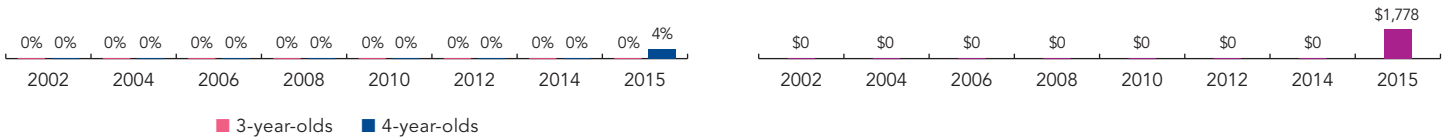


# Mississippi

PERCENT OF STATE POPULATION ENROLLED\*

STATE SPENDING PER CHILD ENROLLED\*  
(2015 DOLLARS)



The Early Learning Collaborative Act of 2013 became law in April 2013, establishing Mississippi’s first state-funded, voluntary pre-K program. Implementation began in January of 2014, with capacity to serve 1,774 children. The purpose of the Early Learning Collaborative Act is to provide funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services. Pre-K programs in Head Start centers, licensed child-care facilities, public, parochial, or private schools, formed and maintained a stakeholder council called an Early Learning Collaborative, involving a minimum of two of those program auspices. The Early Learning Collaborative designated a Lead Partner of either a public school or other nonprofit entity with the instructional expertise and operational capacity to manage a Collaborative’s Pre-Kindergarten (Pre-K) program.

The 2014-2015 school year and 2015-2016 school year saw steady funding in preschool for the state, in the amount of \$3 million per year. 2015-2016 is the third year Mississippi will operate under the current RFP. As long as the Early Learning Collaborative Act of 2013 is funded, the current collaboratives that meet program requirements will continue to be funded.

The voluntary pre-K program intends to improve quality, increase access to high-quality pre-K programs for 4-year-olds, and prepare more children to enter kindergarten ready to succeed in school. The program also will provide supports to local programs to improve quality, and families will have access to information about the pre-K program. Pre-K programs will increase their collaboration with other early childhood education programs and related services. Pre-K programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the MDE’s Early Learning Standards for Classrooms Serving Four-Year-Old Children.

Mississippi sponsors several opportunities for professional development around dual language learners enrolled in the program, including scaffolding/lesson planning for elementary and secondary teachers, differentiated learning, AMAO Title III improvement planning, and English Learners boot camp.

The state requires salary parity for lead teachers with equivalent education in preschool and K–3. The state also requires lead teachers in preschool classrooms to be paid on the same salary schedule as K-3 teachers in public schools. Additionally, Mississippi requires the same fringe benefits for both lead and assistant preschool teachers in public schools.

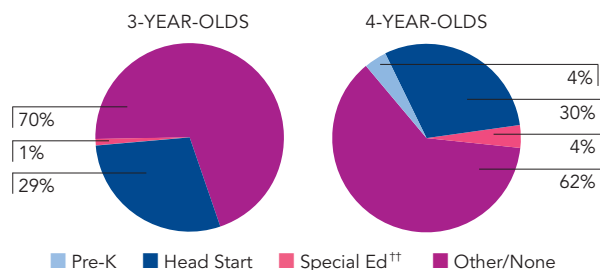
ACCESS RANKINGS		RESOURCES RANKINGS		POLICIES TO SUPPORT	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	DUAL LANGUAGE LEARNERS	WORKFORCE
37	27	43	32	✓	—

## MISSISSIPPI EARLY LEARNING COLLABORATIVE

### ACCESS

Total state program enrollment .....	1,760
School districts that offer state program.....	11% (school districts)
Income requirement.....	No income requirement
Hours of operation .....	7 hours/day; 5 days/week
Operating schedule .....	School or academic year
Special education enrollment, ages 3 and 4 .....	4,493
Federally funded Head Start enrollment, ages 3 and 4 .....	24,388
State-funded Head Start enrollment, ages 3 and 4 .....	0

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards .....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree .....	BA/BS	BA	<input checked="" type="checkbox"/>
Teacher specialized training .....	ECE, CD, or equivalent field; BA/BS with 12 hours of approved coursework; BA/BS and a specialized EC training program to 12 hours of approved coursework	Specializing in pre-K at least 1 support service	<input checked="" type="checkbox"/>
Assistant teacher degree .....	AA (public); Other (nonpublic) <sup>1</sup>	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service .....	15 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	20		
Staff-child ratio .....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	NA		
4-year-olds .....	1:10		
Screening/referral .....	Vision; hearing; height/weight/BMI; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals .....	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring .....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET  
**10**

### RESOURCES

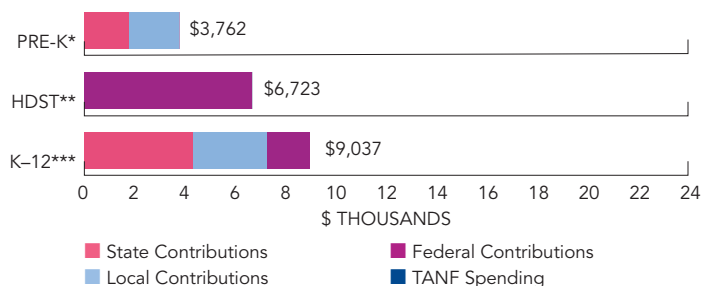
Total state pre-K spending .....	\$3,128,426
Local match required?.....	Yes
State spending per child enrolled .....	\$1,778
All reported spending per child enrolled*.....	\$3,762

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

\*\* Head Start per-child spending for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Assistant teachers are required to have 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.