

The State Early Childhood Advisory Council

Report to Governor Haley Barbour

Launching a System of Early Care and Education for Mississippi's Preschool Children



December 2008

This report was prepared by the
State Early Childhood Advisory Council
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INTRODUCTION

Many advances have taken place in early care and education settings across the nation since the ground breaking book *From Neurons to Neighborhoods-The Science of Early Childhood Development* was published in 2000 by the National Research Council Institute of Medicine. Two of the most important findings from this publication were restated in a report written and published in 2007 by the National Center for Children in Poverty in *State Early Childhood Policies*. The findings were:

- (1) Compelling research supports the lifelong importance of early childhood development.
- (2) There is hard economic evidence that smart investments in early childhood education yield long term gains.

The science of how young children best learn has been reported in numerous publications and is widely reflected in various state early childhood policy and legislation. A National Snap Shot of State Level Early Childhood Programs and Conditions is provided in Appendix A.

The State Early Childhood Advisory Council's Report 2008: Launching A System of Care and Education for Mississippi's Preschool Children makes sensible and responsible recommendations to the Governor and the State Head Start Collaboration Director for their response and subsequent action. Some of the recommendations have been made before but appear in this report in a different context. The implementation strategies provided for each of the six recommendations reflect best practices and are affordable – even in these serious financial times. The report's overarching message is that Mississippi's preschool children need access to a coordinated system of care and education.

FORMATION OF THE COUNCIL

The Improving Head Start for School Readiness Reauthorization Act, signed by the President on December 12, 2007, requires the governor of each state to designate or establish a council to serve as the State Early Childhood Advisory Council on early childhood education and care for children from birth to school entry, and designate an individual to coordinate activities of the Council. In most states, the early care and education programs that provide support to young children are spread across government

agencies, funded through different sources, and delivered through multiple public and private providers in communities. The purpose of a State Early Childhood Advisory Council is to bring together agency/program administrators to think collectively about how to better coordinate services so young children have the comprehensive supports in place that they need.

In April 2008, Governor Haley Barbour established the State Early Childhood Advisory Council by Executive Order. The Governor appointed Dr. Cathy Grace, Director of the Mississippi State University, Early Childhood Institute, to serve as the Council Chair and members to include, to the extent possible, the following representatives as described in the Head Start Act as amended {42 USC 9801 et seq.}, *the Improving Head Start for School Readiness Act 2007(Public Law 110-134)*:

- Representative of the State Agency Responsible for Child Care
- Representative of the State Educational Agency
- Representative of Local Educational Agencies
- Representative of Institutions of Higher Education in the State
- Representative of Local Providers of Early Childhood Education and Development Services
- Representative from Head Start Agencies Located in the State Including Migrant and Seasonal Head Start Programs and Indian Head Start Programs
- The State Director of Head Start Collaboration
- Representative of the State Agency Responsible for Programs under Section 619 or Part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.)
- Representative of the State Agency Responsible for Health or Mental Health Care
- Representatives of Other Entities Determined to be Relevant by the Governor of the State

The State Early Childhood Advisory Council Membership List is included in Appendix B.

RESPONSIBILITIES OF THE COUNCIL

According to the Head Start Act as amended {42 USC 9801 et seq.}, *the Improving Head Start for School Readiness Act 2007 (Public Law 110-134)*, the State Early Childhood Advisory Council, in addition to any responsibilities assigned to the Council by the Governor of the State, shall be responsible for facilitating the following activities:

- Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State.
- Identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs.

- Develop recommendations for increasing the overall participation of children in existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations.
- Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State.
- Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State.
- Assess the capacity and effectiveness of 2 and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre kindergarten program.
- Make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.
- The State Early Childhood Advisory Council shall hold public hearings and provide an opportunity for public comment on activities.
- The State Early Childhood Advisory Council shall submit a statewide strategic report to the State Director of Head Start Collaboration and the Governor of the State.
- After submission of a statewide strategic report, the State Early Childhood Advisory Council shall meet periodically to review any implementation of the recommendations in such report and any changes in State and local needs.

COUNCIL ACTIVITIES FOR 2008

After the Governor's appointment of the members of the State Early Childhood Advisory Council, several meetings were held during 2008 to conduct activities and gather information that would lead to the development of the required statewide report. Some of the Council's activities included the review of the following:

- *2004 State of Mississippi Policy Domain Framework Report*
- *Highlights of the Mississippi Child Care Survey 2004*
- *National Governor's Association's: Early Childhood Systems-Building and Governance 2008*
- *National Governor's Association's: A Governor's Guide to Children's Cabinet*

The Council also collected data from various state agencies and other entities regarding services currently provided to the state's young children from birth to age five and their families. A summary of the data is included in Appendix C.

COUNCIL VISION

The State Early Childhood Advisory Council is committed to the vision of **one coordinated system of quality care and education for Mississippi's children birth to**

five. Mississippi's young children and their families deserve a system that provides equal access to quality care and education and one that ensures quality services and supports needed for school success and lifelong learning. The State Early Childhood Advisory Council is committed to building on the existing early care and education system while striving to develop a stronger infrastructure to support collaboration, coordination and easy access to quality services and supports.

RECOMMENDATIONS FOR 2009

The 2009 Recommendations are based on the Council's study of current early childhood best practices. Council findings revealed that progress in advancing Mississippi early childhood education over the past twenty years has been minimal (i.e., early childhood education task forces, committee reports, planned early childhood initiatives and commissions). Since the passage of funding for public kindergarten in 1985, only two state early childhood initiatives have been funded. In 2008 the Mississippi Legislature appropriated \$3M for the Mississippi Child Care Quality Step System and the Mississippi Child Care Resource and Referral System. After careful review of the current system, the Council determined that the state does not have an infrastructure in place at the recommended level necessary to generate the maximum positive impact on the care, education and general health and well-being of children from birth to school entry. In an effort to advance the early care and education agenda for the state's young children and their families, the Council submits the following Recommendations for the consideration of Governor Haley Barbour.

RECOMMENDATION #1: The Governor will appoint an Executive Director for the State Early Childhood Advisory Council through which programs and services related to the education, health, mental health and social services for children (and their families) prior to birth through age eight will be better coordinated.

Suggested Implementation Strategies: The Council's Executive Director will guide activities by which programs and services for preschool children and their families will be better coordinated.

- The Council's Executive Director will be housed in the Office of the Governor and report directly to the Governor and work in collaboration with the Governor's policy staff, State Head Start Collaboration Director, as well as, entities in and outside of state government to develop and implement the most efficient and far reaching comprehensive plan for the state's young children.
- The Executive Director's position will be funded through the Mississippi Department of Human Services
- The Executive Director will work with the Council to reach the goal of having all children ready to enter school with the skills necessary for them to succeed.
- The Executive Director will use the recommendations provided in this report as the State Early Childhood Advisory Council's objectives for 2009 – 2010.

Rationale: After much discussion, the Council voted to preface all other recommendations with Recommendation #1; and for that reason, it is the first and most important recommendation in this report. Currently there is no guiding governance structure within Mississippi's early care and education system. To move the early childhood agenda forward, there is a need for an Executive Director for the State Early Childhood Advisory Council. The Executive Director will expedite the coordination and efficiency of services to young children and their families. Recognizing the fact that the State Early Childhood Advisory Council was recently established by the Governor, the Council under the leadership of an Executive Director will be charged with organizing and facilitating the work proposed in this report. The Mississippi Department of Human Services has the ability to fund the position within the Governor's Office. The Governor's State Early Childhood Advisory Council will serve as a collaborative governance structure to promote coordination across state agencies and improve the well-being of children and families. According to the National Governor's Association, a strong governance structure can improve coordination and efficiency across state departments and local levels of government; mobilize resources around the governor's priorities for children; facilitate a holistic approach to serving children; and strengthen partnerships with the non-profit and private sectors. The Council will merge the fundamental responsibilities mandated by Public Law 110-134 with those duties of a Children's Cabinet as defined in the National Governors Association's 2004 document, *A Governor's Guide to Children's Cabinets*. At least sixteen states have such a structure and all indications suggest that many other states are likely to follow. Though many features vary from state to state, Children's Cabinets or designated Councils typically involve senior state officials, including cabinet executives from a range of state agencies (i.e., health, mental health, education, child care, income supports, child and family services, youth development, labor, and juvenile justice services). Many Children's Cabinets or Governor's Councils also include representatives of key stakeholders from the private sector. Further explanation of the need and duties of a Children's Cabinet or Governor's Council is provided in the National Governor's Association's Checklist included in Appendix D.

RECOMMENDATION #2: Develop a family/child-centered information/data system and sharing process that will ensure significant improvement in the delivery of high quality early care and education services. The process will be built around a logic model whereby information collected will serve to improve the system or service(s) in question.

Suggested Implementation Strategies:

- Convene representatives of Information Technology and programmatic units from the Mississippi State Department of Health, Mississippi Department of Human Services, Mississippi Department of Education, Mississippi Department of Mental Health, the Mississippi Head Start Agencies and any other pertinent data collection entities to develop Memoranda of Understanding regarding their respective program(s) serving children from birth to age five and to implement the following activities:
- Develop a process to capture information regarding young children, from the family's perspective, as to what is appropriate in regard to school readiness.

- Identify how data related to early care and education services is currently collected within agencies and across agencies
- Identify how data can be more efficiently collected and by what agencies or entities
- Determine common points of data currently collected, the time frame under which it is collected and how often it is updated
- Submit a report to the Governor outlining the current system of reporting and make recommendations including cost (if needed) and possible funding source for implementing and maintaining a family/child-centered information/data system and sharing process that will significantly improve the delivery of high quality early care and education services

Rationale: A family centered information/data system and sharing process will significantly improve the delivery of high quality early care and education services for the following reasons:

- More informed decisions will be made regarding funding of early care and education programs across the state and in counties and towns
- More accountability of programs in how they impact a child's readiness for school entry
- Better leverage of existing funds in eliminating duplication of services and in providing more targeted services to young children in communities where children are scoring low on state required assessments and schools are not meeting state accountability standards

Note: An example of how data is needed to drive quality early childhood program development, implementation and funding decisions as well as accountability is as follows: Currently the number of unregistered family child care homes is in the thousands. The exact number is not known due to the lack of a requirement that all family child care home providers who serve children not related to them by the third degree register with the state. Without this information children in the circumstance are subject to the possibility of adults overseeing them not being educated as to the best educational practices they could offer for the children in their care. Also, in the case of the nonregistered family home providers who serve children not related to them by the third degree, there is no way for their location to be known to emergency responders in the event of a tornado or earthquake. Without this knowledge the children could be at greater risk than those in licensed early care and education centers since the address is known at the local and state level.

RECOMMENDATION #3: Develop and implement a work force development plan for individuals seeking to be employed as early childhood educators.

Suggested Implementation Strategies: A work force development plan for individuals seeking to be employed as an early childhood educator could be accomplished through the implementation of the following activities:

- Convene representatives of the Work Force Investment Board, Work Force Development Board, early childhood teacher educators and the Temporary

Assistance to Needy Families (TANF) Work Force Development Program at the Mississippi Department of Human Services to develop and implement a training program for individuals interested in teaching in the early childhood field that will lead to a viable credential at the completion of their training and serves to recruit individuals into the field.

- Convene representatives of the Mississippi Head Start Agencies, Child Care Facilities Licensing Division at the Mississippi Department of Health, Teacher Certification/Licensure at the Mississippi Department of Education, Office for Children and Youth at the Mississippi Department of Human Services, public and private post secondary institutions and directors and teachers of public and private early care and education programs to investigate the possibility of state recognition of national credentials for early care and education educators.

Rationale: The development and implementation of a work force development plan for individuals seeking employment as early childhood educators will impact the quality of early care, education and general well being of children prior to school entry. Currently there is a critical shortage of educators in licensed and unlicensed early care and education (in non-public school) settings that hold a current teaching credential that certifies certain national or state competencies required for an early childhood educator.

RECOMMENDATION #4: Develop a process by which early childhood services and management occurs for the purpose of supplying communities with information and coordinated service models for replication across the state

Suggested Implementation Strategy: The State Early Childhood Advisory Council will convene a group of state and local representatives of early childhood resource centers and community service agencies with the charge of locating model communities or programs in which optimal early childhood management and services occur. Lessons learned from the various models will be made available throughout the state. The agencies represented will include, but not be limited to, family resource centers, Families First Resource Centers, school-based parent centers, community-based parent centers, WIC programs, Community Action Agency Programs, Mississippi Head Start programs and the Mississippi Child Care Resource and Referral Network.

Rationale: The development of a process by which early care and education services and management occurs for the purpose of supplying communities with information and coordinated service models for replication across the state will impact the education and general well being of children prior to school entry for the following reasons:

- Parents are a child's first teacher. Regardless of family income or abundance of resources, all families need information to support them in providing necessary experiences for their child to achieve optimal brain development
- Families need information provided at the local level regarding best practices for health care, educational and mental health services for their child to develop without delays or serious health issues that could affect their ability to thrive and grow

- Healthy and typically developing children cost local communities and the state less money to educate than those with unaddressed health and cognitive issues that often require costly remedial programs for the child to avoid becoming a school dropout
- Community coordination of services for young children and their families would result in savings to the state and possibly reduce duplication of monitoring services and other program administrative requirements

RECOMMENDATION # 5: Review and revise the existing registry requirements related to family child care homes

Suggested Implementation Strategy: Convene a task force with representatives of the Child Care Facilities Licensing Division at the Mississippi State Department of Health and the Licensing Advisory Council, Mississippi Child Care Resource and Referral Network and family home providers to review and revise the current registry process.

Rationale: Currently family child care homes serving five children or less that are not related to the provider by the third degree are not required to be registered or licensed. The need for a review and revision of the existing registry requirements related to family child care homes is based on the following information:

- Lack of a registry or licensing requirement makes it difficult to identify individuals currently working in family child care homes who could benefit from staff development training in early childhood best practices. With this lack of opportunity for professional development, the program quality is likely to suffer and children in these settings will most likely not receive the highest quality services possible.
- Lack of a registry or licensing requirement prevents emergency first responders from checking on the family child care home as a priority location where children are housed in the event of a natural disaster, such as a tornado.

RECOMMENDATION #6: Develop and implement a process by which health access issues are addressed for children ages zero to five.

Suggested Implementation Strategies:

- Division of Medicaid ensures that all children 200% below the poverty level receive health care and that enrollment barriers be removed
- The use of the Early And Periodic Screening and Diagnostic Treatment (EPSDT) battery be made mandatory for children 5 years of age in order to enter public school kindergarten
- Division of Medicaid provides monetary incentives to health care providers to serve eligible children
- Provision of dental and mental health care for children 5 years of age and younger

Rationale: Children's health is critical to the overall and on-going improvement of the well-being and education of Mississippi's young children. The strategies listed serve as a

means to guide the thinking and planning for future years. Young children in Mississippi can not learn if they are not healthy. The overarching health concern addressed in this report is that equal access to services for all children is a critical element related to school readiness and lifelong productivity.

APPROPRIATION REQUESTS FY2010

The Council's FY2010 state appropriation requests are submitted as follows:

- Funding in the amount proposed by the Mississippi Department of Human Services for the Mississippi Quality Child Care Step System **be passed** by the Mississippi Legislature
- Funding in the amount proposed by the Mississippi Department of Human Services for The Mississippi Child Care Resource and Referral **System be passed** by the Mississippi legislature
- Funding in the amount proposed by the Mississippi Department of Education for The Early Learning Collaboration Grant Program **be passed** by the Mississippi Legislature
- Funding in the amount proposed by the Mississippi State Department of Health for the Child Care Facilities Licensure Division **be passed** by the Mississippi Legislature.

RECOMMENDATIONS FOR CONSIDERATION BEYOND FY2010

The Recommendations for Consideration Beyond 2010 build on those presented in this report and are critical to the overall and on-going improvement regarding the health and education of Mississippi's young children.

RECOMMENDATIONS RELATED TO CHILDREN'S CARE AND EARLY EDUCATION:

More than 80% of children under the age of five with mothers in the work force are in some form of non-parental care, with almost 60% being in full-time care (Snyder and Adams, 2001). Numerous research studies have clearly connected the quality of the experiences children receive in home early care and education settings as directly linked to their preparation for school entry. For that reason the following recommendations are made in the context of supporting the child's movement toward readiness for school and as a first step in preventing school drop outs.

- Provision of resources to early care and education programs in order for them to meet Mississippi Child Care Quality Step System standards at a minimum of a step three of the five step rating system
- Increase opportunities for children birth to three years of age of low-income families to participate in high quality community based in-home early childhood education programs such as but not limited to Parents as Teachers
- Establishment of early learning standards by the Mississippi Department of Education for children birth through age 4 years that are aligned with the early learning standards for kindergarten–grade 12

- Increase funding for the technical assistance for family child care homes such as, but not limited, to *Nurturing Homes* which is a program funded by the Mississippi Department of Human Services and provides technical assistance to teachers in non-licensed family child care homes for the purpose of improving the educational quality of the program offered to children in those settings
- Develop and implement a plan that would eventually require all licensed early care and education centers to participate in the Mississippi Child Care Quality Step System
- Develop a plan for dissemination of a parent information packet that would be made available to all parents upon the birth of their baby for the purpose of providing them with developmental milestones and other information that would be helpful to them as their child's first teacher

NOTE: A separate study is being conducted by the Council on the current status of early childhood teacher educators and teacher capacity in the state and will be released later. A Council recommendation to the Mississippi State Department of Health related to revision of the approval process for individuals providing training to early care and education teachers for professional development credit has been implemented by the Child Care Facilities Licensure Division as of September 2008.

RECOMMENDATIONS RELATED TO EARLY CHILDHOOD EDUCATION: KINDERGARTEN AND ELEMENTARY GRADES (K-3):

As young children enter public school their school lives are just beginning and for that reason the Council makes the following recommendations in the context of supporting the child's movement toward school success and as a step in preventing school drop outs.

- Increase evidence-based training for school administrators in early childhood education, especially elementary principals
- Re-evaluation of the transition practices followed when children enter kindergarten from early childhood education programs or from the child's home to ensure a seamless transfer for the child that will not interrupt or interfere with learning
- Implementation of an age appropriate assessment of children in kindergarten through grade three across the state by 2010 to determine the progress children are making in reading and math skill acquisition
- Development of a consistent state-wide skill-based progress report form for parents of children in grades pre-k through grade 3

CONCLUSION

The State Early Childhood Advisory Council has succinctly crafted a plan by which early care and education services are anchored at the local level and connected community by community through the statewide systems that focus on young children and their families. This plan is ready for launch and is defined so that the individuals and agencies charged to bring life to the words are not left with questions. For over 20 years Mississippi's youngest children have waited while other constituencies have been given their deserved support through policy decisions, funding and/or resource allocations.

With talk of dropout prevention programs, work force development and economic uncertainty this report has even greater meaning and urgency. Since Hurricane Katrina, Mississippi has been recognized nationally as a state that even in the worst of times takes care of its own. Regardless of the current financial situation, now is the time for the efficient and effective use of Mississippi intelligence and spirit to move the early childhood agenda forward. With the implementation of the recommendations submitted in this report, the quality of life for current and future generations of preschool children and their families will be greatly improved. It is not just the right and smart thing to do it is the **only** thing that will ensure we leave our children the legacy they deserve.

APPENDIX A

A National Snap Shot of State Level Early Childhood Programs and Conditions

- 14 states are fully engaged in a quality rating system whereby early care and education programs are rated to determine the quality of program components when compared to standards based on state assigned criteria (Child Care Bulletin, Issue 32 Winter 2007)
- 7 states are piloting a quality rating system in the state (Child Care Bulletin, Issue 32 Winter 2007)
- 41 states have some type of pre-kindergarten program (Funding the Future: States' Approaches to Pre-K Finance, Pre-K [Now] February 2006)
- 80% of states provide access to public health insurance for young children in low income families (State Early Childhood Policies, National Center for Children in Poverty, 2007)
- 19 states have early learning guidelines/standards or developmental guidelines for infants and toddlers (State Early Childhood Policies, National Center for Children in Poverty, 2007)
- 41 states do not require family child care providers to complete any training in early childhood before beginning to work (Quality Child Care Makes A Difference, NACCRRA, 2008)
- 39 states do not require staff in licensed child care facilities to complete any training in early childhood education before beginning work (Quality Child Care Makes A Difference, NACCRRA, 2008)
- Across the country three out of four working mothers work more than 30 hours per week. Over 90 percent of their families use some kind of child care (Working Mothers Need Child Care, NACCRRA, 2008)
- About 30 % of children under the age of 5 with working mothers across the country are in the care of their grandparents for some period of time every week (Grandparents : A Critical Child Care Safety Net, NACCRRA, 2008)

APPENDIX B

State Early Childhood Advisory Council Appointments By Governor Haley Barbour April 2008

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APPENDIX C

2008 Summary Mississippi Early Care and Education Information

(Birth to Age 5)

| Program(s) | Lead Agency | Funding Partner(s) | Current Expenditures | Additional Funds to Implement | Birth to Age 2 | Three Year Olds | Four Year Olds | Five Year Olds |
|--|---|---|---|--|----------------|-----------------|----------------|----------------|
| Mississippi Child Care Resource and Referral Network 12 Sites w/14 Trainers | Mississippi State University Extension Services | Mississippi Department of Human Services <i>Early Learning Guidelines</i> State of MS Phil Hardin Appalachian Regional Commission | \$500,000 \$300,000 \$1,000,000 \$217,179 \$616,041 | \$150,000 for each additional site \$833,220 needed to continue for next year | | | | |
| Nurturing Homes Initiative | Mississippi State University Extension Service | Mississippi Department of Human Services | \$450,000 | | | | | |
| MS Power Early Learning Project | Early Childhood Institute | Mississippi Power Educational Foundation | \$160,000.00 8/07-10/08 | \$290,000 10/08-9/10 | 342 | 242 | 302 | 100 Approx |

| Program(s) | Lead Agency | Funding Partner(s) | Current Expenditures | Additional Funds to Implement | Birth to Age 2 | Three Year Olds | Four Year Olds | Five Year Olds |
|--|---------------------------|--|--|--------------------------------------|-----------------------|------------------------|-----------------------|-----------------------|
| Partners for Quality Child Care | Early Childhood Institute | Mississippi Department of Human Services (OCY) | \$400,578 10/08-9/09 | | 440 | 803 3-5 years | | |
| Leaders in Literacy-Phase II | Early Childhood Institute | Barksdale Reading Institute W.K. Kellogg | \$700,000 Annually | \$700,000 | | 750 | 500 | 350 |
| Delta Early Learning Program (DELP) | Early Childhood Institute | Delta Health Alliance | \$750,000 over 3 years with state date 2008 | \$100,000 | 60 plus families | | 90 each year | 90 |
| Mississippi Early Literacy Corps | Early Childhood Institute | W.K. Kellogg | \$349,793 for 18 month period | | 320 0-5 years | | | |
| Horizon Program | Early Childhood Institute | Gilmore Early Learning Institute | \$412,136 Annually | | 500 | 400 | 500 | 300 |
| Mississippi Child Care Quality Step System <i>*Includes Head Start & Early Head Start</i> | Early Childhood Institute | Mississippi Department of Human Services (Office for Children and Youth) | \$1,000,000 July 2008-June 2009 | | 72,929 0-5 years | | | |
| Bureau of Maternal/Child Health | Division of Medicaid | | \$431,103,904 | | 191,833 0-5 years | | | |

| Program(s) | Lead Agency | Funding Partner(s) | Current Expenditures | Additional Funds to Implement | Birth to Age 2 | Three Year Olds | Four Year Olds | Five Year Olds |
|---|--|---|--|--------------------------------------|--------------------------------------|---------------------------------|---------------------------------|--------------------------------|
| Office of Special Education | Mississippi Department of Education | | | | 8,472 0-5 years Child Count | | | |
| Office of Reading, Early Childhood and Language Arts Even Start Program | Mississippi Department of Education | U.S. Department of Education Title I, Part B, Subpart 3 | \$751,954 (awarded for 2008-2009) | | 220 served at 12 sites | | | |
| Pre-Kindergarten Programs | Public School Districts | | | | | | 2,666 | |
| Pre-Kindergarten Programs-Special Needs Students | Public School Districts | IDEA, Pre-School | \$4,160,483 | | 50 | 1310 | 2598 | 4514 |
| Pre-Kindergarten Programs | Private Schools | | | | | | 618 | 209 |
| Pre-Kindergarten Programs | Parochial Schools | | | | | | 1,829 | 617 |
| Mississippi Head Start /Early Head Start Program | 22 Grantees | | \$169M Federal | | 922 <i>Early Head Start</i> | 10,703 <i>Head Start</i> | 15,634 <i>Head Start</i> | 1,390 <i>Head Start</i> |
| Office for Children and Youth/Division of Economic Assistance | Mississippi Department of Human Services | | | | 15,994 0-5 years | | | |
| Supporting Partnerships To Assure Ready Kids (SPARK) 800 children started at ages 3 and 4 and were tracked through 2 nd (320 children) and 3 rd grade (330 children) | Children's Defense Fund Southern Regional Office | W.K. Kellogg Foundation | \$5M for five years 2003 - 2008 | \$350,000 9/1/08 – 2/28/09 | | | | |

| Program(s) | Lead Agency | Funding Partner(s) | Current Expenditures | Additional Funds to Implement | Birth to Age 2 | Three Year Olds | Four Year Olds | Five Year Olds |
|--|---|---|--------------------------------------|--------------------------------------|--|------------------------|-----------------------|-----------------------|
| Bureau of Community Mental Health Services/Division of Children and Youth Services | Mississippi Department of Mental Health | | | | 405 served in preschool | Day Treatment Programs | | |
| Bureau of Intellectual/Development Disabilities/Division of Early Intervention Program | Mississippi Department of Mental Health | | | | 1,681 0- 5 years | | | |
| Child Care Licensure Facilities Division | Mississippi State Department of Health | 17 Additional programs affecting ages 0-5 years | 1,855 Licensed Child Care Facilities | | | | | |
| Supplemental Food Program for Women and Children (WIC) | Mississippi State Department of Health | | | | 110,437 clients served per month | | | |
| Early Intervention Program | Mississippi State Department of Health | | 4.2 M from USDE/OSEP | | approx. 2,000 served an IFSP 0-3 years at any given time | | | |
| Parents as Teachers | 16 Mississippi Sites | | | | 826 2-5 years | | | |
| Excel by Five Community-Based Programs | Early Childhood Institute | Chevron Corporation | \$150,000 Annually | | | | | |
| Delta Health Alliance | Multiple Community-Based Programs | | | | 15,994 0-5 years | | | |

| Program(s) | Lead Agency | Funding Partner(s) | Current Expenditures | Additional Funds to Implement | Birth to Age 2 | Three Year Olds | Four Year Olds | Five Year Olds |
|--|---------------------------------|--|-----------------------------|--------------------------------------|--|------------------------|-----------------------|-----------------------|
| <p>Between the Lions Programming</p> <p>Between the Lions Library Project</p> <p>Between the Lions Literacy Project</p> <p>MPB Kids Club Day</p> <p>Fossil Road show</p> <p>Between the Lions Preschools Metro-Jackson Area</p> <p>Rotary Club Sponsored</p> <p>Between the Lions Classrooms Statewide</p> <p>Delta Revitalization Sponsored Classrooms in 18 Delta Counties</p> | Mississippi Public Broadcasting | <p>WGBH – Boston, MA</p> <p>Jim Barksdale of the Barksdale Reading Institute</p> <p>Corporation for Public Broadcasting</p> <p>U.S. Department of Education (Ready to Learn)</p> <p>State of Mississippi</p> <p>Rotary District #6820</p> <p>Delta Revitalization Task force</p> | \$552,000 | | <p>Approx. 237,000 from 2-5 years</p> <p>12,000 0-12 years</p> | 750 3-4 years | | |
| Face Program | MS Band of Choctaw Indians | | | | | | | |

APPENDIX D

The National Governors Association Governor's Guide to Children's Cabinets

CHECKLIST

| Why is a Children's Cabinet Needed? |
|---|
| <ul style="list-style-type: none">• Develop and implement a shared vision across agencies for improving child and family outcomes. |
| <ul style="list-style-type: none">• Improve the state's economy and prospects for competition in the global marketplace by investing in the education and skills of children, the state's future workforce. |
| <ul style="list-style-type: none">• Foster public awareness of major children's issues. |
| <ul style="list-style-type: none">• Engage new partners in public efforts to serve children and their families |
| <ul style="list-style-type: none">• Build a long-term commitment to children's issues in the state. |
| Cabinet Duties |
| <ul style="list-style-type: none">• Creating strategic plans around children's issues and policies for the state. |
| <ul style="list-style-type: none">• Setting goals with measurable outcomes for their member agencies to achieve. |
| <ul style="list-style-type: none">• Making funding and policy recommendations to their governor. |
| <ul style="list-style-type: none">• Pooling diverse funding streams to improve service delivery across agencies or even leveraging new resources to support children's initiatives. |
| <ul style="list-style-type: none">• Setting policies, tracking outcomes and providing technical assistance to local government, and/or distributing and overseeing grants to local initiatives or organizations |

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