(6)

Child Care Director
662-280-3007

Circle of Friends Learning Center
147 South Brooke Street
Pontotoc, MS 38863
Phone 662.489.4050

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the Director of Circle of Friends Daycare. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development and to help close the gap for children that are not able to get the quality care.

Children in my center each day are welcomed with friendly faces and nice teachers. I feel that each child all over the State of Mississippi should have this opportunity to be in a caring and loving environment, and they should also have an environment that will teach them skills and lessons that they need for kindergarten so they will be successful.

I am in full support of the grant proposal. The proposal builds upon Mississippi's increasing efforts of providing early childhood care, and it will add a scale high-equality kindergarten assessment that informs early elementary teachers, early learning programs and parents. I strongly support the Governor's application for early care and education programs accessible to all young children.

Sincerely,

(b)(6)

Child Care Director

Spencer's Kiddieland Child Care Center
924 Broadmoor Street
Indianola, MS 38751
662.887.6362

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of Spencer's Kiddie Land in Indianola, MS. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development in Mississippi.

Our center has had the opportunity to experience a lot of the programs that have been offered in our State such as the, Quality Rating and Improvement System, Mississippi Building Blocks, and Partners for Quality Care. My teachers and students have flourished under the direction of these programs. I would like to see other early learning care facilities benefit from programs that will increase parental involvement, promote a high-quality professional development opportunities that will improve instruction in early learning programs, and that will expand the Quality Rating System.

I support the Governor's application for early care and education programs accessible to all young children. We wish the State the best of luck in winning the grant!

Sincerely,

(b)(6)

(b)(6)

Spencer's Kiddieland Child Care Center
Child Care Director

Sunshine Day Care and Learning Center

544 East Gloster Street

Greenville, MS 38701

662.820.4483

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of Sunshine Day Care in Greenville, MS. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development in Mississippi.

The time is now for Mississippi to join other states in the effort to show that early childhood education matters. Mississippi will have the opportunity to show the world that we can do more with our children, if we start them off on the right foot early. We as child care directors want what is best for the children in our care. The grant will not only show us that the State is making a difference, it will also show parents the importance of being teachers first for their children.

I support the Governor's application for early care and education programs accessible to all young children. We wish the State the best of luck in winning the grant!

Sincerely,

(b)(6)

Sunshine Day Care and Learning Center
Child Care Director

Susie M. Brooks Child Care

700 Martin Luther King Drive Building 14

Deborah Ellis

Greenwood, Mississippi 38930

(662) 453-1101

October 5, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Greenwood, my home, is divided by a river separating the affluent from those of extreme poverty. I worked exclusively as the owner and Director of the premier nursery school and kindergarten licensed for child care for a number of years when I accepted an invitation to go into business with a developer who wished to operate a child care facility on the other side of town - Martin Luther King Drive.

The Susie M. Brooks child care facility is situated on the grounds of a public housing complex in Leflore County. All the children enrolled in my care receive low-income child care assistance and come from homes of extreme poverty. As a result, I have learned what it is to be a low-income child care provider.

As a former public school early childhood education teacher who helped write and develop the curriculum for this state's first multi-unit kindergarten, I had great hopes and dreams about all the lessons and experiences I could offer to these children of such great need, but the lowest reimbursement rates in the nation have consistently diminished my ability to provide the learning environment I am capable of providing.

Recently, your support and this state's commitment to fund the Building Block Preschool Model has given me hope that perhaps I might have an opportunity to better meet my children's needs in the very near future.

The Race to the Top – Early Learning Challenge 2013 is an opportunity for me, as a self-employed child care provider, to participate in the development of an early learning system that will provide strong leadership, technical assistance and expand the Build Blocks Preschool Model in rural areas such as mine.

Most importantly, the RTT-ELC is an opportunity to work to revise and develop a quality rating system acceptable to child care providers and one that I could afford to fairly participate in.

With a successfully funded RTT-ELC, perhaps I will once again be able to dream!

(b)(6)

Child Care Systems, Inc. dba Susie M. Brooks Child Care
700 Martin Luther King Drive, Bldg. 14
Greenwood, MS 38930

The Christian Learning Center



"Where We Learn and Pray"

Thelma Willis Harden, Owner/Director

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

I am the director of The Christian Learning Center in Canton, MS. I am writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the efforts to improve the quality of early learning and development in Mississippi.

As a child care director, I see the challenges that many students face before entering into Kindergarten. Children need a reliable early child care system that will prepare them for lifelong success. With the money that the State will receive from this grant, I believe that Mississippi will put its best foot forward to help our children by having a high-quality kindergarten assessment that will inform early elementary teachers, early learning programs, and parents on where the child will stand academically. With this knowledge, the child will be able to get on the right track for learning.

I support the Governor's application for early care and education programs accessible to all young children. We wish the State the best of luck in winning the grant!

Sincerely,

(b)(6)

(b)(6)

The Christian Learning Center
Child Care Director

Wee Care Nurseries and Learning Center, Inc.

501 Peachtree Street
Post Office Box 789
Tchula, MS 39169
(662) -235-5204

Highway 12 East
Post Office Drawer 329
Lexington, MS 39095
(662) 834-3563

To The Honorable Phil Bryant,
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Sir,

Whenever we hear Mississippi and education it is never anything positive. One program that you are presently supporting, Mississippi Building Blocks (MBB), is making a profound difference in the lives of so many young children. Your commitment to excellent has promoted me to petition your support for The Race to the Top- Early Learning Challenge Grant on behalf of Mississippi Building Blocks.

Mississippi Building Blocks is an agency that has proven to be exactly what Mississippi needs when it comes to early childhood literacy preparation. If young children are exposed to the method and materials MBB provides, it would be quite beneficial to the state in years to come. This grant will expand their range and more centers will be able to provide our children with a solid literacy foundation.

I can say definitively that Mississippi Building Blocks has found what works when it comes to early childhood literacy.

(b)(6)

Director's Designee/Teacher



BARKSDALE READING INSTITUTE

ISOM PLACE • 1003 JEFFERSON AVENUE • OXFORD, MS 38655 • (662) 236-5600 • FAX: (662) 236-5611

October 7, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Barksdale Reading Institute wholeheartedly supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Some of our programs that touch on early childhood include the direct work with underperforming schools in the state as well as our direct involvement with Mississippi Building Blocks, which we believe to be integral to the development of early childhood education efforts in the State. We have also been very involved with Between the Lions, which forms the core reading curriculum for Mississippi Building Blocks.

BRI appreciates the opportunity to help develop the state's plan for a comprehensive, coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will strengthen our infrastructure and support programs for our children to succeed in Kindergarten and beyond.

We enthusiastically support the state's proposal. We are committed to playing an active role in implementing programs that will support the success of our young population.

Sincerely,

(b)(6)

Chief Executive Officer

October 7, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Center for Educational and Training Technology (CETT) at Mississippi State University supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

The Center for Education and Training Technology has worked in K-12 education since 1996 providing technology, educational resources, and professional development to schools in every county in Mississippi especially those with high needs. Through partnerships with the US Department of Education, National Science Foundation, Department of Defense, Office of Naval Research, NASA, Smithsonian Museum, science research centers, and universities across the United States, CETT has secured over \$13,000,000 to improve K-12 education. Our professional development programs target K-12 teachers by enhancing their technology skills, their content knowledge in science and math, and their pedagogical skills, thus impacting the students of Mississippi. In addition, CETT has created multimedia resources available through many online venues that that are being used by K-12 teachers around the world. CETT has also created educational multimedia resources shared with Mississippi's general population through the Mississippi State University Extension Service and nationally through Extension's national initiatives.

The Center for Educational and Training Technology at Mississippi State University appreciates the opportunity to help materialize the state's plan to develop a comprehensive and

coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)



Director

Center for Educational and Training Technology
Mississippi State University Extension Service
PO Box 9662
Mississippi State, MS 39762



101 Executive Drive, Suite 1
Madison, Mississippi 39110

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Excel By 5 supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State has committed to invest in pre-K education through efforts to improve young children's health, social emotional and cognitive outcomes, or to improve the quality of programs for school-readiness among entering kindergarteners. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

As an innovative early childhood community certification process that focuses on the readiness of its young children, Excel By 5 is positioned to coordinate a community's early learning programs and services. Excel By 5 emphasizes the important roles parents and early educators play in the lives of children during their most formative years - birth to age five. Upon completion of a needs assessment to determine strengths and gaps in services, a community coalition then develops an action plan and leads the effort to ensure that children will enter school healthy, happy and ready to succeed. The coalition engages the entire community through focus groups including health, early care and education, parent and family support and community involvement. Currently, thirteen communities in our state have achieved Excel By 5 certification and sixteen candidate communities are working toward certification.

Excel By 5 supports the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in kindergarten and beyond.

We 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)

President Excel By 5 Board of Directors



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

INSTITUTE FOR DISABILITY STUDIES

Mississippi's University Center for Excellence in Disabilities

118 College Drive #5163 | Hattiesburg, MS 39406-0001

Phone: 601.266.5163 | (TTY) 888.671.0051 | www.usm.edu/ids

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

The Institute for Disability Studies, Mississippi's University Center of Excellence in Developmental Disabilities, at the University of Southern Mississippi supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Some of our programs include Project PREPARE which is funded through the Department of Human Services. The primary goal of Project PREPARE is to increase the knowledge base and skills of childcare directors and providers in order to increase the availability of high quality childcare services to families of children with special needs, especially low income families, and to better ensure that children with special needs advance across all developmental domains and in the areas of early literacy, numeracy, and science so that they are prepared for Kindergarten and school. Children with special needs include those from poor environmental backgrounds who are at high risk for developmental disabilities, those with developmental disabilities, those with special health care needs, and those who are English language learners. A training certificate is provided to administrators and providers who complete 40 hours of didactic training, self-learning activities, on-site coaching. Project PREPARE also provides on-site or web-based technical assistance to centers who need assistance in providing care for a child with special needs. Early Connections is a fully inclusive PreK center serving

children ages 12 months to Kindergarten with and without special needs is operated as a partnership between the University and a local school district. The center serves as a model for training and technical assistance.

Additionally, the Institute conducts primary and secondary screening for young children suspected to be on the autism spectrum as well as interdisciplinary diagnostic services for those who fail a secondary screen. The Institute hosts *Learn the Signs/Act Early* for the State of Mississippi. Training and technical assistance is provided to primary care health providers across the state to enhance their ability to screen for autism during well baby visits. The Institute assists physicians in making referrals for diagnostic evaluations and intervention services through Part C and other community programs.

The Institute for Disability Studies appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

Co-Director and Professor

October 10, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205



Mississippi Low-Income
Childcare Initiative

Dear Governor Bryant:

The Mississippi Low Income Child Care Initiative supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts to support early childhood development for our state's vulnerable children.

Some of our programs include training and professional development for child care workers, significant support for child care centers to enter and climb rankings in the state quality rating system, and efforts to promote policies that make the state child care subsidy program work better and more reliably for our state's low-income working families. Many of the proposed activities in this RTT-ELC grant application will support these efforts and benefit many Mississippi families who need and rely upon the child care sector for their children's early childhood education.

The Mississippi Low Income Child Care Initiative appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

MLICCI Executive Director



Mississippi Child Care Resource & Referral Network

Growing Mississippi's Children

Box 9745
Mississippi State, MS 39762

866-706-8827 toll-free
www.childcaremississippi.org

October 10, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

On behalf of Dr. Michael E. Newman, director of the Mississippi State University School of Human Sciences, and the Mississippi Child Care Resource & Referral Network, we are pleased to lend our support of the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. During the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

The MSCCR&R Network provides education and training for the parents and caregivers of the state's youngest residents. These include providing trainings incorporating literacy, math, science, nutrition, health, art, the Early Learning Guidelines for Infant Toddlers, the Early Learning Standards for 3-year-olds and 4-year-olds, and more into early care and education classrooms. At the present time, we have 15 resource & referral sites throughout the state. We enjoy partnerships with community colleges, universities, parent and teacher resource centers and Excel By 5 coalitions. Of course, our affiliation with the MSU Extension Service ensures that we have access to training sites and resources in all 82 counties.

The Network provides a systematic delivery of professional development, technical assistance and resources to early care and education providers and families. We administered the Mississippi Director's Credential program to 743 participants statewide. The network also provided the National Director's Credential to 37 participants. Leadership and financial management training was provided to 857 participants and approximately 830 leadership technical assistance hours were provided. MSCCR&R provided 437 professional development workshops to 6,232 early childhood professionals covering topics such as early childhood development, effective guidance, health and safety, classroom management, and nutrition and approximately 4,000 hours of technical assistance to early childhood education providers through the network.

The MSCCR&R Network and MSU School of Human Sciences appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for

our children to succeed in Kindergarten and beyond. We 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)

MSCCR&R Network Director



Mississippi Building Blocks

Mississippi Building Blocks

403 B Towne Center Blvd, Suite C
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Phone: 601.898.1400
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www.msbuildingblocks.com

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant,

We are writing in support of the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC) and the proposed efforts to improve the quality of early learning and development and close the achievement gap.

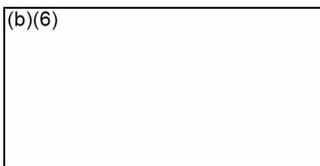
The funding of Early Childhood Education Literacy efforts through the 2013 legislative session has helped many young children participating in programs like Mississippi Building Blocks (MBB). The mission of MBB is to provide high quality learning experiences for children and families through coaching, training, and technical assistance for early childhood professionals.

Mississippi Building Blocks is a prime example of how when people work together to reach a common goal, changes can be made for the betterment of society. We have had the pleasure to work with an innumerable amount of children in the course of four years. Child care centers have made huge efforts in adapting to change because they see first-hand what quality education can do in the lives of young children.

The RTT-ELC grant will not only offer more child care providers the opportunity to experience a program such as Mississippi Building Blocks. In addition, it will assist in the development of early learning standards and Kindergarten entry assessments that will help children have a level transition into Kindergarten.

We strongly and enthusiastically support the state's proposal. Mississippi's youngest assets will be better prepared for the world of life-long learning through the Governor's vision to impact early education in Mississippi.

(b)(6)



Mississippi Building Blocks



Promoting the State Plan for Early Childhood Education



MISSISSIPPI
CHILDREN'S
MUSEUM

THE MOST INSPIRATIONAL PLACE IMAGINABLE!

October 14, 2013

www.mschildrensmuseum.com

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
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BOARD OF DIRECTORS

(b)(6)

2012-2013 EX-OFFICIO MEMBERS

(b)(6)

Dear Governor Bryant:

I would like to express my support for your office as you pursue funding to improve early childhood education in Mississippi through the U.S. Department of Education/Department of Health and Human Services' *Race to the Top* solicitation. Your strong support for educational reform and a renewed commitment to excellence in our state's educational system has played an immeasurable role in the statewide effort to improve the quality of life for Mississippi children. As the primary, statewide-focused children's museum in the state, the Mississippi Children's Museum (MCM) is dedicated to promoting quality early childhood education, and confirms its commitment to partner with the Office of the Governor in the activities laid forth in the *Race to the Top* proposal.

The Mississippi Children's Museum exists to serve as an educational, enrichment and inspirational resource for our state's children, providing positive tools to prepare them for their future. Throughout its development and operation, MCM has demonstrated a firm commitment to improving the trajectory of Mississippi's children through a commitment to early childhood education programs and support for innovation in learning. This is accomplished through a multi-faceted approach, which seeks to directly engage children and their families, and facilitate learning and development opportunities for those individuals and groups who support them. MCM strives to support these populations through exemplary place-based exhibits and programs, as well as statewide outreach and professional development training opportunities. MCM has successfully established in-house programs and exhibits, developed quality frameworks for outreach and community engagement, and advocates a hands-on, inquiry-based approach to learning. MCM's efforts are backed by strong partnerships with schools, universities, corporations, government entities and community organizations, as well as statewide educators, leaders in the arts, business leaders, public service officials and experts in child development.

Quality education is the key to empowering our children to overcome disparities and achieve their dreams, removing the barriers of poverty. Quality, innovative education nurtures the imagination and fosters the academic success of the future workforce, providing the skills and knowledge for a sustainable way of life. Mississippi's children are in desperate need of change, and the state's leaders are primed to develop, implement and evaluate strategies designed to enhance early childhood education. There is an imminent need in Mississippi for quality early education opportunities, but as a state we lack the necessary resources to develop and implement a program designed to address this significant need.

I strongly endorse your office's application for funding, and hope the U.S. Department of Education and *Race to the Top* reviewers will give your proposal thoughtful consideration.

(b)(6)





**MISSISSIPPI STATE
UNIVERSITY™
EXTENSION SERVICE**

Office of the Director

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

With this letter, The Mississippi State University Extension Service wishes to express its support for the State of Mississippi's application to the Race to the Top-Early Learning Challenge Grant (RTT-ELC). Through this grant and continued investment and teamwork in the state, we truly believe that children of all needs can have access to high-quality early education.

The MSU Extension Service feels that it is important for the RTT-ELC application to reflect the strong partnerships that drive our state's commitment to early learning and development. Together, our passion for reaching young children, especially those with special needs, can result in the accomplishment of ambitious but achievable goals for our early childhood care system. We believe this grant can take Mississippi one step closer to its dream of serving all children with high-quality early learning and development programs.

Again, we strongly support our state's effort to win this grant and start implementing the plan to close the school readiness gap between high need and other young children. We look forward to continuing to work together and seeing what Mississippi can accomplish.

Sincerely,

(b)(6)

Director

Cooperative Extension Service • Mississippi State University
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Mississippi State University, United States Department of Agriculture, Counties Cooperating
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is a violation of federal and state law and MSU policy and will not be tolerated. Discrimination based upon
sexual orientation or group affiliation is a violation of MSU policy and will not be tolerated.

MISSISSIPPI STATE
UNIVERSITY[™]

Early Childhood Institute

October 8, 2013

The Honorable Phil Bryant
Governor of Mississippi
P.O. Box 139
Jackson, MS 39205

Dear Governor Bryant:

Partners for Quality Child Care with the Mississippi State University's Early Childhood Institute and funded by the Mississippi Department of Human Services supports the goals and priorities your office has set for strengthening the quality, availability, and outcomes of early learning development programs and services. Over the past five years, the State's efforts to invest in pre-K education have been very significant, either through improving young children's health, social emotional and cognitive outcomes, or improving programs for school-readiness among entering kindergartens. Implementation of Mississippi's proposal for the Race to the Top-Early Learning Challenge (RTT-ELC) grant will dramatically accelerate state efforts in support of these commitments.

Through the Partners for Quality Child Care project we have spent the last 13 years striving to help child care centers improve the quality of care they provide to the children and families attending their center. We are committed to helping early care and education centers by building positive relationships, providing individualized training, and encouraging professionalism among early childhood educators.

Partners for Quality Child Care appreciates the opportunity to help materialize the state's plan to develop a comprehensive and coordinated early childhood system that provides the highest quality services and environment for all children, especially those with high needs. Funding from the RTT-ELC grant will expand the State's infrastructure, as well as support programs for our children to succeed in Kindergarten and beyond.

We 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)

(b)(6)

Director

Partners for Quality Child Care



Early Learning Standards for Classrooms Serving Three-Year-Old Children

**English Language Arts, Mathematics, Social Studies, Science,
Approaches to Learning, Social and Emotional Development,
Physical Development, and Creative Expression**

Lynn J. House, Ph.D., Interim State Superintendent of Education

**Kim Benton, Ed.D., Interim Deputy State Superintendent
Office of Instructional Enhancement and Internal Operations**

**Trecina Green, Associate Superintendent
Office of Instructional Enhancement**

**Nathan Oakley, Bureau Director
Office of Curriculum and Instruction**

**Robin Lemonis, Office Director for Literacy, Dyslexia, and Early Childhood
Office of Curriculum and Instruction**

Revised 2013

**Mississippi Department of Education
Office of Curriculum and Instruction
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The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities:

Director, Office of Human Resources
Mississippi Department of Education
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ACKNOWLEDGEMENTS

The Mississippi Department of Education greatly appreciates the following educators for their hard work and dedication in developing and reviewing the Early Learning Standards.

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TASK FORCE RESOURCES

The following resources served as the foundation for the development of the standards.

- *Mississippi Early Learning Guidelines for Four-Year-Old Children, 2006*
- *Mississippi Early Learning Guidelines for Three-Year-Old Children, 2004*
- *Common Core State Standards for Mathematics (CCSS for Mathematics)*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)*
- *Mississippi Early Learning Guidelines for Infants and Toddlers, 2010*
- *Mississippi Curriculum Frameworks for Kindergarten: Physical Health, Visual and Performance Arts, Social Studies, and Science*
- *National Association for the Education of Young Children Program Standards*
- *Early Learning Standards from other states*
- *Head Start Child Development and Early Learning Framework*
- *National Art Standards*
- *Learning Accomplishment Profile, Third Edition*
- *Arts Education Standards and 21st Century Skills*

PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Old Children* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

The English Language Arts and Mathematics Standards were developed to correlate to the *Common Core State Standards (CCSS) for Mathematics* and the *CCSS for English Language Arts (ELA)*. The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

The early childhood classroom does not limit its focus on cognitive development (literacy, mathematics, science and social studies) but provides children with learning opportunities that address a wide variety of developmental domains to support the needs of the whole child. Education and brain research conducted over the past few decades supports a play-based classroom environment for three-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 the following:

Young children learn best when they are actively engaged with relevant, meaningful materials. Early childcare and education teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.

Young children learn best through social interaction. It is essential that young children are given the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development has been shown to have a direct impact on academic achievement and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by actively engaging socially in play which encourages interaction, negotiation, sharing, and turn-taking.

Young children learn best when their emotional needs are met. Children develop the ability to appropriately express emotions by practicing skills in social contexts. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions such as anger, frustration, or sadness.

Young children learn best when their physical development is supported. In order to develop fine motor skills, the learning environment for young children must include daily experimentation with a variety of materials, tools, and resources designed to facilitate the development of fine motor ability. Gross motor skill development must also include movement activities, both teacher-directed and child-chosen, within the classroom and must not be limited to outdoor play activities.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS OVERVIEW

The *Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The CCSS for English Language Arts (ELA) is divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The *Mississippi Early Learning Standards for Classrooms Serving Three-year-old Children* were developed to correlate to the CCSS and follow the CCR anchor standards in each strand. Each standard for three-year-olds corresponds to the same-numbered CCR anchor standard. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

The standards on the following pages define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Reading as indicated below. Please note that the Standards for Reading are divided into three components: Literature, Informational Text, and Foundational Skills. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in the Writing Standards section and “Comprehension and Collaboration” in the Speaking and Listening Standards section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS FOR LITERATURE (Three-year-old children)

Key Ideas and Details

1. With guidance and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “*What is the duck doing?*” or respond to, “*Tell me about the duck.*”).
2. With guidance and support, retell familiar stories following the pictures in a book or through conversations, art, creative movement, or dramatic play.
3. With guidance and support, identify common objects in the pictures of books.

Craft and Structure

4. With guidance and support, exhibit curiosity and interest that print conveys meaning.
 - a. Increase vocabulary through conversations with adults and peers.
 - b. Identify real-world print (e.g., labels in the classroom, signs in the community).
5. With guidance and support, experience common types of books (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
6. With guidance and support, identify the terms “author” and “illustrator”.

Integration of Knowledge and Ideas

7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.
8. (Not appropriate for literature as indicated in the CCSS for ELA)
9. With guidance and support, recall a sequence of events in familiar stories.

Range of Reading and Level of Text Complexity

10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music).

READING STANDARDS FOR INFORMATIONAL TEXT (Three-year-old children)

Key Ideas and Details

1. With guidance and support, answer questions related to a variety of print materials.
2. With guidance and support, identify the main topic/idea and demonstrate some details through play (e.g., dramatic play, art, writing, math, building blocks, science, music, and/or manipulatives).
3. With guidance and support, identify the connections between self and events in printed materials (e.g., comparing hats from different cultures with hats people wear in child's life).

Craft and Structure

4. With guidance and support, exhibit curiosity about words in a variety of texts (e.g., magazines, word walls, classroom labels).
5. With guidance and support, recognize how books are read and identify the front cover, back cover, and title page of a book.
6. With guidance and support, identify the terms "author" and "illustrator".

Integration of Knowledge and Ideas

7. With guidance and support, make connections between self and real-life experiences as they relate to classroom books.
8. No developmentally appropriate standard.
9. No developmentally appropriate standard.

Range of Reading and Level of Text Complexity

10. With guidance and support, actively engage in a variety of shared reading experiences (e.g., small group with peers or teachers, one-on-one with teachers) within individual learning centers (e.g., dramatic play, art, writing, math, building blocks, science, music,).

READING STANDARDS: FOUNDATIONAL SKILLS (Three-year-old children)

Print Concepts

1. With guidance and support, demonstrate basic features of print.
 - a. Recognize that spoken words can be written and convey meaning.
 - b. Recognize and name some letters in their first name.
 - c. Recognize some numbers.
 - d. Recognize that print moves from left to right, top to bottom, and page by page.

Phonological Awareness

2. With guidance and support, demonstrate an emerging (developing) understanding of spoken words and sounds.
 - a. Engage in language/verbal play (e.g., sound patterns, rhyming patterns, songs).
 - b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
 - c. Recognize environmental sounds (e.g., trains, cars, police sirens, clocks ticking, dogs barking).
 - d. Recognize sound patterns and repeat them (e.g., clapping, stomping, patting).
3. With guidance and support, demonstrate emergent (developing) phonological awareness skills (e.g., recognize first name in print).

Fluency

4. With guidance and support, display emergent (developing) reading behavior through pretend reading and picture reading.

The standards on the following page define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Writing as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WRITING STANDARDS (Three-year-old children)

Text Types and Purposes

1. With guidance and support, explore and experiment with a combination of written representations (e.g., scribbling or drawing) to represent stories, experiences, or ideas.
2. No developmentally appropriate standard.
3. No developmentally appropriate standard.

Production and Distribution of Writing

4. No developmentally appropriate standard.
5. No developmentally appropriate standard.
6. With guidance and support, begin to experiment with and hold age-appropriate writing tools (e.g., paint brushes, markers, large crayons, large pencils) in order to facilitate the development of eye-hand coordination.

Research to Build and Present Knowledge

7. No developmentally appropriate standard.
8. No developmentally appropriate standard.
9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.

The standards on the following page define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Speaking and Listening as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

**COMMON CORE STATE STANDARDS
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR
SPEAKING AND LISTENING**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING STANDARDS (Three-year-old children)

Comprehension and Collaboration

1. With guidance and support, participate in social conversations (e.g., turn-taking, exchanging information, listening attentively, awareness of others' feelings) in a variety of settings (e.g., with peers and adults in small group, large group, and one-on-one interactions).
2. With guidance and support, demonstrate understanding of information by asking and answering questions, as well as, responding to directions.
3. With guidance and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. With guidance and support, describe familiar people, places, things, and events.
5. No developmentally appropriate standard.
6. With guidance and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and needs clearly.

The standards on the following page define what three-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Language as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (Three-year-old children)

Conventions of Standard English

1. With guidance and support, demonstrate age appropriate Standard English.
 - a. Ask and answer questions.
 - b. Use simple prepositions (e.g., *in, out, on, off*).
 - c. Use proper words instead of slang or baby talk.
2. No developmentally appropriate standard.

Knowledge of Language

3. No developmentally appropriate standard.

Vocabulary Acquisition and Use

4. With guidance and support, demonstrate developing vocabulary in which the majority of words spoken are understood by adults and peers.
5. With guidance and support, explore word relationships and word meanings by sorting common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
6. With guidance and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

Common Core State Standards for Mathematics **Overview**

The *Common Core State Standards (CCSS) for Mathematics* were developed in order to help ensure that all students are college and career ready in mathematics no later than the end of high school. The CCSS for Mathematics is organized by standards, clusters, and domains. Standards define what students should understand and be able to do. Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

The standards on the following pages define what three-year-old children should understand and be able to do. The standards are organized according to the CCSS for Mathematics domains.

Mathematics Standards for Three-year-old Children

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

1. With guidance and support, recite numbers 1 to 5 or beyond from memory.
2. With guidance and support, attempt to write a combination of written representations (e.g., scribbling or drawing).

Count to tell the number of objects.

3. With guidance and support, attempt to count concrete objects and actions up to 3.

Compare numbers.

4. With guidance and support, attempt to compare quantities of numbers using concrete manipulatives to determine more than, less than, same, and different.

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

1. With guidance and support, experiment with the concepts of putting together and taking from using concrete objects.
2. With guidance and support, experiment with patterns that are developmentally appropriate (e.g., duplicate simple patterns using concrete objects and actions such as counting bears and attribute blocks, clapping, stomping, and patting).

MEASUREMENT AND DATA DOMAIN

Describe and compare measurable attributes.

1. With guidance and support, experiment with measurable attributes of everyday objects (e.g., *big, little, tall, short, full, empty, heavy, light*).
2. With guidance and support, experiment with ordering two objects using attributes of length, height and weight (e.g., *big, bigger, long, longer, tall, taller, short, shorter*).

Classify objects and count the number of objects in each category.

3. With guidance and support, sort, categorize, match, or classify objects (e.g., size, shape, primary colors).

GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, rectangles).

1. With guidance and support, correctly name circles, squares, and triangles.
2. With guidance and support, recognize circles, squares, and triangles in the environment (e.g., clock is a circle, cracker is a square, musical instrument triangle is a triangle).

Analyze, compare, create, and compose shapes.

3. With guidance and support, create shapes using developmentally appropriate materials (e.g., popsicle sticks, play dough, building blocks, pipe cleaners, pattern blocks).

APPROACHES TO LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, SCIENCE, PHYSICAL DEVELOPMENT, CREATIVE EXPRESSION, AND SOCIAL STUDIES

OVERVIEW

The standards are organized into six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

Each content area is organized into domains, anchor standards, and performance standards. The **content area** describes the subject or matter within that field of study and pertains to a specific knowledge base (e.g., science) or group of skills (e.g., physical development). The **domains** within each content area represent categories of the particular content area (e.g., earth science as a domain of science). The **anchor standards** within each domain are general standards that represent what children should know or be able to do. The **performance standards** are numbered standards and represent measurable skills that children should be able to master by the end of the school year.

An example of the content organization is provided on the next page.

EXAMPLE

SCIENCE STANDARDS

Content area

SCIENTIFIC METHOD AND INQUIRY

Domain

Engage in simple investigations.

Anchor Standard

1. With guidance and support, identify materials by texture.
(e.g., smooth/rough, soft/hard)

Performance Standard

2. With guidance and support, ask questions, compare, sort, classify, and order objects.

Performance Standard

APPROACHES TO LEARNING STANDARDS (Three-year-old children)

PLAY DOMAIN

Engage in play.

1. With guidance and support, cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
2. With guidance and support, initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
3. With guidance and support, begin to exhibit creativity and imagination in a variety of forms.
4. With guidance and support, demonstrate engagement in various stages of play (e.g., solitary, parallel, collaborative).

CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

1. Demonstrate a developing interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
2. Begin to ask questions to seek new information.
3. Demonstrate an increasing ability to make independent choices.
4. With guidance and support, approach tasks and activities with flexibility, imagination and inventiveness.

PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

1. With guidance and support, follow through to complete a task or activity.
2. With guidance and support, demonstrate the ability to remain engaged in an activity or experience.
3. With guidance and support, seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

1. Identify a problem or ask a question.
2. Begin to use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
3. With guidance and support apply prior learning and experiences to build new knowledge.

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARD (Three-year-old children)

SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

1. Interact appropriately with familiar adults.
 - a. With guidance and support, communicate to seek out help with difficult task, to find comfort, and to obtain security.
 - b. With guidance and support, engage with a variety of familiar adults.
2. Interact appropriately with other children.
 - a. Begin to engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
 - b. Begin to develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
 - c. With guidance and support, ask permission to use materials belonging to someone else.
 - d. Acknowledge needs and rights of others (e.g., "It's your turn on the swing.").
3. Express empathy and care for others.
 - a. With guidance and support, show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
 - b. Begin to offer and accept encouraging and courteous words to demonstrate kindness.
 - c. With guidance and support, identify emotional cues of others and react in a positive manner (e.g., "You seem sad.").

Work productively toward common goals and activities.

4. Participate successfully as a member of a group.
 - a. With guidance and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
 - b. With guidance and support, sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
 - c. With guidance and support, accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).
5. Join ongoing activities in acceptable ways.
 - a. Begin to express to others a desire to play (e.g., "I want to play.").

- b. With guidance and support, lead and follow.
 - c. With guidance and support, move into group with ease.
6. Resolve conflicts with others.
- a. With guidance and support, use discussions and negotiations to reach a compromise (e.g., “I had the drum first or you can have it when this song is over.”).
 - b. With guidance and support, use courteous words and actions (e.g., “Please give me the book.” “I’m sorry I stepped on your mat.”).

EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

1. Demonstrate trust in self.
 - a. Begin to make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, “I can ...”, “I will ...”, “I did ...”).
 - b. Begin to identify own emotions (e.g., say, “I feel ...”) and express pride in accomplishments (e.g., “I did it!”).
2. Develop personal preferences.
 - a. Begin to express independence, interest, and curiosity (e.g., say, “I can ...”, “I choose ...” “I want ...”).
 - b. With guidance and support, select and complete tasks (e.g., finish a puzzle or drawing).
3. Show flexibility, inventiveness, and interest in solving problems.
 - a. With guidance and support, make alternative choices (e.g., move to another area when a center is full).
 - b. With guidance and support, problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
4. Know personal information.
 - a. With guidance and support, describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
 - b. Begin to refer to self by first name.
 - c. With guidance and support, know parents’/guardians’ names.

Recognize and adapt expressions, behaviors, and actions.

5. Show impulse control with body and actions.
 - a. Begin to exhibit control of own body in space (e.g., move safely through room without harm to self or others).

- b. With guidance and support, follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
 - c. With guidance and support, transition appropriately and with ease within environments (e.g., come indoors to wash hands for lunch or to listen to a story).
6. Manage emotions.
- a. With guidance and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
 - b. With guidance and support, recognize emotions (e.g., “I am really mad.”).
 - c. With guidance and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).
 - d. With guidance and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).
7. Follow procedures and routines with teacher support.
- a. Begin to follow one or two-step directions (e.g., move appropriately when transitions are announced).
 - b. With guidance and support, use materials with care and safety (e.g., use scissors to cut paper).
 - c. Begin to take turns and to share information with others (e.g., interact during group time).
8. Demonstrate flexibility in adapting to different environments.
- a. With guidance and support, adjust behavior in different settings (e.g., at the library, playground, lunchroom).
 - b. With guidance and support, follow rules (e.g., use outside voice, use inside voice) in different settings.

SCIENCE STANDARDS (Three-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

1. With guidance and support, identify materials by texture (e.g., smooth/rough, soft/hard).
2. With guidance and support, ask questions about objects, tools, and materials and compare, sort, classify, and order objects.
3. With guidance and support, use a variety of simple tools to make investigations.
4. With guidance and support, work collaboratively with others.

Use the five senses to explore and investigate the environment.

5. With guidance and support, identify the body parts associated with the use of each of the five senses.

PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

1. Begin to manipulate and explore a wide variety of objects and materials.
2. With guidance and support, describe and compare objects and materials by at least one observable property (e.g., color, size, shape, weight, texture, temperature).
3. With guidance and support, identify position and movement of people and objects (e.g., over, under, in, out, sink, float).

LIFE SCIENCE DOMAIN

Develop an awareness of living things.

1. With guidance and support, observe, explore, and describe a variety of living things and where they live (e.g., plants, animals, people).
2. With guidance and support, describe individual characteristics of self, other living things and people.

EARTH SCIENCE DOMAIN

Develop an awareness of earth science and space.

1. With guidance and support, describe weather changes (e.g., rainy, windy, sunny, cloudy).
2. Begin to identify objects in the sky (e.g., clouds, sun, moon, and stars).

3. With guidance and support, collect, sort, identify, and describe objects in the natural world (e.g., rocks, soil, leaves).

TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

1. With guidance and support, name and use appropriate technology tools to gather or communicate information (e.g., magnifying glass, telescope, microscope, computer, simple machines).

PHYSICAL DEVELOPMENT STANDARDS (Three-year-old children)

GROSS MOTOR SKILLS DOMAIN

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

1. Identify body parts (e.g., knee, foot, arm).
2. With guidance and support, demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, twisting, throwing a ball).

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

3. With guidance and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs).
4. With guidance and support, use various types of equipment (e.g., playground equipment, tricycles, slides).
5. Begin to engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys).

Participate in physical activity for self-expression and/or social interaction.

6. With guidance and support, demonstrate self-expression through movement by participating in activities involving music either alone or in a group.

FINE MOTOR DOMAIN

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

1. With guidance and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

2. With guidance and support, demonstrate emerging (developing) fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes).
3. With guidance and support, demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tearing, cutting, folding).

Participate in fine motor activity for self-expression and/or social interaction.

4. With guidance and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
5. With guidance and support, participate in group activities involving fine motor experiences (e.g., playing with blocks together, finger plays, and dramatic play).

Demonstrate emerging competency in self-help skills needed to perform a variety of physical activities.

6. With guidance and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

SELF-CARE, HEALTH, AND SAFETY SKILLS DOMAIN

Demonstrate an awareness and practice of safety rules.

1. With guidance and support, identify and follow safety rules (e.g., classroom, home, community).
2. With guidance and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
3. With guidance and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Demonstrate an emerging use of standard health practices.

4. With guidance and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
5. With guidance and support, participate in a variety of physical activities.
6. With guidance and support, identify nutritious foods.

CREATIVE EXPRESSION STANDARDS (Three-year-old children)

MUSIC DOMAIN

Participate in music-related activities.

1. With guidance and support, create sounds and rhythms using voice, body, instruments, or sound-producing objects.
2. Begin to sing a variety of short songs.
3. With guidance and support, listen and respond to short musical works (e.g., singing, answering questions, following instructions).
4. With guidance and support, identify fast and slow tempos.
5. With guidance and support, recognize a wide variety of sounds.

DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of music.

1. With guidance and support, create simple movements (e.g., twirl, turn around, shake).
2. With guidance and support, respond rhythmically to different types of music (e.g., fast, slow).

THEATRE AND DRAMATIC PLAY DOMAIN

Engage in spontaneous dramatic play throughout the day in a variety of centers.

1. Begin to imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
2. With guidance and support, use available materials as either realistic or symbolic props.
3. With guidance and support, make up new roles from experiences and/or familiar stories.
4. With guidance and support, imitate characteristics of animals (e.g., sounds animals make) and of people.

VISUAL ARTS DOMAIN

Create visual art.

1. With guidance and support, produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
2. With guidance and support, create artwork that reflects an idea, theme, or story.
3. With guidance and support, describe own art work.

SOCIAL STUDIES STANDARDS (Three-year-old children)

FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

1. Begin to identify self as a member of a family, the learning community, and local community.
2. With guidance and support, identify similarities and differences in people.
3. With guidance and support, describe some family traditions.
4. With guidance and support, identify some similarities and differences in family structure, culture, ability, language, age, and gender.

Understand the concept of individual rights and responsibilities.

5. With guidance and support, demonstrate responsible behavior related to daily routines.
6. With guidance and support, explain some rules in the home and in the classroom.
 - a. Identify some rules for different settings.
 - b. Identify appropriate choices to promote positive interactions.
7. With guidance and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
8. With guidance and support, identify some positive character traits of self and others(e.g., respectful, kind, fair, friendly).
9. With guidance and support, describe a simple sequence of familiar events.

OUR WORLD DOMAIN

Understand the importance of people, resources, and the environment.

1. With guidance and support, treat classroom materials and belongings of others with care.
2. With guidance and support, identify location and some physical features of familiar places in the environment.
3. With guidance and support, use money in pretend play in order to set in motion an understanding of the role money plays in the environment (e.g., play store or restaurant).
4. Begin to use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. With guidance and support, begin to understand the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

1. With guidance and support, describe a simple series of familiar events.
2. With guidance and support, begin to understand events that happened in the past.



Early Learning Standards for Classrooms Serving Four-Year-Old Children

**English Language Arts, Mathematics, Social Studies, Science,
Approaches to Learning, Social and Emotional Development,
Physical Development, and Creative Expression**

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TASK FORCE RESOURCES

The following resources served as the foundation for the development of the standards.

- *Mississippi Early Learning Guidelines for Three-Year-Old Children, 2004*
- *Mississippi Early Learning Guidelines for Four-Year-Old Children, 2006*
- *Common Core State Standards for Mathematics (CCSS for Mathematics)*
- *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS for ELA)*
- *Mississippi Early Learning Guidelines for Infants and Toddlers, 2010*
- *Mississippi Curriculum Frameworks for Kindergarten: Physical Health, Visual and Performance Arts, Social Studies, and Science*
- *Early Learning Standards from other states*
- *National Association for the Education of Young Children Program Standards*
- *Head Start Child Development and Early Learning Framework*
- *National Art Standards*
- *Learning Accomplishment Profile, Third Edition*
- *Arts Education Standards and 21st Century Skills*

PREFACE

The *Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children* is organized according to the following areas: English Language Arts (ELA), Mathematics, Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

The English Language Arts and Mathematics Standards were developed to correlate to the *Common Core State Standards (CCSS) for Mathematics* and the *CCSS for English Language Arts (ELA)*. The Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression and Social Studies Standards were developed based on National Standards for Early Childhood Education.

The early childhood classroom does not limit its focus on cognitive development (literacy, mathematics, science and social studies) but provides children with learning opportunities that address a wide variety of developmental domains to support the needs of the whole child. Education and brain research conducted over the past few decades supports 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 the following:

Young children learn best when they are actively engaged with relevant, meaningful materials. Early childcare and education teachers facilitate learning by carefully selecting materials and activities that give children opportunities to explore, question, reason, and experiment in order to develop an understanding of the world around them.

Young children learn best through social interaction. It is essential that young children are given the opportunity to interact with adults and peers in a respectful environment where their feelings and ideas are valued. Social and emotional development has been shown to have a direct impact on academic achievement and must be included in the early childhood classroom curriculum in purposeful ways. Children learn how to function within society by actively engaging socially in play which encourages interaction, negotiation, sharing, and turn-taking.

Young children learn best when their emotional needs are met. Children develop the ability to appropriately express emotions by practicing skills in social contexts. All emotions, either positive or negative, must be acknowledged and respected. Teachers must provide respectful guidance when children struggle with difficult emotions such as anger, frustration, or sadness.

Young children learn best when their physical development is supported. In order to develop fine motor skills, the learning environment for young children must include daily experimentation with a variety of materials, tools, and resources designed to facilitate the development of fine motor ability. Gross motor skill development must also include movement activities, both teacher-directed and child-chosen, within the classroom and must not be limited to outdoor play activities.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS OVERVIEW

The *Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* is the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The CCSS for English Language Arts (ELA) are divided by Reading, Writing, Speaking and Listening, and Language Strands based on the College and Career Readiness (CCR) Anchor Standards that are identical across all grade levels. The *Mississippi Early Learning Standards for Classrooms Serving Four-year-old Children* were developed to correlate to the CCSS and follow the CCR anchor standards in each strand. Each standard for four-year-olds corresponds to the same-numbered CCR anchor standard. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

The standards on the following pages define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Reading as indicated below. Please note that the Standards for Reading are divided into three components: Literature, Informational Text, and Foundational Skills. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in the Writing Standards section and “Comprehension and Collaboration” in the Speaking and Listening Standards section for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

READING STANDARDS FOR LITERATURE (Four-year-old children)

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “*What is the duck doing?*” or respond to, “*Tell me about the duck.*”).
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).
3. With prompting and support, identify some characters, settings, and/or major events in a story.

Craft and Structure

4. Exhibit curiosity and interest in learning words in print.
 - a. Develop new vocabulary from stories.
 - b. Identify environmental print (e.g., word wall, class dictation).
5. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).
6. With prompting and support, identify the role of the author and illustrator.

Integration of Knowledge and Ideas

7. With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).
8. (Not appropriate for literature as indicated in the CCSS for ELA)
9. With prompting and support, compare and contrast adventures and experiences of characters in familiar stories (e.g., how are two stories similar and/or different).

Range of Reading and Level of Text Complexity

10. Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

READING STANDARDS FOR INFORMATIONAL TEXT (Four-year-old children)

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).
2. With prompting and support, identify the main topic/idea and retell some details using diverse media (e.g., drama, creative writing, art, conversation).
3. With prompting and support, demonstrate the connections among individuals, events, ideas, or pieces of information in a text (e.g., art, dramatic play, creative writing, conversation).

Craft and Structure

4. Exhibit curiosity and interest about words in a variety of informational texts.
5. With prompting and support, identify the front cover, back cover, and title page of a book.
6. With prompting and support, identify the role of the author and illustrator in informational text.

Integration of Knowledge and Ideas

7. With prompting and support, make connections between self and text and/or information and text.
8. With prompting and support, explore the purpose of the informational text as it relates to self.
9. With prompting and support, identify similarities and differences in illustrations between two texts on the same topic.

Range of Reading and Level of Text Complexity

10. With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

READING STANDARDS: FOUNDATIONAL SKILLS (Four-year-old children)

Print Concepts

1. With prompting and support, demonstrate understanding of conventions of print.
 - a. Recognize an association between spoken and written words.
 - b. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
 - c. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
 - d. Differentiate letters from numbers.
 - e. Recognize words as a unit of print and understand that letters are grouped to form words.
 - f. Understand that print moves from left to right, top to bottom, and page by page.
 - g. Understand that words are separated by spaces in print.

Phonological Awareness

2. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.
 - a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).
 - b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
 - c. Demonstrate awareness of the relationship between sounds and letters.
 - d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.
 - e. With prompting and support, isolate and pronounce the initial sounds in words.
 - f. Demonstrate an awareness of ending sounds in words.
3. With prompting and support, demonstrate emergent phonics and word analysis skills.
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.

- b. Recognize own name, environmental print, and some common high-frequency sight words.

Fluency

- 4. Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Writing as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WRITING STANDARDS (Four-year-old children)

Text Types and Purposes

1. With prompting and support, recognize that writing is a way of communicating for a variety of purposes.
 - a. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.
 - b. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.
 - c. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.
2. No developmentally appropriate standard.
3. No developmentally appropriate standard.

Production and Distribution of Writing

4. No developmentally appropriate standard.
5. With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.
6. With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

Research to Build and Present Knowledge

7. With prompting and support, participate in and demonstrate understanding of written representation in collaborative research projects (e.g., explore a number of books by a favorite author on the same topic) and express opinions about them.
8. With prompting and support, recall information from experiences to answer questions.
9. No developmentally appropriate standard.

Range of Writing

10. No developmentally appropriate standard.

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Speaking and Listening as indicated below.

**COMMON CORE STATE STANDARDS
COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR
SPEAKING AND LISTENING**

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SPEAKING AND LISTENING STANDARDS (Four-year-old children)

Comprehension and Collaboration

1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.
 - a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).
 - b. Engage in extended conversations.
2. With prompting and support, confirm understanding of information presented orally, from read-alouds, or through other media by asking and answering questions about details.
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. With prompting and support, describe familiar people, places, things, and events.
5. With prompting and support, add drawings or other visual displays to descriptions.
6. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.

The standards on the following page define what four-year-old children should understand and be able to do. They correspond to the College and Career Readiness (CCR) Anchor Standards for Language as indicated below. In some cases, there will not be a developmentally appropriate standard for a CCR anchor standard.

COMMON CORE STATE STANDARDS COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

LANGUAGE STANDARDS (Four-year-old children)

Conventions of Standard English

1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage *when speaking*.
 - a. Use frequently occurring nouns and verbs.
 - b. Form regular plural nouns by adding /s/ or /es/ (e.g., *dog, dogs; dish, dishes*).
 - c. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - d. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, of, by, with*).
 - e. Produce and expand complete sentences in shared language activities.
2. With prompting and support, demonstrate awareness of the conventions of standard English.
 - a. Write first name, capitalizing the first letter.
 - b. Attempt to write a letter or letters to represent a word.
 - c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.

Knowledge of Language

3. No developmentally appropriate standard

Vocabulary Acquisition and Use

4. With prompting and support, explore unknown and multiple-meaning words based on pre-kindergarten reading and content.
 - a. Apply new meaning for familiar words accurately (e.g., recognizing that a car is also a vehicle).
5. With guidance and support, explore word relationships and word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

- b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*).
 - c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth, rough*).
 - d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how to brush teeth).
6. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

Common Core State Standards for Mathematics **Overview**

The *Common Core State Standards (CCSS) for Mathematics* were developed in order to help ensure that all students are college and career ready in mathematics no later than the end of high school. The CCSS for Mathematics is organized by standards, clusters, and domains. Standards define what students should understand and be able to do. Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject. Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.

The standards on the following pages define what four-year-old children should understand and be able to do. The standards are organized according to the CCSS for Mathematics domains.

MATHEMATIC STANDARDS (Four-year-old children)

COUNTING AND CARDINALITY DOMAIN

Know number names and the count sequence.

1. With prompting and support, recite numbers 1 to 30 in the correct order.
2. With prompting and support, recognize, name, and attempt writing numerals 0 – 10.

Count to tell the number of objects.

3. With guidance and support, understand the relationship between numerals and quantities.
 - a. Recognize that a numeral is a symbol that represents a number of objects, using developmentally appropriate pre-kindergarten materials.
 - b. Match quantities and numerals 0 – 5.
4. Count many kinds of concrete objects and actions up to 10, using one-to-one correspondence; and, with guidance and support, count up to 7 things in a scattered design.
 - a. Use the number name to represent the number of objects in a set, using developmentally appropriate pre-kindergarten materials.

Compare numbers.

5. Use comparative language (e.g., *more than*, *less than*, *equal to*, *same*, and *different*) to compare objects, using developmentally appropriate pre-kindergarten materials.

OPERATIONS AND ALGEBRAIC THINKING DOMAIN

Understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

1. With guidance and support, experiment with adding and subtracting by using developmentally appropriate pre-kindergarten materials.
2. With guidance and support, model real-world addition and subtraction problems up to 5 using developmentally appropriate pre-kindergarten materials.

3. With guidance and support, demonstrate an understanding of patterns using developmentally appropriate pre-kindergarten materials.
 - a. Duplicate and extend simple patterns using concrete objects.

MEASUREMENT AND DATA

DOMAIN Describe and compare measurable attributes.

1. With guidance and support, recognize measurable attributes of everyday objects such as length, weight, and size, using appropriate vocabulary (e.g., *small, big, short, tall, empty, full, heavy, light*).
2. With guidance and support, compare two objects using attributes of length, weight, and size (e.g., *bigger, longer, taller, heavier, same weight, same amount*).
 - a. Use nonstandard units of measurement.
 - b. Explore standard tools of measurement.

Classify objects and count the number of objects in each category.

3. With guidance and support, sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).

GEOMETRY DOMAIN

Explore, identify, and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1. With guidance and support, correctly name shapes.
2. With guidance and support, recognize and correctly name shapes in the environment, regardless of their orientation or overall size.
3. With guidance and support, explore the differences between two-dimensional and three-dimensional shapes.

Analyze, compare, create, and compose shapes.

4. With guidance and support, create and represent shapes using developmentally appropriate pre-kindergarten materials (e.g., popsicle sticks, play dough, blocks, pipe cleaners, pattern blocks).
5. With guidance and support, explore using shapes to create representation of common objects (e.g., use a square and a triangle to make a house).

APPROACHES TO LEARNING, SOCIAL AND EMOTIONAL DEVELOPMENT, SCIENCE, PHYSICAL DEVELOPMENT, CREATIVE EXPRESSION, AND SOCIAL STUDIES

OVERVIEW

The standards on the following pages are organized into six content areas: Approaches to Learning, Social and Emotional Development, Science, Physical Development, Creative Expression, and Social Studies.

Each content area is organized into domains, anchor standards, and performance standards. The **content area** describes the subject or matter within that field of study and pertains to a specific knowledge base (e.g., science) or group of skills (e.g., physical development). The **domains** within each content area represent categories of the particular content area (e.g., earth science as a domain of science). The **anchor standards** within each domain are general standards that represent what children should know or be able to do. The **performance standards** are numbered standards and represent measurable skills that children should be able to master by the end of the school year.

An example of the content organization is provided on the next page.

EXAMPLE

CONTENT AREA ORGANIZATION

SCIENCE STANDARDS

SCIENTIFIC METHOD AND INQUIRY

Engage in simple investigations.

1. Make observations, make predictions and ask questions about natural occurrences or events.
2. Describe, compare, sort and classify, and order objects.

Content Area

Domain

Anchor Standard

Performance Standard

Performance Standard

APPROACHES TO LEARNING STANDARDS (Four-year-old children)

PLAY DOMAIN

Engage in play.

1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
4. Demonstrate active engagement in play.

CURIOSITY AND INITIATIVE DOMAIN

Demonstrate curiosity and initiative.

1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
2. Ask questions to seek new information.
3. Make independent choices.
4. Approach tasks and activities with flexibility, imagination, and inventiveness.

PERSISTENCE AND ATTENTIVENESS DOMAIN

Demonstrate persistence and attentiveness.

1. Follow through to complete a task or activity.
2. Demonstrate the ability to remain engaged in an activity or experience.
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

PROBLEM-SOLVING SKILLS DOMAIN

Demonstrate problem-solving skills.

1. Identify a problem or ask a question.
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
3. Apply prior learning and experiences to build new knowledge.

SOCIAL AND EMOTIONAL DEVELOPMENT STANDARDS (Four-year-old children)

SOCIAL DEVELOPMENT DOMAIN

Build and maintain relationships with others.

1. Interact appropriately with familiar adults.
 - a. Communicate to seek out help with difficult task, to find comfort, and to obtain security.
 - b. Engage with a variety of familiar adults for a specific purpose.
2. Interact appropriately with other children.
 - a. Engage in positive interactions and communications with classmates (e.g., greet peers, use names of classmates, share materials).
 - b. Develop relationships and share a friendship with one or two peers (e.g., offer assistance and materials to others).
 - c. Ask permission to use items or materials of others.
 - d. Acknowledge needs and rights of others (e.g., say, "It's your turn on the swing.").
3. Express empathy and care for others.
 - a. Show affection and concern in appropriate ways (e.g., pat a child on the arm; give a soft hug to an upset peer).
 - b. Offer and accept encouraging and courteous words to demonstrate kindness.
 - c. With prompting and support, identify emotional cues of others and react in a positive manner (e.g., say, "You seem sad.").

Work productively toward common goals and activities.

4. Participate successfully as a member of a group.
 - a. With prompting and support, share experiences and ideas with others (e.g., engage in conversation to express ideas).
 - b. Sustain interactions with peers, allow others to join play activities, and play cooperatively with others in small and large groups (e.g., engage in cooperative play or conversations over time).
 - c. Accept assigned duties during play or classroom management routines (e.g., clean-up responsibilities).

5. Join ongoing activities in acceptable ways.
 - a. Express to others a desire to play (e.g., say, "I want to play.").
 - b. Lead and follow.
 - c. Move into group with ease.
6. Resolve conflicts with others.
 - a. With prompting and support, use discussions and negotiations to reach a compromise (e.g., say, "I had the drum first or you can have it when this song is over.").
 - b. With prompting and support, use courteous words and actions (e.g., say, "Please give me the book." "I'm sorry I stepped on your mat.").

EMOTIONAL DEVELOPMENT DOMAIN

Demonstrate awareness of self and capabilities.

1. Demonstrate trust in self.
 - a. Make positive statements about self, use assertive voice to express self, and accept responsibility for own actions (e.g., say, "I can ...", "I will ...", "I did ...").
 - b. Identify own emotions (e.g., say, "I feel ...") and express pride in accomplishments (e.g., "I did it!").
2. Develop personal preferences.
 - a. Express independence, interest, and curiosity (e.g., say, "I can ...", "I choose ..." "I want ...").
 - b. Select and complete tasks (e.g., finish a puzzle or drawing).
3. Show flexibility, inventiveness, and interest in solving problems.
 - a. Make alternative choices (e.g., move to another area when a center is full).
 - b. Persist and problem solve when working on a task (e.g., work on a puzzle; rebuild a tower of blocks that has fallen).
4. Know personal information.
 - a. Describe self using several basic characteristics (e.g., gender, age, hair color, eye color).
 - b. Refer to self by first and last name.
 - c. Know parents'/guardians' names.

Recognize and adapt expressions, behaviors, and actions.

5. Show impulse control with body and actions.
 - a. Control own body in space (e.g., move safely through room without harm to self or others).
 - b. Follow procedures or routines (e.g., come to circle time when the teacher begins to sing).
 - c. Transition appropriately within environments with ease (e.g., come indoors to wash hands for lunch or to listen to a story).
6. Manage emotions.
 - a. With prompting and support, progress from being upset to being calm (e.g., breathe deeply to regain self-control).
 - b. With prompting and support, recognize emotions (e.g., “I am really mad.”).
 - c. With prompting and support, express feelings through appropriate gestures, actions, and language (e.g., smile and say, “This story makes me happy.”).
 - d. With prompting and support, express frustration and anger without harming self, others, or property (e.g., “I don’t like it when you take my truck.”).
7. Follow procedures and routines with teacher support.
 - a. Follow one-step and/or two-step directions (e.g., move appropriately when transitions are announced).
 - b. Use materials with care and safety (e.g., use scissors to cut paper).
 - c. Take turns sharing information with others (e.g., interact during group time).
8. Demonstrate flexibility in adapting to different environments.
 - a. Adjust behavior in different settings (e.g., at the library, playground, lunchroom).
 - b. Follow rules (e.g., use outside voice, use inside voice) in different settings.

SCIENCE STANDARDS (Four-year-old children)

SCIENTIFIC METHOD AND INQUIRY DOMAIN

Engage in simple investigations.

1. Make observations, make predictions, and ask questions about natural occurrences or events.
2. Describe, compare, sort and classify, and order objects.
3. Use a variety of simple tools to make investigations (e.g., use a magnifying glass to look at a bug).
4. Explore materials, objects, and events and notice cause and effect.
5. Describe and communicate observations, results, and ideas.
6. Work collaboratively with others.

Use the five senses to explore and investigate the environment.

7. Name and identify the body parts associated with the use of each of the five senses.
8. Describe similarities and differences in the environment using the five senses.

PHYSICAL SCIENCE DOMAIN

Develop awareness of observable properties of objects and materials.

1. Manipulate and explore a wide variety of objects and materials.
2. Describe and compare objects and materials by observable properties (e.g., color, size, shape, weight, texture, temperature).
3. Identify position and movement of people and objects (e.g., over, under, in, out, sink, float).
4. Explore what happens to objects in relation to other forces (e.g., throwing rocks, bouncing ball).

LIFE SCIENCE DOMAIN

Acquire scientific knowledge related to life science.

1. Name, describe, and distinguish plants, animals, and people by observable characteristics.
2. Describe plant, animal, and human life cycles.
3. Describe the needs of living things.
4. Compare and contrast characteristics of living and nonliving things.

EARTH SCIENCE DOMAIN

Apply scientific knowledge related to earth science and space.

1. Describe daily weather changes and seasonal patterns using weather vocabulary (e.g., hot, cold, warm, sunny, cloudy).
2. Identify characteristics of the clouds, sun, moon, and stars.
3. Collect, sort, identify, and describe natural objects in the natural world (e.g., rocks, soil, leaves).

TECHNOLOGY DOMAIN

Identify and explore a variety of technology tools.

1. Use appropriate technology tools (e.g., magnifying glass, telescope, microscope, computer, simple machines) to explore objects and/or to discover new information.
2. Use technology tools to gather and/or communicate information.
3. With prompting and support, invent and construct simple objects or structures using technology tools.

PHYSICAL DEVELOPMENT STANDARDS (Four-year-old children)

GROSS MOTOR SKILLS DOMAIN

Demonstrate understanding of gross motor concepts as they apply to the learning, development, and performance of physical activities.

1. Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).
2. Demonstrate coordination of large muscles to perform simple motor tasks (e.g., climbing, jumping, stretching, throwing a ball).

Demonstrate competency in gross motor skills and movement patterns needed to perform a variety of physical activities.

3. With prompting and support, demonstrate body coordination (e.g., balance, strength, moving in space, walking up and down stairs alternating feet).
4. Use various types of equipment (e.g., playground equipment, tricycles, slides).
5. Engage in gross motor activities that are familiar as well as activities that are new and challenging (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, riding wheel toys, skipping).

FINE MOTOR SKILLS DOMAIN

Demonstrate competency in fine motor skills needed to perform a variety of physical activities.

1. With prompting and support, use fine muscle and eye-hand coordination for such purposes as using utensils, self-care, building, and exploring (e.g., place small objects in bottle).

Demonstrate understanding of emerging (developing) fine motor skills as they apply to the learning and performance of physical activities.

2. Demonstrate fine muscle coordination using manipulative materials that vary in size, shape, and skill requirement (e.g., press individual computer keys on a keyboard, use clay to form shapes or objects).
3. Demonstrate emerging (developing) coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).

Participate in fine motor activity for self-expression and/or social interaction.

4. With prompting and support, use fine motor skills for self-expression (e.g., coloring, painting, building, dressing-up in dramatic play).
5. With prompting and support, participate in group activities involving fine motor experiences (e.g., playing together with blocks, finger plays, and dramatic play).

Demonstrate emerging (developing) competency in self-help skills needed to perform a variety of physical activities.

6. With prompting and support, participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self).

SELF-CARE, HEALTH, AND SAFETY SKILLS

Demonstrate an awareness and practice of safety rules.

1. With prompting and support, identify safety rules (e.g., classroom, home, community).
2. With prompting and support, practice safety procedures by responding appropriately to harmful or unsafe situations.
3. With prompting and support, demonstrate appropriate behavior to respect self and others in physical activity by following simple directions and safety procedures.

Demonstrate an emerging (developing) use of standard health practices.

4. With prompting and support, practice common health routines (e.g., resting, eating healthy meals, exercising, and using appropriate personal hygiene).
5. With prompting and support, participate in a variety of physical activities.
6. With prompting and support, identify nutritious foods.

CREATIVE EXPRESSION STANDARDS (Four-year-old children)

MUSIC DOMAIN

Participate in music-related activities.

1. Create sounds and rhythms using voice, body, instruments, or sound-producing objects.
2. Sing a variety of short songs.
3. Listen actively and respond to short musical works (e.g., singing, answering questions, following instructions).
4. With prompting and support, identify fast and slow tempos and simple elements of music.
5. With prompting and support, recognize a wide variety of sounds and songs from other cultures.

DANCE AND MOVEMENT DOMAIN

Demonstrate understanding through the use of movement.

1. Create simple movements (e.g., twirl, turn around, skip, shake).
2. Respond rhythmically to different types of music (e.g., fast, slow).

THEATRE AND DRAMATIC PLAY DOMAIN

Engage in dramatic play throughout the day in a variety of centers.

1. Imitate roles (e.g., mother, baby, doctor) observed in own life experiences.
2. Use available materials as either realistic or symbolic props.
3. Make up new roles from experiences and/or familiar stories.
4. Imitate characteristics of animals (e.g., the sounds animals make) and of people.

VISUAL ARTS DOMAIN

Create and respond to visual art.

1. Produce original art (e.g., color, paint, draw) using a wide variety of materials and tools.
2. Create artwork that reflects an idea, theme, or story.
3. Describe own art work.

SOCIAL STUDIES STANDARDS (Four-year-old children)

FAMILY AND COMMUNITY DOMAIN

Understand self in relation to the family and the community.

1. Identify self as a member of a family, the learning community, and local community.
2. With prompting and support, identify similarities and differences in people.
3. With prompting and support, describe some family traditions.
4. Identify some similarities and differences in family structure, culture, ability, language, age and gender.

Understand the concept of individual rights and responsibilities.

5. With prompting and support, demonstrate responsible behavior related to daily routines.
6. With prompting and support, explain some rules in the home and in the classroom.
 - a. Identify some rules for different settings.
 - b. Identify appropriate choices to promote positive interactions.
7. With prompting and support, identify some community members (e.g., parents, teachers, principals/directors, community helpers).
8. With prompting and support, identify some positive character traits of self and others(e.g., fair, friendly, respectful, responsible).
9. With prompting and support, describe a simple sequence of familiar events.

OUR WORLD DOMAIN

Understand the importance of people, resources, and the environment.

1. Treat classroom materials and the belongings of others with care.
2. With prompting and support, identify location and some physical features of familiar places in the environment.
3. With prompting and support, use money in pretend play to demonstrate understanding of the role money plays in the environment (e.g., play store or restaurant).
4. Use a variety of technology tools (e.g., telephone, cash register, computer), either real or pretend, that affect daily life interactions and activities.

5. Demonstrate an understanding of the role that people play in caring for the environment (e.g., recycling, keeping the environment clean, conserving water).

HISTORY AND EVENTS DOMAIN

Understand events that happened in the past.

1. With prompting and support, describe a simple series of familiar events.
2. Recognize events that happened in the past.



College- and Career-Ready
Standards and Assessments



U.S. DEPARTMENT OF EDUCATION





PRESIDENT BARACK OBAMA

Every child in America deserves a world-class education.

Today, more than ever, a world-class education is a prerequisite for success. America was once the best educated nation in the world. A generation ago, we led all nations in college completion, but today, 10 countries have passed us. It is not that their students are smarter than ours. It is that these countries are being smarter about how to educate their students. And the countries that out-educate us today will out-compete us tomorrow.

We must do better. Together, we must achieve a new goal, that by 2020, the United States will once again lead the world in college completion. We must raise the expectations for our students, for our schools, and for ourselves—this must be a national priority. We must ensure that every student graduates from high school well prepared for college and a career.

A handwritten signature in black ink, which appears to be "Barack Obama". The signature is fluid and cursive, with a large initial "B" and a distinct "O".

College- and Career-Ready

Standards and Assessments

Reauthorizing the Elementary and Secondary Education Act

To help achieve President Obama's stated goal for the country of ensuring that all students are ready for college and careers when they graduate from high school, the administration has designed a blueprint for a reenvisioned federal role in education through the reauthorization of the *Elementary and Secondary Education Act (ESEA)*. The new *ESEA* will call for

- ▶ **Raising standards for all students in English language arts and mathematics;**
- ▶ **Developing better assessments aligned with college- and career-ready standards; and**
- ▶ **Implementing a complete education through improved professional development and evidence-based instructional models and supports.**

In each of the sections below are set forth the expectations for the federal government, states, districts, and schools to meet these benchmarks for the college and career readiness of America's students.

College- and Career-Ready Students

The administration's proposal for reauthorizing *ESEA* will maintain formula grants to high-poverty school districts while making significant changes to better support states, districts, and schools, including middle and high schools, in improving achievement for all groups of students, including low-income and minority students, English Learners, and students with disabilities. This support will be focused on the following efforts.

Rigorous College- and Career-Ready Standards. Following the lead of the nation's governors and state education leaders, the administration is calling on all states to adopt state-developed standards in English language arts and mathematics that build toward college and career readiness by the time students graduate from high school, and high-quality statewide assessments aligned with these standards. States may choose to: either upgrade their existing standards, working with their four-year public university system to certify that mastery of the standards ensures that a student will not need to take remedial coursework upon admission to a postsecondary institution in the system; or work with other states to create state-developed common standards that build toward college and career readiness. To ensure that all students are learning what they need to succeed, standards must be based on evidence regarding what students must know and be able to do at each grade level to be on track to graduate from high school college- and career-ready. Such standards will also give families and communities the information they need to determine whether their students are on track toward college and career readiness and to evaluate their schools' effectiveness. States will continue to implement statewide science standards and aligned assessments in specific

grade spans, and may include such assessments—as well as statewide assessments in other subjects, such as history—in their accountability systems. Finally, states will develop and adopt statewide English language proficiency standards for English Learners, aligned so that they reflect the academic language necessary to master state content standards.

In all of our conversations with people from every state, we've heard a consistent message that our schools aren't expecting enough of students. We need to raise our standards so that all students are graduating prepared to succeed in college and the workplace. We've also heard that people aren't looking to Washington for answers. They don't want us to provide a prescription for success. Our role should be to offer a meaningful definition of success—one that shows teachers and students what they should be striving for.

—U.S. Secretary of Education Arne Duncan, Testimony Before the Senate Health, Education, Labor, and Pensions Committee and the House Education and Labor Committee on the Obama Administration's Blueprint for Reauthorizing the *Elementary and Secondary Education Act (ESEA)*, March 17, 2010

Rigorous and Fair Accountability and Support at Every Level.

Building on these statewide standards and aligned assessments, every state will ensure that its statewide system of accountability rewards schools and districts for progress and success, requires rigorous interventions in the lowest-performing schools and districts, and allows local flexibility to determine the appropriate improvement and support strategies for most schools.

To foster public accountability for results and help focus improvement and support efforts, states must have data systems in place to gather information that is critical to determining how schools and districts are progressing in preparing students to graduate from high school college- and career-ready. States and districts will collect and make public data relating to student academic achievement and growth in English language arts and mathematics, student academic achievement in science, and, if states choose, student academic achievement and growth in other subjects, such as history. At the high school level, this data will also include graduation rates, college enrollment rates, and rates of college enrollment without need for remediation. All of these data must be disaggregated by race, gender, ethnicity, disability status, English Learner status, and family income. States and districts also will collect other key information about teaching and learning conditions, including information on school climate, such as student, teacher and school leader attendance, disciplinary incidents, or student, parent, and school staff surveys about their school experience.

Measuring and Supporting Schools, Districts, and States. State accountability systems will be expected to recognize progress and growth and reward success rather than only identify failure. To ensure that accountability no longer falls solely at the doors of schools, districts and states will be held accountable for providing their schools, principals, and teachers with the support they need to succeed. States will be asked to recognize and reward schools and districts making the most progress, to provide flexibility for local improvement efforts, and to focus the most rigorous support and interventions on the very lowest-performing schools and districts.

The administration will call on states, districts, and schools to aim for the ambitious goal—by 2020—of all students graduating or on track to graduate from high school ready for college and a career. Performance targets, based on whole-school and subgroup achievement and growth, and graduation rates, will guide improvement toward that ambitious goal, and those that are meeting all of their performance targets will be recognized and rewarded. States, districts, and schools will look not just at absolute performance and proficiency but also at individual student growth and school progress over time, and at the additional data described above, to guide local improvement and support strategies for schools.

Why Focus on College and Career Readiness?

Four of every 10 new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates.

The schools, districts, and states that are successful in reaching performance targets, significantly increasing student performance for all students, closing achievement gaps, or turning around the lowest-performing schools (at the district and state levels) will be recognized as “Reward” schools, districts, and states. States will receive funds to design innovative programs to reward high-poverty Reward schools and Reward districts. Rewards may include financial rewards for the staff and students and for development of and participation in communities of practice to share best practices and

replicate successful strategies to assist lower-performing schools and districts. Rewards may also include flexibility in the use of *ESEA* funds and, as appropriate, competitive preference for Reward states, high-need Reward districts, and high-need Reward schools in some federal grant competitions. Reward districts will also be given flexibility in implementing interventions in their lowest-performing schools, described further below.

At the other end of the spectrum will be “Challenge” states, districts, and schools. States will identify Challenge schools that are in need of specific assistance. The first category of Challenge schools will be the lowest-performing 5 percent of schools in each state, based on student academic achievement, student growth, and graduation rates, that are not making progress to improve. In these schools, states and districts will be required to implement one of four school turnaround models, to support better outcomes for students. Reward districts will receive flexibility to implement a different research-based intervention model beyond the scope of the four school turnaround models. The next 5 percent of low-performing schools will be identified in a warning category, and states and districts will implement research-based, locally determined strategies to help them improve.

Schools that are not closing significant, persistent achievement gaps will constitute another category of Challenge schools. In these schools, districts will be required to implement data-driven interventions to support those students who are furthest behind and close the achievement gap. For all Challenge schools, districts may implement strategies, such as expanded learning time, supplemental educational services, public school choice, or others, to help students succeed.

Challenge districts whose schools, principals, and teachers are not receiving the support they need to succeed may also face significant governance or staffing changes, including replacement of the superintendent. Both Challenge districts and states will face additional restrictions on the use of *ESEA* funds and may be required to work with an outside organization to improve student academic achievement.

Building Capacity for Support at Every Level. As the administration asks more of each level of the system, it will also build state and district capacity to support schools, school leaders, teachers, and students. The administration’s proposal will allow states and districts to reserve funds to carry out such activities as (1) supporting and complementing the adoption of rigorous standards and high-quality assessments, and supporting teachers in teaching to those standards; (2) supporting the more effective use of data to identify local needs and improve student outcomes; (3) improving capacity at the state and district levels to support the effective use of technology to improve instruction; (4) coordinating with early learning programs to improve school readiness; or (5) carrying out effective family engagement strategies.

Districts will be required to set aside a portion of funds under this program to improve student performance in high-need schools by implementing effective school improvement strategies and carrying out strategies to ensure the equitable distribution of effective teachers and school leaders. Reward districts will be allowed flexibility around this set-aside.

Fostering Comparability and Equity. To give every student a fair chance to succeed and to give principals and teachers the resources to support student success, the administration

will encourage increased resource equity at every level of the system. Over time, districts will be required to ensure that their high-poverty schools receive state and local funding levels (for personnel and relevant nonpersonnel expenditures) comparable to those received by their low-poverty schools. In addition, districts that use their resources to provide strong support to disadvantaged students will be given additional flexibility to provide such support. States will be asked to measure and report on resource disparities and develop a plan to tackle them.

Assessing Achievement

The administration's proposal also will maintain support for state efforts to improve the quality of their assessment systems, and to develop and implement the upgraded standards and assessments required by the College- and Career-Ready Students program (the \$14.5 billion request for the reauthorized Title I, Part A, currently the Title I Grants to Local Educational Agencies). Improved assessments can be used to: accurately measure student growth; better measure how states, districts, schools, principals, and teachers are educating students; help teachers adjust and focus their teaching; and provide better information to students and their families.

States will receive formula grants to develop and implement high-quality assessments aligned with college- and career-ready standards in English language arts and mathematics that accurately measure student academic achievement and growth, provide feedback to support and improve teaching, and measure school success and progress. States may also use funds to develop or implement high-quality, rigorous statewide assessments in other academic or career and technical subjects,



high school course assessments, English language proficiency assessments, and interim or formative assessments. Beginning in 2015, formula funds will be available only to states that are implementing assessments based on college- and career-ready standards that are common to a significant number of states. The program also will support competitive grants to consortia of states and to other entities working in partnership with states for research on, or development and improvement of, additional high-quality assessments to be used by multiple states in such areas as science, history, or foreign languages; high school course assessments in academic and career and technical subjects; universally designed assessments; and assessments for English Learners and students with disabilities.

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May 2010



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Early Learning Standards For Kindergarten Readiness Assessment Approaches To Learning Standards

Play Domain: Engage in play.

1. Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.
2. Initiate and make decisions regarding play and learning activities (e.g., choose learning centers and materials).
3. Exhibit creativity and imagination in a variety of forms (e.g., roles, props, and language).
4. Demonstrate active engagement in play.

Curiosity and Initiative Domain: Demonstrate curiosity and initiative.

1. Demonstrate interest in new experiences by interacting with peers, using familiar materials in creative ways, and investigating new environments.
2. Ask questions to seek new information.
3. Make independent choices.
4. Approach tasks and activities with flexibility, imagination, and inventiveness.

Persistence and Attentiveness Domain: Demonstrate persistence and attentiveness.

1. Follow through to complete a task or activity.
2. Demonstrate the ability to remain engaged in an activity or experience.
3. Seek out and accept help or information from adults and peers when needed to accomplish a task or an activity (e.g., using a step stool to reach the sink).

Problem-Solving Skills Domain: Demonstrate problem-solving skills.

1. Identify a problem or ask a question.
2. Use a variety of strategies to solve a problem, reach a goal, or answer a question (e.g., work with others, use a variety of materials, use trial and error).
3. Apply prior learning and experiences to build new knowledge.

Early Learning Standards For Kindergarten Readiness Assessment English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

1. With prompting and support, ask and/or answer questions with details related to a variety of print materials (e.g., ask, “*What is the duck doing?*” or respond to, “*Tell me about the duck.*”).
2. With prompting and support, retell familiar stories (from books, oral presentations, songs, plays) using diverse media (e.g., conversation, drama, props throughout the classroom, creative movement, art, and creative writing).

Craft and Structure

1. Exhibit curiosity and interest in learning words in print.
 - a. Develop new vocabulary from stories.
 - b. Identify environmental print (e.g., word wall, class dictation).
2. With prompting and support, interact with common types of texts (e.g., fantasy; factual; animals; books about people demonstrating racial, cultural, age, gender, ability and diversity).

Integration of Knowledge and Ideas

With prompting and support, make connections among self, illustrations, and the story (e.g., picture walk, small group questions and answers, props in drama).

Range of Reading and Level of Text Complexity

Actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., art activities, dramatic play, creative writing, movement).

Reading Standards for Informal Text

Key Ideas and Details

With prompting and support, ask and/or answer questions with details related to a variety of informational print materials (e.g., charts, graphs, maps, lists, and other reference materials).

Craft and Structure

1. Exhibit curiosity and interest about words in a variety of informational texts.
2. With prompting and support, identify the front cover, back cover, and title page of a book.

Integration of Knowledge and Ideas

With prompting and support, make connections between self and text and/or information and text.

Range of Reading and Level of Text Complexity

With prompting and support, actively engage in a variety of shared reading experiences (e.g., small group, whole group, with a peer or teacher) with purpose and understanding through extension activities (e.g., experiments, observations, topic studies, conversations, illustrated journals).

Reading Standards for Foundational Skills

Print Concepts

With prompting and support, demonstrate understanding of conventions of print:

1. Recognize an association between spoken and written words.
2. Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
3. Recognize and name some upper- and lower-case letters of the alphabet, especially those in own name.
4. Recognize words as a unit of print and understand that letters are grouped to form words.
5. Understand that print moves from left to right, top to bottom, and page by page.

Phonological Awareness

1. With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds:
 - a. Engage in language play (e.g., sound patterns, rhyming patterns, songs).
 - b. Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
 - c. Demonstrate awareness of the relationship between sounds and letters.

- d. Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping, and finger tapping.
2. With prompting and support, demonstrate emergent phonics and word analysis skills.
 - a. Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.
 - b. Recognize own name, environmental print, and some common high-frequency sight words.

Fluency

Display emergent reading behavior with purpose and understanding (e.g., pretend reading, picture reading).

Writing Standards

Text Types and Purposes

With prompting and support, recognize that writing is a way of communicating for a variety of purposes.

1. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to express an opinion.
2. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) and describe their writing.
3. Explore and experiment with a combination of written representations (e.g., scribbles, drawings, letters, and dictations) to tell about events or stories.

Production and Distribution of Writing

With prompting and support, use a variety of tools (e.g., digital media, art materials) to share in the creation and publication of creative writing.

Research to Build and Present Knowledge

With prompting and support, recall information from experiences to answer questions.

Speaking and Listening Standards

Comprehension and Collaboration

1. With guidance and support, participate in small-group as well as large-group shared conversations about pre-kindergarten topics and texts with peers and adults.

- a. Engage in voluntary conversations (e.g., turn-taking, exchanging information, listening attentively, being aware of others' feelings).
- b. Engage in extended conversations.
2. With prompting and support, confirm understanding of information presented orally, from read-aloud, or through other media by asking and answering questions about details.
3. With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

1. With prompting and support, describe familiar people, places, things, and events.
2. With prompting and support, add drawings or other visual displays to descriptions.
3. With prompting and support, demonstrate an emergent (developing) ability to express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English

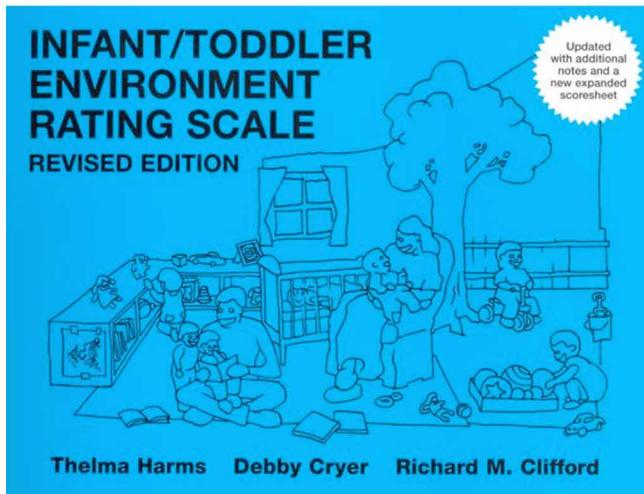
1. With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage *when speaking*.
 - a. Use frequently occurring nouns and verbs.
 - b. Form regular plural nouns by adding /s/ or /es/ (e.g., *dog, dogs; dish, dishes*).
 - c. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - d. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, of, by, with*).
 - e. Produce and expand complete sentences in shared language activities.
2. With prompting and support, demonstrate awareness of the conventions of standard English.
 - a. Write first name, capitalizing the first letter.
 - b. Attempt to write a letter or letters to represent a word.
 - c. Experiment with written representations of words, using emergent (developing) knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

1. With guidance and support, explore word relationships and word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Experiment with frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (e.g., *run, walk; fast, slow; soft, hard*)
 - c. Identify real-life connections between words and their use (e.g., find examples of things that are *smooth, rough*).

- d. Recognize and demonstrate knowledge of verbs (e.g., acting out sweeping, describing how
2. With prompting and support, use words and phrases that have been acquired through responses to text or stories, experiences, conversations, and/or from hearing a story.

A. Infant/Toddler Environment Rating Scale (ITERS-R)



A thorough revision of the original ITERS, designed to assess center-based child care programs for infants and toddlers up to 30 months of age.

Scale consists of 39 items organized into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Staff

New curriculum and program items in the revised ITERS include: Helping children understand language; Nature/science; Use of TV, video and computer; Free play; and Group play activities. Items have been added to make the scale more inclusive and culturally sensitive, to address professional needs of staff, and to reflect the latest health and safety information.

Featuring a new spiral binding, the updated ITERS-R offers more practical assistance in the form of an Expanded Score Sheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However the items and indicators remain the same as in the ITERS-R.

B. Development of the ITERS-R

The Infant/Toddler Environment Rating Scale-Revised Edition (ITERS-R) is a thorough revision of the original Infant/Toddler Environment Rating Scale (ITERS, 1990). It is one of a series of four scales that share the same format and scoring system but vary considerably in requirements, because each scale assesses a different age group and/or type of child development setting. The ITERS-R retains the original broad definition of environment including organization of space, interaction, activities, schedule, and provisions for parents and staff. The 39 items are organized into seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Staff. This scale is designed to assess programs for children from birth to 30 months of age, the age group that is most vulnerable physically, mentally, and emotionally. Therefore, the ITERS-R contains items to assess provision in the environment for the protection of children's health and safety, appropriate stimulation through language and activities, and warm, supportive interaction.

Admittedly, it is very challenging to meet the needs of infants and toddlers in a group care setting because each of these very young children requires a great deal of personal attention in order to thrive. The economic pressure of raising a family continues to make the use of out-of-home group care for infants and toddlers the norm rather than the exception. Therefore, as a society, we are increasingly aware that we must face the challenge of providing child care settings for very young children that promote optimal development. It has long been the personal challenge of professional early childhood educators to provide the nurturance and stimulation that very young children need on a daily basis. A comprehensive, reliable, and valid instrument that assesses process quality and quantifies what is observed to be happening in a classroom, can play an important role in improving the quality of infant/toddler care.

In order to define and measure quality, the ITERS-R draws from three main sources: research evidence from a number of relevant fields (health, development, and education), professional views of best practice, and the practical constraints of real life in a child care setting. The requirements of the ITERS-R are based on what these sources judge to be important conditions for positive outcomes in children both while they are in the program and long afterward. The guiding principle here, as in all of our environment rating scales, has been to focus on what we know to be good for children.

Process of Revision

The process of revision drew on four main sources of information: (1) research on development in the early years and findings related to the impact of child care environments on children's health and development; (2) a content comparison of the original ITERS with other assessment instruments designed for a similar age group, and additional documents describing aspects of program quality; (3) feedback from ITERS users, solicited through a questionnaire that was circulated and also put on our website, as well as from a focus group of professionals familiar with the ITERS; and (4) intensive use for more than two years by two of the ITERS co-authors and over 25 ITERS trained assessors for The North Carolina Rated License Project.

The data from studies of program quality gave us information about the range of scores on various items, the relative difficulty of items, and their validity. The content comparison helped us to identify items to consider for addition or deletion. By far the most helpful guidance for the revision was the feedback from direct use in the field. Colleagues from the US, Canada, and Europe who had used the ITERS in research, monitoring, and program improvement gave us valuable suggestions based on their experience with the scale. The focus group discussed in particular what was needed to make the revised ITERS more sensitive to issues of inclusion and diversity.

Changes in the ITERS-R

While retaining the basic similarities in format and content that provide continuity between the ITERS and ITERS-R, the following changes were made:

1. The indicators under each level of quality in an item were numbered so that they could be given a score of "Yes", "No", or "Not Applicable" (NA) on the scoresheet. This makes it possible to be more exact in reflecting observed strengths and weaknesses in an item.
2. Negative indicators on the minimal level were removed from one item and are now found only in the 1 (inadequate) level. In levels 3 (minimal), 5 (good), and 7 (excellent) only indicators of positive attributes are listed. This eliminates the one exception to the scoring rule in the original ITERS.
3. The Notes for Clarification have been expanded to give additional information to improve accuracy in scoring and to explain the intent of specific items and indicators.
4. Indicators and examples were added throughout the scale to make the items more inclusive and culturally sensitive. This follows the advice given to us by scales users to include indicators and examples in the scale instead of adding a subscale.
5. New items were added to several subscales including the following: Listening and Talking: Item 12. Helping children understand language, and Item 13. Helping children use language; Activities: Item 22. Nature/science, and Item 23. Use of TV, video and/or computer; Program Structure: Item 30. Free play, and Item 31. Group play activities; Parents and Staff: Item 37. Staff continuity, and Item 38. Supervision and evaluation of staff.
6. Some items in the Space and Furnishings subscale were combined to remove redundancies, and two items were dropped in Personal Care Routines: Item 12. Health policy, and Item 14. Safety policy. Research showed that these items were routinely rated with high scores because they were based on regulation but the corresponding items assessing practice were rated much lower. It is practice that the ITERS-R should concentrate on since the aim is to assess process quality.
7. The scaling of some of the items in the subscale Personal Care Routines was made more gradual to better reflect varying levels of health practices in real life situations, including Item 6. Greeting/departing, Item 7. Meals/snacks, Item 9. Diapering/toileting, Item 10. Health practices, and Item 11. Safety practices. 8. Each item is printed on a separate page, followed by the Notes for Clarification.
8. Sample questions are included for indicators that are difficult to observe.

Reliability and Validity

As noted earlier in this introduction, the ITERS-R is a revision of the widely used and documented ITERS, that is one in a family of instruments designed to assess the overall quality of early childhood programs. Together, with the original instrument, the Early Childhood Environment Rating Scale (ECERS), and the more recent revision of that scale, the ECERS-R, these scales have been used in major research projects in the United States as well as in a number of other countries. This extensive research has documented both the ability of the scales to be used reliably and the validity of the scales in terms of their relation to other measures of quality and their tie to child development outcomes for children in classrooms with varying environmental ratings.

In particular, both the ECERS and ITERS scores are predicted by structural measures of quality such as child-staff ratios, group size, and staff education levels (Cryer, Tietze, Burchinal, Leal, & Palacios, 1999; Phillipsen, Burchinal, Howes, & Cryer, 1998). The scores are also related to other characteristics normally expected to be related to quality such as teacher salaries and total program costs (Cryer et al., 1999; Marshall, Creps, Burstein, Glantz, Robeson, & Barnett, 2001; Phillipsen et al., 1998; Whitebook, Howes, & Phillips, 1989). In turn, rating scale scores have been shown to predict children's development (Burchinal, Roberts, Nabors, & Bryant, 1996; Peisner-Feinberg et al., 1999).

Since the concurrent and predictive validity of the original ITERS is well established and the current revision maintains the basic properties of the original instrument, the studies of the ITERS-R have focused on the degree to which the revised version maintains the ability of trained observers to use the scale reliably. Additional studies will be needed to document the continued relationship with other measures of quality as well as to document its ability to predict child outcomes. A two-phase study was completed in 2001 and 2002 to establish reliability in use of the scale.

The first phase was a pilot phase. In this phase a total of 10 trained observers in groups of two or three used the first version of the revised scale in 12 observations in nine centers with infant and/or toddler groups. After these observations, modifications were made in the revised scale to adjust for issues that arose in the pilot observations.

The final phase of the field test involved a more formal study of reliability. In this phase, six trained observers conducted 45 paired observations. Each observation lasted approximately three hours, followed by a 20-30 minute teacher interview. The groups observed were selected to be representative of the range of quality in programs in North Carolina. North Carolina has a rated license system that awards points for various features related to quality. Centers are given a license with one to five stars depending on the total number of points earned. A center receiving a one-star license meets only the very basic requirements in the licensing law while a five-star center meets much higher standards. For our sample we selected 15 groups in centers with one or two stars, 15 with three stars, and 15 with four or five stars. The programs were also chosen to represent various age ranges of children served. Of the 45 groups observed, 15 were from groups with children under 12 months of age, 15 from groups with children 12-24 months old, and 15 with children 18-30 months old. The groups were in 34 different centers and seven of them included children with identified disabilities. All centers were in the central portion of North Carolina.

The field test resulted in 90 observations with two paired observations each in 45 group settings. Several measures of reliability have been calculated.

Indicator Reliability. Across all 39 items in the revised ITERS, there are a total of 467 indicators. There was agreement on 91.65% of all indicator scores given by the raters. Some researchers will omit the Parents and Staff Subscale in their work. Thus, we have calculated the indicator reliability for the child specific items in the first six subscales, Items 1-32. The observer agreement for the 378 indicators in these items was 90.27%. Only one item had indicator agreement of less than 80% (Item 11. Safety practices was 79.11%). The item with the highest level of indicator agreement was Item 35. Staff professional needs, with an agreement of 97.36%. It is apparent that a high level of observer agreement at the indicator level can be obtained using the ITERS-R.

Item Reliability. Because of the nature of the scoring system, it is theoretically possible to have high indicator agreement but low agreement at the item level. Two measures of item agreement have been calculated. First, we calculated the agreement between pairs of observers within 1 point on the seven-point scale. Across the 32 child-

related items, there was agreement at this level 83% of the time. For the full 39 items, agreement within 1 point was obtained in 85% of the cases. Item agreement within one point ranged from a low of 64% for Item 4. Room arrangement, to 98% for Item 38. Evaluation of staff.

A second, somewhat more conservative measure of reliability is Cohen's Kappa. This measure takes into account the difference between scores. The mean weighted Kappa for the first 32 items was .55 and for the full 39-item scale it was .58. Weighted Kappa's ranged from a low of .14 for Item 9. Diapering/toileting, to a high of .92 for Item 34. Provisions for personal needs of staff. Only two items had weighted Kappa's below .40 (Item 9. Diapering/ toileting, and Item 11. Safety practices, with a weighted Kappa of .20). In both cases the mean item score was extremely low. A characteristic of the Kappa statistic is that for items with little variability the reliability is particularly sensitive to even minor differences between observers. The authors and observers agreed that the low scores on these items accurately reflected the situation in the groups observed and that any changes to substantially increase variability would provide an inaccurate picture of the features of quality reflected in these two items. For all items with a weighted Kappa below .50 the authors examined the items carefully and made minor changes to improve the reliability of the item without changing its basic content. These changes are included in the printed version of the scale. Even using the more conservative measure of reliability, the overall results indicate a clearly acceptable level of reliability.

Overall Agreement. For the full scale, the intraclass correlation was .92 both for the full 39 items as well as for the 32 child-related items. Intraclass correlations for the seven subscales are shown in Table 1. It should be noted that the intraclass correlation for the Program Structure Subscale is calculated excluding Item 32. Provision for children with disabilities, since only a small portion of groups received a score on this item. Taken together with the high levels of agreement at the item level, the scale has clearly acceptable levels of reliability. It should be remembered that this field test used observers who had been trained and had a good grasp of the concepts used in the scale.

Table 1 Intraclass Correlations of Subscales

Subscale	Correlation
Space and Furnishings	0.73
Personal Care Routines	0.67
Listening and Talking	0.77
Activities	0.91
Interaction	0.78

Program Structure	0.87
Parents and Staff	0.92
Full Scale (Items 1-39)	0.92
All Child Items (1-32)	0.92

Internal Consistency. Finally we examined the scale for internal consistency. This is a measure of the degree to which the full scale and the subscales appear to be measuring a common concept. Overall the scale has a high level of internal consistency with a Cronbach's alpha of .93. For the child-related items, 1-32, the alpha is .92. This measure indicates a high degree of confidence that a unified concept is being measured. A second issue is the degree to which the subscales also show consistency. Table 2 shows the alphas for each subscale:

Table 2 Internal Consistency

Subscale	Alpha
Space and Furnishings	0.47
Personal Care Routines	0.56
Listening and Talking	0.79
Activities	0.79
Interaction	0.80
Program Structure	0.70
Parents and Staff	0.68
Full Scale (Items 1-39)	0.93
All Child Items (1-32)	0.92

Cronbach's alphas of .6 and higher are generally considered acceptable levels of internal consistency. Thus, caution should be taken in using the Space and Furnishings and Personal Care Routines subscales. Program Structure, Item

32. Provisions for children with disabilities was rated for only the few groups that had children with identified disabilities. The internal consistency score for this subscale was calculated excluding this item. Thus, the authors recommend using the Program Structure subscale excluding Item 32 unless most programs being assessed include children with disabilities.

Overall, the field test demonstrated a high level of interrater agreement across the scale items and at the full-scale score level. These findings are quite comparable to those found in similar studies of the original ITERS and ECERS, and the ECERS-R. All of these previous studies have been confirmed by the work of other researchers, and the scales have proven to be quite useful in a wide range of studies involving the quality of environments for young children. At the same time the scales have been shown to be user-friendly to the extent that it is possible to get observers to acceptable levels of reliability with a reasonable level of training and supervision.

C. Overview of the Subscales and Items of the ITERS-R

39 Items organized into 7 Subscales

Space and Furnishings

1. Indoor space
2. Furniture for routine care and play
3. Provision for relaxation and comfort
4. Room arrangement
5. Display for children

Personal Care Routines

6. Greeting/departing
7. Meals/snacks
8. Nap
9. Diapering/toileting
10. Health practices
11. Safety practices

Listening and Talking

12. Helping children understand language

13. Helping children use language

14. Using books

Activities

15. Fine motor

16. Active physical play

17. Art

18. Music and movement

19. Blocks

20. Dramatic play

21. Sand and water play

22. Nature/science

23. Use of TV, video, and/or computer

24. Promoting acceptance of diversity

Interaction

25. Supervision of play and learning

26. Peer interaction

27. Staff-child interaction

28. Discipline

Program Structure

29. Schedule

30. Free play

31. Group play activities

32. Provisions for children with disabilities

Parents and Staff

33. Provisions for parents
34. Provisions for personal needs of staff
35. Provisions for professional needs of staff
36. Staff interaction and cooperation
37. Staff continuity
38. Supervision and evaluation of staff
39. Opportunities for professional growth

D. Selected References for the ITERS/ITERS-R

The following references are example publications that have used the ITERS/ITERS-R.

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E. ITERS and ITERS-R in Translation

ITERS and ITERS-R in Translation

* available for purchase

** created for research purposes only

[Translations of all four Rating Scales](#)

ITERS-R

German *

Harms, T., Clifford, R. M. & Cryer, D. (2005). Infant/Toddler Environment Rating Scale-Revised. W. Tietze, M. Bolz, K. Grenner, D. Schlecht & B. Wellner (Translators), *Krippen-Skala, Revidierte Fassung (KRIPS-R)*. Berlin, Germany: Beltz.

Japanese *

Harms, T., Cryer, D., & Clifford, R. M. (2002). Infant/Toddler Environment Rating Scale, Revised Edition. Uzuhashi, R.C. (Translator), *Hoiku Kankyo Hyoka Sukeru 2 Nyuhi-ban*. Kyoto: Horitu-Bunkasha.

Spanish *

Harms, T., Cryer, D., & Clifford, R. M (2004). Infant/Toddler Environment Rating Scale-Revised Edition. C. Dueñas (Translator), *Escala De Calificación Del Ambiente Para Bebés Y Niños Pequeños-Edición Revisada*. New York: Teachers College Press.

ITERS

Dutch **

Harms, T., Cryer, D., & Clifford, R. M. (1995). Infant/Toddler Environment Rating Scale. Reiling, E. J., Verhoeven, M. J. E., & Tavecchio, L. W. C. (Translators), *ITERS: Infant/Toddler Environment Rating Scale*. Handleiding. Leiden: Afdeling Algemene en Gezinspedagogiek, Universiteit Leiden.

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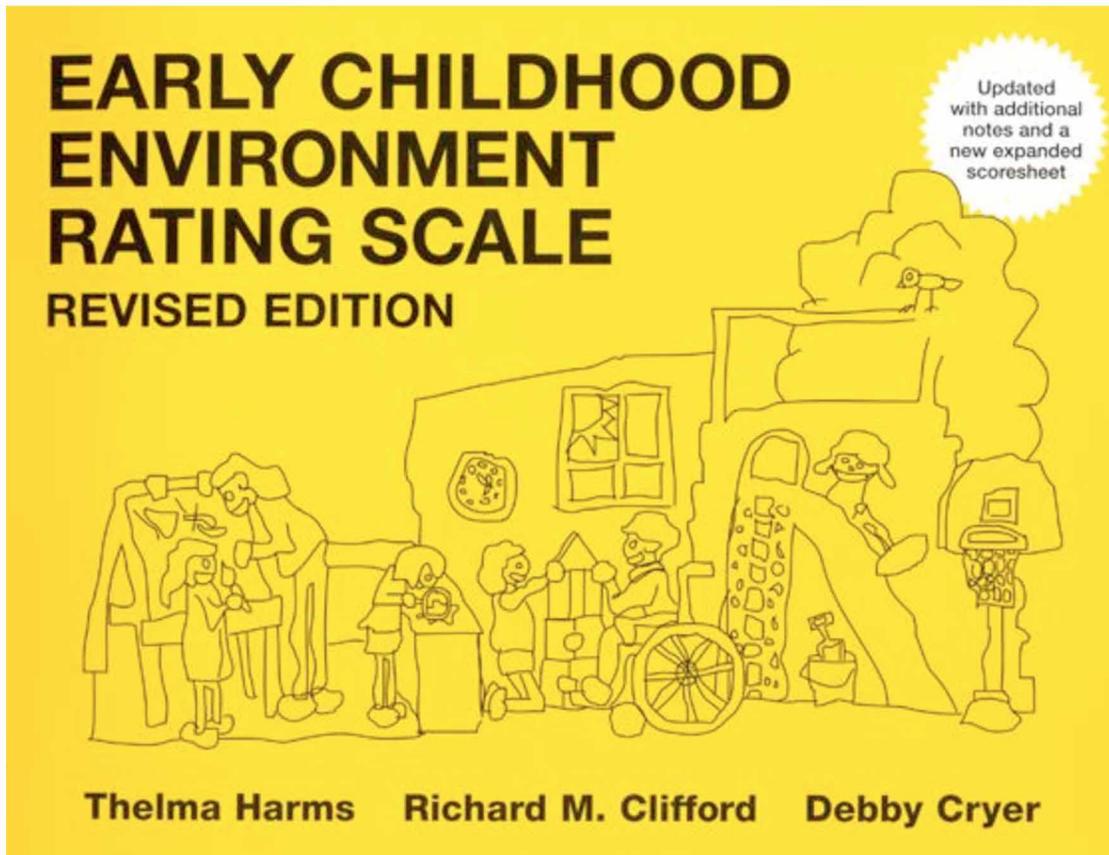
G. Supplementary Materials for the ITERS-R

- [Expanded Score Sheet](#) (11 pages)
- [Interrater Reliability Sheet](#) (2 pages)
- [Interrater Reliability Sheet for Training](#) (2pages)
- [Profile](#) (1 page)

• H. Differences Between the ITERS-R and Original ITERS

- [A Side-by-Side Comparison of Subscales and Indicators \(PDF\)](#)
Developed by Cathy Riley, Lisa Waller, and Megan Porter, © 2003

A. Early Childhood Environment Rating Scale (ECERS-R)



The revised ECERS contains inclusive and culturally sensitive indicators for many items. Also, new items have been added on Interaction (staff-child, child-child and discipline), Curriculum (nature/science and math/number) Health & Safety and Parents & Staff.

Scale consists of 43 items organized into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Parents and Staff

Featuring a new spiral binding, the updated ECERS-R offers more practical assistance in the form of an Expanded Scoresheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However the items and indicators remain the same as in the ECERS-R.

B. Development of the ECERS-R

The revision of the ECERS has been a long and exacting process. In the revision, our intent was to balance continuity and innovation. On the one hand, we wanted to be sure to retain those features that had, for over 15 years, made the ECERS a useful instrument for both research and program improvement. On the other hand, we wanted to update and expand the instrument to reflect changes in the early childhood field that had occurred since the ECERS was published in 1980, and to incorporate the advances in our own understanding of how to measure quality. During this time, inclusion of children with disabilities and sensitivity to cultural diversity had become important issues in the assessment of program quality. The measurement of quality itself received greater attention through the development of the Accreditation Program of the National Association for the Education of Young Children (NAEYC, 1984) and the publication of several early childhood assessment instruments. During this period of self-examination in the field, the definition of program quality embodied in NAEYC's Developmentally Appropriate Practice (Bredekamp, 1986) was revised in 1997 to include a greater emphasis on cultural diversity, family concerns, and individual children's needs (Bredekamp & Copple, 1997).

Our own understanding of how to measure quality was increased through the development of three additional scales using the ECERS format, each with its own improvements and refinements: Family Day Care Rating Scale (FDCRS; Harms & Clifford, 1989), Infant/Toddler Environment Rating Scale (ITERS; Harms, Cryer, & Clifford, 1990), School-Age Care Environment Rating Scale (SACERS; Harms, Jacobs, & White, 1996). Numerous research projects in the United States and abroad had used the ECERS to assess global quality and had discovered significant relationships between ECERS scores and child outcome measures, and between ECERS scores and teacher characteristics, teacher behaviors, and compensation. Along with these research findings, feedback from a number of researchers concerning difficulties with particular items was a valuable resource for the revision. The ECERS was also translated into a number of languages, including Italian, Swedish, German, Portuguese, Spanish, and Icelandic, and was used in an international study (Tietze, Cryer, Bairrio, Palacios, & Wetzel, 1996). Although the basic scale remained the same in the translations, some changes were required in a few of the indicators, and especially in the examples for indicators, to make the various translations culturally relevant. These changes were helpful to us as we undertook our own revision.

In addition, the ECERS was used in a number of ways as a program improvement tool in many different settings, including those serving culturally diverse populations and in inclusive programs. In the 17 years that the ECERS had been used in research and program improvement, a body of evidence of the validity and usefulness of the scale was amassed, but clearly a thorough revision was needed.

Process of Revision

Three main sources of information were used during the process of revision: (1) a content analysis of the relationship of the ECERS to other global quality assessment instruments and documents examining early childhood programmatic issues; (2) data from studies using the ECERS in preschool, child care, and kindergarten settings; and

(3) feedback from ECERS users. The content analysis helped to identify additions and deletions to consider; the data from numerous studies using the ECERS gave us information about the range of scores on various items and the relative difficulty of items, as well as their validity. By far the most valuable contribution to the revision came from the feedback provided by researchers and practitioners who had used the ECERS in a variety of ways.

To collect information from ECERS users, three focus groups were held: one to explore how the ECERS functioned in inclusive settings, and two to examine its use in culturally diverse settings. We were fortunate to have access to experts in these two fields who had used the ECERS extensively across the country and could provide specific suggestions. We also held feedback sessions with researchers who had used the ECERS in their studies and who could make suggestions about the content and format from the point of view of research needs. In addition, a questionnaire was circulated to the many individuals, programs, and projects that were known to have used the ECERS extensively, and we received helpful suggestions from people in the United States, Canada, and Europe.

C. Overview of the Subscales and Items of the ECERS-R

43 Items organized into 7 Subscales

Space and Furnishings

1. Indoor space
2. Furniture for routine care, play and learning
3. Furnishings for relaxation and comfort
4. Room arrangement for play
5. Space for privacy
6. Child-related display
7. Space for gross motor play
8. Gross motor equipment

Personal Care Routines

9. Greeting/departing
10. Meals/snacks
11. Nap/rest
12. Toileting/diapering
13. Health practices
14. Safety practices

Language-Reasoning

15. Books and pictures
16. Encouraging children to communicate
17. Using language to develop reasoning skills
18. Informal use of language

Activities

19. Fine motor

- 20. Art
- 21. Music/movement
- 22. Blocks
- 23. Sand/water
- 24. Dramatic play
- 25. Nature/science
- 26. Math/number
- 27. Use of TV, video, and/or computers
- 28. Promoting acceptance of diversity

Interaction

- 29. Supervision of gross motor activities
- 30. General supervision of children (other than gross motor)
- 31. Discipline
- 32. Staff-child interactions
- 33. Interactions among children

Program Structure

- 34. Schedule
- 35. Free play
- 36. Group time
- 37. Provisions for children with disabilities

Parents and Staff

- 38. Provisions for parents
- 39. Provisions for personal needs of staff
- 40. Provisions for professional needs of staff
- 41. Staff interaction and cooperation
- 42. Supervision and evaluation of staff
- 43. Opportunities for professional growth

D. Reliability and Validity of the Early Childhood Environment Rating Scale

[Reliability and Validity of the Early Childhood Environment Rating Scale \(PDF\)](#)

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Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America: Final report. National Child Care Staffing Study*. Oakland, CA: Child Care Employee Project.

Whitebook, M., Sakai, L., & Howes, C. (1997). *NAEYC accreditation as a strategy for improving child care quality: An assessment by the National Center for Early Childhood Work Force*. Washington, DC: National Center for Early Childhood Work Force.

Whitebook, M., Phillips, D., & Howes, C. (1993). National Child Care Staffing Study Revisited: Four years in the life of center based child care. *Child Care Employee Project*.

G. Supplementary Materials for the ECERS-R

- [Expanded Score Sheet](#) (12 pages)
- [Interrater Reliability Sheet](#) (2 pages)
- [Interrater Reliability Sheet for Training](#) (2 pages)
- [Profile](#) (1 page)
- [Substantial portion of the day chart](#) (1 page)

I. Translations for ECERS and ECERS-R

- * available for purchase
- ** created for research purposes only
- [Translations of all four Rating Scales](#)

• ECERS-R

- French *
Harms, T., & Clifford, R. M. (1998). Early Childhood Environment Rating Scale-Revised. M. Baillargeon, & H. Larouche (Translators), [Echelle d' evaluation de l'environnement prescolaire](#). Canada: Presses De L' Universite Du Quebec.
- German *
Harms, T., Clifford, R. M. & Cryer, D. (2005). Early Childhood Environment Rating Scale-Revised. W. Tietze, K. M. Schuster, K. Grenner & H. G. Robach (Translators), [Kindergarten-Skala, Revidierte Fassung \(KES-R\)](#). Berlin, Germany: Beltz.
- Hungarian **
Harms, T., Clifford, R. M. & Cryer, D. (1998). Early Childhood Environment Rating Scale-Revised. Marta Korintus (Translator), [A Kisgyermekkorú Környezet Östályozási Skálája-Átdolgozott kiadás](#). Budapest, Hungary: Országos Caslád- és Gyermekvédelmi Intézet.
- Norwegian *
Harms, T., & Clifford, R. M. (2002). Early Childhood Environment Rating Scale-Revised. R.J. Pettersen (Translator), [ECERS](#). Oslo, Norway: SEBU Forlag.
- Spanish *
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• ECERS

- Chinese **
Harms, T., & Clifford, R. M. (1986). Early Childhood Environment Rating Scale. C. Chan and R. Ho (Translators), [Early Childhood Education Quality Rating Scale](#). Hong Kong: The Salvation Army Child Care Services.

- Dutch **
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- Italian *
Harms, T., & Clifford, R. M. (1994). Early Childhood Environment Rating Scale. M. Ferrari (Translator), Scala per l'osservazione e la valutazione della scuola dell' infanzia. Bergamo, Italy: Edizioni Junior.
- Portugese **
Harms, T., & Clifford, R. M. (1993). Early Childhood Environment Rating Scale. I. M. Pinto, & T. Leal (Translators), Escala de avaliação do ambiente em educação infantil. Porto, Portugal: Universidade do Porto.
- Spanish **
Harms, T., & Clifford, R. M. (1993). Early Childhood Environment Rating Scale. Jesus Palacios (Translator), Escala de Evaluacion del Entorno de Ninos Pequeños. Spain: University of Seville.
- Swedish *
Harms, T., & Clifford, R. M. (1994). Early Childhood Environment Rating Scale. M. Andersson, & U. Löfgren (Translators), Utvärdering i förskolan: ECERS- metoden-kvalitetsbedömning av basfunktioner i förskolemiljö för barn 3-6 år. Sweden: Psykologiförlaget.



REQUEST FOR PROPOSALS

Pre-K Early Learning Collaborative 2013-2014 Awards

**Mississippi Department of Education
Office of Curriculum and Instruction
359 North West Street, Suite 313
Jackson, MS 39201**

**Contact: Robin Lemonis
Telephone: (601) 359-2586
Fax: (601) 359-2040**

Issue Date: October 10, 2013

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Tentative Timeline
Early Childhood Initiative
Mississippi Pre-K Collaborative Program

October 10, 2013	Release RFP
October 10, 2013	Post to MDE website
October 16, 2013	Deadline for Intent to Submit Proposal Forms
October 16, 2013	Deadline for Submitting RFP Questions
October 18, 2013	Deadline for Program Office Response to Questions and Posting to Website
October 18, 2013	Pre-proposal Meeting for Collaboratives Submitting Notice of Intent
November 5, 2013	Proposal due by 3:30 p.m. Central Time (CT) to Procurement
November 6-8, 2013	Level 1 Evaluation of Proposals
November 12-13, 2013	Level 2 Interview of Early Learning Collaborative Finalists
December 19, 2013	Approval by State Board of Education and Notification of Awards

SECTION 1 INTRODUCTION

The Early Learning Collaborative Act of 2013, which became law on April 18, 2013, establishes Mississippi's first state-funded, voluntary Pre-K program on a phased-in basis. The Mississippi Department of Education (MDE) is responsible for the implementation of the legislation and administration of the program. In order to be eligible for participation, Pre-K programs in Head Start centers, licensed childcare facilities, public, parochial or private schools must form and maintain a stakeholder council called an Early Learning Collaborative involving a minimum of two of the aforementioned program auspices. The Early Learning Collaborative must designate a Lead Partner, which can be a public school or other non-profit entity with the instructional expertise and operational capacity to manage a collaborative's Pre-Kindergarten (Pre-K) program. The Lead Partner, on behalf of the collaborative, will submit the proposal to MDE and assume primary responsibility for program activities and requirements. Funds will be competitively awarded based on evidence of existing strong local collaboration, capacity, commitment, need, ability to demonstrate enhanced outcomes for participating children, and availability of funds. **For this competition, an entity may only submit one proposal serving as the Lead Partner of an Early Learning Collaborative, and participating providers can only participate in one collaborative.**

The purpose of the Early Learning Collaborative Act of 2013 is to provide funding to local communities to establish, expand, support and facilitate the successful implementation of quality early childhood education and development services. During the first phase of implementation, the MDE is conducting a competitive process to make awards to eligible Early Learning Collaboratives from January 2014 to June 30, 2016. Funds have been appropriated for fiscal year 2014 which can carry over to fiscal year 2015. However, funding for 2014-2015 to 2015-2016 is contingent upon legislative appropriation.

The MDE is tasked with specific duties in regards to the Mississippi Pre-K legislation. According to legislation, the MDE shall:

1. Administer the implementation, monitoring and evaluation of the voluntary Pre-K program.
2. Establish a rigorous and transparent application process for the awarding of funds.
3. Establish monitoring policies and procedures that, at a minimum, will include at least one site visit per year.
4. Provide technical assistance to Early Learning Collaboratives and their providers to improve the quality of Pre-K programs.

The law also specifies that the MDE should evaluate the effectiveness of each Early Learning Collaborative and each Pre-K provider. If a statewide Kindergarten screening instrument is adopted by MDE to assess the readiness of each student for Kindergarten, MDE shall adopt a minimum score of program readiness that each Pre-K provider must meet in order to remain eligible for Pre-K program funds. The Mississippi Department of Education may add program requirements as needed to implement and enforce these criteria.

The voluntary Pre-K Program is intended to improve quality and increase access to high-quality Pre-K programs for four-year-old children. The MDE expects the Pre-K program to accomplish and demonstrate the following outcomes:

- More children will enter Kindergarten ready to succeed in school.
- More families will have access to quality early education programs.
- Families will have access to information about Pre-K program quality.
- Pre-K programs will receive resources and support to increase quality.
- High-quality Pre-K programs will increase their collaboration with other early childhood education programs and related services.
- Pre-K programs will use curricula that are research-based and aligned with the MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*.
- Pre-K programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation.
- Pre-K programs will implement consistent and appropriate learning targets for children and demonstrate progress towards achieving these targets.

SECTION 2 CONDITIONS FOR PROGRAM ELIGIBILITY

A. Early Learning Collaborative

Early Learning Collaborative is a district or county-wide council that writes and submits an application to participate in a voluntary Pre-K program. A collaborative is comprised, at a minimum, of a public school district and/or a local Head Start affiliate (if in existence), private or parochial schools, or one or more licensed childcare centers. Also, agencies or other organizations that work with young children and their families may also participate in the collaborative to provide resources and coordination, even if those agencies or organizations are not Pre-K providers. At a minimum, an Early Learning Collaborative must be composed of at least two parties. Each provider is allowed to participate in only one collaborative.

B. Lead Partner

Lead Partner is a public school district or other non-profit entity with the instructional expertise and operational capacity to manage a collaborative's Pre-K program as described in a collaborative's application for funds. The public school district shall be the Lead Partner if no other qualifying Lead Partner is selected. A Lead Partner serves as the fiscal agent for a collaborative and disburses awarded funds according to its collaborative's approved application. The Lead Partner must also facilitate a professional learning community for teachers in the Pre-K program as well as lead the Collaborative. The Lead Partner will ensure that the collaborative adopts and implements curriculum and assessments that align with the MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*. The standards can be accessed at www.mde.k12.ms.us/ec. The Lead Partner of an Early Learning Collaborative may submit one application on behalf of all of the eligible providers in the collaborative.

C. Eligible Provider

Eligible Provider is a public, private, or parochial school, a Head Start center, or a licensed childcare center.

D. Capacity

Capacity is defined as a community's ability to implement the requirements of the Early Learning Collaborative Act of 2013 with fidelity. The legislation directs MDE to require evidence of existing strong local collaborations of early childhood education stakeholders in its determination of a community's capacity and commitment. MDE is directed to consider as evidence of "existing strong local collaboration" participation in programs intended to build collaboration across the early childhood sector. These programs include, **but are not limited to the following:**

1. Excel By 5,
2. Supporting Partnerships to Assure Ready Kids (SPARK),
3. Gilmore Early Learning Initiative (GELI), or
4. Mississippi Building Blocks.

MDE will also consider the following evidence in determining capacity:

1. Records of active participation on community, regional, or state committees and boards,
2. Membership on Head Start Policy Councils,
3. Letters of support from community business and civic leaders, and
4. Membership in state and national professional organizations.

E. Commitment

Commitment is defined as a community's willingness to collaborate in order to improve the quality and/or increase the number of Pre-K programs and services available to four-year-old children.

MDE will also consider the following evidence in determining commitment:

1. Documentation of program quality assessment results,
2. Documentation of program improvement plans and progress,
3. Documentation of curriculum and child assessment aligned to the MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*,
4. Documentation of enrollment outreach to under-served or disadvantaged families,
5. Written agreements among programs to work collaboratively to expand access and/or improve quality, and
6. Records of professional development for staff and administrators, including jointly developed activities.

F. Need

The Mississippi legislation defines “need” as low academic achievement within the public school districts participating in an applicant’s Early Learning Collaborative and the number and percentage of children without quality Pre-K options.

To qualify as being in need, a collaborative must meet one of the following criteria:

- Students or schools without Pre-K options,
- 40% of students qualify for free or reduced lunch,
- 40% of 3rd grade students in the district are performing below proficient on the state administered assessment, or
- Student retention rates in the district exceed five percent in any grade between Kindergarten and Third grade.

G. Quality Pre-K Options

Quality Pre-K options may be characterized as those programs which:

- Have qualified lead teachers with appropriate teaching certification providing educational services directly to children,
- Utilize an effective curriculum aligned with the MDE’s *Early Learning Standards for Classrooms Serving Four-Year-Old Children*,
- Implement developmentally appropriate practices, and/or
- Assess children periodically throughout the year and adjust instruction accordingly.

SECTION 3 PARTICIPATION CRITERIA

Participating Pre-K providers must meet the following program criteria to be eligible for state funding:

A. Voluntary Enrollment of Children

Program participation must be voluntary for families; families cannot be compelled to participate in the state-funded Pre-K program. However, families who voluntarily enroll their child in the Pre-K program can be held accountable for attendance by losing their space for too many absences.

B. Age Eligibility of Children

Children who have reached four years of age by September 1 of a school year are eligible to participate in the state-funded Pre-K program.

C. Qualifications of Staff

Master teachers, teachers, or assistant teachers in participating Pre-K programs must meet the guidelines in Mississippi Code Section 37-21-3. These guidelines are as follows:

- Master teacher - A master teacher or any other employee or consultant receiving a salary or fee equivalent to that of a master teacher shall meet the qualifications of a teacher, including the requirement that a teacher may be required to hold a valid, current state teaching license by the Mississippi Department of Education, and has demonstrated effectiveness as an early childhood educator. Effectiveness as an early childhood educator may be demonstrated by a rating of highly effective on a state evaluation of teaching, if available, or with evidence that the teacher has a record of raising outcomes of Pre-K students.
- Teacher - A teacher shall possess a minimum of a bachelor's degree in early childhood education, child development, or an equivalent field. A teacher may also possess 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 have 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) hours of approved coursework.
- Assistant teacher - An assistant teacher shall possess an associate's degree in early childhood education, child development, or an equivalent field; or an associate's degree in any field and a Child Development Associate credential, a Montessori certification, or an equivalent certification. Public school assistant teachers in the voluntary Pre-K program established by the Early Learning Collaborative Act of 2013 may be required by the Mississippi Department of Education to meet the definition of a highly qualified paraprofessional in addition to these requirements.

D. Teacher - Child Ratio

There must be 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. Each classroom must have at least one qualified teacher or master teacher.

E. Professional Development

All instructional staff must receive at least fifteen (15) hours of professional development annually.

F. Early Learning Standards

All participating Pre-K programs must use the *Early Learning Standards for Classrooms Serving Four-Year-Old Children* adopted by the Mississippi Department of Education.

G. Research-Based Curriculum

All participating Pre-K programs must use a research-based curriculum that is designed to prepare students to be ready for Kindergarten. The curriculum must place an emphasis on early literacy and be aligned with MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*.

H. Age-Appropriate Assessments

All participating Pre-K programs must use age-appropriate child assessments that are aligned to MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*.

I. Meals

Each participating Pre-K program is required to provide at least one (1) meal daily that meets state and federal nutrition guidelines for young children.

J. Health Screenings

Each participating Pre-K program must create a plan to screen and/or refer children for vision, hearing, and other health issues.

K. Parent Involvement

Each participating Pre-K program must have a written plan to involve parents in the program's activities and implement the provisions of the plan.

L. Children with Disabilities

Each participating Pre-K program must have a plan to serve children with disabilities as identified under the Individuals with Disabilities Education Act (IDEA). Programs may not discriminate against children with suspected or identified disabilities during enrollment for or participation in the Pre-K program.

M. Instructional Hours

Pre-K programs will operate within the school year schedule of the participating school district. Pre-K programs must provide no less than five hundred forty (540) instructional hours per school year for half-day programs and one thousand eighty (1,080) instructional hours per school year for full-day programs.

N. Childcare Center Programs and Assessments

Childcare Centers that wish to participate in the state-funded program must meet state childcare licensure requirements unless specifically exempted under Section 43-20-5

Mississippi Code of 1972, be in good standing with the Mississippi Department of Health, and must select and utilize a nationally recognized program quality assessment tool, approved by the Mississippi Department of Education, designed to document classroom quality. Childcare centers involved in a collaborative selected in Phase I of funding will have until July 1, 2016, to come into compliance with the minimum score on the quality indicator that they select.

Collaboratives will ensure that all Pre-K providers actively and appropriately collect, use, and report results of program quality to monitor and improve the quality of instructional services received by children.

Note: MDE has established a list of research based, nationally recognized assessment tools designed to document classroom quality from which participating childcare centers may select (See page 23 for the MDE list). Pre-K providers are strongly encouraged to select a tool from the MDE list. If a different measure is proposed that is not on the MDE approved list, the proposal must include the following supporting documentation:

- 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)

O. Enrollment Coordination

Enrollment in the Pre-K program shall be coordinated with the Head Start agencies in the local areas and shall not be permitted to cause a reduction in the number of children served by the Head Start program.

P. Parent Notification

Early Learning Collaboratives must inform parents of their opportunity to participate in the Pre-K program offered by participating providers. Early Learning Collaboratives must produce profiles of participating Pre-K programs in a format designed by MDE. In accordance with the legislation, these profiles must include, at a minimum, the Pre-K provider's services, curriculum, instructor credentials, and instructor-to-student ratio.

Q. Kindergarten Readiness Assessment

Each child participating in the Pre-K program will be assessed using a Kindergarten readiness assessment that has been adopted by the State Board of Education. This assessment will be administered during the Pre-K year. As part of the accountability process for the Pre-K program, MDE will evaluate the effectiveness of Pre-K providers and collaboratives based on the results of this assessment. Results may not be used to determine eligibility for Kindergarten enrollment.

R. Anti-discrimination

Pre-K programs participating in the state-funded program must follow the same antidiscrimination requirements as public schools. A Pre-K provider may not discriminate against a parent or child for any reason. This includes the refusal to admit a child for enrollment in the Pre-K program. However, a Pre-K provider may refuse to admit a child based on the provider's standard eligibility guidelines, provided that these guidelines do not violate the antidiscrimination requirements.

S. Allowable Expenses

Early Learning Collaboratives are permitted to use state funds to administer, implement, monitor and evaluate Pre-K programs. State funds must be used to improve the quality of educational experiences offered to four-year-old children and/or extend developmentally appropriate education programs and services.

Specific categories of allowable expenses include the following:

1. Hiring additional and/or more qualified teaching staff,
2. Purchasing appropriate educational materials,
3. Purchasing equipment or technology used for educational purposes,
4. Providing professional development,
5. Administering age-appropriate child assessment, and
6. Transporting students using no more than 10% of total budget.

T. Non-Allowable Costs

1. Costs associated with writing the application,
2. Costs for entertainment,
3. Land acquisition,
4. Capital improvements/permanent renovations not required to maintain licensing requirements,
5. Tuition for staff to pursue required teaching degrees,
6. Stationary playground equipment,
7. Supervisory salary and fringe benefits,
8. Cost of substitute teachers,
9. Cost to attend out of state conferences (lodging, transportation, meals), and/or
10. Indirect cost.

U. Matching Funds Requirement

All state dollars must be matched on a one-to-one basis at the local level. The local match requirement may be met with a variety of sources including, but not limited, to the following:

1. local tax dollars,
2. federal dollars as allowed,
3. parent tuition,
4. philanthropic contributions,

5. in-kind donations of facilities, and/or
6. equipment or services required as part of the program

SECTION 4 Request for Proposals

A. REQUEST FOR INFORMATION

Questions concerning the RFP should be sent to: rlemonis@mde.k12.ms.us.

The deadline for submitting written questions by **e-mail** is October 16, 2013.

Responses will be provided only to written questions. Copies of all questions submitted and responses will be posted to MDE's website <https://www..mde.k12.ms.us/ec> and will be available to the general public. **No individual responses will be sent.**

B. INTENT TO SUBMIT PROPOSALS

The Intent to Submit Proposal Form (Attachment A) is due on October 16, 2013. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. The notice aids the MDE in planning. The Intent to Submit Proposal should be sent via e-mail to Robin Lemonis at rlemonis@mde.k12.ms.us or by fax to (601) 359-2040. The MDE will conduct a pre-proposal meeting which will provide technical assistance in understanding the intent and purpose of the RFP for all potential applicants who submit the Intent to Submit Proposal form.

C. PROCEDURES AND DUE DATES FOR DELIVERY OF PROPOSAL

Procedures for Delivery of Proposal

Seven (7) proposals and an electronic copy saved to seven (7) CDs in a read only PDF format must be received by 3:30 p.m. Central Time (CT) on November 5, 2013, at the following address based upon the delivery method used

Hand Deliver Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
Central High School, Suite 307
359 North West Street
Jackson, MS

Mail Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
Central High School, Suite 307
359 North West Street
Jackson, MS 39205-0771

**Ship Proposals to:
(FedEx, UPS, etc.)**

Lorraine Wince
Office of Procurement
Mississippi Department of Education
Central High School, Suite 307
359 North West Street
Jackson, MS 39205-0771

Proposals received after 3:30 p.m. on Tuesday, November 5, 2013 will be considered ineligible for review.

D. RESPONSIBILITY OF THE APPLICANT

- Ensure the competitive proposals are delivered to the appropriate recipient in their entirety by the deadline and assumes all risks of delivery.
- At the time of receipt of the proposals, the proposals will be date stamped, and recorded in Suite 307 of Central High School Building.
- Proposals and modifications received in the room designated in the RFP after the time set in the proposal will be considered **late** and will not be accepted or considered for award.
- Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed, or e-mailed copies or attachments will be accepted.
- Proposals that do not include the required number of copies and CDs will not be evaluated.
- The proposal transmittal form must be signed by an authorized official to bind the applicant to the proposal provisions.

E. Scope of Work and Specifications

The Scope of Work and Specifications consist of eleven (11) numbered sections that describe the specifications that encompass this program. Each numbered section must be addressed and fully acknowledged or explained in the Early Learning Collaborative proposal.

1.0 Community Partnership

Applicants must provide evidence of a strong community network that meets the needs of young children and the professionals who serve them. Community network may include leaders from early childcare providers, K-12 education, health, social services, higher education, business, children's advocacy groups, non-profit groups, private funding organizations, parochial schools, families, or local government agencies.

The following information regarding the Early Learning Collaborative must be addressed in the proposal:

- date of formation;
- membership list;
- frequency of meetings;
- names of all participating program partners who provide program services for children (e.g., public schools, childcare providers, Head Start program, etc.);
- partners with an interest in supporting early childcare centers and early childhood education in the community (e.g., United Way, Child Care Resource and Referral agency, university, etc.);
- supporting families attesting to the need for the program and interest in participating in the Early Learning Collaborative; and
- key community stakeholders supporting the Early Learning Collaborative.

2.0 Lead Partner Capabilities

The proposal must describe the Lead Partner's capacity to do the following:

- serve as fiscal agent to disburse funds according to the Early Learning Collaborative's application,
- ensure that the provisions contained in the agreement are carried out in an efficient and effective manner,
- facilitate the development of a professional learning community for teachers in the Pre-K program as well as lead the collaborative,
- identify a staff person to serve as coordinator and point of contact with the MDE,
- convene Early Learning Collaborative network meetings to ensure that partners focus on expanding enrollment capacity and inclusion opportunities for children with disabilities,
- improve the quality of programs and sustain these gains;
- ensure the collaborative adopts and implements curriculum and assessments that align with the MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*;
- submit accurate information to the MDE in a timely manner;
- provide access to program records, quarterly reports and final reports; and
- ensure that confidentiality is maintained for programs and families.

Resumes and reference letters for the Lead Partner coordinator and contact person should be included.

3.0 Leveraging and Sharing Resources

The application must provide a plan that demonstrates on-going collaboration and how the partners within the collaborative will leverage and share resources to improve services provided to children.

The following information regarding each partner provider must be addressed in the proposal:

- provider name,
- address,
- director/owner,
- contact information,
- enrollment capacity,
- number of four-year-old students served prior to this application, and
- number of additional four-year-old students to be served with Pre-K funds.

The application must provide details of collaboration for programs which are participating in the Early Learning Collaborative to include the following:

- years in operation,
- timeframe of participation in the Early Learning Collaborative or other early childhood collaboration initiative,
- average number of years administrators and teaching staff have served in current program, and
- details about involvement in the collaboration (goals, action plans, etc.).

4.0 Commitment

The proposal must demonstrate the community's commitment and willingness to collaborate in order to improve the quality and/or increase the number of Pre-K programs and services available to four-year-old children.

The following evidence in determining commitment will be considered:

- program quality assessment results,
- program improvement plans and progress,
- curriculum and child assessment aligned to the MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*,
- enrollment outreach to under-served or disadvantaged families,
- written agreements among programs to work collaboratively to expand access, and/or
- records of professional development for staff and administrators, including jointly developed activities.

5.0 Evidence of Need

The proposal must provide evidence of need using any or all of the following:

- District that has students or schools without Pre-K options;
- Forty percent (40%) of students in the district qualify for free or reduced lunch;
- Forty percent (40%) of 3rd grade students in the district are performing below proficient on the state administered assessment; or

- Student retention rates in the district exceed five percent in any grades between Kindergarten and Third grade.

6.0 Parent Involvement and Ease of Family Access

The proposal must provide evidence that the following requirements will be met:

- Parents have opportunities to communicate informally with teachers each day about their child's development and learning.
- Parents receive written reports about their children's individual development based on program assessment results at least three times per program year.
- Parents have access to the program at all times that their children are present and have opportunities to participate in learning activities with their children.
- Parents have a role in assessing program quality by responding to a satisfaction survey at least once each year.
- Families have accessible and understandable information to help them choose a program that will prepare their child for success in school.

7.0 Qualified Staff

The proposal must provide evidence that staff involved with the Pre-K program are master teachers, teachers, or assistant teachers that meet the guidelines in Mississippi Code Section 37-21-3.

8.0 Curriculum and Assessments Aligned to Standards

The proposal must provide documentation of the following:

- curriculum, materials and assessments that are aligned to MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children* and
- instructional strategies that take into account prior experience maturation rates, and developmental delays or disabilities.

9.0 Daily Schedule

Provide a detailed daily schedule that offers the following:

- opportunities to address all domains of children's development and learning;
- learning opportunities balancing teacher- and child-directed learning in whole-group;
- small-group and individualized settings with adults and peers;
- a balance of active and quiet learning;
- direct instruction and play;
- a written daily and weekly classroom plan with identified learning objectives, activities, and appropriate documentation of children's learning; and
- 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.

Collaboratives must indicate as part of their Early Learning Collaborative application whether their Pre-K programs are full-day, half-day, or a combination of both.

10.0 Class Size and Staff-Child Ratio

Provide assurance that meets the requirements of the following:

- a maximum group size of twenty (20) children per classroom,
- a minimum of five (5) children per classroom,
- staff-child ratio of one (1) qualified adult for every ten (10) children, and
- at least one qualified teacher providing instruction to children during the hours of the Pre-K program.

11.0 Professional Development

Proposals must include evidence and details on how the Early Learning Collaborative will provide the following:

- assess the needs of their early childhood workforce and effectively support skill improvement;
- collect and report baseline data for their existing workforce, including but not limited to teacher qualifications, credentials, annual professional development activities, and staff retention; and
- 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.

F. Time Frame

The MDE is conducting a competitive process to make awards to eligible Early Learning Collaboratives from January 2014 through June 2016.

The initial period is from January 1, 2014 through June 30, 2014.

Renewal of the grant award for years two and three will be determined annually and shall be contingent upon successful completion of the services in the preceding year, performance-based evaluations, and legislative appropriations.

G. MISSISSIPPI DEPARTMENT OF EDUCATION

The specific responsibilities of MDE are as stated below:

- Administer the implementation, monitoring, and evaluation of the voluntary Pre-K program;
- Establish monitoring procedures including at least one site visit per year,
- Provide technical assistance to collaboratives and their providers to improve the quality of Pre-K programs;
- Evaluate the effectiveness of each Early Childhood Collaborative and each Pre-K provider;

- Adopt a minimum rate of readiness that each Pre-K provider must meet in order to remain eligible for continued Pre-K program funds;
- Prescribe the information to be included in each profile as well as the format of the profiles for Pre-K providers participating in the collaborative's geographic area;
- Ensure that the Early Learning Collaborative provides each parent enrolling a child in the voluntary Pre-K program with a profile of every Pre-K provider participating in the collaborative's geographic area; and
- Collaborate with the State Early Childhood Advisory Council of Mississippi (SECAC) on the implementation of the Early Learning Collaborative Act.

H. MEMORANDUM OF UNDERSTANDING

The execution of a Memorandum of Understanding (MOU) will be required prior to the release of any student level data by the Mississippi Department of Education. Failure to adhere to the provisions of the MOU may result in termination of the grant and/or may result in denial of subsequent renewal requests.

I. AVAILABLE BUDGET

Funding will be provided to Early Learning Collaboratives on the basis of \$2,150.00 per student enrolled in a full-day program and \$1,075.00 per student enrolled in a half day program proposed in the collaborative's approved application. Providers who will be receiving state funds as part of the Early Learning Collaborative application must maintain compliance throughout the project period in order to receive continued funding. Collaboratives will receive funds on an on-going basis unless the collaborative and/or its Pre-K providers no longer meet the criteria to participate in the program. Funding is subject to legislative appropriation.

J. FORMAT AND PROCEDURE FOR DELIVERY OF PROPOSAL

The proposal shall be prepared in 12-point Arial font with double-spaced text. Charts and graphs may be single spaced. One-inch (1") side, top, and bottom margins must be used. Proposal must include footer at the bottom of each page with page number. Each required component of the proposal must be labeled. Required forms, resumes, and reference letters that are to be included in the body of the proposal are not subject to page limitations. Page limitations apply to the abstract, collaborative profile, production proposal and budget narrative.

Each proposal must be in a separate three-ring binder with no staples, clips, or rubber bands with each required component of the proposal labeled.

The proposal will consist of seven parts: Part I – Proposal Transmittal Form; Part II – Abstract; Part III – Collaborative Profile; Part IV – Production Proposal; Part V – Budget; Part VI – Partner Identification Form(s); and Part VII – Assurances and Standard Terms and Conditions.

Part I is the Proposal Transmittal Form (Attachment B), which shall serve as the cover page of the proposal. The applicant shall complete and sign the form and attach to the proposal in response to the RFP.

Part II is the abstract which must provide a **one-page summary** that briefly describes the proposal's vision, goals, and activities; features that will be addressed; and expected outcomes.

Part III is the Collaborative Profile, which shall provide satisfactory evidence of a strong community network that includes the various key community stakeholders participating in the Early Learning Collaborative, as well as the Lead Partner's capability to manage, coordinate, and provide the services of the proposed plan as described in the RFP. The description shall encompass the requirements of this RFP and should specifically address Section 4, Item E, Parts 1.0 - 2.0. A description of the participating members of the Collaborative and Lead Partner's background and relevant experience as related to the described Pre-K program proposal, as well as evidence of successful implementation outcomes of the existing collaborative must be provided. Samples of previous work may be included. Resumes and reference letters are not subject to the page limitations. Resumes and reference letters for the Lead Partner coordinator and contact persons should be included. The Collaborative Profile must not exceed 25 one-sided pages.

Part IV is the Production Proposal that shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP and should specifically address Section 4, Item E, Parts 3.0 - 11.0. The proposal must be prepared and organized in a clear and concise manner that is easily understandable. The proposal shall address the tasks to be accomplished, processes to be undertaken to accomplish those tasks and a proposed timeline for completion. The Production Proposal must not exceed 50 one-sided pages.

Part V is the Budget Summary Form (Attachment C) and Budget Narrative that shall include the cost of the proposal and encompass all requirements of this RFP. Applicants must submit a proposed three year operational plan and budget on the Budget Form (Attachment C) for the project period of January 2014 – July 2016. Funding will be provided to Early Learning Collaboratives on the basis of \$2,150.00 per student enrolled in a full-day program and \$1,075.00 per student enrolled in a half day program. Budget cost must be in compliance with the allowable cost per student. Applicants are expected to put forth a clear and practical plan to use funding in a way that will achieve expected results. Early Learning Collaboratives have flexibility in determining how to use this funding as long as it supports the development, coordination and/or improvement of all programs across the network. Funds must be used to supplement, not supplant, other funds. The budget must be reasonable and appropriate to cover program expenses. A detailed budget narrative shall be included. Indirect costs will not be allowed. The budget narrative should include all costs associated with the project. The Budget Summary Form shall be completed and shall accompany the proposal. The Budget Narrative must not exceed 5 one-sided pages.

Part VI is the Partner Identification Form (s) (Attachment D), which shall be completed and signed by each partner and early childcare provider in the Collaborative.

Part VII is the Assurances and Standard Terms and Conditions in Attachment E that must be signed by the Lead Partner and each participating partner and attached to the application.

Only the Attachments indicated in this RFP can be included in the proposal. Any other information included as an attachment will not be considered in the proposal evaluation.

K. ACCEPTANCE OF PROPOSALS

The MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the RFP that does not affect the proposal, or give one applicant an advantage or benefit not enjoyed by other applicants, or adversely impacts the interest of the MDE. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other grant requirements if the party is awarded the grant.

L. REJECTION OF PROPOSALS

The MDE may reject proposals that do not conform to the requirements of this RFP. Proposals may be rejected for reasons that include, but are not limited to, the following:

1. The proposal contains unauthorized amendments to requirements of the RFP;
2. The proposal is conditional;
3. The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous;
4. The proposal contains false or misleading statements or references;
5. The proposal does not meet all requirements of the RFP;
6. The proposal is submitted without an electronic copy saved to seven (7) CDs in a "read only" format;
7. The proposal is not submitted by the designated deadline; and
8. The proposal is not signed by authorized representative of the applicant.
9. The proposal is submitted and does not include seven (7) copies.
10. The applicant has previously been cited with major and or significant deficiencies by the MDE in one or more programs.

M. DISPOSITION OF PROPOSALS

All proposals become the property of the State of Mississippi.

N. CRITERIA FOR EVALUATION OF PROPOSALS

Proposals submitted by the specified time and containing the seven parts described in the Format and Procedure for Delivery of Proposal section shall be evaluated by an Evaluation Committee selected by the MDE.

The specific criteria that will be used in evaluating the merits of the proposals are listed below. The evaluation will consist of two levels.

The following indicates the **Level 1** evaluation selection criteria and the maximum allowable points that can be awarded for each component:

- Community Partnership and Lead Partner Capabilities - 30
- Leveraging and Sharing Resources - 20
- Commitment - 20
- Evidence of Need - 20
- Parent Involvement and Ease of Family Access - 10
- Qualified Staff - 10
- Curriculum and Assessments Aligned to Standards - 25
- Daily Schedule - 5
- Class Size and Staff-Child Ratio - 5
- Professional Development - 15
- Budget - 10

Only the top applicants with the highest scores from the **Level 1** proposal evaluation will proceed to the **Level 2 Interview**. The interview evaluation is a maximum of 30 points based on the following components.

- Understanding of how the Collaborative will leverage resources - 10
- Understanding of the role of each participating partner – 10
- Understanding of how the Pre-K providers will use curriculum, instruction, and assessments aligned to standards - 10

The total score of the proposal evaluation will be added to the total score of the interview evaluation for an overall score. Results of the evaluation and the recommendation of the evaluation team will be forwarded to the State Board of Education (if applicable) for approval. Beginning with the highest scored proposals, funding will be awarded until exhausted

O. Reporting Requirements

Each eligible partnership receiving a grant must report annually to the Mississippi Department of Education regarding the collaborative's progress in meeting the objectives and annual targets described in the partnership's accountability plan. Further information regarding the reporting requirements and forms will be made available by the Mississippi Department of Education.

MDE Approved List

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)

Pre-K providers are strongly encouraged to select a tool from the MDE list. If a different measure is proposed that is not on the MDE approved list, the proposal must include the following supporting documentation:

- technical quality of the assessment tool (measures of reliability and validity),
- program components that the quality assessment measures (i.e., 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 (i.e., support learning, identify special needs, evaluate and monitor programs).

Pre-K Grant Proposal 2013-2014
Program CHECKLIST

Early Learning Collaborative Proposals must include the following components:

- Part I Proposal Transmittal Form (Attachment B)
- Part II Abstract (**limit to one page**)
- Part III Collaborative Profile (**limit to 25 pages**)
- Part IV Production Proposal (**limit to 50 pages**)
- Part V Budget Summary Form (Attachment C) and Budget Narrative (**limit narrative to 5 pages**)
- Part VI Partner Identification Form(s) (Attachment D)
- Part VII Assurances and Standard Terms and Conditions (Attachment E)

**INTENT TO SUBMIT PROPOSAL FORM
Mississippi Department of Education
Early Learning Collaborative**

The non-binding Intent to Submit Proposal Form may be submitted and received no later than 3:30 p.m., Central Time (CT), Wednesday, October 16, 2013.

This form may be sent to:

Mississippi Department of Education
Office of Curriculum and Instruction
Attention: Robin Lemonis
Phone: 601-359-2586
Fax: 601-359-2040

Physical Address:
359 North West Street, Suite 313
Jackson, MS 39201

Mailing Address:
PO Box 771
Jackson, MS 39205-0771

Collaborative: _____

Lead Partner: _____

Contact Person: _____

Mailing Address: _____

Phone Number: _____ Fax Number: _____

E-mail Address: _____

It is the Lead Partner's intent to submit a proposal that meets the criteria set forth in this RFP.

Signature of Contact Person

Date

If the form is faxed, please call Felicia Robinson or Melissa Hayes at 601-359-2586 to verify the receipt of the fax.

**PROPOSAL TRANSMITTAL FORM
Early Learning Collaborative**

Name of Collaborative: _____

Lead Partner: _____

Title: _____

Location of Lead Partner's Principal Place of Business:

Phone Number: _____ **Fax Number:** _____

Mailing Address: _____

E-mail Address: _____

By my signature below, I hereby represent that I am authorized to and do bind the applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.

Authorized Signature

Date

Early Learning Collaborative Budget Summary Form

Collaborative Contact: _____

DIRECT COST REQUESTED FOR COLLABORATIVE	AMOUNT YEAR 1 January 2014 to June 2014	AMOUNT YEAR 2 July 2014 to June 2015	AMOUNT YEAR 3 July 2015 to June 2016
1. Salaries, Wages, and Benefits			
2. Student Transportation (No more than 10% of total budget)			
3. In-state Travel			
4. Educational Materials			
5. Consultants and Contracts			
6. Program Evaluation (Classroom Quality Measure)			
7. Equipment or Technology			
8. Professional Development			
9. Assessments for Students (diagnostic and progress monitoring)			
10. Other			
TOTAL BUDGET			

No indirect cost rate shall be allowed.

This form is a required element of the grant application and must be included with the budget narrative indicating an itemized breakdown of these budget categories and explaining how each line item was calculated.

The initial period is from January 1, 2014 through June 30, 2014.

Applicants should know that renewals for year two and three are contingent upon this program receiving funding through the Mississippi Legislature and upon the Mississippi Department of Education's evaluation of the funded programs.

Partner Identification Form
Early Learning Collaborative 2013-2014

Include a Partnership Identification Form for each Partner and Early Childhood provider participating in the Collaborative. Form must be included in the proposal package.

Partner or Provider: _____

Name: _____

Title: _____

Address: _____

Telephone: _____

Fax: _____

E-mail: _____

Type of Organization: _____

I assure that all guidelines and requirements of implementing the Early Learning Collaborative Act will be followed.

Authorized Signature

Date

ASSURANCES

Should an award from the Early Learning Collaborative Act be made to the applicant in support of the activities proposed in this application, the authorized signature below certifies to the Mississippi Department of Education that the authorized official and all partners will:

1. Upon request, provide the Mississippi Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate state laws and regulations;
2. Conduct educational activities funded by this project in compliance with state laws;
3. Use grant funds to supplement and not supplant funds from nonfederal sources; and
4. Submit, in accordance with stated guidelines and deadlines, all program evaluation reports required by the Mississippi Department of Education.

According to Mississippi Department of Education (MDE) Standard Terms and Conditions

1. The grantee shall be an equal opportunity employee and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001;
2. The applicant agrees that the MDE, or any of its duly authorized representatives, at anytime during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of applicant related to applicant's charges and performance under this agreement. Applicant shall keep such records for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Applicant agrees to refund to the MDE any overpayments 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;
3. The applicant assures that it possesses legal authority to apply for and to receive funds under this agreement;
4. This agreement shall not be modified, altered, or changed except by mutual agreement by representative(s) of each party to this agreement, and must be

confirmed in writing through MDE grant modification procedures;

5. The applicant shall perform all services as an independent applicant and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by the applicant with respect to third parties shall be binding on the MDE;
6. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the application for nonperformance of the application at any time during the term of the program. The applicant agrees that work, data, etc. created under the auspices of the program shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the program for cause by written notification. Furthermore, the MDE and the applicant may terminate the agreement, in whole or in part, upon mutual agreement. Either the Mississippi Department of Education or the awardee may terminate this agreement at any time by giving a 30 day written notice to the other party of such termination and specifying the effective date thereof. The applicant shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made;
7. This agreement, and all matters or issues collateral to it, shall be governed by, and constructed in accordance with, the laws of the State of Mississippi;
8. Applicant shall not assign or sub-grant in whole or in part, its rights or obligations under this agreement without prior written consent of MDE. Any attempted assignments without said consent shall be void and of no effect;
9. Applicant agrees to coordinate the partnership component of this program;
10. 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 anytime, 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 Grantee, to reduce the amount of funds payable to the Grantee 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;
11. Grantee agrees that, at all times, the employees of grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner; and

12. Property, equipment, and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for, and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee. In addition, please note that the intent of the program is to ensure that materials are purchased for the teachers' use during professional development, as well as upon their return to the school district. Property, equipment, and supplies are not to be purchased for school districts.

Authorized Official's Signature **Date**

Authorized Official's Typed Name **Date**

Authorized Official's Signature **Date**

Authorized Official's Typed Name **Date**

Authorized Official's Signature **Date**

Authorized Official's Typed Name **Date**

Authorized Official's Signature **Date**

Authorized Official's Typed Name **Date**

The authorized official signatures lines may be duplicated as needed.

IMPACT STUDY ON
PEARL RIVER VALLEY
OPPORTUNITY HEAD START:
A QUASI-EXPERIMENTAL DESIGN

SUMMARY

National Strategic Planning & Analysis Research Center (nSPARC)
Domenico "Mimmo" Parisi, Professor & Director

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INTRODUCTION

In partnership with the Institute of Community Service, the National Strategic Planning and Analysis Center compared the outcomes of four year old Head Start students, a control group of Head Start eligible children not enrolled in Head Start, and a more advantaged group of children (i.e., students who were in early development programs but exceeded the low-income requirements necessary for Head Start enrollment) on three academic domains: reading, language arts, and mathematics. Utilizing Lifetracks, the State's longitudinal data system, students were tracked from kindergarten through third grade to evaluate potential differences across early learning backgrounds.

SAMPLE

Data were collected from samples students from five different childcare centers in Pike County, Mississippi. Utilizing Lifetracks, the State's Longitudinal Data System, Data from 1999 were collected for analysis and compared to the students' standardized assessment data ranging from the 2004 to the 2010 academic year. The students were organized for comparison based on their exposure to Head Start, resulting in three unique groups:

- 1. Head Start students (HS)**
- 2. Students who received SNAP benefits but did not attend Head Start (SNAP)**
- 3. Students who received neither SNAP benefits nor attended Head Start (NHNS)**

GUIDING RESEARCH QUESTIONS

- ① Are HS students more likely to be retained than either SNAP or NHNS students?
- ② Are HS students more likely to receive special education services than either SNAP or NHNS students?
- ③ Are HS students more likely to be proficient in the critical academic skills of reading, language arts and mathematics than either SNAP or NHNS students?

MEASURES

Initial grouping of students was done based on family income level and Head Start attendance. Comparison data were based on the students' scores on the Mississippi Curriculum Test (MCT and MCT-2). Specifically, scores for reading were collected from the students second through sixth grade year; scores for language arts were collected from the students second through eighth grade year; and scores for math were gathered from students second through eighth grade year.

PROFICIENCY RATINGS

Four levels of proficiency were identified and defined to gain a more comprehensive understanding of academic differences among the groups.

Advanced- Consistently perform in a manner clearly beyond that required to be successful at the next grade.

Proficient*-Demonstrate solid academic performance and mastery of content area knowledge and skills required for success at the next grade. Well prepared to begin work at the next grade.

Basic- Demonstrate partial mastery of content area knowledge and skills required for success at the next grade. Remediation may be necessary.

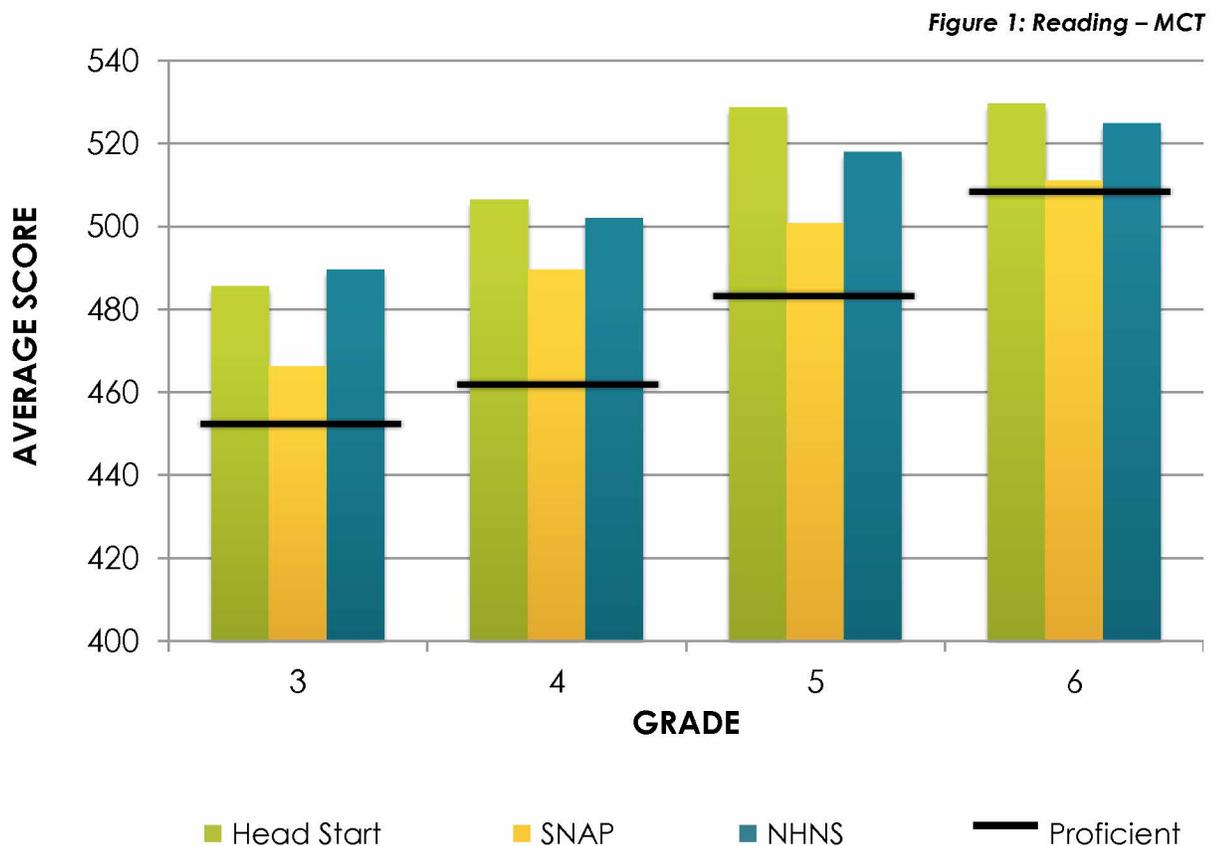
Minimal- Does not demonstrate mastery of content area knowledge and skills required for success at the next grade. Require additional instruction and remediation in basic skills that are necessary for success at grade tested.

ANALYSIS

Analysis was conducted in two phases. Phase one compared each groups mean achievement level to the baseline level of the proficiency ratings for evaluated grade and academic domain. The second phase utilized independent t-tests to evaluate potential statistically significant differences across groups.

RESULTS : READING

- 100% OF THE TIME, HS STUDENTS SCORED IN THE SAME PROFICIENCY LEVEL AS ALL OTHER STUDENTS
- GRADE 3—HS SCORED HIGHER THAN SNAP BY 19 POINTS AND ONLY 4 POINTS BELOW NHNS
- GRADES 4-6—HS SCORED HIGHER THAN SNAP AND NHNS



RESULTS : LANGUAGE ARTS

- 100% OF THE TIME, HS STUDENTS SCORED IN THE SAME PROFICIENCY LEVEL AS ALL OTHER STUDENTS
- GRADE 3—HS SCORED HIGHER THAN SNAP BY 23 POINTS AND ONLY 1 POINT BELOW NHNS
- GRADES 4-7—HS SCORED HIGHER THAN SNAP AND NHNS
- GRADE 8—HS SCORED HIGHER THAN SNAP BY 5 POINTS AND ONLY 0.75 POINTS BELOW NHNS

Figure 2: Language Arts – MCT

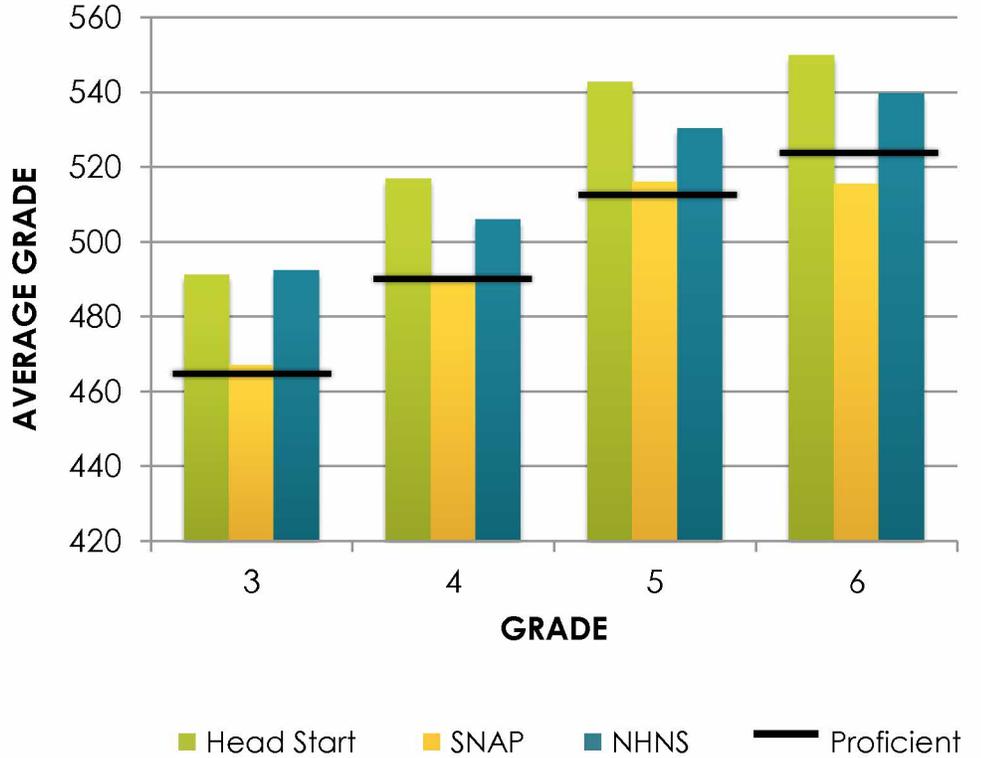
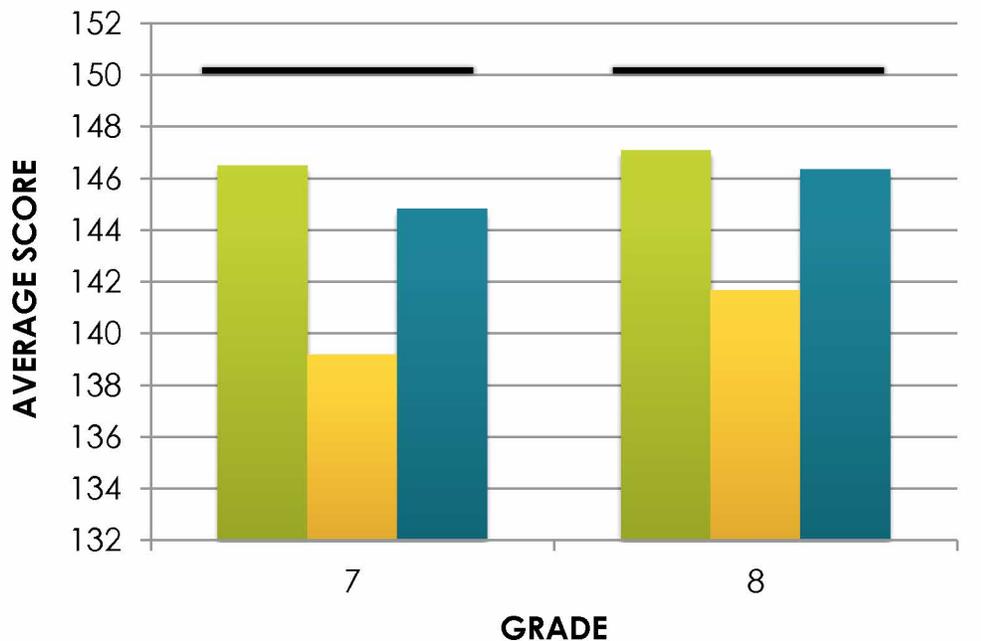


Figure 3: Language Arts – MCT2



RESULTS : MATHEMATICS

- 100% OF THE TIME, HS STUDENTS SCORED IN THE SAME OR BETTER PROFICIENCY LEVEL AS ALL OTHER STUDENTS
- GRADE 5—HS IS PROFICIENT WHILE SNAP AND NHNS WERE BASIC
- GRADE 8—HS WITHIN ONE POINT OF BECOMING PROFICIENT WHILE ALL OTHERS WERE BASIC

Figure 4: Mathematics – MCT

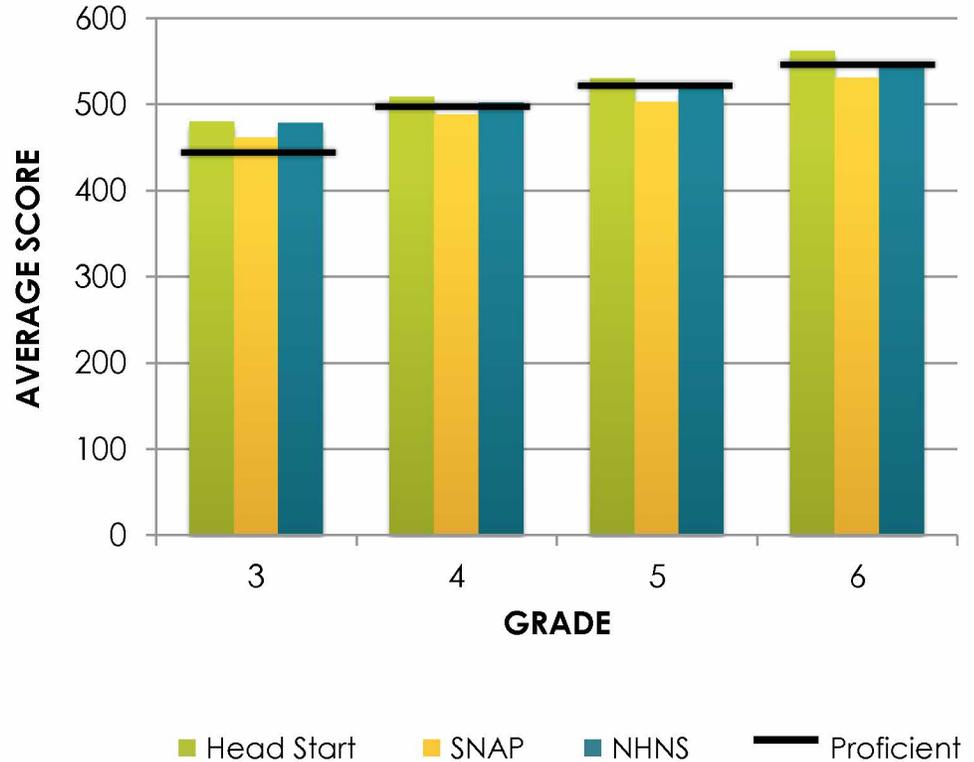
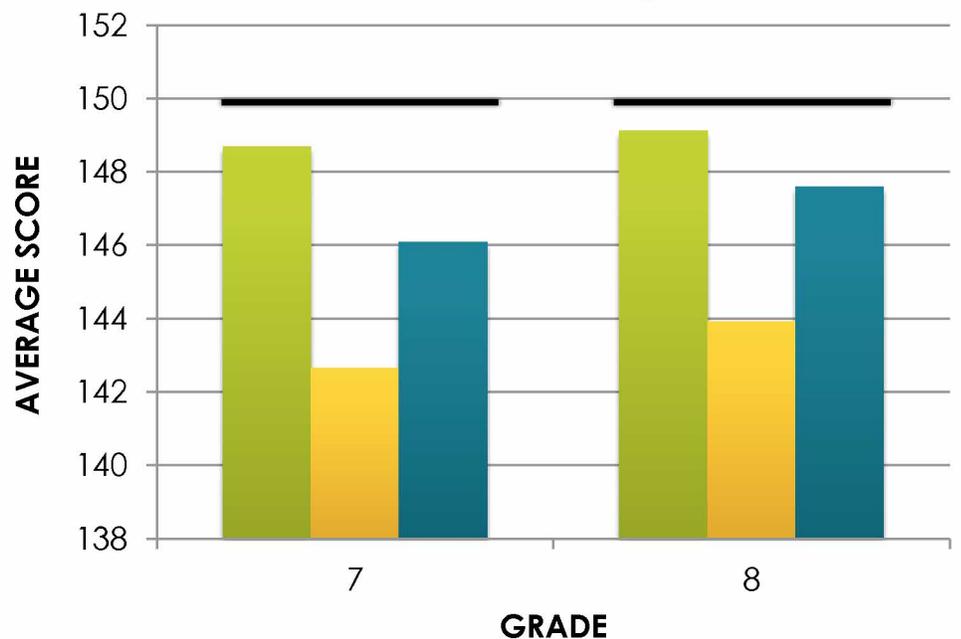


Figure 5: Mathematics – MCT2



TESTS OF SIGNIFICANCE

○ **T-TEST COMPARING HS TO SNAP AND HS TO NHNS**

- HS to SNAP—HS students score significantly better than SNAP students
- HS to NHNS—HS students do not score significantly better than NHNS students

○ **T-TEST COMPARING SNAP TO NHNS**

- NHNS students score significantly better than SNAP students

EXECUTIVE SUMMARY

3 KEY FINDINGS :

1

Head Start kids are **LESS LIKELY TO REPEAT A GRADE** than the comparison group but continue to experience higher retention rates than more advantaged children.

2

Head Start students were **LEAST LIKELY TO RECEIVE SPECIAL EDUCATION SERVICES** compared to the other two groups, demonstrating that Head Start children may overcome more developmental issues in their early years when compared to other children.

3

All else being equal, Head Start children and advantaged children are **2.24** and **2.31 TIMES MORE LIKELY TO BE PROFICIENT IN LANGUAGE** and writing than the comparison group, respectively. Head Start children and advantaged children are also **2.10** and **2.05 TIMES MORE LIKELY TO BE PROFICIENT IN MATH** than the comparison group, respectively.

*These results show that Head Start can have a **SIGNIFICANT IMPACT** on children during the first years of elementary education.*

This study provides an example of how nationwide studies may not be generalized for Mississippi early learning programs.

DIRECTION FOR FUTURE RESEARCH

- **EXPANSION OF ANALYSIS TO ENTIRE PRVO HEAD START PROGRAM**
- **ENCOURAGING OTHER HEAD START PROGRAMS TO BECOME PART OF THE PILOT**
- **ENCOURAGE PARTNERSHIPS BETWEEN HEAD START AND LOCAL SCHOOL DISTRICTS**
- **USE ANALYSIS TO PROMOTE USEFULNESS OF SLDS AND SIMILAR SYSTEMS**



nsparc
NATIONAL STRATEGIC PLANNING & ANALYSIS RESEARCH CENTER

Mississippi State Child Care Quality Step System

Criteria

The criteria for the MCCQSS are developed on a system of upward progression: For example, for a facility to move from a Step 1 to a Step 3 all criteria must be met in Steps 1, 2, and 3. This systematic approach to improving quality allows for gradual improvement that is acknowledged through public recognition of the stars found on the facility's licensing certificate.

SECTION 101

STEP 1 *

The first step in the MCCQSS is:

The child care facility must be licensed as outlined in the MS Department of Health's Regulations Governing Licensure of Child Care Facilities.

SECTION 102

STEP 2 **

The child care facility must be licensed and have successfully completed the following:

Section 102.01-Step 2: Administrative Policy Criteria

- The child care facility must have a staff handbook. (See Appendix A)

Section 102.02-Step 2: Professional Development Criteria

- The Director will receive additional training by approved training entities per MS Department of Health child care licensing regulations to exceed the required number for licensing by a minimum of five hours annually.
- Fifteen (15) hours annually of staff development for full time teaching staff by approved training entities per child care licensing regulations will be documented for each staff with no allowable in-house hours being allowed to be counted in the fifteen (15) hours total.

Section 102.03-Step 2: Learning Environments Criteria

- Weekly written lesson plans are present. (See example in Appendix B)

- Learning Centers are being utilized in the classrooms for all children (except infant rooms) as defined in the MCCSS glossary).
- A total score of 3.0-3.5 on the Early Childhood Environment Rating Scale-R (ECERS) and/or the Infant/Toddler Environment Rating Scale-R (ITERS) as defined in the glossary.

Section 102.04-Step 2: Parent Involvement Criteria

- A designated bulletin board for parent communication.
- Quarterly communication to parents through a newsletter.
- Monthly calendar disseminated to parents highlighting classroom activities and home learning activities.
- Annual documented parent-teacher conference.

Section 102.05-Step 2: Evaluation Criteria

- Director's self-assessment completed on file with a plan of self-improvement that indicates actions, which have been taken to address deficient areas that need improvement. **Self-assessment instruments must be approved by OCY, as listed in Appendix C as an example.**
- Annual staff evaluations on file that indicates each staff member has attended an evaluation conference with the director/supervisor, signed and dated by both parties.
- A total score of 3.0-3.5 on the Early Childhood Environment Rating Scale- R (ECERS) and/or the Infant/Toddler Environment Rating Scale-R (ITERS).

SECTION 103

STEP 3 ***

The child care facility must have successfully completed all the criteria for Steps 1 and 2 and the following:

Section 103.01-Step 3: Administrative Policy Criteria

The Director will have successfully completed a course in the management of a child care facility as a business offered by the Mississippi State Extension Service.

- Memorandum of Understanding (MOU) completed, on file and signed by the child care director and the designated service agency. Documentation that at least one appropriate referral and/or assessment is on file. The MOU will indicate an arrangement with the child care facility and at least one other agency that can provide additional services to children and/or staff. Examples of partners include but are not limited to: Local Education Agency (LEA) for teacher training or special education services to children in the facility, mental health agencies to provide teacher training and/or services to children and families in the facility, MS Department of Health (MDH) or Public Health System (PHS) to provide screening to children per parental approval (See Appendix D).

Section 103.02-Step 3: Professional Development Criteria

- Director holds current OCY Director's Credential, or a credential approved by MDHS/OCY, or an associate or higher degree in child development, early childhood education, or a related field.
- Conduct and document monthly staff development meetings (i.e. sign-in sheets, minutes, etc).
- At least one staff member holds a current CDA credential or a higher credential such as an Associate Degree in Child Development Technology, Early Childhood Education or a Bachelor's Degree in Child Development, Early Childhood Special Education, Early Childhood Education, Elementary Education or related field.
- All staff members must be, eighteen (18) years of age or older, hold either a GED or high school diploma.
- Eighteen (18) hours of annual staff development training by approved training entities per child care licensing regulation for staff with ten(10) hours of training specific to the age of child(ren) they are teaching or caring for.

Section 103.03-Step 3: Learning Environments

- Director trained in Mississippi Early Learning Guidelines
- A total score of 3.6-4.0 on the Early Childhood Environment Rating Scale-R (ECERS) and/ Infant Toddler Environment Rating Scale-R (ITERS).

Section 103.04-Step 3: Parent Involvement Criteria

- Weekly notes to parents describing the activities of the week with copies maintained on file.
- Parent education trainings offered and documented annually.
- Facility provides a parent/family lending library for parents as defined in glossary.

Section 103.05-Step 3: Evaluation Criteria

- [REDACTED]
- A total score of 3.6-4.0 on the Early Childhood Environment Rating Scale-R (ECERS) and/or Infant Toddler Environment Rating Scale-R (ITERS).

SECTION 104

STEP 4 *****

The child care facility must have successfully completed all the criteria for Steps 1, 2 and 3 and the following:

Section 104.01-Step 4: Administrative Policy Criteria

- Annual staff evaluation completed and documentation on file.
- Documentation with implementation of a Professional Development Plan.

Section 104.02-Step 4: Professional Development Criteria

- The director holds an Associate Degree in Child Development Technology or Early Childhood Education or higher degree, Bachelor's Degree in Early Childhood Education, Early Childhood Special Education with 18 credit hours in Early Childhood, Child Development, Elementary Education with 18 credit hours in Early Childhood courses.
- Fifteen percent (15%) of staff has a CDA or higher degree/credential (Associate and/or Bachelor's Degree in Early Childhood Education, Early Childhood Special Education, Child Development, Elementary Education or related field).
- Twenty (20) hours of staff development training by approved training entities per child care licensing regulations for staff with ten (10) hours of training specific to the age of the child(ren) in their care.

Section 104.03-Step 4: Learning Environments Criteria

- All teaching staff of three and four year old children is trained to use the Mississippi Early Learning Guidelines.
- All teaching staffs of three and four year old children are trained to use on-going child assessment as described in the MS Early Learning Guidelines.
- A total score of 4.1-5.0 on the Early Childhood Environment Rating Scale-R (ECERS) and/or Infant toddler Environment Rating Scale-R (ITERS).

Section 104.04-Step 4: Parent Involvement Criteria

- Parent/family volunteer program is implemented and proof of participation is documented.
- Parent/family resource center is part of the facility's services.

Section 104.05-Step 4: Evaluation Criteria

- Parent/family survey to rate performance of staff completed and on file.
- [REDACTED]
- A total score of 4.1-5.0 on the Early Childhood Environment Rating Scale-R (ECERS) and/or Infant Toddler Environment Rating Scale-R (ITERS).

SECTION 5

STEP 5 *****

The child care facility must have successfully completed all the criteria for Steps 1, 2, 3 and 4 and the following:

Section 105.01-Step 5: Administrative Policy Criteria

- Developmental checklist for each child is implemented and documented as defined in the glossary. (For example see Appendix E.)
- A transition plan with LEA's for children entering kindergarten is implemented and documented, as defined in the glossary.
- Director to peer mentor at a minimum of 2 hours per month established and documented for the purpose of helping a facility obtain a higher rating in the MCCQSS.

Section 105.02-Step 5: Professional Development Criteria

- Director holds a Bachelor's Degree or higher degree in, Child Development, Early Childhood Special Education, Elementary Education or a related field.
- Twenty-five percent (25% of staff holds a current CDA or higher credential/degree in Early Childhood Education, Child Development, Early Childhood Special Education, Elementary Education or a related field. (See Appendix F – Provider Support Professional Development)
- Twenty-five (25) hours of staff development training by approved entities per child care licensing regulations for staff with ten (10) hours of training specific to the age of the child(ren) in their care.

Section 105.03-Step 5: Learning Environment Criteria

- Mississippi Learning Guidelines fully implemented in all three and four year old classrooms.
- On-going child assessments documented and implemented in all three and four year old classrooms.
- A total score of 5.1-7.0 on the Early Childhood Environment Rating Scale-R (ECERS) and/or Infant Toddler Environment Rating Scale-R (ITERS).

Section 105.04-Step 5: Parent Involvement Criteria

- Documentation showing that parent/teacher meetings are held at least twice a year.
- Monthly newsletter disseminated to parents.

Section 105.05-Step 5: Evaluation Criteria

- 
- A total score of 5.1-7.0 on the Early Childhood Environment Rating Scale-R (ECERS) and/or Infant Toddler Environment Rating Scale-R (ITERS).

Earn Your Stars!

**The Step-by-Step Workbook
For Child Care Directors
In the Mississippi Child Care
Quality Step System**



**MISSISSIPPI STATE
UNIVERSITY™**

Early Childhood Institute

Earn Your Stars!

The Step-by-Step Workbook for Child Care Directors In the Mississippi Child Care Quality Step System

Citation

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Early Childhood Institute

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OBESITY IN MISSISSIPPI

a report compiled by the POWER initiative

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INTRODUCTION

This report outlines the work supported by a grant from the National Governors Association under the *Healthy Kids, Healthy America Program*.

This program encourages governors and senior state leaders to increase physical activity, improve nutrition, and prevent obesity among America's children. Grant funding was made possible by the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention.

EXECUTIVE SUMMARY

THE PROBLEM

As of July 2009 Mississippi officially has the highest rates of childhood and adult obesity in the nation. This marks the fifth year in a row that Mississippian adults have topped this list, and the percentage of overweight children in Mississippi is a full 6.9 percent higher than second place, the largest margin between state rankings by far.

Childhood obesity rates in America have more than tripled since 1980, a statistic that doctors have coined, "The Obesity Epidemic." There is worry among experts that today's youth will be the first ever to have a shorter life expectancy than their parents.

Health issues linked to obesity are numerous and severe. Just to scratch the surface, increased risk for heart disease, stroke, and type 2 diabetes (all major drivers to our nation's skyrocketing healthcare costs) are all directly associated with weight problems. Additionally, recent studies on overweight children have revealed correlations to depression, increased likeliness to miss school, and lowered academic performance in school.

FINDING AN ANSWER

Overweight adolescents have approximately a 80 percent chance of becoming overweight adults. It is widely accepted that the best method to curb this growing problem is to encourage healthy behavior in children, because habits formed during childhood frequently continue into adulthood. Furthermore, schools serve as a common community center where children and adults can rally around a healthy cause.

Mississippi has received funding through the National Governors Association to address the high rates of childhood obesity through a multifaceted and collaborative program called Preventing Obesity with Every Resource (POWER). In response, Governor Haley Barbour appointed a task force of nine organizations and departments, led by the Mississippi Department of Education's Office of Healthy Schools, to guide the POWER project.

An environmental scan to probe the school, community, and policy initiatives needed to address childhood obesity was conducted by the State Department of Health. Using the information gathered in this initial study along with coordinated research, interviews, and the cooperation of experts in the field, the task force has compiled and ranked a solution-set of policy proposals that best combats obesity in Mississippi. The proposals are designed to work together and support each other in a coordinated front that isolates the problem and tackles it at once from many directions.

THE SOLUTION

To raise awareness, encourage better health, and provide healthier environments across the state, government departments need to continue to work together, support each other, and coordinate their efforts to make a lasting impact. We are inviting legislative heads and policy makers from all over Mississippi to analyze these findings, review the proposed programs, select the ones they are best equipped to handle, and direct resources toward this synchronized goal.

This POWER document is a useful reference tool that breaks down Mississippi's obesity problem, shares the findings of local studies, and outlines the proposed policy initiatives in order to inform those capable of making a difference. Please reference this packet to become informed on our BIG problem, and know that efficient coordinated contributions will make a BIG difference to offer our children a better and brighter future.

Coordinated Early Childhood Services: *Final Report*



Mississippi Early Childhood
Advisory Council
Department of Human Services
March 2012

Acknowledgements

Public Consulting Group, Inc. (PCG) would like to thank the many individuals and organizations that contributed to this report. In particular, we greatly appreciate the time and effort that Leadership from the Department of Human Services (DHS) and the State Early Childhood Advisory Council (SECAC) invested toward this project.

Executive Summary

Public Consulting Group (PCG) makes the following recommendations for the Early Childhood Advisory Council's consideration after review of Mississippi's current landscape of early childhood services, feedback obtained from various state stakeholders, and research of best practice models in other states:

- **The Lead Agency Model** is a coordination model that is single program dominated. Often communities identify a single agency that has sufficient credibility and historically seen as administratively strong. This model often leads to focusing on 1-2 outcomes, then expanding to other goals later. These goals are often developed based on the mission of the Lead Agency and other programs become supplementary to the efforts.
- **The Co-location Model** is built on the notion that placed based supports are important and must be as efficient as possible for families. This model is often formed on informal networks of loosely coupled agencies where few semi-formal agreements exist. Frequently it leads to the appearance of "Integrated Eligibility" or "One-Stop Shop," but not fully as the model is characterized by continued agency level autonomous planning. This model often leads to much greater awareness of community programs.
- **The Responsible Community Board Model** is built on a high level of connectedness and requires a high level of community acceptance and support. Cooperative Leadership is the key to this model as much power is ceded over to the Board's control. This model is characterized by Community Wide Planning. Many examples of this model show the Local Board serving as the "Lead Agency". More often than not, this model leads to the board serving as the fiscal agent on much of the funded efforts.

Early Childhood Access to Health Services: *Final Report*



Mississippi Early Childhood Advisory Council
Department of Human Services
August 2012



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- Access to Primary Care
- Access to Behavioral Health Care
- Access to Dental Care
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EXECUTIVE SUMMARY

Improving Health Outcomes for very young children is an important issue for Mississippi to tackle. Documented on many levels are the needs identified in Mississippi communities relative to poor health outcomes. The scope of this project examined closely the subject of current state practices coupled with national research to identify actionable solutions for Mississippi's consideration.

Based on the review of the policies and procedures successfully implemented in other states, the following recommendations are made for Mississippi's consideration:

- Change the Medicaid and CHIP eligibility determination process to include the removal of the face-to-face interview requirement.
- Change the Medicaid and CHIP eligibility determination process to include the implementation of "express lane eligibility".
- Change the Medicaid and CHIP eligibility determination process to include the implementation of presumptive eligibility.
- PCG recommends full implementation of Family-Centered Medical Homes, and leveraging enhanced Federal Financial Participation for Medicaid Health Homes under Section 2703 of the Affordable Care Act.
- PCG recommends a Medicaid contract with a dental managed care organization or administrative service organization to improve access to covered dental services.



2013 Proposed Career Ladder for Mississippi Early Learning Educators

In the framework of professional development in Early Childhood workforce, we propose the following career system as a basis for professional preparation and advancement in the field. This chart contains the essential elements of education proficiency, skills and expertise an individual interested in a career in Early Childhood Education can pursue.

LEVEL 5

Doctoral Degree in Early Childhood Education

Career Opportunities

Early Childhood Education Policy Maker
Administrator

University Faculty in Early Childhood
Education and/or in Education for Children
with Special Needs

Advocate at the Community, State or National
Level

Incentives

Scholarships

Grants for Research and Evidence-based
Practices

Free Training⁴

Incentives for Professional Conferences

Education and Training Requirements

Credit-bearing early childhood education
coursework of a minimum 120 hours

Credentials attestation system²

Quality assurance system (Level 3)³

Pre-service training sessions (Hands-on Field or
Clinical Experience)

In-service training sessions

Professional Recognition

Achievement Awards

LEVEL 4

Master's Degree in Early Childhood Education

Career Opportunities

Early Childhood Director

Early Childhood Administrator

College Instructor in Early Childhood Education

Staff Trainer

Peer/Program Mentor

Counselor

Educator for Children with Special Needs

Incentives

Scholarships

Tuition credit for continuing education courses

Free Training⁴

Incentives for Professional Conferences

Education and Training Requirements

Credit-bearing early childhood education coursework of a minimum 60 hours

Credentials attestation system²

Quality assurance system (Level 2)³

Pre-service training sessions (Hands-on Field or Clinical Experience)

In-service training sessions

Professional Recognition

Achievement Awards

LEVEL 3

Bachelor's Degree in Teaching or Early Childhood Ed

Career Opportunities

Early Childhood Classroom Teacher

Early Learning Specialist

College Instructor in Early Childhood Education

Incentives

Salary Supplement Program

Scholarships

Tuition credit for continuing education courses

Professional Recognition

Achievement Awards

Education and Training Requirements

Credit-bearing coursework of a minimum 48 semester hours

Supervisor/advisor work with perspective early childhood educator or provider to create a professional development plan

Credentials building system

Quality assurance system (Level 1)³

Pre-service training sessions (Hands-on Field or Clinical Experience)

LEVEL 2

Teaching Certificate, Associate's Degree in Teaching or Associate's Degree in Early Childhood Education

Career Opportunities

Early Childhood Classroom Teacher

Family Child Care Provider

Home Visitor

Family Advocate

Child Protective Services Worker

Parent Educator

Paraprofessional in public schools

Incentives

Salary Supplement Program

Tuition credit for continuing education courses

Education and Training Requirements

Credit-bearing early childhood education
coursework of a minimum 48 semester hours

On the job training

Meet Mississippi's requirements in ACT WorkKeys®
assessment scores¹

Professional Recognition

Recognition Awards

LEVEL 1

Vocational School or High School Diploma

Career Opportunities

Teacher Assistant or Classroom Aide in Child Care or Family Child Care Centers

Incentives

Rewards Program with Vendor Discounts

Professional Recognition

Staff Recognition Awards

Education and Training Requirements

High School or Vocational School - concentration of early childhood courses

Child Development Associate Credential (CDA)

Early Learning guideline credential

On the job training

Meet Mississippi's requirements in ACT WorkKeys® assessment scores¹

NOTES

1 CT WorkKeys® assessment scores include the following competencies and passing scores:

- a. Reading for Information, Passing score = 4
- b. Applied Mathematics, Passing score = 4
- c. Writing or Business Writing, Passing score = 3

(Source: Mississippi Department of Education, Office of Curriculum and Instruction – Assistant Teacher/Paraprofessional Requirements; Updated August 2012)

2 Attestation System could include assessments in all domains of Early Childhood Education, which comply with Early Learning Standards, i.e. Language and Literacy, Mathematics, Physical Well-Being and Motor Development, Social and Emotional Development.

3 Quality Assurance System could include a certification based on a cumulative score of teaching points, research practice, and training. This system could have three components or levels:

- a. Level 1 – 5 hours of teaching, 1 research project, 4 hours of training
- b. Level 2 – 8 to 10 hours of teaching, 1-2 research projects, 6 hours of training, three of which should be on a special needs topic related to early childhood education
- c. Level 3 – 15 hours of teaching, 5 research papers, 10 hours of training, five of which should be on a special needs topic related to early childhood education

4 Training could be offered, through oversight of the SECAC workforce committed, by the Early Childhood Institute at Mississippi State University. The Early Childhood Institute currently directs the Mississippi Early Childhood Development Initiative that collects information about the professional qualifications of administrators, teachers and classroom aides at all centers that enroll in the Institute's programs. This information makes it possible to identify specific professional development needs at individual centers; it can, thus, facilitate an operation of free training to early childhood professionals.

State Clearinghouse of Mississippi

Data Procedure

2013

Overview

- 1) *Data collection*
- 2) *Verify completion and accuracy*
- 3) *Cleaning and formatting*
- 4) *Managed Data*

Data collection

The National Strategic Planning and Analysis Research Center (nSPARC), who is identified as the State Clearinghouse of Mississippi, has a streamlined method in place for the collection of administrative data from a number of Mississippi state agencies. Data collection varies by agency but is regularly conducted on either a yearly, quarterly, or monthly schedule. The existing procedure for each agency calls for users to manually upload their file(s) through an internal data server housed at the Clearinghouse facility (via secure FTP). When a file transfer has been completed and confirmed by a member of the Clearinghouse, a verification email is sent to the contact(s) of the associated agency. Users of the secure FTP system each have a unique set of credentials (username and password) that is manually generated by the Clearinghouse. It is advised that each set of credentials is not to be shared or used by multiple individuals.

File types, or extensions, received by the Clearinghouse are not consistent for each agency and may vary slightly. However, most file transfers come to the Clearinghouse in one of the following formats: Excel, Microsoft Access, CSV, Delimited, or Text.

Data verification and accuracy

Once data has been collected, a set of SAS or SPSS syntax (scripts) are used to validate a file's completion and accuracy. Usually, scripts are used to help determine if fields are correctly populated and if the number of records within the data is expected.

Multiple combinations of scripts and checks may be needed to verify if a file is complete or not. If it is determined that a file is not complete, or if there are questions regarding the file's completeness, a representative of the Clearinghouse will contact the user of the corresponding agency and reference its findings.

Data cleaning and formatting

After each file has been cleared for accuracy, the files are formatted to make the management and use by the Data Analyst Team both clear and consistent. This means that field names may need to be changed - to follow an established format - and other fields may need to be added/computed as part

of the analysis. An example of field computation would be the calculation of age for an individual since, in most cases, only a date of birth field is provided.

Above all else, formatting is important to maintain a level of consistency throughout an agency's historical records. As with identifying the accuracy of the incoming files, similar procedures are used to generate a file's structure, layout, and removal of unwanted cases or fields – if necessary.

Managed Data

When each agency file has been cleaned and formatted, a new version of the data is created by using either SAS or SPSS. While each script will vary, depending on the source, it is vital to provide consistency. For example, similar field names for one agency may vary slightly from another when a file is first received. Once a file moves through each stage, however, the final managed product should be constant for each. Certain fields that are represented across most agencies, such as Race and Gender of an individual, should contain a similar name and definition (ex: Race/Ethnicity, 1=White, 2=Black, etc...). It is the managed data that is used to provide reports or other forms of analysis.

**Mississippi
Early Learning Guidelines
For Infants and Toddlers**

2010

**Mississippi Head Start
Collaboration Office**

Suggested Citation

Mississippi Head Start Collaboration Office. (2010). *Mississippi early learning guidelines for infants and toddlers*. Jackson, MS: Author.

Mississippi Head Start Collaboration Office

The Mississippi Head Start Collaboration Office facilitates communication and coordination of services, alignment of planning, enrollment, administration, and reporting systems among State and local leadership across funding streams and disciplines. More specifically, the MHSCO enhances collaborative partnerships that:

- Assist in building early childhood systems and access to comprehensive services and support for all low-income children;
- Promote widespread collaboration and partnership between Head Start and other appropriate programs, services, and initiatives, including child care and State preschool; and
- Facilitate the involvement of Head Start in the development of State policies, plans, processes and decisions affecting the Head Start target population and other low-income families

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Introduction

A group of early childhood educators in Mississippi developed these voluntary guidelines in 2009 to show how teachers can help children from birth to 3 years to learn and grow in language, social-emotional and physical development and to practice and master basic concepts and skills in mathematics, science, and self-help.

The authors of the guidelines compiled lists of competencies, such as “understanding of language and sounds,” in each of those developmental domains, and objectives, such as “turns head in direction of sounds,” for each competency. For each objective, the authors provided sample teaching and learning activities such as “place the baby on his back and gently shake a rattle or bell in a circular motion approximately 12 inches above his head.” Some objectives, denoted by asterisks, correspond to the 1-36 Months Developmental Checklists of the First Steps Program of the Mississippi Department of Health (2005a, 2005b, 2005c).

This guide includes the sample activities and observational checklists for each of the six developmental domains.

References

- Mississippi Department of Health. (2005a). *One – 12 months developmental checklist*. Jackson, MS: Author.
- Mississippi Department of Health. (2005b). *Thirteen - 24 months developmental checklist*. Jackson, MS: Author.
- Mississippi Department of Health. (2005c). *Twenty-five – 36 months developmental checklist*. Jackson, MS: Author.

Teaching and Learning Activities To Support Language, Vocabulary and Literacy Development

1.1 Understanding of Language and Sounds

0-12 Months

1.1.1 Turns head in direction of sounds*

- Place the baby on his back and gently shake a rattle or bell in a circular motion approximately 12 inches above his head.
- Approach the baby from outside her view and sing or say her name, ring a bell, or use a squeaky toy to attract her attention.
- Ring a bell or musical instrument while children are playing outside.

1.1.2 Repeats a syllable (*ma-, ma-, ma-*)* or sound 2-3 times

- Say “ma-, ma-, ma-” or “da-, da-, da-” while changing the baby’s diaper.
- Provide a toy barn or farm and toy animals and encourage the children to make the sounds of the animals as they place them in or around the toy. Introduce more toy animals from time to time.
- Play recordings of familiar sounds and encourage children to mimic and identify the sounds.

1.1.3 Responds with gestures to gestures with gestures, name, simple questions*

- Be certain to use the name that the family uses for the child.
- Insert children’s names in songs, poems and chants like the following.

If You Miss Me

If you miss me and you are looking around
And you can’t find me anywhere.
Come on over to _____’s house,
And I’ll be playin’ round there.
I’ll be playin’ round there,
I’ll be playin’ round there.
Come on over to _____’s house,
I’ll be playin’ round there.

Today Is _____’s Birthday

Today is _____’s birthday.
Let’s make him (her) a cake.
Mix and stir, Stir and mix,
Then into the oven to bake.

Here is the cake so nice and round,
Frosted with blue and white,
We put two (or three) candles on top.
And blow out the birthday light!

You've Been Gone

_____’s been gone
and _____’s been missed.

Here’s an angel
For a hello kiss!

Dancing Hands

Hold the child’s hands and move them to the directions of the following chant.

_____’s hands are up
And _____’s hands are down.
_____’s hands are dancing
All around the town.

Dancing on my knees,
Dancing on my feet,
Dancing on my shoulders,
And dancing on my cheeks.

(Blow raspberries: fill your cheeks with air, then gently touch them, forcing a squirt of air through your puckered lips.)

_____’s hands are up
And _____’s hands are down.
_____’s hands are dancing
All around the town.

Dancing on your knees,
Dancing on your feet,
Dancing on your shoulders,
And dancing on your cheeks.

(Blow raspberries again.)

- Give meaning and intention to children’s gestures, sounds and facial expressions. Make a “guess or guesses” to what the child is signaling. As you act on your guesses be aware that when you “hit” on the right need or desire, you can see

the child physically relax. Responsive care requires this type of attunement to the child.

- Look directly into the baby's eyes from a distance of 6-9 inches and coo and play briefly with him.
- Make facial expressions such as opening your mouth or sticking out your tongue.
- Wave to the baby while saying "Hi, Baby!"
- Play pat -a-cake with the child.
- Ask children questions such as "Is this your bottle?" "Is this your crib?", and "Are you hungry?" and demonstrate answers like so: "Yes, I think this is Suzy's bottle" and "No, this is Jaden's crib!"
- Give meaning and intention to children's gestures, sounds and facial expressions. Make a "guess or guesses" to what the child is signaling. As you act on your guesses be aware that when you "hit" on the right need or desire, you can see the child physically relax. Responsive care requires this type of attunement to the child.
- Respect a child's natural schedule. Most babies will settle into a routine for eating, sleeping, and eliminating. Establish a consistent routine that honors each infant's natural schedule.

13-24 Months

1.1.4 Responds to requests to "Give me" or "Show me"*

- Talk to the child while feeding her.
- Ask the child simple questions such as "Do you want that toy?" "Are you sleepy?" and "Are you hungry?" Point to and name the child's body parts during routine care.
- Give the child a doll and ask, "Where is the doll's nose?"
- When the child points to the doll's nose, encourage him to name it by asking, "What is that?"
- Sing "Head and Shoulders, Knees and Toes" with children.

1.1.5 Understands 5+ single words, names objects and persons*

- Lay the child on her back and sing her name.
- Make up a song with the child's name in it, such as to the tune of "B-I-N-G-O"
- Sing the names of children who are present, perhaps using the song "Who Came to School Today?"
- Name objects in the room during routine care times such as diapering, feeding, and rocking.
- Give the child a mirror and ask "Whom do you see in the mirror?"
- Point to pictures of familiar objects and ask the child to name the objects.
- Hang interesting pictures of familiar objects near the diapering area, substituting new pictures often.
- Name objects in the room during routine care times such as diapering, feeding, and rocking.

- Use new words each day.
- Use books to give examples of animal sounds.
- Engage children in a game of Simon Says.
- During Circle Time activities and other times of day, use simple directions such as “Raise your hand,” “Stomp your feet,” and “Clap your hands.”

1.1.6 Hands book to read or share to an adult*

- Show the child brief picture books; point to and name objects.
- Encourage the child to point to objects in picture books.
- Read soft-cover picture books to children.
- Display several picture books, with front covers visible, in children’s reach at all times. Encourage children to bring books to you for reading aloud.

25-36 Months

1.1.7 Pays attention to brief stories, especially ones about self

- Use a puppet while reading a book aloud.

1.1.8 Moves and claps to rhythm and songs

- Include music in daily activities.
- Play musical games such as Hokey Pokey.
- Conduct a musical parade, giving each child instrument and leading the group in a march around the room or to other classrooms.

1.1.9 Repeats patterns of sounds

- Sing “Old McDonald Had a Farm” during routine care times such as diapering, feeding, and rocking.

1.1.10 Understands and follows one-step directions*

- Play Follow Me: Ask a child to find an item such as one big blue interlocking block. Continue the game by asking the child to follow other simple directions.

1.2 Use of Language

0-12 Months

1.2.1 Uses gestures to communicate desires

- Ask children questions such as “Is this your bottle?” “Is this your crib?”, and “Are you hungry?” and demonstrate answers like so: “Yes, I think this is Suzy’s bottle” and “No, this is Jaden’s crib!”

- Give the child a mirror and ask “Whom do you see in the mirror?”
- Point to pictures of familiar objects and ask the child to name the objects.

1.2.2 Uses some words

- Ask children questions such as “Is this your bottle?” “Is this your crib?”, and “Are you hungry?” and demonstrate answers like so: “Yes, I think this is Suzy’s bottle” and “No, this is Jaden’s crib!”

13-24 Months

1.2.3 Combines words and gestures to communicate desires*

- Encourage the child to use words with gestures. For example a child indicates non-verbally that she desires milk, say, “I see you want milk. Can you say *milk*?”
- Talk with the child about the steps of routine care activities. For example: “I want to wash your hands so they are clean and have no more germs etc...”

1.2.4 Uses additional words

- Make a book of photographs of animals and common objects and place it in the reading area for children to examine. Encourage them to name the objects that they recognize.
- Use familiar and unfamiliar words with children, giving the new words a little emphasis as you talk with them. For example, ask a child “Could you bring me that *gorgeous* doll?” or “Do you think this is an *unbelievably* wonderful book?”

1.2.5 Participates in conversations

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”
- Play News Ball: Children love to tell their own news but sometimes have trouble listening to each other. News Ball helps children to define their turn to talk as they hold a ball, and it helps them to wait their turn to talk. Gather 2 or 3 children around you as you hold a medium-sized soft ball. Tell the children that the ball is going to be a news ball and whoever holds it in their hand gets to tell some news. It can be good news, sad news, surprising news, or any kind of news they want to share. Demonstrate the game by telling some news of your own. When you finish telling your news, pass the ball to a child for him to share his news. When he finishes, he will pass it to another child. If a child does not want to share news, she can say “Pass” and pass the news ball to someone else.

25-36 Months

1.2.6 Uses at least 50 words

- Ask children to bring favorite objects from home and encourage them to talk about their show-and-tell items.

1.2.7 Recognizes and names familiar objects*

- Set up dramatic play area. As you observe the children at play, encourage them to use words to talk about their play. Examples: “Tell me about washing the dishes” and “Tell me about getting ready for bed.”

1.2.8 Asks “Why?” questions

- Demonstrate “Why?” questions by asking, “Why can’t we go outside today?” or “Why do we need to take naps?” Praise the children for their answers like so: “Yes, it’s raining and that’s *why* we can’t go outside today.”

1.2.9 Engages in rich and continuous interactions

- Once a week, work with small groups to ask individual children to talk about something that happened during the day. Record their responses on chart paper and display for children and parents to see.
- Show genuine respect for children’s ideas and questions. Use simple language to respond to their statements and questions. Example: “I don’t know why Mr. Smith has a new car, Ashdon. Maybe his old car broke down too many times.”
- Act as a “social interpreter” for children. Describe children’s statements and questions to each other, addressing each child by name. Examples: “Antonio, you are telling us a lot of things.” and “Savannah, I am glad to see you are so interested in tigers.”
- Ask other adults to briefly take your place if children’s constant talking makes you tired or tense. Do not scold or punish children for being expressive and engaged with others.
- Listen to children in the same genuine manner you listen to others whom you respect. Be authentic with children. Avoid asking them too many questions. Begin your conversations with observations and comments that invite children into friendship with you. For example, “Oh, Sirah, I notice you have a new backpack. Will you let me look at it?” Of, course the child will be thrilled to show it to you. As you explore it together, expand the conversation by building on what she says. Children know how to spot people who have a genuine interest in them.

1.2.10 Speaks in simple, correct sentences*

- Once a week, work with small groups to ask individual children to talk about

something that happened during the day. Record their responses on chart paper and display for children and parents to see.

1.2.11 Sings short songs and repeats simple rhymes

- Sing songs and recite short rhyming poems during transition times and encourage children to sing songs and repeat poems with you.

1.3 Awareness of Language in Print

25-36 Months

1.3.1 Understands differences between pictures and print

- Working with children in small groups and then one child at a time, guide them in looking at picture books that have a single picture and identifying word per page. Point to the pictures and then to the labels, naming the objects and reading the words.

1.3.2 Recognizes familiar symbols such as logos and traffic signs

- Add items from various community businesses, such as clean paper cups from fast food restaurants, to the Dramatic Play Center. As you introduce new items in the learning center, talk with the children about them.

1.3.3 Recognizes that symbols have meaning

- Provide toy road signs in the Block Center. As you introduce new items in the learning center, talk with the children about them.
- Provide a handmade book of pictures of road signs.

1.3.4 Recognizes first name in print

- Display children's first names on cubbies, artworks, and in an exhibit of photographs of the children and their families.

1.3.5 Scribbles and draws with various writing and drawing tools*

- Set up an Art Center that is in children's reach, with a variety of safe art materials and writing and drawing implements, and make it available to small groups of 2 or 3 children at all times.

1.4 Awareness of Books

0-12 Months

1.4.1 Is interested in books and reading

1.4.2 Points to pictures in books upon request

13-24 Months

1.4.3 Turns pages of a book, looking at some pages and pictures

- Provide a wide variety of books, displayed with front covers visible, in children's reach every day so they have many opportunities to hold and examine the books.
- As you read books aloud to children, demonstrate how you turn the pages, place books back on the shelf, etc.

25-36 Months

1.4.4 Repeats words when an adult reads a predictable or pattern book

- Read predictable books, such as *Brown Bear, Brown Bear*, aloud to children in small groups and one-on-one.

1.4.5 Practices proper use and care of books

- As you read books aloud to children, demonstrate how you turn the pages, place books back on the shelf, etc.

1.4.6 Holds a book and pretends to read

- Make a book of photographs of animals and common objects and place it in the reading area for children to examine. Encourage them to name the objects that they recognize.

1.4.7 Answers simple questions about books and stories

- As you read books aloud to children, talk about how one event leads to another. Ask questions such as "What will happen next?" and "What happened after that?"
- Use flannel board stories at eye level to engage children in telling stories and predicting outcomes.
- Working with children in small groups and then one child at a time, guide them in looking at picture books that have a single picture and identifying word or words per page. Point to the pictures and then to the labels, naming the objects and reading the words.

1.4.8 Acts out stories using dramatic play

- Provide a Pretend Play Center with props and prompts for pretend play
- Encourage children to act out nursery rhymes, such as "Jack and Jill," and the stories of simple books you have read to them.

Teaching and Learning Activities To Support Mathematical Development

2.1 Awareness of Numbers and Operations

0-24 Months

2.1.1 Understands concepts of 1 and 2

- Repeat the following rhyme with the baby while pointing to child's body parts.

I see two eyes.

One, two.

I see two ears.

One, two.

I see two hands.

One, two.

I see two feet.

One, two.

- Encourage the child to point to his own body parts.
- During floor time or while changing the baby's diaper, repeat the following rhyme.

Arms up,

One, two, three.

Arms out,

One, two, three.

Arms together,

One, two, three.

Arms down,

One, two, three.

Legs up,

One, two, three.

Legs out,

One, two, three.

Legs together,

One, two, three.

Legs down,

One, two, three.

With younger babies, gently move their arms and legs as you repeat the rhyme. Older babies will soon be able to move as you repeat the words.

- Sit with the child on the floor. Place one item, such as a block, in an open container such as a bowl, box, or bin, saying “One block.” Add another block and say “Two blocks.” Hand the child a block and repeat the words as she places the blocks into the container.

2.1.2 Matches two like objects

- Working with children in small groups or one-on-one, show them familiar items such as stuffed toy animals, dolls, toy dishes, and balls. As you show each item, ask the child or children to find “something like it” in the classroom. Make sure there are like objects in view and in reach for the children.
- Place an assortment of small items, such as balls, toy cars, blocks, socks, and mittens, in a basket, making sure that there are at least two of most types of items. While sitting with children, ask them to look in the basket and find two things that are alike.
- Take photos of all of the children in the classroom. Copy the pictures and laminate two copies of each picture for durability. Place the pictures in a basket or tray and, working with one child at a time, show him the pictures of his friends. Name one of the other children and ask him to find two pictures of that child.
- Ask the children to look around the room and find objects that are alike. Example: “Can you find something that is red?” and “Can you find two things that are round?” Praise them as they begin to find like items. Play along if they have trouble with the game: “Look, I found two things that are red. Can anyone else find something that is red?”
- Gather several snapping blocks of the same color. Show a child one block and ask her to find one that is the same color. Snap them together. Keep going until you and the child have snapped all like colors together.
- Cut several milk jugs in half to create bowls with the bottom halves. Cover the rough edge of each bowl with masking tape of a different color. Ask children to place objects in the bowl that match the colored tape. (Colored masking tape is available at discount stores and paint supply stores.)

25-36 Months

2.1.3 Counts 1-5 objects

- Create a sign, with 1, 2, or 3 shapes such as triangles on it, for each learning center. Post the signs and show children how to count the shapes. Explain that the number of shapes is the number of children who can play in a center at one time. Ask children to count the shapes with you.
- If too many children crowd a center, invite them to again count the shapes on the sign.
- Count the number of children present each morning. Count cups, plates, and other items.
- Post signs with the numerals 1-5 at child’s eye level on the wall. Place sets of

objects beneath each number. Example: Place three balls beneath the numeral 3. Invite children to count the items in each set aloud.

2.1.4 Recites rhymes or songs with adult

- Recite counting rhymes such as “Five Little Monkeys Jumping on the Bed” and “Five Green and Speckled Frogs Sitting on a Speckled Log.”

2.1.5 Understands concept of *more*

- While sitting on the floor with the children, ask them to add “more blocks” to a container, emphasizing the word *more* each time: “Will you add *more* blocks to the container?”
- Ask a child to bring or give you “one more” of an item. Thank her for giving you *more*.
- Encourage children to use the word *more* when asking for extra servings or when playing with toys. Say things like, “Can you say ‘Please, may I have more?’”
- While sitting with the children at mealtime, ask a child if he would like more before giving him another serving. Always ask “Would you like more?” while using the hand sign for more.

2.1.6 Understands concept of 1, 2, and 3

- Place plastic bowls or drums where the children can reach them. Sit on the floor and begin tapping on one of the bowls or drums, saying “One, two, three” to the beat. Children will begin to gather as they hear the sounds. Encourage children to drum and count with you.
- Count with children as they walk up stairs: “1 step, 2 steps, 3 steps.”
- Give a child set of three items such as blocks, balls, or toy cars. Hand the items, one at a time, to the child, saying, “One, two, three.” Encourage the child to repeat “One, two, three” as she hands the items back to you. Do this several times.
- Recite counting rhymes such as “Five Little Monkeys Jumping on the Bed” and “Five Green and Speckled Frogs Sitting on a Speckled Log.”

2.2 Awareness of Patterns

0-24 Months

2.2.1 Repeat actions

- Repeat sounds, such as “Ma-, ma-,” that the baby makes. Eventually the baby will repeat the sounds after you and the process will become a game.
- Play a rhyming game such as Pat-a-Cake with the baby and encourage her to play with you:

Pat-a-Cake

Pat a cake, pat a cake, baker's man.
Bake me a cake as fast as you can.
Pat it and prick it and mark it with a "B."
Put it in the oven for baby and me.

- Clap with a baby by clapping one time and then taking baby's hands to clap one time. Gradually increase the amounts of claps as baby begins to clap with you.
- Play In and Out: Engage a child in placing small soft toys or socks in a container, dumping them out, and repeating.

25-36 Months

2.2.2 Notices simple patterns of sounds and objects

- Introduce a pattern such as the following.

Clap your hands one time.
Pat your legs one time.

Encourage children to copy the pattern. Expand the pattern as children master the first version:

Clap you hands two times.
Pat your legs three times.

- Sing songs with patterns, such as "Old MacDonald Had a Farm," "Head, Shoulders, Knees, and Toes," and "B-I-N-G-O," with the children.
- Play Animal Sounds: Make a mooing sound and ask the children to mimic the sound and name the animal that makes the sound. Make a "meow" sound like a cat and ask children to mimic you and name the animal. Invite children to repeat the process until all who wish to play have had a turn.

2.3 Awareness of Sorting

0-24 Months

2.3.1 Places objects in containers

- Provide nesting cups, measuring cups, bowls or boxes of varying sizes. Encourage toddlers to place smaller objects in the larger ones.
- Play What Toy Is It? Place the baby on the floor, propping him if necessary. Place three different interesting toys on the floor before him. Hold up each toy one at a time and tell the baby the name of the toy (boat, ball, block, or duck). Ask the baby to pick up one of the toys: "Can you pick up the ball?" Help the baby find the right toy and congratulate him: "Yay! You picked up the ball!"

Repeat as long as the game interests the baby.

- Play Where Is It? Position or prop a baby who is able to sit without assistance. Sit facing the baby. Pick two different colored blocks and place them in front of the baby. Describe one block: “This is a red block.” Then place it in another spot or under the edge of a blanket. Make sure the baby sees you hide the block. Ask the baby where the block is: “Where is the red block?” Encourage the baby to pick up the block. If the baby is correct, show her the block again and offer praise. If not, help the baby find the block. Repeat with the other block. This activity will help babies develop eye-hand coordination and memory.
- Help children put learning materials in the proper containers during clean up. Talk about how the toys fit in the proper containers.

25-36 Months

2.3.2 Understands concept of *big or little*

- Play Big and Little: Gather various large and small items such as big and little toy bears, socks for adults and children, or big block and little blocks of a single color. Show children the individual items and comment on whether each is big or little. Mix up the items and then show one item, such as the little bear, to a child and ask him to find the big bear.
- Vary the game of Big and Little: Provide two baskets and encourage the children to put the big items in one basket and the little items in the other. Leave the baskets and items in the Dramatic Play or Math Center where they can continue to play Big and Little.
- Use favorite stories like “The Three Bears” to introduce the concepts of *big* and *little*.
- Cut out big and little paper shapes. Talk with the children about which shapes are big and which are little. Ask a child to show you a big heart or a little heart, a big circle and a small circle, etc.

2.4 Awareness of Shapes

0-24 Months

2.4.1 Matches objects by shape*

- Show children familiar items such as toy plates or bowls, paper napkins. As you show each item, talk about its shape and ask the child or children to find “something with the same shape” in the classroom. Make sure there are like objects in view and in reach for the children.
- Cut various shapes from wallpaper sample books. (Most paint and wallpaper retailers will gladly give you old sample books.) Ask children to find the shapes that match.
- Place an assortment of small items, such as wooden blocks or paper cut-outs, in a basket, making sure that there are at least two items of each shape. While

sitting with children, ask them to look in the basket and find two things that are the same shape.

- Without showing objects to the children, ask them to look around the room and find objects that are square, round, or triangular (“a triangle shape”). Example: “Can you find two things that are round?” Praise them as they begin to find like items. Play along if they have trouble with the game: “Look, I found two things that are round. Can anyone else find something that is round?”

2.4.2 Understands concept of *shape*

- Provide many blocks of various shapes and comment on their shapes as children play with them. (Make blocks: Stuff small empty boxes in a variety of shapes with newspaper and tape them shut with packing tape.)
- Provide several shape-sorter toys for children to use. Talk with each child as he begins to take an interest in the toys. Show the child how to push the item through the hole. Talk about the shape of the item as you encourage the child to put the item in the container. (Make shape-sorters: Use clean large margarine or ice cream tubs. Cut an opening in a lid to match a small block or ball.)
- Use colored masking tape on the floor to outline a small circle, triangle, and square. Encourage children to trace the shapes with their hands. On another day, outline large shapes on the floor so that children can walk around the shapes.
- Provide several shape books for babies to handle and examine. Talk with each child as he begins to take an interest in a shape book, showing him how to feel the shapes and textures on different pages. (Make shape books: Cut poster board into six pieces that are 8.5 x 11 inches. Gather brightly colored materials such as velvet, satin, vinyl, sandpaper, corduroy, and fake fur. Cut out simple shapes in two sizes. Glue a big circle on the first inside page and a small circle of the matching texture on the facing page. Continue with 2 rectangles and 2 triangles. Attach the pages using a hole-punch and string and tie with a double knot.)
- Hang shape posters at eye-level for children to touch and examine. Talk with each child as he begins to take an interest in a poster, showing her how to feel the shapes and textures on different posters. (Make shape posters: Cut poster boards into two pieces. Gather brightly colored materials such as velvet, satin, vinyl, sandpaper, corduroy, and fake fur. Cut out simple shapes in two sizes. Glue a big circle and a small circle of the matching texture on one poster. Continue with 2 rectangles and 2 triangles.)
- Hang a shape mobile in windows or over the changing table. When standing with baby in your arms or at the changing table, gently tap the mobile and talk about the shapes. (Make a shape mobile: Cut simple shapes in bright colors. Use yarn and a hole-punch to tie the shapes to a coat hanger and hang from a cup hook.)
- Read books about shapes aloud. Trace a child’s finger around a shape, naming the shape as you go.
- Talk with children about the shapes of objects in the room: Balls are round and blocks are square.

25-36 Months

2.4.3 Distinguishes straight and curvy lines*

- Demonstrate straight and curvy lines while painting at the easel with toddlers. As toddlers are busy painting, comment on lines that are straight and lines that are curvy.
- Provide non-toxic (not homemade) play dough on a table or at the Art Center. Show the children how to roll out a tube or “snake” of dough and how to make it straight or curvy. As children make their own tubes, comment on those that are straight and those that are curvy.
- Provide pieces of yarn of various lengths on a table or at the Art Center. Encourage children to glue the yarn to paper in straight and curvy lines.
- Play Musical Chairs: Place chairs in a straight or curving row and explain to the children that chairs are in a straight line or curvy line. Lead the children in walking around the chairs while music is playing and stopping and finding a chair when the music stops. Place the chairs in different patterns and talk with the children about the shapes that you create with the chairs. For this game, each child should have a chair.

2.4.4 Identifies basic shapes such as circles and squares

- Read books about shapes, and books with pictures of shapes, aloud to small groups of children or one-on-one. Name the shapes as you find them in the books. Ask children to repeat the names of the shapes after you. As the child becomes more knowledgeable of the names, you can ask them to tell you the names of the shapes before you name them.
- Provide several shape-sorter toys for children to use. Talk with each child as he begins to take an interest in the toys. Show the child how to push the item through the hole. Talk about the shape of the item as you encourage the child to put the item in the container. (Make shape-sorters: Use clean large margarine or ice cream tubs. Cut an opening in a lid to match a small block or ball.)
- Cut shapes in various colors and sizes from heavy paper. Provide these in the Art Center, with glue sticks and art paper, and encourage children to make shape collages. Invite the children to talk about the shapes they choose for their collages.

2.5 Awareness of Space

0-24 Months

2.5.1 Looks for objects that are hidden from sight*

- Play Where Is It? Show a child an item such as a small stuffed toy animal. Place a box or bowl over the object so that it is hidden and ask, “Where is it?” At first, cover the toy while the child watches. Later, hide the object while the child’s attention is elsewhere.
- Use a blanket to cover a favorite object while the baby is watching. Leave a corner of the object exposed as a hint. Ask, “Where is the ...?”

- Play Peek-a-Boo: Place your hands in front of your eyes and ask “Where’s Miss --?” Then move your fingers so the baby can see your eyes and say “Here I am!” or “Peek-a-boo!” After a while, the baby will mimic your play, hiding his eyes behind his hands while you ask, “Where’s Baby?”
- Use pillows, boxes, or secure shelving to create space for exploration. Encourage babies to crawl and reach safely where you can always see them clearly.

25-36 Months

2.5.2 Understands concept of *in or out**

- Create a maze using boxes, chairs, and table. Show children how to explore the maze. As you demonstrate, use the words *in*, *out*, *around*, and *through*.
- Use every opportunity during the day to reinforce the words *in* and *out*.
- Play In and Out: Provide boxes or other containers where children place items *in* and take them *out*.
- During clean-up time, reinforce the concepts of *in* and *out* as children put learning materials away.

2.5.3 Understands words, such as “my cubby,” which describe personal space

- Give children individual spaces where they can store personal belongings. Label the spaces with their names and photographs.
- Create space in the classroom where toddlers can go to be by themselves.
- Purchase duplicates of favorite learning materials. It is better to buy 2-3 items that are the same rather than 2-3 different items. Toddlers are by nature selfish and want what other children have.

2.5.4 Understands concept of *whole or part*

- Use fruit such as a banana during meals or snack time to demonstrate *whole* and *part*. Cut the banana in front of the child and talk about the *whole* banana and the *parts* of the banana. Ask, “Would you like a whole banana or part of a banana?” (Children may ask for a whole banana and then only eat part of it. Do not make an issue of this, as you offered them the choice as a learning activity.)

Teaching and Learning Activities To Support Scientific Development

3.1 Awareness of Living and Non-Living Things

25-36 Months

3.1.1 Notices and names characteristics of self, other people, and objects

- Make a terrarium for the classroom. Plant several plants in the terrarium and place it where children can observe the plants.
- Take children outside each day. Talk with them about what they see, hear, and feel.
- Let children observe and help care for pets such as fish. If no aquarium is available, place a Beta fish in water in a clean, clear plastic bottle. Screw the lid on tightly and place the bottle at the children's level where they can observe the fish. At the end of the day, unscrew the lid and let the fish breath until morning. Before children arrive replace the lid.
- While on a walk outside, encourage children to collect nature items and bring them back to class. Have each child put his items in a zip lock bag. Write each child's name on his bag and place the bags in the science area for everyone to examine. Talk with the children about what they found.
- Take a basket or box outside and let the children collect objects such as pine cones, leaves, nuts, and flowers. Place these finds in a special place in the classroom so that children can feel and explore the various collections.
- Make an Insect Trap: Choose a clear container such as a plastic cookie canister or peanut butter jar. Poke air holes in the lid. With the children, place a moist piece of bread in a clear container. Add a little honey or sugar. Turn the open container on its side and place it on the ground outside. The next morning, take the children outside to see if you have attracted any insects. If there are insects in the container, tightly screw the lid on the container and bring your Insect Trap inside. Place the trap where children can observe the insects throughout the day. At the end of the day, take the container back outside and release the insects.
- Install a bird feeder outside a window where children can watch and listen. To attract a variety of colorful birds, use sunflower seeds instead of a blend of seeds.
- Sing "Head, Shoulders, Knees and Toes" while naming body parts. Add verses for the neck, back, stomach, eyes, ears, nose, and mouth.
- Sing "If You're Happy and You Know It, Touch Your Eyes" or "Hokey Pokey."
- Display family photographs and photos of class activities at the eye level of the children. Talk with the children about the pictures. Encourage them to locate and identify themselves and other children in the pictures.
- Help children create books about their families. Ask parents to send photographs and other materials about their families. Cut poster board into 5-inch by 7-inch pieces. Help the children mount pictures on the pages and tie the pages together with string. The children can keep their books in their cubbyholes and look at them when they need reassurance.

- Cut out a large circle from felt. Use skin tones if possible. Cut out two eyes, one nose and mouth, and a hat. Make several sets. Using the flannel board, help children place the features on the faces. Store where children can get the pieces and play with them as they wish.

3.2 Awareness of Immediate Surroundings

25-36 Months

3.2.1 Notices and names characteristics of seasons and weather*

- Read aloud children’s books about seasons and the weather.
- During outdoor play, talk about point out changes in the seasons and weather.
- Provide seasonal clothes for children and dolls in the Dramatic Play Center. As they show an interest, talk with the children about items of clothing and temperature of various seasons.
- Make Feely Bags so that children can experience temperature changes: Squirt some hair gel into heavy-duty zip lock bags. Add sequins. Seal the bags and add packing tape across the seals. Chill the bags in the refrigerator and then place them in the Science Center for children to handle. Allow the bags to reach room temperature and invite the children to handle them again. Ask, “Are the Feely Bags still cold?”
- Talk with the children about changing temperatures and how they affect our surroundings. Let children watch as you place water in an ice tray. When you take the tray out of the freezer, let the children feel the difference. Place several ice cubes in a bowl and place the bowl on a table so the children can observe the changes as the ice gets warmer and begins to melt.
- During outdoor play, give each child an 18-inch piece of crepe paper. Demonstrate running with the streamers. When they stop running, ask the children whether the wind is blowing the streamers.
- Provide a collection of clean fly swats, strawberry baskets, drainers, etc. along with a dishpan full of bubble mixture. Take the materials outside and show children use the objects to make bubbles. Talk about where the bubbles are going. Are they flying high or flying low? Explain that wind is what makes the bubbles travel.
- Go outside during a light rain or after a heavy rain and look for puddles. Pat the water with the children and talk about the puddles.

3.3 Exploration and Experimentation

0-24 Months

3.3.1 Feels and examines objects with mouth and hands

- Make sure the toys and other materials within their reach are safe and properly sanitized, with no loose or removable parts and no sharp edges.

25-36 Months

3.3.2 Notices differences in textures

- Make a Texture Path: Cut squares of shelf paper, wax paper, sand paper, etc. Tape the squares to the floor. Invite children to take off their shoes and walk on the Texture Path.
- Place several objects with different textures, such as a wooden spoon, bath sponge, soft stuffed animal, hairbrush, cotton ball, and plastic kitchen scrubber, into a cloth or paper bag. (Never use plastic bags in classrooms with young children.) Ask each child to reach in the bag and find something soft, hard, smooth, or rough. When the child pulls out an object talk about the texture of that object.
- Make a Sticky Ball: Take a roll of masking tape and begin rolling the tape into a ball with the sticky side out. Keep adding tape until the ball is the size of a baseball. Hand the ball to a child and encourage him to throw it back to you. Talk about how the ball feels. When the child is comfortable with the ball, encourage him to toss it to a friend.
- Take small pieces of material with varying textures. Sew the scrap pieces to the fingers of an old glove. Place the glove on your hand and invite the child to touch each of the fingertips. Talk about how they feel.

3.3.3 Notices differences in colors

- Provide a Color Basket: Gather items in one color such as blue. Ask parents to contribute items for the basket. Place the items in a basket. Let the children examine the items. Ask them to find matching items in the classroom.
- Display colors at children's eye level. When children appear to be interested in a particular color, it is the time to talk about the color, find things that are that color, and use that color to paint or draw.
- Use the names of colors during transitions. Example: "If you have on yellow, you may go wash your hands." For younger children you might have to show the color yellow as well as saying it.
- Provide Color Windows for children to handle and examine: Make a tinted paper-plate "window" by cutting the centers from two paper plates. Cut a piece of colored cellophane to fit between the plates and staple or glue the edges together. Hold up the "window" for children to look through. (Easter is a good time to purchase colored cellophane.)
- Provide Color Shakers for children to handle and examine: Thoroughly wash several plastic bottles. Fill with water and add tempera or food coloring in red, green, yellow, orange, and blue. Glue the lids on with superglue before giving to the children.
- Play Mix the Colors: Place eyedroppers and ice trays on a cookie sheet. Add water to several of the compartments in the ice tray. Add food coloring to the water. Encourage toddlers to use the droppers to mix the colors.
- Make Misty Pictures: Fill a spray bottle with just enough water to work effectively. (Do not fill the spray bottle or it may be too heavy for the children.) Place large coffee filters and markers on the art table. Encourage the children to color the filters.

Then show them how to spray the filter with water and watch the colors merge and change. Hang the filters up to dry.

3.3.4 Uses all available senses to explore the environment

- Place a bin that contains items with various textures in the center of the floor. Talk to the children about things that are hard, soft, smooth, rough, warm, or cold.
- Provide Sound Shakers for children to handle and examine: Partially fill empty tissue boxes or small plastic containers with small bells, rice, pebbles, etc. Cover the openings with packing tape. Talk with the children about the sounds they hear.
- During outdoor play, encourage children to listen for surprising sounds. See if the children can identify some of the sounds.
- Bring several types of fruit to the classroom. Cut the fruits open in front of the children and talk about the seeds and how they look. Are they big or little? Cut the fruit into small pieces for children to taste. Talk about how each fruit tastes, what color it is, and what texture it has.
- Play I Spy: Sit on the floor with a small group of children. Say something like “I see a red truck in the block area. Can you see it too?” If one child says that she sees it, ask her to get the toy. Repeat with other items until all children have “spied” something. Explain that we use our eyes when we are trying to find something.
- Talk about the sounds you hear outside or ones in the classroom, or play a recording of common sounds and ask children to identify what they hear. (Make your own recording with a tape recorder.) Explain that we use our ears to hear sounds.
- Make sachets or “smelly socks”: Stuff small clean socks with cotton. Drop scents, spices, or flavorings, on the cotton. Stitch the tops of the socks together. Place the sachets in a basket in the Science Center. Ask the children if they can tell you what they smell. Explain that we smell things with our noses.

Teaching and Learning Activities To Support Social-Emotional Development

4.1 Close and Secure Relationships with Adults

0-12 Months

4.1.1 Shows attachment to familiar adults and anxiety around strangers*

- Let the infant look at your face and see your expressions. Make different expressions, such as blinking your eyes, making big mouth movements or sticking out your tongue.
- Foster secure attachment by using daily routines such feeding, dressing and diaper-changing for close personal interactions. For example, when diapering the baby, talk about what you are doing. Look into the baby's eyes, pitch your voice a little higher, change the tone of your voice to make the activity playful, and exaggerate facial expressions to gain and maintain the baby's attention and interest.
- Pretend that an infant is telling you something when he coos and gurgles. Expand on his "comments" as you verbally respond to him. Imitate his sounds and allow him to touch your mouth as you speak.
- Play Peek-A-Boo: Place the infant in your lap, on his back, so he can see your face. Make eye contact and smile. Hold a colorful soft cloth or scarf in front of your face, and sing "Peek-a-Boo." Pull away the scarf revealing your face and sing "Peek-a-Boo." Repeat several times. As the infant begins to grab blankets or other cloths and pull them over her face, say "Peek-A-Boo" as she tugs the cloth away and reveals her face.
- Lift an infant up into your arms when she reaches out to you.
- Remain in the child's view while he is free to explore.
- Be supportive and patient with infants as they encounter strangers. Hold them closely and securely while you whisper gently to them, "You are safe, you are safe. I am here with you and I'm going to keep you safe."
- Foster secure attachment by using daily routines such feeding, dressing and diaper-changing for close personal interactions. For example, when diapering the baby, talk about what you are doing. Look into the baby's eyes, pitch your voice a little higher, change the tone of your voice to make the activity playful, and exaggerate facial expressions to gain and maintain the baby's attention and interest.
- Create greeting and goodbye routines. For example, kiss fingers and toes and recite a verse or sing a song such as "I Love You a Little," inserting the baby's name:

I love you a little,
I love you a lots,
My love for _____
Would fill ten pots!

- Encourage parents to create a goodbye ritual that signals to the child that it is time for goodbye and reassures the child that the parent will return at the end of the day.

4.1.2 Stops crying when held by a familiar adult

- Respond to infants' different types of cries. Consistent and loving response to children's individual needs nurtures infants' development of trust, love and security.
- Comfort crying infants as soon as possible. Children who are comforted quickly develop trust that their needs will be met. Over time, they cry less than infants who must wait longer for attention.
- Provide touch time throughout the day.
- Take 10 minutes a day to massage each baby in your group to soothe and calm. Begin by wiggling individual toes. Slowly move to fingers, arms and legs. If the baby responds happily, then use long strokes to massage each leg and arm. Use hand-over-hand palm strokes slowly and gently in a counterclockwise motion to soothe a baby's tummy and relieve gas pains. After you have massaged a baby on one side, turn him over so that you can make long strokes from his neck all the way down to his toes. You can also gently stroke the baby's cheeks to ease teething pain. If touching the baby in this way makes her cry, then stop the massage.

4.1.3 Uses a blanket or soft toy for comfort and reassurance

- Some babies, such as premature babies, cannot tolerate a lot of stimulation. If the baby turns away from you or goes to sleep while you are talking to him, he may be over-stimulated. Try lowering your voice and reducing the amount of facial expression to limit stimulation. Continue to talk to the child in a quiet, calm voice.
- Provide soft objects in the classroom for children to use for comfort.
- Allow children to bring objects for comfort such as stuffed animals or blankets.

13-24 Months

4.1.4 Seeks an adult to share an activity

- Play Feather Touches: Place the baby in your lap and use soft, colored craft feathers to gently touch his face. Move the feather across his nose, cheeks, ears, and around hairline and eyes. You may also move the feather along arms, finger, hands, legs, feet and toes. Sing or chant a verse such as

Tickle, tickle eyes.
 Tickle, tickle nose.
 Tickle, tickle cheeks,
 And tickle, tickle toes.

Are there any tickles
Left to see?
I'll give you the feather
And you can tickle, tickle me!

Offer the infant the feather and see if he will tickle you or tickle himself. This soothes the baby, helps to promote trust, and encourages turn-taking behaviors. (Some children cannot tolerate light touch and show clear avoidance cues. If this is the case, refrain from using a feather, tickle, or light rub with fingers; instead use deep touch with a soft but firm rub.)

- Engage in lots of book-sharing times with children. Snuggle a child or several children into your lap with a simple book. The children may not become fully engaged with the story, but they will become engaged with you and the book as you share the pages and talk about the pictures. Choose a book with pictures that are bright, simple, and uncluttered.

4.1.5 Displays intense feelings when separating or reuniting with a parent

- Offer children who experience separation anxiety understanding and support. As children develop and mature they are more aware of a parent's absence and feel afraid that the parent will not return. Validate those feelings by saying, "You did not want your mom to leave. You will miss her. You are wondering when you will see her again. She will be back later. I will hold you and keep you safe until you feel better."

4.1.6 Responds to encouragement and recognition

- Comment on what children are doing with their bodies as they explore through reaching, grabbing, kicking, looking, and chewing.
- Notice, recognize and celebrate new skills. Avoid praise statements such as "good job." Instead say, "Look at you, Henry; you hit the mobile with your hand." "You pushed and pushed, Sarah, until you rolled all the way over!"

4.1.7 Prefers a familiar adult in unfamiliar situations

- Avoid becoming frustrated with children when they are clingy. The reassurance and attention you offer, as you remain calm yourself, help them to develop the security they need to grow out of their clinginess.
- Lift an infant into your arms (grasping the baby around the torso and not by the arms) when he reaches out to you.
- As you comfort a child, rub her gently on the upper back, between the shoulders. This part of the back is a "comfort" spot. Gentle rubbing on the back promotes a feeling of wellbeing and happiness.
- Demonstrate calm behavior and reactions when talking and interacting with infants. They will begin to learn how to calm themselves by observing your self-calming skills. Use self-calming strategies for yourself, such as saying to your self, "I am safe, I am calm, and I can handle this." Take deep breaths as you say these

words to yourself. Call for back-up support and take a break if you feel yourself really losing control.

- When strangers are present and children demonstrate fear and anxiety, hold the children close and comfort them. Demonstrate acceptance of other trusted adults by introducing them to the children and allowing time for children to feel comfortable.
- Take infants on your hip for brief walks through the center to meet other staff members. This will give children the opportunity to interact with other adults while in the safety of your arms.
- Explain to other adults how to interact to the child by looking them in the eyes, smiling, and refraining from touching them unless the child gestures in some manner that a touch would be okay.
- Friendship Fort: Use an empty appliance box and place soft pillows in it, or cover a table with a sheet or a tablecloth to make a cozy area large enough for two children to go into. Allow them to take a book and some stuffed animals to read to.
- Invite a clinging child to engage in a meaningful task, such as being a greeter or a buddy to a new child, with you and one other child.
- When children come to you for contact and reassurance, keep a pump bottle of lotion handy to put little dots on your fingers and touch to “hurt” spots on the child. You can look for new “hurts” and old “hurts.”

4.1.8 Says “no” to adults

- Provide freedom for the child to explore her environment and her feelings while holding constant to your classroom limits and appropriate behavioral expectations. Accept “No” sometimes when you can live with it. Expect to hear “No” sometimes when the child doesn’t really mean it, and expect to hear “No” when he does mean it. You may need to ignore the “No” and calmly help him do what you need him to do. Being cheerful during this period is possible if you understand that these behaviors are absolutely normal and expected at this age and stage of development.
- Maintain a close secure relationship with the child. As a child begins to understand himself as a separate person from his parents and as he begins to struggle toward independence he begins to deliberately test limits and boundaries. He will respond with “No!” to many requests and suggestions even when he means yes. While this is particularly challenging to caregivers, these are absolutely necessary and important developmental behaviors for the formation of the child’s sense of self and formation of individuality. Children need warmth, love, comfort and support especially during these developmental challenges.
- Continue to provide limited choices when possible and avoid giving choices when “No” is not acceptable. Instead of asking, “Are you ready to take your nap now?” say, “Now it is time for your nap.”
- Play silly Yes-No games when it is okay to say “No.” Example: “Does a dog say, ‘Meow?’”

25-36 Months

4.1.9 Shows empathy and caring for others

- Brainstorm with a child who may have hurt another child, or may be feeling empathy with the pain or distress of another child, ways in which they can offer comfort. This is a way of holding children responsible for hurtful behavior that also helps them to recover from a mistake in a positive way. Ideas for offering help will include things like placing an ice cube or a cold towel on a hurt. You will be amazed at the ideas children will come up with. (Play out scenarios in pretend play)
- Play News Ball: Children love to tell their own news but sometimes have trouble listening to each other. News Ball helps children to define their turn to talk as they hold a ball, and it helps them to wait their turn to talk. Gather 2 or 3 children around you as you hold a medium-sized soft ball. Tell the children that the ball is going to be a news ball and whoever holds it in their hand gets to tell some news. It can be good news, sad news, surprising news, or any kind of news they want to share. Demonstrate the game by telling some news of your own. When you finish telling your news, pass the ball to a child for him to share his news. When he finishes, he will pass it to another child. If a child does not want to share news, she can say “Pass” and pass the news ball to someone else.

4.1.10 Initiates and accepts gestures of affection

- Validate gentle touches and hugs by naming and describing what you see children doing. For example, “Look at Amy and Tristan hugging each other. You are showing each other love and care.”

4.1.11 Enacts warm and close relationships with adults during dramatic play

- Become a partner in children’s play. Sit on the floor near children and when they approach you to share in an activity, follow their lead. Imitate their actions with toys. Ask them to tell you what you should do with the toy. Name and describe what you see the child doing as he plays. Talk about what you are doing as you partner with a child in the play activity. (Do not simply sit and watch the child play.)

4.2 Relationships with Peers

0-12 Months

4.2.1 Looks closely at other infants, responding excitedly

- Provide opportunities for children to be with and to look at each other. Seat children so they face each other. Provide soft floor areas with well-defined boundaries where infants can play close to others. Sit on the floor with the children and provide close supervision.

- Act as a “social interpreter” for children. Describe infant’s actions to each other. Call each child by name. For example, “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”

4.2.2 Reaches to touch another infant, grabs objects held by another infants

- Encourage children to notice the arrival and departure of their peers. Greet children by name: “Look who’s here today! It’s _____. Can you wave ‘Hi’ (or ‘Bye’)?” Demonstrate waving to the babies.
- Provide plenty of toys and duplicates of favorite toys so that extras are available when conflicts occur.
- Do not expect children to share except where sharing is fun, such as by rolling a ball to each other or riding in a wagon together.

4.2.3 Laughs or cries when another child laughs or cries

- Comfort crying infants as soon as possible. Children who are comforted quickly develop trust that their needs will be met. Over time, they cry less than infants who must wait longer for attention.

4.2.4 Plays beside another child

- Blow Bubbles: Place the infants on their backs and sit in front of them. Make eye contact with each baby and smile. Blow bubbles into the air so that the children can see them as they float down. Some children may try to reach for them. Mobile infants may move to try to touch the bubbles.

13-24 Months

4.2.5 Interacts purposefully and with enjoyment with another child

- Rub-a-Dub Tub: Get three or four plastic tubs for each child to have his own individual tub. (These are a good alternative to a large water play table where children have to share space. It is also more sanitary.) Put a small amount of water in each tub and place them on a towel-covered table inside or outside. Provide a variety of kitchen tools like slotted spoons, wire whisks, sieves, squeeze bottles, scoops, ladles, basting tubes, and hand-cranked eggbeaters. Have enough tools for each child to have one. Add a small amount of dishwashing soap to each tub for bubbles. Roll up sleeves and provide plastic smocks, because they will get wet!

4.2.6 With guidance by an adult, joins activities of other children

- Sit on the floor near children to guide their successful interactions.
- Parachute Play: Use a soft scarf, blanket or small parachute to gently lower

and raise over a small group of children. As you lower and raise the scarf, say, “Down, Down, Down, and Up!” Follow the children’s lead. Coo, laugh and squeal with them. If they seem uncomfortable with the activity, do not continue.

- Provide enough space that children are not crowded into small areas. Inadequate space sets children up for social frustrations and failure. Place non-mobile children so that they can be included in play while you protect them from accidental injury.
- Play cooperative games such as “Pingpong Painting”: You will need a lid from a cardboard box, such as a carton of copier paper, and two pingpong balls or golf balls. Cut pieces of construction paper to fit in the bottom of the lid. Put a dab of washable paint in the middle of the paper. Sit on the floor with two children, one at each end of the lid, and place the balls in the lid. Help the children tilt the lid for the balls to roll through the paint. Add a second color and continue to tilt the lid and roll the balls. Talk about working together to create the art. Use words like *sharing*, *helping*, and *cooperation*. Allow children to do the activity as many times as they are interested.
- Play “Dancing Baby”: Select a variety of dance music such as children’s music, classical, rock and roll, hip-hop, and show tunes. Gather the children in the middle of the floor and turn on the music. Let them dance any way they want as you dance with them. Switch tunes to see how children change their movements to adjust to the rhythm. After a few minutes of dancing, stop the music and model “freezing” for the children. Then restart the music and dance a little more. Every so often turn off the music to “freeze”, and notice and mimic children’s postures. Make sure the floor is not slick. Dancing in bare feet allows for better traction.

4.2.7 Shows preference for play partners

- Sit on the floor near children to guide their successful interactions.

4.2.8 Takes toy from another child and says “Mine”

- Provide toys such as balls and telephones that promote taking turns.
- Acknowledge that the children are using words such as “Mine” and use the conflict as an opportunity to demonstrate negotiation skills. Example: “Joachim, you want Alyssa to share the blocks, don’t you? Alyssa, if you scoot over a little bit like this, you will both have room to play with the blocks.”

4.2.9 Greets other children with a touch or a hug

- Validate gentle touches and hugs by naming and describing what you see children doing. For example, “Look at Amy and Tristan hugging each other. You are showing each other love and care.”
- If a child hits or give “hard” hugs, say “Gentle touches!”
- Encourage children to pay attention to the emotions of other children.
- Express emotions in dramatic play, such as “the doll is scared” to help children understand their emotions and the effects of their actions.

25-36 Months

4.2.10 With guidance by an adult, waits a short time to take turns

- Friendship Fort: Use an empty appliance box and place soft pillows in it, or cover a table with a sheet or a tablecloth to make a cozy area large enough for two children to go into. Allow them to take a book and some stuffed animals to read to.
- Encourage children to bargain and negotiate swaps for different tools. Protect children who are not quite ready to swap. Give them enough time to get their fill of the tools they are using.

4.2.11 Imitates the play and actions of other children

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”
- Encourage children to participate with a partner in daily routines such as washing hands and brushing teeth together.

4.2.12 Joins activities of other children

- Comment on children’s positive interactions. Example: “Tawanna, you were nice to tell Stacy hello.”

4.2.13 Expresses empathy when others are hurt or mad

- Brainstorm with a child who may have hurt another child, or may be feeling empathy with the pain or distress of another child, ways in which they can offer comfort. This is a way of holding children responsible for hurtful behavior that also helps them to recover from a mistake in a positive way. Ideas for offering help will include things like placing an ice cube or a cold towel on a hurt place. You will be amazed at the ideas children will come up with. (Play out scenarios in pretend play)

4.3 Self-Awareness

0-12 Months

4.3.1 Recognizes, holds, and touches own hands and feet*

- Acknowledge the infant’s progress by saying things like “You noticed your hand, didn’t you?”

4.3.2 Imitates adult behavior

- Notice and give real value to children's efforts to try new things. "Erin, you are trying to pick up that block. I bet you can try again!"
- Share children's new accomplishments with parents. When an infant demonstrates a new skill, write his on a sticky-backed nametag and stick it on the back of the baby's shirt. Call parent's attention to the new skill and demonstrate how to recognize the child for his special event.
- Break down challenging tasks into manageable steps. For example, if a child is afraid to go down the slide, go down the slide first to show him it is safe, or have him push a favorite stuffed animal down the slide first. Then offer to stand behind or next to him as he climbs the steps. Then try going down the slide with him on your lap. All along let him know that you believe in him. Also, let him know it is ok if he is not ready to go down on his own yet.
- Model self-confidence and persistence. Let them see and hear you as you talk yourself through challenging tasks and moments. Then once you've accomplished your task say, "Yay, I did it!"

4.3.3 Smiles at and points to self in mirror*

- Hold an infant or toddler in your lap and show her a hand mirror, or hold the baby in your arms as you stand in front of a mirror. Point to the baby's reflection and say, "Look, there you are in the mirror!"
- Display family photographs and photos of class activities at the eye level of the children. Talk with the children about the pictures. Encourage them to locate and identify themselves and other children in the pictures.
- Mirror Image: Sit in front of a large mirror, or hold a hand mirror, with several children in your lap or next to you. Make silly faces in the mirror and encourage the children to do the same. Shake your head, blink your eyes, and do a variety of other movements children can imitate. Point to and name different body parts. Throughout the activity, say the children's names and name what they are doing in the mirror. Encourage children to point to themselves in the mirror when you ask, "Where is _____?" If you have children from second language homes, learn to name the body parts in their languages. Use these words when you ask them to point to what they see in the mirror.
- Help children notice likenesses and differences during mirror play. As you point out the ways they are alike and different, focus on the value of uniqueness. During these conversations stress once again the value of uniqueness, and that their individual preferences help to make them the wonderful little individuals they are.

13-24 Months

4.3.4 Shows preferences for foods, toys, and activities

- Store toys on low shelves where children can act on their own initiative to find

and select toys. Self-directed play promotes the child's sense of competence and positive self-concept.

- Give children many chances through the day to choose playmates, the areas where they play, the toys and learning materials they use, and how they play.
- Provide open-ended materials such as small blocks, sets of large manipulative learning materials, containers to drop objects into, finger paints, and large watercolor markers. Make certain these materials are accessible every day.
- When possible, provide them to select a favorite food or snack from two possible choices. Plan foods that you know the children will like.
- To help children practice making choices, give them two options within open-ended activities. Example: Tape a large piece of butcher paper to a table and then tape individual pieces of drawing paper to it. (You may also use an individual tray, such as a baking sheet, for each child. The tray provides an individual workspace with boundaries for each child.) Cut sponges into pieces easy for toddlers to hold and dampen them. You will also need two-inch paintbrushes, paint shirts, and paper towels for clean up. Put a small amount of washable paint on a paper plate. One color will be enough. Allow the children to choose a sponge or brush and show them how to dip the sponges and brushes into the paint and apply paint to paper. Some children may prefer only one of the tools, but let them have a chance to try both.
- Offer non-stereotypical toys that reflect the diversity of ethnicity, gender, abilities, and cultures of the children in the classroom.

4.3.5 Smiles or claps when successful at a task

- Point out to children the result of their actions so that they can begin to see that they can make things happen and that they can assume responsibility for making things happen. "You put the toys away. Now the room is clean and we can find what we want again tomorrow."

4.3.6 Looks to adults for approval

- Notice, recognize and celebrate new skills. Avoid praise statements such as "good job." Instead say, "Look at you, Henry; you hit the mobile with your hand." "You pushed and pushed, Sarah, until you rolled all the way over!"

4.3.7 Uses words *you*, *me*, and *I*

- Ask children to practice new words as you talk about new activities. Example: "Who wants to blow the bubbles? Who wants to pop the bubbles?" As children respond, teacher encourages them to say the words *bubbles*, *pop*, and *blow*.
- Once a week, work with small groups to ask individual children to talk about something that happened during the day. Record their responses on chart paper and display for children and parents to see.

25-36 Months

4.3.8 Recognizes ability to make things happen but not his responsibility for actions

- Use “when/then” statements with children. Example: “When you put the toys away, then you can go outside.” Such statements help children to begin to see the causes and effects of their actions.
- Play cause-and-effect games such as Toddler Bowling: Stack a few lightweight plastic cups in a row on the floor. Give a child a beanbag or a soft foam ball. Take turns tossing the ball or beanbag with the goal of knocking down the cups. Encourage the child to help you gather and restack the cups. Over time, set the cups up a little further away and watch the child figure out that she must throw a little harder to reach the cups.

4.3.9 Speaks proudly of accomplishments, says “Watch me”

- Point out to children the result of their actions so that they can begin to see that they can make things happen and that they can assume responsibility for making things happen. “You put the toys away. Now the room is clean and we can find what we want again tomorrow.”
- Talk to children about ways they change as they grow; they can talk more, they know more words, and they can do more things with their bodies. Sometimes trying new things and feeling strong feelings can be scary for toddlers. Acknowledge their fears and confusion and let them know that you will be near to support them as they grow and change.
- Break down challenging tasks into manageable steps. For example, if a child is afraid to go down the slide, go down the slide first to show him it is safe, or have him push a favorite stuffed animal down the slide first. Then offer to stand behind or next to him as he climbs the steps. Then try going down the slide with him on your lap. All along let him know that you believe in him. Also, let him know it is ok if he is not ready to go down on his own yet.
- Make up stories using a child’s name and emphasize the name as you tell the story. To engage children in telling the story with you, repeat two or three words or a phrase and encourage them to repeat these words with you. Example:
- Once upon a time there was a little girl named *Kim*. *Kim* had a little dog named Ellie Belle and they loved to take walks, but Ellie Belle was always getting into stuff, and *Kim* would have to say, “Ellie Belle, Ellie Belle, stop that now!” So one day they were walking along and Ellie Belle saw a frog. She ran over and began to sniff the frog so much that she made him hop, and *Kim* had to say, “Ellie Belle, Ellie Belle, stop that now!” Before long Ellie Belle came to a pile of leaves and she ran right over and jumped into the middle of them and *Kim* said, “Ellie Belle, Ellie, Belle, stop that now!” Extend or shorten the story, depending on the child’s interest and attention span.

4.3.10 Identifies self in photograph, as a boy or girl

- Display family photographs and photos of class activities at the eye level of the

children. Talk with the children about the pictures. Encourage them to locate and identify the girls in the pictures. Then ask them to identify the boys.

- Display family photographs and photos of class activities at the eye level of the children. Talk with the children about the pictures. Encourage them to find pictures of themselves.

4.3.11 Acts in an assertive manner to control the environment

- Counter negativity in the classroom environment by using positive language to tell children what you want them to do. Avoid saying things like “Don’t run.” Instead tell children what you want them to do. For example, “Let’s walk in the classroom. That is the way to move safely through the room.”
- Encourage children to participate with a partner in daily routines such as washing hands and brushing teeth together.
- Approach children’s conflicts calmly. Children need you to model calm to help them become calm. Place yourself at the child’s level. Using a calm voice and gentle touch, stop any hurting behaviors that might be occurring by placing your hand up and saying, “Stop, no hurting.” Acknowledge children’s feelings by naming and describing them. Example: “It looks like there is one set of keys and you both want them.” Describe choices or a solution. As you talk about the solution, ask to hold the keys in your hand until the problem is solved. Never snatch the item away. Once a solution is reached, stay close to the children to help them hold to the solution. Toddlers can learn these skills with your assistance.
- Children are more likely to respond to redirection if given a choice such as, “Would you like to ride in the wagon or play on the swing while you wait for a tricycle?”

4.4 Experience, Expression, and Regulation of Emotions

0-12 Months

4.4.1 Comforts self by sucking thumb or hand*

- Encourage infants’ attempts to calm themselves. Say, “Look at you, you are making yourself calm. You are breathing slowly and getting more and more still. You are calm now.”
- There is no harm in a young child sucking his thumb, fingers, or a pacifier. Do not abruptly take calming items like a pacifier or blanket away from a child. Some children suck their thumbs to calm themselves.
- Schedule eating, sleeping and wakeful play on a consistent schedule to help infants create patterns of self-regulation.

4.4.2 Shows strong emotions (anger, anxiety, affection, pleasure)*

- In a gentle and positive tone of voice acknowledge and label children’s emotions.

Example: “Lashon, I know you want to play with the ball, but Macy is using the ball so let’s go play with the truck!

4.4.3 Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles that are understood by others*

- Pay attention to infants’ sucking patterns as you feed them. When an infant pauses in sucking, talk to her. When she begins to suck again, stop talking and attend to her as though you are listening to him speak. When she pauses, speak to her again. This back-and-forth response is the beginning of social communication.

13-24 Months

4.4.4 Cuddles a comfort object when upset or other children are upset

- There is no harm in a young child sucking his thumb, fingers, or a pacifier. Do not abruptly take calming items like a pacifier or blanket away from a child. Some children suck their thumbs to calm themselves.
- Limit stimulation in the environment. Dim the lights, reduce background noise, play soft quiet music, and avoid eye contact with the infant. Children need quiet moments as well as nurturing stimulation.

4.4.5 Accepts guidance by adults

- Respond to the child with close attention and comfort. As you are comforting a child, talk softly and make “guesses” based on their gestures, cries, and body language to determine how best to meet their needs. The child will usually relax when you accurately identify the need. Children’s abilities to self-regulate grow as they come to understand and be secure in the fact that their needs will be met.
- Remain positive with children who are feeling intense emotions. Shame and punishment do not teach self-control or help children mature emotionally. Shame and punishment cause stress, fear, resentment, and elevate power struggles. All of these negative emotions increase the production of brain chemicals that can negatively effect development of the brain.
- Provide a Calm Area with a warm and quiet atmosphere. This is not a time-out area for punishment but a calming area where a child can work on calming himself. Accompany the child to the Calm Area. This works well with children who are easily or over-stimulated.
- Approach children’s conflicts calmly. Children need you to model calm to help them become calm. Place yourself at the child’s level. Using a calm voice and gentle touch, stop any hurting behaviors that might be occurring by placing your hand up and saying, “Stop, no hurting.” Acknowledge children’s feelings by naming and describing them. Example: “It looks like there is one set of keys and you both want them.” Describe choices or a solution. As you talk about the solution, ask to hold the keys in your hand until the problem is solved. Never snatch the item away. Once a solution is reached, stay close to the children

to help them hold to the solution. Toddlers can learn these skills with your assistance.

- Children are more likely to respond to redirection if given a choice such as, “Would you like to ride in the wagon or play on the swing while you wait for a tricycle?”
- Create classroom limits based on these four guidelines:
 - Assure the safety of each child and adult.
 - Prevent the destruction of non-disposable materials and equipment.
 - Assure that children accept responsibility for their actions.
 - Assure equal and respectful treatment of all people.

Express these guidelines in language for young children:

- We work together to keep each other safe in the classroom.
- We work together to take care of our classroom toys and materials.
- We work together to overcome our mistakes.
- We work together to be fair and respectful to all people.

4.4.6 Responds to warnings or unsafe signals from an adult

- Create classroom limits based on these four guidelines:
 - Assure the safety of each child and adult.
 - Prevent the destruction of non-disposable materials and equipment.
 - Assure that children accept responsibility for their actions.
 - Assure equal and respectful treatment of all people.

Express these guidelines in language for young children:

- We work together to keep each other safe in the classroom.
 - We work together to take care of our classroom toys and materials.
 - We work together to overcome our mistakes.
 - We work together to be fair and respectful to all people.
- As conflicts arise in the classroom, engage children in solving the problems. Older toddlers can begin to think and communicate simple ways to keep the classroom a safe place. For example, when Lisa is climbing on a chair in the classroom, approach her calmly, and say, “Lisa, it looks like you are wanting to climb on something. The chair is not a safe place to climb.” Help her off the chair, and ask, “Can you think of a safe place to climb in the classroom or outdoors? Let’s find a safe place to climb.” Encourage children to talk to you about why the safer place to climb is safe.

4.4.7 Uses 1-2 words, such as *no*, *stop*, *mine*, and *go away*, to express emotions or needs

- Act as a “social interpreter” for children. Describe one infant’s actions to each other, addressing each child by name. Example: “Amy, you are looking at

Sam. Now you are reaching out to Sam. Oh, Sam you touched Amy.” Explain intentions such as “Amy, you bumped Sam and scared him. Sam, Amy did not mean to bump you. She was just crawling by.”

- When a child expresses emotions, whether sadness, joy, surprise, or anger, acknowledge her feeling in words. “I see that you are really angry.” Identify the cause of a tantrum but do not give in to it: “You wanted the toy and someone else has it.” Physically comfort the child, show understanding, and offer affection to ease the anger. Redirect the child’s attention or offer opportunities for the child to vent their anger in a positive way, perhaps through running, jumping, or shouting outside, or by punching a pillow pounding some play dough. If the child is slow to respond, say “I see that you are so upset that you need to continue to cry (or whatever emotion or behavior is being continued), so I am going to step away for a little while. Come get me when you feel better.” As soon as the child begins to calm down, acknowledge her success with, “Look at you! You are making yourself calm. You have stopped crying and your face is not red any more.” Show the child face in a mirror as you reconnect and allow the child to recover in a positive way.
- Play Glad, Sad, and Mad: Draw a variety of faces, with happy, sad, mad, and scared expressions on paper plates. Hold a child or children in your lap or next to you and read aloud a story that focuses on emotions. When an emotion arises in the book, pull out the appropriate paper plate and hold it up to your face. “Here’s my happy face. Can you make happy faces?” Continue to read the story and holding up paper plates at appropriate times. With older children you can use the faces in a pretend play game. Hold up one of the feeling faces and call out its name using a matching tone of voice (e.g., “Happy!”, “Sad!”, and “Mad!”) encourage the children to act out the new feeling. As they become more skilled at acting out the feelings, change the faces faster and faster for a fun game.
- Play Emotion Necklace: Prepare ten small picture cards about two inches square with simple happy and unhappy faces. Punch a hole at the top of each card and lace a long piece of yarn through each card. Tie the ends together to make Emotion Necklaces. Keep the Emotion Necklaces in a small basket easy for children to reach. Show children how to select a necklace to wear to match how they are feeling. Explain to the children that you can tell how someone is feeling by looking at the face card. Say something like, “I see Katie is wearing a happy necklace today. I wonder what she is happy about. I think I will go ask her.”

25-36 Months

4.4.8 Is sensitive to others’ judging behavior

- Remain calm when young children are not calm. As the young child develops socially and emotionally, he may become frustrated and angry when he is not allowed to do what he desires. Temper tantrums emerge often as a result of the child not having words to express his feelings. Out-of-control behavior is frightening to the child and often threatening to the adult.

4.4.9 Practices some impulse control

- Create quiet and soft corners for children to get away from what can often be over-stimulating noise and activity in a group setting. Place comfort objects such as stuffed animals and blankets in the area along with some soothing books.
- Teach relaxation strategies deep breathing. Demonstrate this to children often and use it for yourself. Explain to children that you are breathing deeply to help yourself relax and calm down.

To help children relieve stress, invite them to punch and knead non-toxic (not homemade) play dough.

- Tell children that hitting hurts and they may not hit to solve their problems. (Remind children to use “gentle touches.”)

4.4.10 Uses words to communicate desires*

- Help children practice using words to solve problems and express wishes. For example, when one child takes a book from another child, demonstrate: “Malia, can you say to Andrew, ‘Stop, I don’t want you to take my book. Give it back?’” Encourage the child to say those words using a strong voice. Use modeling to help the aggressor practice, too. Example: “Andrew, could you ask Malia, ‘Can I have the book when you are finished? Will you please come tell me when you are finished?’”
- Play Glad, Sad, and Mad Faces: Draw a variety of faces, with happy, sad, mad, and scared expressions on paper plates. Use the faces in a pretend play game. Hold up one of the feeling faces label it in a matching tone of voice (e.g., “Happy!” “Sad!” “Mad!”). Encourage children to act out each feeling. As they become more skilled at acting out the feelings, change the faces faster and faster for a fun game.

4.4.11 Engages in simple problem-solving

- Praise the child who settles a conflict or solves a problem. Express your feelings about the action, not the child. Avoid praise statements such as, “You are such a good boy.” Instead say, “You figured out a way to share the toy with William. I can tell you feel good about solving that problem.”

4.4.12 Responds to frustration with tantrums

- Remain positive with children who are feeling intense emotions. Shame and punishment do not teach self-control or help children mature emotionally. Shame and punishment cause stress, fear, resentment, and elevate power struggles. All of these negative emotions increase the production of brain chemicals that can negatively effect development of the brain.
- Provide a Calm Area with a warm and quiet atmosphere. This is not a time-out area for punishment but a calming area where a child can work on calming

himself. Accompany the child to the Calm Area. This works well with children who are easily or over-stimulated.

4.5 Exploration, Learning and Independence

0-12 Months

4.5.1 Cues caregiver to continue or restart game such as Horsey

- When a child signals you to continue a pleasurable activity, follow her lead. Pause in the activity to allow her to signal to you again that she wishes to continue. If a child does not signal for you to continue, encourage them to do so with animated voice, facial expression, or short start/stop actions. Watch for signs of fatigue and stop the activity before they completely tire of it.

4.5.2 Recognizes, holds, and touches own hands and feet*

- Notice, recognize and celebrate new skills. Avoid praise statements such as “good job.” Instead say, “Look at you, Henry; you hit the mobile with your hand.” “You pushed and pushed, Sarah, until you rolled all the way over!”

4.5.3 Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand

- Provide age-appropriate toys such as soft blocks, soft-cover books, and stacking cups and rings.

13-24 Months

4.5.4 Eats with fingers

- Many toddlers will try to do things they are not yet ready to do. They might try to use a spoon and only get a little in their mouth and spill the rest. Allow them to continue feeding themselves with only a little assistance and lots of encouragement.

4.5.5 Explores widely, shows little fear of dangerous object or actions

- Place an infant where he can see you and provide an object or a mobile within reach. Point to objects out of his view and encourage him to move toward the object or follow your pointing finger with eye gaze.
- Provide safe boundaries for a mobile infant and allow him to play and explore independently.
- Play a game with mobile infants by encouraging them to find you when you are out of their line of vision. Place an infant on the floor and move behind her. Call

her name. When she turns around to find you, open your arms wide and eagerly invite her to move toward you. When she reaches you, give her a big hug and say, “You found me!”

4.5.6 Plays contentedly beside adult activity, entertains self for brief periods

- Provide age-appropriate toys such as soft blocks, soft-cover books, and stacking cups and rings.

25-36 Months

4.5.7 Is eager to help with classroom routines such as clean up

- Toddlers love to help and they love to feel as though they are doing things the grown-ups do. Provide child-sized cleaning tools for children to use in the classroom. Small whiskbrooms with small dustpans are just right for little hands. Old socks that the children can fit over their hands and arms make great “dusters” and table-cleaners. Small containers of warm soapy water and sponges are great fun for children. If they make some water mess on the floor, give them paper towels and let them wipe it up. Recognize their efforts and tell them how helpful they are in keeping the room clean.

4.5.8 Insists of trying tasks without help

- Plan activities around the use of classroom tools such as the tape or CD player, child-safe scissors, and tape in a tape dispenser so children can become competent in using these tools independently.

4.5.9 Needs support to change activities

- Create a schedule chart that uses pictures of children in the classroom to show the schedule and activities. Go over the schedule at the beginning of the day showing the pictures. As activities are started and completed, refer to the pictures and talk about what activity came before and what comes after. If there is going to be a change in activity, mark it on the chart with a star to show that there will be a different activity that day. Give the children time to adjust to changes in activity and transition times will be less stressful for children.
- Provide 5-minute warnings before a transition is to occur, give children plenty of time to make the transition, and use ritual activities such as back rubs at rest time. Allow children to use transitional objects such as teddy bears or blankets. Songs and rhymes such as the following also help ease children into transitions.

Snuggle Up

Snuggle up children
In your safe place.
You can go there,
To have your own space.

When you feel scared
And want to feel loved,
Just cuddle yourself
And the bear with a hug.

Held in My Arms

Rock-a-bye baby,
Held in my arms.
Having you near me,
I see your charms.

When things seem scary,
I'll hold you tight,
And whisper, "I love you"
All through the night.

Little Bo Peep

Little Bo Peep has lost her sheep
And doesn't know where to find them.
She'll look for them and bring them home
Staying always close behind them.

"Little Bo Peep" is a great rhyme for gathering children to you. Recite the first two lines in a sad voice. With the third line, begin an exaggerated search for the children. Then begin to name the children who are coming to you and give them big hugs as you recite the last line.

- Create a schedule chart that uses pictures of children in the classroom to show the schedule and activities. Go over the schedule at the beginning of the day showing the pictures. As activities are started and completed, refer to the pictures and talk about what activity came before and what comes after. If there is going to be a change in activity, mark it on the chart with a star to show that there will be a different activity that day. Give the children time to adjust to changes in activity and transition times will be less stressful for children.

4.5.10 Has a sense of humor

- Use humor with children. Children love laughter and silliness and humor brings joy and fun to life. It reduces stress and frustrations and it brings peace to conflict. Laugh with the children you teach often.
- Purchase sets of the funny noses with attached goofy eyeglasses. Buy enough for each child in your class and when you want to break the tension of high emotion and stress, pull them out and have everyone put them on. Take out mirrors so children can see themselves and just laugh with them. It will quickly change the classroom atmosphere.

Teaching and Learning Activities To Support Physical Development

5.1 Awareness of Body in Space

25-36 Months

5.1.1 Moves and claps to rhythm and songs

- Play pat -a-cake with the child.
- Recite short nursery rhymes such as “Hickory Dickory Dock” and invite children to join you in repeating them.

5.2 Gross Motor Skills

0 – 12 Months

5.2.1 Holds head upright

- Play Look at This: Hold the baby in your lap so that he can lean comfortably against you and face outward. Hold different interesting toys and books before him so that you can look at them together. When an item engages the baby’s attention, move it slowly to the left and right to encourage him to turn his head. This activity will help babies develop head and neck motor control.
- Play Look, Look, Look: Position or prop the baby so that she is comfortable. Sit facing the baby, hiding several different toys such as a baby doll, a toy boat, and a ball, behind your back. Hold up and name one toy at a time. Then put each toy in the baby’s hand, one by one, and repeat the name of the toy. Ask, “Where is the ball?” Pick up the ball, hold it in front of the baby, and answer: “Here it is!” Repeat with each of the toys. Vary the activity by picking up the wrong toy and then correcting yourself: “No, this is not the ball! This is the duck! Here’s the ball.” This activity will help babies develop head and neck motor control while developing their concentration.

5.2.2 Hits or kicks things to make pleasing sights and sounds continue

- Comment on what children are doing with their bodies as they explore through reaching, grabbing, kicking, looking, and chewing.
- Notice, recognize and celebrate new skills. Avoid praise statements such as “good job.” Instead say, “Look at you, Henry; you hit the mobile with your hand.” “You pushed and pushed, Sarah, until you rolled all the way over!”
- Play Kick, Kick, Kick: Lay the baby on a soft floor covering such as a rug or blanket. Place several soft infant toys near the baby’s feet. One by one place each item against the baby’s feet. When the baby kicks a toy away congratulate the baby with soft positive sounds such as “Whee!” or “Wooo!” This activity will help babies develop their legs by kicking and lifting them.

5.2.3 Pushes up on hands while on stomach

- Play Tummy Play: Lie on the floor and hold the baby so that you are tummy-to-tummy. Talk to the baby in this position. Place a toy that makes interesting sounds in front of the baby and play with them to make interesting noises or sights. This activity will help babies develop their head and neck muscles while learning to tolerate play on their stomachs. Change to a sitting position and lay the baby on his tummy across your lap.

5.2.4 Rolls from stomach to back

- Play Rolling Surprise: Choose two colorful toys that the baby enjoys seeing. Place the baby on his back, on the floor or a bed with guard rails up, and put one toy on each side of him. Tell the baby: “*It’s time to roll.*” Gently roll the baby on his side so he can see the toy and reach for it. Then roll the baby over to the other side so he can see and reach for the other toy. This activity will help the baby develop motor control of his trunk and limbs.
- Play Turn Over, Baby: Lay the baby on her back. Sit behind her head and hold a small toy such as a soft block or toy car over her face. When you have the baby’s attention, slowly move the toy to one side, allowing her to follow the toy with her eyes. Encourage the baby to grab for the toy. As the baby turns to follow or reach for the toy, gently push against her back to help her turn over. When the baby turns over, give her the toy. Repeat the activity, encouraging the baby to turn over toward the other side. This activity will help the baby develop visual tracking skills and motor control of her trunk and limbs.

5.2.5 Pulls to sitting position when grasping adult’s fingers, maintains position for 2 minutes

- Play Pull-Up: Place the baby on his back on a soft rug or blanket on the floor. Sit cross-legged at the baby’s feet so that you can easily reach him. Supporting his head and neck with one hand and his back and shoulders with the other, gently pull the baby forward into a sitting position. Do this several times if the baby enjoys the activity. This activity helps babies develop strength and motor control in their trunks.
- Play Sit-Up: Once the baby is comfortable with Pull-Up, hold his hands and gently tug him toward you. If he bends at the waist and rises toward you, continue tugging. If he does not, continue the Pull-Up game. This activity helps babies develop strength and motor control in their trunks and limbs.
- As the baby develops more strength and responds to the Sit-Up game, gradually reduce how much help you give him so that he uses his muscles to pull himself upward.
- Prop babies who are new at sitting with one hand behind their heads and necks and the other behind their backs and shoulders. As they develop more strength, continue to prop their heads and necks.

5.2.6 Moves independently to sitting position, to hands-and-knees position, then to on-knees position

- Place the baby on his tummy on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to sit up, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to sit up independently, give him help.
- Place the baby in a sitting position on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to move to a hands-and-knees position, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to reach or crawl to the toys, give him help.
- Place the baby in a sitting position on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to move to a hands-and-knees position, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to reach or crawl to the toys, give him help.
- Provide a variety of interesting soft toys and books on the floor within the baby's reach and make them available throughout the day. This will encourage the baby to lean on one hand so that she can reach and grasp a toy with the other.

5.2.7 Crawls

- Dress babies who are beginning to crawl in pants with padded knees to make crawling more comfortable.
- Place the baby on his tummy or in a sitting position on a blanket or soft rug on the floor. Place a variety of interesting soft toys and books on the floor in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to crawl toward the toys, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to reach or crawl to the toys, give him help.
- Play Wiggle Worm: Place the baby on his tummy on a smooth floor. Place an interesting toy a few inches from his head. Call the baby's attention to the toy. Sitting behind the baby, press your leg or hands against the bottoms of his feet. The baby will push against you, causing him to move a few inches toward the toy. Keep moving the toy and pushing against the baby's feet until he has inched forward and covered some ground. Be careful not to move the baby too fast or let him bump into anything. Afterwards, allow the baby to explore the toy as long as he enjoys playing with it. This activity takes advantage of the baby's walking reflex (when you press a solid surface against babies' feet they stretch out their legs) to help her or him practice for crawling.
- Play Tunnel Trip: Open the ends of a large appliance box. Place the baby at one end and encourage her to crawl through the "tunnel." If the child needs help getting all of the way through, gently support her arms and pull her to the other

side. Call to her to encourage her to come back through the box. Repeat as long as the child enjoys the game. (Stay with the baby while she is in the box so she does not become scared.) To vary the game, place a blanket over your end of the box so the baby can't see you. Call to her from behind the blanket and see if she will crawl through the tunnel.

- Inspect the classroom or living areas carefully for dangers that a baby could discover. Make his world as safe as possible as he begins to crawl so that you can encourage his efforts.

5.2.8 Pulls up to standing position, maintains position 1 minute

- Remove loose items such as tablecloths or blankets that the baby might grasp while pulling up. Carefully observe babies who are mobile and crawling and encourage their efforts to pull up. Be the baby's "spotter" so if he loses his balance, you can catch him.
- Place the baby in sitting or crawling position near a sturdy, low table, chair, or sofa. Place a variety of interesting soft toys and books on the table, chair, or sofa, in view but out of reach. Encourage the baby to look at and reach for the toys. If he tries to pull up to reach the toys, help him as necessary. Do not let the baby become so frustrated that he cries. If he is not able to pull up and reach the toys, give him help.
- Help the baby who is beginning to stand by bracing him as he lets go of support. Let go yourself but move your hands only a few inches away so that you can catch him if he begins to tumble. Praise his efforts.

5.2.9 Climbs onto adult chair

- Provide one or more sturdy low upholstered chairs or sofas for climbing toddlers to climb upon. Make a firm habit of limiting toddlers to climbing on furniture when you are with them and able to brace and spot them.
- Watch mobile children at all times to make sure they do not climb unassisted onto surfaces from which they can fall.
- Help the climbing baby safely climb onto an upholstered chair or sofa, bracing him with your hands. Praise his efforts while reminding him not to climb on the furniture without help from you.

13-24 Months

5.2.10 Walks with minimal support, then independently

- Provide several large dolls or stuffed toy animals in a basket. Be sure to have at least one doll or animal for each child who will be playing at one time. As a child picks up a doll, show him how to make the doll walk. Have him hold the doll facing him and make the doll walk forward as he walks backwards. Let the child have fun making up new ways to walk with and hold his special new friend.
- Inspect the classroom or living areas carefully for dangers that a toddler could

discover. Make his world as safe as possible as he begins to walk so that you can encourage his efforts.

- Help the baby who is beginning to walk by holding her hand and walking with her at her pace. Release her hand if she pulls it away, but move your hand only a few inches away so that you can catch her if she begins to tumble. Praise her efforts.
- Go for walks so the toddler can show off his new skill: Visit the next classroom or children or adults on the other side of the room. Take short walks outside, too.
- Inspect the classroom or living areas carefully again for dangers that a toddler could discover. Make his world as safe as possible as he improves his walking skill so that you can encourage his efforts.
- Play Baby's House: Place a sturdy table in an open area inside or outside. Cover the table with a sheet or blanket to form a house, fort, cave, or space ship. Fold back a corner to make a door. (If any toddler is fearful of the dark, you may leave one side or corner uncovered to let in more light.) Invite the toddlers to go inside. If the space is dark, provide child-safe flashlights for them to use. Talk with the toddlers as they enter the "house" or "fort" by asking them questions or commenting on where they are playing. (Never leave the toddlers unsupervised.)

5.2.11 Sits independently in chair

- Provide a sturdy child-sized chair and encourage the child to sit in it while eating or listening to a story. Watch her carefully and brace her to be sure she does not topple sideways or backwards.
- Do not expect toddlers to sit in chairs for very long. Healthy, growing toddlers are on the go most of the time! Meals are the best times for inviting toddlers to sit in chairs.

25-36 Months

5.2.12 Runs

- Do not expect toddlers to sit in chairs for very long. Healthy, growing toddlers are on the go most of the time! Meals are the best times for inviting toddlers to sit in chairs.
- Go for walks so the toddler can show off his new skill: Visit the next classroom or children or adults on the other side of the room. Take short walks outside, too.

5.2.13 Walks up and down stairs (both feet on each step)

- Give the child practice at walking up and down the stairs. Hold her hand at first, but help her learn to use the rail as she gets older. Allow the child to go at her own pace.
- Make sure the children have many chances to climb on low jungle gyms or climbers.

5.2.14 Kicks a stationary ball

- Set up a low target outside in the play area. Use a large box turned on its side or an empty laundry basket. Place a few 8 to 10-inch balls in front of the target. As the two-year-old watches, gently kick one of the balls so that it hits the target.
- Put out a box of different-sized balls for the child to kick and throw. Provide small tennis balls as well as large playground balls. Let them kick and throw these different-sized balls in their own ways.

5.2.15 Hops on one foot, then walks on tiptoe

- Play Bunny Rabbits: Take the children outside and pretend to be bunny rabbits. Hop all around as you smell the flowers, chase a butterfly, hide behind a tree, or hop up and down the sidewalk.
- Stand with the child in front of a tall, unbreakable mirror. Ask her to do what you do. As she watches you, lift one foot and balance on the other. As she tries to lift her foot, point to the mirror so that she can see what she is doing. At first, you may have to hold her hands or let her lean on a chair to balance.
- Place a ladder down flat on a rug or other soft area. Let children walk along the ladder, stepping over each rung carefully. You may want to hold each child's hand at first because stepping like this may knock him off balance.

5.2.16 Catches a rolled ball and rolls it forward

- Ask the child to stand near you and hold his arms out in front of him. Throw a lightweight 8-inch ball to him, practically rolling the ball into his arms. As his catching improves, stand a little further away or throw the ball a little higher.

5.2.17 Throws a large ball

- Put at least one 6-inch to 10-inch ball for each child in an open play area. Provide a few extra balls nearby in case a child desires more than one. As a child picks up a ball, ask her to throw or roll it to you. When she does, throw it back to her so she can roll or throw it again.
- Put a big basket or box in the middle of the classroom. Give the children a few small, soft balls to toss into the box. Have fun throwing the balls in different ways or from different places.

5.3 Fine Motor Skills

0-12 Months

5.3.1 Reaches and grasps objects

- Provide a variety of interesting, safe toys and objects for infants to look at and touch throughout the day.

- Place one or more items in the baby's view and reach during floor time. When you see that an object is not engaging the infant's interest, substitute another object. Colorful small soft toy animals, jingly plastic key rings, small plastic stacking rings, and rattles are appropriate for babies to reach, touch, and grasp. Even brightly colored lids from plastic margarine tubs can be interesting to very young babies.
- Hold the baby in your lap and show him surprising new objects, toys and books as well as objects he has seen and examined before. Items that make different sounds will be especially enticing. Help him reach and touch the objects.
- Observe the infant and remember which objects, toys, and books become his favorites. Provide those items and a variety of unfamiliar objects to encourage the baby to think about which he will reach for.
- Place one or more items in the baby's view and reach during floor time and throughout the day. When you see that an object is not engaging the infant's interest, substitute another object. Colorful small soft toy animals, toy key rings, small plastic stacking rings, and rattles are appropriate for babies to reach, touch, and grasp. Even brightly colored lids from plastic margarine tubs can be interesting to very young babies.
- Hold the baby in your lap and show him surprising new objects, toys and books as well as objects he has seen and examined before. Items that make different sounds will be especially enticing. Help him reach and touch the objects.

5.3.2 Feels and examines objects with mouth and hands

- Make sure the toys and other materials within their reach are safe and properly sanitized, with no loose or removable parts and no sharp edges.

5.3.3 Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand

- Do not scold or punish the child for flinging toys about. This is a natural part of how they learn about their bodies and the world around them. Make sure the toys and other learning materials within babies' reach are soft so that if a flying toy strikes another child, there will be no injury.
- Place one or more items in the baby's view and reach during floor time and throughout the day. When you see that an object is not engaging the infant's interest, substitute another object. Colorful small soft toy animals, toy key rings, small plastic stacking rings, and rattles are appropriate for babies to reach, touch, and grasp. Even brightly colored lids from plastic margarine tubs can be interesting to very young babies.
- Play Dump It Out: Provide a lightweight plastic bowl large enough to contain an assortment of safe, interesting objects for children to handle. Any unbreakable objects that cannot be swallowed, such as small plastic blocks, rubber and wooden puzzle pieces, and unbreakable spoons and cups, will do. Demonstrate placing the objects in a bowl, dumping the bowl, and then placing the objects in the bowl again. Most babies find this activity very interesting.

5.3.4 Uses pincer grasp to pick up objects

- **Play Tub Lids:** Provide an assortment of clean plastic tub lids in different sizes and colors for children to handle and manipulate. Do not use heavy plastic or metal lids for children at this stage, as they could hurt other children by throwing them.
- **Play Pounding:** Place a toy mallet or other pounding toy in the middle of an open space. Place the baby on the floor, helping her to sit if necessary. Place the mallet in the baby's right hand showing her how to hammer on the toy appropriately. Encourage the baby to hammer on the right side of the toy direct across from his or her trunk. Then encourage the baby to hammer on the left side, across the middle of her body. Carefully observe the baby so that she does not hit herself or others with the mallet. This activity will help babies develop fine and gross motor control in grasping, holding, and reaching across the body.

13-24 Months

5.3.5 Rolls a small ball in imitation

- Sit cross-legged on the floor, facing the child. Gently roll a small ball toward her and invite her to roll it back to you. Vary the game with balls of different sizes and textures.

5.3.6 Uses pincer grasp to place objects in and out of containers, in a tower of 3+ objects

- **Play Sorting Blocks:** Give toddlers a pile of soft blocks with one basket for each color. Place one block in each color in a different basket. Ask the toddlers to help each other finish sorting the blocks into baskets. After the toddlers have sorted the blocks, give a great group cheer!
- **Play Jar Lids:** Provide an assortment of clean plastic and metal jar lids in different sizes and colors for children to handle and manipulate. Show them how to stack smaller lids inside larger ones. Watch children as they handle objects with hard surfaces, in case they fling them in the direction of other children.
- Provide small assortments of objects, such as stacking rings and small books, which can be easily stacked. Demonstrate stacking the objects.
- **Play Jar Lids:** Provide an assortment of clean plastic and metal jar lids in different sizes and colors for children to handle and manipulate. Show them how to stack smaller lids inside larger ones. Watch children as they handle objects with hard surfaces, in case they fling them in the direction of other children.
- Provide small plastic or wooden blocks for building towers after the baby has shown an interest in stacking.

5.3.7 Makes marks with a crayon or pencil, scribbling in a circular motion

- **Play Scribbles:** Make paper and large crayons available each day. Reuse junk mail, paper bags, etc., as drawing material. Demonstrate how to use a crayon to

make marks on paper. Help the child wrap her fingers around the crayon. Watch children who are using crayons to make sure no one is accidentally poked.

- Label (with the date and the child's name) and display children's earliest marks on paper.
- Avoid giving toddlers drawing "assignments" such as "draw a dog" or "draw a ball." Children will spend a lot of time scribbling and learning how to use crayons, fingerpaints, etc., before attempting to draw realistic pictures.
- Play Scribble Circles: During scribbling activities, demonstrate drawing circles with a red or blue crayon. Invite children to make their own scribble circles. Vary the activity by making scribble circles with chalk on the pavement outside.
- Invite children to help you wash the table after lunch or snacks. Provide a basin of soapy water and paper towels. Demonstrate wiping the table in a circular motion.

25-36 Months

5.3.8 Scribbles and draws with various writing and drawing tools*

- Set up an Art Center that is in children's reach, with a variety of safe art materials and writing and drawing implements, and make it available to small groups of 2 or 3 children at all times.

Teaching and Learning Activities To Support Self-Help Development

6.1 Eating

0-12 Months

6.1.1 Sucks and swallows liquids

- Stimulate sucking by massaging the infant's cheeks, using a forward-backward motion with your finger, while the nipple of a bottle is in her mouth.
- Place a small amount of formula or breast milk on the tip of a pacifier and place it in the infant's mouth. If he does not suck on the pacifier, move it in and out for him. As child increases sucking response, put some formula or breast milk in the nipple of the bottle.
- Gently stroke the child's neck, starting under the chin moving down to the throat, to encourage swallowing.

6.1.2 Reaches for and holds bottle*

- Hold the bottle so the infant can see it. Move it slowly toward his mouth while talking to the child. If the child does not reach for the bottle, place his hands on it before inserting the nipple into the mouth.
- Give the child a bottle and allow him to nurse for a short time. Then move bottle a short distance away from his mouth and see if he will reach for it. If he does not, guide his hands with yours to reach the bottle.
- Hold the bottle during part of feeding and help the child to hold it part of the time. (Never prop a bottle for a baby to feed without assistance.)
- When the child is hungry, let him hold the bottle during first part of feeding. As he gets full and is not as motivated, hold bottle for him. Gradually encourage child to place his hands on the bottle for longer periods of time.
- Hold the baby in your arms or lap while feeding her with a bottle. Never place or leave a baby on her back to drink from a bottle.

6.1.3 Eats strained foods fed by adults

- Place the infant in an upright position. With a small spoon place a small amount of food toward back of tongue. Repeat with encouragement.
- Use a spoon, never a bottle feeder, for feeding infants strained foods.
- Have foods, bib, and warm washcloth or baby wipes handy so the child can eat without interruption.

13-24 Months

6.1.4 Eats with fingers

- Have foods cut in bite-size pieces, bib, and warm washcloth or baby wipes handy so the child can eat without interruption.
- Offer finger foods at the beginning of the meal when the child is hungry. Place several bite-size pieces of a favorite food before the child.
- If the child does not pick up the food on his own, place a small bite-size piece in his hand and help him by guiding his hand to his mouth. Encourage and engage the child in feeding himself and gradually reduce how much help you provide as he learns to feed himself.

6.1.5 Eats from a spoon and drinks from a cup independently*

- Have foods, bib, and warm washcloth or baby wipes handy so the child can eat without interruption. Place small portions on a plate or bowl. Guide the child in holding the spoon and tipping the food into his mouth. Repeat.
- Give the child foods that stick to the spoon, such as applesauce and mashed potatoes.
- Be patient and remember that eating is a messy process for young children.
- Have small portions of foods on a plate or bowl, small amount of liquid in a training cup, bib, and warm washcloth or baby wipes handy so the child can eat without interruption.
- Hold the training cup so the child can see it. Move it slowly toward the mouth while talking to child. If the child does not reach for the training cup, place his hands on it before inserting it into the mouth.
- Hold the training cup during part of the meal and encourage the child to hold it part of the time.

25-36 Months

6.1.6 Uses utensils and open cup properly most of the time

- Always sit closely with children during meals to demonstrate the proper way to use forks and spoons.
- Set a place for a child with a fork and a spoon.
- Offer children meals that require both a fork and a spoon.
- Encourage the child to eat by himself and to use utensils for eating.
- Praise children for their success.
- Always sit closely with children during meals to demonstrate the proper way to drink from a cup.
- Place a small amount of liquid in an open cup to avoid a big spill. Increase the amount in the cup as the child's skill increases.
- Encourage child to drink from the cup. Praise child for their efforts and success.

6.1.7 Attempts to clean up after a meal

- Show children where to place unbreakable dishes and trash.
- Praise the child for his efforts and success.

- Sing “The Clean Up Song” to encourage children to help.

The Clean Up Song

Clean up, clean up, everybody, everywhere.
 Clean up, clean up, everybody, everywhere.
 Clean up, clean up, everybody do your share.

6.1.8 Practices correct handwashing before and after meals

- Sing or chant “The Handwashing Song,” to the tune of “Row, Row, Row Your Boat,” two times, or at least 20 seconds, with the child.

The Handwashing Song

Wash, wash, wash your hands
 Play our handy game.

Rub and scrub, scrub and rub.
 Germs go down the drain.

6.2 Toileting

0-12 Months

6.2.1 Uses gestures or words to indicate that he is soiled

- Watch for gestures, such as pulling at his penis or fidgeting, that might mean a child has voided in his diaper or underwear. Acknowledge the child, using the word associated with toileting, like so: “Did you tinkle? Did you poop? Okay! Now we’ll clean you up.”
- Use the same words each time you talk about toileting and help a child with toileting. When the child uses the words, immediately praise him.

6.2.2 Imitates handwashing after toileting

- Place the child’s hands in sink, move them around in splashing motion until she does this on her own.
- Give verbal directions as the child washes her hands until he no longer needs verbal help. Praise her for washing hands.
- Sing or chant “The Handwashing Song.” (See 6.1.8.)

13-36 Months

6.2.3 Uses words to report the need to use the toilet

- Use the same words each time you talk about toileting and help a child with

toileting. When the child uses the words, immediately praise him.

- In addition to regularly scheduled bathroom time encourage children to ask to go to the bathroom.
- Watch for gestures, such as fidgeting, that might mean she needs to use the toilet. Acknowledge the child, using the word associated with toileting, like so: “Do you need to tinkle? Do you need to poop? Okay! Let’s go use the toilet.”

6.2.4 Undresses with little help to use the toilet

- Remind children to ask for help with clothes when they need it.
- Encourage child to independently pull down her pants and underwear to use the toilet.
- Praise the child for her success.

6.2.5 Wipes self and flushes the toilet with little or no help

- Hand the child the appropriate amount of tissue.
- Encourage child to wipe himself. Praise him for his attempt, but be sure to follow up with a more thorough wipe.
- After the child has redressed, allow him the reward of flushing the toilet.

6.2.6 Practices correct handwashing after toileting

Sing or chant “The Handwashing Song.” (See 6.1.8.)

6.3 Dressing

0-12 Months

6.3.1 Holds out arms and legs while being dressed*

- Hold garment close to the child’s body with the sleeve near the arm. Encourage child to raise his arm toward the sleeve. Praise the child when he makes the effort. If the child does not do this on spoken instructions alone, then help by raising his arm for him, praising him as you continue to dress him.
- To encourage child to place arms or feet in clothing, play a peek-a-boo game: Say, “Where’s your hand? There it is!” as his hand disappears into clothing and then emerges.

6.3.2 Puts on and takes off hat

- Put a hat on your head as the child watches. Remove it and give it to him to try.
- Let the child place a hat on your head and remove it.
- Give the child a hat and guide her hands and place it on her head. Use a child-safe mirror so the child can see herself do this.

13-24 Months

6.3.3 Pulls off socks, unfastens shoes, coat, and pants*

- Pull one sock almost off the child's foot. Place the loose end in his hand, place your hand over his and pull off the sock, saying "We're taking off your sock!"
- Pull one sock almost off the child's foot and encourage the child to complete the task. Praise him when he pulls it off.
- Remove an unfastened or unlaced shoe most of the way and encourage the child to pull it off his foot. Repeat each time you help the child undress, leaving shoe further and further on the child's foot. Praise his efforts each time.
- Have the child place her hands on either side of the opened coat. Pull the coat back so that the coat slides off her shoulders. Show her how to tug the sleeve over her opposite hand so that she can remove the coat easily. Praise her efforts each time.
- Have the child grasp the waistband of his unfastened pants and show him how to push it down below his knees. Ask the child to sit and show him how to pull his pants over his feet until they are off. Praise his efforts each time.

6.3.4 Pushes arms through sleeves and legs through pants

- Hold the sleeve opening near the child's hand. Encourage her to put her hand in the sleeve and push her arm through. Praise her for pushing her arm through without help. Follow same procedure for pushing legs through pants.
- To encourage child to place his arms or feet in clothing, play a peek-a-boo game: Say, "Where's your hand? There it is!" as his hand disappears into clothing and then emerges.

6.3.5 Puts on clothing with little help

- Each time you help a child dress, pull shirts, pants, etc., on most of the way for the child and invite her to pull them the rest of the way. Praise her efforts each time. Gradually reduce how much you help.

25-36 Months

6.3.6 Puts on socks and shoes with little help

- Each time you help a child dress, pull a sock on the child's foot most of the way. With your hands over his, pull sock up. Be sure to show the child where the heel part of the sock should be. Praise his efforts each time. Gradually reduce how much you help.
- Each time you help a child dress, pull a shoe on her foot most of the way. With your hands over hers, finish pulling the shoe on. Praise her efforts each time. Gradually reduce how much you help.

6.3.7 Puts on coat with little help

- Have the child put one arm into the sleeve. Show her how to reach behind with other arm and place her arm into the other sleeve. Hold coat for her initially. Praise her efforts each time. Gradually reduce how much you help.
- Place the child's coat on a low table with collar towards child and the opening facing up. Have him place his arms in the sleeves and flip the coat over his head.

6.3.8 Uses snaps, zippers, and some buttons

- Each time you help a child dress, guide his hand in pulling a zipper up and down. Praise his efforts each time. Gradually reduce how much you help.
- Each time you help a child dress, guide her hand in pushing down the top of a snap. Show her how to hold the bottom part as she pushes the snap. Praise her efforts each time. Gradually reduce how much you help.
- Beginning with garments with large buttons, each time you help a child dress, push a lower or middle button partially through a buttonhole and guide his hand in pushing it the rest of the way. Praise his efforts each time. Gradually reduce how much you help.
- Provide a zipper doll, button doll, or prop clothes from the Dramatic Play Center for children to use in practicing these skills.

6.4 Daily Routines

0-24 Months

6.4.1 Cooperates when teeth are brushed*

- Have toothbrush and toothpaste handy so that brushing can continue uninterrupted. Explain to the child that you are going to brush her teeth and ask her to open her mouth wide. Gently and thoroughly brush the child's teeth. Praise her for allowing you to brush her teeth. Each time you brush the child's teeth, extend the length of time and thoroughness.
- Sing or chant "We Brush Our Teeth," to the tune of "Here We Go 'Round the Mulberry Bush," twice while brushing the child's teeth.

We Brush Our Teeth

This is the way we brush our teeth, brush our teeth, brush our teeth.
This is the way we brush our teeth, brush our teeth, brush our teeth.
After we eat a meal.

6.4.2 With guidance by an adult, puts away belongings and classroom materials

- Show the children where toys should go to help them learn responsibility.
- Sing "The Clean Up Song" to encourage children to help.

The Clean Up Song

Clean up, clean up, everybody, everywhere.
Clean up, clean up, everybody, everywhere.
Clean up, clean up, everybody do your share.

6.4.3 Practices wiping his nose

- Each time you wipe a child's nose and throw away the tissue, hand him a clean tissue and say "Your turn!" Demonstrate for the child how to bring the tissue to his nose and wipe his nose. Praise his efforts each time. Demonstrate washing the child's hands and your own hands.

25-36 Months

6.4.4 Brushes teeth with little help

- Use a small toothbrush and let the child hold it under the water. Add a small amount of toothpaste. As you and the child both face the mirror, demonstrate brushing your teeth and encourage her to do the same with his toothbrush. Praise child for his efforts and success. Finish brushing his teeth to be sure he did a thorough job.

6.4.5 With guidance by an adult, selects and puts away belongings and classroom materials

- Label individual children's coat hooks and cubbyholes with their first names or photographs. Encourage children to help place their personal belongings in their cubbyholes. Praise children for helping.

6.4.6 Selects and puts away belongings and classroom materials

- Label low shelves and storage units with pictures and words.
- Encourage children to choose toys and learning materials. Remind them to return the items to the appropriate places.
- Sing "The Clean Up Song" to encourage children to help. (See 6.4.2.)

6.4.7 Wipes nose

- Place the tissues where children can easily reach them. Tell the child to get a tissue if he needs to wipe his nose. Praise him for wiping his own nose and for throwing away the tissue in a waste paper basket. Demonstrate washing the child's hands and your own hands.

6.4.8 Practices correct handwashing after wiping nose

Sing or chant "The Handwashing Song." (See 6.1.8.)

OBSERVATIONAL CHECKLIST
LANGUAGE, VOCABULARY AND LITERACY DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 1 OF 3

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
1.1	Understanding of Language and Sounds	
0-12 Months		
1.1.1	Turns head in direction of sounds*	____/____/20____
1.1.2	Repeats a syllable (<i>ma-</i> , <i>ma-</i>)* or sound 2-3 times	____/____/20____
1.1.3	Responds with gestures to gestures, name, simple questions*	____/____/20____
13-24 Months		
1.1.4	Responds to requests to "Give me" or "Show me"*	____/____/20____
1.1.5	Understands 5+ single words, names objects and persons*	____/____/20____
1.1.6	Holds book to read or share to an adult	____/____/20____
25-36 Months		
1.1.7	Pays attention to brief stories, especially ones about self	____/____/20____
1.1.8	Moves and claps to rhythm and songs	____/____/20____
1.1.9	Repeats patterns of sounds	____/____/20____
1.1.10	Understands and follows one-step directions*	____/____/20____
1.2	Use of Language	
0-12 Months		
1.2.1	Uses gestures to communicate desires	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

OBSERVATIONAL CHECKLIST
LANGUAGE, VOCABULARY AND LITERACY DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 3

Number	Competencies and Objectives	Dates	
		___/___/20___	___/___/20___
1.2.2	Uses some words	___/___/20___	___/___/20___
13-24 Months			
1.2.3	Combines words and gestures to communicate desires*	___/___/20___	___/___/20___
1.2.4	Uses additional words	___/___/20___	___/___/20___
1.2.5	Participates in conversations	___/___/20___	___/___/20___
25-36 Months			
1.2.6	Uses at least 50 words	___/___/20___	___/___/20___
1.2.7	Recognizes and names familiar objects*	___/___/20___	___/___/20___
1.2.8	Asks "Why?" questions	___/___/20___	___/___/20___
1.2.9	Engages in rich and continuous interactions	___/___/20___	___/___/20___
1.2.10	Speaks in simple, correct sentences*	___/___/20___	___/___/20___
1.2.11	Sings short songs and repeats simple rhymes	___/___/20___	___/___/20___
1.3 Awareness of Language in Print			
25-36 Months			
1.3.1	Understands differences between pictures and print	___/___/20___	___/___/20___
1.3.2	Recognizes familiar symbols such as logos and traffic signs	___/___/20___	___/___/20___
1.3.3	Recognizes that symbols have meaning	___/___/20___	___/___/20___
1.3.4	Recognizes first name in print	___/___/20___	___/___/20___
1.3.5	Scribbles and draws with various writing and drawing tools*	___/___/20___	___/___/20___
1.4 Awareness of Books			
0-12 Months			
1.4.1	Is interested in books and reading	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
LANGUAGE, VOCABULARY AND LITERACY DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 3 OF 3

Number	Competencies and Objectives	Dates	
		___/___/20___	___/___/20___
1.4.2	Points to pictures in books upon request	___/___/20___	___/___/20___
13-24 Months			
1.4.3	Turns pages of a book, looking at some pages and pictures	___/___/20___	___/___/20___
25-36 Months			
1.4.4	Repeats words when an adult reads a predictable or pattern book	___/___/20___	___/___/20___
1.4.5	Practices proper use and care of books	___/___/20___	___/___/20___
1.4.6	Holds a book and pretends to read	___/___/20___	___/___/20___
1.4.7	Answers simple questions about books and stories	___/___/20___	___/___/20___
1.4.8	Acts out stories using dramatic play	___/___/20___	___/___/20___

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
2.1	Awareness of Numbers and Operations	
0-24 Months		
2.1.1	Understands concepts of 1 and 2	____/____/20____
2.1.2	Matches two like objects	____/____/20____
25-36 Months		
2.1.3	Counts 1-5 objects	____/____/20____
2.1.4	Recites rhymes or songs with adult	____/____/20____
2.1.5	Understands concept of <i>more</i>	____/____/20____
2.1.6	Understands concept of 1, 2, and 3	____/____/20____
2.2	Awareness of Patterns	
0-24 Months		
2.2.1	Repeats actions	____/____/20____
25-36 Months		
2.2.2	Notifies simple patterns of sounds and objects	____/____/20____
2.3	Awareness of Sorting	
0-24 Months		
2.3.1	Places objects in containers	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

OBSERVATIONAL CHECKLIST
MATHEMATICAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 2

Number	Competencies and Objectives	Dates	
13-36 Months			
2.3.2	Understands concept of <i>big or little</i>	___/___/20___	___/___/20___
2.4 Awareness of Shapes			
0-24 Months			
2.4.1	Matches objects by shape*	___/___/20___	___/___/20___
2.4.2	Understands concept of <i>shape</i>	___/___/20___	___/___/20___
25-36 Months			
2.4.3	Distinguishes straight and curvy lines*	___/___/20___	___/___/20___
2.4.4	Identifies basic shapes such as circles and squares	___/___/20___	___/___/20___
2.5 Awareness of Space			
0-24 Months			
2.5.1	Looks for objects that are hidden from sight*	___/___/20___	___/___/20___
25-36 Months			
2.5.2	Understands concept of <i>in or out</i> *	___/___/20___	___/___/20___
2.5.3	Understands words, such as "my cubby," which describe personal space	___/___/20___	___/___/20___
2.5.4	Understands concept of <i>whole or part</i>	___/___/20___	___/___/20___

**OBSERVATIONAL CHECKLIST
SCIENTIFIC DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 1 OF 1

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
3.1	Awareness of Living and Non-Living Things	
25-36 Months		
3.1.1	Notices and names characteristics of self, other people, and objects	____/____/20____
3.2	Awareness of Immediate Surroundings	
25-36 Months		
3.2.1	Notices and names characteristics of seasons and weather*	____/____/20____
3.3	Exploration and Experimentation	
0-24 Months		
3.3.1	Feels and examines objects with mouth and hands	____/____/20____
25-36 Months		
3.3.2	Notices differences in textures	____/____/20____
3.3.3	Notices differences in colors	____/____/20____
3.3.4	Uses all available senses to explore the environment	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

**OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 1 OF 5

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
4.1	Close and Secure Relationships with Adults	
0-12 Months		
4.1.1	Shows attachment to familiar adults and anxiety around strangers*	____/____/20____
4.1.2	Stops crying when held by a familiar adult	____/____/20____
4.1.3	Uses a blanket or soft toy for comfort and reassurance	____/____/20____
13-24 Months		
4.1.4	Seeks an adult to share an activity	____/____/20____
4.1.5	Displays intense feelings when separating or reuniting with a parent	____/____/20____
4.1.6	Responds to encouragement and recognition	____/____/20____
4.1.7	Prefers a familiar adult in unfamiliar situations	____/____/20____
4.1.8	Says "no" to adults	____/____/20____
25-36 Months		
4.1.9	Shows empathy and caring for others	____/____/20____
4.1.10	Initiates and accepts gestures of affection	____/____/20____
4.1.11	Enacts warm and close relationships with adults during dramatic play	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 5

Number	Competencies and Objectives	Dates	
4.2	Relationships with Peers		
0-12 Months			
4.2.1	Looks closely at other infants, responding excitedly	___/___/20___	___/___/20___
4.2.2	Reaches to touch another infant, grabs objects held by another infant	___/___/20___	___/___/20___
4.2.3	Laughs or cries when another child laughs or cries	___/___/20___	___/___/20___
4.2.4	Plays beside another child	___/___/20___	___/___/20___
13-24 Months			
4.2.5	Interacts purposefully and with enjoyment with another child	___/___/20___	___/___/20___
4.2.6	With guidance by an adult, joins activities of other children	___/___/20___	___/___/20___
4.2.7	Shows preferences for play partners	___/___/20___	___/___/20___
4.2.8	Takes a toy from another child and says "Mine"	___/___/20___	___/___/20___
4.2.9	Greets other children with a touch or a hug	___/___/20___	___/___/20___
25-36 Months			
4.2.10	With guidance by an adult, waits a short time to take turns	___/___/20___	___/___/20___
4.2.11	Imitates the play and actions of other children	___/___/20___	___/___/20___
4.2.12	Joins activities of other children	___/___/20___	___/___/20___
4.2.13	Expresses empathy when others are hurt or mad	___/___/20___	___/___/20___
4.3	Self-Awareness		
0-12 Months			
4.3.1	Progresses from accidentally sucking hands to examining hands	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 3 OF 5

Number	Competencies and Objectives	Dates	
4.3.2	Imitates adult behavior	___/___/20___	___/___/20___
4.3.3	Smiles at and points to self in mirror*	___/___/20___	___/___/20___
13-24 Months			
4.3.4	Shows preferences for foods, toys, and activities	___/___/20___	___/___/20___
4.3.5	Smiles or claps when successful at a task	___/___/20___	___/___/20___
4.3.6	Looks to adults for approval	___/___/20___	___/___/20___
4.3.7	Uses words <i>you, me, and I</i>	___/___/20___	___/___/20___
25-36 Months			
4.3.8	Recognize ability to make things happen, unsure of responsibility for actions	___/___/20___	___/___/20___
4.3.9	Speaks proudly of accomplishments, says "Watch me"	___/___/20___	___/___/20___
4.3.10	Identifies self in photograph, as a boy or girl	___/___/20___	___/___/20___
4.3.11	Acts in an assertive manner to control the environment	___/___/20___	___/___/20___
4.4	Experience, Expression, and Regulation of Emotions		
0-12 Months			
4.4.1	Comforts self by sucking thumb or hand*	___/___/20___	___/___/20___
4.4.2	Shows strong emotions (anger, anxiety, affection, pleasure)*	___/___/20___	___/___/20___
4.4.3	Starts, maintains, or stops social contact through looks, gestures, sounds, and smiles that are understood by others*	___/___/20___	___/___/20___
13-24 Months			
4.4.4	Cuddles a comfort object when upset or other children are upset	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 4 OF 5

Number	Competencies and Objectives	Dates	
4.4.5	Accepts guidance by adults	___/___/20___	___/___/20___
4.4.6	Responds to warnings or unsafe signals from an adult	___/___/20___	___/___/20___
4.4.7	Uses 1-2 words, such as <i>no</i> , <i>stop</i> , <i>mine</i> , and <i>go away</i> , to express emotions or needs	___/___/20___	___/___/20___
25-36 Months			
4.4.8	Is sensitive to others' judging behavior	___/___/20___	___/___/20___
4.4.9	Practices some impulse control	___/___/20___	___/___/20___
4.4.10	Uses words to communicate desires*	___/___/20___	___/___/20___
4.4.11	Engages in simple problem-solving	___/___/20___	___/___/20___
4.4.12	Responds to frustration with tantrums	___/___/20___	___/___/20___
4.5	Exploration, Learning and Independence		
0-12 Months			
4.5.1	Cues caregiver to continue or restart game such as Horsey	___/___/20___	___/___/20___
4.5.2	Recognizes, holds, and touches own hands and feet*	___/___/20___	___/___/20___
4.5.3	Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand	___/___/20___	___/___/20___
13-24 Months			
4.5.4	Eats with fingers	___/___/20___	___/___/20___
4.5.5	Explores widely, shows little fear of dangerous object or actions	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
 SOCIAL-EMOTIONAL DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 5 OF 5

Number	Competencies and Objectives	Dates	
4.5.6	Plays contentedly beside adult activity, entertains self for brief periods	___/___/20___	___/___/20___
25-36 Months			
4.5.7	Is eager to help with classroom routines such as clean up	___/___/20___	___/___/20___
4.5.8	Insists on trying tasks without help	___/___/20___	___/___/20___
4.5.9	Needs support to change activities	___/___/20___	___/___/20___
4.5.10	Has a sense of humor	___/___/20___	___/___/20___

**OBSERVATIONAL CHECKLIST
PHYSICAL DEVELOPMENT IN INFANTS AND TODDLERS
PAGE 1 OF 2**

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
5.1	Awareness of Body in Space	
25-36 Months		
5.1.1	Moves and claps to rhythm and songs	____/____/20____
5.2	Gross Motor Skills	____/____/20____
0 – 12 Months		
5.2.1	Holds head upright	____/____/20____
5.2.2	Hits or kicks things to make pleasing sights and sounds continue	____/____/20____
5.2.3	Pushes up on hands while on stomach	____/____/20____
5.2.4	Rolls from stomach to back	____/____/20____
5.2.5	Pulls to sitting position when grasping adult's fingers, maintains position for 2 minutes	____/____/20____
5.2.6	Moves independently to sitting position, to hands-and-knees position, then to on-knees position	____/____/20____
5.2.7	Crawls	____/____/20____
5.2.8	Pulls up to standing position, maintains position 1 minute	____/____/20____
5.2.9	Climbs onto adult chair	____/____/20____
13-24 Months		
5.2.10	Walks with minimal support, then independently	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

**OBSERVATIONAL CHECKLIST
PHYSICAL DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 2 OF 2

Number	Competencies and Objectives	Dates	
5.2.11	Sits independently in chair	___/___/20___	___/___/20___
25 – 36 Months			
5.2.12	Runs	___/___/20___	___/___/20___
5.2.13	Walks up and down stairs (both feet on each step)	___/___/20___	___/___/20___
5.2.14	Kicks a stationary ball	___/___/20___	___/___/20___
5.2.15	Hops on one foot, then walks on tiptoe	___/___/20___	___/___/20___
5.2.16	Catches a rolled ball and rolls it forward	___/___/20___	___/___/20___
5.2.17	Throws a large ball	___/___/20___	___/___/20___
5.3	Fine Motor Skills		
0-12 Months			
5.3.1	Reaches and grasps objects	___/___/20___	___/___/20___
5.3.2	Feels and examines objects with mouth and hands	___/___/20___	___/___/20___
5.3.3	Handles objects haphazardly and then purposefully, flinging them, picking up and dropping them, dumping them, and transferring them from hand to hand	___/___/20___	___/___/20___
5.3.4	Uses pincer grasp to pick up objects	___/___/20___	___/___/20___
13-24 Months			
5.3.5	Rolls a small ball in imitation	___/___/20___	___/___/20___
5.3.6	Uses pincer grasp to place objects in and out of containers, in a tower of 3+ objects	___/___/20___	___/___/20___
5.3.7	Makes marks with a crayon or pencil, scribbling in a circular motion	___/___/20___	___/___/20___
25 – 36 Months			
5.3.8	Scribbles and draws with various writing and drawing tools*	___/___/20___	___/___/20___

**OBSERVATIONAL CHECKLIST
SELF-HELP DEVELOPMENT IN INFANTS AND TODDLERS**
PAGE 1 OF 3

Child Name: _____
 Child Birth Date: ____/____/20____
 Facility Name: _____
 Teacher: _____

Observe the child during routine activities and enter the dates for any objectives you observe.

Number	Competencies and Objectives	Dates
6.1	Eating	
0-12 Months		
6.1.1	Sucks and swallows	____/____/20____
6.1.2	Reaches for and holds bottle*	____/____/20____
6.1.3	Eats strained foods fed by adults	____/____/20____
13-24 Months		
6.1.4	Eats with fingers	____/____/20____
6.1.5	Eats from a spoon and drinks from a cup independently*	____/____/20____
25-36 Months		
6.1.6	Uses utensils and open cup properly most of the time	____/____/20____
6.1.7	Attempts to clean up after a meal	____/____/20____
6.1.8	Practices correct handwashing before and after meals	____/____/20____
6.2	Toileting	
0-12 Months		
6.2.1	Uses gestures or words to indicate that he is soiled	____/____/20____
6.2.2	Imitates handwashing after toileting	____/____/20____

Related Standards
 Quality Step Items: 3.4.5, 4.4.5, 5.5.5

OBSERVATIONAL CHECKLIST
SELF-HELP DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 2 OF 3

Number	Competencies and Objectives	Dates	
13-36 Months		___/___/20___	___/___/20___
6.2.3	Uses words to report the need to use the toilet	___/___/20___	___/___/20___
6.2.4	Undresses with little help to use the toilet	___/___/20___	___/___/20___
6.2.5	Wipes self and flushes the toilet with little or no help		
6.2.6	Practices correct handwashing after toileting		
6.3 Dressing		___/___/20___	___/___/20___
0-12 Months		___/___/20___	___/___/20___
6.3.1	Holds out arms and legs while being dressed*		
6.3.2	Puts on and takes off hat	___/___/20___	___/___/20___
13-24 Months		___/___/20___	___/___/20___
6.3.3	Pulls off socks, unfastened shoes, coat, and pants*	___/___/20___	___/___/20___
6.3.4	Pushes arms through sleeves and legs through pants		
6.3.5	Puts on clothing with help		
25-36 Months		___/___/20___	___/___/20___
6.3.6	Puts on socks and shoes with little help	___/___/20___	___/___/20___
6.3.7	Puts on coat with little help		
6.3.8	Uses snaps, zippers, and some buttons		
6.4 Daily Routines		___/___/20___	___/___/20___
0-24 Months			
6.4.1	Cooperates when teeth are brushed*	___/___/20___	___/___/20___
6.4.2	With guidance by an adult, puts away belongings and classroom materials	___/___/20___	___/___/20___

OBSERVATIONAL CHECKLIST
SELF-HELP DEVELOPMENT IN INFANTS AND TODDLERS
 PAGE 3 OF 3

Number	Competencies and Objectives	Dates	
6.4.3	Practices wiping nose	___/___/20___	___/___/20___
25-36 Months			
6.4.4	Brushes teeth with little help	___/___/20___	___/___/20___
6.4.5	With guidance by an adult, selects and puts away belongings and classroom materials	___/___/20___	___/___/20___
6.4.6	Selects and puts away belongings and classroom materials	___/___/20___	___/___/20___
6.4.7	Wipes nose	___/___/20___	___/___/20___
6.4.8	Practices correct handwashing after wiping nose	___/___/20___	___/___/20___

Mississippi
Kindergarten Guidelines



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This manual has been prepared for use by administrators, counselors, teachers, and other authorized staff in the schools of Mississippi and is to be used as a guide for the operation of kindergarten programs.

Kindergarten Philosophy and Goals

The kindergarten program shall reflect an understanding of child development principles. These principles shall be embodied in the curriculum design and general learning environment. The instructional delivery is to be organized around learning centers where opportunities are provided for children to acquire skills and concepts that include problem-solving, decision-making, questioning, evaluating, and discovering.

The realistic goals for kindergarten education are as follows:

1. Develop a positive self-concept.
2. Achieve intellectual growth.
3. Enlarge student's world of people, experiences, ideas, and things.
4. Increase competence and skills in reading, writing, listening, thinking, and speaking.
5. Increase the skills involved in physical coordination.
6. Increase competence in dealing with emotional feelings and social situations.
7. Increase competence in self-direction and independence.
8. Develop cooperative trusting relationships.
9. Develop natural curiosity and creative potential.

Learning Principles

Effective educational planning for young children takes into account knowledge of human growth and development. The learning principles that guide this planning include the following:

1. Children learn as total persons (emotionally, socially, physically, and intellectually).
2. Children go through similar stages of development, but at individual rates.
3. Children learn through their senses (hearing, seeing, touching, tasting, and smelling).
4. Children learn through active involvement (exploring, playing, manipulating, and problem-solving).
5. Children learn through attitudes as well as through content; therefore, attention should be given to methods, emotional climate, environment, and teacher-child interaction.
6. Children learn through play; therefore, sensitivity to the value of play is required, for it is through play that children create their own meaning and learning schemes. Play is the work of the child.

Section I. Requirements for Enrollment of Children in Public Schools

A. Entrance Age:

1. **Required Age:** A kindergarten pupil shall have reached the age of five years on or before September 1.
2. **Required Documentation:** A birth certificate and immunization record are required for all kindergarten students and shall be presented to the proper school authority.

3. [MS Code 37-15-9] Requirements for Enrollment:

(1) Except as provided in subsection (2) and subject to the provisions of subsection (3) of this section, no child shall be enrolled or admitted to any kindergarten which is a part of the free public school system during any school year unless such child will reach his fifth birthday on or before September 1 of said school year, and no child shall be enrolled or admitted to the first grade in any school which is a part of the free public school system during any school year unless such child will reach his sixth birthday on or before September 1 of said school year. No pupil shall be permanently enrolled in a school in the State of Mississippi who formerly was enrolled in another public or private school within the state until the cumulative record of the pupil shall have been received from the school from which he transferred. Should such record have become lost or destroyed, then it shall be the duty of the superintendent or principal of the school where the pupil last attended school to initiate a new record.

(2) Subject to the provisions of subsection (3) of this section, any child who transfers from an out-of-state public or private school in which that state's law provides for a first-grade or kindergarten enrollment date subsequent to September 1, shall be allowed to enroll in the public schools of Mississippi, at the same grade level as their prior out-of-state enrollment, if:

- (a) The parent, legal guardian or custodian of such child was a legal resident of the state from which the child is transferring;
- (b) The out-of-state school from which the child is transferring is duly accredited by that state's appropriate accrediting authority;
- (c) Such child was legally enrolled in a public or private school for a minimum of four (4) weeks in the previous state; and
- (d) The superintendent of schools in the applicable Mississippi school district has determined that the child was making satisfactory educational progress in the previous state.

SOURCES: Codes, 1942, Sec. 6225-03; Laws, 1953, Ex Sess, ch. 24, Sec. 3; 1976, ch. 390, Sec. 1; 1986, ch. 464; 1987, ch. 315; 1994, ch. 607, Sec. 19; Laws, 2003, ch. 397, § 2, SB 2394, eff from and after July 1, 2003.

B. Compulsory-School-Age and Withdrawal:

[MS Code 37-13-91] (2) (f) "Compulsory-school-age child" means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year; and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program. Provided, however, that the parent or guardian of any child enrolled in a full-day public school kindergarten program shall be allowed to disenroll the child from the program on a one-time basis, and such child shall not be deemed a compulsory-school-age child until the child attains the age of six (6) years.

SOURCES: Laws, 1977, ch. 483, Sec. 1; 1982, Ex Sess, ch. 17, Sec. 21; 1987, ch. 460, 1991, ch. 308, Sec. 1; 1991, ch. 539, Sec. 2; 1992, ch. 516, Sec. 1; 1992, ch. 524, Sec. 8; 1993, ch. 543, Sec. 3; 1994, ch. 604, Sec. 1; 1995, ch. 570, Sec. 1, eff from and after passage (approved April 7, 1995); Laws, 1998, Ch. 566, § 6, HB 1443, eff July 1, 1998. Amended by Laws 2000, Ch. 397, Sec. 1, SB3043; Laws, 2003, ch. 397, § 1, SB 2394, eff from and after July 1, 2003.

Section II. Physical Settings and Outside Play

A. Physical Settings:

1. Guidelines for New and Existing Structures:

a. Classrooms:

- The classroom shall consist of a minimum of 600 square feet.
- Kindergarten classrooms shall be located at ground level.
- Every closet latch shall be such that children can open the door from the inside.
- The maximum distance to an exit from any point in the building shall not exceed 150 feet. The maximum distance from the classroom door at the corridor to an exit shall not exceed 100 feet.
- Where multiple kindergarten units occur within a school, it is recommended that they be grouped adjacent to one another for teacher and child interaction and for optimum use of common facilities.
- It is recommended that each kindergarten classroom have a work counter of at least 12 feet with at least one sink. The sink should be stainless steel or porcelain, standard with gooseneck fitting on one side and a drinking bubble on the other side. It is recommended that the sink have cold water only. A paper towel dispenser accessible to students and a trash receptacle should be located near the sink.

- It is recommended that 110 volt wall plugs be located every 10 feet to 15 feet around the classroom. Safety covers should be provided for wall sockets not in use.

b. Bathrooms:

- Every toilet room door lock (applicable only for restrooms attached to classrooms) shall be designed to permit opening of the locked door from the outside in an emergency, and the opening device shall be readily accessible to the staff.
- In the event of an emergency, adults shall be able to get to students, regardless of the student restroom location (classroom or hallway).
- It is recommended that the classroom not be located more than 125 feet from a bathroom.
- A toilet room in the classroom is recommended for kindergarten children.

c. Furniture and Floors:

- Furniture shall be of an appropriate height, and will vary to meet the needs of all children.
- Tables and chairs shall be the primary type of student furniture.
- It is recommended that each classroom have an area rug or individual carpet squares to be used for large group meetings.

d. Space:

- Open storage units known as cubbies are recommended for every two students. Each cubical needs to be four feet high and two feet wide with coat hanging space at the bottom and a storage area at the top. Coat hooks should be installed 36 inches from the floor.
- It is recommended that adequate storage space be made available in the classroom, both for student materials and teacher materials. Storage space for teachers should be available above the reach of the children.

2. Additional Guidelines for New Structures:

- All building construction shall conform to the Southern Building Codes, the American Disabilities Act, the Life Safety Codes, and to any other building codes.
- Individual toilet rooms are required to accommodate the physically handicapped and be in compliance with ADA regulations.

B. Outside Play Area:

1. Guidelines for Designated Play Areas:

- a. A designated area for supervised outside periods during the kindergarten day shall be provided.
- b. It is recommended that kindergarten students not simultaneously share an area with children in grades three or above during designated outside periods.

2. Guidelines for Protection from Hazards:

- a. Appropriate play premises or areas shall be provided to facilitate learning and ensure safety, in accordance with public playground safety guidelines.
- b. The outside play area shall have defined boundaries to protect children from environmental hazards.

Section III. Organizational Procedures and Staff

A. Organization:

1. **Required Ratio:** The teacher-pupil ratio shall be 1:22 maximum. If a full-time assistant teacher is assigned to the kindergarten classroom, the teacher-pupil ratio shall not exceed 1:27.
2. **Recommended Ratio:** To enhance pre-reading instruction, to provide more individualized instruction, to promote more time on task, and to minimize disruptions, it is recommended that the teacher-pupil ratio not exceed an enrollment of 16 per teacher. If an assistant teacher is assigned to the kindergarten classroom, it is recommended that the teacher-pupil ratio not exceed an enrollment of 22 per teacher/assistant teacher team. The employment of an assistant teacher is recommended to assist the certified teacher regardless of teacher-pupil ratio.
3. **Required Length of School Day and Term:** The length of the school day and school term shall be the same as that of the other grades of the elementary school.
4. **Required Physical Activity Time:** Students shall participate in physical activity for a minimum of 30 minutes during the school day, in accordance with MS Code 37-13-134.
5. **Recommended Quiet Time:** Students should engage in a minimum of 30 minutes of quiet time daily. Activities during quiet time may include individual

activities, sustained silent reading, listening to books on tape, drawing, or resting, as appropriate for each individual student.

B. Staff:

1. **Required Licensure for Teachers:** All district professional positions requiring licensed staff must be filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the *No Child Left Behind Act of 2001* (NCLB).
2. **Requirement for Assistant Teachers:** The assistant teacher must qualify for employment under the existing assistant teacher regulations.
3. **Professional Development for Staff:**
 - a. **Required Professional Development:** School systems must provide regular training related to principles and methods of early childhood education and reading instruction for all kindergarten teachers, assistant teachers, and program administrators. Training should reflect appropriate best practices for early childhood (Pre-K through Grade 3) and should be evidence- or research-based.
 - b. **Recommended Professional Development:** It is recommended that all persons responsible for supervising the kindergarten program attend workshops and/or seminars regarding kindergarten implementation and supervision.

Section IV. Curriculum, Materials, and Assessment

A. Curriculum:

1. **Instructional Day:** The instructional day shall include large and small group activities, learning center activities, and individual instructional activities. Subjects for kindergarten shall be integrated through a unit/thematic format. The curriculum shall include integrated language arts (reading, listening, thinking, speaking, writing, and viewing), music, art, math, social studies, science, dramatic play, and physical activities.
2. **Learning Centers:**
 - a. **Daily Use:** Learning centers with concrete materials shall be used on a daily basis. A minimum of three centers containing concrete manipulative materials shall be in simultaneous use during each designated center time.

The following are examples:

- Reading Center
- Creative Arts Center
- Science Center
- Math Center
- Language Arts Center
- Cooking Center
- Blocks, Wheel toys, and Construction Center
- Sand and/or Water Center
- Woodworking Center
- Music Center
- Library Center
- Listening Center
- Dramatic Play
- Creative Writing Center
- Social Studies Center
- Technology Center

c. **Daily Schedule:** It is recommended that every child be engaged in learning center activities for a minimum of 100 minutes per day.

d. **Curriculum Standards:** Teachers shall use, at a minimum, the *Mississippi Curriculum Frameworks* and the *Common Core State Standards for Mathematics* and *English Language Arts* to guide instruction. Resources for curriculum planning may be added as desired by each school district.

B. Educational Materials:

1. **Required Cost for New Classrooms:** The initial expenditure for any new classroom for equipment, instructional materials and consumable supplies shall be a minimum of \$2,000 per classroom.

2. **Required Cost for Materials:** The district shall spend a minimum of \$200 per classroom per year on instructional materials and consumable supplies. This money is in addition to the Educational Enhancement Fund monies allocated to each teacher. Educational materials shall reflect the instructional needs and implementation of learning activities described for kindergarten.

3. **Recommended Cost for New Classrooms:** It is recommended that the initial expenditure for any new classroom for equipment, furniture, instructional materials, and consumable supplies should be increased to a minimum of \$5,000 per classroom.

- 4. Recommended Cost for Materials:** It is recommended that each year the district spend a minimum of \$500 per classroom on instructional materials and consumable supplies in addition to the Educational Enhancement Funds (EEF). This is needed to replenish instructional materials that have been lost or damaged through years of use.

C. Assessment:

- 1. Standardized Testing:** It is recommended that pencil-paper group standardized tests not be used as evaluation measures for kindergarten children.
- 2. Documentation:** It is recommended that assessment of kindergarten skills be documented through use of a variety of techniques and procedures to include: checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, and informal tests.
- 3. Needs Assessments:** A continuous evaluation through use of a variety of techniques, procedures, and tools shall be used to determine individual student's social, emotional, and academic enrichment needs. The evaluation shall be based on the learning outcomes in the required curriculum standards.

Section V. Parent Participation

- 1. Required Handbook:** Each school district shall develop and distribute a parent handbook.
- 2. Recommended Parent Conferences:** Regular parent involvement is recommended through such activities as orientation, open house, teacher/parent conferences, and ongoing collaboration between parents and school to enhance the learning process.

Section VI. Transportation

School Bus Safety: It is recommended that a safety monitor be appointed on each school bus to board and de-board the bus. School bus drivers should promote a safe and positive environment through appropriate interaction with the students.

Excel By 5 Certified Communities

These communities have met the challenge and fulfilled the requirements to become certified Excel By 5 "early childhood" communities. They support parents and children by connecting them with the available resources and services they need to lead healthy, strong lives.

Our goal is for all of the children in these Excel By 5 communities to be healthier and better prepared for kindergarten and first grade.

Our Excel By 5 communities are out to spread the word!

Click on the links below to visit the community.

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- [Central Clarke County](#)
- [Cleveland](#)
- [Hattiesburg](#)
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- [Mid Jackson](#)
- [Moss Point](#)
- [New Albany Union County](#)
- [Oktibbeha County](#)
- [Pascagoula](#)
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- [West Point](#)

Excel By 5 Candidate Communities

These communities have accepted the challenge to become certified Excel By 5 "child-friendly" communities. As a program--and as a community--they support parents and children by connecting them with the available resources and services they need to lead healthy, strong lives.

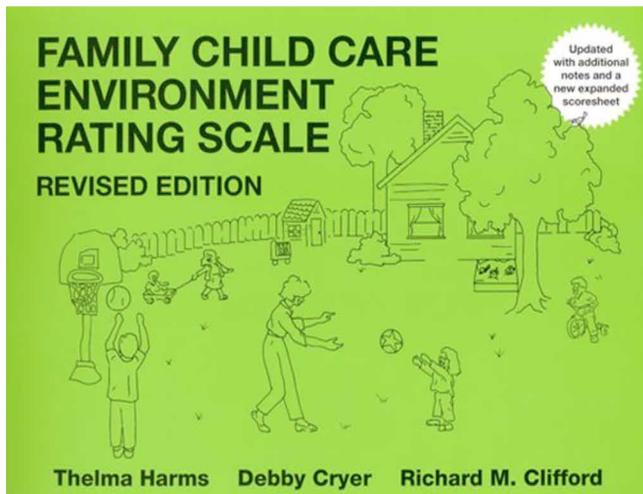
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- [Isola](#)
- [Lee County](#)
- [North Madison County](#)
- [Senatobia](#)
- [Stone County](#)
- [Ripley](#)
- [Pontotoc County](#)

A. Family Child Care Environment Rating Scale, Revised Edition (FCCERS-R)



A thorough revision of the original FDCRS, designed to assess family child care programs conducted in a provider's home for children from infancy through school-age.

Scale consists of 37 items organized into 7 subscales:

- Space and Furnishings
- Personal Care Routines
- Listening and Talking
- Activities
- Interaction
- Program Structure
- Parents and Provider

New for the Revised Edition:

- Accommodates the wider age range often found in family child care programs.
- A deeper focus on sensitivity to cultural and socioeconomic diversity.
- The special needs of exceptional children have been added to the main scale items and indicators.
- An additional subscale called "Program Structure."
- An expanded score sheet that includes space and forms to collect specific information needed for accurate scoring.

- A new layout, with each item on a separate page along with the Notes for Clarification and Questions.

• **B. Development of the FCCERS-R**

- The Family Child Care Environment Rating Scale–Revised Edition (FCCERS–R) is a thorough revision of the original Family Day Care Rating Scale (FDCRS, 1989). It is one of a series of four scales that share the same format and scoring system but vary considerably in requirements, because each scale assesses a different age group and/or type of child care and education setting. The FCCERS–R retains the original broad definition of environment including organization of space, interaction, activities, schedule, and provisions for parents and provider. The 38 items are organized into seven subscales: Space and Furnishings, Personal Care Routines, Listening and Talking, Activities, Interaction, Program Structure, and Parents and Provider. Since family child care homes frequently enroll a wide age range of children, this scale is designed to assess programs serving children from birth through school-agers, up to 12 years of age, including the provider’s own children if present. Therefore, the FCCERS–R contains items to assess provision in the environment for a wide age range, to ensure protection of children’s health and safety, appropriate stimulation through language and activities, and warm, supportive interaction.
- Family child care providers often tell us that their program is “good” because the children they care for are treated just as their own children would be. But this point does not necessarily ensure the positive development we want for every child. In fact, it is challenging for any parent to meet the developmental needs of even one child to maximize positive development. In family child care, where a provider must meet the needs of a group of similarly aged children, or of a group of children who differ substantially in ages and abilities, the challenges multiply exponentially. A comprehensive, reliable, and valid instrument that assesses process quality and quantifies what is observed to be happening in a family child care home, can play an important role in improving the quality of care and educational experiences received by the children.
- In order to define and measure quality, the FCCERS–R draws from three main sources: research evidence from a number of relevant fields (health, development, and education), professional views of best practice, and the practical constraints of real life in a family child care setting. The requirements of the FCCERS–R are based on what these sources judge to be important conditions for positive outcomes in children both while they are in the program and long afterward. The guiding principle here, as in all of our environment rating scales, has been to focus on what we know to be good for children.
- Process of Revision
- The process of revision drew on four main sources of information: (1) research on development in the early and school years and findings related to the impact of child care environments on children’s health and development; (2) a content comparison of the original FDCRS with other assessment instruments designed for similar age groups and settings, and additional documents describing aspects of family child care program quality; (3) feedback from FDCRS users, solicited through a questionnaire that was circulated and also put on our website as well as suggestions given to us as we talked with the many people who use the FDCRS; and (4) intensive use over the years, and across states and countries, by the FCCERS-R co-

authors and their team of associates at the Frank Porter Graham Child development Institute, University of North Carolina at Chapel Hill.

- The data from studies of family child care program quality using the FDCRS gave us information about the range of scores on various items, the relative difficulty of items, and their validity. The content comparison helped us to identify items to consider for addition or deletion. By far the most helpful guidance for the revision was the feedback from direct use in the field. Colleagues from the US, Canada, and Europe who had used the FDCRS in research, monitoring, and program improvement gave us valuable suggestions based on their experience with the scale. Using input from focus groups that were convened during the revisions of the ECERS and ITERS, we were able to consider what was needed to make the revised FCCERS-R more sensitive to issues of inclusion and diversity.

• **C. Overview of the Subscales and Items of the FCCERS-R**

- **38 Items organized into 7 Subscales**

- **Space and Furnishings**

- 1. Indoor space used for child care
- 2. Furniture for routine care, play, and learning
- 3. Provision for relaxation and comfort
- 4. Arrangement of indoor space for child care
- 5. Display for children
- 6. Space for Privacy

- **Personal Care Routines**

- 7. Greeting/departing
- 8. Nap/rest
- 9. Meals/snacks
- 10. Diapering/toileting
- 11. Health practices
- 12. Safety practices

- **Listening and Talking**
- 13. Helping children understand language
- 14. Helping children use language
- 15. Using books
- **Activities**
- 16. Fine motor
- 17. Art
- 18. Music and movement
- 19. Blocks
- 20. Dramatic play
- 21. Math/number
- 22. Nature/science
- 23. Sand and water play
- 24. Promoting acceptance of diversity
- 25. Use of TV, video, and/or computer
- 26. Active physical play
- **Interaction**
- 27. Supervision of play and learning
- 28. Provider-child interaction
- 29. Discipline
- 30. Interactions among children
- **Program Structure**

- 31. Schedule
- 32. Free play
- 33. Group time
- 34. Provisions for children with disabilities
- **Parents and Provider**
- 35. Provisions for parents
- 36. Balancing personal and caregiving responsibilities
- 37. Opportunities for professional growth
- 38. Provisions for professional needs

E. FCCERS-R in Translation

FCCERS-R in Translation

* available for purchase

** created for research purposes only

Spanish *

Harms, T., Cryer, D., & Clifford, R. M (2010). Family Child Care Environment Rating Scale-Revised Edition. Ruy Burgos-Lovece (Translator), Escala De Calificación Del Ambiente Ciudadano Infantil En Familia- Edición Revisada. New York: Teachers College Press.

F. Supplementary Materials for the FCCERS-R

- [Expanded Score Sheet](#) (12 pages)
- [Interrater Reliability Sheet](#) (2 pages)
- [Interrater Reliability Sheet for Training](#) (2 pages)
- [Profile](#) (1 page)

G. Changes in the FCCERS-R

While retaining the basic similarities in format and content that provide continuity between the FCCERS and FCCERS-R, the following changes were made to bring the scale in line with the other revised editions in the Environment Rating Scale (ERS) series:

1. The title of the scale was changed to represent the current term for this type of care. Instead of “family day care,” the term *family child care* is used.
2. The indicators under each level of quality in an item were numbered so that they could be given a score of “Yes,” “No,” or “Not Applicable” (NA) on the scoresheet. This makes it possible to be more exact in reflecting observed strengths and weaknesses in an item.
3. Each item is printed on a separate page, followed by the Notes for Clarification.
4. Sample questions are included for indicators that are difficult to observe.
5. Negative indicators on the minimal level were removed and are now found only in the 1 (inadequate) level. In levels 3 (minimal), 5 (good), and 7 (excellent) only indicators of positive attributes are listed.
6. The Notes for Clarification have been expanded to give additional information to improve accuracy in scoring and to explain the intent of specific items and indicators.
7. Indicators and examples were added throughout the scale to make the items more inclusive. The subscale “FDCRS Supplementary Items: Provisions for Exceptional Children” was dropped. This follows the advice given to us by scale users to include indicators and examples in the scale instead of adding a separate subscale for children with disabilities.
8. Indicators and items were rewritten to be more culturally sensitive. The observer must note, however, that indicators for quality hold true across a diversity of cultures and individuals, although the ways in which they are expressed may differ. Whatever the personal styles of the provider being observed, the requirements of the indicators must be met, although there can be some variation in the way this is done.
9. Items that had two parts, “a” for infants/toddlers and “b” for older children were dropped, and new items were constructed to meet the needs of all age groups.
10. Items were added to or removed from all subscales including the following:
 - Space and Furnishings: Item 1. Indoor space used for child care was added, and Item 6. Space for privacy replaced FDCRS Item 6 a and b. Space to be alone.
 - Personal Care Routines: Item 11. Health practices was added, and FDCRS Item 11, Personal grooming was removed.
 - Listening and Talking: Items 13. Helping children understand language, and 14. Helping children use language were completely revised. Item 15. Using books was added. FDCRS items removed included 14 a. & b. Informal use of language, and 17. Helping children reason (using concepts).
 - Activities: Items 21. Math/number and 22. Nature/science were added.

- Interaction subscale replaced FDCRS Social Development subscale, with revised FDCRS item 26, now Item 27. Supervision of play and learning. The FDCRS Item 27. Tone was replaced with a revised Item 28. Provider-child interaction, and Item 30. Interactions among children.
- Program Structure subscale was added, and contains a revised FDCRS Item 25, now Item 31. Schedule and new Items 32. Free play and 33. Group time.
- Parents and Provider: New Item 38. Provisions for professional needs was added.

11. Many remaining FDCRS items were changed significantly, including Helping children use language, Art, Use of TV, video, and/or computer, Schedule, Adaptations for special needs, and Relationships with parents.

12. The scaling of some of the items in the subscale Personal Care Routines was made more gradual to better reflect varying levels of health practices in real life situations.