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## Missouri Application for State Advisory Council ARRA Funds

### **A. Objectives and Need for Assistance**

#### *Abstract*

The purpose of Missouri's advisory council application is to develop a collaborative, coordinated early childhood system out of loosely connected, disparate programs and services. The Missouri Coordinating Board for Early Childhood (CBEC), as the State's Early Childhood Advisory Council (ECAC), proposes to use these federal grant funds to further establish itself as the key entity to inform and influence the early childhood system, particularly around four key areas: Early Childhood Programs, Parent/Family Leadership & Engagement, Health, and Mental Health/Social-Emotional Development, cross-sectioning across several key policy components such as governance, professional development and data systems.

As the ECAC, the CBEC proposes to develop much-needed coordinated, collaborative governance by building on current initiatives and instigating new ones. With this grant support, existing professional development and data system recommendations can proceed more rapidly than has been possible thus far. Other key areas will use the CBEC workgroup model to develop recommendations for action. Workgroups leverage the expertise of CBEC board members, state agency staff, local providers and other interested parties to inform policy recommendations and action in response to needs assessments.

The CBEC is dedicated to ensuring that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the well-being of all young children and their families. This is the CBEC's formal mission, and is the principal objective of this

ECAC application. The sub-objectives are to create actionable steps from the CBEC's recently adopted strategic plan through new and existing initiatives.

*Missouri's ECAC grant rationale & activities*

The Administration for Families and Children<sup>1</sup> provided information on the purpose of State Advisory Councils on early childhood education and care:

*The State Advisory Councils will lead the development of a high quality, comprehensive system of early childhood education and care that ensures statewide coordination and collaboration among the wide array of early childhood programs and services in the State, including Head Start, child care and pre-kindergarten programs and services.*

*The Administration is committed to effective coordination of programs relating to early learning and child development, including new activities authorized by the American Recovery and Reinvestment Act. The State Advisory Councils play a key role in advancing the goal of integrated services to young children and families.*

Implicit to this call is the understanding that early childhood systems are to be developed; that is, elements may exist disparately but lack the coordinated or collaborative intersections that result in a cohesive system. As a state in which early childhood programs and services are operated through multiple state departments, Missouri faces a distinct challenge in coordinating an early childhood *system* that results in services delivered equitably across the state. The four key service areas proposed as the ECAC focus reflect the need for unification of governance in the state's early

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<sup>1</sup> [http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/sac/sac\\_response\\_to\\_faqs.html](http://eclkc.ohs.acf.hhs.gov/hslc/Program%20Design%20and%20Management/sac/sac_response_to_faqs.html)

childhood system, and the actions outlined here will serve as models for future work in other service areas.

*Principal and subordinate objectives*

The CBEC's formal mission is the principal objective of this ECAC application: The CBEC is dedicated to ensuring that Missouri's early childhood programs and services are comprehensive, coordinated, accessible, adequately funded and of the highest quality to meet the needs and to promote the well-being of all young children and their families. This outcome can be accomplished by (a) developing key partnerships, (b) building collaborative strategies and (c) ensuring equal access to necessary resources, resulting in the implementation of an effective and sustainable early childhood system. The CBEC currently uses workgroups of board members and interested parties for these partnerships, to build collaborative strategies and ensure resource accessibility.

Missouri could have chosen many directions for the ECAC application because of the substantial needs for an early childhood system, but chose four key areas: Early Childhood Programs, Parent/Family Leadership & Engagement, Health, and Mental Health/Social-Emotional Development.

*Early Childhood Programs*

Subordinate Objective 1: To continue Missouri's progress and leadership in developing early childhood data systems.

Goal 1: Contract with a partner group to pilot linking local Head Start data collection into a state data system.

Subordinate Objective 2: To establish early learning guidelines for children birth to five.

Subordinate Objective 3: To advance development of a quality rating and improvement

system.

Goal 1: Explore actionable, measureable policy initiatives linking resources for providers participating in the established and piloted quality rating system. In Year 1, review various policy initiatives around improvement, link to the CBEC's current work around professional development and generate recommendations. In Years 2 and 3, implement achievable recommendations.

*Family/Parent Leadership, Health, Mental Health & Social-Emotional Development*

These areas are not as developed as the Early Childhood Program areas, and thus initially require attention to create action steps, then steps to implementation.

Sub-objective 1: Prepare and implement measurable action steps to advance the CBEC's strategic plan goals.

Goal 1: In year 1, convene workgroups to prepare measureable action steps out of the CBEC's strategic plan goals.

Goal 2: In years 2 and 3, implement achievable action steps.

The action step preparation goals will be measured by the process and progress made toward their development, using a pre-formative developmental evaluation<sup>2</sup> approach.

This is a different type of evaluation than traditional implementation approaches. Pre-formative developmental evaluation is meant to track large-scale innovations, and is used to "Help the innovators track their evolving understanding of the problem and their

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<sup>2</sup> Michael Quinn Patton. (2011) *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. New York, NY: Guilford Press.

response, creating manageable and testable boundaries around the innovation (p. 311)” (Patton, 2011). The action step goals will have measurable outcomes that lend themselves to traditional summative and formative evaluations.

Similarly, continuous collaborative governance efforts will be tracked using developmental evaluation approaches, particularly around major systems change and cross-scale development evaluation (Patton, 2011). As changes happen horizontally or vertically (that is, across systems or through broader systems), new developments emerge. In Missouri’s early childhood efforts, for example, the professional development system for care providers will likely change its delivery system in 2013. Simultaneously, many more early childhood programs may participate in a quality rating systems, which measures programs in their efforts to develop and educate young children. Ideally professional development supports a program’s ability to affect child development. With two large systems changes at work, the dynamics that could emerge may lead to necessary changes in collaborative and coordinated governance<sup>3</sup>.

The following strategic reports on Missouri’s governance, early learning guidelines, professional development, and data systems illustrate Missouri’s need for systems

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<sup>3</sup> Patton uses the Strengthening Families (SF) initiative as an example of mapping cross-scale changes in a developmental evaluation. It is well-known to early childhood policy leaders, SF is a principle-based approach to prevent child abuse/neglect regardless of program type/model, and illustrates many typical early childhood intersections/subsystems: public/non-public organizations and their formal/informal relationships; family behaviors, provider professional development, which are all required to change to generate systems change. The developmental evaluation mapped changes across these subsystems “to follow and map the pattern and rate of change within and among the subsystems and engage in a dialogue using an understanding of the features of complex systems to identify possible small changes that can have large impact in moving the system as a whole...” (p. 225).

development in these arenas.

*Strategic Report on Missouri's Early Childhood System: Governance*

Because of service delivery through multiple departments, early childhood does not have an institutional identity within Missouri's state government, and as such, requires cross-collaborations and shared revenues across the departments of education, social services, health and mental health. Early childhood staff are housed and work in each of these agencies. In response to this fragmentation and through incentives available through the Maternal and Child Health bureau, Missouri developed an Early Childhood Comprehensive System (ECCS) initiative. This effort offers state-level frameworks for local collaborations to coordinate and make sense of early childhood programs and services within their communities, and to interact with the CBEC and the state agencies. The linkages between the CBEC and the ECCS plans were explored for this application with technical assistance support from the National Governors Association, and this collaboration will continue throughout the grant period, as noted throughout this application.

In Missouri, a combination of state general revenue and dedicated funds, federal flow-through dollars, and private initiatives support early childhood programs and services for young children and families. The Department of Health and Senior Services (DHSS) houses child care licensing, health programs and the ECCS grant program. The Department of Social Services (DSS) administers contracts of dedicated funds to providers of professional development, home visitation and other services, and is responsible for administering Missouri's Child Care and Development Block Grant (CCDBG) program and statutorily-dedicated gaming revenue (Missouri is one of only

eight states with a dedicated funding source totaling about \$30 million annually). This includes child care assistance, state-funded Early Head Start and diverse quality improvement initiatives. The Department of Elementary and Secondary Education (DESE) supports a small preschool program from these dedicated funds, certifies some early childhood teachers, administers Part C and B of IDEA through Special Education, and disseminates Parents as Teachers and Title I funds to districts. The Department of Mental Health (DMH) works with schools and early childhood service providers.

Various collaborations exist among these agencies, including the ECCS steering committee, the State Interagency Coordinating Council for Part C, P-20<sup>4</sup> data systems committees out of a \$9 million grant from the Institute of Education Sciences (IES), Bright Futures, MoHealthNet (Missouri's Medicaid program) and other day-to-day efforts. Further, CBEC convenes policy system workgroups on professional development and home visiting programs. The CBEC chair has a formal role on the statutory P-20 Council, although the Departments of Higher Education (DHE) and Economic Development do not have formal positions on the CBEC as they do on the P-20 Council (a DHE representative often attends and participates in CBEC meetings).

Missouri's relatively new Coordinating Board for Early Childhood (CBEC), was established statutorily in August 2004 (appointed in 2007) to be Missouri's public/private entity for coordinating a cohesive system of early childhood programs and services. The desired result is the healthy development of, and high quality education for, all Missouri children from birth through age five.

Per Missouri statute (RSMo 210.102), CBEC membership must include

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<sup>4</sup> Although only informally adopted, discussion at meetings related to this effort identifies the "P" in P-20 as prenatal rather than pre-kindergarten.

representatives from the governor’s office; the state departments of health and senior services (DHSS), mental health (DMH), social services (DSS), and elementary and secondary education (DESE); representatives of the judiciary, the family and community trust board (FACT) and Head Start; and nine members appointed by the governor representing “business, philanthropy, civic groups, faith-based organizations, parent groups, advocacy organizations, early childhood service providers, and other stakeholders.” The membership representation is similar but not identical to the requirements of the State Advisory Council, per the Improving Head Start for School Readiness Act of 2007 (Head Start Act, 42 USC 9801 et seq.) (Table 1). The CBEC operates separately but in tandem with the Early Childhood Comprehensive Services (ECCS) plan and steering committee, with several members overlapping. The CBEC has only recently added professional staff; a part-time executive director was contracted via a competitive bid in November 2009.

The Head Start State Collaboration Office actively partners in all CBEC efforts. The CBEC’s Vice-Chair is the Director of the Collaboration Office; she serves on various CBEC workgroups and in partner group efforts, and provides connections to providers, including Early Head Start and Head Start programs. (See Appendix for state HS information.)

**Table 1. Representation on Missouri’s SAC (CBEC)**

Missouri’s State Advisory Council Membership	CBEC
State child care agency / Mo. Dept. of Social Services*	x
State education & IDEA Part C agencies / Mo. Dept. of Elementary & Secondary Education*	x
State health or mental health / Mo. Dept. of Mental Health*	x
State health or mental health / Mo. Dept. of Health & Senior Services*	x
Head Start agencies in the State*	x
Missouri Head Start-State Collaboration Office	x
Local School Districts	
Higher Education Institution	x
Local Providers of EC education & development services	x
Member of the judiciary*	x
Governor’s Office*	x
Family and community trust board (FACT)*	x
Missouri Child Care Resource and Referral Network**	x
United Way**	x
Nonprofit Services**	x
Business leader**	x
Nurse Home Visiting Programs**	x
Education Home Visiting Programs**	x

\* Also listed specifically in the Missouri Revised Statutes *RSMo 210.102* as required members of the Coordinating Board for Early Childhood.

\*\* “...and other stakeholders” per *RSMo 210.102*.

The CBEC’s statutory authority is established within the Missouri Children’s Service Commission, whose own membership is comprised of agency heads and legislators, but is not staffed. CBEC appointments have no particular term lengths, geographical or party affiliations, or legislative participation requirements. The CBEC relies primarily on collaboration without authority.

The CBEC also regularly works with partner groups with similar missions, such as Child Care Aware of Missouri (Missouri’s Child Care Resource and Referral Network), the University of Missouri-Columbia’s early childhood work, advocate groups

such as the Coalition for School Readiness and any organization whose goals and activities support the collaboration and coordination that define the early childhood system, but that has no single identity in statute, agency or organization.

In addition to those in the governance arena, Missouri's early childhood system has many other challenges: the typical federal and state funding responsibilities siloed within various state agencies and programs (prekindergarten, professional development, data collections); lack of universal access to prekindergarten (age 7 is Missouri's mandatory attendance age); licensing rules limited largely to health and safety, and a developed Quality Rating System not widely used. Through the CBEC, Missouri substantially explored pre-kindergarten in 2008-2009, but very few of its panel's recommendations have been moved forward. Missouri's current pre-kindergarten standards are kindergarten readiness indicators rather than early learning guidelines (ELGs).

*Strategic Report on Missouri's Early Childhood System: Early Learning Guidelines*

As mentioned above, through the support of the CBEC, Missouri has substantially explored pre-kindergarten since 2008 (<http://dss.mo.gov/cbec/cbecfy10interests.htm>), but very few recommendations have been achieved. One specific recommendation could be achieved by development of state early learning guidelines. Missouri's current pre-kindergarten standards do not guide parents and teachers about what 3- and 4-year-olds should be able to learn and do, but are, in fact, kindergarten readiness indicators, and Missouri has no infant/toddler ELGs.

*Strategic Report on Missouri's Early Childhood System: Professional Development*

Missouri does have strengths in its early childhood system, especially in this

arena. In the early 1990's, Missouri and Kansas jointly created core competencies for early care and education professionals. This effort clarified what early childhood professionals should know and be able to do in the classroom. These competencies are currently being updated, with extensive review and input from the field. In addition to this highly-focused work, the CBEC's professional development committee has moved forward with systems development, preparing to braid funding across agencies, streamline service delivery and further define workforce development procedures. The CBEC is within 3 months of approval of for more collaborative funding of the PD system, to be implemented by FY13.

The PD workgroup is a model for action for the CBEC in its other areas of interest for this application, including Early Childhood Programs, Family/Parent Engagement, Health, and Mental Health, to be discussed in part B of this proposal.

*Strategic Report on Missouri's Early Childhood System: Data systems*

State and federal resources have enabled some work on a comprehensive P-20 data system, including wider adoption of unique child/student identifiers, and linking data across many agencies: education, higher education, social services, mental health, health. These data will be integrated with economic development and Census data housed at the University of Missouri's Office of Social and Economic Data Analysis (OSED). A federal grant from the Institute for Education Sciences (IES) has supported early development of a P-20 data system, including the groundbreaking work around the challenges of establishing a "P" data system. Missouri has a well-built early childhood practitioner registry to track the education and training of this workforce, and the agency that developed it, The OPEN Initiative, is a leader in The National Registry Alliance. The

Missouri registry also includes instructors of both credit- and non-credit coursework, and OPEN is currently working on establishing a system for approval of instructors. Child Care Aware of Missouri, the state child care resource and referral network, is developing a process for approval of non-credit coursework.

#### *Other Missouri Features*

Two nationally known and recognized early childhood programs were founded and are headquartered in Missouri: Nurses for Newborns (NfN) and Parents as Teachers (PAT).

Nurses for Newborns was founded in 1991 and is a 501(c)3 organization. Their mission is to provide a safety net for families most at risk; to help prevent infant mortality, child abuse and neglect through home based programs that provide education, healthcare and positive parenting skills. NfN is a nurse home visiting program.

PAT was founded in the 1970's in Missouri, was publicly funded beginning in 1981 and has since expanded to all states as well as to other countries. The Parents as Teachers National Center is headquartered in Missouri. Missouri's model of the program includes developmental screening, home visiting, and group meetings for parents. Until recently, Missouri offered voluntary participation in PAT to families in the state, and the program has been a highly regarded feature of Missouri's early childhood system for decades. However, in the current economic times, state funding has been reduced and most school districts can offer only basic but still essential developmental screening services.

Missouri also participated with a state-level team in SpecialQuest to improve the capacity for early childhood inclusion of young children with disabilities in early

childhood settings. As of April 2010, Missouri plans to use its SpecialQuest experiences and training to integrate this approach throughout its system, from the CBEC policy levels and the CBEC and ECCS plans, to grass-roots service delivery.

### **Missouri Early Childhood System Need for Assistance**

Where are the particular needs of the early childhood system? Missouri has identified these in the ECCS and CBEC strategic plans (see Appendix). This grant's subordinate objectives are to create actionable, measurable steps to achieve some of the elements within the CBEC strategic plan particularly around Early Childhood Programs, Family/Parent Engagement, Health and Mental Health, using increased collaborative governance of these programs as a strategy for their development.. Some steps may be taken with ECAC funds, depending on the scope of action.

#### *Identifying the Areas of Action*

Missouri's ECCS steering committee includes members from all of the agencies governing early childhood programs and the director of the Head Start Collaboration Office; these same organizations are also represented on the CBEC. The ECCS work began in September 2003 with a two-year planning grant by the Maternal and Child Health Bureau of HRSA. This federal funding has established a state framework of outcomes, goals and measurement indicators, and helped build local collaborative teams (See Appendix for maps & information). Ideally, these groups of service-delivery agencies work collaboratively to connect various local services to each other, while also connecting to the CBEC and state policy efforts. Often, Head Start agencies convened these teams and in some cases currently lead these local efforts.

The differences in work and perspective between the CBEC and the ECCS

initiative are often described this way: the CBEC has the policy vision for early childhood, while the ECCS team implements the work. The CBEC strategic plan holds many system components: governance and leadership, financial resources, professional development, quality assurance, accountability and evaluation, public engagement and parental leadership. The ECCS plan has similar components, but is focused more on the service at the child, family and community levels. The ECCS areas of focus are family support and parent engagement, early childhood programs, health and mental health.

The ECCS plan's four essential components were developed with needs assessments in the early phases of development, with two working committees established: the Coalition and Steering Committees. The Coalition involved a broad constituency of stakeholders representing the diverse needs of children and families across the state. During the planning phase, the purpose of the 62-member Coalition was to provide support and guidance for the development of the ECCS plan.

The interagency Steering Committee, a subset of Coalition members, included designated individuals representing DESE, DMH, DSS, DHSS and the Head Start State Collaboration Office. The role of the Steering Committee, which continues to meet every two months, is to provide leadership and guidance for developing the ECCS plan by (a) sharing knowledge of the work already being done in the area of early childhood and (b) framing proposed innovation in the context of existing programs.

Subcommittees were established for each of the content areas. The primary tasks for the subcommittees were to identify the unmet or inadequately-met needs of children and to outline steps toward addressing those needs. An inventory of available resources addressing and complimenting ECCS initiatives was compiled. The ECCS state plan was

completed in May 2006 and updated again in January 2009.

In almost a parallel process, the CBEC's strategic plan was outlined in 2008 after examination of the ECCS plan. It was completed in 2009 and approved in early 2010.

Missouri received technical assistance from the National Governors' Association in preparation for this ECAC application, to bring together the ECCS Steering Committee and the CBEC, and to facilitate a detailed examination of the two plans. The result was identification of the key areas of need in Missouri's early childhood system, upon which this application focuses.

The process resulted in the integration of the concepts from the ECCS plan's four essential components with the CBEC's policy components. Thus, the subordinate objectives of this ECAC application are to identify actionable, measureable steps out of the CBEC strategic plan, using connections to state and local ECCS efforts implementing the ECCS plan. Focus area workgroups will develop particular measureable action steps which may, in turn, be funded with this ECAC grant (see this application's Part B).

The complexity of the intersection of policy and program components represents a key challenge of the ECAC work. How can action come out of substantial needs illustrated in both the CBEC and ECCS plans?

Below is a matrix illustrating the intersections among policy components evident in the federal ECAC guidance, CBEC policy components and ECCS program components. The CBEC added its own nuances to the four ECCS components, such as adding engagement and leadership to the parent/family area, adding policy issues such as licensing, accreditation and QRS to early childhood programs, and broadly referring to health beyond access to a medical home. The use of dotted lines between cells represents

the inherent relationship of all items to one another.

The left column lists the CBEC's policy charges in terms of the federal State Advisory Council statute, the state statute that established the CBEC, and the early childhood policy components outlined in the CBEC strategic plan (see Appendix). To accomplish duties in these areas of responsibility, the CBEC has its own board committees (e.g., Communication and Development), and external partnerships (e.g., P-20 Data Council, Coalition for School Readiness, Child Care Aware of Missouri). The CBEC also convenes workgroups that include a variety of early childhood professionals at state and local levels to work through complex policy issues (e.g., Professional Development, Home Visiting).

The columns to the right list system/program areas, which represent the merger of the Early Childhood Comprehensive System (ECCS) and the CBEC's strategic plans. Using issue-specific workgroups around the four ECCS Component Areas, the CBEC will use grant funds to work to thread its policy responsibilities through the early childhood system/program components, to establish and strengthen a system to prepare children to succeed in school.

***A Matrix: The Integration of Key Policy Components with Program Components***

<b>Policy Components (CBEC strategic plan areas)</b>	<b>Essential EC System/Program Components (ECCS plan areas)</b>			
	<i>Family Support &amp; Parenting Education</i>	<i>Early Childhood Programs</i>	<i>Health</i>	<i>Mental Health &amp; Social-Emotional Development</i>
Program Quality				
Workforce Quality & Professional Development				
Collaborative Integration				
Finance				
Diversity & Inclusion				
Data Systems				
Community & Business Engagement				

The four key areas of this ECAC application will include development of action steps to achieve the areas of need identified in the strategic plan.

***1. Family Support and Parenting Education***

A primary goal of family support and parenting education is to enhance parents’ capacity to engage in the development of their children. The partnership of parents to programs/providers is needed to support positive outcomes and to ensure parent voices are integrated into the practices of early childhood programming. This approach is anticipated to result in 24/7 support for child development, as an alternative to an

approach in which program staff are seen as the key support for healthy developmental progress.

It follows that family engagement in all early childhood programs and services is critical to the outcome of parents' capacity to support healthy development in their children. While all existing programs in Missouri include a component of parent engagement or participation, they are currently implemented with varying outcomes. Perhaps the most successful model is supported in Head Start and EHS, where parents are expected and supported to be involved in all levels of the program—from assisting with decisions regarding curriculum for their child, to policy level decisions by those participating in the Head Start Policy Council and other committees.

While it may be possible to integrate this model beyond Head Start into other Missouri early childhood programs, the policy level of parent engagement is currently not widespread and is only at the local level. With the support of this ECAC funding, the CBEC hopes to develop and sustain parent *leadership* at the state policy level. At this time, Missouri has not been successful establishing a system that supports parent leadership and engagement at the state level to help guide and inform early childhood systems.

#### *Family Support/Parent Engagement objectives*

Because this is an area that the CBEC has identified as a need, but has not yet worked on, the first need is to create action steps, followed by implementation.

Sub-objective 1: Prepare and implement measurable action steps to advance the CBEC's strategic plan goals.

Goal 1: In year 1, convene workgroups to prepare measureable action steps out of the CBEC's strategic plan goals.

Goal 2: In years 2 and 3, implement achievable action steps.

The workgroups will use CBEC's strategic plan items to consider how to:

- Partner to support the implementation of statewide parent leadership opportunities,
- Explore with the Head Start Association, Head Start grantees and other entities the development and coordination of parent leadership opportunities, and
- Support an in-depth analysis of existing parenting education/home visiting programs to ensure that they employ best practices and are serving parents most in need.
- Review and analyze statewide data of those served in home visiting/parenting education programs.

Current initiatives include planned development of a Parent Resource Clearinghouse prioritized during the current ECCS year. The clearinghouse will focus on leadership development in families, not supplanting other resources in Missouri, but serving as a hub of information about those resources. A comprehensive database of family members interested in some form of leadership (from mentoring to policy work) will be developed as well as parent leadership training opportunities. Another existing resource is the Department of Corrections' father support program that serves as one model of parent leadership and support opportunities in Missouri. Also, the CBEC has a Home Visiting workgroup consisting of agency and local providers that is informing Missouri's federal home visiting application for the *Maternal, Infant, and Early Childhood Home Visiting*

*Program*, created as part of the Patient Protection and Affordable Care Act of 2010 (Affordable Care Act or ACA).

Missouri has not had a full-scale needs assessment of the policies, services and programs for family support, parenting education and parent leadership. The CBEC will convene a workgroup to assess the services and funding opportunities and gaps, outreach and coordination, access and quality. The workgroup will consider the policy components such as quality, collaboration and diversity, and work to achieve the three Parent/Family objectives stated above. The workgroup will make recommendations for policy action.

## *2. Early Childhood Programs*

This focus area has several key elements, particularly professional development, data systems and quality rating improvement systems.

Other than data on the Missouri Preschool Project (MPP) and Head Start, and the licensing status of some independently-operated preschools, very little is known about universe of pre-kindergarten programs in Missouri. MPP is available in limited sites primarily through school districts, with a few private and non-profit centers delivering the program. MPP teachers must have a bachelor's degree and provide multiple parent-teacher conferences. Programs must also deliver health, nutrition and development screenings. These efforts reach just 4% of Missouri's 4-year olds and 2% of 3-year olds. (Source: The State of Pre-School 2009; National Institute for Early Education Research, NIEER.org). Stronger data systems would provide more information to inform policy decisions.

As in all other states and territories, Head Start and Early Head Start have a strong presence in our state, with the primary influence being at the local level through the

receipt of federal funds to individual programs. Missouri is unique within a handful of states, with state monies funds supporting additional Early Head Start programs, expanding the state's capacity beyond those supported by federal funds. Because of this effort (which began in 1999), awareness of the Head Start system and the Head Start Program Performance Standards exists at the state level within the Department of Social Services, which is the department supporting state-funded EHS programs. The strongest state level presence of Head Start is through the Missouri Head Start State Collaboration Office, established in 1997. As per the Head Start Act, HSSCO's work to:

- (i) Enhance collaboration and coordination of Head Start services by Head Start agencies with other entities providing early childhood education and development (such as child care or services offered by museums), health care, mental health care, welfare, child protective services, education and community service activities, family literacy services, reading readiness programs (including such programs offered by public and school libraries), services relating to children with disabilities, other early childhood education and development for limited English proficient children and homeless children, and services provided for children in foster care and children referred to Head Start programs by child welfare agencies, including agencies and State officials responsible for services described in this clause;
- (ii) Assist Head Start agencies to develop a plan for the provision of full working-day, full calendar year services for children enrolled in Head Start programs who need such services;

- (iii) Assist Head Start agencies to align curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards; and
- (iv) Enable Head Start agencies to better access professional development opportunities for Head Start staff, such as by working with Head Start agencies to enable the agencies to meet the degree requirements described in section 648A(a)(2)(A), including providing distance learning opportunities for Head Start staff, where needed to make higher education more accessible to Head Start staff; and
- (v) Enable the Head Start agencies to better conduct outreach to eligible families.

See Appendix for additional Missouri Head Start information.

In 2008, the CBEC convened a pre-kindergarten panel facilitated by an external consultant. The Missouri Panel on School Readiness: Focus on Pre-Kindergarten Education made recommendations around three issue areas: Access, Accountability and Delivery. In December 2009, the CBEC approved the recommendations. Missouri's Joint Committee on Education plans a 2010 interim report on financing pre-kindergarten.

Despite these efforts and the CBEC commitment to access and financing in its strategic plan, even a next step of feasibility studies has been difficult to achieve in the current economic climate. Missouri needs additional leadership and fiscal support to provide momentum to the efforts for universal access to pre-k. Many of the original recommendations of the Pre-K Panel still need to be implemented. For example, the current standards for pre-kindergarten do not address the development of 3 – and 4-year-olds, and Missouri has no infant/toddler learning guidelines. Of particular concern is the issue of the impact of state-funded pre-k on community-based birth-to-five programs if

school-based free services compete with child care programs' services to three- and four-year-old children. The result can be that community child care programs close after losing their prekindergarten-aged enrollment, which can reduce the availability of infant/toddler care.

Other issues include the continual challenge of needed collaboration among early care and education providers, health, mental health, social service providers and other community entities.

Regarding early care broadly, Missouri has very few statutory standards. Historically, very little regulation has been prescribed or desired in Missouri, not just particular to early childhood but generally, with Missouri's political climate described as individualistic (Gray, 2004).

Housed in DHSS, Missouri's licensing statutory authority, rules and regulations focus on basic health and safety regulations, and minimal professional development for maintaining licensure (i.e., 12 clock hours of training annually for each staff person). MPP programs must be licensed, and work toward early childhood accreditation (either Missouri Accreditation or the National Association for the Education of Young Children (NAEYC) Accreditation). Head Start performance standards are consistently higher than state licensing regulations.

The CBEC supports implementation of Missouri's piloted Quality Rating System, to serve as the foundation for a system of professional development and supports for program improvement that will elevate programs past the minimum standards of licensing. The ECAC funds will be used in tandem with increased coordination and expansion of professional development opportunities, to explore tying resources to

increasing QRS ratings could improve the quality of child care and early learning programs. Since Missouri's child care program licensing is not connected to a quality rating system (QRS) (although the pilot Missouri QRS system requires licensing prior to rating a program), ECAC activities may explore potential linkages across licensing, accreditation and QRS.

### *Professional Development*

Increasing the early childhood system's capacity for quality care, early learning and child development depends on a strong professional development (PD) system. The CBEC's professional development committee has worked for several years to face and respond to critical questions. The CBEC funded an evaluation of the existing PD system in 2007, using an out-of-state consultant, and the resulting report has since led the work of the PD committee. For decades, PD opportunities have been delivered through state contracts with at least ten different organizations, using a variety of state and federal funding streams. Over the past year, the committee has worked to define methods of PD, such as for-credit and non-credit coursework, coaching, mentoring, technical assistance and consultation, and to define appropriate regional hubs from which to deliver PD services, in an effort to prepare for newly coordinated efforts around improving program/educator quality and capacity. Within the next year, Missouri will begin a two-year process to implement a braided funding system using a unified set of regions. Steps in this process include development of an RFB for a state-level entity to oversee the PD system, letting that bid and selection of the state-level organization/collaboration, letting a bid for regional PD centers and selection of those centers. Unfortunately, over the last year, Missouri's PD system lost a half-million dollars in PD funding through the child

care resource and referral budget and almost another half-million through the Educare budget. However, Missouri's PD planning and preparation continues with the anticipation that the economy (and state budgets) will improve.

In 2009, DESE and DHE formed the Joint Committee for Credentials in Early Childhood/Youth Development as a follow-up to an Articulation Conference sponsored by DHE. By April 2010, the committee developed a set of recommendations to send to DESE's Commissioner, including a review of the existing Birth to Grade 3 certification requirements, consideration of recruitment of teachers from Grades 1-6 to become certified in pre-school education, and collaboration with education preparation programs to develop alternative measures to earn Birth through Kindergarten certification.

Also, individual efforts by CBEC members have advised establishment of a sustained systemic approach to statewide implementation of quality early childhood/youth development programs for all Missouri's children and families. The recommendations included braided funding by districts to optimize multiple revenue streams (e.g., MPP, Head Start, Title I, IDEA Part B) for the provision of quality pre-school and school age/youth development programs. Other recommendations were for a review of current PD resources, determination of the projected costs of a statewide early childhood system that includes compensation and benefit programs, and review of the affordability of services to families. The Joint Committee also works with early childhood higher education faculty and institutions to encourage consistent articulation policies within and across institutions.

#### *Early Childhood Program objectives*

Given the needs around early childhood programs, the CBEC would like to

pursue the following objectives around data systems, professional development and quality and rating improvement systems.

Subordinate Objective 1: To continue Missouri's progress and leadership in developing early childhood data systems.

Goal 1: Contract with a partner group to pilot linking local Head Start data collection into a state data system.

Subordinate Objective 2: To establish early learning guidelines for children birth to five.

Subordinate Objective 3: To advance development of a quality rating and improvement system.

Goal 1: Explore actionable, measureable policy initiatives linking resources for providers participating in the established and piloted quality rating system. In Year 1, review various policy initiatives around improvement, link to the CBEC's current work around professional development and generate recommendations. In Years 2 and 3, implement achievable recommendations.

There are various components of CBEC's strategic plan that the PD workgroup will accomplish and/or pursue with these objectives and goals:

- Participate in the testing and validation process for the P-20 database by examining ways in which data collected by individual components of the comprehensive system may be duplicative, identify information gaps and streamline data collection and analysis across the components.
- Support legislation to increase accountability for the investment of subsidy funds
- Increase subsidy reimbursements for licensed care to support parent access to quality settings.
- Support the development and implementation of new rules for licensed family child care and license-exempt child care centers.
- Advocate for increasing accountability for the investment of subsidy funds for

- unregulated child care.
- Make tiered subsidy payments proportional to quality.
  - Mobilize support for implementation of the proposed new rules for licensed child care centers.
  - Give leadership to the development and dissemination of infant-toddler early learning guidelines.
  - Give leadership to the development of a consolidated set of standards for prekindergarten education programs as recommended by the Pre-K Panel.
  - Support the implementation of a statewide quality assessment system for early care and education programs.
  - Advocate for necessary legislative components of a quality assessment system.
  - Review and analyze data from DSS regarding state and federal funds that support unregulated care.
  - Ensure design of a developmentally appropriate, valid and reliable kindergarten readiness assessment.
  
  - Ensure continued implementation and evaluation of coordinated administrative structure for early childhood professional development services.
  - Support implementation of recommendations regarding degrees, articulation, and certification.
  - Research strategies and make recommendations for integrating appropriate health and mental health training into pre-service and in-service programs.
  - Investigate and support the implementation of professional development activities that support effective inclusion of children with disabilities in Early Childhood and School Age environments.
  - Research strategies and make recommendations for the recruitment, retention and promotion of a culturally diverse workforce.
  - Initiate work with appropriate departments to create a coordinated administrative structure that includes current sources of funding and a shared regional delivery system.
  - Work with DESE and DHE and other Early Childhood stakeholders to develop

recommendations regarding degrees and credentials. Work with DESE and DHE to develop specific strategies to achieve articulation between and within two- and four-year institutions.

- Design and begin the process of conducting a comprehensive assessment to analyze needs of young children, their parents and early childhood professionals. This assessment should include the availability and quality of early childhood programs, as well as identification of opportunities for and barriers to coordination of early childhood efforts. Additionally, this needs assessment should include all requirements addressed in the State Advisory Council application per ARRA, 2009 (P.L. 111-5).
- Support the work of and provide input to the P-20 Data Council in the development of the dataset related to early childhood program data, workforce data, child data and parent education/support data.
- Work with appropriate departments to make PARS (Professional Achievement and Recognition System) participation compulsory for staff in all licensed and license-exempt programs.
- Support and provide input into the revision of the Core Competencies for Early Childhood Professionals.

The CBEC's PD workgroup expects to break into subgroups to fully achieve progress in these areas.

### *3. Health*

Missouri is unique because of the broad-based implementation approach of Healthy Child Care Missouri, with child care health consultation provided as a population-based public health service. Missouri's child care health consultation program impacts nearly 80,000 young children annually with health consultation and health promotion services to child care homes and facilities across the state. Healthy Child Care Missouri's a collaborative project between Missouri's Department of Health and Senior

Services and local public health agencies, and is funded in part by a grant from the U.S. Department of Health and Human Services, Child Care Bureau, and Maternal and Child Health Bureau.

### *Health objectives*

Because Health is an area that the CBEC has identified as a need, but has not yet worked on, the first need is to create action steps, followed by implementation.

Sub-objective 1: Prepare and implement measurable action steps to advance the CBEC's strategic plan goals.

Goal 1: In year 1, convene workgroups to prepare measurable action steps out of the CBEC's strategic plan goals.

Goal 2: In years 2 and 3, implement achievable action steps.

The workgroups will use CBEC's strategic plan items to consider how to:

- Develop a long term coordinated plan for all pregnant women to have access to a home visiting program.
- Support an in-depth analysis of existing parenting education/home visiting programs to ensure that they employ best practices and are serving parents most in need.
- Research best practices for higher levels of quality beyond minimum regulation for abuse prevention and intervention, parenting education and support, child health and child and family mental health.
- Develop a plan to assure that all children have a developmental screen by age 3.
- Support expansion of the Strengthening Families initiative to more sites and into more related programs that reach at-risk families.
- Give leadership to the imperative of early intervention from birth to 5 – review

- First Steps eligibility criteria and advocate for expanded eligibility.
- Review and analyze statewide data of those served in home visiting/parenting education programs.

Additional strategies are in the ECCS plan. Missouri has not had a CBEC-led full-scale needs assessment of the policies, services and programs for health services for young children. The CBEC will convene a workgroup to assess the services and funding opportunities and gaps, outreach and coordination, access and quality. The workgroup will consider the policy components such as quality, collaboration, diversity, and make recommendations for policy changes.

#### *4. Mental Health & Social-Emotional Development*

Perhaps the least developed early childhood system in Missouri is one that is extremely critical in supporting children's healthy development and later success in the K-12 system: early childhood mental health and social-emotional development.

As with other states, Missouri has a Part C program (First Steps, with DESE as the lead agency) and Part B services delivered primarily through the public school system. These programs focus on services to young children with identified disabilities.

Other efforts include an Inclusion program operated by the child care resource and referral network, and a new Social Emotional Competency project supported with CCDBG with ARRA funds and also delivered by child care resource and referral.

##### Social-Emotional Competency Project:

This project was designed to aid child care professionals in developing appropriate social emotional behaviors in the children in their care. The project focuses on preparing child care professionals to: 1) better support children's social emotional development, 2)

deliver a social emotional needs assessment for young children and 3) implement a curriculum to increase appropriate social emotional behaviors in those children. These goals will be met by the following activities:

- \* Final development and delivery of the Social Emotional Child Care Orientation Training (SE-CCOT), which is a series of three 3-hour workshop sessions. It is designed for child care professionals to enhance their understanding of the social emotional development of children. The workshops will provide strategies for applying appropriate social and emotional practices in child care settings. The completed workshop series will include curriculum outlines for each 3-hour module, as well as participant guides, instructor guides, and PowerPoint presentations. Initially a “training of trainers” will prepare a cadre of instructors who will then provide a minimum of 22 sessions of the nine (9) clock hours, with these sessions distributed geographically across the state.
- \*A Training of Trainers for both the Center on the Social-Emotional Foundations for Early Learning (CSEFEL) early childhood curriculum and the Ages and Stages Questionnaire: Social Emotional (ASQ:SE), a screening tool. Those who receive this training will work statewide to train child care professionals on the use of the CSEFEL approach and ASQ:SE tool.
- \*Child care professionals will administer the ASQ:SE and implement the CSEFEL approach in their classrooms. Children will be screened with the ASQ:SE two times a year, a minimum of 6 months apart, to measure change in appropriate social-emotional behaviors. Changes will be tracked and reported in a statewide aggregation.

### *Mental Health objectives*

Because Mental Health/Social-Emotional Development is an area that the CBEC has identified as a need, but has not yet worked on, the first goal is to create action steps, followed by implementation.

Sub-objective 1: Prepare and implement measurable action steps to advance the CBEC's strategic plan goals.

Goal 1: In year 1, convene workgroups to prepare measurable action steps out of the CBEC's strategic plan goals.

Goal 2: In years 2 and 3, implement achievable action steps.

The workgroups will use CBEC's strategic plan items to consider how to:

- Develop a long term coordinated plan for all pregnant women to have access to a home visiting program.
- Support an in-depth analysis of existing parenting education/home visiting programs to ensure that they employ best practices and are serving parents most in need.
- Research best practices for higher levels of quality beyond minimum regulation for abuse prevention and intervention, parenting education and support, child health and child and family mental health.
- Develop a plan to assure that all children have a developmental screen by age 3.

Additional issues are in the ECCS plan. Missouri has not had a CBEC-led full-scale needs assessment of the mental health policies, services and programs for young children. The CBEC will convene a workgroup to assess the services and funding opportunities and gaps, outreach and coordination, access and quality, as well as policy components

such as quality, collaboration, diversity, and make recommendations for policy changes.

## **B. Approach**

### Proposed Activities

#### *Approach, Council Membership, Collaboration Challenges & Sustainability*

Using the Council funds, the CBEC will convene workgroups around the focus areas using both the CBEC and ECCS plans for guidance, which identify goals and objectives for policy and practice in early childhood. Each workgroup will further identify the tasks necessary to accomplish these goals and submit supporting workplans with fund requests to the CBEC.

This arrangement is typical of the CBEC's current work, which has used committees to study and advance change. Using workgroups also takes full advantage of the board's substantial expertise in early childhood, recognizes the already committed, ongoing and collaborative work of agency employees, but also fosters an important policy and influence role for the CBEC to create systemic change. (Table 2<sup>5</sup>, below)

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<sup>5</sup> *The Governor's office interprets Missouri's statute to include only 17 members, and also has prioritized lean boards and commissions throughout the fiscal downturn. As a result, no additional members have been immediately named, although a slot is open. In August 2010, the CBEC will submit recommendations for this slot into the Governor's office.*

**Table 2. Names and Affiliations of Missouri’s State Advisory Council**

<b>Missouri’s State Advisory Council Membership</b>	<b>CBEC</b>
State child care agency / Mo. Dept. of Social Services*	Paula Neese
State education & IDEA Part C agencies / Mo. Dept. of Elementary & Secondary Education*	Kathy Thornburg
State health or mental health / Mo. Dept. of Mental Health*	Patsy Carter
State health or mental health / Mo. Dept. of Health & Senior Services*	Margaret Donnelly
Head Start agencies in the State*	Jim Caccamo
Missouri Head Start-State Collaboration Office	Stacey Owsley
Local School Districts	
Higher Education Institution	Kathy Thornburg
Local Providers of EC education & development services	Dan McCool & Valeri J. Lane
Member of the judiciary*	The Honorable Tom Frawley
Governor’s Office*	Mayme Miller
Family and community trust board (FACT)*	Fmr. State Sen. Roseann Bentley
Missouri Child Care Resource and Referral Network**	Carol Scott
United Way**	Brenda Shields
Business leader**	Ruby Harriman-Christian
Nurse Home Visiting Programs**	Sharon Rohrbach
Parent Home Visiting Programs**	Sue Stepleton

\* Also listed specifically in the Missouri Revised Statutes RSMo 210.102 as required members of the Coordinating Board for Early Childhood.

\*\* “...and other stakeholders” per RSMo 210.102

Some of the areas have had more CBEC attention than others, which makes the development of workgroup plans and funding proposals necessary ECAC grant activities; this work could not have been completed prior to this time. The CBEC has done substantial work in PD and quality in early childhood education, for example, but much less attention has been paid to Health and Mental Health/Social-Emotional development. In these cases, those workgroups would be expected to use the CBEC and ECCS plans as guidance, informing proposed work through the expertise of the state agencies and other stakeholders as well as the experiences of the local ECCS teams. The ECAC funds will accelerate the work of all key issue areas.

For the overall management of this system-level, multi-focus work, which will

engage so many stakeholders in various work groups, this application proposes an executive director. The executive director will help connect the CBEC to grass-roots efforts throughout reach to efforts such as mayoral early childhood task forces, local ECCS teams and issue-specific interest groups (pediatric associations, for example) not currently engaged in the board's work. The director will be a bid/contract position, as the State of Missouri has avoided funding permanent positions with ARRA funds.

Some partner groups listed below are already active in the CBEC's efforts, while others are potential partners that have not yet been contacted (Table 3).

**Table 3: CBEC Partner Groups**

<b>Partners</b>	<b>Description of Role</b>
University of Missouri Extension	Extension works on the PD Early Childhood/After-School workgroup as one of several training providers.
University of Missouri Truman School of Public Affairs*	Truman School of Public Affairs advises on data systems and conducts early-childhood-specific research in partnership with the Department of Economics.
University of Missouri Center for Family Policy and Research*	CFPR houses the practitioner registry, conducts early childhood research, leads the development of the early childhood and afterschool data system in tandem with the Dept of Elem. & Secondary Education’s P-20 Data System IES grant. CFPR will pilot the Head Start data collection.
Department of Elementary & Secondary Education*	DESE recently created the Division of Early and Extended Learning, with a new assistant commissioner position. The Missouri Preschool Project is administered in this division, which also plans conferences and various activities. DESE is responsible for certification of public educators within the K-12 system, including early childhood. The agency has also co-chaired efforts with the Department of Higher Education to engage universities in discussions around articulation for early childhood professionals.
University of Missouri* & Regional Professional Development Centers	RPDC’s are funded through DESE’s budget, to provide K-12 teachers with access to training opportunities, and technical assistance to districts. The CBEC’s PD efforts are trying to link to all RPDC’s. MU’s ParentLink, Missouri’s Parent Information and Resource Center (PIRC), is housed in MU’s RPDC.
Children’s Trust Fund*	CTF is a long-time leader in Missouri around child abuse and prevention efforts, particularly substantial support for early intervention programming via home visiting, for community collaboration across services, and as members of the ECCS Steering Team. The CBEC plans to further connect to CTF, its staff expertise and community partnerships.
Department of Corrections*	Corrections is a member of the Children’s Service Commission, and is led by a staunch supporter of early childhood system development, programs and services. Inmates choose various programs with Canteen funds, including the InsideOut Dad program, which is a parenting class for incarcerated fathers. This effort will be a model for CBEC’s efforts on hard-to-reach populations.

<b>Partners</b>	<b>Description of Role</b>
Dept. of Social Services*	System duties described above in part A, including Child Care Development Block Grant, Temporary Assistance for Needy Families, early childhood components like training and development, etc.
Dept. of Mental Health	System duties described above in part A, including Bright Futures.
Dept. of Health & Senior Services	System duties described above in part A, including licensing, ECCS administration, Healthy Children and Families, etc.
Head Start-State Collaboration Office	The MOHSSCO director is the CBEC's vice-chair and serves as liaison to various entities (ECCS, partnerships with Head Start Association) and connects the CBEC to field-based issues like parent leadership, high needs children and the like.
Nurses for Newborns	Founded in Missouri, NfN provides nurse visits to high needs families, and regularly connects to state system policy efforts, including informing the CBEC workgroup on home visiting, to then inform the State's needs assessment for the recent federal home visiting funding. The founder sits on the CBEC.
Parents as Teachers National Center	Founded in Missouri, PAT provides home visiting training to parents as their children's first teacher. National PAT regularly advises Missouri policy discussions on best practices, including informing the CBEC workgroup on home visiting, and houses one of DESE's PD providers. The CEO sits on the CBEC.
Missouri Coalition for School Readiness*	Funded by the Pew Foundation, the Coalition's primary goal is to provide students with access to quality pre-kindergarten through business/civic collaborations, public awareness and advocacy efforts.
Child Care Aware of Missouri	Formerly known as Missouri Child Care Resource and Referral Network, MOCCRRN connects families to child care and early learning programs; improve program quality; and collaborate with business/civic leaders to make child care safe and enriching. MOCCRRN has sophisticated data capacity and as such informs the EC data system development and PD collaboration efforts.

\*Group also providing match for ECAC grant activities

Other potential partners may yet be sought, and could include the American Academy of Pediatrics, Missouri Primary Care Association, Missouri Coalition for Oral Health, faith-based organizations, non-profits such as Partnership for Children and member agencies of local ECCS teams, which link various types of providers and community partnerships.

The collaboration across levels of service and within/outside of government represents the most unusual aspect of this proposal, and the trust and goodwill built to this point bodes well for continued and expanded cooperative efforts. State government agencies in particular have a long and productive history of collaboration and cooperation in the ECCS efforts, early childhood efforts generally (such as information-sharing or planning around training efforts). The danger, then, is the potential lack of action or stalled efforts just as workgroups complete recommendations.

Like most states, Missouri is facing significant financial concerns. For example, the professional development work has progressed to include plans to braid funding streams and streamline PD offerings, but FY10 budget cuts eliminated \$1 million in PD funding. Missouri's hallmark home visiting program, Parents as Teachers, sustained funding reductions in the last year. Additional cuts to early childhood services could impede a redesign of systems that include these funding streams.

Fortunately, the arrangement of CBEC workgroups is both immediately effective and ultimately sustainable in that individuals, organizations, agencies and interested parties can convene, discuss and assess areas of concern for immediate and future changes with very few resources. The CBEC's ultimate goals for change could require resources, but coupled with the relative youth of the board itself, these ECAC funds will be well-used to move Missouri's early childhood policy activities past the development stage at the end of the three-year period.

*Scope of Work*

Missouri's ECAC grant activities will include four main components: 1) workgroups to develop policy recommendations around the four key focus areas with Year 2 and 3 activities based on the recommendations (with a full-time executive director to facilitate workgroups); 2) early learning guidelines, 3) pilot data-gathering at local Head Start sites, and 4) development of an 'improvement' system to assist child care/early learning programs in pursuit of higher ratings from the Missouri Quality Rating System. A continuous underlying activity will be to use the work in these four arenas to increase collaborative governance strategies across departments of state government and their various programs and funding sources.

The workgroup structure was proposed along with the four focus areas during a public comment period from May 26 to June 4, 2010, extended to June 11 at commenters' request. Public comments were recorded online and in person (see Appendix). In particular, requests were made to focus on the 'improvement' system to pair with quality ratings, to provide resources and opportunities for change after a QRS review.

1) Facilitated workgroups around the four focus areas:

The grant activities proposed here use volunteer workgroups, facilitated as needed, and using consultants for activities proposed by workgroup recommendations. Those recommended activities would be available for public comment prior to the bid development and subsequent hiring of consultants. During the grant's three years, these workgroups will endeavor to make systemic changes by working through specific issues identified in the CBEC and Early Childhood Comprehensive System (ECCS) strategic plans.

It bears repeating that some of these areas are more developed than others. For example, a professional development workgroup has met for over a year, while a health workgroup is yet

to be convened. For this reason, progress will not be uniformly even; some groups will first develop needs assessments, and then plan the policy and program changes to establish and strengthen the early childhood system.

## I. Early Childhood Programs

### 1. Quality Rating System Resource Improvement

- a. Exploration of strategies to expand voluntary participation in QRS, particularly linking improvement resources (PD, learning resources, etc) to ratings for those voluntarily participating in QRS
- b. Continue data analyses on QRS to add to existing information for evidence-based policy recommendation/decisions
- c. Study the extent to which Head Start programs are rated to make recommendations for improved participation.
- d. Examine relationship of QRS to various systems with purpose of formalizing linkages between QRS, licensing, Head Start ratings, national accreditations and the Missouri School Improvement Program

### 2. CBEC School Readiness Panel

- a. Update, disseminate & support implementation of early learning standards.
- b. Develop infant toddler learning guidelines.
- c. Assist 2010 legislative pre-k study as needed. Stay abreast of external advocacy of universal access to pre-k, including studies of pre-k financing.

### 3. Professional Development

- a. Implement the CBEC's 2010 policy recommendations from the Professional Development committee work, including standard PD delivery regions and braided funding streams for the state's FY13 with cooperation from all state agencies.
- b. Continue work on higher education articulation and educator compensation.

- c. Monitor changes in Head Start Training and Technical Assistance for subsequent coordination with state PD policy changes.

## II. Family/Parent Engagement

### 1. Home visiting

- a. Study scope of Missouri's home visiting programs to generate child/family-centered policy recommendations to CBEC.
- b. Support state agency efforts to apply/disseminate federal home visiting funds.

### 2. Parent leadership

- a. Support a Parent Leadership initiative in tandem with Head Start and other efforts such as ECCS/UMKC's Parent Resource and Referral Clearinghouse and the Department of Corrections parenting program.
- b. Engage parents in advocating/participating in their child's well-being at home, in childcare/school and in local, state and federal policy.

## III. Health

- a. Explore cross-agency, cross-service and multi-level collaborations to provide child/family-centered services effectively and efficiently. May include issues around service referrals, interactions between state and local entities, etc.
- b. Generate policy recommendations for the CBEC cross-agency, cross-service and multi-level collaborations to provide child/family-centered services.

## IV. Mental Health and Social Emotional Development

- a. Explore cross-agency, cross-service and multi-level collaborations to provide child/family-centered services effectively and efficiently. May include issues around service referrals, interactions between state and local entities, etc.
- b. Generate policy recommendations for the CBEC cross-agency, cross-service and multi-level collaborations to provide child/family-centered services effectively and efficiently.

2) Early Learning Guidelines (ELGs).

In Year 1, the CBEC will hire a consultant to create ELGs for 3-5 year olds and for infant/toddlers. The ECAC application guidelines requests movement toward school readiness, and ELGs are a critical component. In addition, should the Early Learning Challenge Fund come to fruition, it is widely expected that states will need to have ELGs in development or in place. This work will take place in Year 1.

3) Piloting data collection at Head Start sites.

Missouri, like many other states, has no linkages between state-level data collection systems and local Head Start offerings. Lack of centralized information prevents well-informed policy and program decisions. This work will plug into Missouri's efforts that lead the nation in centralized data collection for early childhood endeavors (P-20 Data Council work). This work will take place over 3 years.

4) Quality Rating & Improvement System

The State of Missouri has not yet implemented a mandatory state-wide Quality Rating System, and proposed legislation repeatedly receives active opposition by policymakers and some early childhood factions. However, the Center for Family Policy and Research (CFPR)

developed and piloted a research-based QRS program in several Missouri communities. Private foundations in Missouri supported this work and continue to take an active interest in advancing QRS policy in Missouri, exploring the possibilities of threading licensing, accreditation and QRS together<sup>6</sup>.

Through the work of this application, the CBEC hopes to formally connect to the long-standing QRS State Committee, another initiative housed in the CFPR. This committee is comprised of many of the same people and organizations as those represented on the CBEC.

The public comment period for this application included multiple requests to focus on an ‘improvement’ system to work in conjunction with a quality rating system (QRS). As a result, the CBEC will request the current QRS group’s assistance in examining other states’ policies that connect resources to QRS participation, as well as exploring uses of current funding streams to this end. Solutions may include those proposed by CBEC’s long-standing PD workgroup, which plans to braid funding streams by FY13 to provide greater integration to the state’s PD system, and to the P-20 Data Council that continues to determine how best to gather and store early childhood data. The group’s Year 1 and 2 work will lead to recommendations to inform the CBEC’s ECAC fund use in Years 2 and 3.

In Years 2 and 3, the CBEC proposes using ECAC grant funding to encourage participation in Missouri QRS by funding improvement efforts some facilities undertake to achieve a higher rating. For example, if the QRS review illustrates a need for a particular type of PD, the facility may choose from a list of PD options funded by the CBEC (and perhaps others) that speak to this need. The state QRS group and the state-level entity for the new PD system can speak to the specifics of how to best administer such resources in Missouri.

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<sup>6</sup> Specifically, studying the relationship between higher QRS star ratings and accreditation to see if an accredited program could automatically be given a particular rating. Foundations that have supported QRS are interested in reducing the number and types of observers at care sites, per their feedback from local care providers.

Private Missouri funders have interest in QRS as a policy and may respond favorably to sustain this activity after this ECAC development work. Further, the Year 1 and 2 workgroup funding could speak to Missouri's activities if the Early Learning Challenge Fund comes to fruition.

## **Timeline**

### **Year 1**

September 2010 (prior to grant period)

- September 13, 2010 Monthly board meeting. Convene initial workgroups around new areas, including health, mental health and parent/family engagement and leadership. Identify leaders and partners for ECAC work.
- Begin development of new executive director contract around grant activities/time period.

### **Grant Quarter 1: October-December 2010**

- Prepare contracts for consultants for early learning standards and PD workgroup support; Head Start data pilot.
- Develop a template for each workgroup's scope of work from matrix (policy and program components e.g.) Recommendations will include collaborative integration, diversity/inclusion (including access), data systems, etc. as well as ECAC guidance for future reporting on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice);
- Contact existing partner groups (state QRS team, ECCS teams, P-20 data council, Missouri Coalition for School Readiness). Identify other partner groups for workgroup participation and begin initial contacts.

*Quarterly report:* Contracts, meetings, goals from meetings including timelines, leaders, partners

**Quarter 2: January-March 2011**

- Begin, continue convening various workgroups/committees and/or begin participation in collaborations. Groups may examine past needs assessments or develop new needs assessments to inform work, as well as use CBEC strategic plan
- Development and/or submission to CBEC of proposed focus area plans by new committees/workgroups/ partners out of the 4 focus areas. Includes specific goals, work, and timelines with guidance from needs assessments and CBEC strategic plan.

*Quarterly report:* Dates, participants, agreements, activities

**Quarter 3: April-June 2011**

- CBEC review/approval of committees/workgroups/partners plans
- Distribution of funds to developed projects (such as data systems) after securing written agreements, contracts for projects. Agreements should include evaluation components (number of children served, etc)

*Quarterly reports:* Dates, participants, agendas, minutes/notes showing progress toward project goals as outlined in CBEC's strategic plan.

**Quarter 4: July-September 2011**

- Continued development and submission to CBEC of proposed focus area plans by new committees/workgroups/ partners out of the four focus areas. Includes specific goals, work, and timelines with guidance from needs assessments and CBEC strategic plan.

- CBEC review/approval of committees/workgroups/partners plans
- Continue/begin distribution of funds to projects

*Year End/Quarter 4 report:* Each application areas' specific goals and timelines for child/family-centered policy recommendations and projects as proposed by workgroups and approved with input from the CBEC. Progress to date on the projects specifically proposed in original ECAC application.

## **Year 2**

### **Quarter 1: October 2011-December 2011**

- Work of committees/workgroups/ partners continues.

*Quarter 1 report:* Report on progress since Year 1 report.

### **Quarter 2: January-March 2012**

- Committees/workgroups/ partners projects' progress report to CBEC. Includes reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice.
- Committees/workgroups/ partners revise/extend projects and timeline for submission to CBEC.
- Approval/distribution of funds for focus area projects.

*Quarter 2 report:* A compilation of reports from committees/workgroups/partners, revised/extended projects/timelines

### **Quarter 3: April – June 2012**

- Work of committees/workgroups/ partners continues.

*Quarter 3 report:* Activities during quarter, including progress toward workgroup-created timelines.

**Quarter 4 July – September 2012**

- Committees/workgroups/ partners projects’ progress report to CBEC. Includes reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice.

*Quarter 4 report:* Compilation of group reports and quarter’s activities as aligned to CBEC strategic plan.

*Year end report:* Includes reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice.

**Year 3**

**Quarter 1: October 2012-December 2012**

- Work of committees/workgroups/ partners continues.
- CBEC general needs assessment developed and disseminated for strategic plan revisions. May be informed by various Year 1 and Year 2 needs assessments.

**Quarter 2: January-March 2013**

- Committees/workgroups/ partners projects’ progress report to CBEC. Includes reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice.
- CBEC begins revising its strategic plan.

*Quarter 2 report:* Compilation of group reports and quarter’s activities as aligned to CBEC strategic plan. Includes reports on number and types of children, families, communities served,

and child/family-centered recommendations for changes in state policy, rules, regulations and practice.

**Quarter 3: April – June 2013**

- Work of committees/workgroups/ partners continues.

*Quarter 3 report:* Activities during quarter.

**Quarter 4: July – September 2013**

- Committees/workgroups/ partners report projects’ progress to CBEC. Includes reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice.

*Quarter 4 report:* Compilation of group reports and quarter’s activities as aligned to CBEC strategic plan. Includes reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice.

*Project End report:* List accomplishments, including reports on number and types of children, families, communities served, and child/family-centered recommendations for changes in state policy, rules, regulations and practice. Indicate completed CBEC strategic plan activities and submit CBEC’s newly revised strategic plan.

**C. Staff and Position Data**

The following is a portion of the bid, awarded to Angela M. Hull in November 2009.

Executive Director	
Name of Person:	Angela M. Hull

<b>Executive Director</b>	
Educational Degree (s): include college or university, major, & dates	University of Missouri-Columbia (MU) Ph.D, Education Policy Studies, 2007 Master’s of Public Administration, 2006 Bachelor of Arts in Interdisciplinary Studies (marketing, journalism, sociology & history), 1994
License(s)/Certification(s), #(s), expiration date(s), if applicable:	Member, American Education Finance Association Member, American Evaluation Association
# of years experience in area of service proposed to provide:	13 years in education policy, advocacy/lobbying, non-profits, grant/proposal writing 6 years research and grant evaluation experience

The CBEC’s current bid contract required the following:

<ul style="list-style-type: none"> <li>• In-depth knowledge of one or more areas of early childhood development, including early care and education, parenting/family support, pediatric health care, mental health and social-emotional development;</li> </ul>
<ul style="list-style-type: none"> <li>• Experience as a dynamic, strategic, and visionary leader and coalition builder among public and private entities;</li> <li>• Experience with strategic planning and execution skills with a record of results;</li> </ul>
<ul style="list-style-type: none"> <li>• Knowledge of the operations of the Missouri legislature and positive relationships with legislators and executive staff</li> <li>• Knowledge of state government and ability to have positive relationships with state employees;</li> </ul>
<ul style="list-style-type: none"> <li>• Experience successfully building and leading organizations comprised of individuals from diverse backgrounds;</li> </ul>
<ul style="list-style-type: none"> <li>• Experience of attracting, motivating and leading productive, collaborative teams;</li> </ul>
<ul style="list-style-type: none"> <li>• Experience as a consensus builder and in building and sustaining complex and successful alliances with a range of organizations and institutions to accomplish a common goal;</li> </ul>
<ul style="list-style-type: none"> <li>• Experience being an articulate and persuasive communicator delivering an organization’s message to a variety of public audiences;</li> </ul>

#### **D. Organization Profiles**

Missouri’s State Advisory Council is the Coordinating Board for Early Childhood. Tables 1, 2 and 3 in the grant narrative indicate the CBEC membership, including agencies, as appointed by Missouri governors since 2007. The enclosed letter from Governor of Missouri designates the CBEC as the State Advisory Council.

## **E. Third Party Agreements**

See Appendix B.

## **F. Budget Justification**

### **Year 1**

#### **1) Personnel:** [REDACTED]

No permanent positions are funded with this grant. All CBEC staffing will be contractual via the State of Missouri procurement process, or contracted through state entities such as the Children's Trust Fund or the University of Missouri.

A full-time 12-month 1.0 FTE executive director is necessary for each of the three years, in order to coordinate the work of the CBEC. This position will be a contractual position, bid through the State of Missouri procurement process, using the protocol outlined in state statute and state policy to ensure participation of minority and women vendors. State purchasing rules require bids for all goods and services worth more than \$3,000 per year. Goods and services that exceed \$25,000 per year must go through the Office of Administration and be advertised. Bids are evaluated using points for cost and performance, and, in the event of a tie, women and minority businesses receive preference.

Duties include staffing all ECAC workgroups within and across the four component areas and across the governance areas (such as the Professional Development workgroup's work encompassing the four areas of Early Childhood Programs, Parent/Family Engagement, Health and Mental Health). This includes meeting arrangements, coordination of planning with participants and leadership, some workgroup activities such as developing needs assessments or conducting research, and support and assistance for and with external consultants. The

executive director will also represent the CBEC at partner group meetings where appropriate, such as P-20 Data Council and QRS state team meetings, as well as attend the State's early childhood events such as DESE's Conference on the Young Years. Administration of the ECAC grant will be led by the director, including working with state agency fiscal staff and matching entities on the substantive ARRA reporting requirements.

Estimated cost dollar per hour: [REDACTED] includes salary & approx 40% fringe benefits estimated using state rates). Total Year 1 compensation [REDACTED]

**2) Fringe Benefits \$0**

Because the staffing of this project is through non-permanent employees, fringe benefits are not included in any of the three years.

**3) Travel: \$42,310**

Several types of travel are included here: board work and employee.

Board work:

- a) The CBEC's current 17 member board meetings cost about \$1200 each for either in-person travel or teleconferences. Costs are \$51/day for meals with \$600 spent on average, \$200 for mileage (with privately owned vehicles), \$300 for hotels, and \$100 for teleconference lines. The board will meet 6 times per year for a total cost of **\$7,200.**

- b) The executive committee will meet by phone monthly for a cost of \$100 for a total cost of **\$1200.**

c) Workgroups are expected to bring together CBEC board members, state and federal agency personnel, local early childhood care providers (center/program/family home care, health, mental health) as well as content-specific experts such as pediatricians, hospital and/or care centers, school districts, universities and the like (affiliated associations may also be included). The CBEC currently pays travel costs of its board members and participants, and expects to continue to do so as an inducement to participation.

Approximately 6 workgroups will meet quarterly, either in-person or by teleconference. Approximately 20 people per workgroup are expected. Subcommittees of workgroups may include an additional 5-10 participants and could meet up to 3 times per year. Privately owned vehicles will be used. The estimated cost for work groups is \$1200 per meeting, with 6 work groups meeting 4 times each, for a total cost of **\$28,800**.

#### Other Board/Employee travel

a) Conference travel: The CBEC has participated in various early childhood conferences, including NAEYC's Professional Development Institute, regional and national Head Start conferences, and other government and non-governmental conferences.

The first year will include an approximately 5-person team to the PDI and NAEYC conference in Providence, Rhode Island. The 2010 travel expenses were approximately \$600 for a day and a half attendance, not including the \$300 conference fee. Cost: 5 people x \$300 conference = \$1500. Hotel = \$150 x 2 rooms = \$300. Meals = \$71 per person per day (CONUS rates) X 2 days X 5 people for a total of \$710. Transportation (air, shuttle, private vehicle mileage etc.) 5 people x \$500 = \$2500 TOTAL = **\$3,010**

b) Required grant travel: For the trips to Washington DC, 2 people are expected to go to each conference (executive director and project coordinator). Airfare is estimated to be \$350 per person for a total of \$700 per trip. Hotels are estimated to be \$300 per person per night, for a total of 3 nights per trip (\$900). Meals are estimated to be \$71 per person per day (CONUS) for a total of 3 days (\$426). Cab fare, parking and other incidentals are allowed at a rate of \$74 per person for each trip. One trip for two people totals \$2,100, with two trips allowed for a grand total of **\$4,200**.

**4) Equipment: \$0** No equipment is expected to be purchased.

**5) Supplies: \$1200**

Workgroups may need copies, handouts, reading materials, etc. The 6 workgroups will be allotted \$200 annually for this purpose. Other CBEC general office supplies for the executive director are under the non-federal section. Total cost: **\$1200** annually.

**6) Contractual: \$74,400**

A majority of the ECAC work will fall to contracted consultants.

a) Early Learning Guidelines. In Year 1, \$14,400 will be spent to author infant/toddler guidelines, update early learning standards for 3-5 year olds, and support some professional development workgroup activities. This assumes 8 weeks worth of work at \$45 per hour. The consultant has not yet been identified. **\$14,400**

b) Data system pilot. In Year1, the University of Missouri will partner with Head Start agencies to pilot central data gathering that has not been gathered in Missouri (or any other state). Their costs are include salary and wages, benefits, travel, contracts, operating costs and a low indirect rate (see Appendix B, Partner Group letters and Head Start documents). **\$60,000**

**7) Other Costs: \$0**

**8) Indirect Charges: \$9070 (4.4% of federal fund total)**

Description: Total amount of indirect costs.

**9) Non-Federal resources:**

Missouri's early childhood system consists of many disparate parts that provide critical support to early care and learning. Some of those efforts are used as non-federal resources for the CBEC's efforts to provide a comprehensive and coordinated early childhood system.

**1) CBEC Year 1 [REDACTED] (cash and in-kind)**

a) Private foundation funds, \$30,284 cash. The CBEC has two private foundation sources for Year 1, [REDACTED] from Francis Family Foundation and [REDACTED] from the Hall Family Foundation. These funds will be expended for the board's work, particularly the workgroups.

b) CBEC Board/representative organization time, [REDACTED] in-kind.

Since its 2004 inception, the CBEC has relied heavily on its board expertise, particularly since professional staff was added only in 2009. The 10 non-government members are estimated conservatively to spend approximately 6 hours per meeting (travel plus the meeting) at 6 in-person meetings per year, for 36 hours apiece x [REDACTED] for a total of [REDACTED]

Board members are expected to actively participate and lead workgroups, both at the meetings and outside of them in sub-workgroups or board committees. Conservative estimates are 10 people x 8 meetings at 6 hours apiece for a total of [REDACTED] hours at [REDACTED] hour for [REDACTED] in in-kind time.

Board leadership is four people meeting 3 times per year for 8 hours each meeting at [REDACTED]/hour for a total of [REDACTED]

c) Partner group participation, [REDACTED] in-kind. The CBEC will rely heavily on volunteers for the issue workgroups. Some meeting expenses are included, above. This application estimates 280 hours worth of work from these groups, such as health, mental health and education associations, national groups housed in Missouri that lead various state activities (like PAT and Nurses for Newborns). The estimate is 280 hours at \$25 per hour. Attendance and minutes will carefully track this time of this work, and include permission from the individuals involved. This includes organizational time from board member organizations that participate in Missouri-specific early childhood work, such as advising local efforts, informing state policy discussions upon request, etc.

2) **Department of Elementary and Secondary Education:** [REDACTED] from Missouri's general revenue fund. [REDACTED] accounts for full-time employees in the early childhood division.

**Responsibilities:**

Administers the Early Childhood Development Act through Parents as Teachers. The Early Childhood Development Act authorizes state funding to school districts that provide the following education programs and services to families expecting a child or have a child birth to kindergarten entry:

- Periodic development screening for all children birth to kindergarten entry; and
- Parent education for all families prenatal to kindergarten entry.

Development and dissemination of the Missouri Early Childhood Standards. The standards are broad descriptions of what most children should know and be able to do by the time they enter

kindergarten. They are not a curriculum but a framework for communicating a shared set of expectations for preschool children in the field of literacy, social/emotional development, math, science, and physical development, health and safety.

Host Conference on the Young Years. Conference on the Young Years (CYY) is for those interested in the early childhood education profession. The conference provides the opportunity for participants to discuss appropriate practices, share ideas and receive developmental information.

Development and dissemination of the Missouri Early Education Quality Program Standards.

The standards are for the development of a system of universal access (voluntary participation) to high quality early education for all Missouri children, prenatal to kindergarten entry.

**3) Children's Trust Fund. [www.ctf4kids.org](http://www.ctf4kids.org) Year 1: [REDACTED]**

The Children's Trust Fund (CTF) is Missouri's foundation for child abuse prevention. CTF was created by the Missouri General Assembly in 1983 as a 501c(3) non-profit organization whose purpose is to prevent and/or alleviate child abuse and neglect. Located within the Missouri Office of Administration, CTF is governed by a twenty-one member Board of Directors, seventeen of whom are appointed by the Governor and confirmed by the Missouri Senate.

CTF is a part of the ECCS Steering Committee, which in turn partners with the CBEC for early childhood policy linkages across various policy levels. CTF works at the community level to bring together teams of child abuse prevention teams, and was originally one of the largest supporters of home visiting programs in Missouri, including PAT and Nurses for Newborns just as they were founded.

CTF does not receive any general revenue funding from the State to support its prevention activities. Funding is obtained from dedicated fees on marriage licenses and vital records, volunteer contributions designated on Missouri State Income Tax Returns, sales of the specialty CTF license plate, general donations, interest income from the Fund, and other grants.

The \$36,170 is used to support early childhood supports for families. Of the 80+ CTF programs funded, approximately 10 are early childhood-specific programs, with several other centers working with a broad age range of children and families, such as the Fathers' Support Center.

[http://www.ctf4kids.org/missouri\\_childrens\\_trust\\_/ctfgrantsalpha.html](http://www.ctf4kids.org/missouri_childrens_trust_/ctfgrantsalpha.html)

**4) The University of Missouri Year 1:** [REDACTED]

MU historically has supplied significant leadership around early childhood system initiatives throughout the state of Missouri. The Director of the Center for Family Policy and Research (CFPR) serves on the CBEC and is a key leader in both national and state initiatives. The Center houses the OPEN Initiative, whose primary focus is the development and implementation of a career development system for early childhood and school age/afterschool professionals. The Center also houses the state Quality Rating System team that developed the state's team and serves as the model for state policy. The Center is the source of some early childhood data, and leads efforts to bring together state and federal data regarding young children to inform research and policy efforts. This work is a national model, with the Center's director advising the National Governors' Association, the Council of Chief State Schools' Officers and the National State Conference of Legislatures on how to direct states further in their work.

MU's Truman School of Public Affairs partners closely on this work, with some faculty taking key leadership roles in the data and research efforts. One professor's entire body of work focuses on early childhood research and policy using economic analyses, while another professor works in P-12 research specific to the education workforce, including early childhood, with co-leadership with the Center in the state's P data efforts.

Each year of this ECAC application, MU dedicates [REDACTED] to these early childhood system efforts, which includes portions of these three faculty members' salaries, benefits and the facilities that house them.

**5) Other state agencies: Year 1: [REDACTED]**

a) Department of Social Services, [REDACTED] DSS serves as the CBEC's fiscal agent

b) Department of Corrections, [REDACTED]

**6) Missouri Coalition for School Readiness Year 1: [REDACTED]**

The Coalition's purpose is to advocate for universal access to quality early learning opportunities throughout Missouri. Several members of the CBEC participate on the Coalition, and intend to begin their first year of operation by bringing together a business leader and policy council. This effort overlaps the CBEC's own efforts to engage the business community regarding early childhood issues, such as last fall's CBEC sponsored event at the Federal Reserve Bank in St. Louis (see strategic plan for description of the CBEC's community engagement including businesses). Further, the CBEC's own strategic plan reflects its support for universal access to early learning. The funds here are those of the salaried executive director, whose position is to convene and engage key business leaders throughout Missouri.

**Year 2**

**1) Personnel:** [REDACTED]

No permanent positions are funded with this grant. All CBEC staffing will be contractual via the State of Missouri procurement process, or contracted through state entities such as the Children's Trust Fund or the University of Missouri.

A full-time 12-month 1.0 FTE executive director. Total Year 2 compensation [REDACTED]

**2) Fringe Benefits \$0**

Because the staffing of this project is through non-permanent employees, fringe benefits are not included in any of the three years.

**3) Travel: \$42,210**

Several types of travel are included here: board work and employee.

Board work:

- a) The CBEC's current 17 member board meetings cost about \$1200 each for either in-person travel or teleconferences. Costs are \$51/day for meals with \$600 spent on average, \$200 for mileage (with privately owned vehicles), \$300 for hotels, and \$100 for teleconference lines. The board will meet 6 times per year for a total cost of **\$7,200.**
- b) The executive committee will meet by phone monthly for a cost of \$100 for a total cost of **\$1200.**
- c) The CBEC currently pays travel costs of its board members and participants, and expects to continue to do so as an inducement to participation. The estimated cost for work groups is \$1200 per meeting, with 6 work groups meeting 4 times each, for a total cost of **\$28,800.**

Other Board/Employee travel

Conference travel: The CBEC has participated in various early childhood conferences, including NAEYC's Professional Development Institute, regional and national Head Start conferences, and other government and non-governmental conferences. TOTAL = **\$3,010**

**4) Equipment: \$0**No equipment is expected to be purchased.

**5) Supplies: \$1200**for workgroups

**6) Contractual: \$135,808**

A majority of the ECAC work will fall to contracted consultants.

a) Data system pilot. **\$61,769**

b) Workgroup consulting: This line accounts for activities stemming from policy recommendations (from needs assessments that speak to service and funding gaps, outreach and coordination)**\$75,808**

**7) Other Costs: \$0**

**8) Indirect Charges: \$11,767**

Description: Total amount of indirect costs. 4.4% of federal fund total

9) Non-Federal resources:

**1) CBEC Year 2 \$62,800 (in-kind)**

a) CBEC Board/representative organization time, \$53,800 in-kind (increase in subcommittee time)

b) Partner group participation, \$9,000 in-kind. (increase in workgroups to 360 hours)

**2) Department of Elementary and Secondary Education: \$363,766** from Missouri's general revenue fund. **\$363,766** accounts for full-time employees in the early childhood division.

3) **Children's Trust Fund.** [www.ctf4kids.org](http://www.ctf4kids.org) Year 2: \$36,170.

4) **The University of Missouri Year 2: \$94,411**

5) **Other state agencies: Year 2: \$28,400**

a) Department of Social Services, \$14,400. DSS serves as the CBEC's fiscal agent

b) Department of Corrections, \$14,000.

### **Year 3**

1) **Personnel:** [REDACTED]

No permanent positions are funded with this grant. All CBEC staffing will be contractual via the State of Missouri procurement process, or contracted through state entities such as the Children's Trust Fund or the University of Missouri. Total [REDACTED]

2) **Fringe Benefits \$0**

3) **Travel: \$40,210** Several types of travel are included here: board work and employee.

Other Board/Employee travel

- a) CBEC board meetings - \$7,200
- b) Executive committee by phone \$1,200
- c) Work group costs \$28,800
- d) Conference travel Total \$3,010

4) **Equipment: \$0** No equipment is expected to be purchased.

5) **Supplies: \$1200** for workgroups

6) **Contractual: \$140,283**

A majority of the ECAC work will fall to contracted consultants.

a) Data system pilot. **\$64,475**

b) Workgroup consulting: This line accounts for activities stemming from policy recommendations (from needs assessments that speak to service and funding gaps, outreach and coordination)\$**75,808**

**7) Other Costs: \$0**

**8) Indirect Charges: 4.4% of federal fund total**

Description: Total amount of indirect costs.

9) Non-Federal resources:

**1) CBEC Year 3 \$62,800 (cash and in-kind)**

a) CBEC Board/representative organization time, \$53,800 in-kind

b) Partner group participation, \$9,000 in-kind. (workgroups 360 hours x \$25)

**2) Department of Elementary and Secondary Education: \$363,766** from Missouri's general revenue fund. \$363,766 accounts for full-time employees in the early childhood division.

**3) Children's Trust Fund.** [www.ctf4kids.org](http://www.ctf4kids.org)**Year 3: \$27,128.**

**4) The University of Missouri Year 1: \$94,411**

**5) Other state agencies: Year 1: \$28,400**

a) Department of Social Services, \$14,400. DSS serves as the CBEC's fiscal agent

b) Department of Corrections, \$14,000.

Appendix:  
CBEC, ECCS Strategic Plans & Maps, Missouri Head Start Information, Public Comments

Governance & Leadership
<p>Long-term Activities:</p> <ol style="list-style-type: none"> <li>1. Develop and implement a campaign to educate members of the general assembly, the governor and staff, and directors of all relevant departments, including those not represented on the CBEC.</li> </ol>
<ol style="list-style-type: none"> <li>2. Analyze responsibilities and membership of CBEC and make necessary modifications to meet expectations of a State Advisory Council as defined in the Improving Head Start for School Readiness Act of 2007 (Head Start Act, 42 USC 9801 et seq.).</li> </ol>
<ol style="list-style-type: none"> <li>3. Develop ECCS plan format with outcome measures for the CBEC that can be used by local/regional ECCS entities to guide their planning efforts.</li> </ol>
<ol style="list-style-type: none"> <li>4. Give leadership and support to legislative and administrative actions that will ensure the implementation of programs that have been researched and endorsed by the board.</li> </ol>
<ol style="list-style-type: none"> <li>5. Continue to research options for governance of the early childhood system that will promote greater collaboration and coordination and recommend strategies to the Governor and department directors when appropriate.</li> </ol>
<ol style="list-style-type: none"> <li>6. Use needs assessment, ECCS outcome measures and other sources of information to determine issues that need more in-depth analysis by the CBEC and possible recommendations for action.</li> </ol>
<p>Short-term Activities:</p> <ol style="list-style-type: none"> <li>1. Work with the Governor and staff on budget and legislative strategies.</li> </ol>
<ol style="list-style-type: none"> <li>2. Engage the full CBEC in a discussion of the Pre-K Panel recommendations and what the next steps should be.</li> </ol>
<ol style="list-style-type: none"> <li>3. Create required strategic plan and apply for federal funding as a State Advisory Council.</li> </ol>
<ol style="list-style-type: none"> <li>4. Participate in the state level P-20 Council ...</li> </ol>
<ol style="list-style-type: none"> <li>5. Continue to build communication system with local ECCS entities and encourage alignment with P-20 or other regional entities.</li> </ol>
<ol style="list-style-type: none"> <li>6. Communicate with emerging Missouri Coalition for School Readiness to encourage alignment with CBEC priorities.</li> </ol>
<ol style="list-style-type: none"> <li>7. Develop a research process that supports the development of the board's legislative and administrative agenda each year.</li> </ol>
<ol style="list-style-type: none"> <li>8. Continue to research administrative structures in other states and work with the Governor's office and department directors for implementation of relevant strategies (e.g., alignment of professional development funding for early care and education).</li> </ol>
<ol style="list-style-type: none"> <li>9. Participate in work of Children's Services Commission.</li> </ol>
<ol style="list-style-type: none"> <li>10. Activate CBEC Fund.</li> </ol>
<ol style="list-style-type: none"> <li>11. Initiative a process to aid in the identification of barriers to and opportunities for greater collaboration and cooperation.</li> </ol>
<ol style="list-style-type: none"> <li>12. Determine means by which Dept. of Higher Education can be a full partner in work of board.</li> </ol>
<ol style="list-style-type: none"> <li>13. Determine means by which First Steps can be a full partner in the work of this board.</li> </ol>
<ol style="list-style-type: none"> <li>14. Initiate contact with and develop plan for on-going involvement with work of Senate 2020 committees.</li> </ol>

<b>Financial Resources</b>
Long-term Activities:
1. Develop a multi-year strategy for policy changes that address the state’s lack of revenue to sustain current services, ensure the availability of referral services when needed and fund new initiatives.
2. Develop sustainable financial plans for all new or expanded programs recommended by the CBEC.
3. Investigate new funding strategies/ sources for the early childhood system.
Short-term Activities:
1. Be informed on decisions on use of federal stimulus funds for early childhood.
2. Participate with appropriate departments to apply for a federal Early Learning Challenge Grant (when signed into law.)
3. Continue to refine the department matrixes of services that identify source and amounts of funding.
<b>Quality Assurance</b>
Long-term Activities:
1. Support legislation to increase accountability for the investment of subsidy funds.
2. Increase subsidy reimbursements for licensed care to support parent access to quality settings.
3. Develop a long term coordinated plan for all pregnant women to have access to a home visiting program.
4. Support the development and implementation of new rules for licensed family child care and license-exempt child care centers.
5. Support an in-depth analysis of existing parenting education/home visiting programs to ensure that they employ best practices and are serving parents most in need.
6. Research best practices for higher levels of quality beyond minimum regulation for abuse prevention and intervention, parenting education and support, child health and child and family mental health.
7. Develop a plan to assure that all children have a developmental screen by age 3.
Short-term Activities:
1. Advocate for increasing accountability for the investment of subsidy funds for unregulated child care.
2. Make tiered subsidy payments proportional to quality.
3. Mobilize support for implementation of the proposed new rules for licensed child care centers.
4. Give leadership to the development and dissemination of infant-toddler early learning guidelines.
5. Give leadership to the development of a consolidated set of standards for prekindergarten education programs as recommended by the Pre-K Panel.
6. Support the implementation of a statewide quality assessment system for early care and education programs.
7. Advocate for necessary legislative components of a quality assessment system.
8. Support expansion of the Strengthening Families initiative to more sites and into more related programs that reach at-risk

families.
<b>Quality Assurance</b>
9. Give leadership to the imperative of early intervention from birth to 5 – review First Steps eligibility criteria and advocate for expanded eligibility.
10. Review and analyze data from DSS regarding state and federal funds that support unregulated care.
11. Review and analyze statewide data of those served in home visiting/parenting education programs.
<b>Professional Development</b>
Long-Term Activities:
1. Ensure continued implementation and evaluation of coordinated administrative structure for early childhood professional development services.
2. Support implementation of recommendations regarding degrees, articulation, and certification.
3. Research strategies and make recommendations for integrating appropriate health and mental health training into pre-service and in-service programs.
4. Investigate and support the implementation of professional development activities that support effective inclusion of children with disabilities in Early Childhood and School Age environments.
5. Research strategies and make recommendations for the recruitment, retention and promotion of a culturally diverse workforce.
Short-Term Activities:
1. Initiate work with appropriate departments to create a coordinated administrative structure that includes current sources of funding and a shared regional delivery system.
2. Work with DESE and DHE and other Early Childhood stakeholders to develop recommendations regarding degrees and credentials. Work with DESE and DHE to develop specific strategies to achieve articulation between and within two- and four-year institutions.
<b>Accountability and Evaluation</b>
Long-term Activities:
1. Implement an on-going process of assessing needs that informs CBEC and state department plans.
2. Make needs assessment information readily available in an on-line database for state and local use.
3. Participate in the testing and validation process for the P-20 database by examining ways in which data collected by individual components of the comprehensive system may be duplicative, identify information gaps and streamline data collection and analysis across the components.

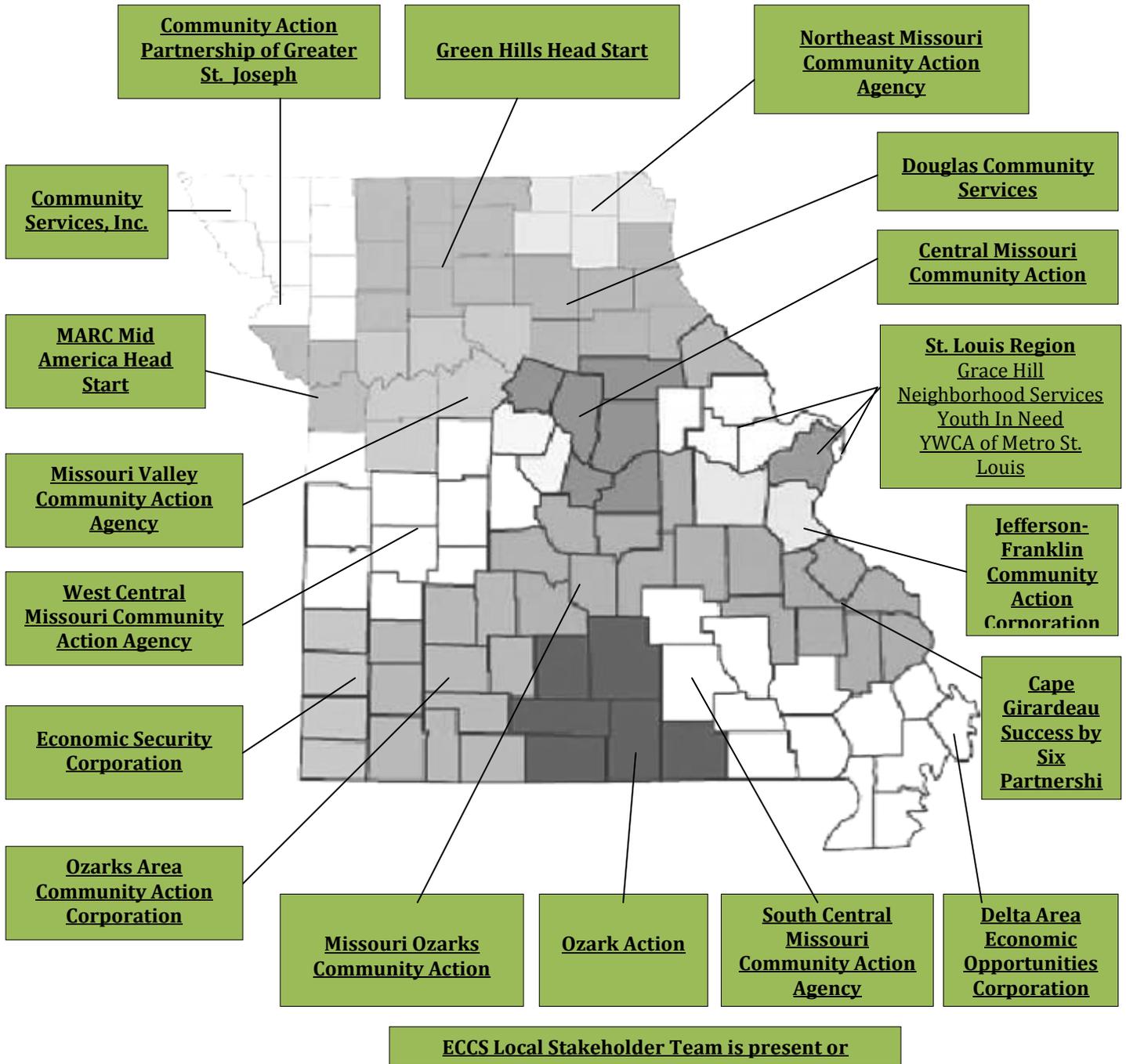
<b>Accountability and Evaluation</b>
Short-term Activities:
1. Design and begin the process of conducting a comprehensive assessment to analyze needs of young children, their parents and early childhood professionals. This assessment should include the availability and quality of early childhood programs, as well as identification of opportunities for and barriers to coordination of early childhood efforts. Additionally, this needs assessment should include all requirements addressed in the State Advisory Council application per ARRA, 2009 (P.L. 111-5).
2. Support the work of and provide input to the P-20 Data Council in the development of the dataset related to early childhood program data, workforce data, child data and parent education/support data.
3. Work with appropriate departments to make PARS (Professional Achievement and Recognition System) participation compulsory for staff in all licensed and license-exempt programs.
4. Ensure design of a developmentally appropriate, valid and reliable kindergarten readiness assessment.
5. Support and provide input into the revision of the Core Competencies for Early Childhood Professionals.
<b>Public Engagement &amp; Parental Involvement</b>
Long-term Activities:
1. Facilitate development of a blue-ribbon business action group that focuses on early childhood investment.
2. Partner to support the implementation of statewide parent leadership opportunities.
3. Encourage voter education efforts related to issues that impact young children, such as the Missouri Coalition for School Readiness.
Short-term Activities:
1. Follow-up on short-term action steps and commitments that emerge from the Business Summit.
2. Prepare for public hearings on the application for federal funding as a State Advisory Council, using technology and a variety of means that will encourage maximum and diverse stakeholder participation.
3. Involve local ECCS entities in the public hearing process.
4. Explore social networking technology to promote greater public information and involvement.
5. Explore with the Head Start Association, Head Start grantees and other entities the development and coordination of parent leadership opportunities.
<b><i>ECCS Goal 1 &amp; 2: Family Support and Parenting Education</i></b>
<i>Support the implementation of Missouri’s Strengthening Families Through Early Care and Education Program by facilitating the inclusion of family support programs into early education programs focusing on the factors protecting children from abuse and neglect. These protective factors include: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.</i>

<b><i>ECCS Goal 1 &amp; 2: Family Support and Parenting Education</i></b>
<i>Facilitate coordination among early childhood, social service, mental health, and health supports to optimize family functioning and assure access to effective supports during crises.</i>
<i>Provide technical assistance to communities to facilitate determination of cultural barriers to services and implementing solutions.</i>
<i>Develop a system for assessing and supporting family access to translation and interpreter services.</i>
<i>Develop/identify and deliver parenting information and education in a team approach that involves parents, caregivers, and service providers as resources. This process will: Assist families in the prevention of child abuse and neglect through resources related to (a) child development, (b) providing a supportive and nurturing home environment, (c) child safety, and (d) abuse and neglect.</i>
<i>Support parents whose children are not enrolled in other early childhood programs in preparing their children for school through resources and activities pertaining to their child’s (a) physical and motor development, (b) social and emotional development, (c) excitement about learning, (d) language development, and (e) cognition and general knowledge.</i>
<i>Inform parents/caregivers about their child’s health through diagnostic services that include (a) well-child check-ups, (b) developmental screenings, (c) hearing screenings, (d) vision screenings, (e) social- emotional screening, and (f) dental check-ups.</i>
<b><i>ECCS Goal 3 Early Childhood Programs</i></b>
<i>Support the full implementation of a Quality Rating System (QRS) for evaluating and improving early childhood programs in Missouri.</i>
<i>Share information with parents about the quality of available early childhood programs.</i>
<i>Provide training and technical assistance to registered or licensed early childhood providers.</i>
<i>Support and promote availability of screening for emotional, social, behavioral, and developmental risk factors.</i>
<i>Facilitate linkages between child care programs and alternative funding sources (i.e., businesses, public schools, foundations).</i>
<i>Increase availability of Head Start and Early Head Start services.</i>
<i>Provide training for early childhood providers on strategies to successfully include young children with disabilities.</i>
<i>Provide training for early childhood providers on cultural responsiveness.</i>
<b><i>ECCS Plan Goals 4 Health</i></b>
<i>Disseminate information to families and communities on the benefits of a medical and dental home.</i>
<i>Share information about the early childhood comprehensive system with health providers.</i>
<i>Maintain a community resource inventory.</i>
<i>Support and enhance care provided by rural health providers via the expansion of Telehealth.</i>

*Missouri Coordinating Board for Early Childhood State Advisory Council proposal*

<i>Facilitate linkages between health, early childhood, and social service programs.</i>
<i>ECCS Plan Goals 4 Health</i>
<i>Develop public transportation options for families to health providers and facilities.</i>
<i>ECCS Goal 5 Mental Health</i>
<i>Facilitate the development of a system of childhood mental health consultation.</i>
<i>Provide training opportunities for early childhood providers and pediatricians on emotional, social, behavioral, and developmental risk factors.</i>
<i>Include mental health as a component of the Medicaid program Early and Periodic Screening, Diagnostic, and Treatment (EPSDT).</i>
<i>Develop Child Care Orientation Training (CCOT) module on the topic of social emotional development.</i>
<i>Develop best practice standards and protocols for screening young children for emotional, social, behavioral, and developmental risk factors.</i>
<i>Maintain a resource website including a listing of qualified mental health professionals and programs for young children and their families.</i>
<i>Implement a statewide campaign to increase awareness of the importance of the child's home environment to his/her social emotional well-being.</i>
<i>Maintain a system of periodic statewide needs assessment measuring the extent to which families access a medical home.</i>

### ECCS Local Infrastructure Development in Missouri Head Start Grantee<sup>7</sup> Regions



<sup>7</sup> Missouri Head Start Association website. Retrieved June 5, 2008 from: <http://www.moheadstart.org/map/GHHS-NCMC.html>

**ECCS Local Stakeholder Teams by Head Start Grantee Region**

	<b>Head Start Grantee (s)</b>	<b>Location</b>	<b>Convening Agency</b>
1	<u>Community Action Partnership of Greater St. Joseph</u>	<u>St. Joseph</u>	<u>United Way of St. Joseph Success by 6<sup>®</sup> Partnership</u>
2	<u>MARC Mid America Head Start</u>	<u>Kansas City Metro Area</u>	<u>United Way of Greater Kansas City</u>
3	<u>Missouri Valley Community Action Agency (MVCAA) and Children’s Therapy Center</u>	<u>Marshall, Sedalia, and Warrensburg</u>	<u>MVCAA Head Start, Pettis County Community Partnership, and University of Central Missouri</u>
4	<u>West Central Missouri Community Action Agency (WCMCAA)</u>	<u>West-Central Missouri (Clinton)</u>	<u>Undetermined</u>
5	<u>Ozarks Area Community Action Corporation</u>	<u>Springfield Metro Area</u>	<u>Mayor’s Commission on Children and Community Partnership of the Ozarks</u>
6	<u>Ozark Action</u>	<u>West Plains</u>	<u>University of Missouri Extension Howell County</u>
7	<u>South Central Missouri Community Action Agency</u>	<u>Poplar Bluff</u>	<u>Butler County Community Resource Council</u>
8	<u>Delta Area Economic Opportunities Corporation (DAEOC)</u>	<u>Delta Area (Portageville)</u>	<u>DAEOC Head Start</u>
9	<u>Jefferson-Franklin Community Action Corporation</u>	<u>Jefferson County (Barnhart)</u>	<u>Jefferson County Community Partnership</u>
10	<u>St. Louis Region</u> - <u>Grace Hill Neighborhood Services</u> - <u>Youth In Need</u> - <u>YWCA of Metro St. Louis</u>	<u>St. Louis Metro Area</u>	<u>Vision for Children at Risk</u>
11	<u>Central Missouri Community Action</u>	<u>Boone County (Columbia)</u>	<u>Boone County Coordinating Board for Early Childhood Education</u>
12	<u>Douglas Community Services (DCS)</u>	<u>Macon, Shelby and Monroe Counties</u>	<u>DCS Head Start</u>
13	<u>Green Hills Head Start</u>	<u>North-Central Missouri (Trenton)</u>	<u>Undetermined</u>
14	<u>Community Services Head Start</u>	<u>Maryville</u>	<u>Community Services Head Start</u>

	<b>Head Start Grantee (s)</b>	<b>Location</b>	<b>Convening Agency</b>
<u>15</u>	<u>Northeast Missouri Community Action Agency</u>	<u>Kirksville</u>	<u>Undetermined</u>
<u>16</u>	<u>Economic Security Corporation</u>	<u>Joplin</u>	<u>The Alliance of Southwest Missouri – Project CARE</u>
<u>17</u>	<u>Missouri Ozarks Community Action Agency</u>	<u>Ozark Plateau / Lakes Region (Richland)</u>	<u>Missouri Ozarks Community Action Agency Head Start</u>
<u>18</u>	<u>East Missouri Action Agency</u>	<u>Cape Girardeau</u>	<u>Success by 6<sup>©</sup> Partnership, United Way of Southeast Missouri</u>

**3/31/2010**

**Concepts from Public Hearings  
On Early Childhood Advisory Council/ARRA application  
Report to the CBEC June 8, 2010**

Suggested public comment time extended to Friday, June 11, 2010.

**Early Care and Education:**

- Consensus at St. Louis hearing: use term Quality Rating Improvement System. Similarly, KC hearing noted agreement with raising quality of programs, but noted HS gets federal funds for improvement.
- General interest/agreement in streamlining various observation efforts (licensing, accreditation, quality, etc)
- Child Care/family regulations--don't emulate all Head Start (HS) program performance standards. Caution and realistic, what can be doable in centers. Give programs enough time to ramp up during changes.

*Prekindergarten*

- Provide pre-k guiding principles for school districts (slots, how schools can collaborate with community based providers, how to blend funds (Title I, child care block grant, HS), a community process/model for implementing pre-k.
- Pre K shouldn't push out community agencies, and shouldn't be run only through schools. Many community programs are licensed, accredited, QRS, etc., while schools are not.
- Issues around certification and differences in degree requirements. Generally support various degree levels per national accreditation, QRS.

**Parent/Family Engagement and Leadership**

- Question/concept at both public hearings: What is meant by parent leadership and engagement?
- Think about multiple models for parent engagement (Head Start, and others)
- Consensus in KC: state needs a family/parent needs assessment to know what we need/meant.
  - Train/empower parents as their childrens' first teachers; with resources.
  - Hear the parent voice. Enable interaction and remove barriers to their participation. Similarly, avoid systems that look good on paper but aren't practical.
  - Difference between empowerment and engagement. Resources tend to run out around engagement.

- What do we want parents engaged in: education, health, disabilities, all? Answer first to develop strategies for local engagement & state systems.

*Connecting to Families*

- From both hearings:
  - Connecting to providers of all kinds (including unregulated, subsidized, etc).
  - Connecting to parents and those caring/responsible for the neediest children
  - Connecting families at birth to schools/districts
- Convincing all providers to engage parents.
- Local communities have good resources for mental health (MH) providers for children, but struggle with working with the family.

**Professional Development**

- Consider cross or trans disciplinary approach training. e.g.) FFL project; sectors trained simultaneously.
- Consider family trainers in PD efforts.
- Consider assigning mentors.
- MH professionals do not have the expertise to work with children under age 5 (this comment typically falls under the MH focus area comments rather than under PD).

**Health and Mental Health**

- Clarify the term Mental Health. If limited to MH, then that leaves out social emotional development, prevention and intervention (STL, KC)
- Limited dental providers for families, especially those who are on Medicaid.
- Identify medical care providers who accept low income families; link to providers as needed.
- Have providers who can become medical or dental homes (to reduce need for travel).
- Could use mentoring or technical assistance around MH issues for providers, who could model for parents/families.
- Connect to local MH providers in local regions.
- Find ways to connect families to MH, health efforts.
- Focus on prevention and intervention (such as promoting positive social emotional development) rather than just handling behavior or diagnosis.
- Train provides on prevention, intervention, and assisting children/families with a child with mental health issues.
- MH professionals do not have the expertise to work with children under age 5. May need its own needs assessment.

- Consider universal screening tools. Although good tools exist for s/e screening, increased use needed for children entering kindergarten and within the foster care system. When children going into K---little screening on s/e development.

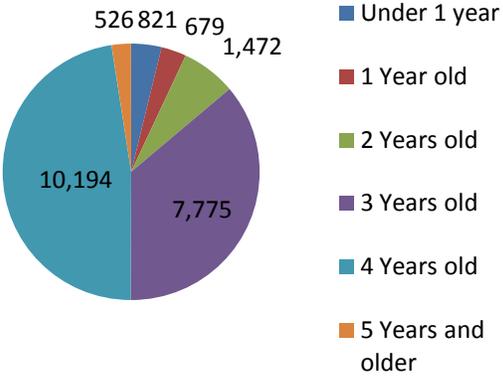
**Additional considerations for inclusion into application:**

- Homeless families & children; Issues around McKinney Vento.
- Specialized homes with tiered pay (like foster homes) as a step for those families who need more intensive care.
- Tiered reimbursement takes away from those who may need the funds.

**General Thoughts on work of CBEC/State Advisory Council**

- We need an advisory council to continue having these conversations.
- These are decades-old conversations; if the advisory council is meant to help move action, then that's a positive thing.
- Good to have state dialogue for early childhood, elementary and higher education.
- In early childhood, address the child and the family.
- Consider the local perspective. The current CBEC does not have a local representative.
- Be more responsive and engaged in licensing rule revisions.
- Evaluation of the CBEC's goals will be challenging to measure (and accomplish). Similarly, how are other states attempting to accomplish these same goals? Similar structure, responsibilities, etc?

**Missouri Head Start Information**

The Children	The Families														
<ul style="list-style-type: none"> <li>Total funded enrollment of 16,832 reported on 2008 PIR<sup>1</sup></li> <li>A total actual enrollment of 21,739 in Head Start and Early Head Start</li> <li>Of the children served in a center-based program, the number who received Head Start or Early Head Start services at a child care center partner was 2,368</li> <li>Children enrolled in Head Start or Early Head Start program options providing 8 + hours of service per day was 6,552</li> </ul> <p style="text-align: center;"><b>Age of Children Served</b></p>  <table border="1" data-bbox="240 735 743 1113"> <caption>Age of Children Served Data</caption> <thead> <tr> <th>Age Group</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Under 1 year</td> <td>526</td> </tr> <tr> <td>1 Year old</td> <td>679</td> </tr> <tr> <td>2 Years old</td> <td>1,472</td> </tr> <tr> <td>3 Years old</td> <td>7,775</td> </tr> <tr> <td>4 Years old</td> <td>10,194</td> </tr> <tr> <td>5 Years and older</td> <td>821</td> </tr> </tbody> </table>	Age Group	Number of Children	Under 1 year	526	1 Year old	679	2 Years old	1,472	3 Years old	7,775	4 Years old	10,194	5 Years and older	821	<ul style="list-style-type: none"> <li>19,557 families were served by Head Start or Early Head Start agencies</li> <li>16,495 families participated in family goal setting and family partnership building</li> <li>13,225 families reported receiving at least one of the following services : emergency service, housing assistance, transportation assistance, mental health services, ESL training, adult education, job training, substance abuse prevention, child abuse and neglect services, domestic violence services, child support assistance, health education, assistance to families of incarcerated individuals, parenting education, and/or marriage education services</li> <li>The total number of homeless children served during the enrollment year was 435</li> <li>Of the 347 homeless families served during the year, 53% (184) acquired housing during the enrollment year</li> </ul>
Age Group	Number of Children														
Under 1 year	526														
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Outcomes	The Staff														
<ul style="list-style-type: none"> <li>The total number of staff members(including contractual staff) regardless of their salary or number of hours worked is 4572</li> <li>Missouri Head Start and Early Head Start programs employ 2,730 child development staff</li> <li>85% of classroom teachers and 37% of assistant teachers have an ECE related degree, CDA or state certificate</li> <li>Of the 227 teachers who left the program during the year, 26% (60) left for higher compensation in the same field</li> <li>The average salary for Head Start teachers is \$21,199.92 (\$11.90/hour) and \$14,763.94 (\$8.83/hour) for assistant teachers</li> </ul>	<ul style="list-style-type: none"> <li>87% of children enrolled in Head Start had up-to-date immunizations</li> <li>By the end of the program year 96% of children (20,540) had established a medical home</li> <li>The number of children with an ongoing source of continuous, accessible dental care at the end of enrollment year was 18,908 (88%)</li> <li>95% of children served were enrolled in Medicaid, SCHIP or a paid health insurance program by year's end</li> <li>6% of children received treatment for being overweight</li> <li>4,845 children (23%) from whom the mental health professional consulted with program staff about the child's behavior. Of this number, 550 children for whom the MH professional provided 3 or more consultations with program staff</li> </ul>														

Appendix B: Supporting letters, data project spreadsheet

<sup>1</sup> Number does not reflect Family Conservancy enrollment delegate agency-administrative office in Kansas