

XVII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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3	August 5, 2011 Stakeholder Meeting Sign-In Sheet (10 pages)	(A)(1), (A)(3)	p. 40
4	Logic Model A / Theory of Change for Successful State Systems (4 pages)	(A)(2)	pp. 41, 45
5	Projects and Activities Timeline (2 pages)	(A)(2)	p. 41
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16	Common Core Standards (Show-Me Standards) Crosswalk to Missouri GLEs/CLEs for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (20 pages)	(C)(1)	p. 111
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20	<i>Show Me Quality for Kids: Program Assessment Scoring System for Early Childhood Center and Group Home Model</i> (11 pages)	(B)(1)	pp. 7, 97, 110
21	<i>Show Me Quality for Kids: Program Assessment Scoring System for Home-Based Model</i> (10 pages)	(B)(1)	pp. 7, 97, 110
22	Quality Instrument for Informal Child Care (QIC) Mixed Age Group Version (6 pages)	(B)(1)	p. 76
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24	On-Site Assessment Program (OSAP) Quality Control Rubric	(B)(1)	p. 85
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ATTACHMENT 1

Missouri's Early Childhood State Plan

Developed through a CBEC¹ and ECCS² Team Partnership

October, 2011

Vision

All young children in Missouri are safe, healthy and capable of reaching their full potential.

Mission

To ensure 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 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.

Guiding Principles

The priorities and strategies employed by the CBEC in achieving its mission reflect a core set of values:

- Early childhood is the life period of most intensive development where both positive and negative factors have the greatest impact.
- Effective programs for young children respond to the totality of a child's development, not just one aspect.
- Children with disabilities or other special needs are best served in natural environments and inclusive programs, rather than separate, clinical, or disability-focused settings.
- Family involvement and engagement is essential to meeting the needs of young children; effective early childhood programs invite and support parents³ as fully engaged partners in the design and delivery of services.
- High quality programs that are informed by research are the most effective.
- Practices, programs, and professionals are culturally responsive, inclusive and accessible to all children.
- Investments in prevention and early intervention are the most cost effective use of public funds.
- The coordination of programs and services across the state, communities and agencies results in administrative efficiencies, greater impact of services and more convenience for families.

¹ Coordinating Board for Early Childhood

² Early Childhood Comprehensive System

³ The term "parents" is inclusive of all primary caregivers of young children, including grandparents, non-custodial parents and foster parents.

Infrastructure

The following outcomes are critical to the development of a comprehensive early childhood system and integral to the achievement of desired outcomes for children. Goals for an effective infrastructure are stated under each component.

Governance and Leadership

Desired Outcome: The governance and leadership of Missouri's early childhood system supports a coordinated and comprehensive system among all relevant departments and entities.

Goals:

1. Missouri public policies ensure a comprehensive and integrated early childhood system, built on a foundation of collaborative governance and leadership at the state and local level.
2. The governance structure supports coordination and collaboration for an integrated comprehensive system.
3. The governance structure ensures accountability within and among components of the system.
4. Missouri's integrated early childhood system incorporates family leadership at all levels.

Objectives:

1. Develop a system for advancing family leadership that includes training, mentoring, and linkage of families with diverse leadership opportunities.
2. Develop a system for family participation in decision-making across the early childhood system.
3. Decisions regarding key elements of a comprehensive early childhood system are addressed collaboratively.

Financial Resources

Desired Outcome: Missouri's early childhood system is supported by adequate and sustainable financial resources.

Goals:

1. Sustainable funding supports a comprehensive early childhood system.
2. Fiscal resources are coordinated from federal, state, and local sources, both public and private, to ensure the most effective, efficient and accountable use of funds.
3. Funding guidelines are conducive to cross-department collaborations.
4. Financial resources support access to programs, services and leadership opportunities for all Missouri's families.

Objectives:

1. Business leaders have a means to mobilize their support for early childhood.
2. Promote the increase of accountability for the investment of subsidy funds.
3. Increase accountability for the investment of subsidy funds for unregulated child care.

Quality Assurance and Accountability

Desired Outcome: Quality assurance and accountability is integrated into and throughout Missouri's Early Childhood System.

Goals:

1. Missouri state policies, regulations, rules and standards strengthen quality by utilizing national and state identified standards and evidence-based practices.
2. Families have access to information about the quality of all programs for young children.
3. Reliable data inform all policy decisions
4. State and local communities use cross-sector data for planning, analysis, decision-making and evaluation.
5. Missouri's professional development system for early childhood and youth assures professionals in the comprehensive system are competent and qualified according to state and national standards.

Objectives:

1. As state regulations and rules are revised, ensure inclusion of appropriate national standards and evidence-based practices.
2. Evaluations of programs and services are available to the public.
3. Establish a coordinated administrative structure for early childhood professional development services.

Public Engagement

Desired Outcome: The public is actively engaged and invested in the well-being of Missouri's young children and families.

Goals:

1. State and local policy-makers support greater investments in programs for young children and families.
2. Public advocacy and voter support promote greater investment in early childhood at the state and local level.
3. Stakeholders deliver a consistent message regarding the needs of children and families in Missouri.

Objectives:

1. Establish a state-wide public education campaign to raise awareness of issues of the well-being of young children and families.

Desired Outcomes for Young Children

Missouri's system of early childhood programs and services is a group of interacting, interrelated and interdependent components that form a complex and unified whole. A primary purpose of this system is to promote school readiness among children, families, programs, and communities.

Family Support

Desired Outcome: Missouri's young children have their basic needs met.

Goals:

1. Missouri's state and local policies support the basic needs of all families with young children being met.
2. Communities recognize, support, and respond proactively to the diversity of Missouri's families.
3. Missouri's communities ensure that preventive and intervention services are accessible to meet a range of family needs.
4. Missouri's families meet the basic safety and subsistence needs of the young children in their care.

Objectives:

1. Develop a system of family support that enhances protective factors in families.

Long-Term Activities:

1. Develop and implement a system that is responsive to emergency needs and promotes continued family stability.
2. Partner to support the implementation of statewide family leadership opportunities.
3. Implement the Strengthening Families approach throughout Missouri.

Parenting Education

Desired Outcome: Supportive and nurturing family environments for Missouri's young children are enhanced by the integration of parenting education into the early childhood system.

Goals:

1. Policies and programs at the state and local level foster nurturing family environments that benefit children.
2. Community agencies and programs effectively engage families in ways that support their parenting.
3. Missouri's families have the skills and access the programs and resources they need to facilitate their child(ren)'s growth and development.
4. Parenting education programs and services help parents develop the skills and knowledge necessary to support school readiness.

Objectives:

1. Parents have opportunities to observe, guide, and promote the learning of their children at home, school, and in the community.
2. Parents participate in ongoing support, education and skill development opportunities that promote warm, healthy parent/child relationships.

Long-Term Activities:

1. Develop and coordinate effective parenting initiatives that advance parenting and parents' knowledge of child development.
2. Support an in-depth analysis of existing parenting education and home visiting programs to ensure that they employ best practices and are serving families most in need.

Early Childhood Programs

Desired Outcome: Missouri's children have access to high quality early childhood programs.

Goals:

1. Missouri state policies establish a seamless system of early learning programs from birth to kindergarten entry.
2. Missouri state child care assistance policies ensure availability of affordable child care throughout the state.
3. Missouri early learning guidelines and standards provide guidance to all programs serving young children.
4. Missouri state policies support an integrated system of professional development, education, and training, which ensures that professionals in all components of the systems are knowledgeable, skilled, and compensated relative to the value of their position and preparation.
5. Missouri's state policies promote the continuous improvement of quality in early childhood programs.

Objectives:

1. Early learning programs include an array of home visiting and group care settings that meet the needs of Missouri's young children and families.
2. Policies and practices support effective transitions for children and families across programs and systems, reflecting an understanding of children's needs throughout the continuum from prenatal development through third grade.
3. Child care assistance funding is increased to assure availability of quality care for all of Missouri's children and families.
4. A comprehensive, coordinated system of professional development serves both early childhood and school-age professionals across settings.
5. Professional development services are culturally responsive, inclusive, and accessible to all related personnel in the early childhood system.
6. All programs use the Missouri early learning guidelines and standards as the foundation for program development.
7. Missouri state policies develop a mechanism for early childhood programs to access coaching, resources, and other supports to improve quality.

Long-Term Activities:

1. Program transitions from prenatal care through early elementary grades are examined to determine the gaps that disrupt the early learning experiences for young children or families.
2. Support opportunities for blended funding, collaborative planning, and program standards that improve children's transitions.
3. Develop a statewide publicly-funded voluntary pre-k program for all Missouri children available for two years prior to kindergarten.
4. Promote availability of state-wide evidence-based home visiting programs.
5. Support implementation of recommendations regarding degrees, articulation, and certification of all related personnel in the early childhood system.
6. Investigate and support the implementation of professional development activities that support effective inclusion of children with disabilities in early childhood and school age environments.
7. Research strategies and make recommendations for the recruitment, retention, and promotion of a culturally diverse workforce.
8. Promote the increase of subsidy reimbursements for licensed care to support family access to quality settings.
9. Support the development and implementation of new rules for licensed family child care and license-exempt child care centers.
10. Assure appropriate health and safety provisions are embedded into the revised child care licensing regulations for all provider types.
11. Develop and disseminate information that clearly articulates the need for and the benefit of a pre-K program in Missouri.

Health

Desired Outcome: Missouri's children have a source of coordinated, comprehensive and family-centered primary health care and services.

Goals:

1. Principles promoting health and wellness for young children and families are integrated into all aspects of Missouri's early childhood system.

Objective:

1. Missouri's state policies support the medical home model.
2. Missouri's community health care providers are accessible and knowledgeable, and they readily share information with families about available services and resources.
3. Missouri's early childhood programs and services promote health and wellness, addressing such areas as nutrition, obesity, and safety.
4. Missouri's families are health literate and actively participate in decision-making regarding the health and wellness of their children.

Long-Term Activities:

1. Support a statewide system of child care health consultation to provide health and safety consultation and education to child care providers.
2. Assure all Missouri children and their parents (especially children birth-5 years) have access to affordable public or private health insurance.
3. Assure all Missouri children have access to healthcare offered at hours and locations that are convenient for their families.
4. Support and enhance care provided by rural health providers.
5. Assure health care provider reimbursement rates are sufficient to ensure availability of an adequate number of providers.
6. Implement best practice standards and protocols for screening young children, including the use of culturally appropriate tools and processes.
7. Develop a long-term coordinated plan for all pregnant women to have access to a home visiting program.
8. Develop and maintain a system of periodic population-based statewide needs assessment measuring the extent to which families access a medical home.

Mental Health and Social-Emotional Development

Desired Outcome: Missouri's children are socially and emotionally healthy.

Goals:

1. Principles promoting social/emotional wellness for young children and families are integrated into all aspects of Missouri's early childhood system.

Objectives:

1. State and local policies in Missouri support the emotional well-being of families and children.
2. Collaborative efforts in communities identify social, emotional and behavioral risks and intervene to prevent more serious mental health problems.
3. Missouri's families provide a socially and emotionally healthy home environment.

Long-Term Activities:

1. Facilitate the development of a collaborative system of infant/early childhood mental health consultation.
2. Ensure that best practice standards and protocols for screening young children for emotional, social and behavioral risk factors, including the use of culturally appropriate tools and processes, are integrated into the comprehensive early childhood system.
3. Integrate mental health training into pre- and in-service programs for early childhood personnel.
4. Implement a statewide campaign to increase awareness of the importance of social/emotional well-being.

Glossary

Child Care Health Consultation – (from the Missouri Department of Health and Senior Services)

The Missouri Child Care Health Consultation (CCHC) Program is a collaborative project between the Missouri Department of Health and Senior Services and the local public health agencies (LPHAs) throughout Missouri to provide health consultation and training services to child care providers. The program is a population-based initiative that reached almost 79,000 preschool-aged children in Federal Fiscal Year 2010. The CCHC Program is based on a nursing model practice that uses registered professional nurses to oversee and deliver programs that focus on health, safety, and nutrition in the child care setting.

Desired Outcomes – the desired end state for this component of the early childhood system in Missouri.

Early Childhood – the period of life extending from birth to age 8 years.

Early Learning Guidelines or Standards – a document that describes what children should know and be able to do.

Early Learning Programs – the array of programs designed to support the learning, development, and school readiness of young children, including those delivered in group settings and home-based.

Evidence-based – Research on a particular intervention, practice or model has demonstrated that the practice is effective in meeting its goals.

Family Support – community-based services designed to promote the well-being of children and families.

Goals – attainments related to outcomes for children, for families, for communities, and for the State that are achievable.

Group settings – child care or preschool settings in which groups of children are cared for by responsible adults. Group settings encompass licensed or accredited centers, family child care homes, and unregulated, or family, friend and neighbor (FFN) care.

Home Visiting – an early learning program in which the program design assumes home visits as the primary method for delivering a service or intervention, and through which a sustained and ongoing relationship is developed with enrolled families over time.

Inclusion – Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services include (1) access, (2) participation, and (3) supports.

Long-term activities – actions or initiatives aimed at supporting goals and objectives anticipated to take *one to three years* to accomplish.

Medical home – Primary care that is accessible, continuous, comprehensive, family-centered, coordinated, compassionate, and culturally effective.

Objectives – more detailed attainments to occur within a *three-year time frame*.

Parents – primary caregivers of young children, including grandparents, non-custodial parents and foster parents.

Parenting education – formal and informal services that are designed to enhance competence and confidence in parenting practices that support and nurture healthy child development.

Professional development – (from the National Association of Child Care Resource & Referral Agencies) Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.

School readiness – (from the Department of Elementary and Secondary Education) **School readiness** is a combination of readiness among children, families, schools and communities:

- For children, school readiness means being prepared in key dimensions of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning).
- For families, it means an understanding of their children’s current level of development and how to encourage them, as well as a supportive partnership with the school and an understanding of the school system their children will enter.
- For schools, it means providing a welcoming and accepting environment for all children and having professional educators who consistently advance student growth and achievement while working in partnership with families.
- For communities, it means supporting schools, families and valuing the critical role of early learning.

Transition – Transitions refer to each programmatic transition for a child and family during early childhood. The aim is for all children to effectively transition from the home (even when the child is not enrolled in an early childhood program) and every type of early childhood program (e.g., both home-based and center-based programs, both publicly and privately funded early childhood programs, faith-based programs, home visitation programs, Early Head Start, Parents as Teachers, First Steps and early childhood special education). Collaborative planning across agencies and programs should result in the child’s successful transition into kindergarten and each subsequent early elementary grade level in both public and private schools.

Voluntary Pre-K – a preschool program that is universally available, but voluntary to families. A Missouri Pre-K program will serve children two years prior to kindergarten entry, and will include a sliding scale fee structure. Pre-K will be available through any center- or family-based program (e.g., public, private, for-profit, non-profit, faith-based) that meets standards established for the program.

Early Learning Challenge Fund Steering Committee

7/8/11

Please sign in by your name

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Jim Caccamo, * Missouri Coalition for School Readiness

Patsy Carter, * Department of Mental Health

Jacque Cowherd, Missouri Association of School Administrators, (b)(6)

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	Doyle		
	Drummond		
	Duvall		
	Dyle-Palmer		
	Eggers		
	Fields		
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more curley cow hand me

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Phyllis	Harris	
Jackie	Hawks	
Marcia	Hayes-Harris	
Duane	Hazelton	
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Lynda	Snuffer	
Joan	Snyder	
Pamela	Speer	
Charlotte	Spencer	
Lula	Stallings	
Sara	Starbuck	
Patty	Stark	
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Valerie

buy list

DASS

(b)(6)

PTER

First Name	Last Name	Signature
Eva	Trumbower	
Barb	Vigil	
Tanya	Voss	
Laurie	Waint	
Ellen	Waterman	
Kerri	Wetzel	
Jackie	Wieberg	
Cindy	Wilkinson	
Cherri	Williams	
Lori	Williams	
Kim	Wolf	
Kimberly	Wooden	
Kelly	Worstell	
Pam	Wyman	
Keri	Young	
Laine	Young-Walker	
Robin	Zellers	
Steven	Zwolak	
Jacque	Cowherd	
Tamara	Drenon	Calhoun A

(b)(6)

(b)(6)

Ann Beckring
 Mike Abel AYC
 Ginny Weil MAMH
 Jill Steffens
 Jane Moldenhauer
 Susan Lane
 Sherry Wilson
 Charlotte Miller
 Lindsey Minson

Southern Boone
 St. Joseph School District

Calhoun A
 Pennington Gardens
 MEMS Kids Camp
 " " "
 FASD
 Springfield
 Public
 Schools
 ECSE -
 Principal Hasea

✓ Susan. lane

(b)(6)

✓ Lisa. M. Schroeder

(b)(6)

✓ Shannon Benne

(b)(6)

✓ Julie Bates

(b)(6)

✓ Rich Patton

(b)(6)

✓ Melinda Sanders

(b)(6)

✓ Sherry Wilson

(b)(6)

✓ Jennifer. McCannell (b)(6)

✓ Dalton (b)(6)

✓ Kilmer @ (b)(6)

✓ Cindy. Leuthen (b)(6)

✓ Becky. Hutchings (b)(6)

✓ Marcia Birk

✓ Jill Steffens

✓ Jane Moldenhauer

(b)(6)

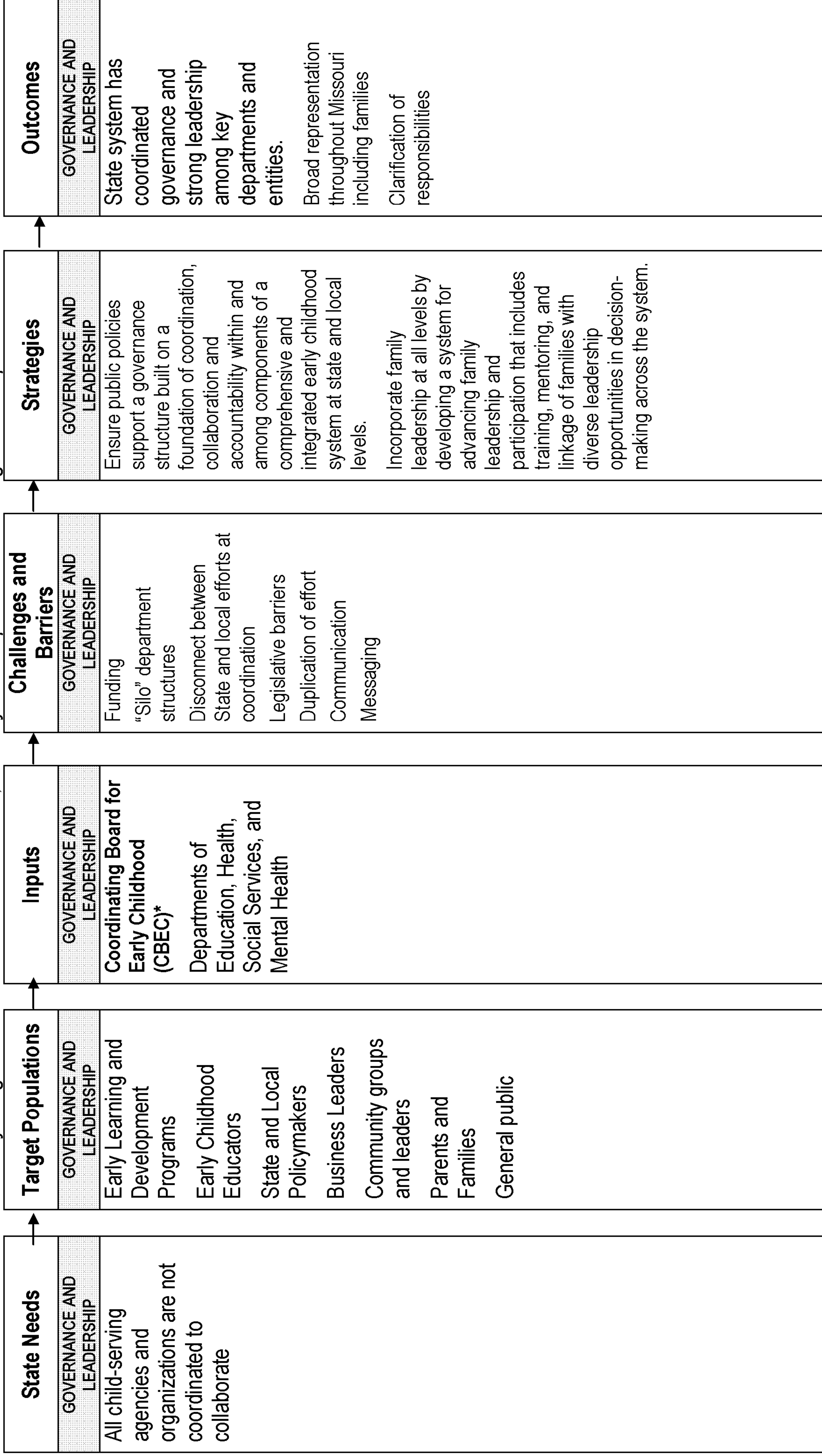
(b)(6)

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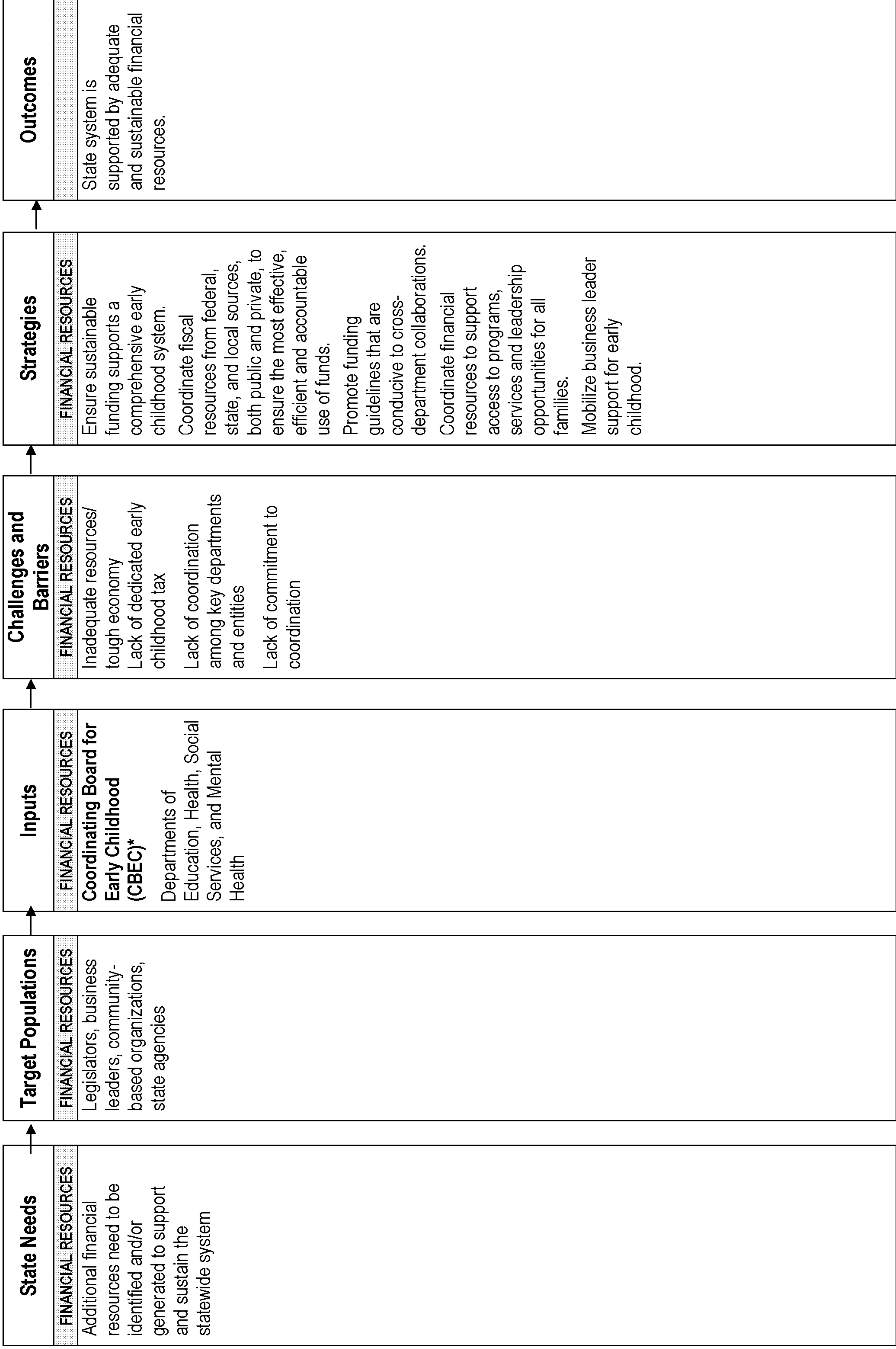
Valerie Foerster

ATTACHMENT 4
Logic Model A / Theory of Change for Successful State Systems
“Show Me” to the Top: MISSOURI’S EARLY LEARNING ROADMAP

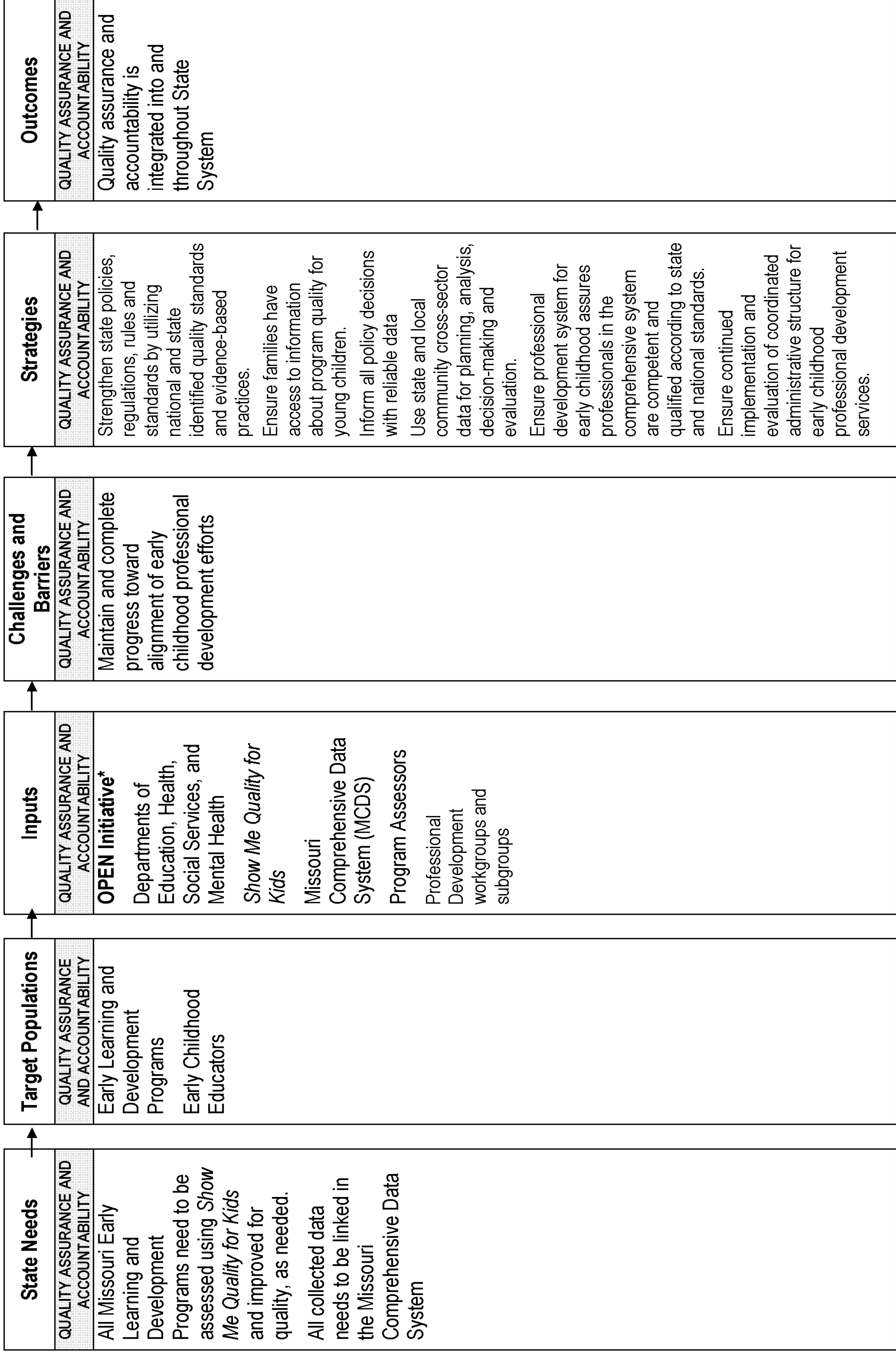
All young children in Missouri are safe, healthy and capable of reaching their full potential.



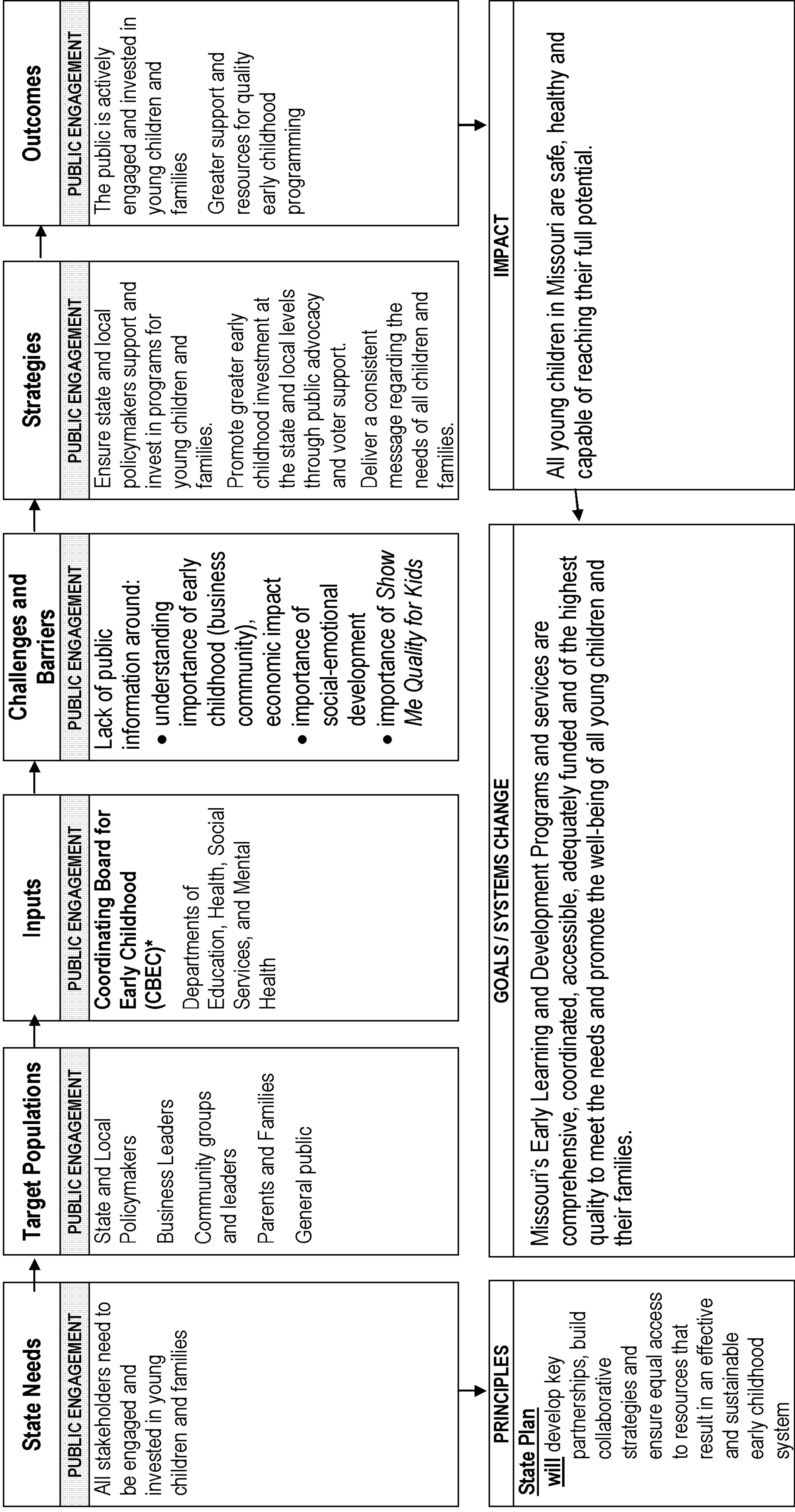
* Lead Role



* Lead Role



* Lead Role



* Lead Role

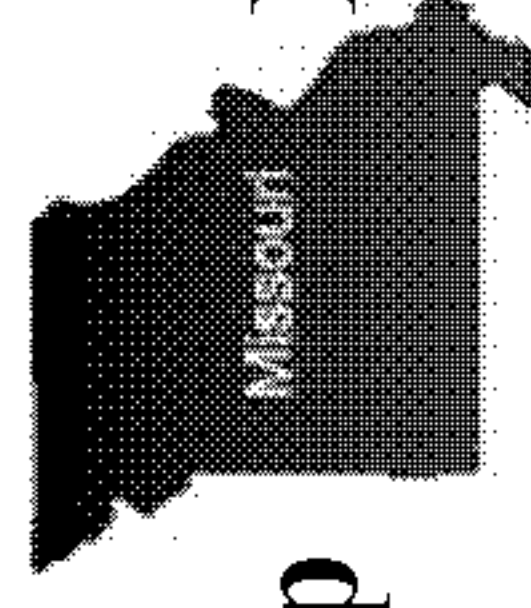
ATTACHMENT 5
Projects and Activities Timeline

#	Project / Activity Description	Responsible Party(ies)	Year 1	Year 2	Year 3	Year 4
			2012	2013	2014	2015
1	Grant Governance and Leadership (A)	DESE* with DHSS, DSS, DMH, CBEC	X	X	X	X
	• Grantee Technical Assistance	DESE				
2	Systems Building / Workgroups (A)					
	• Reframe Birth to Kindergarten-Entry Early Learning Guidelines and Early Learning Standards (C)(1)	DESE	X	X		
	• Support Administrators (Elementary Principals and Superintendents) (D)	DESE	X	X		
	• Certification / Course Alignment (D)	DESE	X	X		
	• Career Lattice (D)	DESE	X			
	• K-3/After-School Alignment (A)	DESE	X	X		
	• Early Intervention/Special Education (C)	DESE	X	X	X	X
	• Support for K-1st Graders in Language/ Literacy and Math (A)	DESE	X	X	X	X
3	Public Campaigns (A)	CBEC	X	X	X	X
4	Community Pilots (A; related to all areas)	CBEC* with DESE, DSS, DHSS, DMH	X	X	X	X
5	System and Community Pilot Evaluations (A)	DESE		X	X	X
6	Program Quality (B)					
	• <i>Show Me Quality for Kids</i> – Program Assessment and Scoring System (PASS)	DSS	X	X	X	X
	• Continuous Quality Improvement	DHSS	X	X	X	X
	• Validation of Show Me Quality for All (QRIS)	DESE		X	X	X
7	Health Behavioral and Developmental Needs (C)(3)					
	• Community Food and Nutrition Assistance	DHSS	X	X	X	X
	• <i>Missouri Eat Smart Guidelines for Child Care</i>	DHSS	X	X	X	X
	• <i>I am Moving, I am Learning (IMIL)</i>	DHSS	X	X	X	X
	• National Training Institute (NTI) Train-the-Trainers (PD for Health Consultants)	DHSS	X	X	X	X
	• Pilot Projects with LPHA Contractors	DHSS	X	X	X	X
	• Pediatrician Training	DMH	X	X	X	X
	• Systems Training for High Risk Populations	DMH	X	X	X	X
	• Training for Mental Health Professionals	DMH	X	X	X	X
• Pre-service Training (Social Work, Psychiatry)	DMH		X			

* Lead Role

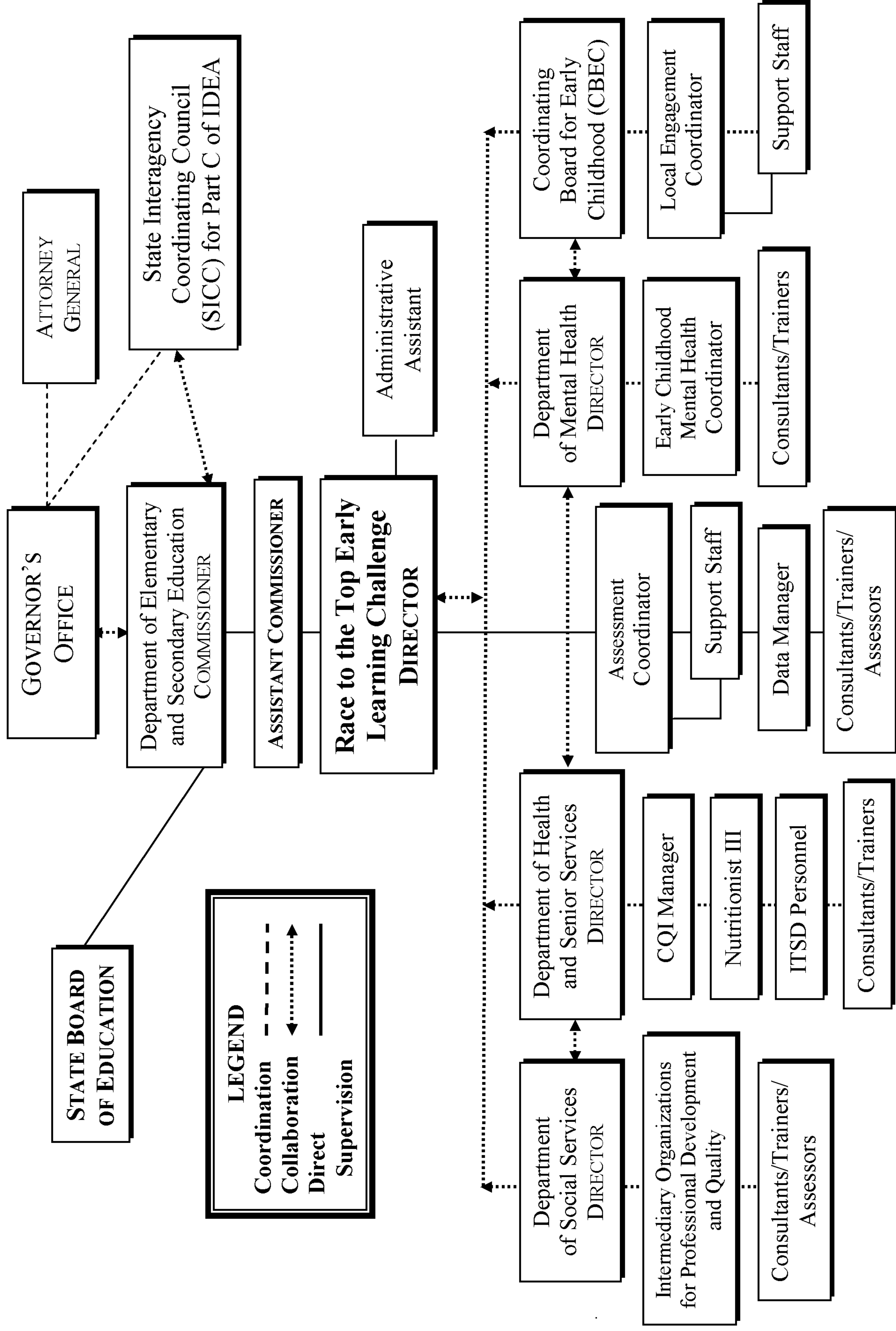
#	Project / Activity Description	Responsible Party(ies)	Year 1	Year 2	Year 3	Year 4
			2012	2013	2014	2015
8	Family Support and Engagement (C)(4)					
	• Parenting Education and Support for Families Affected by the Justice System	DESE	X	X	X	X
	• Outreach and Support for Parents after Child's First Diagnosis of Disability or Special Health Care Need	DMH	X	X	X	X
	• Health Literacy	CBEC* with Head Start	X	X	X	X
	• Technology Platform for Supporting Families	DESE	X	X	X	X
9	Early Childhood Educators Professional Development (D)					
	• T.E.A.C.H. MISSOURI Scholarships	DESE	X	X	X	X
	• <i>Show Me Quality for Kids</i> –Professional Development	DSS	X	X	X	X
	• Early Childhood Provider Training on Social / Emotional Development (C)	DMH	X	X	X	X
	• Child Care Health Consultation (C)	DHSS	X	X	X	X
	• Dual Language Learners Training	CBEC* with Head Start	X	X	X	X
	• Inclusion Specialists	DHSS	X	X	X	X
	• Technology Platform for Supporting Teachers	DESE	X	X	X	X
10	Assessment System (E)					
	• Early Childhood Assessment System (E)	DESE	X	X	X	X
	• Kindergarten Entry Assessment Pilot and Statewide Implementation (E)	DESE	X	X	X	X
11	Missouri Comprehensive Data System (E)					
	• Enhance Data System via Technology Platform	DESE	X	X	X	X
	• Adding EPSDT Data to System	CBEC* with DESE		X	X	
	• Child and Family Data (Electronic Billing and Performance Management Tracking)	DHSS	X	X	X	X
	• Child Data (Electronic Time and Attendance)	DSS	X	X	X	X
	• Child Data (Electronic Benefits Transfer System)					
12	Leveraging Resources across the State	DESE* with DHSS, DSS, DMH	X	X	X	X

* Lead Role



ATTACHMENT 6

Organizational Chart



“Show Me” to the Top: Missouri’s Early Learning Roadmap

Department of Elementary and Secondary Education

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (“Lead Agency”) and
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (“Participating State Agency”).
The purpose of this agreement is to establish a framework of Collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws

and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

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

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the

Participating State Agency's Budget, as identified in section VIII of the State's application;

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

C. JOINT RESPONSIBILITIES

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

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

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action by initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency. The collaborative process will be initiated by the Lead Agency requesting representatives of the Participating State Agency to meet and confer on the areas of concern. The timeline for the collaborative process shall not exceed sixty (60) days, unless extended by mutual consent of both agencies. If resolution is not reached through the collaborative process, the Lead Agency is authorized to hold payment of funds under the grant, with the Participating State Agency responsible for returning any unobligated funds.

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

Chris L Nicastro 10-17-11
Signature Date

Chris L. Nicastro Commissioner of Education
Print Name Title

Authorized Representative of Participating State Agency:

Chris L Nicastro 10-17-11
Signature Date

Chris L. Nicastro Commissioner of Education
Print Name Title

Please fax completed MOU to 573-751-1179
or mail to:
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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

Selection Criterion	Participating Party	Type of Participation
(A)(3)	Department of Elementary and Secondary Education (DESE)* Local school districts Universities Coordinating Board for Early Childhood (CBEC) Parents and professionals working on early intervention issues *(DESE includes State-funded preschool; Title I preschool: Part B preschool special education; Part C early intervention; Parents as Teachers; Office of Educator Quality and Office of Data Management)	Responsible for early intervention, special education services for children up to K-entry, state-funded preschool and parent education program required in all school districts. Responsible for convening a workgroup to work on birth to grade 3 alignment as well as alignment with before-and after-school programming. Responsible for convening a workgroup to develop training and support teachers with evidence-based program to support language/Literacy and math for K-1 st grade teachers. Responsible for convening regional councils for early intervention that support the state council especially in the area of family leadership to the state council.
(B)(5)	DESE, working with other state departments (Health, Mental Health, and Social Services)	Will contract with an independent evaluation group to validate the effectiveness of the <i>Show Me Quality for Kids</i> system (QRIS).
(C)(1)	DESE, working with the other state departments, CBEC, the Head Start-State Collaboration Office, and other early childhood experts	Interagency collaboration with contributions from a variety of content experts from multiple areas of the state in the revision of the Early Learning Standards.
(C)(2)	DESE, including Office of Educator Quality, other state departments, local school district and community-based teachers and administrators (B-3 rd grade), and University faculty	DESE will lead a team working on the development of the comprehensive assessment system birth through third grade.
(C)(4)	DESE, working with other state departments, ParentLink, Department of Corrections	Responsible for overseeing all of the work with the Department of Corrections and Youth Services (detention facilities)
(D)(1)	DESE, other state departments, CBEC, Head Start State Collaboration Office	Member of interagency team working on the development of school administrators training as in-service and graduate studies to increase the awareness of the importance of early learning. Member of interagency team working on the development of career lattice.
(D)(2)	DESE	Oversee the TEACH contract.
(E)(1)	DESE, kindergarten teachers, assessment team members	Oversee the pilot for the kindergarten-entry assessment tool
(E)(2)	DESE, other state departments	Responsible for the interagency team working on the development of the data system to include the comprehensive assessment system birth through third grade.

Chris L. Nicastro

10-17-11

Signature (*Authorized Representative of Lead Agency*)

Date

Chris L. Nicastro

10-17-11

Signature (*Authorized Representative of Participating State Agency*)

Date

“Show Me” to the Top: Missouri’s Early Learning Roadmap

Department of Health and Senior Services MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the **DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION** (“Lead Agency”) and the **DEPARTMENT OF HEALTH AND SENIOR SERVICES** (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
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V. SIGNATURES

Authorized Representative of Lead Agency:

<u>Chris L Nicastro</u>	<u>10-14-11</u>
Signature	Date
Chris L. Nicastro	Commissioner of Education
Print Name	Title

Authorized Representative of Participating State Agency:

<u>Margaret T. Donnelly</u>	<u>10/12/11</u>
Signature	Date
Margaret T. Donnelly	Director
Print Name	Title

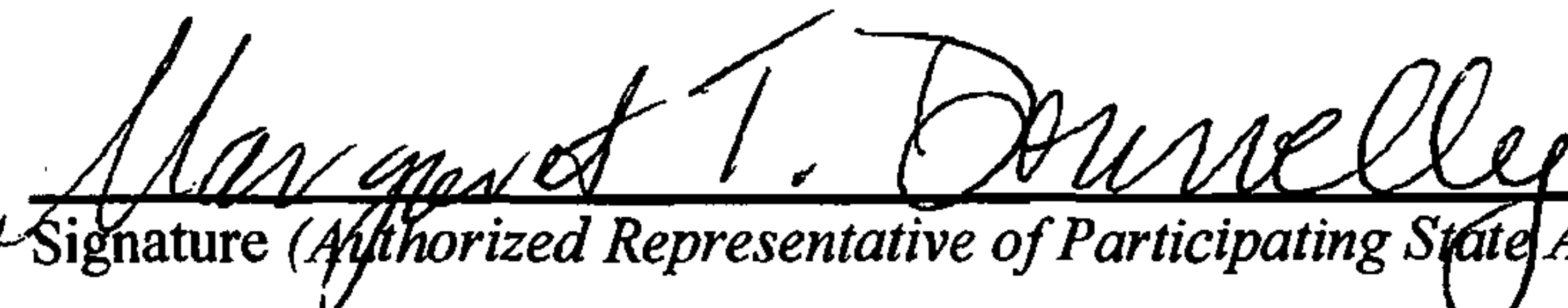
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The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
<i>Example Row— shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collab Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special ed • Head Start Collab Office 	<i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i>
	<ul style="list-style-type: none"> • Head Start Collab Office 	<i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i>
(A)(3)	<ul style="list-style-type: none"> • Department of Health and Senior Services (DHSS) 	<i>Will provide a liaison responsible for coordinating DHSS information and activities related to State Plan.</i>
(B)(3)	<ul style="list-style-type: none"> • Department of Health and Senior Services (DHSS)- ACA Maternal, Infant, and Early Childhood Home Visiting (MIECHV) 	<i>Responsible for developing and monitoring a continuous quality improvement process for the ACA Maternal, Infant, and Early Childhood Home Visiting (MIECHV).</i>
(C)(3)	<ul style="list-style-type: none"> • Department of Health and Senior Services (DHSS) – Division of Regulation and Licensure (DRL) • Department of Health and Senior Services (DHSS) – Division of Community and Public Health (DCPH) 	<p><i>Provide inclusion training to child care providers.</i></p> <p><i>Promote Missouri Eat Smart Guidelines and “I am Moving, I am Learning” to additional child care facilities.</i></p> <p><i>Explore modifications of WIC billing/reporting system to create electronic system to track performance and streamline invoicing for 115 LPHAs.</i></p>
(D)(2)	<ul style="list-style-type: none"> • Department of Health and Senior Services (DHSS) – Division of Community and Public Health (DCPH) 	<i>Will increase child care health consultation and training for child care providers and implement pilot programs to influence environmental and policy changes.</i>


10-14-11

Signature (Authorized Representative of Lead Agency) Date


10/12/11

Signature (Authorized Representative of Participating State Agency) Date

“Show Me” to the Top: Missouri’s Early Learning Roadmap

Missouri Department of Social Services MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the **DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION** (“Lead Agency”) and the Missouri Department of Social Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of Collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
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 - (c) A statewide Tiered Quality Rating and Improvement System; and
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(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
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- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

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

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

Participating State Agency, where applicable, through the governance structure outlined in the State Plan;

- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

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

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

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action by initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency. The collaborative process will be initiated by the Lead Agency requesting representatives of the Participating State Agency to meet and confer on the areas of concern. The timeline for the collaborative process shall not exceed sixty (60) days, unless extended by mutual consent of both agencies. If resolution is not reached through the collaborative process, the Lead Agency is authorized to hold payment of funds under the grant, with the Participating State Agency responsible for returning any unobligated funds.

III. MODIFICATIONS

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

IV. DURATION

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

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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

Selection Criterion	Participating Party	Type of Participation
<p><i>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collaboration Office</i></p>	<ul style="list-style-type: none"> • <i>State-funded preschool</i> • <i>IDEA preschool special education</i> • <i>Head Start Collaboration Office</i> 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p>
	<ul style="list-style-type: none"> • <i>Head Start Collaboration Office</i> 	<p><i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i></p>
<p>(B)(1) Statewide Tiered Quality Rating and Improvement System (TQRIS)</p>		
<p>(B)(2) Promoting Participation in State’s TQRIS</p>		
<p>(B)(3) Rating / Monitoring Early Learning and Development Programs (ELDPs) <i>Show Me Quality for Kids – PASS</i> <i>FFN tiered scoring system development</i></p>	<p><i>Missouri Comprehensive Data System</i> <i>OPEN Initiative</i> <i>Department of Elementary and Secondary Education</i> <i>Local School Districts</i> <i>Missouri After School Network</i> <i>University of Missouri – Columbia and Kansas City</i> <i>Department of Mental Health</i> <i>Department of Health and Senior Services</i> <i>Child Care Aware[®] of Missouri</i> <i>TEACH Missouri Scholarship</i> <i>Missouri Head Start State Collaboration Office</i> <i>Association for the Education of Young Children of Missouri</i> <i>Missouri School Age Community Coalition (MOSAC2)</i> <i>Caring Community Partnerships</i> <i>Educare Programs</i> <i>Assessors</i> <i>Child Care and Early Learning Programs</i></p>	<p><i>All of the agencies and people listed will have to be involved in increasing our current rating system while also developing our rating system for programs serving 4 or fewer children. The OPEN Initiative is the current home of the rating. The state departments listed and other agencies are also a part of a committee that currently makes decisions for PASS.</i></p>
<p>(B)(4) Promoting Access to High-Quality ELDPs</p>		
<p>(B)(5) Validating State’s TQRIS</p>		
<p>(C)(1) Developing /Using Statewide,</p>		

Selection Criterion	Participating Party	Type of Participation
High-Quality Early Learning and Development Standards (ELDS)		
(C)(2)		
(C)(3) Identifying /Addressing Health, Behavioral, and Developmental Needs		
(C)(4) Engaging / Supporting Families		
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials		
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. <i>Show Me Quality for kids - PD</i>	<i>Current professional development providers working with child care and early learning programs</i> <i>Child care and early learning programs</i> <i>Early childhood professionals and practitioners</i> <i>Higher Education Institutions</i> <i>Missouri Comprehensive Data System</i> <i>Department of Health and Senior Services, Section for Child Care Regulation</i>	<i>Professional development in Missouri will have to include participation by all the agencies listed, the Department of Health and Senior Services is the state licensing agency who approves training for child care programs. Data from the PD system will have to be included into our states data system. Work will have to be done to implement a credentialing system that will include institutions of higher education.</i>
(E)(1)		
(E)(2) Building or Enhancing an Early Learning Data System. <i>Time and Attendance</i>	<i>All child care and early learning programs serving families receiving child care assistance.</i> <i>Missouri Comprehensive Data System</i>	<i>Child care and early learning programs will become users of the new time and attendance system. There will be a partnership with the Missouri Comprehensive Data System for sharing data.</i>

Chris L. Keenstro

10-14-11

Signature (Authorized Representative of Lead Agency)

Date

[Signature]

10/14/11

Signature (Authorized Representative of Participating State Agency)

Date

“Show Me” to the Top: Missouri’s Early Learning Roadmap

DEPARTMENT OF MENTAL HEALTH MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the **DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION** (“Lead Agency”) and **DEPARTMENT OF MENTAL HEALTH** (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State’s Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State’s application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
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- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
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B. LEAD AGENCY RESPONSIBILITIES

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Participating State Agency, where applicable, through the governance structure outlined in the State Plan;

- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
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D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

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III. MODIFICATIONS

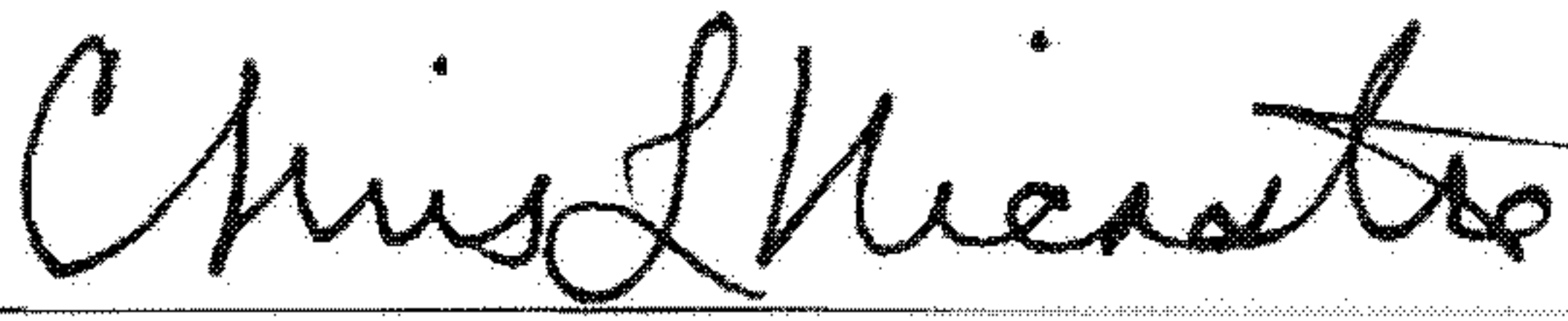
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IV. DURATION

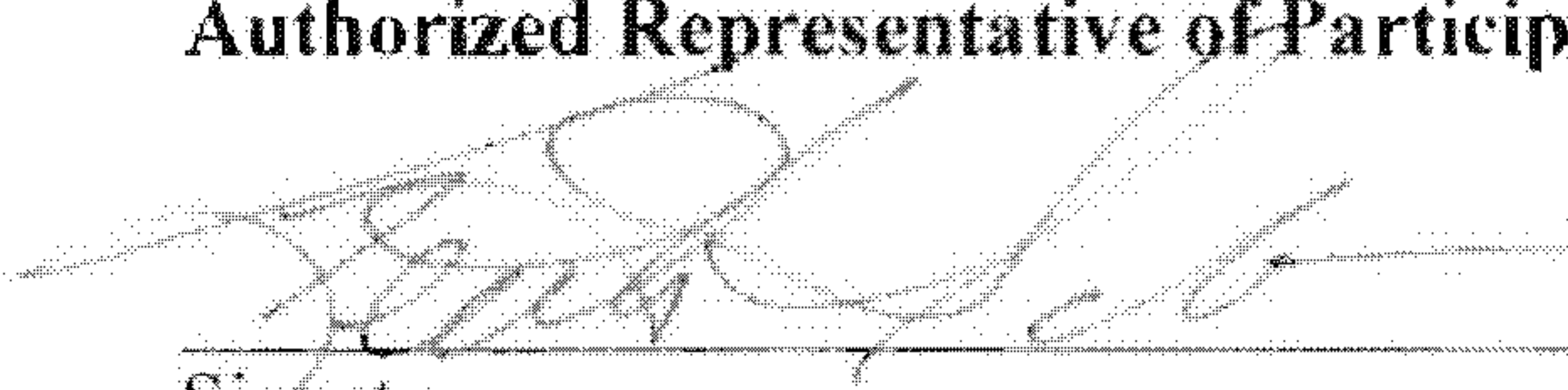
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V. SIGNATURES

Authorized Representative of Lead Agency:

	10-14-11
Signature	Date
Chris L. Nicastro	Commissioner of Education
Print Name	Title

Authorized Representative of Participating State Agency:

	10/5/11
Signature	Date
Keith Schafar	Director
Print Name	Title

Please fax completed MOU to 573-751-1179
or mail to:
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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

Selection Criterion	Participating Party	Type of Participation
<i>Example Row—shows an example of criterion (B)(1) for the State agency that oversees state-funded preschool, IDEA, and Head Start Collaboration Office</i>	<ul style="list-style-type: none"> • State-funded preschool • IDEA preschool special education • Head Start Collaboration Office 	<p><i>Representatives from each program are sitting on the state committee to define statewide QRIS program standards</i></p>
(B)(1) Statewide Tiered Quality Rating and Improvement System (TQRIS)	<ul style="list-style-type: none"> • Head Start Collaboration Office 	<p><i>Responsible for cross-walking Head Start performance standards with the new Program Standards</i></p>
(B)(2) Promoting Participation in State’s TQRIS		
(B)(3) Rating / Monitoring Early Learning and Development Programs (ELDPs)		
(B)(4) Promoting Access to High-Quality ELDPs		
(B)(5) Validating State’s TQRIS		
(C)(1) Developing /Using Statewide, High-Quality Early Learning and Development Standards (ELDS)		
(C)(2)		
(C)(3) Identifying /Addressing Health, Behavioral, and Developmental Needs	<p>DMH will take the lead and partner with other state departments including DESE, DHSS and DSS along with other early child stakeholders and agencies.</p>	<p>Training through a series of webinars for physicians on social and emotional development and identification of key risk and protective factors;</p> <p>Statewide training for the early childhood workforce using the 14 hour curriculum on social and emotional development and mental health needs of infants, toddlers and young children;</p> <p>Early Identification and training for those working with high risk populations of young children including those going into state custody, incarcerated parents, and parents with mental illness;</p> <p>Create capacity for child centered mental health consultation that</p>

Selection Criterion	Participating Party	Type of Participation
		works specifically with early learning providers in the natural environment. Create capacity within the mental health system to ensure knowledge of infant/toddler and early childhood mental health to be able to provide consultation as well as child/family specific interventions.
(C)(4) Engaging / Supporting Families	DMH in partnership with DHSS – Bureau of Special Health Care Needs and University of MO – Kansas City Institute for Human Development	Engagement and support of families after initial diagnosis of a developmental disorder in infants/toddlers and young children.
(D)(1) Developing Workforce Knowledge and Competency Framework and a progression of credentials		
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.		
(E)(1) (E)(2) Building or Enhancing an Early Learning Data System	DMH in partnership with DSS and DHSS	Enhancement of capacity to obtain health tracking data through EPSDT/HC&Y.

Chris L. Kieckhefer

10-14-11

Signature (Authorized Representative of Lead Agency)

Date

[Signature]

10/5/11

Signature (Authorized Representative of Participating State Agency)

Date

Missouri Race to the Top Early Learning Challenge
Coordinating Board for Early Childhood

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the **DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION** (“Lead Agency”) and **COORDINATING BOARD FOR EARLY CHILDHOOD** (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

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- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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IV. DURATION

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V. SIGNATURES

Authorized Representative of Lead Agency:

<u>Chris L Nicastro</u>	<u>10-14-11</u>
Signature	Date
<u>Chris L. Nicastro</u>	<u>Commissioner of Education</u>
Print Name	Title

Authorized Representative of Participating State Agency:

<u>Daryl Rothman</u>	<u>10-11-11</u>
Signature	Date
<u>Daryl Rothman</u>	<u>Exec. Dir. CBEC</u>
Print Name	Title

Please fax completed MOU to 573-526-7338
or mail to:
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

in detail below.

Selection Criterion	Participating Party	Type of Participation
(A) (3)	CBEC	<i>Responsible for ensuring these supports enable S.A.C. E.D. to focus on aligning and coordinating early learning and development on statewide basis</i>
(A) (3)	CBEC	<i>Support and Monitoring of Local Coordinator's work, including drafting of RFP's, selection of local pilots, evaluation of programs and progress</i>
(A) (3)	CBEC	<i>Support and monitoring of S.A.C. E.D. in alignment and coordination efforts</i>
(C) (3)	CBEC DHSS DMH	<i>Representatives from each program meet together regularly to coordinate provision, monitoring and evaluation of proposed services and enhancements</i>
(C) (4)	CBEC HS Collaboration Office DHSS	<i>The programs/departments will determine criteria for curricula selection, and meet regularly to coordinate selection of curricula and training entities, and monitor implementation</i>
(D) (2)	CBEC HS Collaboration Office LEAs DSS	<i>The programs/departments will coordinate selection of curricula and training entities, and monitor implementation</i>
(A) (4)	CBEC	<i>Determination of bid criteria, oversight of bid process and monitoring of implementation of activities</i>

Chris L. Meastro

10-14-11

Signature (Authorized Representative of Lead Agency)

Date

Tony P. Han

10-11-11

Signature (Authorized Representative of Participating State Agency)

Date

Missouri Race to the Top Early Learning Challenge
Missouri Head Start-State Collaboration Office

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION (“Lead Agency”) and Missouri Head Start-State Collaboration Office (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

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- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
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- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

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- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

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

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

Participating State Agency, where applicable, through the governance structure outlined in the State Plan;

- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

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

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

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action by initiating a collaborative process to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency. The collaborative process will be initiated by the Lead Agency requesting representatives of the Participating State Agency to meet and confer on the areas of concern. The timeline for the collaborative process shall not exceed sixty (60) days, unless extended by mutual consent of both agencies. If resolution is not reached through the collaborative process, the Lead Agency is authorized to hold payment of funds under the grant, with the Participating State Agency responsible for returning any unobligated funds.

III. MODIFICATIONS

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

IV. DURATION

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

V. SIGNATURES

Authorized Representative of Lead Agency:

<u>Chris L. Nicastro</u>	<u>10-14-11</u>
Signature	Date
Chris L. Nicastro	Commissioner of Education
Print Name	Title

Authorized Representative of Participating State Agency:

<u>Stacey D. Owsley</u>	<u>10/11/2011</u>
Signature	Date
	Board Member
<u>Stacey D. Owsley</u>	<u>10/11/2011</u>
Print Name	Title

Please fax completed MOU to 573-526-7338
or mail to:
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

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

Selection Criterion	Participating Party	Type of Participation
(B)(1) Statewide Tiered Quality Rating and Improvement System	<ul style="list-style-type: none"> • Head Start-State Collaboration Office 	<i>Will provide leadership in cross-walking Head Start Performance Standards to Show-Me Quality for Kids.</i>
(B)(2) Promote Participation in State’s TQRIS	<ul style="list-style-type: none"> • Head Start-State Collaboration Office • Missouri Head Start Association • Head Start local programs 	<i>Work with Office of Head Start (as needed) to support state system building efforts and elimination of duplicative processes and requirements to support local HS program participation into the system. Will support educational/informational/and revision efforts as needed.</i>
(C)(1) Developing/Using Statewide, High Quality Early Learning and Development Standards	<ul style="list-style-type: none"> • Head Start-State Collaboration Office • Missouri Head Start Association • Head Start TA System 	<i>Plan and coordinate with Missouri Head Start Association, Head Start TA system and early childhood partners the cross trainings on Dual Language Learners. (Curriculum developed by MHSSCO) and the trainings on Early Learning Standards between HS and LEAs.</i>
(C)(3) Identifying/Addressing Health, Behavior and Developmental Needs	<ul style="list-style-type: none"> • Head Start-State Collaboration Office • Missouri Head Start Association • Head Start local programs 	<i>Be responsible for convening partners, including, the I CAN ... Help My Child Stay Healthy Program at Central Missouri Community Action, the Missouri Head Start Association to support the coordination of the (cross agency) training of trainers across the professional development areas in the state.</i>
(C)(4) Engaging/Supporting Families	<ul style="list-style-type: none"> • Head Start-State Collaboration Office • Missouri Head Start Association 	<i>Provide knowledge, resources and leadership to infuse the Parent, Family and Community Engagement Framework into Missouri’s efforts in supporting and engaging families systemically and the connection to school readiness.</i>
(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities	<ul style="list-style-type: none"> • Head Start-State Collaboration Office • Head Start TA System 	<i>Support efforts to promote and enhance state-level planning, policy development, and implementation to fully establish a pd system that includes inter-institutional articulation agreements.</i>
(E)(2) Building or Enhancing Early Learning Data System	<ul style="list-style-type: none"> • Head Start-State Collaboration Office • Office of Head Start • Missouri Head Start Association • Head Start local programs 	<i>Support recruitment plans to enroll Head Start employees in the MOPD Registry. Support Head Start programs’ participation in state level data collection efforts and analysis. Work to identify barriers of participation of HS into a state data system and work with Office of Head Start, local programs and the State to overcome these challenges.</i>

Chris D. Hunter

Signature (Authorized Representative of Lead Agency)

10-14-11

Date

Steve D. Owens

Signature (Authorized Representative of Participating State Agency)

10/11/2011

Date

ATTACHMENT 13

Letters of Support List

State Departments (without MOUs)

Missouri Department of Corrections
Missouri Department of Economic Development
Missouri Department of Higher Education

Legislators

United States Senator Claire McCaskill
Missouri State Representative Chris Kelly, District 24
Missouri State Representative Mike Talboy, District 37
Missouri State Representative Ira Anders, District 51
Missouri State Representative Stephen Webber, District 23
Missouri State Senator Joseph Keaveny, District 4

Businesses

Alliance for Childhood Education (ACE)
BJC Behavioral Health
Family Guidance Center
Heartland Foundation
Thomas Rose, DVM

State Organizations/Entities

Anti-Defamation League, Missouri/Southern Illinois
Child Care Aware® of Missouri
Literacy Investment for Tomorrow (LIFT)
Missouri AfterSchool Network (MASN)
Missouri Association for Community Action (MACA)
Missouri Association for the Education of Young Children (AEYC-MO)
Missouri Association of Elementary School Principals (MAESP)
Missouri Association of Rural Education (MARE)
Missouri Association of School Administrators (MASA)
Missouri Coordinating Board for Early Childhood (CBEC)
Missouri Council of Administrators of Special Education (Mo-CASE)
Missouri Head Start Association
Missouri Head Start-State Collaboration Office (MHSSCO)
Missouri National Education Association (MNEA)
Missouri School Age Community Coalition (MOSAC2)
Missouri State Interagency Coordinating Council for First Steps (SICC)
Office of Social and Economic Data Analysis (OSED)
OPEN Initiative
ParentLink
Parents as Teachers National Center (Parents as Teachers)
Thompson Center for Autism and Neurodevelopmental Disorders at the University of Missouri
TIPS for Kids (Training in Interdisciplinary Partnerships and Service) and Missouri's Leadership
Education in Neurodevelopmental Disabilities (LEND)
University of Missouri Extension

Universities

Culver-Stockton College
Evangel University
Fontbonne University
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Northwest Missouri State University
Park University
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Stephens College
University of Central Missouri, College of Education
University of Missouri, College of Education
University of Missouri-Kansas City, Institute for Human Development (UMKC-IHD)
University of Missouri-Kansas City, School of Education (UMKC-SOE)
Webster University, School of Education

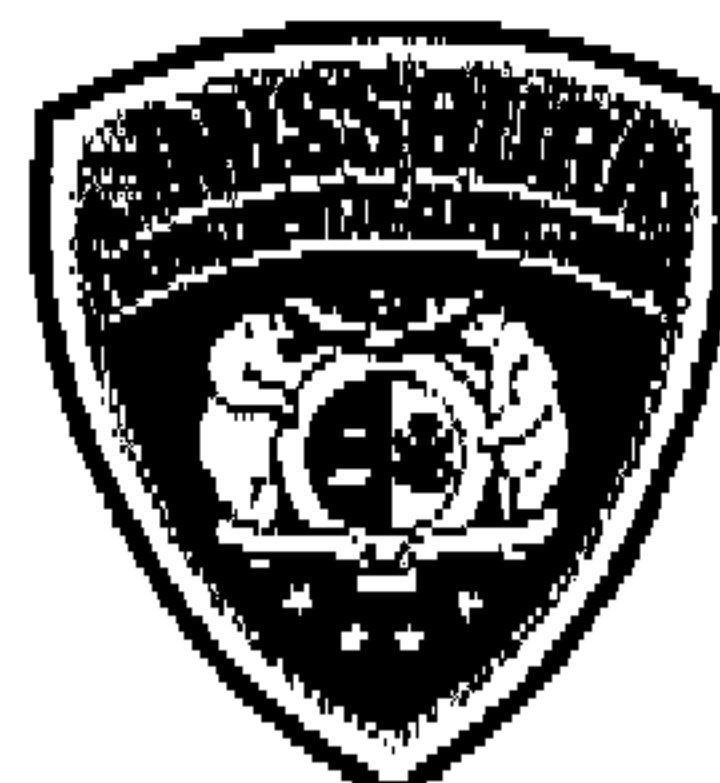
School Districts

Center School District
Ferguson-Florissant School District
Hannibal Public Schools
Hickman Mills C-1 School District
Independence School District
Potosi R-3 School District
Springfield Public Schools

Local Organizations/Programs

Alliance of Southwest Missouri Project CARE
Boone County Coordinating Board for Early Childhood Education
Child Care Aware® of Central Missouri
Child Care Aware® of Southern Missouri
Community Partnership of the Ozarks
Faith Lutheran School
Jefferson County Community Partnership (JCCP)
Mayor's Commission for Children, Springfield
Missouri Valley Community Action Agency
Our Little Academy at Our Little Haven
Ozarks Area Community Action Corporation Head Start (OACAC)
Success By 6 United Way of Southeast Missouri
The Family Conservancy
United Services Early Childhood Program

Jeremiah W. (Jay) Nixon
Governor



2729 Plaza Drive
P. O. Box 236
Jefferson City, MO 65102
Telephone: 573-751-2389
Fax: 573-526-0880
TDD Available

George A. Lombardi
Director

State of Missouri
DEPARTMENT OF CORRECTIONS

Ad Excelleum Conamur – "We Strive Towards Excellence"

October 3, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Commissioner Nicastro:

The Missouri Department of Corrections is pleased to be a part of Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant (RTT-ELC).

Building upon existing, high-quality early learning and development services and programs, the Missouri Department of Corrections is poised to work closely with the Department of Elementary and Secondary Education (DESE) and other partners. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services.

It is a demonstrated fact that quality early childhood education experiences for at risk children can play the strongest role in interdicting the possibility of those children having contact with the Criminal Justice System later in life. It is conceivable that a concerted effort of establishing and sustaining quality early childhood education for those children will be the wisest of investments in our ability to shut prisons down and divert funds for other needed social services. For these reasons I wholeheartedly and passionately support the grant request as noted above.

The Missouri Department of Corrections welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

A handwritten signature in black ink, appearing to read "George A. Lombardi".

George A. Lombardi
Director

Jeremiah W. (Jay) Nixon
Governor



David Kerr
Director

October 11, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Commissioner Nicastro:

The Department of Economic Development is pleased to be a part of Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant (RTT-ELC).

Building upon existing, high-quality early learning and development services and programs, the Department of Economic Development is poised to work closely with the Department of Elementary and Secondary Education (DESE) and other partners. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services.

The Department of Economic Development welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

A handwritten signature in black ink that reads "David D. Kerr". The signature is written in a cursive style.

David D. Kerr
Director



September 22, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Commissioner Nicastro:

The Missouri Department of Higher Education is pleased to be a part of Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant.

Building upon existing, high-quality early learning and development services and programs, the MDHE is poised to work closely with the Department of Elementary and Secondary Education and other partners. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life.

The MDHE's participation is significant, as training early learning educators is a critical component in improving the quality of early childhood education. In collaboration with Missouri's institutions of higher education, the MDHE is prepared to help develop and implement policies and programs that will produce high-quality, professional early childhood educators for the children of Missouri.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services. The MDHE enthusiastically supports this effort because we believe it is the key to helping students succeed in high school, college and beyond.

The MDHE welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Regards,

A handwritten signature in black ink that reads "David R. Russell". The signature is written in a cursive style with a long, sweeping tail on the "l" at the end.

David R. Russell, Ph.D.
Commissioner of Higher Education

CLAIRE McCASKILL
MISSOURI

IN REPLY PLEASE REFER TO
OFFICE INDICATED:

COMMITTEES:
ARMED SERVICES

COMMERCE, SCIENCE AND
TRANSPORTATION

HOMELAND SECURITY
AND GOVERNMENTAL AFFAIRS

AD HOC SUBCOMMITTEE
ON CONTRACTING OVERSIGHT
CHAIRMAN

SPECIAL COMMITTEE ON AGING

United States Senate

WASHINGTON, DC 20510

October 13, 2011

Dr. Chris L. Nicastro
PO Box 480
Jefferson City, MO 65102-0480

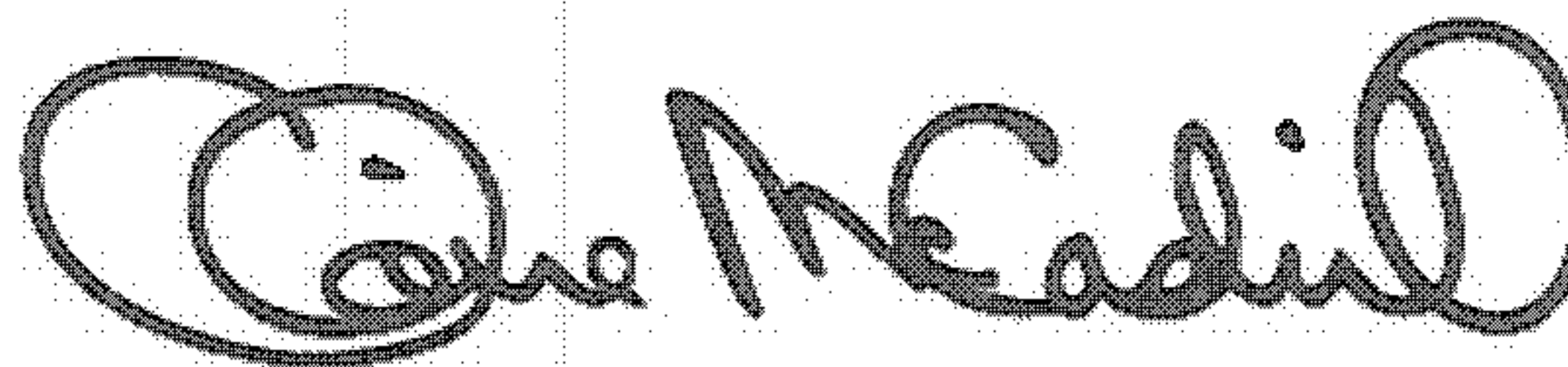
Dear Dr. Nicastro,

As a U. S. Senator, I support early learning and development for Missouri's youngest citizens. I was encouraged to learn that Missouri was applying for one of the Race to the Top Early Learning Challenge grants to bring in resources to help Missouri's children.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

I hope you will extend every consideration to Missouri's grant application. Please keep my office informed on the progress of this application.

Sincerely,



Claire McCaskill
United States Senator

665 INDEPENDENCE
ROOM 1000
CAPE GIRARDEAU, MO 63703
(573) 651-0964
FAX: (573) 324-4278

915 EAST ASH STREET
COLUMBIA, MO 65201
(573) 442-7130
FAX: (573) 442-7140

4141 PENNSYLVANIA AVENUE
Suite 101
KANSAS CITY, MO 64111
(816) 421-1638
FAX: (816) 421-2662

5850 DELMAR BOULEVARD
Suite A
ST. LOUIS, MO 63112
(314) 367-1364
FAX: (314) 367-8649

324 PARK CENTRAL WEST
Suite 101
SPRINGFIELD, MO 65808
(417) 868-8745
FAX: (417) 831-1349

<http://mccaskill.senate.gov>

CAPITOL OFFICE

State Capitol • Room 329
201 West Capitol Avenue
Jefferson City, MO 65101
Tele: 573-751-3599
FAX: 573-751-0266
joseph.keaveny@senate.mo.gov

JOSEPH KEAVENY
STATE SENATOR
DISTRICT 4

COMMITTEES

Education
Judiciary and Civil and Criminal
Jurisprudence
Progress and Development
Veterans' Affairs, Pensions
and Urban Affairs

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

As a State legislator, I support early learning and development for Missouri's youngest citizens. I was encouraged to learn that the State was applying for one of the Race to the Top Early Learning Challenge grants to bring resources into the State to help Missouri's children. Building upon existing, high-quality early learning and development services and programs, my office is poised to work closely with the Department of Elementary and Secondary Education (DESE) to put forth legislation to create the kinds of policies or regulations that will further the effort to improve the status of Missouri's children.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

Missouri's grant application has my full support and I welcome the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,



Senator Joe Keaveny
4th District, City of St. Louis

CAPITOL OFFICE

State Capitol - Room 106-A
201 West Capitol Avenue
Jefferson City, MO 65101-6806
Tele: 573-751-9753
Fax: 573-526-0750
E-Mail
stephen.webber@house.mo.gov

COMMITTEES

Rules

Labor

Homeland Security



MISSOURI HOUSE OF REPRESENTATIVES

STEPHEN WEBBER

State Representative
District 23

October 5, 2011



Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

As a State Representative, I support early learning and development for Missouri's youngest citizens. I was encouraged to learn that the State was applying for one of the Race to the Top Early Learning Challenge grants to bring resources into the State to help Missouri's children. Building upon existing, high-quality early learning and development services and programs, my office is poised to work closely with the Department of Elementary and Secondary Education (DESE) to put forth legislation to create the kinds of policies or regulations that will further the effort to improve the status of Missouri's children.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

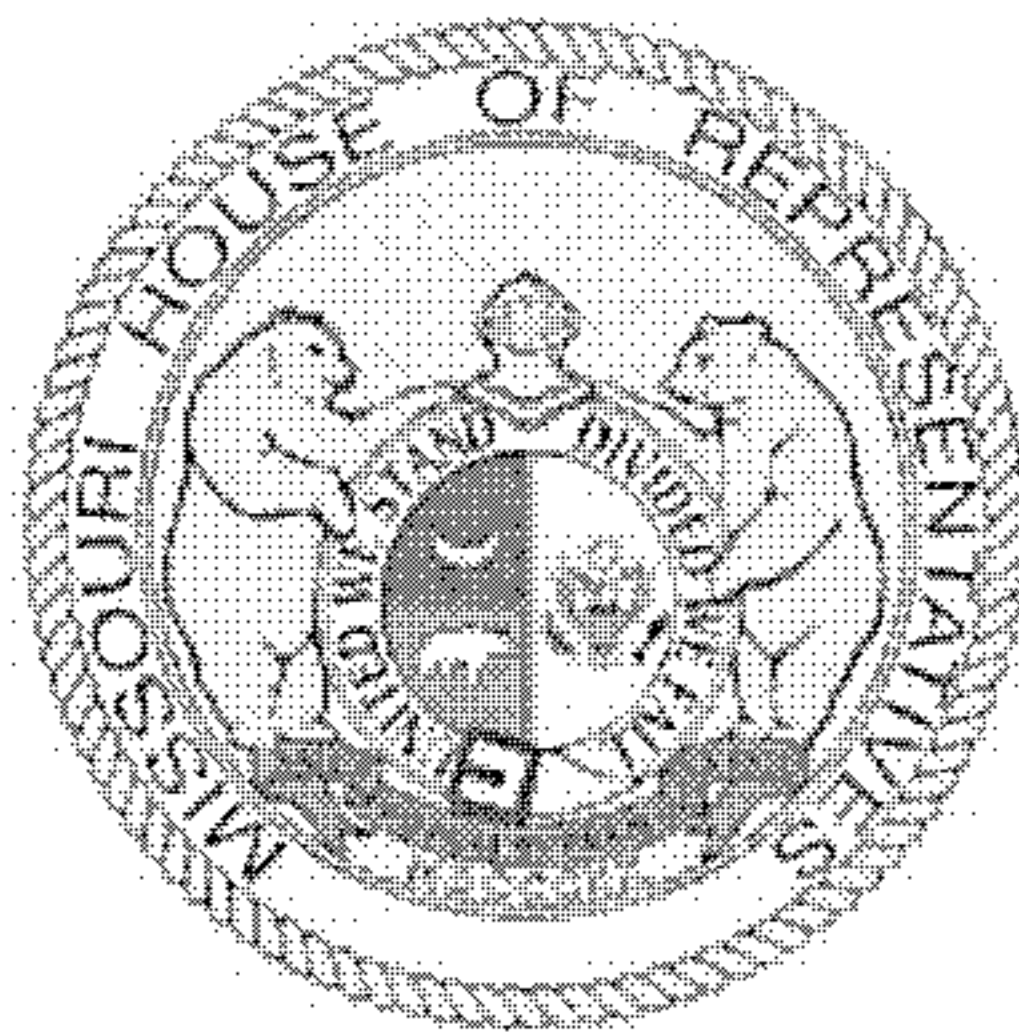
Missouri's grant application has my full support and I welcome the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Stephen Webber
State Representative
District 23



CAPITOL OFFICE
201 West Capitol Avenue
Room 106B
Jefferson City, MO 65101-6806
Tele: (573) 751-4189
E-Mail:
chris.kelly@house.mo.gov



COMMITTEES
Chair:
Appropriations - Public Safety
and Corrections
Member:
Agri-Business
Budget
Judiciary

CHRIS KELLY
MISSOURI STATE REPRESENTATIVE
DISTRICT 24

October 4, 2011

Dr. Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

This letter is in reference to Missouri's multi-million dollar federal grant application to bring badly needed resources to the state to help our young children.

I support early learning and development for Missouri's youngest citizens and was encouraged to learn that Missouri is applying for a Race to the Top Early Learning Challenge grant. This grant should bring badly needed resources into Missouri to help our children. During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

I am happy to work with the Department of Elementary and Secondary Education (DESE) to adopt the legislation to create the kinds of policies or regulations that will further the effort to improve the status of Missouri's children. Please contact me whenever I may be of assistance to you with this project.

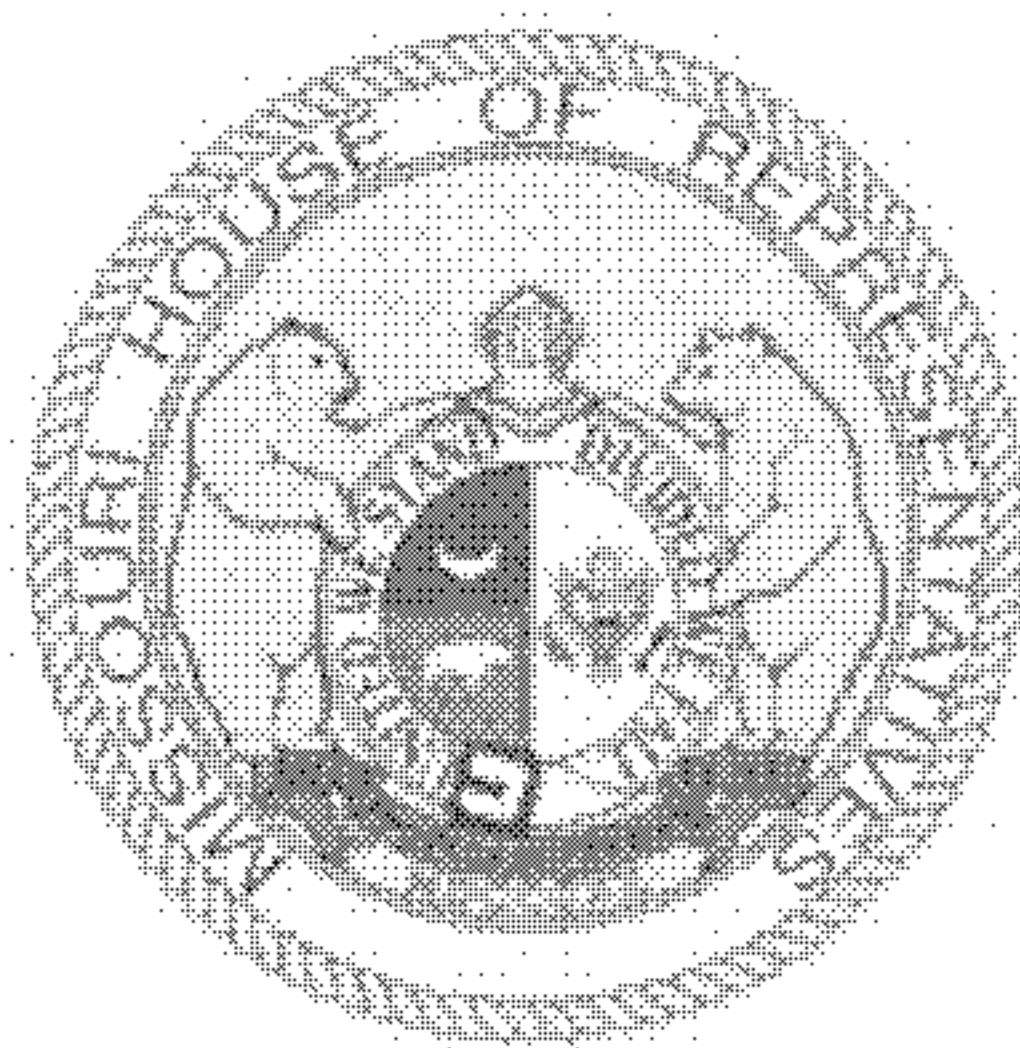
Sincerely,

A handwritten signature in cursive script that reads "Chris Kelly".

Chris Kelly

CK:ds

CAPITOL OFFICE
State Capitol, Room 204
201 West Capitol Avenue
Jefferson City, MO 65101-6806
Tele: (573) 751-1309
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COMMITTEES

Member:
Joint Committee on
Administrative Rules
Joint Committee on
Tax Policy

DISTRICT PHONE
(816)-536-0082

MISSOURI HOUSE OF REPRESENTATIVES

MIKE TALBOY

Democrat Minority Leader

State Representative

District 37

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

As State Representative of District 37 in Kansas City, I support early learning and development for Missouri's youngest citizens. I was encouraged to learn the State was applying for the Race to the Top Early Learning Challenge grant. The Department of Elementary and Secondary Education (DESE) has already implemented many programs of great benefit to the early learning needs of our children. This grant will help DESE "go the extra mile" in creating opportunities for children and build upon existing, high-quality early learning and development services and programs.

During this four-year project, more children with needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school. I look forward to working closely with DESE to put forth legislation supporting policies or regulations that will further the effort to improve the status of Missouri's children.

Missouri's grant application has my full support and commitment. Please do not hesitate to contact me anytime I may be of service to you.

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Talboy", written in a cursive style.

Mike Talboy
Missouri House of Representatives
District 37

Ira Anders

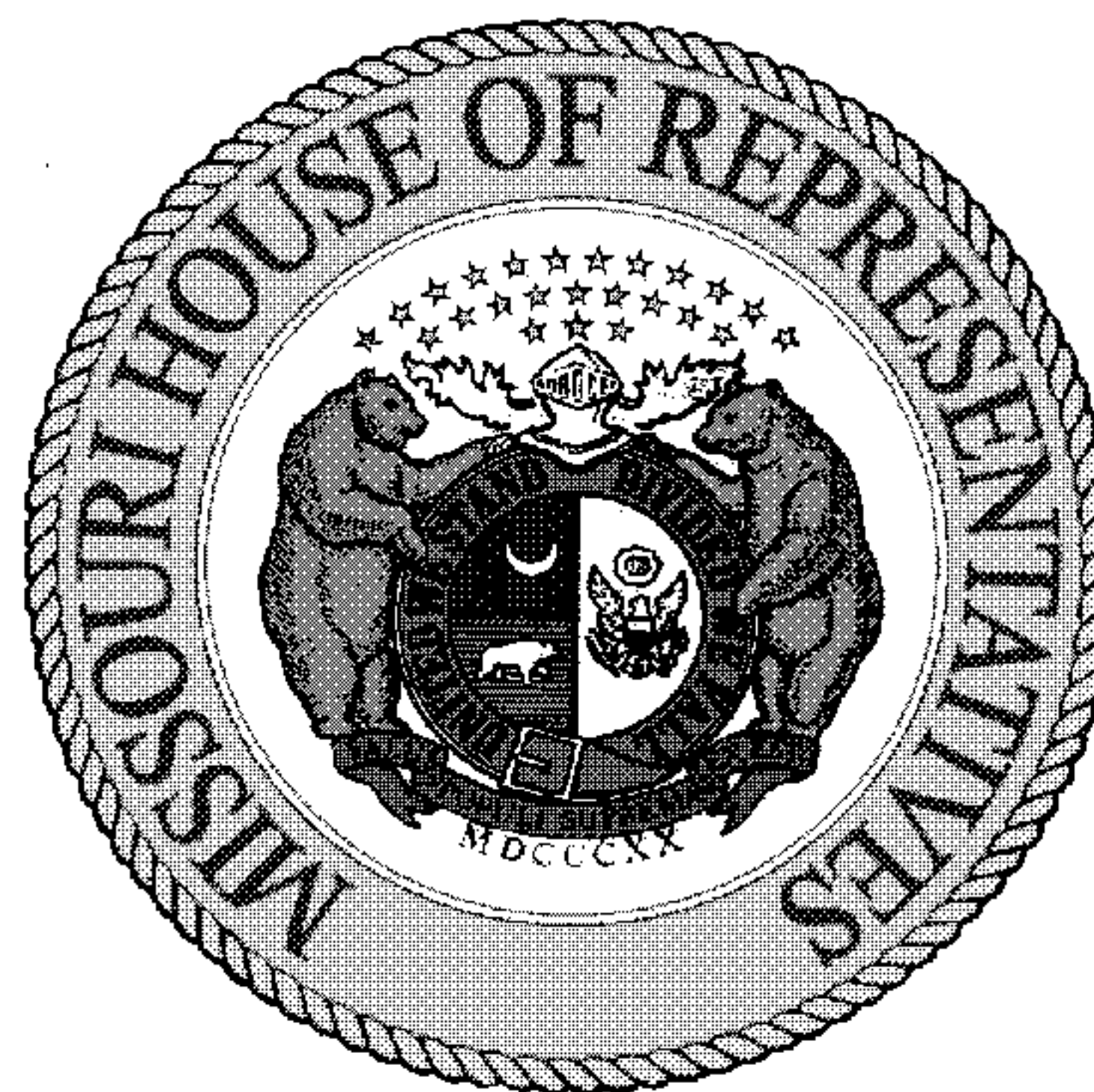
State Representative
District 51

HOME ADDRESS

731 N. Spring
Independence, MO 64050
Tele: (816) 254-5865

CAPITOL OFFICE

Room 109 G • State Capitol
201 West Capitol Avenue
Jefferson City, MO 65101-6806
Tele: (573) 751-5701
E-Mail:
ira.anders@house.mo.gov



**MISSOURI
HOUSE OF REPRESENTATIVES**

October 6, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

As a State Representative I wholeheartedly support early learning and development for Missouri's youngest citizens. It was reassuring to learn that the State was applying for one of the Race to the Top Early Learning Challenge grants. This grant will bring needed resources into the State to help Missouri's children. Building upon existing, high-quality early learning and development services and programs I am committed to working diligently with the Department of Elementary and Secondary Education (DESE) to support legislation to create the policies and regulations that will increase the effort to further improve the education of Missouri's children.

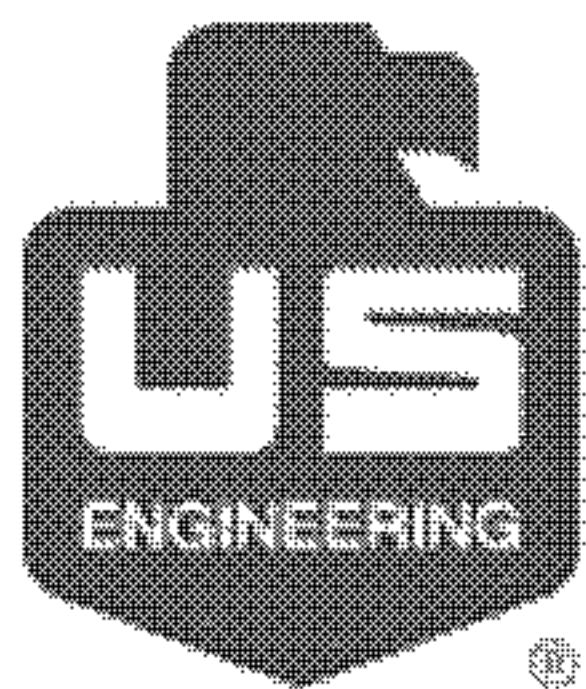
During this four-year project, increased numbers of children with extraordinary needs and their families will benefit from this grant. Missouri's children and families will have increased access to excellence in early learning and development programs and vital services to help children succeed in school.

I enthusiastically look forward to the opportunity to partner with DESE to help Missouri continue to advance in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

A handwritten signature in black ink that reads "Ira Anders".

Ira Anders
State Representative
District 51



U.S. ENGINEERING COMPANY

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3433 Roanoke Road
Kansas City, MO 64111-3726
www.usengineering.com

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Fax 816.931.5773

September 30, 2011



Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

We are the founding members of the Alliance for Childhood Education (ACE). Our mission is to bring the power of businessmen and women to advance the cause of quality early education for all of Missouri's young children in the context of overall improvement in quality P-20 education. As such, we are pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant.

As members of the business community in metropolitan Kansas City, it is our informed and considered opinion that we must continue building upon existing, high-quality early learning and development services and programs in order to improve overall outcomes for children. The research is unequivocal – quality early learning makes a difference for later learning, as well as social, economic and personal development.

Should Missouri prevail and secure the Early Learning Challenge Grant, ACE is poised to work closely with the Department of Elementary and Secondary Education (DESE) to engage additional business leaders to advance quality early learning. ACE welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's most in need children and families.

Best regards,

A handwritten signature in black ink, appearing to read 'Tyler Nottberg'.

Tyler Nottberg
Chairman & CEO
U.S. Engineering Company

A handwritten signature in black ink, appearing to read 'Jonathan Freiden'.

Jonathan Freiden
President & CEO
U.S. Toy / Constructive Playthings

A handwritten signature in black ink, appearing to read 'David Oliver'.

David Oliver
Chairman of the Management Committee
Berkowitz, Oliver, Williams, Shaw & Eisenbrandt

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

BJC Behavioral Health is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges of providing improved early learning and development programs. Building upon existing, high-quality early learning and development services and programs, BJC Behavioral Health is poised to work closely with the Department of Elementary and Secondary Education (DESE) to improve the mental health services for at-risk children and create capacity for child-centered mental health consultation that works specifically with early learning providers.

During this four-year project, more Children with High Needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

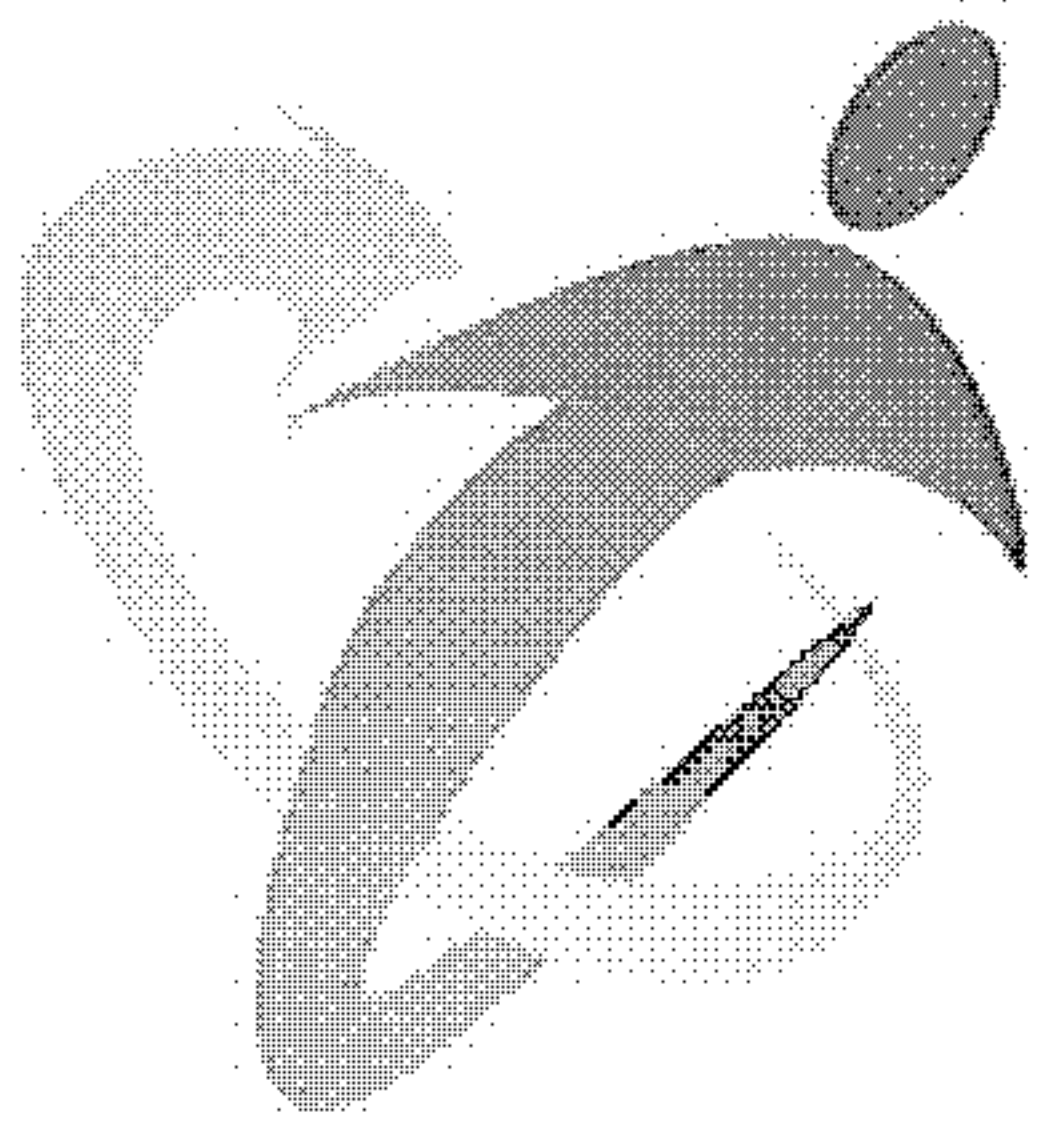
BJC Behavioral Health is an Administrative Agent for the Missouri Department of Mental Health (DMH) in three Service Areas, which represent approximately twenty percent of the State's population. This partnership with DMH allows us to deliver community-based services to the seriously mentally ill adults and seriously emotionally disturbed children and youth. We are currently serving over 1400 children and youth in these Service Areas.

The mission of BJC Behavioral Health is *to improve the mental health and well being of the people and communities we serve*. We fulfill this mission by establishing partnerships with clients, client caregivers, other providers and private and governmental agencies. BJC Behavioral Health welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,



Mark Stansberry
Executive Director



FAMILY GUIDANCE CENTER for behavioral healthcare

Family Guidance Center helps individuals and families lead healthier, more productive lives by providing an array of mental health, social and health services.

724 N. 22ND STREET • ST. JOSEPH, MISSOURI 64506
816-364-1501 • FAX 816-364-6735 • CRISIS NUMBER 888-279-8188 • www.familyguidance.org

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Family Guidance Center is pleased to write this letter in support of Missouri's endeavor to win and put in place a "Race to the Top Early Learning Challenge" grant.

Family Guidance Center is committed to supporting and working with the Missouri Department of Mental Health to help children with high needs be successful in school. Family Guidance Center has worked with "at risk" children for over 100 years. As a community mental health center, Family Guidance Center has a broad array of services for children ranging from intensive day treatment programs, treatment family homes, respite care, and home-based community services.

In fiscal year 2011, Family Guidance Center served 979 children and youth in 9 (nine) rural counties. Our staff was in over 50 schools working with school professionals and families to help children succeed in school, in their community, and stay in their own homes.

Family Guidance Center looks forward to future opportunities to partner with DESE and the Department of Mental Health to serve and advocate for helping children with high needs receive the best in early learning and development.

Sincerely,

Garry Hammond, President/CEO

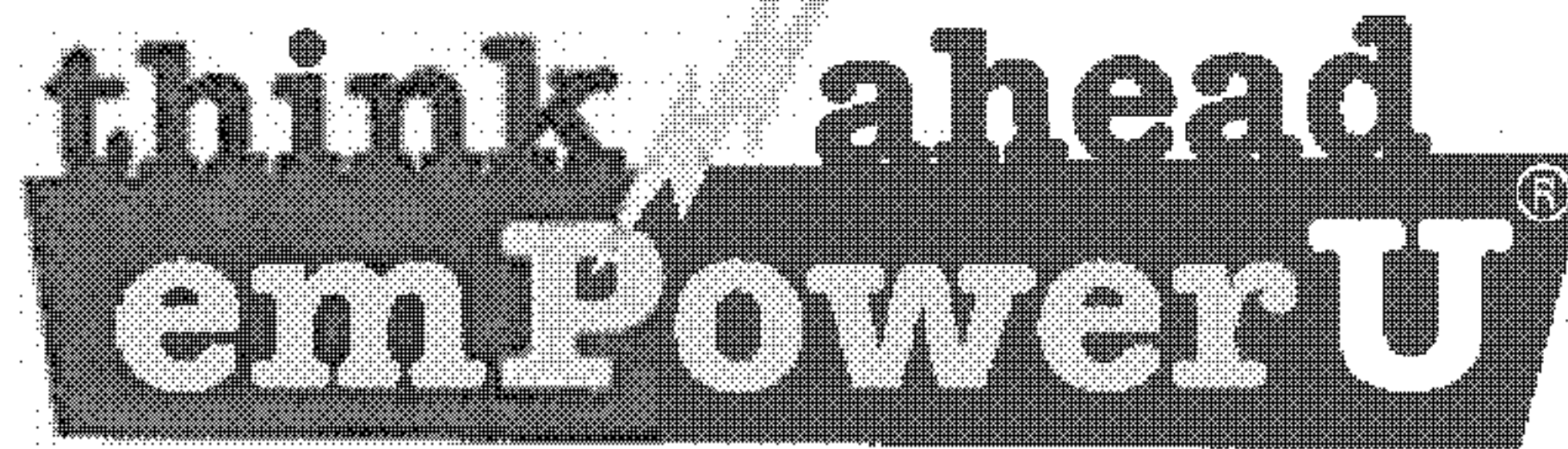
OFFICERS: Gary Myers, *Chairman* • All Wray, *Vice Chairman* • Bill McMurray, *Secretary* • David Cripe, *Treasurer* • Garry Hammond, *President/CEO*

DIRECTORS: Katie Carolus • Karen Corder • David Cripe • James Graves • Sandra Jones • Bill McMurray • Casey Meyers
Caroline Murphy • Gary Myers • LaVell Rucker • Ross Shuman, M.D. • Karen Woodbury • All Wray



AREA OFFICES: MARYVILLE 660-582-3139 • CAMERON 816-632-6161
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Oct. 5, 2010

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Heartland Foundation supports Missouri's Race to the Top Early Learning Challenge grant application. This project, once funded, will help meet the early learning needs in our state and will assist early learning and development programs as well as services to progress to a higher level. Additionally, this opportunity will help us build a coordinated system that ensures many more children from low income, disadvantaged families have access to these programs and services. This project is vital for our state to reach our goal of providing a quality education for all youth.

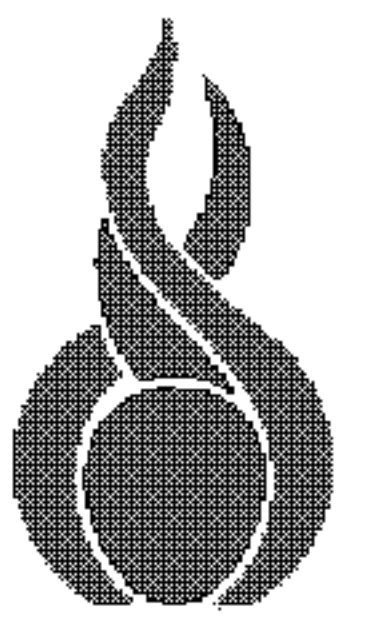
Heartland Foundation has been the catalyst in northwest Missouri in promoting collaboration among businesses, community, and other organizations. We have seen great success in bringing various partners and entities together to work on other regional issues. We have worked to develop and forge progress with our regional P-20 Council. Truly, people in our region can and do come together to combat and solve critical community issues. The RTT-ELC grant application presents an unprecedented opportunity for Missouri to continue the important work already begun in northwest Missouri and in many other communities throughout the state. By blending or braiding community resources, Heartland Foundation will be able to work with and support other community entities in helping young children with high needs have their basic needs met.

"It takes a village..." How many times have we heard that phrase and nodded our heads in agreement, certain that there truly is power in unity? United for a cause, we can accomplish ambitious goals; goals that no one person or entity could have achieved single-handedly. RTT-ELC funding provides a chance to identify and effectively address the needs of a specific target population, to utilize the strengths and resources of each partnering agency, and to develop task forces to implement new programs and services. Heartland Foundation offers to work in partnership to find and implement creative solutions to assure the best in early learning opportunities.

Heartland Foundation joins with the Department of Elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families and communities.

In the service of our children and our communities,

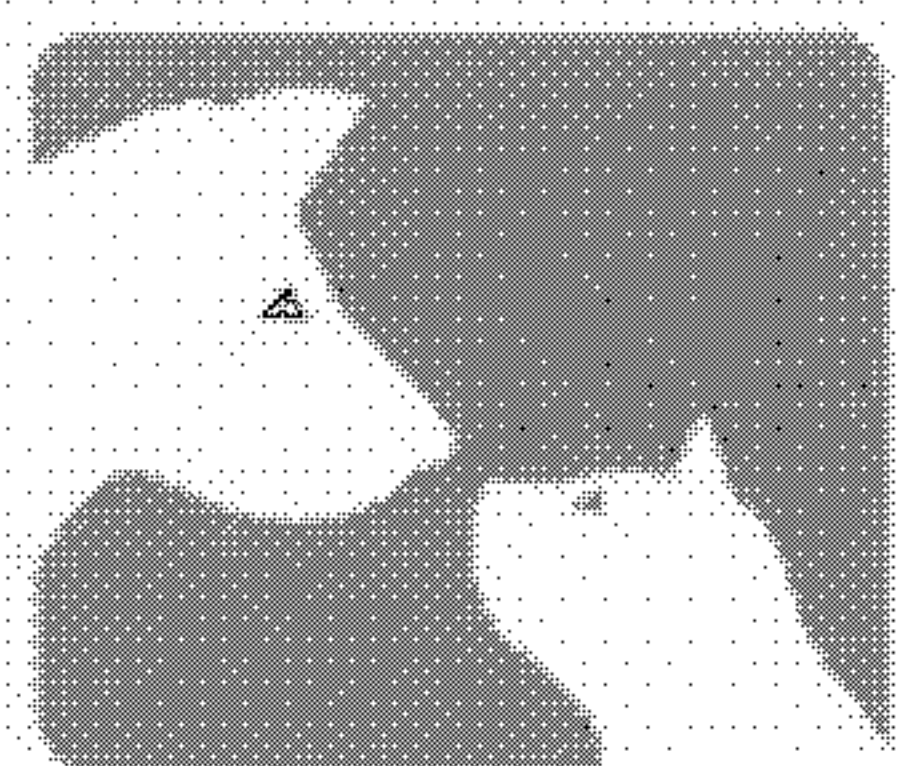
Judith K. Sabbert,
Chief Operating Officer



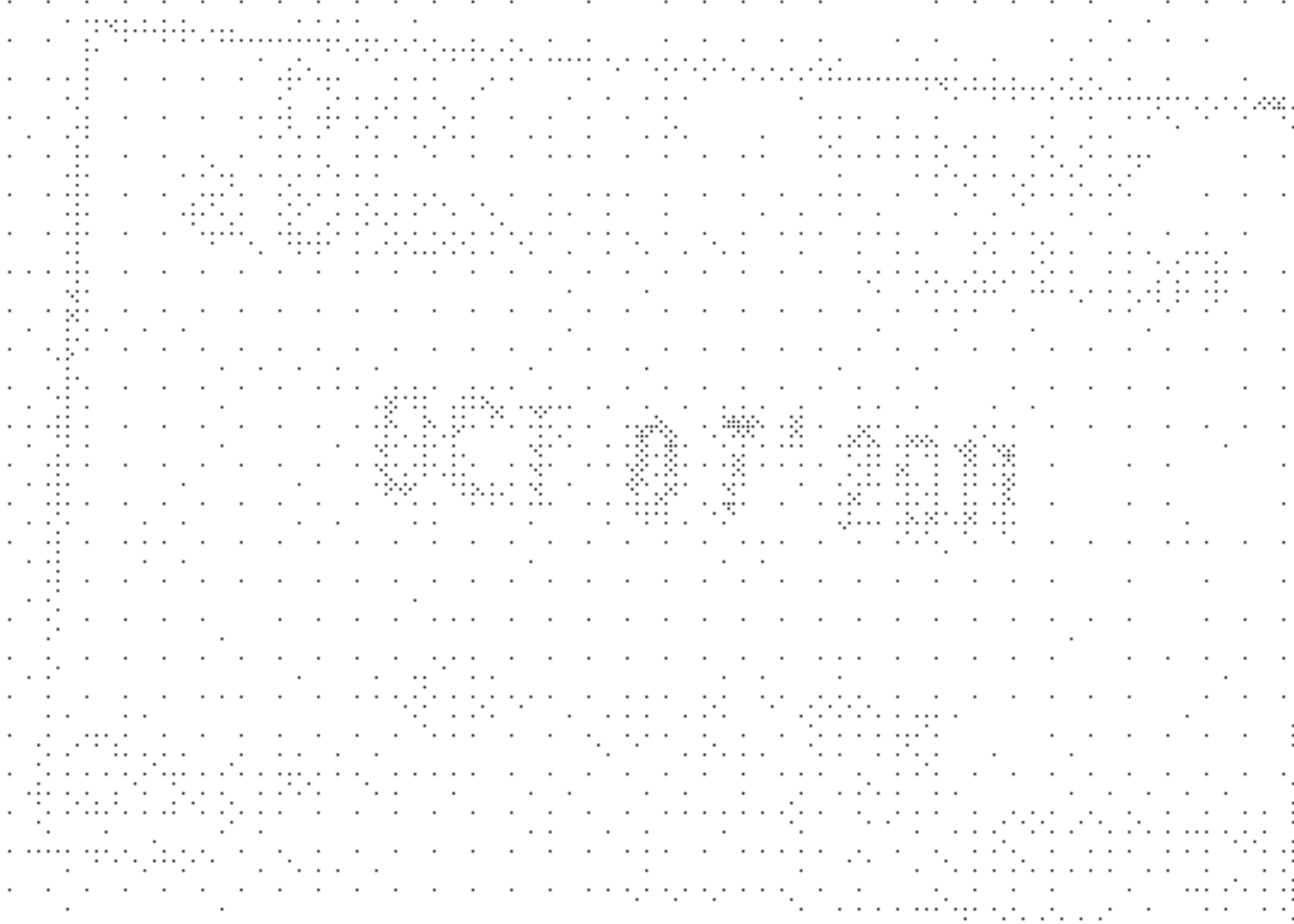
The Foster G. McGaw Prize



513 S. 6th Street St. Joseph, MO 64501-9920 816.871.7200 1.800.447.1033 816.871.7269 www.heartlandfoundation.org



Rolling Hills
Veterinary
Hospital, P.C.



October, 6, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro,

As a private business owner, I have actively promoted high quality early learning and development as a wise and essential investment for all communities. I am encouraged that Missouri is applying for one of the Race to the Top Early Learning Challenge grants to bring resources into the State to help Missouri's children. Building upon existing, high quality early learning and development services and programs, I am committed to and excited about working with the Department of Elementary and Secondary Education (DESE) to support legislation to create kinds of policies or regulations that will further the effort to improve the status of Missouri's children.

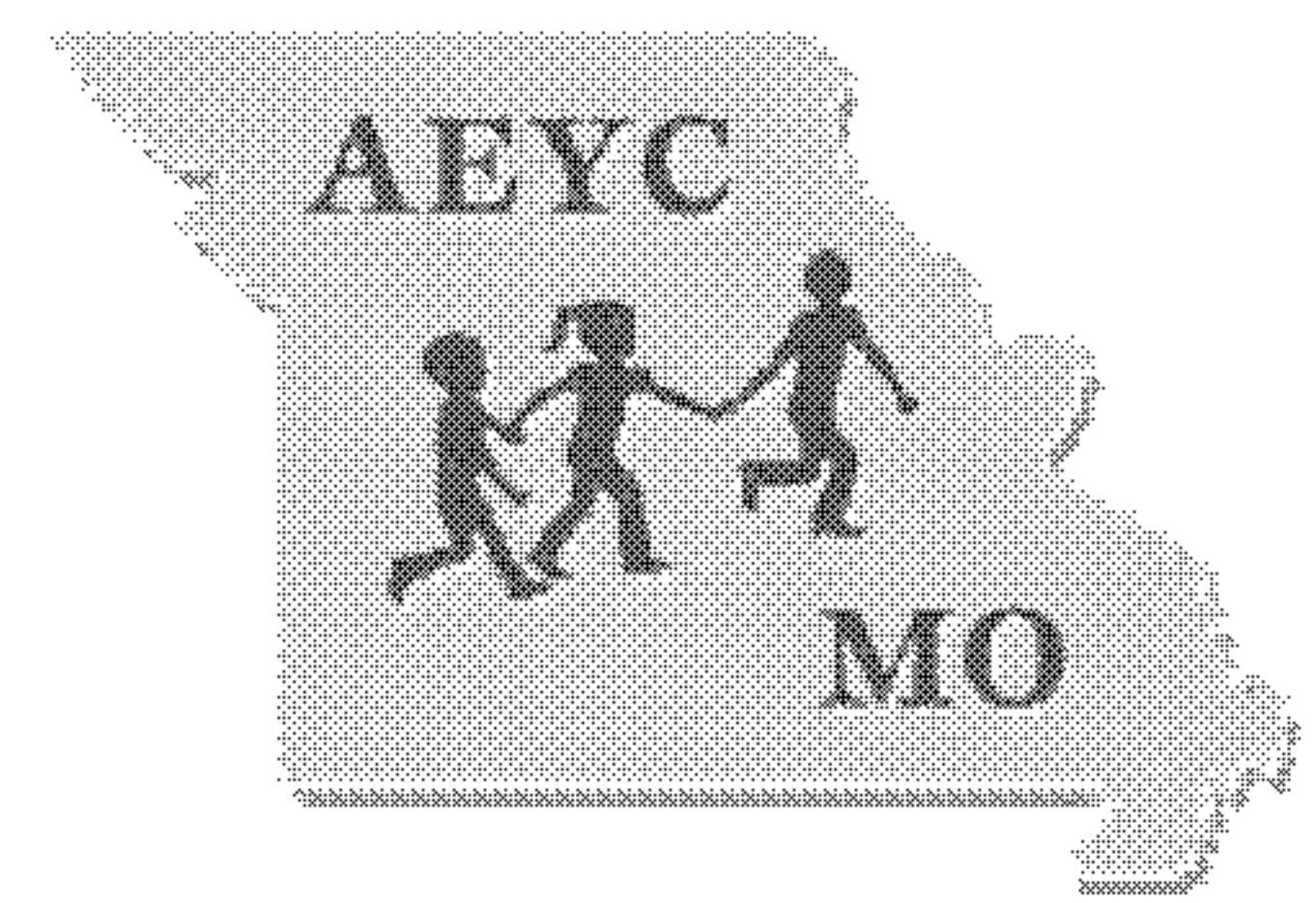
During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

Missouri's grant application has my full support and I welcome the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,

Thomas D. Rose DVM

PO Box 2136
Lees Summit, MO 64063
Toll Free: **877-296-2852**
www.aeyc-mo.org
info@aeyc.org



October 6, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Missouri Association for the Education of Young Children supports Missouri's Race to the Top Early Learning Challenge grant application. The grant, when funded, will allow Missouri to develop a unified approach to supporting young children and their families in their quest to enter kindergarten fully equipped to succeed.

While Missouri has made great progress in Early Childhood services in recent years, we recognize the need for a fully integrated state system that will ensure continued support of young children and the services they need. AEYC-MO applauds the development of the Early Learning Standards, the implementation and continued growth of the OPEN career development system, the creation and revisions of the Core Competencies, and the evolution of the Show Me Quality for Kids quality improvement system to name just a few of Missouri's Early Childhood quality initiatives. We are pleased to have been part of the truly collaborative efforts that launched these projects; however, we understand that our work is not done. The RTT-ELC funding will allow Missouri's Early Childhood stakeholders to refine and expand these projects so that early learning professionals throughout the state will be better equipped to offer quality programming for all of Missouri's children.

Of particular interest to the Missouri Association for the Education of Young Children is the ability this grant will provide Missouri to strengthen our system of professional development for the workforce. AEYC-MO pledges to be part of this developing system, as we continue to offer quality training opportunities and explore ways that training can be expanded. The development of the Directors' Credential is just one example of how AEYC-MO has helped to increase the quality of practitioners' skills. Our association will continue to advocate for increased formal educational opportunities, as we interface with institutions of higher education to promote development of 9 credit hours of Early Childhood Leadership - a requirement of the Credential. We will also continue our activities of mentorship and advocacy for children and families throughout Missouri.

AEYC-MO joins the Department of Elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families and communities.

Sincerely,

MB Mann

Mary Beth Mann
President, 2011-13
Association for the Education of Young Children – Missouri

ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN OF MISSOURI



ANTI-DEFAMATION LEAGUE, Missouri/Southern Illinois

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Anti-Defamation League, Missouri/Southern Illinois regional office, is pleased to support Missouri's efforts to win and implement a *Race to the Top* Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. The ADL looks forward to working closely with the Department of Elementary and Secondary Education, particularly as resources consider the need for anti-bias education for the early learning community.

In addition to all the access to long-term programs and services for Children with High Needs and their families, we propose to support the effort through our Miller Early Childhood Initiative, anti-bias training for children, parents and educator/caregivers. In early childhood settings, name-calling and acts of social exclusion are the most common examples of discriminatory behavior and prejudicial thinking. Predispositions acquired at early developmental levels can often lay the foundation for these manifestations of prejudice, which left unexamined, have the potential to escalate into violent acts of hate as children grow older (Derman-Sparks, 1989; Katz, 1982). You and I have already discussed our agreement on the benefit for, and acute need, to address issues of inclusion and acceptance as early in development as possible.

The varied findings suggest it is crucial for parents and educators to respond honestly to young children's questions and misperceptions about skin color, gender, ethnic differences, various family structures, disabilities and other forms of difference. In *How to Talk to Your Children about Bias and Prejudice* (<http://www.partnersagainsthate.org/families/children.html>), Dr. Susan Linn adds that "It's best if children's early experience of the similarities and differences among groups of people is positive rather than negative. What's most important is to fill their lives with as many positive experiences with diversity as possible."

The Anti-Defamation League and it's a WORLD OF DIFFERENCE® Institute are privileged to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,

Karen J. Aroesty
Regional Director

Anti-Defamation League, Missouri/Southern Illinois
34 North Brentwood Boulevard, Suite 2
St. Louis, MO 63105 314-721-1270 st-louis@adl.org



Missouri's most trusted child care resource.

October 10, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Child Care Aware[®] of Missouri is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. Leadership staff from our four regionally-based Network Member Agencies, as well as our state board, join me in anticipation that the RTT-ELC grant funding will facilitate implementation of a comprehensive statewide system. We will be stalwart partners with DESE and other state departments in efforts to both strengthen current efforts and to innovate for Missouri's early learning and development system. We hope that an RTT-ELC to Missouri will ensure that more of our children enter kindergarten ready to succeed in school and in life.

Support for Missouri's youngest learners, especially those with high needs, is an area of continuing and significant need, despite substantive efforts by many of us in recent years. Child Care Aware[®] of Missouri has been the state's Child Care Resource and Referral (CCR&R) Network since 1999, serving all of Missouri's 115 counties with funding from DESE and the departments of Health and Social Service, as well as the Children's Trust Fund and other private donors. Our regional Network Member Agencies provide more than 40 percent of the clock hour training currently offered to the child care, early education and after-school workforce members, as well as a substantial amount of the on-site coaching/technical assistance (TA) to licensed, license-exempt and unlicensed facilities across the state.

The 34 regionally-based professional staff who deliver these in-person workshops and on-site coaching/TA will be a significant resource in the implementation of RTT-ELC activities. Child Care Aware[®] of Missouri is also the only provider of state-approved online clock hours—offered in both real-time webinars and on-demand courses—and is the licensee for the T.E.A.C.H. MISSOURI scholarship and retention program. Over the past two years, Child Care Aware[®] of Missouri has developed the first three clock-hour curriculum series aligned to the state's Core Competencies for early childhood and youth development professionals, opening the way for a career lattice with professional credentials other than a CDA below the Associates degree.

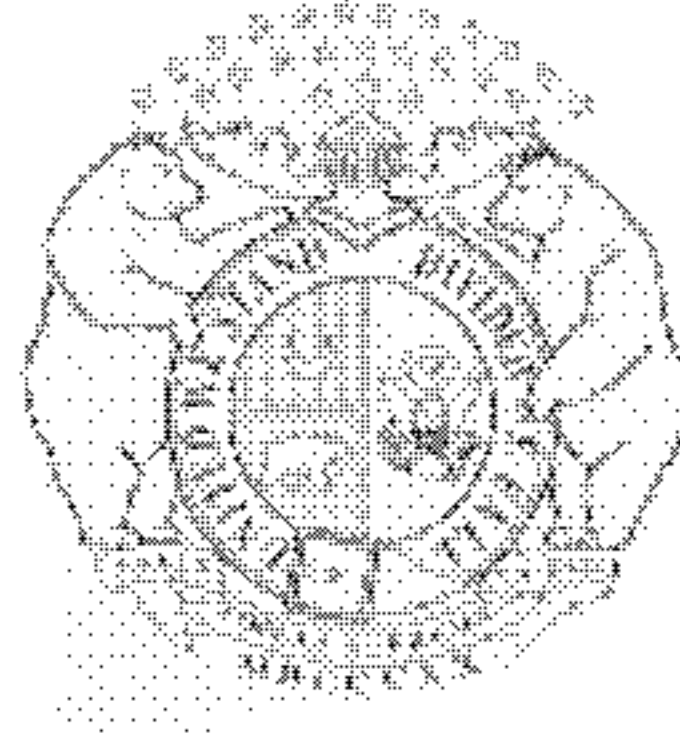
If DESE is successful in its application for the RTT-ELC grant, Child Care Aware[®] of Missouri offers its significant support to enhancing Missouri's system for early learning. We believe that the RTT-ELC grant can be an important catalyst to further Missouri's efforts and we will identify representatives in accordance with DESE guidelines for any workgroups in which we can assist.

Best regards,

A handwritten signature in cursive script that reads "L. Carol Scott".

L. Carol Scott, PhD
Chief Executive Officer

JEREMIAH W. (JAY) NIXON
GOVERNOR



VALERI LANE, PH.D.
CHAIR

DARYL ROTHMAN
EXECUTIVE DIRECTOR

STATE OF MISSOURI
Coordinating Board for Early Childhood
615 HOWERTON COURT
JEFFERSON CITY, MO 65103

9-26-11

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

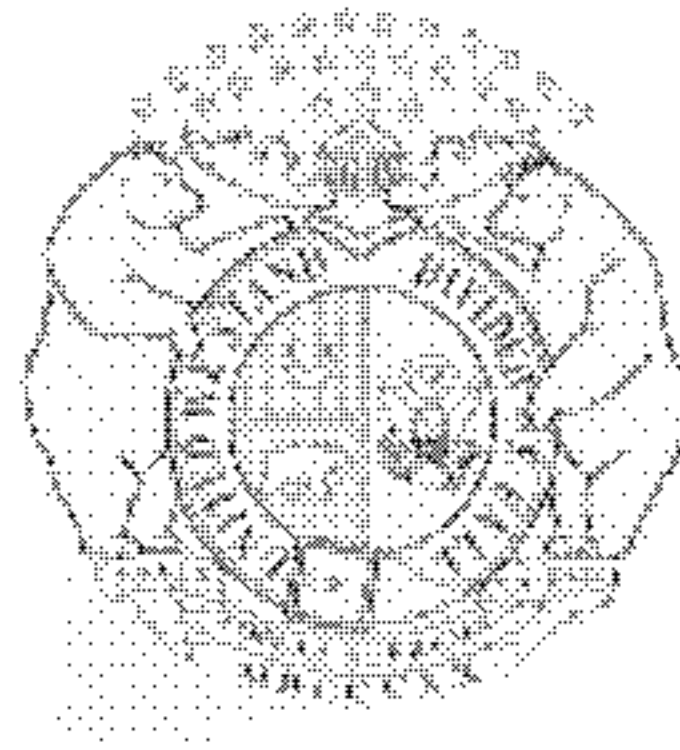
Dear Dr. Nicastro:

The Missouri Coordinating Board for Early Childhood (CBEC) is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. We are excited that the RTT-ELC grant funding helps to facilitate implementation of a comprehensive statewide system. Successful system building and coordination is a chief objective for CBEC, and we are thrilled that our mission aligns perfectly with the goals of this ambitious grant. CBEC will be delighted to work with DESE and its partners to strengthen, expand, and improve current efforts to enhance Missouri's early learning and development programs and services.

The pre-proposal planning meetings DESE held on July 8 and August 5 benefited CBEC by allowing our input about Missouri's particular needs and how the proposed early learning and development system might complement our existing state system of support, and support our efforts to bring effective systems and coordination to the next levels, in order to best serve Missouri's young children and families.

CBEC was established statutorily in August 2004 and appointed in 2007 to be Missouri's public/private entity for coordinating a cohesive system of early childhood programs and services. The CBEC was designated in 2010 as the State Advisory Council as described in the Head Start Act of 2007. 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, built on the four key areas of Early Childhood Programs, Parent/Family Leadership & Engagement, Health, and Mental Health/Social-Emotional Development. These areas cross-section across several key policy components such as governance, professional development and data systems. CBEC's principal mission is 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.

JEREMIAH W. (JAY) NIXON
GOVERNOR



VALERI LANE, PH.D.
CHAIR

DARYL ROTHMAN
EXECUTIVE DIRECTOR

STATE OF MISSOURI
Coordinating Board for Early Childhood

615 HOWERTON COURT
JEFFERSON CITY, MO 65103

CBEC has been pleased to be an active participant in the development of this application, and is excited by the prospect of retaining significant involvement in the implementation of grant funds should they be awarded. CBEC looks forward to lending its leadership, coordination and resources to this effort. Over the life of the grant, the statewide system will increase and enhance the collaboration and coordination of early learning and development programs in Missouri with federal, state, and local resources to eliminate duplication of effort, share ideas and resources, and capitalize on synergy.

If DESE is successful in its application for the RTT-ELC grant, CBEC offers its commitment and support to continue our collaborative work. We anticipate jointly working with DESE to complement Missouri's current system of support. We believe that the RTT-ELC grant will be an important catalyst to further Missouri's efforts in its Race to the Top and we will identify representatives in accordance with DESE guidelines for any workgroups in which we can assist.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This timely process will allow CBEC and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

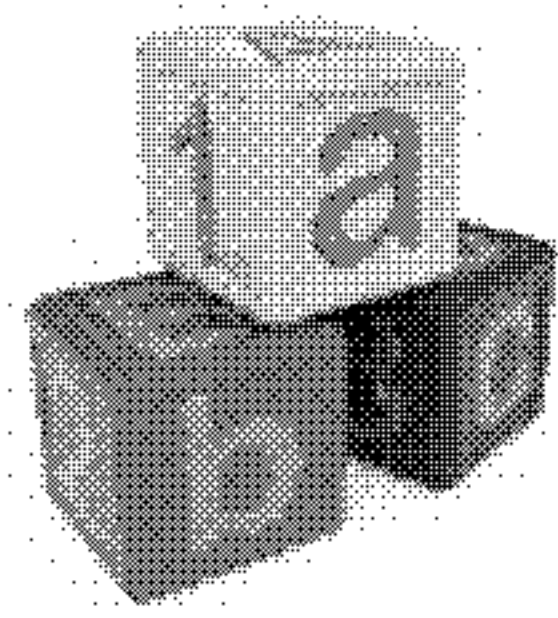
Best regards,

A handwritten signature in cursive script, appearing to read "Valeri J. Lane".

Valeri J. Lane, Ph.D.
CBEC Chairperson

A handwritten signature in cursive script, appearing to read "Daryl Rothman".

Daryl Rothman, MSW, LCSW
CBEC Executive Director



Boone County Coordinating Board for
Early Childhood Education

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

October 12, 2011

Dear Dr. Nicastro:

I am writing to express the support of the Boone County Coordinating Board for Early Childhood Education for the Missouri Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant.

It will bring badly needed resources into the State to help Missouri's children. During this four-year project, Missouri will greatly improve its system for delivering high quality early childhood services to its neediest children. Children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

The members of the Boone County Coordinating Board are anxious to work with DESE to help make the grant a major success for Missouri's children. Missouri's grant application has our full support.

Sincerely,

Philip G. Peters, Jr.
Boone County Coordinating Board for Early Childhood Education

LIFT

Missouri's Literacy Resource Center



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Michael Haynes, Vice President
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Missouri State Librarian

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Dean - School of Education
Webster University

Gene Howes
Shelter Insurance Agent

Chuck E. James
Consultant

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President
Moberly Area Community College

Bert Kimble
Consultant

Dawn Kitchell
Educational Services Director
Missouri Press Association Foundation

Charlene Luster
Special Education Consultant

Timothy O'Dea
Executive Director

September 23, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Literacy Investment for Tomorrow (LIFT)-Missouri serves as the state's literacy resource center, and the Missouri State PIRC (Parent Information Resource Center). We appreciate the opportunity to participate on the Early Learning Challenge grant work group, and we are pleased to provide this letter of support. Missouri's team has worked hard to develop a strategy that will deliver methodologies, resources, services, and a systemic and coordinated process for ensuring quality early education for our state's children. Most importantly the process ensures strategies for family engagement, which promises positive outcomes that meet key reform areas.

LIFT has supported a number of statewide educational efforts, and provides technical assistance, training, and professional development across Missouri. We support various early childhood programs such as Even Start, Parents As Teachers, school district early childhood programs, Head Start, and state licensed early childhood providers. Additionally, we have provided much support around parents and family engagement efforts by supporting adult education, literacy, school districts, tutoring agencies, teen parent programs, and others. We understand the impact that parents and families have on children's education. The LIFT staff has vast knowledge and experience around the educational needs of parents, teachers, families, educators, and community agencies. We have served as a technical assistance and training provider for the Missouri State Department of Education for over 15 years.

Literacy Line
(800)729-4443

.....

www.lift-missouri.org

815 Olive Street, Suite 22
St. Louis, MO 63101
(314)678-4443
fax (314)678-2938

LIFT

Missouri's Literacy Resource Center



Board of Directors

Doug Crews, President
Executive Director
Missouri Press Association

Michael Haynes, Vice President
Director, External Affairs
AT&T

Del Doss-Hemsley, Treasurer
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Missouri Secretary of State

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Webster University

Gene Howes
Shelter Insurance Agent

Chuck E. James
Consultant

Evelyn Jorgenson
President
Moberly Area Community College

Bert Kimble
Consultant

Dawn Kitchell
Educational Services Director
Missouri Press Association Foundation

Charlene Luster
Special Education Consultant

Timothy O'Dea
Executive Director

LIFT-Missouri welcomes the opportunity to partner with DESE, and we are confident we can help our state implement and provide a quality plan for early education that affords our children and citizens ample opportunities to thrive.

Sincerely,

Timothy O'Dea
Executive Director

Literacy Line
(800)729-4443

.....
www.lift-missouri.org

815 Olive Street, Suite 22
St. Louis, MO 63101
(314)678-4443
fax (314)678-2938



MAESP

AN AFFILIATE OF NAESP

3550 Amazonas Drive • Jefferson City, MO 65109-5716 • 573-638-2460 • Fax 573-556-6270

September 21, 2011

Dept. of Elementary
& Secondary Education

SEP 21 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Missouri Association of Elementary School Principals (MAESP) is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. MAESP wants to build upon existing, high-quality early learning and development services and programs, and are prepared to work closely with the Department of Elementary and Secondary Education (DESE) as this has been a strong statement in our Resolutions and in our Legislative Platform for many years.

During this four-year project, more Children with High Needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school. If the children start school developmentally behind their classmate, the research indicates that without intervention, these students continue to progress at a lower pace, become potential high school drop out and be at risk for other negative consequences. The best time for the children to receive intervention is with a Pre-kindergarten program that provides the student a fair chance compared to other children who have rich opportunities and experience.

Dr. Michael Schooley, Deputy Executive Director of the National Association of Elementary School Principals, held many MAESP offices including state president. Dr. Schooley summed it up that we have to "fill the pockets" of the children who do not have rich exposure to vocabulary and printed material if they do not have parents who work with them at home, or do not have pre-school developmental experience. "The pockets must first be filled" if the student is prepared to learn in Kindergarten. This Early Learning Grant could allow us to "fill pockets" and allow all to start Kindergarten ready to learn.

MAESP has felt very disappointed that the Parents as Teachers program funding was cut as one of our chief goals is for all children to begin Kindergarten ready to learn. MAESP welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Faye Peters
Executive Director



Missouri Head Start - State
Collaboration Office

University of Missouri

1400 Rock Quarry Road
Columbia, MO 65211-3280

PHONE (573) 884-3080
FAX (573) 884-0598

September 23, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Missouri Head Start-State Collaboration Office (MHSSCO) is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays enter kindergarten ready to succeed in school and in life. The MHSSCO will be delighted to work with DESE and its partners to strengthen, expand, and improve current efforts to enhance Missouri's early learning and development programs and services.

The pre-proposal planning meetings DESE held benefited Missouri Head Start by allowing Head Start input about Missouri's particular needs and how the proposed early learning and development system might complement our existing state system of support.

Since its inception in 1997, one of the fundamental purposes of the MHSSCO has been on building early childhood systems and encouraging widespread coordination and collaboration between Head Start and other programs to augment Head Start's capacity to be a partner in State initiatives. Similar to the MHSSCO philosophy, Missouri's RTT application, demonstrates that supporting our youngest learners so they are successful in school as well as life is an important *shared* responsibility. If awarded, MHSSCO will:

- Provide model specific resources and knowledge on Head Start, including initiatives, priorities, policies, and regulations;
- Support linkages to Region VII Office of Head Start, the Missouri Head Start Association and HS grantees in selected communities;
- Identify representatives in accordance with DESE guidelines for workgroups in which we can assist; and
- Support in developing community collaborations to work towards outcomes focused on systemic changes.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This timely process will allow the Missouri Head Start-State Collaboration Office and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

Best regards,

Stacey Owsley, Director
Missouri Head Start-State Collaboration Office

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

On behalf of the Missouri AfterSchool Network (MASN), I am writing to express our support for Missouri's application to the Race to the Top Early Learning Challenge Grant. A significant proportion of the young children participating in state supported afterschool programs have high needs due to living in economically challenged families and communities or from the need for additional academic support during the critical first three years of elementary school. These are the same children who are served by the Pre-K system in the years prior to Kindergarten entry. As a key partner in ensuring a seamless transition into K-3 education for Missouri's working families, the Missouri AfterSchool Network intends to continue our past work of aligning our quality and professional development systems so that young children are continuously supported during the pre-school and out-of-school times.

The Missouri AfterSchool Network has recently received private funding from the Charles S. Mott Foundation to develop an "Integrated Informal and Formal Professional Development System" over the next three years. This work includes:

- coordinated training series with the early childhood professional development providers,
- coursework development that enhances and extends the current early childhood offerings throughout the state, and
- coordinated work on career lattice and salary recommendations for our fields.

Additionally, the Missouri AfterSchool Network has been involved in the development of the Show Me Quality for Kids rating and improvement system. By having coordinated early childhood and school-age models of our state's QRIS, families may easily transition from early childhood care and education to afterschool programming with confidence that the quality of care received is being measured and reported consistently.

We look forward to continuing our partnerships and close work with DESE, the other state departments, the Coordinating Board for Early Childhood, and other key organizations in this work.

Sincerely,



Terri Foulkes
Executive Director

Phone: 888-210-2469 • Fax: (573) 884-4225 • E-mail: afterschool@moasn.org

University of Missouri, Lincoln University, U.S. Department of Agriculture and Local Extension Councils Cooperating

EQUAL OPPORTUNITY/ADA INSTITUTIONS

Missouri Association for Community Action, Inc.

2014 William St.
Jefferson City, MO 65109-1186

PHONE: 573.634.2969
FAX: 573.636.9440

www.communityaction.org

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Missouri Association for Community Action (MACA) is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. MACA will work with DESE and its partners to strengthen, expand, and improve current efforts to enhance Missouri's early learning and development programs and services.

MACA's vision is "United in Purpose the Missouri Community Action Network will inspire and engage people to ensure that all families and communities thrive". Education is a critical component of our strategic plan, along with addressing basic needs, asset development, and relationship building. Our network has administered the Head Start program in mid-Missouri for over forty years and has prepared tens of thousands of children and their families for school success.

MACA is committed to engaging communities to address local needs. We have strong partnerships with school districts across Missouri and bring a great deal of experience bridging semantic, logistic, and ideological gaps between the early childhood community and public schools. Further, we have established protocols for strengthening families beyond the traditional reach of schools. Our family development practices help to establish the kinds of home environments that support education, health, goal-setting, and the capacity of parents to stay involved in their child's life. The ability of our schools to present education opportunities to children is vital but the ability of *parents* to reinforce and expand on those opportunities will determine the success of our state's education system.

If DESE is successful in its application for the RTT-ELC grant, MACA offers its commitment and support to continue our collaborative work. We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This timely process will allow MACA and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

Sincerely,



Elaine West, Executive Director
Missouri Association for Community Action





MISSOURI ASSOCIATION OF RURAL EDUCATION

Dr. Ray V. Patrick, Exec. Director

rpatrick@moare.com

(Cell) (b)(6)

201 South Holden • Suite 202 • Warrensburg, Missouri 64093-3400

Phone 660-747-8050

Fax 660-747-8160

October 7, 2011

Chris L. Nicastro, PhD.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Dear Dr. Nicastro:

It is with great pleasure that the Missouri Association of Rural Education (MARE) supports Missouri's efforts to win and implement a Race to the Top Early Learning Grant and share resources in helping Missouri meet the challenges. This grant is a great opportunity to assist early learning and development programs and services to achieve high quality success for children with high needs from birth to kindergarten entry.

The Missouri Association of Rural Education is poised to work with the Department of Elementary and Secondary Education (DESE) to assure that accurate and timely information is distributed to the rural schools of Missouri through communication tools used by MARE as well as conference program activities.

The Missouri Association of Rural Education is an organization that recognizes the needs and concerns unique to rural education. Beginning its 25th year, MARE is an organization that proactively seeks equal and quality educational opportunities for all rural children of Missouri.

The goals of the Missouri Association of Rural Education are that students in rural Missouri will have an equal opportunity to receive an excellent education, will be able to compete academically with students throughout the world, and to make the citizens of Missouri proud of the educational programs that rural Missouri schools offer.

The Missouri Association of Rural Education welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Ray V. Patrick, EdD.
MARE Executive Director



MISSOURI ASSOCIATION OF SCHOOL ADMINISTRATORS

3550 AMAZONAS DRIVE • JEFFERSON CITY, MO 65109-5716 • 573-638-4825 • FAX 573-556-6270

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Mr. Roger Kurtz
Executive Director

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Missouri Association of School Administrators (MASA) is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. MASA along with the Missouri School Boards' Association just completed an 18-month Missouri Education Vision Project. One of the seven committees that functioned as a part of this effort was entirely devoted to early learning. One of the key recommendations from this project included, "Provide every family in Missouri with access to a voluntary, free, quality preschool program."

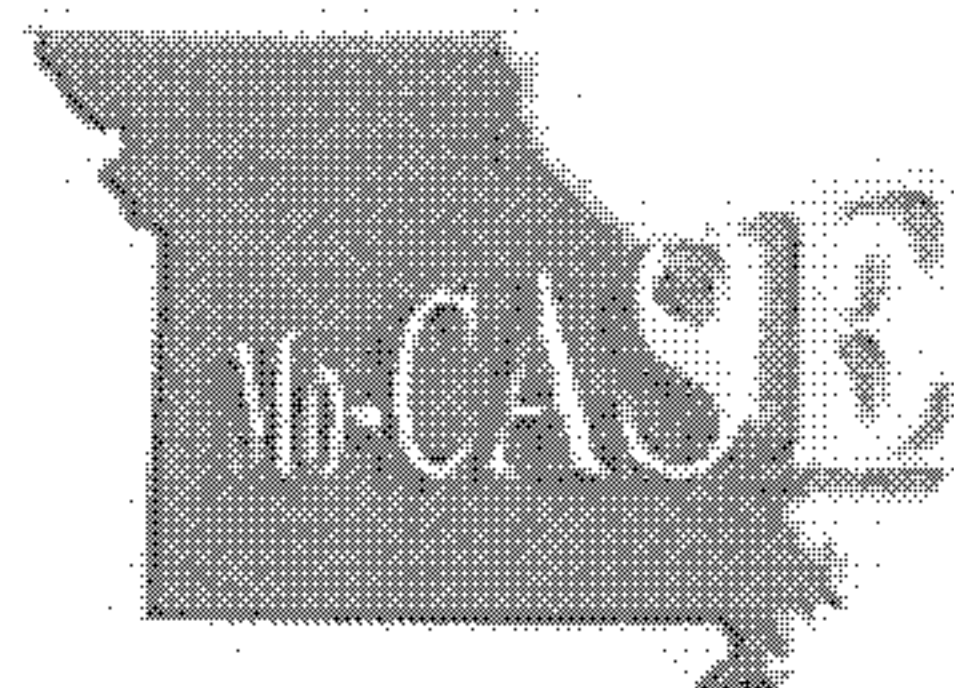
MASA believes that during this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

MASA welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,

A handwritten signature in black ink, appearing to read 'Roger Kurtz', written in a cursive style.

Roger Kurtz
MASA Executive Director



Missouri Council of Administrators of Special Education

John Heskett, Ed.D. Executive Director

October 3, 2011

Chris Nicasastro, Ph.D.
Commissioner of Education
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, Mo. 65101

Re: Race to the Top – Early Learning Challenge Grant

Dear Commissioner Nicasastro:

The Missouri Council of Administrators of Special Education (MO-CASE) is pleased to provide this letter of support and endorsement for Missouri's application for the Race to the Top – Early Learning Challenge Grant application. The grant will support Missouri's efforts to provide high quality early learning opportunities for high needs children in our state.

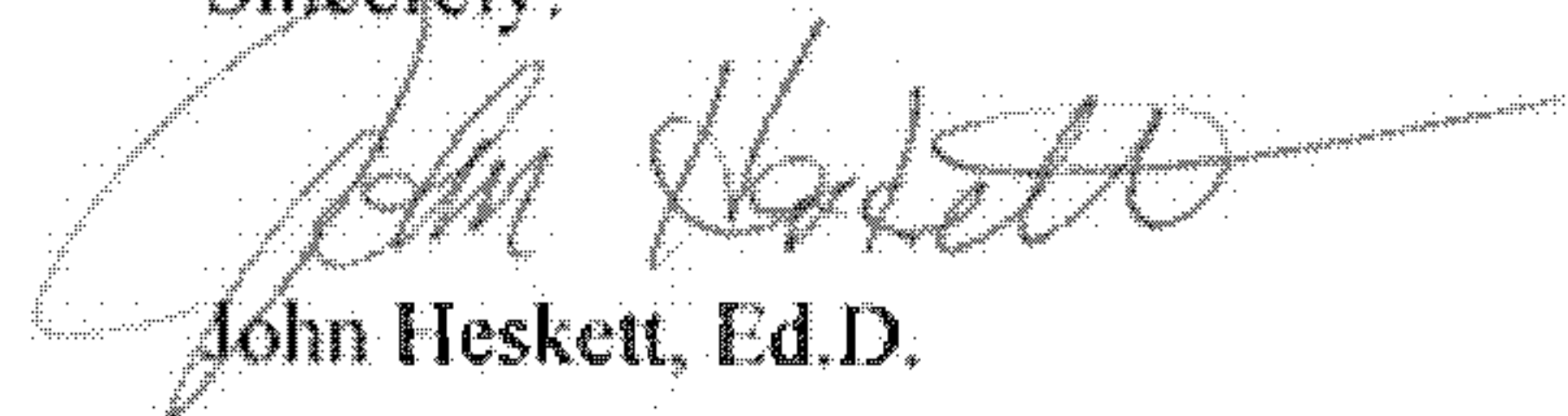
MO-CASE is an organization dedicated to supporting local school district efforts to provide appropriate special education services. The organization has advocated for early learning opportunities for all children, including children with disabilities. MO-CASE has been an active partner in the design and implementation of early childhood special education services and early intervention services.

MO-CASE was pleased to participate in the pre-proposal planning meetings held during the Summer, 2011. The meetings brought together a wide spectrum of agencies, school districts and individuals interested in the development of a quality system of early learning. MO-CASE continues its support to participate in the development of the early learning system. We look forward to ongoing collaboration with our partners to achieve a high quality early learning system for our state. Missouri has a long history of providing early childhood special education and early intervention services for children with disabilities. However, early learning opportunities for many other children in our state has depended on the resources of families or agencies/school districts with limited and dedicated funding to support programs.

The RTT-ELC grant will support our efforts to create an inclusive system of early learning in our state. We are pleased that the grant will use funding to support local pilot programs to determine what works in Missouri. The funding will support local partnerships that will build on the local resources and result in programs and services that are best designed to meet the needs of all children.

MO-CASE is particularly pleased with the opportunity to support the development of a fully inclusive system of early learning. Research has clearly demonstrated the benefits of inclusive educational opportunities for children with disabilities, particularly young children. Through local partnerships, Missouri school districts will have the opportunity to contribute to system development that will be beneficial for all children.

Sincerely:



John Heskett, Ed.D.

316 Cheval Square Dr. Chesterfield, Mo. 63005
john.heskett@att.net 314.660.2333



September 27, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Missouri Head Start Association is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. We are excited that the RTT-ELC grant funding helps to facilitate implementation of a comprehensive statewide system. The Missouri Head Start Association will be delighted to work with DESE and its partners to strengthen, expand, and improve current efforts to enhance Missouri's early learning and development programs and services.

The pre-proposal planning meeting DESE held on August 5 benefited the Missouri Head Start Association by allowing our members the opportunity to provide input about Missouri's particular needs and how the proposed early learning and development system might complement our existing state system of support.

As the voice of Head Start and Early Head Start in Missouri, the Head Start Association plays an integral role in serving vulnerable children and families in our state. By working to ensure that all Missouri families succeed and that early-education is a reality for low-income children Head Start helps bridge the gap between children experiencing poverty and their peers who are not to ensure that they enter school ready to succeed.

As a partner in the early-education field in Missouri, the Head Start Association will work to ensure that Head Start and Early Head Start programs have access to necessary information as it relates to improvements in the early-education field brought about by the RTT-ELC in our state. Because of the many child care partnerships that Head Start programs share in counties throughout Missouri, we will also work to share information and resources with those outside of the direct umbrella of Head Start. These extensive collaboration and coordination efforts will help to reduce or delete duplication efforts ultimately saving resources that would have spent otherwise.

September 27, 2011
Page 2



If DESE is successful in its application for the RTT-ELC grant, the Missouri Head Start Association offers its commitment and support to continue our collaborative work. We anticipate jointly working with DESE to complement Missouri's current system of support. We believe that the RTT-ELC grant will be an important catalyst to further Missouri's efforts in its Race to the Top.

Top and we will identify representatives in accordance with DESE guidelines for any workgroups in which we can assist.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This ability to think-ahead will allow the Missouri Head Start Association and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant, giving Missouri children a Head Start as we Race to the Top.

Most sincerely,

A handwritten signature in black ink that reads "Tina Bernskoetter".

Tina Bernskoetter
Executive Director
Missouri Head Start Association



Headquarters
1810 East Elm Street
Jefferson City, MO 65101
573•634•3202 / 800•392•0236
fax 573•634•5646
www.mnea.org

October 10, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Missouri National Education Association supports the Department of Elementary and Secondary Education (DESE) in its efforts to enhance and better coordinate Missouri's early learning system. Missouri NEA members have a strong commitment to our youngest learners, and a Race to the Top Early Learning Challenge (RTT-ELC) grant will accelerate improvements in Missouri's early learning system. Improved support for young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, helps these children enter kindergarten ready to succeed in school and in life. Missouri NEA looks forward to continuing to work with DESE and its partners to improve and expand Missouri's early learning programs and services.

Missouri NEA has long advocated for high quality early learning for all Missouri students. We work to educate state legislators about the many benefits of birth to Kindergarten services to children and their parents, and will continue to do so. Missouri NEA encourages educators of all ages to engage families, and we offer resources on our website and on the NEA website specifically for parents. Our new, online Professional Development Series includes a session on early literacy strategies for pre-school educators, and we look forward to offering more topics for early childhood educators.

The increased coordination of services made possible if this grant is received will eliminate duplication of effort between various state, federal and local entities, essential in this time of dwindling resources and increased demands on families.

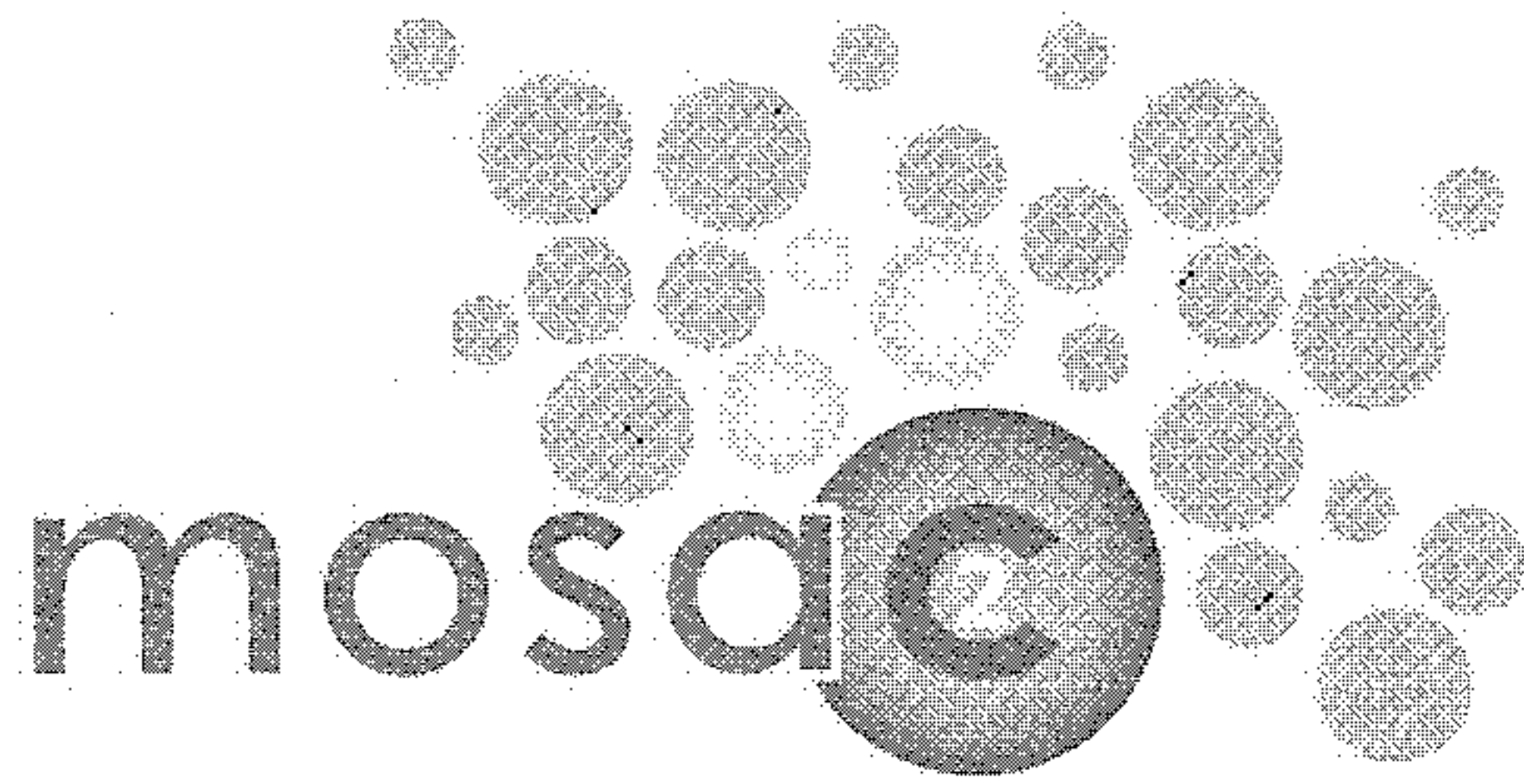
Missouri NEA offers its commitment to continue our collaborative work. We anticipate jointly working with DESE to improve Missouri's current system of support for early childhood. We believe that the RTT-ELC grant will get us closer to our shared goal of a great public school for every child through improvements in early learning. We will happily recommend representatives in accordance with DESE guidelines for any workgroups in which we can assist.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This process allows Missouri NEA and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

Best regards,

Christine Guinther, president

Chris Guinther, President
Ben Simmons, Executive Director



missouri school age community coalition

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Missouri School Age Community Coalition (MOSAC2) is a membership organization comprised of over 300 afterschool professionals working with children and youth during the non-school hours. A significant portion of our membership works with young children through age eight. We are excited by the activities outlined in the Race to the Top Early Learning Challenge Grant application as they will help to prepare children for school leading to more success in college, career, and life.

MOSAC2 has developed a state-specific credential for professionals working with children in an afterschool setting. The Youth Development Credential (YDC) is similar to the Child Development Associate (CDA) and serves as the entry level credential for the field. This credential is recognized by the state's licensing system and is integrated into our professional development system. In our support for the RTT-ELC grant, our organization will continue our work to ensure that professionals working with children through age eight are adequately trained and prepared to help in the transition between early childhood and out-of-school time care. We will continue to expand the number of institutions offering the credential coursework and increase the number of professionals with credentials.

Together early childhood and afterschool professionals keep children safe, support working families, and prepare and inspire children to learn. Our membership is committed to helping children be successful in all areas.

Sincerely,

Ron Duncan
MOSAC2 President

Wendy Witcig
Co-Chairperson SICC
wwitcig@trialityinc.org

Cori Tharp
Co-Chairperson SICC
goodfaith.tharp@gmail.com

State Interagency Coordinating Council

October 11, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Missouri's State Interagency Coordinating Council for First Steps (SICC) is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. We are excited that the RTT-ELC grant funding helps to facilitate implementation of a comprehensive statewide system. The SICC and the First Steps Program is eager to work with DESE and its partners to strengthen, expand, and improve current efforts to enhance Missouri's early learning and development programs and services.

The pre-proposal planning meetings DESE held on July 8 and August 5 benefited First Steps by allowing our input about Missouri's particular needs and how the proposed early learning and development system might complement our existing state system of support families and provide early intervention services.

First Steps Early Intervention is Missouri's implementation of Part C of Individuals with Disabilities Education Act (IDEA), which Congress established in 1986 in recognition of an "urgent and substantial need" to enhance the development of infants and toddlers with disabilities, reduce educational costs by minimizing the need for special education through early intervention, and enhance the capacity of families to meet their child's needs. Early Intervention in Missouri achieved statewide implementation in 1994 with 2322 children enrolled and has since grown to more than 4500 children currently enrolled.

Part C of IDEA is a federal program that assists states in operating a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, birth to age 3, and their families. Families play an integral role in their child's development. The goal of First Steps is to make sure that families have the necessary supports, services and resources that they need to raise healthy, happy and successful children.

The First Steps program provides critical support to families and children who are experiencing significant developmental challenges. Through the work of the First Steps program, children receive much needed therapies and services necessary to lessen the developmental gap so are prepared to enter school ready to learn. Being a family focused program, First Steps provides families the tools they need

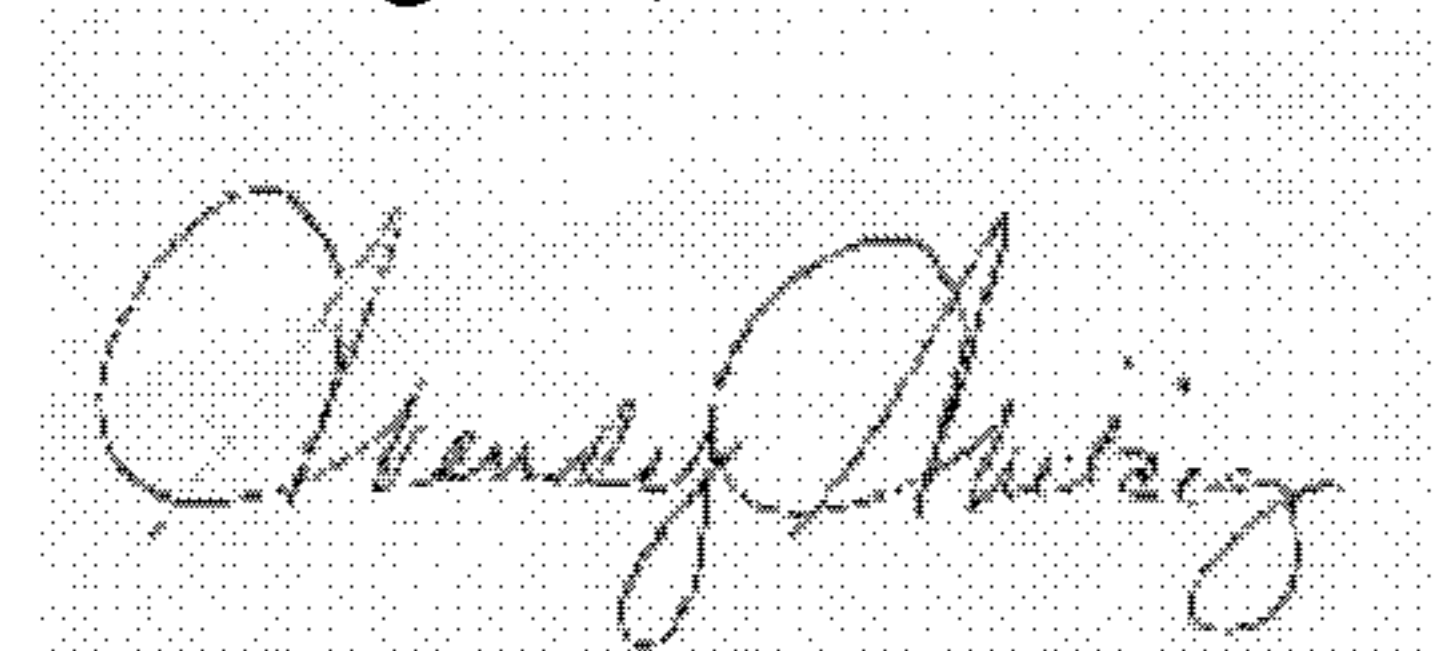
to be the most impactful influence in their child's development. The First Steps program already has strong allegiance with preschool programs, child care programs, school districts and Parents As Teachers programs across the state. These relationships, among many others, position the First Steps program in a perfect position to support DESE in their efforts to implement this initiative. I can assure you the SICC will support the efforts of the First Steps program in any way possible to further this mission.

Over the life of the ELC Grant, the statewide system will increase and enhance the collaboration and coordination of early learning and development programs in Missouri with federal, state, and local resources to eliminate duplication of effort, share ideas and resources, and capitalize on synergy.

If DESE is successful in its application for the RTT-ELC grant, the SICC offers its commitment and support to continue our collaborative work. We anticipate jointly working with DESE to complement Missouri's current system of support. We believe that the RTT-ELC grant will be an important catalyst to further Missouri's efforts in its Race to the Top and we will identify representatives in accordance with DESE guidelines for any workgroups in which we can assist.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This timely process will allow the SICC and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

Best regards,

A handwritten signature in cursive script, appearing to read "Wendy Witcig", is displayed within a rectangular area with a light gray, dotted background.

Wendy Witcig
SICC Co-Chair
State of Missouri

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Office of Social and Economic Data Analysis (OSED) is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant. We look forward to continuing collaborate in efforts to improve early learning and we remain poised to leverage university resources to the effort.

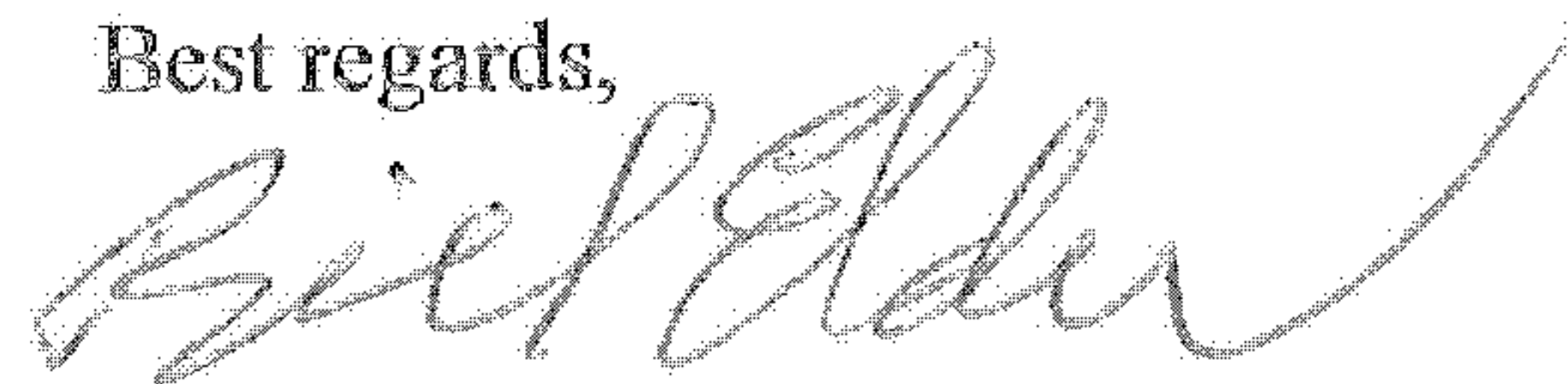
As you know OSED) sustains a secure data archive of individual level records regarding Missouri students including comprehensive information from Medicaid. We look forward to further efforts to integrate these data streams so they better inform decision-making.

During this four-year project, more Children with High Needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

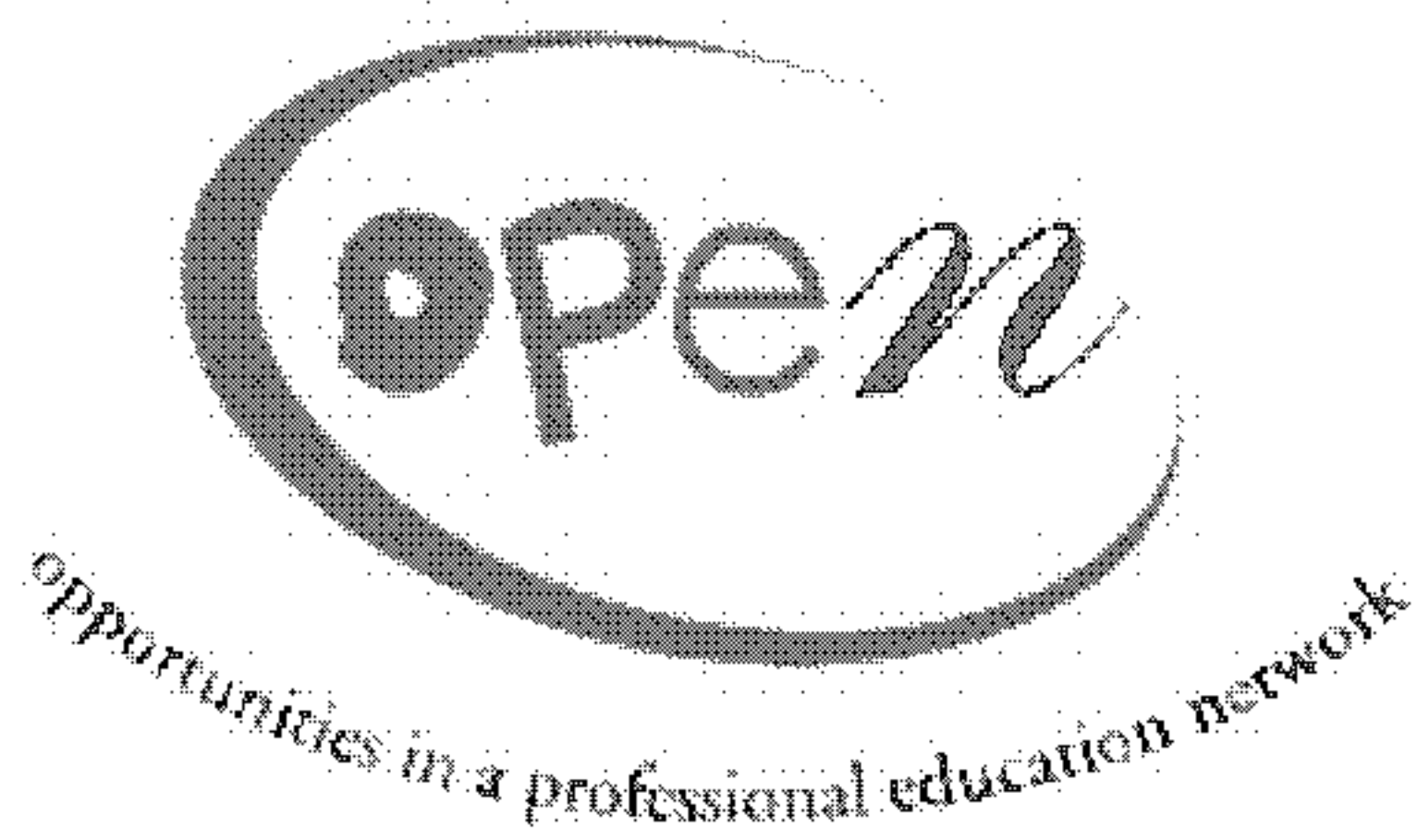
Our goals during the project will to be assist in the development of assessments, creation of secure data visualization tools and evaluation of outcomes.

OSED) welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,



Bill Elder
Director



Missouri's Career Development Initiative
serving early childhood, school-age/after-school & youth development professionals

October 5, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The OPEN Initiative is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to gain and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will provide critical support to young children facing challenges related to poverty, language barriers, developmental delays and disabilities prior to entering kindergarten. We are excited that the RTT-ELC grant funding would impact the implementation of a comprehensive statewide system. OPEN is dedicated to working with DESE and its partners to improve current efforts to enhance Missouri's early learning and development programs and services.

The pre-proposal planning meetings DESE held on July 8 and August 5 allowed OPEN to provide input about Missouri's needs and how the proposed early learning and development system might complement our existing state system of support. We found this to be a very beneficial conversation.

This grant provides the opportunity to increase and enhance the collaboration and coordination of early learning and development programs in Missouri with federal, state, and local resources to eliminate duplication of effort, share ideas and resources, and capitalize on synergy.

If DESE is successful in its application for the RTT-ELC grant, OPEN offers its commitment and support to continue our collaborative work. We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission.

Best regards,

Denise Mauzy, MSW, LCSW
Director

Mailing Address	Physical Address	Phone (573) 884-3373	
P.O. Box 736	1400 Rock Quarry Road	Toll Free (877) 782-0185	Web Page www.OPENInitiative.org
Columbia, MO 65205	Columbia, MO 65211-3280	Fax (573) 884-4627	

ParentLink®

4800 Santana Circle, Columbia, MO 65211-8260

1-800-552-8522

En Español:

1-888-460-0008

10-5-2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

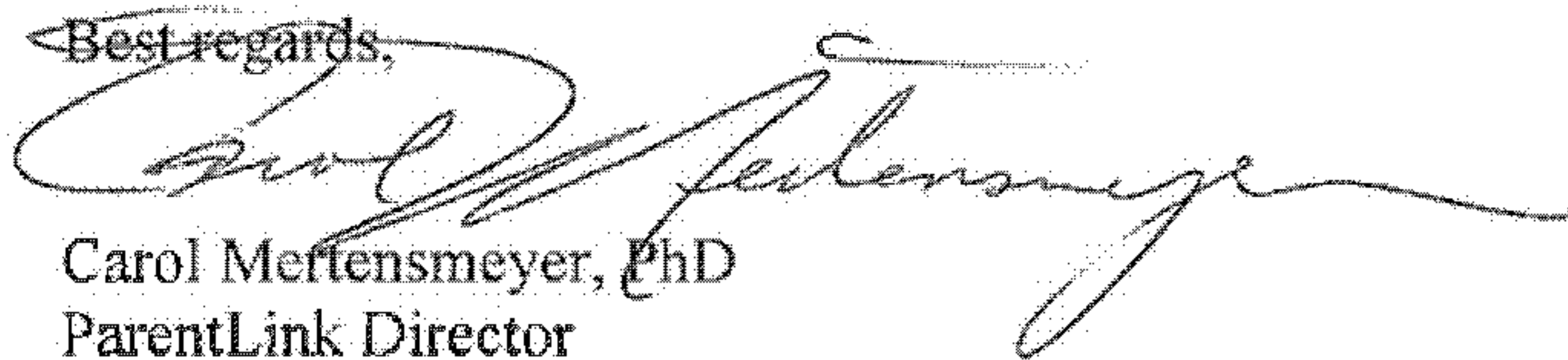
ParentLink at the University of Missouri is pleased to support our state's proposal for the Race to the Top Early Learning Challenge Grant and to share resources in helping Missouri meet the challenges. Building upon existing, high-quality early learning and development services and programs, ParentLink is looking forward to working closely with the Department of Elementary and Secondary Education (DESE) to create a system of services and support for young children of offenders, as well as their families, so children have school success.

ParentLink has been in existence since 1989 and has supported thousands of Missouri families respond to their multi-system needs. Whatever the problem, ParentLink has been available for problem-solving support, research-based information, and referrals to services. Although a universal service, ParentLink has always placed special emphasis on outreach to high need families and during the past 10 or so years has worked diligently to design programs for families of offenders. We have integrated multi-sector, diverse resources to respond to offenders' complex problems. We have been a strong partner with the Boone County Offender Transition Network (BCOTN) and their Services Coordination Team which is made up of Probation and Parole, job training, treatment and counseling, housing, health, education and more.

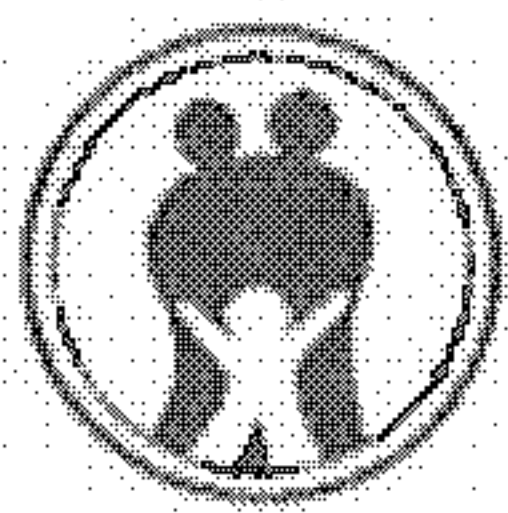
ParentLink has received tremendous support (in-kind and financial) from a variety of sectors over the years. The ParentLink Advisory Board is made up of diverse representation including entities such as health, education, higher education, business, social services, corrections, clientele such as x-offenders, and more. Our current Chairperson is George Lombardi, the Director for Missouri Corrections.

Financial support has come from a variety of private and public sources, including the U.S. Department of Education's PIRC funds. ParentLink currently receives funds from the Missouri Departments of Social Services as well as Health and Senior Services. ParentLink has received past funding from the Missouri Department of Elementary and Secondary Education and welcomes the opportunity to partner once again with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,



Carol Mertensmeyer, PhD
ParentLink Director
Associate Clinical Professor
Department of Educational, School, and Counseling Psychology



Parents as Teachers

October 5, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Parents as Teachers National Center (Parents as Teachers) is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. We are excited that the RTT-ELC grant funding helps to facilitate implementation of a comprehensive statewide system. Parents as Teachers will be delighted to work with DESE and its partners to strengthen, expand, and improve current efforts to enhance Missouri's early learning and development programs and services.

The pre-proposal planning meetings DESE held on July 8 and August 5 benefited Parents as Teachers by allowing our input about Missouri's particular needs and how the proposed early learning and development system might complement our existing state system of support.

Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents of newborns with funding from the Missouri Department of Elementary and Secondary Education and The Danforth Foundation. The impetus for the project began with early research indicating the critical nature of the first three years of life in terms of a child's development of major abilities. Studies of early intervention programs showed that parent involvement in a child's learning is key to the child's success. Four school districts representing rural, urban and suburban communities participated in the Parents as Teachers pilot project. Convinced of the program's benefits and cost effectiveness, state funding was provided in 1985 to implement Parents as Teachers in all Missouri School Districts. Parents as Teachers expanded beyond Missouri in 1986 with programs in three other states. The Parents as Teachers National Center was incorporated in 1987 as a not-for-profit organization governed by a national board of leaders from education, health, government, and the private sector. Just a few years later in the early 1990s, the first international program was implemented in Australia. Today, more than 3,000 entities offering Parents as Teachers services are in place across the country and around the world, including all 50 states and eight countries outside the U.S.

Parents as Teachers will assure that its data system supports the State's system. Parents as Teachers further assures that its assessments, Quality Standards and parent

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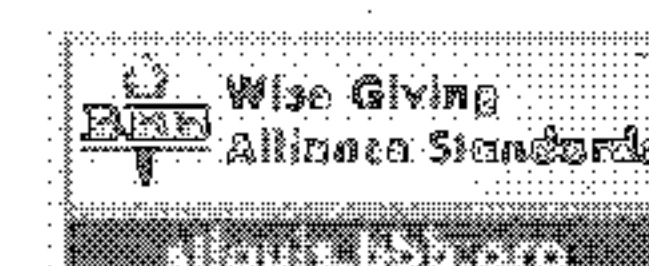
Founding Director

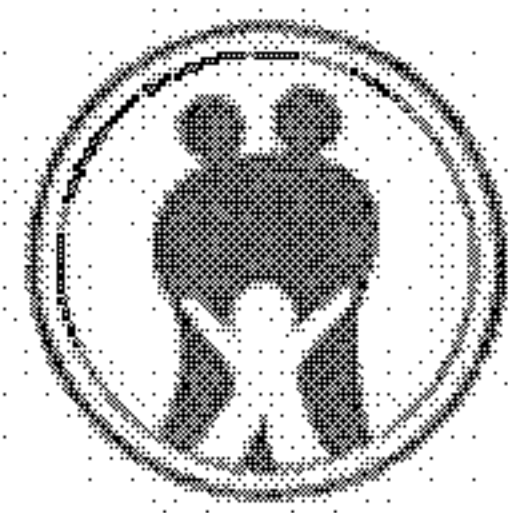
Mildred M. Winter, MO



Our Vision: All children will learn, grow and develop to reach their full potential.

2228 Ball Drive St Louis MO 63146 p 314.432.4330 f 314.432.8963 www.ParentsAsTeachers.org





Parents as Teachers

educator core competencies are aligned with the State's Comprehensive Assessment Systems, the K-3 academic standards and Workforce Knowledge and Competency Framework. Parent educators will be trained to identify children with health, behavioral and developmental needs and will connect the families of these children with community services as appropriate with follow-up. Parents as Teachers has embedded the Strengthening Families Protective Factors into its Foundational Curriculum and training. Parent educators through personal visits, group connections and the other components of the Parents as Teachers model will successfully engage and support families, drawing on the protective factors while utilizing family centered assessments and collaborations with other appropriate agencies and institutions. The national office will continue to seek funding to provide scholarships for parent educators in Missouri and school district programs to remain affiliates. Free to low-cost webinars and on-line trainings will be offered as another convenient way to keep skills sharpened.

Over the life of the grant, the statewide system will increase and enhance the collaboration and coordination of early learning and development programs in Missouri with federal, state, and local resources to eliminate duplication of effort, share ideas and resources, and capitalize on synergy.

If DESE is successful in its application for the RTT-ELC grant, Parents as Teachers National Center offers its commitment and support to continue our collaborative work. We anticipate jointly working with DESE to complement Missouri's current system of support. We believe that the RTT-ELC grant will be an important catalyst to further Missouri's efforts in its Race to the Top and we will identify representatives in accordance with DESE guidelines for any workgroups in which we can assist.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This timely process will allow the Parents as Teachers National Center and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

Best regards,

Cheryle F. Dyle-Palmer
Interim President and CEO

Board of Directors

2011-2012

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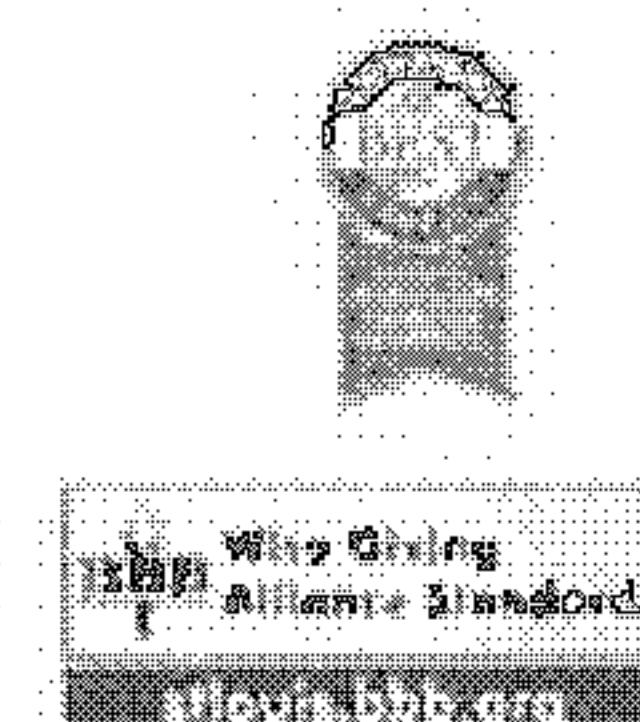
Commissioner of Education,
Chris L. Nicastro, Ph.D., MO

Founding Director

Mildred M. Winter, MO

Our Vision: All children will learn, grow and develop to reach their full potential.

2228 Ball Drive St Louis MO 63146 p 314.432.4330 f 314.432.8963 www.ParentsAsTeachers.org



UNIVERSITY *of* MISSOURI

THOMPSON CENTER FOR AUTISM & NEURODEVELOPMENTAL DISORDERS

September 21, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Thompson Center for Autism & Neurodevelopmental Disorders at the University of Missouri (MU) enthusiastically supports the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. The RTT-ELC grant will support Missouri's youngest learners and help ensure young children with high needs, such as those who are low-income, English learners, and children with disabilities or developmental delays, enter kindergarten ready to succeed in school and in life. We are excited that the RTT-ELC grant funding will help to facilitate the development of a comprehensive statewide service delivery system. The Thompson Center has already worked with DESE and other state partners to strengthen, expand, and improve Missouri's early learning and development programs and services.

The pre-proposal planning meetings DESE held on July 8 and August 5 were informative and allowed early childhood specialists from the Thompson Center to provide input about Missouri's particular needs and how the proposed early learning and development system might complement our existing state system of support.

Founded in 2005, the MU Thompson Center is a comprehensive, multidisciplinary center that aims to improve the lives of individuals with autism and other neurodevelopmental conditions and their families through world class programs that integrate research, service delivery, training, and public policy. The Thompson Center has brought together health professionals, educators and researchers from more than 20 departments in nine different MU schools and colleges to address the pressing problems that face families of children with developmental concerns. Last year, the Thompson Center provided diagnostic, treatment and surveillance services for more than 2,600 children and youth with autism spectrum disorders (ASD) and other developmental disabilities. More than 8,000 community professionals, MU students and family members participated in our educational and training activities, including numerous early childhood educators.

During the past year, the Thompson Center implemented a number of grant funded programs that aimed to enhance comprehensive and coordinated care for young children across the state. For example, with funding from the CDC, we partnered with WIC agencies, primary care providers and early childhood educators in St. Louis City to improve parent awareness and education about early developmental milestones. With funding from HRSA, we established "ASD Rapid Response" regional collaboratives in five areas of the state that work together at the local level to enhance early identification and treatment of children with developmental



concerns, including ASD. With funding from DESE, the Thompson Center has consulted with numerous school districts to improve early learning programs for children with ASD.

The Thompson Center is well-positioned to continue our collaborative work with DESE and other stakeholders to promote comprehensive and coordinated early learning programs that result in optimal developmental outcomes for all children. Faculty and staff at the Thompson Center can provide expertise on screening for young children and on medical, therapeutic and behavioral interventions for children with developmental challenges. We also have extensive experience in partnering with families and professionals to build effective community networks using local resources. We have strong ties to the Missouri Telehealth Network and to MU Extension, which can be used to promote effective outreach education across the state.

The Thompson Center anticipates jointly working with DESE to complement Missouri's current system of support. We believe that the RTT-ELC grant will be an important catalyst to further Missouri's efforts in its Race to the Top and we will identify representatives in accordance with DESE guidelines for any workgroups in which we can assist.

We commend DESE for providing stakeholders the opportunity to provide input to its application prior to its submission. This timely process will allow the MU Thompson Center and the Missouri Department of Elementary and Secondary Education to begin work immediately upon award of the RTT-ELC grant.

Sincerely,



Janet E. Farmer, Ph.D., ABPP
Thompson Center Director of Academic Programs
Professor of Health Psychology and Child Health



University of Missouri - Columbia

TIPS for Kids

(Training in Interdisciplinary Partnerships & Services for Kids)

School of Medicine

Department of Physical Medicine
and Rehabilitation

DC046.00, One Hospital Drive
Columbia, MO 65212

Phone (573) 882-0757
Fax (573) 884-4540

September 22, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The TIPS for Kids (Training in Interdisciplinary Partnerships and Service), Missouri's Leadership Education in Neurodevelopmental Disabilities (LEND) training program is excited about supporting Missouri's application for the Race to the Top Early Learning Challenge grant. This grant will support the coordination of many quality programs ensuring that all of Missouri's young children are ready to enter kindergarten and succeed.

TIPS for Kids is an interdisciplinary leadership program funded by Health and Human Services' Health Services and Research Administration to train select graduate students to improve the status of infants, children and adolescents with or at risk for developmental disabilities and to understand and enhance the systems of care for these children and their families. As in the past and in the years to come, these trainees are prepared to not only provide high quality services and supports to the children and families they serve, but also to advocate for them when needed services and/or supports are absent.

We welcome the opportunity to partner with the Department of Elementary and Secondary Education in the development of a coordinated and quality system of care for Missouri's youngest children.

Sincerely,

A handwritten signature in black ink that reads "Kay Conklin".

Kay Conklin, MSW
Program Director

October 5, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

University of Missouri Extension is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. University of Missouri Extension and the College of Human Environmental Sciences has a long history of collaboration with the Missouri Department of Elementary and Secondary Education and look forward to this new opportunity to partner again.

During this four-year project, more Children with High Needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school. MU Extension faculty are located on the Columbia campus as well as geographically located across the state to ensure a statewide program delivery system.

The College of Human Environmental Sciences faculty have a national reputation for strong, relevant educational programs that address the human infrastructure. Central to our mission is a focus on identifying and understanding the problems associated with an increasingly complex and diverse society.

Our programs strive to maximize the quality of human and family life, with special attention to the needs of socially and economically vulnerable populations. Our realm of expertise is far reaching. It includes family and financial education; design of living and working environments; family and human development; community support systems; and nutrition, health and physical activity.

University of Missouri Extension welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,



Jo Britt-Rankin, M.S., Ph.D.
Associate Dean, HES Extension
Administrative Director, FNEP



One College Hill

Canton, MO 63435-1299 U.S.A.

573-288-6000

Fax 573-288-6611

www.culver.edu

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

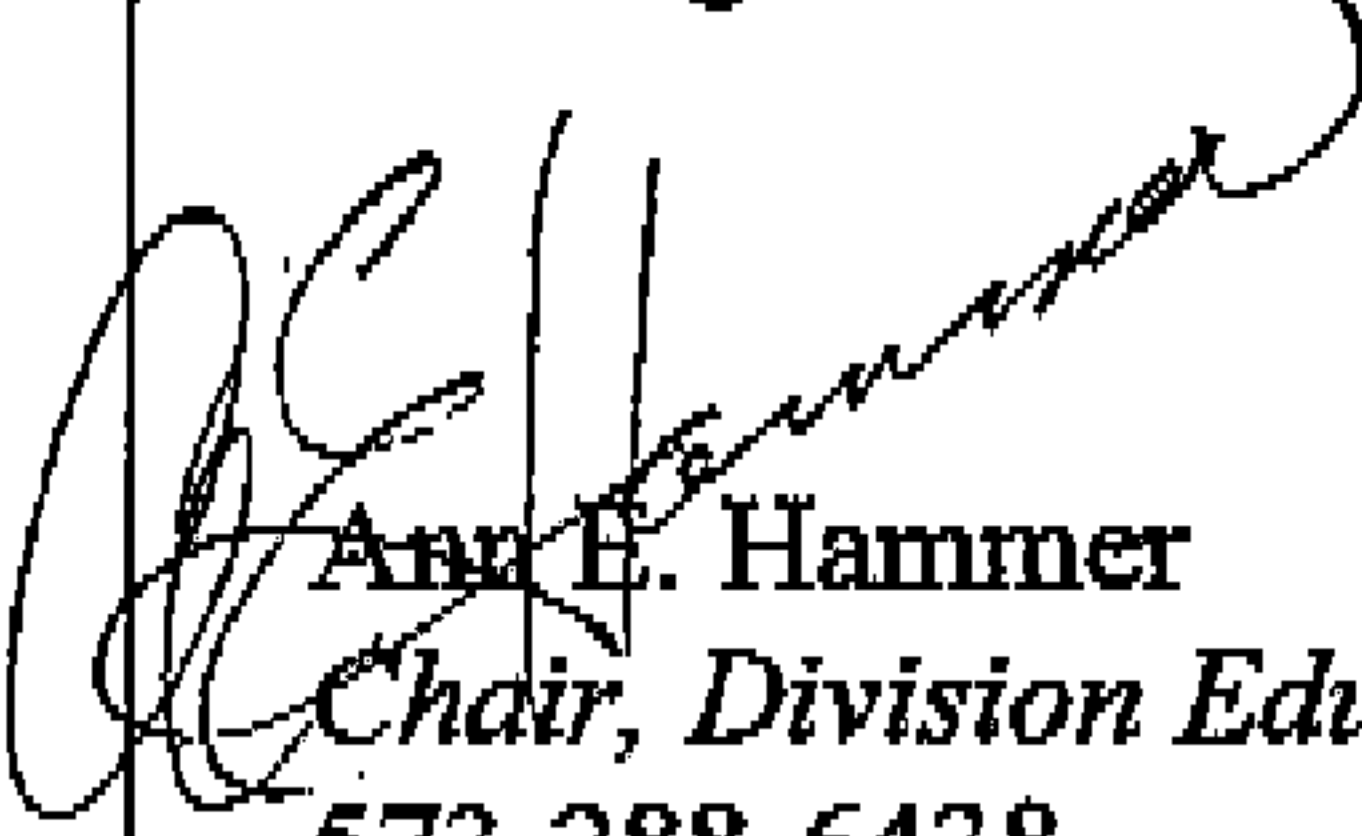
Dear Dr. Nicastro:

Culver-Stockton College enthusiastically supports Missouri's efforts to win and consequently, implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed. We want to take what's working in the very best early childhood environments and make that common practice across the state. During this four-year project, our plan is that more children and families with high needs will have greater access to high quality early learning and development programs and services, as well as enhanced preparation for teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Culver-Stockton welcomes the opportunity to enhance expectations for Early Childhood educators that incorporate the knowledge and application of the State's Early Learning and Development Standards. Working collaboratively with the Department of Elementary and Secondary Education can only improve our focus on instruction in colleges and universities across the state. We all want to continue to move forward in improving early learning and development programs and services for our youngest learners.

Best regards in education,


Ann E. Hammer
Chair, Division Education & Applied Arts
573-288-6438
ahammer@culver.edu

EVANGEL UNIVERSITY

A Christian Learning-Centered University

1111 N. GLENSTONE • SPRINGFIELD, MISSOURI 65802 • 417-865-2811

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Education Department of Evangel University wholeheartedly encourages Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early childhood educators in our state must have the information and resources they need to understand and support young children's growth and development across a broad range of domains so that all young children have the opportunity to enter kindergarten with the skills they need for school success.

Numerous studies, including a recent one by researchers from the University of Missouri and University of Minnesota (<http://munews.missouri.edu/news-releases/2011/0830-early-education-program-leads-to-success-mu-minnesota-researchers-find>), emphasize what we in the early childhood field have always known—that “[p]reschool programs [especially those in urban areas] are one of the most cost-effective of all social programs.” An article published this summer in *Exceptional Children*, “Predicting School Readiness for Low-Income Children with Disability Risks Identified Early,” claims that at-risk youngsters who participate in high quality early childhood programs demonstrate readiness skills equal to those without disabilities.

A comprehensive, coordinated early childhood system across Missouri, initiated by the Race to the Top Early Learning Challenge grant, will enable more children with high needs and their families to access these high quality early learning and development programs and services. In addition, this grant will help to improve the knowledge, skills, and abilities of those who work with young children while increasing the number and percentage of early childhood educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

The Education Department of Evangel University welcomes the opportunity to increase expectations for early childhood educators that incorporate knowledge and application of Missouri's Early Learning and Development standards to help our state continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Sincerely,

Peggy Reed, Ed.D.

Associate Professor of Education
Evangel University
1111 N. Glenstone
Springfield, MO 65802
417-865-2815 X-8556
417-865-9599 Fax



October 5, 2011

Dr. Chris L. Nicastro
Commissioner of Education
DESE
PO Box 480
Jefferson City MO 65102-0480

Dear Dr. Nicastro:

Fontbonne University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed. The University boasts an exceptionally strong Early Childhood program within our Department of Human Environmental Sciences.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services. We look forward to sharing in the planning for grant implantation, aligning our curriculum to meet the new, more rigorous expectations, and assisting in the preparation of current and future teachers who will be "on the ground" assisting in this important work.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Fontbonne University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,


William W. Freeman, Ed.D.
Dean of Education and Associate Professor

Cc: Allison Edwards
Chair, Human Environmental Sciences, Fontbonne University

Angie Koetting
Early Learning, DESE

HARRIS-STOWE STATE UNIVERSITY**COLLEGE OF EDUCATION**

September 23, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Harris-Stowe State University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Harris-Stowe State University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Thank you for your support as we endeavor to prepare teachers equipped with the knowledge, skills and dispositions to ensure the success of all children and youth. Please feel free to call me, Dr. LaTisha Smith, Dean of the College Education at 314 340-3662 or smithla@hssu.edu with any additional questions.

Thank you in advance for your time and consideration.

Respectfully,

LaTisha Smith

Dr. LaTisha A. Smith
Dean of Teacher Education
Harris-Stowe State University
Teacher Education Department
314-340-3662

3026 LACLEDE AVENUE • ST. LOUIS, MISSOURI 63103 • (314) 340-3662/3691 • FAX: (314) 340-3690



452 Martin Luther King Hall
812 E. Dunklin Street
Jefferson City, MO 65101
Phone: (573) 681-5250
Fax: (573) 681-5257

September 22, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Lincoln University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Lincoln University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

Dr. Cynthia Chapel
Head, Department of Education
Lincoln University
Jefferson City, MO

LINDENWOOD

LINDENWOOD UNIVERSITY • ST. CHARLES, MISSOURI

September 29, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

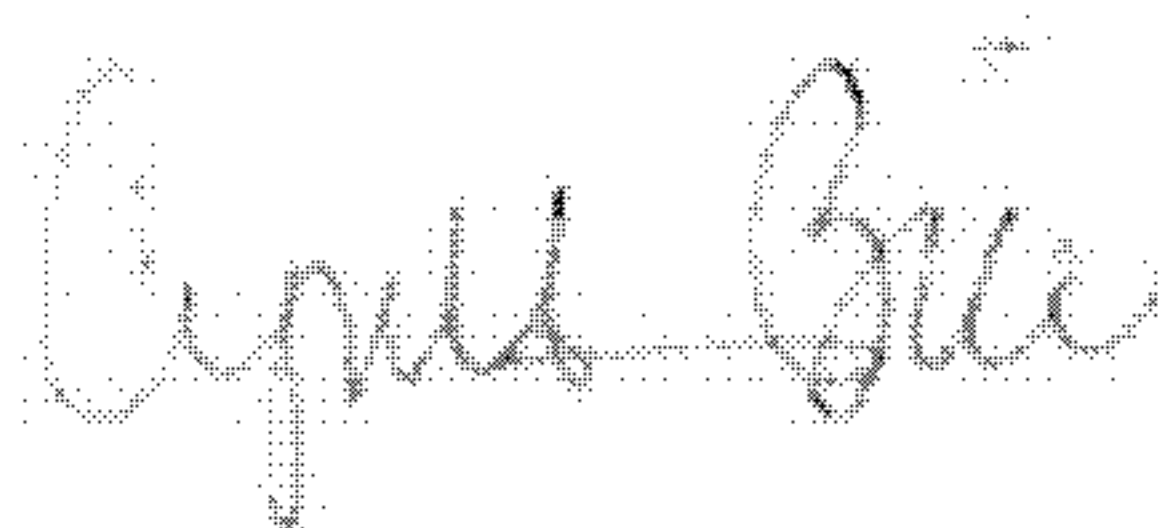
Lindenwood University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the training and professional development needed to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to quality early learning and developmental programs and services.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Lindenwood University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards. Implementation of this grant will result in helping Missouri continue to move forward by improving early learning and development programs and services for Missouri's youngest learners.

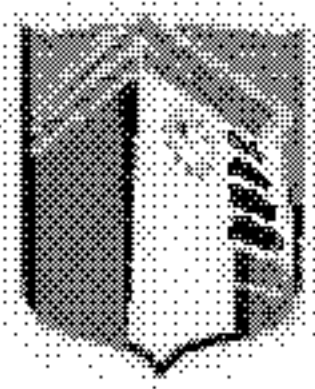
Best regards,



Cynthia Bice, Ed.D.
Dean-School of Education
Lindenwood University
St. Charles, Missouri

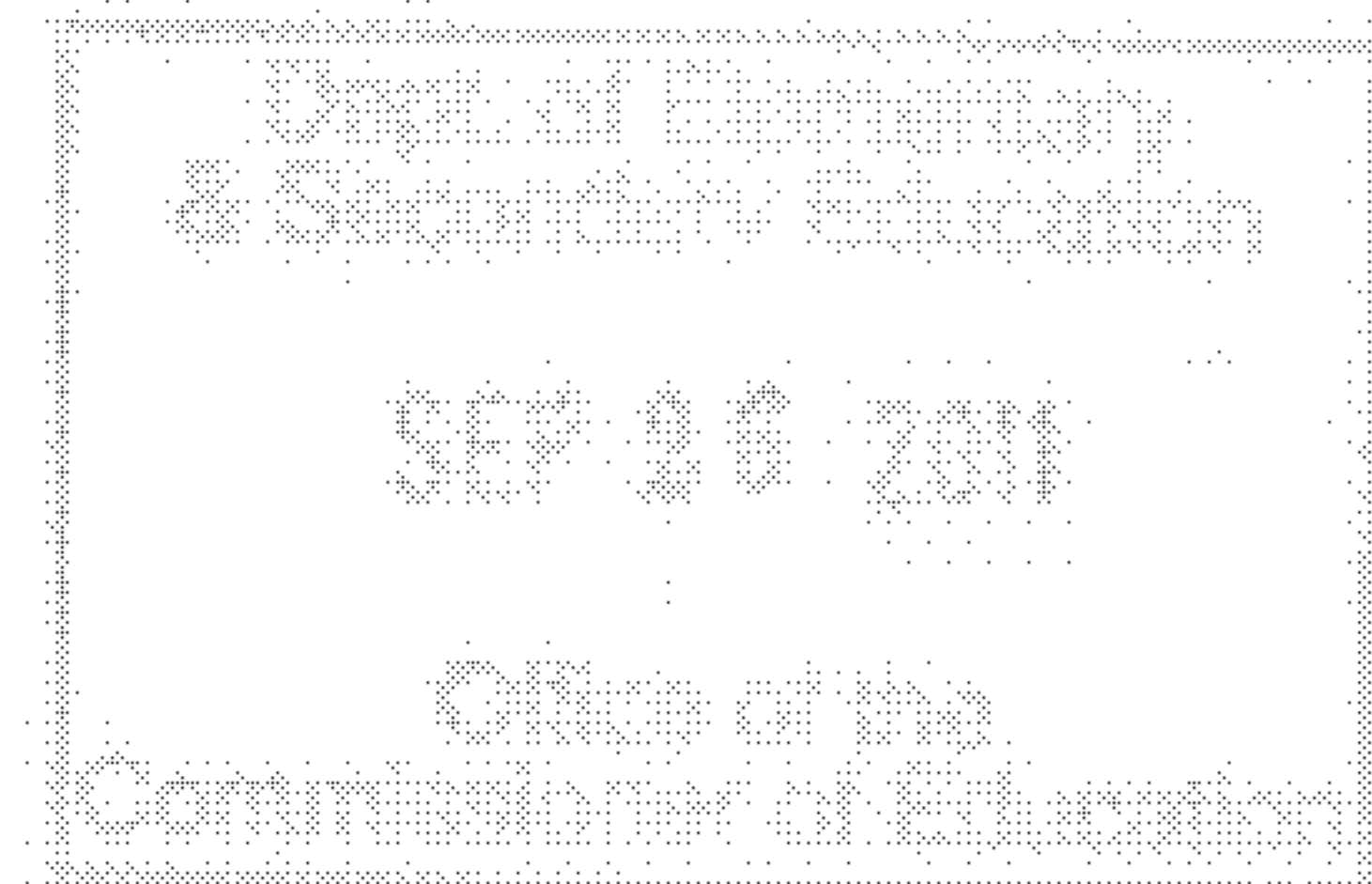


Donna Nack, Ed.D.
Early Childhood-Asst. Professor
Lindenwood University
St. Charles, Missouri

MARYVILLE  UNIVERSITY
ST. LOUIS

September 21, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102



Dear Dr. Nicastro:

Maryville University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early beginnings for Missouri's young learners set the stage for all later academic development. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

We at Maryville University have already dedicated ourselves to improving early childhood education, especially with high-poverty areas of St. Louis. We partner closely with early childhood magnet schools in the city and are involved in a long-term project through PNC Grow Up Great to improve teaching and parent involvement in city Head Start centers. Maryville stands ready to work with the state's four-year project to improve access to high quality early learning and development programs and services for more children with high needs and their families as well as better to prepare teachers to help children succeed in school.

Maryville University looks forward to the Race to the Top Early Learning Challenge grant helping to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number of Early Childhood Educators who are progressing to higher levels of credentials aligned with the Workforce Knowledge and Competency Framework.

Maryville University welcomes the opportunity to work collaboratively with the Department of Elementary and Secondary Education as we collectively move forward in improving early learning and development programs and services for Missouri's youngest learners.

Sincerely,



Sam Hausfather, Ph.D.
Dean, School of Education

SCHOOL OF EDUCATION

650 Maryville University Drive • St. Louis, Missouri 63141
o. 314.529.9486 • f. 314.529.9921 • www.maryville.edu/ed



Missouri Baptist
UNIVERSITY

Strong in Spirit. Steadfast in Truth.

September 23, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Missouri Baptist University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

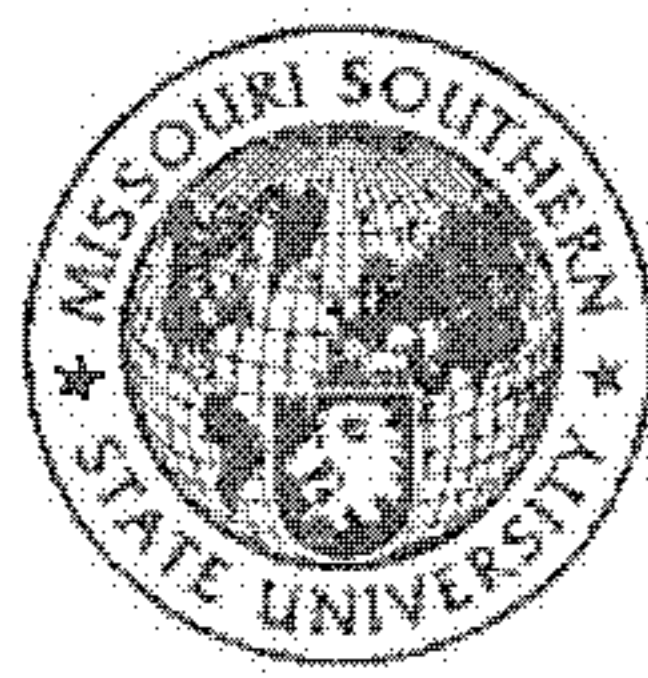
It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Missouri Baptist University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

A handwritten signature in cursive script, reading "James E. French".

James E. French
Education Division Chair



MISSOURI SOUTHERN STATE UNIVERSITY

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Missouri Southern State University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Missouri Southern State University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

A handwritten signature in cursive script, appearing to read "Dr. Glenn Coltharp".

Dr. Glenn Coltharp
Dean, School of Education



COLLEGE OF EDUCATION
Office of the Dean, Hill Hall 304
Phone 417-836-5254
Fax 417-836-4884

October 6, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Missouri State University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

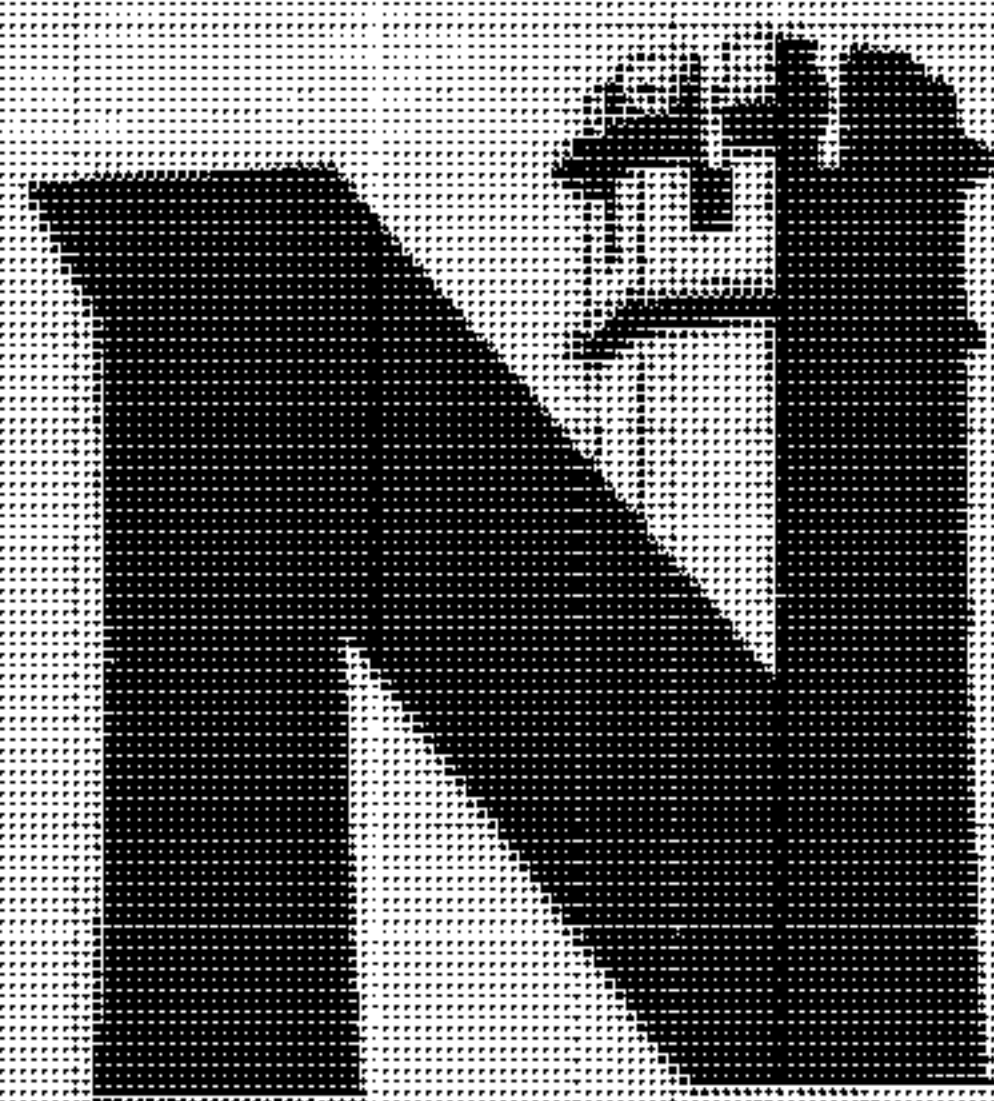
Working collaboratively with the Department of Elementary and Secondary Education, Missouri State University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

Dennis J. Kear

Dennis J. Kear, Dean

COLLEGE OF EDUCATION
DEAN'S OFFICE / HILL HALL 304
901 South National Avenue
Springfield, MO 65897



NORTHWEST
MISSOURI STATE UNIVERSITY

**College of
Education and
Human Services**

660.562.1778 office

660.562.1095 fax

September 22, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Northwest Missouri State University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Northwest welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

Dr. Joyce Piveral, Dean
College of Education & Human Services



School For Education

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Park University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

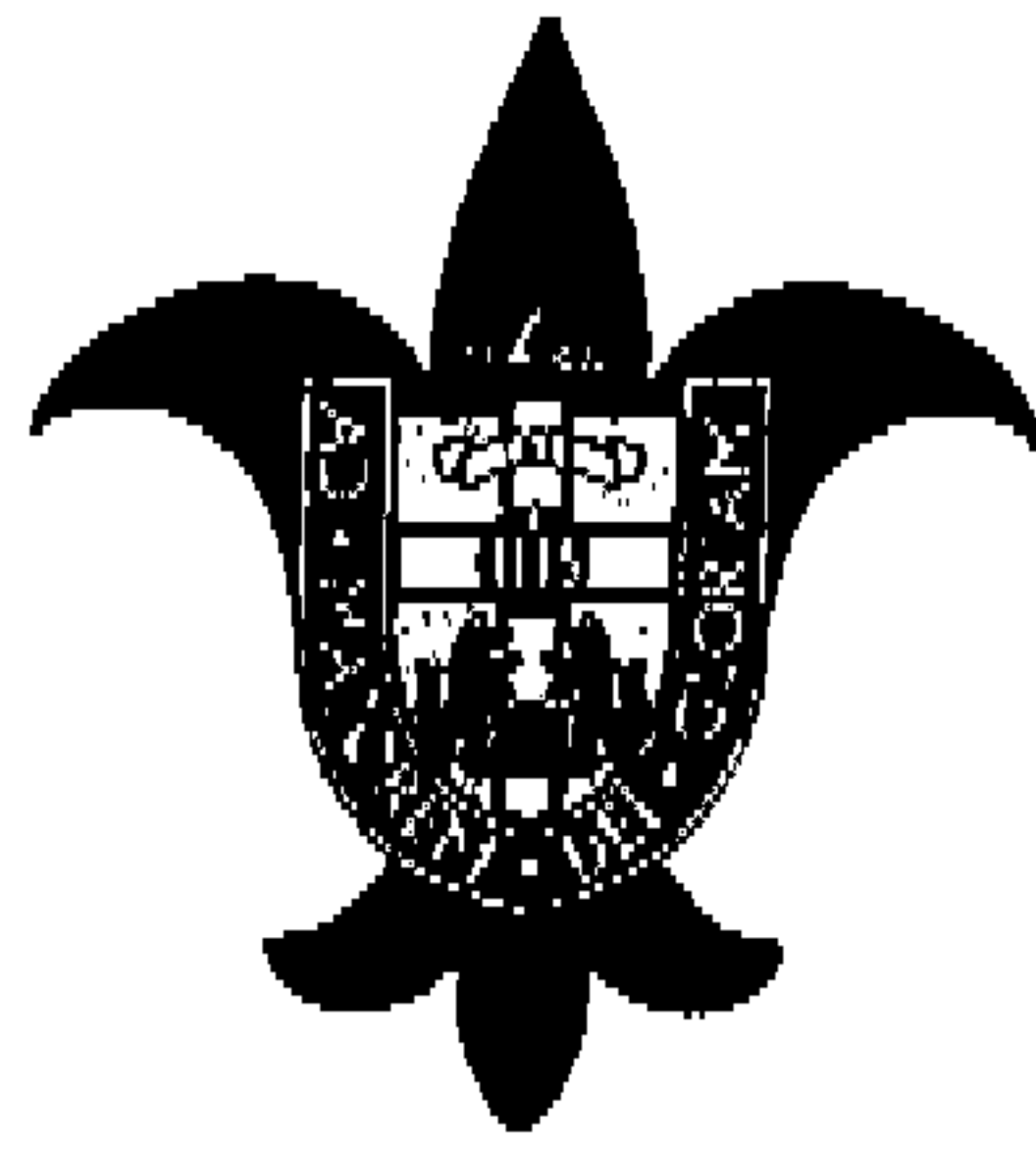
During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Park University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

Michelle E. Myers
Dean, School for Education



**SAINT LOUIS
UNIVERSITY**

3500 Lindell Blvd.
St. Louis, MO 63103
Phone: 314-977-2326
Fax: 314-977-2594
www.slu.edu

**College of Education and
Public Service
Department of Education**

September 29, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Saint Louis University wholeheartedly joins Missouri's efforts in the application for a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed. Because our program prepares Early Childhood Educators we are especially focused on developing a quality ECE workforce resulting in improved outcomes for children.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school. The importance of serving all children including those with disabilities is essential to this goal.

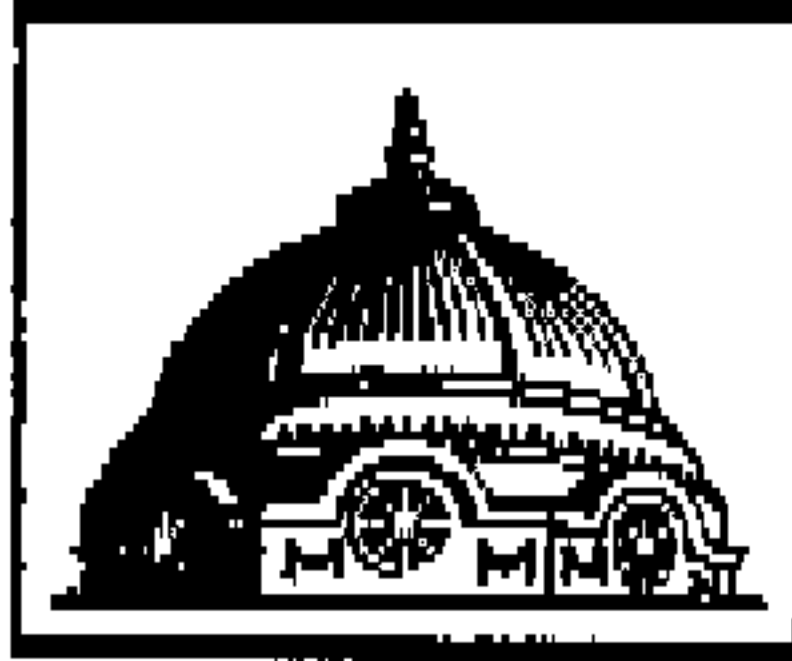
Establishing a coordinated system of preparation for ECE and ECSE educators and administrators will maximize impact on children. It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Saint Louis University welcomes the opportunity to increase expectations for Early Childhood Educators that incorporate knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

Ann M. Rule, Ph.D.
Chairperson, Department of Education

Linda J. Bufkin, Ph.D.
Associate Professor, EC/ECSE



Southeast
Missouri State University

ONE UNIVERSITY PLAZA • CAPE GIRARDEAU, MISSOURI 63701-4799 • (573) 851-2000 • www.semo.edu

September 29, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Southeast Missouri State University is the host for the Missouri Statewide Early Literacy Intervention Program (MSELIP). This program funds training for teachers in intensive reading interventions for low achieving first grade children through the Reading Recovery program. Since the start of MSELIP, over 172,000 Missouri children have had a successful experience with early literacy intervention.

Southeast MO State University and the coordinators of the Missouri Statewide Early Literacy Intervention Program are pleased to support Missouri's efforts to win and implement the "Show Me" to the Top: Missouri's Early Learning Roadmap Early Learning Challenge grant and share resources in helping Missouri meet the challenges. In particular, MSELIP is well suited to work with the Department of Elementary and Secondary Education to support Priority 4 of the grant: Sustaining Program Effects in the Early Elementary Grades. During the four years of the grant, MSELIP will be able to provide professional development to early childhood educators who serve children birth through age five on early intervention for children with developing oral and written literacy skills, along with partnering with families to insure young children have rich literacy experiences. These intervention services will help prevent future reading difficulties and help prepare children to enter kindergarten ready to succeed. In addition, MSELIP will be a partner in the early childhood system through the work of the MSELIP / Reading Recovery programs in sustaining strong literacy skills through the early elementary grades. The Missouri Statewide Early Literacy Intervention Program welcomes the opportunity to be a partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

A handwritten signature in black ink that reads "Tamela D. Randolph".

Tamela D. Randolph, PhD
Interim Dean
College of Education



Department of Education Southwest Baptist University

1600 University Avenue • Bolivar, Missouri 65613 • Phone: 417.328.2043
Facsimile: 417.328.2045 • E-mail: dhaun@sbuniv.edu

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Southwest Baptist University wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

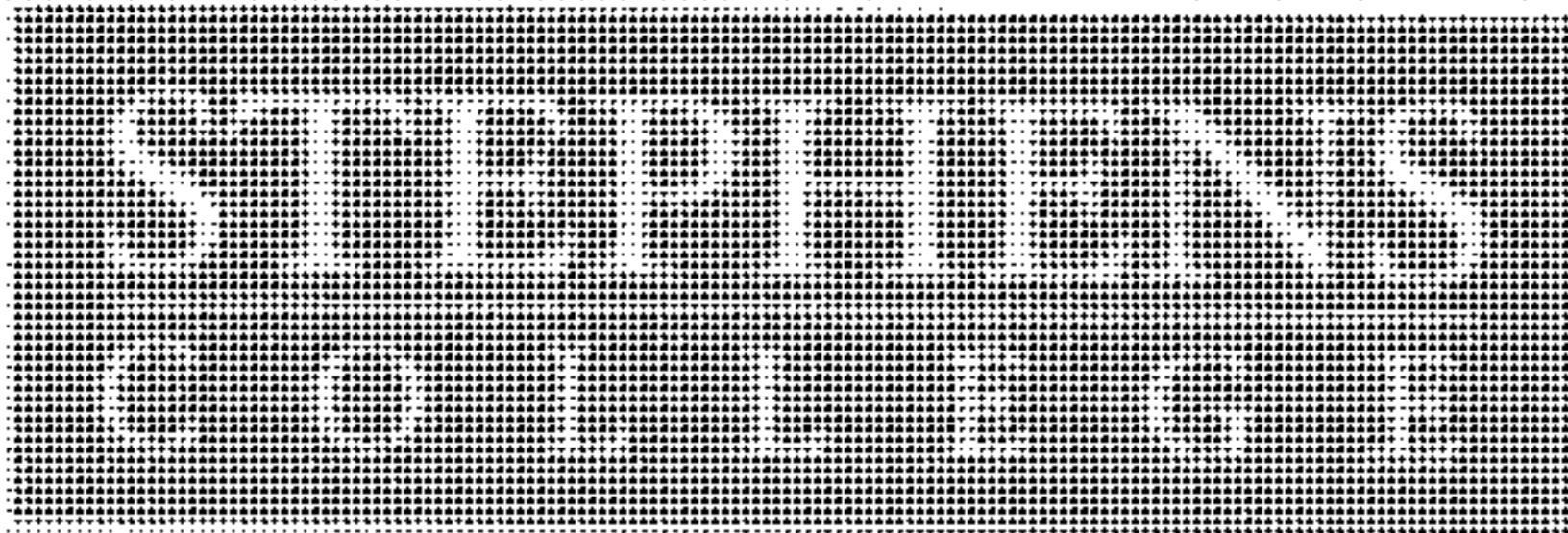
It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Southwest Baptist University welcomes the opportunity to further improve the quality of early childhood educators to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

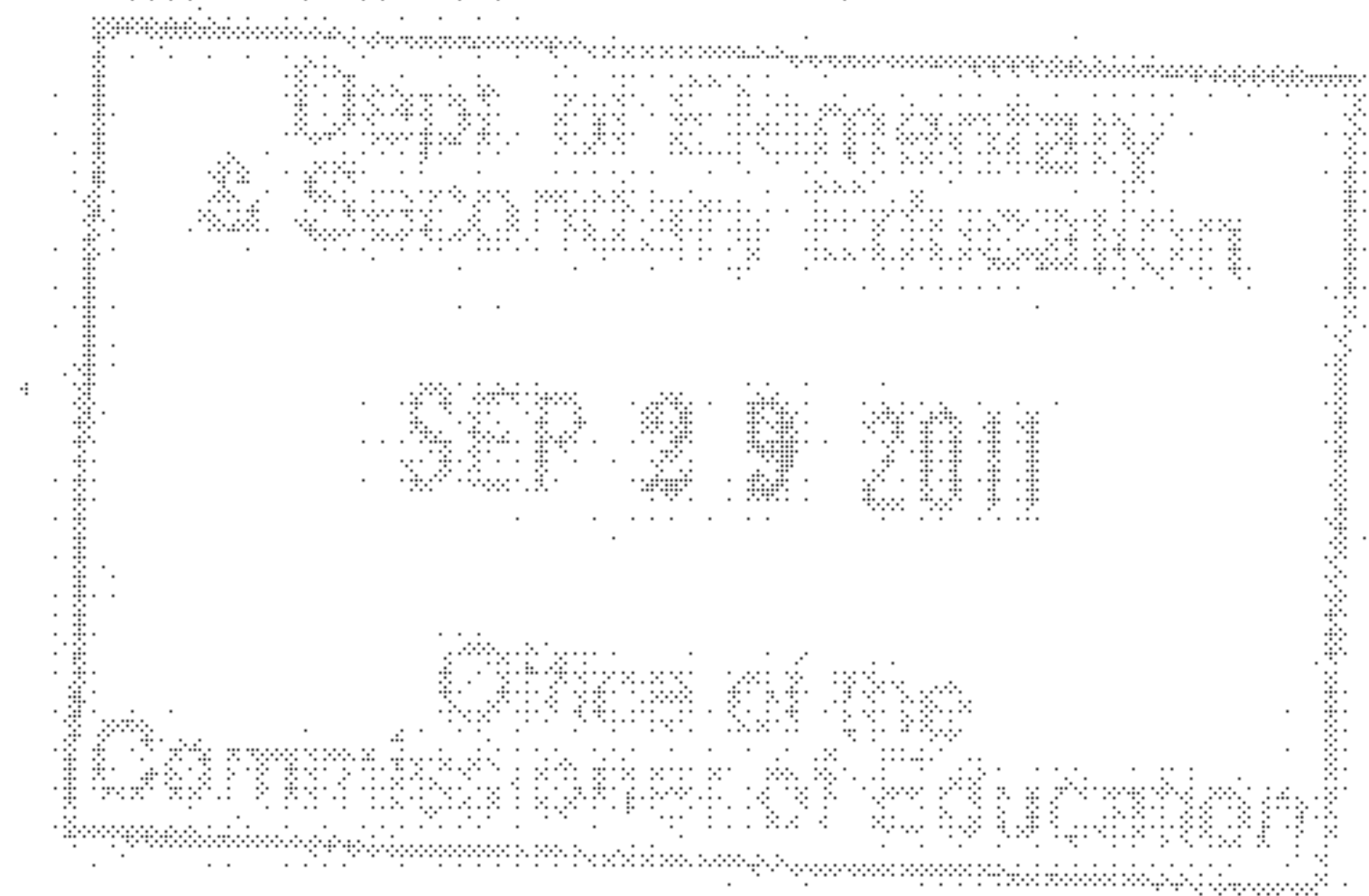
A handwritten signature in black ink that reads "Dwight Haun".

Dwight Haun, Ed.D.
Director of Teacher Education
Southwest Baptist University



September 27, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102



Dear Dr. Nicastro:

Stephens College wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains to insure that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning programs and services. The project will support these programs by preparing teachers of young children.

A goal of the Race to the Top Early Learning Challenge grant is to increase the knowledge, skills, and abilities of all Early Childhood Educators. Another goal is to increase the number of Early Childhood Educators progressing to higher levels of credentials aligning with the Workforce Knowledge and Competency Framework.

Stephens College welcomes the opportunity to work collaboratively with the Department of Elementary and Secondary Education to raise the expectations for Early Childhood Educators. We know it is important to incorporate the knowledge and application of the State's Early Learning and Development Standards into teachers' daily classroom routines. We believe doing so will continue to move the state forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

Leslie Willey, Ph.D.
Chair, Education Department



Office of the Dean, College of Education
Lovinger 2190
Warrensburg, MO 64093
Office: 660-543-4272 FAX: 660-543-4167
www.ucmo.edu/ced

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The College of Education at the University of Central Missouri wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, the College of Education at the University of Central Missouri welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

A handwritten signature in black ink, appearing to read 'Michael D. Wright'.

Michael D. Wright, Ed.D., DTE
Dean

UNIVERSITY *of* MISSOURI

COLLEGE OF EDUCATION
OFFICE OF THE DEAN

October 6, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The University of Missouri College of Education administrators and faculty wholeheartedly support your Race to the Top Early Learning Challenge proposal. We recognize the critical nature of early childhood experiences and the need for effective programs and family engagement for these early years. Early childhood educators must develop specific knowledge and competencies to understand and support young children's growth and development across a broad range of domains so that significantly more children enter kindergarten ready to succeed. We know that your Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

This proposed project has intellectual merit and the work will potentially broaden the participation of underrepresented groups as more children with high needs and their families will have greater access to quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

Working collaboratively with the Missouri Department of Elementary and Secondary Education, the University of Missouri College of Education welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards. We are committed to this important work and look forward to the collaboration with you.

Sincerely,



Daniel L. Clay, Ph.D.
Professor and Dean
Joanne H. Hook Dean's Chair in Educational Renewal





School of Education
Office of the Dean

October 4, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The University of Missouri - Kansas City (UMKC) School of Education (SOE) wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school. The SOE has a commitment to diversity and effectively serving the needs of all learners, particularly those from traditionally underserved populations. Thus, the Race to the Top Early Learning Challenge aligns with the SOE's mission to recruit, prepare, and support outstanding teachers, mental health professionals, and administrators who will create lifelong learning opportunities through education for America's diverse urban communities.

It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework. Building a strong knowledge base is an essential element of the SOE's Early Childhood Program, which has been recognized for distinction by The National Association for the Education of Young Children (NAEYC).

Working collaboratively with the Department of Elementary and Secondary Education, UMKC welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,

A handwritten signature in black ink, appearing to read "Wanda J. Blanchett", is written over a horizontal line.

Wanda J. Blanchett, Ph.D.
Dean and Ewing Marion Kauffman/
Missouri Endowed Chair in Teacher Education

UNIVERSITY OF MISSOURI-KANSAS CITY

347 School of Education | 5100 Rockhill Road | Kansas City, MO 64110-2499 | phone 816.235.2260 | fax 816.235.5270

campus location: 615 E. 52nd St. | www.umkc.edu/education

an equal opportunity/affirmative action institution



Institute for Human Development
A University Center for Excellence in Developmental Disabilities
(UCEDD)

October 3, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The University of Missouri-Kansas City Institute for Human Development (UMKC-IHD) heartily supports Missouri's Race to the Top Early Learning Challenge (RTT-ELC) grant application, submitted on behalf of the Governor by the Missouri Department of Elementary and Secondary Education (DESE). The wise investment of this grant, when funded, will strengthen the early learning and development system in Missouri in these pivotal ways:

- (1) The state system will fund local community pilots to inform our state policies, align early childhood programs and systems, and connect them with school systems.
- (2) The *Show-Me Quality for Kids* quality improvement system will be implemented statewide, and professional development for personnel in all programs will be upgraded.
- (3) Improved health and mental health services, child-centered mental health consultation for early learning providers, improved outreach and support for families when a child is diagnosed with a developmental disorder, and advanced training to identify and support high risk populations with young children will improve early learning and developmental outcomes for children with high needs ages birth to five.
- (4) The early childhood education workforce will benefit from a comprehensive professional development system, expanded training and technical assistance targeted to serve children with high needs, finalized Early Learning Standards infused in all professional development, and strengthened Early Childhood Certifications with an emphasis on families and infants/toddlers.
- (5) Outcomes and progress will be measured by piloting a kindergarten entry assessment, developing a comprehensive Early Childhood Assessment System with screening of all children and measurement of teacher/child interactions, and linking the Early Childhood Assessment System with the Missouri Comprehensive Data System.

DESE is well-positioned to administer the RTT-ELC grant, due to extensive collaboration with the Coordinating Board for Early Childhood, the other child-serving agencies, and early learning partners throughout Missouri that will participate in implementation. We at UMKC-IHD are committed to adding our strengths and resources to this effort and working with DESE and the other partners in achieving these goals.

UMKC-IHD, an applied research and training center for human services for over 33 years, has approximately 70 faculty and staff who work with university and community constituents to build organizational capacity through interdisciplinary training, research, community services and supports, and information dissemination. The focus of UMKC-IHD, “*to develop partnerships for effective social change*,” has resulted in our involvement in numerous early learning initiatives over the past 20 years that bring us to this juncture with DESE and this Early Learning Challenge. Our work in local infrastructure development for the Early Childhood Comprehensive System, leadership of a child outcome study of Missouri’s quality improvement system, advisement of Part C First Steps through the State Interagency Coordinating Council and curriculum development, evaluation of two home visitation programs, and oversight of the Family to Family Resource Center complement the activities proposed in this application.

The RTT-ELC grant application presents an unprecedented opportunity to continue the important work that Missouri has already begun. The funding provides opportunities for creating lasting, comprehensive solutions that improve early learning and development programs and services for Missouri’s neediest children, families and communities. We support Missouri’s RTT-ELC application, and we welcome the opportunity to participate in implementation of the project.

Sincerely,

A handwritten signature in cursive script that reads "Carl F. Calkins".

Carl F. Calkins, Ph.D., Director
Professor of Psychology

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Webster University School of Education wholeheartedly joins Missouri's efforts to win and implement a Race to the Top Early Learning Challenge grant. Early Childhood Educators must have the information they need to understand and support young children's growth and development across a broad range of domains so that significantly more young children enter kindergarten ready to succeed.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services as well as better prepared teachers to help children succeed in school.

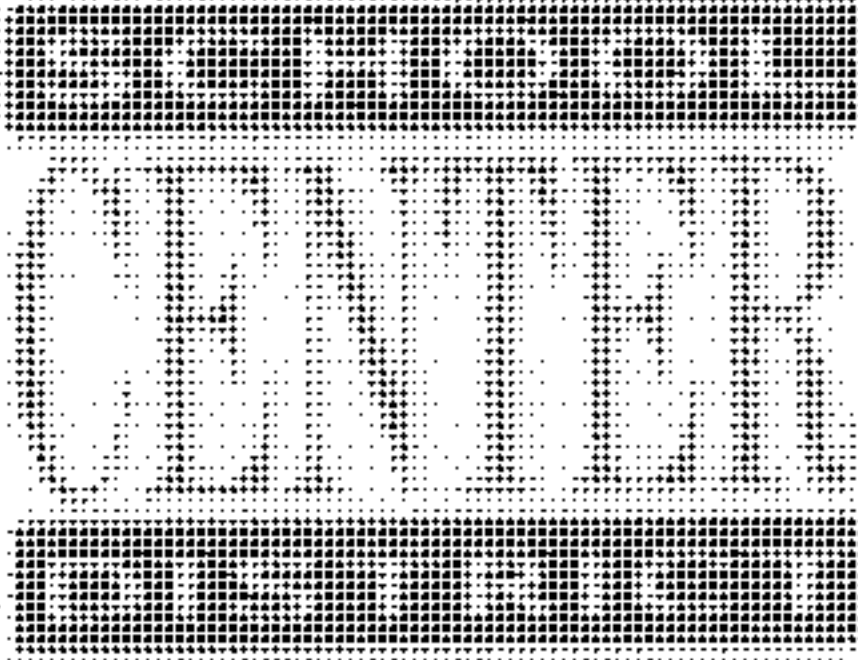
It is our hope that the Race to the Top Early Learning Challenge grant will help to improve the knowledge, skills, and abilities of Early Childhood Educators while increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Working collaboratively with the Department of Elementary and Secondary Education, Webster University School of Education welcomes the opportunity to increase expectations for Early Childhood Educators that incorporates knowledge and application of the State's Early Learning and Development Standards to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's youngest learners.

Best regards,



Brenda Fyfe, Ed. D.
Dean, School of Education
Webster University

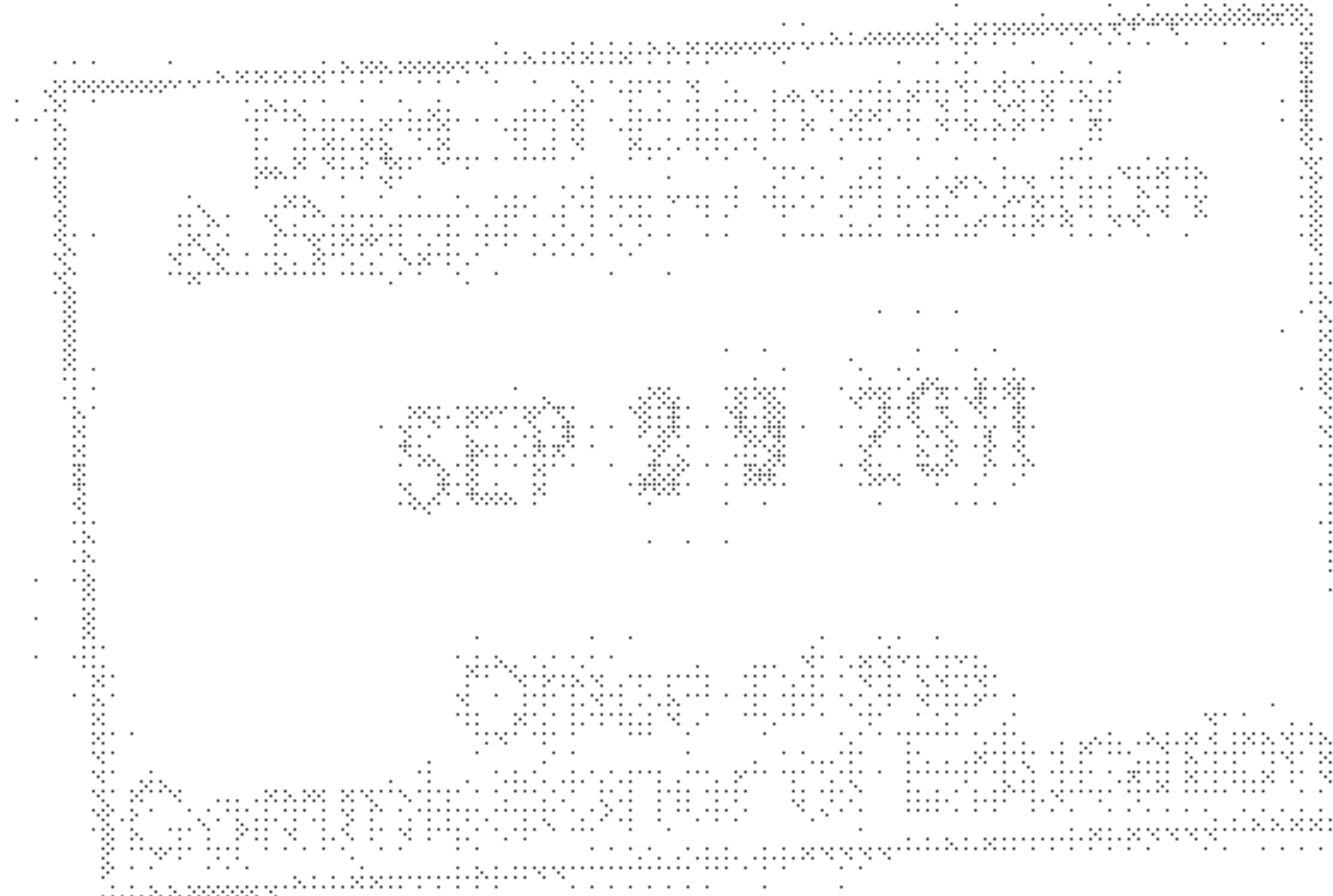


Dr. Robert Bartman, Superintendent
8701 Holmes, Kansas City, Missouri 64131-2899
Telephone: (816) 349-3312
Fax: (816) 349-3431
E-mail: rbartman@center.k12.mo.us

A Fully Accredited, Missouri A+ School District...

September 28, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102



Dear Dr. Nicastro:

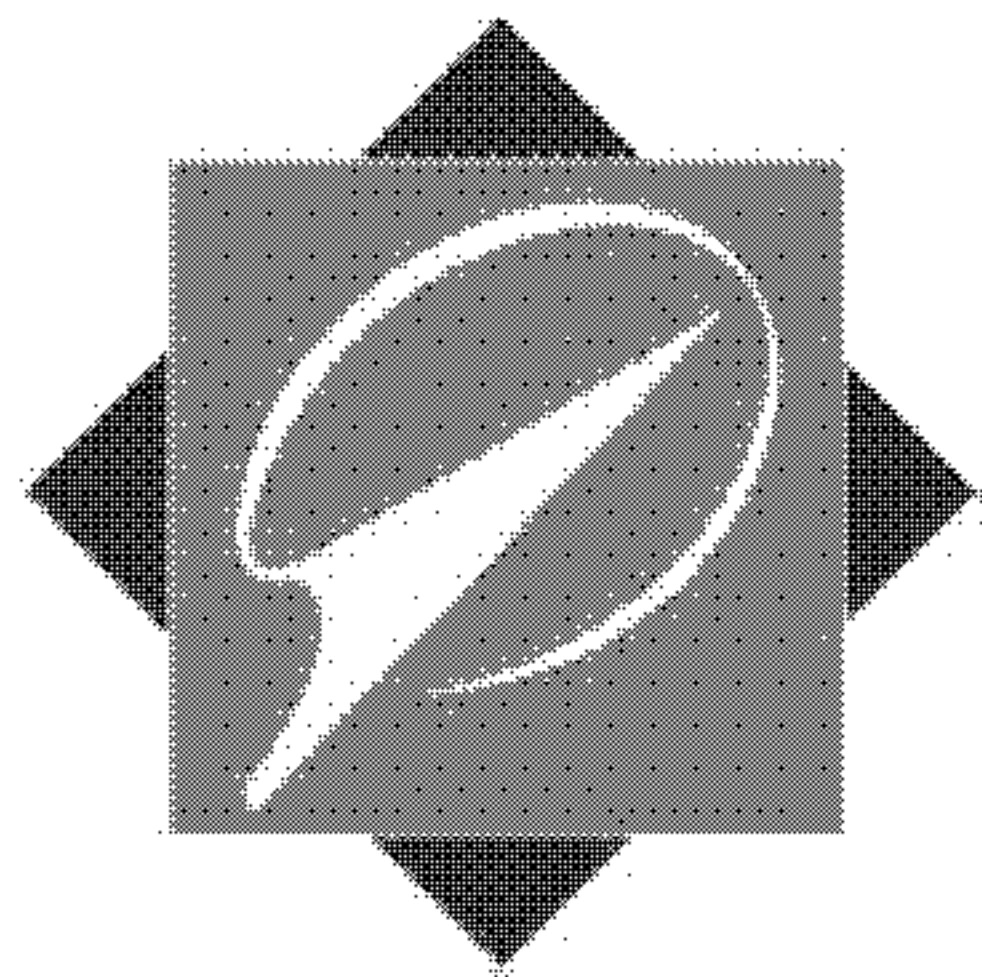
I am expressing my support for the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry). Center School District would be delighted to work in collaboration with the RTT-ELC grant in:

- Helping children with high needs have their basic needs met;
- Implementing high-quality professional development activities for teachers, administrators, and other staff;
- Improving the quality of bilingual education, including programs that emphasize English and native language proficiency and promote multicultural understanding;
- Expanding the involvement and participation of parents of language minority children in the education of their children;
- Integrating and coordinating programs with each other, as well as with other Federal, State, and local programs and reforms; and
- Building the capacity of schools and staff to support Missouri's reform agenda and goals.

Center School District welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Dr. Robert E. Bartman
Superintendent



Ferguson-Florissant School District

Early Education Program

1005 Waterford Drive · Florissant, Missouri 63033-3694

(314) 506-9066 · Fax (314) 506-9080 · Website: www.fergflor.k12.mo.us

October 10, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

I am expressing my support for the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs from birth to kindergarten entry. Ferguson-Florissant School District, a 12,000-student district in a poverty-to-middle-income suburb of St. Louis, would be pleased to work in collaboration with the RTT-ELC grant in:

- Helping children with high needs have their basic needs met—we have a free and reduced lunch population district-wide of 71.5%, with the highest elementary school at 90.1% free and reduced lunch;
- Implementing high-quality professional development activities for teachers, administrators, and other staff;
- Expanding the involvement and participation of parents of language minority children in the education of their children (our Spanish and African population is growing); our strong Parents as Teachers program provides a significant base for this work;
- Integrating and coordinating programs with each other, as well as with other Federal, State, and local programs and reforms (we use Parents as Teachers successfully with our 1500 birth-to-age 3 families as well as with our 700 preschool families); and
- Building the capacity of schools and staff to support Missouri's reform agenda and goals.

Ferguson-Florissant welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Joy M. Rouse
Director, Early Education



Early Childhood / Parents As Teachers

Hannibal Public Schools • 4600 McMasters Avenue • Hannibal, MO 63401 • Phone: (573) 221-3054 • Fax: (573) 221-1385

September 27, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

I am expressing my support for the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry). Hannibal Public Schools would be delighted to work in collaboration with the RTT-ELC grant in:

- 1) Expanding the involvement and participation of parents in the education of their children through home visitation, such as Parents As Teachers;
- 2) Assisting families and children with high needs to have their basic needs met;
- 3) Continuing to integrate and coordinate programs, both local and statewide, with each other; and
- 4) Building the capacity of schools and staff to support Missouri's goals for its youngest citizens.

Hannibal School District welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Diane Addison
Early Childhood Director
Hannibal Public Schools



Hickman Mills C-1 School District
ADMINISTRATION CENTER

9000 Old Santa Fe Road • Kansas City, MO 64138-3998
Telephone: (816) 316-7000 • FAX: (816) 316-7020
www.hickmanmills.org

NCA Accreditation
MSIP Full Accreditation

Marjorie Williams, Ed.D.
Superintendent of Schools

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

I am expressing my support for the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry). The Hickman Mills School District would be delighted to work in collaboration with the RTT-ELC grant in:

- Helping children with high needs have their basic needs met;
- Implementing high-quality professional development activities for teachers, administrators, and other staff;
- Improving the quality of bilingual education, including programs that emphasize English and native language proficiency and promote multicultural understanding;
- Expanding the involvement and participation of parents of language minority children in the education of their children;
- Integrating and coordinating programs with each other, as well as with other Federal, State, and local programs and reforms; and
- Building the capacity of schools and staff to support Missouri's reform agenda and goals.

The Hickman Mills School District welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

A handwritten signature in cursive script that reads "Marjorie Williams".

Dr. Marjorie Williams



Dr. Jim Hinson, Superintendent
201 North Forest Avenue
Independence, MO 64050
(816) 521-5300 (816) 521-5680 Fax

September 26, 2011

Dr. Chris L. Nicasastro
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Dear Dr. Nicasastro:

As Superintendent of the Independence, Missouri School District, I am expressing my support for the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry). The Independence School District will be delighted to work in collaboration with the RTT-ELC grant in:

- Helping children with high needs have their basic needs met;
- Implementing high-quality professional development activities for teachers, administrators, and other staff;
- Improving the quality of bilingual education, including programs that emphasize English and native language proficiency and promote multicultural understanding;
- Expanding the involvement and participation of parents of language minority children in the education of their children;
- Integrating and coordinating programs with each other, as well as with other Federal, State, and local programs and reforms; and
- Building the capacity of schools and staff to support Missouri's reform agenda and goals.

Our School District welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Jim Hinson
Superintendent of Schools

An Equal Opportunity Employer

Parents as Teachers
Potosi R-3 School District
205 State Highway P
Potosi, MO 63664
573-436-9675
sgibson@potosir3.org

Oct. 7, 2011

Chris L. Nicastro, Ph.D
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Potosi R-3 School District Parents as Teachers Program is pleased to support the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant.

When funded, the grant will assist early learning and development programs such as P.A.T. achieve high quality services for all children birth to kindergarten entry. It will especially be beneficial in helping us serve disadvantaged families and children with high needs such as learning disabilities, low income, etc.

I was honored that I was invited to participate in the planning meeting DESE held on August 5. My small work group included a school superintendent, day care provider, college professor, parent educator, preschool teacher, etc. Each of us had knowledge in our field and we felt we had valuable information to share with the large group.

I commend DESE for giving stakeholders the opportunity to provide input before the application is submitted. Potosi R-3 School District Parents as Teachers Program welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning for Missouri's children and families.

Sincerely,



Sharon Gibson
Parents as Teachers Coordinator
Potosi R-3 School District

Springfield Public Schools

October 7, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

I am expressing my support for the Department of Elementary and Secondary Education's (DESE) application for a Race to the Top Early Learning Challenge grant. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high need (birth to kindergarten entry). Springfield Public Schools would be delighted to work in collaboration with the RTT-ELC grant in:

- Helping children with high needs have their basic needs met;
- Implementing high-quality professional development activities for teachers, administrators, and other staff;
- Improving the quality of bilingual education, including programs that emphasize English and native language proficiency and promote multicultural understanding;
- Expanding the involvement and participation of parents of language minority children in the education of their children;
- Integrating and coordinating programs with each other, as well as with other Federal, State, and local programs and reforms; and
- Building the capacity of schools and staff to support Missouri's reform agenda and goals.

Springfield Public Schools welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Sincerely,

Melissa L. Riley
Director of Early Childhood and Parents as Teachers
Springfield, Missouri Public Schools
(417)523-1300 or (417)523-1160



2914 East 32nd Street, Suite 102

Joplin, MO 64804

P | 417-782-9899

F | 417-782-4337

www.theallianceofswmo.org

SEP 28 2011

September 28, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Alliance of Southwest Missouri's Project CARE supports Missouri's Race to the Top Early Learning Challenge grant application. The grant, when funded, will assist early learning and development programs and services achieve high quality for infants and young children with high needs. Each community knows its challenges well.

Community collaboration furthers the notion that community people solve community problems. The RTT-ELC grant application presents an unprecedented opportunity for Missouri to continue the important work already begun in many communities. The Alliance of Southwest Missouri has a well-established history of working collaboratively in coalitions with other community agencies and organizations. By blending or braiding community resources, The Alliance of Southwest Missouri's Project CARE could continue its work with other community entities in helping children with high needs have their basic needs met.

"It takes a village..." How many times have we heard that phrase and nodded our heads in agreement, being certain that there truly is power in unity. Being united for a cause, we are able to achieve great things; things that no one could have achieved single-handedly. RTT-ELC funding provides a chance to identify and effectively address the needs of a specific target population, to utilize the strengths and resources of each partnering agency, and to develop task forces to implement new programs and services.

The Alliance of Southwest Missouri's Project CARE offers an established Provider Network, with a three year history of working collaboratively on issues of child abuse prevention and strengthening families for at risk families. Our coalition partners together to provide the wrap around services these families need to provide safe, healthy and nurturing home environments for our children. We have worked as a part of Missouri's Early Childhood Comprehensive System (ECCS) to identify local services, gaps in services, coalition building, and assisting families in need to learn how to access resources vital to our children's health and well-being.

The Alliance of Southwest Missouri's Project CARE joins the Department of Elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families and communities.

Sincerely,

Nancy E. Corley, MA, Director
Project CARE
The Alliance of Southwest Missouri

Safe Kids

Safe Teens

Neosho Area
Coalition

Carthage County
Communities

LiveSmart

Coastal Crisis
Response

Show Me
My Next Adventure

Project CARE

Feenler Project



October 10, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Child Care Aware[®] of Central Missouri is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant (RTT-ELC) and share resources in helping Missouri meet the challenges. Building upon existing, high-quality early learning and development services and programs, Child Care Aware[®] of Central Missouri is poised to work closely with the Department of Elementary and Secondary Education (DESE) to help facilitate the implementation of a comprehensive statewide system. We will work closely not only with the DESE but also with the Departments of Health and Senior Services and the Department of Social Services to strengthen our efforts to build a stronger, better early learning and development system for the state of Missouri. During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school and in life.

Child Care Aware[®] of Central Missouri has a strong history of support for the early childhood community covering 46 of the 115 counties in Missouri. We currently provide the majority of the clock hour training currently offered to the child care, early education and after-school workforce members in our area. We also offer a substantial amount of the on-site coaching/technical assistance (TA) to licensed, license-exempt and unlicensed facilities across our region. Our professional staff, who are regionally based, have built relationships with many of the early childhood professionals and families in the rural areas and would continue to serve as a significant resource in the implementation of RTT-ELC grant activities.

The goals of Child Care Aware[®] of Central Missouri are to:

- Connect families to child care, early learning programs and programs for after-school/out of school time
- Improve the quality of those programs
- Collaborate with business, and civic leader to make child care safe and enriching for children.

Child Care Aware[®] of Central Missouri welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,

A handwritten signature in cursive script that reads "Joanne T. Nelson".

Joanne T. Nelson
Director of Central Region
Child Care Aware[®] of Central Missouri



October 10, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Child Care Aware[®] of Southern Missouri is pleased to support the Department of Elementary and Secondary Education (DESE) in its efforts to win and implement a Race to the Top Early Learning Challenge (RTT-ELC) grant for the State of Missouri. We will be strong partners with DESE and the other state departments to strengthen the current work and further develop Missouri's early learning and development system. We hope that an RTT-ELC to Missouri will ensure that more children enter kindergarten ready to succeed.

Child Care Aware[®] of Southern Missouri has been the regional Child Care Resource and Referral (CCR&R) agency and an Operating Agency of the Council of Churches of the Ozarks since 1992. Funding for our programs comes primarily from the Missouri Departments of: Health and Senior Services and Social Services, with additional funding from private foundations and donors. Services for families are provided through the Enhanced Military and Inclusion Referral services. Aside from referral services, technical support to early care professionals is provided through an on-line training calendar, on-site coaching, a resource lending library and group workshops.

Child Care Aware[®] of Southern Missouri staff will be a significant resource in the implementation of RTT-ELC activities. Staff are able to offer their expertise to generate regional ideas, implement specific strategies and market concepts in our 38 county service delivery area.

If DESE is successful in its application for the RTT-ELC grant, Child Care Aware[®] of Southern Missouri offers its support and welcomes the opportunity to partner in order to enhance Missouri's system for early learning.

Sincerely,

Nicole Piper

Nicole Piper
Director



An Operating Agency of the Council of Churches of the Ozarks



October 3, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
Jefferson City, MO 65102

Dear Dr. Nicastro:

Community Partnership of the Ozarks and the members of the Springfield Area Early Care and Education Collaborative support Missouri's Race to the Top Early Learning Challenge grant application. It is our hope that the grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry).

The RTT-ELC grant application presents an unprecedented opportunity for Missouri to continue the important work already begun in many communities. In southwest Missouri, we are encouraged by this move by the state to expand the work we are doing, bringing state expertise and support to many initiatives begun in our part of this great state. One brag we in southwest Missouri always tout is our deep level of commitment to the notion of collaboration. It is an unspoken motto that we insure that all those interested in the success of an endeavor be invited to the table. We regularly braid funding to bring the necessary services and programs to the children in our community who desperately need our help.

Community Partnership can offer community-wide support and mobilization. After a number of years of discussion and examination, our community sits poised to address the issues facing our most at-risk, youngest citizens—our children. We have recently released the 2011 Community Focus Report, and our leaders spoke loud and clear—Early Childhood is the key to our collective future. Springfield/Greene County is behind a local movement to put our children first. We stand united convinced that our future depends on their success. Our support extends to reaching out to families to insure they are on board, informed, and empowered to make a difference in the lives of their children.

RTT-ELC funding provides a chance to identify and effectively address the needs of a specific target population, to utilize the strengths and resources of each partnering agency, and to develop task forces to implement new programs and services. Community Partnership and the many partner agencies in our area join the Department of Elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families and communities.

Sincerely,

Dana Carroll
Deputy Director—Early Childhood

10/14/11

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Faith Lutheran School is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. Building upon existing, high-quality early learning and development services and programs, the Faith Lutheran School is poised to work closely with the Department of Elementary and Secondary Education (DESE) to help children throughout Missouri receive the best possible resources and learning opportunities.

During this four-year project, more Children with High Needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

Faith Lutheran School was opened in 1972 with one preschool/daycare class. Today it includes 5 preschool classes with an enrollment of 88 students and K through 5 with an enrollment of 40 students.

The goals of Faith Lutheran School are to:

- Encourage spiritual, emotional, academic and physical development in children.
- Encourage children to develop self-motivation and self-discipline.
- Learn through their senses, acquire language and problem solving abilities, and develop motor-perceptual skills.
- Provide children the opportunity to build relationships with others and the community around them.

Faith Lutheran School welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Janie Fouch, Director
Faith Lutheran School



Jefferson County Community Partnership

1671 Marriott Lane. Barnhart, MO 63012. Phone: 636.464.5144 Fax: 636.464.2764 www.jccp.org
President: Tracy Wiecking: Vice President: Linda Wolf Secretary: Julie McDowell

October 10, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Jefferson County Community Partnership (JCCP) and the Jefferson County Early Childhood Comprehensive System (ECCS) Stakeholder Team support Missouri's Race to the Top Early Learning Challenge grant application. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry). Each community knows its challenges well.

Community collaboration furthers the notion that community people solve community problems. The RTT-ELC grant application presents an unprecedented opportunity for Missouri to continue the important work already begun in many communities. By blending or braiding community resources, JCCP and ECCS could work with other community entities to help children with high needs have their basic needs met, which directly correlates with ECCS' goals.

JCCP can offer its ties in community development to help locate and coordinate resources. ECCS can also offer an assessment of early childhood needs and can identify schools, agencies, and businesses that can most effectively utilize early childhood funding to serve Jefferson County children and families and their wide array of needs.

JCCP and ECCS join the Department of Elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families and communities.

Sincerely,

Tracy Smith
Executive Director
Jefferson County Community Partnership

Jessica Rhodes
Jefferson County ECCS Stakeholder Team Leader
Jefferson County Community Partnership



★ ★ ★ ★ ★
Missouri Valley Community Action Agency

Our mission is to engage communities and focus resources to end poverty.

September 26, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

On behalf of Missouri Valley Community Action Agency, I am happy to participate in this opportunity to support Missouri's Race to the Top Early Learning Challenge grant application. It is my understanding that this grant would bring assistance to the early learning and development programs and services in Missouri to achieve high quality for all children. As a provider of early childhood education and family support services for over forty-five (45) years, Missouri Valley Community Action Agency knows the importance of high quality services as seen through the Head Start program and other services we continue to provide to Missouri's most needy citizens.

Missouri Valley Community Action Agency knows the importance of community collaboration and how these partnerships, working side by side with the local partners, can and do solve community challenges. I believe that the Race to the Top Early Learning Challenge grant presents the opportunity for Missouri to continue the important work already begun in many communities. By blending community resources, Missouri Valley Community Action Agency can continue to work with other communities organizations in helping children and their families with high needs to have their basic needs met.

Missouri Valley Community Action Agency joins the Department of Elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families, and communities.

Sincerely,

A handwritten signature in black ink, appearing to read "Pam La Frenz".

Pam La Frenz, Executive Director
Missouri Valley Community Action Agency



Ozarks Area Community Action Corporation

Carl Rosenkranz, Executive Director

215 South Barnes * Springfield, Missouri 65802-2204
Phone (417) 862-4314 * Fax (417) 864-3499 * www.oacac-cao.org

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Ozarks Area Community Action Corporation (OACAC) Head Start is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. Building upon existing, high-quality early learning and development services and programs, the OACAC Head Start is poised to work closely with the Department of Elementary and Secondary Education (DESE) to help children with high needs have their basic needs met; continue and expand the implementation of high-quality professional development activities for early childhood teachers, administrators, and other staff; improve the quality of bilingual education, including programs that emphasize the importance of both English and native language proficiency and promote multicultural understanding; expand the involvement and participation of parents of all children, including those whose home language is something other than English, in the education of their children; integrate and coordinate programs with each other, as well as with other Federal, State, and local programs and reforms; improve opportunities to braid and blend funding to provide a full day of high quality experiences and care for young children with as few site-to-site transitions as possible; and build the capacity of early education settings and staff to support Missouri's reform agenda and goals.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

OACAC Head Start has served low-income children and their families in 10 counties across Southwest MO for more than 42 years. It currently works with more than 60 different public school districts. Child and family outcomes data demonstrates that children and families who fully participate in OACAC Head Start's program and services enter school ready to succeed. The primary goal of OACAC Head Start is school readiness: ready children, ready families, and ready schools. For children to be ready, parents and communities must look comprehensively at children's needs and meet those needs effectively. For families to be ready, communities and schools must support, encourage, and value the parent's role as the primary and most important educator of their child. For schools to be ready, instructional approaches, professional development, and class sizes must support individualization for the youngest learners.

OACAC Head Start welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

Best regards,

Kimberly Shinn-Brown
Program Director, OACAC Head Start



Caring for Children. Mind. Body. Soul. • P.O. Box 23010 • St. Louis, Missouri 63156-3010 • 314.533.BABY
 www.ourlittlehaven.org FAX 314.533.3098 • FAX 314.533.7496
 P. Scott Hummel, M.S.W., L.C.S.W. Kathleen A. Hummel, M.S.W., L.C.S.W.
 Executive Director Therapeutic Director

September 28, 2011

Chris L. Nicastro, Ph.D.
 Commissioner of Education
 Department of Elementary and Secondary Education
 P.O. Box 480
 Jefferson City, MO 65102

Dear Dr. Nicastro:

Our Little Academy at Our Little Haven in St. Louis, Missouri is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant. This letter is to indicate our support. We look forward to working closely with DESE during this four-year project. Our Little Academy was founded so that more children with high needs and their families would have greater access to high quality early learning. To make high quality early learning accessible to more high needs children and families such as ours is at the core of our efforts.

Our Little Academy is one of four programs serving high needs children at Our Little Haven, a non-profit 501 c-3 agency founded in 1993. We began offering therapeutic preschool (Our Little Academy) in 2005. Our goal at all four of Our Little Haven's programs is to help children stabilize, reduce symptoms and allow them to function at their highest possible level so they can be succeed in homes, with family, in school and in community. Our Little Academy prepares children for entry and stability in kindergarten.

Our Little Academy delivers early learning and developmental instruction with concurrent mental health treatment for high needs children in the greater St. Louis region. We combine academic/pre-academic instruction with mental health treatment because it has been very effective at helping children who have been expelled from preschool/daycare due to behavioral issues stemming from early trauma including abuse and neglect. At Our Little Academy, children's mental health needs are met as they prepare for entry into kindergarten. We work with our high needs children and their families so that children can enter kindergarten "on time" and ready to succeed, when this was not possible prior to their participation at Our Little Academy. Our Little Haven welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

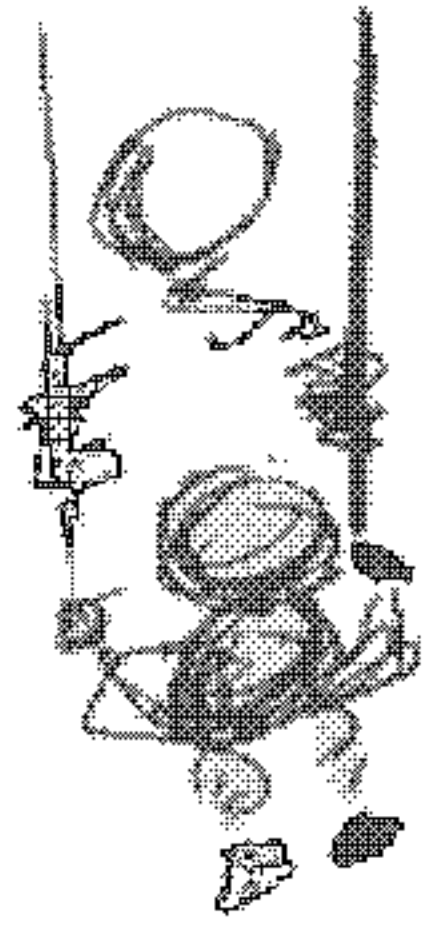
Sincerely,

P. Scott Hummel, MSW, PhD(hon)
 Executive Director



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**Mayor's
Commission
for Children**
Making Sure Every Kid Counts

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Chair*

*Dr Mark Skrade
Vice-chair*

*Kimberly Shinn-Brown
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Dr Bernie McCarthy

Betty Parnell

Missy Riley

Randy Russell

Dr Jim Sammon

Bob Stephens

Mike White

Denise Bredfeldt

Executive Director

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

The Mayor's Commission for Children of Springfield, Missouri is excited to learn that the State is applying for one of the Race to the Top Early Learning Challenge grants. Bringing these targeted additional resources into the State will help extend high-quality early learning services and programs for Missouri's youngest children.

During the project period, more at-risk children and their families will have greater access to high-quality early learning opportunities which will provide those children with a solid foundation for educational success. Research indicates this is a crucial first step in developing an educated, adaptable, and productive future workforce. It is also a prudent investment of public/private dollars that yields a respectable return on investment.

We extend our full support and look forward to working with DESE and Springfield Public Schools to expand early learning programs and services to Missouri's neediest children and families. We hope you give full consideration to their request and make this funding a reality.

Sincerely,

Denise Bredfeldt

Executive Director
Mayor's Commission for Children

United Way of
Southeast Missouri
430A Broadway
Cape Girardeau, MO 63701
Tel 573.334.9634
Fax 573.334.6839
www.unitedwayofsemo.org



September 26, 2011

Chris L. Nicastro, Ph.D
Commissioner of Education
Department of elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Success By 6 United Way of Southeast Missouri supports Missouri's Race to the top Early Learning Challenge grant application. The grant, when funded, will assist early learning and development programs and services achieve high quality for children with high needs (birth to kindergarten entry). Our community knows the challenges of achieving this goal and has been working to improve school readiness of children entering kindergarten.

Community collaboration furthers the notion that community people solve community problems. The RTT-ELC grant application presents an unprecedented opportunity for Missouri to continue the import work already begun in Cape Girardeau and throughout the state. By blending or braiding community resources, Success By 6 can expand our work with other community entities in helping children with high needs have their basic needs met.

"It takes a village..." How many times have we heard that phrase and nodded our heads in agreement, being certain that there truly is power in unity. Being united for a cause, we are able to achieve great things; things that no one could have achieved single-handedly. RTT-ELC funding provides a chance to identify and effectively address the needs of a specific target population, to utilize the strengths and resources of each partnering agency, and to develop task forces to implement new programs and services.

Success By 6 can offer the coordination of services in our area. We have an Early Childhood Leadership team who meet bi-monthly to review the needs of children and families in our community. This group is composed of leaders from the agencies/programs serving families and young children. These early childhood leaders work together using the resources of their agencies to present a parenting conference free to the community each year. Attendees include parents, grandparents, foster parents and early care and education providers. By using staff from the various agencies we are able to use limited resources to present a quality conference for parents/caregivers.

Success By 6 United Way of Southeast Missouri joins the Department of elementary and Secondary Education in helping Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children, families and communities.

Sincerely,

A handwritten signature in black ink that reads 'Janice Jones'. The signature is written in a cursive style with a large, looping 'J' and 'J'.

Janice Jones
Coordinator Success By6
United Way of Southeast Missouri



October 12, 2011

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Dear Dr. Nicastro:

Child Care Aware of Western Missouri, a program at The Family Conservancy is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri meet the challenges. Building upon existing, high-quality early learning and development services and programs since 1995, Child Care Aware of Western Missouri is poised to work closely with the Department of Elementary and Secondary Education (DESE) to empower parents with the tools necessary to choose a quality child care facility to meet their child's needs. Furthermore, we continue to provide professional development opportunities for child care providers through training, lending library resources and accreditation.

During this four-year project, disadvantaged children and their families will have greater access to high quality early learning and development programs and services to help children succeed in school.

The Family Conservancy was founded in Kansas City in 1880 to respond to hunger, joblessness, floods and epidemic. Across the state line, a similar organization developed in Wyandotte County. Both evolved into child and family service agencies and in 1988 they merged to create The Family Conservancy (formerly Heart of America Family Services) to serve both Kansas and Missouri. Today, as we celebrate a rich 131 year history, The Family Conservancy strengthens families and fosters the healthy development of young children through culturally competent mental health counseling for family violence, substance abuse and other life challenges; parenting education, child care referral and early education quality improvement; and anti-poverty initiatives.

Our Vision — Brighter Futures for Families and Children

Our Mission — Championing the healthy development of children by supporting parents and families and promoting quality early education.

Child Care Aware of Western Missouri, at the Family Conservancy, welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and development programs and services for Missouri's neediest children and families.

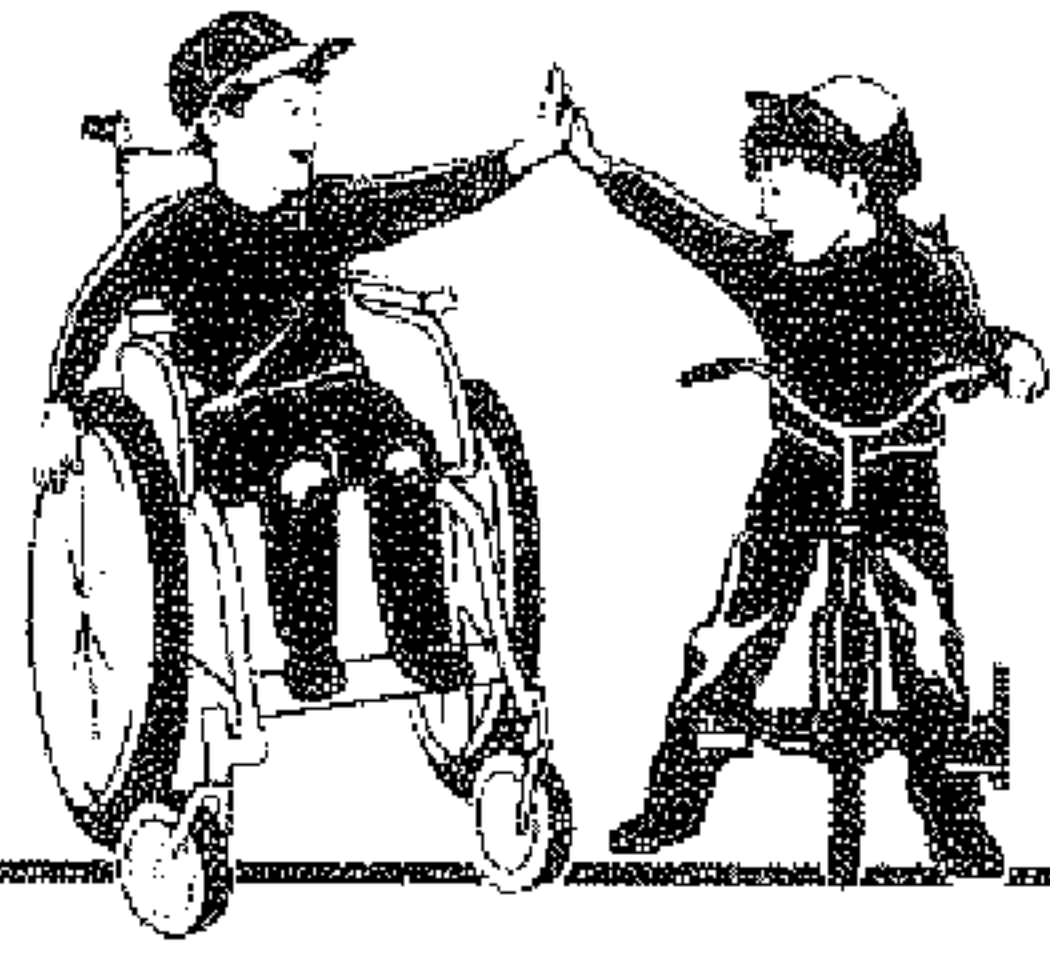
Best regards,

A handwritten signature in cursive script that reads "Betsy Vander Velde".

Betsy Vander Velde
President and CEO



Serving Kansas & Missouri families since 1880



United Services

Educating and supporting children of all abilities

Chris L. Nicastro, Ph.D.
Commissioner of Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

October 3, 2011

Dear Dr. Nicastro:

United Services is pleased to support Missouri's efforts to win and implement a Race to the Top Early Learning Challenge Grant and share resources in helping Missouri support an effective early learning opportunity for all children in our state. Building upon existing, high-quality early learning and development services and programs, United Services is poised to work closely with the Department of Elementary and Secondary Education (DESE) to support enhancing the quality of early childhood learning and care in our communities.

During this four-year project, more children with high needs and their families will have greater access to high quality early learning and developmental supports, programs and services to help children succeed in school. Pre-K is one of the most well researched public education reform strategies of the last 50 years. The vast body of research shows that investment in high quality early education results in more success for children and savings for every dollar invested.


By not providing children the resources they need for cognitive as well as social and emotional development we do a disservice to them and to the future of our country. We need to follow the evidence and invest in a Pre-K strategy that has demonstrated success, especially in challenging economic times.

As a private nonprofit organization focused on support of quality early education and care since 1975, we have demonstrated the success of this Pre-K strategy for our communities. Our mission is focused on supports for children with developmental disabilities between the ages of six weeks to Kindergarten ages. In 1991, we expanded our mission to include children of all abilities. Our inclusive model provides enhanced opportunities and promotes social interaction and learning for children of all abilities.

We currently have 1200 children enrolled in our preschool and childcare programs, spread throughout our three locations. In addition, we offer supports to parents and family members through our sib shops and parent trainings. Our professional and qualified teams work to meet each child's individual needs through our quality curriculum in our schools. For our early interventions students, we provide developmental, physical, and occupational or speech and language therapies provided in the home or child's natural environment. Our mission is to ensure children of all abilities reach their fullest potential and become an integral member of the community.

United Services welcomes the opportunity to partner with DESE to help Missouri continue to move forward in improving early learning and developmental programs and services for Missouri's children and families.

Best regards,


Denise Liebel
President/CEO

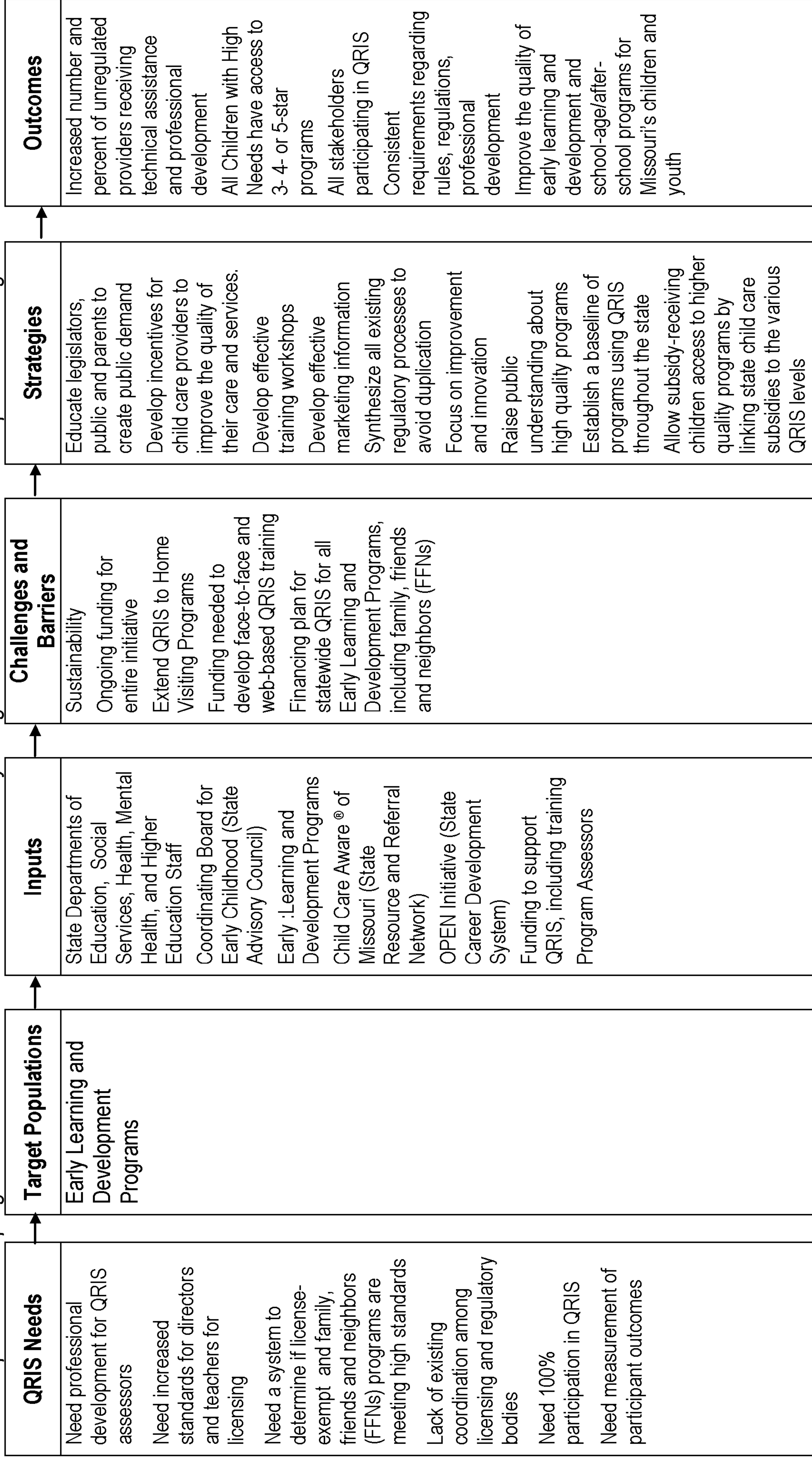


ATTACHMENT 14

Logic Model B / Theory of Change for High-Quality, Accountable Programs

“Show Me” to the Top: MISSOURI’S EARLY LEARNING ROADMAP

A statewide Tiered Quality Rating and Improvement System (QRIS) that meaningfully differentiates program quality levels, and reflects high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children



PRINCIPLES
QRIS <u>will be</u> innovative in concept, accessible to all, inclusive, and coordinate effectively among all systems, programs, and regulatory bodies.

GOALS / SYSTEMS CHANGE
QRIS is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards -that lead to improved learning outcomes for children.

IMPACT
High quality, accountable programs



The Complete Missouri Early Learning Standards

Contain the following Content Component Areas

Missouri Early Learning Standards for Language and Literacy:

Content Component:

- I. Symbolic Development
- II. Speaking/Expressive Language
- III. Listening/Receptive Language
- IV. Reading
- V. Writing

Missouri Early Learning Standards for Social and Emotional Development:

Content Component:

- I. Knowledge of Self
- II. Knowledge of Others
- III. Approaches to Learning

Missouri Early Learning Standards for Mathematics:

Content Component:

- I. Number and Operations
- II. Geometry and Spatial Sense
- III. Patterns and Relationships
- IV. Measurement
- V. Exploring Data

Missouri Early Learning Standards for Science:

Content Component:

- I. Physical Science
- II. Life Science
- III. Earth and Space

Missouri Early Learning Standards for Physical Development, Health, and Safety:

Content Component:

- I. Physical Development
- II. Health
- III. Safety

***The following is a sample of Missouri's Early Learning Standards, Birth to Age Five.

Missouri Early Learning Standards

Birth to Age Five

Missouri Early Learning Standards for Language and Literacy:

Content Component: Listening/Receptive Language

Process Standards: 1. Listens for different purposes.

Missouri Early Learning Standards for Social and Emotional Development:

Content Component: Knowledge of Others

Process Standards: 1. Builds relationships of mutual trust and respect with others.
2. Develops positive interactions with children and adults. (I/T)
2. Works cooperatively with children and adults. (PRE-K)

Missouri Early Learning Standards for Approaches to Learning:

Content Component: Approaches to Learning

Process Standards: 1. Shows curiosity.

Missouri Early Learning Standards for Mathematics:

Content Component: Geometry and Spatial Sense

Process Standards: 2. Explores shapes in the environment.

Missouri Early Learning Standards for Science:

Content Component: Physical Science

Process Standards: 1. Explores physical properties of objects and materials.
2. Investigates properties of objects and materials.
3. Solves problems involving physical properties of objects and materials.
4. Represents observations of the physical world in a variety of ways.

Missouri Early Learning Standards for Physical Development, Health and Safety:

Content Component: Health

Process Standards: 1. Practices healthy behaviors.

III. Listening/Receptive Language

These standards describe the abilities of very young children to attend to sounds in the environment and gradually attach meaning to the language they hear. Interaction with caring adults allows infants and toddlers to hear language in action, connecting the sounds they hear to objects and activities they encounter. Receptive language precedes expressive language and provides the early foundation for understanding the world.

This standard refers to the preschool age child's ability to give attention to and understand language. Speaking and listening are interactive processes and as children build their capacity to listen attentively, they increase their understanding of how people communicate with each other.

1. Listens for different purposes.

Indicators	Examples
a. Listens to others.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • turns toward caregiver's voice. • shows interest when others talk. • recognizes others from the sound of their voices; pauses or clams at the sound of a familiar adult's voice.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • listens to songs and short rhymes such as Pat-a-Cake. • listens to toddler books for short periods of time. • listens and responds briefly to questions or conversation.
a. Follows simple directions.	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • attends to books, stories, and rhymes for increasing periods of time. • follows a story line and engages with characters. • listens to and engages in short conversations.
b. Listens to sounds in the environment.	The preschool child...
	<ul style="list-style-type: none"> • follows 2-step directions, "Put away your crayons and go to the door." • follows 3-step directions, "Pick up your toys, brush your teeth, and put on your green shirt."
	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • reacts to sounds (startles when a book is dropped). • looks around to locate the source of a sound.
b. Listens responsively to books and stories.	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • associates sounds with objects (turns toward a favorite toy when it makes a sound). • enjoys noisy toys and play. • intentionally makes a noise to hear the sound (bangs a wooden spoon on a metal pot).
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • seeks source of familiar sounds (runs to the door when the doorbell rings). • can identify some things by the sounds they make (says "dog" if he/she hears a dog bark).
b. Listens responsively to books and stories.	The preschool child...
	<ul style="list-style-type: none"> • responds to books and stories with facial and body gestures (smiling, laughing, etc.). • responds verbally to the story or text.

c. Listens to and engages in conversations with others.	The preschool child... <ul style="list-style-type: none">• responds appropriately to the words of another in an exchange of ideas, comments, or questions.
d. Responds to questions.	The preschool child... <ul style="list-style-type: none">• answers simple questions (e.g., "What would you do if you fell off your bike and hurt your knee?").

II. Knowledge of Others

This standard refers to the child's growing ability to initiate and sustain relationships with adults and peers that are characterized by honesty, openness and consideration for others' feelings and views. Children who experience relationships that are respectful and cooperative respond with feelings of trust, security and confidence. These are the building blocks for understanding one's self as an individual and as a member of a community and for functioning as a valued member of one's social world.

1. Builds relationships of mutual trust and respect with others.

Indicators	Examples
a. Differentiates self from others.	The infant Birth to 8 Months...
	<ul style="list-style-type: none">actively participates in reciprocal turn taking (takes turn cooing with caregiver).gives social smiles in response to caregiver smiling.tries out things own body can do (waves hands and watches them).
	The infant 6 to 18 Months...
	<ul style="list-style-type: none">matches the emotions of others (begins crying when another infant cries).attends and makes eye contact when someone talks to him or her.tries new things (crawls or climbs steps).takes objects from another person (removes a toy from another child's hands).
a. Respects the rights of others.	The toddler 16 to 36 Months...
	<ul style="list-style-type: none">recognizes or uses the names of familiar people (goes to a friend when he or she is named).uses pronouns to refer to self and others.uses words or gestures to tell someone else to do something (Mama sing!).wants his or her way over the preferences of others.
b. Responds to adult interactions.	The preschool child...
	<ul style="list-style-type: none">listens while others are speaking.takes turns and follows rules.respects the personal space of others (e.g., keeps hands to self).
	The infant Birth to 8 Months...
	<ul style="list-style-type: none">gazes, coos, and engages with adults.shows enjoyment in reciprocal interactions.
b. Respects adult leadership.	The infant 6 to 18 Months...
	<ul style="list-style-type: none">follows adult lead in simple game playing (taking turns).follows simple directions.follows a simple routine with reminders.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none">imitates adult roles in pretend play.can wait for a short period of time if asked to by an adult.shares attention with adults.
b. Respects adult leadership.	The preschool child...
	<ul style="list-style-type: none">uses an adult as a resource (e.g., seeks information, assistance or advice).follows adults' guidelines for safety in the home or classroom.follows adults' rules for appropriate behavior in different environments.shows interest in community workers (e.g., firefighter police officers dentists, doctors) and understands their roles in the community.

<p>c. Develops secure attachment relationships with caregivers.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • gazes at faces of caregivers. • accepts responsive caregiving. • calms in the presence of someone he or she trusts. • reaches out for familiar caregivers. <p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • fusses, cries, and/or looks distressed when primary caregiver leaves the room. • after separating from primary caregiver, settles into the activity in the environment. • may fuss when primary caregiver returns after an absence to show distress at the separation. • shows enjoyment at being with person with whom he or she is attached. <p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • asks for or calls to primary caregiver. • wants to be with caregiver with whom they are attached (likes to “help” with chores caregiver is doing). • has stronger self-regulation when primary caregiver is present, especially when stressed. <p>The preschool child...</p> <ul style="list-style-type: none"> • shows an attachment or bond to an adult. • goes to an adult if he or she has a problem. • feels safe with significant adults.
<p>d. Develops relationships with others.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • watches others in the environment with interest and curiosity (watches other children playing). • initiates interaction with others (offers a hug to another child). <p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • actively seeks others (crawls after sibling). • begins to show empathy (pats a crying child on the shoulder). <p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • engages in parallel play with other children. • can name a friend. • shares feelings with others using words and gestures. • begins to solve problems and resolve conflicts with others. <p>The preschool child...</p> <ul style="list-style-type: none"> • offers help and resources to others. • has a special friendship with one or two peers (e.g., misses them if they are apart; frequently chooses them in play). • is named as a friend or play partner by others.
<p>d. Develops friendships.</p>	<p>The preschool child...</p> <ul style="list-style-type: none"> • offers help and resources to others. • has a special friendship with one or two peers (e.g., misses them if they are apart; frequently chooses them in play). • is named as a friend or play partner by others.
<p>e. Uses courteous words and actions.</p>	<p>The preschool child...</p> <ul style="list-style-type: none"> • says “please” and “thank you” or “hello” and “goodbye” at appropriate times. • shares toys; passes items at mealtime. • waits for a turn during conversation.
<p>f. Respects similarities and differences among people.</p>	<p>The preschool child...</p> <ul style="list-style-type: none"> • notices the similarities and differences in others. • includes children with differences in play (i.e., differences such as gender, race, special needs, culture and language). • explores real-life situations through pretend play. • recognizes that different individuals have different kinds of skills and information.

2. Develops positive interactions with children and adults. (I/T)

2. Works cooperatively with children and adults. (PRE-K)

Indicators	Examples
<p>a. Participates successfully as a member of a group, family, or community.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • with support of caregivers, gazes at others. • verbalizes and shows pleasure when with others in a group. <p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • seeks out others for interaction. • mirrors emotions of others (laughs when others laugh during a meal). • enjoys going places in the community. <p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • participates for a short period of time with a group of other children (dances to music with friends). • with support of caregiver, listens to short stories or rhymes in a group. • knows familiar places and goes to them when possible (pulls out chair at the same place at the table when it is meal time). <p>The preschool child...</p> <ul style="list-style-type: none"> • allows others to join play and activities. • participates cooperatively in large and small group activities (i.e., is sometimes a leader and sometimes a follower). • plays cooperatively with others (e.g., takes turns when playing a game). • identifies self as a member of a group (e.g., refers to our family, our school, our team).
<p>b. Shares experiences with others.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • develops a secure attachment with primary caregivers. • engages in non-verbal interaction with others. <p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • engages in verbal play with caregiver (takes turns vocalizing). • plays baby games (peek-a-boo). <p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • sits for a short period of time to share a meal with others. • brings caregiver or playmate to see something interesting (takes hand of caregiver and leads her to see a butterfly on the sidewalk). <p>The preschool child...</p> <ul style="list-style-type: none"> • engages in conversations to express his or her own ideas. • expresses self through pretend play, art, music, dance, written work and spoken language. • shares personal information.
<p>b. Shares experiences and ideas with others.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • is receptive to empathetic caregiving. • develops a secure attachment to primary caregivers. <p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • mirrors the emotions of others. • pats the back of another child who is crying. <p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • begins to identify the feelings of others (says, "Joshie sad." when a friend falls and hurts his knee). • offers a toy or treat to someone who does not have one. <p>The preschool child...</p> <ul style="list-style-type: none"> • adopts various roles during pretend play. • expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy). • adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first)
<p>c. Develops empathy for others.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • is receptive to empathetic caregiving. • develops a secure attachment to primary caregivers. <p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • mirrors the emotions of others. • pats the back of another child who is crying. <p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • begins to identify the feelings of others (says, "Joshie sad." when a friend falls and hurts his knee). • offers a toy or treat to someone who does not have one. <p>The preschool child...</p> <ul style="list-style-type: none"> • adopts various roles during pretend play. • expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy). • adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first)
<p>c. Begins to examine a situation from another person's perspective.</p>	<p>The preschool child...</p> <ul style="list-style-type: none"> • adopts various roles during pretend play. • expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy). • adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first)

<p>d. Solves problems and begins to resolve conflicts.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • cries to get needs met. • manipulates toys to get desired results (shakes plastic keys to produce sound). <p>The infant 8 to 18 Months...</p> <ul style="list-style-type: none"> • plays with busy box. • moves body to avoid obstacles (wiggles out from under a chair). <p>The toddler 18 to 36 Months...</p> <ul style="list-style-type: none"> • uses trial and error problem solving (tries a number of ways to get a small object out of a container). • uses an object to achieve a goal (pushes a stool over to the counter to reach a cookie). • with support of caregiver, begins to be able to give up own way for someone else's.
<p>d. Resolves conflicts with others.</p>	<p>The preschool child...</p> <ul style="list-style-type: none"> • shows an interest in fairness and established rules. • attempts to make amends (e.g., says "I'm sorry" or offers a toy). • participates in resolving conflict with adult assistance. • attempts to solve problems without adult help (i.e., negotiates or compromises).

I. Approaches to Learning

Strong social relationships extend and support the young child’s ongoing learning, problem solving and communication. The following section outlines how infants and toddlers approach learning and show how all domains of development (cognitive, physical, social-emotional, language) play a role in infant-toddler development.

This standard refers to the child’s inquisitiveness — the active desire to learn. It relates to the child’s natural tendency to explore all aspects of the environment from objects and people to ideas and customs. It is through finding the answers to their own questions that children construct knowledge. Most important, young children express their curiosity not only through asking questions but also by manipulating, acting on and experimenting with objects and by tasting, touching and taking things apart. A curious child is a child who is eager and ready to learn.

1. Shows curiosity.

Indicators	Examples
<p>a. Expresses interest in people.</p>	<p>The infant Birth to 8 Months...</p>
	<ul style="list-style-type: none"> • gazes toward caregivers and peers. • watches and tracks familiar people in the environment.
	<p>The infant 6 to 18 Months...</p>
	<ul style="list-style-type: none"> • watches the actions of others. • may imitate what he or she observes others doing. • responds with facial expressions and body movements to the people around him or her. • engages in back-and-forth play.
	<p>The toddler 16 to 36 Months...</p>
<p>b. Shows interest in learning new things and trying new experiences.</p>	<ul style="list-style-type: none"> • imitates interaction with others. • initiates and continues play with others.
	<p>The preschool child...</p>
	<ul style="list-style-type: none"> • asks about people in his or her environment. • takes an interest in others’ activities. • asks others for personal information (e.g., asks, “What’s your name?” or “How did you hurt your arm?”).
	<p>The infant Birth to 8 Months...</p>
	<ul style="list-style-type: none"> • explores an object with mouth and hands (rattle, their body, familiar adult’s face). • chooses an object to explore. • tries new experiences (a new food) or the natural world (outside play spaces) in the presence of and with the support of a caregiver.
	<p>The infant 6 to 18 Months...</p>
<ul style="list-style-type: none"> • references familiar adults/caregivers when meeting a new experience (looks toward caregiver, seeks eye contact, uses body language to communicate need for reassurance). 	
<p>The toddler 16 to 36 Months...</p>	
<ul style="list-style-type: none"> • shows curiosity about own body and bodily functions. • is interested in anything that pertains to the child’s identity (name, family members). 	
<p>The preschool child...</p>	
<ul style="list-style-type: none"> • explores on his or her own. • develops a personal interest (e.g., likes trains, dinosaurs, dolls, etc.). • investigates and experiments with materials. • shows an interest in how others do things. 	

c. Communicates curiosity.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • uses voice to show an interest in something (coos as caregiver talks to him; squeals when caregiver makes a funny face). • uses voice and body language when engaged in exploration.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • points to something of interest and uses gestures and babbling to communicate the desire to explore. • babbles or uses one word utterances with a change of vocal tone to communicate curiosity.
c. Asks questions.	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • asks “What?” and “Why?” to learn about people and objects in the environment. • by actions shows what is interesting or puzzling (repeatedly asks to turn a key in a lock).
	The preschool child...
	<ul style="list-style-type: none"> • uses questions to finish answers. • wonders why something is the way it is.

II. Geometry and Spatial Sense

This standard refers to children’s growing awareness and identification of shapes in the environment as well as of dimensions. These abstract concepts become meaningful as children begin to explore shapes and observe their characteristics.

2. Explores shapes in the environment.

Indicators	Examples	
<p>a. Investigates and talks about the characteristics of shapes.</p> <p>b. Creates and duplicates three dimensional and two dimensional shapes using a variety of materials.</p>	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • mouths objects to feel their shapes. 	
	<p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • puts round shape in a shape sorter. 	
	<p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • successfully places circle, square, and triangle shapes in a shape sorter. • knows the names of three shapes; circle, square, and triangle. 	
	<p>The preschool child...</p> <ul style="list-style-type: none"> • says, “A circle is round.” • discovers that some blocks stack and some blocks roll. • says that squares and triangles have corners and straight sides. 	
	<p>The infant Birth to 8 Months...</p> <ul style="list-style-type: none"> • mouths objects to feel their shapes. 	
	<p>The infant 6 to 18 Months...</p> <ul style="list-style-type: none"> • stacks a tower of three blocks. • scribbles back and forth. 	
	<p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • makes circular scribbles. • rolls play dough into ropes or flattens balls into circles. • copies a circle drawn by an adult. • builds block towers and construction. 	
	<p>The preschool child...</p> <ul style="list-style-type: none"> • uses blocks to make other shapes or objects. • makes shapes with play dough, pipe cleaners, string or yarn. • attempts to draw shapes and make pictures using shapes. • says, after cutting the sandwich, “Look, I made a triangle (or rectangle) with my sandwich.” 	
	<p>c. Identifies and names some shapes.</p>	<p>The infant Birth to 8 Months...</p> <p>Not applicable to this age.</p>
		<p>The infant 6 to 18 Months...</p> <p>Not applicable to this age.</p>
		<p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • learns the names of circle, square, and triangle shapes. • begins to identify some shapes in the environment with help.
		<p>The preschool child...</p> <ul style="list-style-type: none"> • points to or names simple shapes (e.g., box shape, ball shape, circle, triangle, square). • says, “The pizza is round. My piece is triangle-shaped.” • says, “The flag is the shape of a rectangle.”
<p>d. Indicates if shapes are alike or different using one or more characteristics.</p>	<p>The infant Birth to 8 Months...</p> <p>Not applicable to this age.</p>	
	<p>The infant 6 to 18 Months...</p> <p>Not applicable to this age.</p>	
	<p>The toddler 16 to 36 Months...</p> <ul style="list-style-type: none"> • matches objects with like shapes (places a round plate on an outline of a place setting on a placemat.) • investigates whether objects of different shapes behave in the same way 	

(experiments to see if objects roll down an incline.)

The preschool child.

Three-dimensional shapes

- says, "A bubble and an orange are both like balls (spheres)."
- says, "A block (cube) is shaped like a box."
- says, "This ball rolls, but this block does not."

Two-dimensional shapes

- says, "A triangle has three sides," or "A square has four sides."
- says, "A circle is curved (round) like a hula hoop."

I. Physical Science

Young children begin life with a natural curiosity to learn about the physical world around them. They use their senses to explore, first from a distance and then up close as they grow in motor abilities. As they manipulate objects and materials, they build their knowledge about the physical world.

Preschool age children are naturally interested in the objects and materials that constitute the physical world that surrounds them as well as in how objects and materials can be manipulated and changed. As they begin to explore these properties, they begin to build their knowledge about physical science.

1. Explores physical properties of objects and materials.

Indicators	Examples
a. Shows interest in the physical world.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • gazes around the environment with interest. • may choose an object with a specific texture to use for comfort or self-regulation, such as a soft blanket.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • shows a connection between mobility and curiosity (will work to reach an interesting toy). • seeks out objects with different textures to play with. • is driven to satisfy his or her curiosity (repeatedly returns to a potted plant to touch the dirt even when redirected).
b. Uses one or more senses to observe the physical world.	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • likes playing both indoors and out of doors. • observes changes in the physical environment (sees changes such as icicles melting outside the window).
	The preschool child...
	<ul style="list-style-type: none"> • comments on changes in the physical world. (e.g., says, "We made play dough out of salt, flour and water."). • looks at fiction and nonfiction books (e.g., <i>Mouse Paint</i>, <i>Trucks</i>, <i>Freight Train</i>, <i>Snow Balls</i>, <i>Stone Soup</i>, <i>How Things Work</i>) about the physical world.
	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • turns in the direction of a toy that makes a noise. • shows excitement during sensory exploration (vocalizes while tasting a favorite food).
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • uses all five senses to explore the environment. • will smell, touch, examine, and may even taste an unfamiliar object or substance to learn about it.
The toddler 16 to 36 Months...	
<ul style="list-style-type: none"> • begins to explore with senses upon request (rubs a rough surface when invited to touch it). • listens actively to unfamiliar or startling sounds (stops during a walk to listen to a fire siren). 	
The preschool child...	
<ul style="list-style-type: none"> • comments on changes when substances are mixed, shaken or cooked (e.g., mixing paint, making butter from cream, cooking play dough). • collects objects of different shapes and sizes (e.g., marbles, coins, blocks). • listens to and identifies environmental sounds (e.g., cars, airplanes, wind, rain, birds). 	

c. Experiments with simple tools and objects.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> shakes a rattle to make a noise and notices the effect.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> rolls a ball through a tube. fill and dumps containers.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> fills one container from another one (fills a cup with sand and dumps it into a bucket). uses common objects in the environment to experiment with cause and effect (rolls a toy car down a ramp).
	The preschool child...
	<ul style="list-style-type: none"> explores ramps, magnets, magnifying glasses, scales, eyedroppers, unbreakable mirrors, cups, funnels, etc.

I. Physical Science

The origins of scientific thinking begin with the child's curiosity. Young children investigate their world before they can form words or articulate questions. Even very young children can be methodical in their quest to gain information and build knowledge through investigation.

Science is basically a process of inquiry – raising questions and then investigating methodically to answer them. Preschool age children have a natural curiosity about the world, and this curiosity provides the springboard for investigations that promote scientific thinking.

2. Investigates properties of objects and materials.

Indicators	Examples
a. Asks questions about objects and materials.	The infant Birth to 8 Months...
	Not applicable to this age.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> uses gestures to ask questions, especially to ask the names of objects. uses one word or short phrases with inflection to indicate questions.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> asks, "What?" and "Why?" to learn about the world. asks questions that indicate a developing interest, curiosity and understanding of objects and materials.
	The preschool child...
	<ul style="list-style-type: none"> asks, "Why does the ice cube melt?" asks, "Why does this ball roll faster than that one?" asks, "Why do magnets stick together?"
b. Experiments with objects and materials to gather information and observe reactions.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> mouths toys and small objects to feel texture and shape.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> understands the connection between his or her actions and the effect (i.e., expects a bell to ring when he pushes a button on a busy box).
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> uses common objects in the environment to experiment with cause and effect (turns light switch on and off, opens and closes lids).
	The preschool child...
	<ul style="list-style-type: none"> plays in water with objects that sink and float. repeatedly rolls a car down a ramp. mixes colors using paint, watercolors, food coloring, etc.

c. Shows knowledge of physical properties of objects.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • drops toys from a highchair and watches them fall.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • practices placing a shape in a shape sorter through trial and error.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • demonstrates understanding (correctly places shapes in shape sorter).
	The preschool child...
	<ul style="list-style-type: none"> • sorts objects and materials by what they are made of (e.g., rock, metal, plastic, wood, glass, cloth). • Sorts objects and materials by various characteristics (e.g., soft/hard, float/sink, loud/quiet). • Tells (not always accurately) how ice, play dough, pudding, etc., is made.

I. Physical Science

As young children’s abilities increase, they manipulate and transform the physical world to investigate problems that are personally meaningful and age-appropriate. Beginning with trial and error problem solving, older infants and toddlers become increasingly more intentional and systematic as they work to discover solutions. In the process they form the foundations of understanding of matter and energy (physics) and physical interactions (chemistry).

This standard refers to the preschool age children’s ability to identify and solve personally meaningful problems involving materials and objects they can manipulate and/or transform. As preschool age children work with things to solve problems of interest to them, they deepen their understanding of physics (interaction of matter and energy) and chemistry (how substances interact and change).

3. Solves problems involving physical properties of objects and materials.

Indicators	Examples
a. Identifies problems involving physical properties of objects and materials.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • works to manipulate the environment to solve problems (moves arms to free them from under a blanket).
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • tries to fit a round block through a square hole in a shape sorter.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • brings a puzzle to an adult for help in putting it back together.
	The preschool child...
	<ul style="list-style-type: none"> • says, “I want the car to go faster.” • says, “I want to build a taller tower.” • says, “I have red, blue and yellow paint, but I want green.”
b. Experiments with objects to produce desired effects.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • shakes a toy to hear a sound.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • uses trial and error problem solving to find a container big enough to hold a toy. • pounds a wooden peg increasingly harder until it slides into a hole in a toy workbench.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • tries different ways to play with a ball; throwing overhand, pushing with two hands, kicking, rolling, etc. • pounds, rolls, cuts, and pinches play dough to see what happens. • arranges toys in simple patterns, such as lining up blocks.

	The preschool child... <ul style="list-style-type: none"> • moves the ramp to make a toy car go different speeds. • tries to make a new color of paint by mixing other paint colors. • tries to throw a ball at a target.
c. Makes predictions based on experiences with objects and materials.	The infant Birth to 8 Months... <ul style="list-style-type: none"> • expects bottle to contain formula when he or she sees it.
	The infant 6 to 18 Months... <ul style="list-style-type: none"> • anticipates the emergence of a ball rolled down a tube.
	The toddler 16 to 36 Months... <ul style="list-style-type: none"> • anticipates familiar effects (begins to laugh just before a jack-in-the-box pops up). • states some expectations for familiar situations (says, "Car go!" as toy car is pushed.)
	The preschool child... <ul style="list-style-type: none"> • suggests which objects will sink or float. • guesses which ramp the car will go down faster. • predicts which objects magnets attract or repel (e.g., leaves, cotton balls, paper clips, nuts and bolts). • makes suggestions that will cause ice to melt faster.

I. Physical Science

Infants and toddlers are capable observers of the world around them. As babies are observers from birth, they are also communicators. This standard refers to young children's abilities to show what they perceive about the physical world through their senses.

This standard refers to the preschool age children's ability to demonstrate, in various ways, what they perceive through their senses as they experience the physical world. This skill is another building block for scientific thinking and provides a means for children to communicate their ideas about the physical world and how it works.

4. Represents observations of the physical world in a variety of ways.

Indicators	Examples
a. Represents observations through pretend play.	The infant Birth to 8 Months... <ul style="list-style-type: none"> • Not applicable to this age.
	The infant 6 to 18 Months... <ul style="list-style-type: none"> • uses a block as a pretend telephone handset because he or she observes others talk on the phone.
	The toddler 16 to 36 Months... <ul style="list-style-type: none"> • pretends to cook and comments (blows on "food" and says, "Hot!").
	The preschool child... <ul style="list-style-type: none"> • pretends to prepare/cook food. • uses simple tools (e.g., magnets, magnifying glasses, ramps, tape measures, balls, prisms) in pretend play. • engages in role playing (e.g., acts like a scientist, chef, construction worker, artist, race car driver/pit crew member).

b. Represents observations through music and movement.	The infant Birth to 8 Months...
	<ul style="list-style-type: none"> • listens to beat of music and moves body to it.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • experiments with sound by hitting or patting different objects and surfaces. • varies the pitch and volume of his or her voice to match others.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • can copy a pattern of hand clasps. • imitates a short series of movements (plays a simple game of Follow the Leader).
	The preschool child...
	<ul style="list-style-type: none"> • pretends to skate on ice. • acts out a melting snowman, popping popcorn, an object rolling down a hill. • sings action songs (e.g., <i>I'm a Little Teapot</i>, <i>Johnny Works With One Hammer</i>, <i>Grand Old Duke of York</i>, <i>Jack and Jill Went Up the Hill</i>). • creates songs about experiences in the physical world.
c. Represents observations through art and construction.	The infant Birth to 8 Months...
	Not applicable to this age.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • scribbles using different writing tools. • stacks blocks or nests cups.
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • begins to name drawings and talk about drawing something he or she sees. • pushes a toy car along a "road." • builds and takes apart towers of interlocking blocks.
	The preschool child...
	<ul style="list-style-type: none"> • builds and/or draws towers, enclosures, roads, bridges, tunnels, ramps and vehicles. • intentionally mixes blue and yellow paint to make green. • draws "maps" or "blueprints" of constructions.
d. Talks about the physical world.	The infant Birth to 8 Months...
	Not applicable to this age.
	The infant 6 to 18 Months...
	<ul style="list-style-type: none"> • uses some words to describe objects (sees a cow and says, "Big").
	The toddler 16 to 36 Months...
	<ul style="list-style-type: none"> • begins to describe objects according to size, shape, texture, color or speed ("Car go fast!").
	The preschool child...
	<ul style="list-style-type: none"> • asks, "How did you do that?" • tells a friend, "If you add another block to the tower, it will fall." • describes objects according to size, shape, color or speed. • uses names for tools (e.g., magnifying glass, magnet, scale, ramp). • uses texture words (e.g., bumpy, rough, soft, smooth, slick, hard). • uses measurement words (e.g., heavy/light, hot/cold, big/little, long/short, fast/slow).

II. Health

Infants and toddlers learn by experiencing the world around them. As caregivers provide healthy environments and practices in caring for young children, toddlers begin to understand how to take care of themselves.

Children don't necessarily develop healthy behaviors on their own. Rather, these behaviors need to be taught and supported by caring adults. This standard reflects behaviors we would like to see in preschool children and goals we can work toward in our programs.

1. Practices healthy behaviors.

Indicators	Examples
a. Shows independence in personal hygiene.	The infant Birth to 8 Months... Not applicable to this age.
	The infant 6 to 18 Months... <ul style="list-style-type: none"> cooperates with caregiver's hygiene care (holds still for diapering, puts hands under running water to be washed).
	The toddler 16 to 36 Months... <ul style="list-style-type: none"> washes hands and face. participates in daily hygiene routines (covers mouth with arm when sneezing). brushes teeth with support from caregiver. practices hygiene experienced in daily routines during pretend play (gives doll a bath).
	The preschool child... <ul style="list-style-type: none"> manages toileting. washes and dries hands. covers nose and mouth when sneezing. uses a tissue.
b. Chooses to participate in daily physical activity.	The infant Birth to 8 Months... <ul style="list-style-type: none"> moves body for pleasure (kicks legs and pumps arms when excited). moves body to meet needs and wants (is motivated to stretch body in order to get a toy that is just out of reach).
	The infant 6 to 18 Months... <ul style="list-style-type: none"> follows older peers and tries to do what they do. wants to play outdoors.
	The toddler 16 to 36 Months... <ul style="list-style-type: none"> follows caregiver's model and participates in physical activities (touches toes alongside caregiver who is exercising). likes playing with other children and adults on a playground or large indoor play space.
	The preschool child... <ul style="list-style-type: none"> plays on/with outdoor equipment (e.g., slides, balls, wheeled toys). engages in active play (e.g., running, jumping, chasing, moving to music, playing with pets). goes on walks with family members. joins in indoor or outdoor games (e.g., musical games, Tag, Drop the Handkerchief).
c. Exhibits body strength and endurance.	The infant Birth to 8 Months... <ul style="list-style-type: none"> holds head steady. develops comfort playing on tummy and props self on elbows. sits with support for increasingly longer periods of time.
	The infant 6 to 18 Months... <ul style="list-style-type: none"> sits unsupported and plays with toys. able to go from prone to sitting and back. walks with determination.

The toddler 16 to 36 Months...

- kicks and throws a ball.
- runs and plays for extended periods of time.
- can lift and carry large objects.

The preschool child...

- climbs a ladder on the slide.
- pours liquid from a small pitcher.
- maintains her hold while hanging from a bar.
- engages in activities such as duck walks, crab walks, frog leaps, bear walks or wheelbarrow walks.

ATTACHMENT 16
STANDARDS CROSSWALK FOR
English Language Arts K-5

Reading Standards for Literature - Kindergarten				
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation	
Key Ideas and Details			Missouri Pre K Indicators	
1.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	R1H.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify R2C.K.a-b Use details from text, with assistance, to a. locate names of author and illustrator b. and apply information in the title and pictures	R1H.K.a-b Aligns to multiple GLEs R1H.K.c Direct alignment R2C.K.a-c Aligns to multiple GLEs	L.IV.1.d. Comprehends and responds to text. L.IV.1.e. Develops a sense of story.
2.	RL.K.2 With prompting and support, retell familiar stories, including key details.	R1H.K.c Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: c. retell	R1H.K.c Direct alignment	
3.	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	R2C.K.a-c Use details from text to identify story elements in shared reading and read-alouds with assistance: a. main characters b. problem(s)/events c. setting	R2C.K.a-c Aligns to multiple GLEs	
Craft and Structure				
4.	RL.K.4 Ask and answer questions about unknown words in a text.	R1E.K Develop vocabulary by listening to and discussing unknown words in stories.	R1E.K Direct alignment (Discussion implies asking and answering questions.)	
5.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems)	[R2A.3.b Use grade level text to b. locate and recognize the features of fiction, poetry, and drama]	No alignment (first appears in grade 3)	
6.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	R2A.K.a Use details from text, with assistance, to a. locate names of author and illustrator	R2A.K.a Partial alignment (The GLE aligns to “name the author and illustrator of a story”, but does not align to “define the role of each in telling the story.”)	

ATTACHMENT 16
STANDARDS CROSSWALK FOR
English Language Arts K-5

Reading Standards for Literature - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Missouri Pre K Indicators
Integration of Knowledge and Ideas			
7.	<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)</p> <p>(Not applicable to literature)</p>	<p>R2A.K.b Use details from text to: b. apply information in title and pictures</p>	<p>R2A.K.b Partial alignment (The CCR Anchor standard is more specific than the GLE.)</p>
8.	<p>(Not applicable to literature)</p>	<p>(Not applicable to literature)</p>	<p>(Not applicable to literature)</p>
9.	<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>R11.K.a Identify connections, with assistance, between a. text to text (text ideas---similarities and differences in fiction and nonfiction works)</p>	<p>R11.K.a Direct alignment</p>
Range of Reading and Level of Text Complexity			
10.	<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>R2B.K Participate in read-aloud experiences involving rhythm, rhyme, alliteration, and repeating line or phrase</p>	<p>R2B.K Partial alignment (GLE has a different focus for the group activities)</p>

ATTACHMENT 16

Reading Standards for Informational Text - Kindergarten

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Key Ideas and Details			
1.	<p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p>	<p>R1H.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p> <p>R3C.K.a-c In response to text and with assistance, a. Ask questions to clarify meaning b. answer questions c. recognize important information and identify supporting details</p>	<p>R1H.K.a-b, R3C.K.a-c Aligns to multiple GLEs</p>
2.	<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>R3C.K.c In response to text and with assistance, c. recognize important information and identify supporting details.</p> <p>R1H.K.c Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: c. retell</p>	<p>R3C.K.c/ R1H.K.c Aligns to multiple GLEs</p>
3.	<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>[R3C.3.g Use details from text to g. compare and contrast]</p>	<p>No alignment (first appears in grade 3)</p>
Craft and Structure			
4.	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text</p>	<p>R1E.K Develop vocabulary by listening to and discussing unknown words in stories.</p>	<p>R1E.K Direct alignment (Discussion implies asking and answering questions.)</p>
5.	<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>		<p>No alignment</p>
6.	<p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>R3A Develop an awareness that text and pictures provide information</p>	<p>Partial alignment (The CCR Anchor standard is more specific. The GLE does not specifically address author or illustrator.)</p>
Integration of Knowledge and Ideas			
7.	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)</p>	<p>R3A.K Develop an awareness that text and pictures provide information</p>	<p>R3A.K Partial alignment (The CCR Anchor standard is more specific than the GLE.)</p>

ATTACHMENT 16

Reading Standards for Informational Text - Kindergarten

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
8.	<p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text</p>	<p>[R3C.3.i] i. identify author's purpose for writing text]</p>	<p>No alignment (The GLE first appears in grade 3)</p>
9.	<p>RI.K.9 With prompting and support, identify basic similarities between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>R11.K.a. Identify connections, with assistance, between a text to text (text ideas---similarities and differences in fiction and nonfiction works)</p>	<p>R11.K.a. Direct alignment</p>
Range of Reading and Level of Text Complexity			
10.	<p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>		<p>No direct alignment</p>

ATTACHMENT 16

Reading Standards: Foundational Skills - Kindergarten

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>1. Print Concepts</p>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print d. Recognize and name all upper- and lowercase letters of the alphabet</p>	<p>R1A.K.a, R1C.K.a-b Demonstrate basic concepts of print: a. directionality left to right, return sweep, top and bottom. R1C.K.b Develop alphabetic and phonics knowledge: b. say sounds associated with letters R1A.K.c Demonstrate basic concepts of print: c. word by word matching R1A.K.a Develop alphabetic and phonics knowledge: a. identify letters</p>	<p>R1A.K.a/ R1C.K.a-b Aligns to multiple GLEs</p>
<p>2. Phonological Awareness</p>	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words). * (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>R1B.K.a, c, d Develop ability to recognize sounds (phonemes) in words (phonemic awareness): a. recognize rhyming words c. hear and say onset and rhyme c. hear and say onset and rhyme d. hear and say spoken phonemes d. hear and say spoken phonemes</p>	<p>R1B.K.a, c, d Direct alignment Partial alignment (GLE does not ask students to “count”.) No direct alignment Partial alignment (GLE does not ask student to isolate sounds) Partial alignment (GLE does not ask student to “add or substitute”)</p>

ATTACHMENT 16

Reading Standards: Foundational Skills - Kindergarten

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Phonics and Word Recognition			
3.	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>R1C.K.b, R1D.K.a</p> <p>R1C.K.b Develop alphabet and phonics knowledge: b. say sounds associated with letters</p>	<p>R1C.K.b, R1D.K.a</p> <p>Direct alignment</p>
Fluency			
4.	<p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p>	<p>R1D.K.a Read simple text a. containing a small bank of high-frequency words</p>	<p>R1D.K.a Partial alignment (The CC Anchor standard is more specific. The GLEs do not state reading for a purpose until grade 1. Reading for understanding is implied.)</p>

ATTACHMENT 16

Writing Standards - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Text Types and Purposes	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	W3A.K.a Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	W3A.K.a Direct alignment (The CCR Anchor standard is more specific than the GLE as to the components of persuasive text.)
2.	W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W3A.K.a Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	W3A.K.a Direct alignment (expository text is different wording for informative/explanatory text.)
3.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred, and provide a reaction to what happened.	W3A.K.a Plan and write stories and ideas (through pictures and words) using narrative, descriptive, expository, and/or persuasive features.	W3A.K.a Direct alignment (the CCR Anchor standard is a description of narrative writing)
Production and Distribution of Writing			
4.	Begins in grade 3.		
5.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	[W1A.1.a Brainstorm and record ideas in written form]	No alignment (The GLE first appears in grade 1.)
6.	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	ICTL5A.K/ICTL1B.K ICTL5A.K Record relevant information, with assistance, in at least one format (e.g., writing, pictures, audio recordings, photos) ICTL1B.K Contribute to the construction and exchange of ideas through independent, cooperative, and/or collaborative work	ICTL5A.K/ICTL1B.K Aligns to multiple GLEs

ATTACHMENT 16

Writing Standards - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Research to Build and Present Knowledge			
7.	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	No alignment	No alignment
8.	<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>ICTL.2B.K.a/ ICTL.5B.K ICTL.2B.K.a Share what is known about a topic ICTL.5B.K Construct new knowledge based on information gathered from a variety of sources.</p>	<p>ICTL.2B.K.a/ ICTL.5B.K. Aligns to multiple GLEs</p>
9.	(Begins in grade 4)		
Range of Writing			
10.	(Begins in Gr. 3)		

ATTACHMENT 16

Speaking and Listening Standards - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Comprehension and Collaboration			
1.	<p>SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and large groups.</p> <p>a. Follows agreed upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>LS.1B.K Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions) with teacher assistance.</p>	<p>LS.1B.K Partial alignment (GLE is much less specific than CCR Anchor standard)</p>
2.	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>RIH.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p>	<p>RIH.K.a-b Direct alignment</p>
3.	<p>SL.K.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood.</p>	<p>RIH.K.a-b Develop and demonstrate, with assistance, post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p>	<p>RIH.K.a-b Partial alignment. The CC Anchor standard is mainly in reference to discussion while the GLE is in reference to reading.</p>
Presentation of Knowledge and Ideas			
4.	<p>SL.K.4 Describe familiar people, places, things, and events, and with support, provide additional detail.</p>	No alignment	No alignment
5.	<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	No alignment	No alignment
6.	<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>LS2A.K When sharing ideas or experiences</p> <ul style="list-style-type: none"> • speak audibly • use age-appropriate vocabulary 	<p>LS2A.K Direct alignment</p>

ATTACHMENT 16

Language Standards - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Conventions of Standard English	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lower case letters.</p> <p>b. use frequently occurring nouns and verbs.</p> <p>c. form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, by, with</i>).</p> <p>f. produce and expand complete sentences in shared language activities.</p>	<p>W2E.K.a. In written text: a. form letters using correct pathway of movement (letter formation)</p> <p>No alignment</p> <p>No alignment</p> <p>ICTL2B.K.b. Recognize that questions are a form of communicating and information need (understand correct uses of who, what, when, where, why, how)</p> <p>No alignment</p> <p>No alignment</p>	<p>W2E.K.a./ ICTL2B.K.b.</p> <p>Direct alignment ICTL2B.K.b.</p> <p>No alignment. First appears in GLEs in grade 1.</p> <p>No alignment</p> <p>Direct alignment</p> <p>No alignment</p> <p>No alignment</p>

ATTACHMENT 16

Language Standards - Kindergarten			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
3	L.K.3 (begins in grade 2)		
4. Vocabulary Acquisition and Use	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>) b. use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word	No alignment No alignment	No alignment No alignment. The GLE first appears in grade 4.
	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	No alignment No alignment No alignment No alignment	No alignment to Communication Arts GLEs. Aligns to Math GLE No alignment. The GLE first appears in grade 3. No alignment No alignment
6.	L.K.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	R1E.K Develop vocabulary by listening to and discussing unknown words in stories	R1E.K Partial Alignment. The GLE is less specific than the CCR Anchor standard, and does not require specific knowledge of special and temporal relationships.

ATTACHMENT 16
STANDARDS CROSSWALK FOR
English Language Arts K-5

Reading Standards for Literature – Grade 1			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1.	<p>RL.1.1 Ask and answer questions about key details in text.</p>	<p>R1H.1.a-b. Develop and apply post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p>	<p>R1H.1.a-b. Aligns to multiple GLEs.</p>
2.	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>R1H.1.c. Develop and apply post-reading skills after reading or read-alouds to respond to text: c. retell</p>	<p>R1H.1.c. Partial alignment. The CCR Anchor standard is more specific and addresses key details, central message, and lesson. The GLE requires only a retelling.</p>
3.	<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>R2C.1.a.,c.,e. Use details from text in independent reading and read-alouds to identify: a. characters c. events in logical sequence e. setting</p>	<p>R2C.1.a.,c.,e. Direct alignment</p>
Craft and Structure			
4.	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>No alignment</p>	<p>No alignment. This GLE first appears in grade 3.</p>
5.	<p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>R1I.1.a. Identify connections between a. text to text (text ideas---similarities and differences in various fiction and nonfiction works, with assistance)</p>	<p>R1I.1.a. Direct alignment</p>
6.	<p>RL.1.6 Identify who is telling the story at various points in the text.</p>	<p>No alignment</p>	<p>No alignment</p>

ATTACHMENT 16

Reading Standards for Literature – Grade 1			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
7. Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	R2C.1.a.,c.,e. Use details from text in independent reading and read-alouds to identify: a. characters c. events in logical sequence e. setting	R2C.1.a.,c.,e. Partial alignment. The CCR Anchor standard requires description, while the GLE requires only identification.
8.	(not applicable to literature)		
9.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	No alignment	No alignment. This GLE first appears in grade 3.
Range of Reading and Level of Text Complexity			
10.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	R1D.1.a-b Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression.	R1D.1.a-b Direct alignment

ATTACHMENT 16

Reading Standards for Informational Text – Grade 1

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Key Ideas and Details			
1.	<p>RI.1 Ask and answer questions about key details in a text.</p>	<p>R1H.1.a.-b. / R3C.1.a.-c. Develop and apply post-reading skills after reading or read-alouds to respond to text: a. answer basic comprehension questions b. question to clarify</p> <p>Use details from text to demonstrate a. comprehension skills previously introduced b. clarify meaning c. answer questions</p> <p>R3C.1.d.-e. Use details from text to d. identify main ideas e. identify supporting details</p> <p>R3C.1.d.-e. Use details from text to d. identify main ideas e. identify supporting details</p>	<p>R1H.1.a.-b. / R3C.1.a.-c. Aligns to multiple GLEs.</p> <p>R3C.1.d.-e. Direct alignment.</p> <p>R3C.1.d.-e. Partial alignment. The CCR Anchor standard requires a description of the connection between individuals, events, ideas, or pieces of information, while the GLE requires only identification.</p>
2.	<p>RI.2 Identify the main topic and retell key details of a text.</p>		
3.	<p>RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		
Craft and Structure			
4.	<p>RI.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.</p>	<p>R1E.1.a-c. Develop vocabulary by reading, listening to, and discussing unknown words in stories using a. roots and affixes b. word chunks c. context clues</p> <p>R3A.1 Identify and explain information in text, pictures, title, and charts.</p>	<p>R1E.1.a-c. Direct alignment. Discussion implies asking and answering questions.</p>
5.	<p>RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>R3A.1 Identify and explain information in text, pictures, title, and charts.</p>	<p>R3A.1 Partial alignment. The examples given in the CCR Anchor standard occur starting in grade two, however these are only examples and others, such as charts or title, are included in the GLE.</p>
6.	<p>RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>R3A.1 Identify and explain information in text, pictures, title, and charts.</p>	<p>R3A.1 Partial alignment. The CCR Anchor standard requires a differentiation between information found in pictures and other illustrations, while the GLE requires only the identification of information found in pictures and text.</p>
Integration of Knowledge and Ideas			
7.	<p>RI.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>R3A.1 Identify and explain information in text, pictures, title, and charts.</p>	<p>R3A.1 Partial alignment. The CCR Anchor standard requires a description of key ideas, while the GLE requires only identification.</p>

ATTACHMENT 16

Reading Standards for Informational Text – Grade 1

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
8.	<p>RI.8 Identify the reasons an author gives to support points in a text.</p>	No alignment	No alignment
9.	<p>RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>RI.1.a Identify connections between a text to text (text ideas---similarities and differences in various fiction and nonfiction works, with assistance)</p>	<p>R11.1.a Direct alignment</p>
<p>Range of Reading and Level of Text Complexity</p>			
10.	<p>RI.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>RI.1.a-b. Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression.</p>	<p>R1D.1.a-b. Direct alignment</p>

ATTACHMENT 16

Reading Standards: Foundational Skills – Grade 1

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
<p>1. Print Concepts</p>	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p>	<p>R1A.1.c.,d. Demonstrate concepts of print: c. directionality in letter and word order d. punctuation has meaning</p>	<p>R1A.1.c.,d. Aligns to multiple GLEs</p>
<p>2. Phonological Awareness</p>	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words. d. Segment single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>R1B.1.b.-c. Demonstrate ability to use phonemes to construct words: No alignment c. blend sounds to form words b. separate and say sounds in words b. separate and say sounds in words</p>	<p>R1B.1.b.-c. No alignment Direct alignment, but GLE is less specific Direct alignment, but GLE is less specific Direct alignment, but GLE is less specific</p>
<p>3. Phonics and Word Recognition</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>R1C.1 Develop and apply decoding strategies to “problem-solve” unknown words when reading grade level instructional text.</p>	<p>R1C.1 Direct alignment, but GLE is much less specific.</p>

ATTACHMENT 16

Reading Standards: Foundational Skills – Grade 1

CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Fluency 4.	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	R1D.1.a-b. Read grade-level instructional text a. by developing automaticity of an increasing core of high-frequency words b. with appropriate phrasing and expression	R1D.1.a-b. Partial alignment. The GLE does not address successive readings.

ATTACHMENT 16

Writing Standards – Grade 1			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Text Types and Purposes			
	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.		
	W.1.2 Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Production and Distribution of Writing			
4.	W.1.4 (Begins in grade 3)		
5.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.		
6.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.		
Research to Build and Present Knowledge			
7.	W.1.7 Participate in shared research or writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		
8.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4)		
9.			
Range of Writing			
10.	(Begins in grade 3)		

ATTACHMENT 16

Speaking and Listening Standards – Grade 1			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
1. Comprehension and Collaboration	<p>LS.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>		
	<p>LS.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		
	<p>LS.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>		
4. Presentation of Knowledge and Ideas			
	<p>LS.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>		
	<p>LS.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>		
6.	<p>LS.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>		

ATTACHMENT 16

Language Standards – Grade 1			
CCR Anchor Standards	Grade-Specific Standard	Missouri GLE Alignment	Explanation
Conventions of Standard English			
1.	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. use common, proper, and possessive nouns. c. use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their; anyone, everything</i>). e. use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. use frequently occurring adjectives. g. use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. use determiners (e.g., articles, demonstratives). i. use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). 		
Knowledge of Language			
3.			
Vocabulary Acquisition and Use			
4.			
5.			
6.			

Head Start Early Learning Framework - Physical Development & Health		Missouri Early Learning Standards	
Physical Health Status	Possesses good overall health, including oral, visual and auditory health, and is free from communicable diseases.		
	Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.		
	Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.		
	Gets sufficient rest and exercise to support healthy development.		
Health Knowledge & Practice	Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.	(PH&S) II.1.a. Shows independence in personal hygiene.	
	Communicates an understanding of the importance of health and safety routines and rules.	(PH&S) III.1.a. Listens to and follows adult directions during emergencies (PH&S) III.1.b. Follows vehicle, street and public safety	
	Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.	(PH&S) II.1.a. Shows independence in personal hygiene (PH&S) III.1.b. Follows vehicle, street and public safety (PH&S) III.1.c. Recognizes personal danger (PH&S) III.1.d. Knows how and when to seek help	
	Distinguishes food on a continuum from most health to less healthy.		
	Eats a variety of nutritious foods.		
	Participates in structured and unstructured physical activities.	(PH&S) II.1.b. Chooses to participate in daily physical activity	
	Recognizes the importance of doctor and dentist visits.	(S/E) II.1.b. Respects adult leadership	
	Cooperates during doctor and dentist visits and health and developmental screenings.	(S/E) II.1.d. Develops friendships	
	Gross Motor Skills	Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping	(PH&S) I.1.a. Moves from one point to another II.1.c. Exhibits body strength and endurance
		Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.	(PH&S) I.1.c. Uses large muscle movements to manipulate objects
Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.		(PH&S) I.1.b. Controls body movements	

Fine Motor Skills	Develops hand strength and dexterity	(PH&S) 1.2.b Uses fingers and hands to accomplish fine motor tasks
	Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.	(PH&S) 1.2.a. Performs fine motor tasks (PH&S) 1.2.c. Uses tools in a functional manner
	Manipulates a range of objects, such as blocks or books.	(PH&S) 1.2.a. Performs fine motor tasks (PH&S) 1.2.b Uses fingers and hands to accomplish fine motor tasks
	Manipulates writing, drawing, and art tools.	(PH&S) 1.2.c. Uses tools in a functional manner (PH&S) 1.2.c. Uses tools in a functional manner

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Head Start Early Learning Framework - Mathematics Knowledge & Skills		Missouri Early Learning Standards
Number Concepts & Quantities	Recognizes numbers and quantities in the everyday environment	(M) I.4.b. Identifies numerals in everyday situations
	Recites numbers in the correct order and understands that numbers come “before” or “after” one another	(M) I.4.e. Matches numeral with quantity
	Associates quantities and the names of numbers with written numerals	(M) I.1.b. Develops an increasing ability to rote count in sequence
	Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity	(M) I.4.b. Identifies numerals in everyday situations
	Uses the number name of the last object counted to represent the number of objects in the set	(M) I.4.e. Matches numeral with quantity
Number Relationships & Operations	Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.	(M) I.3.b. Uses one-to-one correspondence when counting objects
	Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects	(M) I.3.a. Names how many there are in a group
	Identifies the new number created when numbers are combined or separated	(M) I.1.c. Counts objects with understanding
		(M) I.3.a. Names how many there are in a group

Geometry & Spatial Sense	Recognizes and names common shapes, their parts, and attributes	(M) II.2.c. Identifies and names some shapes
	Combines and separates shapes to make other shapes	(M) II.2.a. Investigates and talks about the characteristics of shapes
	Compares objects in size and shape	(M) II.2.b. Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials
	Understands directionality, order, and position of objects, such as up, down, in front, behind	(M) II.2.d. Indicates if shapes are alike or different using one or more characteristics (M) II.1.b. Uses actions and word to indicate position and location (M) II.1.c. Uses actions and words to indicate movement and orientation
Patterns	Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size	(M) III.1.a. Matches, sorts and regroups objects according to one or more characteristics
	Recognizes, duplicates, and extends simple patterns	(M) III.1.b. Orders things according to relative differences (M) III.2.a. Recognizes patterns
	Creates patterns through the repetition of a unit	(M) III.2.b. Duplicates and extends patterns (M) III.2.c. Creates patterns
Measurement & Comparison	Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier)	(M) IV.1.a. Compares objects using measurable features
	Orders objects by size or length	(M) IV.1.c. Orders three or more objects according to length or size differences
	Uses nonstandard and standard techniques and tools to measure and compare	(M) IV.2.a. Explores ways to measure (M) IV.2.b. Measures using objects

Scientific Skills and Method

Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships

- (S) I.1.a.
Uses one or more senses to observe the physical world
- (S) II.1.b.
Uses one or more senses to observe the natural world
- (S) III.1.b.
Uses one or more senses to observe earth and space
- (S) I.1.c.
Experiments with simple tools
- (S) III.1.c.
Uses simple tools to explore earth and space

Observes and discusses common properties, differences, and comparisons among objects

- (S) I.-III.2.a.
Asks questions about objects and materials, the natural world and earth and space
- (S) I.-III.2.c.
Shows knowledge of physical properties of objects, characteristics of living things and changes in earth and space

Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations

- (S) I.2.b.
Experiments with objects and materials to gather information and observe reactions
- (S) I.3.b.
Experiments with objects to produce desired effects
- (S) III.2.b.
Conducts experiments to gain knowledge of earth and space

Collects, describes, and records information through discussions, drawings, maps, and charts

- (S) II.2.b.
Collects information to learn about living things
- (S) II.-III.4.c.
Represents observations through art and construction
- (S) I.-III.2.c.
Shows knowledge of physical properties of objects, characteristics of living things and changes in earth and space.
- (M) V.1.d.
Uses charts and graphs to evaluate information

Describes and discusses predictions, explanations, and generalizations based on past experiences

- (S) I.-II.3.c.
Makes predictions based on experiences with objects and materials, and living things
- (S) III.3.b.
Makes predictions based on experiences with earth and space

<p>Conceptual Knowledge of the Natural & Physical World</p>	<p>Observes, describes, and discusses living things and natural processes</p>	<p>(S) II.1.a. Show interest in plant and animal changes</p> <p>(S) II.2.c. Shows knowledge of the characteristics of living things</p> <p>(S) II.4.d. Talks about plants and animals</p>
	<p>Observes, describes, and discusses properties of materials and transformation of substances</p>	<p>(S) I.1.b. Uses one or more senses to observe the physical world</p>

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Head Start Early Learning Framework - Social & Emotional Development		Missouri Early Learning Standards
Social Relationships	Communicates with familiar adults and accepts or requests guidance	(S/E) II.1.b. Respects adult leadership
	Cooperates with others	(S/E) II.1.a. Respects the rights of others
	Develops friendships with peers	(S/E) II.1.d. Develops friendships
	Establishes secure relationships with adults	(S/E) II.1.c. Seek comfort and security from significant adults
	Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns	(S/E) II.1.e. Uses courteous words and actions
	Resolves conflict with peers alone and/or with adult intervention as appropriate	(S/E) I.3.b. Begins to accept the consequences of his or her own actions
	Recognizes and labels others' emotions	(S/E) II.2.d. Resolves conflicts with others
	Expresses empathy and sympathy to peers	(S/E) I.2.c. Expresses feelings through appropriate gestures, actions and language
Self-Concept & Self-Efficacy	Identifies personal characteristics, preferences, thoughts, and feelings	(S/E) I.2.c. Expresses feelings through appropriate gestures, actions and language
	Demonstrates age-appropriate independence in a range of activities, routines, and tasks	(S/E) II.2.c. Begins to examine a situation from another person's perspective
	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks	(S/E) II.2.c. Begins to examine a situation from another person's perspective
	Demonstrates age-appropriate independence in decision making regarding activities and materials	(S/E) I.3.b. Begins to accept the consequences of his or her own actions
	Identifies personal characteristics, preferences, thoughts, and feelings	(AL) I.1.c. Knows personal information
	Demonstrates age-appropriate independence in a range of activities, routines, and tasks	(AL) I.1.b. Develops personal preferences
	Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks	(AL) I.2.c. Develops independence during activities, routines and play
	Demonstrates age-appropriate independence in decision making regarding activities and materials	(AL) I.4.b. Views self as competent and has a positive self-image
	(S/E) I.2.b. Makes decisions independently	

Self-Regulation	Recognizes and labels emotions	(S/E) I.2.c. Expresses feelings through appropriate gestures, actions and language
	Handles impulses and behavior with minimal direction from adults	(S/E) I.2.c. Expresses feelings through appropriate gestures, actions and language (S/E) II.2.a. Participates successfully as a member of a group
	Follows simple rules, routines, and directions	(S/E) I.2.a. Follows simple rules
	Shifts attention between tasks and moves through transitions with minimal directions from adults	(S/E) I.2.b. Accepts transitions and follows daily routines
Emotional & Behavioral Health	Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear	(S/E) I.2.c. Expresses feelings through appropriate gestures, actions and language
	Refrains from disruptive, aggressive, angry, or defiant behaviors	(S/E) II.2.a. Participates successfully as a member of a group
	Adapts to new environments with appropriate emotions and behaviors	(S/E) I.2.d. Adapts to different environments

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Head Start Early Learning Framework - Approaches to Learning		Missouri Early Learning Standards
Initiative & Curiosity	Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities	(AL) I.3.a. Tries new ways of doing things
	Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks	(AL) I.3.b. Uses imagination to generate a variety of ideas
	Asks questions and seeks new information	(AL) I.1.b. Shows interest in learning new things and trying new experiences
Persistence & Attentiveness	Maintains interest in a project or activity until completed	(AL) I.1.c. Asks questions
	Sets goals and develops and follows through on plans	(AL) I.5.a. Sustains attention to a task or activity appropriate for his age
	Resists distractions, maintains attention, and continues the task at hand through frustration or challenges	(AL) I.5.b. Pursues challenges
Cooperation	Plans, initiates, and completes learning activities with peers	(AL) I.5.c. Copes with frustration
	Joins in cooperative play with others and invites others to play	(AL) I.6.c. Works with others to solve problems
	Models or teaches peers	(AL) II.2.a. Participates successfully as a member of a group
	Helps, shares, and cooperates in a group	(AL) I.2.a. Initiates interactions with others
		(AL) II.2.a. Participates successfully as a member of a group
		(AL) II.2.a. Participates successfully as a member of a group
		(AL) II.2.b. Shares experiences and ideas with others

Head Start Early Learning Framework - Logic & Reasoning		Missouri Early Learning Standards
Reasoning & Problem Solving	Seeks multiple solutions to a question, task, or problem	(AL) I.6.b. Tries to solve problems
		(M) V.1.a. Asks questions to gather information
	Recognizes causes and effect relationships	(S) I.3.b. Experiments with objects to produce desired effects
		(S/E) I.3.b. Begins to accept the consequences of his or her own actions
	Classifies, compares, and contrasts objects, events, and experiences	(S) I.2.c. Shows knowledge of physical properties of objects
		(M) III.1.a. Matches, sorts, and regroups objects according to one or more characteristics
		(M) V.1.b. Sorts and classifies objects into groups
		(M) V.1.d. Uses charts and graphs to evaluate information
	Uses past knowledge to build new knowledge	(AL) I.6.c. Works with others to solve problems
Symbolic Representation	Represents people, places, or things through drawings, movement, and three-dimensional objects	(L) I.1.d. Represents feelings and ideas through art and construction
		(L) I.1.b. Represents feelings and ideas through movement
	Engages in pretend play and acts out roles	(L) I.1.a. Represents feelings and ideas through pretend play
	Recognizes the difference between pretend or fantasy situations and reality	(L) I.1.a. Represents feelings and ideas through pretend play

Head Start Early Learning Framework - Language Development		Missouri Early Learning Standards
Receptive Language	Attends to language during conversations, songs, stories, or other learning experiences	(L) III.1.a. Follows simple directions (L) III.1.b. Listens responsively to books and stories (L) III.1.c. Listens to and engages in conversations with others
	Comprehends increasingly complex and varied vocabulary	(L) II.2.b. Uses complete sentences of varying length (L) III.1.d. Responds to questions
	Comprehends different forms of language, such as questions or exclamations	(L) IV.1.d. Comprehends and responds to text
	Comprehends different grammatical structures or rules for using language	
Expressive Language	Engages in communication and conversation with others	(L) II.1.b. Initiates and responds appropriately in conversation and discussions with adults and children
	Uses language to express ideas and needs	(L) II.1.a. Communicates in home language and is understood by others (L) II.2.a. Uses language to pretend or create
	Uses increasingly complex and varied vocabulary	(L) II.2.b. Uses complete sentences of varying length
	Uses different forms of language	(L) IV.3.a. Repeats rhymes, simple songs, poems and finger plays
	Uses different grammatical structures for a variety of purposes	
	Engages in storytelling	(L) II.2.a. Uses language to pretend or create
	Engages in conversations with peers and adults	(L) II.1.b. Initiates and responds appropriately in conversation and discussions with adults and children

Head Start Early Learning Framework - Literacy Knowledge & Skills		Missouri Early Learning Standards
Book Appreciation and Knowledge	Shows interest in shared reading experiences and looking at books independently	(L) IV.1.a. Shows interest in reading and books
	Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator	(L) IV.1.b. Exhibits book-handling skills
	Asks and answers questions and makes comments about print materials	(L) IV.1.d. Comprehends and responds to text
	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics	(L) IV.3.a. Repeats rhymes, simple songs, poems and finger plays
	Retells stories or information from books through conversation, artistic works, creative movement, or drama	(L) IV.1.e. Develops a sense of story
Phonological Awareness	Identifies and discriminates between words in language	(L) IV.3.c. Discriminates some sounds in words
	Identifies and discriminates between separate syllables in words	(L) IV.3.b. Participates in word games
	Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound	(L) IV.3.c. Discriminates some sounds in words
Alphabet Knowledge	Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named	(L) IV.2.b. Identifies some alphabet letters
	Recognizes that letters of the alphabet have distinct sound(s) associated with them	(L) IV.3.c. Discriminates some sounds in words
	Attends to the beginning letters and sounds in familiar words	(L) IV.3.b. Participates in word games
	Identifies letters and associates correct sounds with letters	(L) IV.3.c. Discriminates some sounds in words
		(L) IV.3.c. Discriminates some sounds in words
Print Concepts & Conventions	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs	(L) IV.2.a. Reads environmental print and symbols
	Understands that print conveys meaning	(L) IV.2.b. Identifies some alphabet letters
	Understands conventions, such as print moves from left to right and top to bottom of a page	(L) IV.2.c. Recognizes that print represents spoken words
	Recognizes words as a unit of print and understand that letters are grouped to form words	(L) IV.1.b. Exhibits book-handling skills
	Recognizes the association between spoken or signed and written words	(L) IV.2.c. Recognizes that print represents spoken words
	(L) IV.2.c. Recognizes that print represents spoken words	

Early Writing	Experiments with writing tools and materials	(L) V.1.a. Experiments with writing tools and materials
	Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion	(L) V.1.c. Tells others about intended meaning of drawings and writings
	Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas	(L) V.1.b. Uses scribbles, shapes, pictures and letters to write
	Copies, traces, or independently writes letters or words	(L) V.1.d. Uses a variety of resources to facilitate writing

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Early Learning Program Standards

We believe that all early childhood programs, regardless of funding source or current requirements, should strive to meet the Early Learning Program Standards. Some programs may aspire or be required to meet higher standards, depending on the nature of the program and funding source. However, by meeting all of these standards, a program can ensure high-quality experiences for young children from birth to kindergarten entry.

Vision

Children in Missouri will have access to high-quality early learning experiences that will prepare them to succeed in school and in life.

Guiding Principles

All children, from birth to kindergarten entry, have access to high-quality early childhood experiences.

- * Parents are recognized as their children’s first teachers and are an integral part of their children’s early education experiences.
- * Comprehensive services build on the strengths of families.
- * High-quality early learning programs evaluate the needs of individual children and families and provide access to comprehensive, research-based services.
- * High-quality early learning programs focus on all areas of early learning and development (social and emotional, language and literacy, cognitive, motor, health and physical well-being, as well as positive attitudes and behaviors toward learning).
- * A strong, accessible system of professional development supports high quality early learning.
- * The development of high-quality early learning programs is a comprehensive and inclusive community effort.
- * Adequate and sustainable funding is necessary to ensure and expand high-quality experiences for all children and to provide flexibility for families.
- * Transition services provide a seamless system from before birth to kindergarten entry.
- * High-quality early learning programs implement culturally responsive practices and universal design for learning principles to promote the inclusion of infants, toddlers and pre-schoolers with learning differences, including children with disabilities and second language learners.

Program Standards

1. Needs Assessment

A needs assessment is conducted at least every three years to identify the needs and services in the community. The assessment is reviewed annually.

2. Qualifications for Staff

Supervisor/Administrator qualifications: baccalaureate degree with recommended competencies:

- Knowledge and experience in early learning, including curriculum, assessment, inclusive practices, and working with diverse children and families
- Demonstrated ability to lead, mentor, evaluate and support staff
- Knowledge and experience in managing funds
- Skills in community collaboration

Teacher qualifications: baccalaureate degree/certification in early learning, such as: Early Childhood Education, Early Childhood Special Education, or Child Development. (For infant or toddler teachers, coursework and student teaching should provide more experiences with infants and toddlers.)

Paraprofessional/Teaching Assistant qualifications:

- Child Development Associate (CDA for appropriate age group) (minimum) or AA in Early Childhood or 60 related college credit hours (preferred), and Skills and training to match responsibility

3. Professional Development

- Administrators and teaching staff participate in high-quality professional development experiences such as curriculum, assessment, child development, safety, nutrition and partnering with families.
- Professional development experiences are shared among providers in the community.

4. Staff Evaluation

Staff performance is evaluated at least annually and results are documented.

5. Curriculum and Assessment

The curriculum is research-based, aligned with the Show-Me Standards, and approved by the Missouri Department of Elementary and Secondary Education.

The Missouri Early Learning Standards, including social and emotional development, language and literacy, cognition, motor development, health and physical well-being, as well as positive attitudes and behaviors toward learning are used to:

- guide what children should know and be able to do
- guide professional development
- guide curriculum choice
- inform parents of how to support their children’s learning

Children are assessed with authentic, reliable, and valid assessments that are used for the intended purposes.

6. Interaction and Learning Environments

Program experiences for infants, toddlers and preschoolers are developmentally appropriate and are individualized based on the needs of each child. In addition, families have input in the goals for their children.

Infants:

- Staff members create a responsive environment to support, nurture, comfort, and encourage self-assurance.
- Children are provided continuity of care and appropriate educational opportunities.
- Staff members create a safe, enriching environment for exploration.
- Interactions include modeling appropriate expression of feelings.

Toddlers and Preschoolers:

- Interactions include open-ended questions such as *how*, *why*, and *what happens if*.
- Interactions are encouraged with direct, specific and positive feedback about children’s actions.
- Children are helped to cope with both success and failure through encouragement and assistance in expressing feelings using acceptable words or actions.
- Interactions are promoted among all children regardless of differences/abilities.

7. Health, Safety and Nutrition

The health component of a program is carefully planned and carried out through comprehensive health policies and procedures developed from up-to-date information supplemented by use of community resources.

One of the roles of early learning staff is the prevention of harm to children from known risks, as well as the promotion of children’s health through medical, nutrition, oral health, and mental health evidence-based practices.

Indoor space includes fifty (50) square feet of useable floor space for each child in classrooms/family child care programs.

Outdoor space includes one hundred (100) square feet of usable space for each child.

The following is conducted at least annually by authorized inspectors:

- fire and safety inspection
- health and sanitation inspection

8. Child/Adult Ratios

Ratio and group size should be based on the needs of the children and requirements of the individualized education program. (A room is defined by permanent wall structure.)

- Infants to 24 months:
 - 3/1; with no more than 6 children in one room (preferred)
 - 4/1; with no more than 8 children in one room (acceptable)
- 24 months to 36 months:
 - 4/1; with no more than 8 children in one room (preferred)
 - 6/1; with no more than 12 children in one room (acceptable)
- Age 3 to kindergarten entry:
 - 7/1; with no more than 21 children in one room (preferred)
 - 10/1; with no more than 20 children in one room (acceptable)
- Mixed age group (birth – kindergarten entry)
 - 6/1; with no more than two under age two (preferred)
 - 8/1; with no more than two under age two (acceptable)

9. Program Evaluation

The annual evaluation includes results of ongoing assessments (for example, accreditation), review of the needs assessment, and input of families, staff and community partners.

10. Partnerships and Collaborations

Partnerships and collaborations are established with stakeholders from the community to provide the work force and development of programs and services. Partners agree to implement programs and services in accordance with these standards.

ATTACHMENT 19
Missouri’s Comprehensive Early Childhood Assessment System

Aims for the assessment system:

- (1) To enhance young children's development in all domains through appropriate screening and evaluation processes.
- (2) To improve young children's learning experiences, including informing instruction and services, by providing all stakeholders with actionable data at pertinent levels of analysis (e.g., child, classroom, educator, program, grade).
- (3) To support efforts to close the school-readiness gap by using kindergarten-entry assessment results to inform decisions about practices and policies.
- (4) To inform professional-development processes for parents, caregivers, teachers, and administrators of young children.
- (5) To support the alignment of programs and systems for children birth-3rd grade.
- (6) To document the importance of high-quality early childhood programs in preparing children for school.
- (7) To enable state agencies working with young children and their families to identify needs at all levels by incorporating data from Missouri’s Comprehensive Early Childhood Assessment System into the state’s longitudinal data system.

The system provides measurement at three nested levels: child, teacher/classroom, and early childhood program/primary grades.

Missouri's Comprehensive Early Childhood Assessment System

Focus	Purpose	Who? (Which children & teachers? Which programs and services? Sample or population?)	When? (Time frame for assessment)	How? (Instruments currently under review)	At what level are data reported?	Time Line?
Child (Birth to age 3)	Screen (Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs)	All children in licensed and license-exempt early childhood programs and home visiting/parent education programs	When children start program; as needed; specific ages recommended by professional groups <i>TBD</i>	Community programs and districts currently choose from a state-approved list of screening instruments	Parents and approved personnel	<i>TBD</i>
	Assess development/learning (status) in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)	All children in licensed and license-exempt early childhood programs	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
	Assess progress/growth in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)	All children in licensed and license-exempt early childhood programs	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
	Assess formatively across all domains in order to guide instructional decisions	All children in licensed and license-exempt early childhood programs	Ongoing	<i>TBD</i>	No report to state or LEA	<i>TBD</i>

2012	2013	2014	2015
<ul style="list-style-type: none"> EC Assessment Oversight Committee assigns Statewide Early Childhood Screening Committee to determine appropriate screening tools for use statewide, standardized processes, and a plan to ensure that Children with High Needs are prioritized (January) Statewide Early Childhood Screening Committee provides their recommendations for standardized screening tools and processes that prioritize the Children with High Needs (November) 			

Missouri's Comprehensive Early Childhood Assessment System

Focus	Purpose	Who? (Which children & teachers? Which programs and services? Sample or population?)	When? (Time frame for assessment)	How? (Instruments currently under review)	At what level are data reported?
Child (Age 3 through Kindergarten)	Screen (Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs)	All children two years prior to kindergarten entry in preK programs and in kindergarten and in home visiting/parent education programs	When children start program/school; as needed	Community programs and districts currently choose from a state-approved list of screening instruments	Parents and approved personnel
	Assess development/learning (status) in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors towards learning)	All children up to two years prior to kindergarten in preK programs and in kindergarten (Teachers are assessors)	Frequently, as appropriate for child's age	<ul style="list-style-type: none"> • Work Sampling System • Teaching Strategies GOLD • Brigance Early Childhood System 	<ul style="list-style-type: none"> • Individual • Classroom • Program/district
	Assess development/learning (status) at kindergarten entry (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)	All children entering kindergarten (Teachers are assessors)	First 6 weeks of school	<ul style="list-style-type: none"> • Work Sampling System • Teaching Strategies GOLD • Brigance Early Childhood System 	<ul style="list-style-type: none"> • Individual • Classroom • Program/district
	Assess progress/growth in all domains (social and emotional, language and literacy, cognitive, motor, health and physical well-being, and positive attitudes and behaviors toward learning)	All children up to two years prior to kindergarten in preschool programs and in kindergarten	Beginning, middle, end of year	<ul style="list-style-type: none"> • Work Sampling System • Teaching Strategies GOLD • Brigance Early Childhood System 	<ul style="list-style-type: none"> • Individual • Classroom • Program/district
	Assess formatively across all domains in order to guide instructional decisions	All children up to two years prior to kindergarten in preschool programs and in kindergarten (Teachers are assessors)	Ongoing	<ul style="list-style-type: none"> • Work Sampling System • Teaching Strategies GOLD • Brigance Early Childhood System 	No report to state or LEA

2012	2013	2014	2015
Begin pilot to determine which preschool/childergarten entry instrument is best suited for stakeholders and to field-test general processes (Feb-Dec)	<ul style="list-style-type: none"> • Continue pilot (Jan-June) • Choose preschool/childergarten entry instrument (July) • Train 1/3 of kindergarten teachers statewide (August) • Teachers observe children (Sept-Oct) • Teachers assess children 1st time (Nov) 	<ul style="list-style-type: none"> • Teachers assess children 2nd time (Feb.) • Teachers assess children 3rd time (May) • Convene committee to develop transition plans (June-August) • Merge kindergarten entry data into statewide longitudinal data system (July) • Train rest of kindergarten teachers statewide (August) 	<ul style="list-style-type: none"> • Merge kindergarten entry data into statewide longitudinal data system (July) • Train new kindergarten teachers (August)

Missouri's Comprehensive Early Childhood Assessment System

Focus	Purpose	Who? (Which children & teachers? Which programs and services? Sample or population?)	When? (Time frame for assessment)	How? (Instruments currently under review)	At what level are data reported?
Child (1st through 3rd grade)	Screen (Identify children who need a more intensive level of diagnostic assessment for physical health, learning, and/or developmental needs)	All children	Beginning of school year	<i>TBD</i>	Individual reported to LEA as needed
	Assess development/learning (status) in all domains	All children	Frequently, as appropriate for child's age	<i>TBD</i>	<ul style="list-style-type: none"> • Individual • Classroom • District
	Assess progress/growth in all domains	All children	Beginning, middle, end of year	<i>TBD</i>	<ul style="list-style-type: none"> • Individual • Classroom • District
	Assess formatively across all domains in order to guide instructional decisions	All children	Ongoing	<i>TBD</i>	No report to state or LEA

2012	2013	2014	2015
	<ul style="list-style-type: none"> • EC Assessment Oversight Committee convenes Primary Grade Assessment Workgroup to examine possible instruments to use for children 1st through 3rd grade (January) • Primary Grade Assessment Workgroup issues a short list of potential assessments (December) 	<ul style="list-style-type: none"> • Primary Grade Assessment Workgroup holds stakeholder meetings and conducts surveys to gather public school opinion (January-June) • EC Assessment Oversight Committee chooses potential instruments (July) • EC Assessment Oversight Committee begins piloting of instruments and PD for their use (September-December) 	<ul style="list-style-type: none"> • EC Assessment Oversight Committee continues piloting of instruments and PD for their use (January-May)

Missouri's Comprehensive Early Childhood Assessment System

Focus	Purpose	Who? (Which children & teachers? Which programs and services? Sample or population?)	When? (Time frame for assessment)	How? (Instruments currently under review)	At what level are data reported?
Teacher/ Classroom	Assess teacher fidelity to Early Learning Standards & to K-3 Content/Process Standards	<ul style="list-style-type: none"> All lead educators in licensed & license-exempt early childhood programs All teachers (kindergarten to 3rd grade) 	TBD	TBD	TBD
	Assess learning environment	<ul style="list-style-type: none"> All lead educators in licensed & license-exempt early childhood programs All teachers (kindergarten to 3rd grade) 	TBD	<ul style="list-style-type: none"> Infant-Toddler Environment Rating Scale-Revised (ITERS-R) Early Childhood Environment Rating Scale-Revised (ECERS-R) Family Child Care Environment Rating Scale –Revised (FCCERS-R) 	TBD
	Assess adult-child interaction and instructional quality	<ul style="list-style-type: none"> All lead educators in licensed & license-exempt early childhood programs All teachers (kindergarten to 3rd grade) 	TBD	<ul style="list-style-type: none"> Early Childhood Environment Rating Scale-Extended (ECERS-E) Classroom Assessment System (CLASS) 	TBD

2012	2013	2014	2015
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See time line at bottom of next page for work on teacher/classroom measures as part of Primary Grades Quality Measure.

Missouri's Comprehensive Early Childhood Assessment System

Focus	Purpose	Who? (Which children & teachers? Which programs and services? Sample or population?)	When? (Time frame for assessment)	How? (Instruments currently under review)	At what level are data reported?
Early Childhood Program/ Primary Grades	Assess program/primary school quality in the areas of education and training of personnel, quality of learning environment, quality of adult-child interactions/teaching, family involvement, and administrative practices. (Because teachers and classrooms are nested within programs and grades, the measurement at this level also encompasses teacher/classroom measures.)	All licensed and licensed-exempt early childhood programs; all primary grades (kindergarten-3 rd grade)	<i>TBD</i>	For birth to preK, Show Me Quality for Kids (Missouri's QRIS); <i>assessment for Primary Grades Quality Measure (PGQM) TBD</i>	<i>TBD</i>

2012	2013	2014	2015
<ul style="list-style-type: none"> • EC Assessment Oversight Committee convenes Primary Grades Quality Measure (PGQM) State Committee to oversee development process and identify stakeholders (February) • Hold stakeholder meeting to refine goals of measure (April) • PGQM State Committee begins development of PGQM components, including consideration of teacher/classroom measures to be used (May-August) • PGQM State Committee finalizes draft model of PGQM, convenes stakeholders to review (November) 	<ul style="list-style-type: none"> • PGQM State Committee holds information webinar with school districts about pilot (January) • Distribute pilot applications to school districts (April) • Select participating districts (May) • Train data collectors (August) • OPEN rates schools with PGQM (October-December) 	<ul style="list-style-type: none"> • OPEN continues rating schools with PGQM (January-April) • PGQM State Committee issues report on pilot of PGQM (June) • PGQM finalizes model (July) • OPEN rates additional schools with PGQM (September-December) 	

Show Me Quality for Kids: Program Assessment/Scoring System

(Previously referred to as Missouri Quality Rating System)

Early Childhood Center and Group Home Model

The Early Childhood Center and Group Home Model was endorsed by Missouri's Departments of Social Services, Health and Senior Services, Elementary and Secondary Education, Mental Health, Higher Education, and the Missouri Head Start-State Collaboration Office in June 2006.



The Show Me Quality for Kids: Program Assessment/Scoring System (PASS) is a method to assess the quality of early childhood and school-age/after-school programs and inform improvement efforts. The PASS includes three models: the Early Childhood Center and Group Home Model, the Home-Based Program Model, and the School-Age Center and Group Home Model.

Goals of the Show Me Quality for Kids:

- ★ Improve the quality of early childhood and school-age/after-school programs for Missouri's young children and youth
- ★ Raise public understanding about high quality programs
- ★ Allow children receiving child care assistance access to higher quality programs by linking the amount of assistance to the various star levels
- ★ Target limited resources and monitor the outcomes of early childhood and school-age/after-school program investments

Tips for Reading the Early Childhood Center and Group Home Model

Note that the eight components are listed vertically and that the tiers are listed horizontally. Three of the components are subdivided based on the number of lead staff, number of assistant staff, or the capacity of the program. Professionals should locate the appropriate subcategory of the component and progress from Tier 1 through Tier 5 (left to right) to ensure that all requirements are thoroughly reviewed.

Overview of the Components

The eight components are organized into three categories: Program Personnel, Program Content, and Program Management.

Program Personnel

- ★ Director Education and Training
- ★ Staff Education
- ★ Education Specialization
- ★ Annual Training

Program Content

- ★ Learning Environment
- ★ Intentional Teaching

Program Management

- ★ Family Engagement
- ★ Business and Administrative Practices

Overview of the Tiers

The PASS is anchored by two important systems that measure health, safety, and program quality: licensing and accreditation. A program cannot receive a star rating unless the program is licensed, and a program cannot earn enough points to reach a 5-star rating unless it is accredited by a state-approved accrediting entity.

The component requirements are progressive, building upon the previous tier. In order to meet the requirements for a given tier, the requirements for the previous tier(s) must also be met.

Tier 1

Licensure serves as the foundation for the PASS. The Department of Health and Senior Services – Section for Child Care Regulation licensing regulations contain the basic standards for Program Personnel, Program Content, and Program Management. In order to be rated, a program must have a current license from Missouri's Department of Health and Senior Services, be licensed for at least six months, and be in substantial compliance, according to Show Me Quality for Kids: Program Assessment, with DHSS-SCCR licensing rules and regulations.

Tiers 2-4

These tiers outline the specific requirements for each component.

Tier 5

This tier represents the highest level for all components. To receive points at Tier 5, programs must be accredited by a state-approved accrediting entity. Three components (Annual Training, Learning Environment, and Intentional Teaching) have additional requirements in order to obtain Tier 5 points.



Review of the Components and Tier Requirements

Program Personnel

Professionals who have more college coursework and/or specialized training specific to working with children generally provide higher quality learning environments and have more positive interactions with children. Similarly, directors with formal education and training in business and personnel management positively influence both the staff's workplace environment and children's educational environment.

Components and Points

The four Program Personnel components incorporate distinct types of education and training that influence program quality: the director's education and professional development, staff education levels, child-specific education and training, and ongoing professional development training. The requirements for some components are based on either the licensing capacity or the number of staff. Two Program Personnel components reference Missouri's Education Matrix. All Program Personnel components are verified through the Missouri Professional Development (MOPD) Registry.

- ★ Director Education and Training (10 points – 5 points each for Education Matrix designation and other professional requirements)
- ★ Staff Education (10 points – 5 points each for lead staff and assistant staff)
- ★ Education Specialization (5 points)
- ★ Annual Training (5 points)

Program Content

The quality of the learning environment significantly impacts child outcomes. Programs should provide children with a variety of age-appropriate materials, activities, and experiences in a safe, supportive setting.

Components and Points

Program Content incorporates both the Learning Environment and Intentional Teaching components. The Learning Environment component measures the quality of a program's learning activities, physical environment, health and safety procedures, language development activities, and social interactions. The Intentional Teaching component assesses the extent to which programs provide activities that purposefully foster cognitive, social/emotional, and physical development. These components are verified through the on-site assessments.

- ★ Learning Environment (10 points)
- ★ Intentional Teaching (5 points)

Program Management

The effective management of a program includes the many aspects of running a business and providing quality services to children and families. Sound business practices foster positive working environments for staff, ensure the long-term operation of the program, create plentiful opportunities for family engagement, and contribute to a positive learning environment for children.

Components and Points

The Family Engagement component considers the opportunities and supports provided to families that encourage participation in the program and strengthen their ability to foster children's development. The Business and Administrative Practices component includes items specific to policies and procedures, personnel and fiscal management, and program evaluation. These components are verified during the on-site observation visit.

- ★ Family Engagement (5 points)
- ★ Business and Administrative Practices (5 points)



Determining a Program's Star Rating

A program's overall star rating is determined by the total number of points earned across the eight components. Points are awarded for meeting all of the requirements in each tier. Five components have a maximum of 5 points available (1 point per tier), while the other three components have a maximum of 10 points available (2 points per tier).

Programs rated on the Missouri Quality Rating System Early Childhood Center and Group Home Model have a maximum of either 50 or 55 points available, depending on the program's staffing pattern. Staff Education is worth up to 10 points based on whether or not the program has both lead staff (5 points) and assistant staff (5 points). The chart below shows how point totals are translated into overall star ratings.

Star Rating	Programs with Lead OR Assistant Staff (maximum of 50 points)	Programs with Lead AND Assistant Staff (maximum of 55 points)
1	10-15	11-17
2	16-25	18-28
3	26-35	29-39
4	36-44	40-49
5*	45-50	50-55

*A program cannot receive a 5-star rating, regardless of points earned, unless Tier 3 requirements are met in all 8 components.

Missouri's Education Matrix*

		Level				
		1	2	3	4	5
	Step ↓	Less than CDA**/YDC**/equivalent (9 college credits with 6 approved college credits***), less than 1 year Certificate of Proficiency, or less than 30 college credits	CDA/YDC/equivalent (9 college credits with 6 approved college credits), 1 year Certificate of Proficiency, or 30 college credits	Associate Degree or 60 college credits	Bachelor's Degree	Graduate Degree
a	For Levels 2-5: less than 15 approved college credits**	Some High School	CDA/ YDC/equivalent (9 college credits with 6 approved college credits) or 1 year certificate of proficiency or 30 college credits with less than 15 approved college credits	Associates degree or 60 college credits with less than 15 approved college credits	Bachelor's degree with less than 15 approved college credits	Masters degree or higher with less than 15 approved college credits
	For Levels 2-5: 15-23 approved college credits	High School or less than CDA/YDC/equivalent or less than 30 college credits	1 year certificate of proficiency or 30 college credits with 15-23 approved college credits	Associates degree or 60 college credits with 15-23 approved college credits	Bachelor's degree with 15-23 approved college credits	Masters degree or higher with 15-23 approved college credits
	For Levels 2-5: 24 or more approved college credits		1 year certificate of proficiency or 30 college credits with 24 or more approved college credits	Associates degree or 60 college credits with 24 or more approved college credits	Bachelor's degree with 24 or more approved college credits	Masters degree or higher with 24 or more approved college credits

* Formerly known as Missouri's Career Lattice ** CDA = Child Development Associate; YDC = Youth Development Credential *** College coursework that focuses on one or more of the content areas of the *Core Competencies for Early Childhood and Youth Development Professionals*



Program Personnel

Director Education and Training (10 points)

Director— Person designated as director with Section for Child Care Regulation

To read the requirements for Tier 2 – Tier 5, first find the capacity of the program then read from left to right in the Education Matrix Designation and Professional Requirements sections.

Components	Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Education Matrix Designation (5 points) DC=Director Credential	Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	1-20 children	2a, 2b, 2c, 3a, 4a, or 5a on Missouri's Education Matrix	3b, 3c, 4b, 4c, 5b, or 5c on Missouri's Education Matrix (DC or PDC)	Accredited by a state-approved accrediting entity
		21-60 children	2a, 2b, 2c, 3a, 4a, or 5a on Missouri's Education Matrix	3c, 4c, or 5c on Missouri's Education Matrix (DC or PDC)	
		61-99 children	3b, 4b, or 5b on Missouri's Education Matrix	4c or 5c on Missouri's Education Matrix (DC)	
		100+ children	3c on Missouri's Education Matrix (PDC)	4c or 5c on Missouri's Education Matrix (DC)	
Professional Requirements (5 points) IV-FAC=Families and Communities VII-PPD=Program Planning and Development VIII-PDL=Professional Development and Leadership	Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	1-20 children	3 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	Member of an approved professional association	Accredited by a state-approved accrediting entity
		21-60 children	3 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	3 business-related college credits Member of an approved professional association	
		61-99 children	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	6 business-related college credits Member of an approved professional association	
		100+ children	6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	6 business-related college credits Member of an approved professional association	



**Staff Education
(10 points)**

Lead Staff (5 points) – Teachers and other on-site educational program staff (assistant directors, education or curriculum coordinators)
To read the requirements for Tier 2 – Tier 5, first find the number of lead staff at the program then read from left to right.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2) 1 lead staff	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix	Level 3 or above on Missouri's Education Matrix	Accredited by a state-approved accrediting entity
	50% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 3 or above on Missouri's Education Matrix	
	4+ lead staff	100% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 3 or above on Missouri's Education Matrix	
	25% of lead staff at Level 3 or above on Missouri's Education Matrix	50% of lead staff at Level 3 or above on Missouri's Education Matrix	25% of lead staff at Level 4 or above on Missouri's Education Matrix	



Assistant Staff (5 points) – Assistant teachers, floater, aides

To read the requirements for Tier 2 – Tier 5, first find the number of assistant staff at the program then read from left to right.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2) 1 assistant staff	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year 2-3 assistant staff* 50% at Level 2 or above on Missouri's Education Matrix or 14 clock hours of training for the previous calendar year OR 33% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year 4+ assistant staff*	Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year 50% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year 50% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year 75% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	Accredited by a state-approved accrediting entity

*Multiple alternate training options available only until such time as the Program Assessment Committee identifies an alternate training option for newly hired staff members who do not have any formal education.



Education Specialization

(5 points)

Applies to director and other lead staff

To read the requirements for Tier 2 – Tier 5, first find the number of applicable staff then read from left to right.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	1 staff	At least 9 approved college credits OR 14 clock hours of approved curriculum training	At least 15 approved college credits OR 14 clock hours of approved curriculum training	Accredited by a state-approved accrediting entity
	2 staff	50% have at least 9 approved college credits OR 14 clock hours of approved curriculum training	50% have at least 15 approved college credits OR 14 clock hours of approved curriculum training Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training	
	3 staff	33% have at least 12 approved college credits OR 14 clock hours of approved curriculum training	66% have at least 15 approved college credits OR 14 clock hours of approved curriculum training Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training	
	4+ staff	25% have at least 15 approved college credits OR 14 clock hours of approved curriculum training	75% have at least 15 approved college credits OR 14 clock hours of approved curriculum training Person designated as education/curriculum coordinator must complete 14 clock hours of approved curriculum training	

Annual Training

(5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	100% of staff members meet the annual licensing clock hour training requirement for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 2 clock hours for the previous calendar year OR 50% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 4 clock hours for the previous calendar year OR 75% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year
				Accredited by a state-approved accrediting entity



Program Content

Learning Environment (10 points)

At least 50% of classrooms in each age group are assessed using the ITERS-R, ECERS-R, and/or SACERS, with a minimum of one classroom per age group. For group homes that operate as one "whole group", the FCCERS-R is used.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	Average score of 3.5 or above on the Environment Rating Scale(s) No classroom/group with a score below 3.0	Average score of 4.0 or above on the Environment Rating Scale(s) No classroom/group with a score below 3.5	Average score of 5.0 or above on the Environment Rating Scale(s) No classroom/group with a score below 4.5	Average score of 5.5 or above on the Environment Rating Scale(s)
				Accredited by a state-approved accrediting entity

Intentional Teaching (5 points)

The intentional teaching assessments used are based on the age groups of children present during the observation.

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).	All scores at least "minimum" on the intentional teaching tool(s): * ECERS-E 3.0 or above * Infant-Toddler (IT) Checklist and School-Age (SA) Checklist 6.0 or above	All scores at least "average" on the intentional teaching tool(s): * ECERS-E 3.5 or above * IT Checklist and SA Checklist 7.0 or above	All scores at least "above average" on the intentional teaching tool(s): * ECERS-E 4.5 or above * IT Checklist and SA Checklist 8.0 or above	All scores at least "good" on the intentional teaching tool(s): * ECERS-E 5.0 or above * IT Checklist and SA Checklist 9.0 or above
				Accredited by a state-approved accrediting entity

Program Management

Family Engagement (5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
<p>Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).</p>	<p>Offers at least 1 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 1 family educational workshop per year</p> <p>Offers at least 1 social event per year</p> <p>Offers family volunteer opportunities</p>	<p>Monthly child-specific written communication for infant/toddlers and preschoolers (if applicable)</p> <p>Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers (if applicable)</p> <p>Offers at least 2 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 2 family educational workshops per year</p> <p>Offers at least 2 social events per year</p> <p>Offers at least 1 family-teacher conference per year</p> <p>Offers at least 1 of the following: home visits, family needs assessments, family advisory board, or family support groups</p> <p>Family resource center with at least 2 of the required items</p>	<p>Weekly child-specific written communication for infant/toddlers and preschoolers (if applicable)</p> <p>Offers at least 3 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 3 family educational workshops per year</p> <p>Offers at least 3 social events per year</p> <p>Offers at least 2 family-teacher conferences per year</p> <p>Offers at least 1 of the following: home visits, family needs assessment, or family support groups</p> <p>Family advisory board</p> <p>Family resource center with at least 3 of the required items</p>	<p>Accredited by a state-approved accrediting entity</p>

Note: For more information about the Family Engagement requirements, please see the manual available at www.OPENinitiative.org.



**Business and Administrative Practices
(5 points)**

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
<p>Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS).</p>	<p>Family Handbook with at least 6 of the required areas</p> <p>Basic financial documentation</p> <p>Job descriptions</p> <p>Staff evaluations</p> <p>Individualized professional development plans for staff</p> <p>Orientation for new staff</p> <p>Orientation for volunteers (if applicable)</p> <p>Orientation for substitutes (if applicable)</p> <p>Orientation for new families</p> <p>At least 1 copy of Missouri's Core Competencies</p> <p>At least 1 copy of Missouri's Standards for each age group available to staff</p>	<p>Written procedures for identifying, documenting, and reporting child abuse and neglect</p> <p>Written procedures for screening all children in all developmental and health domains.</p> <p>Detailed budget with at least 6 categories of income and expenses</p> <p>Family surveys or focus groups</p> <p>Offers at least 1 approved benefit</p> <p>Annual staff training in staff/family confidentiality</p> <p>Annual staff training in Missouri's Core Competencies</p> <p>Annual staff training in Missouri's Standards for each age group</p>	<p>Staff Handbook with at least 5 of the required areas</p> <p>Budget and/or business plan reviewed by outside professional</p> <p>Program improvement plan</p> <p>Program provides financial support for training of staff</p> <p>Offers at least 2 approved benefits</p> <p>Missouri's Core Competencies included in the individual professional development plans of staff</p> <p>Missouri's Standards included in the lesson plans and/or individualized goals for children for each age group</p> <p>Screen all children in all developmental and health domains.</p> <p>Formative assessment results are included in the lesson plans and/or individualized goals for children for each group.</p> <p>Individualized transition plans for children</p>	<p>Accredited by a state-approved accrediting entity</p>

Note: For more information about the Business and Administrative Practices requirements, please see the manual available at www.OPENinitiative.org.



Show Me Quality for Kids: Program Assessment/Scoring System

(Previously referred to as Missouri Quality Rating System)

Home-Based Program Model

The Early Childhood Center and Group Home Model was endorsed by Missouri's Departments of Social Services, Health and Senior Services, Elementary and Secondary Education, Mental Health, Higher Education, and the Missouri Head Start-State Collaboration Office in June 2006.



For more information, visit the OPEN website at www.OPENInitiative.org or call OPEN at 877-782-0185 (toll free) or 573-884-3373.
(Printed September 2011)

The Show Me Quality for Kids: Program Assessment/Scoring System (PASS) is a method to assess the quality of early childhood and school-age/after-school programs and inform improvement efforts. The PASS includes three models: the Early Childhood Center and Group Home Model, the Home-Based Program Model, and the School-Age Center and Group Home Model.

Goals of the Show Me Quality for Kids:

- ★ Improve the quality of early childhood and school-age/after-school programs for Missouri's young children and youth
- ★ Raise public understanding about high quality programs
- ★ Allow children receiving child care assistance access to higher quality programs by linking the amount of assistance to the various star levels
- ★ Target limited resources and monitor the outcomes of early childhood and school-age/after-school program investments

Tips for Reading the Home-Based Program Model

When reading the model, note that the eight components are listed vertically and that the tiers are listed horizontally. Three of the components are subdivided based on the number of lead staff, number of assistant staff, or the capacity of the program. Professionals should locate the appropriate subcategory of the component and progress from Tier 1 through Tier 5 (left to right) to ensure that all requirements are thoroughly reviewed.

Overview of the Components

The eight components are organized into three categories: Program Personnel, Program Content, and Program Management.

Program Personnel

- ★ Director Education and Training
- ★ Staff Education
- ★ Education Specialization
- ★ Annual Training

Program Content

- ★ Learning Environment
- ★ Intentional Teaching

Program Management

- ★ Family Engagement
- ★ Business and Administrative Practices

Overview of the Tiers

The Program Assessment is anchored by two important systems that measure health, safety, and program quality: licensing and accreditation. A program cannot receive a star rating unless the program is licensed, and a program cannot earn enough points to reach a 5-star rating unless it is accredited by a state-approved accrediting entity.

The component requirements are progressive, building upon the previous tier. In order to meet the requirements for a given tier, the requirements for the previous tier(s) must also be met.

Tier 1

Licensure serves as the foundation for the PASS. The Department of Health and Senior Services – Section for Child Care Regulation licensing regulations contain the basic standards for Program Personnel, Program Content, and Program Management. In order to be rated, a program must have a current license from Missouri's Department of Health and Senior Services, be licensed for at least six months, and be in substantial compliance, according to Show Me Quality for Kids: PASS, with DHSS-SCCR licensing rules and regulations.

Tiers 2-4

These tiers outline the specific requirements for each component.

Tier 5

This tier represents the highest level for all components. To receive points at Tier 5, programs must be accredited by a state-approved accrediting entity. Three components (Annual Training, Learning Environment, and Intentional Teaching) have additional requirements in order to obtain Tier 5 points.



Review of the Components and Tier Requirements

Program Personnel

Professionals who have more college coursework and/or specialized training specific to working with children generally provide higher quality learning environments and have more positive interactions with children. Similarly, directors with formal education and training in business and personnel management positively influence both the staff's workplace environment and children's educational environment.

Components and Points

The four Program Personnel components incorporate distinct types of education and training that influence program quality: the director's education and professional development, staff education levels, child-specific education and training, and ongoing professional development training. The requirements for some components are based on either the licensing capacity or the number of staff. Two Program Personnel components reference Missouri's Education Matrix. All Program Personnel components are verified through the Missouri Professional Development (MOPD) Registry.

- ★ Director Education and Training (10 points – 5 points each for Education Matrix designation and other professional requirements)
- ★ Staff Education (10 points – 5 points each for lead staff and assistant staff)
- ★ Education Specialization (5 points)
- ★ Annual Training (5 points)

Program Content

The quality of the learning environment significantly impacts child outcomes. Programs should provide children with a variety of age-appropriate materials, activities, and experiences in a safe, supportive setting.

Components and Points

Program Content incorporates both the Learning Environment and Intentional Teaching components. The Learning Environment component measures the quality of a program's learning activities, physical environment, health and safety procedures, language development activities, and social interactions. The Intentional Teaching component assesses the extent to which programs provide activities that purposefully foster cognitive, social/emotional, and physical development. These components are verified through the on-site assessments.

- ★ Learning Environment (10 points)
- ★ Intentional Teaching (5 points)

Program Management

The effective management of a program includes the many aspects of running a business and providing quality services to children and families. Sound business practices foster positive working environments for staff, ensure the long-term operation of the program, create plentiful opportunities for family engagement, and contribute to a positive learning environment for children.

Components and Points

The Family Engagement component considers the opportunities and supports provided to families that encourage participation in the program and strengthen their ability to foster children's development. The Business and Administrative Practices component includes items specific to policies and procedures, personnel and fiscal management, and program evaluation. These components are verified during the on-site observation visit.

- ★ Family Engagement (5 points)
- ★ Business and Administrative Practices (5 points)



Determining a Program's Star Rating

A program's overall star rating is determined by the total number of points earned across the eight components. Points are awarded for meeting all of the requirements in each tier. Five components have a maximum of 5 points available (1 point per tier), while the other three components have a maximum of 10 points available (2 points per tier).

Programs rated on the Missouri Quality Rating System Home-Based Program Model have a maximum of 45, 50, or 55 points available, depending on the program's staffing pattern. Staff Education is worth up to 10 points based on whether or not the program has both lead staff (5 points) and assistant staff (5 points). The chart below shows how point totals are translated into overall star ratings.

Star Rating	Programs with NO Additional Staff (maximum of 45 points)	Programs with Lead OR Assistant Staff (maximum of 50 points)	Programs with Lead AND Assistant Staff (maximum of 55 points)
1	9-14	10-15	11-17
2	15-23	16-25	18-28
3	24-32	26-35	29-39
4	33-40	36-44	40-49
5*	41-45	45-50	50-55

*A program cannot receive a 5-star rating, regardless of points earned, unless Tier 3 requirements are met in all components.

Missouri's Education Matrix*

Level		1	2	3	4	5	
		Less than CDA***/YDC**/equivalent (9 college credits with 6 approved college credits**), 1 year Certificate of Proficiency or 30 college credits	CDA/YDC/equivalent (9 college credits with 6 approved college credits), 1 year Certificate of Proficiency or 30 college credits	Associate Degree or 60 college credits	Bachelor's Degree	Graduate Degree	
Step	a	For Levels 2-5: less than 15 approved college credits**	Some High School	CDA or YDC or equivalent (9 college credits with 6 approved college credits) or 1 year certificate of proficiency or 30 college credits with less than 15 approved college credits	Associates degree or 60 college credits with less than 15 approved college credits	Bachelor's degree with less than 15 approved college credits	Masters degree or higher with less than 15 approved college credits
	b	For Levels 2-5: 15-23 approved college credits	High School or less than CDA/YDC/equivalent or less than 30 college credits	1 year certificate of proficiency or 30 college credits with 15-23 approved college credits	Associates degree or 60 college credits with 15-23 approved college credits	Bachelor's degree with 15-23 approved college credits	Masters degree or higher with 15-23 approved college credits
	c	For Levels 2-5: 24 or more approved college credits		1 year certificate of proficiency or 30 college credits with 24 or more approved college credits	Associates degree or 60 college credits with 24 or more approved college credits	Bachelor's degree with 24 or more approved college credits	Masters degree or higher with 24 or more approved college credits

* Formerly known as Missouri's Career Lattice ** College coursework that focuses on one or more of the content areas of the Core Competencies for Early Childhood and Youth Development Professionals. *** CDA = Child Development Associate; YDC = Youth Development Credential



Program Personnel

Director Education and Training (10 points)

Director – Person designated as licensee with Section for Child Care Regulation

To read the requirements for Tier 2 – Tier 5, move from left to right in the Education Matrix Designation and Professional Requirements sections.

Components	Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Education Matrix Designation (5 points) Professional Requirements (5 points) IV-FAC= Families and Communities VII-PPD= Program Planning and Development VIII-PDL= Professional Development and Leadership	Licensed Program in Substantial Compliance (as defined by MO QRS)				
		Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year 3 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	2a, 2b, 2c, 3a, 4a, or 5a on Missouri's Education Matrix 6 clock hours of training in IV-FAC, VII-PPD, or VIII-PDL for the previous calendar year	3b, 3c, 4b, 4c, 5b, or 5c on Missouri's Education Matrix Member of an approved professional association	Accredited by a state-approved accrediting entity

Staff Education – Applies only to programs with additional staff (10 points)

Lead Staff (5 points) – Co-owners and co-teachers (applies only to programs with lead staff)

To read the requirements for Tier 2 – Tier 5, first find the number of lead staff at the program then read from left to right.

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	(must meet requirements for Tiers 1-2)	(must meet requirements for Tiers 1-3)	(must meet requirements for Tiers 1-4)	(must meet requirements for Tiers 1-5)
	1 lead staff			
	Level 2 or above on Missouri's Education Matrix OR 3 approved college credits OR 45 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix	Level 3 or above on Missouri's Education Matrix	Accredited by a state-approved accrediting entity
	2+ lead staff			
	50% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 2 or above on Missouri's Education Matrix	100% of lead staff at Level 3 or above on Missouri's Education Matrix	
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS.)				

Assistant Staff (5 points) – Assistants and aides (applies only to programs with assistant staff)

To read the requirements for Tier 2 – Tier 5, first find the number of assistant staff at the program then read from left to right.

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	(must meet requirements for Tiers 1-2)	(must meet requirements for Tiers 1-3)	(must meet requirements for Tiers 1-4)	(must meet requirements for Tiers 1-5)
	1 assistant staff			
	Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	Accredited by a state-approved accrediting entity
	2-3 assistant staff			
	50% at Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	50% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	50% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	
	4+ assistant staff			
	75% at Level 2 or above on Missouri's Education Matrix OR 14 clock hours of training for the previous calendar year	75% at Level 2 or above on Missouri's Education Matrix OR 16 clock hours of training for the previous calendar year	75% at Level 2 or above on Missouri's Education Matrix OR 18 clock hours of training for the previous calendar year	
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS.)				



Education Specialization (5 points)

Applies to director or other lead staff

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Licensed Program in Substantial Compliance <i>(as defined by Show Me Quality for Kids: PASS.)</i>	Director or other lead staff has at least 6 approved college credits OR 14 clock hours of approved curriculum training	Director or other lead staff has at least 9 approved college credits OR 14 clock hours of approved curriculum training	Director or other lead staff has at least 15 approved college credits OR 14 clock hours of approved curriculum training	Accredited by a state-approved accrediting entity

Annual Training (5 points)

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Licensed Program in Substantial Compliance <i>(as defined by Show Me Quality for Kids: PASS.)</i>	100% of staff members meet the annual licensing clock hour training requirement for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 2 clock hours for the previous calendar year OR 50% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 4 clock hours for the previous calendar year OR 75% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year	100% of director and lead staff members exceed the annual requirement by 6 clock hours for the previous calendar year
				Accredited by a state-approved accrediting entity

Program Content

Learning Environment (10 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS.)	Score of 3.5 or above on the FCCERS-R	Score of 4.0 or above on the FCCERS-R	Score of 5.0 or above on the FCCERS-R	Score of 5.5 or above on the FCCERS-R
				Accredited by a state-approved accrediting entity

Intentional Teaching (5 points)

The intentional teaching assessments used are based on the age groups of children present during the observation.

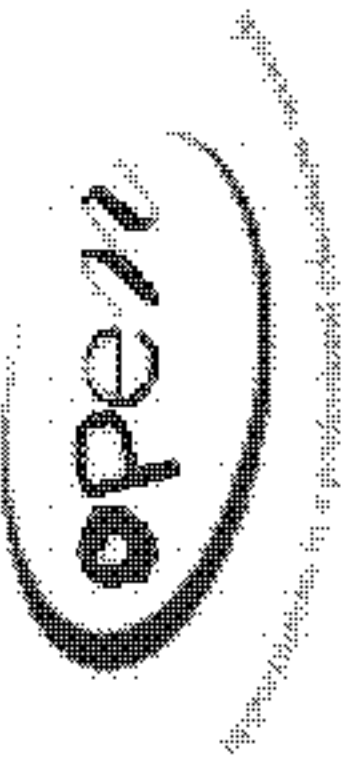
Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS.)	All scores at least "minimum" on the intentional teaching tool(s): * ECERS-E 3.0 or above * Infant-Toddler (IT) Checklist and School-Age (SA) Checklist 6.0 or above	All scores at least "average" on the intentional teaching tool(s): * ECERS-E 3.5 or above * IT Checklist and SA Checklist 7.0 or above	All scores at least "above average" on the intentional teaching tool(s): * ECERS-E 4.5 or above * IT Checklist and SA Checklist 8.0 or above	All scores at least "good" on the intentional teaching tool(s): * ECERS-E 5.0 or above * IT Checklist and SA Checklist 9.0 or above
				Accredited by a state-approved accrediting entity

Program Management

Family Engagement (5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS.)	<p>Offers at least 1 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 1 social event per year</p> <p>Offers family volunteer opportunities</p>	<p>Monthly child-specific written communication for infant/toddlers and preschoolers (if applicable)</p> <p>Communication center (notebook, mailboxes, suggestion box, etc.) for school-agers (if applicable)</p> <p>Offers at least 2 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 2 social events per year</p> <p>Offers at least 1 family educational workshop per year</p> <p>Offers at least 1 family-teacher conference per year</p> <p>Family resource center with at least 2 of the required items</p>	<p>Weekly child-specific written communication for infant/toddlers and preschoolers (if applicable)</p> <p>Offers at least 3 of the following communication methods: activity calendars, lesson plans, bulletin boards, website, or newsletters</p> <p>Offers at least 2 family educational workshops per year</p> <p>Offers at least 1 of the following: home visits, family needs assessments, family advisory board, or family support groups</p> <p>Family resource center with at least 3 of the required items</p>	Accredited by a state-approved accrediting entity

Note: For more information about the Family Engagement requirements, please see the manual available at www.OPENinitiative.org.



Business and Administrative Practices (5 points)

Tier 1	Tier 2 (must meet requirements for Tiers 1-2)	Tier 3 (must meet requirements for Tiers 1-3)	Tier 4 (must meet requirements for Tiers 1-4)	Tier 5 (must meet requirements for Tiers 1-5)
Licensed Program in Substantial Compliance (as defined by Show Me Quality for Kids: PASS.)	<p>Family Handbook with at least 6 of the required areas</p> <p>Basic financial documentation</p> <p>Orientation for volunteers (if applicable)</p> <p>Orientation for substitutes (if applicable)</p> <p>Orientation for new families</p> <p>At least 1 copy of Missouri's Core Competencies</p> <p>At least 1 copy of Missouri's Standards for each age group</p>	<p>Written procedures for identifying, documenting, and reporting child abuse and neglect</p> <p>Written procedures for screening all children in all developmental and health domains.</p> <p>Detailed budget with at least 6 categories of income and expenses</p> <p>Self-evaluation for director</p> <p>Family surveys or focus groups</p> <p>Individualized professional development plan for director</p>	<p>Budget and/or business plan reviewed by outside professional</p> <p>Program improvement plan</p> <p>1 approved benefit for director built into fee structure</p> <p>Missouri's Core Competencies included in the individual professional development plan of director</p> <p>Missouri's Standards included in the lesson plans or individualized goals for children for each age group</p> <p>Screen all children in all developmental and health domains.</p> <p>Formative assessment results are included in the lesson plans and/or individualized goals for children.</p> <p>Written individualized transition plans for children</p>	Accredited by a state-approved accrediting entity
Additional Business and Administrative Practices Criteria* (for programs w/ additional staff that work at least 15 hours/ week)				
	Orientation for new staff	Job descriptions Staff evaluations Individualized professional development plans for staff Annual staff training in staff/family confidentiality Annual staff training in Missouri's Core Competencies Annual staff training in Missouri's Standards for each age group	Staff Handbook with at least 5 of the required areas Program provides financial support for training of staff Missouri's Core Competencies included in the individual professional development plans of staff	

Note: For more information about the Business and Administrative Practices requirements, please see the manual available at www.OPENinitiative.org.

* The program may apply for a *Home-Based Business and Administrative Practices Exemption* if the program does not have staff working at least 15 hours per week. Criteria approved as part of this exemption will be considered "not applicable."

ATTACHMENT 22

Quality Instrument for Informal Child Care (QIC) Mixed Age Group Version

Mathews & Thornburg (April 2010)

Child care instrument designed for measuring the quality of informal child care programs. Informal child care is referred to in the literature as family, friend, and neighbor (FFN) care or “kith and kin” care and includes care by grandmothers, aunts, siblings, other relatives, nannies, friends, associates, and neighbors. Definitions vary from state to state according to who provides the care, regulatory requirements, and legal status (Susman-Stillman, 2004). Typically, informal child care programs differ from formal programs in terms of regulation, number of children in care, and structure of the program. Initial development of the QIC included a thorough review of literature and existing measures, expert review, pilot observation, and a focus group. A literature review in addition to a systematic analysis of existing widely-used and well-established measures such as the Family Day Care Rating Scale (FDCRS: Harms & Clifford, 1989) and the Caregiver Interaction Scale (CIS: Arnett, 1989) was conducted to determine the content most appropriate for informal settings. Items that were deemed essential for formal programs and less appropriate for informal programs were not included.

Name/ID of Child Care Provider: _____ Name/ID of Rater: _____

Date: _____ Time Observation Began: _____ Time Observation Ended: _____

Number of Infants (through 11 months) Present: _____	Number of Preschoolers (2 ½ years - pre-K) Present: _____
Number of Toddlers (12 months - age 2 ½) Present: _____	Number of School-Agers (K - 6 th grade) Present: _____
Others Present: _____	

Directions: Observe for a period of 1 ½ to 2 hours. Select a time when you will observe most children awake and playing and at least one snack or meal. The majority of the time means at least 75% of the time. Majority of the children means at least 75% of the children. Circle Yes or No for each item. No items can be marked Not Applicable.

PHYSICAL ENVIRONMENT: HEALTH, SAFETY and CAREGIVING	PRE Yes	PRE No	POST Yes	POST No
1. Restricted items removed from children’s reach.	Yes	No	Yes	No
2. Each child present has furniture/equipment for eating and sleeping.	Yes	No	Yes	No
3. Children have a soft place to rest, relax, <u>or</u> play.	Yes	No	Yes	No
4. Children use a table for art/coloring/ <u>or</u> other sit down activities or only infants and young toddlers are in care.	Yes	No	Yes	No
5. Children have access to a playroom/area throughout the day (must see child play in playroom/area during observation).	Yes	No	Yes	No
6. Space is adequate for number of children present (children are not bumping into each other; falling or tripping over each other).	Yes	No	Yes	No
7. Provider washes hands before meal preparation and serving food (majority of the time).	Yes	No	Yes	No
8. Children wash hands before eating and/or infants’ hands are washed each with a separate wipe/towel (majority of the children/majority of the time).	Yes	No	Yes	No
9. Nutritious breakfast, lunch, and/or snack provided.	Yes	No	Yes	No
10. Children are seated whenever eating <u>and</u> drinking.	Yes	No	Yes	No
11. Snacks/junk food/drinks limited (not served or no more than 1 observation of children eating “junk food” or drinking beverages of limited nutritional value).	Yes	No	Yes	No
12. Supervision provided to children during mealtime.	Yes	No	Yes	No
13. Kitchen (meal preparation area) observed to be clean.	Yes	No	Yes	No
14. Provider washes hands after assisting with diapering/toileting (only one failure to wash allowed). If NA mark Yes.	Yes	No	Yes	No

ATTACHMENT 22

PHYSICAL ENVIRONMENT: HEALTH, SAFETY and CAREGIVING	PRE Yes	PRE No	POST Yes	POST No
15. Children flush and wash hands after toileting (majority of the time) and/or infants' hands are washed each with a separate wipe/towel.	Yes	No	Yes	No
16. Bathroom (toileting/diapering area) observed to be clean.	Yes	No	Yes	No
17. Floors, carpeting, and areas where children play observed to be clean.	Yes	No	Yes	No
18. Home is child-safety proofed (stairs blocked, gates, safety plugs, dangerous objects out of reach).	Yes	No	Yes	No
19. Home observed to be safe for number, ages, and abilities of children present.	Yes	No	Yes	No
20. Either no pet on the premises <u>or</u> pet is maintained in a safe and healthy manner (no animal waste observed in area where children play indoors or outdoors).	Yes	No	Yes	No
21. Outdoor play space <u>and</u> equipment used for gross motor play is safe, sturdy, and well-maintained.	Yes	No	Yes	No
22. Provider periodically checks on children not within view (at least every 5 minutes or children are sound monitored during naptime). If NA mark Yes.	Yes	No	Yes	No
23. Caregiver keeps non-mobile infants nearby and protected from older more active children or children get along well and no protection is necessary.	Yes	No	Yes	No
24. Infants held while bottle fed or no infants are in care.	Yes	No	Yes	No
25. Feeding of infants is based on individualized schedules or no infants are in care.	Yes	No	Yes	No
26. Naps for infants are based on individualized schedules or no infants are in care.	Yes	No	Yes	No
27. Children present appear to be healthy or children's health conditions are maintained (noses wiped, faces/clothes clean, spit-up and other bodily fluids cleaned, mouthed toys removed from circulation).	Yes	No	Yes	No
28. Safety Equipment or procedures are observable (baby gates used, emergency numbers posted, first aid kit or fire extinguisher visible, etc.).	Yes	No	Yes	No

Qualitative Comments Regarding Physical Environment Subscale:

Individualized Goal Setting for Program Improvement Purposes

Physical Environment Goals	Date Goal Achieved
Goal 1	
Goal 2	
Percentage of Physical Environment Goal Achievement Rate	

ATTACHMENT 22

LEARNING ENVIRONMENT	PRE	PRE	POST	POST
Play Activities - must see at least two developmentally appropriate examples of toys/play materials for each child present.	Yes	No	Yes	No
1. Toys/play materials <u>accessible</u> for gross motor play indoors <u>or</u> outdoors throughout the day (bikes, balls, climbing structure, activity gyms, bouncers, swings, slides). Number required: _____	Yes	No	Yes	No
2. Toys/play materials <u>accessible</u> for fine motor play indoors throughout the day (manipulatives, Legos, stacking toys, sorting toys, blocks, classification games, counters, crayons, scissors). Number required: _____	Yes	No	Yes	No
3. Toys/play materials <u>accessible</u> for dramatic play indoors <u>or</u> outdoors throughout the day (dress up clothes, housekeeping furniture, baby dolls, soft toys, pretend food). Number required: _____	Yes	No	Yes	No
4. Toys/play materials <u>accessible</u> for music <u>or</u> movement play indoors <u>or</u> outdoors throughout the day (playing CDs, listening to the radio, musical instruments, musical dance props, singing songs). Number required: _____	Yes	No	Yes	No
5. Toys/play materials <u>accessible</u> for block play indoors <u>or</u> outdoor throughout the day (complete sets of plastic blocks, wooden blocks, waffle blocks, cardboard blocks, or stackable crates) or only infants and young toddlers are in care. (At least one complete set of blocks required).	Yes	No	Yes	No
6. At least 1 art/creative activity is <u>observed</u> during observation (drawing, painting, coloring, etc.) or only infants and young toddlers are in care. Do not judge the “creativity” of the experience.	Yes	No	Yes	No
7. At least 2 children’s books <u>accessible</u> per child present - books must also be developmentally appropriate for each child present.	Yes	No	Yes	No
8. At least 1 literary experience is <u>observed</u> during observation (story tape, telling story, reading story, child reading his/her own book, children using book area).	Yes	No	Yes	No
9. Caregiver uses descriptive language with children (tells a story, talks about past or future events, describes the child’s play).	Yes	No	Yes	No
10. At least 1 toy, display, <u>or</u> activity is culturally diverse (e.g., book, doll, puzzle).	Yes	No	Yes	No
11. Some (1-2) child-focused materials posted where children can see.	Yes	No	Yes	No
12. Children engage in self-help skills (help dress selves, help put on own shoes or coats, help set table, puts away dishes, help with snack, sweep floors) or only infants and young toddlers are in care.	Yes	No	Yes	No
13. Toys observed to be <u>accessible</u> outdoors to facilitate outdoor play.	Yes	No	Yes	No
14. Some type of predictable routine <u>or</u> schedule is observed (provider and children know what comes next).	Yes	No	Yes	No
15. Television, regardless of content, was turned on during observation for no more than 30 minutes <u>or</u> not turned on at all.	Yes	No	Yes	No
16. Television not turned on at all <u>or</u> limited to programs that are <i>educational</i> for children (no non-educational cartoons, soaps, talk shows, game shows).	Yes	No	Yes	No

ATTACHMENT 22

Qualitative Comments Regarding Learning Environment Subscale:							
Individualized Goal Setting For Program Improvement Purposes							
Learning Environment Goals				Date Goal Achieved			
Goal 1							
Goal 2							
Percentage of Learning Environment Goal Achievement Rate							
SOCIAL ENVIRONMENT				PRE Yes	PRE No	POST Yes	POST No
1. Caregiver engages in social talking with each child in care (talks about personal stories or events).				Yes	No	Yes	No
2. Caregiver asks at least one open-ended question during observation.				Yes	No	Yes	No
3. Caregiver remains within view of children majority of the time.				Yes	No	Yes	No
4. Caregiver uses redirection or other appropriate techniques to avoid further discipline problems or discipline was not necessary.				Yes	No	Yes	No
5. Caregiver gets down on the children's level.				Yes	No	Yes	No
6. Caregiver is warm, nurturing, <u>and</u> caring towards children.				Yes	No	Yes	No
7. Caregiver makes eye contact with children.				Yes	No	Yes	No
8. Atmosphere is relaxed - children and caregiver seem happy to be there.				Yes	No	Yes	No
9. Interaction among caregiver and each child is pleasant. Atmosphere of mutual respect between caregiver and children exists.				Yes	No	Yes	No
10. Caregiver does NOT show signs of favoritism <u>or</u> dislike for any child.				Yes	No	Yes	No
11. Interaction among children is pleasant majority of the time. Atmosphere of mutual respect exists among children (not a lot of squabbling, fighting, arguments) or all the children are infants.				Yes	No	Yes	No
12. Caregiver provides smooth transitions, well-established routines, and a well-balanced daily schedule.				Yes	No	Yes	No

ATTACHMENT 22

Qualitative Comments Regarding Social Environment Subscale:**Individualized Goal Setting For Program Improvement Purposes**

Social Environment Goals	Date Goal Achieved
Goal 1	
Goal 2	
Percentage of Social Environment Goal Achievement Rate	

Post Quality Rating By Assessor*

Please note that this Post Quality Rating is not to be shared with the FFN provider. This information is for internal purposes only and is the assessor's overall opinion of the quality level of the program regardless of the individual item or subscale scores. *Likert-type scale for Post Quality Rating by Assessor based on the Family Day Care Rating Scale for comparison purposes (FDCRS: Harms & Clifford, 1989).

1. Rate your overall impression of the physical environment: health, safety, and basic care.

Inadequate 01	Minimal 02	Good 03	Excellent 04
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2. Rate your overall impression of the learning environment.

Inadequate 01	Minimal 02	Good 03	Excellent 04
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3. Rate your overall impression of the social environment.

Inadequate 01	Minimal 02	Good 03	Excellent 04
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4. Rate your overall impression of the entire child care program.

Inadequate 01	Minimal 02	Good 03	Excellent 04
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Date of New Goal Setting Meeting: _____

Program: _____

ATTACHMENT 22

Physical Environment Goals	Date Goal Achieved
Goal 1	
Goal 2	
Learning Environment Goals	Date Goal Achieved
Goal 1	
Goal 2	
Social Environment Goals	Date Goal Achieved
Goal 1	
Goal 2	

ATTACHMENT 23

On-Site Assessment System

Training Modules for Assessors

- Module 1 – Assessor Introductory Training (Master Assessor and OPEN Staff) (4.5 hours)
- Module 2 – Program Verification Training (Master Assessor and OPEN Staff) (2 hours)
- Module 3 – Scoring Training (Master Assessor) (2 hours)
- Module 4 – Inter-Rater Reliability Training (Master Assessor) (30 minutes)
- Module 5 – Justification Training (Master Assessor) (1.5 hours)
- Module 6 – Data Entry Training (2 hours)
- Module 7 – Items That Score the Same Throughout The Scales (Master Assessor) (3 hours)
- Module 8 – ITERS-R Training (Master Assessor) (8 hours plus a 3-hour practice observation with 4 hour debrief)
- Module 9 – Missouri Infant Toddler Responsive Caregiving Checklist Training (Master Assessor) (2.5 hours)
- Module 10 – ECERS-R Training (Master Assessor) (8 hours plus a 3-hour practice observation with a 4 hour debrief)
- Module 11 – ECERS-E Training (Master Assessor) (8 hours plus a 3-hour practice observation with a 4 hour debrief (this is combined with the ECERS-R observation and debrief))
- Module 12 – FCCERS-R Training (Master Assessor) (8 hours plus a 3 hour practice observation with a 4 hour debrief)
- Module 13 – SACERS Training (Master Assessor) (8 hours plus a 3-hour practice observation with a 4 hour debrief)
- Module 14 – School-Age Intentional Teaching Checklist Training (Master Assessor) (2.5 hours plus a 3 hour practice observation with a 4 hour debrief (this is combined with the SACERS observation and debrief))
- Module 15 – Assessing Environments that include Children with Diverse Needs and Abilities Training (Master Assessor) (3 hours)

ATTACHMENT 23

Assessor Level Definitions

Initial Training

To become an OPEN OSAP Assessor, Modules 1-7 of assessor training must be successfully completed. In addition, the training modules for the instrument package being utilized must also be successfully completed.

Assessors will be required to complete Inter-Rater Reliability (IRR) observations before they are allowed to observe independently. A total of three successful IRR observations must occur, one with a Master Assessor and the additional two observations completed with an established Assessor.

Status Levels

Assessors are divided into three levels: Beginner, Intermediate, and Master. Beginner Assessors are new to assessing and are required to complete IRR more frequently. Intermediate Assessors have completed at least 25 observations on an individual instrument package, and maintained reliability on that package. Master Assessors are the reliability anchors for the state. Master Assessors establish and revise all revisions to the Missouri Notes for Clarification, and plan and implement initial and on-going training plans for all assessors. Assessors start at the Beginning level and work their way to higher levels.

Review of Documentation

The review of documentation (number of assessments completed and average scores on the Scoring Rubric for Observations) will occur monthly. Scores are cumulative between contract years.

Beginner Assessor

To maintain Beginner Assessor status, a Beginner Assessor must meet the following criteria:

- Successfully maintain IRR status on each IRR attempt.
- Maintain an average score of 8.5 on the Scoring Rubric for Observations.
- Have no more than three payment deductions for late submission of paperwork or missed deadlines in the last 12 months.

To be eligible to advance to the Intermediate Assessor level, a Beginner Assessor must meet the following criteria:

- Complete 25 observations for the instrument package.
- Successfully complete five IRR observations with no failed IRR observations within the five IRR observation attempts (e.g., If an assessor passed the first and second reliability observations, but failed the third, then the count of five would start over). IRR observations should occur at a minimum of once every five observations per instrument package. IRR observations that occurred as a part of obtaining initial reliability do not count in the total number of IRR observations required.
- Obtain an average score of 9.0 on the Scoring Rubric for Observations.

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Intermediate Assessor

To maintain Intermediate Assessor Status, an Intermediate Assessor must meet the following criteria:

- Successfully maintain IRR status on each IRR attempt with no failed IRR observations. IRR observations should occur at a minimum of once every 10 observations.
- Maintain an average score of 9.0 on the Scoring Rubric for Observations.
- Have no more than two payment deductions for late submission of paperwork or missed deadlines in the last 12 months.

To be eligible to advance to the Master Assessor level, an Intermediate Assessor must meet the following criteria:

- Complete 30 observations for each instrument package (for a total of 55 observations for each instrument package).
- Successfully complete a total of eight rounds of IRR observations for each instrument. IRR observations that occurred as a part of obtaining initial reliability do not count in the total number of IRR observations required.
- Obtain an average score of 9.5 on the Scoring Rubric for Observations for all instrument packages. Average scores will be calculated on a monthly basis for each instrument package. Scores are cumulative between contract years.
- Have no payment deductions for late submission of paperwork or missed deadlines in the last 12 months.
- Achieve the level 5c on the Missouri Education Matrix.
- Obtain recommendation from other Master Assessors and approval from the OPEN Project Director.

Maintenance of Levels

For maintenance of Assessor level status, assessors will be required to maintain the standards listed above. If an assessor is not meeting the standards, the assessor will be given notice and provided with technical assistance and/or additional training to meet the standards. If standards continue to not be met, Intermediate assessors will be placed in Beginner status with the possibility of not continuing to receive assessment assignments and the contract between the assessor and the university may be terminated. Assessors wishing to maintain level status must remain current in training for the instrument package (e.g., revision of notes or revision of instruments). If an assessor does not remain current in their training for an instrument package, they will no longer be eligible to assess that package.

Failed Inter-Rater Reliability Observations

If an assessor does not achieve reliability during an IRR observation, the assessor will not be able to observe independently with that instrument until reliability has been achieved. The rate for pay for subsequent reliability observations to re-establish reliability will be at the Seeking to Establish/Re-establish Reliability Rate as outlined in the contract.

OSAP Quality Control Rubric

1) Edits include correcting typos, grammar corrections, or re-writing sentences.

2	1	0
No edits.	Few edits. (1-3 edits)	Many edits. (4 or more)

Score: _____

2) Interpretation issues include misunderstanding an item or indicator or other incorrect scoring decisions.

4	3	2	1	0
No interpretation/ scoring issues.	One interpretation/ scoring issue.	Two interpretation/ scoring issues.	Three interpretation/ scoring issues.	Four or more interpretation/ scoring issues.

Score: _____

3) Other Issues include providing technical assistance, repeat errors, sloppy work, or insufficient details.

4	3	2	1	0
No issues.	Few issues. (1-2 issues)	Moderate issues. (3-4 issues)	Many issues. (5-6 issues)	Significant issues. (7 or more)

Score: _____

Edits: _____

Interpretation: _____

Other: _____

Total Score: 0

Assessor Name: _____

Program Name: _____

Classroom Name: _____

Assessment Package: IT PS FCC SA

Date of Assessment: _____ Classroom ID# _____

Report QC'd by: _____ Date of QC: _____

Time spent QC (in minutes): _____

Comments:

Conducting Inter-Rater Reliability for OSAP Assessments

Inter-rater reliability (IRR) is the degree to which different raters agree on a score. In order to make sure everyone is still conducting the observations the way they were trained to do, all raters must do inter-rater reliability frequently over the course of a research project. In order to calculate reliability, there must be at least two raters who have rated the same situation independently. The purpose of IRR is to fully understand each item, to learn from each other, and to make sure all raters are interpreting items in a similar way.

Overview of the Procedure:

1. Observe in a classroom for 3.5 hours minimum. Observe what your partner is observing. Stay together. Ask questions together.
2. Each observer rates each item and indicator independently.
3. Do not discuss or share your observations before making your scoring decision. Do ask questions and conduct interviews together, but score each item/indicator independently.
4. When you have finished scoring, double-check your work.
5. Transfer your original scores to the inter-rater reliability form using a PEN (no pencil).
6. Find the items where you both scored a "7" and record a "7" as the consensus score. In those situations you are 100% exact and 100% within one point of the consensus score.
7. For those items that you agree on the score, but the quality score is less than "7" (1-6), compare the indicator boxes because you may have come up with the same score by checking different indicators yes and no. This helps to make sure we are observing and interpreting items similarly at the indicator level.
8. For the remaining items where you did not agree on the score, discuss and debate each item until you decide on a consensus score (decide together what you think the actual score should be based on a comparison of the indicator boxes and what both of you observed).
9. Although you observed many of the same things and interviewed the teacher together, you will likely have some differences in what you observed and how you interpret those observations. It is imperative that you do not change your original scores on the IRR form! Be careful scoring (double check your scoring) and transferring your scores to the IRR sheet. Double-check everything before you begin the IRR process. You cannot change scores once they are recorded on the IRR form. The rationale behind this is that if you are still making scoring errors then your reliability should not be high.
10. Compute reliability for each item.
11. If you were not exact, circle the letter for the corresponding reason why you were not exact.

ATTACHMENT 25

12. Divide the number of items exact or exact/within 1 by 32 to compute your overall reliability for both columns.
13. Average the exact and exact/within 1 percentages to get your final reliability percentage.
14. The required IRR percentages are 85% combined for the ITERS-R, ECERS-R, FCCRS-R, SACERS, and ECERS-E and 85% total for the MITRCC and the SAITC.

Recommended Reliability Schedule

Establishing Reliability

First it is important to establish initial reliability. Assessors are considered reliable when they successfully complete an assessment package three times with an Assessor designated by OPEN.

Maintaining Reliability

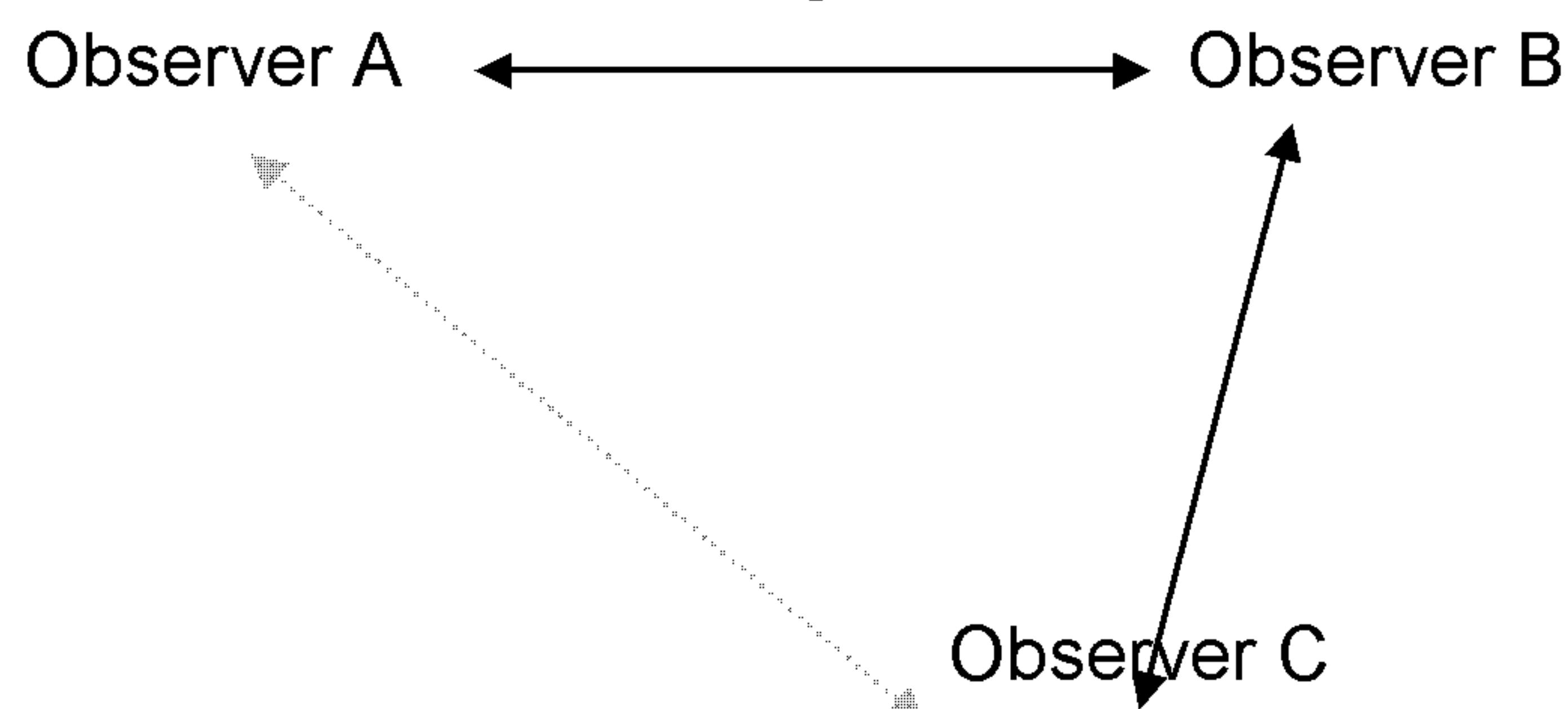
Second it is important to maintain reliability. Beginner assessors are required to complete an IRR on each of their approved instruments every 5th observation assignment or sooner per instrument package as assigned by OPEN. Intermediate assessors are required to complete an IRR with another Assessor on each of their approved instruments every 10th observation assignment or sooner per instrument package as assigned by OPEN. Master assessors are required to complete an IRR with either a Beginner, Intermediate, or Master Assessor (assigned by OPEN) on each of their approved instruments every 15th observation or sooner per instrument package.

Beginner – Every 5th or sooner.

Intermediate – Every 10th or sooner.

Master – Every 15th or sooner.

For the OSAP project, Master Assessors will become reliable with other assessors through a regional system of reliability. It is not necessary for every member of the team to become reliable with each other. For example see the following scenario. If observers A and B become reliable and B becomes reliable with C then theoretically A should be reliable with C.



strengthening families self-assessment for family child care providers

PLEASE READ THIS INFORMATION BEFORE COMPLETING THE SELF-ASSESSMENT

When children grow and learn in loving and caring environments, they can do better in school and are more prepared for the future. Yet even the best parents need help to give their children the greatest chance at success. Home-based child care providers play an important role in protecting and caring for young children and in promoting their social and emotional development. Home-based child care providers who reach out to parents in different ways help parents to help their children grow and develop in a positive and healthy manner. Home-based child care providers who reach out to parents also help decrease the chances of child abuse and neglect in families.

THE STRENGTHENING FAMILIES APPROACH

The Center for the Study of Social Policy conducted extensive research that resulted in shifting the focus about child abuse and neglect prevention to *strengthening families* as a way of reaching families before a risk of child abuse or neglect occurs.

The Strengthening Families™ approach is based in the identification of five Protective Factors that reduce the likelihood of child abuse and neglect when they are present and robust in a family.

THE FIVE PROTECTIVE FACTORS

Parental Resilience

Parents maintain a positive attitude and have the ability to cope with, creatively solve, and bounce back from all types of life challenges.

Social Connections

Parents have a network of people, agencies, and organizations that provide emotional support and concrete assistance.

Knowledge of Parenting and Child Development

Parents understand what to expect at different stages of child development, effective parenting skills, and ways of finding help with specific developmental or behavioral problems.

Concrete Support in Times of Need

Parents have access to formal and informal services and support from social networks in times of family crisis.

Social and Emotional Competence

Parents work with children to help them learn to interact positively with others, communicate their emotions, and feel good about themselves.

strengthening families self-assessment for family child care providers

STRATEGIES TO BUILD THE PROTECTIVE FACTORS

All early care and education professionals—including family child care providers—can work to build the 5 protective factors in families by using the following 7 strategies:

1. Value and nurture parents
2. Facilitate friendships and mutual support
3. Strengthen parenting
4. Facilitate children’s social and emotional development
5. Link families to services and opportunities
6. Respond to family crisis
7. Observe and respond to early warning signs of child abuse or neglect

THE STRENGTHENING FAMILIES SELF-ASSESSMENT FOR FAMILY CHILD CARE PROVIDERS

The Strengthening Families Self-Assessment for Family Child Care Providers is written for family child care providers who want to work better with and support the parents of the children they serve. The Self-Assessment is organized around the 7 strategies listed above.

Family child care providers should use the Self-Assessment to review their current practices in order to determine which of their current practices are building the protective factors and which practices they need to work on.

All of the statements that follow describe different ways that providers can work to build the protective factors by using the 7 strategies. Respond to each statement by checking one of the following responses:

“I Do This”

“I Do Not Do This”

“I Want to Learn About the Value of Doing This.”

The Self-Assessment takes 20-30 minutes to complete.

strategy one:
value and support parents

Check one box

Different Ways Family Child Care Providers Can Value and Support Parents	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Have a warm relationship with each parent and with other members of the child's family.				
2 Keep information about children and families confidential.				
3 Interact daily with each child's parent, such as telling parents about the child's day, emailing photos, sharing a daily activity log, and other ways.				
4 Have a place in your home where parents can sit comfortably and talk with you.				
5 Offer treats like coffee or muffins at drop-off or pick-up time.				
6 Show respect for parents' points of view.				
7 Make an effort to honor parents' special requests for their children, such as providing vegetarian meals.				
8 Encourage parents to share skills, talents, and cultural traditions in the program.				
9 Show appreciation to parents for such things as participating in the program and making timely payments.				
10 Provide opportunities for parents to participate in stress-relieving family activities such as potlucks.				
11 Provide opportunities for parents to participate in stress-relieving activities for adults only such as date nights with partner, Moms' or Dads night out, exercise classes, etc.				
12 Encourage fathers and other male family members to feel comfortable and get involved.				
13 Encourage parents to attend child development, parenting, and self-improvement conferences, workshops, and trainings, and share information with others.				
14 Encourage parents to have input into decisions about the program.				
15 Make sure that staff, or others who may help out in the family child care program, have warm relationships with the children's family members.				

strategy two: facilitate friendships and mutual support

		Check one box			
Different Ways Family Child Care Providers Can Facilitate Friendships and Mutual Support		I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1	Introduce parents to each other.				
2	Provide a welcoming space for parents to talk informally with each other.				
3	Allow time for parents to interact with each other and the provider at pick-up and drop-off times.				
4	Help parents find ways to communicate with each other, such as having a family directory.				
5	Connect parents who have same-age children, similar interests, and like circumstances, such as those who speak the same language.				
6	Create opportunities for parents to get to know all the children in the group.				
7	Plan ways for parents to come together, meet new people, and enjoy a sense of community, such as:				
	a Periodic events like special breakfasts, potlucks, and family fun nights.				
	b Celebrations, graduations, and other child-centered programs.				
	c Field trips and other outings with parents as chaperones.				
	d Events for parents to share and learn about each other's home life and cultural backgrounds.				
	e Fun and affordable family activities, such as going bowling or to the zoo.				
	f Special programs for dads and other male family members.				
	g Meet and greet gatherings for new and old families.				
8	Facilitate the discussion in a group setting so each parent has a chance to talk.				
9	Share ideas for parents to get together outside of the family child care program, such as weekend activities like going to the playground or children's birthday parties.				
10	Reach out to isolated parents in different ways, such as:				
	a Making special efforts to connect them with other parents.				
	b Calling, visiting their home, or sending notes.				

strategy two:
facilitate friendships and mutual support

Different Ways Family Child Care Providers Can Facilitate Friendships and Mutual Support	Check one box			Comments
	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	
c Personally inviting them to social activities.				
d Helping arrange transportation or child care so they can participate in social activities.				
e Connecting them with resources such as mental health specialists who can help them explore their feelings of isolation.				
11 Model friendly behavior for parents and children by:				
a Warmly greeting parents and children at drop-off or pick-up.				
b Having children greet families upon arrival (saying "good morning") & departure (saying "bye-bye").				
c Including all children and all families in program events.				
d Encouraging parents to invite all children in the family child care home to their child's celebrations.				
e Helping to resolve issues among parents that affect the program.				
f Promoting understanding of different cultures and backgrounds among families.				
12 Read about ways to increase parent engagement in the program.				
13 Participate in educational/training opportunities about ways to engage parents in the program.				

strategy three: strengthen parenting

Check one box

Different Ways Family Child Care Providers Can Strengthen Parenting	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Talk with parents about the program's child guidance practices:				
a Explain why physical punishment (spanking or hitting) is not allowed by anyone in the family child care home including parents and family members.				
b Explain why verbal punishment (yelling and name calling) is not allowed by anyone in the family child care home including parents and family members.				
c Explain the child guidance techniques you model.				
2 Model warm and responsive interactions with children.				
3 Use appropriate child guidance techniques.				
4 Learn about parents' family/cultural/ethnic expectations and practices about parenting.				
5 Provide parenting information in the primary language spoken by parents.				
6 Discuss parenting and child development issues whenever a parent asks for information or it appears that a parent needs support.				
7 Discuss parenting and child development issues in a non-judgmental way.				
8 Share information on parenting and child development issues through:				
a Books/brochures/handouts/websites in a parent resource library.				
b Opportunities for parents with similar concerns to come together and share ideas and information.				
c Regular postings on bulletin boards and other ways, such as newsletters.				
d Take home materials.				
9 Provide opportunities for parents to learn about each others' cultural/ethnic parenting practices.				
10 Encourage parents to observe the family child care program.				
11 Encourage parents to discuss guidance challenges they may have at home.				
12 Provide information about:				
a Age appropriate expectations for the child's behavior.				

strategy three: strengthen parenting

Different Ways Family Child Care Providers Can Facilitate Friendships and Mutual Support	Check one box			Comments
	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	
b Recognizing and reinforcing desired/appropriate behavior.				
c Alternate ways to respond to undesirable/inappropriate behavior.				
d Ways parents can encourage children to express their feelings appropriately at home.				
e Ways parents can encourage children to practice positive social skills at home.				
13 If concerned about a parent's parenting skills:				
a Reach out to the parent in a respectful way and share concerns about the child or about the parent's parenting practices.				
b Acknowledge that children's behavior can be frustrating and acknowledge parents' efforts to manage the child's behavior.				
c Acknowledge the parent's desire and effort to become a better parent.				
d Connect the parent to resources and supports that may help to address the parenting issues.				
e Connect the parent to other parents who can share or model positive parenting approaches.				

strategy four:

facilitate children's social and emotional development

		Check one box			
Different Ways Family Child Care Providers Can Facilitate Children's Social and Emotional Development		I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1	Recognize children's feelings, name them, and use teaching aids like books and puppets to help children understand feelings.				
2	Model how to express emotions appropriately, problem solve with words, and treat others with respect and kindness.				
3	Encourage children to express their feelings through words, artwork, expressive play, and actions.				
4	Encourage children to observe and listen to the feelings of others.				
5	Help children to name their feelings and problem solve using words.				
6	Encourage children to form friendships, engage in cooperative play, use polite language and manners, and respect differences in others.				
7	Encourage parents to observe their child interacting with other children in the family child care program.				
8	Help parents understand their child's social and emotional development by:				
	a Informing parents of the meaning of social and emotional development.				
	b Informing parents of the importance of children's social and emotional development.				
	c Providing parents opportunities to discuss social and emotional issues within a cultural context.				
	d Giving parents ideas on how to promote their child's social and emotional learning at home.				
9	If concerned about a child's social and emotional development:				
	a Reach out to the parent in a respectful way and share concerns about the child's social and emotional development.				
	b Connect the parent to resources that can support the child's social and emotional development, such as play therapy and mental health services.				
	c Help the parent problem solve about how to address the issue at home.				
	d Connect a parent to other parents who can share and model positive parenting approaches.				

strategy four:
 facilitate children's social and emotional development

Check one box

Different Ways Family Child Care Providers Can Facilitate Children's Social and Emotional Development

	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
10 Read about ways to promote children's social and emotional development.				
11 Participate in training opportunities about ways to promote children's social and emotional development.				

strategy five: link families to services and opportunities

		Check one box			Comments
Different Ways Family Child Care Providers Can Link Families to Services and Opportunities		I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	
1	Talk with parents about:				
	a Their interests, skills, needs, and goals for themselves and their children.				
	b Opportunities in the family child care program that may help them achieve their goals and use their skills and talents.				
	c Other resources, websites, parents, and community opportunities that may help them continue to achieve their goals				
2	Encourage parents to share information about community resources with each other, such as toy exchanges, resale shops, playgrounds, and family activities.				
3	Provide access to up-to-date information about various resources and services that are available in the community.				
4	If there is a need to make referrals to outside services:				
	a Brainstorm with parents about what resources would be helpful.				
	b Follow-up with parents to see if they used the referral and, if so, were they happy with the services.				
	c Make a personal connection between the family and the other service provider, if possible.				
5	If parents did not use the referral, help address barriers to following-up on services, such as transportation, language, child care, fees, and nervousness.				
6	Contact community service providers in order to:				
	a Bring other services to the family child care home when possible.				
	b Ease the referral process.				
	a Share information with parents about resources.				
	b Talk about ways to better work with agencies and access services.				

strategy six: respond to family crises

Check one box

Different Ways Family Child Care Providers Can Respond to Family Crises	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Develop a personal relationship with each parent by taking time to get to know them individually; listening to the parent; providing encouragement and support in a non-judgmental way; respecting confidentiality; and building trust.				
2 Let parents know that they can turn to you in times of crisis in the following ways:				
a By listening, showing concern, sharing some of your own personal challenges or desires.				
b By sharing materials and policies when families enroll in the program.				
c By considering reducing tuition or allowing for a delayed payment, if a parent is experiencing a financial crisis				
3 If appropriate, mobilize other parents in the program to help a family when a crisis occurs.				
4 Respond proactively to signs of parent or family distress by:				
a Expressing your concern and offering help.				
b Making yourself available to the parent if they need to talk.				
c Helping families make immediate and long-term plans.				
d Offering to connect the family to needed resources including parent help lines or other parents who have experienced a similar crisis.				
5 Maintain resource and referral linkages to crisis services such as:				
a Food pantries				
b Domestic violence services				
c Shelters				
d Respite care for children				
e Alcohol and substance abuse services				
f Mental health services				
g Economic supports				
h Legal assistance				

strategy six: respond to family crises

Check one box

Different Ways Family Child Care Providers Can Respond to Family Crises	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing	Comments
6 Respond to family crises as soon as possible by:				
a Problem solving with the family about immediate needs and options.				
b Calling on other parents, family members, emergency contacts, or others to step in at the family child care home or to help address the family's needs directly.				
c Helping the family access appropriate community support services.				
7 Participate in training opportunities about ways to respond to families in crisis.				
8 Provide training to staff or family members who assist in the program so they know how to respond appropriately to family crises. Training is provided on issues such as:				
a Maintaining confidentiality.				
b Resolving conflicts.				
c Talking to families about difficult issues.				
d Recognizing problems such as domestic violence, depression, developmental delays, mental illness, chronic health problems, substance abuse, and other signs of imminent crisis.				
e Helping families make immediate and long-term plans.				
f Referring an issue to the family child care provider if a parent has a concern that a family or staff member feels is beyond their ability to handle.				

strategy seven:

observe and respond to early warning signs of abuse or neglect

Check one box

Different Ways Family Child Care Providers Can Observe and Respond to Warning Signs of Child Abuse and Neglect

	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
1 Look for the following signs that a family may be under stress:				
a Child behavior such as acting out, distress, or challenging behaviors,				
b Unusual parental behavior at pick-up or drop-off.				
c Repeated unexplained absences.				
d Repeated unusual late pick-ups.				
e More missed payments than usual.				
f Divorce, job loss, or other family crises.				
g Parents acknowledge or show signs of stress.				
2 Observe how parents treat and talk with their child and the child's behavior around parents.				
3 Observe how children are dressed, how clean they are, if they are hungry, or if they are over-tired.				
4 Notice bruises and cuts on children and ask them how they got the bruises and cuts.				
5 Notice bruises and cuts on the children and ask the parents about them.				
6 Be aware of the state regulations regarding mandated reporters.				
7 Have a plan regarding how to report child abuse and neglect.				
8 Know how cases are generally handled once a report is made.				
9 When they enroll a child, inform all parents--verbally and in writing--about your status as a mandated reporter and the plan regarding handling suspected cases of child abuse and neglect.				
10 If a child protective services report needs to be made:				
a Notify parents that a report is being made, if possible.				
b Explain your status as a mandated reporter.				
c Explain the reporting process to the family and what they can expect in terms of a response from the agency.				

strategy seven:

observe and respond to early warning signs of abuse or neglect

Check one box

Different Ways Family Child Care Providers Can Observe and Respond to Warning Signs of Child Abuse and Neglect

	I Do This	I Do Not Do This	I Want to Learn About the Value of Doing This	Comments
d Try to be caring and supportive to parents during the reporting process.				
e Act as an advocate for families with the child protective services system.				
11 If a report does not need to be made or if the report ends up unsubstantiated, help find suitable respite care, emergency crisis services, home visiting, or educational supports for the family.				
12 If a child is placed in custody:				
a Maintain contact with the parent.				
b Advocate with the child welfare department if possible.				
c Help the parent connect with resources that will help them to get their child back.				
13 Read about child abuse and neglect prevention.				
14 Participate in training opportunities about child abuse and neglect prevention and mandated reporting.				

ATTACHMENT 27
EDUCARE HEALTH & SAFETY CHECKLIST FOR FAMILY CHILD CARE HOMES

Name of Child Care Provider: _____ **Date:** _____

General Indoor Areas

Yes No

- Floors are smooth and have nonskid surfaces. Rugs are skid-proof.
- Doors to places that children can enter, such as bathrooms, can be easily opened from the outside by a child or by an adult.
- Doors in areas used by toddlers are adapted so that children can't leave the house undetected.
- Sliding doors have childproof locks.
- Window blind cords are tied with clothespins or specially designed cord clips.
- All windows have closed permanent screens.
- Bottom windows are lockable.
- Walls and ceilings have no peeling paint and no cracked or falling plaster.
- Safety covers are on all electrical outlets.
- Electrical cords are not frayed and are out of children's reach. Electrical cords are placed away from doorways and traffic paths.
- Free-standing space heaters are not used.
- Pipes, radiators, fireplaces, wood burning stoves, and other hot surfaces cannot be reached by children or are covered to prevent burns.
- Nobody smokes or has lighted cigarettes, matches or lighters around children.
- Caregivers should directly supervise all children by sight and hearing at all times, even when the children are in sleeping areas. Caregivers should not be on one floor level of the building while children are on another floor.
- Any potential poisonous plants are not present either indoors or outdoors in the child care areas.
- All adult handbags are stored out of children's reach.
- All poisons and other dangerous items are stored in locked cabinets or out of children's reach. This includes medicines, paints, cleansers, mothballs, scissors and any other small or sharp object.
- Balls that are smaller than one and three-fourths inches in diameter, toys with sharp points and edges, plastic bags, Styrofoam objects, coins, rubber balloons, safety pins, marbles, and other small objects are not accessible to children under the age of 4 years.
- There are no small objects that could be easily swallowed (buttons, bottle caps, barrettes, etc.) on the floor or where children can reach them.
- Children are never left alone in infant seats and car seats on tables or other high surfaces.
- Ideally, there are no guns in the home. If there are guns, ammunition and guns are stored separately and locked.
- Pesticides are applied only to surfaces that children cannot touch and surfaces not in direct contact with food.
- Any pets are known to be healthy, have been determined to be suitable pets for child care settings, and have been immunized as recommended by a veterinarian.

ATTACHMENT 27
EDUCARE HEALTH & SAFETY CHECKLIST FOR FAMILY CHILD CARE HOMES

- Doorways to unsupervised or unsafe areas are closed and locked unless the doors are used for emergency exits.
- Caregivers can easily monitor all entrances and exits to keep children from leaving the building without an adult escort or supervision.
- Stairways and hallways are clear of objects that can cause a fall.

Goals: General Indoor Areas	Date Goal Achieved

Toys and Equipment

Yes No

- Toys and play equipment have no sharp edges or points, small parts, pinch points, chipped paint, splinters, loose nuts or bolts, or cords/strings which could encircle a child's neck.
- Toys that are mouthed are washed and sanitized after each use. (For soaking toys the recommended solution is ¾ cup of household bleach to 1 gallon of water. Put toys into a net bag, soak them for 5 minutes, rinse with clean water, and hang the bag to air dry.)
- Children are not permitted to play with any type of plastic bag, balloon or latex gloves.
- Toy chests have appropriate hinges so that the lid will not fall on children when they search the chest for toys.
- Sleeping surfaces are firm and snugly fitted if in a crib or bed frame. Waterbeds and soft bedding materials such as crib bumpers, sheepskin, quilts, comforters, pillows, stuffed toys, and granular materials (plastic foam beads or pellets) used in bean bags are not accessible to infants where they sleep.
- Babies are always put down to sleep on their backs.
- Babies are not left to sleep in equipment not intended for sleep such as car seats, strollers, swings and play pens.
- Crib slats are less than two and three-eighths inches apart; side rails are up when the child is in the crib.
- Beds and bedding is washed between uses if used by different children.
- Infant walkers are not used.

Goals: Toys and Equipment	Date Goal Achieved

ATTACHMENT 27
EDUCARE HEALTH & SAFETY CHECKLIST FOR FAMILY CHILD CARE HOMES

Kitchen/Food/Food Prep and Storage Areas

Yes No

- Children under the age of 4 years are not permitted to eat foods that may easily cause choking, such as hot dogs, hard candy, seeds, whole grapes, nuts, popcorn, raw carrot rounds, raw peas, peanuts, chips, hard pretzels, marshmallows, spoonfuls of peanut butter and chunks of meat larger than can be swallowed whole.
- Microwaves are not used to heat bottles or baby food.
- Cleansers and other poisonous products are stored in their original containers, away from food, and out of children’s reach.
- Food preparation and service surfaces are cleaned and sanitized before and after use.
- Appliances and sharp or hazardous cooking utensils are stored out of children’s reach.
- Pot handles are always turned towards the back of the stove. Knob protectors or position prevent children from accessing stove knobs.
- Children cannot use chairs or step stools to reach foods that are cooking on the stove. (Those who participate in cooking are tall enough to reach safely while standing on the floor.)
- Child-proof latches are installed on all cabinet doors and drawers where sharp or other potentially dangerous objects are stored.
- An ABC-type fire extinguisher is securely mounted on the wall near the stove.
- All caregivers know how to use the fire extinguisher correctly.
- There is a “danger zone” in front of the stove where the children are not allowed to go.
- Children are taught the meaning of the word “hot”.
- Hot foods and liquids are kept out of children’s reach.

Goals: Kitchen/Food/Food Prep and Storage Areas	Date Goal Achieved

Bathrooms/Laundry Areas/Garages

Yes No

- Stable non-skid step stools that have non-porous surfaces are available where needed.
- Electrical equipment such as hair dryers, curling irons and electric razors are unplugged when not in use and stored so they are not accessible to children. They are never used near water.
- Cleaning products and disinfectants are locked in a cabinet out of children’s reach.
- Ideally potty chairs are not used. If potty chairs are used, they are easy to clean and are sanitized after each use with a bleach solution in a sink that is not used for food preparation or hand washing.
- The area for changing diapers or soiled underwear is a separate area away from food and play.
- The diapering area is kept sanitary.

ATTACHMENT 27
EDUCARE HEALTH & SAFETY CHECKLIST FOR FAMILY CHILD CARE HOMES

- Hand washing procedures are followed with 10 second lathering, rinsing with fingertips pointed down, and then turning off the faucet with a towel so that clean hands do not become soiled again by the dirty hands that turned on the faucet.
- Bathtubs have non-skid mats or stickers.
- Children take baths only under adult supervision.
- Children are never left unsupervised in or near water.
- Razor blades, nail scissors and other sharp tools are stored in a locked cabinet or out of the reach of children.
- All medications, cosmetics, cleaners, mouthwash, perfumes, hair (shampoo/hair conditioner) and nail products are stored in a locked cabinet or out of the reach of children.
- All tools, supplies used for automotive care, lawn care, or laundry are stored in locked containers or areas; all hazardous products are in a locked area or cabinet.

Goals: Bathrooms/Laundry Areas/Garages	Date Goal Achieved

Indoor/Outdoor and Active Play Areas

Yes No

- All walkways and outdoor stairways are well-lit.
- Railings and banisters are sound.
- The yard and play space are free from holes, stones, broken glass, nail studded boards, tools, animal waste and litter.
- The following surfacing materials are not in use underneath indoor and outdoor play equipment that children can climb: asphalt, concrete, soil or hard-packed dirt, grass, turf, linoleum or carpeting.
- There are no ropes, jump ropes, clotheslines, or pet leashes attached to any play equipment.
- There are no sharp points or edges on equipment.
- Exposed concrete footings, rocks, tree stumps and other tripping hazards are removed.
- Age-specific play areas are separated by distance or a physical barrier so that children of very different ages and abilities do not play on the same equipment at the same time.
- Daily checks include broken glass, animal waste, trash, toxic plants or plant debris, damage by vandals, displaced surfacing, broken equipment, chipping paint, splinters, puddles of water, insect hazards, need for lubrication of moving parts.
- All structures are sturdy enough that they will not move or tip over when the weight of an adult is put against them.
- There is no peeling paint. (Lead in peeling paint on play equipment is a common hazard.)

ATTACHMENT 27
EDUCARE HEALTH & SAFETY CHECKLIST FOR FAMILY CHILD CARE HOMES

- Every child is accounted for at all times by a supervising adult. Some method of assuring that no child is hidden or missing from the group must be used.
- Children are prevented from playing in any way that challenges them beyond their abilities or that puts others at risk of significant injury.
- Sand is covered when not in use to prevent infectious disease and injury risk when animals and insects get into it.
- All pools and ponds are enclosed with four-sided fencing that is resistant to climbing, is at least five feet high, comes within three and one-half inches of the ground, and has openings no greater than three and one-half inches. Fence openings have self-closing latching gates with the latch at least 55 inches from the ground.

Goals: Indoor/Outdoor and Active Play Areas	Date Goal Achieved

Security and Emergency Preparedness:

Yes No

- Smoke detectors and other alarms meet state and local fire and building codes and are tested monthly.
- Fire and evacuation plans are posted in each room.
- Emergency plans/drills are practiced monthly.
- The home is free of impediments to escape in case of fire. For example, if there are window bars, can they be unlocked to escape? If there are deadbolts on the exit doors, could a child work the lock to get out in case of fire?
- The children/staff can be evacuated in a single trip.
- All users of the facility know their roles and responsibilities in case of fires, injury, shelter-in-place emergencies or other disasters. Plans are developed and practiced. Information and resources on emergency preparedness are available from the Missouri Department of Health and Senior Services website at <http://health.mo.gov/emergencies/readyin3/childcare.php>.
- Emergency numbers are posted near each phone and include the nearest hospital, police department, fire department, ambulance and poison control center.
- Exits are clearly marked and free of clutter.
- First aid kits include the required supplies as listed in the First Aid Kit Inventory.
- Children are taught the words “stop” and “no”. Caregivers avoid using these words unless there is danger.
- Children are taught their own telephone number and address.
- Children are taught how to phone EMS (911) if age appropriate.
- Children are taught how to Stop, Drop, and Roll in case their clothes catch on fire.

ATTACHMENT 27
EDUCARE HEALTH & SAFETY CHECKLIST FOR FAMILY CHILD CARE HOMES

Goals: Security and Emergency Preparedness	Date Goal Achieved

Vehicles/Riding Toys

Yes No

Everyone, during every ride, uses age-appropriate safety restraints.

Missouri's Child Restraint Law (RSMo 307.182)

- Children less than 4 years old or less than 40 pounds must be in an appropriate child safety seat.
- Children ages 4 through 7 who weigh at least 40 pounds must be in an appropriate child safety seat or booster seat unless they are 80 pounds or 4'9" tall.
- Children 8 and over or weighing at least 80 pounds or at least 4'9" tall are required to be secured by a safety belt or buckled into an appropriate booster seat.

Infant seats are installed correctly. Children should remain in rear-facing car seats until they reach the top weight or height limit set by the car seat's manufacturer.

All children age 12 and under should ride in the back seat.

Bicycles and other riding toys are stable, well balanced, and of the appropriate size. They do not have broken parts or no such toys.

All vehicles are locked when not in use.

Children are never left alone in a vehicle.

Children use helmets when riding bikes or other riding toys that have a wheel base of 20 inches.

Young bikers ride while supervised.

All children know traffic rules.

Children follow bicycle safety guidelines while riding bikes and do not ride in the street or no bikers.

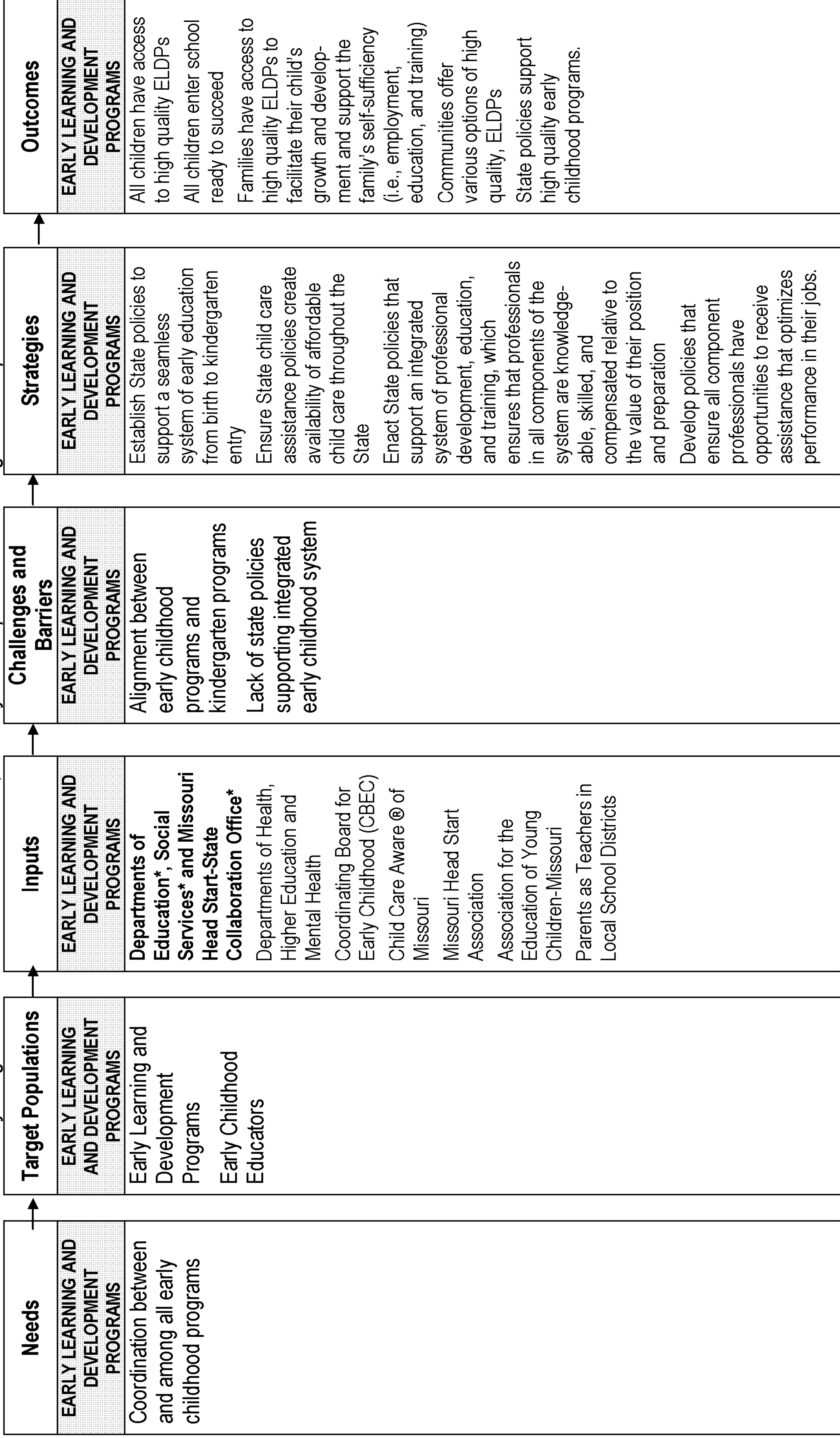
Young children never cross the street without an adult. Children should know rules for crossing the street.

Goals: Vehicles/Riding Toys	Date Goal Achieved

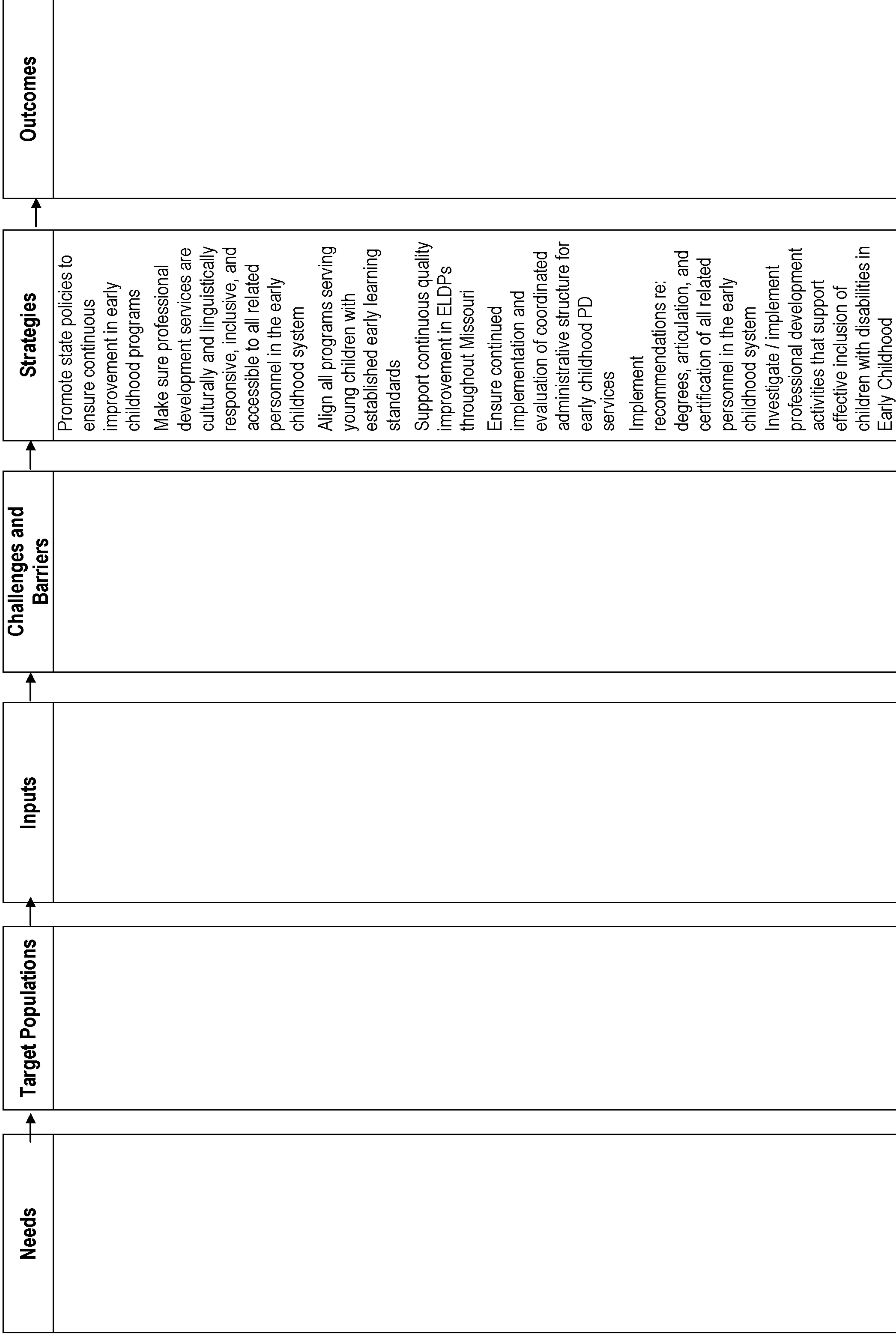
ATTACHMENT 28

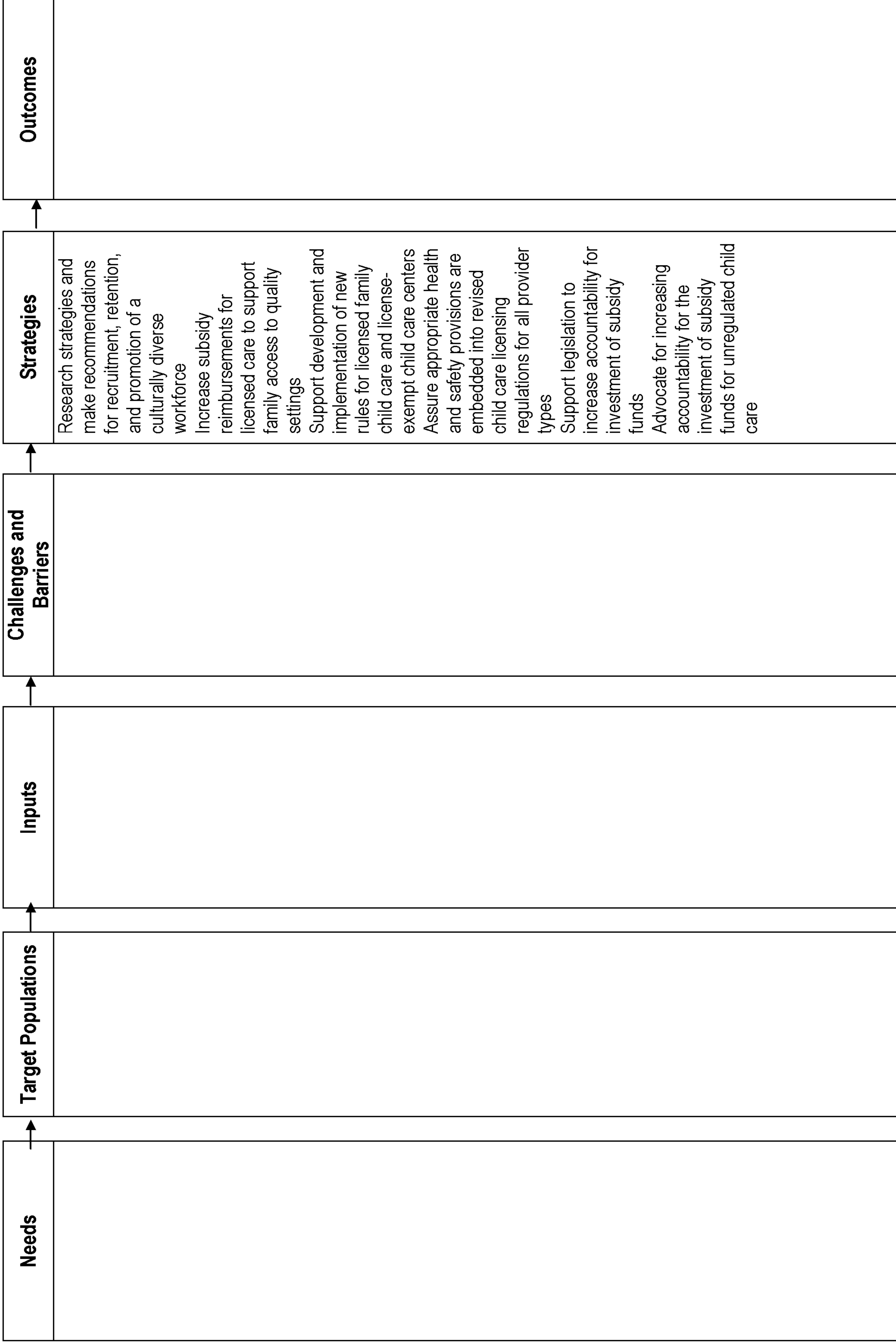
Logic Model C / Theory of Change for Promoting Early Learning and Development Outcomes for Children
 “Show Me” to the Top: MISSOURI’S EARLY LEARNING ROADMAP

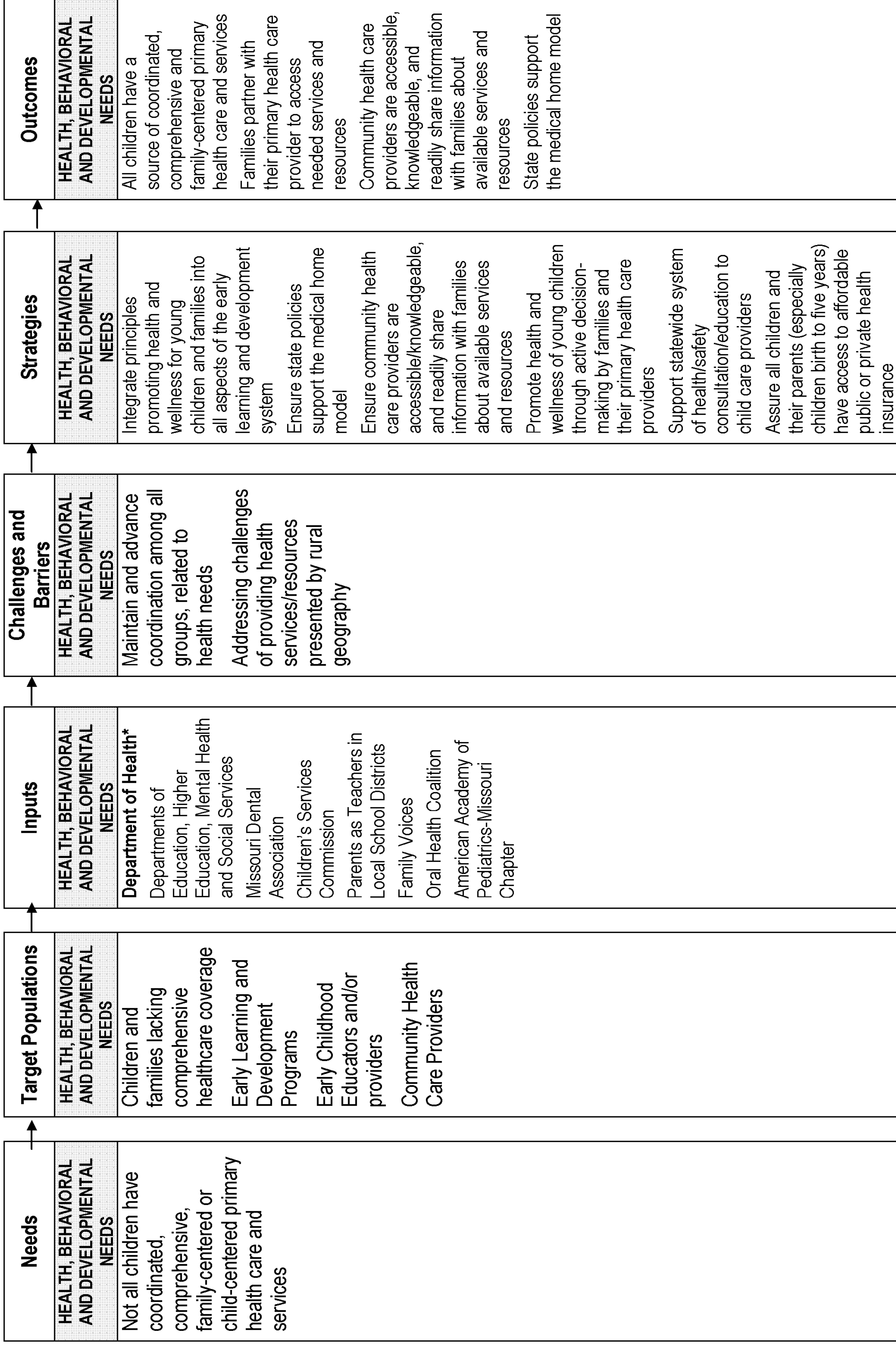
All young children in Missouri are safe, healthy and capable of reaching their full potential



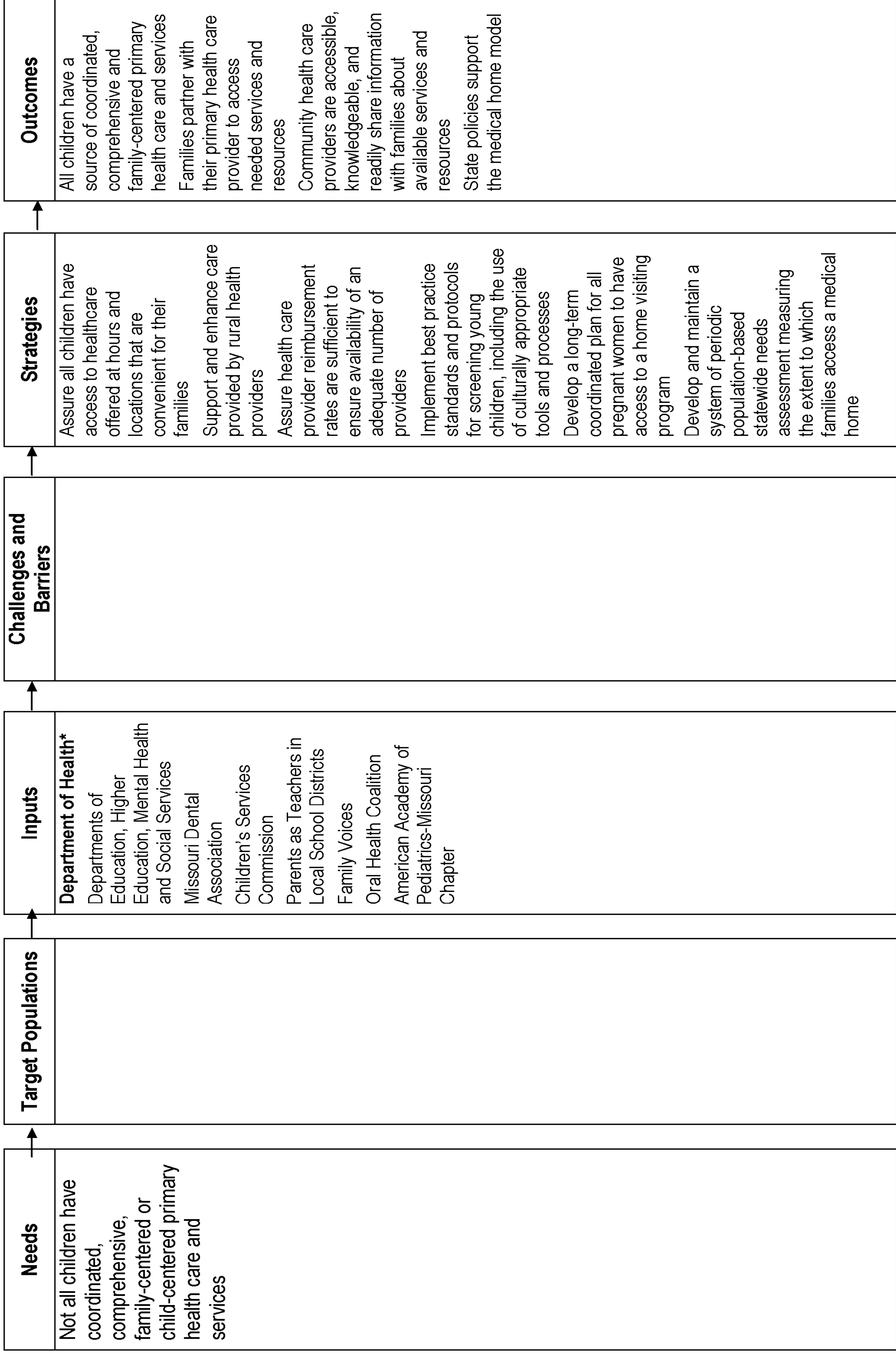
* Lead Role



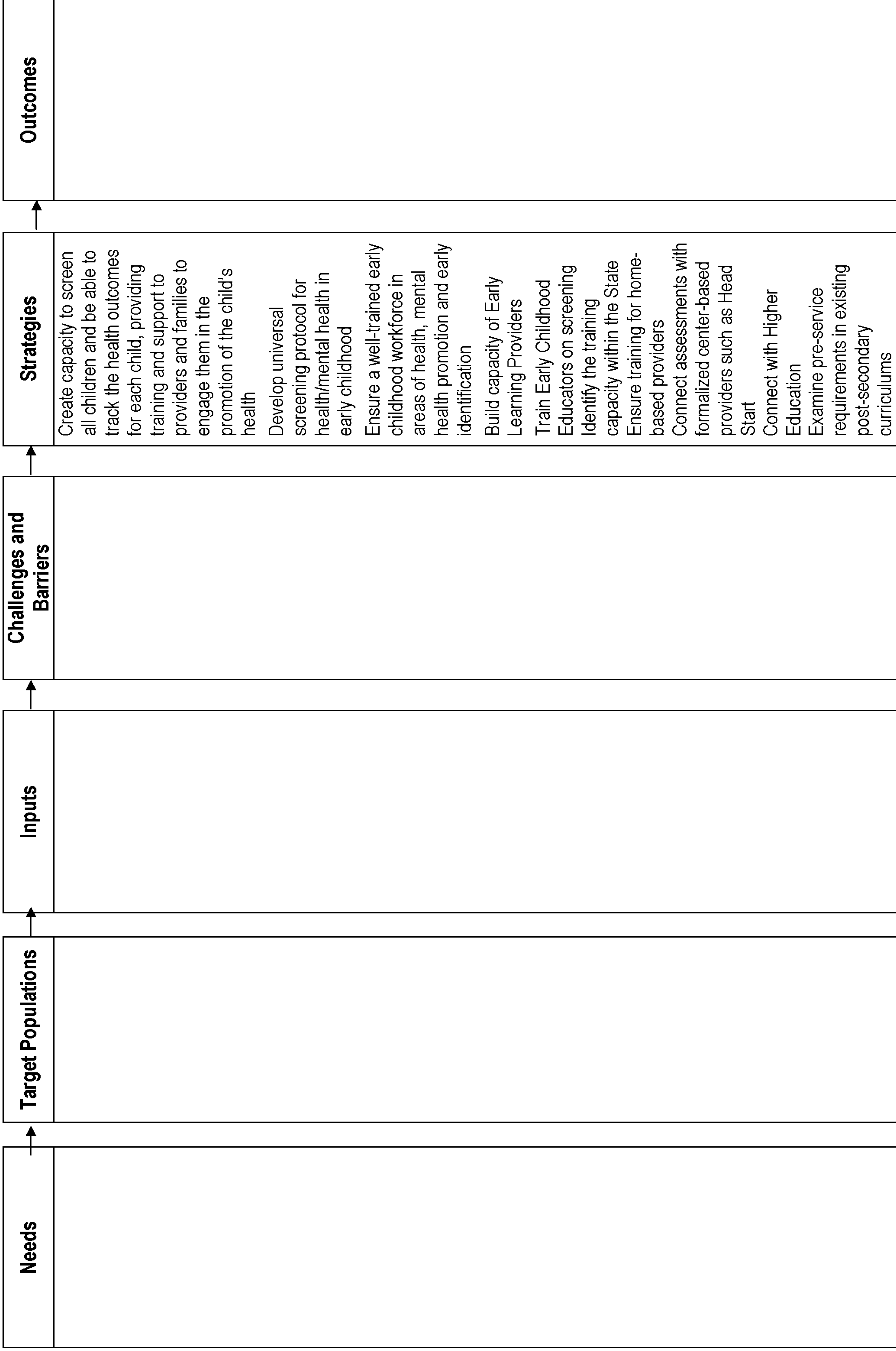


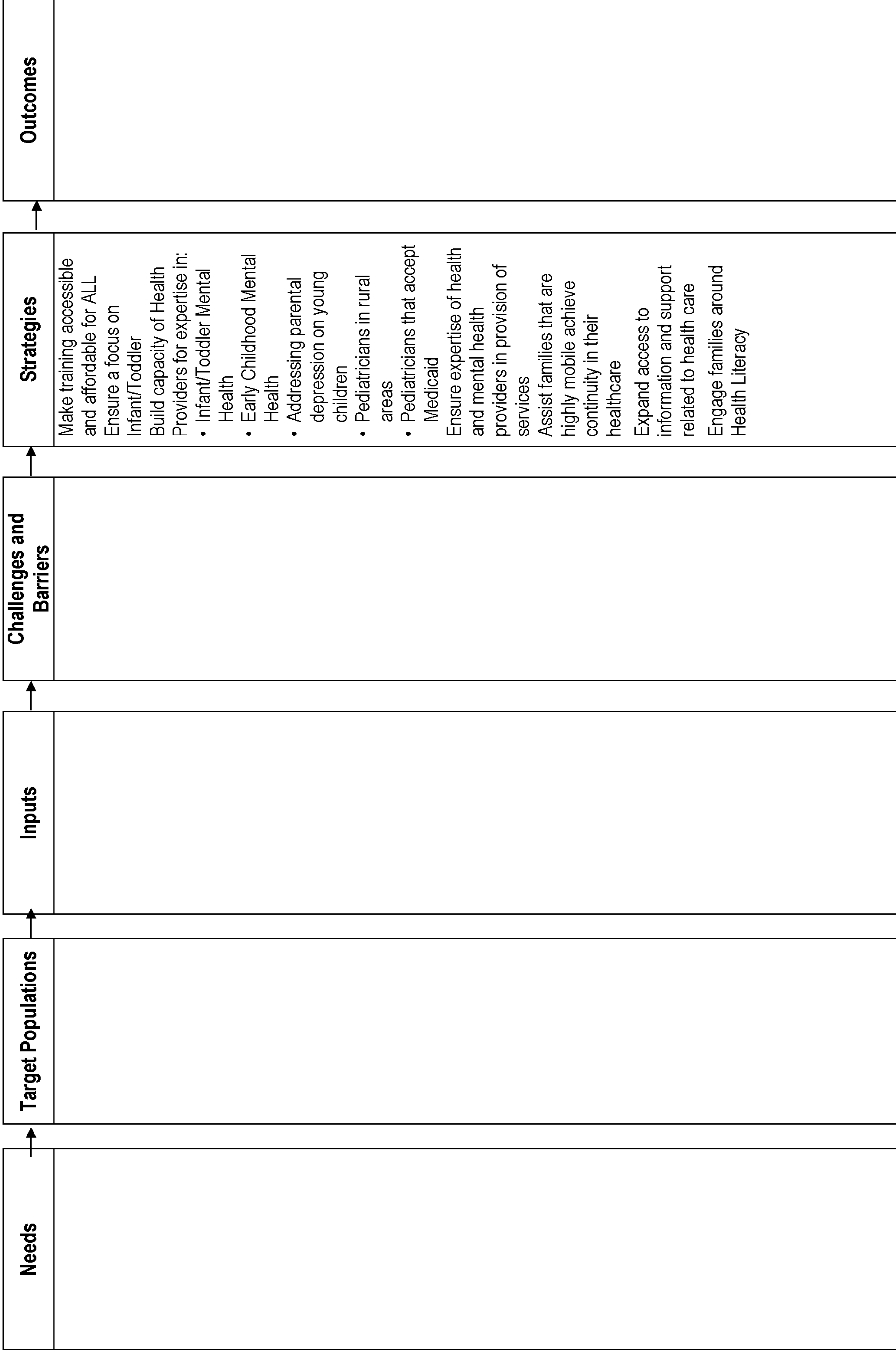


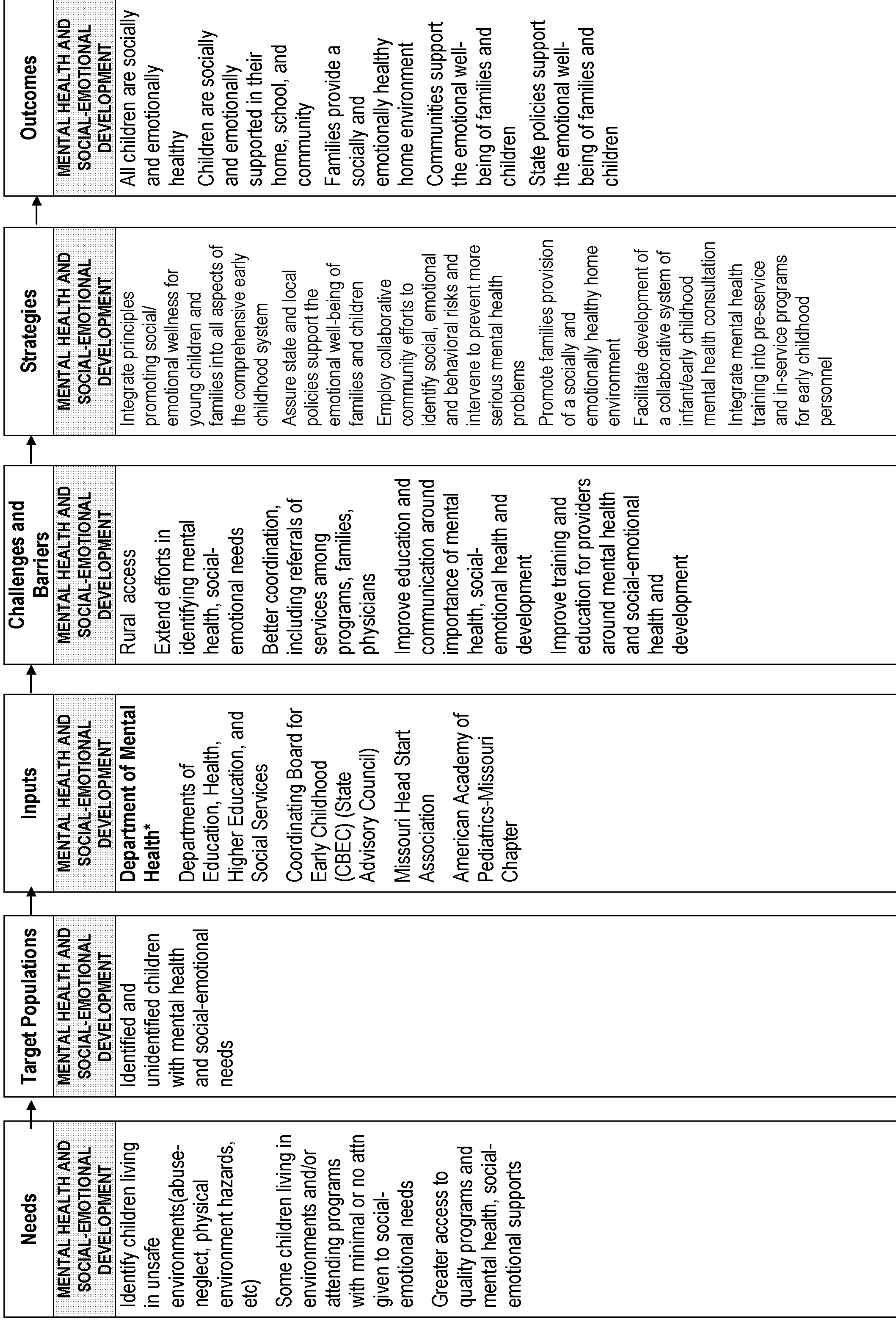
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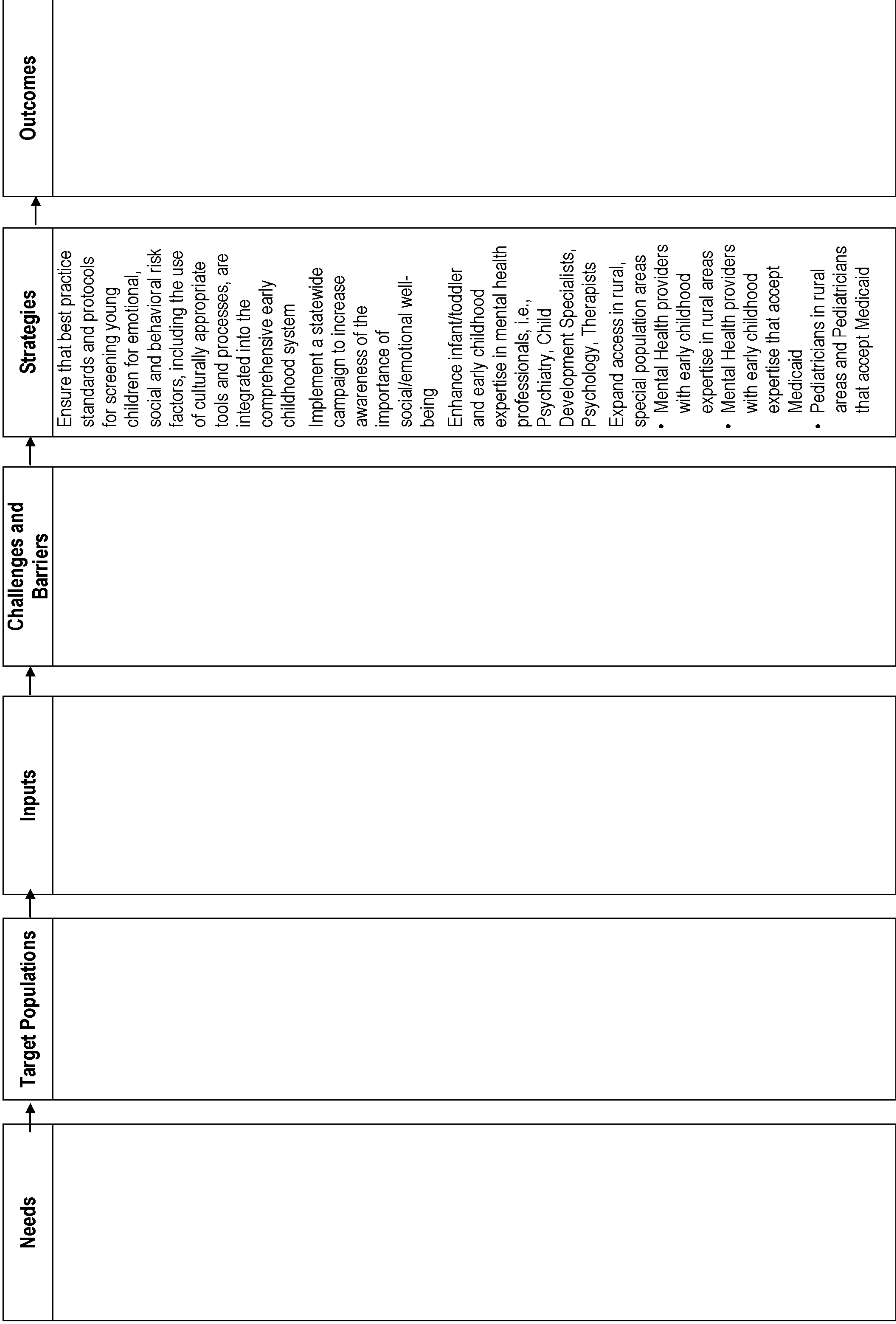
* Lead Role



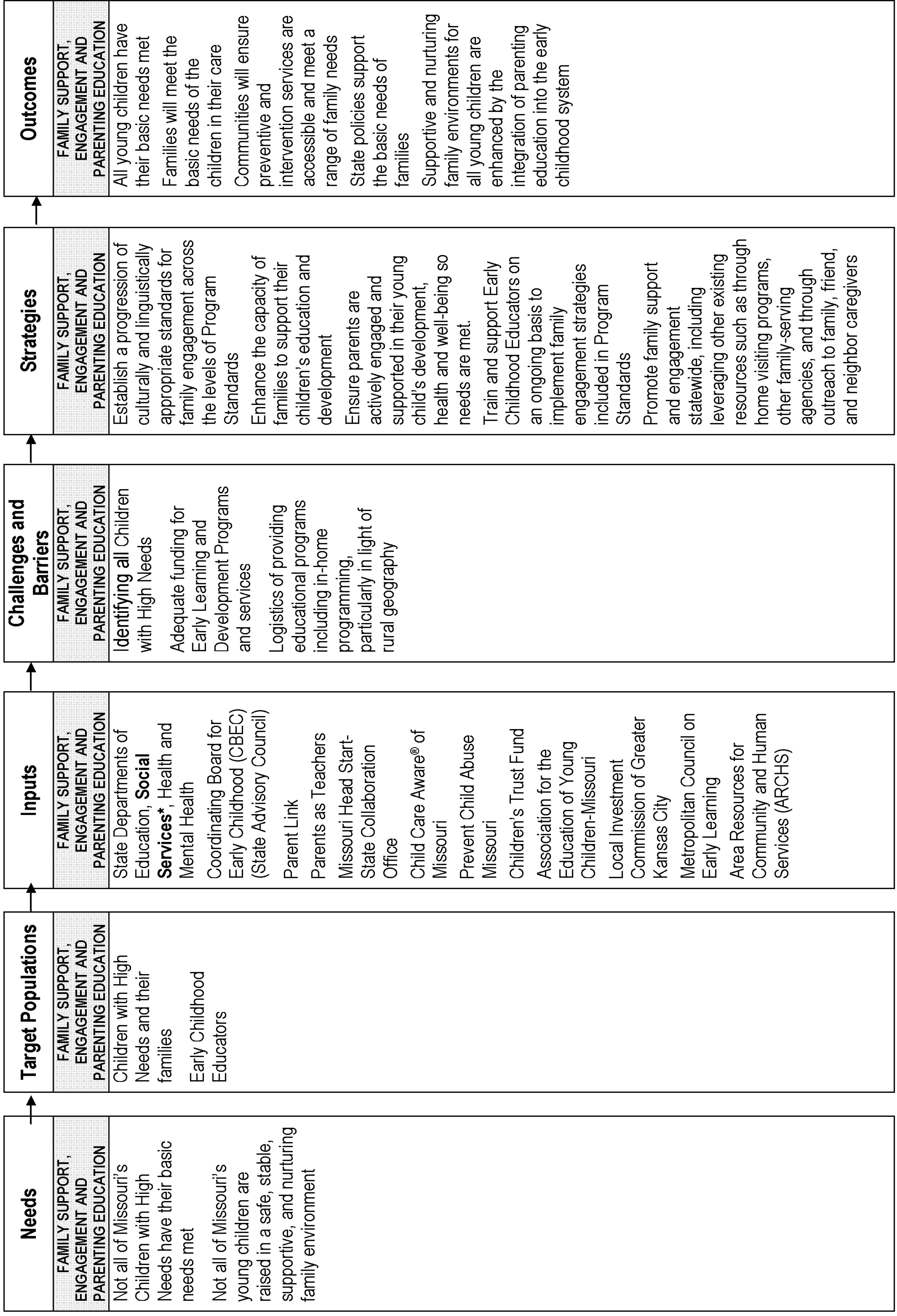




* Lead Role



* Lead Role



* Lead Role

Needs

Target Populations

Inputs

Challenges and Barriers

Strategies

Ensure state and local policies support basic needs of families with young children are met

Ensure communities recognize, support, and respond proactively to the diversity of families

Ensure communities have preventative and intervention services accessible to meet a range of family needs

Ensure families meet the basic safety and subsistence needs of young children in their care

Develop and implement a system that is responsive to emergency needs and promotes continued family stability

Partner to support the implementation of statewide family leadership opportunities

Implement the Strengthening Families approach that enhances protective factors in families throughout Missouri

Outcomes

Needs

Target Populations

Inputs

Challenges and Barriers

Strategies

Foster policies and programs at the state and local levels that nurture family environments that benefit children

Engage families in ways that support their parenting through community agencies and effective programs

Facilitate linkages for families to gain skills and access to programs and resources they need to enhance their child(ren)'s growth and development

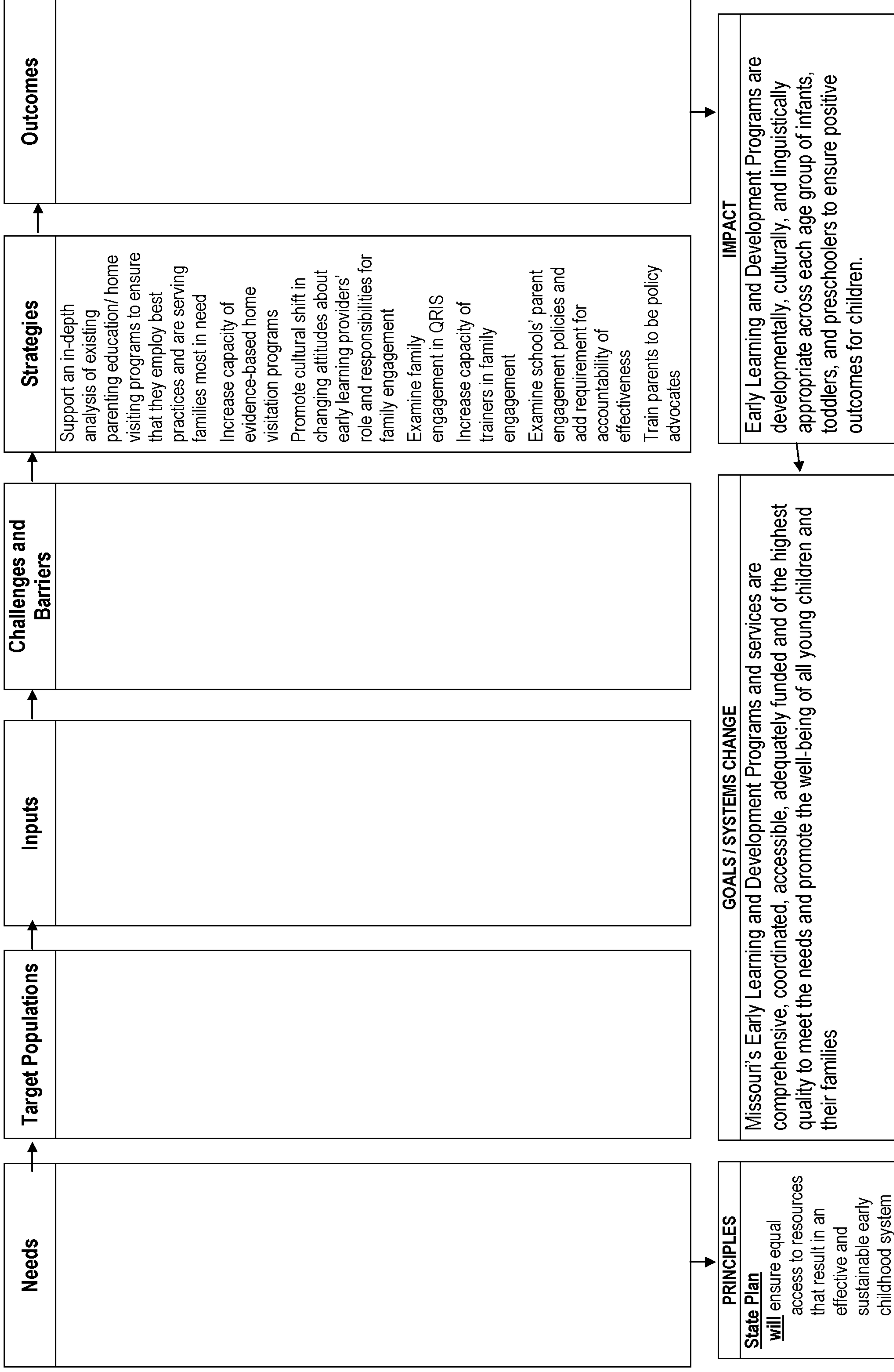
Help parents develop skills and knowledge necessary to support school readiness through parenting education programs and services

Provide parents opportunities to observe, guide, and promote the learning of their children at home, school, and in the community

Provide ongoing support, education and skill development opportunities for parents that promote warm, healthy parent/ child relationships

Develop and coordinate effective parenting initiatives that advance parenting and parents' child development knowledge

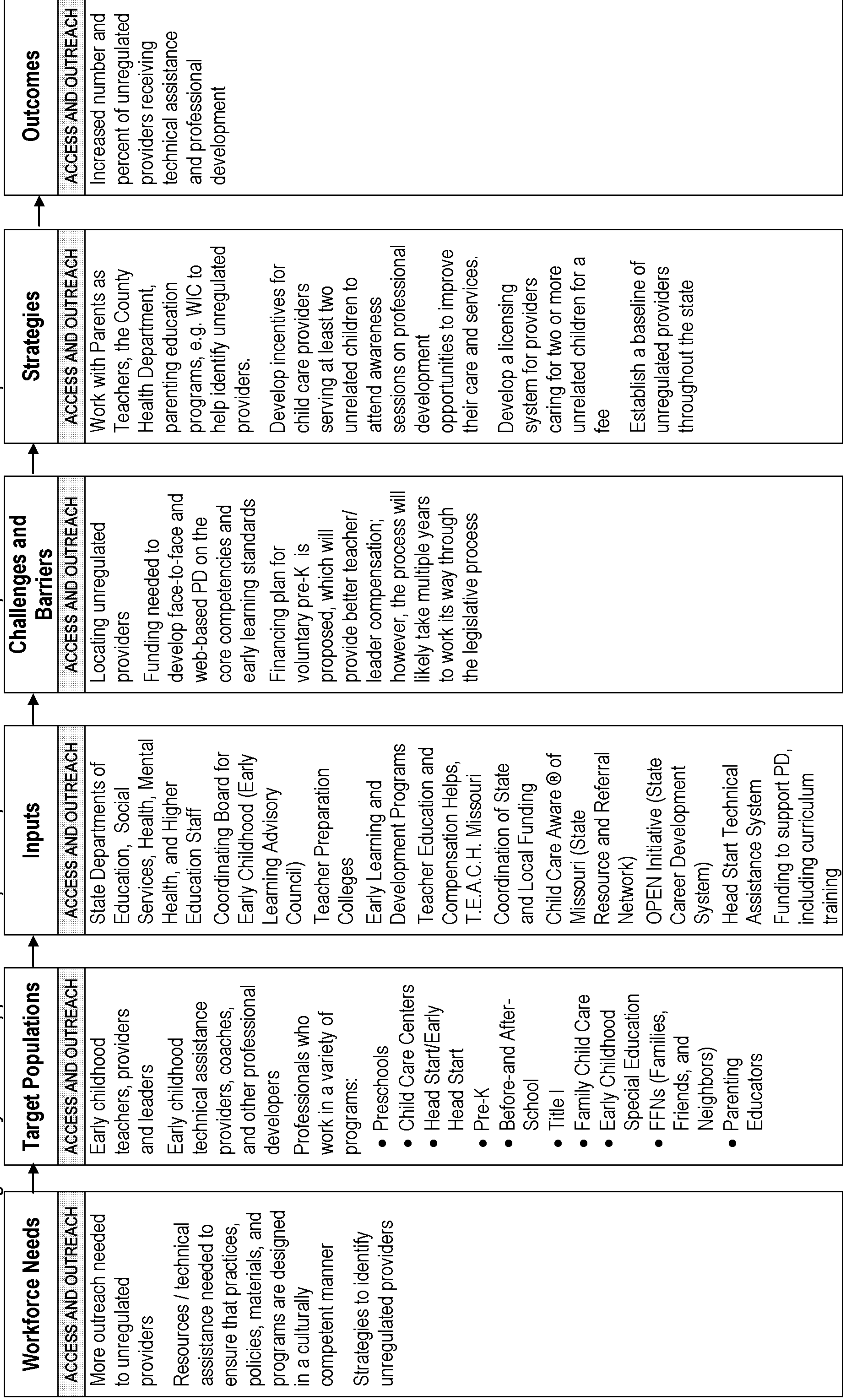
Outcomes

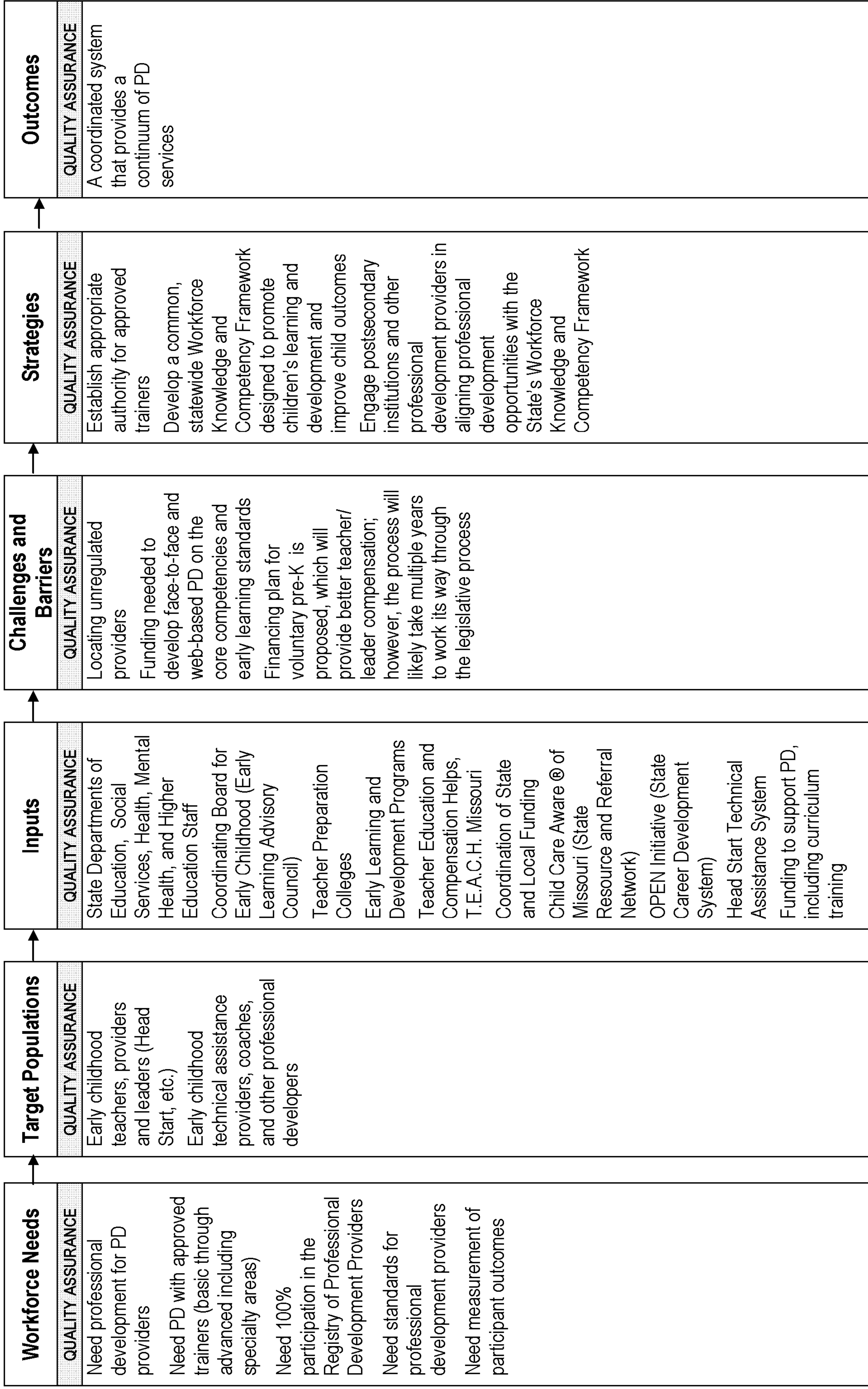


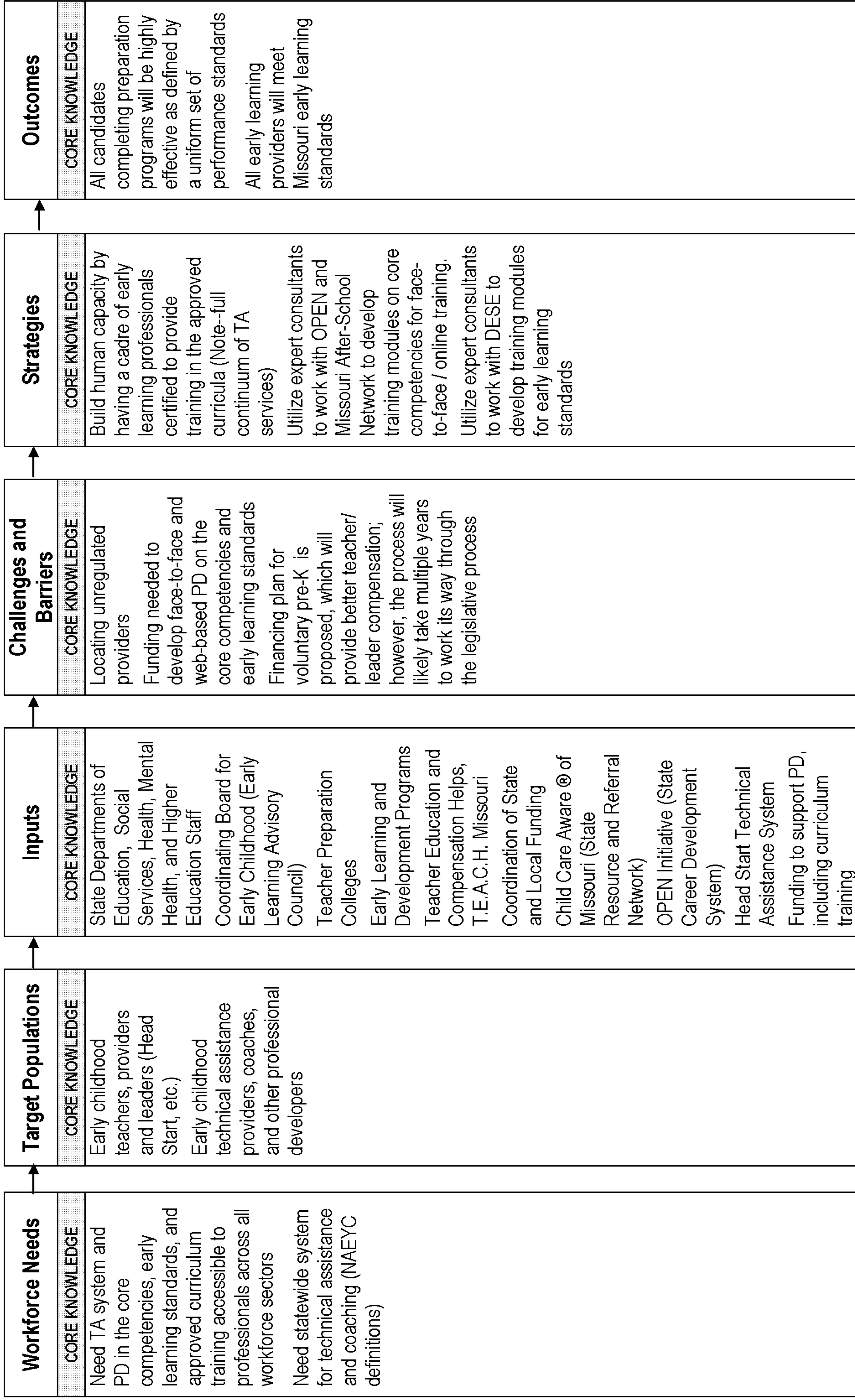
ATTACHMENT 29

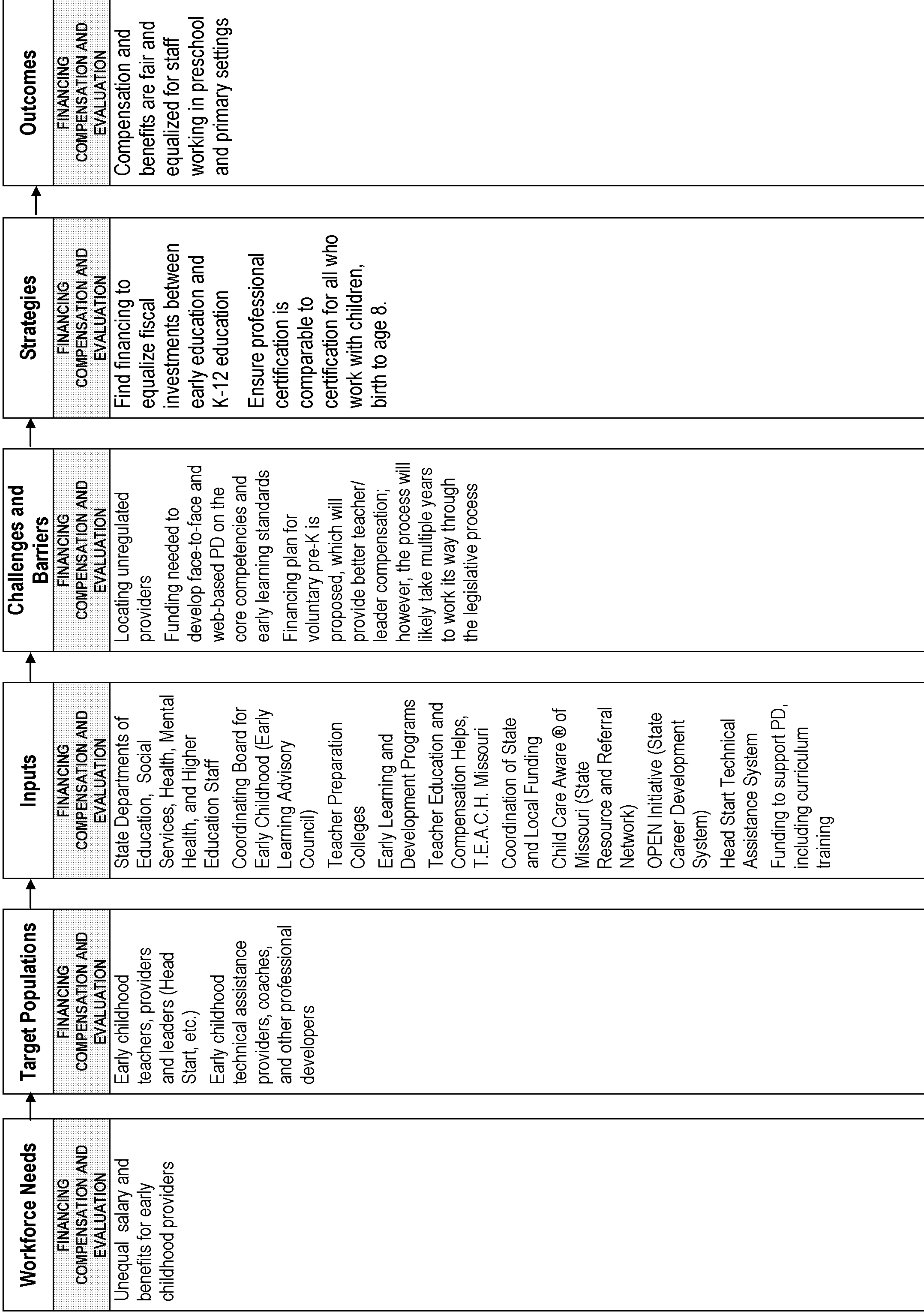
**Logic Model D / Theory of Change for Workforce Knowledge and Competency Framework
 “Show Me” to the Top: MISSOURI’S EARLY LEARNING ROADMAP**

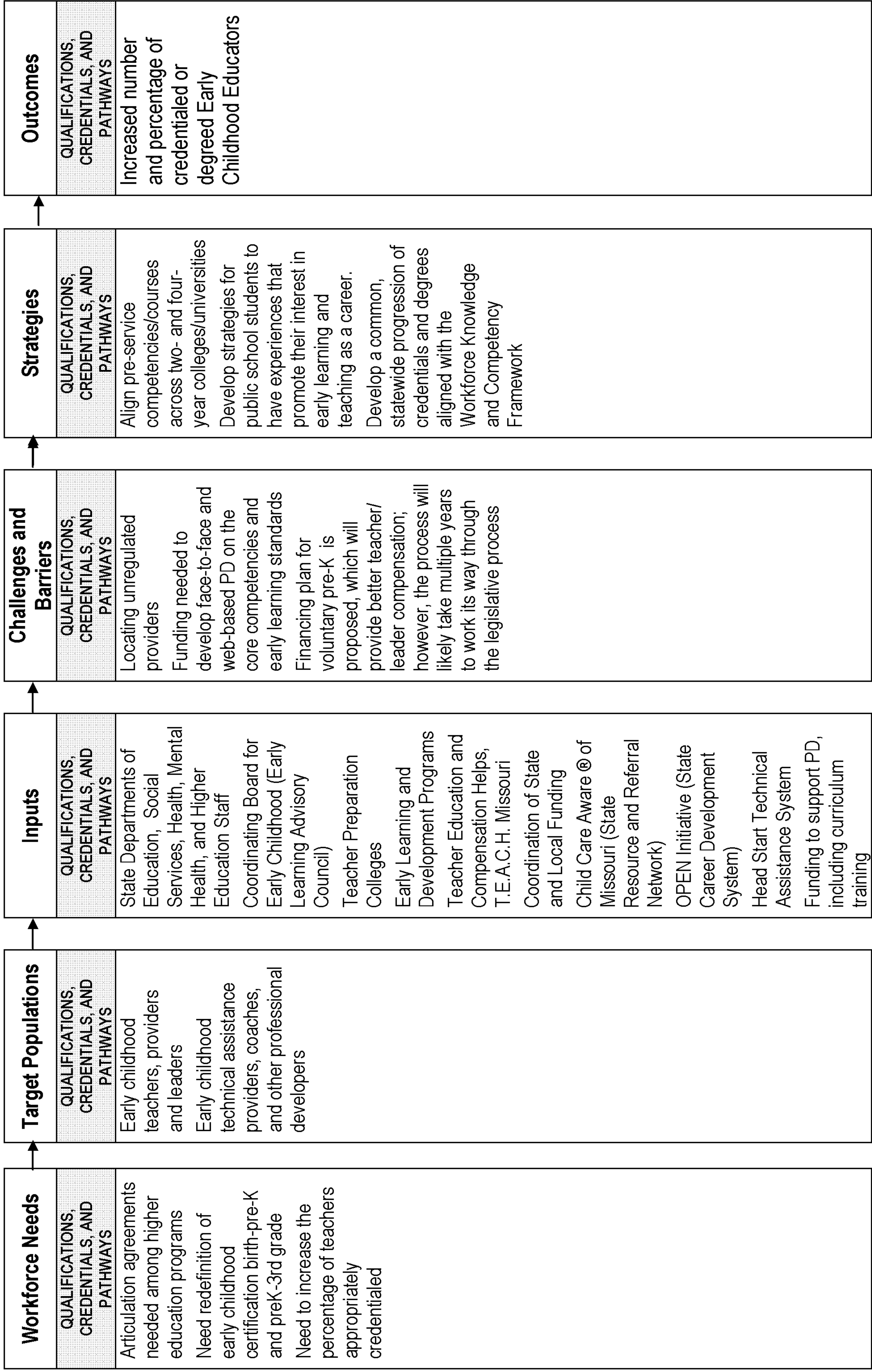
A seamless and integrated system of supports that expands capacities and builds competencies in those who provide education to children and families.











PRINCIPLES	GOALS / SYSTEMS CHANGE	IMPACT
<p><u>Professional Development</u> will be driven by a common vision, mission and outcomes and will be held together with financing, compensation and evaluation</p>	<p>A seamless and integrated system to provide support to those working with children and families. It is aligned with K-12 education, linked to higher education, and supports child development and school success.</p>	<p>Highly effective, credentialed or degreed Early Childhood Workforce that is fairly compensated.</p>

(b)(6)

CORE COMPETENCIES
for Early Childhood and
Youth Development Professionals
(Kansas and Missouri)

Welcome!

Welcome to the first edition of the combined *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)*. This framework combines the knowledge and skills outlined in the previous versions of the *Kansas and Missouri Core Competencies for Early Care and Education Professionals (2001)* and *Kansas and Missouri Core Competencies for Youth Development Professionals (2006)* and has been updated to reflect current research in the field.

Professionals from various agencies collaborated to develop this edition. Recognizing opportunities to provide consistency for program staff, the following organizations collaborated and provided leadership to develop one set of core competencies to serve as the foundation for the Kansas and Missouri professional development systems for both early childhood and youth development professionals:

Child Care Aware® of Kansas

Toll Free: 877-678-2548

785-823-3343

www.ks.childcareaware.org

OPEN Initiative

Toll Free: 877-782-0185

573-884-3373

www.OPENInitiative.org

Missouri AfterSchool Network (MASN)

Toll Free: 888-210-2469

573-884-2462

www.moasn.org

Kansas Enrichment Network

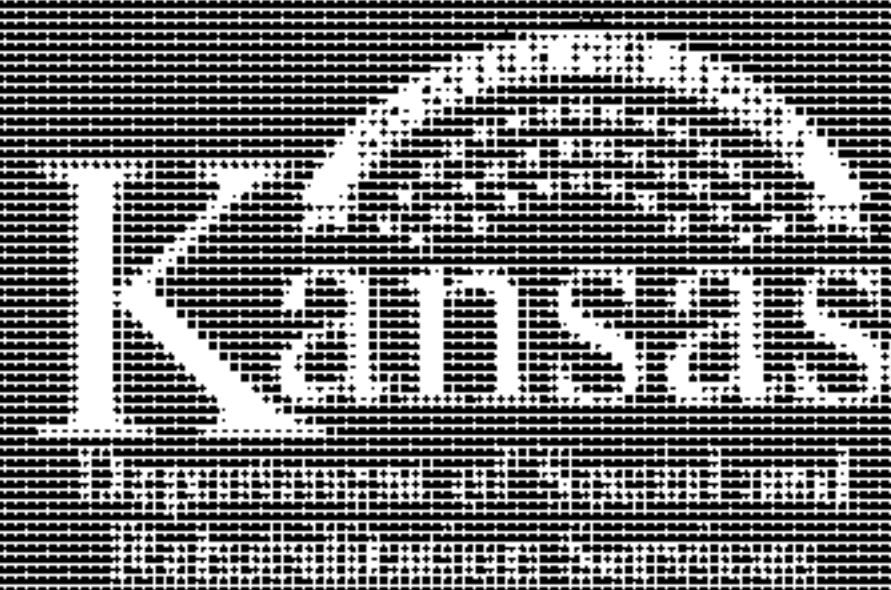
785-864-9665

www.kansasenrichment.net

Permission to copy not required, distribution encouraged. Child Care Aware® of Kansas/ OPEN Initiative/Missouri AfterSchool Network/Kansas Enrichment Network (2011) *Core Competencies for Early Childhood and Youth Development Professionals*

Child Care Aware® of Kansas, OPEN Initiative, Kansas Enrichment Network, and the Missouri AfterSchool Network thank the professionals involved in the creation of these Core Competencies for their dedication and hard work.

Funding and support for the development and printing of the *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* was provided by the Kansas Department of Social and Rehabilitation Services, Children's Trust Fund of Missouri, Missouri Department of Social Services, Missouri Department of Elementary and Secondary Education, and the Charles Stewart Mott Foundation.



For additional copies:

Kansas Residents contact:

Child Care Aware® of Kansas

Toll Free: 877-678-2548

Email: info@ks.childcareaware.org

www.ks.childcareaware.org

Missouri Residents contact:

OPEN Initiative

Toll Free: 877-782-0185

Email: OPENInitiative@missouri.edu

www.OPENInitiative.org

So, what are core competencies anyway?

Core competencies are what you need to know to provide quality early childhood and youth development activities and interactions. The *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* is a framework that defines the standards for early childhood and youth development professionals. They set the expectations for professionals who care for infants, toddlers, preschoolers, school-age children, and older youth.

8 Content Areas

The Core Competencies are organized into eight Content Areas, each providing specific standards that help professionals learn to fully include children and youth with various ethnic, linguistic, and socio-economic backgrounds — as well as diverse needs and abilities.

- I. Child and Youth Growth and Development
- II. Learning Environment and Curriculum
- III. Observation and Assessment
- IV. Families and Communities
- V. Health and Safety
- VI. Interactions with Children and Youth
- VII. Program Planning and Development
- VIII. Professional Development and Leadership

5 Levels

Each Content Area is divided into five levels of skills. These levels outline the knowledge essential in providing quality programming, and establishing a continuum from preliminary skills (Level 1) to an advanced level of skills (Level 5). The five levels are

intended to be cumulative — with knowledge and skills in one level required before moving to the next higher level. This development generally progresses from knowing and following, to planning and implementing, to eventually analyzing and evaluating program and practices. As professionals gain knowledge and skills through work experience and formal education/training, they will advance through the five levels in each Content Area. Depending on a professional's role, setting, or experience—he or she may have skills at varying levels in different areas.

Level 1 includes the knowledge and skills expected of a professional new to the profession, with minimal specialized training/education.

Level 2 includes Level 1, plus the knowledge and skills expected of a professional with a Child Development Associate (CDA) credential, Youth Development Credential (YDC), or equivalent training and education.

Level 3 includes Levels 1 and 2, plus the knowledge and skills expected of a professional with an associate's degree in early childhood, youth development or related fields.

Level 4 includes Levels 1, 2, and 3, plus the knowledge and skills expected of a professional with a bachelor's degree in child/youth development or related fields.

Level 5 includes Levels 1, 2, 3, and 4 plus the knowledge and skills expected of a professional with an advanced degree in child/youth development or related fields.

Continued on page 4...

We believe:

- Early childhood and youth development professionals assume many roles in a variety of settings.
- Competent, well-trained professionals are the key to quality child and youth programs.
- Professional development requires reflection on practices to identify strengths, recognize areas for future growth, and incorporate new learning experiences.
- Cultural diversity impacts all areas of practice. Professionals recognize that each family is unique in its structure, values, beliefs, traditions, and interactions. Professionals respect each family's worth and appreciate the richness of diversity that each family brings to the program.
- Children and youth require meaningful, relevant, and supportive settings to develop.
- The family has primary responsibility for the education and development of their child, so early childhood and youth development professionals work to support the family as a whole.
- Children and youth develop to their fullest potential when adults form nurturing relationships and create environments and experiences that are inclusive of their cultures, needs, and abilities.

Indicators

A companion document of indicators will support early childhood and youth development professionals to further meet each competency statement. Whereas the competency statements were developed as general broad statements for all professionals regardless of role, the indicators provide specific role-based examples of how professionals can meet each competency.

For more information on indicators, visit www.ks.childcareaware.org, www.OPENInitiative.org, or www.moasn.org

How can YOU benefit?

All program staff can...

- Assess current knowledge and skills
- Identify areas for professional growth
- Create a plan for developing as a professional

Directors and program administrators can...

- Create position descriptions and staff evaluation tools
- Develop and track professional development plans
- Establish a salary scale based on levels of competency achievement

Trainers and training organizations can...

- Plan and organize training and education opportunities
- Promote training and education focusing on specific competencies

Higher education faculty, staff, and administrators can...

- Evaluate and refine course content
- Coordinate and design course content to facilitate transfer and articulation agreements

Other stakeholders can...

- Establish standards for early childhood and youth development systems efforts
- Promote the use of the Core Competencies across programs, agencies, and higher education institutions
- Connect stakeholders around common goals of professionals working with children and youth to families, communities, and public education (K-12)

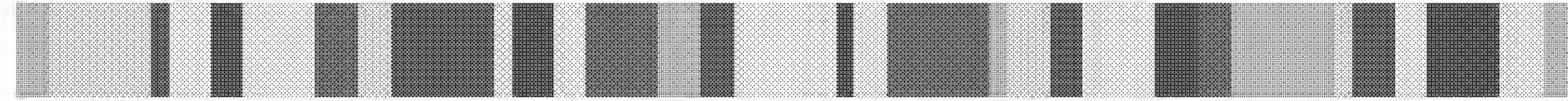


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Content Area I:

Child and Youth Growth and Development

Early childhood and youth development professionals understand how children and youth learn and develop in each of the domains: physical, language and communication, social and emotional, creative, and cognitive.

Promoting Growth and Development

Level 1

- a. Is aware of basic benchmarks for growth and development.
- b. Recognizes that children and youth have individual needs, characteristics, abilities, and develop at their own rate.
- c. Recognizes that learning develops through experience and active participation.
- d. Accepts differences in development.
- e. Values different personalities.

Level 2

- a. Identifies benchmarks related to physical, language and communication, social and emotional, creative, and cognitive development.
- b. Promotes growth and development using appropriate services and resources, including technology.
- c. Identifies different temperaments, personalities, and learning styles.

Level 3

- a. Communicates physical, language and communication, social and emotional, and creative, and cognitive differences among children and youth.
- b. Employs practices to support an inclusive philosophy.
- c. Explains major research-based theories related to growth and development.

Level 4

- a. Collaborates with others to promote growth and development.
- b. Applies research-based theories of growth and development to planning and practice.
- c. Explains the multiple influences on development and learning.

Level 5

- a. Evaluates, applies, and articulates current theory, resources, research, and policy to promote the growth and development of children and youth.
- b. Integrates information on growth, development, learning patterns, diverse abilities, and multiple intelligences and applies to practice.

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Content Area II:

Learning Environment and Curriculum

Early childhood and youth development professionals establish an environment that provides learning experiences that meet the needs, interests, development, and skill levels of each child and youth.

Creating a Developmentally Appropriate Learning Environment and Curriculum

Level 1 _____

- a. Explains Developmentally Appropriate Practice.
- b. Recognizes the importance of creating a developmentally appropriate learning environment and following a curriculum.
- c. Identifies aspects of a developmentally appropriate environment and learning plan.
- d. Discusses how children and youth learn through relationships, activities, and play.
- e. Engages children and youth in activities that meet the individual needs, interests, development, and skill levels.

Level 2 _____

- a. Provides an interesting, secure, and inclusive environment to encourage play, exploration, and learning across the developmental domains.
- b. Creates developmentally appropriate learning environments and curriculum using appropriate services and resources, including technology.

Level 3 _____

- a. Creates environments and learning experiences to value, affirm, and respect diverse needs and abilities.
- b. Designs and implements learning opportunities that include goals and objectives.
- c. Uses a broad collection of effective teaching/learning strategies, tools, and approaches to meet individual needs and enhance learning.

Level 4 _____

- a. Applies content knowledge, concepts, and skills to create a developmentally appropriate learning environment and integrated curriculum.

- b. Reflects on the effectiveness of learning environments and curriculum to meet individual needs, interests, development, and skill levels and makes appropriate changes.
- c. Develops a learning environment and curriculum using major theories of child and youth development.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy on learning environments, teaching, and curriculum.

Promoting Physical Development

Level 1 _____

- a. Closely supervises and interacts with children and youth during physical activities.
- b. Assists with fine and gross motor skill development.

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Level 2 _____

- a. Provide a learning environment where children and youth can explore and develop physical motor skills.
- b. Adapts physical motor activities and interactions to support diverse needs and abilities.

Level 3 _____

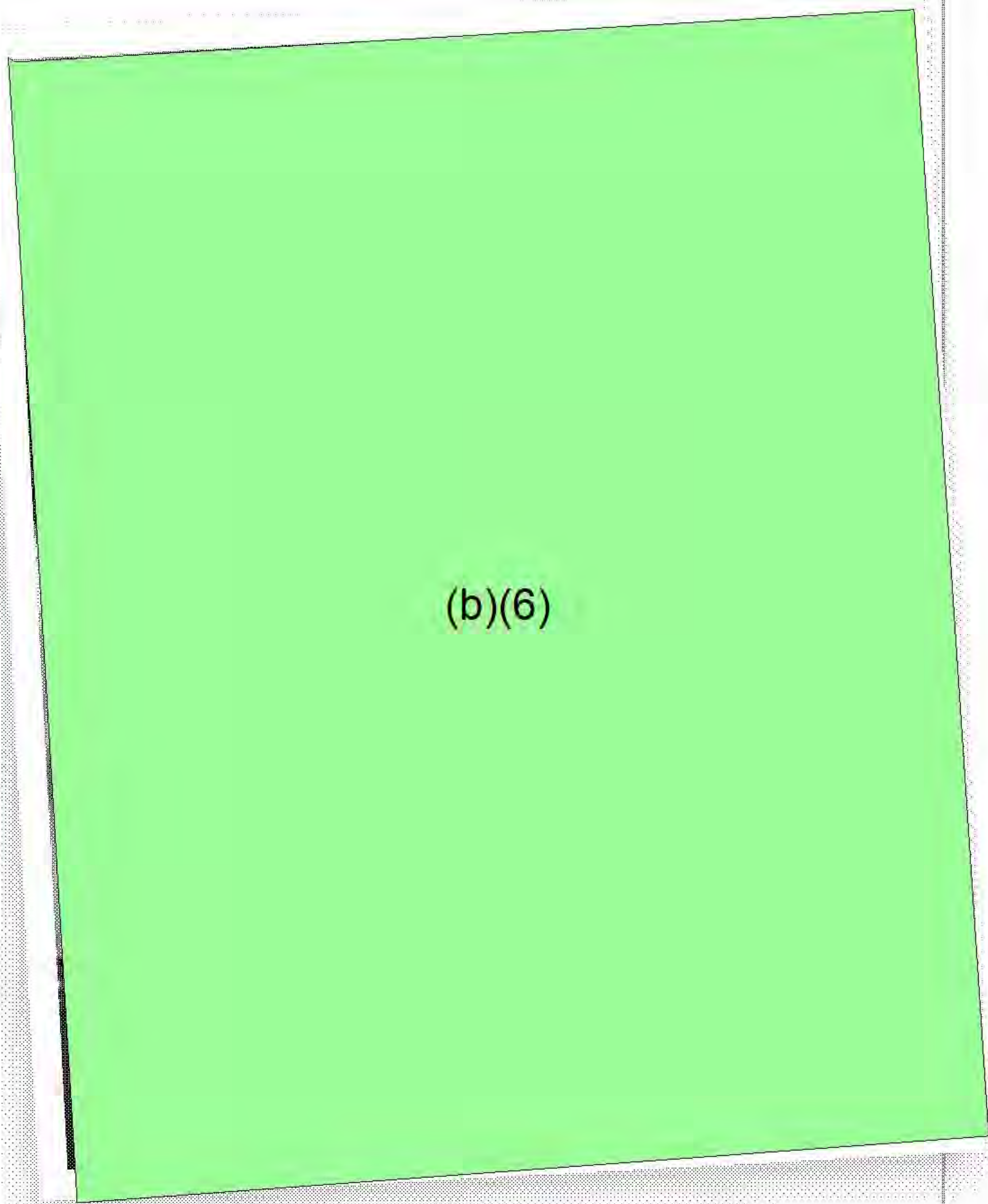
- a. Incorporates activities promoting physical development across curricular areas.
- b. Identifies the importance of sensory integration and its impact on learning.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of physical development activities.
- b. Explains perceptual motor development and its impact on learning.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting physical development.



Promoting Language and Communication Development

Level 1 _____

- a. Models appropriate and respectful communication skills.
- b. Encourages children and youth to communicate in a variety of ways.
- c. Responds to communication in a positive and timely manner.

Level 2 _____

- a. Provides learning environments to promote the development and exploration of language and communication skills.
- b. Adapts language communication activities and interactions to support diverse needs and abilities.

Level 3 _____

- a. Incorporates activities promoting language and communication development across curricular areas.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of language and communication activities and interactions.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting language and communication development.

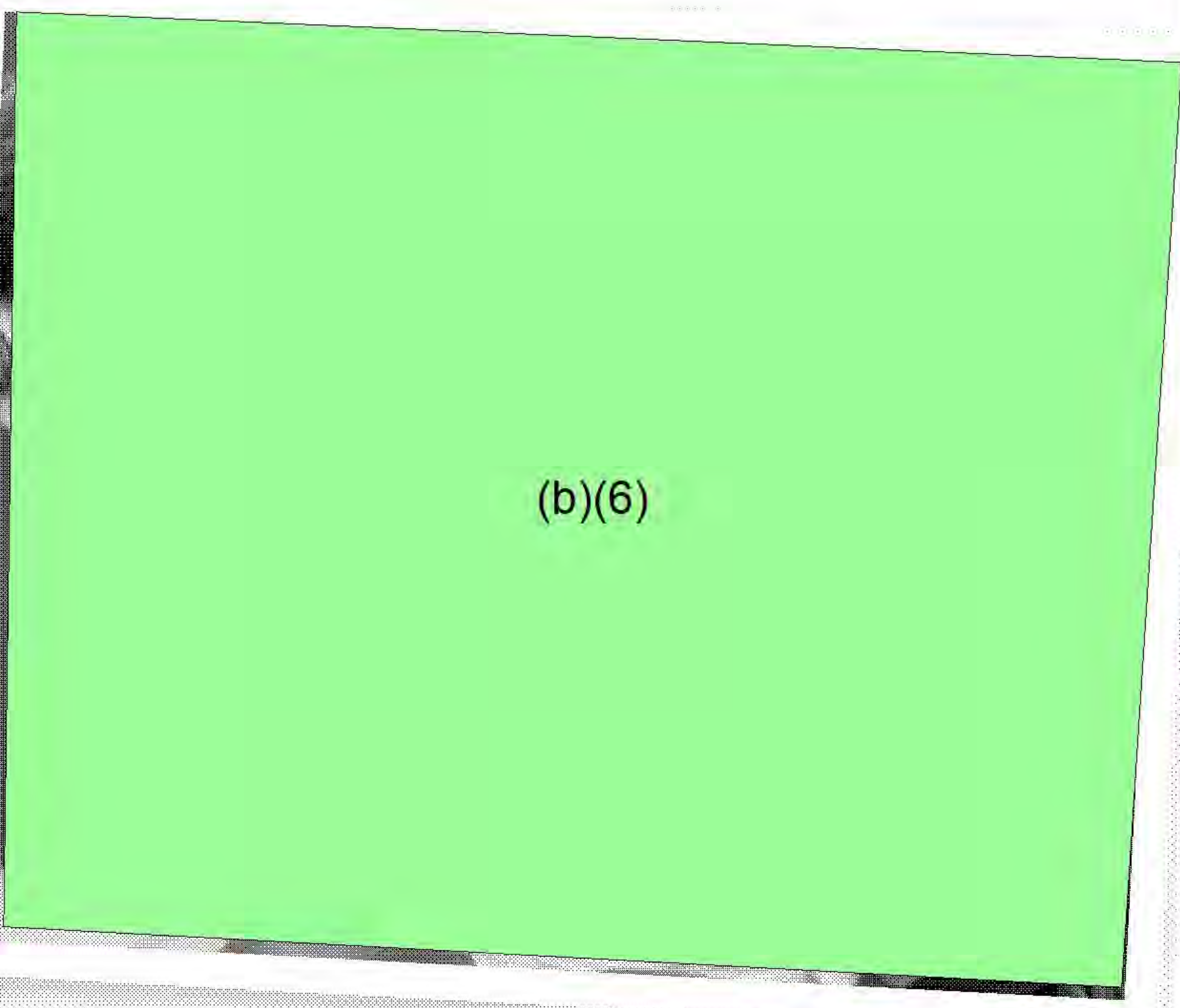
Promoting Social and Emotional Development

Level 1 _____

- a. Encourages age appropriate emotional expression.
- b. Models appropriate social interactions.
- c. Recognizes that change, separation, stress, and transition affect social and emotional development and behavior.
- d. Appreciates how children and youth develop a sense of self.

Level 2 _____

- a. Provides a safe learning environment where children and youth can explore and develop socially and emotionally.
- b. Helps children and youth communicate and get along with others in a safe and inclusive environment.
- c. Adapts activities and interactions to support social and emotional development.



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- d. Guides children and youth in expressing their feelings and asserting themselves in socially acceptable ways.

Level 3 _____

- a. Incorporates activities promoting social and emotional development across curricular areas.
- b. Supports children and youth in developing a sense of self.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of activities and interactions relating to social and emotional development.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting social and emotional development.

Promoting Creative Development

Level 1 _____

- a. Recognizes and supports individual expression.
- b. Encourages children and youth to try new activities.
- c. Provides equipment and materials that can be used in a variety of ways to encourage imagination and creativity.

Level 2 _____

- a. Provides a learning environment where children and youth can explore and develop creative skills.
- b. Adapts creative activities and interactions to support diverse needs and abilities.

Level 3 _____

- a. Incorporates activities promoting creative development across curricular areas.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of creative activities.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting creative development.

Promoting Cognitive Development

Level 1 _____

- a. Extends learning through questions and conversations.
- b. Models listening and is responsive to encourage learning.

Level 2 _____

- a. Provides a learning environment where children and youth can explore and develop cognitive skills.
- b. Adapts cognitive activities and interactions to support diverse needs and abilities.

Level 3 _____

- a. Incorporates activities promoting cognitive development across curricular areas.
- b. Provides activities and interactions that promote critical-thinking and problem-solving skills.

Level 4 _____

- a. Evaluates the appropriateness and effectiveness of cognitive activities and interactions.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting cognitive development.

Content Area III:

Observation and Assessment

Early childhood and youth development professionals continually communicate, interact, and observe to assist in the understanding of the behaviors of children and youth. Observations and assessments develop goals that produce positive outcomes for children and youth.

Observing and Assessing Children and Youth

Level 1 _____

- a. Recognizes that observation and assessment are ongoing processes.
- b. Maintains confidentiality regarding observation and assessment information.
- c. Assists with the collection of information about growth, development, and learning.

Level 2 _____

- a. Collects and organizes information while following appropriate procedures for observation, assessment, and referrals.
- b. Assesses children and youth using appropriate services and resources, including technology.

Level 3 _____

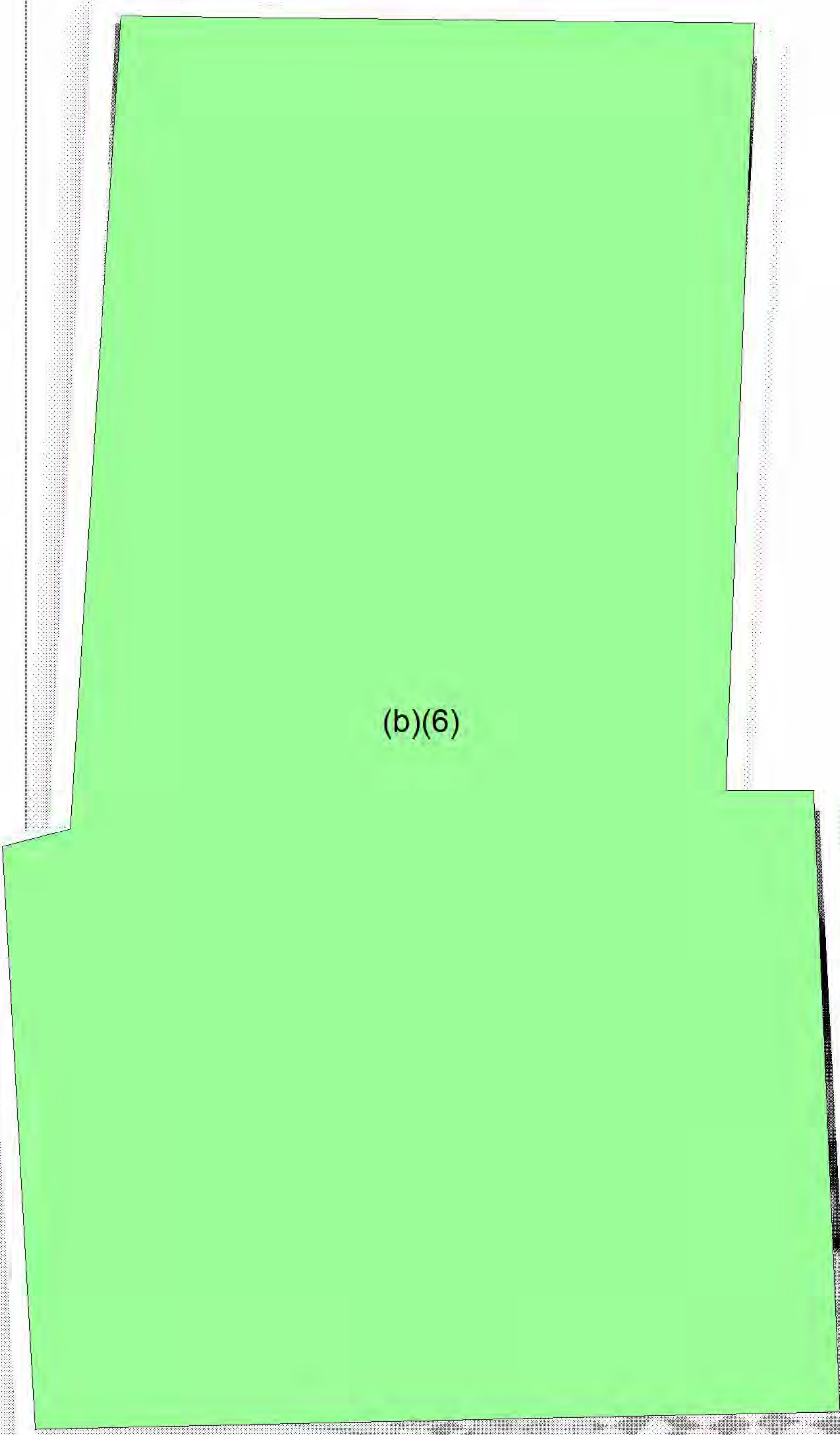
- a. Discusses the purposes, benefits, and uses of informal and formal assessments.
- b. Engages in ongoing assessment of individual growth, development, and learning and applies this knowledge to practice.
- c. Recommends appropriate referrals based on observation, documentation, and assessment.

Level 4 _____

- a. Develops a plan that utilizes assessment information to improve curriculum and modify learning experiences.
- b. Interprets assessment results and communicates them in a clear and supportive manner.
- c. Implements formal and informal assessment tools for individual and group learning.
- d. Collaborates to create partnerships for assessment.
- e. Analyzes and evaluates observation and assessment data and applies knowledge to practice.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting observation and assessment.



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Content Area IV:

Families and Communities

Early childhood and youth development professionals work collaboratively with families and agencies/organizations to meet the needs of children, youth, and families while encouraging the community's involvement with early childhood and youth development.

Communicating with Families

Level 1 _____

- a. Communicates respectfully and positively with families from a variety of cultural and socio-economic backgrounds.
- b. Respects the choices and goals families make for their children.

Level 2 _____

- a. Engages families in discussions regarding their child's development.
- b. Communicates and assists families by sharing appropriate services, resources, and technology.

Level 3 _____

- a. Engages families in discussions to promote respectful partnerships.
- b. Shares information with families about the relationship between learning activities and development.

Level 4 _____

- a. Partners, plans, and communicates to enhance family support and participation.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy to promote family communication.

Building Relationships with Families

Level 1 _____

- a. Develops and maintains open, friendly, cooperative, and respectful relationships with families.
- b. Recognizes and respects that factors may influence how families nurture and support their child.
- c. Protects children, youth, and family confidentiality.
- d. Identifies ways to support the relationship between children and their families.

Level 2 _____

- a. Respects the family's role in, influence on, and responsibility for education and development.
- b. Explores the use of different resources, including technology, to build relationships with families.
- c. Creates and provides opportunities for continual family involvement throughout the program.

Level 3 _____

- a. Demonstrates a strengths-based approach when working with families.
- b. Identifies and demonstrates support for families through reciprocal relationships.

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Level 4 _____

- a. Develops partnerships with families to support their child's learning, development, and well-being.
- b. Articulates and integrates theories of family development.
- c. Assesses, plans, and conducts activities for family support and participation.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships with families.
- b. Reviews the effectiveness of family involvement activities and modifies as needed.

Building Partnerships within Communities

Level 1 _____

- a. Recognizes and uses community resources to support and assist families.

Level 2 _____

- a. Identifies the larger community context in which children, youth, and families live.
- b. Builds relationships within communities using appropriate services and resources, including technology.

Level 3 _____

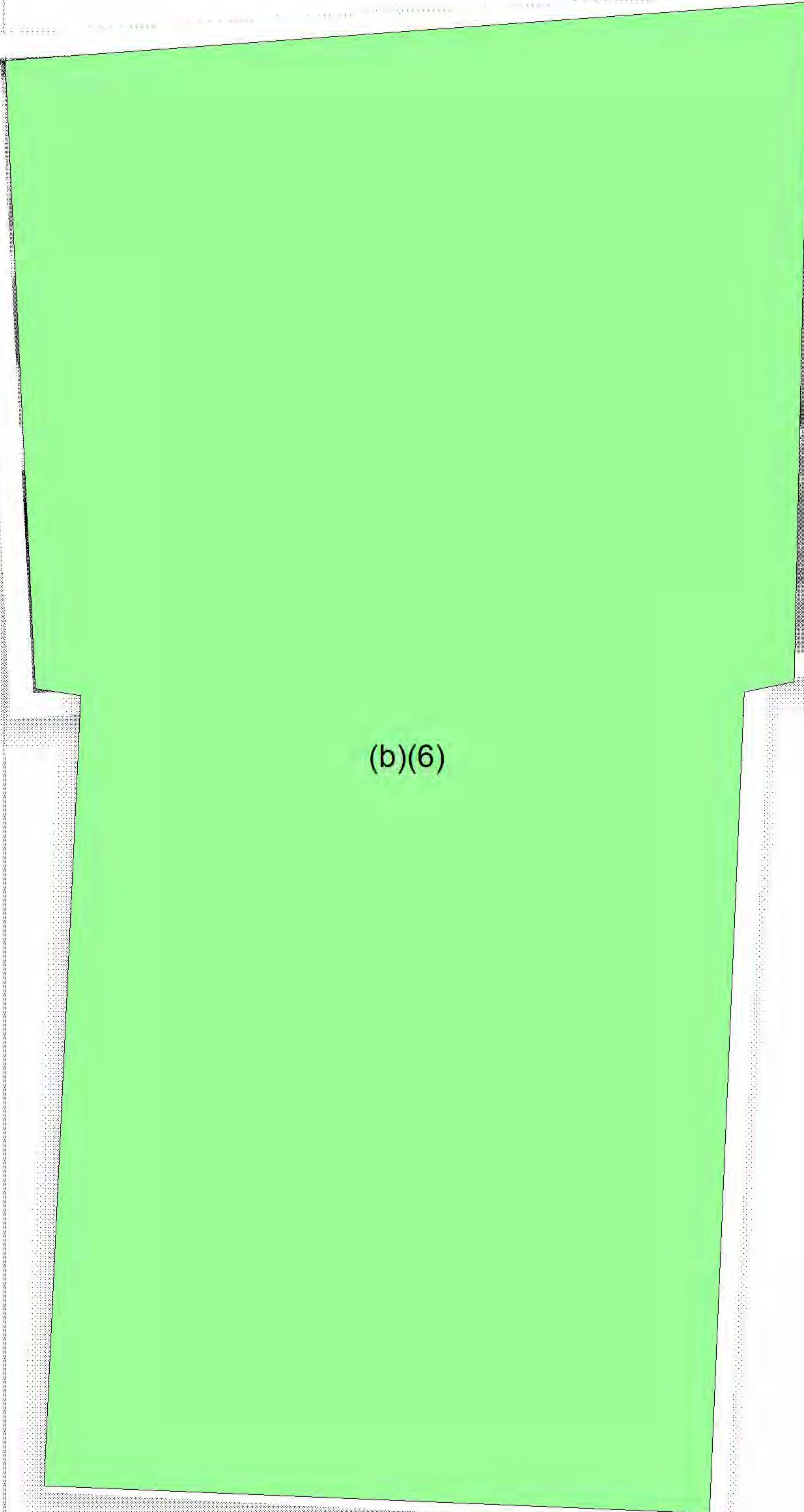
- a. Establishes positive relationships with community partners.

Level 4 _____

- a. Develops partnerships with community members to support learning, development, and well-being of children and youth.
- b. Recognizes the influence of community norms on relationships, environment, and learning.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting relationships within communities.
- b. Represents children and youth in collaborative community endeavors to support learning, development, and well-being.



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Content Area V:

Health and Safety

Early childhood and youth development professionals establish and maintain an environment that manages risk, ensures safety, promotes physical and mental well-being, and encourages healthy nutrition.

Promoting Risk Management Practices

Level 1 _____

- a. Protects others by following health and safety regulations and policies.
- b. Identifies, documents, and reports suspected child abuse and neglect as mandated by law.
- c. Responds calmly and effectively to a crisis.
- d. Practices safety awareness including personal safety.

Level 2 _____

- a. Communicates and follows emergency preparedness plans.
- b. Promotes risk management practices using appropriate services and resources, including technology.
- c. Ensures adherence to health and safety regulations and policies.

Level 3 _____

- a. Develops procedures and emergency preparedness plans.
- b. Develops and implements systems for documentation and notification of suspected child abuse and neglect, in accordance with state law.

Level 4 _____

- a. Articulates and monitors adherence to regulations and policies pertaining to health and safety.
- b. Anticipates and plans for potential risks to protect children, youth, and adults.
- c. Assesses how regulations, policies, and procedures affect the program.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting risk management practices.

Protecting Children and Youth

Level 1 _____

- a. Recognizes and maintains safe indoor and outdoor areas.
- b. Follows safe practices.

Level 2 _____

- a. Assesses and adapts environments, including when away from the facility, to ensure the safety of children and youth.
- b. Plans experiences to keep children and youth safe.
- c. Promotes safety using appropriate services, resources, and technology.

Level 3 _____

- a. Creates safe environments and procedures for children, youth, and adults.

Level 4 _____

- a. Collaborates with others to ensure adherence to the safety of children and youth.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy protecting children and youth.

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Promoting Physical Health

Level 1 _____

- a. Follows practices to support the health of each child and youth.
- b. Models healthy lifestyle practices.
- c. Maintains sanitary environments.

Level 2 _____

- a. Monitors the environment for healthy practices, making improvements as necessary.
- b. Implements procedures to promote physical health.
- c. Plans experiences to promote health and fitness.
- d. Recognizes children and youth's exploration and curiosity about the human body and responds appropriately.
- e. Uses appropriate services and resources, including technology, to promote each child's and youth's physical health.

Level 3 _____

- a. Designs and assesses environments and procedures to protect the health of children, youth, and adults.
- b. Identifies physical signs of stress and trauma and makes appropriate referrals.

- c. Accommodates diverse health needs and abilities.
- d. Promotes a healthy lifestyle.

Level 4 _____

- a. Collaborates with others to promote physical health and fitness.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting physical health.

Promoting Mental Health

Level 1 _____

- a. States the importance of mental wellness and how it connects to the individual's overall health.
- b. Recognizes that children and youth have individual mental health needs and require an individualized response.
- c. Understands the need for positive and consistent relationships.
- d. Follows practices to support the emotional well-being of children and youth.

Level 2 _____

- a. Responds individually to unique mental health needs.
- b. Recognizes the characteristics of a healthy sense of self and the related ability to make appropriate choices.
- c. Promotes each child's and youth's ability to maintain consistent relationships with peers and adults.
- d. Promotes mental health using appropriate services and resources, including technology.

Level 3 _____

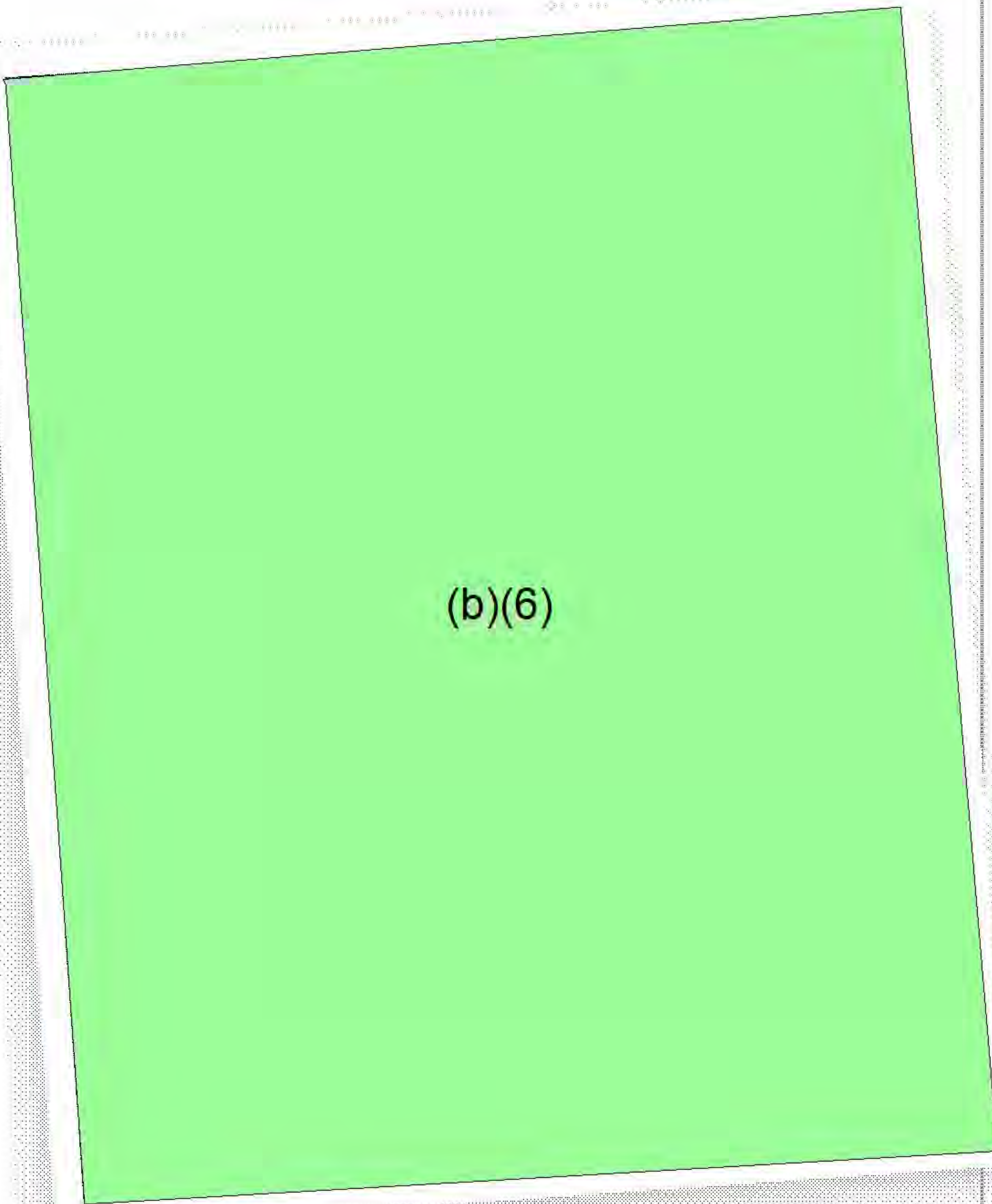
- a. Recognizes signs of stress and emotional trauma and makes appropriate referrals.
- b. Monitors and implements strategies to support the mental well-being of children and youth.

Level 4 _____

- a. Collaborates with others to promote mental health.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting mental health.



Promoting Healthy Eating

Level 1 _____

- a. Follows practices to support the nutritional needs of children and youth.
- b. Models healthy eating practices.
- c. Promotes age-appropriate activities and interactions to support nutrition and healthy eating practices.

Level 2 _____

- a. Identifies the roles and responsibilities of adults when providing food to children and youth.
- b. Plans experiences to promote nutrition and healthy eating practices.
- c. Communicates with others about the nutritional needs and preferences of children and youth.
- d. Reviews the nutrition program, making improvements as necessary.
- e. Promotes healthy eating practices by using appropriate services and resources, including technology.
- f. Accommodates diverse nutritional needs and eating practices.

Level 3 _____

- a. Incorporates activities promoting healthy nutrition across curricular areas.

Level 4 _____

- a. Collaborates with others to promote nutrition.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting nutrition.

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Content Area VI:

Interactions with Children and Youth

Early childhood and youth development professionals establish supportive relationships with children and youth, and work to guide and empower them as individuals and as a part of a group.

Providing Individual Guidance

Level 1 _____

- a. Guides behavior in positive ways.
- b. Demonstrates developmentally appropriate guidance approaches and interactions.
- c. Models and practices a positive attitude and respect for self and others.

Level 2 _____

- a. Provides a supportive environment in which children and youth can learn and practice appropriate and acceptable behaviors.
- b. Provides individual guidance using appropriate services and resources, including technology.

Level 3 _____

- a. Uses age-appropriate guidance strategies.
- b. Partners with others to develop and implement individualized guidance strategies.

Level 4 _____

- a. Applies theories of child and youth development to improve guidance strategies.
- b. Individualizes and improves guidance through observation and assessment data.
- c. Applies differentiated instructional and guidance techniques to meet diverse needs and abilities.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting individual guidance.

Enhancing Group Experiences

Level 1 _____

- a. States the importance of flexibility when working with children and youth in groups.
- b. Recognizes that working with groups is different from working with individuals.
- c. Considers development, interests, age, abilities, and skill levels when grouping children and youth.

Level 2 _____

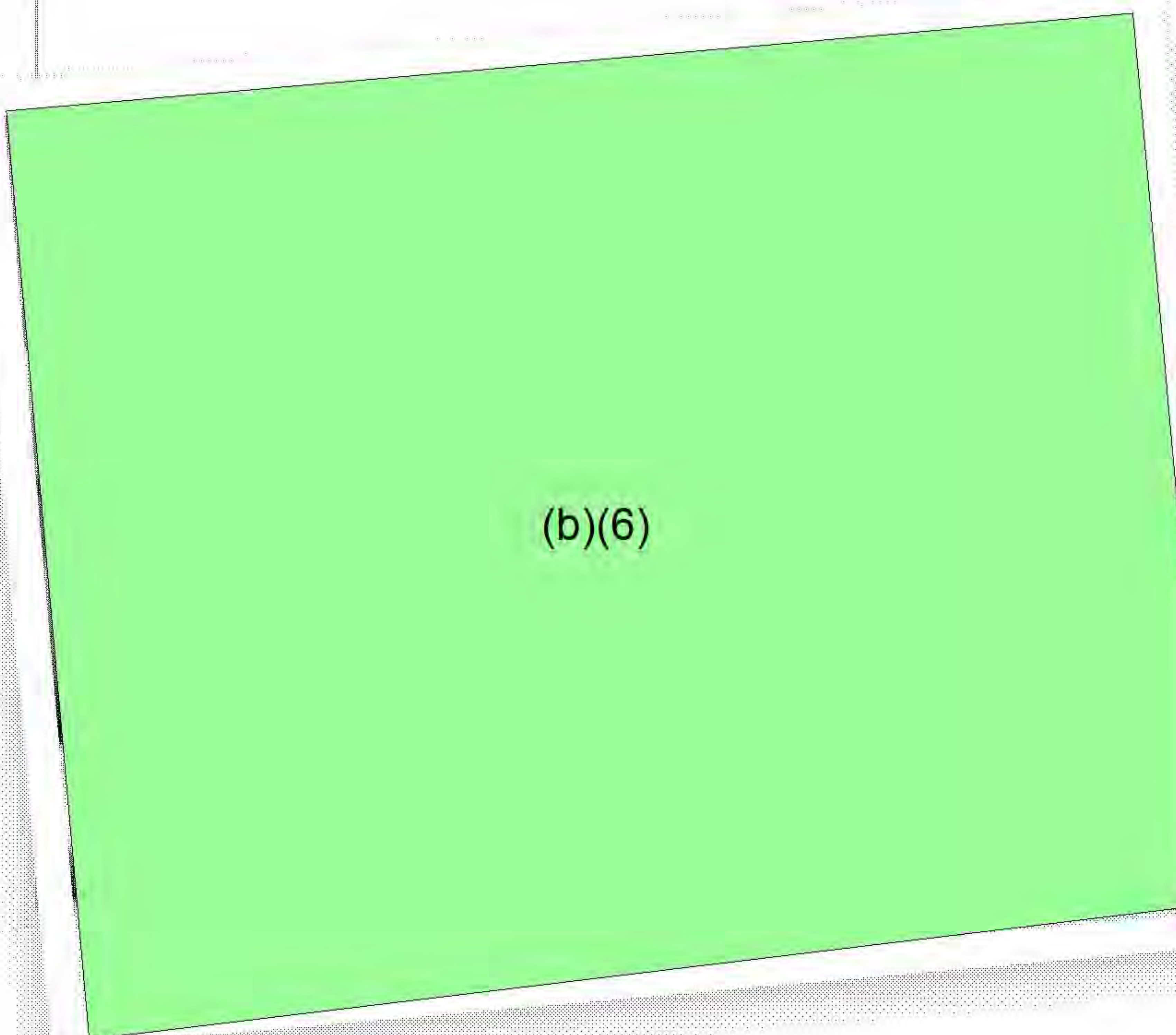
- a. Provides organization and flexibility when working with children and youth in groups.
- b. Enhances group experiences using appropriate services and resources, including technology.
- c. Recognizes how group dynamics affect the learning process.

Level 3 _____

- a. Plans and guides activities to teach children and youth how to be a group member.
- b. Designs and adapts group experiences to promote engagement and learning.
- c. Observes group activities and transitions to enhance individual experiences.

Level 4 _____

- a. Utilizes group management strategies based on theories of child and youth development.
- b. Analyzes observation and assessment data to improve group experiences.
- c. Designs and develops effective group activities and interactions based on current research and curriculum.



Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy enhancing group experiences.

Engaging and Empowering Children and Youth

Level 1 _____

- a. Provides an environment that offers choices.
- b. Promotes and supports child-initiated and youth-led learning activities.
- c. Provides children and youth with leadership opportunities.

Level 2 _____

- a. Supports active participation of children and youth in the program.
- b. Develops relationships with children and youth while respecting cultural differences in participation style.
- c. Fosters critical thinking, decision-making, problem-solving, and goal-setting skills.
- d. Engages children and youth in leadership activities.
- e. Maintains appropriate emotional and physical boundaries between children, youth, and adults.
- f. Uses appropriate services and resources, including technology to engage and empower children and youth.

Level 3 _____

- a. Develops the capacity for self-reflection, communication, empathy, and tolerance of diverse opinions and cultures in children and youth.
- b. Provides children and youth with opportunities to serve others.

Level 4 _____

- a. Designs activities to support leadership opportunities.
- b. Facilitates strategic planning that involves children and youth.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy regarding engaging and empowering children and youth.
- b. Analyzes organizational culture and implements changes that demonstrate the value and need for child and youth leadership, voice, engagement, and empowerment.

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Content Area VII:

Program Planning and Development

Early childhood and youth development professionals actively participate in program planning, delivery, and evaluation of early childhood and youth development programs. Program development, implementation, and management are essential elements to reach program outcomes.

Planning and Evaluating the Program

Level 1 _____

- a. Follows program's mission and policies.

Level 2 _____

- a. Supports and implements the program's mission and policies.
- b. Promotes program planning and evaluation using appropriate services and resources, including technology.

Level 3 _____

- a. Participates in strategic planning and goal setting for program improvement.
- b. Incorporates cultural diversity into the daily program.
- c. Implements strategies to promote the value of the program in the community.
- d. Aligns practices with program policies and procedures.

Level 4 _____

- a. Develops and monitors program policies and procedures that integrate laws, regulations, and professional standards.
- b. Manages program resources effectively.
- c. Identifies and interprets program evaluation methods.
- d. Promotes collaborations to support the program.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting program planning and evaluation.

Managing Personnel

Level 1 _____

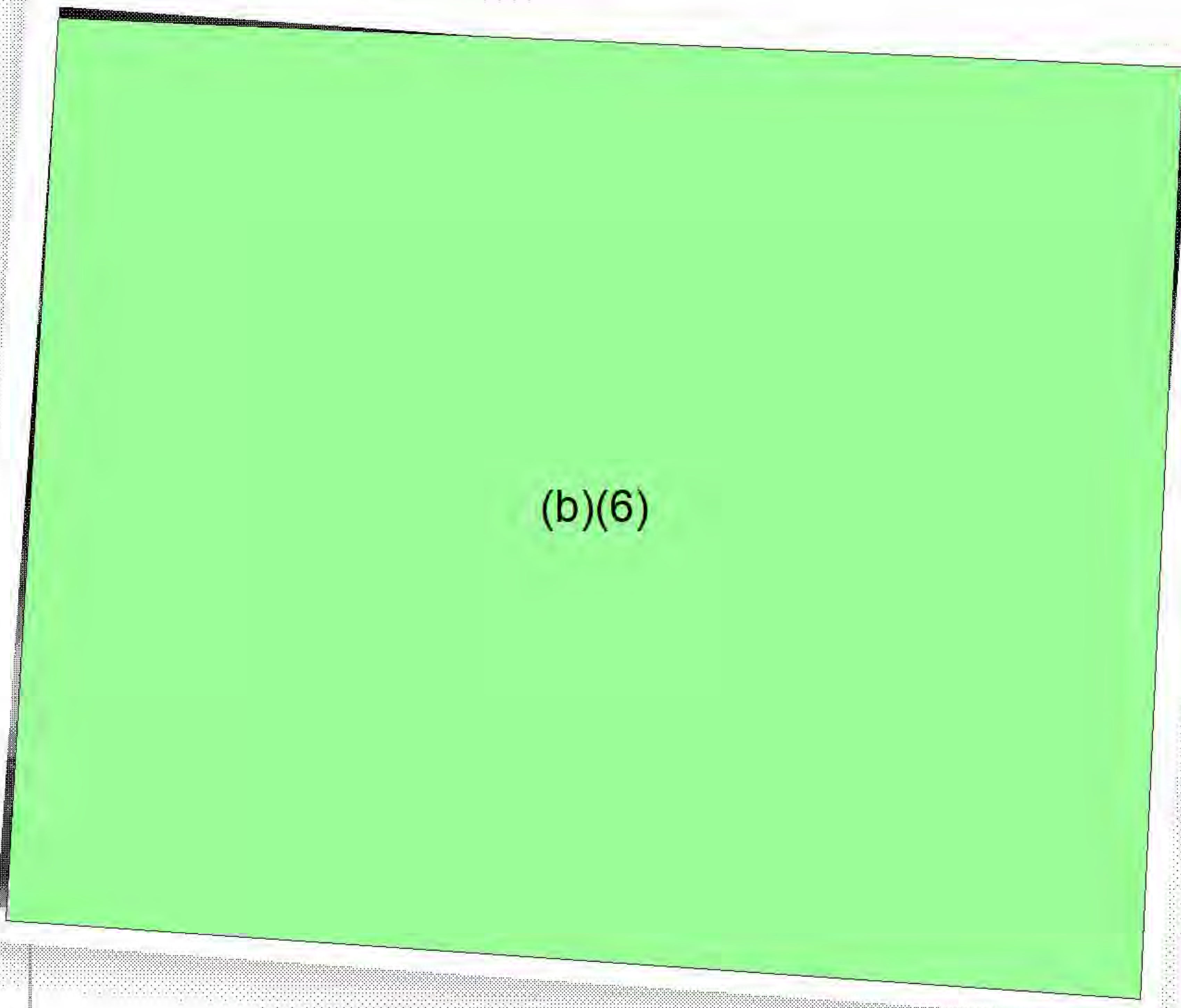
- a. Follows program personnel policies and procedures.

Level 2 _____

- a. Implements principles of teamwork in interactions with others.
- b. Promotes personnel management practices using appropriate services and resources, including technology.

Level 3 _____

- a. Demonstrates the ability to strengthen the program's team.
- b. Develops personnel policies and procedures that integrate professional standards with laws and regulations.



Level 4 _____

- a. Recruits and manages staff and volunteers.
- b. Establishes an organizational culture where staff and volunteers feel valued, competent, and safe.
- c. Adheres to employment laws and regulations.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting personnel management.

Managing Finances

Level 1 _____

- a. Follows program financial policies and procedures, including standards and regulations.

Level 2 _____

- a. Promotes financial management practices using appropriate services and resources, including technology.
- b. Operates within the budget.

Level 3 _____

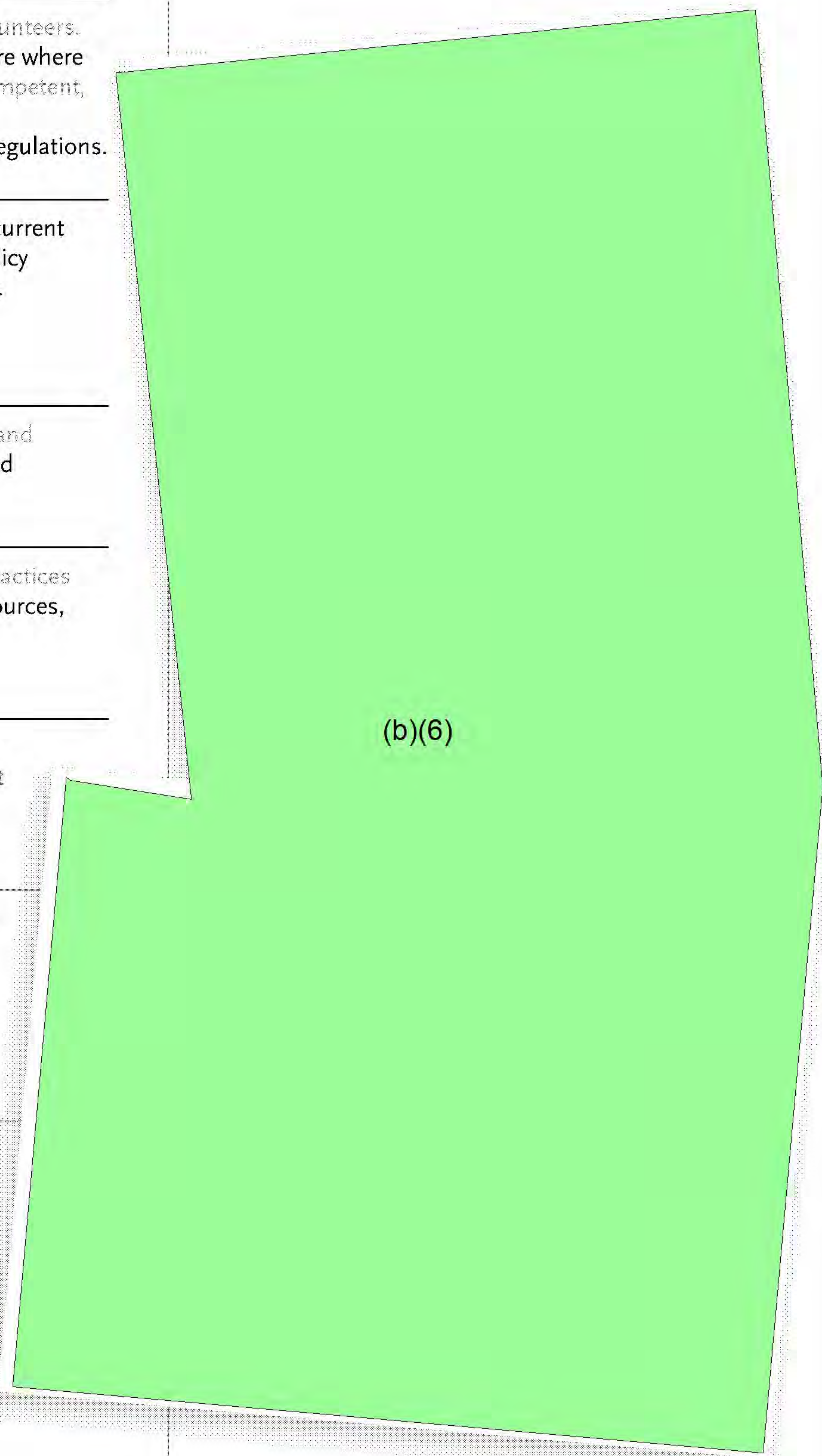
- a. Develops and adheres to a budget.
- b. Develops a fiscal business plan that reflects the program's mission, philosophy, and financial position.

Level 4 _____

- a. Analyzes, maintains, and evaluates the budget.
- b. Communicates the program's budget and financial status.
- c. Adheres to financial laws and regulations.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting financial management.



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Content Area VIII:

Professional Development and Leadership

Early childhood and youth development professionals demonstrate their commitment to children, youth, families, and communities through actions and behaviors that demonstrate a high level of ethical conduct. Professionals increase their knowledge and skills in the content areas through ongoing training and education.

Displaying Professionalism in Practice

Level 1

- a. Models a positive attitude when working with children and youth.
- b. Acts ethically, maintaining confidentiality and impartiality, based on a professional code of ethics.
- c. Improves teaching and learning through professional work habits.
- d. Demonstrates the ability to work effectively with others.

Level 2

- a. Balances demands of personal and professional commitments.
- b. Demonstrates commitment to a professional code of ethics and other professional guidelines.
- c. Promotes professionalism using appropriate skills, services, and resources, including technology.
- d. Interacts with others in a professional manner.

Level 3

- a. Demonstrates positive relationships and supportive interactions when caring for children and youth.
- b. Promotes professionalism and ethical responsibilities by following a professional code of ethics.
- c. Describes relationship between theory and practice.
- d. Demonstrates oral and written skills technologically appropriate to one's professional role.

Level 4

- a. Responds to challenges as opportunities for professional growth.
- b. Articulates personal philosophy of education, based on knowledge of child and youth development, best practices, and a code of ethics.

Level 5

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting professionalism and a professional code of ethics.
- b. Applies oral, written, and technological communication skills to one's specialized professional role.

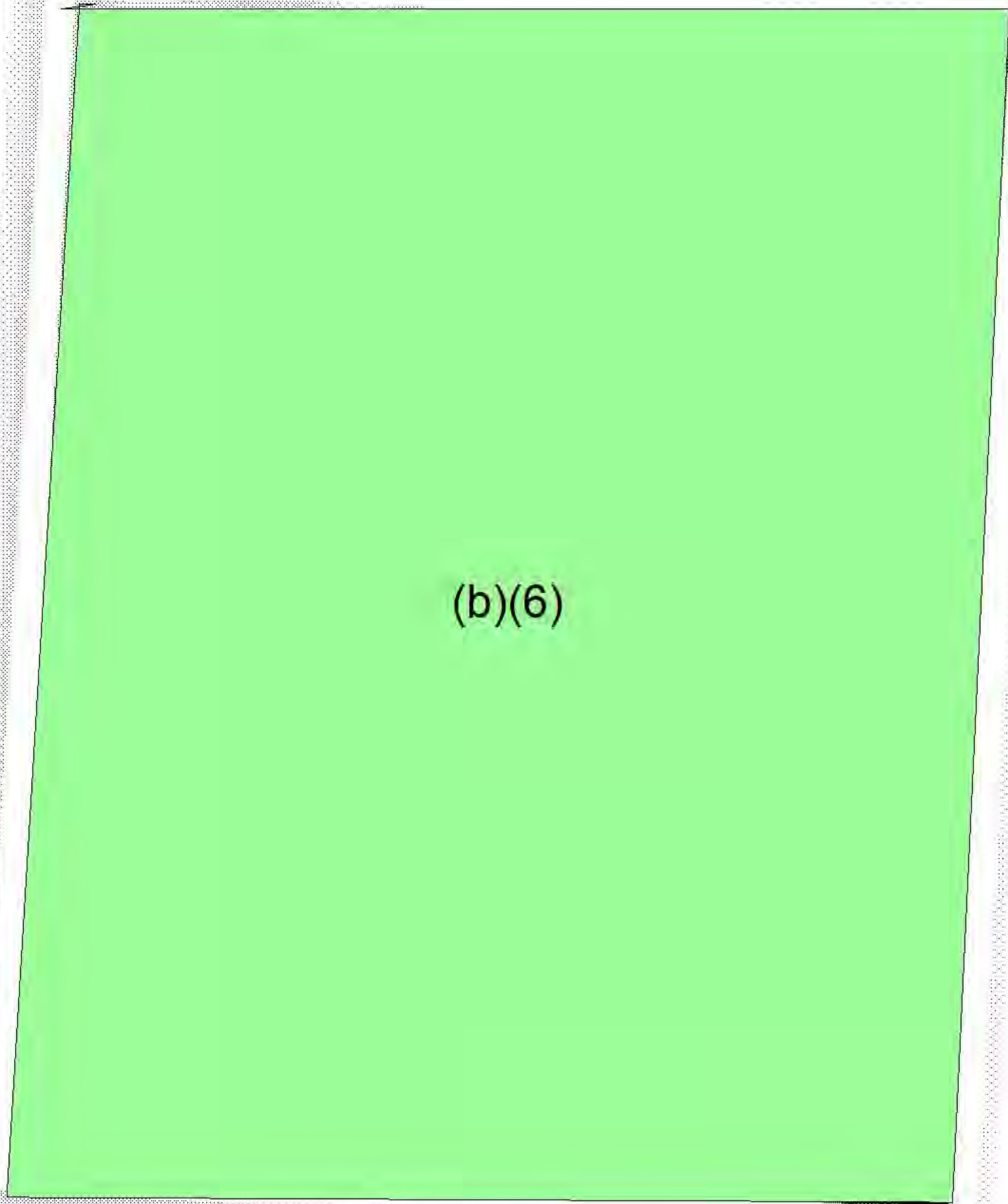
Developing as a Professional

Level 1

- a. Indicates awareness of professional standards.
- b. Follows a professional development plan.
- c. Seeks knowledge through interactions with other professionals.

Level 2

- a. Builds personal and professional competence by using appropriate skills, services, and resources, including technology.



- b. Develops and implements a professional development plan.
- c. Participates in activities, projects, and events within the field.

Level 3 _____

- a. Develops a personal philosophy of education.
- b. Practices ongoing self-reflection, self-assessment, and problem-solving strategies to promote professional growth.
- c. Engages in continuous, collaborative professional development for the benefit of self and others.

Level 4 _____

- a. Creates professional development opportunities for others.
- b. Evaluates and selects resources for ongoing professional development.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting ongoing professional growth.

Displaying Leadership and Promoting Advocacy

Level 1 _____

- a. Responds to the individual needs of children, youth, and families.
- b. Identifies characteristics of leadership.
- c. Recognizes the need to be a voice for children, youth, and families.

Level 2 _____

- a. Displays leadership traits and identifies strategies for advocacy.
- b. Promotes leadership and advocacy using appropriate skills, services, and resources, including technology.

Level 3 _____

- a. Participates in leadership and advocacy opportunities within the profession.
- b. Encourages and empowers others to engage in advocacy and leadership.

Level 4 _____

- a. Serves in leadership roles within the profession.
- b. Advocates for best practices in child and youth development.
- c. Advocates for programs and policies that impact the overall quality of services for children, youth, and families.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting leadership and advocacy.
- b. Creates opportunities for others to serve in leadership and advocacy roles.

Displaying Cultural Awareness and Respect

Level 1 _____

- a. Develops awareness of own cultural beliefs and practices.
- b. Seeks new knowledge regarding diversity in cultural beliefs and practices.

Level 2 _____

- a. Values cultural differences in children, youth, and families.
- b. Promotes cultural awareness and respect using appropriate skills, services, and resources, including technology.

Level 3 _____

- a. Increases own understanding of different cultural groups, including one's own cultural identities, beliefs, practices, and biases.
- b. Establishes an inviting and nurturing educational environment that respects and values each child and youth.
- c. Communicates the cultural and environmental effects on learning, behavior, and development.

Level 4 _____

- a. Challenges biases and stereotypes.
- b. Supports the cultural identity, beliefs, and practices of each child and youth.
- c. Incorporates global perspectives while avoiding stereotypes.
- d. Connects teaching and learning approaches to the experiences and cultures of others.
- e. Creates a trusting environment by employing multicultural strategies and teaching tolerance.

Level 5 _____

- a. Evaluates, applies, and articulates current theory, resources, research, and policy promoting cultural competence and responsiveness.
- b. Analyzes organizational culture and implements changes that foster more equitable and culturally relevant and responsive practices.

CORE COMPETENCIES Content Areas and Sub-Content Areas	CDA/YDC Content Areas and Functional Areas
<p>Content Area V: Health and Safety</p> <ul style="list-style-type: none"> ■ Promoting Risk Management Practices ■ Protecting Children and Youth ■ Promoting Physical Health ■ Promoting Healthy Eating <p>Content Area II: Learning Environment and Curriculum</p> <ul style="list-style-type: none"> ■ Creating a Developmentally Appropriate Learning Environment and Curriculum 	<p>1. Safe, Healthy Learning Environment</p> <ul style="list-style-type: none"> ■ Safe ■ Healthy ■ Learning Environment (CDA only) ■ Out-of School Environments (YDC only)
<p>Content Area II: Learning Environment and Curriculum</p> <ul style="list-style-type: none"> ■ Promoting Physical Development ■ Promoting Language and Communication Development ■ Promoting Creative Development ■ Promoting Cognitive Development 	<p>2. Physical and Intellectual Competence</p> <ul style="list-style-type: none"> ■ Physical ■ Cognitive ■ Communication ■ Creative
<p>Content Area II: Learning Environment and Curriculum</p> <ul style="list-style-type: none"> ■ Promoting Social and Emotional Development <p>Content Area V: Health and Safety</p> <ul style="list-style-type: none"> ■ Promoting Mental Health <p>Content Area VI: Interactions with Children and Youth</p> <ul style="list-style-type: none"> ■ Providing Individual Guidance ■ Enhancing Group Experiences ■ Engaging and Empowering Children and Youth 	<p>3. Social and Emotional Development</p> <ul style="list-style-type: none"> ■ Self ■ Social ■ Guidance
<p>Content Area IV: Families and Communities</p> <ul style="list-style-type: none"> ■ Communicating with Families ■ Building Relationships with Families ■ Building Partnerships with Communities 	<p>4. Relationships with Families</p> <ul style="list-style-type: none"> ■ Families
<p>Content Area VII: Program Planning and Development</p> <ul style="list-style-type: none"> ■ Planning and Evaluating the Program ■ Managing Personnel ■ Managing Finances 	<p>5. Program Management</p> <ul style="list-style-type: none"> ■ Program Management
<p>Content Area VIII: Professional Development and Leadership</p> <ul style="list-style-type: none"> ■ Displaying Professionalism in Practice ■ Developing as a Professional ■ Displaying Leadership and Promoting Advocacy ■ Displaying Cultural Awareness and Respect 	<p>6. Professionalism</p> <ul style="list-style-type: none"> ■ Professionalism
<p>Content Area III: Observation and Assessment</p> <ul style="list-style-type: none"> ■ Observation and Assessing Children and Youth 	<p>7. Observing and Recording Behavior (CDA) and Supporting the Development of Values, Social Competence, and Positive Identity through Observations (YDC)</p>
<p>Content Area I: Child and Youth Growth and Development</p> <ul style="list-style-type: none"> ■ Promoting Growth and Development 	<p>8. Growth and Development</p>

For additional information on state or national crosswalks visit the Child Care Aware® of Kansas website (www.ks.childcareaware.org) or the OPEN Initiative website (www.OPENInitiative.org).

Definitions

Content Area I:

Inclusive philosophy: A general belief in the full acceptance of all children and youth that leads to a sense of belonging within the early childhood and youth setting.

Multiple intelligences: Refers to different types of human intelligence as defined by Howard Gardner. The different independent types of human intelligence include verbal, quantitative, spatial, musical, kinesthetic, interpersonal, and intrapersonal intelligence.

Content Area II:

Sensory integration: The brain's ability to take in information, process it, and use it to regulate one's self.

Perceptual motor development: The growth of muscular coordination as it influences one's ability to receive, interpret, and respond successfully to sensory information.

Content Area III:

Informal assessments: A method of measuring performance through observation or other informal techniques like work sampling, checklists, running records, and performance and portfolio assessments. Often during informal assessment children and youth are not aware that their development or progress is being measured.

Formal assessments: A method of measuring performance based on standardized measures that are administered with specific protocol.

Referrals: Making a recommendation or actual linkage of a child, youth, and family with other professionals, for the purpose of more in-depth assessment and planning.

Content Area IV:

Community norms: Beliefs shared by a community about accepted behavior that serve as a foundation for how opinions are formed.

Strengths-based: Rather than focus on "what's wrong," a strengths-based approach identifies the positive resources and abilities that children, youth, and families have.

Content Area V: None

Content Area VI:

Differentiated instructional and guidance procedures: The process of teaching and guiding children and youth of differing abilities by using varied instructional and guidance methods.

Content Area VII: None

Content Area VIII:

Code of ethics: A set of general principles adopted by a profession that outlines the shared beliefs and values of the profession.

Philosophy of education: A written statement that describes one's personal approach to guiding and educating children and youth.

Self-reflection: The process of self-observation that involves the examination of one's own thoughts, feelings, actions, motives, and character.

Self-assessment: To intentionally reflect about one's self and professional practice in order to improve and make informed career decisions.

Cultural identities: The identity of an individual based on one's belonging to a specific group or culture.

Global perspectives: A viewpoint that develops through multicultural experiences and leads to an understanding and respect for worldwide interconnectedness.

Multicultural strategies: Strategies that relate to an interest in many cultures within a society, in addition to the mainstream culture.

Tolerance: A willingness to listen and learn from others even when it doesn't align with one's current belief system.

(b)(6)



Child Care Aware® of Kansas Toll Free: 877-678-2548 or 785-823-3343 • www.ks.childcareaware.org

OPEN Initiative Toll Free: 877-782-0185 or 573-884-3373 • www.OPENInitiative.org

Missouri AfterSchool Network (MASN) Toll Free: 888-210-2469 or 573-884-2462 • www.moasn.org

Kansas Enrichment Network 785-864-9665 • www.kansasenrichment.net



Missouri's Education Matrix

Missouri's Education Matrix recognizes the formal education, credentials, and child/youth specific courses completed by professionals in the early childhood and school-age/after-school fields.

Education Matrix designations are based on two factors:

- The numeric level (Level 1, 2, 3, 4 or 5) is determined by the total college credits and/or formal degree(s) earned from regionally accredited institutions.
- For levels 2-5, the letter step (a, b or c) is determined by the number of approved college credits.

To find your Education Matrix designation:

- Start by finding your overall education level across the top of the chart (e.g., Level 1, Level 2, Level 3, Level 4, or Level 5).
- Move down the chart based on the number of documented approved college credits* to find your step (e.g., a, b, or c).
- Once you know your level and step, put them together to determine your Education Matrix designation (e.g., Level 3b or Level 4a).

	1	2	3	4	5
Step ↓					
a	Less than CDA**/YDC**/equivalent (9 college credits with 6 approved college credits), 1 year Certificate of Proficiency or 30 college credits	CDA/YDC/equivalent (9 college credits with 6 approved college credits), 1 year Certificate of Proficiency or 30 college credits	Associate Degree or 60 college credits	Bachelor's Degree	Graduate Degree
b	High School or less than CDA/YDC/equivalent or less than 30 college credits	CDA or YDC or equivalent (9 college credits with 6 approved college credits) or 1 year certificate of proficiency or 30 college credits with less than 15 approved college credits	Associates degree or 60 college credits with less than 15 approved college credits	Bachelor's degree with less than 15 approved college credits	Masters degree or higher with less than 15 approved college credits
c	For Levels 2-5: 15-23 approved college credits	1 year certificate of proficiency or 30 college credits with 15-23 approved college credits	Associates degree or 60 college credits with 15-23 approved college credits	Bachelor's degree with 15-23 approved college credits	Masters degree or higher with 15-23 approved college credits
	For Levels 2-5: 24 or more approved college credits	1 year certificate of proficiency or 30 college credits with 24 or more approved college credits	Associates degree or 60 college credits with 24 or more approved college credits	Bachelor's degree with 24 or more approved college credits	Masters degree or higher with 24 or more approved college credits

* College coursework that focuses on one or more of the content areas of the Core Competencies for Early Care and Education Professionals or Core Competencies for Youth Development Professionals.

** CDA = Child Development Associate; YDC = Youth Development Credential

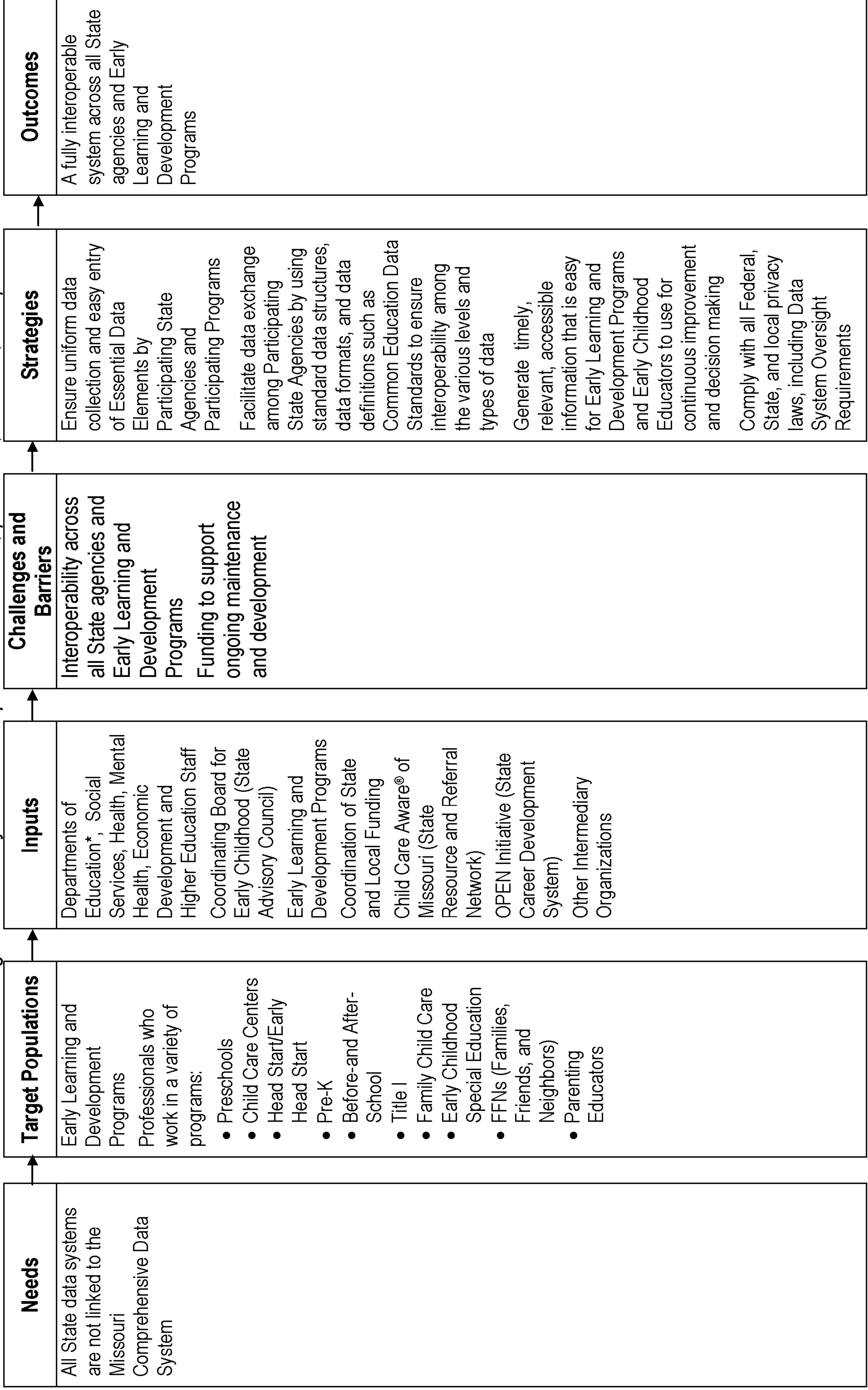
For more information, please contact:

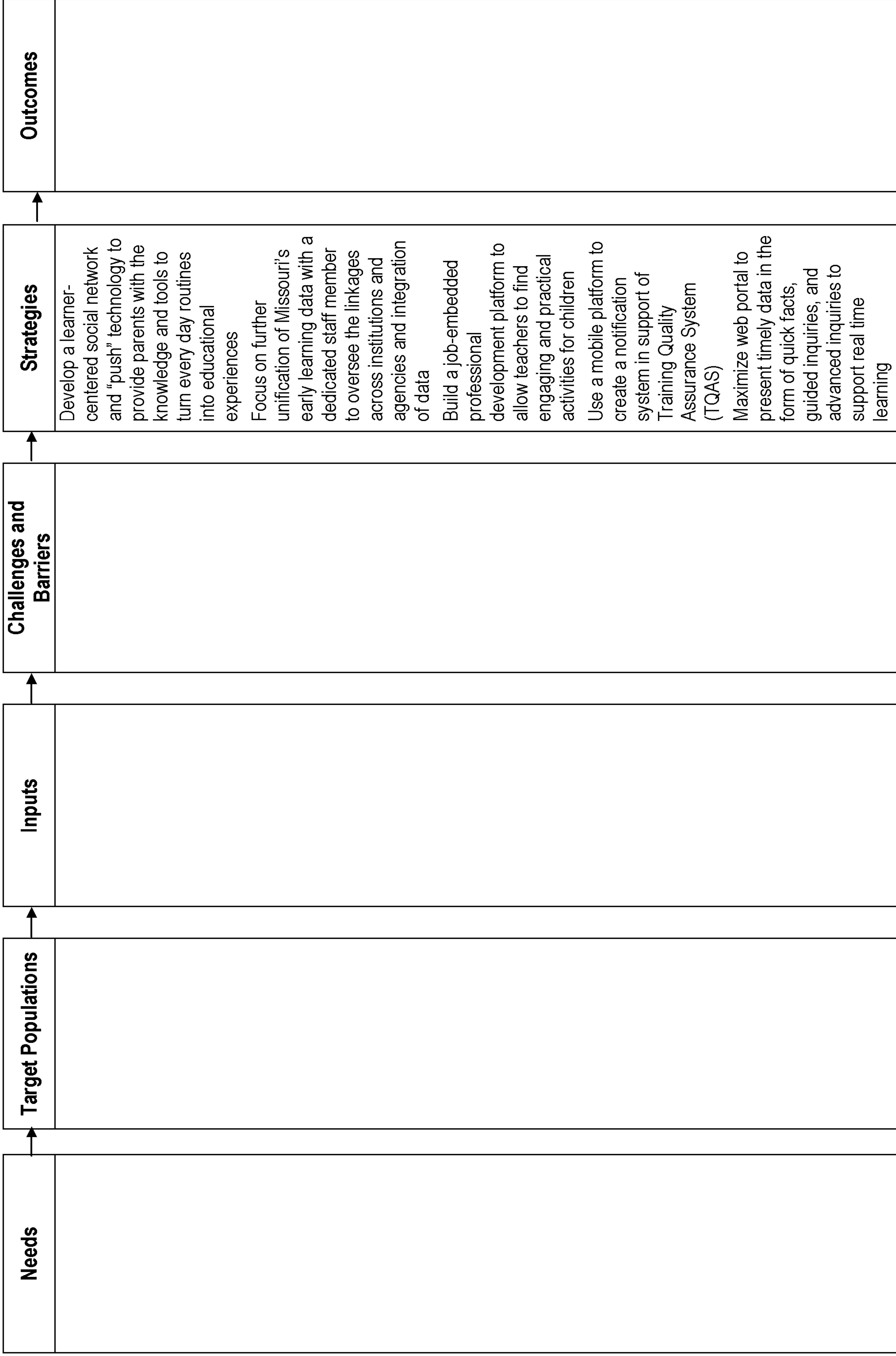
OPEN Initiative • PO Box 736 • Columbia, MO 65205 • 573-884-3373 • 877-782-0185 • OPENInitiative@missouri.edu • www.OPENInitiative.org

ATTACHMENT 32

Logic Model E / Theory of Change for Building or Enhancing an Early Learning Data System
“Show Me” to the Top: MISSOURI’S EARLY LEARNING ROADMAP

A seamless and integrated data system that improves instruction, practices, services, and policies.



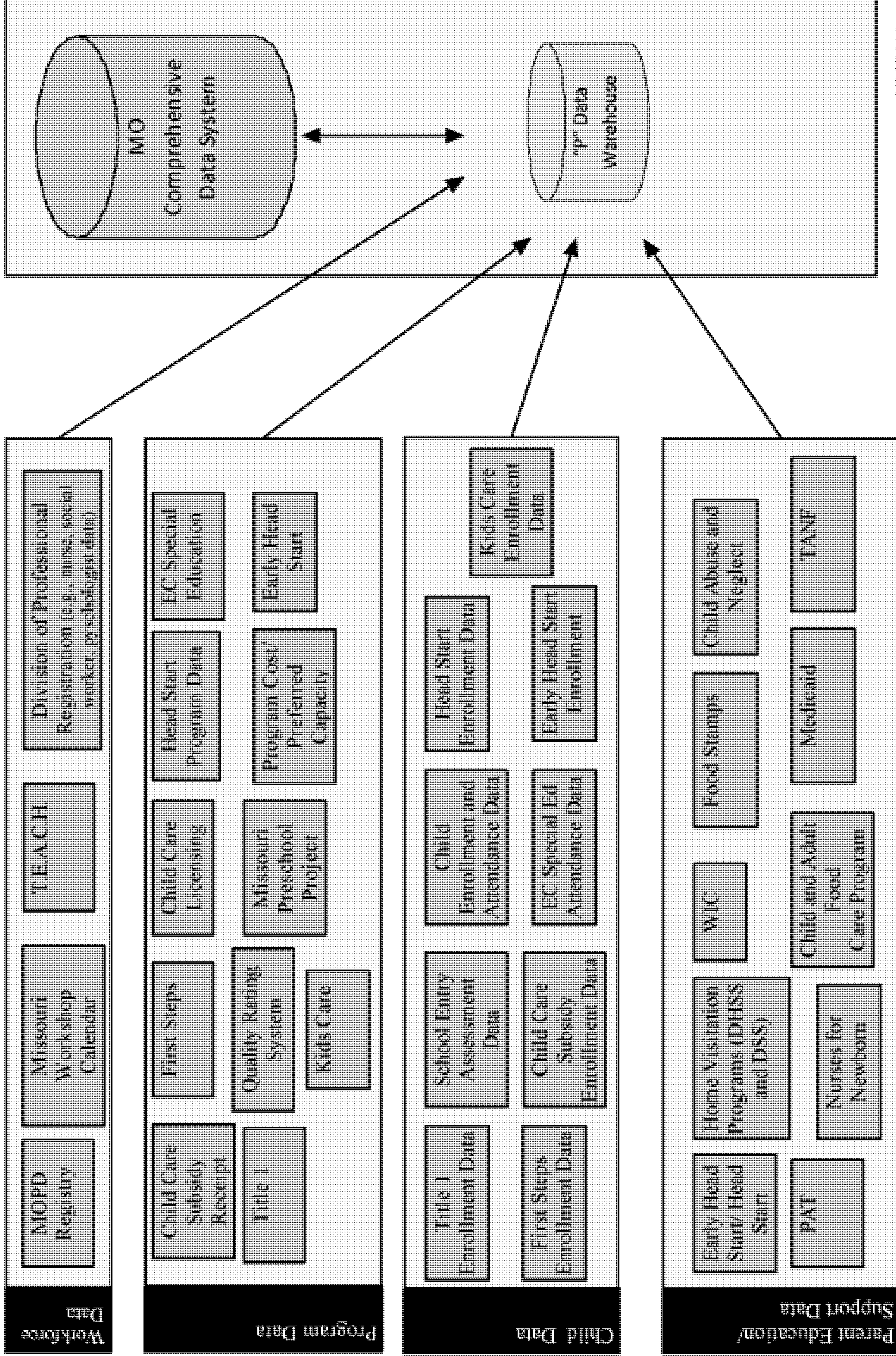


PRINCIPLES
Data System will be driven by a common vision, mission and outcomes and will be held together with financing, compensation and evaluation

GOALS / SYSTEMS CHANGE
A seamless and integrated data system that improves instruction, practices, services, and policies.

IMPACT
The Missouri Comprehensive Data System is THE source for longitudinal data needs of stakeholders whether it is child and family data, Early Childhood Educator data or program-level data across the State and/or State agencies.

Missouri Data Collection and Coordination Efforts: Including Early Childhood and After-School Data in the MO Comprehensive Data System



Early Childhood/After-School Questions to Support the Comprehensive Data Effort

To meet the 10 by 20 goals, many research questions must be answered. To answer early childhood/after-school questions, data are needed from many different departments/sources, both public and private.

Questions Related to Children

1. How do early childhood educational experiences relate to school readiness/achievement in early elementary grades? (e.g., PAT, MPP, Head Start, Title 1)
2. What demographic factors predict type and quality of after-school program attendance?
3. What demographic factors predict type and quality of early childhood program attendance?
4. What types and quality of programs do young children and school-agers attend?

Question Related to Access

5. How prevalent are multiple arrangements for child care? What motivates these choices?
6. What percentage of Missouri's children need child care? What percentage need full-time vs. part-time care? What percentage of foster care children needs care?
7. What are the costs of child care by program type? By quality? By region?
8. How many slots are available in various regions by program type and quality?
9. What are the demographic characteristics of families that do and do not participate in EC/AS programs by type and quality?
10. How do families of children with disabilities/behavioral issues secure child care? What kinds of programs? What are their patterns of use?

Questions Related to Program Funding/Costs

11. To what extent does early childhood program dosage (half day, school day, full day) predict school readiness/achievement in early elementary grades?
12. What are inputs to costs of child care? To what extent do these differ by region? How much does it cost programs to market their services?
13. What are the different sources of revenue that programs have? What percent of total revenue is parent pay? How do revenue sources vary over time?
14. What are infrastructure needs and costs for a statewide system for measuring and improving quality in EC/AS programs?
15. What are statewide infrastructure costs for professional development for EC/AS personnel?

Questions Related to Program Workforce

16. Does investing in increasing the education level of teachers improve programs as well as children's outcomes?
17. How much turnover is there? What factors affect turnover? (e.g., wages, other demographic characteristics, working conditions, program quality)
18. What predicts workforce effectiveness? (look at director PD, child outcomes, observation measures, director evaluations, peer evaluations)
19. What professional development and technical assistance delivery methods are useful for reaching non-center-based programs and personnel?
20. What are basic characteristics of providers, including education, training hours, wage, work hour benefits, length of time in program and field? How do wages differ by education/training, after controlling for experience?

Questions Related to Program Quality and Effectiveness

21. Which elements/aspects of EC/AS programs contribute to which kind of child outcomes?
22. How do standards and measures of quality across different systems relate? (e.g., accreditation, QRS, Head Start standards)

ATTACHMENT 35

Overview of Early Learning-Related Data Systems Identified for Inclusion in Missouri's Comprehensive Data System

The following is an overview of the data systems in the state of Missouri that house early learning and after-school data identified as of October 1, 2011. For each data system identified, the administering entity is listed and the types of data and/or programs included are referenced.

1. Child Care Aware[®] of Missouri Child Care Program Database - Administered by Child Care Aware[®] of Missouri, this statewide child care, early learning and after-school program referral data system was customized for Child Care Aware[®] of Missouri by WorkLife Systems, Inc. (WLS). Information about child care, early learning and after-school programs including but not limited to regulatory status, schedule details, vacancies and enrollment, fees, inclusive services, and staff details is maintained on an ongoing basis at the Child Care Aware[®] of Missouri Referral Center.
2. Customer Information Management, Outcomes, and Reporting (CIMOR)- Administered by DMH, it is a billing system as well as a clinical and demographic data management system for things such as episodes of care and diagnosis.
3. Efforts to Outcomes (ETO)- Administered by the National Nurse Family Partnership (NFP) to manage the all Nurse Family Partnerships program around the country including the Missouri Building Blocks (NFP) program. The BB-NFP data system collects DCN, demographic, client intake assessment and encounter home visit information, as well as pregnancy, birth and early childhood outcomes through case management.
4. Family Assistance Management Information System (FAMIS)- Administered by DSS, this data system is used to manage child care assistance, food stamp benefits (SNAP), Temporary Assistance, and most MOHealthNet programs.
5. Family and Children Electronic System (FACES)- Administered by DSS, this data system generates the Department Vendor Number (DVN). This DVN is one of the primary organization identification numbers in the early learning data environment.
6. First Steps Data System- Administered by DESE, this data system includes all data related to the First Steps program administration.
7. Head Start Program Databases- Administered by each grantee or delegate, these data systems include data about all aspects of Head Start services including but not limited to workforce, program, program quality, child and family demographic, child attendance, child assessment, and social service provision data.
8. Kids Care Center- Administered by DESE, this data system captures statewide Afterschool grantee data for state and federal evaluation and reporting purposes. Examples of data collected include: program/activity data; resource/leveraged fund data; individual demographic and outcome data for student participants (i.e. academic, behavioral, etc); and demographic outcome and professional development data for staff.
9. Missouri Community-Based Home Visiting Program (MCHBV)- Administered by DHSS, the MCHBV system collects DCN, demographic, client intake assessment and encounter home visit information, as well as pregnancy, birth and early childhood outcomes through case management.
10. Missouri Electronic Vital Records System (MoEVR)-Administered by DHSS, Bureau of Vital Records, is a confidential statewide centralized database used to register Missouri births.
11. Missouri State Data Center Common Area- Administered by DSS, this data system generates the Department Client Number (DCN). The DCN is the most widely used primary identifier for individuals in the State of Missouri.
12. Missouri Health Strategic Architectures and Information Cooperative (MOHSAIC)- Administered by the DHSS, this system is used to manage the Community Based Home Visiting (MCBHV) program,

ATTACHMENT 35

the Newborn Hearing (NBH) and Blood Spot (NBS) programs, and all child care licensing regulation data. The NBH data includes unique identifier from the newborn hearing card, DCN, demographic, risk factors, and follow-up information through case management. The NBS data include unique identifier from the newborn screening card that matches with the hearing card, DCN, demographic information that is shared by both newborn screening programs, as well as follow-up information.

13. Missouri Student Information System (MOSIS)- Administered by DESE, this data system is used to collect and manage data pertaining to any individual receiving services from the Department, including children PK through post-secondary. The system has two primary components the MOSIS ID component and the MOSIS Data Collection component. The MOSIS ID component is a web-based application used by districts to create and maintain unique state-wide student identification numbers for students. A state ID is required for any student served by the public school district. A MOSIS State ID is required for all MOSIS Data Collections that include the collection of individual student data. The MOSIS Data Collection component is a web-based application that allows districts to submit, clean, and certify data being reported to DESE. The MOSIS Data Collection component is used to collect data every other month, this includes data such as attendance, discipline, program participation, enrollment, demographics, educator details including certification, courses taught, various assignments and the students within those courses/assignments.
14. Missouri WIC Information Network System (MOWINS)- Administered by the DHSS, MOWINS collects demographic, anthropometric and nutrition data for all WIC participants. The data is collected on children up to their 5th birthday after which time they are no longer eligible for the program.
15. Missouri Workshop Calendar for Early Childhood and Youth Development Professionals - Administered by Child Care Aware[®] of Missouri and co-sponsored by the Missouri AfterSchool Network (MASN), this data system allows all early childhood and youth development professionals to search for approved workshops, register for approved workshops, and (through data exchange with the MOPD Registry) to track their participation in those workshops. Authorized and unauthorized trainers can use the Workshop Calendar to seek DHSS or enhanced approval (authorized trainers only) for clock hour trainings, publicize approved trainings, and track registration and attendance for trainings.
16. Not Profit Administrative Software Suite (NPASS)- Administered by Greater KC LINC, Inc., NPASS is a web-based data system developed by Dynamic Enterprise Solutions, Inc. NPASS captures Educare service provision data for Early Childhood Programs including basic demographic information, monthly visits performed, staff training conducted, children served, assessments completed, and other data pertaining to licensure goals and support group meetings.
17. Opportunities in Professional Education Network (OPEN) Data System- Administered by the OPEN Initiative at the University of Missouri, this data system includes the MOPD Registry, Core Competencies self assessment, Trainer Authorization, and the Missouri On-Site Assessment System projects. As such, it includes extensive information about the early childhood and school-age workforce and early childhood and school-age programs and program quality.
18. Statewide Advantage for Missouri (SAMII)- Administered by the State of Missouri, Office of Administration, this is an integrated financial, HR, and payroll system. This data system is used to process payments for many of the early childhood grant programs for quality initiatives, etc.
19. T.E.A.C.H. MISSOURI Database - Administered by Child Care Aware[®] of Missouri and created by the T.E.A.C.H.[®] Early Childhood Scholarship, this database is used to track and process scholarship activity for scholarship recipients and sponsoring employers while they are in the program. Demographic and programmatic information is collected and maintained for all contracts issued.

ATTACHMENT 36

**Missouri Department of Elementary and Secondary Education
Data Access and Management Policy**

This policy statement pertains to the Missouri Comprehensive Data System (MCDS), which contains data on Missouri schools and districts, including individual student and staff records. MCDS will be used for the purpose of providing data needed for supporting data-driven, intelligent decision making and to facilitate state and federal reporting, including data required for the federal *No Child Left Behind Act*. When fully implemented, MCDS will help school districts and partner State and Federal agencies maintain more accurate information and manage student data more efficiently.

The education information system will be managed by the Department of Elementary and Secondary Education (DESE) in accordance with federal laws, such as the federal Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA, 34 CFR §§ 300.127 and 300.560-300.576), and Missouri statutes and regulations (e.g., Sections 160.522, 167.020 and 452.376). All of these laws and policies are essential to maintaining the confidentiality of student records as they are collected and as they are maintained within MCDS.

This policy statement contains information about the procedures that will be used to ensure the confidentiality of student records maintained in MCDS. It does not expand or in any way change the allowable uses by staff of MCDS or the availability of the student records to any other educator or member of the public. It also contains information concerning the maintenance of staff data.

Contents of the Missouri Comprehensive Data System (MCDS)

MCDS is intended to support better decision-making and policies for improving the performance of students and schools, reduce reporting burden (ultimately), help to facilitate the entry of students into a new district, and ensure that timely, high quality data are available to legitimate users. And to help information the various transitions in the pipeline from early learning through to the workforce.

MCDS contains information about all public districts and schools in Missouri with students in pre-kindergarten programs (all programs for children prior to kindergarten), kindergarten programs, grades one through twelve, and all students receiving special education services through age 21. Among the data to be maintained are:

- Directory information – names of administrators, address information, school or district type, and other general information.
- Student records – minimal data about student participation in state and federal programs for which reporting is required, including information about English language learners and students in migrant, Title I, and career and technical (Perkin's vocational) education. Assessment data are included in MCDS. Through the use of a unique state student identifier, links to the existing statewide

- special education and migrant databases will be used to minimize redundant data collection.
- Staff records – information about teachers’ backgrounds and assignments.

The Missouri Student Information System (MOSIS); which is a feeder system to the MCDS, contains a selected set of data about individual students that will allow for the assignment of a unique student identifier and that provides a district administrator with the capacity to locate the identifier of a student who has transferred into his/her district from another district within Missouri. The goal of the state ID system is to maintain a unique identifier for every Missouri student such that: 1) only one student is ever assigned a particular number; 2) once a student is assigned a number, that number is always associated with that student throughout his or her educational career or until he or she leaves the state; and 3) a student is only assigned one number so that the student is not duplicated in the MOSIS database.

Most of the data in MOSIS are collected from school districts. Directory information maintains current information. Districts are required to update directory information as changes occur. Other data in MOSIS come from systems maintained at the DESE.

The data elements collected reflect a consensus on what is needed for reporting and decision-making and are based on what is considered best practice as identified by national education groups. Complete descriptions of data elements are included in the MOSIS Data Dictionary. Included are definitions, code sets, formatting information, periodicity, and other reporting requirements. The Data Dictionary is updated whenever changes are made, and districts and schools are informed of changes as soon as possible.

MOSIS includes the following components:

- MOSIS-1 – Student identifier
- MOSIS-2 – Assessment precode
- MOSIS-3 – Core data collections
- MOSIS-4 – Data warehouse
- MOSIS Reporting and Security Framework
- MOSIS Directory

The MCDS manager (on staff at DESE) will be the designated authority to establish and maintain a system of data protection for the student information system in accordance with the Family Educational Rights and Privacy Act (FERPA) and other relevant state and federal laws and regulations.

Definitions and Background to this Policy

Missouri adheres to the confidentiality requirements of both federal and state laws including, but not limited to the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Protection of Pupil Rights Amendment (PPRA), and the National School Lunch Act. The following definitions are derived from these and other related documents.

Privacy refers to an individual's right to freedom from intrusion due to disclosure of information without his or her consent.

Confidentiality refers to an agency's obligation not to disclose or transmit information about individual students to unauthorized parties. Confidentiality consists of the measures used by an authorized agency to protect how personally identifiable information is collected and maintained and when consent by the student or his or her parent/guardian is required to release information.

Personally identifiable information includes, but is not limited to: the student's name; the name of the student's parent/guardian or other family member; the address of the student or student's family; a personal identifier, such as the state student identifier; personal characteristics or other information that would make the student's identity easily traceable. A small set of this information will be used for assigning identifiers and for identifying students who have transferred from another district within the state or who have returned to the state who already have identifiers.

Disclosure means to permit access to, release, transfer, or otherwise communicate personally identifiable information contained in education records to any party, by any means, including oral, written, or electronic means.

Access means to view, print, download, copy, or otherwise retrieve data from a computer, computer system, or computer network.

Confidential data means information that would tend, by itself or with other information, to identify particular person(s). Confidential data includes information which is intended for the use of a particular person/group and whose unauthorized disclosure could be prejudicial to the individual it identifies.

Responsibility of the Missouri Department of Elementary and Secondary Education

The DESE is responsible for setting the standards for what data will be collected and how the data will be provided by districts to the DESE. DESE works with Missouri educators to clearly define each data element that will be collected, including when the data element should be collected, what code set should be used, if any, and any other information that will ensure that the data are correct. In addition, DESE must provide formats for how the data are collected and reporting periods for when districts must submit the data. This information is published in the Data Dictionary available to Missouri educators online or in paper format. To the extent possible, DESE will provide guidance and assistance to districts as they complete the reporting requirements. DESE is also responsible for guaranteeing the security and confidentiality of the data maintained within this system, particularly the student data. (This is discussed in more detail below.) Finally, the DESE is responsible for ensuring that the system information is made available to those with a need to access, and to guard against improper disclosure of the data. (This is also discussed in more detail below.)

Responsibility of the School Districts

As the originators of the data, districts (and their schools) are responsible for the quality, completeness, and timeliness of the data. Districts must provide guidance to schools on how to record data and how to submit the data to the district, and monitor the schools to be sure the data are submitted on time and in the correct format. Districts are required to adhere to the reporting requirements of the DESE. Districts are also responsible for identifying where corrections to their data are needed and completing the steps needed to get the data changed both in their own systems as well as in MOSIS.

Missouri Laws and Regulations Regarding Student Data

Missouri has statutes and regulations that pertain to student records.

- Section 167.020 requires that school districts enrolling a transfer student must request records from all schools previously attended by the student within two business days of enrollment. In addition, school districts that receive a request for records of a transferring student must respond to the request within five business days of receipt of the request. This section also specifies that school districts may disclose education records to law enforcement or juvenile justice authorities.
- Section 160.522 describes the school accountability report card that must be provided by school districts. It specifically says that personally identifiable information for students shall not be reported.
- Section 452.376 describes the non-custodial parent's right to a child's records.
- Sections 610.010, 610.023, 610.024, and 610.026 (Sunshine Law) describe public records of a governmental body, and requirements related to acting on requests for copies of the records no later than the third business day following the date of the request. Requests that are denied must be explained in writing.
- DESE regulation 5 CSR 50-340.200 Annual Public Reporting of Information by School districts specifies the need to use statistical procedures to suppress data about small groups of students in annual public reports.
- The State Plan for Special Education contains a description of the restrictions related to student records contained in FERPA. The penalty for failing to comply with these provisions is the withholding of payment of federal and/or state funds.

Measures Used to Protect Confidentiality

To ensure the maintenance of confidentiality of the student records maintained in MCDS, this policy includes four privacy and confidentiality protections. These include

assignment of a unique identifier, data security, restricted access, and statistical disclosure.

1. **Assignment of a unique number**, called the Missouri Student Identifier, will help to protect the confidentiality of individual student records in the student information system. The Student ID will be computer generated and contain no embedded meaning, and after being checked for duplicates, will become permanent. Duplicates will be reconciled using a set of information, such as the first name, last name, date of birth, gender, race/ethnicity, parent/guardian name, and Social Security Number (if available) of the student.
2. **Security** includes the technical measures put into place by DESE to ensure that records are not lost, stolen, vandalized, illegally accessed, or otherwise rendered useless. The MCDS server is maintained in a secure location at the State Data Center. The MCDS manager works with the IT staff to ensure appropriate firewall protection and intrusion detection efforts are in place for the system components. The MCDS manager and IT staff will monitor security notices affecting the system software and will maintain the current software patches for the system components. IT staff will monitor the access logs for the database for activity in violation of this Data Access and Management Policy document.
3. **Restricted access** to the data is imposed by this policy and is implemented by the MCDS manager. It significantly limits who will be able to view the data and for what purposes. MCDS has four access levels, which are described below. Each of the levels is consistent with a specific educational purpose as defined in Section 99.31 of FERPA.
4. MCDS will be used to produce summary reports from individual data that relate to groups of students and staff, rather than to single individuals. There are some cases where populations may include only a few individuals. Statistical disclosure is the risk that arises when a population is so narrowly defined that tabulations are apt to produce a reported number small enough to permit the identification of a single individual. In such cases, the MCDS manager will apply **statistical procedures** to ensure that confidentiality is maintained. For instance, in a search of the state assessment scores of Native American students, a particular school might reveal information about just two students. A possibility of inadvertently reporting personally identifiable information about these students is eliminated by setting a cell size cutoff. The MCDS manager will block any aggregate results with a statistical cutoff in which fewer than **thirty** students might be disclosed.

STUDENT DATA

A key purpose for collecting individual student records is to provide access to statistical information that improves the education-related decisions of teachers, administrators, policymakers, parents, and other education stakeholders as well as the general public.

However, it is essential to ensure that the individually identifiable student information is released only to those persons with a legitimate educational interest.

Access to Student Data in MCDS

It is useful to think of a single record of an individual student as a folder that contains many pieces of information, such as name, school building number, gender, or date of birth, etc. These are called fields. Every field in the student information system is assigned an access level between 1 and 4, with Level 1 being the highest level. All access levels are assigned in a way that maximizes usage by educators without risking inappropriate disclosure of personally identifiable information.

MCDS will be accessed through the DESE Web Applications Common Login page. This web page provides restricted access based upon User ID and Password validation. Only individuals who have been authorized by their district administrator through submission of a signed *Login Request Form* or through the *User manager* system are allowed access.

Level 1 Access allows authorized DESE staff to read and write to all the records and fields in the database. This level is only permitted to a minimal number of authorized staff members who operate or manage the database or are responsible for maintaining the accuracy, security, and audit corrections in the performance of their duties. Authorization by the MCDS manager will be required for this level of access.

Level 2 Access places limits on access to individual student records but not fields. For example, superintendents (or their designees) of local school districts may see all of the fields (data) collected about any of the students in his or her school district and can direct that data be resubmitted if errors are identified.

Level 3 Access provides limited access to individual student records and fields. For example, teachers may be allowed to view some of the fields in the records of their students.

Level 4 Access provides access to a limited set of fields for all students within the state. The purpose of this level is to allow designated district personnel who are responsible for registering new students to determine a student's ID through use of a student locator system. Information that could help to better place a new student for instruction may be included. This is consistent with FERPA Section 99.31(a)(2).

Some DESE staff responsible for audits, operations, accreditation, and reporting to state and federal government agencies will have access to a limited set of fields, excluding student names. The fields that are available to this level will be specified in the data dictionary once they are identified.

In the future, if the DESE develops an online decision analysis system, **public aggregate access** may be made available to the general public, including educational associations, media, real estate agents, businesses, interest groups, etc., to view standard reports and

data tables that are produced and published in aggregated formats on the Web, such as the data now provided in the online Missouri Department of Elementary and Secondary Education Site. Data on individual students **will not** be accessed by anyone at this read-only level.

Release of Student Data to Researchers and Other Agencies

According to FERPA, personally identifiable information about students may be released without parental permission to researchers authorized to develop, validate or administer predictive tests, administer student aid programs, or improve instruction. The MCDS manager may grant such requests for educational purposes, if privacy, confidentiality, and security are ensured. In addition, the DESE may work with Missouri institutions of higher education to determine the success of students as they move from high school to postsecondary education and to track the successful placement of students who graduated with a concentration in career and technical programs. Authorization at this level is for the sole purpose of increasing the existing body of knowledge about Missouri education. Researchers must submit to the MCDS manager a written request for permission to have access to personally identifiable data that explains the purpose of the research study, which educational agency or institution the study is being conducted for, and how the researchers will ensure data confidentiality and security. This request will be considered on a case-by-case basis to determine if the request is in accordance with federal and state laws. The release of student data to researchers outside the agency is considered a loan of data (i.e., the recipients do not have ownership of the data). Researchers will be required to destroy the data once the research is completed.

All recipients/users of the requested restricted use data must sign a *Memorandum of Agreement for Disclosure of Individually Identifiable Records Data Sharing and Confidentiality Agreement* that indicates that the user agrees to abide by the Procedures for Protection of Individually Identifiable Student/Teacher Information. If permission is granted, the MCDS manager shall receive a copy of any analysis or reports created with data from MCDS. Data access provisions may change if mandated by federal statute, state law, or administrative rules.

Requests for Student Data Access by Students or Their Parents

Upon the request of any individual (or the individual's parent/guardian if the individual is under the age of eighteen) under Section 99.20 of FERPA to gain access to his/her (child's) record contained in MCDS, the MCDS manager will provide a copy of all or any portion in a comprehensible form and will consider requests to amend the record. Since the originating sources of the information are local education agencies, parents/guardians should seek first to review and amend the student's record through the originating local education agency. However, DESE will make other appropriate arrangements for parental access and review as needed. This is required under 20 U.S.C. § 1232g(a)(1)(B). DESE may charge a minimal amount for copying this information.

Unauthorized persons must contact the originating local education agency concerning access to personally identifiable student data. They are required to obtain written

permission to obtain access from the local education agency as noted in FERPA.

Federal Disclosure Restrictions

A key purpose of the student information system is to provide access to statistical information that improves the education-related decisions of teachers, administrators, policymakers, parents, and other education stakeholders as well as the general public.

Private or confidential data on an individual student shall not be created, collected, stored, used, maintained, or disseminated by the MCDS in violation of federal or state law and shall not be used for any purpose other than those already stated. If the MCDS manager enters into a contract with a private individual or third party to perform any of the system manager functions, that agreement shall require that the data be protected in the same fashion.

Under this Policy, no private or confidential data will be released by DESE except to the following parties or under the following conditions as stated in 34 CFR Part 99.31 Final Regulations for FERPA:

- School officials with a legitimate educational interest;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile system, pursuant to specific state law.

Data will be disclosed in these eight circumstances only on the conditions that: (1) the party to whom the data are released does not disclose the information to any third party without the prior written consent of the MCDS manager, the company who provided the student assessment data (if assessment data are being disclosed), or the school district from whom the data were received; (2) only when the data are protected in a manner that does not permit the personal identification of an individual by anyone except the party referenced in the disclosure; and (3) the data are destroyed when no longer needed for the purposes under which the disclosure was granted.

The MCDS manager will use appropriate measures to protect the confidentiality of student records and account for all disclosures. This includes keeping a list of the data, nature, and purposes of the disclosure, and to whom the disclosure was made.

Improper Disclosure of Student Records

The MCDS manager has the responsibility for determining whether a request for access to the student records constitutes a legitimate request for an appropriate usage of student

data. If the request does not meet standards established by DESE for the appropriate release of student data, then the MCDS manager will deny the request. These requests are reviewed with the designees assigned by the governance committee.

The MCDS manager is also responsible for determining if personally identifiable information has been improperly disclosed by a Missouri official or a third party allowed use of the data in violation of this policy. If an improper disclosure is made by someone other than a Missouri official, then the parties will not have access to any MCDS student data for five years as required by FERPA.

Destruction of Data

All individual student data in MCDS will be active and then archived for the length of time required by Missouri records retention schedules. Data that are no longer needed will be destroyed in a manner that protects the privacy and the confidentiality of the individuals involved.

STAFF DATA

Staff records in MCDS consist of limited information about the staff person, including but not limited to background information and assignments. This information is meant to be used for state and federal reporting and long range planning. It is not meant to be used for evaluation of the staff member. Staff evaluations are the responsibility of the local education agency where they are employed.

Access to and Release of Staff Records

Unlike student records, staff records are not strictly protected by federal law. Records of school and district staff who are employees of a publicly funded agency are generally considered “open records.” Release of these records is subject to the Sunshine Law described above.

Requests for Data Access by a Staff Person

Upon the request of any individual to gain access to his/her record contained in MCDS, the MCDS manager will provide a copy of all or any portion in a comprehensible form and will consider requests to amend the record. Since the originating sources of the information are local education agencies, staff persons should seek first to review and amend the record through the originating local education agency. However, DESE will make other appropriate arrangements for access and review as needed. DESE may charge a minimal amount for copying this information.

Staff Identifier

MCDS may use the Social Security Number for staff members as the unique identifier; however, **Missouri law** restricts the release of Social Security numbers. Thus, if

individual staff records are released, then a dummy identifier will be assigned where needed.

Destruction of Data

All individual staff data in the MCDS will be active and then archived for the length of time required by Missouri records retention schedules. Data that are no longer needed will be destroyed.

GENERATION OF REPORTS

DESE will share with school districts the responsibility for reporting data about Missouri schools. School districts will submit data to DESE using the MOSIS Reporting and Security Framework. In addition, districts and schools will be able to get access to their own data (but not data from other schools or districts) through this mechanism. In each school and district specific staff will be provided permission to see individual student records as part of the submission and reporting functions.

As is done currently, select DESE staff will produce regular reports from MCDS. On occasion, DESE staff may produce a report in answer to a request from policy makers such as the State Board of Education, the Governor's Office or the State Legislature. No one other than specified DESE staff will have access to individually identifiable student data within MCDS. No reports will be produced with tables containing small enough cells such that individual students can be identified.

Copies of reports will be provided to school districts and will be posted on the MCDS website.

ATTACHMENT 37

Home Visiting Matrix – Current Programs in Missouri

The purpose of this matrix is to delineate distinctions among existing HV programs in MO, and identify the range and gaps in services. Data is limited, please see detailed descriptions linked in appropriate cells.

This table represents programs that are either primarily statewide, or primarily state-funded.

	PAT	EHS/HS	First Steps	Home Visitation Services (SAHP & CANP)
Why does this program exist?	<p>School readiness; improved parenting knowledge and practices; early detection of health/developmental delays; CA/N prevention</p> <p>https://www.parentsasteachers.org</p> <p>http://dese.mo.gov/divimprove/fedprog/earlychild/ECDA/Index.htm</p>	<p>Promote positive educational, social and health outcomes/ development for children; promote self-sufficiency for families.</p>	<p>Provide coordinated services and assistance for infants and toddlers who have delayed development or diagnosed conditions to assure families have the necessary supports, services, and resources that they need to raise healthy, happy and successful children.</p> <p>http://www.dese.mo.gov/divspaced/FirstSteps/whatisfs.html</p>	<p>School readiness and prevention of Child Abuse and Neglect, for more details please see www.</p> <p>[To DSS expanded information]</p>
<p>Evidence Base for this model</p> <p>(Link to research or briefly describe documentation.)</p>	<p>Parents as Teachers is one of the 7 approved home visiting models meeting the evidence-based criteria of the Federal Maternal, Infant, Early Childhood Home Visiting program (MIECHV). Please see the review at:</p> <p>http://homvee.acf.hhs.gov/document.aspx?rid=1&sid=16</p>	<p>Early Head Start-Home Based option is one of the 7 approved home visiting models meeting the evidence-based criteria of the 7 Federal Maternal, Infant, Early Childhood Home Visiting program (MIECHV). Please see the review at:</p> <p>http://homvee.acf.hhs.gov/document.aspx?rid=1&sid=8</p>	<p>Routines-based intervention, family-centered practices in natural environments</p> <p>http://dese.mo.gov/divspaced/FirstSteps/EITEAMpage.htm</p>	
Demonstrated outcomes.	<p>Parents as Teachers is one of the 7 approved home visiting model meeting the evidence-based criteria of the Federal Maternal, Infant, Early Childhood Home Visiting program (MIECHV). Review of outcomes can be found at:</p> <p>http://homvee.acf.hhs.gov/document.aspx?rid=1&sid=16</p>		<p>Early Childhood Outcomes: Positive social-emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs</p> <p>http://dese.mo.gov/divspaced/ECOtraining.html</p>	

	PAT	EHS/HS	First Steps	Home Visitation Services (SAHP & CANP)
Specific Services Provided	<p>Personal visits provided by a certified parent educator;</p> <p>Group connections designed around child development and parenting skills;</p> <p>Monitoring of children's development/ screening; and Resource Network.</p> <p>*DESE currently reimburses for personal visits and developmental screenings</p>		<p>Part C home visits with family and child, services may include: assistive technology, audiology, health services, diagnostic medical services, nursing, nutrition, occupational therapy, physical therapy, psychological services, service coordination, social work, special instruction, speech/ language pathology, transportation and related costs, vision services</p>	FIND THIS
Target Population/ Age	Prenatal – kindergarten entry.	<p>EHS: Pregnant Women and children birth-age 3. At least 10% of enrollment opportunities must be available to children with disabilities eligible for Part C .</p> <p>HS: 3-5, 10% targeted to preschool children with disabilities</p>	0 to 3 years of age	At-risk families with child under 3 in the home.
Eligibility	<p>Prenatal – kindergarten entry; no additional criteria.</p> <p>*DESE has established criteria qualifying high needs families as a priority for funding.</p>	<p>55% of funded slots must be children at or below 100% of the federal poverty guidelines (FPG).</p> <p>Up to 35% of enrollment can be children whose family income is between 100-130% of poverty (program must have specific policies to ensure that needs of those at or below FPG receive highest priority).</p> <p>10% of enrollment may be with children over income (i.e., no income restrictions).</p>	<p>Newborn condition: birth weight less than 1500 grams</p> <p>Diagnosed condition: a medical condition associated with delay or disability.</p> <p>Developmental delay: Functioning at a half-age delay in one domain</p>	<p>a. Household income under 185% of poverty</p> <p>b. Unemployed but may be receiving Temporary Assistance or other income;</p> <p>c. Employed 20 hours or less per week;</p> <p>d. Participating in an education or job training program;</p> <p>e. Living in a shelter or temporary housing;</p> <p>f. A teen parent;</p> <p>g. Referred by the state agency as being “at risk” for physical, emotional, social, or educational abuse/neglect.</p>

	PAT	EHS/HS	First Steps	Home Visitation Services (SAHP & CANP)
Frequency/ Intensity of home visits	Curriculum designed for up to weekly visits. Minimum duration of visit is 50 minutes. *DESE funds up to 25 personal visits for high needs families and up to 10 personal visits for families prenatal to age kindergarten entry.	Weekly, 90 minutes. EHS - primarily 12 month program. Preschool HS – primarily 9 months.	Varied visits Service Coordinators: home visits at least 2x/year, more frequently as needed. Service Providers: home visits in accordance with a child's IFSP, which can vary from daily to yearly visits.	Five (5) hours of interaction offered per month with each family. Home visits are a minimum of one hour per month. Two (2) hours per month of education/training on child development/early childhood education to families. Two (2) hours per month of networking opportunities.
Caseload	60 visits per month for experienced parent educator (30 families) and 48 visits per month for new parent educators (24 families). *DESE does not have an established caseload for parent educators.	10-12 children per home visitor	40-60 children per Service Coordinator. Caseload varies for Service Providers, based on a provider's availability and service delivery area.	A maximum of 25 per home visitor.
Degree/Discipline	A Bachelor's/4-year degree in early childhood or a related field: 2-year degree or 60 college hours in early childhood or related field are accepted. *DESE Certification and/or 4 yr degree in early childhood or related field, or AA in related field, or 60 credit hours and two years of experience, or 5 years experience.	No degree required. (Head Start Act of 2007 calls for revision of standards for Home Visitor qualifications.)	Service Coordinators: specified bachelor or master degree in education or human services field. Service Providers: education/license/certificate requirements according to their respective discipline http://www.dese.mo.gov/divspeced/FirstSteps/documents/PersonStandstateplanUPDATEDJune2010.pdf	Education and experience in early childhood education or child development equal to or more than an Associate's degree or 60 college credits with 24 or more approved college credits. For more detailed information please go to https://www.openinitiative.org/content.aspx?file=CareerLattice.txt .
Initial Training	Organizations complete a Readiness Reflection and then submit an Affiliate Plan for approval to the national office. Staff will then attend the 21 hour PAT Foundational Training and the 14 hour Model Implementation	Home visitors must have knowledge and experience in child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles; and family dynamics.	Service Coordinators: initial training from the SPOE (System Point of Entry). Must complete 5 initial trainings online before visiting families. Service Providers: must meet all requirements	No required initial training.

	PAT	EHS/HS	First Steps	Home Visitation Services (SAHP & CANP)
	Training to become certified parent educators.	They must be skilled in communicating with and motivating people. They must have knowledge of community resources and the skills to link families with appropriate agencies and services.	established and outlined by their discipline. Must complete one initial training online.	
Ongoing Professional Development Required.	Yearly in-service hours required in five core competency areas: 1 st year 20 hours of approved professional development 2 nd year 15 hours of approved professional development 3 rd and beyond 10 hours of approved professional development	Each agency must develop a professional development plan for all full-time staff. Extensive pre-service and in-service trainings.	Service Coordinators: Ongoing training from the SPOE (System Point of Entry) and/or through DESE sponsored training. Service Providers: Three additional online training within 6 months of enrollment, trainings at: http://dese.mo.gov/divspaced/FirstSteps/moduletraining.html Ongoing CEU/PD based on license/certification requirements	Please see training requirements as listed at www. Supervision/oversight is provided individually within each contracted agency.
Primary funding sources	DESE; General Revenue – foundation formula categorical and local school district funds.	Federal, Early Childhood Development Education and Care Fund & General Revenue.	State and federal dollars, Medicaid, private insurance, and Family Cost Participation.	The Early Childhood Development Education and Care Fund and General Revenue.
#’s served, annualized	Families with children ages prenatal to three received parent education services: FY 09 – 84,979 FY 10 – 80,013 Families with children ages three to kindergarten entry received parent education services. FY 09 – 60,417 FY 10 – 56,237 (FY 11 will be significantly reduced.)	Total enrollment FY 10 = 21,895: Preschool – 19,060 (87%) EHS – 2,835 (13%) # in Home-Based = 1,326 total Preschool – 725 (55% of HB) EHS – 601 (45% of HB)	Statewide approximately 4400 children	SAHP: PY09 – 1,509 families/1,854 children PY 10 – 1,304 families/1,623 children CANP: PY09 – 453 families/530 children PY 10 – 380 families/461 children
% of eligible population served	43% is the state average from 2009.		Approximately 1.5% to 2%	.8% of population under 3 in families at or below 100% of poverty.

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	PAT	EHS/HS	First Steps	Home Visitation Services (SAHP & CANP)
% of eligible population not served	FY 09 – 57%		At best estimate, at capacity.	99.2% of potential eligible population.
# of counties served (out of 115) # HERE. LINK TO MAP	115	XXX for HS home-based; XXX for EHS home-based.	115 http://www.dese.mo.gov/divspeced/FirstSteps/documents/SPOEMapwithstatementMarch2010.pdf	30
Website	http://dese.mo.gov/divimprove/fedprog/earlychild/ECDA/Index.htm		http://www.dese.mo.gov/divspeced/FirstSteps/index.html	

represents programs that are less than state-wide, and not primarily state-funded.

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy Start
<p>Improve pregnancy outcomes.</p> <p>Promote Healthy Child Development</p> <p>Promote Positive Parental Life Course</p> <p>Help women alter their health related behaviors; help parents provide care that is more responsible for their children; and improve families' economic self-sufficiency by helping parents develop a vision for their own future.</p>	<p>Improve pregnancy outcomes.</p> <p>Promote Healthy Child Development</p> <p>Promote Positive Parental Life Course</p> <p>Help women alter their health related behaviors; help parents provide care that is more responsible for their children; and improve families' economic self-sufficiency by helping parents develop a vision for their own future.</p>	<p>Prevent infant mortality, child abuse and neglect, unintentional injuries, inappropriate ER use; to facilitate positive parenting, promote medical home use, connectedness with community resources</p>	<p>To prevent child abuse and neglect through in-home, cost-free counseling, parent education, resource referral, and community-based partnerships.</p>	<p>To strengthen families by teaching parenting skills and mentoring parents with intellectual and developmental disabilities.</p>	<p>The TIES Program is a comprehensive, multi-agency program providing intensive, home-based services to pregnant and postpartum women and their families affected by substance abuse and/or HIV.</p> <p>Expected outcomes are: improved services to all drug affected families by enhanced community collaboration; and specific benefits to enrolled families of decreased parental drug use, improved mental and physical health, increased positive parenting, more stable family income and improved housing options.</p>	<p>To decrease child abuse and neglect; reduce infant mortality/ morbidity; and promote positive parenting through education, support and networking of community resources.</p>	<p>To reduce the regional rate of mortality and improve the health and well-being of infants and their families.</p>
<p>CW – “I have this need to find.”</p>		<p>In-home visitation by highly trained registered nurses; infant and maternal health assessment, care coordination, depression</p>	<p>Through Project First Step and School Links, Family Support Network provides in-home family counseling, case</p>	<p>Group settings and individual mentoring.</p>	<p>Individualized, culturally appropriate services include crisis intervention, support for substance abuse treatment, supportive counseling, child</p>	<p>The Resource Mothers Program (RMP) is a childbirth preparation program promoting access to perinatal care and education for pregnant mothers and newborns through home visits</p>	<p>Assessment, education and coordination provided in the home by nurses and</p>

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
		<p>screening, child development screening, parent education, connection to community resources, provision of emergency supplies as determined by nurse assessment and availability</p>	<p>management and parenting education to families at risk of child maltreatment with children age birth-13.</p>		<p>development and parenting education, and connection to other community services.</p>	<p>and center-based programs conducted by Outreach Specialists. The Family Enhancement Program (FEP), addresses the needs of eligible children through Outreach Specialists. The Maternal-Child Visiting Nurse Program (MCVNP) assesses and promotes health-related needs of pregnant and parenting mothers in conjunction with the RMP and FEP. (NFN model.) Outreach Specialists provide parenting skills, immediate crisis intervention, ongoing support, education and/or skill building, along with recreational activities which help to improve such things as: self confidence, general health and wellness, networking of social services, and relationship/appropriate social skill development.</p>	
<p>The Nurse Family Partnership® is one of the 7 approved home visiting model meeting the evidence-based criteria of the</p>	<p>This program has not been evaluated and at this time is not considered to be evidence-based.</p>	<p>Nursing practice guided by 20 evidence-informed clinical guidelines developed with Vanderbilt University; includes core evidence-based</p>	<p>Strengthening Families practice approach Draws from: Solution – Focused Therapy Cognitive</p>			<p>Sent msg 4/24to Sr. Anne to resend. 6/2 Rec'd outcomes, no info re evidence base.</p>	

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
<p>Federal Maternal, Infant, Early Childhood Home Visiting program (MIECHV). Please see the review at:</p> <p>http://homvee.acf.hhs.gov/document.aspx?rid=1&sid=14</p>		<p>screening tools (e.g ASQ, Edinburgh, ESI).</p> <p>Recent independent evaluation at Washington University (publication planned) shows lower child abuse/neglect rates in NFN-served vs. matched Missouri counties</p> <p>2010-2011 federal SAMHSA Service to Science Academy grantee with technical assistance to advance evidence-base for NFN model</p> <p>Federal recognition as “innovative approach” at Agency for Healthcare Research and Quality (AHRQ)</p>	<p>Behavioral Family Intervention</p> <p>Nurse/Family Parentership</p>				
<p>13% of the women enrolled</p>	<p>43% of the women who enrolled in the</p>	<p>99% of infants did not have</p>	<p>98% of children remain free of</p>			<p>(attached outcomes for</p>	

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
<p>in the program quit smoking from intake to 36 weeks gestation. This is a 1% increase since 2009.</p> <p>70% of the women enrolled in the program initiated breastfeeding. This is a 2% increase since 2009.</p> <p>91% of the children were up-to-date with immunizations at age two. This is a 1% increase since 2009. (Rate for State of Missouri, National Immunization Survey 2009, total population 64.5 %+/-6.9%).</p> <p>88% of the children were tested for lead exposure by age two with 1% testing positive</p>	<p>program reported entering prenatal care during the first trimester. This is a 7% increase since 2009.</p> <p>33% of the women who enrolled in the program reported entering prenatal care during the second trimester. This is comparable to 2009.</p> <p>24% of the women who enrolled in the program reported entering prenatal care during the third trimester. This is a 5% decrease since 2009.</p> <p>26% of women enrolled in the program, who delivered during this period, initiated breastfeeding. This is a 3% decrease since 2009.</p> <p>13.5% of the infants enrolled in the program were tested for lead exposure.</p>	<p>substantiated report of abuse or neglect as determined by independent state records</p> <p>87% of infants were fully immunized per CDC standards as of last visit</p> <p>97% of infants did not sustain injury from household safety hazard</p> <p>97% of infants did not have an inappropriate emergency room visit</p> <p>99% of infants did not have a preventable hospitalization</p> <p>91% of parents successfully connected with and utilized community resources appropriate to their needs</p> <p>99% of infants utilized a medical home</p> <p>92% of teen</p>	<p>abuse/neglect for 12 mos.</p> <p>95% of Parents learn new positive parenting skills</p> <p>90% of families strengthen overall functioning (measured by GARF)</p> <p>95% of families access new community supports/resources</p> <p>80% of families reduce C/N risk factors (Family Risk Scales)</p>			<p>review)</p>	

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
<p>for lead exposure. There has been no change since 2008. (Rate for State of Missouri 2009 was 47% were tested with 1% testing positive).</p> <p>25.1% of women enrolled in the program had a repeat pregnancy eighteen months or less from the birth of their first child.</p> <p>59% of women less than 17 years of age who entered the program enrolled in school but without a high school diploma or GED (82.8% of total number of clients) completed their GED or received a high school diploma while enrolled in the program. This is a 26.8% increase since</p>	<p>This is a 1.5% decrease since 2009.</p> <p>5.5% of the infants born in the program during this period were low birth weight (less than 5.5 pounds). This is a 0.8% decrease since 2009.</p> <p>88.34% of the infants enrolled in the program were up to date with immunizations for age. This is comparable to the 2009 data.</p> <p>58.06% of women enrolled in the program took folic acid during pregnancy. This is a 4.34% decrease since 2009.</p> <p>13.5% of the women enrolled in the program screened positive for depression within 60 days post partum. This is a 2.5% increase since 2009</p> <p>2.35% of babies in the program were reported</p>	<p>mothers did not have a repeat pregnancy</p> <p>*evaluation group includes families with minimum of 6-8 visits</p>					

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy \$
<p>2009.</p> <p>Upon enrollment, 20.2% of the women age 17 or younger at intake were employed; on discharge at age two of their children 45.6% were employed. This is a 3.2% increase since 2009.</p> <p>Upon enrollment, 47.4% of the women age 18 or older were employed; on discharge at age two of their children 63.3% were employed. This is a 5.4% increase since 2009.</p> <p>Upon enrollment, 12.7% of the women were married; on discharge at age two of their children 26.3% were married. This is a 1.7%</p>	<p>to sleep on their stomach. This is a 2.2% increase since 2009.</p> <p>13.15% of the mothers report sharing a bed with their infant. This is a 2% increase since 2009.</p> <p>Data Source: MCBHV MOHSAIC 2010.</p>						

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy \$
<p>increase since 2009.</p> <p>84% of the women who enrolled in the program received their first prenatal visit during the first trimester of pregnancy; 16% received their first visit during the second trimester. (State of Missouri rate for comparable population first trimester entry into prenatal care 76.3% MICA 2008)</p> <p>48% of the women reported a decrease in physical abuse by their partner from intake to 36 weeks gestation. . This is a 7% increase since 2009.</p> <p>9.4% of infants were born less than 37 weeks</p>							

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
<p>gestation. This is a 1% decrease since 2009. (State of Missouri rate for comparable population 15.0% <i>MICA 2008</i>)</p> <p>10.4% of the infants were born low birth weight, less than 5.5 lbs. This is 7.1% for the white program population and 13.8% for the black program population. (State of Missouri rate for comparable population 10.1% for total Medicaid population. 7.8% for white Medicaid population. 13.1% for black Medicaid population. <i>MICA 2008</i>). This data is comparable to 2009 data.</p> <p>Source: Missouri NFP program data 2010 (CIS)</p>							

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy \$
First-time pregnant women (women who have not experienced a live birth) who enroll prior to the 28 th week of pregnancy and continuing through age two of their index child.	Women at-risk who enter the program prenatally through age two of their index children.	Families with significant risk factors including medically fragile infants, mothers with mental or physical illness/intellectual disabilities teen parents. Core programs are prenatal through age 2; extended services through age 3 available.	Parents/caregivers at medium to high risk of child maltreatment, who have children ages birth to age 13.	Parents with intellectual and developmental disabilities.	Target population is adult pregnant or postpartum women and their families affected by substance abuse and/or HIV living in service area.	Resource Mothers – All pregnant women. FEP – All families with young children who have witnessed family violence, have experienced or at risk for child maltreatment, have developmental delays, or are living in poverty; MCVNP – All families eligible for Resource Mothers, and those who meet criteria for Nurses for Newborns.	Pregnant women at risk factors: low-income, African American and the age of 24
185% of the Federal poverty level or below	185% of the Federal poverty level or below.	Low income; One or more infant, maternal, or environmental risk factors; or by referral as appropriate.	Residents of City of St. Louis or St. Louis County Must not have an open Children's Division CA/N case	Must live in St. Louis city or county; Must have intellectual or developmental disability.	Referrals are accepted up to six months postpartum. TIES is an entirely voluntary program, and women must be able to consent for themselves to program participation and other community services	All that meet target population. Preference is given to families with children 0-3 years old. Families of older children accepted only if a specific need that the program can address.	Any pregnant women and/or any women with a child under age of 2 with defined service
Visits are one to two hours in length on average. Visit schedule can be adjusted based on client need.	Monthly, average 60 minutes. The Registered Nurse visits every client during the first six weeks post partum at least one time. Other	Families are visited within 72 hours of referral/initial contact, weekly for the first 4 weeks after delivery, then every 2 weeks until 8-12 weeks, then	Family sessions are conducted weekly for approximately 1-2 hours for 6 to 9 months with follow up visits conducted at 3 months and again at 12 months	Families are seen in their homes at least one time per week until target child turns 2 years old.	Families are seen in their homes at least one time per week until target child turns 2 years old.	WKO home visitors (OS and RNs) make visits with families as frequently as once/week or as infrequently as once/month, depending on the needs of the family and program guidelines. Visits typically last 60 to 90 minutes.	Varies dependent on client need. Minimum schedule is once per month by the end of the first year and twice per year by the end of the second year outreach model

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy &
Weekly during the first four weeks of prenatal enrollment; every two weeks until delivery; postpartum, weekly for six weeks; then every other week until the child reaches the age of 21 months; and then monthly through the age of 24 months.	visits can be scheduled based on client need.	monthly; visit schedule is flexible according to family needs and preferences. Visit duration is typically 60 to 120 minutes.	post-service.			Families can stay in HV programs as long as needs dictate, or until the youngest child is 12 years old unless specific need indicates ongoing services.	
25 clients per each nurse home visitor	25 clients per family support worker	25-45 per RN	15-17 per Family Therapist			Typical caseload for full-time worker is ~30-35 families. Outreach Specialists and RNs are expected to make at least 10 visits/week.	Up to 40 per and 33 per community o mother. Attended balance caseload risk level and prenatal/postpartum status.
Registered Nurses (RNs), preferred BSN with previous related experience.	Family support workers: No degree required. Experience with early childhood and/ or delivering home visiting or maternal-child health services. Registered nurses (RNs) licensed in Missouri; experience	Registered nurse, BSN preferred, minimum 3-5 years experience in NICU/maternal-child/women's health nursing; additional formal coursework/trainin g in child development also	Direct service staff who go into the homes are all masters level clinicians with either MSW or LPC and previous related experience. Most have also earned their license or are in the process of			RN, 3-5 years NICU/ maternal-child nursing. Outreach Specialists: Experience with early childhood and/or delivery of home visiting or maternal-child health services.	[St. L.] Nurses have registered credentials. a minimum of hospital N community h nursing exper [Bootheel] C Managers mu an Associate Bachelor's de

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy \$
	in home visiting and/or maternal-child health.	preferred	earning it.				preferably in work, education similar field.
<p>Training is divided into three units with specific goals for each section.</p> <p>Unit 1 - foundational knowledge of the NFP and home visiting intervention.</p> <p>Unit 2 - Prepare the nurses to implement the intervention with fidelity to the model.</p>	<p>Training on: Edinburgh Post Partum Depression screening tool; the Missouri Community Based Home Visiting database; Ages and Stages or the Denver Developmental Screening; and additional training required by the local employer agency. In FY1: training on Partners for a Healthy Baby curriculum, which is an evidence-based curriculum used by all programs.</p>	<p>Extensive clinical orientation (including pre-post-testing) based on the 20 NFN Clinical Guidelines and corresponding modules and screening tools; policy/procedures review; training on NFN's electronic medical records and custom database. field based practice with RN mentor, 90 day mentorship period with skills review and check-out.</p>	<p>Formal, in-depth orientation plus mentoring with experienced FSN Family Therapist for the first month of employment.</p>			<p>The Outreach Specialists complete a minimum of 40 clock hours of intensive classroom training as well as an internship with experienced OS and RNs. Topics: prenatal education, screening tools, relationship building, case management, home visits, child safety, abuse/neglect recognition and prevention, parenting crises intervention, etc.</p> <p>RNs go through much of this training, as well as training by NFN.</p>	
<p>Unit 3 - deepen understanding of the model, specifically in regards to infant temperament, motivational interviewing, and fidelity to the</p>	<p>DHSS provides annual training on a current topic of interest related to infancy or pregnancy.</p>	<p>Monthly half-day training for all nurses following annual curriculum, monthly case conferences, peer review process, 24 hour on-call supervision</p>	<p>All direct service clinicians are required to have their professional license (either LCSW or LPC) within two years of employment. 15 hours of</p>			<p>Ongoing education, inservice training, and conferences at least quarterly.</p>	<p>Monthly sess scheduled. Approximate topics are fac by various agencies/orga s and speaker Topics are se on the needs</p>

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP) Model Elements.	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy \$ program part and the group
Federal Maternal Child Health Title V Block Grant	Federal Maternal Child Health Title V Block Grant	DSS [SAHP AND CANP], CTF, DHSS, federal, foundations, private contributions, managed care, local county grants, United Way	approved professional development courses are required each year for all direct service staff.	Office for DD Resources (SB 40 Board); Daughters of Charity	HHS ACF Abandoned Infants Assistance grant and COMBAT (Jackson County anti-drug sales tax) contract with additional support from Children's Mercy	CTF, MFFH, Alternative to Abortion, DFS and NFNF vendor contracts, other foundational grants, and donations.	HRSA
473 families in FY10.	456 clients in FY10.	2,999 infants and their families served in Missouri in FY10 [136 ARE FUNDED THROUGH SAHP]	400+ families annually including an avg. of 600 parents/caregivers and 1,500 children for a total of approximately 2,000 individuals each year.	125 families per month.	70-80 families; approx. 200 children annually.	In last 12 months: 769 Moms and/or children (383 families).	The goal is to 300 program participants a
7% of the women in the counties currently served by the program based on Medicaid first-	6% of the women in the counties currently served by the program based on Medicaid live births.	Based on most recent data of # of children involved in hotline calls in St. Louis City & County (7,700).				Pregnant women = 31 % of the ~ 700 live births Children ages ~0-5 = 416. Unsure of percentage of service area children in age	From 3.6 to 1 across the 3 r

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP) time live births.	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
93% of potential eligible population	94% of potential eligible population		FSN serves 1,100 or 14%			range.	
17 counties and the City of St. Louis.	12 counties in FY 09	25 Missouri counties including metro St. Louis area and partnership with Whole Kids Outreach for 6 of the counties Butler* Carter* Christian Crawford Franklin Gasconade Greene Iron* Jefferson Laclede Lincoln Madison* Phelps Pulaski Reynolds* Shannon* St. Charles St. Francois St. Genevieve St. Louis	2 (St. Louis City; St. Louis County)	2 (St. Louis City; St. Louis County)	1 (Most of Jackson County—Kansas City)	6 for all options: Butler, Carter, Iron, Reynolds, Shannon, Wayne counties. Also Madison for NFN.	Kansas City (County by zip St. Louis (3 zip in St. Louis county); Boo counties)

Building Blocks of Missouri, Nurse Family Partnership® Program (NFP)	Missouri Community Based Home Visiting Program	Nurses for Newborns	Family Support Network	Parents Learning Together (St. Louis ARC)	TIES	Whole Kids Outreach	Healthy
http://health.mo.gov/	http://health.mo.gov/	City St. Louis County Warren Washington Wayne* Counties with * served in collaboration with Whole Kids Outreach	www.familysupportnet.org			www.wholekidsoutreach.org	www.mbrcin.org www.stl-mcf.org www.mchc.n

**DSS Home Visitation
Linked Information**

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Purpose/Mission (and/or Outcome/Goals)

- Stay at Home Parent Program - Missouri Revised Statute Chapter 313, Section 313.835 sets aside funding for an Early Childhood Development, Education and Care Fund. The impetus for this legislation came from the recommendations outlined by the Governor's Commission on Early Childhood Care and Education. The purpose of the Early Childhood Development, Education and Care Fund is to promote the growth and quality of early childhood care and education and school readiness for children. Funding for these programs comes from Missouri gaming funds, specifically, riverboat entrance fees.

The Department of Social Services' goals for funding received under Missouri Revised Statute Chapter 313, Section 313.835 are to:

- a. Support and encourage care that promotes positive brain development of children.
 - b. Provide services that lead children to school readiness.
 - c. Ensure low-income children and children with special needs have equal access to care that promotes positive brain development of these children and school readiness.
- Child Abuse and Neglect Prevention Program - The job of parenting is one of the most important and challenging responsibilities adults can assume. Yet many new parents come to this role without the information, personal resources, or support needed to successfully nurture their children. Home visiting for parents and their children, beginning prenatal or at birth, has been shown through extensive national research and experience to be an important and effective strategy to prevent a range of poor childhood health and developmental outcomes, including child abuse and neglect. Young parents and their children are at particular risk for poor health, social, educational, and economic outcomes. Reaching these young parents upon the birth of their first child, before negative parenting practices have been established and repeated pregnancies have occurred, provides the opportunity to have a greater impact on strengthening young families and preventing these poor outcomes.

Outcomes:

1. Children served will experience appropriate social and emotional development.

Measure: 100% of the children served will be assessed for appropriate social and emotional development levels using the Ages & Stages Questionnaires: Social Emotional at the time of enrollment into the program or when the child attains six (6) months of age, whichever is applicable, and at intervals of every six (6) months after that until the child attains the age of three (3) years.

Sub-Measure: 100% of the children assessed as being below the appropriate social and emotional level of development will be referred for additional services to address the identified needs.

Sub-Measure: 85% of the children referred for additional services due to deficiencies in social and emotional level of development will show advancement on subsequent assessment at or before the time they leave the program due to ineligibility due to attaining the age of three (3) years.

2. Children will improve in health, safety, and overall well-being.

Measure: 95% of children served will not be a victim of substantiated child abuse and neglect.

3. Parents will experience less stress.

Measure: 100% of parents receiving services will have their stress levels measured by the Everyday Stressors Index at their time of enrollment into the program and at intervals of every twelve (12) months after that until the family leaves the program.

Sub-Measure: 100% of parents assessed as having high levels of stress or for whom areas of stress are identified are provided appropriate referrals for additional services to address the identified areas of concern.

Sub-Measure: 95% of the parents receiving services demonstrate a reduced level of stress as measured by the Everyday Stressors Index when they leave the program.

4. Reduce subsequent teen pregnancy.

Measure: 90% of the teenaged parents enrolled in the program will not become pregnant during their participation in the program.

5. Children develop appropriately.

Measure: 100% of children are assessed using the Ages & Stages Questionnaires at their time of enrollment into the program and at intervals of every six (6) months after that until the child attains the age of three (3) years.

Sub-Measure: 100% of the children assessed as being below the appropriate developmental level are referred for additional services to address the identified needs.

Sub-Measure: 95% of the children referred for further developmental level assessment and services are enrolled in appropriate services and begin receiving these services prior to leaving the program.

NOTE: While optional for the Child Abuse and Neglect Prevention program unless services are proposed in the contractor's awarded proposal, the Stay at Home Parent program contractor must address the following outcomes and meet the following measures for each family served.

6. Increase every child's access to books, language, and reading.

Measure: 100% of the families enrolled in the program have a minimum of four (4) age-appropriate books for each child under the age of three (3) they have in their home.

Sub-Measure: 85% of parents participating in the program spend a minimum of 4 hours per week participating in literacy-related activities with their children under the age of three (3), as reported by the parents to the contractor.

7. Families understand "school readiness" and children enrolled in the program are ready to transition to the next level of education.

Measure: 100% of families are provided access to and explanation of the Missouri Department of Elementary and Secondary Education's Pre-K Early Learning Standards for Social and Emotional Development, Literacy, Science, Math, and Physical Development, Health & Safety to parents.

Measure: 85% of the families with children under the age of three (3) receiving services from the program are participating in the Parents as Teachers program during and at the time of their transition from the program.

Initial Training/Qualifications:

In addition to qualifications listed in the matrix home visitation staff must:

Possess training in the following areas prior to providing services:

- a. Establishing rapport with participating families;
- b. Identification of at-risk factors within families of diverse backgrounds;
- c. Maintaining confidentiality;

- d. Assessing strengths and needs of the family and establishing realistic goals based on building upon the identified strengths and meeting the identified needs;
- e. Developing an action plan to address meeting the needs of the family in regards to attaining their identified goals;
- f. Being a mandated reporter;
- g. Determining home and child safety;
- h. Teaching and observing parent/child interactions;
- i. Managing crises;
- j. Recognizing the signs of domestic violence, drug/alcohol abuse, child abuse and neglect, and other harmful situations that affect the safety and well-being of the child and family;
- k. Working within and responding appropriately to diverse cultural settings;
- l. Accessing needed services; and
- m. Child development, health and safety, and social/emotional development.

Prior to providing services and on a yearly basis thereafter, staff must become registered with and/or undergo child abuse/neglect and criminal background screenings using the Family Care Safety Registry. In addition staff must undergo a criminal background check by completing and submitting two sets of fingerprints, one to the Missouri State Highway Patrol and one to the national Federal Bureau of Investigation.

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