



Mississippi's Preschool Development Grant Application

September 17, 2014

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State Superintendent**

Agenda

- Overview of the Grant
- Allowable Use of Funds
- Major Components of the Plan
- Formula for Subgrantees
- Current Infrastructure Plans
- Selection Process for Subgrantees

Overview of the Grant

- Development and Expansion Preschool Grants
- Mississippi eligible for Development Grant
 - \$80M total per year; 16 states eligible
 - \$15M per year for 4 years

Allowable Use of Funds

Up to 35%

- State-level infrastructure *directly related* to the provision of preschool
- Grant lists major categories for infrastructure building

At least 65%

- Preschool seats and classrooms that must meet the definition for high-quality from Day 1
- Creation of NEW seats in Mississippi
- Collaborative model

Major Components & Competitive Priorities

- Major Components
 - Ensuring High-Quality Programs
 - Formula for Subgrantees
 - Infrastructure
 - Birth to 3rd Grade Alignment
- Competitive Priorities
 - Matching funds
 - Continuum of services
 - At least 50% on new seats

Definition of High-Quality Preschool

- (a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
- (b) High-quality professional development for all staff;
- (c) A child-to-instructional staff ratio of no more than 10 to 1;
- (d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;
- (e) A Full-Day program;
- (f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

Definition of High-Quality Preschool

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

Eligible Subgrantees

- Preschool collaboratives **MUST**
 - include a school district AND a Head Start, if one is available.
 - ALSO may include private and/or parochial schools, licensed childcare centers, and nonprofits.
 - identify a Lead Partner to serve as the Subgrantee of the grant.
 - The Lead Partner must be a school district or a nonprofit.
 - Up to 20% of preschool collaboratives may have nonprofit lead partners.

Eligible Subgrantees

- Funding for NEW seats or classrooms.
- **Capped at 200 children per collaborative.**
- MUST meet the definition of a high-quality preschool program on Day 1.

Formula for Subgrantees

- Formula Variables
 - Poverty: % of students at or below 185% of the federal poverty level
 - Access: % of four-year-old students in the district currently not in high-quality preschool seats
 - Percent below proficient: % scoring minimal or basic on the 3rd grade reading exam

Current Infrastructure Plans

- Preschool Personnel
- Implementing Program Standards
- Comprehensive Early Learning Assessment System

Preschool Personnel

- Teacher Education and Licensure
 - Use of the Praxis II alone for the preschool-K endorsement
 - Use of the new Literacy Praxis at the preschool level
 - Transitioning Title I-funded preschool personnel to state-funded personnel qualifications*
 - Encouraging the use of Master Teachers

Preschool Personnel

- Teacher and Administrator Early Education Training Programs
 - Consistency in teacher education program requirements resulting in preschool licenses and endorsements
 - Articulation agreements for AA transfers
 - Standardizing the process for approval of 12 hours of ECE coursework
 - Experiential training program equivalent to 12 hours of coursework
 - No university with program for Special Education B-K license
 - MDE role in system of professional development for ECE

Preschool Personnel

- Cross-cutting issues
 - Increasing the number of licensed ECE teachers, including special education ECE teachers
 - Comparable pay for teachers across settings

Program Standards

- *Mississippi Early Learning Guidelines for Four-Year-Old Children*
 - Making sure MDE Guidelines encompass all grant requirements
 - Providing technical assistance to preschool programs in complying with the Guidelines
 - Monitoring programs to ensure compliance with program standards

Comprehensive Early Learning Assessment System

- Grant definition requires
 - Screening
 - Formative assessment
 - Measures of Environmental Quality
 - Measures of Adult-Child Interaction
 - K-Entry (All 5 Domains)
- K-Entry Assessment (MKAS²)—2 domains
- Plan to address remaining components

Parent & Family Engagement

- Using the Head Start Model with collaboratives
- Aligning home-visiting programs with preschool
- Engaging with state-level parent groups
- Other parent and family engagement ideas

Selection Process

- **Step One:** Submission of Request For Consideration
- **Step Two:** Ranking of Preschool Collaboratives
- **Step Three:** Acceptance of Preschool Collaboratives
- **Step Four:** Notification

Next Steps

- September 24: Request for Consideration deadline
- October 8: Letters of Support due
- October 10: Application submission

Questions / Comments

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